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Title :

***The Implementation of Active Learning during ESP
Lessons:***

***The case of ESP and Linguistics third year students in the
English Department at Mouloud Mammeri University of***

Presented by: MAKHLOUF Katia

HESSAS Nabila

Supervised by:

Dr. AMZIANE Hamid

Board of Examiners :

Chair : Mr Fodil M^{ed} Sadek, professor, Department of English, MMUTO.

Supervisor : Mr Amziane Hamid, MCA, Department of English, MMUTO.

Examiner : Mrs Adem Karima, MAA, Department of English, MMUTO.

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N° d'ordre:

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Dedications

To my beloved family

To my father Mohand and my mother Malha

To my brothers: Nordine, Messipsa and Assalas

To all my friends

Katia MAKHLOUF

To my dear family

To my father Tahar and my mother Hedda

To my sisters and my brother

To my nephews and nieces

To all my friends

Nabila HESSAS

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Abstract

The purpose of this study is to investigate the implementation of active learning methods in the ESP classes. Our investigation concerns third year students 'Linguistics and ESP' in the English Department at MouloudMammeri University of Tizi-Ouzou. It aims to examine the way in which the active learning approach is used in the classroom, the teacher's encouragement or discouragement of learners' involvement and the factors that can affect its implementation. In order to meet the objectives of the study, we have used Kolb's Experiential Learning Theory (1984). For collecting data, Fifteen (15) classroom observations were conducted with five (5) groups, fifty (50) students' questionnaires were administered to the third year students in the ESP classes and an interview was conducted with two (2) ESP teachers. As concerns data analysis, we have adopted a mixed method research combining quantitative and qualitative methods. The quantitative data are analysed using the descriptive statistical method and are presented in SPSS (Statistical Package for Social Sciences). For the qualitative ones, they are analysed using the Qualitative Content Analysis (QCA). The results obtained from the classroom observations reveal that only a small number of students are actively involved in the learning process. In addition, the interview shows that teachers know about the importance of active learning, but it is rarely used in their classes. For the questionnaire, the findings point out that students feel motivated when they practice, but they consider the ESP program as boring.

List of Abbreviations

- AC : Abstract Conceptualisation
- AE : Active Experimentation
- CE : Concrete Experience
- ELT: Experiential Learning Theory
- ESP : English for Specific Purposes
- GE : General English
- H : Hypothesis
- MMUTO: Mouloud MAMMERI University of Tizi-Ouzou
- Q: Question
- QCA: Qualitative Content Analysis
- RO: Reflective Observation
- SPSS: Social Package for Social Sciences

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General Introduction

General Introduction

- **Statement of the problem**

At the present time, the way of teaching foreign languages has shifted from teacher-centeredness to student-centeredness. Learners are encouraged to become more active in their learning process. That is to say, they are no longer considered as passive consumers of knowledge. Active learning is an essential element in education that has received a universal importance and it is a method of teaching that allows students to participate in the class. For a learning process to be effective, the instructors need to make learners involved (Astin, A. W., 1999). That is, learners' participation is crucial to reach effective learning. Active learning is a new teaching method in education and it is closely related to learner centred approach which puts the learner in the centre of learning. More emphasis is given to the implementation of such a method in the classes, because learning is more effective and meaningful when students can use it in their lives and when they can acquire it by themselves.

In teacher centred approaches, the purpose of learning is to ensure success in exams, rather than to help students learn independently and autonomously. The teacher is considered as the dominator in the class and the responsible to give the necessary information for students. In this approach, the teacher uses chalk and talk method of teaching in which the teachers are active and the students are passive. However the role of the teacher in the learner centered approach is to be a coach, an adviser, a guide and a facilitator of students to learn and make them involved in the learning process. Thus, it is apt to the learners to make an effort in their learning process through doing a set of activities designed by the teacher (ibid). The traditional talk and chalk approach which considers the students as recipients of knowledge may not be suitable for today's generation. Therefore, the new education policy calls for an active learning method as the basis of the teaching and learning process as Leu(2000:10) explains '*in modern world, there is a shift from learning that capitalises on*

memorization and rote learning of isolated bits and pieces of information, primarily for the purpose of passing an examination, to leaning that emphasizes understanding, making connections in the world around us, collecting information, using and communicating in an active manner'

Active learning prepares learners to solve problems, makes them creative, and makes them critical thinkers for better memorization of knowledge. John Biggs and Catherine Tang mention that *'Teaching is not a matter of transmitting but of engaging students in active learning, building their knowledge in terms of what they already understand'* (Biggs, J. and Tang, C., 2007: 19). Active learning aims to provide learners with practical skills and positive attitudes about themselves through the process of building their own knowledge.

Therefore, the present dissertation aims to investigate the extent to which active learning is implemented in the English for Specific Purposes (ESP) classes at the level of the English Department in Mouloud Mammeri University of Tizi-Ouzou (MMUTO). As ESP is based on specific professional and academic needs of the learner, we want to check whether the students take an active role in the ESP lessons that may make them motivated to learn this module and how teachers can help them to be active participants in the classroom.

Furthermore, many researchers have explored the concept of learners' involvement and engagement in the learning process in general, but no one of them has explored this involvement in ESP courses as a subject of study. The review of other studies, namely the ones of Bonwell and Eison (1991), Astin (1999), Bonwell (2000), Biniyam Astrat (2014) shows the importance of implementing active learning method in every field of learning and it is accepted widely as the most appropriate teaching method. In addition to this, to present time no research has ever been conducted at the level of the English Department of Tizi-Ouzou concerning this issue.

- **Aims and significance of the study**

The present study aims to investigate the extent to which active learning is implemented during ESP classes in the Department of English at Mouloud Mammeri University of Tizi-Ouzou. In other words, our objective is to shed light on the importance of learners' involvement during ESP lessons and to identify the factors that can influence, either positively or negatively, the use of this approach. Our work seeks also to investigate whether ESP teachers encourage students to be active participants through providing a set of tasks and activities.

- **Research questions and hypotheses**

Considering active learning as a crucial element for an effective teaching and learning process, the current study is an attempt to provide answers to the following questions:

Q1: To which extent is the active learning approach implemented during the third year ESP lessons in the English Department at MMUTO?

Q2: Do ESP teachers encourage students to participate in the lesson? If yes how?

Q3: What are the factors that can affect the use of active learning during ESP lessons at the level of the English Department at MMUTO?

To answer these questions, we advance the following hypotheses:

H1: Active learning is implemented in the ESP lessons.

H2: Active learning is not implemented in the ESP lessons.

H3: Teachers encourage students to be active through making discussions, debates and problem solving activities.

H4: The nature of the ESP program and teachers' experience may be the main factors that can affect the implementation of active learning.

- **Research Techniques and Methodology**

In order to carry out our research we have adopted a Mixed Methods Research. The quantitative and the qualitative methods are used to collect and analyse the data. The research data are collected from third year students specialised in 'Linguistics and ESP' and the teachers of the ESP module. In this way, a classroom observation is conducted to observe both the teachers and the students and it helps us to confirm or to refute the data gathered from the interview and the questionnaire. We have used the interview with ESP teachers to get in-depth and detailed information about their attitudes towards active learning and the factors that can influence students' involvement during ESP lessons. Also, the questionnaire can help us to know about learners' perception towards active learning and the teaching methods used in the classroom. To conduct this study we have adopted the experiential learning theory (ELT) of Kolb (1984).

- **Structure of the dissertation**

As a matter of fact, the present dissertation follows the traditional complex model. It is divided into four chapters, in addition to a general introduction and a general conclusion. The first chapter deals with the review of the literature related to the major theoretical concepts related both to active learning and ESP, followed by a brief review of Kolb's Experiential Learning Theory (ELT), which is adopted to carry out this study. The second chapter consists of the description of the research design and methodology, mainly the context of our investigation, and the procedures of data collection and analysis. The third chapter contains the presentation of the findings, or the demonstration of the obtained results from our study. The last chapter is devoted to the discussion of the outcomes included in the previous chapter on the basis of the theoretical framework trying to relate our findings to our research hypotheses, either to confirm or refute them.

Chapter 1: Review of Literature

Introduction

This chapter aims at providing the reader with different concepts of the research. First, it includes definitions in relation to active learning. Second, it provides definitions about the development of ESP. The chapter is divided into two parts insofar as we intend to insert ESP in active learning. The first one is entitled active learning and the second part is named English for Specific Purposes (ESP).

I.1. Definition of active learning

One common definition about active learning is Bowell and Eison's one (1991: 2) who view active learning '*as any instructional method that engages students in the learning process*'. In other words, active learning is a process where students contribute in their own learning with their own outcomes following specific strategies, as opposed to passive learning where learners are considered as '*empty vessels*' who do not reflect upon the learning process. Listening to the teacher and memorizing the given knowledge given is not enough; learners need to read, write, and discuss what they are learning (ibid).

In fact, active learning is linked directly to experiential learning which in the words of Lewis and Williams (1994: 5) '*In its simplest form, experiential learning means learning from experience or learning by doing. Experiential education first immerses learners in an experience and then encourages reflection about the experience to develop new skills, new attitudes, or new ways of thinking*'. Learners are the centre; they need to learn through experiencing what they have learnt in concrete situations. In addition, active learning is 'learning by doing' as stated by the progressivist John Dewey whose '*theory of education is based on the autonomy-compatible actions of the teacher and the activist role of the learner*' (quoted in Ellerman, 2000 :19). This means that, the teacher needs to take into account learners' capacities in the sense that they will be able to be active participants.

Furthermore, active learning is defined as a process that makes learners mentally and physically active. Thus, they are able to think critically about what they are learning. Besides, they need to attend higher order thinking and become able to analyse, synthesize, and evaluate (Bonwel and Eison, 1991: 5). In Bonwell's words (2002: 2) *'in the context of the college classroom, active learning involves students in doing things and thinking about the things they are doing'*.

I.2.Origins of Active Learning

Active learning has its roots from the constructivist philosophies and theories of learning. One of the important tenets of the constructivism is that to attain a meaningful learning, learners must not be considered as "empty vessels" and must participate in the construction of their own knowledge through the communication that occurs between the teacher and the learner, and between learners. Thus, the communication of knowledge is not uni-directed since there is a reaction from the receivers or the learners who contribute with their own knowledge to the exchange. In this case learning is based on the transfer of knowledge between and learners, and between learners.

Furthermore, in the 1980s there was a great demand for active learning and the rejection of the traditional way of teaching which consisted mainly of teacher talking to learners who listen to them. In 1984, the American National Institute of Education found that one of the needed conditions to get a high quality of teaching is that learners must be involved in the learning process. In their final report of the study group on the conditions of excellence in American higher education, Astin et al. (1984: 17) declare that *'We contend that the quality of undergraduate education could be significantly improved if America's colleges and universities would apply existing knowledge about three critical conditions of excellence (1) student involvement, (2) high expectations, and (3) assessment and feedback'*. They

emphasise the fact that learners must devote much time and effort for their learning process and be participants rather than spectators (Astin et al., 1984: 19).

The American educational philosopher, John Dewey was the most proponent of experiential learning which has direct relation to active learning. He emphasizes on 'learning by doing' which shows that *'learning is not a passive affair of stuffing the cranium with pre-digested bodies of information (as they believed traditional education had done); instead, learning is an active process'* (cited in Rich, 1962: 339). Dewey stated that *'education is not an affair of telling and being told but an active and constructivist process'* (cited in Kuhlthau, et al., 2007: 14). Moreover, Dewey believed that reflection is necessary along all the five stages of the learning process which are: suggestion (characterized by doubt), intellectualisation (defining a problem), guiding idea (hypothesis), reasoning (interpretation), action (showing an understanding) (ibid).

For Dewey the process of reflection is only elicited when the learners look for a solution of a given problem through suggesting a set of hypotheses (Miettinen, 2000: 61-62).

I.3.The Constructivist Theory and Active Learning

Christie (2005), points out that constructivism is a learning theory in which learning is both an active process and a personal representation of the world. In this theory, knowledge is constructed from the experience and is modified through different experiences. Problem solving and understanding are emphasized in this theory. Authentic tasks, experiences, collaboration, and assessment are among other important factors in this view of learning (Christies, 2005, cited in Amineh, and Asl, 2015: 11).

Constructivism is a theory of learning which emphasizes the fact that learners construct or build their own understanding actively relying on previous experiences. Naylor and Keogh (1999: 3) state that:

The central principles of this approach are that learners can only make sense of new situations in terms of their existing understanding. Learning involves an active process in which learners construct meaning by linking new ideas with their existing knowledge.

The basis of constructivist theory is that learners construct knowledge instead of finding it and instructors provide them with opportunities and incentives to build it up. Thus, the primary role of the teacher is to motivate them to create their own knowledge through their personal experience (Boghossion, 2006).

I.3.1. Cognitive constructivism

Constructivism is based on the idea that ‘meaningful learning occurs when people actively try to make sense of the world—when they construct an interpretation of how and why things are—by filtering new ideas and experiences through existing knowledge structures....’ (Snowman and Biehler, 2000: 291). In other words, learning is active since learners discover by themselves and relate the present information to the existing one. Piaget is a proponent of cognitive constructivism who claims that learning is a dynamic process and his theory is characterized by one basic principle which is equilibration where learners first assimilate the new knowledge to the prior knowledge. Second, accommodation where learners modify the acquired knowledge to fit the existing one to form new information (Piaget, 1968 cited in <http://gsi.berkeley.edu/gsi-guide-contents/learningtheoryresearch/cognitiveconstructivism/in21/6/2016>). Therefore, learners remain active throughout this process since they make a cognitive effort when learning.

I.3.2. Social constructivism

According to this theory, learning or the construction of knowledge occurs through the interaction and the collaboration with learners .i.e. learners negotiate meaning and discuss between them. Vygotsky (1978), a proponent of the notion called zone of the proximal development (ZPD), claims that knowledge is constructed by learners through social

interaction with others. Also, this knowledge needs to be discussed before it is internalised, as it is argued by Ozer (2004): *'constructivist learning environments promote the learner to gather, filter, analyze, and reflect on the information provided and to comment on this knowledge so that it will result in individualized comprehension and private learning'* (2004: 1). Thus, learning may not occur solely, learners need to try to construct their own knowledge and discuss it with their mates in order to improve it (Vygotsky, 1978). Within this theory the learners need the help a more knowledgeable other (MKO), it refers to the person who has higher level or more knowledge than the learner (cited in Cardwell and Flanagan, 2003: 120).

I.4. Strategies used in active learning

Problem Solving Activities: This method of teaching enables students to learn more effectively. It is based on asking students questions where they can apply the gained knowledge. It is also called a reflective activity, as the process is implemented through a set of problematic aspects that thinking evolves. O'Brien and Collins (2011) states that *'Active learning is the process of keeping students mentally, and often physically, active in their learning through activities that involve them in gathering information, thinking, and problem solving'* (cited in Keengwe Jared and Grace Onchawari, 2015: 96).

The role of the teacher in such activities is to guide students, but do not give answers directly.

Discussions: The teacher must make learners discuss the answers of their classmates and make a summary of another student answer, and this encourages students to listen not only to their instructor, but to their peers as well (Alecia B. Monteiro, 2012: 28). Thus, student-student communication is encouraged in order to make them reflect on the answer of the other.

Debates: Classroom debates help students to learn to locate information, think critically i.e. they will be able to analyse, synthesize, and evaluate the content of the learning process. Learners become able to formulate persuasive arguments and counter-arguments (Jim

Eison, 2010: 14). Whenever students are asked to answer yes or no questions, it must be followed by their own explanation and reasoning.

Group and Pair Work activities: promoting interaction between students encourages active learning. Collaborative learning is based on the view that learners construct knowledge actively when it is shared between two or more students. Vygotsky (1978) a proponent of the social-constructivist theory of learning claims that knowledge is constructed through the interaction with others.

Productive vs. Creative skills

Learning a language involves four skills: speaking, writing, reading and listening. They are divided into productive and receptive skills. Speaking and writing are called productive skills because learners use the language to produce a message through speech or written text; in this type students take part in the lesson and they show their voices, therefore they are actively involved in the learning process.

Reading and listening are receptive skills when learners listen and read something they receive the language, understand it and decode the meaning. Even though the learners try to understand the meaning, their rate of actively participating in learning is very few.

I.5. Factors affecting the practice of active learning

• The training of teachers

The practice of active learning approach in the classroom is directly related to the teacher's ability and competence. Teaching requires the ability to create procedures and to meet the changing demands of learning situations. Therefore teachers must know much more about the method of teaching and the way of involving the students in the learning process.

The role of the teacher is to manage the classroom and encourage students to take part in the lesson for promoting better learning. Lockheed (1991: 62-63) and Gerhard (1982: 23) state that *'teachers are central to the delivery as well as the quality of education; the academic and*

professional training of teachers has direct and positive bearing on the quality of their performance and consequently on the achievement of students' (cited by BiniyamAsrat, 2014: 19).

- **Class size**

The classroom size has its own impact in facilitating or hindering the active learning approach. Monre (1956: 212 cited by B. Asrat, 2014: 20) defines the class size as the number of pupils regularly scheduled to meet in the administrative and instructional units, known as class or section, usually under the direct guidance of a single teacher. He adds also that there is a significant correlation between class size and student achievement (Ibid).

The small number of students in the classroom promotes active learning while teaching in large groups does not permit learners' involvement. *'A universal compliant, even among teaches with usual success in large section, was in ability in such classes to find adequate time to treat individual differences in pupils'* (Monre, 1956: 214 cited by B. Asrat, 2014: 20).

- **Curriculum materials**

Curriculummaterials (syllabus, handouts, textbooks, and teacher's guide) have a great impact on the practice of active learning. Active instructors prefer to move forward with the study materials only after ensuring that almost all the students have reached an enough of understanding, whereas traditional teachers are pressed to get through the book or the program to present all the information. This gradually reduces the creativity of the learners and hinders the learners' involvement (Lue, 2000 cited in Eresso, 2015: 25).

Educators have also noted that there is a problem in teacher training programs because they failed to relate theory to practice (cited in Eresso: 26), i.e. if the syllabus is based much more on theory it would be difficult to set activities and tasks related to it.

●The impact of time

Teachers need to have enough time to practice active learning. Therefore to avoid the shortage of time, it is recommended to avoid interruptions, wastage of time and minimizing time spent on discussing the unnecessary issues. McCartney (1994) suggests five ways to increase the time: 1/ avoiding waste time 2/ avoiding late starts 3/ Avoiding interruptions 4/ handling routine procedures quickly 5/ minimizing time spend on discipline (cited in Eresso, 2015:25).Frant (1980) stresses that shortage of time limits the teachers and students from implementing active learning in the classroom (cited by B. Asrat, 2014: 42).

I.6. Importance of Active Learning

Active learning has an important impact and advantages on an appropriate learning. Students learn more when they participate in the process of learning, whether it's through discussion, practice, review, or application (Grunert, 1997 cited in Timan, and Wandhe, 2015: 63). When learners have an opportunity to make decisions about what they learn and how they use that knowledge, students see a course as more valuable and more directly related to their goals and makes them more motivated to learn. In addition, active learning makes the learning process meaningful since it improves students' thinking, and they gain positive attitudes towards strategies promoting active learning (Bonwell and Eison, 1991:5).

Active learning helps students to interact with course materials through discussing, problem solving and reflective activities. Therefore, to support students' active role, the teacher acts as a coach and facilitator rather than a presenter of information i.e. he/she helps learners to learn actively through self-discovery, self-study and discussions and lets students to reach their own conclusions which can help them. *'To support students in their new roles, teachers act as coaches, advisors as facilitators of students' learning. Instead of lecturing to a whole class as a primary mode of instruction, teachers provide opportunities for*

students to take charge of their own learning'(Clarke, 2003, Keefe & Jenkins, 2008 cited in Eresso, 2015: 21).

II. English for Specific Purposes (ESP)

II.1. Definition

ESP is an approach of Teaching English to the Speakers of Other Languages (TESOL) that is taught and learned according to the specific needs of a given group of students. From the early years of modern ESP in the 1960s, it has been considered as a different area from Teaching English as a Foreign Language (TEFL), due to the fact that English has become the language of business and technology throughout the entire world.

ESP is defined in general as teaching and learning English as a second or foreign language for the purpose of using it in a particular field. Many researchers have given various definitions to ESP, but most of them seem to agree on two points: 1- ESP is based on a specific discipline. 2- ESP is based on the learners' special needs.

According to Hutchinson and Waters (1987: 19) *'ESP is an approach to language teaching in which all decisions as to content and method are based on the learner's reason for learning'*. The same idea is supported by Strevens (1988: 24) who writes: *'ESP is a particular case of general category of special-purpose language training. The same principles apply no matter which language is being learnt and taught'*. This means that ESP is based on a specific field and it is designed in relation to the students' needs.

Mackay and Mountford (1978) indicate that ESP is generally used to refer to the teaching of English for an utilitarian purpose which refers to the needs of learners in academic, scientific or occupational studies. They say that it *'is generally used to refer to the teaching of English for a clearly utilitarian purpose. This purpose is usually defined with reference to some occupational requirements ...or vocational training programmes ... or some academic or professional study'* (Mackay and Mountford, 1978:2). In other words,

English is taught to achieve specific language skills related to specific domains, in a manner they can use this English in academic, occupational or vocational areas.

In reference to the previous definition of Hutchinson & Waters, Anthony (1997:3) claims that it has some weaknesses. He claims that: *'since various non-specialist ESP teachers utilise an ESP approach in their syllabi which are based upon learner needs analysis and their own specialist personal knowledge of English for real communication, it is never clear where ESP courses finish and General English courses start'*. He adds that ESP is related or designed for specific disciplines and used to face specific situations (Anthony, 1998:4).

II.2. Origins of ESP

ESP stills a prominent branch of teaching English as a second or foreign Language. Johns and Dudley-Evans (2001: 115) say that *'the demand for English for specific Purposes... continues to increase and expand throughout the world'*.

Concerning the emergence of ESP, Hutchinson and Waters (1987:6-8) suggest three (3) main factors: the demands of a brave new world, a progress in applied linguistics, and the learner's central focus in education.

II.2.1.The demands of a brave new world

After Second World War (1945), there was a rapid expansion of international business, science, technology and a development in the global economy. As a result there was a demand for an international language and English took this place as it was the language of the powerful countries 'USA' (O. Daniel, 2011: 43).

Hutchinson and Waters (1987: 6) define this period as an *'age of enormous and unprecedented expansion in scientific, technical and economic activity on an international scale and made the United States the most important economic and political power* .

The Oil Crisis of the early 1970s resulted in Western knowledge flowing into the oil-rich countries. The language of this knowledge became English and this led to exerting pressure on the language teaching profession (O. Daniel, 2011:43).

II.2.2. A Progress in Applied Linguistics

Another reason which affected the emergence of ESP, is a revolution in linguistics. Modern linguistics shifts the teaching of the form of language to the use of this language concretely in real life. In this perspective, Widdowson (1978: 7) writes:

Traditionally, the aim of linguistics has been to describe the rules of English usages, that is, the grammar. However, new studies shifted attention away from defining the formal features of language usage to discovering the ways in which language is actually used in real communication.

Hutchinson and Waters (1987:7) claim that the language varies in its spoken or written form according to the particular context in which it is used. The language used in different context makes the language instruction meeting the learners' needs in specific contexts. Crystal and Davy (1969:4) write that *'a particular social situation makes us respond with an appropriate variety of language and that as we move through the day, so the type of language we are using changes fairly instinctively with the situation'*.

II.2.3. The Learner's Central Focus in Education

The educational psychology takes part in the appearance of ESP as the students become the central focus. Learners have different learning styles and skills, and they are motivated differently by needs and interests. Hutchinson and Waters (1987:8) state: *'learners were seen to have different needs and interests, which would have an important influence on their motivation to learn'*. This led to emphasizing the learners' needs and designing specific courses to meet these needs in order to increase student's motivation and to make learning better.

II.3. Development of ESP

From its early years in the 1960s, ESP has developed throughout the time and it has known various changes. This approach has got five (5) main phases and each phase has its own features. These phases are: Register Analysis, Rhetorical and Discourse Analysis, Target Situation Analysis, Analysis of Study Skills and Strategies, and a Learning-Centred Approach (O. Daniel, 2011: 53).

Register Analysis

The first phase, register analysis started in the late 1960s. A register is usually defined as the choice of words and the linguistic aspects in relation to the social context where language is used; such as medical register, business register and journalistic register. Register analysis is derived from Halliday's systemic functional grammar as Munday (2001) defines it as *'geared to the study of language as communication, seeing meaning in the writer's linguistic choice and systematically relating these choices to a wider socio-cultural framework'* (Munday, 2001:90).

The underlying idea behind register analysis is that certain grammatical and lexical forms are more frequently used in scientific and technical writings rather than in GE (Dudley-Evans & St. John, 1998). The aim was to identify these forms and produce teaching materials that took these forms as their syllabus (Hutchinson & Waters, 1987: 10). The work of Register Analysis is mainly focused on Scientific and Technical English.

Rhetorical or Discourse Analysis

Since Register Analysis operates almost entirely at word and sentence level, the second phase of development shifts to the level above the sentence and tries to find out how sentences are combined in discourse to produce meaning (Hutchinson & Waters, 1987: 11). Discourse Analysis started in the early 1970s as a reaction against Register Analysis.

According to Allen and Widdowson (1974), Rhetorical Analysis focuses on the communicative values of discourse rather than the lexical and grammatical properties of language. The pioneers in the field of Discourse Analysis are Lackstorm, Selinker, and Trimble whose focus is on the text rather than on the sentence, and on the writer's purpose rather than on form (O. Daniel, 2011:54).

The discourse analysis approach focuses on the way sentences are used in the performance of acts of communication and develops materials based on functions (West, 1998). These functions include definitions, descriptions, generalizations ...etc.

Target Situation Analysis

This phase started in the mid-1970s and it put the learner's needs at the centre of the course design process. Munby (1978) claims that in order to establish needs the target situation for which learners were being prepared has to be defined. Chambers (1980:18) defines it as:

By the language I mean the language of the target situation. Thus, needs analysis should be concerned with the establishment of communicative needs and their realizations, resulting from an analysis of the communication in the target situation- what I will refer to from now on as Target Situation Analysis.

The aim of Target Situation Analysis is to take the existing knowledge and sets it on a more scientific basis, by establishing procedures for relating language analysis more closely to learners' reasons for learning (Hutchinson & Waters, 1987:12). Therefore, the linguistic features of a learner's specific situation should be identified and used to form the syllabus. This process is called needs analysis that is used before designing a course by defining who are the learners, their goals, their experience levels, their socio-cultural backgrounds, and their attitudes towards English (O. Daniel, 2011:55).

Analysis of Study Skills and Strategies

In the 1980s there was interest, not just in grammar, but also in the thinking processes that underline language use. According to Hutchinson and Waters (1987) '*underlying all*

language use there are common reasoning and interpreting processes, which, regardless of the surface form, enable us to extract meaning from discourse' (Hutchinson & Waters, 1987:13). In this stage ESP teachers focused on the teaching of study skills and assumed that these skills learnt through exercises could be transferred to students' own specific academic studies (Dudley-Evans & St. John, 1998). The teaching of language on itself was not sufficient and the thought processes were taken in consideration. Strategy analysis seeks to establish learners' preferred learning styles and strategies (Allwright, 1982); it investigates the educational environment in which the ESP course takes place (Swales, 1989). At this period ESP looks for particular skills and strategies that are appropriate to different situations.

Strategy analysis gives rise to a new generation of ESP materials based on learning-centred approaches. On this line of thought, Hutchinson & Waters, (1987:53) write:

Our concern in ESP is not with language use - although this will help to define the course objectives. Our concern is with language learning. We cannot simply assume that describing and exemplifying what people do with language will enable someone to learn it A truly valid approach to ESP must be based on an understanding of the processes of language learning.

Learning-Centred Approach

The last stage of ESP is the learner-centred approach which shifts the focus of instruction from the teacher to the student. It aims to develop learner autonomy and independence by being responsible for their own learning. The base of this approach is the learner who has an active role in the learning process, in contrast to the teacher-centred learning where the learner takes a passive and receptive role; *'in a student-centred classroom, students choose what they will learn, how they will learn, how they will assess their own learning'* (Hannafin, M.J & Hannafin, K.M. 2010).

In the ESP lessons, learners need to be active to better acquire the knowledge and to be more motivated. In a group of courses done in the University of Nigeria about ESP, Dr O. Daniel (2011: 57) says:

When ESP learners take some responsibility for their own learning and are invited to negotiate some aspects of the course design, the subject matter and course content has relevance for the learner as they feel motivated to become more involved in their learning and often seem to participate more actively in class.

Theoretical framework

To carry out our research, we have adopted the Experiential Learning Theory (ELT) of David Kolb (1984:38) who claims that experience and discovery are the source of learning; *‘learning is the process whereby knowledge is created through the transformation of experience. Knowledge results from the combination of grasping experience and transforming it’* (Kolb, The premise of experiential learning is that learners create knowledge through the transformation of their previous experiences.

Kolb’s experiential learning cycle is based on four (4) stages: starting with *‘concrete experience’* where learners encounter a new experience, or they reinterpret the existing experience through performing different activities such as: problem solving, discussion, debates.

The second stage is *‘reflective observation’* where the learners review the tasks that have been done and experienced in the first stage doing some activities such as writing a report of a given topic, discussing the answers of their classmates, analyzing a handout ...etc.

At the third stage *‘abstract conceptualization’* the learners make comparison between what they have done and what they already know, the learners interpret the events and try to understand the relationships between them by giving facts for instance. The final stage *‘active experimentation’* when the students consider how they are going to put what they have learnt into practice like role play, put the students in a problematic task then ask them to find solutions relying on their previous experiences (Kolb, 1984).

Conclusion

This review of the literature has permitted us to define the concept of active learning and ESP. Therefore, active learning is based on learners' engagement and learners' self-discovery during the learning process. Also, it is related to experiential learning which becomes the central focus of education and effective learning. ESP is an approach in ELT which is defined by various researchers and all of them agree that it is different from GE, because it has its own features and teaching techniques. The review has included a description of the learner-centred approach which is the most recent one in ESP and teaching in general. The last part has reviewed Kolb's experiential learning theory which consists of four stages.

Chapter2: Research Design

Introduction

The present chapter is concerned with the research design that has served to answer the research questions asked in the general introduction. Our purpose is to describe the research techniques used to carry out our investigation and to give information about the sample population exploited for the study. Moreover, it reveals the procedures of data collection which include classroom observation which takes place with five groups during ESP classes in the Department of English. In addition, an interview with teachers of the ESP module has been planned, and a questionnaire has been handed to third year students at Mouloud Mammeri university of Tizi-Ouzou. At the end, it describes the data analysis methods; the closed ended questions will be analysed using a statistical method called Social Package for Social Sciences (SPSS). Qualitative Content Analysis (QCA) is used to analyse the open ended questions of the questionnaire as well as for the interview and the classroom observation.

II.1. Context and Subjects of the Investigation

The study is carried out in the English department at MMUTO. We have limited the scope of the research to third year students specialized in 'Linguistics and ESP'. The total population is one hundred and seventy-five (175) students and two (2) teachers of the ESP module. The number of participants involved in the research is one hundred and seventy-five (175) students for classroom observation. Fifty (50) students responded to the questionnaire, and a semi-structured interview was conducted with two teachers who are in charge of the workshops of the ESP module.

II.2. Procedures of Data Collection

A mixed methods approach is adopted, combining the quantitative and the qualitative methods. The quantitative method is used to generate statistics in the form of numbers from the classroom observation and the other statistics in the form of percentages then presented in

diagrams from the questionnaire (open-ended questions). The qualitative one is used to analyse the data collected from the questionnaire and the interview (closed-ended questions). The adoption of the mixed methods approach is important because it allows knowing the students 'view about learner's involvement, the program, the activities and their preferences. Furthermore, it permits getting an in-depth opinion from participants. Miles & Huberman assert that the mixed method is useful, because it shows' *the advantages of linking qualitative and quantitative methods when performing studies and evaluations, showing how the validity and usefulness of findings will benefit from this linkage* (Miles and Huberman, 1994).

To carry out the study and to gather the needed information, three research tools have been used:

- classroom observation which serves to observe the third year students' role and the classroom conditions during the ESP lessons,
- an interview with two ESP teachers who are asked about the effectiveness of active learning approach and their students ability to take part in the learning process,
- a questionnaire which is administered to the third year 'Linguistics and ESP students to know about their participation and the factors that can influence their involvement.

II.2.1. Classroom observation

Classroom observation is conducted to record the instructor's teaching practices and students' actions. The purpose of choosing this research tool is that it is a direct method and accurate in nature used to collect reliable information because the data obtained under this method relates to what is currently happening. In this investigation, a structured classroom observation is used by relying on a checklist of twelve (12) items to be observed. All of them are closely related to the active learning approach. These observations took place from April 26, 2015 to May 18, 2015 and the number of observations is fifteen (15). Each group is observed thrice.

II.2.2. Teachers' Interview

The second research tool is a teacher's interview. An interview is a structured way of obtaining information in a given topic and from a given person. As Moser and Kalton (1971: 271) define it '*it is a conversation between an interviewer and respondent with the purpose of eliciting certain information from the respondent*'. Indeed, interviews are particularly useful for getting the story behind participants' experiences. With it, the interviewer can pursue in-depth information around the topic (McNamara, 1999). The aim of employing this research instrument is that it enables to gather qualitative and in depth information from ESP teachers about learners' involvement.

In this study the interviews have lasted from 10 to 12 minutes and have been conducted with two (2) ESP instructors. Thirteen (13) open-ended questions are asked and deal with the teacher's method, the students' roles and the classroom conditions during ESP lesson.

II.2.3. Students' questionnaire

The third research instrument used to collect data related to the research is the students' questionnaire. Brown (2001) defines a questionnaire as '*any written tool that contains a series of questions and statements which the respondents answer either by using their own words or choosing answers from those they are provided with*'. The goal of choosing this research tool is that it is a quick and easy method to gather information and to analyse them.

The questionnaire in this investigation includes thirteen (13) questions divided into closed-ended questions in which students are required to choose a particular answer and open-ended questions where students answer by using their own words. This research tool is composed of three (3) parts. The first part contains demographic questions about students' profile (academic level and specialty). The second part consists of students' participation and their involvement in the ESP lesson. The last part includes the factors affecting active learning

approach. The questionnaire is handed to fifty (50) third year students ‘Linguistics and ESP’ and they are chosen randomly.

II.3. Procedures of Data analysis

II.3.1. Kolb’s Experiential Learning Theory

To analyse the data collected from the classroom observation, we have relied on Kolb’s Experiential Learning Theory (1984) which emphasizes the central role that experience plays in the learning process. According to Kolb, learners perceive and process information in a continuum from concrete experience, reflective observation, abstract conceptualization, to active experimentation:

Concrete Experience: being involved in a new experience that has been previously encountered. In other words, students have some knowledge about the subject of the lesson. For instance; when the ESP lesson deals with Medical English, the teacher discusses with students about medical terminology like: the names of diseases and learners may have background information about it.

Reflective Observation: Students hear a concept or reflect on an observation. In this stage, learners observe other experiences to develop their own knowledge. For example; they watch or read a conversation between a doctor and his/her patient.

Abstract Conceptualization: creating theories to explain observations. Students make relation between what they already know and what they have recently experienced to deduce the facts. Students will be able to deduce the rules of prefixes and suffixes used in medical vocabulary, such as: the suffix ‘*cardio*’ means pertaining to the heart as ‘*cardiology*’.

Active Experimentation: Students engage to solve a problem by putting theory into practice. The purpose of this stage is to be able to put what they have learned into practice doing some activities, such as: two students play the role of a doctor and a patient.

II.3.2. Descriptive Statistical method

In order to analyse the gathered data we have followed both the qualitative and the quantitative methods. From close-ended questions we have gathered numerical data which have revealed the frequency of students' participation during ESP module and the factors that influence them. These data are counted and presented using the computer program labelled the Statistical Package for Social Sciences (SPSS).

II.3.3. Qualitative Content Analysis

The collected data from the open-ended questions of the interview and the questionnaire are interpreted using the Qualitative Content Analysis (QCA) which contains both the qualitative and the quantitative type of analysis. Philip Mayring (2014: 10) states that *'the Qualitative Content Analysis itself is to be understood as a data analysis technique within a rule guided research process, and this research process is bound to common (qualitative and quantitative) research standards'*. Hsieh and Shannon define QCA as a tool used to analyse subjectively a text through a system of classification of codes. (2005: 1272)

In other words, this method, precisely the conventional type of the QCA, has enabled us to organise the answers of the open-ended questions into coded categories.

Conclusion

The chapter has set out the research design of this study. At first, it has highlighted the data collection instruments which consist of classroom observation, an interview and a questionnaire. Next, it has exposed the methods used for the analyses of the gathered data. These analyses have allowed evaluating the occurrence of active learning during ESP classes as well as the factors that affect learners' involvement.

Chapter3: Presentation of the Findings

Introduction

This chapter presents the findings of the research. It portrays the empirical data gathered from the classroom observation conducted during the ESP lessons, the interview with two(2) ESP teachers and the questionnaire administered to the third year 'ESP and Linguistics' students. The results are presented by percentages and displayed in the form of diagrams. The present chapter is composed of three (3) parts. The first part is devoted to the presentation of the findings obtained from the classroom observation, the second one presents the results of the teacher's interview and the last part describes the results obtained from the students' questionnaires.

III. 1. Results of the Classroom Observation

During our observations, a checklist containing twelve (12) items (some of them are taken from the theory) has been used. Our aim is to observe the extent to which active learning is implemented during the ESP classes. The results are presented in the following table.

<i>Itemstobe Observed</i>	<i>Frequency of the selected item</i>				
	Always	Often	Sometimes	Rarely	Never
<i>1:Theteacherencourages studentsto participate in the learning process during ESP classes.</i>	2	4	3	4	2
<i>2: The teacherinvolves students in problem-solving activities.</i>	5	1	3	3	3
<i>3: Students perform actively with their own information.</i>	0	0	4	4	7
<i>4: The students are motivated to find a solution for the problem.</i>	0	0	6	3	6
<i>5: Theteacherencouragesstudentstoapply background knowledge to new situations.</i>	0	4	2	2	6

<i>6: Teacher-student and student-student interaction is encouraged</i>	0	2	2	7	4
<i>7: The teacher employs non-lecture activities.</i>	0	6	3	0	6
<i>8: The teacher tries to make learners reinterpret the existing experience.</i>	6	3	0	3	3
<i>9: The learners make a reflective observation whenever the teacher asks them to do so.</i>	4	0	6	3	2
<i>10: The learners make hypotheses and try to deduce conclusions.</i>	0	0	4	6	4
<i>11: The learners do practical tasks that can be implemented in real world setting.</i>	0	0	2	4	9
<i>12: The teacher is a facilitator, expert, evaluator, and coach.</i>	6	4	3	2	0

Table 1: Results of Classroom Observations about Active Learning during ESP lessons.

III.2. Results of the Teachers' Interview

This part presents the data gathered from the semi-structured interviews conducted with two (2) ESP teachers in the department of English at MMUTO. The recorded interviews are converted into texts and analyzed by using Qualitative Content Analysis (QCA). From the interviews it will be possible to identify the teachers' perceptions towards the implementation of active learning during ESP classes and the barriers that they may face.

Q1: How long have you been teaching ESP?

Both teachers have been teaching ESP for one year.

Q2: Could you tell us what the definition of active learning is?

Both of the interviewed teachers have defined active learning as making learners involved in the learning process; ask them questions and encourage them to answer. They also consider homework as a technique to engage students in the learning process.

Q3: Do you prefer providing directly information to the students or to make them discover it by themselves (self-discovery)?

The two teachers prefer making learners discover the information by themselves. One of them asks the learners questions and learners try to give their own answers. If it is right she (teacher) adds more information and if it is wrong she corrects. Another teacher has said that self-discovery helps learners to remember well the information.

Q4: Is it easy to make learners active during ESP lessons?

One teacher asserts that making learners active happens only sometimes because learners keep saying that the program is boring as it is too theoretical and they need to practice.

The other teacher says that the students are not all the same, some of them can be involved in the lesson, but most of them are not.

Q5: According to you, what are the benefits of teaching students when using active learning method?

One respondent answers that active learning makes learners motivated, grasp information and acquire knowledge and during the exam it is beneficial for them.

The other respondent claims that it helps learners to remember the information for long term .

Q6: Do your students react positively when you involve them in the learning process?

Both teachers claim that most of the students are passive but they sometimes react positively.

One teacher assumes that learners sometimes react positively when they are introduced new vocabulary about a specific domain, and they expect that there will be practical activities.

Q7: How can you help your students to take part in the ESP module?

The first respondent maintains that she tells them about the importance of the ESP module and it would help them to get a job.

The second respondent affirms that she helps them by giving activities, tasks and homework.

Q8: Do your students respond positively when you ask them to make a reflective observation (like analyzing a handout)?

Both of the teachers say that most learners do react positively.

Q9: Do you ask your students to reach conclusions at the end of the lesson? If yes, are they able to do so?

Both of the interviewees respond that they ask students to repeat, conclude, and summarize but only few learners are able to do so.

Q10: Do you provide learners with activities to check their understanding?

All of them answer with 'yes'. One of them says that she asks her learners some questions and to write essays.

Q11. What do you think about using active learning strategies, like: problem solving, discussion, and pair or group work activities during ESP classes?

Both teachers agree that it is a good way. One participant points out that she uses problem solving activities and encourages discussions and pair work '*not all the time*'.

But the other participant stresses the fact that it is not possible to apply those activities since the program is only theoretical.

Q12. What are the problems you face while trying to practice active learning when you teach ESP?

Both of the teachers complain that the program which is theoretical is the main barrier for the implementation of active learning and makes learners '*bored*'. One of them adds that '*there this aspect of shyness within students and timidity*'.

Q13. What do you suggest as solutions to promote active learning in the ESP classes?

One of the participants emphasizes that '*it would be better ... to focus on practice*'. The second participant suggests that the possible solution is to encourage students to be actively involved and '*to dare reflecting*' and that it is the task of the teacher.

III.3. Results of the Students' Questionnaire

The last part of this chapter presents the results obtained from the students' questionnaire (Appendix 3). The questionnaire is administered to fifty (50) third year students 'Linguistics and ESP' option. From the questionnaire it is possible to gather the opinions and attitudes from the respondents about the current practice of active learning approach.

Section One:

The first section of the questionnaire deals with the students' profile. It is clear that all the respondents are third year students whose specialty is 'Linguistics and ESP' at MMUTO during the academic year 2015-2016.

Section two: Students' participation

Question 3: Do you participate actively during the ESP module?

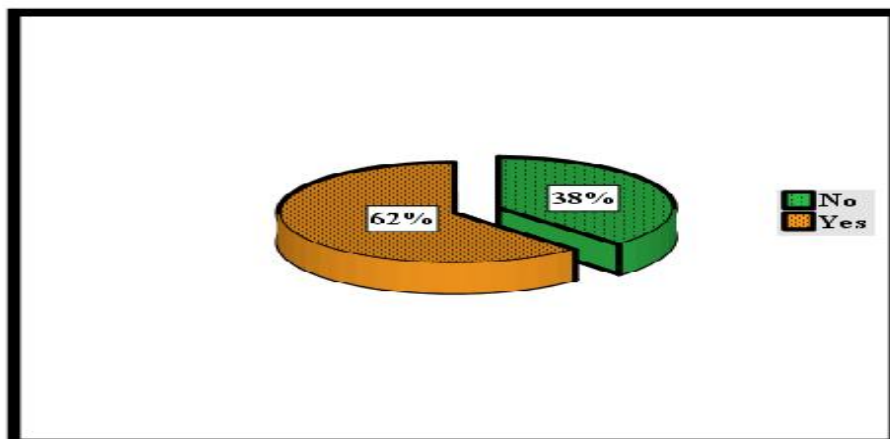


Diagram1: Students' Participation during ESP Classes.

As it is displayed from diagram (1), the majority of the students that is, (62%) of them confirm that they participate actively during ESP classes. Yet, 38% who represent nineteen (19) students do not participate.

Question 4: How often do you answer teacher's questions during the ESP module?

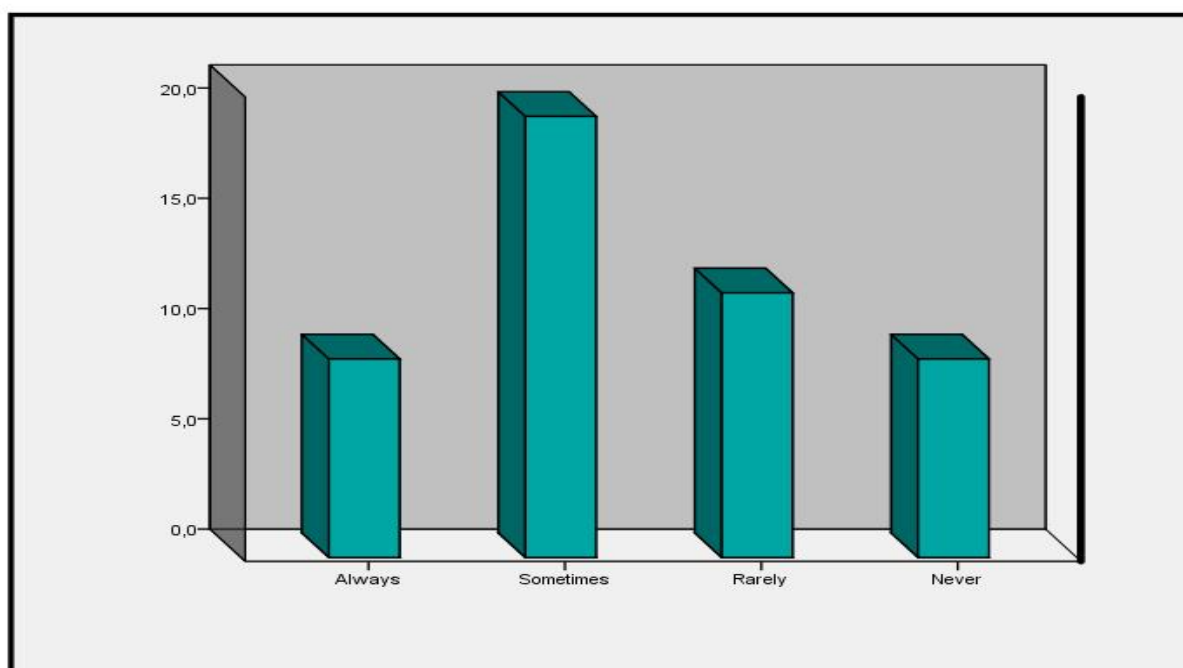


Diagram 2 : The students' frequency of answering teacher's questions.

The above diagram reveals that among the fifty (50) respondents, twenty (20) of them (40%) indicate that they ‘*sometimes*’ answer teachers’ questions during ESP classes, and 24% of them answer ‘*rarely*’ while the same percentage is valid for those who answer ‘*always*’ and ‘*never*’ and (18%) of them answer ‘never’.

Question 5: Is it easy to answer teachers’ questions during ESP module? If no why?

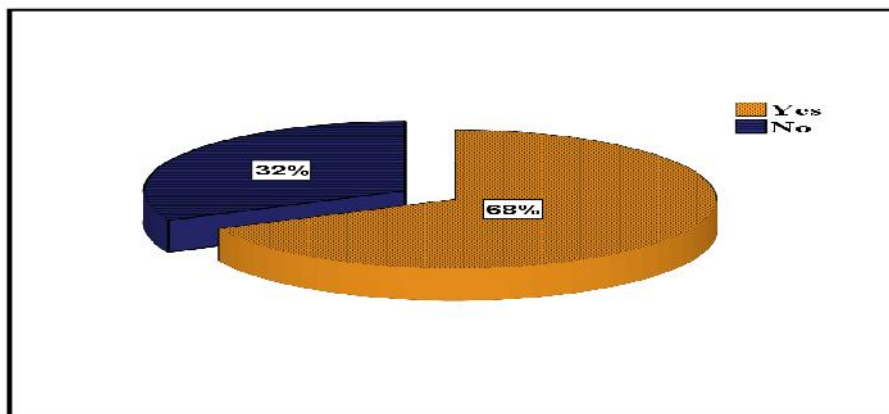


Diagram 3 : Learners’ perception about teachers’ questions during ESP module

The results show that the majority of the students (68%) find that it is easy to answer teachers’ questions during ESP classes but they haven’t justified their answers. However, (32%) reject this view and find that it is not easy to answer because they ‘*do not understand ESP module as it is a wide field*’ and that ‘*the questions are difficult and complicated*’.

Question 6: Which type of activity do you prefer to do in ESP?

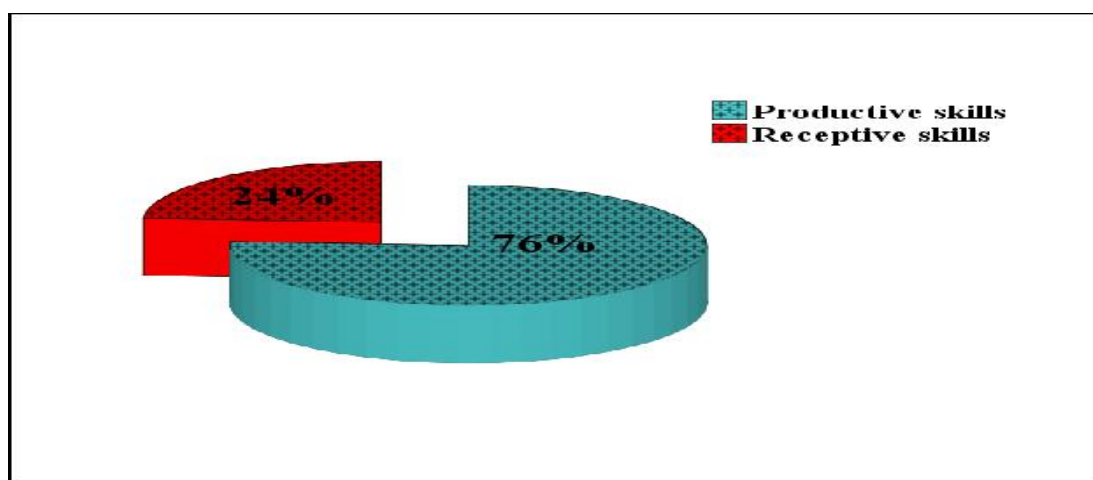


Diagram 4 : Type of activity preferred by learners in ESP

The statistics of diagram four (4) portrays that most respondents (76%) prefer the productive skills. However, twelve (12) of them who stand for (24%) support the receptive activities.

Question 7: Is it enough to rely only on handouts during ESP module?If no what do you suggest?

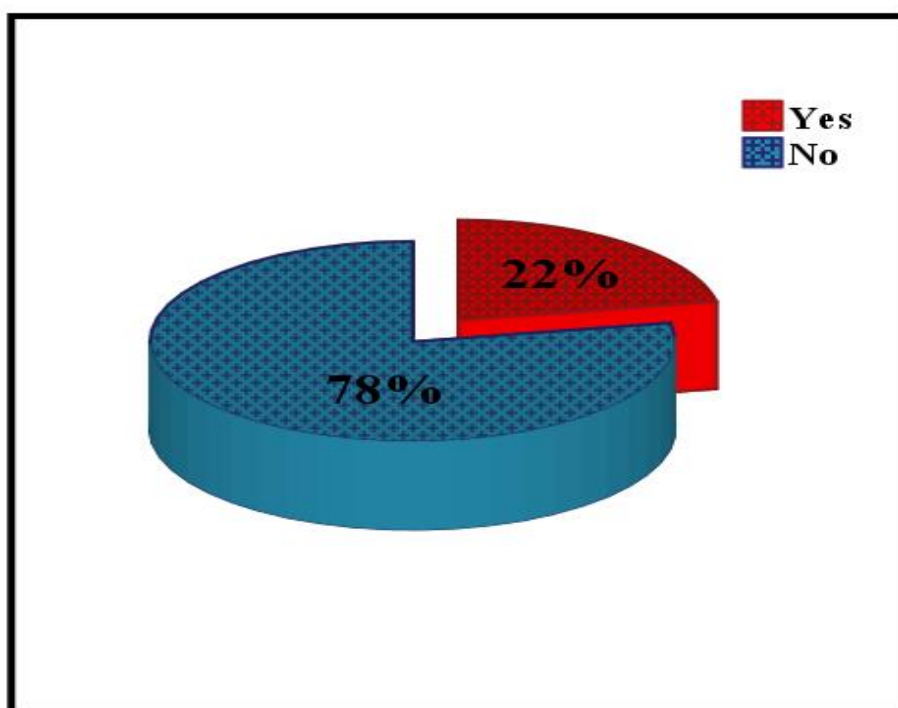


Diagram 5: The use of handouts in the ESP classes

As it is indicated in diagram 5, the majority of the students, namely (78%) view that it is not enough to rely only on handouts during ESP classes. Some of them suggest having student-student and students-teacher discussions and interaction and the use of authentic materials. Another important suggestion is doing practical activities and the teacher must not be restricted only to handout. However 22% declare that it is enough to use only handouts.

Question8: ‘Are you able to make a summary at the end of the lesson?’ If no why?

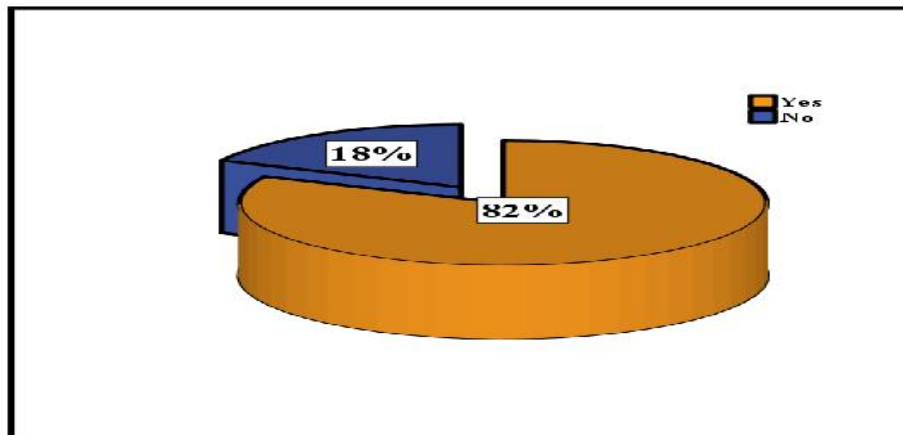


Diagram 6: Students’ ability to summarise at the end of the lesson.

As it can be seen from the above chart, the majority of students (82%) claim that they are able to summarize the lesson at the end. On the contrary, a small number of them (18%) affirm that they are unable to do so, because *‘there are a lot of details’* and *‘ambiguous things’* then *‘it is difficult to summarize all the things’*.

Question 9: ‘How do you learn the ESP lesson?’

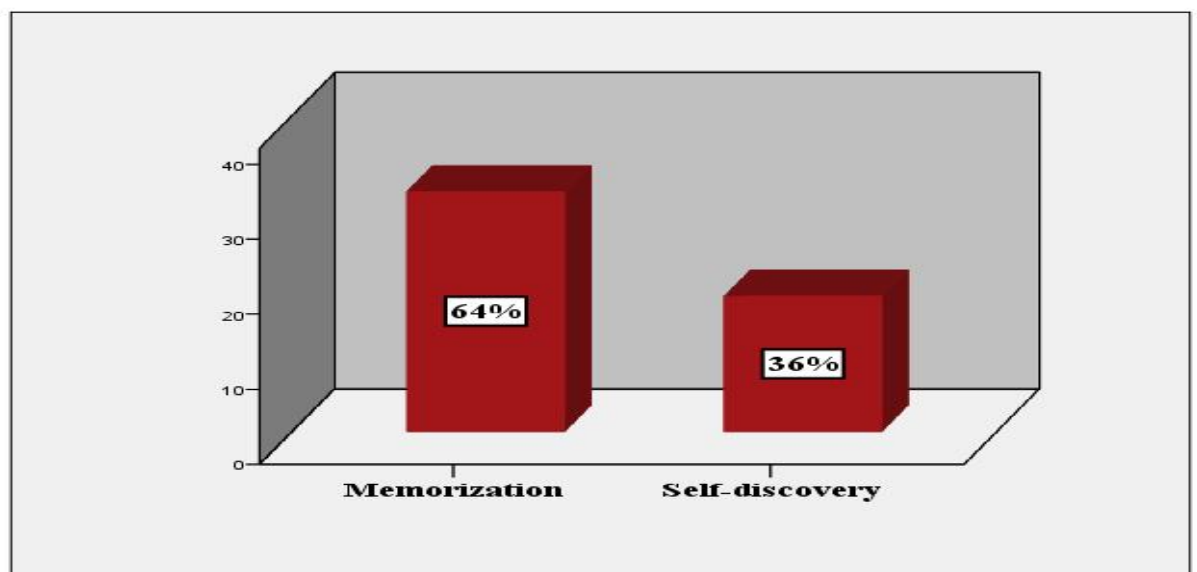


Diagram 7: Learners’ way of learning ESP

For this question, the results show that the students learn more by memorization rather than by self discovery. The findings in this diagram are clear. They indicate that (64%) of the participants prefer learning ESP by memorization while (36%) think that self-discovery is the appropriate way to learn it.

Section II: Factors influencing active learning

Question 10: 'Does the teacher give you the opportunity to participate in the ESP lessons?'

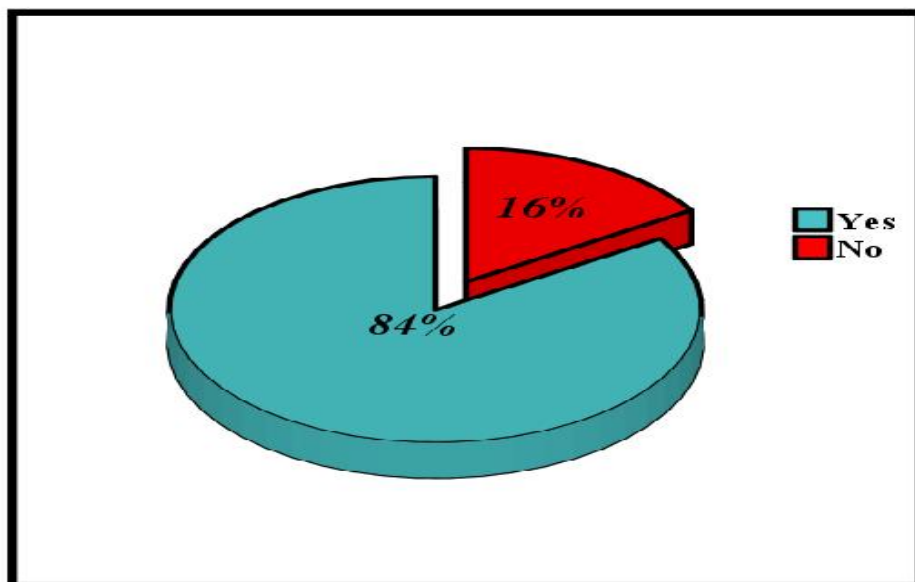


Diagram 8: Teachers' encouragement to participate in the ESP classes

Concerning the participation of students in the ESP classes, a great number (84%) of the learners claim that the teacher gives them the opportunity to be actively involved during the ESP lesson. In contrast, a small number (16%) of the learners say the opposite.

Question 11: ‘What type of ESP program do you prefer?’

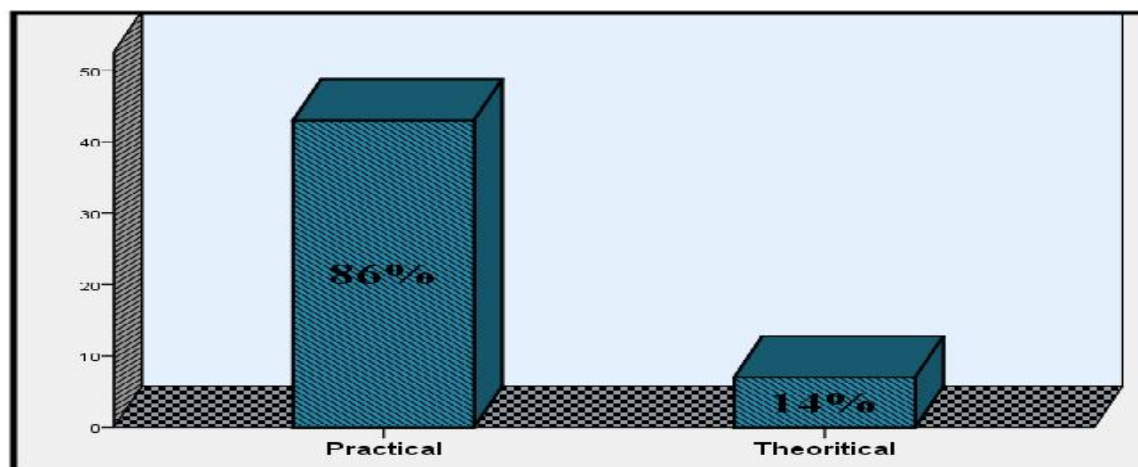


Diagram 9: Type of ESP program preferred by learners

As it is depicted in diagram (9), the data obtained from the questionnaire prove that the students give more importance to practice rather than theory. (86%) of the learners declare that they prefer the ESP program based on practice while (14%) of the respondents prefer the theoretical one.

Question 12: ‘Do you think that the program will serve you in the future?’ why or why not?

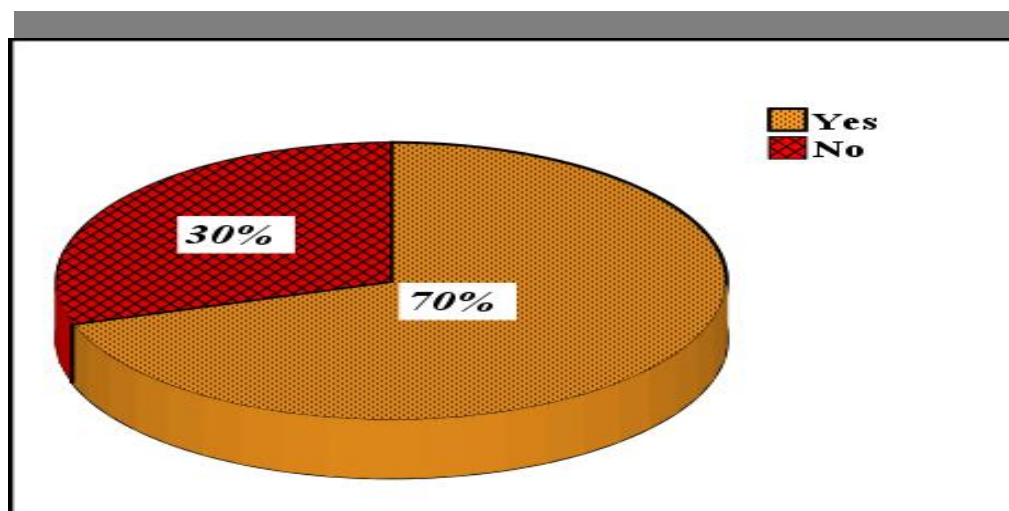


Diagram 10: Learners’ opinion about the efficiency of the program in the future

The results in this diagram demonstrate that a large number of participants believe in the efficiency of the ESP program. (70%) of the learners reply that the ESP program is beneficial and will serve them in the future. They explain that it will help them in their career and *'to have access to all domains'*. Conversely, the rest of the students (30%) claim that it is not efficient. Some say *'we do not practise. We study only the theory'*. Another one adds *'we deal only with theory and the practical part of ESP is neglected'*. Therefore, most of them complain about the program as being useless in the future.

Conclusion

This chapter has exposed the results obtained from the classroom observations, the teachers' interview and students' questionnaire in the English Department of Tizi-Ouzou about the implementation of active learning, and how it is perceived both by the teachers and the learners. The findings have been presented both quantitatively and qualitatively and they are discussed in the next chapter.

Chapter4: Discussion of The Findings

Introduction

This chapter will attempt to discuss and explain the results obtained from the classroom observations, the interview with the teachers of the ESP module and from the questionnaire handed to the third year students specialized in '*Linguistics and ESP*'. The results are going to be interpreted according to Kolb's learning theory. This chapter has been divided into three (03) parts. The first part is concerned with the discussion of the results gathered from classroom observations, the second part deals with the discussion of the interviews' outcomes, and the third one discusses the results of the questionnaires.

IV.1. Classroom Observation

The first data collection instrument used is the classroom observation which was conducted with five (5) groups during the third year ESP classes. We have adopted this tool as it is beneficial to our investigation since it helps to gain objective data to answer our research questions. This part discusses the results gathered from the checklist that contains twelve (12) items related to active learning.

The new approaches in teaching emphasize the active participation of the students. Thus teachers must encourage their learners to be more active in their learning. The Association of the American Colleagues (AAC) represents the best way that develops students' individual capacities. In this sense, the association states that '*The sort of teaching we propose requires that we encourage active learning and that we become knowledgeable about ²the ways in which our students hear, understand, interpret, and integrate ideas*' (AAC Task Group on General Education, 1988: 25). Therefore, teachers must push learners to contribute and participate in their learning process. From the results gained from the checklist we noticed that the learners are not intensively always encouraged to participate during ESP classes, which can affect negatively the implementation of active learning. This result

disconfirms the one gathered from the questionnaire where (62%) of the respondents assert that they do participate during ESP classes.

One of the strategies used to make learners active participants in their learning process is to introduce a problem and incite learners to find a solution for it. Presenting a problem for the students is like putting learners in a concrete experience which is the first stage in Kolb's theory (1984) and it is related to experiential learning which is defined as '*the process whereby knowledge is created through the transformation of experience*' (Kolb, 1984 cited in Sugarman, 1987: 2). From the demonstrated results, we noticed that only one teacher always involves her learners in problem solving activities whereas most of the students are not involved in concrete experience.

The shift from teacher-centred to student-centred learning is supposed to make students active and creates in them the need to participate with their own perceptual framework .i.e. to contribute with their own knowledge during the learning process (Erikson, 1984). One of the principles of active learning is that learners are not empty vessels waiting to be filled in by knowledge, as knowledge is not created only through the information transmitted from the teacher, but constitutes a basis for learners to make their own interpretations as not to be dependent only on the teacher. In this line, Paul (1990: 45) asserts that "*it is important for educators to abandon methods that make students passive recipients of information and adopt those that transform them into active participants in their own intellectual growth*". Fry et al. (2009: 15) define experiential learning as '*a continuous process and implies that we all bring to learning situations our own knowledge, ideas, beliefs*'. We noticed from seven (7) classroom observations, students never participate with their own information and do not make personal effort and they just wait for the teacher to dictate them her own answers. As a result, nearly almost all the students do not attain the third phase in

Kolb's theory which is '*abstract conceptualisation*' where learners regulate their ideas and are the owners of their own information (Fry et al., 2009: 16).

Using problem solving activities is not enough if learners do not react positively or are not motivated to solve the problem. One of the characteristics of active learning is that '*student motivation is increased*' (Bonwell, 2000: 3). As a result, motivation is a crucial element during active learning. Yet, the results show that during ESP classes, in six (6) classroom observations students are *never* motivated, in six (6) others they are *sometimes* trying to find answers and in three (3) other ones learners are *rarely* motivated. As a conclusion, learners are not motivated so they are not active. This is due to the fact that the program of the ESP module is mainly theoretical.

Active learners need to be encouraged by their teachers to apply what they have learnt in the past on the present situations. As it is noted by Kolb and Kolb (2008: 4) '*All learning is re-learning. Learning is best facilitated by a process that draws out the students' beliefs and ideas about a topic so that they can be examined, tested and integrated with new, more refined ideas*'. (2008: 4). Similarly, Fry et al. (2008: 22) indicate that one of the ways of a good learning is that '*Prior knowledge needs to be activated*'. As opposed to the gathered data, from six (6) classroom observations we perceived that teachers *never* do so, i.e. they do not give importance to students' prior knowledge which is an important element in the construction of the new knowledge according to the constructivist theory. The other classroom observation range from *often* to *rarely* which is not enough.

Another important strategy to make learners active is to make discussions either between teacher and students or between students. Fry et al. (2008: 22) support that '*formal and informal discussion of what is being learnt in a peer (small) group can be a powerful learning tool*'. The frequency of using this activity during ESP classes, according to our classroom observations, is mainly *rarely* done in seven (7) classroom observations and *never*

in four (4) others, and in each two (2) classroom observations we recognized that it is either done *sometimes* or *often* used and only two (2) or four (4) students out of twenty four (24) attempt to start discussions. The importance of formal and informal discussion among students and between teacher and students is highlighted by Bonwell (1999: 545) who maintains that '*to develop thinking skills, to change attitudes, or to motivate students toward further learning, results tended to show differences favouring discussion methods over lecture*'. Indeed, this quotation shows the importance of making discussions.

When teachers rely only on lecturing they make learners passive and they encourage spoon feeding. Lecturing is based only on the transformation of information from the teacher and it is the opposite of active learning which is more effective in developing students thinking capacities as '*using active learning perform at a significantly higher level on a standardized test than those students who have been taught in straight lecture course*' (ibid). The results show that in six (6) classroom observations with the same teacher in different groups non-lecturing activities are *often* used whereas in six (6) others, the teacher has *never* employed non-lecturing activities because she used to dictate information to her students and prepares summaries for students to copy them down. In three other classroom observations non-lecturing activities have been used *sometimes*.

Teachers mainly start teaching by asking learners about what they did during precedent lectures which is a kind of activities that can make learners reinterpret what they did with their own words. Chickering and Gamson (1987: 4) indicate that one of the good practices is to encourage active learning which consist on making learners '*talk about what they are learning, write about it, relate it to past experiences and apply it to their daily lives. They must make what they learn part of themselves*'. According to the classroom observation teachers '*always*' used this kind of activity to relate the new topic to the last lesson done with their students. But we noticed also that the teacher encouraged them to talk

about what they did not to write about it and only a minority of the students (the same) reacted positively and they used their reinterpretation skill. According to Kolb (1984: 41), '*knowledge results from the combination of grasping and transforming experience*' i.e. through interpretation learners transform their previous experience and act on that information.

The Experiential Learning Theory comprises two dialectically related modes of grasping experience and two others of transforming experience. The latter consists of a *Reflective Observation (RO)* and *Active Experimentation (AE)* (Passarelli and Kolb 2011: 6). From the gathered data we have remarked that teachers of the ESP module have encouraged their students to analyse handouts and to make comparison like a comparison between ESP and ELT. The frequency of doing so is *sometimes* in six (6) classroom observations and *always* in four (4) ones. It is important also to mention that when the teacher gave time to the students to reflect, most of them did not look interested and started talking or chatting. As a result, most of the learners did not think and reflect about what they were learning and this made the learning process very poor and passive.

When learners are put within a situation which presents a problem, what is expected from them is to suggest solutions and to make hypotheses to find the right answer by which they may deduce conclusions to construct their own knowledge. This procedure goes hand in hand with the constructivist theory which claims that '*the student selects information, constructs hypotheses, and makes decisions, with the aim of integrating new experiences into his existing knowledge and experience*' (Amineh and Asl, 2015: 11). Fry et al. (2009: 234) state that a practical session might include different elements; one of them is that, learners '*form and test hypotheses*'. We notice from the classroom observation that most of the learners are passive, in six (6) sessions, learners *rarely* tried to make hypotheses. Most of them did not like to take the risk and were waiting for the right answer from their teachers. As a

conclusion, we noticed that learners did not activate their existing experiences to form new ones, and they were not able to deduce abstract concepts (*Abstract Conceptualization (AC)*).

The last phase of Kolb's theory is related to *Active Experimentation (AE)* which is putting all what is learnt (abstract concepts) in action so as to connect it with practical tasks that can be implemented in real-life. In short, it is to put theory into practice and a kind of testing. Yet, this phase is nearly absent during ESP classes and in nine (9) classroom observations out of fifteen (15) the frequency of its use is *never*, in four (4) ones it is *rarely* and in two (2) others it is *sometimes* where the application consisted in writing dissertations about theoretical concepts about ESP. The absence of *AE* makes learners more passive than active and the learning process less meaningful as it is stated by Knapp and Benton (2006) in the following words: '*In order to facilitate learning, not only must the experience be grasped, but it must also be meaningful and relevant because students remember knowledge longer when they have experienced it actively*' (cited in David A. Kolb, 2012: 3).

During experiential learning the teacher needs to be flexible and needs to know how to move from one role to another. The main role of the constructivist teacher is that he is a facilitator instead of being a transmitter of information. Also, the teacher is an expert, a coach, and an evaluator who encourages learners to apply each phase from Kolb's (1984) experiential learning theory in order to make learners live active experiences where they can apply their knowledge. Passarelli and Kolb (2011: 18-19) explain clearly this as follows :

In the facilitator role, educators draw on the modes of concrete experience and reflective observation to help learners get in touch with their own experience and reflect on it...experts, using the modes of reflective observation and abstract conceptualization, help learners organize and connect their reflection to the knowledge base of the subject matter...evaluating role uses abstract conceptualization and active experimentation to help students apply knowledge toward performance goals...Finally, those in the coaching role draw on concrete experience and active experimentation to help learners take action on personally meaningful goals.

(2011: 18-19)

From our data, we notice that in six (6) classroom observations, only one teacher is *always* trying to shift between the four roles, whereas as for the others the frequency ranges from *sometimes* to *never*. We remark also, that it is not easy for the teacher to have the role of a coach and evaluator because their teaching is restricted to transmitting theoretical concepts about ESP.

IV.2. Teachers' Interview

The second research tool used in our research is teachers' interview. It is conducted with two (2) ESP teachers at the level of English Department at MMUTO. The interview is composed of twelve (12) questions in relation to the implementation of active learning in their classes. In this section the results of the interview have been discussed qualitatively in relation to the review of literature presented in chapter one.

The first question of the interview is about teaching experience. The two teachers have less than one year of teaching experience in this basic 'ESP' module. It is commonly admitted that teachers with a lot of experience in the classroom seem to be more effective and succeed in encouraging students for better learning. This what Rivkin, Hanushek, and Kain (2005) believe in as they state that '*students of experienced teachers attained significantly higher levels of achievement than did students of new teachers (those with one to three years of experience)*' (cited in A. Rafael Richardson, 2008: 50). Sometimes teachers with less training fail in the choice of teaching methods '*teachers in their first and, to a somewhat lesser extent,*

their second year tend to perform significantly worse in the classroom' (Rivkin, Hanushek, and Kain, 2005: 447)).

Active learning is defined by Bonwell and Eison (1991: 2) as *'involving students in doing things and thinking about the things they are doing'*. The results of the interview reveal that both teachers agree that active learning in general is making learners involved in the learning process. One teacher claims that is *'to be involved more in the learning process...is to participate'*, another teacher says that it is *'making the learner involved in the lecture'*. Although the teachers define active learning as learners' involvement, when it comes to practice it is rarely implemented in their classes.

Adler (1982: 50) defines active learners as those who take an active role and discover things for themselves *'All genuine learning is active, not passive. It involves the use of the mind, not just the memory. It is a process of discovery, in which the student is the main agent, not the teacher'*. As concerns the way of providing information, i.e. whether teachers provide directly information or make learners discover it by themselves. The two (2) ESP teachers prefer making learners discover the information for themselves; one teacher states that when students discover things they remember them well *'... in order to make them remember well the information...'* Another teacher adds that she asks questions to the students and she waits for their answers, but she intervenes to correct the wrong answer or to add new information *'I leave the floor for most students then I give the correct information if it is wrong if it is right I say that it is right and I may add more information of course'*.

When we ask the teachers whether is it easy to make the learners active during ESP lessons, both of them claim that most of the students are passive *'most of them are passive it depends on the student'* *'they are unmotivated to work'*. The teachers relate the passivity of the learners to the ESP program which is theoretical and the learners consider it as boring. One teacher states that *'there is no practice they keep saying that it is boring'*, another teacher

adds that it *'is not really helping students to be active we need to practice'*. The teaching materials as the ESP program should be practical to facilitate the implementation of active learning *'the textbooks and the teacher's guide should be organized in such a way that the learner could actively be involved in the lesson to discuss, to ask and respond, to report, to role play, and solve problem'* (Sguazzin and Graan, 1998 cited in Adugna Eresso, 2015:39).

Our conclusion is that teachers do not really feel concerned with making learners involved actively as they do not use strategies (problem solving, discussion, debates, role play) that open the way to students' interaction with the topic under study. This is probably due to the fact that teachers are unprepared for implementing such a learning process.

The benefits of teaching students when using an active learning method is another question asked in the present interview. The major benefits mentioned by the two (2) interviewed teachers are: students are motivated so they want to learn more, the learner acquires knowledge so during the exam it will be really beneficial for him or her, it is better for them to discover things by themselves they can remember the information for a long term. In short, the use of active learning methods in the classroom is beneficial for students as Peter et al indicate: *'students from learner centered curricula are superior to their counter parts from traditional curricula with respect to their approach, perceptions of their education, long term retention of knowledge and motivation for learning'* (Peter et al, 2002: 4 cited in Biniyam Asrat, 2014: 2).

With regard to students' reaction to teachers' involvement during the lesson (showing interest to the lesson and feeling motivated in the classroom), the two (2) teachers say that some elements react positively but others are passive *'there are students who are passive... few elements who react positively' 'sometimes they do I mean they do react positively, but sometimes they do not'*. One respondent adds that the students feel unmotivated because of the program that's how they do not participate *'they thought that they will find*

practical... so it is a new language, new vocabulary but sometimes they do not really appreciate it'. It is obvious that the interviewed teachers do not realize that it is part of their job to make the learners motivated so as to take part in the learning process. As a suggestion, they can look for other sources outside the curriculum such as activities and practices to make them active. In relation to the last point, Slavin advises teachers to *'use extra classroom programs that make learning experiences relevant'* (Slavin, 1997: 359).

Concerning the teachers' methods used to help students to take part in the ESP lesson, the two (2) participants use different techniques for the purpose of making the learners active. The first teacher claims that she shows the importance of ESP for the students *'I always say that ESP is an important module, it is English for Specific Purposes, it will allow them to know English used in other domains it will help in the future to get a job'*. The second teacher contradicts herself when saying that she uses activities and tasks can make them active *'what I do the most is to make them work more by giving them activities, tasks...'*. She probably refers to teacher-centered types of activities that do not demand motivation and interaction. To be more explicit, let us refer again Bonwell and Eison (2003) who define learner-centred approach as *'an instructional method in which learners actively participate in their learning process via learner-centered activities that exercise the higher order thinking skills of analysis, syntheses, and evaluation'* (cited in Adugna Eresso, 2015:10).

From their interview, both teachers say that a handout which is considered as an activity used in the stage of 'reflective observation' (in the Kolb's learning theory) is mostly used during the lesson. Then, when we ask the two (2) teachers about the effectiveness of using them and whether learners react positively while doing such activity, one participant says 'yes' *'they read the handout they do react and if they have I mean if there are some words which are not clear for them they do ask questions about it, so they do react positively when I ask them to analyze a handout'*. The other teacher claims that it depends on the

students i.e. *some elements do react and others do not*. When the students are asked to read some points in the handout and try to explain in their own words, they learn the skills of critical thinking and reflection and it helps them in their learning in general. As Moon (2004) mentions '*if learners know they will be required to explain something, they are likely to adopt a deep approach to the learning of it*' (Moon, 2004: 162). But we have to point out that learners cannot be independent readers and thinkers if their teachers do not help them through appropriate learning interactive strategies.

Another question asked to the ESP teachers is whether they ask their students to reach conclusions at the end of the lesson and if they are able to do so. The two (2) participants point out that they use this activity sometimes '*I ask someone to repeat sometimes I mean to conclude what we have said*' '*Sometimes not always all the time*' and just some students or a few of them are able to conclude '*few students are able to do so*' '*very few amount of them*' seeing that the students find difficulties to express themselves as one teacher answers '*they do not find words to express themselves they have this problem*'. It is very important to use this technique to check students' ability to repeat what they have learned in their own words. Mintz(2010: 26) claims that '*Students learn best when learning is active: When they are mentally involved, when they engage in hands-on activities, when they are involved in a process of inquiry, discovery, investigation, and interpretation. Thus, learning is enhanced when students repeat the information in their own words or when they give examples or make use of the information*'. The question remains in the way teachers use learner-centred activities to accompany learners in their active learning. Active learning is prepared in its content to pave the way to free interaction in the classroom; it is not a spontaneous interaction of learners who are most of the time unprepared for such a task. This is why they fail in their responses.

It is said that *'The sort of teaching we propose requires that we encourage active learning and that we become knowledgeable about the ways in which our students hear, understand, interpret, and integrate ideas'* (AAC Task Group on General Education, 1988: 25). Then, understanding a lesson which relates learners to their lives is a crucial element of active learning and it helps students for better remembering the information *'Students learn what they care about and remember what they understand'*(Ericksen, 1984: 51). Therefore, the two (2) participants in the interview mention that they use activities to check understanding; one teacher says that *'I do ask them to write sometimes essays, or some questions'*.

To make the students active during the learning process, several strategies can be used by the instructors. Among them we suggest the following activities and we ask the two (2) ESP teachers whether they apply them during their lessons: : problem solving, discussion, and pair or group work activities. Mintz (2010: 12) stresses the importance of using these learning types of activities and he advises teachers to employ them to create a learner- centred course. He writes: *'I urge you to consider incorporating active forms of learning into your class. These might include: discussion, case studies, film clips and visual aids to prompt discussion, role playing, problem solving exercises, student reports and small group activities'*.

One participant in the interview claims that it is a good thing to use such activities; but since the program is theoretical, sometimes it would be difficult to employ them. The other teacher states that she uses most of the time discussion and problem solving *'I apply them during my lectures like problem solving...discussions mainly'*. It is also stated that *'trying to solve a problem before being taught the solution leads to better learning, even when errors are made in the attempt'* (Brown et al, 2014: 4). This clears the fact that the second teacher is far from being aware about the characteristics of problem-solving activities.

The question about the problems that ESP teachers encounter while trying to implement active learning approach in their classes is also asked to the participants. We have chosen this question because learner-centered approach is a new concept in education, so there are some obstacles that can restrain its implementation. The two (2) instructors speak about the program which is not practical. *'Learners are always saying that it is really boring' 'the program is theoretical'*, one of them adds that some students hesitate to participate and they are shy *'there is this aspect of shyness within students, timidity'*. So, to make effective practice of this method: the program should be practical in the way that learners can be actively involved in their learning process, because every activity and task in the classroom is based on the nature of the program. It is mentioned that *'Most textbooks and modules do not incorporate active learning...This greatly reduces the creativity of the learners and the implementation of active learning. (Leu, 2000:86).*

As the previous question was about the problems that teachers face while trying to use active learning, the last one is about the solutions that teachers can suggest for promoting learners' involvement. One of the participants speaks about the necessity to design practical programs which can motivate students for better learning *'I think it would be better...to focus on practice... it would be more motivated to learn the language'*. The second participant talks about the importance of encouraging students to be active with the help of teachers in order to *'encourage the students to dare reflecting to dare being active and to dare being more involved within the classes and teachers may help them in doing so, the teacher may encourage them'*. Leu (2000) states that *'teachers' practice in active learning is to use classroom methods that encourage the students to be as active as possible by analyzing and interpreting knowledge through the use of higher order thinking skills, active learning, problem solving and communication based methods in their teaching'* (Leu 2000: 5).

IV.3. Students' Questionnaire

The third research tool used to collect the needed data for our research is students' questionnaire for the purpose of collecting relevant information about students' participation during ESP classes and the factors influencing the active learning. The questionnaire contains three (3) sections and twelve (12) open/closed ended questions.

IV.3.1. Students' Profile

All the participants are third year students in Linguistics and ESP specialty. They are all adult learners and have more than twenty (20) years old. Therefore, the experiential learning theory can be applied in this context since it is an adult learning theory.

IV.3.2. Students' Participation

This section is concerned with learners' participation, their perception about it and the way they perform it. From the gathered data, it can be observed that the majority of the students (62%) take an active role during the learning process. Yet, from the classroom observations, we notice that only a small number of the students do participate actively in each group. Being active means that students practise experiential learning and they apply all the four (4) phases of Kolb's theory which is not the case for the ESP classes, but since most of the respondents say that they participate this means that either they are not conscious that they do not participate actively or they do not want to confess it.

One of the principal purposes of questioning is *'to develop interest and motivate students to become actively involved in lesson'* (Cotton, 1988:1). Thus, if students answer frequently teachers' questions does this mean that they are active? We all know that according to Kolb's (1984) theory learners need to make an *abstract conceptualization* or to build theoretical concepts; one of the strategies of making this possible is that learners answer the questions of their teacher, but if the questions asked are limited to extracting content from the

text without personal reflection, students do not appeal to *abstract conceptualization or theoretical concepts*. In order to do so, the students need to answer inferential questions. All in all, the results show that forty percent (40 %) of the respondents do answer teacher's questions only *sometimes* which remains not enough, and most of the students do not attain this phase.

To be active language learners, students need to focus more on productive skills i.e. speaking and writing which are known also as active skills. From the gathered data, most of the respondents of the questionnaire seventy-six percent (76 %) prefer doing activities which make them reproduce language which does not make them active learners. Learners' understanding is not enough, the teacher needs to make learners produce and this is through different activities such as discussions, debates, problem solving, etc. According to Kolb's theory learners cannot rely only on listening or thinking about what the teacher is saying but they need also to do (to produce) i.e. to make an *active experimentation*.

Working on handouts can help students to reflect (*reflective observation*) and deduce theoretical concepts (*abstract conceptualisation*) but it is not enough to make them totally active since they lack practice (*active experimentation*). Learners also (seventy-eight (78 %)) agree that it is not enough to rely only on handouts during ESP classes and they suggest making discussions and maximizing interaction. This is related to what is said by Chris Bastian et al. '*Active learning describes a broad array of learning situations involving hands-on experiences, including simulations, games, demonstrations, group discussions, debates, problem solving, and interactive lectures*' (1997: 476). In addition to this, they suggest the use of authentic materials which are more interesting and active (ibid).

Summarizing is also an appropriate teaching technique that can be used while implementing active learning in the classes. If the students have the ability to summarize or to repeat the main points of the lesson, it means that they have understood what they have

learned. In this questionnaire, (82%) of the participants point out that they can restate the key elements at the end of lesson while the rest of them are not able to do so. These findings are contradictory to what we have noticed from the classroom observation where just few learners were able to summarize what they had read or listened to.

One of the characteristics of active learners is that they are self-directed and they are personally involved in the learning process through self-discovery rather than relying only on memorization which makes learning meaningless. The main role of the teacher is to guide students to discover by themselves the needed knowledge, instead of teaching by telling which makes learners passive. From our data, both ESP teachers agree that they prefer not to provide directly the information; rather they make learners discover it by themselves. As opposite to the data gathered from the questionnaire, sixty-four percent (64 %) of the respondents claim that during ESP classes they rely only on memorization i.e. rote learning, which is one of the traditional ways of teaching. Silberman et al. (2015:11) state that *'learning is not memorisation. Most of what we memorize is lost in hours. In order to retain what has been taught, participants must chew on it. Learning cannot be swallowed whole'*. Therefore, learners need to discover and look for what they are learning because in such way learners make experiences which they will not forget, as opposite to relying only on memorising.

IV.3.3. Factors Influencing Active Learning

The last section of the questionnaire deals with the factors that affect the implementation of active learning either positively or negatively in terms of teachers' practices and teaching materials.

Teachers take an important role in the encouragement of learners' involvement. Their practices and their teaching strategies in the classroom can help or prevent the students to be active. Most of the participants in this questionnaire (84%) claim that their instructors give

them the opportunity to take part in the ESP lesson. Therefore, learners must be encouraged by teachers to be active participant in the class and to learn autonomously *'the educator's responsibility is to help learners reach their objectives in such a way that they will function as more autonomous, socially responsible thinkers'* (Mezirow, 1997: 8). But to do so, we should remind teachers to base learners practice on production rather than on reproduction.

A large number of the third year students prefer the ESP program to be practical not just a theoretical. The main focus of active learning is to put students in the center of learning and to make them acquire knowledge by themselves. This can happen by designing a program which can help them to be active participants in the classroom and to set activities where they can practice what they have learned *'teachers and educational institutions should attempt to promote autonomy through practices that will encourage and enable learners to take more control of all aspects of their learning and will, thus, help them to become better language learners'* (Benson, 2001: 109).

Experiential learning refers to learning through action, experience, and learning by doing *'in its simplest form, experiential learning means learning from experience or learning by doing. Experiential education first immerses learners in an experience and then encourages reflection about the experience to develop new skills, new attitudes, or new ways of thinking'* (Lewis and Williams, 1994: 5). Everything we learn should be beneficial for us to apply it in our daily lives and to use this knowledge while encountering the same experienced situations in the future. (70%) of the third year students think that the ESP program is beneficial can help them in the future even though it is based on theory. However, the rest of the participants say the opposite and they state that the program is mainly theoretical: because when they don't practice what they have learned, they can't understand and remember it to use it in a given situation.

IV.4. Recommendations

In reference to the results obtained from the three (3) research tools, we would like to forward the following recommendations which encompass some characteristics of experiential learning for the best practices of active learning:

- Teaching materials should be useful in the way that can facilitate the implementation of active learning in the classroom.
- The ESP program should be based more on practice rather than on theory to make the learners motivated to take part in the learning process.
- The content of the program should be beneficial and can be used by learners in real life situations.
- In order to make the students responsible for their learning, teachers must set various activities including: discussion, role play, group work... etc. Teachers may also look for activities from other sources outside the designed curriculum.
- The task of the teacher is to act as a facilitator in the classroom by encouraging students' participation and providing opportunities for students to learn by themselves.
- It is necessary that the students know about the importance of active learning and how to help them to learn better.
- Students must show more interest in the lesson and every student in the classroom has to give his/her point of view regardless of the mistakes they can make.
- The encouragement of student- teacher and student-student discussion is important to exchange information.

Conclusion

This part of the paper is considered as an attempt to discuss the results of the study with reference to the three (3) research questions asked in the general introduction. It is

related to the implementation of active learning in the ESP lessons the case of third year students 'Linguistics and ESP' at the level of English Department at MMUTO.

Some hypotheses included in the research are proved and others are refuted. The findings collected from the classroom observation, the interview and the questionnaire show that active learning is not really implemented in the ESP lessons. A large number of students are still passive participants and they wait for the information from their teachers.

With regard to teachers' practices in the classroom, we have noticed that teachers try to encourage learners to involve them in the learning process. They give them the opportunity to participate, but the majority of students do not react positively because they are not taught to do so.

Concerning the factors that affect the use of active learning, teachers agree to name the program which in their view is too much theoretical and therefore is the main obstacle which prevents learners' involvement because it is based only on theory. As a result, according to the teachers the program makes the whole lesson boring.

General Conclusion

General Conclusion

The present study has been conducted to investigate the use of active learning in the third year ESP classes in the English Department at Mouloud Mammeri University of Tizi-Ouzou. It has tried to examine the way of presenting the ESP lessons in terms of teaching materials, teachers' practices and learners' behaviours in the classroom. This investigation has got four (4) main chapters: the literature review, the methodological chapter, the findings of the research, and the discussion of the results.

Nowadays, active learning takes an important role in education and it is seen as one of the principles of the undergraduate learning. It is viewed as a shift from teacher-centred approach to learner-centred approach. Several researchers and educationalists have written about learners' involvement and its importance in every field of learning. Indeed, students learn better when they are actively engaged and responsible in their own learning, rather than being passive receptors of knowledge. Hence, experiential learning which is learning by doing or learning through experience is necessary to make the learning process an effective one.

We have adopted the Experiential Learning Theory (ELT) of Kolb, because experiential learning is considered as a part of active learning. This theory is built upon the constructivist approach which claims that everyone constructs his/her knowledge for him/herself. Students should be autonomous, responsible and discover things for themselves, with the aim of remembering more information. The ELT is based on four learning stages: concrete experience, reflective observation, abstract conceptualisation and active experimentation.

Our investigation has been carried out using fifteen (15) classroom observations, fifty (50) questionnaires answered by the third year students specialty 'Linguistics and ESP' and an interview with two (2) ESP teachers at the level of English Department. To collect and analyse the data, we have adopted the Mixed Method Research combining the quantitative

and qualitative approaches. The quantitative data have been analysed using the descriptive statistical method and presented in the computer program labelled the Statistical Package for Social Sciences (SPSS). As well as, the qualitative ones have been analysed using the Qualitative Content Analysis (QCA).

The discussion of the results obtained from the classroom observation shows that most of the learners are not active participants, since they do not attain all the phases of Kolb's experiential learning. As regards the *concrete experience*, only one teacher tries to involve the students in problem solving activities. Concerning *reflective observation*, we have noticed that only a small number of students are able to cope with it. For the *abstract conceptualisation*, it is mentioned that most of the learners are not able to deduce abstract concepts or do not make effort to find solutions. As for the *active experimentation*, teachers do not set activities where learners can put what they have learned into practice. The interview has demonstrated that the two (2) ESP teachers have no experience in the field of teaching, but they do not lack knowledge about active learning. The teachers acknowledge that just a small number of students are motivated to participate in the classroom, because the ESP program is based more on theory that makes the lesson boring. From the questionnaire, we have deduced that students feel motivated to learn when the program is practical.

From the whole research, we come to the following conclusions:

- Active learning is not implemented in the ESP lessons of the third year students specialty 'ESP and Linguistics' during the academic year 2015/2016.
- Teachers of ESP module slightly encourage their students to be active and they do not design activities to make learners practice.
- As for the factors that can affect the use of active learning during ESP classes, we have noticed that the program is the main barrier since it is only theoretical and does not give any consideration to the practical part.

At the end, we suggest that the designers of ESP program have to include a practical part in order to make the learning process effective and learners active, since it will help them in their future careers.

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Appendices

Appendix 1 : Classroom Observation Checklist

<i>Items to be Observed</i>	<i>Frequency of the occurrence of the selected item</i>				
	<i>Always</i>	<i>Often</i>	<i>Sometimes</i>	<i>Rarely</i>	<i>Never</i>
<i>1: The teacher encourages students to participate in the learning process during ESP classes.</i>					
<i>2: The teacher involves students in problem-solving activities.</i>					
<i>3: Students perform actively with their own information.</i>					
<i>4: The students are motivated to find a solution for the problem.</i>					
<i>5: The teacher encourage students to apply background knowledge to new situations.</i>					
<i>6: Teacher-student and student-student interaction is encouraged</i>					
<i>7: The teacher employs non-lecture activities.</i>					
<i>8: The teacher tries to make learners reinterpret the existing experience.</i>					
<i>9: The learners make a reflective observation whenever the teacher asks them to do so.</i>					
<i>10: The learners make hypotheses and try to deduce conclusions.</i>					
<i>11: The learners do practical tasks that can be implemented in real world setting.</i>					
<i>12: The teacher is a facilitator, expert, evaluator, and coach.</i>					

Appendix 2: Teachers' interview

Dear Teacher,

We are presently conducting a research study entitled 'learners' involvement during the ESP lessons; the case of the Licence English third years students'. In order to collect data needed for our study, we would like you as an ESP teacher provide us briefly with answers to the following questions. Your contribution will greatly help us to achieve our research objectives. The results of this interview will be used for academic purposes.

1 / How long have you been teaching ESP?

2/ Could you tell us what, in your opinion, the best definition of active learning is?

3/ Do you prefer providing directly information to the students or to make them discover it by themselves (self-discovery)?

4/ Is it easy to make learners active during ESP lessons? Why?

5/ According to you, what are the benefits of teaching students when using active learning method?

6/ Do your students react positively when you involve them in the learning process?

7/ How can you help your students to take part in the ESP module?

8/ Do you students respond positively when you ask them to make a reflective observation(e.g.; analyzing a handout)?

9/ Do you ask your students to reach conclusions at the end of the lesson? If yes, are they able to do so?

10/ Do you provide learners with activities to check their understanding?

11/ What do you think about using active learning strategies, like: problem solving, discussion, and pair or group work activities?

12/ What are the problems you face while trying to practice active learning when you teach ESP?

13/ What do you suggest as solutions to promote active learning in the ESP classes?

Appendix 3: Students' Questionnaire

This questionnaire is a part of our research study on learners' involvement during the ESP lessons in third year classes in the English Department of MMUTO. In order to carry out research, we need your contributions. So could you be kind enough to answer the following questions. Your contribution will be confidential and anonymous as it will be used for academic purposes. Thank you in advance for your kind cooperation.

Please use a cross (×) to indicate your chosen answer, and use your own statements where required.

SECTION I: Students' profile

Q1: Academic level:

Q2. Specialty:

SECTION II: Students' participation

Q3. Do you participate actively during ESP module?

Yes ☐ No ☐

Q4. How often do you answer teacher's questions during ESP module?

Always ☐ Sometimes ☐ Rarely ☐ Never ☐

Q5. Is it easy to answer teachers' questions during ESP module?

Yes ☐ No ☐

If no why?

.....
.....

Q6. Which type of activity do you prefer to do in ESP?

Productive Skills: Speaking and writing ☐

Receptive skills: listening and reading ☐

Q7. Is it enough to rely only on handouts during ESP module?

Yes ☐ No ☐

If no what do you suggest?

.....
.....
Q8. Are you able to make a summary at the end of the lesson?

Yes ☐ No ☐

If no why?
.....
.....

Q9. How do you learn the ESP lessons?

By memorization ☐

By self-discovery ☐

SECTION III: factors influencing active learning

Q10. Does the teacher give you the opportunity to participate in the ESP lessons?

Yes ☐ No ☐

Q11. What type of ESP program do you prefer?

Practical ☐ Theoretical ☐

Q12. Do you think that the program will serve you in the future?

Yes ☐ No ☐

Why or why not?

.....
Please use this section for any additional comments you would like to add about ESP lessons

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

Thank you!