

**PEOPLE'S DEMOCRATIC REPUBLIC OF ALGERIA**  
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**Department of English Language**



**INVESTIGATING TEACHERS' and LEARNERS  
DIFFICULTIES in TEACHING and LEARNING  
BUSINESS COMMUNICATION**

**The Case of Third Year International Business  
Students Department of Commercial Sciences**

Dissertation submitted in Partial Fulfilment of the Requirements for Master Degree in Didactics

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**DEDICATION**

*To:*

*My Dear Husband,*

*My Mom and Dad, Sisters and Brother,*

*My Niece and Nephews,*

*who believe in me.*

*F/ Fohra*

## DEDICATION

*“ In the Name of Allah, Most Gracious, Most Merciful,  
All the Praise is due to God alone, The Sustainer of the  
World”*

*I dedicate this work to:*

*“My Mum”, a strong and gentle soul who devoted her life for  
my well being and who taught me to trust in Allah and to believe  
in hard work;*

*“My Father” who taught me strictness;*

*My beloved brother with whom I share my sweetest memories;*

*My lovely sisters who have brought so much joy to my life;*

*To my best freinds who encouraged me right from the beginning*

*“To all my nephews and nieces*

*To all who support me in my education as well as in my life*

*Hayet*

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**LIST OF ABBREVIATIONS**

**BE :** Business English

**CNP:** Communication Needs Processor

**CSD :** Communicative Syllabus Design

**EAP:** English for Academic Purposes

**EBP:** English for Business Purposes

**EFL:** English as a Foreign Language

**EGP:** English for General Purposes

**ELL:** English language learning

**ELT:** English Language Teaching

**EOP:** English for Occupational Purposes

**EP:** English for Professional Purposes

**ERL :** English as a Restricted Language

**ESL:** English as a Second Language

**ESP:** English for Specific Purposes

**EST :** English for Science and Technology

**FL:** Foreign Language

**GBE :** General Business English

**GDUFS :** Guang Dong University of Foreign Studies

**GE:** General English

**ICT:** Information and Communication Technology

**IT:** Information Technology

**LA:** Language Audits

**LA:** Learner Analysis

**MA:** Means Analysis

## Investigating Teachers' and Learners Difficulties in Teaching and Learning Business Communication

**NA:** Needs Analysis

**ONA:** Objective Needs Analysis

**PSA:** Present Situation Analysis

**SCDM:** Systematic Curriculum Development Model

**SICC:** Strategy Inventory for Language Learning

**SL:** Second Language

**SNA:** Subjective Needs Analysis

**TELDU:** English Language Teaching Development Unit

**TESP:** Teaching English for Specific Purposes

**TP:** Task Analysis

**TSA:** Target Situation Analysis

**TSNA:** Target Situation Needs Analysis

**TSNA:** The Teacher's Strengths and Needs Assessment

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Résumé

الملخص

### **Abstract**

Since the world has witnessed remarkable improvement in economics and technology, English for Specific Purposes (ESP) teaching has become a crucial subject in learning foreign languages, which has been revolutionised with the integration of ICTs tools as they provide learners the ability to interact with native speakers of English language from different language backgrounds in real life contexts. This research which is entitled as ‘‘Investigating Teachers' and Learners Difficulties in Teaching and Learning Business Communication the case of third year International Business students Department of Commercial Sciences’’ aims at defining the needs assessment in ESP from the academic perspective and its importance in EBP teaching-learning process, by shedding light on its application in Business English (BE) classes and exploring the university students' difficulties in learning English language skills in BE as future employees in the field of business, and ESP teachers' constraints in achieving effective teaching in what concerns the needs of their BE students. Two questionnaires were used as tools for collecting information on Needs Analysis in EBP from different sources (the first questionnaire was addressed to 10 ESP teachers, while the second questionnaire was administered to 50 third-year-International Business students at the department of Business and Commerce Sciences in Mohamed Seddik Ben Yahia, Jijel) in order to show how it affects the material design for ESP curriculum and syllabus for English for Business Purposes learners in awakening their awareness of what they need as learners then as future working adults; the teachers in adapting their teaching accordingly; the producer of the teaching materials in developing their materials to suit Business English learners and cope with the students' target needs; and the administrator or teaching executives in planning and adapting an effective learning system for the sake of creating a congenial academic atmosphere for EFL learners in general, improving the teaching quality and the reduction of gap among learners and teachers from one hand and teaching methods from the other hand. Ultimately, to amend the EBP teaching-learning current situation in the department of Business and Commerce Sciences, the study affords some guidelines that pertain to the design of an effective EBP curriculum for vocational and occupational purposes within the educational institutes. The results obtained from the analysis of the questionnaires supported the research hypothesis which is ‘‘If EBP teachers' and learners' communicative difficulties are well identified, their communicative skills will be improved’’.

**Key words:** ICTs, Needs Analysis, ESP, EBP, Curriculum Design, BE, ESP Teachers, EFL Learners, Communication Skills,

## **GENERAL INTRODUCTION**

## **Introduction**

English for Specific Purposes (ESP) is considered as a trend of learning English as a second or foreign language with a strictly utilitarian aim. ESP emerged during the Second World War and has kept developing ever since. The determining role played by the USA during the period of its emergence not only influenced historical events but also exerted a strong pressure on international trade and business relationships. As a result, world science and technology transfer have also been conditioned by the mastery of many specific English varieties and has resulted to be established now as the first international language.

These demands and requirements have resulted in the expansion of one aspect of English language teaching, namely the teaching of English for Business Purposes (EBP). Within this approach, it is proposed that any ESP course should obey a strategy of predetermined objectives based on a needs analysis which aim is to identify what students are requiring the foreign language for; which in turn helps to specify as closely as possible what exactly it is that students have to learn in that language.

### **1. Background of the Study**

Regarding the speedy growth of technology and scientific research that have occurred in the world, it is commonly acknowledged that the English language has taken a place of pride in all the parts of the world; a fact that is considered as a natural outcome to globalization. In this regard, English has evolved until it became the world's first communication language and accordingly many people and organizations use it in both written and oral communications. As a result, many countries in the world have become wide open to the whole globe because they have adopted the teaching of English in their curricula, either as a foreign language (EFL) as in the case of Algeria, Morocco and Tunisia, or as a second language (ESL) as in Saudi-Arabia, Egypt and Jordan.

Starting from the 1950's, the need for the study of English from all over the world launched a quest for the best method to cater for the needs of the growing demands in the industry of foreign language teaching, for instance, whether all the students need the very same language skills. For the first time, learners' needs have become the spearhead which triggered both language teaching and learning. As a result, the concern to make language courses more relevant to learners' needs led during the 1970's to the emergence of English for Specific Purposes (ESP).

This new approach began as a response to a number of practical concerns. First and foremost, the need to teach immigrants language needed to deal with job situations lead the researchers to link how to teach these immigrants just the very English that they need in their daily communication situations. Moreover, the preparation of non-English background students for studying at American and British universities urge researchers to emphasize the importance of teaching these learners ESP. Additionally, the need to prepare materials for students who had already mastered General English (GE) encouraged the scholars to adopt ESP as an essential subject in their curricula (Boukhentache, 2016, p: 2).

The term ESP is defined as: "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." Swales, 1992: 300). As a sub-branch of English language teaching and learning, ESP has gained wide interest and popularity over the world. It became commonly known that ESP is the type of English that is issued for teaching specific purposes: business, technology, nursing, engineering, etc. Furthermore, studying English is no longer restricted to English learners, but it is now taught in many other departments, such as: business departments, economic departments, computer sciences' departments, medicine departments, etc.

Additionally, it also includes many other divisions such as: EST (English for science and technology), ELT (English Language Teaching), EAP (English for academic purposes), EOP (English for occupational purposes), EMP (English for medical purposes), and English for business purposes (EBP) on which we are conducting our research.

However, Needs Analysis in ESP contexts can be a vital asset for teachers of ESP to identify their learners' key requirements or needs and determine the areas in which they are lacking skills. Needs Analysis can, therefore, be defined as the process that gathers information from learners, teachers and language courses to find out what language skills the learners need to develop for their future careers, why they should develop those specific skills and how they develop them in the best ways possible?

Against this background, this study was undertaken during the academic year 2017-2018 at the university of Mohamed Seddik Ben Yahya Jijel to define and assess the English language needs of Business English of ESP teachers and EBP learners in Business and Commerce Department to make a link between the Business English acquired in Algerian universities in the field of international business studies and the field of business context they will be working with business staff from different language backgrounds.

The data of this study was collected from different sources, including: an in-depth study of previous studies that were carried out by specialists in the area of Needs Analysis, ESP teachers, and EBP students.

### **2. Statement of the Problem**

As it was stated above, Algeria is amongst the countries that adopted ESP in developing the status of specific English types in universities and companies that hire foreign expertise. In this regard, ESP gained an importance and is now taught in different departments of Algerian universities in order to cater the different requirements of learners and equip them with a certain English proficiency level for a situation where the business language is going to

be used. However, EBP learners at Business and Commerce Department fail to acquire the necessary knowledge, skills and expertise in this area. Accordingly, ESP teachers who are supposed to present successful lessons and give valuable guidance for third year International Business students who may encounter many difficulties that hinder the process of BE language teaching and learning all together.

In this regard, the study offered significant insights on the obstacles in teaching English for Specific Purposes at Business and Commerce departments, this includes: the absence of Needs Assessment and therefore inability to subsequently tackle and cover the real needs of the learners; inexperienced teachers - among whom many are our classmates of the current academic year or are last year's English Department graduated students- are not specialists in the field of EBP; the lack of teaching authentic materials, and most importantly the absence of a Business English specialized course book and predetermined objectives that are defined in teaching ESP and that need to be achieved according to the Needs analysis results. As a result, the students fail in their attempt to acquire the Business English knowledge.

### **3. The Purpose of the Study**

This research, as a matter of fact, aims at proving the importance of NA in EBP courses in the sense that they motivate International Business learners, arouse their interests and expose them to the real language practice in their communities. Furthermore, we aimed through this modest work to identify the situation of teaching EBP in Business and Commerce Departments in Algerian universities and the influence of ineffective Needs Analysis of EBP students on their future job performance as International Business employees. As a matter of fact, despite the great importance of English language, little attention is given to NA in ESP teaching at Business English departments in Algerian universities.

The purpose of this study then is:

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- ✚ To explore, from one hand, the standpoint of International Business third year students as far as Business English language needs are concerned (wants, lacks and necessities);
- ✚ To explore, from the other hand the standpoints of ESP teachers as to the EBP held;
- ✚ To draw an analogy between the two previous stances so as to highlight and posit feasible guidelines for the design of a task-based syllabus for vocational purposes ;
- ✚ To clarify the individual specific needs analysis that current EFL learners will encounter as future business staff in their day-to-day English language use including the communication difficulties at workplace and shed the light on the needed business skills of non native speakers staff;
- ✚ To increase awareness of the lack of specific Algerian universities' authentic ESP materials designed for EBP learners;
- ✚ To examine the application of NA for ESP practitioners, adapt effective strategies, design Business-English-relates curricula in ESP textbooks and provide ICT materials for use in the EBP classrooms ;

### **4. Research Questions**

This research question entails to investigating the following list of questions:

- ✚ What difficulties are encountered by international business students at the department of commercial sciences in learning business communication ?
- ✚ What difficulties are encountered by business english teachers in teaching EBP at the department of commercial sciences ?
- ✚ How both EBP teachers and learners overcome those difficulties ?

### **5. Research Hypothesis**

The present study proposes the following hypotheses:

- ✚ If EBP teachers' and learners' communicative difficulties are well identified, their communicative skills will be improved.

### **6. Data Collection Tools**

In this research paper, the target population is: third year International Business students and their ESP teachers in the department of Business and Commerce Sciences in order to test our hypothesis and achieve the aim of the research, a quantitative analysis of collected data is carried out. So two questionnaires were administered in relation to the theoretical part of the study, to a randomly selected population of the Business and Commerce Department at Mohammed Seddik Ben Yahia University to give a clear vision on the needs of the EBP practitioners in educational contexts in terms of needs, lacks and wants, constraints and problem areas in conducting an effective BE Needs Assessment for better teaching-learning outcomes. The first one was administered to 10 EBP teachers and the second one was administered to 50 EBP students (both of the departments of commercial sciences, Jijel university). Then, we started by the analysis of the EGP teacher- learner's needs, providing information about the ESP learning-teaching processes in the fields of ESL and EFL and identify problems and needs areas for both teachers and learners. Then, we pointed the influence of the absence of NA implication on International Business third year learners as future business staff by analyzing the Needs Analysis of current business staff weaknesses in using Business English.

### **7. The Structure of the Dissertation**

The dissertation in hand is divided into two chapters. The first chapter which is the theoretical part divided into three sections: the first section offers a review that helps defining the concept of ESP, its types, characteristics, and importance for ESL and EFL learners in acquiring English with the most learners' needed skills in a natural way and equip them with a

certain proficiency level for a situation where the target language is going to be used. The second section presents the Needs Analysis in ESP and ESP course design, its different types and purposes for conducting a Needs Assessment. The third section investigates Business English in curriculum design and the application of NA in Business English Curriculum with the growing needs of mastering the Business English language in the globalised modern business world. The second chapter the fourth chapter is the practical part of the study also divided into two sections: the first section analyzes and interprets the data gathered from teachers'; students'; however , the second section provides pedagogical suggestions and recommendations to overcome the existent obstacles in ESP teaching-learning process and more specifically EBP practitioners.

# **CHAPTER ONE:**

## **SECTION ONE**

### **AN OVERVIEW ON ESP**

## **Introduction**

Since 1960s, the term English for Specific Purposes (ESP) has been used significantly in the field of language teaching when both teachers and applied linguists observed that the General English courses did not satisfy neither the learners' needs nor their interests. Teaching English, thus, has become a need especially in the EFL countries as it has become the dominant language in science, technology, media, education, and business. Moreover, selecting the appropriate materials for teaching ESP plays an important role in the effectiveness of ESP courses and helps in introducing the language in authentic situations as well.

The current chapter brings to light the effectiveness of selecting materials in ESP contexts. For this reason it is divided into three main parts. The first part intends to give an overview of ESP: its definition, features, history, and types. The second part tackles the importance of teaching ESP, its purpose, and the role of the teacher. The third part attempts to highlight the importance of selecting materials in ESP classes.

### **1. Definitions of ESP**

Creating more specific and significant contents of language courses with regard to learners' desires was one of the main changes that has been occurred in the field of language teaching from the 1950s to 1970s. Numerous definitions for ESP have been suggested by various linguists and researchers in the field of language teaching.

A broad definition for ESP was provided by Mackay and Mountford (1978, p.2) in which they describe ESP as :

*... generally used to refer to the teaching of English for a clearly utilitarian purpose. This purpose is usually defined with reference to some occupational requirement. For example: For international telephone operators*

*... or vocational training programs... or hotel and catering staff*

*... or some academic or professional study... or engineering (p. 2).*

Meaning that using the English language in real world contexts is the core objective behind learning it. Thus, learners need to acquire particular language skills that enables them to act successfully in their specialized fields (academic, occupational, and/ or scientific). In addition, ESP for them is regarded as "...a restricted repertoire of words and expressions selected from the whole language because that restricted repertoire covers every requirement within a well defined context, task or vocation" (p.4).

A similar definition has been suggested by Robinson (1980, P.3) in which she argued that an ESP course is "purposeful and is aimed at the successful performance of occupational or academic roles." (As cited in Hidayet Hemche & Bereksi Reguig, 2014, p.32).

ESP was described as "...situations where the student has some specific reasons for wanting to learn a language" (Harmer, 1983, p.1).

Widdowson (1983,10) stated that "ESP is simply a matter of describing a particular area of language and then using this description as a course specification to impart to learners the necessary restricted competence with this particular area." (As cited in Elzbieta Jendrych, 2013) in other words, ESP primary concern is emphasizing some language skills that are required in order to function competently in a particular context.

According to Munby (1978), ESP courses are "those where the syllabus and materials are determined by the prior analysis of the communication needs of the learners" (p.2). Meaning that, ESP courses have to pass through an investigation of learners' interests and needs as a primary step before designing them. Consequently,

the focus has to be on both the syntactic and semantic levels of language and not only on the subject area of learners.

From another point of view, the role of needs analysis was emphasized by Robinson (1991). In her definition, she relied on two fundamental pillars. The first one is that ESP is "normally goal directed", and the second one considered needs analysis as the cornerstone of ESP courses. (As cited in Dudley-Evans & St. Jhon, 1999, p.3)

Hutchinson and Waters (1987) define ESP as "... an approach to language teaching in which all decisions as to content and method are based on the learner's reason for learning" (p.19). That is, ESP is seen as an approach and teachers and linguists are giving more emphasis to what to teach rather than how to teach meaning the 'content' which should be selected according to learners or students' needs. This idea was strengthened by Hutchinson and Waters (1987) in "ESP must be seen as an approach not as a product" meaning that, ESP does not imply a specific kind of language teaching, methodology, or teaching materials. The main question that ESP emphasize is why does this learner need to learn a foreign language? from this view, the purpose of learning English became the core in foreign language teaching. From another perspective, Hutchinson and Waters (1987) defined ESP not by Showing what ESP is, but rather by showing what ESP is not :

#### **A/ Matter of Teaching 'Specialized Varieties' of English**

The fact that language is used for specific purpose does not imply that is a special form of the language, different in kind from other forms. Certainly, there are some features which can be identified as 'typical' of a particular context of use and which, therefore, the learner is more likely to meet in the target situation. But these differences should not be allowed to obscure the far larger area of common ground that underlies all English use, and indeed, all language use.

### **B/ Matter of Science Words and Grammar for Scientists**

Hotel words and grammar for hotel staff and so on. When we look at a tree, we see the leaves and branches, but there is much more to the tree than just these- much of it hidden from view inside and beneath the tree. The leaves do not just hang in the air : They are supported by a complex underlying structure. In the same way there is much more to communication than just the surface features that we read and hear. We need distinguish, as Chomsky did with regard to grammar, between performance and competence, that is between people actually do with the language and the range of knowledge and abilities which enables them to do it.

### **C/ ESP is not Different in Kind From any Other Form of Language Teaching**

In that , it should be based in the first instance on principles of effective and efficient learning. Though the content of learning may vary there is no reason to suppose that the process of learning should be any different for the ESP learner than for the General English learner. There is, in other words, no such things as an ESP methodology, merely methodologies that have been applied in ESP classrooms, but could just as well have been used in the learning of any kind of English.

#### **1.1. The Meaning of the Word 'Special' in ESP**

It is of great importance to mention that special language and specialized aim are totally two different concepts. The confusion between these two concepts was primarily observed by Parren (1974). For a better understanding of the idea of special language, Mackay and Mountford (1978) stated that : "The only practical way in which we can understand the notion of special language is as a restricted repertoire of words and expressions selected from the whole language because that restricted repertoire covers every requirements within a well-defined context, task or vocation (p.4)".

Specialized aim, conversely, refers to the reason behind learning a language, rather than the nature of the language they learn. (Mackay & Mountford, 1978)

Thus, the word 'special' in English for Specific Purposes (ESP) refers to the aim for which learners learn a particular language and not to a particular jargon they learn. (As cited in Kristen Gatehouse, 2001, p.5)

## **1.2. ESP VS. General English**

A question which could be asked is "what is the difference between ESP and GE?" In fact, Hutchinson and Waters (1987) gave a concise and precise description that shows the main difference between the two approaches in the following quotation "in theory nothing, in practice a great deal (p.53)".

In traditional methods, teachers were teaching everything about the foreign language without paying attention to students' needs or interests, whereas nowadays teachers are more aware about the vital role of conducting a needs analysis before starting to teach and that helps both teachers and learners to achieve the anticipated goals in a short time.

ESP and EGP differs mainly in the method of how the learning objectives being determined and applied. ESP is objective-oriented learning (based on specific objectives), while, EGP is aim-oriented (determining learning objectives is not required).

On one hand, ESP learners are generally working adults who are interested in learning only the bit of English they need either in their study or work contexts, they have already started to study English, so they are intermediate or advanced level. Teachers in this approach are involved in a "training operation" so they focus more on training, and their biggest aim is to meet the needs of particular learners. As English

is intended to be used in specific vocational contexts, the selection of the appropriate content is easier. Thus, it is important for the content in the syllabus to have a high surrender value, most relevant to the vocational context. Since ESP courses are more specific, the ESP practitioner needs to maintain various roles and use different teaching methods in order to transmit the required knowledge for his/her learners. So here teachers' must identify the learners needs as a first step which in its return helps in setting the teaching strategies, materials, and the level of learners (Robinson, 1991).

On the other hand, heigh school students are the ones who are interested in learning General English in order to improve overall English competence involving a range of skills (reading, speaking, listening, vocabulary, grammar and pronunciation).In addition the EGP courses are imposed to pupils at schools and their ultimate aim from learning EGP courses is to succeed in the exams. Teachers in this approach are involved in "educational operation", so they are focusing more on education rather than on training as in ESP approach. In General English, the learners' future needs are impossible to predict, therefore, the content is more difficult to select. Consequently, it is important for the content in the syllabus to have a high surrender value. Hutshinson and Waters (1987) stated that "What distinguishes ESP from General English is an awareness of the need".

All in all, ESP approach is learner centered where the leaeners needs are valued, wherease, EGP approach is language centered and the focuss is on all the language skills besides the cultural aspects of the English speaking community.

### **1.3. The Sgnificant Features of ESP**

The educational situation is the basis for teaching a specific language. Strevens (1988) from one hand identifies two key characteristics of ESP courses which he referred to as absolute and variable characteristics.

### 1.3.1. Absolute Characteristics

- ✚ ESP is defined to meet the specific needs of the learner ;
- ✚ The content of the material is relevant to a particular science, occupation or activity ;
- ✚ It revolves around the specific language of a branch of knowledge or life in terms of structure, vocabulary, and the meaning of words ;
- ✚ It differs from the teaching of general language ;

### 1.3.2. Variable Characteristics

- ✚ Does not adhere to the teaching of a particular skill of language ;
- ✚ It is not taught based on pre-established methods (cited in Bojović, 2007, p. 488) ;

Duddley –Evans and John (1998) from another hand offered a modified definition for ESP and express their revised view on the essence of ESP from two perspectives: absolute characteristics and variable characteristics.

### 1.3.3. Absolute Characteristics

- ✚ ESP is designed to meet specific needs of the learners;
- ✚ ESP makes use of the underlying methodology and activities of the disciplines it serves;
- ✚ ESP is centered on the language (grammar, lexis, and register), skills, discourse and genres appropriate of these activities.

### 1.3.4. Variable Characteristics

- ✚ ESP may be related or designed for specific disciplines;
- ✚ It may use, in specific teaching situations, a different methodology from that of General English;

- ✚ It is likely to be designed for adult learners, either at a tertiary level institution or in a professional work situation;
- ✚ It could be used for learners at secondary school level;
- ✚ It is generally designed for intermediate or advanced learners;
- ✚ Most ESP courses assume basic knowledge of the language system, but it can be used with beginners (p. 45).

It is worth mentioning that the absolute characteristic which indicates that “ ESP is in contrast with General English “ was removed by Dudley and John and they included more variable characteristics instead. Also, they declared that it is not necessarily for ESP to be connected to a certain discipline.

#### **1.4. Historical Background and the Factors of the Emergence of ESP**

English for specific purposes (ESP) has become one of the most noticeable fields of EFL teaching since the early 1960s' as teachers and linguists noticed that the General English courses did not go together with students needs. In the scope of ESP origins, Hutchinson and Waters (1987) noticed that there are three main reasons that led to the emergence of ESP.

##### **1.4.1. The Necessities (The Demands of a Brave New World)**

The end of the Second World War in 1945 has marked by a conspicuous change that has never been experienced before in scientific, technical and economic activity on an international scale. Technology and commerce were the most effective domains that helped in creating a unified world. The dominance of these both fields gave rise to a need for a universal language, at that time, it was English.

The goal here was to generate a group of people who want to learn English because it was the key to the international currencies of both technology and commerce, rather than learn it just for the prestige of knowing the English language.

As English became an international language of commerce and technology, it presents new knowledgeable people who really know the purpose behind learning this language particularly. The Oil Crises of the early 1970s' worked as an accelerator factor for this development which in return comes up with a substantial flow of financial resources and thus Western expertise into the Oil-rich countries. English then became very important and commercial pressures started to exert an influence.

The restriction of both money and time led to the creation of effective courses with clearly specified aims. Reducing pressure on the language teaching occupation to deliver the necessary needs was the general effect of all this development.

### **1.4.2. Revolution in Linguistics**

The second remarkable reason that has a great influence on the emergence of ESP was a revolution in linguistics. Describing the rules of English usage – grammar at first phase- was the main concern of the traditional linguists. In contrast, modern linguists shifted attention away from describing the features of language usage to find out the usage of language in real world situations. Moreover, one essential finding of this research was the variation between the spoken and written language from one context to another and in different ways. This intersection between these two ideas come up with defining specific English courses for particular groups of learners. The period between 1960s' and 1970s' was witnessed by a flow of research studies which were mostly conducted in the area of English for Science and Technology (EST), (Ewer and Latorre, 1969; Swales, 1971; Selinker and Trimble, 1976) are among the researchers who were publishing their works in this period (Hutchinson and Waters, 1987, p. 7). “ Tell me what you need English for and I will tell you the English that you need ” (p.8) became the guiding principle of ESP , that is the content to be taught

should be selected according to learners' needs after analysing the linguistic characteristics of their sphere of study or work places contexts.

### **1.4.3. Focus on the Learner**

Another reason which contributed to the emergence of ESP is the new development in educational psychology, meaning it has to do with psychology rather than linguistics, here the learners and their attitudes to learning are underscored. Since learners have different interests for learning this may have a great effect on their motivation to learn and thus on the effectiveness of their learning. Developing relevant courses according to learners' needs and interests was paramount. Taking texts from the learners' specialist was the standard way of achieving this development. An example is taking texts about medicine for medicine learners'. Designing clear relevant English courses according to learners' needs and interests would have a great influence on improving the learners' motivation for learning and therefore speeding up the process of learning. The combination of these three main reasons that led to the rise of ESP are working harder to maintain the need towards increasing specialisation in the field of language teaching.

## **1.5. Types of ESP**

Although most researchers in the field of English language teaching gave different subdivisions for ESP, They all agree on the point that ESP has three main types including English as a restricted language (ERL), English for academic purposes (EAP) and English for occupational purposes (EOP).

### **1.5.1. English as a Restricted Language (ERL)**

The language of traffic control could be considered as 'special' as was illuminated by Mackay and Mountford (1978) since the controller need only a limited repertoire that serves his interests. This repertoire can be decided situationally in a particular

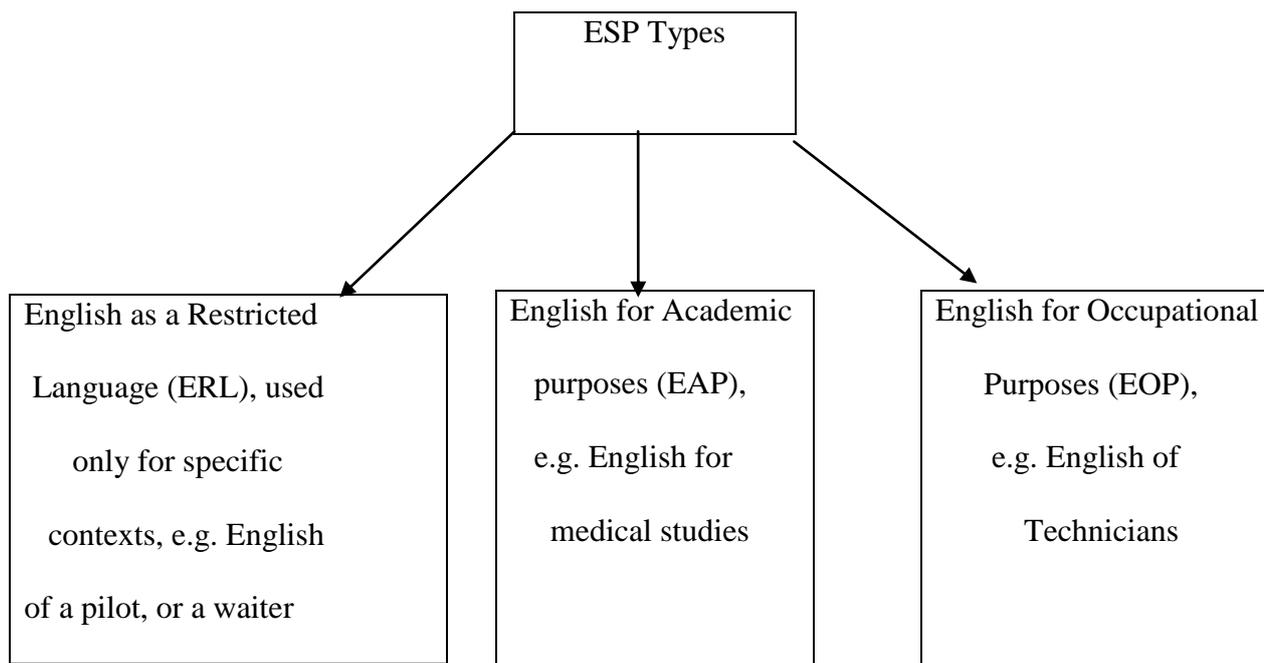
context (p.25). But knowing this type of English is not enough to communicate effectively outside the specific context. The language used by waiters, pilots and traffic controllers are the best examples of English as a restricted language (ERL).

### **1.5.2. English for Academic Purposes (EAP)**

The international expansion in the use of English for both academic research and employment has played a crucial role in the emergence of English for academic purposes (EAP) . To exemplify, the language used for medical studies. Paltridge and Starfield (2013) claimed that English for academic purposes (EAP) is worried about researching and teaching the language required by people who use the language in order to implement academic tasks (p.137). Robinson (1980, p.7) suggested that “English for Academic Purposes or study skills, i.e. how to study through the medium of English regardless of the subject matter or of the studies”. In the same vein Kennedy and Bolitho (1984) claimed that "EAP is taught generally within educational institutions to students needing English in their studies" (p.4). Carter (1987) from another perspective shed light on the importance of this type of English by considering it as the backbone of ESP although he did not make any effort to develop it (p.31).

### **1.5.3. English for Occupational Purposes (EOP)**

EOP is taught in such a situation in which learners need to use English as part of their work or profession (Kennedy and Bolitho, 1984: 4). Learning English before, during or after the employments have been manipulated in their work plays a crucial role in selecting the courses to be taught because the content selected for an English program for a learner who is really engaged is totally different from a program for a learner who is an expert worker in his specialist but need to learn English in order to use it in his profession. English for technicians is a good example of English for occupational purposes (EOP).



**Figure 1: ESP Types**

It is worth mentioning that for Hutchinson and Waters (1987) EAP and EOP are considered as connected branches of ESP because people can work and study simultaneously. They argued that “people can work and study simultaneously; it is also likely that in many cases the language learnt for immediate use in a study environment will be used later when the student takes up, or returns to, a job” (p. 06). From another point of view, Robinson (1991) shows the distinction between EAP and EOP by pointing out that "EAP is thus specific purpose language teaching differentiated from EOP by the type of learner : future or practicing student as opposed to employee or worker" (p.100).

## **2. The Importance of Teaching ESP**

Since most modern professions rely on English as a necessary component of their work, it becomes the most important language of international communication. Thus,

students of various professions were taught ESP in order to be able to use English successfully and effectively in their daily communications.

Harding (2007) stated that “ In ESP, the purpose for learning the language is paramount and relates directly to what the learner needs in their vocation or job ” (p.6). Therefore, it is very motivating for learners because it enables them to implement what they learnt in classrooms in their real life situations ( study or work) because ESP combines between both a subject matter and English language instruction.

Stern (1989) argued that ESP teaching objectives are of four types : profeciency, knowledge, affective, and transfer. Starting with ‘profeciency ‘ which is interested in mastering both the productive and receptive skills of the language as reading, writing, listening , and speaking. ‘Knowledge’ tends to help learners to acquire the linguistic and cultural information. The former involved language analysis and the consciousness of the systematic aspects of the language, whereas the latter has relation with the control of socio-cultural rules ( mastering of the norms of society, values, and orientation. Furthermore, ‘affective’ aims at developing the positive feelings towards the subject of the study including attitudes towards attaining second language learning. Ending with ‘transfer’ which is concerned with the ability to generalize from what has been learnt in one situation to other situations (p.209).

To sum up, ESP courses helps EFL learners to use the target language effectively and competently as they recognized its norms, values, and develop positive attitudes and feelings towards learning English language.

### **2.1. The Purpose of Teaching ESP**

Why ESP? Or what is the purpose behind teaching ESP? As a matter of fact, there are three main reasons that make teaching ESP of a great importance in the field of language teaching. The first reason is learning speed, in order to speed up the

acquisition of the required linguistics items and it gives learners the advantage of learning what they want when they need it, also it gives them the chance to learn in an intensive and motivated context. The second reason is learning proficiency, here the needs analysis is of great importance since it helps teachers in determining clearly the necessities of their learners. Learners use the maximum of their learning resources in order to acquire specific, pre-identified linguistic items and skills. Learning effectiveness is the third reason that makes teaching ESP of crucial value, as learners are prepared for further job related tasks in English they are ready to use the language appropriately and correctly in their job related tasks, as a result there will be a greater academic performance ( Chris Wright, Ph.D.article 1992 ).

### **2.2. The Role of Teachers in Teaching ESP**

Many researchers in the field of language teaching agree that the ESP teacher occupation includes more than just teaching. For that Dudley-Evans and St.John (1998) forechoose to use the specific, the methodology has to be changed. The teacher in the ESP classes is no more considered as the only source of knowledge, but often students themselves are regarded as the primary knowers of the content of material. The principle role of the teacher is to create authentic communications in the classroom on the bases of students' knowledge

◆ **Course Designer and Material Provider:** Planning the course and providing materials for it is one of the main responsibilities of the teacher . The teacher's role is not restricted only in preparing suitable number of copies for the class, but s/he has also to adapt the materials when necessary by avoiding the unappropriat ones or by writing his / her own. How specific those materials should be is one of the principle debates in the field of ESP. Materials that cover a wide range of domains are supported by

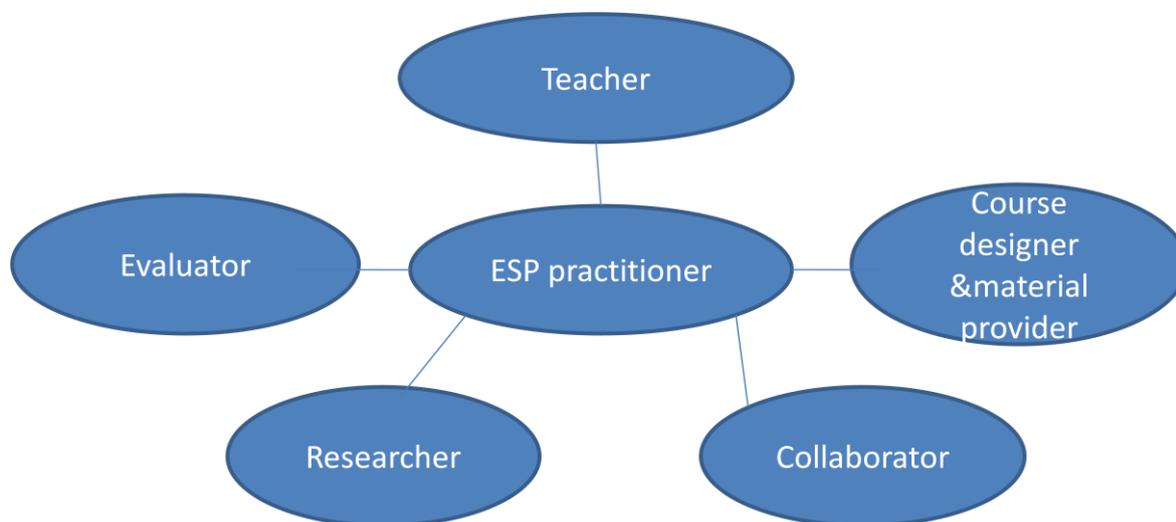
Hutchinson et al. (1987 :165) who argue that the grammatical structures, functions, discourse structures, skills, and strategies of different disciplines are identical.

♦ **Collaborator** : In order for the specific needs of the learners to be satisfied , the ESP practitioner has to work hand in hand with field specialists to prepare the different materials that are going to be used in the ESP class. They should also modify the methodology and activities of the target discipline. Subject specialists are in charge of providing texts and recordings for exploitation or advise on questions or activities. This collaboration does not have to result at the development stage and can increase as relates to team teaching ( a possibility discussed by John et al. (1988)). The ESP practitioner must collaborate with learners if the team teaching is not an option because generally learners are more familiar with the specialized content of the materials than the teacher him / herself.

♦ **Researcher** : Investigating the aims of the learners, as a first step, in order to find out what they want to accomplish is one of the principle roles of the ESP practitioner as a researcher. As a second step, the ESP practitioner has to take the responsibility of designing courses, writing teaching materials, and finding out the specific interests of the ESP learners. Since the ESP practitioner has no choice except of developing the original materials, this will lead directly to choose the suitable materials for the classroom.

♦ **Evaluator** : It is a traditional role that is presented also in the General classes, but in the case of ESP, this role was highlited due to its important. All the ESP practitioners should be associated in different kinds of evaluation, and testing students is the most common type of assesment. In order to evaluate the students' amelioration and the effectiveness of the teaching process, various tests are conducted. Evaluating the courses and the teaching materials is an other type of testing that

occur in the ESP classes. Since the ESP courses are well-adjusted, their evaluation is crucial. It is very hard to create one ESP course that would satisfy all ESP learners because the ESP courses are unique, thus, the evaluation is a must.



**Figure 2: The Roles of the ESP Practitioner**

### 3. Characteristics of ESP Courses

Carter (1983) suggested three main characteristics to ESP courses:

#### 3.1. Selecting Materials

The word material refers to the different forms and contexts of language use and usage. Materials, thus, are a resource of teaching that aids in facilitating both teaching and learning process and they are used to support the lesson. Selecting ESP materials therefore helps in determining the advancement of the course and in underlying the content of the lesson as well. Selecting the appropriate materials helps teachers in organizing their courses and in some ways it may work as an introduction to the new learning techniques. Materials also can be a kind of teacher reflection, "They should truly reflect what you think and feel about the learning process" (Hutchinson and Waters, 1987, p.107). A good provider should select materials that are suitable for the teaching objectives and they should be based on different interesting texts and

activities which provide learners with a wide range of skills. Teachers has to determine which specific feature of ESP they want to concentrate on in order to choose the right material, but a piece of material sometimes can be used to develop different kinds of skills as reading, listening, vocabulary, etc. Moreover, materials should work as a link between the existing knowledge and the new information ( Hutchinson and Waters, 1987 ).

### **3.2. Types of Activities with Text**

Texts as a learning material are a key component in most language programs. In some situations they serve as the bases. In ESP courses, texts can function as a source for new skills as reading, vocabulary, and communicative skills. In order to work with a text effectively It is very important for the text to involve all students' skills as much as it is possible. Combining printed text with listening to audio-cassette or video-cassette is very preferable. As much as the ESP activities are concerned, it is very essential to keep in mind that the context has to be consistent with studying subject matter.

### **3.3. Creating a Learning Environment- Motivation**

An other important feature that should be implemented during ESP courses is creating a learning environment. The first step for accomplishing the learning setting goals is creating a comfortable learning environment in the classroom because it helps in reinforcing and simplifying the learning/ teaching process and it works as a support for learners in their work. Creating a positive learning environment has a strong relation to motivation. Motivation is an essential part of students' work, in the sense that it influences their future success or failure. It is the incentive or the willingness that stimulated us to do our best in order to fulfill a particular objective or aim in a particular activity. Motivation was described by Harmer (1991) as ‘ some kind of

internal drive that encourages somebody to pursue a course of action ” (p.14).

Motivation has a great role which can not be neglected, thus, teachers should motivate their learners in each activity as much as possible in order to do the tasks and therefore to achieve the setting aims with pleasure.

### **3.4. Purpose Related Orientation**

Refers to the simulation of communicative tasks required by the target setting. A teacher can involve learners in various tasks to simulate conference preparation, including the preparation of papers, reading, notetaking, and writing. As an example, an English course for business engage students in designing and presenting a unique business venture, including market research, pamphlets and logo creation. Learners in such tasks are also practicing listening skills. The implementation is restricted because they employ their newly acquired skills during their ESP courses with their peers and teacher.

### **3.5. Self Direction**

Turning learners into users is the primary concern of ESP. Encouraging learners from their teacher is very essential for self-direction. It is of crucial importance for students to be encouraged in order to have a certain degree of freedom to decide when, what, and how they will study. It is very essential to teach high-ability learners how to access information in a new culture.

### **3.6. ESP Today**

Since today English is the number one language of communication in the whole world, even among non-native speakers of the language, there has been a great impact on the type of ESP syllabus provided. It is without a doubt that EFL and ESL teachers have to teach the ESP courses are now more conscious about the latest developments in theory and methodology in the branch of ESP which are: *corpus analysis, genre analysis and functional linguistics*.

Currently, ESP teachers carry the responsibility of designing the courses, creating effective learning settings in the class, discovering the needs of their students as well as evaluating not only their student's performance as in tests, but also their development and the course book (s) or the self- produced materials which are particularly designed for a given particular course. Today, thanks to the modern Information and Communication Technologies (ICTs) we are now able to shift our "traditional" classes into a more "approachable and modern" environment with these facilities. ESP teachers and learners can now obtain more recent and useful material utilizing the multi-media tools, like web surfing. In the future, it is estimated that distance learning can be a very convenient mode in instructing the ESP adult learners. Here is a brief definition of: corpus analysis, genre analysis and functional linguistics:

### **3.6.1. Corpus Analysis**

Corpus analysis is the study of language based on large collections of real life language use stored in corpora ( or corpus)—computerized databases created for linguistic research also known as *corpus-based studies*. Almost by definition applied linguistics as was tacitly acknowledged when the American Association of Applied Corpus Linguistics (AAACL) dropped its third A in 2008. Its methodologies can be applied far beyond the discipline itself (cf. McEnery et al. , 2006 :8 as cited in Cambridge handbook of corpus linguistics, 478-497, 2015). In the process of language teaching and learning, corpus analysis has affected three major types. The first type lies in improved descriptions of language varieties and features which can inform aspects of the language to be taught ; the second makes corpora and tools for analysing them available to the teacher ;and the third puts them directly into the learner's hands

### **3.6.2. Genre Analysis**

Within ESP compass, genre has been primarily reckoned as "a tool for analyzing and teaching the spoken and written language required of non-native speakers in academic and

professional settings" (Hyon, 1996, p. 695). Besides, Swales (1990, cited in Bruce, 2008, p. 29) spells out the defining traits of genre as:

- ✚ A genre is a class of communicative events ;
- ✚ The principal criterial feature that turns a collection of communicative events into a genre is some shared set of communicative purposes ;
- ✚ Exemplars or instances of genres vary prototypically ;
- ✚ The rationale behind a genre establishes constraints on allowable contributions in terms of their content, positioning and form ;
- ✚ A discourse community's nomenclature for genres is an important source of insight ;

### 3.6.3. Functional Analysis

It is a branch of mathematical analysis, the core of which is formed by the study of vector spaces endowed with some kind of limit-related structure (e.g. inner product, norm, topology, etc.) and the linear functions defined on these spaces and respecting these structures in a suitable sense. Also it is a cost reduction technique used to shift the focus from the cost of each component to the cost and the value of each function of the product

Example of functional analysis in language teaching and learning:

*Perhaps you will never find a job as a linguist, but you should at least try.*

- Perhaps= Adv / you=N / will= Aux/ never=Adv/ find=V/ a job=det+N/ as a linguist=P+Det+N/ but=Conj/ you=N/ should= Aux/ at least=Adv/ try=V

### 3.7. Mother tongue interference in ESP

Lott defined interference as "errors in the learner's use of the foreign language that can be traced back to the mother tongue (p. 258). Also Kala and Radhika (2013) suggested some factors behind using the mother tongue in EFL classes:

- ✚ Learners have misconceptions that learning English is very difficult;
- ✚ Learning mother language occurs naturally but learning foreign language is felt

artificial;

- ✚ The exposure to the mother tongue is more than foreign language;
- ✚ More important is attached to grammatical rules than functional grammar;
- ✚ English is a unique language with respect to phonology, word order, grammatical system, etc;
- ✚ Acquisition of vocabulary is very limited,
- ✚ Lack of motivation for learning a foreign language;
- ✚ Lack of experts and native speakers to teach proper pronunciation;
- ✚ Lack of standard materials (p. 2-5).

### **3.8. ESP Teaching in Higher Education in Algeria**

Learning English to fulfil communicative needs has become a worldwide concern, and Algeria is one of the nations which intends to enhance the status of English, since it is considered the language of science and technology. In fact, Hemche (2014) argued that the first time that English had been introduced in Algerian educational system in the Second Post World War era: the time when Algeria was still under the French colonization. In this sense, English was mainly taught by French teachers who used the same methods that were applied in France at that time. After independence, the teaching of English was carried on in Algerian schools, but mainly as a second foreign language after French (p. 134).

Additionally, Hemche (2014) also stated that teaching ESP courses is not a new phenomenon in Algeria; however, it goes back to the early 1970's when ESP courses began to be popular in the Arab World, as it was the case in other parts of the world. In 1988, the Algerian Ministry of Higher Education and Scientific Research established three centers in Algeria: Algiers, Oran, and Constantine. Their creation resulted from many contacts with some British Universities; such as, Glasgow, Manchester, Leeds, Sheffield, Nottingham, and San Francisco. These centers were responsible for: (1) teaching English to specialists mainly in

scientific and technological streams, and (2) supplying specific training to both students and teachers in order to further studies in Great Britain and develop ESP teaching curricula to both scientific and technological streams (p. 137).

In this respect, Hemche (2014) asserted that the role behind the creation of these centers was to provide support for teaching ESP in Algerian Universities that set up a connection with the British Universities in order to increase the learners' level in English. She pointed out that despite the fact that these centers provided specific training to both students and teachers, the Ministry of Higher Education and Scientific Research in Algeria has never agreed to grant these ESP centers an official status. This led to the disintegration of Algiers and Constantine Centers through time. The remaining ESP center of Oran continued to fulfil its assigned missions. Nowadays, it is used for borrowing books to students, teachers and researchers as well as organizing seminars (p. 139).

Accordingly, Algeria, like all other oil producing countries, regards the fact that it is very crucial to go with the advancements that occur in the world. Consequently, in 1970's, the Ministry of Energy and Mines established the Highest Institution of Science and Technology in order to train specialists in oil and gas in English and developing the scientific and technical research. In this sense, English takes part of the program for almost thirty hours per week, and its classes include no more than twelve students. Generally, the students who attend the Algerian Petroleum Institute (I. A. P.) are adults aged between 19- 21 years old by which they start to enter the field of specialism during five years. Besides, these students are taught General English at the same rate; ESP is learnt as a continuum of General English on a more specific level in which teachers try to expose the learners to the type of English they will need either in their future profession or their further education (Kafi, 2015, p. 38).

The main aim behind teaching those technical courses is to enhance ESP in practice rather than in theory, and promote the students' skills; such as, scanning, skimming,

analyzing, organizing, speaking, and writing. For instance, for the third year Engineering and Maintenance students, reading provides them with a special vocabulary; for the fourth year, they are prepared to write reports; however, for the fifth year, they focus on oral presentations because engineering students should know how to negotiate and create interactions with the others. In addition, it is worth noting that learners are taught GE and EST by different teachers, and they have to pass a test in order to move to the next level; all of that happens under the control of the company (Kafi, 2015, p. 39).

In 2004, Algerian Higher Education has undergone another reform with the implementation of the L. M. D. system. L. M. D. is made of the License with three years of study (6 semesters), a Master degree of two years whereas the last period is the Doctorate degree of three years of research. Idri (2005) stated that the Algerian Ministry of Higher Education and Scientific Research decided to adopt the L. M. D. system in order to familiarize the Algerian Higher Education system with the global context, since the Anglo-Saxon system has proved to be successful. Also, it has been adopted by many countries all over the world.

In her study, Idri (2005) pointed out that the aim behind adopting L. M. D. system into Algerian universities is "...to create an overall innovation within the Algerian universities to permit them follow the flow of real foundations adequate with the evolution of not only scientific research and educational techniques, but the world as well" (pp. 1- 2).

Mebtil (2010) affirmed that the main objective of implementing the L. M. D. system in Algerian Higher education context is to meet the global needs. It is worth to mention that apart from the English departments, English is also taught as a supplemental, but obligatory subject in other specialties; such as, biology, economics, physics, political sciences, chemistry, mathematics, medicine and so forth. Students who study these specialties are

obliged to learn English in order to fulfill particular purposes related to their actual or future; academic or occupational careers (p. 24).

However, Hemche (2014) professed that English courses that are given to learners should be perfect and suitable so as to achieve their needs. In her research, she pointed out that Algerian Higher education intended, within the implementation of the LMD system, to develop the professionalization of Higher Education with preserving the general interest of teaching, and allowing students to build up a personalized education plan gradually. Moreover, she claimed that the most common courses in ESP are: English for Science and Technology courses (EST), English for Banking and Economics courses (EBE), and English for Social Sciences courses (ESS) (pp.139- 140).

Besides, Mebitil (2010) argued that “at the tertiary level, English is introduced in different curricula at different departments nationwide, either as a main subject at the English department or simply as an additional but ‘compulsory’ module” (p. 6). In this sense, she asserted that it is important to note that the implementation of the L. M. D. system in Algeria has encouraged more the implementation of ESP courses. ESP courses are provided in order to meet learners' specific purposes. In this context, teaching ESP at Algerian Universities has its own requirement and challenges, because at English departments, in Algeria, most of ESP teachers hold either the Magister or PhD degree, and they are General English teachers who have recruited to teach ESP (p. 7).

Furthermore, although Arabic and French are the two mediums of instruction in Algeria, Algerian decision makers realize very well the role of English Language. Zughoul (2003) stated that:

*In Arab North Africa, and despite the fact that French has had a strong foothold in Tunisia, Algeria and Morocco, it has been retreating and losing a lot of ground to English. In fact, the*

*tendency of what can be termed a shift from French to English in these countries cannot be cancelled. (p. 122)*

Besides, despite the fact that ESP is considered as an eminent subject in English, it is still faced many obstacles in Algerian universities. Mebitil (2010) argued that among the factors that hinder ESP teaching in Algeria, we may cite: (1) time devoted to teach ESP (one hour and the half per week is not enough to meet all the learners' needs), and (2) General English teachers generally are inadequate to teach this subject because they are not prepared to teach ESP (p. 8). Thus, the shift from a General teacher to an ESP teacher is considered as a difficult task. In this conte, Hutchinson et al. (1987) stated: "Teachers who have been trained for General English teaching or for the teaching of literature may suddenly find themselves having to teach with texts that they know little or nothing about" (p. 160). In addition, Strevens (1988) argued that teachers who have been trained as General English teachers find it very difficult to be involved in ESP teaching situations (p. 8).

### **Conclusion**

The necessities, revolution in linguistics, and the learners' needs are the three main factors that led to the emergence of ESP and helped in its popularity. As the world at the present time moves very fast and people become engaging in many activities so they do not have time to learn everything about a certain language. As a result there was a shift in the role of the teacher in the ESP approach to become a practitioner rather than just a teacher as in General English approach. All these reasons helped ESP to gain its importance in the field of language teaching and learning. Moreover, using materials in teaching ESP learners has a great impact on their performance and in enhancing their levels. An ESP practitioner, thus, has to be aware about the types of materials that s/he going to use in presenting his/her lesson. So, s/he has to select

the materials appropriately from what is available according to learners needs , interests and according to what support the lesson as well.

Putting into nutshell, ESP is not a different variety of English, but it is a contextual and needs-based situation, in which some specific purposes of language functions are gained. In the sense of linguistic terminology, ESP means what learners need in target situations, or what s/he wants about this function of language use and / or what s/he needs are in accordance with his/ her views. At this point, an ESP practitioner should conduct a needs analysis to find out the students' pre- requisites before designing the course. The role that ESP teachers play is obviously more complex than the GE teacher. Also, ESP teachers have more responsibilities since they are more than just a teacher as they are considered to be “practitioners”, who besides to teaching, prepare and provide relevant materials, actively take part in developing and designing a syllabus, do researches specifically for discovering the needs of the students (i.e. conduct a purposeful needs analysis), evaluate the tests, the students and the course materials.

**SECTION TWO:**

**NEEDS ANALYSIS IN ESP**

**AND ESP COURSE**

**DESIGN**

## **Introduction**

Within the traditional English language teaching, teachers are outstandingly reckoned as the main stakeholder involved whereas learners are often overlooked. Consequently, courses have not yielded the anticipated upshots and have proved inadequate in addressing the learners' needs. As a matter of fact, to ensure that courses remain aligned with the learners' requirements, it is indispensable to take heed of learners' prospective needs, deficiencies, and preferences. Along this chapter, we attempt to bestow the most eminent contributions related to the concepts of needs analysis in ESP and ESP course design through :providing a depth understanding toward the Needs Analysis in ESP in terms of its definition, approaches, historical background, who NA is intended for, what the target population is, who collects information, what procedures can be used, how the information collected can be purposefully and usefully used for all ESP practitioners, and the significance of Needs Assessment in curriculum development in an English language teaching-learning case study especially in the application of English for Specific Purposes' course with the growing needs of communication for worldwide economic and trade exchanges.

The ultimate purpose of elaborating those components is that at the end of the discussion we will have a better insight to recognize the importance of the Needs Analysis in ESP classes and ESP course design in order to raise concerns on providing a better and more appropriate ESP teaching-learning environment that is suitable for the learners' needs and try to implement effective strategies and new methodologies in improving the curriculum by course designers as well as providers of training programs who will equally be required to provide different kind of useful trainings that cover the needs of the trained , and hopefully demonstrate that the proposed program is a respond to a genuine needs.(Pratt,1980)

## **1. The Needs Analysis in ESP**

### **1.1. Definition of Needs**

The term “needs” refers to the ability to comprehend and produce the linguistic features of the target situation.

The term “needs” is not a straight forward as it might appear, and hence it is often seen as an umbrella term (West, 1994). Richards et. Al. (1992:242) broadly defined NA as “the process of determining the “needs” for which a learner or group of learners require a language, and arranging the needs according to the priorities”.

Furthermore, Robinson provides her own definition of needs by distinguishing different categories of needs: the 'objective' versus the 'subjective' needs, the needs 'perceived' by the 'teachers/authorities' versus or opposed to the needs 'felt' by the 'students/learners', 'target' needs opposed to 'learning needs', this latter contrasting pair corresponding to 'goal-oriented' versus 'process-oriented.' (Robinson, *ibid*)

A needs analysis is a useful tool to investigate learners' needs, but as Chambers (1980) attempts to show in his successful article, it is not an easy task. According to him, the first step in such an analysis is the attitude to adopt towards the terminology which is implied when needs are associated to an analysis which should be, scientifically speaking, objective and accurate.

Therefore, to overcome this aspect of difficulty, Chambers proposes to see in needs "priorities" which are established by needs analysis as the first essential step. These priorities will determine in reality the ultimate objectives to be fulfilled and the form, the ways and the functions to which the English language will be put.

## 1.2. Definition of Needs Analysis

Needs Analysis (otherwise known as Needs Assessment) has been generally understood as the identification of priorities and difficulties faced by the language learner in a target learning situation. It mainly stands for “those activities involved in gathering information which will serve as the basis for developing a curriculum that will meet the learning needs of a particular group of students (Brown, 1995, p. 35). As to Graves (2000, p. 98), NA is: “ an ongoing process of gathering information about students needs and preferences, interpreting the information, and then making course decisions based on the interpretation in order to meet the needs”

Many other linguists have defined Needs Analysis from different perspectives. Some of the important definitions are shown as follows:

- Nunan. D. (1983): “Techniques and procedures for collecting information to be used in syllabus design”.
- Richards. J. (1992): “The process of determining the needs for which a learner or a group of learners require a language and arranging the needs according to the priorities”.
- Fatihi. A. R. (2003): “A device to know the learner’s necessities , needs and lacks”.
- Brindley. G. (1984): “The term is sometimes used to refer to: learners wants; desires; demands; expectations; motivations; lacks; constraints and requirements”(p: 28).

From these definitions, it can be said that NA is a process that gathers information from learners, teachers and language courses to find out what language skills the learners need to develop, why they should develop those specific skills and how they develop them in the best ways possible.

On the other hands, Dudley-Evans & St John (1998: 125) reckon needs analysis as a concept that encapsulates the following aspects:

- **Professional information about the learners:** The tasks and activities students are/will be using English for (target situation analysis and objective needs).
- **Personal information about the learners:** Factors which may affect the way they learn such as previous learning experiences, cultural information, reasons for attending the course and expectations of it, attitude to English (wants, means and subjective needs).
- **English language information:** What their current skills and language use are (PSA) which allows to assess their lacks.
- **The learners' lacks:** The gap between the present situation analysis of the learners and their professional information.
- **Language learning information:** Effective ways of learning the skills and language in learners' lacks (learning needs).
- **Professional communication information about the learners' professional information:** Knowledge of how language and skills are used in the target situation (linguistic, discourse and genre analyses).
- What is wanted from the course.
- Information about the environment in which the course will be run (means analysis).

Generally speaking, needs Analysis mainly tackles the following questions:

- ✓ Why is the language needed?
- ✓ How will the language be used?
- ✓ What will the content areas be?
- ✓ Who will the learner use the language with?
- ✓ Where will the language be used?
- ✓ When will the language be used?

### **1. 3. Needs Analysis, General English and ESP**

Most of the work on NA originally came from the field of ESP, but NA procedures have increasingly come to be viewed as fundamental to the planning of GE courses too. What distinguishes ESP from GE is not the existence of needs as such but rather an awareness of the need.

The necessity and impact of NA in language teaching and learning has been advocated not only for ESP students but also for SL and FL students in general. The following summarizes the importance of NA for GE courses from the perspectives of: learner-centered curriculum, task-based curriculum, performance assessment, proficiency-oriented curriculum and motivation:

**a-** In a learner-centered curriculum, teachers reconciliation in content selection through extensive consultation with students about their learning needs and interests is critical. NA helps teachers create in class activities in which the student can utilized learned skills and knowledge as tools to meet their real life needs in meaningful ways .

**b -** NA helps teachers understand 'local needs' of students or the needs of a particular group of students and make practical decisions in pedagogy and assessment for improvement (Iwai, et al. 1999).

**c -** NA has been given considerable attention in making a particular course serve a particular group interests which serve the learner interests and needs(Hutchinson & Waters,1987, Sysoyev,2000).

**d -** NA should be a central component of performance assessments, whose purposes are to test students' ability to perform task in real situations (Wai, et al, 1999).

**e -** NA is an integral component of task-based syllabi; real-life target tasks should be identified by a NA (IABID)

**f-** In proficiency-oriented instruction/ curricula, NA helps teachers understand the potential differences in learning expectations between themselves and their students (IBID)

**g** - Obtaining input from the students about a planned or existing program through a NA is crucial to the design, implementation, evaluation and revision of the program (Ibid).

**h-** A program that attempts to meet students perceived needs will be more motivating and successful (Ibid)

It is one of the earliest challenges that ESP had to face was the distinction between ESP and EGP. ESP differs from EGP in the sense that the content of ESP courses (i.e. words, sentences, and subject matter) relates to a particular field or discipline; EGP, however, is essentially the English language education in junior and senior high schools. In EGP courses, students are introduced to the sounds and symbols of English, as well as to the lexical, grammatical and rhetorical elements that compose spoken and written discourses. In addition, EGP focuses on applications of English in general situations. Supplementary information about appropriate gestures, cultural conventions and cultural taboos can also be included in EGP curricula. EGP conducted in English speaking countries is typically called English as a Second Language (ESL), and EGP conducted in Non- English – speaking countries is normally called English as a Foreign Language (EFL). ESP, however, is the research and instructions that builds on EGP; ESP is then designed to prepare students or working adults for the English used in specific disciplines, vocations or professions to accomplish specific purposes. Pedagogically, a solid understanding of basic EGP should precede higher-level instruction in ESP if ESP programs are to yield satisfactory results.

Additionally, Hutchinson & Waters also strongly argued against the misconception that the needs of the GE learners are not specifiable. They believed although NA started mainly in the field of ESP, there should not be any differences between ESP and English for General

Purposes (EGP) as far as NA is concerned. ESP differs from GE in its selection of skills, themes, topics, situations, functions, language and methodology (e.g. ESP module).

Researchers have shown that there is often a lack of awareness of the existence of NA especially in GE courses where the specific needs of students are difficult to determine. Although learners' needs are theoretically of prime importance today, which the learner-centered approach in focus, NA is rarely carried out in the GE classrooms because it was believed that it was not possible to specify the needs of GE learners and secondly because of the lack of literature on the practicalities of analyzing needs within the context of GE. NA plays a vital role in the process of designing any language program whether it be an ESP course or GE course and its centrality is appreciated by various scholars and authors. As

Seehouse (1995) said: 'the council of Europe came up with the idea of "Common Core" which suggests that language learners share certain interests despite their different goals in learning foreign languages and provides a basis for conducting NA in GE classrooms. Still, it is argued and NA has been neglected in GE classrooms and was associated with ESP as suggested by Hutchinson & Waters (1987). Furthermore, ESP/EAP begins with the learner and the situation whereas GE begins with the language, place more focus on speaking and listening. GE courses tend to teach learners conventional and social genres of the language.

Hutchinson & Waters say that there should not be any differences between ESP and GE and stated that: 'it is often argued that needs of the GE learner, for example the school child, are not specifiable. In fact, this is the weakest of all arguments because it is always possible to specify the needs, even if it is only the need to pass the exam at the end of the year. There is always an identifiable need of some sort. What distinguishes ESP from GE is not the existence of a need as such but rather an awareness of the need (cited in Seehouse, 1995:59). Also Richards (1990) believes that "most of the literature of NA originally came from the realm of TESP (Teaching English for Specific Purposes) but NA procedures have

increasingly come to be seen as fundamental to the planning of GE courses". Supporting this idea, Seedhouse (1995) presented how NA procedures can be implemented in GE classrooms.

#### **1.4. Methodology and Procedures in Conducting a Needs Analysis**

NA data is gathered through a huge number of sources and methods that provide with the useful data for conducting NA. Jordan (1997) discusses the various steps that are involved in a NA. They are as follows:

In order to conduct a needs analysis, the analyst, the teacher or the training provider needs to:

- ✓ Establish the purpose of the Needs Analysis.
- ✓ Selection of survey population / delimit the student population.
- ✓ Decide upon approach (es) and syllabus (es).
- ✓ Select the needed and appropriate methods for collecting data.
- ✓ Acknowledge constraints / limitations.

Afterwards, the Needs Analysis researches are done by:

- ✓ Selecting methods and procedures for data collection.
- ✓ Collecting data.
- ✓ Analyzing the data.
- ✓ Interpreting the results.

Then, the analyst, the teacher or the training provider will use the Needs Analysis results in order to:

- ✓ Determine objectives.
- ✓ Evaluate and report the Needs Analysis project.
- ✓ Implement decisions upon findings regarding materials, methods, syllabus, content, strategies, etc.
- ✓ Decide on further information for ongoing curriculum evaluation.

- ✓ Evaluate procedures and results.

### **A. Selection of the Procedure**

As a matter of fact, the selection of procedures depends on the purposes of NA. For example, if a teacher conducts a NA of the students' writing problems at tertiary level, the information can be obtained from the following sources:

- ✓ Sample of students writing.
- ✓ Test data on the students' performance.
- ✓ Reports on teachers on typical problems that the students encounter in what concerns writing skills.
- ✓ Information from the students themselves via interviews and questionnaires.
- ✓ Analysis of the actual textbooks, teaching and academic writing.

### **b. The Collection of Needs Data**

On the other hand, Brown (1995:45) lists 24 different procedures for collecting needs data and groups them into six categories which include: existing information; tests; observation; interviews; meetings and questionnaire. Other than the above mentioned procedures, the described authentic data is now regarded as one of the most reliable and important method in data collection in NA. Berwick (1989) mentioned these procedures as inductive and deductive procedures.

The former includes the use of expert institutions, participant and non participant observation and unstructured interviews from which the categories of needs are derived, whereas the later include the use of devices and instruments such as: structured interviews, questionnaire and criterion referenced performance test, etc.

### **c. Methods of Collecting Needs Data**

The most common methods of collecting data for various types of NA as discussed above include:

**-Questionnaires:** open-ended questions; closed-ended questions;

**-Interviews;** unstructured interviews; structured interviews; interview schedule;

**-Observations :** participant and non participant observation; class room observation ; language audits ; tests ; learners' diaries, Journals, Logs ; case studies.

The information about the students needs , the subjects to be studied and the modification in the syllabus, etc., that are collected by different methods as discussed above , come from a variety of sources other than sampling , triangulation, and multiple methods.

Long (2005, p.24-30) considered “sources” as one of the important factors in performing the NA. Different sources for NA in light of various researches are: published and unpublished literature; learners; teachers; Applied Linguistics and Domain Experts.

### **1.5. Limitations of Needs Analysis**

It is agreed among scholars that Needs Analysis plays a crucial role in language teaching and learning through meeting learners' needs, course design and evaluation. Yet, it was criticized (West, 1994) and has shown certain limitations:

- In many circumstances, it is difficult to predict the future needs of the learners (Cunningsworth, 1983).
- It is difficult to anticipate the needs in homogeneous group of learners because the needs of the learner in a group may not be identical and in many cases may differ considerably from one another (Ibid).
- The lack of awareness of the existence of NA as a tool in course design tends to occur due to problem of familiarity and expertise (West, 1994).
- The lack of information on the validity or reliability of the instruments used and the results obtained in conducting a Needs Analysis (Cunningsworth, 1983; West, 1994).

- A Needs Analysis may come up with a range of functions and concepts which, when turned into language forms, cannot be organized into a coherent teaching sequence (Cunningsworth, 1983).

### **1.6. Approaches to Needs Analysis**

Regardless the fact of being obscurely defined owing to the onward march of its progress, needs analysis nevertheless confined the stress on a set of approaches which extended its compass. These encompass: target-situation analysis, deficiency analysis, strategy analysis, means analysis, language audit and learning-centered approach (Howard & Brown, 1997: 70; Jordan, 1997: 22).

#### **1.6.1. Target Situation Analysis (TSA)**

Chambers was the first one who used the term target situation analysis (TSA) in his 1980 article in which he attempted to make the confusion of terminology clearer. In addition, TSA was viewed as the germinal phase of Needs Analysis which was inducted in the initial outputs of the council of Europe (ELTDU,1970; Stuart & Lee, 1972/1985; Trim et al., 1975).

The target situational analysis is the identification of what the learners should ideally know and be able to do in the study situation they wish to enter or advance in. TSA includes the tasks and activities that English learners are or will be using English for and how to communicate in the target situation, knowledge of how language and skills are used in the target situation (i.e., register analysis, discourse analysis and genre analysis).

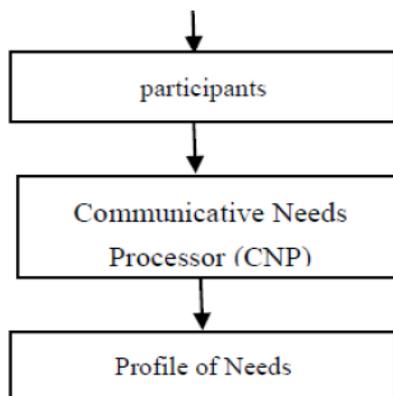
TSA aims to establish the learner's language requirements in the occupational or academic situation (Chambers, 1980) .It is different from the earliest TSA procedures (Mackay, 1978) which did not give a clear picture of what the language was used for (West, 1994:9). The English Language Teaching Development Unit (ELTDU, 1970) provided a detailed data about the exact target language use by different clients. The procedure outlined

the four language skills (writing, listening, speaking, and reading) and classified twenty activities to cover all business and commercial situations.

The history of ESP indicates that Munby (1978) is the first specialist who enounces the concept and principles of target situation analysis in his noteworthy contribution entitled "Communicative Syllabus Design". This first model that he both formulates and presents is identified as "Communication Needs Processor" or "CNP" and provides "a highly detailed set of procedures for discovering target situation needs". According to Hutchinson and Waters (1987: 54), "the CNP consists of a range of questions about key communication variables (topic, participants, medium, etc.) which can be used to identify the target language needs of any group of learners."

Notably, all ESP practitioners have come to the same agreement that Munby's model is the opening of a new era in ESP research, particularly in that which concerns needs analysis-course design-relationship. This is illustrated by Coffey (1984: 7) who writes: "It telescopes two operations, needs analysis and course design, into one and these must, obviously, be linked in the way that Munby showed". Coleman adds (1988: 155): "Probably the most influential of all needs analysis procedures currently available is Munby's "communication needs processor".

Despite these acknowledgments, it is worth mentioning that the theoretical basis of Munby's model was based on the nature of communicative competence needs derived basically from Dell Hymes (1971 cited in: see West, 1994:2) and fundamentally performance-related categories of real-world language use rather than features of communicative competences (West, 1994). In this regard, Nunan (1988) notes that "different areas of use will require different communication skills from the learner and that these needs are to be prioritized for teaching purposes".



**(Figure 2.1: Munby's CNP Model , 1978)**

In fact, Munby proposed an instrument which is supposed to enable the needs analyst to draw up an accurate profile of an individual language learner. The instrument then provides detailed lists of "language skills" and "socio-semantic functions" so that the needs analyst can identify those skills and functions which the learner is likely to need."

Munby's Communicative Needs Processor model (1978) was designed in the aim to be systematic and detailed version of needs analysis and was well known for the most comprehensive approach of needs analysis. It was considered as an effective approach to Target Situation Analysis. In his Communicative Syllabus Design, he describes his CNP model by highlighting the variables affecting communication needs in terms of behavior and meaning specifications.

The table below shows the flow of input of raw information about the target group while making an important distinction between units of behavior and units of meaning to achieve the desired objectives.

Distinction between Units of Behavior and Units of Meaning	
Input	Learner's present command of: English Purpose, setting, roles, psychological roles, and Topic
Behavioral objectives	Communicative activities

Units of Meaning	Function Concepts
------------------	-------------------

**(Table 2.1: Distinction between units of behavior and units of meaning)**

However, Munby's CNP approach to participants' profile works at two levels: priori and posteriori. At the priori level, Munby's approach includes certain variables such as: participant, positive domain, setting, interaction and instrumentality where the information about the participant should concern the identity and language needs. He specifies the occupational or educational purposes for which the target language is needed; whereas the setting variable specifies both physical and psychosocial. Interaction variable identified the participant's interaction with the interlocutor, and the instrumentality variable is concerned with identifying constraints on the input of in terms of medium, mode and channel of communication. At the posteriori level, Munby presented variables such as: dialect (in terms of British, American or any regional dialect), participant's target level of command, communicative event (productive or receptive skills of the participant) and communicative key (participant's performance relating to a particular event).

### **Criticim of Munby's CNP**

Although Munby's model is considered as a well developed application of needs analysis, it has been criticized for being too mechanistic and for paying less attention to the perception of the learner (Swales, 1980; Davies, 1981, Hawkey, 1983, Hutchinson & Waters, 1987, Colmann, 1988, White, 1988, Nunan, 1988). It was also viewed as complex, impractical, inflexible, time consuming for large-scale needs analysis rather than becoming simple to use. Also, the needs analysis procedure had procedural constraints, which, later, made him revise his model . Another important factor was the lack of learner-centered factor since CNP model collects data about the learner rather than form the learner. Thus, it had shown a limited participant whereas recent needs analysis procedures starts with the value of teacher's judgment or involving the learner. (Tarone & Yule, 1989, Allwright & Allwright, 1977). It

was also observed that Munby idealized the factor of individual learner and as such the application of this model to the needs of heterogeneous group were problematic.

Moreover, Munby visualized and classified constraints as socio-political, logistical, administrative, psycho-pedagogic and methodological after the needs analysis procedures had been applied. It was felt that these constraints should be considered at the start of the needs analysis process (Frankel, 1983, Hawkey, 1983). Another criticism was that Munby didn't mention any procedure to convert the learner profile into a language syllabus (Richards, 1984).

Nonetheless, Munby's model had implications for many syllabus designs such as: 'English for Motor Mechanics, and 'English for Biological Science'. The rationale for such syllabus design is that there are certain aspects of language which are specific to the context and it is assumed that there are certain: structures; functions; topics; vocabulary items; and conceptual meanings that are specific to the world of motor mechanic and which are not found in 'General English'. Later, Munby himself revised his view in the sense that 'political factors affecting the target language and the homogeneity of the learner should be applied at the needs analysis stage (1984:64).

### **1.6.2. The Present Situation Analysis (PSA)**

The Present Situational Analysis is the learner's current skills and language use including information about the situation in which the course will be run, and their ability in relation to the demands of the target situation.

Robinson (1991: 9) shows that "A PSA seeks to establish what the students like at the start of their language course and investigating their strengths and weaknesses." A PSA, by definition, investigates "short-term" and "medium-term" needs and is achieved by course designers who have to consult different sources of information. Robinson considers that the PSA completes the TSA because the needs investigated in a PSA are not those "long-term"

needs investigated in a TSA. The TSA objectives remain constant while those formulated in a PSA “are subject to change”. This corresponds more exactly to what Chambers (1980: 30) calls “intermediate objectives”, where changes, if necessary, are based on “pedagogic considerations” only.

For course design based on PSA, Hutchinson & Waters claim that “it is naïve to base a course design simply on the target objectives and that the present learning situation must also be taken into account. They add that Target Situation alone is not a reliable indicator and that the conditions of the learning situation analysis, the learners' knowledge, skills and strategies and motivation for learning are of prime importance”.

### **1.6.3. The Threshold Level MODEL (Van Ek, 1975)**

The threshold Level (Van Ek, 1975) stemmed from the Council of Europe in facilitating the overall cause of the project as to enable exchange of ideas in the European situation by making language learning more effective. The focus of the attention was on to make it easy for learners “to maintain themselves in most everyday situations, including situations for which they have not been specifically trained”. The Threshold Level is considered as the statement of minimum level of ability expressed in minimal language learning objectives for the use of English in authentic situations. The claimed features of this level was that it was capable of defining all language learning objectives and these objectives were specified in terms of behavior. Thus, behavioral objectives were stemmed from an analysis of the learner's needs and the steps involved are defining the target group and then, the objective is to realize as exactly as possible what the learners will need to do with a foreign language. The next step is to determine in which the target group will need to be able to use English.

The following components contribute to the building up situations and provide the learner's needs profile. These are:

**1-The social role which the learner will be able to play;**

- 2- The psychological roles that the learner will be able to play;
- 3- The setting in which the learner will use the foreign language;
- 4- The topics which the learner will be able to deal with in the foreign language.

#### **1.6.4. Hutchinson and Waters Model of Needs Analysis (1987)**

As to Hutchinson & Waters model (1987, p: 58), needs are split up into two taxonomies. Target needs (i.e. what the learner needs to do in the target situation) and learning needs (i.e. what the learner needs to do in order to learn).

They advocate a learning-centered approach in which learners' learning needs play a vital role. If the analyst, by means of target situation analysis, tries to find out what learners do with language, then, learning needs analysis will tell "what the learner need to do in order to learn".

Hutchinson & Waters while drawing the distinction between the learning-centered and learner-centered approach, they made an analysis for target needs and learning needs given below:

- ✓ Why is the language needed?
- ✓ How will the language be used?
- ✓ What will the content areas be?
- ✓ Who will the learner use the language with?
- ✓ Where will the language be used?
- ✓ When the language be used?

The questions proposed by Hutchinson & Waters concerning the learning needs are:

- ✓ Why are the learners taking the course?
- ✓ How do the learners learn?
- ✓ What recourses are available?
- ✓ Who are the learners?

- ✓ Where will the ESP course take place?
- ✓ When will the ESP course take place?

Hutchinson and Waters model (1987) identified three fundamental distinctions in their model and a tripartite subdivision of target needs was put forward:

**1- Necessities:** What is necessary in the learners' use of language?, and they fit into required knowledge.

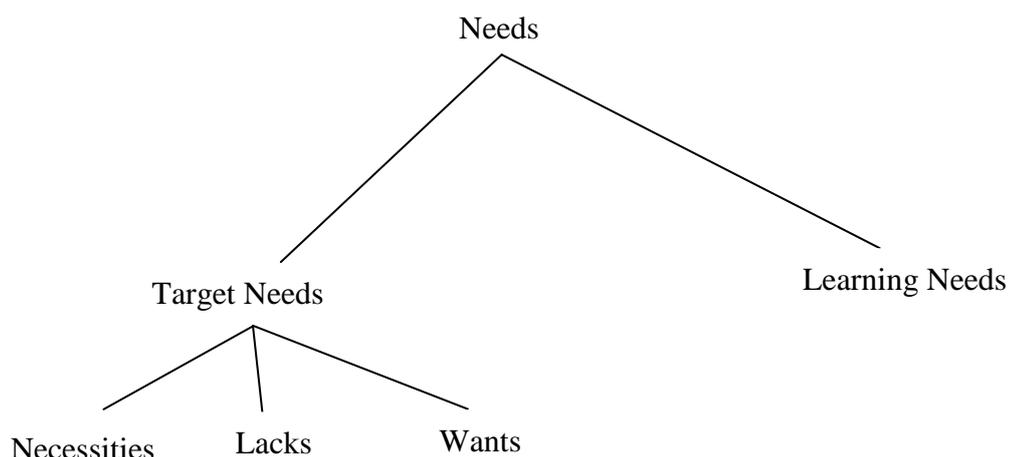
**2- Lacks:** What do the learners lack?, and they fit into present knowledge.

**3- Wants:** What do the learners wish to learn?, and they fit into subjective needs.

It was Allwright (1982) who first made the distinction between needs, wants, Lacks and necessities that are also called as objective needs for catering to the demands of target learning situation. As discussed earlier, Lacks refers to the gap between the target proficiency and what the learner knows already generally known as Deficiency Analysis. Wants refers to the subjective needs of the learner. Last, necessities that the learner lacks can form the basis of the language syllabus that is often referred to as Deficiency Analysis (Jordan, 1997). The table given below illustrates this distinction:

	<b>NECESSITIS</b>	<b>LACKS</b>	<b>WANTS</b>
<b>OBJECTIVE</b> (i.e. as perceived by course designers).	The English neede for success in Business English studies.	(Presembly) areas of English needed for Business English studies.	To succeed in Business English Studies.
<b>SUBJECTIVE</b> (i.e. as perceived by learners).	To reluctantly cope with a "second –best" situation.	Means of doing Business Studies.	To undertake Business Studies.

(Table 2.2: Necessities, Lacks and Wants, Hutchinson & Waters 1987)

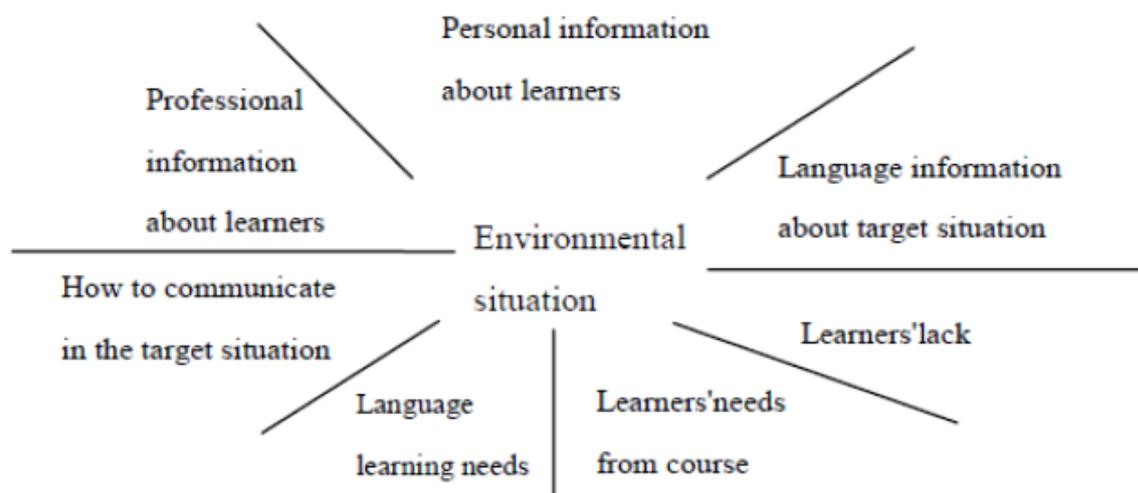


**(Figure 2.2: Hutchinson & Waters' model of NA, 1987(learner- centered and learning centered approach in course design)**

#### **1.6.5. Dudley-Evans & St John's Model of Needs Analysis**

The needs analysis model provided by Dudley-Evans and St. John is regarded as the most practical model in the sense that it covers almost all the required information in conducting the ESP Needs Assessments. The aspects that are underscored by this model are: learners' professional information; learners' personal information; learners' language information about the target situation; learners' lacks; learners' needs from course; language learning needs; communication information in the target situation; and environmental information.

Consequently, Dudley Evans and St John (1998, p.125) gave a description of NA in ESP which encompasses: TSA and objective needs lacks; wants; means; subjective needs; PSA learning needs; linguistic, discourse and genre analysis; and Means Analysis



(Figure 2.3: Dudley Evans & ST. John model of Needs Analysis)

## 2. Historical Background of the Needs Analysis

Needs analysis was a distinct and necessary phase in planning educational programs as a part of the system approach to curriculum development and was part of the prevalent philosophy of educational accountability.

Changes in the status of English around the world and in the purposes for which English was studied from the 1940's on have led to the next phase in the development of NA and therefore ESP including language curriculum development. The teaching of Needs analysis attained prominence in the literature of language teaching during the last two decades of the twentieth century.

The emergence of term "Analysis of Needs" can be traced back to the 1920s in the west Bengal, a province of India, when Michael West used the term "needs" to refer to what students wanted to do with the target language in the target situation and how they may acquire the language properly during the time of studying (Howatt,1984; White,1988 cited in West, Op.cit.). Historically, needs analysis was introduced into language teaching through ESP movement among 1960's-1970's. Even though, this needs analysis was not advocated only for ESP, but also for second/ foreign language students in general. In fact, needs analysis have been conducted informally for years and little research was done in its area by teachers

who wanted to assess what language points their students needed to learn. Indeed, the various activities usually called “approaches” are different expressions of this desire to figure out what students need to learn.

The concept of “needs” was formally introduced by Council of Europe Modern Language Projects group during 1970’s in the field of ESP. It the informal or intuitive analysis of the students’ needs by Munby’s Communicative Syllabus Design (1978) which has later been redefined by task-based needs analysis (Long,2005). Research and studies conducted by the council of Europe Team resulted in the emergence of “the communicative approach to language learning” which replaced the situation approach dominant in language teaching and learning at that time. Since then, a great deal of work has been done in the field of Needs Analysis in the last decade having implications for the practice of ESL/ EFL teaching.

Needs Analysis has developed through various stages, each of which shifted and broadened the scope of analysis (West,1994,1997). The stages, concerns and scope of Needs Analysis are shown in the table below:

<b>VARIOUS STAGES OF NEEDS ANALYSIS</b>				
<b>Stage</b>	<b>Period</b>	<b>Focus</b>	<b>Scope of analysis</b>	<b>Examples</b>
1	Early 1970’s	EOP	Target situation analysis	Richtetrich,1970/1980  ELTDU, 1970  Stuart & Lee,1972/1985
2	later 1970’s	EAP	Target situation analysis	Jordan & Mackay,1973  Mackay, 1978

3	1980's	ESP & general language teaching	Target situation analysis Deficiency analysis Strategy analysis Means analysis Language audits	Tarole & Yule,1989  Allwright & Allwright, 1977  Allwright, 1982  Holliday& Crooke, 1982  Pilbeam, 1979
4	Early 1990's	ESP	Integrated/computer Based analysis Material selection	Jones, 1991   Nelson, 1993

**(Table 2.3: Various Stages of Needs Analysis approaches, adapted from West (Op.cit.:2)**

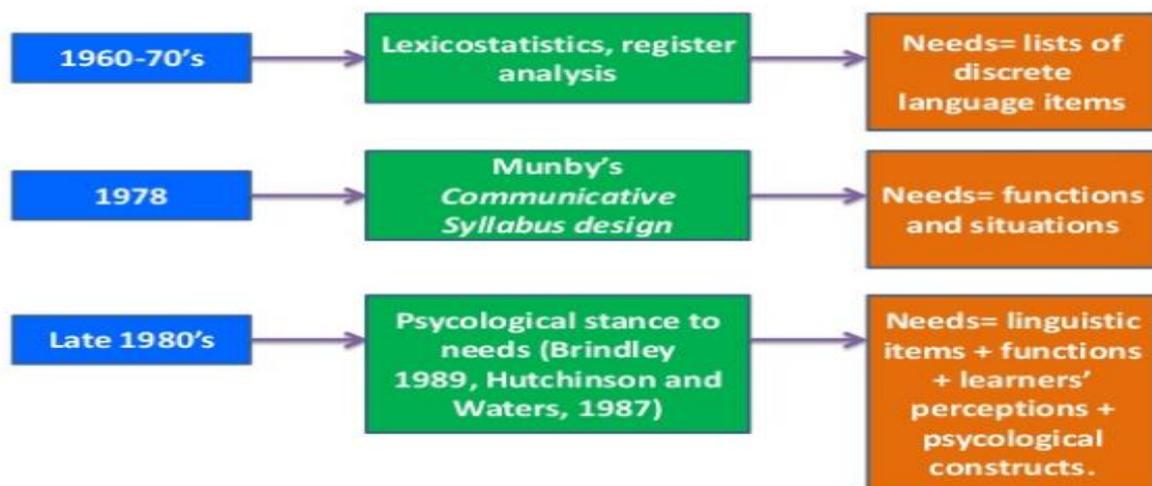
The dominant focus of early needs analysis was English for Occupational Purposes (EOP) but later it tilted towards English for Academic Purposes (EAP) and English for specific Purposes (ESP) and General English. The study of language for specific purposes (LSP) has a long and a varied history (John & Dudley-Evan, 1991).

Hutchinson and Waters (1987) identified the emergence of ESP as the demand for English to suit the particular needs. This led to the natural extension of 'learner-centered' or 'learning-centered' perspectives on ESP. The end of the Second World War and the oil crisis in 1970's led to the era of scientific, technical and economic expansion and thus, this in turn, shifted the focus on English as International Language and on the communicative needs of the learner.

Needs Analysis became significant with the appearance of ESP in the 1960's at the Makerene Conference. The ESP movement in the 1970's focused on Needs Analysis as its fundamental considerations (Robinson, 1991, p.7) in categorizing learners' needs for applying them to course design. Needs Analysis was a watershed in the development of ESP in general & in particular (Braine, 2005). Halliday, McIntosh and Stevens (1991:19) refer to 'English for specific needs'.

The general background of the development of NA is explained by Tudor (2001) as mostly due to the increased need for language learning to relate to communication in international milieus.

From the early 1960,s, ESP has significantly grown to become the most prominent area in SL/ FL teaching. Stevens (1980) outlined five analytical stages for determining a particular ESP requirement and designing a suitable course to meet that requirement. The stages are ; needs analysis, (based information provided by the ESP stakeholders such as learners, clients, etc), second stage involves content analysis(based on field or discipline in question), the third one involves categories of ESP and include various academic "Englishes", e.g., English for science and technology, followed by English for graduate teaching assistants, and finally General English for academic purposes, in addition to a number of occupational English varieties, e.g., English for Nursing, Tourism, etc.



**(Figure 2.4: Historical phases of needs analysis)**

### **3. Types of Needs Analysis**

Over the years, a significant shift from a narrow approach to a broader approach regarding Needs Analysis has broadened the scope of Needs Analysis and has resulted in a wide range of frameworks for needs analysis. Now, different types of frameworks have been designed to identify different types of needs related to language learning programs.

Many linguists have claimed different types of Needs Analysis: Nunan (1988) for example, adds certain factors that are necessary to determine the needs of the learner and refers to two types of NA used by syllabus designers, these are:

#### **3.1. Learner Factor Analysis**

It carries information about the learners, how they learn, their perceptions and the learning factors. Collecting data about the learners is the basis of learner analysis. The main concern of syllabus designers here are to identify why do learners want to learn a particular language and for what reasons. These collected data can be used for different reasons such as in the selection of the content to be taught, also, it can be used in classifying learners into groups if the classes are depending much more on proficiency levels, otherwise it could be as complicated as they are planned to reflect the desires and interests of learners. Furthermore, teachers can use these data in order to adopt the syllabus and methods of teaching to be accepted by learners or in order to clarify the possible areas of conflict for teachers.

#### **3.2. Task Analysis**

It carries information about the tasks used in the classroom which are expected by the learner first and then the representative samples of the target discourse or language use for the accomplishment of the target task. Also, it determines the language skills that are needed in order to perform authentic communicative tasks and usually takes into account the learner analysis which specifies the communicative aims of learners behind learning a specific

language. "What are the subordinate skills and knowledge required by the learner in order to carry out real world communicative tasks" is the most important question that should be asked here.

In addition, Richterich (1983) advocates two other types of NA:

### **3.3. Subjective Analysis**

It carries subjective information about the learners. This type of subjective information about reflects: their learning goals, preferences of methodology, learning strategies about the learners and their aims, priorities, perceptions, desires, why do learners are interested in learning a second language, and the various tasks that learners prefer to do in the classroom context.

### **3.4. Objective Analysis**

It carries objective information that includes the factual fact about the learner, e.g. bibliographical information on age, nationality, home language, current proficiency level, the learner's educational background, previous language course attended, etc. In this type, the learners' views and perceptions are not required or are not taken into account.

Nunan and Burton (1985) proposed a NA model based on the subjective and objective information from the following parameters: name, age, nationality, education, occupation, proficiency, communicative needs and learning goal.

### **3.5. Target Analysis**

It may also refer to Necessities, i.e., what the learners need to know in order to function effectively based on the requirements of the target situation. It includes necessities, lacks, and wants. Necessities mean what the students must know to perform well in the target situation. Lack, however, are used to refer to the gap between the student's present proficiency and the target situation (in other words, what the students do not know). Wants, on the other hand

## Investigating Teachers' and Learners Difficulties in Teaching and Learning Business Communication

represent what students feel they want to study which may conflict with necessities and lacks, (Hutchinson & waters, 1987).

The following example is adopted from Munby (1978) can make things clearer and it shows the necessities for a learner who works as a head waiter in a hotel:

Sample communication activities	Related 'micro-functions'	Language forms (productive)
Attending to customers' arrival	<ol style="list-style-type: none"> <li>1. Intention</li> <li>2. Prohibit</li> <li>3. Direct</li> <li>etc.</li> </ol>	<p>I will bring the menu.</p> <p>I am afraid we are full/ closed.</p> <p>Please follow me/ will you sit here please.</p>
Attending to customers' order	<ol style="list-style-type: none"> <li>1. Suggestive</li> <li>2. Advise</li> <li>3. Describe</li> <li>etc.</li> </ol>	<p>May I suggest the.....?</p> <p>May I recommend the .....?</p> <p>You may find the.....</p> <p>Too spicy.</p>
Serving the order	<ol style="list-style-type: none"> <li>1. Question</li> </ol>	<p>.....for you, sir/madam?</p> <p>The.....?</p>

### **3.6. Pedagogical Needs Analysis**

In order to counter the shortcomings of TSNA (Target Situation Needs Analysis), various forms of pedagogic needs have been identified to give more information about the learner and education's environment. This umbrella term proposed by West (1998) was to cover three elements of NA i.e. deficiency analysis, strategy analysis and means analysis:

#### **3.6.1. Deficiency Analysis**

It focuses on information about what the learners lack. It came to light as a criticism to TSA. Learners' present language proficiency has to gain much attention. Now needs turn to be termed lacks, deficiencies and subjective needs (Howard & Brown). It analyses the gap between the present knowledge of target learners and the knowledge they need to know or do at the end of the program. It estimates the 'learning gap' between present needs and target needs as stated by West (1997) and provides the present state of the learners' language proficiency, analyses the data about the gap between the present and target extra linguistic knowledge, mastery of General English, language skills and learning strategies. Other aspect of deficiency analysis investigates whether students are required to do something in the target language that they cannot do in their native language. Such needs have been termed as: lacks, deficiencies as defined by Hutchinson & Waters (1987) or subjective needs as defined by West (1997).

Deficiency analysis includes two central components:

**A/** An inventory of potential target needs expressed in terms of activities.

**B/** Developing scale for assessing priority to be given in each activity.

For example, Allwright & Allwright (1977) listed 12 activities for determining potential needs for doctor visiting Britain-reading medical textbooks, writing medical giving papers or lectures, at medical conferences on a three point attainment scale (1990) developed a questionnaire where learners are asked to indicate how frequency each task should be taught.

Moreover, Jordan (1997: 26) maintains that deficiency analysis can mold the mainstay of the language syllabus since it should lay on information as to the gap between the present and target proficiency.

### **3.6.2. Strategy Analysis**

Basturkmen (2010, p.18) refers to the precept of this concept as “the learners preferred learning approaches and methods in teaching and learning”. In the same vein, Howard & Brown (1997: 71) assert that, in the main, strategy analysis aims to unveil learners' preferences with respect to teaching methods, and learning styles or strategies. Learning style refers to the manner or the way that an individual follow in learning, i.e. auditory / visual or kinesthetic / tactile (Reid, 1987). In contrast, learning strategies refer to the mental processes that learners employ to learn a particular language (Nunan, 1991). Consequently, Strategy Analysis seeks to identify how learners want to learn rather than what they need to learn

Allwright was a pioneer in the field of strategy analysis (Songhori, 2008; Jordan, 1997; West, 1994). His starting point was the student perception of their needs in their own terms and his concerns were to help students to identify skill areas and their preferred strategies of achieving the skills. The main concern was to extend the process of NA from what “syllabus content” into “what strategies of learning” . It mainly identifies the learners and establishes learners' preferred learning style, classroom teaching procedures and techniques selected by teachers but with student feedback in an attempt to establish how the learners wish to learn rather than what they need to learn. These may include preferences in terms of grouping size, extent of homework, learning in/out of class, learning styles, correction preferences, use of audio/ visual sources and methods of assessment' (West, 1994:10).

In this context, Oxford (1990) developed a detailed Strategy Inventory for Language Learning (SILL) followed by diagnostic profile. West (1994) has suggested that there are range

of learning / teaching styles selected have implications for teacher-learner relationships and learner- autonomy.

### 3.6.3. Means Analysis

It was suggested as an approach to needs analysis by Holliday and Cook ( 1982, cited in West, 1994) and it attempts to adjust language courses to local situations. It's big concern is to make the language courses workable and attempts to adjust them to local situations. Means analysis is derived from the concept that what can be workable in one situation may not in a different one for this reason there must be an adaptation in the language courses according to the context in which they will be used ( educational, professional, or work place settings).

As Frenco (2005: 25) contends: "A means analysis is a description of the training environment i.e. , what is available in terms of equipment, facilities, time, and perhaps more importantly, what is not." , as well as different resources needed as teachers, teaching approaches, and learners' present attitudes for the sake of investigating the implementation of the language courses (Jordon, 1997).

Basturkmen (2010: 18) also attends to the current trend and labels it as "An identification of the constraints and opportunities in the teaching situation". This classification de facto comprehends information on the classroom culture, learner factors, teacher profiles and status of language teaching in the organization.

In the same strain, Howard & Brown (1997: 71-72) claim that the analysis tends to contain four main facets:

- ✓ **Classroom culture/ learner factors:** what is or is not possible within particular educational culture or tradition.
- ✓ **Staff profiles/ teacher profiles:** what is or is not possible with the staff available, considering numbers, language level, LSP background, etc.
- ✓ **Status of language teaching/ institutional profiles:** what is or is not possible in

giving the status of LSP within the organization or institution, considering timetable and resource allocations, etc.

- ✓ **Agents and management change:** an assessment of what innovations are necessary or possible in order to establish an effective LSP program.

### 3.7. Language Audits

This type sheds light on some issues of language policy which were ignored by Needs Analysis. Usually this type is used to figure out the role of a foreign language conducted in a commercial or industrial company. Language audits may not be regarded as significant to the ESP teachers because of their large scale nature. Furthermore, a Needs Analysis of an individual learner is needed to support them (West, 1994).

As Jordan (1997: 28) purports: "They (language audits) are large scale exercises in defining language needs carried out for companies, regions or countries". Moreover, Long (2005: 40-41) posits: "Whereas a NA usually provides detailed information about the needs of individuals, and occasionally of much larger social groups, a language audit takes institutions or organizations as the unit of analysis and is usually conducted through a quantified general survey".

It is used in forming the basis of strategic decision on language needs and training requirements. West (1994) indicates that language audits may simply be used to identify and describe the current state of language teaching. They have become important as a response to the changing scenarios of European market, Middle-East and South-East Asia. Nevertheless, the scope and analysis of LA has now been broadened to include large scale data operations about the current state of language carried out by or for: individual companies or professional companies. It may also be used to help a certain country or organization to formulate a new strategy basic on the Clients' needs that that may take months or even years to implement.

The early literature on LA defined the following items:

**A/** Analysis of needs based on the job tasks.

**B/** Assessment of current staff capabilities by means of a sophisticated replacement test.

**C/** Training specification draw between present performance and required performance in the target language.

### **3.8. Right Analysis**

Apparently, regardless of the manifold facets of needs which assume learner needs and target needs, the latter is nonetheless presumed to be neutral and pre-existing. Consequently, learning and instruction are demoted and are to cope with external demands likewise. Otherwise, through rights analysis, learners' awareness of their rights is fostered and the outright scope of learning is widened (Benesch, 2001, cited in Paltridge & Starfield, 2013: 483).

Hyland (2006: 79) stresses: "Rights analysis involves evaluating the findings of needs analysis, recognizing the challenges that students face and interrogating the results to create more democratic and participatory involvement by students in decision making."

### **4. Significance of Needs Analysis for Language Curriculum Design**

Needs Analysis is a useful tool to understand the student' needs and to help effectively with the implementation of educational policies. It is eventually a highly pragmatic activity based on highly contextualized situations.

In pointing to the importance of NA in language curriculum design, Hutchinson & Waters (1987) propose that NA is one of the three factors (The other two being language description and learning theories) affect in an ESP course design.

Cannigsworth (1983) reviews NA as the basis of designing appropriate syllabuses and adopting effective teaching techniques. Ideally speaking, it helps in defining accurately as far as possible the present and the future needs of the learners. Therefore, it is difficult to imagine how certain decisions concerning curriculum planning, instructional design, student

streaming, learning objectives, course specifications, teaching methods and techniques and assessment or testing can be taken without proper Needs Analysis of the learners.

Initially, it was used as a tool for planning industrial training in a target situation analysis and later it was used for language curriculum design through the work done by Council of Europe Modern Language Projects. As such, it not only includes objective information but subjective views of the learner concerning their learning and life goals, learning styles and methodological preferences and views of other stakeholders. The rationale for NA is primarily to identify elements of learners' target situations using them as basis for ESL/ ESP and EAP instruction so that the curriculum designers or teachers will be able to provide students with the specific language they need to succeed in their courses and future careers. Thus, NA curriculum design aims at knowing the learners as people, as language users and as language learners; knowing how language learning and skills learning can be maximized for a given learner group (Dudley Evans & St. John, 1998:126).

The overall aim of NA is not only the identification of elements but to establish relative importance to find out what is desirable for training (Gillet, 1973; Chancerell, 1987 cited in Bastrukmen, 1998, p.2). West (1994) states that NA is primarily pragmatic activity whereas Hutchinson & Waters (1987) maintain that the term NA is used to mean lacks rather than needs that shapes curriculum.

For Coffey, (1984:4-7), he selects language categories derived principally from the theory of the nature of language. He proposed the six-step model of course design:

**1-Selection of the theory:** meaning the nature of language that sets the principles of restriction. E.g. communicative functions

**2-Needs Analysis:** meaning the matching of vocational needs with the categories established.

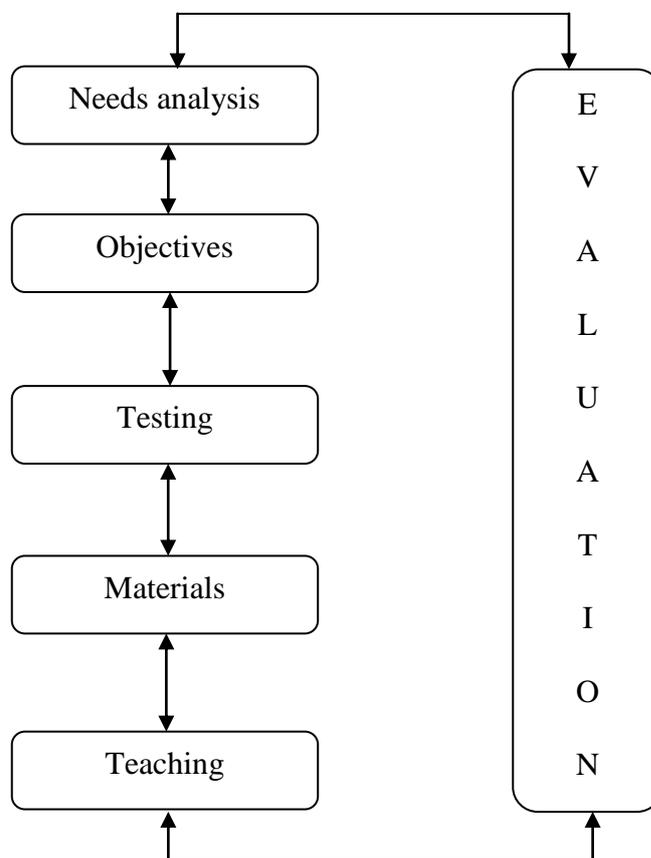
**3-Language realization:** meaning the transforming of the functions, skills, previously identified into language items.

**4-Course design:** meaning the ordering of the language items, by their relative importance and their sequencing.

**5-Course instruction:** meaning the devising of strategies and techniques.

**6-Classroom teaching:** meaning the way teaching takes place in the classroom.

Needs Analysis is an integral part of language curriculum planning and curriculum development program. This is best illustrated by curriculum model proposed by Brown (1995). It places NA as the logical first step in curriculum approach followed by 'goals and objectives', 'language testing', 'material development', 'language teaching' and 'program evaluation'.



(Figure 2.5: The systematic curriculum Development model proposed by Brown,1995)

#### 4- Purposes for Conducting a Needs Analysis

Nunan (1988) claims that information got through NA can serve the following purposes:

- It can set the goals of the course and guide the selection of items ;

- It can be used by teachers to modify the syllabus and methodology whenever necessary to minimize the gap between the teachers and learners' expectations ;
- It may be used to identify the syllabus and methodology to shrink the gap between the teachers-learners expected teaching-learning approaches ;

Additionally, West (1994) also states that NA helps the syllabus designer to find out the discrimination among various types of learners and to design course based on the learners' common needs.

Richards (2002, p: 52) suggests that the first step in conducting a NA is to decide exactly what its purpose or purposes are. Basically, NA in language teaching and language teaching program may be used for a number of different purposes, such as:

- To find out the required language skills that a learner needs in order perform particular roles (university student, sales manager, tour guide, etc) ;
- To help determine whether an existing course addresses adequately the needs of potential students ;
- To determine which students from a group are most in need of training in particular language skills ;
- To identify a change of direction that people in a reference group feel is of importance ;
- To identify then bridge the gap between the learners' present proficiency level and the required proficiency ;
- To collect information about problem areas that learners are experiencing ;

Richards (2001: 52) purports that NA in language teaching serves different purposes which enable:

- To find out what language skills a learner needs in order to perform a particular role, such as sales manager, tour guide, or university student ;

## Investigating Teachers' and Learners Difficulties in Teaching and Learning Business Communication

- To help determine if an existing course adequately addresses the needs of potential students ;
- To determine which students from a group are most in need of training in particular language skills ;
- To identify a change of direction that people in a reference group feel is important ;
- To identify a gap between what students are able to do and what they need to be able to do ;
- To collect information about a particular problem learners are experiencing ;

**SECTION THREE**

**BUSINESS ENGLISH FOR**

**ACADEMIC AND**

**VOCATIONAL PURPOSES**

## **Introduction**

The realm of Business English study ranges over a wide variety of standpoints. As to Whitehead & Whitehead (1993: 9), Business English is the language of communication in international business and “it is ordinary English, related particularly to business use”.

Within the broad framework of ESP, the salient facets of needs analysis, syllabus, course design, and materials selection and development are held in common with Business English. The latter, as with other brands of ESP, entails “the definition of a specific language corpus and emphasis on particular kinds of communication in a specific context.”

When it is at variance with further brands of ESP, Business English is nevertheless reckoned as an amalgam of general content pertaining to an aptitude for a fruitful communication, even if in business venues, and specific one belonging to a definite job area or industry (Ellis & Johnson, 1994: 3).

Furthermore, teaching Business English intends to imply teaching English which stands on the brand of instruction geared as Donna (2000: 2) expounds:

“To adults working in businesses of one kind or another, or preparing to work in the field of business. The businesses could be large multinationals (Procter & Gamble), small private companies or even state-run concerns involved with providing products or services”.

Dudley-Evans and St John (1996, cited in Dudley-Evans & St John, 1998:31) assert that BE, in the 1990's came out as the focal facet of ESP teaching. Thus, owing to the high international enrollment in taking Masters courses in Business, Finance, Accounting and Banking, academic BE is reaching a substantial threshold.

English became the predominant language of business during the second half of the Twentieth Century for various reasons. The increasingly international nature of business made moving towards a “common” language a necessity. English was a perfect candidate as it was already used and spoken as a first or second language by many people around the globe

(partially as a result of British settlement in the world). It is now spoken by over 500 million people in a vast number of territories, including Britain, Canada, the United States of America, Australia, India, Southern Africa and even the Arabic countries and has truly become a “global” language. Business English is therefore considered as being essential for all people who wish to work in any area of business, aviation, computing, etc. As the economy becomes increasingly global, the importance of Business English continues to grow especially at the level of skills that most people need to be able to do their jobs well: writing e-mails and reports, making presentations, doing negotiations, using the telephone, attending and participating actively in meetings or telephone conferences, receiving visitors, the Oxford Business English dictionary includes also the following areas : accounting, commerce, e-commerce, economics, finance, insurance, IT (Information Technology), law, manufacturing, marketing, production, property, the stock exchange, (international) trade, transport. But this does not mean that everything which is not considered to be General English is in fact Business English, the wider term for English which is not considered to be general is ESP (English for Specific Purposes). This acronym includes all the different areas of “Business English” and more (English for hotels and catering, English for Science, English for Academic Purposes (EAP), English for waiters, English for engineering, etc).

### **1. English for Academic and / or Occupational Purposes**

As a matter of fact, a question mark hangs over the trait that discerns English for Occupational Purposes (EOP) from English for Academic Purposes (EAP). On the one hand, the disparity resides in the quality of the course offered, i.e. in EOP, courses train individuals to perform on the job, using English to communicate whereas in EAP, common core elements (study skills) that underpin the courses, comprising writing academic texts, listening to formal academic discourses and making presentations, etc.

Carter (1983) points out that English for Academic and Occupational Purposes serve professional and vocational purposes, such as: English for medical technician, English for engineers or business executives, etc. However, Hutchinson & Waters (1987) have drawn a 'Tree of ELT, which demonstrates the subdivisions of ESP. In this tree, ESP is divided into three branches: English for Science and Technology (EST), English for Business and Economics (EBE), and English for Social Studies (ESS). Each era mentioned above is again divided into branches as English for Academic Purposes (EAP) and English for Occupational Purposes since Hutchinson & Waters (1987) underline that here is no certain distinction between EAP and EOP. The reason why we cannot have a sharp distinction between them are that: people can work and study at the same time, the language which is taught in a learning environment (i.e. for academic purposes) can be used by the learner in an occupational setting if / when s/he has a job or if / when s/he returns to a job. This might be the reason why EAP and EOP are classified under the same kind of ESP. (Mackay and Moutford, 1978)

### **2. Definition of English for Business Purposes (EBP)**

All ESP programs are designed for adults who have a common professional or job related reason for learning English, a common context in which using English means that the student brings to the ESP class a reason for learning and a context for use of the English language as knowledge of vocational or professional field.

However, Business English is the wide-embracing term that is used to describe the type of English that is used by people to do business. "English for Business Purposes focuses on the English language skills necessary to communicate in an increasingly global business environment". The range of different subject areas included under the umbrella term "Business English" is wide. What is generally associated with a "Business English" course are the skills that most people need to be able to do their jobs well.

Defining business English or trying to restrict its usage seems to be so problematic (Dudley-Evans and St. John, 1998, p.54). The term business English refers to a large scale of study and applications which are implemented mainly in the English for specific purposes (ESP) field, regarding the English language use in field work settings. Since it is used as a medium of communication in both spoken and written forms, acquiring multiple and complicated language skills is needed.

Another definition is provided by Whitehead and Whitehead (1993, p.9) in which they argue that business English "is ordinary English, related particularly to business use" that is business English is just like any other type of English, however, it used in business-related contexts.

Furthermore, Business English classes are for learners from upper- intermediate to advanced levels who want to develop their English language ability for business and employment. This module focuses on business topics of interest to students such as tourism, marketing and international business. The following settings are the famous ones in which business English is used : attending and participating actively in business meetings and shareholders' meetings; drawing up intra-company documents (memos and reports) and inter-company papers (letters, offers and advertising material); communication between colleagues; arrangement of commercial contracts; participation in negotiations and business phone calls; writing e-mails and reports; making presentations; doing negotiations or telephone conferences; receiving businessmen and visitors; etc. (Francesco Pierini ).

A greater capacity to communicate effectively in business and social settings and an awareness of cross-cultural business protocols is also developed in the EPB courses.

### **3. The Scope of Business English**

Moreno (2010, p. 44) illustrates in a simple way how Business English is organized. On the one hand, Business English feeds on English for Economics (Academic language) which

offers the necessary theoretical support and explanatory apparatus. On the other hand, it develops into the two domains: Commercial English and Financial English (professional language) which put into practice the theories devised by Business and Economy Sciences:

(Academic Language : \_ English for Economics \_ Business English \_ Professional languages: \_ Commercial English \_ Financial English)

#### **4. The Difference and Similarities between Business English and General English**

Brieger (1997, cited in Dudley-Evans & St John, 1998: 58) submits:

“Needs analysis for Business English will set out to identify the range of general and specialist language knowledge required, together with general and professional communication skills”.

According to Marjorie Rosenberg (2004), “we often tend to separate Business English and English for Special Purposes from general English. Although the vast majority of teachers are trained first as general English teachers, they feel that they need to teach these specialized fields in a totally different way. Communicative teaching has become an important part of our classrooms in general English courses, but activities which are lively and fun are not always transferred into the more ‘serious’ world of Business English. On the other hand, many ideas which are taken directly from the business world and used successfully to teach business students could be also transferred to the general English classroom, giving our learners a new perspective on the communication skills involved in becoming proficient in a language”.

This means that Business English is totally different from the general English in many aspects in terms of : vocabulary (very specialized), motivation related to job, teaching negotiations and presentations, techniques, students are more serious goal-oriented, and the use of a lot of business correspondence, materials (printed, audio and video materials) that can be bought off for business English, but still, they may not meet the specific needs as

individuals or groups for the reason that it may be necessary to develop materials for specific courses.

However, General English is too simple because they have a free-time for activity, more freedom in deviation from plan, more time for games, more relaxed atmosphere, songs, literature, general writing skills and also social event, materials are of what is available for the course objectives. What Business and general English have in common is: grammar and functions, general vocabulary, anxiety about capabilities, everyday English, small talks, travel vocabulary, survival English, tour skills and current events. The big difference, therefore, is that Business English focuses on the delegate's job whereas the aim of General English is to improve all the four skills, regardless of the language content and needs as well as materials and methodology.

As a matter of fact, it is a paramount importance to set apart the line of demarcation between BE and GE. Ellis & Johnson (1994, p. 10-13) propound that despite the overlap between them, there are discernible disparities as the table expounds:

	<b>BUSINESS ENGLISH (BE)</b>	<b>GENERAL ENGLISH (GE)</b>
<b>NEEDS ANALYSIS</b>	To assess the needs of the company, the job, and individuals, and to define the language level required by the job. In-company training departments must make decisions about the type of the training required: group v. individual, on-site v. language school, person-to-person tuition v. distance learning, etc.	To assess the language needs of the learners.
<b>ASSESS</b>	Using formal tests or interviews	Placement tests or interviews to

<b>MENT OF LEVEL</b>		allocate learners to courses or to form groups of a similar language level.
<b>SYLLABUS</b>	<p>Set courses will have fixed objectives and syllabus.</p> <p>Special courses will require a special syllabus.</p> <p>One-to-one courses may develop syllabus and content on an ongoing basis.</p>	<p>Often determined by choice of course book and (if applicable) an end-of-course examination. The syllabus is wide-ranging and may encompass the board vocabulary and variety of styles found in literature and other general reading and in the world of entertainment and the media.</p>
<b>COURSE OBJECTIVES</b>	<p>Defined precisely in relation to the needs analysis findings. May be worded in terms of the tasks/skills required in the job (job- experienced learners) or course of study (pre-experienced learners), or in terms of required language improvement (e.g. command of structures or pronunciation).</p>	<p>Examination courses (e.g. Cambridge First Certificate) will have fixed pre-determined objectives. Individuals may have their own objectives: interest in the culture; desire to travel or live abroad; a feeling that language skills will be useful or will lead to better job prospects.</p>
<b>MATERIALS</b>	<p>Print, audio, and video materials can be brought off the shelf for BE – but they may not meet the specific needs of an</p>	<p>In most parts of the world, there is now a wide choice of off-the-shelf materials for GE teaching at all levels.</p>

	individual or group. It may be necessary to develop materials for a specific course.	Materials development by the teacher is not usually required or expected.
<b>METHODOLOGY</b>	Many learning tasks and activities will be the same as on a GE course, especially for teaching structures, vocabulary, and social English. Role-plays are common to both although the situations and language will differ. BE also borrows ideas from management training e.g. problem-solving, decision-making, and team-building tasks. Job-experienced learners will be given many opportunities to present and discuss aspects of their work.	There may be a broader range of techniques in use in the GE classroom. Many activities are designed to make learning more 'fun', and variety for its own sake is important to maintain interest and motivation in the absence of specific needs.
<b>TIME</b>	In company language training, there are usually time constraints because of the need for training to be cost-effective. In colleges and universities, time for language study is also likely to be limited.	Outside the state education system, general language study will usually be open-ended. Even examinations can be repeated if necessary. An exception would be someone preparing for holiday or residence abroad.

**(Table 3.1: The difference and similarities between Business English and general English)**

#### **4.1 English as an International Language**

The pervasive deployment of the English language as an international intermediary of communication is in perpetual expansion. This fact is mirrored in miscellaneous realms and in diverse settings where English is held as an operational means. In a bid to attain specific objectives, countries all over the world, including Algeria, introduced English courses at all the echelons of the educational organism mainly at the tertiary level through ESP. The latter, so far, is becoming a growing trend in the framework of English language teaching and learning.

Accordingly, there is a wide-ranging array of provinces that displays the worldwide use of English (Graddol, 1997: 8). The latter as a matter of fact serves as:

- The working language of international organizations and conferences.
- The language of scientific publication.
- The language of international banking, economic affairs and trade.
- The language of advertising for global brands.
- The language of audio-visual cultural products.
- The language of international tourism.
- The language of tertiary education.
- The language of international safety (e.g. 'airspeak', 'seaspeak').
- The language of international law.
- A 'relay language' in interpretation and translation.
- The language of technology transfer.
- The language of internet communication.

#### **4.2 English Standing in Algeria**

By analogy with Arabic and French, is English hegemony so far hanging back or sprouting rivalry in Algeria ?

Two language aspects indeed serve as the pedigree of Algeria: Arabic whether as a prime language of government or as a local language, and Tamazight as a Berber language. Within the educational sector, French is initiated as the first foreign language, whereas English as the second foreign language, i.e. as the former is inducted at the primary school level (precisely grade 3), the latter at the middle school level (precisely grade 1) but both endure up to the tertiary level. Within the commercial sector, French is described as a focal language of Business while English is still circumscribed.

Along with Sonatrach, merely certain multinational companies as Halliburton, Schlumberger and Rizzani de Eccher which our study is concerned with, use English.

Making allowance for the statistics, the percentage ascribed to the English use within the occupational sector by analogy with the educational one is approximately double. Moreover, it is critical to assert that language requirement for occupational purpose tends to outstrip the educational one as to English while it is antithetical as to French and Arabic.

### **4.3 Relationship Between International Business Language and Working Status**

In fact, the noteworthy to assert the facts behind the English impact:

\*The flow of multinational companies: Siemen, Knauf, Unilever, the gas and oil companies such as: BP, Total S.A, Group Rizzani de Eccher, etc.

\*The emergence of language training providers such as: the Centre of Intensive Training for language(CIEL), the Linguaphone Group and its partner IN-tuition, the US Embassy and the British Council, etc.

All in all, the call for English education is attributable to three factors: government (50%), individual (40 %) and company (10 %). The overall percentage score is based on trade interviews (Ramaswaniet.al, 2012, p. 56-87).

## 5. Characteristics of the Language of Business

Business English is an area of ESP that is poorly researched. It is characterized by two important characteristics:

### A/ Written form in the Language of Business

Linguistics' analysis is based more on the written forms of language such as correspondence, annual reports, and articles in business journals. Some kinds of analysis have been carried out with respect to the language of meetings and discussions but there is still little support to the first-hand experience which is writing.

### B/ Spoken form in the Language of Business

The most important characteristic of exchanges in the context of business meetings, telephone calls, and discussions is a sense of purpose. Users of English language need to speak English primarily so that they can achieve more in their jobs.

#### 5.1. The Business English Learner

It is noteworthy that under sundry labels, the Business English learner was set forth. As a case in point, Ellis & Johnson (1994: 15-17) pinpoint three underlying brands:

- ❖ **Pre-experience learners**: Students at business schools – who have not yet started their careers.
- ❖ **Low-experience learners**: Junior company members and learners who are moving jobs.
- ❖ **Job-experienced learners**: Employees who need BE for a wide range of motives. Frendo (2005: 1-2), on the other hand, affords broader sorts which are compartmentalized in line with:
  - ❖ **Experience**: Pre-experience learners who go through business English whether at university, secondary school or those who plan to pursue a business career. Job-experienced learners who are au fait with their undertakings and thus who are acutely

aware of their BE needs. General business-experienced learners who are not bereft of work experience yet they need English for a particular end or to set off on another job.

- ❖ **Level in the organization's hierarchy**: Since the company's echelons range from senior managers to junior staff, so each echelon undergoes distinct training. The latter can be one-to-one, intensive or extensive according to the standing they hold.
- ❖ **National culture**: So as to cope with this, cross-cultural educational institutions sometimes constitute groups of culturally diverse learners. Otherwise, they may set them up separately since those whose communicative styles diverge may in effect affect the learning process.
- ❖ **Need**: Taking heed of learners' needs is imperative. Needs tend to be precise needs (as answering a company telephone hotline), general intent (as enhancing the English level) or tasks which are peculiar to secretaries, accountants or technicians.
- ❖ **Language level**: Learners' level of proficiency may be closely akin to others (elementary, intermediate or advanced). Owing to this fact, learners of each level form a group according to a set of norms as sitting for a test, etc.

## 5.2. The Business English Teacher

What are the tasks and insights of teachers within the business province? In fact, Frendo (2005: 5) casts light on the mark earmarked for BE. Within the latter, the tie between teachers and learners is synergetic, i.e. while the learners are absolutely cognizant of the nucleus of their jobs, the teachers are merely well-acquainted with the communicative aspect of language, though they are not destitute of certain attributes. Along with professionalism, credibility and adaptability, familiarity with the business environment must be among their endowments. In this respect, their tasks take on three aspects:

- ❖ **As trainers**: Teachers are expected to alter the attitude and aptitude of learners to

enable them to execute particular tasks.

- ❖ **As coaches:** Teachers are in charge to support the learners to pinpoint their plus points and flaws, and act accordingly.
- ❖ **As consultants:** Teachers are experts who maintain an outstanding status. Hence, they allot a training supplier, appoint the spot where the courses are run, sort out the communicative needs, etc.

In contrast, as Ellis & Johnson (1994: 26) highlight: “Whatever the background, it is important to stress that the business English trainer is primarily a language teacher. S/he does not need to be an expert in any particular business. It is the learners who have the specific content knowledge and who are able to bring that knowledge to the classroom.”

Moreover, Dudley-Evans & St John (1998: 60-61) hold those who run language training within a company as practitioners who are compelled to be aware of certain realms. The latter are de facto fivefold:

- A Knowledge of the communicative functioning of English in business contexts;
- An understanding of the business people's expectations and learning strategies;
- An understanding of the psychology of personal and interpersonal interactions in cross-cultural settings;
- Some knowledge of management theories and practice;
- First-class training skills.

## **6. Characteristics of EBP in ESP Courses**

According to Carter (1983) all ESP courses have three common characteristics or features:

### **6.1. Authentic Material**

Dudley-Evans' (1997) claims that the use of authentic learning materials is entirely feasible in ESP. Suffice it to say at this juncture that use of authentic content materials,

modified or unmodified in form, are indeed a feature of ESP, particularly in self-directed study and research tasks. For Language Preparation for Employment in the business Sciences, a large component of the student evaluation was based on an independent study assignment in which the learners were required to investigate and present an area of interest concerning EBP. The students were encouraged to conduct research using a variety of different business resources, including the Internet.

### **6.2. Purpose-Related Orientation**

Refers to the simulation of communicative tasks required of the target setting. Carter (1983) cites student simulation of a conference, involving the preparation of papers, reading, note taking, and writing.

In some Algerian universities, English for business courses have involved students in the design and presentation of a unique business venture, including market research, and logo creation. The students have presented all final products to invited ESP classes during a poster presentation session. For Business Science program, students attended a seminar on improving listening skills. They practiced listening skills, such as listening with empathy, and then employed their newly acquired skills during a fieldtrip to a local community center where they were partnered up with English-speaking residents.

### **6.3. Self-Direction**

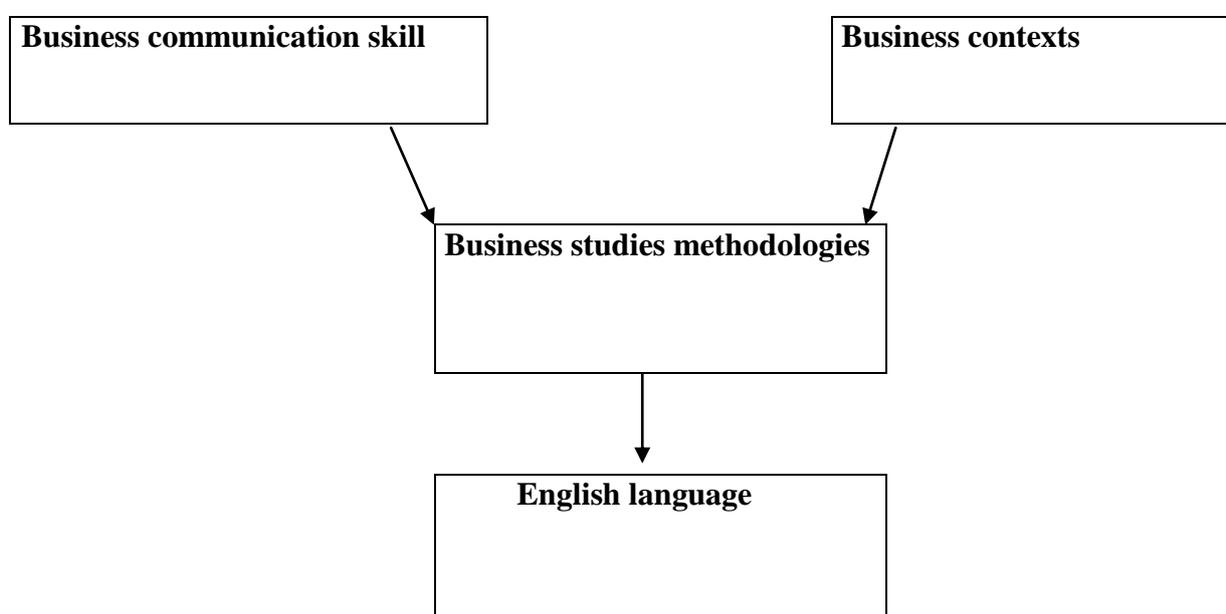
ESP here is concerned with turning learners into users" (Carter, 1983). In order for self-direction to occur, the learners must have a certain degree of freedom to decide when, what, and how they will study the type of English they are interested in (EBP for instance). Carter (1983) also adds that the teacher must be systematic to teach the learners how to learn by teaching them about learning specific strategies.

## **7. Business Communication Skills**

Communication is the life blood of business, in as much as no business can develop

in the absence of effective communication system (Bisen & Priya, 2009: p. 2.32)

As to Dudley-Evans & St. Johns (1996, p. 26), business communication skills are those that are grounded on language. In other words, in contrast to business contexts, they do not lean on any specialized knowledge, since people ordinarily are meeting, discussing, corresponding, and these are very language-dependent activities. Nonetheless, the latter are hinged on verbal language. Along with verbal language, non-verbal language and awareness of the audience are among the other contributing components.



(Figure 3.1: The Features of the Work Environment)

### 7.1. Business English and Written Communication

Within BE, writing and reading are engrained. They, all in all, encompass emails, letters, reports, contracts and manuals.

### 7.2. Business English and Spoken Communication

Within BE, listening and speaking are also omnipresent. They generally encapsulate telephoning, socializing, negotiations, meetings and presentations (Osborne, 2005: 105).

## **8. The Business English Syllabus**

Basturkmen (2010: 55) asserts that courses range from low to high specificity as shown in the figure below. Thus, they are organized at the behest of a particular workplace or academic spot. Furthermore, Strelchonok (2012, p. 577) stresses that the rationale behind the BE course is:

- To develop students' reading, speaking, listening, and writing skills in BE in order for the students to understand a range of work or business-related information and to respond appropriately when required.
- To develop students' business communication skills: meeting, presentation, negotiation, etc, in order to make the students able to interact in a range of work or business related communications.
- To acquaint students with specialist terminology to make the students able to understand and produce a range of language which will be clearly understood in their professional environment.
- To familiarize students with basic business concepts in order to make the students able to communicate effectively in international working environment.

### **8.1. How to Design a Business Course**

ESP materials consist of two elements; a text and language exercises based on the text, but such materials can make the students and teacher bored. Hutchinson and Waters (1987) point out that both the content of the materials and the tasks that the materials enable the learner to perform are important aspects of the materials.

When selecting texts (spoken or written) to use in ESP lessons, we should put in mind the content of the text and the task that the learner should be able to perform as a result of working with this text. Then identify the language skills that are needed to perform the task and that are reflected in the text.

Tom Hutchinson & Alan Waters (1987) have adapted a model of materials and activities design as follows:

**8.1.1. Provide an Input Text:**

It is to select a text dialogue, or video depending on the needs in the analysis. This input should provide five items:

- Stimulus material for activities;
- New BE language items;
- Correct models of language use;
- A topic for business-related communication;
- Opportunities for learners to use their existing Business English knowledge of both language and the subject matter;

**8.1.2. Identify a Content Focus:**

It is to use BE language as a means of information and feeling about business-related topics.

**8.1.3. Identify a Language Focus:**

To use a good material to give learners the opportunity of how to take Business English language, to study how it works and how to practice them together in EBP course.

**8.1.4. Specify a Task:**

The main purpose of EBP learning is the BE language in use by using materials which lead to a communicative task in which the learner use the previous content and language knowledge.

These are the four steps in designing a business lesson, where the input of the text is provided by the text and the primary focus is the task and the foundation are the language structure and informational context.

## **8.2 The application of Needs Analysis in Business English Curriculum**

### **8.2.1 Principles of Business English curriculum Design**

Five main principles for the business English curriculum design were provided by Wenzhong Zhu & Dan Liu (2014, pp.72-3). These principles will be explained as follows:

#### **A/ Objective and Subjective Principles:**

As has been stated by “Syllabus for English Majors in Colleges and Institutions”, the English major should have compound skills, hence, three main types of courses are needed which are: English courses on professional skills, English courses on professional knowledge and relevant courses on professional knowledge. Accordingly, the principle of the BE syllabus is considered as the basis for designing its curriculum which in its turn has to emphasize those objectives and principles.

For instance, like in GDUFSS, 631 dynamic principle for designing a curriculum were proposed by professor John. These principles are of two phases :

Phase 1: (first 2 years):

\* 6 =GBE ( training the basic skills as : Listening, speaking...)

\* 3 =Chinese factors: (business models)

\* 1=Culture (business protocols...)

Phase 2:

\* 6=Business (in English)

\* 3=English

\* 1=Culture and internship

Many elements have to be underscored in the first phase. Firstly, strengthening the English language skills either the receptive ( listening and reading) or the productive ones ( speaking and writing) takes the lion' s share which is 60 % as they regarded as fundamental equipments in learning BE. Secondly, 30 % goes to the process of establishing the BE

objectives for the sake of recognizing the Chinese business elements including China model of development, Beijing Consensus, Labor Law and Investment in China. Thirdly, the establishment of the business notions is made under the use of the materials required in selecting the content for learning English takes 10%. In this phase, learners are required to improve various skills that are related to the business world as telephoning, corresponding, how to write E-mails, reports, presentation, and negotiation.

Concerning the second phase, providing different courses for learning BE in order to stress the business knowledge takes 60 %, while increasing the English grasping ability 30%, and 10 % goes to lessons related to culture. In this phase, it is necessary for learners to reinforce the business skills and entrepreneurial spirit through:

- ✚ Reinforcing business knowledge;
- ✚ Various business related courses;
- ✚ Enhancing English comprehensive capability;
- ✚ Develop business skills and entrepreneurial spirit;

### **B/ Need Principle**

Since each country is characterized by various economic situation which implies multiple skills, likewise universities include various sources and consequently require a variety in curriculum design. Therefore, every university has to cope its setting with the diverse requirements of the society and local situation in which it exists.

### **C/ Scientific Principle**

The scientific principle is regarded as a fundamental factor in designing a curriculum. So it ought to be reflective for the desires and demands of the society. In addition, it has to obey the rules of the curriculum design among which: moving from simple to complex, from basic to professional, theory to practice and taking into consideration both the teaching sources and

process of teaching in order to warrant a feasibility for curriculum system. Moreover, the innate relationship shared by various disciplines should not be neglected.

### **D/ Systematic Principle**

As there is a combination between the characteristics of BE, following the systems of knowledge in various regions by the curriculum design is needed and not sufficient, but it requires also the integration of these systems of knowledge in various regions. According to Bireger (1997), a Business English expert, the field of business requires divers skills as: knowledge on English language, communication skills, professional knowledge, management skills and cultural awareness. Consequently, such modules as: language skills modules, business knowledge modules, cross-cultural communication and interpersonal communication modules has to be covered by the entire system of BE curriculum. Every module is made up of different core lessons. These programs has a complementary relationship between each other and together form the BE curriculum system for the sake of developing learners' understanding capability in business real-world communication.

### **E/ Developmental Principle**

BE is a stable system. The ongoing progress in field of international business helps in increasing the set of application. Therefore, many economic classes besides other multiple academic disciplines of knowledge will be included in the English business courses and the current adjustments for both horizontal and vertical aspects of the curriculum as well.

Meanwhile, the social need for skills and students' requirements in business classes should be well studied when designing the curriculum content. Consequently, the curriculum design of BE needs to be modified and enhanced for the purpose of establishing a dynamic developmental model of the target language for accurate learning and therefore proficient practice.

## **9. Teaching and Learning Through ICTs**

ICTs are important tools for use in ESP classes as they motivate and immerse learners in specific areas of the target language in which practice is more than a necessity. They play a highly significant role in the field of EBP teaching and learning.

Both teachers and learners attending EBP classes are required to have basic operational skills, information technology skills, skills for searching on the internet, and software evaluation skills concerning technological equipment that are applied to education with the aim of improving Business English practice. ICT is a core skill for participation in today's economy and society. It can be a tool for educational improvements and make a significant contribution to teaching/learning across disciplines. Examples of ICTs may include: slate tablets, overhead projectors, PCs, cameras, recording devices, visualizers, PowerPoint, applications, software, and other technologies.

“The use of technology in the classroom has been in constant progress since the invention of the printing press to the invention of the computer. Nowadays, the introduction of technology to classroom is definitely a must, not only because it prepares students to perform real world tasks, but because it also enhances learning. The use of technology to access, store, and retrieve information is crucially important to develop all aspects of EBP learning, where teachers can easily explain complex instructions and ensure students' comprehension; be able to create interactive classes and make the lessons more enjoyable, which could improve students' attendance and concentration; and make images easily and more effectively used in teaching and improving the retentive memory of students”. (Boukhentache, S. 2017).

The role of the teacher remains central to the learning process. The shift in the role of the teacher using ICTs to a facilitator does not obviate the need for the teachers to serve as leaders in the classroom. Traditional leadership skills and practices are still required where the

teacher and / or the learner choose to use the right ICT tool at the right time and this influences the quality of learning BE.

Generally speaking, teaching through ICTs consists of familiarizing learners with the use of technology and use for software for isolated tasks. Learners will learn basic functions of computers or other equipments and perform basic functions such as copy and paste. During the second stage, the students are required to perform one task using several forms of information such as text, graph, or pictures. Finally, the learners are required to produce systems for others to use and evaluate.

Benefits of Information and Communication Technologies for the learner can be summed up in: motivating and engaging the learner, developing creativity, offering approaches to learning, allowing independence in learning and developing collaborative and team work skills.

However, introducing technology alone will not change the teaching and learning processes and teachers' pedagogical practices and reasoning influence their use of ICTs and therefore, the nature of teacher ICT use impacts students' achievement. Pedagogical practices of teachers using ICT can range from only small enhancements of teaching practices using what are essentially traditional methods to more fundamental changes in their approach to teaching where ICTs can be used to reinforce existing pedagogical practices as well as to change the way teachers and students interact. ICTs can enable teachers to transform their teaching practices by giving a set of enabling conditions. Incorporating ICTs into EBP teaching/ learning curricula does not mean flooding classes with technological equipments. The focus should be on information and communication rather than technology. Technology in this context is used as a means to master other competencies and aid BE learning. In fact, technology changes over time, but the concept of handling data and converting data into information are fairly constant. Teaching programs should rather specify such purposes for

the use of ICTs as “ finding things out “, “ developing ideas and make things happen “, “ exchanging an sharing information” and “ reviewing, modifying and evaluating work as it progresses” . Such uses of ICTs can reinforce traditional pedagogical practices and divert focus from the content of what is being discussed or displayed to the the tool being accordingly utilized.

Still, even the use of ICTs in EBP classes has its drawbacks with regard to some aspects.

Disadvantages of ICTs may include:

- Setting up devices can be very troublesome ;
- Too expensive to afford ;
- Hard for teachers to use with a lack of experience using ICT tools ;

#### **10. The Importance of Business English in the Modern Business World**

Business English is different from General English in the sense that it is a specific type of English language which is used mainly in the business contexts, thus, mastering some skills as interacting with English speakers fluently is not enough to act effectively and successfully in a business setting. The business context requires having a rich repertoire that ensure a comprehensive communication as tourist in English-speaking areas or during day to day work place scenario, for instance, presentations, meetings, negotiations, writing reports and so on.

Since e-mail is considered as the standard form of written communication in several businesses, it requires a totally different language that fit in such situations. Therefore, learning BE enables learners to be an expert in the use of e-mail communication. In addition, having such an advanced level in English is helpful particularly in dealing with clients and customers from all over the world and in rising the job market which thus gives a good image in the business world.

Moreover, having a particular purpose for studying English makes learners more motivated and have the willingness to learn and hence enhancing the teaching/learning

process. From another perspective, beside developing new skills in EBP as : cv writing, telephoning skills, e-mail writing, etc, it also aids to acquire business related terminology.

### **Conclusion**

In this chapter we have tried to explain what is English business, The difference and similarities between Business English and general English, What is English for Business Courses, for whom the course is designed, What characterizes the language of business, and how to design a course to reduce the difficulties in learning EBP.

In English for Business Purposes, Business English Communication should be presented not as a subject to be learned in isolation from real use, nor as a mechanical skill or habit to be developed. On the contrary, Business English Communication should be presented in authentic contexts that acquaint the learners with the particular ways in which the language is used in function. This means that students will need to perform in their fields of specialty or jobs.

Business English is, therefore, to learn and build essential English language skills to communicate effectively in business contexts. These courses give a better understanding of the English needed to work in an English-speaking career especially in today's economy which has become more and more global. It is also to learn about including business-related syllabuse in curriculum design such as: participation in meetings, writing skills in business situations and interview techniques, practice workplace communication techniques in English, and acquire business writing skills.

**CHAPTER FOUR:**

**SECTION ONE:**

**METHODOLOGY, STATISTICAL**

**ANALYSIS**

**AND DISCUSSION OF THE**

**RESULTS**

## **1. Teacher Questionnaire:**

This questionnaire was administered to third year International Business English teachers at the department of Business Sciences at the University of Mohammed Seddik Ben Yahia Jijel in the second semester of academic year 2017/2018. It is devoted to investigate the needs analysis implications and requirements in teaching ESP in Business department. The representation sample of 10 teachers has been selected so, ten copies were handed in order to achieve the aim of this research and the same number of copies was returned back.

### **1.1. The Aim of the Questionnaire:**

The questionnaire was assigned in order to investigate teachers' practices in Business English classes, their perception about their students' needs and requirements, their attitudes toward teaching ESP in Business English classes and the way they design the ESP courses

### **1.2. Description of the Questionnaire:**

It is worth mentioning that the teacher's questionnaire is a mixture of closed and open-ended questions. The teacher's questionnaire comprises of 25 questions, it was divided into five sections, the first section entitled personal information, and it involves four questions. The second section deals with teaching ESP in Business English classes, and it consists of five questions which seek to identify the teacher's perception about teaching ESP particularly in Business English classes. However the third section is designed for teacher's attitudes toward teaching ESP in Business English classes, and it includes the same number of questions in the previous section. However, the fourth section which entitled teacher's management of Business English classes comprises of five questions. The last section entitled teacher's planning of the ESP courses which includes six questions.

### 1.3. Data Analysis and Findings

#### Section One: Personal Information

**Q1:** How long have you been teaching written expression?

Options	teacher's Number	Percentage
a. Two years	1	10%
b. Three years	2	20%
c. Four years	2	20%
d. Five years	0	0%
e. More than five years	5	50%
Total	10	100%

*Table 4.1: Teacher's Years of Experience in Teaching English Language*

The first question addressed to the teacher's concerned their years of experience in teaching English. The data of this table showed different results. Half 50% of the participant's years of experience are more than five years. While the same portion of 20% for those teacher's who have the experience of two and three years in the field of teaching. However, none 0% of the teachers have been worked for five years.

**Q2:** Which degree do you hold?

Options	teacher's number	Percentage
a. License degree	0	00%
b. Master/Magister degree	9	90%
c. PHD (Doctorate)	1	10%
Total	10	100%

*Table 4.2: Teacher's Diploma*

This question was asked to figure out the teacher's degree that they hold. It is noted that the vast majority of participants 90% hold the degree of Master or Magister, while 10% of

respondants argued that they hold the Doctorate degree. On the other hand, no teacher from the representative sample has only the license degree.

**Q3:** What is your status as a teacher?

<b>Options</b>	<b>Teacher's number</b>	<b>Percentage</b>
a. Fully-fledged (permanent)	3	30%
b. Part-time	7	70%
Total	10	100%

*Table 4.3: Teacher's Teaching Status*

This question aimed to identify the teacher's teaching status. Obtained results show that 70% of participants are worked part-time, whereas the rest portion of 30% are worked permanently.

**Q4:** Have you taught English for specific purposes before?

<b>Options</b>	<b>Yes</b>	<b>No</b>	<b>Total</b>
<b>Teacher's number (s)</b>	6	4	10
<b>Percentage</b>	60%	40%	100%

*Table 4.4: Teacher's Experience in Teaching ESP*

Statistics in the table above show 60% of participants stated that they were teaching English for Specific Purposes before, while 30% of teachers claimed that teaching ESP is a new thing for them.

 If yes, for how long?

<b>Options</b>	<b>Teacher's number</b>	<b>Percentage</b>
a. Two years	2	20%
b. Three years	1	10%
c. More than three years	3	30%
Total	6	60%

*Table 4.5: Teacher's Years of Experience in Teaching ESP*

The collected data from table above show that 30% of participants more than three years of experience, while 20% of teachers have two years experience in the field of teaching, and only 10% worked for three years.

**Section two: Teaching ESP in business English classes**

**Q5:** Have you had any specific training in teaching English as a foreign language or second language for EFL or ESL students?

<b>Options</b>	<b>Number of teacher</b>	<b>Percentage</b>
Yes	7	70%
No	3	30%
Total	10	100%

*Table 4.6: Teacher's Perception about Their Training in Teaching English as a Foreign Language or Second Language*

According to the data presented in table 6, the majority of teachers 70% stated that they have been trained in teaching English as a foreign language or second language; however 30% of teachers claimed the opposite. The results seem logical since the teachers are obliged to have some training before start teaching especially because of the educational reforms.

**Q6:** Have you had any specific training in teaching English for specific purposes for ESP learners?

<b>Options</b>	<b>Teacher's number</b>	<b>percentage</b>
Yes	2	20%
No	8	80%
Total	10	100%

*Table 4.7: Teacher's Perception about Their Training in Teaching ESP*

Table7 shows that almost all third year business English teachers 80% do not have any specific training in the domain of ESP; meanwhile 20% of teachers stated the opposite.

✚ If no, how could you manage your current ESP courses?

Options	Number of teacher	Percentage
Answered	0	0%
Not answered	0	0%
Total	8	100%

*Table 4.8: Teacher's Management of ESP Courses*

The obtained results of the table eight show that no teacher answered this open- ended question.

**Q7:** Do you have any other activity or occupation besides teaching English in Business department?

Options	Number of teacher	Percentage
Yes	6	60%
No	4	40%
Total	10	100%

*Table 4.9: Teacher's Occupation besides Teaching English in Business Department*

The results shown in the table 9 tell that the percentage of 60% of participants have other activities and occupations besides teaching English in Business department ,while 40% of teachers work only as a teachers at Business department without any extra activity.

✚ If yes, is it?

Options	Teacher's number	Percentage
a. Teaching in the middle school	1	10%
b. Teaching in secondary school	1	10%
c. Teaching in private situations	3	30%
Total	6	60%

*Table 4.10: Teacher's Extra Activity*

The results above reveal that third year Business English teachers who are working as a teacher in the middle school take the portion of 10%, and 20% for those who are working as a high school teachers. However, 30% of respondents stated that they are working in private situations.

**Q8:** Other than Business department, have you taught in other departments?

Options	Number of teacher	Percentage
Yes	5	50%
No	5	50%
Total	10	100%

*Table 4.11: Teacher's Teaching Experience in the Other Departments*

The table above displays the results of the teacher's teaching experience in the other departments. It shows that the same percentage of 50% is obtained for both options of yes and no.

**Q9:** Is the English module in the business science taught as:

Options	Teacher's number	Percentage
a. Course(theoretical course)	0	0%
b.TD(practical course)	10	100%
c. Involve practical training	0	0%
Total	10	100%

*Table 4.12: Teaching English Module at University*

This question was asked in order to know how the English module is taught at university; the whole representative sample 100% claimed that the English module is taught as a practical course (TD), this refers to the nature of the English language that requires such type of teaching.

### **Section three: Teacher's Attitudes toward Teaching ESP in Business English Classes**

**Q10:** Is student's attendance to the English classes:

<b>Options</b>	<b>Teacher's number</b>	<b>Percentage</b>
a. Compulsory	10	100%
b. Facultative	0	0%
Total	10	100%

*Table 4.13: Student's Attendance*

The statistics displayed in this table show that whole sample 100% declared that Student's attendance to the English classes is compulsory and not facultative.

**Q11:** In the course of your present teaching, what do you teach more often?

<b>Options</b>	<b>Teacher's number</b>	<b>Percentage</b>
a. General English	2	20%
b. Literature and civilization related English	0	0%
c. Science and technology related English	2	20%
d. Business science related English	6	60%
Total	10	100%

*Table 4.14: ESP's Courses Content*

The question was designed to explore which type of content that is adopted by third year business English teachers. The findings show that among the whole population ,60% of teachers teach Business science related English while the same result is obtained 20% for the participants who teach both General English and Science and technology related English. However, no teacher declared that he teach Literature and civilization related English.

**Q12:** Do you tend to focus more specifically on:

<b>Options</b>	<b>Teacher's number</b>	<b>Percentage</b>
a. General grammatical notions	2	20%

b. Lexical items related to general English	0	0%
c. Terminology related to business English	6	20%
d. All of the aforementioned	2	60%
Total	10	100%

*Table 4.15: The Elements that the Teacher Focus on in Teaching ESP Courses*

The question at hand revolves around the elements that the teacher focuses on teaching ESP courses. From the table, six teachers out of ten (65 %) emphasises on terminology related to business English and the same portion of 20% goes for the teachers who teach general grammatical notions those teachers who attempt to teach grammar, lexis and terminology. However, no teacher teaches lexical items related to general English as primary.

**Q13:** Do you use?

<b>Options</b>	<b>Teacher's number</b>	<b>Percentage</b>
a. Text book related to general English	0	0%
b. Text book related to business English	4	40%
c. Documents used by students in their own field of study	3	30%
d. The business department's administration decide the Syllabus	3	30%
Total	10	100%

*Table 4.16: ESP Teaching Materials*

The table 16 was designed to investigate which type of teaching materials that the teacher relays on in the implementation of ESP courses, 40% stated that they are relaying on Text book related to business English, mean while 30% is devoted for the teachers who are based on documents used by students in their own field of study and documents, and the same portion of 30% of participants claimed that the syllabus behind taught is administration's decision. However no teachers relay on text book related to General English.

**Q14:** Do you sometimes use translation from English to other languages?

Options	Teacher's number	Percentage
Yes	9	90%
No	1	10%
Total	10	100%

*Table 4.17: Teacher's Opinions toward the Use of Translation in ESP Classes*

It is worth mentioning that the obtained results from the table 17 that the majority of participants 90% opt for use of translation in ESP classes. Mean while the rest of participant with the portion of 10% regarded that the use of translation is not tolerated.

✚ If yes specify which type of language do you often use?

Options	Teacher's number	Percentage
a. Answered	7	70%
b. Not answered	2	20%
Total	9	90%

*Table 4.18: Teacher's Translation into Other Languages*

Table 18 above displays the results of the teacher's translation into other languages. The vast majority of participants 70% answered the question, while 20% of teachers do not make any reaction. The obtained results show that most frequent language use is the Arabic and French.

#### **Section four: Teacher's management of business English classes**

**Q15:** Do you use Information Communication Technologies (ICTs)?

Options	Teacher's number	Percentage
Yes	2	20%
No	8	80%
Total	10	100%

*Table 4.19: Teacher's Use of ICTs*

According to the table 19 which aims to know whether teacher's use of different technologies in the implementation of ESP courses , 80% of participants claimed that they are not use any type of ICTs whereas a quarter stated that they rely on technology in their teaching.

✚ If no, why not?

Options	Teacher's number	Percentage
Answered	1	10%
Not answered	7	70%
Total	8	80%

*Table 4.20: The Reason behind Avoiding the Use ICTs*

The obtained results from the table 20 demonstrates that almost the whole participant 70% do not answer the question concerning the reason behind avoiding the use of ICTs, while 10% of respondents give a brief answer saying that : “The lack of teaching materials and technologies in the university.”

**Q16:** Are given any ESP programs that help you to implement your ESP course?

Options	Teacher's number	Percentage
Yes	3	30%
No	7	70%
Total	10	100%

*Table 4.21: Providing ESP Programs*

This question tried to know whether teachers are provided by ESP programs or not. The obtained results were different, 30% of teachers declared by saying “yes” while almost the majority of participants saying “No”.

**Q17:** Do you attend formal meetings with other ESP teachers of business department?

Options	Teacher's number	Percentage
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Yes	6	60%
No	4	40%
Total	10	100%

*Table 4.22: Teacher's Opinions about the Attendance of Formal Meetings*

The data presented in table 22 as stated that 60% of teachers attend the formal meeting in order to discuss teaching methodology and to exchange expertise from each other, whereas 40% of teaches claimed that they do not attend such meetings.

**Q18:** Do you think that the English course you are giving to your business students meets their needs and expectations?

Options	Teacher's number	Percentage
Yes	5	50%
No	5	50%
Total	10	100%

*Table 4.23: Teacher's Perception about the Significance of ESP Courses in Meeting Student's Needs*

The results in table 23 demonstrate that half of the participants stated that the English courses that are giving to business students meet their needs and expectations meanwhile the rest of participants see the opposite.

**Q19:** What is the reason behind making business English teachers do not correspond to the level of expected achievements?

Options	Teacher's number	Percentage
a. You are not a permanent teacher.	0	0%
b. You do not really understand the specific needs of students.	1	10%
c. The lack of collaboration between ESP teachers.	2	20%
d. There are no specific training programs for ESP	7	70%

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teachers.

Total	10	100%
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*Table 4.24: The reason that makes business English teachers do not correspond student's expectation*

This question was asked in order to find out the reason behind the teacher's failure in meeting the student's needs and their expectations, the gathered data show that vast majority of teachers 70% see the lack of specific training programs for ESP teachers, while the portion of 20% answers the lack of collaboration between ESP teachers, and only 10% declared that they do not grasp the student's needs. However, no teacher sees that the teacher's status at university affects the student's achievements.

#### **Section Five: Teacher's planning of the ESP Courses**

**Q20:** Is your ESP course designed according to:

Options	Teacher's number	Percentage
a. Business English course book.	2	20%
b. Learner's needs.	6	60%
c. learner's choice of their ESP content	2	20%
d. Randomly	0	0%
Total	10	100%

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*Table 4.25: Teacher's Design of ESP Course*

According to the results exposed in the above table, 60% of teachers are based on the learner's needs in selecting and designing the ESP course, the same percentage of 20% participants rely on both Business English course book and the student's choice in planning the ESP courses. However, no teacher depends on or the random selection.

**Q21:** Do you involve your students in establishing the course objectives?

Options	Teacher's number	Percentage
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Yes	8	80%
No	2	20%
Total	10	100%

*Table 4.26: The Student's Involvements in Establishing the Course Objectives*

Statistics in the table 26 above show that 60% of third year Business English teachers involve students in establishing the course objectives ,however the rest portion of 40% do not allow students to contribute in the assignment of the course objectives.

**Q22:** Do you ask your students about their areas of difficulties in the ESP course?

<b>Options</b>	<b>Teacher's number</b>	<b>Percentage</b>
Yes	7	70%
No	3	30%
Total	10	100%

*Table 4.27: Student's Areas of Difficulties in the ESP Course*

Table 27 above displays the results of student's areas of difficulties in the ESP course .The results show that about 70% of teachers are asking their students the difficulties that face them in the ESP course, while 30% of participants are not interested to know these difficulties.

**Q23:** Do you modify any activity in response to your student's demands or special needs?

<b>Options</b>	<b>Teacher's number</b>	<b>Percentage</b>
Yes	10	100%
No	0	0%
Total	10	100%

*Table 4.28: Teacher's Perception about the Modification of ESP Activities in Response to Student's Demands*

According to the results demonstrated above, it can be seen that the whole representative sample 100% claimed that they make some modification in the ESP activities in order to fit the student's demands and meet their needs.

**Q24:** What is your overall objective of teaching Business English language?

<b>Options</b>	<b>Teacher's number</b>	<b>Percentage</b>
a. To develop student's specific business skills and abilities of English.	5	50%
b. To develop student's knowledge of business sciences.	5	50%
c. To help students to pass exams	0	0%
Total	10	100%

*Table 4.29: The Objective of Teaching Business English Language*

From the results obtained in table 29 above, we can notice that the same portion of 50% of teachers stated that the main objective of teaching business English language is to develop student's specific business skill and abilities of English and to develop their knowledge of business sciences.

**Q25:** What do you return the obstacles of teaching ESP in business department?

<b>Options</b>	<b>Teacher's number</b>	<b>Percentage</b>
a. Lack of experience in the field of ESP.	1	10%
b. Lack of ESP course books.	2	20%
c. Irrelevant ESP course syllabus.	1	10%
d. Lack of interest of learning business English among students.	4	40%
e. Lack of importance given to ESP vis-à-	2	20

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vis the other modules.

Total	10	100%
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*Table 4.30: The Constraints that Face Teachers in Teaching ESP in Business Department*

From the results demonstrated in the table above, 40% of the participants declared that the major difficulty that teachers encounter in teaching ESP is the lack of interest of learning business English among students. However, 20% of teachers declared that the teachers face problem with lack of ESP course books from one side and the lack of importance given to ESP vis-à-vis the other modules on the other side .Meanwhile 10% of participants stated that the teacher's obstacles are due to the lack of experience in the field of ESP and the irrelevance of ESP course syllabus.

### **Conclusion:**

The analysis of English teacher questionnaire has permitted us to highlight the sum of difficulties encountered by those teachers in their work.

## **2. Student Questionnaire:**

A second questionnaire was administered to 50 students of third year International Business students at the department of Business Sciences Mohammed Seddik Ben Yahia Jijel university were randomly chosen to participate in this study. After distributing the questionnaire, all students have completed and returned it representing a rate of 100% .

### **2.1. Aim of the Questionnaire:**

The questionnaire is addressed to explore third year International Business students' attitudes and perceptions of difficulties towards ESP learning at the department of Business Sciences of Mohammed Seddik Ben Yahia Jijel University. Also, the aim of this research tool is to investigate the needs analysis of EBP (English for Business Purposes) students' weaknesses areas in their ESP classes and the effect of teachers' methodology, syllabus, and authentic materials among the elements in promoting the level of students' proficiency in ESP

classrooms.

## 2.2. Description of the Questionnaire:

The questionnaire is made up of three sections including 35 question inquiring the followings: background information about students (Questions from 1 to 11), ESP students' needs (Questions from 12 to 14), and communication skills (Questions from 27 to 35).

After piloting the questionnaire and obtaining the permission to conduct the study it was directly handed to respondents during their regular ESP session. Students were asked to respond to the questions honestly since their answers are to be anonymous. The sample was given enough time to read and answer each item carefully. Students are given the right to ask for further explanation about the meaning of any word. All distributed questionnaires were brought back since questionnaires were completed under our supervision and we have tried to be sure that every student completes his/ her questionnaire alone. None was not appropriately filled in so all questionnaire's data of the students were considered valid for analysis. It is worth mentioning that the questionnaire was translated into Arabic to avoid the problem of students misunderstanding the questions as a result of the lack of proficiency in English and to facilitate the comprehension of the questions as well.

## 2.3. Data Analysis and Findings

### Section one: Background Information

**Q1:** How long have you been studying General English?

Options	students' number	percentage
a. Less than seven years	0	0%
b. Seven years	50	100%

c. More than seven years	0	0%
Total	50	100%

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Table 4.31: Students' Period of Learning General English

All students 100% stated that they have been studying General English for 7 years (4 years at the middle school and 3 years at secondary school). While none 0% of them opted for the other choices (less than seven years and more than seven years).

**Q2:** How long have you been studying ESP in Business Sciences department?

Options	students' number	percentage
a. Less than three years	0	0%
b. Three years	50	100%
c. More than three years	0	0
Total	50	100%

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Table 4.32: Students' Period of Learning ESP

All the participants 100% claimed that they learn ESP three years in Business Sciences department.

**Q3:** Are you aware of the importance of the English language in the field of international business with regard to the massive growth of world business and world communication as an inevitable consequence of globalization?

Options	students' number	percentage
Yes	48	98%
No	2	4%
Total	50	100%

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Table 4.33: Students' Awareness of the Importance of English Language

The table above shows that 98% of students are aware of the importance of the English language in the field of International Business with regard to the massive growth of world

business and world communication as an inevitable consequence of globalization. Whereas, 4% declared that English language has no significant value in the field of international business. This results show that the vast majority of students are aware of the crucial role of the English language in business domain.

**Q4:** How would you estimate your overall level in General English?

<b>Options</b>	<b>students' number</b>	<b>percentage</b>
a. Excellent	3	6%
b. Very good	5	10%
c. Good	9	18%
d. Average	23	46%
e. Bellow average	6	12%
f. Low	4	8%
Total	50	100%

*Table 4.34: Students' Estimation about Their Overall Level in GE*

According to table 46% of students estimated their level in General English as average, 18% of students regarded their level in GE as good, 12% considered their level in GE as bellow average, 10% of them considered their level in GE as very good, 8% of them saw their level as low, and only 6% of them considered their level in GE as excellent. From the results shown above it is concluded that almost half students have the average in General English.

**Q5:** How would you estimate your overall level in English for Specific Purposes (Business English more specifically)?

<b>Options</b>	<b>students' number</b>	<b>percentage</b>
a. Excellent	2	4%
b. Very good	3	6%

c. Good	6	12%
d. Average	15	30%
e. Below average	19	38%
f. Low	5	10%
Total	50	100%

*Table 4.35: Students' Estimation about their Overall Level in ESP*

With regard to this table, 38% of students considered their level in ESP more specifically as below average, 30% average, 12% good, 10% low, 6% very good, and only 2% regarded their level in ESP business English as excellent. These results show that a big number of students are below average considering their level in ESP which entails that students need more practice in order to enhance their ESP levels.

**Q6:** Do you consider learning English in Business Department as:

<b>Option</b>	<b>students' number</b>	<b>percentage</b>
a. Crucial for succeeding the year	6	12%
b. Opportunities Necessary for better future job	33	66%
c. Not necessary in the field of Business in Algeria	11	22%
Total	50	100%

*Table 4.36: Students' Perception toward Learning English in Business Department*

This table shows that 66% of students see that learning English in business department as necessary for better future job opportunities, and 22% of students considered learning English in business department as not necessary in the field of Business in Algeria, while 12% of students declared that they learn English only to succeed in the exams. From these results one can understand that most students learn English in order to raise their opportunity in getting a job.

**Q7:** Have you tried to improve your General English level by your own means?

<b>Options</b>	<b>students' number</b>	<b>percentage</b>
Yes	9	18%
No	41	82%
Total	50	100%

*Table 4.37: Students' Attempt in Improving their GE Level*

The table above shows that 82% of students reacted negatively to this question and declared that they do not try to enhance their general English level by their own means while only 18% of them tried to improve their level.

**Q8:** What purposes are you taught the current ESP discipline for?

<b>Options</b>	<b>students' number</b>	<b>percentage</b>
a. Academic purposes	14	28%
b. General purposes	12	24%
c. Occupational purposes	19	38%
d. Compulsory discipline in Business studies department	5	10%
Total	50	100%

*Table 4.38: Students' Purposes behind Learning ESP Discipline*

The table above shows that 38% of students learn the current ESP discipline for occupational purposes. While 28% of students opted for "Academic purposes", whereas 24% of students stated that they learn ESP for general purposes. However 10% of students declared that they learn ESP just because it is a compulsory discipline in Business studies department. From these results one can conclude that most students learn ESP for both academic and occupational purposes. The students did not list any other purposes.

**Q9:** Do you have any professional activity in addition to your studies?

<b>Options</b>	<b>students' number</b>	<b>percentage</b>
Yes	2	4%
No	48	96%
Total	50	100%

*Table 4.39: Students' Opinion about Additional Professional Activity*

Statistics in the above table show that the majority of students with portion of 96% reacted negatively to this question which attempted to figure out if students have any professional activity in addition to their studies. While, only 4% of students answered positively.

**A-**If yes, what is it?

<b>Options</b>	<b>students' number</b>	<b>percentage</b>
a. Part Time teaching at university	0	0%
b. Teaching at secondary school	0	0%
c. Teaching in Middle school	0	0%
d. Teaching in a private school	1	2%
e. Working in a national institution	1	2%
f. Working in a private company	3	6%
Total	5	10%

*Table 4.40: Students' Additional Professional Activity*

The results shown in this table demonstrated that 6% of students work in private companies, while an equal percentage 2% of students opted for teaching in a private school and working in a national institution. However none 0% of the students opted for the rest of the options.

**B- Do you use English for Specific Purposes in your job?**

<b>Options</b>	<b>students' number</b>	<b>percentage</b>
Yes	5	10%
No	0	0%
Total	5	10%

*Table 4.41: Students' Attitudes toward the Use of ESP in Their Job*

This question was addressed to students to see if they use ESP in their job. The results show that all the students 10% answered positively about this question. While none 0% of students reacted negatively.

- If yes, what type of ESP?

Students' responses about this question were:

- ✚ English for Academic Purposes EAP
- ✚ English for Occupational Purposes EOP

**Q10:** Have you attended supporting courses of ESP other than Business English and outside the programs which are applied at the level of your department?

<b>Options</b>	<b>students' number</b>	<b>percentage</b>
Yes	0	0%
No	50	100%
Total	50	100%

*Table 4.42: Students' Perception about the Attendance of Supporting Courses of ESP*

The percentage displayed in this table demonstrated that all students 100% did not attend supporting courses of ESP other than Business English and outside the programs which are applied at the level of their department since for them there are no such courses in their department while non 0% of the students reacted positively.

- If yes, has the Business English you are learning as a subject matter at university increased your confidence in using your English language skills in your job?

Options	students' number	percentage
Yes	2	4%
No	1	2%
Total	3	6%

*Table 4.43: Students' Opinion about the Role of BE in increasing Their Confidence*

The aim behind this question was to investigate whether the Business English discipline at university increased students' confidence in using their English language skills in their job. The results illustrated in this table show that 4% of students reacted positively to this question, while 2% of students responded negatively.

**Q11:** What skill (s) you feel more confident to use with your current level (please classify in order of importance, giving 1 for the most fluent and 4 for the least fluent)?

Options	1 <sup>st</sup> ranking		2 <sup>nd</sup> ranking		3 <sup>rd</sup> ranking		4 <sup>th</sup> ranking	
a. Listening	6	12%	11	22%	9	18%	16	32%
b. Speaking	3	6%	8	16%	13	26%	7	14%
c. Writing	22	44%	26	52%	17	34%	12	24%
d. Reading	19	38%	16	32%	11	22%	15	30%
Total	50	100%	50	100%	50	100%	50	100%

*Table 4.44: Students' Most Confidential Skill (s)*

In response to this question, the writing skill was opted by the majority of students 96% (44% +52%) in the first and second ranking respectively as the most skill that they feel confident when they use it. The reading skill ranked second by 70% of students in the 1<sup>st</sup> and 2<sup>nd</sup> ranking. The listening skill was selected third by 34% (12%+22%) of students. While the speaking skill was ranked fourth by a percentage of 22% (16%+6%) of students in the 1<sup>st</sup> and

2<sup>nd</sup> ranking respectively. From these results it is concluded that students' current level does not allow them to communicate confidently since the speaking skill was ranked last.

### Section two: ESP Students' Needs:

**Q12:** According to you:

**A-**Is being able to speak specific English in general:

Options	students' number	percentage
a. Less important	7	16%
b. Rather important	14	28%
c. More important	29	58%
Total	50	100%

*Table 4.45: Students' Perception toward the Importance of Speaking Specific English*

The table above illustrated that more than half students 58% stated that being able to speak specific English in general is more important, 28% of students considered being able to speak specific English as rather important. However, 16% of them stated that it is less important to be able to speak specific English.

**B-**Do you consider that Business English must be an obligatory discipline in your department?

Options	students' number	percentage
Yes	46	92%
No	4	8%
Total	50	100%

*Table 4.46: Students' Perception of the Obligatory of BE Discipline*

This question was addressed to students in order to figure out if they agree that Business English must be an obligatory discipline in their department. 92% answered positively while, 8% answered no. From these results it is shown that most students see that business English has to be a compulsory discipline in their department.

**C-Should English language teaching be more:**

<b>Options</b>	<b>students' number</b>	<b>percentage</b>
a. Qualitative	44	88%
b. Quantitative	6	12%
Total	50	100%

*Table 4.47: Students' Perception Toward the Teaching Methodology of English*

In response to this question, 88% of students stated that English language teaching should be more qualitative while 12% of the students claimed that English language teaching should be more quantitative.

**D-How many hours of learning ESP are scheduled in your field of study?**

✚ All Students stated that they learn ESP for one hour and a half per week.

**E-Do you consider that the period of Business English teaching curriculum should be lengthened?**

<b>Options</b>	<b>students' number</b>	<b>percentage</b>
Yes	43	86%
No	7	14%
Total	50	100%

*Table 4.48: Students' Attitudes toward the Period of BE Teaching Curriculum*

The results show that (86%) of students asserted that the period of devoted for Business English teaching curriculum is not sufficient and it should be lengthened, however 14% of students see that the period of Business English teaching curriculum should not be lengthened

**Q13 : Do you think that the number of hours provided for ESP learning:**

<b>Options</b>	<b>students' number</b>	<b>percentage</b>
a. Too much	3	6%
b. Sufficient	7	14%
c. Reasonable	13	26%
d. Not sufficient	27	54%

Total	50	100%
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*Table 4.49: Students' Opinion about the Hours Provided for ESP Learning*

Results of this table reveal that the more than half students 54% thought that the number of hours provided for ESP learning is not sufficient, 26% see that this period is reasonable, whereas 14% regarded this period as sufficient, while only 6% of them see it as too much.

**Q14:** If a quantitative improvement of Business English language teaching's implemented by your department only after affecting the other subjects, do you always wish to have more ESP hours?

Options	students' number	percentage
Yes	37	74%
No	13	26%
Total	50	100%

*Table 4.50: Students' Perception about Providing More Hours for learning BE*

From this table the majority of students 74% reported that they wish to have more ESP hours if a quantitative improvement of Business English language teaching is implemented by their department only after affecting the other subjects. Whereas 26% of students their answers where no.

**Q15:** Do you attend scientific meetings and / or seminars where English is the only medium used?

Options	students' number	percentage
Yes	09	18%
No	41	82 %
Total	50	100%

*Table 4.51: Students' Opinion about Attending Scientific Meetings and/or Seminars*

Statistics in this table reveal that an overwhelming number of students 82% do not attend scientific meetings and / or seminars where English is the only medium used. Wherease, 18%

answered positively.

- If yes, do you estimate that your present level in English limits the benefits you may take advantage of from such scientific meetings?

Options	students' number	percentage
Yes	9	18%
No	0	0 %
Total	9	18%

*Table 4.52: Students' Perception of Their Present Level in English*

The entire students 18% confirmed that their present level in English limits the benefits they may take advantage of from such scientific meetings.

**Q16:** Do you think that the ESP course is relevant to your current academic studies?

Options	students' number	percentage
Yes	11	22%
No	39	78%
Total	50	100%

*Table 4.53: Relevance of the ESP Course to International Business Students' Academic Studies*

The percentage displayed in this table clearly demonstrates that 78% of students think that the ESP course devoted for them is not relevant to their current academic studies, while, 22% think that the ESP courses are relevant.

If you consider the course as not relevant, please:

**A-**Identify what you consider as negative aspects.

Students' answers were as follow:

- ✚ The focus on grammar rules rather than on Business terms;
- ✚ Teachers ignore pronunciation;
- ✚ Students' needs are ignored and the lessons presented have no relation with their

academic studies;

- ✚ No use of new terminology but rather a repetition of what has been taught in middle and secondary schools;

**B-**Suggest some solutions you may consider effective to cover your needs for better learning quality in your academic studies with regard to Business English.

A number of solutions were suggested by students among them:

- ✚ The teacher has to conduct a needs analysis from time to time by asking us about our needs;
- ✚ The use of ICTs;
- ✚ Engaging us in authentic conversations;
- ✚ Lengthening the time allocated for ESP discipline;
- ✚ Designing an official set syllabus;
- ✚ Encouraging learning ESP through motivation;

**Q17: A.** If your needs are taken into consideration by your teacher and / or your department, do you think that your level of English will be better improved?

Options	students' number	percentage
Yes	48	96%
No	2	4%
Total	50	100%

*Table 4.54: Students' Perception of the Usefulness of Investigating Their Needs in Improving Their English Level*

This question was addressed to students in order to investigate their perception toward conducting a needs analysis and if it is helpful in improving their level of English. Almost all 96% of students stated that taking their needs into consideration by their teacher and/or their department helps them in enhancing their level of English. However, 4% of students think that taking their needs into account will not be helpful in improving their level of English.

**B.** If no, please suggest how the teacher, the classroom and / or your department could take your learning needs into consideration?

Students' responded as follow:

- ✚ The teacher could use questionnaire as a tool in order to investigate our needs;
- ✚ Asking us about our needs;
- ✚ Selecting the appropriate content that has relation with our academic studies;
- ✚ Providing authentic materials and ICTs;
- ✚ Adding extra time for learning ESP;
- ✚ Learning in small groups;

**C.** Do you have any persisting difficulties in learning ESP?

<b>Options</b>	<b>students' number</b>	<b>percentage</b>
Yes	37	74 %
No	13	26%
Total	50	100%

*Table 4.55: Students' Perception toward the Difficulties in Learning ESP*

This questions aim is to see whether student face any difficulties in learning ESP or not. The students' answers were 74% yes while 26% no. From these results it is concluded that most students face difficulties concerning ESP learning.

- If yes, please cite them.

Students stated that they encounter difficulties in the following:

- ✚ Pronunciation of new technical terms
- ✚ Understanding the meaning of technical terms
- ✚ Memorizing technical words

**Q18:** What does particularly hinder you from achieving effective learning and successful learning outcomes concerning ESP ?

<b>Options</b>	<b>students' number</b>	<b>percentage</b>
a. Teacher's ESP teaching methodology	8	16%
b. Lack of documents and copy books in your field of ESP study	18	36%
c. Lack of materials	24	48%
Total	50	100%

*Table 4.56: Students' Obstacles from Achieving Effective Learning ESP Outcomes*

The table above shows that students choose the lack of materials as the most crucial reason that hinder them from achieving effective learning and successful learning outcomes concerning ESP by a percentage of 48%, the lack of documents and copy books in their field of ESP study comes at second position with rate of 36%, while 16% goes to teacher's ESP teaching methodology. No other suggestions were listed.

**Q19:** What are the most important difficulties of learning the English language in your department?

<b>Options</b>	<b>students' number</b>	<b>percentage</b>
a. Lack of authentic materials & means (ICTs)	6	12%
b. Insufficient time allocated to teaching English	9	18%
c. Studying in large classes	2	4%
d. The absence of an official set syllabus	3	6%
e. Lack of motivation	4	8%
f. Lack of feedback	2	4%
g. The policy of your department concerning ESP	4	8%
h. Lack of ESP teachers' experience	11	22%
i. Lack of real life tasks	6	12%

j. Intensity of other modules on the expense of ESP	3	6%
Total	50	100%

*Table 4.57: Students' Difficulties in Learning English*

Statistics in this table reveals the following results: 22% of students think that lack of ESP teachers' experience is the most common difficulty of learning ESP in their department, 18% of students choose insufficient time allocated to teaching English as a barrier for learning English. The same percentage 12% goes to both lack of authentic materials & means (ICTs) and lack of real life tasks. Lack of motivation and the policy of their department concerning ESP share the same percentage which is 8%. No other suggestions were listed.

**Q20:** Do you think that English for Business Purposes' discipline is given sufficient importance with regard to your other disciplines and your specific needs of learning Business English?

Options	students' number	percentage
Yes	13	26%
No	37	74%
Total	50	100%

*Table 4.58: Students' Perception about the EBP Importance with Regard to Other Disciplines*

This table shows that 74% of students see that English for Business Purposes' discipline do not given sufficient important with regard to their other disciplines and their specific needs of learning Business English as well. However, according to 26% of students, English for Business Purposes' discipline has a crucial importance just as the other disciplines.

**A.** If no, what do you suggest?

Students suggested the following:

- ✚ Devoting sufficient time for learning English for Business Purposes;
- ✚ Using authentic materials;

✚ increasing the coefficient of EBP module;

**B.** Is the evaluation of the students' real level in Business English sufficiently rigorous?

Options	students' number	percentage
Yes	15	30%
No	35	70%
Total	50	100%

*Table 4.59: Students' Perception of Their Real Level in BE*

According to this table 70% of students stated that their real level in Business English do not evaluated rigorously while 30% of students stated that they receive strict evaluation concerning their level in Business English.

**C.** Is there any program of learning English for Business Purposes imposed by the Ministry of Higher Education in your department?

Options	students' number	percentage
Yes	9	18%
No	41	82%
Total	50	100%

*Table 4.60: Students' Perception of Imposing a Program for Learning EBP by Ministry of High Education*

With regard to this question which is addressed to students in order to see if the Ministry of Higher Education imposed any program of learning English for Business Purposes in the department of International Business. The vast majority of students 82% reacted negatively to this question whereas, 18% of students confirmed that there is a learning program which is imposed by the Ministry of Higher Education.

- If no, do you think it is necessary to design an ESP program in accordance with the content of the other subject matters that are taught in your field of study in your department?

<b>Options</b>	<b>students' number</b>	<b>percentage</b>
Yes	9	18%
No	41	82%
Total	50	100%

*Table 4.61: Students' Perception about the Necessity of Designing an ESP Program in Accordance with the Content of the Other Subject Matters*

The results yielded from this table demonstrated that the majority of students 82% think that is of crucial importance to design a program in accordance with the content of the other subject matters being taught in their field of study in their department.

**Q21:** Does your teacher involve you in:

<b>Options</b>	<b>students' number</b>	<b>percentage</b>
a. Establishing the objective of the course study	0	0
b. Participating in choosing the ESP course content	11	22%
c. Selecting materials	0	0%
d. None of the above mentioned	39	78%
Total	50	100%

*Table 4.62: Students' Involvements in Planning the ESP Course*

According to the results in the table above, 78% of students selected the final choice which entails that the teacher does not involve them in any of the above mentioned activities concerning planning the ESP course. 22% of students declared that their teacher involve them in selecting the ESP course content, whereas none of the students 0% choose both the first and the third suggestions (establishing the objective of the course study and selecting materials).

**Q22:** Do you use ESP books/ documentation?

Options	students' number	percentage
Yes	38	76%
No	12	24%
total	50	100%

*Table 4.63: Students' Perception of the Use of ESP Books/Documentation*

This table shows that 76% of students use ESP books /documents which entails that most students are interested in learning ESP and in the same time shows us their awareness of the importance of ESP either in their current studies or in their future jobs. On the other hand 24% of students declared that they do not use ESP books /documentation.

**Q23:** Does your ESP teacher encourage you to use specific documentation written in English?

Options	students' number	percentage
Yes	8	16%
No	42	84%
Total	50	100%

*Table 4.64: Students' Perception toward Their Teacher's Encouragement for Using Specific Documentation Written in English*

This question was particularly addressed in order to find out whether students receive any kind of encouragement from their ESP teachers or not. Unfortunately only 16% of students have been reacted positively to this question while the majority of students 84% respond negatively.

**Q24:** What is your overall objective from ESP course?

Options	students' number	percentage
a. To improve your skills in Business English	11	22%

b. To develop your knowledge of business sciences	7	14%
c. To pass examinations	1	2%
d. To write your dissertation	2	4%
e. For better job opportunities	29	58%
Total	50	100%

*Table 4.65: Students' Overall Objective From ESP Courses*

The results in the table above demonstrated that more than half of students 58% learn ESP courses in order to have better job opportunities. 22% of students have another objective from learning ESP which is to improve their skills in Business English. 14% of students choose the second suggestion (to develop their knowledge of business sciences) as an objective for learning ESP. 4% of students declared that their overall objective from ESP courses is to help them in writing their dissertations. However, only 2% of students stated that their aim behind learning ESP courses is just to succeed in the exams. Hence one can conclude that most students are interested in learning ESP courses for the sake of making sure having good job opportunities. No other objectives have been listed.

**Q25:** Does your teacher ask you about your areas of difficulties and needs in the classroom?

<b>Options</b>	<b>students' number</b>	<b>percentage</b>
Yes	24	48%
No	26	52%
Total	50	100%

*Table 4.66: Students' Perception about whether their teacher ask them about their Areas of Difficulties*

This question was designed to figure out if ESP teachers ask their students about the problems that encounter them during their learning in addition to their needs and interests. 52% of students responded negatively, while 48% of students responded

positively.

- If yes, does your teacher give you feedback on the spot?

<b>Options</b>	<b>students' number</b>	<b>percentage</b>
Yes	3	6%
No	21	42%
Total	50	100%

*Table 4.67: Students' Perception of Their Teacher's Feedback*

The results yielded from this table indicate that only 6% of students receive feedback on the spot. Whereas, 42% of students stated that their teachers do not give them feedback on the spot.

**Q26:** Does your ESP learning include the use of ICTs?

<b>Options</b>	<b>students' number</b>	<b>percentage</b>
Yes	4	8%
No	46	92%
Total	50	100%

*Table 4.68: Students' Perception of the Use of ICTs in Learning ESP*

According to this question students were asked whether their ESP learning include the use of ICTs. Results reveal that the vast majority of students 92% answered negatively to this question, while only 8% said that their ESP learning includes the use of ICTs.

-If yes:

**A.** Are they helpful in achieving the ESP course objectives and develop your learning and proficiency in English?

<b>Options</b>	<b>students' number</b>	<b>percentage</b>
Yes	4	8%
No	0	0%

Total	4	8%
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*Table 4.69: Students' Perception of the Usefulness of ICTs in Achieving ESP Course*

All students 8% confirmed that the use of ICTs in ESP learning help them in achieving the setting objectives in addition to developing their learning and proficiency in English.

**B. What type of ICTs materials your teacher use in the ESP course?**

Options	students' number	percentage
a. Internet-connected computer	0	0%
b. Equipment	0	0%
c. Data- show	3	6%
d. Real-world conversation	1	2%
e. Audio-visual documents	0	0%
f. Language laboratory	0	0%
total	4	8%

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*Table 4.70: Types of ICTs Used by Teachers*

Statistics in this table show that 6% of students stated that their teachers use data-show, while 2% of them declared that they use real world conversations. However non 0% of the students opted for the other suggestions.

**C. If no, please suggests what could possibly be helpful in acquiring ESP skills in authentic contexts.**

Students suggest some helpful solutions:

- ✚ The use of authentic materials
- ✚ Engaging learners in real world conversations/ situations
- ✚ Providing language laboratories

✚ Providing ESP books and documentations

✚ Organizing seminars

### Section Three: Communication Skills

**Q27:** Please tick (X) in the box that represents your level in the four language skills:

Options	Excellent		Good		Average		Below average		Weak		Total	
a. Listening	3	6%	11	22%	19	38%	12	24%	5	10%	50	100%
b. Speaking	2	4%	4	8%	14	28%	18	36%	12	24%	50	100%
c. Reading	10	20%	15	30%	22	44%	3	6%	0	0%	50	100%
d. Writing	13	26%	16	32%	20	40%	1	2%	0	0%	50	100%

*Table 4.71: Students' Self Evaluation in the Four Skills*

Statistics in this table illustrated that the International Business students have an average level in the reading, the writing and listening skills (44% and 40%) , however they do not have an average in the speaking skill (28%) which can be justified by the lack of both practice of communication and also the lack of motivation.

**Q28:** How do you classify your level of Business English knowledge at the end of your studies as a third year student?

Options	students' number	percentage
a. Beginner	16	32%
b. Pre-intermediate	27	54%
c. Intermediate	4	8%
d. Advanced	3	6%
Total	50	100%

*Table 4.72: Students' Self Classification of Their BE Level*

This question aims at classifying the level of students on the basis of their Business English knowledge at the end of their studies as third year students. 54% of students stated

that they have a pre-intermediate level concerning their Business English knowledge. 16% as beginners, 8% as intermediate, and 6% as advanced.

**Q29:** Classify the following English language skills in terms of importance for your academic studies: (Please rank using numbers from 1 to 4, with 1 =being most important and 4= being least important):

Options	1 <sup>st</sup> ranking		2 <sup>nd</sup> ranking		3 <sup>rd</sup> ranking		4 <sup>th</sup> ranking	
a. Listening	5	10%	8	16%	17	34%	23	46%
b. Speaking	25	50%	19	38%	8	16%	3	6%
c. Reading	12	24%	12	24%	21	42%	6	12%
d. Writing	8	16%	11	22%	4	8%	18	36%
Total	50	100%	50	100%	50	100%	50	100%

*Table 4.73: Students' Self Classification of the Four Skills in Terms of Importance*

Statistics in the table above show that the speaking skill gained the highest percentage in terms of importance for the students' academic studies and was selected by (50%) and (38%) of students in both 1<sup>st</sup> and 2<sup>nd</sup> ranking respectively. The reading skill was chosen to be in second position because the sum of the 2<sup>nd</sup> and 3<sup>rd</sup> ranking is 66%; however the writing skill was chosen to be in 3<sup>rd</sup> ranking by a rate of 38% in 1<sup>st</sup> and 2<sup>nd</sup> ranking respectively. The listening skill was ranked fourth by 26% in 1<sup>st</sup> and 2<sup>nd</sup> rankings respectively. One can conclude that, all the four skills are important for International Business students but a special emphasis should be given to both the speaking and the reading skills.

**Q30:** Classify the following English language skills in terms of needs requirements to improve, whether for your academic purposes or future professional purposes: (Please rank using numbers from 1 to 4, with 1 =being most important and 4= being least important):

Options	1 <sup>st</sup> ranking		2 <sup>nd</sup> ranking		3 <sup>rd</sup> ranking		4 <sup>th</sup> ranking	
a. Listening	17	34%	15	30%	11	22%	3	6%

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b. Speaking	20	40%	23	46%	9	18%	11	22%
c. Reading	9	18%	7	14%	18	36%	16	32%
d. Writing	4	8%	5	10%	12	24%	20	40%
Total	50	100%	50	100%	50	100%	50	100%

*Table 4.74: Students' Self Classification of the Most Needed Skills to be Improved*

The results obtained from this table reveal that the speaking skill was ranked first to be the most important skill that students need to improve either for their academic purposes or future professional purposes with a percentage of 40% and 46% in the 1<sup>st</sup> and 2<sup>nd</sup> ranking respectively. The listening skill was chosen secondly with a rate of 34% and 30% in 1<sup>st</sup> and 2<sup>nd</sup> ranking respectively. The reading skill was ranked third in the 1<sup>st</sup> and 2<sup>nd</sup> ranking respectively with a percentage of 18% and 14%. Finally the writing skill was selected by 8% and 10% of students to be in the fourth position in both 1<sup>st</sup> and 2<sup>nd</sup> ranking. Hence students selected the speaking skill as the most important skill that has to be focused in order to be improved, then the listening skill and finally the reading and the writing skills.

**Q31:** As a Business English learner, do you think that learning English is an important requirement to succeed in the field of Business sciences and later in the field of business works in Algeria?

<b>Options</b>	<b>students' number</b>	<b>percentage</b>
Yes	47	94%
No	3	6%
Total	50	100%

*Table 4.75: Students' Perception of the Importance of Learning English for Succeeding in Both Business sciences and Business work in Algeria*

Results in the table above show that most students 94% see that learning English is an

important requirement to succeed in the field of Business sciences and later in the field of business works in Algeria, whereas only 6% of students think that learning English is not important especially in the field of business works in Algeria.

**Q32:** Do you believe that mastering ESP would be a precondition to succeed in future job interviews in the field of business in Algeria and worldwide?

Options	students' number	percentage
Yes	46	92%
No	4	8 %
Total	50	100%

*Table 4.76: Students' Perception of the Importance of Mastering ESP for Succeeding in Job Interviews in Algeria and Worldwide*

The results shown in this table demonstrate that 92% of students believe that mastering ESP plays a crucial role in succeeding job interviews in their future job in the field of business and worldwide as well. However 8% of students answered negatively

If no, please explain your own point of view.

Students who reacted negatively to the question above think that their succeed in job interviews will not affected by mastering ESP especially in the field of business in Algeria since most companies use either French language or Arabic language as the first mediums of communication in job interviews whereas the English language is neglected.

**Q33:** If you still encounter difficulties in using English, what are the aspects of English you still consider as difficult (please classify by order of difficulty by giving 1 to the most difficult, 2 to the second most difficult down to 5 for the least difficult?)

- a. Grammatical structured related to General English.
- b. Lexical items related to General English.
- c. Grammatical structures related to scientific and technical English

d. Scientific terms and expressions of English

e. Lexical items related to Business English

Options	1 <sup>st</sup> ranking		2 <sup>nd</sup> ranking		3 <sup>rd</sup> ranking		4 <sup>th</sup> ranking	
	Number	Percentage	Number	Percentage	Number	Percentage	Number	Percentage
a	3	6%	2	4%	4	8%	17	34%
b	3	6%	3	6%	7	14%	10	20%
c	10	20%	11	22%	23	46%	8	16%
d	13	26%	15	30%	7	14%	7	14%
e	21	42%	19	38%	9	18%	8	16%
Total	50	100%	50	100%	50	100%	50	100%

*Table 4.77: Students' Classification of the Most Difficult Aspects They Encounter When Using English*

A look at the table above shows that students ranked lexical items related to Business English as the major difficulty that they encounter in using English with a percentage of 42% and 38% in both the 1<sup>st</sup> and 2<sup>nd</sup> ranking respectively. Scientific terms and expressions of English were selected to be in second position by 56% (26% +30%) of students in 1<sup>st</sup> and 2<sup>nd</sup> ranking. Grammatical structures related to scientific and technical English was ranked third by 42% of students. Whereas, lexical items related to General English and grammatical structured related to General English was ranked fourth and fifth by 12% and 10% of students in 1<sup>st</sup> and 2<sup>nd</sup> ranking respectively.

**Q34:** At the end of your third year studies, and in relation with your acquired knowledge of English, what have you become able to?

Options	students' number	percentage
a. Understand lectures, movies, songs, etc, performed in the English language	8	16%
b. A native Speaker-like of English language	0	0%
c. Read General English more easily	6	12%

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d. Read Specific English more easily	4	8%
e. Write English correctly	11	22%
f. Understand conferences and talks presented by experts in English	4	8%
g. Exchange views with foreign experts in formal situations	6	12%
h. Write reports on Business English	3	6%
i. Use and benefit from the appropriate documentations and books in the field of ESP	9	18%
j. Easily find a job where English fluency is required	2	4%
k. Conduct further research for post graduation studies	2	4%
Total	50	100%

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*Table 4.78: Students' Abilities in Terms of English Language*

This question was intended in order to see what students can be able to do with the acquired knowledge of English by the end of their third year. As it mention above 22% stated that they become write English correctly.18% goes for option (i) which is “use and benefit from the appropriate documentations and books in the field of ESP “.16% of students declared that they become understand lectures, movies, songs, etc, performed in the English language. 12% of students stated that they become read General English more easily. Equal percentage 8% of students selected "read Specific English more easily" and "understand conferences and talks presented by experts in English". 6% of students opted for “write reports on Business English“. Another equal percentage of students 4% opted for“ easily find a job where English fluency is required“ and “Conduct further research for post graduation studies“. Only 2% of students stated that they become able to exchange views with foreign experts in formal

situations. However none 0% of the students opted for being a native Speaker-like of English language.

**Q35:** Please suggest some tips you believe to be of high importance in order to help you with better EBP learning and with your business knowledge in general.

- ✚ Allocating sufficient time for EBP session
- ✚ Making the lessons' content relevant to our academic studies
- ✚ Providing teachers who are trained in ESP
- ✚ The use of ICTs in order to support the lesson and for better understanding
- ✚ Encouragement, motivation and support for learning EBP

### **Conclusion:**

The analysis of the students' questionnaire has provided us with the required data that helps us to discover lacks and wants perceived by the students in terms of needs areas especially in the answers of second and third sections of the present questionnaire. Also the emphasize of EBP students were clearly shown in what concerns learning productive skills over receptive skills for better acquiring business knowledge and be able to use it in its most natural context with foreigners in their future business jobs.

**SECTION FIVE:**

**PEDAGOGIC**

**SUGGESTIONS AND**

**RECOMMENDATIONS**

### **Pedagogical Suggestions and Recommendations:**

Algeria, like many other countries of the world, seeks to promote the use of English so as to take out a better communication and easy access to knowledge for ESP learners

To start with, we are greatly indebted to the deanship of Business Sciences at Mohamed Seddik Ben Yahia, Jijel for the provision of any required help. We are also thankful to all third year International Business students and their ESP teachers who participated in this study through the completion of the questionnaires and bringing them back for analysis and assessment.

In the present research, we tended to analyze the needs analysis of difficulties and demotivating factors that the EFL users encounter whether as ESP teachers or EBP students. It has been found that the aforementioned problems among many others; such as: lack of ESP course book, lack of course objectives, lack of time allocated to ESP teaching, lack of ESP teachers' training, lack of ICT materials, lack of TNAs to determine whether training will indeed address the problem which has been identified among business staff, etc, have impacted both teachers' and students' motivation toward ESP teaching and learning in Algerian EFL classes at universities in general.

According to the results obtained, and through findings from teachers and students questionnaires, we have concluded some necessary recommendations and useful strategies that can be incorporated in any English as ESP course for business purposes.

#### **1. Suggestions**

This study suggests that the English language is used extensively in the business field in ESP and EFL contexts. It plays a crucial role as the main tool of communication to conduce a variety of different activities. Therefore, the criteria to define English language courses for business purposes should be based on the target communicative situations representing the

communicative use of language rather than formal linguistic categories representing the grammatical rules of language.

Results of the enquiry have indicated that both teachers and students have agreed that there are some EOP needs that meeting them is more than a necessity. All groups (teachers and students) have indicated that without intensive training, university graduates as future employees will suffer at their workplace. The findings of the two questionnaires confirm these beliefs. Moreover, the present study has asserted the fact that apart from teachers' insufficient expertise, lack of ESP course book and ICT materials in the field of ESP teaching and students' needs to pass their university years with a certificate, English at university is much needed to perform certain communicative real-world tasks not only masterin the linguistic skills, in the aim of being able to: deliver presentations, write emails and technical reports, talk to customers and colleagues, use tactful language, take part in meeting, and search for work related piece of information.

Though this study suggests that ESP productive (speaking and writing) skills are perceived as more important than receptive (listening and reading) skills in a wide range of usage in the business field, it is hard to recommend that English courses for business purposes should emphasize speaking and writing skills over listening and reading skills because the differences in percentages between receptive and productive skills are very close.

English language courses for students in business professions should be designed specifically for each prospective field of the future business profession.

Students are not fully satisfied with the learning outcomes of EBP course. So ESP teachers should work hard to improve students' writing as well as speaking and seek professional training in ESP teaching recycling programs.

Complementary courses in English for Business Purposes should be available on an ongoing basis in companies for business professionals who feel that their college preparation was not very adequate.

Finally, this study has provided imperial data on International Business third year students. Though the aim is to have a clear picture of their English language business needs to enhance the Business English language courses at the college level, the picture does not yet cover the entire ESP process.

### **2. Recommendations**

This study identifies the English language communicative needs as perceived by a specific group of EFL learners to see how these perceptions reconcile with the findings of the study in hand.

The following recommendations may facilitate further recommended areas of research in order to obtain a more comprehensive view of the ESP field in the Algerian ESP departments. They can be put forward for both English language ESP course designers, as well as people in charge at both Mohamed Seddik Ben Yahia University more specifically Business sciences department in Jijel:

- It is very crucial to develop an appropriate ESP curriculum for students at Business Sciences department at the final year that accounts for their perspective occupational English needs.
- It is necessary to conduct a qualitative needs assessment study focusing on the needs of the same target group with follow-up interviews to support the findings of the current study where both teacher and student's questionnaires were administered to ESP teachers and third year International Business students at the Business Sciences department, Jijel.
- The need for effective ESP educational programs and the need for assessment are

inevitable to evaluate ESP learners' mastery levels of Business English students regarding our occupational English skills' findings among multinational speakers of the English language is also recommended in order to evaluate the quality of university preparation programs to address real weakness areas of ESP users whether they are teachers, students or workers.

- We also recommend to call for conducting a large needs assessment throughout the deanship of first, second and third year ESP students at all the Algerian universities to establish an EOP curriculum that addresses more specifically the occupational English needs of students after graduation.
- Students are hesitant or feel shamed when speaking English and using reading skills. It is highly important that the exercise part should be improved and extend the time allocated for practice in order to improve the speaking, reading, writing and listening skills of EFL learners.
- It is important for teachers of ESP to adapt ICT tools for content delivery to enhance students' language skills and widen their knowledge of Business English.
- ICT materials should be more available in ESP classrooms in order to be an integral part of learning. In fact, communication systems need to be updated; thus, the Business Sciences department in Jijel university should foster ESP learning by viewing ICTs as an essential medium for ESP learning and instruction.
- Teachers are recommended to try harder to find new multi-competency-based tasks, devise new ways and adapt different teaching strategies and effective methodologies out of their ESP teaching expertise in order to motivate their students during the whole duration of the course and build confidence among students through extra activities such as: games, acting in plays, role plying, etc. It is also necessary to familiarize their learners with the use of authentic materials.

- The Business Sciences department as well as all ESP departments in Algerian universities should create a web site in which ESP teachers post their lectures in different formats such as: PowerPoint, assignments, home works, resources, books, ESP-related videos and native speakers' conversations, articles and games, etc in order to promote ESP learning. Actually, the web site would have several benefits in the sense that Algerian universities will be able to cope better with the challenges of preparing the students for the information society. Moreover, students will have an exploration with a much deeper understanding of ESP requirements and cooperate. When working out projects. In addition to this, through doing projects, personal involvement will be higher and will support students motivation for further learning. Also, conducting project works and expose in ESP classes will have strong effect not only in putting the students in touch with native speakers, but also in creating an essential tool for real world communication.
- Teachers can attract the students' attention toward the ESP course by following these steps:
  - ESP teachers should keep their students motivated even when they are outside the classrooms through assigning projects after each course. This will give learners a feeling of confidence and accomplishment when they present their works after researching for new information.
  - Teachers should give their students a choice of assignment from time to time. For example they might allow their students to choose from among three proposed assignments. Thus, learners will feel more independent and autonomous if they participate in choosing one of the assignments provided.
  - ESP teachers need to encourage students to set their own goals. In this way, students can help themselves to achieve their goals by determining their own language needs

and by defining why they want to learn the language. So, setting goals and expectations leads to increase learners' enthusiasm which in turn leads to a higher level of language competence.

- Mohamed Seddik Ben Yahiya University administration should take into consideration the teachers' need for necessary equipment and facilities. Furthermore, it should provide these Departments with the necessary tools and audio-visual aids that facilitates the process of teaching and learning.
- Social media has to be used in higher education context, and more precisely in ESP classrooms in order to enhance and strengthen both ESP teaching and Business English learning. In this concern, using face book as a mean of tele- communication will provide ESP learners with huge opportunities to better acquire Business English as it is used in its real context through chatting with native speakers. So, Facebook can certainly help ESP learners to broaden the scope of language learning by promoting interactions among ESP students from different countries and backgrounds. Throughout Facebook, ESP teachers can create their own pages to post assignments, home works, questions, projects, monitoring students' work and being able to keep in touch with them.
- Adopting performance-based approach in ESP classes is considered as interesting, challenging and meaningful task in which learners can use their creativity. Additionally, it encourages problem-solving, critical thinking and combines different skills in realistic situations. Moreover, it focuses on both product and process, opportunities for peer/ group interaction and collaborative learning. The main aim of doing projects works is that they are based on the fact that there is a strong communicative aspect in doing projects, which enables the students to use the language in its very real context. Besides, projects encourage students to be

responsible for their work and their learning. Furthermore, project works allow ESP students with different competencies to help them construct a good enough idea about their target career so that most of their weakness areas will be worked on.

- The teacher should present ESP activities in manageable steps or in small chunks so that they won't move to the next step till they mastered the previous one.
- Last but not least, ESP teachers should avoid using translation to French or Arabic because they hinder the process of accurate Business English learning through managing group discussions, debates, games, speech competitions, Business English-related seminars, etc.

### **3. Future Implications**

Needs Analysis is the cornerstone of English for specific purposes in assessing the communicative needs of the learners and the techniques of achieving specific teaching objectives where needs analysis as an important component of language use among teachers and learners has become equally significant and avoidable in the practice of second and foreign language teaching/ learning.

Our analysis of the ESP teaching-learning problems at the department of Business Sciences for third year International Business students has brought more questions than answers. We think that more thorough and consistent studies are necessary to overcome the difficulties of the Business English subject for EFL practitioners in Algerian universities.

If this study is used as an input in selecting text materials and teaching methods for International Business's post graduation students in particular and ESP learners in general, an evaluation study ought to be carried out to test how the new courses meet the intended communicative needs.

A related research project in this regard will be worth investigating the requires English language skills of ESP teachers to determine the need level of qualifications to teach ESP courses in terms of how much specialized knowledge teachers need and how they get it.

Further research in regard to the importance of receptive skills versus the productive skills in the business field.

This study provided information regarding the specific language situation in the business field in Algeria. Since the environment presents a lingua franca, it would be interesting to investigate how interaction unfolds at the micro level. The following are few examples:

- Looking at how non Algerian business professionals communicate with other Algerian business men.
- Investigating the role of translators as mediators in Algerian foreign and multinational companies since non-Algerian business workers depend on translators to communicate with Algerian business men.
- Studying how ESP language situation in Algerian companies affects code switching among Algerian business men staff.
- Examining how communicative strategies are used when Algerians and non- Algerians communicate in Algerian universities including English and other specialty's departments.
- Investigating the Training Needs Assessment in foreign and /or foreign companies.

# **General Conclusion**

Needs Analysis plays an important role in both second language and foreign language learning classes. It is important because through NA, teachers, learners, teaching materials and teaching procedures, all make a harmonious relationship that enhances the ESP learning.

However, it is a matter of regret that in most cases no study of the linguistic needs of the ESP learners is carried out. As a result, teachers do not appropriately understand what the learners' language needs are and the learners become confused with what they are actually learning and why they are learning so.

For these reasons, even after graduating, the proficiency level of the English language learners remains poor or average, but fortunately, all these problems can be handled effectively through a serious and detailed study of the students' genuine English language needs. As a matter of fact, the Business and Commerce Sciences department at the university of Mohammed Seddik Ben Yahia, jijel, encounters many problems and difficulties with regard to ESP teaching and learning, while this latter has witnessed a great development all over the world since 1960's. Thus, the current study is primarily designed to highlight the needs analysis in EBP as a subject taught to International Business third year classes of both teachers and students so that we can investigate how helpful were their EBP courses at university in the field of business work. In this light, through this study, it was hypothesized that 'If EBP teachers' and learners' communicative difficulties are well identified, their communicative skills will be improved'

Furthermore, findings of the current research paper reveal that almost all the students assumed that EBP is a very important subject since the Algerian society is actually moving toward a global economic system in which the English language is labeled as the "lingua franca" of the modern era. They asserted that English has become an international language, and everyone needs to master it either for academic or occupational purposes due to its necessity especially in the field of business.

Moreover, it has unveiled the fact that ESP teaching in Algeria did not provide the actual needs of learners. It is obvious that ESP teachers and learners are under a lot of strain due to some factors that influence ESP learning in Algerian universities, including the demotivation of teachers, the demotivation of learners, and the use of the mother tongue in ESP classes.

Thus, teachers and learners should avoid the use of their mother tongue as much as they can, and they should be motivated in order to get a successful EBP teaching and learning. Furthermore, it is important for teachers to establish a good syllabus and use the suitable materials in teaching ESP at Business Sciences department in order to urge and motivate those EBP learners. Additionally, ESP teachers should bring new topics and ideas to teach ESP and use ICTs to motivate and immerse learners in specific areas of the target language since it is more preferable by students due to the ease of these tools and their advantages in creating wide opportunities in enhancing learners' proficiency and stimulating their motivation. Also, it has been shown that the most appropriate syllabus that should be implemented for ESP learners and EBP learners in particular is the task-based syllabus .

Also, ESP at Jijel university, basing on handouts in their learning EBP is a very important issue to discuss, in order to explore the importance of building well mastered students.

As far s the significance of the needs analysis in curriculum development of language is concerned, it has been proved that it plays a vital role in measuring the extent to which the overall curriculum goals matches students' perception of their own learning needs.

Finally, the findings revealed that the ESP courses that third year International Business students are taken at the university level are inadequate in relation with English language use and their business needs.

To conclude, we have come to the fact that the growing interest within ESP is to teach professional skills, i.e. making oral presentations, negotiating, phoning, meetings, socializing, developing job interviews and intercultural communication skills, all needed by individuals as

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English is the EBP in fields such as Tourism, Business, Science, Technology or Economics.

We can say that ESP business English is very important issue to discuss ,in order to explore the perspective of language learner and the importance in developing the best way how to build a well mastered students .

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**Appendix (A)**

**Teacher Questionnaire**

The questionnaire in hands is a part of our dissertation about " Investigating Teachers' And Learners Difficulties In Teaching And Learning Business Communication : The Case Of Third Year International Business Students Department Of Commercial Sciences, Jijel University " . We will appreciate if you could take time to share your experience as a teacher of 3<sup>rd</sup> year Business English in the department of Business Sciences by answering the following questions in the aim of collecting data and shedding light on the Needs Analysis' implications and requirements in teaching ESP in Business Department, the importance given to teaching ESP in terms of materials and time schedule, the limitations of teaching Business English and finally suggest pedagogic recommendations you may consider effective to improve the ESP teaching outcomes.

Thank you in advance for your collaboration.

**Section One: Personal Information**

**1/** How long have you been teaching ESP?

- a. Two years
- b. Three years
- c. Four years
- d. Five years
- e. More than five years

**2/** Which degree do you hold?

- a. License degree
- b. Master/Magister degree
- c. PHD (Doctorate)

**3/** What is your status as a teacher?

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a. Fully-fledged (permanent)

b. Part-time

4/ Have you taught English for specific purposes before?

Yes  No

If yes, for how long?

a. Two years

b. Three years

c. More than three years

**Section Two: Teaching ESP in Business English Classes**

5/ Have you had any specific training in teaching English as a foreign language or second language for EFL or ESL students?

Yes  No

6/ Have you had any specific training in teaching English for specific purposes for ESP learners?

Yes  No

If no, how could you manage your current ESP courses?

.....  
.....

7/ Do you have any other activity or occupation besides teaching English in Business department?

Yes  No

If yes, is it?

a. Teaching in the middle school

b. Teaching in secondary school

c. Teaching in private situations

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**8/** Other than Business department, have you taught in other departments?

Yes  No

**9/** Is the English module in the business science taught as:

a. Course (theoretical course)

b. TD (practical course)

c. Involve practical training

### **Section Three: Teacher's Attitudes toward Teaching ESP in Business English Classes**

**10/** Is student's attendance to the English classes:

a. Compulsory

b. Facultative

**11/** In the course of your present teaching, what do you teach more often?

a. General English

b. Literature and civilization related English

c. Science and technology related English

d. Business science related English

**12/** Do you tend to focus more specifically on:

a. General grammatical notions

b. Lexical items related to general English

c. Terminology related to business English

d. All of the aforementioned

**13/** Do you use?

a. Text book related to General English

b. Text book related to Business English

c. Documents used by students in their own field of study

d. The business department's administration decide the Syllabus

14/ Do you sometimes use translation from English to other languages?

Yes  No

If yes specify which type of language do you often use?

.....  
.....

**Section Four: Teacher's Management of Business English Classes**

15/ Do you use Information Communication Technologies (ICTs)?

Yes  No

If no, why not?

.....  
.....

16/ Are you given any ESP programs that help you to implement your ESP course?

Yes  No

17/ Do you attend formal meetings with other ESP teachers of business department?

Yes  No

18/ Do you think that the English course you are giving to your business students meets their needs and expectations?

Yes  No

19/ What is the reason behind making business English teachers do not correspond to the level of expected achievements?

- a. You are not a permanent teacher
- b. You do not really understand the specific needs of students
- c. The lack of collaboration between ESP teachers
- d. There are no specific training programs for ESP teachers

**Section Five: Teacher's Planning of the ESP Courses**

**20/** Is your ESP course designed according to:

- a. Business English course book.
- b. Learner's needs
- c. learner's choice of their ESP content
- d. Randomly

**21/** Do you involve your students in establishing the course objectives?

Yes  No

**22/** Do you ask your students about their areas of difficulties in the ESP course?

Yes  No

**23/** Do you modify any activity in response to your student's demands or special needs?

Yes  No

**24/** What is your overall objective of teaching Business English language?

- a. To develop student's specific business skills and abilities of English
- b. To develop student's knowledge of business sciences
- c. To help students to pass exams

**25/** What do you return the obstacles of teaching ESP in business department?

- a. Lack of experience in the field of ESP
- b. Lack of ESP course books

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c. Irrelevant ESP course syllabus

d. Lack of interest of learning business English among students

e. Lack of importance given to ESP vis-à-vis the other modules

**Thank you for your Collaboration**

**Appendix (B)**

**Student Questionnaire**

Dear third year International Business students, this questionnaire is part of our dissertation about "Investigating Teachers' And Learners Difficulties In Teaching And Learning Business Communication : The Case Of Third Year International Business Students Department Of Commercial Sciences, Jijel University" will help us in the preparation of a research work about: students' current level in General English, students' needs to develop proficiency in English for Specific Purposes (ESP); students' awareness of the importance of English for academic purposes (EAP); for occupational purposes (EOP) or both; the involvement of the department policy as well as the teacher's contribution in the process; the use of ICTs in Business Sciences' Department; to tackle the difficulties areas that hinder students' ability to progress their quality of the target language, and finally students' proposition of some solutions to fulfill the course objectives and improve their proficiency through learning ESP effectively.

Please read each question carefully then put a tick (X) in the right box or make complete statement where necessary and do not hesitate to ask for explanation whenever you do not understand a given question.

We appreciate your efforts to answer all the questions included in the present questionnaire. Thank you in advance for your cooperation.

**Section one : Background Information**

1/ How long have you been studying General English?

a. Less Than Seven Years

b. Seven Years

c. More Than Seven Years

2/ How long have you been studying ESP in Business Sciences department?

a. Less than three Years

b. Three Years

c. More Than Three Years

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**3/** Are you aware of the importance of the English language in the field of international business with regard to the massive growth of world business and world communication as an inevitable consequence of globalization?

Yes  No

**4/** How would you estimate your overall level in General English?

- |              |                          |                  |                          |
|--------------|--------------------------|------------------|--------------------------|
| a. Excellent | <input type="checkbox"/> | d. Average       | <input type="checkbox"/> |
| b. Very good | <input type="checkbox"/> | e. Below average | <input type="checkbox"/> |
| c. Good      | <input type="checkbox"/> | f. Low           | <input type="checkbox"/> |

**5/** How would you estimate your overall level in English for Specific Purposes(Business English more specifically):

- |              |                          |                  |                          |
|--------------|--------------------------|------------------|--------------------------|
| a. Excellent | <input type="checkbox"/> | d. Average       | <input type="checkbox"/> |
| b. Very good | <input type="checkbox"/> | e. Below average | <input type="checkbox"/> |
| c. Good      | <input type="checkbox"/> | f. Low           | <input type="checkbox"/> |

**6/** Do you consider learning English in Business Department as:

- |  |                          |
|--|--------------------------|
| a. Crucial for succeeding the year                   | <input type="checkbox"/> |
| b. Necessary for better future job opportunities     | <input type="checkbox"/> |
| c. Not necessary in the field of Business in Algeria | <input type="checkbox"/> |

**7/** Have you tried to improve your General English level by your own means?

Yes  No

**8/** What purposes are you taught the current ESP discipline for?

- |                          |                          |
|--------------------------|--------------------------|
| a. Academic purposes     | <input type="checkbox"/> |
| b. General purposes      | <input type="checkbox"/> |
| c. Occupational purposes | <input type="checkbox"/> |
|                          | <input type="checkbox"/> |

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d. Compulsory discipline in Business studies department

9/ Do you have any professional activity in addition to your studies ?

Yes  No

If yes,

A.What is it?

a.Part Time teaching at university

b.Teaching at secondary school

c.Teaching in Middle school

d.Teaching in a private school

e.Working in a national institution

f.Working in a private company

B. Do you use English for Specific Purposes in your job?

Yes  No

If yes, what type of ESP?

.....  
.....

10/ Have you attended supporting courses of ESP other than Business English and outside the programs which are applied at the level of your department?

Yes  No

If yes, has the Business English you are learning as a subject matter at university increased your confidence in using your English language skills in your job?

Yes  No

11/what skill (s) you feel more confident to use with your current level (please classify in order of importance, giving 1for the most fluent and 4 for the least fluent?

a. Listening  c. Writing

b. Speaking

d. Reading

**Section two: ESP Students' Needs:**

**12/**According to you:

**A.** Is being able to speak specific English in general:

a. Less important

b. Rather important

c. More important

**B.** Do you consider that Business English must be an obligatory discipline in your department?

Yes

No

**C.** Should English language teaching be more:

a. Qualitative

b. Quantitative

**D.** How many hours of learning ESP are scheduled in your field of study ?

.....

**E.** Do you consider that the period of business English teaching curriculum should be lengthened?

Yes

No

**13/** Do you think that the number of hours provided for ESP learning:

a. Too Much

b. Sufficient

c. Reasonable

d. Not Sufficient

**14/** If a quantitative improvement of Business English language teaching's implemented by your department only after affecting the other subjects, do you always wish to have more ESP hours?

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Yes  No

**15/** Do you attend scientific meetings and / or seminars where English is the only medium used?

Yes  No

If yes, do you estimate that your present level in English limits the benefits you may take advantage of from such scientific meetings?

Yes  No

**16/** Do you think that the ESP course is relevant to your current academic studies?

Yes  No

If you consider the course as not relevant, please:

**A.**Identify what you consider as negative aspects:

.....  
.....

**B.**Suggest some solutions you may consider effective to cover your needs for better learning quality in your academic studies with regard to Business English:

.....  
.....

**17/ A-**If your needs are taken into consideration by your teacher and / or your department, do you think that your level of English will be better improved?

Yes  No

**B-**If no, please suggest how the teacher in the classroom and / or your department could take your learning needs into consideration ?

.....  
.....

**C.**Do you have any persisting difficulties in learning ESP?

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Yes                      No

If yes, please cite them:

.....  
.....

**18/** What does particularly hinder you from achieving effective successful learning outcomes concerning ESP?

a. Teacher's ESP teaching methodology

b. Lack of documents and copy books in your field of ESP study

c. Lack of materials

Other, please specify:

.....  
.....

**19/** What are the most important difficulties of learning the English language in your department?

a. Lack of authentic materials & means (ICTs)

b. Insufficient time allocated to teaching English

c. Studying in large classes

d. The absence of an official set syllabus

e. Lack of motivation

f. Lack of feedback

g. The policy of your department concerning ESP

h. Lack of ESP teachers' experience

i. Lack of real life tasks

j. Intensity of other modules on the expense of ESP

Other, please specify:

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.....  
.....  
**20/** Do you think that English for Business Purposes' discipline is given sufficient importance with regard to your other disciplines and your specific needs of learning Business English?

Yes  No

**A.**If no, what do you suggest?

.....  
.....  
**B.**Is the evaluation of the students' real level in Business English sufficiently rigorous?

Yes  No

**C.**Is there any program of learning English for Business Purposes imposed by the Ministry of Higher Education in your department?

Yes  No

If no, do you think it is necessary to design a program in accordance with the content of the other subject matters that are taught in your field of study in your department?

Yes  No

**21/**Does your teacher involve you in:

- a. Establishing the objective of the course study
- b. Participating in choosing the ESP course content
- c. Selecting materials
- d. None of the above mentioned

**22/** Do you use ESP books/ documentation?

Yes  No

**23/** Does your ESP teacher encourage you to use specific documentation written in English?

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Yes

No

**24/** What is your overall objective from ESP course?

a.To improve your skills in Business English

b.To develop your knowledge of business sciences

c.To pass examinations

d.To write your dissertation

e.For better job opportunities

Other (please specify):

.....  
.....

**25/** Does your teacher ask you about your areas of difficulties and needs in the classroom?

Yes

No

If yes, does your teacher give you feedback on the spot?

Yes

No

**26/** Does your ESP learning include the use of ICTs?

Yes

No

If yes:

**A.**Are they helpful in achieving the ESP course objectives and develop your learning and proficiency in English?

Yes

No

**B.**What type of ICTs materials your teacher use in the ESP course?

a.Internet-connected computer

b.Equipment

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c.Data- show

d.Real-world conversation

e.Audio-visual documents

f.Language laboratory

If no, please suggest what could possibly be helpful in acquiring ESP skills in authentic contexts:

.....

.....

### **Section Three: Communication Skills:**

27 / Pease tick (X) in the box that represents your level in the four language skills:

	Excellent	Good	Average	Below average	Weak
a.Listening					
b.Speaking					
c.Reading					
d.Writing					

28/ How do you classify your level of Business English knowledge at the end of your studies as a.third year student?

b.Beginner

c.Pre-intermediate

d.Intermediate

e.Advanced

29/ Classify the following English language skills in terms of importance for your academic studies: (Please rank using numbers from 1 to 4, with 1 =being most important

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and 4= being least important):

a- Listening

c- Reading

b- Speaking

d-Writing

**30/** Classify the following English language skills in terms of needs requirements to improve, whether for your academic purposes or future professional purposes: (Please rank using numbers from 1 to 4, with 1 =being most important and 4= being least important):

a- Listening

c- Reading

b- Sepaking

d-Writing

**31/** As a Business English learner, do you think that learning English is an important requirement to succeed in the field of Business sciences and later in the field of business works in Algeria?

Yes

No

**32/** Do you believe that mastering ESP would be a precondition to succeed in future job interviews in the field of business in Algeria and worldwide?

Yes

No

If no, please explain your own point of view:

.....  
.....

**33/** If you still encounter difficulties in using English, what are the aspects of English you still consider as difficult (please classify by order of difficulty by giving 1 to the most difficult, 2 to the second most difficult down to 5 for the least difficult?)

a. Grammatical structures related to General English

b. Lexical items related to General English

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c. Grammatical structures related to scientific and technical English

d. Scientific terms and expressions of English

e. Lexical items related to Business English

**34/** At the end of your third year studies, and in relation with your acquired knowledge of English, what have you become able to?

a. Understand lectures, movies, songs, etc, performed in the English language

b. A native Speaker-like of English language

c. Read General English more easily

d. Read Specific English more easily

e. Write English correctly

f. Understand conferences and talks presented by experts in English

g. Exchange views with foreign experts in formal situations

h. Write reports on Business English

i. Use and benefit from the appropriate documentations and books in the field of ESP

j. Easily find a job where English fluency is required

k. Conduct further research for post graduation studies

**Q35:** Please suggest some tips you believe to be of high importance in order to help you with better EBP learning and with your business knowledge in general.

.....  
.....

**THANK YOU FOR YOUR COLLABORATION**

**Appendix (C)**

**(Student Questionnaire Translated into Arabic)**

**إستبيان الطالب**

أعزائي طلاب السنة الثالثة تخصص تجارة دولية ، هذا الاستبيان جزء من مذكرتنا حول تحليل الاحتياجات كل من الطلبة و أساتذتهم و الصعوبات التي يواجهونها في تعلم و تعليم الانجليزية في قسم العلوم التجارية ستساعدنا في إعداد بحث حول: المستوى الحالي للطلاب في اللغة الإنجليزية العامة ، احتياجات الطلاب لتطوير الكفاءة في اللغة الإنجليزية لأغراض محددة (ESP) ؛ و عي الطلاب بأهمية اللغة الإنجليزية للأغراض الأكاديمية (EAP) ؛ أو المهنية (EOP) أو لكليهما ؛ إشراك سياسة إدارة الكلية بالإضافة إلى مساهمة المعلم في العملية التعليمية ؛ استخدام تكنولوجيا الإعلام والاتصال في قسم علوم تجارية ؛ لمعالجة الصعوبات التي تعيق قدرة الطلاب على تحسين إجادتهم للغة الانجليزية ، وأخيراً اقتراح الطلاب بعض الحلول لتحقيق أهداف الدروس وتحسين كفاءتهم من خلال تعلم برنامج ESP على نحو فعال. يرجى قراءة كل سؤال بعناية ثم وضع علامة (X) في المربع المناسب أو كتابة عبارة كاملة عند الضرورة وعدم التردد في طلب توضيح ما لم تفهم سؤالاً معيناً.

نحن نقدر جهودك للإجابة على جميع الأسئلة الواردة في هذا الاستبيان. شكرا لكم مقدما على تعاونكم.

**القسم الأول: معلومات عامة**

1/ منذ متى وأنت تدرس اللغة الإنجليزية العامة؟

أ. أقل من سبع سنوات

ب. سبع سنوات

ج. أكثر من سبع سنوات

2 / منذ متى وأنت تدرس اللغة الانجليزية لأهداف خاصة في قسم العلوم التجارية ؟

أ. أقل من ثلاث سنوات

ب. ثلاث سنوات

ج. أكثر من ثلاث سنوات

3 /هل تدرك أهمية اللغة الإنجليزية في مجال التجارية الدولية بالمقارنة بالنمو الهائل في عالم الأعمال والاتصال كنتيجة

حتمية للعولمة؟

نعم  لا

## Investigating Teachers' and Learners Difficulties in Teaching and Learning Business Communication

4 / كيف يمكنك تقدير مستواك العام في اللغة الإنجليزية العامة؟

- أ. ممتاز  د. متوسط
- ب. جيد جدا  هـ. تحت المتوسط
- ج. جيد  و. ضعيف

5 / كيف يمكنك تقدير مستواك الإجمالي في اللغة الإنجليزية لأغراض معينة (الإنجليزية للأعمال بشكل أكثر تحديداً):

- ممتاز  د. متوسط
- ب. جيد جدا  هـ. تحت المتوسط
- ج. جيد  و. ضعيف

6 / هل تعتقد أن تعلم اللغة الإنجليزية في قسم التجارة :

- أ. مهم لتحقيق النجاح في العام
- ب. لازمة لفرص عمل أفضل في المستقبل
- ج. غير ضروري في مجال الأعمال في الجزائر

7 / هل حاولت تحسين مستواك في اللغة الإنجليزية العامة من خلال وسائلك الخاصة؟

- نعم  لا

8 / ما هي الأغراض التي تقوم من أجلها بدراسة اللغة الانجليزية لأغراض محددة ؟

- أ. أغراض أكاديمية
- ب. أغراض عامة
- ج. أغراض مهنية
- د. الانضباط الإجباري في قسم الدراسات التجارية

9 / هل لديك أي نشاط مهني بالإضافة إلى دراستك؟

- نعم  لا

إذا نعم،

أ. ما هو ذلك؟

- أ. التدريس بدوام جزئي في الجامعة
- ب. التدريس في المدرسة الثانوية

## Investigating Teachers' and Learners Difficulties in Teaching and Learning Business Communication

ج. التدريس في المدرسة المتوسطة

د. التدريس في مدرسة خاصة

ه. العمل في مؤسسة وطنية

و. العمل في شركة خاصة

ب. هل تستخدم اللغة الإنجليزية لأغراض محددة في عملك؟

نعم  لا

إذا كانت الإجابة بنعم ، ما هو نوع اللغة الانجليزية لأغراض محددة التي تستعملها ؟

.....  
.....

**10 /** هل حضرت دورات دعم في اللغة الانجليزية لأغراض محددة بخلاف اللغة الإنجليزية للأعمال وخارج البرامج

المطبقة على مستوى إدارتك؟

نعم  لا

إذا كانت الإجابة بنعم ، فهل تعلم اللغة الإنجليزية للأعمال كمقياس في الجامعة يزيد من ثقتك في استخدام مهاراتك في اللغة

الإنجليزية في عملك؟

نعم  لا

**11 /** ما المهارة (المهارات) التي تشعر أنك أكثر ثقة عند استخدامها بمستواك الحالي (يرجى التصنيف حسب الأهمية ،

وإعطاء 1 للأكثر طلاقة و 4 للأقل طلاقة)؟

ا. الاستماع  ج. الكتابة

ب. التحدث  د. القراءة

**القسم الثاني: احتياجات طلاب اللغة الانجليزية لأغراض محددة:**

**12 /** حسب رأيك:

أ. القدرة على التحدث باللغة الإنجليزية بشكل عام:

أ. أقل أهمية

ب. مهم

ج. أكثر أهمية

## Investigating Teachers' and Learners Difficulties in Teaching and Learning Business Communication

ب. هل تعتبر أن اللغة الإنجليزية للأعمال يجب أن تكون نظامًا إلزاميًا في قسمك؟

نعم  لا

ج هل تعليم اللغة الإنجليزية. يجب أن يكون أكثر:

أ. نوعية  ب. كمية

د. كم ساعة يتم تدريس اللغة الانجليزية لأغراض محددة في مجال دراستك؟

ه. هل تعتبر أن فترة تدريس مادة اللغة الإنجليزية للأعمال يجب أن تطول؟

نعم  لا

13 / هل تعتقد أن عدد الساعات المقدمة لتعلم اللغة الانجليزية لأغراض محددة:

أ. كثير جدا  ج. معقول

ب. كاف  د. غير كافية

14 / إذا كان التحسين الكمي لتدريس اللغة الإنجليزية للأعمال الذي تقوم به إدارتك على حسب المقاييس الأخرى ، هل

ترغب دائمًا في الحصول على المزيد من ساعات اللغة الانجليزية لأغراض محددة ؟

نعم  لا

15 / هل تحضر اجتماعات علمية و / أو ندوات حيث تكون الإنجليزية هي اللغة الوحيدة المستخدمة؟

نعم  لا

إذا كانت الإجابة بنعم، هل تعتقد أن مستواك الحالي في اللغة الإنجليزية يحد من الفوائد التي قد تستفيد منها من مثل هذه

الاجتماعات العلمية؟

نعم  لا

16 / هل تعتقد أن دروس اللغة الانجليزية لأغراض محددة ملائمة لدراساتك الأكاديمية الحالية؟

نعم  لا

إذا كنت ترى أن الدورة التدريبية ليست ذات صلة ، فيرجى:

أ. قم بذكر ما تعتبره جوانب سلبية:

.....  
.....

## Investigating Teachers' and Learners Difficulties in Teaching and Learning Business Communication

ب. اقترح بعض الحلول التي قد تعتبرها فعالة لتغطية احتياجاتك للحصول على جودة تعليمية أفضل في دراستك الأكاديمية فيما يتعلق باللغة الإنجليزية للأعمال:

.....  
.....

17 / أ. إذا أخذ معلمك و / أو مديرك بعين الاعتبار احتياجاتك، هل تعتقد أن مستواك في اللغة الإنجليزية سيتحسن بشكل أفضل؟

نعم  لا

ب. إذا كانت الإجابة لا ، فيرجى اقتراح كيف يمكن للمدرس ، الفصل الدراسي و / أو قسمك أن يأخذ احتياجات التعلم الخاصة بك بعين الاعتبار؟

.....  
.....

ج. هل لديك أي صعوبات في تعلم اللغة الانجليزية لأغراض محددة ؟

نعم  لا

إذا كانت الإجابة نعم ، فيرجى ذكرها:

.....  
.....

18 / ما الذي يعوقك بشكل خاص عن تحقيق نتائج تعليمية ناجحة بخصوص برنامج اللغة الانجليزية لأغراض محددة ؟

أ. منهجية المعلمين في تدريس اللغة الانجليزية لأغراض محددة

ب. عدم وجود المستندات و الكتب في مجال دراسة اللغة الانجليزية لأغراض محددة

ج. نقص الآليات

غير ذلك (يرجى التحديد):

.....  
.....

19 / ما هي أهم الصعوبات التي تواجهها لتعلم اللغة الإنجليزية في قسمك؟

أ. نقص مواد ووسائل أصلية (تكنولوجيا الإعلام والاتصال)

## Investigating Teachers' and Learners Difficulties in Teaching and Learning Business Communication

- ب. عدم توفير الوقت الكافي المخصص لتدريس اللغة الإنجليزية
- ت. دراسة في فصول كبيرة
- ث. غياب مقرر دراسي رسمي
- ج. نقص التحفيز
- ح. نقص في ردود الفعل
- خ. سياسة قسمك بخصوص اللغة الانجليزية لأغراض محددة
- د. نقص الخبرة لأساتذة اللغة الانجليزية لأغراض محددة
- ذ. عدم وجود مهام الحياة الحقيقية
- ر. كثافة مقاييس أخرى على حساب اللغة الانجليزية لأغراض محددة
- غير ذلك ، يرجى تحديد:

20 / هل تعتقد أن تخصص اللغة الإنجليزية للأغراض التجارية يمنح أهمية كافية فيما يتعلق بالتخصصات الأخرى واحتياجاتك الخاصة في تعلم اللغة الإنجليزية للأعمال؟

نعم  لا

أ. لا ، ماذا تقترح؟

ب. هل تقييم مستوى الطلاب الحقيقي في اللغة الإنجليزية للأعمال صارم بما فيه الكفاية؟

نعم  لا

ج. هل هناك أي برنامج لتعلم اللغة الإنجليزية للأغراض التجارية تفرضه وزارة التعليم العالي في إدارتك؟

نعم  لا

إذا كان الجواب لا ، هل تعتقد أنه من الضروري تصميم برنامج وفقاً لمحتوى الموضوعات الأخرى التي يتم تدريسها في

مجال دراستك في قسمك؟

نعم  لا

21 /هل يشارك معلمك في:

- أ. تحديد الهدف من دراسة المقرر
- ب. المشاركة في اختيار محتوى دروس اللغة الانجليزية لأغراض محددة
- ج. اختيار المواد
- د. لا شيء من المذكور أعلاه

22 /هل تستخدم كتب / وثائق اللغة الانجليزية لأغراض محددة ؟

- نعم  لا

23 /هل يشجعك معلم برنامج اللغة الانجليزية لأغراض محددة على استخدام وثائق محددة مكتوبة باللغة الإنجليزية؟

- نعم  لا

24 /ما هو هدفك العام من دروس اللغة الانجليزية لأغراض محددة ؟

- أ.لتحسين مهاراتك في اللغة الإنجليزية للأعمال
- ب. لتطوير معرفتك بعلوم الأعمال
- ج. لاجتياز الامتحانات
- د.كتابة مذكرتك
- ه.للحصول على فرص عمل أفضل

غير ذلك (يرجى التحديد):

25 /هل يسألك معلمك عن مجالات الصعوبات والاحتياجات في الفصل؟

- نعم  لا

إذا كانت الإجابة بنعم ، هل يقدم لك مدرسك ملاحظات على الفور؟

- نعم  لا

26 /هل يشمل برنامج الانجليزية الخاص بك استخدام تكنولوجيا الإعلام والاتصال؟

- نعم  لا

إذا نعم:

## Investigating Teachers' and Learners Difficulties in Teaching and Learning Business Communication

أ. هل هي مفيدة في تحقيق أهداف دروس اللغة الانجليزية لأغراض محددة وتطوير تعلمك وكفاءتك في اللغة الإنجليزية؟

نعم  لا

ب. ما نوع تكنولوجيا الإعلام والاتصال التي يستخدمها معلمك في دروس اللغة الانجليزية لأغراض محددة؟

- أ. كمبيوتر متصل بالشبكة
- ب. معدات
- ج. عرض البيانات
- د. محاثة العالم الحقيقي
- هـ. الوثائق الصوتية البصرية
- و. مختبر اللغة

إذا لم يكن الأمر كذلك ، يرجى اقتراح ما قد يكون مفيدًا في اكتساب مهارات اللغة الانجليزية لأغراض محددة في سياقات حقيقية:

.....  
.....

### القسم الثالث: مهارات الاتصال

27/ ضع علامة (X) في المربع الذي يمثل مستواك في المهارات اللغوية الأربع :

	ممتاز	جيد	متوسط	أقل من المتوسط	ضعيف
أ. الاستماع					
ب. التحدث					
ج. القراءة					
د. الكتابة					

28 / كيف تصنف مستوى معرفتك في اللغة الإنجليزية للأعمال في نهاية دراستك كطالب في السنة الثالثة؟

- أ. مبتدئ
- ب. متوسط
- ج. فوق المتوسط
-

د.متقدم

29 /صنف مهارات اللغة الإنجليزية التالية من حيث الأهمية بالنسبة للدراسات الأكاديمية: (الرجاء استخدام الترتيب من 1

إلى 4 ، مع 1 = الأكثر أهمية و 4 = الأقل أهمية):

أ.الاستماع  ج. القراءة   
ب.التحدث  د.الكتابة

30 /صنف مهارات اللغة الإنجليزية التالية من حيث متطلبات الاحتياجات للتحسين ، سواء لأغراضك الأكاديمية أو

لأغراض المهنية المستقبلية: (الرجاء الترتيب باستخدام الأرقام من 1 إلى 4 ، مع 1 = الأكثر أهمية و 4 = الأقل أهمية) :

أ.الاستماع  ج. القراءة   
ب. تحدث  د.الكتابة

31 /كمتعلم للغة الإنجليزية للأعمال ، هل تعتقد أن تعلم الإنجليزية أمر مهم للنجاح في مجال علوم الأعمال وما بعدها في

مجال الأعمال التجارية في الجزائر؟

نعم  لا

32 /هل تعتقد أن إتقان اللغة الانجليزية لأغراض محددة سيكون شرطاً مسبقاً للنجاح في المقابلات الوظيفية المستقبلية في

مجال الأعمال في الجزائر والعالم؟

نعم  لا

إذا لم يكن الأمر كذلك ، فيرجى توضيح وجهة نظرك:

.....  
.....

33 /إذا كنت لا تزال تواجه صعوبات في استخدام اللغة الإنجليزية ، ما هي جوانب اللغة الإنجليزية التي ما زلت تعتبرها

صعبة (يرجى تصنيفها حسب ترتيب الصعوبة من خلال إعطاء 1=الأصعب ، 2 = ثاني أكثر صعوبة إلى 5 = لأقل

صعوبة ؟

أ.التركيب النحوية المتعلقة باللغة الانجليزية العامة   
ب.المفردات اللغوية المتعلقة باللغة الانجليزية العامة   
ج. التركيب النحوية المتعلقة بالشرط العلمية والتقنية في اللغة الإنجليزية   
د.المصطلحات العلمية والتعبيرات الإنجليزية

ه. المفردات اللغوية المتعلقة باللغة الانجليزية التجارية

34/ في نهاية دراستك في السنة الثالثة ، ما هي قدراتك فيما يتعلق بالمعرفة المكتسبة من اللغة الإنجليزية؟

أ. فهم المحاضرات والأفلام والأغاني وغيرها ، باللغة الإنجليزية

ب. متحدث باللغة الانجليزية

ج. قراءة الإنجليزية العامة بسهولة أكبر

د. قراءة اللغة الإنجليزية المحددة بسهولة أكبر

ه. كتابة الإنجليزية بشكل صحيح

و- فهم المؤتمرات والمحادثات المقدمة من طرف خبراء باللغة الإنجليزية

ز. تبادل الآراء مع الخبراء الأجانب في المواقف الرسمية

ح. كتابة تقارير حول اللغة الإنجليزية للأعمال

ط- استخدام والاستفادة من الوثائق والكتب المناسبة في مجال اللغة الانجليزية لأغراض محددة

ي- بسهولة العثور على وظيفة حيث طلاقة اللغة الإنجليزية هو مطلوب

ك- إجراء المزيد من البحوث للدراسات العليا

35/ يرجى اقتراح بعض النصائح التي تعتقد أنها ذات أهمية عالية من أجل مساعدتك في تعلم أفضل للغة الانجليزية

للأعمال مع معرفتك التجارية بشكل عام.

.....

.....

شكرا لك على تعاونك

## Résumé

Depuis que le monde a connu une amélioration remarquable de l'économie et de la technologie, l'enseignement de l'anglais est devenu un sujet important dans l'apprentissage des langues étrangères. Dans cette optique, cette recherche vise à évaluer l'évaluation des besoins dans l'ESP du point de vue académique et son importance dans l'enseignement de l'EBP, en éclairant son application dans les cours d'anglais des affaires et en explorant les difficultés des étudiants universitaires à apprendre l'anglais. Compétences en BE en tant que futurs employés dans le domaine des affaires et les enseignants ESP dans la réalisation d'un enseignement efficace en ce qui concerne les besoins de leurs étudiants en anglais des affaires. Elle met également l'accent sur les procédures de collecte d'informations sur l'analyse des besoins dans EBP provenant de différentes sources (enseignants ESP, étudiants EBP du troisième année de l'International Business and Commerce de l'Université Mohammed Seddik Ben Yahia, Jijel) et montre comment cela affecte la conception matérielle du programme ESP pour les apprenants de l'EBP en les sensibilisant à ce dont ils ont besoin en tant qu'apprenants puis en tant que futurs adultes qui travaillent; les enseignants ont appelé à adapter leur enseignement en conséquence; le producteur du matériel didactique dans le développement de son matériel pour répondre aux apprenants de l'anglais des affaires (BE) et pour répondre aux besoins des étudiants; et les administrateurs ou les enseignants dans la planification et l'adaptation d'un système d'apprentissage efficace pour créer une atmosphère académique agréable pour les apprenants EFL en général, améliorant la qualité de l'enseignement et réduisant d'une part le fossé entre les apprenants et les enseignants. Les résultats de l'analyse des données ont montré que les étudiants universitaires dans leur ensemble ont besoin d'une aide supplémentaire pour améliorer leurs compétences BE.

**Les mots clé :** TICE, ESP, EBP, BE, les besoins des étudiants, ESP enseignants, , l'analyse des besoins d'EBP étudiants

## المخلص

يهدف هذا البحث إلى التعرف على مختلف الصعوبات التي تواجه الطلاب الجامعيين في تعلم مهارات اللغة الإنجليزية كموظفين مستقبليين في مجال الأعمال. تم جمع المعلومات حول تحليل الاحتياجات في اللغة الإنجليزية لأغراض تجارية من مصادر مختلفة (معلمي ESP ، طلاب EFL في السنة الثالثة في إدارة الأعمال والتجارة الدولية في جامعة محمد صديق بن يحيى، جيجل) و الذي يظهر كيف يؤثر ذلك على تصميم المواد لمنهج ESP والمناهج الدراسية للمتعلمين EBP في إيقاظ وعيهم بما يحتاجونه كمتعلمين ثم كعمال مستقبليين ؛ المعلمين في تكييف التدريس وفقا لذلك ؛ تطوير موادهم بما يتناسب مع متعلمي اللغة الإنجليزية (BE) ، والتعامل مع الاحتياجات المستهدفة للطلاب ؛ التنفيذيين في تخطيط نظام التعلم الفعال وتكييفه من أجل خلق جو أكاديمي متجانس لمتعلمي اللغة الإنجليزية كلغة أجنبية بشكل عام ، وتحسين جودة التعليم وتقليل الفجوة بين المتعلمين والمعلمين من جهة وطرق التدريس من جهة أخرى. لإجراء هذا البحث ، تم نشر استبيانين كأدوات لجمع البيانات من أجل إثبات النتائج: أحدها موجه لمعلمي برنامج ESP الذين يقومون بتدريس BE في قسم الأعمال وعلوم التجارة في جامعة محمد صديق بن يحيى ، جيجل ، والآخر إلى خمسين من طالبات تخصص إدارة الأعمال الدولية في نفس القسم ، تم تحليل الإجابات وتفسيرها. أظهرت نتائج تحليل البيانات أن الطلاب الجامعيين بشكل عام يحتاجون إلى مساعدة إضافية لتحسين مهاراتهم. وبالتالي ، فإننا نعتقد أنه إذا كان طلاب اللغة الإنجليزية في مجال الأعمال معرضون بشكل جيد لتدريب خاص باللغة الإنجليزية للأعمال ؛ سيتم تعزيز قدراتهم في الاستخدام اللغوي بشكل تلقائي لأن الطلاب يكونون أكثر تحفيزاً للتعلم واكتساب واستخدام لغة BE بشكل أفضل. من خلال النتائج التي تم الحصول عليها ، تم تأييد فرضيات هذه المذكرة المتعلقة بأهمية تحليل الاحتياجات لطلاب ESP في تطوير مستواهم ، وتعزيز المهارات ، وجعل أهداف دورات اللغة الإنجليزية لأغراض الأعمال تحقق بشكل جيد لتطبيق الحياة الحقيقية والأهم من ذلك التعامل مع الاحتياجات المستهدفة لطلاب اللغة الإنجليزية للأعمال في نهاية المطاف ، من أجل تعديل الوضع الحالي للتعلم التعليمي EBP في قسم علوم الأعمال والتجارة ، توفر الدراسة بعض المبادئ التوجيهية التي تتعلق بتصميم منهج فعال لبرنامج EBP للأغراض المهنية داخل المعاهد التعليمية بحيث يحتاج المحللون إلى تطوير المواد في نظام التعليم التعليمي EBP بتصميمٍ منهجاً أكثر فاعلية وتقييماً أفضل للاحتياجات لتحقيق الهدف المرجو للمتعلمين من خلال جعل الدورات أكثر تكيّفاً مع أغراضهم التعليمية والمهنية.

**الكلمات المفتاحية:** طلاب EFL ، معلمي ESP ، EBP ، ESP ، تحليل الاحتياجات ، BE