

MINISTRY OF HIGHER EDUCATION AND SCIENTIFIC RESEARCH

UNIVERSITY OF DJILLALI LIABES – SIDI BEL ABBÉS



FACULTY OF LETTERS, LANGUAGES AND ARTS

DEPARTMENT OF ENGLISH

ANALOGIES AND CONTRASTS OF ENGLISH IN THE STUDY AND WORK ENVIRONMENTS

Bridging the gap between the higher education curricula and the demands of the labour market in the context of language competence

Thesis Submitted to the Department of English in Candidacy for the Degree of *DOCTORAT* in TEFL and Applied Linguistics

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Academic Year : 2016-2017

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ABSTRACT

In this highly competitive society, proficiency in English is becoming one of the employability skills. Business students need to be able to think critically, solve problems, communicate 'clearly', be creative and work in a team. The English practitioners in business departments are expected to play the role of communication skills consultants and trainers. The perceived lack of specific language/communication skills among business students and high class workers makes the researcher raise a key question whether the English course reflects the needs and wants of the students and whether there are any other factors that affect the successful imparting / learning of the skills required by the target group. It is supposed that there are obstacles in the teaching of the course at university, resulting from inappropriate teaching materials and instructional techniques, lack of trained practitioners and absence of learners' needs analysis. The hypothesis of the study is that if the English course offered at university is redesigned or modified based on the corporate expectations /needs / requirements, delivered (taught) adequately by 'competent' English practitioners and students' language skills are assessed 'effectively' during and at the end of the course, then the course will achieve its goal by encouraging confidence in the students and preparing them to higher education, and thus to the workplace.

LIST OF ACRONYMS

- EAP: English for Academic Purposes
- EBE: English for Business and Economics
- EEP: English for Educational Purpose
- EFL: English as a Foreign Language
- EGAP: English for General Academic Purposes
- EGP: English for General Purpose
- ELL: English Language Learning
- ELT: English Language Teaching.
- EOP: English for Occupational Purposes
- ESAP: English for Specific Academic Purposes
- ESL: English as a Second Language
- ESP: English for Specific Purposes
- ESS: English for Social Studies
- EST: English for Science and Technology
- EVP: English for Vocational Purpose
- FL: Foreign Language
- FLL: Foreign Language Learning
- FLT: Foreign Language Teaching
- GE: General English
- L1: Algerian Dialect
- L2: Second Language
- LLS: Language Learning Strategies
- LSP: Language for Specific Purpose
- MT: Mother Tongue (Algerian dialect/ berber)
- NA: Needs Analysis
- TEAL: Teaching English as an Additional Language
- TEFL: Teaching English as a Foreign Language
- TESL: Teaching English as a Second Language
- TESOL: Teaching English to Speakers of Second or Other Languages
- TL: Target Language
- UK: United Kingdom
- USA: United States of America
- VLS: Vocabulary Learning Strategies

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***GENERAL
INTRODUCTION***

GENERAL INTRODUCTION

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Language is an important tool in our everyday lives. Not only it is a means of communicating thoughts and ideas, but it builds friendships, cultural ties, and economic relationships. Throughout history, many scholars such as Benjamin Whorf (1956) have reflected on the importance of language highlighting the fact that language shapes thoughts and emotions, determining one's perception of reality. For the anthropologist-linguist Edward Sapir (1921), language is not only a vehicle for the expression of thoughts, perceptions, sentiments, and values characteristic of a community; it also represents a fundamental expression of social identity.

There is, of course, no denying that in some fields such as business, scientific research and technology the knowledge of the English language is one of the most important tools available to our students and workforce. It is one of the international languages, not only a means of success in academic and vocational settings but also a tool of communication between countries, cultural groups as Algerian-American or Japanese-French during a professional lunch and various companies and organizations.

It seems that during the last decades the Algerian government has become aware of the importance of English language skills in retaining existing foreign companies such as, Glaxo Smith Kline, Hong Kong and Shanghai Banking Corporation (HSBC), British Arab Commercial Bank (BACB), United Industrial Bank (UIB), Moore Stephens and Regus, as well as attracting new foreign investments. Simultaneously, the number of Algerian youngsters who aspire for better career prospects is also increasing. English language skills also play an important role in gaining employment in the oil and gas industry, one of the major contributors to the Algerian economy. This may in turn 'motivate' a great number of younger population with technical, engineering and managerial background to learn English.

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Since Gross Domestic Product (GDP) in Algeria relies mainly on the oil and gas industry, one of the key goals of the government is to reform its macroeconomic policies in order to both attract and retain foreign investment in the country. This reform seems to the Algerian government of prime importance to raise employment levels in the country. The Algerian workforce employment lag may be explained by the fact that Algeria is one of the North African countries where the English language seems to be the least developed mainly due to historical and geographical reasons.

The commercial relationship between the United Kingdom and Algeria is also progressively growing in importance; this is reflected in the rising number of British companies investing in Algeria. British Petroleum is one of the largest foreign investing company in Algeria and several other UK companies as Control Risks, G4S (security) and Biwater (water and environment) have increased their presence in Algeria in a wide number of sectors including construction, education and energy.

Beside such energy companies, some multinational companies including Henkel, Divona, Siemens and Knauf which are implemented in the Algerian territory drive demand for English language skills, as they primarily use English for business communication. It is 'clear' that English is compulsory for all management employees, but is desirable for employees at other positions as well such as operating officer, purchasing manager, receptionist, shipping and receiving manager.

Even though some multinational companies such as British Petroleum emphasize the benefits of having English speaking employees, for some other non-oil and gas companies, English is not very important for doing business in Algeria. This situation may be explained by the fact that French and Arabic are the main languages used in business in Algeria. However, with the growth in importance of

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the foreign companies as noted, as well as growing socio-economic trends in the global marketplace, this is slowly changing and an understanding of the benefits of communicating in English is becoming more appreciated overall.

The quality of higher education and the need to make high-level learning easier has never been more significant in Algeria like elsewhere in the world. As a result of economic interdependence, global competition, and fast developing communication technology such as the use of internet, studies at university seem to become more critical not only for Algerian young people but for every single individual in all countries around the world. Because the new world economy requires more knowledge and abilities, one must be good at constantly learning if s/he wants to succeed in her/his professional career.

University education, as a state run institution might use all the means that are available in finding solutions to how enhance the learning of foreign languages as well as to promote its role in the professional fulfillment. One could believe in the possible fact that what is thought inside higher-education classrooms has a deep impact on every single student's input and global economic as well as social success. With the implementation of the Licence-Master-Doctorat system it is clear that higher education in Algeria is at a crossroads where millions of students are entering a higher-education system. It requires a relevant teaching methods and learning outcomes to face the demands of new global market.

To effectively respond to the demands of this new world order, Algerian higher education 'should' identify and then attain fundamental learning outcomes that integrate open-minded education values, methods, and content across the whole field of academic disciplines. As the world around us is restructured by scientific and technological innovations, cross-cultural contacts, and changes in economic market

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and politics, it seems adequate that the goals of Algerian higher education could also change so quickly.

In the face of these future economic and political shifting realities, university language teachers/ researchers, could revolutionize university curricular to prepare 'all' Algerian students for a potential international professional setting by acquiring perception of foreign cultures through study in the sciences, social sciences, humanities, histories, and languages; intellectual and practical abilities, including scientific research and analysis, critical and creative thinking, written and oral communication, quantitative and information literacy, teamwork, and problem-solving skills; intercultural knowledge and competence, foundations and skills for lifelong learning that is practiced across the curriculum through challenging problems and projects and finally integrative learning, including synthesis and advanced study across both general and specific study demonstrated through the application of knowledge, skills, and responsibilities to new settings and complex problems.

All these essential learning outcomes such as intellectual and practical skills as well as Integrative learning entail Algerian higher-education to build up efficient educational practices. These educational practices as the use of peer learning, engage students across disciplinary boundaries in active learning that attempt to deal with existent problems and direct to constant intellectual enlargement, also results of these educational practices can be applied realistically to sharpen the sense of personal responsibility, making full use of new educational technologies (computer, smart phones, tablets, ipods) to ensure that all students have rich opportunities to achieve learning goals that seems to be nowadays essential for the new global century.

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Furthermore, the use of effective and engaging educational practices, the central goal of faculty development practices and teaching and learning centers, may be considered as the key to higher achievement for contemporary and future college students. Today's university students are being asked to respond to a rapidly changing world with interdependent judgments and decisions that blend theoretical, practical, professional, and moral foundations. These could be the same for Algerian students.

Indeed, higher education must better prepare students for lives of commitment and responsibility overcoming the traditional tension and separation between liberal arts (*life of the mind*) and professional education (*life of practice*). To achieve this goal Algerian higher education could be supported to meet and overcome developmental, institutional, dialogical, and contextual challenges. To overcome developmental challenges, university teachers need support to engage in collaborative relationships based on dialogue, communication, and reflection to discover the meaning of teaching for practical judgment.

To meet institutional challenges, we must support higher education and administrative leaders to integrate individual, disciplinary, and institutional needs to find relationships between campus-based teaching and practical contexts and outcomes. Supporting higher education to serve as mentors and models can address continual dialogue and contextual challenges by providing opportunities for higher education to collaborate with other disciplines to find shared purpose. Faculty development programmes and teaching and learning centres are ideal places for the support needed to overcome these challenges.

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It is important to help Algerian students adapt to today's competitive society, meaning that university needs to design language courses that can best prepare learners for future professional communication and later evaluate the success or the failure of such syllabi. Such programmes would focus on developing communicative competence in a specific field, such as business or technology; others would prepare students for work in fields such as engineering, tourism or graphic design.

The latest development in the theory of language is reflected through the rising interest in communicative competence and in communicative competence. Therefore, language planners would switch their emphasis from "content" which normally means grammar and lexis, to "objectives" which refer to many variables other than linguistic content including the reasons why students learn the foreign language.

In order to investigate about some of the aspects of the topic, the following questions are worth asking:

1. Could coordination between higher education and work place cater for the needs of the learner and produce outstanding workforce?
2. Why should language teachers prepare and motivate students to succeed not only in exams, but also in their future professional careers?
3. What are the best tools to assess specific group of learners' language proficiency?

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4. Could the teacher deal with and develop the four skills of learners of a specific field or must s/he stick on teaching related vocabulary and reading text to develop the students' oral communicative competence and is it really useful for Algerian learners to develop such an oral communicative skill and for which context?

The following hypotheses could be expected throughout the present investigation:

a- Coordination between higher education and work place could cater for the needs of the learner and produce outstanding workforce because adding more English classes at a university level and changing the way teachers offer these courses would help to meet diverse employment and career needs of adults.

b- Language teachers could prepare and motivate students to succeed in their exams and future professional careers because when career education is integrated into the curriculum, relevant approach to learning about careers is promoted, and subject content takes on greater relevance for students. If students can see a purpose to their classroom learning, and teachers are able to make connections with the key competencies, students are more likely to be engaged/ motivated.

c- Teachers could assess their courses to improve and promote their effectiveness. Evaluation can be done in two different ways: implicitly and explicitly. Implicit evaluation takes place during the term, when learners, by their participation, and motivation, give clues to the teacher on how their learning is going on. Explicit evaluation may take place at the end of the course or after

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students have experienced it. Using questionnaires, surveys, talks, etc. teachers ask the students to express their attitude toward the subject matter, instructional methods, activities, and teacher's role.

d- Dealing with and developing the learners' four skills in addition to teaching related vocabulary and reading text seem to be important to develop the students' oral communicative competence since it seems that most Algerian learners suffer from a huge lack in this domain.

In fact, through the present thesis the researcher would like to examine the influence of English language mastery on workplace readiness and employment outcomes for Algerian graduates who seek to obtain challenging positions in great companies implemented in Algeria or elsewhere. The study adopts a mixed method approach involving a detailed review of relevant literature, questionnaires and interviews. The qualitative data from the interviews would enable the researcher to analyse the topic of investigation from a specific perspective which is comparing university students and workers.

It seems through this investigation that employers' first priority is to engage graduates with strong profession-specific skills and then to consider their personal characteristics and attributes, the diversity of their experiences and skills, as well as their 'cultural fit' into the workplace.

There is potential to respond to this expectation through policies and practices that support integrated approaches for enhancing English language proficiency and workplace readiness within educational institutions, as well as increasing students' international awareness of the value of the experiences and skills they can develop outside of their studies.

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The present thesis is structured into four chapters; the first chapter comprises the literature review related to English for Specific purposes (ESP) as well as its different branches. It also highlights the origins of ESP as well as its concept. The first chapter also shed the lights on the different stages of ESP including Needs Analysis, Syllabus Design, and evaluation. It also introduces business communication with its different components and situations. The second chapter tends to be descriptive of the English language teaching and learning situations in Algeria and mainly at the university level, it also describes the methodology followed in this thesis.

The third chapter encompasses an analysis of the answers provided by the second year Masters' students and the English teachers of the Institute of Economics and Management as well as those of the business professionals. Also it provides an analysis of job advertisements found on the web and aimed at professionals of the field of Economics and Management. The fourth and the last chapter overlaps not only a discussion motivated by the interpretation of the questionnaires but it proposes some recommendations as to improve the ELT/ ELL situations in the Institute of Economics and Management at the University Centre of Ain Temouchent. As to the general conclusion, it opens paths of research related to the theme of the thesis.

CHAPTER ONE

1.1 Introduction

The purpose of this part of the research is to try to present an overview of ESP as a developing field of ELT and try to analyse some of the various points of view that contributed to a better survey of the range of variables in this concept. ESP could not be considered separate from the general development of ELT, since it is part of it. This is why many areas are going to be tackled from different sides to clarify the special relationship between them and the unisolated ESP field.

A 'full' view of its definition elements is necessary to shed light on its fields and categories. ESP theoretical framework includes its various stages in terms of needs analysis, syllabus design, materials production, methodology, implementation, and evaluation. The problem areas in ESP show the limitations that restrain ESP in its stages. Finally, the status of common core in ESP is considered in the light of its functions in ESP.

1.2. Towards a Definition of ESP

Since its appearance as a distinct discipline during the 1960s, ESP has had a relatively long time to mature and thus one would expect the ESP community to have a 'clear' idea about what ESP means. Hence, some ESP scholars like Mackay and Mountford (1978) describe ESP as simply being the teaching of English for any purpose that could be specified. Others, however, are more precise, describing it as the teaching of English used in academic studies or the teaching of English for occupational purposes (EOP). At the Japan Conference (1997), Dudley-Evans has clarified the meaning of ESP, giving an extended definition of ESP in terms of "absolute" and "variable" characteristics.

1.2.1. Concept of ESP

Strevens' (1988: 1-13) distinguishes between four absolute and two variable characteristics as follows:

I. Absolute characteristics:

ESP consists of English language teaching which is designed to meet specified needs of the learner; related in content (i.e., in its themes and topics) to particular disciplines, occupations and activities; centred on the language appropriate to those activities in syntax, lexis, discourse, semantics and analysis of this discourse; in contrast with General English.

II. Variable characteristics:

ESP may be, but is not necessarily restricted as to the language skills to be learned (e.g. reading only) and is not taught according to any pre-ordained methodology.

Anthony (1997) points out that there has been considerable recent debate about what ESP means despite the fact that it is an approach which has been widely used over the last three decades. At the 1997, Japan Conference on ESP. Tony Dudley-Evans offered a modified definition. The revised definition he and St. John postulate is thus:

I. Absolute Characteristics:

ESP is defined to meet specific needs of the learner also; ESP makes use of the underlying methodology and activities of the discipline it serves; ESP is centred on language (grammar, lexis, and register), skills, discourse and genres appropriate to these activities.

II. Variable Characteristics:

ESP may be related to or designed for specific disciplines; ESP may use, in specific teaching situations, a different methodology from that of general English; ESP is likely to be designed for adult learners,

either at a tertiary level institution or in a professional work situation. It could, however, be for learners at secondary school level; ESP is generally designed for Intermediate or advanced students; Most ESP courses assume some basic knowledge of the language system, but it can be used with beginners (Dudley-Evans and St John (1998: 4-5)).

Dudley-Evans and St. John have removed the absolute characteristic arguing that 'ESP is in contrast with General English' and added more variable characteristics (1998: 298). They emphasize on the fact that ESP is not systematically connected to a specific discipline. Moreover, ESP is likely to be used with adult learners although it could be used with young adults in a secondary school setting.

As for a broader definition of ESP, Hutchinson and Waters (1987: 19) put forward, "ESP is an approach to language teaching in which all decisions as to content and method are based on the learner's reason for learning". Anthony (1997) points out the fact that, it is not clear where ESP courses end and General English courses begin; a lot of non-specialist ESL instructors use an ESP approach so their syllabi are based on analysis of learner needs and their own personal specialist knowledge of using English for real communication.

The separation of ESP into absolute and variable characteristics, in particular, is very helpful in determining arguments about what ESP is and what it is not. From Dudley-Evans' definition, one can see that ESP cannot be (though not necessarily so) concerned with a specific discipline, nor does it have to be aimed at a certain age group or ability range. ESP could be seen simply as an "approach" to teaching, or what Dudley-Evans describes as an attitude of mind.

1.2.2. Meaning of The Word “SPECIFIC”

The word “specific” in ESP refers to “specific in language” as well as “specific in aim.” Perren (1974) noted that confusion arises over these two notions, although entirely different they are viewed as similar concepts. Mackay, and Mountford (1978: 4) have stated that the only practical way in which we can understand the notion of “specific in language” is 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. On the other hand, “specific in aim” refers to the purpose for which the learners learn a language, not the nature of the language they learn. Accordingly, the focus of the word “specific” in ESP is on the purpose for which the learners learn and not on the specific jargon or registers they study. As such, all instances of language learning might be considered ESP.

1.3. What ESP is not

Hutchinson & Waters (1987) argue that ESP is neither a specialized range of English nor a special form of language but, because of some context and learner’s needs some distinctive features of language are highlighted and focused on. However it does not mean that these differences could be allowed to obscure the larger area of common ground that underlies all English application. It is not a cluster of words of some special fields which are common in science, hotel, and workplace or in a special field but it gets its sources from all the language which is used as common.

According to Anthony (1997), some people describe ESP as basically being the teaching of English for any purpose that could be specified. Others like Evans (1977), however, think it is more precise, describing it as the teaching of English used in academic studies or the teaching of English for vocational or professional purposes. Moreover, Anthony (1997) refers that Dudley-Evans (1998) defines ESP by its

characteristics: (a) ESP is defined to meet specific needs of the learners. (b) ESP makes use of underlying methodology and activities of the discipline it serves, (d) ESP is centered on the language appropriate to these activities in terms of grammar, lexis, register, study skills, discourse and genre.

1.4. Origin of ESP

Hutchinson and Waters (1987: 6-8) concisely identified three key reasons that are common to the emergence of all ESP; these reasons are: the demands of a Brave New World, a revolution in linguistics and the focus on the learner. They noted that two key historical periods breathed life into ESP. First, the end of the Second World War brought with it an age of huge and unique expansion in scientific, technical and economic activity on an international level.

For various reasons and especially the economic power and technological advancement of the United States of America in the Post-War World scenario, English has become an important language for global affairs. Secondly, the oil crisis of the early 1970s resulted in Western money and knowledge flowing into the oil-rich countries. The medium of this knowledge has been English. The general effect of all this development is to exert pressure on the language teaching profession to deliver the required goods.

The second key reason that has a great impact on the emergence of ESP is a revolution in socio-linguistics. This revolution happened thanks to pioneers in linguistics who made the shift from describing the features of the language to the focus on the ways in which language is used in real communication. Hutchinson and Waters (1987: 30) argue that one considerable innovation is that ways of spoken and written English vary, i.e. the variant of English will change according to the particular context in which English is used; this simply means that if language in special socio-educational and professional situations varies, then tailoring language

instruction to meet the needs of learners in specific contexts is also possible.

The final reason which Hutchinson and Waters (1987: 8) mention to have influenced the emergence of ESP is more related to psychology than to linguistics. Rather than simply emphasizing on the method of language delivery, more attention is given to the ways in which the learners acquire the language and the differences in the ways the language is acquired. The learners are observed to use different learning strategies as well as different skills, enter with different learning schemata, and motivated by different needs and interests. Thus, the focus on the learners' needs becomes as important as the methods employed to spread linguistic knowledge. So, designing specific courses to meet the individual needs is a natural extension of the "learner-centred" perspectives of ESP.

1.5. Types of ESP

Carver (1983: 131-137) isolates three types of ESP: English as a Restricted Language (ERL), English for Academic and Occupational Purposes (EAOP), and English with Specific Topics (EST). The language used by air traffic controllers or by waiters are examples of English as a restricted language. For instance, Mackay and Mountford (1978) explain the difference between the restricted language and language with the following statement:

The language of international air-traffic control could be regarded as 'special', in the sense that the repertoire required by the controller is strictly limited and can be accurately determined situationally, as might be the linguistic needs of a dining-room waiter or air-hostess.

Mackay and Mountford (1978: 4-5)

Yet, such restricted repertoires are not languages, just as a tourist phrase book is not grammar and knowing a restricted 'language' would not allow the speaker to communicate effectively in a novel situation or in contexts outside the vocational environment (1978: 4-5).

The second type of ESP identified by Carver (1983: 131-137) is English for Academic and Occupational Purposes. Carver (1983: 131-137) points out that this English is a crucial part of ESP although he refrains from developing it any further. Hutchinson and Waters (1987: 16-18) on the other hand, have developed a "Tree of ELT" in which the subdivisions of ESP are clearly illustrated. ESP is broken down into three branches: English for Science and Technology (EST), English for Business and Economics (EBE), and English for Social Studies (ESS). Each of these subject areas is further divided into two branches: English for Academic Purposes (EAP) and English for Occupational Purposes (EOP). An example of EOP for the EST branch is "English for Technicians" whereas an example of EAP for the EST branch is "English for Engineering Studies." The above explanation can be presented as follows in the figure shown below:

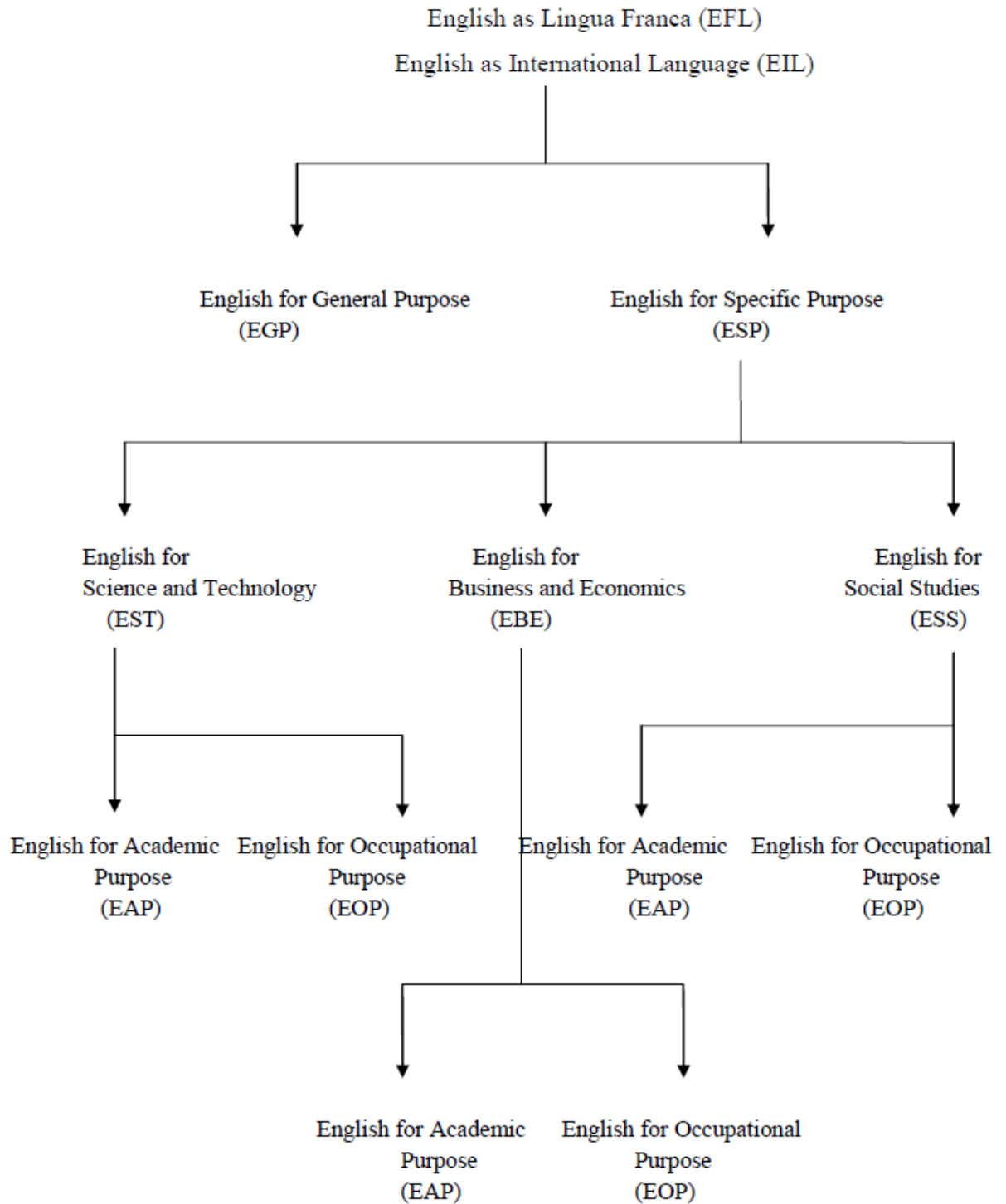


Figure 1.1: Types of ESP

*The above figure is an attempt to summarize the different sub branches of ESP as found in the literature

Hutchinson and Waters (1987: 16) argue that there is not a precise peculiarity between EAP and EOP because, people can work and study simultaneously; and also because it is 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. Hutchinson and Waters (1987: 16)

Perhaps, Hutchinson and Waters' (1987) explanation of the underlying principle for classifying EAP and EOP under the same type of ESP is perhaps the most relevant. It may be 'clear' that the end purposes of both EAP and EOP are the same: employment. However, regardless the fact that the end purpose is the same, the means taken to achieve the end is very different, indeed. One has no other choice than to argue that EAP and EOP are different in terms of focus on Cummins' notions of cognitive academic proficiency versus basic interpersonal skills (1979: 121-129).

The third type of ESP isolated by Carver (1983: 131-137) is English with specific topics (EST). With this type the emphasis moves from purpose to topic. EST is exclusively concerned with anticipated future needs of English; for example, for scientists requiring English for postgraduate studies, attending conferences or working in foreign institutions. Nevertheless, one may argue that this is not a separate type of ESP, but an integral constituent of ESP courses or programmes which focus on situational language. At this point it would be fair mentioning that the interpretation of results from needs analysis of authentic language used in target workplace settings are the basis for determining this situational language.

1.6. Characteristics of ESP Courses

According to Carver (1983: 167) there are three features common to ESP courses. These characteristics are discussed as follow: (a) Authentic Materials; (b) Purpose-Related Orientation; and (c) Self-Direction.

It is worth mentioning that Carter's characteristics of ESP courses are indeed useful in attempting to shape and structure one's own understanding of ESP. Thus, If we take into consideration Dudley-Evans' (1998: 8-29) claim that ESP could be proposed at an intermediate or advanced level, the use of Authentic Learning Materials is really practical. In fact the use of authentic materials, modified or unmodified in form, is a feature of ESP, mainly in self-directed study and research tasks where the students are encouraged to conduct research using a variety of resources, including the Internet.

Purpose-Related Orientation on the other hand, is based on the simulation of communicative tasks required of the target group, for example a student's simulation at a conference poster-presentation, paper-presentation etc. Learners may be involved in the design and presentation of a unique product, including market research, pamphlets and logo creation.

According to Carver (1983: 134), "the point of including self-direction . . . is that ESP is concerned with turning learners into users." i.e. The learners must have some freedom to decide when, what, and how they will study. There must also be a systematic attempt by teachers to teach the learners how to learn by teaching them learning strategies.

1.7. Basic Conceptions of ESP

There are five conceptions which are considered as the basis of the approaches in ESP. Swales (1990) uses the term “enduring conceptions” to refer to the following: 1. Authenticity; 2. Research-Base; 3. Text; 4. Need and 5. Learning Methodology

Besides, according to Coffey (1984), the main concern of ESP is authenticity. It includes authentic texts and authentic tasks. Swales (1990), in his attempt to explain what is meant by the research-base of ESP, reviews the ESP literature and observes a trend towards papers that rely on some kind of data-base (textual or otherwise). Yet, Strevens (1980: 105-121) highlights the importance of the “specific language” of ESP in *Functional Englishes*’ i.e. the ESP practitioner includes only those items of vocabulary, patterns of grammar, and functions of language which are required by the learner’s purposes. Finally, ESP uses the methodology or learning theories which are appropriate to the learning teaching situation. furthermore, Specific Purpose Language Teaching (SPLT) is not in itself a methodology and Strevens (1988: 39-44) argues that this characteristic of ESP makes the materials both more relevant and more interesting to the learner thanks to the varied and ingenious exploitation of the opportunities provided by ESP settings.

1.8. Origin of Five Major Approaches to ESP

The following five conceptions : Authenticity, Research-Base, Text , Need, and Learning Methodology have generated some conflicting opinions as to their origins in both the real world (the “target situation” of the ESP) and in ESP pedagogy. Thus it seems important to discuss each of them in an attempt to survey the development and directions of ESP as it has evolved. Through this survey five major approaches to ESP are identified and each approach has focused on one of the major conceptions and thus contributed to the growth of ESP itself.

Nevertheless, it seems to be important to highlight the fact that since each approach to ESP has evolved; its particular enduring conception has also evolved, leading ESP practitioners to their current thinking in each of the five areas.

The five major approaches to ESP are described as follows:

➤ **Skills-Based Approach to ESP**

The conception of authenticity takes all its meaning in the Skills-Based Approach to ESP since has been enlarged in two principal ways. First, the authenticity of a text is simultaneously enlarged to include texts other than written texts and narrowed to differentiate between various types of texts generated by each skill. Material developers take the skills priorities of the learners into consideration to design appropriate ESP teaching materials.

Skills-Based Approach makes reading of prime importance. Reading, for example, could be sub-divided into reading reports, reading technical journals and reading instruction manuals. Secondly, the conception of authenticity is widened to reach authenticity of the task, i.e. the ESP practitioner is called to design tasks that require the learners to process texts as they would in the real work environment. According to Morrow's (1977: 13-14), ESP learners are required to use ESP materials which employ the same skills and strategies as would be required in the target situation.

➤ **Register Analysis Approach**

Most writers such as Hutchinson and Waters (1987) agree that the first real starting point of ESP was in the Register Analysis approach from the early 1960s onwards. The main idea of Register Analysis (RA) is that the choice of language used in certain situations is pre-determined, i.e. the situation the speakers are in or by the subject matter they are talking about. Thus it would be possible to find a special language or *register* to match

these subjects or situations or, as Pickett argues, you could find 'the right words in the right place' (1986a:5).

Thus the analysis of the different registers was called Register Analysis. Strevens (1977) hypothesises that students of these special or 'restricted' areas of English could be best served by providing them with the key grammatical features and lexis to be found in their specific area. For these reasons, teachers and researchers created corpora of texts taken from specific disciplines, particularly scientific and submitted them to a thorough analysis.

According to West (1997) the aim behind such an analysis was to 'establish the statistical contours of different registers' (West 1997:36) and try to identify, for example, the frequency of certain grammatical forms or vocabulary. It relies on the hypothesis that scientific text, for example, would be composed of some features unique to itself, that could then be identified and used as the basis for teaching materials. Barber (1962) and Ewer & Latorre (1967) are the best well known experts of the domain. Table 1.1, on the opposite page shows a selected overview of the literature.

ROBINSON 1980	COFFEY 1984	HUTCHINSON & WATERS 1987	JOHNS 1991	WEST 1997	DUDLEY-EVANS & ST JOHN 1998
1. Register Analysis	1. Register Analysis	1. Register Analysis	1. Register Analysis	1. Authenticity: a) skills based b) skills and strategies 2. Research: a) Register Analysis b) Newspeak	1. Register Analysis
2. Discourse Analysis and the communicative approach	2. a) Discourse Analysis b) Notional/functional/communicative approach	2. Rhetorical/Discourse Analysis	2. Functional /Discourse Approach	3. Text: a) Discourse Analysis b) Genre Analysis	2. Rhetorical/ Discourse Analysis
3. Student motivation and analysis of needs	3. Needs Analysis	3. Target Situational Analysis	3. Target Situational Analysis	4. Need: a) Target Situational Analysis b) Pedagogic Needs Analysis: deficiency, strategy and means analysis	3. Analysis of Study Skills
		4. Skills and Strategies			4. Analysis of learning Needs
		5. Learning-Centred Approach	4. Learning-Centred Approach	5. Learning: The Learning-Centred Approaches	
					5. No real dominating approach

Table: 1.1 : A selected Overview of the Development of ESP as Found in the literature

** This table is not intended to be exhaustive, but gives an overview of the trends as they have been viewed by major writers in the field over the last twenty years.

Swales with his 'discrete-item' approach (Swales 1990:3), which aimed at looking at features in isolation, was soon found to be disappointing for several reasons. Swales' (1990) approach functioned only at sentence level and said nothing about wider features of text that operate at intersentential level. In addition, the results of register analysis showed that there was very little actual difference in 'scientific' language as compared to general English. As Coffey (1984) concluded, In short, register cannot be used ... because there is no significant way in which the language of science differs from any other kind of language. (Coffey 1984:4-5)

Another problem rose with this approach since it was considered as descriptive, as, it did not explain why the words occurred where they did. Finally, the materials that were created from this approach, for example Herbert (1965), were monotonous and uninspiring to both students and teachers while theoretically it sounded very interesting and based on thorough research.

➤ **Discourse Analysis Approach**

As a reaction against Register Analysis, the Discourse Analysis Approach emerged during the early 1970s. The approach concentrated on the concept of text rather than the lexical and grammatical properties of register. The Discourse Analysis Approach is clearly defined by Allen and Widdowson (1974), as follows:

One might usefully distinguish two kinds of ability which an English course at ESP level should aim at developing. The first is the ability to recognise how sentences are used in the performance of acts of communication, or the ability to understand the rhetorical functioning of language in use. The second is the ability to recognise and manipulate the formal devices which are used to combine sentences to create continuous passages of prose. One might say that the first has to do with rhetorical coherence of discourse, the second with the grammatical cohesion of text

Allen and Widdowson (1974)

Practically speaking, the Discourse Analysis Approach has tended to concentrate on “how sentences are used in the performance of acts of communication and to generate materials based on functions” West (1998). These functions included definitions, generalisations, inductive statements, and deductive statements, descriptions of processes, descriptions of sequences of events and descriptions of devices. However, the approach has some limitations in that its treatment remained fragmentary, identifying the functional units of which discourse is composed at utterance level.

Also, the Discourse Analysis Approach offers limited guidance on how functions and utterances fit together to form longer texts: “We are given little idea of how these functions combine to make longer texts,” as Pauline C. Robinson argues (1991).

The Genre-Analysis Approach came to make up for the Discourse Analysis approach shortcoming. This approach sees text as a complete entity rather than a collection of isolated units. Dudley–Evans (1987) illustrates the idea in the following way:

If we are to teach the writing of certain very specific texts such as . . . the business or technical report, we need a system analysis that shows how each type of text differs from other types.

Dudley–Evans (1987: 1-9).

Johnson (1996) argues that this system is reached by seeking to identify the general pattern of the text through a series of phases. The main difference between discourse analysis and genre analysis is that, while discourse analysis identifies the functional components of text, genre analysis allows the materials writer to sequence these functions into a series to capture the overall structure of such texts. The limitation of Genre-Analysis has been a 'disappointing' lack of application of research to pedagogy.

➤ **Learning-Centred Approach**

Nunan (2004a, p.8) highlights the fact that "a learner-centred" approach to teaching leads students to be actively implicated in their own learning processes. This implication has two scopes: first, students take charge of their own learning processes, including making decisions and plans; the other is to fully exploit the classroom time for students' interactive activities.

There is a great attention to strategy analysis behind the rise of a new generation of ESP materials which is founded as much on conceptions of learning as on conceptions of language or conceptions of need. As Hutchinson and Waters (1987: 14) have rightly put it:

Our concern in ESP was no longer with language use although this would help to define the course objectives. The concern was rather with language learning. We cannot simply assume that describing and exemplifying what people do with language would enable someone to learn it. . . . A truly valid approach to ESP would be based on an understanding of the processes of language learning

Hutchinson and Waters (1987: 14)

During the late 80s, Hutchinson and Waters (1987) have started highlighting the importance of a lively, interesting and relevant learning teaching style in ESP materials **(2)** The approach was widely described and discussed in the papers and materials of Hutchinson and Waters, and Waters and Waters (1992: 264-273).

➤ **Communicative Approach**

The Communicative Approach became meaningful in the ESP area during the 1970s. Communicative Approach was mainly encouraged by the concept of authenticity in the development of ESP. Skills constituted the basic criteria of materials selection while the appearance of the first generation of ESP in the mid – 1960s. The main concern of Communicative Approach is that ESP teachers need to establish the skills priorities of students in order to develop the most suitable ESP teaching materials.

Nevertheless, the term “skill” in this context means more than just the ranking of the four usual language skills of Reading, Writing, Listening and Speaking (LSRW). Collections of specialist texts (economics texts, engineering texts, nursing texts) with accompanying comprehension and language exercises are the main components of the materials used in such approach; a fact that is discussed by R.A. Close (1992); this later argues that the conception of authenticity is central to the approach taken to develop language skills.

Because authenticity has gained great significance since its appearance in the 1970s, most of ESP programmes **(3)** still focus on developing Communicative Approach in specific fields such as business, technology, aviation, science etc. However, very often a problem rises with the concept of authenticity; many ESP teachers rely only on the published textbooks available instead of conducting interviews with specialists in the field or analysing the language that is used in one’s own profession or even conducting students’ needs analysis.

Using available textbooks seem to be a problem because very often they may be irrelevant in matter of time and space or may lack in providing the latest information in the field as the growth in any field, at present is happening faster than in the past. Informing the ESP practitioner of the latest changes as well as organizing training sessions regularly remains a good solution to this problem.

Nevertheless, there still continue to be tensions resulting from the application of these approaches to practical materials design although they are meaningful parts of ESP. To some extent, these tensions are the result of a divergence between real-workplace needs and a pedagogic conception. The following areas such as target needs versus pedagogic needs, target authenticity versus materials design, language as text versus pedagogic texts, method/ learning style versus content-driven materials, and research-data findings versus materials design, may be considered as pivotal part in a teaching/ learning context. Though, ESP teachers and materials designers should make informed decisions based on their knowledge of the language, the target situation, the educational environment, the learners as well as during the development of tests.

1.9. Difference between ESP and EGP

Hutchinson and Waters (1987: 53) have 'clearly' stated the differences between ESP and EGP in their book, English for Specific Purposes: A Learning Centred Approach. According to Hutchinson and waters (1987), ESP differs from EGP in the sense that the vocabulary, structures and the subject matter relate to a particular field or discipline in the former i.e. each of the lawyer writing a brief, or a diplomat preparing a policy paper need their own jargon. ESP courses make use of vocabulary and tasks related to the specific field that one studies or works in. So a course in ESP is designed to meet the specific professional or academic needs of the learner, creating a balance between educational theory and practical considerations.

A deeper view into EGP and ESP is, however, fundamental. EGP is essentially manifested in the English courses offered at a pre university level and very often at university too. The learners are introduced to the lexical/grammatical/rhetorical elements that are constituent of spoken and written discourses. English teachers focus on applications in general situations: performing in English on personal or social levels or using English in casual conversations and functions. The courses offered in English as Second Language (ESL) and English as a Foreign Language (EFL) situations offer proficiency in carrying on everyday functions. Pedagogically, a solid basis of EGP would come before the instruction in ESP which is regarded as being more complex, if ESP programmes are to give satisfactory results.

Even if it is not always the case in our universities, ESP course, should have instruction that is as a continuum of the EGP and is designed to prepare the students for the English used in specific disciplines or professions to achieve some specific purposes. ESP makes use of methodology and activities of the discipline it serves, and is centred on the language appropriate to these activities. As Hutchinson and Waters rightly put it : “ESP is an approach to language teaching in which all decisions as to content and method are based on the learner’s reason for learning” (1987: 19).

In this connection, it is interesting to note Dudley-Evans’ (1987: 1-9) explanation that ESP may not always focus on the language of one specific discipline or occupation, such as English for Law or English for Physics. University instruction that introduces students to common features of academic discourse in Sciences or Humanities, is frequently called English for Academic Purposes (EAP), is also ESP.

1.10. Definition of EAP

English for Academic Purposes (EAP) is defined by some researchers as Flowerdew & Peacock,(2001) and Jordan(1997) as teaching the aim of facilitating learners’ study or research in that language. However, such a definition is not complete since EAP encompasses

different domains and practices. Indeed, we need to consider that EAP has appeared out of the broader field of ESP, a theoretically and pedagogically eclectic parent, but one committed to tailoring instruction to specific rather than general purposes.

EAP encompasses language research and instruction that focuses on the specific communicative needs and practices of a particular group in a specific academic context. This leads practitioners to prepare learners for study in English to develop new kinds of literacy, i.e. train students with the communicative skills to participate in particular academic and cultural contexts.

While its appearance EAP has tended to reflect an emphasis on strong inter disciplinary research as a means of illuminating the constraints of social contexts on language use and the ways learners can gain control over these social constraints. It has also followed understandable commitments to linguistic analysis, to contextual relevance, and to the classroom replication of community-specific communicative events. It has also inherited some of ESP's much discussed limitations, such as a tendency to work for subject specialists rather than to work with them. A failure to that it takes into consideration students' cultures and unwillingness to critically engage with the values of institutional goals and practices.

1.11. Development of EAP

ESP as well as EAP are both relatively new fields in the area of the teaching/ learning English. When the first English for Specific Purposes journal (ESPJ) appeared during the 1980's by Grace Stovall Mancill of the American University in Washington, it was a risky challenge that to launch a journal concerned with ESP, EAP, and related areas. The ESPJ has long struggled to fill the pages of two issues a year. Nevertheless the author and reader base grew progressively, moving from 3 issues totaling 250 pages in 1991 to over 500 pages in 2001 (including a fifth, supplementary issue dedicated to EAP).

EAP has resulted from the larger field of ESP as the academic 'home' of scholars who do not research in or teach other specialties, but whose focus is entirely on academic contexts although there are scholars and teachers who continue to engage in both ESP and EAP. The contemporary field of EAP as we know it today is not limited to university level and addresses the teaching of English in the academy at all age and proficiency stages, more it employs a range of interdisciplinary influences such as social studies for its research methods, theories and practices. The main concern of EAP is to provide a deep description of not only the structures and meanings of academic texts, but also of the demands placed by academic contexts on communicative behaviours, as well as the pedagogic practices by which these behaviours can be developed.

1.12. Needs Analysis

Why do students need to learn English? It is supposed to be the prelude question that every language teacher needs to ask, either for designing GE courses or ESP courses. As stated by Hutchinson and Waters (1987:53) "what distinguishes ESP from general English is not the existence of a need as such but rather an awareness of the need". This 'awareness' will influence the language course content. Moreover, they emphasize the fact that the least of an ESP approach to course design would be NA, since it is the awareness of a target situation.

NA is seen as a basic principal of ESP (Robinson 1991:7) and most of the information on NA initially came from ESP (West 1994:2). This is probably due to the fact that a NA approach is more useful when learners' needs are linked to a 'discrete set of communicative situations' (Tudor 1996:70). This factor reduces the utility of NA approach for GE teaching as the needs of the learners' in GE are not specifiable (Hutchinson & Waters 1987:53). However, Hutchinson & Waters (ibid) promotes the use of NA for GE on the basis that in language learning there is always a noticeable need of some kind. Sharing the same opinion Tudor (1996:70) argues that even if the 'needs are less specific, choices still have to be made' and that 'course

content would be based on an analysis of the situations in which the learner is required to use the language, whether these situations and the language needs which arise out of them can be specified with precision or only in terms of a general orientation'.

Thus, NA has an importance in all kinds of language learning and teaching situations whether for specific purposes or general purposes and makes a learning programme more relevant to the real life communication need of the learners.

1.12.1. NA Taxonomies

Hutchinson and Waters (1987) identify the following divisions of needs: 1) **Target Needs:** according to Hutchinson and Waters (1987) '**target needs**' is an umbrella term that covers at the same time the learners' necessities, lacks and wants as following: **Necessities:** i.e. "the type of need determined by the demands of the target situation, that is, what the learner has to know in order to function effectively in the target situation" (p. 55). **Lacks:** identifying necessities alone is not enough according to the authors. In fact, they believe that the teacher also needs to know what the learners already know, as this helps them –teachers- decide which of the necessities the learner lacks. In other words, the teacher needs to match the target proficiency against the existing proficiency, and the gap between them is the learner's lacks. **Wants:** neither the course designer nor the teacher can ignore learners' wants and their views about the reasons why they need language, as students may have a clear idea about the necessities of the target situation and will certainly have a view as to their lacks. However, this might be a problem as the learner's views might conflict with the perceptions of the course designers and teachers. 2) **Learning Needs:** Hutchinson and Waters (1987) assert that it is not enough to base a course design simply on the target objectives, and that the learning situation must also be considered. They add that the target situation alone is not a reliable indicator, and that the conditions of the learning situation, the learners' knowledge, skills, strategies, and motivation for learning are of prime importance. Using Hutchinson and Waters (1987)

analogy of the ESP course as a journey, learning needs (the route) are the means that will enable learners to move from the starting point (lacks) to the destination (necessities).

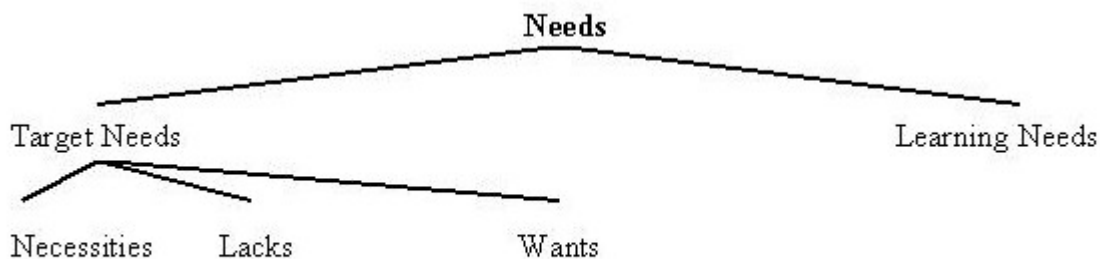


Figure1.2 : Hutchinson and Waters' taxonomy of NA

(Kandil, A.: <http://ilearn.20m.com/research/needs.htm>)

*The above figure shows the division of Needs according to Hutchinson and Waters

1.12.2. NA Uses in Language Curriculum Planning

Richards (1990:2) considers NA as 'fundamental' to the planning of general language courses and in language curriculum planning, NA can be used as a means to: 1) serve as a device for gathering an extensive range of input into the content, design, and implementation of language programme through involving all the stakeholders (Richards 1990:1). 2) help in setting goals, objectives and content for a language programme by determining general and specific language needs (ibid:2). 3) NA can be instrumental in providing data which can be used for reviewing and evaluating an existing programme (ibid). 4) help teachers in understanding the local needs of the students and making decisions in pedagogy and assessment for further improvement (Tarone& Yule 1989).

NA has been criticized for its limitations despite a wide scope of its functionality (Nunan 1988:43). Widdowson (cited in Nunan 1988:43) is of the opinion that syllabuses based on precise needs and specific ends can result in insufficient and limited competence, without developing learners' ability to spontaneous communication.

Widdowson (cited in Nunan 1988:43) argues that syllabuses with general purposes are process-oriented, more educative in function and lead to general competence, whereas Nunan (1988:45) claims that courses based on NA can result in more meaningful and interesting learning experiences as they are more relevant to the potential purposes of learners' language use.

However, a learning programme which is not relevant to the needs of the learners cannot result in productive learning experience because needs are also linked to motivation and motivation has an effect on learning. Thus, learning experiences not matching the needs of the learners can demotivate learners. NA can play a vital part at all stages of the execution of a programme as it provides a tool for assessing the needs, and measures can be adopted to meet them and thus keep motivation sustained by bringing in relevance and giving the learning experience more precision.

1.12.3. Approaches to NA

A shift from a narrow approach to broadening the scope of NA has resulted in a range of frameworks. These frameworks have been categorised as target situation analysis, present situation analysis, strategy analysis, learning-centred approaches, means analysis and language audit (West 1994:8-12, Jordan 1997:23-28).

- **The target situation analysis framework** has been proposed by Munby and focuses on the needs of the learners at the end of a language course (Robinson 1991:8).

- **The present situation analysis** also called Deficiency situation analysis attempts to establish what the students know at the beginning of the language course (Jordan, 1997:24).

- **The strategy analysis** spotlights information gathering about the preferred learning styles and strategies of the learners (Jordan, 1997).

- **The learning-centred approach** has been suggested by Hutchinson & Waters (1987). It is based on the assumption that learning is determined by the learner and this framework encompasses target needs

which include necessities, lacks and wants, and learning needs which denotes what the learners need to do in order to learn.

- **The means analysis approach** takes into account information regarding contextual constraints which include cultural attitudes, resources, materials, equipment and methods (Jordan 1997:27).

- **The language audit** seeks to define language needs for companies, regions or countries (Ibid).

Nevertheless, Dudley-Evans & ST. John (1998:125) suggest a distinct framework in the case of a NA that aims at evaluating learners' and teachers' attitudes, opinions and beliefs toward a proposed or intended change or innovation. This framework could be as follows: gathering information about the learners' purpose of pursuing a learning programme. Their attitude to learning the English language, their previous learning experiences, as well as cultural background would also shape partly this information gathering process. This information can be gathered through various sources including educational institutions and through the learners themselves. Conducting a 'Present situation analysis' which may supply information about the efficiency of the established programme vis-à-vis future and present needs of the learners. Gathering information concerning the preferred styles of learning or learning needs as well as information about the importance of particular skills for the learners and their preferences for learning those skills. Gathering information vis-à-vis the important role of the relationship between teacher and learners. Information regarding the preferences for teaching learning activities.

NA may be valuable for gathering information concerning attitude, belief and opinion. However, any change or innovation entails more than these factors and requires a complete evaluation of all the contextual factors such as learning needs and learning styles.

In the case of a language-centred approach, needs may be described as the ability to comprehend and/ or produce linguistic features of the target language, for example, the ability to understand the passive voice (Hutchinson and Waters,1987).

NA is the process of identifying the students' reasons for studying a language. It is the procedure that identifies general and specific language needs of learners, so that appropriate goals, objectives, and content in courses can be developed (Hutchinson & Waters, 1987). The main purpose of NA is to provide the means by which to obtain a wider range of input into the content, design and implementation of a language program by incorporating people such as learners, teachers, administrators and employers in the planning process(Richterich (1984)).

Therefore, a NA helps to identify general or specific language needs which can be prescribed in developing goals, objectives, and content for a given programme. It is frequently used to provide data which can serve as the basis for reviewing and evaluating a program. Carrying out a NA and setting up English language courses according to the needs of the students show that language teachers are making 'wise' investments for the profit of their learners.

1.13. Process of Developing a new ESP Course

When evaluating an ESP course and identifying the language needs of the learners, needs analysis is not the only parameter to be taken into account by the ESP teacher. There are other steps that had to be considered.

According to White (1988), there are six steps in developing a new ESP course. These are:

Stage 1: The first stage consists in conducting a NA. NA can reflect two types of information about the learners. The first gives information on their present level on ESP and the second information on what to achieve in ESP in the future work domain.

Analyzing the learners' needs plays a crucial role in an ESP context, since many language problems may result as teachers not paying attention to learners' needs and denying the fact that the learners are a source of basic information.

The most important tools and techniques that an ESP practitioner has to take into consideration when conducting a NA at this stage are:

1. **Interviews:** interviews can be either structured or unstructured.
 - Structured interviews: through this kind of interviews definite questions are given to the ESP teachers, learners or administrators and needed information is collected.
 - Unstructured interviews: here the ESP teachers, learners or administrators are asked predetermined questions on the problems and expectations and the language needs of the learners and their voices are recorded for examination;
2. **Questionnaires:** ESP teachers can form them paying great attention to which items to include and which not to include. The task of designing a questionnaire entails an expertise as the questionnaires need to be arranged to elicit information on intended areas, if not needless items in the questionnaires lead the analysis conductors to wrong results;

3. **Suggestion box:** the teacher may put a suggestion box in the class so that the learners may write their language needs, expectations and lacks on a piece of paper and put it into these boxes.

Stage 2: At this level, ESP teachers have a more precise idea of what to teach, how to teach, and when to teach. As Graves (1996) states, goals are general statement or final destination, the learners need to achieve. Objectives show certain methods of achieving these goals. Nunan (1988) agrees that the following form the objective of a course:

1. Students will learn that.....
2. Students will be aware of.....
3. Students will develop.....

Stage 3: Reaching this point teachers could determine which features of ESP learning will be incorporated, included and used in the syllabus to meet the learners' needs and expectation. The course may focus on technical areas or vocabulary part of the target language.

Stage 4: When the content of the ESP course is formulated, the following stage will deal with deciding, selecting and developing materials that best meet the learners' needs.

Stage 5: In this step in order for the course to be efficient and make the learners understand the subject areas given in an ESP material, the teacher would provide the learners with activities following a certain order which may be may be deductive or inductive.

Stage 6: After giving the learners the course according to the result of needs analysis, the ESP teacher needs to reevaluate the learners at the end of the course in order to check whether the learners have reached the intended level or not. If they have not reached this level, the assessment starts from stage 2 again, with the formulation of goals and objectives. If they have reached the intended level, the details of the curriculum is formulated and the process ends.

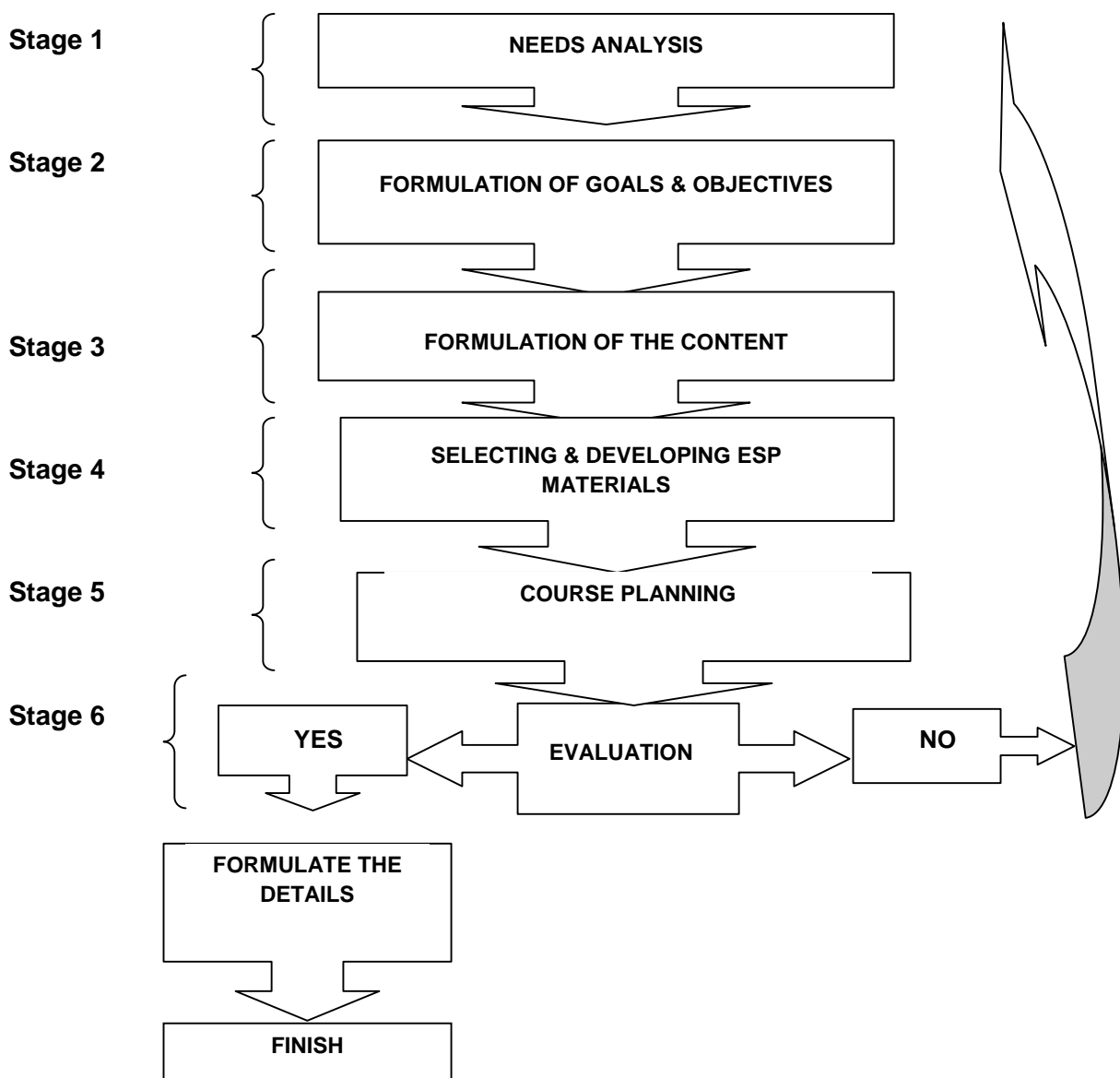


Figure1.3 : Steps in Developing an ESP Course

(adapted from White (1988)).

* The figure above summarizes the six different stages of a NA as proposed by White (1988).

1.14. Curriculum vs. Syllabus

Commonly perceived as essential units of second language programmes, curricula and syllabi, can appear under various forms. They can represent various theories of learning and be realised in various ways.

However, before reviewing language-syllabus design, it is necessary to reveal the differences between the terms 'curriculum' and 'syllabus', that may generate great confusion in the literature, since these can, at times, be very close in meaning, depending on the context in which they are used (Nunan, 1988: 3).

Several definitions of 'curriculum' and 'syllabus' have been suggested through time. Longman Dictionary of Contemporary English (Summers, 2001:332) defines 'curriculum' as "the subjects that are taught by a school, college, etc., or the things that are studied in a particular subject" and a 'syllabus' as "a plan that states exactly what students at a school or college should learn in a particular subject". It is also important to highlight the existing distinction between British and American usage. Where the term 'curriculum' in the United States is used for a particular course instruction and encompasses all aspects of the planning process, implementation and evaluation of curriculum (Nunan, 1991), the term 'syllabus' is not practically used at all in such area.

However, other definitions of 'curriculum' associate it to the totality of the content to be taught and educational aims that are realized within one educational system. According to Markee (2002) 'curriculum' discloses a programme's educational philosophy, specifies its purpose and course content and identifies the possibilities of its implementation. It also includes assessment and evolution criteria and the materials that are worked out by teachers and can be modified for a specific audience and course. In its turn 'syllabus' represents course content and its sequence. As to Allen (1984), he suggests another distinction, similar to that which has been prevalent in Europe, the curriculum being concerned with planning, implementation,

evaluation, management, and administration of education programmes, while the syllabus focusing more narrowly on the selection and grading of content (Allen, 1984:61, cited in Nunan, 1988: 8). Traditional 'curriculum' development includes planning, which consists of needs analysis, goal and objectives setting, implementation, which consists of methodology and development of 1teaching aids, and evaluation (Nunan, 1991).

Elliot (1998) points out that 'syllabus' concerns course content. It allows teachers to pass information to students in an efficient way. Other methodologists such as Skelton and Willis consider that 'syllabus' involves a list of things teachers want their learners to learn. Reilly (1988) admits that a language teaching syllabus entails the incorporation of subject matter (what to talk about) and linguistic matter (how to talk about it). Thus, We can distinguish between the syllabuses that are purely linguistic, where the emphasis is laid on the grammatical and lexical forms of the language on the one hand and on the other hand the purely semantic or informational syllabuses, where the emphasis is on information: language is only a tool for acquiring it. For syllabus design it is fundamental to decide what will be taught and in what order.

1.14.1. Curriculum

Since the recent introduction of 'curriculum theory' during the 1980s, into the field of educational studies, the importance of 'curriculum' as a concept witnessed great interest and infatuation in second-language programmes.

Although there is little general agreement on actual form and function, interpretations lead to two main views. In the first of these, the term 'curriculum' refers to the substance of a programme of studies of an educational system. Stenhouse (1975) defines the curriculum as "an attempt to communicate the essential properties and features of an educational proposal in such a form that it is open to critical scrutiny and capable of effective translation into practice" (Stenhouse, 1975:4).

In the second and more recent meaning, the whole teaching/ learning process is included in the concept of 'curriculum', comprising not only materials, equipment, and examinations, but also the training of teachers. In this view, curriculum is concerned with "what can and should be taught to whom, when, and how" (Eisner & Vallance, 1974:2). Thus, Nunan adds to his curriculum "elements designated by the term syllabus along with considerations of methodology and evaluation" (Nunan, 1988: 14). White et al. see curriculum as "concerned with objectives and methods as well as content" (White et al. 1991:168). Such a definition includes consideration of the philosophical, social and administrative factors of a programme.

1.14.2. Syllabus

The next step after analyzing the target situation needs and the learning situation needs and defining the course objectives is designing a syllabus. Therefore, it seems of great importance to define the term *syllabus* in order to have a better understanding of what it actually means and to which aspects and dimensions of ELT it is related. In the field of ELT/ELL many definitions have been suggested such as that of Breen who views a syllabus as:

The meeting point of a perspective upon language itself, upon using language, and upon teaching and learning which is a contemporary and commonly accepted interpretation of the harmonious links between theory, research, and classroom practice.

Breen (1987a:83)

But, the latter description may seem too broad and similar to some of the definitions of 'curriculum' already mentioned in the subtitle 3.2.1. Prabhu's on the other hand specifies that a syllabus is "specification of what is to be learnt" (Prabhu, 1987:89). For Allen, the syllabus is "... that subpart of curriculum which is concerned with a specification of what units will be taught" (Allen 1984:61), whereas for Wilkins' (1981: 83-89), syllabuses are "specifications of the content of language teaching which have been

submitted to some degree of structuring or ordering with the aim of making teaching and learning a more effective process."

While Nunan (1988) takes a wider, non-specific view of "... a framework within which activities can be carried out: a teaching device to facilitate learning" (1988:6). Prabhu (1987) proposes "a form of support for the teaching activity that is planned in the classroom and a form of guidance in the construction of appropriate teaching materials" (1987:86). In contrast, Kumaravadivelu sees the syllabus as:

a preplanned, preordained, presequenced inventory of linguistic specifications imposed in most cases on teachers and learners" and claims that this is a "widely recognized" perspective

(Kumaravadivelu, 1993 b: 72)

Because different educational theories and approaches diverge on the goals and functions of syllabuses, an agreed common definition for "syllabus" may seem impossible. However, syllabi tend to be representations, reflecting the originator's ideas about language learning:

Every syllabus is a particular representation of knowledge and capabilities. And this representation will be shaped by the designer's views concerning the nature of language, how the language may be most appropriately taught or presented to learners, and how the language may be productively worked upon during learning.

(Breen, 1987a:83)

1.14.2.1. Syllabus Types

The evolution of syllabus design can be perceived as a progression of assumptions about language learning, for these reasons syllabi can be classified according to several criteria. Breen for example uses two main paradigms or frames of reference to classify syllabi, one of these being 'propositional', and the other termed 'process' (Breen, 1987a: 81).

The emergent paradigm is concerned with how something is done (Breen 1987b:160), including how to communicate in the classroom and how to learn how to communicate, and it is typified in task-based and process syllabi:

In essence, each of the four types of syllabus offer alternative answers to the question: What does a learner of a new language need to know, and what does a learner need to be able to do with this knowledge?

(Breen, 1987a:85).

In examining each syllabus type, Breen further breaks this question down into five sub-questions:

- i) "What knowledge does it focus on?"
- ii) "What capabilities does it focus on and prioritise?"
- iii) "On what basis does it select and subdivide what is to be learned?"
- iv) "How does it sequence what is to be learned?"; and
- v) "What is its rationale?" (Breen, 1987a)

1.14.2.2. Synthetic and Analytic Syllabi

Long & Crookes (1993), paralleling Breen's attention to paradigms, suggest a distinction between "two super ordinate categories, analytic and synthetic syllabi" (1993:11 cited in Wilkins 1974; 1976),

In this type of syllabus acquisition is a process of gradual accumulation of independently taught parts, building up to the whole structure of the language. The learner is exposed to a deliberately limited sample of language at any time, and has to "re-synthesise the language that has been broken down into a large number of small pieces with the aim of making this learning task easier" (Wilkins, 1976:2). Thus synthetic syllabi:

... rely on learner's (assumed) ability to learn a language in parts (e.g. structures and functions) independently of one another, and also to integrate, or synthesise, the pieces when the time comes to use them for communicative purposes.

(Long & Crookes, 1993:12)

The term 'synthetic' encompasses many traditional syllabuses such as the structural, the lexical, the notional, the functional, and most situational and topical syllabi.

- **The Structural Syllabus**, (formal or grammatical syllabus) is a syllabus in which forms and structures, usually grammatical form the fundamental organizing feature. A structural syllabus proceeds gradually from easy grammatical structure to more complex grammatical structure. According to Jureckov (1998) this type of syllabus characterizes the model of foreign language teaching at its beginning. It focused only on one language aspect which is grammar.

Using the structural syllabus makes accessible the grammatical material and the generative character of the syllabus. But it failed because there is not so much grammar to learn to set up a syllabus based only on grammar (Skelton and Willis, 2004).

- **The Functional-Notional Syllabus**, emerged during the 1970s. It can be considered as the most popular alternative to the structural syllabus because it combines a notional (conceptual) aspect (time, age, colour, space, movement, cause and effect); and a functional aspect (intentional or purposive use of language). These two aspects are considered as important elements to syllabus design. Wilkins (1976) describes functional-notional syllabus as a semantically-based syllabus which identifies the meanings (the notions) and the communicative acts (the functions). This syllabus was one of the first syllabi, which was based on a communicative teaching/learning approach. Because of the communication that it involves, functional-notional syllabus can be considered as a partly analytic one.

- **The Lexical Syllabus**; according to Skelton and Willis (2004), consists of 'grammar, expressions of notions and functions but the organizing principle is lexical'. The advantage of lexical syllabus is the fact that it represents the material (lexis) in an understandable and accessible way but its drawback is that it can be very long, even several pages per word because most English words have several meanings, depending on the context.

- **The Relational Syllabus**, was developed in the 1980s. It is founded on the basis of "notional relations such as cause-effect, or discourse relations, such as question-reply, or clause structure" (White, 1988: 78). This syllabus failed to be popular because it includes only limited elements of the total linguistic system.

- **The Skill-Based Syllabus** can be defined as a specific way of using language that combines structural and functional ability. Skills are things that people must be able to do to be competent in a language, relatively independently of the situation or setting in which the language use can occur. Reilly (1988) adds that skill-based syllabus combines linguistic competences (pronunciation, vocabulary, grammar, etc.) and generalized types of behaviour (socialising, presentations, etc.). The primary aim of such an instruction is to learn the specific language skills then develop more general competence in the language.

- **The Situational Syllabus**, another framework around which to organise language is that of various situations. According to Reilly (1988) the content of language teaching is formed by real or imaginary situations in which a foreign language is used. Quite often a situation involves a group of participants engaged in performing an activity in a specific situation. Teaching the language that the learners can come across in various situations is the major aim of a situational syllabus. The situational syllabus promotes students' motivation, since it is possible to set up real-life situations

- **Topical Syllabus**, selects topics as their units of analysis. Many EFL course books are structured according to this principle but it also involves a weakness because its use can be quite problematic as it is difficult to forecast what it will contain.

In 'analytic' syllabi, prior analysis of the total language system into a set of distinct pieces of language is largely unnecessary:

Analytic approaches ... are organised in terms of the purposes for which people are learning language and the kinds of language performance that are necessary to meet those purposes.

(Wilkins, 1976:13)

Therefore 'analytic' syllabi refer to the operations required of the learner and not to what the syllabus designer does. "Since we are inviting the learner, directly or indirectly, to recognise the linguistic components of the language he is acquiring, we are in effect basing our approach on the learner's analytic capabilities" (Wilkins, 1976:14). Analytic syllabi present the L2, without linguistic interference or control, and rely on the learner's ability to induce and infer language rules, as well as on innate knowledge of linguistic universals. Procedural, process and task syllabi are examples of the analytic syllabus (Long & Crookes, 1993:11).

- **The Task-based Approach**, seeks to better understand the way languages are learnt (Foster 1999). Markee (2002) characterizes task-based language syllabus as a relatively new type of syllabus, which promotes learners' communication in the target language and Willis defines task-based learning as "a communicative language teaching with a systematic focus on language form. [...] This approach allows natural integration of all skills and encourages in the learner a concern for both accuracy and fluency." (Willis, 1998: 1).

The task-based syllabus promotes real communication situations in the foreign language. In addition such teaching/learning "offers a comprehensive exposure to language in use, through listening and reading,

and provides opportunities for both spontaneous and planned speaking and writing” (Willis, 1998: 1). The Task-based learning framework is composed of three main components:

- Pre-task: at this stage the teacher introduces topic and task,
- Task cycle: consists of task, planning and report, and
- Language focus: includes analysis and practice.

- **The Procedural Syllabus**, or the communicational syllabus is one of the recent types of syllabi. It focuses mainly on classroom activities that encourage internal learning process (Jureckov, 1998: 43). In the classroom the learners perform tasks that will be carried out in the life. The procedural syllabus appeared during the late of the 1970s and the beginning of the 1980s as a result of the Bangalore Project in India (1979-1984). The project was carried out by Prabhu who considered that the linguistic form is acquired subconsciously while the learner is focused on meaning. The distinctive feature of the procedural syllabus is that the language is taught through communication and not communicatively as in other communicative language teaching approaches (Markee, 2002).

- **The Process Syllabus**, was first developed to teach ESP at the University of Lancaster and then in Europe to teach General English and in Australia to teach English to migrants (Markee, 2002). Process syllabus is considered as an innovative syllabus since it is largely based on project work and problem-solving tasks and activities. In the process syllabus, course materials, content and teaching methods are negotiated between the teacher and the students, thus ensuring its innovative nature.

- **The Content-Based Syllabus**, is intended to design a type of instruction in which the fundamental aim is to teach specific information and content using the language that the learners are also learning. In other words the language is learnt through other subjects. Hence, language is no longer the main focus, but it has a secondary role in the teaching/learning process, giving the primary role to the information that students acquire in the course. Marco (2002) argues that a content-based syllabus combines

target language learning and content learning. This syllabus takes into account learners' wishes since it is based on the content and authentic materials.

The advantage of the content-based learning is the use of authentic and challenging materials, which leads to attain better results and promotes learners' motivation. At the same time the content-based syllabus allows ESP learners to develop their linguistic skills and communicative competence.

- **The Learner-Centered Syllabus**, views "language acquisition as a process of acquiring language skills rather a body of knowledge" (Nunan, 1991: 21). Learner-Centered syllabus includes the following elements: initial planning procedures (needs analysis, goal setting, objective setting, and learner grouping), content selection and gradation, methodology (development of teaching aids, selection of materials and tasks) and ongoing monitoring, assessment and evaluation.

The learner-Centered syllabus, according to Nunan (1991) seeks to provide learners with efficient learning strategies that will allow them to negotiate on the syllabus, to encourage learners to set their own aims, to choose corresponding learning strategies to fulfill their aims, and finally to develop self-evaluation skills. The main characteristic of a learner-centred syllabus is that any decision is open to changes, i.e. the content chosen by the learners and the teacher at the beginning of the course can be changed through time according to the learners' wishes.

- **The Natural Approach**, appeared in the USA as a method of foreign language teaching. It seeks to meet the adult learners' language learning needs. Recently, this approach is considered as a practical implementation of monitor theory that deals with the acquisition learning theories for adults (Markee 2002).

The natural-approach syllabus promotes communicative tasks; linguistic competence appears over a time and emphasis is on error correction on meaning, not grammatical form. The disadvantage of this syllabus is its intricate nature.

Using the Structural Syllabus, makes accessible the grammatical material and the generative character of the syllabus but it failed because there is not so much grammar to learn to set up a syllabus based only on grammar (Skelton and Willis, 2004).

The Task-Based Syllabus promotes real communication situations in the foreign language. In addition such teaching/learning “offers a comprehensive exposure to language in use, through listening and reading, and provides opportunities for both spontaneous and planned speaking and writing” (Willis, 1998: 1). The Task-Based Learning framework is composed of three main components:

- Pre-task: at this stage the teacher introduces topic and task,
- Task cycle: consists of task, planning and report, and
- Language focus: includes analysis and practice.

The advantage of the Content-Based Learning is the use of authentic and challenging materials, which leads to attain better results and promotes learners' motivation. At the same time the content-based syllabus allows ESP learners to develop their linguistic skills and communicative competence.

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The main characteristic of a learner-centred syllabus is that any decision is open to changes, i.e. the content chosen by the learners and the teacher at the beginning of the course can be changed through time according to the learners' wishes.

White (1),(2) (1988), classifies language syllabus types into content-based, skills-based and method-based syllabi: the first two include situational and topic-based syllabi, and the latter comprise task-based and process-based syllabi (figure below):

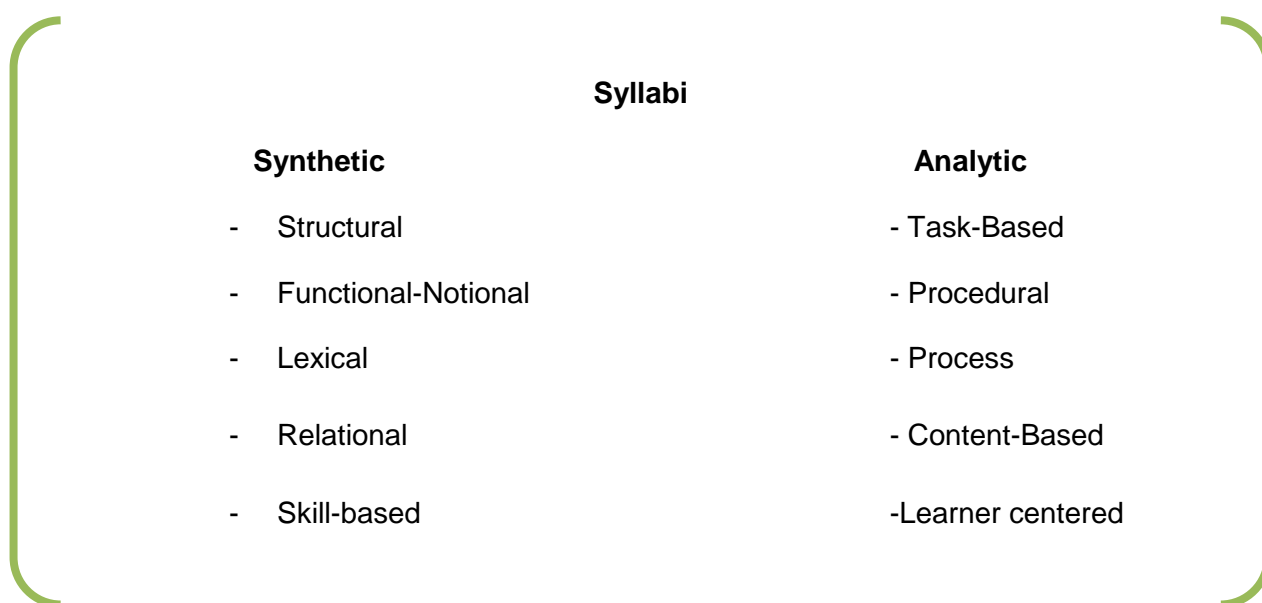


Figure 1.4: Classification of Syllabi According to Long & Crookes (1993)

*The above shows the classification of syllabi highlighting its different kinds.

In fact, the various types of syllabi that had been mentioned above are usually combined in more or less integrated ways by teachers. So, the teacher selects the main syllabus which seems to her/him fits most of her/his learners around which s/he arranges other types of syllabi.

1.15 Conclusion

The first chapter of the dissertation was an attempt to present and define what ESP is as a subfield of ELT. Also it presents the ESP theoretical framework including its various stages in terms of needs analysis and syllabus design.

In this context it is necessary to gather information and views on the target needs of business students, English language teachers, professional managers and analyse the gathered. The second chapter focuses on the research methodology followed to explain at length the different techniques and methodological approaches used to assess the learner needs and corporate expectations and to evaluate the Business English course.

NOTES TO CHAPTER ONE

- 1- The audio-lingual approach led to what may be called the discrete-item approach in teaching. Whereas the audio-lingual approach focuses on drilling with intent of “understanding” grammar, a discrete-item approach deals with the segmental (vowel and consonant sounds) and suprasegmental (like stress and tone) aspects of spoken text and their contextualization.
- 2- The first ESP materials to adopt a conscious model of learning were probably those of the Malaysian UMESPP Project in the late 1970s. UMESPP is an ESP Project which produced innovative materials demonstrating that a discourse-based approach to materials could work; it involved local Malaysian teachers and lecturers and trained them to design and write the materials; and it was a model for international collaboration and cooperation. However, in terms of longer term implementation the Project was not as successful as it might have been. It demanded a high level of linguistic and content knowledge and familiarity with new methodological approaches from the Language Centre teachers responsible for teaching the materials. In-service seminars were regularly held but with hindsight, the project managers probably underestimated how much training and development was required. The major problem outside the control of the Project participants was that the Malaysian language policy to convert an English-medium educational system to Malay-medium was coming to successful completion. Kennedy (2012)
- 3- Some courses such as some of Yale University are designed to prepare students for various academic programs offering a seminar for Graduate Teaching Assistants that emphasises training in public speaking skills and uses videos to improve teaching and lecturing styles. Other courses prepare students for work in disciplines such as Law, Medicine, Engineering, Tourism or Graphic Design. However in some cases there is still is a gap between students’ real life needs and what a common ESP course book can propose. (consulted on <http://yvisp.yale.edu>)

CHAPTER TWO

2.1. Introduction

The objectives of the study are to describe the situation of teaching English in Algeria and at the University Center of Ain Temouchent, and assess the business students' communicative needs as well as what skills set employers look for in business graduates. The chapter is also an attempt to evaluate the English curriculum, explore the possibilities of incorporating some essential skills managers need at the workplace into the English course. The chapter tries to discover what competencies set English teachers need in order to teach the course effectively, to promote learner autonomy, and finally to suggest a course taking into consideration the recommendations given by stakeholders and to suggest ways to bridge the gap between contents that is delivered to students and what they actually want.

2.2. Globalisation of English

As Crystal (2003) mentions it among other English language specialists, English has become widely accepted as the most widespread language in the world through time. It is the first language for many countries around the planet: from the United Kingdom and Ireland to the USA, from Canada to Australia and New Zealand, from Guyana to Jamaica, plus others. As a second language, it is also very widespread. For instance, now after the fall of communism, it has become the second language in countries in Central and Eastern Europe, and English is taught as part of multilingual education in India, South Africa, and Singapore. Crystal (2003).

A distinction between the most widespread language versus the most widely spoken language is imposed before going further. Hence, the number of people who speak English with at least some degree of proficiency exceeds any other language as French, Arabic and Russian. Its phenomenal advance through the five continents is unparalleled in the history of language Riemer (2002). This is particularly important at academic and professional levels, as English is more used internationally.

English is considered as the major language of international business, diplomacy, and science and the professions Kitao (1996). It is this way that English appears to be spreading the most, compared to past centuries that were dominated by immigration and settlement, such as Canada, the USA and Australia.

English is seen as the first means for communication, and can often serve as the global language between two people from two different cultures, wherein English is not the native tongue. For example, some multinational firms with bases in continental Europe use English as the prime form of communication in the office. In this sense, multinational corporations can be seen to indirectly influence the educational policies in some foreign countries, the case of Algeria where English is neither the official language nor the second one.

It seems that English Language Instruction integrating relevant technical jargon and documentation in FL context at a university level is essential nowadays. However, the Algerian university appears to offer all the lectures in Arabic in faculties and institutes of Economics and Management, Law and Social Sciences, the other language used in other disciplines such as Medical Sciences and Engineering remains French **(1)**.

2.3. Importance of English in the World of International Business

According to Newton (1999, publisher) 'English is now a global language **(2)** that belongs to all those who speak it.' It is the technology that allows people to travel further and faster than ever before. It is the Internet that links people regardless their nationalities and countries they live in. Technology seems to be among the reasons (the others being individual willingness, competencies and dynamism) why lots of business people are active globally and why more and more entrepreneurs are on the move than ever before. In this global world where English serves technology as a common element in many situations, all entrepreneurs and small companies are given a better chance on the market and an ideal

comparative advantage over those who lack the ability to communicate in this language.

It seems that professional knowledge and experience are essential for businessmen. But reaching and staying at the top requires more than just being knowledgeable and experienced. One of the reasons why some entrepreneurs are successful and some of them are less may lie in the ability to communicate knowledge in a FL. Of course, foreign companies' leaders can hire interpreters who are both fluent and skilled. However, entrepreneurs cannot expect that people, who are not really involved in a company's matters, will establish relationships in the way 'loyal' and committed employees of the company can. The solution to this problem lies in constant learning and studying the foreign language. But first of all, it is significant that employers realize the importance of learning (Business) English at the workplace. Over the years, research and needs analyses have produced a wide range of the language-using tasks an employee should be able to tackle in order to deal with the exigencies of the situations which may arise at the workplace. These are:

- the ability to communicate appropriately with superiors, colleagues and subordinates, and to representatives of other companies from abroad,
- the ability to assist an English-speaking (native or non-native) person when hosting business partners from abroad,
- to participate in the social life of the enterprise (e.g. sports and social clubs, etc.) when visiting business partners abroad. (Newton, publisher)

2.4. Algeria, Awareness of English Importance

Algeria has two official languages which are Arabic or more precisely standard Arabic (the principal language of government), and Tamazight **(3)**; a Berber language that is spoken by a proportion of the population. Algerian Arabic is the most widely used language in Algeria, with more than 90% of the population speaking it **(4)**.

French is the second most widely used language in the country, it is widely used in media such as newspapers, culture and government; it is also the language most often used in doing business in Algeria. The status of French as a commercial *lingua franca* reflects decades of colonial ties between the two countries, since France ruled Algeria between 1830 and 1962. It is also the main foreign language taught in Algerian schools, whereas English is generally taught as the second foreign language. Benrabah (2015)

Nevertheless, English is gaining popularity among the younger generation of Algerians; this interest given to the English language is from one side motivated by a perception that it improves job prospects and from the other side the growing exposure of young Algerians to social media like Facebook and Twitter, which predominantly use English as an international medium confirm this interest. Now, English is considered by young Algerians as an essential tool to gain employment with key oil and gas companies in Algeria, which typically offer better salaries as well as the opportunity to travel abroad.

The following graph illustrates the approximate rate of each language speaker mentioned above:

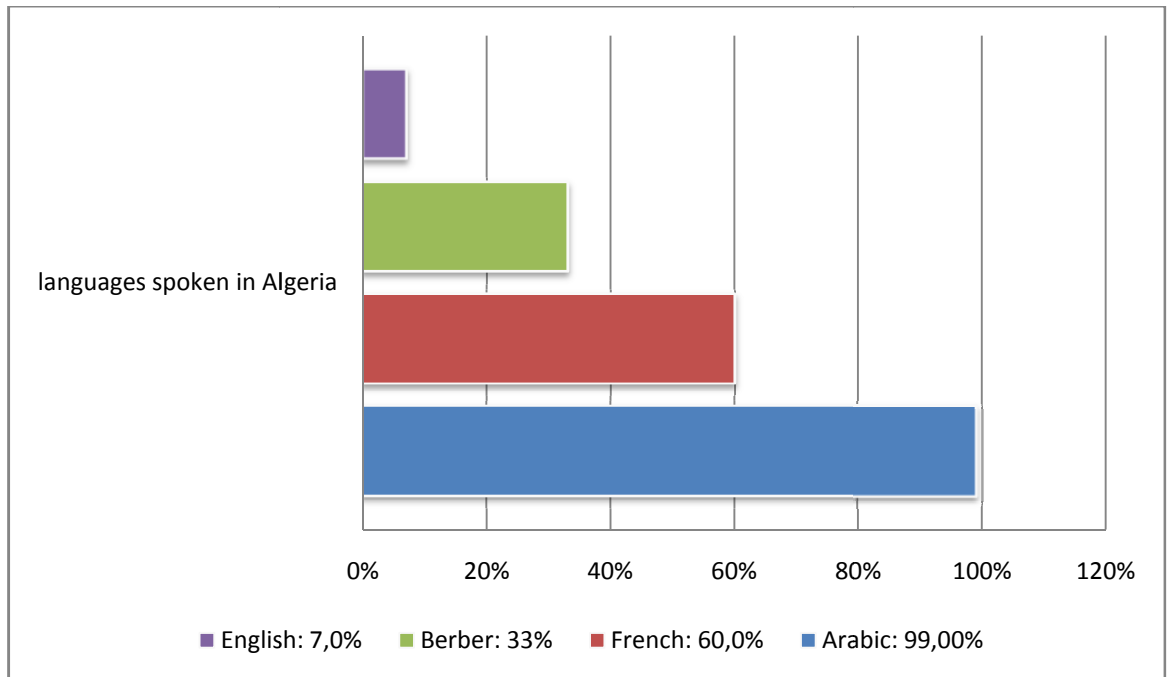


Figure 2.1 : Languages Spoken in Algeria by Percentage of Population - %, 2011

Source: Euromonitor International (5), 2012 from CIA World Factbook, 2011

* This figure represents the number of English speakers at an intermediate level. Arabic mentioned here includes local spoken Arabic in Algeria (dialect).

2.5. Demand for English Education in Algeria

Comparing to countries such as Tunisia and Morocco, Algeria witnesses a relatively low penetration of English. As a result, there are growing concerns among the human resource managers working in large oil and gas multinationals about finding fluent English speakers among local workers.

Aware of the Algerians' low English competency, the Algerian government has then recognised that improved employability, increased access to scientific research and the ability to retain and attract foreign direct investment (FDI), can be best accomplished by a wide implementation of English education in the country. This has led to the introduction of new curricula in middle and secondary schools throughout

the territory; the aim of such an action is to modernise the country's social and political structure.

2.6. Influence of Oil and Gas Companies in Promoting English

Taking into consideration the major industries in Algeria such as agriculture, fishing, finance and minerals, the industry of oil and gas is one of the most essential **(6)**, and one where proficiency in English is highly demanded and valued. Since the internal communication of oil and gas multinational companies operating in Algeria is in English there is an urgent economic appeal to improve English-speaking skills in the workforce. These companies are also considered as one of the most important contributors to the Gross domestic product (GDP) **(7)**; this demand for English education is considered as a key motivation for many young Algerians to take up English education to improve their chances of employment with multinationals that offer better salary levels.

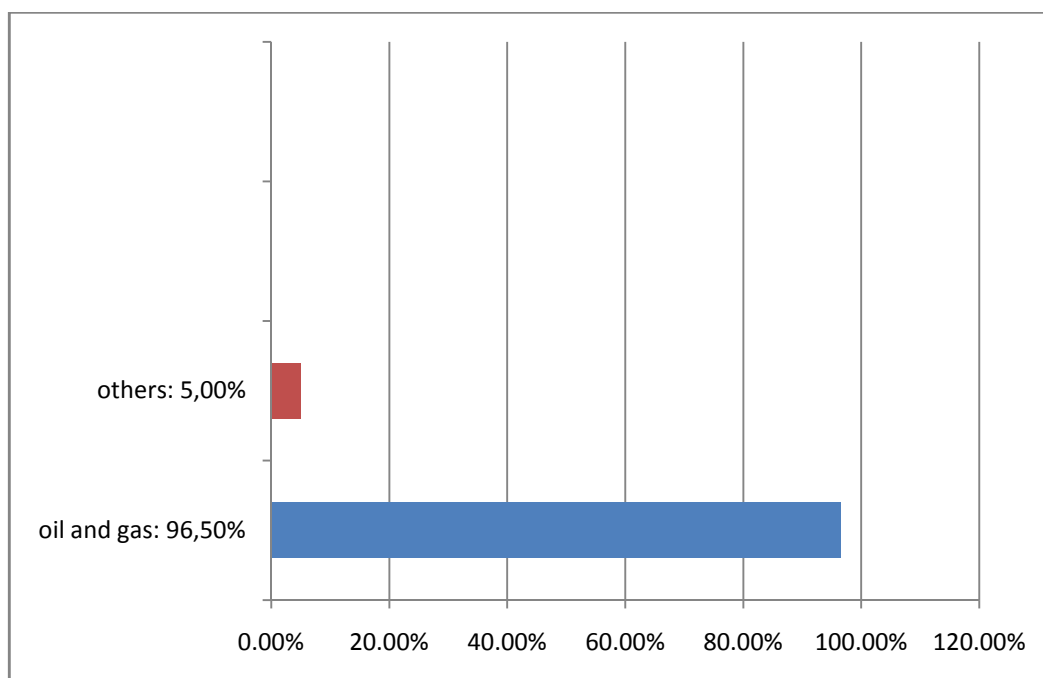


Figure 2.2 Industries that Demand the Most English Speakers - %, 2011

Source: Euromonitor International (4), 2012 from CIA World Factbook, 2011

*The figure above shows the industries that demand English Speaking professionals, "Others" include sectors excluding oil and gas

2.7. Impact of English on the Country

It seems that in Algeria mining and quarrying, oil and gas, construction, and agriculture are key industries contributing to the total GDP (see section above). Although there is not yet a 'clear' language policy to improve Algerian's English proficiency, the Algerian government is eager to start teaching English to younger learners at primary school level, just like it is the case for the French language nowadays (British Council, 2013). Both the government and individual Algerians realise that there is a growing need to improve the English skills in the country. These needs appear particularly important in the academic, technology and economic sectors where business communication is increasingly conducted in English.

In addition to these governmental efforts to implement English throughout the Algerian territory, oil and gas companies are also facing challenges in developing employees with efficient English skills. Thus, the importance of English in helping retain existing foreign companies as well as attracting new ones is progressively gaining momentum in Algeria.

2.8. Demand for Government English Education

According to a report published by The British Council in 2012, English is spoken to an intermediate level by 7% of the population: a pretty low level if we compare it to the level of French, Berber and Arabic speakers. Following the results of the same source, the Algerian government is aware that "improved employability, access to scientific research and ability to communicate in the workplace can be more effectively enhanced through the learning of English" (British Council, 2012). Thus, in 2006 the government launched a new improved curriculum for middle and secondary education. The aim of such a decision is to modernize the Algerian society with languages (including English) used for sharing and exchanging ideas through cultural experiences.

As to confirm the legitimacy of this decision the Algerian Ministry of Education has reached an agreement with The British Council to train school teachers and inspectors in English to improve the level of English language courses in the country. The implementation of the American programme “Direct American Support” (Euromonitor Final Report, 2012) is considered as another concluding decision which came to reinforce the government’s willingness to raise the Algerian’s English level. This project is hosted by the Universities of Annaba and Ouargla and it supports doctoral programmes and career development centres (Euromonitor Final Report, 2012).

Official language(s) in Algeria	Arabic and Berber. French is the business language
Population	35,954,000 (2011)
Key industries	Oil and gas; mining and quarrying; construction; public Administration, wholesale and retail trade
English speakers 2010/2011	7% of the population
Salary gap between someone who can speak English and someone who cannot	10%
Ranking of benefits of English in the workforce (1= not beneficial at all and 5=very beneficial)	3.2
Level of English required for recruitment	5% (0.5/6) Fluent 25% (1.5/6) Good 36% (2.2/6) Intermediate 34% (2 /6) Basic
Rival of English in the work environment	Arabic and French

Table 2.1 : LINGUISTIC situation in Algeria

Source: Euromonitor International from trade interviews, 2011

*The table above sums up the linguistic situation in Algeria in addition to some figure facts related to the number of inhabitant. (Percentage of English speakers indicated is at an intermediate level).

2.9. Situation of ELT in Algerian ESP Courses

Although the Algerian government is making a lot of efforts to introduce English at schools and universities throughout the territory; teaching English in ESP courses of Algerian universities seems far from satisfactory. In most cases, it shows characteristics of traditional approaches such as the lack of deep approaches to learning, i.e. lack of connection to personal, experience of the learner, conceptualization and integration. For language learning it has the implication of memorizing facts about language and lack of contextualized, authentic use of the target language with a focus on meaning. Also, an emphasis on rote memorization, transfer and assessment of factual knowledge rather than assessment of critical thinking and analytical skills.

This, by implication, means a traditional approach to English language teaching. The elements of a traditional approach to English language teaching (Nunan, 1999) are mentioned below:

Area	Model
View of learning	Transmission of knowledge
Power relation	Emphasis on teacher's authority
Teacher's role	Providing frontal instruction
Learner's role	Passive / individual work
View of knowledge	Presented as 'certain'
View of curriculum	Static; predefined content and product
Learning experience	Knowledge of facts, concepts & skills; focus on content and product
Control of process	Teacher structured learning
Motivation	Extrinsic
Evaluation	Product oriented: achievement
Testing	criterion referencing

Table 2.2: Elements of a Traditional Approach to ELT (Nunan, 1999)

Nunan (1988) argues that this approach has a focus on the view of language as a structured system of grammatical patterns, with a trend for formal and bookish language, with the aim to have students producing formally correct sentences and in terms of skills, an emphasis on reading and writing. While there has been a huge amount of research and development in ELT world in the areas of language acquisition and teaching methodology, it seems that Algeria could not apply these developments and modernization.

The Grammar translation method is still being adopted by most English language teachers and language teaching programs have aspects which are not relevant to the needs of students. There is a requirement, emerging as a consequence of international and national role of English and the developments in English language teaching methodology, to make ELT more relevant and meaningful for Algerian students by understanding their needs. Thus ELT in Algeria could be more directed towards satisfying the present and future needs of learners and in this manner they can be well equipped for the future challenges of life where use of English is involved.

2.9.1 Relevance of ESP in the Present Educational Scenario

In Algeria like elsewhere in the world English Language Teaching (ELT) could be divided into English for General Purposes (EGP) and English for Specific Purposes (ESP). The teaching of English language at middle schools, lycées (high schools) and Universities would come under English for General Purposes. ESP is meant for English for Occupational Purpose (EOP), English for Academic Purposes (EAP) and English for Science and Technology (EST).

2.9.2. ESP in an EFL Context

ESP is a young and developing branch of EFL in Algeria. Very often ESP instruction is limited to training special vocabulary and translating numerous texts or just teaching General English. Of course, such methods do not reflect students' interests and result in a low learner motivation and poor participation. With the spread of the learner-centered approach in Algeria and the continued increase of international contacts in various spheres such as economy, trade and scientific research, much attention could be paid to the design of ESP courses. These ESP courses can better prepare Algerian students for professional communication and international research.

However, designing new courses along such lines raises the problem of training teachers. Designing a course that can be beneficial for learners, i.e. to respond to their needs and serve their interests is seen as an obstacle for many language teachers. How can teachers develop a new course? Where should they start? What can be done about students' poor motivation? How teaching materials could be selected? These are some of the questions that are often asked by many teachers, especially the new recruits.

During the past decades, English Language Teaching (ELT) researchers and practitioners have been focusing on how to improve the teaching and learning of English in universities where English is a foreign language in order to help students perform more effectively in their disciplines in an academic context and later in a professional setting.

It seems that English curricular can no longer be separated from the other disciplines but would have a significant role in initiating students to the academic context. The initiation could be through helping students to acquire the language proficiency necessary and also the specific genres pertaining to the academic setting. Jackson (2005: 305) briefly sums up the situation of EFL teaching at a tertiary level by saying: "Simpler more traditional language support courses may no longer be adequate in today's complex world."

Some investigations such as those conducted by Bronstein (2003), Dudley-Evans & St. John (1998) and Fauske (1993) have highlighted the importance of disciplinary and interdisciplinary teaching of English. The outcome of these researches has pointed out that students gain more in programs where collaboration and team teaching between the English and concerned discipline faculty have taken on significant dimensions.

To come to terms with the increasingly complex nature of literacies in academic community to prepare our university students to be competitive at an international level seems to become important. It is a fact that with the implementation of the LMD (licence, master, Doctorate) system our students must cope with multi-literacies (e.g. visual and auditory modes) along with the 'traditional' skills (Johns, 2003a; Kress, 2000; Leki, 2003a). It is also fundamental to mention that very often English language teachers place the emphasis on the language skills in classrooms and on tasks that often may not be relevant to the learners' studied disciplines.

To improve the teaching and learning of foreign languages including ESP, needs analysis (NA) becomes valuable for effective ESP program design, development, implementation, and assessment. NA may assist English teachers to understand what students need to learn and what they need to teach (e.g. Dudley-Evans & St. John, 1998; Dudley-Evans & Swales, 1980; Jackson, 2005; Leki, 2003a; West, 1994). Notably, scrutinizing views of faculty as well as those of students' in the disciplines and especially Business English (BA) has given insight into the students' academic literacy levels as well as the necessary communication tasks for the discipline.

Because of the importance of language in the business area, some researchers such as Hutchinson and Waters (1987) have emphasised and highlighted the importance of NA in an ESP context over recent years to better assess students' needs. They argued that: "ESP is an approach to language teaching in which all decisions as to content and method are based on the learner's reason for learning" ; whereas Anthony (1997) explains that, it is not clear where ESP courses end and general English

courses begin. Nevertheless, numerous non trained ESP Algerian instructors never (or at least rarely) use an ESP approach in that their syllabi are based on analysis of learner needs and their own personal specialist knowledge of using English for real communication. Instead, they use whatever materials they can find through a vague and quick research they make on the Internet or in a library.

2.9.3. English in the Algerian workplace

It was noticed that during the last years the importance of English increased among the Algerian population throughout various sectors such as commerce and higher education research. This importance given by the working individuals to English is driven by the establishment of multinationals in Algeria, who offer better salary levels.

According to the report published by The British Council (2012) learning good quality English is greatest in private educational centres. However these centres remain accessible only to the more affluent section of the total population.

Although French is considered by many Algerians as the main language of business compared to Arabic and English (The British Council, 2012); the youngsters, still recognizes the importance of English in areas of employment and higher education. Such an awareness is motivated by the perception that the mastery of the English language can lead the freshly graduates to better career and higher education prospects, not only at home but also in foreign countries such as Canada, Dubai, Qatar and USA...

2.10. 'ACADEMIC LITERACY' AND THE ALGERIAN UNIVERSITY

A large number of students are entering Algerian higher education. In this context, a key challenge is faced by teachers which is to assist students to develop academic literacy, so as to facilitate their deeper engagement with university study. According to Warren (2003) this challenge involves making 'transparent' to students the knowledge making and communicative practices of the subject area. Furthermore, Yeld, Cliff and Hanslo (2002) the

language-related work contexts in which successful candidates are expected to perform in formal education have several distinct characteristics, which have become known collectively as academic literacy. Thus tests of academic literacy in a higher education context must be based on a coherent understanding of learning and knowing relevant to higher education, and the role of language within this.

Academic literacy may be defined as the complex of linguistic, conceptual and skills resources for analysing, constructing and communicating knowledge in the subject area (Warren, 2003). Following Yeld (2003), academic literacy consists of the following abilities: comprehend information presented in various modes, paraphrase, present information visually, summarise, describe (e.g. ideas, phenomena, processes, changes of state), write expository prose (e.g. argument, comparison and contrast, classification, categorisation), develop and signal own voice, acknowledge sources, and form basic numerical manipulations.

Learning in higher education would involve engagement with new and various ways of knowing and writing, values and beliefs. Hence, our students are supposed to become familiar with the concepts, theories, methods, rules and writing conventions of specific disciplines or fields of study as Ballard & Clanchy, (1988); Flower (1990); Gee (1990) and Lea & Street (1998) advocate it. 'Epistemic cognition', that is, understanding how subject knowledge is created and challenged is thus crucial for accessing academic texts and tasks. The importance of addressing epistemology as an aspect of academic literacy development is highlighted by studies of student writing.

Thus, integrating the development of students' academic literacy into subject-based teaching and learning may be more productive. Academic literacy is directly related to higher education and is found to be critical in fostering academic success (Yeld, 2003). Academic literacy involves both cognition and language and thus encompasses an inter-related set of competencies.

As to Foxcroft (2004) some of the fundamental sub-domains of academic literacy include: making meaning from (understand) academic texts, understanding words and discourse signals in their context, summarizing and synthesizing information, identifying the main and supporting ideas in a passage, identifying main from supporting ideas, Identifying and tracking academic arguments, understanding and evaluating the evidential basis of argument, extrapolating and drawing inferences and conclusions from what is stated or given, reading critically (e.g. distinguishing between fact and opinion, detecting an author's bias), generating hypotheses on the basis of information in a passage, understanding information presented visually (e.g. graphs, tables, flowcharts) and basic numerical concepts and information used in text, reporting facts or narrating events, and finally structuring their writing so that it moves beyond formulaic patterns and reflects original, critical thinking.

These ideas seem to somewhat mirror the reading and thinking approaches

2.11. EAP in Higher Education

As EAP is needed not only for university level studies in countries where English is the native language or the official language and a medium of instruction but also in countries like Algeria where it is considered as a foreign language. Dudley-Evans and St. John (1998:34) outline four types of EAP situations at the university level: (1) An English Speaking country such as UK or USA; (2) An ESL situation, such as in former British colonies in Africa or in South East Asia; (3) A situation where certain subjects are taught in English and the remaining in the national language; (4) A situation in which all subjects are taught in the national language and English plays an additional role. (For the Algerian EAP situation, for instance, it is considered to fall within type 4).

The expansion of the demand of EAP to suit the particular needs of university students and the development of higher education varies according to the particular country's situation. Yet, in Algeria, the shift from the use of Modern Standard Arabic to English as a medium of instruction seems rather impossible

The expansion of EAP in higher education during the coming years has been widely discussed by ESP specialists. For instance, Mo (2005) predicts that more attention will be paid to EAP at pre-tertiary levels in the future as there are already many researches on EAP needs that concern students at undergraduate and postgraduate level. Hamp-Lyons (2001) claims while examining the present development of EAP in both EFL and ESL contexts that the English language skills of non-native English speaking academics will develop as the demand is getting higher.

The students' English language needs in a particular learning context depend greatly of the content of EAP courses. Liyanage and Birch (2001) argue that any English courses that are designed to prepare students to cope with the demands of university study have to focus on what Cummins (1982, cited in Liyanage & Birch, 2001) refers to as 'context-reduced' language which is rather more abstract and relies less heavily on an immediate context. Besides, it has to be different from the content of general ESL courses that focuses on the 'context-embedded' language which emphasizes mainly on everyday interaction. They conclude that general ESL and EAP are two different modes of curricula in terms of student clientele, course content, objectives, and instruction.

Yet, Jordan (1997) claims that the academic curricula of EAP courses are supposed to cater for students needs who are taking courses of advanced study at university level and thus has to be academic-oriented and presupposed solid 'literacy abilities'. This is very much similar to Liyanage and Birch's (2001) who assert that the EAP curriculum has to build on student awareness toward a particular language of the academy, and certain ways of talking, reading and writing about ideas and texts. This

implies that both the language and study skills are two important components in any EAP course. Accordingly, including various language and study skills in the content of EAP would help the students to develop the 'literacy abilities' and that the 'academic literacy' will continue to be applied to the complex set of skills, not only to those related to the mastery of reading and writing (Mo, 2005).

The language component of EAP in Algeria is still very much on the teaching of grammar and reading comprehension. Dudley-Evans and St. John (1998) reveal that if grammatical difficulties interfere with language skills, EAP teachers would spend time to concentrate on the difficulties by teaching both the language form and usage. Hutchinson and Waters (1987), on the other hand, emphasize on discourse analysis which they believe can raise student's awareness of the underlying structure of a text and the way in which the language is organized to construct the structure. Beside grammar and discourse analysis, genre analysis is another important language skill (Dudley-Evans & St. John, 1998) that could help university students to understand the organization and the language forms of different genres.

Jordan (1997) outlines a comprehensive list of study skills in the study situations which are likely needed in EAP programmes. This list include : lecture / talks, seminars / tutorials / discussions / supervisions, practical / laboratory work / field work, private study and reference material. Teaching the students various study skills so that they are able to handle their study well, is actually an idea which is derived from the practice of 'Learner Training' or 'Learning How to Learn'. This is an area of methodology where students are encouraged to focus on their learning (Benson, 1995).

While some researchers as Beard & Hartley (1984); Robinson (1980) cited in Liyanage & Birch (2001) view study skills as central to EAP others like Jordan (1997) maintain that EAP does not entirely rest on study skills but on the issues like general Academic English register, incorporating a

formal, academic style with proficiency in the language use in addition to study skills. However, Jordan also mentions that in contexts where it is necessary to address the linguistics needs of specific disciplines, the focus on non-specialised language may not be adequate for students to handle functions and notions of discipline-specific language.

According to Hutchinson and Waters (1987), in deciding what should be included in ESP/EAP syllabus, the awareness of the need of a target situation will determine what is considered as acceptable and reasonable content in the language course. Orr (2001) also claims that the content for ESP is not fixed but in turn it is enriched according to the requirements of the learning contexts.

2.12. ESP Competence in the Workplace

The ESP communication competence for the workplace includes three dimensions which are Communicative Competence, Intercultural Competence and Professional Activity Competence. Each dimension is extended as follows:

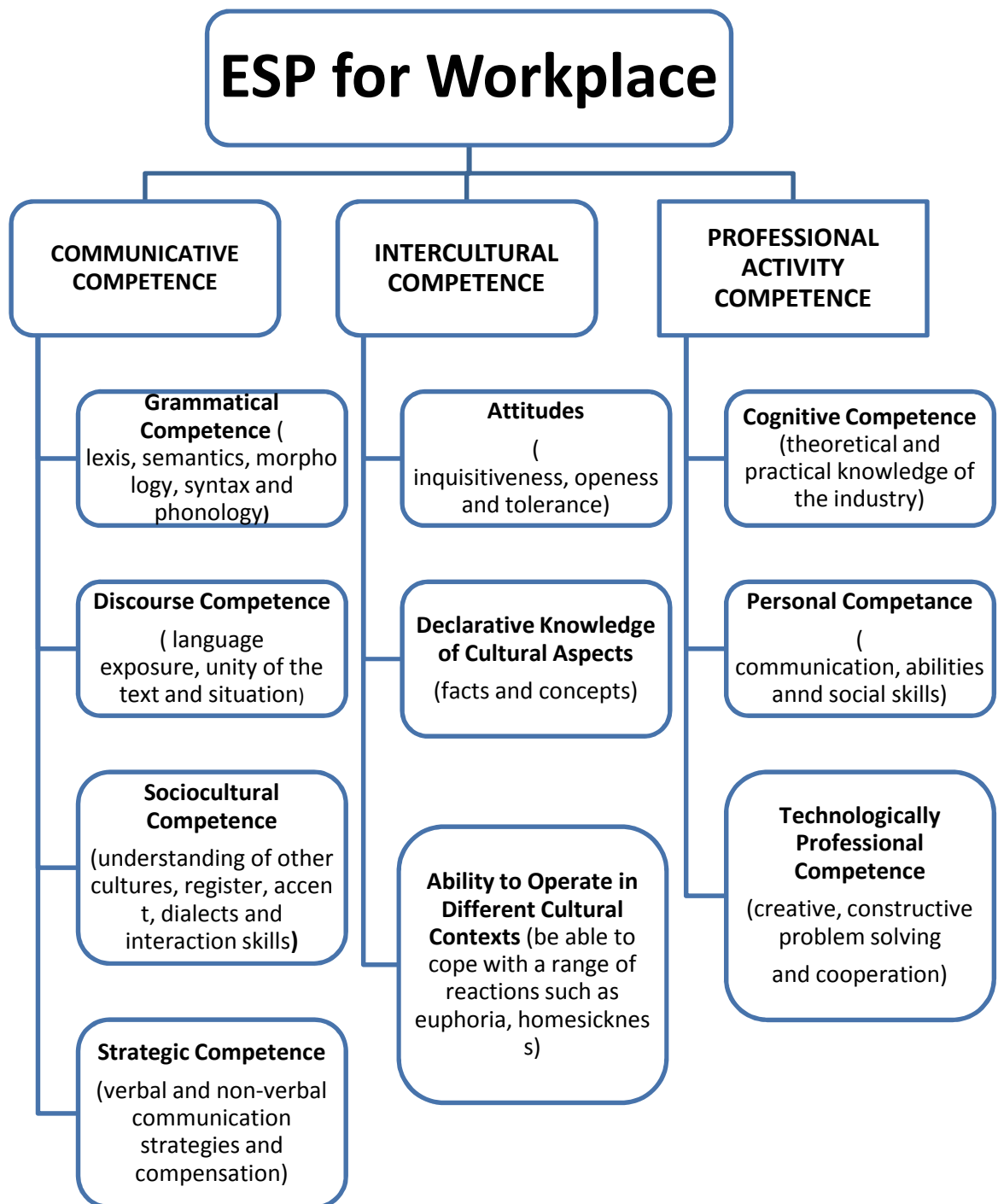


Figure 2.3 : ESP Competences for Workplace

(Adapted from Luka (2007 a) and Tang (2011))

*The figure above shows the communication competence in an ESP context for the workplace including its three dimensions .

2.12. 1. Communicative Competence

The concept of Communicative Competence was originally developed more than forty years ago by the sociolinguist Hymes (1972) and was then further developed in the early 1980 by Canale and Swain. Communicative Competence includes grammatical, discourse, sociolinguistic and strategic competence.

According to Canale (1983) Communicative Competence refers to the underlying systems of knowledge and skill required for communication. The four components of Communicative Competence can be summarized as follows: grammatical competence, i.e. producing a structured comprehensible utterance (including grammar, vocabulary pronunciation and spelling), then sociocultural competence, which means using Socially-determined cultural codes in meaningful ways, often termed 'appropriacy' (e.g. formal or informal ways of greeting), also discourse competence, this latter involve shopping language and communicating purposefully, in different genres (text type), using cohesion (Structural linking) and coherence meaningful relationships in language, finally strategic competence, i.e. enhancing the effectiveness of communication (e.g. deliberate speech) and compensating for breakdowns in communication (e.g. comprehension checks, paraphrase conversation fillers.)

2.12.2. Intercultural Competences

In the course of language teaching, both language learning and culture can help students acquire the linguistic competence. It is needed to develop communication in speaking and writing for the linguistic competence which means students would learn and progress their intercultural competence as what they want to write or speak in an appropriate context. Therefore, the students need to considerate the intercultural competences which include attitude, knowledge and skills. As to attitudes, it means to be curious or accept and communicate with different people from different contexts. In other words, people have the ability to adopt different behaviour and belief and to be able to view how

they might look from distinct perspective of outsider (Byram, Gribkova & Starkey, 2002). Knowledge, means knowledge of history, behaviour, custom and cultural norms. This knowledge is also obtained from background of family, media, social studies classes or interaction with friends (Byram, 1997 & Parmenter, 2003). Skills, could be defined as the ability to operate in different cultural contexts, to operate the professional knowledge and techniques and also to overcome the physical and mental discomfort in reality.

2.12.3. Professional Activity Competence

Professional Activity Competence is the habitual and judicious use of knowledge, technical skills, values and reflections in daily practice for the benefits of the individuals and the community being served. It includes: Cognitive Competence which means to have the appropriate ability related to the knowledge of working and be able to use these abilities successfully. According to Cheetham & Chivers (1996) and Luka (2007), the components of cognitive competence include practice (knowledge linked to “knowing-in-action”), theory (knowledge of the profession’s principles and all the underlying theories) and finally procedure (the when, how and what of all routine tasks within the company) and finally context (i.e., knowledge of background such as particular organization). Also, Personal Competence which encompasses all the observable behavior in the context of work such as control of emotion, self-confidence, and interpersonal listening (Ibid). Finally, technologically professional competence, this latter means to have the appropriate values and to have the ability to make a correct judgment based on the situation which is related to experience of working. In other words being creative enough to know how to apply the knowledge or problem solving in a new situation or environments.

2.13. Business Communication

The term “communication” is derived from the Latin word ‘communicare’ that means to impart, to participate, to share or to make common. It is a process of exchange of facts, ideas, and opinions it is also a means that individual or organization use to share meaning and

understand one another. *The American Management Association (1955)* defines communication as any behaviour that results in an exchange of meaning. Little (1983) defines 'business communication' as the process by which information is transmitted between individuals and organizations so that an understanding response results.

The term 'business communication' refers to all messages that are sent and received for official purpose like running a business, managing an organization, or conducting the formal affairs of a voluntary organization. Business communication is marked by formality as against personal and social communication. In his *Business communication*, Bisen (2009) argues that the success of any business to a large extent depends on efficient and effective communication. Business communication takes place among business entities, in market places, within organizations and between various groups of employees, owners and employees, buyers and sellers, service providers and customers, sales persons and prospects and also between people within the organization and the press persons.

A 'good' Communication can promote business interests; otherwise, it will portray the organization in poor light and may adversely affect the business interest. Communication plays a pivotal role in any organization and its main purpose is to effect change to influence action. In any organization the main problem is to maintain an effective communication process.

The management problem generally is caused by poor communication since very often 'serious' mistakes are made because orders are misunderstood. The main noticeable problem in communication is that the meaning which is actually understood may not be the meaning the other intended to send. It is important to consider the speaker and the listener as two separate individuals having their own limitations and to be aware that misunderstanding may happen to distort the message that passes between them.

Communication between different individuals working in the same organization is labeled as internal communication. A good communication allows them to work as a team and realise the common goals. It could be official or unofficial. Modes of internal communication include face-to-face and written communication. Memos, reports, office order, circular, fax, video conferencing and meeting are the examples of internal communication. When people in the organization communicate with anyone outside the organization, it is called external communication. These people may be clients or customers, dealers or distributors, media and government,.

2.13.1. PURPOSES OF COMMUNICATION

The communication can be considered of prime importance in any company or organization. Management means implementing what is required through others. Subordinates would therefore be informed by their hierarchical superiors how to do the work assigned to them in the best possible manner. Thus, the purpose of any communication can be summed up into the following:

1. Flow of Information:

Information must flow continuously from top to bottom and vice versa. The staff at all levels must be kept informed about the company objectives and other developments taking place. The use of difficult words should be avoided. The right information should reach the right person, at right time through the right person.

2. Coordination:

The efforts of all the staff working in a company can be coordinated through communication for the accomplishment of the organisational goals. The coordination of all personnel's and their efforts is the essence of management which can be attained through effective communication.

3. Learning Management Skills:

Flow of information, ideas, beliefs, perception, advice, opinion, orders and instructions is made easier by communication. both ways which enable

the managers and other subordinates to learn managerial skills through experience of others. The experience of the sender of the message is reflected by how much the person at the receiving end can learn by analyzing and understanding it.

4. Preparing People to Accept Change:

Effective communication is an important means to achieve positive changes in the company's policies, procedures and work style and make the staff accept and react positively.

5. Developing Good Human Relations:

Communication is the means by which managers and subordinates and other staff exchange their ideas, thoughts and perceptions with each other. Communication facilitates each other's understanding. They realize the difficulties faced by their colleagues at the workplace. This leads to promotion of good human relations within the company.

6. Ideas of Subordinates Encouraged:

Communication facilitates brain storming in meetings, inviting and encouraging the ideas from subordinates on any task. This develops creative thinking. Featuring subordinates' ideas boosts them to work harder and develop a sense of belonging to the company. It provides them with the encouragement to share information with their superiors without hesitation. The managers must know the ideas, thoughts, comments, reactions and attitudes of their subordinates and subordinates would know the same from the lowest level staff of their respective departments.

2.13.2. COMMUNICATION SITUATION

Communication occurs under the availability of the following essential four components: the sender (transmitter), the person who wants to pass some information; the receiver, the person to whom the information is to be passed on; the receiver partly or wholly understands the message or information passed on to him by the sender; the receiver responds to the message or gives feedback.

The transmission of sender's ideas to the receiver and the receiver's feedback or reaction to the sender describe the communication cycle. The process of communication takes place when the sender wants to transmit a fact, idea, opinion or other information to the receiver. These facts, ideas or opinions have meaning to the sender. The next step is translating or converting the message into a language which reflects the idea. That is the message must be encoded. The encoding process is influenced by content of the message, the familiarity of sender and receiver and other situation of factors. After the message has been encoded, it is transmitted through the appropriate channel or medium. Common channel in organization includes meetings, reports, memorandums, letters, e-mail, fax and telephone calls. When the message is received, it is decoded, by the receiver and gives feedback to the sender as the conformation about the particular message has been carefully understand or not.

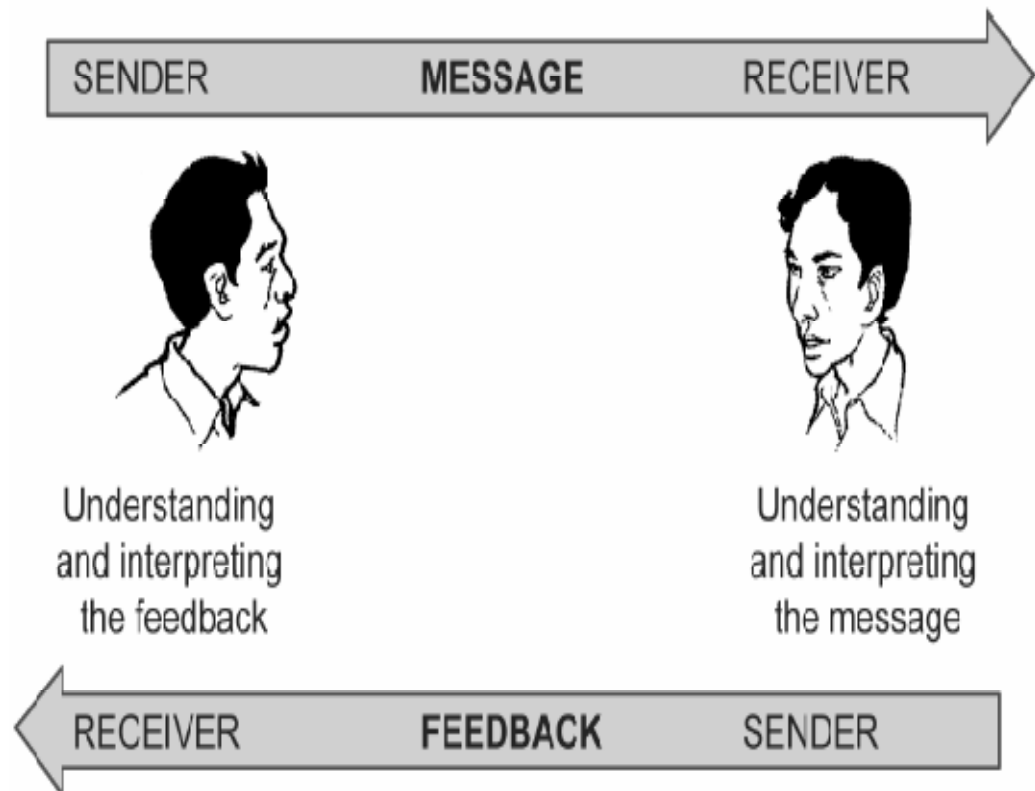


Figure 2.5: Communication Process

(Taken from <file:///E:/data/backup/raw/communication.pdf>)

* The figure shows that in a communication process, there is a sender who speaks or sends a message, and a receiver who listens or receives the message.

2.14. Used Research Methodology

The present research has selected simultaneously the quantitative and qualitative methods, trying to use the strengths of each method. The quantitative method facilitated the involvement of good number of subjects and the various aspects of English Teaching in the Departments selected for study, while the qualitative method has allowed the researcher to make a 'thorough' analysis of the answers of the subjects. It has also been observed that the target group demonstrated a keen perception on the strengths and weaknesses of their system and provided the researcher a 'sharp' analysis of various aspects of the teaching of English in the Institute of Economics and Management.

Quantitative Method

According to Cohen (1980), quantitative research is the social research that employs empirical methods and empirical statements. He states that an empirical statement is defined as a descriptive statement about what is the case in the "real world" rather than what "ought" to be the case. Typically, empirical statements are expressed in numerical terms. Another factor in quantitative research is that empirical evaluations are applied. Empirical evaluations are defined as a form that seeks to determine the degree to which a specific program or policy empirically fulfills or does not fulfill a particular standard or norm.

Moreover, Creswell (1994) views the quantitative method of research as the type of research that is explaining phenomena by collecting numerical data that are analyzed using mathematically based methods (in particular statistics).¹ If we take a closer look to Creswell's first element used in this definition i.e., 'explaining phenomena', this is a key element of any research, be it quantitative or qualitative. When we set out to do some research, we are always looking to explain an issue. In education this could be questions, for example, 'Does constructivism work for teaching English in an Algerian context?', or 'What factors influence student achievement in learning English as a foreign language?'

The specificity of the quantitative research lies in the next part of the definition. 'In quantitative research we collect numerical data'. This is closely connected to the final part of the definition; this means analyzing data using mathematically-based methods. In order to be able to use mathematically based methods our data have to be in numerical form. This is not the case for qualitative research. Qualitative data are not necessarily or usually numerical, and therefore cannot be analyzed using statistics. The last part of the definition refers to the use of mathematically based methods, in particular statistics, to analyze the data. This is what people usually assume about when they think of quantitative research, and is often seen as the main part of quantitative studies. This is a bit of a misconception. While it is significant to use the right data analysis tools, it is even more important to use the right research design and data collection instruments.

Thus, the use of statistics to analyze the data is the element that postpones a lot of people to do quantitative research, because the mathematics underlying the methods seems complicated and frightening. Therefore, because quantitative research is essentially about collecting numerical data to explain a particular phenomenon, particular questions seem immediately suited to being answered using quantitative methods. For example: Are the numbers of students in our university rising or falling? What factors predict the General English proficiency of the English licence students?

These are all questions we can look at quantitatively, as the data we need to collect are already available to us in a numerical form. However, there are many phenomena we might want to look at, but which do not seem to produce any quantitative data. In fact, relatively few phenomena in education actually occur in the form of 'naturally' quantitative data. Luckily, we are far less limited than what might appear above. Many data that do not naturally appear in quantitative form can be collected in a quantitative way. We do this by designing research instruments aimed specifically at converting phenomena that do not naturally exist in quantitative form into quantitative data, which we can analyze statistically. Examples of these

phenomena are attitudes and beliefs. We might want to collect data on students' attitudes to their school and their teachers. These attitudes obviously do not naturally exist in a quantitative form. However, we can develop a questionnaire that asks students to rate a number of statements (for example, 'I think school is boring') as either agree strongly, agree, disagree or disagree strongly, and give the answers a number (e.g. 1 for disagree strongly, 4 for agree strongly). In the same way, we can collect data on a wide number of phenomena, and make them quantitative through data collection instruments like questionnaires or tests. The number of phenomena we can study in this way is almost unlimited, making quantitative research quite flexible.

However, not all phenomena are best studied using quantitative methods. While quantitative methods have some notable advantages, they also have disadvantages. This means that some phenomena are better studied using qualitative methods. In short, quantitative research generally focuses on measuring social reality. Quantitative research and/or questions are searching for quantities in some aspects and to establish research numerically. Quantitative method of research allows us to view the world as reality that can be objectively determined so rigid guides in the process of data collection and analysis are very important.

Strengths of Quantitative Method

The strengths of the quantitative method can be enumerated as follows: stating the research problem in very specific and set terms; clear and precise specification of both the independent and the dependent variables under investigation; can follow firmly the original set of research goals, arrive at more objective conclusions, test hypothesis and determine the issues of causality; achieving high levels of reliability of gathered data through controlled observations, laboratory experiments, mass surveys, or other form of research manipulations are possible in this method; eliminating or minimizing subjectivity of judgment is another important strength, allows for longitudinal measures of subsequent performance of research subjects.

Weaknesses of Quantitative Method

The weaknesses of the quantitative method are also noteworthy: Fails to provide the researcher with in depth information on the context of the situation where the studied phenomenon occurs; lack of much control the environment where the respondents provide the answers to the questions in the survey; outcomes are limited to only those outlined in the original research proposal due to closed type questions and the structured format; does not encourage the evolving and continuous investigation of a research phenomenon.

Qualitative Method

According to Saldana (2011) qualitative method of research is an umbrella term for a wide variety of approaches to and methods for the study of social life. The information or data collected and analyzed are primarily (but not exclusively) non quantitative in character, consisting of textual materials such as interview transcripts, field notes, and documents, and/ or visual materials such as artifacts, photographs, video recordings, and Internet sites, that document human experiences about others and/or one's self in social action and reflexive states.

The goals of qualitative research are also multiple, depending on the purpose of the particular project. Outcomes are most often composed of essential representations and presentations of salient findings from the analytic synthesis of data and can include: documentation of cultural observations, new insights and understandings about individual and social complexity, evaluation of the effectiveness of programs or policies, artistic renderings of human meanings, and/or the critique of existing social orders and the initiation of social justice.

The qualitative method of research is conducted within and across multiple disciplines such as education, sociology, anthropology, psychology, communication, journalism and other related fields.

Strengths of Qualitative Method

The strengths of the qualitative method are as follows: Obtain a more realistic feel of the world that cannot be experienced in the numerical data and statistical analysis used in quantitative research; possess flexible ways to perform data collection, subsequent analysis and interpretation of collected information; able to interact with the research subjects in their own language and on their own terms as stated by Jerome Kirk and Marc Miller; has descriptive capability based on primary and unstructured data.

Weaknesses of Qualitative Method

The qualitative method also has some inherent weaknesses: Departs from the original objectives of the research in response to the changing nature of the context, arrives at different conclusions based on the same information depending on the personal characteristics of the researcher; not up to the work in investigating causality between different research phenomena; has difficulty in explaining the difference in the quality and quantity of information obtained from different respondents and arrives at different, non-consistent conclusions; requires a high level of experience from the researcher to obtain the targeted information from the respondent; lacks consistency and reliability because the researcher can employ different probing techniques and the respondent can choose to answer only a few queries and ignore others.

The use of both quantitative & qualitative methods allows the researcher to: state the research problem in very specific, definable, and set terms; specifies clearly and precisely the independent and the dependent variables; follows the original set of research goals; achieves high levels of reliability of gathered data, due to mass surveying; tests the research hypotheses; arrives at more objective conclusions, by minimising subjectivity of judgement; gives the scope to collect the primary data in a flexible, both standard and non-structured way that allowed emergence of new information and interpretations; interact with the (i.e. students, teachers, professionals) research subjects in their own language and, in

most of the cases, at their own work place; obtain a more realistic and hands-on feel of the world that cannot be experienced in the numerical data and statistical analysis used in quantitative research.

2.15. SCOPE OF THE STUDY

Identifying the problems of a system has no value, unless it leads to reform for betterment of the system. Some people think that their job is over if they have raised questions about the existing order. By simply saying that what exists is no good or even harmful, they imagine that they have demolished it and repaired the damage. Nothing can be more naïve (Marathe *et al.* 1993). Therefore, any thesis does not stop at the point of being only a critique of the present situation; it is supposed to make a modest attempt at suggesting measures to better the situation. The suggested measures are based not on theoretical speculation but on practical experience and the prolonged experiments and evaluation conducted for the Business students at the University Centre of Ain Temouchent.

2.16. Research Tools

The research tools used for analyzing learners' needs and evaluating English curriculum at the University Center of Ain Temouchent as well as at various companies implemented in Algeria are: 1. Researcher's observation 2. Questionnaires for Business students, English teachers and professional managers . 3. Job advertisements

2.17. Sample

The questionnaire set had three types of questionnaires (Appendices 1-3) and were distributed to 3 sample groups. They are:

1. Second Year Master students of the University Center of Ain Temouchent.
2. ESP practitioners
3. Professional Managers

The total number of stakeholders who returned the completed questionnaires is given below:

- | | |
|--------------------------------|-------|
| i) Second Year Master Students | - 108 |
| ii) ESP Practitioners | - 20 |
| iii) Professional Managers | - 37 |

2.18. Methods of Data Collection

The main data collection methods used for NA and evaluation of English curriculum for Business English course in the Institute of Economics and Management are given at length in the following sections.

2.18.1 Researcher's Observation

The researcher as a previous part time English language practitioner at the Faculty of Economics and Management of both the University of Sidi Bel Abbes and the University Center of Ain Temouchent has come in contact with students who have had the experience of undergoing placement training and applying for jobs and attending job interviews.

The case studies of Business students who could get integrated successfully in the job market and those who could not do so helped the researcher gain an insight into the target needs of Business students and the need for modifying the existing English course in order to make it more effective and relevant to students expectations and work requirements.

2.18.2 Needs Analysis and Evaluation Questionnaire

Based on a combination of various models proposed by different authors such as Dudley-Evans and St John (1998), the questionnaires were designed to assess the learners' present and future language and communication needs as well as to evaluate the Business *English* course the respondents have.

➤ **Questionnaire for Second Year Master Students**

The objectives of this questionnaire (Appendix 1) were to assess the effectiveness of the Business English course offered at the Institute of Economics and Management of the University Center of Ain Temouchent by collecting their feedback on the course, to carry out a detailed needs analysis (to assess the students' present and future language and communication needs) and to obtain their suggestions on how to modify the course content in order to make this latter more effective and to gather their views on how the course should be taught.

The questionnaire contains eleven questions and aimed at finding out the student's presumed level of proficiency in English, need awareness, present and Future needs, evaluation of the Business English curriculum, system of assessment, suggestions and teaching / learning style.

The questionnaire was given to 351 Second Year Master Students at the Institute of Economics and Management of the University Centre of Ain Temouchent. The sample selected was based on the criteria that the students from various subfields of Economics and Management should have studied at least four years of English at university and that have done training in companies during their third year of 'licence'.

➤ **Questionnaire for ESP Practitioners**

It was with the assumption that experienced English teachers teaching at the Institute of Economics and Management are good at evaluating the *English* curriculum and assessing learner needs, experienced teachers were contacted for the purpose.

The questionnaire (see appendix 2) distributed to the English for Economics and Management practitioners had 5 sections and twenty-five items.

- Section A: Professional details (items 1-5)
- Section B: ESP practitioners' views on their students(item 6)

- Section C: ESP practitioners' views on the 'English for Management' course (items 7-13)
- Section D: Testing and evaluation (items 14-17)
- Section E: Teaching Methods and Approach (items 18-19)

The questionnaire was sent to 20 ESP practitioners working in the Institute of Economics and Management at the University Center of Ain Temouchent.

➤ **Questionnaire for Professional Managers**

The objectives of the questionnaire (Appendix 3,4) were to assess corporate expectations and to record professional managers' suggestions on incorporating multi-skills in the *Business English* syllabus.

The questionnaire contained three sections and 12 items. It asked the respondents to answer questions related to the following:

Section A - Professional details

Section B - Professional communication needs

Section C - Suggestions

The questionnaires were sent through the professional network LinkedIn; to 50 managers chosen at random from different national and international companies such as STEGROUPE Espagne, Alpha Computer and SIE-ELNESR Spa; but all implemented in the Algerian territory. The questionnaire was translated into French (Appendix 3) after a request formulated by the participant managers during a small interview.

➤ **Analysis of Job Advertisements**

Job advertisements play an important role in helping job seekers apply for right jobs. A typical job advertisement has these main sections: company details, position advertised, job responsibilities, required skills and sometimes remuneration. Fifty job advertisements (posted on the Internet and appeared in different newspapers in Algeria, (Appendix 5) were

analysed. The advertisements were selected based on the criteria that the advertisements are addressed to Economics and Management graduates and they should state clearly what they expect from the candidate: qualifications, experience, job responsibilities and skills required.

➤ **Evaluation of the *Business English* Curriculum**

Curriculum evaluation plays an essential role in the improvement of any program. According to Dudley Evans (1998) "Evaluation is a very constructive and powerful activity and a very stimulating one. There is the chance to focus on what has been going well and what have been the most significant contributing factors so that less successful can be modified". The analysis of learners' needs is the basis for the evaluation of any ESP curriculum.

In order to evaluate the effectiveness of the Business English curriculum, feedback about the course and views on the curriculum were collected from the learners and ESP practitioners. Their suggestions were also gathered to make the course more effective.

2.19. ANALYSIS AND INTERPRETATION OF DATA

The data were analysed qualitatively and quantitatively. The data originated from researcher's experience as an English teacher in the Department of Management, and the views of human resource managers, and professional managers were analyzed qualitatively. Data collected through the use of questionnaires were analyzed quantitatively. A number of charts and tables were prepared to illustrate the statistical analysis of the data.

2.20. Conclusion

Through the second chapter, various techniques and methodological approaches were used to gather and analyze information on the English curriculum and to gain realistic insights into learner needs and corporate expectations.

Also, the researcher tried to describe the place of the English language nowadays in Algeria both in everyday situation and in the workplace as well as the methodology followed in the present dissertation. The detailed findings will be discussed and analysed in the following chapter.

NOTES TO CHAPTER TWO

1- The stated observation was noticed by the candidate as former student and as teacher of English in various departments at university.

2- In today's world, business is truly international. While English may retain the top-spot, knowing other important business languages can open doors to new markets, contacts and opportunities. Considering the number of native speakers, world economies and key industries, the ten most important languages for international businesses can be listed as follows:

. Mandarin, rated the top language for business after English, Mandarin is an obvious choice for international business.

. Portuguese (Brazilian), is not as popular as Spanish but with great potential, Portuguese is a valuable language for international business. Currently ranked as the 7th largest economy in the world, Brazil's business capacity is soaring.

. Russian, with 166 million native speakers in countries including Russia, Ukraine and Belarus. Russia is one of the world's leading producers of oil and natural gas as well as being a top exporter of metals. Couple this with the fact that only 5% of the Russian population speak English, and the importance of Russian as an international business language is clear!

. French, with 76 million native speakers across countries including France, Belgium, and Canada. French is an important international language for business. France was placed between Japan and United Arab Emirates at number 27 in Forbes's 'Best Countries for Business' for its diverse economy and strong tourist market.

. Polish, as the only country in the EU to avoid a recession through the 2008-09 downturn, Poland is an important country for EU and international business. 40 million people speak Polish as their native language, and with about 1/3 of the population speaking English. Poland's geographical

location in the heart of Europe offers great advantages for business, bordering Germany, the Czech Republic, Slovakia, Lithuania, Belarus, Ukraine and Russia. It is also worth bearing in mind that Polish is the second most spoken language in England, highlighting its importance not just in the continent but in Britain too.

. German, Germany is a leading exporter of vehicles, machinery, chemicals and household equipment, and its economy is ranked fourth in the world for GDP. It is also the largest in Europe. While this in itself underpins the importance of German for international business, it is also spoken in other strong business countries including Belgium, Switzerland, Austria and Luxembourg.

. Spanish, as an official language of Mexico, Paraguay, United States and Ecuador among others, Spanish's share of the world's population is second only to Mandarin. As the second most-spoken language in the United States, Spanish is also hugely important in the largest economy in the world.

. Japanese, Japan is the third biggest economy in the world, leading the high technology market and home to some of the world's largest corporations including Toyota and Honda. Considering Japan's business links across the globe and the relatively low percentage of the population speaking English, learning Japanese could be an important step for international business interests.

. Arabic, was ranked third by Bloomberg in the most useful business languages, and it is easy to see why. With 295 million native speakers, Arabic is the official language in 23 nations, including the United Arab Emirates, Qatar and Algeria. United Arab Emirates comes in at number 38 of Forbes' 'Best Countries for Business' for its high per capita income and sizable annual trade surplus. While Arabic is commonly considered most useful for the oil and gas industries in the Middle East, internet-based business are also huge in the region, making translation for these

businesses crucial. Known for having the biggest export markets, the region's consumer market continues to grow, making Arabic an increasingly-important language for international business.

. Turkish, may not be the first 'business language' that comes to mind, but with a largely free-market economy and rising automotive, construction and electronics industries, Turkey is becoming a dynamic economy for business. Due to an important privatisation in basic industry, transport, banking and communication, coupled with the emergence of middle-class entrepreneurs, Turkey's economy is expanding with a GDP growth of 3.8%.

3- According to the Algerian constitutional amendment revised on the 07th, March 2016, Tamazight is the "national and officila language" of Algeria.

4- Saadane and Habash (2015: 69-79) argue that Algerian Arabic is used by 70 to 80% of the population however; the Berber language is the mother tongue of 25% to 30% of population. Berber is used mainly in center of Algeria (Algiers and Kabylie), East of Algeria (Béjaia and Sétif), in Aures (chaoui), the Mzab (north of the Sahara) and it is used by the Twaregue based in south of the Sahara (Hoggar mountains). Even if Algerian Arabic is spoken by Algeria's population, estimated to 40 million of persons, it is characterized by variation of this same dialect according to geographic location of it speakers.

5- Euromonitor International: Established in 1972, Euromonitor International is the world leader in strategy research for consumer markets. As an independent company, it offers unmatched detail and unbiased content for every region, country, category and channel. From socio-economic context to intimate detail on the smallest products or markets, Euromonitor provides market research and surveys focused on organisations' needs.

6- According to www.nationsencyclopedia.com, Hydrocarbons, mainly oil and gas, are the country's main exports. Algeria's oil and gas reserves rank 14th and 5th largest in the world, respectively.

[Algeria - Location and size, Population, Fisheries, Industry, Mining,](#)

[Manufacturing, Services](#)

[http://www.nationsencyclopedia.com/economies/Africa/Algeria.html#ixzz1y8](http://www.nationsencyclopedia.com/economies/Africa/Algeria.html#ixzz1y8XgXaDI)

[XgXaDI](#)

7- Gross domestic product (GDP) is a monetary measure of the value of all final goods and services produced in period of time (quarterly or yearly).

8- According to the British Council (2012) these people usually fall into class B (socioeconomic class B represents households with a gross income between 150% and 200% of an average gross income of all individuals aged 15+.) The majority (86%) of individuals belonging to this class could speak English to an intermediate level compared to much lower shares for individuals falling under class C, D and E respectively.

CHAPTER THREE

3.1. Introduction

A Business English course designed in consultation with ESP practitioners, learners and professionals, is likely to be more effective. Many English for Business courses have been found to be ineffective because they do not reflect the learners' actual and target needs. This is may be due to the fact that the majority of course and materials designers seem to analyse the needs of students on the basis of their proper experience and own point of view.

In this context it seems important to analyse the learners' actual and future communication needs first, review the existing Business English curriculum second and finally redesign the Business English course based on the findings of the needs analysis.

3.2. Business English in an ESP Context

ESP has developed greatly over the last thirty or forty years and Business English has been part of that growth. The place of Business English in that process can be seen in the following diagrams taken from different moments in time. The first diagram (figure 3.1) is from Strevens (1977) and shows Special-Purpose Language Teaching (SP-LT) **(1)** split into occupational and educational segment in terms of occupational language. It is interesting to note that the occupational language is divided into three sections: pre-experience, simultaneous and post-experience.

These diverse features of language needs (pre-experience, simultaneous and post-experience) are mainly appropriate to Business English. Several writers like : Pickett (1988), Johnson, (1993), Ellis & Johnson (1994) and Brieger (1997) have discussed the changing language needs of students who are essentially learning both the language of the job, and also about the job or field of work itself, i.e. *pre-experience*, and those learners who are already doing the job, i.e. *post-experience*.

Pickett (1988:90) refers to these students' changing language needs as the difference between the language needed for knowing about a topic and the language needed for actually being able to perform in a given area (2).

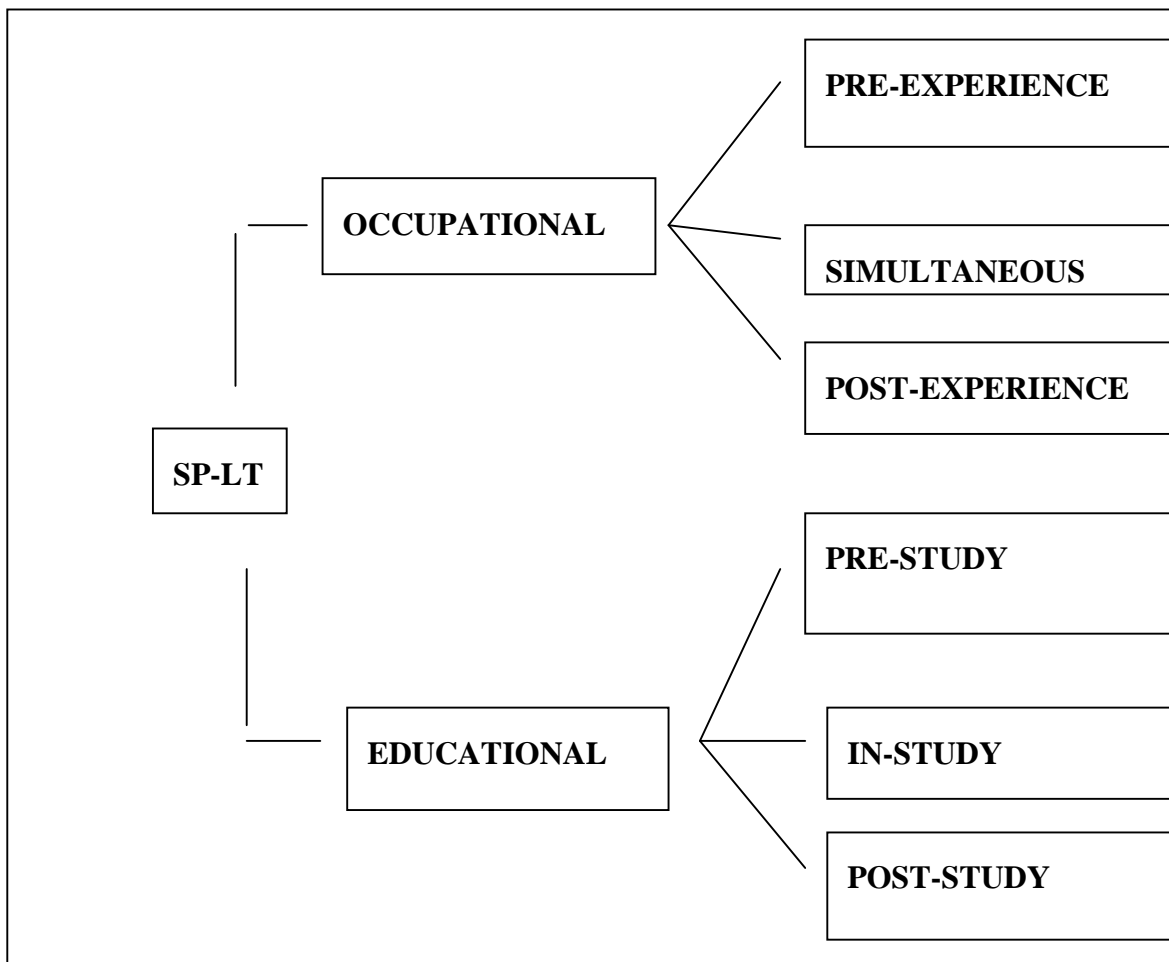


Figure 3.1 : Division in SP-LT from Stevens (1977:155-156)

In an article on English for Academic Purposes (EAP), Jordan (1989) reproduces the now commonly-held views on the structure of ESP:

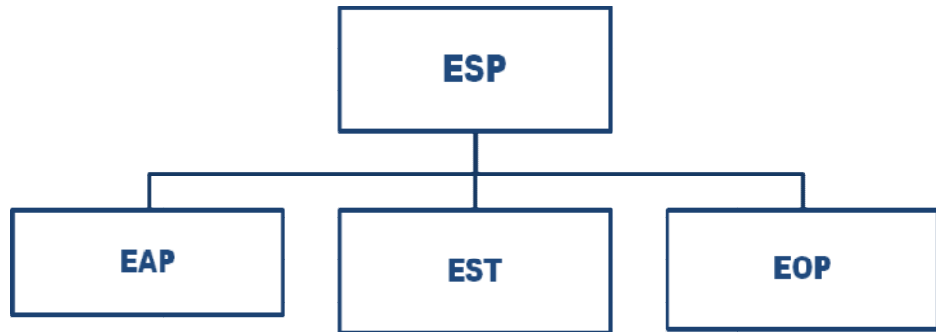


Figure 3.2: Division of ESP from Jordan (1989:150)

* The figure reproduces the now commonly-held views on the structure of ESP as proposed by Jordan (1989).

Therefore Jordan saw EOP as deviating from ESP in general, but separate from EST and EAP. Jordan then divides his particular area of interest, EAP, into two distinct categories - general academic English and specific academic English:

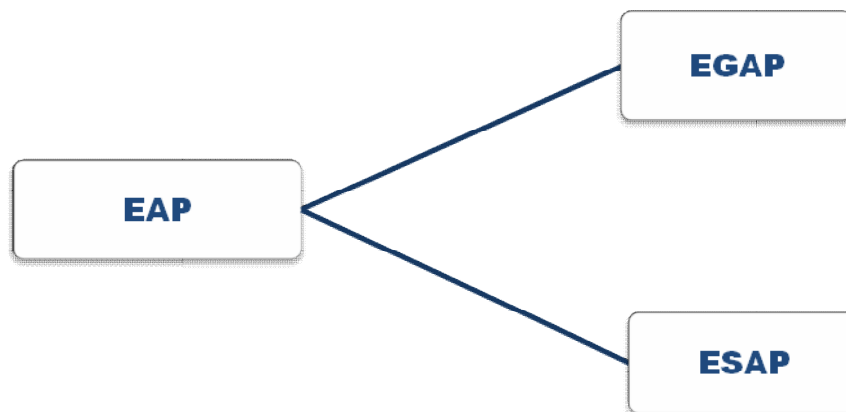


Figure 3.3: Division of EAP from Jordan (1989:150)

By implication one may thus present a simplified picture of the division noted by the writers above in terms of Business English - General Business English and more Specific Business English:

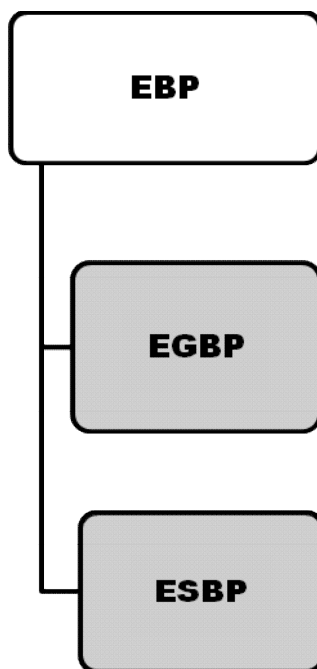


Figure 3.4: EBP (English for Business Purposes) divided into EGBP (English for General Business Purposes) and ESBP (English for Specific Business Purposes)

Yet, it can, and is, argued in the literature that this division presents a much too simplistic picture of the broad scope of Business English today. Dudley-Evans & St John say (1991) that 'we see Business English as an umbrella term used similarly to the term English for Specific Purposes to embrace both general courses in the appropriate lexis and grammar for business communication' (1996:1). Johnson (1993:201) agrees, saying that 'Business English does not fit neatly into the generally accepted categorisations of ESP'. She then concludes that 'Business

English is much broader than other varieties of ESP because of the number of different purposes for which it is taught' (Johnson 1993:201).

Ellis & Johnson (1994) present, therefore, in relation to this broadness of Business English, three basic categories of Business English learner:

1. *Pre-experience learners*: students at business schools - not yet in work.
2. *Low-experienced learners*: junior company members and learners who are changing jobs.
3. *Job-experienced learners*: those in work who need Business English for a broad variety of reasons.

Whilst it is certainly true to say that Business English is a broad area, it can also be viewed as a part of the ESP movement, simply a very complex and large part of it. The place of Business English in ESP and the kinds of learners it has, can be summarised in the diagram below:

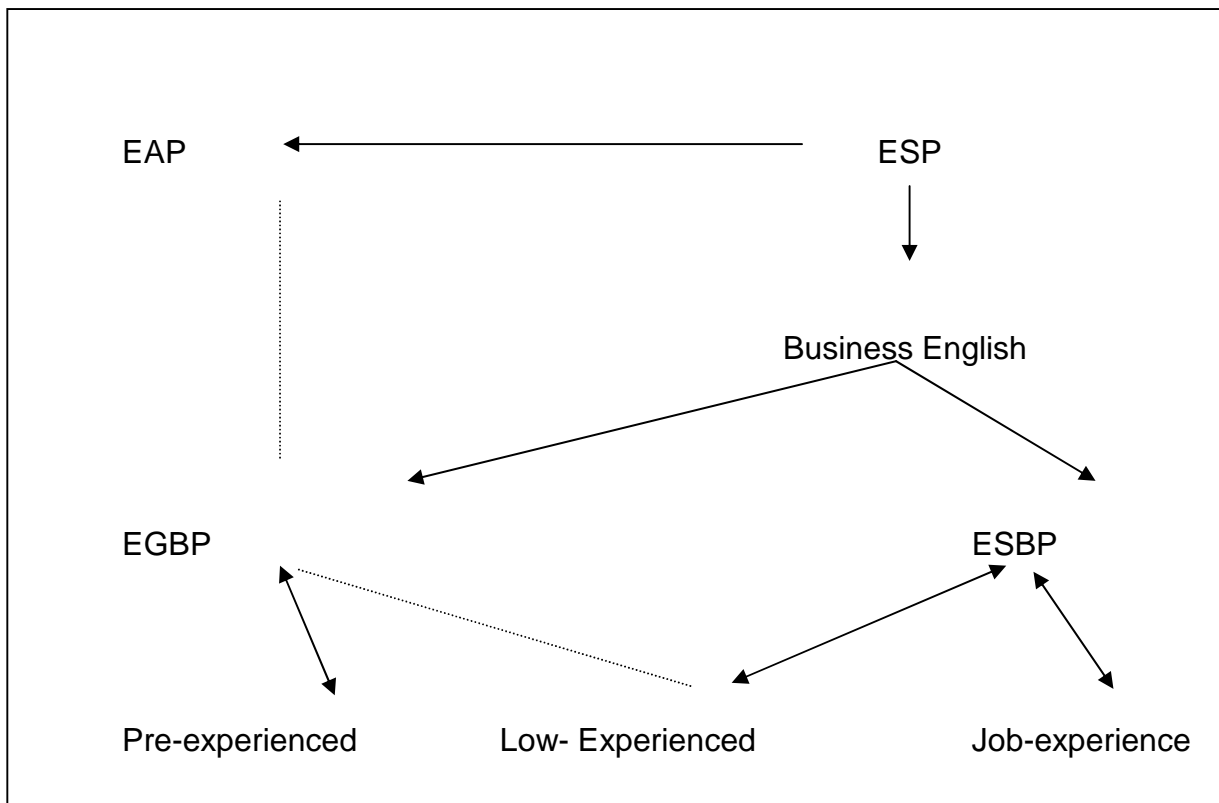


Figure 3.5: Business English in ESP and Business English Learners
(according to Ellis & Johnson (1994))

It can be noticed from figure 3.5 above that our pre-experienced learners are more likely to need general Business English and those already in the workplace more specific Business English. Also, one cannot deny that some of our students need ‘academic’ Business English.

With Business English placed in its ESP context it is time to move forward to look at what Business English is thought to be through the intuition and experience of its practitioners.

3.3. Comments on the Nature of Business English

The visible characteristic of Business English research is the relative lack of it. The literature on Business English deals mainly with the practical issues of teaching, rather than with analysis of the features of its language. This status has been brought about largely by the fact that most Business English teaching remains outside the university environment. Moreover, gaining access to raw data, that is from the companies themselves, is often hampered by the desire for secrecy on their part. Meetings and negotiations held can commonly be of importance to their financial survival and it is, therefore, more difficult to gain access to them then.

Thus, when looking at the three most recent up to date articles on Business English (Johnson 1993, Dudley-Evans & St John 1996, St John 1996),¹ and two major handbooks on teaching Business English (Ellis & Johnson 1994 and Brieger 1997), discussion for the most part is firmly based around aspects of teaching and materials and discussion of learner issues.

- Johnson (1993) quickly covers some research done in the area of Business English and then goes on to discuss needs analysis techniques and approaches and materials for teaching.
- Dudley-Evans & St John are more thorough in terms of discussing what has been discovered linguistically about Business English and go in much greater detail into Business English research. So, the first fourteen pages of the forty page report are devoted to work done in this area.
- St John (1996) similarly devotes space to research done in business, and one section (1996:5) concentrates on 'linguistic issues'. St John however, still notes the lack of evidence on what Business English actually is, saying that 'One of the difficulties of Business English is the absence of an established 'common-core' of business language' (1996:5).

- Ellis & Johnson encouragingly entitle the first chapter of their book: What is Business English? , yet no attempt is given at any kind of linguistic definition. They complain that there is a lack of research and therefore 'little to support course developers beyond their own first-hand experience gained in the field' (1994:7).
- Brieger (1997) discusses the grammar and lexis of Business English but only in terms of who is talking to whom and in what situation. His definition of Business English (shown in the diagram below) is also very much concerned with its teaching rather than any linguistic analysis.

He continues by saying that 'the legitimate scope of our pedagogic activities as Business English trainers...is to design and deliver courses which aim to increase language knowledge and communication skills' (1997:35). In terms of language he does provide a check-list of useful phrases at the back of the book, but again these are based on teaching experience rather than on any in-depth study into the language of business.

Other writers have also both attempted definitions of Business English and noted the lack of research into it. Yli-Jokipii (1994), for example, in a study of requests in business correspondence, divided business language into *interactive* and *non-interactive* areas shown in the example below (Yli-Jokipii 1994:38):

- **Interactive** includes from one side spoken language (face to face, telephone), service encounters and negotiations. From the other side written (method of transmission), memo, letter etc.
- **non-interactive** comprises forms, reports, proposals, adverts etc.

In terms of the language of business, however, she says significantly that 'I am not aware of any research that establishes the properties of business language as distinct from general language'

(1994:43). Thus whilst there is definite interest in this question, hard research is missing.

Yet despite the main focus of writing being on learner and classroom issues, major research has been carried out into Business English and is, at time of writing, very much on the increase. Analysis of Business English has benefited both from the direct research done into it and also from studies of other specific languages - notably in EST - the results of which have a definite cross-over effect in enhancing knowledge of Business English.

3.4. Learners' Needs and Corporate Expectations

The following sections analysis the data collected to assess the second year master students' present and target needs in the Institute of Economics and Management.

3.4.1. Researcher as an ESP Practitioner

The researcher as a former part time English teacher at the Faculty of Economics and Management of Sidi Bel Abbes between 2005 and 2011 and as a full time English teacher at the Institute of Economics and Management at the University Center of Ain Temouchent between 2011 and 2013 has come in contact with hundreds of students who have had the experience of undergoing placement training, attending recruitment interviews and applying for jobs.

The successful applicants attribute their success to their technical as well as their nontechnical skills such as communication skills, group discussion skills, interview handling skills, active listening, fluency, critical

thinking and leadership skills. Those students who lack the above-mentioned soft skills find it difficult to find a position in the job market.

The case studies of those students who could be integrated successfully in the job market and those who could not do so helped the researcher gain an insight into the target needs of Economics and Management students and the need for modifying the existing Business English course in order to make it more effective. It has been observed by the researcher that those students who performed well in group discussions (in both Arabic and English), and oral presentations and who demonstrated communication, critical thinking and group skills during the practice sessions were successful in recruitment. Those students who had communication problems and lacked the above mentioned skills were not selected by recruiters

3.4.2. Analysis of Second year Management Students' Responses

The questionnaire (Appendix 1) was administered to students of Economics and Management institute during their first semester of their second year of master since the second semester is dedicated to their training in company and report elaboration. The students were from four different departments of Economics and Management at the University centre of Ain Temouchent.

The questionnaire contains 11 items and was answered by 108 students attending the various English courses since the Institute of Economics and Management declares having 351 students enrolled in the various departments. The high rate level of absence may be explained by the fact that English at these departments belongs to the subject matters which are not compulsory in matter of attendance and are arranged into seminars.

The questionnaire containing 11 items had the following sections:

1. Are you satisfied with your English classes?

- Yes
- No

Eighty (74.07 %) students responded that they are not satisfied with the English class. The analysis of the responses shows that the majority of the students are not satisfied with what they are studying in their English classes.

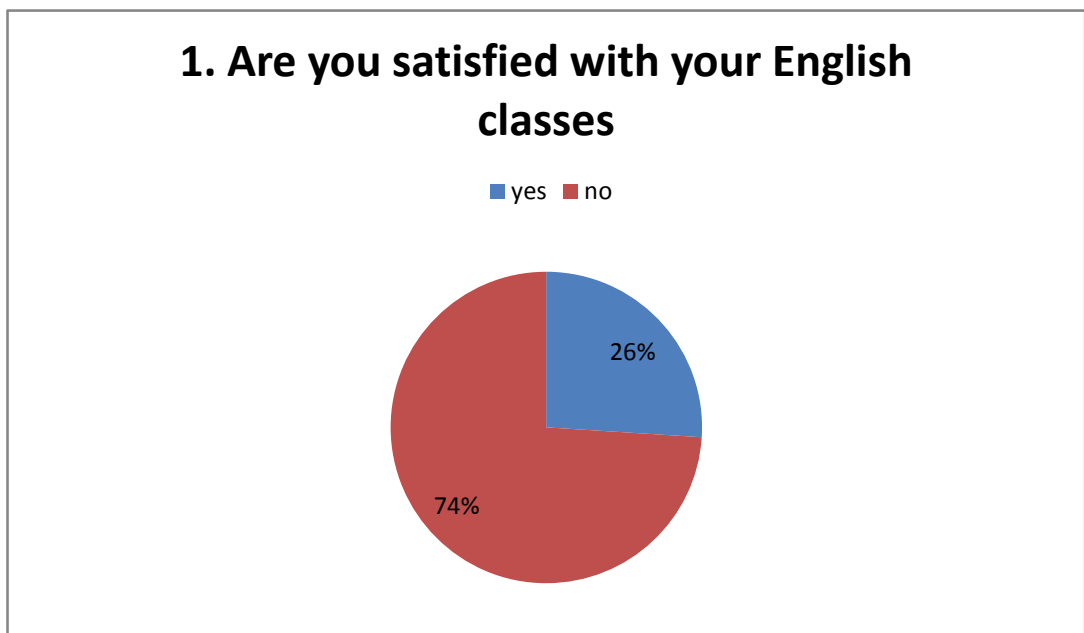


Figure 3.6 : Students' Satisfaction with their English Class

2. Are you ready to use English in your future job? Yes / No / Not sure

Only eight (07.40%) students say are ready to use English, however eighty eight (81.48%) mention that they are not ready to use English and twelve (11.11%) are not sure whether they prepared or not to use English.

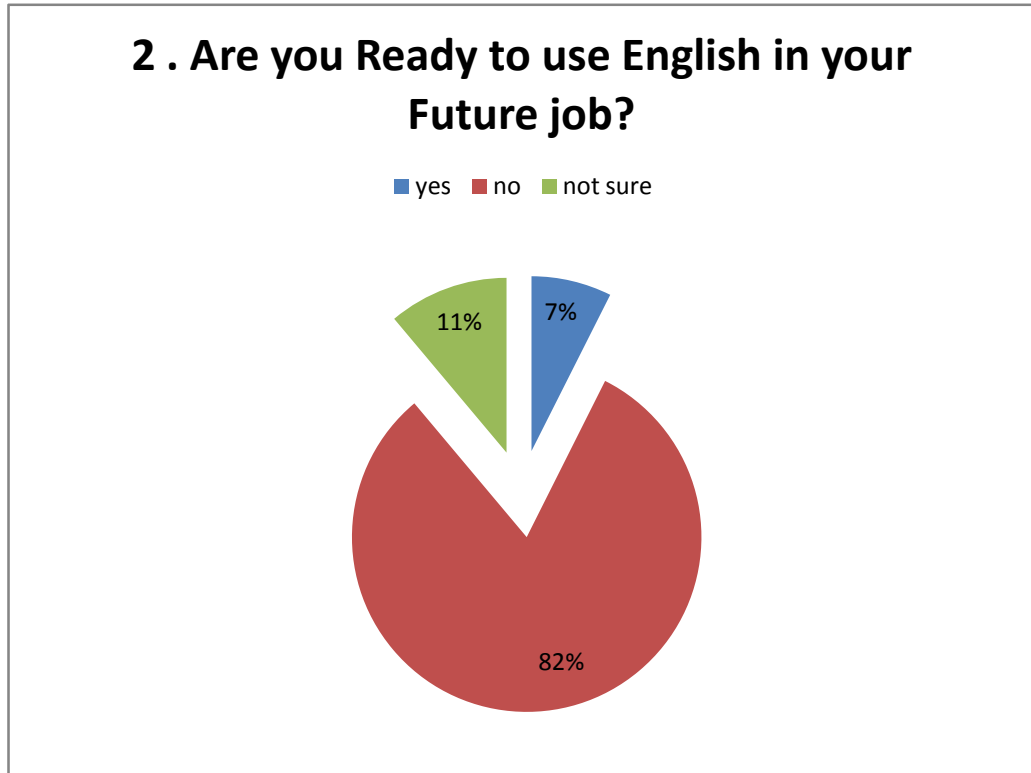


Figure 3.7 : Readiness to use English in Workplace

3. Are you satisfied with the length of the English course?

- Yes - No

To the question whether the students are satisfied with the length of the English course, most of them (55.55%) say that they are not. This proves that one hour and a half (90min) a week is not enough to improve the students' lacks and the timing allocated to the study of the English needs to be reviewed by the course designers.

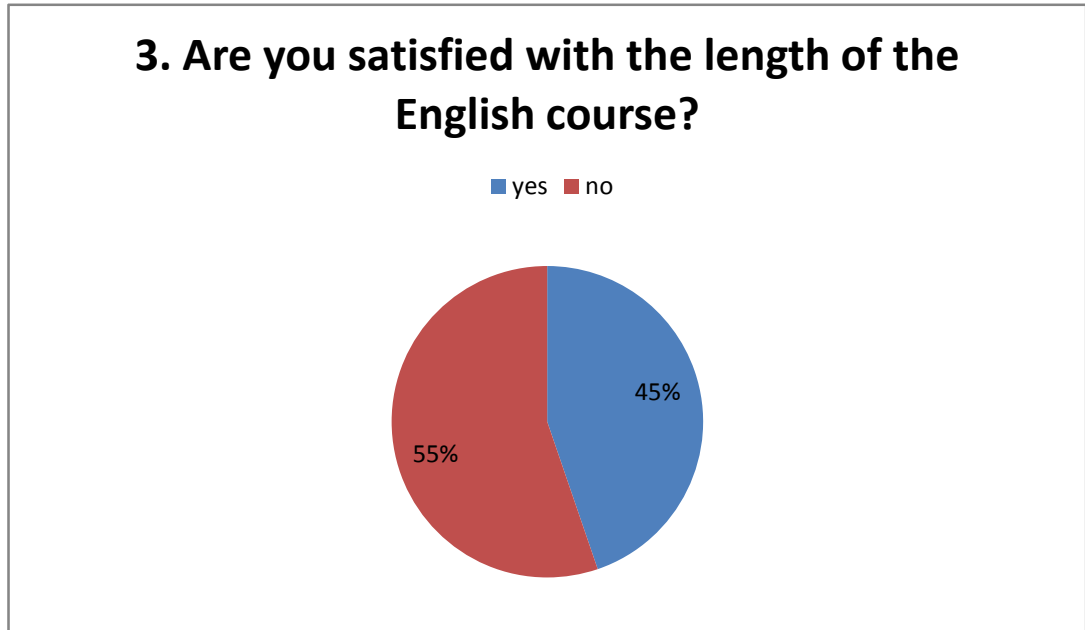


Figure 3.8 : Satisfaction with the Length of the English Course

4. You study English for:
 - 4.1 studies and research
 - 4.2 future professional career
 - 4.3 travel and leisure
 - 4.4 pass the exam
 - 4.5 all

The analysis of the questionnaire revealed that eighty (74.07%) students out of a hundred and eight surveyed want to learn English for all the reasons mentioned above.



Figure 3.9 : Reasons for Studying English

5. State whether your English course helped you develop the following skills
 - 5.1. Academic language skills (reading- writing- listening – speaking)
 - 5.2. Professional (business) skills
 - 5.3. Intercultural communicative skills
 - 5.4. None of these
 - 5.5. All

Thirty- six students (39%) answered that none of the following skills has been enhanced against thirty-four students (37%) who said that all the mentioned skills have been improved. The following figure sums up in some details the student's responses:

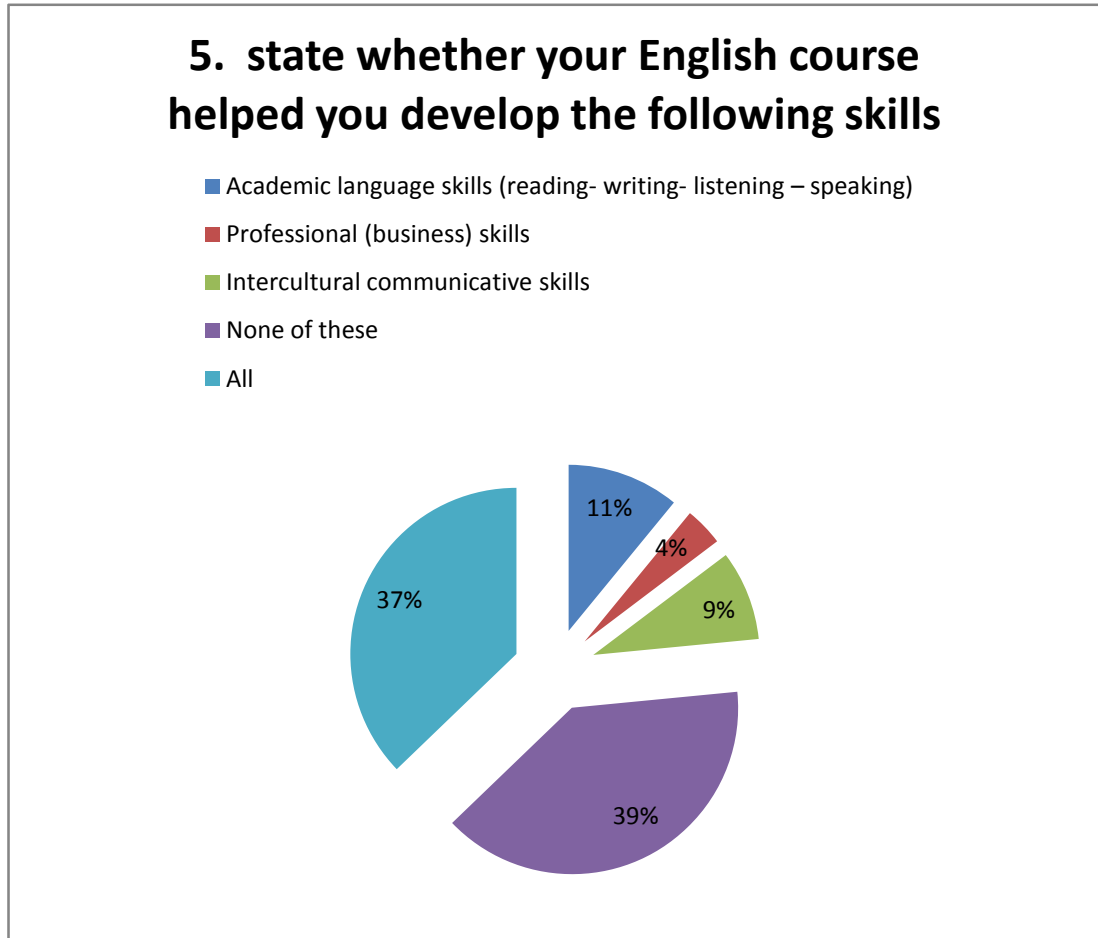


Figure 3.10 : Role of English in Developing Various skills

6. did you have the following activities in your English class?

6.1 Reading

6.2 Writing

6.3 Listening

6.4 Discussions/Debates

6.5 Making presentations Yes / No

6.6 Taking tests Yes / No

6.7 Others

According to students' answers the reading skill seems to be the most frequent skill that it emphasized by teachers, since eighty-four students (26%) have ticked it followed directly by sixty-eight (21%) students choosing the writing skill as one among the most used one in class. besides, it appeared that very often teachers prefer assigning presentations making for 64 (19%) students have ticked this suggested answer.

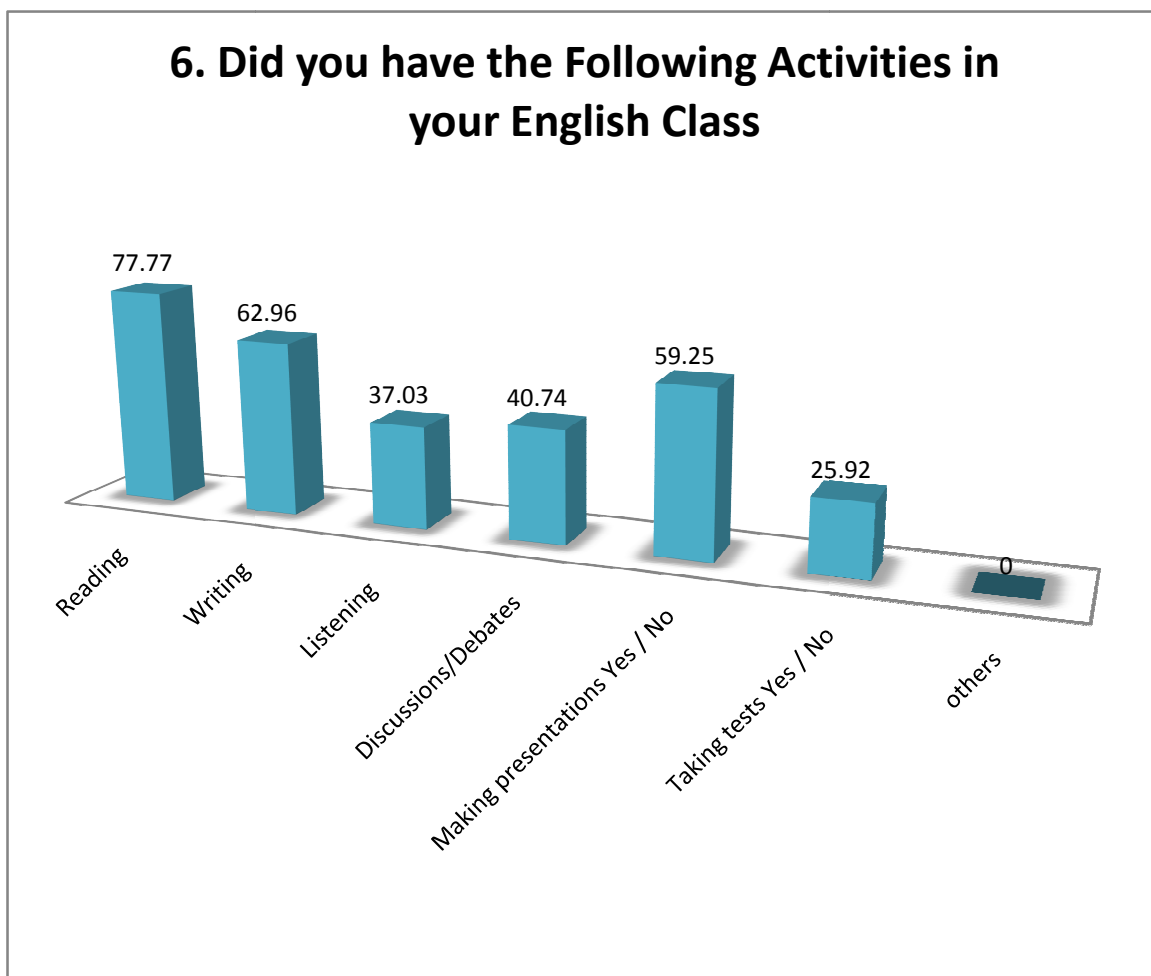


Figure 3.11 : Activities in class

7. Are the following activities useful (U)/not useful (NU), appropriate (A) / not appropriate (NA) to your level, interesting (IE) or not interesting (NI)?
(More than one tick is possible in one line.)

The students' answers are summarized on the following table:

Activities	U	NU	A	NA	IE	NIE	No answers
Reading for information	60	08	28	00	12	00	/
Reading for specialist information	64	00	04	12	28	00	08
Summarizing the texts	36	20	28	04	16	00	08
Writing compositions	44	28	04	04	12	04	04
Writing reports	20	32	24	12	24	00	08
Writing business correspondence	20	24	12	08	20	12	16
Listening for general information	24	12	16	12	32	00	12
Listening for specific information	16	28	12	08	16	08	16
Watching videos	44	28	00	00	40	08	16
Discussions/debates	36	32	40	00	16	00	04

Activities	U	NU	A	NA	IE	NIE	No answers
Role-play	12	36	12	12	04	08	24
Making presentations	32	04	24	04	36	00	20

Table 3.1 : Activities Ranked by Students.

From the above table it appears that the reading skill (either for General or Specific Purposes) is useful for a majority of students since it was chosen a hundred and twelve times. However, summarizing texts have been chosen only thirty six times by students as being useful; twenty-eight times as being adequate and sixteen times as being interesting. As to the writing skill, it was selected forty-four times as being useful to write compositions but students seem to be unaware of the importance of writing in a business context, since they have selected it fifty-six times as being not useful to deepen their knowledge in writing business reports and letters.

Listening for general information was chosen thirty-two times as being interesting to be covered during the English class. However, listening for specific information has been chosen twenty-eight times as not useful. This may be explained by the fact that teachers have probably not explained the importance of the listening skill in the process of learning a foreign language since it is closely related to the development of the speaking skill.

Unexpectedly, Second Year Master students chose the usefulness of watching videos forty-four times. Their choice may reveal the relevance of using such audio visual aids during Business English class in order to prepare them to attend and animate business presentations for their professional careers.

Most students selected the discussion and debates activity as being useful (36 times) and adequate in their study context. Their choice reveal that these students are aware of the importance of practicing such activity since it can enhance not only their speaking as well as their critical ability skill but also their ability to accept others opinions.

Role plays have been selected thirty-six (36) times as being not useful and only four times as being interesting. Here once again the choice of the students may only show that the teachers are not used to deal with such exercises since role plays give the opportunity to develop speaking and communication skills; practice the new vocabulary and grammar structures; or elaborate on the new topic which the participants of the course have been working on. Also role play is good for practicing certain speech patterns such as making proposals, agreeing or disagreeing. This type of learning is retained and recalled better through the role-play experience. When students are actively involved in their learning, they are more likely to truly connect with the material and remember the concept for a long period of time, that is supported by Graves (2008).

As to making presentations; it was chosen thirty –two times by students who consider it as useful and thirty-six times as being interesting. Their choice can be explained by their awareness of the importance of such activity in the workplace.

8. Do you think you have enough hours of English per week?

Most students (91.65%) argue that they have not enough hours per week and that they want to study it more frequently. Some students (31.31%) have suggested to study four hours during the week days.

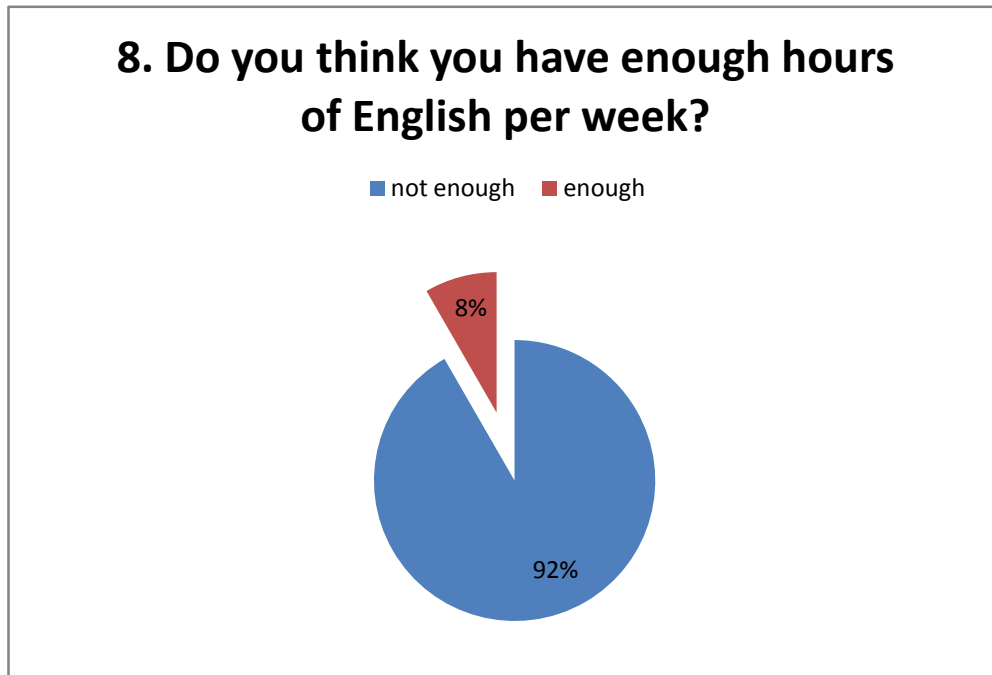


Figure 3.12 : Hours of Study

9. Do you have any suggestions to make tests and exams efficient?

As to the suggestions on how to make tests and exams more efficient some students have proposed to include more speaking and conversational activities during English classes and to be evaluated accordingly, i.e. to split the exam into two parts. One would be oral and the other written. Students' suggestions may lead the researcher to conclude that the students are well aware of the importance of oral communication in the workplace.

10. Give more tips to improve Business English course so as to cope with professional language requirements.

Students' suggestions are listed as follows:

- More speaking activities
- More grammar and related discipline vocabulary
- More everyday vocabulary and expressions
- Use of visual aids like videos

- Diversify the exercises
- Use of structured materials

3.4.3 Analysis of ESP Practitioners' Responses

The questionnaire (Appendix 2) distributed to the English teachers at the Institute of Economics and Management had five sections and nineteen items.

- Section A: Professional details (items 1-5)
- Section B: ESP practitioners' views on their students (item 6)
- Section C: ESP practitioners' view on the Business English course (items 7-13)
- Section D: Testing and evaluation (items 14-17)
- Section E: teaching methods and approach (item 18-19)

The questionnaire was sent to 20 ESP practitioners by email only 12 completed questionnaires were received. The respondents were all part time teachers from the Institute of Economics and Management.

➤ Professional Details

1. What are your educational qualifications?

Among the twelve respondents seven have a license degree (classical system) and are teachers at the lycée, two have a magister degree (classical system) and three of the teachers hold a Master degree (LMD system).

. What are your educational qualifications?		
Licence	Magister	Master
7	2	3

Table 3.2 : Teachers Educational Qualifications

2. How long have you been teaching the Business English course?

All respondents had less than 5 years of experiencing in teaching Business English.

3. Have you had any special training in ELT?

Seven out of the twelve participants had training in English language teaching since they are English language teachers at the 'lycée'. All the six others are newly graduated and have no previous experience.

4. To what extent a teacher without any specific ELT training can teach the course 'English for Business' Please, give details.

Six respondents said that they can teach Business English without any difficulty. They justified their answer by saying that the course is very basic and does not require much of ELT skills. Whereas the other six respondents seem to be aware of the necessity of being trained at least in ELT to be able to teach more specific content.

5. What competencies does an ESP teacher need to have in order to be successful in teaching the course Business English?

The following answers were given: knowledge of grammar- good at speaking-- perfect pronunciation- good at writing- knowledge of business English- effective teaching skills- interpreting charts.

➤ **ESP practitioners' views on their students**

6. Which skills do your students need most? (Rank them from the most to the least needed)

- Language skills
- Business skills
- Intercultural communicative skills
- Critical thinking skill

All the respondents agreed on the importance of both language and Business skills and consider them as the most needed by students.

➤ **ESP practitioners' views on the Business English course**

7. What do you think of the Master Business English courses?

All teachers complain about the fact that they have not been consulted in order to collaborate and design an adequate Business English syllabus. They also complain about the time allocated to the Business English course and argue that it is not enough to cover and remedy to all the lacks of their students.

8. Does the Business English course cater the needs of the students?

Here again the twelve participants of the survey agree on the fact that the course does not cater the present needs of their students.

9. Does the course prepare them to the workplace?

Eight of the participants think that their students are not prepared to use the English language efficiently at work although they have some solid basis in grammar and a rich related vocabulary. Yet, four of the surveyed teachers still believe that the students have been given consistent basis and they just need some practice will in service in order to cope with the needs of their future employers.

10. Do you use a course book or any teaching material in the class?

Seven teachers among the twelve questioned mention using texts related to the Business English found on the internet. The four teachers are all from the 'lycée'. They argue that they use these texts for reading comprehension, introducing grammar exercises as well as opening debates and discussions. The five teachers who hold Magister and Master degrees all use course books among them four use the same one which is New Insights into Business Student's Book Longman (2006). The remaining teacher uses: English for Business Studies and Economics students CUP (3rd Edition) by Ian MacKenzie, (2010) .

11. Do you think that the chosen course book / materials are efficient? Please give more detail.

It seems through the teachers' answer that they are all aware that neither the course books used nor the texts cover all the areas that need to be improved by their learners and they justify they answers by arguing that the cause is not the books or the texts used but it is a matter of time constraints.

12. What are your own reasons for selecting the course book/ materials?

The five teachers holding Magister and Master degree and who have never been trained argue using the course book just because they think it has been designed by professionals who have a better knowledge as to the needs of the Business students. As the seven other teachers, they claim that the lack of available books led them to make research on the Internet and design their own materials.

13. What are your suggestions to improve the Business English course?

The suggestions proposed by the twelve respondent teachers are as follows:

- Reconsider the time allocated to the English course
- More materials must be provided by the University Centre of Ain Temouchent
- Change the course into tutorials
- Reconsider the number of students in each group

➤ **Testing and Evaluation**

14. Are you satisfied with the technique the students are assessed with?

- Yes
- No

Please, give more details.

Three respondents say that they are satisfied with the technique of student's assessment. However nine admit that the two term written exams are not enough to determine if the students master the speaking skill and if they are fluent enough or not.

15. What are your views on the tests and exams?

Among the twelve participants to the survey, nine argue that the two term written exams are not enough to evaluate the students' progress and good score cannot reflect the real levels of the students. The three others think that they are enough.

16. Do you think the students should be tested in language skills, business skills, intercultural communicative skills or critical thinking skills?

Please, give more details.

Language skills appear to be the most important ones according to the teachers and they declare that if the students master the four basic skills which are listening, speaking, reading and writing they will be able to succeed in professional careers, besides they comment that they are not competent enough as part time teachers to assess the students on the other skills which are business field related.

17. What are your suggestions to improve the relevance of assessment?

The suggestions are as follows:

- Organize two exams per term; one will be oral the other written.
- Use international criteria
- Be inspired by the most recognized international business exams to design exams

➤ Teaching Methods and Approach

18. Do you carry out a needs analysis before starting a course?

- Yes
- no

Please, give details

The twelve teachers admit that they do not carry any Needs Analysis survey before starting the course and the main reasons mentioned are as follows: first, the fact that the syllabus was imposed by the administration from beginning; second time shortness since they are obliged to deal with at least twelve lectures; third it is not relevant because even if the students needs are analyzed it would be impossible to proceed case by case.

19. How do you teach each of these skills: language skills, business skills, intercultural communicative skills, critical thinking skills?

The data provided by the respondents are summarized in the following table :

19.How do you teach each of these skills?			
language skills	Business skills	Intercultural communicative skills	Critical thinking skills
<ul style="list-style-type: none"> - Reading comprehension: related field texts - Writing techniques: business letter writing, report writing - Speaking : debates 	<ul style="list-style-type: none"> Negotiation: role plays Business presentation : exposé 	No answer	No answer

Table 3.1 : Methods and Approches of Teaching Various Skills

It appears from the surveyed participants' answers that the listening skill is neglected as well as the intercultural communicative and critical thinking skills. This is may be due to the fact that these teachers are all part time teachers who have no deep knowledge of the specific requirements of the Economics and Management students.

3.4.4. Analysis of Professional Managers' Responses

The questionnaire (Appendix 3) distributed to professional managers had three sections and 12 items. It asked the respondents to answer questions related to the following:

Section A - Professional details (1-2)

Section B - Professional communication needs (3-8)

Section C - Suggestions (9-12)

The questionnaires were sent to fifty managers through LinkedIn the professional network and 37 completed questionnaires were received. Since the aim of the researcher was to gather different data from different professionals working in different environments (i.e. national and international companies operating in Algeria as well as small local business around the territory). In this section the professional managers' responses on professional communication needs and suggestions are analyzed.

➤ **Professional Communication Needs (items 3-8 in the questionnaire)**

3. Have you had any special training in communication skills

Thirty four respondents (91.89%) answer having already received a special training in company.



Figure 3.13: Special Training in Communication

4. Do you agree that highly effective managers have adequate speaking skills?

Thirty-five professional respondents disagree with the fact that mastery of English makes managers more effective. This choice can be explained by the fact that most returned answers were by professionals working in national companies.

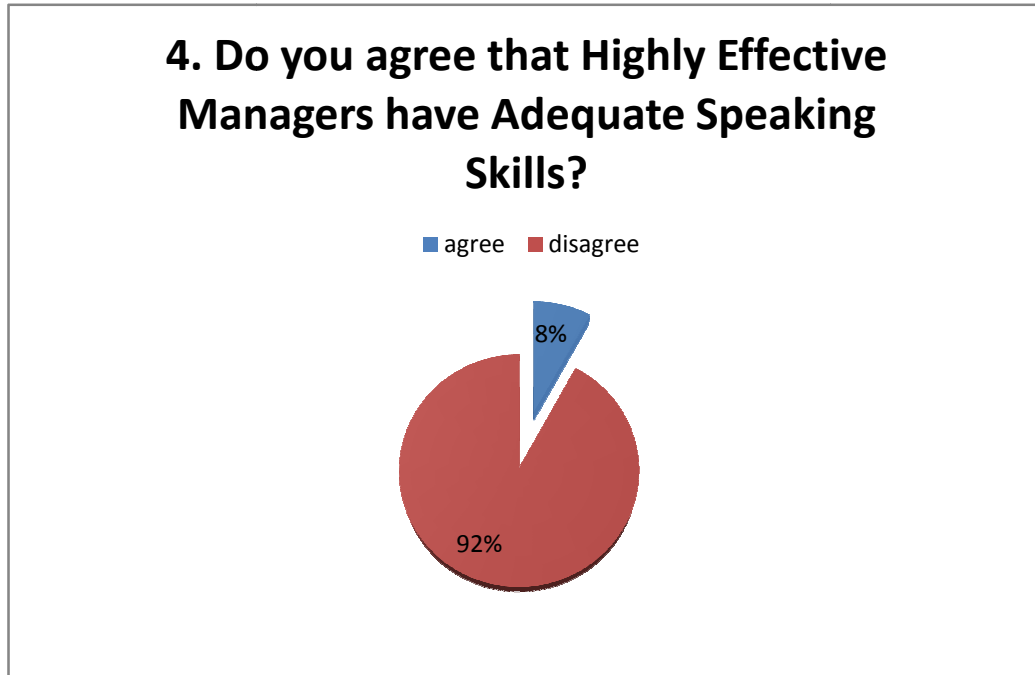


Figure 1.14 : Effectiveness of Managers Related to English Language Proficiency

5. Do you agree that highly effective managers are good communicators?

Thirty- three professional respondents consider communication as important and argue that it plays an important role in managers' efficiency.



Figure 3.15 : Influence of Good Communication on Managers' Performance

6. According to you what language knowledge do students of Management need in order to find a good job?

Professional respondents' answers are listed as follows:

- More related discipline vocabulary
- Communication basics
- Mastery of another foreign language. Many respondents argue that nowadays English is not enough to cope with the linguistic needs of workplace demands as since some few years ago many Spanish, Italian, Turkish and Chinese companies have settled and their means of communication remains their native language or French.

7. What skill sets do recruiters look for in prospective employees?

The skill sets that are thought to be needed in prospective employees are listed below:

- Ability of adaptation in new environment

- Communication abilities in various languages including Arabic, French and English
- Motivation
- Discipline related competencies
- Mastery of computing as well as software used in some jobs

8. What skills do professional managers (various positions) need in order to be effective at the workplace?

Management skills have been selected thirty-five times by the professional respondents along side with the speaking skills. Directly followed by writing (thirty-three times); reading (thirty-two times) and finally listening chosen twenty-eight times.

The results may reveal that although the linguistics competencies are essential in a workplace, the related discipline competences remain of prime importance and thus recruiters will prefer hiring competent workforce and then train them in company for the rudiments of communication and enroll them in private language courses.

➤ **Suggestions (items 9-13 in the questionnaire)**

9. What are your suggestions to improve the Business English course?

The suggestions provided by the respondents' are listed as follows:

- More practical-oriented classes
- Take into consideration the needs of the students as well as their deficiencies
- propose interesting tasks and activities
- Develop more the students' self confidence
- Do away with grammar
- Make students think

- Give more practice in speaking
- Teach communication basics in context
- Use English as a means to teach disciplines in Economics and Management.

10. Do you think it is important to develop critical thinking competences in learners?

- yes - no - don't know

Please, give more details

As to the question whether it is important to develop critical thinking in learners, most professional respondents (thirty-four/ 91.89%) emphasize the significance of such a competence.

It was mentioned by the respondent in favor of critical thinking that it is important since it brings new ideas to the development of the company, helps to find solutions, facilitate team work. It was also mentioned that employees that are critical thinkers have also good analysis and problem-solving skills and decision making and are performant.

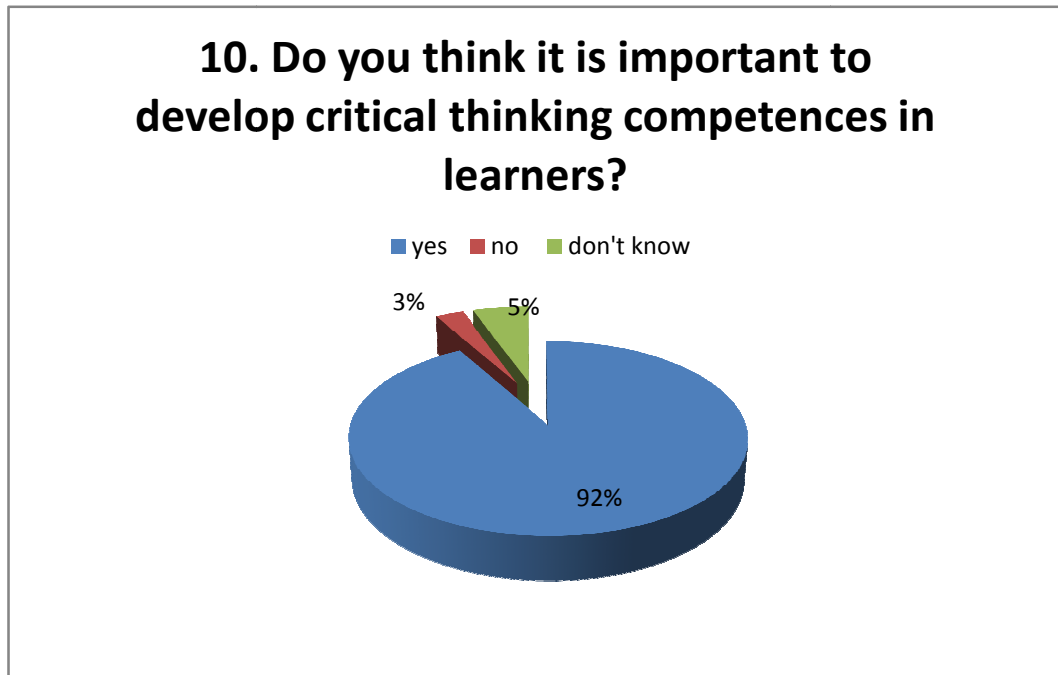


Figure 3.16 : Importance of Critical Thinking

11. Do you think it is important to involve professional managers in the design of course materials? Why?

Yes no don't know

Please, give more details

Twenty-two professional respondents' argue that more professionals must be consulted for the design of Business course materials, although most of them have not given more details. Here is a list of the comments:

- consult the Human resources managers who can act as consultants, assisting the language teacher to select authentic texts and tasks. . The professionals can assist as informants, providing teachers, or students with background and insights into the kinds of practices that experts engage in and their understandings of the texts they use.

12. Give your suggestions on modifying the Business English course based on the corporate needs (placement).

Suggestions include integration of:

- Problem-solving games
- Group discussions
- Role-plays
- Interviews

3.4.5. Analysis of Job Advertisements

Job advertisements are sometimes of prime importance in helping newly graduates and job seekers apply for right jobs. A typical job advertisement includes these main sections: company details, position advertised, job responsibilities, required skills.

Job responsibilities for managerial positions are clearly mentioned in most job advertisements and such responsibilities imply that the candidates should have soft skills including communication skills.

A management candidate is expected to be not only skilled and proficient in his discipline but he has also to demonstrate good proficiency in foreign languages which are French and English along with that a set of soft skills such as problem solving, analytical abilities, team-playing, critical thinking. Efficient managers are likely to be broadly knowledgeable and to prove that they have knowledge they need to communicate. In order to survive in the professional environment they should be good at intercultural communication.

A careful analysis of more than fifty job advertisements posted on the Internet during August 2015 and November 2015 aimed at Economics and Management graduates and professionals seeking for new opportunities showed that job seekers in the field of Economics and Management need to possess both technical as well as non-technical skills in order to climb up the ladder of success in their career. The non-technical or soft skills desired in would be recruits are: communication skills, problem-solving skills, negotiation skills, critical thinking skills, interpersonal skills, team work skills among others.

The advertisements were selected based on the following criteria:

- the advert is addressed to Economics and management graduates.
- it should state clearly what it expects of the candidate: qualifications, experience, job responsibilities, skills required.

The skills listed in a sample of fifty job advertisements targeted at Economics and Management profiles were analyzed. The following are some of the important skills mentioned in the advertisements and the number of advertisements that have specified the skills is also given:

- French and English oral and written communication skills (47)
- analytic skills (28)
- interpersonal skills (16)
- decision-making (25)
- leadership skills (39)
- group / team work skills (35)
- problem-solving (34)

The figure 3.17 given below shows the required skills for business professionals

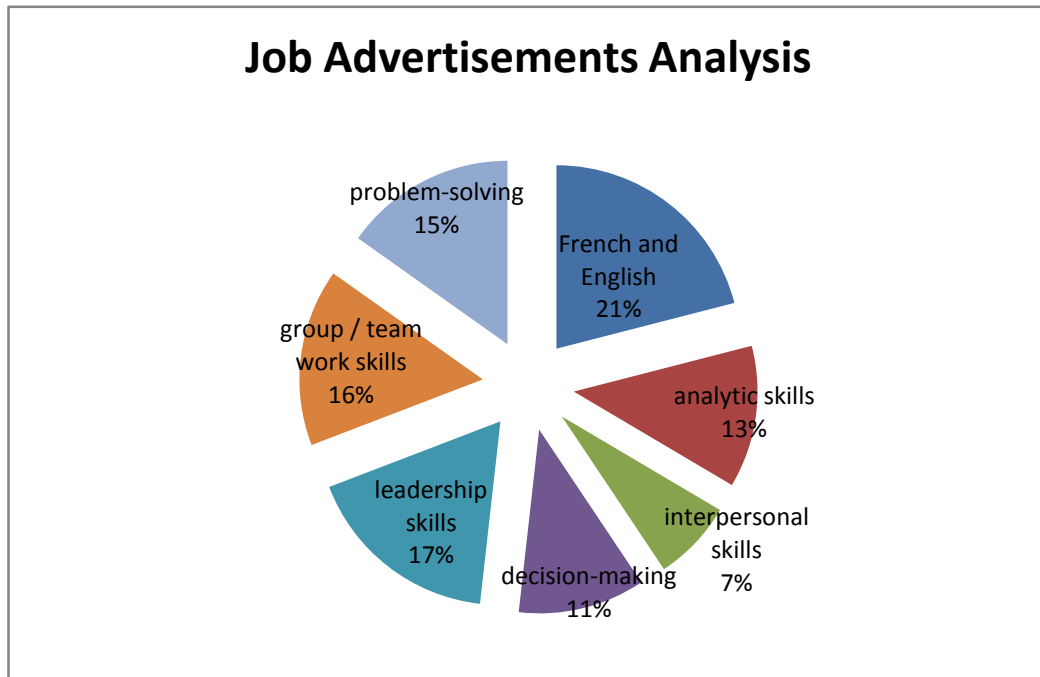


Figure 3.17 : Required Skills for Managers

3.5 Business English : An Evaluation

Through this section we will focus on gathering information about the effectiveness of the existing Business English course and analyzing the data. The word evaluation means to judge the quality or value of something. Evaluating a course means analyzing the effectiveness of it in terms of the aims and objectives stated.

According to Dudley-Evans and St John (1998), evaluation is a whole process which begins with determining what information to gather and ends with bringing about change in current activities of influencing future ones. This implies that the evaluation process must include action. The purpose of evaluating an ESP course is to focus on what has been going well and to ask what were the most significant contributing factors so that less successful aspects can be modified.

A good evaluation emphasizes the successes and discusses less successful aspects. Here the evaluation of the Business English curriculum implies the evaluation of the following:

1. Course objectives
2. Syllabus
3. Course materials
4. System of assessment
5. Teaching methodology
6. Effectiveness of the programme

While evaluating an ESP course it is necessary to find answers to the following questions:

1. What are the aims and objectives of the course?
2. Do the objectives reflect the needs of the learners?
3. Are the objectives in tune with the target needs?
4. Are the objectives achievable?
5. Have the measures taken to achieve the objectives been effective?
6. What are the successful and less successful aspects of the course?
7. Has learning been maximized?

However, it appears from the present study that none of the surveyed teachers (see section 3.3.3 question 18) conducted a needs analysis before starting the course this is mainly due to time constraints but also to the lack of information and training as ESP practioners. The researcher's various discussions with her English language colleagues from the Institute of Economics and Management revealed that even if the only students' evaluations during the two terms exam reveals bad scores they will not try to improve or review their students weakness and lacks. Here again the main reason given is that of time constraints and

administration's pressure to be stuck on the main syllabus provided at the beginning of the academic year.

3.6 Evaluation of Course books/ Materials

According to Dudley-Evans (1998) materials play a crucial role in exposing learners to the language, which implies that the materials need to present real language, as it is used, and the full range that learners require that materials play a crucial role in exposing learners to the language.

3.6.1 Role of Course books / Materials

The following four reasons are given for using materials which seem significant in an ESP context:

1. as a source of language
2. as a learning support
3. for motivation and stimulation
4. for reference

ELT professionals believe that course books provide well-presented materials. According to O'Neil, R. (1990), course books make it possible for students to look ahead and back to what has been done. They facilitate the teachers' job by providing teachers and students with topical, grammatical, and functional framework within which to work, at the same time allowing them to adapt and improvise.

3.6.2 Criteria for Selecting Materials

There are several proposals intended to orientate teachers in terms of the criteria for selecting materials and designing activities. Examples of these attempts are those of Bell (1981), Nunan (1991; 1999), Nuttall (1982), and Omaggio (1986). The most relevant criteria have been summarized as follows:

1. It is important to get to know the students, their backgrounds, goals as well as proficiency levels and skill needs.
2. It is necessary to use visuals (charts and graphs) to support instruction. English language learners need context in their learning process.
3. It is relevant to think about a course that fosters a safe classroom environment.
4. It is necessary to be consistent in relation to philosophy of learning-teaching, techniques and activities throughout the course.
5. It is essential to use authentic materials in the classroom. Using materials like newspapers, signs, sale flyers, telephone books, and brochures in the classroom exposes the learner to the reality of the language.
6. It is necessary to integrate the four language skills: reading, writing, speaking and listening. Integrating the four language modes encourages students to improve in EFL integrally.
7. It is important to consider the students' cognitive learning strategies. Not everyone learns the same way. Some learners are more visual, others are better listeners and some are more kinetic. Developing different activities that encourages all cognitive learning strategies will create a more efficient learning atmosphere.
8. It is relevant to rely on activities that promote problem-solving and reflection.

Promoting activities that enable students to think critically enables active participation and a reliable atmosphere for constructing meaning.

3.6.3 Checklist for Evaluating Course Books and Materials

Based on the criteria for selecting materials and designing activities and based on the principles of ESP courses, a checklist was designed to evaluate the effectiveness of the course books and the materials used by the surveyed teachers.

Checklist

1. Are the aims of the course clearly stated?
2. Are the objectives of each unit of the course stated clearly?
3. Do the topics serve the learners' interests?
4. Are the English language skills presented in an integrated manner?
5. Are there warm-up exercises?
6. Is the carrier content suitably presented?
7. Do the activities promote critical thinking?
8. Does the course book suggest project work?
9. Are the activities central to the core objective?
10. Do the activities focus too strongly on carrier content?
11. Are the rubrics well stated?
12. Do the course book/materials stimulate and motivate?
13. Does the material match the stated learning objectives?
14. To what extent will the materials support that learning?
15. Does the course book reflect majority of students' needs and interests?
16. Does it encourage learners to select their own topics?
17. Does the course book provide materials that are interesting and relevant?
18. Does the course provide motivating activities?

19. Does the course aim at fostering learners' critical thinking?
20. Does the course promote cooperative / collaborative learning?
21. Does it enhance learners' English language skills?
22. Does it promote multi-skill learning?
23. Does it use authentic materials?
24. Are answers to exercises, tests, etc. provided?
25. Does the teacher's edition or resource package include any technology such as a CD or video? If so, are they useful and able to be run on your equipment?

3.6.4 Drawbacks of Course Books used

When analyzed on the basis of the checklist given above it was found that the materials and the course books prescribed to students have the following weaknesses:

- The course books are based on a structural/grammatical approach
- Most materials and books are based on the transmission model of learning in which the learner is considered to be a passive participant whose main role is to memorize information presented by the teacher who is the only person in charge of the assessment process.
- They do not cover the four macro-skills (listening, speaking, reading and writing)
- They have a limited choice of text types
- They lack communicative exercises

- The coursebooks have few or no accompanying materials (teacher's guide, assessment materials, audio support)
- The books are not based on students' needs.
- They are not compatible with the syllabus.
- Objectives are not stated clearly
- Tasks are not based on the Communicative Approach to language teaching
- Skills are presented in isolation. The four macro skills are not presented in an integrated manner.
- Activities are highly mechanical and do not foster critical thinking.
- Course materials are presented with the aim of preparing students for exams.
- Activities are not challenging to the majority of students.
- Reading passages do not have the elements of attractiveness, usefulness and relevance.
- Listening and speaking skills are not given equal importance.
- Activities are not motivating and redundant.
- Activities do not promote collaborative / cooperative learning.
- Learner interest has not been taken into consideration.

3.7 Conclusion

The hypothesis of the study is that if the Business English offered at university level is redesigned based on the corporate expectations /needs / requirements, taught adequately by competent English practitioners, then the course will achieve its goal by instilling confidence in the students and preparing them to the workplace.

It is assumed by the research that by identifying the learners' needs and involving the learner in the course design the English teacher can increase the learning outcome. Students of Economics and Management need to develop their speaking skills and that can be done effectively only if the environment is adequate. The recommendations of the study are discussed in the next chapter.

NOTES TO CHAPTER THREE

- 1- Strevens (1977), in an article in which he discusses 'Special-Purpose Language Teaching' (SP-LT), says that the history of SP-LT goes back 'at least half a century' (1977:150). He goes on to say that SP-LT can be found in basically two forms: the traveller's language course - which he says goes back to the 16th century - and what he calls the 'German for science students' type of course. Perhaps more interestingly, he continues by saying that the Second World War engendered the need for specialist language courses where students only needed a very limited competence in a language in order to fulfil pre-set de-limited tasks. He gives the example of Royal Air Force personnel being trained to listen to Japanese fighter aircraft radio dialogue. The personnel were trained only in listening skills and with a very limited amount of lexical input. Thus the stage was set for the boom in this area that was to follow the Second World War.
- 2- Brieger refers to the same distinction of learners calling them *pre-service* and *in-service* learners (Brieger 1997:12).

CHAPTER FOUR

4.1. INTRODUCTION

Thanks to globalization the English language is spreading worldwide and its dominance is being felt by all countries including Algeria. In some companies proficiency in English is considered one of the employability skills. The aim of the study was to identify the skill sets Economics and Management students need in order to be successful both as students and as professionals in the future, to evaluate the existing Business English curriculum and to take some measures to bridge the gap that exists. The following sections deal with the findings of the study and some recommendations to improve to some extent the Business English curriculum.

4.2. FINDINGS

The present research revealed that:

- The existing *Business English* course offered at the institute of Economics and management at the University Centre of Ain Temouchent is very much examination oriented and there is a wide gap between students' final examination scores in English and their proficiency in the target language.
- Students are well aware of their needs.
- Most students at the Institute of Economics and Management in the University Centre of Ain Temouchent lack skill sets the recruiters look for in prospective employees.
- The Business English course does not meet the present and future language needs of the students.
- The absence of skills-oriented teaching results in ineffective learning.
- There is a gap between the target situation (employment market) and the existing proficiency of learners. The reasons for this gap are absence of effective syllabus, methodology, course organization, assessment and learning outcome.
- The absence of standard coursebooks contributes to students' lack of English language and communication skills.

- Most teachers do not have ELT training. They lack competences required to be effective teachers of English communication at university level.
- The potential of information and multimedia technology has not been utilized to develop business students' communication skills.
- The system of assessment is not effective (the marks students score during exams do not reflect their communicative competency in the target language)
- The teachers seem to prepare students for examinations and do not seem to teach English as a life skill or as a means of communication at the workplace.
- Listening and speaking skills are not given adequate importance.
- The materials used does not foster students' critical thinking skills which some employers consider as a fundamental aspect.

4.3. Teaching/ learning Materials

An important issue that aroused through the present research about the teaching/learning English in the Institute of Economics and Management is concerned with the selection and use of coursebooks, authentic vs. non-authentic, general vs. subject-specific, and simple vs. simplified materials. Language teachers are supposed to research and develop appropriate and useful materials to fit their students' needs. However most of the English teachers surveyed have admitted to have other professional priorities since they are part time teachers and they have been in charge of teaching few hours in the Institute of Economics and Management.

4.3.1. Role of Course book in the Business English Classroom

English language teaching/learning has many fundamental components such as listening, speaking, reading, writing, grammar and pronunciation. However, it seems that the course books and instruction materials that are often used by language teachers are important too in either EGP or ESP contexts. Very often a course book is written specially for a specific purpose, as a manual of instruction in any field of study. Thus a textbook can be defined as a book used as a standard work for the students of a particular subject. A course book affords a comprehensible framework, a sense of structure; progress to be made. It also provides clear goals to be reached to both the teachers and the students.

Sheldon(1998) argues that, “Textbooks not only represent the visible heart of any ELT program but also offer considerable advantages - for both the student and the teacher – when they are being used in the ESL/EFL classroom” Sheldon(1998:237) and the ESP context is not an exception. Yet, one may ask how important a course book is, many answers can be proposed. The following include some advantages of using a textbook:

- It is psychologically essential for students since their progress and achievement can be measured concretely when they use them. Haycroft (1998)
- It can reduce potential occupational overload and allow teachers the opportunity to spend their time undertaking more worthwhile researches. (O'Neill (1982) and Sheldon (1988)),
- Is a source of ideas and activities, a syllabus where they reflect pre-determined learning objectives, and support for less experienced teachers who have yet to gain in confidence.(Cunningsworth (1995)),
- It is generally sensitive to students' needs, even if it is not designed specifically for them. (O'Neill (1982)),
- It is efficient in terms of time and money, and it can and make room for adaptation and improvisation. (Ibid)
- It involves low lesson preparation time, whereas the teacher-generated materials can be defective in time, cost and quality.

- Students can use the textbook to learn new material, review, and monitor progress with some degree of autonomy.
- It can support teachers through potentially disturbing and threatening change processes. (Hutchinson and Torres (1994))
- It demonstrates new and/or untried methodologies, introduces change gradually, and creates scaffolding upon which the teachers can build a more creative methodology of their own. (Ibid)

Another worth mentioning advantage identified by Cunningsworth (1995) is the potential which the textbooks have. He briefly mentions the advantages of having course books:

- They are an effective resource for self-directed learning, as well as
- An effective resource for presentation material including
- A source of ideas and activities and,
- A reference source for students;
- They embodies a syllabus where they reflect pre-determined learning objectives; and,
- Support for less experienced teachers who have yet to gain in confidence.

In the present context, a textbook would be just a base for an imaginative and committed teacher who uses a textbook as a pedagogic support designed to guide and measure students' progress. However, teachers would be aware of the overuse of readymade materials and avoid becoming either slaves of the published textbooks available or the texts found on the web. Gatehouse (2001:10) notes that "no one ESP text can live up to its name", Clapham (2001) who states that finding appropriate materials is indeed difficult and the appropriateness of these materials cannot be determined in advance.

4.3.2. Specific Context Materials

Very often, the use of either authentic or non-authentic materials represents a rather thorny issue in the teaching of English in specific context. In this regard, Widdowson (1998) is against the use of 'real' materials and remarks that "what is real or authentic to users is not authentic to learners". Barnard and Zemach (2003) argue that being authentic cannot guarantee that a text is appropriate. The crucial issue, in fact, is the adequate selection and use of materials. Also, the important point is the proper use and presentation of materials within appropriate context and their implementation through meaningful activities and exercises.

The texts used by language teachers in specialist fields should be relevant and based on the learners' level. On this point, Widdowson (1998) confirm that the use of authentic materials and proposes that "the pedagogy of ESP, therefore, requires us to devise different textual versions of generic structure, beginning with realizations in simple language and gradually complexifying in the direction of genuine, actually occurring language use". (Widdowson (1998:3))

Broadly speaking the most important issue is the authenticity of purpose and use no matter whether the selected texts are authentic or non-authentic. Moreover, it is the context that makes a text authentic. Even an authentic text might lose its meaning and authenticity in vacuum, as Belcher (2006) puts "texts taken out of context are inauthentic".

Language teachers would have to know when to use simplified materials. It is up to the teacher and students to make a text look 'real' by creating appropriate activities, situations and tasks. In addition, teachers would try to authenticate the language, so learners can be gradually initiated into the conventions of the English language use and acquire it. Most importantly, teachers need to familiarize themselves with different

types of materials and opt for the best ones based on their own classroom experience and their learners' needs, objectives, levels, and interests.

Hence, Gatehouse (2001) emphasizes that "Familiarizing oneself with useful instructional materials is part of growing as a teacher ..." More importantly, teachers need to consider their students and their preferences and allow them "a voice in content selection" Belcher (2006: 139). Thus, it is suggested that English language teachers at the Institute of Economics and Management select a balanced amount of authentic/non-authentic, simple/simplified, general/subject-specific, and home-produced/international materials. The chosen materials should contain different types of exercises, activities, and tasks. The materials which are used should instigate communication among the students. Based on the students' needs and objectives, the materials had better treat the four language skills equally. Meanwhile, it is better that teachers use home-produced materials at the beginning stages because familiar topics and themes can motivate students and create a useful context for learning. Moreover, it will be helpful if teachers use more general topics at the beginning stages and then move to specific materials which are related to the students' discipline.

The following figure illustrates different types of materials to be used in a specific academic context classes:

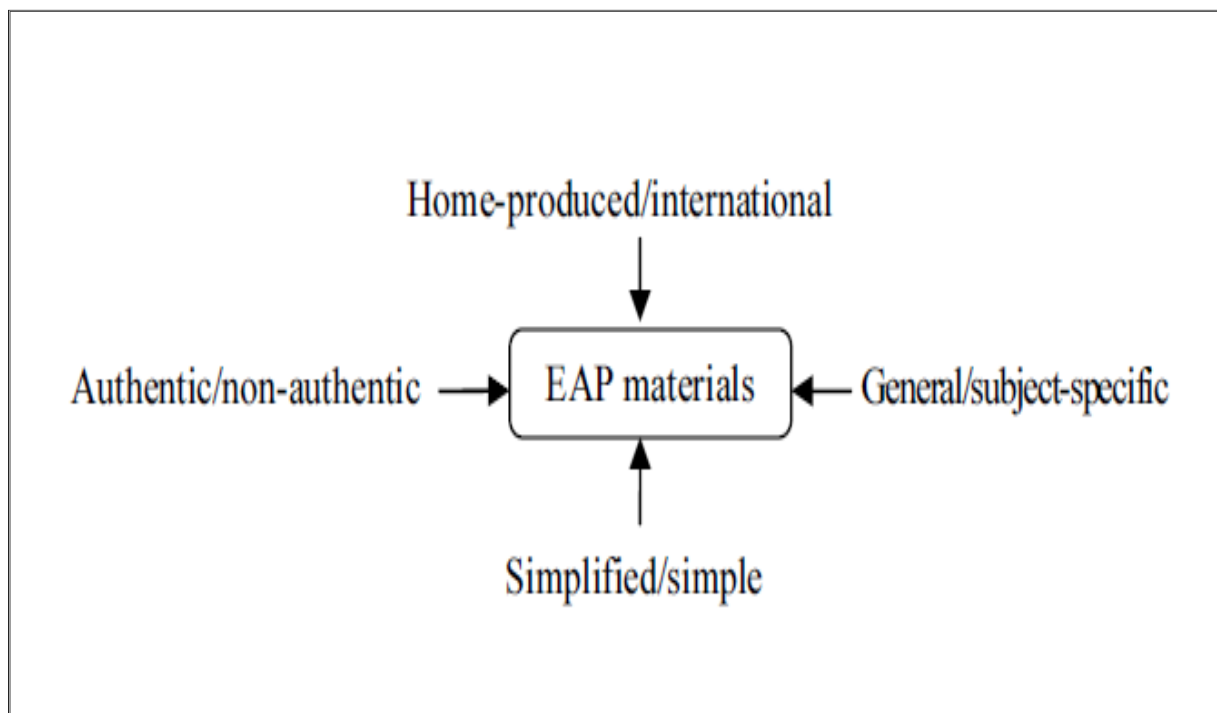


Figure 4.1 Types of EAP Materials

(Zohrabi, M. (2010). A new outlook on EAP literacies: General and specific English territories. *Journal of Pan-Pacific Association of Applied Linguistics*, 14(2), 165-186.)

4.4. Teaching and Learning Activities in Business Context

It seems that lively and efficient activities can motivate and accelerate the learning process in Business classrooms. It is the teacher who could create a situation in which all the learners become engaged in the learning process through meaningful and interesting activities. Hutchinson and Waters (1987) assume that the EGP and ESP methodologies are the same: “The classroom skills and techniques acquired in General English teaching can be usefully employed in the ESP classrooms”. They believe that the generic skills and forms of language are rather the same across a range of disciplines and occupations. So practicing these forms and skills can benefit students more than specific material. Brown (2000) advocates the use of an eclectic approach because there is no one method which could effectively help implement classroom exercises and activities.

However, Flowerdew and Peacock (2001b) advocate specific and innovative approaches to ESP/EAP settings. They emphasize that classroom activities would be purposeful and genuine and teachers need to employ different tasks to implement their methodology. In this regard, Richards (2007) points out that ESP methodology could be based on learners' purpose of learning language and the organization of these activities would be feasible and practicable. Hall and Kenny (1988) believe that methodology is more important than content: "Our syllabus is specified in terms of its methodology rather than in terms of linguistic items or skills".

Nevertheless, we can add that in EFL situations the particular type of materials have always dictated and determined the classroom activities and exercises. Belcher (2006) affirms that: "ESP is often seen as a materials-driven rather than methods-driven enterprise". Indeed, language teachers need to use different types of tasks in order to activate the learning process. Therefore, the language teachers in a specific academic context are better to take the role of a guide and advisor rather than a translator in approaching subject-specific materials. The point to note is that in EGP classes, teachers and learners had better engage in different types of activities and exercises. There are different ways of putting language into action and enhancing the learning process.

At university students face a multitude of genres, so language teachers would help their students to cope with them. To this end, Devitt (2004) proposes that instead of teaching various genres, it is better that teachers teach "critical awareness of how genres operate so that they [students] . . . learn the new genres they encounter with rhetorical and ideological understanding". It might be said that this is a useful way to familiarize students with simple and familiar genres (e.g. announcements, personal letters, etc.) and then with their own disciplines' rhetorical structure which can make them independent. It is better that teachers equip students with enough strategies to learn different genres. Teachers can ask students to compile and analyze different reading and writing portfolios related to their discipline and their own performance. So, the students can realize that

all the skills are related to each other for constructing meaning and approaching them as discrete modalities makes little sense. In addition, teachers could encourage students to reading-to-write activities and tasks, so they realize how reading is important at academic settings to improve writing. Meanwhile, when students are engaged in the writing process, they can pin point their deficiencies and become obliged to read more materials critically, purposefully, and analytically.

One of the most neglected genres in our Business English classes is the spoken discourse or speech genre. When students attempt to get their meaning across, they find themselves handicapped. To compensate for this shortcoming, Flowerdew (2005a) asked his students at a university in Hong Kong to investigate a real problem and report on it in class. He maintains that this activity of real project motivated students to work in groups and discuss it in the classroom which further instigated more discussion through question and answer. Also, Starfield (2001) believes that it is necessary to present and practice spoken discourse in the classroom in order to enhance students' strategies and help them "develop their linguistic and critical abilities". In this way, the students can engage in different interactions and negotiate in complex situations especially in their professional community.

Besides, ESP students in EFL situations can benefit from the use of technology in order to develop their communicative skills. They can be encouraged to surf the Internet and find English instructional sites which contain both texts and listening activities. In this way, they can become acquainted with informal and everyday idioms and expressions. Furthermore, teacher can ask their students to write down expressions and idioms which they find in listening activities and then bring them to the class for further discussion to practice communicative patterns. Though teachers and learners are tightly linked in the process of teaching and learning, different suggestions are formulated farther.

4.5. Collaborative Pedagogies

Because of its specificity ESP has developed distinctive methodological approaches. Just like ESP, Business English teachers would work in collaboration with the specialist fields to describe, explain, teach and bring insights in communicative practices to the students of the Institute of Economics and Management.

Since Economics and Management students surveyed through the presents research work need to be competent in particular genres and specific communicative skills along with the knowledge and tradecraft of their professions, such knowledge becomes the context for learning. The topics, content, and practices of the profession thus would act as vehicles for teaching particular discourses and communicative skills. The fact that the English language teachers in the Institute of Economics and Management in the University Centre of Ain Temouchent are generally novice and have never received any training in the field means that collaboration with both students and subject specialists becomes essential.

English language teachers in the Institute of Economics and Management need to negotiate their courses with the students drawing on their specialist expertise to promote relevant communicative activities in the classroom. An imperative of ESP has always been a reliance on tasks and materials that display authenticity or faithfulness to real-world texts and purposes. Another way that teachers often collaborate with students is to employ this specialist knowledge as a learning resource. An English language teacher would help students to become more aware of the language, discourses, and communicative practices in their fields, i.e. the teachers would involve themselves in assisting students to activate and build on their latent understandings perhaps harnessing the methods of their fields to explore the ways that communicative intentions are expressed (Dudley-Evans & St John, 1998).

Language teachers would collaborate with subject experts, and there are a number of ways this can operate. The specialist can assist as an informant, providing teachers, or students, with background and insights into the kinds of practices that experts engage in and their understandings of the texts they use (Johns, 1997). Thus such intradepartmental collaboration would involve the specialist acting as a consultant, assisting the language teachers to select authentic texts and tasks. Although organizing and implementing team teaching is very difficult in most institutions language teachers need to adjust their methods based on the students' needs and try to know a little about the students' subject.

4.6. Student's Skills Development by the Cooperative Education Program

Because of globalization, Algerian higher educational system and professional skills need to be improved in the workplace. To achieve this goal the Algerian university needs to prepare professional skills for graduates within the educational institution and develop skills for personnel in workplaces. In this case, cooperative education programs or curriculum have shown an effective means for developing graduates with desirable working competencies worldwide.

This suggestion has been worded by Pinpetch and Baum (2009) who argued that cooperative education continues to be recognized as an effective means of support while providing students with valuable hands-on learning opportunities. In fact cooperative education may be considered as an instructional method that links classroom instruction and work by providing practical experience that is relevant to the students' career goals. Chinvorarat (2001:60) confirms that some programs/universities around the world failed due to lack of shared understanding between industries and universities. Moreover, Chinvorarat (Ibid) had suggested that there are 5 key elements to make cooperative education program possible, these are as follows:

- 1- The students must be well prepared and have fundamental knowledge in their fields of study.
- 2- The industries or workplaces must strongly support this program throughout the entire period.
- 3- The university or higher education institution must set close collaboration with industries or workplaces, and set appropriated supervisions.
- 4- The supervisor or mentor at workplaces has a significant role in teaching and monitoring the co-op students to gain skills and work experience.
- 5- The Ministry of Education supports policies that will encourage industries or workplace to fully support the cooperative education program.

Chinvorarat (2001:60)

Cooperative education seems to be one of the useful tools to increase efficiency of education in Algeria It could serve the demand of industrial, theoretical and practical engineers. It seems clearer that cooperative education is not successful with only the effort of higher education institutions. It would need contribution and full collaboration from industrial sectors or workplaces. However, one could highlight the fact that not every workplaces or careers could provide work based learning. Since it is relevant in the field of industrial tourism and cooperative education program but for other fields they need to consider factors like the eventual duration of apprenticeship that cooperative education program needed more time (4-18 months) to practice at workplace.

4.7. English Language Teachers in an Academic context

Swales (1985) uses the expression ESP practitioner instead of ESP teacher. He justifies that in addition to teaching, ESP teachers have to carry out NA, design a syllabus, develop materials, and evaluate students and the whole course. Gatehouse (2001) notes that in order to carry out these tasks teachers need adequate skills, enough time and support. Overall, it cannot be expected that language teachers who have never been trained to teach subject matter, since they are supposed to teach language skills rather than content materials. Thus, if we intend to have a productive class, we need to train our teachers before we allow them to teach in a specific context.

English language teachers in the Institute of Economics and Management should be aware that they have to deal with different types of students who have different expectations of their courses, teachers and materials. However, as it was already mentioned the problem is that “instructors in any ESP context often lack training” (Brinton & Holten, 2001). That is, teachers who teach in departments such as Economics, Accounting or Management very often are not aware of the real present and future needs of their students. So training remains a fundamental aspect in any academic context.

Even more Master (1997) observes “ESP teacher education ... can thus be said to be minimal at best ... In most cases, professional ESP practitioners train themselves, learning as they go”. To this end, Chen (2000) suggests action research as a means for self-training to improve ESP teachers to function effectively. However, the fact is that we are language teachers and not subject teachers and our main responsibility is to teach language rather than subject specific materials. Yet, Farhady (2005) emphasizes that ESP teachers are not required to know subject matter. They only need to develop optimistic views, be familiar with the basics of the subject and be informed about their previous knowledge on the subject. But the teacher competence of English remains an issue worth mentioning.

However, Brinton et al. (2003) believe that language teachers should know the subject materials in order to use them effectively in the classroom. Also, Bell (1999) points out that “It may therefore be necessary for EAP trainers to possess a certain level of background knowledge in their students’ academic subjects ...” Meanwhile, Chen (2000) remarks that “ESP teachers need to know the concepts and presuppositions involved if they are to understand specialist texts properly.” On the other hand, subject teachers are required to know the language needs of their students and should not merely focus on content. The different opinions formulated by these researchers and theorists mean that in a competitive context language and field knowledge are rather required.

The point is that language teachers can hardly gain enough understanding of the ESP courses that they teach if they do not make research in the target field of their students. Subject teachers are rarely familiar with their students’ linguistic needs and lack necessary expertise to teach literacy skills. It is suggested that language teachers in the Institute of Economics and management familiarize themselves with the discipline of their students, know the genres, values, and epistemological knowledge of the given field. Overall, language teachers are outsiders who can only teach language and can help their students to master language through content. Ultimately, language teachers can try to learn from their students’ discipline by engaging in decoding texts and participating in discovering meaning with the help of students who are specializing in the field.

4.8. Learning Strategies

Learning strategies play an important role in second/foreign language learning since they help learners develop language competence in many ways (Oxford, 1990; Rubin, 1981). Language learning strategies, which are generally defined as the behaviors and thoughts that learners use to select, organize, and integrate new knowledge is an important variable that has received much attention in the field of language learning and teaching (Weinstein & Mayer, 1986; Wenden, 1987). Language learning strategies

are of interest not only for revealing the ways language learners apply learning strategies, but also for demonstrating how the use of strategies is related to effective language learning.

Learning strategies are procedures followed to improve one's own learning, through the storage, retention, recall, and use of new information about the target language. They are the specific thoughts and behaviors used by the students to facilitate the completion of language learning tasks. With the help of the strategies students can learn to plan, monitor, and evaluate their own language learning. Below are summarized key authors and definitions of learning strategies as they have evolved chronologically.

Author(s)	Definition	Comments
Bialystok (1978) (In O'Malley & Chamot, 1990: 10)	"...optimal means for exploiting available information to improve competence in a second language..." (1978:71)	This early definition refers to improving competence, although O'Malley & Chamot did not discuss the actual definition of 'competence'.
Rubin (1987) (In Stern, 1992:261)	"what learners do to learn and do to regulate their learning" (1987: 19)	This is a broadly encompassing definition of learning strategies implies both cognitive and metacognitive processes are included.
O'Malley & Chamot (1990)	"... the special thoughts or behaviours that individuals use to help them comprehend, learn or retain new information." (1990: 1)	A slightly more specific definition is now offered which accounts for the need to understand new information in order to learn. However, like Bialystok, there is no explicit reference to managing or monitoring the learning process.
Oxford (1990) (In Richards and Lockhart, 1996: 63)	"Specific actions taken by the learner to make learning easier, faster, more enjoyable, more self-directed, and more transferable to new situations." (1990: 8)	The significance of enjoyment and increased transferability, in addition to learner autonomy is appreciated in Oxford's concise definition.
Wenden (1991)	" learning strategy specific mental steps or operations learners implement to learn" (1991: 163). They also "... regulate [learners'] efforts to [learn] ..." [and] "They are one type of learner training content that should be included in plans to promote learner autonomy." (1991:	The initial glossary definition is briefer but tantamount to the same interpretation as O'Malley & Chamot. However, Wenden specifies a metacognitive function and notably points out the notion of promoting learner

	18)	autonomy.
Stern (1992)	“The concept of learning strategy is based on the assumption that learners consciously engage in activities to achieve certain goals, that they exercise a choice of procedure, and that they undertake some form of long-term planning.” (1992: 261)	This narrower definition is based on the ‘intentionality of language learning’ (1992: 261) and includes the concept of managing the learning process.
Richards et al (1992)	“intentional behaviour and thoughts that learners make use of during learning in order to better help them understand, learn or remember new information. These may include focusing on certain aspects of new information, analyzing and organizing information during learning to increase comprehension, evaluating learning when it is completed to see if further action is needed. Learning strategies may be applied to simple tasks such as learning a list of new words, or more complex tasks involving language comprehension and production. The effectiveness of second language learning is thought to be improved by teaching learners more effective learning strategies (see STRATEGY TRAINING.) <i>Further reading</i> O’Malley & Chamot 1989; Wenden & Rubin 1987.” (1992:209)	Richards <i>et al</i> acknowledge prior work and illustrate their definition of a learning strategy in second language learning. N.B. The note and references for further reading indicate that the references cited in this table represent key authors in this field.
Nunan (1999)	“ Language Learning Strategies The mental and communicative processes that learners deploy to learn a second language.” (1999: 55)	Nunan offers a broad, yet concise definition, which includes communicative strategies.
Carter & Nunan (2001)	“ Learning strategies: techniques used by learners to help make their learning be more effective and to increase their independence and autonomy as learners. Strategies can be employed by learners to assist with the storage of information, to help with the construction of language rules and to help with an appropriate attitude towards the learning situation” (2001: 223)	This definition also highlights learner independence and autonomy, and provides further details with respect to cognitive and affective strategies, including a reference to ‘attitude’, not previously encountered.

Table 4.1 : Definitions of Learning Strategies

To sum up, learning strategies can be defined as: 1) Mental and/or communicative processes; 2) Subconscious or conscious actions and techniques for learning: they assist with storing information, forming language rules, and understanding; making learning easier, faster, more enjoyable, and more transferable to new situations; 3) Applicable to both simple and complex tasks; 4) Teachable; and 5) Helpful in developing 'appropriate attitudes' towards the learning situation, and increasing learner independence and autonomy.

Language teachers could encourage their students to cooperate with other learners to achieve immediate classroom goals and develop and/or maintaining a positive attitude to learning English. Thus, learning strategies may be considered as tools to aid learning.

4.9. Types of Learning Strategies

According to Wenden (1991), there are two main kinds of learning strategies: *Cognitive strategies*; and *Self management strategies*. Linguistic and sociolinguistic content are processed using mental steps or operations, i.e. cognitive strategies, which fulfill four key functions: (1) selecting information from incoming data; (2) comprehending it; (3) storing it; and (4) retrieving it for use. (1991)

Learners employ self-management strategies to monitor and manage the learning process. These strategies can be divided into three categories: (1) planning; (2) monitoring; and (3) evaluating (O'Malley & Chamot, 1990; Wenden, 1991; and Stern, 1992).

O'Malley & Chamot (1990: 8) identify a third type of learning strategy in their literature review, social/affective strategies, of which cooperative learning, asking for clarification, and redirecting negative thoughts are some examples. They also note that learning strategies and communication strategies can be differentiated: "...learning strategies have learning as a goal, and communication strategies are directed towards maintaining communication" (Tarone 1981).

Thus the researcher can point out that research on 'good' language learners has also identified strategies (Rubin, 1975; Stern, 1975; and Oxford, 1990). Despite the superficial difference in classifying strategies, the researcher supports the view that there is broad consensus. However, it is difficult to decide which strategies and techniques are fundamental for learning, which ones might be most useful to other learners, and which should be combined with others to maximize learning effectiveness as the choice remains confined to the students.

4.10. Learner Training

According to Wenden (1991) learner training consists of "the learning activities organized to help language learners improve their skills as learners; includes learning to use strategies; knowledge about the language learning process; and attitude and development to support autonomous use of the strategies and knowledge; learner education" Comparably, Richards *et al* (1992) present a specific definition of strategy training (synonymous with learner training) and outline three different approaches: [It is] training in the use of learning strategies in order to improve a learner's effectiveness. Thus, a number of approaches to strategy training can be used, including:

- **Explicit or Direct Training:** learners are given information about the value and purpose of particular strategies, taught how to use them and how to monitor their own use of the strategies.
- **Embedded Strategy Training:** the strategies to be taught are not taught explicitly but are embedded in the regular content of an academic subject area, such as reading, maths or science.
- **Combination Strategy Training:** explicit strategy training is followed by embedded training.

Scrivener (1994) gives a more comprehensible definition of the concept:

Raise student awareness about how they are learning and, as a result, help them to find more effective ways of working, so that they can continue working efficiently and usefully even when away from their teacher and the classroom.

Scrivener (1994)

In other words strategy training in the context of Business English means work on teaching learning as well as teaching English with a view to make students become independent and autonomous. Thus, language teachers in the Institute of Economics and Management like in other Institutes and departments could train students to: work on study skills (use of dictionaries, reference material, workbooks, notebooks, filed material) and examine students about their awareness of the process of learning and reflection on what is happening. Thus, it seems important to include these as strands throughout Business English course.

4.11. Importance of Learner Training

The Students surveyed have already had up to eleven years of English instruction (four years in the middle school - three years in the 'lycée' and finally nine semesters) while they have answered the questionnaire and thus are supposed to have developed some learning techniques, strategies, and styles. Learner training might thus be considered unnecessary. However classroom research shows that many students seem to remain unaware of the available opportunities to study English. Furthermore, learner training may offer some value to beginning students who are less likely to have developed their own language learning strategies. **Table 4.2 below** highlights a number of justifications for learner training motivated by learners-centredness as Cadlin, in his preface to Rutherford (1987) has already explained it.

Author	Justifications
Stern (1992)	<p>Observing learners, Stern notes, “The literature on learner training suggests that many learners fail to consider all the alternatives and tend to rely on too narrow a range of techniques.” (1992: 267)</p> <p>He thus summarises the goal of learner training as raising learners’ consciousness of strategies and techniques to enable more effective learning, together with reflection.</p>
Rutherford (1987)	<p>In the last section of his book, Rutherford (1987) emphasises the importance of consciousness-raising, a form of learner training, not so much for making the learner a better reader or listener, but for better enabling them to learn from reading and listening.</p>
Wenden (1991)	<p>Wenden cites a selection of second language learning and cognitive psychology writings, then concludes:</p> <p>In effect, ‘successful’ or ‘expert’ or ‘intelligent’ <i>learners have learned how to learn.</i> [My italics]. They have acquired the learning strategies and the knowledge about learning, and the attitudes that enable them to use these skills and knowledge confidently, flexibly, appropriately and independently of a teacher. Therefore, they are autonomous. The literature also argued implicitly or explicitly for the need to provide learner training ...</p> <p>(1991: 15)</p>
Holland & Shortall (1997)	<p>Holland & Shortall conclude that the concept of learner training is founded on the belief that “teachers may best serve their learners by helping them develop their approach to learning.” (1997: 109)</p>

Author	Justifications
Brown (2001)	Brown goes further; he reminds teachers of "... their mission of enabling learners to eventually become <i>independent</i> of classrooms – that is, to become autonomous learners." (2001: 208)

Table 4.2 : Justifications for Learner Training

Adapted by Brown (2005: 15) in Elements of Learner training and learning Strategies in a Japanese eikaiwa (private language school) UNIVERSITY OF BIRMINGHAM, United Kingdom

Besides, the increasing research into learner strategies, though predominantly focusing on receptive skills (i.e. listening and reading) or vocabulary learning are summarised in **Table 4.3**

Researcher, writer, source	Area of research
Cohen & Apek (1980, 1981); Atkinson & Raugh (1975); Levin (1981); and Pressley et al (1980, 1981) (In O'Malley & Chamot, 1990: 7)	Research on the application of strategies to vocabulary tasks
Wong Fillmore (1985); and Wong Fillmore & Swain (1984) (In O'Malley & Chamot (1990: 10)	"Learning strategies were said to be the principal influence on the rate and level of second language acquisition for children, whereas inherent developmental and experiential factors were considered to be primarily responsible for first language acquisition." (1990: 10)
O'Malley, Chamot & Kupper (1989) (In Brown, 2000: 124)	Research on the development of effective listening skills.
Medani (1989) (In McCarthy, 1990: 124)	Research on vocabulary learning strategies employed by both 'good' and 'poor' learners.
McCarthy (1990: 124)	Research has shown that learning strategies for coping with vocabulary are adopted by learners but the success of learning or maximising of strategic resources varies.
Vann & Abraham (1990) (In Brown, 2000: 124)	A study of 'unsuccessful' learners.

Researcher, writer, source	Area of research
Anderson (1991) (In Brown, 2000: 124)	Research identifying 47 reading strategies.
Bacon (1992) (In Brown, 2000: 124)	Research discovered differences between listening comprehension studies used by men and women.

Table 4.3: Research into Learner Strategies

Adapted by Brown (2005: 16) in Elements of Learner training and learning Strategies in a Japanese eikaiwa (private language school) UNIVERSITY OF BIRMINGHAM, United Kingdom

However, O'Malley & Chamot (1990: 151), expressed their scepticism with regards to the gap between research and pedagogy: We have sensed that instructional approaches in second language acquisition are rarely based on sound theory and research on how individuals learn.

Even though it is apparent that there is no 'best way' to either teach or learn a language, and some researchers and practitioners believe learner training to be unnecessary (Krashen, 1981; and Kubota, 2004), there seems to be stronger evidence to support its usefulness. As to sum up, learner training may help students to realise what learning materials and resources are available, how best to take advantage of them to suit their own individual needs and interests, and thus become better language learners.

4.12. Need for ESP Testing

In the language classroom, assessment can be regarded as a constant process, in which the teacher uses various tools to measure the progress of the learners. Among those tools are portfolios (1), self-assessment, and, of course, tests which give a representation of the learner's language at a particular point in time. If used 'properly', these tools can help the teacher develop a 'full' picture of the learner's progress. It is important to note that all types of testing and assessment are important in gathering information about students' abilities.

Testing seems to be the most widely used assessment tool in the classroom, it determines the students' potential and it is decisive in the ranking since testing leads to give marks and these marks will allow the students either to pass or to re-sit for the terms. The need for tests of ESP has grown out of the conceptions that function as the basis upon which ESP stands. An analysis of the communicative needs of the students is considered central in an ESP context. Identifying the language targets toward which the students must aim is, in turn, the basis of such a NA. It does not, however, comprise the whole of NA.

It should be noted that the goal of testing for ESP instruction is to determine what skills of the target language the students do not know; it is not meant to test their knowledge of general English. Some popular tests of English language proficiency can be useful for testing how much General English students know. However, they cannot provide adequate data on the student competence in the spoken activities and written texts characteristic of a specific discipline or vocation, such as Electronics, Accounting, and Medical Sciences or Engineering.

Specifically developed ESP tests could be used for purposes of selection, achievement, and content-area proficiency. As Douglas (2000) argues, the rapid interest in performance assessment made ESP tests even more interesting. Ethical considerations as well as the notion of authenticity in testing provided further support for the claim that ESP tests are not only needed but also fundamental. Yet, these as well as many practical considerations such as economy, time limits and the rapid developments of scientific knowledge made ESP tests even more of greater importance. Workplace is needed to select the fittest students for their future job vacancies. University departments are needed to measure exactly "how fit" their students are. Language teachers in the Institute of Economics and Management need to know to what extent students have attained the objectives of ESP courses.

4.13. Developing Language Skills

Listening, reading, speaking, and writing, are the four basic language skills that language teachers' needs assessment is supposed to show which should be emphasized in Business English classes. Emphasis varies from situation to situation, but very often students typically need ESP to understand English and are therefore expected to be of priority help in developing their listening and reading skills. However, no skill should be taught in isolation.

The researcher concentrates first on the listening skill. Although essential for communication in English, the listening skill is often neglected in the English class in the Institute of Economics and Management. It is 'clear' that everything a teacher says in the classroom can be useful in developing the students' listening abilities. However; spoken communications with the class must be comprehensible. The cloze exercise is a good way to check students' listening comprehension. The teacher could give the students a short passage with some words deleted. Read the passage aloud twice. If they are unable to fill in the missing words, they are incapable to make sense of the passage. Other ways of using cloze exercises include deleting articles or verbs, for example, to focus students' attention on these language structures.

English language teachers can also give Economics and Management students practice on taking notes as they listen. Students may practice writing notes as a dictation exercise for main points of information. The teacher could help them recognize clues to meaning introduced by the speaker. A summary of such clues includes:

- a) Numerical statements, such as "There are two reasons... "
- b) Rhetorical questions.
- c) Introductory summaries: "Let me first explain..."; "The topic which I intend to discuss is interesting because... "
- d) Development of an idea, signalled by statements such as: "Another reason... "; "On the one hand... "; "Therefore... "; "Since... "; "In "; etc.

- e) Transitions, such as "Let us turn our attention to..."; "If these facts are true, then..."; etc.
- f) Chronology of ideas, signalled by "First..."; "The next..."; "Finally..."; etc.
- g) Emphasis of ideas, such as "This is important because..."; "The significant results were..."; "Let me repeat..."; etc.
- h) Summary of ideas, signaled by "In conclusion..."; "As I have shown..."; etc. Yorkey (1970)

Language teachers could also use graphics and visuals with listening exercises since it may keep students engaged in active listening by attracting their attention. Students may also need support in learning to read graphics (maps, charts, etc.) because they may have had little experience with this skill. Listening comprehension activities can help them see how graphic information is read and analyzed. General objectives are given in each section of this chapter for the teaching of language skills, but English language teacher in the Institute of Economics and Management of Ain Temouchent would need to develop specific objectives for their particular program after having assessed students' needs and select teaching materials. The following are general objectives for the teaching of listening comprehension.

➤ ***Objectives for Developments of Listening Comprehension***

1. Students can understand short lectures in the content area when vocabulary is familiar, as demonstrated by their ability to answer questions about the lecture.
2. Students can understand spoken numbers, including percentages, fractions, decimals, and other numerical expressions common to the specialty field, as demonstrated by their ability to write those numbers when they hear them in context.
3. Students can be able to follow instructions given in class regarding assignments and activities, as demonstrated by their correct performance of such instructions.

The activities for teaching listening in the Institute of Economics and Management could be as follows:

Short-lectures: English teachers could give such lectures regularly to provide students with opportunities to develop note-taking and other listening skills. The teachers could make their mini-lectures as contextualized as possible. Demonstrations are particularly effective and use visual aids and real objects at every opportunity to increase the comprehensibility of their presentations. If possible, they can use the laboratory and demonstrate an experiment or process. They can organize practical, hands-on activities for student participation. Following the presentation, teacher could ask true/false and yes/no questions to give students the opportunity to check their comprehension. This task can be dealt with orally, or made a paper and pencil task and called a self-evaluation test to allow students to assess their own progress. Also, It may be useful to construct a cloze exercise in which, following the mini-lecture, the English teacher re-read some parts to the students while they follow along and fill in the blanks. This exercise can be checked immediately in class so students receive feedback on their understanding.

Reading aloud: students can listen to their teachers' intonation patterns and pronunciation. This listening activity will provide additional clues for the interpretation of complex sentences which might otherwise be beyond the students' competence.

Number recognition: any technical field requires that students understand spoken numbers. Number recognition exercises give them practice. Such exercises develop listening comprehension and numeracy in English and can easily be constructed in advance of each class period. Language teachers could ask the students to number a piece of paper from 1 to 10. Then, they can read a sentence which has a number in it and ask the students to write the number they hear. Initially, the numbers the teachers use can be the simple cardinal numbers (distinction between fifteen and fifty, for example, often give students problems). But as the course progresses this exercise can become more challenging, as the

teacher includes numbers in the thousands or millions, monetary expressions, decimals, fractions, percentages, and other specialty uses of numerical expressions which occur in the content area.

Dictation exercises: Dictation combines listening and writing practice. When dictating, the teacher could read the whole sentence at normal speed three times, allowing time for writing between each repetition. However, when evaluating dictation, the focus would not be on spelling since it is supposed to be a listening comprehension exercise and not written one, the product can be evaluated according to whether or not meaning is reflected in what is written (2).

As to the Reading skill, it is complementary to the listening one. Reading skills and habits seem to be important for Algerian university students since they have to read a large volume of academic texts in Arabic, French and sometimes even in English to mainly realize small due works, enlarge their field of knowledge and research in their specific disciplines. However a number of students show some shortcomings related to the quality and quantity of time spent on reading while entering university education. In fact, many students seem to be underprepared for the reading demands placed on them while entering university. They show inability to read selectively, particularly extracting what is important for the purpose of reading and discarding what is insignificant Benson (1991). Dreyer (1998) declares that students often present low level of reading strategy knowledge and Van Wyk (2001) refers to the lack of the strategies needed to successfully comprehend expository texts.

Moreover, the researcher can assert that one of the most important skills required to access professional information in various subject fields is reading comprehension. Especially for students in an academic setting to make use of materials in different domains of science and technology, reading ability has been found to be the most required skill. It is assumed that if teachers get aware about their students problems, they can better

help them tackle their problems. Andrews (2007) stresses the fact that teachers' awareness is more important than the learners' awareness.

Furthermore, Andrews (2007) believes that a second element contributing to the complexity of the teachers' language awareness (TLA) is the need for the teachers to be aware of the students' present level of language. With regard to the importance of TLA, recent researches (Andrews, 1999, 2007; McNeill, 1999) suggest that TLA does have the potential to exert a powerful influence upon teaching effectiveness at least as far as L2 teachers are concerned. Thornbury (1997) stressed the importance of focusing on language awareness in second language development courses. Wright and Bolitho (1993:292) pointed out that the more aware a teacher is of language and how it works, the better.

As pedagogical content knowledge is a special form of professional understanding that is unique or personal to teachers and combines knowledge of content to be taught with knowledge of what students know or think, therefore, having such a knowledge about the problematic syntactic units in ESP texts helps teachers to teach this content through for example, analogies, contrasts and examples, in ways that are most likely to be effective in helping them to attain the intended outcomes of the instruction.

Certainly, identifying students' problems gives teachers some knowledge about their needs and this awareness may assist teachers in tackling their learners' problems better. Teachers' and students' awareness may play a key role in the process of language learning. In other words teachers' own awareness of the language and process of language learning and students' needs may contribute significantly to their success in their instruction. Therefore, being aware of the Economics and Management students' needs in their reading comprehension helps language teachers better teach them and enhance the outcome of their teaching by applying appropriate methods in teaching the syntactically problematic structures. It is suggested to design reading tasks in accord with the needs of the target discipline. In the sense that before designing tasks for the EFL reading

courses, language teachers could consider the most problematic syntactic units that learners have problem in reading ESP texts.

As a result, it is recommended for the English language teachers in the Institute of Economics and Management to design material and tasks based on the syntactic units that learners have problems with. Wright and Bolitho (1993) identified a number of pedagogical tasks where teachers' awareness may have a significant positive impact, including preparing lessons, evaluating, adapting and writing materials, and designing syllabuses. To make the texts and passages more approachable language teachers set out deleting complex items or simplifying the linguistic structures using more familiar and frequent items. But through this process of simplification and adaptation, the students not only are denied the access to new and complex items that finally ought to be learned but also develops strategy of reading which works solely for adapted texts. However, there is an alternative material adjustment technique, syntactic elaborative modification, which can be adopted to pre-modify scientific texts without spoiling their authenticity, to some extent. But it requires much from teacher's competence of language and field.

Nevertheless, a well designed reading exercise provides instruction in the skills demanded at various levels of reading, along with plenty of practice in this skill, which can only be developed through extensive and continual practice. Two types of skills are needed in reading: simple identification skills, (decoding) and higher level cognitive skills such as analyzing, synthesizing, and predicting. The reading program could work on two levels to develop both types of skill.

Thus, language teachers could integrate intensive and extensive reading tasks; while intensive reading is close analysis of a short passage and can be used to develop vocabulary, grammar skills, and comprehension. As to extensive reading, it is faster reading of longer passages to develop understanding of writers' organizational strategies, to improve reading speed, and to focus on main ideas.

Yet, fluent reading depends primarily on knowledge of vocabulary and subject matter, and secondarily on knowledge of grammatical structure and familiarity with the ways that writers organize texts in English. Vocabulary development seems to be an important aspect of reading (and listening) development. Economics and Management students need to develop a good vocabulary in English in order to be efficient readers and listeners. Even if they already know quite a lot of technical vocabulary in English in their field language teachers could help them to expand their technical vocabulary and develop the additional vocabulary they need for further study in the domain.

As to vocabulary, it could be taught only in context and not in word lists to be memorized. The vocabulary taught includes words which are useful for the students. Language teachers should help students focus on grammatical structures which appear in reading texts, such as verb forms, possessives, adjectives and adverbs, and comparative forms. Higher level cognitive skills necessary for good reading depend on knowledge of the subject matter of the texts and knowledge of the way that information is organized in writing. Economics and Management students already bring their knowledge of the subject matter to the reading task, and their backgrounds in their fields help make the reading materials more comprehensible to them.

Besides, students' higher level cognitive skills can be tapped by giving them advance information about the texts they are asked to read, and by teaching them to preview texts before beginning to read **(3)**. The 'SQ3R' technique first coined by Robinson (1978) is commonly used to help students get the most from their reading. SQ3R means Survey, Question, Read, Recite, and Review. Students are asked to complete these five activities worded as follows:

1. to survey; looking over headings, reading introductory and concluding paragraphs, and identifying the core ideas of the passage.

2. to formulate questions from text headings.
3. to make a conscious effort to find the answers in the text as they read.
4. Having read the first section, to look away from the book and try to recite the answers to their questions, using their own words and trying to give an example.
5. to take notes, and, when they have finished reading, to review their notes.

No doubt, that training Economics and Management students in this procedure (i.e. SQ3R) could help them to read more efficiently. Language teachers would give students practice in reading for different purposes, such as finding main ideas, finding specific information, or discovering the author's point of view. Language teachers could also give students a clearer idea of the purpose of reading before they begin as well as advanced guidelines for approaching each assignment. Knowing the purpose of the assignment helps students reach the most from their reading efforts.

For example, they can be asked to predict what the text is about from the title. It is also helpful to give students some questions to think about as they read. The skills of skimming and scanning can be introduced during the English class in the Institute of Economics and Management. Skimming means quick reading to get the general drift of a passage. Students can be asked to skim a text to discover the author's purpose. Thus, scanning deals with searching for specific information. Students can be asked to scan a text to answer a specific question.

Even, long articles as well as short passages should be used. Economics and Management students like other language students need practice with long blocks of texts which they read for main ideas as well as intensive work with paragraphs and short passages. Long articles can be read outside of class to provide background for the work that has to be done during the class period.

According to Schleppegrell and Bowman (1986) the objectives for teaching reading should be as follows:

1. Students will demonstrate their understanding of authentic material in their content area, including stating the main points of the text and giving the author's point of view.
2. Students will be able to scan a passage quickly to find specific information.
3. Students will use an increasing large vocabulary in the subject area and in general academic language.

Thus, the stated above objectives could be fulfilled through activities such as:

1. Use of fill-in-the-blank vocabulary exercises. This type of exercise also doubles as a listening comprehension exercise if the sentence is read aloud by the teacher.
2. Vocabulary can also be developed through instruction about prefixes and suffixes that carry meaning in English.
3. Have students use what they read in order to perform a task.
4. Exercises can be developed which help make explicit the organizational pattern and/or main idea of the author.
5. Encourage students to read extensively by asking them to report on material they have read outside of class which is relevant to the topic under consideration.
6. If time permits, incorporate some time for silent reading.

The Writing and Grammar activities are also fundamental in the learning process. Although some students may place great emphasis on learning grammar, because the whole pre university instruction focused mainly on this aspect of language may urge English language teachers to spend lots of class time explaining various points of English grammar and structure. However, English language teachers at the Institute of Economics and Management could assure to students that grammar is not the most important aspect of language learning. Students may have a false sense

that they are learning English, when, in fact, they are just learning about English, but making little progress toward comprehending and being able to use the language in the contexts for which they need it.

Understanding and communicating in English seems to be very important for Economics and Management students even if they do not understand the fine points of grammar. The ability to function in English is not directly linked to accuracy of grammatical use or pronunciation. English language teachers need to encourage students to use English even if they make grammatical and pronunciation mistakes. The main purpose of language use, after all, is communication.

Nevertheless, some instruction in grammar is necessary particularly in written work, learning grammar rules can help students recognize and correct their own errors. One way to ensure that students can make effective use of what they learn is to teach grammar simultaneously with writing, the skill in which it can best be practiced since in speaking, we do not usually have the time to remember and apply rules of grammar. But in writing we have ample opportunity to monitor our usage.

Thus, it seems that grammar instruction is most useful in writing since the grammatical forms which are most useful and most learnable are those which control the sentence level such as question form, negation, relative clause formation and other structures involved in subordination and coordination. These features are more important than correct usage of articles or other non-sentence-level features. Development of writing ability takes lots of practice. English language teachers could start with simple, structured exercises to allow students develop confidence as writers before they give them longer free writing tasks. As in other skills, development of writing can be enhanced through the use of appropriate visuals.

Another suggestion is that English language teachers could carefully structure the writing assignments. Paragraph writing exercises can be based on models which the students first complete, and then expand or build on. For example students first complete a paragraph based on a diagram, and then use another diagram to write a paragraph in a similar style.

English language teachers in the Institute of Economics and Management like in other institutes and departments should set objectives for the development of writing Skills. Some of the objectives to be reached could be broadly summarized as follows:

1. Students will be able to summarize material which they have read.
2. Students will be able to take notes on lectures or readings.
3. Students will be able to compose coherent paragraphs on familiar topics.
4. Students will be able to write short letters in standard format.
5. Students will be able to write for a variety of purposes, depending on the needs of their specialty area.

As to activities for developing Economics and Management students' writing skills, they could encompass the following:

1. Writing exercises including dictation and completion of cloze or fill-in-the-blank exercises. Completion of cloze exercises forces students to hypothesise and to recognise relationships between sentences.
2. Sentence-combining exercises require students to organise sets of short, sentences into longer, more effective ones. This gives them practice with coordination and subordination without requiring the composition of coherent prose passages.
3. Re-ordering jumbled sentences to help students build understanding of paragraph structure.
4. Note-taking exercises to give students practice recording information. English language teachers could guide Economics and Management students in developing a good note-taking style which will be useful during

class and during in service situation. The teacher could make them aware that when they take notes they could include content words, important diagrams, correct figures (such as percentages, quantities), transitional expressions, and appropriate abbreviations and symbols.

5. Summarizing exercises can be combined with reading or study skills assignments. Such exercises can also be used to develop skills in paraphrasing and to caution students against plagiarism. For example, students can be asked to read and summarize information in preparation for writing a research paper. The teacher can evaluate the summary in terms of how well the students express the information in the article in their own words.

6. Writing descriptions can include descriptions of substances, places, and objects. At more advanced levels this might include interpretations of illustrations, graphs, and charts.

7. Writing descriptions of processes, including writing instructions or "how to" exercises as well as descriptions of how things happen over time.

Closely linked to the listening, reading, and writing skills, is the speaking skill. NA is supposed to determine whether the development of speaking skill is a goal in any ESP class. However, development of speaking skills may be beyond the scope of what it is possible for English language teachers to provide. To afford every student with practice in speaking is an inefficient use of classroom time. Discussion groups seem to be very often difficult to manage; students rarely listen to each other talk and "conversation" degenerates into one student after another saying unrelated things. A small group of students usually take and hold the floor, and it becomes impossible to give everyone the same amount of practice. Even if everyone did get the same amount of practice, in the typical class of 30 students and ninety minutes of class time, each student could not possibly get more than three minutes of practice.

However, because in an ESP situation the direct teaching of speaking may not be practical, studies like those conducted by Nunan (1998) have shown that increased listening comprehension leads to increased ability to speak. Language teachers can assure the students that the exercises they are doing to increase their listening comprehension will make them better able to hold conversations with native speakers of English. Nevertheless, if teaching speaking skills is one of the class objectives; the language teacher needd to select activities that reflect the real functions for which the students will use English.

Speaking is a communication activity and improves only with practice in communication. Therefore language teachers could use class time for activities which will increase overall language proficiency and ability to comprehend spoken English. Teachers in Business English situation could give students practice in conversation management; for example, s/he could teach them greetings and closings, and replies to greetings and closings, how to introduce themselves and others, forms they can use when they do not understand, such as "Pardon me. What was that again?" or "What does _____mean?" or "Please, speak more slowly."

Probably Activities for Developing Speaking Skills can be worded as follows: Debating. Teacher can divide students into teams and have them present opposing sides of an issue. Interpreting pictures or explaining diagrams. And finally giving directions; for example, looking at a map and explaining how a person would get from point A to point B.

The study skills are indeed fundamental to any student. The practical aim of Business English teaching/learning should be to prepare students to communicate effectively in their academic and professional environments by developing their general and professionally communicative language competences, which, in particular, rely on students' ability to learn. Business students at the Institute of Economics and Management like elsewhere in other universities and institutes should develop their study skills and their acceptance of responsibility of their own learning.

Business students seem to have little practice in study skills that some teachers take for granted. They need instruction in how to use English dictionaries, grammars, and other reference books as well as practice in basic library skills such as using an index or bibliography. In order to do effective research, they need to know how to look at a book and determine the author, publisher, date and place of publication. Language teachers could plan to devote some hours of each instructional unit to development of these skills.

Also, Business students require practice using good English language dictionaries, not just bilingual dictionaries which translate from their language into English since very often bilingual dictionaries do not contain the technical terms needed for their specific subject-area study. Language teachers can assign follow-up activities helping students to get familiar with taking notes, paraphrasing, or compiling bibliographies on topics in their specific specialty.

Language teachers could give Business students practice taking notes and writing summaries. The use of such activities can help introduce the notion of plagiarism and ensure that the students are aware of academic protocols regarding quotation and use of paraphrased material, introduce conventions for citation and footnotes, and preparation of bibliographies.

As to the objectives for Study Skills Development they are cited below:

1. Students would be able to identify the parts of a book, including title page, table of contents, index, glossary, etc.
2. Students would be able to use dictionaries for information about pronunciation and syllable division, to identify the way words are commonly used in sentences (parts of speech), to find correct meanings, and to determine whether the word is British or American, formal or informal.

3. Students would be able to use indexes; including being able to use alternate search words when the topic they have in mind is not listed.
4. Students would be able to use bibliographies, including being able to identify titles which might provide additional information on their topic of research.
2. Students would develop note-taking skills, including outlining and paraphrasing.
3. Students would be able to summarise information they have heard or read.

Consequently related activities for study skills developing are illustrated:

1. The efficient use of a dictionary could be a focus of the language teacher work on study skills. One technique for learning frequently used words is for students to make a small dot beside a word every time they look it up in the dictionary. If students find certain words accumulate a number of dots, they could make a list of those words for more intensive study.
2. Other activities which develop dictionary skills include then:
 - a) *Pronunciation key exercises.* Dictionaries use common words, called key words, to illustrate the pronunciation of the various symbols used by the publisher to show how words are pronounced. Business Students can be taught to use these symbols, along with stress markings, to get full use of their dictionaries.
 - b) *Definition identification exercises.* Students could practice identifying which definition is most appropriate when several are given for the same word.
3. *Encyclopedia exercises.* Students could be shown how they are organized and instructed in the use of the encyclopedia's index. They can be asked to locate and summarize or paraphrase information.
4. *Atlases.* Business students can use atlases to obtain many kinds of information; for example, about geographical features, population distribution, major resources, and climate.

5. *Bibliographies.* Business students could be asked to use bibliographies to identify other sources of information about topics of interest to them.

6. Students' abilities to read and understand published research in their fields of study may depend on their knowledge of such research vocabulary as hypothesis, experimental design, data collection and compilation, interpretation of results, and evaluation. It may be helpful to give students an example of a research paper which uses an experimental research process and discuss together the components of the research design. (Schleppegrell and Bowman (1986)).

4.14. Helping Students Learn Outside the Classroom

Some students want more from their English program than their language teachers are able to provide. They need help in learning how to go about improving their English on their own. Language teachers could offer them the following suggestions:

1. *Take advantage of every opportunity to have an English language experience,* this could be through watching a movie in English, listening to the radio (music, news and some podcasts on the internet), and going to lectures. Comprehension is enhanced rapidly as the daily listening reinforces vocabulary heard previously. If students find that initially they cannot understand enough to benefit from listening, language teachers could, for example suggest they read the lyrics of the songs or read the newspaper in their native language before listening. Reading in advance will make listening more comprehensible.

2. *Read for pleasure in English.* This point cannot be overstressed. Language teachers would draw attention of students on the fact that when they read for pleasure they would not focus on understanding every single word; instead they would set their dictionaries aside and strive to comprehend the global meaning of what they read.

3. Take every opportunity to communicate with native speakers of English. Such opportunities include both conversing with native speakers, when possible, and exchanging letters and emails with native speakers. Such a communication could provide good practice in informal writing as well as information about the culture of English-speaking countries.

4.15. Conclusion

Through the present chapter which aimed at being the closing part of the dissertation, some suggestions and recommendations have been proposed according to the findings which have been revealed throughout the research and supported by relevant references included in the bibliography of the thesis. The researcher tried to suggest some approaches, materials and activities that have been proved to work around the world and that may be relevant in the present teaching learning Algerian context.

Yet the researcher is conscious that the suggested recommendations and activities are greatly dependent on educational institution, the teacher's competence and the learners' knowledge and will to succeed. Nevertheless, she cannot assume that these can be implemented everywhere as they are related to the objectives of lectures besides time and financial cost.

NOTES TO CHAPTER FOUR

- 1- Portfolios are the response to the need of an authentic assessment practice. They become a common alternative to the traditional assessment methods (Mayer & Tusin, 1999). Rooted in the constructivist theories, which promote learning that is constructed by the learners themselves, rather than being imparted by the teachers. Thus, portfolio assessment entails students to provide selected evidence to show that learning relevant to the course objectives has taken place. Students also have to justify the selected portfolio items with reference to the course objectives (Steffe & Gale, 1995).
- 2- For example, plural endings or past tense endings are necessary for correct interpretation of meaning. Spelling errors which reflect the irregularities of English orthography may not affect meaning.
- 3- Previewing is a quick reading for general familiarity, in which students a) read the introductory paragraph; b) read the first sentence of each of the body paragraphs; and c) read the entire concluding paragraph. This should take students only a few minutes, and will enhance their reading comprehension.
- 4- Prefixes and suffixes that carry meaning in English are as follows :
 - a. prefixes which convey negative meaning, such as un-; in-; non-; a-; dis-; anti-; de-; counter-; contra-; mis-; mal-; under-; over-;. Examples: like/dislike; understand/misunderstand.
 - b. Noun-agent suffixes such as -er; -or; -ent; -ant; -ist; -ian. Examples: teach/teacher; science/scientist.
 - c. Verb-forming suffixes such as -ize; -ify; -ate. Examples: organize; specify.
 - d. Noun-forming suffixes such as -ation; -cation; -tion. Examples: organization, specification.

***GENERAL
CONCLUSION***

GENERAL CONCLUSION

GENERAL CONCLUSION

Through this doctoral thesis the researcher tried to examine the influence of English language mastery on workplace readiness and employment outcomes for Algerian graduates who seek to work in international companies implemented in Algeria. The study adopted a mixed method approach involving a detailed review of relevant literature and questionnaires for English teachers, students and workers. The qualitative data from the questionnaire enabled the researcher to analyse the topic of investigation from a specific perspective which is comparing students and graduates.

In this globalized era, bilingualism / multilingualism would provide the younger Algerian generation with the tools and knowledge to excel not only here at home, but beyond our national borders if such an opportunity is given to them. Learning more than a foreign language including English would allow the young Algerian workforce to succeed in various areas including education, business and scientific/ technological research.

Algerian business students and professional managers need not only to enhance their English communication skills but also other soft skills including personality traits, such as optimism, integrity and a sense of humour in order to cope with increasingly high competitive job market. Nowadays, although a mere subject knowledge in the chosen field of business remains of prime importance it appeared from the investigations that it could not be a guarantee for a business graduate to get a good job or excel at the workplace .

Probably, Algeria would benefit as a country if more people spoke English along side with some other languages like Chinese, Turkish and Italian. More specifically, they believed that learning English would help the country's overall economic development, would give a strong boost to international business and trade and improve Algeria's communication with other developed and developing countries. International business and trade

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were considered the area that would benefit the most from more widespread knowledge of English.

The aim of the thesis was to investigate about the place and the importance of English in higher education curricular and workplace. The primary aim was to shed the light on the problems newly graduated population face once looking for jobs.

The two main research questions were as follows:

- a) Could coordination between higher education and work place cater for the needs of the learner and produce outstanding workforce?
- b) Why should language teachers prepare and motivate students to succeed not only in exams, but also in their future professional careers?

The secondary aims were formulated:

- c) What are the best tools to assess specific group of students' language proficiency?
- d) Could the teacher deal with and develop the four skills of learners of a specific field? Or must s/he stick on teaching related vocabulary and reading text to develop the students' oral communicative competence? If yes, is it really useful for Algerian students to develop such an oral communicative skill and for which context?

The study revealed first that the existing Business English course offered at the Institute of Economics and Management, University Centre of Ain Temouchent is very much examination oriented and there is a wide gap between students' final examination scores in English and their real proficiency in the target language, and second, that students are well aware of their needs. Third the Business English course does not meet the present and future language needs of the students. Fourth the absence of skills-oriented teaching results in ineffective learning. Fifth there is a gap between the target situation (employment market) and the existing proficiency of

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students. The reasons for this gap are absence of effective syllabus, methodology, course organization, assessment and lack of coordination between subject teachers, workplace professionals and the university.

The study has also demonstrated the following aspects:

- The absence of standard course books or a common syllabus contributes to students' lack of English language and communication skills.
- The communicative weaknesses of students are not taken into account by teachers and there is no attempt to improve them.
- Some teachers do not have ELT training before engaging in teaching at the institute of Economics and management. And thus, they lack competences required to be effective teachers of English at the Institute.
- The majority of the students surveyed are not happy with the Business English curriculum.
- The system of assessment is not effective and does not reflect the real level of the students.
- The skills students consider more important for them are not covered or focused in the English class.
- The teachers seem to prepare students for examinations and do not seem to teach English as a life skill or survival skill.
- Listening and speaking skills are not given adequate importance.
- The Business English course does not foster students' critical thinking skills which employers consider as something very important.

Hence, it appeared from the study that there should be a shift from teaching solely linguistic skills such as grammar, listening and speaking, reading and writing to multi-skills such as presentations and email writing in an integrated manner. The aim of the course could enable the students of Business to learn or improve certain skills as speaking in the English language and use them effectively as students and later as professionals at the workplace.

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However, the investigations revealed that most students and professionals are not proficient enough to communicate effectively in the target language, which in this case is English. This lack of proficiency seems to constitute a great problem for some professionals who want to access higher levels in their companies and for some students who wish to cope with an international bibliography and readings. In the light of the data for needs assessment collected from different sources, the study identifies the situations that are encountered and the skills which are required at workplace, as a student and in a professional life, evaluates the English course critically and suggests changes to make it effective.

Knowledge of English would facilitate to some extent the access to international markets. The vast majority of individuals also referred to communication, and believed that some knowledge of English would help the country in its transactions with other nations and, on a personal level, would help Algerians communicate with foreign customers and tourists.

There is a strong feeling among the surveyed students that employees who speak English are more efficient and therefore achieve better jobs, higher salaries and have more opportunities to work for multinational companies than those who do not speak English. Some also mentioned that speaking English is a prerequisite for someone who wishes to work for a multinational company and that overall, English speakers are given priority in both Algerian and international markets.

A significant proportion of students had a positive attitude toward learning English, without however being able to provide further explanation. Most of the surveyed sample population mentioned that learning English would be beneficial since it is an internationally used language. They also mentioned in some chats that more recently English has become more popular in Algeria, although Algerian Arabic remains the main means of communication in everyday life and French, still occupies a privileged place among the educated category at workplace and even for everyday communication.

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Besides, one must mention the fact that in Algeria, apart the oil and gas industry, few companies specify English as a key requirement. Other industries that demand English include those involved in international trade, maritime and freight, telecommunications, IT and software development and service sectors. These industries are less active in Algeria, and demand for English speakers from them is lower than in the oil and gas companies. Employees in senior and upper-management positions are required to know English in most large companies, because of their involvement in strategic decision making. Of the job advertisements analyzed, none considered English crucial for recruitment or company growth.

Though oil and gas companies and other multinational companies prefer recruiting Algerian employees with good commands of English, they struggle to find such a workforce who masters not only the target professional skills but also the required language skills, and many are providing general Business English to their employees in-service training.

The better the English skills (beside other languages as French, Chinese, Turkish and Italian) Algerian professionals will develop, the better their chances of gaining promotion and being entrusted with additional responsibilities. Improved foreign languages skills including English added to accumulated work experience would allow Algerian employees to move on to more promising job opportunities. Such skills and experience will also motivate some employees and students to start their own business.

Yet, it remains necessary that ESP could move from its original exclusive focus on related field vocabulary teaching to involve more communicative principles and emphasis on sensitizing students on the importance of critical thinking. Teaching materials are based very often on the lexical and grammatical characteristics of scientific and business discourses in isolation from their social and professional contexts. These materials could be replaced by those that acknowledge wider interactional and semiotic contexts, where language and tasks are more closely related to the situations in which they are used.

GENERAL CONCLUSION

English language teachers should consider the importance of communicative skills in their teaching and include them in the curricula. To make students understand language and the functions it performs, language teachers should make the students appreciate how it is used within particular contexts, identifying the purposes and participants that are integral to the construction of essential communicative processes and products. As language teachers they should equip the learners with the right means and skills to facilitate the understanding of the interpersonal conventions a sales manager might observe when giving a client presentation or the knowledge when writing up a business letter or report. In the language classroom, these concerns convert into finding ways of preparing students to participate in a variety of activities and to see ELT in specific context as concerned with communicative practices rather than more narrowly with specific aspects of language.

Through the study it appeared that needs analysis is a practical and effective step to determine the learners academic language needs in the target literacy contexts. However, although NA plays an important role in curriculum development, many language teachers still lack awareness of or have neglected this component. Consequently the language syllabus that is provided to the learners tend to be on an ad hoc basis. Based on the literature, very few local studies have been conducted to find out the EAP needs among university students with particular reference to the context of Economics and Management.

Finally, this study has provided empirical data on a certain group of students, English teachers and professionals at the Institute of Economics and Management in the University Centre of Ain Temouchent and some Algerian and multinational companies. Though the aim is to have a clearer picture of their specific English language needs to enhance the English language courses at university level, the picture does not yet cover the entire wide spectrum of the ELT and ELL processes.

GENERAL CONCLUSION

The following suggestions may facilitate further recommended areas of research in order to obtain a more comprehensive view of the wide spectrum of the ESP field:

- If this survey is used as an input in selecting text materials and teaching methods for Economics and Management students, an evaluation study ought to be carried out to test how the new courses meet the intended communicative needs.
- With the establishment of the new LMD system how could we move the focus from teaching to learning and thus train learners to become more autonomous?
- How can the LMD system promote learner autonomy to create learning environments where students can make their own choices, reflect on how they are learning and assess their own progress.
- Another research project in this regard is encouraged to examine the required English language skills as well as other skills of English teachers to determine the needed level of qualifications to teach ESP courses in terms of how much specialized knowledge teachers need and how they obtain this knowledge.
- Further research is needed in regard to the importance of language skills versus field related skills.
- This study provided information regarding the specific language situation in the Economics and Management field. However, it would be interesting to investigate how interaction unfolds at the macro level. The following are few examples: studying how the language situation in companies affects code switching among mixed workforce professionals; or examining how communicative strategies are used when Algerian and foreigners communicate at workplace.

GENERAL CONCLUSION

Indeed, the language gap between university and work place seems to be a common feature. Yet, it can be regarded as university students cognitive weakness/deficit or/ and that relevant knowledge is lacking in students' minds. Keeping in mind that the primary aim of university is to prepare students for the work place, i.e., to acquire and transfer their knowledge required on the job, the university has to redesign language education intended to do a better job in the workplace. Greater involvement between English departments and workplaces is necessary so as to enhance their language skills and enhance their language skills in a meaningful or realistic way.

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APPENDICES

Appendix 1

Questionnaire for Students

I will highly appreciate if you could answer the questions frankly. Please, fill in the blanks with appropriate information or **bold** the appropriate choice.

1. Department:
2. Are you satisfied with your English classes? Yes / No
3. Are you ready to use English in your future job? Yes / No / Not sure
4. Are you satisfied with the length of the English course? Yes / No
5. **You study English for:**
 - 5.1 Studies and Research
 - 5.2 Future Professional career
 - 5.3 Travel and leisure
 - 5.4 Pass the exam
 - 5.5 All
6. **State whether your English course helped you develop the following skills.**
 - 6.1 Academic language skills (reading- writing- listening – speaking)
 - 6.2 Professional (business)skills
 - 6.3 Intercultural communicative skills
 - 6.4 None of these
 - 6.5 All
7. **Did you have the following activities in your English class?**
 - 7.1 Reading
 - 7.2 Writing (compositions, writing reports, technical documents, writing business correspondence, summarizing)
 - 7.3 Listening (for general information, listening for specific information)
 - 7.4 Discussions/Debates
 - 7.5 Making presentations Yes / No
 - 7.6 Taking tests Yes / No
 - 7.7 Others:

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8. Are the following activities useful (U)/not useful (NU), appropriate (A) / not appropriate (NA) to your level, interesting (I) or not interesting (NI)? (More than one tick is possible in one line.)

Activities	U	NU	A	NA	I	NI
Reading for information						
Reading for special information						
Summarizing a text						
Writing texts						
Writing reports						
Writing letters						
Listening for general information						
Listening for specific information						
Watching videos						
Discussions/ debates						
Role play						
Making presentations						
Fulfilling exercises						
Taking tests						

9. Do you think you have enough hours of English per week?

.....

.....

.....

10. Do you have any suggestions to make tests and exams efficient?

.....

.....

.....

11. Give some tips to improve Business English course so as to help you to cope with professional Language requirements.

.....

.....

.....

Appendix 2

Questionnaire for Teachers

Dear Respondents

I am working on English for Specific Purposes for my Doctorate research. I would like to gather your views related to the topic. Your feedback on the *Business English* course and suggestions on how to modify the course content are very valuable to my research.

A. Professional Details

1. What are your educational qualifications?

.....

2. How long have you taught the course English business purposes?

.....

3. Have you had any special training in ELT?

- Yes

- No

- Please, give details.

.....

.....

4. To what extent a teacher without any specific ELT training can teach the course 'English for Business'?

- Please, give details

.....

.....

5. What competencies does an English for business teacher need to have in order to be successful in teaching the course 'business English'?

.....

.....

B. ESP practitioners' views on their students

6. Which language skills do your students need most?

1- Language skills

2- Business skills

3- Intercultural communicative skills

4- Critical thinking skill

C. ESP practitioners' views on the 'English for Engineering' course

7. What do you think of the master 2 English course?

.....

.....

APPENDICES

15. What are your views on the tests and exams?

Please , give more detail

.....
.....

16. Do you think the students should be tested in Language skills, Business skills, Intercultural communicative skills, Critical thinking skill

Please , give more detail

.....
.....

17. What are your suggestions to improve the relevance of assessment?

.....
.....

E. Teaching methods and approach

18. Do you carry out a needs analysis before starting a course?

- Yes

- No

19. How do you teach each of these skills: Language skills, Business skills, Intercultural communicative skills, Critical thinking skill

.....
.....

Appendix 4

Questionnaire for Professional Managers

Dear Respondents,

I am working on English for Specific Purposes for my Doctorate. I would like to get your views on the corporate needs and expectations and also get your suggestions on modifying the Business English curriculum. Your contribution is very valuable to my research.

A. Professional Details

1. Qualification:
2. Name of the company:
3. Designation:

B. Professional Communication Needs

4. Have you had any special training in communication skills? Yes / No
5. Do you agree that highly effective managers have adequate speaking skills? Yes / No
7. Do you agree that highly effective managers are good communicators? Yes / No
8. According to you what language knowledge do students of management need in order to be placed in an international company?

.....
.....

9. What skill sets do recruiters look for in prospective employees?

.....
.....

10. What skills do professional managers (various positions) need in order to be effective at the workplace?

- reading - writing
- listening - speaking
- management skills

C. Suggestions

11. What are your suggestions to improve the quality of *Business English course*

.....
.....

12. List the changes that you would like to bring in the *Business English course*.

.....
.....

APPENDICES

13. Do you think it is important to develop critical thinking competence in learners?

A) Yes B) No C) Don't know

Please, give more detail:

.....
.....

14. Do you think it is important to involve professional managers in the design of course materials? Why?

A) Yes B) No C) Don't know

Please, give more detail:

.....
.....

15. Give your suggestions on modifying the *Business English* course based on the corporate needs (placement).

.....
.....

Appendix 5

Job Advertisement

The screenshot shows a web browser window displaying a job advertisement on the cvya.dz website. The browser's address bar shows the URL: cvya.dz/fr/annonce/detail/554f8ce4afa698.17807994/recruteur-sourcing. The website header includes the cvya logo, navigation links like 'Toutes les offres d'emploi', 'Envoyer votre CV', and 'Espace employeur', and buttons for 'Candidat : S'inscrire' and 'Se connecter'. The main content area is titled 'Recruteur (Sourcing)' and includes the following details:

- Postée le : 10-05-2015 à 17:52:52
- » **Fonction** : Ressources Humaine
- » **Années d'expérience** : 2 à 5 ans
- » **Niveau d'études** : Maîtrise / BAC + 4
- » **Type de poste** : Temps plein
- » **Secteur d'activité** : Recrutement & bureau de placement
- » **Lieu** : ALGER
- » **Référence** : RH

The 'Profil demandé' section lists:

- Maîtrise parfaite des langues Française et Anglaise (écrit et parlé)
- Expérience de 3 ans ou plus dans un poste similaire
- Esprit d'équipe
- Connaissance de le domaine Oil & Gaz / Energy / RH

The 'Mission' section lists:

- Prendre connaissance du profil demandé
- Demander, au besoin, des compléments d'information
- Etablir l'offre ANEM
- Rechercher les Cv
- Sélectionner les Cv
- Faire valider la short list par le responsable
- Contacter les candidats et proposer l'offre d'emploi
- Au besoin, organiser un entretien
- transmettre les Cv pour mise au format

On the right side, there is a form titled 'ENVOYEZ VOTRE CV' with the following fields:

- « **Votre nom et prénom** :
- « **Votre téléphone** :
- « **Votre e-mail** :
- « **Attachez votre cv [word, pdf]** :
Choisissez un fichier | Aucun fichier choisi
- « **Message de motivation** :

At the bottom of the form is an 'Envoyer le CV' button and a 'Signaler un problème' link. The Windows taskbar at the bottom shows the time as 18:03.

APPENDICES

The screenshot shows a web browser window with the CVya website. The browser's address bar displays the URL: cvya.dz/fr/annonce/detail/555204e81727f4.78768452. The website header includes the CVya logo, a navigation menu with 'Toutes les offres d'emploi', 'Envoyer votre CV', and 'Espace employeur', and buttons for 'Candidat : S'inscrire' and 'Se connecter'. The main content area is titled 'Gestionnaire du Chantier' and includes a job description box with the following details:

- » **Fonction** : Ressources Humaine
- » **Années d'expérience** : 2 à 5 ans
- » **Niveau d'études** : Licence / Bac +3
- » **Type de poste** : CDD ou Mission
- » **Secteur d'activité** : Recrutement & bureau de placement
- » **Lieu** : OUARGLA
- » **Référence** : 3

Below the job details, there is a short description of the role: 'Gestion du personnel de chantier Maîtrise La langue français et anglais couramment Maîtrise le Ressource Humaine l'accueille de Nouveau recrue Au Chantier les Pv D'installation Suivi De Pointage et réclamation de personnel déclaration CNAS Posser des Offre à L'ANEM ...'. There are also social media sharing icons for Facebook, Google+, Twitter, LinkedIn, and Email.

The 'Employeur' section identifies the company as 'Star Of Désert' and provides a link to 'Toutes les offres de cet employeur'. At the bottom left, there is a 'Gérer votre offre' link.

The right side of the page features a form titled 'ENVOYEZ VOTRE CV' with the following fields:

- Votre nom et prénom :**
- Votre téléphone :**
- Votre e-mail :**
- Attachez votre cv [word, pdf] :** Aucun fichier choisi
- Message de motivation :**

An 'Envoyer le CV' button is located at the bottom of the form. At the bottom of the page, there is a 'Signaler un problème' link.

The Windows taskbar at the bottom shows the system tray with the date 'FR', signal strength indicators, and the time '11:55'.

APPENDICES

The screenshot shows a web browser window with the URL cvya.dz/fr/annonce/detail/53ba8bc67293f8.01476352/. The page features a navigation bar with 'Toutes les offres d'emploi', 'Envoyer votre CV', and 'Espace employeur'. The main content area is titled 'Assistante Administrative ou secrétaire' and includes a list of job details: Fonction (Ressources Humaine), Secteur d'activité (Chimie), Type de poste (CDI), Années d'expérience (2 à 5 ans), Niveau d'études (Licence / Bac +3), Lieu (ALGER), and Référence (ADM001). A description of the employer is provided, along with a list of requirements for the candidate. On the right, there is a form to submit a CV, with fields for name, phone, email, and a file upload section. A 'Signaler un problème' link and contact information are also visible.

Assistante Administrative ou secrétaire

Postée le : 16-07-2015 à 09:29:19

- » **Fonction** : Ressources Humaine
- » **Secteur d'activité** : Chimie
- » **Type de poste** : CDI
- » **Années d'expérience** : 2 à 5 ans
- » **Niveau d'études** : Licence / Bac +3
- » **Lieu** : ALGER
- » **Référence** : ADM001

Importante société d'importation et de distribution de produits chimiques et phytosanitaires, filiale d'un groupe international Leader dans son domaine

recrute:

Assistante Administrative

Profil:

- Maîtrise de l'outils informatique.
- Maîtrise parfaite des langues : Arabe – Français - l'Anglais est fortement souhaité.
- Eléments de base en gestion administrative et capacités rédactionnelles de bon niveau.
- Sens de la confidentialité.

ENVOYEZ VOTRE CV

Votre nom et prénom :

Votre téléphone :

Votre e-mail :

Attachez votre cv [word, pdf] :

 Aucun fichier choisi

APPENDICES

The screenshot shows a web browser window with the URL cvya.dz/fr/annonce/detail/554f8ce4afa698.17807994/recruteur-sourcing. The page features the cvya logo and navigation links: 'Toutes les offres d'emploi', 'Envoyer votre CV', and 'Espace employeur'. The job title is 'Recruteur (Sourcing)', posted on 10-05-2015 at 17:52:52. A list of requirements is provided: Fonction: Ressources Humaine; Années d'expérience: 2 à 5 ans; Niveau d'études: Maîtrise / BAC + 4; Type de poste: Temps plein; Secteur d'activité: Recrutement & bureau de placement; Lieu: ALGER; Référence: RH. The 'Profil demandé' section lists skills in French and English, experience of 3+ years, team spirit, and knowledge of Oil & Gas / Energy / RH. The 'Mission' section includes tasks like profile assessment, information gathering, offer establishment, CV search, selection, shortlist validation, candidate contact, and interview organization. A 'Recruteur (Sourcing)' profile picture is visible. On the right, a form titled 'ENVOYEZ VOTRE CV' contains fields for name, phone, email, CV upload, and a motivation message, with an 'Envoyer le CV' button and a 'Signaler un problème' link.

The screenshot shows a web browser window with the URL cvya.dz/fr/annonce/detail/4d9c7992827b02.64656713/directeur-des-ressources-humaines. The page features the cvya logo and navigation links: 'Toutes les offres d'emploi', 'Envoyer votre CV', and 'Espace employeur'. The job title is 'Directeur des Ressources Humaines', posted on 11-02-2015 at 01:01:42. Requirements include: Fonction: Ressources Humaine; Secteur d'activité: Energie & Eau; Années d'expérience: 7 à 10 ans; Niveau d'études: Maîtrise / BAC + 4; Type de poste: Temps plein; Lieu: ALGER. The description states the candidate will manage 180 employees in the MENA region. The 'Missions' section includes collaborating with business managers and maintaining good working relations. A 'Directeur des Ressources Humaines' profile picture is visible. On the right, a form titled 'ENVOYEZ VOTRE CV' contains fields for name, phone, email, CV upload, and a motivation message, with an 'Envoyer le CV' button and a 'Signaler un problème' link.

APPENDICES

Windows 8 : com x x Cv Emploi et recrute x Cv Directeur des Res x Cv Directeur des Res x Cv Responsable For x Cv DIRECTEUR DES x Cv Chargé du perso x Cv DRH - Emploi et x

cvya.dz/fr/annonce/detail/4d9c7992827b02.64656713/directeur-des-ressources-humaines

Profil :

- Licence / Maîtrise en administration des affaires ou domaine connexe avec une majeure en ressources humaines d'une université reconnue ;
- Expérience d'au moins 07 ans au tant que HR manager / généraliste RH au sein d'une grande société ;
- Expérience dans le soutien des groupes client ;
- De bonne approche, capable de réfléchir de manière stratégique et traduire les stratégies en plans d'action décisive ;
- Capacité interpersonnelle, communicationnelle et organisationnelle ;
- Compétences de leadership et capacité d'influencer tous les niveaux de l'organisation dans différents environnements (multiculturels/internationaux) ;
- Capacité de travailler en équipe dans un environnement virtuel ;
- Maîtrise du français et de l'anglais (l'arabe est souhaitable) ;
- Grande mobilité exigée.

Souhaitable :

- Maîtrise en RH ou en business management ;
- Connaissance du Programme de leadership Ressources humaines (HRLP) ;
- Capacité de résolution des conflits, de gestion de plusieurs projets ;
- Compétences analytiques, stratégiques, esprit critique et d'initiative ;
- Maîtrise d'outils : MS Office, Brass Ring et Oracle HR.

FR 12:14

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The screenshot shows a web browser window with the CVya website. The page title is 'Assistante Manager' and it was posted on 17-11-2015 at 10:14:57. The job details include: Fonction: Services administratifs; Années d'expérience: Moins d'un an; Niveau d'études: Licence / Bac +3; Type de poste: Temps plein; Secteur d'activité: Commerce de gro & Import / Export; Lieu: ALGER; Référence: Ref 001. The application form on the right includes fields for name, phone, email, and a CV upload button. The bottom of the page shows a Windows taskbar with the time 20:17.

Emploi et recrutement en x Assistante Manager - Emp: x

cvya.dz/fr/annonce/detail/536b52d92261a1.04212303/

Candidat : S'inscrire Se connecter

Toutes les offres d'emploi Envoyer votre CV Espace employeur

Assistante Manager

Postée le : 17-11-2015 à 10:14:57

- » **Fonction** : Services administratifs
- » **Années d'expérience** : Moins d'un an
- » **Niveau d'études** : Licence / Bac +3
- » **Type de poste** : Temps plein
- » **Secteur d'activité** : Commerce de gro & Import / Export
- » **Lieu** : ALGER
- » **Référence** : Ref 001

Qualification et condition du poste :

Diplôme en / ou : (Commerce international - Secrétariat - Licence Anglais - Marketing - Management)

Langue : Français et Anglais exigé

Outil informatique : Excel niveau expert

Expérience professionnelle : Non exigé aptitude et attitude seront plus valorisées / expérience dans le domaine (Industrie du Plastique - commerce international - Transit - bancaire branche commerce extérieur) est un plus .

lieu d'habitation : Alger / à ou près de (Chéraga - Dely Brahim - Ouled fayet) est une préférence .

ENVOYEZ VOTRE CV

Votre nom et prénom :

Votre téléphone :

Votre e-mail :

Attachez votre cv [word, pdf] :

Choisissez un fichier Aucun fichier choisi

Message de motivation :

Envoyer le CV

Signaler un problème

FR 20:17

APPENDICES

The screenshot shows a web browser window with the CVya website. The address bar shows the URL: cvya.dz/fr/annonce/detail/56201e4f8cd643.04212215/chef-projet. The page features a navigation bar with links for 'Toutes les offres d'emploi', 'Envoyer votre CV', and 'Espace employeur'. The main content area displays a job listing for 'CHEF PROJET' posted on 16-11-2015 at 10:42:53. A summary box lists job details: Fonction (Stratégie & Management), Années d'expérience (1 à 2 ans), Niveau d'études (Licence / Bac +3), Type de poste (CDD ou Mission), Secteur d'activité (Autres Services aux entreprises), Lieu (ALGER), and Référence (0020/2015). Below this, the employer's requirements are listed, including excellent presentation, management skills, and computer proficiency. Social sharing options for Facebook, Google+, Twitter, LinkedIn, and Email are provided. The 'Employeur' section identifies the company as 'SOCIETE DE SERVICE'. On the right, a form titled 'ENVOYEZ VOTRE CV' includes fields for name, phone, email, and a motivation message, along with a file upload button and an 'Envoyer le CV' button. A 'Signaler un problème' link is also present.

CHEF PROJET
Postée le : 16-11-2015 à 10:42:53

- » **Fonction** : Stratégie & Management
- » **Années d'expérience** : 1 à 2 ans
- » **Niveau d'études** : Licence / Bac +3
- » **Type de poste** : CDD ou Mission
- » **Secteur d'activité** : Autres Services aux entreprises
- » **Lieu** : ALGER
- » **Référence** : 0020/2015

Société Privée, cherche pour son siège, chef de projet rattaché à la direction du recouvrement :

- Excellente Présentation
- Excellente capacités de management d'équipe.
- Excellent relationnel
- Esprit du challenge
- Esprit d'analyse et de synthèse
- Haut sens de la responsabilité
- Grandes Compétences Managériales
- Excellente maîtrise de l'outil informatique et bureautique.

Partager sur :

[f](#) [G+](#) [t](#) [in](#) [e](#) [m](#)

Employeur
SOCIETE DE SERVICE

ENVOYEZ VOTRE CV

Votre nom et prénom :

Votre téléphone :

Votre e-mail :

Attachez votre cv [word, pdf] :

Aucun fichier choisi

Message de motivation :

[Signaler un problème](#)

Vous avez un problème pour postuler?

The screenshot shows a web browser window with the URL cvya.dz/fr/annonce/detail/56489191b3e466.72755654/directeur-des-ressources-humaines-h-f. The page features a navigation bar with links for 'Toutes les offres d'emploi', 'Envoyer votre CV', and 'Espace employeur'. The main content area is titled 'Directeur des Ressources Humaines H/F' and includes a 'Postuler le' date of 15-11-2015 à 13:07:13. A summary box lists key details: Fonction: Ressources Humaine, Type de poste: CDI, Niveau d'études: Licence / Bac +3, Années d'expérience: 10 à 15 ans, Secteur d'activité: Recrutement & bureau de placement, Lieu: SETIF, and Référence: 15-dz-111-01. The 'NOTRE CLIENT' section describes the employer as a specialized Algerian leader in electronic products manufacturing. The 'MISSION' section outlines responsibilities such as defining HR policy, recruitment, and employee development. The 'Profil' section lists requirements like a License/MBA in social sciences, 10 years of experience, and fluency in Arabic and French. An 'Avantage' section mentions a service vehicle and housing. A note invites candidates to send their CVs. On the right, a form titled 'ENVOYEZ VOTRE CV' contains fields for name, phone, email, and a motivation message, along with a file upload button and an 'Envoyer le CV' button. A 'Signaler un problème' link and a contact number (0555 98 11 73) are also present. The browser's taskbar and system tray are visible at the bottom.

Directeur des Ressources Humaines H/F
Postuler le : 15-11-2015 à 13:07:13

- Fonction : Ressources Humaine
- Type de poste : CDI
- Niveau d'études : Licence / Bac +3
- Années d'expérience : 10 à 15 ans
- Secteur d'activité : Recrutement & bureau de placement
- Lieu : SETIF
- Référence : 15-dz-111-01

NOTRE CLIENT :
Leader algérien spécialisé dans la fabrication des produits électroniques et électroménagers recrute son Directeur des Ressources Humaines

MISSION :

- Définir la politique RH, piloter sa mise en oeuvre et veiller à la réalisation de ses objectifs.
- Elaborer et mettre en oeuvre les plans de recrutement, de formation, de rémunération, de gestion de carrière et développement des ressources humaines.
- Optimiser l'affectation des ressources humaines et l'adapter aux objectifs économiques fixés par l'entreprise.
- Garantir la conformité de toutes les activités liées directement et indirectement aux ressources humaines, par rapport au droit du travail et au cadre légal interne.
- Veiller à la bonne communication et à l'application des diverses résolutions du comité de Direction.
- Garantir la sérénité du climat social.
- Manager ses collaborateurs et veiller à leur propre épanouissement.
- Etablir des tableaux de bord exhaustifs en guise de reporting périodiques auprès de la Direction Générale.

Profil :

- Licence / MBA en sciences sociales (Ressources Humaine/Droit/Management).
- 10 ans expérience, 3 ans poste similaire.
- Maîtrise du droit de travail.
- Maîtrise des divers cadres légaux internes.
- Une parfaite maîtrise des outils informatiques et une excellente connaissance des ressources humaines.
- Grandes capacités managériales.
- Excellentes qualités relationnelles.
- Grande disponibilité.
- Maîtrise parfaite de l'Arabe et du français, l'anglais serait un plus.

Avantage :

- Véhicule de service.
- 5 d'expérience dans le même poste.
- Logement de fonction

Les candidats intéressés sont invités à envoyer leur candidature (CV) sous la référence 15-dz-111-01a (Postuler via formulaire)

Partager sur :

ENVOYEZ VOTRE CV

Votre nom et prénom :

Votre téléphone :

Votre e-mail :

Attachez votre cv (word, pdf) : Aucun fichier choisi

Message de motivation :

[Signaler un problème](#)

Vous avez un problème pour postuler?
[contactez nous au 0555 98 11 73](tel:0555981173)

Responsable Achats Projet
Posté le : 11-11-2015 à 01:05:45

» **Fonction** : Commercial / Vente
» **Type de poste** : Temps plein
» **Niveau d'études** : Licence / Bac +3
» **Années d'expérience** : 2 à 5 ans
» **Secteur d'activité** : Industrie pharmaceutique / Biotechnologie
» **Lieu** : ALGER
» **Référence** : DZRH

Grand laboratoire recrute un Responsable Achats projet
Missions :
- Garantir dans le cadre du projet la disponibilité des services et des produits, dans le respect des exigences qualité, coût et délai
- Veiller au respect des procédures et guides lines de l'entreprise
- Assurer tous les achats dans le cadre du projet et autres achats pour l'étranger
- Assurer la gestion et coordination des activités d'achats, et reporting associé sur le projet lien avec l'équipe projet, le site et les achats groupe
- Contribuer à l'élaboration et garantir le déploiement de la stratégie d'achats du groupe
- Participer à l'élaboration des cahiers de charge en relation avec le projet et les achats techniques
- Animer les séances d'information et mener de négociation avec les fournisseurs en la collaboration du chef de projet
- Assurer le suivi des objectifs et prendre les mesures correctives nécessaires

Profil recherché:
- Diplôme universitaire en commerce, marketing ou management
- Expérience dans les achats dans une multinationale
- Expérience dans la gestion d'un projet dans le domaine pharmaceutique ou autre en algérie
- Maîtrise des langues arabe, français et anglais
- Aptitude à travailler en équipe
- Capacité rapide de s'adapter

ENVOYEZ VOTRE CV

Votre nom et prénom :

Votre téléphone :

Votre e-mail :

Attachez votre cv [word, pdf] :
 Aucun fichier choisi

Message de motivation :

[Signaler un problème](#)
Vous avez un problème pour postuler?
contactez nous au 0555 99 11 73

APPENDICES

The screenshot shows a web browser window with multiple tabs open. The active tab is 'DIRECTEUR AGENCE BANCAIRE SETIF'. The browser address bar shows the URL: cvya.dz/fr/annonce/detail/559e6755a7fc40.95910955/directeur-agence-bancaire-setif. The website header includes a navigation menu with 'Toutes les offres d'emploi', 'Envoyer votre CV', and 'Espace employeur'. The main content area features a job listing for 'DIRECTEUR AGENCE BANCAIRE SETIF' posted on 06-11-2015 at 09:22:24. The job details include: Fonction: Stratégie & Management; Années d'expérience: 5 à 7 ans; Niveau d'études: Maîtrise / BAC + 4; Type de poste: CDI; Secteur d'activité: Banques / Organisme financier; Lieu: SETIF; Référence: DIR SETIF. The employer is 'PROSPECTPLUS'. A 'Message de motivation' field is present. On the right, there is a form titled 'ENVOYEZ VOTRE CV' with fields for 'Votre nom et prénom', 'Votre téléphone', and 'Votre e-mail', and a file upload section for 'Attachez votre cv [word, pdf]'. The bottom of the page shows a Windows taskbar with the time 20:24.

DIRECTEUR AGENCE BANCAIRE SETIF

Postée le : 06-11-2015 à 09:22:24

- » **Fonction** : Stratégie & Management
- » **Années d'expérience** : 5 à 7 ans
- » **Niveau d'études** : Maîtrise / BAC + 4
- » **Type de poste** : CDI
- » **Secteur d'activité** : Banques / Organisme financier
- » **Lieu** : SETIF
- » **Référence** : DIR SETIF

Grand organisme financier recrute son Directeur agence bancaire SETIF.

Diplômé de grandes écoles,
Exp min de 5 ans de le même poste
Sens du management et communication
Français Anglais

Env cv détaillé + photo + poste en objet du mail a [Postuler via formulaire]

Partager sur :

[f](#) [G+](#) [t](#) [in](#) [e](#) [m](#)

Employeur
PROSPECTPLUS
Toutes les offres de cet employeur

Gérer votre offre

ENVOYEZ VOTRE CV

Votre nom et prénom :

Votre téléphone :

Votre e-mail :

Attachez votre cv [word, pdf] :

Message de motivation :

[Signaler un problème](#)

Vous avez un problème pour postuler?
contactez nous au 0555 99 11 73

APPENDICES

The screenshot shows a web browser window with multiple tabs open. The active tab is titled 'Manger c...' and the address bar shows the URL 'cvya.dz/fr/annonce/detail/557085f07d6a17.61127128/manger-commercial'. The website header includes a logo, a home icon, and navigation links: 'Toutes les offres d'emploi', 'Envoyer votre CV', and 'Espace employeur'. The main content area features a job listing for 'Manger commercial' posted on 05-11-2015 at 20:11:46. A grey box lists job details: Fonction (Commercial / Vente), Type de poste (Temps partiel), Niveau d'études (Bac +2), Années d'expérience (Moins d'un an), Secteur d'activité (Grande Distribution & Commerce de détail), Lieu (ALGER), and Référence (commercial&marketing). Below this, the employer lists benefits and responsibilities. A 'Partager sur' section includes social media icons for Facebook, Google+, Twitter, LinkedIn, and Email. The employer is identified as 'FLP' with a link to 'Toutes les offres de cet employeur'. On the right, a red-bordered box titled 'ENVOYEZ VOTRE CV' contains a form with fields for 'Votre nom et prénom', 'Votre téléphone', and 'Votre e-mail', a file upload section for 'Attachez votre cv [word, pdf]', and a 'Message de motivation' text area. An 'Envoyer le CV' button is at the bottom of the form. Below the form, there is a 'Signaler un problème' link and contact information: 'Vous avez un problème pour postuler? contactez nous au 0555 99 11 73'. The Windows taskbar at the bottom shows the time as 20:25 and the language as FR.

Emploi et x RESPONS x Assistant x Comptab x Agent d' x Directeur x Gerant M x Directeur x MANAGE x Supervise x Manger c x

cvya.dz/fr/annonce/detail/557085f07d6a17.61127128/manger-commercial

Manger commercial
Postée le : 05-11-2015 à 20:11:46

» **Fonction** : Commercial / Vente
» **Type de poste** : Temps partiel
» **Niveau d'études** : Bac +2
» **Années d'expérience** : Moins d'un an
» **Secteur d'activité** : Grande Distribution & Commerce de détail
» **Lieu** : ALGER
» **Référence** : commercial&marketing

Nous vous offrons :
- Un environnement de travail stimulant et enrichissant
- Des opportunités de carrière et des possibilités d'avancement au sein de l'entreprise
- Une formation de qualité sur les techniques de marketing et de management
- Une équipe, du support pour vous accomplir professionnellement ainsi qu'une rémunération concurrentielle

Vos responsabilités :
- Engager les clients et déterminer leurs besoins

Partager sur :

[f](#) [G+](#) [t](#) [in](#) [e](#) [m](#)

Employeur
FLP
Toutes les offres de cet employeur

ENVOYEZ VOTRE CV

Votre nom et prénom :

Votre téléphone :

Votre e-mail :

Attachez votre cv [word, pdf] :
Choisissez un fichier | Aucun fichier choisi

Message de motivation :

Envoyer le CV

Signaler un problème
Vous avez un problème pour postuler?
contactez nous au 0555 99 11 73

FR 20:25

APPENDICES

The screenshot shows a web browser window with multiple tabs open, including 'Emploi et re...', 'RESPONSA...', 'Assistante C...', 'Comptable...', 'Agent d'Adi...', 'Directeur d...', 'Gerant Ma...', 'Directeur d...', 'MANAGER', and 'Superviseur'. The address bar shows the URL 'cvya.dz/fr/annonce/detail/562bd102b13880.94054836/superviseur-de-distribution'. The website header features a navigation bar with a home icon, 'Toutes les offres d'emploi', 'Envoyer votre CV', and 'Espace employeur'. The main content area is titled 'Superviseur de distribution' and includes a post date of '26-10-2015 à 14:59:08'. A box lists job details: 'Fonction : Marketing', 'Type de poste : Temps plein', 'Niveau d'études : Bac +2', 'Années d'expérience : Moins d'un an', 'Secteur d'activité : Agroalimentaire', and 'Lieu : TLEMCCEN'. Below this, it states 'Société de distribution recrute : Un Superviseur de Distribution à Tlemcen.' and describes the mission and responsibilities. A 'Votre profil' section lists requirements like 'De formation universitaire Bac + 2 ou plus' and 'Maitrise l'arabe et le Français'. On the right, a form titled 'ENVOYEZ VOTRE CV' contains fields for 'Votre nom et prénom', 'Votre téléphone', and 'Votre e-mail', followed by a file upload section with a 'Choisissez un fichier' button and 'Aucun fichier choisi' text, and a 'Message de motivation' text area. An 'Envoyer le CV' button is at the bottom of the form. Below the form, there is a 'Signaler un problème' link and contact information: 'Vous avez un problème pour postuler? contactez nous au 0555 99 11 73'. The Windows taskbar at the bottom shows the time as 20:25.

Emploi et re... x RESPONS... x Assistante C... x Comptable... x Agent d'Adi... x Directeur d... x Gerant Ma... x Directeur d... x MANAGER x Superviseur x

cvya.dz/fr/annonce/detail/562bd102b13880.94054836/superviseur-de-distribution

Superviseur de distribution
Postée le : 26-10-2015 à 14:59:08

» **Fonction** : Marketing
» **Type de poste** : Temps plein
» **Niveau d'études** : Bac +2
» **Années d'expérience** : Moins d'un an
» **Secteur d'activité** : Agroalimentaire
» **Lieu** : TLEMCCEN

Société de distribution recrute :

Un Superviseur de Distribution à Tlemcen.

Votre mission :

- Encadrer, animer, superviser et contrôler tous les vendeurs placés sous son autorité.
- Participer à la détermination des objectifs annuels.
- Mettre en œuvre le programme opérationnel des ventes et le programme d'animation commerciale : management des opérations de vente.

Vos responsabilités principales consistent à :

- Assurer le suivi des réalisations et la remontée d'information.
- Assurer l'analyse de l'environnement concurrentiel
- Superviser, motiver, former et développer la force de vente.
- Prospector et recruter de nouveaux clients sur son secteur.

Votre profil :

- De formation universitaire Bac + 2 ou plus.
- Maitrise l'arabe et le Français.
- Permis de conduire catégorie B.
- Maitrise l'outil Informatique « Excel surtout ».
- Expérience dans un poste similaire.

ENVOYEZ VOTRE CV

Votre nom et prénom :

Votre téléphone :

Votre e-mail :

Attachez votre cv [word, pdf] :

Choisissez un fichier | Aucun fichier choisi

Message de motivation :

Envoyer le CV

[Signaler un problème](#)

Vous avez un problème pour postuler?
contactez nous au 0555 99 11 73

FR 20:25

APPENDICES

The screenshot shows a web browser window with multiple tabs. The active tab is titled 'MANAGER - E' and the address bar shows the URL 'cvya.dz/fr/annonce/detail/554fa7c0277722.98739474/manager'. The website has a dark teal header with navigation links: 'Toutes les offres d'emploi', 'Envoyer votre CV', and 'Espace employeur'. The main content area is divided into two columns. The left column features the job title 'MANAGER' in bold, followed by the posting date 'Postée le : 26-10-2015 à 09:39:27'. Below this is a list of job details: '» Fonction : Stratégie & Management', '» Années d'expérience : 5 à 7 ans', '» Niveau d'études : Maîtrise / BAC + 4', '» Type de poste : Temps plein', '» Secteur d'activité : Commerce de gro & Import / Export', and '» Lieu : ORAN'. A paragraph of text describes the role: 'Manager pour un showroom d'une société algéro espagnol : niveau universitaire , expérience plus de 05 ans , maîtrise outil informatique , résidant à Oran , sens de l'organisation, de la gestion et du management avantages: possibilité d'évolution, salaire fixe plus motivation ,formations complémentaires , cadre et conditions de travail motivants'. Below the text are social media sharing icons for Facebook, Google+, Twitter, LinkedIn, and Email. The employer's name 'rjbat' is displayed, along with the text 'Toutes les offres de cet employeur'. At the bottom of the left column, there are links for 'Gérer votre offre', 'Modifier cette offre', and 'Supprimer cette offre'. The right column is titled 'ENVOYEZ VOTRE CV' and contains a form with fields for 'Votre nom et prénom', 'Votre téléphone', and 'Votre e-mail'. Below these is a section for 'Attachez votre cv [word, pdf]' with a file selection button and the text 'Aucun fichier choisi'. A large text area for 'Message de motivation' is provided, followed by an 'Envoyer le CV' button. At the bottom of the right column, there is a 'Signaler un problème' link and the text 'Vous avez un problème pour postuler? contactez nous au 0555 99 11 73'. The Windows taskbar at the bottom shows the time as 20:27 and the language as FR.

APPENDICES

The screenshot shows a web browser window with several tabs open. The active tab is titled 'cvya.dz/fr/annonce/detail/56263ab10ed9a6.02232756/directeur-des-ressources-humaines-h-f'. The page content is as follows:

Directeur des Ressources Humaines H/F

Postée le : 20-10-2015 à 13:59:29

- Fonction : Ressources Humaine
- Type de poste : CDI
- Niveau d'études : Licence / Bac +3
- Années d'expérience : 7 à 10 ans
- Secteur d'activité : Recrutement & bureau de placement
- Lieu : SETIF
- Référence : 15-dz-111-01

NOTRE CLIENT :
Leader algérien spécialisé dans la fabrication des produits électroniques et électroménagers recrute son Directeur des Ressources Humaines

MISSION :

- Définir la politique RH, piloter sa mise en œuvre et veiller à la réalisation de ses objectifs.
- Elaborer et mettre en œuvre les plans de recrutement, de formation, de rémunération, de gestion de carrière et développement des ressources humaines.
- Optimiser l'affectation des ressources humaines et l'adapter aux objectifs économiques fixés par l'entreprise.
- Garantir la conformité de toutes les activités liées directement et indirectement aux ressources humaines, par rapport au droit du travail et au cadre légal interne.
- Veiller à la bonne communication et à l'application des diverses résolutions du comité de Direction.
- Garantir la sérénité du climat social.
- Manager ses collaborateurs et veiller à leur propre épanouissement.
- Etablir des tableaux de bord exhaustifs en guise de reporting périodiques auprès de la Direction Générale.

Profil :

- Licence / MBA en sciences sociales /Ressources Humaine/Droit/ Management.
- 10 ans expérience, 3 ans poste similaire.
- Maîtrise du droit de travail.
- Maîtrise des divers cadres légaux internes.
- Une parfaite maîtrise des outils informatiques et une excellente connaissance des ressources humaines.
- Grandes capacités managériales.
- Excellentes qualités relationnelles.
- Grande disponibilité.
- Maîtrise parfaite de l'Arabe et du français, l'anglais serait un plus.

Avantage :

- Véhicule de service.
- 5 d'expérience dans le même poste.
- Logement de fonction

Les candidats intéressés sont invités à envoyer leur candidature (CV) sous la référence 15-dz-111-01 à [Postuler via formulaire]

ENVOYEZ VOTRE CV

Votre nom et prénom :

Votre téléphone :

Votre e-mail :

Attachez votre cv [word, pdf] :

Aucun fichier choisi

Message de motivation :

[Signaler un problème](#)

Vous avez un problème pour postuler?
contactez nous au 0555 99 11 73

The screenshot shows a web browser window with several tabs open, including 'Emploi et recrutement', 'RESPONSABLE ADMI', 'Assistante Comptabl', 'Comptable / Adminis', 'Agent d'Administrati', 'Directeur des Ressou', and 'Gerant Magasin - Em'. The address bar shows the URL 'cvya.dz/fr/annonce/detail/5559be0fb07924.62614725/gerant-magasin'. The website header features a navigation menu with 'Toutes les offres d'emploi', 'Envoyer votre CV', and 'Espace employeur'. The main content area is titled 'Gerant Magasin' and includes a post date of '20-10-2015 à 12:09:20'. A box lists job details: 'Fonction : Commercial / Vente', 'Type de poste : CDI', 'Niveau d'études : Licence / Bac +3', 'Années d'expérience : 2 à 5 ans', 'Secteur d'activité : Autres secteurs', and 'Lieu : ALGER'. Below this, a paragraph states: 'Une grande marque de prêt-à-porter recrute un Gérant de Magasin.' The 'Missions' section lists several responsibilities, and the 'Profil' section lists required skills. A 'Message de motivation' text area is provided for applicants. A red-bordered box on the right contains the 'ENVOYEZ VOTRE CV' section, with fields for 'Votre nom et prénom', 'Votre téléphone', and 'Votre e-mail', and a file upload area for 'Attachez votre cv [word, pdf]'. A red 'Envoyer le CV' button is located below the form. At the bottom of the page, there are links for 'Signaler un problème' and 'contactez nous au 0555 99 11 73'.

Gerant Magasin

Postée le : 20-10-2015 à 12:09:20

» **Fonction** : Commercial / Vente
» **Type de poste** : CDI
» **Niveau d'études** : Licence / Bac +3
» **Années d'expérience** : 2 à 5 ans
» **Secteur d'activité** : Autres secteurs
» **Lieu** : ALGER

Une grande marque de prêt-à-porter recrute un Gérant de Magasin.

Missions :

- Vous développez le chiffre d'affaire et le potentiel du magasin
- Vous êtes chargé du pilotage, de la gestion du tableau de bord et de la répartition des objectifs individuels
- Vous gérez l'image de la marque en magasin
- Vous gérez du Stockroom
- Vous êtes chargé de la gestion administrative
- Vous élaborer les plannings, briefings, montée en compétences de l'équipe
- Vous animez une équipe et vous êtes responsable de son Recrutement, formation et motivation

Profil :

- Vous avez un diplôme universitaire avec une expérience significative dans un poste similaire
- Vous avez l'esprit commercial et un bon relationnel
- Vous êtes autonome, dynamique avec le sens du management et le coaching des équipes
- Vous êtes parfaitement francophone
- Vous maîtrisez l'outil informatique bureautique

Si ce poste vous intéresse et que vous correspondez au profil merci de nous envoyer votre candidature en postulant à l'annonce.

ENVOYEZ VOTRE CV

Votre nom et prénom :

Votre téléphone :

Votre e-mail :

Attachez votre cv [word, pdf] :

Choisissez un fichier

Message de motivation :

[Signaler un problème](#)

Vous avez un problème pour postuler?
[contactez nous au 0555 99 11 73](#)

GLOSSARY

GLOSSARY

Glossary*

- **Active Learning:** Techniques that actively engage students in learning. These may include inquiry and problem-based learning activities. Examples:
 - Hypothesis Generation: Ask students to generate a hypothesis.
 - Brainstorming: Present an open-ended problem for the class to solve
 - One Minute Question: Ask students to describe a concept in the reading or lecture that was especially difficult or confusing.
 - Sequencing: Ask students to order a series of events or developments.
 - Decision Making: Have students identify critical junctures and the decisions that they would make at each juncture.
 - Concept Mapping: Have students create a graphic representation of the relationships among concepts.
 - Problem Solving: Present students with real life problems to which they must apply content knowledge and theory.
 - Make It Personal: Ask students to identify a real world example of a particular concept or theory.
- **Alignment:** Ensuring that activities and assessment meet your learning goals.
- **Assessment:** Tools for measuring student progress toward and achievement of your learning goals.
- **Backward Design:** Designing instructional materials by first setting learning goals then determining what outcome would illustrate achieving those goals, and then designing classroom activities to help students meet those goals.
- **Bloom’s Taxonomy:** A hierarchy of six levels of cognition—knowledge, comprehension, application, analysis, and evaluation.
- **Constructivism:** A theory developed by David Ausubel that people learn by constructing conceptual frameworks.
- **Inquiry Based Learning:** Engaging students in the process of exploration.

GLOSSARY

- **Learning Goals:** What students should know, understand, and be able to do.
- **Learning Outcomes:** Specific, measurable learning goals.
- **Metacognition:** The process through which students monitor and assess their own understanding.
- **Prior Knowledge:** The skills and understandings and misunderstandings that students bring to class.
- **Problem-Based Learning:** An approach to teaching driven by a question or problem, which uses a variety of methods of inquiry to research and address the question.
- **Rubric:** The criteria by which a work will be evaluated.
- **Accuracy:** Producing language with few errors.
- **Achievement tests:** A test to measure what students have learned or achieved from a program of study; should be part of every language program and be specific to the goals and objectives of a specific language course. These tests must be flexible to respond to the particular goals and needs of the students in a language program.
- **Activate :** The phase in a lesson where students have the opportunity to practice language forms. See “controlled practice”, “guided practice”, and “free practice”.
- **Active listening :** A technique whereby the listener repeats (often in other words) what the speaker has said to demonstrate his or her understanding. Active listening is an especially useful alternative to directly correcting a student error. Compare active listening.
- **Active vocabulary :** Vocabulary that students actually use in speaking and writing.
- **Active :** Related to student engagement and participation. For example, listening is perceived to be a passive skill, but is actually active because it involves students in decoding meaning.

GLOSSARY

Audiolingualism: A form of language learning based on behaviourist psychology. It stresses the following: listening and speaking before reading and writing; activities such as dialogues and drills, formation of good habits and automatic language use through much repetition; use of target language only in the classroom.

Audio-visual aids : Teaching aids such as audio, video, overhead projection, posters, pictures and graphics.

Aural Related to listening.

Authentic text : Natural or real teaching material; often this material is taken from newspapers, magazines, radio, TV or podcasts.

Automaticity : A learner's ability to recover a word automatically, without straining to fetch it from memory.

Behavioural psychology : Also called behaviourism, the belief that learning should be based on psychological study of observable and measurable psychology only; psychological theory based on stimulus-response influenced audiolingualism.

Bottom-up information processing : Students learn partially through bottom-up information processing, or processing based on information present in the language presented. For example, in reading bottom-up processing involves understanding letters, words, and sentence structure rather than making use of the students' previous knowledge.

Brainstorming : A group activity where students freely contribute their ideas to a topic to generate ideas.

Burn-out: Fatigue usually based on either the stress of overwork or boredom with the same task.

Classroom management: The management of classroom processes such as how the teacher sets up the classroom and organizes teaching and learning to facilitate instruction. Includes classroom procedures, groupings, how instructions for activities are given, and management of student behaviour.

GLOSSARY

Cloze : A type of gap fill where the gaps are regular, e.g. every 7th or 9th word. The technique can be used to assess students' reading comprehension or as a practice activity.

Collocation : The way words are often used together. For example, "do the dishes" and "do homework", but "make the bed" and "make noise".

Colloquialism : A word or phrase used in conversation – usually in small regions of the English-speaking world – but not in formal speech or writing: "Like, this dude came onto her real bad."

Communicative Competence: The role of language learning is to achieve communicative competence. Communicative competence has four parts, which we call language competencies.

1. **Grammatical competence** is how well a person has learned that features and rules of the language. This includes vocabulary, pronunciation, and sentence formation. The main question is: How well does a person understand English grammar?
2. **Sociolinguistic competence** is how well a person speaks and is understood in various social contexts. This depends on factors such as status of those speaking to each other, the purpose of the interaction, and the expectations of the interaction. The main question is: how socially acceptable is the person's use of English in different settings?
3. **Discourse competence** is how well a person can combine grammatical forms and meanings to achieve different types (genres) of speaking or writing. The main question is: How well does one properly combine all the language elements to speak or write in English?
4. **Strategic competence** is how well the person uses both verbal forms and non-verbal communication to compensate for lack of knowledge in the other three competencies. The main question is: Can a person find ways to communicate when he or she is lacking some knowledge of English?

GLOSSARY

Communicative Language Teaching : Communicative language teaching (CLT) is an approach to foreign or second language learning which emphasizes that the goal of language learning is communicative competence. The communicative approach has been developed particularly by British applied linguists as a reaction away from grammar-based approaches such as the aural-oral (audio-lingual) approach. Teaching materials used with a communicative approach teach the language needed to express and understand different kinds of functions, such as requesting, describing, expressing likes and dislikes, etc. Also, they emphasize the processes of communication, such as using language appropriately in different types of situations; using language to perform different kinds of tasks, e.g. to solve puzzles, to get information, etc.; using language for social interaction with other people.

Competence learning model: Especially when we take specialized courses, learning seems to take place in four stages. We begin with unconscious incompetence: we do not know how much we do not know. Once we begin our course of studies, we become consciously incompetent: we know how much we do not know. From there we proceed to conscious competence: we have functional knowledge and can perform competently, but we have to think about what we are doing. Finally, after we have had enough experience, we become unconsciously competent: we know it and we can do it, and we do not much have to think about it. This model applies to a great deal of language learning, to TEFL training and to many other areas of study.

Comprehensible input: Language that is understandable to learners.

Contrastive analysis : Comparing two languages to predict where learning will be facilitated and hindered.

Controlled practice: Language practise where the students are restricted in their choice of language, usually to a single answer, for example a gap fill. (see "Free practise" and "Guided practise")

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Creative construction hypothesis: Hypothesis in language acquisition which states that learners gradually develop their own rule systems for language.

Culture : The sum of the beliefs, attitudes, behaviours, habits and customs of a group of people.

Deductive teaching : Also known as deduction, from the verb “to deduce”; a teaching technique in which the teacher presents language rules and the students then practice those rules in activities. Deductive teaching is usually based on grammar-based methodology and proceeds from generalizations about the language to specifics. (See “Inductive teaching”.)

Diagnostic test: A test to diagnose or discover what language students know and what they need to develop to improve their language abilities; may be used before a course of study and combined with placement test.

Facilitator : A concept related to a teacher’s approach to interaction with students. Particularly in communicative classrooms, teachers tend to work in partnership with students to develop their language skills. A teacher who is a facilitator tends to be more student-centred and less dominant in the classroom than in other approaches. The facilitator may also take the role of mentor or coach rather than director.

Feedback: Reporting back or giving information back, usually to the teacher; feedback can be verbal, written or nonverbal in the form of facial expressions, gestures, behaviours; teachers can use feedback to discover whether a student understands, is learning, and likes an activity.

Fluency: Natural, normal, native-like speech characterized by appropriate pauses, intonation, stress, register, word choice, interjections and interruptions.

Form-focused instruction: The teaching of specific language content (lexis, structure, phonology). See “language content”.**Free practice:** Practice-activities that involve more language choice by the learner. The students

GLOSSARY

focus on the content rather than the language. Used for fluency practice. (see "Controlled practice" and "Guided practice")

Functional syllabus : Syllabus based on communicative acts such as making introductions, making requests, expressing opinions, requesting information, refusing, apologising, giving advice, persuading; this type of syllabus is often used in communicative language teaching.

*The above definitions have been taken from: Donald Clark November 22, 2015

Learning and Performance Glossary :

<http://www.nwlink.com/~donclark/hrd/glossary.html>

المخلص :

في هذا المجتمع الذي يتسم بتنافسية عالية، أصبحت الكفاءة في اللغة الإنجليزية واحدة من بين مهارات القابلية للتوظيف. أصحاب المهنة في دوائر الأعمال يُنتظر منهم لعب دور المستشارين والمكونين في مجال مهارات الاتصال. إن إدراك المشكل المتمثل في نقص مهارات الاتصال واللغة الخاصة بطلاب تخصص الأعمال وعمال الطبقة الراقية جعلت الباحثين يطرحون مسألة جوهرية هي ما إن كان درس الإنجليزية يعكس حقيقة احتياجات ورغبات الطلاب وما إن كانت هناك عوامل أخرى تؤثر في عملية التبليغ الناجحة وتعلم المهارات التي يتطلبها الفريق المستهدف. من المفترض أن تكون هناك مشاكل في تلقين الدروس المعطاة بالجامعة وتكون ناجمة عن وسائل وتقنيات التعليم غير المناسبة ونقص في أصحاب المهنة المكونين لهذا الغرض وغياب تحليل حقيقي لاحتياجات المتعلمين.

فرضية هذه الدراسة تقوم على ما إن كان درس الإنجليزية المعطى بالجامعة مصمم ومعد على أساس توقعات واحتياجات ومتطلبات مؤسسة تُلقن بشكل ملائم من طرف أصحاب مهنة أكفاء، وما إن كانت مهارات اللغة لدى الطلاب تُقِيم بطريقة فعالة في أثناء وفي نهاية كل درس تماشياً والهدف البيداغوجي المسطر مسبقاً.

الكلمات المفتاحية: اللغة الإنجليزية، الكفاءة، التوظيف، احتياجات الطلاب، رغبات الطلاب، تحليل الإحتياجات.

Résumé :

Dans cette société hautement compétitive, la maîtrise de la langue anglaise est devenue une des conditions d'employabilité. Les praticiens d'anglais aux départements des sciences économiques et des sciences de la gestion sont appelés à jouer le rôle des consultants et des formateurs en matière de compétences de communication. Le problème perçu de manque d'un langage spécifique en communication entre étudiants du monde des affaires et les employeurs, ont poussé les chercheurs à soulever une question majeure si le cours d'anglais reflète réellement les besoins exprimés par les étudiants, et s'il y a d'autres facteurs qui affectent la transmission et l'apprentissage réussis des compétences demandés par le groupe cible. Il est supposé qu'il y a des problèmes dans l'enseignement des cours à l'université qui résultent des matériaux et des techniques d'instruction inappropriés et d'un manque de praticiens formés pour cet effet ; et d'une absence d'une vraie analyse des besoins des apprenants.

L'hypothèse de cette étude est si le cours d'anglais donné à l'université est conçu et élaboré à la base des attentes constituées, besoins / exigences, enseigné d'une façon adéquate par des praticiens qualifiés, et que les compétences de langue des étudiants sont évalués effectivement pendant et à la fin de chaque cours, ce cours atteindra son objectif pédagogique.

Mots clefs : langue anglaise, compétence, employabilité, besoins, désir de l'apprenant, analyse des besoins.