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*An Analysis of Doctorate Students' of Economics Academic
Writing Needs:
The Case of Research articles' Abstracts*

Dissertation submitted in partial fulfillments of the requirements for the degree of Master in
the didactics of foreign languages

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2021-2022

Declaration

I hereby declare that the dissertation entitled “An Analysis of Doctorate Students of Economics’ Academic Writing Needs, the Case of Research Articles’ Abstracts” is my own work and all the sources I have used have been acknowledged by means of references. I also certify that I have not copied or plagiarized the work of other students or researchers partially or fully. In case any material is not documented, I shall be responsible for the consequences.

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Date

Dedication

In The Name of ALLAH, the Most Gracious, the Most Merciful

All praise to ALLAH the All-Knowing for all the blessings

I dedicate this work with great love and respect to

My beloved family: “one for all and all for one”

To my mother the spirit of belief for her tenderness and advice,

To my father the source of happiness for his support and encouragement

To my grandfather’s precious prayers

To my one and only sweet sisters Ferial and Manel for their belief, unconditional love and

great support to pursue my interests

To my dearest brothers Wail and Louay for the joy and the smiles they loaded me with in my

hard times.

To the one who said ‘whatever it takes’, to my fiance Fatah for playing all the roles and

walking all the roads in my ups and downs.

To my lovely aunts Samira and Djamila for their best wishes

To my friends

Roufia and Amina who sheltered me with care and support

To my dear teacher who passed away years ago, Mr. Mohamed Tahar Assas for always

believing in me and pushing me forward till his last minutes...

Acknowledgements

I thank Allah the Almighty for giving me the opportunity to carry out this research, and provide me strength to accomplish it.

I would like to express my gratitude to my supervisor, Dr. Mohammed BOUKEZZOULA, for his expert guidance throughout my work where he supported me with valuable instructions and motivational encouragement to achieve this piece of work. Thank you Sir, for your patience, your time and supervision of my work.

I am extremely thankful to the board of examiners: Mrs. KOUIRA and Mrs. BEN ALILECHE for accepting to examine and evaluate this humble piece of work.

I want to seize this opportunity to express my deep gratitude to all the teachers who imparted us with precious knowledge throughout the master course in the didactics of English offered by the Jijel university; thanks are especially due to Mr. BOUKHENTACHE , Ms. AZIEB, Misses. BOUHALI, Misses BOUSBA, Mr. KERRDOUN, and Mr. NAILI.

My special gratitude should also be expressed to Mr. SHARROUNE, the head of the doctorate program in the Economics department at University of Skikda, for his invaluable support.

Thanks are also due to all PhD students of Economics who accepted to respond to our questionnaire.

Last, but not least, heartfelt thanks should go to Mr. Benhabiles, Miss. Kimouche, Miss. Bounar and Miss. Harrouche for their comments, suggestions ,and care which enabled me to bring this work to completion.

Thank you

Abstract

The present study aimed at analyzing the academic writing needs of PhD students of economics with a specific focus on the problems and difficulties they encounter in writing abstracts. To achieve this aim, a questionnaire was self- designed and administered to a convenience-based sample of eighteen doctorate students of Economics at Skikda University. The analysis of doctorate students 'responses has shown that although they have been taught English at the tertiary level , that writing has occupied the most important place in the English course, that they are aware out the need to develop their competence in writing abstracts and that writing abstracts in English is, to a large extent different from abstract writing in Arabic, the participants were largely not satisfied either by their level in academic English nor with quality of the instruction they have received, especially with regard to the issue of writing abstracts. This is due to the many weaknesses of the ESP instruction they have received. These weaknesses can be summarized as follows: the lack of sufficient teachers' feedback, the biased focus on content, the over reliance on content-based teaching methodology, the neglect of the issue of writing abstracts as well as the use of discourse-based methodology in teaching it. These results showcase the importance of incorporating the discourse-oriented genre-based pedagogy in teaching writing, in general, and, writing abstracts, in particular, to meet these students' academic writing needs.

Key words: doctorate students, Economics, academic writing, abstracts, needs, analysis, PhD, ESP

List of Abbreviations, Acronyms, and Symbols

%: Percentage

3rd: Third

AD: Academic Discourse

AW: Academic Writing

AWL: American Word List

BNS: British National Corpus

CA: Corpus Analysis

CBA: Content Based Approach

CBI: Content Based Instruction

COCA: Corpus of Contemporary American

EAOP: English for Academic Occupational Purposes

EAP: English for Academic Purposes

EBE: English for Business and Economy

ELL: English Language Learners

ELT: English Language Teaching

ENOP: English for No Obvious Purposes

EOP: English for Occupational Purposes

ESP: English for Specific Purposes

ESS: English for Social Studies

EST: English for Science and Technology

ETL: Electronic Text Library

GA: Genre Analysis

GBA: Genre Based Approach

GE: General English

h: hour

L₂: Second Language

min: minute

N°: Number

NA: Needs Analysis

PBA: Process Based Approach

PhD: Doctor of Philosophy

PSA: Present Situation Analysis

Q: Question

Qs: Questions

SFL: Systemic Functional Linguistics

TSA: Target Situation Analysis

UK: United Kingdom

USA: United State of America

WWII: World War Two

List of Tables

Table 1.1: Studying English at University for PhD Economics’ Students.....	31
Table 1.1.2: Studying Hours per Week.....	32
Table 1.2: Doctorate Students’ Ranking of the Skills’ Importance in ESP.....	32
Table 1.3: The Frequency of Writing in English during ESP Course.....	33
Table 1.4: Doctorate Students’ Evaluation of their Ability in English Academic Writing	34
Table 1.5: ESP Teachers Provide Feedback Concerning the Quality of Doctorate Students’ Academic Writing in the ESP Course.....	34
Table 1.6: Doctorate Students Ranking of the Important Writing Aspects in ESP Course.....	35
Table 1.7: Doctorate Students Ranking of the Difficult Writing Aspects in ESP Course.....	36
Table 1.8: The Frequency of Approaches Adopted by ESP Teachers in Writing Course	38
Table 1.9: The Extent of Dealing with the Issue of Writing Abstracts.....	39
Table 1.10: Doctorate Students’ Ranking of the Difficult Aspects Encountered When Writing “Abstracts”	39
Table 1.11: Writing Abstracts in Arabic and English Follow the Same Format.....	41
Table 1.12: The Importance of Writing Abstracts in English for Doctorate Students of Economics.....	41-42
Table 1.13: Doctorate Students of Economics ‘Aim behind Writing Abstracts in General....	42
Table 1.14: Doctorate Students’ Specific Aim behind Writing Abstracts in English	43
Table 1.15: University ESP Course Should Give More Importance to Writing Abstracts.....	43
Table 1.16: The Academic Year Doctorate Students Sample Study.....	44
Table 1.17: The Specialties of Doctorate Students’ Sample.....	45

List of Figure

Figure 1.1: The Tree of ELT (Hutchinson and Waters, 1987, p.17).....	10
Figure 1.2: Stages in the ESP process (Dudley Evans and St. John, 1998, p.121).....	12
Figure1.3: Types of Needs (Hutchinson and Waters 1987).....	14
Figure 1.4: CARS Model (Swales, 1990, p.141)	19
Figure 1.5: Coffin. et al. Writing Process Model (2003).....	21
Figure 1.6: Language system-genre (Social purpose) (Derewianka, 2012, pp.131-134)	23
Figure 1.7: Cycles and Stages of GBA Implementation (Hammond et al., 1992, p17).....	24
Figure 2.1: Doctorate Students' Ranking of the Skills Importance in ESP.....	32
Figure 2.2: Doctorate Students' Ranking of the Important Writing Aspects in ESP Course...35	
Figure 2.3: Doctorate Students' Ranking of the Difficult Writing Aspects in ESP Course....37	
Figure 2.4: Doctorate Students' Ranking of the Difficult Aspects Encountered When Writing “Abstracts”	40

Table of Content

Declaration	I
Dedication	II
Acknowledgements	III
Abstract	IV
List of Abbreviations, Acronyms, and Symbols	V
List of Tables	VII
List of Figures	VIII
Table of Content	IX

General Introduction

1. Background of the Study.....	1
2. Statement of the Problem	1
3. Aim of the Study.....	3
4. Means of Research.....	3
5. Structure of the Dissertation.....	3

Chapter One: The ESP Movement and its Continuation to the EAP

Section One: The Major Influence of ESP Movement on ELT	5
1.1.1. Historical Development of English for Specific Purpose.....	5
1.1.1.1. Definition of English for Specific Purpose	5
1.1.1.2. The Characteristics of English for Specific Purpose (ESP)	7
1.1.1.2.1. Absolute Characteristics	7

1.1.1.2.2. Variables Characteristics	8
1.1.2. Branches of ESP	8
1.1.2.1. English for Science and Technology	10
1.1.2.2. English Business and Economics (EBE)	11
1.1.2.3. English for Social Studies (ESS)	11
1.1.3. Needs Analysis	11
1.1.3.1. Definition of Needs Analysis	11
1.1.3.2. Historical Background of Needs Analysis	12
1.1.3.3. Types of Needs	13
1.1.3.3.1. Target Needs	14
1.1.3.3.2. Learning Needs	14
1.1.4. Corpus Analysis	15
1.1.4.1. Definition of “Teaching Material”	15
1.1.4.2. Corpus Analysis and ESP	16
1.1.4.2.1. The Use of CA in ESP	16
1.1.5. Course and Material Design.....	17
1.1.5.1. Definition of “Course”	17
1.1.5.1.1. Course Design in ESP	17
1.1.5.2. Definition of “Teaching Material”.....	17

1.1.5.2.1. Material Design in ESP	18
1.1.6. Genre Analysis	18
1.1.6.1. Definition of Genre Analysis	18
1.1.6.2. Genre Analysis in ESP	18
1.1.6.3. The Application of GA in ESP	19
Section Two: Genre-Based Approach to Academic Writing	19
1.2.1. Definition of Genre	19
1.2.1.1. Genres in EAP	20
1.2.2. Previous Approaches to Teaching Academic Writing	20
1.2.2.1. Definition of Writing / Academic Writing	20
1.2.2.2. Approaches to Academic Writing	21
1.2.2.2.1. Process - Based Approach (PBA)	21
1.2.2.2.2. Content - Based Approach (CBA)	22
1.2.2.2.3. Genre - Based Approach (GBA)	22
1.2.3. The Genre – Based Approach	23
1.2.4. The Three Schools of GBA	24
1.2.5. Academic Discourse Analysis	25
1.2.5.1. Definition of Academic Discourse	25
1.2.5.2. The Study of Academic Discourse	25

1.2.5.2.1. Register Analysis	25
1.2.5.2.2. Genre Analysis.....	25
1.2.6. Abstracts in Academic Writing	26
1.2.6.1. Definition of “Abstract”	26
1.2.6.1. Difficulties in Writing Abstracts	26
Conclusion	27

Chapter Two: Research Design and Data Analysis

Introduction.....	29
2.1. The Questionnaire.....	29
2.2. The Administration of the Questionnaire.....	29
2.3. Description of the Questionnaire.....	29
2.4. The Participants.....	30
2.5. Results, Presentation and Analysis	31
2.5.1. Section One: Students’ Attitude towards ESP Course’s in Academic Writing.....	31
2.5.2. Section Two: Students’ Evaluation of the Effectiveness of the ESP Course in Training them to Write Abstracts for Research Articles.....	38
2.5.3. Section Three: General Information.....	44
2.5.4. Section Four: Further Recommendations.....	45
2.6. Discussion of Results.....	46

Conclusion.....	50
Limitation of the Study.....	52
Pedagogical Recommendations for Further Research.....	53
General Conclusion.....	54
List of References.....	56
Appendices.....	62
Résumé.....	68
ملخص.....	69

General Introduction

1. Background of the Study

The history of English Language Teaching (ELT), either as a Foreign Language (EFL) or as a Second Language (ESL), has witnessed the emergence of movements and approaches. In the 1960's, the English for Specific Purpose (ESP) notion evolved as a pragmatic pedagogy in English language teaching. It came as a response to the need to address the immediate and ever-growing needs of overseas students to pursue university studies in English speaking countries as well as those of immigrants looking for job opportunities.

This ever-increasing demand has been accentuated due to the rise of English as a lingua franca in the increasingly globalized world we live in today. The advent of the ESP movement and its branches has left an ever-lasting impact on the way English is taught for academic purposes all over the world.

2. Statement of the Problem

Following the principles of ESP, the initial step syllabus designer or EAP teachers should be a needs analysis to determine the learners' needs. In this regard, Jordan (1997) define needs analysis as "the starting point for devising syllabuses, courses, materials and the kind of teaching and learning that takes places"(p.22). In other words, it is an investigation to collect information to bridge from the existing state to the required performance with proficiency. Needs analysis appeared through the ESP movement, as Richards (2001) states that it came as a reaction to the growing demand for "specialized language programs" and its prominence is "unquestionable". Amongst the different applications of the target language skills, EAP lecturers agree that the most problematic usage of English in higher education is the academic writing. These tasks vary from the short exams answers to writing dissertations and thesis, journals and articles. Regarding

academic writing instruction, three major approaches can be distinguished: 1- Content-Based Approach (CBA), 2- Process-Based Approach (PBA) and 3- Genre-Based Approach (GBA).

Since the 1980's, teaching L₂ writing has been an issue of main concern for teachers and applied linguists alike. One of the approaches that has attracted an ever-growing prominence in academic writing theory and practice is the genre-based approach. As far as this approach is concerned, Hyland (2003) argue that the orientation of genre by teachers in instructing writing activities exposes a different aim. He emphasized that it is no more about the content, forms or writing processes, but it is about the purposeful use of the language to communicate with the readers. He stated that: "the central belief here is that we don't just write, we write something to achieve some purpose: it is a way of getting something done" (2003, p. 18). As far as the issue of genre is concerned, Swales (1990) views it as a tool for teaching discipline-specific writing for EFL/ESL learners and set classroom instructions that identify exact genres features to be adapted for academic writings (e.g. research proposals, articles and abstract, undergraduate essays, dissertations and theses ...) and professional (e.g. work e-mails, company reports, business faxes...).

Hence, this discourse-oriented approach to academic writing provides us with a comprehensive tool for evaluating and reforming current ESP practice in the Algerian university context. Although English for specific purposes is taught in different department at all levels, but the in-use courses are designed and implemented haphazardly without any consideration to the principles of ESP design especially needs analysis. A look at the abstract sections produced by Algerian researchers in local academic journal including those produced by doctorate students of economy reveal that these students are in real need of a quality ESP instruction in academic writing.

Based on the above, the present study seeks to answer the following major question:

What doctorate students' of economics academic writing needs, especially with regard to writing abstracts?

3. Aim of the Study

The present study aims at determining doctorate students' of economy needs in the domain of academic writing, with a specific focus on the issue of writing abstracts.

4. Means of Research

In order to achieve the objectives of this descriptive analytical research, a questionnaire will be designed and used to collect data. The questionnaire will be submitted to doctorate students of economics in Skikda University to know about their attitudes, rating and understanding of the significance of the ESP courses and its effect on their academic productions.

5. Structure of the Dissertation

In the present dissertation, the structure of the study will be built of two main chapters constructed in the following way:

The first theoretical chapter will tackle the ESP movement and its contribution to the EAP field. It will review the literature of two sections. In section one; a historical method will expose the major influence of the ESP movement on the teaching of the English language with an overview of its branches. Moreover, the section discusses the variety of the analysis notions that ESP gave birth to; needs analysis, corpus analysis, genre analysis and course and materials design, with reference to their effect in ELT domain. In section two; this paper will discuss the scholars' views about the impact of genre based approach on academic writing in range with editing abstracts. It will start with different definitions of "genre", going into the history of academic writing teaching approaches with major

focus on the GBA and the ESP school. Reaching at the end to discussing the difficulties encountered when writing abstracts.

The second practical chapter will be devoted to the case study of this research; it will provide a clear description of the questionnaire and the sample exercised in the investigation. Then the chapter goes through data analysis and interpretation of results of the submitted questionnaire. Finally, a general conclusion will summarize the whole process with proclaimed results and determined recommendations.

Chapter One: The ESP Movement and its Contribution to the EAP

Section One: The Major Influence of ESP Movement on ELT

1.1.1. Historical Development of the Movement of English for Specific Purpose

Many scholars in the field of English Language Teaching (ELT) agreed that the development of English for Specific Purpose (ESP) initiated in 1945, by the end of the Second World War (WWII). It was by reason of the expansions in science, technology and commerce, which set English in the position of the international language. First, Hutchinson and Waters (1987) stated that the great emergence of ESP is not only a consequence of the economic growth in the world, but also a reaction to the rise in the number of overseas students in the countries that speak English (pp.6-7). Then, Dudley-Evans and St. John (1998,p. 19) reported that the enormous groups of students and immigrants moved to USA, UK, Australia and other oil-rich countries searching for high education levels, better living conditions and job opportunities, to spread scientific and technical knowledge. However, the nonnatives had no mastery on the dominant language so they desperately wanted to acquire it back then. Subsequently, the teaching of ESP became official though it was traced previously by researchers in the 16th century, who found some hints and tips of English in booklets for tourists.

1.1.1.1. Definition of English for Specific Purpose:

The Notion of ESP witnessed several definitions by specialists in the field of ELT, who studied it differently according to its role, characteristics and position in the curriculum. At the outset, Strevens (1988) said that “ESP concerns the emergence of a number of activities, movements and subjects that are carried out predominantly (though) not exclusively in English across the world” (p.57). It points out that the purpose of learning English goes back to what the learners need to do with it. Moreover, Carter (1983)

pictured the concern on the ESP course in turning the learners into users of the English language; he saw that being self-directed is an important sense in learning. In two years, Coffey (1985) provided a detailed definition to the concept of ESP that is “a quick and economical use of the English language to pursue a course of academic study (EAP) or effectiveness in paid employment (EOP)” (p.79). In the same flow, Robinson (1991) generalized in his definition about those who are attending the ESP courses; he said that it is “not because they are interested in the English language or English culture as such, but because they need English for study or work purpose.” (p.2). this confirms his sayings about ESP as a type of ELT, where he called it “goal oriented language learning” (1989, p.398). However, Swales (1992) restricted his definition about ESP as a discipline saying that it is: “the area of inquiry and practice in the development of language programs for people who need a language to meet a predictable range of communicative needs.” (p.300).for him ESP is a subject that needs to be included in the curriculum of language teaching to enable learners to develop communicative competences only. In contrast to that, Dudley-Evans and St. John (1998) talked first about the opponent view of Hutchinson and Waters (1987) who addressed ESP as an approach and not a subject since it is independent and relates to no exact language, teaching material or methodology. (p.2). According to them, students should be taught to build the “underlined competence” and become independent learners with appropriate skills (1998, p.70).

From that the two scholars outlined the ESP movement with the title of learning-centered approach, where learners specify their needs from learning English to serve their academic purposes. Then on November 8th, 1997 The Japan Conference on ESP was held at Aizu University in Aizuwakamatsu. It included Anthony’s (1997) definition about ESP courses, that it is put to meet specific needs of the learners (p.1). While other participants ascribed to it as “the teaching of English used in academic studies or the teaching of

English for vocational or professional purposes” (1997, p. 1). More specifically, Lorenzo (2005, p.1) highlighted a different point about ESP and ESL (English as a Second Language) saying that there is a high level of motivation for learning English in ESP classes – as in EOP –than in those that teach ESL. Last but not least, Basturkmen (2006) summarized in the following lines all what previous researchers claimed before him and concluded that in ESP, “language is learnt not for its own sake or for the sake of gaining a general education, but to smooth the path to entry or greater linguistic efficiency in academic, professional or workplace environment” (p, 18). This denotes that the purpose of ESP is to realize the needed abilities and skills of its learners, to use them in their studies, occupations or any field of inquiry.

The ESP movement was once introduced as a discipline then as an approach. The changes that occurred during the 1960’s in the universal markets raised the title of ESP discipline, thus the international community realized the importance of the English language not just for knowledge transmission but also to be used for communication as well. By the 1970’s to the 20th century, learning English went beyond the mastery of the language to the adequate use of it in real situations. People recognized that they need to focus more on how to make use of the skills learnt in their life requirements by adopting the ESP approach.

1.1.1.2. The Characteristics of English for Specific Purpose (ESP)

1.1.1.2.1. Absolute Characteristics:

- ESP is designed to meet specific needs of the learners (Maslow's (1943) hierarchy of needs).
- ESP underlines its content, methodology and activities of the discipline it serves.
- ESP is selective concerning the appropriate language features as grammar, lexis, register, study skills, discourse and genre, which serve the activities of the discipline.

- ESP practitioners also focus on involving in intercultural communication and its development as a competence.

1.1.1.2.2. Variable Characteristics:

Stevens (1988) sees that ESP may, but not necessarily be:

- Restricted as to the language skills to be learned (e.g. reading only).
- Taught according to any pre-ordained methodology (pp.1-2).

While Anthony (1997) sees that:

- ESP may be related to or designed for specific disciplines.
- ESP may be used, in specific teaching situations, a different methodology from that of general English.
- ESP is likely to be designed for adult learners, either at the college level institution or in a professional work situation. It could, however, be for learners at a high school level.
- ESP is generally designed for intermediate or advanced students.
- Most ESP courses assume some basic knowledge of the language system, but it can be used with beginners (pp. 4-5).

1.1.2. Branches of ESP:

The growing demand for English in the modern world to communicate made of it not only language of science but also for aviation, computing, diplomacy and tourism. The teaching of ESP was seen as a separate activity from ELT, it relied on survey with different disciplines to enable learners to solve prescribed tasks whatever was their field.

During the maturity of ESP, linguists shared multiple views about the types ESP is subdivided into. According to Carter (1983), ESP is divided into three types:

- English as a restricted language.
- English for Academic and Occupational Purposes.
- English with specific topics.

First, David Carter (1983) defined the first type of ESP as in the example of Mackay and Mountford (1978) in the quotation below:

... the language of international air-traffic control could be regarded as 'special', in the sense that the repertoire required by the controller is strictly limited and can be accurately determined situationally, as might be the linguistic needs of a dining-room waiter or air-hostess. However, such restricted repertoires are not languages, just as a tourist phrase book is not grammar. Knowing a restricted 'language' would not allow the speaker to communicate effectively in novel situation, or in contexts outside the vocational environment.

(Mackay and Mountford, 1978, pp. 4-5)

The example about English as restricted language is regarded specific and function only in certain situation, and users find it difficult to communicate in unfamiliar contexts that they have not been trained for.

In Carter's (1983) the second type is identified as English for Academic and Occupational Purposes (EAOP) in a holistic term, however, Kennedy and Bolitho (1984) split it into two independent branches; EAP and EOP. They claimed that the teaching of EAP goes "generally within educational institutions to students needing English in their studies" (p. 4) such as the academic study of Finance, Business, and Economics... Whereas EOP teaching serves: "in a situation in which learners need to use English as part of their work or profession" (p. 4) such as the case of doctors in Medicine or inspectors in Police.

The last type acknowledged by Carter is (1983) is English for specific topics. In this sort of English he indicates that the main focus is on the topics to be taught about without any hint on the purpose of teaching, while it is still strongly related to situational language. As an example, researchers who require English for reading or writing, those who fall in situations where they are required to read, write, speak or listen and interact in English like

in : research presentations, attending conferences or reading studies are using the language that needs analysis provided for target situations.

In the “Tree of ELT” by Hutchinson and Waters (1987) and similarly to the majority of researchers who confined the subdivisions of ESP to EAP and EOP, a large number of specialists agreed that the new approach of ELT basically transferred scientific and technological knowledge to non-native speakers of English (Dudley-Evans and St John, 1998; Gatehouse, 2001; Hutchinson and Waters, 1987; Strevens, 1988)

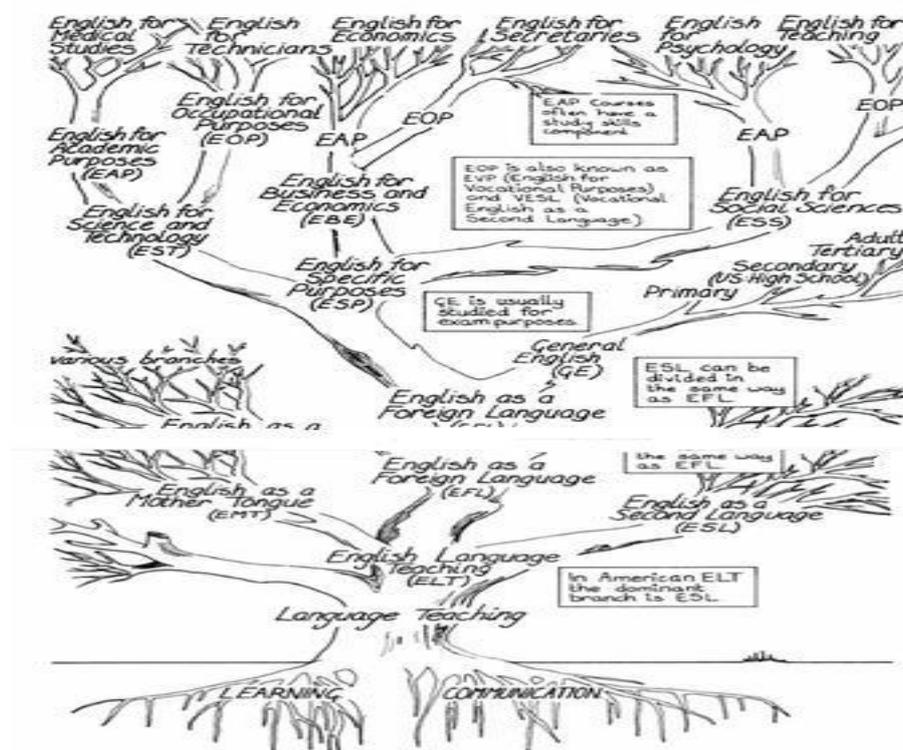


Figure 1.1: The tree of ELT (Hutchinson and Waters, 1987, p. 17)

They broke down ESP into three branches:

1.2.1. English for Science and Technology(EST):

EST acronym is about the teaching of English of Science and Technology; it was added by Kennedy and Bolitho (1984) and subdivided into EAP as: English for medical academic studies, and EOP as: English for technician’s occupation.

1.2.2. English for Business and Economics (EBE):

EBE acronym serves the meaning of teaching English for Business and Economics domains; it is sectioned into two areas: the EAP as in English for studying Economics, and the EOP as in English for secretaries' job.

1.2.3. English for Social Studies (ESS):

ESS acronym stands for teaching English for Social Studies, and likewise the previous blanches, the current one is also divided into two sections; EAP section as in learning English to study Psychology, and EOP section as in practicing English as a profession.

1.3. Needs Analysis

The word 'Purposes' in the English for Specific Purposes' concept stresses that there are aims and objectives to be achieved at the end of the ESP course. In addition, learners differ in their aim behind learning and sometimes the learning-objectives are forced on them. However, the success of the teaching-learning process is based on specifying the needs of the course, and most importantly, those of the learners. Therefore, meeting the learners' needs depends on the specific purposes of the learning sessions, and before we identify the learning-objectives of the course, a sensitive study must be done on learners to determine their needs; it is called "Needs Analysis".

1.3.1. Definition of Needs Analysis:

Needs Analysis (NA) is the process that comes first in the outline of the designing an ESP course, then followed by: Syllabus design – Materials choice – Methodology – Assessment and evaluation. However, those stages are not fixed in one order; they overlap in a flow chart based on how teachers aim for their lectures.

The aim of NA is to govern the specification of the 'What' and 'How' in building a lesson plan. Accordingly, Richards and Platt (1992) state that NA is: "the process of

determining the needs for which a learner or a group of learners acquires a language and arranges the needs according to priorities." (p. 242)

The presentation below is how Dudley-Evans and St John (1998) pictured the overlapped elements in an ESP course:

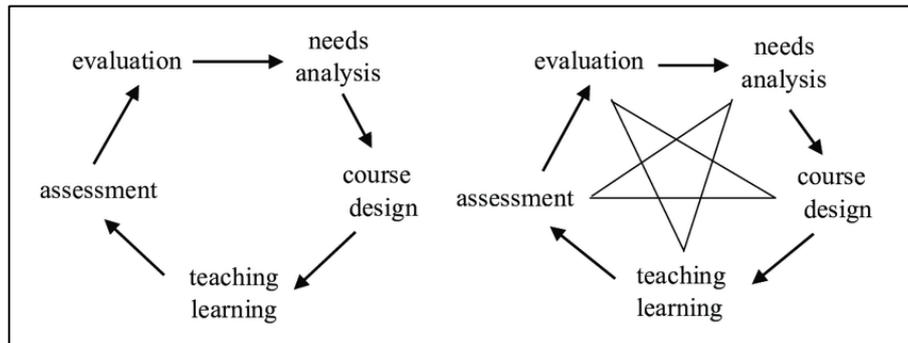


Figure 1.2: Stages in the ESP process (Dudley-Evans and St John, 1998, p. 121)

Furthermore, Hyland’s (2006) recent definition provides a broad, detailed definition for the Needs Analysis in ESP, he said that:

Needs analysis refers to the techniques for collecting and assessing information relevant to course design: it is the means of establishing the how and what of a course. It is a continuous process, since we modify our teaching as we come to learn more about our students, and in this way it actually shades into evaluation – the means of establishing the effectiveness of a course. Needs actually is an umbrella term that encompasses many aspects, incorporating learners’ goals and backgrounds, their language proficiencies, their reasons for taking the course, their teaching and learning preferences, and the situations they will need to communicate in. Needs can involve what learners know, don’t know or want to know, and can be collected and analyzed in a variety ways.

(Hyland, 2006, p.73)

1.3.2. Historical Background of Needs Analysis:

The history of NA goes back to the 1970’s where it was introduced as the Target Situation Analysis (TSL); which means studying what foreign language learners need to do in target situation. Robinson (1991) pointed out that the nature of NA is related to the approach and principle of teaching; mentioning that “the type of information sought during

a needs analysis is usually closely related to the approach to teaching and learning and to syllabus design followed by the analysts”(p. 11-12). By the 1980’s NA was first called ‘Analysis of needs’ in teaching English, White (1988) declared that Michael West referred to it in a survey report in 1926. Nevertheless, it gained no fame in front of the traditional structural teaching of the language that encouraged the mastery of structure, grammar, lexis... (Richards and Rodgers, 1986, p. 17)

Later, the concept of Needs Analysis re-emerged again due to the active studies launched by the Council of Europe (COE) - in Needs Assessment Report (2014) - who proved that the success of ELT is not about developing linguistic competences alone, but it is more adequate and useful to develop communicative ones that serve the target needs of learners. Another point the COE came up with is the term of the “common core”; it argues that language learners share similar knowledge in some areas despite the different situations they fall into (Johnson, 1982, p. 42). Conversely, the common core is only effective in teaching General English (GE) which, consequently, narrowed the scope of NA study to only ESP classes and not GE.

1.3.3. Types of Needs:

By the definition of Richards and Platt (1992), that NA is “the process of determining the needs for which a learner or a group of learners acquires a language and arranges the needs according to priorities.” (p. 242) We understand that there are types of needs that match the priorities of learners, which ESP course teachers must be aware of and take into consideration when conducting the analysis to design the course.

Agreeing with Hutchinson and Waters (1987), the following figure illustrates the main types of needs:

- Target Needs (Necessities, Lacks, Wants)
- Learning Needs

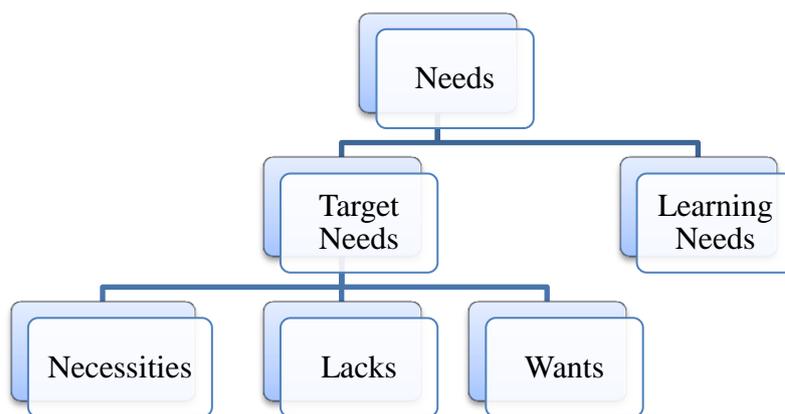


Figure 1.3: Types of Needs (Hutchinson and Waters, 1987)

1.3.3.1. Target Needs:

The researchers linked the concept of target needs to what the learners need to do in the target situation. They see that analysts can identify the target needs by asking learners about their necessities, lacks and wants. So, what is meant by necessities, lacks and wants?

- **Necessities:** they answer the question of: what are the academic and occupational requirements learners require to perform successfully in target situations?
- **Lacks:** they answer the question of: what are the sides that learners cannot accomplish effectively to bridge the gap between their initial and actual situation?
- **Wants:** they answer the question of: what are the personal expectations learners hope to gain by learning English and can affect meeting their objectives?

1.3.3.2. Learning Needs:

Learning Needs are the external and internal factors as: attitude, motivation, awareness, personality, learning styles, strategies and preferences, and social background that can affect the learning (Xiao, 2007, p. 2). It precisely answers the question of: how is the learning process going and how to reach the destination? Moreover, Hutchinson and Waters (1987) clarified that the analysis of learning needs paved the way for quick and easy achievements in the target needs; simply put that it helps in associating the lacks and necessities of the learners.

Besides what is said above, Nunan (1988) ranked the needs of learners under two titles: “objective needs” and “subjective needs”. According to him and in parallel with previous definitions of Hutchinson and Waters (1987), the interpretation is that; “necessities” are the objective needs and they relate only to the content to be taught. While, the “wants” are seen more as subjective needs that concern the teaching methodologies to be used by teachers, to satisfy the learners’ preferences.

The Needs Analysis study took two shapes: one as (TSA) Target Situation Analysis which was firstly used by Chambers (1980) - based on Munby’s (1978) Communicative Syllabus Design-who defines it as “communication in the target language” (p. 29), then as (PSA) Present Situation Analysis that was introduced by Richterich and Chancerel (1980), both based their analysis on the ‘situation’ but the ‘timing’ differs. In TSA what is more important is to discover the communicative competence learners need to acquire and perform later in a target situation. Whereas, what is more important in PSA is to discover information about the level, social and cultural background, prerequisites and learning preferences of students under study.

1.4. Corpus Analysis:

Corpus Analysis (CA) also known as Corpus Linguistics is the study of language using corpora (plural for corpus), either conducted by teachers on their own classes or by practitioners. The word “corpus” is derived from the Latin word “corpus” as well, it means “body”; corpus is a body of texts. In order to do a CA analysts need to collect data about the linguistic phenomenon they aim to study from the written compositions (texts) of the students.

1.4.1. Definition of “Corpus”:

In Atkins, Clear and Ostler (1992), a corpus is “a subset of an ETL (Electronic Text Library) built according to explicit design criteria for a specific purpose” (p.1) they

provided examples on that as: - the Cobuild Corpus, - the Oxford Pilot corpus, the Longman/Lancaster corpus.

“A corpus is a principled and large collection (body) of authentic texts that are stored in a computer, and analyzed using software designed for corpus analysis”. (Yassine Iabdounane, 2020, 5:00) what is conditional about the corpus used in an analysis is:

1.4.2. Corpus Analysis and ESP:

In the Corpus Analysis corpora study fall into specific areas of language teaching as: Phraseology (the study of phrases), Lexicogrammar (the study of lexis and grammar together as introduced by Sinclair (1991)), and Register (all different situation where English is used for different reasons), Nuances of language (the area in language teaching where the sentence “that’s just the way it is in English” is the answer to question students may ask), Syllabus Design (the area where all the already mentioned parts function together to design what students need to know about English), ESP (the area that apply CA more in teaching English for specific purposes)

1.4.2.1. The Use of CA in ESP:

The importance of Corpus Analysis in ESP is to narrow the focus on academic purposes. The best example on that is the use of the Academic Word List (AWL), which is a project done by Averil Coxhead (2000). She was able to create a list of frequent vocabulary for academic texts, while further studies were done by Byrd in (2007). As a result, the corpus derived from the academic texts is used to assort the AWL, at the same time that corpora can be investigated in a myriad of purposes. Occasionally, Cortes (2007) talked about the University of Iowa State in USA and how they adopted the CA on research articles to help their graduate students write academic texts in each designated field (as cited in Bennett, 2010, p. 11)

Under the ESP studies, Bennett (2010) declared that CA attempts to answer two fundamental research questions:

Q 1: What particular patterns are associated with lexical and grammatical features?

Q 2: How do these patterns differ within varieties and register? (p. 2)

1.5. Course and Material Design:

In ELT course designing a course or syllabus goes hand in hand with developing teaching materials, it is a quite sensitive and laborious process in ESP course, it concerns specialized learners with determined learning-objectives.

1.5.1. Definition of “Course”:

The word ‘course’ is simply defined by Hutchinson and Waters (1987) as “an integrated series of teaching-learning experiences, whose ultimate aim is to lead the learners to a particular state of knowledge” (p. 68)

1.5.1.1. Course Design in ESP:

in ESP Richards (2001) defined a course design as a systemic data collection process, it depends on developed tasks and activities which provide data about learners needs and how to create the best setting to meet them. Thus, the important point in ESP course is to design a lesson that serves the learners needs to achieve their objectives.

Moreover, the International Teacher Training Organization (2005) highlighted that ESP course is designed to develop some specific skills and language aspects that learners need to accomplish their tasks in specific domain like law, medicine or business.

1.5.2. Definition of “Teaching Material”:

In brief, teaching materials are all means used by instructors in teaching, such as: notes, books, visual or audio aids, laboratory manuals, software, handouts... in order to support, explain, evaluate, exemplify or analyze the teaching-learning process.

1.5.2.1. Material Design in ESP:

Language teaching material is anything adopted by teachers to facilitate language learning. Those materials can be: textbooks, cassette, CD-ROM, video, photocopied handout, newspaper, a written paragraph. (Tomlison, 1998, p. xi) They play a crucial role in ESP course because “the interface between teaching and learning, or the points at which the course needs, objectives and syllabuses are made tangible to both learners and teachers” (Hyland, 2006, p. 89) In addition, Bocanegra-valle (2010) highlighted the side of authenticity in ESP teaching materials because they present direct exposure of the target language in practice, where learners supposed to react to similarly as natives do.

1.6. Genre Analysis:

1.6.1. Definition of Genre Analysis:

In ELT Genre Analysis (GA) is a way used to examine and analyze a style or type of writing so as conclusions are generated about the conventions, expectations, purposes and target audience for the genre produced. Its main focus is on what the author is doing, is he narrating, arguing, persuading... to identify the genre produced.

1.6.2. Genre Analysis in ESP:

Swales (1990) in his book about GA claimed that the key factor behind classifying texts into a specific genre is their communicative purpose. Then he adjusted his words under the scope of ESP notion, saying that the communicative purposes vary from a participant to another; i.e. the learners needs identify the purpose behind the genre. Furthermore, Swales and Rogers (1995) argued that even the written texts share the same rhetorical and linguistic features; they can express different communicative purposes (p. 223) Therefore, the scholars called for intensive studies in ESP genre, and gave much importance to investigating in social and contextual features of genres to see how they are shaped and how they function to achieve specific goals.

1.6.3. The Applications of GA in ESP:

John Swales designed “Create a Research Space” (CARS) Model of Research Introductions to organize the GA study and make it easy to understand the introductions of articles in particular and other written texts in general. In the CARS Model, Swales (1990) describes three “moves” that almost all research introductions make:

Move 1: Establishing a territory (provide necessary background)

Move 2: Establishing a Niche (exposing the gap in the existing knowledge)

Move 3: Occupying a Niche (investigate about the gap and solve the problematic)

Each move has “steps” as it is shown in the figure below:

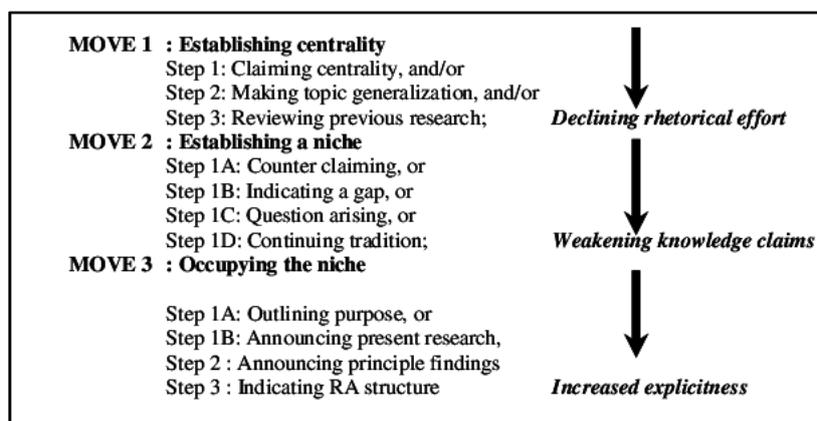


Figure 1.4: CARS Model (Swales, 1990, p.141)

Years later, Yakhontova (2018) outlined two major stages of GA:

- 1) Selection of a corpus of texts(usually no less than 30 texts)
- 2) Analysis of: communicative aspects, communicative mode, structure of texts, style, choice of words, interrelation with other genres...

Section Two: Genre-Based Approach to Academic Writing

2.1. Definition of Genre:

- Genre in Oxford’s dictionary (1989) second edition is defined as:
1. kind; sort; style.
 2. Spec. A particular style or category of works of art; esp. a type of literary work characterized by a particular form, style, or purpose.

In Oxford dictionary (2008) fourth edition. Genre is: particular style or type of literature, art, film or music.

The word “genre” comes from French language originally from “Latin”. It is used to refer to kind or class. The word is used in rhetoric, literary and media works, but more recently in the linguistics studies to identify types of texts.

2.1.1. Genres in EAP:

In Martin’s (1986) words, genres in EAP are not just texts but they perform communicative purposes, they differ by circumstances or structure (from general to specific or vice versa) (Martin and Painter, 1986). Also Bazerman (1997) who is one of the leaders in genre studies claims that “genres are not just forms. Genres are forms of life, ways of being. There are frames for social action... Genres shape the thoughts we form and the communications by which we interact” It means that genres do affect the social, cultural, intellectual and communicative features, and show how things are done using language.

2.2. Previous Approaches to Teaching Academic Writing:

Hyland (2003) recently argued about the need for conducting researches about the best teaching approaches, he said that: “A familiarity with what is known about writing, and about teaching writing, can therefore help us to reflect on our assumptions and enable us to approach current teaching methods with an informed and critical eye.” (p. 1) In other words, the skill is highly required in academic studies and researchers aim at developing and improving approaches to academic writing.

2.2.1. Definition of Writing / Academic Writing:

According to White (1987, p. 10) writing is about expressing ideas, information, knowledge to share or learn. While, Tarigan (1994, p.3) said that writing is an activity of drawing graphic symbols that convey a meaning and people can read and understand. An

additional definition stated by Nunan (2003) who stated that writing is an intellectual task which delivers a clear, unified and well organized set of ideas into passages that people comprehend (p. 88). In this definition, there is an obvious demand for writing good compositions, with a systematic flow to communicate meaning.

On the level of higher education, Academic Writing (AW) is projected as a social practice. Coffin et al. (2003) identified three reasons: -social relationship between learning and teaching, -the norms of AW; are developed within academic communities, -AW turns students into academics, researchers, scientists ...

2.2.2. Approaches to Academic Writing:

Aydin and Baysan (2018, pp. 212-239) mentioned in the definition of writing that it begins with determining a problematic, which means AW is not an easy task and most writers face difficulties in as: lack of confidence, lack of experience and knowledge, the fact that AW put learners in a position where they are obliged to write as experts.

Accordingly, teachers and applied linguists developed three main approaches to AW:

2.2.2.1. Process-Based Approach (PBA):

Hyland (2003) sees that PBA “emphasizes the writer as an independent producer of texts” (p. 10) it means that; it is an approach that engages writers into sub-tasks to construct meaning. Moreover, the main aim of this approach is to evaluate the overlapping stages of the writing process in building comprehensive texts.

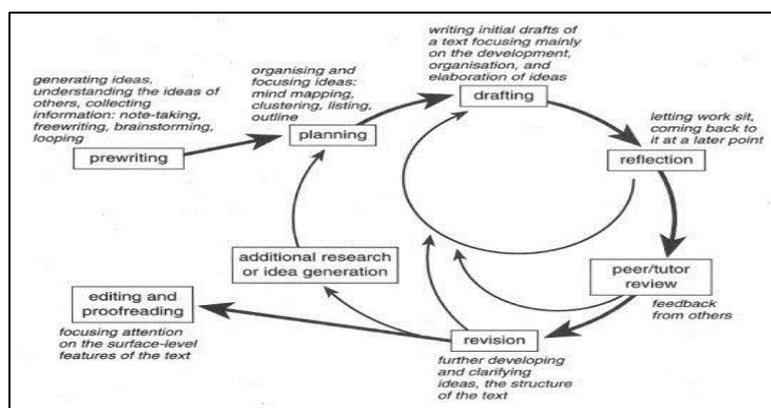


Figure 1.5: Model of Process Writing (Coffin et al., 2003)

Zamel (1983) explained it further, saying that writing is a “non-linear, exploratory and generative process whereby writers discover and reformulate their ideas as they attempt to approximate meaning” (p. 165; as cited in, Haylnd, 2003, p.11)

2.2.2.2 Content – Based Approach (CBA):

Content – Based Approach is also known as CBI (Content – Based Instruction) is another approach to AW, which connects writing to a specific academic subject as in writing about, Civil War (subject 1) and writing about Covid-19 Epidemic (subject 2); the two essays may include the same format but definitely different content. In 1986 May Shih highlighted the advantage of CBA in her article, saying: “...it is argued that such instruction develops thinking, researching, and writing skills needed for academic writing and does so more realistically than does traditional instruction that isolates rhetorical patterns and stresses writing from personal experience.” (p. 617) the same idea was clarified by Krahnke (1987) that it implicitly teaches the language through content. He said that: “it is the teaching of content or information in the language being learned with little or no effort to teach the language itself separately from the content being taught” (p. 65)

2.2.2.3. Genre – Based Approach (GBA):

Any written text addresses a specific group of people for a specific reason; each genre has its own format, style, and selected language. Subsequently, the Genre - Based Approach is found to teach learners how to produce academic writings for a specific purpose.

GBA was firstly developed in Australia in the 1980's, and by the creation of Halliday's (1994) notion of SFL (Systemic Functional Linguistics) inspired the growth of the GBA. Its claim was about describing language use in terms of its social purposes, the approach used the terms: field, tenor, and mode in a functional model to talk about the context as it was discussed in (Derewianka, 2012, pp. 131-134) article and presented in the following figure:

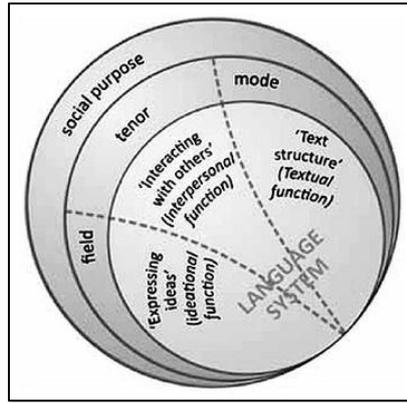


Figure 1.6: Language system-genre (social purpose) (Derewianka, 2012, pp. 131-134)

2.2.3. The Genre - Based Approach:

The recent studies in ELT defined GBA as a tool for exposing the communicative competence of ELL (English Language Learners). In this respect, Richard (2006) said that GBA “involves the mastery of different text types as the communicative competence” (p. 32). Moreover, Emilia (2011) identified GBA as “an approach that uses texts as a means of learning a language” and Elshirbini Abd-El Fatah Elashri (2013) approved her definition that the approach provided explicit knowledge about the language used in social contexts (p. 8). This approach is known for four implementation stages adopted in academic works either written or spoken:

- BKOF (Building Knowledge of the Field); it is about observing and questioning.

- MOT (Modeling of the Text); it goes further to learners collect information about the text structure, target context and language.

- JCOT (Join Construction of the Text); it is the time to associated work between teacher and learners.

- ICOT (Independent Construction of the Text); it is about learners’ attempt to write their own texts then review them with teachers to redraft and edit final version.

The next diagram summarizes all what was said previously:

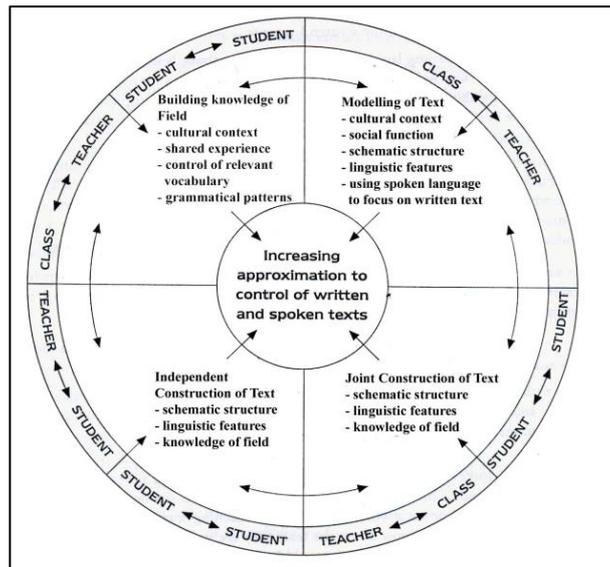


Figure 7: Cycles and Stages of GBA Implementation (Hammond et al., 1992, p. 17)

2.2.4. The Three Schools of GBA:

For a better understanding of the Genre Analysis, the three schools of: North American New Rhetorical “NR” School (Miller, 1984), Australian Systemic Functional Linguistic “Sydney School” (Martin, 1984), and English for Specific Purpose “ESP School” (Swales, 1990); expressed three different views about the role of genre in teaching the English language.

At the beginning, Miller’s perspective about genre is limited within presenting the intention and effect of language. The study of the genre in the NR School focus more on the relations between text and context, and how texts are affected by or reflect context. Then, Martin described genre as “a staged goal-oriented and purposeful social activity that people engage in as members of their culture” (p. 25) which means that; and from the title words “SFL” of the school focuses on the forms of the language, their sequencing and functions in expressing the social practices and cultural norms.

The last school by Swales is the main concern of this research; it is the ESP School. The latter classified genre as type of communicative events and acts that serve communicative purposes in both: professional and occupational and academic settings. He

argued that GA evaluates the moves and steps articulated by writers of abstracts, articles and research papers' introductions. Its aim is to understand the communicative purpose behind the piece of work and by that entitle it under a specific genre.

2.2.5. Academic Discourse Analysis:

ESP texts and academic discourse share the same interest that is; addressing a particular group of people for specific goals, as well as, they both require efficiency of ELT syllabus, materials, methods and assessment.

2.2.5.1. Definition of Academic Discourse:

Hyland (2011) defined Academic Discourse (AD) as “the ways of thinking and using language which exist in the academy” (p. 171), it refers to all applications of language either spoken or written by academics, teachers, learners, researchers to produce academic and professional works. AD is found in all disciplines and genres. It helps teachers evaluate the learners' achievement, and improve the teaching-learning process.

2.2.5.2. The Study of Academic Discourse:

Studying the AD may happen on schools' level, but most at university where conducting an analysis about academic discourse involves two types of study:

2.2.5.2.1. Register Analysis: which argue that teaching of language can never exist without content, that are social practices which affect all features of language products (vocabulary, grammar, structure, intonation...)

2.2.5.2.2. Genre Analysis: where academic texts are produced to explore lexical and grammatical features of the language in a comprehensive way to serve a specific purpose for a particular genre.

As a result, Academic Discourse Analysis attempt to evaluate the application of social practices, communicative purposes with appropriate choice of words to produce an adequate written work as writing abstracts for research articles in different disciplines.

2.2.6. Abstracts in Academic Writing:

As all linguists, applied linguists and academics, Halliday and Martin (1993) admitted the significance of ELT in academia saying that: “the language of science has become the language of literacy” (p. 11). In particular, the written form of academic discourse is highly important for postgraduate students, which they actually find a laborious project to accomplish with high standards of proficiency.

2.2.6.1. Definition of “Abstract”:

The abstract is a 150 to 250 word paragraph that presents and overview of the idea of your research; it summarizes, briefly explains and describes the essential points in the content of articles, dissertations or thesis (Tippett, 2005).

An abstract is a ‘prominent scientific genre’ it represents the heart of an academic work that readers aim to read first, therefore, a well-structured abstract is one that readers find easy and clear to understand, it pushes them to want to know more about the subject, it is persuade and convince its receivers to actualize its theory on real situation and prove the validity and reliability of its findings.

According to Murray and Beglar (2009) writers of an abstract must shed the light on statement of the problem, population of the research and the findings of the study, but not necessary explaining the research method(s) (p. 143)

2.2.6.2. Difficulties in Writing Abstracts:

Based on the findings of Boukhenaf and Maouche (2021) investigations on the difficulties in writing English abstracts, the article provides a set of different aspects of language that Master students of Economics at Jijel University faced a difficulty in achieving; just as they are listed below:

a) Abstracts’ Structure (Genre) Difficulties: because students neglect the IMRD (Introduction-Methods-Results-Discussion) Model of Bhatia (1993), they skip a move.

b) Formal Writing Difficulties: students cannot avoid using contractions, phrasal verbs and direct questions which ruined the formality of writing.

c) Impersonal Style of Writing Difficulties: they discovered that Master students excessively use subjective and possessive pronouns in addition to emotive adjectives, which consequently excluded objectivity.

d) Hedging Writing Difficulties: similar to the one above, students cannot sound accurate and distance themselves from the sentence.

e) Specialized Terminology Difficulties: Jijel Master students of Economics struggle with aspect of choice of words.

f) Spelling Words Difficulties: Because English spelling is tricky and irregular, there are always spelling mistakes.

g) Grammar Rules and Sentence Structure Difficulties: this difficulty should be dealt with in the class during the ESP course.

h) Punctuation Difficulties: Economics students faced difficulty in the use of apostrophe and comma

i) Ideas Order and Cohesion Difficulties: they find it difficult to or they did not know how to construct coherent paragraphs. (2021, pp. 772-778)

Initially, fingers were pointing to factors related to the learners' motivation in learning the language, as well as, to Arabic interference once they attempt to translate abstracts to English. Additionally, the ESP classes students had were not effective enough in exposing content and genre in writing abstracts.

Conclusion:

In a nutshell, the first section of this chapter reviewed the existing literature about the ESP movement and its branches. In light of that history of facts, the section outlined the different types of analyses researches conducted in their journey of developing ELT

system. In the second section, the present chapter provided definitions and theories about Genres, approaches of teaching Academic Writing and Schools that studied GBA. At its ending, the chapter tackled the difficulties encountered in the Academic Discourse specifically writing Abstracts.

Chapter Two: Research Design and Data Analysis

Introduction:

The current chapter describes the data collection tool that is a “questionnaire” administered to a sample of Doctorate students of Economics at Skikda University, and the results it gathered to answer the questions of the study. It generates conclusions about the effectiveness of ESP course in Academic Writing on writing research articles’ abstracts.

2.1. The Questionnaire:

A questionnaire is the most used instrument in collecting data for research; it consists of multiple sections with questions that address the objectives of the study. It contains a detailed text that introduces the aim behind the investigation, from its advantages is that; it can be submitted to a large population, its data are easy to organize and analyze. (Richards, 2005, p. 60)

2.2. The Administration of the Questionnaire:

The questionnaire was directed to a cross-sectional sample of second and third year doctorate students of Economics at Skikda University, the questionnaire was sent to 18 students via emails because they were living far away, and rarely came to the department.

2.3. Description of the Questionnaire:

The questionnaire has a pre-descriptive part to introduce the assumptions of the present study. It contains four separate sections; the questions of each section pave the way for the next one. First, section one consists of eight questions that investigates the attitudes of PhD students towards ESP course’ in Academic Writing. The majority of them are ranking the options question, and ticking question except one table question. Second, the questions of section two test the effectiveness of ESP course in training doctorate students on writing abstracts in English. Unlike the previous section, they are asked to answer yes

or no questions to show their attitude, with mostly five ticking the right box question. Third, comes section three that is devoted for general information, it was left before the last, because participants are needed to put their fresh and full energy when answering the most essential parts in the questionnaire. In this section, there are only two questions about the level and the specialty they study, however, age or gender factors are completely neglected because they do not reflect any effect on the topic of this dissertation. Fourth, section four of further recommendations goes around a singular question where the students are free to express any additional information, comments or suggestions about the issue under investigation.

2.4. The Participants:

The sample of this study was selected in respect with the norms and standards imposed by a problematic in academia; which is; writing abstracts for research articles. From a population of 54 doctorate students in the department of the Faculty of Economics, Commerce and Management Sciences, the scope was narrowed on PhD students of Economics, at Skikda University as a sample for evaluating the effectiveness of the ESP courses in fulfilling the needs of Academic Writing. Skikda University was selected for two reasons: the first is that it is close to Jijel and the second is that; there is more than one specialty in doctorate studies of Economics there. Consequently, the sample will be enlarged and diversified. The field of Economics was randomly selected in condition that English is not the academic discipline participants study in, so as to adequately apply the principles of the ESP course. Why doctorate students? Because they are the category which is in direct and close encounter with writing articles and abstracts; it is their ultimate objective and massive need as universal researchers. The number of participant is 18 students; which is the existing number there; since PhD seats in any discipline are restricted to the limited number of available supervisors (professors) who direct them, in

addition to being a challenging level of study. The eighteenth learners are from both second and third year only, because the scientific community of Economics department in Skikda did not open seats for PhD contest this year (no first year students).

2.5. Results, Presentation and Analysis:

The coming passages present the analysis of the obtained data through the questionnaire of Doctorate students; it deals with each section alone and organizes its statistics in tables and figures when necessary (for questions of ranking, to make it more clear in histograms).

2.5.1. Section one: Students’ Attitude towards ESP Course’s in Academic Writing

This section answers eight questions about the outlooks of doctorate students in classes of ESP and their experience with it, as well as the importance of academic writing and studying English.

Table 1.1: Studying English at University for PhD Economics’ Students

Option	N°	%
Yes	18	100%
No	00	00%
Total	18	100%

From Q1 “**Did you study English at university?**” This table shows that the entire sample; that is 100%; of doctorate students of Economics selected the “yes” answer for studying English at university. As it is a universal language, it catches the interest of all disciplines.

Table 1.1.2: Studying Hours per Week

Option	N°
License	1h 30m
Master	1h 30m
Doctorate	1h 30m

From Q1.2 “**If yes, for how many hours per week did you study English at each level?**” This table tells that the sample studied English for one hour and a half per week in each level: License, Master and currently Doctorate (only in their first year of study) as a TD session. This means, they practiced English skills for six hours a month.

Table 1.2: Doctorate Students’ Ranking of the Skills’ Importance in ESP

Rank \ Option	1	2	3	4	100%
Listening Skill	16.67	22.22	33.33	27.78	100%
Speaking Skill	11.11	11.11	16.67	61.11	100%
Reading Skill	16.67	50	16.67	16.67	100%
Writing Skill	55.56	33.33	5.56	5.56	100%

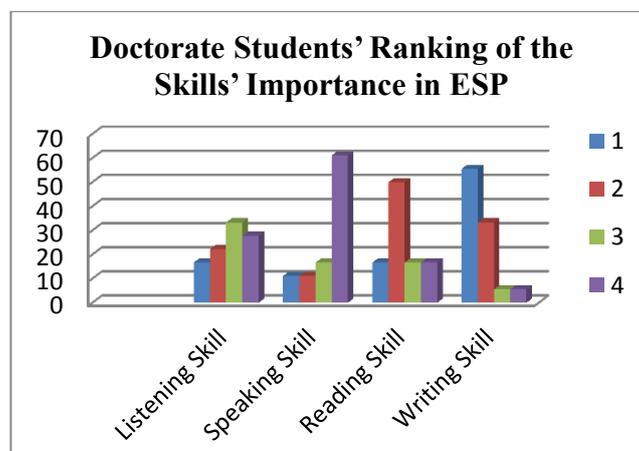


Figure 2.1: Doctorate Students’ Ranking of the Skills’ Importance

From Q2 “**Please rank over from 1 to 4 the different skills according to their importance in your university ESP course (Please assign 1 as the most important and 4 as the least important)**” Both table and figure above reveal that the writing skill ranked with 55.56% as the most important skill in doctorate students’ view. While the speaking skill rated as the least important skill in English with 61.11%. The half of the sample agreed that reading English is important by 50%. A bit closer with a rank of 33.33%, they see listening not quite important. It means that they use English for writing texts mostly and reading sources.

Table 1.3: The Frequency of Writing in English during ESP Course

Option	N°	%
Always	2	11.11%
Frequently	6	33.33%
Often	8	44.44%
Sometimes	2	11.11%
Hardly ever	0	00%
Never	0	00%
total	18	100%

From Q3 “**How frequent have you been required to write in English during the course**” This table reveals that most doctorate students “often” write in English with a rate of 44.44%, and “frequently” with 33.33% during the ESP course. The rest of the participants split on two answers: “always” and “sometimes” in 11.11% attributions for each. Consequently, no one said “hardly ever” or “never” because they have been studying it for three degrees.

Table 1.4: Doctorate Students' Evaluation of their Ability in English Academic

Writing

Option	N°	%
Good	4	22.22%
Average	5	27.78%
Bad	9	50%
Very bad	0	0%
Total	18	100%

From Q4 “**How would you evaluate your English academic writing ability?**” In this question, doctorate students were asked to rate their ability in writing English compositions. Although no one claimed their writing “very bad”, 50% evaluated themselves as “bad” in writing, which is not an advantage for PhD students. 27.78% marked that they have an “average” level, and 22.22% were much confident about their ability and marked “good”. The data of this table question the efficiency of the ESP course.

Table 1.5: ESP Teachers Provide Feedback Concerning the Quality of Doctorate Students' Academic Writing in the ESP Course

Option	N°	%
Yes	5	27.78%
No	13	72.22%
Total	18	100%

From Q5 “**Did your teacher provide you with feedback regarding the quality of your academic writing during the ESP course?**” The results of this table justify half of the story of the previous one. The fulfillments in the table reveal that 72.22% of

Economics’ students did not receive feedback from ESP course teachers on their writings; that is why they result no improvement. The rest of the students 27.78% ticked “yes”, they received feedback on their writing. An assumption about this contradiction tells that; this group might be the group of the excellent students in ESP class; that teachers find it simple and easy to adjust.

Table 1.6: Doctorate Students Ranking of the Important Writing Aspects in ESP

		Course					
Rank \ Option	1	2	3	4	5	100%	
	Content	44.44	22.22	22.22	11.11	00	100%
Process	16.67	16.67	16.67	22.22	27.78	100%	
Genre	11.11	22.22	38.89	16.67	11.11	100%	
System	22.22	16.67	11.11	44.44	5.56	100%	
Context	16.67	38.89	16.67	11.11	16.67	100%	

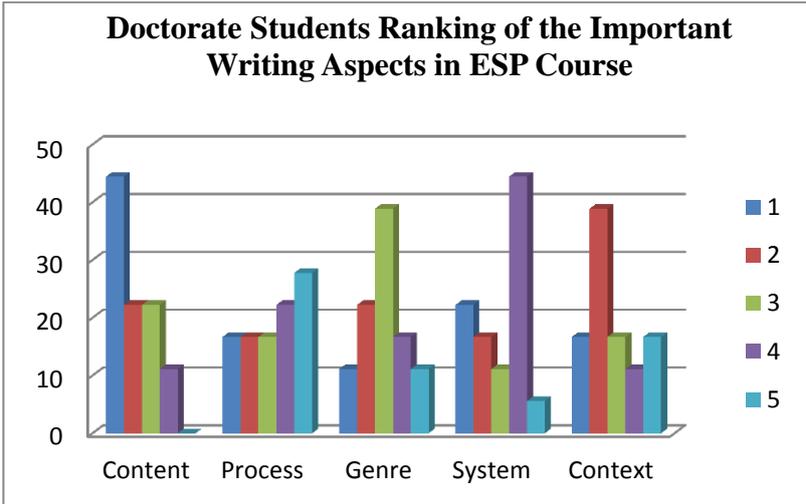


Figure 2.2: Doctorate Students’ Ranking of the Important Writing Aspects in ESP Course

From Q6 “Please rank order from 1 to 5 the following aspects according to the importance they occupied in the ESP course (*Please assign 1 as the most important and 5 as the least important*)” the presentation of the table and histogram graphic, reveals that the most important aspect in writing in ESP course for PhD students of Economics is “content” with 44.44%; they firstly focus on the topic and the ideas to be included most. Second, students target the “context” with 38.89% of importance, since they want to bring the interest of English readers; specifically in Economics field. With the same percentage “genre” is rated as the third most important aspect of writing; students selected it because it specifies their aim of the whole text. The “system” was rated as the fourth important aspect in ESP course with 44.44% thought it might be considered much important than context. The “process” of writing is classified the least important in ESP course for Economics students; it is either because they neglect it or they don’t know what it is.

Table 1.7: Doctorate Students’ Ranking of the Difficult Writing Aspects in ESP Course

Rank \ Option	1	2	3	4	5	100%
Content	16.67	22.22	16.67	11.11	33.33	100%
Process	22.22	33.33	16.67	16.67	11.11	100%
Genre	11.11	22.22	33.33	22.22	11.11	100%
System	38.89	22.22	22.22	5.56	11.11	100%
Context	16.67	16.67	22.22	33.33	11.11	100%

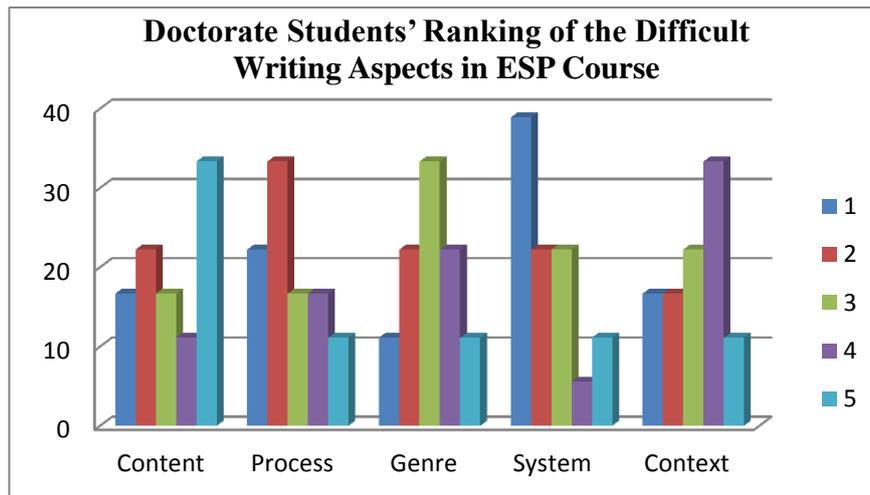


Figure 2.3: Doctorate Students' Ranking of the Difficult Writing Aspects in ESP Course

From Q7 “Please rank order from 1 to 5 the writing aspects you have encountered difficulties in accomplishing in the ESP course (Please assign 1 as the most difficult and 5 as the least difficult)” This figure clearly exposes the data carried in the table about students’ ranking of the same writing aspects discussed before, this time; they ordered them according to their level of difficulty. What is noticeable is that the ranking is partly reversed compared with the previous table. The most difficult aspect for doctorate students is the “system” with 38.89%; this sounds logical since the English system requires deep concentration and excessive use while it is not their field of enquiry, and they only had one hour and a half per week along the journey of three different degrees of Economics’ studies. The second most difficult is the “process” with 33.33%, since students did not give much importance to this aspect, and rated it the least important; they consequently find it hard to sequence their ideas correctly. The “genre” aspect kept the same order where 33.33% of the participants consider it not quite difficult but needs efforts to generate communicative purposes in their writings about Economics. The same percentage of students ranked “context” the less difficult after genre; for them it is easy to address the readers and their social and cultural features in the texts. What is easier in their perspective

is the “content”, going back to the table of importance; doctorate students set all efforts for content in ESP course, which is why 33.33% of them rank it the least difficult.

Table 1.8: The Frequency of Approaches Adopted by ESP Teachers in Writing Course

Option	N°	%
Content-Based Approach	9	50%
Process-Based Approach	4	22.22%
Genre-Based Approach	0	0%
Total	13	72.22%

From Q8 “**Which of the approaches below your ESP teacher adopted more frequently in your writing course?**” The table above reveals that half of the sample 50% ticked the first option saying that teachers of ESP used “CBA” to teach them writing, and only 22.22% chosen the second option that is “PBA”. Whereas, “GBA” was not selected by any student; which means that either teachers did not use it or they do not know it. In addition, the table shows that the total number of the answers is only 13 when the sample is 18 students, which means that 5 students did not provide answers for the question of this table. Probably, they never heard of those approaches in the ESP course.

2.5.2. Section Two: Students’ Evaluation of the Effectiveness of the ESP Course in Training them to Write Abstracts for Research Articles

This part of the questionnaire answers seven questions about the actual applications and effects of the ESP course on writing abstracts for research papers by doctorate students of Economics, as it tackles questions about the importance of academic writing and the aim of an abstract in their field.

Table 1.9: The Extent of Dealing with the Issue of Writing Abstracts

Option	N°	%
Always	0	0%
Frequently	0	0%
Often	5	27.78%
Sometimes	2	11.11%
Hardly ever	5	27.78%
Never	6	33.33%
total	18	100%

From Q9 “**To what extent has the ESP course dealt with the issue of writing abstracts?**” This table reveals that 33.33% PhD students of Economics “never” dealt with the issue of writing abstracts in the ESP course. However, 27.78% of participants answered both “often” and “hardly ever”, and 11.11% ticked “sometimes”. Both “always” and “frequently” were not selected by doctorate students. This means that; the issue of writing abstracts is not a main concern in the ESP course; especially; for doctorate students of Economics at Skikda University.

Table 1.10: Doctorate Students’ Ranking of the Difficult Aspects Encountered When Writing “Abstracts”

Rank Option	1	2	3	4	5	100%
Content	11.11	11.11	16.76	27.78	33.33	100%
Process	55.55	27.78	16.67	00	00	100%
Genre	22.22	38.89	22.22	11.11	5.56	100%
System	16.67	22.22	38.89	16.67	5.56	100%
Context	00	11.11	22.22	44.44	22.22	100%

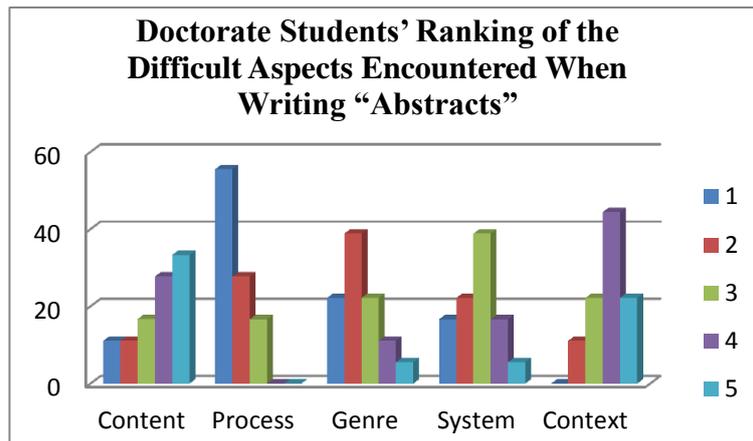


Figure 2.4: Doctorate Students' Ranking of the Difficult Aspects Encountered When Writing "Abstracts"

From Q10 "Please rank order from 1 to 5 the following aspects depending on their degree of difficulty you experience when writing abstracts (*Please assign 1 as the most difficult and 5 as the least difficult*)" The data presented in both table and figure answers the question about ranking the writing aspects doctorate students find difficult when generating abstracts. The ordering shows that, almost the same classification in writing in general, repeats with writing abstracts. More than half participants 55.55% select "process" as the most difficult aspect, which means; they cannot put ideas in a successful systematic way. Followed in order by "genre" where 38.89% of the sample ranked this aspect the second most difficult, they want to express that; it is not easy to make their abstracts interact their interests of the field with the audience. Although, "system" aspect shifted to the third rate with 38.89%, but doctorate students of Economics still see it challenging. Moreover, "context" is graded in the fourth place by 44.44% as less difficult than the already mentioned aspects, while "content" as the least difficult writing aspect in the field of Economics; they write abstracts with content that shares and expose knowledge about their specialty.

Table 1.11: Writing Abstracts in Arabic and English Follow the Same Format

Option	N°	%
Yes	1	5.56%
No	17	94.44%
Total	18	100%

From Q11 “**Do you think that writing abstracts in English and Arabic do follow the same format?**” The results in this table reveal the fact about writing abstracts in Arabic and in English. In the first part of the question, all the participants in the study but one agreed that each language text has its own format; the majority represented in 94.44% of the students ticked the “No” option and only one student represented 5.56% ticked the “Yes” option.

In Q11.2 “**Please justify**” The sample provided justifications for their selections in the second part of the question, and most of the explanations emphasized the differences between the two languages in: system (vocabulary, grammar, structure, semantics and syntax), context (cultural features of each society). Whereas, the one student who said “Yes” justified his answer by say: “because we can translate from Arabic to English” thinking that it is a suitable method.

Table 1.12: The Importance of Writing Abstracts in English for Doctorate Students of Economics

Option	N°	%
Not important	0	0%
Less important	0	0%
Important	6	33.33%

Very important	12	66.67%
Total	18	100%

From Q12 “**How important is writing abstracts in English in your field of study?**” the table above shows that Doctorate students of Economics admitted that writing abstracts in English is quite important, 66.67% of the sample responded to the instruction of the question and ticked “very important”, and the rest 33.33% selected “important”. No one said that it is “less” or “not important”. Their answers are reasonably correct and approved since PhD students aim for universal publications they need English; the world’s Lingua-Franca; to deliver their knowledge in Economics to readers.

Table 1.13: Doctorate Students of Economics ‘Aim behind Writing Abstracts in General

Option	N°	%
Inform	5	27.78%
Summarize	6	33.33%
Narrate	0	0%
Explain	4	22.22%
Persuade	3	16.67%
Total	18	100%

From Q13 “**What is your aim behind writing abstracts in general?**” answers’, opinions differ among doctorate students of Economics at Skikda University about their aim of writing abstracts, whatever the language is. According to the table above, the largest groups with 33.33% said they adopt abstracts to “summarize” their work, and 27.78% said they use abstracts to “inform”. In addition, 22.22% of the sample claimed that they write abstracts to “explain” their theories, while, 16.67% write them to “persuade” specific

group of people of the proved assumptions in their research, and no one ticked the option of “narrate”, probably because their discipline is more scientific than literary.

Table 1.14: Doctorate Students’ Specific Aim behind Writing Abstracts in English

Option	N°	%
Inform	6	33.33%
Summarize	2	11.11%
Narrate	0	0%
Explain	3	16.67%
Persuade	6	33.33%
Total	18	100%

From Q14 “**What is your aim behind writing abstracts in English specifically?**”

This table reveals almost the same results of the one before it, except that it answers the question of the aim behind writing abstracts in English for Economics PhD studies. The majority of participants equally selected two main aims: “inform” and “persuade” with 33.33% for each. While, 16.67% saw that writing abstracts in English serves the aim of “explaining” the content to language speakers. The minority of students 11.11% answered that they write abstracts in English to “summarize” and no one said to “narrate”.

Table 1.15: University ESP Course Should Give More Importance to Writing Abstracts

Option	N°	%
Yes	18	100%
No	0	0%
Total	18	100%

From Q15 “**Do you think that the University ESP course should give more importance to writing abstracts?**” The table above is devoted to present how PhD students responded to the question about giving more importance to writing abstracts in the ESP course within the discipline of Economics. It appears that all the participants 100% agreed on the decision of caring more about editing abstracts during the ESP course and training learners more how to write them.

2.5.3. Section Three: General Information

This section from the questionnaire provides background information about the sample under study. It consists of two questions: Q 16 (about the academic year doctorate students study) and Q 17 (about specialties the sample study).

Table 1.16: The Academic Year Doctorate Students Sample Study

Option	N°	%
First Year	0	0%
Second Year	9	50%
Third Year	9	50%
Total	18	100%

From Q16 “**Which year you are studying doctorate now?**” This table presents the number of students in each level; in “first year” Economics’ department did not open seats for this year for students to join PhD, consequently, there are 0% of first year students. As it was mentioned in the description of the participants, the sample is out of 18 students, and the data shows that the number of “second year” is equal to that of “third year”; 50% of participants in each level.

Table 1.17: The Specialties of Doctorate Students' Sample

Option	N°		%
	Second year	Third year	
International Economics	3	3	33.33%
Economic Analysis and Forecasting	3	3	33.33%
Monetary and Banking Economics	3	3	33.33%
Total	18		100%

From Q17 “**What is your specialty? (you can write it in Arabic or French)**”The table above gives statistics about the specialties doctorate students of Economics study in each year, it reveals that in both second and third year; each three students study a different specialty. Therefore, the proportions are identical with 33.33% in each of “International Economics”, “Economic Analysis and Forecasting” and “Monetary and Banking Economics” specialty. This is an equivalent and systematic division for opportunities that facilitate the teaching and learning process, in all subjects; which ESP is one of it.

2.5.4. Section Four: Further Recommendations

This last section is designed as an open floor for the questioned sample to freely express their ideas, comment or add any recommendations about the field of inquiry; specifically; the assumptions put for the topic of this dissertation. As set in the questionnaire “**Do you have anything to add regarding instruction in writing the abstracts of research articles?**”

Most of the comments and sentences provided by the participants go as the following:

-“Reviewing many summaries of previous studies that carry the same topic of study that you want to research”.

-“The abstracts of the study should contain: the objective, the problem, the importance, the methodology used, the type of the study, the period in addition to the most important findings and results”.

-“Teachers should give us better instruction for writing abstracts”

-“Teachers of ESP should focus on the aspects of writing more”

These were the common comments and requirements of doctorate students of Economics at Skikda University about writing abstracts in their ESP course. They see that the best way to write appropriate abstracts (they called them summaries) is to read many ones and try to do the same. Others presented what they learned about writing an abstracts, and listed the components they consider valuable to include when constructing abstracts, as: objective, significance, methodology and main findings. In addition, they declared that they need teachers to provide more clear and effective instruction about the writing aspects in the ESP course.

2.6. Discussion of Results:

From the analysis of the questionnaire administered to doctorate students, section one results confirmed that in Q1 **Did you study English at university?** and Q1.2 **If yes, for how many hours per week did you study English at each level?**, English is an interdisciplinary subject. Doctorate students of Economics claimed that they studied it for six years, however, it was thought only for 1h and 30min per week, in each level for the same duration as TD session where they do a text study; which I see that; it is not enough especially in academic writing practice. Moreover, members of the sample in Q2 **Please**

rank over from 1 to 4 the different skills according to their importance in your university ESP course (Please assign 1 as the most important and 4 as the least important) are aware that English writing skill is very important, as well as, reading too. Although they appreciate listening and speaking, they value reading more and writing most since they are desperately in need to write research articles, introductions and abstracts in English. In the results of Q3 **How frequent have you been required to write in English during the course**, 44.44% of the respondents admit that they “often” practice writing in English during the ESP session when they answer on the questions of the text study. Consequently, English and writing in English for doctorate students of Economics at Skikda University is quite important, but they practice it quite often as well.

Moving on to Qs 4 **How would you evaluate your English academic writing ability** and Q5 **Did your teacher provide you with feedback regarding the quality of your academic writing during the ESP course?**; in one hand; from my analysis of the results, I can interpret that the reason behind the negative evaluation of the majority of participants on their academic writing ability in English as “bad” goes back to the lack of feedback on their writings from their ESP teachers since 72.22% of them said “No” to the question. In the other hand, I may justify the absence of feedback on PhD students’ quality of writing in ESP course by the contradicting results in table 4, where 22.22% and 27.22% of the answers were “good” and “average”. In the other hand, once teachers find 4 to 5 good averaged students in class, they may neglect the other half, though feedback is required all the time, whatever the case is because it adjusts and motivates.

Furthermore and within the same section, Qs 6 **Please rank order from 1 to 5 the following aspects according to the importance they occupied in the ESP course (Please assign 1 as the most important and 5 as the least important** and Q7 **Please rank order from 1 to 5 the writing aspects you have encountered difficulties in**

accomplishing in the ESP course (*Please assign 1 as the most difficult and 5 as the least difficult*) are directed to investigate the level of importance at first, then the level of difficulty of the writing aspects in ESP course from the perspective of PhD students. According to the ranking in table 6, doctorate students of Economics focus more on the “content”, “context” and “genre”; which means that they fix their mind on a topic and use appropriate genre to address a specific audience and meet their preferences. While, in their opinion, “system” and “process” are signed at the end of the list as less important aspects of writing. In other words, what concerns them most is delivering the message and approximating meaning more than language, form and format, English is used as a tool only, however, correct grammar, structure and unified body-text is very important too. In contrast, table 7 analysis shows that the aspects are reversed when it comes to their level of difficulty. Doctorate students of economics rated the less important aspects “system” and “process” as the most difficult, that is to say; what does not interest them becomes neglected and less used. However, if they do not practice writing with them, they will never overcome their deficiency.

The results of the last question in this section validate the credibility of the previous interpretations, it was about ticking the approach teachers of ESP frequently used when teaching them academic writing. Half of the sample picked “content-based approach” which explains why they give more importance to content and do not find it difficult, while 22.22% answered “process-based approach”, this means that are only 4 students are among users of the aspect of process. This is the full number of participants, who reacted to Q 8 **Which of the approaches below your ESP teacher adopted more frequently in your writing course?**, since no one ticked the third option “genre-based approach”. In my opinion, the respondents were never introduced directly to the types of AW approaches, and teachers did not vary their methods of teaching writing.

In section two, students answered specific questions about writing abstracts in English, their role and importance in Economics studies, and their personal evaluation. The results of Qs 9 **To what extent has the ESP course dealt with the issue of writing abstracts?** and Q10 **Please rank order from 1 to 5 the following aspects depending on their degree of difficulty you experience when writing abstracts (*Please assign 1 as the most difficult and 5 as the least difficult*)** can be interpreted as the following: doctorate students are not familiar with the issue of writing abstracts in English during the period of studying the ESP course, because the majority (27.78%, 33.33%) said they either “hardly ever”, “often” or “never” deal with abstracts in English in the ESP course. However, as second and third year students, they practiced writing and reading compositions in English for their research paper. The difficulties they encountered are almost the same of writing other texts, except that “genre” aspect preceded that of “system” to the second level. This exception falls under one judgment, that; writing abstracts in English targets a specific group of readers (speakers of English who got interests in Economics) to whom PhD students aim to communicate their contributions to the field to, convince and impress. This is why genre is important in studying academic writing within the ESP course; it is the mechanical heart of the abstracts.

From the analysis of Q 11 **Do you think that writing abstracts in English and Arabic do follow the same format?** we conclude that, they are aware that writing abstracts in English for their research papers is not a matter of translation from Arabic to English, whereas, it is about studying properly the aspects of writing in the target language. Besides one participant, 94.44% said that Arabic and English abstracts do not follow the same format because; each one belongs to a different system and different context. However, results of Q 12 **How important is writing abstracts in English in your field of study** illustrates that writing abstracts in English is very important as 12 students selected

“very important” and the rest said “important”. Moreover, Qs 13 **What is your aim behind writing abstracts in general?** And Q14 **What is your aim behind writing abstracts in English specifically?** Reveals that there are many genres in academic writing and abstracts are one of them. From the analysis of results in table 13, it appears that the sample of this study share variety of aims behind writing abstracts (Arabic, English, French...) in general as to: “inform”, “explain”, “persuade”... but the majority (33.33%) see that abstracts in general aim to “summarize” the written works. However, English abstracts narrow the area of aims for doctorate students on; “informing” and “persuading” with 33.33% voice for each, which means that; PhD students of Economics at Skikda University are aware of the value and role of writing English abstracts on their thesis study.

As a consequence and with a critical analysis of the questions of this section, Q 15 **Do you think that the University ESP course should give more importance to writing abstracts?** Summarizes and raises a claim by all (100%) doctorate students of Economics at Skikda University about the need from ESP course instructors to design learning objectives that give more importance to academic writing specifically; writing abstracts.

Last but not least, section three and four are left for general information and further recommendations. This structure was intentionally taken so as respondents do not feel overloaded with questions that require full attention, at the same time they can add extra information, advice or a call for change.

Conclusion:

The current chapter included a presentation, descriptive analysis and discussion of the data collected using a questionnaire of four sections, and administered to a cross-sectional sample of eighteen doctorate students of Economics at Skikda University. Its aim is to collect views and facts about their needs of the ESP course in writing English abstracts.

The outcome of this practical part revealed that, the sample of the study never dealt with the issue of writing abstracts in the ESP course, which affected their English academic writing skills and they still have difficulties with process and genre aspects the most.

Limitations of the Study:

While conducting this analytical research about the academic writing needs of PhD students of Economics from the ESP course, some obstacles were faced as listed in this section of limitations:

1. Time constraints limited the implementation of the experimental method on the sample of the study; therefore, the descriptive one was taken in place.

2. In the population of this research; doctorate students of Economics at Skikda University; the sample was randomly selected from second and third year students only, because no candidates were studying first year, because the department did not open any for the present academic year.

3. By the norms of the population under investigation, second year and third year doctorate students were not available at the department, they were home because they do not study regularly as other levels, otherwise; a test was the first planned tool to collect data about the sample.

4. Problem of unavailable sources: books and documents in the library or net.

5. The obstacle of citing pages of some works found online, that is to say; there is not hand on the original works to download the document and provide the page from where the quote is taken, they require payment.

6. The number of students in the sample was not fixed by the researcher, but it was taken as it is generated in the department. The aim was to classify the sample in terms of category and not the amount of students or the level of study.

7. The questionnaire was sent in emails and the researcher was not present with the sample for clarification or supervision.

Pedagogical Recommendations for Further Research:

Based on the outcomes of the current research, some administrative, teacher, student or researcher recommendations are highlighted for the readers or users of this research paper, to work with, avoid or work for in their future investigation about the needs of academic writing from the university ESP course, abstracts in particular:

- Administration should hire qualified language instructors in the field, and increase the number of ESP sessions in university schedule.
- Teachers should conduct needs analysis study on their students, in all subjects in general and language studies in specific, to ensure consistent assessment of the teaching-learning process
- Teachers should design course objectives that meet the learners' needs and field requirements.
- Teachers should vary teaching materials to approximate knowledge to the learners and equally integrate and target the four language skills.
- An ESP course at university should be designed in respect with the requirements and applications of the field (ESP is not a text-study course only)
- Students should take language course seriously, especially English, because it is an interdisciplinary subject and an international language
- ESP teachers in general and those in the Faculty of Economics, Commerce and Management Sciences, department of Economics in particular should give more importance to developing academic writing in English.
- The topic of this research is interesting and applicable, researchers should provide sufficient time and efforts to design an experimental method and apply an abstract writing test on the sample.

General Conclusion

The present study has attempted to explore the doctorate students of economics' n academic writing needs, with a special emphasis on the issue of writing English abstracts for research articles.

To achieve this aim, a review of the literature related to academic writing was necessary. The literature review dealt with the historical background of the ESP movement and its role in the ELT studies. In addition, it outlined the principles and approaches to ESP and its branches including needs analysis, corpus analysis, course and material design and genre analysis. Moreover, the theoretical background focused on the concept of genre and the three approaches with which it is associated, especially with regard to teaching academic writing, in general, and writing abstracts, in particular.

As for the second chapter, it dealt with the presentation, description, analysis and discussion of the data collected via the self-designed questionnaire. This questionnaire was implemented to a convenience-based sample of eighteen doctorate students of Economics at Skikda University at the second and third year of their studies. The analysis of the results has demonstrated that although the respondents have benefited from instruction in academic English at the university level, where writing has been allotted the most important place. Moreover, the participants declared that they feel the need to develop their competence in writing abstracts and that writing abstracts in English is to a large extent different from abstract writing in Arabic. However, the participants were largely unsatisfied with the level they have achieved in academic English as well as with the ESP course including instruction in writing abstracts. According to them, the weaknesses of the ESP course include, but are not limited to the lack of sufficient time, the lack of sufficient teachers' feedback, the biased focus on content, the over reliance on content-based

teaching methodology, the neglect of the issue of writing abstracts as well as the use of discourse-based methodology in teaching it.

Based on the above, providing doctorate students of economics with an affective ESP course which is susceptible to improve their level in academic English and enable them to write appropriate abstracts for their research publications requires an urgent reform of the current ESP course following the principles of the genre-based approach to academic writing. The first step in designing such a course should be a thorough analysis of students' academic writing needs. The present study represents a humble attempt in this direction.

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Appendices

Doctorate Students' Questionnaire

Dear students,

The present questionnaire seeks to evaluate the effectiveness of ESP instruction on students' ability to write different sections of academic texts, especially the abstract section. This questionnaire is implemented in partial fulfillments of the requirements of a master degree in the didactics of foreign languages.

The success of the present study depends on the sincerity with which you respond to its different items. So, with the help of the glossary of terms found at the end of this questionnaire, please provide the answer that you deem appropriate bearing in mind that there is no right or wrong answer. In all circumstances, your answers will remain anonymous and will be used only to achieve the aims of the present study.

Thank you in advance for your cooperation

Miss. KIHAL Leila

Section one: Students' Attitude towards ESP Course's in Academic Writing

1) in the respect of the coming question, fulfill the table below

-Did you study English at university?

-Yes

-No

-If yes, for how many hours per week did you study English at each level?

	Hours per a week?
License
Master
Doctorate

2) Please rank over from 1 to 4 the different skills according to their importance in your university ESP course (Please assign 1 as the most important and 4 as the least important)

- Listening to English
- Reading English
- Speaking English
- Writing in English

3) How frequent have you been required to write in English during the course:

- Always
- Frequently
- Often
- Sometimes
- Hardly Ever
- Never

4) How would you evaluate your English academic writing ability?

- Good
- Average
- Bad
- Very bad

5) Did your teacher provide you with feedback regarding the quality of your academic writing during the ESP course?

- Yes
- No

6) Please rank order from 1 to 5 the following aspects according to the importance they occupied in the ESP course (*Please assign 1 as the most important and 5 as the least important*)

- Content (the ideas and concepts the topic text will address)
- Process (how you prepare and carry out a writing task; stages of writing)
- Genre (communicative purposes of the genre and its value in your discipline)
- System (grammar, lexis, syntax and appropriate formal conventions)
- Context (readers' expectations, cultural preferences and related texts)

7) Please rank order from 1 to 5 the writing aspects you have encountered difficulties in accomplishing in the ESP course (*Please assign 1 as the most difficult and 5 as the least difficult*)

- Content (the ideas and concepts the topic text will address)

- Process (how you prepare and carry out a writing task; stages of writing)
- Genre (communicative purposes of the genre and its value in your discipline)
- System (grammar, lexis, syntax and appropriate formal conventions)
- Context (readers' expectations, cultural preferences and related texts)

8) Which of the approaches below your ESP teacher adopted more frequently in your writing course?

- Content-based approach
- Process-based approach
- Genre-based approach

Section Two: Students' Evaluation of the Effectiveness of the ESP Course in Training them to Write Abstracts for Research Articles

9) To what extent has the ESP course dealt with the issue of writing abstracts?

- | | | |
|------------------------------------|--------------------------------------|--------------------------------|
| Always <input type="checkbox"/> | Frequently <input type="checkbox"/> | Often <input type="checkbox"/> |
| Sometimes <input type="checkbox"/> | Hardly Ever <input type="checkbox"/> | Never <input type="checkbox"/> |

10) Please rank order from 1 to 5 the following aspects depending on their degree of difficulty you experience when writing abstracts (*Please assign 1 as the most difficult and 5 as the least difficult*)

- Content (the ideas and concepts the topic text will address)
- Process (how you prepare and carry out a writing task; stages of writing)
- Genre (communicative purposes of the genre and its value in your discipline)
- System (grammar, lexis, syntax and appropriate formal conventions)
- Context (readers' expectations, cultural preferences and related texts)

11) Do you think that writing abstracts in English and Arabic do follow the same format?

- Yes
- No

- Please justify

.....
.....
.....

12) How important is writing abstracts in English in your field of study?

- Not important
- Less important
- Important
- Very important

13) What is your aim behind writing abstracts in general?

- Inform
- Summarize
- Narrate
- Explain
- Persuade

14) What is your aim behind writing abstracts in English specifically?

- Inform
- Summarize
- Narrate
- Explain
- Persuade

15) Do you think that the University ESP course should give more importance to writing abstracts?

- Yes -No

Section Three: General Information

16) Which year you are studying doctorate now?

- First Year
- Second Year
- Third Year

17) What is your specialty? (you can write it in Arabic or French)

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.....
.....

Section Four: Further Recommendations

- Do you have anything to add regarding instruction in writing the abstracts of research articles?

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Glossary of Terms:

Skills: a learned power of doing something competently: a developed aptitude or ability, like language skills: speaking, listening, reading and writing.

ESP Course: a session where English is taught for specific purposes.

Frequent: happening at short intervals: often repeated or occurring.

Academic writing: writing productions that are related to an academy or school related to higher learning.

Feedback: teachers' comments and returns to the output of students to make change that improve their performance.

Content-based approach: it refers to an approach to second language teaching in which teaching is organized around the content or information that students will acquire, rather than around a linguistic or other type of syllabus.

Process-based approach: it gives great importance to the process of getting the end product. There are four processes involved in the writing process; planning, drafting, revising and editing.

Genre-based approach: it gives importance to various types of writing and text types and twisted with social needs.

Résumé

L'étude actuelle visait à analyser les besoins en rédaction académique des doctorants en économie avec un accent particulier sur les problèmes et les difficultés qu'ils rencontrent dans la rédaction de résumés. Pour atteindre cet objectif, un questionnaire a été auto-conçu et administré à un échantillon de convenance de dix-huit étudiants au doctorat en économie à l'Université de Skikda. L'analyse des réponses des doctorants a montré que: bien qu'ils aient été enseignés l'anglais au niveau tertiaire, que l'écriture ait occupé la place la plus importante dans le cours d'anglais, qu'ils soient conscients de la nécessité de développer leur compétence en rédaction de résumés et que la rédaction de résumés en anglais est- dans une large mesure- différente de la rédaction de résumés en arabe, les participants n'étaient largement satisfaits ni de leur niveau en anglais académique, ni de la qualité de l'enseignement qu'ils ont reçu, notamment en ce qui concerne la question de la rédaction de résumés. Cela est dû aux nombreuses faiblesses de l'instruction ESP qu'ils ont reçue. Ces faiblesses peuvent être résumées comme la suite : le manque de rétroaction suffisante des enseignants, l'accent biaisé sur le contenu, le recours excessif à la méthodologie d'enseignement basée sur le contenu, la négligence de la question de la rédaction de résumés ainsi que l'utilisation d'une méthodologie basée sur le discours dans l'enseignement. Ces résultats montrent l'importance d'intégrer la pédagogie basée sur le genre axée sur le discours dans l'enseignement de l'écriture, en général, et de la rédaction de résumés, en particulier, pour répondre aux besoins d'écriture académique de ces étudiants.

ملخص

كان هدف هذه الدراسة الحالية تحليل احتياجات الكتابة الأكاديمية لطلاب الدكتوراه في الاقتصاد مع التركيز بشكل خاص على المشكلات والصعوبات التي يواجهونها في كتابة الملخصات. لتحقيق هذا الهدف ، تم شخصيا تصميم استبيان و توجيهه لعينة قائمة تتكون من ثمانية عشر طالب دكتوراه في الاقتصاد بجامعة سكيكدة. أظهر تحليل استجابات طلاب الدكتوراه أنه على الرغم من أنهم تعلموا اللغة الإنجليزية في المستوى العالي ، إلا أن الكتابة احتلت المكانة الأكثر أهمية في دورة اللغة الإنجليزية ، وأنهم يدركون الحاجة إلى تطوير كفاءتهم في كتابة الملخصات. و أن كتابة الملخصات باللغة الإنجليزية تختلف إلى حد كبير عن كتابة الملخصات باللغة العربية، ولم يكن المشاركون راضين إلى حد كبير سواء عن مستواهم في اللغة الإنجليزية الأكاديمية أو جودة التدريس الذي تلقوه، خاصة فيما يتعلق بمسألة كتابة الملخصات. هذا يرجع إلى العديد من نقاط الضعف في تعليمات ESP التي تلقوها. يمكن تلخيص نقاط الضعف هذه على النحو التالي: عدم وجود مراجعة كافية و متواصلة من المدرسين، والتركيز المتحيز على المحتوى، والاعتماد المفرط على منهجية التدريس القائمة عليه فقط، وإهمال مسألة كتابة الملخصات وكذلك استخدام المنهج القائم على الخطاب. كما أن هذه النتائج أظهرت أهمية دمج علم أصول التدريس القائم على الخطاب في تدريس الكتابة بشكل عام وكتابة الملخصات بشكل خاص لتلبية احتياجات الكتابة الأكاديمية لهؤلاء الطلاب.