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University of Tlemcen  
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**The Effectiveness of ESP Course in the  
Department of Pharmacy at  
University of Tlemcen**

Dissertation submitted to the Department of English as a partial  
fulfilment of the requirements for the degree of Master in Didactics

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# Dedications

*I would like to express my deep recognition to Allah, for giving  
me*

*Determination and strength to finish this work.*

*I owe a debt gratitude to my affectionate parents for their  
understanding and*

*Endless love.*

*To my mother who taught me the value of education and  
supported me to realize the person I am today.*

*To my aunt Malika.*

*To my friends Sihem, Asma and Yousra for their support  
whenever I was in need.*

*To my sisters in law Samira and Safia for their encouragements*

*To my husband and beloved Youcef,*

*To all my friends with whom I shared the university life.*

*To all those who love me.*

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## **Abstract**

The twenty first century witnessed an important evolution in the medical and pharmacy sciences. Most of the developments, events and inventions related to this domain are communicated in English. Therefore universities of the world implemented English courses to equip their students with language skills to master their field interest. The present work main concern is the effectiveness of the ESP course provided in the department of pharmacy at Tlemcen University. The sample populations used for this case study are the students enrolled in the 5th year. Two different research tools were designed to gather data. The first one is a questionnaire conducted with the students to identify their target and learning needs in addition to their emotions, motivation and technological environment. The second tool is a semi-structured interview with pharmacists and with ESP teacher in the department of Pharmacy. The quantitative and qualitative analysis of the collected data revealed that the majority of the sample believes that English language is important in their domain, they like to learn it especially English for Medical Purposes as they need it in their studies. However, the current ESP course does not fulfill their target and learning needs. In addition, most of the informants have access to the internet and use its resources to learn English. According to the analysis and the result obtained, students need to develop more their speaking, reading skills and their communicative competencies, as well as enriching their medical terminology and vocabulary. Consequently, majority of students suggested having ESP courses more related to their field rather than general English and to have qualified, trained teachers to avoid boredom and negative feeling during the course.

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# LIST OF ABBREVIATIONS

**CALL** : Computer-Assisted Language Learning

**EAP** : English for Academic Purposes

**EBE**: English for Business and Economy

**EEP**: English for Economical Purposes

**EMFE** : English for Management Finance and Economy

**EMP**: English for Medical Purposes

**EOP**: English for Occupational Purposes

**ESP**: English for Specific Purposes

**EST** : English for Sciences and Technology

**FL**: Foreign Language

**MOOC** : Massive Online Open Course

**NA** : Needs Analysis

**TEFL**: Teaching English as a Foreign Language

**UN**: United Nations

**USA**: United States of America

**VILT** : Virtual Instructor-led Training

**VLE** : Virtual Learning Environment

# **General Introduction**

In recent years, English language spread everywhere around the world, it becomes the language of all sciences as medicine, pharmacy, economy, technology, business, sport and arts. The demand for learning English and developing skills is growing very fast as it is required in all academic and professional fields.

The English language teaching and learning courses are planned all around the world, as it became a necessity in the age of globalization. The TEFL courses planned contain both general English and English for specific purposes with its different sub-branches as English for Medical Purposes (EMP), English for Science and Technology (EST) and English for Business and Economy (EBE). These fields of teaching are based on developing students' language needs and make them manage their own learning process in order to satisfy and fulfill their lacks of English language.

In the domain of medicine and pharmacy, many changes occurred specially in the pharmacy area, new inventions, medicines, pharmaceutical products and several industrial, biological and clinical changes happen every day. People who are belonging and involved in this field must be aware and capable to cope with this changes. This work shed light on the rational of students' needs analysis in order to have an effective course design and a well-structured teaching content and pedagogy.

The teaching of TEFL especially ESP in Algeria is progressing and developing as the educational system and context encourages it. Regarding the medical domain in Algeria, English language courses are implemented in the department of Pharmacy but not in all levels; only in the first year and sometimes the second year either in the first or second semester for one and half hour, in contrast with the French language that is in all the curriculum and lectures. Therefore, the main emphasis is in English for Medical Purposes (EMP) that helps pharmacy students to cope effectively with their needs required in this field. The Success in fulfilling their target and learning needs is to analyze it in order to make adapted courses.

There are many reasons and objectives in conducting this research, firstly to analyze the English language use in the department of pharmacy and the importance of it in this domain, in addition to the technology effects in changing language education in the 21<sup>st</sup> century. Secondly identifying pharmacy students target /learning needs and their emotions as well as the rational of needs analysis process in order to design an effective English course that meets students' needs and develop their skills that is required in this field. Accordingly, the followed questions raised:

1-Does ESP course offered to pharmacy students fulfill their target and learning needs?

2-Does technologies have any significant effect on improving students' language skills?

In this regard, the following hypothesis proposed:

1-The proposed course does not meet pharmacy students' needs, and does not develop the language skills required to communicate effectively in different situations.

2-Implementing technology devices in learning a new language will facilitate the learning difficulties that students face like lack of motivation, negative emotions as being bored and non-interested in the lecture.

In this work, two different research tools were used in order to reach the objectives; interview for ESP teachers and pharmacists in their workplaces and questionnaire for pharmacy students. The aim of using mixed tools is to have reliable data that allows the researcher to analyze and identify the learners' needs and what is required to be added and modified in their academic and professional contexts to design a an adapted syllabus .

The first chapter considers the importance of English language in the entire world then in the medical and pharmacy domain and its uses in different areas, in addition to ESP emergence, its types and characteristics continuing with the need of needs analysis to course design. The first chapter also deals with the motivation and emotions of students on learning a language and the effect of it in their learning process, mentioning motivation approaches, types and categories of effects of emotional experiences in learning a language. Ending it with the importance of technology in education and the changes occurred by it in the 21<sup>st</sup> century, concluding with learning ESP through technology devices, E-learning and digital learning celebration day.

The second chapter in its first part revolves the description of the faculty and ESP status on the pharmacy domain. A detailed description of research instrument used, the sample, the data collection process and then the analysis of data collected, the interview with pharmacist and the ESP teacher and the students 'questionnaire. Finally, the result is analyzed and discussed and ending with a conclusion

# **Chapter One**

## **Literature Review**

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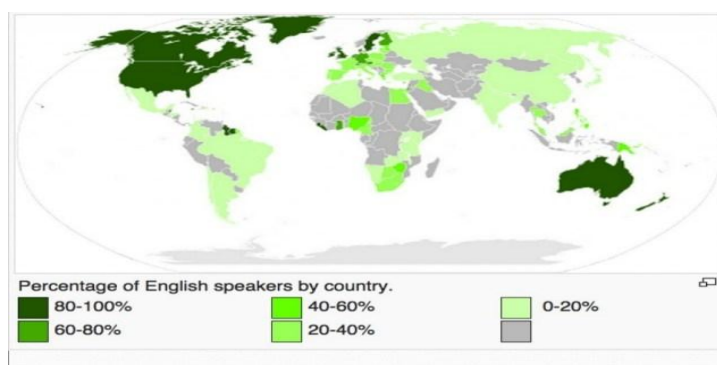
## 1.1 Introduction

Nowadays learning English language is a necessity and an obligation. Many historical events made it as it is now. It emerged during the post war period, USA in this moment started to rise as the most important pole of several powers as economy, technological industry, scientific domain and so many. English language started to spread all around the world as a language of prestige and well-rounded education. In this time, TEFL was born and many branches appeared as ESP that expanded and developed during time.

The development of ESP branch get in touch with many domains specially the medical and pharmacy one. This chapter will shed light on Teaching English for specific purposes, its types and learners needs identification .Then, the importance of emotions and motivation in learning a foreign language in this domain will be presented, and finally the role of technology in learning ESP.

## 1.2 The importance of English Language

A very fast change happened in the world and the globalization appeared where English raised as a main language of economy and education. New challenges need to be faced as multilingualism..., this is why learning English and improving the communicative skills became a necessity. In today's world, many countries speak English as second or as a foreign language where two different people from different countries that are non-English speaking (example: Mexican meets a Sweden) will communicate in English language.



**Figure 1.1:** Percentage of English speakers by country.

### **1.2.1 English language in different domains**

English language has many uses; it is considered as the language of technological inventions, sports, art as well as being a major language in debating in the UN, used in conferences and organizations in addition to other domains as:

#### **Education:**

In many countries, syllabuses are written in English as science and engineering subjects, in addition to most of scientific studies and researches are in English. In the university many countries as in Canada, Germany, and Philippines, use English language in their subjects to make the learning material accessible to international students.

#### **Press and the internet:**

Most of the internet websites of any subject from any country are written in English or gives you the opportunity to translate it into English. In addition to the newspapers and books existing in English are more than any other language in the world.

#### **Travel and Business:**

You will see the importance of English when you travel and when you work. When you can communicate in English, you can travel easily around the world with no difficulties. In The business domain, any big companies that work in an international level want her workers to be good speakers, writers and readers at English language.

### **1.3 English in the Medical and Pharmacy domain**

English is the language of globalization, which make it a necessary tool in communicating and searching all around the world, and use it as the main language of all sciences.

Medical science is dealing with the study of diagnosis, treatment and prevention of disease, where Pharmacy is the science of preparing, dispensing and

proper use of drugs; pharmacist is a profession that links health sciences with pharmaceutical sciences.

In the medical and pharmacy domain, most of the literature publications are in English language in addition to the studies used in different healthcare sectors as dental medicine, pharmacy and medicine. The medical studies and publications number is increasing every day, which make learning English language for medical and pharmacy purposes a must for the students in order to achieve their aims and progress on their academic and professional career.

#### **1.4 Emergence of ESP**

After Second World War, a new world of economy has born a large expansion of technology inventions and sciences development appeared. Hutchinson and Waters (1987:6) claim, “The effect was to create a whole new mass of people wanting to learn English, not for the pleasure or prestige of knowing the language, but because English was the key to the international currencies of technology and commerce.”

In addition, a shift in Linguistics occurred in early 1970s. This move from the focus only on grammar toward the communication in real life and situations effected learners’ language needs depending on their specialization and its register.

ESP start to develop in this period, ESP researchers came out with a response after learners’ needs analysis, which is skill-based approach (competence). This approach aims to help learners to develop their skills and strategies, which will continue after the ESP course, as well enriching their language knowledge to make them good processors of information. The role here of need analysis is to discover the competence that enables learners to perform in target situation and help the course designer to discover the abilities and the knowledge that the learner bring in ESP class.

## 1.5 Teaching English for Specific Purposes

The term ESP firstly appeared in the 1960s. This appearance was a result of the need to develop the level of proficiency of English speakers as an additional language for their jobs requirements. ESP is considered as an approach to language learning, concentrates on language in context rather than grammar and structure, Robinson (1991) said that ESP is “goal-oriented language learning”. It is also defined as “English for specific purposes (ESP) refers to the teaching and learning of English as a second or foreign language where the goal of the learners is to use English in a particular domain.” (Paltridge and Starfield, 2013, p.2)

Teaching it differs according to the learners needs. When the needs are identified, the ESP program and course are designed depending on learners’ needs identification and analysis. ESP teaching should have a combination between teaching English and the subject matter, this combination will motivate the learner to apply what he learn in class. This combination will reinforce the use of what he learnt in meaningful situations as well as increasing his motivation.

### 1.5.1 ESP Characteristics:

According to Strevens (1988), there are two characteristics:

#### 1/Absolute Characteristics

Are non-changeable characteristics where ESP need to meet students’ needs and his job requirements, the content of ESP course should be centered on particular subject, professions and social activities. The language used is appropriate to those activities in syntax, lexis discourse, semantics and analysis of this discourse. In addition to be in contrast with general English

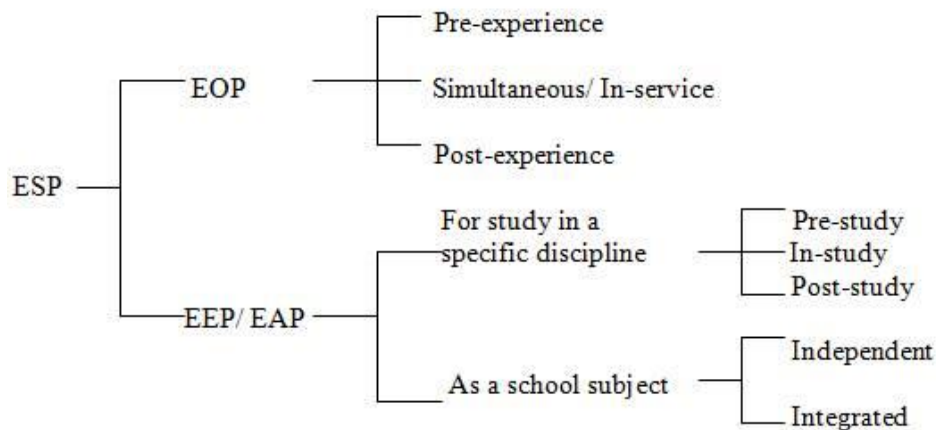
#### 2/Variable Characteristics

These characteristics are changeable. ESP need to be restricted as the language skills to be learned, Non taught according to any pre-ordained methodology.

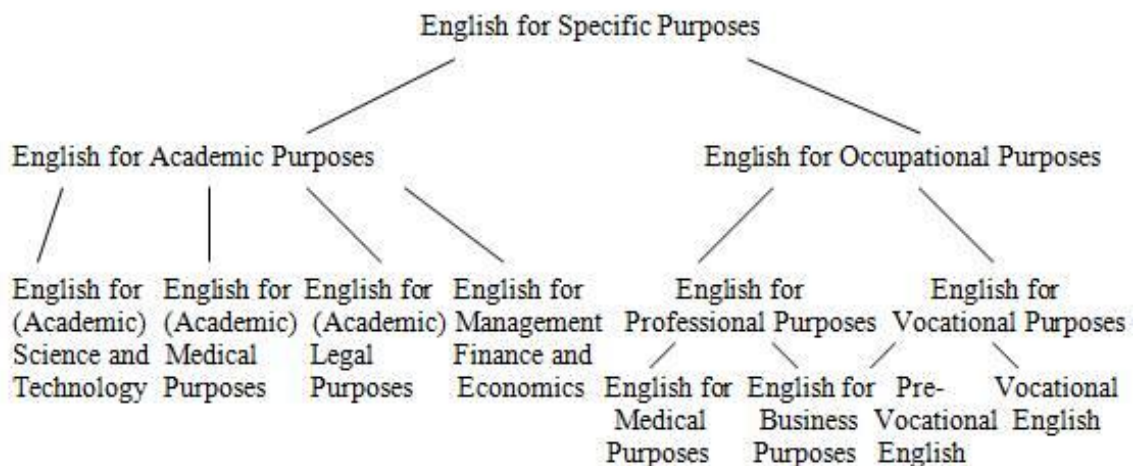
### 1.6 Types of ESP

Many researchers investigated in ESP types as Hutchinson and Waters (1987) and Robinson (1991), they classify ESP into two main types that are meant to satisfy and fulfill learners' needs; English for Occupational Purposes (EOP) and English for Academic Purposes (EAP).

In this diagram, the division of course is according to when they take place.



**Figure 1.2:** classification of ESP according to Robinson (1991)



**Figure 1.3:** classification of ESP according to Hutchinson and Waters (1987)

### **1.6.1 English for Academic Purposes**

EAP refers to students who their first language is not English, they may need help with both languages of academic disciplines and specific study skills required for the course. “EAP is usually defined as the language and the associated skills that students need to undertake study in higher education through the medium of English or to conduct a research in that language” (Hyland, 2006; Robin, 1991).

EAP branch includes:

1/English (Academic) for Science and Technology (EST)

2/English (Academic) for Medical Purposes (EMP)

3/English (Academic) for Legal Purposes (ELP)

4/English for Management Finance and Economics (EMFE)

The objective of an EAP course is to help students learn some of the linguistic and cultural mainly institutional and disciplinary practices involved in studying or working through the medium of English.

### **1.6.2 English for Occupational Purposes**

EOP is an English learnt to perform in job related tasks or the English needed to carry out an intended profession or occupation. The course here is related to the needs of the profession.

### **1.6.3 EAP vs EOP**

Hutchinson and Waters (1987) note that: “people can work and study simultaneously; it is also likely that in many cases the language learnt for immediate use in a study environment will be used later when the students takes up, or returns to, a job” (Hutchinson and Waters, 1987, p.16)

EAP is any English teaching that relates to academic study needs, in the other hand, EOP includes work-related needs and training.

### **1.7 The Rational for Needs Identification in ESP**

Needs identification called also needs analysis or needs assessment that appeared in the 1970s. NA get attention of many scholars and TEFL practitioners as Munby (1978), Hutchinson and Waters (1987), Robinson (1991), West (1994), Dudley-Evans and St. John (1998), Iwai (1999), Westerfield (2010) who investigated in its importance in designing ESP courses.

NA is defined as the techniques used for collecting and assessing information relevant to course design. It is a continuous process, whenever the teacher modify his teaching process, he will learn more about his students, and it actually shades into evaluation, the means of establishing the effectiveness of a course. Needs is actually an umbrella term that cover many aspects, incorporating learners' goals and backgrounds, their language proficiencies, their reasons for taking the course, their teaching and learning preferences, and the situations they will need to communicate in. Needs can involve what learners know, don't know or want to know, and can be collected and analyzed in a variety of ways ( Hyland 2006)

Dudley-Evans and St. John (1998) came with a modern concept of needs identification that is considered as a comprehensive and encompasses many works of the above-mentioned scholars.

This concept includes:



**A-Professional information about the learners:**

The tasks and activities learners are / will be using English for -target situation analysis and objective needs-

**B-Personal information about the learners:**

Factors that may affect the way they learn such as previous learning experiences, cultural information, reasons for attending the course and expectations of it, attitude to English -wants, means and subjective needs.-

**C-English language information about the learners:**

What their current skills and language use are- present situation analysis that allows us to assess (D)-

**D-The learners' lacks:**

The gap between C and A –lacks-

**E-Language learning information:**

Effective ways of learning the skills and language in (D) -learning needs-

**F-Professional communication information about (A):**

Knowledge of how language and skills are used in the target situation-linguistic analysis, discourse analysis, genre analysis-

**G-What is wanted from the course****H-Information about the environment in which the course will be run**

NA or needs identification is a fundamental and necessary part of ESP, it helps to make the course more oriented to the real needs of learners. Munby (1978:40) says “syllabus specification in ESP can only take place after the prior and necessary work has been done on needs.” as result the more detailed NA is, the better and right choices are.

## **1.8 Needs Types**

Hutchinson and Waters made a difference between target needs and learning needs. 'Target needs (i.e. what the learner needs to do in the target situation) and learning needs (i.e. what the learner needs to do in order to learn)' (2, p.54)

### **1.8.1 Target Needs**

It refers to what the learner need to do in order to communicate effectively in a target situation. These needs are divided into:

- Necessities: what the learner need to be able to do in the end of the ESP course.
- Lacks: what learners lack in their background in order to reach the required level of proficiency in English.
- Wants: the personal aims and wishes that the learner wants to obtain from an ESP course.

### **1.8.2 Learning Needs**

Learning needs represent the strategies and skills used by learners to move from the start (lacks) to the final destination (necessities). It focuses on how to learn to do something (methodology).

Hutchinson and Waters (1987) claim that it is naïve to base a course design simply on the target objectives, and that the learning situation must also be taken into account. They added that the target situation alone is not reliable indicator, and that the conditions of the learning situation, the learners' knowledge, skills, strategies, motivation for learning, the setting and the time load are of prime importance.

## 1.9 Course Design

Course Design is a process of interpreting Needs Analysis data to design and create syllabus, Hutchinson and Water define Course design as

the process of interpreting the raw needs analysis data to produce an integrated series of learning experiences to lead learners to a particular state of knowledge.” In addition to Munby stated, “ESP courses are determined in all essentials by the prior analysis of the communication needs of the learners.

Robinson's states that the characteristics of ESP course are:

- 1-ESP is goal directed.
- 2-ESP course is based on analysis of needs
- 3-Often, there is a specified period for the ESP course.
- 4-ESP learners tend to be adults
- 5-learners may need specialist language but it is not necessary
- 6-Sometimes, a very high level of proficiency is not required as the students succeed in their aims

Based on this criteria ESP course design is goal oriented , learners are learning English because they need it or they will need it in their professional career.

### 1.9.1 Factors that affect ESP Course Design

Hutchinson and Waters Outlined basic question needed to be known before course designing, the questions are:

1. Why does the student need to learn?
2. Who is going to be involved in the process? This will need to cover not just the students, but all the people who may effect on the process: teachers, sponsors, inspectors, etc.

3. Where is the learning to take place? What potential does the place provide? What limitation does it impose?
4. When does the learning take place? How much time is available? How will it distributed?
5. What does the student need to learn? What aspect of language will be needed and how will they be described? What level of proficiency must be achieved? What topic areas will need to be covered?
6. How will the learning be achieved? What learning theory will underlie the course? What kind of methodology will be employed?

These shows that there is factors that affect the Course design, Firstly the description of language which shows the language knowledge needed , Secondly, how the learner learn the language then thirdly is the nature of the particular target and learning situation.

An effective ESP course needs to have some characteristics according to Charter 1983:

- 1-The authenticity of the course contents
- 2-The purpose-related orientation
- 3-Self-direction



**Figure1.4:** Factors affecting ESP course Design

### **1.10 Objectives in learning ESP**

Objectives mean different things for different people. Learning objectives and lessons aims are an indispensable part of the teaching process. To go for a lecture without an idea about what you want is a recipe for a disaster.

Teaching and training in ESP pursue a fulfilling, long-term, goal-oriented, big-picture-driven professional practice, there is a reference to Stern's (1989, 1992) categorization of language education objectives:

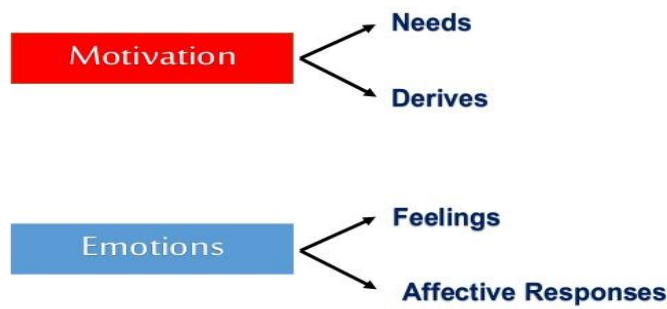
- Proficiency Objectives: Concern the mastery of skills.
- Knowledge Objectives: Concern the acquisition of linguistic and culture.
- Affective Objectives: Concern the development of positive feeling toward the subject of study.
- Transfer Objectives: Concern the ability to generalize something.

Basturkmen (2006) came with objectives concerning teaching/learning ESP. There is a similarity between the two works, the five broad objectives which are also applied to ELP as follows:

- To reveal subject-specific language use.
- To develop target performance competencies.
- To teach underlying knowledge.
- To develop strategic competence
- To foster critical awareness.

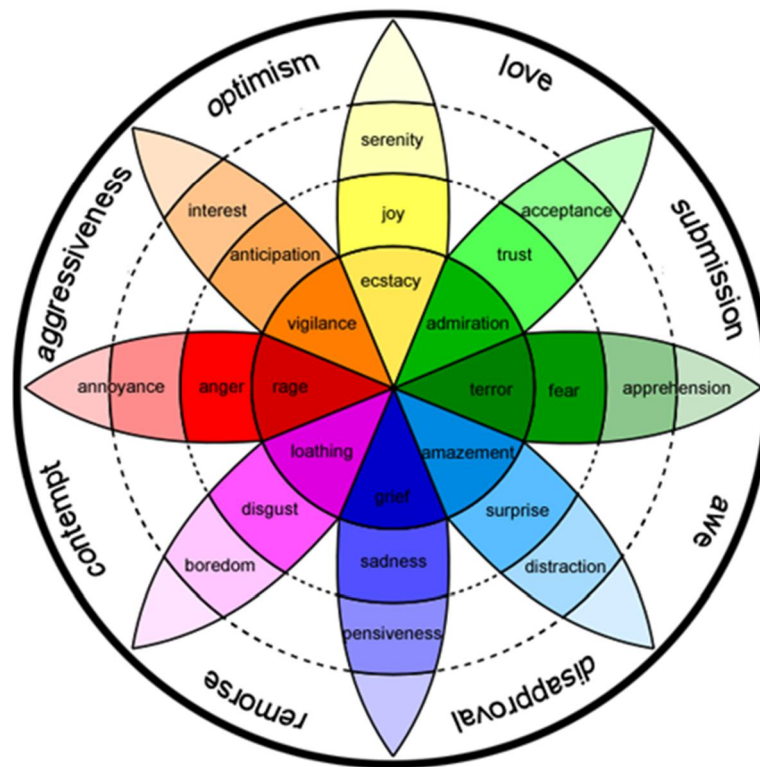
### **1.11 Motivation and Emotions**

Motivation is defined in different ways, it is seen as a force and an energy related to direct behaviors of the person and triggers them. It is Also seen as a power to initiate an action, explain why people do what they do when they do them. In 2006 franken believes that motivation is "arousal, direction and persistence of a person's behavior". Motivation is seen as the reason for behaviors.



**Figure 1.5:** Motivation and Emotions.

Emotions are defined as the feelings or affective experiences that are characterized by a cognitive, physiological and behavioral responses and reactions to specific stimuli.



**Figure 1.6:** Basic emotions: Biological primitive.

### 1.11.1 Motivation approaches:

Motivation is very complex; it cannot be analyzed from one angle. Different views and approaches of motivation developed in order to understand it. There are four

motivational psychology theories been selected: self-efficacy theory (Bandura, 1997), attribution theory (Weiner, 1992), self-worth theory (Covington, 1998) and self-determination theory (Deci & Ryan, 1985).

#### 1/Self-efficacy theory:

It depends on the beliefs that shape how people feel, behave, think and motivate themselves. Bandura (1994) said about self-efficacy that is “(...) people’s beliefs about their capabilities to produce designated levels of performance that exercise influence over events that affect their lives” (Bandura, 1994, p. 71). This means that people with high a level of Self-efficacy succeed in tasks that they engage in it, in contrast with people who have a low level of Self-efficacy fail to engage in difficult tasks justifying their failure with their personal weaknesses. Thus, a person’s life course is determined by the abilities they believe they possess.

#### 2/Attribution theory:

It is the assumption of that human motivation is the result of the need to know the reason why something has happened. For example, a student who has had a bad learning experience that he attributed to his capacities, he is willing to not participate in any learning activity again, because he will think that the reason behind this bad experience is his cognitive abilities that he cannot change. However, if the student think that the reason behind his failure is that he did not make his best efforts, he can change and go to a new leaning situation and try making his best efforts, this time, he can have better result. Weiner (1980), stated “The most salient causal inferences are ability and effort, but many other factors are also influential” (p. 393).

#### 3/Self-worth theory:

It is defined by Covington (1992), “(...) assumes that the search for self-acceptance is the highest human priority, and that in schools self-acceptance comes to depend on one’s ability to achieve competitively” (p. 74). Students considered worthy as their abilities in schools, Students’ value is measured through their school

achievement that is why students takes different actions such as cheating to protect their self-image from negative comments .

#### 4/Self-determination theory:

Ryan and Deci (2000) consider self-determination theory as follows: “(...) investigating people’s inherent growth tendencies and innate psychological needs that are the basis for their self-motivation and personality integration” (p. 68). It shows that the construction of motivation lies in a continuum of self-determination from a lack of motivation through an external regulated to intrinsic motivation regulated.

learners’ personalities, personal experiences, cognitive processes and the social context all these influence motivation so strongly.

#### **1.11.2The role of motivation to learn foreign languages:**

Motivation is related closely with any success or failure of a difficult activity. In learning a second or foreign language, motivation is an important factor to learn effectively and master the language successfully. According to Gardner (1985) “motivation is the combination of attempt plus desire to obtain the aim of learning the language plus favorable attitudes toward learning the language”. It provide learners with a path and an aim to follow , Huitt (2001) stated that paying attention to the importance of language will help learners improve their motivation to learn even if they do not have enough intrinsic motivation.



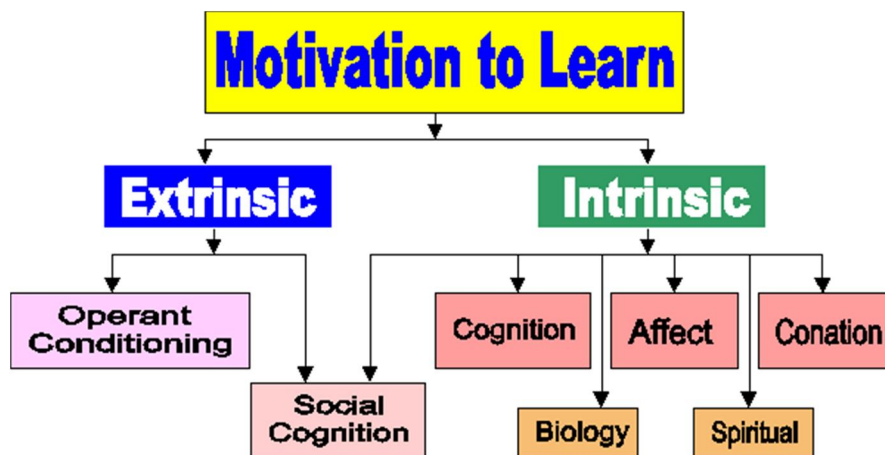


Figure 1.7: Motivation to learn.

### 1.11.2.1 Types of Motivation:

There are four types of motivation. Instrumental, integrative, intrinsic, and extrinsic motivation:

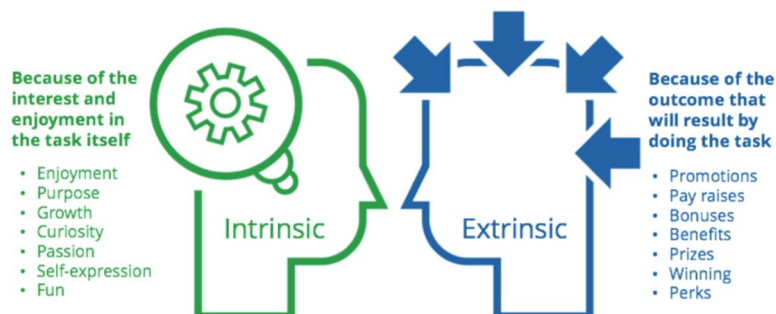
**a/ Instrumental motivation** is to acquire a language as a means for obtaining instrumental objectives such as furthering a career, reading technical materials, translation, .....

**b/ Integrative motivation** is to learn a second or foreign language to integrate into the language culture and groups.

**c/ Intrinsic motivation** refers to the motivation to engage in an activity because that activity is enjoyable and interesting to do.

**d/ Extrinsic motivation** refers to the actions that are performed to get some instrumental aims like earning a reward or stopping a punishment. (Dörnyei ,1998)

## INTRINSIC VS. EXTRINSIC MOTIVATION: WHY WE DO WHAT WE DO



**Figure 1.8:** Intrinsic VS Extrinsic motivation

### 1.11.3 The impact of emotions to learn foreign languages:

Feelings and emotions experienced by students are considered important in understanding learning processes, student motivation and effective teaching (Pekrun, Goetz, Titz & Perry, 2002; Meyer & Turner, 2006). In learning a foreign language the environment will be different to students, this will give them a diversity of motives and feelings. The emotional experiences play an important role in deciding to learn a foreign language or not. Language teachers have to understand students' feelings and their emotional experiences to adjust the approach of learning and reduce the negative emotions. According to Scherer (2005), feelings and emotions prepare people to act. A negative emotional experience will make the student stop to learn.

There are four different categories of emotional experiences effects:

**Table 1.1:** Four categories of emotional experiences effects.

Category 1 Positive effects of positive emotions	Category 2 Negative effects of positive emotions	Category 3 Negative effects of negative emotions	Category 4 Positive effects of negative emotions
<ul style="list-style-type: none"> <li>• Self-efficacy feelings</li> <li>• Positive learning environment</li> <li>• Reloading their motivational energy</li> </ul>	<ul style="list-style-type: none"> <li>• Resting on their laurels</li> </ul>	<ul style="list-style-type: none"> <li>• Feeling insecure</li> <li>• Poor class participation</li> <li>• Negative learning environment</li> <li>• Learning English perceived as difficult</li> </ul>	<ul style="list-style-type: none"> <li>• Language learning awareness</li> <li>• Language learning strategies</li> <li>• Developing motivational strategies</li> </ul>

## 1.12 Technology in learning FL/ESP

### 1.12.1 Overview

The word Technology has Greek origins which is a combination of the word “technē” means “art, craft,” with “logos” means “word, speech,” meant in Greece a discourse on the arts, both fine and applied. It started to raise in the 18 century in Great Britain where the industrial revolution and inventions of tools and machinery started. Technology according to Cambridge dictionary is defined as followed:

*- (the study and knowledge of) the practical, especially industrial, use of scientific discoveries.*

*-Technology is also a particular method by which science is used for practical purposes.*

### 1.12.2 The importance of technology in learning a language

Technology is considered as an important part of learning specifically in learning English as a foreign language or English for specific purposes and out

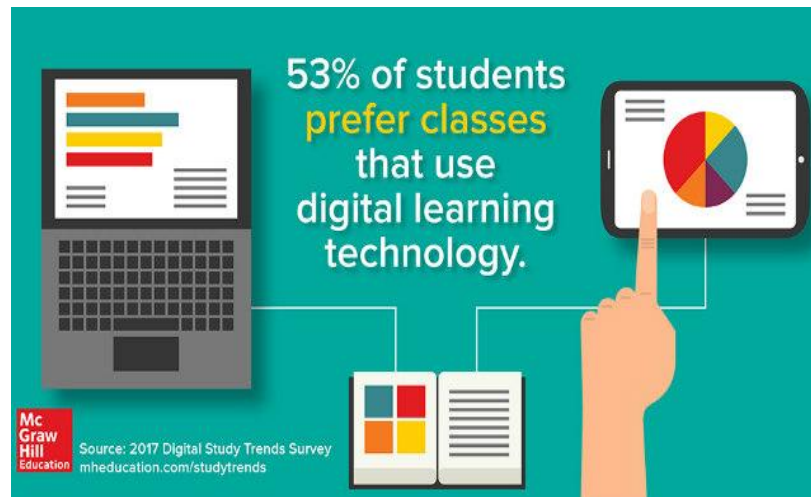
classes. It is used for both to help and improve the learning process for learners as well as for language teachers to facilitate and update activities. According to Costley, 2014; Murphy, DePasquale, & McNamara, 2003 :

Technology is an effective tool for learners. Learners must use technology as a significant part of their learning process. Teachers should model the use of technology to support the curriculum so that learners can increase the true use of technology in learning their language skills



**Figure 1.9:** Technology effects on learning FL/ESP

According to Bransford, Brown, and Cocking (2000) “the application of computer technology enables teachers and learners to make local and global societies that connect them with the people and expand opportunities for their learning”. They added that the positive effect of computer technology depends on how teachers use it in their language classrooms, example of communicating on live with native speakers and professional many, watch subject matters documentaries and many activities and programs to learn FL/ESP.



**Figure 1.10:** A fact about the preference of using technology in classes

### 1.12.3 How technology changes language education in the 21st century

Technology in recent years has effected all areas of our life. Especially the influence of technology in education in general and language learning specially, it is very powerful and grows every day.

The 21<sup>st</sup> century technologies in education are enhancing many aspects of learning:

#### -Improved Engagement:

It improve students' engagement incorporating technology devices to check the comprehension and learning content of lectures. It boosts students' participation as it make it easy to monitor their understanding during the lecture and enhance the presentation of learning material.

#### -The automation of tedious tasks:

It helps language teachers to simplify tasks that consume his time and efforts, the teacher or educator will have more time and focus more in the deliverance of the lesson

#### -Unlimited resources:

The educational resources number is increasing every day, it contain electronic books, educational websites and many applications and activities. Teachers and educators from this unlimited sources can customize students' learning experiences,

-Special education:

Special education was a very critical issue for a long time, but technology advantages students with special needs and today they have access and can afford grants world-class education, technology changed education by the enhancing the accessibility and interactivity of online learning.

-Personal interest and passion:

It offers students the opportunity to pursue their personal interests and passions, such opportunity help them to develop their skills in a particular interest as a student in musical class can have access listening to many original compositions of famous musicians .This help students to promot their passion of exploring and searching for learning.

-Coordinated learning:

Technology will gives students the opportunity to connect to external settings such as museums, libraries..., in addition, students from different schools can collaborate to change thoughts, ideas..., this helps students to have richer learning experiences.



**Figure 1.11:** A live collaboration experiment between different classes.

### **1.12.4 E-learning**

E-learning is also called online-education and online-learning, it is a learning system through the internet using an electronic device, the E in E-learning stands for electronic. Which the whole term is Electronic-Learning. Many people use it to learn any foreign language they want in addition to English for specific purposes.

There are different plat forms used to do courses online as:

- MOOCs (Massive Online Open Courses), e.g. Coursera or Futurelearn.
- Virtual learning environment (VLE), such as Learn or Blackboard.
- Video streaming services, such as YouTube.
- Virtual instructor-led training (VILT), e.g. WebEx or webinars.
- Discussion boards.
- Forums.
- Podcasts.

E-learning impacted the language learning and education in general by replacing physical books and papers with digital content in addition to have certification course that can be counted as a college credits, it helped also many companies and workers as it gives several people the educational material and coaching courses simultaneously.

### **1.12.5 Learning ESP through technology devices**

Technology use in ESP was integrated in many courses whether in the form of a tape recorder or sophisticated digital technology. It has changed through time not only in language learning also in ESP. Before teachers had to book computer rooms or language labs for learners and allow them to use CALL software with mostly drill-type exercises (Arnó, Soler and Rueda, 2006a), but today technology is integrated into the classroom physically and pedagogically rather than being an add on. Garrett (2009: 719) defines CALL now as “the full integration of technology

into language learning’ with its three elements of theory, pedagogy, and technology playing an equally important role”.

However, many language teachers have integrated different kinds of technology into their courses. Learners use it in their profession, whether it is the word processor, email, and the internet as a source for authentic material and place for authentic communication, virtual conferencing platforms, and simulation software. In this domain, Bill Gates (2010) stated about ESP online learning, “We should focus on having at least one great course online for each subject rather than lots of mediocre courses.”

### 1.12.6 Digital Learning Celebration Day

Digital learning day is on February 22, it is a celebration that promote learning through technology, and shows the importance of creating new learning sources for learners. This celebration is about both technology and learning, this combination will led to successful achievement.



**Figure 1.12:** Digital Learning Day.

### 1.13 Conclusion

The current chapter contains three parts. The first part starts with the importance of English language and its uses in different domains, especially in the medical and pharmacy one. Then dealing with emergence of ESP, the process of teaching it, its characteristics and types, continuing with the aim of identifying



learners' needs and their types, ending this part with ESP course design and its learning/teaching objectives.

Second part of this chapter contain the definitions of Motivation, its approaches and Emotions , the importance and the significant role of motivation and feelings in learning as It is considered the source of failure or success, ending the second part with the four categories of effects of emotional experiences on foreign language learners. The third and final part tackles the definition and the importance of technology in improving language learning, its changes in education in the 21<sup>st</sup> century ending with ESP learning through technology devices, the digital learning celebration day and a conclusion.

# **Chapter Two**

## **Data Analysis and Recommendations**

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## Chapter Two Data Analysis and Recommendations

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## 2.1 Introduction

The previous chapter was concerned with the importance of ESP course, learners' emotions and feelings as well as the role of technology in learning ESP.

This chapter is devoted to the description and analysis of data gathered by research tools and the discussion of the findings. First part deals with the description of the university and faculty of Medicine then followed with the status of ESP in the department of pharmacy and the sample of the informants in this research. Second part deals with the procedures and the research methodology used in this work. Third part deals with the result is discussed and interpreted by different graphs and tables. At the end, the work is accomplished with some suggestions, recommendations and a conclusion.

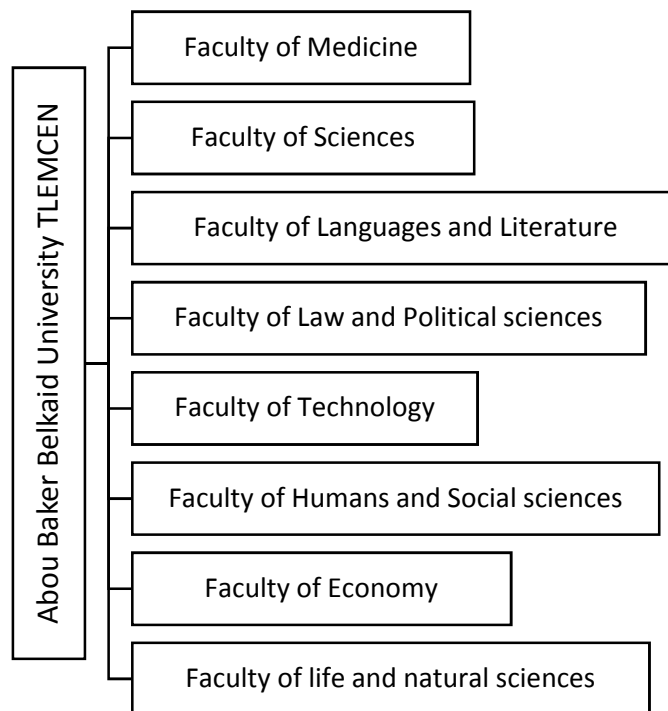
## 2.2 Description of the Study Setting

The University of Abou baker BelkaidTlemcen seen as a result of long revolution. It was founded in 1974, the higher education was provided only for the exact Sciences and Biology core then it expanded to cover many sectors.

A new University map and creation of national institutes of higher education occurred in 1984, It gives the student the opportunity to pursue his entire graduation courses in Tlemcen. The University today has 8 faculties located in 5 University poles; Imama pole, Chetouane pole, Kiffane pole, pole ring road also called the new pole and the pole Miloud barracks, to which adds Annex Maghnia.



**Figure 2.1:** University of Tlemcen logo.



**Figure 2.2:** Faculties of the Abou baker Belkaid University Tlemcen.

### 2.1.1 The Faculty of Medicine

The Faculty today takes the name of the martyr “BENAOUDA BENZERDJEB”, the first courses offered in medicine (between 1974 and 1980) were in common with biology core where some fields have to finish their studies in others universities as Algiers and Oran. In 1981, the first year of medicine has launched and then in 1998 the Faculty of Medicine in Tlemcen was created. It comprises three different departments:

- 1-Department of Medicine
- 2-Department of Dentistry
- 3-Department of Pharmacy

### 2.2.2 ESP in the Department of Pharmacy

English is an important language in the pharmacy and medical domain. It is included in the programs of pharmacy but not in all levels besides French language, which it is used more in daily life. The necessity of preparing students for academic and professional communication. The topics dealt varies from general to medical English.

## **2.1 Research Design and Instrumentation:**

The main objective of this research is the effectiveness of ESP course for pharmacy students in addition to the effect of technology in improving learners' language skills. The research design is an important part of any work to attain the goals and to address the research problem adequately, firstly a suitable strategy need to be followed in order to collect data and present it effectively in addition to a clear description of methods used in analysing data that will help to either confirm or reject the hypotheses. In this work, firstly, the sample was selected then two different research instrument were used in order to have a reliable and objective result.

## **2.4 Sample Population**

### **2.4.1 Pharmacists' profile**

The participants are three pharmacists who has graduated and started their professional career

### **2.4.2 Teachers' profile**

There are only one teacher in the pharmacy department. She has a License degree in English Language Studies and a part time teacher for years in this department besides the dental surgery department.

### **2.4.3 Students' profile**

The sample population chosen is the 5<sup>th</sup> year students of pharmacy at the University of Tlemcen as they are able to determine the objectives of this research.

## 2.5 Data Collection Instruments

A mixed instrument used in this research:

\***The questionnaire** for pharmacy students, which it is considered as the most common tool used in researchers. The questionnaire is easy to construct as well as an effective way to collect a large amount of data very quickly.

\***The interview** for ESP teacher and pharmacists.

The method used is descriptive to gather data and to investigate and confirm hypothesis.

### 2.5.1 Pharmacists' Structured Interview

#### 2.5.1.1 Design of Pharmacists' Structured Interview

The interview was conducted with (3) three different pharmacists who studied English at university. It consist of (9) questions aims to determine the importance of English in the pharmacy domain, which English they consider more useful and their level in English. In addition to their opinions on the courses provided at university and the language competencies that the pharmacy students need to develop. Ending the interview with the role and help of technology in developing their ESP in the pharmacy context.

#### 2.5.1.2 Results Interpretation

**Q1:Do you think that English is important in pharmacy context?**



**Figure 2.3:** Importance of English in the pharmacy context.

The majority of the pharmacists said yes it is very important as it represent the language of the world.

**Pharmacist 1 stated :***Yes it is very important , all the news about new medicines and the inventions in the medical domain are presented in English language.*

**Pharmacist 2 stated:** *Of course , English is global we find it everywhere specially in our domain.*

**Pharmacist 3 stated:** *Yes, we use pretty much in our researches in the internet to read about new reports and in the marketing of medicines and pharmacy products.*

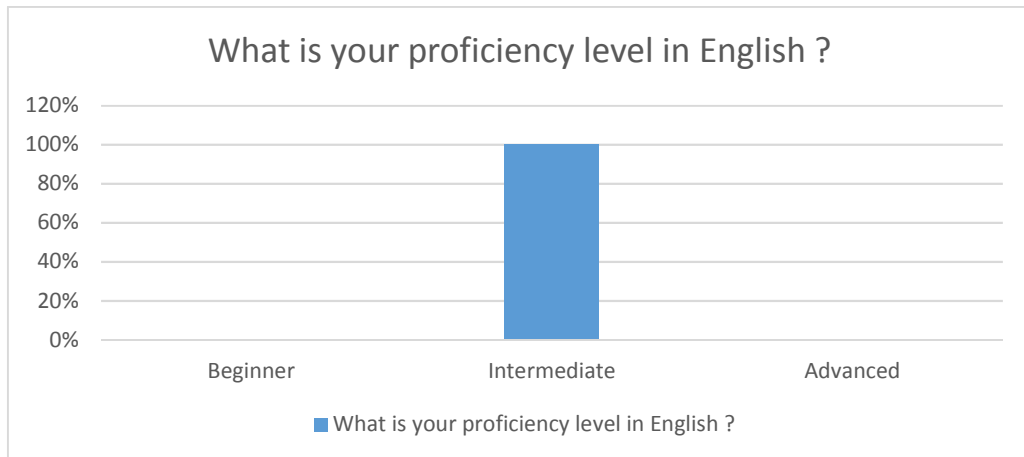
**Q2: which English you consider is useful? (From 1 to 3)**

**Table 2.1:** Classification of usefulness of different types of English.

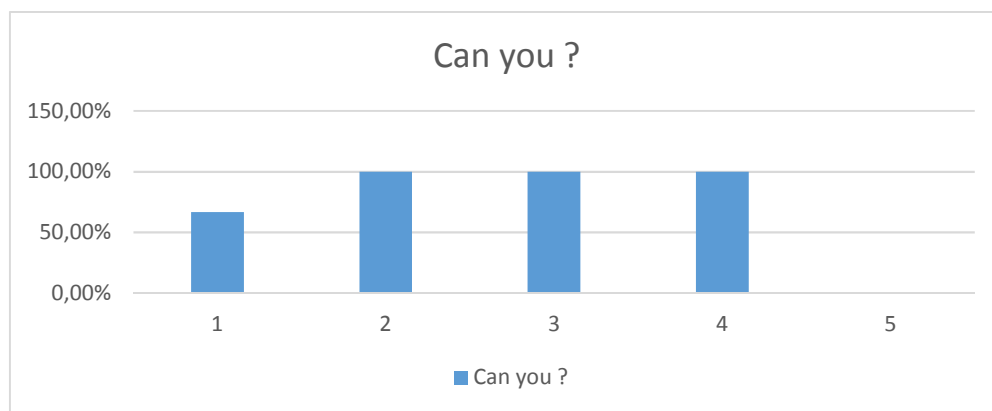
<b>Response</b>	<b>Rank 1</b>	<b>Rank 2</b>	<b>Rank3</b>	<b>Total</b>
<b>General English</b>	<b>1(33.3%)</b>	<b>2(66.6%)</b>	<b>0(00%)</b>	<b>3(100%)</b>
<b>English for Medical purposes</b>	<b>2(66.6%)</b>	<b>1(33.3%)</b>	<b>0(00%)</b>	<b>3(100%)</b>
<b>Business English</b>	<b>0(00%)</b>	<b>0(00%)</b>	<b>3(100%)</b>	<b>3(100%)</b>

The interviewees were confused between General English and English for Medical Purposes. Two of them chose English for Medical Purposes the first as they use it on their field and need it more then in the second place came General English, Business English was in the bottom of their choices.



**Q3: What is your proficiency level in English?****Figure 2.4:** Pharmacists' proficiency level in English.

All pharmacists said that they are intermediate in English,

**Q4: Can you? :****Figure 2.5:** what can pharmacist understand and comprehend.**1/Understand natives' speech without difficulties:**

Two pharmacists stated that they understand natives' speech but they have some difficulties where **one pharmacist stated** that:

*No I have many difficulties as they use idioms and complex expressions.*

**2/Understand Academic English:**

All of them said yes they understand academic English

**3/Comprehend texts written in English:**

All of them said yes , they can comprehend texts written in English.

**A pharmacist stated that :***I do understand texts written in English but when it is simple and not complicated like stories, poetry and romans.*

**4/Comprehend scientific texts written in English:**

All of them said yes they understand the scientific texts written in English but still have difficulties as new words.

**5/Speak fluently:**

All the pharmacists said “no” we do not speak fluently English language.

**Q5: For how many years you have studied English at university ?**

Two pharmacists studied English for Medical purposes for short period (3 to 8 months) And one pharmacist studied only general English for a year.

**Q6: What was the nature of English course provided ?general or specific.**

The majority claimed that the nature of the course provided is a mixture of general and specific English.

**Q7: What are the language competencies that pharmacy student need to develop?**

All of them agreed that pharmacy students have to develop their communication competency.

**Q8: Is there an impact of learning English terminology on student’s academic and professional careers?**

All pharmacists said yes, there is an impact of learning English terminology, which makes the pharmacy student vocabulary on the medical purposes rich, he will be able to understand scientific and medical texts and communicate effectively with

others on the same domain. All these will help him on his academic and professional career as it enrich the student's knowledge.

**Q9: Do you think that technology is helpful to develop their ESP in the pharmacy context?**

The three pharmacists agree that technology is very helpful on developing ESP , using online activities and videotaped lectures and many educational websites.

### **2.5.1.3 Summary of the results**

After the analysis of the data, pharmacists believe that English language is very important in the pharmacy context. They consider their level in English as intermediate where they can understand academic and scientific texts written in English but they face some difficulties as new and complex words. The informants claimed that the nature of the courses provided at university was a mixture of general and specific English considering the English for medical purposes useful for them. They recommend to the students to develop their communicative competencies and to learn the English terminology as it helps them to enrich their knowledge and impact their professional and academic career positively, ending with the importance and the role of technology on developing ESP in the pharmacy context by using the educational websites and online activities.

## **2.5.2 Teachers' Structured Interview**

### **2.5.2.1 Design of Teachers' Structured Interview**

The interview was conducted with one ESP teacher in the Department of Pharmacy. It is composed of 14 questions aims to determine and gather data about the teachers' qualification and their way of teaching ESP, in addition to the identification of students needs, which activities provided to them according the skills they need to develop and questions about the students level and emotions which influence their learning. Ending with which technological devices used to facilitate the learning and make students interested during the class.

### 2.5.2.2 Results Interpretation

**Q1:Are you full or part time teacher ?**

The teacher reported that she is a full time teacher.

**Q2:Are you specialized in ESP?**

**Q3:Have you received any ESP Teaching ?**

The teacher stated that she is not specialized in ESP but she received ESP courses.

**Q4:Do you teach with a syllabus or you prepare the course alone?**

**Q5:At the beginning of the academic year have you identified your students needs?**

**The teacher:** *In the beginning of each year I do identify my students needs as they are a group formed of mixed-abilities and language capacities...and then I do prepare the courses according to those needs in order to fulfil them.*

**Q6:According to you what is your students' proficiency level in English?**

**The teacher:** *As I said students have mixed-abilities , most of the first year students are average in English while the second year students level is better and a minority who are advanced in English and can form meaningful and coherent sentences.*

**Q7:What are the skills that pharmacy students need to develop?**

The teacher reported that students have to develop their skills all together, they can start developing their speaking, listening and reading skills then came writing

**Table 2.2:** skills classification

Skill	Speaking	Writing	Reading	Listening
Rank	1	4	3	2

**Q8: What kind of activities do you provide for your students ?**

**The teacher:** *The activities provided are filling in the gaps, matching scientific terms with their definitions in addition to oral conversations.*

**Q9: Do you provide original topics related to pharmacy context?**

The teacher claimed that she is trying to provide original and non-boring topics related to pharmacy.

**Q10: Do you consider your students active learners?****Q11: Do you think that students' emotional barriers influence their interest in learning English?**

**The teacher:** *No not all of them are active learners we can say less than a half, and of course always students emotions towards the subject influence his learning level and interest.*

**Q12: Do you use technological devices to teach?**

The teacher claimed that she try to use the technological devices as data show and speakers to help them practice oral exercises.

**Q13: What do you think of supporting the English course with online language activities?**

The teacher believe that the online activities helps students to improve their level in ESP and in English in general

**Q14: Do you have suggestions to help your students be more interested in learning English?**

The teacher suggested the use of the internet and to read about latest medical inventions and updates related to their domain in English.

### **2.5.2.3 Summary of the results**

From the data obtained students level in English is average, they have difficulties in reading, listening and speaking skills as well as they are not active learners, this urges the necessity of developing students' skills by skill-based activities, to train teachers and provide a well-defined program related to their field of study. In addition, it is necessary to use online materials and activities to enhance their medical terminology and vocabulary.

### **2.5.3 Students' Questionnaire**

#### **2.5.3.1 The Design of the Students' Questionnaire**

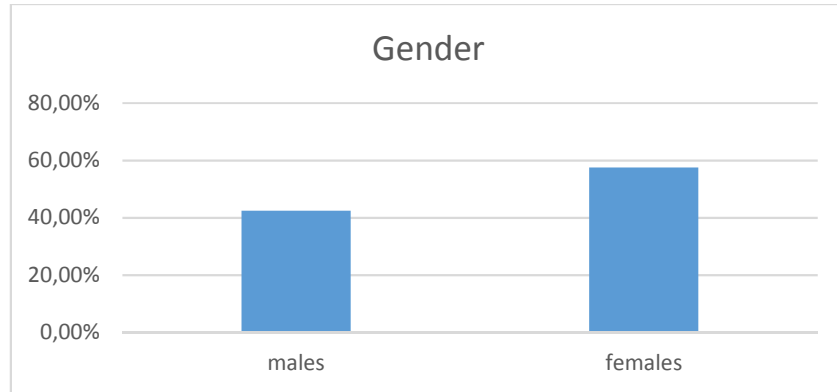
The questionnaire was administrated to (40) students of the 5<sup>th</sup> year of Pharmacy at the University of Tlemcen during the academic year 2018/2019. It was distributed at the end of an English session in order to clarify the content and the key words that confuse students to insure the quality and the highest rate of the return.

The questionnaire is composed of three (3) sections. Firstly, it starts with a question about students gender then the first section deals with the Students Target Needs. It contains (5) questions about the importance of English language in general then its importance in their studies , professional pharmacy context and marketing pharmacy domain ending with which English they find it useful either general or specific English. The second section deals with the Students Learning Needs. It contains eleven (11) questions about their level in English and their emotions while studying ESP in addition to the classification of skills according to their immediate needs ,including the course content and topics presented by the teacher as well as questions about how he present it. The Third section deals with the Technological Environment , it contains five (5) questions about the importance of technology in their English language learning ,and if they find it helpful.

### 2.5.3.2 Results Interpretation

#### Personal Information:

##### Q1: Students Gender

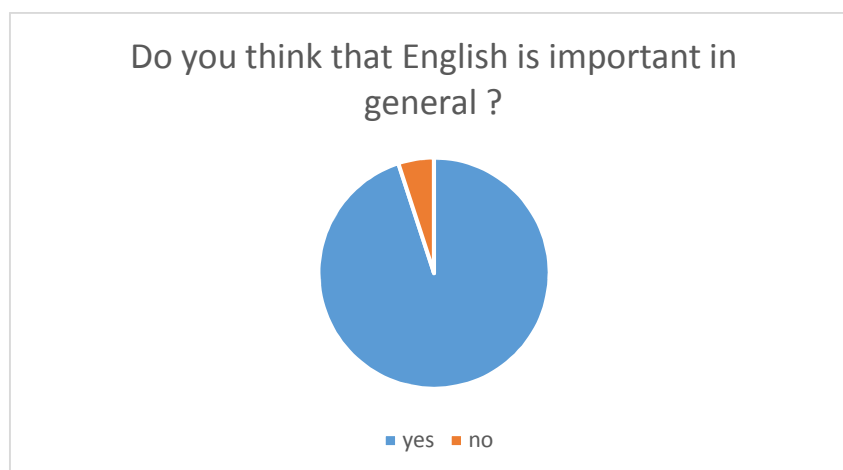


**Figure 2.6:** Students' gender.

The statistics in this histogram and table shows that females percentage is higher than males, females represent 57.5% while males 42.5%. This reveals that most of pharmacy students are females.

#### Part one :Students Target Needs.

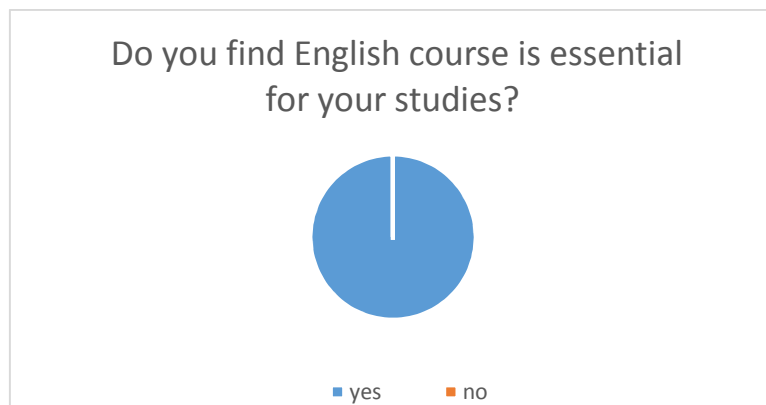
##### Q1: Do you Think that English is important in general ?



**Figure 2.7:** Importance of English.

The statistics in this table shows that 95% of students said “yes” , 38 student believe that English language is important in general while 5% said “no”. We can conclude that the majority of pharmacy students see English as an important language and this is related to different reasons in their opinion as the most used language in the world, language of technology, used while traveling...

**Q2:**Do you find English course is essential for your studies ?



**Figure 2.8:** Essentiality of English course for pharmacy students’ studies.

The statistics in this sector graph shows that the 40 students said “yes”, all the sample 100% of pharmacy students find that the English course is essential for their studies.

**Q3:**Do you consider that English is important in the professional pharmacy context?



**Figure 2.9:** Importance of English in the professional pharmacy context.



The statistics in this sector graph shows 87.5% of students said “yes” and 12.5% said “no”. This claim that majority do consider English important in the professional pharmacy context.

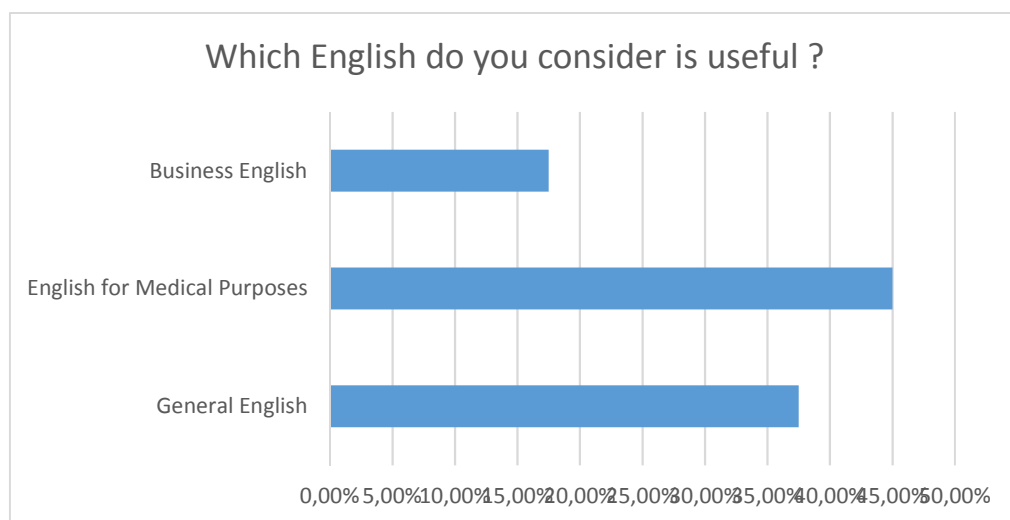
**Q4:**Do you think that English is important for marketing in pharmacy domain ?



**Figure 2.10:** Importance of English in the marketing in the pharmacy domain.

Statistics indicates in this sector graph that a large part of students 92.5% chose “yes” and small part 7.5% chose “no”. This shows that most of students believe that English is important for marketing in Pharmacy domain while few disagree on that.

**Q5:**Which English you consider is useful ?



**Figure 2.11:** usefulness of different types of English.

After analysing the responses the bars graph shows the different responses of students about which English they consider useful. 45% of students choose English for Medical Purposes, 37.5% of students choose General English and 17.5% of students chose Business English. The immediate analysis reveals that students prefer medical English and general English .

**Part two:** Students Learning Needs.

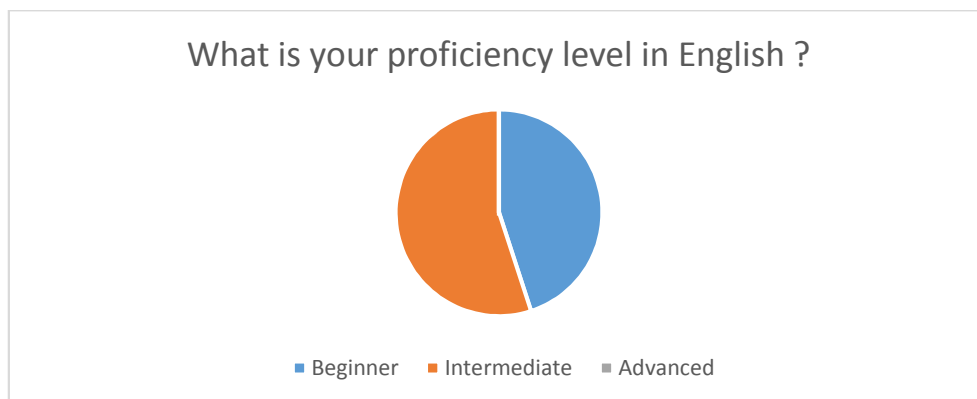
**Q1:** Do you like learning English ?



**Figure 2.12:** learning English likes.

The majority of the participants 80% like to learn English language while 20% they don't like learning English language. The analysis shows they are not motivated enough to learn.

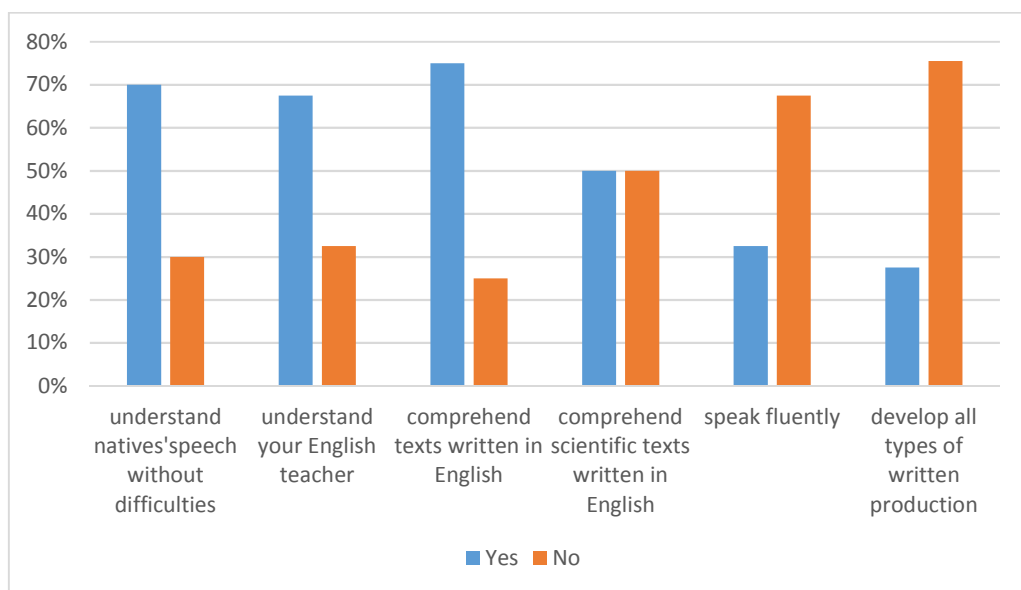
**Q2:** What is your proficiency level in English ?



**Figure 2.13:** Students' proficiency in English.

The statistics displayed in this sector demonstrates that more than the half of students 55% consider themselves as intermediate in English while the 45% of students believes that they are beginners , in the other hand no one choose the advanced option. These indicate that the level of students of pharmacy in English is average .

### Q3: Can you ?



**Figure 2.14:** What can students understand and comprehend.

The statistics displayed in the table and the histogram reveals that majority of Pharmacy students can comprehend texts written in English 75%, the rest 25% said “No” ,70% understand natives’ speech without difficulties and 30% of students said “no” then 68% of the sample understand their English teacher (Academic English ) the other 32% do not understand him. In addition, half of the sample 50% said “Yes” they can comprehend scientific texts written in English and the other half said “No”. 68% of the sample said that they do not speak fluently and only 33% said “yes” they can, as well as 76% cannot develop all types of written production and only 28% of the sample can. The immediate analysis of these statistics reveals that majority of students can understand native speakers, teachers and written texts

in English but they cannot speak fluently and have a difficulty in understanding scientific texts and all types of the written production.

**Q4:**When studying English how do you feel ?

**Table 2.3:** Students' emotions during English class.

Response	Participants	percentage	Response	Participants	percentage
Happy	30	75%	Sad	0	00%
Confident	23	57.5%	Fear	1	2.5%
Trust	19	47.5%	Disgust	0	00%
Surprise	10	25%	Nervous	1	2.5%
Exited	16	40%	Angry	1	2.5%
Satisfied	20	50%	Unsatisfied	1	2.5%
Interested	29	72.5%	Bored	2	5%
Relaxed	14	35%	anxious	2	5%

The table reveals the emotions of students while studying English .The question was multi-choice to know what they feel exactly, The majority of the sample 75% feel happy , 72% interested, 57.5% confident, 50% satisfied 47.5% trust, 40% exited, 35% relaxed and 25% surprised .The minority of students 2.5% feels nervous, fear, angry,unsatisfied and 5% feel bored and anxious. The analysis shows that most of students have positive and different emotions and feelings while studying English and a low number who feel bored, anxious, angry or unsatisfied.

**Q5:** How do you feel when you learn new concepts and words in the medical terminology?

**Table 2.4:** students' feelings while learning new concepts and word.

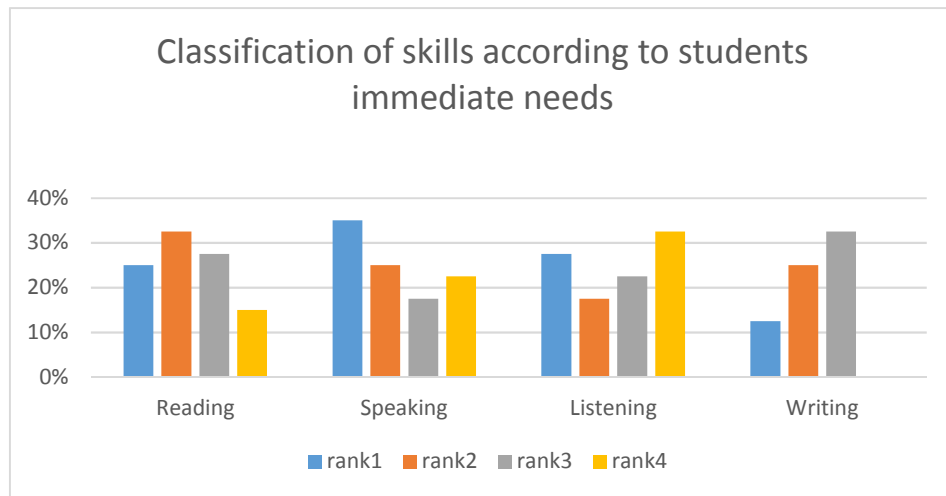
Response	Participants	Percentage
Happy	17	42.5%
Interested	23	57.5%
Curious for knowing more	21	52.5%
Not interested	3	7.5%

The table reveals that majority of students when learning new concepts in the medical terminology feels happy 42.5% , interested 57.5% and curious for knowing more 52.5%. and a very low percentage of the feeling not interested 7.5%. the analysis of the result reveals that most student want to learn more and interested in learning new word in the medical terminology.

**Q6:** How do you classify these skills according to your immediate needs ?

**Table 2.5:** Classification of skills according to students' immediate needs.

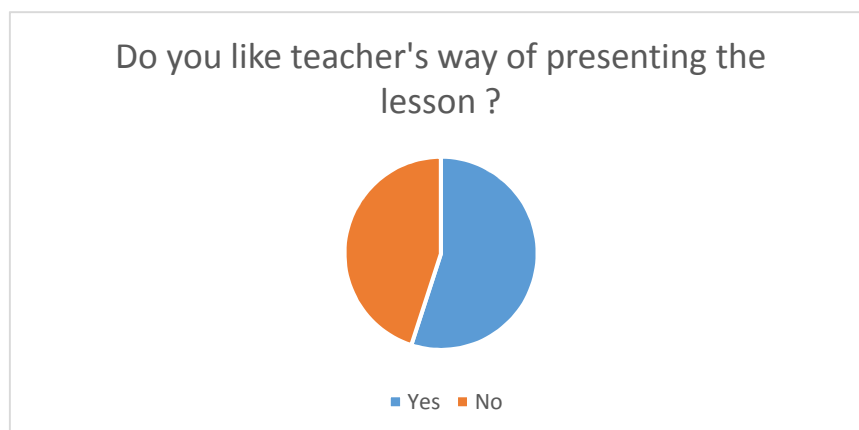
	Rank 1	Rank 2	Rank 3	Rank 4	Total
Reading	10	13	11	6	40
	25%	32.5%	27.5%	15%	100%
Speaking	14	10	7	9	40
	35%	25%	17.5%	22.5%	100%
Listening	11	7	9	13	40
	27.5%	17.5%	22.5%	32.5%	100%
Writing	5	10	13	12	40
	12.5%	25%	32.5%	30%	100%



**Figure 2.15:** classification of skills.

The table and histogram reveals which skills pharmacy students needs more. It shows that Speaking is the first 35% and Reading the second 32.5% then Writing the third 32.5% and listening the forth 33%. The speaking and reading skills are in the top of their choices , the first one is a productive skills to express and communicate while the second is to read about their domain and in general. Both require enough language knowledge in order to use them effectively.

**Q7:** Do you like teacher's way of presenting the lesson ?



**Figure 2.16:** teacher's way of presenting the lesson likes.

The sector and table reveals that more than the half of the sample 55% do like teacher's way of presenting the lesson while 45% do not like it. This dissatisfaction can be caused by the traditional methodology used by the teacher and the lack of training , experience and innovation also by the course content and design that is not related to their field of study and the courses are repeated and boring for them.

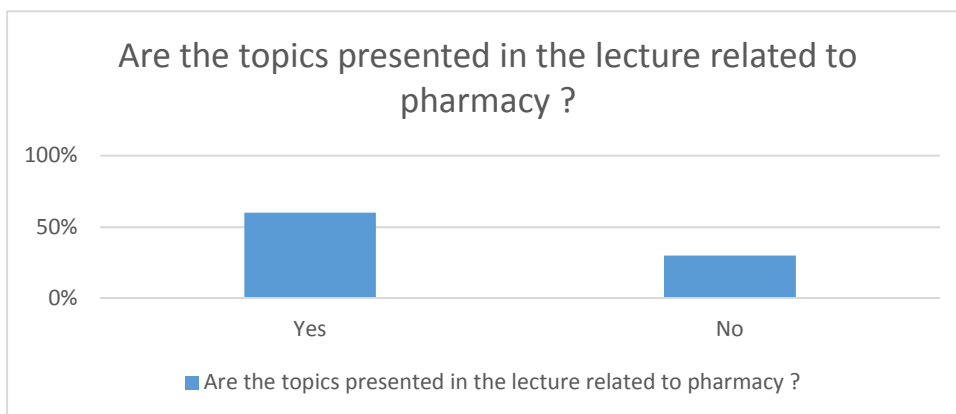
**Q8:** How the English course is delivered to you ?

**Table 2.6:** Course deliverance ways.

Response	Participants	%
The teacher explains and dictates the lecture	6	15%
The teacher explains and asks you to participate	26	65%
You participate and share opinions with the teacher	8	20%
Total	40	100%

Statistics in this table indicates a large number of the sample 65% claimed that the teacher explains and asks them to participate , 20% of them claimed that they participate and share opinions with the teacher and 15% claimed that the teacher explains and dictates the lecture for them.

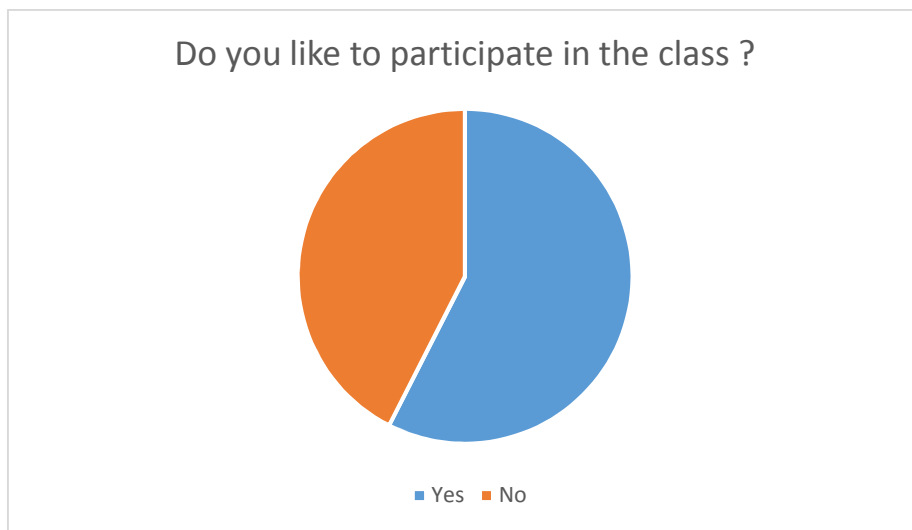
**Q9:** Are the topics presented in the lecture related to pharmacy ?



**Figure 2.17:** reliance of lectures presented to the pharmacy domain.

The table and the histogram shows that majority of the sample 60% agree that the topics presented in the lecture are related to pharmacy domain. In the other hand 30% disagree, this may be cause by the content of the courses and lack of motivation of learners.

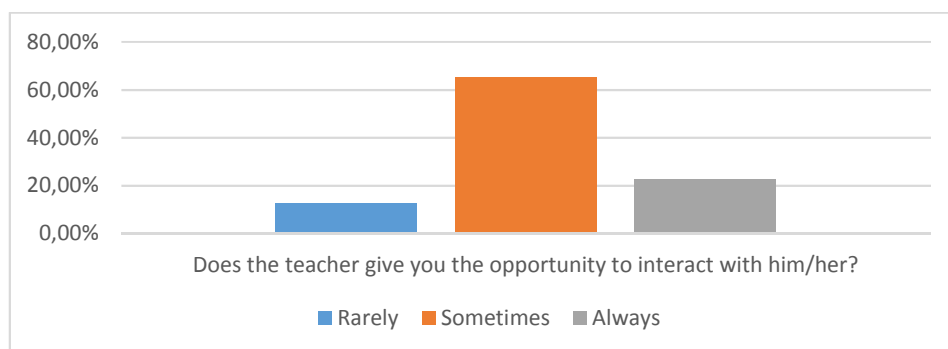
**Q10:** Do you like to participate in the class ?



**Figure 2.18:** participation in class likes.

The statistics shows that 57.5% of the sample like to participate in the class while 42.5% do not like to participate this is related to the lack of motivation and the traditional methodology of the teacher that makes the student bored and do not like the course.

**Q11:** Does the teacher gives you the opportunity to interact with him/her ?



**Figure 2.19:** interaction with the teacher.



The Statistics and the percentage displayed in the table and histogram reveals that the teacher sometimes 65% gives the opportunity to students to interact with him , 22.5% said that always the teacher gives them the opportunity to interact with him and a minority 12.5 said rarely.

### **Part three :Technological Environment**

**Q1:** Do you have computing devices ?

**Table 2.7:** Computing devices property

Response	Yes	No	Total
Participants	25	15	40
Percentage	62.5%	37.5%	100%

The table and percentage displayed shows that 62.5 % of students said “Yes” they have computing devices and 37.5% said “No”.

**Q2:** Do you have access to the internet ?

**Table 2.8:** Access to the internet.

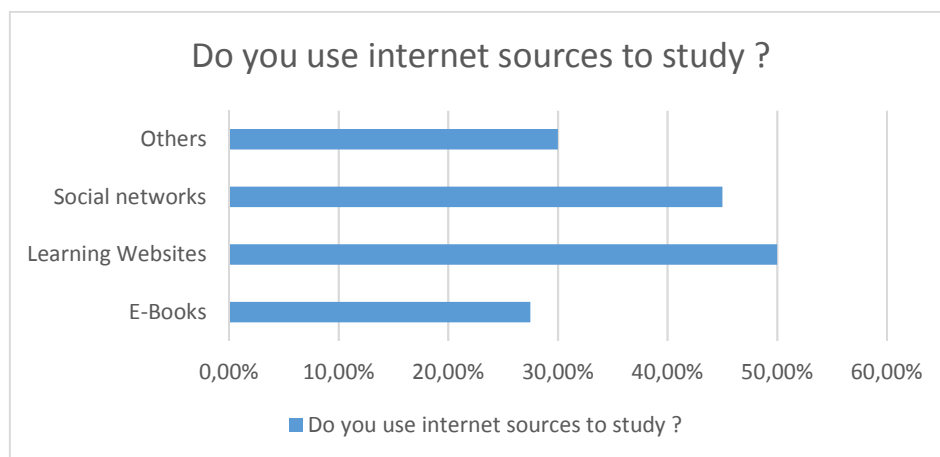
Response	Yes	No	Total
Participants	35	5	40
Percentage	87.5%	12.5%	100%

The statistics reveals that the majority 87.5% of students have access to the internet and only 12.5% said “No”.

**Q3:** do you use internet sources to study ?

**Table 2.9:** Internet sources used for studying.

Response	Participants	Percentage
E-Books	11	27.5%
Learning websites	20	50%
Social networks	18	45%
Others	12	30%



**Figure 2.20:** Internet sources used.

The bar graph and table indicates that Learning websites is in the top with 50% then Social networks the second 45% as Facebook groups, communicate with other in order to study, watching documentary videos and lectures downloaded in Youtube, Others the third 30% as Google scholars and Pubmed, finally in the bottom came E-Books 27.5%.

**Q4:** Do you think that technology can help you to learn English ?

**Table 2.10:** the help of technology in learning English.

Response	Yes	No	Total
Participants	40	00	40
Percentage	100%	00%	100%

The statistics reveals that all the sample size 100% said “yes” technology does help them to learn English the reason behind their choice is that it is easy to access to it, they have different sources, most of medical reports, articles and its sources in the internet are in English. In addition to many applications and teaching programs are available.

**Q5:** In your opinion is there any other ways to improve your English ?

Most of answers were about:

Watching films and series in English language, listening to English music, reading books, interacting and communicating with native speakers, in addition to reform and redefine the courses of ESP to meet their needs, and do conferences and meetings in English language.

### 2.5.3.3 Summary of the results

After the analysis of the Pharmacy students questionnaire the statistics indicates and reveals that majority of the sample are aware of the importance of English in their field of study as well as in general, they believe that it is necessary in their professional context and marketing domain. Moreover, majority of students like to learn English and consider their level of English intermediate and others as beginners. In addition, their emotions during the lecture are a compilation of positive feelings as happy, interested, confident.... Majority of the sample classified the speaking skill as the first skill according to their immediate needs. In the other

hand more than half of the sample does like the teachers way of presenting the lecture, while others do not like it, it can be caused by the traditional method of the teacher that make the student less motivated and bored which make them not participate in the class. As well as the content of the lectures, that is not fully related to their field of study. Finally, Majority of students have access to the internet and believe that technology do help them learning English as well as in their studies.

## **2.6 Discussion of the Main Results**

The data collection and the analysis of the students' questionnaire, teacher and pharmacists' interview was very helpful to understand the situation under study. The result obtained provided clarify and highlight the aim of this research, which is identifying students target and learning needs in order to reveal if the ESP courses offered fulfil these needs. In addition to confirm if technology has any significant effect on learning ESP and improving students' language skills.

Through the analysis of data from the pharmacists' interview, it reveals that most of the pharmacist level in English is intermediate, as they can understand scientific and academic texts written in English but they have difficulties in communicating and facing new words, which affect their progress in their professional career. In addition to the interview with the teacher, the result shows that students level is average in English and they are not active learners these caused by the lack of improving their skills as speaking , learning , listening and reading in their previous academic years. The activities provided are not compatible with their real needs. The data reveals that ESP teachers need to be trained to deal effectively with the situation. Ending with the students' questionnaire results that reveals majority of the sample consider English as an important language and like to learn it. The identification of their target and learning needs revealed that they have a lack in communicating accurately and efficiently and consider the speaking skill as the most needed one to be improved. All these results confirm the first hypothesis that the proposed courses does not meet pharmacy students' needs, and

does not develop the language skills required to communicate effectively in different situations.

Regarding the second hypothesis which stipulates that technology have a significant effect on improving students language skills, the result obtained from the students' questionnaire, pharmacists and teacher interview confirm it. The majority of the students' believe that technology do help them to learn English and improve their language skills as well as most of them have technological devices and use its resources to study as social networks and educational websites. In the pharmacists' interview, all of them agree that technology is helpful to develop their ESP skills in the pharmacy context, as there is a several existing programs specialized in this subject and its terminology. The ESP teacher states that she try to implement the technological devices in her lectures as it helps students to improve their listening, reading, speaking and writing skills , she encourages the students to use the internet and the online activities to develop their productive skills and to read more about the new updates related to their field of study.

To sum up, the analysis and interpretation of the data obtained shows the importance of English language in the pharmacy domain. In addition to the necessity of identifying students' target and learning needs to design a suitable ESP courses as well as to implement technological devices to improve their language productive skills as it make the more interesting, motivating and easy to learn.

## **2.7 Suggestions and Recommendations**

To improve and support the ESP course proposed in the Pharmacy Department at Tlemcen University some recommendations can be suggested as implementing a well-studied, suitable and non-boring curriculum where lectures are related to the pharmacy domain based on learners needs and requirements, also Training teachers and qualify them to be able to teach effectively ESP and deal with the situation. In addition, to implement skill-based activities and language tasks to help students enhance their skills focusing on reading as it enrich their medical

terminology. To give more time, in the schedules, for the English course. At the end, the implementation of technological devices in classes is very important to facilitate the learning process and improve the students' productive skills.

## **2.8 Conclusion**

In this chapter, the purpose is to clarify and search about the effectiveness of ESP course and the help of technology in learning it. It includes the data collection by mixed instruments that are the questionnaire and the interview. Different graphs and tables were used to reach the aimed goals of interpreting the result. Concluding with some recommendations and suggestion to improve ESP learning in the pharmacy department.

# **GENERAL CONCLUSION**

With this massive and fast spread of English language all over the world made the process of learning/teaching it a necessity and vital to progress in the academic and professional domains. This work deals with the effectiveness of ESP course provided in the department of pharmacy at Tlemcen University. The main objectives of this research were to identify learners target and learning needs and to spot light on their technological environment. Hence, it was predicted first that the proposed course does not meet pharmacy students needs, and does not develop the language skills required to communicate effectively in different situations. Second that implementing technology device in learning a new language will facilitate the learning difficulties that students face like lack of motivation, negative emotions as being bored and non-interested in the lecture

This study was developed into two chapters. The first chapter start with the importance of English especially in the medical and pharmacy domain then ESP emergence, definition, its types, characteristics, It contains also the needs analysis importance, its types and the ESP course design in addition to effect of motivation and emotions in class ending the chapter with the role of technology in learning EFL/ESP. The second chapter deals with data analysis and the recommendations.

A mixed research methods were used to collect data, an interview and a questionnaire in order to achieve the research objectives. After collecting data and analyzing it, the interview reveals that pharmacist have a lack in English for Medical Purposes and their level on productive skills as communicating in English is less than average. Where the teachers' interview shows that English language offered to pharmacy students need to be based on their needs analysis to satisfy their needs and students' questionnaire reveals that their level of proficiency is average; they have difficulties in learning medical terminology, as the courses provided are not really related to their field. These conclusions confirm the first hypothesis.

However, regarding the second hypothesis, majority of students, teachers and pharmacist confirm and believe that technology have a significant role in improving



the FL/ESP learning and language skills. It facilitate the teaching/learning processes, enhance the listening and speaking skills by using different videos and records that is produced by professionals related to their field of study , in addition it improve their reading skill by the existence of millions of books as well as their writing skills by taking online activities and visiting educational web sites.

As a result, The Ministry of Higher education need to pay attention to the ESP courses provided not only for pharmacy departments but also for all the fields of study. The curriculum provided should be suitable and based on learners target/learning needs to fulfill them as well as to train novice teachers to cope effectively with the situation. It is necessary to give enough time in their schedules and better learning environment as implementing technological devices to improve the learning process and to limit the boredom and the negative feelings.

It is worth mentioning that this research suffered from some limitations as the lack of ESP specialists in this department so we cannot generalize the teacher's interview result. In addition, some students who conduct the questionnaire did not finish it as they were not serious; this lack of seriousness caused some difficulties to make final conclusions. Further research need to be conducted in other universities so as to generalize the findings and implement the appropriate ESP course for these students.

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# **Appendices**

## Appendix 1 : PHARMACY STUDENTS' QUESTIONNAIRE

### Students' profile

1/Gender: Male  Female

### Students' target needs

3/Do you think that English is important in general?

Yes  No

Why?.....

4/Do you find English course is essential for your studies?

Yes  No

5/Do you consider English important in the professional Pharmacy context?

Yes  No

6/Do you think that English is important for marketing in pharmacy domain?

Yes  No

7) Which English you consider is useful? (From 1 to 3)

General English  English for Medical Purposes  Business English

### Students' learning needs

1/Do you like learning English Language?

Yes  No

2) What is your proficiency level in English?

Beginner  Intermediate  Advanced

3) Can you?

-Understand natives' speech without difficulties yes  no

- Understand your English teacher (Academic) yes  no

- Comprehend texts written in English yes  no

- Comprehend scientific texts written in English yes  no

- Speak fluently yes  no

- Develop all types of written productions yes  no

4/ when studying English how do you feel?

Happy		Sad	
confident		fear	
Trust		disgust	
Surprise		Nervous	
Excited		Angry	
Satisfied		Unsatisfied	
Interested		Bored	
relaxed		anxious	

5/ How do you feel when you learn new concepts and words in the medical terminology?

Happy		interested	
Curious for knowing more		Not interested	

6/ How do you classify these skills according to your immediate needs? (from 1 to 4)

Reading  speaking  listening  writing

7/ Do you like teacher's way of presenting the lesson?

Yes  No

8/ How the English course is delivered to you?

The teacher explains and dictates the lecture

The teacher explains and asks you to participate

You participate and share your opinions with the teacher

9/ Are the topics presented in the lecture related to pharmacy?

Yes  No

10/ Do you like to participate in the class?

Yes  No

11/ Does the teacher give you the opportunity to interact with him/her?

Rarely  Sometimes  Always

**Technological Environment**

1/ Do you have computing devices?

Yes  No



2/Do you have access to the internet?

Yes

No

3/Do you use internet sources to study?

E-Books

Learning Websites

Social networks  as.....

Others  Specify.....

4/ Do you think that technology can help you to learn English?

Yes

No

Why.....

How.....

5/In your opinion is there any other ways to improve your English?

.....  
.....  
.....

## Appendix 2 : ESP TEACHERS INTERVIEW

1/ Are you fulltime  or part time  teacher?

2/ Are you specialized in ESP Yes  No

3/ Have you received any ESP training Yes  No

4/ Do you teach with a syllabus or you prepare the course alone?

5/ At the beginning of the academic year have you identified your students needs?

6/ According to you what is your students' proficiency level in English?

Beginner      Intermediate      Advanced

7) What are the skills that pharmacy students to develop (From 1 to 4) ?

Listening      Reading      speaking      Writing

8) What kind of activities do you provide for your students?

Fill in language activities relates to the 4 skills	

9/ Do you provide original topics related to pharmacy context?

10/ Do you consider your students active learners?

Yes      No

11/ Do you think that students' emotional barriers influence their interest in learning English?

12) Do you use technological devices to teach?

-If yes, what kind of materials do you use (Data show, video projection, audio devices, soft ware, internet, apps.....)

13) What do think of supporting the English course with online language activities?

14) Do you have suggestions to help your students be more interested in learning English?

### Appendix 3 : PHARMACISTS INTERVIEW

1) Do you think that English is important in pharmacy context?

Yes  No

Why?.....

2) Which English you consider is useful? (From 1 to 3)

General English      English for Medical Purposes      Business English

3) What is your proficiency level in English?

Beginner  Intermediate  Advanced

4) Can you?

-Understand natives' speech without difficulties    yes       no

- Understand Academic English                            yes       no

- Comprehend texts written in English                yes       no

- Comprehend scientific texts written in English    yes       no

- Speak fluently    yes       no

- Develop all types of written productions            yes       no

5) For how many years you have studied English at University?

6) What was the nature of the English course provided? General or specific

7) What are the language competencies that pharmacy student need to develop?

8) Is there an impact of learning English terminology on student's academic and professional careers?

9) Do you think that technology is helpful to develop their ESP in the pharmacy context?

## Résumé

Le vingt et unième siècle a vu une évolution importante dans les sciences médicales et pharmaceutiques. La plupart des développements, événements et inventions liés à ce domaine sont communiqués en anglais. C'est pourquoi les universités du monde ont mis en place des cours d'anglais pour doter leurs étudiants de compétences linguistiques leur permettant de maîtriser leurs champs d'intérêt. La principale préoccupation du travail actuel est l'efficacité du cours ESP dispensé dans le département de pharmacie de l'Université de Tlemcen. Les échantillons de population utilisés pour cette étude de cas sont les étudiants inscrits en 5ème année. Deux outils de recherche différents ont été conçus pour recueillir des données. Le premier est un questionnaire mené avec les étudiants pour identifier leur cible et leurs besoins d'apprentissage, en plus de leurs émotions, de leur motivation et de leur environnement technologique. Le deuxième outil est un entretien semi-structuré avec des pharmaciens et un enseignant ESP du département de pharmacie. L'analyse quantitative et qualitative des données collectées a révélé que la majorité de l'échantillon estime que l'anglais est un domaine important dans son domaine. Ils aiment l'apprendre en particulier l'anglais à des fins médicales, car ils en ont besoin dans leurs études. Cependant, le cours ESP actuel ne répond pas à leurs objectifs et à leurs besoins en matière d'apprentissage. En outre, la plupart des informateurs ont accès à Internet et utilisent ses ressources pour apprendre l'anglais. Selon l'analyse et les résultats obtenus, les étudiants doivent développer davantage leurs compétences en expression orale, en lecture et en communication, ainsi que pour enrichir leur terminologie médicale et leur vocabulaire. Par conséquent, la majorité des étudiants ont suggéré que les cours ESP soient davantage liés à leur domaine que l'anglais général et que leurs enseignants soient qualifiés et formés pour éviter l'ennui et les sentiments négatifs pendant le cours.

## ملخص

شهد القرن الحادي والعشرون تطوراً هاماً في العلوم الطبية والصيدلية. يتم توصيل معظم التطورات والأحداث والاختراعات المتعلقة بهذا المجال باللغة الإنجليزية. لذلك قامت جامعات العالم بتنفيذ دورات اللغة الإنجليزية لتزويد طلابها بالمهارات اللغوية لإتقان اهتماماتهم الميدانية. العمل الرئيسي الحالي هو فعالية دورة ESP المقدمة في قسم الصيدلة في جامعة تلمسان. العينة المستخدمة في دراسة الحالة هذه هي الطلاب المقيدون في السنة الخامسة. تم تصميم أداتين بحثيتين مختلفتين لجمع البيانات. الأول هو استبيان يتم إجراؤه مع الطلاب لتحديد احتياجاتهم المستهدفة والتعليمية بالإضافة إلى مشاعرهم ودوافعهم وبيئتهم التكنولوجية. الأداة الثانية هي مقابلة شبه منظمة مع الصيادلة ومع مدرس ESP في قسم الصيدلة. وكشف التحليل الكمي والنوعي للبيانات التي تم جمعها أن غالبية العينة تعتقد أن اللغة الإنجليزية مهمة في مجالهم، فهم يحبون تعلمها خاصة الإنجليزية للأغراض الطبية لأنها في حاجة إليها في دراستهم. ومع ذلك، فإن دورة ESP الحالية لا تلبي احتياجاتهم المستهدفة والتعليمية. بالإضافة إلى ذلك، يتمتع معظم المخيرين بإمكانية الوصول إلى الإنترنت ويستخدمون مواردها لتعلم اللغة الإنجليزية. وفقاً للتحليل والنتيجة التي تم الحصول عليها، يحتاج الطلاب إلى تطوير مهارات التحدث والقراءة وكفاءاتهم في التواصل بشكل أكبر، بالإضافة إلى إثراء المصطلحات والمفردات الطبية الخاصة بهم. نتيجة لذلك، اقترح غالبية الطلاب أن تكون دورات ESP أكثر ارتباطاً بمجالهم بدلاً من اللغة الإنجليزية العامة وأن يكون لديهم مدرسون مؤهلون ومدرّبون لتجنب الملل والشعور السلبي أثناء الدورة.