The leading methodology for researching ideal methods in an ESP classroom

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Abstract

Studying ESP involves more than simply learning a collection of technical linguistic words; it is about learning how to use English in a particular situation while also including the necessary skills and language learning objectives. The current study aimed to examine the rationale for employing the translation method to teach ESP to third-year computer science students at the University of Tlemcen. This study employed a case study approach. A questionnaire was administered to ESP the teachers in the department of Science and Technology, and classroom observations on third-year students of computer science were conducted. The study's findings indicated that students pursuing third-year computer science courses at Tlemcen University experience a range of difficulties while interacting with professional resources. The proposed translation method in ESP may be incorporated and adapted as an effective technique for ESP teachers and students to improve learners' language skills related to their academic field.

Keywords: Content-based approach; ESP Context; ESP courses; ESP Students.

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1.   Introduction

The use of English as a medium of foreign communication is constantly expanding. This is especially relevant in the various fields where English is used as a working tool. English for Specific Purposes (ESP) arose as the United States remained the world's most powerful nation (Halapa & Djuranovic, 2021). Over the years, English has developed from a language for general communication to a language for science and technology; it has become the Lingua Franca. The growth of what is now known as ESP resulted from a noticeable increase in the demand for learning English lead most countries, including Algeria, to implement this new concept of language at different levels of education, especially at the university level (Sokrat, Tamani & Radid, 2019). In Algerian universities and many fields of studies, English is taught in different curricula at different departments where it is introduced as a compulsory module, this is the case for third-year students of computer sciences at the University of Tlemcen. These students are required to follow ESP courses depending on their fields of study and their needs as well (Sveshnikova & Volynskaia, 2022). At the computer sciences department, most of the teachers' field of expertise is general English rather than English for specific purposes; they are not ESP practitioners.

Furthermore, the methods used to teach ESP are not had authentic content of the professional settings, which might be a failure in terms of integrating academic English into the required professional tasks (Popescu, Cohen-Vida & Constantin, 2018). For this reason, this study is an overview of how the research is conducted and presents three main research questions along with proposing three hypotheses to fit them. Moreover, it gives a thorough understanding of how Third-year Students in computer sciences have great difficulties understanding ESP courses in general, and ESP computing texts and terminologies in particular (Kaiser, Kaiser, Kaiser & Rackham, 2018). Due to their low level of English, They use computer translation to decipher terminologies and documents. Most of the time, this machine translation (MT) leads them astray and gets them into trouble.

1.1. Purpose of study

Translation, according to the present research, is deemed to be a solution to learners' problems. Undoubtedly, the majority of students have a tough time comprehending and gaining the most benefit from ESP courses that are important to their needs. This research paper attempts to determine how the use of translation would promote and improve comprehension skills as far as computer science students are concerned.

2.   Materials and Methods

This research is conducted within the descriptive case study research design. The case study approach allows a researcher to explore data in depth within a specific context. In most circumstances, a case study technique chooses a small geographical region or a small number of persons to analyze. Case studies, in their true sense, address contemporary real-life phenomena via extensive contextual examination of a small number of occurrences or conditions, as well as their relationships.

Yin (1984:23) defines the case study research method "*as an empirical inquiry that investigates a contemporary phenomenon within its real-life context; when the boundaries between phenomenon and context are not evident; and in which multiple sources of evidence are used.*" Anthony defines an approach as a set of assumptions about the nature of teaching and learning. A method is usually derived from an approach which is according to Anthony a plan for the presentation of language material. Therefore, research methodologies reveal the researchers' assumptions about the predicted outcomes. To confirm or disprove the research hypotheses by the conclusion of the study, both qualitative and quantitative approaches have been used in this work. The qualitative technique attempted to investigate the difficulties of a specific population, whereas the quantitative method examined the relationship between variables.

2.1. Participants

The population is defined as "the group of persons about whom the study is being conducted." That is, a case study is an ideal strategy for resolving the research questions; its benefits outweigh its shortcomings. The case study provides a well-structured way of determining complex social units composed of several aspects that may be important in comprehending the given phenomena. When applied to real-life settings, the case study provides a rich and comprehensive analysis of a specific occurrence. It provides a variety of viewpoints that broaden the experiences of its readers. The research includes both students and their teachers from the Science and Technology at the University of Tlemcen. Students of third-year computer science specialty are interested in the research since they are the center of the investigation, the majority of them had difficulty working with supplied software. Furthermore, their teachers are concerned with the study because of their professional teaching career; they are language instructors who have been assigned to teach ESP courses despite having no or lack of professional training. ESP teachers from the same department as well as teachers from Letters and Languages are chosen at random as a sample. The purpose of selecting them is to understand their point of view because their teaching profession is linked to the academic level of the students, which helps in having a precise image of the target situation.

2.2. Data Collection instrument

Any research project needs a strategy for gathering data. The questionnaire was chosen for this investigation. According to William (2001), the questionnaire is a good method since it allows the researcher to ask questions and obtain responses without having to speak with individuals from the selected sample (Chitez & Bercuci, 2020; Farouk, 2020). Furthermore, it is a very versatile instrument for meeting the requirements of any investigation. Even though it has several problematic qualities and drawbacks, the goal behind the selection of a questionnaire as a data-gathering tool is the essential aspect that reflects. In addition to the questionnaire, the researcher chose to rely on another tool; class observation. A structured or casual observation of teaching in a classroom or other learning setting is referred to as classroom observation. Classroom observations are frequently used to offer teachers constructive critical feedback aimed at improving their classroom management and teaching skills. They are typically done by fellow teachers, administrators, or instructional experts.

According to Marshall and Rossman (1989), "observation is the methodical documentation of the events, behaviors, and artifacts of a social setting." (Page 79) Many researchers have used observation as a data collection strategy to examine a sample or items in natural settings or naturally occurring scenarios. It is a major technique that helps the researcher notice significant characteristics and document changes occurring in a particular context. It has been effective in research in a variety of fields of study, including education, sociology, and other social science disciplines. Therefore, for the sake of gathering reliable data, the researcher has recourse to the use of the two following research instruments:

· Teachers' Questionnaire
· Classroom Observation

3. Results

After gathering the necessary information, the data has to be analyzed through the use of analytical and logical techniques. Finally, concluding based on the results obtained. According to Marshall and Rossman (1990), Data analysis is seen as a challenging assignment that requires much more effort and skills. It is achieved through making suitable decisions about the purpose and goals of the study, the research questions, and the data collection procedures as explained by Marshall and Rossman (1990) "Data analysis is the process of bringing order, structure, and meaning to the mass of collected data. It is a messy, ambiguous, time-consuming, creative, and fascinating process it does not precede linearly; it is not neat". Therefore, the study is mainly based on a combination of both qualitative and quantitative data approaches in an Endeavour to manage different sets of facts and make them subject to multilevel examinations and interpretations and attain what is called an *outright*

picture of reality. According to Greene *et al.* (1989), these two approaches "…are used to measure overlapping but also different facets of a phenomenon, yielding an enriched understanding by illustrating, clarifying, or elaborating on certain aspects*" (*Quoted in Dornyei,*2007, p.16)*

3.1. Teachers' Questionnaire Analysis

This Questionnaire explores the teachers 'point of view about the delivery course in which a variety of questions were asked. It aims to identify the teachers' knowledge about teaching methods and approaches and their attitude towards using different language teaching approaches in an ESP classroom.

3.1.1.   Q1. Are you provided with any guidance or specific curriculum?

ESP Teachers stated that the department does not provide them with any specific curriculum to follow, although, the students seem to have very specific needs to be fulfilled. For this reason, teachers try to provide general linguistic knowledge about basic aspects. According to them; there is no specific syllabus or curriculum or any kind of guidance. ESP Teachers confirmed that they analyze their learners' needs, and see what may be difficult for them, as they have to know the prior knowledge of the students to enable them to approach the specific needs and design a suitable curriculum that Covers their learners 'needs in classes.

3.1.2.   Q2. Among the four skills, which one is most used in your class?

The use of the skills differs from one teacher to another depending on the needs of their learners' need. According to the result obtained among the four skills used while teaching writing; the majority of ESP teachers argue that writing is quite crucial as a productive skill. It demonstrates an area of defeat for the majority of learners in both EGP and ESP settings.

3.1.3.   Q3. Do you use any particular approach or do you vary the approaches in ESP class?

Teachers mentioned that the teacher should be open and have a broad view for using different approaches for different teaching objectives. For them, teachers should welcome creativity and try new approaches, they should experiment with the different approaches and notice the ones more relevant to the student in a particular context. The majority have a certain experience in teaching English, which has a positive impact on the teaching field that allows them to be able to use different approaches that they find appropriate to the learning situation. Almost teachers used the Specialized Content-Based Approach; the "Indirect, guided approach, others prefer to vary approach from Deductive and inductive approach to communicative one .furthermore, they are all familiar with the Content-Based Instructions approach; for some, it is uncommon to use when teaching a language within a specific area of studies, in a local context and for some, it is useful when it comes to special settings. The interviewed teachers affirmed that if only used adequately, the Content-Based Instructions approach is helpful to motivate the learners; it gives a sense of reality to the learning experience. Furthermore, teachers reckon that it depends on the fact that whether this approach fits the specific context that it would be applied; also, it depends on the type of goals to fulfill. In other words, The CBI approach could help students achieve remarkable progress in both language learning and specific academic learning.

3.1.4.   Q4. Do you think that the content used in class may cover the learners' needs? And to what extent the selected approach is helpful for learners 'professional careers?

The interviewed teachers agreed on the fact that the suitable content in the ESP context would be the content that is most significant to the students either on their academic or occupational level. The suitable ESP content in any context should be extracted from the student's needs, so that can connect the content of the course provided and the learners' needs. Most of the teachers also agreed that regarding the specific content, they had no professional teaching training, and they were not ESP practitioners; on the other hand, there is no collaboration between them and the Subject specialists who are more knowledgeable in the academic area as well. The common course to cover the different

learners 'needs; constantly translating ideas rather than producing them in English, and the poor knowledge about the specific subject matter. All this seems to have an impact on learners' achievements and motivation. They try to deliver some of the common basics and give the students strategies that they could use to enhance their knowledge later on in their careers.

3.1.5. Q6. Based on your professional experience, do you think that the objectives of the ESP course design should be reformulated and what particular recommendations would you suggest for overcoming the difficulties of the learners?

The majority of teachers confirmed that the ESP course objectives should be reformulated; they claimed that a well-designed course enables students to achieve their learning objectives if done properly. They also mentioned that the appropriate formulation of the ESP course should include both the language and the content, which means that, the course objectives need to be explicitly illustrated in the curriculum outcome. Formulating these objectives from students' perspectives will provide a solid base for examining the learning outcome and determining the course's effectiveness. For the practical suggestions and recommendations, they provided to overcome the difficulties they encounter. They suggest reading about their technical field in the English language, avoiding thinking in the mother tongue, and writing in English thou it seems difficult for the student but they should try, to develop the habit of autonomy and doing research, group work, asking for what they want specifically, to be guided by the teacher better on what to include in the courses.

3.2. Classroom Observation Analysis

A classroom observation is held at the faculty of medicines, the University Tlemcen, where the researcher attended the ESP course with Third-year students aiming at describing the difficulties encountered by students of medicines to help enhance, enrich, and develop their knowledge and language proficiency, in hope to make the ESP courses of a real value. The classroom observation is about students' motivation and teachers' attitudes toward the ESP course.

The observation is conducted with forty students of third-year medicines. The researcher's objectives were at looking for the student's motivation and attitude towards the overall evaluation of the content of the course, how teachers deal with the ESP course, and what kind of approach they use to deliver the lecture.
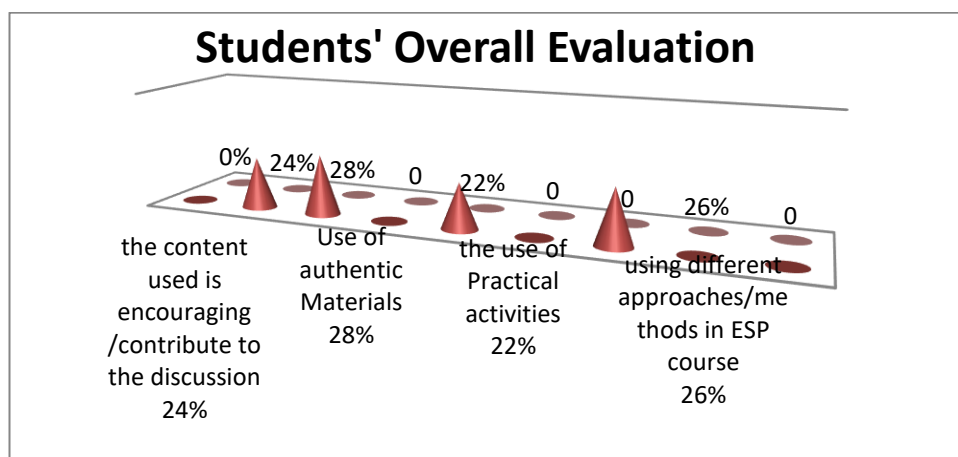
In the first session of the observation, the teacher start the lecture by warming up to refresh their memories, the student's interaction with the lecture was not really at that level, the teacher has given them a printed text with questions that seems to be scientific texts. Some of the students participated and accomplished the given activities and others were not interested and did answer questions, they were not interested in the lecture at all.

After, the researcher joins the lecture again. The teacher started the session by writing some sentences on the board, it was a grammar lesson, and he distributed a printed paper that had the rules on it, then he starts explaining the lesson. After that, the teacher ask students to construct similar sentences as an activity, however, most of the students did not do the activity. Concerning the activities provided by the teacher, it seems that they were not the kind of activities they need, and expressed their dissatisfaction with the teacher's method.

From all sessions, the researchers observed that the teacher did not have a guided syllabus to follow nor any guidance, the used materials were not authentic for the majority, did not give an experience of a real context of the target language, and did not orient the lectures towards the learners' specific needs. Generally speaking, most of the students had no motivation in the course because of their lack of interest in the content. The classroom observation results confirm the hypothesis.

Figure 1 shows the summary of the overall evaluation of students in this study.

Figure 1
Student's Overall Evaluation

Students' Overall Evaluation

0% 24% 28% 0 22% 0 0 26% 0

the content used is encouraging /contribute to the discussion 24%

Use of authentic Materials 28%

the use of Practical activities 22%

using different approaches/me thods in ESP course 26%

4. Discussion

The results obtained affirm that the students need more practical activities. For them, the language is a means by which they can access a lot of professional resources within their field of specialty. Moreover, the inadequate content of the ESP course is a major problem that prevents students from achieving their academic goals.

Concerning the students' motivation, the majority of students are aware of their specific needs as they give impotence to writing and reading as needed skills. Therefore, teachers should assess the student's needs which makes courses' content vague and prevent. Concerning the suitable course for the students; the Theme-based approach if well adopted and planned, can provide the students with comprehensible learning activities resulting in more achievement in linguistic and content areas, as well as higher language learning proficiency (Rosli & Suib, 2020; Ozcinar, 2021; Nazim & Alzubi, 2022).

In the light of the results that are collected from two instruments that are discussed concerning the already raised hypotheses, the findings from both the teachers' Interviews and observation have given us a deep insight concerning the issue of integrating different approaches such as the *Specialised Content-based* approach in ESP settings. So, the results indicate that the majority of students suffer from many different problems which prevent their engagement in the ESP course (Klasnic, Duranovic & Vidic, 2021; Kurmanayeva, Tazhitova, Zhalelova, Ustelimova & Kurmanayeva, 2021).

5. Conclusion

To sum up, ESP teachers should concentrate more on the ESP course content for language teaching that meets their learners' needs, and encourage students' language development at a first level this may also motivate the students when the content is relevant and interesting. Therefore, the ESP courses should be more practical and designed according to the student's area of interest.

The methodology followed in this research work is to expose the results of each part of the questionnaire as the interview was divided, in addition to the classroom observation analysis. By the end, a detailed account of data interpretation is provided to reflect on the research questions, and test the hypotheses. From all the above instruments analysis, One may say that third-year Students in computer sciences at Tlemcen University found great difficulties while dealing with specific professional resources; those difficulties lie at the level of content due to the nature of ESP course design provided by the teacher.

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