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Department of English

**Raising Business Learners' Awareness through Authentic
Materials in an ESP Classroom Context: Case of 2nd year Students
at the Preparatory School of Economics and Commercial Sciences,
Tlemcen**

*Thesis submitted to the department of English in candidacy for the degree of
Doctorate in ESP*

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I hereby declare that this submission is my own work and that, it contains no material previously published or written by another person nor material which has been accepted for the qualification of any other degree or diploma of a university or other institution. I also certify that the present work contains no plagiarism and is the result of my own investigation, except where otherwise stated.

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DEDICATIONS

To my mother for her unconditional encouragement and support

To Ilyes, my brother

To my sisters, Rabia and Hidayet

To my brother -in -law, Mohammed

To my future husband, Mohammed

To all my friends.

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ABSTRACT

The current study attempts to help our business learners in the Preparatory School of Economics and Commercial Sciences to act effectively in their target language environment. To meet this end, an action research was conducted in three phases. As the first step, three research tools were submitted to analyse the informants' needs, identify their learning gaps and expectations, notably a questionnaire, semi-structured interview and a diagnostic test. Second, training courses were mainly intended to enhance their consciousness of some strategies used to improve their comprehension of authentic business texts. Learners were, finally, tested and interviewed. The results revealed the usefulness of those authentic -based language materials in responding positively to our learners' interests, achievements, cultural awareness, skills and language developments.

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LIST OF ABBREVIATIONS AND ACRONYMS

%: percentages

AC: Action Research

BE: Business English

BMD: Bachelor Master Doctorate

CBA: Content-Based Approach

CBI: Content-Based Instruction

Cert: certificate

CV: Curriculum Vitae

EAP: English for Academic purposes

EBAP: English for Business Academic Purposes

EBE: English for Business and Economics

EBM: International Business Manager

EBP: English for Business Purposes

EFL: English as a Foreign Language

EGAP: English for General Academic Purposes

EGBP: English for General Business Purposes

EHEC : Ecole des Hautes Etudes Commerciales

ELT : English Language Teaching

ENSC : Ecole National Supérieure de Commerce

ENSSEA: Ecole National Supérieure en Statistique et en Economie

Appliquée

EOP: English for Occupational Purposes

EPP: English for Professional Purposes

ESAP: English for Specific Academic Purposes

ESBP: English for Specific Business Purposes

ESL: English as a Second Language

ESP: English for Specific Purposes
ESS: English for Social Sciences
EST: English for Science and Technology
EVP: English for Vocational Purposes
FCAT: Florida's Comprehensive Assessment Test
FL: Foreign Language
GE: General English
IBET: international Business English Training
ITDM: Identifying a Problem
 Thinking of Ways to Tackle it
 Doing it
 Modifying future practice
KAL: Knowledge About Language
L1: First Language
L2: Second Language
LMD: Licence Master Doctorate
TALO: Text As Linguistic Object
TAVI: Text As a Vehicle of Information
TEFL: Teaching English as a Foreign Language

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1.1. Introduction

Business, science and technology are those key-words that are often repeated today. As a matter of fact, globalization has driven our world to an unusual evolution. This latter challenges the globe and a growing demand for interaction occurs in a variety of discourse communities and English the *global language* imposes itself to be mass requirement and a prevalent means of international communication. Consequently, academics, scientists, economists and even politicians called for real efforts to provide and deliver courses in English and more precisely English for Specific Purposes (henceforth ESP) that meet the needs of this new challenging world.

The success of one world market cannot be done apart from unifying the language or to a low extent finding a common language that facilitates the task of communication in the commercial sector. To fulfill this task a sub-branch of ESP has been created and labeled English for Business and Economics (EBE). This latter has been imposed nowadays as one among the most required, desirable and impressive ESP courses all over the entire world.

1.2. Statement of the Problem

In Algeria and in spite of what has been said above in addition to the fact that different ranges of EBE courses have been produced in higher education and academic institutions to prepare learners for their academic and professional careers, our EBE teachers and practitioners are still suffering for the lack of both pedagogical support and materials. They often find themselves in a situation where they are required to design their own materials and courses, as well.

During their courses, teachers make use of some pedagogical materials, focusing on a variety of tasks such as reading texts of both natures adapted and adopted, listening to conversations held in natural settings, focusing at the same time on teaching specialized vocabulary, different writing genres to hopefully enhance the learners' performance ability.

In this respect, authenticity plays an important role in ELT teaching and receives considerable attention in ESP context as it is believed to be a key characteristic of ESP courses. Emphasizing, then, on the cultural aspect while teaching using authentic materials receives a scant attention, most of ESP teachers consider that the aim of the language course is to enable their learners to become communicatively competent in their environment rather than to raise their language and cultural awareness.

At this level, it should be mentioned that using the language in the financial context, either at the academic or professional level, EBE students besides business people, are increasingly required to engage or to be trained in business communication such as reading up-dated materials, answering telephones, agreeing, disagreeing and complaining. All these tasks require something beyond learning about the language. Therefore, to bridge the existing gap between the long and short-term objectives, a cultural knowledge of the target language along with raising learners' language and skills awareness are assumed to be essential for successful interaction, not only at the local but also at the international level.

1.3. The Purpose of the Study

The central concern guiding this current study is first to explore the EBE teaching situation at the preparatory school of Economics and Commercial Sciences, Tlemcen, Algeria. In this regard, key parameters such as: the process of needs analysis and identification, the choice of the teaching materials, the time allotted, skills-focused, teaching methodology and course design are taken into serious consideration.

Another fundamental objective of this present investigation is to scrutinize the effects of teaching through the use of authentic materials. To reach this objective, a set of adopted real-life texts tackling economic themes related to the students' field of study have been opted as an important criterion to devise adequate courses.

As a matter of fact, those authentic materials might be intended not only to develop the learners' required skills and their linguistic ability but to raise their awareness of the cultural aspect associated with. To put it in a nutshell, language authenticity might be used as a way to enable learners to acquire language in its real context while referring to their own culture.

1.4. Research Questions and Hypotheses

To fulfill the already mentioned objectives and conduct this study, a debate of the following question is raised:

- What might be the benefits of making use of authentic materials in EBE courses?

In an endeavor to attain a reliable answer, this aforementioned general research question has been broken down into sub- inquiries, notably:

- Are the range of the teaching materials and the ESP course objectives fundamentally based on the needs of our Algerian EBE learners?
- Do our EBE learners perform better while learning through authentic materials?
- To what extent does the use of authentic materials along with strategy training promote the learners' skills, language ability, and cultural knowledge?

The hypotheses mentioned below have been reformulated to answer the already mentioned questions:

1. The range of ESP courses provided at the preparatory school of economics and commercial sciences does not meet the academic and professional needs of the learners.

2. Teaching through authentic materials is believed to be of significant importance for ESP learners. It may help them to perform better while focusing at the same time on strategy awareness.

3. Receiving strategy- training while teaching with authentic materials may help our ESP learners to function effectively in their discourse environment. In other words, they may promote their reading skills and enhance their language and cultural knowledge.

1.5. ELT in Higher Education

Due to the worldwide role played by English, Algeria, like other countries, adopted it as a foreign language in its education at all levels. At the higher education, the context we are concerned with, this language course is implemented in different fields of study. In EFL department, it is presented as a major subject matter where it is used as a language of instruction of the following modules: Oral and Written Expressions, civilization, Literature, Research Methodology, etc.

In other departments, however, different ranges of English language courses are offered, namely English for Business and Economics (EBE), English for Social Sciences (ESS), and English for Science and Technology (EST). In some departments such as: of Mathematics, Chemistry, Engineering, this compulsory English course is taught mainly by subject-specialists who are post-graduated from English-speaking countries due to the lack of ESP practitioners and the inability of EFL teachers to monitor language courses of a technical and scientific content.

An example of ESS is found at the department of psychology where English course has the position of a compulsory course only at the master level. Students have the choice either between French or English language in their graduation. The great majority of EFL teachers in these departments are part-time

teachers. They are licence, magister or even doctorate holders, but receive no training in English for Specific Purposes teaching.

1.5.1. ESP Teaching Situation at the Preparatory School

Since the early establishment of the Preparatory School of Economics, Commercial sciences and Management, English is introduced as an obligatory course with an allotted time of three hours per week.

Twenty-five (25) students sit for the English course for each group. Attendance to ESP course is obligatory as a result, only a few absences are identified. Learners are taught using two different ways namely traditional and modern ones. The former, in the classroom, is more oriented towards '*talk and chalk*' method by which the teacher is used as the provider and facilitator of knowledge. The basic teaching activities are, for example, imparting learners with economic based-materials, activating their background knowledge through the use of warming up strategies, teaching reading skills, focusing on the grammatical points and the specialized vocabulary that occur more frequently in the text.

The latter, on the other hand, refers to the use of ICT in ESP classroom. The course is taught in the laboratory of languages in which each student makes use of his own computer after registration. The teacher's role is to send audio and /or visual documents and make one-to-one correction. The main teaching tasks are training their oral, listening skills and pronunciation.

1.6. Significance of the Study

The study is a significant endeavor to improve the status of ESP teaching at the Preparatory School of Economics and Commercial Sciences of Tlemcen and to bridge the gap between the learners' educational and occupational needs. Therefore, a set of ESP courses is organized around authentic language.

Authenticity in language teaching is believed to be of great benefit for the learners to learn a language in its social and cultural contexts. It is also known to help them to develop a near native speakers performance, positive attitudes towards that language, increase their motivation, and enhance their comprehension.

Finally, it is to be stated that this current work provides some important insights into ESP course design, materials selection, and teaching skills. It will not only contribute in the field of ESP here in Algeria. But also in the growth of the researcher who is seeking to improve her practice through training sessions. Moreover, it may help also new language teachers at that preparatory school to identify the process of designing suitable courses through the administration of Needs Analysis and Identification.

1.7. Definition OF Key-Concepts

In order to establish a clear picture of theoretical concepts on the research and avoid any ambiguity and misunderstanding, this section is devoted to providing an explanation of some key-terms related to the present scientific investigation.

a. Authenticity: throughout the history of ELT teaching, there has been an increasing amount of literature published on authenticity. Moreover, in an ESP context, it is considered as a key characteristic of course design. According to McDonough and Shaw (2003: 40), authenticity is defined as

a term which loosely implies as close an approximation as possible to the world outside the classroom, in the selection of both language material and of the activities and methods used for practice in the classroom.

B. Text authenticity: It also refers to materials or language authenticity (MacDonald *et al*, 2006). It is known as a real-life spoken or written discourse

performed by native speakers for the purpose of communicating ideas rather than for the educational objectives. In this vein, Bacon and Finnemann (1990) write *"authentic materials are texts produced by native speakers for a non-pedagogical purpose."*

C. Tasks authenticity: It is argued to be about providing learners with real tasks relevant to what they may meet in their professional context. In this end, Nunan (1979: 40) writes they *"require learners to approximate, in class, the sorts of behaviour required of them in the world beyond the classroom"* Quoted in Mishan, F. (2005: 70)

D. Culture defined: though there is no clear-cut definition of the term culture, specialists attempt to define it according to their field of study. In education, Nieto (2010), for instance, explains it as being *"dynamic; multifaceted; embedded in context; influenced by social, economic and political factors; created and socially constructed; learned; and dialectical."*

Other language specialists (Ballard, 1984; Jordon, 1997) go a step further in defining the term culture. In addition to the general culture, they speak about the *academic or disciplinary culture*. In this context, Ballard (1984) write *"each discipline has its distinctive content, orientation, language and methodology which must be organised and learned"* (qtd in Jordon, 1997:98)

E. Language Awareness: It is believed to be a field of growing concern in L1, L2, and even FL teaching; it is also known in Britain as Knowledge About Language (KAL) its aim is to enable students to learn the linguistic rules in formal contexts and enhance their language skills and abilities in general. Donmall (1985:7) defines it as *'...a person's sensitivity to and conscious awareness of the nature of language and its role in human life'*

F. Consciousness-raising: Consciousness-raising or awareness is defined by Rutherford and Smith (1988) as a shared task of both learners and teachers. It includes *"...activities on a continuum ranging from, at one end, the*

intensive promotion of conscious awareness via the articulation of pedagogical rules through to, at the other end, simply exposing the learner to specific grammatical phenomena."

G. Cultural awareness: It is believed to be about raising the students' consciousness about the target culture with reference to their own culture. Valette (1986) defines it as

developing a greater awareness of and a broader knowledge about the target culture; acquiring a command of the etiquette of the target culture; understanding differences between the target culture and the students' culture; and understanding the values of the target culture.

(Quoted in Merrill Valdes (1986 :181)

D. Reading Comprehension: the process of reading comprehension is defined as the readers' effort for decoding written passages and identifying the writer's intention. Goodman (1979) defines it as '*a psycholinguistic guessing game, in which the reader actively interacts with the text to construct meaning*'

1.8. Scope and Delimitation of the Study

In order to narrow down the scope of the present investigation, the process of delimitation is believed to be of vital importance for any research. This latter involves establishing the boundaries upon which the framework is structured.

With reference to the conceptual consideration, some notions have been opted for as a theoretical background in this study such as authenticity and culture in ESP teaching. The principal issue in this dissertation is to teach through authenticity. In language teaching in general, authenticity is considered to be of paramount importance. While a number of explanations have been used as an attempt to define this key_ term, this research has focused mainly on two

explanations. The first one is known as the authenticity of text suggested by Morrow (1977) and Breen (1985). The second one, on the other hand, refers to the authenticity of tasks proposed by Breen (1985).

With regard to the concept of culture, the researcher's aim is not to focus on teaching culture and develop the students' cultural competence but to provide them with real-life texts and tasks that meet their needs to supply our learners with a motivational context for learning.

Even with those ESP training sessions, the use of authentic materials may not intend to promote the learners intercultural competence but rather to raise their awareness of the target culture. Moreover, the study is totally reserved to the use of printed text extracted from journals and books with the stress on the reading skills. Thus, authentic materials from other sources such as audio-visual one are supposed to be out of the scope of the present study.

As for the methodological perspective, one group out of six second-year students has been chosen as a sample for the linguistic, academic, psychological considerations as well as the time constraints. Therefore, the purposeful selection procedure is not based on the idea of the generalization of the results but rather to develop a practice of one particular group.

Moreover, in order to ensure, at a certain extent, the validity and reliability of the results on the learners' performance, diagnostic and achievement tests embrace the assessment of a set of elements notably the linguistic structure, reading comprehension and strategy use. Testing other skills and components are considered to be beyond the scope of this research.

1.9. Thesis Framework

This research is made up of six themed chapters. This current chapter is introductory; it highlights the significance of the study and describes its contextual background. It provides definitions of key-terms as well.

The second one, on the other hand, reviews the theoretical perspective most related to the field of ESP teaching and learning process. Thus, it outlines the different ranges, characteristics, and approaches to ESP course design. It aims to present some recent researches on the advantages of authenticity in classroom and culture integrated language learning. This has been intended to bridge the existing gap between theory and practice.

The third chapter seeks to present the research design and methodology. Therefore, it intends to provide an overview of the procedures undertaken for the selection of the sample, the research instruments implementation and administration in the data collection phase.

The fourth chapter endeavours to analyze and interpret data gathered from different sources in the three phases with reference to the research questions and hypotheses. It provides a detailed description of data analysis approaches. The fifth one, however, presents the pedagogical implications and suggestions to improve the rank of ESP course and guide the learners to develop their strategies and skills.

The concluding chapter offers a brief overview of the research; it reviews the summary of the main results, and presents the limitation of the study. It opens the doors for future researchers in this area of investigation.

1.10. Conclusion

This first chapter aims to provide a framework of the study. It briefly tackled the issue of ELT context in higher education in Algeria and ESP teaching situation at the preparatory school of economics and commercial sciences. Additionally, a brief explanation of some key-terms was presented to avoid any misunderstanding. It also addressed the research questions and hypotheses, highlighted the purpose and objectives of the study and finally outlined the overall structure of the thesis.

In the following chapter, the investigator attempts to provide the underlying theoretical background on which the present study sits on.

Chapter Two

Theoretical Perspective to ESP Teaching

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2.1. Introduction

Nowadays, too much more focus is devoted to the teaching of language and especially to that of English. This could be explained by the fact that nowadays the use of English as a ‘*worldwide language*’ is not restricted to that inner circle but it goes beyond to reach the global scale to better cope with the demands and challenges of globalization as a process and respond positively to the requirements of our language users in both educational and occupational environments, a progressive tendency takes place in universities and academic institutions to the inclusion of *specialized* language.

In view of that, this present chapter aims to provide a review of literature covering theoretical framework of some important issues and researches relevant to the current study. These aspects are related to the role of the EBE teachers, the use of authenticity of tasks and texts in enhancing the learners’ knowledge.

2.2. ESP Defined

As a trend of ELT teaching, ESP has established itself since 1960’s as one of the fundamental educational activities that places a central emphasis on the learners’ language and content-based needs as well as their communicative abilities to function effectively in their specific discipline.

ESP teaching is generally meant to impart a specific group of students with scientific, technical, business and social jargon in accordance with their needs and expectations from learning English or what has been expressed in Mackay and Mountford’s (1978) words ‘*a utilitarian purpose*’. A key concept in ESP teaching is to teach those

students the bit of English they need related to their field of specialization such as science, engineering and medicine. In this respect, Kennedy and Bolitho (1984: 02) write:

Given a learner or a group of learner with the specific purpose in learning English, it would seem logical in a learner-centred approach to base a course on that purpose and on the needs of the learners in his situation.

To put a step further, Hutchinson and Waters (1987) extend the definition of ESP, categorizing it as an approach to language teaching which is not different in kind from general language courses and teaching methodology. It addresses the following basic questions *‘why does this learner need to learn a foreign language? Where is the learning to take place? And what does the learner need to learn?’*

Basterkmen (2006) believes that ESP is a *‘goal-directed’*; it aims at providing learners with the linguistic features of subject-specific discipline. Moreover, she adds that it strives to develop the competencies required to help them function effectively in their discourse communities.

To sum up, all the above definitions share the view that ESP is language teaching which is fundamentally based on teaching of English required by the learners to be active participants in their field of study or working environment.

2.3. Branches in ESP

Literature reports several sub-divisions within the ESP field to better fit the participants’ wants, cope with their expectations and meet the requirements of the context.

At this level, it is to be mentioned that this present study stands on the division offered by Hutchinson and Waters' (1987). Prior to them, ESP is split into the following headings:

- English for Social Sciences (ESS);
- English for Business and Economics (EBE);
- English for Science and Technology (EST).

Each of the above sub-branches is broken down into English for Academic Purposes (EAP) and English for Occupational Purposes (EOP) (Figure: 2.1.)

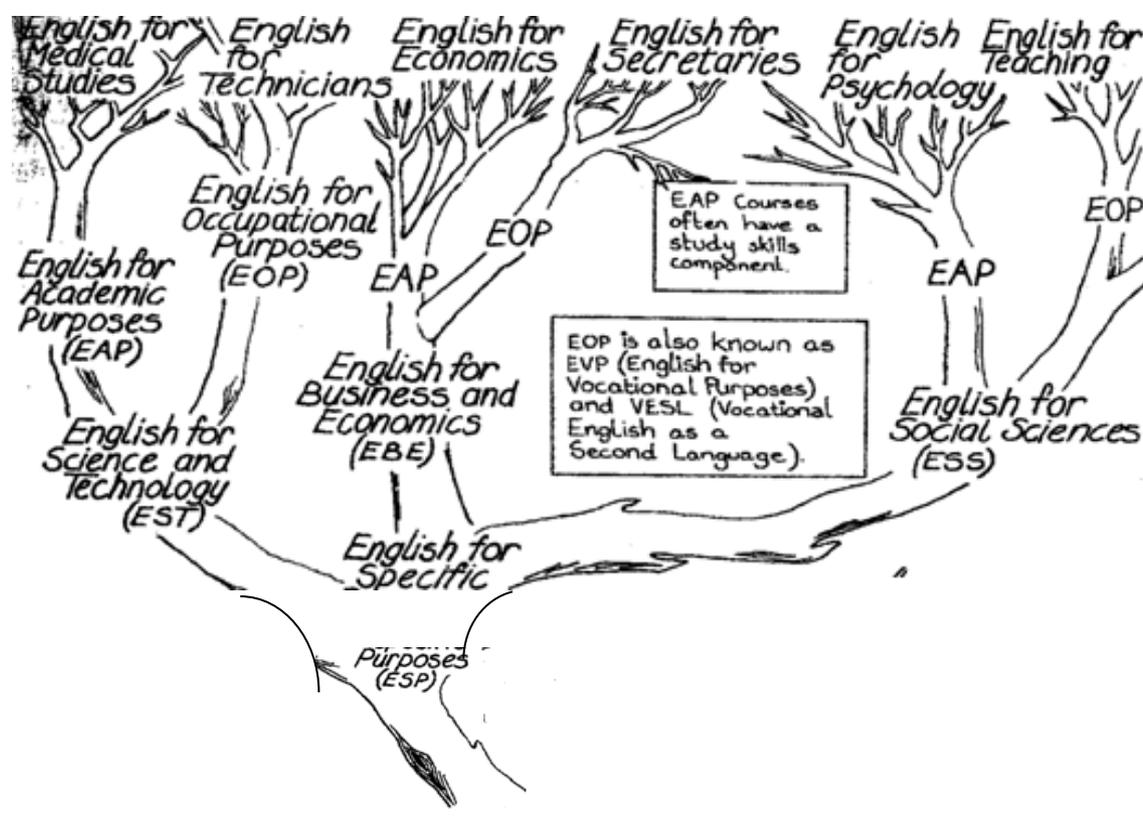


Figure 2.1. The Tree of ELT (adopted from Hutchinson and Waters (1987:17))

As opposed to what has been mentioned earlier, there is a general agreement among other educationalists (Robinson, 1980, 1991; Kennedy and Bolitho, 1984; Hutchinson and Waters, 1987) who believe that ESP is subdivided into two branches to fit different learning requirements, notably EAP and EOP.

2.3.1. English for Academic Purposes (EAP)

EAP or EEP is commonly defined as the teaching of English to students in formal educational contexts. The learners' requirements are related to their areas of research and study such as reading articles, summarizing the main results and attending conferences, taking notes, writing abstracts and so forth. In this respect, Kennedy and Bolitho (1984:4) argue: "*EAP is taught generally within educational institution to students needing English in their studies.*"

Similarly, Flowerdew and Peacock (2001) describe EAP as an international activity of tremendous scope; the aim of such courses is to help learners studying, conducting research and completing some academic tasks. An example of EAP course is an English course which is designed to help students reading their economic textbooks.

In this vein, there is a general consensus among scholars (Dudley Evans and John, 1997, 1998; Jordan, 1997; Basterkmen, 2006, Hyland; 2006) that EAP is further divided into two branches, namely EGAP and ESAP. (See figure 2.2. Types of ESP).

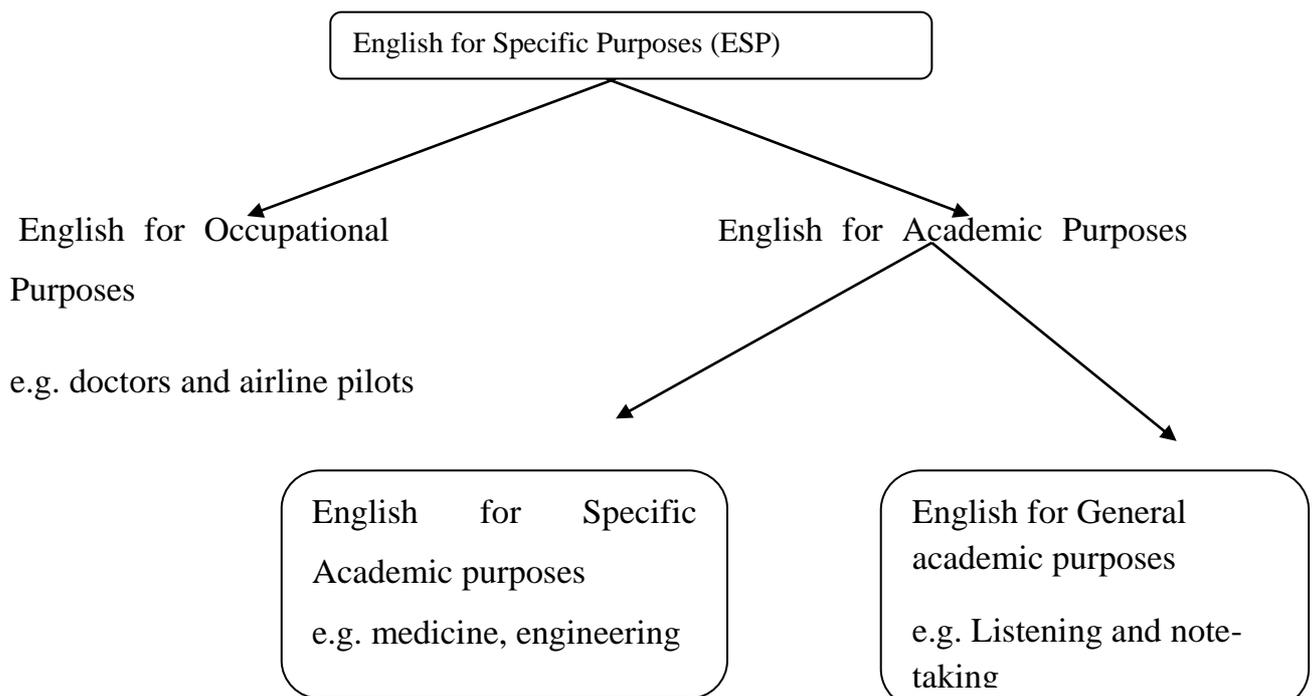


Figure 2.2.Types of ESP (Adapted from Jordan, 1997).

In EGAP or common core, the learners' needs are general. This allows the language teachers to design wide-angle courses where the content and the topics are selected from a variety of disciplines. As an example of EGAP addresses an English course designed for engineering studies. In this context, learners are taught for instance to listen to lectures, read articles and take notes.

Yet, ESAP or subject discipline refers to the type of courses where the learners' needs and expectations are limited. These narrow angled courses then are addressed to students from one specific discipline. As an example of this type is the courses delivered to engineering student that is divided into either English for Computer Engineering, Chemical Engineering or English for Civil Engineering classes.

To sum up, the difference between these two sub-categories is that EGAP refers to the situation where the focus is placed upon the activities that are common such as preparing learners to perform oral presentation. The latter, on the other hand, deals with teaching language skills and activities associated with the demand of one specific discipline. In this vein, Dudley-Evan and John (1998:42) clearly state: *"The difference is that ESAP courses focus on the actual tasks that students have to carry out while EGAP courses select more general contexts."*

In addition to these categories, scholars (Dudley-Evans and John, 1998; Flowerdew and Peacock, 2001; Crystal, 2003) agree that different status of the English language around the world results in the tackle those four types of EAP situation.

The first situation refers to the English speaking countries such as U.K and USA where English is used as the mother tongue. The second situation is concerned with the outer or extended circle which is related to the countries where English is used as a second language. As far as the third language is concerned; it is the situation where some content disciplines are taught in English. The fourth type refers to the expanding situation in which English is used as an international language (Crystal, 2003). The following explains the different situations in which English is taught in all over the world:

Situation 1 e.g. UK, USA, Australia	Students come from another country to study in a foreign system; for them both general and academic culture may be different; everything around them operates in English.
Situation 2 e.g. Zimbabwe	Education at all levels has been mainly in English; the civil service uses English, but people mostly use their first language (L1) in everyday life.
Situation 3 e.g. Jordan	In tertiary education some subjects are taught in L1, but others, such as medicine, engineering and science are taught in English.
Situation 4 e.g. Brazil	All tertiary education is taught in the L1. English is an auxiliary language

Table 2.1. Situations in which ESP is taught (Adopted from Dudley-Evans and John, (1998: 35)

Another distinction has been reformulated by Strevens (1977); Kennedy and Bolitho (1984); Robinson (1991) on the nature of EAP courses

sub-categorizing it into *school subject* and *discipline based* or in another term, independent or integrated. The former is meant to teach EAP as a separate subject on the learners' syllabus, the latter is fundamentally used when English is used as a language of instruction (Kennedy and Bolitho, 1984)

Dudley-Evans and John (1998) extend the scope of EAP as they add the following classifications notably English for (academic) Science and Technology; English for (academic) Medical Purposes; English for (academic) Legal Purposes; and English for Management, Finance and Economics.

Though a variety of categorizations have been recognized among scholars, they almost share the same idea; the use of English in the academic setting for an educational purpose.

2.3.2. English for Occupational Purposes (EOP)

English for Occupational Purposes refers to the teaching of English for workers or employees who need the language to perform their jobs. In this sense, this EOP course intends to suit their needs for their work-place setting. Kennedy and Bolitho (1984: 4) assume that "*EOP is taught in a situation in which learners need to use English as part of their work or profession*"

Depending on the professional settings, the EOP participants; can be either economists, businessmen, doctors, air travel-controllers or lawyers; then, it is of vital importance, according to Kennedy and Bolitho (1984), to have an acquisition *of practical skills and theoretical knowledge* to achieve their specific task. Telephoning, making requests, apologizing are examples of this.

With reference to EOP courses, three teaching types have been categorized among specialists (Kennedy and Bolitho, 1984; Robinson, 1991; Dudley-Evans and John; 1998), these are pre-experience, simultaneous and post-experience as if the language teaching occurs before, while and after the training.

Another classification for Professional areas has been put forward by Dudley-Evans and John (1998). They believe that English for Occupational Purpose is broken down into English for Professional Purposes (EPP) and English for Vocational Purposes (EVP). In this vein, a distinction is made between studying English for professional or occupational purposes; for instance, the case of lawyers, doctors, businessmen who are already engaged in their field of work; and English for vocational purpose which is further divided into pre-vocational English and vocational English.

The former, according to them, deals with helping learners to find a job by teaching them the required interview skills. The latter, on the other hand, refers to fact of imparting the learners with the necessary skills and training for a specific occupation. The diagram is used as an illustration:

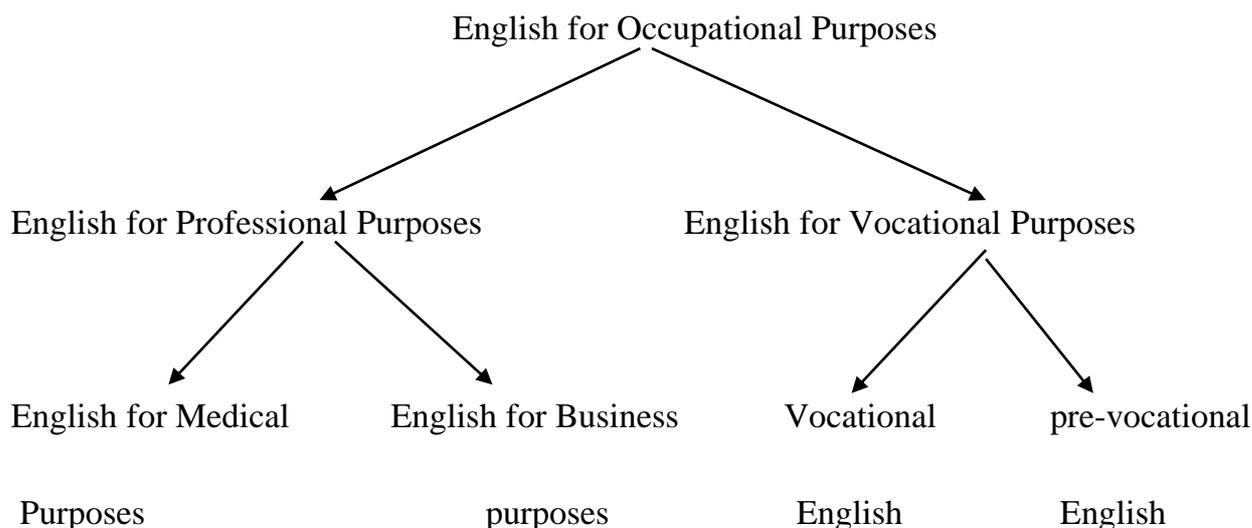


Figure 2.3. Classification by Professional Areas (Adapted from Dudley-Evans and John (1998))

However, it is to be added that though the learners' needs differ in terms of their academic and professional environments, both of them share the same overall subject matter which is training them to become active participants in their target discourse communities. In this line of thought, Hutchinson and waters (1987:16) argue that there is no exact distinction between both types:

People can work and study simultaneously; it is also likely that in many cases the language learnt for immediate use in a study environment will be used later when the student takes up, or returns to a job.

In sum, it should be noted that the sharing points between the above definitions is that the learners' needs, purposes, interests and expectations are used as a guiding principle that characterize any EAP or EOP course.

2.3.3. English for Business Purposes

As a sub-field of ESP teaching, English for business and economics (EBE) or business English (BE) has progressively become among the most important and widely taught specialized courses all over the world. The hidden reasons for such an interest in this kind of courses can be linked to globalization as a process, the technological development as well as the liberalization of trade. As a matter of fact, English is used as an international language of world marketplace to better fit the requirements of this global age. This idea has been clearly supported by Estaban and Pérez Cañado, (2004:137) “...*English has become the primary language for doing international business*”

The use of English becomes a mass requirement for successful communication among multi-national corporations to accomplish a variety of economic activities such as production, import and export of products and services in the international trade, advertising for goods, writing emails for customers, complaint or application letters, etc. In this vein, Gore (2007: I) writes:

In today's business world, anyone working in marketing or advertising needs English in order to do their job. Whether you are talking to clients, discussing new advertising campaign for your company, establishing a new marketing plan, or

writing press release – you will be using English more and more.

As a result, different names and categorizations have been recognized among educationalists for an attempt to define the academic and occupational contexts of EBE teaching. Hutchinson and Waters (1987), for instance, label this type of ESP course English for Business and Economics (EBE). This latter is broken down into EAP and EOP which are respectively split down into English for Economics and English for Secretaries.

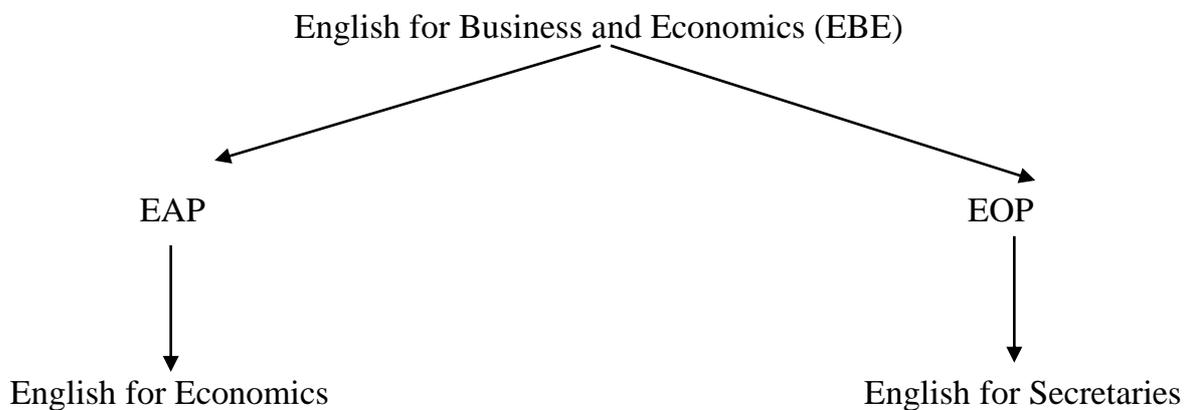


Figure 2.4. Sub-division of EBE adopted from the tree of Hutchinson and Waters (1987:17).

Dudley-Evans and John (1998) in their turn differentiate between two types with reference to the academic and professional area namely English for Management, Finance and Economics and English for Business Purposes. To this end, they believe that the former refers to the use of English in the academic or educational setting such as economics, business, banking, accounting and management as a result no specific acronym is used. The latter namely EBE is concerned with the use of the language in the professional context. They go a step further giving additional subdivision which is English for General Business Purposes (EGBP) and English for Specific Business Purposes (ESBP).

To put in a nutshell, though different names, acronyms and classifications have been used to define and describe this type of ESP teaching, the underlying assumptions oriented to all of them is that the prerequisite for business English to perform some tasks is not only restricted to professionals such as businessmen, economists and workers in occupational contexts who need to achieve day-to-day success in their business and financial sectors and further their overall performance of the companies they are engaging with but also, and more importantly, to cope with the demands of our global age such as reading up-dated materials, attending conferences and seminars, writing articles I.e., the need for that language in academic environments.

2.4. Needs in ESP

Bearing in mind that learners exhibit certain tendencies, styles, and strategies, and come from different learning environments, have different needs and interests in learning the language, the ESP practitioner, as a result, is required to meet his learners' expectations. In this regard, Richards (2001 :33) mentions "*different types of learners have different language needs, and what they are taught should be restricted to what they need. These needs are fairly specific; they can be identified*"

ESP subject specialists (Robinson, 1980, 1991; Hutchinson and Waters, 1987; Hyland, 2006; Basterkmen,2008) agreed upon the idea that the term needs refers to what learners or workers need to learn in order to perform a specific task effectively in their field of study or working environment. Joining the same idea, Berwick (1989:52) defines it as "*...a gap or measurable discrepancy between a current state of affairs and a desired future state*"

2.4.1. Types of Needs

Needs are interpreted differently, starting from Hutchinson and Waters (1987), who group them into two main types namely the *target and the learning needs*. The former is broadened to include what skills, knowledge and abilities desired by the learners to communicate effectively in their target discourse communities. Whereas, learning needs, are related to how these learners learn.

According to them, target needs are articulated around necessities, lacks and wants. Necessities refer to what the learners demand to learn to become communicatively competent. Thus, this type of needs depends closely on the students' requirements. For instance, Businessmen, students preparing for university entrance, psychologists, nurses and doctors have totally different needs.

Starting from the idea that students in an ESP context are aware of their needs as a result, this gives another dimension to an ESP course design by which the learners tend to be active participants expressing what they expect and *want* to learn. Lacks, on the other hand, are defined as the learners' deficiency. This can be used to bridge the gap between what they already know and what necessities they most required. (Hutchinson and Waters, 1987).

Brindley (1989) proposes another category of needs namely *objective and subjective needs* which corresponds to that of Berwick (1989), perceived and felt needs. The former, that is to say, objective or perceived needs are found out by the teachers or course designers through analysing, for instance, the learners' essays, identifying their language proficiency and the choice of specialised terminology. These latter are used as a guiding principle in the teaching process.

Subjective needs and felt needs (Berwick, 1989) are identified by the learners themselves or as Dudley-Evans and John (1998) tend to call them *insiders*. The ESP learners should, accordingly, undertake an active role in which they are required to outline their wants, requirements and expectations of their ESP course.

To put in a nutshell, needs are widely believed to be the result of the process of needs analysis. This latter, however, requires a systematic planning of how needs are analysed, interpreted and identified, where elicitation tools are used.

2.4.2. The Process of Needs Analysis and Identification

From the early 1960's, the process of NAI has been acknowledged in language teaching and considered as a major area of interest within the field of ESP as much more emphasis has been oriented towards matching the course to the students' requirements. The rationales behind it as reported by Richards (2001) are:

- to identify which language skills are most needed by the learners;
- to find out whether the ESP course meet the learners' needs;
- to bridge the gap between the learners' lacks and wants.

It is considered as an ongoing process of collecting data, analysing the learners' needs, matching them to the objectives of the course and at the end evaluating and assessing them. In this line of thought, Porcher (1977) believes that needs are the outcome of needs analysis arguing that they are "*not a thing that exists and might be encountered ready made on the street. It is thing that is constructed, the center of conceptual network, and the product of a number of epistemological choices*"(ptd in Richards 2001:54).

From another layer of analysis, the burgeoning ESP literature (Hutchinson and Waters, 1987; Robinson, 1991; Clark, 1998; Richards, 2001) widely reported that NAI seeks to provide suitable answers to significant questions which are:

Who question refers to both the users of needs analysis and the target population. The former might fundamentally include the curriculum developers, the ESP practitioners or/ and the institution's staff. In this sense, Connelly and Clandinin (1988:24) describe it as ... *a person or a group of persons with the right to comment on, and have input into, the curriculum offered in school.*

The sample population, on the other hand, is about the learners. It might cover not only present learners or workers in both EAP/ EOP context, but additionally, the ESP teacher and former learners who are also believed to be a source of information. To meet this end, a clear profile should be drawn.

Another underlying question is *what* tasks and subject matter the course should be organized around. The answer of this latter encompasses the pedagogical materials, the availability of teaching aids, the teachers' knowledge and competence of the field of study he is actually involved in.

The *where* question is for the educational setting .i.e.; where the ESP course is taught either a (university, a school, an institution or a company ...etc). It is also about some external factors that may affect the teaching / learning process such as the weather and, the cleanliness of the classroom. The *when* question, on the other hand, refers to when the ESP is offered (morning or afternoon) and time allotted.

To sum up, Needs Analysis is believed to be a starting point and the cornerstone of any ESP course design, however it is generally seen as a

challenging task for curriculum providers or/ and teachers. This latter should be subject to a systematic knowledge and strategic planning of the process of NAI which entails making the exact decision as how and when to administer and analyse it.

2.5. Definition of ESP Syllabus and Curriculum

The process of syllabus and curriculum design is widely seen as a challenging task for the ESP practitioners as it entails having both theoretical and practical knowledge of how they are defined and devised based on the learners' Needs Analysis and Identification, the time allotted to the course and the available teaching materials.

The term syllabus is used by Hutchinson & Waters (1987: 80) to refer to "*... a document which says what will (or at least what should) be learnt*". Similarly, Robinson (1991:34) mentions that it is "*... a plan of work and is thus essentially for the teacher as a guideline and context for class content*" the above mentioned definitions share the view that the syllabus is a written document that describes the content of the course.

The term syllabus has been previously used by British educationalists while curriculum by North Americans to have the same meaning. However, it has been agreed among specialist (Graves, 1996; Basturkmen, 2006; Nation and Macalister, 2010) that some nuances may exist between the two concepts. While syllabus is believed to be the final result of what should be taught in language classroom, curriculum, on the other hand, refers to the process of analyzing the needs of the learners, planning goals and objectives, sequencing the content, choosing the appropriate approach to curriculum design (Nation and Macalister, 2010). In this regard, Graves (1996) quotes in Basturkmen (2006:2) that a curriculum is "*....a broad statement of the philosophy, purpose, design, and implementation of the entire language teaching program and the syllabus as a specification and ordering of content of the course*"

Similarly, Richards (2001) makes the following distinction between namely syllabus design and curriculum development. He believes that the former tends to focus on the indication of what will be taught and how will be assessed while the latter is ‘*a comprehensive process*’, it is an umbrella term that covers an ongoing activity of identifying and analyzing both the learners’ and environmental needs, setting the objectives, meeting their requirements, deciding on the type of the syllabus, and finally the evaluation of the language program.

2.5.1. Types of Syllabus

The available ESP literature on syllabus design has used the ELT syllabus as the starting point. It is generally believed that making a final decision upon a specific type is almost a difficult task, it should be based on a number of parameters including: the practitioner’s view of language and learning, the time allotted, the objectives of the course and the learners’ needs. This idea has been asserted by Basterkmen (2006) in the following figure:

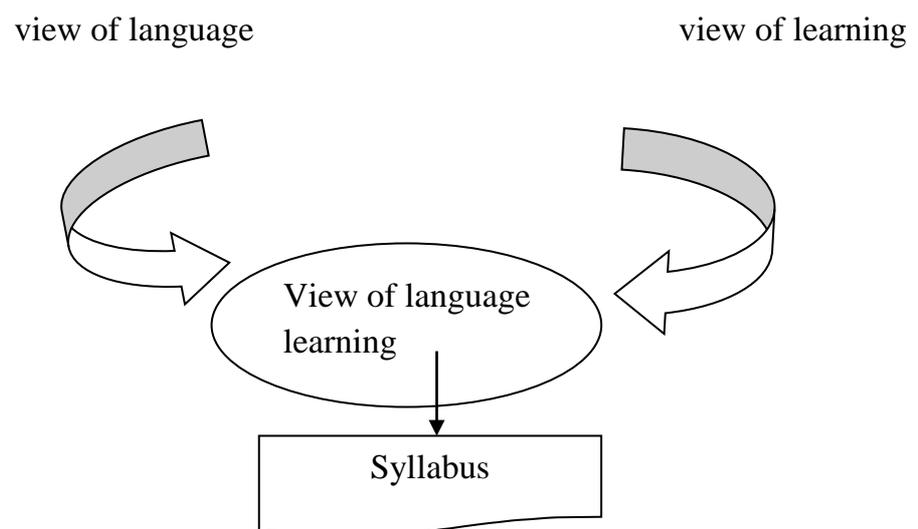


Figure 2.5. Views of learning and course content (adopted from Basterkmen 2006:23).

Sharing the same idea, Richards (2001) adds other fundamental factors that affect the choice of the syllabus. He argues that the decision depends heavily not only on the designers' view of language and learning but also knowledge and beliefs about the subject area (why English is needed), and approaches to syllabus design. The diagram below endeavors to summarize the types of the language syllabus:

455

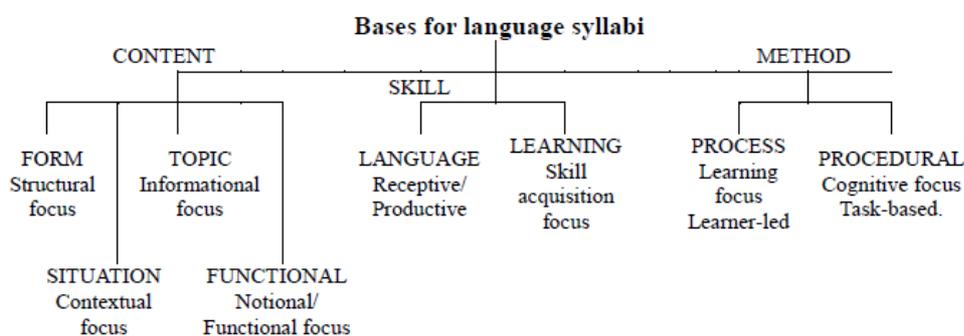


Figure 2.6.Bases for Language Syllabus Design (white,1988:46)

Several types of syllabus may exist depending on specialists' level of analysis. Wilkins (1976), for instance, was the first who identified two types namely the synthetic and analytic syllabuses. Synthetic designers believe that the syllabus should be organized around language items which should be broken down into distinct elements. It endeavors to cover the identification of grammatical structures that help learners in promoting their communicative skills. Wilkins (1976: 2) defines it as "... one in which the different parts of language are taught separately and step by step so that acquisition is

a process of gradual accumulation of parts until the whole structure of language has been built up.”

The advocators of the second approach .i.e.; the analytical one argue that the language course should be built up around the communicative purpose. Its primary function is to develop the learners’ communicative competence rather than the linguistic competence (Wilkins, 1976; Nunan, 1993; Richards, 2001). Wilkins (1975: 13) believes that they refer to those syllabuses which “...are organised in terms of the purposes for which people are learning language and the kinds of language performance that are necessary to meet those purposes.”

Based on other layer of analysis, white (1988:44) makes a major distinction between type A and B. In this respect, he draws a comparison between what is learned and how to be learned. According to him, type A is governed by the authority rather than the learners, the teacher is also believed to be the decision maker and the provider of knowledge. Type B, however, gives a prominent role to the learners while enabling them to negotiate their content. The following table attempts to sum up both types:

Type A “what is to be learned?”	Type B “how is it to be learned?”
<ul style="list-style-type: none"> - Interventionalists - External to the learner other directed - Determined by authority - Teacher as decision maker 	<ul style="list-style-type: none"> - Internal to the learner - Inner directed or self-fulfilling. - Negotiated between learners and teachers - Learners and teachers as joint decision makers. - Content: what the subject

<ul style="list-style-type: none"> - Content: what the subject is to the expert. - Content: gift to the learner from the teacher or knower -Objectives defined in advance 	<ul style="list-style-type: none"> is to the learner. - Content: what the learner brings and wants. - Objectives described afterwards.
--	---

Table 2.2. Type A and Type B (adopted from White 1988:44)

As a conclusion, one may say that the ESP teacher has to understand the characteristics of each approach to syllabus design and select what is mostly needed by his learners as supported by Robinson (1991) who insists on the fact that we “*should treat all approaches as being simultaneously available and try to find what is mostly suitable for a particular situation.*” (quoted in Jordan 1997:59).

2.6. ESP Course Design

ESP course design refers to the process of selecting and sequencing content that fits the teaching/ learning objectives. It consists of those language items, ideas and strategies that meet the learners’ needs.

It is widely acknowledged among specialists (Hutchinson and Waters, 1987; Bolitho and Kennedy, 1984; Basterkmen, 2006) that the design of ESP course is determined by the learners’ needs that may vary for instance, reading materials, and writing reports.

Hutchinson and waters (1987) believe that the process of ESP course design starts with analysing the learners’ needs, the learning situation, deriving competence and translating these needs into pedagogical items. The following

diagram offered by Hutchinson and Waters (1984:110) attempts to explain the various steps for the design of an ESP course:

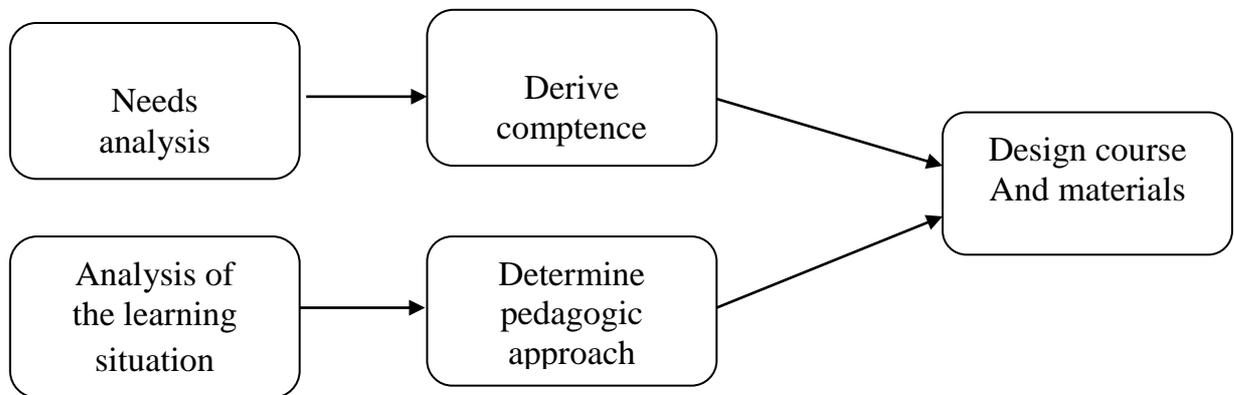


Figure 2.7. The Process of ESP Course Design (Adopted from Hutchinson and Waters, (1984:110).

Similarly, Jordan (1997) insists on the view that the learning situation cannot be isolated from the process of Needs Analysis and Identification. This includes some important parameters. The cases in point are the number of students, their nationalities, motivation and interests, the available resources and the length of the ESP course.

Robinson (1991) rightly agrees on these parameters, however, she adds two other factors namely the teachers' approaches to syllabus and course design and the teaching methodology. In this respect, she (1991:34) writes *"ESP course design is the product between a number of elements: the results of needs analysis, the course designers' approach to syllabus and methodology, and the existing materials (if any)."*

Dudley-Evans and John (1998) mention other important parameters that should be taken into account for an adequate ESP course design. These are summarized in the following headings:

- Extensive or intensive course;

- Assessment or non- assessment of the learners' performance;
- meeting the immediate or delayed needs;
- narrow or focus course;
- common core or specific materials;
- homogeneous or heterogeneous group of learners.

Later on, Nation and Macalisher (2010) describe ESP courses as a 'how to do activity' as it depends on several factors. First and foremost, it is based on needs analysis. This, according to them, involves *target* and *learning needs*. They add that needs analysis makes the course content more relevant and useful to learn. Second, they believe that the course designer should take into account the teaching and learning experiences. That is to say, it includes explicit and implicit ideas about the nature of language and theories of language acquisition. Additionally, for planning, designing and developing courses. Richards (2001:145) cites some other steps which are:

- Developing a course rationale;
- describing entry;
- choosing course content, and
- planning the course content.

The first step used for designing the courses is to develop the course rationale. He believes that it aims at describing the beliefs; values and the goals. He also adds that the second step is to identify the learners' levels of proficiency. At this stage, it is necessary to conduct a needs analysis to have a clear idea about the current level of the students. Next, it is necessary to choose the course content. This stage is considered as the most important issue. It is developed around grammar, functions, topics, skills, processes, etc.

Once the content is determined, a key question that needs to be addressed is how to sequence the course content? Richards (2001) answers that it should be chronologically sequenced from simple to complex.

The above mentioned definitions, apparently, share the view that there are certain matters to be considered before designing an ESP course. The first element is Needs Analysis and Identification. It is assumed to be an obligatory step for identifying the learners' purposes, wants and lacks. The other issues to be addressed include the determination of realistic goals and objectives.

2.6.1. Approaches to Course Design

The ESP literature (McDonough, 1984; Hutchinson and Waters, 1987; Nunan, 2004; Basterkmen, 2006) has reported several approaches to course design namely language-based approach, skill-based approach, learner-based approach, and content-based approach.

2.6.1.1. Language-Based Approach

Starting from the idea that each academic environment contains certain language features that occur more frequently than others such as technical, sub-technical terms and some grammatical structures, and the fact that ESP teaching is subject to time restriction, ESP educationalists (McDonough, 1984; Basterkmen, 2006) agree on the importance of imparting the ESP learners with the appropriate language items.

Similarly, Hutchinson and Waters (1987) believe that this approach should cover the most needed language structures by the learners as opposed

to general language teaching where the learners are used only for the identification of their language needs and are totally neglected in the other stages of course design. The following figure endeavors to sum up this approach:

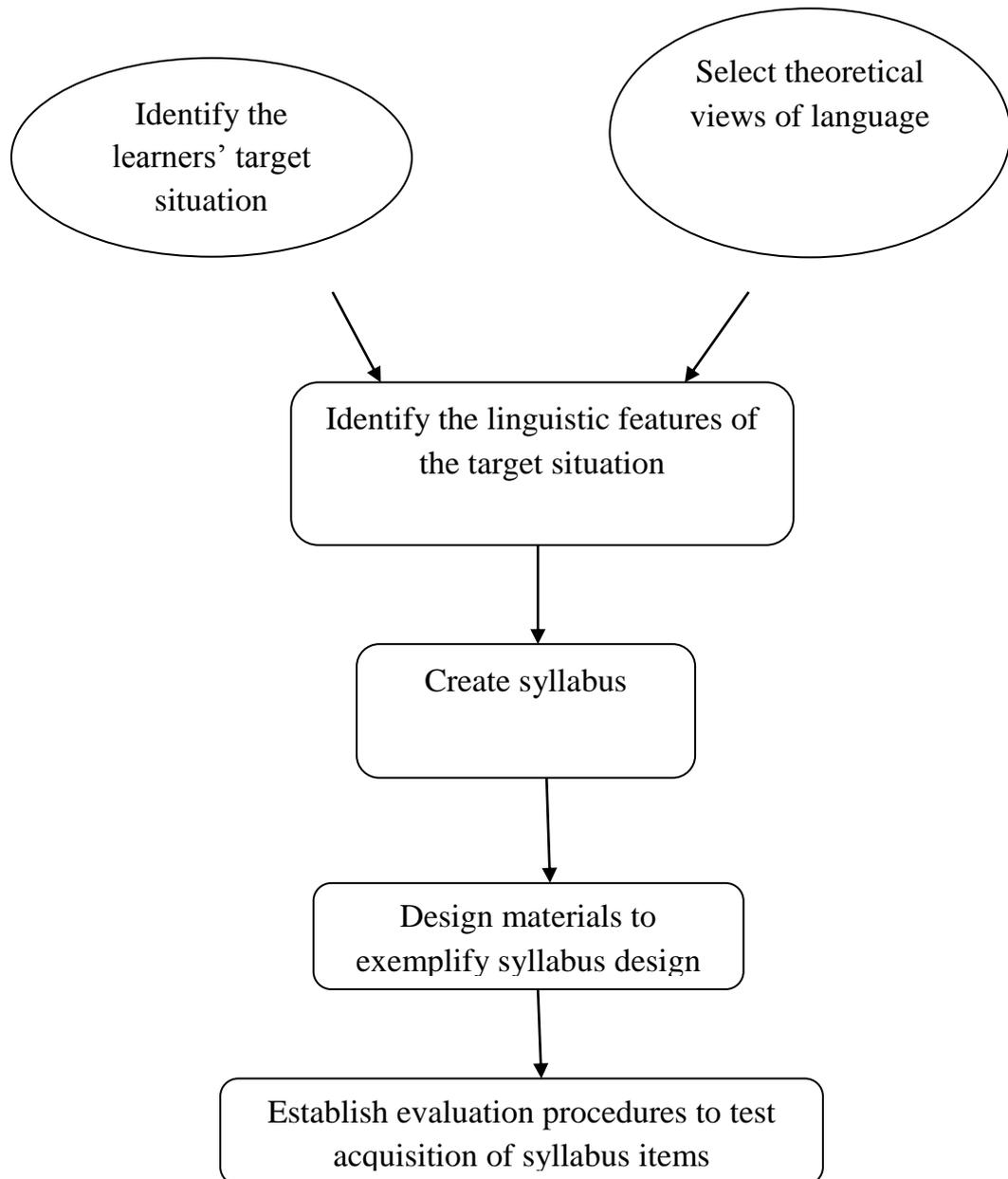


Figure 2.8. A Language- Centred Approach to Course Design (Hutchinson and Waters, 1987: 66)

This approach has been widely used in the early beginning of ESP teaching namely the first phase of its development where the main objective was, as stated by scholars such as Swales, (1985); Hutchinson and Waters, (1987); Basterkmen, (2006) to provide learners with linguistic knowledge of specific area of research. Ewer and Latorre (1969) provide an example of this model:

1. Present Simple Active
2. Present Simple Passive
3. Present Simple Active and Passive
4. – ing form
5. Present Perfect; Simple Continuous
6. Infinitives
7. Anomalous Finites

Quoted in Hutchinson and Waters (1987:26)

However, this approach to course design has been widely criticized as being too systematic and inflexible and has failed to consider important psychological and cognitive factors of the learners and does not necessary guarantee the systematic learning of the language (Hutchinson and Waters, 1987).

2.6.1.2. Skill-Based Approach

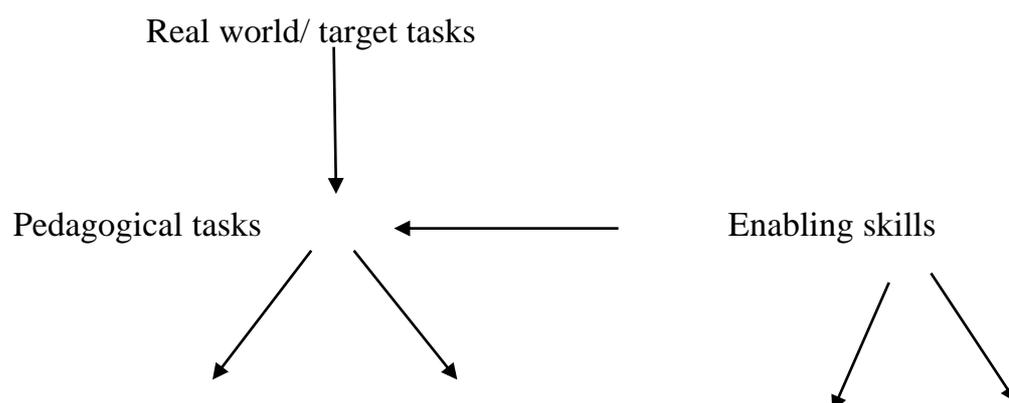
The second approach focuses on the teaching of the underlying skills and strategies required by the learners in their field of study or working environment. Hutchinson and Waters (1987) believe that the ESP course design goes through some stages starting from the identification of the target situation, the analysis of the skills and strategies, the designers' views of language, the type of a syllabus, and the choice of the teaching materials.

Being aware of the interactive nature of the four skills namely reading, writing, speaking and listening, it should be pointed out that the process of teaching involves more than interpreting and evaluating information from spoken or written language. To focus on the students' learning (sub-skills and strategies) rather than a given skill as a separate process is considered as a must.

Starting from the idea that the majority of the articles and textbooks are published in English, then, whatever language of instruction in the academic context being French, Spanish, Russian; students are required to be able to read in the English language. As a result, reading for specific or academic purposes is often considered as an important skill among the other four skills (speaking, writing and listening) as viewed by Robinson (1991:102) who assumes that it is “*probably the most generally needed skill in EAP worldwide*”.

1.7.1.3. Task-Based Approach

This approach is considered as a motivational context for learning. It stands from the view that students will be able to play an active role in the teaching/learning process by involving them in meaningful tasks and problem solving activities to develop their reflective thinking. The course, therefore, should be organized around two types of tasks as proposed by Nunan (2004) rehearsal and activation tasks. He believes that the language course should create opportunities for learning. The focus has also to be put on activating the learners' language functions such as greeting, negotiating, agreeing and asking for permission.



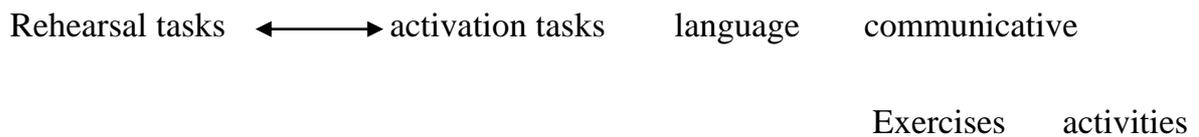


Figure 2.9. A Framework for Task-Based Language Teaching (adopted from Nunan, 2004:25)

To sum up, this approach is believed to enhance autonomous learning. The teacher's role includes the introduction of the tasks, provision of learning model, teach the linguistic items. The focus is devoted for the four skills through the use of different types of teaching materials.

1.7.1.4. Learner-Based Approach

According to Hutchinson and Waters (1987), from the early development stages of ESP teaching, little attention has been paid to learners' involvement in course design. This learner-centred approach, however, is widely agreed to be crucial in ESP teaching for its total consideration of the learners in all the different stages of course design.

Moreover, this type of course is believed to be a negotiated process between the ESP teacher and the learners. It is a flexible and dynamic which means that people from different discourse communities do not have the same needs of learning the language Hutchinson and Waters (1987).

1.7.1.5. Content-Based Approach

Content-based approach is defined as an instructional approach in which language courses use content from other disciplines such as Sociology, Psychology and Medicine to provide the context of

language acquisition (Mohan, 1986). The aim of this approach is to create meaningful context for language learning.

The advocates of this approach (Brinton *et al.*, 1989) believe that it has some features that differ from those of traditional curricula. They insist on the fact that learners are subjects to ‘two for one’, that is to say, the incorporation of content along with language learning. It aims at creating opportunities for them to put the language within its meaningful context.

This means that it aims at matching the activities of the language class to the subject matter being taught. In the same vein, Jordan (1997) argues that CBA has a dual function. The first duty is to impart the students with the academic content. The second duty is to teach the language skills associated with it.

As a reaction against traditional curricula which are built on grammatical points, content-based approach makes use of content as a driving force of classroom activities. The content then dictates the selection and the sequence of the course (Richards 2001; Brown, 2001).

Later on, Murphy and Stoller (2001) argue that CBA focuses on two different orientations. At first, the stress is on the teaching of content which aims at teaching the subject matter through the use of English as a language of instruction. The second, however, deals with language teaching and learning with much emphasis on language teaching through the use of content themes. Therefore, the courses are either content or language driven.

Though these two models have different emphasis, Davidson and Williams (2001) assume that they have some common features. They state:

Heuristic label for a diverse group of curriculum approaches which share a concern for facilitating language learning broadly defined through varied, but systematic linking of subject matter and language in the context of language acquisition.

Quoted in Mohan (1986:57)

In sum, it should be noted that content-based instruction seems to be an approach that has a dual function, the learning of content is completed only through the teaching of related language items and skills.

1.6.2. Features of ESP Courses

ESP courses in general and EBE in particular have some characteristics that differ from that of general language courses. These courses stand on the fact that the syllabus and the materials used are based on the learners' needs. In this respect, Mundy (1978:2) defines them as *“those where the syllabus and the materials are determined by the prior analysis of the communication needs of the learners.”*

Carver (1983) summarizes characteristics of ESP course as follows:

- Purpose –related orientation.
- Self- direction.
- Authentic materials.

According to him, ESP courses are almost purposeful, aiming at helping learners to become communicatively competent in their target settings. The objectives can be either the preparation for papers, writing reviews, or making oral presentations.

The second characteristic of ESP courses is that they are practically self-directed. This includes “...*turning learners into users*” (Carver, 1983). This means that these courses are based on the learners’ needs; then much more freedom to decide what, how and when to study is left to learners. The final characteristic, according to Carver (1983) is the use of authentic materials. The integration of such materials being, modified or unmodified in form, are indeed a feature of ESP, and are acknowledged in an ESP context.

Moving further one should tackle the importance of NA. In this regard, the role of Needs Analysis and Identification (NAI) in designing ESP courses is interpreted differently among educationalists. Strevens (1977) clearly states that this process enables the course designer to have different levels of restrictions. The first level refers to the restriction of the basic skills which are reading, writing, speaking and listening. The second level includes the selection of vocabulary, patterns of grammar, themes, and topics that are most appropriate to the learners’ needs.

Coffey (1984:4), largely extends Strevens’ definition, believing that there is no special language in ESP, as the learners’ needs are the only factor that dictate the principle of selection. He writes:

Before a course can be designed, in any of its parameters, the process that Strevens calls ‘restriction’ must take place: the selection of items and features from the corpus of the language that are relevant to the designer’s intention and the student’s needs.

Another main criterion that characterizes the ESP course is authenticity, in this vein, Robinson (1991:54) argues: “A *key concept (...) felt to be particularly relevant for ESP, is that of authenticity.*” In addition to this idea, she (1991) maintains two other criteria of ESP courses. First, she believes that they are goal-directed. This means that the ESP learners have a clearly utilitarian purpose in learning the language (Mackay and Mountford, 1978). These purposes are related to the learners’ reasons for learning English. The second criterion is that the ESP courses are needs- driven, that is to say they are developed from the learners’ needs. In this view, Robinson (1991:3) argues:

An ESP course is based on a needs analysis which aims at specify as closely as possible what exactly it is that students have to do through the medium of English.

Furthermore, a clear distinction between criteria and characteristics of ESP courses is finally drawn. She believes that the latter refers to the features which are not always present in an ESP context. These include the notion of time and the ESP learners.

According to Robinson (1991), the majority of ESP learners are in general adult who have been already appointed in different positions or they are about to accomplish their studies namely at the tertiary education. This feature differentiates ESP from general language courses. As far as the second characteristic is concerned, she believes that these learners have a very restricted period of time. As a result, they should be taught only the bit of English adequate for their studies.

In the same vein, West (1994) writes: “*Most ESP courses are subject to time constraints and time must be effectively utilized.*”(Quoted in Basterkmen 2006: 18). This means that the notion of time plays a significant role in the design and management of an ESP course. All the decisions about language items, study skills should be adjusted to that factor.

Later on, Dudley-Evans and Johns (1997) point out other characteristics; they argue first that ESP courses are purposeful and aimed at successful performance in academic and professional contexts. They are based on an analysis of the learners’ needs; related mainly to those skills, themes, topics, situations, and functions appropriate to their needs.

Joining this idea, Basterkmen (2006) highlights the importance of needs analysis and considers it as a key feature of ESP course design. She believes that the ESP learners do not learn the language for its own sake but for the purpose of communicating efficiently in their target environments.

To sum up, the ESP course is known for its particular characteristics; their content is closely related to the learners’ needs. In addition to this, they are based on authentic materials to engage learners in real- life tasks.

2.7. Authenticity in Language Teaching: A Historical Background

The use of authenticity throughout the history of language teaching has been the subject of heated debates. Mishan (2005) lists down three main significant precedents of its application. They are the

communicative approaches, materials-focused approaches, and humanistic approaches.

The first is related to the fact that the need for English all over the world has created a strong demand for using the communicative aspects of language. Communicative approaches to language teaching, therefore, have been fundamentally based on the premise that instruction should be focused on the communicative purposes, rather than on the linguistic competence (that is to say, communicative competence vs. linguistic competence, Hymes, (1971)).

It is also believed that communication is not only the objective of language learning, but also should be the way through which language is acquired (Mishan, 2005). Language course, accordingly, should be designed to help learners bridging their language gaps through the use of authentic texts.

As for the second, scholars (Pugh, 1996; Pulverness, 1999; Mishan, 2005) believe that the use of materials-based approaches is not a new phenomenon in language teaching, it has been traced back to the teaching of Latin language in the 9th century. The following table endeavors to sum up the aim, the activities, and the method of learning and provides a number of examples for implementing authentic materials in language courses:

Period	Teaching activities	Aim	The method of teaching
9 th century	Reading	'To acquire a wider competence in reading' Clanchy, 1984 qtd in	'holistic, reading for meaning' Pugh,(1996:163)

		Pugh,(1996: 162).	
Medieval times	Learning alphabet; Reading; Memorizing	‘To express the elements of Christian teaching’(Clanchy, 1984 qtd in Pugh, (1996: 162)).	Scholastic method
Mid 16 th century	Translation from the native to the target language and vice versa	To Raise awareness of both cultural and linguistic choices (Pulverness, 1999)	Double translation method
20 th century	Reading; Learning new vocabulary and grammatical points in a progressive way	To learn the language through the introduction of new lexical and grammatical materials	Lexical description principle

Table 2.3.An Outlook on the Use of Authentic Materials in Language Teaching (adapted from Mishan , 2005)

The third precedent, according to Mishan (2005), refers to Humanistic approaches to language teaching (such as Suggestopedia, total Physical Response, the Silent Way, and Neuro-Linguistic programming). They are fundamentally based on the idea that teaching the language should take into account the cognitive psychology of the learner. They are therefore *“intended to exploit the potential of the human brain for learning more fully than conventional methods”* (Mishan, 2005:6).

These approaches are, in fact, based on a shift of direction from passive to active learning. Therefore, the goal of teaching is to enhance autonomous learning and raise students' sensory awareness through the use of problem-solving activities. Authentic texts are, thus, believed to "...play a key role in enhancing positive attitudes to learning, in promoting the development of a wide range of skills, and in enabling students to work independently of the teacher. In other words, they can play a key role in the promotion of learner autonomy (McGarry 1995: 3).

2.7.1. Types of Authenticity

Though authenticity plays a significant role in language teaching, there is a general agreement among scholars (Breen, 1985; Mishan, 2005; Newmann and Wehlage, 1993; Lee, 1995; MacDonald *et al*, 2006) that there is no clear-cut definition. Joining this, Widdowson (1983:30) maintains that "*Authenticity [...] is a term which creates confusion because of a basic ambiguity*"

Therefore, a noticeable split of definitions has been used among those who related authenticity to *text* (Morrow, 1977; MacDonald *et al*, 2006); and others who associate it to *language use* (Widdowson, 1983; Taylor, 1994).

Breen (1985) identifies four types of authenticity:

1. *Authenticity of the texts*: different names have been, also, used by other scholars to refer to this type as *real text* (Morrow, 1977), *language authenticity* and *materials authenticity* (MacDonald *et al*, 2006). It is defined as a text - be it spoken or written- used by native speakers for the aim of communicating ideas rather than educational

purposes, it is, also, described as being unique in nature and it represents original context (Morrow, 1977).

Moreover, authentic texts are believed to be used as input data for our learners; as those texts are the source of authentic language which enables students to develop their interpretations.

2. *Authenticity of the learners' own interpretations* of such texts: this type, according to Breen (1985), refers to learners' ability to interpret meaning from texts.

3. *Authenticity of tasks conducive to language learning*: the idea behind such a type is that authenticity is not only concerned with text of real life communication but the purpose of learning. Authentic tasks are defined as those assignments that the learners may encounter on the work, at home, or other situations (Newmann and Wehlage, 1993). This type of authenticity is acknowledged in language teaching for its focus which is placed upon the needed skills for the learners' academic and professional life.

3. *Authenticity of the actual social situation of the language classroom*: the language classroom is believed to provide the social event for the communicative purpose of learning. Breen (1985:68) maintains that

the authentic role of the classroom is the provision of those conditions in which the participants can publicly share the problems, achievements and overall process of learning a language together as socially motivated and socially situated activity

MacDonald *et al.* (2006) extend Breen's classification; In addition to text and classroom authenticity, they add other types namely *authenticity of competence*, and *learner*.

Authenticity of competence is concerned with the three competences proposed by Canale and Swain (1980). They refer to grammatical sociolinguistic and strategic competences. They believe that these latter enable learners become authentically competent, and develop a near-native speaker performance.

Learner competence refers to students' positive attitudes to the language materials and the educational intentions associated with them (Lee, 1995). Learners, then, should be trained to develop a positive feeling and attitudes not only towards the teaching materials but also and more precisely towards the communicative purposes for learning.

2.7.2. Advantages of Authentic Materials

Materials play a vital role in foreign language teaching in general and ESP in particular. Moreover, it is worth noticing that the teacher finds himself in a dilemma of using either real-life; adapting available; or rather writing his own materials. This selection requires taking into consideration some important key-parameters such as the time constraint, the availability of materials, the objective the course, the learners' needs and their language proficiency.

Starting from the view that the language which is no more used by its native speakers is no longer taught (Wajnryb, 1988), too much attention is given to provide learners with real-life materials. They are generally known as the use of language in its natural setting by native speakers for non-educational purposes. Morrow (1977: 13) defines it as “....a stretch of real language, produced by a real speaker or writer for a real audience and designed to convey a real message of some sort.”

The use of these materials has been increasingly acknowledged in language teaching for their presentation of:

- Original communicative and socio-cultural purpose of the text.
 - Original context (e. g. its source, socio-cultural context) of the text
 - Learning activity engendered by the text.
 - Learners' perceptions of and attitudes to, the text and the activity pertaining to it
- (Mishan , 2005:18)

Additionally, some scholars (Miller, 2003; Lee, 1995) seem to agree on the fact that providing learners with real representation, specialized terminology, discourse, semantic, syntax and culture of a particular discourse community enable them to feel confident and motivated to learn the language as it is used in its natural context. Moreover, these materials are believed to be useful for improving the communicative aspects of the language. This idea is supported by Shrum and Glisan (2000: 133) who insist on the idea that “*authentic materials provide an effective means for presenting real language, integrating culture, and heightening comprehension.*”

Authentic materials have been proved to be of great benefit to the learners yet; they have been also criticized for being suitable for only advanced students as they have language terms which may go beyond their levels of language proficiency and understanding.

2.8. The Role of the ESP Teacher

Though it has been usually argued that the ESP teaching methodologies are not different in kind from other form of language teaching, the ESP literature has clearly reported that the ESP teacher plays many roles depending on number of parameters, the syllabus is among them. To design, for instance, task-based syllabus, the ESP teacher, in general, performs clearly different functions from skill-based syllabus. This idea has been viewed by Jordan (1997:122) who

states: *“The role of the teacher will vary according to the type of the syllabus and the course.”*

As the present study focuses on the ESP teaching in general and EBE in particular, the review of the stages used by the ESP teacher is first reported in this section. In this respect, specialists widely insist on the idea that planning these courses requires taking into account the appropriate role to be performed.

The teacher has first to conduct a NAI to focus only on those sub-skills needed by the learners. If they require, for example, to skim the text for specific information, the focus on this micro-skill is to be made. In this sense, Robinson (1991:81) writes: *“the teacher will (...) act as a consultant. This involves diagnosing each student’s language and communication needs.”*

According to Frydenberg (1982), *the draw up of lists of skills of the course is needed; the rationale behind this is that different specialities have different focuses such as interpreting graphics, describing and classifying. In this sense, he states: “...study skills were a necessary component as well as direct reading skills.”*(Frydenberg, 1982:157)

Once the learners’ needs are analyzed, the next step according to Dudley-Evans and John (1998) is to cooperate and collaborate with the subject-specialists. They point out that the former refers to the stage where the ESP teacher seeks to gather general information about the students’ content courses. The latter is related to the integration the subject knowledge within language practice. Specialists believe that these two phases provide useful information about what the students need to read.

Additionally, they argue that this information offers the carrier content of the course which is associated to the conceptual level of the students' subject-matters. The role of the language teacher is to base his reading course on the real content. It is necessary to establish a balance between needs and motivational factors besides course objectives. In this respect, Frydenberg (1982:157) writes:

the aim of the ESP course is not to teach the content of (...) that course, but to teach high-transfer skills that are only incidentally being developed through texts that are the same as or similar to those used on their content courses.

This means that the ESP themes are to be selected in accordance with the students' content courses and the purpose of developing their learning skills needed to understand a given text.

ESP specialists (Hutchinson and Waters; 1987; Robison, 1991; Jordan, 1997) agree on the fact that the next step is to select materials or texts in accordance with the students' levels. Thus, they are required to include tasks relevant to the needs of the learners.

Mackay and Mountford (1978) cite two types of tasks that felt to be necessary for ESP courses, namely comprehension questions and comprehension exercises. The former includes questions about the texts such as Wh, yes/ no questions and true/false statements as well. The latter requires language production. The focus, at this level, according to them, is on the teaching of two types of vocabulary that are; common core and specialized terminology, relying on linguistic aspects of the text such as cohesion.

In addition to the above mentioned role of the ESP teacher, Dudley-Evans and John (1998) add other responsibilities including knowledge, skills and experience. They believe that since the EBE teacher is usually trained in general English and finds himself teaching in business context, this therefore requires:

- a knowledge of the communicative functioning of English in business context;
- an understanding of the business people's expectations and learning strategies;
- an understanding of the psychology of personal and interpersonal interactions in cross-cultural setting;
- some knowledge of the management theories and practice;
- first-class training skills.

Dudley-Evans and John (1998:60-61)

Knowledge of the communicative functioning of English used in this environment, according to them, should cover the discourse, the business genre, the communicative events, the grammar and lexis needed by the participants. Yet, these latter entail conformity and adaptability on the part of the EBE teacher which may be achieved only through reading, attending conferences, listening to business negotiations (Dudley-Evans and John, 1998).

To sum up, it should be noted that besides the normal role of the ESP teacher that required an analysis of the needs of his learners and, then, designing appropriate courses and materials accordingly, the EBE teacher should act as a mediator between the theory and practice. To this end, it is to be pointed out that he is not supposed to be the knower of knowledge but rather understanding “...*the interface*

between business principles and language” (Dudley-Evans and John, 1998:70).

2.9. Definition of Business Communication

Because of the impersonation of the internet as well as the globalization process, the need for business communication is much bigger than before. Communication in a business context, therefore, refers to the interaction that may occur in the daily operation and activity of the company, between business people, managers, and the staff in circumstances where they are supposed to answer phones, negotiate, meet, buy and sell. In other words, it is the exchange of information with the aim of transmitting messages, ideas and knowledge from the speaker to the listener or from the reader to the writer.

A good command of communication is, then likely to be a key element for successful business. In this line of thought, Bennie (2009: vii) writes: *‘Whether you are trying to sell a product, answer a query or complaint or convince your colleagues to adopt a certain course of action, good communication often means the difference between success and failure.’*

Business communication is of different forms. The decision upon the suitable one depends on the purpose, the speakers’ background language proficiency and context upon which the language is used.

2.11.1. Types of Business Communication

There is a general consensus among scholars, linguists, sociolinguists as well as business practitioners that communication can either take spoken, written or non-verbal forms of language. Moreover, the choice upon each type may depend on the

circumstances upon where the language is used. Communication, in any context, has a variety of purposes which are:

3. To inform, provide information and feedback;
4. To motivate;
5. To clarify;
6. To make a decision.

Spoken or oral communication in business context refers to face-to-face or on phone conversation that takes place, when meeting, negotiating offers, making a presentation or advertising, answering telephones, taking and leaving messages, socialising, and introducing people. The most important rationales for this type of communication is summarised by Bennie (2009) as follows:

1. To have a discussion ;
2. To receive instant feedback from your audience;
3. To be able to judge your audience's reaction to what you are saying;
4. For speed ;
5. If the person with whom you are communicating has initiated the conversation.

Written communication, as the spoken one, is also believed to be of a tremendous significance in business English. It covers emails, reports, memos, and letters writing as well as CV. The aim of business writing communication is outlined up by Bennie (2009):

1. To retain a permanent record;
2. To provide a basis for discussion;
3. To clarify a complex subject;
4. To send the same message to a number of people;
5. To be able to think carefully about what you want to say.

Non-verbal communication refers to the facial expressions, gestures, eye movement, body-contact etc. This body-language is believed to play an important role for successful business communication because it differs from one country to another. This requires a careful knowledge of the specific culture of the business partner to avoid cultural misunderstanding and keeping at the same time the conversation going on.

From another layer of analysis, Pickett (1986) identifies two types of business communications namely inter and intra-communication. He believes that EBE professionals and workers need not only to communicate with the public, or between members of the same discourse community through the use of their L1 which is correspondingly known as '*intra communication*', but, a further aspect of specialized inter-business language is also believed to be required to communicate among businesses on the multinational dimension. This diagram is used an attempt to provide more explanations:

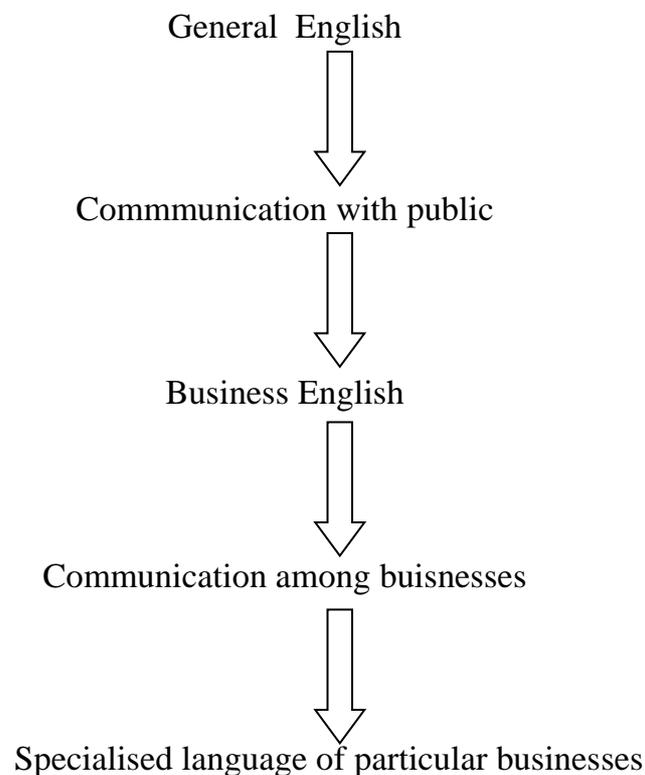


Figure 2.10. Communication for Buisness Purposes (quoted in Dudley-Evansand John, 1998:55)

2.10. Definition of Culture

The term culture is considered as a subject of heated debates for having no straight forward definition. Generally speaking, specialists (Hofstede,1994; Matsumoto 1996:Spencer-Oatey 2008), try to explain its meaning by using a number of aspects such as the way of life, traditions and customs, knowledge,way of thinking, attitudes, beliefs of each specific member of society.Similarly, Damen, L. (1987: 367) defines it as:

...learned and shared human patterns or models for living; day- to-day living patterns. These patterns and models pervade all aspects of human social interaction. Culture is mankind's primary adaptive mechanism

Jordon (1997) goes beyond the standard definition of the term culture, providing a further distinction between *academic* and *general* culture. The former, according to him, which is also known by *disciplinary culture*, refers to the students' shared knowledge, views and experiences related their field of study. In the same line of thought, Hyland (2006:38) asserts that: “...*disciplines are often distinguished by their specialized subject areas, the diverse topics, methodologies and the ways of seeing the world*”

The latter, on the other hand, is more related to the cultural norms, ideas and beliefs of the English-speaking discourse community. He added that familiarizing students with the socio-cultural components may also serve as a

strategy not only to cope with their subject area but also to succeed in professional life.

2.11. Culture and ESP Teaching

The on-going process of globalization leads people around the world to be driven by the need to learn specialised English courses to have better access to the market pressures. To fully cope with this demand, a shared cultural knowledge has gradually become a *defacto* for an adequate command of intercultural communication on the international sphere.

Additionally, this multi-dimensional process influences different areas of human life including: economic, social as well as cultural fields. It places an incredible high degree of attention on Education in general and ELT in particular. This idea has been viewed by Fernandez (2008) who believes that in both national and international settings, the tendency towards the process of globalization is nowadays calling for new requirements and an increasing urgent need for interaction is taking place. Consequently the types of skills required to proficiently getting engaged in the gradually more intricate and diverse exchanges.

In this respect, there is a general consensus among educationalists that learning a language does not occur in a vacuum but rather used to carry out meanings and facts in its social, economic and cultural contexts. Accordingly, it is argued that these ways entail engaging learners in meaningful interactions between the members of the same discourse community, depending on their field of interests where the cultural knowledge of the target language is somehow noticeable; for instance those taking place while reading technical materials, or making oral conversation when telephoning. Hence, this cultural dimension is increasingly seen to play a pivotal role for successful communication on the international scale.

Moreover, it is assumed that the main hidden behind poor communication skills in some ESP contexts which resulted in the loss of business is directly related to the lack of cross-cultural knowledge on the part of the customers (CiLT 2005).

As a matter fact, to cope with our world requirements, a new challenge in education for our ESP teaching aims at bridging the gap between the requirements of the academic and professional contexts. Great deal of studies has been published on including the cultural aspect in language instruction, making use of an intercultural approach. In this regard, Alfred and Byram (2002:351) argue that:

in any society which expects its education system to prepare people for living in an internationalised culture and globalised economy, and also for the interaction between people of different cultures within and across national boundaries, the process of tertiary socialisation and the acquisition of intercultural competence are clearly desirable.

However, the integration of culture in ESP teaching has been the subject of heated debates as the ESP teacher is always faced with the dilemma of what to teach based on his view of language learning, methods, approaches and techniques to design adequate teaching materials. In devising ESP reading courses he finds himself adopting or adapting written discourses where the cultural aspect is somehow apparent.

This latter, yet, requires a basic understanding of the cultural element of a particular discourse community. In this vein Luke (1995: 35) asserts: *Learning to engage with texts and discourses...entails far*

more than language development or skill acquisition per se. It involves the development and articulation of common sense, of hegemonic 'truths' about social life, political values, and cultural practices.

It is also to be added that the role of the ESP teacher is to set adequate tasks and enjoyable activities, guiding learners to achieve two competences notably, the linguistic and the intercultural one. The former includes the grammatical knowledge to use language in its appropriate and meaningful context. The latter is about helping learners to develop a shared knowledge of the outside culture.

2.12. Conclusion

This theoretical chapter reviewed a number of key aspects relevant to the current research area. This review of literature has first highlighted the concept of ESP / EAP followed by a discussion of the main characteristics and approaches to ESP courses design. The second step has been devoted to the process of business communication, and finally, exposing a number of studies on the role of matching culture to EAP learning in general and business English in particular.

CHAPTER THREE**Methodology Designing Framework**

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3.1. Introduction

This third chapter endeavors to provide a practical framework. It aims fundamentally at presenting a situation analysis that includes the general context of the research. A focus has been put on giving a brief overview on the educational institution, followed by a presentation of both learners and teachers' profile and the ESP teaching situation. In this chapter, in fact, we seek to describe and discuss how data are collected through the use of the different research instruments namely, the teachers' interview, the students' questionnaire and test.

3.2. Situation Analysis

Apart from the analysis of the target and learning needs, *situation analysis* or *environmental analysis* (Richard, 2000) is believed to provide insightful data that may affect the success or failure of the teaching and learning process as it is used as an implication to the renewal of the curriculum or the improvement of the status of the ESP teaching. This section is, accordingly, based on analyzing four elements which are felt to be necessary for the actual study which are: the description of the educational setting, the ESP teaching situation, teachers, and learners.

3.2.1. The EPSECG Preparatory School: A Snapshot

Due to the reforms applied by the Minister of Education and Scientific Research (MESR), two types of preparatory schools have been created by an executive decree on June 28th, 2010 in Tlemcen, Oran, Annaba and Constantine namely:

- The Preparatory School of Economics, Commercial Sciences and Management.
- The Preparatory School of Science and Technology.

As far as this present study is concerned, it is vital to provide a general overview of the Preparatory School of Economics, Commercial Sciences and Management (known by its French acronym EPSECG). It is a public establishment which has been created by an executive decree N° 10-162 under an administrative and pedagogical law of MESR which locates the school in 1085 Bouhanak – Tlemcen or more precisely the former department of biology at University of Abu Baker Belkaid, Tlemcen.

It has opened its door in the academic year 2010-2011 with the staff of only part-time teachers, these latter consist of a combination of novice and highly-experienced teachers who were currently teaching at the University of Tlemcen. The fundamental aim was to reach cooperation and collaboration among the staff members to enhance the quality of teaching. This school today reaches more than 40 full-time teachers.

Students enrolled at this public institution were mainly from the capital and the north- east of the country. The main reason was first related to the fact that they were aware of the significance of studying at schools rather than university. Starting from 2012, the school was characterized by a sharp increase in the numbers of the students from all over the country. The EPSECG received more than 250 baccalaureate holders from two different fields of studies, mainly the scientific and management streams.

Moreover, the MESR makes at first two years strict conditions to have access to these Preparatory Schools which are related basically to the students' general grade on baccalaureate exam, and mathematics as well as the quota awarded.

3.2.2. The Educational System Implemented at the Preparatory School

After meeting the condition for the preparatory school admission, students undertake introductory courses in Economics, Management and

Commercial Sciences. This enables them to further their master and doctorate studies. The following table presents an overview of the three cycles of their educational system, including notably: the access, the schools and the years of education.

Cycles	Access	schools	Years of education	Diploma
Cycle 1	Baccalaureate degree	Preparatory school	2 years	Certificate
Cycle 2	National contest	National superior school	3 years	Master 1
Cycle 3	National contest	National superior school	2 to 3 years	doctorate

Table 3.1. The Educational System Implemented at schools of Higher Education

In their first cycle, the academic curriculum is articulated around four fundamental teaching units notably:

1. Mathematics: this unit covers three modules namely Algebra, Mathematical Analysis, Descriptive Statistics, and Probability.
2. Economy and Techniques of Management: it includes General Economy, Micro-Economy, General and Analytical Accounting.
3. Language: this unit consists of two foreign languages French and English which are taught all along the two years of preparation.
4. General culture: this teaching unit is organized around Philosophy and Introduction to Social Sciences for the first-year students, in their second year,

they are provided with Basic knowledge in Law, Geographical Economy. In addition to this, the module of computing is taught in all the four semesters. Though its importance, it is not part of the contest.

The table below provides a further explanation of the division of teaching units during two preparatory years:

Teaching Units	First semester	Second semester	Third semester	Fourth semester
Mathematics	Algebra	Linear Algebra 1	Linear Algebra 2	Linear Algebra 3
	Mathematical analysis 1	Mathematical analysis 2	Mathematical analysis 3	Mathematical analysis 4
	Descriptive Statistics	Probability 1	Probability 2	Probability 3
Economy	General economy	Micro-Economy 1	Micro-Economy 2	Micro-Economy 3
	General Accounting1	General Accounting2	Financial Analysis	Analytical Accounting
Languages	French 1	French 2	French3	French 4
	English 1	English 2	English 3	English 4
General	Philosophy 1	Philosophy 2	Introduction to Social	Introduction to Social

Culture			Sciences 1	Science 2
	Basic knowledge in Law 1	Basic Knowledge in Law 2	Geographical Economy 1	Geographical Economy 2
	Computing 1	Computing 2	Computing 3	Computing 4

Table 3.2. The Teaching Units at the Preparatory School EPSECG.

This school aims to help students in acquiring basic knowledge in economics, general quantitative data of mathematics as well as methodological tools. These latter seems to be necessary to succeed in the contest at the end of the second-year to permit them, later on, to have access to some national superior schools such as:

5. National Superior School of Statistics and Applied Economy (ENSSEA);
6. National Superior School of Commerce (ENSC);
7. School of Higher Commercial Education (EHEC).

As a matter of fact, EPSECG School is characterized by its unique educational system which is somehow different from the LMD one applied in our Algerian universities. It gives importance to the modules citing above in the following order:

	The Module	Coefficient	The time Allotted
The Block of Mathematics	Algebra	03	04.5 hours
	Mathematical analysis	04	04.5 hours

	Descriptive Statistics	04	04.5 hours
	Probability	03	04.5 hours
The Block of Economy	General economy	03	03 hours
	Micro- Economy	03	03 hours
	General Accounting	03	03 hours
	Financial Analysis	03	03 hours
	Analytical Accounting	03	03 hours
The Block of Languages	French	04	03 hours
	English	04	03 hours
The block of General Culture	Philosophy	02	03 hours
	Introduction to Social Sciences	02	03 hours
	Basic knowledge in Law	02	03 hours
	Geographical Economy	02	03 hours
	Computing	02	03 hours

Table 3.3.The Classification of Modules according to their Importance and Coefficients

This classification is based on the importance of the modules. This justifies the view that students who pass the modules of mathematics and Economy and do not have an average of ten (10), will be possibly allowed to sit for the contest, however, those who fail in these essential modules and

obtain good marks in General Culture and Languages will be either reoriented towards university or other establishments based on their personal choice to carry out their studies. This is mostly related to the amount of credits they have achieved. In other words, they are not allowed to neither repeat the academic year nor sit for make-up exams.

3.2.3. Aims and Objectives of the ESP Course

The EPSECG preparatory school is aware of its importance of languages, therefore, two foreign languages scheduled to prepare learners to acquire specialized terminology, besides the needed skills to succeed in higher studies and obtain maximum knowledge in their field of studies.

As for ESP courses, the main reason for their implementation is that high schools have used French, Arabic and English as three fundamental languages of instruction. This has been due to the fact that teachers who are currently in charge of instruction are post-graduated from foreign countries. This table is an attempt to provide an example of the places of the teachers 'post-graduation at Superior School of Commerce (ESC):

Place of Post-graduation	%
Algeria	68
Arabic countries	05
European countries	11
Anglo-Saxon countries	16

Table 3.4. Places of Teachers' Diplomas (www.esc-alger.com)

In addition to the above-mentioned objectives, others are also cited in the teaching guide of foreign languages which is used as a reference in our school.

The major objectives, accordingly, are to enable learners to acquire skills and competencies necessary:

- To communicate in English;
- To read up-dated materials, bearing in mind that these latter are published in English;
- To meet the learners' short-term objectives which are mostly devoted to writing and reading to fulfill their studies at high schools. Long-term objectives include communicating with foreigners in their business context, if any.
- To draw the learners' awareness of the cultural differences.

3.2.4. The ESP Curriculum

As the present study is based on the second-year sample population, this section focuses on describing their curriculum to investigate the progress of ESP teaching. Since the early establishment of this school, ESP teachers have not been provided with instructional materials, except a teaching guide of the preparatory school of Annaba. The following table is used as an attempt to provide a detailed description of each unit:

The unit	The themes	Grammar	Communicative skills
<u>Unit 1:</u> Describing and Comparing	<ul style="list-style-type: none"> - Comparison and contrast - Describing products and services - Evaluating products 	Present simple	<ul style="list-style-type: none"> - Introductions - Company profile - Large numbers
<u>Unit 2:</u> Life stories	<ul style="list-style-type: none"> - Success stories - Making money 	<ul style="list-style-type: none"> - There is...../ there are - Saying the time. 	<ul style="list-style-type: none"> - Making polite request - Making polite

	- Company history	- Distance and frequency. - Countable and uncountable nouns	conversation
<u>Unit 3:</u> Dealing with problems	- Making decisions - Thinking ahead - Complaining and apologizing	- Prepositions - Countable and uncountable nouns (part 2)	- Giving directions - Formal and informal letters - Recommending and suggesting.
<u>Unit 4:</u> People at work	- Suggesting and recommending - Responsibilities and regulations - Checking and correcting information	- Past simple	- Welcoming visitors - Writing an e-mail report - Exchanging information
<u>Unit 5:</u> Getting a job	- Recruitment processes - Applying for a job - Staff profiles	- Present continuous - Present simple / present continuous	Describing company project Describing graphs and charts

Table 3.5.The ESP Curriculum of the Second- year first used by teachers the Preparatory school of Annaba

However, it is to be mentioned that since the early establishment of the school, this curriculum has not been taken for granted; it was subject to modifications, teachers tended to focus only on some themes and units which were felt to be important to the learners' needs. The curriculum was later-on modified by representative ESP teachers all over the Algerian preparatory schools. As a result, some themes were kept, others were completely neglected and others are added.

Bearing in mind that learners are not supposed to be imparted with all the economic themes but rather focusing on those taught in their subject area to be more motivated and activate their background knowledge. The following table is an attempt to sum up the modified themes implemented at the school:

First semester	Second semester
<ol style="list-style-type: none"> 1. Economic activities 2. Money and banking 3. Industries and companies 4. Production and quality management 5. Management: an art or a science? 	<ol style="list-style-type: none"> 1. Marketing and Market Research 2. Financial services 3. Work and managing people (management styles) 4. People atwork 5. Globalization

Table 3.6. Modified ESP Themes of the Second-Year

The choice of the business themes is accompanied by the use of some grammatical points depending on their most frequently used in the pedagogical materials. They are:

- Affixation
- Transitive and intransitive verbs
- Modals

- Asking questions (yes/no, wh-questions)
- Tenses
- Phrasal verbs
- Countable and uncountable nouns
- Adjectives
- Definite and indefinite articles
- Passive voice
- Conditionals
- Reported speech

3.3. The Sample Population

In any educational setting, and whatever type of the research is conducted, the investigation should be based on a sample population. It is therefore of great importance to make a distinction between sample and population. In this vein, research methodologists (Cohen *et al.*, 2000; Sapsford *et al.*, 2006; Dörnyei, 2007) make an agreement on the fact that sample is just part or small group of the whole population.

Several terms, thus, are used to refer to sample such as a *subset* (Cohen *et al.*, 2000), *census inquiry* (Dawson, 2002) and *realistic population* (Lodico *et al.*, 2006). The entire subjects or the population is generally labeled *ideal population* (Lodico *et al.*, 2006). In this regard, Richards (2001:58) writes, “*sampling involves asking a partial of potential population instead of the total population and seeks to create a sample that is representative.*”

In the field of research, any investigation is evaluated according to the research methods and the suitability of the sampling. The role of this latter is acknowledged in educational research for its significance as it saves time and efforts, and avoids bias, unreliability of results and claims the generalisability of the study (Sapsford *et al.*, 2006). Yet, the decision upon the sampling selection and size is not an easy process; as it covers a number of essential

parameters, namely: the theoretical population, the study population, sampling procedures. The following diagram summarizes those different stages:

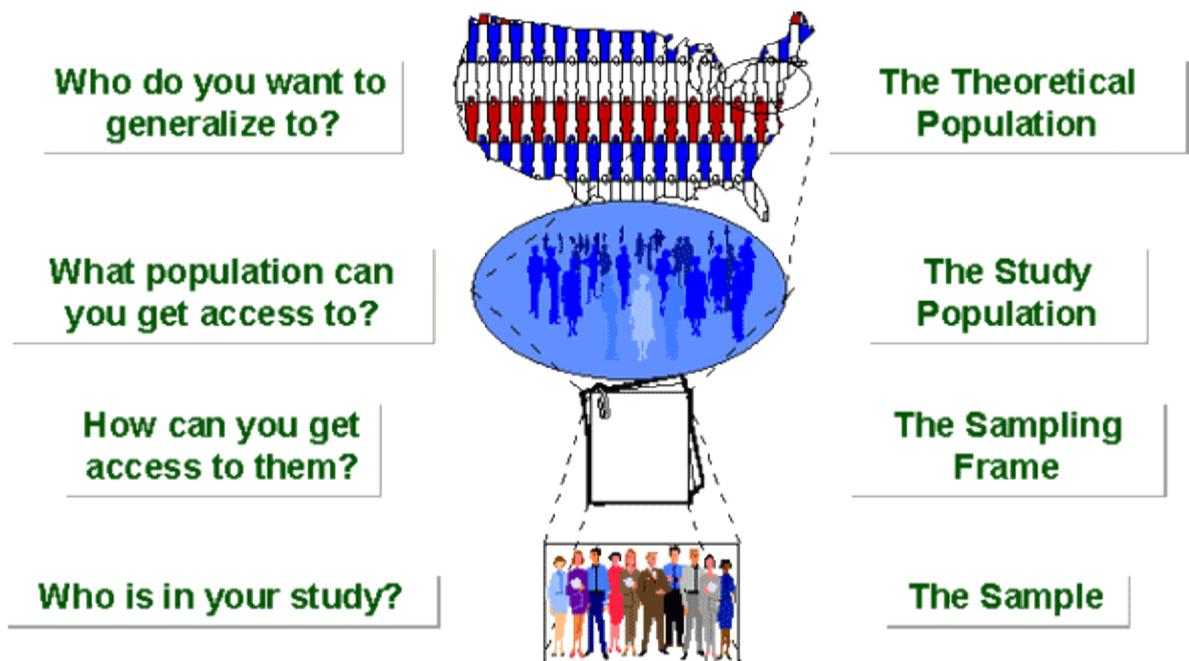


Figure 3.1. Some Important Stages for Sampling (<http://www.socialresearchmethods.net/kb/sampterm.php>)

Sampling methods are divided into; probability and non-probability. The former is also known as *random* sampling (Cohen *et al.*, 2000). Selection in this type is a matter of chance. Each member of the entire population can be included in the study. In this vein, Lodico *et al.*, (2006:143) write “*random sampling is conducted in such a way that every person in the population has an equal and independent chance of being selected*”. This form is widely acknowledged by applied linguists for providing explanation, prediction, generalisability of results as well as the representativeness of the wider population.

The latter, i.e., the non-probability sampling is also labeled purposeful sampling. As its name implies, it does not aim to generalize the results to whole population, but rather to provide a description of the results of the group under investigation. In this vein, Cohen *et al.*, (2000:102):

The selectivity which is built into a non-probability sample drives from the researcher targeting a particular group, in the full knowledge that it does not represent the wider population

As literature may reveal, there is a general consensus among research methodologists (Nunan, 1992; Cohen *et al.*, 2000; Dawson, 2002; Lodico *et al.*, 2006; Dörnyei, 2007; Tomal, 2010) that each sampling method has a variety of techniques. The probability sampling, for instance, includes random, systematic, stratified techniques while the non-probability sampling covers the quota, cluster, convenience, snowball, purposeful samplings. To wrap it up, the following table reviews the different sampling techniques employed in the educational research:

sampling technique	Definition
Simple Random sampling	The subjects' selection is based on a random criterion. Each member of the entire population has an identical opportunity of being included in the study (Dörnyei, 2007; Tomal, 2010).
Stratified random sampling	Subjects of the same characteristics are divided into groups such as those of the same race, gender, social group. Selection rests on the random basis and identical size proportion. (Cohen <i>et al.</i> , 2000; Dawson, 2002)
Cluster sampling	This technique is used when it is almost impossible to select individual participants due to some circumstances. Sub-groups must be selected instead. As an example of this sampling is students vs schools) (Dörnyei, 2007;

	Tomal, 2010)
Systematic sampling	<p>Sampling in this context passes through three steps:</p> <ol style="list-style-type: none"> 1. Identifying and classifying all participants of the wider population in a systematic way. 2. Dividing the number of the required population by the entire one. 3. The result serves as a selecting number of the group.(E.g. every ninth person is selected) (Dawson, 2002; Dörnyei, 2007)
Quota sampling	<p>Being considered as similar to stratified sampling, the only major difference lies in the fact that the researcher seeks to obtain non-random selection. As he is interested in sub-groups of the population which display specific characteristics that must be needed in his investigation (Dörnyei, 2007)</p>
Snowball sampling	<p>Only few members of the realistic population are drawn on for the study. They are, therefore, required to identify other participants that meet the same purpose. (Dörnyei, 2007)</p>
Convenience sampling	<p>It is also known by <i>accidental/ opportunity</i> (Cohen <i>et al.</i>, 2000; Dörnyei, 2007) and <i>haphazard</i> sampling (Dawson, 2002).The selection is a matter of accidents. The criterion for sampling is about the easy access to the subjects.</p>
Purposeful sampling	<p>Participants of this type are believed to be carefully selected to meet the objective and the purpose of the study. (Cohen <i>et al.</i>, 2000; Tomal, 2010)</p>

Table 3.7. Sampling Techniques

In this study, the researcher opted for non-probability sampling method. Moreover, the focus was placed upon a combination of two sampling techniques, namely purposive or purposeful technique for the ESP learners and convenience sampling for the ESP teachers.

Being considered as both appropriate method and technique for an action research (Cohen *et al.*, 2000; Tomal, 2010) for selecting “...*those subjects who are the specific individuals for whom improvement is desired*” Tomal (2010:30), the researcher took into account the following criteria for sampling a group of second-year students at the preparatory school of Economics and Commercial Sciences- Tlemcen:

1. Linguistic factor:

They received one year of business English teaching;

2. Time factor:

The English course was scheduled three hours per week in the morning.

3. Psychological factor:

The ESP learners are old and are supposed to be aware of their needs and motivated to improve their performance (Kennedy and Bolitho, 1984).

4. Academic factor:

Students at this level learned basic knowledge in their field of study and therefore acquired their academic culture (Jordon; 1997)

The selected group of twenty-five (25) students consists of eight (08) male and seventeen (17) females ranging in age from twenty (20) to twenty (22) years old, they come from different learning environments namely scientific, technical and management streams with a baccalaureate mark that exceeds twelve (12) and succeed in their first year learning of economics, management and commercial sciences.

They have received seven (7) years of General English learning in their middle and secondary schools and one (1) year of ESP learning namely Business English. These subjects have Arabic as a mother language, French as a SL and English as a FL. Their language of instruction is both Arabic and French.

Moreover, based on a convenience or accidental sampling, four (4) available full-time ESP teachers at the Preparatory School of Economics and Commercial Sciences were also selected to provide feedback on the ESP teaching situation.

This cell of informants was not trained in ESP teaching, seeing that two (2) teachers were specialized in TEFL and the others in Sociolinguistics. Their teaching experience varies from two (2) to four (4) years in teaching at this type of ESP and from three (3) to fifteen (15) years in teaching General English.

3.4. Research Design

Any scientific study should be basically governed by the appropriate use of the research approaches which must be carefully selected to meet the objectives of the study and the research questions. Those approaches have increasingly received considerable attention by methodologists due to their important roles.

To meet this end, several types of research design have been identified, namely Naturalistic and ethnographic research; Historical research; Survey, longitudinal, cross-sectional and trend studies; Correlational research; Ex post facto research, Experiments, and single case research; Action research (Cohen *et al.*, 2000). Each type is characterized by its unique features and specific methodology.

3.4.1. Action Research Methodology

Due to the nature of the present study, the choice felt to an action research. This type of research is widely believed to be a *reflective* inquiry based on the systematic practice undertaken by the researcher who is the teacher at the same time with the overall aim of changing and improving his own teaching and learning process. In this regard, Burns (2010:5) quoted Cornwell's definition (1999:05) of action research:

... a self-reflective, systematic and critical approach to enquiry by participants who are at the same time members of the research community. The aim is to identify problematic situations or issues considered by the participants to be worthy of investigation in order to bring about critically informed changes in practice.

Reflective practice plays a key role. The burgeoning literature in this subject area (Norton, 2009) acknowledges this process for achieving both long-term and short-term objectives. Short-term objectives are closely related to developing teaching and learning through a combination of several steps such as the identification of problems, change initiation, collaboration with the learners and staff. Long-term objectives are basically devoted to professional development.

Additionally other different characteristics have been identified, such as *social process, participatory, practical, cyclical, systematic enquiry, reflective, collaborative, emancipatory, critical and recursive practice* (Carr and Kemmis, 1986). Those mentioned features enable this kind of research to establish itself as a useful method for teachers for its dual function; it helps them to work better when identifying their own problems; they are more encouraged to use different ways of teaching and assess their own work (Watts, 1985).

The action research is, according to scholars (O’brein, 1998; Burns, 2010; kemmis and Mc Taggart, 2010) accomplished through using four steps repeated throughout two cycles until the researcher reaches his objectives. These are: Planning, acting, observing and reflecting.

In this present study, the researcher adopted Norton’s (2009) view for five steps process of a simple action research known by the acronym ITDEM (diagram 2.2.)

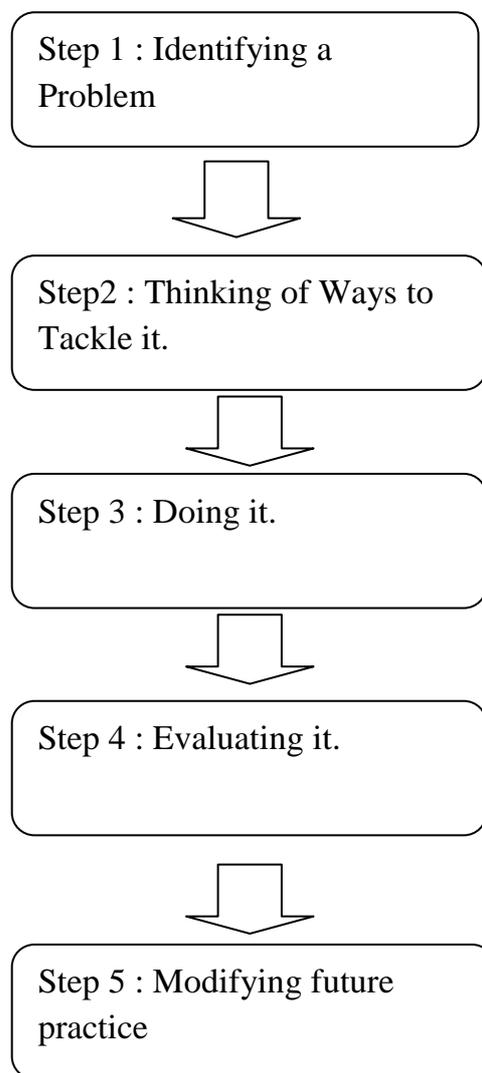


Figure 3.2. Action Research Model (adapted from Norton, 2009)

Adopting Norton’s (2009) action research model, five stages were followed in this research work:

Stage one: this initial step was mainly a diagnostic one, based on the identification of a problem. The researcher, thus, felt the urgent need to bridge the gap between the academic and professional requirements of the second-year students in the Preparatory School of Economics and Commercial Sciences.

Learners in Business educational contexts do not only need to achieve their short-term objectives which currently cover the success in their exams but they were also expected to support their language ability through the use of up-dated materials.

In addition to this, business is considered as a discipline that requires too much interaction on both national and international scales. Thus, for better communication, it is necessary to transmit messages either through verbal or non-verbal interaction using one or more skills (reading, writing, speaking and listening). Therefore, whatever skill is performed, learners are required to develop not only the linguistic competence, but also being aware of the cultural aspect that may break down the communication.

Stage 2: this step is considered as a *decision-making practice* (Tomal, 2003). It was intended to think about the possible ways of data collection procedures. Thus, the researcher had recourse to the use of some research tools depending basically on some important elements such as:

- the time consuming;
- The nature of the research design;
- The purpose of the research tool;
- The sampling size;
- Access to the sample.

Moreover, the researcher thought about the application of some teaching strategies for enhancing the learners' linguistic knowledge and raising their awareness to some cultural aspects through the use of authentic materials.

However, this decision was taken for granted as the final one. Results from the pre-training phase were seen to provide interesting feedback on the learners' requirements.

Stage 3: refers to the administration of the research instruments. Pre-training and post-training phases were accomplished through the engagement of both ESP learners and teachers in data gathering activity. Learners' pre- and post-tests, a questionnaire of Needs Analysis and Identification, along with the two interviews were used to cross-check the results.

This phase was launched during the first semester of the academic year 2013-2014. The allotted period for this action research is three hours per week. The reason behind deciding upon the time factor is:

- To have enough intervals between the collection, training, and analysis of data;
- To have access to the sampling, especially the ESP teachers;
- To have enough time for the administration of each research instrument so that learners are not getting bored to fill in them.
- The aim of this present action research is not only for professional improvement, but rather for academic qualification;

Stage 4: this step is rather concerned with the evaluation of the results gained from the three phases through the implication of a mixed method aims to obtain multi-level of analysis, and reaching a near full picture of reality. The combination of the qualitative and quantitative approaches, according to Greene *et al.*, (1989), has a complementary function, they “...are used to measure overlapping but also different facets of a phenomenon, yielding an enrich understanding by illustrating, clarifying, or elaborating on certain aspects”(Quoted in Dörnyei 2007: 164).

Stage 5: refers to the series of practical suggestions and recommendations that felt to be important to better enhance the ESP teaching and learning process (chapter 5).

3.4.2. Data Collection Phase

Whatever the field of study, and the type of the scientific research, data collection approach is fundamentally considered as a mass requirement process. It is generally known as a procedure of gathering structured data through the use of a single or more appropriate research instruments for the purpose of providing suitable answers to the research enquiries.

As for the purpose of this study, and to meet the required objective, the researcher opted for a ‘combining approach’ to data collection procedure for its overall aim of collecting and/ or analyzing data, and reaching, at the same time, a thorough interpretation as well as achieving the validity of this investigation under investigation. In this vein, Tashakkori and Creswell (2007:4) define it: ‘...as research in which the investigator collects and analyzes data, integrates the findings, and draws inferences using both qualitative and quantitative approaches or methods in a single study or a program of inquiry.

This mixed-method approach is characterized by its ability to increase concurrent and construct the validity of the research questions. It also permits the researcher to reduce prejudice (Perlesz and Lindsay, 2003). Arguing in a similar way, Dörnyei (2007) asserts the following advantages:

- Increasing the strengths while minimizing the weakness of each paradigm;
- allowing for several -layer of analysis;
- improving the validity of the research outcomes;
- claiming the generalizability of the results.

3.4.2.1. Elicitation Techniques

Starting from the premise that drawing on a single method may not almost provide satisfactory results, the researcher had recourse to the use of triangulation of data sources. This technique allows to cross-checking results, hence, it enables to obtain a better understanding and provide a clear picture of a particular phenomenon. This idea has been supported by Cohen *et al.*, (2007: 141) who advocate that:

...triangular techniques in the social sciences attempt to map out, or explain more fully, the richness and complexity of human behaviour by studying it from more than one standpoint and, in so doing, by making use of both quantitative and qualitative data.

Data collection process was carried out through two phases. The pre-training phase was accomplished through the administration of teachers' semi-structured interview, the learners' questionnaire and a pre-training test. Data from the final step were gathered via the use of the post-training test besides, the learners' interview.

3.4.2.1.1. Questionnaire

Questionnaires are widely seen as one of the most popular elicitation techniques that enable the investigator to have factual, behavioral and attitudinal data about a small or large scale of participants under examination. Brown, J. D. (2001:6) defines them as: '*... any written instruments that present respondents with a series of questions or statements to which they are to react either by writing out their answers or selecting from among existing answers.*'

There is a general agreement among research methodologists (Nunan, 1992; Wallace, 1998; Cohen *et al.*, 2000, 2007; Richards, 2001; Dörnyei,

2003, 2007; Norton, 2009) that this research tool is acknowledged tools for the following reasons:

- It is considered as a highly systematic and structured research tool;
- It saves time, efforts and financial resources;
- Answers are typically characterized by their honesty as they are completed in an anonymous way;
- Subjects have more time to think about their answers;
- It is administered to a large scale as well as small number of participants;
- It may be administered by another person on the behalf of the researcher;
- It is seen as a useful way to gather quantitative information “... *that is relatively easy to tabulate and analyse*” Richards, (2001:60)

However, literature related to this research tool has also reported a number of drawbacks such as the lack of flexibility, the ambiguity of questions and, the subjects are not able to ask for clarification. Moreover, they may not be motivated to complete all the questions.

The students' questionnaire aims to:

- Identify and determine the learners' needs.
- Check the students' interest.
- Evaluate the ESP teaching situation from the learners' point of view.

3.4.2.1.2.1. Piloting the Questionnaire

As it is difficult for any research tool to gather the required data when it is used at the first trial run, questionnaire needs to be piloted to a small number of people under study. Moreover, piloting; or in Dörnyei's term (2003) '*field testing*', is widely seen as a mass requirement phase for its potential advantages to claim the reliability and validity of the results. This idea has

been also stated by Sudman and Bradburn (1983:283) *“if you do not have the resources to pilot- test your questionnaire, don't do the study”*

Similarly, Oppenheim (1992) believes that even though this process is considered as expensive and time-consuming at a trial-out study especially for a new to the field researcher, a pilot work is important for questionnaire designer, developer or even adopter to avoid problems that might occur in the administration, interpretation of the items and, to a large extent, the analysis of results. He adds that questionnaire needs to be piloted several times until it reaches the objectives it is designed for. He writes: *‘Questionnaires have to be composed and tried out, improved and tried out again, often several times over, until we are certain that they can do the job for which they are needed’* .(Oppenheim 1992:47)

Our learners' questionnaire was adapted from Kuppan (2008) and accomplished through two phases of the piloting process. It was initially piloted through two language teachers where they were required to supply comments and recommendations on the following elements: the design, the question items, the translation of the items as this research tool has been translated to Arabic to: ensure a full understanding of the questions; create a relaxed atmosphere and enable them to express themselves freely.

The final stage of piloting this questionnaire was addressed to another group from the second-year population. Informants were encouraged to provide their feedback about, its layout, length and the time devoted to its completion. The results obtained from the two piloting phases were subject to item analysis consequently, some research items were omitted as they seem to be irrelevant to the objectives of the study. Some were re-worded and others were clarified and simplified.

2.5.2.1.1.2. Questionnaire Administration

Participants were, first, informed about the purpose of the questionnaire and of the fact that it is basically a compulsory assignment. Moreover, they were notified about the time allotted for its completion and encouraged to provide truthful answers as this latter has been coded and interpreted in an anonymous way to create a relaxed environment.

The questionnaire was administered through the use of a '*group-administered method*'. The driving reason behind adopting such a type was not only the easy access of the sample population but also, and more significantly, the fact that the questionnaire administrator was the teacher- researcher. This was taken place after approaching all the members of the target group, during the ESP course to clarify and guide the respondents in their task.

Taking into account the drawbacks of this method which are related to the fact that students' responses might be subject to contamination (Oppenheim, 1992), in addition to the idea that they may not have enough time to think about their answers, students were invited to write down their own personal answers including even the small details.

2.5.2.1.1.3. The Questionnaire Layout

The way the questionnaire is arranged is believed to be of a significant importance to the respondents. In this respect, the designer should pay careful attention to some preliminary aspects such as the length and the format. Cohen *et al.*, (2000: 285), therefore, stress on the inclusion of some key characteristics that should be "*... easy, attractive and interesting rather than complicated, unclear, forbidding and boring*".

The present questionnaire was divided in the following way:

- The title,

- The greeting;
- the purpose of this research tool;
- the instruction;
- the questionnaire rubrics;
- The final thank.

This present data-gathering technique is used to elicit different types of data such as:

- facts
- opinions
- ideas

It is broken down into three rubrics. The first one dealt with the learners' needs and purposes for learning English. As far as the second one is concerned, it is related to their perceptions about the ESP course. In this vein, various questions were formulated around the needed skills and those neglected. It also aims to check whether the teaching materials attracted their interests in and motivated them or not. The final rubric refers to the students' problems, suggestions and recommendations. In this respect, they were invited to provide suggestions concerning the teaching methodology, the objective and the topics that they would like to include in their language course.

This present elicitation technique comprises a variety of questions items, namely:

- Closed-ended items;
- Multiple-choice items;
- Open-ended items;
- Rating scale

The first type refers to those questions where the respondents are required to choose among the available answers. This item, which is also known as dichotomous questions, is widely acknowledged by researchers for

the ability to collect, code and analyse data in an objective way (Cohen *et al.*, 2000; Dörnyei, 2003).

E.g: are you tested for proficiency before being admitted to ESP course

Yes / no

The second category consists of the type of items where the range of possible answers is pre-determined by the researcher, as an example:

For what purposes do you require English?

- Understanding lectures in your field of study in English
- Taking part in oral communication
- Reading textbooks in your field of study in English
- Writing answers to English examination questions.

As for the third element, i.e., open questions do not offer any pre-determined reply. The respondents, therefore, are required to provide their own answers. This has been stated by Wilkinson and Birmingham (2003:11) “*open-ended questions impose none of the restrictions of closed and multiple-choice questions. They allow for the recording of any response to a question provided by the respondent.*”

E.g.: Do you have any suggestions and commendations as far as the improvement of your course?

Similar to multiple-choice items, rank ordering includes a range of possible answers by which the respondents are likely to order and classify them according to their preferences. Cohen *et al.*, (2000:252) define it as “*...akin to the multiple choice question in that it identifies options from which respondents can choose, yet it moves beyond multiple choice items in that it asks respondents to identify priorities.*”

E.g. classify the following skills according to the their importance to you academic needs

Listening skills () Reading skills ()

Speaking skills () Writing skills ()

3.5.2.1.2. Interview

Interview as a research tool is considered to be one of the most widely used research instruments in an educational research aiming at eliciting verbal information from the subjects under investigation. According to McDonough, J and McDonough, S(1997:182): “*Interviews(...) are just another way of asking questions, this time is face to face interaction...*”interviews can be utilized as an elementary research tool that occupies additional role while; combined with other instruments for the rationale of cross-checking the results.

Owing to the interactive nature that exists between the interviewer and the interviewees, this elicitation tool enables the researchers to extract real information about the subjects’ life, perceptions as well as beliefs. The importance of the interviews is highlighted by Cohen *et al.*, (2000:267):

Interviews enable participants—be they interviewers or interviewees—to discuss their interpretations of the world in which they live, and to express how they regard situations from their own point of view. In these senses the interview is not simply concerned with collecting data about life: it is part of life itself, its human embeddedness is inescapable.

Interviews are generally divided into three main types, namely the structured, semi-structured and unstructured interviews. The choice of one specific kind is determined by some elements such as: the levels of formality,

the flexibility and the role of the interviewer. Each type has a number of limitations and strengths summarized in the following table:

Type of Interview	Advantages	disadvantages
Structured Interview	<ul style="list-style-type: none"> - It is seen as a formal type. - The use of predetermined questions gives the interviewer the power to control the interviewees' answers. - Answers tend to be only provided by the interviewer. - The responds can be compared between each other. - It can be administered to both large and small scale of participants. <p>(Nunan, 1992; Wallace, 1998;Cohen <i>et al.</i>, 2000; Dornyei, 2003)</p>	<ul style="list-style-type: none"> - Lack of flexibility. - It may not be completed in an anonymous way. - Time- consuming. <p>(Nunan, 1992; Wallace, 1998;Cohen <i>et al.</i>, 2000; Dornyei, 2003)</p>
Semi-structured Interview	<ul style="list-style-type: none"> - It is characterized by its less flexibility, as a combination of freedom of answers along with the interviewer control is acknowledged. - The interviewer is able to clarify the ambiguous questions through the use of prompts. - It is believed to be a useful way 	<ul style="list-style-type: none"> - The interviewees' freedom of speaking about their feelings, thought and perceptions make the answers difficult to be compared with each other. - Freedom may result

	<p>for the subjects to speak about their feelings and perceptions.</p> <ul style="list-style-type: none"> - Freedom of giving much more details about the questions. <p>(Nunan, 1992; Wallace, 1998;Cohen <i>et al.</i>, 2000; Dornyei, 2003)</p>	<p>in the deviation from the required answer.</p> <p>(Nunan, 1992; Wallace, 1998;Cohen <i>et al.</i>, 2000; Dornyei, 2003).</p>
Unstructured Interview	<ul style="list-style-type: none"> - It is based on a flexible approach; - It provides a relaxed atmosphere to speak freely. <p>(Nunan, 1992; Wallace, 1998;Cohen <i>et al.</i>, 2000; Dornyei, 2003)</p>	<ul style="list-style-type: none"> - It is negatively criticized for being long, - Gathering unimportance data which may be difficult to analyze. <p>(Nunan, 1992; Wallace, 1998;Cohen <i>et al.</i>, 2000; Dornyei, 2003)</p>

Table 3.8. Advantages and Disadvantages of the Interview Types

3.4.2.1.2.1 The Teachers' Semi-Structured Interview

The interview conducted with the ESP at the Preparatory School of Economics and Commercial Sciences was adapted from Kuppam (2008). The researcher opted for the use of a semi-structured interview for its possibility of using ready-made questions, and at the same time giving the interviewees freedom to express themselves.

The questions of the present interview were piloted and this is mainly to ensure the validity of this interview and eliminate any ambiguity or difficulty of the items. The three responds were asked to add any comments related to:

the length, wording, ordering, understanding of the questions and the structure of the interviews .The need for piloting the interview has been asserted by Nunan (1992: 151):

...it is very important that interview questions are piloted with a small sample of subjects before being used. This gives the researcher the opportunity to find out if the questions are yielding the kind of data required and to eliminate any questions which may be ambiguous or confusing to the interviewee.

Later on, the five (5) ESP practitioners at the school were interviewed in the pre-training phase with the aim of testing the validity of the hypotheses and checking the reliability of the results. The primary objective of this face to face interview is to unveil in-depth data about:

- The teachers' use and manners of NAI.
- Course organization
- Teaching materials

The interviewer first started with explaining the purpose of this research tool emphasizing the fact that it is used to improve practice. The interviewees were informed in advance about the questions so that to create a relaxed atmosphere.

Data were recorded on a digital audio recorder with the aim of focusing attention on what the interviewees said to have more interaction. Furthermore, the researcher, at the same time, used a note-taking tool. The underlying reason for adding this recording method was to avoid the potential weaknesses of this type of equipment. In this sense, writing down some facts enabled the interviewer to ask for additional questions and clarification. Moreover, it was used as a strategy to motivate the interviewees to add further information.

As a matter of fact, the interview is divided into three rubrics: the first one is closely related to the teachers' use of the process of Needs Analysis and Identification; whereas the second one is about the teachers' choice of teaching materials; they were, finally, asked to provide suggestions and recommendations in the last rubric.

The researcher used of a variety of items including:

- Fixed- alternatives
- Open-ended questions.
- Ranking response;

The first range of questions refers to those items in which the interviewees were provided with multiple-choice answer. As an example of this:

- Do you, as an ESP teacher, make use of published materials more than in-house materials?
Yes/ no

As for the second type, the open-ended questions are *"...those that supply a frame of reference for responds' answers, but put a minimum of restriction on the answers and their expressions"* (Kerlinger, 1970 quoted in Cohen *et al.*, (2007:357). The aim of this type of questions is to give freedom to the interviewees when expressing their ideas. E.g. what, according to you, makes the difference between authentic and non-authentic materials?

Besides, the researcher used probes to ask for clarification, rephrasing as well as emphasizing on the needed answers when deviating away.

In the last item, interviewees were asked to classify answers propositions offered by the interviewer by suggesting numbers for instance from one to

four 1-4 E.g. classify the following skills according to their importance to the learners?

Reading,

Speaking

Listening

Writing

3.4.1.2.2.2. Students' Semi-Structured Interview

In spite of the significance of test as a practical tool for data collection, Shohamy states in Celce-Murcia and Olshtain (2000) that additional research tools might be of great importance in order to reach a complementary and alternative assessment. In this sense, she advocates the use of other elicitation procedures such as an interview.

Thus, for the aim of gathering reliable data, the test was supported by the submission of a semi-structured interview in the post-training stage. Its primary objective is to investigate how the ESP courses were taught and how authentic materials might affect the students' awareness. In other words, the learners' semi structured interview aimed to elicit in depth data about:

- The students' attitudes towards the effectiveness of the training sessions in general and the use of authentic materials in particular.
- The students' suggestions to enhance the ESP course.

Twenty- five learners at the Preparatory school of economics were interviewed. This research tool was conducted using the language suitable to interviewees, dialectal Arabic, French and even English were used to create a relaxed environment and provide them with the appropriate means to express themselves freely.

3.5.2.1.3. Tests

The burgeoning literature on classroom test in ESP context has documented that the first duty of language teachers is to assess their students' language learning abilities to check later on, the two essential parameters NA is settled for mainly who are learning as expected and who need assistance. The information gathered from tests is supposed to provide them with a considerable amount of ideas about their learners' level of language proficiency and their specialized knowledge if tested, as well, besides their understanding and the skills' progress in the learning situation in question. According to Brown (2001:384), tests are defined as:

... a method of measuring a person ability of knowledge in a given domain...It is a set of techniques, procedures, and items that constitute an instrument of some sort that requires performance or activity on the part of the test taker...

Apart from Brown, specialists (Hutchinson and Waters, 1987; Jordan, 1997; Dudley-Evans and John, 1998) believe that in an ESP context, tests can be gathered under five main ranges. To wrap it up, the table below endeavors to summarize the type, the aim and the time for the administration of each kind:

Types of tests	Definition
Placement test	It is mainly undergone at the beginning of the ESP course or the academic career of the learner. It aims to decide upon the language classes the students are likely to attend based on their current language ability (Hutchinson and Waters, 1987) Jordan (1997:86) writes “ ... is concerned with the students’ present language ability, it will probably be general and / or wide-ranging in order to give an overall assessment of their level”
Diagnostic test	This second type is fundamentally used to identify the learners’ set of weaknesses to offer remedies during the language course (Jordan, 1997).
Progress test	It is one of the most applied tests in ESP context; it is designed to assess their knowledge with reference to a specific syllabus they have already been exposed to. Learners, in this case, should be faced with familiar texts and tasks (Jordan, 1997).
Proficiency test	The fourth type aims to find out about the students’ ability to perform the language tasks. It is used to assess “... the suitability of students for specific courses, from the point of view of their control of the language” Jordon (1997:88).
Achievement test	In ESP context and at the end of the course a second test is administered for the sake of assessing whether the learners achieved what their teachers have already outlined. In this end, Jordan (1997:87) highlights its significance

	arguing that “ <i>the final test of an EAP course may reflect the language needs of the target situation and contain a simulation of study skills in use.</i> ”
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Table 3.9. An Outlook on the Types of Tests

Following literature on those tools provided for data collection, it can be wise to state that this instrument is frequently regarded as a powerful method for gathering quantitative facts about the students’ current level, their progress/ as well as their achievement in language learning. In this vein, Cohen *et al.*, write (2000:317):

Researchers have at their disposal a powerful method for data collection, an impressive array of tests for gathering data of a numerical rather than verbal kind

3.4.2.1.3.1. Tests Design and Piloting

As a first step in conducting a study, one as a researcher should decide upon a set of parameters namely, the sample population, the type of both tests, its level of formality, and whether it is integrated in the teaching program or not. Other elements are also taken into consideration in the design phase of a test namely; validity, reliability, marking, interests, heterogeneity (Ur, 1991; Harmer, 2001).

Bellow, a short overview of those five key-elements is offered:

- **Validity:** as one of the key-terms in research methodology refers to the idea that the test should measure what is expected to measure. To meet this end, it should reflect exactly the purpose for which it is originally developed. If the test, for instance, is designed to measure students’ reading comprehension, it should achieve this purpose, as a logical result, no previous knowledge of the subject is tested unless it is

marked that all the respondents share the same background knowledge before the administration of the test(Harmer,2001).

- Reliability: refers to the idea that the same test takers obtain similar scores on the same test. In doing so, the tester has to use clear instructions and establish an adequate atmosphere. It is also argued that it should be scored by more than one tester to avoid subjectivity(Harmer, 2002).
- Marking: it is widely acknowledged that the test'sscoring play an important role in the reliability of the results. It is,thun, of great significance for the tester to decide clearly upon the scores of each question and to make it stated in the test format (Ur, 1991).
- Interest: For the sake of motivating the learners, the content as well as the tasks should match their interest, the knowledge they have already acquired and respond positively to their expectations (Ur, 1991).
- Heterogeneity: taking into consideration that learners come from different learning environments, have different learning styles, strategies, language abilities, the test, therefore, should be designed within their reach. In other words, it should meet i the learners' high and low levels of language proficiency. (Ur, 1991)

Another condition should not be missed when designing a test as stated by Chlhoub-Deville and Turner (2000:524) who maintain that the test has to “...incorporate a variety of item types that reflect those used in instructional setting.” as a result, it should be stated that all the types of questions, and even the content of the selected articles were previously used in the training phase to create a relaxed atmosphere.

Believing in the importance of piloting the research instruments as it provides an “...*opportunity to resolve any thing that is confusing about the instructions, questions, or statements*” Patrica and Cathy (2008:83), the test items were also piloted before its administration. For more details, it can be said that while the researcher finished the design of the tests items and labeled the comprehension questions and the comprehension exercises required for both tests, she cooperated with another teacher from the department of languages to provide feedback as about the following elements; the clarity of items, the choice of subjects and the scoring. As a result, it should be noted that some questions have been changed, some have been added and others have been modified to suit our learners’ level of language proficiency.

3.4.2.1.3.2. **The Pre-Training Test**

Due to the nature of ESP context, language needs analysis is of vital importance. This can be explained by the fact that the ESP course should be fundamentally based on the idea of enabling our learners to become communicatively competent in their target discourse environment. To achieve this end, Present Situation Analysis was undertaken by means of tests.

The pre-training test, serving as a diagnostic test, was administered with the following purpose in mind; checking the students’ linguistic weaknesses, and therefore, evaluating their reading ability at both sentence and paragraph levels. Though it was placed at the beginning of the ESP course, the researcher opted for the use of a diagnostic rather than placement test due to the different purposes they display.

For more details, it can be mentioned that the former is believed to be about identifying the learners’ state of knowledge, forming homogeneous classes and providing them with appropriate ESP courses. In our Algerian context, in a public institution, teachers will not be able to re-form the groups as it is the administration duty. The latter is used to check their language

difficulties and support the students' questionnaire to have multi-layer of analysis. In his vein, Harmer (2001:321) writes:

Diagnostic test can be used to expose learners' difficulties, gaps in their knowledge, and skill deficiencies during a course. Thus, when we know what the problems are, we can do something about them

For the purpose of having reliable results, the teacher-researcher revealed some important information about the aim of the test, the time allotted as well as the format. This first formal, pen and paper test was a test of one hour and a half administered by the teacher herself to second-year students at the beginning of the first semester of the academic year 2013-2014.

3.4.2.1.3.3. Post-Training Test

In this post-training phase, an achievement test was undertaken as another data collection tool. It is, in fact, assumed to be a language test administered at the end of the instructions to examine how well the learners succeed in meeting the course objectives. In this respect, Richards and Schmidt (2002:7) point out: *“a test designed to measure how much a language learner has successfully learned with specific reference to a particular course.”*

As similar to the diagnostic test, this second pen-and-paper test was carried out at the end of the academic year 2013-2014 by the teacher-researcher, it was undertaken to examine *“how specific features such as discourse topic/content, discourse domain ... manifest themselves in the teaching situation”* (Shohamy quoted in Celce-Murcia and Olshtain (2000: 203). This test was, in fact, concerned with the role of authentic materials in enhancing the students' reading comprehension, and raising their linguistic and cultural awareness.

3.4.2.1.4. Criteria for Materials and Themes Selection

To select materials in ESP context, the ESP practitioner needs to rely on himself for the design and/ or the selection of teaching materials he needs to work with. It should be also noted that the language instructor's role extends to assessing the students' outcomes and evaluating how well this course was achieved.

In the present study, the researcher depended on some criteria for the selection of the content of both tests which can be summarized below:

- Themes inclusion in the students' language programme;
- Familiarity of themes for both learners and the teacher;
- The authenticity of both materials;
- The presence of the major skills such as the language structures and specialized terminology needed by the learners.

Taking into account the diagnostic nature of the test, it was used at the beginning of the academic year; the researcher had recourse the use of a business theme related to *Management*, and more precisely the *international manager*. It is about the need to know about the other culture to reduce misinterpretation that might affect business negatively.

The driving force for this selection is to identify their language gaps and to provide a motivational context as this theme is considered to be a subject of interest for the majority of the learners. In addition to the familiarity of the topic, another reason is related to the fact that many terms constituting the article are those belonging to Baker's (1988) first and the second category of terms for example model, expensively, revolutionary...etc. this type of terminology is not specific to a specialized discipline. As a result, it was assumed that learners are able to understand without any difficulties or training.

To avoid, or to a lower extent, reduce the misunderstanding of some sound difficult words, a glossary of terms was provided at the bottom of the article. For instance:

- Staff: non managerial workers in an organization.
- Assignment: tasks.

As a matter of fact, the first test is authentic article extracted from a book entitled '*Managing across Cultures*' by Schneider and Barsoux (2003). This article speaks about international corporations. Managers of this latter are supposed to be of different nationalities (German and American) with different languages, ways of thinking and different concerns. Then, important to have culture adaptation.

The theme of the second test, on the other hand, is about '*international companies structure*'. It is also an authentic article extracted from the *Economist* quoted in *Intelligent Business* (2005). This coursebook is acknowledged for developing the students' language skills and improving their knowledge of the language used in this context.

As a last element, it should be mentioned that the time factor plays an integral role in both the design and the administration that is why both articles were cut, and only a number of paragraphs were kept as the tests were only one hour and a half.

3.4.2.1.3.5. Tests Purpose and Layout

The fundamental objectives behind using test as a research tool are to unveil data about the students' state of knowledge, it endeavors to:

- Check their comprehension at both sentence and paragraph levels while using authentic materials.

- Test their language ability as far as word partnership and specialized terminology;
- Assess the students' use of intercultural strategies.

For the purpose of accomplishing these previously stated goals, both tests share common points including:

- Finding the title of the passage.
- Scanning to obtain information.
- Defining vocabulary in context.

Furthermore, the test designer made use of a variety of types of questions summarized under the following headings:

- Fixed response items.
- Alternative response items.
- Free response items.

The first type of questions allows our learners to pick out the right answer from a number of given alternatives

E.g: the article speaks about:

- a) International companies
- b) Building business relationship
- c) Mass- Production

For the second type, true-false items were used. This latter is widely acknowledge in language testing "*...to indicate understanding of the basic idea expressed in a sentence.*" Harold (1983:85). To answer such a question a thorough concentration on the passage was required. As an example of this type is:

E.g: Changes are taking place in company structure throughout time (True or false)

In the third range of questions, informants were asked to provide complete sentences. They were tested on the comprehension of the passage as a whole and their language ability as well. For instance: In just a sentence, explain the meaning of ‘shifting from high-volume to high-value’?

The last item, according to Harold, M. (1983:’43) is ‘*used for testing grammar consist of a sentence from which a grammatical element has removed*’. It is about a phrasal verb where a preposition is required.

As an example of this item is:

Complete each sentence with the following preposition to form a phrasal verb

A) Management has to take ... account differences rather than simply similarities.

At this level, it should be stressed on the fact that both tests were tailored to the needs of students and were adapted from the model of courses provided by Trappe and Tullis (2005) and Sweeny (2000). The present tests were designed in the following order:

- Reading comprehension;
- Language Practice;
- Situation of integration.

3.4.2.1.3.6. Tests Examination, Scoring, and Reporting

Both tests were scored by the investigator and an ESP practitioner following the Michigan Guide to English for Academic Success.

The reading items on the tests were, thus, graded as illustrated in the table below:

Test Items	Score	Details
Open items	04 Points	Total accurate response
	03 Points	When the students' answers are correct but more necessary details were missed.
	02 Points	When the learner's task is partly achieved.
	01 Point	The response is incomplete and may not fit all the requirement of the assignment.
	0	Wrong /inappropriate answer.
Short answer items	02 Points	Complete correct answer.
	01 Point	Partially correct answer.
	0	Incorrect response.
Multiple choice item	1 point	Correct choice answer
	0	Incorrect answer

Table 3.10. Test Scores (adapted from the Michigan Guide of Scoring)

To sum up, each test is composed of:

- One (1) multiple choice question;
- Three (3) Alternative response items;
- One (1) free response item;

- Three (3) multiple choice vocabulary items;
- Four (4) verb-noun partnership items;
- Two (2) simple completion sentences of phrasal verbs.
- A situation of integration is included to check the students' language awareness and implementation of intercultural strategies.

3.4.3. Strategy-Training Phase

It this phase it should be mentioned that the aim of the course is to enable learners to perform better in their target language setting, the present trainees need, then, to sit for the contest which includes assessing their reading ability, these training sessions were believed to be essential to improve our learners' performance.

Therefore, training courses were based on a receptive skill namely reading. Authentic texts were implemented aiming at raising the learners' language and cultural awareness, as, a stress was oriented towards strategies-training or what is generally labeled strategies-awareness. In this respect, Oxford (1990:2) defines it as:

a program in which participants become aware of and familiar with the general idea of language learning strategies and the way such strategies can help them accomplish various language tasks.

The fundamental objectives of strategies-training, according to Cohen (2003) are:

- to impart learners with a variety of tools so as they can choose during language learning and make use of them;
- To raise the students' awareness of the range of strategies that facilitates language learning;

- To train students to transfer their successful strategies to new leaning context.

These practical sessions took place throughout the academic year 2013-2014, for an instructive period of three hours per week. All the twenty-five (25) students without exception were taking part. Courses were characterised by the use of excerpt covering a wide variety of business topics retrieved from different sources including:

- The economics
- Business Week
- Financial times

As a matter of fact, real-life materials cut-out from those sources are acknowledged in language teaching *"tend to work in consistent areas of language, so, after a while, students who practice reading The Economist will become experts in reading English language business publications."*Hilter, D (2005)

The main reasons behind using authentic materials in an ESP context can be summarised below:

- To have a direct exposure to a real life language and its socio-cultural context;
- To have a double aim that of informing the learners about up-dated business researches and teaching them how to understand reading articles.

The instructor, therefore, tailored the teaching materials of the course to involve direct training of some strategies based on the learners' requirements, the nature and the context of the present investigation.

These present training courses were intended to enhance our learners' consciousness of some strategies used to improve their comprehension of the

authentic themes. It was compulsory for the instructor to place more emphasis on the semantic mapping of the reading materials rather than language in use, (Halliday *et al*,1976).The main purpose behind to swing the students' points of views and habits of focusing on the grammatical forms to the overall meaning.

For the purpose of raising the learners' awareness of the range of strategies, the instructor finished up proving a brief rundown of some reading strategies that felt to be vital to respond positively to their needs. In the pre - reading phase, the tutor began with some starting up questions to enable the informants to discuss and exchange ideas that contribute inactivating their background knowledge related to the themes of the authentic materials and support their language deficiency.

While reading, the learners are required to forecast the content of the materials. They were encouraged to make assumptions which were later on, either supported or rejected.

Taking into consideration the cultural aspect of the reading materials and the fact that the learners' language ability is not only tied to their skills and linguistic knowledge, but also to their cultural awareness, it can be said that this latter plays a significant role. Some cultural awareness strategies, then, were embedded. Students were not only encouraged to discuss a realistic knowledge of the target discourse community but also were invited to compare it to their own culture while finding out similarities and differences, as well.

In this last phase, i.e., the post-reading tasks focused on learners' engagement in outlining what they were trained in the teaching sessions. This was accomplished in a form of a group discussion to find out what was acquired in terms of specialized vocabulary as well as new knowledge.

Being familiarized with those strategies, it was necessary for the teacher-researcher to use other texts asking students to work independently to check their reading comprehensions, language ability as well as their use of cultural awareness strategies.

The following table endeavours to sum up the reading skills, language points, terminology and the intercultural strategies used to boost the students' awareness in the training sessions:

Training Focuses on	Awareness to
Reading skills	<ul style="list-style-type: none"> - Skimming, - Scanning; - inferring
Language awareness	<ul style="list-style-type: none"> - Words partnership <ul style="list-style-type: none"> • subject /verb agreement • verb/nouncombination • Phrasalverb
Terminology	<ul style="list-style-type: none"> - General terms - Sub-technical terms - Specialised terms
Cultural awareness strategies	<ul style="list-style-type: none"> - Identifying - Discussing - Comparing

Table 3.11. Training Courses Components Focus.

3.5. Conclusion

As an empirical investigation, this chapter aimed to offer an overview of research design methodology. It was divided into two fundamental parts. The first part provided a snapshot of the pedagogical institution along with its educational system where a careful insight was placed upon the ESP curriculum and the teaching objectives.

The next part intended to describe the data collection process. Three types of research tools were used in the pre- and post-training phases, namely the teachers and learners' semi-structured interviews, the learners' questionnaire, and the diagnostic and achievement tests. In the following chapter the analysis and interpretation of findings will be discussed.

Chapter Four**Chapter Four: Results Analysis and Data Interpretation**

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4.1. Introduction

This chapter is devoted to report and discuss the findings gathered through the data collection procedures. It aims to provide answers to the already stated hypothesis and research enquiries. This section encompasses sorting, reviewing, and interpreting the results conducted in the three different phases. Its main purpose is to unveil data about the learners' improvement while teaching through authentic materials.

4.2. Data Analysis and Interpretation

The process of data analysis and identification incorporates the organization of the data in a systematic manner, its examination and scrutiny. It is also believed to be a practice of making data opened to a wide range of analysis and multi-layer of interpretations.

This task is seen as a challenging assignment that requires much more effort and skills. It is achieved through making suitable decisions about the purpose and goals of the study, the research questions, and the data collection procedures. Therefore, as explained by Marshall and Rossman (1990:111): *“Data analysis is the process of bringing order, structure and meaning to the mass of collected data. It is a messy, ambiguous, time-consuming, creative, and fascinating process. It does not proceed in a linear fashion; it is not neat”*

The determination upon any research paradigm as well as the decision upon the appropriate techniques of data analysis are governed by a number of parameters, for Cohen *et al.* (2007), they are:

- The focus of the study;
- The precise character of the data ;
- The natures of the data are being employed.

Apart from Cohen *et al.* (2007), Norton (2009) argues that the validity of any scientific investigation tied not only to the validity of the research tools

but, also on how data are collected and analysed. This latter requires choosing the suitable data gathering and analysis approach or approaches.

4.2. 1. Data Analysis Methods

In this study, the investigator opted for a combination of both qualitative and quantitative data approaches in an endeavour to manage different sets of facts and make them subject to multilevel of examinations and interpretations and attain what is called an *outright picture of reality*. According to Greene *et al.*(1989), these two approaches “...are used to measure overlapping but also different facets of a phenomenon, yielding an enriched understanding by illustrating, clarifying, or elaborating on certain aspects” (Quoted in Dornyei, 2007:164)

The incorporation of these two approaches in the context of a single study is widely acknowledged by research methodologists for having a complementary role; it counters the weaknesses of making use of only one method and it improves the analysis of the results.

The use of quantitative analysis, in general, covers the presentation of the information into a numerical structure and the application of statistical techniques to analyse research items such as closed questions and multiple choice answers and test scores. In this end, Burns (2010:118) acknowledges the importance of this type of analysis, especially in the context of action research. She argues:

Quantitative data can have a very important place in the way we discover things and present our findings. We can gain insights about the extents, measures, or ‘weighings up’ of the main issues that are important to our research focus

Findings, in this study, were examined through working out the percentage of learners and teachers’ responses, measuring the standard

deviation and variability of the students' scores on the diagnostic and achievement tests.

Tests results were also coded and quantified by means of *central tendency* or what is known as averages. They were measured through the use of mean, median, and mode. This descriptive analysis is adapted to make a clear representation of the results, and display them in a summarized way.

Though results obtained from this facet of analysis are believed to be summarized in objective ways, it might be of non-generalizability to all the sample, and fail to explain and interpret some patterns. Therefore, a focus was also devoted to a qualitative analysis.

The qualitative analysis is believed to provide an insightful understanding of a particular event; it tends to be explanatory in nature, describing and explaining some phenomenon such as those related to the subjects' opinions and experiences. In this respect, Cohen *et al.*, (2007: 461) argue that “*Qualitative data analysis involves organizing, accounting for and explaining the data; in short, making sense of data in terms of the participants' noting patterns, themes, categories and regularities*”

In this research, a qualitative analysis was undertaken to analyse results gathered from research instruments namely the teachers' interview and the learners' questionnaire consisting of those items that allowed participants to express themselves freely. It was meant out to explore and explain some events.

With reference to this present investigation, findings collected from different research procedures were analysed through the examination of three main phases, they are:

- Pre- training phase;
- while training phase;
- post- training phase.

4.2.2. Data Preparation for Coding

Once the research instruments were administered to the sample population, and the different ranges of information were gathered, the researcher attempted to prepare them for analysis. Oral data collected from the interviews were manually transcribed, and subject to thematic analysis; at this level, the teacher begun by forming a framework of categories and sub-categories, restructuring and finally summarizing them to meet the objectives of this investigation and this research gathering instrument.

Additionally, the research drew a coding structure to itemize some students' responses. At this level, a nominal data coding was opted for some questions such as dichotomous and multiple choice items, whereas an ordinal coding was adopted for rating scales. The table below illustrates the two data coding types:

Coding scale	Question	Coding frame
Nominal data coding	Q1: Are you tested for proficiency in English before being admitted to the ESP course?	Yes → 1 NO2 →
Ordinal data coding	Q2: classify the following skills according to their importance to your academic needs	Listening skills () Reading skills () Speaking skills () Writing skills ()

Table 4.1. Numerical Coding Scales

As far as tests are concerned, codes were compiled in the following manner S1; S2; S3; S4. The 'S' was used to refer to test takers and the 'N' for his number. This was intended to ensure objectivity.

4.2.3. The Pre-Training Results Interpretation

Taking into consideration the role of Needs Analysis as a corner stone in any ESP situation, this pre-training phase was carried out as a diagnostic stage. Its fundamental objectives are: to provide a detailed portrait of the teaching and learning situation and identify the students target needs. It was accomplished through the administration of teachers' semi-structured interview, learners' questionnaire and a diagnostic test.

4.2.3.1. Teachers' Interview Results

This current semi-structured interview was undertaken in the pre-training stage. It was conducted with four ESP practitioners at the preparatory school of Economics. Its central goal is to map out the current ESP instruction and examine some significant elements of ESP course design. It is composed of three rubrics. The first one included six questions that addressed the point of Needs Analysis, whereas the second group of six items sought out the issue of ESP teaching materials. The third part invited the interviewees to suggest some implications and recommendations.

Part one: aimed at eliciting useful information related to the process of Needs Analysis and Identification.

Question one: do you analyse your learners' needs for the design of your course? If yes, when?

All the interviewees agreed that they made use of the process of Needs Analysis and Identification. It was generally carried out in the ESP classroom during the course.

Question Two: what is the manner?

This question aims to cross-check their answers of the first enquiry. The respondents needed more clarifications. In this case it can be stated that the instructors received neither theoretical nor practical training in ESP teaching.

Only two ways were mentioned, which are through observation and written tasks. Due to its importance, it was supported by some probes to obtain more details. The interviewer, therefore, added some possible manners. Only 50% of the answers stood for the interview and questionnaire.

Question 3: what do you think your learners need English for?

The answers were articulated around two main ideas; 75% of the informants believed that English is required for its academic purposes whereas only 25% cited the professional ones. This could be due to the following reasons:

- To engage in oral business conversations with native and non-native speakers;
- To study and undertake their academic research;
- To succeed in their examination

Question 4: Are the needs which your English course meets principally academic or professional needs?

There is a general consensus among all the informants that their course meets the educational as well as the occupational ones. They stated that this was indicated by the themes and tasks dictated in the teaching guide.

As an example, one teacher says: *‘both of them to a certain extents, if for example, we teach business communication such as starting a conversation, agreeing, giving opinion; we can meet both academic and occupational needs’*

Question 5: Rank the skills according to needs of your students.

With respect to the most required skills, a large number of the participants reported two different, listening followed by speaking, and writing followed by reading.

Question 6: are there any skills which are ignored as not being relevant to your students' needs?

With regard to the neglected skill in ESP course, the majority agrees on the speaking skill and only 25% mentioned both reading and listening skills. They justified their ignorance by the following reasons:

- Students' lack of interest in the speaking and listening skills;
- Lack of available pedagogical materials supporting those skills;
- Time-consuming for designing courses that meet the requirement of each student;
- Insufficient time allotted to ESP course, therefore, the stress would be only on the immediate needs of the learners.

Part Two: this set of questions tackles the issue of ESP teaching materials.

Question 7: Do you, as an ESP teacher, make use of published materials more than in-house materials? And why?

A total agreement was expressed. All of them relied on the in-house materials because they reported that were most suitable for the learners' academic requirements. Published materials, especially authentic one, display language structures that are beyond the students' ability. Therefore, it is impossible to impart them language beyond their level of language proficiency.

Question 8: what, according to you, makes the difference between teaching with authentic and non-authentic materials?

Asking them about the difference between the two types of materials, a noticeable split of answers was remarked. Three matters were outlined notably, the purpose, grammatical structure, and specialized terminology. In this current ESP context, 50% of the teachers considered the real-life

materials as being more motivational and may raise the students' interest to engage in meaningful communication. Yet, those materials are written for pedagogical reasons, and several linguistic structures may not have natural linkages with the overall aim of the course.

As an example, one interviewee answers

'Authentic materials increase the students' motivation and interest but require more intelligence, efforts from the part of the learners. Non- authentic materials do not meet the expected goals and objectives'

Question 9: What aspects do you consider when preparing your own teaching materials

Informants were asked to name the elements taken into account when adapting or adopting teaching materials. A number of aspects were identified; the sharing points were the course objectives and the students' needs and motivation to learn the language. One respondent often broke down these elements into:

- Students' language proficiency;
- Their interest in learning;
- Themes relevancy.

Question 10: What kind of materials do you consider interesting to your EBE classroom?

This present item sought to determine which types of materials are interesting to the learners; a range of responses was elicited. The majority of those who answered this question indicated that they should be related to economic and business themes, focused on the needed skills selected from textbooks and articles.

One interviewee mentioned the use of ICT in ESP classroom. He highlighted that the audio-visual materials are more efficient in fitting the students' needs because they make them in contact with real life English

Question 11: what criteria do you rely on when selecting your ready-made teaching materials?

The criteria for selecting teaching materials, all of them cite the following:

- Materials must meet learners' requirements;
- Materials must be designed in accordance with the learners' levels
- Time allotment.

Part Four: Teachers' suggestions and recommendations

Question 12: In your opinion, should the objectives of the EBE course revised? And why?

The overall response to this item was very positive, all the informants insisted on the idea of revising the objectives of the EBE course. In this respect, one interviewer commented that the objectives should go beyond imparting learners with reading texts: *'according to the materials that we use, our objectives are to enrich the students of business terminology but in fact, the real aim is to prepare them to use English in business situations'*

Other participant tackled the issue of teaching specialized themes; he stated that *'they should be revised because the presentation of some specialized business content causes misunderstanding in practical teaching'*

Question 13: in your opinion, what are the EBE topics that are important for your students' academic and professional needs?

Respondents mentioned topics related to the socio-cultural context to increase the interaction between speakers. The following themes were cited:

- travelling;
- hotels;
- booking rooms;
- restaurants; catering;
- making suggestions;
- negotiating;
- arranging meeting;
- making presentations.

Question 14: Should teachers have a guide book to teach business English more effectively?

50% of the answers supported the significance of providing teachers with a guidebook; one interviewee addressed the idea of the lack of specialized knowledge in the field of teaching business English; he stated that '*some business English teachers do not have a clear idea about the scope of EBE*'

The remaining informants did not find it necessary; as they reported that if guide books are available, they will not be always suitable for the learners who have different language abilities, besides, different styles and strategies. Therefore, they should be renewed and adjusted. Other participant believed that students should be considered as an important element for the design of the course. Findings also report the idea of killing the creativity of the teacher while relying totally on those books.

Question 15: In your opinion, what kind of materials should be used to provide more effective teaching of EBE course?

Results revealed different types of materials. Interviewees mentioned the three following published elements:

- authentic,
- non-authentic,

- audio-visual materials

Question 16: Should the ESP teachers attend further training to improve their methods of teaching and learning? Or not?

As for this last item, findings indicated the importance of ESP training as they are supposed to

- enhance their teaching strategies,
- acquire content-based knowledge,
- have practical ways of analysing the needs of the learners and designing courses.

Comments on the Teachers' Interview: Major Results

Based on the results gathered from the semi-structured interview, one may say that instructors at the preparatory school of economics, Tlemcen faced a number of obstacles in the ESP classroom, starting from the process of Needs Analysis and identification. This plays a significant role in any ESP context, teachers do not master the systematic way of how needs should be analysed and what elicitation techniques are more useful. A possible explanation for these findings may be the lack of theoretical and practical training in the field of ESP.

In this study, the teachers' ill-preparation and the lack of specialized knowledge were considered as problems for the language teachers. This could be explained by the fact that they are teaching with no previous training and relying on their general preparation. This further supports the idea of Hutchinson and Waters (1987:162) who argue that *'many ESP teachers are reluctant settlers in the new territory'*

Findings also confirm the view that learners are more familiar with their fields of study. Then, it should be a must to work with them in the process of course design either by:

- negotiating with them a set of themes,
- interviewing them to elicit data about their wants and necessities,
- testing their language abilities to find out about their weaknesses and strength.

This result, in fact, corroborates the ideas of Kennedy and Bolitho (1984: 2):

Given a learner of a group of learners with a specific purpose in learning English, it would seem logical in a learner-centred approach to base a course on that purpose and on the needs of the learner in his situation

In this case, it is also advisable to collaborate with subject specialists and develop a positive attitude and interest towards the content of the ESP course as ESP teachers are not supposed to teach the subject matter but rather to develop learners' language competences.

Results yielded useful consideration for the theoretical indication that teachers with little or no guidance should design courses that better fit students' needs, their interests and provide them with realistic tasks to be communicatively competent in their learning environment.

Results also revealed that course objectives should be revised to include new topics that bridge the gap between the students' academic and professional needs. This finding confirms the ideas of meeting both the immediate and the delayed needs of the learners as *'in many cases the language learnt for immediate use in a study environment will be used later when the student takes up, or returns to a job'* (Hutchinson and waters1987:)

The bulk of informants acknowledged the use of authentic materials for effective ESP teaching; in this vein, they called for considering some important elements while choosing the real_ life texts such as:

- results of needs analysis,
- students' ability and motivation,

- the appropriateness of the themes.

Moreover, there should be a focus on the communicative part of learning the language.

4.2.3.2. Learners' Questionnaire Results

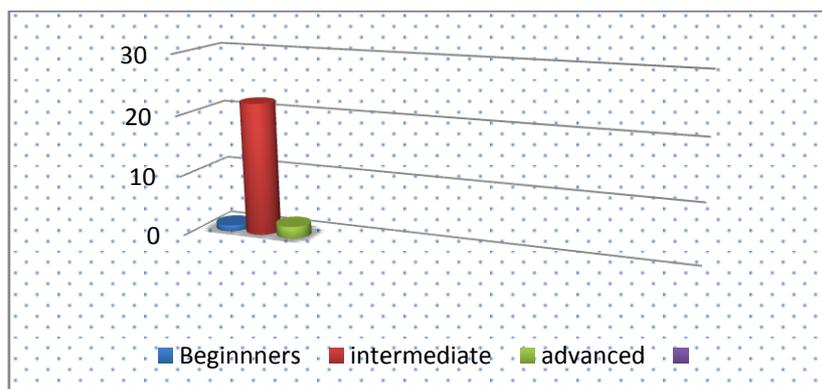
To gather insightful data about the ESP teaching and learning process from the students' points of view, this present elicitation research tool was administered to twenty-five informants in the diagnostic phase. Its main objectives were to cross-check the results obtained from the teachers' semi-structured interview. It also aimed to outline the learners' requirements; their interests and attitudes towards the language course.

Rubric one: Identification of the learners' needs.

In this first section, the researcher intended to elicit information about the learners' requirements. They are asked, in this respect, to indicate their language proficiency, to identify their reasons for learning English and rate the required skills.

Question 1:How do you evaluate your language proficiency?

In this item, they were asked to evaluate themselves; answers were not taken for granted as they were later on supported by a test. Results indicate that the majority of the learners (88%) have an average level of language proficiency, only 8% have a beginning level. One student is an advanced language user. The following bar-graph exemplifies this idea:



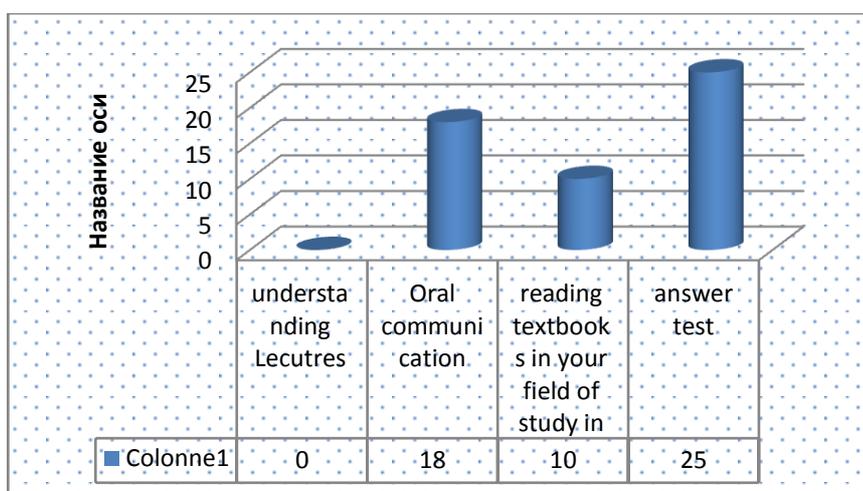
Bar-Graph 4.1.Students' Language Levels

Question 2: Are you tested for proficiency in English before being admitted to the ESP course?

Learners were asked whether they have set for a placement test before the ESP course. Findings reveal the total absence of tests, especially at the beginning and before the design of the course.

Question 3: For what purposes do you require English for?

Informants, in this respect, were asked to identify their main reasons for learning English. All the participants (100 %) shared the same purpose which is to pass English test. However, none of the respondents picked understanding lectures in their field of studies in English. The bar-graph below summarizes the students' main reasons:



Bar-Graph 4.2.Reasons for Language Learning.

Question 4: is there a final examination in English?

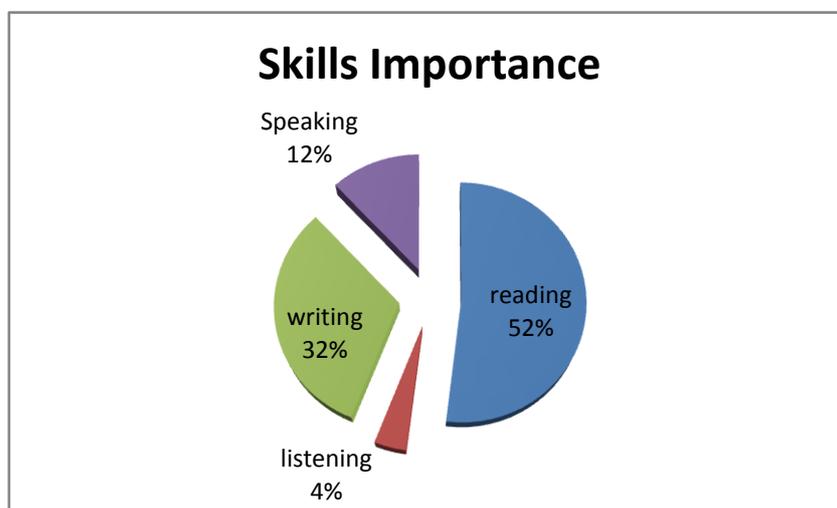
This item was carried out to examine if the learners' knowledge and abilities were assessed at the end of the course, and whether the course achieved the objectives set out at the onset of teaching. All respondents (100%) agreed on the fact of seating for a final test.

Question 5: Order the following skills according to their importance to your academic needs.

The overall findings indicate that over half of those surveyed ordered them in the following way:

- the reading skill,
- writing skill
- speaking and listening.

The following pie-chart presents an overview of the important skills:



Pie-Chart 4.1.Skills importance to the Academic Needs.

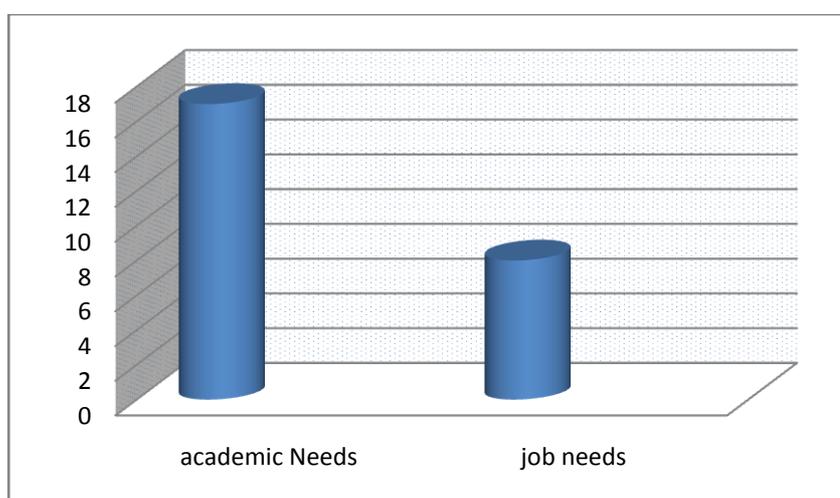
Rubric 2: Students' Perceptions about the EBE Course.

This set of questions was used to extract data from the learners' perspective about the ESP course. Elements such as the aims and objectives;

skills emphasis and ignorance; time allotment, matching the learners' requirements and the teaching materials were discussed.

Question 6: Are the needs which this English course meets principally academic needs or job needs?

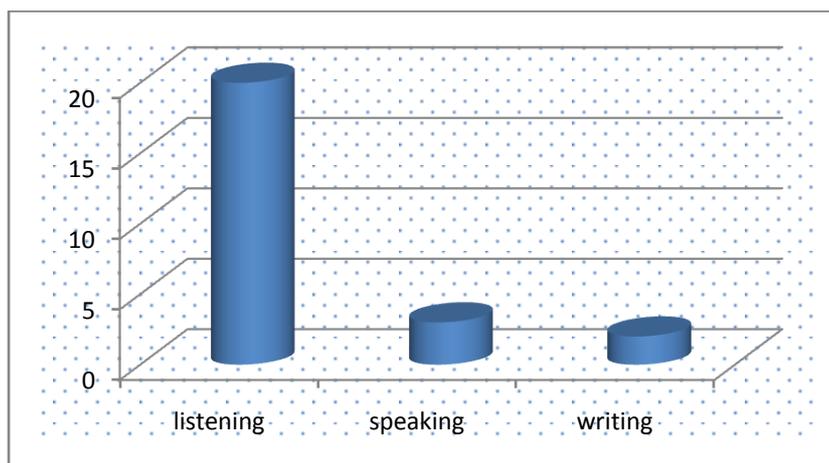
On the question of whether the ESP course fits the academic or job needs, results found that (68%) of the answers stand for the educational requirements. Therefore, only 8 informants mentioned the professional one. The bar-graph below presents a synopsis of the results:



Bar-Graph 4.3. The Course Objectives.

Question 7: Are there any skills which are ignored in your ESP course?

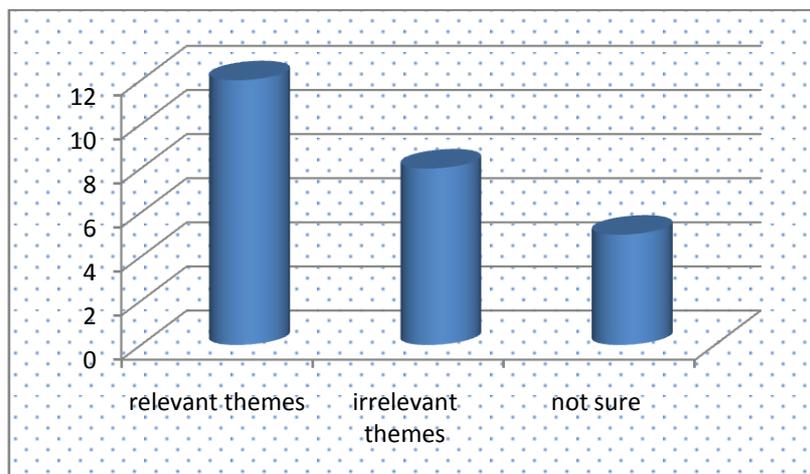
When asking students about the neglected skills, their answers varied from listening (80%), speaking (12%) and writing (8%). The following bar-graph illustrates this idea:



Bar-Graph 4.4. The ignorant skills

Question 8: Are the topics in EBE course relevant to your field of study?

With regard to the appropriateness of themes, over half of respondents' answers (48%) revealed that they were relevant to the students' area of study. (32%) demonstrated that they were not and only (20%) stated that they were not sure.

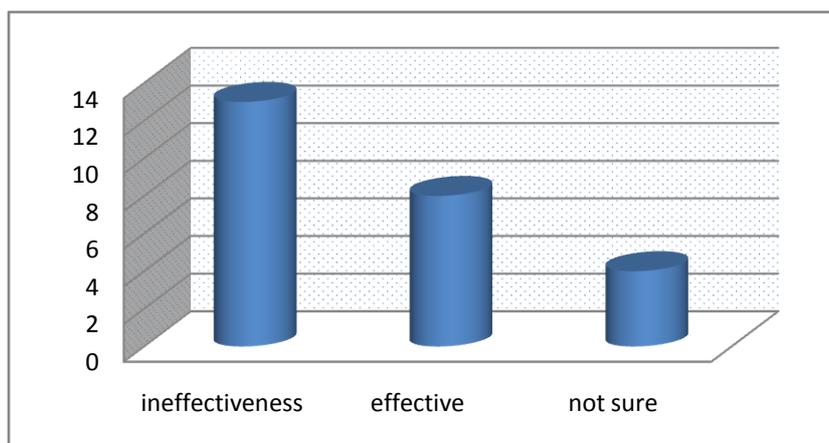


Bar-Graph 4.5. Themes Relevance

Question 9: Is the EBE course effective in improving your level of proficiency?

Of the 25 participants who completed this question, just over half (52%) indicated the unsuccessfulness of the course in improving their level of language proficiency, whereas (32%) declared its effectiveness. However,

(16%) preferred not to comment on this item as they ticked the third choice which means not being sure.



Bar-Graph 4.6.Course Effectiveness.

Question 10:Are you interested in the range of materials provided to you?

In response to this question, the majority (70%) of the learners showed their dissatisfaction with the administered ESP materials. They reported the following reasons:

- They are provided in the same fashion;
- The content is not always motivational;
- Tasks are not interesting;

Rubric Three: Learners' Problems Suggestions and Recommendations.

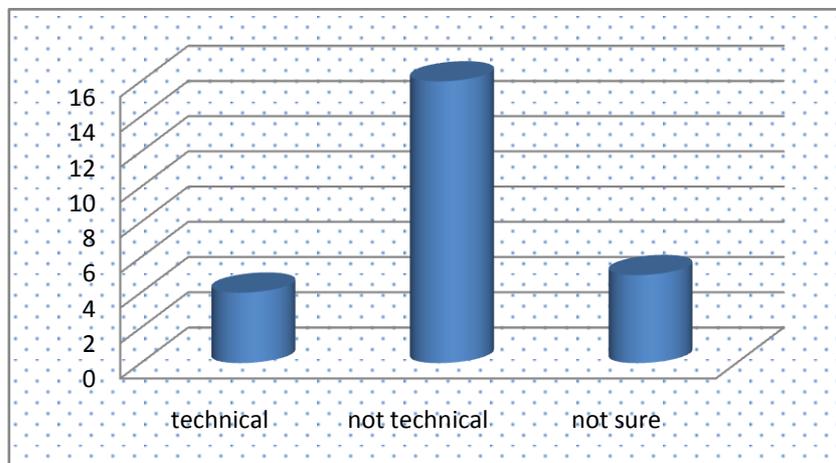
This final section of the questionnaire required learners to pinpoint their difficulties and pedagogical problems they met during the language course. They were invited to reflect upon the most required topics and teaching methodology. It also opened the doors for them to recommend a set of elements to improve the rank of the ESP course.

Question 11:Do you agree that students taking EBE course generally encounter the following problems?

This set of items aims to unveil data about the students' educational problems and language difficulties faced in EBE learning.

a) Course content is too technical.

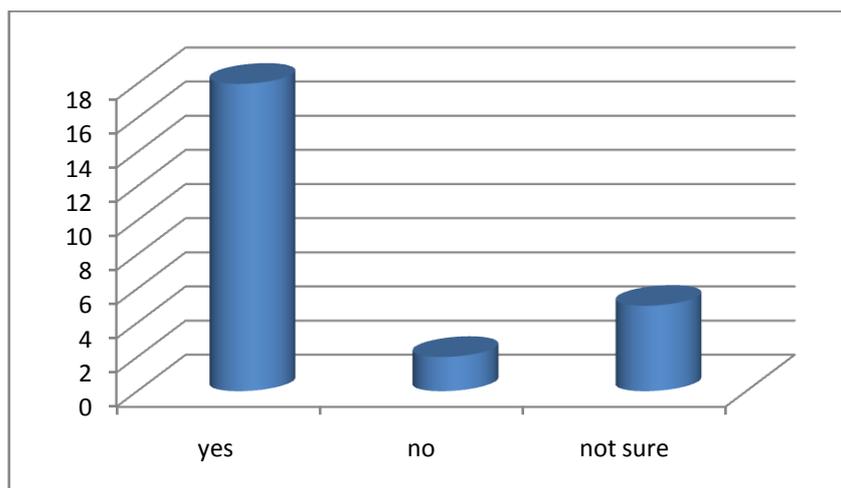
With reference to whether the content is totally related to the students' field of speciality, or not, out of the twenty-five students included in this investigation, only 4 informants reported that the course content is too technical; other learners stated that they are not sure. The following bar-graph provides an overview of the results:



Bar_Graph 4.7.The Course content is too technical.

b) The course is too wide.

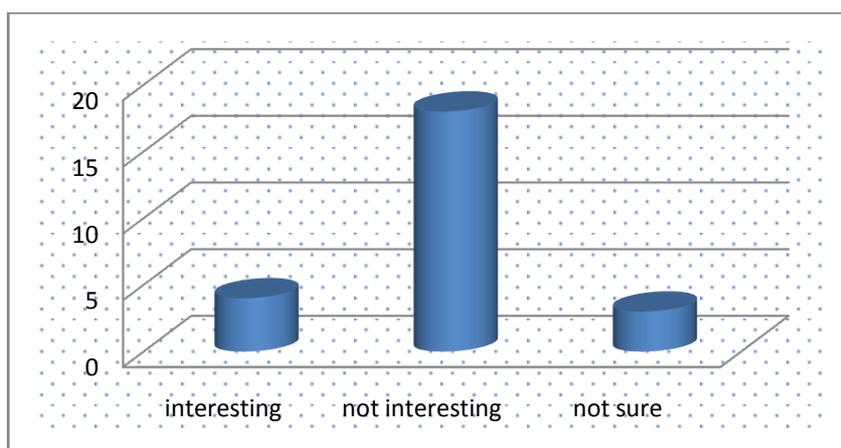
The investigator, at this level, endeavoured to find out if the course is wide angled stressing on the general range of topics rather than on the target disciplines of the learners. The majority of the learners (72%) share the same view, i.e., the course is too wide and it needs to be narrowed down.



Bar-Graph 4.8. The Course content is too wide.

c) Tasks are not interesting.

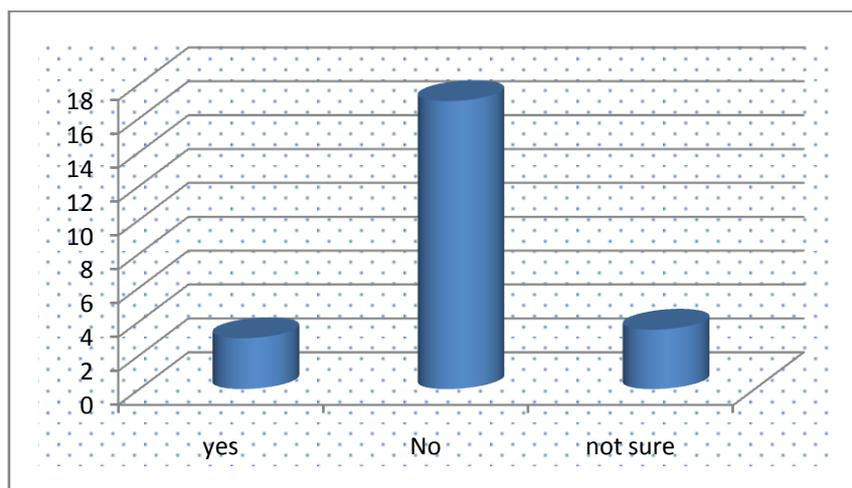
The issue of language activities embedded in ESP teaching is still present as (72%) of the respondents expressed their lack of interest.



Bar-Graph 4.9. Language Tasks

d) Limited specialized terminology.

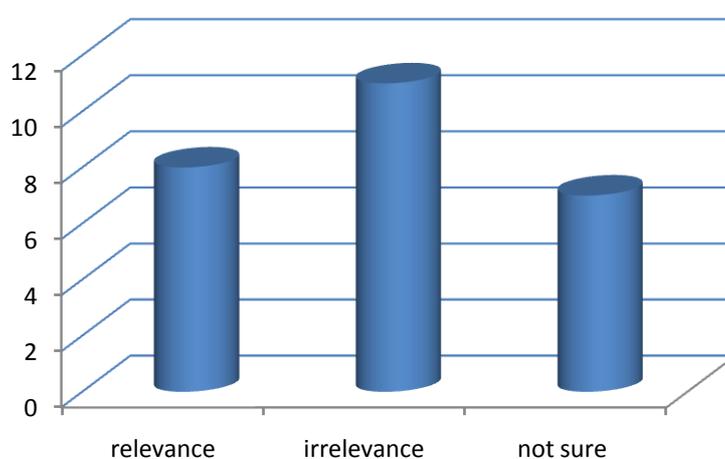
On whether the ESP course includes teaching technical vocabulary, only a minority of participants (12%) stressed on this fact. The remaining informants revealed the absence of this primary feature of an ESP course. For a detailed overview of the results, the bar-graph below illustrates this idea:



Bar-Graph 4.10. Limited Specialized Vocabulary

e) Irrelevant topics.

Out of the whole sample population included in this investigation, 11 respondents described the topics of the ESP course as being irrelevant to their requirements. Yet, 8 learners reported that they meet their needs.



Bar-Graph 4. 11. Topic relevance

f) Difficulty in following the course due to low proficiency.

On the issue of whether the learners' low language proficiency may have a negative impact of their performance and hence, hinder their ability to follow the course, all participants included in this investigation supported this view.

Question 12: In your opinion, should the objectives of the ESP course be revised? Why?

As far as this item is concerned, the majority of the informants maintained that the revision of the course objectives is a must. One learner out of the twenty-five stated that the objectives should be reformulated to meet the following criteria:

- The communicative use of language.
- The learners' interests and ability.

Question 13: Should the content of the EBE course be revised to include more relevant topics?

As part of the revision taking place in ESP context, our participants felt the need to incorporate more appropriate themes based on the profile of the learners.

Question 14: Which topics do you like your course to be based around?

A noticeable split of answers was marked while proposing topics, some of them put the emphasis on the communicative events of language learning. In this vein, they made a range of proposals:

- Meeting foreigners;
- Making presentations;
- Making request;
- Understanding native speakers;
- Asking for jobs

Other informants, however, highlighted a number of business- based themes:

- Planned economy;

- Marketing;
- Management;
- Banking;

Question 15: Should the present teaching method be changed, so that the students can follow the course even better?

The majority of those who answered this question felt the urgent need of changing the teaching methods to consolidate the learners' performance.

Question 16: Do you have any suggestions and recommendations as far as the improvement of your course?

In this final item, students were invited to suggest elements to improve the status of the ESP course. However, only a minority of learners identified the following set of elements:

- Using pair and group work;
- Using Arabic/French /English translation;
- Making discussion;
- Including more subject -specific themes;
- Giving much more importance to speaking and listening skills;
- Devoting too much time to laboratory language teaching;
- Stressing on meaningful tasks

Comments on the Students' Questionnaire: Major Results

As it was previously reviewed, this learners' questionnaire aims to highlight their needs as they are supposed to be more aware of these latter. In fact, they are considered to be a source of knowledge for the content of the course that we may benefit from. Its main objectives are to identify and analyse the target and learning needs; and to discuss some parameters of an ESP course design such as the process of needs analysis; assessment;

materials; language tasks; their difficulties; and negotiation of the main themes.

The most interesting findings from the learners' questionnaire revealed that students, in general, were not satisfied with the ESP course. A possible explanation for this negative attitude is that the language course did not neither meet their interest, nor respond to their expectations. This further supports the idea of Kennedy and Bolitho (1984:23), "*if needs are not met, the learner's disappointment will be all the greater*"

Combination of the findings also provides some support of the conceptual premise that learners' views were either not taken into consideration during the process of needs analysis or the inappropriate application of the examination is a common situation at the preparatory school of Economics and Commercial Sciences. This, in reality, indicates that these novice teachers display a restricted vision and perception in the context of ESP teaching in general and EBE in particular.

Another finding from the learners' questionnaire supports previous research into this area which links low language ability to motivation. The results reported that the students' language proficiency has a direct effect on learning. Learners, in this respect, are supposed to be knowledgeable in their field of studies and this increases their motivation to understand and discuss specialized knowledge.

However, in this present context, while English is neither their mother tongue nor used as a language of instruction, students limited language ability is considered as an obstacle to follow the course and, to a certain extent, to transfer their background knowledge from their L1 to their L2. This finding confirms the views of Kennedy and Bolitho (1984: 14) who state:

The balance which has been maintained between the linguistic and the conceptual level of the learners is perhaps more evident in ESP programmes than in

general English. The learner may... be able to operate within his field in his own language but not in English

Another important conclusion is that for a successful ESP education, students' interest, motivation, and purposes in language learning should be taken into consideration. This finding corroborates the ideas of Kennedy and Bolitho (1984:14) who suggest that *“if it is possible to find out the student's motivation for learning English and match the content of the course to this motivation, the chances for successful language learning are increased”*

Moreover, the majority of learners seemed to be aware of the idea of organizing the language teaching around their specific needs as they have suggested a narrow angled course. In this vein, they admitted the fact that providing them with interesting materials may attract their interest. This finding supports Hutchinson and Waters' (1987:107) views about the objectives of good materials:

Good materials, therefore, contain:

- Interesting texts; enjoyable activities which engage the learners' thinking capacities;
- Opportunities for the learners to use their existing knowledge and skills;
- Content which both learners and teachers can cope with.

On the question of the needed and neglected skills, discrepancies of answers were identified among the respondents. Participants in general agree that reading and writing skills are mostly required in their academic context.

These results gathered from the teachers' interview and learners' questionnaire especially those related to the language ability, weakness, learning strategies were cross-checked by the administration of a third research instrument at the onset of the data collection phase.

4.2.3.3. Pre-Training Test Results

As a second step in conducting needs analysis and identification, a diagnostic test was undertaken in the pre -training phase with the purpose of identifying the students' level of language proficiency and their learning gaps. According to Mackey and Gass (2005: 158), it is carried out *'to establish learners' initial level of ability/knowledge'*

The burgeoning literature on testing reading reported its different purposes, but one of its main objectives is that of comprehension. This latter is the most suitable to the goal of our investigation. The focus was put on comprehension at the sentence level as it is considered to be of significant importance especially at a starting point (Harold, 1983).

Moreover, other criteria were taken into consideration in test design as suggested by Harold (1983) namely grammar and vocabulary. The test, therefore, encompasses three main sections; its first part aimed to check their reading comprehension while providing them with authentic materials. Its second part intended to examine their language ability in terms of grammar. The final part was devoted to review the students' language and cultural awareness and terminology use.

This present diagnostic test was subject to two layers of examination, the macro analysis was carried out to check the students' overall performance. In this respect, evaluation was undertaken on the basis of the Michigan Guide to English for Academic Success and Better TOEFL Test Score (2004) (see chapter 3). Findings revealed the heterogeneity of the sample population as they got different scores and not all of them achieved all the tasks of the tests.

In this respect, and as part of the quantitative analysis, a set of statistical techniques was implemented to summarize the scores. At this level, an overview of the learners' performance is offered by means of descriptive

statistics, notably the central tendency; range; and standard deviation. The table below attempts to provide definitions of these technical Terms:

Key-Terms	Definition
Central tendency	Also known as averages. It is <i>'used to reduce the numerical values in a set of quantitative data and show them more concisely'</i> Burns (2010: 121). Measures of central tendency are mean, median and mode.
Mean	Also known as the average, <i>'it is the minimum value'</i> Dorneyi (2007:214).
Median	<i>'Is the midpoint of a range of scores'</i> Norton (2009: 133).
Mode	Is defined as <i>'the most frequently occurring score in a set of scores'</i> Norton (2009: 133).
Range	It <i>'gives you the spread across all the numbers you have'</i> Burns (2010: 126).
Standard Deviation	It is defined as <i>'an average of the distance of each score from the mean'</i> Burns (2010:128).

Table 4.2. Key Elements in Descriptive Statistics.

Making use of those above mentioned statistical techniques, analysis of the students' diagnostic tests was reported in the table below:

Central tendency	Mode	11
	Mean	10. 82
	Median	11
Range	18	

Standard deviation	4.34
--------------------	------

Table 4.3. Summary of the Students' Scores on the Pre- Training Test.

At this macro level of examination, measures of central tendency were implemented to check out the total distribution of the scores achieved by the second-year ESP learners at the diagnostic level. Results indicated that the most frequently existing score attained in this research tool was (11) with four repetitions, whereas the average of the scores that represented the middle point was (10.82).

With reference to their standard deviation (4.34), which was meant to measure the spread of the scores around the mean, findings revealed that their scores ranged from 0 to 18, this indicates a large standard deviation in addition to the heterogeneity of students' levels of language proficiency. Moreover, 68% of scores were away from the midpoint (10.82) which denotes the majority of student' low achievement. The diagram below supports the students' results:

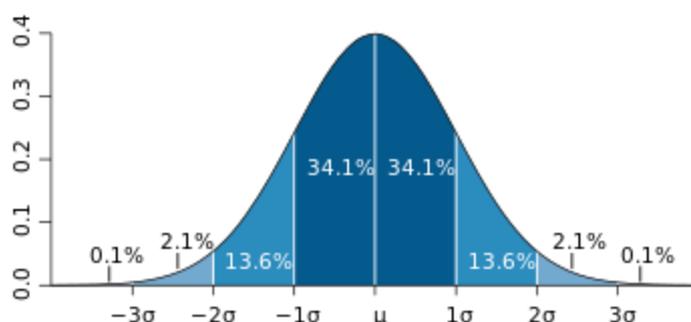


Figure 4.1. Standard Deviation of the Pre Training Test.

For the purpose of gathering more details about the learners' performance, a micro analysis was also undertaken. The investigator, in this respect, considered two critical layers:

- The type of tasks.

- Strategy application.

The part devoted for testing reading comprehension included a group of tasks and strategies. For the first item which was mainly related to skimming. Learners were required to pick out the suitable title of the article and were provided with a set of suggestions. The table below endeavors to represent the students' performance on the first item:

Central tendency	Mode	1
	Mean	0.68
	Median	1

Table 4.4. Central Tendency on Scanning Strategy.

As it is shown in this table, the majority of students (68%) had a good performance on this task; both minimum value and midpoint of the range of scores on the skimming strategy were high.



Pie-Chart 4.2. Application of Skimming Strategy in the Proficiency Test.

Questions 2, 3 and 4 were meant to evaluate the participants' performance on scanning strategy through the use of two different test questions namely the alternative and free response items. Learners were asked to scan the reading material to pick out the cultural differences of the two international managers coming from different environments. These aspects were related to working abroad, gaining popularity, the relationship between the manager and his staff, besides the workers' behaviors.

The table below summarises the overall scores on the students' performance:

Central tendency			Standard deviation
Mode	Mean	Median	
6	4.5	8	1.89

Table 4.5. Summary of Students' Scores on Scanning Strategy.

Based on a variation of tasks, it was reported that the overwhelming majority of the scores were below the mean of the entire scores, and the middle value between the highest and the lowest numbers were 8. This indicates the low performance of the learners.

For more details, results revealed that only 48 % of learners succeeded in achieving all the three questions. The pie-chart below reviews the main results:



Pie- Chart 4.3. Scanning Strategy in the Proficiency Test.

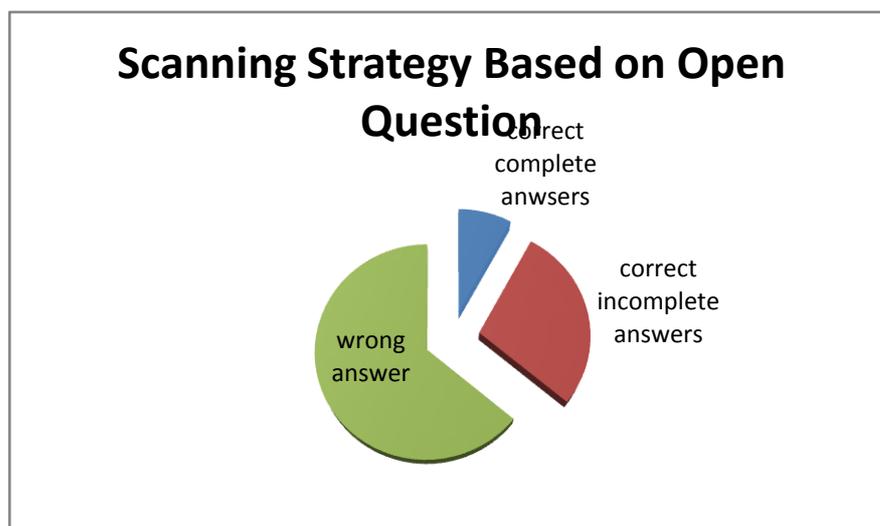
52% of the informants performed successfully in pinpointing who was concerned with giving target goals, and 68 % were able to find out who has strict rules on drinking during hours of work whereas 60% of the informants succeeded in indicating the cultural aspect related to working hours, the bar-graph below supports this result:



Bar-Graph 4. 12. Scanning based on multiple choice question.

With reference to the third item related to the reasons of the increase of the employees' number in managerial positions working abroad, results displayed that only 8 % of respondents were able to use complete correct answer, and 16% succeeded in providing a partial correct answer while they

missed an important detail whereas 28% of the learners failed to achieve the task completely as shown in the pie-chart below:



Pie.Chart 4.4. Scanning Strategy Based on Open Question in the Proficiency Test.

On the last alternative item (Was the German manager unpopular ?) on checking the learners' comprehension, results showed that 76% of the informants answered this question; however, only 60% achieved both understanding and the use of correct grammatical points and sentence structure, whereas 8% of the learners failed in this task.

With regard to the application of inferring strategy, three types of terminology were tested namely specialised, sub-specialised and general terms. Findings in general revealed the learners' unawareness of subject-specific terms; in this respect, some concepts were used interchangeably notably, cooperation, joint venture, and merger. These three concepts were in nature types of companies. Nevertheless, they differ in terms of cost, benefit and its relationship to each other. The table below attempts to demonstrate the students' responses:

Terms	Number of students	Percentage
Sub-specialised term	14	56%
Specialised term	03	15%
General term	15	60%

Table 4.6. Students' Application of Inferring Strategy in the Pre-Test.

Collocation tasks were mainly focused on in this test. As for verb-noun partnership which was based on matching activity, 84% of the students managed to achieve the full tasks, as the majority of scores were above the mean (3,36). For the phrasal verb only 8% were able to tackle the task of finding correct prepositions.

Verb noun partnership	Central tendency		
	Mode	Mean	Median
	3	3.36	4
Phrasal verb	0	0.16	0

Table 4.7. Summary of Scores on Collocation Tasks in the Pre-Training Test.

In an attempt to support the results of the learners' level of language ability and check, their awareness of some aspects, they were required to fulfil a situation of integration. In this productive activity, they were provided with real-life situations where the stress was mainly on the state of affairs related to that of the learner and the target culture.

To sum up, the findings of this productive task revealed that 32% of the participants did not fulfill this assignment as they have totally escaped it. However, for the remaining group of the learners, some writing difficulties were identified. Framing the analysis into a specific set of components to better fit the concern our investigation, the emphasis was placed on:

- Reference;
- Subject-verb agreement;
- Use of terminology
- Verb-noun and phrasal verb collocations;
- Cultural strategies.

With regard to the first element, i.e., reference which was intended to check their abilities to refer back to what is previously stated, results indicated that students in general lacked the use of the anaphoric reference in their production.

As examples:

S1: “There are many cultures and each culture is specific.....”

S2: “to work with people and get good projects, it is not essential to him.....”

S3: “business people do her business differently....”

Moving further results displayed that the majority of students lacked the use of correct verb-noun agreement:

S1: “In the word, there is many countries.....”

S2: “There is many people do business....”

S3: “There is may different cultures...”

S4: if the person spend his time on

Though collocation tasks of the reading test were achieved by the majority of the learners, in this production activity, they were in general not aware of their real -use. A logical explanation is that learners succeeded in

tasks related to multiple -choice answers as they may do it randomly without providing further explanations.

As examples:

S1: **Make business**

S2: Business people will **do** a good working relationship

S3: it is important to **do profit**

S4: to **make job**.....

S5: Depending **about** the profit

S6: Business activity consists **of** exchanging goods and services.....

With regard to terminology use, results indicated an overuse of general and sub- specialised terms. As examples:

S1:**People** you do business with.....

S2: The relationship between the manager and **his workers...**

S3: In our culture, the most essential thing is **the level** of the workers

S4: they **see their work** before

As for the cultural strategies, three types were tested namely, the identification of the target culture, discussion and comparison. In this respect, results revealed that the majority of the learners did not welcome this Cultural situation and were only able to compare the culture of knowing people on the personal level with other own cultures.

Strategy	Examples
Noticing	S1: “every country has a different culture, sometimes it causes difficulties in understanding each other depending on the level of difference ...”
Comparing	S1: “.....in other cultures, it is important to have a good relationship to trust in your employees, however, in our culture, the essential is the level of the work”

	<p>S2: “ ...In my culture, people think that”</p> <p>S3: “...for instance, if a foreign country starts a business in Algeria, both the workers and the managers will have a difficulty adapting with new culture...”</p>
Discussion	<p>S: “I think we should not know our partner in a personal level;.....”</p> <p>S2: “I think that differences between culture cause misunderstanding”</p> <p>S3: “I think it is a must to know people you work with on a personal rank”</p>

Table 4.8. Examples of Students’ Strategies in the Productive Tasks.

Comments on the Pre-Training Test: Major Results

To diagnose the learners’ needs and cross-check the results gathered from the questionnaire and interview; learners’ reading, language abilities; and cultural strategy -awareness were tested in the pre-training phase through the implementation of both authentic text and tasks. At this level, a number of serious issues were identified. To sum up, results showed that the overwhelming majority of the scores were below the minimum value (10. 82) which denotes low performance.

Some interesting conclusions drawn from the students’ scores are:

- The relationship between authenticity and language ability;
- The relationship between low achievement and the students’ lack of reading strategies;
- The low language ability the students possessed, the low score obtained;
- The unawareness of strategies.

Results that indicated low achievement can be directly linked to the learners' poor or lack of appropriate use of reading strategies. A possible explanation is the association of reading strategies and language ability. Learners, in this respect, placed too much emphasis on the passage and its linguistic entity. This idea has been supported by Dudley-Evans and John (1998:98) who state "*good reading requires language and skills*". Other studies were undertaken with the same purpose, in Hosenfeld's research (1977, as cited in Dudley-Evans and John, 1998), features of successful readers are related to the focus on the global meaning and inferring knowledge.

Another important remark is that the tester perceived that a number of learners succeeded in providing correct answers especially on those tasks of multiple choice question and matching technique activities. However, some of were unable to achieve comprehension at both sentence and paragraph levels. This corroborates the idea of Harold (1983), who suggested that those items are most suitable for beginners.

It can be also added that the students' reading comprehension difficulties may be due to their limited language ability. This seems to be consistent with Carrel's research (1991) who found that language proficiency plays an important role for the comprehension, if readers lack this latter they will not be able to make use of the syntactic, contextual and semantic cues.

Another basis which may be indicated is that authentic text in the pre-training test presented real- life language, grammatical structure, specialized vocabulary which were, more or less, beyond learners' language abilities. This confirms Kilickaya's view (2004) on the study conducted with her EFL learners. She believed that it is time-consuming for weak language users; they will spend more time on decoding the passage, as they lack both skills and terminology.

On the question on whether learners perform better in real-life task on a culture-bound situation, result revealed several difficulties. Some of the students seemed to reject the idea of writing, others lacked linguistic competence and others avoided the integration of the cultural component within the business transaction. This result reinforces the view of Guariento and Morley (2001: 347) who indicate that "*... the use of authentic texts may not only prevent learners from responding in meaningful ways, but can also lead them to feel frustrated, confused and... de-motivated.*"

4.2.4. Training Phase Results

To test the hypothesis addressed in this investigation and enhance the ESP practice, the implementation of authentic materials in language classrooms was used based. Later on, effect on the learners' performance was examined. To achieve this end, 25 second-year students undertook the training sessions during the academic year 2013-2014.

Taking into account that the ESP practitioner's role is not to teach specialized knowledge, but rather to facilitate language learning of those practically sound real-life materials that students may encounter in their academic or professional areas, the teaching of those authentic texts was supported by raising their awareness of the target language features. Both explicit and implicit grammar and reading strategies instruction were drawn on to enhance the learners' language and skills development.

Moreover, to avoid annoyance and panic on the part of the learners on those authentic materials because of their length and the unknown vocabulary, the instructor finished up with interpreting passages, paraphrasing and explaining the difficult terms.

Learners in these training sessions, were encouraged to focus on understanding and discussing some cultural aspects; teacher' guidance and

supportive feedback were meant to enhance their comprehension and to engage in independent practices.

Based on the finding from both the test and the questionnaire, learners seemed to be more motivated to read and focus on the overall meaning of the passage. As a strategy, they made use of disciplinary-based vocabulary in their productive tasks. This supports the views of Oguz and Bahar (2008) who agree that if the interaction with real- life materials is set up, learners can be active participants in their learning environment, develop their interest and motivation to learn the language.

The post-training phase will confirm whether authentic materials generates students' comprehension, strategy awareness, enhances the students' language abilities and therefore, motivates and makes them interested in learning, or not.

4.2.5. Post-Training Phase Results

In this final stage, we aimed to check out the impact of the practical planned action which explores the main contribution of strategy- training and its consequence on the learners' performance. This was carried out through the administration of the two following research tools: achievement test and semi-structured interview.

4.2.5.1. Post-Training Test Results

At the end of the training sessions, learners were invited to sit for an achievement test. This latter was undertaken with the following objective in mind: assessing and evaluating the participants' improvement with relation to the reading comprehension and those strategies used to approach authentic materials.

Adopting the same analytical techniques of the diagnostic test, a macro examination was first used to gather the overall scores of the learners, and

later on to compare their performance on both tests. As part of quantitative investigation, a descriptive analysis aims to measure the central tendency, variance and standard deviation. The following table reports the results of the post-training test:

Central tendency	Mode	14 15 16
	Mean	13.12
	Median	14
Range	13	
Standard deviation	3.34	

Table 4.9. Summary of the Scores on the Post- Training Test.

Statistically speaking, the table above displays that the frequently scores were (14, 15, and 16) occurring 4 times, while the average of the scores that signified the midpoint was (14). The standard deviation (3. 24) was meant to mark the total distribution of the scores from the minimum value.

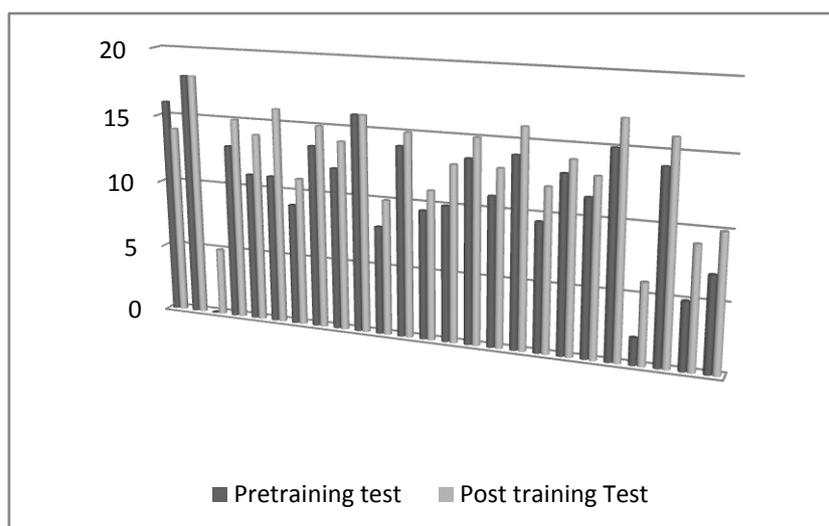
For the purpose of determining whether students' scores on both tests differ, a comparison of their performance was first drawn on, along with a T-test calculation. As revealed in the table below, the mean of the achievement test (13.12) is higher than that of the diagnostic one (10.80). As for the confidence interval, results indicate significant differences, 95% of the pre-training test scores are between 9. 23 and 12.36, while 95% of the second scores range from 11.56 and 14.68. Finally, t -test results is (- 2. 234)

	Test 1	Test 2
Mean	10.80	13.12
Standard Deviation	4.43	3.23
Variance	18	10.52

Confidence Interval	95% CI for the mean 9.23 thru 12.36	95% CI for the mean 11.56 thru 14.68
T- test	- 2,234	

Table 4.10. T -test Calculation.

The Bar-Graph below also reports the students' scores on both tests:



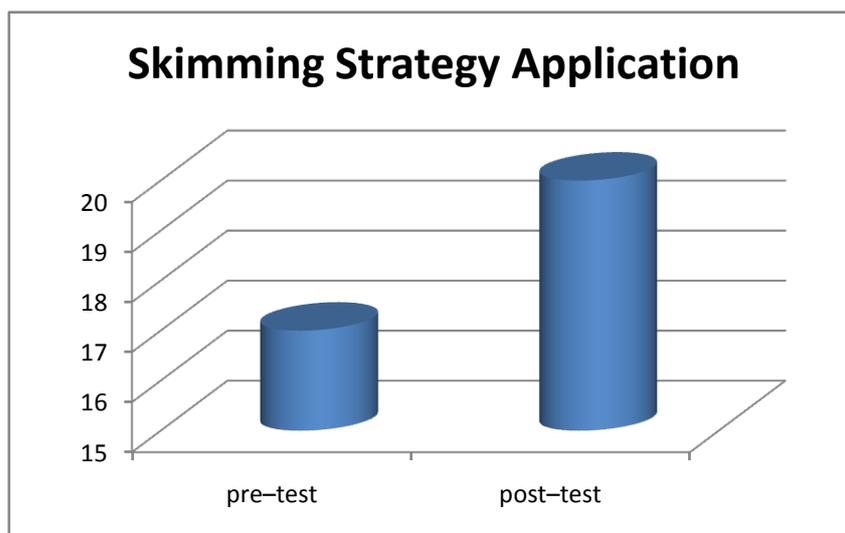
Bar-Graph 4. 13. Tests Scores Comparison of both Tests.

With reference to the first item which was used to test the scanning strategy, a noticeable improvement of the learners' performance was identified. 80 % of the participants were able to undertake this task. Results on central tendency revealed that both the mode and midpoint are higher than the mean (0. 8).

Central tendency		
Mode	Mean	Median
01	0.8	01

Table 4.11. Summary of the Scores on Skimming Strategy in the Achievement Test.

The bar- graph below provides a comparison of both tests:



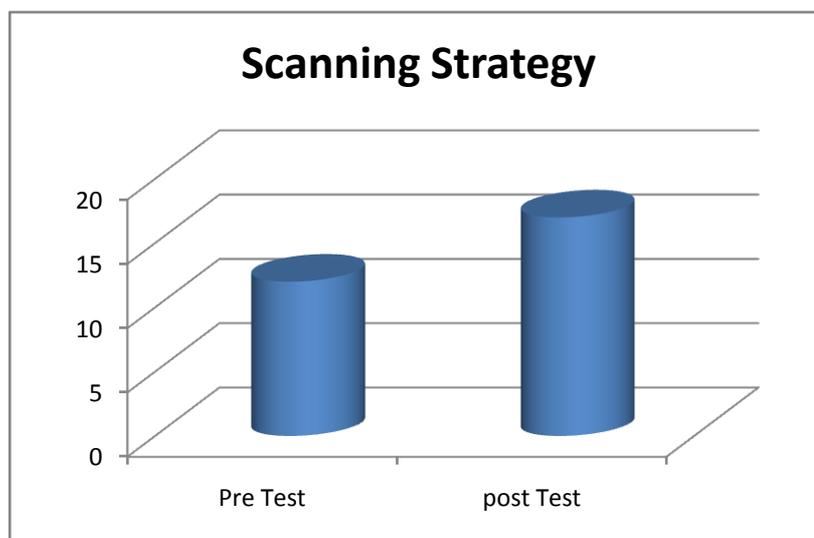
Bar-Graph 4.14. Learners' Pre and Post- Tests Performance on Skimming Strategy.

With regard to the second strategy, results display different performances of different test items. In general, 65% of the learners succeeded in achieving the scanning strategy as the majority of the scores were above the minimum value (5.4).

Central tendency		
Mode	Mean	Median
07	5.4	05

Table 4.12. Summary of the Scores on Scanning Strategy in the Achievement Test.

For further details, the bar-graph below reveals a noticeable progress while comparing the performance of both tests:



Bar- Graph 4. 15. Scanning Strategy Application on both Tests.

However, similar to the pre- training test, students outperformed on those tasks that required them to provide short answers as reported in the table below:

Test Items	percentage
Alternative Response Items	Item One 50%
	Item Two 55%
	Item Three 80%
Close alternative response item	75%
Free Response Items	40%

Table 4. 13. Performance on Scanning Strategy Tasks in the Achievement Test.

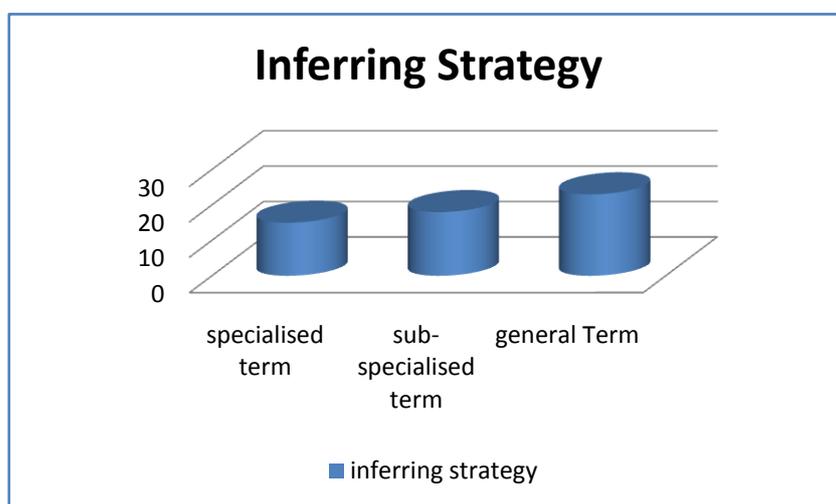
As for the open question, learners were more aware of this range of items. As a matter of fact, 65% of the participants made an attempt to explain the meaning of 'shifting from the high- volume to the high- value'. At this level, findings show that 40% of the students were able to provide a complete correct answer; this includes the understanding of the article, the choice of terms and the use of those grammatical correct sentences.

S1: *“it is the transaction from mass production which is based on producing goods with large quantity to lean production which means producing goods with high quality”*

S2: *“Changing production strategies from mass production (producing in large quantities) to lean production (producing with high qualities).”*

S3: *“It is the process of changing a production system from big quantity to high quality which is more valuable”*

Results also revealed the overwhelming of the participants who were able to draw inferences of sub technical and general terms as shown below:



Bar- Graph 4.16. Inferring Strategy Application in the Achievement Test.

On the collocation tasks, the next table displays results on the post-training test:

	Central tendency		
Verb- noun partnership	Mode	Mean	Median
	4	3.50	4
Phrasal verb	2	1.16	1

Table 4.14. Collocations in the Post -Training Test.

The final task was meant to confirm the learners' language development and cultural strategy awareness after attending training sessions. Due to the familiarity of the tasks on the part of the learners, the majority of participants with different learning abilities tried to undertake the assignment.

Considering their writing and stressing on the same components checked in the proficiency test, results display that almost all the participants develop an awareness of a number of elements such as referring back to what has been already stated. The cases in point are:

S1: *'It is not important to know people with whom we do business*'

S2: *"Socializing depends on each person and his own culture....."*

Moreover, as for the second point, 60% of the participants were able to use correct verb- noun agreement as illustrated in the examples below, others did not establish the link between the form and meaning while producing language.

S1: *"Business is a word that is commonly used in many different languages....."*

S2: *"... they develop product and provide services....."*

S3: *"Building a long business relationship is a matter of personal choice..."*

On the collocation tasks, findings reveal that learners are more aware on the use of correct verb- noun partnership as revealed in the following extracts:

S1: ‘They ***establish a good relationship*** with people...’

S2 ‘others prefer to ***invest*** their ***time*** on the deal itself rather than ...”

S3: “The aim of any economic activity is to ***maximize profit...***”

S4: “...with the purpose of coordinating and harmonizing that group of people towards ***accomplishing*** a specific ***goal*** ...”

S5: ‘...so they avoid socializing with people they are ***dealing with***...’

On the use of terminology, results revealed that the productive task was characterized by the use of the three types of terms namely the general, sub technical and the technical terms such as: Staff, investment, business, profit, develop, assets, deficit, economic systems, globalization, sectors....

As for the cultural strategies, this assignment aimed at checking knowledge related to the following parameters:

- The existence of cultural differences in the world of business;
- The notion of long- terms /short- terms relationship;
- The creation of trust and understanding through socializing.

The table below reports students’ examples and strategies use:

Strategy	Examples
Noticing	<p>S1: “...we can distinguish different cultures and ways of doing the same things in different places of the world ... ”</p> <p>S2: “ even though the basic principles of business remain the same all over the world, different cultures affect business in one way or another ...”</p> <p>S3: “... culture is a key component in business, it differs from one country to the other ...”</p>
Comparing	<p>S1: “... in other cultures, business is business and personal relationship has nothing to do with it ...”</p>

	<p>S2: “...While in our culture, personal contact is important in business, it is necessary to build long term relationships based on trust....”</p> <p>S3: “...Contrary to what is common in Algeria, other cultures prefer to separate business from personal relationship. In other words, they choose to keep it more professional....”</p> <p>S4: “... In US, for example, building long business relationship can encourage and motivate them to have success... in mu country; businessmen do not invest a lot of personal time socializing”</p>
Discussion	<p>S: “ The business man has to be flexible, he must change his behavior to deal with different situations”</p> <p>S2: “Finally, I can say that for a long- term success, we must gain experience by having a look at various cultures ...”</p> <p>S3: “...I think that the person with whom we do business must keep his personal life without sharing it with others...”</p> <p>S4: “I think that socializing out of office may not be positive in most of times as we concentrate on the work and forget about our practices and daily activities ...”</p>

Table 4.15. Students’ Examples on Cultural Strategies in the Post-Training Test

From the above mentioned table, it can be stated that the participants were able to notice the cultural differences that exist in the world which may have an influence on our business today. Most of them believe that Algerian businessmen are based on building a long- term relationship where they prefer to socialize out of office hours to create trust and understanding.

Comments on the Post-Training Test: Major Results

The primary concern of this research instrument is to examine whether learners perform better with the integration of authentic materials while raising

their awareness of a number of strategies, or not. Descriptive analysis was meant to measure the central tendency, variance and standard deviation.

The comparison of the learners' scores on both tests revealed that participants outperformed in the achievement test as its minimum value is higher than the diagnostic test. Additionally, the majority of scores, that is 14, 12, 15, 11, 9, 13, 10, 9.5 are close to the mean (13.12). This indicates the homogeneity of the group, and results on the fact that the training sessions were somehow effective.

Based on the data gathered from this research instrument, three interesting conclusions can be drawn:

- The relationship between using authentic materials and learners' performance;
- The link between strategy awareness and reading comprehension ;
- The association between authentic tasks, cultural knowledge and language development.

Results of the post- training test indicate that only few scores were distant from the minimum value (13. 12). This explains the fact that most of the learners accomplished the test items in a successful way and were able to use different learning strategies depending on their language abilities and cognitive skills. This affirms the investigator's assumption that teaching through authentic materials may help our ESP learners to function effectively in their discourse environment.

It can be also added that the most interesting conclusion drawn from this research instrument is the association between reading comprehension of the authentic materials and strategy awareness. Increasing their awareness of the reading strategies through both implicit and explicit teaching enabled learners to attain a general understanding of material as a whole and use those trained reading strategies, in particular. This consolidates the ideas of Swaffar

(1981:188) *“the sooner the students are exposed to authentic language, the more rapidly they will learn that comprehension is not a function of understanding every word, but rather of developing strategies....”* (quoted in Zohoorian and Ambigapathy , 2011:08).

This conclusion also matches the results of study conducted by Anthony, B (2006) where authentic texts were retrieved from Oxford English for Electrical and Mechanical Engineering. Students, in this context, were prepared for the necessary reading skills to understand those materials. Findings revealed that they succeeded within the period of six weeks to use extensive and intensive reading, skimming and scanning strategies.

In a similar way, Bedi (1995) conducted an experimental research with two groups of Hindi learners at their beginning levels. Both groups were exposed to real- life texts. However, the teaching of the first one was characterized by the assistance of the instructor who created a relaxed atmosphere and raised their awareness of a number of strategies. Findings revealed that this latter enhanced their reading comprehension and developed their skimming and guessing strategies. Performance of the second group, on the other hand, was poor because of the improper use of the reading strategies, their lack of personal information for the majority of the learners with reference to the theme, besides their total focus on understanding each individual word.

The combinations of the findings show that after the training sessions, learners with different levels of language proficiency were able to develop their language awareness of the range of grammatical structures and specialised terminology. This indicates that even for the productive tasks, they were able to write a passage with limited grammatical mistakes and made use of disciplinary- based terms. This finding is in accord with Omid and Azam’s views (2016:108) indicating that *“by using authentic materials students know how to use language in real world and improve their proficiency level”*

Another finding from the achievement test results is the links between authentic activities and the learners' performance. In the productive task, for example, participants become able discuss some cultural knowledge with reference to their own and target culture. This also supports a previous study into this area of research arguing that real- life tasks enable learners *“to think critically and creatively, come up with logical conclusions and solutions and cooperate with others when trying to explore, discover and discuss and construct concepts ...”* (Oguz and Bahar, 2008 : 329/ 330).

4.2.5.2. Semi-Structured Interview Results

Following the achievement test, a learners' semi- structured interview was submitted to twenty-five informants in the final evaluation stage. It aims carried out to highlight the usefulness of those authentic materials and unveil the students' insight for the ESP training sessions, language tasks, skills and language development.

Question one: Rate your satisfaction with the EBE course?

Interviewees were asked to point out their attitudes towards the ESP course in general. The overall response to this question was positive: as (72%) of the participants expressed their satisfaction with the EBE training sessions. The pie- chart below reports further details:



Pie- chart 4.5. Learners' Satisfaction on the Training Sessions

Question Two: do you think that that the EBE course has met your requirements at a certain extent? if no, what does it miss?

When participants were asked about objectives of the course whether they match their needs, or not, 80% of those who were interviewed showed a positive feedback. The remaining respondents affirmed that the ESP course still needs a set of modifications as some elements were completely absent from the language syllabus. The following range of answers was elicited:

- The course met part of my needs;
- it neglected the communicative aspect of language;
- it completely ignored the listening skills.

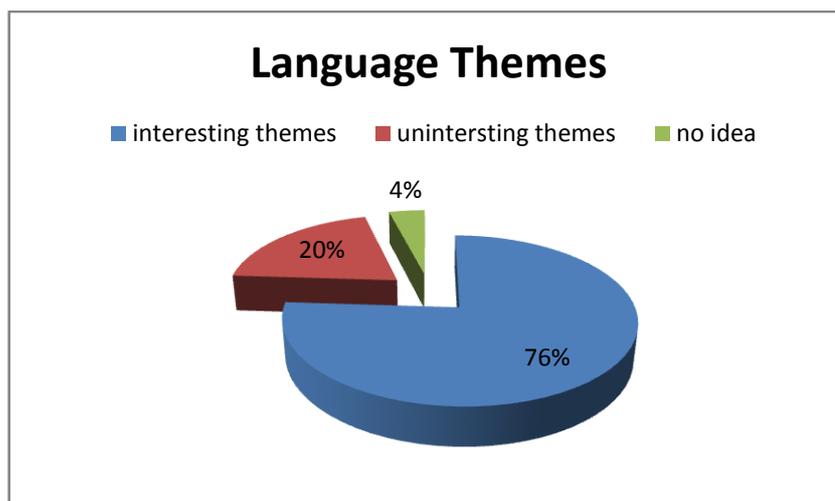
Question Three: are the themes of the teaching materials interesting? And why?

On the item of whether the subject- matter of the instructional materials provided in the training phase is of interest to the learners, or not, the majority of the participants (76%) expressed a very positive feedback. Interviewees' reasons were summarized in the following points:

- They are business -based themes;
- they are based on their needs and motivation;

- to have knowledge of the most recent researches in their field of study.

On those who reported the lack of interest on those materials, one respondent believed that ‘when the materials are too technical, he loses the concentration on understanding the general meaning’



Pie- chart 4.6. Learners’ Attitudes about the Themes of the Training Phase

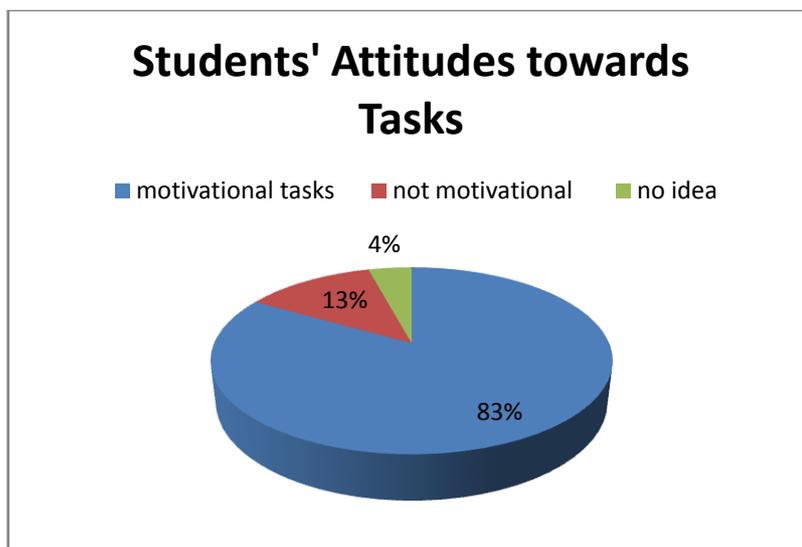
Question Four: do you face difficulties in understanding the content of the materials? If yes, indicate the source of difficulties.

On this item, over half of those surveyed stressed on the fact that they during the training sessions, learners encountered a set of obstacles in understanding the content of the materials especially without the guidance of the teacher. The major reasons are believed to be related to:

- The length of the materials;
- The students’ language ability;
- The difficult terms;

Question Five: Are you motivated on the tasks you are required to tackle during the training sessions?

In response to this question, most of those interviewed indicated that the tasks undertaken throughout the training sessions were, in general, motivating. This explains the students' satisfaction with those assignments.



Pie- chart 4.7. Students Attitudes towards the Tasks in the Training Phase.

Question six: Which language tasks did you find most enjoyable? And why?

For the most enjoyable tasks, of the 25 informants who were interviewed, 15 (60%) preferred the assignment where they were required to tackle themes characterized by the cultural dimension. In this respect, a variety of reasons were expressed, such as *'the opportunity to express'* themselves (S1), in the same vein, one informant acknowledged the fact of motivating them *'to know and discuss about some aspects in different countries'*.

On the other hand, 8 (32%) informants reported that reading -based activities were more enjoyable. In this respect, one individual (S11) stated that it enables them *'to acquire more knowledge'* in their field of study' An another commented *'we learn about how to make sense of texts'*

Only a small number of responses (8%) stand for language -based activities, in this respect, one participant (S5) expressed the belief that

'...learning grammar is the most important thing, it enables us to use correct language...'. Other learner (S 20) put it *'...knowing about grammar facilitates reading ...'*

Question Seven: how do you rate your language ability after the training sessions?

For this item, (23) expressed a positive response as they reported a progress in their language abilities after the training sessions, yet only 8% of those who were interviewed stated that they had no idea.



Pie- chart 4.8. Learners' Language Development after Strategy Training.

Question Eight: do you enhance your strategies of reading? If yes, what strategies do you use?

All those interviewed shared the view that they developed strategies for reading. When asking them about the way they organise themselves to reach understanding, the following set of answers was provided:

- identifying the topic sentence of the article;
- focusing on the overall comprehension;
- forming general and main ideas;

- guessing the meaning of unknown terms;
- linking what is stated in the article with the knowledge they already know.

Comment on the Learners' Semi -Structured Interview

As mentioned before, the fundamental reason for the inclusion of the interview as a final research instrument is to reach in-depth information from the learners' perspective and cross-check the results of the other data collection tools. As a result, a set of conclusions can be drawn:

ESP learners, in general, placed a central emphasis on the fact that the ESP course fitted their needs and requirements. As a matter of fact, they expressed their satisfaction not only with the training courses, but also with their interest in the course and positive attitude towards the themes and their internal motivation to read authentic materials. All these may all have a direct impact on their abilities and Skills. Similar conclusions have been drawn by various researchers on the issue of the role authentic materials on motivation (Lee, 1995; Guariento and Morley, 2001; Shei, 2001; Zohoorian, 2011).

Another important finding was the correlation between teaching tasks and learners' performance. In this respect, learners acknowledged the importance of cultural-based assignments which may have a positive effect on developing their language abilities and enhancing their reading comprehension. This conclusion seems to be consistent with Zohoorian's research (2011) which found that *'exposing learners to cultural features in a text a deeper understanding of the topic can be generated and thus interest in the text may be raised. On one hand, the students develop their ability to recognize relevant information, and on the other, they learn how to disregard what is not relevant.'*

The choice of business -based themes of the authentic materials was found to help ESP learners to gain underlying language knowledge in their field of research. In this vein, they developed a consciousness to reach an

overall meaning. This latter helped in enhancing their ability to focus on tasks that were conceived to match their needs. This result is also shared by Paltridge (2001) who stated that while making use of authentic materials '*produce awareness of language and its related skills*' (qtd in Zohoorian, 2011:8).

4.3. Discussion of the Main Findings

In the light of the findings and conclusions collected from different sources using a number of research tools that were submitted in the three data gathering phases, results revealed a positive effect of ESP teaching through authentic materials on the learners' achievement. This was meant to bridge the existing gap between their academic and professional requirements.

The initial question in this investigation sought to determine whether the language course and the instructional materials offered at the preparatory school match the actual needs of the EBE learners or not. Data on Needs Analysis and Investigation unveiled that ESP classes lack a set of significant criteria that may have a negative influence on the students' achievements. Diagnostic test results confirmed this assumption. In this context, the majority of informants' low scores were mainly related to the fact that they face problems among them: skills deficiencies, some of them displayed limited language abilities and were unaware of the efficient use of a number of strategies, besides, their lacks and expectations were not taken into serious consideration.

The second research question intended to examine whether ESP learners enhanced their performance while raising their awareness to use authentic materials or not. Findings of the achievement test showed that the majority of the informants' performances were above the minimum value of the scores. This confirms the hypothesis that raising learners' awareness to a set of suitable strategies when dealing of those materials in an ESP context are important.

The final research question, nevertheless, strived to investigate whether the implementation of real- life language materials with close reference to strategies consciousness raising help learners to function effectively in their target discourse community, or not. Data analysis of different research instruments in the post -training phase showed that authentic materials helped learners to successfully undertake various assignments in their educational discourse setting. In this respect, they developed a positive attitude towards the ESP course, promoted their reading comprehension and skills; enhanced their language proficiency, and especially their cultural knowledge related mainly to the target culture. Yet, it should be added that authentic materials may not necessary ensure skills development if learners, teachers as well as subject -specialists are invited to cooperate, collaborate and outline the content of the language course for a continuous improvement of the rank of ESP teaching.

4.4. Conclusion

In this research work, the main objectives were: first to identify and analyse the students' requirements and check whether teaching through the implementation of authentic text and tasks will assist them to function effectively in their learning environment, or not. As a matter of fact, this chapter sought to yield answers to the already set research questions and hypothesis and reported the findings through three stages of the data collection procedures namely the pre; while and post-training stages. The result described previously revealed the significance of providing learners' with interesting materials that fundamentally fit their academic and their professional needs.

In the fifth chapter, the investigator endeavours to provide a set of pedagogical implications for improving the status of the ESP course, enhancing the teachers' skills, knowledge and strengthen the learners'

weaknesses to perform better in their target situation.

Chapter Five

Pedagogical Implications and Practical Suggestions

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5.1. Introduction

In the light of the results and conclusions drawn from both learning needs and target situation analysis, a number of issues have influenced the success of this current investigation. The fifth chapter attempts to improve the ESP teaching and learning situation at the Preparatory School of Economics and Commercial Sciences, Tlemcen. In this respect, a set of pedagogical implications and recommendations are provided for both Business English learners and practitioners. In this chapter, the following points are tackled including: searching for appropriate teaching methodology, ESP teachers' responsibility, and training to better cope with the demand of the new situation. Finally, guidelines for an ESP reading course design along with suggested teaching tasks and materials are offered.

5.2. ESP Teaching Aims and Objectives

ESP teaching has been subject to changes and development, its aims and objectives varied over time to meet the challenges our learners mainly face. The ESP literature has widely reported that the outstanding objective in ESP teaching is to help learners to better cope with the requirement of their global age and enabling them to use the language efficiently in their target discourse community. To this end, Basterkmen (2006) puts forward the following objectives:

a. To reveal subject-specific language use: According to her, the first objective is to establish a close connection between '*research and pedagogy*'. That is to say, to examine how the language is used in a specific discourse community by descriptive linguists, language users and to provide knowledge about the patterns and structures of the language under investigation.

The advocates of this principle are, for instance, Ewer and Latorre (1969), Bhatia (1982). Though it gained popularity throughout the history of ESP teaching as it was widely adopted in teaching Legal and Scientific English as the

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basic examples, yet, it was negatively criticized because it focuses “*on the grammatical, lexical, rhetorical and textual features of text type*” swales (1985:174), who argues later that the stress should go beyond these latter.

b. To develop target performance competencies: the guiding principle is the following; ESP courses should be sent out in a way to develop the skills, competencies and abilities required in a workplace setting. This can be carried out after analyzing the workers needs to perform a specific task (Basterkmen, 2008).

c. To teach underlying knowledge: the fundamental idea is that ESP teaching should concentrate on what Hutchinson and Waters (1987) name ‘*the underlying competency*’. The emphasis should be, therefore, put on both developing the learners disciplinary concepts as well as the language skills. That is to say, the ESP course should be devised to teach the concepts associated with a specific subject matter in addition to genres used by members of the same discourse community. However, Hirvela (1997) advocates that this latter is criticized as it neglects ‘*the invisible discourse*’ of the writing genres (Basterkmen, 2008).

d. To develop strategic competence: it is part of the three models of the specific purpose language ability proposed by Douglass (2000) namely language knowledge and background knowledge and strategic competence. While the former refers to the linguistic, grammatical lexical and sociolinguistic knowledge, the background knowledge is the content knowledge of the subject discipline. According to him, this strategic competence “... *serves as mediator or interface between the learner internal traits of background knowledge, and language knowledge and the external context, controlling the interaction between them*” Douglass (2000:76).

This competence stands from the view that the ESP learners are considered to be proficient in their disciplines as opposed to the ESP practitioners who are new in the field; then their role is to provide them with opportunities to practise their discipline knowledge using the English language. To meet this end, language teachers need either to cooperate or collaborate with the subject teachers. Then, for a successful ESP teaching the following three components are required: the practitioner, the subject knowledge and ESP learners (Basterkmen, 2006). Nevertheless, it should be revealed that orientation towards one particular ESP teaching objective is likely to be focused on if we take our learners' language needs into consideration.

5.3. In Search for Effective ESP Teaching Methodology

It is widely believed that teaching methodology in an ESP context is similar to that of General Language Teaching. This latter covers '*what goes on in the classroom, to what students have to do*' (Robinson, 1991:46). The context of learning, the students' field of study and the appropriate teaching methods to meet the course objectives are those key -elements that determine the selection of an ESP teaching methodology (Robinson, 1991).

Scholars have reported that drawing on only one specific approach cannot be always adequate to the various needs and expectations of the ESP participants at different contexts including, for examples, EST, EBE, ESS as stated by Nunan (1991:228) '*there never was and probably never will be a method for all*'

Nowadays, there is an increasing tendency in education to accept the different approaches and methodologies in an ESP classroom (Hutchinson and Waters, 1987; Dudley-Evans and John, 1998; Javid, 2015). An eclectic approach or what Hutchinson and Waters (1987) label '*an integrated methodology*' is highly recommended. This could be due to its potential characteristics:

- relying on a set of disciplines,
- focusing on various skills,

- addressing the specific needs of the learners.

These are the principal factors for the selection and determination of any approach.

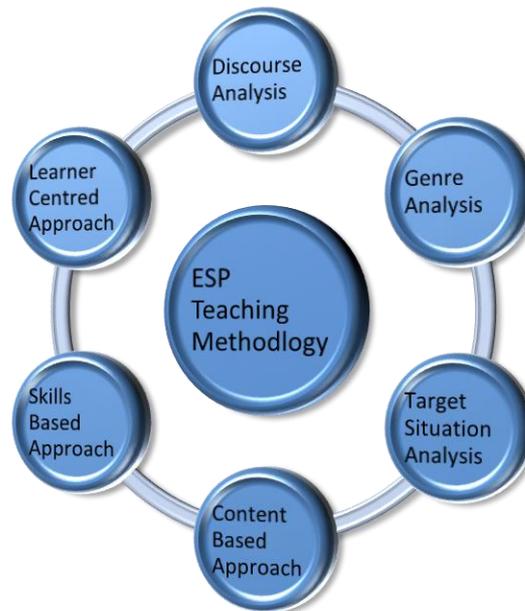


Figure 5.1. ESP Teaching Methodology

As a matter of fact, ESP teachers as decision -makers need *‘to leave consideration of appropriate methodology out of account’* Widdowson (1983). Their focus should be placed on the following three parameters

- processing considerable understanding of the nature of language;
- the different theories of learning;
- the associated strategies and skills.

They should also undertake target and learning situations analysis, predict what makes learning successful, and create an effective atmosphere that may enable the learners to engage in meaningful tasks.

In addition to the prominent role of the ESP teachers as decision-makers in the selection of suitable teaching methodology to a specific group of learners, they are also concerned with other responsibilities and assigned to perform other duties.

5.4. Demands on the ESP Teacher

To meet learners' various needs, their different styles and strategies, the types of the specialised language course, the time restriction, and the changes have taken place in an ESP setting; an urgent need for new roles and responsibilities of the ESP teacher have emerged.

5.4.1. ESP Teacher's Responsibility

Besides those traditional roles of the general language instructor notably the presenter of information, controller of activities, assessor of correctness, manager, counsellor and social worker (Prodromou, 1991), in any ESP context, the role of a language teacher is considered as a challenging task; it should go beyond teaching and facilitating language learning, or to what Dudley-Evans and John (1998:13) name a *practitioner*. This includes various pivotal roles, namely:

- Teacher
- Course designer and materials provider
- Collaborator
- Researcher
- Evaluator

As for the first teaching responsibility, the ESP instructor needs to play the role of the transmitter of knowledge and the facilitator of the learning process, his main concern should be placed on helping his learners to:

- learn effectively;
- develop their required skills;
- enhance their language strategies and abilities;

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- generate communication in the ESP classroom.

To respond positively to the learners' needs, language teacher should act as one-to-one adviser, he needs to be more flexible, take a risk in teaching with limited specialised knowledge and up-date his carrier content. He should also develop his positive attitudes towards the students' field of study, and set clear goals and objectives for a successful organisation and distribution of the course. (Dudley-Evens and John, 1998)

The responsibility of the ESP practitioner is not only restricted to teaching, but should extend to other fundamental roles including course devising and materials providing. The decision upon the language course content and the teaching materials are determined by the learners' needs and expectations. In any ESP situation, the practitioner should first undertake the process of Needs Analysis and Identification as recommended by Javid (2015:24) '*Identification and analysis of present and target situation is the first and foremost responsibility of an ESP practitioner...*' This may provide him with, more or less, a clear idea of how to frame the course. In other words, is the course intensive or extensive; General or specific; which approach should be adopted, which syllabus is more suitable.

An ESP teacher as a provider of materials, according to Dudley- Evans and John (1998) should also perform the following tasks:

- Selecting ready -made materials;
- Adapting the already existing materials to the current needs of the learners;
- Writing his own teaching materials.
- Assessing the effectiveness of the materials.

Another key role is the ESP practitioner as a collaborator. In ESP context, the language teacher is not expected to be the source of knowledge and the primary knower of information of the students' field of study, yet, a call for

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engaging with the discipline should be made to ensure best practices, reduce instructional obstacles and make teaching and learning process more successful and valuable.

This can be achieved by sharing roles and responsibilities with the subject-specialist and the learners as well, through cooperation, collaboration and team-teaching (Dudley-Evans and John, 1998) depending on whether English is used as a language of instruction, the awareness of ESP learners, and the subject specialists' willingness to provide pedagogical support.

Three possible cooperative ways the language teacher may be concerned with in his classroom:

- Simple cooperation
- Specific cooperation
- Full team teaching

The former or what Robinson (1991) labels '*Smaller scale cooperation*' is about the idea of analysing both the learners' needs and their target situation, its central concern is to gather knowledge about the content syllabus and the learners' professional responsibilities.

The second type of cooperation includes inviting the subject-specialists to provide a framework of discipline-based themes, reading materials and activities to be drawn on in the ESP course design.

The fullest cooperation is likely to take place when the course is taught either by the presence of both the language and subject lecturers to enhance, for instance, content comprehension and prepare them for test examination answers, or by the presence of only one teacher with a stress on content and language integrated learning, CLIL for short (Robinson, 1991; Dudley-Evans and John, 1998).

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Moreover, the ESP practitioner needs to act as a teacher- researcher who should have an interest in various studies conducted on several aspects including, for example, needs analysis, course design, materials development, genre and discourse analysis, to reach a thorough understanding of the different types of research and integrate those results and conclusions in his own ESP teaching situation. In this respect, he needs to draw on a three ways approach namely:

- his theoretical knowledge of the different theories of teaching and learning;
- the available studies made for the same purpose;
- his ability to reformulate his own ideas and feedback.

The diagram below from Kennedy (1985) helps to highlight the role of research to improve ESP teaching practice:

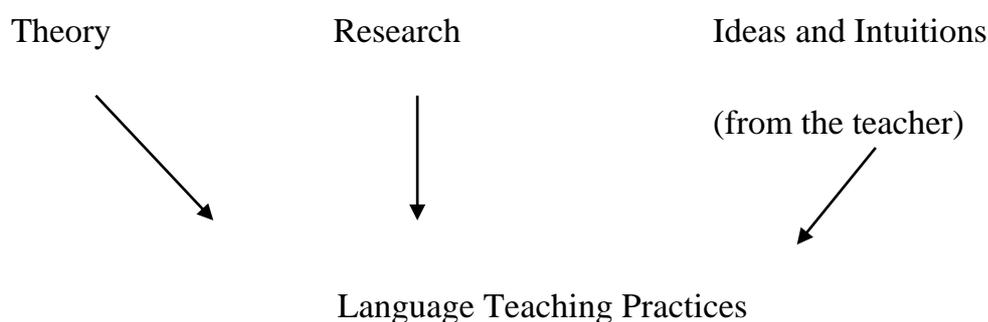


Figure 5.2. ESP Teacher as a Researcher (adopted from Kennedy, 1985)

Additionally, an urgent call is also made by numerous scholars (Kennedy, 1985; Robinson, 1991; Dudley- Evans and John, 1998 Hyland, 2006) who encourage ESP teachers to undertake their own investigations in their classrooms as suggested by Hyland (2006:386) ‘...teachers have not only become researchers of the genres and communicative practices of target situations, but also of their classrooms.’

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Several research designs are recommended for an ESP research to better practice self-reflection. This can be achieved through action research and experimental research with a special focus on the use of qualitative research tools such as interviews and classroom observations to gather data related to the learners' achievements and the ways they learn (Hyland, 2006; Nunan, 1990; Javid, 2015).

At a final step, the teacher needs to act as an evaluator. This latter entails assessing students' learning and evaluating the course objectives through the use of a different range of elicitation techniques which may be grouped into the following types:

- Placement test
- Diagnostic test
- Proficiency test
- Achievement test

This ongoing process should take place at various stages of the ESP course to have an outlook on the learners' state of knowledge, their learning gaps and skills developments. Yet, it is regarded as a challenging task for the majority of the ESP practitioners as it requires considerable time and expertise to devise suitable tests, analyse and interpret data, evaluate the course objectives, the teaching materials, and the syllabus, as well.

5.4.1. ESP Teachers' Professional Development

ESP teachers, in general, face a number of obstacles including mainly: the absence of training to teach specialised language course, the lack of available and suitable teaching materials, large size of classes, etc. These issues turn teaching to be a challenging task. To meet the urgent demand of our modern society, teachers need to be trained and improve their professional competence.

Throughout the history of ESP teaching, scholars call for teachers' effectiveness as an important ingredient in the teaching/ learning process to

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improve their quality of teaching, which may respond positively to the learners' achievements. Teachers' effectiveness is believed to be an umbrella term that covers a number of aspects, some of them can be achieved but others are out of the scope. According to Caena (2011) teachers' effectiveness:

- May include enhancing personal characteristics notably the teachers' positive attitude, motivation and competence.
- May refer to the idea of developing a set of instructional techniques and strategies;
- School effectiveness: refers to the cooperation and collaboration between teaching staff for the purpose of materials development and training;
- National policies: it refers to teachers' evaluation of the effectiveness of the course and the educational system if it is possible.



Figure 5.3. Teacher Effectiveness (Caena, 2011: 03)

The importance of teachers' professional development in any ESP context calls for a shift in responsibility from ESP lecturers to lifelong learners. This can be achieved through self- development and training. As a matter of fact, ESP teachers need to read journals and articles, attend conferences either on specialized language education or on their learners' field of study and participate in workshops to extend their knowledge and discuss their findings. They also need to cooperate with other colleagues.

Formal preparation of ESP teachers entails undertaking pre- service and in-service training courses. The former takes place before being appointed in ESP teaching, it '*helps them ... enhance and improve language abilities, pedagogical skills, and cultural knowledge*' (Song and Cheng, 2011:100). The latter is about training those who are already engaged in ESP environment through professional seminars and workshops (Mebitil, 2015)

5.4.2. A Suggested Teacher Training Program

As for the context of the present situation, a suggested teacher training program addresses our newly appointed ESP teachers and those who want to acquire and extend their business knowledge and develop their language skills for teaching Business English. It is adapted from different teachers training programs, namely:

- Business English Teacher Training (British Council);
- 50 Hours Courses in Teaching Business English (CTBE);
- Cert IBET - Certificate in International Business English Training,
- Teaching Business English Course;
- English UK Trinity Cert IBET.

This present teacher training program is composed of nine units; some of them are related to ESP teaching in general; its content includes needs analysis, approaches to ESP course and syllabus design, ESP materials development.

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Other modules intend to focus on providing EBE practitioners with basic knowledge in business. Some others are closely related to teaching business communication skills. The table below gives further details:

Unit One: Introduction to Business English	
Course Content	<ul style="list-style-type: none"> ➤ Making transition from GE to BE ➤ Definition of Business English ➤ The history of Business English. ➤ Concepts and language in business context ➤ Characteristics of business learners.
Suggested References	<ul style="list-style-type: none"> ➤ Breiger, N., Sweeney, S., & Breiger, S. (1996). <i>Language Reference for Business English</i>. Prentice Hall International English Language Teaching. ➤ Dudley-Evans, T., & John, M. (1998). <i>Development in English for Specific Purposes</i>. Cambridge University Press. ➤ Gore, S. (2007). <i>English for Marketing and advertising</i>. Oxford (GBR); New York; Paris: OUP. Oxford University Press.
Unit Two: Business Background	
Course Content	<ul style="list-style-type: none"> ➤ Current trends in business, change, leadership, marketing. ➤ How business works: functional and divisional hierarchies. ➤ Business theme.
Suggested	<ul style="list-style-type: none"> ➤ Growther, J. (1997). <i>Business Roles</i>. Cambridge University

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References	<p>Press.</p> <ul style="list-style-type: none"> ➤ Hollett, V. (1995). <i>Business Opportunities</i>. Oxford University Press.
Unit Three: Needs Analysis and Research	
Course Content	<ul style="list-style-type: none"> ➤ Needs, lacks and wants. ➤ Learning preferences. ➤ Competence and performance. ➤ Approaches to needs analysis. ➤ Target situation analysis. ➤ Classroom research ➤ Analysis of recorded transcript of business learners.
Suggested References	<ul style="list-style-type: none"> ➤ Berwich, R. (1989). Needs Assessment in Language Programming: from Theory to Practice. In R. K. Johnson (Ed.) <i>The second Language Curriculum</i>. Cambridge: Cambridge University Press. ➤ Hutchinson, T., & Waters, A. (1981). Performance and Competence in English for Specific Purposes. <i>Journal of Applied Linguistics</i>, 2(1), 56–69. ➤ Hutchinson, T., & Waters, A. (1987). <i>English for Specific Purposes</i>. Cambridge University Press.
Unit Four: Course Development	
Course Content	<ul style="list-style-type: none"> ➤ Characteristics of ESP course. ➤ Types of syllabus. ➤ Approaches to ESP course and syllabus design.

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Suggested References	<ul style="list-style-type: none"> ➤ Basturkmen, H. (2006). <i>Ideas and Options in English for Specific Purposes</i>. Lawrence Erlbaum Associates, Inc. Lawrence Erlbaum Associates, Inc. ➤ Jordan, R. (1997). <i>English for Academic Purposes</i>. Cambridge University Press.
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Unit Five: Teaching Materials and Resources

Course Content	<ul style="list-style-type: none"> ➤ The arguments for and against authenticity. ➤ Sources of authentic materials. ➤ Creating your own materials. ➤ Integrating authentic materials into multi- skills activities. ➤ Authentic design tasks.
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Suggested References	<ul style="list-style-type: none"> ➤ Anthony, B. (2006). The Use of Authentic Materials in the Teaching of Reading. <i>The Reading Matrix</i>, 6 (2), 60-69. ➤ Allwright, R. (1981). What Do We Want Teaching Materials for? <i>ELT Journal</i>, 36 (1), 5-18. Oxford University Press. ➤ Guariento, W., & Morely, J. (2001) Text and Task Authenticity in the EFL Classroom. <i>ELT Journal</i>, 55 (4), 347- - 353.
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Unit Five: Teaching Business Reading and writing skills

Course Content	<ul style="list-style-type: none"> ➤ E-mails writing. ➤ Writing business correspondence ➤ Cooperative writing learning ➤ Writing activities
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Suggested References	<ul style="list-style-type: none"> ➤ Cleland, J. (2003). <i>Business Writing for Results</i>. McGraw Hill. ➤ Zhu, Y. (2005). <i>Written Communication across Cultures</i>. John Benjamins Publishing Company.
Unit Six: Communication Skills	
Course Content	<ul style="list-style-type: none"> ➤ Business presentation: <ul style="list-style-type: none"> ▪ Reflections on qualities of good presentations. ▪ Body language and non-verbal business communication. ▪ Stylistic analysis. ➤ Business negotiations. <ul style="list-style-type: none"> ▪ Defining the negotiation process. ▪ Quality of good negotiator. ▪ Negotiation tactics and how to counter them? ➤ Telephoning: <ul style="list-style-type: none"> ▪ The telephone as a problem-solving tool. ▪ Telephone English games and activities. ▪ The interruptive nature of telephoning.
Suggested References	<ul style="list-style-type: none"> ➤ Bennis, M. (2009). <i>A Guide to Good Business Communication</i>. Pantek Arts Ltd, Maidstone, Kent ➤ Naterop, J., & Revell, R. (2005). <i>Telephoning in English</i>. Cambridge University Press.
Unit Seven: Intercultural Awareness	
Course Content	<ul style="list-style-type: none"> ➤ Attitude to time, space, gender ➤ Cross-cultural dialogues for analysis and comment. ➤ Cross-culture games.

Suggested References	<ul style="list-style-type: none"> ➤ Bell, H., & Willian, J. (1999). <i>Intercultural Business</i>. Barron’s Educational Series, Inc. ➤ Damen, L. (1987). <i>Culture Learning: The Fifth Dimension in the Language Classroom</i>. Reading, MA: Addison-Wesley
Unit Eight: ICT Integrated Language Teaching	
Course Content	<ul style="list-style-type: none"> ➤ Definition of ICT ➤ Technology in the field of teaching. ➤ Advantages of ICT integrated learning.
Suggested References	<ul style="list-style-type: none"> ➤ Bezukladnlkov, K. et el. (2013). Interactive Approach to ESP Teaching and Learning. <i>World Applied Journal</i>, 24(2), 201-206. ➤ Hotteram, G. (ed) (2013). <i>Innovations for Learning Technologies for English Language Teaching</i>. British Council, Brand and Design/ C607.
Unit Nine: Evaluation and Assessment	
Course Content	<ul style="list-style-type: none"> ➤ Difference between evaluation and assessment. ➤ Types of tests ➤ Evaluating program aims. ➤ Breathing life to exam materials
	<ul style="list-style-type: none"> ➤ Douglas, D. (2000). <i>Assessing Language for Specific Purposes</i>. Cambridge University Press. ➤ Hughes, A. (1989). <i>Testing for Language Teachers</i>. Cambridge University Press.

Table 5.1. A Suggested EBE Teacher Training Program.

To meet the needs of our current situation, our EBE practitioners need to be trained to foster their skills in this sub-field of ELT. As a matter of fact, they need to undertake training courses in those aspects related to Needs Analysis and

Identification, course and syllabus design. Besides, they need to develop their underlying knowledge in the business context.

Each unit is provided with its outlines of course content and a set of related references. For example, for the first one, it is necessary for the EBE practitioners to have background knowledge of what business English is, its similarities and differences to general English, so that they can draw a profile of the learners, their needs, their styles and strategies.

5.5. Guidelines for ESP Teaching Materials

ESP literature (Kennedy and Bolitho, 1984; Hutchinson and Waters, 1987; Robinson, 1991; Dudley-Evans and Johns, 1998) emphasizes on the fact that after the administration and interpretation of Needs Analysis and Identification and the design of the ESP course, the selection, writing or modification of the existing materials is needed.

Materials design or/ and selection play a central role in the ESP teaching. They are used to guide teachers. They must display the following characteristics which are:

- interesting texts;
- enjoyable activities which engage the learners' thinking capacities;
- opportunities for learners to use their existing knowledge and skills;
- content which both learner and teacher can cope with

Hutchinson and waters (1987:107)

Pedagogical materials should be designed to fit the learners' needs while acquiring the needed knowledge. John and Davies (1983) recommend two principles for texts selections which are TALO and TAVI. The first entails that texts are used as objects emphasizing on the integration of new vocabulary and grammatical structures in the course. However, the basic principles used in texts

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selection in TAVI are determined by learners' purposes. This requires the inclusion of two elements: the learners themselves and the subject teachers.

The vital question that needs to be addressed before the selection of any teaching materials is “*what do we want teaching materials for?*” (Allwright, 1981:5). The answer is achieved through the determination of the objectives and the use of some overlapping steps.

The decision phase calls for drawing a number of goals. Nation *and* Macalisher (2010) assign a useful *mnemonic* LIST, standing for language; ideas; skills and texts. They summarize these goals in the table below.

	Example
• Language goals may include . . .	New vocabulary. Letter–sound relationships. a grammatical structure.
• Ideas goals may include . . .	Content that needs to be learnt. Content required for other activities.
• Skills goals may include . . .	Reading for literal understanding. Reading to infer meaning.
• Text goals may include . . .	Genre structure. Cohesion and coherence.

Table 5. 2. Examples of LIST goals (adopted from Macalister 2010: 3).

The determination of the language goals used for the selection of the teaching materials should be adjusted to meet the learners' demand in the target language. The ideas goals, in contrast, refer to the subject-matter content of the learners' speciality as this may include both carrier and real content.

Skills goals are those learning strategies undertaken by the teacher to assist their comprehensions. Texts goals, however, include those genre

structures required by the learners to participate in their environments. Thus, knowing that the learners, for instance, need to read fiction, it is of great importance to meet their demands.

Additionally, Allwright (1981) adds two other steps, including action and review. However, there is no clear-cut distinction between these two fragments, as in many cases there is an overlap between the organisation of objectives, the implementation and the evaluation. The results gathered in each phase may contribute to the notification of the following decision.

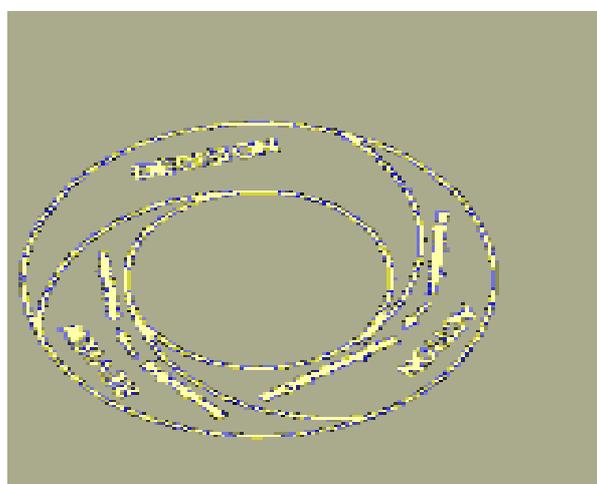


Figure 5.4. Decision, Action, Review (adopted from Allwright, 1981:6).

The process of materials design and selection is not an easy assignment as in many cases the decision about the course goals that should be embodied in teaching does not guarantee the use and success of these actions when they are put into practice. Accordingly, teachers as well as learners should be invited to work together while taking decisions.

5.6. Framework for Designing ESP Tasks

Teaching reading is not only a matter of providing learners with adopted or adapted materials followed by a set of comprehension questions. ESP practitioners need to make a distinction between teaching and testing. Designing adequate tasks is considered as a challenging assignment for ESP

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practitioners as it requires a systematic way of developing the learners' skills and strategies. They need to think about '*...how does today's teaching make tomorrow's text easier*' (Nation, 2009: 26)

In this respect, Nunan (1991) suggests the design of communicative tasks to facilitate interaction in the language classroom; this can be achieved through:

- selecting target tasks according to the learners' needs,
- providing them with a model of language which is used in their target setting and its needed skills,
- providing them with the opportunity to use what has been learnt.

The table below provides further details:

Procedure	Rationale
1. Identify the target task	To give learners the opportunity to develop language skills relevant to their real world needs
2. Provide model	To provide learners the opportunity to listen to and analyse ways in which native speakers or users of the target language carry out the target task
3. Identify enabling skill	To provide learners with explicit instruction and guided practice in those grammatical elements needed to perform the target task
4. Devise pedagogic task	To provide learners the opportunity to mobilize their emerging language skills through rehearsal

Table 5.3. Steps Involved in the Development of a Pedagogic Task (Nunan, 1991:282)

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Additionally, Nation and Macalister (2010) call for the following four strands to devise teaching activities for a well- balanced language course:

- Meaning -focused input;
- Language -focused learning;
- Meaning -focused output;
- Fluency development.

Attention to meaning is believed to be a key concern for both input and output. It aims at providing learners with opportunities for learning. In a reading course, for instance, creating a meaningful input can be achieved through establishing a reading goal of comprehending the content of the reading materials and using stress- free tasks in accordance with the learners' interest. In the same line of thought, Newmark 1981:39) suggests four key conditions for learning through comprehension, namely: '*...(1) sufficient (2) language instances (3) whose meaning can be inferred by students (4) who are paying attention*' (quoted in Nation, 1996: 8).

There are many possible ways of keeping learners focusing on meaning such as:

- Identifying the main idea of the passage;
- Scanning for more details;
- Gap- filling activities.

Moreover, the focus should be also placed upon the language features of the passages. This entails an intentional emphasis on the surface of text through implicit or explicit teaching (Lyster, 2007). Activities of this kind may include teaching grammatical rules or corrective feedback. As example:

- Tenses,
- Pronunciation,
- Spelling,

➤ Word explanation and patterns

Meaning -focused output stand in language teaching is about pushing learners to produce output. Their main focus should be on the productive skills such as writing and speaking. It is highly recommended to enable learners to retrieve their already acquired vocabulary and grammatical features. According to Nation (1996), activities of this strand may cover the following aspect:

- Analysis,
- Discussion,
- Application of actual content;
- Role -play;
- Problem- solving activities.

As for the final strand, fluency development can be achieved while creating the opportunity for language use. This latter, according to Nation (1996) can occurred if the following conditions are met:

- The focus should be on meaningful activities based on the learners' interest;
- Topics should be general; language should not be beyond their proficiency levels.
- Learners should be encouraged for better performance.

5.6.1. Tips for Teaching Business Terminology

Another issue faced in this present research is that students felt frustrated to read authentic materials with a limited business repertoire. Apart from developing their reading comprehension, it is of great importance to consider those aspects affecting their abilities and skills.

Teaching terminology in specialized language is regarded to follow the same principle to that of general language teaching. However, what makes it as a daunting task for the ESP practitioners is the use of technical vocabulary as

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they are not expected to be the source of information in the students' field of study. Yet, using such authentic materials call for sharing responsibilities with subject- specialists '*...to enable students to understand the technical vocabulary in order to do the exercise*' (Dudley -Evans and John, 1998: 81).

To overcome this obstacle, the ESP teachers should rely on a number of ways suggested by Dudley -Evans and John (1998), such as:

- using translation as a fifth skill in ESP teaching;
- Explaining key- concepts;
- using technical dictionaries;
- preparing glossaries of new terms.

With regard to teaching vocabulary, ESP teachers should make a distinction between those required for comprehension and that of production (Dudley -Evans and John, 1998). In the same vein, Hulstijn (2003) proposes two ways namely: the incidental and intentional vocabulary learning. The former takes place when learners are reading and focusing on 'depth processing' whereas the latter occurs when providing them with a glossary of terms and list of exercises. In this respect, he highly recommends the incidental vocabulary learning for its advantageous of enabling learners to retain and acquire terms.

In this respect, Kennedy and Bolitho (1984) suggest the following activities:

- word formation: it includes, for instance, teaching the meaning of prefixes, suffixes, word classes;
- The relationships between words: it includes teaching synonyms, antonyms and collocations.

Additionally, in the business context, vocabulary teaching should cover the focus on '*core business vocabulary*' or what is known as sub- technical

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vocabulary. This entails teaching those language terms that are general to many disciplines but have a specific meaning in the business context. The following table provides some examples:

Verb	General Meaning	Specialized Meaning
Difference	The way in which one person or thing is different from another (Longman Writing Coach Dictionary, 2005)	The term applied to the balance either due to or owing by a speculator on carrying over speculative bargain (A Concise Encyclopaedia of Business Terms, 2006).
Draft	A piece of writing that is not yet in its finished form (Longman Writing Coach Dictionary, 2005)	Bill of exchange (A Concise Encyclopaedia of Business Terms, 2006),
Input	The ideas and things that you do to make something succeed. (Longman Writing Coach Dictionary, 2005)	Raw materials
Instrument	What we use to achieve results	Checks and bills (A Concise Encyclopaedia of Business Terms, 2006)

Table 5.4. Examples of Core Business Vocabulary’.

From the above table, we can explain the fact that some words can be used in the contexts of both general and Business English with specialized meaning, for example, the word input which can be defined as *‘The ideas and things that*

you do to make something succeed’, in the business field, and especially in the language of ‘production’, it refers to raw materials

E.g. Production is the transformation of *input* into output.

The role of the EBE teacher is to draw the learners’ awareness of a set of the specialized terms that are most frequently used in their field of study.

5.6.2. Recommendations for Grammar Teaching

The role of grammar teaching in ESP context is a subject of heated debates. For some scholars, ESP instruction is not about teaching grammar, for others, it remains one of the most important aspects to focus on. In this respect, Dudley Evans and John (1998: 74) state: “*While much of the skills -oriented work in EAP and EBE does not concentrate on grammar itself it is incorrect to consider grammar teaching as outside to the remit of ESP*”

As a matter of fact, no one can deny its importance in ESP language teaching. However, the language teachers’ role is to know how to present and teach those grammatical features. In the ESP context, and with its increasing emphasis on developing the learners’ communicative competence, a call has been made on teaching grammar to enable them to perform their communicative assignments.

Results on Needs Analysis and Identification of the present investigation revealed that our students need different language skills (reading, writing, speaking and listening). Focusing on their immediate needs to prepare them for the comprehension of authentic materials, pre and post -tests findings show that learners need to pay a considerable attention to some grammatical items needed especially in business context.

Through training courses are built on raising their linguistic awareness, a number of the students did not establish the link between the forms and how to

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use them to communicate meaning. As a result, EBE practitioner should focus on teaching grammar in context while relying mainly on the communicative approach to ESP teaching as suggested by Dudley Evans and John (1998:74), *“the relationship between form and meaning can be taught and revised in context through analysis and explanation”*

In the context of business English, numerous scholars highly recommend the incorporation of some grammatical points and business functions (Wilberg and Lewis, 1990; Robinson, 1991; Dudley Evan and John, 1998; Brieger and Sweeny, 1994; Evans, 2000.). The focus should be put, according to them, on the following aspects:

- Business functions;
- Their related business verbs;
- Model building;
- Generic features of texts.

The following table provides examples of those verbs and business features recommended to be drawn on while teaching grammar in business context:

Business Functions	Verbs
➤ Describing your job	Answer to, liaise with, manage, report to, supervise.
➤ Recruiting	Apply, employ, hire, interview, take on.
➤ Meeting people	Confirm, firm up, make a date, pencil in, set up.

➤ Agreement	Agree, comprise, disagree, hammer out, settle, summarise
-------------	--

Table 5.5. Grammar Teaching (adapted from Evans, 2000)

From the above-mentioned table, one can say that identifying the needed skills can determine their associated business verbs and which tenses can be practiced. If for instance, learners are required to socialise through making an arrangement, small talk and invitation, some verbs are likely to be stressed on as well as their grammatical realisations.

5.7. A Proposal for Business English Syllabus

Designing a suitable syllabus that will meet the needs of the learners is regarded as one of the daunting and challenging tasks the ESP practitioner may face. It requires paying considerable attention to learners' needs and providing them with the suitable tools to achieve their goals and objectives.

For the consideration of syllabus design, in this research work, the researcher takes into account those stages proposed by Graves (1996), namely: conducting needs assessment; the determination of the goals and objectives of the course, content conceptualization, selection and development of teaching materials, the organization of the content of the activities and evaluation.

- **Results of Needs Analysis**

Due to the type of this current research, the process of Needs Analysis and Identification was carried out by means of various research tools, namely:

- Teachers' semi - structured interview;
- Learners' questionnaire;
- Diagnostic test;
- Achievement test;

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- Learners' semi -structured interview.

Before speaking about the outcomes of needs assessment, it is necessary to draw a profile of the learners and outline the course specification. The table below provides further details:

Course	Specification
Language ability	Advanced and intermediate learners
Learners age	20 - 21 years old
Types of ESP course	Business English
Course Location	Preparatory Schools of Economics and Commercial Sciences
Course Focus	Teaching through the use of authentic materials

Table 5.6. Course Specification

From the above-mentioned table, one can say that our learners range in age from twenty to twenty -one years old. They need English for academic purposes at the Preparatory School of Economics and Commercial Sciences. This entails, according to the researcher, the focus on English for Specific Business Purposes, or for its short (ESBP).

In general, NAI results revealed that our business learners need English for academic purposes. They need to achieve success in their studies and pass an educational contest which is based on reading comprehension; grammar; and vocabulary. The majority of them lack business based terminology, the appropriate reading strategies and language awareness. For their occupational needs, the result showed that learning English is a must to read books, articles and interact with foreigners.

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To cater for those needs, an eclectic approach to syllabus design is suggested to be the most suitable one. In this regard, the researcher believes that drawing on a number of different types and approaches to syllabus design can be more beneficial to the learners' performance.

Thus, as for the content conceptualization, the investigator adapted a content-based approach to syllabus design. Themes are sequenced from the general to the specific business topics, for instance, learners at the beginning of the syllabus are introduced to globalisation, then economic globalisation; its advantages, and its impacts on international companies.

Additionally, a skill based approach is also adapted when stressing upon the needed skills. For example to achieve reading comprehension, learners should be trained to:

- scan for specific information;
- skim;
- infer meaning of business terms.

Additionally, reading materials are accompanied by grammar and vocabulary tasks to enrich the students' linguistic knowledge. In this respect, a call is made on consolidating their linguistic gap through: for instance, review of tenses; adjectives and adverbs; passive voice, direct and indirect speech, etc. Developing their business terminology in this syllabus covers the focus on those vocabulary needed to enhance the overall understanding of the authentic materials and those required for production.

• Course Objectives

By the end of the EBE course, our learners should be able to:

- Enhance their reading and writing skills;
- Acquire a repertoire of business terminology;
- Develop their language awareness;
- Develop an understanding of business communication.

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- Produce meaningful language while dealing with case studies.

- **Assessment**

Learners will be assessed by various tests, portfolios, and classroom activities.

For more explanation, the table below reports the suggested business syllabus, its selected topics: language skills, vocabulary and business skills:

Unit one: The Changing World				
Topics	Language skills	Language Practice	vocabulary	Business Skills
Economic Globalisation	Reading Writing Listening Speaking	<ul style="list-style-type: none"> • Adjectives • Nouns 	<ul style="list-style-type: none"> • Definition of globalisation • Word partners 	Trust building
Unit Two: International Companies				
Mergers and acquisitions	Reading Writing Listening Speaking	Review of tenses	<ul style="list-style-type: none"> ▪ Definitions ▪ Types of companies 	Dealing with working problems
Unit Three: Working and Managing People				
Management	Reading Writing Listening Speaking	<ul style="list-style-type: none"> ▪ Phrasal verbs ▪ Passive 	<ul style="list-style-type: none"> ▪ Management styles and abilities ▪ Collocations 	Socializing Entertaining

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		voice		
	Unit Four: Recruitment and Selection			
Recruitment and Selection	Reading Writing Listening Speaking	<ul style="list-style-type: none"> • Direct/indirect speech 	<ul style="list-style-type: none"> • Selection Procedures. • Qualifications 	Meeting
	Unit Five: People at Work			
Building relationship	Reading Writing Listening Speaking	Models Passive voice	<ul style="list-style-type: none"> ▪ Cultural Issues ▪ Accepting differences 	Welcoming visitors
	Unit Six: Financial Services			
Money can buy you love	Reading Writing Listening Speaking	Language of trends	<ul style="list-style-type: none"> ▪ Types of banks ▪ Ways of payment 	Describing financial performance

Table 5. 7. A Suggested Business English Syllabus

Based on the results and conclusions drawn previously, this proposal for language syllabus is an attempt to meet the needs of our Business English learners at the preparatory school of Economics and Commercial Sciences.

5.8. Suggested- Samples for Business English Courses

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Each typical thematic unit of the course is designed according to the needs of the learners, it includes the following aspects: a starting -up activity is used as a discussion to prepare learners for what they read followed by reading comprehension of authentic texts, their associated vocabulary and language practice to consolidate their linguistic knowledge. Finally, a case study is used to practice business skills and draw their attention to the cultural aspect.

The following are sample courses from the first three units:

Sample Course from Unit One

Changing World



○ Discussion

- What is meant by globalisation?
- What are the positive effects of globalisation on our world?

○ Reading

Economic Globalization

Economic globalization refers to the increasing interdependence of world economies as a result of the growing scale of cross-border trade of commodities and services, flow of international capital and wide and rapid spread of technologies. It reflects the continuing expansion and mutual integration of market frontiers, and is an irreversible trend for the economic development in the whole world at the turn of the millennium. The rapid growing significance of information in all types of productive activities and marketization are the two major driving forces for economic globalization. In other words, the fast globalization of the world's economies in recent years is largely based on the rapid development of science and technologies, has resulted from the environment in which market economic system has been fast spreading throughout the world, and has developed on the basis of increasing cross-border division of labor that has been penetrating down to the level of production chains within enterprises of different countries.

The advancement of science and technologies has greatly reduced the cost of transportation and communication, making economic globalization possible. Today's ocean shipping cost is only a half of that in the year 1930, the current airfreight 1/6, and telecommunication cost 1%. The price level of computers in 1990 was only about 1/125 of that in 1960, and this price level in 1998 reduced again by about 80%. This kind of 'time and space compression effect' of technological advancement greatly reduced the cost of international trade and investment, thus making it possible to organize and coordinate global production. For example, Ford's Lyman car is designed in Germany, its gearing system produced in Korea, pump in USA, and engine in Australia. It is exactly the technological advancement that has made this type of global production possible. Moreover the development of the networking-based economy has given birth to a large group of shadow enterprises, making the concept of national boundaries and distance for certain economic activities meaningless.

Excerpt from Shangquan (2000 :1)

○ Comprehension

- In your own words summarise the elements that affect globalization?

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- What are the main reasons for the economic globalization?
- Does globalization have a positive effect on economy?

o Grammar Practice

- a) Complete this table by either a verb or noun:

Verb	Noun
	Trade
	spread
	division
	advancement
reduce	

- b) What words classes the following belong to:

Word	Word class
<ul style="list-style-type: none">• Increasing• Global• Organize• Economic• Labor• Greatly• Large• Economy	

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c) Underline the correct adjective

- Globalisation is one of the (dominating/ dominated) issues of the everyday ways of life.
- Interest of (developed/ developing) countries should be guaranteed.
- Some countries have played a (significant/ significance) role in the process of globalization.
- They are considered as the (larger/ largest) beneficiaries of economic globalization.

o Vocabulary Practice

a) Explain the meaning of the prefixes of the following words:

Words	Meaning
International	
Irreversible	
Cross- borders	
Interdependence	

b) These words and expressions are highlighted in the text. Write them next to these correct definitions:

Definition	Term
✓ It is the exchange of capital, goods and services across international borders.
✓ Is used to talk about the way in which big companies do business all over the world.

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✓ Refers to the economies of all countries of world associated as a whole.	
--	--

c) Use these words partners to complete these sentences

Financial sector, multinational corporation, financial assets

- have become the main carriers of economic globalization.
- Globalization of has become the most rapidly and influential aspect of economy.
- A rapid expansion of and the trend of privatization of international capital has brought along enormous impacts on the economic safety and financial stability of developing countries.

C) Match each of the terms on the left with a term on the right that has the same meaning

An enterprise	A word wide market
A global market	The marketplace
A multinational	A business
The market	A global enterprise

D) Good news or bad news to the economy. Write G or B.

- More efficient markets
- Stabilized security
- More health equality throughout the world
- The domination of commerce by international corporations

○ Case study

The level of trust that people have in their country's institutions and fellow citizens influence many aspects of economic activity (such as international trade), what is common in your country? Do you trust your local economic activities?

Sample Course from Unit Two

International Companies



○ Discussion

- What is meant by an international company?
- What are the types of international companies that you know?
- What types of companies do you prefer?
 - A large multinational Company.
 - Small or big companies?

○ Reading

In the world of business today **Mergers and acquisitions** are part of what companies do in order to increase their profits. Many successful companies seek to integrate into new markets and expand into new lines of products or services.

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However, this process can be **lengthy** as well as **costly**, so buying an already existing company with different products and a steady amount of customers is often **perceived** as the cheaper and less risky option. This is called an **acquisition**. By doing this, companies also gain more power in the existing market and as an added value, cut competition.

When two or more companies come together to create a new company, they merge their existing business enterprises into a single enterprise. This is called a **merger**.

Acquisitions happen in two ways: **raids** and **takeover bids**. A **raid** means aggressively buying the largest amount possible of the company's stock on the stock market. A **dawn raid** is when a firm or investor buys a substantial number of shares in a company first thing in the morning when the stock markets open. By the time the target company realizes it's being attacked, it's too late and the investor has already **scooped up** some controlling interest. However, only a minority interest in a firm's shares can be bought this way. So, after a successful **dawn raid**, the raiding firm is likely to make a **takeover bid** in order to acquire the rest of the target company.

A **takeover bid** is an offer made publicly to the target company's shareholders to buy their shares at a certain price (usually higher than the current market price) in order to gain control of the company. Takeover bids can be friendly or hostile.

In cases of **hostile takeovers** the company's top executives are usually replaced or encouraged to leave. This may pose a problem if the human capital was what made the company stand out in the first place.

Surprisingly, statistics show that mergers and acquisitions result in a reduction rather than an increase in a company's value. Consequently, private equity companies and raiders tend to look for large **conglomerates** which have become inefficient due to the fact that the price of their stocks equals less than the value of all their assets put together.

A **conglomerate** is a corporation that is made up of a number of different, seemingly unrelated businesses. In a conglomerate, one company owns a controlling stake in a number of smaller companies, which conduct business separately. Each of a conglomerate's subsidiary businesses runs independently of the other business divisions, but the subsidiaries' management reports to senior management at the parent company.

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Excerpt from Sherman (2015)

○ Reading Comprehension

- Summarise in your own words the difference between mergers and acquisitions?
- What are the types of companies mentioned in this excerpt?
- Why is the process of integrating two companies lengthy and costly?
- How do acquisitions happen?

○ Grammar Practice

Complete the sentences with verbs from the box. Put each verb in its correct form and correct tense (present simple or present continuous)

To write, to be, to invest, to come, to supervise.

- Finance from a sole trader usually..... from individuals' own savings.
- He is the founder of an international limited company.
- Our company a lot in Research and Development.
- This week, Dr Bill is not in his office; hethe testing of an innovative range of soups, anda report.

○ Vocabulary Practice

a. Match the words with their definitions:

- takeover
- When the company gets control of another company by buying over half of their

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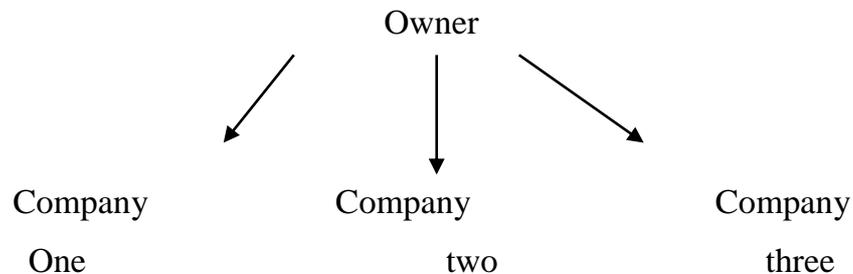
- Conglomerate shares.
- It owns another separate legal entity (subsidiaries).
- Parent company - A large company consisting of several companies that have join together

b. Cross the odd word out:

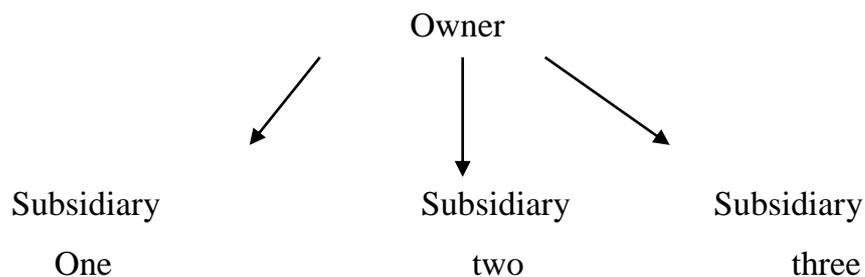
Holding company	Sister company	Group company	Business
Asset	Human capital	Financial resources	Non executive officer

c. Look at the diagrams and complete each sentence with one of the terms below:

Sister companies; group; associated company; holding company



The three companies are an example of



The subsidiaries are

○ Case study

Would do you like to be a freelance worker or employed with fixed salary? What are the advantages and disadvantages of each situation?

Sample Course from Unit 3

Working and Managing People



○ Discussion

- What is meant by management?
- What skills a good manager should have? Which four of the following qualities do you think are the most important:
 - a) Being autocratic: able to give orders
 - b) Able to communicate with people
 - c) Being friendly and sociable
 - d) Being competent
 - e) Being persuasive: able to convince his staff
- If you managing people from different countries what management styles and qualities do you need?

○ Reading

Read the text on the role of the manager extracted from ‘An Introductory View of Management’ by the American professor and consultant Peter Drucker (1977)

Management

What is management?

Peter Drucker, the well-known American business professor and consultant, suggests that the work of the manager can be divided into planning (setting objectives), organizing, integrating (motivating and communicating), measuring, and developing people.

- First of all, managers (especially senior managers such as company chairmen - and women- and directors) set objectives, and decide how their organization can achieve them. This involves developing strategies, plans and precise tactics, and allocating resources of people and money.
- Secondly, managers organize. They analyse and classify the activities of the organization and the relations among them. They divide the work into manageable activities and then into individual job. They select people to manage these units and perform the jobs.
- Thirdly, managers practice the social skills of motivation and communication. They also have to communicate objectives to the people responsible for attaining them. They have to make the people who are responsible for performing individual jobs form teams. They make decisions about pay and promotion. As well as organizing and supervising the work of their subordinates, they have to work with people in other areas and functions.
- Fourthly, managers have to measure the performance of the staff, to see whether the objectives set for the organization as a whole or for each individual member of it are being achieved.
- Lastly, managers develop people - both their subordinate and themselves.

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Obviously, objectives occasionally have to be modified or changed. It is generally the job of a company's top managers to consider the needs of the future, and how to take responsibility for innovation. Without which any organization can only expect a limited life. Top managers also have to manage a business' relations with customers, suppliers, distributors, bankers, investors, neighbouring communities, public authorities, and so on, as well as deal with any major crises which arise. Top managers are appointed and supervised (and dismissed) by a company's board of directors

Excerpt from Mackenzie, (1997: 13)

○ Reading Comprehension

- Summarise in your own words the most important skills the good manager should have?
- Explain what Peter Drucker means by 'the days of the intuitive manager are numbered'?
- Why do objectives need to be modified?

○ Grammar Practice

A. Phrasal verbs are most of the time helpful for describing skills and qualities of managers. Match each verb to its preposition:

A good manager should:

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1 respond	a) <i>in</i> their employees' abilities.
2 listen	b) <i>to</i> a deputy as often as possible.
3 deal	c) <i>to</i> employees' concerns promptly.
4 believe	d) <i>with</i> colleagues clearly.
5 delegate	e) <i>with</i> problems quickly.
6 communicate for employees.	f) <i>in</i> regular training courses
7 invest	g) <i>to</i> all suggestions from staff.

B. Write passive or active sentences

1. The work of the manager can be divided into planning (setting objectives), organizing, integrating (motivating and communicating), measuring, and developing people.
2. Objectives occasionally have to be modified or changed.
3. They divide the work into manageable activities.
4. They select people to manage these units and perform the jobs.

○ Vocabulary Practice

A) Choose the correct answer to each question

1. Managers delegate tasks to?
 - Chief Executive Officer.
 - Subordinates.
 - No one.

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2. Which management style is likely to delegate responsibility?

- An autocratic management style
- A democratic management style
- No one

3. A good manager should

- Divide the work into manageable activities.
- Be the only decision -maker.
- Have a weak hierarchy.

a) Use suitable noun to form correct collocations:

Verb	Noun
Set
Motivate
Delegate
measure
develop
Manage

○ Case study

A good manager should be prepared for business skills such as socializing. When socializing for business in your country, how important are the following:

- Being on time.
- The way people dress.
- Giving gifts.
- Sharing hands

5.9. Suggested Case Studies

Keeping in mind the idea of using authentic materials in ESP classroom, and the use of culture as a motivating element for language learning and teaching to have knowledge of '*how business works in different cultures*'. In their book entitled 'Intelligent Business Coursebook' for intermediate business learners, Trappe and Tullis (2005), put forward a set of case studies based on some cultural aspects, the following tasks are examples:

➤ *Attitudes to silence during discussions:*

In some cultures, when one person stops speaking another will start straight away. In others, it is a mark of respect to wait for silence until you start to speak. Whereas in other cultures, several people can all speak at the same time. How about your country? What difficulties might these differences cause in multicultural meeting? How would you overcome this issue?

➤ *Attitudes to personal space:*

In some cultures people require little personal space. They stand close together, touch each other often and are

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happy to discuss personal matters, in other cultures, it is inappropriate. This can make people from other cultures feel very uncomfortable? How much personal space do people in your country need? How might this cause misunderstanding in multicultural teams?

➤ *Attitude to timing*

Several cultures place devote a lot of importance on events starting and finishing on time. Others believe things should take as long as they need and flexible with itineraries and schedules. What effect could this have on meetings? Presentations and appointments? What is normal in your country?

➤ *Making decision*

In some contexts senior managers make decisions and others carried out their instructions. In other milieus, decisions are made by consensus after everyone contributes suggestions and opinions. What is common in your country? How this difference causes misunderstanding in multicultural teams?

➤ *Hierarchies*

Steep hierarchies are favoured with many levels of management, clear roles and very powerful senior managers. Others prefer flat hierarchies with more equality and flexibility. What is common in your country? Which would you prefer to work in? Why? Would you provide examples of situations where you faced the same issue?

5.10. Conclusion

Coping with the specific needs of our ESP practitioners and learners, this chapter intended to provide some pedagogical implications and search for an effective ESP teaching methodology that meets the demands of the ESP teachers and learners. Thus, a suggested training program, ESP syllabus and courses are designed to enhance the quality of business English teaching.

Chapter Six

Concluding Remarks, Limitations and Implications

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6.1. Introduction

This concluding chapter intends to provide a brief overview of the research. It sheds light on a set of important elements related to the methodological approach: the problematic, the restatements of the research questions and hypotheses. It also presents a summary of the main findings, outlines the weaknesses of the study and highlights a number of implications for future researchers.

6.2. A Snapshot of the Research

As literary reviewed, developing the learners' communicative competence in their target environment is considered as a cornerstone in any ESP teaching / learning process. Matching, then the language course objectives to our business learners' needs through the use of authentic materials has been relied on in this investigation.

This current research work has been undertaken with a set of objectives in mind. Its main aim is to develop the learners' performance through the use of authentic materials in the context of business English Teaching at the Preparatory School of Economics and Commercial Sciences. Therefore the process of needs analysis and Identification has been addressed to gather feedback from both practitioners and learners about several aspects related to ESP course design.

To accomplish this investigation, the following central research question has been asked:

- What might be the benefits of making use of authentic materials in EBE courses?

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The below mentioned set of inquiries has been reformulated in an attempt to hopefully achieve reliable answer to that already mentioned research query:

- Are the range of the teaching materials and the ESP course objectives fundamentally based on the needs of our Algerian EBE learners?
- Do our EBE learners perform better while learning through authentic materials?
- To what extent does the use of authentic materials along with strategy training promote the learners' skills, language ability, and cultural knowledge?

To provide answers to those research inquiries, a number of hypotheses have been proposed:

1. The range of ESP courses provided at the preparatory schools of economics and commercial sciences does not meet the academic and professional needs of the learners.
2. Teaching through authentic materials is believed to be important to ESP learners. It may help them perform better while focusing, at the same time, on the cultural aspect.
3. Receiving strategy- training while teaching with authentic materials may help our ESP learners to function effectively in their discourse environment. In other words, they may promote their reading skills, enhance their language and cultural awareness.

This research work was conducted through the use of a classroom-based investigation organized around six chapters. The contextual background of the study was first addressed, both ELT and ESP teaching situations in Algeria were outlined; the significance of the research was set out; the structure of the

thesis was framed, research questions and hypothesis were stated; and definitions of key-concepts were provided to insure their understanding throughout the study.

The literature review has been covered in the second chapter where a synopsis of the conceptual framework related to the context of this study, besides definitions of ESP, its sub-branches, and the process of needs analysis and identification were reviewed. Different approaches to syllabus and course design were also stated, types of teaching materials and the role of the ESP practitioners were outlined in addition to reporting studies similar to the current investigation.

The empirical part of this study presented an overview of the methodological design, research instruments, data analysis and interpretation. In this respect, a mixed methods approach was adopted to ensure the triangulation of data sources. Twenty- five ESP learners and four practitioners were purposely selected as a sample population. Data gathering and analysis processes were carried out through three steps: pre, while and post training phases.

Based on the theoretical foundations, the process of needs analysis and identification was conducted at the beginning of this investigation through the administration of the learners' test, questionnaire and teachers' interview to highlight data about the ESP course, the learners' state of knowledge, their learning requirements, expectations, motivation, and interests.

Analysis of the pre-training stage results reveals that our ESP practitioners were not trained to teach ESP classes. Facing difficulties with Needs Analysis and Identification while having a limited knowledge related to students' field of study were perceived as two major obstacles faced in the process of ESP course design and during the course delivery. Another main finding was related to the materials selections, informants acknowledged the

role of using real -life materials with a special emphasis on the communicative needs of the learners.

Findings gathered from students' semi -structured interview show their dissatisfaction with the range of courses. Their requirements and expectations were not taken into consideration. Results collected from the diagnostic test showed that our ESP learners faced a number of learning difficulties. Some of them were directly associated with their level of language ability. Other issues were related to their lack of specialized business terminology and collocations, and their inadequate use of reading strategies.

Drawing on the results of needs analysis and identification, a set of ESP training sessions were organised around a receptive skill namely reading. Their main objectives were to help our business learners to efficiently attain reading comprehension on authentic materials. In this respect, real -life texts were extracted from various business resources such as journals and books, etc. A stress was placed upon consciousness-raising strategies to improve our learners' language performance in their field of study. Productive tasks were also selected in the form of case studies with a focus on a number of cultural aspects to provide learners with opportunities to use what they have already learnt.

This study found that students, in the post -training phase, developed their overall understanding while reading authentic materials without the guidance of the instructor. This was mainly related to their appropriate use of a set of reading strategies such as: skimming, scanning and inferring. Proficiency test results revealed that learners were also able to raise their linguistic consciousness of the grammatical structures and disciplinary -based terminology. As for the productive task, findings showed that informants became able to notice, compare, discuss some cultural aspects with reference to their own and the target culture, too and were able to pay more attention to the collocations.

At the end of the training sessions, a semi -structured interview was conducted to cross- check the results of the proficiency test. Findings showed that our ESP learners developed their positive attitude towards the language course and the culturally based assignments. Another interesting finding was the positive correlation between the choice of business- based themes of those authentic materials and learners’ achievements. Most of them expressed their satisfaction with the course content and placed a central emphasis on the fact that they have developed their underlying content language knowledge in their specific discourse environment.

Based on the results of the three phases, chapter five put forward a set of instructional implications and suggestions to enhance the status of the ESP course. Those recommendations were articulated around the ESP practitioners, the learners, the course and the syllabus design, besides the ESP authentic materials, the tasks. The cultural aspects were also suggested to improve the learners’ language ability, skills, and awareness.

6.3. Limitations

The scope of this investigation is limited to a set of factors, namely the small size of the sample population, time constraint, research methodology and pedagogical restriction.

6.3.1. Sample Population

The sample population taking part in this present research work is considered as one of the research limitations. Relying on a non-probability technique that included the selection of a limited size of participants comprising, four teachers and twenty- five learners may not allow for the representativeness of the sampling for the entire population to claim the generalizability of the results. However, drawing on purposeful sampling in this context may provide, more or less, a description of the situation under investigation.

6.3.2. Time Restraint

Another limitation is related to the issue of time devoted to the training sessions, the process of data collection, analysis and interpretation. The research work was formally started during the university year 2013-2014, data gathering phase was mainly completed within the duration of one year. It was almost insufficient for the researcher to collect data; especially from the ESP learners. It would be, therefore, better to carry out this research in a longer period of time and include other skills in the training sessions.

6.3.3 Methodological Constraints

The research methodology adopted in this investigation is a mixed methods approach based on a combination of qualitative and quantitative tools. However, the use of questionnaire, interview, diagnostic and achievement tests may be considered as insufficient to report all the necessary data related to the pre and post-treatment phases. Students' diaries, in this respect, might be more appropriate to gather feedback on the training phase. Conducting a 'teacher-initiated research' may help the investigator to collect information about his classroom setting.

Both questionnaire and interview submitted at the onset of the study lacked including items intended to elicit the biographical information of the teachers and learners such as age, gender, and race this was because of the long length of each rubric. The researcher provided their profiles and focused only on facts felt to be more necessary to the purpose of this study.

The issue of test production is considered as one among the limitations identified in this work. Due to the unavailability of a ready-made test that fit both the learners' needs and the purpose of the study, test and re-test were designed by the researcher. In this regard, the test developed attempt to ensure validity and reliability while considering those set of elements; notably the clarification of the questions, the stress on the needed skills. However, the

learners' psychological factors were not taken into account such as: anxiety, the lack of motivation and the unwillingness to sit for an extra test.

6.3.4. Pedagogical Limit

A set of difficulties has been identified in the teacher-researcher's pedagogical phase. The issue of the lack of practitioner' specialized knowledge in the business context as well as the collaboration with subject-specialists was considered as the main hindrance. As it is common in ESP teaching situation, the ESP practitioner was not familiar with the students' field of study; inquiries therefore, were made most of the time on the basis of subject matter rather than for language use.

The second pedagogical restraint has been concerned with the dilemma of using authentic materials for the learners' academic purpose. In this respect, the ESP teacher experienced the issue of determining the content of those materials to suit both the business context and the students' current language ability.

6.4. Implications and Relevance for Teaching

Based on the findings and conclusions drawn from this research work, a set of suggestions and pedagogical implications have been put forward to improve the ESP teaching quality. The focus needs to be placed on preparing practitioners to be fully involved in the new situations to devise adequate tasks for reading and writing, and to integrate culture in ESP teaching.

Furthermore, the remarks made by the ESP teacher with regard to teaching in a new environment with general language knowledge, call for an urgent need to develop their own theories of teaching and form their own vision about what constitute an efficient language education. In this case, the ESP teacher should act as a strategist to benefit from his previous eventuality to enhance his practice.

6.4.1. Implications for Consolidating the Linguistic Gap

Nowadays, a great number of researches are related to the role of authenticity in ESP classroom. However, this finding revealed that while reading with limited language ability, learners may face difficulties in achieving a general comprehension. The role of the ESP teacher, at this level, is to consolidate their linguistic knowledge. In this regard, Dudley- Evans and Johns (1998) call for the inclusion of grammar in skill -based courses notably receptive and productive skills to provide them with opportunities to enhance both their accuracy and fluency in using language.

For further details, especially in Business English context, a stress should be placed upon what the learners may encounter in their field of study. These are, for instance, verbs, functions, tenses, voice, models, definite and indefinite articles, nomination, logical connectors (Robinson, 1991; Dudley-Evans and Johns, 1998).

Instructions to raise the learners' awareness of a number of grammatical points can be both implicit and explicit depending on whether the interaction with the language teacher is planned or not. In this regard, Lyster, (2007:44) identifies two approaches to language instructions, namely proactive and reactive approaches. For the former, the teacher should '*... notice and use target language features that might otherwise not be used or even noticed in classroom discourse*', the latter is about unintended teaching, it should occur when providing feedback on the students' answers.

6.4.2. Implications for Authentic Materials Use

The idea of using authentic materials for educational purpose is widely acknowledged in ESP teaching and considered as one of the main characteristics of a specialised language course. However, it is assumed to be a challenging task for the ESP practitioner to select effective authentic materials that suit the learners' needs and expectations.

6.4.2.1. Suitability of Materials for the Learners' Needs

Learning and language requirements should be subject to Needs Analysis and Identification (NAI) by a variety of means, namely: interview, questionnaire, tests, classroom observation, and learners' diaries at different stages of the language course. ESP students should be regarded as a source of knowledge to gather data about their level of language proficiency, their reasons for learning, their main needs and future expectations. What should be borne in mind is that the use of authentic texts and tasks should be more suitable to learners with advanced and intermediate language abilities. Beginners, or those students with limited abilities, however, may not have a positive impact on their learning (Guariento and Morley, 2001)

6.4.2.2. Implications on Sources of Authentic Materials

A great deal of literature has claimed the importance of creating an interactive environment to enhance the teaching /learning process. Due to the nature of Business context and development of technology, ESP practitioner can have access to a variety of sources. However, the choice of authentic materials is governed by a number of parameters, including: learners' needs; the main thematic, skills- based approach, and complexity of language.

Authentic articles can be adopted from what the learners may encounter in both academic and professional contexts, For reading, they may include: financial reports, newspapers, magazines, promotional leaflets, advertising pamphlet, business letters, business e-mails, fax enquiries, job advert, slogan, press release, and insurance claims.

Examples of those authentic language materials used for listening are: broadcast, telephone conversations, product/company presentation, business negotiations, recorded job interviews, arrangements for conferences, and deals negotiations.

6.5. New Research Perspectives

Since findings and conclusions drawn from this present study are limited to the small size of the population, future research may include a large group of ESP learners and further practitioners either from the same institution or from other Algerian preparatory schools of Economics and Commercial Sciences to attain what is known as generalization and representation of the results.

This study also opens the door for future researchers and practitioners to work in collaboration with subject- specialists and cooperation with ESP learners to further their technical knowledge in the students' field of study and enhance their practical ways for the design of adequate ESP courses.

Moreover, ESP practitioners should improve their quality teaching by undertaking training sessions that may include theoretical and empirical practices, intensive and extensive teachers' preparation; pre- service and in-service trainings. Taking the context of the ESP teachers at the Preparatory School of Economics and Commercial Sciences who are trained to teach a General English Language, they should, for instance, attend workshops and seminars to improve their linguistic and pedagogic competences, language awareness and specialized knowledge. (Thomas, 1993; Savas, 2009; Mebitil, 2015)

Possible areas for forthcoming investigation on the significance of implementing authentic materials in business English course may cover the impact of video-visual materials on the learners' performance including the improvement of their speaking; listening; and writing skills or more narrowly the development of the learners' intercultural competence especially when the language is required in the occupational context. In this respect, this may also require the inclusion of real-life assignments that promote, in one way or another, the learners' creative thinking.

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Future research in this field of study may also examine the role of authentic materials in raising the ESP learners' internal and external motivation to learn the target language and develop their self-confidence.

6.6. Conclusion

This final chapter seeks to provide the research framework as it summarises the main results and conclusions of the three stages. It restates the research questions and hypothesis, outlines its limitations, suggests implications for enhancing the ESP teaching situation and opens the door for scholars to explore and conduct future investigations in this area of research.

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Appendix 'A'
Teachers' Semi-Structured
Interview

Teachers' Semi-structured Interview

Dear teachers;

The purpose of this present interview is to evaluate the business English course for the sake of enhancing future practice. I would like to ask you to complete the interview as accurately and truthfully as possible for the sake of reaching the validity and reliability of the research. Thank you for your full cooperation. Your answers are of great importance.

PART one: Needs Analysis and Identification

1. Do you analyse your learners' needs before the design of your course?
If yes, when? (before/ during or after the ESP course?)
2. What is the manner?
 - Analyzing some samples of students' writing.
 - Test data on students' performance
 - Information from students via interview and questionnaire.
 - Others (please specify)
3. What do you think your learners need English for?
4. Are the needs which this English course meet principally academic needs or job needs?
5. Rank the following skills according to the needs of your learners?
Reading,
Speaking
Listening
Writing
6. Are there any of skills which are ignored as not being relevant to the students' needs?

Part TWO: Instructional Materials

7. Do you, as an ESP teacher, make use of published materials more than in-house materials? And why?
8. What, according to you, makes the difference between authentic and non-authentic materials?
9. What aspects do you consider when preparing your own teaching materials?
10. What kind of materials do you consider interesting to your EBE classroom?
11. What criteria do you rely on when selecting ready-made teaching materials?

Part Four : Suggestions and Recommendations

12. In your opinion, should the objectives of the EBE course be revised? And why?
13. In your opinion, what are the EBE topics that are important for a student's both academic and professional needs?
14. Should the teachers have a guide book to teach EBE more effectively?
15. In your opinion, what kind of materials should be used to provide more effective teaching of EBE course?
16. In your opinion, should the teacher attend further training to improve their methods of teaching and learning?

Thank you for your cooperation.

Appendix 'B'
Learners' Questionnaire

Dear students;

You are kindly required to answer the following questionnaire concerning ESP teaching at your preparatory school. I would like to inform you that it is completed in an anonymous way and there is no "right" or "wrong" answer. Therefore, we are more interested in your truthful Ideas as only this will guarantee the success of our investigation.

Rubric 1:Identification of the Learners' Needs

1. How do you evaluate your language proficiency?
Beginner intermediate advanced
2. Are you tested for proficiency in English before being admitted to the ESP course
Yes no
3. For what purposes do you require English for?
 - Understanding lectures in your field of study in English
 - Taking part in oral communication
 - Reading textbooks in your field of study in English
 - Writing answers to English examination questions
 Other purposes, please specify

4. Is there a final examination in English?
Yes no
5. classify the following skills according to their importance to your academic needs

Listening skills () Reading skills ()

Speaking skills () Writing skills ()

Rubric 2: Students' Perceptions about the EBE Course.

6. Are the needs which this English course meet principally academic needs or job needs?
 ACADEMIC JOB
7. Are there any skills which are ignored in your ESP course?
 Yes no
 If so, which?
8. Are the topics in EBE course relevant to your field of study?
 Yes no not sure
9. Is the EBE course effective in improving your level of proficiency?
 Yes no not sure
10. ARE you interested in the range of materials provided to you?

Rubric Three: Learners' Problems Suggestions and Recommendations

11. Do you agree that students taking EBE course generally encounter the following problems?
- | | | | |
|---|-----|----|----------|
| a) Course content is too technical. | Yes | no | not sure |
| The course is too wide. | Yes | no | not sure |
| b) Tasks are not interesting. | Yes | no | not sure |
| c) Limited specialized terminology. | Yes | no | not sure |
| d) Irrelevant topics. | Yes | no | not sure |
| e) Difficulty in following the course due to low proficiency. | Yes | no | not sure |
12. In your opinion, should the objectives of the ESP course be revised?
13. Should the content of the EBE course be revised to include more relevant topics?
14. Which topics do you like your course to be based around?
15. Should the present teaching method be changed, so that the students can follow the course even better?
1. yes 2. no 3. not sure
16. Do you have any suggestions and recommendations as far as the improvement of your course?

.....

.....

.....

.....

Thank you for your cooperation

Appendix 'C'

Diagnostic test

In recent years, many companies have expanded globally through mergers, joint-ventures and cooperation; the reason for which, many managers are working abroad to gain experience. However, people have difficulty adapting to the new culture. Two typical failures have been described in the journal *management Today*. The first example concerns a German manager with IBM who took up the position as a product manager in England. He found that at most lunchtimes and especially on Fridays, many members of the staff went to the pub. " I stopped that right away because there is no way we would do that in Germany" he says, "It did not make me very popular."

The second example is about an American manager who came to France on a management assignment. He was unable to win the trust of his staff although he tried all kinds of ways to do so. He set clear goals, worked longer hours than everybody, participated in all the projects, visited people's offices and even took employees out to lunch one by one. But nothing seemed to work. This was because the staff believed strongly that management was trying to exploit them.

The German manager's mistake was that he had not foreseen the cultural differences. IBM had a firm rule about drinking during working hours. It was not allowed. He did not understand that staff in other countries might be more flexible in applying the rule. On the other hand, the American managers used the way she was familiar with to gain the staff's trust. To them, he seemed more interested in getting the job done than in developing personal relationships. By walking around and visiting everyone in their offices, perhaps he gave the impressions that he was 'checking up' on the staff. His management approach strengthened their feeling of exploitation.

From *Managing Across cultures* by Schneider and Barsoux (2003).

Reading Comprehension

- 1) The article speaks about :
 - A) Marketing
 - B) International manager
 - C) Total quality management

- 2) Who did the following_ the German manager or the American Manager
 - a) He gave staff target
 - b) He stopped staff drinking during working hours

- c) He worked harder than other staff.
- 3) Why has the number of employees in managerial positions working abroad increased?
- 4) Was the German manager unpopular?
- 5) Find words or expressions that have the same meaning as
- A) Any combination of two or more companies
 - B) Two or companies share the costs and profits in a particular market, but keep their separate identities.....
 - C) Changing your behavior to deal with a new situation.....

Language Practice

- 1) Match the verb-noun partnership :
- | | |
|--------------|--------------|
| To make | Strategies |
| To supervise | Performance |
| To measure | Decision |
| To develop | subordinates |
- 2) Complete each sentence with on suitable preposition to form the phrasal verb:
- a) A good manager should respond all suggestions from the staff.
 - b) A good manager believes regular training courses for employees.

c) Case Study

In many cultures, business people will do business with only people they trust and have had time to get to know personally. In other cultures, while it is important to have a good working relationship, it is not essential to know people on a personal level? what is common in your culture ? How might this difference cause misunderstanding in multicultural teams?

Appendix 'D'
Post- Training Test
Achievement test

The US's giant corporations have either disappeared or been transformed by global competition. Most have shifted their production systems from high-volume to high-value, from standardised to customised. Dramatic changes are taking place. But where exactly are they taking us? Where is the modern company heading? There are three standard answers to this question. The first is that a handful of giant companies are engaged in a “silent takeover” of the world. The past couple of decades have seen a record number of mergers. The survivors, it is maintained, are far more powerful than nation states.

The second school of thought argues almost the opposite: it says that big companies are a thing of the past. For a glimpse of the future, look at the Monorail Corporation, which sells computers. Monorail owns no factories, warehouses or any other tangible assets. It operates from a single floor that it leases in an office building in Atlanta. Freelance workers are designing the computers while demand is still low.

Another way to look at the future of the company is to focus on the environment that will determine it. That environment is dominated by one thing: choice. Technology and globalisation open up ever more opportunities for individuals and firms to collect information and conduct economic activity outside traditional structures. While the age of mass production lowered the costs of products at the expense of limiting choices, modern “flexible” production systems both lower costs and increase choice. Consumers have more choice over where they spend their money. Producers have more choice over which suppliers to use. Shareholders have more choice over where to put their money. With all that choice around, future companies

will have to be very flexible in order to quickly adapt to the changing environments if they are to survive

The economist (qtd in Intelligent business, 2005:9)

Reading Comprehension

- 1) The article speaks about :
 - a) International companies
 - b) Building business relationship
 - c) Mass- Production

- 2) Based on your understanding of the text, say whether the sentences are true or false :
 - A) changes are taking place in company structure throughout time
 - B) There is one definite type of future company
 - C) Mass production is a flexible system

- 3) In just a sentence, explain the meaning of ‘shifting from high-volume to high-value’?
- 4) Are US corporations different from the past?

- 5) Find in the text words or expressions that have the meaning as follows :
 - A) buildings and machinery a company owns
 - B) goods of the same quality and design
 - C) rent a building on a temporary basis

Language Practice

- 1) Match the verb-noun partnership

To meet	the objectives
To take	the profit
To make	the need
To set	the position

- 2) Complete each sentence with on suitable preposition to form the phrasal verb
 - A) Management has to take account differences rather than simply similarities .

B) In every culture of the world such phenomena such as creativity and good fellowship are experienced different ways.

C) Case Study

Some cultures prefer to build a long business relationships and invest a lot of personal time socializing out of office hours to create trust and understanding. Other cultures prefer short term relationships based on specific deals and contacts with little personal contact. What is common in your country?

Appendix 'E'

Learners' Semi Structured Interview

Dear students;

You are kindly required to answer to answer this questions, I would like to inform you that there is no "right" or "wrong" answer and you can complete it with any language you want. We are more interested in your truthful Ideas as only this will guarantee the success of our investigation.

1. Rate your satisfaction with the EBE course?
2. Do you think that that the EBE course has met your requirements at a certain extent? If no, what does it miss?
3. Are the themes of the teaching materials interesting? And why?
4. Do you face difficulties in understanding the content of the materials? If yes, indicate the source of difficulties.
5. Are you motivated on the tasks you are required to tackle during the training sessions?
6. Which kind of tasks do you consider most enjoyable? And why?
7. How do you rate your language ability after the training sessions?
8. Do you enhance your strategies of reading? If yes, what strategies do you use?

يسعى موضوع هذه الرسالة في البحث في ديناميكيات تدريس طلاب السنة الثانية بمواد أصلية و علاقاتها بتعزيز قدراتهم اللغوية والمهارات الفهمية والوعي الثقافي مع التركيز على مجموعة من الاستراتيجيات, كما يهدف إلى تحقيق الاستجابة الفعلية لمتطلباتهم الأكاديمية والمهنية.

الكلمات المفتاحية

لغة التخصص، مواد أصلية، التطوير، والوعي

Résumé en Français

Cette étude est une enquête en classe menée auprès des étudiants de deuxième année de l'École préparatoire d'économie; Son objectif principal est d'examiner si la formation des apprenants à lire des documents authentiques en mettant l'accent sur un ensemble de stratégies de sensibilisation peut répondre positivement à leurs besoins scolaires et professionnels et les aider à améliorer leurs compétences linguistiques, les compétences et la sensibilisation culturelle.

Mots clés

ESP, matériaux authentiques, développement, sensibilisation.

Summary in English

This empirical study is a classroom -based investigation on second- year students at the Preparatory School of Economics; its main aim is to examine whether training learners to read authentic materials with a focus on a set of strategies awareness may respond positively to their academic and professional needs and help them to enhance their language ability, skills and cultural awareness or not.

Key words

ESP, authentic materials, development, awareness.

Summary of the Thesis

Business, science and technology are those key-words that are often repeated today. As a matter of fact, globalization has driven our world to an unusual evolution. This latter challenges the globe and a growing demand for interaction occurs in a variety of discourse communities and English the *global language* imposes itself to be mass requirement and a prevalent means of international communication. Consequently, academics, scientists, economists and even politicians called for real efforts to provide and deliver courses in English and more precisely English for Specific Purposes (henceforth ESP) that meet the needs of this new challenging world.

The success of one world market cannot be done apart from unifying the language or to a lower extent finding a common language that facilitates the task of communication in the commercial sector. To fulfill this task a sub-branch of ESP has created and labeled English for Business and Economics (EBE). This latter has been established nowadays as one among the most required, desirable and impressive ESP courses all over the entire world.

In Algeria and in spite of what has been said above besides, the fact that different ranges of EBE courses have been implemented in higher education and academic institutions to prepare learners for their academic and professional careers, our EBE teachers and practitioners are still struggling with the absence of both pedagogical support and materials. They often find themselves in a situation where they are required to design their own materials and courses, as well.

During their courses, teachers make use of some pedagogical materials, focusing on a variety of tasks such as reading texts of both natures adapted and adopted, listening to conversations held in natural settings, focusing at the same time on teaching specialized vocabulary, different writing genres to hopefully enhance the learners' performance ability.

In this respect, authenticity plays an important role in ELT teaching and receives considerable attention in ESP context as it is believed to be a key characteristic of ESP courses. Emphasizing, then, on the cultural aspect while teaching using authentic materials receives a scant attention, most of ESP teachers consider that the aim of the language course is to enable their learners to become communicatively competent in their environment rather than to raise their language and cultural awareness.

At this level, it should be mentioned that using the language in the financial context, either at the academic or professional level, EBE students besides business people, are increasingly required to engage or to be trained in business communication such as reading up-dated materials, answering telephones, agreeing, disagreeing and complaining. All these tasks require something beyond learning about the language. Therefore, to bridge the existing gap between the long and short-term objectives, a cultural knowledge of the target language along with raising learners' language and skills awareness are assumed to be essential for successful interaction, not only at the local but also at the international level.

The central concern guiding this current study is first to explore the EBE teaching situation at the preparatory school of

Economics and Commercial Sciences, Tlemcen, Algeria. In this regard, key parameters such as: the process of needs analysis and identification, the choice of the teaching materials, the time allotted, skills-focused, teaching methodology and course design are taken into serious consideration.

Another fundamental objective of this present investigation is to scrutinize the effects of teaching through the use of authentic materials. To reach this objective, a set of adopted real-life articles tackling economic themes related to the students' field of study have been opted as an important criterion to devise adequate courses.

As a matter of fact, those authentic materials might be intended not only to develop the learners' required skills and their linguistic ability but to raise their awareness of the cultural aspect associated with. To put in a nutshell, language authenticity might be used as a way to enable learners to acquire language in its real context while referring to their own culture.

To fulfill the already mentioned objectives and conduct this study a debate of the following question is raised:

- What might be the effects of making use of authentic materials in EBE courses?

In an endeavor to attain a reliable answer, this aforementioned general research question has been broken down into sub- inquiries, notably:

- Are the range of the teaching materials and the ESP course objectives fundamentally based on the needs of our Algerian EBE learners?

- Do our EBE learners perform better while teaching through authentic materials?
- To what extent does the use of authentic materials along with strategy training promote the learners' skills, language ability, and cultural knowledge?

The hypotheses mentioned below have been reformulated to answer the already mentioned questions:

1. The range of ESP courses provided at the preparatory schools of economics and commercial sciences does not meet the academic and professional needs of the learners.

2. Teaching through authentic materials is believed to be of significant importance for ESP learners. It may help them to perform better while focusing at the same time on strategy awareness.

3. Receiving strategy-training while teaching with authentic materials may help our ESP learners to function effectively in their discourse environment. In other words, they may promote their reading skills; enhance their language and cultural knowledge.

Due to the worldwide role played by English, Algeria, like other countries, adopts it as a foreign language in its education at all levels. At the higher education, the context we are concerned with, this language course is implemented in different fields of study. In language and literature department, it is presented as a major subject matter where it is used as a language of instruction of the following modules: Oral and Written Expressions, civilization, Literature, Research Methodology, etc.

In other departments, however, different ranges of English language courses are offered, namely English for Business and Economics (EBE), English for Social Sciences (ESS), and English for Science and Technology (EST). In some departments such as: of Mathematics, Chemistry, Engineering, this compulsory English course is taught mainly by subject-specialists who are post-graduated from English-speaking countries due to the lack of ESP practitioners and the inability of General Language teachers to monitor language courses of a technical and scientific content.

An example of ESS is found at the department of psychology where English course has the position of a compulsory course only at the master level. Students have the choice between either French or English language in their graduation. The great majority of teachers in these departments are part-time teachers. They are licence, magister or even doctorate holders, but receive no training in English for Specific Purposes teaching.

Since the early establishment of the Preparatory School of Economics, Commercial and Management, English is introduced as an obligatory course with a time allotted of three hours per week.

Twenty-five (25) approximately sit for the English course for each group Attendance to ESP course is obligatory as a result, only a few absences are identified. Learners are taught using two different ways namely traditional and modern one. The former, in the classroom, is more oriented towards *'talk and*

chalk' method by which the teacher is used as the provider and facilitator of knowledge. The basic teaching activities are, for example, imparting learners with economic based-materials, activating their background knowledge through the use of warming up strategies, teaching reading skills, focusing on the grammatical points and the specialized vocabulary that occur more frequently in the text.

The latter, on the other hand, refers to the use of ICT in ESP classroom. The course is taught in the laboratory of languages in which each student makes use of his own computer after registration. The teacher's role is to send audio and /or visual documents and make one-to-one correction. The main teaching tasks are training their oral, listening skills and pronunciation.

The study is a significant endeavor to improve the status of ESP teaching at the Preparatory School of Economics and Commercial Sciences, Tlemcen and to bridge the gap between the learners' educational and occupational needs. Therefore, a set of ESP courses is organized around authentic language.

Authenticity in language teaching is believed to be of great benefit for the learners to learn a language in its social and cultural contexts. It is also known to help them to develop a near native speakers performance, positive attitudes towards that language, increase their motivation, and enhance their comprehension.

Finally, it is to be stated that this current work provides some important insights into ESP course design, materials selection, and teaching skills. It will not only contribute in the

field of ESP here in Algeria. But also in the growth of the researcher who is seeking to improve her practice through training sessions. Moreover, it may help also new language teachers at that preparatory school to identify the process of designing suitable courses through the administration of Needs Analysis and Identification.

In order to narrow down the scope of the present investigation, the process of delimitation is believed to be of vital importance for any research. This latter involves establishing the boundaries upon which the framework is structured.

With reference to the conceptual consideration, some notions have been opted for as a theoretical background in this study such as authenticity and culture in ESP teaching. The principal issue in this dissertation is to teach through authenticity. In language teaching in general, authenticity is considered to be of paramount importance. While a number of explanations have been used as an attempt to define this key—term, this research has focused mainly on two explanations. The first one is known as the authenticity of text suggested by Morrow (1977) and Breen (1985). The second one, on the other hand, refers to the authenticity of tasks proposed by Breen (1985).

With regard to the concept of culture, the researcher's aim is not to focus on teaching culture and develop the students' cultural competence but to provide them with real-life texts and tasks that meet their needs to supply our learners with a motivational context for learning.

Even with those ESP training sessions, the use of authentic materials may not intend to promote the learners intercultural competence but rather to raise their awareness of the target culture. Moreover, the study is totally reserved to the use of printed text extracted from journals and books with the stress on the reading skills. Thus, authentic materials from other sources such as audio-visual one are supposed to be out of the scope of the present study.

As for the methodological perspective, one group out of six second-year students has been chosen as a sample for the linguistic, academic, psychological considerations as well as the time constraints. Therefore, the purposeful selection procedure is not based on the idea of the generalization of the results but rather to develop a practice of one particular group.

Moreover, in order to ensure, at a certain extent, the validity and reliability of the results on the learners' performance, diagnostic and achievement tests embrace the assessment of a set of elements notably the linguistic structure, reading comprehension and strategy use. Testing other skills and components are considered to be beyond the scope of this research.

This research is made up of five themed chapters. This current chapter is introductory; it highlights the significance of the study and describes its contextual background. It provides definitions of key-terms.

The second one, on the other hand, reviews the theoretical perspective most related to the field of ESP teaching and

learning process. Thus, it outlines the different ranges, characteristics, and approaches to ESP course design. It aims to present some recent researches on the advantages of authenticity in classroom and culture integrated language learning. This has been intended to bridge the existing gap between theory and practice.

The third chapter seeks to present the research design and methodology. Therefore, it intends to provide an overview of the procedures undertaken for the selection of the sample, the research instruments implementation and administration in the data collection phase.

The fourth chapter endeavours to analyze and interpret data gathered from different sources in the three phases with reference to the research questions and hypotheses. It provides a detailed description of data analysis approaches. The fifth one, however, exposes the pedagogical implications and suggestions to improve the rank of ESP course and guide the learners to develop their strategies and skills.

The concluding chapter offers a brief overview of the research; it reviews the summary the main results, and presents the limitation of the study. It opens the doors for future researchers in this area of investigation.

This research work was conducted through the use of a classroom-based investigation organized around six chapters. The contextual background of the study was first addressed, both ELT and ESP teaching situations in Algeria were outlined; the significance of the research was set out; the structure of the thesis was framed, research questions and hypothesis were

stated; and definitions of key-concepts were provided to insure their understanding throughout the study.

The literature review has been covered in the second chapter where a synopsis of the conceptual framework related to the context of this study, besides definitions of ESP, its sub-branches, and the process of needs analysis and identification were reviewed. Different approaches to syllabus and course design were also stated, types of teaching materials and the role of the ESP practitioners were outlined in addition to reporting studies similar to the current investigation.

The empirical part of this study presented an overview of the methodological design, research instruments, data analysis and interpretation. In this respect, a mixed methods approach was adopted to ensure the triangulation of data sources. Twenty-five ESP learners and four practitioners were purposely selected as a sample population. Data gathering and analysis processes were carried out through three steps: pre, while and post training phases.

Based on the theoretical foundations, the process of needs analysis and identification was conducted at the beginning of this investigation through the administration of the learners' test, questionnaire and teachers' interview to highlight data about the ESP course, the learners' state of knowledge, their learning requirements, expectations, motivation, and interests.

Analysis of the pre-training stage results reveals that our ESP practitioners were not trained to teach ESP classes. Facing difficulties with Needs Analysis and Identification while having a limited knowledge related to students' field of study were perceived as two major obstacles faced in the process of ESP course design and during the course delivery. Another main finding was related to the materials

selections, informants acknowledged the role of using real -life materials with a special emphasis on the communicative needs of the learners.

Findings gathered from students' semi -structured interview show their dissatisfaction with the range of courses. Their requirements and expectations were not taken into consideration. Results collected from the diagnostic test showed that our ESP learners faced a number of learning difficulties. Some of them were directly associated with their level of language ability. Other issues were related to their lack of specialized business terminology and collocations, and their inadequate use of reading strategies.

Drawing on the results of needs analysis and identification, a set of ESP training sessions were organised around a receptive skill namely reading. Their main objectives were to help our business learners to efficiently attain reading comprehension on authentic materials. In this respect, real -life texts were extracted from various business resources such as journals and books, etc. A stress was placed upon consciousness-raising strategies to improve our learners' language performance in their field of study. Productive tasks were also selected in the form of case studies with a focus on a number of cultural aspects to provide learners with opportunities to use what they have already learnt.

This study found that students, in the post -training phase, developed their overall understanding while reading authentic materials without the guidance of the instructor. This was mainly related to their appropriate use of a set of reading strategies such as: skimming, scanning and inferring. Proficiency test results revealed that learners were also able to raise their linguistic consciousness of the grammatical structures and disciplinary -based terminology. As for the productive task, findings showed

that informants became able to notice, compare, discuss some cultural aspects with reference to their own and the target culture, too and were able to pay more attention to the collocations.

At the end of the training sessions, a semi-structured interview was conducted to cross-check the results of the proficiency test. Findings showed that our ESP learners developed their positive attitude towards the language course and the culturally based assignments. Another interesting finding was the positive correlation between the choice of business-based themes of those authentic materials and learners' achievements. Most of them expressed their satisfaction with the course content and placed a central emphasis on the fact that they have developed their underlying content language knowledge in their specific discourse environment.

Based on the results of the three phases, chapter five put forward a set of instructional implications and suggestions to enhance the status of the ESP course. Those recommendations were articulated around the ESP practitioners, the learners, the course and the syllabus design, besides the ESP authentic materials, the tasks. The cultural aspects were also suggested to improve the learners' language ability, skills, and awareness.

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Preliminary Analysis of Business Learners' Needs

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Abstract

With the increasing aim of matching the objectives of the language course to learners' requirements, the process of Needs Analysis and Identification (NAI) is believed to be central to the entire discipline of ESP. However, reaching a decision upon the manner and the time to administer and analyse it, is seen as a challenging assignment for syllabus designers including ESP practitioners. This latter is subject to a strategic organisation and conceptual knowledge of the theories of learning, approaches to ESP course design and types of the syllabus. This present investigation is exploratory, descriptive and explanatory in its nature undertaken through a case study of the second-year students in the preparatory school of Economics and Commercial Sciences of Tlemcen, Algeria. It was set out to hopefully examine the ESP teaching situation. Therefore, a Needs Analysis and Identification (NAI) was constructed and administered for the aim of fulfilling their requirements.

Keywords: ESP, business English, Needs analysis and identifications, course design.

1. Introduction

Today in 2015, our world is enormously influenced by some crucial aspects namely the ongoing globalisation process, the existence of the global marketplace, development in the realm of science and technology, the advent of information and communication technologies. In the light of these events, speakers all over the globe, regardless of their mother tongue and their scope of interests, are governed by the need to learn a worldwide language as a prerequisite to undertake some academic and professional assignments such as reading scientific articles and writing reports.

The changes experienced in the field of general language teaching remain unprecedented to fit the various demand and the challenges of our multi-dimensional facet of this one-world-order. Therefore, a new tendency in education has been progressively oriented towards implementing and devising suitable specialised language courses (or what is known as that of English for specific purposes) to cope, mainly, with the needs of the language speakers to perform effectively in their specific target discourse setting.

2. Theoretical and Conceptual Framework

For the sake of meeting the challenges confronted by different language users, ESP has witnessed, throughout its history, significant stages of development. Moreover, several speculations have been made in an attempt to fit different learning situations, starting from the traditional category of whether the language is needed in the academic context (EAP) or rather used to achieve specific tasks in the workplace environments (EOP) (Stevens, 1977; Robinson, 1980, 1991; Bolitho & Kennedy, 1984). Hutchison & Waters (1987), in contrast, classify ESP into three main headings according to their tree of ELT namely English for Science and Technology (EST); English for Business and Economics (EBE); English for Social Sciences (ESS). Each one in itself is split up into EAP and EOP.

The growing demand for English in the economic framework on wide-ranging levels as being "...the primary language for doing international business" Estaban & Pérez Cañado, (2004:137) leads this specialised course to become amongst the most well-received sort of ESP instruction worldwide. Several acronyms and classifications have been adopted by academic scholars in an effort to describe it. According to Hutchinson & Waters (1987), it is named EBE and is broken down into two sub-categories on the basis of whether the language is required by economists or secretaries.

Dudley-Evans & John (1998), on the other hand, label it English for Business Purposes (EBP) and classify it as belonging to the sub-group of English for Professional Purposes. They also make a further distinction between the general and specific contexts of language use. Therefore, in this plethora of discussions, one may say that the underlying aim of this kind of language course, in general, is to assist learners to become competent language speakers in their target educational setting and prepare them, at the same time, for their prospective professions as supported by

Hutchinson & Waters (1987:16) "it is also likely that in many cases the language learnt for immediate use in a study environment will be used later when the student takes up, or returns to a job."

From this layer of analysis, it should be noted that English is not only requested by business workers whose rationale is to attain daily achievements in their business and commercial spheres. The language is also, required to cope with the demand of our large-scale academic contexts such as reading authentic articles and making oral presentations, writing abstracts and reports. This idea has been mentioned by Gore (2007: 1):

In today's business world, anyone working in marketing or advertising needs English in order to do their job. Whether you are talking to clients, discussing new advertising campaign for your company, establishing a new marketing plan, or writing press release – you will be using English more and more.

Like any other form of ESP Teaching, the process of Needs Analysis and Identification (NAI) has received a considerable attention and viewed as a mass requirement for the design of EBE course as well to cater for the learners' specific language skills, knowledge and abilities. This has been argued by Dudley-Evans and John (1998: 57) "needs analysis may be even more fundamental in Business English ...as learners' needs can be much more varied and the spectrum of language and skills less predictable."

Additionally, the burgeoning literature on EBE needs Assessment insists on the identification of how language is used by its discourse community, what specific business genres are needed e.g. business letters, emails, memos, reports and for what communicative events e.g. agreeing, disagreeing, telephoning, accepting and rejecting (Swales, 1990; Charles, 1996).

Moreover, several approaches to needs analysis have been reported namely Target situation and learning situation (Hutchinson & Waters, 1987); Objective and subjective needs (Brindley, 1989); Perceived needs and felt needs (Berwick, 1989). Pedagogic needs analysis' (West, 1998). The following diagram is an attempt to sum up each approach:

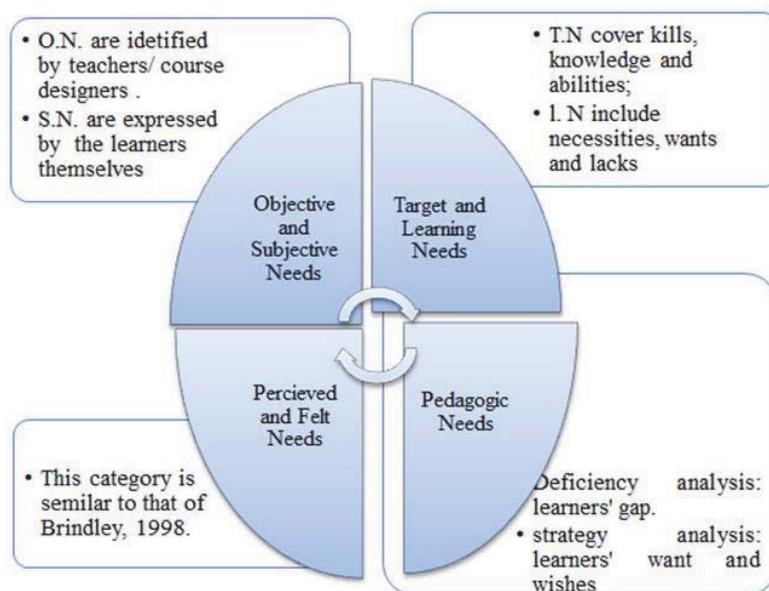


Diagram 1. Approaches to Needs Analysis

To put in a nutshell, this process is widely acknowledged in language teaching in general and believed to be a cornerstone in ESP situation in particular. Analysing the learners' needs requires providing suitable answers to some underlying questions as who is concerned with the course, what do they need to learn, and where the language is taught (Hutchinson & Waters, 1987).

3. Environmental Analysis

Due to the importance of ELT worldwide, Algeria, like many other countries, has adopted English as a foreign language since its independence. Therefore, general language courses have been implemented in both governmental and non-governmental establishments. Several types of ESP instruction have been, also, offered in its tertiary education and some professional organisations in order to equip learners with specific language skills , jargon and specialised

knowledge depending on their area of studies and urge them to achieve what is labelled 'communication among specialists'.

As it has been mentioned before, the process of Needs Analysis and Identification is seen as an umbrella activity that goes beyond an analysis of the present situation. Another significant examination is of great importance to gather data of different factors that may influence the ESP practice and will be drawn on to improve the ESP teaching situation.

This present section is, thus, used as a modest attempt to provide a brief rundown of the ESP teaching situation at the preparatory school of Economics and Commercial Sciences, Tlemcen, Algeria. This academic institution affords a mandatory Business English course for both first and second-year students allocated for three hours per week. However, science is prized over languages in this educational setting, which results in the fact of scheduling ESP instruction at the afternoon.

Most of the teachers in charge of ESP education at this school are full-time instructors. They are post-graduated from Tlemcen University, Algeria, they received theoretical preparation in only TEFL and sociolinguistics. Moreover, none of them receives intensive or extensive training in the field of ESP in general or Business English in particular. Moreover, what is debatable at this level is that there is a total absence of instructional materials provided by the Algerian Ministry of Education and Scientific Research to teach business students in the preparatory school of Economics, Tlemcen, Algeria. ESP practitioners are, therefore, relying on themselves to analyse their learners' needs, design adequate courses and evaluate the language progress.

4. Aims and Objectives of the Study

The present research serves as a preliminary study. It is almost an attempt to analyse the business learners' needs. Therefore, the fundamental guiding objectives are as follows:

- To describe the ESP teaching situation at the preparatory school;
- To identify the ESP learners' difficulties;
- To know what language skills are most needed by the learners;
- to bridge the gap between the learners' lacks and wants by designing appropriate courses.

5. Research Questions and Hypotheses

The main enquiries that were addressed at the heart of this present investigation to design ESP courses in accordance with the learners' requirements are as follows:

1. Is the ESP course offered at this school appropriate to the learners' needs?
2. Why do our Algerian ESP learners in the preparatory school of Economics and Commercial Sciences need English for?
3. What are the learners' language difficulties?
4. What types of ESP course might fit these ESP learners' requirements?

The following hypotheses were reformulated to provide answers to the above-mentioned research questions,

1. Though ESP teaching is implemented at the school, it may not be systematically based on the students' needs.
2. The Algerian ESP learners in the Preparatory School of Tlemcen may need English to achieve academic success which is related to the fact of passing language exams and the contest at their second-year.
3. The ESP learners may have difficulties in speaking skills and specialised terminology.
4. A skill-based approach to ESP course design may be most appropriate the ESP learners' needs.

6. Research Design, Methods and Procedures

The success or failure of any educational investigation is determined by a number of essential factors notably the type of the research approaches, the size and suitability of the sampling and the elicitation techniques. They should be selected in a systematic way to meet the objectives, the research questions and hypotheses of the present study.

6.1 The Sample Population

The process of sampling plays a critical function in an educational research for its ability to save a great deal of efforts and time required for the accomplishment of the work, to reduce biased, unreliability of the findings and to obtain

sometimes the generalisability of the results (Sapsford & Jupp 2006).

As far the sample population is concerned, this present study was based on a non-probability sampling. The investigator made use of a convenience technique for the selection of one group of twenty (20) second-year students coming from technical and scientific streams. Criteria for selection of these subjects were only a matter of the easy accessibility to the students, and the fact that at this level, they are old and supposed to be aware of their needs. Additionally, the researcher opted for a purposeful procedure for the selection of five (5) available ESP teachers at the preparatory school of Economics and Commercial Sciences. However, it should be mentioned that this sampling procedure does not aim to generalize the results to the wider population but rather to provide a clear description of the study under investigation.

6.2 Research Methodology

To gather in- depth data about the ESP learners' needs, difficulties and ESP teaching situation, the researcher opted for a case study at the Preparatory School of Economics and Commercial Sciences, Tlemcen. This approach is widely acknowledged in educational setting for its ability to be conducted in its real framework. Besides, it permits to provide an insightful examination and reach a thorough understanding about the subjects under investigation. (Dörnyei, 2007), similarly, Cohen *et al.*, (2000:181) define it as providing "... a unique example of real people in real situations, enabling readers to understand ideas more clearly than simply by presenting them with abstract theory or principles"

Taking into account that the use of one data gathering research tool tends to provide limited information as far as analysing the learners' needs which constitutes wants, lacks and necessities, the methodological approach undertaken in this study was a mixed methodology based on a combination of both qualitative and quantitative research instruments to have multiple of data sources which allows for cross-checking the results, constructing the validity of the research questions and enabling the researcher to reduce bias. Therefore, data were collected through the administration of learners' questionnaire, teachers' semi-structured interview and the use of an overt- participant observation.

In order to reduce the problems that might occur at the administration and interpretation of the questionnaire and interview items, it is worth noting that the research tools were first piloted to a small number of informants. Therefore, some questions were adjusted, others were completely ignored because of their irrelevance of the current purpose of the research.

6.3 Findings and Interpretation

Concerning the findings obtained from the three data gathering instruments, the main results revealed that the majority of the students expressed their dissatisfaction about the ESP course as it did not meet their primary needs. This may be due the fact that teachers did not well analyse and interpret their learners' needs before the administration of the course. Another key reason is that they did not receive any intensive or extensive training sessions to teach business English. Teachers themselves expressed their lack of specialized terminology, practical way of NAI, and course design.

There was a general agreement among informants on the importance of English as being an international language. However, with reference to their language proficiency, 75% of them assessed their language ability as being intermediate and only 20% of the informants stated that they had a beginner level.

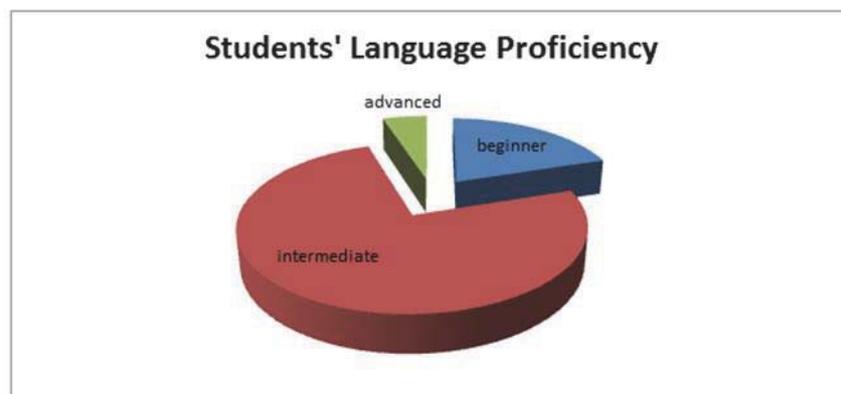


Diagram 2. Students' Language Proficiency.

Regarding the purposes for learning English, learners expressed different reasons summarized in the following table:

Table 1. Purposes for Learning English.

Purposes	A F	R F
Understanding lectures in their field of study in English.	00	00%
Taking part in oral communication	18	90%
Reading textbooks in their field of study in English	10	50%
Writing answers to examination questions	20	100%

As has been shown in the above table, there was a general consensus among ESP learners that a high percentage was for being able to provide answers to examinations, that is to say, their primary aim was to fulfil their academic needs which includes reading comprehension and writing short essays as they are required to sit for a final exam at their second-year which allows them to have access to a number of higher schools.

Speaking about the students' needed skills, teachers agreed on the fact the stress should be put on the reading skills as being part of their examination. Moreover, they urged to use authentic materials in ESP teaching from different data sources such as audio-recording, scientific articles, textbooks for its significant aim of providing learners with the contextual framework of language as used by native speakers. This may enable learners to learn real world language in addition to the most up-to-date content. Learners, on the other hand, reported that speaking is the most needed skill believing that in their field of study, a language is used to perform different of functions. The following diagram sums up the skills according to their importance:

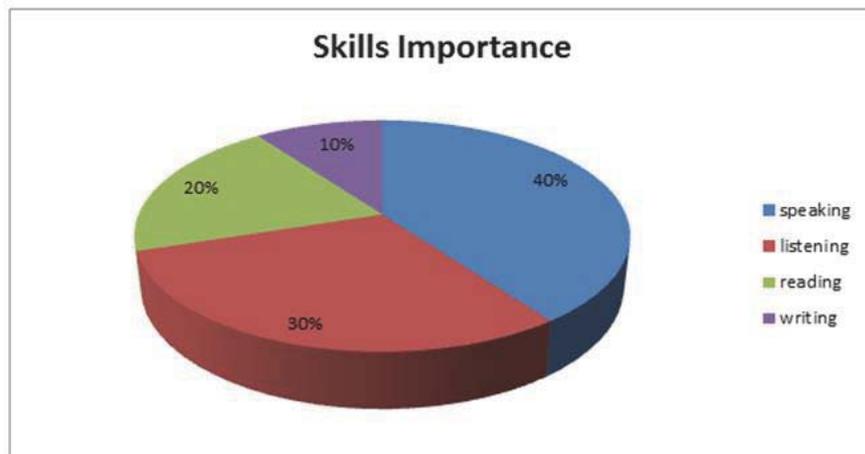


Diagram 3. Students' Perception about the Importance of the Skills.

As far as the learners' difficulties, the following set of problems was identified:

- Low level of language ability;
- Passive learning as teachers' talk constitutes a high portion of time;
- Lack of motivation and interests on the type of ESP courses;
- Lack of the use of language strategies;
- Focusing on the text as a linguistic objects rather than a vehicle of information.

With respect to the most suitable approach to ESP course design, a suggestion is based on making use of the skill-based approach. However, being aware of the interactive nature of the four skills namely reading, writing, speaking and listening, it should be pointed out that the process of teaching involves more than interpreting and evaluating information from spoken or written language. This stresses the need to focus on the students' learning (sub-skills and strategies) rather than a given skill as a separate process.

Due to the learner' low language ability, a consolidation and reinforcement of the ESP students' linguistic knowledge while teaching any skill are believed to be of great importance. This activity refers to what Spada (1997: 72) defines as: "Any pedagogical effort which is used to draw the learners' attention to language either implicitly or explicitly"

Pedagogical materials should be selected according to the learners' interest and demand. Teaching activity should

focus on some strands which are meaning-focused input, language- focused learning, meaning-focused output. In this respect, attention to meaning is seen as a fundamental concern in teaching any language skill. The primary objective in learning business English is to first prepare learners to know or understand what the discourse is about. As a result, this should be accomplished through the use of interesting texts, enjoyable activities which include comprehension questions that help readers to interact with the texts and make meaningful production.

7. Conclusion

The purpose of this present case study is to identify and analyse the business learners' needs at the preparatory School of Economics and Commercial Sciences. Different research instruments were used in the data collection phase. Results showed that the learners have different purposes in learning the language. Practical recommendations were made to bridge the gap between the academic and professional needs through the implementation of a skill-based approach to ESP course. Another implication is that the language learning difficulty is not only tied to their lack of the required skills and strategies but also, and more precisely, their linguistic knowledge plays a centre role. Teaching, thus, requires not only focussing on a given language skill but also concentrating on teaching some grammatical points that cause the students' misunderstanding of meaning.

A key strength of this research work is that the process of Needs Analysis and Identification (NAI) provides a framework for suggesting a suitable ESP course. Moreover, the use of three data collection tools is also acknowledged in an educational research for cross-checking the results. It is to be mentioned that it is used as a pilot study for a PhD research. Further study could assess the effects of skill-based approach on the students' reading ability and language proficiency.

However, this study is subject to some limitations such as the small sampling size which may not provide the generalisability of the results. Additionally, the data gathered about the language difficulties from the research instruments may not be sufficient; they should be supported by administration of a proficiency test which aims at diagnosing the learners' state of knowledge, their language ability and learning difficulties.

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