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**The English Needed by the
Administrative Staff at the Port of Bejaia,
Algeria**

Case Study: The Administration Staff of Bejaia

Mediterranean Terminal (BMT) at the port of Bejaia

**A Dissertation Submitted to the department of English in Partial Fulfillment of the
Requirements for the Master Degree in Applied Linguistics and
English Language Teaching**

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Dedication

I wish to dedicate this dissertation to:

My dearest parents who always gave me the support to succeed in my decisions and encouraged me to do my best. To my two lovely brothers: Rafik and Mustapha.

A special dedication to my husband and my beloved son who I love so much “Alexy”

To my classmates Applied Linguistics and English Language Teaching (AL&ELT). To my friends and colleagues in general.

Leyla DROUICHE (HELOUANE)

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Abstract

The purpose of this study is to identify the needs in English of the administration staff of Bejaia Mediterranean Terminal (BMT) of the port of Bejaia, and find what kind of English that they need to use most at the port. The data collection instruments used for the study are: the questionnaire administered for the administration staff of BMT and an interview conducted with two responsible the first with staff manager the second with human resources manager. The analysis of the collected data revealed that the majority of the respondents face the same difficulties in using English; furthermore they need to master the four skills mainly in speaking, and writing. Moreover we have found out that the administration staff needs mostly General English as first to get basic background of the language then focus on maritime English, Business English primarily and other types of English related to the administration staff's objectives and needs.

Key words: English for specific purposes, Needs Analysis, Maritime English, Bejaia Mediterranean Terminal, Administration staff.

List of abbreviations

- BMT:** Bejaia Mediterranean Terminal
- CEO:** Chief executive officer
- CLIL:** Content Language Integrated Learning
- CPE:** Conseil des Participations de l'état
- EBE:** English for Business and Economics
- EFL:** English as a Foreign Language
- ELT:** English Language Teaching
- EPB:** Enterprise Portuaire de Bejaia
- ESP:** English for Specific Purposes
- ESPSIG:** English for Specific Purposes Special Interest Group
- ESS:** English for Social Studies
- EST:** English for science and technology
- GE:** General English
- IATEFL:** International Association of Teachers of English as a Foreign Language.
- ISO:** International Organization for Standardization
- IT:** Information Technology
- JACETESPSIG:** Japan association of college English Teachers Special Interest Group
- JALTNSIG:** Japan Association for Language Teaching Testing and Evaluating
- MA :**Master of Art
- ME :** Maritime English
- NA:** Needs Analysis
- ND :** No Date
- PSA :** Present Situation Analysis
- TESOL:** Teaching English to Speakers of Other Languages
- TSA :** Target Situation Analysis
- UK:** United Kingdom

Definition of terms

Administration: Noun, the activities that are done in order to plan, organize and run a business, school or other situations. . (Oxford advanced learner's Dictionary new 8th edition 2010 page 19)

Administration staff/ administrator: someone whose job involves managing the work of a company or organization.

-Person whose job is to manage and organize the public or business affairs of a company or an institution. (Oxford advanced learner's Dictionary new 8th edition 2010 page 19)

Business: is work that is related to producing, buying and selling things. (Chambers English dictionary 7th edition 1989 page 36)

English for specific purposes: also called English for special purposes, it refers to the role of English in a language course or program of instruction in which the content and aims of the course are fixed by specific needs of a particular group of learners. For example courses in English for academic purposes, English for science and technology, and English for nursing. These courses may be compared with those which aim to teach general language proficiency, English for general purposes (Richard, J.C& R. Schmidh .Longman, 2002 page 181)

Maritime: pertaining to the sea: relating to sea going or sea trade: having a sea coast: situated near the sea: living on the shore, littoral: having a navy and sea- trade. (Chambers English dictionary 7th edition 1989 page 873)

Needs Analysis:(education) an activity which is designed to help achieve a particular learning goal.

Port: a place where ships load and unload goods or shelter from storms. (Oxford advanced learner's Dictionary new 8th edition 2010 page.....)

Questionnaire: is a written list of questions which are answered by a lot of people in order to provide information for a report or a survey.(Collins pocket Business English dictionary first edition 2012 page1178)

Staff: (noun) all the workers employed in an organization considered as a group: medical staff, teaching staff.(Oxford advanced learner's Dictionary new 8th edition 2010 page 1499)

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General Introduction

1- Statement of the problem:

No one can deny the fact that throughout history the English language imposes itself as the language of business, science and technology. Therefore, mastering the English language becomes a must for individuals as far as for companies, mainly if these later are in permanent contact with foreign countries. In this context, the port of Bejaia has developed throughout years relationship with many countries. However, from our experience as teacher at this port, we observed that the administration staff faces difficulties to communicate with these partners since the language used is English and unfortunately they do not master it. This given situation motivated us to conduct our study about the needs of the administration staff at BMT as far as the English language is concerned.

2- Research Questions:

The following questions are guiding our research:

- What are the main difficulties faced by the administration staff when using the English language?
- What kind of English is needed at Bejaia Mediterranean Terminal?

3- Aim of the study:

English language is very important in the port, beside other languages for instance mother tongue, Arabic and French. Many English language speakers come for business, unfortunately not all Algerians (bijaoui people mainly) speak English language.

Therefore the employees need to learn the international language. In this study the focus will be on the administration staff, because they are in permanent contact with foreign companies.

So, from this study we aim at:

- Investigate and find out the main difficulties that the administration staff faces using English language.
- Find out the needs of the administration staff in English language
- Give some suggestions and solutions that we hope will help the population under study overcome their difficulties thus communicate in English appropriately.

4- Hypothesis:

Our study is based on the administration staff of BMT at the port of Bejaia, these workers share the same linguistic background: Kabyle, Arabic and French which are extensively used.

However, English is a foreign language which is not widely used at the port although it is important and useful for communication at BMT. This may be due to the various difficulties faced by the administration staff at BMT which hampers them from communicating in English. Furthermore, this target population is in need of courses in English which would take into account their needs, i.e. English for Specific Purposes.

5- Research Methodology:

The appropriate method that suits our research is the quantitative and qualitative methods. First the quantitative data collected via a questionnaire designed for the administration staff of BMT at the port to know about their difficulties and the kind of English is needed at the port. The second method is qualitative data collected via an interview conducted with two responsible, to know more about the objectives of the administrators.

6- Population and sample:

- The population under study is the administration staff of BMT at the port of Bejaia, aged between 24-44 years old, working in different departments; they are seventy four (74) in number (40 men and 34 women).
- Two responsible: Human Resources Manager and Staff Manager.

7- Chapter Demarcation:

This work is divided into two chapters.

➤ **Chapter one:** review of relevant literature

This chapter is the theoretical part of the research. It includes three different parts. The first one is about definitions of ESP, its origins, history, characteristics, types and its future. The second part is devoted to Needs analysis, its definition, history, target needs and its importance, the third part deals with the background of the port and BMT.

➤ **Chapter two:** Data analysis and interpretations

This chapter is the practical part of the research which is divided into two parts the first is about methodological research design. The second is about the description of the main results obtained and their analysis. This chapter ends with a general conclusion, where the research questions are answered, and implications and suggestions are provided.

Chapter one

Background Literature

PART I: ENGLISH FOR SPECIFIC PURPOSES

In this part we will present the reader with the following points: the definition of English for Specific Purposes (ESP), its emergence, the differences between general English and ESP as well as the characteristics.

1- Introduction:

Bejaia city is situated in North West of Algeria, it is growing fast economically, and English language is becoming very important, mainly for the workers in different sectors, both private and public, among them the port. The Port is situated in the center of the city. Focusing on the administration staff, we have noticed that English language is such an important element to master, that help to communicate daily especially with speakers of English language. This last makes us to look for the needs of the administrators in English language mainly in ESP.

With this we need to define ESP and have an idea about its developments, characteristics, and so forth, later on we will identify Needs Analysis and also get the general background of the Bejaia's port.

2- The Birth of ESP:

From the early 1960's, ESP has grown to become one of the most prominent areas of English as a Foreign Language (EFL) teaching today, its development is reflected in the increasing number of ESP courses offered all over the world. The ESP movement has shown a slow but definite growth over the past five decades.

As stated by Hutchinson and Waters (1987: 6): "ESP was not a planned and coherent movement, but rather a phenomenon that grew out of a number of converging trends."

The growth of ESP then was brought about by **a combination of a number of important factors:**

ESP has emerged firstly from the end of the Second World War which brought new changes in different activities at international level. These changes resulted by two major forces which are technology and commerce. To meet the demands, there was a high request for an international language to ease the treatment between partners all over the world, as it is highlighted by Crystal (1997) "English was at the right place at the right time". Moreover, as it was required by Mackey, Mountford (1978) "a restricted repertoire" which

was selected from the whole language that meets the learners' needs within a well defined context, in other words, an international language is needed to meet the needs in spheres of life scientific, technical, and economic. Secondly, a revolution in linguistics has led to a change of focus from presenting the language as it is used in real situations, if the language varies from one situation to another; it is possible to design language courses that suit different and specific context. Thirdly, educational psychology contributed new developments in the growth of ESP; the motivation is to meet the needs of the learners, design specific courses. Finally, English language teaching emerged to suit different teaching situations to provide students of different domains (commerce, biology, medicine, technology...) with the knowledge of English they need to perform activities in their fields.

BOUZID (2015)

From the early 1960's, English for Specific Purposes (ESP) has grown to become one of the most prominent areas of EFL teaching today. Its development is reflected in the increasing number of universities offering an MA in ESP (e.g. The University of Birmingham, and Aston University in the UK) and in the number of ESP courses offered to overseas students in English speaking countries. There is now a well-established international journal dedicated to ESP discussion, "English for Specific Purposes: An international journal", and the ESP SIG (ESP Special Interest Group) groups of the IATEFL (International Association of Teachers of English as a Foreign Language and TESOL (Teaching English to speakers of other languages) are always active at their national conferences. In Japan too, the ESP movement has shown a slow but definite growth over the past few years. In particular, increased interest has been spurred as a result of the Mombusho's decision in 1994 to largely hand over control of university curriculums to the universities themselves. This has led to a rapid growth in English courses aimed at specific disciplines, e.g. English for Chemists, in place of the more traditional 'General English' courses. The ESP community in Japan has also become more defined, with the JACET ESP SIG (the Japan Association of College English Teachers) set up in 1996 (currently with 28 members) and the JALT N-SIG (Japan Association for Language Teaching testing and evaluation) to be formed shortly. (Laurence Anthony, 2001)

3- Definition of ESP :

Some people described ESP as simply being the teaching of English for any purpose that could be specified. Others, however, were more precise, describing it as the teaching of English used in academic studies or the teaching of English for vocational or professional purposes.

English for specific Purposes is based on designing courses to meet learners' need.

It refers to teaching a specific genre of mainly scientific or technical English for students with specific goals, careers; it meets the needs of adult who need to learn the language for use in specific domain such as medicine, science, technology, business, aviation, tourism.

The language required to communicate effectively in work-related situations.

ESP is designed to meet specific needs of the learner. It makes use of the underlying methodology and activities of the discipline it serves. It is centered on the language (grammar, lexis, register) skills, discourse, and genres appropriate to these activities.” (Dudley Evans and St John).

- ❖ Dudley-Evans set out in his speech to clarify the meaning of ESP, giving an extended definition of ESP in terms of 'absolute' and 'variable' characteristics.

Definition of ESP (According to Dudley-Evans, 1997)

Absolute Characteristics

1. ESP is defined to meet specific needs of the learners
2. ESP makes use of underlying methodology and activities of the discipline it serves
3. ESP is centered on the language appropriate to these activities in terms of grammar, lexis, register, study skills, discourse and genre.

Variable Characteristics

1. ESP may be related to or designed for specific disciplines
2. ESP may use, in specific teaching situations, a different methodology from that of General English
3. ESP is likely to be designed for adult learners, either at a tertiary level institution or in a professional work situation. It could, however, be for learners at secondary school level
4. ESP is generally designed for intermediate or advanced students.
5. Most ESP courses assume some basic knowledge of the language systems. (Dudley-Evans, Tony (1998))

6. ESP seems to be a flexible discipline. In fact many people defined it differently. According to their point of view. As Anthony (1997 p1) mentioned the clear differences in “how people interpreted the meaning of ESP?”

In the same context, Strevens’ (1988) definition makes a distinction between absolute and variable characteristics:

a. Absolute Characteristics

- ESP is defined to meet specific needs of the learner;
- ESP makes use of the underlying methodology and activities of the discipline it serves;
- ESP is centered on the language (grammar, lexis, and register), skills, discourse and genres appropriate to these activities.

b. Variable Characteristics

ESP may be related to or designed for specific disciplines;

- ESP may use, in specific teaching situations, a different methodology from that of general English;
- ESP is likely to be designed for adult learners, either at a tertiary level institution or in a professional work situation. It could, however, be for learners at secondary school level;
- ESP is generally designed for intermediate or advanced students;
- Most ESP courses assume some basic knowledge of the language system, but it can be used with beginners”.

4- Main characteristics of ESP:

- ESP is designed to meet specific needs of the learner.
- Centered on the language, skill and discourse.
- Related to or designed for specific disciplines.
- Designed for adult learners either at tertiary- level institutions or in professional work situation.
- Intermediate or advanced level.

5- Classification of ESP:

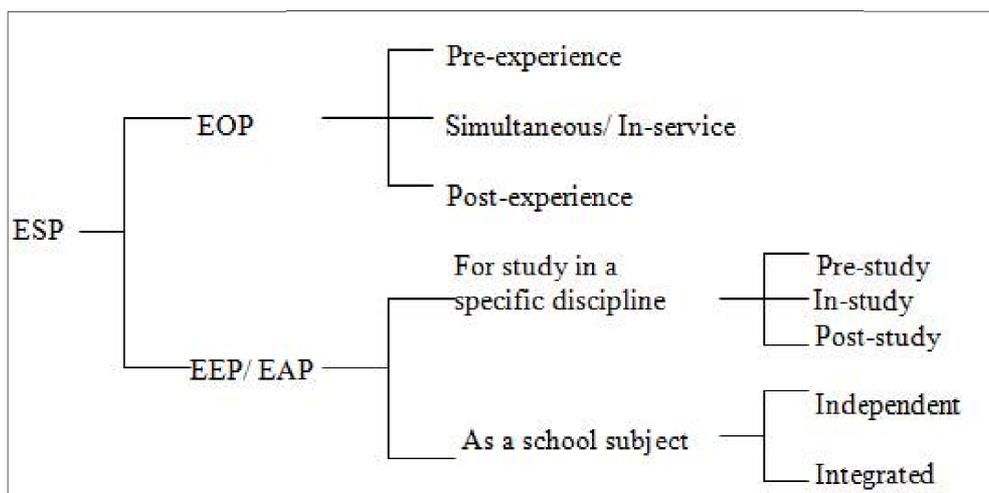


Diagram 01: Classification of ESP. (Sagarkumar G. Ladhva 2015)

The diagram above is divided into EAP and EOP, a useful division of courses according to when they take place. These distinctions are very important as they will affect the degree of specificity that is appropriate to the course. A pre-experience or pre-study course will probably rule out any specific work related to the actual discipline or work as students will not yet have the required familiarity with the content, while courses that run parallel to or follow the course of study in the educational institution or workplace will provide the opportunity for specific or integrated work.

6- The main differences between ESP and GE:

One of the important issue in ESP is how does it differ from GE? 'Hutchinson et al. (1987:53) answer this quite simply, "in theory nothing, in practice a great deal". When their book was written, of course, the last statement was quite true. At the time, teachers of General English courses, while acknowledging that students had a specific purpose for studying English, would rarely conduct a needs analysis to find out what was necessary to actually achieve it. Teachers nowadays, however, are much more aware of the importance of needs analysis, and certainly materials writers think very carefully about the goals of learners at all stages of materials production. Perhaps this demonstrates the influence that the ESP approach has had on English teaching in general. Clearly the line between where General English courses stop and ESP courses start has become very vague indeed.

The important differences are focused on the purposes of learning English; the learners generally are adult who have a background in English language to communicate. Furthermore, ESP is more concentrated on context rather than grammar and language structure and the subjects varies depending on the objectives and wishes of the learner i.e. the subject is not separated from the real world of the learner. Moreover General english give importance to the four language skills equally whereas in ESP, the needs analysis which determines which skills are most needed and a syllabus is designed accordingly, in addition to this make a combination between GE and ESP make the learner more motivated to learn and apply what s/he learned in real life, as well as the abilities of the learner in the subject matter, improve the ability to acquire English.

The table below summarizes some differences between ESP and GE.

Table number 01 summarizes the differences between General English and English for specific purposes.

ESP	EGP
<ul style="list-style-type: none"> • The focus is on training. • As the English is intended to be used in specific vocational contexts, selection of appropriate content is easier. • Thus, the aim of an EVP syllabus may only be to build a restricted English competence. 	<ul style="list-style-type: none"> • Generally the focus is on education. • Course content is more difficult to select since the future English needs of the learners are hard to predict. • As a consequence to the above point, it is important for the content in the syllabus to have high surrender value

Table Number 01: Differences between General English and English for Specific Purposes by Ms. BOUZID Assia (2015)

7- Development of ESP:

It has developed gradually everywhere in the world, even the concept of special language: register analysis. The aim of it is to identify the grammatical and lexical features of these registers. Moreover there is teaching material which took the linguistic features as their syllabus.

- According to Hutchinson and waters the development went into phases main of them are:

1- **Register analysis:** grammatical and lexical features of different registers, use of language forms related to specific field.

- 2- **Rhetorical/ discourse Analysis:** correct and effective language to achieve certain goal and how sentences are combined in discourse to produce meaning.
- 3- **Target situation Analysis:** ESP course leads to Needs Analysis and learners' needs: communication, skills functions and structures.

8- Types of ESP:

David Carter (1983) identifies three types of ESP:

- English as a restricted language
- English for Academic and Occupational Purposes
- English with specific topics.

The language used by air traffic controllers or by waiters are examples of English as a restricted language. The diagram below illustrates them.

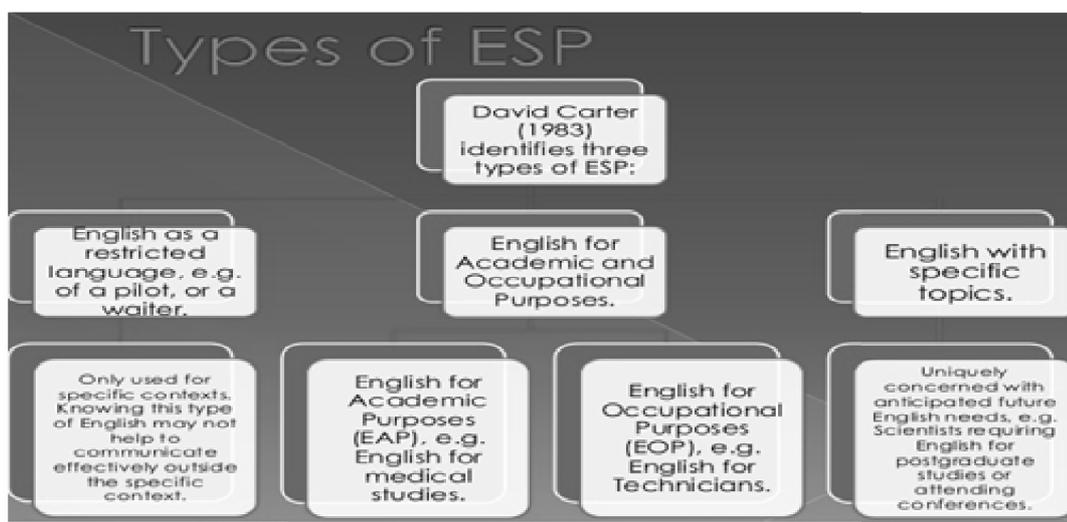


Diagram02: Types of ESP (David Carter, 1983)

According to Carter the first type: English as restricted language regarded as special which has a limited vocabulary for a specific domain such as a controller at the airport needs to use a certain words needed for a specific task.

The second type is English for academic and occupational purposes, Carter puts the EAP and EOP under the same level which means that a learner is a worker and study at the same time to improve his /her level in the language learnt, and even a student who studies a language in his/her domain for future employment.

The third and the last type, Carter identifies is English for specific topic. The emphasis shifts from purpose to topic. This type of ESP is uniquely concerned with anticipated future English needs of, such as English to be learnt for attending a conference, giving a speech, postgraduate reading studies, working for certain foreign institutions.

9- Modern development in ELT in relation to ESP:

In the last few decades there has been a very significant development in the role of the English language and the way it is taught. They have particular relevance to ESP. Here we have five developments:

a- English as an international language:

- English now is accepted as the language of international communication.
- The impact of globalization and the internet has produced the need for a common language and, for whatever reason, that language is English.
- In today's world, there is more English communication involving people whose first language is not English than between English-English 'native' speakers example (Japanese business person working with Spanish, German will communicate in English).

b- General English competence at lower ages:

People are learning English at lower ages, so when learners get to adult education they have done General English.

c- English as generic skill:

English has been described as "the new Maths". In other words, people need to learn English in the same way as Maths, science and computing if they want to get on in the world, even if they have no intention to live or visit an English speaking country.

d- English as route to training and vocation:

What we have noticed many people learn English for vocational purpose; people learn language for career for instance.

e- Content Language Integrated Learning:

Content Language Integrated Learning (C.L.I.L), which means teaching other subjects through English for example at secondary school, in other words it is an approach for learning content through foreign or second language that is to say: teaching both the subject and the language.

10- The Future of ESP

As we have mentioned above teachers mainly teach General English which covers all aspects of the language, and then it is up to the learner to make more efforts to study English for his/her specific purpose. Later, ESP became one of the fields which specialist had to clarify . Now with technology and the world becoming like a small village people needed to study English for specific purpose in order to cope with the demand and the changes imposed by technology.

If the ESP community hopes to grow and flourish in the future, it is vital that the community as a whole understands what ESP actually represents. Only then, can new members join with confidence, and existing members carry on the practices which have brought ESP to the position it has in EFL teaching today. In Japan in particular, ESP is still in its infancy and so now is the ideal time to form such a consensus.

More and more people all over the world will study English and mainly the one of their specific domain. It will be helpful in their everyday work and career or at least for their own interest (reading, communication...) when people follow their modern life that means English language is needed, for instance using internet one of the most used tool nowadays therefore English for technology should be understood.

11- Conclusion

To sum up, we can say that nowadays ESP is a very important issue. Studying General English sometimes is not enough, we need to go further in English language learning so as to study the specific one to fulfill our objectives.

PART II: NEEDS ANALYSIS

In this part we will explain what Needs Analysis is, how it works, and what its main objectives are.

1. Introduction:

When we teach or study ESP we need to know what to teach or what to study. In other words, we need to know some basic elements. The first step is to know about the needs, of the learners, so the teacher must analyze the students' needs so as to design courses appropriate to their domain or field of interest.

From what has been stated above, we can say that needs analysis (also known as needs assessment) has a vital role in the process of designing and carrying out any language course, whether it is English for Specific Purposes (ESP) or General English course, and its centrality has been acknowledged by several scholars and authors (Munby, 1978; Richterich and Chancerel, 1987; Hutchinson and Waters, 1987; Berwick, 1989; Brindley, 1989; Tarone and Yule, 1989; Robinson, 1991; Johns, 1991; West, 1994; Allison et al. (1994); Seedhouse, 1995; Jordan, 1997; Dudley-Evans and St. John, 1998; Iwai et al. 1999; Hamp Lyons, 2001; Finney, 2002). Also, the importance of carrying out a needs analysis for developing EAP tests is emphasized by Fulcher (1999), McDonough (1984), and Carrol (1980, cited in Fulcher, 1999).

2. Definition of Needs Analysis:

According to Iwai et al. (1999), the term needs analysis generally refers to the activities that are involved in collecting information that will serve as the basis for developing a curriculum that will meet the needs of a particular group of students. (Mehdi Haseli Songhori 2008)

Brindley (1989) and Berwick (1989) offer definitions of different types of needs and accounts of various problems and limitations in making use of this concept, including ways in which we might usefully distinguish between needs identified by analysts and those expressed or experienced by learners. In his state-of-the-art article, West (1994) gives a thorough overview of needs analysis in language teaching, including its history, theoretical basis, approaches to needs analysis, etc. (Mehdi Haseli Songhori 2008)

According to Iwai et al. (1999), formal needs analysis is relatively new to the field of language teaching. However, informal needs analyses have been conducted by teachers in order to assess what language points their students needed to master. In fact, the reason why different approaches were born and then replaced by others is that teachers have intended to

meet the needs of their students during their learning. From the field of language teaching the focus of this paper will be on ESP. Clearly, the role of needs analysis in any ESP course is indisputable. For Johns (1991), needs analysis is the first step in course design and it provides validity and relevancy for all subsequent course design activities. (Mehdi Haseli Songhori, 2008)

So all in all, from these different views needs analysis is:

- Needs analysis (also known as needs assessment) has a vital role in the process of designing and carrying out any language course, whether it is English for Specific Purposes (ESP) or General English course.
- According to Nunan 1988 page 75 Needs Analysis is "... a family of procedures for gathering information about learners and about communication tasks..."

"... systematic collection and analysis of all subjective and objectives information necessary to define and validate defensible curriculum processes that satisfy the language learning requirements of students within the context of particular institutions that influence the learning and teaching situation." **Brown, 1995 p35.**

3. History of Needs Analysis:

Needs analysis has undergone through different phases of development which are summarized in the following table:

1960's-70's	Lexicostatistics, register analysis.	Needs =lists of discrete language items.
1978	Munby's communicative syllabus design	Needs=functions and situations
Late 1980's	Psychological stance to needs (Brindly 1989, Hutchinson and waters 1987)	Needs= linguistic items + functions+ learners' perception + psychological constructs.

Table N02 (EneroMarzo 2013)

4. "Objective" and "Subjective" needs:

Needs Assessment make use of both Objective and Subjective information that we gathered from interviews, questionnaires, observations...etc.

- The purposes the language will be used for

- The situation where and when the language will be used.
- Types of communication the language will be used for instance written, spoken, formal, informal

Nunan (1988) classified needs analysis under two headings: “Objective” needs and “Subjective” needs. He assigned objective needs to be diagnosed by the teacher on the basis of the personal data of the learners. In the light of this data, the teacher can select or plan a suitable syllabus. Subjective needs are derived from the learners themselves and influence the teaching methodology of the syllabus.

“Objective data is that factual information which does not require the attitudes and views of the learners to be taken into account. Thus, biographical information on age, nationality, home language, etc. is said to be „objective“.

Subjective information, on the other hand, reflects the perceptions, goals, and priorities of the learner. It will include, among other things, information on why the learner has undertaken to learn a second language, and the classroom tasks and activities which the learner prefers.”
Nunan,1988 p18.

The table below illustrates examples of both objective and subjective needs.

	Objective (as perceived by course designers)	Subjective (as it is perceived by students)
Necessities	The English needed for success in agriculture or veterinary studies for instance.	To reluctantly cope with a “second best” situation
Lacks	Areas of English needed.	Means of doing Medical studies
Wants	To succeed in agriculture or veterinary studies	To undertake Medical studies

TableN4 **Summary of the objective and subjective needs**

(Romina 2009 p07)

5. Target Situation Analysis (TSA)

Needs analysis was firmly established in the mid-1970s (West, 1998). In the earlier periods needs analysis was mainly concerned with Linguistic and register analysis, and as Dudley-Evans and St. John (1998) Suggest , needs were seen as discrete language items of grammar and vocabulary. With the publication of Munby’s Communicative Syllabus Design (1978)

needs analysis moved towards placing the learner's purposes in the central position within the framework of needs analysis. Consequently, the notion of target needs became paramount and research proved that function and situation were also fundamental.

In his work Munby (1978) introduced Communicative Needs Processor (CNP). As Hutchinson and Waters (1987: 54) stated that: "With the development of the CNP it seemed as if ESP had Come of age. The machinery for identifying the needs of any group of learners had been provided: all the course designers had to do was to operate it."

6. The Target Needs:

It's what the learner needs to do in the target situation.

Target need is divided into three:

- a) *Necessities*: Observing what situation the learner will need to function in and the analyzing the constituent parts of them.
- b) *Lack*: The authors believed that the process of identifying necessities alone was not sufficient and that we also needed to be abreast of what the learner knew already, as that helped us decide which of the necessities the learner lacks. In other words, we needed to match the target proficiency against the existing proficiency, and the gap between them was the learner's lacks.
- c) *Wants*: Learners' wants and their views about the reasons why they needed language should not be ignored, as students might have a clear idea about the necessities of the target situation and would certainly have a view as to their lacks. Actually, this might be an issue as the learners' views might conflict with the perceptions of other interested parties, e.g. course designers, sponsors, and ESP practitioners.

7. A Target Situation Analysis Framework:

So, in order to know about the target needs, a target situation analysis is needed. Here is target situation analysis framework which includes different questions in relation to the learners and the situation in which the language is going to be used.

- a) **Why** is the language needed? For study, for work, for training...etc
- b) **How** will the language be used?

Medium: speaking, writing....

Channel: phone, face to face...

- c) **What** kind will the content area be?

Subjects: medicine, biology, architecture, shipping...

Level: Secondary school, technician...

d) **Who** will the learner use the language with?

Native or non native speakers

Level of knowledge of receiver example: expert, students...

Relationship: colleague, teacher, customer...

e) **Where** will the language be used?

Physical setting: hotel, lecture theatre, office...

Human context: alone, meeting, phone...

When will the language be used? Frequently, seldom, currently ,...

The table below will summarize the main questions asked based on Munbian model.

1-Why is language needed? • for study; • for work; • for training; • for a combination of these; • for some other purposes, e.g. status, examination, promotion.	cf. Munbianpurposivedomain
2-How will the language be used? • Medium: speaking, writing, reading, etc.; • Channel: e.g. telephone, face to face; • Types of text or discourse: e.g. academic text, lectures, catalogues, etc.	cf. Munbianinstrumentality
3-What will the content areas be? • Subjects: e.g. medicine, biology, commerce, shipping, etc.; • Level: technician, craftsman, postgraduate, etc.	cf. Munbian Communicative event
4-Where will the language be used? • Physical setting: e.g. office, lecture theater, hotel, workshop, library; • Human context: alone, meetings, demonstrations, on telephone; • Linguistic context: e.g. in own country, abroad	cf. Munbian Setting (physical and psychological)
5- When will the language be used? • Concurrently with the ESP course or subsequently; • Frequently, seldom, in small amounts	

Table N03 Needs Analysis' questions based on Munbian model

(Mehdi HaseliSonghori 2008 p08)

8. Present Situation Analysis (PSA)

Present situation analysis may be posited as a complement to target situation analysis (Robinson, 1991; Jordan, 1997). If target situation analysis tries to establish what the learners are expected to be like at the end of the language course, present situation analysis attempts to identify what they are like at the beginning of it. As Dudley-Evans and St. John (1998: 125) state "a PSA estimates strengths and weaknesses in language, skills, learning experiences." If the destination point to which the students need to get is to be established, first the starting point has to be defined, and this is provided by means of PSA.

The term PSA (Present Situation Analysis) was first proposed by Richterich and Chancerel (1980). In this approach the sources of information are the students themselves, the teaching establishment, and the user-institution, e.g. place of work (Jordan, 1997). The PSA can be carried out by means of established placement tests. However, the background information, e.g. years of learning English, level of education, etc. about learners can provide us with enough information about their present abilities which can thus be predicted to some extent.

Needs analysis may be seen as a combination of TSA and PSA. As noted, within the area of ESP, one cannot rely either on TSA or PSA as a reliable indicator of what is needed to enhance learning and reaching the desired goals. Consequently, other approaches to needs analysis have been proposed, such as *Pedagogic Needs Analysis*.

9. Pedagogic Needs Analysis/ Learning Needs:

The term "pedagogic needs analysis" was proposed by West (1998) He describes the following three elements of needs analysis. He states the fact that shortcomings of target needs analysis should be compensated for by collecting data about the learner and the learning environment. The term 'pedagogic needs analysis' covers deficiency analysis, strategy analysis or learning needs analysis, and means analysis.

A-Deficiency Analysis:

What Hutchinson and Waters (1987) define as lacks can be matched with deficiency analysis. Also, according to All right (1982, quoted in West, 1994), the approaches to needs analysis that have been developed to consider learners' present needs or wants may be called analysis of learners' deficiencies or lacks. From what has already been said, it is obvious that deficiency analysis is the route to cover from point A (present situation) to point B (target situation), always keeping the learning needs in mind. Therefore, deficiency analysis can form the basis of the language syllabus (Jordan, 1997) because it should provide data about both

the gap between present and target extra linguistic knowledge, mastery of general English, language skills, and learning strategies.

B- Strategy Analysis or Learning Needs Analysis:

As it is apparent from the name, this type of needs analysis has to do with the strategies that learners employ in order to learn another language. This tries to establish how the learners wish to learn rather than what they need to learn (West, 1998). All the above-mentioned approaches to needs analysis, TSA, PSA, and to some extent deficiency analysis, have not been concerned with the learners' views of learning. Allwright who was a pioneer in the field of strategy analysis (West, 1994) started from the students' perceptions of their needs in their own terms (Jordan, 1997).

It is Allwright who makes a distinction between needs (the skills which a student sees as being relevant to himself or herself), wants (those needs on which students put a high priority in the available, limited time), and lacks (the difference between the student's present competence and the desired competence). His ideas were adopted later by Hutchinson and Waters (1987), who advocate a learning-centered approach in which learners' learning needs play a vital role. If the analyst, by means of target situation analysis, tries to find out what learners do with language (Hutchinson and Waters, 1987) learning needs analysis will tell us "what the learner needs to do in order to learn" (ibid: 54). Obviously, they advocate a process-oriented approach, not a product- or goal-oriented one. For them ESP is not "a product but an approach to language teaching which is directed by specific and apparent reasons for learning" (Hutchinson and Waters, 1987: 16).

What learners should be taught are skills that enable them to reach the target, the process of learning and motivation should be considered as well as the fact that different learners learn in different ways (Dudley-Evans and St. Jordan (1997: 26) quotes Bower (1980) who has noted the importance of learning needs: If we accept...that a student will learn best if what he wants to learn, less well what he only needs to learn, less well still what he either wants or needs to learn, it is clearly important to leave room in a learning program for the learner's own wishes regarding both goals and processes. Hutchinson and Waters' (1987) definition of wants (perceived or subjective needs of learners) corresponds to learning needs. Similar to the process used for target needs analysis, they suggest a framework for analyzing learning needs which consists of several questions, each divided into more detailed questions.

10. Learning Needs Analysis Framework:

The framework proposed by Hutchinson and Waters (1987) for analysis of learning needs is the following:

1. Why are the learners taking the course?

- compulsory or optional;
- apparent need or not;
- Are status, money, promotion involved?
- What do learners think they will achieve?
- What is their attitude towards the ESP course? Do they want to improve their English or do they resent the time they have to spend on it?

2. How do the learners learn?

- What is their learning background?
- What is their concept of teaching and learning?
- What methodology will appeal to them?
- What sort of techniques bore/alienate them?

3. What sources are available?

- number and professional competence of teachers;
- attitude of teachers to ESP;
- teachers' knowledge of and attitude to subject content;
- materials;
- aids;
- opportunities for out-of-class activities.

4. Who are the learners?

- age/sex/nationality;
- What do they know already about English?
- What subject knowledge do they have?
- What are their interests?
- What is their socio-cultural background?
- What teaching styles are they used to?
- What is their attitude to English or to the cultures of the English speaking world?

Finally, as Allwright (1982, quoted in West, 1994) says the investigation of learners' preferred learning styles and strategies gives us a picture of the learners' conception of learning.

C-Means Analysis:

Means analysis tries to investigate those considerations that Munby excludes (West, 1998), that is, matters of logistics and pedagogy that led to debate about practicalities and constraints in implementing needs-based language courses (West, 1994). Dudley-Evans and St. John (1998: 125) suggest that means analysis provides us "information about the environment in which the course will be run" and thus attempts to adapt to ESP course to the cultural environment in which it will be run. One of the main issues means analysis is concerned with is an "acknowledgement that what works well in one situation may not work in another" (Dudley-Evans and St. John, 1998: 124), and that, as noted above, ESP syllabi should be sensitive to the particular cultural environment in which the course will be imposed.

Or as Jordan (1997) says it should provide us with a tool for designing an environmentally sensitive course.

Swales (1989, quoted in West, 1994) lists five factors which relate to the learning environment and should be considered by curriculum specialists if the course is to be successful.

11. The Importance of Needs Analysis:

Needs analysis is considered as the cornerstone of ESP course. It is one of the ESP course bases which make it more effective and efficient. In any course design process, learners need to develop and use the language and skills in that target situation are taken into account according to the present knowledge of the learners, the perception of their needs and the constraints of the teaching contexts (Dudley Evans and ST John). Bowers (1980: p 67; quoted from Clark 1978) claimed the importance of needs as a guide in syllabus development, materials and examination. Needs Analysis could help the teacher focus on some issues and find the suitable solution to overcome these issues. For Richards (1990; 2002) NA in language teaching may be used to fulfill various aims and purposes such as ascertaining if the existing course addresses effectively the needs of students.

12. Conclusion:

Different approaches to needs analysis attempt to meet the needs of the learners in the process of learning a second language. Not a single approach to needs analysis can be a reliable indicator of what is needed to enhance learning. In other words in modern teaching, we need different approaches to face students' needs.

PART3: PORT OF BEJAIA, BEJAIA MEDITERRANEAN TERMINAL (BMT).

This part, is devoted to the port of Bejaia and the following points are discussed; The background of the port of Bejaia, where the research is taking place, and the most particular attention to Bejaia Mediterranean Terminal (BMT) enterprise from where the sample is taken , focusing on this enterprise main missions, activities and objectives.

1. Introduction:

The port of Bejaia is one of the main important and active Business sectors that exists since 26-27 before Christ (BC) in Algeria, it provides work to Bejaia and other cities. Its bay is one of the most naturally sheltered and protected in the Mediterranean. Bejaia has always been able to attract a lot of powerful merchants, through the dynamism of its port, the region's security, good policy and customs advantages.

Port's main activities are various: importing and exporting goods, travelling via boat in the country or abroad...etc, the one which is new is that many workers learn English language which helps them to communicate in their daily life with English language speakers.

2. Review and History

The Port of Bejaia is a Mediterranean seaport in North-Eastern of Algeria. Lying at the mouth of the Oued Soummam. It is surrounded by a fertile plain. The town descends from the slope of Mount Gouraya to the shores of Cape Carbon. The Port of Bejaia is a busy market town serving the Kabily area, exporting minerals, wines, figs, plums, and cork. After 1959, it became an important seaport for exporting oil from the Sahara region.

3. Port History

The following points summarize the historical background of the port.

- Archaeological evidence suggests that humans were active in the Port of Bejaia area for as long as ten thousand years. The first ships using the natural harbor were piloted by Phoenicians.
- The Port of Bejaia was called Saldae by the Roman colonists who first settled the town. Founded by Emperor Vespasian, it was an important port in the province of Mauretania Caesariensis. Bejaia native Gaius Cornelius Peregrinus was a military commander of the Roman legions stationed in Northern Britain.
- The Hammadid Empire fell in 1152 with the invasion of Abd el Moumen, the Almohad ruler from Morocco. It was in the Port of Bejaia that Fibonacci of Pisa

learned about Arabic numerals and introduced them, along with modern mathematics, to Europe's feudal elite.

- During the 13th Century, the Port of Bejaia fell under the control of the Hafsid Empire when they conquered Tunis. Trading with European ports like Marseilles, Genoa, and Naples, the Port of Bejaia introduced the wax candle (in French, "bougie").
- Known as "Bougie" during the middle Ages, the Port of Bejaia was a stronghold of the Barbary pirates and a serious problem for many European powers.
- Spain occupied the Port of Bejaia from 1510 until 1555 until the Turks captured the city. Under Turkish rule, the Port of Bejaia was a relatively unimportant port dominated by Algiers to the west.
- In 1833, the French occupied the Port of Bejaia, and they improved its harbor in the early 20th Century.
- Nowadays the port of Bejaia has become one of the most important sector in Algeria, it hired many workers and it is improving more and more in many sectors.

4. The importance of the port:

The port of Bejaia occupies a very important place in Algeria and it is considered as:

- 1st port of the Mediterranean basin being certified ISO 9001 for the whole of its activities.
- 2nd Algerian port, at the end of 2004, in the importation of the general goods.
- 3rd oil port in Algeria
- 1st Algerian port to have put in exploitation a center of transit of the dangerous goods.
- 1st Algerian port to equip with a container terminal
- 1st Algerian port to have set up a local data-processing network.
- 1st Algerian port to have to develop its industrial role while carrying out the attraction of generating industries of added value.

It is worth mentioning that, the port has two different enterprises 'EPB' (Enterprise Portuaire de Bejaia) and 'BMT' (Bejaia Mediterranean Terminal). Our main interest in this research in on BMT.

5. Historical Background of BMT:

- BMT was created by decision of the board of the participating state CPE (Conseil des Participations de l'état) in 2004. For designing, financing, operating, maintaining the containers and realizing the technical training center.
- BMT is a joint venture company between EPB and Portek, a Singaporean company, is an operator terminal, which specializes in port facilities. Portek holds a 20-year concession to jointly operate the Bejaia Mediterranean Terminal SPA (BMT) in Algeria with Algerian Port Authority. BMT can handle up to 300,000 TEUs and is the only terminal in northern Africa that has modern quayside cranes.
- Under Algerian law EPB has 51% PORTEK 49%.
- BMT is located in the port, which is in the center of the country having a strategic geographical location near the railway station, in few minutes from the airport and connected to the national road network that facilitates the transport of containerized goods of any kinds.
- BMT is number one in Algeria as modern and powerful port platform it is known for its new and strong equipment (forklift, Quay Cranes, Rubber Tyred-Gantry...)

6. BMT's Missions, activities and objectives:

A- Missions:

- Treating the cost, safety of all containers and container vessels.
- Vessel handling on both ships, loading and unloading of containers and their storages in the storage areas.
- To secure the customer and cargo.

B- Activities:

- Ship loading and unloading
- Container yard management
- Handling dangerous products
- Prepare the containers to be delivered.
- Planning operations as container yard management.
- Ship handling operations

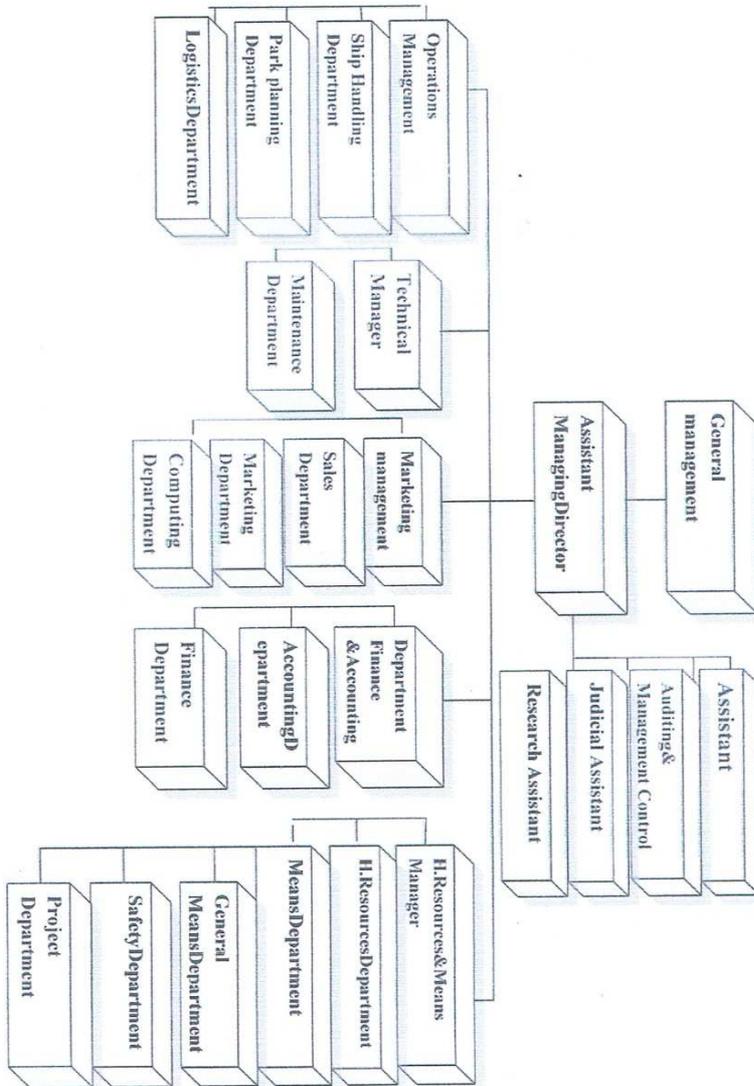
C- Objectives:

- Make new technology available in the treatment of the containers
- Make the container terminal a modern infrastructure
- Bring BMT operations to the international level
- Passing the containers from 20 to 30 per hour.

To reach its objectives and complete its various missions, BMT employs many people who are attributed different tasks as illustrated in the following diagram which represents the BMT organization chart.

Organigram N° 01

BMT Organization Chart



7. Conclusion:

BMT is still working day and night to achieve all their objectives, most of their workers are ambitious to make the port of Bejaia known and they are all motivated to work even harder and the most important point is that they wanted to increase their level in English which they see as a vital language in their daily work.

Chapter Two

Data Analysis and Interpretations

I. Introduction:

The Main points dealt with in the first chapter are: English for specific purposes (ESP), Needs Analysis (NA) and the background of the port of Bejaia and mainly the enterprise Bejaia Mediterranean Terminal (BMT). The second part of this present study is devoted to the field work. It represents the practiced part of our research.

In this present work, we have adopted two kinds of instruments; a questionnaire and an interview as designs methodology and reliable collectors of information that will help us discover the needs of the selected participants and find out the main difficulties they face thus suggest some solutions.

2- Description of the sample:

- ❖ For the present work, we have chosen to work with the administration staff of BMT. The enterprise BMT has 643 workers, among them 74 administration staff. There are 40 men and 34 women. They are aged between 24years old to 44.

- General management —————→ 05
- Human Resources and means manager → 15
- Department of finance and accounting → 10
- Marketing management —————→ 17
- Operation management —————→ 20
- Technical management —————→ 7

3- Description of data collecting instruments:

3.1. The questionnaire:

3.1.a. the aim of the questionnaire:

The questionnaire was designed to the administration staff of the port of Bejaia, aiming at finding out their specific needs in English language and what difficulties they may encounter when using English so as to suggest some solutions.

3.1. b. Description of the questionnaire:

The questionnaire is considered as the most common method, the simplest and the most time-saving method that is used for collecting data, it can provide a great deal of information about any kind of research work. The questionnaire of the present study:

- Is designed for the administrative staff of BMT at the port of Bejaia.
- consists of open and closed questions
- Is made of four sections.

Table 05: Number of handed and returned questionnaire for the administration staff of BMT at the port of Bejaia

Distributed	Returned	
50	Number	Percentages
	26	52%

The table number 05 shows that 50 copies were handed to the administration staff, only 26 copies (52%) were returned. The reason is that most of the workers were busy and have no time to answer the questionnaire.

The current questionnaire consists of four sections

- ❖ The first section :” **personal information**”

This section seeks personal information about the concerned participants. It comprises three questions:

- 1- The first question is designed to gather data about the gender to find out how many men and women responded to the questionnaire and who participated in the research,
- 2- The second question is asked to rank the age of the respondents and will help us to get the idea of their experience.
- 3- The last question to get the respondents’ positions to know the different kinds of English needed for their position.

So this first part is used so as to define the profile of the participants.

- ❖ The second section: “**English background**”.

It is composed of six questions.

- 1- In the first question, the employees have to mention the number of years they studied English language was to get an idea about their experience in learning English.
 - 2- In the second, they have to say if they studied English language out of school if so for which reasons
 - 3- Third, they have to state if they have studied English language at the port the aim behind this question to get information if the port gave opportunity to their employees to help them master the language and succeed in their work tasks.
 - 4- Fourth, employees have to answer whether they face any difficulties using English language in order to focus on their needs and suggest some solutions ,then they have to choose the principal difficulties options are proposed by the researcher.
 - 5- Fifth, whether they have faced difficulties in using English language. If yes. They have to choose the reason(s). These will provide with answers which will help us to give some solutions.
 - 6- In the last one, respondents have to evaluate their level in English. The major aim behind the question is to evaluate the respondents' level so that we can suggest some courses adopted to their level.
- ❖ The third section: “**English Needs Analysis**”.

This section is composed of five closed questions:

- 1- The participants have to give their opinion about the importance of four different statements which are (learning English language, Maritime English, Business English, and communicating in English) so as to know about the kind of English needed for their professional career.
 - 2- What are the four skills needed the most for the administration staff to get information about which skill is mostly used at the port.
 - 3- The importance of mastering English language, the objective behind is to know how English language is important for the administration staff at the port.
 - 4- The length of studying English per a week. To know how often the respondents can study per a week while they work.
- ❖ The last section “**Further suggestions**”

This section includes the last question which is an open question in which the administration staff is required to give their suggestions and add any comments to get further information to improve our research work.

3.2- Managers' interview:

3.2.a. aim of the interview: The managers' role is to manage their staff and facilitate their work therefore, taking the managers' point of view seem very important, since this will provide us with more information concerning the needs of the administration staff.

3.2. b. Description of the managers' interview: the interview is considered as an oral questionnaire. Instead of writing the response, the interviewee gives the needed information orally, it is generally a face to face, but an interview is never considered as a dialogue because the interviewee should maintain at least 90% of the talking as Corbin& Strauss(1990) claimed.(cited in mosbah,2009, p135)

Our interview takes the form of direct questions addressed to two different managers. The first one is the staff manager the second is human resources manager. The questions were asked face to face, and two different interviews were used.

The same questions were asked about the English language: how important it is at the port, the main difficulties the administration staff faces when they use it, and what are the main reasons behind these difficulties, how and why English is vital at work place. Other questions were different for the staff managers, the questions were about the use of the English language at the port, the duration of formation, the reasons behind the stand down English courses at work place, and finally the strategies they use when they want to communicate or write in English when they have difficulties to do so. For the human resources manager we asked him to describe first BMT, then give some details about the employees, focusing on the administration staff, and then we added some questions about the kind of English is used the most and what may he suggest to improve the administrators' level in English.

4- Analysis and interpretation of data:

Analysis and interpretation of the administration staff questionnaire.

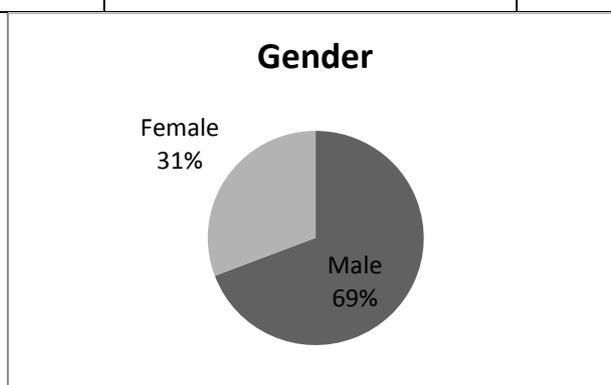
A- Section01: Personal information

This section is made of three general questions about their gender, age and position. It aims at collecting some prior information about the administration staff and to determine their profile.

Question01: Gender

Table06: Gender

Variable	Number	Percentages
Male	18	69%
Female	8	31%
Total	26	100%

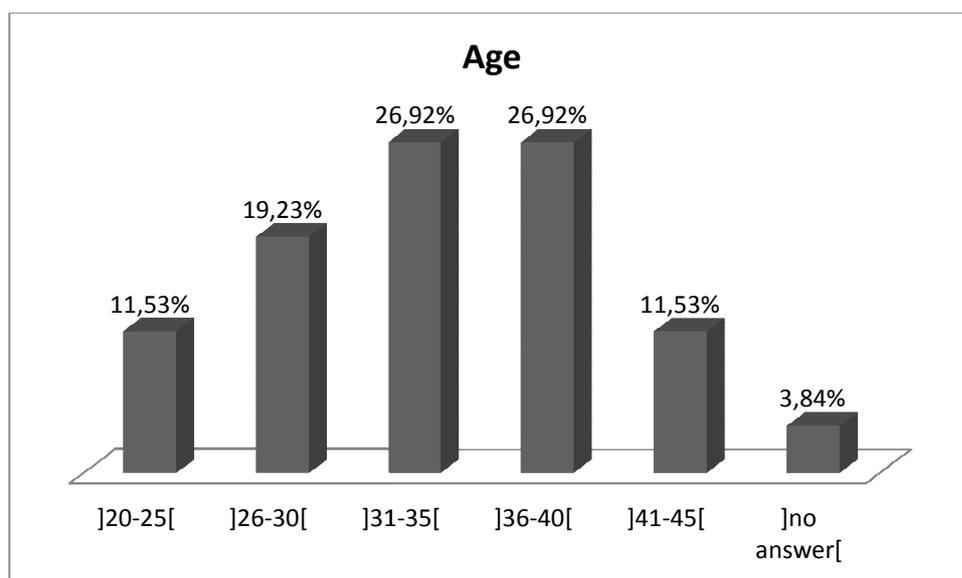


Graph 01: Gender

As it is shown in the table above, there are more men than women. Actually the port of Bejaia is a place of men, nowadays more and more women are integrated. This state of fact maybe due to cultural and social considerations, because in our society women are generally more oriented towards teaching or doctor carreers.

Question02: Age **Table07:** Age

Variable	numbers	percentages
]20-25[	3	11.53%
]26-30[	5	19.23%
]31-35[	7	26.92%
]36-40[	7	26.92%
]41-45[	3	11.53%
]no answer[	1	3.84%
total	26	100%



Graph 02: Age

Table number 07 shows that most of the administration staff is young. We have 11.53% aged between 20-25 and 41-45, 19.23% aged between 26-30 years old, both 31-35 and 36-40 are equal in percentages which are represented by 26.92%, This due to the believes that BMT company gives chance to young people , and these last are more motivated, and ambitious, thus they will rise the company up.

Question03: Position

Many employees work in the administration, but they have different positions such as:

- responsible of logistic service,
- Responsible of transportation,
- Head of service,
- IT engineer,
- Head of department of Health Safety and Environment,
- Computer scientist,
- secretary

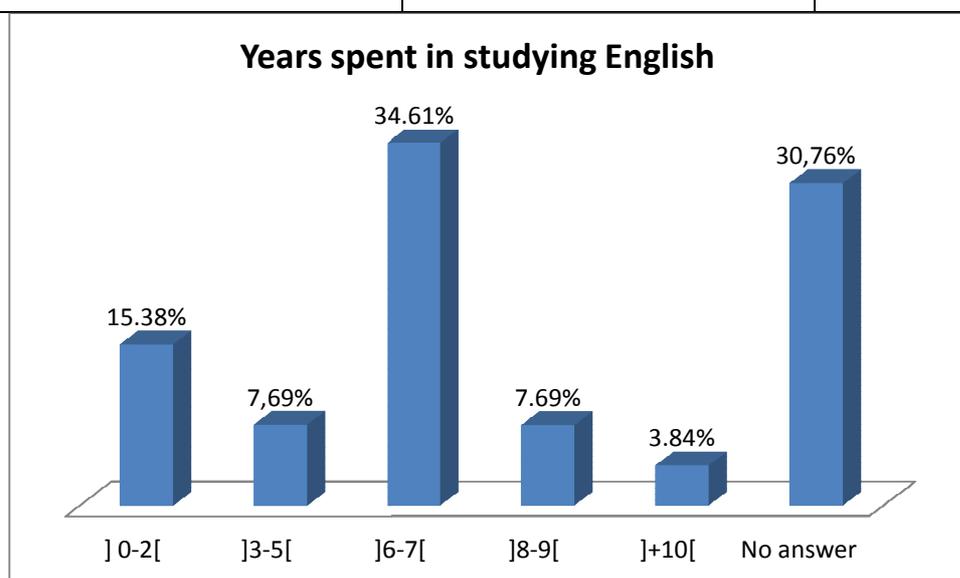
Section 02: English Background

This section is composed of six questions in order to get some information about participants' level in English and how long they have studied it.

Question04: How many years have you studied English?

Table08: Years spent in studying English

variable	Number	percentage
] 0-2[	4	15.38%
]3-5[	2	7.69%
]6-7[	9	34.61%
]8-9[	2	7.69%
] +10[	1	3.84%
No answer	8	30.76%
Total	26	100%



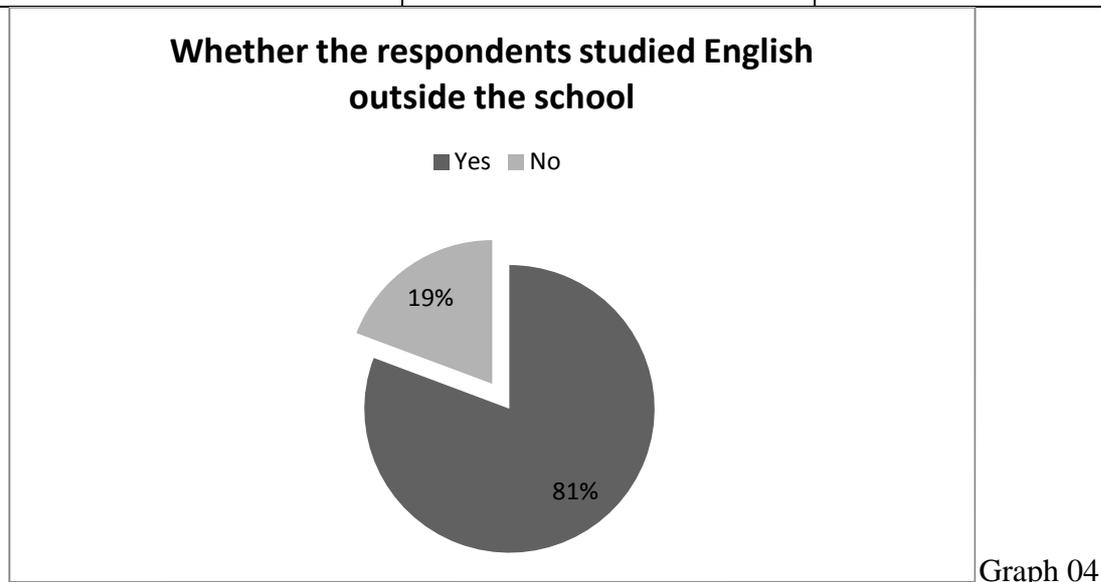
Graph 03

As we can notice the highest percentage is 34.61% which represents 6-7 years of studies .i.e. Most of the employees have studied English in middle, secondary school and at university, there is 15.38% who studied English only for two years which is not sufficient to master the English language. There is 7.69% which represents both 3-5 years and 8-9 that means two of them studied it up to the secondary school while the other two studied English at university. Unfortunately 30.76% didn't answer to the question. To sum up we can say that the majority have studied English language. And we assume that they have acquired a basic background as far as this language is concerned.

Question05: Have you studied English outside the school or university? Yes / No

Table09: whether the respondents studied English outside the school.

variables	numbers	percentages
Yes	21	81%
No	5	19%
Total	26	100%



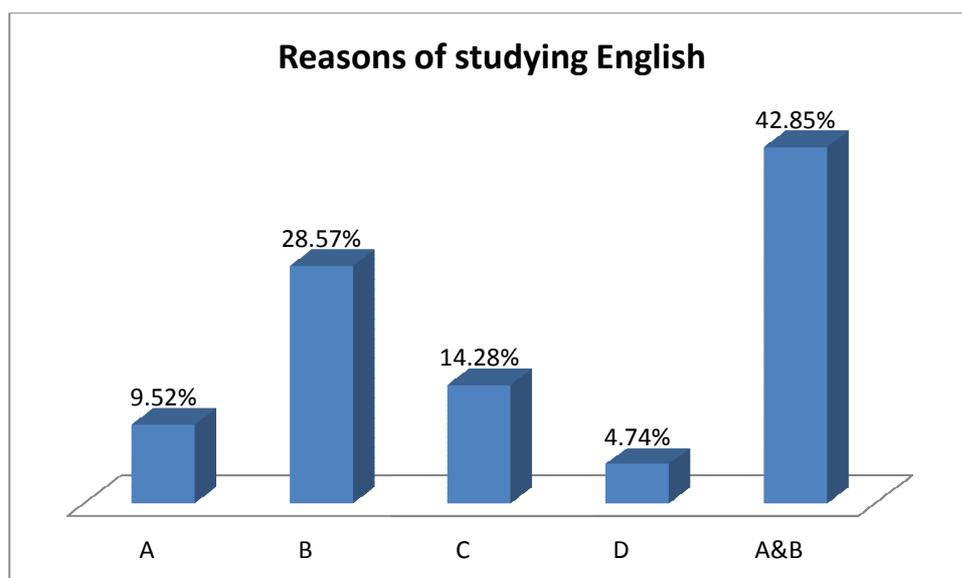
There is a high percentage 81% that represents yes answer only 19% said no, which means that the respondents are aware that English language is essential in their career therefore learning English at school is not sufficient.

Question06: If yes, have you studied English?

- a- For your own pleasure
- b- For work
- c- For obligation
- d- Others. Specify

Table10: Reasons of studying English outside the school.

variables	numbers	percentages
A	2	9.52%
B	6	28.57%
C	3	14.28%
D	1	4.74%
A&B	9	42.85%
total	21	100%



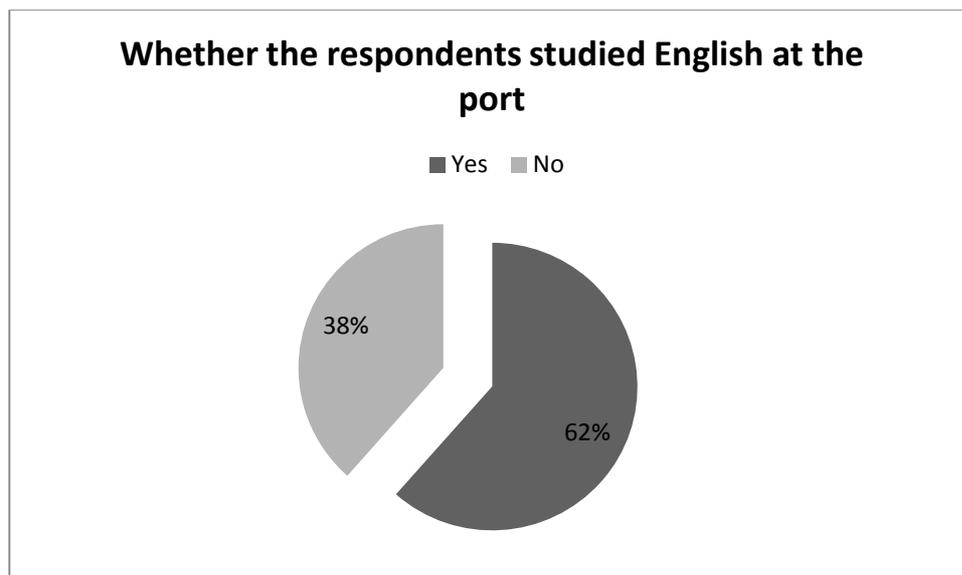
Graph 05

There is more than 42% of the administration staff who studied English for both pleasure and work, this may be due to the fact that they like this language and it is needed for their work. There are more than 28% who studied English just for work. 14.28% English language is studied for obligation, 9.52% for pleasure and only 4.74% for other reason as computing which is a domain of one of the workers. i.e. at the port English language is needed mainly for work and pleasure, and work. This shows how English is important to master and use at work as well as how English language is well-liked by the respondents

Question 07: Have you studied English at work place, at the port? Yes / No

Table11: whether the workers studied English at work place

variables	numbers	percentages
Yes	16	62%
No	10	38%
Total	26	100%



Graph 06

62% of the workers have studied English at the port to initiate and help them learn English language to be used frequently in their job. Only 38% of them didn't, due to their new position at the port. BMT has stopped giving English courses at the port because most of the respondents didn't take these courses into account and the reason advocated by the participants is that they have no time to devote for this purpose.

Question08: If yes, how long have you studied English?

Table12: Months spent in studying English at workplace.

variables	numbers	percentages
] 0-6[months	1	6.25%
] 7-12[months	4	25%
] 13-18[months	2	12.5%
] 19-24[months	7	43.75%
] +24[months	1	6.25%
No answer	1	6.25%
Total	16	100%

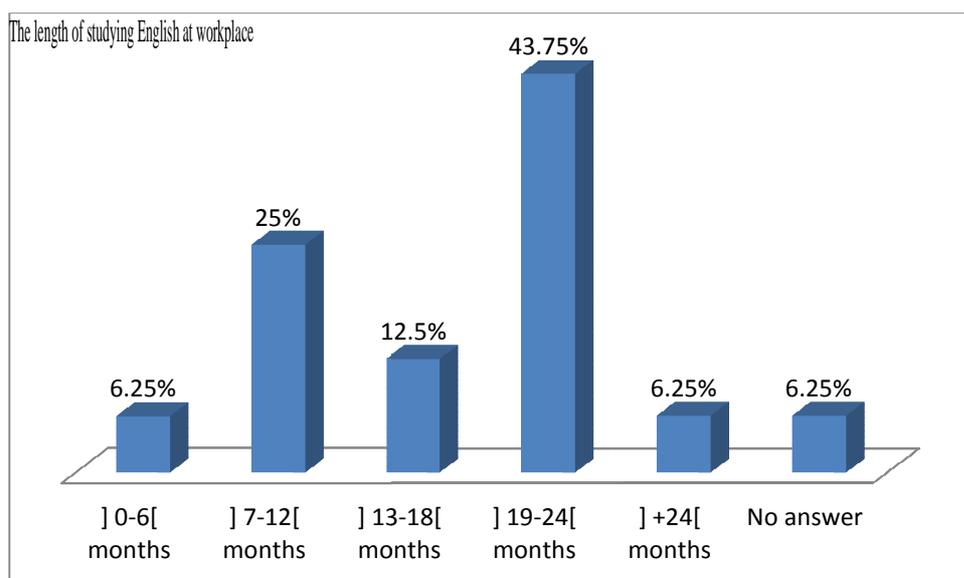


Table number 12 shows the length of studying English at the port for the respondents. 43.75% studied at least two years which means that the respondents are experienced at BMT, the second highest percentage is 25% which represents the respondents who studied at least seven months. 6.25% studied for more than two years unfortunately it represents only one respondent which is not sufficient, in fact BMT needs to hire more employees who studied English language. 6.25% represents six months of studying English, it means that the respondent is new at BMT. To sum up English language is important and useful and BMT has to provide some extra courses to help the staff acquire English language.

Question09: Do you face difficulties using English language? Yes/ No

Table13: whether the workers face difficulties using English language.

Variables	Numbers	Percentages
Yes	22	85%
No	4	15%
Total	26	100%

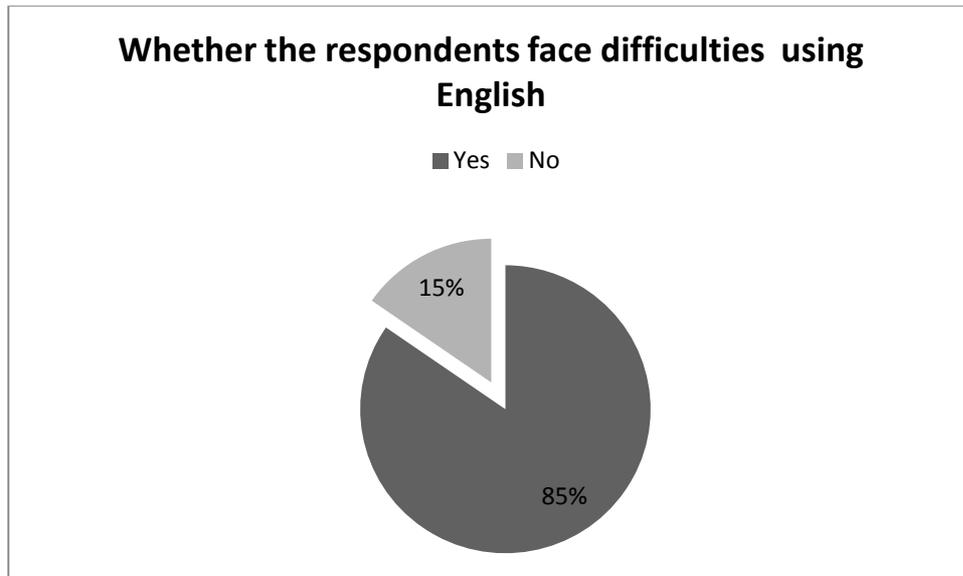


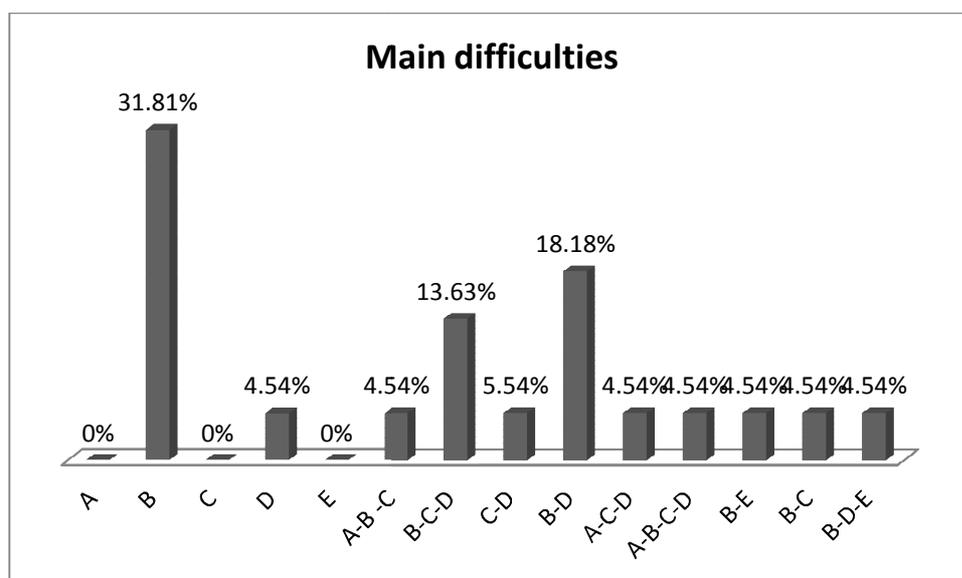
Table 13 shows that, there are 85% of respondents who meet difficulties in using English. Only few of them 15% of the total who said they did not meet difficulties, i.e. English language is not easy to be acquired and to be learnt even English is used a lot at the port.

Question 10: If yes, your main difficulties are due to?

- a- Reading and comprehending e-mails, reports...etc
- b- Communicating with English language speakers
- c- Writing e-mails, reports...etc
- d- Using technical terms
- e- Others. Justify

Table14: Main difficulties

variables	numbers	percentages
A	0	0%
B	7	31.81%
C	0	0%
D	1	4.54%
E	0	0%
A-B -C	1	4.54%
B-C-D	3	13.63%
C-D	1	5.54%
B-D	4	18.18%
A-C-D	1	4.54%
A-B-C-D	1	4.54%
B-E	1	4.54%
B-C	1	4.54%
B-D-E	1	4.54%
Total	22	100%



Graph 09

As it is shown in table number 14, there are 85% who face difficulties using English language. The table above shows what this last is due to. More than 31% face difficulties in

communication; it is one of the essential skill to master because most of the work is used orally face to face or by phone. Then we have 18.18% face difficulties on both communication and technical terms. Using technical terms is one of the main competencies to acquire at the port beside the communication.13.63% represents communication, writing and technical terms that the workers face the most.4.54% represents many different difficulties such as:

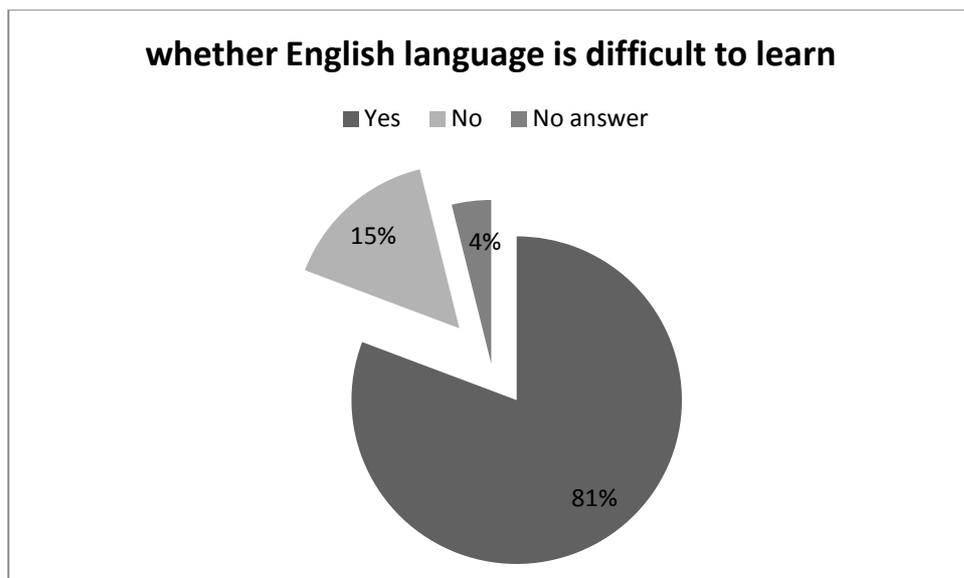
- technical terms, reading, communication and writing,
- writing and technical terms,
- reading, writing, and technical terms,
- reading, communication, writing, and technical terms,
- communication and Information Technology (IT) vocabulary,
- Communication and writing.

We may say that, all the skills should be learnt by the administration staff who are facing problems mainly communication, writing and technical terms. We can conclude that according to the results obtained, the administration staff needs more specific English rather than General English.

Question11: Is it difficult to learn English language? Yes / No

Table15: Whether English language is hard to learn

variables	numbers	percentages
Yes	21	80.77%
No	4	15.39%
No answer	1	3.84%
Total	26	100%



Graph 10

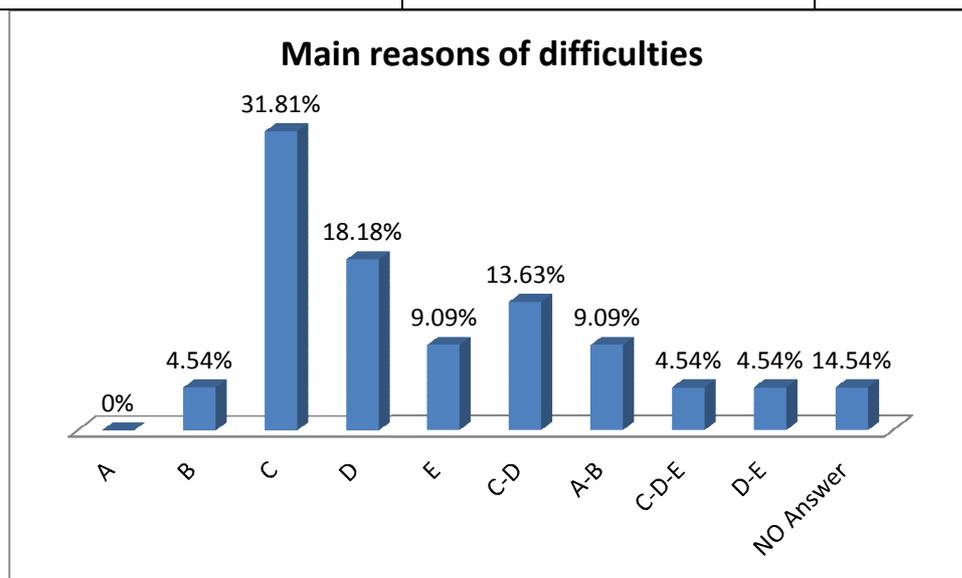
The above table shows that more than 80% of the administration staff faces difficulties in learning English while 15.39% do not and 3.84 did not answer. The different difficulties are highlighted in the following table.

Question 12: If yes, your main reasons of difficulties are:

- a- You don't have effective teachers
- b- You are not interested on the program
- c- You don't have a background on English language
- d- You have a limited knowledge on English language
- e- Others. Specify.....

Table16: main reasons of difficulties

variables	Numbers	percentages
A	0	0%
B	1	4.54%
C	7	31.81%
D	4	18.18%
E	2	9.09%
C-D	3	13.63%
A-B	2	9.09%
C-D-E	1	4.54%
D-E	1	4.54%
NO Answer	1	4.54%
Total	22	100%



Graph 11

The graph above illustrates the reasons that most of the employees have in English. 31.81% of the employees don't have a background in this language, and more than 18% have a limited knowledge, more than 13% have problems because of limited knowledge and no good basis in the language. We may explain that as follow:

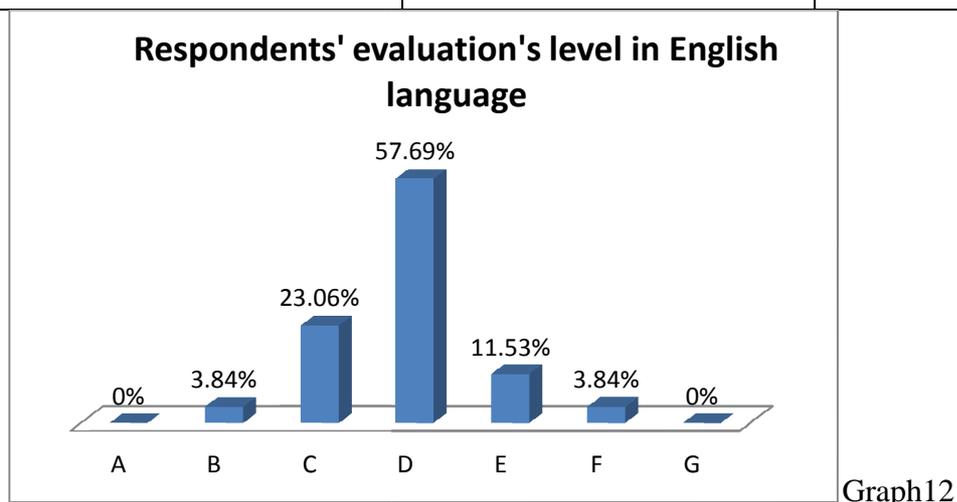
- Do not use English language at work
- Use of other languages instead of English language
- Did not study English for specific purposes
- Need more professional English.

Question13: how do you evaluate your level in English?

- a- Excellent
- b- Very good
- c- Good
- d- Average
- e- Bad
- f- Very bad
- g- No opinion

Table17: Respondents' evaluation's level in English language.

Variables	Numbers	percentages
Excellent	0	0%
Very good	1	3.84%
Good	6	23.06%
Average	15	57.69%
Bad	3	11.53%
Very bad	1	3.84%
No opinion	0	0%
Total	26	100%



This question aims at knowing how the administration staff evaluates their level in English. Thus according to the recorded result most of the respondents claimed their level in English is average and they represent 57.60% of the questioned participants. 23% of the respondents consider their level is good.11.53% represents those who answered that they have a bad level

and 3.84% represents very bad level in English; no one answered that s/he has an excellent level. In other words the staff is aware that they need to improve their level in English. So we can notice nobody is satisfied with his/her level and thus they are conscious that they need to work more and improve their level in English.

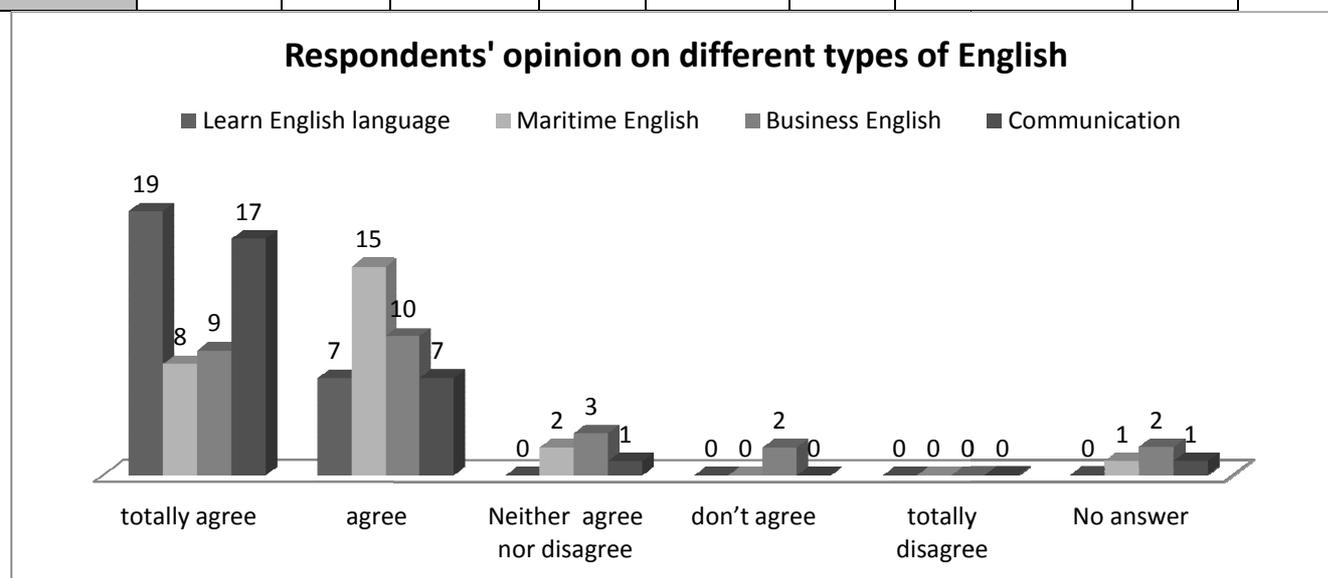
Section 03: Needs Analysis

Question 14: Tick the answer which suits you best

<u>statement</u>	I totally agree	I agree	Neither I agree nor disagree	I don't agree	I totally disagree
Acquiring English language is very important for my work.					
Maritime English is useful and important					
Business English is useful & important					
I need to communicate in English					

Table18: Respondents' opinion on different types of English

	Learn English language	%	Maritime English	%	Business English	%	Communication	%
totally agree	19	73.07	8	30.76	9	34.61	17	65.38
agree	7	26.92	15	57.69	10	38.46	7	26.92
Neither agree nor disagree	0	0	2	7.69	3	11.53	1	3.84
don't agree	0	0	0	0	2	7.69	0	0
totally disagree	0	0	0	0	0	0	0	0
No answer	0	0	1	3.84	2	7.69	1	3.84
Total	26	100%	26	100	26	100	26	100



Graph 13

- The table above shows how English language is important for the administrators at the port.

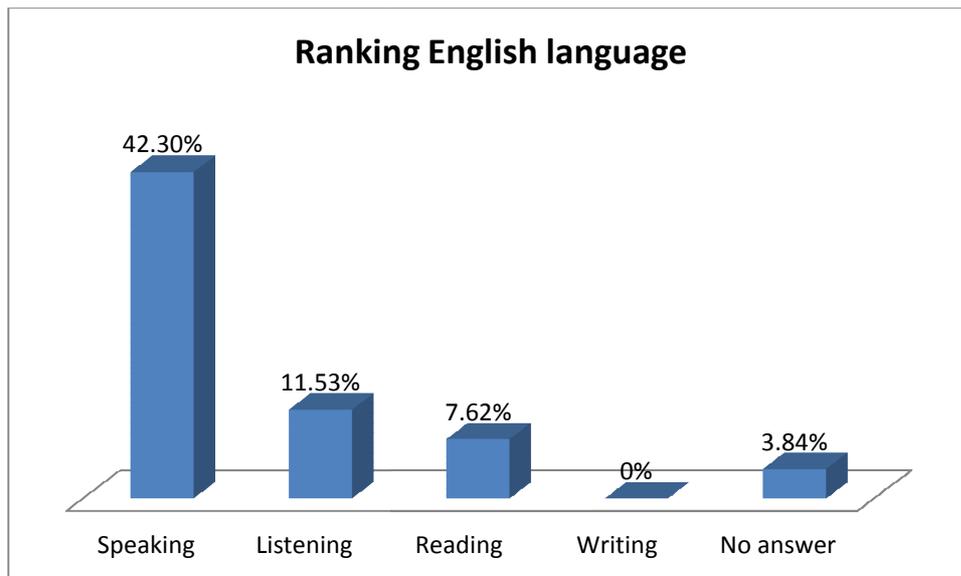
- As far as learning English language is concerned, is totally agreed by 73.08% that is very important, and 26.92% agreed is important to be learnt. No one answered anything else.
- For Maritime English, more than 57% of the staff agreed is important, and 30.76% totally agreed with that, only 7.69% are saying they neither agree nor disagree and we have 3.84% with no opinion.
- Concerning Business English, we notice is less important than learning English language and maritime English according to the respondents. We have 38.46% agreed that is important and 34.61% totally agreed about its importance, 11.53% claimed neither they agree nor disagree .7.69% disagreed, nobody totally disagreed and 7.69% who didn't answer about it.
- Communication, 65.38% of respondents totally agreed that is very important at work and 26.94 agreed with that, there is 3.84% neither they agreed nor disagreed beside these answers, we have 3.84% without any opinion.
- To sum up we put learning English as the top important point followed by communication then Maritime English, to end up with Business English.

Question15: Rank the following English language skills in terms of importance in conducting your future job or study (Please rank using numbers from 1 to 4, with 1 being most important to 4 being least important)

1. Speaking
2. Listening.
3. Reading.
4. Writing.

Table19: Ranking English language skills

Rank	First	Second	Third	Fourth	No answer
skill	Speaking	Listening	Reading	Writing	No answer
participants	11	3	2	0	1
percentage	42.30%	11.53%	7.69%	0%	3.84%



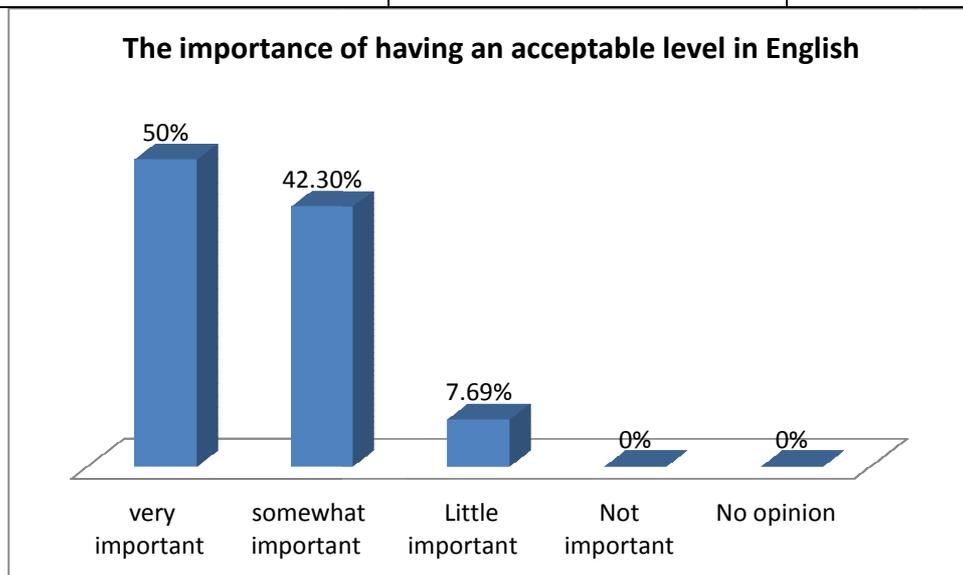
- ✓ Table number 20 shows how each skill is important to the administration staff. As we can see speaking is very important which represents 42.30%
- ✓ Concerning listening we have 11.53% attest is first important.
- ✓ Reading, 7.69% is represented as firstly important.
- ✓ Writing, nobody answered that is the first most important.
- To conclude the most important skill for the staff is speaking,

Question16: How important is it to have an acceptable level of English proficiency to perform your future job or study effectively?

1. Very important
2. Somewhat important
3. Little important
4. Not important
5. No opinion

Table20: The importance of having an acceptable level in English

Variables	Numbers	percentages
very important	13	50%
somewhat important	11	42.30%
Little important	2	7.69%
Not important	0	0%
No opinion	0	0%
Total	26	100%



Graph 15

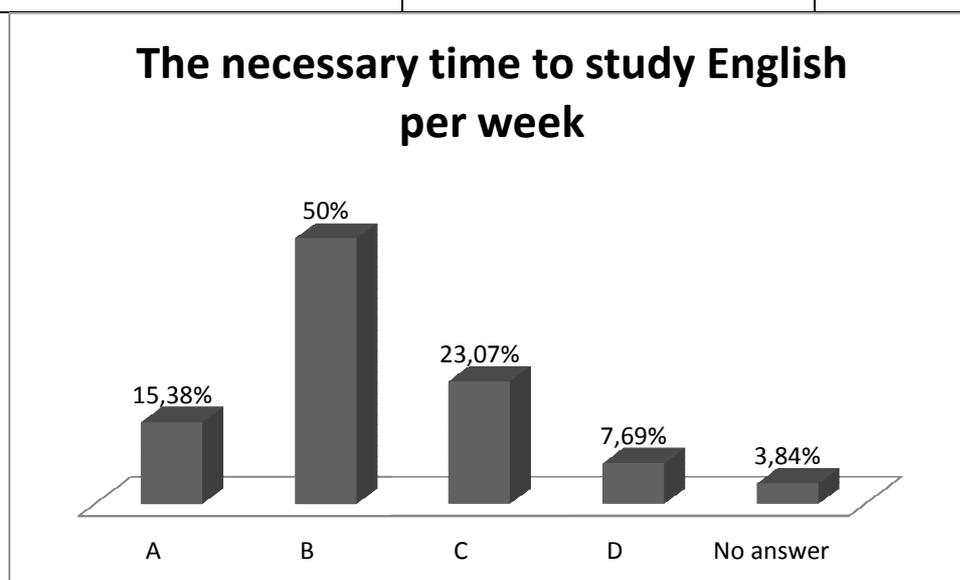
The table number 21 shows that 50% of the respondents answered that English is very important at the port, 42.30% claimed that it is important, only few of them 7.69% declared that it is not important. And nobody answered that it is not very important. This means that English language is vital for the administration staff and they need to learn and master it.

Question 17: How much time do you think is necessary for you to learn English every week?

- a- 1. 30 hours
- b- 4:00 hours
- c- 6 hours
- d- Other. Justify your answer.....

Table21: The necessary time to study English per week.

variables	Numbers	percentages
1.30	4	15.38%
4.00	13	50%
6.00	6	23.07%
other	2	7.69%
No answer	1	3.84%
Total	26	100%



Graph 16

As it is shown in table number 22, half of the respondents (50%) want to study four hours a week. This is an average time that most of the workers can do (study), while they are working, 23.07% answered that 6 hours a week is preferable to learn the language as it is important for their daily work and long hours of studies is more practical, 15.38% wants to study one hour and a half per week due to their busy days, according to them at BMT is not easy to find free time to study and they are very tired after a long day of work. Finally, only 7.69% answered they need more than six hours to learn English.

Question18: what type of English do you need?

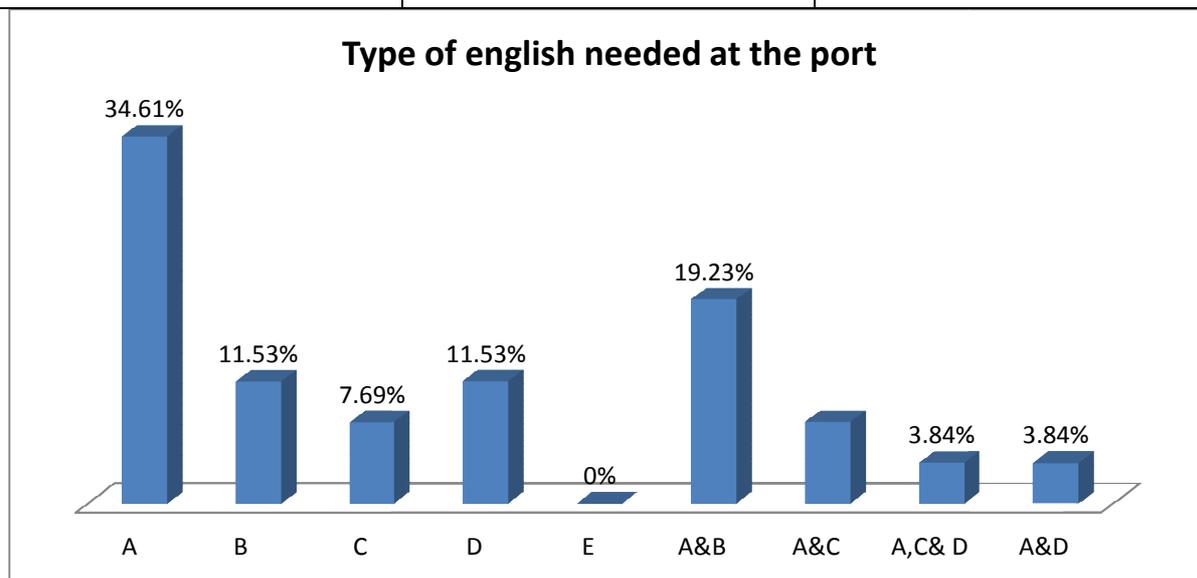
- a- General English
- b- Business English
- c- Maritime English
- d- Both Business and Maritime English
- e- All of them

Explain why:

.....

Table22: Type of English needed at the port.

Variables	Numbers	Percentages
A	9	34.61%
B	3	11.53%
C	2	7.69%
D	3	11.53%
E	0	0%
A&B	5	19.23%
A&C	2	7.69%
A,C& D	1	3.84%
A&D	1	3.84%
Total	26	100%



Graph 17

We can notice in the above table that 34.61% is the highest percentage which represents “General English”, according to the respondents GE is the base to learn and then later they can improve the register specific to their domain. More than 19% represents “General English and Business English”, the staff answered so because BMT works in partnership with foreign companies from all over the world so GE and BE are important and are needed for them. Both “Business English” and “Maritime English” are equally represented with 7.69% that means

both of them are used at the port. It is claimed that is important to well communicate with their superiors, 3.84% represents first GE, ME, and BE ,secondly GE and B and M English this means that the respondents consider these different types as equally important.

Section 04:“Further suggestions”

In this section, the administration staff are asked to provide us with further suggestions or recommendations that may lessen the difficulties that hinder them to achieve their goals and yet only 30.76% of our participants responded to this part of our questionnaire. In addition, only few of them provided us with some suggestions which are stated as follow:

- ❖ Create a training center at BMT enterprise to improve knowledge of the workers in English in different domains.
- ❖ Practice makes perfect, so practicing English will certainly help the respondents in developing their different skills in English.
- ❖ Learn English language outside BMT
- ❖ Get formation in English language (GE, ME, and BE) nonstop during work hours to get better results and concentration.
- ❖ Have an appropriate curriculum to follow and avoid much grammar.
- ❖ The formation should be concentrated on speaking, listening, and writing by using audio-visual aids.

5- Description and Analysis of the Interview

The other tool used in the present research and which complemented the questionnaire is “Interview”. In fact there was a face to face interview with two different responsible from BMT.

- ❖ The first interviewee: Staff Manager.

Question 01:Do you think English language is important at work place?

According to the staff manager, English language is vital at the port. The Chief Executive Officer (CEO) is from Singapore and speaks mainly English language, so the employees who work under his orders need to speak English.

Question02: Do the administration staff study English language at the port?

As far as the manager is concerned, the formation manager has provided some English courses for different workers of BMT mainly for technical staff, administration staff and for directors and responsible staff. And this since 2008.

Question03: what kind of English was proposed to the administration staff?

She claimed that they were offered different courses mainly General English, Business English and Technical English.

Question 04: what are the advantages and disadvantages of learning and mastering English language at the port?

The staff manager explained and insisted in the fact that English language is important and normally all the staff has to learn it, besides she claimed that there were some advantages and disadvantages of giving English courses at the port, they are as follow:

For the advantages:

- Workers were interested and motivated to study English
- They have learned basic English that everybody can daily use.
- They could make some presentations in English.
- Participate in debates and meeting with foreigners
- Could read and write e-mails and reports.

For the disadvantages:

- Timetables did not suit everyone.
- Three hours per week was not sufficient.
- The participants were very tired thus they lacked concentration during the courses.
- The program did not suit the objectives of the employees
- The employees were less and less motivated and many of them were often absent.

Question05: According to you, what may be the reason behind the weaknesses of the administration staff as far as the English language is concerned?

The level of the administrators is average by 57.69%. The interviewee stated that the major reasons behind this situation are:

- The administration staff is so busy to study English inside or outside the port.

- English courses were stopped for few years at the port because of a lack of motivation from the part of the employees.
- Use other languages to communicate.
- Use Google translation to write e-mails or reports
- Get some help from their colleagues who master the English language.
- Chief Executive Officer is learning French to communicate with the employees.

Question06: What do you suggest to improve the level of the administration staff?

Here are some of the suggestions given by the interviewee:

- Start giving English courses at the port or outside the port.
- Receive English courses which answer the objectives of the administration staff
- Study English language once a week at least.

Question07: According to you, what kind of English is needed for the administration staff?

According to me, administrators need mostly General English because most of the employees do not master the language but GE is not sufficient, they also need Maritime English, Business English, Technical English, and other types of English such as English for marketing, computing, phoning and other types that meet the needs and objectives of the administrators.

- The second interviewee: The responsible of Human resources.

The Human Resources Manager is the one who manages all the administration staff and knows all their weaknesses and strengths. We have asked some questions to get further information concerning the company, the employees in general and the administration staff in particular.

Question08: would you please explain us in few words what BMT is?

BMT stands for Bejaia Mediterranean Terminal which is a joint venture between Singaporean company and EPB and PORTEK system in 2004, the Algerian company has given them the place by taking 51% of the market share and 49% for Singaporean company which has given to the Algerian workers the know-how and well and new designed machinery, their objectives are managing and exploiting the terminal for containers (load and unload) of the port.

Question 09: How many employees are there in BMT?

The total staff at BMT is 643, and among them 74 of the administration staff: 40 men and 34 women.

Question10: Do you think English language is important at the port?

The answer was that English is not only important but vital for every administrator, because they have to use it every day at work inside and outside the office orally and in writing especially with CEO who does not speak neither French or Arabic so, the administration staff has to master the English language to give explanations, presentations or even communicate with the Singaporean staff.

Question11: Do you think giving English courses at the port is a good idea? Explain?

According to him, having English courses at the port has both positive and negative aspects.

For the positive aspects:

- They let the employees learn English language and facilitate communication between colleagues superiors,
- Can write and answer some messages, emails, reports
- Going through discussion (face to face, in meetings, phone conversations...)
- Make presentations,
- Manage the containers,
- Complain and solve some problems,
- Use technical terms,
- Work goes efficiently and smoothly.

For the negative aspects:

- The majority of the administrators are busy with their work and even sometimes work under pressure
- They cannot concentrate in the classroom while they have work to finish, or they are disturbed many time by their colleagues during their English courses,
- Missing classes does not allow them acquire the language, thus they lose interest,

To sum up because of all these constraints, we have stopped giving courses at BMT since 2013.

Question 12: what do you suggest to solve the problem?

The solution he suggested is to have English courses outside the port where they can concentrate essentially they have to take English courses during work hours.

Question 13: According to you, what kind of English is needed for the administration staff?

As far as the human resources manager is concerned to start with General English to get the basic background of the language and then study English for specific purposes such as Maritime English, Business English and Technical English

Conclusion:

This chapter deals with the analysis of the data obtained from both a questionnaire designed to the administration staff of BMT and an interview for two managers the human resources manager and the staff manager. The results obtained from the questionnaire show that English language is vital for the administrators to acquire, and they are aware of their needs and objectives.

The data obtained from the managers' interview show that the main problems that hinder the administration staff from reaching their goals and satisfying their needs are due to their limited of English background and being so busy to take some English courses.

To conclude, the administration staff need at first General English to get basis of the English language then, they could carry on with program specialized in Maritime English, Business English and Technical English.

All in all, from the obtained results, our findings support our hypothesis which states that BMT administration staff faces difficulties in using English effectively thus there is a need for courses that would take into consideration the needs of the population under study.

General Conclusion

In this present work, we have started by shedding light on the key elements of our study that is English for specific purposes, needs analysis and the background of the port of Bejaia focusing on Bejaia Mediterranean Terminal (BMT). In the second chapter, we analyzed the data we gathered through a questionnaire designed for the administration staff and an interview which took place at the port with two manager of the administration staff, (staff manager and human resources manager). These findings provide us with answers to our research questions:

- What are the main difficulties that the administration staff faces using English language?
- What are the needs of the administration staff?

The results of this research are that the administration staff encounters some difficulties such as a limited English background, lack of time to follow English courses. So, from what proceeds, we can state the following suggestions :

- Get some courses in General English throughout they will study the four language skills (speaking, listening, writing and reading).
- Follow some courses in Maritime English, Business English, Technical English, and other types of English such as English for computing, marketing...

The result of this present research confirmed our hypothesis, so, put it in a nutshell important to master english language at the port and get some courses which will provide the needs of each administrator following his/her objectives in his/her domain.

- More attention should be given to the mastery of maritime English.
- Courses should be designed and delivered for the staff of BMT
- At the university level, efforts should be made so as to implement master specialization in ESP in general and Maritime English in particular.

Limitation of the study:

Throughout the present study, we have encountered many constraints:

- Firstly, we have sent the questionnaire, and nearly nobody could answer in English, so we translated it into French.

- Secondly, we have sent the questionnaire in French version by e-mail to the human resources manager to hand it to the administration staff, unfortunately we did not receive any answers until two months because of their busy work.
- Thirdly, we have handed the questionnaire to fifty people only ten were returned which were not enough to start analyzing, so we have handed twenty five other questionnaire, later we received sixteen other answers.
- Finally, while analyzing, many questions were without answers and some others did not follow the instruction given, thus these could affect the generalization of the results.

Finally, we hope that this research work has brought something new and beneficial to our participants. Hence, this work may be a starting point for other future investigations.

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Appendices

Appendix 01 : The administration staff questionnaire

Appendix02 : The manager interview

Appendix03 : Organigram

The appendice01 : the administration staff questionnaire

This questionnaire is a tool for investigating Needs Analysis of the administration employees at the port of Bejaia .It is a master research work on English for Specific Purposes(ESP) .We will be very grateful if you provide us with full and honest answers by choosing the appropriate answer or answers among the provided ones. Your answers will be kept anonymous and will be used only for the research purposes. Thank you for your corporation.

The researcher.

1- Personal Information

Gender: Male Female

Age:

Position:

Section 02: English Background

Question04: How many years have you studied English?

Question05: Have you studied English outside the school or university? Yes / No

If yes, have you studied English?

- a- For your own pleasure
- b- For work
- c- For obligation
- d- Others. Specify

Question 06: Have you studied English at work place, at the port? Yes / No

If yes, how long have you studied English?

Question07: Do you face difficulties using English language? Yes/ No

Question08:If yes, your main difficulties are due to?

- a- Reading and comprehending e-mails, reports...etc

- b- Communicating with English language speakers
- c- Writing e-mails, reports...etc
- d- Using technical terms
- e- Others. Justify

Question09: Is it hard to learn English language? Yes / No

Question10: If yes, your main reasons of difficulties are:

- a- You don't have effective teachers
- b- You are not interested on the program
- c- You don't have a background on English language
- d- You have a limited knowledge on English language
- e- Others. Specify.....

Question11: how do you evaluate your level in English?

- a- Excellent
- b- Very good
- c- Good
- d- Average
- e- Bad
- f- Very bad
- g- No opinion

Section 03: Needs Analysis

Question 12: Tick the answer which suits you the best

<u>statement</u>	I totally agree	I agree	Neither I agree nor disagree	I don't agree	I totally disagree
Acquiring English language is very important for my work.					
Maritime English is useful and important					
Business English is useful & important					
I need to communicate in English					

Question11: Rank the following English language skills in terms of importance in conducting your future job or study (Please rank using numbers from 1 to 4, with 1 being most important to 4 being least important)

1. Speaking

2. Listening.

3. Reading.

4. Writing.

Question13:How important is it to have an acceptable level of English proficiency to perform your future job or study effectively?

1. Very important
2. Somewhat important
3. Little important
4. Not important

Question 14:How much time do you think is necessary for you to learn English every week?

- a- 1. 30 hours
- b- 4:00 hours
- c- 6 hours
- d- Other. Justify your answer.....

Question15: what type of English do you need?

- a- General English
- b- Business English
- c- Maritime English
- d- Both Business and Maritime English
- e- All of them

Explain why:

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Section 04: “Further suggestions”

Question 16: please give any other suggestion(s) or recommendation (s) about our topic of research.

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Appendix 02: Managers' interview

I am a master II English student at the university of Bejaia, I am conducting a research entitled “ Needs Analysis of the Administration Staff at the Port of Bejaia” for this reason, interviewing the managers of BMT will contribute effectively to reach our aim.

Question 01: Do you think English language is important at work place?

Question02: Do the administration staff study English language at the port?

Question03: what kind of English was proposed to the employees?

Question 04: what are the advantage and disadvantages of learning and mastering English language at the port?

Question05: According to you, what may be the reason behind the weaknesses of the administration staff?

Question06: what do you suggest to improve the level of the administration staff?

Question07: according to you, what kind of English is needed for the administration staff?

Question08: would you please explain us in few words what BMT is?

Question 09: How many employees does BMT have?

Question10: Do you think English language is important at the port?

Question11: Do you think giving English courses at the port is a good idea? Explain?

Question 12: what do you suggest to solve the problem?

Question 13: According to you, what kind of English is needed for the administration staff?

Organigram

