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**University of Tlemcen
Faculty of Letters and Foreign Languages
Department of English Language**

**Discourse Analysis to Enhance ESP Teachers' Language
Knowledge and Course Materials: The Case of English for
Business and Economics Teachers at the University
Centre of Maghnia**

Thesis Submitted to the Department of English in Candidacy for the Degree of
Doctorate in Didactics (ESP)

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Academic Year:2023-2024

Statement of Originality

I hereby declare that this Doctoral thesis represents my own original work and that no part of it has been previously submitted for any other academic qualification. I further affirm that this work is free from plagiarism and all sources used have been duly cited and referenced.

Ms. Maria Benabdelmoumene -Touil

April 21st, 2024

A handwritten signature in black ink, consisting of a stylized, cursive script that appears to be the name 'Maria Benabdelmoumene -Touil'.

Dedication

To my beloved parents, whose unwavering love, support, and sacrifices have paved the path to my success.

To my cherished husband 'Abdeljalil', whose encouragement and belief in me never wavered, even in the face of challenges.

To my precious kids 'Souheyb' and 'Imrane', who inspire me to reach for the stars and remind me of the true meaning of perseverance.

To my dear brothers 'Ibrahim' and 'Tayeb', whose camaraderie and encouragement have been a source of strength throughout this journey.

To all my family members and friends

To my beloved grandmother and grandfather, who nurtured and guided me with unwavering love and wisdom throughout my life's journey—may their souls rest in eternal peace.

This accomplishment is as much yours as it is mine. Thank you for being my pillars of strength and for believing in me every step of the way.

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Abstract

The chief focus of the current study is to enhance ESP teacher education and training in the specialised area of ESP, with a specific emphasis on the domain of English for Business and Economics (EBE) via the use of discourse analysis (DA). This research seeks (1) to examine the linguistic features that characterise EBE discourse; (2) to identify the challenges faced by EBE teachers; and (3) to examine the role of discourse analysis in enhancing ESP teacher education and training by elucidating its application in the development of a training program. A combined qualitative and quantitative methodological approach was used to conduct this research work. Corpus-based discourse analysis (CBDA) was employed as a primary method to compile and analyse a corpus that comprises various EBE genres. This method facilitated the examination of linguistic features prevalent in EBE discourse. Additionally, semi-structured interviews and classroom observations were conducted to delve into the challenges encountered by EBE teachers in their instructional practices at the University Centre of Maghnia. The findings obtained from CBDA revealed noteworthy linguistic features within the compiled EBE corpus, and confirmed the hypothesised features, namely the frequent use of specialised terminology, EBE acronyms and abbreviations, modal verbs and the use of distinct genre-specific patterns and structures. Moreover, the thematic analysis of teachers' challenges yielded six core themes, i.e., the unfamiliarity with SLK, the absence of formal ESP training, the lack of adequate teaching materials, challenges regarding the students, organizational and administrative challenges, and suggestions for improvement. Hence, the findings provide a nuanced understanding of the specialized language use within EBE discourse, and promote the integration of DA methodologies into teacher training programs, thereby facilitating the development of tailored teaching materials and curriculum frameworks. Moreover, the findings imply the pressing need for targeted ESP teacher training aimed at equipping teachers with the requisite linguistic competencies and pedagogical strategies to overcome their challenges.

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List of Acronyms

AF: Absolute Frequency
AI: Artificial intelligence
BNC: British National Corpus
CA: Corpus Analysis
CBDA: Corpus-Based Discourse Analysis
CDA: Critical Discourse Analysis
CL: Corpus Linguistics
COCA: Corpus of Contemporary American English
DA: Discourse Analysis
EAP: English for Academic Purposes
EBE: English for Business and Economics
EBEC: English for Business and Economics Corpus
EGP: English for General Purposes
ELT: English Language Teaching
EOP: English for Occupational Purposes
ESP: English for Specific Purposes
ESS: English for Social Sciences
EST: English for Science and Techniques
EVP: English for Vocational Purposes
GA: General English
ICTs: Information and Communication Technologies
KWIC: Key Word in Context
LMD: License - Master - Doctorate
NA: Needs Analysis
RF: Relative Frequency
SFL: Systemic Functional Linguistics
SLK: Specialised Language Knowledge
TA: Thematic Analysis
TSA: Target Situation Analysis
UCM: University Centre of Maghnia
VESL: Vocational English as a Second Language.

General Introduction

General Introduction

ESP has emerged as a crucial component of language education in the era of globalisation, where English serves as the predominant language of international communication. With the increasing interconnectedness of economies and the globalisation of Business, Science, Technology, and Academia, the demand for English language skills tailored to specific professional contexts has rapidly grown.

In Algerian higher education, particularly under the LMD (License-Master-Doctorate) system, the integration of ESP courses has become increasingly prevalent. This shift responds to the evolving needs of students who prepare to enter diverse professional fields. Unlike general English (hereafter, GE) language courses, ESP programs are tailored to the specific linguistic and communicative demands of various disciplines, such as Business, Engineering, Medicine, Law, etc. Through ESP courses, students acquire the language skills essential for their future careers, including specialized vocabulary, professional writing conventions, and effective communication strategies. This integration acknowledges the importance of equipping graduates with practical language proficiency aligned with the requirements of their respective fields.

In the landscape of ESP teacher education in Algeria, a prevailing issue is the lack of formal training and preparation among ESP teachers, many of whom are tasked with teaching specialised English courses without adequate pedagogical guidance or expertise. Compounding this challenge is the common practice of assigning ESP instruction to GE teachers, who may lack the specialized knowledge and skills required for effective ESP teaching. Consequently, there is a pressing need to prioritize the professional development of ESP educators, equipping them with the requisite linguistic competencies, pedagogical strategies, and subject-specific knowledge that are essential for delivering high-quality instruction. Addressing this gap not only enhances the quality

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of ESP education but also ensures that teachers are better equipped to meet the diverse needs of learners in professional contexts, ultimately contributing to the overall effectiveness and success of ESP programs in Algerian higher education.

The integration of discourse analysis into ESP teacher education holds significant promise for enhancing the effectiveness of professional development initiatives in this domain. However, a notable research gap concerning the application of DA methodologies specifically tailored to the needs of ESP practitioners. While DA has been widely employed in linguistic research and language teaching contexts, its utilisation within the realm of ESP teacher education remains relatively unexplored. Existing literature often focuses on the application of DA in analysing specialised discourse for curriculum development and materials design, overlooking its potential role in informing teacher training and pedagogical practice. Consequently, there is a need for research that examines how DA can be effectively integrated into ESP teacher education programs to help instructors overcome their challenges by developing their linguistic awareness, pedagogical skills, and ability to address the unique communicative needs of their students in specialised contexts.

Therefore, the researcher's main incentives for conducting the present study are delineated as follows:

- ◆ Investigate the key linguistic features and structural patterns present in English for business and economics discourse.
- ◆ Identify and analyse the challenges encountered by EBE teachers.
- ◆ Examine the application of discourse analysis methodologies in ESP teacher training programs to improve teachers' understanding of specialized language use and to enhance the development of tailored course materials.

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To fulfil the aforementioned objectives, this research inquiry is primarily guided by the following research questions:

1. What are the key linguistic features that characterise EBE discourse?
2. What are the main challenges encountered by EBE teachers at UCM?
3. How can discourse analysis be applied in ESP training programs to enhance ESP teacher's specialised knowledge and course materials?

To endeavour towards obtaining sufficiently insightful responses to the aforementioned research questions, the ensuing hypotheses have been formulated:

1. EBE discourse encompasses a considerable amount of specialised terminology, usage of abbreviations and acronyms, the use of modal verbs, and distinct patterns of organisation and structure.
2. It is hypothesized that the challenges faced by EBE teachers are closely linked to their unfamiliarity with technical terminology, the unavailability of EBE textbooks, and students' low levels of English proficiency.
3. The analysis of EBE discourse can enrich teachers' specialized language knowledge, and findings can be applied as a basis for the selection and development of instructional materials.

Hence, this study can contribute significantly to the advancement of ESP teacher education practices, thereby enhancing the quality of instruction in ESP programs. This contribution holds implications not only for ESP training in Algerian higher education but also for ESP training on a broader scale. By focusing on the specific needs and challenges faced by EBE teachers and proposing effective solutions through discourse analysis, this study paves the way for more targeted and impactful teacher training initiatives in ESP contexts worldwide.

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Additionally, the study underscores the importance of bridging the gap between research and practice in ESP, advocating for the integration of evidence-based methodologies to meet the evolving needs of teachers, as well as their learners in their specialised fields.

As for the thesis structure, it is organised into four main chapters, each addressing distinct aspects relevant to the study's objectives. The first chapter functions as a thorough literature review which outlines the theoretical underpinnings of the investigation. It is divided into several sections to provide an in-depth examination of the main topics. The first section delves into the field of ESP, elucidating its definition, theoretical approaches, and historical evolution, etc. Subsequently, the attention turns to the pivotal role of ESP teachers, and then the issues related to their training, qualifications, and professional development. Following this, the focus shifts towards ESP course design, exploring strategies and considerations in designing effective ESP curricula, as well as needs analysis (henceforth, NA) and its significance of tailoring instruction to meet learners' specific linguistic and communicative demands. The next section delves into discourse analysis, including its definitions, historical background, and its application in language teaching contexts. Various approaches and models of DA are also discussed to provide a comprehensive understanding. The final chapter concludes with an exploration of corpus analysis, delineating its significance in DA and language research, types of corpora and the process of corpus compilation.

The second chapter focuses on providing a detailed explanation of the methodological framework used in this research project. It offers an in-depth description of the study design, clearly explaining the approach chosen and the rationale behind its adoption. Furthermore, the chapter delivers valuable understanding of the details involved in collecting data, such as the creation of tools and methods for gathering relevant data. A crucial aspect addressed within this chapter is the delineation of sampling strategies and the profile of participants involved in the study, offering transparency regarding the research population. Moreover, the chapter includes a comprehensive glossary defining

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some necessary technical terms related to corpus analysis, ensuring clarity and understanding for readers. Additionally, considerations regarding piloting the study are expounded upon. The chapter also explores all aspects of data analysis approaches used, emphasising the systematic method followed to extract valuable insights from the gathered data. Finally, ethical considerations for the study process are carefully detailed, emphasising the dedication to participants' rights.

The third chapter of this thesis provides an in-depth review of data analysis, interpretation, and discussion of the results obtained from the current research work. It begins by presenting a general overview of the compiled EBE corpus, including relevant statistical information on its components. Afterwards, the chapter thoroughly examines the lexical characteristics of the EBE discourse, with an emphasis on technical specialised terminology and EBE abbreviations and acronyms present in EBE corpus. The analysis involves the frequency, use, and classification based on their contextual use in EBE discourse. Subsequently, the chapter scrutinizes the usage and functions of modal verbs within EBE discourse, shedding light on their communicative nuances. In addition, the corpus's extracted genre-specific patterns and structures that are common to different EBE genres undergo close examinations. This entails examining the introduction, body, and conclusion sections EBE business correspondence documents, along with identifying patterns in business phone conversations based on their functional use. Moreover, the current chapter examines the difficulties faced by EBE teachers at UCM, identifying six major themes via the use of qualitative thematic analysis. Each theme is explained and contextualised with data's excerpts, revealing the challenging nature of EBE instruction. Lastly, the chapter concludes with an in-depth discussion of the findings, integrating important interpretations followed by providing a concise overview of the main results obtained from this study endeavour.

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The fourth chapter constitutes a comprehensive blueprint for a suggested training program tailored specifically for EBE teachers, based on the yielded findings from corpus-based discourse analysis and an in-depth exploration of the challenges encountered by EBE teachers. The training programme is divided into several modules, each of which is carefully developed to target particular objectives with the goal of improving teachers' pedagogical skills and specialised knowledge. The material of each module is organised into sections and sub-sections, offering a systematic framework for EBE teachers' development. In addition, each module encompasses a brief overview of methods for assessing and evaluating the development of teacher trainees, guaranteeing the training program's effectiveness. The suggested appendices associated with each module provide further recourses and materials to enhance teacher learning and professional growth. Some of these resources are amply shown in the appendices part of the current thesis. Finally, each module is concluded by a thoughtfully chosen list of suggested references and further readings, which serve as additional opportunities for continuous professional development and enhancement in the area of ESP in general and EBE education in particular.

Chapter I

Literature Review

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1.1. Introduction

This chapter is divided into three major sections, each of which provides a review of the literature that is relevant to the topics covered in this research work. The first section is devoted to discussing the theoretical underpinnings of ESP, including definitions, phases of ESP development, ESP as an approach to English language teaching and its categorisation, and concluding the section with the roles of ESP teacher. The second section presents the idea of ESP course design, goes into depth about its definitions and development. It also considers the concept of NA in the context of ESP, the types, and examines the importance of NA as a key component of ESP, and how it is connected with the course development. Lastly, the notion of discourse analysis, its models and its application in the context of English language teaching.

1.2. English for Specific Purposes (ESP)

Since its early beginnings in the 1960s, ESP has grown to become one of the most prominent areas of research in the field of applied linguistics in general and English language teaching (henceforth, ELT) in particular. The need for English as a global language to facilitate the social, scientific, cultural and most importantly economic interactions has become an urgent necessity. Thus, the countries across the world, incorporate English more profoundly into their educational curricula through offering ESP courses. Their goal is to equip ESP learners with knowledge and competence according to their needs, fields and their encountered target situations.

1.2.1. Definition of ESP

Numerous attempts have been made to draw as thoroughly as possible a description of this intricate topic. Clear differences could be seen in how scholars interpret the concept of ESP. It refers to a language learning approach that concentrates on the

linguistic aspects relevant to a specific area of human endeavour (Wright, 1992). Essentially, it entails instructing or acquiring English tailored to particular vocational or educational objectives. In ESP curriculum, the material taught is designed to match the specialised language needed to achieve the learners' specific aims. It is therefore set for a purely utilitarian motive (MacKay & Mountford, 1978).

As for Robinson (1991:3), he defines ESP based on two principles: (1) ESP courses are usually “goal-directed”, and (2) the ESP course is developed through a need analysis with the objectives to specify what the students need to do through the medium of English. That is, the learners have a particular purpose that is going to be fulfilled. In fact, these specific goals are closely related to learners’ concerns and interests in various disciplines.

Dudley-Evans and St. Johns (1998) provide a definition of ESP in terms of variable and absolute characteristics as following:

Absolute Characteristics

- ESP is designed to meet specific needs of the learner.
- ESP makes use of the underlying methodology and activities of the disciplines that it serves.
- ESP is centred on the language appropriate to these activities in terms of grammar, lexis, register, study skills, discourse and genre.

Variable Characteristics

- ESP may be related or designed for specific disciplines.
- ESP may use, in specific teaching situations, a different methodology from that of GE.

“ESP is likely to be designed for adult learners, either at tertiary level institution or in a professional work situation. It could however be designed for learners at secondary school level. ESP is generally designed for intermediate or advanced students. Most ESP courses assume some basic knowledge of the language system”. (Dudley-Evans & St.

John, 1998:6) . So, it is clear that the absolute characteristics are unique to ESP as students' needs are of central importance in the planning of language practices. As for variable characteristics, ESP courses can be tailored for a particular group using a specific teaching methodology, but all learners qualified for ESP categories and disciplines can be involved.

In their attempt to define extrasensory perception, Hutchinson & Waters (1987) demonstrate, not what ESP is, but rather what it is not:

- 1- ESP has nothing to do with teaching specialized varieties of English. The fact that a language is employed for a certain function does not indicate that it is a unique form of the language, distinct from other forms. Certainly, clear characteristics can be identified as "typical" of a specific context of usage, making them more likely to be encountered by the learner in the target setting. However, these distinctions should not conceal the vast common ground that underpins all English usage and, indeed, all language usage.
- 2- ESP is not merely a question of science vocabulary and grammar for scientists, hotel vocabulary and grammar for hotel staff, etc. When we see a tree, we notice its leaves and branches, but there is much more to it than this; much of it is buried inside and beneath the tree. The leaves do not just float in the air; they are supported by a complicated framework below. In the same manner, there is much more to communication than what we read and hear on the surface. As Chomsky(1965) demonstrates with relation to grammar, one must distinguish between performance and competence, i.e., between what individuals actually do with the language and the breadth of knowledge and skills that allows them to do so.
- 3- ESP is not significantly distinct from other forms of language instruction in that it should be built on principles of efficient and appropriate learning. Although the content of learning may change, there is no reason to believe that the methods of learning should

be any different for ESP students than for EGP students. In other words, no distinct ESP methodology exists; rather, techniques employed in ESP classrooms could have been applied to teach any form of English.

3- ESP as an Approach

Hutchinson and Waters (1987) attempt to convey the core of ESP by providing a brief but extensive overview of it, emphasizing the idea that it must be regarded as an approach rather than a product. They state: “ESP, then, is an approach to language teaching in which all decisions as to content and method are based on the learner’s reason for learning”. (Hutchinson and Waters, 1987:19). In other words, the foundation of all ESP must involve learners’ interests, the language needed and the learning contexts that are based on.

In an attempt to capture the core of ESP, Hutchinson and Waters (1987:19) underly the fact that ESP has to be perceived as an approach rather than a product. They write in this regard that “ESP is not a particular kind of language or methodology, nor does it consist of a particular type of teaching material. Understood properly, it is an approach to language learning, which is based on learner need”.

ESP is considered as a multi-disciplinary branch related to the general context of ELT. It is an approach to teach English for special fields and for particular learners. In this regard, Hutchinson and Waters (1987:17) provide a metaphoric classification, i.e., the tree of ELT (see **Figure 1.1**), in which they demonstrate the common divisions of ELT. ESP is mainly based on language-centred approaches. Thus, by establishing a context about the relation between ESP and ELT in present time, one can understand what ESP really means. They describe, in depth, the classification of ESP which can be divided into three fundamental branches: English for Science and Technology (henceforth, EST), English for Business and Economics (henceforth, EBE) and English for Social Sciences (henceforth, ESS). Additionally, each of these subject areas is further broken down into

mainly two types of ESP: English for Academic Purposes (henceforth, EAP) and English for Occupational Purposes (henceforth, EOP) which is also called as English for Vocational Purposes (henceforth, EVP) or Vocational English as a Second Language (henceforth, VESL). EAP is usually teaching content related to learners' requirements in their studies and academic careers. EOP is on the other hand those English courses for workplace related reasons, or training like improving one's job performance. As illustrated on the tree of ELT, English for Economics is an example of EAP in EBE branch, while English for Technicians is an example of EOP in ELT branch. According to Hutchinson and Waters (1987), no a clear-cut exists between EAP and EOP since learners can study and work at the same time. At the bottom level of the tree, the nourishing roots are *Communication* and *learning* without which the ELT tree cannot survive.

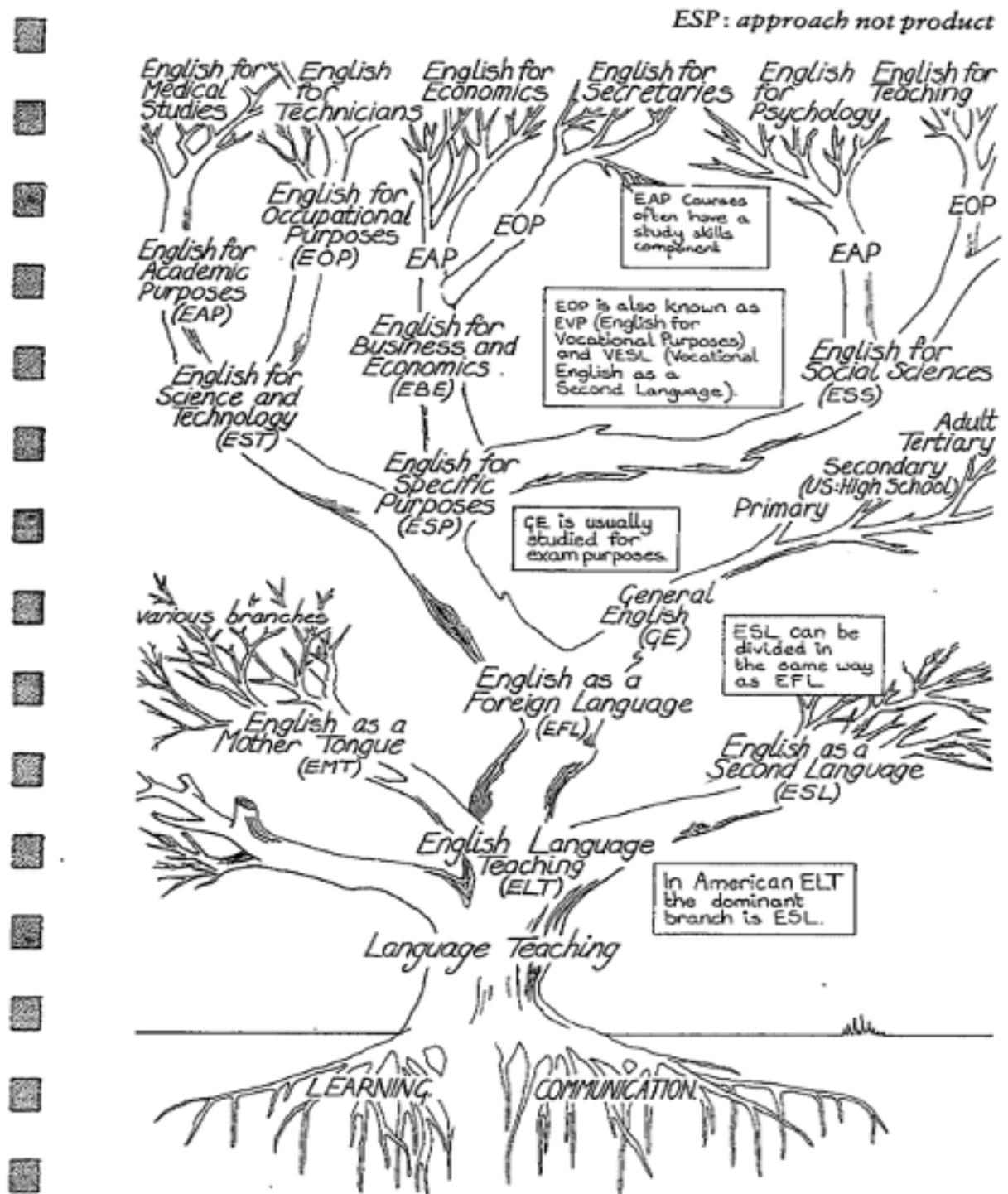


Figure 1.1. The Tree of ELT (adopted from Hutchinson and Waters, 1987:17)

By making the analogy of a tree, Hutchinson and Waters (1987) show that ESP is a broad term. Observing the tree in depth, one can understand what ESP is not about rather than what it is about. This idea is indicated by Hutchinson and Waters in three criteria: (1) ESP is not just a matter of teaching English as a “specialised variety” which is a different type from other forms of language. Learners have specific goals to learn the language. The context of language use of any specific-field variety has its own characteristics that can be used by ESP teachers to prepare the learners to satisfy their target situation needs. (2) ESP is not just a matter of field-words (e.g., business words) and grammar for specific specialists (e.g., Economics specialists). That is, ESP is not only about teaching language structure and grammar, but it has to take into consideration how these forms and language knowledge competencies can be used in real life situations (i.e., communication). (3) ESP is not different in kind from any other form of language teaching. As the others used in ELT classrooms, ESP methodologies should be based on effective learning principles. The learning process of ESP learner is not different from that of GE learner although their learning content may vary.

Thus, ESP has usually been served as a teaching approach to help English language learners coping with language characteristics and to improve the skills required to operate in an academic discipline, a major, an occupation or profession for which the learners want to master English.

1.2.3. Phases of ESP Development

Over time, ESP has undergone five stages, which Hutchinson and Waters (1987) claim to consist of five approaches or theories:

1.2.3.1. The concept of special language: register analysis

This phase primarily emerged in the 1960s and early 1970s, and can be marked by the contributions of Halliday et al. (1964), Ewer & Latorre (1969), and Swales (1971). The research was conducted on the premise that the English used in fields like architectural engineering constitutes a distinct register from the English used in fields like chemistry or in general. Therefore, the goal was to predict the grammatical and lexical development

of these registers. These language characteristics were then included into course materials. A Course in Basic Scientific English by Ewer and Latorre (1969) is an outstanding demonstration of such a curriculum. Register analysis' goal was mainly pedagogical in nature, i.e., creating a syllabus that paid major emphasis to the language forms that students would use in their daily lives

1.2.3.2. Beyond the sentence: Rhetorical or Discourse Analysis

This phase first debuted in the 1970s using a method that was deeply influenced by the studies of Lackstrom et al., (1973), and Widdowson (1979). It focused on the entire text rather than just the language at the sentence level (first stage register analysis). In contrast to the study of register analysis, discourse analysis focused on how sentences were connected within a text to provide a broader definition of meaning. This involves researching the ideas of coherence, which Cook (1989:4) defines as "the property of being meaningful and united," and cohesion, which he defines as "links between sentences and between clauses," (ibid) as well as how meaning is connected, such as through formal grammatical devices. Allen & Widdowson (1974) characterise the underlying premise of this stage as learners' unfamiliarity with English use:

“The difficulties which the students encounter arise not so much from a defective knowledge of the system of English, but from an unfamiliarity with English use, and that consequently their needs cannot be met by a course which simply provides further practice in the composition of sentences, but only by one which develops a knowledge of how sentences are used in the performance of different communicative acts”. (Allen and Widdowson,1974:3)

As a result, a course that just gave more experience in sentence production could not remedy this problem, but only one that taught awareness of how sentences are applied in the execution of various communicative actions could. As stated by Hutchinson and Waters (1987: 11), the focus of study "moved to understand how sentences were

integrated in conversation to construct meaning." This stage of the ESP development is described by both Widdowson (1979) and Hutchinson and Waters (1987) as a concentration on finding the organisational patterns in texts and establishing their language requirements in order to build the curriculum of an ESP course. This led to the creation of textbooks using the notional/functional method, including the Nucleus (Bates and Dudley-Evans, 1976), and the Focus series (Swales, 1990; Bhatia, 1993)

1.2.3.2.1. Later developments in DA: Genre Analysis

The Genre Analysis approach emerged from discourse analysis, which has had a significant impact on ESP research. Swales (1981, 1990) played a crucial role in elevating genre research to the forefront of ESP. According to Swales (1990: 58) "a genre comprises a set of communicative events, the members of which share some set of communicative purposes".

In reference to a study on business telephone calls, West (1997:36) makes a distinction between DA and GA. He asserts that while DA identifies the functional components of the calls, GA allows the materials writer to sequence these functions into a series to capture the overall structure of such texts. In contrast to prior DA, which was unable to account for factors like culture and situation, GA places the discourse within the communicative context in which it happens, and this is its key characteristic (Nelson, 2000). Through highlighting the specific characteristics of various texts (i.e., genres) in many fields such as academic publications, business reports, sales negotiations, and laboratory demonstrations, ESP research has greatly benefited from the application of discourse analysis.

1.2.3.3. Target situation analysis

The emphasis eventually changes to learners' needs analysis or target situation analysis (henceforth, TSA), i.e., the situations in which students need the language and what

specifically the language of these situations is, as it was no longer sufficient to simply identify the key features of the specialized language of a certain domain.

The aim is to take the existing knowledge and give it a more scientific foundation by creating methods for more closely connecting language analysis to students' reasons for learning. Since the goal of any ESP course is to prepare students to use their new language effectively in a specific context, or 'target situation', ESP course designers should begin by pinpointing this context and then conducting a thorough investigation of the linguistic elements specific to it.

The system outlined by Munby (1978) in communicative Syllabus Design provides the most in-depth explanation of TSA. Munby's model generates a thorough overview of the student's demands in terms of communication goals, communicative context, means of communication, language competency, language functions, structures, etc.

1.2.3.4. Skills and strategies

Another major trend that emerged in the 1980s was the increased emphasis on specialised language abilities. Skill-based instruction is one of the earliest methods of teaching ESP during the register analysis period, however its primary emphasis was on reading and writing (West, 1997). In the 1980s, this approach expanded to include non-written forms of communication including speaking and listening.

The core assumption of the skills-centred approach was that taking a superficial look at the language is unnecessary. Learners of a language need to concentrate on the underlying interpretive strategies that help them deal with the surface forms of that language, such as inferring meaning from context, using visual layout to identify text type, using cognates¹, etc. The typical tasks encourage learners to consider and examine how meaning is created in and extracted from written and spoken language.

¹ words that are similar in the mother tongue and the target language.

1.2.3.5. A learning-centred approach

In contrast to their emphasis on language learning Hutchinson and Waters (1997) believe that earlier approaches of ESP were fundamentally flawed as they were "based on descriptions of language usage" (Hutchinson & Waters 1987:14). Whether this description is of surface forms, as in register analysis, or of underlying processes, as in the skills and strategies approach, the goal is to describe what people do with language. But ESP is not about how to use the language, even though this will help define the course's objectives. A good approach to ESP must be rooted in a thorough comprehension of how students learn language.

A learner-centred ESP instruction begins with an examination of student requirements (i.e., NA), progressing through goal setting, content, materials' development, and final evaluation. This procedure is ongoing since the teacher adjusts the ESP curriculum as needed to better suit the interests and needs of the students.

1.2.3.6. ESP today (2000s-present)

The subject of ESP is currently developing and has established itself as a well-recognized domain of applied linguistics. Some would argue that it is an independent field in and of itself. Even though ESP has taken huge progress, it still has a long way to go. Genre analysis is one of the prominent areas that revolutionised ESP teaching methodologies and research like (Bhatia, 2004; Bhatia, 2008) and Hyland (2018) . Additionally, ESP has benefited considerably from corpus linguistics (henceforth, CL) (e.g., Biber et al., 2007; Belegu-Caka, 2018). Thanks to advances in CL, ESP researchers now have access to massive databases of real-world materials, both written and spoken ESP researchers and practitioners can compile and analyse their own specialised corpora to reveal the frequency of particular and grammatical aspects within and across texts, as well as the commonalities and distinctions between domain-specific genres and general everyday language. Furthermore, ESP pedagogy has been greatly influenced by the advances of

technology. Some examples including the use of computer-assisted language learning in ESP instruction and sources for ESP authentic materials such as internet websites, social media, personal blogs, etc.

1.3. The Role of ESP Teacher

The shifting role of the language teacher in the ESP classroom has been a topic of discussion among language specialists. Unlike GE teacher, a successful ESP teacher needs certain skills in order to fulfil their responsibilities effectively. Ideally, ESP teachers would have previously undergone some kind of training before reaching ESP land. Most researchers agree that an ESP practitioner's duties go much beyond merely teaching students. In other terms, there are tasks beyond teaching itself to be performed. As a result, Swales (1985) and Dudley-Evans and St John (1998) prefer the term "ESP practitioner" rather than "ESP teacher". They listed five different roles that an ESP practitioner should accomplish: teacher, course designer and materials provider, collaborator, researcher, and evaluator.

1.3.1. The Teacher

A teacher's beginning position is similar to that of a GE teacher. In other words, the ESP teacher teaches pupils the fundamentals of language so they may use jargon from various genres and professional and academic contexts. Additionally, by highlighting the significance of the four macro-skills (i.e., listening, writing, reading, and speaking), ESP teachers hope to increase students' awareness of the communication methods that they will employ in their daily lives.

1.3.2. The Course Designer and Materials Provider

The ESP practitioner must first determine what the learners must accomplish by the end of the course in their position as a course designer and material provider. As a result, he or she must be aware of the outcomes of the learners' target and linguistic demands.

Once the objectives are identified, the ESP practitioner can either select from content that has already been published or adapt when that material is not appropriate. When relevant content is occasionally lacking, the author must create it with the assistance of specialists, if necessary.

1.3.3. The Collaborator

The ESP practitioner's role as a collaborator involves working closely with subject experts to meet the specific needs of the learners and correctly modify the target discipline's methodology and tasks. ESP teachers need the help of specialised teacher in understanding the concepts in order to seek the appropriate materials as it is challenging for them to find resources or even create a syllabus on their own. If team-teaching is not an option, the ESP practitioner should collaborate more closely with the students who will be more familiar with the subject content than the teacher. Co-teaching lessons with a subject expert and a language instructor results in the most thorough collaboration. Dudley-Evans and St. John (1998), (Crandall, 1998), Bynom (2000), and others, emphasize on the significance of the ESP teacher in collaboration and team-teaching with subject specialists. They also emphasise how team-teaching and collaboration enhance teachers' self-esteem, and promote students' motivation and engagement.

1.3.4. The Researcher

Individual research appears to be a particularly effective means of strengthening instructors' skills. When teachers conduct research and base their pedagogical decisions on the evidence gathered throughout the research process, it would benefit their teaching and their students' learning (Potocka and Sierocka, 2013). In seeking effectiveness, ESP teachers are required to conduct research in ESP or, at least, in keeping abreast with the growing body of research done and released in the field of ESP (Dudley-Evans and St John, 1998). The role of ESP teacher as a researcher entails conducting students' needs analysis which is the foundation of any ESP. According to (Abdeen, 2015), conducting NA necessitates a thorough understanding of the research methodologies and

philosophical perspectives that support them, as well as an understanding of the evolution of needs assessment and its goals and objectives in ESP on the part of the ESP teacher. Furthermore, ESP practitioners are advised to "to observe as far as possible the situations in which students use the identified skills, and analyse samples of the identified texts." (Dudley-Evans and St John,1998: 15) in order to better understand the various types of discourse and genres that students use in their field of study.

1.3.5. The Evaluator

In ESP, it is evident that evaluation of the learners as well as the course and instructional materials take place. Dudley-Evans and St. Johns (1998) asserts that the evaluation process should be constant (i.e., before, during and at the end of the course). As an evaluator, the ESP practitioner must examine learners' comprehension of the aspect of language use in target situations, as well as their command of the skills required to utilize the language. besides, he/she is responsible for determining whether or not the course and its materials were successful in imparting the necessary knowledge to the students and whether or not the course objectives were met. ESP teachers' self-reflection on the lessons and their own teaching practices are also among the important duties to accomplish the role of a successful evaluator.

1.4. ESP Teacher Education and Professional Development

Teacher training and professional development are integral components of ensuring quality education and fostering continuous improvement within educational systems worldwide. Teachers have a profound impact on their students' academic performance, social and emotional development, and lifelong learning outcomes, making quality teacher preparation and continuous professional development of the utmost importance. ESP teachers play a pivotal role in facilitating language learning experiences tailored to the unique requirements of their students. However, despite the importance of their role, ESP teachers face a myriad of challenges that impact their effectiveness and professional development. Scholars have extensively documented the challenges faced by ESP

teachers, highlighting the complex nature of their instructional responsibilities. Dudley-Evans and St John (1998) underscore the intricate interplay between language and content in ESP instruction, emphasizing the need for teachers to navigate this dynamic relationship effectively. Furthermore, a major obstacle for ESP teachers is the wide variety of linguistic needs and goals of their students (Basturkmen, 2006). This means that teachers need to adapt their lessons to the specific needs of each student while still meeting the program's overarching goals.

1.4.1. ESP Training

Teacher training in ESP is widely recognized as a pivotal factor in enhancing the effectiveness and quality of ESP instruction. To meet the specific needs and overcome the unique challenges of ESP pedagogy, scholars and researchers in the field have stressed the importance of specialised teacher training programme. Indeed, the failure of ESP courses has often been attributed to the inadequacy of teacher preparation (Ouakrime, 1997) . In a similar vein, Swales (1971) that one of the obstacles to the development of ESP education is the absence of specialised teacher training.

The concept of "training" in the context of ESP teachers includes a multifaceted array of components, reflecting the diverse skill sets and competencies required for effective instruction. Researchers identify a consensus among educators regarding the essential elements of ESP teacher training. Valdes (1986) emphasises that while a proficient command of the target language is undoubtedly important, it is not sufficient on its own. ESP teacher training must encompass a comprehensive methodology that includes classroom observation, materials development, and pedagogical techniques tailored to the specific needs of ESP learners.

Teachers in ESP context must be equipped to navigate the complexities of ESP instruction by addressing not only their own professional development but also the diverse linguistic and communicative requirements of their students. This necessitates

the development of additional competencies beyond language expertise, which can be achieved through specialized teacher training programs (Bracaj, 2014; Richards et al., 2005). According to (Richards and Farrell, 2005), teacher training entails activities tailored to the immediate needs of teachers, whether they are preparing to teach for the first time (pre-service teachers) or taking on new teaching responsibilities (in-service teachers). Bracaj (2014:47) offers a series of suggestions for how ESP teachers can be better-prepared to specialise in the teaching and learning of ESP. Firstly, the “selection phase” implies that only teachers who believe that they have the ability and willingness to teach these courses can specialise in them. Secondly, “continuing personal education” which is essential, with various approaches such as concurrent improvement alongside professional training or sequential development following initial academic studies. Thirdly, “general professional training as an educator and teacher”. This encompasses areas such as educational psychology and pedagogical theory that equip teachers with essential skills to navigate diverse classroom dynamics. Lastly, “special training as a teacher of a foreign or second language”. This crucial element enhances teachers' ability to comprehend and address students' specific needs, thereby facilitating the effective delivery of tailored knowledge that is required for ESP courses.

Hall (2013:5) proposes a comprehensive framework for training ESP teachers. This latter consists of three essential modules: “pedagogy”, “context-embedded language and discourse analysis”, and “management”. The first module of pedagogy aims to provide ESP educators with specific instructional strategies and techniques that are designed to meet the specific demands of learners. This encompasses comprehending the processes of language acquisition, creating efficient lesson plans, employing assessment methods, and implementing classroom management practices that are appropriate for ESP contexts. The module of context-embedded language and discourse analysis focuses on improving teachers' comprehension of the linguistic characteristics and ways of communication that are prominent in a specific field or domain. By conducting a thorough analysis of language and utilising DA approaches, teachers acquire valuable

understanding of the specific discourse patterns and specialised language employed in their students' respective disciplines. In the same vein, Ferguson (1997) argues that teachers must possess specialised language knowledge (henceforth, SLK) that includes an understanding of disciplinary culture, the epistemological foundations of various disciplines, and proficiency in genre and discourse analysis. As for the third management module, it focuses on the wider organisational and administrative aspects of ESP instruction, such as changes in the teaching environment, fostering effective collaboration and relations with language teachers and subject matter teachers, employing negotiation skills when necessary, and practicing financial management.

1.4.1.1. Types of Training

When examining the literature on teacher training, it becomes apparent that the formal preparation of future teachers consists of two main phases: pre-service and in-service training. Using ESP teachers as a focal point, it is evident that ESP practitioners require initial training before entering the ESP teaching domain. Subsequently, once engaged in teaching, they may necessitate further in-service training tailored to their specific needs and the field in which they operate

1.4.1.1.1. Pre-service Teacher Training

Pre-service teacher training refers to the education and preparation that teachers undergo before formally entering the teaching profession. The primary objective of pre-service training is to enhance future teachers' language proficiency, pedagogical skills, and cultural knowledge (Song et al., 2011). In ESP context, Pre-service training equips future teachers with the foundational knowledge, skills, and pedagogical strategies necessary to teach English in specialised domains such as business, medicine, engineering, etc.

1.4.1.1.2. In-Service Teacher Training

While pre-service training is crucial for aspiring teachers, in-service training plays a vital role for those already engaged in ESP teaching. That is, it refers to the professional development activities and initiatives that educators participate in after they have already begun their teaching careers. This ongoing training is designed to enhance teachers' pedagogical practices, expand their subject matter expertise, and keep them abreast of new developments in education and their respective fields. In-service training may include workshops, seminars, conferences, collaborative learning opportunities, mentoring programs, and self-directed study. Engaging in this type of training helps new teachers transition into teaching English for Specific Purposes (ESP) by allowing them to learn from more experienced colleagues; consequently, they accelerate their adaptation and effectiveness in the field Buckley (2000).

1.5. ESP Course Design

According to Hutchinson and Waters (1987), much of the work performed by ESP teachers involves creating appropriate courses for specific groups of learners with a variety of needs and interests. In light of this, they believe that “whereas course design plays a relatively minor part in the life of the GE teacher – course here usually being determined either by tradition, choice of textbook or ministerial decree – for ESP teacher, course design is often a substantial and important part of the workload” (Hutchinson and Waters, 1987:21).

The process of designing a course, or a set of learning activities, is a sequential one. Hutchinson & Waters (1987:65) define course design as “the process by which the raw data about a learning need is interpreted in order to produce an integrated series of teaching-learning experiences, whose ultimate aim is to lead the learners to a particular state of knowledge”. Course design, then, is the process of creating a learning plan (including assignments and activities) based on what is known about the learners, their

goals, and their prior knowledge and abilities. In this regard, Munby (1978) asserts that the prior understanding of the learners' communication needs is vital in all elements while designing ESP courses.

1.5.1. Needs Analysis

When developing an ESP syllabus, teachers must have insight into their students' linguistic demands and their professional contexts' conditions. They also necessitate familiarity with the students' expected English-language practice. The course's design is centered on the needs of the students. NA describes the process of getting to know a group better in order to better serve their needs. With time, the requirements analysis's primary focus has changed (Otilia & Brancusi, 2015).

Any effective ESP course must be tailored to the individual demands of the students enrolled in it. This highlights the significance of understanding the context in which English is required in order to determine what content should be included in the course and what linguistic features must be used. In this respect, Hutchinson and Waters (1987:53) assert that "What distinguishes ESP from general English is not the existence of a need as such, but rather an awareness of the need". Therefore, If these courses are developed in response to students' needs, or what (Swales, 1985: vii) refers to as "wider roles", ESP teachers will not suffer status recognition; rather, their efforts will be highly valued by students.

1.5.1.1. Types of Needs

Many scholars, as cited by Dudley-Evans and St. John (1998), introduce key terms where "needs" are explained differently, including formal, actual/obligation, hypothetical future, and wants (Alderson, 1980) ; objective and subjective (Brindley, 1989:65; Nunan, 1988); perceived and felt (Berwick, 1989; Robinson, 1991:55); process-oriented and product-oriented needs (Brindley, 1989:63), and so forth. Moreover, wants, necessities, and lacks (Hutchinson & Waters, 1987:55) are included.

According to Dudley-Evans and St. John (1998:123), the plethora of terminology has encouraged the notion of needs to expand and each of these labels reflects a particular ideology or educational value, and deserves significant attention. Furthermore, they opine that “the best methodology for specifying the target need of any particular group of students is to use such methods as questionnaires, follow-up interviews, collection of authentic work place texts and visit to the workplaces” (Dudley-Evans & St John, 1998:67) .

Hutchinson and Waters (1987:57), in turn, propose a further division between target needs and learning needs.

1.5.1.1.1. Target Needs

Target needs refer to "what the learners need to do in the target situation" (Hutchinson & Waters, 1987:54). That is, what the learner should know to communicate effectively in the target situation, including the knowledge, competences, and skills needed for the English proficiency in the target situations. Hutchinson & Waters (1987) view the term “target needs” as an umbrella term that covers a number of significant distinctions. Accordingly, the target situation is best considered in terms of necessities, lacks, and wants.

- **Necessities**

The word “necessities” is crucial to define the target needs for an ESP syllabus. Necessities are a subcategory of ESP needs that are often established by the requirements of the target setting, i.e., what the learner must understand in order to properly perform in the target situation.

- **Lacks**

Lacks imply where the students are deficient. To determine which essentials the students are lacking, ESP teachers must first learn about their students' prior knowledge and experience. In other words, lacks are the gap between the current

level of competence (existing proficiency) and the one that students want to achieve (target proficiency).

- **Wants**

students' wants are the information and skills they are most interested in acquiring through involvement in the course. The emphasis is on what students feel or believe they need, as opposed to the perspectives of teachers and course designers.

1.5.1.1.2. Learning Needs

Learning needs denote "what the learner needs to do in order to learn" (Hutchinson & Waters, 1987:54). The term is used to describe the requirements placed on students by the process of learning, and as such, it encompasses factors such as student motivation, background knowledge, and linguistic abilities. As merely identifying the target needs does not provide directions on how to reach the intended outcomes, the course developers should also rely on students' learning needs to guide them in the ESP course design (Přívorová, 2016:17).

As a matter of fact, the learners' linguistic difficulties, their learning goals, their preferred learning style, etc. are all intimately connected to the topic of the learners' learning needs. The aforementioned elements have to be taken into consideration while designing an ESP course since Hutchinson and Waters (1987) argue that the new educational pedagogy places a premium on the student and their and their perspective on learning.

1.5.2. The Role of Needs Analysis in ESP Course Design

As learner-centred approach, ESP instruction implies that the practitioner has a primary function to determine the gap between students' actual and target language proficiency (Belcher, 2013). This diagnosis represents what is known as needs analysis,

is the initial step in a number of subsequent endeavours in ESP course design. It entails investigating the learners' objective and subjective requirements, as well as a number of other criteria linked to the ESP course that is being prepared, such as details about the intended classroom setting. NA has three primary functions as a criterion of ESP. Firstly, it provides a method to gather larger input for the structure, content, and implementation of a language curriculum. Secondly, it can also be applied to creating goals, objectives, and materials. The third is that it allows for the evaluation of an existing curriculum (Richards, 2001) .

The learners are the focal point of any ESP syllabus. That is, their needs will decide the overall contents of the syllabus, taking into account factors like language proficiency, structure, function, conceptions, subjects, themes, circumstances, and interlocutors. The selection process is driven by the demands of the students, therefore there will inevitably be some variance from one set of students to another. Different learner demands will be handled in various ways. specifically in light of the necessities that are the foundation for the reasons why they are studying English.

Basturkmen (2010) identifies four roles for NA in the creation of an ESP course. To begin, ESP teachers might become more familiar students and with the institutions and classrooms in which their students are enrolled. Second, is the analysis of how students are utilising English in their various study areas. Besides, NA gives possibilities for ESP syllabus designers to obtain samples of actual texts, both spoken and written, which learners utilise in the context for which they are being taught. Hence, "needs analysis enables the ESP instructors to translate the language needs into linguistic and pedagogical terms which in turn develop good curriculum for the program" (Basturkmen, 2010:25). Last but not least, NA can support and guide the practitioners who are responsible for the ESP syllabus design.

In light of the above explanations, NA is seen as the cornerstone of ESP language curriculum development as it is a tool that can help ESP curriculum designers in creating a solid course for any ESP language programme. Thus, Belcher (2006 :135) concedes

that ESP teachers are specialists who are “often needs analysts first and foremost, then designers and implementers of specialised curricula”.

1.5.3. Development of ESP Course Design

Designing a course is a multi-step process. Classic and contemporary models "agree on most of the components," as stated by Graves (2000:3), including “setting objectives based on some form of assessment; determining content, materials, and method; and evaluation." She demonstrates them in a diagram (**Figure 1.2**) and emphasises that course creation is not a linear process, as ESP teachers can "begin anywhere in the framework, as long as it makes sense" (ibid).

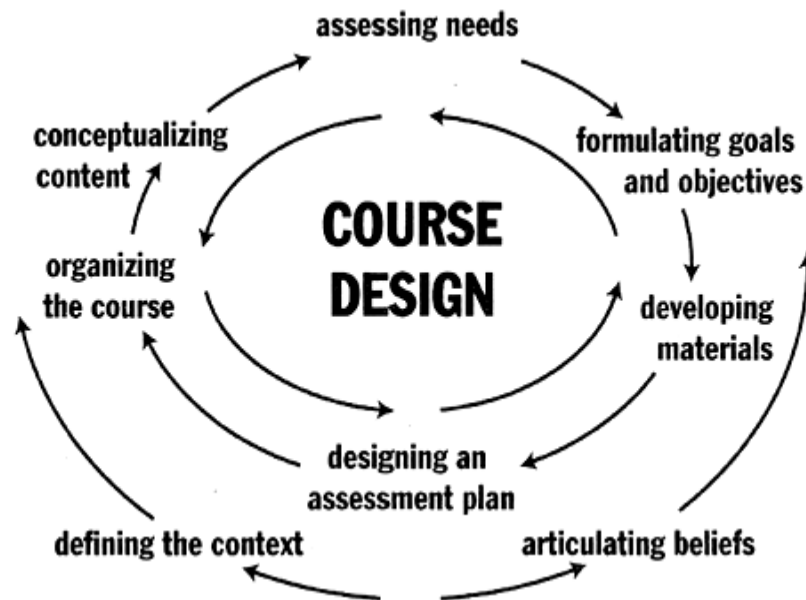


Figure 1.2. The Framework of Course Design Process (Adopted from Graves,2000:4)

Graves (2000) claims that the elements of this framework are interconnected, and each element affects and is affected by others. “Course design is a system in the sense that planning for one component will contribute to others; changes to one component will

influence all the others”. (Graves, 2000:4). In the same vein, Robinson (1991:34) maintains that course design is the outcome of a dynamic interplay between the NA findings, the course designers' approach to the syllabus and methodology, and the existing materials.

1.5.3.1. Conducting Needs Analysis

The first stage in designing a successful course is assessing the students' needs. It is commonly believed by many researchers (Munby, 1978; Dudley-Evans & St John, 1998; Hutchinson & Waters, 1987; Robinson, 1991; Jordan, 1997, Basturkmen, 2006; Basturkmen, 2010) that NA is foundation of developing any effective language course. The effectiveness of the course will be ensured by thoroughly conducting students' needs analysis, which will give the ESP practitioner information about his/her students' interests, the contexts in which the language will be used, the modes of communication that will be employed, the reasons and purposes for which the language is required, etc.

1.5.3.2. Formulating the course's goals and objectives

The second step, defined by the results of learners' NA, involves setting goals and objectives, during which the ESP practitioner can determine whether or not the goals are achievable within the allotted time frame. According to Graves (2000:75), “goals are a way of putting into words the main purposes and intended outcomes of your course”, whereas “objectives are statements about how the goals will be achieve” (Graves, 2000:76). She uses an analogy of a journey noting that, “the destination is the goal, the journey is the course and the objectives are the different points you pass through on the journey to the destination” (Graves, 2000:75). Goals should address what can be actually achieved within the limits and resources of the course, that is, who the students are, their level, the amount of time available, the materials accessible, etc. Objectives, on the other hand, are teachable and learnable components that, when combined, can create a goal. A cause-effect relationship links between goals and objectives as the more explicit the objective is, the higher possibilities for the goal to be realised. Every goal has a number of objectives that will assist it be achieved, as seen by the hierarchical connection.

Because ESP students will be using the language in authentic contexts, improving their communication skills is the course's overarching objective. Goals in ESP setting usually have to do with communicating with the target language community or getting a job in the future (Harmer, 1991). Thus, the primary goal of the ESP course is to increase students' communicative competency to be able to utilize the language in the encountered future authentic contexts. The following is a summary of the many objectives that ESP courses seek to accomplish in this regard, as stated by Nation and Macalister (2010: 6-7):

- (1) to encourage students to exploit all the elements of the language that they know in order to make their meanings clear;
- (2) to encourage students to communicate in a wide range of everyday situations;
- (3) to promote students' communicative competence by developing their ability to understand and speak accurately and fluently about a wide range of topics in English;
- (4) to develop students' speaking and listening skills necessary for participating in classroom discussions with an introduction to oral presentation and critical listening skills.

Hence, well-defined goals make teaching more purposeful, and specific objectives facilitates the alignment between students 'needs and course 'goals. Accordingly, an effective ESP course should be designed around specific, measurable, and time-bound learning outcomes that are tailored to the students 'requirements, and are in line with the language being taught.

1.5.3.3. Conceptualizing the Content

This step, as described by Graves (2000), entails choosing which components of language and language learning will be covered, highlighted, and included throughout the course. Thus, ESP teachers need to decide which aspects of ESP learning will be incorporated and utilised as a core to fulfil students' needs and expectations, taking into consideration information about the students as well as the goals and objectives. In other

terms, this means deciding what linguistic domains, subjects, and elements to be covered in the course and in what sequence they will be introduced to reach the course' desired outcomes.

In terms of content selection and design, Reilly (1988, as cited in Xenodohidis, 2006:20) proposes the following guidelines:

- Define what students should be able to do as exactly and realistically as possible, as the result of the instruction;
- Rank the syllabi in order of importance according to the desired outcomes;
- Evaluate available resources match them with the syllabi;
- Designate one or two syllabi as dominant;
- Review how combination and integration of syllabus types can be achieved and in what proportion;
- And translate decisions into actual teaching units

1.5.3.4. Selecting and Developing Materials

In order to optimise their students' language acquisition, ESP practitioners must choose instructional materials that are appropriate not just for the course's stated goals and content but also for the wide variety of students' individual learning needs, styles, and preferences. Materials development is the process through which a course designer creates, selects, or adapts and organises instructional resources for use in a language classroom in order to assist students to meet the learning outcomes, and ultimately complete the course successfully.

If no appropriate resources exist, instructors may need to create their own in order to successfully deliver their courses. In certain cases, this may include making minor adjustments to pre-existing materials in order to better suit the individual requirements of each learner. To put it another way, if an ESP teacher is short on time but must rely on a textbook, they may modify it to better suit their students' needs and interests. The term "materials development" refers to the process of deciding

upon the textbooks, articles, flashcards, pictures, worksheets, videos, etc. that comprise a teacher's real pedagogical arsenal.

Selecting and developing materials is a challenging issue that face ESP teachers; In this concern, Harding (2007:10-11) offers some helpful suggestions in selecting relevant ESP materials:

- Use contexts, texts and situations from the students' subject area. Whether they are real or simulated, they will naturally involve the language the students need.
- Exploit authentic materials that students use in their specialism or vocation- and do not be put off by the fact that it may not look like 'normal English'.
- Make the task authentic as well as the texts. Get the students doing things with the material that they actually need to do in their work

1.5.3.5. Organising the Course

The preceding procedures play a crucial role in organizing both the content and the activities of the ESP course. The teacher can have a more defined course to teach if he or she first determines the course's aims and objectives, decides on the relevant materials, and then selects the proper content to teach. Consequently, organising the course entails determining on the systems that will connect the course's content and materials together in accordance with the goals, and provide the course with its overall form and structure. The course' content, for instance, should to progress logically from simple, overarching ideas to more involved, narrowly focused ones. Theme, or similar concepts, issues, and topic, can be used to organise the content.

Basturkmen (2010:61) suggests that while organizing an ESP course, practitioners and course designers need to concentrate on the following:

- Types of units: such as: skills, vocabulary, genres, functions, notions and disciplinary, professional or cultural content.

- Items in the units: such as: which genres, semantic sets and functions.
- Sequencing: what should come first, second and so forth and decisions made according to considerations such as: immediate and less immediate need, levels of difficulty with easier items before more difficult items and logical flow. for instance, in Business English, opening meetings before closing meetings.

1.5.3.6. Designing an Assessment Plan/ Evaluating

Graves (2000) claims that when designing a course, one must consider three types of evaluation: assessing needs, assessing student learning, and assessing the course. The first one is essential as it addresses the issue, "What do students need to learn, and how?". The second contributes to the resolution of the issue,

"What have students learned?", and the third addresses the question "How successful is/was the course in helping students to learn?". However, as Hutchinson and Waters (1987) point out, evaluation is made up of two parts: student assessment and teacher assessment. Even though it comes at the end of the ESP design process, evaluation and assessment play a crucial part in gauging the course's efficacy and the learner's growth. Hutchinson and Waters (1987:146) delineate three primary forms of assessment in ESP: "placement exams" which are designed to allocate students to the most appropriate ESP course; "tests of achievement" to assess the adherence to the curriculum; and "tests of proficiency" to evaluate students' capacity to meet the specific demands of a given context. According to Graves (2000:208), assessment may be either formative (done throughout the course and providing feedback on how well the students are doing) or summative (done at the end of the class and providing feedback on the students' overall achievement and the overall efficacy of the course). Practitioners in the field of ESP should examine the efficacy of their course as well (something rarely attempted in the GE context). Evaluation demonstrates how effectively the ESP course is really meeting the

demand since it was created to do so. The information acquired serves as the basis for any required adjustments to the course (Hutchinson and Waters, 1987:152)

1.5.4. Approaches to ESP Course Design

As a matter of fact, the course design process necessitates the adoption of a methodology that specifies how a syllabus, materials, and teaching style is to be established. Despite acknowledging that there exist "as many distinct approaches to ESP course design as there are course designers," Hutchinson & Waters (1987: 65) propose three primary methods for creating ESP courses: learning-centred, skills-centred, and language-centred approach.

1.5.4.1. Language -Centred Approach

According to Hutchinson & Waters (1987), the language-centred course design is the most basic and the one that ESP teachers are most accustomed to. The course's content is meant to have as direct a relationship as possible with the findings of the students' target situation analysis. Following Hutchinson & Waters (1987) explanation, this approach starts with the identification of the students' target situation in combination with selection of appropriate theoretical views of the language. Furthermore, the target situation will be analysed via investing its characteristics. The syllabus will then be generated along with its components and teaching materials to construct a final evaluation of the suggested procedure and work schedule for the syllabus items.

This layout progresses clearly and logically, focusing on the discourse's linguistic patterns and emphasizing specialized technical and scientific terminology. Students should be involved in every step of the NA process; however, in this case, they are used as a way to determine the target situation's needs, and to identify the domain of language to be taught. Thus, students play no other role, and their needs and interests are disregarded. The fact that it ignores communicative competence in favour of surface level is another one of its drawbacks. This paradigm is also criticised for being "externally-imposed" rather than "internally-generated", as well as for lacking feedback

and error tolerance. In other words, it is a rigid, inflexible process that does not adequately account for the tensions and contradictions prevalent in all human endeavours. Addressing this issue, Graves (2000:7) writes:

“Because it involves human beings, teaching is not an enterprise that can be easily quantified, codified, and replicated. Rather, teaching is an organic, unpredictable, challenging, satisfying, and frustrating process. It is not an imperfect craft, but a dynamic one. Any activity associated with teaching is in some respect a work in progress because it will be transformed by those involved in it”

1.5.4.2. Skills-Centred Approach

With this approach, the students' abilities to generate and comprehend discourse are given greater emphasis. Because it trains students to be better processors of information rather than absorbers of knowledge, the skills-centred course sets objectives based on performance and competence and helps them acquire skills that they will continue to enhance even after completing the ESP course. Therefore, the purpose of NA is to show both the knowledge and skills that students bring to the ESP classroom, and the competence that is required in the target situation.

The first step in the process of skills-centred approach is to determine the target situation by analysing the skills and techniques that are required. Additionally, it compiles theoretical perspectives on both language and learning. The syllabus is then written, followed by the selection of texts and the creation of writing exercises that emphasise the skills and techniques of the syllabus. Last but not least, it introduces several evaluation techniques that demand the application of the syllabus's skills and techniques.

A major criticism levelled against this approach is that it is a too narrow paradigm, focusing solely on language use and not on language learning (Hutchinson & Waters, 1987:70).

1.4.2.3. Learning-Centred Approach

Because learners' needs are both target needs and learning needs (Hutchinson & Waters, 1987), this approach shifts the emphasis from the competence itself to the process through which students achieve that competence in order to maximise learning. The learning-centred approach is based on the notion that course design is a negotiated process in which the learning and the goal conditions impact all the rest, whereas the preceding methods only considered the learners to a limited extent. In the learner-centred method, the learner's prior knowledge and abilities serve as a starting point for acquiring new skills and knowledge. Such an approach requires careful consideration of NA of the students and their learning and target situation. In addition, this method relies on the combination of linguistic and pedagogical theories. By determining what students need to know to succeed in the desired setting, this approach aims to better understand the learners' motivations, preferences, and potential skills. In addition, it takes into account the restrictions of learning and teaching circumstances. Evaluation is not seen as the last stage in the learning-centred approach, unlike the skills-centred and language-centred methods. It is rather a continual process that is taken into account before and after the syllabus is established.

At each stage of the process, from analysing the learning situation to creating the syllabus and materials, the learner is prioritised. He/she is sought throughout the development of course materials to the final evaluation of his own performance and the course. This means that the learning-centred approach takes into account the learner at every stage of the process, from initial course design to post-course evaluation.

In sum, whereas the language-centred approach focuses on the learner's performance, the skills-centred approach condenses in on his competence, and the learning-centred approach seeks to determine how this competence is acquired developed so that the student can successfully perform in target settings.

1.6. Discourse Analysis

In the 1960s and early 1970s, discourse analysis (henceforth, DA) emerged as an academic discipline from studies in various disciplines, including linguistics, semiotics, sociology, anthropology, and psychology. In this regard, Cameron (2001: 7) describes DA as an "umbrella term" that encompasses multiple methodologies from a variety of fields. It has notably offered approaches and models for dealing with problems that arise from fields such as education, cultural studies, communication, etc. In linguistics, for instance, discourse analysts are mainly interested in describing the intricate patterns and dynamics of language used in different social contexts.

1.6.1. Definitions

1.6.1.1. Discourse

The term 'discourse' has been conceptualised in two distinct approaches in linguistics (i.e., the formalist and the functionalist paradigms) by authors such as Leech (1983) and Schiffrin (1994). The two approaches establish differing background assumptions regarding the objectives of the linguistic theory, the methods for studying language, and the nature of data and empirical evidence. Consequently, discourse definitions are also influenced by paradigm discrepancies. According to formalist beliefs, discourse is "language above the sentence or above the clause" (Stubbs 1983:1). Simply put, Yule (2010:142) defines the term '*discourse*' as "language beyond the sentence". That is, discourse is the primary unit of analysis in a discourse-level perspective of language.

In contrast, discourse is seen as language in use (Brown & Yule, 1983; Cook, 1989; Candlin, 1997) from the functionalist paradigm. It is meant by "language in use", the set of rules, choices, and expectations that connect language to its context. DA, therefore, focuses on studying how language is used in written texts and conversations.

A third definition of discourse seeks to reconcile the formalist-functionalist dichotomy (i.e., the link between form (structure) and function is crucial in discourse analysis). Sentential limitations are inapplicable to discourse. It is something that exceeds the boundaries of a sentence. In other words, discourse is "any coherent succession of sentences, spoken or written" (Matthews, 2005:100). The connections between sentences in connected discourse are as significant as the connections between clauses inside a sentence.

1.6.1.2. Discourse Analysis

Broadly speaking, DA is a general term for the study of how individuals use language between themselves, both in written and spoken settings or, in fact in any sample of language used for any purpose (e.g., non-verbal communication).

For instance, (Jaworski & Coupland, 1999: 1-3) present ten definitions from various sources in their compilation of historical DA studies. But they all fit into the three main categories: "(1) anything beyond the sentence, (2) language use, and (3) a broader range of social practice that includes non-linguistic and non-specific instances of language"(Tannen et al., 2015:1)

Stubbs (1983) draws attention to the vagueness of the term DA and offers an another, more inclusive definition:

"The term discourse analysis is very ambiguous. I will use it in this book to refer mainly to the linguistic analysis of naturally occurring connected speech or written discourse. Roughly speaking, it refers to attempts to study the organisation of language above the sentence or above the clause, and therefore to study larger linguistic units, such as conversational exchanges or written texts. It follows that discourse analysis is also concerned with language use in social contexts, and in particular with interaction or dialogue between speakers". (Stubbs 1983:1)

Three definitions of discourse have been discussed: one drawn from the formalist paradigm, another from the functionalist paradigm, and a third that combines both of

them. These paradigms are also addressed by discourse analysis. According to the formalist (structural) perspective in DA, discourse is viewed at multiple dimensions of analysis and in terms of many different units, categories, schematic patterns or connections (Van Dijk, 1985 :4). Discourse is understood to be composed of discrete 'units' according to structuralist approaches to discourse analysis. The structural analyses pay attention to the interrelationships between different components but ignore “the functional linkages with the context of which discourse is a part.” (Van Dijk,1985:4). Through structural analysis, one can identify constituents (i.e., smaller linguistic units that have a specific relationship with one another and can only exist in a small set of arrangements. Discourse is positioned in a hierarchy of other language structures according to the structural view of conversation analysis, supporting the idea that language may be described as a unitary system that flows uninterruptedly from morpheme to phrase to sentence to discourse.

However, this sort of analysis excludes the functions and communicative purposes that so-called "units" in texts and social interactions are meant to fulfil. In this regard, Brown and Yule (1983) state:

“The analysis of discourse is, necessarily, the analysis of language in use. As such, it cannot be restricted to the description of linguistic forms independent of the purposes or functions which these forms are designed to serve in human affairs”(Brown and Yule, 1983:1)

The functionalist perspective to DA, on the other hand, claims that “the study of discourse is the study of any aspect of language use” (Fasold, 1990:65). DA must go beyond merely describing linguistic structures in isolation from their roles and objectives. Fewer emphasis is placed on the grammatical correctness of individual sentences in functional analyses of conversation, and more on the contextualization of individual sentences. Functional analyses of discourse place more emphasis on the

placement of utterances in contexts than on the formal grammatical features of utterances as sentences.

Functionalists place a premium on language's practical applications, going so far as to claim that society and language are intertwined and cannot be viewed as separate entities (Foucault, 1980; Fairclough, 2001). Functional analyses encompass all linguistic practises because they investigate how individuals use language to accomplish certain aims in their interactions with others. Discourse is not seen as merely another tier in a hierarchy but rather as an all-encompassing concept that incorporates not just the propositional content but also the social, cultural, and contextual aspects of a conversation.

Schiffrin (1994) suggests a more balanced approach to DA that incorporates both the structuralist and functionalist perspectives. She considers discourse to be “utterances”, i.e., “units of linguistic production (whether spoken or written) which are inherently contextualized” (ibid: 41). According to this view, the goals of DA extend beyond the merely sequential and syntactic into the realms of semantics and pragmatics.

1.6.2. A Brief Historical Background of DA

The interdisciplinary study of DA has garnered considerable scholarly interest across a range of academic fields, such as linguistics, sociology, anthropology, psychology, and communication studies. The aim of this section is to provide a thorough literature review concerning the historical background of discourse analysis. This entails its inception, fundamental theoretical underpinnings, and notable scholars who have made significant contributions to its advancement.

The term "discourse analysis" was coined by Zellig Harris (1952) in a paper he published at a time when most linguistics research focused on the study of isolated sentences. He uses the term DA to refer to research on how people talk. In the same

article, He talks about "discursive contiguity" in a formal way and introduces two issues that are important to what later became "discourse analysis." The first is about going beyond just studying sentences, and the second is about the relationship between culture (which is seen as non-linguistic behaviour) and language (linguistic behaviour). He thinks that the connection between two sentences comes from the context in which they were spoken. This would lead to the conclusion that similar contexts lead to similar discourses. Moreover, the advent of semiotics and the French structuralist method of approaching the study of narratives were also significant in the early years of DA field.

Hymes' (1972) research of speech in its social context provides a sociological perspective as a reaction to Chomskyeen Generativism created in the late half of 1950s. Chomsky (1965) views language as composing of competence (i.e., the body of knowledge about a language that an ideal speaker - listener would have access to, and performance (i.e., the variety of ways in which this knowledge is realized in actual contexts). Chomsky's approach to language study has been criticised as asocial since it disregards performance and social diversity as irrelevant to his quest to uncover characteristics shared by all languages. As a result, Hymes (1972) maintained that language is more than idealised grammar, using the concept communicative competence to refer to the skill required in real life interactions.

It was not until the 1960s that discourse was recognised as an academic field. Along with the advent of pragmatics, the study of meaning in context, linguistic philosophers like Austin (1962), Searle (1969), and Grice (1975), had also a significant impact on the study of language as a social activity, which is evident in speech-act theory and the construction of conversational maxims. Both Schiffrin (1994) and Stubbs (1983) consider the philosophers Austin (1962) and Searle (1969) as early proponents of discourse.

The functionalist approach to language advocated by Halliday (1973), which has connections to the Prague School of linguists, had a significant impact on British DA. Through his functional framework, Halliday (1973) establishes the social functions of

language and the thematic and informational organisation of speech and writing are. As an attempt to apply Halliday's rank hierarchy for grammatical analysis to classroom discourse, Sinclair and Coulthard (1975) develop a model of British DA, called the Birmingham model. They were interested in examining classroom talk or teacher-student conversation in English primary schools. In this concern, McCarthy (1991:19) explains:

“The classroom was a convenient place to start, as Sinclair and Coulthard discovered. It is a peculiar place, a place where teacher asks questions to which they already know the answers, where pupils have limited rights as speakers, and where evaluation by the teacher of what the pupil say is a vital mechanism in discourse structure.”

Yet, she asserts that using the classroom talk for analysis is highly advantageous for language teachers, as it allows them to reflect on their teaching through examining their performance as well as that of their students.

American DA, on the other hand, has been largely influenced by scholars in the ethnomethodological school, which bases its studies on in-depth observations of real-world conversations between genuine groups of people. It explores the role of storytelling, welcoming rituals, and verbal duels in a variety of societies and cultures. DA encompasses what is commonly referred to as conversation analysis in American tradition. Instead of focusing on creating structural models, conversational discourse analysts pay close attention to how people act and react during interactions and look for commonalities in a variety of real data. Conversational norms, turn-taking, and other facets of spoken interaction are extensively covered in the works of Sacks et.al (1974), and Goffman (1976, 1979). Labov's (1972) studies of oral storytelling have added to the long history of interest in narrative discourse alongside the work of conversation analysts within the sociolinguistic tradition. The American and British branches of pragmatics overlap, with the former offering numerous descriptions of speech patterns and the latter

providing insights into the social restrictions of politeness and face-preserving phenomena in discussion.

Text grammarians, who focus on written language, have also contributed to the growth of DA. According to text grammarians, texts are made up of definable relationships between linguistic parts. Scholars in the field of linguistics have made major contributions, including Van Dijk (1972), Halliday and Hasan (1976), and De Beaugrande (1980). A significant influence comes from the linguists of the Prague School, who focused on how information is organised in conversation. Most significantly, it has demonstrated the connections between grammar and conversation.

Today, DA is widely serving as a framework for studies in applied linguistics, with a focus on the teaching and learning of second languages.

1.6.3. Discourse Analysis and Language Teaching

According to (Celce-Murcia & Olshtain, 2000:5) discourse analysis studies have resulted in a shift from a grammar-oriented approach to language instruction to a discourse-oriented approach, and therefore to the objective of teaching language for communication.

The goal of language instruction is to improve students' ability to communicate, perhaps even on a small scale. Learners get genuine opportunities to encounter and practise communication when the target language is used. DA has become a crucial part of studying language instruction using the communicative approach (Olshtain & Celce-Murcia, 2000). In this regard, Berrocal et al. (2015) assert that DA heavily emphasises language forms and functions in social settings to improve language acquisition by analysing how native and foreign speakers use language in the social environment. As such, DA is a vital tool for language teachers and learners alike.

1.6.4. Previous Research on Using Discourse Analysis in ESP

Prior studies investigating the utilisation of discourse analysis within ESP contexts have provided insight into the advantages and efficacy of incorporating this approach into language teaching and learning. Several scholarly investigations have examined diverse facets of discourse analysis in ESP, providing significant perspectives on its adoption and benefits for learners' linguistic abilities, specialised knowledge, and communicative competence.

Scholarly inquiry has directed attention towards the utilisation of discourse analysis as a means to improve learners' comprehension of distinct professional genres. For instance, Swales (1990) conducts a seminal investigation on the analysis of genres in academic writing, highlighting the significance of teaching students the rhetorical structures and linguistic characteristics of academic articles. Bhatia's (2004) investigation delves into the unique features of legal discourse genres, offering significant perspectives for the instruction of legal English. Through the process of analysing and deconstructing genuine professional texts, individuals can enhance their comprehension of the linguistic patterns, communicative objectives, and socio-cultural norms linked with particular genres. This, in turn, can facilitate the creation of discourse that is more efficient and contextually suitable.

Moreover, the use of discourse analysis has been employed to enhance the pragmatic proficiency of ESP learners. The acquisition of socio-pragmatic skills for effective communication in professional contexts has been examined through discourse analysis in studies such as conducted by Kasper (2001) and Bardovi-Harlig (2009). Through an analysis of the employment of politeness strategies, speech acts, and discourse markers in genuine professional discourse, individuals can acquire an understanding of the norms and expectations of particular professional groups. Possessing this knowledge empowers

individuals to adeptly manoeuvre through diverse communicative scenarios, such as corporate assemblies or medical appointments, with heightened awareness and efficacy.

Discourse analysis has also been used in ESP situations to aid in the learning of specialised linguistic skills. The scholarly works of Flowerden (2004) and Hyland (2006) have emphasised the significance of discourse analysis in enhancing learners' comprehension of vocabulary, terminology, and rhetorical structures that are specific to their respective disciplines. Through the examination of genuine texts within their respective academic or professional domains, students can acquire familiarity with the specialised terminology and discourse characteristics pertinent to their particular field of specialisation. Improving language proficiency not only serves to enhance communication skills but also provides individuals with the essential resources to effectively engage in professional communication within their respective fields. Furthermore, scholarly investigations have demonstrated the efficacy of discourse analysis in enhancing learners' comprehensive communicative proficiency in ESP settings. Learners may gain knowledge of coherence, cohesion, and rhetorical strategies that contribute to successful communication by examining the structure and organisation of professional discourse. The research conducted by Johns (1995) and Dudley-Evans and St. John (1998) has indicated that discourse analysis can have a beneficial effect on learners' capacity to construct cohesive arguments, arrange information in a logical manner, and effectively communicate ideas in professional settings.

In general, prior research has shown convincing support for the advantages of using discourse analysis in ESP teaching and learning. Through a concentrated examination of particular genres, pragmatic conventions, specialised language, and overall discourse features of professional discourse, learners may develop the essential abilities to proficiently communicate within their respective domains. The utilisation of insights derived from previous studies can effectively inform and direct the development of ESP

curricula, thereby guaranteeing students are provided with pertinent and focused language education that caters to their individual communicative needs.

DA has attracted a lot of interest in the area of ESP because of its potential to reveal the complex connections between context, culture, and language. This overview of the research examines the many ways discourse analysis is used in ESP, stressing its benefits for comprehending language usage, social interactions, and business communication. Different theoretical perspectives provide a solid foundation for discourse analysis in the ESP setting. Swales (1990) used the term "discourse community" to highlight the importance of common objectives, knowledge, and modes of communication among professionals in the same field. As a result of this theoretical foundation, numerous following studies in ESP discourse analysis have been conducted, analysing language usage in specialised contexts and shedding light on the unique linguistic features that characterise certain communities of professionals.

In ESP discourse analysis, a variety of analytical techniques have been used to examine the nuances of professional communication. Genre analysis is a popular method that focuses on finding recurring themes in texts within a certain discourse community (Bhatia, 1993). Researchers may get a better understanding of the ways in which language is employed to attain certain communication goals and negotiate professional identities by looking at the structural, grammatical, and rhetorical characteristics of genres.

Another major methodological approach is critical discourse analysis (hereafter, CDA). CDA seeks to unearth implicit meanings, discursive practises, and social inequities by investigating the power relations and social ideologies embedded in discourse (Fairclough, 1995). In the context of ESP, CDA has been used to examine how professional positions are portrayed, how expertise is created, and how social hierarchies are reproduced in diverse professional contexts (Hyland, 2002a).

Discourse analysis using ESP has provided useful insights into how language is used in specialised fields. The study of academic discourse is one noteworthy field of research. In his study of research paper abstracts, Hyland (2004) finds that rhetorical tendencies varied across disciplines. In the same vein, (Swales & Feak, 2004) look at the rhetorical elements and move structure of introductions in academic papers, emphasising the significance of genre awareness in academic writing instruction.

Furthermore, DA has also been used to improve professional communication in a variety of sectors, including business, medicine, and law. Holmes (2005) examines to the way identities are negotiated in cross-cultural business meetings, highlighting the importance of language techniques for building trust and reducing conflict. In the field of healthcare, Flowerdew (2008) evaluates the language of patient information brochures, revealing the power dynamics and unequal connections between medical professionals and patients. These studies provide as examples of how DA can promote communication and cross-cultural understanding in specialised contexts.

1.6.5. Approaches of DA and the application in Language Teaching

DA is a valuable tool in language teaching in general, and ESP context in particular. ESP focuses on language instruction tailored to specific professional or academic needs, making discourse analysis particularly relevant for understanding and teaching specialized language use. Language instruction has used a number of primary discourse analysis approaches, each of which provides a distinct perspective on how language is used in certain situations.

1.6.5.1. Interactional Sociolinguistics

One prominent approach to DA in language teaching is the Interactional Sociolinguistics perspective, which emphasizes the study of language as a dynamic social activity. In his seminal work “*Discourse Strategies*”, Gumperz (1982) investigates

the ways in which participants in intercultural communication manage misunderstandings, and navigate sociolinguistic norms. He argues that communication is not solely about transmitting information but also about negotiating social relationships. This approach is particularly relevant in ESP contexts where effective communication often involves not only conveying content but also understanding the social and cultural nuances of a specific professional or academic community.

1.6.5.2. Genre Analysis

Another significant approach to DA in language teaching is Genre Analysis, influenced by Swales (1990). Genre analysis focuses on identifying and understanding the communicative purposes and structures of different text types within a particular discourse community. In ESP, this approach is beneficial for teaching students the specific genres prevalent in their target professional or academic settings, enabling them to produce appropriate and effective communication.

1.6.5.3. Critical Discourse Analysis

Critical Discourse Analysis (henceforth, CDA) is yet another approach that has gained traction in language teaching, especially in ESP. Fairclough (2001) contends that language is a powerful tool for social control and change, and CDA aims to uncover hidden ideologies and power structures embedded in discourse. Applying CDA in ESP allows practitioners to help students critically examine the language of their field, fostering a deeper understanding of the social implications of language use within their professional or academic communities.

1.6.5.4. Systemic Functional Linguistics

Additionally, Systemic Functional Linguistics (hereafter, SFL) provides a robust framework for DA in language teaching. Halliday (1994) proposed a functional perspective on language, emphasizing how language choices are motivated by communicative functions. Applying SFL in ESP, scholars like Dudley-Evans and St.

John (1998) have explored how systemic functional approaches can enhance the teaching of writing in academic and professional settings, providing practical insights for language instructors. Therefore, SFL can be employed to teach students how language functions in different contexts, enabling them to make purposeful language choices in their professional or academic endeavours.

1.6.5.5. Conversation Analysis

Moreover, the Conversation Analysis approach stands as a pivotal methodology for comprehending spoken language and interaction patterns. It examines the structure and organization of talk, emphasizing the sequential and systematic nature of spoken discourse (Sacks et.al, 1974). In ESP language teaching, conversation analysis aids teachers in equipping learners with the linguistic tools necessary for effective oral communication be it in academic, or professional settings.

1.6.5.6. Corpus-Based Discourse Analysis

Corpus-Based Discourse Analysis (hereafter, CBDA) represents a powerful approach within the field of linguistics, providing a systematic and data-driven means of investigating language use in various contexts. Unlike traditional methods that rely on intuition or limited datasets, CBDA utilizes large collections of authentic language samples, known as corpora, to uncover patterns, structures, and features within discourse. This method is particularly pertinent in ESP, where language use is specialized within specific professional or academic domains.

CBDA involves the quantitative and qualitative analysis of corpora, allowing researchers to identify recurrent linguistic patterns and discourse structures that are characteristic of a particular genre or context. The corpus-based approach enables a more objective and comprehensive understanding of language use, providing insights into both form and function.

Several studies have effectively applied CBDA approach to gain insights into language use in various contexts. Noteworthy applications of CBDA in ESP include Johns' (1991) exploration of academic writing patterns through the analysis of a corpus of academic texts. He identifies linguistic features and rhetorical strategies that are prevalent in academic discourse, contributing valuable knowledge for teachers and learners alike. Another seminal study by Flowerdew and Dudley-Evans (2002) apply CBDA to investigate discourse features in research articles across academic disciplines, revealing genre-specific characteristics essential for academic communication. Another study is Biber's (1988) investigation of variation in English language use across different registers, using a large corpus to identify patterns and features specific to different communicative situations. In the domain of academic writing, Charles (2006) employs CBDA to examine the rhetorical moves in applied linguistics research articles, contributing to the understanding of the discourse structures prevalent in this specialized genre. Additionally, McEnery and Wilson (1996) conduct a study using a corpus to explore the use of collocations in English, demonstrating how CBDA can uncover patterns of word combinations and shed light on lexical choices. In the context of professional communication, Adolphs and Schmitt (2003) apply CBDA to investigate patterns of interaction in workplace discourse, highlighting the significance of this approach in understanding language use within specific professional domains. These studies collectively underscore the versatility and efficacy of CBDA in uncovering intricate patterns of language use across diverse linguistic contexts.

In essence, CBDA plays a vital role in uncovering the intricacies of language use within specific contexts, facilitating a more nuanced understanding of the linguistic features and discourse conventions present in ESP. By employing this approach, researchers contribute to the refinement of language teaching methodologies and the development of targeted instructional materials tailored to the needs of learners within specialized domains.

Thus, DA plays a crucial role in language teaching, particularly in ESP, as it provides insights into the social, communicative, and functional aspects of language use. The aforementioned approaches offer valuable perspectives for practitioners who seek to enhance their ESP curriculum by fostering a deeper understanding of language use in specific professional or academic contexts. By incorporating these approaches, language teachers can better equip students with the linguistic and sociocultural competencies necessary for successful communication within their chosen fields.

1.7. Corpus Analysis: The Use of Corpora for DA

The term corpus (plural 'corpora') is defined by Crystal (1997:95) as "A collection of linguistic data, either written texts or a transcription of recorded speech, which can be used as a starting-point of linguistic description or as a means of verifying hypotheses about a language.". Corpus analysis (henceforth, CA) is, therefore, a linguistic approach to analyse a collection of systematically or randomly collected and electronically stored' real-world language samples, such as conversations, newspaper articles, and text, with the goal of identifying certain rules of language use, grammatical or lexical patterns, that are pertinent to a particular discourse, genre or type of text.

The introduction of the first fully machine-readable corpus, the Brown Corpus, to the area of linguistic studies in the 1960s marked the beginning of the rise of CL as a distinct method of research. CL has been used extensively in fields such as linguistics, computational linguistics, language education, lexicography, etc. since its inception in the 1980s, when electronic corpora and computational tools were widely available for the first time (Biber & Reppen, 2015; K. B. Hu et al., 2007; Laviosa, 1998b; Laviosa-Braithwaite, 1996).

The fact that it is feasible to actually 'represent' a domain of language use with a corpus of texts, and viable to empirically characterise linguistic patterns of usage through analysis of that corpus (Biber & Reppen, 2015: 1) is largely responsible for the field of corpus linguistics' meteoric increase in popularity.

1.7.1. Corpus-driven Vs. Corpus-based Approach

CL is the compilation and analysis of, where a corpus is “a collection of texts that has been compiled to represent a particular use of a language” (Cheng, 2012:6). CL, as stated by McEnery and Hardie (2011:2), “is not a monolithic, [but] consensually agreed set of methods and procedures for the exploration of language”. From these definitions, it is clear that CL is seen as a methodology for studying and analyzing a collection of textual materials known as a corpus. However, there has been some discussion over what exactly corpus linguistics is. It is seen as a methodology by some scholars, while others contend that it should be recognised as a distinct field of study (Taylor, 2008; Tognini-Bonelli, 2001). Due to this disparity, CL research may be broken down into two distinct approaches: the corpus-based approach and the corpus-driven approach (Francis et.al, 1996; Leech, 1991). Researchers who view CL as a methodology use the term corpus-based approach, which refers to as “a methodology that uses corpus evidence mainly as a repository of examples to expound, test or exemplify given theoretical statements” (Tognini-Bonelli, 2001:10). This implies that queries regarding prior assumptions in frameworks that have already been accepted by scholars in the subject may be answered using corpora. This type of research is also known as top-down analysis since it begins with a general understanding of the language being studied and then narrows in on specific elements. While those who view CL as a discipline use the term corpus-driven approach, which considers “the corpus itself as a source for hypothesis about language” (Mcenery & Hardie, 2011:3). The corpus-driven approach takes a more inductive, bottom-up approach since the language qualities under scrutiny are derived from studies of the corpus rather than from predefined categorization used by the researcher. The linguist's allegiance in a corpus-driven method is to the reliability of the data as a whole, and descriptions are thorough in terms of the corpus's supporting evidence. Therefore, the corpus is seen as more than just a database of supporting evidence for established hypotheses or a probabilistic addition to a clearly defined paradigm. All of the theoretical claims are in agreement with, and a direct reflection of, the data in the corpus. Textual

samples and extracted patterns are often taken at face value, without any modification to make them suit the analyst's preconceptions (Tognini-Bonelli, 2001). In contrast, Biber (2009) explains how this type of study strives to make as few assumptions as possible about the language constructions being studied. Instead, we will let the numbers do the talking (Friginal & Hardy, 2014).

According to Biber et al. (1998) the key features of corpus-based analysis are:

- Empiricism (it analyzes the actual patterns of use in natural texts);
- Utilisation of a large and principled collection of natural texts, known as a “corpus”, as the basis for analysis;
- Extensive use of computers for analysis, using both automatic and interactive techniques;
- Use of both quantitative and qualitative analytical techniques. (1998: 4)

Discourse analysts benefit greatly from corpora because they make it easier to examine language in use. Large datasets of authentic texts must be empirically analysed for studies of language use; CL has made this demand evidently attainable. Researchers can examine patterns of usage, or how certain language qualities are utilised in correlation with other linguistic and non-linguistic aspects, by using corpora. Patterns of linguistic and non-linguistic interaction coexist; they are not separate (Biber et al., 1998).

Since it is difficult and costly to record, transcribe, and compile corpora of naturally occurring speech, CA is essentially a 'bottom-up,' text-based approach to the study of discourse, with the majority of data coming from the written, rather than the spoken, mode (Römer, 2006; McCarthy, 2008). Corpus analysts often deal with quantitative data like frequency lists (of individual words or 'clusters'), collocation/colligation patterns, keywords, dispersion measures, and type token ratios, but they also use these digits to drive more qualitative analyses of concordance lines or short passages of the source texts.

Although some academics (especially generative linguists) have raised concerns about the limitations of corpus-based analysis (e.g., that it can only provide samples of performance, or that no corpus can contain data about all areas of language), it cannot be denied that it has enabled researchers to deal with larger and more varied texts, resulting in a reliability of analysis that was previously unattainable. The use of computers has allowed for these benefits since it is now feasible to store and analyse a considerably more natural-occurring texts than could ever be accomplished manually.

Since the 1980s, researchers and professionals in several disciplines have compiled ever-larger corpora (particularly of English) for the use in applications and research related to natural language processing, lexicography, machine translation, speech recognition, etc. The British National Corpus (BNC), Corpus of Contemporary American English (COCA), the International Corpus of English (ICE), and the Bank of English are some examples of contemporary corpora of English language. Some corpora are available online, such as the Shakespeare Online Corpus and the Experimental BNC Website (the latter of which provides a BNC online service that is accessible to anybody with an Internet connection). The advent of concordance tools, which transform electronic texts into searchable databases, has also aided scholars. Advanced text analysis tools and software include AntConc, WordSmith Tools, and Sketch Engine, which are used by discourse analysts, lexicographers, and linguists. Word Cruncher (included, for instance, with the purchase of the ICAME corpora of modern and mediaeval English), TACT (a popular freeware programme), SARA (designed for queries against the BNC), and it provides several options (querying, searching for word combinations within a set range of words, looking for substrings or sections of words, and obtaining collocate and frequency tables, to name a few).

1.7.2. Types of Corpora

Corpora come in a wide variety of forms. Contents may be written or spoken (transcribed), contemporary or old, monolingual or multilingual. Whole books, newspapers, journals, speeches, etc., or shorter excerpts from these sources can be used

for CA. Different corpora and types of corpora comprise varied kinds and different combinations of texts. Broadly speaking, corpora can be classified as either general, which aim to cover the majority of situations in a particular language, or as specialized, which cover only a small subset of those situations on purpose.

1.7.2.1 General Corpora

General corpora are compiled to include all situational aspects without restriction. They aim to be acceptable for all linguistic study types and to represent a language or variant as a whole. A reference corpus is a specific kind of corpora that is used as a benchmark for other corpus-based studies a particular language. The British National Corpus (BNC; BNC Consortium 2007) is one such resource, with the goal of providing researchers with access to a large British English corpus for answering a wide range of issues.

Many of the corpora created in the area of language documentation are general corpora since they are intended to encompass as much of the population of texts as feasible, and act as the foundation for further academic and non-academic work as well as a first grammatical description and dictionary.

1.7.2.2 Specialised Corpora

Specialised corpora are collections of texts with a particular set of situational characteristics that are intended to cover a certain spectrum of communication occurrences. According to Baker (2006), a specialised corpus would be used to research certain elements of a language variation or genre. For instance, corpus analysts could only be interested in the language used in magazines, Television advertisements, academic research articles, or interactions between men and women. An example of this is the Bergen Corpus of London Teenage Talk (COLT). Therefore, it is appropriate to exclusively gather texts for this corpus that meet certain specialised criteria. The corpus may be subject to further time- and location-based limitations. The Michigan Spoken

English Corpus is a good illustration of a specialised corpus, as it contains transcripts of spoken English from several American universities.

Learner corpora, which contain texts from language learners often at various levels of increasing proficiency, are another popular category of special corpus. These texts frequently come from educational settings. In order to reflect the characteristics of learner language, or language used by non-native speakers of a foreign language, texts have been compiled. A corpus of this kind is often gathered to provide information for teaching and learning procedures and materials. Arab learner English Corpus (ALEC) is one example that illustrates learner corpus clearly. It consists of several forms of academic essays produced by first-year students studying in American University of Kuwait, and whose mother tongue is Arabic.

1.6.2 Corpus Compilation

When creating a corpus for a language or a linguistic variety, the corpus builders are tasked with creating something that is representative of the entire. A large number of design choices made by the corpus builders are driven by the intended applications of the corpus and the associated research questions. Yet, “corpus building is of necessity a marriage of perfection and pragmatism” as stressed by McEnery et al. (2006: 73). Although the corpus builders should always aim to create the perfect representative corpus, important issues like corpus size, sampling, representativeness, and balance, as described in this section, may cause the corpus builders to make judgments based on variables that are beyond their control.

1.7.3.1. Corpus size

Choices concerning the overall size of the corpora has to be determined before any judgments about sampling and representativeness can be made. The issue of corpus size has been at the core of contemporary corpus creation, and many corpus producers have

held the tenet that bigger is best (Nelson, 2000). The quantity of wordform tokens is often used to measure corpus size. The resources needed to gather various types of texts into organised collections will determine to a large extent the size of any given corpus.

the size of a corpus is subject to considerable variation, as highlighted by O’Keeffe et al. (2007). They assert that, for written corpora, anything below five million tokens is categorized as small, while for spoken corpora, anything surpassing one million tokens is deemed large. However, Reppen (2010) emphasizes that the corpus size hinges on the linguistic features under scrutiny, suggesting that for highly specialized research scopes, a smaller corpus may suffice. Nelson (2010) offers a comprehensive overview of specialised corpora evolution, noting a transition from considerable sizes in the 1960s (20 million tokens and above) to relatively smaller ones in the 1990s (one million tokens). In addition, he contends that while a mega corpus (comprising billions of words) is imperative for investigating general English, a smaller corpus (around one million tokens) is adequate for specialized purposes such as English for Specific Purposes ESP or EAP corpora.

Sinclair (1991) asserts that corpora should be as vast as feasible and keep on increasing. He believes that large corpora are necessary since words are scattered randomly across texts and most words only appear once. This means that “In order to study the behaviour of words in texts, we need to have available quite a large number of occurrences” (Sinclair 1991:18).

Despite being the common perception, the understanding of ‘the larger the corpora the better’ has been contested. Leech (1991,10-11-12) explains why size does not always matter by listing four factors:

- (1) A corpus is not simply a large body of text that a computer can read; there must be some degree of balance and representativeness among the texts included

- (2) Written language has been almost the sole medium for the rapid expansion of machine-readable text resources, and the spoken language has been excluded. This is because transcription of oral conversation into written form is a difficult and time-consuming procedure.
- (3) Human institutions develop gradually compared to how swiftly technology does. This platitude relates to the collecting and sharing of computer corpora, when the legal system slows the full availability of technology's resources, i.e., large corpora provide enormous copyright concerns; the larger the corpus, the greater the issue.
- (4) There is a common belief in the computer industry that software technology lags behind hardware technology which progresses at an incredible rate. The size of a corpus is irrelevant if the data it contains cannot be made accessible to the user after being stored orthographically in machine-readable form.

The largest possible corpora have been established for lexicographical research, which involves studying the whole language. Consequently, the idea that corpora should be extremely huge began to be widely accepted. However, some smaller corpora have been constructed for educational purposes in recent years, focusing on certain aspects of the language and designed specifically for use in the classroom. Kennedy (1998:68) points out that “a larger corpus does not necessarily 'represent' a language or a variant of a language any better than a smaller corpus”. Accordingly, corpus analysts should “bear in mind that the quality of the data they work with is at least as important as the size” (ibid). A similar view is echoed by Meyer (2002), who argues that a corpus's size may be best assessed “not by focusing too closely on the overall length of the corpus but rather by focusing more on the internal structure of the corpus” (Meyer, 2002:34). By corpus' internal structure, he means the diversity, the length, and the quantity of texts included.

1.7.3.2. Corpus Representativeness

CL is a method of linguistic research that uses corpora as a representational subset of the whole language variety being analysed. Representativeness, as defined by Biber (1993: 243), is “the extent to which a sample includes the full range of variability in a population”.

Similar to many other scientific fields, if a sample's empirical findings are to be generalized to a broader population, it must be representative of that group. Leech (1991: 27) states that a corpus is considered representative if the findings reached from its contents may be generalized to the designated language variety. Thus, representativeness in corpus design is essential since the main objective of most corpus research is to detect quantitative language patterns in the corpus sample and extrapolate those results to a wider linguistic population.

To create a corpus that is as representative as possible, Sinclair (2005: 4) lists six defining stages. The first four of these processes are handled during the pre-corpus building stage and related to the general corpus design, such as the development of the proposed corpus sampling frame:

- (1) Decide on the structural criteria that you will use to build the corpus, and apply then to create a framework for the principal corpus components;
- (2) for each component draw up a comprehensive inventory of text types that are found there, using external criteria only;
- (3) put the text types in a priority order, taking into account all the factors that you think might increase or decrease the importance of a text type — the kind of factors discussed above;
- (4) estimate a target size for each text type, relating together (i) the overall target size for the component (ii) the number of text types (iii) the importance of each (iv) the practicality of gathering quantities of it;

- (5) as the corpus takes shape, maintain comparison between the actual dimensions of the material and the original plan;
- (6) (most important of all) document these steps so that users can have a reference point if they get unexpected results, and that improvements can be made on the basis of experience.

The fifth and sixth phases here deal with the corpus' balance, which might be hard to anticipate in the design stages of the corpus but can be done once a pilot or preliminary corpus has been constructed.

1.7.3.3. Corpus Balance

There exist many various perspectives regarding how to attain balance in text selection. Typically, a balanced corpus includes a number of text categories that are meant to be representative of the language or languages under study. To ensure that a corpus provides a manageably small-scale model of the linguistic material which the corpus builders seek to analyse (Atkins et al., 1992:6), these text categories are often proportionately sampled for inclusion in a corpus. They also highlight that striking such a balance mostly requires intuition, and that user input is the only way to determine whether or not a balance has been established after the process has been finished. Hunston (2002) stresses the difficulty of creating a balanced corpus due to the fact that the texts included are all of varying lengths, and it is impossible to include all the available texts in a particular language or a language variety in equal proportions. Hunston (2002) advises incorporating all texts, regardless of length, in the first case, whereas a corpus should be representative and balanced in the second case based on the goal for which it was created.

Although it is widely acknowledged that balance is essential for corpus building, no accurate scientific measure currently exists to determine whether a given corpus is balanced. Instead, the idea is strongly dependent on best speculations and intuition.

Nonetheless, the classification and characterization of text categories, which is the task of text typology, is vitally crucial to any endeavour to attain corpus balance.

1.7.3.4. Corpus Sampling

Sampling has a significant impact on the balance and representativeness of a corpus. Since corpus designers cannot give a complete account of how people use language, they have to sample it to get a balanced and representative representation that fits the research question. Recognizing that sampling is unavoidable, careful consideration must be given to the sampling strategy adopted to ensure that the resultant corpus is as balanced and representative as feasibly possible.

Any corpus, regardless of its nature, is often a sample of a much larger population. If the results obtained from the sample are consistent with those obtained from the entire population, then the sample can be considered representative. In statistical terms, samples are miniaturised representations of a larger population. Sampling theory's goal is to "is to secure a sample which, subject to limitations of size, will reproduce the characteristics of the population, especially those of immediate interest, as closely as possible" (Yates, 1965: 9).

The first issue to be dealt with is defining the sampling unit and the confines of the population in order to produce a representative sample from a population. For written material, a book, periodical, or newspaper might serve as a sample unit. All sample units are combined to form the population, which is also known as the sampling frame, which is a list of sampling units. For example, the population from which samples for the ground-breaking Brown corpus were obtained was composed of written English text that was published in the United States in 1961, and its sampling frame was a list of the books and journals in the collections of the Providence Athenaeum and the Brown University Library. For the LOB corpus², it was constructed to represent all of the English-language

² The Lancaster-Oslo/Bergen (LOB) Corpus is a million-word collection of British English texts which was compiled in the 1970s in cooperation between the university of Lancaster, the university of Oslo,

content published in the UK in 1961, and its sample frame consisted of sources like the British National Bibliography Cumulated Subject Index 1960–1964 for books and Willing's Press Guide 1961 for periodicals.

A population can be described in terms of language production, language reception, or language as a product in corpus building. Whereas the third is focused on the text category or genre of language data, the previous two are largely demographically oriented, using the demographic distribution (e.g., age, gender, socioeconomic class) of language data's producers/receivers to characterise the population. The BNC defines the population based on language production and reception, whereas the Brown and LOB corpora use language as a product. Yet, spoken languages, in particular, present a challenging task in defining a population and constructing a sampling frame, as they lack readily available sample frames in the form of catalogues or bibliographies.

and the Norwegian Computing Centre for the Humanities, Bergen to serve as a British equivalent to the Brown Corpus, which was created in the 1960s for American English by Henry Kuera and W. Nelson Francis.

https://en.wikipedia.org/wiki/Lancaster-Oslo-Bergen_Corpus

1.8. Conclusion

The initial chapter of the literature review thoroughly examines multiple aspects relevant to ESP. The chapter commences by providing a clear definition and explanation of the origin of ESP. It then proceeds to explore the crucial role played by ESP teachers. The chapter further delves into the complexities of training and enhancing the professional skills of ESP teachers within the specific context of ESP.

The chapter thoroughly analyses the various forms of training necessary to provide teachers with the necessary skills and knowledge. The discussion then moves on to an examination of the different stages involved in designing ESP courses, emphasising the crucial importance of conducting a needs analysis to create effective ESP courses. Subsequently, discourse analysis takes centre stage, tracing its historical roots, applications in language teaching, and previous studies utilizing discourse analysis within ESP contexts. Subsequently, approaches of DA applied in language teaching are expounded upon, with a particular focus on CBDA, which serves as a cornerstone in the present study. The chapter concludes with an overarching view of corpus analysis and its utility for DA, encompassing discussions on various types of corpora, approaches, and features essential for corpus compilation.

Chapter II

Research Methodology

Chapter II: Research Methodology

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2.1. Introduction

In this chapter, the researcher delves into the intricate process of research methodology, which serves as the backbone of the current study. It begins with shedding light on the research design tailored to the study's specific objectives, followed by a description of the research approach adopted to ensure a comprehensive exploration of the research questions. Then, it moves to the discussion of the data collection process which includes sampling techniques, participant profiles, and the establishment of research instruments. Additionally, some definitions of technical terms are also provided and detail the piloting process to ensure the validity and reliability of the current research. It ends with providing an overview about ethical considerations applied in this study.

2.2. Research Design

A research design is defined by Creswell & Plano-Clark (2007:58) as the “procedures for collecting, analysing, interpreting and reporting data in research studies”. It describes the general framework for linking the relevant and feasible empirical research to the conceptual research concerns. In other words, the study design determines what information is needed, how that information will be gathered and analysed, and how it will contribute to answering the research question.

The current investigation employs a variety of research designs, each of which serves a distinct purpose so as to answer the research questions and approve or reject the proposed hypotheses.

2.2.1. The Case Study Design

Second, it adopts the case study design due to the fact that it works on special case presented in teachers of business English at University Centre of Maghnia. It is used as a preliminary stage to investigate the challenges of EBE teachers at UCM, especially

those related to SLK and course materials, as well as to explore the English language needs of EBE students, particularly third year students specialised in economy and enterprise management.

According to Creswell (2003:15), a case study is a type of research methods where "the researcher explores in depth a program, an event, an activity, a process, or one or more individuals". In other terms, the researcher is able to grasp the whole scope of the study and move on from broad to narrow inferences. Furthermore, Kothari (2004) considers case study as an in-depth examination of a single entity that focuses on the analysis of a small number of events or situations and their interrelations. One of the primary benefits of this design appears to be its ability to deal with unique case-related occurrences (Cohen et al. ,2000:290). Thus, Mackey and Gass (2005) assert that case studies often attempt to provide an all-encompassing account of language learning or usage within a given demographic and context.

The case study method is utilised in this study to investigate the EBE teaching and learning environment at UCM and to identify the obstacles faced by practitioners in their efforts to adapt to the situation, and offer solutions in the form of guidelines for how they might make use of discourse analysis to better serve the teachers' and their students' needs in the classroom.

2.2.2. Exploratory research design

Exploratory research is often carried out to gain a deeper comprehension of the issue at hand. The purpose of an exploratory study, as described by Polit and Beck (2004), is to learn more about a topic while very little is known about it. The researcher undertaking exploratory research has to be flexible enough to adjust course as needed in response to emerging ideas and findings (Saunders et al., 2009). Accordingly, interpretative research methods are frequently used in exploratory investigations to provide explanations for the what, why, and how questions that arise from the study.

The exploratory nature of research allows of a great deal of flexibility. Researchers utilise exploratory research as a first step when an issue is too wide or poorly defined to

be studied in any detail. The term "exploratory research" refers to any investigation of a previously unexamined phenomena. Exploratory investigations are a useful tool for learning more about what is occurring, looking for fresh perspectives, raising concerns, and evaluating phenomena in new ways (Yin, 1994). The primary objectives of exploratory research include refining issue statements, elaborating on key concepts, gathering explanations, obtaining insight, eliminating out irrelevant possibilities, and developing testable hypotheses. It can be carried out via a literature review, focus groups, case studies, surveys of specific individuals about their experiences, and so on.

In light of this, an exploratory study design was chosen at a first step in investigating the characteristics of EBE that third year students need. The second objective of this exploratory study is to get a clear picture about EBE teachers' challenges, particularly those related to SLK and course materials, and explore the way that discourse analysis (i.e., corpus analysis) can be used to overcome these two particular issues.

2.3. Research Approach

Research, in its simplest sense, is the process of actively searching for information and knowledge. The formal definition of research is the systematic study of a problem attacked by a deliberately chosen strategy, which involves selecting an approach, developing research hypotheses, selecting or developing methods and techniques, collecting data, processing the data, interpreting the results, and finally presenting a solution to the problem (Grover, 2015). The answers may be applicable to a single individual, a small subset of the population, or the whole population, depending on the approach taken. Whereas, an approach refers to the study strategy and methodology that will be used, which will include anything from overarching hypotheses to specifics about data collection, analysis, and interpretation. The ultimate choice is which method should be employed to investigate a problem. This choice is informed by the underlying philosophical assumptions of the research methodology, as well as the specific inquiry processes (research designs) that make up that methodology.

Crotty (1998) argues that qualitative, quantitative, or mixed methods can be used in any research endeavour. The current study requires to design a research methodology specifically tailored to the objectives of the investigation. Mixed methods, which include both qualitative and quantitative approaches, were used to answer the study questions and test the hypotheses. Consequently, it is crucial that the methods chosen properly match the study objectives, successfully test the research hypotheses, and provide reliable answers to the research questions. Creswell (2012:22) clarifies on this point, saying that "Mixed methods designs are procedures for collecting, analysing, and mixing both quantitative and qualitative data in a single study or in a multiphase series of studies". The primary motive behind this approach is that applying both qualitative and quantitative research would help the researcher gain a deeper grasp of the problems and concerns at hand than she would if only one approach were used. This strategy helps to overcome the limitations of a single approach, obtain more comprehensive coverage of the topic, and close any knowledge gaps that may exist.

There are pros and cons to using a mixed-methods design. Even though the hybrid approach has been found to be the most effective, researchers have pointed out that it is not without its limitations (Morgan, 2014; Creswell, 2012). Creswell & Plano- Clark (2011), Morgan (2014) and Creswell (2012) emphasise several points to illustrate the advantages of mixed- methods research:

- Gathering information via a variety of techniques guarantees complete and accurate information.
- The greater the flexibility of data collecting, the more reliable the results.
- As opposed to a single method, this type will supply all the necessary data.
- It's simple to describe and report
- Greater efficiency in applying the findings to broader contexts (i.e., generalisation).

The researchers also highlight some method-related challenges:

- More time is required.

- Extra work is needed since researchers must compare and contrast many data sets.
- More consideration must be given to study design than in the case of a single research technique.
- The use of many sources and writing styles may necessitate significant effort.

2.4. Data Collection

2.4.1. Sampling

For the purposes of a scientific study, a sample is a representative subset of a larger population. To guarantee that the findings from the study sample can be applied to the population as a whole, the sample should be representative of the population. Sampling, the procedure by which a researcher selects a subset of a larger population from which data for his study may be drawn, is the most fundamental step in every research project. The term "sampling" is defined as “the act, process or technique of selecting a suitable sample, or a representative part of a population for the purpose of determining parameters or characteristics of the whole population” (Mugo, 2002:1).

For the purpose of answering research questions and testing hypotheses, data are collected from the sample. There are several examples in the sample. Humans, who are called "participants", make up the majority of "cases" in scientific investigations. In other research works, inanimate “objects” may serve as cases from which the researcher draws information. For instance, Discourse corpora is one example of such samples, as used in the current study.

In this study, the sampling strategy was carefully designed to align with the research objectives and the nature of the investigation into specialised knowledge and course materials in EBE teaching at UCM. The chosen approach for sampling was non-probability, specifically purposive sampling. Given the targeted focus on EBE teachers, purposive sampling allowed for the intentional selection of participants who possess first hand experiences and insights relevant to the research questions. The non-randomized

nature of this approach was deemed appropriate due to the specific expertise and perspectives required from individuals actively engaged in Business English teaching. This deliberate selection ensured that the sample represented a diverse range of experiences and challenges within the defined context, enhancing the study's depth and relevance to the research objectives

2.4.1.1. EBE Corpus

Data was drawn from a specialised EBE corpus (hereafter, EBEC) compiled by the researcher to explore the key linguistic features of EBE, and that would be able to adequately test the first hypothesis. The corpus was formed from both EBE written and spoken mostly gathered from the internet. **Figure 2.1.** presents a comprehensive overview of EBE corpus, detailing the total number of tokens, words, sentences, documents, and lemmas contained within the dataset.

COUNTS ⓘ	
Tokens	136,864
Words	120,872
Sentences	5,409
Documents	176
lemma	7,336

Figure 2.1. The Composition of EBE Corpus

This corpus was created to serve a highly specific purpose; thus, it often has a relatively narrow sample frame that is reflective of language utilized in a certain context

at a particular period (Partington, 2008:186). The creation of EBE corpus used a deliberate sampling method, driven by the specialised nature of the corpus and the precise objectives of the study. Since the corpus was specifically created for study, it was not large in size but was carefully structured to capture the complexities of Business English discourse. This method is in line with the suggestions of well-known corpus linguists like Biber and Conrad (2009) and McEnery et.al (2006), who highlight the need of focused, specialised collections of language data for thorough linguistic examination. The purposeful adoption of a limited size guarantees a concentrated analysis of linguistic characteristics within the confines of the study's extent.

To guarantee representativeness and balance in the selection of textual units of essential genres of both spoken and written EBE, stratified sampling was chosen as the most appropriate technique. According to Biber (1993:244), “stratified samples are almost always more representative than non-stratified ones (and they are never less representative)”. Through the use of this method, different levels of a population are portrayed, even in a small sample and regardless of the fact that some levels are minorities (Mellinger & Hanson, 2017).

2.4.1.2. Participants

Five EBE teachers were chosen as a convenience sample as they were the only available EBE teachers in the Institute of Economic, Commercial and Management Sciences in University Centre of Maghnia (UCM). Besides, they were easily accessible to the researcher (Cohen et al., 2000). All of them were interviewed and four of them were observed in their EBE classrooms to obtain information about their encountered challenges in teaching EBE and the overall teaching context. Despite the small number of participants, the study's triangulation procedures (the use of four separate research instruments) and the significant amount of data collected enabled for the extraction of in-depth results. P1, P2, P3, P4, P5 were used to ensure the teachers-participants' confidentiality and anonymity as shown in **Table 2.1**.

Table 2.1. EBE Teachers' Profile

Participant (No.)	Gender	Age (Years old)	Teacher's qualification	EBE Teaching experience (years)	GE Teaching experience (years)
P1	Male	33	Magister degree and a PhD student in Sociolinguistics	7	4
P2	Female	40	Magister degree and a PhD student in Sociolinguistics	17	1
P3	Male	64	-Magister degree and a PhD student in African Civilisation. -BA in translation and interpreting	11	39
P4	Female	30	Doctorate degree in Literature	5	6 months
P5	Female	26	Doctorate degree in Didactics and assessment in English Language Education	1	3

2.4.2. Research Instruments

The current study used a rigorous and thorough methodology to gather data, using a selection of carefully selected tools meant to provide complete understanding of the intricacies EBE discourse, and the challenges faced by EBE teachers at UCM. The study tools, including the creation of a comprehensive corpus of EBE, conducting semi-structured interviews with EBE teachers, and using a systematic checklist for observing classroom activities. The selection of each instrument was carefully made to effectively address various aspects of the research topics. This section offers a comprehensive description of the instruments used, emphasising their respective contributions to the comprehensiveness and depth of the study's data gathering methodology.

2.4.2.1. Corpus Compilation Tool

For the creation of the EBE corpus, the researcher utilised CL methodologies. The corpus compilation involved the collection and analysis of authentic EBE texts. The Sketch Engine tool was employed to compile a corpus 120,872 words, spanning various EBE genres. This tool facilitated a systematic exploration of specialized terminologies, abbreviations, modal verbs, and distinctive structural patterns, aligning with the study's quantitative and qualitative analyses of EBE discourse features. The data presented in Table 2.2. shows the word counts for each genre in the EBE corpus.

Table 2.2. Word Counts in Spoken and Written EBE Genres

	Spoken EBE	words	Written EBE	words
EBE Genres	Business Phone calls	5827	Business Emails	4182
	Job Interviews	5162	Business Memos	2341
	Business Presentations	18 920	Business Letters	8856
	Different Business Conversations	19,368	CVs and résumés	6540
	Business Negotiations	3076	EBE Texts	40,116
	Business Meetings	6482		
	Total	58,835	Total	62,037

While there are several free corpus tools available, the decision to use the *Sketch Engine* for compiling the EBE corpus was intentional and driven by its advanced features and practical advantages. Sketch Engine, though a paid tool, was deemed the most suitable choice due to its user-friendly interface, extensive functionalities, and capacity to efficiently handle the complexities inherent in EBE-related genres. The decision to invest in this paid tool underscores the commitment to a methodologically robust and

practically efficient corpus compilation process, aligning with the study's objective of capturing the linguistic features of EBE discourse.

2.4.2.2. Semi-structured Interviews

The semi-structured interviews used in this research follow a flexible yet meaningful approach, enabling a detailed investigation of the experiences and viewpoints of EBE teachers at UCM. These interviews were structured to achieve a balance between a prepared set of open-ended questions and the participants' spontaneous replies, as advised by Creswell (2013) and Kvale (1996). This technique enables a thorough understanding of the difficulties encountered by participants, especially in regards to specialised knowledge and course materials design in the field of EBE instruction. The interviews' semi-structured format facilitates a targeted investigation while also permitting the emergence of themes and detailed narratives. The interview questions were formulated based on the structured interview guidelines outlined by Mebitil (2011), ensuring a methodically designed and focused inquiry into the experiences and perspectives of EBE teachers at UCM.

2.4.2.3. Classroom Observation

The use of classroom observation (see **Appendix C**) was attentively used to complement and strengthen the findings obtained from semi-structured interviews. This methodological choice is based on the acknowledgement that the content expressed during interviews may not consistently correspond with the actual tasks taking place in the classroom. That is, there might be a discrepancy between what teachers claim in interviews and their instructional behaviours in the classroom (Brophy and Good, 1986; Hammersley and Atkinson, 2007). By incorporating classroom observation, the study aimed to bridge this potential gap and obtain a more holistic understanding of the challenges faced by Business English teachers in specialized knowledge and course materials. The observation provided a direct lens into the practical manifestations of

instructional challenges, offering a nuanced perspective on how pedagogical strategies unfold in real-time. This approach aligns with the principle of methodological triangulation, enhancing the credibility and depth of the findings by corroborating interview insights with actual observed practices in the teaching environment.

2.5. Definitions of Corpus Analysis Concepts

Since the definitions of these technical words imply the theoretical foundations for the arguments presented in this study, and since the researcher will introduce certain terminology that are unique to CL, it is sufficient to briefly review the meanings of significant technical terms as they are used in this research work. Although the definitions that follow are primarily based on Baker et al. (2006), they may differ somewhat in some details.

a) Token is the smallest linguistic unit linguistic unit in a corpus, usually a word. However, depending on the encoding scheme in use, a single word might be divided into several tokens, such as the word "don't" (do +'nt). Tokens are the fundamental building blocks of any corpus. Typically, a token refers to:

- ◆ A word form like "work," "desks," "Mark," "Thirty-seven ", etc.
- ◆ Punctuation: colon, comma, ellipsis, question marks, etc.
- ◆ Digit: 130.000.
- ◆ Acronyms, abbreviations, and brands' names: USA, HR, H&M, BMW, etc.
- ◆ Anything else between spaces.

b) Tokenisation is the process of automatically dividing all of the words in a text into individual units (tokens), such as by separating commas and full stops from words and by breaking conjoined words like "don't". Tokenisation is the initial step in lemmatisation and part-of-speech tagging.

c) Type

In contrast to tokens, which represent the overall number of words in a corpus, a type indicates the total number of unique words. *service*, for instance, may appear 150 times in a corpus but would still be counted as only one type of word. The frequency of lexical items in a text or corpus may be quantified by looking at the type/token ratio, which is accomplished with the use of types.

d) A concordance, often called a key word in context (henceforth, KWIC), is a list of all the occurrences of a search phrase in a corpus, provided in the context in which they appear, typically a few words to the left and right of the search term. However, many concordance applications enable users to search on multi-word phrases, words including wildcards, tags, or combinations of words and tags, rather than just single words. By sorting concordances alphabetically on the search phrase or to x places left or right of the search term, humans are better able to detect linguistic patterns. Concordances, like collocations, reveal the "company that a word maintains."

e) Lemma

A 'lemma' is the basic form of a word, typically found in dictionaries, and serves as a positional attribute. It represents the abstract or dictionary headword of a word, subsuming all its formal lexical variations. Crystal (2008:273) defines lemma as "the item which occurs at the beginning of a dictionary entry; more generally referred to as a **headword**. It is essentially an abstract representation, subsuming all the formal lexical variations which may apply: the verb *walk*, for example, subsumes *walking*, *walks* and *walked*.". Furthermore, as defined by Sketch Engine, a lemmatized corpus allows for searching for the basic form of a word and includes all its forms in the result. For

example, searching for the lemma "go" will yield results for "go," "goes," "went," "going," and "gone".¹

f) Lemmatisation

Lemmatisation involves the identification of the dictionary headword and part of speech for a given word instance within a corpus. It is a process facilitated by an automated tool known as a *lemmatiser*, aiming to assign a lemma to each word form in the corpus. The primary objective of lemmatisation is to streamline searches by enabling the retrieval of all derived forms of a word when searching for its base form.² For example, searching for the word "run" would retrieve results including "runs," "ran," and "running".

2.6. Piloting the Study

Prior to the full-scale implementation of the study, a pilot phase was integral to refine and validate the chosen research methods. The pilot study aimed to test the feasibility, clarity, and effectiveness of the data collection instruments, specifically, the semi-structured interviews, classroom observation, and the process of EBE corpus compilation using the Sketch Engine.

During the pilot interviews, a some of EBE teachers provided valuable feedback on question clarity, relevance, and the overall interview experience. Adjustments were made to ensure that the questions effectively elicited in-depth responses while maintaining a conversational and participant-friendly tone.

¹ Adapted from:

https://www.sketchengine.eu/my_keywords/lemma/#:~:text=Lemma%20is%20a%20positional%20attribute,%2C%20went%2C%20going%2C%20gone.

² [https://www.sciencedirect.com/topics/social-sciences/lemmatization#:~:text=of%2Dspeech%20tagged-,%20Lemmatization%20\(also%20known%20as%20morphological%20analysis\)%20is%2C%20for%20current,the%20form%20languages%2C%20sometimes%20language.](https://www.sciencedirect.com/topics/social-sciences/lemmatization#:~:text=of%2Dspeech%20tagged-,%20Lemmatization%20(also%20known%20as%20morphological%20analysis)%20is%2C%20for%20current,the%20form%20languages%2C%20sometimes%20language.)

https://www.sketchengine.eu/my_keywords/lemma/#:~:text=Lemma%20is%20a%20positional%20attribute,%2C%20went%2C%20going%2C%20gone.

The Classroom Observation checklist was tested in a small-scale classroom setting, allowing for the identification of potential challenges in its application. Feedback from the pilot observations informed refinements to ensure the checklist's appropriateness and comprehensiveness in capturing relevant teaching practices.

The pilot phase for the EBE corpus compilation involved a preliminary analysis of a smaller dataset. This allowed for the identification of any technical challenges, ensuring the Sketch Engine's optimal utilization during the full-scale compilation. Adjustments were made to streamline the process and enhance efficiency.

2.7. Data Analysis

This section introduces the data analysis process, which combines both quantitative and qualitative approaches to provide a comprehensive understanding of the research findings. The quantitative analysis focuses on statistical techniques to examine numerical data, while the qualitative analysis explores textual data to identify key themes and patterns. Together, these methods offer a holistic approach to analyzing the data and addressing the research questions.

2.7.1. Quantitative Approach

In this study, a quantitative approach was employed to rigorously test the hypotheses pertaining to the usage of essential features in EBE discourse. The analysis focused on the key linguistic elements: specialized terminologies, abbreviations and acronyms, model verbs, and structural patterns within EBE genres. To investigate the frequency of specialised terminologies and abbreviations, a meticulous examination of the corpus was conducted, with particular emphasis on identifying the most frequently occurring EBE terms and their respective abbreviations. The analysis extended to the frequency and distribution of model verbs, differentiating their usage in spoken and written EBE discourse. Furthermore, the study explored the distribution of modals across various EBE genres within the corpus. To deepen the understanding of structural patterns, the

analysis delved into business correspondence genres, including memos, letters, and emails, scrutinizing the frequency of salutations, introductory phrases, and concluding remarks. This quantitative approach ensures a robust examination of the specified linguistic features, providing empirical evidence to confirm or refute the study's hypothesis and contributing valuable insights into the characteristics of EBE discourse.

2.7.2. Qualitative approach

The use of a qualitative approach in the data analysis of this study provided a strong framework for exploring the nuanced complexities of the research field. Qualitative analysis, which is based on interpretivism, enables a detailed examination of phenomena by emphasising the underlying significance, interpretations, and contexts. This methodological decision is in line with the wider acknowledgment of the importance of qualitative research in obtaining more profound understanding of complex phenomena. In this regard, scholars like Denzin and Lincoln (2018) highlight the importance of qualitative research in capturing the depth and intricacy of human experiences. Similarly, within the field of language studies, Patton (2015) and Creswell (2013) emphasise the importance of qualitative methods for comprehending linguistic phenomena within their respective contexts. Qualitative analysis is, thus, a methodological approach employed in research to interpret textual or non-numerical data through systematic examination and coding. It involves the exploration of themes, patterns, and meanings embedded within the data to derive rich insights and understanding. At its core, qualitative analysis relies on the detailed examination of textual information, whether gathered from participants through qualitative research instruments such as interviews, observations, etc. or from textual sources such as documents, transcripts, or corpora.

In dissecting the key linguistic features of EBE discourse, the analytical approach embraced both quantitative and qualitative dimensions, thereby enriching the investigation. While quantitative analysis provided insights into the frequency and distribution of linguistic features, qualitative examination delved deeper into their

contextual usage and functions within the EBE discourse. This methodological fusion aligns with the recommendations of scholars such as Hyland (2005) and Flowerdew (2015), who advocate for a holistic approach in corpus-based research. By combining quantitative and qualitative methods, researchers can attain a more nuanced comprehension of language usage, unravelling the intricacies embedded within the specialised discourse.

Furthermore, the qualitative approach of thematic analysis (hereafter, TA) was employed to analyse data gathered from semi-structured interviews and classroom observations. TA is a qualitative research method used by researchers to systematically organise and examine complex data sets, with the goal of identifying primary themes that cover the narratives found within the data. Researchers carefully analyse transcribed data through a thorough process of reading and re-reading in order to identify patterns and themes (King, 2004; Rice & Ezzy, 1999). Applying this methodological approach rigorously is capable of yielding findings that are reliable and insightful (Nowell et al., 2017). Braun & Clarke (2006) advocate the use of TA because of its flexibility in the identification, description, and interpretation of patterns (themes) within data sets. TA, although widely used in qualitative studies, is often reported inadequately in terms of its methodology, which can be seen as a potential limitation. In the context of this study, the researcher used the model of thematic analysis proposed by Braun and Clarke (2006) to analyse data gathered from semi-structured interviews and classroom observations. This methodological framework allowed for a systematic exploration of the challenges faced by EBE teachers at UCM, aiming to identify and interpret themes within the qualitative data. By adhering to the principles outlined by Braun and Clarke (2006), the analysis process maintained the transparency, accessibility, and flexibility, thereby ensuring the validity of the findings. Through the application of TA, this study aimed to provide a nuanced understanding of the experiences and perspectives of EBE teachers, contributing valuable insights to the field of ESP teacher education and training.

Braun and Clarke's (2006) model of TA, as seen in **Figure 2.2.**, involves a number of phases, each of which contributes to a systematic and thorough approach of identifying and interpreting themes within qualitative data. In this study, these phases were adapted and applied by the researcher as follows:

(1) Familiarisation with the data:

Initially, the researcher immersed herself in the qualitative data collected from semi-structured interviews and classroom observations. This phase involved repeatedly reading and reviewing the interview transcripts and observation notes to get familiar with the data and gain a comprehensive understanding of the content.

(2) Generating the initial codes:

The investigator identified and generated initial codes to label key concepts, patterns, or phrases within the data related teachers' challenges. Codes were created based on recurring meanings in the data excerpts.

(3) Searching for themes:

Through an iterative process, the researcher organized the initial codes into potential themes by grouping together related concepts or patterns. This involved identifying similarities and patterns across the data.

(4) Reviewing the themes:

refined the identified themes were critically reviewed and refined to ensure that they accurately captured the essence of the data. This phase involved revisiting the coded data segments to assess the coherence and relevance of each theme in relation to the research objectives.

(5) Defining and naming the themes:

Once the themes were established, each theme is clearly defined and named to convey its meaning effectively. Descriptive names were chosen to encapsulate the core content and significance of each theme.

(6) Producing the report:

This is the final step in which the findings were synthesized into a cohesive narrative, presenting the identified themes alongside supporting evidence or excerpts from the data. The report highlighted the relevance and implications of the themes within the broader context of ESP/EBE teaching.

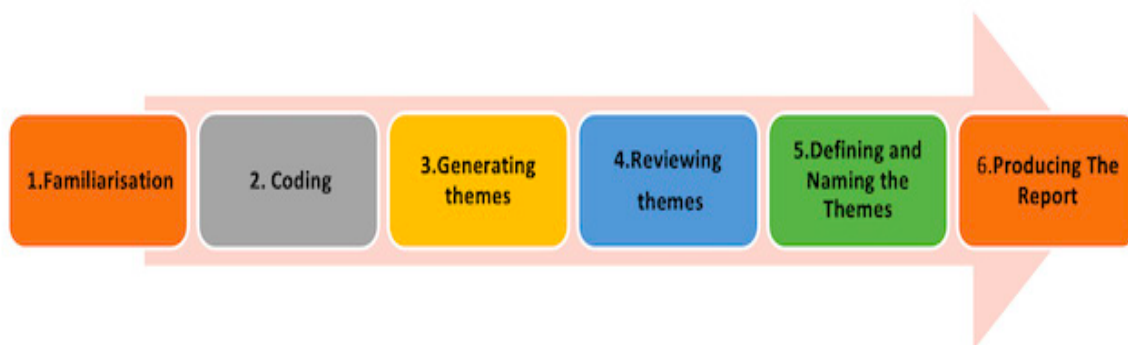


Figure 2.2. Six Phases of Thematic Analysis Framework (Adapted from Braun and Clarke 2006: 35 qtd in (Benabdelmoumene & Bensafa, 2023:217).

2.8. Ethical Considerations

In educational research, ethical considerations play a pivotal role in safeguarding the rights of individuals who take part in studies. As emphasised by Robson (2011), obtaining informed consent is paramount to ensure the confidentiality and privacy of participants, and protect them from harm. Similarly, Braine (2005) highlights the ethical responsibility of researchers to maintain integrity, honesty, and transparency throughout the research process.

2.8.1. Informed Consent and Voluntary Participation

Informed consent and voluntary participation are fundamental ethical principles in research, ensuring that participants are fully aware of the nature, purpose, and of the study before deciding to take part. Participants in this study were provided with detailed information about the research objectives, procedures, and their rights as research subjects. They were given consent forms (see **Appendix E**) outlining these details and were encouraged to ask questions or seek clarification before signing. Emphasizing voluntary participation, participants were assured that they could withdraw from the study at any time without facing any consequences.

2.8.2. Anonymity and confidentiality

These aspects are essential for protecting the privacy and confidentiality of research participants and their data. In this study, all participants were assured that their identities would remain confidential, and their personal information would be anonymised in any reports or publications resulting from the research. To maintain confidentiality, each participant was assigned a unique identifier code (i.e., P1, P2, etc.), and all identifiable information was securely stored separately from the research data.

2.8.3. Interview Sessions

Each interview session was conducted individually in a private and quiet room to ensure confidentiality and create a comfortable environment for participants to express themselves freely. This aimed to minimise distractions and interruptions, allowing for focused and meaningful dialogue between the researcher and participant. Prior to the interview, participants were reminded of their rights and given the opportunity to ask questions or raise any concerns that they may have had.

2.9. Conclusion

In conclusion, this chapter provided a comprehensive overview of the research methodology employed in this study. Starting with a delineation of the research design tailored to the study's objectives, then it moved on to discuss the research approach. Detailed descriptions of data collection methods, including sampling techniques, participant profiles, and the development of research instruments, were provided. Technical terms essential for understanding the study were defined, and the piloting process was outlined to ensure the reliability and validity of the research. Additionally, the chapter covered the qualitative and quantitative approaches to data analysis, with a focus on thematic analysis. Finally, ethical considerations guiding the research process were addressed.

Chapter III

Data Analysis, Interpretation and Discussion

Chapter III : Data Analysis, Interpretation and Discussion

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3.1. Introduction

This chapter focuses on presenting a thorough examination, interpretation, and discussion of the results obtained in the present research. The analysis starts by examining the lexical characteristics of EBE discourse, including the use and frequency of specialised terminology, as well as an investigation of abbreviations and their classification within the corpus. Subsequently, attention is directed on the analysis of modal verbs in the EBE discourse, exploring their distribution and function in different contexts. In addition, this study examines the distinct structural patterns seen in several genres of EBE discourse, including business correspondence and phone calls. This involves a thorough evaluation of the introduction, body, and conclusion sections of these genres, along with a detailed study of phone call phrases classified according to their purposes. Subsequently, the chapter transitions to the identification of challenges encountered in EBE teaching, presented in the form of themes derived from thematic analysis. Finally, the discussion section critically evaluates the findings, providing insights into the implications and significance of the results. The chapter concludes with a summary of the main findings, consolidating the key insights gleaned from the analysis and interpretation of the data.

1.2. Lexical Features of EBE Discourse

This subsection delves into the lexical features of EBE discourse, examining the specific vocabulary and terminology commonly used in professional business communication. It analyses the frequency and usage of key business-related terms, and EBE abbreviations and acronyms. The analysis will explore how these lexical items function within different business contexts, providing insights into their relevance and application in EBE discourse

1.2.1. The Use of Specialised EBE Terminology

The following table demonstrates the top 100 most frequent lemmatised words in EBEC. Sixteen (16) lemmas which are marked with an asterisk* in the **Table 3.1.** (good, business, company, work, product, costumer, service, sale, price, market, manager, money, job, employee, resource, and management) are among the top 100 most commonly used lemmatised words in EBE corpus, while the rest are more general and have no connection with business and economics' domain. EBE does not exist as a distinct language with its own lexicon. Like other specialised lexes, it has roots in the language as a whole, namely in the vocabulary of everyday language (i.e., GE). One example is the word "good," which is an EBE term when used as a noun but a GE word when used as an adjective.

It's remarkable to note that only sixteen terms among the EBEC's top 100 most common words can be considered business and economics-related when lemmatized. The sum of all their occurrences in the EBEC is 4634, which is barely 3.83% percent of the whole corpus. Based on these findings, it could seem that there is no easily identifiable lexis of EBE with regards to frequency of usage.

Table 3.1. Lemmatised Frequency list of EBEC

N°	Item/Lemma	Absolute Frequency	Relative Frequency
1	the	5351	4,43%
2	be	5335	4,41%
3	to	3885	3,21%
4	and	3258	2,70%
5	a	3091	2,56%
6	of	2818	2,33%
7	I	2324	1,92%
8	you	2316	1,92%
9	in	2050	1,70%

10	that	1589	1,31%
11	for	1574	1,30%
12	have	1385	1,15%
13	it	1228	1,02%
14	we	1191	0,99%
15	do	890	0,74%
16	will	851	0,70%
17	with	813	0,67%
18	as	802	0,66%
19	not	773	0,64%
20	can	764	0,63%
21	your	740	0,61%
22	this	739	0,61%
23	on	729	0,60%
24	Good*	603	0,50%
25	at	558	0,46%
26	our	535	0,44%
27	Business*	518	0,43%
28	from	504	0,42%
29	Company*	499	0,41%
30	by	482	0,40%
31	what	478	0,40%
32	or	469	0,39%
33	they	464	0,38%
34	my	459	0,38%
35	Work*	447	0,37%
36	all	447	0,37%
37	so	434	0,36%
38	would	430	0,36%
39	but	414	0,34%
40	about	400	0,33%
41	me	390	0,32%
42	if	380	0,31%
43	Product*	366	0,30%
44	more	337	0,28%
45	get	329	0,27%
46	well	321	0,27%

47	like	320	0,26%
48	make	319	0,26%
49	their	314	0,26%
50	how	312	0,26%
51	there	309	0,26%
52	year	308	0,25%
53	time	298	0,25%
54	new	294	0,24%
55	Customer*	291	0,24%
56	Service*	289	0,23%
57	need	281	0,23%
58	one	274	0,23%
59	other	273	0,23%
60	go	259	0,21%
61	yes	252	0,21%
62	use	250	0,21%
63	also	249	0,21%
64	know	246	0,20%
65	which	236	0,20%
66	people	230	0,19%
67	take	228	0,19%
68	Sale*	227	0,19%
69	please	224	0,19%
70	look	220	0,18%
71	Price*	214	0,18%
72	see	213	0,18%
73	think	210	0,17%
74	want	204	0,17%
75	when	198	0,16%
76	could	197	0,16%
77	Market*	193	0,16%
78	some	193	0,16%
79	up	191	0,16%
80	may	190	0,16%
81	he	188	0,16%
82	Manager*	188	0,16%
83	who	187	0,15%

84	them	185	0,15%
85	call	182	0,15%
86	just	180	0,15%
87	thank	176	0,15%
88	come	176	0,15%
89	let	174	0,14%
90	say	171	0,14%
91	any	170	0,14%
92	give	169	0,14%
93	us	168	0,14%
94	Money*	166	0,14%
95	very	166	0,14%
96	Job*	163	0,13%
97	Employee*	162	0,13%
98	out	162	0,13%
99	Resource*	162	0,13%
100	Management*	158	0,13%

The analysis of the 16 most frequent specialised terms in EBE corpus provides valuable insights into the linguistic landscape of professional discourse. The terms "Good," both as a noun and an adjective, dominate the corpus with a combined absolute frequency of 603 occurrences, representing 0.50% of the total. "Business" follows closely with an absolute frequency of 518, encompassing variations like "businesses, ". Similarly, "Company" with 499 occurrences highlights the significance of corporate entities in the discourse, with variations like "company's" and "companies". The term "Work" at 447 occurrences, including working, worked, and works. "Product" with 366 occurrences, while "Customer" and "Service" at 291 and 289 occurrences, respectively. Other terms such as "Sale," "Price," "Market," "Manager," "Money," "Job," "Employee," "Resource," and "Management" show the corpus's richness and contribute to a nuanced and comprehensive representation of EBE discourse's specialised lexicon.

In conducting a thorough exploration of the most frequent specialised terms within EBE corpus, it becomes imperative to delve into an in-depth analysis of their linguistic

nuances. Given the time constraints, the researcher focuses specifically on the examination of the five most frequent specialised terms among the identified 16 lemmas. The utilisation of the *word sketch* function in the Sketch Engine software allows to present illustrative examples of concordances, shedding light on the contextual usage and collocates of these selected terms.

- **Good**

The term “good” is very frequent as it appears 603 times as a lemma in EBEC. It is used as an adjective (398 occurrences), as a noun (202 occurrences) and as an adverb (3 occurrences). Examining the word “good” in context shows an interesting difference in its use: as a noun, it is predominantly a business-related term that has a relationship with material goods and monetary exchanges. Conversely, when used as an adjective, “good” is often used in everyday English, where it functions as a flexible modifier of positive characteristics and traits. The use of this term in two different ways emphasises its adaptability, demonstrating its specialised economic connotation as a noun in the context of business, while its adjective form has a wider applicability in ordinary English. **Figure 3.1.**, extracted from Sketch Engine, illustrates examples that highlight the versatile use of the term. Linguistically, the noun “good” is frequently accompanied by adjectives and verbs, showcasing nuanced expressions in the business context. Adjectives such as “capital,” “consumer,” “different,” and “single-use” modify the term, providing specificity to the types of goods discussed. Additionally, verbs such as “produce,” “sell,” “ship,” and “buy” demonstrate the varied actions associated with goods in business context.



Figure 3.1. Concordance Examples of the word “good” in EBEC

- **Business**

Examining concordances for the term "business" offers a thorough understanding of its various linguistic functions in the context of EBE. **Figure 3.2.** displays examples from concordances, illustrating how the term 'business' is used in various contexts in Business English. By analysing its modifiers, examples like "active growth businesses," "chemicals business," and "construction materials business" demonstrate the adjective usage of the term "business" to precisely define and classify different types of industries. The term "business" functions as an adjective when it is used to describe entities, ownership structures, and strategic approaches. It specifically modifies words such as "owner," "firm," and "strategy."

Furthermore, the noun form is evident in contexts such as "business owners," "business firms," and "business outcomes," highlighting the concrete aspects and results linked to commercial pursuits. The verb-object relationships exemplified by phrases

such as "to engage in business," "commencing my own enterprise," and "providing aid to enterprises" demonstrate actions related to commercial transactions, initiation, and support. Additionally, verbs like "become," "grow," and "compete" that have "business" as their subject highlight the ever-changing nature of businesses, encompassing their development, expansion, and competitive interactions. The wide range of verbs that can be used with "business" as the object or subject demonstrate its versatile usage, encompassing activities such as conducting, organising, developing, and appreciating. This highlights the extensive functions that businesses fulfil in different contexts. The nouns that are modified by the term "business," such as "owner," "firm," and "strategy," emphasise its function in defining ownership structures, entities, and strategic plans. Verbs like "do," "conduct," and "start" that take "business" as the object, specify the various actions linked to business operations. Verbs such as "grow," "compete," and "be," when used with "business" as the subject, exemplify the dynamic and ever-changing character of businesses.

modifiers of "business"	nouns modified by "business"	verbs with "business" as object	verbs with "business" as subject
active ... active growth businesses	owner ... business owners	do ... to do business	become ... distribution . As businesses become more global it
growth ... active growth businesses	firm ... other business firms and	conduct ... offered , and business conducted in a country	grow ... business is still growing
chemical noun ... the chemicals business	strategy ... This is the business strategy for	start ... starting my own business	use ... and services . Businesses use materials and change
machinery ... and plastics processing machinery business	condition ... of the immediate business conditions	organize ... organized American business	differ ... States . Large businesses differ very much from
small ... accounting software to small businesses the product which	trip ... away on a business trip all of next	develop ... developing businesses and active growth	have ... business has not
own ... starting my own business	practice ... challenges business practices that could	call ... called business	operate ... business is operating
construction ... the construction materials business	structure ... business structure , the UBE	process ... metal and plastics processing machinery business	compete ... businesses are competing
ready-mix ... the cement and ready-mix concrete business	domain ... the four target business domains	appreciate ... and we appreciate your business . If you	be ... business is
concrete ... cement and ready-mix concrete business	outcome ... and better business outcomes . What is	operate ... operate business	come ... a service . Businesses come in every shape
separator ... separator businesses	conference ... annual business conference	run ... running the business	do ... business do
new ... new business	environment ... in a business environment	help ... helping businesses	
recycling ... recycling businesses	leader ... business leaders	be ... was your business	
large ... United States . Large businesses differ very much	plan ... the business plan		

Figure 3.2. Concordance Examples of the word “business” in EBEC

- **Company**

A review of concordances for the term "company" in the EBEC, as illustrated in **Figure 3.3.**, uncovers a variety of linguistic functions and contextual uses within the EBE specialised discourse. Modifiers like "large," "reputed," "awful," and "old" show the different qualities and traits given to businesses if one looks at this word in context. The modifiers convey information regarding the size, standing, state, and age of companies. This demonstrates the flexibility of the term in describing various characteristics.

Moreover, the noun forms that are modified by the word "company" encompass "name," "solution," "expansion," and "objective," highlighting the diverse aspects of businesses in terms of their identity, offerings, growth strategies, and objectives. These nouns represent the various facets and factors linked to companies within a business framework.

The verbs attached to the noun "company" as either the object or subject, such as "found," "help," "save," "join," "know," and "represent," emphasise the active actions and responsibilities that companies undertake in various contexts.

modifiers of "company"	nouns modified by "company"
large ... management . Very large companies may be organized	name ... of (company name) employees
reputed ... a job in reputed company where i can	solution ... more about your company ABC Solutions is a British
awful ... of That Awful Company	expansion ... a period of company expansion to ensure attention
old ... old company	objective ... company objectives
entire ... result , the entire company is working overtime	deal ... company deal
international ... international company	offering ... company Enhanced company offerings
private ... private companies	policy ... company policies
software ... is a British software company founded in	leader ... dialogue with their company leaders and managers
other ... from other companies	i ... company i
cosmetic ... cosmetics company	people ... people at low-trust companies , people at high-trust companies
low-trust ... with people at low-trust companies , people at	
X ... X company	
parent ... parent company	
startup ... startup companies	
high-trust ... people at high-trust companies report	

verbs with "company" as object	verbs with "company" as subject
found ... a British software company founded in 2010 our	want ... the company wants to
help ... helping service-oriented companies	have ... company has
save ... organizational practices , saving the company	be ... company is
market ... marketing company	add ... largest fifty industrial companies added together represents more
join ... joined a company	specialize ... company specializes in
know ... company known	report ... people at high-trust companies report 74 % less
represent ... representing a company	produce ... company produces
register ... registered companies	sell ... company sells
visit ... visit our company	say ... company have said
ship ... the shipping company	use ... companies use
allow ... allowed the company	thank ... company thank you
lead ... lead companies	please ... of this company please have your sit
grow ... growing steadily your company	work ... the entire company is working overtime to put

Figure 3.3. Concordance Examples of the word “company” in EBEC

- **Work**

The occurrences of the term "work" within EBE corpus, as demonstrated in **Figure 3.4** and **Figure 3.5.**, reveal the diverse ways in which the term is used in business contexts. The modifiers "hard," "closely," "well," "here," "there," "efficiently," "independently," "overtime," "immediately," and "out" demonstrate the various settings in which the term "work" is utilised, highlighting qualities such as diligence, collaboration, efficiency, autonomy, and time limitations within a corporate setting.

Moreover, the entities and individuals linked to the word "working," such as "working hours," "safe working conditions," "working population," and "working environments," highlight the wider structural elements and societal implications associated with work. The subjects, including "time," "team," "honour," "wholesaler," "Friday," "headphone," "people," "distributor," "quality," "hour," "experience," and "employee," encompass a wide range of entities and aspects that have a direct link with work. This linguistic

diversity highlights how complex the term "work" is. It is relevant not only in GE , where it refers to a wide range of actions, but also in EBE, where its use is more specialised to convey the nuances of professional relationships, duties, and dynamics related to the workplace.

modifiers of "work"	objects of "work"	subjects of "work"
together ... and work together	hour ... working hours	time ... this day and time still work for you
hard ... work hard	condition ... and safe working conditions . Capital	team ... line . Our team has worked hard on these
closely ... a distributor works closely with a manufacturer	day ... be recovered by working another day . Also	honour ... been an honour working alongside all of
well ... work well under pressure	population ... proportion of the working population employed in the	wholesaler ... products . A wholesaler works more closely with
here ... work here	today ... employee does not work a shift today , the time	Friday ... back Friday morning Friday works for me should
there ... been working there for	environment ... working environments	headphone ... that the left headphone was n't working . Unfortunately
efficiently ... should help us work more efficiently and speed up	capital ... machines , and working capital such as raw	people ... people work
independently ... work independently	time ... who have been working late multiple times a week to	distributor ... general , a distributor works closely with a
overtime ... entire company is working overtime to put out	drawing ... working drawing	quality ... quality work
immediately ... to start working immediately	night ... worked overtime last night	hour ... hours worked
out ... perfect for working out let 's make	Lucy ... work together Lucy	experience ... experience working
not ... n't work	overtime ... work overtime	employee ... employees working

Figure 3.4. Concordance Examples of the word “work” as a verb in EBEC

modifiers of "work"	nouns modified by "work"	verbs with "work" as object	verbs with "work" as subject
hard ... all of your hard work and energy throughout	ethic ... work ethic	do ... Does that work	define ... defined by your own work
quality ... together and producing quality work in a team	schedule ... the flexibility of work schedules , fair treatment	perform ... Note that work performed by an individual	process ... work processes
subsequent ... the subsequent work	December ... last day of work , December 20 and will	affect ... repairs should n't affect your work . If it	expand ... work always expands
minor ... weekend , but minor work still needs to	attitude ... your work attitude	deliver ... deliver your works	lead ... work leads
extra ... extra work	environment ... motivation , work environment , and work	produce ... team together and producing quality work in a team	drive ... driven by work
product ... product design work	satisfaction ... environment , and work satisfaction . Additionally	furnish ... furnishing public works	need ... but minor work still needs to be done
Sioux ... Sioux work	everyone ... week . Great work everyone ! Frank Murphy	publish ... work published	change ... work is changing
diamond ... diamonds , works	experience ... work experience	say ... says that work	do ... work does
cable ... cable work	Burberry ... Work Experience BURBERRY	let ... letting their staff work	be ... work is
prodigy ... prodigy quality work	Pia ... work experience Pia	enjoy ... enjoy the work	have ... work has
seminal ... seminal work	count ... work counts	complete ... completing the work	
Robin ... Robin Sioux work	history ... work history	find ... find work	

Figure 3.5. Concordance Examples of the word “work” as a noun in EBEC

▪ **Product**

The numerous instances of the term "product" within the EBEC, as shown in the given examples (see **Figure 3.6.**), demonstrate its varied linguistic uses and contextual subtleties. The modifiers "gross," "domestic," "finished," "new," "environmentally friendly," "different," "specific," "added-value," "food," "similar," "old," and "quality" represent the diverse attributes and characteristics of products in a business context. These modifiers emphasise the diverse set of factors that are taken into account, including economic indicators like gross domestic product, as well as the attributes of finished goods, such as their environmental friendliness or high quality.

Furthermore, the nouns that are modified by the term "product," such as "distribution," "knowledge," "channel," "launch," "category," "development," "work," "sale," "market," "management," and "price," serve to exemplify the various facets and procedures associated with products within a business context. The verbs linked to the object "product," such as "buy," "produce," "sell," "purchase," "deliver," "try,"

"assemble," "design," "choose," "place," "ship," and "distribute," emphasise the active actions and phases that occur throughout the life cycle of products, which include procurement, manufacturing, sales, and distribution.

In addition, verbs such as "tamper," "offer," "make," "be," and "do," when used with "product" as a subject, demonstrate the different roles and actions that products can perform.

gross ... other words , gross domestic product , which is	distribution ... also be called product distribution . As businesses	buy ... buy products	tamper ... product tampering
domestic ... words , gross domestic product , which is	knowledge ... with your in-depth product knowledge and customer service	produce ... produce one product	offer ... look at the products were offering and compare them
finished ... transforming resources into finished products in the form	channel ... to operate a product distribution channel that everyone profits	sell ... sell your products	make ... of all the products made , services offered
new ... new products	launch ... product launch	purchase ... Once a customer purchases a product from the online	be ... our products are
friendly ... environmentally friendly products and technologies	category ... product category	deliver ... both selling and delivering products and services from	do ... products do
different ... may produce many different products : in fact	development ... product development	try ... not get to try the product before they buy	
specific ... specific product	work ... product design work	assemble ... assembled finished products	
added-value ... to high added-value products and technologies	sale ... product sales	design ... designing a new technology product	
food ... food products	market ... product market	choose ... Merchants then choose the products they want to	
similar ... similar products	management ... product management	place ... wide array of products strategically placed across their store	
old ... older products	price ... product , price	ship ... that the correct products are shipped and customers know	
quality ... quality products		distribute ... main activities of distributing a	

Figure 3.6. Concordance Examples of the word “product” in EBEC

1.2.2. The Use of EBE Abbreviations

The findings of the study revealed the presence of a total of 232 unique abbreviations (see **Appendix A**) in EBEC, representing 0.66% of the entire EBE corpus. To further illustrate the distribution and frequency of abbreviations in EBEC, **Table 3.2.** represents the top 100 abbreviations based on their absolute frequency (AF) and relative frequency (RF). It is noteworthy that the majority of the abbreviations detected are found to be specific to the domain of business and economics. The observed prevalence of EBE abbreviations can be attributed to their capacity to significantly enhance the efficiency and clarity of various forms of written communication in the business context, as they are both brief and simple to memorise and utilise.

Table 3.2. Top 100 frequent abbreviations in EBEC

N°	Abbreviation	AF	RF	Equivalent in EBE
1	Mr.	118	15%	Mister
2	p.m.	34	3,69%	Post meridiem
3	HR	34	3,69%	Human Resources
4	CEO	28	3,04%	Chief executive officer
5	UBE	28	3,04%	UBE Corporation
6	GDP	26	2,82%	Gross domestic product
7	covid-19	24	2,60%	Corona Virus 2019
8	Ltd.	20	2,17%	Limited
9	a.m.	17	1,84%	Ante meridiem
10	AI	16	1,74%	Artificial Inteligence
11	tech	15	1,63%	Technology (noun) technical (adjective)
12	CV	13	1,41%	Curriculum Vitae
13	LC	13	1,41%	Letter of credit

14	R&D	12	1,30%	Research and development
15	U.S.	12	1,30%	United States
16	Ad	11	1,19%	Advertisement
17	Inc.	9	0,98%	Incorporated
18	POS	8	0,87%	Point of sale
19	CA	8	0,87%	California
20	MS	8	0,87%	Microsoft
21	NY	8	0,87%	New York
22	GPA	7	0,76%	Grade point average
23	Ms.	7	0,76%	Mizz
24	ID	7	0,76%	Identity
25	Co.	7	0,76%	Company
26	BA	7	0,76%	Bachelor of Art
27	RFP	7	0,76%	Request for proposal (department)
28	CD	6	0,65%	Compact disc
29	MS	6	0,65%	Microsoft
30	PHP	6	0,65%	Personal Home page / hypertext preprocessor
31	Re	6	0,65%	Reply
32	RSVP	6	0,65%	Répondez-s'il vous plait (please respond)
33	U.S.A.	6	0,65%	United States of America
34	Mrs.	6	0,65%	Missus
35	CIF	6	0,65%	Cost ,Insurance and Freight
36	API	6	0,65%	Active pharmaceutical ingredients
37	etc.	6	0,65	Etcetera (and so forth)
38	J&J	5	0,54%	Johnson and Johnson
39	MA	5	0,54%	Master of Art
40	Rep	5	0,54%	Representative
41	MySQL	5	0,54%	MyStructured Query Language

42	Memo	5	0,54%	Memorandum
43	LLC	5	0,54%	Limited Liability Corporation
44	CO2	5	0,54%	Carbone Dioxide
45	GHG	5	0,54%	Greenhouse Gas
46	BS	5	0,54%	Bachlor of Science
47	FTC	5	0,54%	Federal Trade Commision
48	app	5	0,54%	Application
49	CSS	5	0,54%	Cascading Style Sheets
50	SQL	4	0,43%	Structured Query Language
51	HTML5	4	0,43%	Hypertext Markup Language revision 5
52	GAAP	4	0,43%	Generally Accepted Accounting Principles
53	VW	4	0,43%	Volkswagen
54	OOP	4	0,43%	Object Orienting Programming
55	CSR	4	0,43%	Corporate Social Responsibility
56	UK	4	0,43%	United Kingdom
57	Jun.	4	0,43%	June
58	ROI	4	0,43%	Return on Investment
59	KS	4	0,43%	Kansas
60	VCR	4	0,43%	Vinyl cis rubber
61	CRM	4	0,43%	Customer Relationship Mangement/Manager
62	HTML	3	0,33%	Hypertext Markup Language
63	CO	3	0,33%	Colorado
64	CFO	3	0,33%	Chief Financial Officer
65	e.g.	3	0,33%	Exempli gratia (for example)
66	Sept.	3	0,33%	September
67	L&D	3	0,33%	Learning and Development
68	UNESCO	3	0,33%	United Nations Educational, Scientific and Cultural Organisation

69	GA	3	0,33%	Georgia
70	Jan.	3	0,33%	January
71	Sep.	3	0,33%	September
72	logo	3	0,33%	logogram/logotype
73	Q2	3	0,33%	Second quarter
74	SAP	3	0,33%	System Analysis Program
75	CPA	3	0,33%	Certified Practising Accountant
76	DZD	2	0,22%	Algerian Dinar
77	IFRS	2	0,22%	International Financial Reporting Standards
78	Sub	2	0,22%	Subject
79	UX	2	0,22%	User experience
80	A-level	2	0,22%	Advanced Level qualification
81	CC	2	0,22%	Carbon Copy
82	A/P	2	0,22%	Accounts payable
83	IOS	2	0,22%	iPhone Operating System
84	A/R	2	0,22%	Accounts receivable
85	ECO	2	0,22%	Employee Commute Options
86	ebooks	2	0,22%	Electronic books
87	auto	2	0,22%	Automobile
88	MO	2	0,22%	Missouri
89	Nov.	2	0,22%	November
90	NPOs	2	0,22%	Non-profit organisations/not-for-profit organisations
91	CS	2	0,22%	Company secretary
92	ESS	2	0,22%	Everise Shipping Service (company's name)
93	CNPR	2	0,22%	Certified National Pharmaceutical Representative
94	A2	2	0,22%	Advanced level 2 (educational Qualification)
95	PaaS	2	0,22%	Platform as a Service

96	IMRG	2	0,22%	Interactive Media in Retail Group
97	Pharma	2	0,22%	Pharmaceutical company
98	Promo	2	0,22%	Promotion
99	TX	2	0,22%	Texas (approved especially for use with zip code)
100	A1	2	0,22%	Advanced level 1 (educational qualification)

1.2.2.1. Categorisation of EBE Abbreviations

In this section, the researcher provides a categorisation of the abbreviations used in the EBEC. The purpose of this categorisation is to gain a qualitative analysis and a deeper understanding of the types of abbreviations commonly used in EBE discourse. These abbreviations are categorised based on their form and function. The form-based categorisation includes abbreviations that are formed from initialisms, acronyms, and contractions. The function-based categorisation includes abbreviations that are used for technical terms, company names, product names, and other purposes. This categorisation will allow us to explore the patterns of abbreviation usage in the EBE corpus and gain insight into the discourse functions that these abbreviations serve. By analysing the categorization of abbreviations, a better understanding of the specialised language used in EBE discourse and the role that abbreviations play in this language variety can be gained.

1.2.2.1.1. Form-based categorisation:

EBE abbreviations can be grouped into four distinct categories depending on their structural characteristics: acronyms, initialisms, clippings, and contractions.

Acronyms are formed from the first letters of each word in a phrase, with the result being pronounced as a single word and following the pronunciation patterns of English language. The EBEC abbreviation list contains a variety of acronyms with their

equivalents¹, some of which are: *Covid-19*, *CIF*, *UNESCO* and *OPEC*. Initialisms are similar to acronyms, except that they are pronounced by saying each letter separately. Based on the analysis of the EBE corpus abbreviations, it can be observed that initialisms are the most frequent type of abbreviation. This is evident in the frequent use of a variety of initialisms such as *HR*, *CEO*, *GDP*, *AI*, *CV*, *LC*, *R&D*, *GPA*, and *RFP* among others. The prevalence of initialisms in EBE can be attributed to their brevity and convenience in conveying complex concepts and titles in a succinct manner. Furthermore, initialisms have become increasingly common in the digital age due to their compatibility with technology and social media platforms. This underscores the importance of understanding the various forms of abbreviations in EBE, particularly initialisms, for effective communication in the modern business world. Clippings, also known as shortenings, are the third form of abbreviations which are words that have been shortened from their original form by removing one or more syllables. Many such clippings included in the EBE corpus are: *tech* (technology), *ad* (advertisement), *Inc.*(incorporated), *Co.*(company), *Corp.*(corporation), *rep* (representative), *memo* (memorandum), *app* (application), *auto* (automobile), *promo* (promotion), *disc* (discount), *ref* (reference) *logo* (logogram/logotype) and *expo* (exposition). The fourth form is contractions that involves the omission of letters from the middle of the words such as *Mr.* (*Mister*), *Ms.* (*Miss/Missus*), *Ltd.* (*Limited*), *Mrs.* (*Missus*) and *Blvd* (*boulevard*).

The form-based categorisation of EBE abbreviations plays an important role in the efficient communication within the business world. The use of acronyms, initialisms, clippings, and contractions allows for concise and clear communication while also reflecting the dynamic and ever-changing nature of EBE language.

Numerous factors necessitate the use of abbreviations, including the need to shorten text, save valuable space and adhere to established norms of language usage in a specific

¹ See **Appendix A**

community. In their research of word omission and abbreviation in telexes, Zak & Dudley-Evans (1986 :70) claim that, “the extent of omission and abbreviation depends very much on the type of audience to which the text is addressed and on conventions established by a company, a department within a company or by an individual”. They identify three primary categories of abbreviation: standard abbreviations that are used in daily life such as *p.m.*, *a.m.*, and *PC*, abbreviations that would only actually be used in the workplace like *ASAP*, *CC* and highly specialised abbreviations like *GDP*, *FOB* and *ISO*.

While the form-based categorisation of abbreviations is significant to understand their structure, it does not fully capture the range of functions that abbreviations can serve in EBE discourse. As such, a function-based categorisation of abbreviations is necessary to understand the different ways in which abbreviations are used in specific contexts.

1.2.2.1.2. Function-Based Categorisation:

Understanding the forms of business language requires a thorough familiarity with the various ways that abbreviations are employed. Classifying acronyms according to their function and purposes may shed light on what sectors or areas are more likely to make use of them. Several function-based categories arose from the analysis of the EBE list of abbreviations through the use of concordance feature (KWIC) in the *Sketch Engine* tool. In each category some examples are to be provided from EBE corpus. The identified abbreviations are displayed in red font, allowing for easy visual identification within the larger textual context. The left and right context of each instance is also presented, providing additional context for the specific usage of any given abbreviation.

- **Business Titles and Departments:**

Results showed that abbreviations used for business titles and departments are commonly found in various genres of EBE corpus. The abbreviations that identify the titles or positions in a company include, *CEO* (Chief executive Officer), *CRM* (Customer

Relationship Manager), *CFO* (Chief Financial Officer), *C-suits* (Collective term for the highest-ranking executives in a company), *CPA* (Certified Practising Accountant) and *COO* (Chief Operating Officer). As for departments, some abbreviations appeared in the corpus such as *HR* (Human Resources), *R&D* (Research and Development), *CRM* (Customer Relationship Management), *CSR* (Corporate Social Responsibility), *RFP* (Request for Proposal), *L&D* (Learning and Development) and *IT* (Information and Technology). The use of these abbreviations in EBE discourse is not limited to any particular context or genre, as they are found in a variety of business-related contexts, such as business letters, emails, meetings, CVs, etc. The function of these abbreviations is to convey important business-related information such as job titles, departments, and specific roles and positions within a company. These abbreviations are also used as a sort of professional jargon to denote the expertise in the field of business. The subsequent instances (**Figure 3.7.**) serve to exemplify the use of specific abbreviations for this category, as obtained through the examination of the Sketch Engine concordances:



Figure 3.7. Examples of Abbreviations of Business Titles and Departments' Category

- **Marketing and Sales**

Abbreviations in this category are commonly used in the marketing and sales fields, where quick communication is essential. **Figure 3.8.** showcases examples from the EBE abbreviations' list include *POS* (Point of Sale), *CRM* (Customer Relationship

Manager/Management), *4Ps* of marketing (product, price, place, promotion), *B2B* (Business to Business), *B2C* (Business to Consumer), *SKU* (Stock Keeping Unit) *ROI* (Return on Investment), *ROE* (Return on Equity), *ROS* (Return on Sales), *SMA* (Sales Management Association), *SMEs* (small to medium enterprise), *KPI* (key Performance Indicator), *PPC* (Pay per Click) *MM&M* (Medical , Marketing and Media), etc. These abbreviations are used to describe marketing strategies, sales tactics, customer relationships and marketing digital platforms. They are frequently used, as the data analysis showed, in business presentations, business conversations, emails and business negotiations. Examples of these abbreviations related

ails	Left context	KWIC	Right context
doc#0	ere's an upcoming training day for all employees to learn how to use the new	POS	system.</s></s>The new system should help us work more efficiently and spr
doc#141	of doing.</s></s>Then, I'll outline the advantages this has over conventional	CRM	systems.</s></s>Finally, I'll show you how this can help boost the productivi
doc#45	pplier, distributor, retailer, or wholesaler.</s></s>From the perspective of the	4P	's of the marketing mix, marketing distribution can be slotted into the place c
doc#5	d HR services, including L&D, to corporate clients.</s></s>OK, so it was only	B2B	?</s></s>Yes, we only offered services to other companies, not B2C.</s></s>
doc#5	was only B2B?</s></s>Yes, we only offered services to other companies, not	B2C	.</s></s>Right, and it says here you then left that company about three years
doc#114	up later.</s></s>We're thinking of starting with around 500 to 1500 units per	SKU	, with more in popular sizes and colours.</s></s>And that would be per-mon
doc#30	recasting to create updated financial plans that maximize profit and improve	ROI	and IRR, increasing revenue by 30% over 2 years Supervise finance depart
doc#109	or Yen10.5 billion year on year.</s></s>For key indicators, return on sales (	ROS	) was 5.1% and
	return on equity (	ROE	) was 6.9%.</s></s>The year-on-year results were significantly impacted by
doc#151	cal Sales Training Program Memberships Sales Management Association (	SMA	) American Management Association (AMA) National Association of Pharm
doc#42	ons and the effective management of these in small to medium enterprises (	SMEs	).</s></s>Personal and Social Development : Explored the needs of people i
doc#149	siastic retail clerk with 4+ years of experience.</s></s>Seeking to boost REI	KPIs	through proven skills in sales and customer loyalty.</s></s>Maintained 93%
doc#95	he company paid for space on Google -- a program known as pay-per-click (	PPC	) -- on which to drive traffic to a specific page focused on its product.</s></s>
doc#1	he campaigns also earned our top pharmaceutical clients multiple prestigious	MM	&M consumer awards in 2014, 2016, and 2017.</s></s>In addition to my exp

Figure 3.8. Examples of Abbreviations of Marketing and Sales' Category

- **Accounting and Finance**

Several abbreviations specific to the finance and accounting sector were uncovered via qualitative examination of the compiled EBE corpus in this study. Examples of these abbreviations include *CIF* (Cost, Insurance and Freight), *GAAP* (Generally Accepted Accounting Principles), *CPA* (Certified Public Accountant), *CFO* (Chief Financial Officer), *IFRS* (International Financial Reporting Standards), *A/P* (Accounts Payable),

A/R (Accounts Receivable), *IASC* (International Accounting Standards Committee), *IAS* (International Accounting Standards), *IAAP* (International Association of Accounting Professionals), *IFI* (Islamic Financial Institutions), *ISO* (International Standards Organization), *Q3* (Fiscal Quarter 3), *D/E* (debt to equity), *DOE* (dividend on equity), etc. These abbreviations were found extensively in the genre of written texts, mainly those related to finance and accounting in EBE corpus serving a purpose to refer to accounting standards, and financial statements and investment indicators. From the analysis, it was observed that the abbreviations were commonly used to reduce the length of the texts, enhance readability, and convey complex financial information efficiently.

Figure 3.9. showcases examples demonstrate some extracts from EBE corpus in which finance and accounting abbreviations are used.

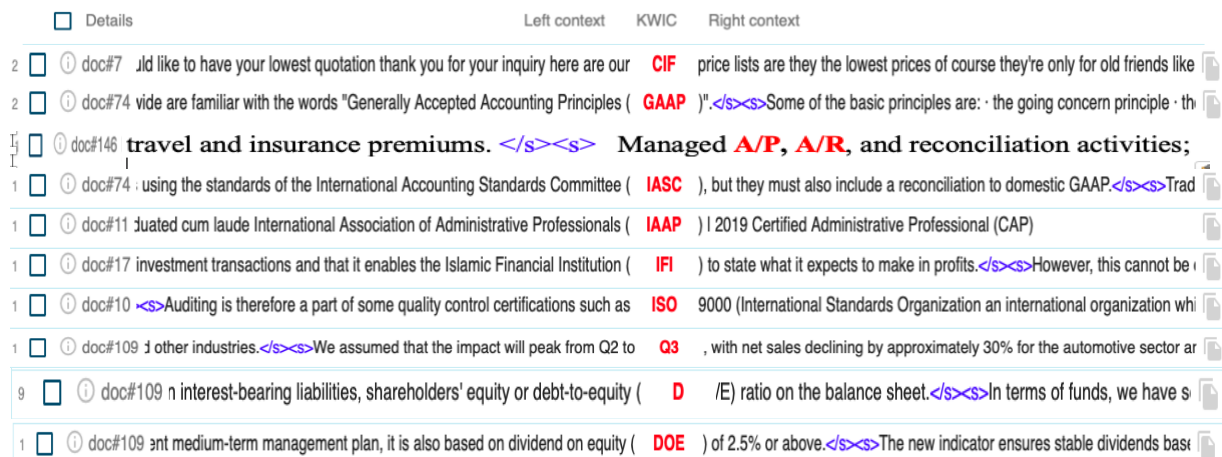


Figure 3.9. Examples of Abbreviations of Accounting and Finance's Category

- **Information and Technology (IT)**

The findings also indicate a considerable number of acronyms associated with information and technology field, as presented in **Figure 3.10**. This category includes abbreviations such as *AI* (Artificial Intelligence), *MS* (Microsoft), *PHP* (Personal Home Page/ Hypertext preprocessor), *HTML* (Hypertext Markup Language), *OOP* (Object Orienting Programming), *SQL* (Structured Query Language), *SAP* (System analysis Programme), *UX* (User Experience), *SEO* (Search Engine Optimization), *URL* (Uniform

Resource Locator), WEBDEV (Website Developer/ development), *TB* (Terabyte), etc. These abbreviations are used to describe technology systems, networks, and services. They are essential for efficient communication in the fast-paced IT industry. Hence, they play a significant role in streamlining business processes and improving communication among employees. The use of IT-based abbreviations is also vital for businesses to stay up-to-date with technological advancements for enhancing their productivity and increasing their profitability.

	Details	Left context	KWIC	Right context
2	<input type="checkbox"/> ⓘ doc#68 ces to come.	</s></s>Managing human resources is about to become easier	AI	is changing the way firms screen, hire and manage their talent HUMAN RES
	<input type="checkbox"/> ⓘ doc#1 is a minor in computer technology.	</s></s>I have exceptional knowledge of	MS	Office Programs, including notable skills in MS Excel. </s></s>I pay close at
	<input type="checkbox"/> ⓘ doc#144 /s>>Well-versed in numerous programming languages including HTML5,		PHP	OOP, JavaScript, CSS, MySQL. </s></s>Strong background in project mana
	<input type="checkbox"/> ⓘ doc#41 Photoshop Programming Languages: Java, C++, SQL, TLearn and		HTML	Operating Systems: Android, iOS, Windows and Linux Other trainin
	<input type="checkbox"/> ⓘ doc#144 rersed in numerous programming languages including HTML5, PHP		OOP	, JavaScript, CSS, MySQL. </s></s>Strong background in project m
	<input type="checkbox"/> ⓘ doc#41 Dreamweave and Photoshop Programming Languages: Java, C++,		SQL	, TLearn and HTML Operating Systems: Android, iOS, Windows an
3	<input type="checkbox"/> ⓘ doc#27 rollout team together with SAP and I'll talk to HR about finding more		SAP	specialists. </s></s>Thanks. </s></s>Good. </s></s>Let's move onto th
2	<input type="checkbox"/> ⓘ doc#1 lset includes the following: social media management, knowledge of		SEO	implementation, proficiency at graphic design, familiarity with HTML
	<input type="checkbox"/> ⓘ doc#57 oduction in the brochure besides you can log on to our website the		URL	is also in the brochure ok I also want to make an appointment with y
1	<input type="checkbox"/> ⓘ doc#41 Skills Development tools: LabVIEW, MATLAB, Simulink, WINDEV/		WEBDEV	, OrCAD, MPLAB and ModelSim Packages: MS Office, Dreamweav
2	<input type="checkbox"/> ⓘ doc#115 >s>We won't need that much storage anyway.</s></s>We have 7		TB	storage for 2 years at the same price. </s></s>I'm sure this is the be

Figure 3.10. Examples of Abbreviations of Information and Technology Category

- **Academic degrees, certifications and qualifications**

The analysis of EBEC revealed that the category of abbreviations connected to academic degrees and certificates is widely used, notably in the contexts of CVs/résumés, cover letters, and job interviews. The use of such abbreviations in these contexts is intended to serve as shorthand and to communicate the level of education and specialised knowledge of the job applicant. **Figure 3.11.** demonstrates examples of such abbreviations include *GPA* (Grade point Average), *BA* (Bachelor of Art), *MA* (Master of Arts), *BS* (Bachelor

of Science), $A2^2$ (elementary level) $A1^3$ (beginner level) $C2^4$ (Proficient user), *WPM* (Words per minute), *MBA* (Master of Business Administration), CI^5 (Advanced level), BSc (Bachelor of Science), PE (Physical Education), *GCE* (General Certificate of Education (in British education system)), *PhD* (Doctor of Philosophy), among others.

	Details	Left context	KWIC	Right context
1	<input type="checkbox"/> ⓘ doc#5	I graduated from the vocational school for Business Studies with a	GPA	of 1.8 and I wanted to start working immediately.</s></s>That is why
2	<input type="checkbox"/> ⓘ doc#9	plemented marketing initiatives, boosting revenue by 4.7%	BA	Business Administration University of Southern California 2012 - 20
3	<input type="checkbox"/> ⓘ doc#28	Education High School Diploma Stoughton High School, Stoughton,	MA	Completion: 2019 Skills Communication POS / Cash Register Custo
4	<input type="checkbox"/> ⓘ doc#21	I contributions to customer service for all customers.</s></s>With a	BS	degree in Computer Programming, I have a comprehensive undersl
5	<input type="checkbox"/> ⓘ doc#144	linkedin.com/christopher.morgan Languages Spanish - C2 Chinese -	A1	German - A2 Hobbies Writing Sketching Photography Design Conta
6	<input type="checkbox"/> ⓘ doc#72	werPoint, and Access, Salesforce, TFS Project Typing speed of 68	wpm	Tech savvy, fast learner, eager-to-please, adaptable, collaboration s
7	<input type="checkbox"/> ⓘ doc#29	----- Education	MBA	, Business and Finance, Ross School of Business, University of Micl
8	<input type="checkbox"/> ⓘ doc#41	0-2015) 7 GCSEs in English language, maths, science, German, IT,	PE	, history.</s></s>IT Skills Development tools: LabVIEW, MATLAB, Si
9	<input type="checkbox"/> ⓘ doc#145	l of University Rugby Club 1998-2002: John's School, Gwent, UK 4	GCE	'A' Levels President of Drama Society Interests: St Andrew's Board
10	<input type="checkbox"/> ⓘ doc#51	ings and more but economics is complicated right don't you need a	phd	maybe a beard a library with leather-bound books no let me show yc

Figure 3.11. Examples of Abbreviations of Academic degrees, certifications and qualifications' Category

- **Economics**

The results demonstrated a distinct category of economics-related abbreviations (see **Figure 3.12.**). Examples include *GDP* (Gross Domestic Product), *CPI* (Consumer Price Index), *FTC* (Federal Trade Commission), *NGOs* (Non-Governmental Organisations), *SMEs* (Small and Medium Enterprises), *KPIs* (Key Performance Indicators), *UNESCO* (United Nations Educational, Scientific and Cultural Organization), *NPOs* (Non-Profit

^{2 3 4 5} These abbreviations refer the Common European Framework of Reference for Languages (CEFR). It is a common language proficiency scale from A1 to C2, and created by the Council of Europe to standardise language learning and teaching. The CEFR describes language ability in terms of four main areas: reading, writing, listening, and speaking.

Organizations), etc. These abbreviations are used to describe economic indicators, international trade organisations, and economic policies. Moreover, they serve the function of representing complex economic concepts in a concise and efficient manner.

	Details	Left context	KWIC	Right context
<input type="checkbox"/>	doc#12	red repressed.	Although the government has targeted an ambitious GDP	growth rate of 6.5 percent in the nonoil economy for the next 10 years, the
<input type="checkbox"/>	doc#71	on the specific circumstances.	The most well-known are the CPI	which measures consumer prices, and the GDP deflator, which mea
<input type="checkbox"/>	doc#34	those that create unfair advantages in the marketplace.	The FTC	has lawyers and economists who monitor business practices, review
<input type="checkbox"/>	doc#42	igh levels of responsibility.	Preferably looking for a role at an NGO	or company with high ethical values. Phone number 062233.
<input type="checkbox"/>	doc#42	the effective management of these in small to medium enterprises (	SMEs).
<input type="checkbox"/>	doc#149	tail clerk with 4+ years of experience.	Seeking to boost REI KPIs	through proven skills in sales and customer loyalty. Maintain
<input type="checkbox"/>	doc#169	Indian adults can read; in China the figure is more than 90%, says	UNESCO	. That gap is one of several factors commonly cited for Chin
<input type="checkbox"/>	doc#59	ut instead use them to help pursue their goals.	Examples of NPOs	include charities, trade unions, and educational and public arts orga

Figure 3.12. Examples of Abbreviations of Economics' Category

- **Companies, Organisations and Businesses**

The analysis of EBEC revealed another function-based category representing companies and businesses' names. As illustrated in **Figure 3.13.**, examples include *UBE* (UBE corporation), *J&J* (Johnson and Johnson), *VW* (Volkswagen), *ASTD* (American Society of Training and Development), *IBM* (International Business Machines), *ASOS* (As Seen on Screen), *J.C.* (James Cash), *GCC* (Gulf Corporation Council), among others. There are several reasons why companies may use abbreviations in their names. One reason is that it allows for easier recognition and recall by customers and stakeholders. Shortened company names are often more memorable and easier to pronounce, which can contribute to the brand's recognition and its overall success. Additionally, abbreviations may be used to reflect a company's history or values, such as an acronym derived from the names of the founders or an abbreviation that highlights the company's mission. In some cases, companies may also use abbreviations to simplify and streamline their branding efforts, particularly if they have a long or complex name. It is worth noting that the names of companies and businesses contain other abbreviations

that often appear at the end of the company's name. For instance, *Inc.* (Incorporated)⁶, *Ltd.* (Limited)⁷, *Co.* (*Company*)⁸, *LLC* (Limited Liability Company)⁹ and *Corp.* (Corporation)¹⁰. These abbreviations are essential in business communication as they help to convey vital information about a company's legal structure and status¹¹, and to differentiate a given type of a company from other types of businesses.

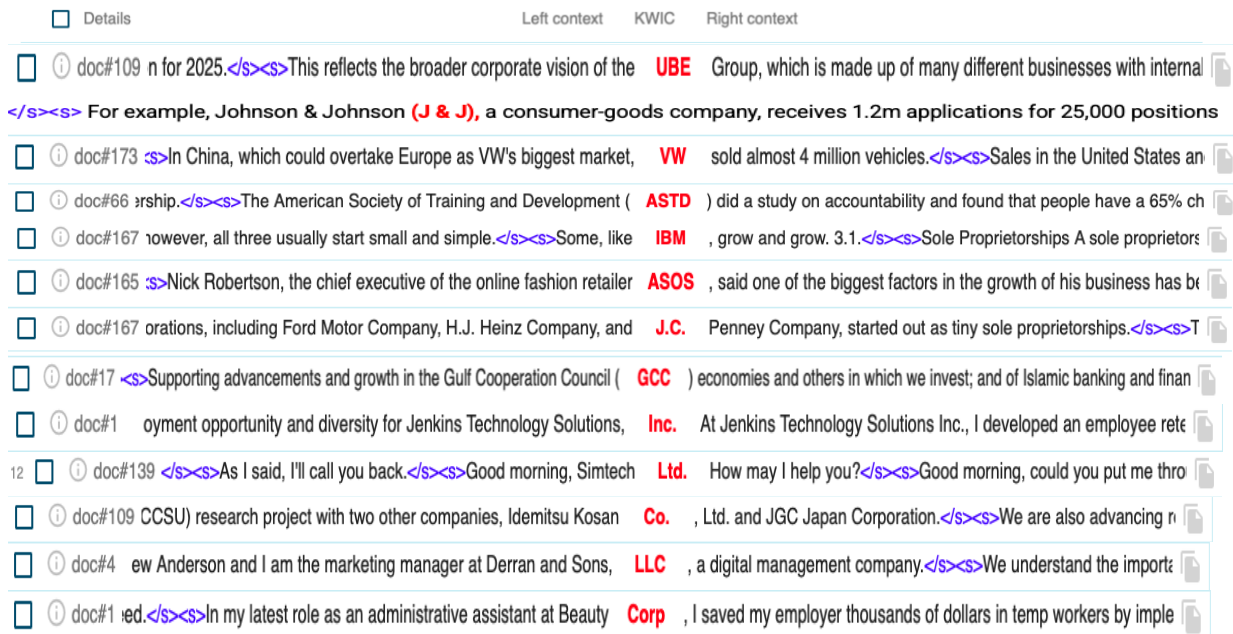


Figure 3.13. Examples of Abbreviations of ‘Companies, Organisations and Businesses’ Category

⁶ A state-incorporated company is a legal body distinct from its owners. Owners are not liable for company bills.

⁷ The owners' risk is limited to their firm investment.

⁸ This symbol denotes that a company is held by a group of stockholders.

⁹ A firm is a distinct legal body from its owners, and the owners have limited exposure for the company's debts and obligations. LLCs are often considered to be a hybrid of partnerships and corporations.

¹⁰ A state-incorporated company is a distinct legal body from its owners. Owners are not liable for company bills. Shareholders and trustees run corporations.

¹¹ Legal status is often defined by the kind of company, the number of shareholders or investors, and the best method for dealing with tax and liability concerns.

▪ General Abbreviations

The analysis of the EBE corpus has revealed a wide range of general abbreviations (see **Figure 3.14.**) that are not domain-specific, which are frequently used in EBE discourse and general daily life communications, particularly in written discourse. These abbreviations include *Mr.* (Mister), *Ms.* (Miss), *Mrs.* (Mistress), to indicate people; *p.m.* (Post Meridieum) and *a.m.* (Ante Meridieum) to denote time; and more general abbreviations such as *CV* (Curriculum Vitae), *ID* (Identification), *CD* (Compact Disc), *PC* (Personal Computer), *etc.* (etcetera), *e.g.* (Exempli gratia), *no.* (Number), and so forth.

<input type="checkbox"/> Details	Left context	KWIC	Right context
<input type="checkbox"/> doc#13	O'Sullivan Dear Mr Thompsen, I recently received a letter from a	Mr	Robinson, a valued customer of ours.</s></s>He purchased an Ital
<input type="checkbox"/> doc#52	by the best experience with our products.</s></s>Feel free to greet	Mrs.	Jefresson in person and congratulate her with the new role!</s></s>
<input type="checkbox"/> doc#127	away on a business trip all of next week, but I'm sure his assistant	Ms	Page would be delighted to meet with you.</s></s>Which day woul
<input type="checkbox"/> doc#0	Jane.</s></s>Her retirement party will take place after work at 5:00	p.m.	on December 16 in the conference room A. Attendance is optional
<input type="checkbox"/> doc#25	, You have an appointment scheduled with Mary Salesrep at 10:30	a.m.	tomorrow at her office to discuss your company's needs for the con
<input type="checkbox"/> doc#44	y CV isn't just about the template, however.</s></s>Make sure your	CV	meets the standards of hiring committees and potential employers b
<input type="checkbox"/> doc#156	m tomorrow on 101 Poe Street.</s></s>Please bring a copy of your	ID	for security. - Citizens HR Team Hi Joy, Your massage is scheduled
<input type="checkbox"/> doc#165	met shopping transaction took place in August 1994 - the sale of a	CD	in the US.</s></s>By the time of the dotcom gold rush in 2000, Inter
<input type="checkbox"/> doc#20	ng I'm just calling to introduce myself my name is Tong the buyer on	PC	program of high-tech company I'm glad to hear from you mr.</s></s>
<input type="checkbox"/> doc#10	hape, and technical features of industrial goods, electrical products	etc.	).</s></s>An audit is based on random sampling and is not an assu
<input type="checkbox"/> doc#71	e are three main problems it can cause: People on a fixed income (	e.g.	pensioners, students) will be worse off in real terms due to higher pr
<input type="checkbox"/> doc#36	ck and let me know if the return request has been filed for the order	no.	3049.</s></s>If not, kindly let me know what I should do to return the

Figure 3.14. Examples of Some General Abbreviations from EBEC

Moreover, the analysis of EBEC also demonstrated a number of subcategories, as shown in **Figure 3.15.** within this category. These abbreviations are related to countries and geographical locations such as *US/USA* (United States of America), *UK* (United Kingdom), *USSR* (Union of Soviet Socialist Republics), *KS* (Kansas), *CO* (Colorado), *GA* (Georgia), *MO* (Missouri), *TX* (Texas), *Rd* (Road), *Bldv* (Boulevard) and *St.* (Street).

	Details	Left context	KWIC	Right context
	<input type="checkbox"/> ⓘ doc#122	S can be extracted at a cheaper price.	</s></s>	This means that the US can produce more oil itself and does not have to import oil from for
	<input type="checkbox"/> ⓘ doc#70	all, as a consequence of that thinking, over the last 30 years, in the	USA	alone, the top one percent has grown 21 trillion dollars richer while
	<input type="checkbox"/> ⓘ doc#112	pliers.	</s></s>	Well we've been supplying you with dresses for your UK stores for quite a while now so I'm sure we can come to an agree
	<input type="checkbox"/> ⓘ doc#123	factory workers.	</s></s>	Communist economies were in the former USSR, China, Cuba, former Yugoslavia.
	<input type="checkbox"/> ⓘ doc#146	quarterly and annual reporting.	</s></s>	DEF COMPANY (Sometown, KS) Secretary, 5/02 to 6/07 Provided administrative support for senior
	<input type="checkbox"/> ⓘ doc#30	ATION May 2014 UNIVERSITY OF COLORADO DENVER, Denver,	CO	Master of Business Administration May 2012 UNIVERSITY OF COI
1	<input type="checkbox"/> ⓘ doc#72	PROFESSIONAL EXPERIENCE FOLES HEALTH GROUP -- Atlanta,	GA	Senior Data Entry Processor, September 2019 - present Type corre
1	<input type="checkbox"/> ⓘ doc#29	Executive experience CENTURY INDUSTRIES | Kansas City,	MO	2015 - Present Chairman/CEO Provide visionary leadership for \$10.
1	<input type="checkbox"/> ⓘ doc#29	experience Senior Product Manager, Singular Ray Technologies, Austin	TX	, 1998 - 2002 Electrical Engineer, Texas Instruments, Dallas, TX, 19
1	<input type="checkbox"/> ⓘ doc#145	ests: St Andrew's Board of Governors, rugby, drama, chess 7 Duke	Rd	, Bar, Kent, UK +44-18-12345 to@re2u.com
1	<input type="checkbox"/> ⓘ doc#124	emble Marx's communism.	</s></s>	DAVID PÉREZ 1938 W Augusta Blvd, Chicago, IL 60622 :: (212) 204-5342 :: david.perez@gmail.com :: I
1	<input type="checkbox"/> ⓘ doc#145	Gwent, UK 4 GCE 'A' Levels President of Drama Society Interests:	St	Andrew's Board of Governors, rugby, drama, chess 7 Duke Rd, Bar

Figure 3.15. Examples of Abbreviations Related to Countries and Geographical Locations

Such Abbreviations frequently appear in business letters. They are frequently appeared in business letters, specifically, to express addresses, indicating the location of the letters' sender or receiver, as well as the location of the company or organization being referred to. This can be attributed to the fact that business communication often involves dealing with international partners, clients, or suppliers, making it necessary to include location-specific information. Furthermore, locations-related abbreviations are commonly used in CVs/résumés to serve the purpose of expressing the educational and professional geographical backgrounds of job applicants, i.e., to denote the location of the educational institution attended or the company where the applicant has worked.

Other abbreviations related to currencies (see **Figure 3.16.**) include *USD* (United States Dollar), *CAD* (Canadian Dollar), *GBP* (Pound Sterling), *HKD* (Honk Kong Dollar), *CHF* (Swiss Franc), and *CNY* (Chinese Yuan Renminbi), among others. They are commonly used in EBE discourse as they provide an efficient and standardised way to represent currency names and money values.

	Details	Left context	KWIC	Right context
1	<input type="checkbox"/> doc#7	ill payment be made we would prefer you to pay for your imports in	USD	what's your regular practice concerning terms of payment we usual
1	<input type="checkbox"/> doc#110	<s>Australia - Australian Dollar (AUD) Canada - Canadian Dollar (	CAD	) China - Renminbi (CNY) European Monetary Union (EUR-13) - Eu
1	<input type="checkbox"/> doc#110	Switzerland - Swiss Franc (CHF) United Kingdom - Pound Sterling (	GBP	) United States - US Dollar (USD)</s></s>Natural gas is becoming ε
1	<input type="checkbox"/> doc#110	ary Union (EUR-13) - Euro (EUR) Hong Kong - Hong Kong Dollar (	HKD	) Japan - Japanese Yen (JPY) 64 Switzerland - Swiss Franc (CHF)
1	<input type="checkbox"/> doc#110	(HKD) Japan - Japanese Yen (JPY) 64 Switzerland - Swiss Franc (	CHF	) United Kingdom - Pound Sterling (GBP) United States - US Dollar
1	<input type="checkbox"/> doc#110	Dollar (AUD) Canada - Canadian Dollar (CAD) China - Renminbi (	CNY	) European Monetary Union (EUR-13) - Euro (EUR) Hong Kong - H

Figure 3.16. Examples of Abbreviations Related to Currencies

Moreover, the analysis of EBEC also exposed a number of months' abbreviations (see **Figure 3.17**) such as *Jun.* (June), *Jan.* (January), *Sep.* (September), *Nov.* (November), etc.

	Details	Left context	KWIC	Right context
1	<input type="checkbox"/> doc#42	practice.</s></s>Coordinator Assistant (voluntary) Remploy, Bristol	Jun	2018 - Dec 2018 Britain's largest employer of people with disabilitie
1	<input type="checkbox"/> doc#25	Enterprise Product Support Dear Sue, your payment of \$123.45 for	Jan.	12 has been received.</s></s>Thank you Regards, Hello Sue, your
	<input type="checkbox"/> doc#42	je, Bristol REFERENCES References available on request.</s></s>	Sep	2008 - Jun 2015</s></s>Mia Smithson 52 My Street, Fourtown, Five
	<input type="checkbox"/> doc#25	ger has scheduled a meeting with you in her office on Wednesday,	Nov.	20, at 2 p.m. RSVP."</s></s>Vlad Manager's Secretary Subject : RE

Figure 3.17. Examples of Months' Abbreviations

Another sub-category emerged in the category of general abbreviations is communication and correspondence which consists of commonly used abbreviations in written communication such as business emails and business memos. **Figure 3.18.** shows some examples including *RSVP* (répondez s'il vous plait), a French phrase meaning "please respond" which is often used in invitations or requests for information, *ASAP* (as soon as possible) that is used to indicate urgency, *OOO* (out of office) that is used to inform others that someone is not available, *NRN* (no response necessary) which indicates that a response is not required to a particular message or communication and used to avoid unnecessary follow-up messages, *LMK* (let me know) is used to request information or feedback from the recipient of a message or communication, and *WRT* (with respect/regard to) that is used to introduce a topic or subject that is related to the message or communication being sent, and to provide context and/or indicate the

purpose of the message. It is worth mentioning that these abbreviations are not limited to the written communication and correspondence in the domain of business and economics, but are also commonly used in various forms of written everyday communication especially the electronic and digital ones. These abbreviations are widely employed in text messages, personal emails and letters, and social media platforms.



Figure 3.18. Examples of Abbreviations Related to Communication and Correspondence

1.3. The Use of Modal Verbs in EBE Discourse

The present study conducted a comprehensive analysis of modal verbs which are considered as a distinctive feature of EBE discourse. The results, as presented in the **Table 3.3.**, demonstrate the frequent use of modals in EBE corpus. ‘*Will*’ (27,2 %) has the highest proportion of modals’ use in EBEC. ‘*Can*’ is the following modal, accounting for 24,5%. The modals ‘*could*’, ‘*may*’, ‘*should*’, and ‘*need to*’ are also used frequently, with a relative frequency ranging from 6.3% to 3.6%. The modal ‘*would*’ accounts for 13.8% of modals’ use in the EBEC. The less frequently used modal verbs include *must*, *going to*, *shall*, *able to* and *might*, with relative frequencies ranging from 2.8% to 1.3%. ‘*Have got to*’ is among the least common, with a use rate of just 0.5%. For the modal verb ‘*ought to*’, it is rarely used with a relative frequency of only 0.1%.

The part of speech (POS) tagging method provided by Sketch Engine was utilised by the researcher in order to label each token (word) in the text corpus with a special tag that denotes its part of speech and other associated grammatical categories, such as singular/plural, tense, and case. This technique enables the researcher to effectively

analyse and categorise the syntactic features of the corpus and identify patterns and tendencies in the usage of different grammatical structures in EBEC.

Table 3.3. The Frequency of Modal Verbs in EBEC

N°	Modal	AF	RF	Included lemmas
1	will	851	27,2%	'll (210), won't (19)
2	can	764	24,5%	
3	would	430	13,8%	'd (118)
4	could	197	6,3%	
5	may	190	6,1%	
6	should	154	4,9%	
7	need to	112	3,6%	
8	have to	110	3,5%	has to (6)
9	must	87	2,8%	
10	going to	69	2,2%	gonna (6)
11	shall	51	1,6%	
12	able to	50	1,6%	
13	might	41	1,3%	
14	have got to	15	0,5%	
15	ought to	3	0,1%	
	total	3124		

1.3.1. The Distribution of Modal Verbs across EBEC

The analysis also yielded an intriguing finding regarding the differential usage of modal verbs in EBE spoken and written genres. As demonstrated in **Figure 3.19.**, the analysis of the compiled EBE corpus revealed that modal verbs were employed with greater frequency in spoken EBE genres, constituting 1.44% of the total words, as opposed to 0.83% in written EBE genres. This implies a higher preference towards the use of modal verbs in the context of spoken EBE.

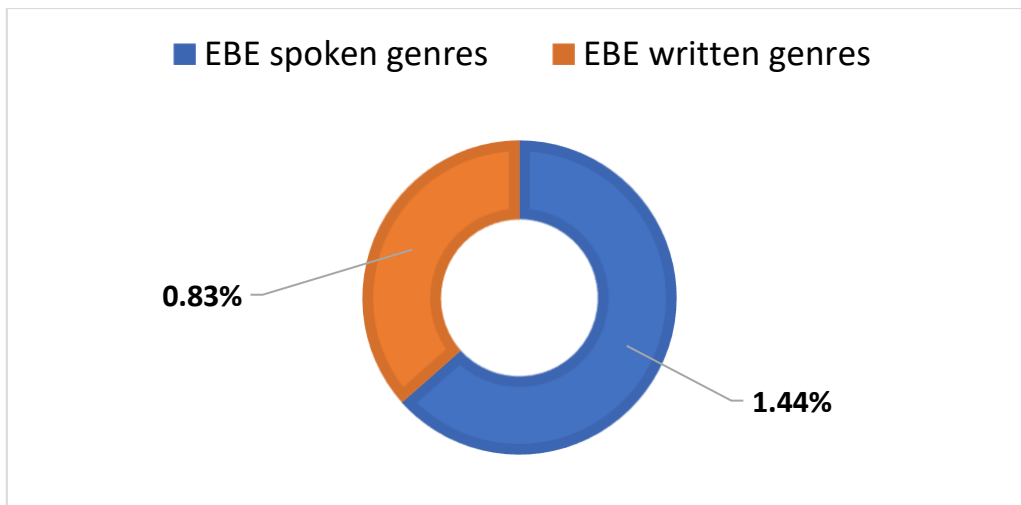


Figure 3.19. Modal Verbs' Usage in Written and Spoken EBE

Additionally, it is important to examine the distribution of modal verbs in different genres included in EBEC. This can provide insight into the specific uses and functions of modals in various business communication contexts. As presented in **Figure 3.20.** below, the results indicate that the use of modal verbs varies significantly across different genres of EBEC. The highest proportion of modal verbs is found in business conversations, accounting for 27% of all modal verbs used in the corpus. This is followed by EBE texts with 25%, and business presentations with 12%. On the other hand, CVs/résumés have the lowest proportional incidence of modals at 0%. Business letters, business emails, job interviews, business negotiations, and business memos have relatively lower frequencies of modals ranging from 2% to 4%. Interestingly, business phone calls and business meetings have a relatively higher frequency of modals with 10% and 8% respectively.

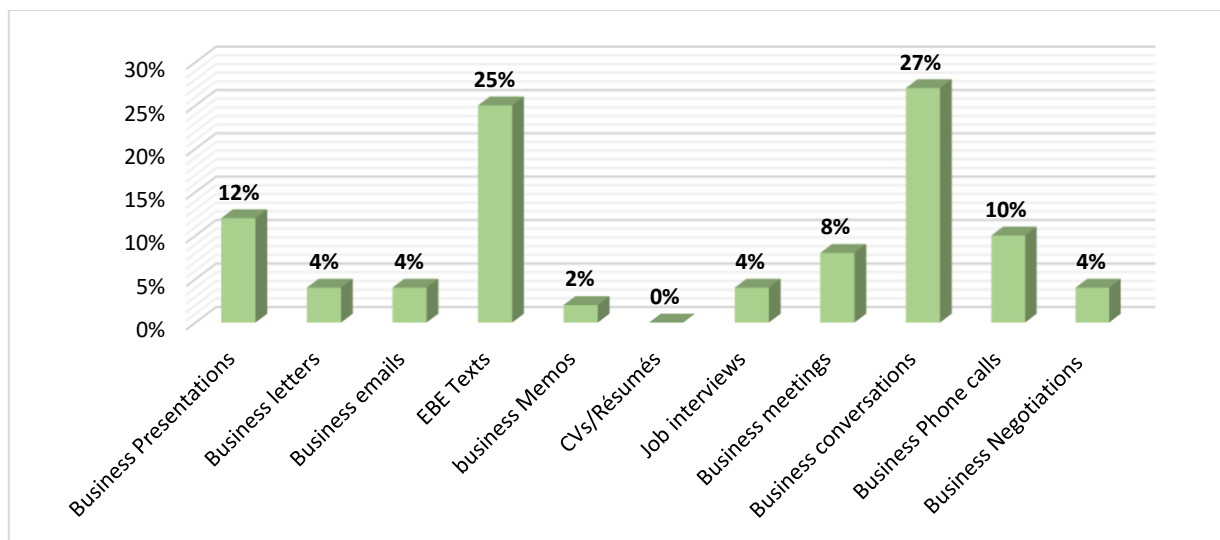


Figure 3.20. The Distribution of Modal Verbs in EBEC Genres

Building on the previous quantitative analysis of modals in the EBE corpus, the qualitative analysis presented here aims to provide a more nuanced understanding of the semantic functions of modal verbs in EBE discourse. Through a detailed examination of their contextual use, this study sheds light on the various ways in which modal verbs are employed to convey meaning in EBE discourse.

1.3.2. Functions of Modal verbs in EBE Discourse

The use of modal verbs is common in EBE discourse. Quantitative analysis shows that modal verbs are frequently used, but a deeper understanding of their use and functions is necessary. Through the use of KWIC concordance lines from Sketch Engine tool, it is possible to identify and extract representative examples of each function in context, thus providing a rich and diverse set of linguistic data for qualitative analysis. This section is meant to elucidate the functions of the modal verbs in EBE corpus, as depicted in the subsequent figures. Someya (2010)' study of the functions of modal verbs in business English serves as a framework for the following analysis

▪ Expressing Necessity/Obligation

The findings from the corpus analysis underscore the prominent role of modal verbs in expressing necessity in EBE discourse. Modal verbs such as *need to*, *have to* and *must* are frequently employed to convey a strong sense of obligation and requirement. These modal verbs serve to emphasise the importance and urgency of certain actions within a business context. **Figure 3.21.** shows examples that are extracted from the EBEC.

	Details	Left context	KWIC	Right context
1	<input type="checkbox"/>	① doc#1	ation programs to ensure all employees have access to the information they	need to succeed and comply with legal requirements.
2	<input type="checkbox"/>	① doc#7	be necessary as we have the capability to produce the product but you also	need to send specialists to give us on-the-spot guidance we'll consider it you ten dra
3	<input type="checkbox"/>	① doc#7	means a higher price there is acute competition on the world market and we	need to do some sales promotion for this new type well then can you give us an idea
4	<input type="checkbox"/>	① doc#7	you reserve the hotels and arrange cars to pick you up at the airport do we	need to pay the deposit yes you need to prepay for the rent 50% we have an idea of
5	<input type="checkbox"/>	① doc#7	nge cars to pick you up at the airport do we need to pay the deposit yes you	need to prepay for the rent 50% we have an idea of joining the exposition you are we
6	<input type="checkbox"/>	① doc#24	tt a bit slow michael still hasn't gotten all the data to me yet all right well we	need to present it to the client next monday okay i'll talk to him good because we car
1	<input type="checkbox"/>	① doc#5	your positive response I will terminate my employment.</s></s>Of course, I	have to obey the legal period of cancelation, but then I would be able to start workin
2	<input type="checkbox"/>	① doc#7	onable figure we are experienced in marketing products similar to yours you	have to consider other factors that affect sales maybe you are right did you just say I
3	<input type="checkbox"/>	① doc#7	nt through compensation trade but compensation trade is a kind of loan you	have to pay interest every year yes we know that but on the condition of the limited f
4	<input type="checkbox"/>	① doc#7	ess model I see you name your products after mine right does that mean we	have to provide you with the full information about the technology of our products the
5	<input type="checkbox"/>	① doc#7	order shall have our prompt and careful attention and one more question we	have to discuss with you what is it as a trial order if we sell all the products in 3 mont
6	<input type="checkbox"/>	① doc#18	kes money from lending by charging interest.</s></s>In other words, people	have to pay back more than they borrowed.</s></s>This amount depends on how ris
	<input type="checkbox"/>	① doc#167	r hands on this information.</s></s>Of course, sole proprietorships	must report certain financial information on their personal tax forms, but I
2	<input type="checkbox"/>	① doc#23	is called an entrepreneur.</s></s>To organize a business, an entrepreneur	must combine four kinds of resources: material, human, financial, and informatior
3	<input type="checkbox"/>	① doc#23	or to consumers.</s></s>In both cases, the ultimate objective of every firm	must be to satisfy the needs of its customers.</s></s>People generally don't buy
4	<input type="checkbox"/>	① doc#57	xactly we must report it to the financial officer because all budget decisions	must be approved by him excuse me may I come in yes please I've made a tough
5	<input type="checkbox"/>	① doc#122	ly.</s></s>China and Japan should also profit from falling oil prices, as they	must import almost all of their oil.</s></s>In most cases low oil prices means lowe
6	<input type="checkbox"/>	① doc#166	n as excuses for poor performance, and try to just get by.</s></s>Managers	must stay abreast of and deal constantly with external developments.</s></s>Mor

Figure 3.21. Examples of Modal Verbs Expressing Necessity/Obligation in EBEC

▪ Expressing Ability

The analysis of EBEC also highlights that modal verbs like *can* and *could* are frequently used to convey ability. These modal verbs are frequently employed in various business contexts, ranging from expressing showcasing one's or a team's proficiency in handling specific tasks to emphasizing the essential skills and expertise required within the business settings. This linguistic insight gleaned from the corpus underscores the paramount role of modal verbs in establishing competence and proficiency in business communication, contributing to more precise and effective discourse. In EBE discourse,

"can" is typically employed to convey an individual's present ability or capability. In the provided excerpts of the **Figure 3.22.**, the modal verb "can" is primarily used to express the speaker's ability or capability to perform certain tasks or actions. It signifies the speaker's confidence in their skills and readiness to contribute in various contexts. Whereas, "could" is often utilised to express a polite or tentative form of ability:

	Details	Left context	KWIC	Right context
1	<input type="checkbox"/> doc#1 ud Clearwater.</s></s>I'm eager to meet with you and discuss how I		can	use my skills to bring a new look to your marketing materials and ulti
2	<input type="checkbox"/> doc#1 e latest trends in office supplies and technology, I am confident that I		can	serve the company and its clients well.</s></s>I believe that the rece
3	<input type="checkbox"/> doc#1 ou'd grant me the opportunity, I would love to further show you how I		can	easily and readily take on the secretary duties and role at Jackson H
4	<input type="checkbox"/> doc#7 are glad to hear that as it's known to all that assembly in our country		can	reduce costs sharply that's why we come here may I know what type
5	<input type="checkbox"/> doc#7 China we have to lower the cost as the financial crisis is so grave we		can	produce your product with lower cost and find quality I'm sure of that
6	<input type="checkbox"/> doc#7 : you for your trouble my address is number 2 for 6 Newton Avenue I		can	send the related information to you this afternoon after I study them
1	<input type="checkbox"/> doc#24 ink we have plenty there are ten boxes okay what about staples we		could	use about 30 boxes we only have five all right and do we have pens
2	<input type="checkbox"/> doc#36 getting redirected or stuck.</s></s>I have tried multiple times, and I		could	not go through with it.</s></s>Can you please check and let me kno
3	<input type="checkbox"/> doc#45 available on a marketplace for merchants to find and sell, A retailer		could	stock a wide array of products strategically placed across their store
4	<input type="checkbox"/> doc#57 ike to ask for a chance of promotion what's in your mind I suppose I		could	work as a staff accountant in our company why do you have this opi
5	<input type="checkbox"/> doc#57 sible that leaves us almost no profit but the order is a large one you		could	get profit the reduction is 8 percent at most if that's the case I'll have
6	<input type="checkbox"/> doc#70 1 billionaires, and that is creating a little bit of a problem.</s></s>We		could	choose to enact economic policies that raise taxes on the rich, regul

Figure 3.22. Examples of Modal Verbs Expressing Ability in EBEC

- **Expressing Polite Requests/Permission**

The analysis of the corpus data reveals the significant importance of modal verbs such as "can," "may" and "could" in expressing polite requests and permissions in EBE discourse. **Figure 3.23.**, sourced from EBEC, showcases a range of instances where *can*, *may* and *could* are utilised to make polite requests and implicitly seek permissions. They convey a sense of politeness and tentative inquiry, suggesting the possibility of an action or seeking information without imposing or demanding it directly.

<input type="checkbox"/> Details	Left context	KWIC	Right context
1 <input type="checkbox"/> ⓘ doc#26	if we want to increase our market share among millennials.	Can	I make a suggestion? Of course, Kevin. Why don't w
2 <input type="checkbox"/> ⓘ doc#27	st in the data centre and he said that there was a problem with the	Can	I stop you there, Fabian? Let's not get sidetracked. L
3 <input type="checkbox"/> ⓘ doc#105	der and I'm ringing again to say it still hasn't arrived.	Can	I just take your name please? Mark: Yes, it's Mark Andersor
4 <input type="checkbox"/> ⓘ doc#135	dear, I'm very sorry to hear that.	Can	you give me the order reference number? Yes, it's GYH 305
5 <input type="checkbox"/> ⓘ doc#138	Hotels.	Can	I ask what it's regarding? I need to make a complaint.
6 <input type="checkbox"/> ⓘ doc#138	to call the ship and see if I can find out what was going on.	Can	I call you back in 20 minutes? Urn... yes, that's fine.
7 <input type="checkbox"/> ⓘ doc#139	looks like I'll be there at eleven.	Can	you text me to confirm? We're going through a tunnel, so I'r
1 <input type="checkbox"/> ⓘ doc#1	ponent and student of that style of corporate governance.	Could	we set up a meeting to discuss how my experience with employee e
2 <input type="checkbox"/> ⓘ doc#5	ou worked in an advertising agency in Vienna for one year.	Could	you please tell me something about yourself and why you applied fo
3 <input type="checkbox"/> ⓘ doc#7	etitive how long will you keep the offers open it's valid within 5 days	could	you extend your offers for 3 days longer I have to call home for furth
4 <input type="checkbox"/> ⓘ doc#7	delivered in a month I'll tell you the date as soon as they are ready	could	you possibly affect shipment more promptly I'm sorry to say that we
5 <input type="checkbox"/> ⓘ doc#15	s>>That would be fine.	Could	you make it a bit later? I may have a lunch meeting on that d
6 <input type="checkbox"/> ⓘ doc#54	ed with security passes before they can enter our premises.	Could	you contact me on 2647 4783 to arrange this? If you have ar
1 <input type="checkbox"/> ⓘ doc#7	ly in our country can reduce costs sharply that's why we come here	may	I know what type of products you intend to process computers to be
2 <input type="checkbox"/> ⓘ doc#7	arket fine let's do that and see how it goes shall we ok dialog - hello	may	I speak to mr. Frank yes it is Frank speaking hi mr. F
3 <input type="checkbox"/> ⓘ doc#7	use me for a moment take it easy see you soon good afternoon sir	may	I know what company you are from I'm Matt Brown from the import
4 <input type="checkbox"/> ⓘ doc#57	ter hello I just find the air conditioner doesn't work what should I do	may	I have your name and your present address I'm Robert at room 1 1t
5 <input type="checkbox"/> ⓘ doc#76	orld trade.	may	I know who's calling it's Lily from the organizing committee of the ar
6 <input type="checkbox"/> ⓘ doc#133	ll ask her to receive the call I'm sorry she's out at the moment I see	may	I leave her a message then sure what's your name and number Mik

Figure 3.23. Examples of Modal Verbs Expressing Polite Requests/Permissions in EBEC

- **Expressing Possibility/Probability**

The analysis of findings revealed a significant presence of modal verbs expressing the function of possibility / probability in the realm of EBE discourse. The examination of the corpus has shown that modal verbs such as *can*, *could*, *may*, *might* and *would* play a crucial role in expressing varying degrees of uncertainty and possibility, allowing professionals to discuss potential scenarios, outcomes, and opportunities in business situations. **Figure 3.24.** provides illustrative examples extracted from EBEC where modal verbs are used to convey possibilities and probabilities in various business contexts.

	Details	Left context	KWIC	Right context
1	<input type="checkbox"/> doc#7	are glad to hear that as it's known to all that assembly in our country	can	reduce costs sharply that's why we come here may I know what type
2	<input type="checkbox"/> doc#10	r stakeholders such as shareholders, creditors, or owners.	can	show the managers or owners of a business whether or not the busi
3	<input type="checkbox"/> doc#13	st grateful if you would reply as soon as possible so that this matter	can	be resolved to everyone's satisfaction.
4	<input type="checkbox"/> doc#17	ed goods and services.	can	remain unnoticed when monetary authorities refer to consumer price
5	<input type="checkbox"/> doc#33	res managing so that costs are kept under control and the company	can	sell its products at fair prices that cover costs and achieve a profit.
6	<input type="checkbox"/> doc#34	n can change your life, and increase prosperity.	can	lead companies to invent lower-cost manufacturing processes, whicl
1	<input type="checkbox"/> doc#7	re said they will consider the merger offer that's inspiring news if we	could	join together both our firms would benefit a lot and a win-win situatio
2	<input type="checkbox"/> doc#7	t be valid for at least three years if everything's going satisfactorily it	could	be extended for two years alright we accept your suggestion you 13
3	<input type="checkbox"/> doc#34	isapproves of agreements that hurt competition -- for example, that	could	raise prices for consumers or keep them from getting new and bette
4	<input type="checkbox"/> doc#35	ce why I took this action?"	could	result in many different interpretations of what an ethical business pi
5	<input type="checkbox"/> doc#36	r attention the fact that of the 30 boxes, 9 were broken.	could	be due to mishandling by your staff members.
6	<input type="checkbox"/> doc#51	ing you know back in the 1970s and 80s north american economies	could	easily grow at three four or five percent and those were considered !
1	<input type="checkbox"/> doc#7	this amount certainly we will compensate you for any expenses you	may	have incurred hope this unfortunate error will not affect our future rel
2	<input type="checkbox"/> doc#10	for all publicly registered companies. 54 In addition, financial audits	may	be performed for private companies, registered charities, and some
3	<input type="checkbox"/> doc#17	key to helping you find the perfect fit for your money.	may	fall within a particular type depending on how the bank was created
4	<input type="checkbox"/> doc#23	a manufacturer that produces clock radios.	may	be sold to a retailing middleman, which then resells them to consum
5	<input type="checkbox"/> doc#34	of new or better products, or more efficient processes.	may	race to be the first to market a new or different technology.
6	<input type="checkbox"/> doc#35	spawned by competitive pressure.	may	help balance business power within an industry and stimulate the de
1	<input type="checkbox"/> doc#5	nges of coming to a much larger company?"	might	be perceived as a weakness to not have experience in an organisat
2	<input type="checkbox"/> doc#34	ass practices, review potential mergers, and challenge conduct that	might	prevent consumers from getting choice and quality at a fair price.
3	<input type="checkbox"/> doc#35	actions can be taken in many ways.	might	sue another firm or publicly allege that it engaged in fraudulent activ
4	<input type="checkbox"/> doc#54	in McCloud and myself for lunch this coming Wednesday.	might	be a good opportunity for you to bring up that proposal you mention
5	<input type="checkbox"/> doc#125	, to not try anything new.	might	fail.
6	<input type="checkbox"/> doc#152	would in a tight market.	might	make sense because your firm doesn't need as many leads during
1	<input type="checkbox"/> doc#1	onsidering me for your Digital Marketing Specialist position.	would	enjoy working for a highly esteemed digital marketing firm such as yc
2	<input type="checkbox"/> doc#1	look for ways to improve my existing skills and attain new ones that	would	help me enhance my performance.
3	<input type="checkbox"/> doc#5	...?	would	give me the scope to specialise in L&D. I'm also a big follower of you
4	<input type="checkbox"/> doc#5	nisation.	would	be to devise and then successfully implement this strategy.
5	<input type="checkbox"/> doc#7	machinery and equipment so we will provide the balance 50% which	would	include the factory premises and right to use the site deal how will th
6	<input type="checkbox"/> doc#7	ger offer that's inspiring news if we could join together both our firms	would	benefit a lot and a win-win situation would occur I agree our merger c

Figure 3.24. Examples of Modal Verbs Expressing Possibility/Probability in EBEC

▪ Expressing Prediction

The examination of the corpus data showed a clear and widespread use of modal verbs such as "will", "may", and "might" in conveying predictions within the context of EBE communication. Modal verbs are purposefully used to predict future events,

consequences, or possibilities, hence enhancing successful communication within business-related situations.

Apart from denoting the future tense, the auxiliary verb "*will*" is often used to convey confident predictions. Conversely, "*may*" is used to convey predictions with a degree of uncertainty or probability. **Figure 3.25.** illustrates several instances extracted from EBEC that exemplify the use of modals to express prediction.

<input type="checkbox"/> Details	Left context	KWIC	Right context
1 <input type="checkbox"/> ⓘ doc#0	<s>Over the next two weeks, starting on February 25, the basement	will	be off-limit to employees while repairs are ongoing.</s><s>As we us
2 <input type="checkbox"/> ⓘ doc#0	Johnson, our sales manager.</s><s>My last day with the company	will	be November 1, so please let me know if there's anything I can do fo
3 <input type="checkbox"/> ⓘ doc#0	rm and should have them by Friday.</s><s>Someone from shipping	will	deliver 250 of them to the plant so that you have them Monday morn
4 <input type="checkbox"/> ⓘ doc#0	f choice here in the Valley of the Sun.</s><s>I am confident that she	will	lead all of you into the stratosphere as we merge our call centers anc
5 <input type="checkbox"/> ⓘ doc#1	nally, I take the lead in promoting new initiatives in the company that	will	help to create operational excellence.</s><s>I am proud to say that I
6 <input type="checkbox"/> ⓘ doc#7	liers in this line yes if you appoint us as your sole agent the turnover	will	be greatly increased but as our agent you are not to handle the same
1 <input type="checkbox"/> ⓘ doc#62	strict as they are at home.</s><s>Poor countries in the Third World	may	have to cut down more trees so that they can sell wood to richer coi
2 <input type="checkbox"/> ⓘ doc#68	'38%, says Michael Rosenbaum, Arena's boss.</s><s>In future AI	may	also be used to determine pay.</s><s>Infosys is looking into using .
3 <input type="checkbox"/> ⓘ doc#75	e expensive and their own products cheaper.</s><s>A government	may	also limit the number of products that it will buy from another nation
4 <input type="checkbox"/> ⓘ doc#75	buy from another nation.</s><s>European countries, for example,	may	limit the number of cars that are imported from Japan or the USA.</
5 <input type="checkbox"/> ⓘ doc#122	d people spending more money on goods.</s><s>Cheap oil prices	may	also influence the travel market as airline fuel costs should drop.</s
6 <input type="checkbox"/> ⓘ doc#167	nday).</s><s>The manager of one store in a large corporate chain	may	have to seek the approval of numerous managers before making su

Figure 3.25. Examples of Modal Verbs Expressing Prediction in EBEC

- **Expressing Advice/Suggestions**

The examination of modal verbs in the corpus uncovers a further noteworthy function within the domain of EBE discourse, which is the expression of advice/suggestions. Modal verbs such as "*should*", "*ought to*" are frequently applied to offer guidance and suggestions in various business contexts. These modal verbs function as linguistic tools that are used to provide suggestions, suggest the best suitable way to take action, or advising on decisions and strategies in business domain. The following extracts derived from EBEC, as shown in **Figure 3.26.**, serve as examples of the use of these modal verbs for the purpose of conveying advise/suggestions:

	Details	Left context	KWIC	Right context
1	<input type="checkbox"/>	doc#10	irresponding credit in another account.	The sum of all debits should always equal the sum of all credits, providing a simple way to check
2	<input type="checkbox"/>	doc#16	misunderstanding of marketing.	Your marketing programme should continuously increase the volume of opportunities from which you ha
3	<input type="checkbox"/>	doc#22	rice.	What else would you suggest? Well, I'd say you should make sure to secure enough funding before launch so that you can
4	<input type="checkbox"/>	doc#22	o find out what they like and dislike?	Absolutely. You should get feedback from your customers and your staff when you have the
5	<input type="checkbox"/>	doc#40	>Environmental responsibility refers to the belief that organizations	should behave in as environmentally friendly a way as possible. It's
6	<input type="checkbox"/>	doc#50	onomic policy and business strategy.	Small-business owners should study both branches of economic analysis to make rational and bent
1	<input type="checkbox"/>	doc#17	points out that the bookkeeping structure of banks' balance sheets	ought to allow for a separate recording of payments regarding income-gener
2	<input type="checkbox"/>	doc#57	busy at present so we get a little bit behind that's your problem you	ought to do something to speed up I understand how you feel I will ask them
3	<input type="checkbox"/>	doc#175	ened the doors, she had nay-Sayers who were telling her that she	ought to quit because it will never work. She had bankers that would

Figure 3.26. Examples of Modal Verbs Expressing Advice/Suggestions in EBEC

1.4. Specific Patterns and Structures of EBE Genres

In this section, the primary focus lies in the analysis of exclusive linguistic features, patterns, and conventions that define each genre. The scope of the analysis in this study focuses specifically on selected genres within the broader field of EBE discourse. While the EBE corpus consists of various genres, it is important to note that our analysis will primarily concentrate on specific genres of business correspondence, including business emails, letters, and memos. Additionally, we will also analyse genres such as CVs and résumés, business phone calls, and EBE texts. This narrower selection of genres allows for a more focused examination of the linguistic characteristics and conventions within these specific genres, enabling to gain valuable insights into the language use and communication patterns specific to these areas of EBE discourse.

The findings will shed light on the genre-specific characteristics observed within various EBE genres, including business emails, letters, memos, CVs and resumés, EBE texts, business job interviews, presentations, business conversations, business phone calls, negotiations, and meetings. Each genre within the corpus has been compiled and analysed individually to examine its distinct linguistic characteristics and conventions.

Using the function of *concordance* and *n-grams* in Sketch Engine, the analysis identified the frequent expressions employed in each genre. This method allows for a systematic examination of the language patterns and conventions prevalent within EBE

corpus, providing valuable insights into the linguistic features that distinguish and define each genre.

1.4.1. Analysis of Structural Patterns of Business English correspondence genres

Noteworthy findings emerged pertaining to the linguistic characteristics and structural elements of specific business correspondence genres of EBEC, namely business emails, business letters, and memos. The focus was on the introduction, body, and conclusion sections within these written EBE genres. A nuanced understanding of the common linguistic patterns, phrases, and collocations in every section has been attained via the use of corpus-based discourse analysis.

1.4.1.1. Introductory Section

The analysis of the introductory section in business emails, letters, and memos reveals several noteworthy findings.

In terms of salutations, **Table 3.4.** presents the frequencies of common salutations used in three different EBE genres: emails, letters, and memos. The data is obtained through Sketch Engine, which allows for the compilation of separate corpora for each genre. Through the analysis of frequencies, valuable insights can be obtained regarding the most common salutations within different genres, potentially revealing distinct patterns of communication. This selection is important as each genre may have its own conventions and expectations regarding salutations.

Table 3.4. Frequencies of Salutations in Business Correspondence Genres of EBEC

	Main Phrases and Collocations	Frequency in Business Emails	Frequency in Business Letters	Frequency in Memos
Salutations	Dear	37	39	1
	Hi	20	0	/
	Hello	12	0	/
	Hey	6	0	0
	Good morning/afternoon	2	0	/
	Greetings	1	0	/
	To whom it may concern	0	1	/

Firstly, "Dear [recipient's first name / last name]" is the most frequently used across all genres, with the highest frequency found in business letters (39 occurrences) and slightly lower frequencies in emails (37 occurrences) and memos (1 occurrence). This salutation is likely perceived as more formal and professional in all three genres. This suggests that formality and professional etiquette remain crucial in business correspondence, regardless of the genre. This salutation implies a certain level of respect and courtesy towards the recipient.

Secondly, "Hi [recipient's first name / last name]" is the second most commonly used salutation, primarily in emails (20 occurrences). This salutation indicates a relatively informal tone, often used in less formal business contexts. Hence, this implies a more relaxed and familiar style, often suitable for internal communication or when maintaining a friendly tone with colleagues and acquaintances.

Thirdly, "Hello [recipient's first name / last name]" is another salutation, though with lower frequencies. It is used in emails (12 occurrences) and also implies a moderately informal tone. The frequency of "hey" as a salutation in business emails, with a count of 6 occurrences suggests a relatively low usage compared to other salutations. This implies a desire to establish a more familiar and approachable tone between the sender and the recipient. It can be seen as an attempt to foster a sense of informality and create a friendly atmosphere within the email exchange between the individuals involved, such as colleagues or business associates who have an established relationship. "Good morning/afternoon [recipient's first name / last name]," and "Greetings" have infrequent usage across all genres. "To whom it may concern" is exclusively found in business letters, suggesting that this formal salutation is preferred when the recipient's identity is unknown.

Furthermore, it is crucial to note that in certain cases, salutations in business correspondence followed by *Mr.*, *Ms.*, or *Mrs.* with the recipient's last name, indicating a formal and respectful tone. Alternatively, salutations can be followed by general terms like *all* or *all staff/team* when addressing a larger group or department within the organization. Moreover, it is common to find salutations followed by only the recipient's first name, particularly in cases where a more familiar or informal tone is appropriate. Another consistent pattern wherein the salutations used in business letters, particularly cover letters, are directed towards the hiring manager. This suggests a prevalent and conventional practice of addressing the individual responsible for hiring or recruitment, potentially to establish a direct and personalized connection during the job application process. This flexibility in the use of salutations demonstrates the adaptability of business correspondence to different contexts and relationships, allowing for variations in formality and personalisation.

Memos, unlike business emails and letters, typically do not include salutations. Instead, memos follow a different structural format, often featuring a heading that

includes the date, the recipient's name, the sender's name, and a subject line. **Figure 3.27** presents a selection of exemplar headings extracted from some memos in EBEC.

Date: March 3, 2021
To: * All employees in the customer service department
From: Lauren Avery, human resources manager*
Subject: Upcoming training day: March 10, 2021

Date: February 22, 2021*
To: All staff*
From: Jack Smith, operations manager*
Subject: Office maintenance on February 25

Date: December 8, 2020* *
To: All staff*
From: Jason Low, marketing manager*
Subject: Jane Moore's retirement party

Date: December 16, 2021*
To: All members of the sales team*
From: Frank Murphy, head of sales*
Subject: Annual sales target achievement

Figure 3.27. Examples of Memos' Headings in EBE Corpus

Regarding the introductory phrases and expressions, it is observed that various phrases are employed to initiate the purpose of the communication, as shown in **Table 3.5**. *"I am writing to"* is a frequently used phrase in all three genres, indicating a direct and straightforward way in stating the intention of the message. Similarly, phrases like *"I want to/I just wanted to"* are employed to express the specific purpose of the communication. Furthermore, expressions of gratitude such as "Thank you for" and polite wishes such as *"I hope this email finds you well"* are used to establish a positive and considerate tone in business correspondence. Some other common phrases observed in the analysis of the corpus include *"I am writing to," "I am emailing you," "I want to,"* and *"I just wanted to."* These expressions serve as clear indicators of the writer's intention and provide a smooth transition into the main body of the communication.

Moreover, the use of introductory phrases goes beyond merely stating the purpose. They also serve as a means of establishing rapport, acknowledging previous communication, or expressing appreciation. Phrases such as *"Thank you for," "I am grateful for,"* and *"I am pleased to"* convey a sense of politeness, professionalism, and courtesy.

Additionally, phrases like *"I am reaching out to you"* and *"I/we would like to"* are more commonly found in business letters and memos, highlighting a professional tone in initiating the communication.

Table 3.5. Frequencies of Introductory Phrases in Business Correspondence Genres of EBEC

	Main Phrases and Collocations	Frequency in Business Emails	Frequency in Business Letters	Frequency in Memos
Introductory phrases/ expressions	Thank you for	4	1	/
	I hope this email find you well/ I hope you are well/ having a good day	3	/	/
	I am writing to	5	5	6
	I am emailing you	2	/	/
	I want to / I just wanted to	2	2	2
	I am reaching out to you	0	1	/
	I/we would like to	6	3	/
	I am pleased to /it is indeed a great pleasure/ It has been my pleasure	3	2	1
	Following up with / I am following up	4	/	/
	I am grateful for / I am very happy to have the opportunity	1	2	/

1.4.1.2. Body Section

Concerning the body section, the analysis of business English correspondence, including emails, letters, and memos, revealed a significant finding related the feature of paragraphing. The use of paragraphs in these genres plays a crucial role in structuring the text, highlighting essential points, and improving overall readability. The findings demonstrate that well-structured emails, letters, and memos often employ paragraphs to effectively organise and present information. Each paragraph focuses on a specific topic or subtopic, allowing for a coherent flow of ideas. To support these findings, figures present examples from the EBEC, showcasing excerpts of well-structured emails, letters, and memos where paragraphs are effectively utilised to delineate different sections and emphasise key points. These visual representations provide tangible evidence of how paragraphing enhances the organisation and clarity of business correspondence.

The analysis of the business email demonstrated in the **Figure 3.28**. shows that the writer effectively employs paragraphing in the email. The body section of the email consists of two paragraphs, each serving a specific purpose and conveying distinct information. Paragraph (¶1) expresses gratitude to the recipient for their inquiry. It acknowledges the interest shown by the sender's company. The paragraph is concise and establishes a polite and professional tone. The second paragraph (¶2) delivers the main message of the email. Additionally, it suggests the possibility of future collaboration. This paragraph is clear and straightforward, providing a definitive response while leaving room for future engagement. These paragraphing features in the body section of the email contribute to effective communication by organizing the information into separate units. Each paragraph addresses a specific aspect of the inquiry and delivers a concise and focused message. The use of paragraphs helps maintain a clear and professional tone, and facilitates the recipient's understanding of the response by presenting the information in a structured and logical manner.

From: Jethmpson32@gmail.com

To: Boxalleo8@live.fr

Subject: Re: Enquiry about Supplying New Photocopying Equipment

Dear Mr. Boxall,

§1 [Thank you for your enquiry about supplying our company with new photocopying equipment.

§2 [Unfortunately, we are currently not in need of replacing our existing photocopiers. We recently entered new 2-year contract with our existing photocopier provider.] **Body**

You would be more than welcome to contact us again when our current contract is up for renewal.

Yours sincerely,

Jeff Thompson

Office Manager

Figure 3.28. Example of Paragraphing's Use in a Business Email from EBEC

The examination of the given business memo, as illustrated in **Figure 3.29.**, emphasises the utilisation of paragraphing as a prominent feature within the body section. The business memo is composed of three separate paragraphs, each fulfilling a particular purpose and enhancing the overall coherence and layout of the communication. The first paragraph (¶1) presents the main topic of the memo. This paragraph clearly outlines the purpose of the training, emphasizing the anticipated benefits in terms of improved efficiency and faster transaction times. The second paragraph (¶2) is structured in a way that offers clear and specific information, facilitating the recipients' understanding of the training logistics. The third paragraph (¶3) emphasises the mandatory nature of the training for all members of the customer service department, conveying the importance of attendance and the expectation of full compliance. By employing this concise and direct paragraph, the memo underscores the urgency and necessity of participation. Thus, the paragraphing feature in the body section of the business memo contributes to a clear communication by organising information into distinct units. Each paragraph addresses a specific aspect of the training day, ensuring

that the recipients can easily grasp the details and requirements. The concise and structured paragraphing helps maintain a professional and efficient tone throughout the memo.

Date: March 3, 2021

To: All employees in the customer service department

From: Lauren Avery, human resources manager

Subject: Upcoming training day: March 10, 2021

- §1 I am writing to inform you that there's an upcoming training day for all employees to learn how to use the new POS system. The new system should help us work more efficiently and speed up transaction times.
- §2 The training will take place from 10:00 a.m. to 3:00 p.m. on March 10. You'll have a one-hour break in between. The company will provide lunch.
- §3 This training is mandatory for every member of the customer service department.
- Body**

Please let us know if you have any questions or concerns.

Thank you,
Lauren Avery
Lauren.avery@email.com

Figure 3.29. Example of Paragraphing's Use in a Business Memo from EBEC

As demonstrated in the business letter example depicted in **Figure 3.30.**, the analysis of paragraphing reveals an effective organizational structure and enhanced clarity in communication. The provided business letter serves as an example of a complaint letter within the context of business correspondence. The letter addresses an issue encountered by the writer regarding the received product, expressing dissatisfaction with the condition of the soccer cleats. The following figure clearly shows an apparent division between the body's paragraphs of the business letter. They contribute to a clear progression of ideas.

Paragraph (¶1) establishes the problem, highlighting specific details of the used condition. Paragraph (¶2) presents the desired resolution. Lastly, paragraph (¶3) concludes the letter with gratitude, emphasizing the writer's positive relationship as a

long-time customer and aiming to create a positive impression and reaffirm the writer's satisfaction as a valued customer.

Jim Dandy
2525 E. 34th Street Greeley, CO 806

31 July 15, 2006

Customer Service Cool Sports,
LLC 8423 Green Terrace Road Asterville, WA 65435

Dear Sir or Madam,

§1 I have recently ordered a new pair of soccer cleats (item #6542951) from your website on June, 21st. I received the order on June, 26th. Unfortunately, when I opened it I saw that the cleats were used. The cleats were dirty and there was a small tear in front of the part where the left toe would go.

§2 My order number is AF26168156. To resolve the problem, I would like a credit to my account for the amount charged for my cleats, I have already purchased a new pair of cleats at my local sporting goods store so there is no need to replace the defective cleats.

§3 Thank you for taking the time to read this letter. I have been a satisfied customer of your company for many years and this is the first time I have encountered a problem.

Body

If you need to contact me, you can reach me at (555) 555-5555.

Sincerely,
Jim Dandy
Jdandy65@gmail.com

Figure 3.30. Example of Paragraphing's Use in a Business Letter from EBEC

1.4.1.3. Conclusion Section

Regarding the conclusion section, the analysis delves into the conclusion sections of business correspondence, encompassing business emails, business letters, and business memos. By examining the concluding statements and closing phrases utilised in the three genres, the analysis seeks to uncover genre-specific features that characterise effective communication within business professional settings.

Starting with business emails, the findings revealed genre-specific features characterizing the conclusion section of business emails. By conducting a thorough examination of the concluding statements and closing phrases, valuable insights can be

gained into the communicative purpose and style employed by business email writers in professional settings. As can be seen in the **Table 3.6.**, the analysis of concluding statements showcased a dominant recurrent concluding statement, *'Please let me know if you have any further questions'*, appearing 18 times. This is meant to emphasise the writers' strong emphasis on promoting and facilitating open dialogue, as well as encouraging recipients to clarifications or additional information. Likewise, the CA identified a number of alternative concluding statements that express a similar meaning, such as *'please do not hesitate to get in touch with any questions'*, *'If you have any further questions on this, don't hesitate to ask'*, *'Please let us know if this day and time still work for you'*, *'LMK if you have something'*, *'Please get in touch with me to'*, *'Please contact me directly if you have any comments, questions, or concerns'*, *'I am happy to answer any questions you might have'*, *'If you have any queries, please let me know'*, etc. Additionally, the three concluding statements, namely *'I look forward to hearing from you [soon/shortly/again]'* (6 occurrences), *'looking forward to hear from you'* (5 occurrences), and *'I/we am/are looking forward to hear from you'* (4 occurrences) essentially convey exactly the same meanings. The choice among these variations may be based on the degree of formality and the relationship between the sender and the recipient. In this case, the first statement may be more appropriate for formal or professional email correspondences. On the other hand, the second and the third variations are commonly employed in more casual contexts.

Concerning business emails' closing phrases, as shown in **Table 3.6.**, the frequent use of formal closing phrases such as *'Yours sincerely'* and *'Regards'* (each occurring 11 times) indicates the writers' commitment to established conventions to be polite and respectful when concluding the emails. Also, the presence of closing phrases such as *'Thank you'*, *'Kind regards'* and *'Best'* demonstrates the writers' appreciation and cordiality in the business context.

Table 3.6. Frequencies of Concluding Statements and Closing Phrases in Business Emails in EBEC

Genre		Concluding statements/ closing phrases	Frequency
Business Emails	Concluding statements	"Please let me know if you have any further questions"	18
		I look forward to hearing from you [soon/shortly/again]	6
		looking forward to hear from you	5
		I/we am/are looking forward to hear from you	4
	Closing Phrases	Yours sincerely	11
		Regards	11
		Best	9
		sincerely	8
		Thank you	6
		Kind Regards	6
		Best Regards	5
		Warm regards	3

As far as business letters are considered, the examination of the results from the conclusion section of this genre, as shown in **Table 3.7.**, unveiled several noteworthy patterns. Concerning concluding statements, the phrase *"I look/looking forward to"* (13 occurrences) emerges as the most frequently used expression, showing eagerness for future communication or action. Additionally, expressions of gratitude are prominent, with variations of *"thank you for your time and consideration"* (9 occurrences), suggesting the importance of acknowledging the recipient's attention and effort. Similarly, statements that invite for further communication, such as *"If you have any questions, feel free to contact me/please let me know,"* are also present, emphasizing the writer's willingness to engage in ongoing dialogue. Notably, politeness strategies are evident in phrases like *"I hope to hear from you [soon]"* and *"Thank you for taking the*

time to read my letter," reflecting the writer's efforts to maintain a respectful and courteous tone.

As for closing phrases, a range of formal and polite closures are observed, with *"yours sincerely"* and *"yours faithfully"* being the most prevalent. The inclusion of variations such as *"thank you"* and *"thanking you"* in the closing section further emphasises gratitude and appreciation. Interestingly, the presence of less conventional closings like *"with warmth and regards"* and *"respectfully"* demonstrates a degree of diversity in closing styles, reflecting the individual preferences.

Table 3.7. Frequencies of Concluding statements and closing phrases in Business Letters in EBEC

		Concluding statements/ closing phrases	Frequency
Business Letters	Concluding statements	I look/looking forward to [hear from/ meet you]	13
		Thank you for your time and consideration / time / consideration	9
		If you have any questions [feel free to contact me/ please let me know]	5
		I can be reached / you can reach me [at]	4
		Thank you for taking the time to read my letter	3
		I hope to hear from you [soon]	2
		I appreciate your time in reviewing this letter	1
	Closing Phrases	Yours sincerely	4
		Yours faithfully	4
		Yours truly	3
		Thank you	3
		Thanking you	3
		respectfully	1
		With warmth and regards	1

In addition to the recurring concluding statements and phrases revealed from the analysis of business emails and letters' genres, there exists a collection of unique concluding expressions identified through corpus examination. These distinctive statements and phrases, though not repeated with high frequency, offer valuable insights into the diversity of discourse patterns observed within the EBEC. These unique findings are presented in **Appendix F** for reference and further exploration.

Unlike business emails and letters, the researcher uses a qualitative analysis rather than depending on frequency to analyse memos' conclusion section. This is crucial since the closing expressions vary significantly from one memo to another in EBEC.

The examination of the concluding statements and phrases in the conclusion section of business memos unveils a wide-ranging and adaptable choices of linguistic expressions. **Table 3.8.** displays examples of concluding expressions and phrases that have been extracted from the conclusion sections of business memos in EBEC. These conclusions exhibit a number of noteworthy characteristics, based to a qualitative analysis.

Table 3.8. Examples of Business Memo Closing Phrases from EBE Corpus

	Memos' concluding expressions and phrases
Concluding expressions	Contact me if you have any questions.
	Please let us know if you have any questions or concerns.
	Thank you for your understanding
	Thank you for your help
	I look forward to receiving them.
	Don't hesitate to reach out if you have any questions!
	Thanks for your participation
	All employees of the department are required to attend
Closing Phrases	Thank you
	Sincerely,
	All the best,
	Thanks again,
	Great work everyone!

Upon analysing a selection of these examples, it becomes apparent that individuals who write memos utilise a wide range of linguistic strategies in order to effectively communicate their intentions. For instance, the expression "*Thank you for your time and consideration*" conveys the writers' appreciation towards the recipients for allocating their time to evaluate the content of the memorandum. The act of expressing gratitude is a widely recognized professional practice that serves the purpose of fostering positive relationships and demonstrating respect.

Another common conclusion line, "*I look forward to receiving them*" indicates that the writer is eager to receive certain deliverables or pieces of information.

In contrast, the expression "*All employees of the department are required to attend*" serves a distinct purpose. It's meant to serve as a formal order or instruction for staff members to attend a departmental function or meeting. Such phrases are employed for the purpose of conveying official rules and guaranteeing commitment.

Moreover, the concluding statement "*Don't hesitate to reach out if you have any questions!*" is used to promote the practice of open communication and extends an invitation to recipients to actively seek clarification or additional information.

The phrase "*Great work everyone!*" demonstrates a positive and encouraging tone, likely used to acknowledge team efforts or celebrate achievements.

Furthermore, the closing expression "*All the best*" presents a casual and a cordial way to finish the memo, suitable for more familiar or internal communications. It conveys well-wishes and goodwill, creating a sense of warmth and cooperation among colleagues.

The closing expressions' varied nature demonstrates writers' adaptability in tailoring their language to suit different memo objectives and audience dynamics. By employing gratitude, anticipation, direct instructions, and encouraging language, memo writers aim to achieve clear communication, engage recipients, and foster positive professional interactions.

1.4.2. Analysis of Structural Patterns in Business Phone Calls

This subsection focuses on the analysis of structural patterns in business phone calls. By identifying and categorising the phrases commonly used in this genre, we aim to uncover the specific linguistic structures that facilitate effective interaction in business-related phone conversations. The analysis will categorise these phrases based on their function within the discourse, such as greetings, requests, clarifications, and closures, to provide a comprehensive understanding of their role in EBE communication.

1.4.2.1. Functional Categorisation of Business Phone Call Phrases

When it comes to business phone conversations, the results unveiled insights into the use of genre-specific phrases that are unique to business English. The *n-gram* tool within Sketch Engine software was employed to conduct a thorough analysis for the commonly used phrases or word combinations. The findings uncovered a plethora of phrases that

are prevalent to business phone calls/ conversations. These phrases have been sorted into themes or categories based on their function and contextual uses. The identified categories include the following aspects:

◆ **Greetings and Introductions:**

The linguistic characteristics that define this category of business phone conversations encompass the use of polite and formal phrases as a means to begin the phone conversation. **Figure 3.31.** displays some of the screenshots illustrating different instances of greetings and introduction expressions that are often used in business phone calls, extracted from the sub-corpus of business English phone calls. As shown in the figure, the use of phrases like *"How may I help you?"* and *"Hello, can I speak to...?"* serve as common and polite ways to initiate business phone calls, demonstrating a willingness to assist the caller and set a professional tone for the conversation. Additionally, introducing oneself with *"This is [Name] from [Company]"*, *"Hello, [Name] is speaking"* provides essential caller identification. The use of time-specific greetings like "Good morning/afternoon" also reflects a consideration for appropriate business hours.

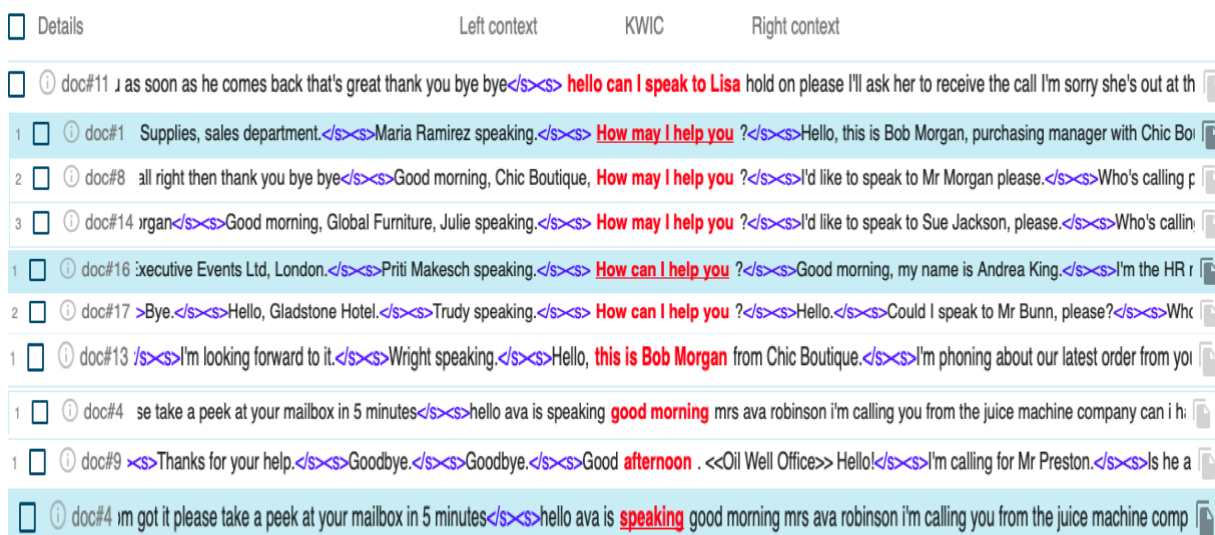


Figure 3.31. Examples of Business Phone Call Greetings and Introductions from EBE Corpus

◆ Asking to speak with someone

This is the second notable category that emerges from the analysis, related to the act of requesting to engage in conversation with a certain individual. This particular classification encompasses a set of linguistic expressions used to initiate a request for conversation with a specific person/ department within the setting of business telephone calls. As demonstrated in the instances depicted in **Figure 3.32.**, the phrases "*Can I speak with...?*" and "*May I speak to...?*" exemplify directness and politeness, but the question "*Is [Name] available?*" takes into account the recipient's availability before proceeding with the conversation. The use of the phrase "Could you put me through to...?" indicates the caller's familiarity with the hierarchical structure inside the organisation, since it directs the telephone call to a specific department. Moreover, the use of phrases such as "I would like to talk with/speak to ..." adds a higher degree of formality to the request.



Figure 3.32. Examples of "Asking to Speak with Someone" Expressions in Business Phone Calls

◆ Connecting Someone

The analysed data highlights the third category of "connecting someone," which involves a range of phrases used in business phone conversations to effectively transfer the call to the intended receiver. Within this particular context, the expressions that

have been offered in **Figure 3.33**. serve to exemplify various ways used to ensure an easy transition when connecting calls. Expressions like *"I'll put you through to," "I'll ask her to receive the call, "I'll try and put you through", and "Just a second, I'll see if he is in"* all emphasise the agent's responsibility to connect the caller and the recipient effectively.

Furthermore, it is noteworthy to highlight the distinction in the use of the phrasal verbs "hold on" and "hang on," which share similar meanings but vary in their contextual use within business phone calls. Expressions with "hold on" tend to be more formal and polite. On the other hand, expressions containing "hang on" can be perceived as slightly less formal and more casual in tone. The variations in formality can influence the caller's perception of the level relationship or familiarity between the parties being involved.

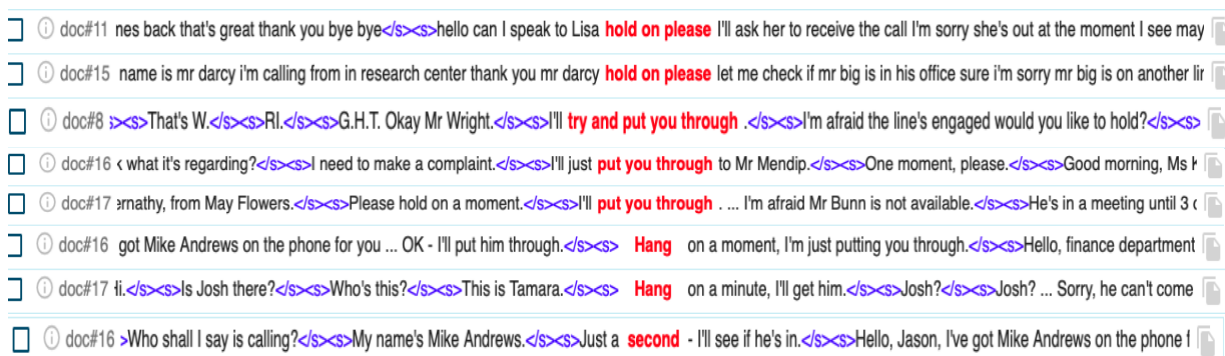


Figure 3.33. Examples of "Connecting Someone " Expressions in Business Phone Calls

◆ Appointments and Meeting Arrangements

Another category that emerged from the analysis of business English phone calls is "Appointments and Meeting Arrangements". This category comprises a range of linguistic expressions used in business phone calls to efficiently coordinate schedules and plan meeting and appointments times. As depicted in **Figure 3.34.**, the examples drawn from the corpus of business English phone calls via concordance lines in the Sketch Engine tool. The figure are screenshots that showcase the diverse linguistic expressions used for arranging appointments and meetings, illustrating the genre-

specific conventions prevalent in business phone conversations. The phrases *"I would like to arrange an appointment with"* and *"Would it be possible to arrange a meeting?"* exemplify a polite and direct way of requesting a meeting or appointment. Expressions such as *"Let me just check Ms/Mr [last name]'s schedule"* and *"Could you make it a bit later"* illustrate the practice of confirming availability and making adjustments, indicating a high degree of organization and attention to timing. The phrase *"I have an all-day meeting on [day]"* conveys information about prior commitments, which is crucial for scheduling. A collaborative tone is also reflected in expressions like, *"Should we set up a meeting to discuss...?"* or *"Should we do a lunch meeting?"*. These questions imply that decisions will be made together.

The screenshot displays a search interface with the following elements:

- Search bar: Details Left context KWIC Right context
- Search results list:
 - doc#5 Chic Boutique. I'm going to be in New York next week and I'd like to **arrange** an appointment with your sales director to discuss potential new orders.
 - doc#16 minimize the risks for companies like yours. Would it be possible to **arrange** a meeting where I could explain our services in more detail? Speak
 - doc#16 Paris and I'll be in Munich. I see. Well, would you like me to **arrange** a telephone conference instead? Speaking Mmm, that's a good idea.
 - doc#16 meeting until lunchtime. Can I take a message? Well, I'd like to **arrange** an appointment to see him, please. It's Peter Jefferson here.
 - doc#1 Tuesday or Wednesday would be okay. Let me just check Ms Page's **schedule**. She's free all Tuesday afternoon. Would that be convenient?
 - doc#1 I'd be fine. Shall we say two o'clock? Could you make it a bit **later**? I may have a lunch meeting on that day. Three then?
 - doc#16 be out of the meeting? In about an hour. Can you call back **later**? Okay, I'll do that. Or can I take a message? Actually
 - doc#16 Okay, do you mind if I book it provisionally for now and I'll call you back **later** to confirm? I just need to check one or two details. That's fine
 - doc#9 I'm sorry but line's engaged. Would you like to leave a message or **shall** I ask him to call you back in about 30 minutes? Does he have your nur
 - doc#16 Three o'clock is difficult. But I could make it after four. So **shall we** say 4.15 next Wednesday, in Mr Hibberd's office? Yes, that sounds fi
 - doc#6 ne. Dan, we are excited to start working with you Should we set up a **meeting** to discuss the details of the work? Yes, that's a good idea when are y
 - doc#6 it's a good idea when are you free how about next Tuesday I have an all-day **meeting** on Tuesday what about Wednesday I'm on a business trip on Wednesday I w
 - doc#6 sday I will be back Friday morning Friday works for me should we do a lunch **meeting** sure I'll put it in my calendar have a good business trip and I'll see you next F

Figure 3.34. Examples of "Appointments and Meeting Arrangements" Expressions in Business Phone Calls

◆ Taking and Leaving Messages

The analysis revealed another prominent category of "Taking and Leaving Messages" within the discourse of business English phone calls. As demonstrated in the **Figure 3.35.**, which draws from the business English Phone Calls sub-corpus, these expressions are utilised for both the act of leaving a message for someone who is absent and the reception of messages by intermediaries or assistants. The phrase *"let me have your*

number" is used to seek for the caller's contact details. *"What's the message?"* exemplifies the concise way that callers use to determine the purpose of the message. Expressions like *"Tell her I have something urgent for her and please ask her to call me back as soon as possible"* highlight the need for quick response in critical situations. The choice between *"Would you like to leave a message?"* or *"shall I ask him to call you back?"* showcases the role of the recipient's preference in shaping the interaction. *"I'll make sure he gets the message"* underlines the commitment to ensuring effective communication. *"Please tell him [Name] called"* employs directness in informing the caller's identity. *"Could you tell Mr/Mrs [Last name] that..."* demonstrates norms of formality when delivering messages. *"Could you let me know..."* reflects the caller's need for rapid updates. The expressions *"Can I leave a message"* and *"May I leave [him/her] a message?"* emphasise the polite request using modals can/may. The phrase *"I'd like to leave a message"* implies the caller takes the initiative in delivering the message.

The screenshot displays a list of call transcripts with the following examples of highlighted expressions:

- doc#8: **have your number**
- doc#11: **message tell her I have something urgent**
- doc#9: **like to leave a message**
- doc#17: **he gets the message**
- doc#0: **please tell him**
- doc#8: **please tell**
- doc#14: **please tell**
- doc#16: **could you**
- doc#8: **can I leave a message**
- doc#11: **leave her a message**
- doc#17: **I'd like to leave a message**

Figure 3.35. Examples of “Taking and Leaving Messages” Expressions in Business Phone Calls

Several distinct categories of linguistic expressions commonly used in business phone calls have been identified and analysed. The examples provided offer valuable insights into the conventions and nuances of language within this genre. It is important to note

that the dataset presented here represents a preliminary selection, intended to demonstrate the initial categories identified. A more comprehensive view is offered by including a broader range of categories along with their corresponding expressions and phrases used in business phone calls, are presented in detail in **Appendix G**.

3.5. Challenges in EBE Teaching

This section provides an in-depth analysis to respond to the third research question: what are the challenges that are encountered by EBE teachers?

The main objective of this section is to provide insight into the multifaceted obstacles that EBE teachers confront in their instructional practises, particularly in regards to their SLK and teaching materials. Semi-structured interviews and classroom observations were combined to collect data. This methodology guarantees a comprehensive analysis of the viewpoints expressed by teachers and the specific instructional settings in which they are engaged. The investigation employed a combined approach, gathering data through semi-structured interviews and classroom observations. The data was analysed following Braun and Clarke's (2006) model of thematic analysis. The findings of this analytical investigation revealed six key underlying themes: unfamiliarity with SLK, absence of formal ESP training, lack of adequate EBE teaching materials, challenges regarding the students, organizational and administrative challenges, and suggestions for improvements. Excerpts of participants' statements are presented in *italics* and EBE teachers-participants are identified by P1, P2, P3, P4 and P5, ensuring participants' anonymity and confidentiality.

3.5.1. Theme One: Unfamiliarity with SLK

The first focal theme that emerged from the participants' perspectives revolves around the teachers-participants' inadequate knowledge in the special field of business and economics. This theme sheds light on the challenges that these teachers face when

encountering specialised terminologies and concepts within the realm of business and economics. Participants expressed their struggles with adapting to the intricate language and terminology relevant to EBE. Their quotes reveal the extent of their initial unfamiliarity:

“I had a lack of the subject knowledge and in understanding specific terminology, acronyms and abbreviations especially at the beginning” (P1)

“This is the challenge, a teacher of English in Economics department. For someone who begins teaching EBE, it is so hard and difficult. It was new for me as we are not economics specialists.” (P2)

“At the very beginning, I needed to know concepts and definitions because I did not know anything about EBE terminologies.” (P4)

“I have the problem of the lack of SLK, be it written or spoken. I have no knowledge or interest about business and economics, banking, management, etc. Now I am obliged to acquire a knowledge to teach my students” (P5)

In the course of classroom observation sessions with four participants, it was observed that they had varying degrees of competence in SLK. While two participants showed a noteworthy mastery of EBE knowledge, the other two, namely inexperienced novice EBE teachers, exhibited challenges in this regard. Notably, those with strong SLK capabilities effectively clarified complex and unfamiliar concepts to students, thereby exemplifying the real-world application of such terminologies. These observations underscore the variance in SLK levels among EBE instructors, with some demonstrate proficiency in properly conveying complex concepts, while others have challenges with effectively transmitting specialised information to their students.

This theme underlines the fact that novice teachers in EBE instruction often lack the necessary background in the specialised field, creating significant barriers in effectively designing and delivering their lessons. The lack of SLK among EBE teachers can be attributed to their diverse academic backgrounds and qualifications. Among the respondents, two are specialised in sociolinguistics, one in African civilisation and translation, one in English literature, and the fifth in didactics (see **Table 2.1.**). Given

this eclectic mix of expertise, EBE instructors often find themselves in a position where they must autonomously develop their SLK. This is a reality that was echoed in the comments of the participants:

“I did my efforts like anybody who begins to do something new for him... I can tell you that when I started to teach EBE I was teaching and learning at the same time”. (P3)

“I have learnt it, firstly, from reading and making research” (P2)

“I learn it through my teaching experience... I acquire it mostly from the internet” (P1)

“I dealt with the lack of it through research and reading” (P3)

“I use books especially business English textbooks that are designed for non-native teachers and learners” (P5)

“I have acquired it through research and actual facts. most of the time, I watch TED talk in YouTube... I get terminologies and concepts then I make readings about them in articles” (P4)

The proficiency in Specialised Language Knowledge (SLK) among English for Business and Economics (EBE) teachers significantly influences their professional roles, shaping their ability to attain course objectives and meet students' educational needs and expectations. EBE instructors employ various strategies, including extensive reading, research, and drawing from their teaching experiences, to expand their SLK. Hutchinson & Waters (1987) underscored the potential dilemma faced by ESP teachers who must master content knowledge distinct from their prior experiences. To excel in their pedagogical roles, ESP practitioners must possess competence not only in SLK but also in pedagogy and English language proficiency (Maleki, 2008). As (Robinson, 1991) suggests, flexibility is a vital quality for ESP teachers, enabling them to seamlessly transition from being instructors of GE to specialists in ESP, a trait particularly pertinent for them. Given that the participants in this study primarily possess a GE background (as indicated in **Table 2.1.**), they encounter the challenge of limited familiarity with EBE

knowledge. Consequently, they find themselves instructing students in a specialised English variety that falls outside their previous teaching experiences, necessitating dedicated efforts to bridge this knowledge gap and effectively deliver EBE content.

SLK proves to be an essential requirement EBE teachers, with specialised terminology being a primary defining aspect that sets EBE discourse apart from GE discourse. This essence of the "Unfamiliarity with SLK" theme becomes vivid when the distinction between EBE and GE language knowledge is considered. As highlighted by P1 and P2: *"The main difference between EBE and GE language knowledge is in vocabulary"* (P1) *"The difference is more remarkable in concepts and terms"* (P2)

P3 further elucidated this by noting, *"We tend to use more abbreviations and acronyms as words in EBE, such as CEO for Chief Executive Officer, WTO for World Trade Organization, etc."* These quotes underscore the emphasis on specialised vocabulary and its intricate nature as a defining characteristic of EBE discourse. Lexis, in particular, emerges as a recurrent theme within EBE, serving as a prominent demarcation line between EBE and GE. Notably, EBE terminology is often more complex, demanding considerable effort to comprehend, as articulated by P5: *"I have a SLK problem in all language levels, but the terminology is the main concern. If I get the EBE vocabulary the other levels will be easy to grasp... I also have a difficulty in understanding acronyms and abbreviations."* (P5)

Moreover, this theme highlights the psychological impact that teachers have when they confront the unfamiliarity of SLK. The lack of knowledge in EBE directly influences teachers' levels of confidence, which in turn may lead to a sense of stress and anxiety. Significantly, a study conducted by Iswati & Triastuti (2021) indicates that this anxiety might affect the students' confidence in their ESP teacher. This is what particular reactions from the participants revealed:

"There are students who ask me questions that I do not master... But I do not show them that I am panicked." (P2)

"When I began to teach EBE, I was afraid to make mistakes in front of my students." (P4)

The lack of collaboration with subject matter teachers further compounds the challenge, as highlighted by participants' statements regarding the absence of interaction between EBE and subject matter specialists, and between EBE teachers themselves.

"No not really but it would be good to have better collaboration" (P1)

"No, the collaboration doesn't exist between teachers" (P2)

"It is another big issue. there is no collaboration with business and economics teachers at all" (P5)

Collaboration is essential to foster a deeper understanding of specialised content and pedagogical techniques. This aligns with prior studies affirming collaboration's role in enhancing language expertise and teaching strategies (Mebitil, 2011; Alsharif & Shukri, 2018; Ghezali, 2020). However, despite the acknowledged significance of collaboration in professional development, some EBE teachers may face obstacles to engagement. As participants pointed out, *"Sometimes I want to do [collaborate], but there are some teachers who are not ready or do not devote their time to others due to their various responsibilities, such as teaching elsewhere."* This insight reveals that while collaboration is recognised as valuable, practical constraints may hinder its implementation for certain teachers.

Despite the challenges posed by the unfamiliarity with SLK, certain participants recognized a valuable resource for learning within their own classrooms: their students, who possess domain-specific knowledge. Participant 1 stated, *"I have also acquired it through communicating with my students. I even learned from what my students know as they are specialists in their subject matter."* Participant 2 added, *"We learn from our students,"* and a third agreed saying, *"I acquire it from my own learners as well."*(P3)

This collaborative work not only enhances the teacher-student relationship but also increases students' motivation. Bracaj (2014) emphasises that EBE practitioners are

encouraged to participate in collaborative learning with their students while they pursue SLK competence since students have some level of experience or knowledge in their various subjects of study. Robinson (1991) further affirms that the ESP teacher is not necessarily the sole source of information; learners can possess significantly greater knowledge within their areas of expertise. Collaborative endeavours, consequently, strengthen teacher-student bonds both inside and outside the classroom

3.5.1. Theme Two: Absence of Formal ESP Training

The second core theme highlights a significant aspect affecting EBE teachers' qualification and their SLK. This theme underlines the absence of specialised training programmes for ESP teachers in general and EBE teachers in particular, a gap acknowledged by all participants, as proved in the following excerpts:

“No, never. You have to form yourself by yourself” (P1)

“No, never. I have been teaching EBE by using my own efforts. I have made my own lessons” (P2)

“No, I have been learning by myself through practice. We do not have ESP formation programmes in Algeria...But, I have been trained by GE inspectors and I got also a training on English language teaching at the institute of Hasting in England. We learnt how to teach GE not ESP, and things related to teaching pedagogy”. (P3)

“No, I have never had a training on teaching EBE.” (P4)

“No, I did not have such kind of training. However, we had a module about needs analysis in which we learnt the basics and ESP theory.” (P5)

It is crucial to acknowledge that while some participants studied ESP as a theoretical module during their previous university studies or private courses, this theoretical exposure did not equate to practical training in ESP instruction.

“I studied ESP only theoretically as a module” (P1)

“We had a module ESP and needs analysis in which we learnt basics and theories” (P5)
“I had a little experience that helped me in my EBE teaching. I got some courses of business English in CEIL¹²...The course was useful. Yet we cannot consider it as a training” (P3)

These theoretical courses, as valuable as they may be in providing foundational knowledge, lacked the practical components necessary for effective ESP instruction. For instance, Participant 5, who had completed the Doctorate thesis in ESP, more specifically, English for computer sciences, attested to the challenges that the participant faced in selecting appropriate content for her EBE lessons. P5 stated, *“Though I have some theoretical knowledge about ESP and taught computer science students for my doctoral thesis, teaching EBE was challenging and new for me.”*. So, despite the theoretical background, the absence of practical training left the participant feeling confused when it came to translating the knowledge into effective classroom practice. This insight underscores the critical distinction between theoretical exposure and hands-on training, with the latter being essential for EBE teachers to navigate the complexities of teaching in this specialised field.

The absence of formal training poses significant challenges to the practice of EBE teaching. This latter demands expertise for effective outcomes, but in Algeria, ESP training programmes are largely missing. Consequently, teachers are expected to possess an in-depth understanding of the subject to design relevant courses, adapt their own teaching materials, and employ appropriate teaching techniques to meet students' needs. Such training can alleviate the issue of inadequate SLK, preparing proficient ESP practitioners capable of catering to students' requirements and equipping students with knowledge relevant to their future academic and professional contexts.

¹² Centre d'Enseignement Intensif des Langues (CEIL) in Algerian universities provides intensive language instruction to students, offering courses in languages like Arabic, English, French and other languages to enhance their language proficiency for academic and professional purposes. These centres play a vital role in helping students acquire the language skills necessary for success in a globalized world.

Participants expressed their transition from teaching GE to EBE without undergoing any prior formal training to bridge this shift. In line with Robinson (1991)'s perspective, which emphasises the importance of flexibility as a key attribute for ESP teachers, the ability to adapt becomes pivotal during this transition. Flexible teachers are those who can successfully make a transition from teaching GE to teaching ESP, coping with diverse learners' needs, manipulating teaching methods, and acquiring SLK to cater the professional tasks that their students are engaged in. As one participant stated, *"If you are a good GE teacher, and you are prepared to learn, you can teach ESP like Business English... Because we are not born as teachers."* P1, P3, P4, and P5 experienced a shift from teaching GE to ESP and EBE, marking a notable transformation in their instructional focus. In contrast, one participant embarked directly on teaching EBE without prior experience in the GE domain: *"I was teaching ESP from 2003 till this day... This is my first year in department of English [GE]."* (P2)

Furthermore, the participants expressed an important emphasis on their self-directed learning and individual efforts when faced with the difficulties of EBE instruction due to the lack of formal training. One participant mentioned, *"I've been teaching EBE by using my own efforts. I like to be a creative, innovative teacher. I have made my own lessons."* (P2). This quote effectively portrays how teachers actively seek for resources and teaching approaches independently, reflecting the absence of organized training programmes. This recurring theme underscores the prevalent reliance on self-directed learning among these teachers to address the shortfall in formal training. Similarly, another participant conveyed, *"I have been learning by myself through practice"*. (P3) Richards et al., (2005) highlighted the importance of training programmes tailored to teachers' current responsibilities. ESP training should address practitioners' needs and provide them with the requisite skills to excel in their EBE classrooms. However, due to the dearth of such programmes in Algeria, EBE teachers find themselves compelled to

autonomously and professionally develop the necessary expertise to transition from GE to EBE instruction.

In summary, the theme of "the absence of formal ESP training" encompasses participants' reflections on the lack of tailored preparation for teaching EBE. Through the provided quotes and recurring patterns, this theme underscores the challenges that EBE teachers face in adapting to EBE instruction without formal guidance.

3.5.2. Theme Three: Lack of Adequate Teaching Materials

Another significant theme that emerged is the lack of adequate teaching materials. It encompasses the challenges experienced by EBE teachers-participants resulting from the unavailability of adequate instructional resources, which include textbooks, authentic materials, and teaching equipment.

The experiences provided by the participants collectively, as demonstrated in the following excerpts, expressed a shared concern over the notable lack of teaching materials specifically tailored for EBE students.

"Course materials do not exist completely and I have to search for them by myself" (P4)

"There is a lack of teaching materials, especially for us in ESP. you have to plan the lessons and provide materials by yourself"
(P1)

"We have a lack in teaching materials Here most available books in the library are dictionaries...But they do not have EBE textbooks" (P3)

"I take books. I search activities in the internet. It was so difficult especially in the beginning. This is the way." (P2)

Teachers in this context often find themselves in a challenging situation where they need to search for materials independently, which can be a time-consuming process. This highlights a notable gap in the availability of comprehensive course materials tailored to EBE needs. Additionally, limited access to essential EBE textbooks is a common issue

faced by instructors. Despite these challenges, they rely on other recourses such as using books, internet sources, and self-prepared activities are often employed to compensate for the shortage of materials.

It is crucial to note that the absence of a systematic NA amplifies the difficulties associated with materials' selection and/or design. The interviews revealed that the teachers-participants do not conduct formal needs analyses, but they rely instead on students' classroom performance to gauge their requirements. Based on the subsequent excerpts, The participants' responses regarding NA for their EBE students revealed a lack of systematic and structured approaches to assess their students' demands. Instead of conducting formal needs analyses using standardised tests or questionnaires, these teachers rely on informal methods, such as gauging student performance in class or asking general questions about their English language proficiency.

“Actually no. It is not an official needs analysis using tests and questionnaires, etc. By time I know from their performance in class so I guess generally what they need.” (P1)

“Yes, of course. In my introductory session we talk about the English language. I ask them questions like “For what reason you are learning English at the level of university?”, “what is your level in this language? Average, good? They all told me that they were so bad”. I try to facilitate all the tasks and activities during the lecture.” (P2)

“I usually simplify as much as I can. For the reasons we have mentioned before I do not do a needs analysis especially for master students who are heterogenous and numerous” (P3)

“What do you mean by needs? (P4)

“I prefer to analyse this indirectly because if I give them direct questionnaires or tests, they will not be interested.” (P4)

“We began the year with virtual classrooms. So, I gave them just an exercise which can be considered as a test. The results showed that they are beginners. I wanted to test their productive skills.” (P5)

This phenomenon can be attributed to two primary factors; firstly, the participants' diverse academic backgrounds, which do not necessarily align with ESP/EBE (as indicated in **Table 2.1.**). For instance, participant 4's question, *“What do you mean by needs?”* highlights a significant issue concerning NA within the context of ESP teaching. This participant's academic background in literature, as opposed to ESP or EBE, underscores her limited familiarity with the concept of NA in the context of language instruction.

Secondly, the lack of prior ESP/EBE training, which typically includes instruction on NA. This gap in understanding needs analysis' significance can leave teachers unaware of its importance in selecting appropriate materials and employing effective teaching methodologies. In other terms, without the necessary training and exposure to ESP methodologies, teachers may not fully grasp the significance of NA or its practical application in designing relevant and effective teaching materials. Consequently, this knowledge gap can strengthen the challenges associated with selecting appropriate materials, and developing targeted teaching methodology for EBE students. NA, as Dudley-Evans & St. John (1998) emphasised, is a cornerstone of ESP, particularly in business English, where students' diversity makes identifying their language abilities and needs more challenging (Martins, 2017).

It is also important to acknowledge how this lack of teaching materials can significantly impact the instructional methods and techniques used by teachers. The data gathered from interviews revealed that teachers use varied teaching techniques and activities to teach their EBE students.

“In my course I have to integrate listening, speaking, reading and writing that the students must grasp” (P2)

“It depends on the units and topics or lessons. It could be communicative, audio-lingual, functional, translation and so forth” (P3)

“I always try to be more eclectic in my teaching. I take from each approach (grammar-translation method, audio-lingual method, learner-centeredness, etc.). I try to integrate all the skills (reading, speaking, writing, and listening).” (P5)

However, classroom observation showed contrasted results. Notably, some teachers delivered direct theoretical lessons without integrating language activities or utilizing materials. For instance, during the observation of sessions conducted by one participant, it became evident that he primarily delivered direct theoretical lessons without integrating language activities or utilizing materials. Instead, reliance on PowerPoint presentations displayed via a data show was the extent of instructional resources available. A similar pattern was observed in sessions facilitated by another participant, where direct instruction about specific concepts and their definitions predominated the teaching method and content. Thus, the observed sessions largely lacked the utilization of various teaching techniques such as interactive instruction, technology integration, collaborative and active learning, and innovative approaches like games and puzzles. Instead, teachers-participants seemed constrained by the limited teaching materials at their disposal, hindering their ability to diversify their teaching methods and fully engage students in the learning process.

Moreover, the participants' remarks regarding the shortage of teaching equipment underscore the additional challenges faced by EBE instructors in providing effective instruction. P3 stated, *“We have a lack of equipment. In order to get the data show projector, you have to wait, queue, or do a booking in advance.”* This highlights the difficulties they encounter in accessing essential teaching tools, such as data show projectors, which are crucial for delivering presentations and displaying visual aids. The

need to wait or book equipment in advance can disrupt the flow of their lessons and impact the quality of their teaching materials' delivery. Another participant noted, "*We do not have equipment to do listening activities like speakers and a lack in data show projectors.*"(P5). This shortage of equipment, particularly speakers, hinders their ability to incorporate listening activities into their lessons. This limitation is closely tied to the availability of teaching materials, as listening activities often rely on audio materials.

Classroom observations further proved the challenges arising from the absence of teaching equipment. It was observed that teachers often faced delays in obtaining a data show projector, which subsequently influenced the punctuality of their courses. This delay could disrupt the scheduled time for instruction, potentially affecting the overall course delivery. Furthermore, even when a data show projector was available, the observations revealed issues with equipment maintenance. Specifically, on some occasions, the projector's cable was found to be damaged, rendering it unusable. In addition, it was observed that teachers faced difficulties in projecting their voices adequately in amphitheatre settings, primarily due to the absence of microphones. This observation highlights the practical difficulties encountered by EBE teachers when conducting lessons in large acoustically challenging classrooms. These real-world observations underscored the practical implications of the shortage of teaching materials and equipment, as they directly influenced the instructors' ability to conduct their classes effectively and efficiently.

3.5.3. Theme Four: Challenges Regarding the Students

This theme delves into the various difficulties encountered by EBE teachers in relation to students' language proficiency, heterogeneous class compositions, and levels of motivation. The aim is to explore the impact of these factors on the instructional process.

One significant emerged issue revolves around students' low English proficiency levels, which all participants highlighted as a considerable hurdle:

“They are average or let us say between poor and average” (P3)

“Not good, but there is a minority of students are good and can follow me.” (P2)

“They are beginners. Just a few of them who have an average level in English. They do not know even the objective behind learning English in business and economics’ field.” (P4)

“The majority of students are beginners. There some others who are considered as underachievers, and they cannot even understand what I am talking about during the lecture. These students have a very low language proficiency in English and this is reflected in their marks. There are very few diligent students who understand English very well, work hard and love learning English. We can say that they are intermediate.” (P5)

“This is the most important problem that I need to deliver: students’ level in English, the language of instruction. I can say a bad level of English.” (P2)

Classroom Observations further illuminated the extent of this challenge, with students struggling across all language skills, including listening, reading, speaking, and writing. The minimal interaction between teachers and students during class sessions was a clear indication of students' difficulties in effectively engaging with English content, often responding briefly and switching to French or Arabic. Despite teachers' attempts to involve students through questions, most of them responded with minimal engagement, frequently using languages other than English and encountering pronunciation difficulties due to the French language influence. Furthermore, the observed low English language proficiency among students is notably reflected in classroom practices. Teachers are compelled to employ Arabic or French translations for EBE technical terms

to ensure students' comprehension and engagement. For instance, one teacher stated, *"I usually start with English medium, then explain what has been said in Arabic" (P1)*. Another teacher shared a similar sentiment, noting,

"I use English, but I do feel that they are completely out. So, I am obliged to code-switch and even exemplify using Arabic or French" (P5).

"I insisted on English, but because of their level I sometimes used the three languages (English, French and Arabic)" (P3)

"When I teach EBE, I sometimes code – switch but not too often, especially to French. I can switch from English into French. And if I find some ambiguities that my students are not able to grasp the information...I changed the code into Algerian Arabic, not Modern Standard Arabic (MSA). Because even when I asked them questions about their speciality, they sometimes respond using Algerian Arabic...They are not so good even in MSA" (P2)

"I use translation and code switch between English and Arabic in order to be understandable and to attract their attention. I translate most of the time from English to Arabic. Sometime I use French" (P4)

The observed reliance on Arabic or French translations, as well as code-switching, by teachers to explain EBE special terminology in the classroom reflects the challenge posed by students' low English language proficiency. Teachers employ these strategies as a means to bridge the comprehension gap and engage their students effectively. This practice suggests that students may struggle to grasp the English medium of instruction, necessitating the use of familiar languages to facilitate understanding. Furthermore, the fact that some students, as P2 claimed, respond in Algerian Arabic rather than Modern Standard Arabic (MSA) further highlights their limited language skills, which extend

beyond English proficiency. The study conducted by Abedeen (2015) reveals a similar trend, highlighting a similar pattern of results. She argued that many ESP instructors in Kuwait are compelled to opt for Arabic as the medium of instruction due to the challenges posed by students' limited proficiency in English.

It is noteworthy that the EBE teaching situation becomes particularly challenging due to the disparity in students. Baker & Westrup (2000) emphasise that the complexity arises not solely from having a large number of students in a class but also from the fact that they exhibit varying levels of language proficiency, which presents a significant challenge. This situation, characterised by class heterogeneity or mixed-ability classes, was affirmed by all the participants:

“In language proficiency, what we can say is that their levels might differ. Some of them might be good and others might be poor, so they are mixed- ability classes” (P1)

“Yes, I have a mixed -ability class” (P3)

“They are mixed ability classes.” (P5)

One participant explained this diversity in language proficiency to various factors within the educational system. These factors included the quality of English instruction in middle and secondary schools, often impacted by teacher-related issues such as absenteeism or motivation, as well as different geographical background, where students from urban areas tended to exhibit better language skills due to access to additional English courses, learning resources, and exposure to English-speaking environments:

“And this is because they did not learn well in the middle school and secondary school because of some reasons. Maybe sometimes because of them or the problem is in teachers of English. The problem is mainly in our educational system of middle and secondary schools, especially those who are taught by married women who had to leave due to, especially, their pregnancy. And sometimes even those who are taught by men

teachers who are maybe lazy, and are usually absent or who are not motivated. In addition, the reason behind the poor language proficiency of students is because of the places that they come from. That is to say, students who come from villages and countryside are usually not good. But those who live in the city are maybe better because they have the chance to do extra courses in English and private courses. They have the means and can buy books, and can afford to get advantage or access to the mobiles and computers, or maybe they benefit from going abroad. This does not mean that students who live in villages are not competent. There are some brilliant students who came from the countryside, but I'm speaking broadly.” (P3)

According to Ur (2012), mixed-ability classes encompass learners with differing intelligence levels, experiences, and learning styles, presenting substantial challenges, especially for less experienced teachers. Iswati & Triastuti (2021) propose a technique of conducting pre-tests to group ESP students based on their skills, although this approach entails time, financial, and planning costs. To address this diversity, EBE instructors must tailor their course materials and tasks to accommodate students' distinct characteristics. Employing various content in lectures through the use pair work and group work, and fostering a strong sense of teamwork can enhance students' interaction, skill development, and motivation, aligning with Dörnyei's (2001) findings on effective teaching techniques.

The results obtained from conducting interviews showed another significant issue faced by EBE teachers, which is the students' lack of motivation. This challenge was emphasised by all participants, showing a concerning picture of their students' overall lack of enthusiasm and interest for learning English:

“Yes, most of them do not have the motivation to learn English. They consider it as not a primary module. Few of them like EBE especially those who have abilities in English. They are more interested.” (P1)

“They are demotivated especially here in UCM. There are some exceptions that we count with fingers.” (P2)

“If they have a self-motivation, it will be better for them. But there are some motivated students.” (P3)

“I have low- motivation students.” (P4)

“They are demotivated and lazy. The majority do not do their home-works and assignments. Their demotivation is actually reflected in the attendance. I usually teach six to 10 students at maximum. So, these are only the motivated students out of the majority” (P5)

Moreover, the data obtained from classroom observations provided strong evidence of the prevalent issue of students' demotivation, which was apparent in their high rate of absenteeism. The attendance records over a two-month period revealed a disconcerting trend, particularly among Master 1 students in the specified specialties¹³. The attendance percentage exhibited significant variability, ranging from 3% to 9%, indicating a concerning absence of involvement in the lectures. This percentages are extremely low when compared to the total number of students, ranging from 90 to 166 students. Undergraduate students were not exempt from this pattern, as even those who did attend lectures showed a noticeable absence of motivation and interest. Their behaviour during sessions included talking and laughing, disregarding teachers' instructions, engaging in recreational activities like playing games or chatting on social media, and diverting attention to work from other modules. This indicates that students participated in EBE lectures primarily to secure a satisfactory grade in their TD¹⁴ assessments rather than demonstrating a genuine interest in the subject matter.

¹³ MBE (Monetary and Banking Economy),and EEM (Economy and Enterprise Management)

¹⁴ "Travaux Derigés" is a French phrase referring to a comprehensive end-of-semester assignment. It is a assessment grade encompasses a range of the student's activities, assignments, Homeworks, evaluations, engagement, and attendance records, all coordinated by the teacher.

The lack of motivation among students may be attributed to several factors. Firstly, the motivation of students is significantly associated with their level of English proficiency, as those who possess higher competence in English tend to exhibit greater levels of motivation. Secondly, teaching methodology plays a crucial role in motivating students to learn the language. While some teachers claim to use various materials and exercises to motivate their students, these claims often fall short in practice. Observations in the classroom revealed that students frequently felt demotivated and bored during English classes. This can be attributed to the teaching approach employed by some instructors, which primarily consists of content-based lessons focused on vocabulary. These lessons often lack a thorough approach that includes all four language skills: listening, speaking, reading, and writing. For instance, one teacher explained economic concepts and translated technical terms without utilizing visual aids, handouts, texts, videos, or other interactive materials. While one teacher did use a data show to deliver lessons, the content consisted mostly of lengthy texts or PowerPoint presentations downloaded from websites. Additionally, classroom interaction between teachers and students was minimal, and some instructors neglected to incorporate activities and exercises into their courses, further contributing to students' demotivation.

In summary, EBE teachers face considerable challenges due to students' low English proficiency, heterogeneity and lack of motivation, which stem from various factors including educational system shortcomings and teaching approaches.

3.5.4. Theme Five: Organisational and Administrative Challenges

The fifth prominent theme that emerged from data analysis revolves around challenges related to administration and organisation within the context of teaching EBE at UCM. These challenges pertain to the administrative processes and internal regulations of the institution.

With regard to classroom conditions, it is worth noting that participants highlighted the issue of teaching large classes. The analysis of participants' comments on classroom size suggests a range of perspectives and experiences. Some, like P1 and P2, expressed satisfaction with the current classroom size, finding it manageable and conducive to student attendance:

“Classroom size is fine. Sometimes there is a great number of students, and sometimes they are few depending on the absences. So, I do not have a problem in classroom size.”
(P1)

“In UCM everything is so good in teaching, everything is appropriate. I feel at ease in teaching.” (P2)

Conversely, P3 raised concerns about overcrowded classes, with occasional student numbers exceeding 40, impacting the ability to promote active student participation:

“The classes are crowded, at least crowded, if not overcrowded. One class often exceeds 40 students. Because not all students can have the chance to participate. Although I try to make them participate, but sometimes I waste time. My objective was to make them speak. For example, I usually do the test orally. Besides, taking into consideration their attendance and participation to evaluate them.” (P3)

P4 presented a more balanced viewpoint, emphasizing the advantage of having smaller, well-organized groups within a crowded department:

“For classroom size, I had the chance to have a balance between students so that I could control them. As you know the department of economic sciences is very crowded to an extent that a classroom can carry 40 students. But I usually have seven to 8 groups and we find 30 students per class. So, the size is good.”

Lastly, P5 indicated that although classroom sizes may seem overcrowded on paper, frequent student absences result in smaller class sizes. This diversity of experiences

underscores the importance of flexible teaching approaches to adapt to varying classroom sizes and effectively engage students:

“For classroom size, they are overcrowded classes. But when it comes to real context, I may have many absences. They nearly about 6 to 15 students” (P5)

The classroom observation findings provide an interesting contrast to the perceptions of participants regarding class sizes. While teachers-participants noted smaller effective class sizes due to student absences, the administration's official records suggest larger numbers, especially for master students who are described as overcrowded. While undergraduate students are grouped into classes with 35 to 40 students each, the administration combines all groups of Master's students into a single class, resulting in an exceptionally large number of students (approximately 90 to 166 students per class), when the ideal number of a language class is no more than twelve (Brown, 2001). This situation aligns with the perspective of (Hess, 2001) who asserted that large classes can pose significant challenges for teachers, including addressing student heterogeneity, maintaining discipline, catering to individual needs, grading assignments, and managing the classroom effectively.

The primary reason for the issue of large classes is the limited availability of classrooms at UCM, particularly in relation to the total number of students. This is increased by the fact that the department of economics has to share their classrooms with recently established departments¹⁵. Additionally, the UCM institution is forced to engage EBE part-time teachers due to a shortage of full-time teachers, who are sometimes unable to handle the new ESP teaching situations and get modest salaries for teaching in addition to fulfilling several other tasks:

“Also, we are part-time teachers and we do not know if we will be recruited to become full-time teachers. We know that we are just transient. They have into consideration that these teachers need training in order to be qualified to teach ESP. But unfortunately, such programmes do not exist in Algeria.” (P2)

¹⁵ Institute of Social and Human Sciences and Department of English Language

"I am a part-time teacher" (P5)

Another administrative concern pertains to the scheduling of timetables. Teachers expressed dissatisfaction with the timetable arrangement for EBE courses, highlighting that it poses challenges for both teachers and students. In contrast to other modules, the EBE module appears to receive less priority within the Institute of Economic, Commercial, and Management Sciences at UCM, often being scheduled during less desirable times. This is partly due to its categorization as a secondary module with a coefficient of '1', and the lack of available classrooms in the morning. As a result, teachers find themselves conducting classes in the late afternoon or evening and towards the end of the week. This scheduling can have adverse effects on students' attendance and engagement in these courses. One teacher remarked on the timing, stating, *"I have some first-year classes at 4 p.m."* (P4). Another teacher emphasised the importance of timing, explaining, *"We have a problem with the timetable. I usually teach Business English from 3 p.m. to 4 p.m. Therefore, I find my students exhausted and possibly hungry, etc. Time is crucial. They usually prioritize subjects like mathematics and economics as they require students to be mentally fresh. Consequently, English classes often see lower attendance, especially among those who live far from the campus and do not prioritize English"* (P3).

Furthermore, the findings regarding the time allocated for the EBE course reveal a major challenge. EBE teachers express concern about the limited amount of time that they have with their students. The standard time allocation is just one hour and a half per week, which teachers already find insufficient for covering the required syllabus effectively. The situation becomes even more challenging during the Covid-19 pandemic, as the time has been further reduced to only one hour per week. This constraint creates difficulties in delivering the necessary content comprehensively and engaging the students. Teachers express a desire for more time, suggesting that having two

sessions per week would be more ideal. These insights underscore the importance of adequate time allocation for language courses like EBE, as it directly impacts the depth and quality of instruction and students' language acquisition abilities.

“...one hour and half per week, we have a problem because of the syllabus is very long especially the syllabus of master one (BME). They have fourteen units in per one semester, and one lesson usually requires more than one hour and a half and now during the corona virus we have only one hour per week. Some lessons are easy but some others ... are very difficult even for the teacher. So, he has to simplify them to transmit the message and be understood. We have not only to prepare, but taking into consideration their level. This is a hard task.” (P3)

“But we had a problem in time as we are obliged to move forward in the program.” (P5)

“Now during Corona pandemic, I feel it is not enough for them to deliver the whole content or the lessons that I prepared for them. We usually have one and a half which is much better at least. But generally speaking, one session per week is not enough. It would be better if they make it two sessions per week.” (P5)

“Sometimes, I may not be able to satisfy their needs because if I do this, I will need a lot of time. ... And if we have small groups the problem is in time and it takes many extra hours and efforts” (P3)

The findings obtained from classroom observations further confirmed that EBE teachers had a major problem related to lesson duration, which typically extended for only 45 minutes since most students were irresponsible and arrived late. This limited time frame posed several issues for EBE teachers. They often could not complete their lessons within this timeframe, and a single lesson often required two sessions. The restricted class duration also hindered their ability to conduct essential NA, which are crucial for

understanding their students. Additionally, teachers struggled to cover all the units of the syllabus and implement activities for assessing and evaluating their students, making it difficult to provide personalized feedback. As a result, satisfying the needs and expectations of students turned into a difficult undertaking, which eventually made it more difficult to achieve the course's objectives.

Furthermore, it is noteworthy to draw attention to another challenge encountered by teachers in relation to EBE syllabus is either inappropriate or entirely missing. Some participants raised awareness to this problem. Participant 4 noted the absence of a detailed syllabus, with teachers often left to teach business and economics terminologies without a well-defined framework. This lack of a comprehensive syllabus can hinder effective course planning. *“We do not have the Canevas¹⁶. They just ask the teacher to teach terminologies about business and economics. That is all. Or the teacher can suggest his/her own syllabus to teach EBE.” (P4)*

Participant 5 expressed the difficulties that are faced as a novice teacher, highlighting the lack of clear guidance in terms of course content and syllabus development. This lack of direction can be especially challenging for newer teachers who may require more support in researching and structuring their courses:

“We should normally be guided with certain axes and topics which have to be included in the Canevas. But the syllabus is not sufficient. It should be more developed and detailed. They have to give us themes under which we have topics and sub-topics to be tackled. It is very general. I think, for novice teachers like myself I face a lot of difficulties on how to search and how to elaborate the final course. In the syllabus

¹⁶ Canevas is a French word refers to the standard syllabus provided by the Algerian Ministry of Higher Education and scientific research. It serves as a guiding framework for EBE teachers, detailing what topics or content should be covered in their courses.

provided, we have just general themes. We do not know if we should consider them as separate lessons, or as themes that have to be divided in many lessons.” (P5)

In summary, the theme of organisational and administrative challenges highlights the considerable obstacles faced by EBE teachers in terms of classroom size, timetable suitability, class duration, and the adequacy of the syllabus. These challenges collectively impact the quality and effectiveness of EBE courses.

3.5.5. Theme Six: Suggestions for Improvements

This theme delves into the valuable feedback and suggestions offered by the participants regarding the enhancement of the EBE /ESP teaching situation in Algeria in general and UCM in particular. While acknowledging the challenges encountered in EBE instruction, participants offer thoughtful insights and solutions for improvement. Their shared knowledge revolves around the necessity for teacher training, curriculum enrichment, and the advancement of resources and materials, all aimed at elevating the quality of ESP education.

To contextualize the recommendations and strategies for enhancing EBE/ESP education, it is crucial to first examine the current status of ESP in both the Algerian educational landscape and within the specific setting of UCM. P5 underscored the issue of some teachers deviating from ESP instruction to EGP, advocating for training programmes to help teachers select the appropriate approach. This misalignment between ESP's intended and practical implementation signals the need for additional training and guidance.

“In my point of view, we have ESP, but teachers sometimes teach EGP or content-based courses. So, it is better to integrate training programmes in order to help teachers to choose the right approach and know what is right and what is wrong for the students.”
(P5)

Conversely, other participants discussed the status of ESP teaching at UCM. P1, while acknowledging some challenges, noted that teachers have become more acquainted with teaching conditions and students over time. In contrast, P3 rated ESP teaching at UCM as below average, citing overcrowded classes, inadequate facilities, and a lack of resources, underlining the need for ICT training. P4 emphasised the necessity of enriching ESP, particularly in the context EBE, through more materials, student space and language labs.

“It [ESP situation at UCM] has some problems as we have said just like the situation in most Algerian universities, but it is good. With time when teachers got accustomed to it, they start to know their students and the teaching conditions here.” (P1)

“I think it is below the average. The reasons behind ... the overcrowding of classes, the lack of equipment, sometimes the rooms do not fit or not suitable for teaching especially in the afternoon. We also have a lack of books, dictionaries and references. Teachers are not all trained to teach EBE but they are trying. Some of them are even need training in using ICTs in ESP teaching” (P3)

“But ESP here in UCM especially EBE needs to be enriched with more materials, more books and more space for students (like clubs to do activities). This will be so fruitful for students.” (P4)

Furthermore, P5 highlighted the importance of balancing EBE terminologies and language skills, and underscored the need for teacher’s flexibility in ESP content delivery, emphasizing the overarching goal of effectively meeting students' needs.

“In UCM, I see that they concentrate more on EBE terminologies and others concentrate more on the grammar and language. We cannot teach them only the content and neglect

the language skills and vice-versa. Wo, the teacher has to be flexible. At the end his/ her goal is to satisfy the needs of students.” (P5)

Participants in this study highlighted a critical need for specialised training for ESP/EBE teachers as a means to enhance the quality of ESP instruction. They stressed that effective ESP teaching requires more than just language proficiency; it demands a deep understanding of the specific subject matter (i.e., SLK).

“ESP Teachers have to go through real training.” (P1)

“If they want to have competent students, they must train the teachers.”(P2)

“Teachers need prior experience learning. Even though teachers can use readings and research to develop their professional skills, but it is not enough. Training is obligatory for every teacher” (P2)

“Training should be a long not just for a short time. There should be some seriousness. Even if there were some training programmes done in the field, it was not well-done or it lacked time and the duration was not sufficient. Furthermore, maybe the teachers who were chosen to train are not themselves qualified. Not because you are a doctor or a professor, you will be automatically successful in training others. So training is something and teaching is something else.”(P3)

P1's emphasis on "real training" implies a demand for practical and applicable pedagogical skills beyond theoretical knowledge. P2 made a direct correlation between teacher competence and the imperative need for training. This underscores the belief that teacher expertise significantly influences student outcomes in ESP. P2 asserted that the inadequacy of self-improvement through readings and research alone, highlighting the necessity for formal and structured training to address the challenges faced by ESP teachers. In addition, P4 pointed to the necessity for prior experience learning, suggesting that effective teaching is grounded in a deep understanding of the subject

matter. Lastly, P3 underscored the importance of training duration, noting that shorter programmes may not adequately prepare teachers for the intricacies of ESP instruction. The participant stressed that ESP training should be of substantial duration and conducted with seriousness. He expressed concerns about the quality of previous training programmes, suggesting that some lacked sufficient time and might not have been well-executed. Additionally, he emphasised the importance of having qualified trainers who understand the nuances of ESP instruction, highlighting that expertise in a subject does not automatically translate into effective training abilities.

Furthermore, the findings revealed that EBE teachers in particular and ESP teachers in general in Algeria confessed the necessity for a multifaceted training program that encompasses various crucial areas. There is a clear demand for training covering ESP theory and practice, illustrating the desire for a comprehensive understanding of the subject. P1 altered in this concern: *“We need to learn everything from ESP theory to ESP practice”* (P1). This emphasis extends to pedagogical training, highlighting the importance of equipping educators with teaching methodologies specific to ESP as highlighted by P4:

“The most important area is the teaching methodology in ESP” (P4)

Moreover, teachers expressed a significant focus on acquiring specialised knowledge and discourse, particularly in EBE contexts, demonstrating their commitment to understanding the intricacies of this field. They also underlined the importance of training in specialised terminology, emphasizing linguistic expertise as a fundamental requirement. This is demonstrated in the following excerpts:

“Also, we need to be familiar with the specific language and EBE genres.” (P1)

“We need to be familiar with specialised terminology” (P4)

“For me, I really need to receive a training in the SLK...So, if I teach ESP, I will be so satisfactory if I am familiar with this specialised knowledge. I have a very poor level in SLK and I have to improve it.” (P5)

“We need to be also trained on how to analyse the specialised discourse.” (P5)

In response to challenges encountered by EBE teachers, participant 5 further provided a range of thoughtful recommendations aimed at enhancing the EBE/ESP teaching situation in Algeria in general and UCM in particular. The following quotes exemplify her suggestions:

“For course materials, they have to rely on needs analysis which is the key element of course materials selection. They have to take their needs into consideration.”(P5)

“...and why not to collaborate with the subject matter teachers. they have to contact them and to have meetings with them to highlight the most important themes and topics to be tackled in their EBE classrooms” (P5)

“It is good idea to have a department’s magazine in which we publish the well-written EBE articles and written products of both teachers and students.” (P5)

P5 underscored the significance of NA as the linchpin for selecting course materials, emphasizing the importance of aligning content with learners' specific requirements. Additionally, the call for collaboration with subject matter teachers highlights the potential for a cross-disciplinary approach to ESP instruction, fostering the integration of domain-specific themes and terminology. The proposal to create digital platforms or software for resource sharing and communication signifies a commitment to leveraging technology in ESP education. Furthermore, the idea of establishing a departmental

magazine for publishing EBE articles and written works showcases a dedication to scholarly engagement and knowledge dissemination within the department.

Last but not least, the need for alignment between the EBE syllabus and students' language proficiency is evident. As expressed by Participant 3, EBE syllabi may be challenging for students who do not possess a strong command of the English language. The syllabus should, therefore, feature a graduated progression in lessons to accommodate students with varying language abilities. This highlights the discrepancy between the provided syllabus and the language competencies of the majority of students, who exhibit low language proficiency and motivation, and struggle with GE grammar.

“EBE syllabi are difficult for students who are not good enough in English language. There should be a gradation in their lessons. When we see the programmes and lessons, the students have to master English to learn what is in their syllabus, and this not the case to our students”. (P3)

3.6. Discussion

This section presents an in-depth discussion of the findings, shedding light on the distinctive features of EBE discourse, as well as the challenges faced by EBE teachers. Analysing these findings clarifies the need of subject-specific training for teachers in the field regarding EBE vocabulary and discourse.

The research study is driven by three primary research questions and their corresponding hypotheses. The first research question seeks to identify the key features that characterise EBE discourse, and it is accompanied by Hypothesis 1, positing that EBE discourse is characterised by a substantial use of specialised terminology, frequent employment of abbreviations and acronyms, a notable presence of modal verbs, and distinct patterns of organization and structure. The second research question shifts the

focus to understanding the main difficulties and challenges encountered by EBE teachers at UCM, especially in relation to their SLK and course materials. This inquiry is underpinned by the second hypothesis, which suggests that teachers face difficulties such as the unfamiliarity with technical terminology, the absence of EBE textbooks, and the challenges posed by students' lower English proficiency. Finally, the third research question explores the application of discourse analysis in ESP training programmes to enhance teachers' specialised knowledge and course materials selection. Hypothesis 3, aligned with this question, postulates that the analysis of discourse enriches teachers' specialised knowledge and can serve as a foundation for materials selection. These research questions and hypotheses collectively provide a roadmap for the study, offering insights into the characteristics of EBE discourse, challenges faced by educators, and the potential benefits of applying discourse analysis in ESP teacher training.

As for research methodology, the researcher used a corpus-based discourse analysis approach to investigate EBE discourse. A thorough examination of the features of EBE was made possible by the compiled EBE corpus, which was built using the Sketch Engine software. Semi-structured interviews and classroom observations were also used to examine the difficulties encountered by EBE teachers at UCM.

At its core, this study seeks to investigate the characteristics of EBE discourse. The first research question sought to identify the key linguistic features that characterise EBE discourse, and the corresponding hypothesis posited that EBE discourse encompasses specialised terminology, specialised abbreviations, the use of modal verbs, and distinct organisational patterns.

The findings of this study align with the first hypothesis, indicating that the analysis of the EBE discourse corpus revealed significant lexical patterns associated with specialised terms. Utilizing the function of *wordlist* in sketch engine software, which examines the most frequent words in the corpus, the study confirmed the substantial

presence of specialised terminology, highlighting certain lemmatized words. As noted by Damascelli and Martelli (2002), wordlists serve as valuable tools for uncovering quantitative data on text corpora, offering insights into language usage that may not be readily apparent through conventional reading alone. This quantitative analysis provides empirical evidence of the prevalence of specialised language within the EBE discourse, underscoring the importance of such terminology in professional communication within the business domain. These findings contribute to our understanding of the linguistic characteristics of EBE discourse and support the notion that specialised terminology is a prominent feature of professional communication in business contexts.

Moreover, the identification and categorization of 232 unique EBE abbreviations further supported the hypothesis, revealing a nuanced understanding of the specialised vocabulary employed in the EBE domain. This analysis sheds light on EBE abbreviations' forms, functions, and contextual usage within the discourse. Thus, a comprehensive analysis lays the foundation for understanding the nuanced lexicosemantic landscape of EBE discourse.

The examination of grammatical features in EBE discourse yielded insightful findings, particularly in relation to modal verbs, confirming the study's hypothesized emphasis on their usage. This finding is consistent with Someya's (1999) assertion that "Business English is characterised by a high frequency of modal verbs, constituting one of the most important keywords in the business English lexicon" (Someya, 1999, qtd in Someya, 2010:1). The modal verbs follow a hierarchical structure, with "will" being the most commonly used. This hierarchy reflects an obvious trend that corresponds to the specific communication requirements within the EBE sector. The frequent use of "will" in EBE discourse suggests an essential focus on future actions and predictions, which is inherent in business discussions, planning, and taking decisions. The others like "can," "could," and "may" following closely, demonstrates their integral role in conveying meaning and shaping professional communication. The lower occurrence of less specific modals like "must," "shall," and "might" reflects a preference for directness and clarity

in professional settings. Interestingly, "have got to" and "ought to" seem nearly absent, suggesting that they carry informal connotations less suited to EBE discourse.

This study additionally highlights a difference in the use of modal verbs in spoken and written EBE discourse. This discrepancy may be attributed to the interactive nature of spoken communication, where individuals often rely on modal verbs to express their intentions, negotiate agreements, and seek cooperation. In contrast, EBE written discourse is typically adhere to formal specific style conventions and prioritise clarity and precision. Modal verbs are often minimised in written EBE discourse such as official correspondence documents, CVs, etc. Instead, writers in the context of business frequently opt for employing language that is more direct and assertive in order to formally communicate their objectives.

The significant variation in the use of modal verbs across different genres of EBEC can be attributed to the differences in communicative purpose and context of each genre. Business conversations, which have the highest proportional incidence of modal verbs are characterised by a more casual and spontaneous communication style, which may require the use of modals to convey politeness or uncertainty. This is also reflected in the relatively higher frequency of modals in business phone calls and meetings, which share similar communicative features. Also, the high frequency of modal verbs in EBE texts may be explained through the diverse nature of this genre, encompassing various written materials such as articles, blog posts, and book excerpts. Such types of texts often require a more technical and formal style of language, in which modal verbs can play an important role in indicating certainty, obligation, and possibility. On the other hand, CVs/résumés showed an absence of modal verbs' use. This can be attributed to the formal and concise nature of this genre, where the focus is on presenting clear and direct information about one's qualifications and work experiences. Business letters, emails, memos, job interviews, and negotiations also have relatively lower frequencies of modal verbs. The varying frequencies of modal verbs in these genres may also be explained by

the specific communicative goals and conventions of each one. For example, job interviews and negotiations may require a more persuasive use of modal verbs, while business letters and emails may require a more polite and indirect use of modals, i.e., they require a more formal and direct communication style, where the focus is on presenting clear and persuasive arguments or information. Lastly, the use of modals in business presentations can be attributed to the persuasive and informative nature of this genre, where modal verbs are often used to emphasise key points or persuade the audience.

In a nutshell, the distribution of modal verbs across the different genres of EBE corpus highlights the importance of understanding the specific linguistic features and conventions of each genre in order to effectively communicate in the business context.

Moving beyond quantitative analysis, the study delved into the specific functions of modal verbs within EBE discourse. The examination of modal verbs in EBE discourse, using Soumeya's (2010) framework, yielded valuable insights that enhance the awareness of the nuanced linguistic aspects present in business communication. Within the EBE corpus, researchers have identified six primary functions of modal verbs, each fulfilling certain communication objectives. Firstly, modal verbs such as "*need to*," "*have to*," and "*must*" predominantly express necessity and obligation, reflecting the imperative nature of certain actions within business contexts. Secondly, modal verbs like "*can*" and "*could*" are primarily associated with indicating ability, highlighting the capabilities and competencies essential for navigating professional endeavours.

Moreover, modal verbs such as "*can*," "*may*," and "*could*" are frequently utilised to convey polite requests and permissions, underscoring the importance of maintaining courteous and respectful communication in business interactions. Additionally, modal verbs like "*can*," "*could*," "*may*," and "*might*" are instrumental in expressing possibility and probability, allowing speakers to convey potential outcomes and scenarios with nuanced precision. Furthermore, modal verbs including "*will*," "*may*," and "*might*" serve

to articulate predictions, enabling individuals to forecast future events and developments with varying degrees of certainty.

Lastly, modal verbs like "*should*" and "*ought to*" are employed to offer advice and suggestions, reflecting the communicative strategies employed to impart guidance and recommendations within professional contexts. These findings align closely with the research's first question and hypothesis, affirming the hypothesis that EBE discourse encompasses distinct linguistic features, including the multifaceted functions of modal verbs. Moreover, these findings directly contribute to achieving the research objectives by providing a comprehensive understanding of the characteristics of EBE discourse, thereby informing pedagogical practices and materials development aimed at enhancing learners' proficiency in navigating the intricacies of business communication. In other words, understanding the various functions and contextual usage of modal verbs enables teachers to develop targeted instructional strategies that cater to the specific communicative needs of learners. For example, teachers can design activities that focus on modal verbs expressing functions such as necessity, obligation, possibility, etc. to help students grasp the nuanced meanings and usage of these modal verbs in EBE communication. Moreover, incorporating real-world examples of modal verbs from business texts allows teachers to create authentic learning experiences that mirror the language encountered in professional settings. By integrating these findings into teacher training, EBE teachers can be empowered with the pedagogical tools and linguistic insights necessary to facilitate meaningful language learning experiences for their students in the EBE classroom.

As far as genre-specific conventions are concerned, it is crucial to acknowledge the extensive array of communication forms that exist in business settings. The hypothesis regarding the feature of different genre-specific conventions within EBE discourse was confirmed. Within the EBE corpus under examination, a focused investigation was undertaken on four primary EBE genres: emails, letters, memos, and phone calls. The

selection of these particular genres was based on their widespread use in modern corporate communication and their unique features in terms of structure and language. The analysis aims to provide a comprehensive understanding of the distinct conventions and linguistic patterns inherent in each format.

It is worth mentioning that the three written correspondence genres, including emails, letters, and memos, were analysed in terms of their structure, encompassing examination of the introduction, body, and conclusion sections. The examination of the introductory sections of the three main types of business correspondence genres (i.e., emails, letters, and memos) uncovered noteworthy findings on the unique language patterns and rules that define each genre. The abundance of greetings and the introductory expressions, which varied greatly throughout the genres, was particularly remarkable. While emails and letters usually include customary greetings in the form of salutations, memos differ from this convention. In memos, the introduction section, referred to as the heading, primarily contains important details such as the date, recipient's name, and sender's name. This distinction in salutation usage can be attributed to the specific nature and purpose of memos which are commonly used for internal communication within companies or departments, where the sender and recipient are often familiar with each other. The absence of salutations in memos reflects the more direct and concise nature of such type of business documents, as they are typically used for conveying important information or instructions within a business context. The findings regarding introductory phrases in business emails, letters, and memos provide valuable insights into the nuanced dynamics of professional communication within EBE discourse. Introductory phrases play a crucial role in establishing the purpose and tone of the communication. These phrases that are positioned at the beginning of the three analysed EBE genres, serve as a concise and direct way to state the primary objective of the message. The purpose can vary, ranging from initiating a new conversation, replying to a previous communication, expressing gratitude, or providing an update on a specific

matter. By clearly stating the purpose, the sender sets the context for the subsequent content and guides the reader's understanding. The choice of introductory phrases reflects the writer's intention to establish a professional and effective communication.

The examination of the body sections in the three main EBE genres (i.e., emails, letters, and memos) showed essential insights into the structural aspect of paragraph organisation. The results uncovered certain characteristics of paragraph structure that distinguish each genre within EBE discourse. More precisely, the study identified variations in paragraph structure, length, and organization across the different genres. In emails, paragraphing tended to be more concise and fragmented, with shorter paragraphs commonly used to convey key points or ideas in a succinct manner. This reflects the fast-paced and often informal nature of email communication, where brevity and clarity are prioritized to facilitate quick understanding. Conversely, business letters typically exhibited a more formal and structured approach to paragraphing, with each paragraph serving a distinct purpose and contributing to the overall coherence and flow of the message. Paragraphs in letters were often longer and more elaborately developed, allowing for detailed explanations or arguments to be presented systematically. Memos, on the other hand, displayed a pragmatic and utilitarian approach to paragraphing, with a focus on clarity and efficiency. Paragraphs in memos were typically shorter than those in letters but longer than those in emails, striking a balance between brevity and comprehensiveness. This reflects the functional nature of memos, which are commonly used for internal communication within organizations to convey directives, updates, or reports. In sum, the analysis on paragraphing in the body sections of EBE correspondence genres emphasises the significance of adjusting writing style and structure to fit the particular genre and communicative setting. Through comprehending and following the distinctive norms of different genres, EBE users may proficiently express their message and accomplish their communication objectives in various professional environments.

As for conclusion section of the three primary EBE correspondence genres, the findings underscored the diverse linguistic conventions employed to conclude communication. In business emails and letters, the analysis revealed parallels in the use of concluding statements and closing phrases in emails and letters, indicating a common focus on polite and efficient communication. The frequently used concluding statements encourage future communication or follow-up from the receiver. Likewise, other commonly used closing phrases were often used to express gratitude and kindness towards the receiver. Conversely, memos exhibited notable variations in the usage of concluding statements and closing phrases. The closing expressions' varied nature demonstrates writers' adaptability in tailoring their language to suit different memo objectives and audience dynamics. In other terms, the lack of particular frequencies suggests that individuals who write memos place a higher emphasis on customising their communication to suit the specific recipients and contexts. By employing gratitude, anticipation, direct instructions, and encouraging language, memo writers aim to achieve clear communication, engage recipients, and foster positive professional interactions

Business Phone calls were also analysed as another genre in this study to encompass spoken EBE. The analysis of genre-specific conventions within business phone calls unveiled intriguing insights into the unique linguistic features and communication patterns inherent in this mode of interaction. The findings revealed a diverse array of genre-specific phrases and word combinations, categorized into distinct themes based on their functional and contextual use. 'Greetings and introductions' emerged as foundational elements in business phone calls, setting the tone for the ensuing conversation and establishing rapport between participants. Moreover, phrases related to 'asking to speak with someone', 'connecting individuals', and 'arranging appointments and meetings' showcased the pragmatic nature of business phone calls, emphasizing the efficiency and clarity in communication. Additionally, the analysis highlighted the importance of effective 'message-taking and message-leaving' practices, underscoring

the significance of concise and accurate verbal exchanges in conveying information and facilitating follow-up actions.

The results pertaining to the characteristics proposed in the first research hypothesis, including the utilisation of specialised terminology, EBE abbreviations and acronyms, modal verbs, and genre-specific conventions, provide valuable understanding of the nuanced dynamics EBE discourse. Moreover, these findings provide a substantial contribution to the domain of ESP instruction and teacher training and professional development. By examining the key linguistic characteristics of EBE discourse, EBE teachers can tailor instructional materials and teaching methods to better suit the requirements of their students who prepare for professional communication in business contexts. Additionally, insights into genre-specific conventions provide valuable guidance for language instructors in designing authentic communicative tasks and simulations to enhance students' communicative competence in real-world business scenarios.

All in all, these identified features from corpus-based discourse analysis can be integrated into training programmes for teachers to expand their SLK, particularly in EBE. The characteristics serve as a foundation for targeted instruction and material development. By incorporating real-world examples and linguistic patterns derived from authentic business communication, teachers can offer practical insights into the nuances of EBE discourse, enhancing teachers' ability to effectively convey the specialised concepts to students. Furthermore, these features can serve as a basis for designing or selecting instructional materials, enabling educators to curate content that aligns with the specific linguistic needs and communicative goals of learners in EBE contexts.

Regarding the second research question, the findings obtained from semi-structured interviews and classroom observations with teachers who took part on the current study, provided helpful perspectives into the challenges faced by EBE teachers at UCM. The

identified themes validated the hypothesis posited in the second research question, confirming that the unfamiliarity with technical terminology, the lack of EBE textbooks, and students' low English proficiency are indeed among the key challenges encountered by EBE teachers. More precisely, six main themes emerged: the unfamiliarity with specialised language knowledge, the absence of formal ESP training, the lack of EBE materials, challenges regarding students, organizational and administrative challenges, and suggestions for improvements. These findings underscore the critical importance of addressing these challenges in the design of training programmes for EBE teachers. By acknowledging and understanding the specific needs and difficulties faced by teachers, training programmes can be tailored to provide targeted support and resources to enhance teachers' effectiveness in the classroom. For instance, addressing the unfamiliarity of specialised knowledge and the absence of formal ESP training may involve offering specialised professional development workshops or courses focused on building teachers' specialised language knowledge and pedagogical skills in EBE.

Furthermore, the identification of challenges regarding students highlights the necessity of implementing strategies to support learners with varying levels of language proficiency and motivation. This could involve incorporating differentiated instruction techniques, providing additional language support resources, or implementing scaffolded learning activities to accommodate diverse learners' needs.

Additionally, addressing organizational and administrative challenges may entail advocating for institutional support and resources to facilitate effective teaching and learning practices within the EBE context. By addressing these challenges and incorporating teachers' suggestions for improvements into training programmes, educators can ensure that teachers are adequately equipped to navigate the complexities of teaching EBE and effectively support their students' language learning journey.

3.7. Summary of the Main Findings

The following lines provide a concise summary of the key findings derived from the comprehensive exploration of English for Business and Economics (EBE) discourse in this study. Through corpus-based discourse analysis and qualitative data collection methods, the study aimed to unravel the intricate linguistic features of EBE discourse and shed light on the challenges encountered by EBE teachers. The summary encapsulates the primary insights gleaned from the analysis, focusing on key aspects such as the use of specialised terminology, EBE abbreviations and acronyms, modal verbs, and genre-specific conventions. Additionally, it outlines the main themes emerging from the examination of challenges faced by EBE teachers at UCM.

The study delved into the intricate features of EBE discourse, uncovering nuanced linguistic patterns essential for effective communication in professional settings. Through corpus-based discourse analysis, key findings emerged, highlighting the pervasive use of specialised terminology and EBE abbreviations and acronyms, indicative of the domain-specific lexicon prevalent in EBE discourse. Additionally, the examination of modal verbs elucidated their multifaceted functions, ranging from expressing necessity and obligation to offering polite requests and advice, thus underscoring their integral role in shaping communicative nuances within EBE discourse. Furthermore, genre-specific conventions were identified, shedding light on the distinct linguistic conventions observed across various EBE genres, including business emails, letters, memos, and phone calls.

Moreover, the study illuminated the challenges faced by EBE teachers, with six main themes emerging from semi-structured interviews and classroom observations. These challenges encompassed the unfamiliarity of specialised knowledge, the absence of formal ESP training, the lack of EBE materials, challenges regarding students' English

proficiency, organizational and administrative challenges, and suggestions for improvements. This comprehensive exploration of both the features and challenges of EBE discourse underscores the complexity inherent in teaching and learning EBE. These findings not only enrich teachers' understanding of the linguistic intricacies of EBE discourse but also inform pedagogical practices and teacher training initiatives, paving the way for enhanced instructional support and improved learning outcomes in the field of EBE education.

3.8. Conclusion

In the current chapter, the researcher aimed at reporting and interpreting the findings derived from corpus-based discourse analysis and the qualitative research tools (i.e., semi-structured interviews and classroom observations). Through rigorous analysis, the pre-hypothesized features of EBE discourse were examined, including specialised terminology, EBE abbreviations and acronyms, modal verbs, and genre-specific conventions. The interpretation and discussion of these findings have contributed to a deeper understanding of the linguistic nuances inherent in professional communication within the EBE domain. Additionally, the chapter delved into the challenges faced by teachers at UCM, shedding light on the multifaceted challenges encountered in their instructional practice. Building upon these insights, the subsequent chapter will, therefore, propose an EBE training program informed by the findings from corpus-based discourse analysis and the identified challenges faced by EBE teachers. This proposed program aims to address the needs of educators by enhancing their specialised language knowledge and course materials, thereby offering a viable solution to support their professional development and ultimately improve the quality of EBE education in Algeria in general, and in UCM in particular.

Chapter IV

Recommendations and Conclusions

Chapter IV: Recommendations and Conclusions

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4.1. Introduction

This chapter provides suggestions and conclusions derived from the results and analysis offered in the preceding chapter. Drawing upon insights from corpus-based discourse analysis and the exploration of challenges faced by EBE teachers, the researcher proposed a comprehensive training programme aimed at enhancing EBE teachers' specialized language knowledge and course materials. The suggested recommendations are based on empirical data, and are designed to target the particular needs and issues identified in this study. In addition, the chapter discusses the inherent limitations in the investigation and proposes potential areas for future research. Through these recommendations and conclusions, this chapter seeks to provide practical suggestions for promoting the quality of Algerian ESP education in general, and EBE education in particular as well as enhancing professional development among teachers in the sector.

4.2. Recommendations for Training Programme Development

The proposed training programme is designed to be inclusive and applicable to both pre-service and in-service teachers of EBE. By addressing the diverse needs and experiences of individuals at different stages of their teaching careers, the programme aims to provide relevant and impactful professional development opportunities. Whether participants are preparing to enter the field of teaching (pre-service) or are already actively engaged in teaching (in-service), the programme offers valuable insights, strategies, and resources to support their ongoing professional growth and enhance their effectiveness as EBE teachers. By explicitly acknowledging its suitability for both pre-service and in-service contexts, the programme seeks to ensure accessibility and relevance for a broad range of participants within the field of EBE education. In other words, the programme considers the teachers' diverse backgrounds and qualifications.

The proposed long-term training programme aims to provide comprehensive professional development opportunities for EBE teachers, covering a wide range of essential areas related to ESP theory, course design, discourse analysis, and specialized language knowledge. This intensive programme is designed to equip participants with the necessary knowledge, skills, and resources needed to excel in teaching EBE by incorporating insights from corpus-based discourse analysis and addressing the identified challenges in the field.

- **ESP training programme's Duration:** Long-term programme spanning over six months to one year, allowing for in-depth exploration and application of concepts.

4.2.1. Module One: Theoretical Foundations ESP

Objective:

The objective of this module is to provide participants with a comprehensive theoretical background knowledge about the field of ESP, covering key concepts, historical development, and the relationship between GE and ESP.

Content:

1. ESP Overview:

- Definition of English for Specific Purposes (ESP) and its distinguishing characteristics.
- Explanation of the purpose and goals of ESP in language teaching and learning.
- Discussion on the role of ESP in addressing learners' specific language needs and contexts.

2. Definition of Concepts in ESP:

- Explanation of key terms and concepts related to ESP, such as target situation analysis, needs analysis, and discourse analysis.
- Clarification of terminology commonly used in ESP research and practice, including domain-specific language, authentic materials, and specialized vocabulary.

3. ESP Genesis and History:

- Overview of the historical development of ESP, from its origins in the mid-20th century to its current status as a prominent field in language education.
- Exploration of influential figures and key milestones in the development of ESP theory and practice.
- Discussion on the evolution of ESP from a focus on vocational language skills to specialized fields such as Business English, Academic English, and Technical English.

4. Types of ESP:

- Introduction to different types of ESP, including English for Academic Purposes (EAP), English for Occupational Purposes (EOP), and English for Specific Academic Disciplines (ESAD).
- Examination of the characteristics and language needs of learners in various ESP contexts, such as business, medicine, law, and engineering.
-

5. General English and ESP:

- Comparison between GE and ESP in terms of language content, teaching methodology, and learner's goals.

- Discussion on the differences in language proficiency levels and communicative tasks between GE and ESP.
- Consideration of the complementary relationship between GE proficiency and ESP competence in language learning.

Evaluation:

- Oral presentation: Presenting a brief overview of a chosen aspect of ESP history or theory.
- Writing a reflective essay on the difference and relationship between GE and ESP, based on assigned readings and classroom discussions.
- Written exam: Assessing participants' understanding of key concepts, ESP theory, and historical developments in ESP.

Suggested Appendices:

- Glossary of ESP Terminology: A comprehensive list of key terms and definitions related to ESP theory and practice.
- Timeline of ESP Development: A visual timeline highlighting major events and milestones in the history of ESP, from its inception to the present day.

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4.2.2. Module Two: Needs Analysis in ESP

Objective:

The objective of this module is to equip participants with the knowledge and skills to conduct a systematic needs analysis for ESP learners in general, and EBE learners in particular, in order to identify their specific language needs and goals.

Content:

1. Introduction to Needs Analysis:

- **Definition and purpose:** Participants will learn about the importance of needs analysis in ESP and its role in informing curriculum design and instructional practices.
- **Types of needs:** Discussion on different types of learner needs, including target needs and learning needs.
- **Needs analysis process:** Overview of the steps involved in conducting a needs analysis, from data collection to analysis and interpretation.

2. Methods and Tools for Needs Analysis:

- **Surveys and questionnaires:** Explanation of how to design and administer surveys to gather information about learners' language proficiency, goals, and preferences.

- **Interviews:** guidance on conducting structured and semi-structured interviews with both learners and teachers to elicit more in-depth information about their language needs and learning environments. By employing these interview methods, participants will delve deeper into the specific requirements of EBE learners, as well as gain valuable perspectives from ESP teachers and specialized content instructors. These interviews will serve as crucial tools for collecting nuanced information to inform the needs analysis process effectively.
- **Classroom observation:** Strategies for observing learners in authentic learning environments to identify their language needs and challenges.

3. Data Analysis and Interpretation:

- **Data coding and categorisation:** Techniques for organizing and analyzing needs analysis data to identify recurring themes and patterns.
- **Interpreting findings:** Discussion on how to interpret needs analysis data to identify priority areas for language instruction and curriculum development.

Evaluation:

- **Needs Analysis Project:** Participants will conduct a needs analysis project for a group of EBE learners, including designing survey/questionnaire, conducting interviews, and analysing data.
- **Written Report:** Participants will submit a written report summarizing the findings of their needs analysis project and proposing recommendations for curriculum design and instruction.

Suggested Appendices:

- Needs Analysis Survey Template: A template for designing a needs analysis survey/questionnaire for Business English learners.

Appendix H is a needs analysis questionnaire template designed specifically for assessing the language learning needs and preferences of EBE learners. This questionnaire serves as a valuable tool for gathering data on various aspects such as language proficiency levels, specific language skills/sub-skills, learning difficulties, learning objectives, and preferred instructional methodologies. It was carefully developed based on established principles of needs analysis and pedagogical research to ensure relevance and effectiveness in capturing key insights.

- Interview Protocol: A guide for conducting structured interviews with EBE learners.
- Data Analysis Guide: A step-by-step guide for coding, categorizing, and analysing needs analysis data. **Appendix I** provides some guidelines for analysis and interpretation of results. It is intended to aid teachers, curriculum developers, and language programme administrators in identifying the unique needs of EBE students, and informing the design of tailored language courses and instructional materials."

Recommended References:

- Belcher, D. D. (2006). English for specific purposes: Teaching to perceived needs and imagined futures in worlds of work, study, and everyday life. *TESOL Quarterly*, 40(1), 133-156. <https://doi.org/10.2307/40264514>
- Brown, H. D. (2001). *Teaching by principles: An interactive approach to language pedagogy*. Pearson Education

- Cowling, J. D. (2007). Needs analysis: Planning a syllabus for a series of intensive workplace courses at a leading Japanese company. *English for Specific Purposes*, 26(4), 426-442. <https://doi.org/10.1016/j.esp.2006.10.003>
- Hutchinson, T., & Waters, A. (1987). *English for specific purposes: A learning-centred approach*. Cambridge University Press.
- Otilia, S. M. (2015). Needs analysis in English for specific purposes. *Annals of The Constantin Brancusi University of Targu Jiu, Economy Series*, 1(2), 54-55. http://www.utgjiu.ro/revista/ec/pdf/2015-01.Volumul%202/08_Simion.pdf
- Taillefer, G. F. (2007). The professional language needs of economics graduates: Assessment and perspectives in the French context. *English for Specific Purposes*, 26(2), 135-155. <http://dx.doi.org/10.1016/j.esp.2006.06.003>
- Taylor-Powell, E. (1998). *Questionnaire design: Asking questions with a purpose*. University of Wisconsin-Extension.

4.2.3. Module Three: ESP Course Design

Objective:

The objective of this module is to equip participants with the necessary knowledge and skills to design effective learner-centred ESP courses, with a focus on Business English, to meet the specific language needs of learners in professional contexts.

Content:

1. Fundamentals of ESP Course Design:

- Overview of ESP course design: participants will gain an understanding of the principles and key considerations in designing ESP courses, including learner needs analysis, target language analysis, and syllabus design.
- Needs analysis revisited: revisiting the needs analysis process to inform course design decisions and ensure alignment with learners' language needs and goals.

- Setting course objectives: techniques for setting clear and measurable course objectives that address the language skills and competencies required in professional settings.

2. Syllabus Development for EBE Courses:

- Identifying language skills: participants will learn how to identify and prioritize the language skills and competencies required for effective communication in business contexts, such as negotiation, presentations, and meetings.
- Incorporating authentic materials: strategies for selecting and adapting authentic business materials, such as case studies, reports, and business correspondence, to create engaging and relevant learning experiences.

3. Assessing and Evaluating ESP Courses:

- Formative and summative assessment: overview of different assessment methods and techniques for assessing learners' language proficiency and progress throughout the course.
- Evaluation criteria: establishing clear evaluation criteria and rubrics to assess learners' performance in relation to course objectives and learning outcomes.
- Feedback and reflection: techniques for providing constructive feedback to learners and fostering a culture of reflection to support continuous improvement in teaching and learning.

Evaluation:

- Course Design Project: participants will design a comprehensive ESP course syllabus for EBE learners, including detailed lesson plans, materials, and assessment strategies.

- Presentation: participants will deliver a presentation outlining their course design rationale, objectives, and key features, followed by peer feedback and discussion.

Suggested Appendices:

Sample ESP Course Syllabus: A template for designing an ESP course syllabus, including course objectives, content outline, and assessment plan.

Authentic Business Materials: A collection of authentic business materials, such as articles, reports, and case studies, for use in ESP course design and instruction.

Assessment Tools and Rubrics: Sample assessment tools and rubrics for evaluating learners' language proficiency and performance in ESP courses.

Recommended References:

- Basturkmen, H. (2010). *Developing courses in English for specific purposes*. Palgrave Macmillan.
- Brown, J. D. (1994). *The elements of language curriculum*. Heinle & Heinle Publishers.
- Flowerdew, L. (2013). Needs analysis and curriculum development in ESP. In B. Paltridge & S. Starfield (Eds.), *The handbook of English for specific purposes* (pp. 325–346). Wiley-Blackwell
- Graves, K. (1996) *Teachers as Course Developers*. Cambridge University Press, Cambridge.
- Master, P. (2005). English for specific purposes. In E. Hinkel (ed.) *Handbook of Research in Second Language Teaching and Learning* (pp. 99–115). Mahwah, NJ: Lawrence Erlbaum Associates.
- Widodo, H. P. (2016). Teaching English for specific purposes (ESP): English for vocational purposes (EVP). In W. A. Renandya, & H. P. Widodo (Eds.), *English language teaching today: Linking theory and practice* (Vol 5, pp. 277-291). Springer.

Websites:

- <https://www.teachingenglish.org.uk/professional-development/teachers/planning-lessons-and-courses/articles/designing-business-1>

4.2.4. Module Four: Theoretical Overview of Discourse Analysis and Corpus-Based Discourse Analysis**Objective:**

To provide participants with a theoretical foundation in discourse analysis and corpus linguistics, with a focus on its application in language teaching and research.

Content:**1. Introduction to Discourse Analysis:**

- Definition and scope of discourse analysis.
- Key concepts and principles in discourse analysis.
- Approaches to analysing spoken and written discourse.

2. Corpus Linguistics:

- Overview of corpus linguistics and its role in language research.
- Types of corpora and their applications.
- Introduction to corpus analysis techniques and tools.

3. Corpus-Based Discourse Analysis:

- Definition and significance of corpus-based discourse analysis.
- Methodologies and procedures for conducting corpus-based research.
- Examples of corpus-based studies in language teaching and ESP.

4. Practical Applications:

- Hands-on activities with corpus linguistics tools and resources.
- Analysis of authentic language data to identify linguistic patterns and features.
- Discussion of potential research questions and projects using corpus-based methods.

Evaluation:

- Written reflection: Reflective essay on the significance of discourse analysis and corpus-based research in language teaching and research.
- Corpus analysis project: Conducting a small-scale corpus analysis project and presenting findings.

Suggested Appendices:

- Glossary of key terms in discourse analysis and corpus linguistics. (Baker & Ellece, 2010; McGlashan, 2013)

Recommended References:

- Baker, P., & Ellece, S. (2010). *Key Terms in Discourse Analysis*. Bloomsbury Publishing.
- Biber, D., Conrad, S., & Reppen, R. (1998). *Corpus linguistics: Investigating language structure and use*. Cambridge University Press.
- Hunston, S., & Thompson, G. (Eds.). (2000). *Evaluation in text: Authorial stance and the construction of discourse*. Oxford University Press
- McCarthy, M., & Carter, R. (2001). *Language as discourse: Perspectives for language teaching*. Routledge.
- McGlashan, M. (2013). *Corpus linguistics: some key terms*.
- Tan, M. (2002). *Corpus studies in language education*. Bangkok: IELE Press.

4.2.5. Module Five: Corpus-Based Discourse Analysis and EBE Terminology**Objective:**

To enhance teachers' specialised language knowledge of EBE terminology through corpus-based discourse analysis.

Content:**1. Introduction to Business and Economics Terminology:**

- Definition and scope of business and economics field
- Key concepts and principles in business and economics
- Commonly used terms and lexis in EBE discourse

2. Corpus-Based Analysis of EBE Texts:

- Overview of corpus linguistics and its application in analysing EBE texts
- Hands-on practice with corpus tools and resources for identifying and extracting relevant terminology and discourse patterns

3. Specialised Language in EBE:

- Study of specialised language features in EBE discourse
- Analysis of domain-specific terminology, abbreviations and acronyms.

Evaluation:

- Written assessment: Analysis of EBE texts using corpus-based techniques and terminology identification.
- Oral presentation: Presenting findings from corpus analysis and discussing implications for teaching EBE .

Suggested Appendices:

- Sample business English texts for corpus analysis.
- Corpus analysis tools and resources guide
- Glossary of EBE terms (see **Appendix B**¹)
- List of EBE acronyms and abbreviations (see **Appendix A**)

Recommended References:

- Biber, D., Conrad, S., Reppen, R., (2006). *Corpus linguistics. Investigating language structure and use.* Cambridge: Cambridge University Press.
- Meyer, Ch. (2004). *English corpus linguistics. An introduction.* Cambridge: Cambridge University Press.
- Richards, K. (1997). Teachers for specific purposes. In R. Howard & G. Brown (Eds.), *Teacher education for languages for specific purposes* (pp.115-126).UK: Multilingual Matters Ltd.
- Sinclair, J. (1991). *Corpus, concordance, collocation.* Oxford: Oxford University Press.
- Upton, T., & Connor, U. (2001). Using computerized corpus analysis to investigate the text-linguistic discourse move of a genre. *English for Specific Purposes*, 20, 313–329.

¹ **Appendix B** provides a list of key English terms commonly used in the field of business and economics. The terms are yielded from the corpus analysis conducted in this study, and are crucial for trainee teachers who seek to enhance their specialised language knowledge in EBE teaching. The appendix aims to support teachers in familiarizing themselves with the terminology commonly encountered in EBE discourse, thereby enabling them to better meet the language learning needs of their students. Each term is accompanied by its frequency in the corpus.

Websites

- <https://www.teachingenglish.org.uk/professional-development/teacher-educators/knowning-subject/articles/making-best-use-corpora-english>

4.2.6. Module Six: Corpus-Based Discourse Analysis and Course Materials Development**Objective:**

- To review and reinforce principles of course materials development and their application in EBE teaching.
- To equip participants with skills in developing course materials to teach EBE using corpus-based discourse analysis.

Content:**1. Principles of Course Materials Development:**

- Brief overview of course design principles and approaches covered in previous modules.
- Review of the importance of needs analysis and learner-centered syllabus design in course development.

2. Corpus-Based Analysis for Materials Development:

- Application of corpus-based discourse analysis in materials development .
- Identifying authentic language examples and relevant content from corpora.
- Incorporating specialised language features into course materials.

3. Designing/developing Materials for Business English:

- Development of materials for teaching various EBE genres (e.g., emails, phone calls, presentations, CVs, etc.)
- Incorporating business and economics terminology and discourse features
- Adapting materials to suit different learner needs and contexts

4. Practical Applications and Project Work:

- Hands-on activities to develop course materials using corpus-based methods.
- Peer review and feedback on materials design projects.
- Presentation of final materials and reflection on the design process.

Evaluation:

- Materials design project: Developing a set of course materials for a specific EBE context.
- Peer evaluation: Providing feedback on peers' materials design projects.

Suggested Appendices:

- Guidelines for materials development using corpus-based methods.

- Sample course materials, activities and lesson plans (See **Appendices J², K³, L⁴, M⁵, and N⁶**)

Recommended References

- Bernardini, S. (2004). Corpora in The Classroom. In J. Sinclair (Ed.), *How To Use Corpora in Language Teaching*. Amsterdam and Philadelphia: John Benjamins, 15-36.

² **Appendix J** includes vocabulary building exercises which are designed to enhance students' understanding and retention of key EBE terms identified from EBE corpus analysis. It comprises two main components: matching exercise and gap-filling exercise. The aim is to reinforce their comprehension of specialised EBE terminology. The gap-filling exercise involves incomplete sentences or passages extracted directly from the compiled corpus. Students are required to fill in the missing terms based on the context provided, thereby demonstrating how these terms are used in authentic EBE discourse. By engaging in these exercises, students not only expand their vocabulary but also gain insight into the practical application of these terms in real-world business contexts.

³ **Appendix K** comprises a detailed lesson plan designed to enhance students' understanding and application of modal verbs in EBE discourse. It includes explanations of various modal verbs, their functions, and examples extracted from EBE corpus compiled in this study, thereby offering students insight into their usage within authentic business communication. Additionally, it provides some exercises that simulate real-life business situations, allowing students to practice using modal verbs effectively in context.

⁴ **Appendix L** involves exercises related to EBE abbreviations and acronyms obtained from the analysis of EBE corpus compiled in this study. The aim of the first exercise is to reinforce students' comprehension and application of the most commonly used acronyms in EBE discourse by engaging them in a gap-filling activity that contextualizes the usage of these acronyms within authentic business communication. The second task requires students to categorise each abbreviation/acronym accurately according to their comprehension and their equivalents. These exercises have the dual purpose of allowing students to review and strengthen their command of EBE abbreviations, improve their skills in categorising and organising them, as well as boost their comprehension and use of these abbreviations in real-world situations.

⁵ **Appendix M** presents a comprehensive lesson plan focusing on the structural elements of composing forms of written business English correspondence, including emails, letters, and memos. The lesson plan is accompanied by illustrative figures/visual aids that depict the components of each type of document, offering students a clear understanding of their structural organisation.

⁶ **Appendix N** offers a compilation of listening comprehension activities focused on business English phone calls. These activities are designed to enhance students' understanding and proficiency in comprehending common phrases frequently used in business phone conversations, as identified in the study's findings. Moreover, the appendix includes exercises related to phrasal verbs, accompanied by their respective meanings contextualized within phone conversation scenarios.

- Flowerdew, L. (2009). Applying Corpus Linguistics to Pedagogy. *International Journal of Corpus Linguistics*, 14(3), 393-417.
- McEnery, T., & Xiao, R. (2011). What corpora can offer in language teaching and learning. In E. Hinkel(Ed.), *Handbook of research in second language teaching and learning*, 364 -380.
- Reppen, R. (2010). *Using corpora in the language classroom*. Cambridge University Press

4.2.7. Module Seven: Technical Translation in EBE Teaching

Objective:

- To equip participants with the skills and knowledge necessary for effective technical translation in the context of EBE teaching.
- participants can enhance their ability to teach EBE effectively by providing accurate and relevant translations of business materials. This module not only addresses the identified need to enrich their specialized knowledge but also offers practical solutions for integrating translation into ESP classroom.

Content:

1. Introduction to Technical Translation:

- Overview of technical translation principles and techniques
- Understanding the role of translation in language teaching and learning

2. EBE Terminology and Translation:

- Examination of common business terms and expressions
- Practice translating business texts and documents from and into English

3. Translation Strategies and Tools:

- Exploration of different translation strategies and approaches.
- Introduction to translation tools and resources available for EBE teachers.

4. Practical Applications and Activities:

- Hands-on translation exercises focusing on real-world business scenarios
- Collaborative projects to develop translated materials for Business English classroom use.

Evaluation:

- Translation assignments: Assessing participants' ability to accurately translate business texts and documents.
- Peer review and feedback: Providing constructive feedback on translation projects and supporting collaborative learning.

Suggested Appendices:

- Glossary of business terms and expressions for translation practice
- Recommended translation resources and tools
- Sample translation assignments and rubrics for evaluation

Recommended References:**Dictionaries of translating Arabic - English / English - Arabic**

- https://play.google.com/store/apps/details?id=com.grandsons.dictboxar&pcampaignid=web_share
- <https://www.meemapps.com/> (ميم Meem Dictionary's website)
- <https://play.google.com/store/apps/details?id=com.meemapps.app&hl=ar&gl=US&pli=1> (ميم Meem dictionary's application in *Google Play/ App Store*)

4.2.8. Module Eight: Integrating ICTs in EBE Teaching**Objective:**

To enable participants to effectively integrate Information and Communication Technologies (ICTs) into EBE teaching to enhance learning experiences.

Content:**1. Overview of ICTs in Language Teaching:**

- Introduction to the role of ICTs in language education
- Exploration of various ICT tools and applications for language teaching

2. Pedagogical Principles of ICT Integration:

- Understanding how ICTs can support language learning objectives
- Incorporating communicative and task-based approaches using ICTs

3. ICT Tools for EBE Teaching:

- Review of ICT tools specifically applicable to teaching EBE
- Hands-on experience with tools such as online corpora, language learning platforms, and virtual communication tools.

4. Blended Learning Models ⁷:

- Introduction to blended learning models and their benefits.
- Designing blended learning activities for EBE courses.

5. Practical Applications and Activities:

- Interactive workshops on using ICT tools for language teaching.
- Collaborative projects to develop digital learning materials and resources.

Evaluation:

- ICT project presentations: Assessing participants' ability to develop and implement ICT-based learning activities.
- Reflective journals: Encouraging participants to reflect on their experiences with ICT integration and its impact on teaching and learning.

By focusing on the integration of ICTs, participants can gain practical skills and knowledge to leverage technology effectively in their EBE classrooms. This module aligns with the recommendations of the participants and provides concrete strategies for enhancing teaching and learning through ICTs.

⁷ **PS!** The inclusion of blended learning models in this module is not only a response to the global challenges brought forth by the COVID-19 pandemic but is also aligned with the forward-thinking initiatives of the Algerian Ministry of Higher Education and Scientific Research. The Ministry's encourage of current teaching methods, including blended learning, highlights the necessity of preparing teachers for diverse instructional situations. Hence, this module provides guidance on designing activities for EBE courses using blended learning models, in accordance with the Ministry's strategy. The aim is to equip teachers with adaptable abilities for conventional and online teaching environments.

Recommended References :

- Bloch, J. (2013). Technology and ESP. In B. Paltridge & S. Starfield (Eds.), *The Handbook of English for Specific Purposes* (pp. 385–401). Chichester: Wiley Blackwell
- Egbert, J., Paulus, T., & Nakamichi, Y. (2002). The impact of CALL instruction on classroom computer use: A foundation for rethinking technology in teacher education. *Language Learning and Technology*, 6(3), 108–26
- Hubbard, P. (2017). Technology and Professional Development. In J.I. Lontas, & T. International Association, & M. DelliCarpini (Eds.), *The TESOL Encyclopedia of English Language Teaching*. John Wiley & Sons.
- Slaouti, D., & Motteram, G. (2006). Reconstructing practice: Language teacher education and ICT. In P. Hubbard & M. Levy (Eds.), *Teacher education in CALL* (pp. 81–97). Amsterdam, Netherlands: John Benjamins.
- Tomlinson, B., & Whittaker, C. (Eds.). (2013). *Blended Learning in English Language Teaching: Course Design and Implementation*. London, UK: British Council.

Suggested Appendices:

- List of recommended ICT tools and resources for Business English teaching
- Sample lesson plans incorporating ICTs
- Guidelines for designing and implementing blended learning activities

By focusing on the integration of ICTs in Module 5, participants can gain practical skills and knowledge to leverage technology effectively in their EBE classrooms. This module aligns with the recommendations of the participants and provides concrete strategies for enhancing teaching and learning through ICTs.

4.2.9. Module Nine: Artificial Intelligence (AI) Tools and Techniques

Objective

Equip Business English teachers with the knowledge and skills to integrate Artificial Intelligence (AI) tools into teaching, enhancing learner engagement, assessment methods, and course customization.

Content

1. Introduction to AI in Education

- Definition and relevance of AI in Business English teaching.
- Overview of AI tools: ChatGPT, Grammarly, language learning apps, etc.

2. Practical Applications of AI

- Using AI for content creation (e.g., generating case studies, role plays).
- Leveraging AI for formative and summative assessments.
- AI-based tools for pronunciation and grammar training (e.g., speech recognition apps).

3. Customization of Teaching Materials

- Adapting AI-generated content to learners' business-specific needs.
- Personalizing vocabulary lists and language exercises with AI tools.

4. AI for Feedback and Error Analysis

- Real-time feedback on students' written and spoken tasks.
- Utilizing AI tools for detailed error analysis and progress tracking.

5. Ethics and Limitations

- Understanding the limitations of AI in teaching.
- Discussing ethical considerations and bias in AI tools.

6. Hands-On Practice

- Guided activities using AI tools in real-life classroom scenarios.
- Designing lesson plans integrating AI technologies.

Evaluation

- Participation in hands-on activities.
- Submission of AI-integrated lesson plans.
- Presentation of a mock teaching session using AI tools.

This module ensures that EBE teachers are well-versed in leveraging AI effectively while being mindful of its limitations and ethical considerations.

Suggested Appendices:

1. List of AI Tools:

- Descriptions and applications of AI tools like ChatGPT, Duolingo, Grammarly, Quillbot and Quizlet.

2. Sample Lesson Plan:

- Template for designing a lesson incorporating AI tools.

3. Practical Activity Sheets:

- Worksheets for hands-on practice with AI tools in teaching scenarios.

Recommended References

- Alssayah, S. M. A., Taha, A. R. A., Hussain, S., & Hayat, A. (2023). Enhancing the teaching and learning of English for specific purposes (ESP) with ChatGPT. *International Journal of Technology and Education Research*, 1(3), 40. <https://e-journal.citakonsultindo.or.id/index.php/IJETER>

- Boeru, M. (2024). *Exploring the use of AI tools in teaching English for specific purposes (ESP)*. Retrieved from https://www.researchgate.net/publication/382877881_Exploring_the_use_of_AI_Tools_in_Teaching_English_for_Specific_Purposes_ESP
- Cardona, M. A., Rodríguez, R. J., & Ishmael, K. (2023). *Artificial intelligence and the future of teaching and learning*. U.S. Department of Education, Office of Educational Technology. <https://www.ed.gov/sites/ed/files/documents/ai-report/ai-report.pdf>
- Nikolarea, E. (2021). Human intelligence (HI – nous) and artificial intelligence (AI) in ESP/EAP teaching and editing of inter-disciplinary research for international communication: Case studies and methods. *Journal of Systemics, Cybernetics and Informatics*, 19(8), 24–38. <https://doi.org/10.54808/JSCI.19.08.24>
- Paiz, J. M., Toncelli, R., & Kostka, I. (2025). *Artificial intelligence, real teaching: A guide to AI in ELT*. University of Michigan Press ELT. <https://doi.org/10.3998/mpub.14329762>

4.3. Limitations and Further Research

The current study acknowledges several limitations that should be considered to fully understand its scope and implications. Firstly, the participant pool was relatively small, consisting of EBE teachers from a single university. Although efforts were made to gather diverse perspectives, the sample size may not fully represent the broader teaching community. Future studies could benefit from a larger and more diverse participant pool to ensure that the findings can be generalized.

Additionally, a notable limitation of this study pertains to the constraints imposed by time, particularly in the collection and analysis of qualitative data. The qualitative

nature of data gathered from semi-structured interviews and classroom observations, as well as spoken and written EBE texts necessitates extensive time commitments for data collection, transcription, and analysis.

Another limitation stems from the lack of authentic data sources for corpus-based discourse analysis. EBE is not commonly used in Algerian corporate communications, with French or Arabic being the predominant languages. As a result, the researcher had to rely on internet websites, blogs, and other online sources for data collection. While these sources provide valuable insights, they may not fully capture the nuances of real-life EBE discourse. Future research could explore alternative methods for accessing authentic data, such as collaborating with multinational corporations or conducting fieldwork in English-speaking business environments.

Additionally, the use of the Sketch Engine tool for corpus analysis poses a limitation, as it requires a paid subscription for full access to its features. While the tool offers valuable functionalities for linguistic analysis, its accessibility may be restricted for researchers with limited financial resources. Future research could explore open-access alternatives such as AntConc, or seek funding opportunities to cover the costs associated with corpus analysis tools.

Furthermore, the scope of the study was limited to a specific educational setting, which may constrain the generalizability of findings to other contexts. Future research could adopt a comparative approach, involving multiple universities, to examine variations in EBE teaching practices and discourse across different Algerian Institutional contexts.

Another worth-noting limitation is the relatively small size of the compiled EBE corpus for this study, which consists of 120,872 words. While corpus-based studies often

utilise larger corpora, typically around 1 million words, the size of the corpus in this study was deliberately restricted for research purposes. This decision was made to streamline the scope of analysis, facilitate more efficient data processing, and expedite the research process. Important considerations for future studies highlight the importance of a large and varied corpus in corpus-based research. Further investigations could profit from the incorporation of larger corpora, facilitating more comprehensive analyses and comparisons with GE corpora like the British National Corpus (BNC), the Corpus of Contemporary American English (COCA), etc. Using larger datasets enables researchers to delve into a broader range of linguistic patterns and variations in order to enhance the validity and reliability of the findings. Moreover, forthcoming studies could exploit other functionalities of corpus analysis tools, such as ‘*keywords*’ analysis, which might have been constrained by the small size of this study’s corpus. Employing the function of ‘*keywords*’ analysis yields pertinent details about the distribution and frequency of certain lexical words or linguistic properties in the corpus, revealing important trends, patterns, and themes.

Despite these limitations, the current study offers valuable insights into the challenges faced by EBE teachers and the potential applications of corpus-based discourse analysis in language teaching in general and EBE teaching in particular. Moving forward, future research could build upon these findings by addressing the identified limitations and exploring new avenues for enhancing ESP pedagogy and research.

4.4. The Contribution of the Study

This study makes several significant contributions to the field of language teaching, particularly in the realm of ESP and EBE. From a practical perspective, the findings offer valuable insights into the SLK and course materials needed for effective EBE instruction. By identifying key features of EBE discourse through corpus-based discourse analysis, this study equips teachers with the necessary tools to develop tailored

curricula and teaching materials that meet the specific needs of learners in professional contexts. Furthermore, the training programme proposed in this study provides a concrete framework for enhancing teachers' pedagogical practices and ensuring the relevance and applicability of their instruction in real-world business settings.

Additionally, this study demonstrates the application of corpus-based discourse analysis not only in Business English but also as a versatile methodology for teacher training across various domains. The proposed training program equips educators with the analytical skills to identify and address domain-specific linguistic patterns, thereby broadening the scope of corpus-based methods in ESP pedagogy. This dual focus enriches both the theoretical understanding and practical application of DA in language teaching.

Furthermore, the findings provide valuable resources for lexicography, including curated lists of business terminology, acronyms, introducing and concluding phrases in business correspondence, and discourse-specific phrases used in business phone conversations. These resources can enhance the development of specialized dictionaries, glossaries, and teaching materials.

From a theoretical viewpoint, this study addresses a significant gap in the literature by highlighting the role of discourse analysis, particularly corpus-based discourse analysis, in ESP pedagogy. By demonstrating how discourse analysis can be applied to uncover linguistic patterns and conventions in Business English communication, this study contributes to the ongoing theoretical discourse surrounding language teaching methodologies. Additionally, the integration of ESP theory and CL frameworks enriches the understanding of how language is used in specific professional domains, challenging traditional approaches to language instruction and offering new avenues for research and exploration.

Furthermore, this study fills another notable gap in the literature by focusing on the professional development needs of ESP teachers in the context of Algerian tertiary level.

While existing research predominantly addresses the needs of students in ESP education, there are few studies that specifically cater to the challenges faced by ESP teachers who lack ESP training and tasked with delivering ESP courses. By shifting the focus to this overlooked aspect, the research enriches theoretical deliberations on ESP pedagogy, emphasizing the imperative of equipping teachers with requisite competencies and knowledge to proficiently administer ESP instruction.

From a research perspective, this study directly addresses the research problem of the lack of specialised language knowledge and course materials development in EBE instruction. By investigating the challenges faced by teachers and proposing a comprehensive training programme grounded in corpus-based discourse analysis, this study offers a practical solution to bridge the gap between theory and practice in ESP education. Moreover, the findings of this study provide empirical support for the effectiveness of corpus-based approaches in enhancing teachers' linguistic competence and instructional strategies, underscoring the importance of the integration of research-informed practices into teacher training programmes.

4.5. Conclusion

In conclusion, this chapter has presented comprehensive recommendations for the development of a training programme based on the findings of this study. The suggested training programme encompasses multiple modules, each designed to address specific objectives identified through the research. Detailed content outlines the key topics and areas of focus for each module, providing a structured framework for teacher development. Evaluation methods are proposed to assess the effectiveness of the training programme, ensuring that it meets its intended goals. Additionally, suggested appendices and references offer supplementary materials and resources to support teachers in their professional growth. However, it is important to acknowledge the limitations of this study, including constraints related to time, participant selection, and the scope of the data collected. Further research is needed to explore additional aspects of EBE discourse and teacher training, as well as to validate the effectiveness of the proposed training programme in diverse contexts.

General Conclusion

General Conclusion

In the globalised landscape of the 21st century, ESP has emerged as a pivotal field, catering to the diverse linguistic needs of professionals across various domains. With its tailored approach to language instruction, ESP seeks to equip learners with the specialised language skills required to succeed in their specific academic disciplines or professional contexts. Within this broader context, EBE is a prominent subset that effectively caters to the language needs of both students who study business and economics and professionals who navigate the corporate world, international trade, and entrepreneurship. In today's interconnected world, proficiency in EBE has become indispensable since it facilitates effective communication in multinational business environments, and drives the economic growth on a global scale.

The integration of ESP courses in Algerian higher education demonstrates its dedication to equip students with the requisite language skills for meeting both academic demands and the needs of today's professional environment. Algerian higher educational institutions have adopted ESP as a key component of academic and professional growth. Nevertheless, regardless of these advancements, obstacles persist, namely in the domain of teacher education and training. Many ESP teachers in Algerian universities lack formal training in ESP pedagogy, relying instead on their GE teaching background. This discrepancy highlights the need for specific treatments that focus on improving the professional skills of ESP teachers in general and EBE teachers in particular and adjusting teaching methods to meet the changing requirements of students in professional settings.

The current research delves into the field of ESP, particularly focusing on the domain of EBE, within the context of Algerian tertiary education. The study's primary objective is to explore EBE discourse, encompassing an analysis of its key linguistic features. Additionally, the study seeks to shed light on the challenges confronted by EBE teachers at UCM. Moreover, the research aims to examine the potential of discourse analysis in

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enhancing specialized language knowledge and course materials for EBE teachers. By exploring the application of DA methodologies in ESP teacher training programs, the study endeavours to contribute valuable insights into the enhancement of EBE teaching practices and the professional development of ESP educators in general.

Aligned with the objectives outlined above, the research questions guiding this study are as follows:

1. What are the key linguistic features that characterise EBE discourse?
2. What are the main challenges faced by EBE teachers at UCM?
3. How can discourse analysis be applied in ESP training programs to enhance ESP teacher's specialised knowledge and course materials?

Based on the objectives and research questions, the following hypotheses have been formulated:

1. The analysis of EBE discourse will reveal significant linguistic features, including the frequent use of specialized terminology, usage of EBE abbreviations and acronyms, the use of modal verbs, and distinct patterns of organisation and structure.
2. the unfamiliarity with EBE technical terminology, the availability of EBE textbooks and materials, and students' low English proficiency are said to be among the challenges that EBE teachers may encounter.
3. The application of discourse analysis methodologies can enhance teachers' specialized language knowledge and inform the development of targeted course materials.

To address the research questions comprehensively, a mixed-methods approach was employed, combining corpus-based discourse analysis with thematic analysis. Corpus-based discourse analysis facilitated the quantitative and qualitative exploration of key linguistic features within EBE discourse. Applying this method, the study thoroughly examined the frequency and usage patterns of specialized terminology, EBE abbreviations and acronyms, modal verbs, and genre-specific conventions across the

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compiled EBE corpus. Additionally, thematic analysis was employed to analyse qualitative data obtained from semi-structured interviews and classroom observations, allowing for the identification and categorisation of challenges faced by EBE teachers.

The findings of this study firmly confirmed all the three suggested hypotheses. The investigation into the key linguistic characteristics of EBE discourse yielded insightful findings that confirmed the first hypothesis regarding the prevalent features of EBE discourse. The study revealed that specialised terminology is a fundamental aspect of EBE discourse, with regular use seen in many EBE genres and contexts. Moreover, the research indicated a significant number of EBE abbreviations and acronyms, highlighting their essential function in promoting effective communication within the business field. The abbreviations were classified according to their contextual use in EBE discourse, revealing their nuanced meanings and importance in business communication. Additionally, modal verbs emerged as key grammatical elements in EBE discourse, playing a crucial role in expressing varied degrees of necessity, possibility, obligation, etc. Furthermore, the analysis uncovered clear patterns of organisation and structure that are intrinsic in EBE genres, emphasising the genre-specific standards that regulate communication within business settings. Thus, the findings provide compelling evidence that substantiates the hypothesis, affirming the prevalence of specialised terminology, EBE abbreviations, modal verbs, and distinct organizational patterns as key linguistic characteristics of EBE discourse.

In terms of the second hypothesis, the inquiry into the challenges encountered by EBE teachers at UCM University uncovered a multifaceted landscape marked by numerous barriers that hinder the implementation of efficient classroom practices. The findings not only confirmed the suggested challenges in the second hypothesis but also unveiled additional challenges faced by EBE teachers. Through the use of Braun and Clarke's (2006) thematic analysis framework, the revealed challenges were systematically classified into six main themes, each shedding light on distinct facets of EBE teachers'

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teaching experiences. These themes encompassed the unfamiliarity with specialized language knowledge, the absence of formal ESP training, lack of EBE teaching materials, challenges regarding students, organisational and administrative challenges, and suggestions for improvements. Hence, the findings validate the second hypothesis.

As regards to the third hypothesis which posits that analysing EBE discourse can enhance teachers' specialized language knowledge, with findings serving as a foundation for the selection and development of EBE instructional materials. Based on the findings, the researcher suggests a thorough training programme that aims to showcase the role of DA in enhancing EBE teachers' SLK and course materials, thereby addressing the third research question. By incorporating DA approaches into teacher education endeavours, teachers can deepen their understanding of the linguistic nuances of EBE discourse in order to facilitate the design of tailored teaching materials and curriculum frameworks.

The findings of this study hold significant contributions for the field of ESP education and teacher training and professional development. Through corpus-based discourse analysis, the research demonstrates the pivotal role of DA methodologies in enhancing ESP education by providing insights into the linguistic features of EBE discourse. These findings draw attention to the relevance of integrating discourse analysis methodologies into ESP teacher training programmes in order to adequately equip educators with the essential skills and knowledge to proficiently instruct specialised language. Consequently, the findings emphasize the importance of developing tailored course materials for ESP education. By utilizing insights gained from corpus-based discourse analysis, educators can create instructional materials that effectively address the linguistic needs of EBE learners. These materials can incorporate specialized terminology, genre-specific patterns, and other linguistic features identified in the analysis, thereby providing learners with authentic and relevant language learning experiences. Teachers and materials writers often rely on intuition when developing instructional materials, consequently, this may lead to inaccuracies. In contrast, using

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DA, more particularly CBDA findings, to develop authentic teaching materials provides a more reliable understanding of how language functions in real-life contexts. Furthermore, the development of such course materials can serve as a valuable resource for teachers, enabling them to deliver more engaging and effective instruction in their EBE classrooms. As for the identified challenges confronted by EBE teachers, such as unfamiliarity with specialized terminology and lack of teaching materials, etc. highlight the need for policy makers and higher education institutions to prioritise teacher training and professional development programmes. By addressing these challenges and integrating DA methodologies into teacher education programs, stakeholders can work towards improving the quality of ESP education in Algeria, and ensuring that teachers are adequately prepared to meet the diverse needs of learners. This will ensure the effectiveness of instruction and ultimately improving students' outcomes. Research has consistently shown that the quality of teaching significantly impacts the student's learning and achievement. Therefore, investing in ESP teacher training programs not only benefits teachers but also enhances the overall educational experience for students. By equipping teachers with the necessary knowledge and skills to effectively teach ESP, policy makers can foster a conducive learning environment that promotes students' success, and prepares them for the demands of the professional world. Ultimately, students who have more qualified teachers receive higher-quality education.

Despite the valuable insights provided by this study, several limitations merit acknowledgment. One limitation of this study pertains to time constraints in both data collection and analysis, particularly due to their qualitative nature. The process of gathering data through semi-structured interviews and classroom observations, as well as collecting EBE texts and discourses consumed significant time resources.

Another limitation of this study is the relatively small number of participants, which can impact the generalizability of the findings. As the only EBE teachers at UCM were included in the study, the sample size was inherently limited. In addition, relying solely

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on EBE teachers from a single university may restrict the broader applicability of the findings to other educational settings in Algeria, which characterized by different dynamics and demographics. This constraint emphasises the need for future research to include a more diverse and representative sample of EBE teachers from various institutions to enhance the validity of the study's conclusions.

A further limitation pertains to the sample of texts used for analysis, drawn from the compiled EBE corpus. While the corpus provides a valuable resource for investigating linguistic features and patterns in EBE discourse, it may not fully capture the diversity of EBE language in real-world contexts. The texts included in the corpus may be limited in scope or may not represent the full range of genres, registers, or communicative situations. As a result, the findings of the study may not generalize to all instances of EBE communication, and there may be other aspects of EBE discourse that remain unexplored. Moreover, accessing authentic EBE discourse such as emails, memos, and phone call conversations, etc. from companies posed a challenge. Given that many Algerian companies primarily use Arabic and French as their primary languages of communication, the availability of English-language documents was limited. Consequently, the researcher had to rely on EBE texts sourced from the internet, which may not fully represent the diverse range of EBE discourse found in authentic workplace settings. To address this limitation, future research could adopt a more comprehensive approach to data collection, incorporating a wider variety of EBE texts from diverse sources and real-world contexts.

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Appendix A

Abbreviations and Acronyms Used in EBE Corpus

N°	Abbreviation/ Acronyms	AF	RF	Equivalent in EBE
1	Mr.	118	15%	Mister
2	p.m.	34	3,69%	Post meridiem
3	HR	34	3,69%	Human Resources
4	CEO	28	3,04%	Chief executive officer
5	UBE	28	3,04%	UBE Corporation
6	GDP	26	2,82%	Gross domestic product
7	covid-19	24	2,60%	Corona Virus 2019
8	Ltd.	20	2,17%	Limited
9	a.m.	17	1,84%	Ante meridiem
10	AI	16	1,74%	Artificial Intelligence
11	Tech	15	1,63%	Technology (noun) technical (adjective)
12	CV	13	1,41%	Curriculum Vitae
13	LC	13	1,41%	Letter of credit
14	R&D	12	1,30%	Research and development
15	U.S.	12	1,30%	United States
16	Ad	11	1,19%	Advertisement
17	Inc.	9	0,98%	Incorporated
18	POS	8	0,87%	Point of sale
19	CA	8	0,87%	California
20	MS	8	0,87%	Microsoft
21	NY	8	0,87%	New York
22	GPA	7	0,76%	Grade point average
23	Ms.	7	0,76%	Miss
24	ID	7	0,76%	Identity

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25	Co.	7	0,76%	Company
26	BA	7	0,76%	Bachelor of Art
27	RFP	7	0,76%	Request for proposal (department)
28	CD	6	0,65%	Compact disc
29	MS	6	0,65%	Microsoft
30	PHP	6	0,65%	Personal Home page / hypertext preprocessor
31	Re	6	0,65%	Reply
32	RSVP	6	0,65%	Répondez-s'il vous plait (please respond)
33	U.S.A.	6	0,65%	United States of America
34	Mrs.	6	0,65%	Missus
35	CIF	6	0,65%	Cost ,Insurance and Freight
36	API	6	0,65%	Active pharmaceutical ingredients
37	etc.	6	0,65	Etcetera (and so forth)
38	J&J	5	0,54%	Johnson and Johnson
39	MA	5	0,54%	Master of Art
40	Rep	5	0,54%	Representative
41	MySQL	5	0,54%	MyStructured Query Language
42	Memo	5	0,54%	Memorandum
43	LLC	5	0,54%	Limited Liability Corporation
44	CO2	5	0,54%	Carbone Dioxide
45	GHG	5	0,54%	Greenhouse Gas
46	BS	5	0,54%	Bachelor of Science
47	FTC	5	0,54%	Federal Trade Commission
48	app	5	0,54%	Application
49	CSS	5	0,54%	Cascading Style Sheets
50	SQL	4	0,43%	Structured Query Language
51	HTML5	4	0,43%	Hypertext Markup Language revision 5

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52	GAAP	4	0,43%	Generally Accepted Accounting Principles
53	VW	4	0,43%	Volkswagen
54	OOP	4	0,43%	Object Orienting Programming
55	CSR	4	0,43%	Corporate Social Responsibility
56	UK	4	0,43%	United Kingdom
57	Jun.	4	0,43%	June
58	ROI	4	0,43%	Return on Investment
59	KS	4	0,43%	Kansas
60	VCR	4	0,43%	Vinyl cis rubber
61	CRM	4	0,43%	Customer Relationship Mangement/Manager
62	HTML	3	0,33%	Hypertext Markup Language
63	CO	3	0,33%	Colorado
64	CFO	3	0,33%	Chief Financial Officer
65	e.g.	3	0,33%	Exempli gratia (for example)
66	Sept.	3	0,33%	September
67	L&D	3	0,33%	Learning and Development
68	UNESCO	3	0,33%	United Nations Educational, Scientific and Cultural Organisation
69	GA	3	0,33%	Georgia
70	Jan.	3	0,33%	January
71	Sep.	3	0,33%	September
72	logo	3	0,33%	logogram/logotype
73	Q2	3	0,33%	Second quarter
74	SAP	3	0,33%	System Analysis Program
75	CPA	3	0,33%	Certified Practising Accountant
76	DZD	2	0,22%	Algerian Dinar
77	IFRS	2	0,22%	International Financial Reporting Standards
78	Sub	2	0,22%	Subject

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79	UX	2	0,22%	User experience
80	A-level	2	0,22%	Advanced Level qualification
81	CC	2	0,22%	Carbon Copy
82	A/P	2	0,22%	Accounts payable
83	IOS	2	0,22%	iPhone Operating System
84	A/R	2	0,22%	Accounts receivable
85	ECO	2	0,22%	Employee Commute Options
86	ebooks	2	0,22%	Electronic books
87	auto	2	0,22%	Automobile
88	MO	2	0,22%	Missouri
89	Nov.	2	0,22%	November
90	NPOs	2	0,22%	Non-profit organisations/not-for-profit organisations
91	CS	2	0,22%	Company secretary
92	ESS	2	0,22%	Everise Shipping Service (company's name)
93	CNPR	2	0,22%	Certified National Pharmaceutical Representative
94	A2	2	0,22%	Advanced level 2 (educational Qualification)
95	PaaS	2	0,22%	Platform as a Service
96	IMRG	2	0,22%	Interactive Media in Retail Group
97	Pharma	2	0,22%	Pharmaceutical company
98	Promo	2	0,22%	Promotion
99	TX	2	0,22%	Texas (approved especially for use with zip code)
100	A1	2	0,22%	Advanced level 1 (educational qualification)
101	C2	2	0,22%	Professional level of language proficiency
102	Ref.	2	0,22%	Reference
103	Jan.	2	0,22%	January
104	GCSE	2	0,22%	General Certificate of Secondary Education

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105	ASTD	2	0,22%	American Society of Training and Development
106	COO	2	0,22%	Chief Operating Officer (Corporate title)
107	WPM	2	0,22%	Words Per Minute
108	SEO	2	0,22%	Search Engine Optimization
109	URL	2	0,22%	Uniform Resource Locator
110	USD	2	0,22%	United State Dollar (currency)
111	dvd	2	0,22%	Digital Video Disk
112	MBA	2	0,22%	Master of Business Administration
113	Disc	2	0,22%	Discount
114	DMC	2	0,22%	dimethyl carbonate
115	dorm	2	0,22%	Dormitory
116	LTO	2	0,22%	lithium titanium oxide
117	expo	2	0,22%	Exposition
118	SKU	2	0,22%	Stock-keeping unit
119	TB	2	0,22%	Terabyte
120	DA	2	0,22%	Dearness Allowance
121	TV	2	0,22%	Television
122	C1	2	0,22%	Advanced
123	IPP	2	0,22%	independent power producer
124	W.P.A	2	0,22%	With particular average
125	4Ps	2	0,11%	Product, price, place, promotion
126	CPI	1	0,22%	Consumer Price Index
127	MM&M	1	0,11%	Medical, Marketing and Media
128	SMA	1	0,11%	Sales Management Association
129	SMEs	1	0,11%	Small to medium enterprises
130	HIPAA	1	0,11%	Health Insurance Portability and Accountancy Act
131	SOA	1	0,11%	Service Oriented Architecture

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132	HKD	1	0,11%	Hong Kong Dollar (currency)
133	HRD	1	0,11%	Human Resource Development
134	IBM	1	0,11%	International Business Machines (corporation)
135	IASC	1	0,11%	International Accounting Standards Committee
136	IAS	1	0,11%	International Accounting Standards
137	ICT	1	0,11%	Information and Communication Technology
138	IAAP	1	0,11%	International Association of Administrative Professionals
139	IFI	1	0,11%	Islamic Financial Institution
140	Dec.	1	0,11%	December
141	BTEC	1	0,11%	Business and Technology Education Council (work-related qualification)
142	BSc	1	0,11%	Bachelor of Science
143	ASAP	1	0,11%	As soon as possible
144	TFS	1	0,11%	Team foundation server
145	ASOS	1	0,11%	As Seen On Screen (retailer)
146	U16	1	0,11%	Under 16 years old
147	U18	1	0,11%	Under 18 years old
148	IPO	1	0,11%	Initial public offering
149	IRR	1	0,11%	Internal Rate of Return
150	ISO	1	0,11%	International standards organisation(accounting)
151	C-suite	1	0,11%	All those whose titles begin with “chief” (the most important managers in a company)
152	J.C.	1	0,11%	James Cash (company)
153	C-level	1	0,11%	A term to describe high ranking executive titles in a company
154	USSR	1	0,11%	Union Soviet Socialist Republics
155	CAD	1	0,11%	Canadian Dolar

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156	WA	1	0,11%	Washington
157	JPY	1	0,11%	Japanese Yen
158	WEBDEV	1	0,11%	Website developer/ment
159	CAP	1	0,11%	Certified Administrative Professional
160	KPIs	1	0,11%	Key performance indicator
161	L3Cs	1	0,11%	Low-profit limited liability companies
162	wrt	1	0,11%	With respect to/with regard to
163	YoY	1	0,11%	Year- on- year
164	ATM	1	0,11%	Automated Teller Machine
165	LMK	1	0,11%	Let me know
166	ATX	1	0,11%	Advanced Technology eXtended
167	AUD	1	0,11%	Australian Dollar
168	DTC	1	0,11%	Direct to Consumer (marketing)
169	Aug	1	0,11%	August
170	AMA	1	0,11%	American Mangement Association
171	MI	1	0,11%	Michigan
172	AMC	1	0,11%	corporation
173	CHF	1	0,11%	Swiss Franc
174	NAPSR	1	0,11%	National Association of Pharmaceutical Sales Reps
175	nd	1	0,11%	second
176	NGO	1	0,11%	Non-Governmental Organisation
177	no.	1	0,11%	number
178	SPCs	1	0,11%	Social Purpose Corporations
179	NRN	1	0,11%	No Response Necessary
180	ERP	1	0,11%	Enterprise Resource Planning
181	OECD	1	0,11%	Organisation for economic corporation and development
182	etc.	1	0,11%	Et cetera

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183	EUR	1	0,11%	Euro
184	OOO	1	0,11%	Out of Office
185	OPEC	1	0,11%	Organisation of the Petroleum Exporting Countries
186	CNY	1	0,11%	Chinese Yuan Renminbi
187	PE	1	0,11%	Physical Education
188	IT	1	0,11%	Information Technology
189	BCS	1	0,11%	British Computer Society
190	FDIC	1	0,11%	Federal Deposit Insurance Corporation
191	Feb.	1	0,11%	February
192	PPC	1	0,11%	Pay per click
193	QLD	1	0,11%	Queensland
194	QoS	1	0,11%	Quality of Service
195	QC	1	0,11%	Quality control
196	UC	1	0,11%	University of California
197	Rd	1	0,11%	Road
198	G8	1	0,11%	Group of eight
199	REI	1	0,11%	Retail Sales Specialist
200	GBP	1	0,11%	Pound Sterling
201	GCE	1	0,11%	General Certificate of Education
202	GCC	1	0,11%	Gulf Corporation Council
203	GHT	1	0,11%	company
204	GIS	1	0,11%	Geographic Information System
205	Blvd	1	0,11%	Boulevard
206	B Corps	1	0,11%	B Corporations
207	D/E	1	0,11%	Debt to equity
208	XS	1	0,11%	Extra small
209	DOE	1	0,11%	Dividend on equity

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210	YT	1	0,11%	YouTube
211	DNA	1	0,11%	Deoxyribonucleic Acid
212	D/P	1	0,11%	Document against payment
213	CCSU	1	0,11%	Carbon dioxide capture and storage with utilisation
214	B.COM	1	0,11%	Bachelor of Commerce
215	Mic	1	0,11%	Microphone
216	B2B	1	0,11%	Business to Business
217	B2C	1	0,11%	Business to consumer
218	Evs	1	0,11%	Electric Vehicles
219	CMC	1	0,11%	Ceramic Matrix Composites
220	PC	1	0,11%	Personal Computer
221	COF	1	0,11%	Chip-on-film
222	W.S.C	1	0,11%	Public Speaking Context/ Competition
223	FPC	1	0,11%	Flexible printed circuit
224	PhD	1	0,11%	Doctor of Philosophy
225	prep	1	0,11%	Preparation
226	QR	1	0,11%	Quick Response
227	Q3	1	0,11%	Fiscal quarter 3
228	ROE	1	0,11%	Return on equity
229	ROS	1	0,11%	Return on sales
230	TFCD	1	0,11%	Climate related financial Disclosures
231	VOCs	1	0,11%	Volatile organic compounds
232	XXL	1	0,11%	Extra extra large
		803		

Appendices

Appendix B

EBE Terminology Wordlist

Key term	AF	Key term	AF	Key term	AF
Bank	153	consumer	79	Interest	54
order	150	tax	79	contact	54
production	147	trainning	78	sincerely	53
increase	145	term	76	Enterprise	52
firm	138	fiscal	76	payment	51
Office	136	Develop	74	deliver	50
economic	133	development	74	investment	50
marketing	133	lead	73	assistant	48
team	127	store	72	oil	48
capital	126	staff	69	measure	48
Economy	123	Purchase	68	Leader	48
Country	121	free	67	share	46
project	121	accountability	67	deal	45
produce	121	distribution	66	decline	45
financial	120	responsibility	65	supplier	44
Experience	118	material	65	land	43
		economics	65	retail	43
cost	101	Low	65	corporate	42
system	99	income	65	shop	42
supply	99	contract	64	total	42
offer	99	quality	64	gold	41
demand	96	opportunity	64	executive	41
client	95	research	64	Competition	40
sell	95	industry	63	professional	39
department	95	support	62	boss	38
labour	94				
course	93	labor	61	accounting	38
value	88	grow	60	law	37
process	88	Technology	60	earn	37
organisation	86	rate	60	email	37
Growth	86	design	58	Wage	37
government	86	delivery	58	economist	37
Profit	84	owner	57	state	35
strategy	84	report	57	manufacturing	35
buy	83	line	56	banking	35
worker	82	trade	55	credit	35
account	80	manage	54	Finance	34

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survey	34	Quantity	34	hire	33
Discount	33	revenue	32	reduce	32
gas	32	Candidate	30	energy	30
perform	30	Advertising	30	ship	30
return	30	standard	30	leadership	29
stock	29	manufacturer	29	arrange	29
administrative	29	overall	29	shareholder	29
career	28	degree	28	billion	28
facility	28	average	27	Representative	27
shipment	27	corporation	27	audit	26
loan	26	deposit	26	sign	26
asset	26	inventory	25	salary	25
property	25	raise	25	Associate	25
spend	25	unit	25	Budget	25
record	25	proprietorship	25	productivity	25
export	25	Medium-term	25	cash	25
promote	24	compete	24	industrial	24
Earnings	24	campaign	24	competitive	24
transaction	24	rise	24	Advantage	24
conduct	24	Advantage	24	forecast	24
community	24	Board	24	Inflation	23
model	23	invoice	23	exchange	23
machinery	23	field	23	center	23
balance	23	charge	23	initiative	23
agent	23	digital	23	whole	23
ownership	23	Globalisation	23	brand	23
proposal	23	appointment	23	entrepreneur	23
Exceed	23	Accountant	23	gain	23
Reduction	21	Factory	21	competitor	21
loss	21	primary	21	senior	21
agreement	21	employer	21	employment	21
pharmaceutical	21	policy	21	private	21
launch	20	import	20	officer	20
branch	20	expert	20	unemployment	19
Emission	20	Innovation	20	Presentation	19
invest	19	raw	19	Sales	19
Head	19	retailer	19	nation	19
structure	18	fund	19	director	19
Population	18	efficiency	18	expense	19
producer	18	Generate	18	coordinate	18
disctributor	18	volume	18	force	18

Appendices

outcome	18	ethical	17	legal	17
waste	17	post	17	Promotion	17
sector	17	decrease	17	cheap	16
internal	16	Long-term	16	colleague	16
Administration	16	Institution	16	utility	16
deadline	16	accountable	16	package	15
automotive	15	federal	15	code	15
employ	15	negociation	15	buyer	15
qualification	15	Insurance	15	bitcoin	15
merchant	15	metal	15	cement	15
crisis	15	expensive	15	chief	15
release	15	trading	14	plastic	15
resume	14	Vacation	14	hiring	14
vision	14	strategic	14	domestic	14
distribute	14	bonus	13	duty	13
Exhibition	13	Allocate	13	planning	13
proprietor	13	minimum	13	Compensation	13
regulation	13	reward	13	currency	13
venture	13	macroeconomics	13	secretary	13
Consumption	13	Transportation	13	agency	13
chain	13	neoliberal	13	merger	13
Microeconomics	13	Wholesaler	13	receptionist	13
comittee	13	space	13	startup	13
transport	13	workforce	13	Negotiate	13
equity	11	maximise	11	supervisor	13
expertise	13	platform	11	file	11
License	11	receipt	11	recycling	11
rent	11	consignment	11	entity	11
segment	11	boost	11	prosperity	11
input	11	workplace	11	manufacture	11
monetary	11	empowerment	11	organisation	10
coal	11	premium	11	cooperation	10
association	10	marketplace	10	consultant	10
Sustainable	10	charity	10	authority	10
packaging	10	packing	10	fee	10
Publicly	9	commodity	9	retirement	9
mass	9	score	9	assumption	9
seller	9	update	9	tonne	9
leverage	9	investor	9	brochure	9
capitalism	9	equilibrium	9	patent	9
clerk	8	boutique	8	collaboration	8
proportion	8	resources	8	competitiveness	8
recruiter	8	Retention	8	approval	8
Self-interest	8	separator	8	logistic	8

Appendices

storage	8	scale	8	dominate	8
Subsidiary	8	treatment	8	turnover	8
debt	8	liability	8	lending	8
shipping	8	cashier	8	version	8
advertisement	7	monitor	7	stakeholder	7
counter	7	entrepreneurship	7	partner	7
payroll	7	allocation	7	portfolio	7
procedure	7	publicity	7	ladder	7
renewal	7	fuel	7	governance	7
consulting	7	Decision-making	7	disadvantage	7
agenda	7	ceremony	7	canned	7
Maintenance	7	mentor	7	incentive	7
profitable	6	protocol	6	framework	6
recruit	6	refund	6	bulk	6
reputation	6	trial	6	Correspondence	6
merchandised	6	infrastructure	6	luxury	6

mangerial	6	downturn	6	aggregate	6
virtual	6	e-distribution	6	minimize	6
workshop	6	Large-scale	6	charter	6
audits	6	algorithm	5	paycheck	5
port	5	Privilege	5		

Appendices

Appendix C

Classroom Observation checklist

Date:	The attending students:	Observed group:
Time:	The teacher observed:	Level
Lesson:	Speciality :	

Respond to each statement using the following scale:

1= not applicable

2= more emphasis recommended

3= accomplished very well

Section	Check if observed	subsets	1	2	3
Specialised language knowledge (SLK)		Shows good command of EBE knowledge			
		Defines and explains unfamiliar and new concepts clearly			
		Exemplifies from the real context			

- **Comments**

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Appendices

Section	Check if observed	Subsets	1	2	3
Course materials					
		Uses handouts, documents, and texts			
		Uses audio and/or visual aids or manipulatives (blackboard, charts, etc) to reinforce the concepts			
		A variety of language activities/tasks			
		Direct instruction (lecture, Powerpoint, etc.)			

- **Comments:**

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Section	Check if observed	Subsets	1	2	3
Teaching methods/ strategies/ techniques		Direct instruction (lecture, powerpoint,etc.)			
		Uses different materials, aids			
		Interactive instruction (debate, brainstorming, peer partner learning)			
		Technology integration (LCD projector, computer, videos, etc.)			
		Uses collaborative and active learning techniques (group work, teams, pair work,etc.)			
		Innovative ways of teaching (using games, puzzles,etc.)			

Appendices

- **Comments**

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Section	Check if observed	Subsets	1	2	3
Course/classroom Management		Uses a lesson plan			
		Demonstrates leadership ability			
		Maintain class discipline and control			
		Uses time wisely			
		Relates today's lesson to previous or future lesson			
		Summarizes main points of the lesson			

Comments:

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Section	Check if observed	Subsets	1	2	3
Teacher-students relationship/ interaction		Demonstrates awareness about the students' learning needs			
		Engages students and facilitates discussion in class			
		Involves a variety of students			

Appendices

		Made self-available to help students in and outside the class			
--	--	---	--	--	--

- **Comments:**

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- **Additional Comments**

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Appendices

Appendix D

EBE Teachers' interview

Dear Mr/ Madam

I am currently conducting a research work on the way Discourse analysis can be applied in ESP teaching context. Through this interview, I am trying to discuss the issues and challenges encountered by EBE teachers in general, and the ones concerning specialized-language knowledge and course materials in particular. It also seeks to shed light on how EBE practioners overcome these challenges, and to investigate the EBE teaching situation in Maghnia University Centre.

I would be very grateful if you could answer these questions. Your identity and responses will remain anonymous and confidential.

Thank you in advance for your time and cooperation.

Mrs. Maria Benabdelmoumene Touil

- 1- Can you tell us about yourself and your personal profile as an EFL teacher for both general and specific?
- 2- Have you had a prior formal training to teach ESP?
If yes, tell us about it ?
- 3- What are the conditions of your teaching situation? We mean Classroom size, the level, the specialism, language proficiency of your students, and the language (medium) used in classroom
- 4- what are the difficulties and challenges you have faced while teaching EBE? How can you overcome and deal with these problems?

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- 5- How much are you familiar with EBE language knowledge?
- 6- How do you deal with the lack of it? And how did you come to acquire it?
- 7- To what extent do you think that specialized language knowledge is very important for EBE teachers?
- 8- Do you analyze your students' needs? Do you take them into consideration to select materials and design the course? explain please
- 9- Which course materials do you use while teaching Business English students? And from where you get them?
- 10- What are the language teaching methodologies/ approaches that you apply in your EBE classroom?
- 11- According to you, how much are they different from those of general English?
- 12- What do you think about using discourse analysis in ESP teaching context? Do you have any idea about it?
- 13- What are the language levels that makes EBE discourse more distinguishable than General English discourse?
- 14- What solutions do you suggest for EBE teachers to overcome their encountered difficulties in classroom, especially for the lack of specialized language knowledge and course materials?
- 15- What do you think about ESP teaching situation in Algerian higher education in general and in University Centre of Maghnia in particular?

Appendices

Appendix E

Participant Consent Form



2020 - 2021

Mrs. Maria Benabdelmoumene -Touil

Ethics Application

Title of the study: The Use of Discourse Analysis to Enhance ESP Teacher's Specialised Language Knowledge and Course Materials.

Thank you for reading the information sheet about the interview. Please complete and sign the form below.

Please read the statements below and then confirm that you agree or disagree with each statement in the following table:

	Yes	No
I have read and understood the information provided to me in the information sheet.		
I agree to participate in this research study.		
I understand the purpose and nature of this study and that I am participating voluntarily.		
I understand that I can withdraw from the study at any time.		
I understand that I can withdraw my answers in part or full anytime up to 30 days after participating.		
I have been given the opportunity to ask questions about this research.		
I understand that I can decline to answer any question.		
I understand that any information obtained in connection with this study will be confidential and not disclosed to a third-party.		

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I understand that files containing personal information will be kept in password protected files and destroyed after completing data analysis and interpretation.		
I grant permission for the interview session to be audio-recorded and saved for the purpose of review and analysis by the researcher.		

Name of the participant

Date

Signature

Name of the researcher

Date

Signature

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Appendix F

Concluding Statements and Phrases in Business English Correspondence

- I am happy to answer any questions you might have
- Please let us know if you have any questions or inquiries
- Looking forward to meeting you soon
- I can't wait to meet you!
- Enjoy Vegas!
- Cheers,
- Feel free to email me here if you need anything
- We'll get back to you during business hours
- Thank you for your continued support and guidance
- Thank you for your time
- See you there.
- Please confirm if this time works for you.
- RSVP
- Please reply "Yes" to confirm
- Please let me know if you're interested in collaboration!
- Looking forward to your approval
- Please accept our apologies for the inconvenience you had
- Thanks
- I hope to hear from you soon.
- If you have any queries, please let me know.
- I'll see you at the meeting this afternoon.
- Please would you confirm these issues as soon as possible?
- Please get in touch with me to {...}
- Please contact me directly if you have any comments, questions, or queries
- Thanking you in anticipation,
- See you in a meeting room then.
- LMK if you have something on your mind.

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- Please let us know if this day and time still work for you!
- Keep up the excellent work.
- Please get back to us at your earliest convenience.
- If you have any further questions on this, don't hesitate to ask.
- I look forward to speaking to you again.
- Please do not hesitate to get in touch with any questions
- I will be more than happy to / I'd welcome the opportunity / I'd love the chance
[to discuss my qualifications]
- I'm eager for the opportunity to
- I hope to become a part of your company
- I hope to hear from you [soon]

Appendices

Appendix G

Business phone calls categories with their corresponding statements

1. Greetings and Introductions:

- How may I help you?
- How can I help you?
- Hello, can I speak to...?
- This is [Name] from [Company].
- Good [morning/afternoon].
- Hello is this the [Company]
- Hello [Name] is speaking

2. Asking to Speak with Someone

- "Can I speak to...?"
- "May I speak with...?"
- "Is [Name] available?"
- "Could you put me through to...?"
- I'd like to speak to/talk with...

3. Connecting Someone

- "Let me connect you with..." (e.g., "Let me connect you with our sales department.")
- I'll transfer your call to..."
- Please hold while I get [Name] for you." (e.g., "Please hold while I get Ms. Page for you.")

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- I'll put you through to..." (e.g., "I'll put you through to the manager.")
- Hold on please. I asked her to receive the call
- Could you hold on for a minute
- Please hold on a moment. I'll put you through
- Hang on a minute, I'll get him.
- Hang on a moment and I'll put you through to [Name] 's extension.
- Just a second. I'll see if he is in
- I am afraid the line's engaged would you like to hold?

4. Appointment and Meeting Arrangements:

- I would like to arrange an appointment.
- Let me just check [Mr/Ms. last name's] schedule.
- Could you make it a bit later?
- Shall we say [time]?
- I have an all-day meeting on [day].
- I have something urgent for [him/her].
- We set up a meeting to discuss...
- How about [day]
- Should we do a lunch meeting
- Sure, I will put it in my calendar
- would you like me to arrange a telephone conference instead?

5. Taking and Leaving Messages

- Could you let me have your [number]?
- Please tell him/her [Name] called.
- Can I leave a message?
- Take a message for him/her.
- Leave her a message, then sure what...
- what's the message?

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- Tell her I have something urgent for her and please ask her to call me back as soon as possible.
- Would you like to leave a message? or shall I ask him to call you back?
- I'll make sure he gets the message
- Please tell him [Name] called
- Could you tell that Mr/Mrs [Last name] called
- Could you let me know...
- May I leave [him/her] a message?
- I 'd like to leave a message
- Yes, I will pass on the message

6. Confirmation and Follow-up:

- Can you give me a call as soon as...?
- Back as soon as possible, yes I will.
- Will you be in New York next week?
- Let me confirm...
- I'll be back on [Friday morning].

7. Business Travel and Plans:

- I have an all-day meeting on [Date].
- I will be away on a business trip.
- I'll be in New York next week.
- I have a lunch meeting on [that day].
- I have something urgent for [him/her].

8. Requesting Information:

- Do you have my number?
- Can you give me a phone number where...?
- Can you give me a call as soon as...?
- Can I speak to [*first name*]? Hold on, please.

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- Could you let me have your number, please

Appendix H

Suggested EBE Students' Questionnaire

This questionnaire is a part of a research work, and it is administered to gain information about your needs and difficulties that you face in English language. Your responses are crucial so that to be taken into account while developing your Business English Course.

You are kindly requested to fill in this questionnaire and comment when necessary. Your identity and answers will remain confidential. Thank you so much for your time and cooperation.

Please tick (X) in the relevant box or write in the space provided. You may tick (X) more than one box where necessary.

- **Personal information**

1. Gender Male Female
2. Age 18-21 years 22-25 years 26-29 30 and above
3. Level: Speciality

Section I: English Language Competency

1. How do you perceive your overall English language proficiency?

- Beginner Pre-intermediate Intermediate
- Upper-intermediate Advanced

2. For how long have you been studying English?

.....years

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- Others: (please specify) **e.g., private schools**

.....

4. How often do you use English in your daily life?

Always Sometimes Rarely Never

5. Do you use English for communication? (you can tick (X) more than once if necessary)

With friends/classmates at work with clients
 to write emails For pleasure Social media

- Others (please specify).....

3. How do you perceive your level in the following skills and sub-skills? ___ (please tick (X) in **only** one box for each item)

Skill/sub-skill	Beginner	Elementary	Intermediate	Upper intermediate	Advanced
Listening	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reading	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Speaking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Writing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pronunciation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Vocabulary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Grammar	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Translation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4. How important are these skills/subskills for you? ___ (please tick (X) in only one box for each item)

Skill/sub-skill	<i>Not important at all</i>	<i>Not important</i>	<i>Very important</i>	<i>Important</i>
Listening	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reading	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Speaking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Writing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pronunciation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Vocabulary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Grammar	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Translation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

5. Do you enjoy studying Business English? Yes No

6. According to you, how frequently the sessions of English should be held?

One a week twice a week more (please specify.....)

6. How do you best learn Business English? (You may tick (X) in more than one box)

Individually In pairs In small groups of 3-5 More than 5 people
in a group

7. Which of the following should be included in business English course? Tick (X) in the right box
(Only one box is allowed)

Course content/ activities	Strongly agree	agree	Strongly disagree	Disagree
EBE terminologies/concepts and their definitions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Listening comprehension activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reading comprehension texts and activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Grammar activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Translation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Writing paragraphs/ compositions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
CV/ Resumé writing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Memo writing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Email writing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Business letters writing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
making oral presentations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Role-play	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Socializing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Telephone communication skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Business Negotiations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Business Meetings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Describing visual information (charts, graphs, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Others (please specify) - - - -	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Section III: Difficulties/ Lacks in English language

Put (X) in the suitable box to indicate the extent to which you agree or disagree with each of the following statements.

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Difficulties/Lacks	Strongly agree	agree	Strongly disagree	disagree
I am unfamiliar with many Business English terms	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I do not know the appropriate words to use while speaking in English.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I do not know the appropriate words to use while writing in English _	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I tend to use words from Arabic or French when I speak or write in English.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I cannot understand people speaking in English	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I cannot understand Business English texts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I cannot differentiate between English language tenses	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have a difficulty in English pronunciation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I make grammatical mistakes while writing in English	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I make spelling mistakes while writing in English	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have a problem in capitalization and punctuation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I cannot speak in English	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I need time to think in my mother tongue before replying in English.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
-				
-				
-				

Section IV: Other Recommendations and Suggestions

Appendices

.....
.....
.....
.....
.....

Appendix I

Questionnaires' Data Analysis Guide of Needs Analysis

Here is a guide for analysing the data collected from the needs analysis questionnaire for Business English learners:

Data Preparation:

- Ensure that all questionnaire responses are entered into a spreadsheet or statistical software for analysis.
- Check for any missing or incomplete responses, and decide on a strategy for handling them (e.g., imputation or exclusion).

Descriptive Statistics:

- Calculate descriptive statistics such as frequencies, percentages, means, and standard deviations for each question in the questionnaire.
- Examine the distribution of responses to identify any patterns or trends.

Cross-tabulations:

- Conduct cross-tabulations to explore relationships between different variables in the questionnaire (e.g., demographics and language proficiency).
- Use chi-square tests or other appropriate statistical tests to determine if these relationships are statistically significant.

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Comparative Analysis:

- Compare responses between different groups of respondents (e.g., different age groups, educational backgrounds, or levels of English proficiency).

Look for differences in needs and preferences that may inform tailored course design.

Qualitative Analysis (if applicable):

- If the questionnaire includes open-ended questions, conduct qualitative analysis to identify recurring themes or topics.
- Code responses into categories and analyze the frequency of each category.

Interpretation:

- Interpret the results of the analysis in relation to the research objectives and hypotheses.
- Identify key findings and implications for course design and development.

Reporting:

- Prepare a report that summarises the findings of the data analysis, including tables, charts, and graphs to visually represent the results.
- Clearly explain the significance of the findings and how they will inform the design of the Business English course.

Recommendations:

- Based on the analysis, make recommendations for course content, teaching methodologies, materials development, and additional support services for Business English learners.

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This guide provides a systematic framework for analysing the data collected from the needs analysis questionnaire, and extracting meaningful insights to inform the development of a tailored EBE course.

Appendix J

Vocabulary Building Exercises

- **Objective:** To reinforce understanding of specialized terms and their definitions through matching activities and contextual analysis.

Exercise One: Match the following business English terms (1-16) to its corresponding definition (a-p)

Term	Definition
1. Good	a. A specific task or assignment to be completed as part of one's work or occupation.
2. Business	b. An organization engaged in commercial, industrial, or professional activities with the aim of making a profit.
3. Company	c. A manufactured or produced thing/object that can be bought or sold
4. Work	d. A medium of exchange used to facilitate transactions, typically in the form of physical cash or electronic funds.
5. Product	e. A tangible or intangible thing that is made available for purchase or exchange. It may manifest either physically or in virtual form.

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6.Customer	f. The process of planning, organizing, directing, and controlling resources to achieve an organisation's goals
7.Services	g. A person who is hired to perform work for an organization or a company.
8.Sale	h. A person who has the responsibility of leading and supervising the work of people in an organisation in order to accomplish certain goals and objectives.
9.Price	i. A person or entity that purchases products or services from a company.
10.Market	j. Intangible products that are provided to clients, such as consultation, maintenance, or training.
11.Manager	k. The act of exchanging goods or services for money
12.Money	l. A legal entity involved in the production, sale, or distribution of goods or services
13.Job	m. The amount of money or other consideration that must be paid to obtain a product or service.
14.Employee	n. Assets or capabilities, such as people, money, equipment, or skills, that may be used to accomplish goals.
15.Resources	o. Activities involving mental or physical effort done to achieve a purpose or result.
16.Management	P. The environment or system in which buyers and sellers interact to trade goods and services.

Key Answers (Exercise one):

1→ e 2→b 3→l 4→ o 5→ c 6→ i 7→j 8→ k

9→ m 10→ P 11→h 12→d 13→ a 14→ g 15→ n 16→f

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Exercise Two: Fill in the blanks in each sentence using the specialized terms provided in the table from the previous exercise:

1. Some firms, called middlemen, are organized to buy the _____ produced by manufacturers and then resell them.
2. Finance is an essential part of our economy as it provides the liquidity in terms of money or assets required for individuals and _____ to invest for the future.
3. Islamic funds would never knowingly invest in _____ involved in gambling, alcoholic beverages, or porcine food products
4. Luxottica is an Italian _____ and 85% of its factories are in Italy.
5. The four elements of marketing: _____, _____, placement and promotion- work together to develop a successful marketing operation that satisfies _____ and achieves the objectives of the _____
6. _____ is the organized effort of individuals to produce and sell, for a profit, the _____ and _____ that satisfy society's needs.
7. To organize _____, an entrepreneur must combine four kinds of _____: material, human, financial, and informational.
8. The four basic functions of _____ are planning, organizing, leading, and controlling. So, good _____ have to think and act strategically, and find ways to make their _____ successful.
9. In fact, studies have found that organizations with highly-engaged _____ have an average three-year revenue growth that is 2.3 times greater than companies with less-engaged teams.
10. One of the goals of microeconomics is to analyse _____ mechanisms that establish relative prices among goods and services and the allocation of limited resources among many alternative uses.
11. The working of any contemporary economic system depends on _____ and banking, both of which are important for production and consumption activities as well as for financial operations within and across any country's borders.

Exercise Two (Key answers)

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1. products	
2. Businesses	7. business recourses
3. companies	8. management managers companies
4. company	9. employees
5. product, price customers company	10. market
6. Business goods services	11. money

Appendix K

Lesson Plan: Exploring Modal Verbs in EBE

Objective:

- To understand the functions and usage of modal verbs in various business contexts.
- To practice using modal verbs effectively in different business scenarios.

Duration: 90 minutes

Procedure:

1. Introduction (15 minutes)

- Begin by discussing the importance of modal verbs in conveying degrees of possibility, necessity, obligation, and permission in business communication.
- Write the modal verbs (can, could, may, might, must, shall, should, will, would) on the board and briefly explain their functions.

2. Presentation of Modal Verbs (20 minutes)

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- Present each modal verb individually, providing examples of how it is used in business English contexts.
- Discuss the nuances of meaning associated with each modal verb (e.g., "must" for strong obligation, "may" for permission or possibility, etc.).
- Use real-life examples from business English texts, emails, presentations, etc. to illustrate the use of modal verbs.

3. Practice Exercises (35 minutes)

- Divide the class into pairs or small groups.
- Distribute handouts with sample sentences related to different business scenarios (making presentations, having meetings, speaking with staff, etc.).
- Instruct learners to identify the modal verbs in each sentence and discuss their functions within the context provided.
- Encourage learners to create additional sentences using modal verbs to express similar ideas in different scenarios.

4. Role-Play Activities (20 minutes)

- Assign roles to different pairs or groups, representing various business scenarios (e.g., manager and employee, seller and buyer, interviewer and interviewee, sales representative and client, etc.).
- Provide scenarios or prompts for each role-play activity, specifying the use of modal verbs in the dialogue.
- Monitor the role-plays and provide feedback on the use of modal verbs, focusing on accuracy and appropriateness in each context.

5. Sample Exercises

Activity one: fill in the gaps with the suitable modal verb according to each business scenario:

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- As someone with extensive years of experience, I believe that I.....become a valuable member of this company.
- I am happy to answer any questions you.....have and look forward to hearing from you!
- We have been business partners for four years and weappreciate that you come. The eventtake place in our showroom on 29th February 2020 at 3 p.m. The purpose of this launch is to officially release our newly designed attires and showcase our best designs to interested customers. The dress code be semi-formal. Wealso have runway modelling to demonstrate our clothing. This is an opportunity to network and see a variety of fashion designs thatbe useful to you.

Making a job interview

- you please tell me something about yourself and why you applied for a job in our company?
- Do you like to be and work together with other people or..... you rather describe yourself as a loner?
- We..... call you at the beginning of next week.
- **A:** What do you think be the main challenges of coming to a much larger company?
B: I can see that it be perceived as a weakness to not have experience in an organisation of this size, though I see that it also be a benefit.

Writing business emails

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- I am contacting you today in regards to a potential referral. If you're willing, Doom stone Products appreciate if you recommend friends or family to our digital graphics services?
- I like to request a vacation from Monday, September 9th till Friday, September 13th. Imake sure to complete all my current projects and pending tasks in advance before the vacation. My colleagues Fiona and Archiecover my responsibilities during my absence

Having Meetings

Peter: Sally, you like to get the ball rolling?

Sally: Well, I think our current strategy is too focused on women in the 30 to 45 age range. Webe targeting our brand at a younger audience.

Kevin: I make a suggestion?

Sila: Of course, Kevin.

Kevin: Why don't we hire a social media manager? Someone who connect with potential customers and promote the Chic Boutique brand online.

Sila: That's a good idea. It is certainly something we consider.

Kevin: I bring it up at next week's board meeting.

Key Answers (Activity One)

Writing business letters (e.g., cover letters, invitation letters)

- As someone with extensive years of experience, I believe that I **can** become a valuable member of this company.

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- I am happy to answer any questions you **might** have and look forward to hearing from you!
- We have been business partners for four years and we **would** appreciate that you **would** come. The event **will** take place in our showroom on 29th February 2020 at 3 p.m. The purpose of this launch is to officially release our newly designed attires and showcase our best designs to interested customers. The dress code **will** be semi-formal. We **shall** also have runway modelling to demonstrate our clothing. This is an opportunity to network and see a variety of fashion designs that **may** be useful to you.

Making a job interview

- **Could** you please tell me something about yourself and why you applied for a job in our company?
- Do you like to be and work together with other people or **would** you rather describe yourself as a loner?
- We **will** call you at the beginning of next week.
- **A:** What do you think **will** be the main challenges of coming to a much larger company?
B: I can see that it **might** be perceived as a weakness to not have experience in an organisation of this size, though I see that it **could** also be a benefit.

Writing business emails

- I am contacting you today in regards to a potential referral. If you're willing, Doomstone Products **would** appreciate if you **could** recommend friends or family to our digital graphics services?

Appendices

- I **would** like to request a vacation from Monday, September 9th till Friday, September 13th. I **will** make sure to complete all my current projects and pending tasks in advance before the vacation. My colleagues Fiona and Archie **will** cover my responsibilities during my absence

Having Meetings

Peter: Sally, **would** you like to get the ball rolling?

Sally: Well, I think our current strategy is too focused on women in the 30 to 45 age range. We **should** be targeting our brand at a younger audience.

Kevin: **Can** I make a suggestion?

Sila: Of course, Kevin.

Kevin: Why don't we hire a social media manager? Someone who **could** connect with potential customers and promote the Chic Boutique brand online.

Sila: That's a good idea. It is certainly something we **should** consider.

Kevin: I **will** bring it up at next week's board meeting.

Activity two:

Part1: Match each sentence (1-7) with the corresponding function of the modal verb in bold (a-e)

1. Maissa can speak Spanish and German fluently.	a. Certainty
2. Can I schedule a meeting with the department heads tomorrow?	b. Permission
3. You must provide a detailed analysis of the market trends in your presentation	c. Possibility
4. He must be the new-recruited employee that the manager told us about.	

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5. Launching a new advertising campaign could attract more customers to our products	d. Ability
6. Could I make changes to the presentation before the client meeting?	e. Obligation

Key answers (part 1)

1→ c 2→ b 3→ e 4→ a 5→ c 6→ b

Part 2: Match each sentence (8-16) with the corresponding function of the modal verb (f-m)

7. Will you please ensure that all documents are submitted before the deadline?	f. advice
8. If I were you, I would undergo a training to improve my skills.	g. Suggestion
9. Would you provide me with an update on the status of the project?	h. Future event
10. The new marketing strategy may/might lead to an increase in customer engagement.	i. Necessity
11. May/might I use your conference room for a team meeting later this afternoon?	j. Polite request
12. I believe we should review our pricing strategy to stay competitive in the market."	k. Request
13. You should finish the report by Friday	l. Possibility
14. Shall I prepare a draft agenda for the board meeting?	m. Polite permission
15. Our department will meet with the client to discuss the contract details on Friday.	

Key Answers (Part 2)

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7 → k 8 → f 9 → j 10 → l 11 → m 12 → f 13 → i
14 → g 15 → h

Appendix L

Exercises on EBE Abbreviations and Acronyms

Activity One: Fill in the gaps with the right EBE abbreviation/acronym provided in the list

GDP CEO p.m. Ms. Mr. HR a.m.
R&D CV AI ads

- 1- I'm afraid _____ Kerry will be away on a business trip all of next week, but I'm sure his assistant _____ Page would be delighted to meet with you
- 2- Hi Donna, Please don't forget our anniversary event and sale is this Saturday from 10_____ to 2_____ .
- 3- _____professionals and recruiters at big firms cannot possibly know all their own talented workers across countries and departments, says Chris Louie of Nielsen.
- 4- As the.....of our company, Mike is responsible for making key decisions that impact the company's success.
- 5- A country with a high _____ usually indicates a strong economy.
- 6- Each candidate is required to provide their _____ to apply for a job

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- 7- The company invests heavily in _____ technology to enhance its products and services.
- 8- Companies use _____ to increase brand awareness and attract new customers.
- 9- _____ departments are responsible for creating new products and improving the existing ones.

Key Answers:

1→ Mr. Ms. 2→ a.m. p.m. 3→ HR 4→ CEO

5→ GDP 6→ CV 7→ AI 8→ ads 9→ R&D

Activity Two: Classify the following abbreviations/acronyms in the right category presented in the table bellow:

HR POS B2B AI LC B2C USA ID CIF
 PPC CEO ROI R&D L&D VW CFO COO CRM J&J
 etc. URL USD A/P OOP IFRS CPA NPOs GDP ISO
 BSc BA 4P's WEBDEV PhD DTC NGO

Academic Degrees	Accounting and Finance	Companies	General abbreviations	Economics	Information and technology	Marketing And Sales	Business Titles and Departments

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Key Answers: (Activity Two)

Business Titles and Departments	Marketing And Sales	Information and technology	Economics	General abbreviations	Companies	Accounting and Finance	Academic Degrees
HR CEO R&D L&D CFO COO CRM	POS B2B B2C PPC CRM 4Ps DTC	AI URL OOP WEBDEV	USD NPOs GDP NGO	USA ID etc.	VW J&J	LC CIF ROI A/P IFRS CPA ISO	BSc BA PhD

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Appendix M

Lesson Plan: Writing Effective Business Emails, Letters, and Memos

Objective

This lesson plan aims to equip students with the essential skills for composing effective business correspondence, encompassing emails, memos, and letters. While each document type serves distinct purposes and may vary in structure, they share common principles of professional communication. By following this lesson plan, students will gain a comprehensive understanding of the key elements and strategies necessary for crafting clear, concise, and impactful business correspondence.

Duration: 90 minutes for each document (business email, memo, and letter)

Materials Needed:

- Whiteboard
- Projector or screen for displaying slides
- Handouts with writing guidelines and examples for email, memo, and letter
- Visual model of a business email, memo, and letter

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Procedure:

Introduction (5 minutes):

- Begin by defining what a business email, memo, and letter are and their importance in professional communication.
- Discuss the significance of clear, concise, and professional written communication in various business contexts.

Steps of Writing (10 minutes):

Outline the steps involved in writing effective business correspondences:

- Understanding the purpose and audience
- Planning the content
- Writing the opening, body, and closing
- Reviewing and revising for clarity and professionalism

Structure (15 minutes):

Break down the structure of a business email, memo, and letter:

- **Opening:** Greeting, introduction, and purpose statement
- **Body:** Main message, supporting details, and action items
- **Closing:** Conclusion, call to action, and closing remarks

Provide examples and explanations for each section.

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Visual Model (10 minutes):

- Display visual models of a business email, memo, and letter, highlighting their different components. (As presented in **Figures 4.1., 4.2., 4.3., and 4.4.**)
- Discuss how each part contributes to the overall effectiveness of the document.

Samples Analysis (20 minutes):

- Distribute handouts with sample business correspondences covering various scenarios (e.g., responding to a customer inquiry/complaint, scheduling a meeting, follow-up, etc.)
- Have students analyze the samples to identify the key elements and strategies used.
- Encourage discussion on the effectiveness of each correspondence and any improvements that could be made.

Practice Activity (25 minutes):

- Divide students into pairs or small groups.
- Provide a scenario or prompt for writing a business email, memo, or letter (e.g., responding to a customer inquiry/complaint, internal communication).
- Students draft their correspondences, focusing on applying the principles and structures discussed in the lesson.

Appendices

Conclusion (10 minutes):

- Recap the key points covered in the lesson for each type of correspondence.
- Provide feedback and answer any questions.

Homework Assignment:

- Assign students to write a business email, memo, or letter based on a real-world scenario encountered in their professional or academic lives.

Visual aids play a crucial role in enhancing the learning experience and understanding of complex concepts. In this lesson, the teachers should use some photos and diagrams to visually represent the steps of writing a business email, its structure, and key components. The following visual aids figures (see **Figure 4.1.**, **Figure 4.2.**, **Figure 4.3.**, **Figure 4.4.**) provide clear illustrations to make it easier for students to grasp the structure of business correspondence documents and apply them effectively.

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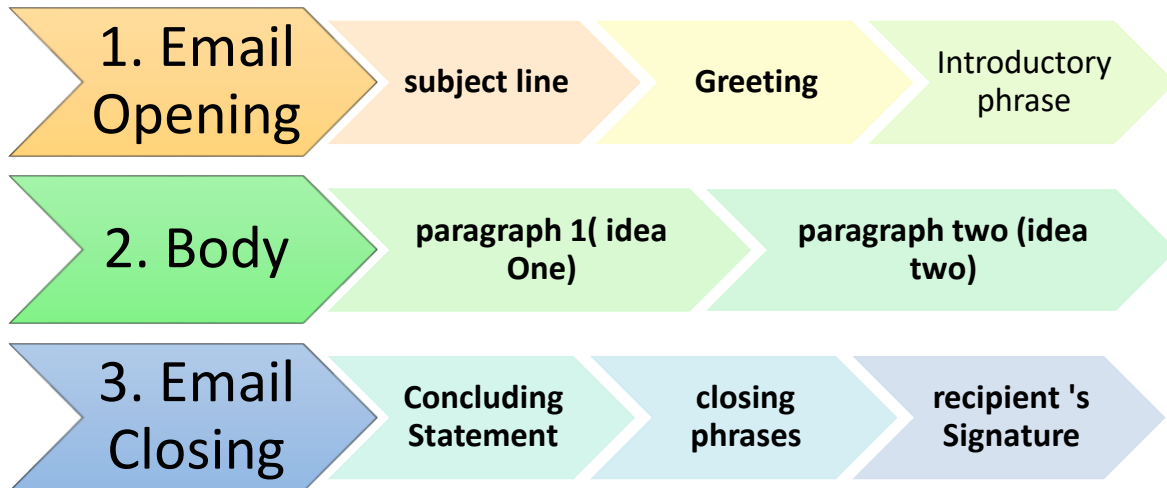


Figure 4.1. Steps of Writing a Business Email (summary)

Appendices

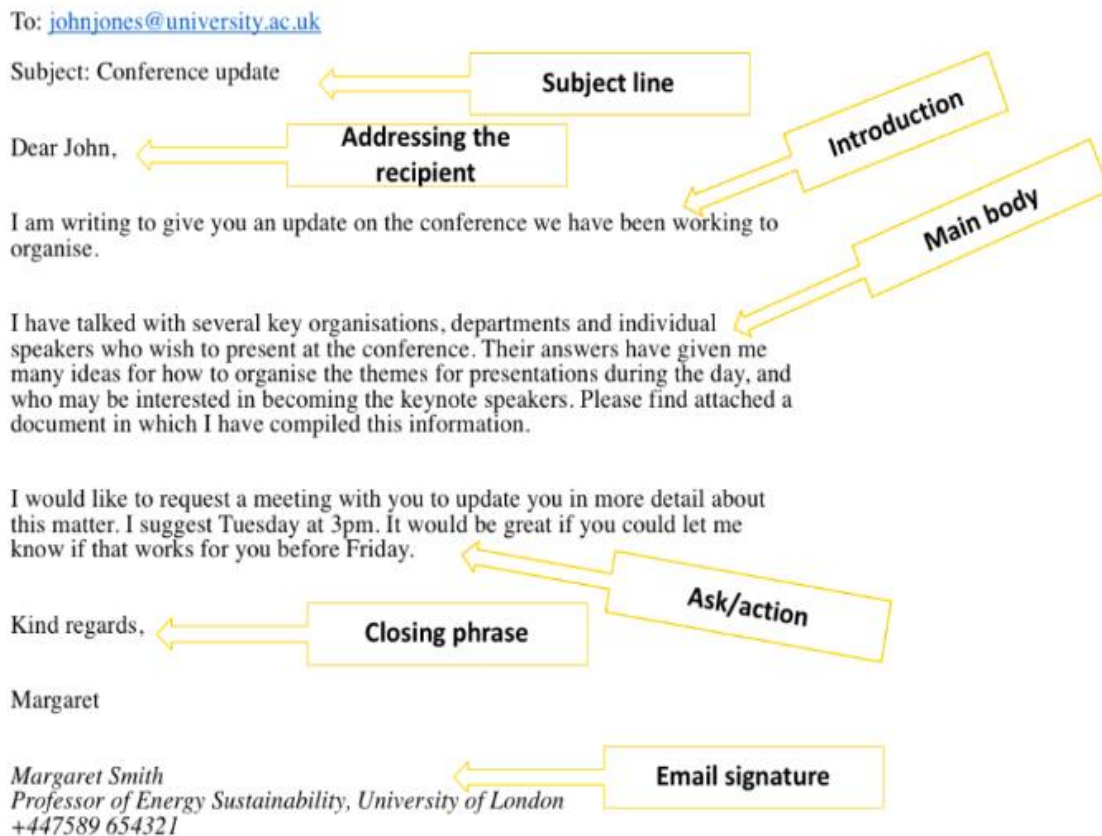


Figure 4.2. A Sample Example of Business Email Format

Adopted from: <https://englishonline2019.wordpress.com/2019/01/22/business-english-emails-part-1/>

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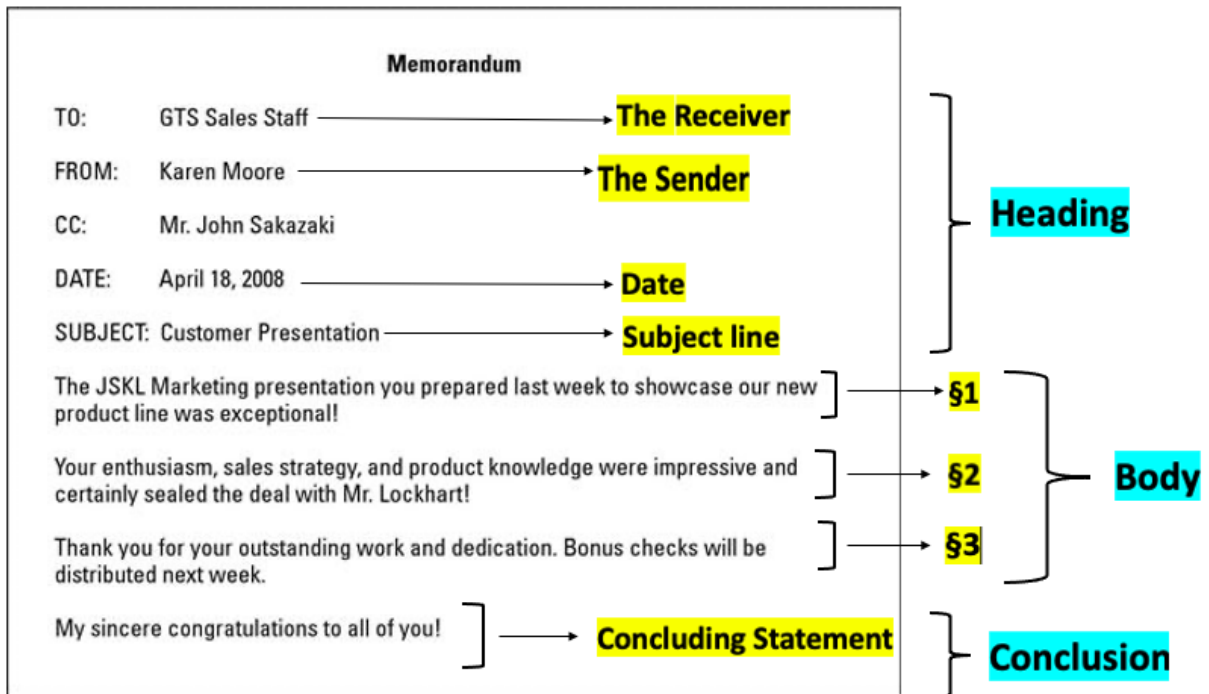


Figure 4.3. A Sample Example of Business Memo Format

Adapted from <https://www.dummies.com/article/business-careers-money/business/business-communication/how-to-format-a-business-memorandum-197798/>

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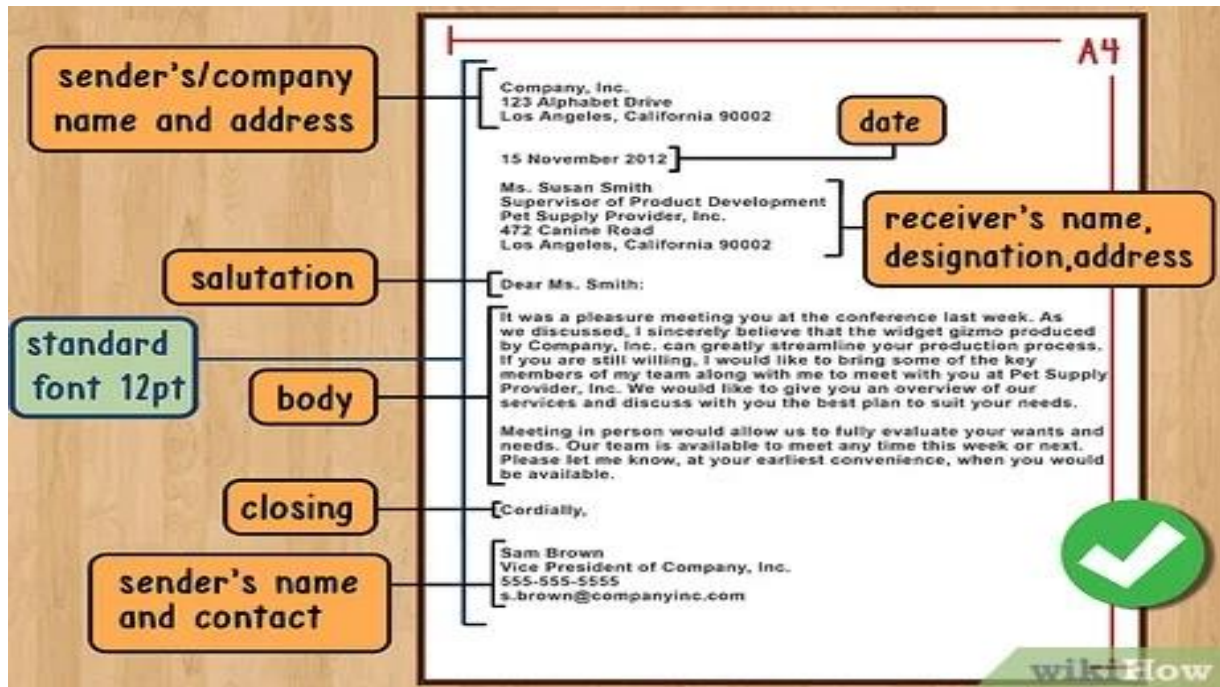


Figure 4.4. A Sample Example of Business Letter Format

Adopted from <https://www.wikihow.com>

Appendices

Appendix N

Listening Comprehension Activities (business English phone conversations)

Exercise 1: Listening Comprehension

Transcripts:

Phone call 1:

A: International Fashion Supplies, sales department. Maria Ramirez speaking. How may I help you?

B: Hello, this is Bob Morgan, purchasing manager with Chic Boutique. I'm going to be in New York next week and I'd like to arrange an appointment with your sales director to discuss potential new orders.

A: I'm afraid Mr Kerry will be away on a business trip all of next week, but I'm sure his assistant Ms Page would be delighted to meet with you. Which day would suit you best?

B: Well, I'm arriving on Monday afternoon and leaving Thursday morning, so anytime on Tuesday or Wednesday would be okay.

A: Let me just check Ms Page's schedule. She's free all Tuesday afternoon. Would that be convenient?

B: That would be fine. Shall we say two o'clock? Could you make it a bit later? I may have a lunch meeting on that day.

A: Three then?

B: Yes, that would be preferable. So 3 p.m. on Tuesday June 24th.

A: Can you give me a phone number where she could contact you if need be?

B: Yes, my mobile number is zero seven nine four double five six seven three four five zero seven nine four five five six seven three four five.

A: Got it. And you know the way to our offices?

B: No, but I'll be staying downtown and I'm sure the cab driver will know.

A: Yes. Well, have a good trip and see you next week.

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B: Thank you very much. I'm looking forward to it.

Adopted from <https://www.learnclick.net/quiz/26910>

Phone Call 2:

Receptionist: Good afternoon. Goodman Construction. How can I help you? **Customer:**

I'd like to speak to John Carpenter, please.

Receptionist: I'm sorry but Mr Carpenter is tied up at the moment.

Customer: Do you know when he'll be free?

Receptionist: Well, he's in a meeting and I'm not sure when it will finish. Can I take a message?

Customer: Yes. Could you ask him to call Kerry Wayne of Novalis Ltd? **Receptionist:**

Would you mind spelling your family name?

Customer: It's W-A-Y-N-E.

Receptionist: And did you say you work for Navelis?

Customer: No, it's Novalis. N-O-V-A-L-I-S. **Receptionist:** OK. Novalis. And could you give me your contact number, Mr Wayne?

Customer: My office number is 2617 4783, but he should call me on my cell phone after 4pm. The number's 964728384.

Receptionist: Right. I've got that. Would you like to leave a message?

Customer: Just tell him that I need to clarify some points concerning the design of the packaging for the Super Transporter toy.

Receptionist: So, you want to clarify some points regarding the packaging design of Super Transporter.

Customer: Yes. **Receptionist:** All right, Mr Wayne. I'll see that Mr Carpenter gets your message.

Customer: Much appreciated. Goodbye.

Receptionist: Bye.

Adopted from David,(1994:25-26)

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https://www.languagekey.com/Business_Telephoning_in_Practice.pdf

Task I: (phone call 1): Listen to the phone call 1, and say whether these statements are true or false and correct the false ones

1. Maria Ramirez works in the sales department at International Fashion Supplies.
2. Bob Morgan is calling from Leaf Boutique.
3. Bob wants to discuss potential new orders with Mr. Kerry
4. Mr. Kerry will be available to meet with Bob next week.
5. Bob prefers to meet with Ms. Page instead of Mr. Kerry.
6. Bob is available on Sunday next week.
7. Ms. Page is available on Tuesday afternoon.
8. Bob suggests meeting at 2 p.m. on Tuesday.
9. Bob knows the way to the offices of International Fashion Supplies.

Key answers of Task I: (phone call 1):

1. **True**
2. **False** Bob Morgan is calling from Chic Boutique
3. **True**
4. **False** Mr. Kerry will be away on a business trip all of next week
5. **True**
6. **False** Bob is available on Monday afternoon and Thursday morning
7. **True**
8. **True**
9. **False** Bob does not know the way to the offices of International Fashion Supplies.

Task II: Listen to phone call 2, and fill in the gaps with missing words/ phrases:

Receptionist: Good afternoon. Goodman Construction.....? **Customer:**
..... to speak to John Carpenter, please.

Receptionist: I'm sorry but Mr Carpenter is tied up at the moment.

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Customer: Do you know when

Receptionist: Well, he's in a meeting and I'm not sure when it will finish.....?

Customer: Yes. Could you ask him to..... Kerry Wayne of Novalis Ltd?

Receptionist: Would you mind spelling your family name?

Customer: It's W-A-Y-N-E.

Receptionist: And did you say you work for Navelis?

Customer: No, it's Novalis. N-O-V-A-L-I-S.

Receptionist: OK. Novalis. And could you give me....., Mr Wayne?

Customer: My office number is 2617 4783, buton my cell phone after 4pm. The number's 964728384.

Receptionist: Right. I've got that.....?

Customer:that I need to clarify some points concerning the design of the packaging for the Super Transporter toy.

Receptionist: So, you want to clarify some points regardingof Super Transporter.

Customer: Yes. Receptionist: All right, Mr Wayne. I'll see that Mr Carpenter gets your message.

Customer: Goodbye. Receptionist: Bye.

Task II (key answers)

- **How can I help you?**
- **I'd like**
- **he'll be free?**
- **Can I take a message?**
- **call**
- **your contact number?**
- **he should call me.**

Appendices

- Would you like to leave a message?
- Just tell him
- the packaging design
- Much appreciated.

Exercise 2: Read the sentences about business English phone calls. Match each phrasal verb (a-e) in bold with their corresponding meanings (1-5) .

Part One

a. Sorry, can you speak up , please? I can't hear you very well. Yes, Mr Bunn is in a meeting until 3 o'clock.	1. End the call
b. I'm sorry, could you repeat that last part? Your voice is breaking up .	2. Speak more loudly
c. Could you please pick up the phone? It might be an important client calling	3. Your voice is on and off again
d. I need to hang up now, but feel free to reach out via email if you have any more questions.	4. convey a message
e. Mr. Thompson is busy now. I'll make sure to pass on the message to him as soon as he's available.	5. Answer the phone

Part Two

a. Good morning, could you put me through to the sales department, please?	1.Wait (informal)
b. Hold on for just a moment, I'll check if Mr. Johnson is available to speak with you	2. connect a person on their personal line
c. Hang on John, I just got a message from the client. Let me quickly check what they need.	3. Call someone again
d. I'm in a meeting right now, but I'll call you back as soon as it's finished.	4. make contact with the person that we are calling
e. I've been trying to get through to the accounting department all morning, but the line seems to be busy	5.Wait (formal)

Appendices

Key answers (Exercise 2)

Part one

- a → 2
- b → 3
- c → 5
- d → 1
- e → 4

Part two

- a → 2
- b → 5
- c → 1
- d → 3
- e → 4

Summary

The aim of the current research project is to investigate the key linguistic characteristics of EBE discourse and the challenges confronted by EBE teachers at UCM, with the ultimate purpose of improving training programmes for EBE/ESP teachers. Through the application of a corpus-based discourse analysis approach, the findings uncovered notable linguistic features in EBE discourse, including specialised terminology, abbreviations, and modal verbs, along with genre-specific structural patterns. Furthermore, the use of thematic analysis revealed six primary themes, such as the lack of acquaintance with specialised language knowledge, the absence of formal ESP training, and other challenges. The results emphasise the significance of incorporating discourse analysis approaches into teacher education in order to enhance specialised language knowledge and course materials. The thesis concludes by stressing the need of tailored training programmes for EBE teachers, which should include the stated problems and linguistic characteristics. Suggestions include the creation of a modular training program with defined objectives, comprehensive materials, and procedures for evaluation. Thus, the study offers valuable insights for the broader realm of ESP teacher education, with specific implications for enhancing EBE teachers' education and professional development initiatives.

Key words: English for Business and Economics, ESP Teacher Training, Discourse Analysis, Corpus-Based Discourse Analysis, Linguistic Features, ESP teacher Challenges.

ملخص

الهدف من هذا المشروع البحثي هو استكشاف السمات اللغوية الرئيسية لخطاب اللغة الإنجليزية للأعمال والاقتصاد، والتحديات التي يواجهها أساتذة اللغة الإنجليزية للأعمال والاقتصاد في المركز الجامعي مغنية، بهدف تحسين برامج تدريب الأساتذة. حيث كشفت النتائج عن سمات لغوية ملحوظة من خلال تطبيق نهج تحليل الخطاب القائم على تحليل المتون، بما في ذلك المصطلحات المتخصصة والاختصارات والأفعال الشرطية، بالإضافة إلى أنماط هيكلية خاصة بالأنواع. علاوة على ذلك، كشف استخدام التحليل الموضوعي عن ستة مواضيع أساسية، مثل عدم الإلمام بالمعرفة اللغوية المتخصصة وغياب التدريب الرسمي في المجال وتحديات أخرى. تؤكد النتائج على أهمية دمج نهج تحليل الخطاب في تعليم المعلمين من أجل تعزيز المعرفة باللغة المتخصصة ومواد التدريس. تُختتم الأطروحة بالتأكيد على ضرورة وجود برامج تدريب مصممة خصيصاً لأساتذة اللغة الإنجليزية لأغراض خاصة، والتي ينبغي أن تشمل المشاكل المذكورة والسمات اللغوية. كما تشمل الاقتراحات إنشاء برنامج تدريبي وحداتي مع أهداف محددة ومواد شاملة وإجراءات للتقييم. وبالتالي، تقدّم الدراسة رؤية قيمة لمجال تعليم أساتذة اللغة الإنجليزية لأغراض خاصة بشكل عام، مع آثار محددة لتعزيز تعليم أساتذة اللغة الإنجليزية للأعمال والاقتصاد وتطويرهم المهني.

اللغة الإنجليزية للأعمال والاقتصاد، تدريب معلمي اللغة الإنجليزية لأغراض خاصة، تحليل الخطاب، تحليل الخطاب القائم على تحليل المتون، السمات اللغوية، تحديات اساتذة اللغة الإنجليزية لأغراض خاصة.

Résumé

L'objectif de ce projet de recherche est d'explorer les caractéristiques linguistiques du discours de l'anglais économique et commerciale (AÉC) et les défis auxquels sont confrontés les enseignants de l'AÉC à Centre Universitaire de Maghnia, dans le but ultime d'améliorer les programmes de formation pour les enseignants d'Anglais de spécialité (ASp) / Anglais des affaires et de l'économie. Grâce à l'application d'une approche d'analyse du discours basée sur un corpus, les résultats ont mis en évidence des caractéristiques linguistiques notables dans le discours de l'AÉC, notamment une terminologie spécialisée, des abréviations et des verbes modaux, ainsi que des schémas structurels spécifiques au genre. En outre, l'utilisation de l'analyse thématique a révélé six thèmes principaux, tels que le manque de connaissance de la langue spécialisée, l'absence de formation formelle en ASp et d'autres défis. Les résultats soulignent l'importance d'incorporer des approches d'analyse du discours dans la formation des enseignants afin d'améliorer les connaissances linguistiques spécialisées et les supports de cours. La thèse conclut en soulignant la nécessité de programmes de formation sur mesure pour les enseignants de l'AÉC, qui devraient inclure les problèmes et les caractéristiques linguistiques mentionnés. Les suggestions comprennent la création d'un programme de formation modulaire avec des objectifs définis, des supports complets et des procédures d'évaluation. L'étude offre donc des perspectives précieuses pour le domaine plus large de la formation des enseignants en ASp, avec des implications spécifiques pour l'amélioration de l'efficacité des enseignants de l'AÉC.

Mots clés : Anglais Économique et Commerciale, Formation des enseignants de l'ASp, Analyse du discours, Analyse de discours basée sur un corpus, Caractéristiques linguistiques, Défis des enseignants de l'ASp.