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**THE DESIGN OF ESP MATERIALS FOR
SECOND YEAR STUDENTS OF ECONOMICS
(UNIVERSITY OF ABOUBAKR BELKAID)**

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**This thesis is submitted to the Institute of Foreign Languages in candidacy
for the degree of Magister in Applied Linguistics.**

March 1999



To my son Amine,



To my husband

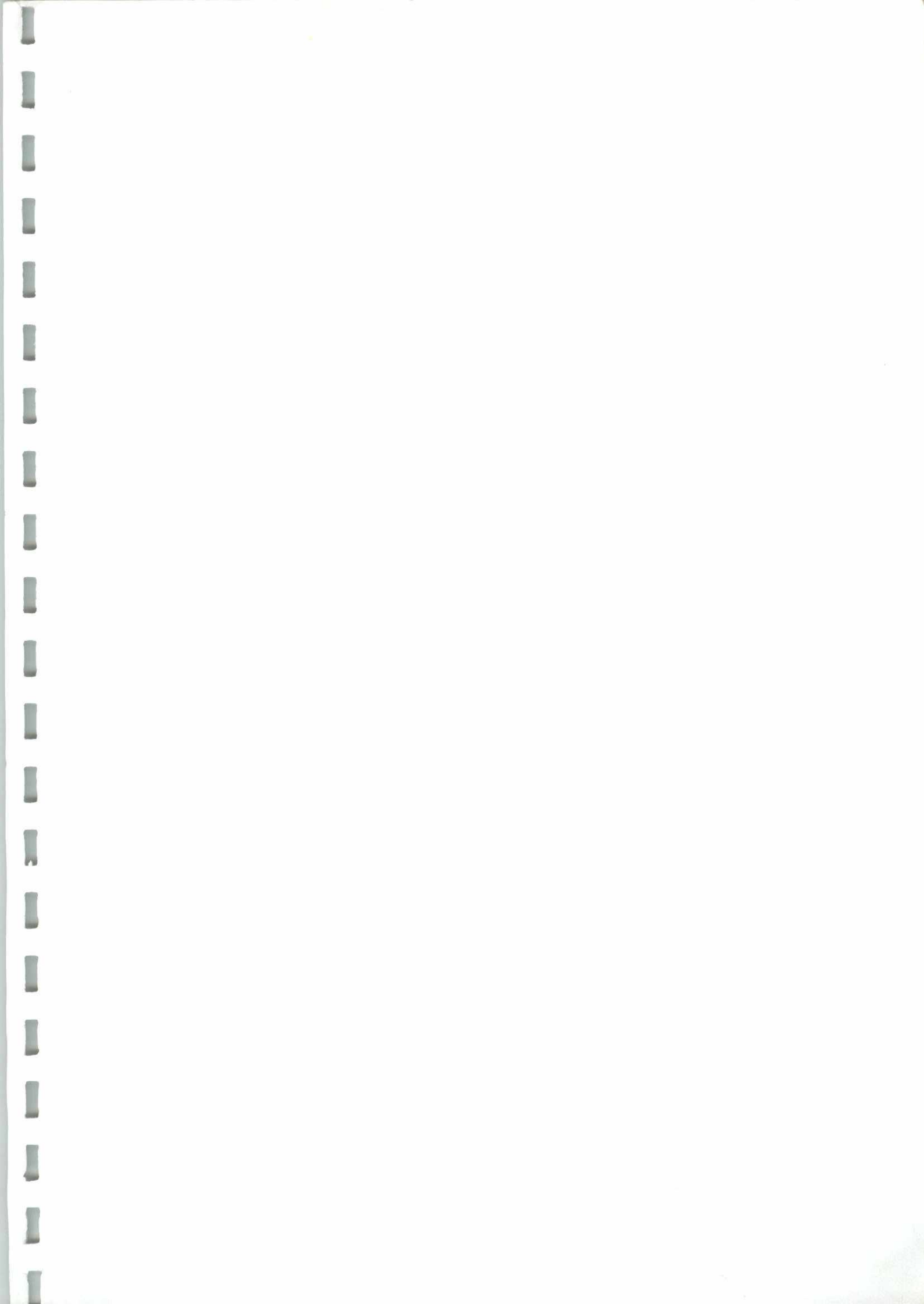


And my Mother



And Father





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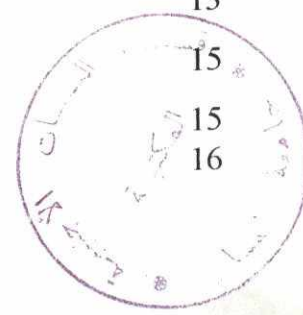
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THE ABSTRACT

This study attempts to give a clear idea of an area of teaching English for specific purposes in Algeria, through the investigation of an English teaching situation namely that of the institute of Economics of Tlemcen University. To start with, the reason of the choice of the selected topic was born after being aware of the great importance of English for business and economics in today's economy.

Student's results in language learning are not satisfactory despite a learning experience of five years at the secondary level. The aim of the present study is to account for the reasons of this deficiency. Interest is put especially on second year students since they are in an intermediate phase between the common core years and the speciality years.

This work includes four chapters. Each of these chapters has specific objectives. Chapter one displays different theoretical bases concerning ESP materials and syllabus design. It provides an overview of ESP in general, and materials and syllabus production for ESP teaching situations.

The second chapter is devoted to the description of the teaching situation in the Institute of Economics with close reference to the chosen level. This is followed by an account of the different methods used in data collection.

In the third chapter, the research analyses the collected data, and tries to give a taxonomy of student needs, and therefore identifies the different problems which make the teaching situation a total failure.

Finally, the fourth and last chapter recommends some designed materials and teaching methods which are hoped to contribute to improve the current working conditions for the different partners at the Institute of Economics.

GENERAL INTRODUCTION

Algeria, as any other Developing World country, has adopted English in its educational programmes including the university level where the teaching of the language is carried out in different fields such as biology, technology, exact sciences, economics, as an English for specialisation. The specialisation represents situations where the learner has specific reasons for learning English. The learned language is a selected repertoire of words and expressions, which can respond to specific needs of the learners in defined contexts. It is English for Specific Purposes (ESP).

It has been argued by different specialists (Mackay and Mountford (1978); Hutchinson and Waters (1987); Robinson (1991)) that English can be used to communicate in specific situations. This is why ESP teaching must be preceded by a primary step which concerns the identification of the needs of the learners, i.e. the analysis of :

- 1- The needs of the target situation.
- 2- Students' knowledge of the language, to determine the linguistic lacks.
- 3- Students' wants.

In any ESP context, one encounters two key-elements which may become obstacles in the process of learning : communication and language use. But a word of caution is necessary in order to avoid embarking on false assumptions. Thus, one needs to ask :

- 1- To what extent can ESP teaching be based on communication ?
- 2- Is the student going to have the opportunity to use the English language related to his speciality ?

The answers to these questions will reflect the learning context selected. As in all the Algerian universities, Tlemcen teaches English in its institutes including that of Economics. The investigator has chosen this field because of two factors :

- 1- The new economical opening, and the adoption of market economy in the country.
 - 2- The different problems met by teachers of English in this institute concerning mainly students' level and negative attitudes towards the language learning situation.
-

With respect to the first factor, it has been noted that different important organisms such as : (SONATRACH, ENIEM, EDIPAL, Banks, Tourism Agencies, Private Commercial Enterprises) require a considerable knowledge in the four skills of English language :

As for the second factor (i.e. students' level and negative attitudes), it has always been claimed by teachers and investigators that the results of the teaching are totally negative because of students' poor previous knowledge of the language, and lack of interest. This high level of failure has pushed us to examine the ins and outs of the learning / teaching context. Thus, in order to try to identify the causes of the failure, and find possible remedies by taking the appropriate line of action, a class of second year « licence » students has been taken as a case study.

We have thought it necessary to analyse a variety of students' needs such as the needs of the target situation (situation of language use) because of its role in creating the necessary motivation without which success is non-existent. More importantly, students actual needs in terms of lacks and wants have to be taken into consideration in trying to develop the appropriate teaching materials.

It is hoped this study through the analysis of the failure in learning and the suggestions for materials production will contribute to improve the prevailing conditions for teaching English for Business and Economics, and therefore create a considerable inducement for learning ESP in the country. One should not forget that the contribution of teachers with their personal experience and capacities, creates the necessary opportunities for the development of the current circumstances for the language teaching situation.

CHAPTER ONE

Literature Review

1.1. Introduction

1.2. ESP Defined

1.2.1. Definitions of ESP

1.2.2. Subdivisions of ESP

i) EAP

ii) EOP

1.3. ESP Teaching

1.3.1. Variables in ESP Teaching Operations

1.3.2. Needs Identification and Analysis

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i) Target Needs

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1.4. Syllabus Defined

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1.6. The Design of the Syllabus

1.6.1. Defining the Objectives

1.6.2. Selecting and Grading Content

1.7. ESP and Syllabus Design

1.8. Conclusion

CHAPTER ONE

Literature Review

1.1 INTRODUCTION

The fact that the English language has gained great importance in today's world has resulted in its teaching at all educational levels from elementary to tertiary (i.e. University). The aim of such an implementation is to satisfy the increasing needs of a variety of learners hoping to find a place in different economic and educational institutions.

Accordingly, a number of theories appeared in order to define, construct and develop teaching methodology and materials that are convenient to English for Specific Purposes (ESP). In this respect, this chapter aims at discussing the most relevant theoretical bases of ESP, and the design of syllabuses and materials suitable for its teaching.

1.2 ESP DEFINED

1.2.1 Definitions of ESP

The urgent need for a specific proficiency in English has given birth to new approaches, methods and techniques. As a matter of fact, the teaching of English has witnessed the development of ESP to cater for specific needs of the learners. In this sense Harmer (1983) defines ESP as follows :

**Situations where the student has some specific reasons for wanting to learn a language.
(Harmer 1983, p. 1)**

That is to say, the student wants to learn the language because he has particular justifications, for instance : to specialise in fields like engineering, banking, accounting or tourism. In a similar way, an investigator may want to undertake some research, while a businessman may wish to interact and carry out business exchanges with other businessmen.

Thus, it is generally accepted that a particular context requires specific aspects of the language (register). In this sense, Mackay and Mountford (1978) explain ESP as a certain range of vocabulary, grammar, etc used by speakers in a particular context. So for them ESP stands as :

**A restricted repertoire of words and expressions selected from the whole language because that restricted repertoire covers every requirement within a well defined context task or vocation.
(Mackay and Mountford 1978, p. 4)**

This kind of selective focusing, i.e. the choice of one area and the development of suitable language denotes the need for a careful analysis of well specified groups of learners and their areas of interest (task, specialisation or vocation). Such a need is clearly stated in Hutchinson and Waters :

**The view gained ground that the English needed by a particular group of learners could be identified by analysing the linguistic characteristics of their specialist area of work or study.
(Hutchinson and Waters 1987, p. 8)**

In sum, it is fairly clear that the implementation of ESP demands a prior definition of the learners' needs so as to achieve the planned purposes within the determined area of specialisation. The selection of appropriate words and structures will in turn enable the learner to use *appropriately* the learned language. The emphasis on appropriacy has made it necessary to distinguish different categories of ESP.

1.2.2. Subdivisions of ESP

Investigators, such as Strevens (1977), Mc Donough (1984), Robinson (1980 - 1991), Kennedy and Bolitho (1984), Wilson (1986 a), Carver (1984), Hutchinson and Waters (1987), have divided ESP into two broad categories :

- a. English for Academic Purposes (EAP).
- b. English for Occupational Purposes (EOP).

i) EAP

Robinson (1980) defines EAP as :

**English for Academic purposes or study skills,
i.e. how to study through the medium of English,
regardless of the subject matter of the studies.
(Robinson 1980, p. 7)**

Similarly, Kennedy and Bolitho (1984) posit that :

**EAP is taught, generally within educational
institutions to students needing English in
their studies.
(Kennedy and Bolitho 1984, p. 4)**

In this sense, EAP is taught to students in order to achieve educational purposes. In other words, to specialise in a particular field of study in an educational institution. The aim is to enable the learner to write reports about any particular experience, read any literature related to his specialisation, attend international conferences and so on. It shows the learner how to study through the medium of English.

ii) EOP

In such an area, the teaching of English is occupational-oriented. It is in employment situations where the learner needs English to practise his job. To illustrate this, we can say that « an air traffic controller may need English to guide an air-craft, the businessman to carry out international trade, etc. » (Harmer 1983, p. 1).

It is worth noting that a third branch of ESP called EST- English for Science and Technology has been added. Some would maintain that it is a branch, which can be introduced within the first two elements depending on the area English would be used for (Mc Donough 1984, Strevens 1977). This can be explained through the following diagram:

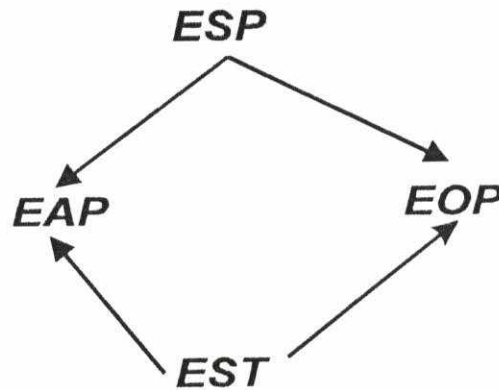
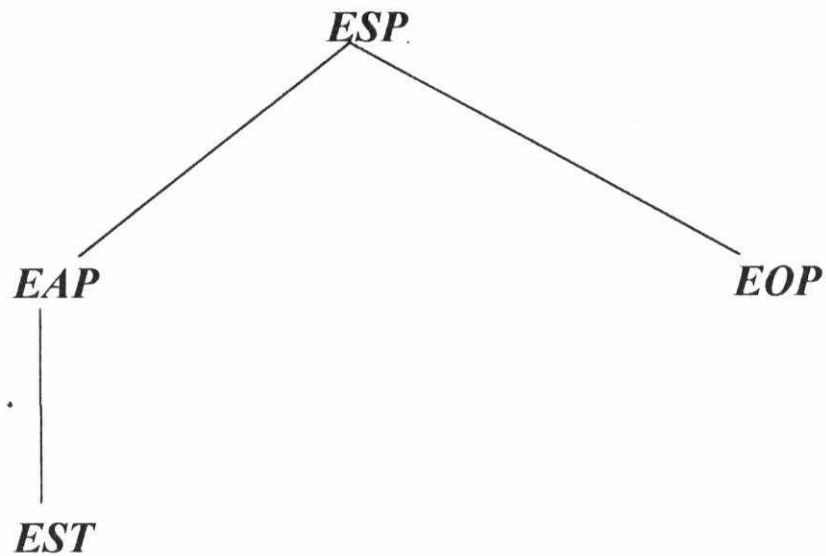


Diagram 1.1 Subdivisions of ESP

Hence, the choice of the status of ESP depends on the area of English use; others would say that it is an individual branch (Kennedy and Bolitho 1984, Carver 1984, Miliani 1994).

A division has also been illustrated by Mc Donough in the following diagram :



*Diagram 1.2 Subdivisions of ESP
(Mc Donough 1984, p. 6)*

Mc Donough has proposed in her diagram EST as a branch of EAP maintaining that EST is academically oriented.

In fact, EST is used either for academic or occupational purposes. Students of science and technology may need English for their higher studies. Scientists, technologists, businessmen, etc also need English for the practice of their jobs.

Stevens (1977) further expands the scope of EAP and EOP including the types of training that occur in each area. He proposes the following diagram :

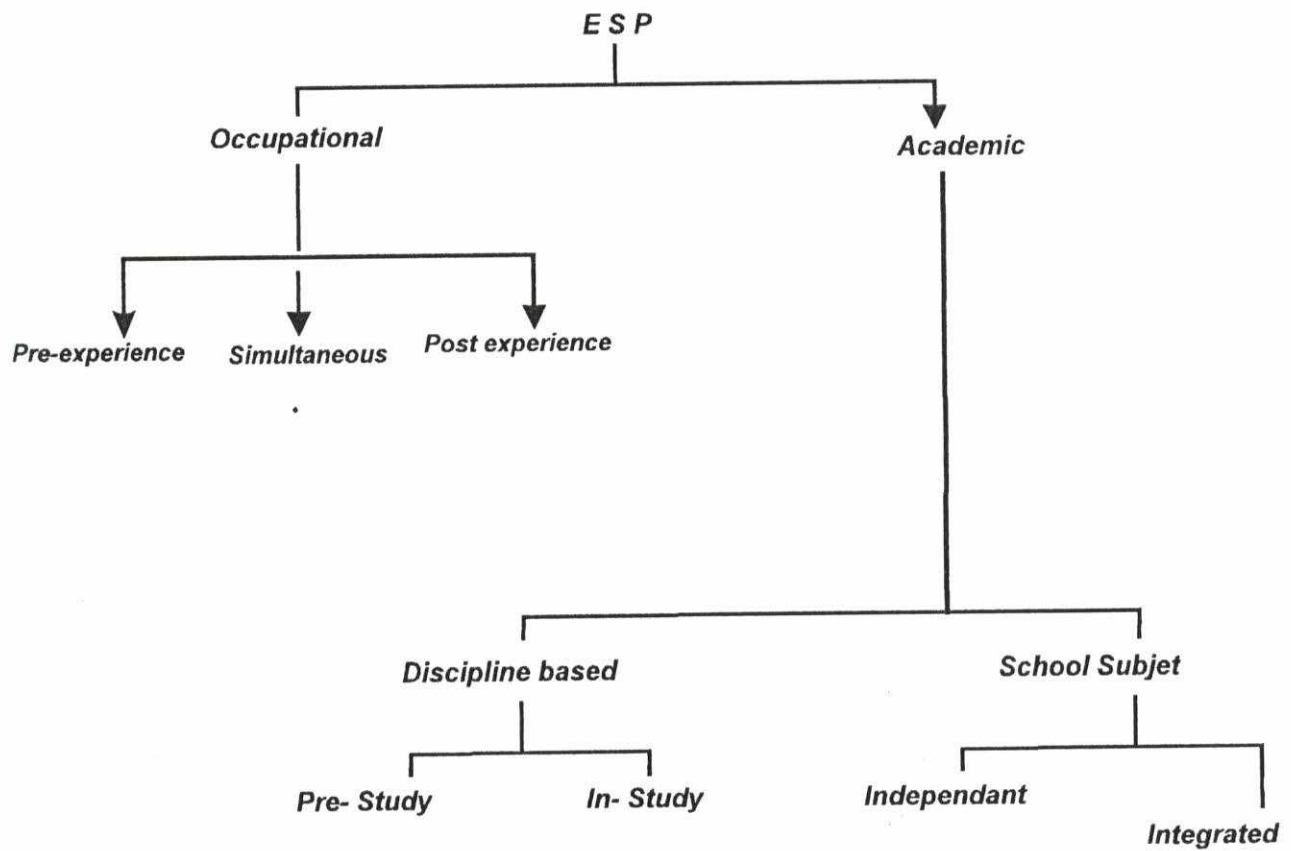


Diagram 1.3 Types of ESP (Stevens, 1977)

Speaking about occupational ESP, three types of language training exist :

- a. Pre experience teaching : English learnt before the training.
- b. Simultaneous teaching : English learnt during the training.
- c. Post-experience teaching : English learnt after the training

In academic ESP the training can be either :

- a.** Discipline-based where the language training can be either simultaneous (in-study) or prior to the studies (Pre-study).
- b.** Or a school subject where English can be either independent, i.e. isolated from the other courses, or integrated when it is studied in one or more courses (not as a language in itself).

Due to the multitude of learner needs, with regard to the variety of tasks and contexts, it has been bewildering to the theorists to come with appropriate categories within ESP. However two major divisions, namely EOP and EAP, are frequently used by linguists.

1.3. ESP TEACHING

1.3.1. Variables in ESP Teaching Operations :

ESP teaching operations involve four essential phases :

- a. The identification of needs.
- b. The production of materials.
- c. Teaching.
- d. Testing.

(Markee 1984)

These variables have not to be taken into consideration in isolation. Each phase has to be considered according to the other (Candlin et al 1976).

If the investigator considers the different definitions of ESP (see 1.2.1), it would be reasonable to agree on the fact that ESP is the most revealing example of communicative language teaching (Widdowson, 1978), since the major aim of the learner is to use the language to communicate for any selected purpose. Therefore, Needs Analysis which consists of an examination of communication acts in the target situation, and materials design are important for the management of ESP teaching (Hutchinson and Waters, 1984). Along the same line, Flook put that :

As in all ESP teaching situations, we must start by considering the needs of the learners and what they have to do in the target situation.
(Flook 1993, p. 35)

The conventional procedure is then to incorporate the collected data into the language (Hutchinson and Waters 1984 - 1987 ; Nunan 1988 ; Robinson 1991). The end product of the teaching situation would be, therefore, to enable the learner to handle communication problems in the target situation.

1.3.2. Needs Identification and Analysis

The chief objective of Needs Identification and Analysis (henceforth NIA) is to specify the needs of ESP learners. More precisely, it attempts to bring a satisfactory answer to the following fundamental question : « Why do these learners need to learn English ? »

At first sight, the answer lies in the need to communicate and be full participant in a given target situation where English is used. In this regard, Hutchinson and Waters (1987) state :

**Thus if we had to state in practical terms the irreducible minimum of an ESP approach to course design, it would be Needs Analysis, since it is the awareness of a target situation - a definable need to communicate in English- that distinguishes the ESP learner from the learner of general English.
(Hutchinson and Waters 1987, p. 54)**

That is to say, the ESP learner is always aware of both the final aim of his learning situation, and what he must learn to reach the set aim, whereas the General English learner does not have any specific aim for his English courses. He may learn English simply because it is part of the curriculum. It is evident, then, that stress is put on NIA of the target situation with a view to enabling the learner to use English successfully.

The scope of Needs Analysis has been altered from the 1970's till the 1990's. This change has been summarised by West (1993) in the following table :

State	Period	Focus		Scope of analysis	Examples
1	Early 1970's	ESP	EOP	Target situation analysis	Richderich 1971/80 ELTDU 1970 Stuart and Lee 1972/85
2	Later 1970's		EAP	Target situation analysis	Jordan and Mc Kay 1973 Mc Kay 1978
3	1980's	ESP and general language Teaching G.L.T		Target situation analysis Deficiency Analysis Strategy Analysis : means Analysis Language Audits	Tarone and Yule Allwright and Allwright 1971 Allwright 1982
4	Early 1990's	ESP		-Integrated/computer based Analysis -Material's selection	Jones 1991 Nelson 1993

**Table 1.1 : Stages of Development of Needs Analysis
(West 1993, p. 1)**

It is evident that the scope of target situation analysis has been the central interest of Needs Analysis through the three periods (1970's - 1980's - 1990's). Other factors as means analysis and language audits have been added according to the growing needs of the learners.

The stages of development are in fact divided into three parts within three distinct periods. In fact, the three steps do not differ from one another. It is a matter of development of the scope of Needs Analysis according to priorities. It seems rather inadequate to limit needs analysis to the target situation. Indeed, course designers have had

to go beyond that to include certain variables that may influence the teaching situation, not only for ESP but also G.L.T cases (See Table 1.1 stage 3, p. 14). In the fourth stage, it has been pointed out that Needs Analysis suits the requirements of the ESP situations rather than GLT. It is necessary to integrate the different factors influencing the ESP teaching, then design materials and syllabuses.

1.3.3 Types of Needs

Needs are always defined as the requirements that the learners have in order to be able to communicate effectively in the target situation. An ESP course will not only involve these requirements, but will also consider the different levels of language knowledge of the learners in order to specify the conditions of their learning situation. This implies the existence of different types of needs, which have to be examined by the investigator or the syllabus designer.

Different ESP specialists (Hutchinson and Waters 1987, Robinson 1991, West 1993) agree on two essential types of needs : target needs and learning needs.

i) Target Needs :

They are simply the needs of the target situation, i.e. what the learner requires in order to be able to communicate effectively in the target situation. Therefore, the investigator will have to :

- Consider the required level of proficiency, i.e. the target level.
- Examine the learners' background and therefore what they lack in order to reach the required proficiency.
- Develop students' awareness about their needs by including them in choosing what they want to learn, i.e. teacher / learner negotiation process.

It follows that the target needs can be classified into three main types these are :

a. Necessities

They consist of the requirements of the target situation. In other words, they are the needed level of language proficiency of students either in their studies or jobs (the target situation). These are known as the objective needs, or simply the objectives (Robinson 1991 ; West 1993). These objectives show what the learners are able to do by the end of their language course.

b- Lacks

The course designer, or the investigator, has to analyse the learners' present background in order to be able to identify what the language lacks are when compared to the needed background (necessities). It is these lacks that will determine the course content. It is, in other words, to define the items that have to be taught. Robinson (1991) has put that it is a process oriented of needs where what the learner needs to acquire will be considered.

c- Wants

They refer to the learner's own feelings towards his most important needs. He or she may have personal aims in addition to the needs of the target situation (necessities). The course designer will have to consider the learner's suggestions in order to determine syllabus content.

West (1993) has added to these three types of needs, a fourth one called "constraints", or the role of the national policy, which the investigator will be aware of once he starts his research.

ii) Learning Needs :

Hutchinson and Waters (1987) have pointed to the fact that learning needs involve an answer to the following question : « How are we going to get to the destination ? »

Learning needs seek information about the learning situation which includes information about the aims of the course, the type of learners, their learning styles, the available materials and resources, the type of setting, and finally the time load.

To seek the same type of information, Robinson (1991) speaks about two areas of research : besides Target Situation Analysis (Target Needs), these are Present Situation Analysis (P.S.A) and language audits. She maintains that :

Present Situation Analysis seeks to establish what the students are like at the start of their language course, investigating their strengths and weaknesses. (Robinson 1991, p. 9)

This means that the investigator will not only look for his students' lacks (see b), but also their strengths by investigating both their language knowledge and learning styles. For this, the investigator has three sources of information :

- The students themselves.
- The language teaching establishment.
- The institution of language use (as their place of work)

(Richterich and Chancerel, quoted in Hutchinson and Waters 1987, p. 102)

Apart from their strengths and weaknesses, the collected information will give an idea about students' attitudes towards ELT in a given situation, and the available resources.

Speaking about the language audits, the investigator must :

- a.** Clarify the language skills needed to carry out jobs or studies (Pilbeam 1978)

- b.** Draw a profile of present ability needs, which will make clear the different levels of achievement of the different tasks.
- c.** Determine the amount of language training in terms of time and facilities.

The type of data, which will be collected at this stage, provides information about the amount and the level of performance in the target situation. They can be considered as complementary information to the necessities. The amount of the needed language training will be determined accordingly (Robinson 1991).

On the whole, the different scholars mentioned above agree on the collection of the same type of information which has to be collected during Needs Analysis. These pieces of information can be summarised as follows :

- a.** Information about the target situation where the investigator has to seek the requirements of the target situation. This is done through an analysis of the type, the amount, and the level of performance required by the target situation.
- b.** The students constitute the second area of interests. The investigator, or the course designer, will analyse their present language background in order to determine their lacks; analyse what they expect the ESP course to be (their wants) ; finally analyse their attitudes vis-à-vis the ESP course.
- c.** Finally, there is the learning environment from which the course designer will have to search for the available resources and the different teaching aids, the institution, the type of classroom and the time load for the ESP teaching. The collected information allow effective planning of the different courses all along the period of the ESP training.

1.3.4. Variables in Materials Production

Needs Analysis will provide the necessary information about the type of language required during the ESP teaching situation, either in terms of target needs (related to real life situation) or the learning needs (related to the learning situation). This data will determine the content of materials.

Hutchinson and Waters (1984) consider materials writing as one of the most characteristic features of ESP in practice. They believe that the key to a successful design of materials is to :

- 1. Design the materials in such a way that the learner is involved fully in both the content and the language topics.**
 - 2. Determine the language points of the materials on the bases of what might be needed for the successful solution of a communication problem limited to the content.**
- (Hutchinson and Waters 1984, p. 112)**

The authors consider that an appropriate content of materials will encompass issues such as students' lacks, wants, then a piece of real world language within communication activities.

Sharing the same view, Carver (1984) focuses on the authentic materials that are supposed to be designed for the ESP course. He also maintains that authentic materials are related to real world, and that real world language is by definition authentic. Learners' exposure to this language should occur as extensively as possible (Johns, 1995).

Authentic language, students' lacks and expectations will engender the production of a suitable type of content.

The materials of the ESP course are not necessarily designed for specific classes. They may consist of already prepared materials provided either by the teaching institution

or found in commerce. These designed materials can be regarded as inadequate :

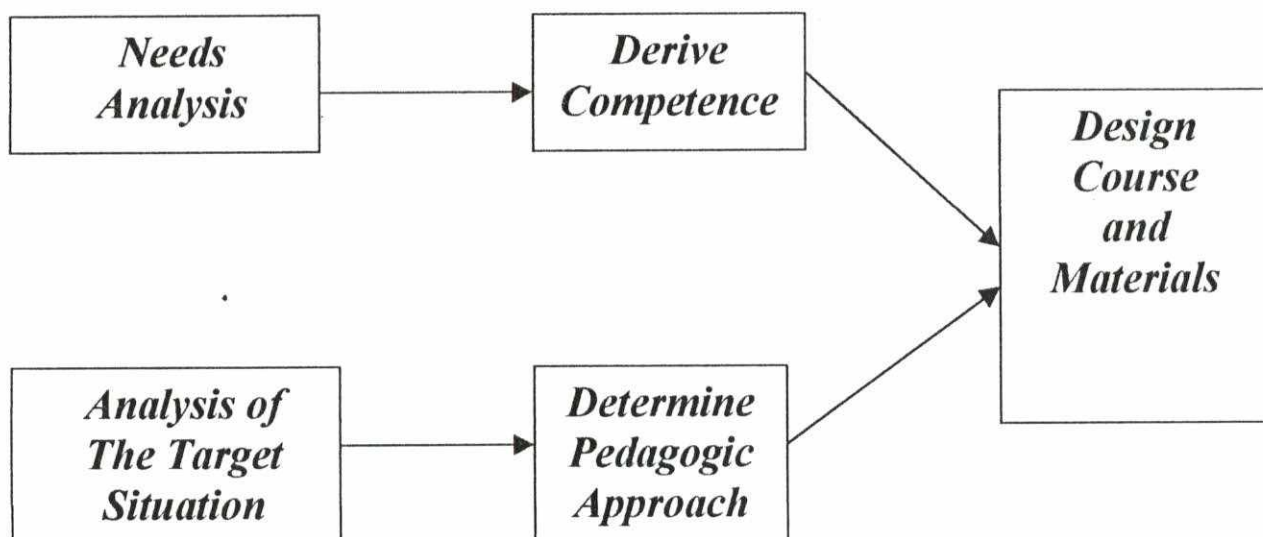
**Any materials that were commercially available
could not be possibly suitable for this particular group
since they had not been specifically designed for it.
(Neil 1990, p. 151)**

The published materials can thus be regarded as unsuitable since they have not been designed for the group to whom they are presented (the lack of an important step of data collection : NIA). Nevertheless, this does not mean they are useless. They can provide an interesting source for the group of ESP students, since there is a common core of needs shared by different students studying the language for the same purposes (Neil, 1990). It is the task of the teacher to adapt these materials according to students' needs. This can be done through teacher's classroom research, which will generate interesting information about the type of language needed by his students (Mc Ginity, 1993).

1.3.5. The Process of Materials Design

After the collection of the necessary data, the course designer has to select what is appropriate for the writing of suitable materials.

Throughout their works, Hutchinson and Waters have tried to provide a basis for the design of ESP materials. The first interesting process is displayed in the following figure :



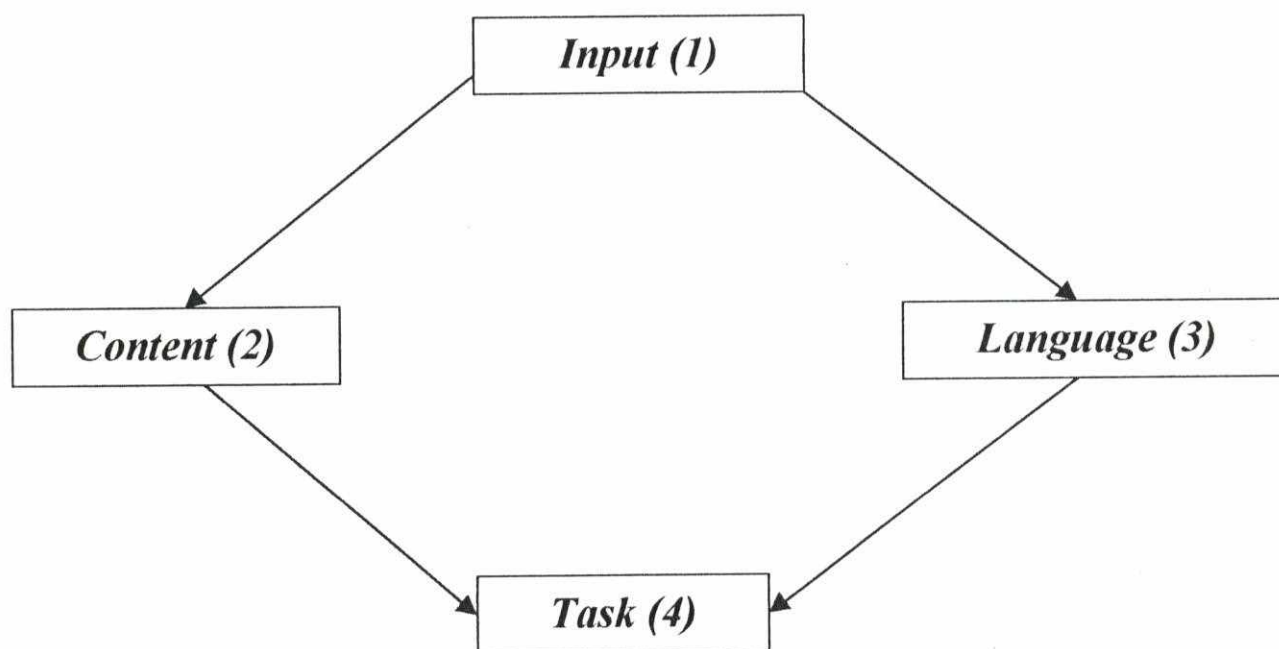
***Figure 1.1 Approach to Course Design
(Hutchinson and Waters 1984, p. 110)***

In the figure above, Hutchinson and Waters start the process of materials production by an analysis of the needs of learners. The collected data will allow the course designer to derive the expected language competence, compared to the actual language of the learners, i.e. necessities and lacks (see 1.3.3). « This competence should form the basis of the ESP course ». (Hutchinson and Waters 1984, p. 110).

The analysis of the learning situation provides information about the environment of the learning situation (see 1.3.3. ii). The collected data allow the course designer to determine the process of the organisation of the ESP course or material, i.e. pedagogic approach.

Flood (1993), gave primary focus on the requirements of the target situation (see p. 12) maintaining that the tasks performed in real world should form a basis for the activities of the designed materials. On the other hand, the designer has also to consider learners' actual background in order to determine their lacks ; the combination of these elements will allow the identification of the type of content of the ESP course.

In the design of their own teaching materials, Hutchinson and Waters presented an interesting design model. It can be summarised in the following figure :



***Figure 1.2 A Materials Design Model
(Hutchinson and Waters 1987, p. 109)***

The combination of language and content required by the target situation, the students' actual language knowledge and the means available will allow the material designer to produce and organise the necessary input. This input will therefore prepare the learner to the accurate performance of the tasks of the target situation.

1.3.6. Teaching

It is the teacher's role (whether in ESP or G.E situations) to present the different activities of the course through different ways in order to transmit the message that enables his students to learn the language.

Strevens (1988), defines the ESP teacher as follows :

Almost always he or she is a teacher of General English who has unexpectedly found him/herself required to teach students with special needs. The experience is often a shock. (Strevens 1988, p. 41)

This means that an ESP teacher is first of all a teacher of G.E. The difference stands in the fact that an ESP teacher will teach students with special needs. The experience has been described as a shock, because of the fear of not being able to cope with students' needs (Nunan, 1991). For this reason, the ESP teacher needs to have the necessary flexibility to cope with the requirements of the ESP situation, therefore his students' needs. The teacher can have the necessary flexibility if he is aware enough of what an ESP teaching situation requires. In addition to this, the teacher has to be conscious of what his teaching implies in today's life. He will therefore be called a reflective teacher, since he will be able to adopt a critical attitude towards himself to challenge his beliefs about teaching, and thus change what needs changing. Such an attitude will certainly influence the quality of teaching and its final product (Tangalos, 1993).

The teacher is able to determine the right technique to be applied in the classroom. It has to be implemented during the lessons (Hutchinson and Waters, 1987). It is up to him to choose the right technique for the right situation, which can help to make the ESP classroom more enjoyable and effective for both the learner and himself.

1.3.7. Testing

The general framework of testing will not go beyond the objectives set. Teaching is oriented toward specific purposes, therefore, the testing framework will have to follow the same methodology, i.e. it is not a test as such, but a reinforcement and consolidation of what has been taught. It is, in other words, to assess whether the objectives of the course have been attained or not.

In this context, Rivers (1968) maintains that before testing, a teacher has to ask himself a set of questions :

What is my purpose in testing these students ? ;
How is this test related to the objectives of this course ? ;
What do I expect this test to show ? ;
What precisely is being tested by this method of testing ? ;
Am I really testing what my students have been learning ? ;
By using these tests, am I really finding out what my students know ?.
(Rivers 1968, p. 346)

To be able to answer these apparently simple questions, means to understand the principles of testing. The assessment allows the teacher to check whether the objectives of the course have been reached. It provides an idea about the level of comprehension and present language knowledge of the learners after a lesson presentation. Making use of the fact that a lesson is a response to specific needs of the students, the tests assess how much these needs have been satisfied.

[For the purpose of a successful evaluation, Hutchinson and Waters (1987), propose two levels of assessment, one completing the other.

a- Learner's assessment :

This is done to measure what the learners already know. The results enable the teacher to know how much language is acquired.

b- Course evaluation :

It enables the assessment of whether the ESP course objectives have been reached, i.e. whether the course does what it is designed for.

The two forms of evaluation are interrelated. The first form makes it possible to know not only the learner's performance but also, to some extent, the effectiveness of the course (course assessment), since the learners will have to use the skills covered during the lessons both in terms of usage and use (Markee, 1984).

Relying on the objectives of testing stated above (in (a) and (b)), it can be noted that testing allows positive feedback, since it shows what is still not known ; this will be included in the following courses, and will be presented through various ways.

Assessment not only quantifies the learner's abilities, but also gives an interesting opportunity for the teacher to test himself, reviewing both his course's content and his teaching methods.

This is an account of the components of an ESP course. The collected data during a NIA step will determine the content of the designed materials. Then comes the role of the teacher's know-how to teach the different language structures and technical language found in the materials. Testing is the last element, which will allow the assessment of both the learners and the worth of the course.

The designed materials need to be structured into a syllabus. The latter has to be organised according to given principles that suit the ESP teaching situation. These principles will be explained in the following parts.

1.4. SYLLABUS DEFINED

A syllabus is composed of the subjects to be studied in particular courses. It is the organisation of selected language structures and tasks that should be taught in order to meet a specific set of objectives.

Hutchinson and Waters put that :

A syllabus is a document, which says what will (or at least what should) be learnt. (Hutchinson and Waters 1987, p. 80)

On the other hand, Yalden defines the syllabus as follows :

The syllabus is now seen as an instrument by which the teacher, with the help of the syllabus designer, can achieve a certain coincidence between the needs and aims of the learner, and the activities that will take place in the classroom. (Yalden 1987, p. 86)

According to Yalden, the syllabus is an organisation of the learner's needs and aims into a number of activities. The cohesion between them (needs and aims) allows the production of suitable activities. It illustrates the results of what has been referred to earlier (1.3.2. : Needs Analysis).

The analysis of the needs shows that a number of language structures are needed by the students. Since language is a complex rule-based system, it cannot be taught at the same time. It needs to be organised according to given priorities determined by the results

of data collected during the analysis of the learner's needs. In this vein, Allen (1984) says :

Since language is highly complex, and cannot be taught at the same time, successful teaching requires that there should be a selection of material depending on the prior definition of objectives, proficiency level and duration of the course. This selection takes place at the syllabus planning stage. (Allen 1984, p. 65)

The objectives and students' actual language knowledge are the outcome of Needs Analysis (see 1.3.2. - 1.3.3.). The organisation will depend on the duration of the language course, that is to say, the time allocated for the ESP course.

Time is not the only factor, which influences syllabus planning. Other methodological considerations have to be considered, namely the pedagogical approach (see 1.3.4.) and the learner's learning styles (Brumfit, 1984).

On the whole, one can say that the syllabus is a plan of the different language tasks that have to be taught in a given language learning situation. These language tasks are selected according to the students' needs and aims, which are the outcome of a Needs Analysis step. In this regard, syllabus designers concentrate on « what the learner will need to use the language for, then this is translated into a syllabus » (Maley, 1990). The syllabus is organised according to the principles of a given pedagogical approach.

[The existence of different approaches means the existence of different types of syllabuses. Three essential kinds are frequently used. These are :

a- The structural / Grammatical syllabus based on the teaching of structures and grammatical items.

b- The notional / functional syllabus based on the teaching of notions and functions.

c- The situational syllabus based on the teaching of tasks and functions through specific situations.

A number of other types of syllabuses are based on various approaches. They are of a less common use, but are combined with the first three ones in a selective way. The selection is done according to the present needs of the students.

No syllabus can bring positive results on its own because of the variety of needs of the students. It is necessary to provide different components of language knowledge that enable the learners to use the English language appropriately, in other words, to bring what is necessary to reach the objectives and aims set forth.]

1.5. PARAMETERS IN SYLLABUS DESIGN

A syllabus, as already suggested, is an organisation of language tasks, lexis and structures to be taught to a given group of learners. This organisation does not stand on its own but is influenced by a series of parameters. An interpretation of influential factors is given by Dubin and Olshtain (1986) in the following figure :

A set of questions is inside the circle. The answers supply information about the teaching learning situation, they embody part of the analysis of both the target situation and



*Figure 1.3 : Environmental factors in course design
/ Dubin and Olshtain 1986, p06)*

the learning situation (see 1.3.3).

Miliani (1994) has also summarised the parameters that have to be examined during a pre-design process in the four following points :

- i) Situation Analysis.
- ii) Setting Aims and Objectives.
- iii) Generating Syllabus Content.
- iv) Assessment.

The first point covers the aims of the educational institution and the means it offers in terms of finance, teaching materials and manpower ; the profile of learners including their attitudes and motivation toward the language course ; the profile of teachers including their attitudes toward the course and their professional « know-how».

Aims and objectives are the outcome of the analysis of learners' needs. The aims are defined as general statements, which occur at a broad level whereas the objectives refer to what the learner will achieve in the classroom at the end of the learning experience. Speaking about the third point, four major criteria define the content of the syllabus :

- a. Validity** : it concerns the authenticity and acceptability of the language of the syllabus.
- b. Significance** : this means that the chosen content has to suit the set of aims and Objectives.
- c. Interest** : the content should arouse students' interest.
- d. Learnability** : the content should not go beyond the learners' capacity.

On the other hand, the content of the syllabus has also to be flexible. In other words, it has to allow some changes selected according to the needs of the students.

The design of the syllabus is essentially influenced by environmental constraints. These are :

- a.** The language setting which concerns the role of the language in the community (as a mother tongue, a second language, or a foreign language).
- b.** The areas of language use in society (How and Where is it used ?).
- c.** The role of the language in the political life taking into account the country's economy and technology (Ashworth, 1985 a).
- d.** The attitudes of groups and individuals towards the language. This is determined by the degree of their awareness of the language (Vanlier, 1995).

The fourth point allows the assessment of the learners' degree of acquisition, the objectives of the course, the teaching techniques and the syllabus itself (see 1.3.7).

It has to be put in mind throughout the design process, that the relation between the studied factors is cyclical (Miliani 1984). It can be interpreted in the following diagram :

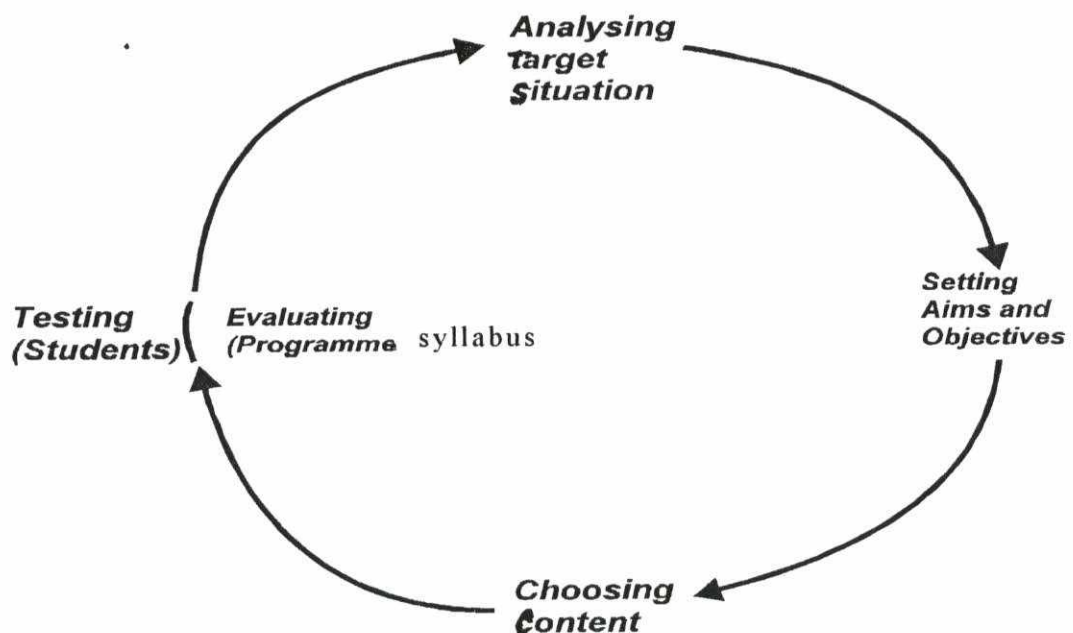


Diagram 1.4 The Process of Syllabus Design (Miliani 1984)

A failure in the designed programme means that a deficiency has occurred somewhere in the four mentioned parameters : (Situation analysis ; setting aims and objectives ; choosing content ; testing and evaluating).

1.6. THE DESIGN OF THE SYLLABUS

The drafting of a syllabus requires the syllabus designer to go through the following steps :

1.6.1. Defining the Objectives

The general goals of any learning programme are embodied within the curriculum. They are often a reflection of the broad aims of an educational programme (Allen, 1984), whereas the objectives stand at a narrower level, i.e. a syllabus or a course. Hence, the production of the syllabus involves the syllabus designer to determine the objectives from the curriculum-generalised goals. Dubin and Olshtain maintain that :

A curriculum deals with abstract general goals while a syllabus ... guides teachers and learners in every day concerns. In fact, a chief task for the course designers is to turn abstract curriculum goals into concrete objectives of the syllabus. (Dubin an Olshtain 1986, p. 40)

It is these objectives that will generate the formulation of content and activities of the syllabus (Nunan, 1988).

In ESP situations, the objectives of a syllabus or a course are determined during the NIA. The aim is to gather information about the learners.

1.6.2. Selecting and Grading Content

Objectives of the ESP course, set during NIA, allow the production of the necessary content. This content involves the language forms and functions needed by the learners. This language knowledge will be presented within suitable activities. In this vein, Nunan 1988, postulates :

Failure to provide links between goals, content and learning activities can lead to a situation in which the desired outcomes of a programme are contradicted at the classroom level. (Nunan 1988, p. 96)



In other words, the syllabus designer should create the necessary congruence between goals, content and learning activities, in order to attain the objectives mapped out.

Since the ESP course aims at training students to handle communication in the target situation (see 1.3.2), it is necessary to provide syllabuses whose content enables the learners to acquire the necessary language knowledge (see 1.5). To achieve this purpose, Yalden points out that :

Beginning at an elementary level of communicative competence, one might begin with grammar and pronunciation only, as one does in a structural approach, but introduce work in the language functions, and in discourse skills fairly early, and in time increase the component of the course.
(Yalden 1987, p. 94)

It is, thus, necessary to present different aspects of language knowledge in an eclectic manner so as to enable the learner to handle communicative tasks required by the target situation. The supplied language usage enables the learner to form correct sentences in appropriate contexts (Widdowson, 1978). This process will foster habit formation that develops capacity for communication (Widdowson, 1987). Language functions should not be neglected. It is recommended to introduce them increasingly throughout the courses. The selection of the functions occurs according to priorities.

Due to the diversity of the selected language items and the type of learners, the content of the syllabus can be graded according to :

- a-** whether the language items are easy or difficult as for tenses.
- b-** The type of learners for whom the syllabus is designed. The level of difficulty of the proposed items is not the same as learning difficulty, that is why it is necessary to consider the learners learning styles and strategies, and

their ability to learn at a given stage (Pieneman and Johnston, 1987) when classifying the content of the syllabus.

1.7. ESP AND SYLLABUS DESIGN

The design of an ESP syllabus requires first a NIA step. For this reason, Munby puts that :

Syllabus specification in ESP can only take place after the prior and necessary work has been done on Needs. (Munby 1978, p. 40)

For this sake, Munby proposes what is known as the Communicative Needs Processor (henceforth CNP). It is considered as the basis for any NIA process (Hutchinson and Waters 1987, Nunan 1988, West 1993). The aim of the CNP is to examine the parameters that may affect the learners' needs. These are the type of language and communication required by the target situation, the participant and the setting of language learning. NIA will generate the type of content and the organisation of the syllabus (see 1.3.2 and 1.3.3). The aim is to select the suitable content for a group of learners within a specific context (Johns and Dudley Evans, 1991).

The content is, hence, extracted from real-life situations. The chosen texts and functions are those which serve within the specific discourse community (Swales, 1990). But the requirements of the target situation does not compel the syllabus designer to choose exclusively its language (language of the target situation). It is necessary to introduce what is known as common-core knowledge (Miliani, 1984) selected according to the students' own needs (see also 1.6.2). For this reason, it is necessary to combine the types of content offered by the different genres of syllabuses (Kennedy and Bolitho 1984, Hutchinson and Waters 1987, Robinson 1991).

However, the designer would be wise to enable the learning of the language by doing or acting, this is done through the performance of tasks (Prabhu, 1987) (see 1.3.4). Wilson maintains also that :

**The tasks which constitute the enabling objectives
reflect the structure of the terminal objectives
which in turn reflect the communicative needs of the student.
(Wilson 1986, pp. 10 - 11)**

In other words, it is the target situation, which requires the ability to perform specific communicative tasks. (Robinson, 1991). It is this ability which should be the final outcome of the ESP course.

1.8. CONCLUSION

[This chapter is primarily concerned with a description of the basic theories in ESP with a distinction between its different branches. Its teaching has become of great importance because of the growing need for the English language to achieve either academic or occupational purposes.]

The learner of ESP needs therefore to use English appropriately in order to handle communication acts in target situations. Hence, course designers have tried to plan suitable teaching syllabuses and materials for the ESP teaching situations. To achieve this purpose, an essential parameter has to be considered. It concerns the identification and analysis of the learners needs. Through this step, syllabus content will be determined.

Though ESP is becoming indispensable to achieve different purposes either in studies or profession, results of its teaching remain a failure and discouraging for the greatest number of Algerian University students. They lack the necessary motivation to study English.

As previously stated, the foreign status of English in Algeria generates negative attitudes and motivation. However, there may be other possible reasons for this failure. They will be identified and analysed in the next two chapters.

Notes

Appropriacy : it provides a theoretical alternative to the traditional notion of correctness. In terms of “appropriacy”, each sentence has its own validity either in formal or informal settings.

(1) **Input** : any piece of data such as a text, a dialogue, a video recording, a diagram and so on, which may provide an input, i.e. any piece of product that contains adequate and interesting information.

(2) **Content** : concerns the linguistic and non linguistic content, i.e. the introduction of any type of content that allows the learner to communicate for a given purpose ; in other words to convey a message.

(3) **Language** : it is to provide the necessary language knowledge for the correct language use. In other words, it is the teaching of the way language works (Widdowson, 1978).

(4) **Task** : it is necessary to provide communicative tasks for an appropriate use of the language. The learner will be involved in using the content and the knowledge of the language previously acquired, i.e. the practice of task-based activities. They should be adapted from real-life situations.

CHAPTER TWO

Data collection methods

2.1. Introduction

2.2. Research Hypothesis

X 2.3. Description of the Teaching / Learning Situation

2.3.1. The Educational Institution

- i) Teaching Load
- ii) Teaching Materials
- iii) Teachers

2.3.2. The Learners

X 2.4. Research Methods

2.4.1. Description of the Target Situation

2.4.2. Class Observation

2.4.3. The Interviews

- i) Students Interviews Methodology
- ii) Teachers Interviews Methodology

X 2.5. Conclusion

CHAPTER TWO

Data Collection Methods

2.1. INTRODUCTION

The 1990's new Algerian economic context gives priority to foreign investment. Such an outward looking economy will likely give rise to the need for understanding and using the language for international trade, namely the English language. Indeed, the choice of the Institute of Economics stems essentially from the above reason. Thus, this chapter aims at describing the teaching / learning situation that arises the interest of the investigator.

A set of hypotheses has been put accordingly. Consequently, it will be necessary to collect data through selected research methods.

X 2.2. RESEARCH HYPOTHESES

English is regarded as a foreign language in Algeria. For this reason, it is difficult, if not rare, for the learner to use the language out of the limits of the classroom. Therefore, the language learning is limited to the knowledge provided by the teacher. Language teaching through a purely communicative syllabus is therefore difficult to achieve in such a setting (Richard, 1990).

Nevertheless, the country offers different situations of ESP teaching where syllabus and course designers have to cater for specific needs of the learners, namely to handle communication events in the target situation (see 1.2.1).

The present research work deals with one aspect of ESP teaching in the country. It is at the tertiary level, more specifically, second year licence students of the Institute of Economics at the University of Tlemcen. In spite of the relatively long period of English learning (Five years at the Middle and Secondary Levels plus one year at the Tertiary Level), the results are not satisfactory. Besides, it has been noted that the courses aim at the teaching of some technical vocabulary, without any other aspect of language knowledge.

This survey attempts to unfold a needs identification and analysis of the selected group of students. Second year students are supposed to end their common-core training (Tronc commun) to move to specialisation during the third and fourth years (either Finance or Management). The English courses are supposed to be selected accordingly. The syllabus planning should be based on the communicative approach to language teaching (see 1.6.1 and 1.6.2).

[With the above elements in mind, the following hypotheses have been put forward in order to remedy the overall language inefficiency.

- [(1) Failure of the ESP learning situation occurs because students lack the necessary language knowledge. Hence, it is important to focus primarily on the teaching of language usage, then introduce increasingly language functions (language use).
- (2) It is advisable to choose themes that are closer to students' specialisation. These themes should be graded from common-core knowledge of economics towards more specific themes related either to finance or management (specialisation years).]

For the sake of the study of these hypotheses, several types of data have been collected through different research methods in order to identify and analyse students' needs.

2.3. DESCRIPTION OF THE TEACHING / LEARNING SITUATION

2.3.1. The Educational Institution

The Institute receives students who are awarded with the « Baccalaureate » exam. The studies last four years for a graduation in economics. The former includes an ESP training in order to provide a knowledge of English for Business and Economics (henceforth EBE).

EBE caters for Business and Economic purposes of the learners. The latter need English in order to be able to read and understand economic literature (nearly all the books and articles are written in English), and consequently prepare students for post-graduate studies (a pre-study training). In this case, English is part of EAP.

English is also taught for professional orientations, i.e. EOP. The Institute aims also at providing a knowledge of the English language which will enable the learners to perform their jobs (a pre-experience training - see diagram 1.3 p. 11). They may need English for International Trade, Banking and Finance, Management of a business and so on.

The teaching context of the learning situation is as follows :

i) Teaching Load :

In contrast with other institutes, students of economics learn English during the four years of graduation. The weekly teaching time is officially of two hours.

Table 2.1 illustrates the differences in terms of time allotted to the ESP teaching situation :

Institutes	Time allotted to the teaching of English			
	1 st year	2 nd year	3 rd year	4 th year
Economics	2 h	2 h	2 h	2 h
Exact Sciences	-	-	-	2 h
Technology	-	-	2 h	-
Biology	-	-	2 h	2 h

Table 2.1 : Time allotted to the teaching of English in different institutes.

The time allotted to the English course differs from one institute to the other. Hence the students in the different fields do not share the same amount of ESP load. The official time is generally reduced to one and half-hours for organisational purposes.

ii) Teaching Materials :

The institute does not provide syllabuses or teaching materials suitable for the ESP teaching situation. Teachers have to rely on their own teaching experience and language knowledge to supply appropriate courses. For this reason the different syllabuses are not unified.

Teachers often rely on some already prepared materials or textbooks to plan their lessons. Appendix I illustrates the type of materials used in the class the investigator was concerned with. The material aims at the definition of concepts related to economics (Goods and Services), with the study of some related vocabulary. Then, translation into the French language is encouraged as the final step of the course.

iii) Teachers :

Teachers who are involved in the ESP teaching situation hold the « Licence ». They are facing a major problem, which is the lack of economic jargon.

Their attitude vis-à-vis the situation is almost negative. They claim that this is due to the fact that despite their efforts to provide an acceptable knowledge, results of the teaching process remain almost negative. The other reason, which seems to be more convenient than the former, is the large number of students in the classes. This inhibits teacher's motivation on the one hand, and prevents, on the other, the encouragement of communication practice in the classroom.

2.3.2. The Learners

Students have access to the Institute after being awarded with the Baccalaureate in different fields : Mathematics, Natural Sciences, Economy, Arts and Literature. They come from different learning environments : the lycées of general teaching or those of technical teaching. The subject matters learnt are different in each of the lycées, and, therefore, the knowledge of the English language differs from one student to another.

The majority of the students have neither intrinsic nor extrinsic motivation to learn the foreign language. The major reason is the lack of awareness of the importance and usefulness of the language either for pre-experience or pre-study purposes. They consider the English course as something additional. A taxonomy of their needs, for the sake of course design, will be dealt with in the next chapter. Consequently, different research methods have been selected in order to collect the necessary data.

2.4. RESEARCH METHODS

[Making use of the fact that ESP is a field « drawing upon three realms of knowledge: language pedagogy, and the students » (Robinson 1991, p. 1), data collection concerning the present research has involved the three areas, more precisely the required level of language competence, the pedagogical means offered to ESP teaching and the type of students involved in the ESP teaching situation.

The investigator wanted to determine the learners' needs and their attitude vis-à-vis the learning situation. The investigator has contacted teachers in order to determine their attitudes towards the learner's needs, the learning situation and their role in conducting the course.

These components (language, pedagogy and the students) are influential elements in the design of courses that suit the ESP teaching situation.

The investigator has used several data collection methods. These methods are selected according to the type of information sought by the investigator. The major aim of data collection is to provide evidence for the hypotheses. Students' necessities, lacks, and wants have been identified accordingly.

2.4.1. Description of the Target Situation

After obtaining their degree, the students may be involved in different contexts that require the use of English to achieve either academic or occupational purposes.

In order to be able to identify the requirements of the target situation, the investigator has visited different institutions where the language is used, « in order to investigate in the natural contexts in which it occurs » (Nunan 1992, p. 53).

Throughout the enquiry, the investigator attempted to provide answers to the following set of questions :

- Why is the language needed ?
- How will the language be used ?
- When will the language be used (is the use immediate or not) ?
- What will be the purpose of language use ?
- Who are the participants in the context of language use ?
- What is the setting of language use ?

The above questions have been welcomed by the different “cadres” of the visited institutions. Authentic examples of language use have been shown to the investigator as magazines, video recordings, samples of commercial correspondences, and when possible, the investigator has lived authentic situations of language use as a telephone communication, and letter dictation to secretaries.

The data was collected through note taking and audio-recordings. The gathered information were studied to identify : the areas of language use, the social roles and the setting of language use. The research was essentially exploratory, its aim was to find out what is happening in genuine situations. The results will be presented in the following chapter.

2.4.2. Class Observation

Besides exploring the requirements of the target situation, the investigator needed to seek information about what was going on in the teaching / learning situation itself. The purpose of the enquiry was two-fold :

- 1) Evaluation of the used teaching materials.
- 2) Assessment of the learners themselves including their actual language proficiency and their attitudes and motivation towards the ESP situation.

Such a type of research was chosen because of the reliability of data collected since :

Observation is the only way to get direct information on the classroom behaviour of teachers and learners. (Weir and Roberts 1993, p. 136)

The direct information allowed the investigator to confirm the assumptions about the teaching / learning situation through the observation of the concerned class.

The data processing enabled the investigator to assess the students' language ability and their motivation (Robinson 1991 - Wajnryb 1992). The class has been observed during eight classes, that is to say one and a half-hours / a week during eight weeks for the aims previously stated.

The number of students in the group was forty-five (45), but only thirty were under observation, i.e. students who were always present during the eight-week experiment. To collect the necessary data, the investigator had recourse to note taking and when possible audio-recordings. Data was selected according to the investigator's aims (see pp. 44 – 45).

The assessment of the materials was done through the following grid of evaluation :

a- The Material

- Objectives of the course
- Steps of the course (well determined).
- Diversity of the activities.

b- Methodology

- Instructions
- Activities
- Rhythm
- Explanations
- Encouragements
- Feedback
- Attitudes toward errors.
- Informal evaluation (Oral questions - the use of audio-visual aids).

c- Classroom management

- Learners speech time.
- Class Organisation (the groups).
- Teacher's movement in the classroom.
- The setting around the classroom.
- Initiative of the learners.

d- A profile of the teacher

- Ability to communicate.
- Linguistic competence.
- Mastery of the learners' subject matter (language of economics).

e- Type of teaching

- Cooperative.
- Non directive.
- Directive.
- Learner-centered.
- Material-centered.
- Teacher-centered.

0	1	2	3	4	5	6

(Miliani, 1993, p. 9)

() stopped here

After the study of data collected through the grid, the investigator wanted to get comments about the obtained results from the students and the teacher. This is known as « Stimulated Recall » :

Such a technique [Stimulated recall] can yield insights into processes of teaching and learning which would be difficult to obtain by other means. (Nunan 1992, p. 49)

Stimulated recall enables the investigator to have a deep understanding of the teaching / learning situation, since various interpretations of what is going on in the classroom are provided by different sources, i.e. the teacher, the students and the investigator. This technique may also enable the investigator to go through a participatory needs analysis, since one can collect important data about students' wants. Through the discussion students can be invited to talk out what they expect their needs to be.

2.4.3. The Interviews

To confirm the data collected during the class observation process, interviews were conducted with learners and teachers as a second source of data collection.

The investigator wanted first to resort to the questionnaires for the sake of triangulation of data sources. The results have been negative since the questionnaires have not been welcomed by both teachers and students. Teachers' questionnaires aimed at an evaluation of the courses, and an identification of the type of students involved in the ESP situation. Teachers have refused to answer. Students' questionnaires were also negative. While presenting them [the questionnaires], the investigator has remarked that the students felt frustrated. It was as if an examination paper were presented to them.

To remedy these attitudes, the investigator decided to adopt a type of semi-structured interview in both cases, since interviews allowed the interviewer to have :

A general idea of where he or she wants the interview to go ... it gives the interview a degree of power and control over the course of the interview ... this form of interview is a privileged access to others people's lives. (Nunan 1991, pp. 149 - 150)

This is to say that, its informal characteristics allow the interviewee to talk freely about the area under study. It can provide deep « illuminating information that cannot be obtained by any other way » (Weir and Roberts 1992, p. 145).

The preparation of the interview has involved the following steps synthesising Nunan's (1991) and Weir and Roberts' (1992).

- 1- Determine the objectives, i.e. the type of data one would like to collect.
- 2- Determine the type of questions that lead to the determined objectives, i.e. a careful division of questions, accompanied with decisions of where to allow freedom of speech and where the interviewer will have to add questions.
- 3- Divide the set of selected questions according to the interviewees : students and teachers.

The investigator was aware of what the interview requires as : explanations of the nature of research, the purpose of the interview, the way data are to be used, and finally questioning in such a way to encourage the respondent to relate his experiences and opinions (Nunan, 1991).

i) Students Interviews Methodology

Making use of the fact that learners are the centre of the concept of ESP we considered them as an integral part of data collection. Besides course evaluation, the investigator wanted to assess students' knowledge of the target language through the semi-structured interviews.

The primary objectives were to collect data about :

- a. Students' attitudes towards English language learning.
- b. Their knowledge of the language.
- c. Students' opinions about the content presented to them.
- d. The type of content they would like to have (in terms of economic themes and language knowledge).

The aim of the interviews was to corroborate information gathered during the class observation process.

The questions were classified as follows :

Questions 1 to 3 : ask for data about students' attitudes to language learning.

Questions 4 and 5 : were intended to get information about student's knowledge of the target language. They focused on language points where students found difficulties as language skills; language usage and language use.

Questions 6 and 7 : sought information about whether courses suit their present language competence and therefore their needs.

Question 8 : aimed at collecting students' opinions to improve their ESP courses and to produce a syllabus.

Question 9 : its purpose was to collect different views about the learners' expectations, i.e. the type of speciality they would like to take during the third year.

(See Questionnaire in Appendix III).

Other questions were added when needed. The questions were asked in different ways, depending on the student the interviewer was facing ; the purpose was to allow the interviewees to give spontaneous answers.

The interviewer avoided using a long list of questions in order to avoid students negative reaction against the questionnaires.

ii) Teachers Interviews Methodology

Interviews have been conducted with teachers in order to have further precision about students' background, therefore providing information about students' profile of needs, and then the state of English teaching in general, in terms of syllabuses, teaching materials and course content. Depending on the personal relation with teachers, the interviews were either semi-structured or unstructured.

The interviews have essentially involved teachers teaching actually in the Institute of Economics and teachers who have previously been working there for considerable number of years. All of them were language specialists.

The objectives of data collection in here were to have an idea about :

- Students' knowledge of the language.
- Students' attitudes and motivation.
- The provided teaching aids.
- The organisation of courses and syllabuses.
- The problems they face when undertaking their task.
- The results of the teaching situation.
- Suggestions to improve the ESP teaching situation.

2.5. CONCLUSION

[After stating the hypothesis of the present research, it was important to select the research methods and appropriate procedures. The choice was based on the type of data needed by the investigator and the sources of the information to rely on. The aim was to depict students' needs for the sake of designing the appropriate courses. Therefore, in the light of the research, a survey of students' needs in terms of target needs, lacks, wants, and learning needs will be identified by means of teacher's interviews, students' interviews and classroom observation procedures. The aim is to depict data from different sources in the same line of study ; in other words, the investigator aimed at a triangulation of data sources.]

Hence, the investigator will try to identify the different reasons of the failure of the ESP situation under study.

The following chapter discusses and analyses the collected data for a taxonomy of students' needs.

Notes

(1) **Language usage** : the way in which the elements of language are used to produce meaning. This includes grammar rules, spelling, punctuation and so on. In other words, it consists of the rules, which generate the language.

(2) **Language use** : it involves communicative language. In other words, it consists of the use of the language in real life situations.

(3) **Language knowledge** : refers to the different rules involved in the language and that needs to be acquired by the learner for an effective language use.

CHAPTER THREE

Learners Need Taxonomy

3.1. Introduction

3.2. Requirements of the Target Situation

3.2.1. Areas of Language Use

3.2.2. The Settings of Language Use

3.2.3. The Four Skills

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3.4.1. Learner's Lacks

3.4.2. Students Wants and Expectations

3.5. Conclusion

CHAPTER THREE

Learners Need Taxonomy

3.1. INTRODUCTION

The main concern of the present chapter is to identify the students needs. Two major types of needs have been drawn : needs of the target situation, in other words the areas of English language use, and the learning needs, i.e. the identification of students' lacks and wants, and the requirements of the learning situation in general.

For this purpose, the data collected through different methods will be analysed and selected for a taxonomy of the learners' needs, and therefore will enable the investigator to choose the appropriate type of content during the design of sample courses.

3.2. REQUIREMENTS OF THE TARGET SITUATION

Different administrations have been visited in order to identify students' target needs (see 1.3.3). The areas of language use and the language skills required were determined accordingly.

3.2.1. Areas of Language Use

After they will obtain their graduation degree (called « Licence » in Algeria), the students may be involved in different types of situations that require the use of English to achieve either academic or occupational purposes.

a. A graduate in economics may need to retrieve knowledge of the English language in order to pursue his studies since a great number of the economic literature is found in English. In addition to this, the economic jargon is met everywhere during the specialisation (3rd and 4th years of degree).

b. Besides, English is also required for occupational orientations, mainly when they (future workers) are concerned with certain companies such as :

i) SONATRACH :

This petroleum industry is supervised by the Americans with whom trade and commercial relations are developed. Apart from the U.S.A, European and Asian businessmen who do not speak French, have also contacts with SONATRACH.

Other enterprises may require a knowledge of the English language, as EDIPAL which is developing international trade exchanges. There is, also, ENIEM, which is in partnership with Swedes, where English is becoming more and more used in different contexts, to achieve different purposes.

ii) Banks :

A knowledge of English is a must to accomplish successfully the job. Here again, the banker may be involved in different types of situations of language use such as :

- Reading and understanding international financial contracts.
- Writing reports for financial purposes.
- Attending official talks with foreign and international companies and banks such as the I.M.F.

iii) The Tourist Industry :

A graduate in Economics may also be concerned with the Tourist Industry as hotels, travel agencies, and so on, where he will develop different types of contacts either in his

country as in the case of communicating with tourists or outside the country where he may develop different contacts with his colleagues at the international level.

iv) Other Areas :

With the launching of the policy of free enterprise, different possibilities for work are opened with the private sector expansion. The latter is gaining an increasing power in the economy of the country, thanks to the wide trade relations developed with countries all over the world. Therefore, the sector requires staff with a knowledge of English in order to be able to accomplish trade transactions.

Bearing in mind the fact that the target situation is long-awaited because of the difficulties job searching causes, the target situations offer, generally, a simultaneous ESP training. The content of this training is based on the knowledge of the foreign language (English) acquired during the tertiary stage.

The different situations mentioned above (either academic or occupational) will involve the language user in different environments and circumstances of language use within different social roles.

3.2.2. The Setting of Language Use

On the basis of the characteristics of the target situation, a list of settings of language use can be selected according to three essential criteria : physical factor, the human factor, and the linguistic factor.

i) **The Physical Factor :** It involves the different physical environments where the language will be used. At a primary stage (during the learning process), language use is limited to the classroom, but everyday life will certainly involve a variety of settings depending on whether the use is occupationally or academically-oriented.

a- In EOP Cases

A long list of environments may be identified in these cases. Nevertheless the most frequent types of settings can be as follows :

. Office	. Factory
. Reception	. Bank
. Restaurant	. Money exchange office
. A conference room	. Airport

Means of transport can also act as physical settings. In, business requirements, businessmen can discuss some clauses of contracts in their cars, in a plane, etc to save time.

b- In EAP Cases

The setting in Academic conditions can be limited to :

- The classroom.
- The conference rooms.
- The library where the learner finds the needed literature for his researches or studies. This activity can also occur at home in a personal home study.

The Algerian learner can find himself in the mentioned environments either in his country or in a foreign country where he pursues higher studies.

ii) The Human Factor :

It may vary considerably. It can essentially be summarised in what follows :

- Alone : as in the case of a personal work in English, producing a report ; reading books, magazines, reports, and so on.
- With members of a meeting either for occupational or academic purposes as in :

- a - A demonstration of any work done either for study or to show benefits of an affair for professional purposes
- b - Using means of communication such as a telephone or a Fax machine.
- c - A face-to-face communication.

iii) The Linguistic Factor :

The language use may occur essentially in the three following situations :

- a) A foreign country where English is a native language. For example SONATRACH staff use English during visits to the U.S.A. because of trade relations with country.
- b) A foreign country where English is not a native language (second or foreign language) as in the case of trade relations with Japan, African countries, Sweden, and so on.
- c) Inside the country as in the case of foreigners' visits to achieve either occupational or academic purposes.

3.2.3. The Four Skills

English is used in different areas to achieve different business and economic purposes (see 3.2.1). The user of the language will be involved with the four skills of the language.

- a) Speaking : The economist needs to be able to negotiate contracts, give oral reports, talk to visitors, participate in conferences, and so on.
- b) Writing : Examples of the practice of the writing skill are : writing books, summaries, reports of personal experiments, taking notes, writing business reports, advertisements, and so on.

c) Reading : The businessman will read and understand different trade conventions and reports in banks and national companies.

The students need English to use the literature essential to pursue higher studies.

d) Listening : The English user will certainly need the ability to listen and understand the language either for occupational or academics purposes.

3.2.4. Identification of Social Roles

The different situations of language use will also engender a variety of social roles. The language user is going to be in contact with different types of persons with whom he has, or will have, different types of relations. Examples of these can be summarised in the following table :

Purpose of English language use	Type of social role	Examples
EOP	-Stranger / Stranger -Acquaintances	Partners in commerce affairs
EAP	-Stranger / Stranger -Acquaintances	Teachers / learners relations

Table 3.1 : Identification of Social Roles

In occupational purposes, the language user will be involved in language use with foreigners using any of the media of communication (telephone, formal business letters, Internet, Fax and so on). The relation between the partners is a stranger to stranger pattern. The foreigners can either be native speakers, as is the case between SONATRACH economists and their American partners ; or non-native language speakers as is the case of (other) countries where English is a foreign language (Germany - Japan - Spain ...).

Whereas in academic English language use, the social role can also be identified as being that of stranger-to-stranger mode. The relationship between the partners of the communication act is not of the same type as in the previous case. An example of this social role is the relation of a teacher with his student.

Finally, we can mention the fact that the student may find himself in a communication situation which will involve him in a sender / receiver situation. The amount of language use will be determined by the purpose of the interlocutors, the relation between the partners (student / student or teacher / student), the level of language knowledge of the receiver or the sender who are experts in the topic area (business or economics), but not necessarily in the language use (native vs. non native).

3.3. DATA ANALYSIS

Data collection has involved students in order to determine their needs as a whole and their attitudes towards the learning situation and teachers in order to collect their attitudes towards the learners, the learning situation and their role in course conduct (see 2.4).

3.3.1. Class Observation

Important information has been collected through class observation. The purpose is to see how the procedures are going on in the field itself. The aim of such a choice is to confirm certain assumptions about students' knowledge of the language, in other words, to make the point on students' lacks in the learning situation, in addition to their attitudes toward the learning situation.

The number of students in the group was forty five (45), but only thirty (30) were under observation (i.e. those who were present during the eight-week experiment). The collected information can be summarised in what follows.

i) Students Attitudes vis-a-vis the Learning Situation :

The attitudes toward the English course were generally negative. It was the reaction of 83,34 % of the students. These attitudes are summarised in the following table :

Sex \ Attitudes	Negative	Positive
Male	66,67 %	6,66 %
Female	16,67 %	10 %
Total	83,34	16,66

Table 3.2 : Percentage of Students' Attitudes to the ESP Course

Two reasons, essentially, were put forward to justify the negative attitudes.

- a- Course Content : Focus was put on translating vocabulary into French. The learned English term is soon forgotten, since there is no further practice of the new words.
- b- Teachers' Attitude : Students claimed, that the teacher himself seemed to be uninterested by the English course. This opinion was also underlined by students who had positive attitudes to the English course.

ii) Students' Lacks :

The units of the syllabus are based on the provision of economic jargon which concerns general economics mostly, whereas, it was noted that students need an effective knowledge of the language in the following areas :

a) **Grammar** : Most students present different grammatical lacks such as misuse of tenses, bad distinction in terms of gender. Example :

* 'In the past, Labour is...'

b) **Sentence Structure** : Lacks in sentence structure can be shown through the following example :

'The students were asked to answer a question about text concerning unemployment'.

After the study of the text, a question was first asked orally then written on the blackboard :

« What are the kinds of unemployment ? »

After a long period a student answered :

« Two : Frictional and seasonal. »

The answers to the questions were all given in the same short form pattern as in the above example. Students are not encouraged to answer through full sentences.

Sentence structure is also problematic. Students do not distinguish for example between an interrogative sentence and an affirmative one.

c) **Vocabulary** : Besides the economic jargon, the students' knowledge in terms of some essential general English vocabulary is very limited. They often have recourse to the use of French and Arabic terms. Furthermore, the English terms are nearly always mispronounced.

d) **Language Functions** : These are completely neglected. The learners have no idea about how language functions. The only case used is the definition of some concepts.]

* erroneous sentence

e) **Language Skills** : Students do not easily grasp the meaning of the oral sentences given as in the example above (b), where the teacher had to write the question on the black board. This implies a lack in terms of listening comprehension.

Reading is also performed with some difficulty. In other words, students find it difficult to comprehend a reading text because of the absence of teacher's guidance.

Speaking is the skill that makes the learners feel totally uncomfortable they are not able to express themselves orally using English words. The same thing could be said about the practice of the writing skill. Learners find great difficulty in producing the simplest forms of essay.

iii) Course Content and Conduct :

Despite the students' weaknesses in the different domains of language knowledge, the courses continue to be presented in the same way without an attempt at introducing some remedies or innovations.

The teachers' intervention to correct some of the mistakes is limited to an oral correction or to the spelling of some vocabulary items on the blackboard. On the other hand, this type of intervention / correction occurs frequently. The students' intervention in the course is limited to some questions about the text with the type of mistakes mentioned above (see ii). By the end of each class, they are asked to learn the studied text by heart.

3.3.2. Student's Interviews

For triangulation purposes, an interview was also conducted. The number of students interviewed was twenty-eight (28). These were 21 male students and 7 female students. They were asked either individually or in-group (of 2 to 5 students).

Question 1: reasons of learning English

The answers obtained are summarised in what follows :

20 Students have answered that it is part of the curriculum.

03 Students : to go abroad.

03 Students : to pursue further their studies.

02 Students : to have a knowledge of economic jargon.

Question 2 : students' opinion about a possible need of English for occupation.

The answers were unanimous : « Nothing is clear for the moment » i.e. none of the students was sure to find an occupation.

Question 3 : students' enjoyment of the English course.

The reaction was totally negative to this question. The claim was that nothing was done to make them like what they were taught.

Question 4 : in this question, students were asked to evaluate themselves.

The answers are shown in the following table :

Level	Advanced	Intermediate	Beginners
Sex			
Male	-	3	18
Female	-	5	2

Table 3.3 : Students Self-Evaluation.

None of the students are at an advanced level of English. The table shows that the majority of them consider themselves as beginners. Only a slight number are at an intermediate level. Whereas the opposite stands for female learners who show more interest to the ESP courses.

Question 5 : nearly all the students have pointed at the same type of difficulties. These are summarised as follows :

- a) Grammar which they generally find difficult.
- b) Vocabulary : where the words elude them when they try to express themselves.
- c) Sentence construction and word order : how to ask a question and so on.

Questions 6 and 7 : dealt with students' opinion about their courses.

The majority of students have replied at first that the lesson seems to be understandable in terms of the meaning of the concepts that are presented to them. But the problem is that it is soon forgotten since the learned items are not often practised.

The other problem is that the lessons are always of the same pattern with the same type of exercises. This makes them tedious and boring.

Question 8 : dealt with students' suggestions concerning the syllabus content they would like to have in order to arouse their interest in the English language course, i.e. elements they feel useful for a successful English teaching process. Students have given the following suggestions :

- Select themes that are familiar to them, that is to say themes they are taught within other fields of knowledge (economic themes).
- Allow them to learn basic language knowledge where they feel the lack, mainly grammar.
- Introduce some basic general English vocabulary.

- Provide teaching materials that may constitute a teaching aid for the success of the ESP teaching situation, such as providing textbooks that may allow students' personal practice.
- The chosen content should be introduced gradually according to students' level. Gradually make the learners come to contact with English that exists in the target situations. In other words, try to create real language use situations, through simulations and role-plays.

Some students have also suggested some intervention on the part of subject specialists in order to help language teachers understand the economic jargon.

Question 9 : it was about the speciality the students would like to go through in the third year.

60 % of the students wished to study finance in the third year ; the rest (40 %) wanted to study management, but the problem is that the choice does not depend on them, it is the Jury who imposes the specialisation according to their results.

3.3.3. Teacher's Interviews

Data collected throughout the teachers' interviews was identified and analysed according to the rubrics mentioned in 2.4.3. (ii).

Questions 1, 2, and 3 : were about the students' background, general attitudes, and motivation about the learning situation.

All the teachers agreed that in general, students are to be considered as beginners with some rare exceptions. Their motivation is neither extrinsic nor intrinsic therefore their attitude to language learning remains negative.

The reasons they have put forward concern the environment, which is not appropriate for the success of the language learning situation mainly the teaching environment where, for example, subject specialists do not make any effort to show the usefulness of English for achieving specific purposes.

In a mixed class consisting of a percentage of 65 % of male students and 35 % of female students, the level of motivation is as follows :

Level of motivation	Sex	
	Male	Female
High	1 %	5 %
Intermediate	3 %	10 %
Low	61 %	20 %

Table 3.4 : Levels of Motivation

Questions 4 to 6 : were about the existing teaching aids.

The answers were almost unanimous : the Institution does not provide either syllabuses or teaching materials for the ESP learning situation. The teachers have replied that they have generally recourse to some already prepared materials taken from different sources. One of these is Economics and English (Benmoussat, 1993). In other cases, they try to prepare materials that suit the students' level on the basis of already written texts.

Questions 7 to 9 : dealt with the selection of course content.

i) In Terms of Skills :

Generally speaking, the teachers prefer to focus on the reading skill since it is the only way to make the learners practise English (text comprehension and pronunciation).

Listening and speaking skills are integrated in a limited way. This integration is restricted to their practice during the reading comprehension phase of the text under study, whereas as writing is rarely practised because of 'the inability of students to produce a piece of writing'.

(ii) In Terms of Course Content :

Generally, all the teachers agree on the presentation of the same type of content. The lectures focus mainly on the explanation of the economic jargon present in the text under study (see i) above. The teacher explains essential vocabulary, the students repeat, and then try to put some of the studied terms in simple sentences of their own.

The choice of the themes of texts is gradual ; that is to say, from concepts of general economics (as Labour - Wealth - Goods...) towards more specific concepts (Activities and Wants - I.M.F...). These texts focus on the definition of the themes under study.

Question 10 : dealt with the problems faced in the teaching situation.

The answers were almost unanimous. All of the teachers have underlined what follows :

- The absence of a language syllabus.
- The lack of suitable teaching materials.
- The differing levels of students knowledge of the language with the dominance of lower level.
- The interference of first and second languages (Arabic and French) with English.
- The negative attitude of the students towards the language learning situation.
- The large number of students in the group (class).
- The insufficient number of hours allocated to the English course.

- A lack of knowledge in the field of economics on their part, in addition to the lack of co-operation between language teachers and subject specialists.

They have added that the existence of the mentioned problems creates a lack of motivation on their part.

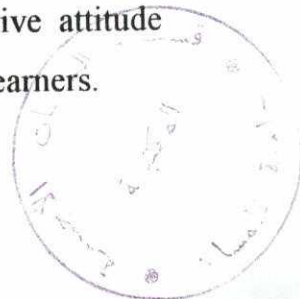
To sum up, the following problems can be mentioned ; primarily, there is the absence of a syllabus to provide a plan of graded ESP courses ; then the lack of suitable teaching materials which constitute an essential tool to guide the teachers.

The collaboration of subject specialists represents the remedy for the lack of economic jargon ; on the other hand, it helps the selection of the themes to be taught in the ESP course.

[The students' different knowledge is a major problem in course and syllabus planning. The fact that the students come from different learning environments, « Lycée d'Enseignement Général » and « Lycée Technique », where they are supposed to have acquired basic language knowledge, makes this difference. This will make the choice of course and syllabus content, difficult to accomplish, if one would like to satisfy the needs of all.

Large classes make the task of the teacher difficult to accomplish : an ESP situation requires careful attention to the needs of each student, but if we consider classes made up of more than forty students, this will be difficult, if not impossible to accomplish.

Finally, the subject specialists' encouragement to English language use may develop the students' awareness about the usefulness of English language learning. Finding solutions for the mentioned problems will help the development of a positive attitude towards the language learning situation on the part of both the teacher and the learners.



Question 11 : teachers' suggestions to improve the ESP teaching situation.

In order to improve the ESP learning situation, the teachers have given a set of suggestions that concern the different areas of the language learning context. These are summarised through the following headings :

i) Syllabus Design and Course Selection :

- To have a design based first of all on the students' learning needs.
- To develop an awareness of the language in the other fields of knowledge (the rest of the modules of the curriculum). For this reason, the language teachers have to work hand in hand with subject specialists.

- To provide suitable teaching materials ; text books or any suitable source which makes teaching easier, and encourages language practice.

- To allow the students to have contact with samples from the target language.

ii) The General Teaching Situation :

The teachers' suggestions were almost identical. They all agreed on what follows :

- Additional hours are needed for the language course.
- Division of the class into smaller groups for a better control of class performance.
- Provision of an in-service training for ESP teachers.]

3.4. COMMENTARY ON THE MAIN RESULTS

Classroom observations and the interviews have allowed the investigator to collect an important amount of data. On the basis of the requirements of the target situation (see 3.2),

the analysis of this data will permit the elaboration of a taxonomy of students' needs, and therefore determine the content of the English course.

The data had allowed us, on the one hand, to point at the students' low level of motivation and negative attitude towards language learning in an environment, which does not encourage the contact with the English language.

On the other hand, the students observed, lack an important amount of English language knowledge : grammar, vocabulary, sentence structure, and so on. One can also note an absence of both accuracy and fluency in writing and speaking.

Moreover, the lessons of the syllabus do not provide a remedy for the learners' lacks, since the needed skills and language knowledge are absent from content. Furthermore, the presented themes are a matter of general economics. They do not consider all the following years where students will move to specialisation years, this was pointed at also by students who found interesting the fact of considering their opinion in terms of the choice of syllabus and course contents. This has made us think that such a behaviour may encourage the development of motivation and positive attitudes towards the learning situation.

3.4.1. Learner's Lacks

After the analysis of the different areas of language use in real-life situations by considering the question : which type of language abilities the learner will need to have in order to cope with the target situation, developing on whether he will be involved in EOP or EAP situations ?

Hence, it is now necessary to consider the gap that exists between the learners present knowledge and the requirements of the target situation in order to determine their language

lacks. The adopted process for this step has been referred to as **deficiency analysis** (West 1993). It is the process through which the learners' present needs and wants are taken into account.

On the basis of the collected data, it has been noted that, generally speaking, the students knowledge was limited, and a number of lacks has been pointed at through a description of the type of learners' errors noted through class observation, teacher's interviews, and students' interviews where the learner's evaluation was an essential part. All the information collected has been studied and selected according to the type of errors made by the students. These lacks are essentially of a linguistic nature.]

Making use of the fact that English is a foreign language, the description of errors has been made through a process of contrastive analysis since error analysis is first a comparative process (Corder, 1973). It is necessary to explain what is meant by contrastive analysis in order to understand what has been done throughout lacks identification. Contrastive analysis is based on the comparison of the characteristics of two or more languages. It took the position that a learner's first language interferes with his / her acquisition of a second language and that it therefore comprises the major obstacle to successful mastery of a new language (Corder, 1973).

[Therefore, the analysis of the deficiencies will rely on the result of a negative transfer of words, expressions, and grammatical rules from one language to another (Brown, 1993). The determined lacks occur therefore at different levels. These are : vocabulary, grammar, phonology and language skills.

E a- Vocabulary

It has been noted that the observed students lack an important amount of vocabulary both in terms of general English, i.e. basic language knowledge, and technical vocabulary i.e. the economic jargon.

These lacks are summarised as follows :

1) Negative transfer occurs quite often. This transfer comes from French (even though the learners are Arabophone).

As it is known, that cognates, or words sharing the same characteristics such as spelling, do exist between French and English as the following words : resources, organisation, finance, production, and so forth. For this reason, the learners have often recourse to the transfer of words from French as an essential learning strategy. The problem is that the learners tend to generalise the use of the rule of cognates to the use of French words, which do not have any meaning in the English language.

Besides, these French utterances are often used to remedy the lack of knowledge in English. In other words, when the English word is missed, the students use its equivalent in French. In some cases, Arabic words are used to ask for their equivalent in English.

Nevertheless the use of Arabic is very rare. Two cases of this language transfer cannot be considered as negative : the first is the one that has already been mentioned (real cognates), and the second one is that when the meaning of any utterance has been understood by the learner, he automatically associates it with its meaning in Arabic.

2) The second negative point is due to the effect of rote learning of the texts being studied : this results in the memorisation of some lexicon without comprehension. The learned utterances will certainly be wrongly used.

b- Phonology :

It has been remarked that the learners encounter major problems at the level of phonology. Relying on their knowledge of Arabic and French, the learners may experience a negative transfer at the phonological level. The exception occurs for the words that are of a quite common use. Errors do not occur in the use of consonants as often as is the case of vowels, since the greatest number of sounds is shared with the French consonantal system. The errors may occur, nevertheless, in the case of the use of some consonants such as [θ], [ð], [ʃ], [tʃ], Examples are given in the following table :

Examples of Words	The Wrong Pronunciation	The Right Pronunciation
Third	t ɜ: d	θ ɜ: d
Cheap	ʃ i: p	tʃ i: p
General	ʒ e n e r ə l	dʒ e n ə r ə l

Table 3.5 : Students Variants of Consonants

The students may confuse between the [θ] and [ð]. Again exceptions may occur in some cases

When reading full sentences or paragraphs, the influence of Arabic is noticeable in terms of the use of stress and intonation. That is to say, when reading a sentence, for example, the learners behaved, in terms of stress and intonation, as if they were reading a sentence in Arabic.

e.g. : Economists plan the economy of the country.

c- Grammar :

Lacks are also met within the grammatical knowledge of the learners. In grammar, interference of L1 and L2 languages is also noted (Arabic vs. French). Indeed, the learners transfer the grammatical knowledge of Arabic and / or French languages to the English language. The different interferences are found in the following areas : tenses, sentence construction (word order), use of auxiliaries in interrogative and negative forms and so forth. This type of errors was noted during data collection ; but at a later stage, teachers were asked to provide the investigator with some examination papers of the learners, in which the results obtained previously have been confirmed.

i) Tenses :

The students find difficulties in the use of the different tenses such as :

- The use of the simple past especially in the case of the distinction between regular and irregular verbs.
- The present simple mainly in terms of third person singular. In this case the learners may also use the {s} to mark the plural (interference with French where the {s} is used as a plural marker).

The complex tenses are somehow neglected. The students hardly differentiate between the areas of use of these tenses as in :

- The present perfect vs past perfect (where the distinction between regular and irregular verbs is hardly done).
- The present continuous and the future tenses.

ii) Sentence Construction :

Different types of errors have been identified in this area :

A- Word Order :

Errors occur frequently in word order, i.e. the use of subject, verb, and complement as in what follows :

- Students often produce sentences where an element of the sentence is missing, for example :

a- The subject, mainly when it is not human.

b- The verb, mainly in cases of complex tenses where the students will use either the auxiliary or the participle.

e.g. : * The factory has private

or * The factory become private

instead of the factory has become private.

c- The complement is neglected during sentence production mainly when the sentence is an answer to a given question, or sentences which require more than one complement.

B- The Use of Auxiliaries :

The copulas 'do' 'does', 'did' of the interrogative and negative forms are not used by learners since the equivalents of these do not exist in Arabic and in French. The interference with these languages is noted in the following examples :

- Arabic interference : the learner may use the following sentence to ask a question :

* Is Labour refers to productive services ?

(هل العمل يعني إنتاج الخدمات ؟)

instead of does Labour refer to productive services ?

or for a negative sentence

e.g. : * The industrialist not intends to build the factory.

- French interference : The learner may say :

* Is the company sells milk ?

(est-ce que la société vend du lait ?).

Instead of does the company sell milk ?

* erroneous sentence

Since such questions in French are asked either with the auxiliary « être » or the auxiliary « avoir », the auxiliary 'to be' is often used by students as an equivalent. As, for negative sentences, one note, the interference with both French and Arabic. The learners use the following sentence :

*Factories use not raw materials.

French equivalent : Les usines n'utilisent pas les matières premières.

instead of factories do not use raw materials.

not is used as an equivalent of 'pas'.

or : Factories not use raw materials

المعامل لم تستعمل المواد الأولية

not is used an equivalent of 'لم'.

C- The Use of the Pronoun as a Second Subject :

Due to the interference with Arabic, the learners often use the pronoun after the noun it belongs to ; this occurs because of the translation from Arabic as in the following sentence :

* J. Keynes he was a famous economist.

ج. كينز هو إقتصادي مشهور

D- The Use of Relative Pronouns :

During their language use, the learners do not distinguish between the pronoun that forms clauses as : Which, Who, What, Where, When, etc the learners do not know the role of each pronoun.

* erroneous sentence

E- Other Lacks :

In addition to what has been mentioned earlier, other negative points have been noted. These are grouped in what follows :

By the end of the lesson, the learners were not able to provide any type of output. The only type of personal production provided was a repetition of what they had been learning, and they only did so ? When they were asked to learn the text or part of it by heart ; then, these texts were recited in class.

The content of courses is somehow limited. They are built up in the following way : a given theme is introduced in the form of a text. The teacher explains the text orally, using generally the French language, and sometimes Arabic, but never English. The teacher explains some key words of the text, using again the French language, and finally the learners are asked to translate the text into French. Then the text is learnt by heart as mentioned above.

3.4.2. Students Wants and Expectations

As it has been previously mentioned (see p. 66), the students do not agree on the type of course content presented to them. They feel that they are not learning English. They are aware of their level as beginners.

On the one hand they expect lectures which :

- Involve activities, which remedy their lacks.
- Vary the activities to maintain their interest.
- Involve a piece of real-life English.

On the other hand, they want to participate in the learning process by choosing what they will be learning (for example in terms of themes) ; then to be allowed more presence in courses instead of being considered as beginners for whom there is nothing to be done.

3.5. CONCLUSION

[In the light of the present chapter, the students' needs as well as the pedagogical problems of the teaching situation have been noticed first by means of interviews designed for both teachers and students where the same type of information has been sought.] The aim of data collection is to be able to detect different views about the elements affecting the teaching situation either positively or negatively. This was preceded by different sessions of class observation where the notes taken were confirmed during the interviews. Visits to the target areas have also been made in order to define the areas of language use, in other words the target needs.

From the data collected, it becomes clear that the learning situation suffers from a number of problems, which are to a great extent responsible for students' failure. From this failure, it becomes clear that the students present important lacks mainly if one considers the requirements of the target situation. It will therefore become necessary to remedy these lacks and problems in order to try to save the ESP learning situation.

The following chapter carries on different suggestions to try to solve the problem area.

CHAPTER FOUR

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CHAPTER FOUR

Recommendations and Suggestions

4.1. INTRODUCTION

The present chapter will be exclusively devoted to some recommendations in order to try to suggest ways to solve the problems of the learning situation identified in the previous chapter.

Suggestions concerning the teaching of the language will be put forward first, then the investigator will attempt to design suitable sample units adequate for finding a remedy to students' lacks in order to enable them at later stages to perform the skills required in an ESP situation.

Further recommendations about teacher training and the teacher's role in creating a successful ESP situation will be mentioned, since it is up to him to lead his class either to success or to failure.

4.2. A REVIEW OF LANGUAGE LEARNING OBJECTIVES

Before moving to the suggestions for a plan of courses of our situation, it would be interesting to make a review of language learning objectives, in other words trace the objectives of the syllabus and therefore the courses that will be designed. These objectives will provide a path towards language knowledge for the learner, and will enable him to use the language effectively.

During the design of suitable units for second year graduate students, it is useful to note what follows :

- Training for an ESP situation will last four years (see 2.3 p. 41).
- Language use in real-life situation will not be immediate.
- In the target situation, English users are provided with a training relying on their previous language background.
- Students, by the end of their training, must be able to communicate for academic and occupational purposes.

The learners present an important number of lacks (see chapter 3). These lacks are the basis on which syllabus and course contents are built up. These courses will be presented as units made up of different types of activities introduced within selected themes.

4.3. SUGGESTIONS

In order to try to improve the ESP teaching situation, the investigator will try to provide a series of recommendations to improve the syllabus and course content.

4.3.1. Curriculum Review

For a successful ESP situation one has to consider the whole language curricula at different levels. The designers have to try to bridge the gap between primary language curricula (Middle and Secondary Schools) and the university language programmes. Students of Economics come from different language environments essentially technical schools and general schools. Each provides a given type of knowledge, with huge gaps between the curricula designed for both. These students have now found themselves in a completely different language environment where another type of English language curriculum is provided. For this reason, learners have to be made familiar with the type of

discourse required by ESP situations (at the level of university training). Aims and objectives of the English language learning situation have to be determined with a co-operation of both the Ministry of Education and the Ministry of Higher Education and Scientific Research.

4.3.2. The Syllabus

It has been claimed that ESP syllabuses have to be communicatively based (see chapter 1). This does not mean that the teaching of grammar should to be neglected, it is claimed that it should be introduced through the teaching of functions. But if learners' lacks and wants are to be considered, in addition to their attitudes vis-à-vis the learning situation, and the status of English, the investigator believes that it is necessary to introduce some structurally-based items. The teaching of these items will encourage a conscious learning of the rule. The awareness of the rule (through conscious learning) prevents negative transfer and supplies a retrievable knowledge to be used for the communicative act. It is up to the teacher to judge whether the items should be taught inductively or deductively.

4.3.3. Designing a Course

i) Themes :

The choice of the themes is of paramount importance in the learning process. It determines what is going to be learnt based on learner's field of knowledge (economics). The right choice will maintain learner's interest to the language course. That is why it is necessary to select themes that belong to students, specialism or themes chosen by the learners themselves (learners wants).

The themes selected for study have to be graded from themes of general Economics that may, for example, concern the definitions of some basic concepts in Economics as Labour, Demand and Supply towards specific themes of Economics as Debt, International

Trade, bearing in mind that second year of graduation represents the end of common-core teaching. Students will then proceed to specialisation years : Finance or Management at the Institute of Tlemcen.

ii) Texts Selection :

The themes selected to be the subject matter of the units will be introduced throughout different types of texts. The level of difficulty of the chosen texts needs to be graded from one step of the unit to the other. In other words, the investigator recommends the introduction of two distinct texts in the Unit. The first text aims at the presentation of the theme or the concept, which will be studied. This can be done during the step of Listening Comprehension. The second text will go deeper into the studied theme with a level of difficulty slightly higher than the first, i.e. it should contain what was present in text A with additional information as the introduction of new vocabulary, and functions.

It is also necessary to introduce authentic texts extracted from authentic materials as newspapers, economics magazines in order to familiarise students with the target language. These texts may have a role in raising the learner's motivation.

Throughout the introduction of the texts, it is necessary to encourage the practice of the reading skill as one of the most efficient ways to acquire a knowledge of the language. The texts have to be exploited in order to be able to understand every part of it then the different language items have to be explained through the different types of activities. The choice of these will be explained in the next point.

iii) Language Activities :

Before determining the different language activities, it is necessary to consider students' lacks which also join their wants when the former have been asked to evaluate themselves. The selected types of activities must recover and remedy students' weaknesses and at the same time meet the requirements of the target situation.

In the situations described (see chapter 3), the target situation required a knowledge of the four skills, i.e. an ability to listen, to read, to write and to speak using the foreign language. These skills have to be developed throughout language activities. Their level of difficulty is to be graded. In addition, the learners should not be limited to the same activities in order not to be bored by the course itself. The activities will appear under the following headings :

a) Listening Comprehension

Listening Comprehension represents an introduction to the theme. It will provide initial tasks in the unit. It is preceded by a warm-up activity where the teacher tries to make the learners familiar with the main theme of the Unit, he may allow the learners to speak freely even using L₁ (Arabic) or L₂ (French). At the same time, the teacher tries to introduce English terms. Listening comprehension consists of the presentation of a simple text whose aim is to define the theme under study. Even characterised by its simplicity, the listening text has to be presented carefully through a step by step reading. By the end of each step, the teacher explains the presented passage. He will highlight the key items.

Different types of activities can be planned accordingly in order to test the level of text comprehension. These activities can be :

- To seek given information to fill in tables.
- To choose True from False statements.
- To select text title.
- To deal with vocabulary exercises.

It is interesting to integrate the listening skill within other skills as speaking or reading in subsequent units in order not to accustom learners to have it as a skill on its own since the case is not so in real-life situations.

b- Reading Comprehension

The lesson starts with a warm-up activity where a review of the information acquired through the listening passage is encouraged.

The type of texts chosen for Reading Comprehension must be varied ; as a first step, texts of pedagogical purposes have to be selected since these might be characterised by their simplicity - if the learners' level is to be considered - . These texts will encourage linguistic consolidation. Pieces of authentic language are to be introduced gradually throughout the units.

After the warm-up staff, different activities can be introduced. These will explore the text with all its peculiarities, and will help text comprehension.

The text will be read by the teacher. Each reading will be followed by learners' readings. The step by step reading will enable the learners to listen more carefully to word pronunciation. If necessary the teacher may read the same passage more than once. Such a reading can be followed by an attempt at oral text comprehension through oral class discussion passage. The teacher may have recourse to the use of Arabic or French, if necessary.

The following activities will have as an aim the comprehension of the text being read. The proposed activities might be :

- Questions of comprehension (words from the text).
- Questions of comprehension (Students' own words).
- Further comprehension activities as :
 - Filling in the blanks.
 - Choice of correct statements (True / False activity).
 - Diagram drawing.
 - Filling in work-sheets as tables...

c) Word Study

The students have till this point been acquiring some vocabulary. This acquisition has to be made concrete through activities that enable word study. The activities will encourage the acquisition of general vocabulary, related vocabulary (vocabulary connected to the theme under study) and technical vocabulary.

The activities can take the following forms :

- Check the meaning of items.
- Word relation-ships.
- Sentence construction with the studied words.

With the text in hand, the learners deal with each exercise on its own. By the end of each activity correction is made on the blackboard.

d) Grammar

Even though the ESP course has to be communicatively based, it is essential to introduce grammar lectures based on rule internalisation because of learner's lacks in this area, such as :

- The teaching of tenses of common use like : the simple present, the simple past, the present perfect, the future, the present continuous.
- The passive voice.
- Sentence construction (Affirmative sentences, Negative sentences, Interrogative sentences).

The grammar lectures can be taught either inductively (the general rule is given from particular examples) or deductively (particular cases are deduced from a general rule) depending on learners' learning styles. Through grammar activities, the investigator will try to exploit the text being read or being listened to. Students will have to deal with the

different proposed activities. By the end of each activity, correction is presented on the blackboard where the teacher reinforces rule comprehension.

e) Language Use

Once the learners have had a consolidation of their language background (usage), it is necessary to introduce language use, i.e. language functions, since the study of functions will introduce the learners into an area of communicative language.

The taught functions are being based on what the reading comprehension text provides. If necessary, the listening text can also be exploited.

The functions planned in the year programme have to be graded according to whether they are simple or complicated. There is also the fact that we can integrate the teaching of more than one function by the end of text book units of the syllabus.

Examples of language functions that can be introduced during the teaching programme can be enumerated as follows :

- Defining
- Reporting { Describing
- Narrating
- Asking
- Complaining
- Expressing agreement / disagreement
- Inquiring
- Offering to do something
- Expressing possibility
- Expressing capability / incapability

- Expressing deduction
- Expressing obligation
- Expressing hope
- Expressing satisfaction
- Expressing disappointment
- Expressing preference
- Expressing intention
- Expressing desires / wants

The prescribed activities exploit the text and therefore reinforce text comprehension.

One should not also forget the teaching of notions, which reflect the nature of language. In other words, it is the piece of language, which refers to a given communicative concept. At this level, it is suggested here a set of notions that need to be introduced throughout the classes. These are general notions that need to be recycled so that the learner can handle language functions. Examples of those notions can be listed as follows :

- Existence / non-existence
- Possibility / impossibility
- Location
- Point of time
- Length of time
- Commencement
- Cessation
- Value / price
- Quality

f- Language Output

The final activities are to encourage language output, i.e. the personal production of learners. The speaking skill can be integrated at this stage since its introduction as a skill on its own during the first years may inhibit the learning process.

Language output may also be encouraged through the writing skill, where students are gradually introduced to the different forms of writing. But since the learners are considered as beginners, we should only aim at initial introductions to the different forms of writing. Students can be asked to produce simple essays using simple sentences, fill in tables, make simple comments and so on. This can be done with the teacher's support and guidance.

Task-solving activities can also be proposed as a form of practice output. Examples of these can be filling in worksheets, individual research concerning a given area in a real life situation ; the study of real life data, and so forth.

Nevertheless, the different activities should be varied in order to avoid boring lectures, which involve the learners into a series of mechanical habits.

4.4. OTHER SUGGESTIONS

Designing suitable courses is not enough for a successful ESP situation. The role of the teacher and his training should not be denied.

4.4.1. Teacher Training

Since, it is advisable to speak about two essential sides of teacher training.

On the one hand, the teacher is dealing with T.E.F.L. He must, therefore, be made aware of his qualities as a teacher of a foreign language, in order to emphasise his attention on his classroom management for an effective language learning. His training must include the different sciences involved in T.E.F.L as Pedagogy, Linguistics, Sociology, Psychology, teaching methodology and techniques and so on (Miliani 1993).

Second, one must consider teacher training in terms of ESP teaching more precisely teaching Economic and Business English (E.B.E). For this, the teacher needs to have an important knowledge of the language he is teaching (namely E.B.E). Subject specialists' help is the best way for such a type of training. On the other hand, teachers must be made aware of the existence of different needs of the learners. The analysis of those needs provides a great help for syllabus designers.

4.4.2. The Teachers' Role

The teacher is considered as the manager of his class. It is up to him to facilitate learning. Having a considerable knowledge of English is not enough to be an effective teacher. Besides a pedagogical knowledge, he must act as a sociologist and a psychologist at the same time in order to manage the small society he is concerned with.

It is also necessary for the teacher to gain students' confidence. For this, he must show respect for his students' opinions and ideas, and involve them in the learning process.

It is up to the teacher to develop language awareness in his class. In course management, he can give the aims of each lesson before its presentation. This will enable the learners to evaluate themselves by the end of the course or the lesson. Adopting positive attitudes towards the learners and the learning situation will enable the creation of a teacher / learner negotiation process and an enjoyable atmosphere in the class.

4.4.3. Further Recommendations

In addition to what has already been suggested, the investigator has allowed herself the possibility to add other types of suggestions. These can be listed in what follows :

a- With regard to the problems identified during the present analysis of the studied level, it is necessary to investigate the rest of the levels (first, third and fourth levels) and identify the different needs of the learners. Through such an investigation, it will be advisable to provide syllabuses and teaching materials that may guide the teacher and help the learners acquire the language.

b- The problem of time assigned for the English course (officially two hours) compared to the number of students in the group (more than forty students) needs to be reviewed. One can propose as a temporary solution the fact of allocating one hour of English to only twenty students. The long term solution is to ask for additional hours for the English course.

4.5. THE DESIGN OF SAMPLE UNITS

4.5.1. Sample Unit N°01

PART ONE : Listening Comprehension

The Concept of Demand and Supply

Text A :

By definition, demand refers to the amount of a good which buyers are able to buy at a given price. Needless to say that there is a close relationship between the demand for goods and services and their prices. If the selling price of a particular good goes up, the demand for it will fall, and the buyer will look for a substitute product. Whereas, we would expect that the lower the price the greater the demand, while 'supply' denotes the quantity of a commodity which sellers wish or plan to sell at a given price over a specific period of time. The supply of goods and services is closely related to the cost of production and taxes. These charges determine the general price level.

Economists have made use of the law of demand and supply in order to determine a perfect or imperfect working of the market forces. Two graphical representations are related to the working of the market forces. These are the demand curve and the supply curve.

(In Benmoussat, S. (1993) Economics and English ; OPU

Exercise 1 :

Listen carefully to your teacher and say whether the following statements are True (T) or False (F).

- 1- The market forces means the concept of Demand and Supply.
- 2- The demand for a product is high when its price is low.
- 3- The costs of production and taxes determine the demand for any good.
- 4- Supply is the quantity of goods sellers wish to sell at a given price.
- 5- Demand and Supply curves reflect the working of the market forces.

Exercise 2 :

A. Can you choose the right title for the text :

- 1- The Market Forces.
- 2- Definition of Demand and Supply.
- 3- The Product of Goods.

B. Listen to your teacher again and give a title to each paragraph.

Exercise 3 :

Listen to the text again and choose either A or B.

1- Demand is :

- A. Goods which buyers will look for.
B. The quantity of goods buyers are able to buy.

2- Demand for a product will fall :

- A. When the price becomes higher.
B. When the price becomes lower.

3- When the price of a good is high :

- A. Buyers will not buy any thing.
B. Buyers will look for a replacing product.

4- Supply is :

- A. The good buyers are looking for.
B. The good sellers wish to sell.

5- The working of the market forces :

- A. Determine the law of demand and supply.
B. Are determined by the law of demand and supply.

PART TWO : Reading Comprehension

Text B :

1) Although superficially different, the markets perform the same Economic function. They determine prices that ensure that the quantity people wish to buy equals the quantity people wish to sell. These prices guide the society in choosing what, how and for whom to purchase.

2) To understand this process more fully we require a model of a typical market. The essential features on which such a model must concentrate are demand, the behaviour of buyers, and supply the behaviour of sellers. It will then be possible to see how a market works in practice.

3) Demand is the quantity of goods buyers wish to purchase at each conceivable price. Thus, demand is not a particular quantity such as six bars of chocolate but rather a full description of the quantity of chocolate the buyer would purchase at each and every price which might be charged. The first column of table 1-1- shows a range of prices for bars of chocolate. The second column shows the quantities that might be demanded at these prices. Even when the chocolate is free, only a finite amount will be wanted. As the price of chocolate rises, the quantity demanded falls. We have assumed that when the price reaches £ 0,40 nobody will buy chocolate.

The Demand for and the Supply of Chocolate		
Price (£/bar)	Demand Mil bars/year	Supply mil bar/year
0,00	200	0
0,10	160	0
0,20	120	40
0,30	80	80
0,40	40	120
0,50	0	160
0,60	0	200
0,70	0	240

Table 1.1. The Demand and Supply of chocolate compared to the price

Supply is the quantity of goods sellers wish to sell at each conceivable price. Again, supply is not a particular quantity but a complete description of the quantity that sellers would like to sell at each and every possible price. The third column of the table shows how much chocolate sellers wish to sell at each price. Nobody would

wish to sell chocolate if they receive zero price ; and every time the price is higher there is a corresponding increase in the quantity of bars that would be supplied. It is profitable to produce chocolate. If the price is less than £ 0,20, there is no wish to supply chocolate.

4- Demand and Supply are represented by two graphical representations the demand curve and the supply curve. The former represents the quantities of goods, which the buyers wish to buy over a range of prices. The latter refers to the quantity of a good supplied to its price.

**From : Christopher S^t J Yates,
(1989) Economics ; Published by Cassel
publishers Ltd ; London.**

Exercise 1 :

Read the text carefully then answer to the following questions.

- 1- What do guide society in choosing what to buy ?
- 2- What are the two essential features that guide the market ?
- 3- What happens when the price rises ?
- 4- How do we represent Demand and Supply ?
- 5- What do they represent ?

Exercise 2 :

Read the text again, and say whether the following statements are True (T) or False (F). - Correct the False sentences.

- 1- Markets determine prices to create an equilibrium between what people wish to buy and what sellers wish to sell.
- 2- It is the commodities that guide the society to choose what to buy.
- 3- Supply shows the behaviour of buyers.
- 4- When the price of a commodity increases, the demand for it falls.
- 5- The supply curve shows the quantities of goods demanded according to the prices.

PART THREE : Vocabulary

Exercise 1 :

1- What are the words in the text for which the following synonyms could be substituted.

1- Role

2- Select

3- Buy

4- Characteristics

5- Acceptable

6- Paid

7- Increases

8- Decreases

9- Set

2- Use five of these words in sentences of your own.

Exercise 2 :

Look at paragraph -3-

Complete the following sentences using words from paragraph -3-

- 1- Would you believe it ? That the shop ----- me 100 DA for a bar of chocolate.
- 2- As there are so many people in the country, the number of cars required is -----
- 3- Although we could not prove it, we ----- the figures in table 1-1- were correct.
- 4- If people cannot sell a particular good, there is no ----- to produce it.
- 5- My friend wants to make a lot of money, so he is looking for a ----- business to take over.

PART FOUR : Language Functions -Language Use-

Exercise 1 :

- a.** Draw the demand curve on the basis of data given in table 1-1- (Text B).
b. Draw the supply curve on the basis of data given in the same table (Text B).
 - Now, together with your teacher try to comment the two curves.

Exercise 2 :

- a.** Draw the demand curve using the following data which represent the demand of sweets in relation to their prices :

Price per Kg	Quantity Demanded
10 _____	50
15 _____	45
20 _____	35
25 _____	30
30 _____	20
35 _____	10
40 _____	0

- Comment the demand curve

- b.** Draw the supply curve on the basis of these data (always related to sweets).

Price per Kg	Quantity Supplied
10 _____	10
15 _____	20
20 _____	30
25 _____	35
30 _____	40
35 _____	45
40 _____	50

- Comment the supply curve.

COMPARISON : Look at table 1-1 (in text B).

The demand for chocolate is higher than the supply when the price is £ 0,20.

→ We are comparing two things : the demand for chocolate and the supply of chocolate when the price is £ 0,20.

→ They are not the same.

Other words of Non Equivalence :

x is { greater. } than y | it shows
 { higher } | superiority

x is not as high as y

- There are not | as | many in x as in y
 | so |

- There are { much } money in A than in box B
 { fewer }

- This project is { more } interesting
 { less }

- Can you give examples of your own using comparison of non equivalence.

- Look that the second example now :

- Look at table 1-1- and the examine this sentence.

- The demand for chocolate is equal to the supply when the price is £ 0,30 → it shows equivalence

- Other words of comparison showing equivalence :

- as many as.

- x is identical to y.

- x is the same as y.

- x is the same price as y.

- Give examples of your own using these words.

- Further words of comparison :

- x is { the richest } in the country
 { the poorest }

- this is the { most } profitable investment
 { least }

Jordan, R.R, Nixon, F.I
(Language for Economics,
Collins ELT)

Exercise 1 :

Look at the following example.

The price of chocolate is **more expensive** than the price of sweets.

Now make a comparison using the words between brackets.

- 1- The first statistics are (important) the latter.
- 2- The supply of product is (high) when the prices increase.
- 3- The quantity of bread demanded is (the same) the supply.
- 4- When the prices charged are increasing, it is the (poor) who suffer.
- 5- The supply of films for TV is (low) last year.

Exercise 2 :

Look at the following comparison :

- The demand for milk and the demand for coffee.
- The demand for milk is **higher than** the demand for coffee.

Now compare what follows.

- 1- The demand for bread and the demand for flour.
- 2- The supply of cotton with the demand for it this year.
- 3- The written price and the price charged.
- 4- The individual business with group business (profitable).
- 5- The prices of chocolate and the prices of sweets.

PART FIVE : Structure Study : Grammar.

Look at the following examples.

- Markets / perform / the same economic function.
 s v c

- The price / guides / people in choosing what to buy.
 s v c

- Make sure that the following word order is used : S + V + C.

→ The sentences here are affirmative sentences.

- Negative Forms :

- Markets do not perform the same economic function.

- The price does not guide people in choosing what to buy.

- Interrogative Forms :

- **Do Markets Perform** the same economic function ?

- **Does the price guide** people in choosing what to buy ?

Exercise 1 :

Make complete sentences from what follows. -Put the verbs in the correct forms :

1-relation | quantity | the | curve | price | the | between | demand | and | (to show)

2-sellers | markets | between | relation | the | buyers | and | (to bring) |

3-product | demand | for | prices | the | (to affect) |

4-services | forces | the | of | supply | to | demand | market | the | and | goods | and | (to refer)

5-sellers | prices | profitable | (to look for) |

Exercise 2 :

Put the sentences of exercise 1 in the negative and interrogative forms.

PART SIX : Writing**Exercise 1 :**

- Make a list of products people have to buy for their everyday needs.

	Quantity demanded / supplied	The charged prices	The amount of demand / supply related to the prices
Demand			
1			
2			
3			
4			
Supply			
1			
2			
3			
4			

Exercise 2 :

- Look for data of demand and supply of any kind of commodity.
- Draw « the demand curve » and the « supply curve ».
- Comment each of the draw curves.

4.5.2. Sample Unit N° 02

- World Trade and Indebtedness

PART ONE : Listening Comprehension.

Text A :

Listen to the following conversation. It is about the amount of growth of incomes of the European Markets. Different reports are given by the Marketing Managers of the different countries in 1979.

Marketing Manager (M.M. Europe) :

In Europe, the market revenue has increased during the last three years from 15 % in 1971 to 23 % in 1979. However, I believe there are differences in the three major Markets in Europe. Peter could you tell us about the development in West Germany ?

M.M. (West Germany) :

Yes, of course, In West Germany our revenue has increased but more slowly. In 1977, it stood at 18 %, and now in 1979, it is only two points higher. In fact, it reached its highest point in 1978 at 21 %. However, we still made a reasonable profit.

M.M. (Europe) :

So, actually, we have lost over the last year. Now, John, what about France ?

M.M. (France) :

Our revenue in France is now considerably higher than it was in 1977. It was 12 %, and now it stands at 28 %. It is even better than the one for Europe as a whole.

M.M. (Europe) :

Right, let us move to the U.K, How are things there ?

M.M. (U.K) :

Well, although we are very much in line with European incomes. Our market in 1978 was one point lower. Other wise, the figures are the same as for Europe.

**Brieger, N. , Comfort, J. , Hughes. S.
West. C. ; (1987) Business Contacts,
Prentice Hall International U.K**

Exercise 1 :

Listen carefully to the text and complete the following table :

	W. Germany	France	U.K	Europe
1977	18 %		15 %	
1978		22 %		19 %
1979			23 %	

**Table : The amount of growth
of incomes in the European Markets**

Exercise 2 :

Listen again to the text and say when the following statements are True (T) or False (F).

- 1- U.K Market incomes in 1979 were 3 % higher than West Germany.
 - 2- French Market incomes were lower than the figure of incomes of Europe.
 - 3 - The incomes of West Germany reached 23 % in 1978.
 - 4- Between 1977 and 1978, the U.K incomes increased more slowly than the French revenues.
 - 5 - The Market incomes in Europe increased by 8 % from 1977 to 1979.
- Can you correct the False statements.

Activity :

Review of comparison :

- Notice what you have heard :
- Our Market incomes in France in 1979 is better than in Europe as a whole.
- Our Market incomes in France in 1978 is even better than in West Germany.
- Our Market revenues in West Germany in 1979 is only 2 points higher than in 1977.
- Basic comparison (better, higher, lower, etc... can be used to indicate the degree of difference.

Considerably far much	} Better to indicate a great difference
Some rather	what } Better → a medium difference
Slightly a little	} Better → a small difference

PART TWO : Reading Comprehension

Text B.

Table 2-1- gives a broad overview of the international trade experience of the LDCs in the post-war period. There was an increase in the rate of growth of export volume between the 1950s and the 1960s, but a market fall in the rate of growth in the 1970s, largely owing to the reduction in the volume of oil imports following the rise in oil prices. For the non-oil LDCs, the 1970s witnessed an acceleration in the rate of growth of export volume, but there was a fall in the purchasing power of exports owing to the deterioration in the terms of trade. The contrast between the experience of the fast growing exporters of manufactures and the least developed LDCs is especially noteworthy.

Table 2.1. : Foreign trade indicators for developing countries
(annual percentage rates of change)

	Export volume	Import volume	Purchasing power of exports	Terms of trade
All developing countries				
1948 - 1960	4,4	5,3	5,2	0,8
1960 - 1970	6,4	5,4	6,2	- 0,2
1970 - 1980	3,1	7,3	10,0	6,8
Major oil exporters				
1960 - 1970	8,1	4,7	7,2	- 1,3
1970 - 1980	- 1,4	14,3	17,9	19,6
Non-oil exporting developing countries				
1960 - 1970	5,1	5,6	5,7	0,6
1970 - 1980	7,6	4,8	4,5	- 2,9
Fast growing exporters of manufactures				
1960 - 1970	5,8	6,9	7,0	1,1
1970 - 1980	11,8	7,1	8,2	- 3,2
Least developed countries				
1960 - 1970	4,4	5,5	3,6	- 0,8
1970 - 1980	- 0,4	1,5	- 2,2	- 1,8

Source : UNCTAD, Trade and Development Report, 1981, United Nations, New York, Table 12, p. 38

Table 2-2- gives data on the share of the major economic groupings in world trade. Between 1950 and 1972, there was a dramatic fall in the share of all LDCs in world trade, but this trend was reversed in 1973 with the increase in oil prices. The share of the least-developed LDCs continued to fall, however.

Table 2.2 : Share of major economic groupings in total world trade (by value) (percentages).

Grouping	Exports					Imports				
	1950	1960	1970	1972	1980	1950	1960	1970	1972	1980
World	100,0	100,0	100,0	100,0	100,0	100,0	100,0	100,0	100,0	100,0
Developed market-economy countries	61,1	66,8	71,3	71,8	63,3	65,3	65,9	72,3	72,7	69,6
Developing countries	30,8	21,5	18,1	17,8	28,1	26,7	22,2	17,1	16,5	21,5
Major oil exporters	6,2	6,8	6,2	6,9	16,2	4,1	4,6	3,3	3,7	6,5
Other developing of which :	24,6	14,9	11,7	10,9	11,9	22,6	17,6	13,8	12,9	15,0
Fast growing exporters of manufactures	7,8	3,9	3,4	3,6	4,9	7,3	4,9	4,3	4,5	5,8
Least developed	1,5	1,1	0,7	0,6	0,3	1,3	1,2	0,9	0,7	0,6
Socialist countries	8,1	11,7	10,6	10,4	8,6	7,9	11,9	10,5	10,1	9,0

Source : UNCTAD, Trade and Development Report, 1981, United Nations, New York, Annex Table A.4, p. 116

Of particular importance are the changes that have occurred in the structure of LDC exports in the post-war period. The data in Table 2.3 clearly show the doubling in the share in total exports of fuels and the three-fold increase in the share of manufactured goods. The shares of food and agricultural raw materials in total exports have fallen significantly.

**Table 2.3 : The structure of LDC exports,
selected years 1955 - 78 (percentages).**

	1955	1960	1970	1978
<u>Total exports</u>	100	100	100	100
Food	36,5	33,6	26,5	16,4
Agricultural raw materials	20,5	18,3	10,0	4,8
Minerals, ores	9,9	10,6	12,3	4,6
Fuels	25,2	27,9	32,9	52,8
Manufactures	7,7	9,2	17,7	20,9
<u>Total non-fuel exports</u>	100	100	100	100
Food	48,9	46,7	39,5	34,8
Agricultural raw materials	27,4	25,3	14,9	10,1
Minerals, ores	13,3	14,6	18,3	9,7
Manufactures	10,4	12,8	26,4	44,4
<u>Share of MDCs in exports of LDCs</u>				
Total non-fuel exports	76,3	74,3	71,9	65,4
Food	79,0	77,7	74,0	65,6
Agricultural raw materials	74,3	67,8	64,4	61,8
Minerals, ores	94,5	92,0	89,2	78,0
Manufactures	45,9	54,0	61,2	63,3

MDC = more developed country

Source : Riedel (1984), Table 1, p. 60

Table 2-4- gives details of the overall balance of payments position of the LDCs. The main points to be noted relate to the deterioration in both the trade balance and the current account balance of the major oil exporters.

Table 2-4- Balance of payments summary of LDCs and territories, 1980 - 83, by major analytic groups (in billions of current dollars).

Region	Exports (f.o.b.)	Imports (f.o.b.)	Trade Balance	Balance on non-factor services and private transfers	Investment income (net)	Current account balance	Total capital flows (net)	Changes in reserves (minus equals increases)	in
	1	2	3	4	5	6	7	8	
Major oil exporters									
1980	311,5	135,5	175,9	- 62,6	- 0,9	112,4	- 53,5	- 58,9	
1981	289,8	150,2	139,6	- 68,6	5,8	76,8	- 78,2	1,4	
1982	238,2	163,8	74,4	- 75,5	14,0	12,9	- 32,3	19,3	
1983	270,1	185,6	84,5	- 86,4	12,8	12,8	- 7,9	- 3,0	
Other oil exporters									
1980	41,8	47,1	- 5,3	2,0	- 8,4	- 11,7	14,4	- 2,7	
1981	43,5	53,7	- 10,2	0,2	- 11,8	- 21,8	22,8	1,0	
1982	45,5	53,7	- 8,4	3,9	- 15,8	- 20,3	21,0	- 0,7	
1983	51,6	59,4	- 7,8	4,3	- 16,8	- 20,3	21,2	- 0,9	
Net oil-importing countries									
1980	200,9	251,8	- 50,9	8,7	- 22,2	- 64,8	56,7	8,1	
1981	212,9	259,9	- 47,1	9,7	- 32,7	- 70,1	61,5	8,6	
1982	228,1	271,0	- 42,9	11,0	- 38,1	- 70,0	68,3	7,1	
1983	260,0	302,7	- 42,7	12,8	- 42,6	- 72,4	74,1	- 1,6	
Exporters of manufactures									
1980	113,2	132,5	- 19,3	5,9	- 14,9	- 28,3	23,9	4,2	
1981	130,2	141,8	- 11,6	7,1	- 22,1	- 26,6	26,3	0,3	
1982	140,9	148,2	- 3,2	7,2	- 24,8	- 24,9	27,3	- 2,4	
1983	161,8	167,9	- 6,1	8,0	- 26,5	- 24,5	27,1	- 2,6	
MSA countries									
1980	34,8	53,7	- 18,9	4,5	- 2,3	- 16,7	14,8	1,9	
1981	31,7	53,1	- 21,4	4,6	- 3,4	- 20,2	17,2	3,0	
1982	33,6	55,0	- 21,5	4,8	- 4,1	- 20,7	20,0	0,7	
1983	37,7	61,4	- 23,7	5,1	- 5,0	- 23,6	24,2	- 0,6	
Least developed countries									
1980	6,7	13,6	- 6,9	0,5	- 0,1	- 6,5	5,5	0,1	
1981	6,2	13,3	- 7,1	0,8	- 0,6	- 6,9	7,4	- 0,5	
1982	6,7	14,0	- 7,3	1,0	- 0,9	- 7,2	7,5	- 0,3	
1983	7,9	15,5	- 7,6	1,2	- 1,1	- 7,5	7,9	- 0,4	

MSA = most severely affected, a group of the poorest LDCs, including most of those classified a least developed, which have been most severely affected by adverse international conditions.

Note : 1981 figures are preliminary ; 1982 - 83 figures are forecasts.

Source : UNCTAD, Trade and Development Report,
1982, United Nations, New York, Annex Table A. 4. B, p. 131

Notes

columns 1,2,3 = visible items
 columns 4,5 = invisible items
 columns 5 = DFI
 columns 6 = visible and invisible
 columns 6 + 7 = column 8

Column 4

non-factor services = includes payments for freight and insurance, and investment income other than on account of DFI

private transfers = migrant's transfers and worker's remittances

The growing current account deficits of all other LDCs (although the exporters of manufactured goods have reduced their current account deficits), and the increasing dependence of the majority of the LDCs on capital inflows of various kinds to restore short-term equilibrium in their balance of payments.

Although the LDCs in general succeeded in financing successively larger current account deficits, a number of problems arose in the 1980s. During the 1970s, the LDCs' medium - and long - term debt increased by 20 per cent per annum, but the resources needed to service the debts also grew rapidly. The total amount of long - term external debt increased significantly but, in general, a « debt problem » was not perceived.

Since 1980, however, although the rate of growth of debt has halved, the reduction in the rate of growth of export earnings has been even greater and the ratio of debt to exports has risen significantly (World Bank, 1983, p. 22).

The international trade and payments position of the LDCs is thus complex, and the temptation to generalise must be resisted. The belief widely held in the late 1950s and early 1960s that trade could no longer be regarded as an « engine of growth » for the LDCs was clearly based on a too pessimistic and over - simplified analysis of the possibilities of trade for the LDCs. Many LDCs (the major oil exporters and the NICs in particular) have obviously derived great benefit from trade and it has proved to be a dynamic element in their development process. Other LDCs, on the other hand, for example, the economies of sub - Saharan Africa, have yet to change radically their structures of production and trade and participate more fully in the rapidly evolving « new international division of labour ».

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in Jordan, R.R and Nixon F.I,
*Language for Economics ; Collins
ELT (1986)*

Exercise 1 :

Read the text carefully and then with your teacher's help answer to the following questions :

- 1- What is the text about ?
- 2- How many parts can we divide the text to ?
- 3- Can you give a title to each paragraph ?
- 4- Can you, tell us in few lines the information the text provides.
- 5- Can you give a title to the text.

Exercise 2 :

Read the text again and answer to the following questions :

- 1- What has happened to the 1970's growth rate of the LDC's ?
- 2- What is the difference between oil and non oil exporters in the LDC's during the year 1970 ?
- 3- Look at table 2-3- and say what are the changes that has occurred in the exports of the LDC's during the post war period.
- 4- What is the major problem that arose after a fall of trade rate (especially during the 80's).
- 5- Why was trade no more considered as an « engine of growth » of the L.D.C ?
- 6- What has created the debt ?

PART THREE : Word study

Exercise 1 :

What are the words in the text for which the following words or phrases could be substituted.

1- Speed

2 – Worsen

3 – Part

4 – Profit income

5 – Shortage

6 - to remain constant

7 - to level off

8 - to reach peak

9 - reorganisation of repayment timetable

10 - Discuss

Exercise 2 :

Look at the following examples :

Non oil LDC's witnessed an acceleration in the rate of growth of export volume.

Acceleration → to accelerate

Of particular importance are the changes that have occurred.

to change → a change.

- On the same basis complete the following table :

Noun	Verb
to reconstruct	
	acceleration
	reduction
	doubling
to pay	
to capitalise	
to establish	establishment
to govern	
	adjustment
to develop	
	association
	obligation
to require	
to grow	
to divide	

- Use either the verbs or the nouns in sentences of your own.

Exercise 3 :

Examine the following words. Try to explain each word.

- 1- The balance of payment.
- 2- Trade balance.
- 3- Current Account balance.
- 4- Short term equilibrium.
- 5- Long term debt.
- 6- Post-war period.

PART FOUR : Language use

Remember the text :

D.C → Developed Countries.

L.D.C → Less Developed Countries.

U.K → United Kingdom.

U.S.A → United States of America.

Exercise 1 :

What do the following abbreviations refer to :

- | | |
|-----------------|-------------|
| 1 - The I.M.F | 8 - I.L.O |
| 2 - The O.P.E.C | 9 - WHO |
| 3 - The E.E.C | 10 - IBM |
| 4 - G.A.T.T | 11 - UNICEF |
| 5 - U.N | 12 - G.M.T |
| 6 - U.N.E.S.C.O | 13 - UNCTAD |
| 7 - The G.N.P | 14 - IBRD |

Exercise 2 :

Remember some mechanisms of comparison :

U.K Market incomes increased more slowly than the French Market incomes.

- There are other ways of comparison :

a. Which shows equivalence :

as in : x is equal to y :

b. Which shows non equivalence :

x is the richest in the country.

- Can you give examples of your own.

- Now, to comment on tables as tables 2-1, 2-2, 2-3, other words can be used to describe data. These are summarised in the following tables.

to	rise	slightly
	increase	slowly
	grow	gradually
	-----	steadily
	full	
	decline	
	drop	

a	slight	rise
	small	increase
	gradual	growth

	big	fall
	sharp	reduction
	rapid	decline
	significant	decrease
	sudden	

- The following expressions are also used to compare amounts :

x is	half	} y
	double	
	twice	
	three times	
	treble	
	four times	
quadruple		

x is	halved
	doubled
	trebled
	quadrupled

Now use the words given to comment data given in tables of text B.

- Can you do the same thing for the table you have filled in the listening comprehension part.

PART FIVE : Structure Study : Grammar

- Look at the following examples :
- There was an increase in the rate of growth of export volume between 1950's and 1960's → passive voice.
- The rate of growth of export volume has increased between 1950's and 1960's → active voice.

Exercise :

On the basis of these examples (given above) transform the following sentences :
(either from passive voice to active voice or from active voice to passive voice).

- 1- In the 1970's there was a fall in the purchasing power of the L.D.C.
- 2- The share of the L.D.C world trade has fallen between 1950 and 1972.
- 3- West Germany has made a reasonable profit in 1978.
- 4- There was a dramatic decline of the L.D.C incomes by 1980's.
- 5- There was only a slight growth of West Germany market incomes between 1977 and 1979.

PART SIX : Writing

- Can you find data about world trade incomes of any important society in your country over a specific period comment these data.

Reading.

Algeria's mismanaged debt

Algeria's economy minister admitted his country has grossly mismanaged its foreign debt but rejected comparisons with Latin American debtor countries.

Mr. Ghazi Hidouci said at a presentation in London that Algeria would continue its policy of avoiding a rescheduling of its foreign debt and said creditors would be paid back on time, rather than over 10 years as in a rescheduling.

As reported, a control band document presented at the meeting shows the average motoring of Algeria's debt of only 3 to 6 years. Algeria has \$ 23,6 bn. in medium and long-term foreign loans and \$ 1,7 bn. in short-term credits.

The central bank report describes the Algerian economy as being at a critical juncture. It concludes that the economy can enter a virtuous circle but that circle would fail to operate « if Algeria's access to capital markets remain blocked by creditor's policies ».

By Stephen Fither in ET, June p.7 1991

4.5.3. Units contents

The planned Units are two examples from the year syllabus. The first unit is part of the first semester since the concept of demand and supply belongs to the concepts of general economics. Text A of the unit provides simple definitions of the taught concepts. Text B reinforces the information of the first text. It also introduces some real life language. The unit develops different activities of different aims (see 4.3.3).

The second unit deals with a more specific theme, 'Indebtedness and International trade', it is planned to be taught among the last units of the year. The texts tackled include a more important amount of target language and a more specialised one. The first text is a dialogue which describes a certain situation of world market ; the second text describes the indebtedness of L.D.C. Even the figures in the texts seem to be outdated, the aim of the investigator is not to provide recent information but only to give to the learners real-life language. The second text contains a set of tables with different information about the situation described. It trains the learner to extract important information from tables or even to complete tables with given information. Reading tables successfully is an important task in the target situations. The activities of the unit fall within the aims described in 4.3.3.

4.6. CONCLUSION

The final chapter consists of a set of suggestions that may remedy the lacks of second year graduate students of Economics. The recommendations have first concerned the curriculum and the syllabus, including important elements in the planning of suitable courses : themes and texts selection, and language activities. These activities have developed the four skills including vocabulary, grammar and language use. Two sample units have been designed accordingly.

Other suggestions concerning teacher training and the teacher's role have been added, since it remains his task to select what is appropriate for the needs of his ESP classes ; in addition to the provision of teaching aids and the revision of time load.

With such proposals, the investigator wishes to participate in improving the ESP teaching situation.

GENERAL CONCLUSION

The present study has endeavoured to identify the causes of failure of the ESP teaching situation at the level of the Institute of Economics in TLEMCEN with close reference to second year graduate students. For this reason, we have analysed the 2nd year graduate students in Economics in order to provide data for the content of the materials that have been designed at the final step of the thesis. First, we have reviewed the literature through a survey of some approaches to ESP and materials' design.

Theoretically speaking, it is believed that the best method to handle teaching in the ESP situation is to adopt the communicative approach to language teaching, since the target situation requires an ability on the part of the language users to communicate when needed. Therefore, the design of an effective ESP course is based on the analysis of students' various needs in terms of the needs of the target situation, students lacks and wants and the learning environment. The aim of the ESP course is then to fill in these needs. Indeed, it is high time for teachers and course designers to take into consideration the new trends in the field of ESP. Yet, the Algerian ESP learners are not able to tackle instances of language use in the target situation despite a considerable number of years of training.

The University of Tlemcen, including the Institute of Economics provides different situations of ESP training. It is considered to be a failure. Learners are unable to use the foreign language at different levels of their university training. This is what we have attempted to elucidate through the use of different research methods. Therefore, in the second part of the work, we have explained the methods used for data collection. These have been selected according to the source and to the type of information the investigator

wanted to gather. For the purpose of triangulation, the students and teachers have been interviewed, and the classroom observed.

Second year graduate students are at the end of their common core training. Despite nearly seven years of language learning, the results are totally negative. Different factors affect this teaching situation such as students' negative attitudes and motivation towards the language learning situation, the lack of a suitable syllabus and units designed according to their various needs.

It is maintained that the negative results are due only to the learners' levels and attitudes. But the situation is likely to remain so without any attempt on the part of teachers, syllabus designers and the Institute to readjust it. The taught materials do not consider the students' linguistic lacks and wants. Teachers tend to stick to the same pattern from year to year. The learners present important lacks in their language knowledge. These lacks concern both language usage and language use. Students are not able to use even the language items that are supposed to have been acquired at the previous levels of their training.

Against such a practice, these teachers, together with syllabus designers, should be ready to review and assess the situation with regard to the fact that language teaching is always subject to continual development. For this purpose, different suggestions were proposed in the last chapter. It is hoped that it will participate in finding remedies and improve the described ESP teaching situation. The investigator has attempted to design ESP materials where the teaching of instances of both language usage and use are encouraged. Teaching should not include ESP streams as such, but also include the teaching of items of General English. These recommendations are surely not radical solutions, but, at least, they are an attempt to find a primary solution for setting a more complete syllabus. It is hoped, therefore, that ESP teachers, and those who are involved in the same situation will find them helpful.

Furthermore, teacher-training which is a major problem, is an important area, which seems to be neglected by the Ministry and Educational Authority.

It is interesting to mention that the field should be opened for further research in the domain and other related fields (namely learning strategies) in order to encourage English language teaching if one has to consider the importance the language is gaining in today's world.

Besides, it would be reasonable for the Ministry of Higher Education and Scientific Research to set up syllabuses for ESP courses that may, to a great extent, help to solve the teaching / learning problems in ESP classes.

Finally, it should be mentioned that if and when the conditions of success are unified, the aims of the ESP situation will certainly be achieved to their final end.

To conclude, one must accept the fact that ESP teaching in Algeria is still in its early stages of development, since there is not yet enough awareness of its importance, much needs to be done for the revision of ESP teaching in Algeria.]

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APPENDIX I

Sample course n° 1

A sample course given in the first term.

Text :

« To the majority of people, the term « Wealth » means simply money income, houses, furniture and cars. They would, thus, exclude individual and artistic gifts, although, of course, they would recognise that these might be possible sources of wealth : in other words, they regard wealth as something that is external to the possessor ».

Word study :

- Wealth : richesse.
- Term : word.
- To mean-meant-meant.
- Furniture : meuble.
- To exclude : to eliminate ≠ to include.
- Thus : therefore consequently.
- Although : bien que.

(Lesson taken from student's
copy-book
November 23rd, 1994).

APPENDIX II

Sample course n° 2

By mid of the second term the form of the materials has been altered. It consisted of the presentation of a text followed by different questions, as for what follows :

« Goods are useful. They are relatively articles or commodities distinct from services which are produced by the manufacturing, mining, construction and agricultural sectors.

Goods are exchanged for money or other goods and services. They can be exported. Exports are goods produced in a country and sold in other countries in exchange for goods and services, gold, settlement of debts.

Goods can also be imported. Import are goods flowing into country's market for consumption ».

(Taken from student's
copy book
May 24th, 1995).

Questions :

- 1) Give a title to the text.
- 2) Give the meaning of the following words, and put each word in a sentence of your own : to flow, construction.
- 3) give a definition of your own of :
Exports - Money
- 4) What is the difference between a good and a service.
- 5) Translate the text into French.

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APPENDIX III

Students' Interviews

Students' Interviews

- 1) Have you been learning language at the Lycée ?
- 2) Why are you learning English at university ?
- 3) Is it necessary to learn English ?
- 4) a. Do you come from « Lycée d'Enseignement Général » or « Lycée Technique » ?
b. Which books were used ?
- 5) What is your level of English (beginner - intermediate - advance) ?
- 6) Can you understand easily your lectures ?
- 7) Do you think these lectures suit your level ?
- 8) a. Do you find English difficult ?
b. Which difficulties do you encounter in English ?
What are these difficulties due to ?
- 9) a. What can you suggest to remedy these difficulties ?
 - In terms of syllabus.
 - In terms of materials.
 - Others.b. What about the role of teachers ?

APPENDIX IV

Teachers' Interviews

Teachers' Interviews

- 1) What is the level of your students ?
- 2) What are their attitudes vis-à-vis the English course ?
- 3) Are they motivated ?
- 4) a. How large are your classes ?
b. To which extent does it affect the results of your teaching ?
- 5) Is there any syllabus provided by your Institute ?
- 6) Is there any material provided by your Institute ?
- 7) How much time do you spend for a complete Unit ?
- 8) Speaking about the language skills, (Reading speaking, listening, writing), What is the time allocated to each ?
- 9) What about the activities of the Units ?
- 10) Generally speaking, can you enumerate the different problems you are facing ?
- 11) What can you suggest to remedy these problems ?



