

The Factors behind Learning English for Academic Purposes: The Case of Ain Chock Faculty of Letters and Humanities Casablanca

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Abstract

The objective of this study is to explore the status of English for Academic Purposes in terms of factors, content, methodology and assessment, among Moroccan English Department students. A cross-sectional design constitutes the methodology of this research wherein a sample of fifty-two students completed a Google form questionnaire using non-probability voluntary sampling. Although this study is a small-scale study that cannot be generalized, the results revealed that students choose to study English for Academic purposes for extrinsic motivational factors, especially to get a job in teaching, set up a business or travel abroad. The content of the courses focuses mainly on printed materials. The methodology is mainly teacher-centered based on delivering lectures and module-specific activities. Assessment is mainly summative in nature. Therefore, students provided many recommendations.

Keywords: English for Specific Purposes, English for Academic Purposes, ESP course design, ESP syllabus

1.Introduction

There are more than thousands of languages spoken nowadays in the world. English is spoken by the majority of people around the world because of many reasons. English is considered as the lingua franca of the world. That is, it is the language of wider communication among people of different linguistic backgrounds. Accordingly, this study aims to research the reasons behind learning English for Specific Purposes by some learners in Morocco. This topic has not been investigated before in Morocco. It takes the case of English for Academic Purposes (EAP) students in Casablanca, which is the economic capital of Morocco. In fact, the majority of ESP learners are workers, and they need English for a variety of purposes. These are doctors, engineers and merchants, among others. They usually deal with other professional communities from abroad. They need to communicate with each other. Hence, they need English since it is the lingua franca of the world as the majority of people who have different languages resort to English for the sake of communication and understanding. However, there are many other factors which need to be investigated to know why exactly those people study English after they got jobs and devote some of their time and money to its study.

The factors that push learners to study English for Academic Purposes are hypothesized to be the want to get a job or the will to be integrated in society. The questions that the study intends to answer are the following:

1. What are the profiles of students who study English for Specific Purposes?
2. Why do students study English for Specific Purposes?
3. What do students study in English for Academic Purposes?
4. How do students study English for Specific Purposes?
5. How are students assessed in English for specific purpose classes?

These questions are going to be answered through cross-sectional surveys of Moroccan EFL learners. The version of the questionnaire is attached in the appendix.

2. Review of the literature

English is considered the official language of many countries around the world. It is considered as a second or a foreign language in the rest of the world. In Morocco, it is considered a foreign language compared to French which is considered a second language.

Hence, its estimated speakers amount to 400 million. By the year 2020, almost two billion people of the world will have been able to speak and communicate in English as estimated by the British Council. Hence, one can communicate with almost half of the world just in English. Hence, professionals want to learn English to access media and communicate with English speakers worldwide. English for Specific Purposes is used to achieve this purpose. The latter was developed in the last half of the twentieth century due to three main factors. Moreover, it has several approaches, characteristics and types. It makes use of different materials and different assessment styles based on the notion of needs analysis. In this chapter, the definition of ESP along with its approaches, characteristics and types will be fully discussed.

2.1 The Definitions of ESP and EAP

Several are the definitions which have been provided to ESP and EAP. The frequently cited definition is the one provided by Hutchinson and Waters (1987) who stated, "ESP is an approach to language teaching in which all decisions as to content and method are based on the learner's reason for learning" (p.19). Thus, ESP conducts the so-called needs analysis whose results serve as the starting point for building the syllabus and choosing the teaching methods. According to Mackay and Mountford (1978, p. 2), "ESP is generally used to refer to the teaching of English for a utilitarian purpose". In other words, clarity and unification of the purpose are what defines ESP. English is a means to an end and not an end itself. Similarly, Anthony (1997) argued that:

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. (pp. 9-10)

English for Academic Purposes is a branch of ESP. According to Richards and Schmidt (197), EAP is defined as:

English language courses designed to help learners study, conduct research, or teach in English, usually in universities or other post-secondary settings. Such courses may prepare students to take tests such as TOEFL or IELTS, they may prepare students to be able to deal with listening, speaking, reading and writing demands in academic courses, and may also address study skills. EAP

is a branch of English for Special or Specific Purposes and based on the study of how language is used for academic purposes.

Hence, there are several definitions of ESP and EAP. Some definitions were general as they define ESP as the teaching of English for a purpose which can be specified, whereas others define ESP by specifying the purpose as vocational, academic and professional.

2.2 The Origins of ESP

Various are the factors that have led to the emergence of ESP in the second half of the twentieth century. Generally speaking, these factors can be summarized in three main ones. According to Hutchinson and Waters (1987, p.12), these reasons are the demands of a Brave New World, a revolution in linguistics and a focus on the learner.

2.2.1 The Demands of a Brave New World

The period after the Second World War marked the dominance of the United States and the fall of the Soviet Union. Hence, the English language of the United States has become a medium of international communication as most countries deal with the United States. Moreover, the Oil Crisis of the early 1970s led to the flow of Western money and trade to rich countries, which brought with it English as a language of commercial exchanges.

2.2.2 The Linguistic Revolution

The last half of the twentieth century has also witnessed a revolution in linguistic theories. Language was viewed as a set of rigid rules in the era of Structuralism and Behaviourism. The emergence of functionalism has changed the equation in that language has become viewed as a means of communication. Moreover, there are rules of use without which rules of usage will be useless. Language is governed by the communicative situation. Hence, participants, their relations and the setting seem all to affect language. Furthermore, studies in sociolinguistics have thrived in that language is affected by many geographical, social and situational variables such as geography, age, gender, sex and the like. Accordingly, the teaching of languages has become updated with Language for Specific Purposes.

2.2.3 The Focus on the Learner

The focus was on the teacher in the traditional language teaching methods, such as the Grammar Translation Method and Audio-lingualism. In the modern age of the Humanistic and the Communicative Approach, the focus was shifted to the learner who is put at the heart of teaching because he or she is the one for whom the teacher teaches. Hence, the learners' needs, feelings and wants have started being taken into consideration. This trend was crowned by ESP which is purely a learner-centered approach to teaching English as it takes of its purpose the learners' needs, styles and wants.

2.3 The Characteristics of ESP

As was seen in the definitions above, ESP is characterized by focusing on the needs of the learners. Strevens (1988) along with Dudley-Evans and St John (1998) developed two slightly different taxonomies of ESP characteristics. They both classified these characteristics into absolute and variable characteristics.

2.3.1 Strevens' (1988) Taxonomy of ESP Characteristics

Strevens (45) made a distinction between four absolute and two variable characteristics. Concerning absolute characteristics, ESP is needs-based, content-based, situational language-based and in contrast to general English. As for the variable characteristics, ESP is skill-restricted and methodology-free.

2.3.2 Dudley-Evans and St John's (1998) Taxonomy of ESP Characteristics

Dudley-Evans and St John (1998) offered a slightly modified version of Streven's characteristics. They also divided the characteristics of ESP into absolute and variable characteristics. For absolute characteristics, they include meeting learners' specific needs, using discipline methodology and activities, the appropriateness of grammar, lexis and register to the activities. As for variable characteristics, ESP is said to be designed for a specific discipline, based on a different methodology from that of general English, designed for tertiary adult learners at high schools or at university. Besides, ESP targets intermediate and advanced language learners, and it assumes a basic knowledge of the language. It can be noticed that the feature of ESP is in contrast to general English which is removed in Dudley Evans' model.

2.4 Types of ESP

Three types of ESP are identified by Carter (1983). These include English as a restricted language, English for Academic and Occupational Purposes and English with specific topics. The first type views language as a restricted language. That is to say, its register and domain of use are restricted to a particular profession and situation. For instance, the language used by air traffic controllers is restricted to the domain of air traffic control. The second type of ESP is English for Academic and Occupational Purposes (EAOP). This, in turn, consists of English for Science and Technology (EST), English for Business and Economics (EBE) and English for Social Studies (ESS). English for Technicians can be classified as English for Science and Technology (EST) and English for Occupational Purposes (EOP), whereas English for Medical Studies is categorized as English for Academic Purposes (EAP) and English for Science and Technology (EST). The third and last type is English with Specific Topics. This is based on the situational and authentic language needed for conferences, seminars and the like.

2.5 Content and Methodology of ESP

What to teach and how to teach it is determined by students' needs in ESP courses. Hence, a needs analysis is often conducted before orienting or enrolling students in an ESP course. Needs analysis is conducted through various methods, the chief of which are questionnaires and interviews.

Teachers of ESP make more efforts in preparing the course than teachers of general English. In terms of delivery, a syllabus can be *a priori* or *a posteriori*. According to Richards and Schmidt (2010, p. 30),

In language teaching, a distinction is sometimes made between two kinds of syllabuses. A syllabus prepared in advance of a course, and used as a basis for developing classroom activities, may be referred to as an *a priori* syllabus. This may be contrasted with a syllabus which is not developed in advance but which is prepared after a course is taught, as a “record” of the language and activities used in the course (an *a posteriori* syllabus). And an *a posteriori* syllabus is sometimes called a retrospective syllabus.

An ESP course is usually an apriori syllabus as it is predefined on the basis of students' needs and objectives.

Another distinction is made in terms of the content or the syllabus of the language course. Hence, there are structural, notional and functional syllabi in addition to the skill-based syllabus, task-based syllabus, and content-based syllabus. The structural or grammatical syllabus is based on grammar and structures. A notional-functional syllabus covers the functions of the language used in communication, such as apologizing, complaining and requesting. The situational syllabus encompasses real or imaginary situations in order to teach the language that occurs in those situations. A skill-based syllabus is based on teaching the specific skills of the language. Besides, a task-based syllabus aims to teach language by making use of specific tasks that learners should complete. It is based on social, communicative and cognitive processes. Moreover, content-based syllabi use language to teach ideas and content rather than language itself. For instance, Moroccan students learn science in French when they go to universities.

Dudley Evans and St John (1998) proposed case studies and project work. Students can integrate many skills and competencies in case of studies and project work. The most widely used teaching approaches in ESP are the Content-Based Approach and Task-Based Approach. For Content-Based Instruction, it is also called Content and Language Integrated Learning (CLIL). According to Richards and Schmidt (2010, p.125), Content-Based Instruction is defined as follows:

A method that integrates language instruction with subject-matter instruction in the target language, for example, studying science, social studies or mathematics through the medium of English in a content-based ESL program. Examples of content-based instruction include immersion, language across the curriculum, and sheltered English.

This approach simply teaches the content in a second or foreign language. There is also an approach to teaching English for Academic Purposes. According to Richards and Schmidt

(2010, p.14),

Adjunct course in teaching language for academic purposes, an approach to Content-Based Instruction in which a language course is linked with a content course in an academic area, such as an English course that is linked to a course in economics. The adjunct course is designed to give students the language skills necessary for success in the content course.

In Morocco, students usually study the translation of terminology course as a language course along with the scientific course as a content course in that the former is an adjunct to the latter.

In addition to the Content-Based Approach to ESP, there is the Task-Based Approach. It is also known as Task-Based Instruction or Task-Based Learning. This approach was formulated by Prabhu (1990) in the last decades of the twentieth century. It came in the age of the Communicative Approach to language teaching and learning.

2.6 Assessment in ESP

A distinction is often made between evaluation and assessment. Evaluation is usually used of a program, whereas assessment is used of individuals. Assessment is used to measure the performance of an individual, whereas evaluation is used to judge the extent of attaining the goals. In the context of ESP, evaluation usually concerns the extent to which an ESP program has attained its goals in fulfilling the needs of the learners. Assessment in ESP courses is used to gauge the performance of each learner throughout the stages of learning. Hence, assessment can be categorized in terms of time and means.

2.6.1 Diagnostic, formative and summative assessment

Depending on time, assessment can be diagnostic, formative and summative. Diagnostic assessment is conducted at the beginning of the ESP course, and it aims to identify the points of weakness and, hence, students' needs. Formative assessment is usually conducted in the middle of the course, and it aims to give continuous feedback on students' assimilation of the course. Summative assessment is conducted at the end, and it forms the basis of ranking students and granting them degrees. Diagnostic assessment is the most important type in ESP

courses as it reveals students' needs. Other types of assessments are also important because they serve to give continuous feedback on the course, as well as to determine students who will be rewarded because of their successful completion of the course.

2.6.2 Traditional and Alternative Assessment

There are traditional and alternative methods of assessment. Traditional methods include paper-based tests. Students are usually provided with written quizzes and tests in which they have to reproduce what they have memorized from the course. Success is determined by the degree of memorization and retrieving information. These traditional methods of assessment, which are, in fact, still practiced, are the inheritance of the behaviorist era. In the emergence of the Communicative Approach, an alternative assessment was recommended. Alternative assessment seems to be in line with the principles of ESP. This mode consists of conducting real-life examination situations. It consists of portfolios, project work and task completion. This mode simulates students' use of learnt English. Hence, it is more valid to test the extent to which students' needs and reasons to learn the language have been fulfilled.

3. Method

The practical part of this study aims to prove the hypothesis that English Department students at the Faculty of Letters and Humanities in Casablanca learn English for Academic Purposes in order to get a job and be open to the public market. Accordingly, fifty-five English department students from faculty of letters and humanities of Ain Chock Casablanca were asked to complete a survey. The survey was designed and submitted online, using Google forms. The sample of the study targeted the Facebook group of the English Department at Ain Chock Faculty of Letters and Humanities, Casablanca (Morocco) in May, 2019. The current section will shed light on the adopted research approach, research hypothesis and questions along with data collection and analysis.

3.1 Research Approach

The current study makes use of triangulation of quantitative and qualitative data departing from a pragmatic stance. On the one hand, the quantitative approach is supposed to quantify human experiences in numbers and statistics. In this context, the frequency of learning English at home and faculties are going to be revealed among Moroccan English Department

students. On the other hand, the qualitative aspect of the study is manifested in asking open questions about students' needs to learn English. Cross-sectional design is also adopted in that a sample of students from different semesters responded to the questionnaire. In brief, combining the two approaches is supposed to give more validity and reliability to the study.

3.2 Research Hypothesis and Questions

It was noticed that many Moroccan EFL learners enroll in English Departments without having clear reasons to learn the language, especially English for Academic Purposes. Therefore, EAP was chosen as one of the English for Specific Purpose approaches that learners take unknowingly in higher education. The study takes the case of Ain Chock faculty as the research site.

The hypothesis upon which the study is based is that the factors which push students to study English for Academic Purposes are hypothesized to be the want of being a global citizen and getting a job. The questions that the study intends to answer are the following:

RQ1) What are the profiles of those who study English for Specific Academic Purposes?

RQ2) Why do students study English for Specific Academic Purposes?

RQ3) What do students study in English for Specific Academic Purposes?

RQ4) How do students study English for Specific Academic Purposes?

RQ5) How are students assessed in English for Specific Academic Purpose classes?

They are going to be cross-sectionally investigated through surveys administered to Moroccan EFL learners.

3.3 Sample

A sample of fifty-two students responded to the survey through non-probability voluntary sampling, and their gender, age and education levels are as follows: Females constitute 56.4% of the sample, whereas males constitute 43.6%. Gender is not taken as a research variable. However, it can influence the needs and reasons for choosing to study English. Hence, gender is taken as an extraneous variable. Age is also an extraneous variable in the current study. 76.4% of the sample are young people aged between 18-24 years old. This is the normal age of students who follow their university studies in the Licence (Bachelor) degree programs in

Morocco. Students represent 81% of the sample. The rest of the sample represents students and employees at the same time. Noteworthy is that those employees can follow their education because it is a constitutional right in Morocco. However, some faculties require the authorization from their directors who usually refuse to grant such permissions due to public interest reasons.

3.4 Data Collection Procedures

The data was collected online through a Google form survey. A questionnaire of fourteen items was designed and pilot-tested on the basis of the framework of ESP discussed in the review of the literature chapter. Then, it was posted in the English Department Facebook group with a short statement requesting students to fill in it. The sample was restricted to English Department students, especially in the sixth semester in the Bachelor Degree program. Fifty-five students fill in the questionnaire, which constitutes a small-scale study. The response rate varies from one question to another as the sampling was voluntary.

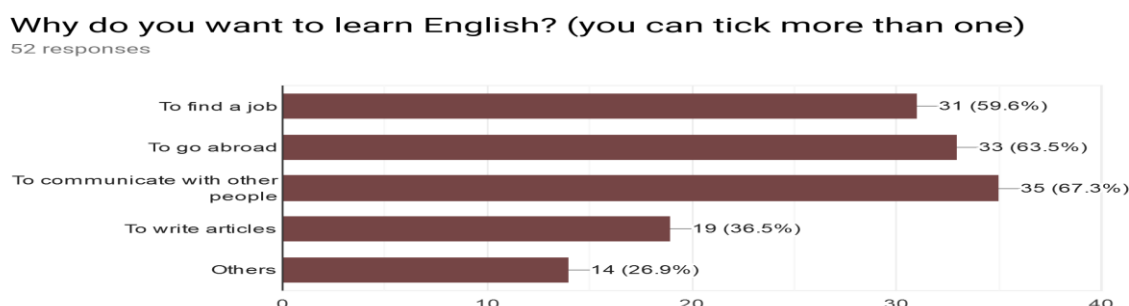
4. Data Analysis

The data of the current study is analyzed in four main sections. The first section concerns the background information of the participants. The second section concerns the objectives of learning English. The third section consists of the content and methodology of EAP. The fourth section concerns the modes of assessment in EAP.

4.1 The Objectives and Reasons for Learning English

Concerning the objectives of studying EAP, the majority of enrolled students have a common pattern of objectives and needs. Their needs vary from one individual to another.

Figure 1. The reasons behind learning English



The majority of the sample reported that they wanted to learn English in order to communicate with other people. The second cited reason is to go abroad as there are many language exchange programs and student mobility like the European Community Action Scheme for the Mobility of University Students (ERASMUS) and Fulbright. Moreover, the third reason for learning English is to find a job. This is extrinsic and instrumental motivation. The fourth reason which academic and which consists of writing articles in English, 36.5% opted for learning English to write articles.

Concerning the fifth item of the questionnaire, it aims to generate qualitative data on the reasons behind learning English. One respondent said, "It's the world's number one language & it's more interesting & funny than French or Spanish". Another one argued that "To acquire languages is beneficial in communicating with speakers from other cultures, especially English since it is a global language. Also it is helpful in finding a job". Other reasons are reported in Table 1:

Table 1. Intrinsic and extrinsic factors to learn English

Intrinsic factors	Extrinsic factors
Passion to learn it, the willingness to have a new skill, learning per se	Traveling, being an international language, being open to the world, being able to get a job (teacher), being equipped to discover the world, being able to communicate with others

Students learn English mainly because of extrinsic factors. Getting a job and improving professional life are the most cited factors by students. Moreover, students also have the passion to travel abroad and discover new cultures. The love for English is the uniquely most cited intrinsic factor behind learning English.

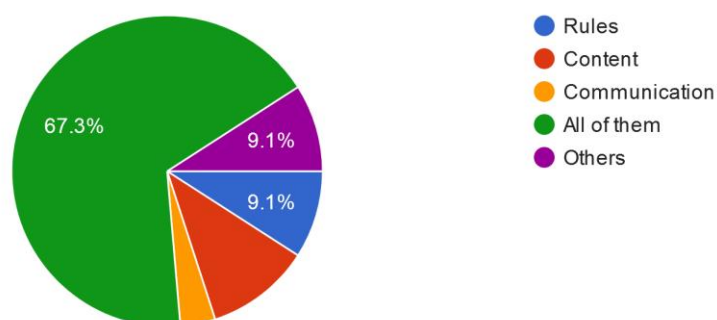
4.2 The Materials Used in Teaching English

The materials used to teach English are called a syllabus. They differ from the curriculum in that the syllabus is specific, whereas the curriculum is general as it includes objective, content, methodology and assessment. The syllabus of the investigated classes is as follows:

Figure 2. Types of syllabus

What do you study in the English classroom?

55 responses

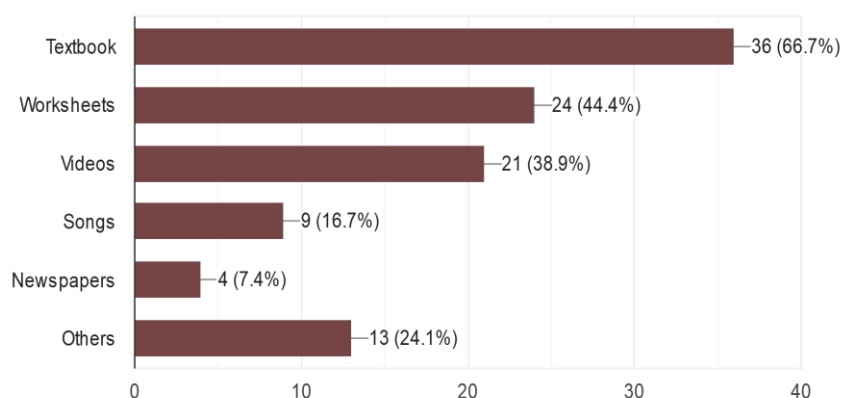


Students study with a structural, functional and content-oriented syllabus. The combination of all these is the characteristic of English for Academic Purpose. EAP is an ESP which is not restricted to a specific field, so much so that it is based on academic and standards forms of English.

Figure 3. The teaching materials

What materials does your English use the most to teach you English?

54 responses



The most common teaching material is the textbook, that is, the set of sheets teachers put in the photocopy center. Worksheets come second in the most used materials. Videos are the third most used teaching materials. Songs are the fourth-ranked teaching methods. Newspapers are scarcely used although they form authentic materials of teaching and

learning English.

As to the eight question on the materials and their names to learn English, they are thematically analyzed. Print materials comprise mainly handouts. Information Communication Technology materials are data show; games and role-play; overhead projector, YouTube, Portable Document Files (PDF) and slides. Authentic materials are songs, movies and short stories. These materials have topics on linguistics and literature as two main majors in English Departments in Morocco. This leads us to the ninth question on the nature of such materials.

As to the nature of the materials used by students, they usually focus on the content rather than the title. Students cited Grammar in Use in linguistics and Animal Farm as well as Year of the Elephant in literature. In general, students study modules on composition, grammar, spoken English and study skills in the first year of the undergraduate program. They move to advanced grammar, translation, public speaking, American culture and media studies in the second year, while they can choose their branch of specialization, either in linguistics or literature in the third year of the Licence Program. Some universities like Moulay Ismail University in Meknes do not offer the option for students to choose their branch. It is their end of studies research papers that determine their major.

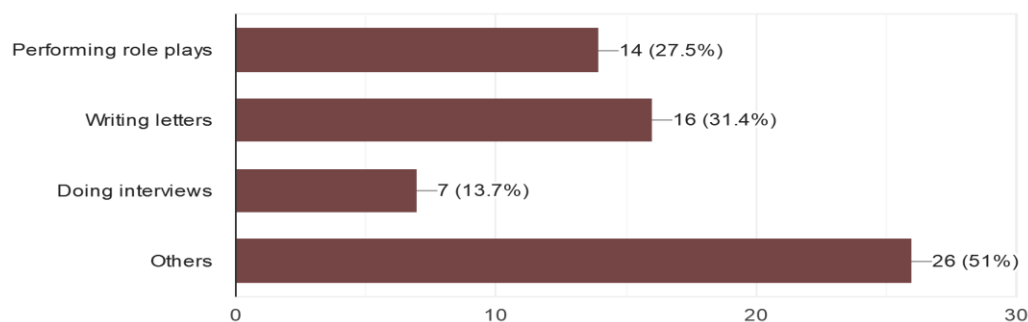
4.3 The Methodology of Teaching EAP

The methodology followed in EAP should be distinguished from other courses. This is the hypothesis upon which the study is based as many learners learn EAP in English Departments in Morocco. The most predominant methods are lectures. Moreover, distance education courses have started being widespread in Morocco. Some universities share lectures on YouTube. Furthermore, learners can join learning management systems (LMS) such as Modular Object-Oriented Dynamic Learning Environment (Moodle) and Massive Open Online Courses (MOOCs) platforms for distance studies. In general, the activities used in EAP are reported as follows:

Figure 4. The activities of teaching EAP

Which of the following activities do you use the most while learning English?

51 responses



It seems that the majority of learners make use of different activities apart from the communicative role-plays, interviews and letters.

As to the eleventh question, it is about the activities students use to learn English. Students can use other activities apart from lectures, which are the typical mood of teaching in Moroccan English Departments. However, students practice speaking in public speaking modules by doing presentations and writing in composition. In modules of literature and extensive reading, students are supposed to read. Discussion is also used as an activity as reported by students. Listening is implicitly taught as university teachers give lectures, mainly in English. Moreover, students learn how to note down the main ideas as teachers rarely use the whiteboard, and they present materials mainly PowerPoint slides. Students also learn in groups, chat in English, watch movies and practice English by talking to the mirror, for instance.

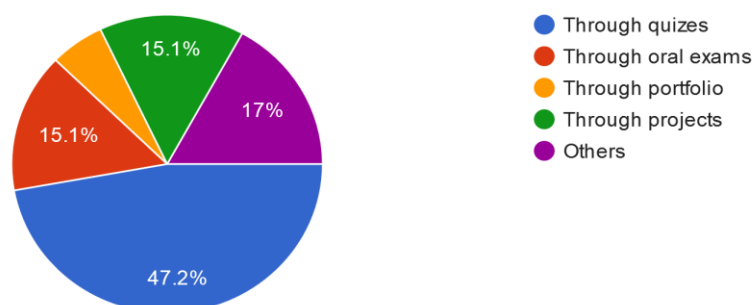
4.4 Methods of Assessment in EAP

The ways of assessing students in EAP are various. However, some teachers stick to paper-based tests as can be shown in Figure 5.

Figure 5. Modes of assessment

How does your English teacher assess your English?

53 responses



Normally, students have to compose portfolios and even academic papers. However, these are kept as a summative assessment tool in Moroccan English Departments in Morocco due to the huge number of students who are enrolled. These are used to assess high levels of language advancement.

The thirteenth question asks students to report their weaknesses and strengths in English for the sake of self-assessment. Moreover, these statements are taken as needs upon which teachers should work in the future in case they are reading this research paper.

Table 2. Strengths and weaknesses in learning English for academic purposes

Strengths	Weaknesses
Communication	Vocabulary, grammar and pronunciation

These are the most frequently cited strengths and weaknesses. Worth noting is that students have different strengths and weaknesses. Moreover, some students reported other weaknesses, such as being afraid of mispronunciation and or shy to speak in public. These weaknesses can be attributed to the instruction students received in the high school grades where pronunciation is never tested, and the whole focus is on grammar, comprehension and writing.

In general, the teaching of EAP is done for many reasons which affect the objectives of the course, the type of content, the methodology and the assessment modes. Therefore, most

frequently cited reasons by students to learn English are to communicate with others, to go abroad and to find a job. However, the content focuses on very academic subjects like linguistics and literature, which do not help students a lot. The content is mostly about giving students books and worksheets to cram to vomit, so to speak, what they crammed on the exams, applying the common Arab saying "Our merchandise is returned to us". The activities are traditional as they are based on lectures with minimal trends to foster distance education as the university teachers need training in this newly arising field. Assessment is also traditional as it is based on paper and pencil tests.

5. Discussion

The results of this small-scale study have revealed that English for Academic Purposes is learned with mostly extrinsic reasons, various materials, module-specific methodology and summative assessment. English for Academic Purposes, as opposed to English for Occupational Purposes, is taught not only in specialized fields like engineering, medicine and mechanics. It is also taught in Moroccan English departments. This is because English Departments in the Moroccan Faculties of Letters and Humanities focus on equipping students with study, research and teaching skills, which is in line with some studies. According to Flowerdew and Peacock (2001), EAP is about "the teaching of English with the specific aim of helping learners to study, conduct research or teach in that language" (p.8). To achieve this, students have to follow a certain methodology. In EAP courses, students are supposed to "read textbooks, listen to lectures, write essays and do library research" (Flowerdew & Peacock, 2001, p.17). This is what most students do in Moroccan English Departments according to course descriptions.

As to the materials, students reported using various materials, especially the one related to Information Communication Technology. This is in line with Dudley-Evans and St John (1998) who argue that variety is an important motivating factor of EAP courses and materials. Students mostly use hand-outs, short stories and novels. The latter form authentic materials that are more likely to improve the proficiency of students in English. Moreover, the reliance on ICT materials is one of the frequently reported practices in EAP courses. This agrees with the finding of Atai and Dashtestani (2013) who found out that stakeholders and students had positive attitudes toward using the Internet in academic reading comprehension

instruction and expressed their willingness to improve their reading through online EAP courses in Iran.

The methodology of teaching EAP depends on the module type. For instance, students write essays in the composition module. They normally learn the mechanics of writing, including punctuation and capitalization. In public speaking, they practice speaking by learning to overcome fear and delivering their speech using body language. In literature stream modules, students learn English by reading. Therefore, each module has specific activities for students to do. However, teachers mostly give lectures to undergraduate students in view of the large number of enrolled students, which minimizes the chances of students to practice their language.

Last but not least, assessment is mostly summative in English for academic purposes. Students are supposed to take a final exam at the end of each semester. It is only in the master programs where the assessment can consist of paper-based assessment and alternative assessment tools, such as portfolios. Accordingly, we can conclude that the large number of students in the undergraduate program has implications on the methodology and assessment procedures adopted in teaching English for academic purposes.

Conclusion

All in all, the current study aimed to investigate English for Academic Purposes among a small sample of English Department students in terms of objectives, content, methodology and assessment. In fact, English for Academic Purposes is one face of the English for Specific Purposes. The study departs from a pragmatic stance by triangulating quantitative and qualitative data by questionnaire in a cross-sectional design that targeted fifty-five students sampled by voluntary sampling in the English Department of Hassa II University, Faculty of Arts and Humanities, Ain Chok, Casablanca, Morocco.

The findings revealed that Moroccan university students in English Departments in Casablanca Faculty of Letters and Humanities study English along with the principles of literature and humanities to get a job, communicate with others and travel abroad. Students use several activities depending on the nature of the module. The materials are mostly

worksheets and lesson summaries. The methodology is traditional in that students cram lessons and put them back on exams. However, students learn by themselves by chatting, listening to music and watching movies. The modes of assessment are summative end of terms paper-based and oral tests. Portfolios and research projects are only in the last semester of the BA program. Hence, teachers should vary their teaching methodology by integrating recent methods and distance education programs.

The limitations of the study are various. First of all, non-probability voluntary sampling and a small scale study do not allow for generalizing the findings of the current study. Moreover, the study makes use of one research instrument, which is the questionnaire. This does not allow for cross-checking the data by different instruments. However, the questionnaire contained closed-ended and open-ended questions, which allows for the triangulation of quantitative and qualitative data. Last but not least, the study is restricted in the research site as just one faculty has been selected for the sake of accessibility.

Accordingly, the current, study has many recommendations and suggestions for practice and further research. First, it is recommended that teachers should conduct needs analysis before starting their courses and for improvement in the next years. Moreover, further research can make use of observations of classes and interviews with teachers and students from more in-depth data.

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Appendix: Questionnaire

The present study aims to investigate the factors behind studying English in Moroccan English Departments, taking the case of the Faculty of Letters and Humanities at Ain Chok, Casablanca. The research is for purely academic purposes. All the information you will provide will be kept strictly anonymous. We would like to thank you in advance for the time and effort you invest in the completion of this survey.

Please, circle the right answer.

☐ Female

2. What is your age?

☐ Between 19 and 24;

☐ Between 25 and 30;

☐ Between 31 and 35:

☐ Above 35

3. Are you a student or an employee?

☐ Student

☐ Employee

☐ Others

Section II: The Objectives and Reasons behind Learning English

1. Why do you want to learn English?

☐ To find a job

☐ To go abroad

☐ To communicate with other people

☐ To write articles

☐ Others

2. Could you say briefly why you want to learn English?

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III. The Materials Used in Teaching English

1. What do you study in English?

- ☐ Rules
- ☐ Content
- ☐ Communication
- ☐ All of them
- ☐ Others

2. What materials does your English teacher use to teach you English?

- ☐ Textbook
- ☐ Worksheets
- ☐ Videos
- ☐ Songs
- ☐ Newspapers
- ☐ Others

8. Could you please specify those materials and their names?

9. In case you learn English through the textbook, what is its title?

IV. The Methodology in Teaching EAP

1. Which of the following activities do you use the most while learning English?

- ☐ Performing role plays
- ☐ Writing letters
- ☐ Doing interviews
- ☐ Others

2. Please, specify the activities you do in the classroom.

V. Assessment

1. How does your English teacher assess your English?

- ☐ Through quizzes
- ☐ Through oral exams
- ☐ Through portfolio
- ☐ Through projects
- ☐ Others

2. Please, describe briefly your weaknesses and strengths in English.

If you have other comments, feel free to add them:

Thank you so much ☺