

Appendix A:

The following questionnaire aims to investigate learners' preferred learning styles . Learners are asked to respond according to the following key: 1 = 'No'; 2 = 'A little'; 3 = 'Good'; 4 = 'Best'.

1 I like to practice the sounds and pronunciation.	1 2 3 4
2 I like the teacher to tell me all my mistakes.	1 2 3 4
3 In class, I like to learn by conversations.	1 2 3 4
4 I like the teacher to explain everything to us.	1 2 3 4
5 I like to learn many new words.	1 2 3 4
6 I like to learn by talking to friends in English.	1 2 3 4
7 I like to learn by watching, listening to native speakers.	1 2 3 4
8 I like to learn English words by hearing them.	1 2 3 4
9 I like to learn English words by seeing them.	1 2 3 4
10 I like the teacher to help me talk about my interests.	1 2 3 4
11 I like to learn English in small groups.	1 2 3 4
12 I like to learn English words by doing something.	1 2 3 4
13 I like to study grammar.	1 2 3 4
14 At home, I like to learn by watching TV in English.	1 2 3 4
15 I like to have my own textbook.	1 2 3 4
16 I like to learn by using English in shops/trains . . .	1 2 3 4
17 I like the teacher to give us problems to work on.	1 2 3 4
18 I like to go out with the class and practise English.	1 2 3 4
19 At home, I like to learn by studying English books.	1 2 3 4
20 In English class, I like to learn by reading.	1 2 3 4
21 I want to write everything in my notebook.	1 2 3 4
22 In class, I like to listen to and use cassettes.	1 2 3 4
23 I like the teacher to let me find my mistakes.	1 2 3 4
24 At home, I like to learn by reading newspapers, etc.	1 2 3 4
25 In class, I like to learn by pictures, films, video.	1 2 3 4
26 I like to learn English with the whole class.	1 2 3 4
27 At home, I like to learn by using cassettes.	1 2 3 4
28 I like to learn English by talking in pairs.	1 2 3 4
29 In class, I like to learn by games.	1 2 3 4
30 I like to study English by myself.	1 2 3 4

Appendix B: questionnaire / interview

The following example shows the questionnaire that Bacha and Bahous (2008) developed for an investigation of English language needs of business students at the American University. Item 1 in the questionnaire inquires the students' perceptions of the relative importance of different language skills, item 2 seeks how they perceive their abilities in the various skills. The remaining items focus on the writing skill in particular.

Students' questionnaire:

Dear students : fill out this questionnaire as accurately as you can by circling the appropriate number according to the following scale (please do not write your name)

- 1- Rank choices 1-4 which skill is most important to your major:
 - A. Reading 1 2 3 4
 - B. Writing 1 2 3 4
 - C. Speaking 1 2 3 4
 - D. Listening 1 2 3 4
- 2- Circle the number that best indicates your perception of your language ability in the major. (1 very good, 2 just good, 3 not good , 4 very weak)
 - A. Reading 1 2 3 4
 - B. Writing 1 2 3 4
 - C. Speaking 1 2 3 4
 - D. Listening 1 2 3 4
- 3- Circle the number that best indicates your writing ability of the below in your major. .(1 very good, 2 just good, 3 not good , 4 very weak)
 - A. Sentence structure and vocabulary 1 2 3 4
 - B. Ideas 1 2 3 4
 - C. Organization 1 2 3 4
- 4- What kind of writing are you supposed to master in your major (4 A lot, 3 sometimes, 2 rarely, 1 never)
 - A. Essay assignments 4 3 2 1
 - B. Essay tests 4 3 2 1
 - C. Letters 4 3 2 1
 - D. Lab and reports 4 3 2 1
 - E. Research papers 4 3 2 1
 - F. Summary of lectures 4 3 2 1
 - G. Note taking in class 4 3 2 1
 - H. Note taking / internet 4 3 2 1
 - I. Other: specify
- 5- To what extent do you improve in the writing needed for the major over the semester? Tick the right option
 - A. A great deal
 - B. A sufficient amount to deal with the course work
 - C. Not enough
 - D. None at all
 - E. Already have a good level
- 6- The teaching of writing should be the responsibility of : tick the right option
 - A. The teacher
 - B. The learner
 - C. Both
 - D. Other: specify

Faculty interview questions: (The following questions are addressed to students' teachers of business)

Do your students have language problems?

Do you use languages other than English in class to explain the material?

What types of language problems do they have?

How do you deal with these problems?

Do you find that students improve by the end of the semester?

Do you think they are improving in their specialist area due to English knowledge?

Appendix C: observation

Anna (ESP teacher) has been asked to provide language support for a small group of care home workers, they have come from an East Asian country to work in a rest home and hospital facility for the elderly in an English speaking country. The care workers are understood to have difficulties making small talk with clients, Anna could observe some of the workers engaged in episodes of small talk with the clients and possibly compare their performance with that of workers seen as having (good language/ communication skills in this area). Anna could develop a protocol to structure her observation. The following is a checklist of the items for inclusion in the observation:

- 1- When and where does small talk take place?
- 2- How is it initiated? What topics are included?
- 3- What kind of questions do the care workers or clients use? (note some sample of language use)
- 4- What kinds of responses do the care workers or clients provide?
- 5- Are any difficulties apparent? (If so, what are they?)
- 6- What appears to keep the episodes going or lead to an abrupt end.
- 7- How long do the episodes generally last?
- 8- How are episodes closed down?