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**Teaching English to ESP Learners:
The Case of 2nd Year Commercial Sciences'
Students at the University of Saida**

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Didactic

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Dedication

I dedicate my dissertation work to my family and many friends.

A special feeling of gratitude to my loving parent, whose words of encouragement and
punch for tenacity ring in my ears

My sisters Fadila, Maroua, Rania and my brother Nadir have never left my side.

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Abstract

The present study has aims to investigate the needs of commerce students at the University Dr Moulay Taher, Saida, while learning English as part of their curriculum. A questionnaire was constructed for each group to explore the teaching/learning environment and any problematic areas in this process. The language they are learning is specific because it targets a content related to their field of interest. To conduct this reasearch, two questionnaires were conducted, one addressed to the language teachers who have taught at the departement of commercial Sciences and another one for the students .In the process of the construction of these tools informal intreviews with the teaching staff and the departement administration,together with the questionnaire adressed to Commercial Sciences students and teacher,have been used. The findings of this study revealed that students are at different levels of performance, and this is due to antecedents related to school classes and instructors, uninteresting learning environment, lack of references (example: textbooks), etc. The results also show that all English skills (listening, speaking, reading and writing) are needed and that the learners' needs (or what they think they need English for) are varied, and this points to a possible necessity for an appropriate strategy to meet all the learners' expectations. After analysing those findings,the authore attempted at pressenting sample units that could be included in the syllabus and presented lists of possible topics, and language structures. Study limitations, course fulfillment and suggestions for future studies have also been addressed.

Keywords: *ESP; learners' objectives; Commerce students; Business English;*

Proficiency level; students' expectations; learning situation; syllabus design;

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List of Abbreviations

ABE: Academic Business English

AEBE: Academic English of Business and Economics

BE: Business English

CLT: Communicative Language Teaching Approach

CNP: Communication Needs Processor

EAB: English of Applied Business

EAP: English for Academic Purposes

EBE: English for Business and Economics

EBP: English for Business Purposes

EFL: English as a Foreign Language

EIL: English as an International Language

ELL: English Language Learning

ELT: English Language Teaching

EOP: English for Occupational Purposes

EPP: English for Professional 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 Purposes

GE: General English

LSP: Language for Specific Purpose

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General introduction

It is known within institutions of higher education that English is taught as a separate subject matter in almost all university fields. Besides, teachers fulfilling this task design the content of language courses by themselves because administrative authorities do not provide them with syllabuses to guide them in what to teach and how. In this work, we are going to study learners' objectives and needs, and give the essential information for the design of an English syllabus for students of Commercial Sciences and Economics.

Students' needs are just as specific as their field of studies, and are at the basis of the content selection/organization and the strategies used in the teaching/learning process. Investigating them in this research would tell us about learners' objectives while learning English in relation to their domain of interest. The questions that may be raised in this study is the following:

-What is the proficiency level of the learners and what are their future needs in English?

-What are the learning conditions (environment in terms of course content, density and length) provided for the students to learn English?

The aim of this work is to explore those students' need for an appropriate syllabus and attempt to create sample units that would serve the learners to understand the nature of the language and master the linguistic components they might need to use in the domain of Commerce. With a such syllabus, they are expected to gain, by the end of the academic year, a considerable register of technical terms, phrases, expressions and constructions needed in their professional career, especially if required to work in foreign companies.

The design of such a syllabus (as a general aim) requires from the researcher to determine the following aims:

- ❖ Students' level of English language.
- ❖ Students' expectations in applying to the studies in question, and their vision and attitudes towards the learning of English within the curriculum.
- ❖ Students' short-term and long-term objectives.
- ❖ The time allocated for the teaching of English within the whole curriculum.
- ❖ The data and materials needed to enable them acquire sufficient linguistic knowledge and up-dated economic one.

Because globalization made of English a necessary language in almost all fields, students in the economic field became aware of the urgent need to learn it in order to achieve their own objectives and contribute to their society's. Nowadays, computer programs and documents are designed exclusively in that language, and economic exchanges with foreign countries became vital. Therefore, introducing English courses in academic studies is expected to be useful for both students (short-term objectives) and for society (long-term objectives). In this case study, we are going to explore our population sample's objectives and needs in order to test the hypothesis that say : "If students of Economics and Commercial Sciences learn specialized English through an appropriate and well-designed syllabus – according to the aims determined above, they would gain accurate and fluent communication features needed in their future potential professions."

In order to examine the existing situation of English language learning/teaching in the Department of Commerce, University of Saida, the author has used two questionnaires to glean students' and teachers' views and perceptions about the said situation. The first tool of investigation is the students' questionnaire. It is divided up into four main categories each of which includes a set of questions. The first category includes questions that relate to the students' identities or personal characteristics (notably: age, gender). The second is entitled "Students' learning experience and motivation". As the title indicates, the questions under this category deal with the students' past experiences in and motivation for learning the English language. Next set of questions is under the heading: "Students' Proficiency Level", and it deals with the students' self-assumptions about their weakness/strength in the English language. The last, and not least, category of questions (Students' Attitudes to and Experiences of the English Course) investigates the reason why the students' think they are attending the course, their attitudes towards the learning of this language, the way they learn and their own expectation.

The second device used for collecting the necessary information is the teachers' questionnaire. It is divided into categories and subcategories as well, and the first one deals with their qualifications and experience. The second category relates to "Teachers' Design of their English Course"; it includes their view point of the learners' needs, the learning (shortterm and long-term) objectives, the most needed language skills to fulfil the objectives in question and the actual level of learners. Next, a set of questions dedicated to the teachers' implementation of the course with their opinion about the "official" content –provided by the department-, their contribution to improve the deficiencies observed, the difficulties they may

face in the classroom and their suggestions for a better learning environment and more satisfactory results.

The present work is founded on three major parts. The first one is dedicated to theoretical issues in English language teaching, the field of ESP, A historical review is, in fact, needed to highlight some of the factors/disciplines that influenced this field, and, a glance to the ESP realm and the wide range of syllabus types is to help the researcher know what would be more suitable for the business class English course. syllabus design and Discourse Analysis.

The second part deals with the interpretation of the data collected during the investigation and its relevance to the implementation of the English course in the Department of Commerce. The Case Study, which represents a detailed explanation of the components of each questionnaire. It sums up the analysis of the participants' answers in relation to the teaching/learning environment and the past findings in the same respect.

Finally, the third chapter represent proposes of some tentative solutions and a sample unit.

Chapter One
Chapter One
Review of Literature
Review of Literature

1. Introduction

This chapter of the dissertation introduces English language instruction, the past and current research in the field, and the various changes that occurred in the profession through different eras and contexts. It is evident that this field has been basically influenced by many other educational/social disciplines, and this is what paved the ground for the various changes and teaching methods to be applied on English language instruction until now. To this effect, Hutchinso²n and Waters 1987: 6 write

“Previously the reasons for learning English (or any other language) had not been regarded as a sign of a well-rounded education, but few had really questioned-why ist was necessary.”

This chapter will also introduce us to the ESP field, which is at the core attention in the current research. We will present a brief introduction about its appearance and its phases of development, and then move on to a more relevant topic to this paper: commercial/ Business English.

1.1. Historical Review

The question that comes to mind as Robinson (1989:399) states it is “how old is ESP?” Srevens (1977 cited in Robinson 1989:399) suggests that:

“ ESP goes back to the sixteenth centuty, with the production of specialised vocabularies and phrase books for diplomats, businessmen, and other travellers”.

Foreign language instruction has gone through various changes in the last decades. Some consider that the modifications being brought to it were revolutionary rather than evolutionary, and it is rather complicated to attribute the changes to one particular source. Since the main objective in foreign language instruction is to help someone learn a given language, various parameters have been involved in these changes. First, the subject to be taught, i.e., language and its characteristics, which is the subject studied in linguistics (Khan, 2011). Second, what happens when someone processes language, i.e., learning, which is the subject of study in psychology. Third, the individual who learns, i.e., the learner as a human being, who is the subject of study in human sciences in general, and sociology in particular. Fourth, the person who helps the learner, i.e., the instructor, who is influenced by factors related to the learner as well as the teaching task itself (Van Der Walt, 1992). Therefore, advances in these areas, as well as “the constant changes in the language itself” (Meng, 2009)

would be the main sources of modifications in language teaching/learning practices. One set of changes is rooted in the theories of linguistics (Khansir, 2013). Traditional, structural, generative-transformational, functional, case, and other theories in linguistics have led to different descriptions of the language. Of course, the substance under investigation for all these theories has been the same, i.e., language. However, every theory has examined language from a different perspective. For example, one theory has viewed language as a set of patterns, another as a set of rules, still another as a set of functions. Each movement in linguistics has forced language educators to adapt or adopt certain modes of linguistic manifestation of language to be exercised in classroom settings. Another set of changes originates from psychology. Various theories in psychology have attempted to explore the process of learning in order to offer guidelines for educators. There have been different schools of psychology including traditional psychology, behaviourist psychology, and cognitive code learning psychology -to name a few, each of which has viewed the learning process from a different perspective. In order to gear their activities towards the most efficient procedures that would help learners achieve their instructional objectives, language educators have to consider and appropriately apply the explanations provided by different approaches and theories in psychology (Hanak-Hammerl, Newby, 2002). The third set of changes originates from pedagogy (Luo, 2013). Principles offered by theories in linguistics and psychology have been combined to form the basic tenets of different teaching methods. These principles had to be organized in a practical form in order to be applied in classroom situations. The success or failure of these approaches depended on the outcome of their applications. In spite of all the changes and advancements in language teaching theories, and all sorts of modifications these theories made in teaching methods, most language practitioners have experienced the bitter taste of failure because none of the 9 methods has been practical enough to meet all the requirements of language teaching satisfactory.

1.2. ESP Evolution

Although English is just one of a wide range of languages being taught in the world, it remains the most promoted tongue in the majority of world countries. Currently, it remains the one language that has the authority, especially in the domain of international communication.

“Established language of science and business in the world” (Čepon, 2005).

English Language Teaching (ELT) and General English (GE) have as main branches what we know as English as a Foreign Language (EFL) and English as a Second Language (ESL). These ones include, in their side, a widely demanded branch named ‘the teaching of English for Specific Purposes’ (ESP). Making of ESP a subdivision of language instruction is a decision mainly based on a scientific approach to the study of specialized language varieties (Barber, 1962). During the 70s, in the U.S., doctors, lawyers and business professionals rang the alarm for problems they faced with communication in their work. In fact, professional contexts highlighted the linguistic breaches and miscommunication between medical personnel and patients. As the number of non-native speakers entering the professions in English-speaking countries grew larger, there has been a greater demand for teachers of ESP. this gave birth to English for Science and Technology (EST), which “grew out of analyses of scientific research articles and other scientific texts” (Van Naerssen and Eastwood, 2001). Besides, Barber’s research results influenced the need for a specialized language for science and technology rather than just technical and specialized vocabulary. Slavica Čepon, in her research paper “Business English in Practical Terms”, notes the emphasis on Specific, rather than Special purposes:

The term English for Specific Purposes was common earlier but is now thought to suggest special languages, i.e. restricted languages which constitute only a small part of ESP. In practice, the acronym ESP is used without having to clarify what it stands for. The very term emphasizes purpose or purposefulness. In other words, it implies that the use of English is specific, and associated with professions, institutional procedures and occupational requirements. (Čepon, 2005)

Although, it gained enough renown in the whole ELT field during the last decades, especially for syllabus designers, an exact definition of ESP and its belonging to ELT are not clarified yet. Barber (1962) had noted that making of ESP a subdivision of language instruction is a decision mainly based on a scientific approach to the study of specialized language varieties. The general agreement is that ESP is “clearly a type of ELT” (Robinson, in Coleman 1989: 396). Some maintain that it does not exist and that its subdivisions are nothing but “degrees of general English” (Kennedy and Bolitho 1984: 135). In addition, Strevens (in Tickoo 1988: 1), goes in the same direction by defining ESP as “...a particular case of the general category of special-purpose language teaching”.

1. 3.Phases of ESP Development

ESP has undergone five main phases of development: (1) Register Analysis, (2) Rhetorical Discourse Analysis, (3) Target Situation Analysis, (4) Skills-Centred Approach, and (5) Learning-Centred Approach.

1.3.1. Register Analysis

Register analysis came into light mainly in the 1960s and early 1970s when syllabi for EST were established through it, i.e. according to the features of grammar and vocabulary of the language used in a given specialty. It was particularly associated to the work of Strevens Halliday, McIntosh and Strevens (1964), Ewer and Latorre (1969), who introduced A Course in Basic Scientific English as a typical example of the syllabus based on register analysis, and Swales (1971). The major principle of register analysis is that the English needed in one scientific field constituted a specific register different from those of other fields of science, or General English. Its aim was the identification of the grammatical and lexical features of different scientific registers. ESP, in this phase, focused on language at the sentence level.

1.3.2. Rhetorical Discourse Analysis

With the development of Discourse Analysis, ESP entered a second phase of development typically known as Rhetorical Discourse Analysis. To explain its fundamental assumption, Allen and Widdowson (1974) said that

“...the difficulties which the students encounter arise not so much from a defective knowledge of the system of English, but from unfamiliarity with English use...” (in Hutchinson and Waters 1987:10).

They argued that in order to meet the learners' needs, the ESP course has to be mainly based on the knowledge of how sentences are combined and used to produce different types of communication because rhetorical patterns of text organization differ from one area to the other. Although this view was not given clear consideration earlier (Swales, 1985), some research about the discourse of subject-specific academic texts were used to make observations about discourse in general (Widdowson, 1978). After that, a significant

consideration was given to the understanding of how sentences combine through discourse to produce meaning and further researches about rhetorical discourse analysis were meant to "identify the organizational patterns in texts and to specify the linguistic means by which these patterns are signaled. These patterns would then form the syllabus of the ESP course" (ibid.) The main proponents of this movement were Henry Widdowson in Britain and the so-called Washington School of Larry Selinker, John Lackstrom and Mary Todd-Trimble in the United States. A Discourse Approach by Louis Trimble (1985) is also representative of this approach.

1.3.3 Target Situation Analysis

As its name indicates, this area aims at analyzing the possible situations in which the target language is used. By considering learners' reasons for learning a foreign language, ESP courses are meant to provide learners with the maximum facility of acting appropriately in a target situation. The ESP course first identifies the target situation and then analyses its linguistic features. This will help designing a syllabus which provides learners with a clear image of the use of the language they are learning. Usually referred to as "needs analysis", a detailed explanation is given by Munby in his *Communicative Syllabus Design* (1978), in which learners' needs are described in terms of communicative purposes, settings, means, language skills, functions, structures, etc.. Munby's contribution to syllabus design brought fame to the approach of needs analysis, which consists in studying the students' needs via questions related to themselves and the language. This analysis is needed to limit the content to what learners want the foreign language for and avoid teaching the whole of it. It was at the centre of syllabus designers' attention, especially ESP specialists. The concept of individual needs is of a dominant importance in teaching an ESP course because the teacher's task will be facilitated when they know what learners need the language for. Munby has worked on a model to explore every aspect of learners' needs. It is a detailed and complex work in which he focused on the aspects of communication and the assumptions about the roles of language and the learner in the target situation. His attention was directed to the purpose, the channel of communication, the sociolinguistic aspects, pragmatics, and this means that culture and communicative purpose are very important in his model. Munby's model consists of the following:

- Communication Needs Processor (CNP): made up of nine variables that 'affect communication needs by organizing them as parameters in a dynamic relationship to each

other' (1978: 32). They are indispensable for the successful building of the course, and they consist in: the participant, purposive domain, setting, interaction, instrumentality, dialect, target level, communicative event and communicative key. These variables relate to the language and the learners' communicative requirements.

- The interpretation of the results gathered through the CNP in terms of micro- and macro-functions. It helps us decide which of three alternative ways of processing the activities and the syllabus content is appropriate:

- Specification by focusing on micro-skills
- Specification by focusing on micro-functions
- Specification by focusing on linguistic forms

1.3.4 Skills-Centred Approach

Based on the generalization commitment of cognitive linguistics, which seeks the general principles of language phenomena, the skills-centred approach holds that "underlying all language use there are common reasoning and interpreting processes, which, regardless of the surface forms, enable us to extract meaning from discourse" (Hutchinson 1987:13). In other words, the Skills-Centred Approach attempts to consider not the language itself but the thinking and reasoning processes that underlie language use, which help students get the meaning from discourse and not from the surface forms. In this respect, it is needless to focus on specific registers because the underlying processes are not specific to any subject register.

1.3.5. Learning-Centred Approach

The fifth phase of ESP is said to have emerged out of the shortcomings of the preceding phases. Advocates of the Learning-Centred Approach argue that, previously, there were only descriptions of language use and not of the processes of language learning. So, this fifth phase of ESP is concerned with the question of what it really means to know a language. The approach was at the centre of many investigations conducted by Hutchinson & Waters (1980, 1981, 1983, 1987, Hutchinson 1988). They define it as:

ESP is not a matter of teaching ‘specialised varieties’ of English. The fact that language is used for a specific purpose does not imply that it is a special form of the language, different in kind to other forms. Certainly, there are some features that can be identified as ‘typical’ of a particular context of use and which, therefore, the learner is more likely to meet in the target situation. But these differences should not be allowed to obscure the far larger area of common ground that underlies all English use, and indeed, all language use. (Hutchinson & Waters 1987:18)

Learning is determined by the target needs (the contextual necessities and lacks) and the learning needs (what learners need to do in order to learn), and Hutchinson & Waters argue that the general development of competence in the learner is prior to the information that they deduce from the target situation. This competence is a combination of both the ability to acquire and perform the knowledge as quoted in:

“...what we really want to discover is not the competence itself, but how someone acquires that competence” (Hutchinson & Waters 1987:73).

1.4. English for Business/Economics

Going deeper into ESP would reveal to us the ‘realm’ of English for Business Purposes (EBP) or Business English (BE), which represents the right arm of ESP. Nowadays, with the spreading demand for English as an International Language (EIL), EBP/BE became “almost an industry in itself” (Čepon, 2005). This unequaled demand is spreading because EBP/BE is a part of English for Professional Purposes (EPP) which itself belongs to English for Occupational Purposes (EOP) and the later being one of the two principal divisions of ESP (the other one is English for Academic Purposes: EAP). The relationship between all of these can be seen in "Tree of ELT" (Hutchinson & Waters, 1987), in the following Figure:

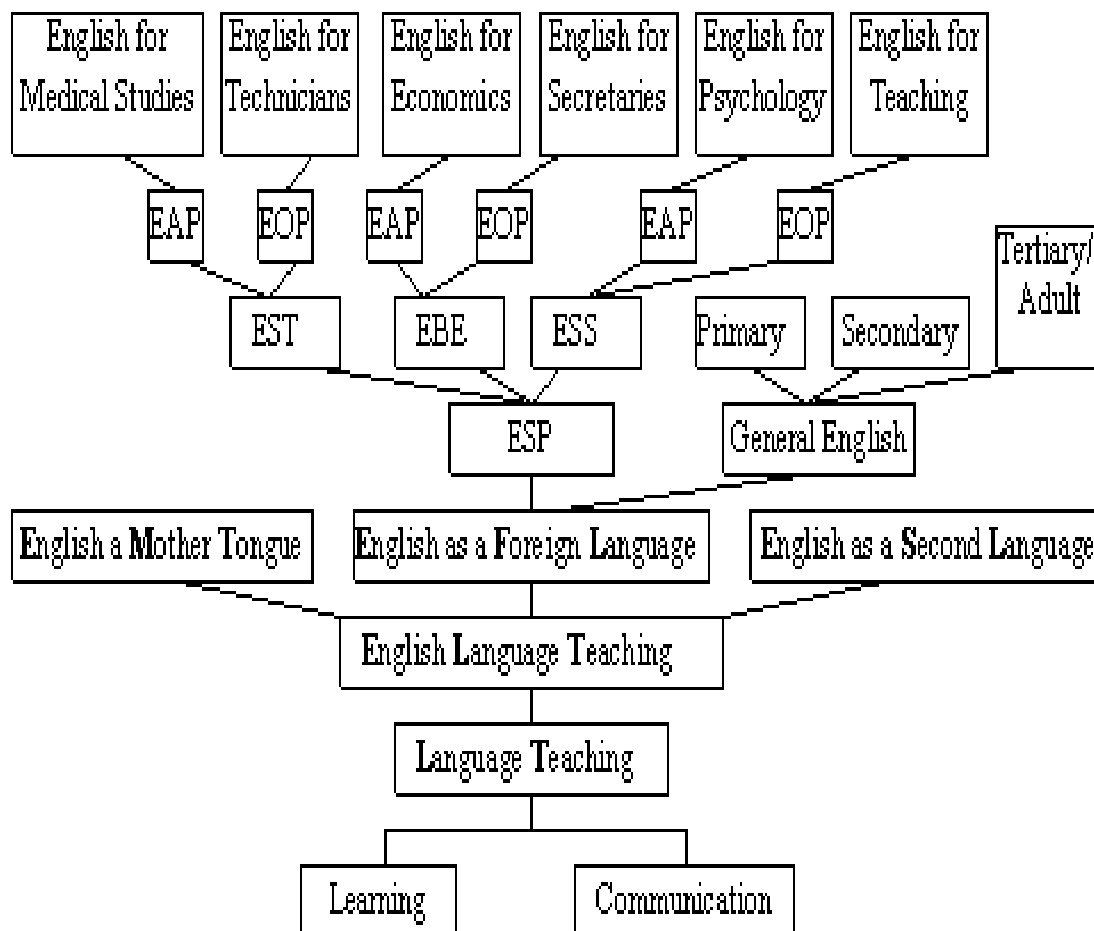


Figure1:Simplified Tree of ELT (Hutchinson and Waters, 1987)

Thousands of websites offer services for BE courses online or make promotional offers and advertise for ‘real’ specialized and private schools. University students of Marketing, Finance or others are increasingly interested in learning the English jargon of their specialty. In this respect, the field of specialized publications was revealed to be very helpful through the proliferation of BE course books and teaching/learning materials. All of these societal developments (in the outside world) have played the major role in expanding BE, but the “pedagogical demand” for it is linked to “...a particular kind of learners, often adults, who already had both grammatical knowledge of English, and also a specific purpose in learning English” (ibid.) EB is considered part of ESP because of some elements common to all fields of the ESP approach, namely needs analysis, syllabus design, material selection and development, etc. Thus, BE also utilizes particular language corpora and requires a particular language for particular channels and contexts of communication. The main purpose of teaching this branch of the English language is to prepare learners to work in the field of business. This approach is, therefore, described as needs-directed; it focuses on learners’ needs and views the successful use of the language in terms of a successful outcome of business transactions.

1.5. Business English Vs General English

The borderline between BE and GE is not yet clearly set. It goes without saying that they have much in common; linguistic structures may be the major factor that comes to unite them. Also, it is argued that most BE teachers have initially been trained for GE teaching; thus, they possess no relevant expertise in the field of BE. Next, BE owes its main influence to ELT/GE as pointed out by Brieger (1997:3):

“BE, which appeared on the ELT stage as a course programme and learning objective in the late seventies, has been shaped by a range of influences from both the ELT and the non-ELT world”.

Ellis and Johnson (1994) also have made us know that the mid-70s and 80s ELT/GE development are those that provided BE with its functional key language lists. Next, and while admitting that learners’ needs are equally important in GE and BE teaching, the purpose of needs analysis is the subject matter of one major distinction between the two branches. For GE, needs analysis serves the assessment of the existing language knowledge and language needs of learners; however, the purpose of needs

analysis in BE is rather to define the language properties required by the job that learners intend to do in the long run. This difference is

“In theory nothing, in practice a great deal” (Hutchinson and Waters, 1987: 53).

There are, of course, many other factors that highlight the distinction between BE and GE. As mentioned earlier, learners’ needs in GE are not given an immediate and imperative consideration as in BE, where the fact that language is used for a predetermined end is the key characteristic of this division. BE instruction will always aim at and relate to learners’ professional language needs; thus, BE courses come to have completely different aims than those of GE courses. Besides, BE aims at developing the specialist language knowledge and communication skills, not only the general knowledge and communicative abilities (Brieger, 1997). These skills are the major focus of a BE syllabus to allow learners foster business performances as: holding meetings, making presentations, writing reports, etc. The same is for mastering the use of formulaic functional language to make appointments, business lunches, discuss recommendations, give opinions, show agreement, discuss plans, etc.

1.6. Learners’ Motivation

Two main variables play a major role in second language learning; these are motivation and attitudes. The most known research works about motivation in L2 are those of the Canadian psychologist R.C. Gardner. In fact, Gardener (1985:10) defines motivation as a term

“Referring to the extent to which the individual works or strives to learn the language because of a desire to do so and the satisfaction experienced in this activity.”

He highlights two different kinds of motivation in a second language learning situation:

1.6.1. Instrumental Motivation: in this one, the learner wants to learn a language to fulfill immediate goals, such as getting a job or succeeding in an examination etc. His/her motivation is of an instrumental kind.

1.6.2. Integrative Motivation: it is the drive that makes students learn a language to communicate and integrate with people from another culture who speak the same language; it is called integrative motivation. Most researchers agree that motivation plays a vital role in the learner's achievement; it is often attributed with the capacity to override other factors, such as language aptitude, to affect achievement in both negative and positive ways. Although its importance is widely recognized, its meaning is still elusive. According to Dornyei (1998: 117),

“Motivation has been widely accepted by both teachers and researchers as one of the key factors that influence the rate and success of second/foreign language (L2) learning.”

Both General English and ESP courses essentially consider the understanding of the processes of language learning. Allowing for student-specific needs, various advantages of ESP courses result in greater time efficiency, relevance and more cost-effectiveness than General English. It is therefore claimed that ESP teaching is more motivating than General English. If the students are highly motivated, greater subject specificity is possible and conversely low motivation is likely to create a focus on less specific content. Several researchers (e.g., Crooks & Schmidt, 1991; Dornyei, 2001) criticized Gardner's theory for its emphasis on the social aspects of motivation rather than on the role of motivation in the classroom. They argue that Gardner, as a social psychologist, was concerned with the effect of social variables on learners' motivation. This is not the case with language teachers who are more concerned with the effect of the syllabus, lesson plans, and activities that the students need in the classroom. In addition, Crooks and Schmidt (1991) argue that the empirical evidence is not clear enough to support that integrative motivation is a cause and second language achievement is the effect. Moreover, Gardner's "psychological closeness" is "at best opaque and at worst spacious" (Abdesslem, 2002: 5). Despite these criticisms Gardner's model of motivation and attitudes continues to be the most influential theoretical framework used to account for the differences between language learners in terms of their motivation and attitudes. Motivation to study a second/foreign language can be either intrinsic or extrinsic. 'Intrinsic' motivation means the urge to engage in the learning activity for its own sake and 'extrinsic' motivation means motivation that is derived from external incentives. To know which among the two is predominant with the learner is crucial but also important for

teachers. Learners who are intrinsically motivated learn faster than learners who need external incentives to get motivated. Their learning is more likely to become mechanical learning in comparison to self-motivated learners. Self-motivated or intrinsically motivated students with high aspirations and goal orientation show better results. From a research paper made by Al Lockett and Monica C. Jones (2005), students who are intrinsically motivated:

- Earn higher grades and achieve higher test scores, on average, than extrinsically-motivated students (Dev, 1997; Skinner & Belmont, 1991)

- Are less disruptive and better personally adjusted to school (Skinner & Belmont, 1991) - Employ metacognitive strategies that demand more effort and that enable them to process information more deeply" (Lumsden, 1994, p. 2)

- Are more likely to develop self-efficacy and feel confident about their ability to learn new material (Dev, 1997)

- Are more likely to engage in "tasks that are moderately challenging, whereas extrinsically oriented students gravitate toward tasks that are low in degree of difficulty" (Lumsden, 1994, p. 2)

- Are more likely to spend more time on task and complete assigned tasks (Dev, 1997; Smaldino, 2002)

1.7. Learners' Attitudes

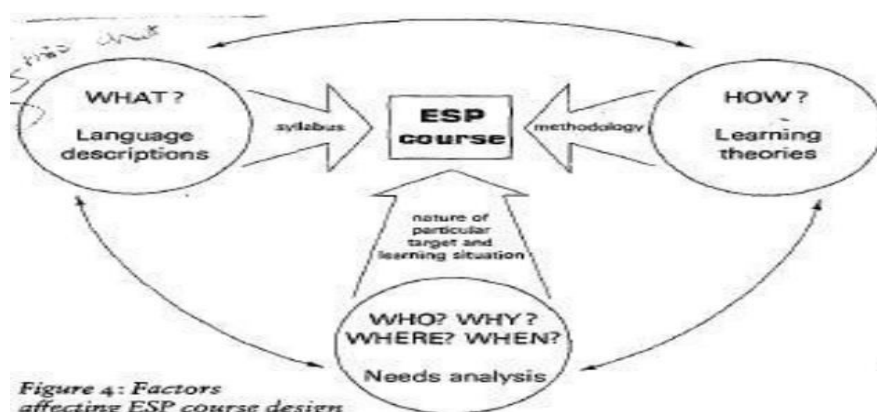
We are including this factor because it has a great influence on learners' motivation. Literally, an attitude is the way of feeling, thinking or behaving towards something or someone. Webster's Revised Unabridged Dictionary (1913) defines 'attitude' as "a complex mental orientation involving beliefs and feelings and values and dispositions to act in certain ways", while Collins Cobuild Student's Dictionary explains that, "Your attitude to something is the way you think and feel about it". Here, we are concerned with language attitudes, which Cristal (1992) defined as

"...the feelings people have about their own language or the language of others".

All definitions comprise the word ‘feel’ or ‘feelings’; thus, we can resume attitudes as being emotional reactions or the degree of liking and disliking. Attitudes are also linked to a person’s values and beliefs, affective and emotional reactions, and behavioural tendencies related to the object of the attitude. When we talk about the language learning classroom, we will have to consider the teacher, the textbook, classroom activities, peers, etc. The learner’s attitudes towards all of these influences his/her desire to learn. Attitudes, then, play an important role in the language learning classroom. As Krashen (1985) has proposed, attitudes can act as barriers or as bridges to learning a new language; they have positive and negative effects on learning and even on success. Positive attitudes, for instance, are very likely to produce the enjoyment of the course and the development of more efforts to learn. However, learners cannot manage to understand the input, may get bad marks at examinations and even be expelled from school just because their unwillingness to learn, particularly foreign languages, which they may consider useless in their future professional life. That is why language teachers should establish the appropriate environment for learners to manifest positive attitudes towards the foreign language.

Agreement is generalized when it is stated that attitudes (together with others such as motivation, personality, etc.) affect the level of proficiency achieved by learners (Gardner, 1980, 1985; Oxford & Shearing, 1996), although the way they affect varies from a situation to another (Crookes & Schmidt, 1991). It is also agreed that positive attitude facilitates learning, and if the learner is reluctant to learn or does not have a positive attitude, he/she does not produce any result. An individual’s perception of the class, perception of the teacher, peer group, syllabus and personal awareness for future needs effect hi/her attitude to language learning.

1.8 Importance of Need Analysis to Syllabus Design



Need analysis is closely linked to the curriculum and occupies an important place in the curriculum. In the field of foreign language teaching, need analysis is very important. It is the preliminary step in course design and is considered as a prerequisite for any course design. It plays an important role in curriculum design in that it largely determines the goal and content of the course being designed. The answer to how educators develop effective curricula often lies in need analysis. Need analysis is a powerful tool that helps clarify and validate true needs. It enables educators to shape the curriculum development that bases the content of language courses on the communication needs, wants and interests of the learners. (Lepetit & Cichocki, 2005).

Since Business English should be categorized under the title of ESP, the research on Business English should follow the general theoretical framework of ESP, whose most important part is the needs analysis. Need analysis is the starting point of every course and is of utmost importance for Business English course design and its proper application can result into a focused course. A lot of courses are designed on the basis of objective needs perceived by course designers or concluded from social needs, without considering students' subjective needs. But the learners in BE courses are thinking beings that have their own needs which will affect the whole process of BE learning. Nunan (1988) indicate three main purposes that NA serves in terms of general curriculum processes as follows: NA remains an important first step of curriculum development, serving as a key source of input for decisions to be made with respect to objectives, student placement, content specification and methodology. It also provides a means of obtaining wider input into the implementation of a language program. It can provide data for reviewing and evaluating an existing program for the purpose of improving curricula. Accordingly, NA assures a flexible, responsive curriculum rather than a fixed, linear curriculum determined in advance by administrators or instructors. When learners know that educators understand and want to address their needs and interests, they are motivated to continue to learn.

Needs analysis in Business English is a must because most of the learners are aware of what they need. By conducting needs analysis, teachers can not only collect factual information for the purpose of setting broad goals related to language content; but also gather information about learners that can be used to guide the learning process once it's under way. Needs analysis is not a static process, but a dynamic one. It entails many procedures and a lot of efforts to accomplish. The learner's needs analysis is the primary

but the fundamental stage of learner-centered curriculum design, without which, all efforts will turn out to be in vain. Therefore, as a branch of ESP, needs analysis of BE is of vital importance for Business English.

1. 9. Syllabus Types

“Syllabus” and “curriculum”: two poles of a dichotomy, about which definitions have diverged and still do. Different views to explain what a syllabus is are held by various linguists and specialists. Stern (1983: 434), for instance, holds that curriculum is a general term that covers “the entire instructional process” while syllabus, for him, means a list of content to be taught in a course. Yalden (1987:86) advocates that a syllabus is an instrument to link learners’ needs and aims to activities that take place in the classroom. Willing (1988, in Nunan 1988) as well, surveys the class and asks them which aspects they like best. Breen (in Nunan 1988) says that ‘syllabus’ has a broader sense and means the expression of belief, i.e. the psychology of learning, how a class is taught, and even the social development of learners. Munby (1978, in Nunan 1988), in another view, records in a syllabus the actual ability of learners, the purpose from learning the target language and situations expected in the course. Nunan and Burton (1985, in Nunan 1988) rather focus on the students and what type of program will suit each individually. Different types of learning exist; and thus, they have to be delicately considered in syllabus construction. Gagne (1965: 58-58 in Brown 2000: 92) identifies eight types of learning: Signal, stimulus-response, chaining, verbal association, multiple discrimination, concept, principle, and problem solving. And, for Brown (1995: 142) there are seven common syllabuses: Structural, Situational, Topical, Functional, Notional, Skills, and Task or activity based. He quotes Johnson (1978: 46 & 1981: 34) to point that there are simply different ways to organize a course and teachers are only expected to use their professional judgment to combine or adjust them.

Various types of syllabuses, then, can be designed to serve different needs, and the most known ones are explained as follows:

1.9.1. The Linear / Spiral

Syllabuses the concept behind the "cyclical" or "spiral" syllabus is that chunks of language are gradually learnt by experiencing them alternatively in different contexts, i.e.

there is an essential repeated experience of the same features of language in different combinations to express different meanings. This reflects the natural process of learning a language whereby the same things keep turning up in different combinations with different meanings. In the past, language courses were not presented that way; they were rather "linear" in a way that new points were sequenced along in a line and each point was fully employed before moving on to the next. All the learning points were isolated and they were presented one after the other in a given order. They required a great deal of practice before moving on to the next item. Linear syllabuses' materials were mainly based on grammar and failed to account for learners' progress in multi-focal directions (Rutherford 1987). Spiral syllabuses have more pedagogical and psychological advantages, but they are more difficult to organize. This is the reason why linear syllabuses are more readily found.

1.9.2. The Lexical Syllabus

The lexical syllabus is mainly based on a detailed analysis of a carefully selected corpus (general or specific) of language reflecting the discourse of the target language community. The analysis in question may provide the syllabus designer with lists of the most frequently used words accompanied by their meanings and information about their typical grammatical and lexical environments, i.e. the collocations and patterns that words occur in. A lexical syllabus, in this case, includes grammar.

The words and their contexts have notional and functional aspects but the organization principle is lexical, and this syllabus can offer a good deal of text explanation and a more considerable coverage of the language of the target discourse situation than other syllabus types. This syllabus, subsuming the Structural one, focuses on the commonest words as well as patterns of the language (Willis, 1990). Besides, with its inventory of words (and their collocations, meanings and typical patterns), the lexical syllabus remains far very clear with easily identifiable patterns to allow learners recognize what each word or phrase stands for. Still, a lexical syllabus has one big failure when it comes to large lists of items for each meaning of one word. Such a syllabus, then, would have a length and a size only manageable by a devoted text-book writer.

1.9.3. The Structural Syllabus

Also known as the traditional syllabus, it is organized along grammatical items giving primacy to language form. The structural syllabus holds the theory that functional ability arises from structural knowledge. Structural patterns, organized according to such criteria as structural complexity, difficulty, regularity, utility and frequency, are the basic units of learning. It makes an abundant use of highly controlled, tightly structured and sequenced pattern practice drills. It deals with Semantics and sentence types such as statements, questions, interrogatives and grammatically defined types such as simple, compound and complex sentences are seen. Morphology can also be found in structural syllabi such as singular, plural marking; determiners, articles, prepositions, gender markers and so on. In a structural syllabus, Grammar constitutes a familiar and frequently expected content, and according to it, grammatical concepts such as nouns, imperatives, plural, gerund are simply better defined than functional ones and also easily measured. Wilkins (1976) redefines the language content of the structural syllabuses through the following items:

- The notions or concepts the learners need to talk about,
- The functional purposes for which language is used,
- The situations in which language would be used, and
- The roles the learners might possibly play.

1.9.4. The Notional-Functional Syllabus

Also described as “the semantically-based syllabus”, it stresses the communicative properties of language where the central concern is the teaching of meaning and the communicative use of patterns; it emphasizes what speakers communicate through language and derives its content from an analysis of learners' needs to express certain meanings. Wilkins (1976) wanted to identify the meanings that learners might need to express (the notions) and the communicative acts they would wish to engage in (the functions). Yalden (1987), also, says that these syllabuses are concerned with functions (e.g. agreeing, denying, persuading ...) and notions (e.g. time, concepts ...). Notional-Functional Syllabuses are content based and are devised from theories of language use. Initially, this seems a far better

way of organizing a syllabus. Learning how to order a meal, how to ask for direction is obviously useful; this type of syllabus has its benefit in that even if one leaves the course after a long while one could still use what one has learnt in practical situations. It is, of course, something unexpected from a traditional grammatical syllabus (where the past tense is often ignored for a long while and theoretical uses of would appear even later; learners need to complete the whole course before they are able to do very much at all with the language). It is also referred to as the Situational Syllabus in which the primary unit of organization here is a non-linguistic category, namely the situation, and the underlying assumption is that language is related to the situational contexts in which it occurs. The designer of a situational syllabus attempts to define the potential situations that the learner may be faced with (for example, a restaurant, an airplane, or a post office) because they will be the bases of language content selection and presentation. The situational aspect of these syllabuses is based on Hornby's situational method of using real activities performed in the classroom to emphasize getting things done rather than language laws. He disagreed with Chomsky and linked linguistic theory with communicative competence. He judged language in terms of possible, feasible, and appropriate (Yalden, *ibid.*). One problem with the notional functional syllabus is that it is often taught using a phrasebook approach which, in itself, is not generative. If you know the suitable phrase for a given situation you will go ahead successfully, but if it is more complex and you feel you are in need for a 'kit of grammatical rules' that helps you combine phrases and generate new meanings, you will certainly have a communicative failure. So, a generative ability urgently needs its place within a notional/functional syllabus.

1.9.5. The Process Syllabus

The Process Syllabus is an approach to syllabus design sometimes thought of as 'taskbased' or 'procedural' (Mc Donough & Shaw 1993:60). It focuses on the language learning process and the contributions of the learner to it (Breen 1987: 159). It takes into account decisions and alternative procedures, activities and tasks for the classroom group. It addresses teaching and learning explicitly and makes possible the interrelationships between subject matter, learning and the potential contributions of a classroom. The provided framework is one in which a predesigned content syllabus is publicly analyzed and evaluated by the classroom group, and the content is designed in an on-going way. In other words, this syllabus accepts the evolving nature of competence and adapts as it emerges

gradually. In some cases, learners are encouraged to choose for themselves, but with guidance, which ways to follow through loads of activities and materials, motivated by their own interest. A similar approach was based on tasks in Prabhu's (1987) procedural syllabus consisting of: information, reasoning, or opinion, gap activities. Materials were not completely preconstructed but were merely prompts for tasks that developed from the learners themselves.

1.9.6. The Procedural Syllabus

Advocated by Prabhu, its fundamental assumption is "that structure can best be learned when attention is focused on meaning." This syllabus is a substitute to the linguistic syllabus because it provides conceptually graded tasks grouped by similarity, the tasks and activities being planned in advance but not the linguistic content. White (1988: 102) adds that in this syllabus the focus is on the task and that it is learning-centred instead of learner-centred. The emphasis here is on meaning rather than form. The learner is preoccupied with understanding, working out, relating, or conveying messages, and copes in the process, as well as he can with the language involved. There is no syllabus in terms of vocabulary or structure and no presentation of language items.

For Candlin (1987: 6) there is a mutual planning between learner and teacher, which leads to language learning, content, and actions explored and accomplished. Learners bring their past experiences to class and together figure out what it is they will do (Breen 1984: 54). Breen's levels include decisions for classroom language learning, alternative procedures, activities, tasks, and on-going evaluation. Genuine communication and personal commitment occur as opportunities arise in class. This syllabus answers the question of how language is to be learned; it is more concerned with the methodology in terms of "processes of learning and procedures of teaching" (White 1988: 94). The procedural syllabus seems to have been well examined and differs slightly from process syllabus which is organized around the learners' preferences and negotiations. Candlin (1984: 34) argues that each syllabus is individual and cannot be predetermined or imposed.

1.9.7. The Relational Syllabus

The relational syllabus was proposed by Crombie (1985) and reported briefly in White (1988:78). It is based on items such as "notional relations such as cause-effect, or

discourse relations, such as question-reply, or clause structure...." White (ibid). Like grammatical and notional/functional syllabuses, it just comprises certain parts and is not meant to cover all aspects of the whole linguistic systems.

1.4.8 The Objective-Based Syllabus

Also known as "Learning-centred Syllabus", it is described by Danielle Mihram (2003) as:

(1) A reflective exercise that addresses the question: What do students need to know in order to derive maximum benefit from this educational experience?

(2) A systematic sharing of knowledge (learning content) and an understanding of how knowledge can be comprehended and shared in different ways.

(3) A change in focus that affects the students' role: accepting responsibility for their own learning (this can be difficult for students who have been educated as passive learners).

(4) It provides a clear statement of intended learning goals and student learning outcomes.

(5) It answers questions such as: What do you want your students to learn? (What are the learning outcomes which you expect from the course?) - What assignments, classroom activities, and pedagogical approaches will help your students master the identified knowledge, skills, or attitude changes? - How will you determine that students have accomplished what you set out to teach them? (How will you evaluate their achievements?)

(6) Requires substantial reflection and analysis in the planning stage.

(7) It includes goals on content, process, and product.

(8) It allows the instructor to engage into a scholarly approach to the knowledge and research relating to the course.

(9) It engages students in the discovery of knowledge.

(10) Because it is a "learning tool", it reinforces the intentions, roles, attitudes and strategies of the instructor.

(11) It is a “learning contract”.

(12) It clarifies the mutual responsibilities of both the teacher and the students in successfully meeting course goals.

(13) It allows students to achieve some personal control over their learning process.

1.10. Conclusion:

Developing a syllabus undoubtedly requires some knowledge of what learners want and need to learn. The second focus ought to be directed towards a good method map designed according to what suits the learner and the learning environment. We will insist on using a method blend rather than a single method because, as it is known, no method is better than the others, and each has its pros and cons. That is why a selection of the best approaches each method could afford would be nothing but beneficial to a group of learners certainly not having the same expectations neither capacities.

We have been explaining the most influential types of syllabi used in the domain of ELT, and our conclusion is that, similarly to teaching methods, one type may be dominant, but since learners’ needs and expectations vary, different types of content would be integrated to hit two birds with one stone. Skill-based, task-based, notional, structural – could all these exist each on its own into one course? Obviously, no; that is why approaches to needs analysis, learners’ motives to learn and attitudes toward learning, toward the teacher, toward the language and learning environment have seen the light. As Hutchinson and Waters (1987:51) state

“It is wise to take an eclectic approach, taking what is useful from each theory and trusting also in the evidence of your own experience as a teacher”.

Chapter Two
Chapter Two
Metodology and Data Analysis

2. Introduction

The current chapter is dedicated to the case study and the findings obtained with the investigation tools. This part on methodology will state the aim of my study and show the different research methods used in this study, it will also describe the data collection; moreover, this part will depict the chosen sampling and the different research tools utilize in this study then we will move to the analysis part.

2.1. The aim of study

ESP students are usually adults who already have some acquaintance with English and are learning the language in order to communicate a set of professional skills and to perform particular job-related functions.

This study aims at adding some new insights to the field of knowledge and enable both learners and teacher to figure out their own special needs ,and to design an appropriate syllabus for Commerce students of Saida university furthermore, seeking to know the most important difference lies in the learners and their purposes for learning English.

2.2. Research Methodology

There are two basic types of research approaches used in this thesis, qualitative and quantitative. The present study is an attempts to investigate the global teaching/learning situation of the English course in the Department of Commerce, University of Saida. The reason why it is conducted is to, finally, design an English course that meets the overall objectives and learning needs. The present study is based on quantitative data collection technique, and for gathering the necessary information about the situation in question, we have used two questionnaires for both groups of participants: students and teachers. This collection is supported by personal observations with Commerce students in general. Through attendances, The whole data is important in this study because it was a direct exploration of the participants' expectations from and criticism towards the course. It is, then, our core consideration for the improvement of the main limitations which comes across the successful achievements of both teachers and learners.

The first questionnaire was administered to the students in order to investigate their needs, their attitudes, their expectations from the course, etc. The collected information is impartial since the participants' answers were anonymous. There are two sections within this questionnaire, arranged in multi-option question patterns. The first one was meant to gather personal information about the participants, i.e. their identity and personal characteristics. The second interested in their learning experiences and motivation as far as the English course is concerned, the learners' proficiency level, their attitudes towards the course, their perceptions, their lacks and their expectations from the course, the teacher and the institution.

The second questionnaire was destined to teachers. It focuses on several aspects of their attitudes towards the teaching/learning of English, and it was mainly designed for use in the process of establishing an ESP course. Three chief divisions form the skeleton of this questionnaire. The first one supplies us with essential information about the participating teachers' qualifications and experiences, in the domain of BE or GE. The second is concerned with their visions about the course. They have been providing us with ESP data, i.e. learners' needs from the Business course and the skills they are expected to acquire to achieve the learning objectives. Third part focuses on teachers' implementation of the course, their various contributions to the current teaching/learning process (choice of materials, use of textbooks, classroom management, etc) and their suggestions for the amelioration of the learning environment.

2.3. Qualitative Research

Qualitative research focuses on developing an initial understanding out of the research and it is not based on statistics, this thesis tries to get a better understanding of ESP teaching and learning..

2.4. Quantitative Research

Quantitative research seeks to quantify the collected data for analyzing it is based on statistics; in this thesis quantitative method is used to gather the information from learners and teacher to see the different needs and all these with the use of different research tools like questionnaire, interviews.

2.5. Target population/ sampling

The participants in this research are the students and teachers of the Department of Commerce in the University of Saida.

The participants in this research are the English teachers working in the Department of Commerce, and those who accepted to help us collect information are five teachers. They are employed in the department for different levels of instruction but have all experienced teaching the English course for students of the second level. On the other hand The participants in this research are the students of the Department of Commerce in the University of Saida. The population we have investigated is a sample of second year students in Commercial Sciences and Economics, ranging from 19 to 23 years. The number of the more or less regularly attending students is 201, and those who participated in our data collection are 80 (second year students). These are assumed to be in the same level since they received English courses in relatively identical public Algerian institutions during an average of six years (in middle and secondary school). Thus, they would provide a homogeneous sample as far as cultural background and instructional input are concerned. Currently, they are taught English as a subject matter within the whole curriculum and during four years of academic studies.

3. Students' Questionnaire

The first questionnaire was given to Commerce students (cf. Appendix 1). It is made up of 23 questions gathered under four major sections. Its aim is to collect data about their personal characteristic, motivation and attitudes towards the language and its role in the curriculum, proficiency level, learning preferences and different expectations from the course. All the information is converted into numerical data to facilitate the interpretation of the findings. At the end of this part, we will provide a summary of these findings and further expectations to be made for the design of a relevant syllabus.

All the questions related to the aim of this study and the responses are presented below:

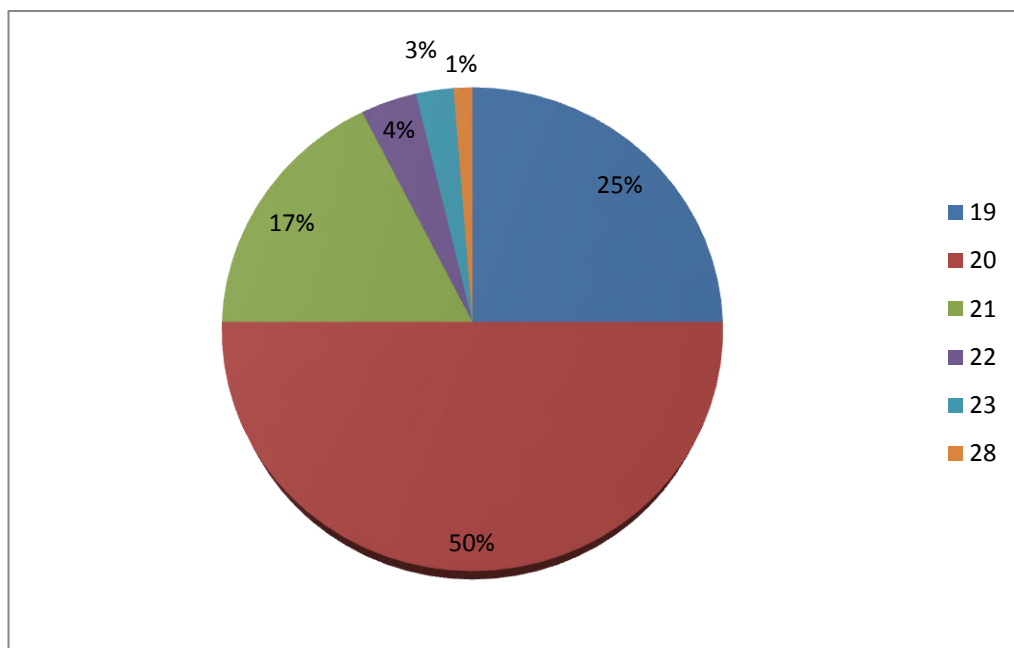
3.1 Students' Identity / Personal Characteristics

Question (1): it was meant to determine students' age categories. The results are gathered in the following table:

Age	Number	Percentage
19	20	25%
20	40	50%
21	14	17.5%
22	03	3.75%
23	02	2.5%
28	01	1.25%

Table 2.1: Students' Age

The above results are shown in the pie-chart below.



Pie-chart 2.1 :students' age

Chapter two: Methodology and data analysis

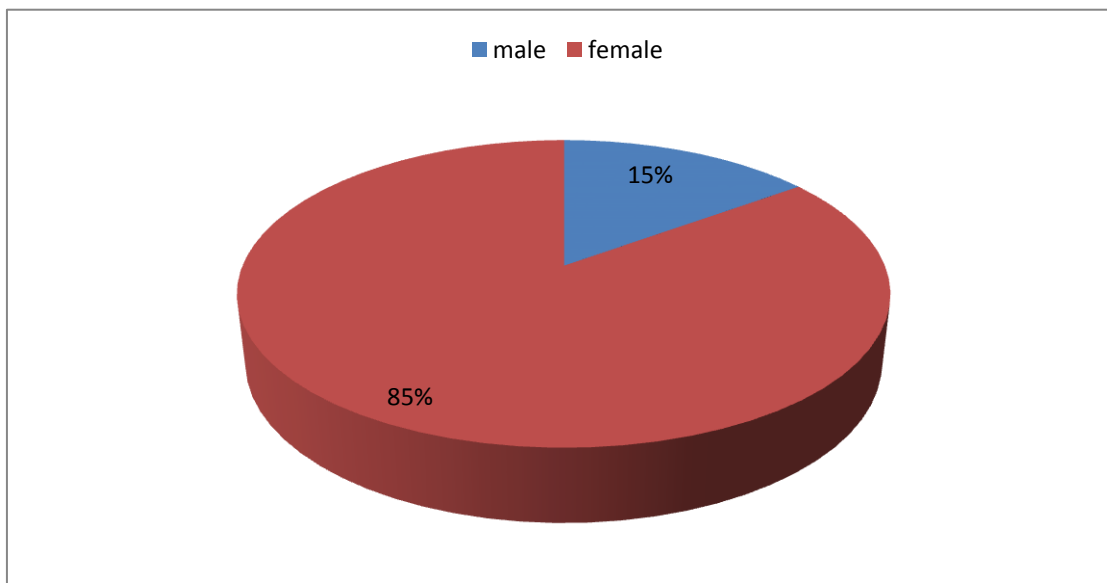
Table 1 displays the different age categories present in the sample. One can notice that their age ranges from 19 to 23 years old, with only one exception of a 28 years old participant. The differences shown in the table have several dimensions and this will be explained in the discussion section. Others have attended their primary school at a very young age (25 % of the participants), and others have probably changed the field of studies for a reason or another.

Question (2): Students' Gender.

Gender	Number	Percentage
Male	12	15%
Female	68	85%

Table 2.2: Students' gender

The above results are shown in the pie-chart below.



Pie-chart2.2:Students'Gender

Chapter two: Methodology and data analysis

Learners' gender may play some decisive roles in the process of learning. For instance, as far as learning styles are concerned, some students may find it more appropriate to group with class-mates of the same gender because it facilitates their interaction. More, from a socio-cultural perspective, it may affect the learners' objectives, their needs and their expectations from the course.

From the data collected in the questionnaire (Table 2), the leading majority of learners are females, with 85 % of the sample, and only 15 % male learners. We assume that this element of the gathered information must be taken into account in order to better understand the participants' motives and attitudes.

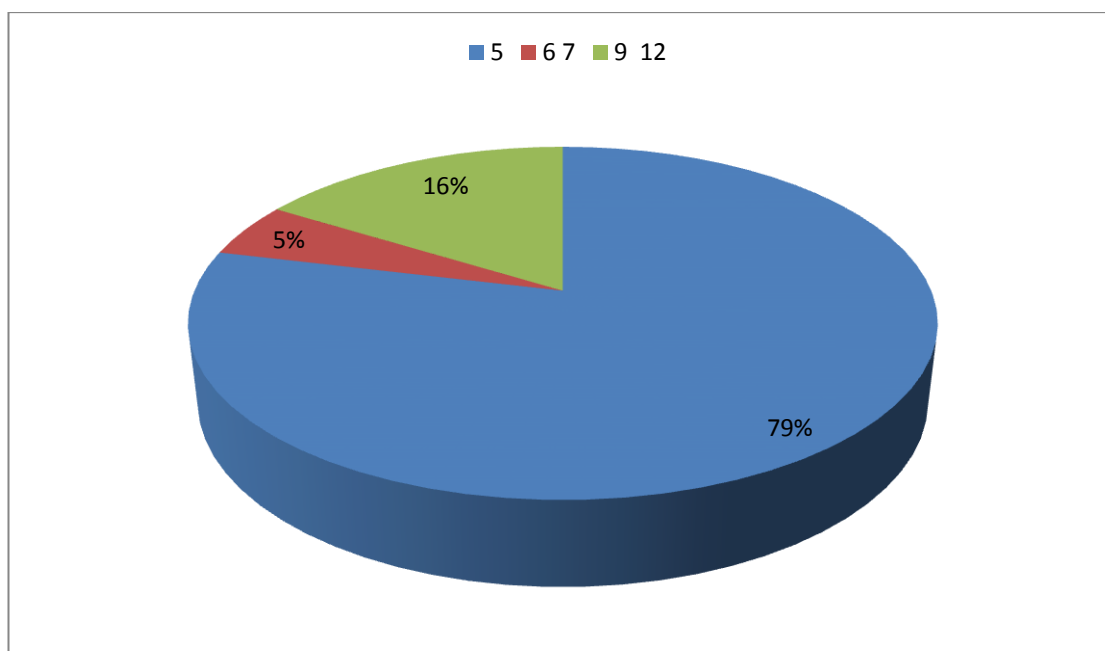
3.2 Students' Learning Experience and Motivation

Question 3: How long have you been studying English ?

Years	Number of students	Percentage
5	60	78.75%
6-7	4	5%
9-12	13	16.25%

Table 2.3: Number of years of English studying

The above results are shown in the pie-chart below.



Pie-chart 2.3: Number of years of English studying

Knowing how many years have participants spent in studying English is an important matter because it helps us get an idea about their actual level and needs. Few years ago, learners couldn't study English until they get to the middle school. They had it during the two final years of middle studies, but never during the first one. It is the case for the majority of Algerian learners, who are now young graduates, and also the case for the majority of my sample of the population.

In fact, from my data analysis, I could divide the participants' answers into three categories (see Table 3). In the first category, it is the greatest number of participants who have learnt English for 5 years; these constitute 78.75% of the whole population, and 5 years is just the maximum for one who was taught English within the ancient curriculum and who passed one's academic years with no failure or repetition.

In the second category, 04 participants said they learnt English for 6-7 years. These are subjects who had found difficulties in getting their baccalaureate. In this instance, they had one or two additional years at the secondary school. Thus, they have been learning English for more than 3 years at the secondary stage. They make 05% of my sample.

The last category is made up of the minority of subjects that could choose to learn English at primary school. Among these, some have also had some presumed conditions of

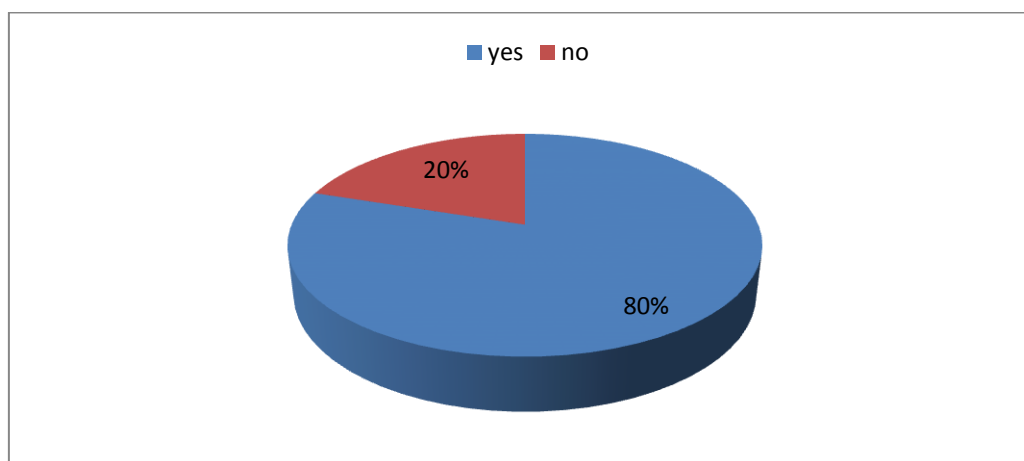
failure during the secondary school. They have learnt English for 9-12 years starting from primary school, and they represent 16.25% of the sample.

Question 4: Do you like the English language?

	Numbers	Percentage
YES	64	80%
NO	16	20%

Table 2.4: Attitudes towards the language

The above results are shown in the pie-chart below.



Pie-chart2.4 : Attitudes towards the language

If you like one subject or one field or whatever, you will devote enough energy and time to bring it to perfection. It is the case for foreign languages; a positive attitude of the learners towards the English language makes them eager to know more about it and leads them to enjoy the lectures. If they like it they will want to learn it because they are conscious about its importance

Table 4–above- displays participants' answers as whether they like English or not. 80% of positive answers take the lead over 20% negative ones. It is of a great importance to

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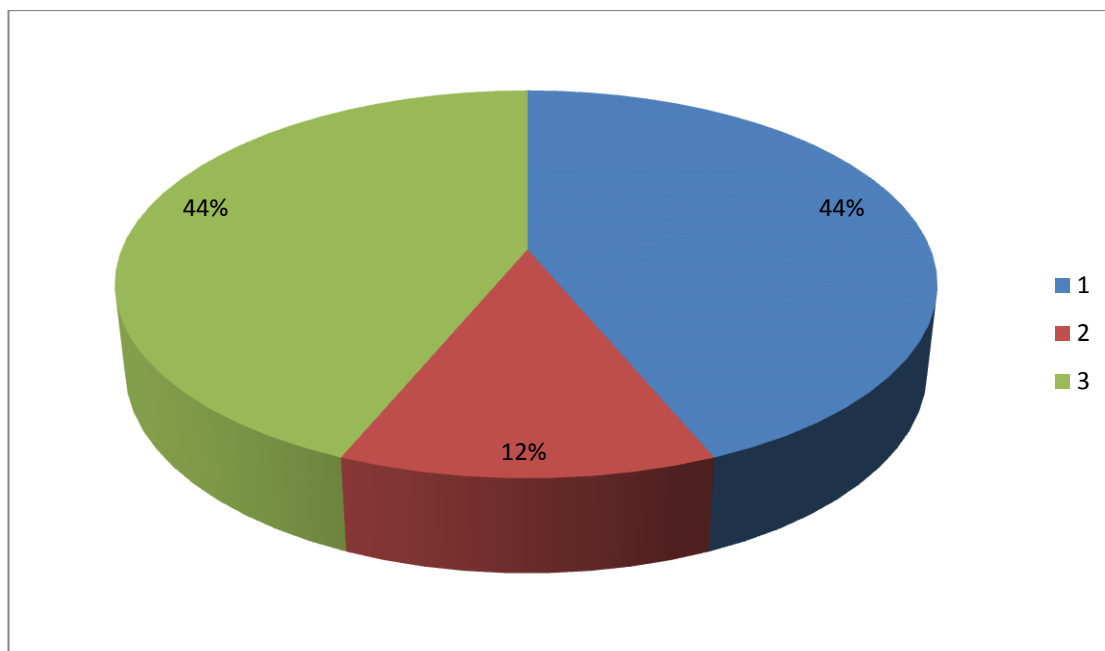
consider such a question because it will determine learners' interest and motivation. This matter will either be confirmed or discarded in the following questions.

Question 5: If you answered "No" to the previous question, say why?

Reasons	Numbers	Percentage
1. I don't understand it	7	43.75%
2. I don't need it	2	
3. Other: It is difficult	3	12.5%
I have a weak level	2	} 43.75%
I didn't have a good teacher at middle school	2	

Table 2.5: Reasons for their negative attitudes towards the language

The above results are shown in the pie-chart below.



Pie-chart 2.5: Reasons for their negative attitudes towards the language

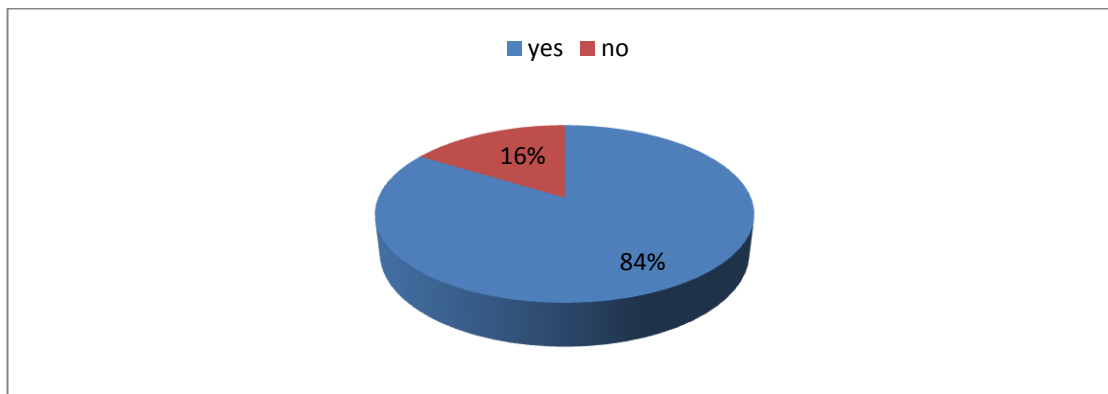
In fact, participants had to justify their negative answers. We have provided them with three possibilities (see Table 5), either choosing the first or the second or giving a free answer. As displayed in table 5 above, 56.25% of the respondents said they don't like English because they don't understand it; the interpretation of such a behavior has several dimensions. Let us consider the third possibility of answers, which is closely related to the first one. Seven individuals said they don't like English because they find it difficult, they have a weak level or they didn't have a good teacher at middle school. As I mentioned above, the interpretation of this, correlates with the first findings. In other words, having had an incompetent teacher for the elementary level implies a misunderstanding of the courses and a difficulty in grasping the language. Thus, this troublesome blend will lead to a negative attitude to the language itself.

Question 6: Are you interested in learning English?

	Numbers	Percentage
YES	67	84%
NO	13	16,25%

Table2. 6: Students' interest in learning English

The above results are shown in the pie-chart below.



Pie-chart 2.6: Students' interest in learning English

A slightly higher percentage than that of Question 4 for participants who answered “Yes” to the question of whether they are interested in learning the language or not. Over 84% against 16.25 % who are neither interested nor like the English language.

Question 7: What do you need English for?

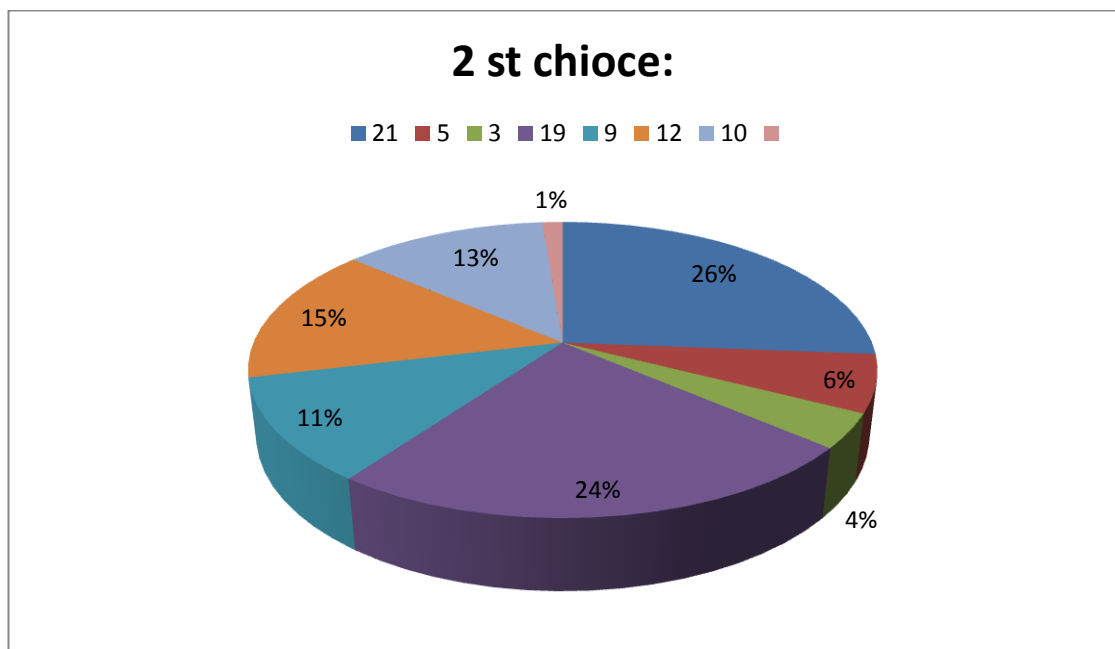
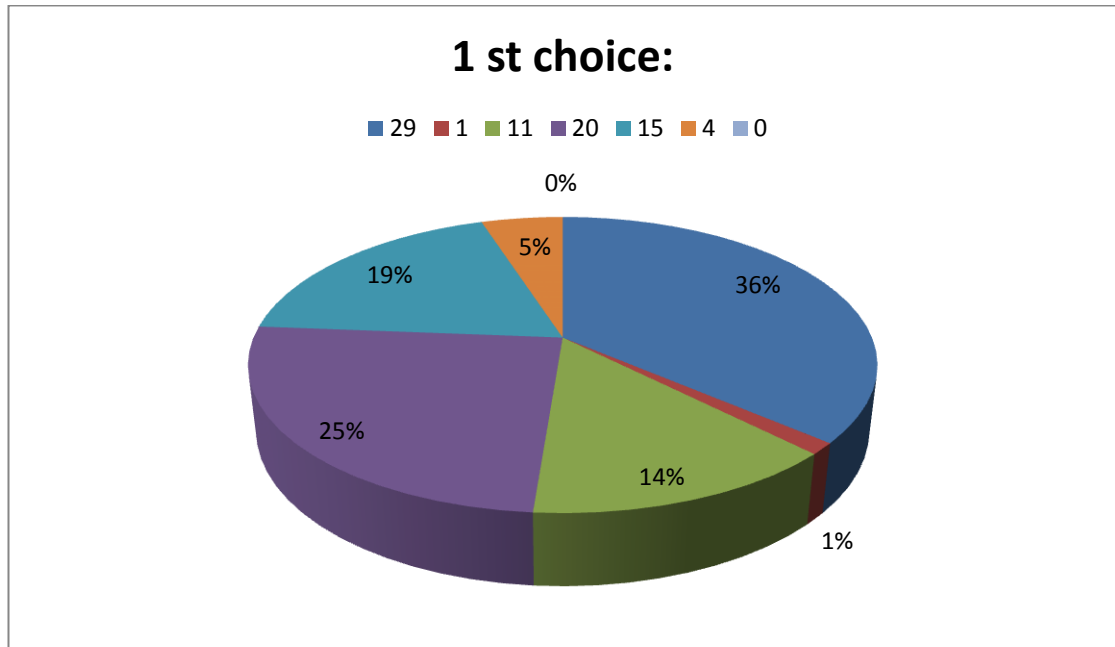
This is probably the most important question to ask in the domain of ESP because it will tell us a lot about students' needs.

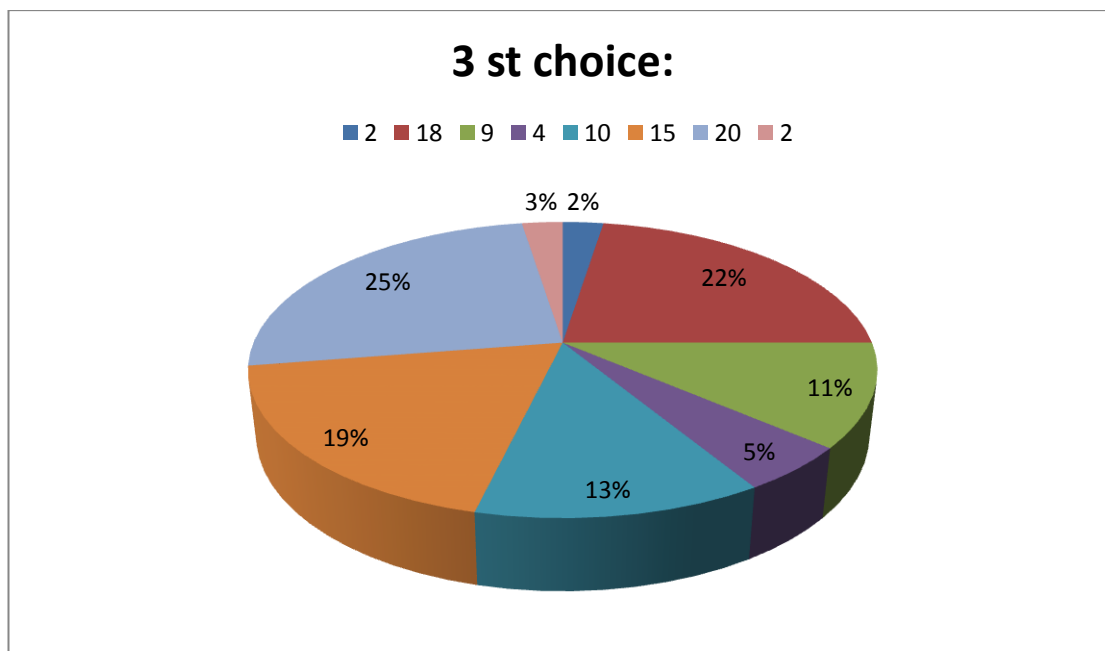
Student's choice	Number	Percnrtage
1st choice a-	29	36.25%
b-	1	1.25%
c-	11	13.75%
d-	20	25%
e-	15	18.75%
f-	4	5%

g-	00	00%
1st choice: a-	21	26.25%
b-	5	6.25%
c-	3	3.75%
d-	19	23.75%
e-	9	11.25%
f-	12	15%
g-	10	12.5%
h-	1	1.25%
1st choice: a-	2	2.5%
b-	18	22.5%
c-	9	11.25%
d-	4	5%
e-	10	12.5%
f-	15	18.75%
g-	20	25%
h-	2	2.5%

Table 2.7: Why do students need English?

The above results are shown in the pie-chart below.





Pie-chart 2.7: Why do students need English?

This question investigates the role of English teaching in any domain of specialty; commerce and economics are our present interest. We asked the participants to answer by order of importance. The choices we have provided both relate to short-term as well as long-term objectives. Also, we took into consideration academic and professional perspectives in addition to personal interests and concerns.

Students of commerce may need English for several reasons, and asking them to supply a simple choice would leave them somehow confused. They may choose one answer at the expense of their real global needs; that is why we proposed multiple and varied choices. We have taken into consideration each participant's answer so as to clearly determine what choice takes priority over another.

Not to get confused by numbers, order and statements, we decided to gather responses into three categories (see Table 7). Category "A" rallies all the answers that participants selected as a first important need. Within it, 36.25% of the subjects say they need English for their future job. In fact, this majority considers that the foreign language is mostly needed for reinforcing one's chances of getting a relevant employment in a national or a multi-national company. Next, 13.75% of the participants think they mostly need English to get a deeper knowledge of it for their present studies. Third important answer that participants chose as first is learning English for a better communication. Indeed, 18.75% of

them see that first of all they need to learn the language to master the speaking skill and the art of conversing with others. This seems to be a long-term objective if we take into consideration the professional life and the talks they will probably hold with employees.

These were the three prominent answers that participants gave as a first choice. They gave less consideration to the other answers (as a first choice) with 6.25% for 'English to live abroad' 12.5% for 'English for internet and computer usage' 11.25% for 'English to read foreign documents and books', and just one answer, if none, for 'English to travel' and 'English for watching foreign TV programmes'.

The second category of findings gathers the answers that participants gave as second most important choice, i.e. what second essential reason they need English for. This time, only 26.25% of the students said as a second choice they need English for job. The rest have had different answers and divided views because about 23.75% of them said they need it to get deeper knowledge of the field, 15% admit it is important for communicating with natives or non-natives, 12.5% need it for computer usage and surfing on the Web, 10.83% have to learn it for reading purposes 6.25% think it is secondly important to travel around the world 3.75% agree that it is important for settling down in a foreign country and only 1.25% think of learning it just for entertainment as watching English speaking TV shows.

The third category highlights students' selections for third more important reasons for learning English. The fact is, 25% of the respondents focus on the matter that English is useful when dealing with computer. The language is imperative in this instance because a great part of the articles they may find in the internet is written in English. Because it is an international language, it is privileged for the translation of economic reports and updates; thus, providers of the information expect the greatest number of internet users to master the language.

Next 18.75% of the subjects think, in a third position, that they need to learn English more for improving their communicative competence than any other reason. Whether in 1st, 2nd or 3rd position, I agree that this is an important reason for learning English for students of commerce because they are very likely to deal with English speakers both in the short run and in the long-term.

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Nearly an equal number of students picked as a third choice ‘English for travelling’. 22.5% of the whole respondents chose this probably because they think of travelling not for leisure but to study abroad. In this case, learning it for such a reason is a justifiable claim.

For 9-10 students (11% and 12.5% respectively), English is important to consult English books or documents and for settling down in a foreign country. Finally, between 2.5% and 5% of the remaining participants would choose for a third position ‘English for job’, ‘English to watch TV programmes’ or ‘English for studies and deeper knowledge’.

To sum up the whole findings and the different answers, the three first important reasons to students of commerce for learning English are: employment, studies and internet. And if we

Have to consider another essential need of learning the foreign language, it is ‘fluent communication’ - an important fact for successful studies and ambitious employment.

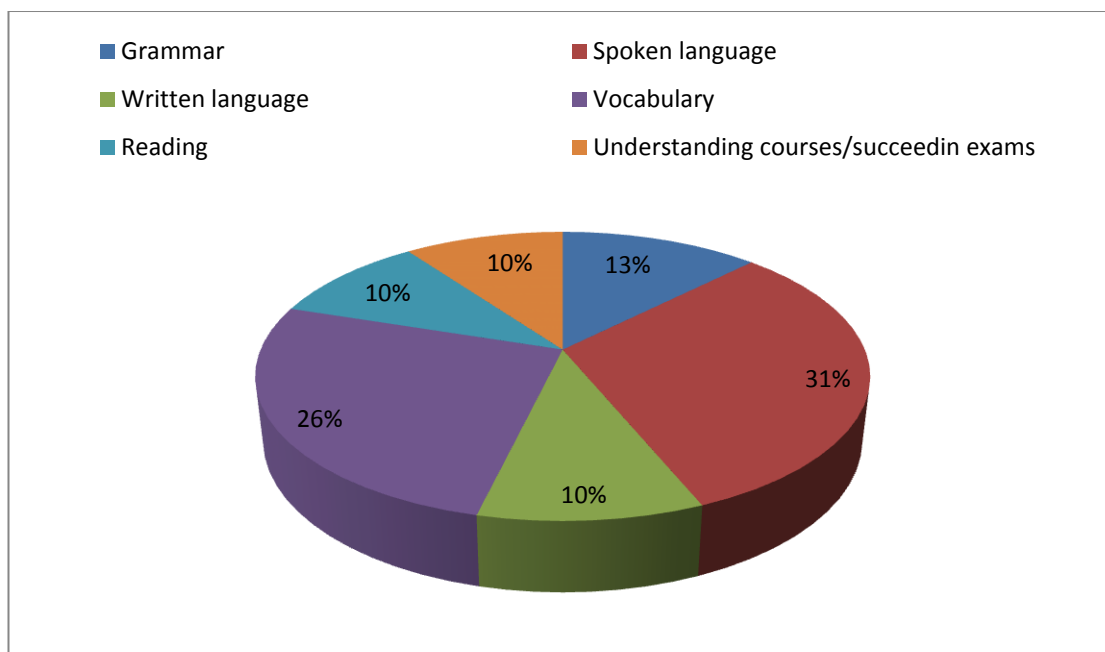
3.3 Students’ Proficiency Level

Question 8: What are your weaknesses in the foreign language?

Students’ weaknesses	Number	Percentage
Grammar	10	12.5%
Spoken language	25	31.25%
Written language	8	10%
Vocabulary	21	26.25%
Reading	8	10%
Understanding courses/succeed in exams	8	10%

Table 2.8: Students’ weaknesses

The above results are shown in the pie-chart below.



Pie-chart 2.8: students' weaknesses

In an era of developed technologies and means of communication, students are getting more and more aware of the importance of mastering the oral skill in a foreign language. The majority of respondents recognize their weaknesses from a communicative point of view.

As indicated in table 8 above, they think they need urgent support to improve their speaking and convey a comprehensible message in English. At the same time, about 26.25% of them admit their lack of knowledge in the empire of words – Vocabulary, while 12.5% think are weaker at grammatical aspects. Equally considered, writing, reading and courses' comprehension are other parts of the foreign language that participants admit their weakness in, with about 10% of votes for each.

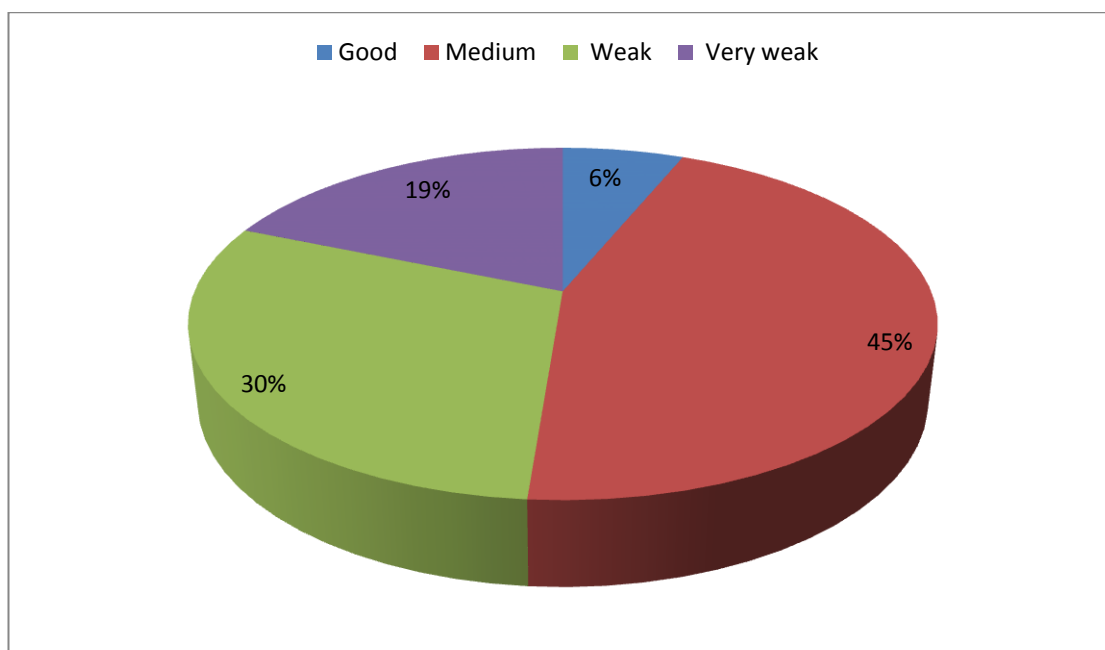
To sum up, we have to bear in mind that since all answers got more or less consideration, the course has to be equally designed for a blend of levels and a great number of heterogeneous students who think they are 'bad' at a skill or another.

Question 9: What do you think your level in English is?

Level	Number of students	Percentage
Good	5	6.25%
Medium	36	45%
Weak	24	30%
Very weak	15	18.75%

Table 2.9: Participants' present level

The above results are shown in the pie-chart below.



Pie-chart 2.9: participants' present level

Participants have been asked for a self-evaluation of their level of proficiency in the English language. I think that making them evaluate themselves and determine their own level will allow them have a clear view about their real needs from the course.

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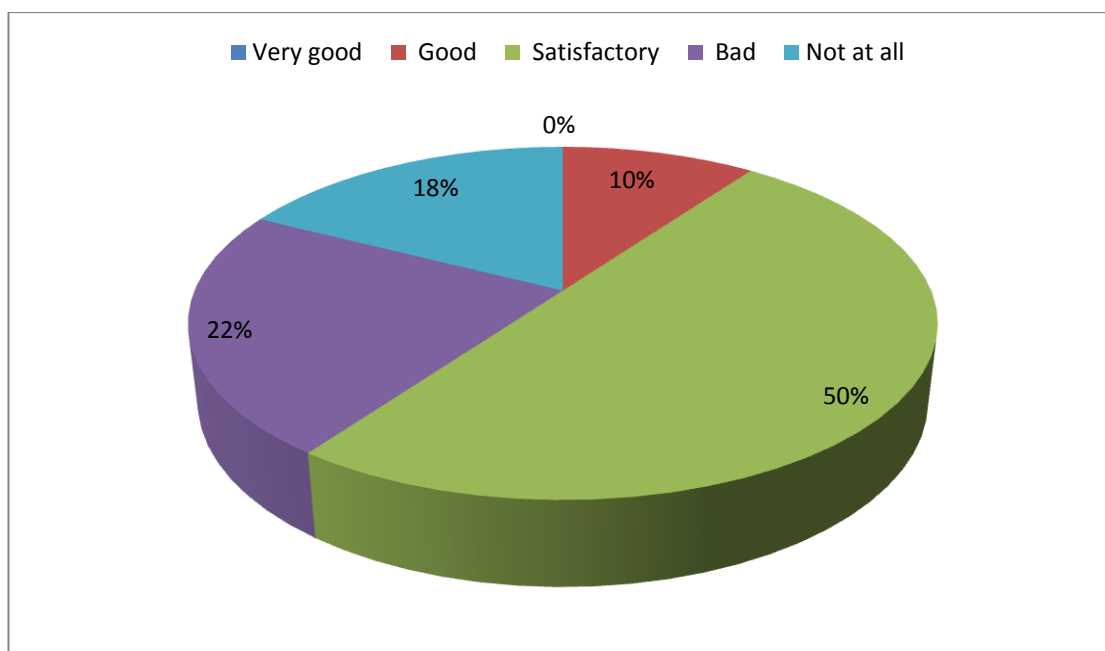
The results in Table 9 show that the majority of the participants (45%) think they are at a medium stage and possess the average capacity of understanding what they are or have been taught. Those who represent 30% of the sample are not satisfied of their level and evaluate it as a weak one. I presume that these participants anticipate a course that would help them consolidate their knowledge in more or less language skills. As the percentage decreases, participants estimate that they are either too bad or are sufficiently good at the foreign language. Numbers reveal that 18.75% of the subjects consider themselves as being very weak at English language skills and need the maximum from the course while 6.25% of them are pretty satisfied of their “good” level and may need a reinforcement of their specialized language. The interpretation of these findings is straightforward. It is obvious that the English course has to focus on all the aspects and skills of the language because levels and needs vary from a student to another.

Question 10: Do you speak English:

Students' answers	Number	Percentage
Very good	00	0%
Good	08	10%
Satisfactory	40	50%
Bad	18	22.5%
Not at all	14	17.5%

Table 2.10: Students' spoken English

The above results are shown in the pie-chart below.



Pie-chart 2.10: Students' Spoken English

After considering participants' level in the English language and their weakest points, they have been asked to evaluate their English speaking abilities. No one of the participants claimed he/she has very good spoken English because the results show 0% of answers for this choice (see Table 10). However, 10% of them think they have good spoken English, which means that they can easily make themselves understood by their interlocutors. Still, this remains a minority.

The majority of respondents, with 50% of the answers, said their spoken English is satisfactory. In other words, it is more or less comprehensible when an ordinary conversation is engaged in. Then, 22.5% of the subjects clearly stated that they speak bad English. This may be due to grammatical mistakes and lack of vocabulary knowledge or fear of taking the initiative to practice this skill. Last but not least, 14

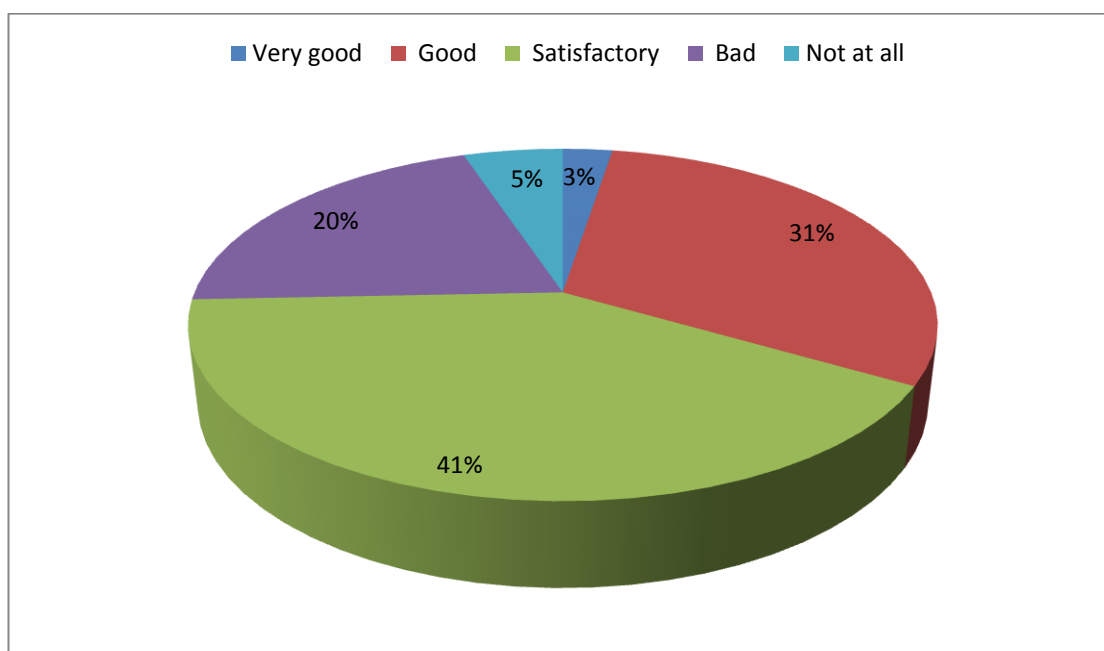
participants, representing 17.5% of the sample said they don't speak English at all. I presume that they are not motivated for this; thus, they don't feel the need for engaging in a conversation or making efforts to answer their interlocutors.

Question 11: What do you think is your level in writing?

Srudent's answer	Number	Percentage
Very good	02	2.5%
Good	24	30%
Satisfactory	32	40%
Bad	16	20%
Not at all	04	05%

Table 2.11: Students' level in the writing skill

The above results are shown in the pie-chart below.



Pie-chart 2.11: sutudens' level in he writing skill

The writing skill is very important for the students. First, they have to master it to deal with the different writing activities in their examinations. They will obviously be

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required to answer comprehension questions or write topics specific to their field, which both require a good knowledge of grammatical aspects and writing rules.

In the answers to this question (see Table 11), only 4.16% of the respondents think they are excellent at the skill while 5% say they don't practice it at all. Then, 20% of them think they write badly, and 30% say they are good at it. The remaining 40% of the participants believe that a reader gets the point when dealing with their writings; they say that their pieces of writing are comprehensible and satisfactory. In this case, the minimum of the message they intend to transmit is supposed to be enough.

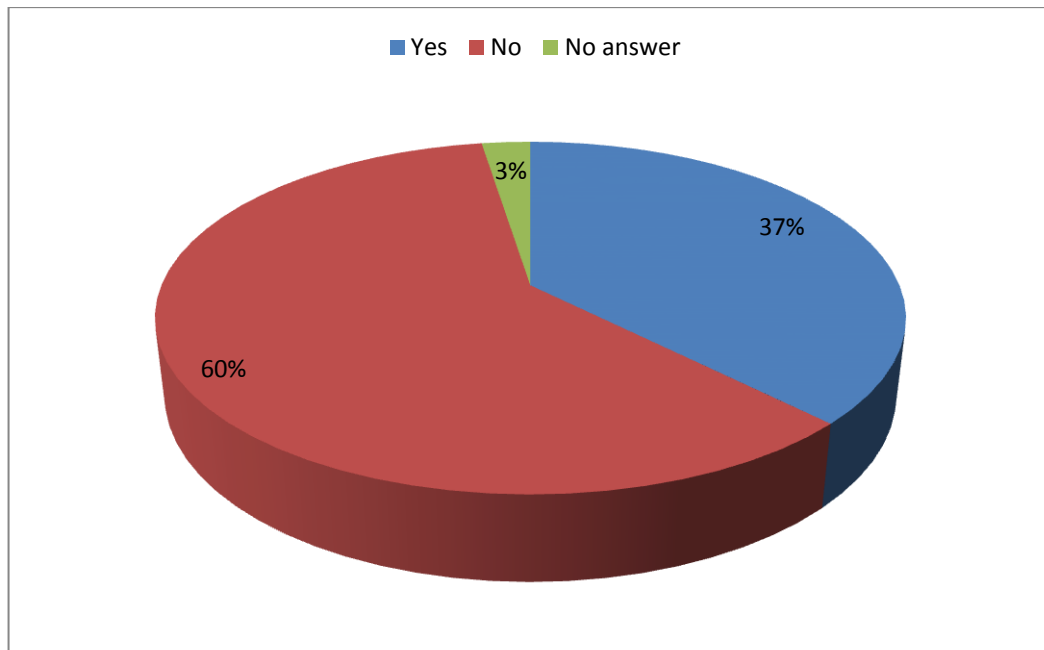
The above findings don't coincide with the short test I had administered to the students at the very beginning of the academic year as an introductory session. In fact, students had to write short comments about their choice for this domain and their expectations from the course. The writings were more or less comprehensible, but their mistakes intolerable. This is an important matter and a must-be-taken-into-account prior to the design of the various tasks that make the syllabus.

Question 12: Do you read documents written in English?

Answer	Number	Percentage
Yes	30	37.5%
No	48	60%
No answer	02	2.5%

Table2.12: Reading English documents

The above results are shown in the pie-chart below.



Pie-chart 2.12: Reading English Documents

As their needs and expectations differ in the domain of studies, students' hobbies and interests also are not the same in their everyday life. As it is indicated in Table 12, the majority of respondents (60%) said "No" for this question. They do not read English documents, and probably because uninterested or do not have enough time to do so. Others are interested in reading English literature, and represent 37.5% of the respondents. These documents may include handouts provided by the teacher, specialized books or magazines, internet articles or e-mails, short stories or novels.

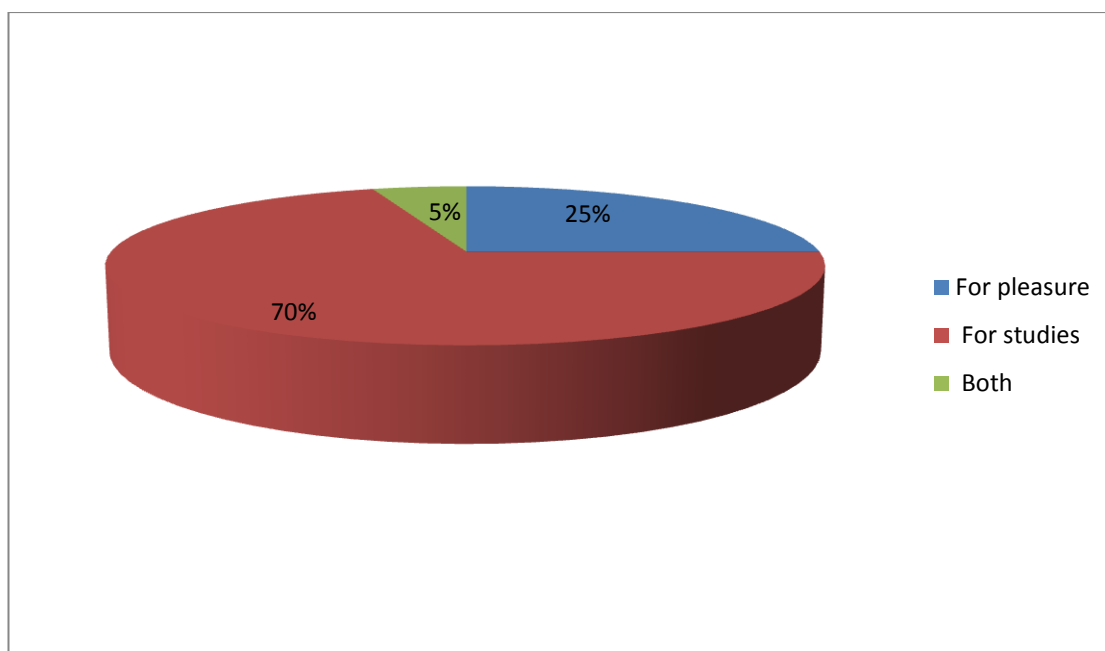
Reading English-written documents is very important for students because it helps them acquire the needed vocabulary and the necessary style to improve their writings. We will see in the question below what are the reasons that justify students' interest in reading and what may be the documents they focus on

Question 13: If "Yes", specify.

Student's answer	Number	Percentage
1. For pleasure	20	25%
2. For studies	56	70%
3. Both	04	05%

Table 2.13: Learners' readings

The above results are shown in the pie-chart below.



Pie-chart 2.13: Learners' Reading

The students who gave positive answers to the previous question were asked to give more precision to their answers (Table above). About 70% of them said that they read English documents that have a close relation with their studies. This means: commerce or economics' related books, articles, handouts, magazines, etc. Those who represent about 25% of the answers say it is just at their leisure. I assume that these kinds of readings may

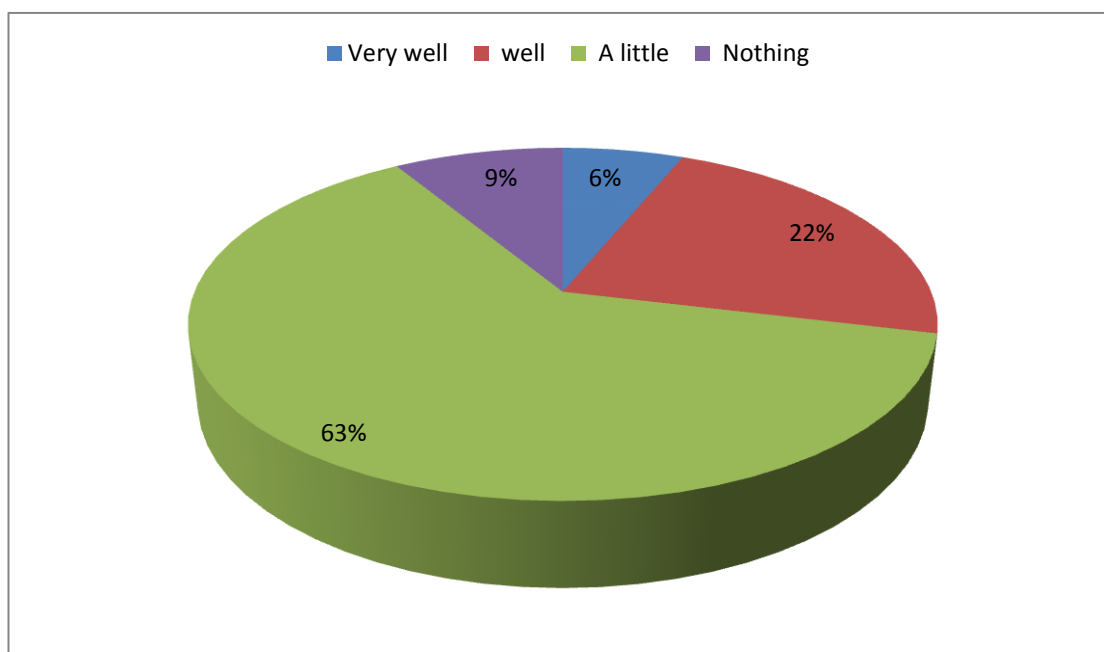
not always coincide with what they need in their field, but at least provide them with useful vocabulary or style for their varied writings. Leisure-time readings may include internet articles, magazines, short stories, etc. About 5% of the respondents read English documents for both purposes, but they represent the minority of answers. Students, then, need to be more motivated and aware of the importance of the skill in their studies.

Question 14: When one talks to you in English, do you understand:

Students' answer	Number	Percentage
Very well	05	6.25%
Well	18	22.5%
A little	50	62.5%
Nothing	07	8.75%

Table 2.14: Students' understanding of spoken English

The above results are shown in the pie-chart below.



Pie-chart 2.14: Students' Understanding of Spoken English

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It is important to know the students' level of understanding of spoken English to favour a 100% English course. Obviously, the teacher will explain everything in the foreign language and the students won't ask for translation. But, if they know only a little about the language, they will find difficulties in getting what the teacher means. This latter will, then, abandon for a while the foreign vocabulary and find other means of explanation.

In the table above, four levels of understanding of the spoken language have been proposed. The greatest majority of respondents, with about 62% of answers, admitted they get just a little of what their interlocutor says. This means that 50 students among 80 get more or less confused and do not grasp the total meaning of the discourse they are faced with. I assume that this is due (in the case of the classroom) to the lack of communicative exchange in the classroom and the passivity of students in front of the new vocabulary specific to their field.

If we go downwards with percentages, 22.5% of the students say they understand 'well' what they are being told. These are expected to answer back the teacher's questions, if motivated enough, using a simplified language and the appropriate vocabulary. In the opposite case, unmotivated and uninterested students will make no effort, neither to understand nor to answer in a spoken form. It is the case for 8.75% of the respondents, who affirmed they don't understand anything from what they are being told. This is a minority in my sample; still, they need to get involved in the course at least to understand what is being talked about.

To understand what the English speaker is saying and answer with a more or less similar vocabulary may seem a "luxury" to the latter respondents, but it is what the rest of them assume they are able to do, with about 6.25% saying they understand very well what a speaker is saying. Thus, they are expected to formulate full answers and convincing arguments.

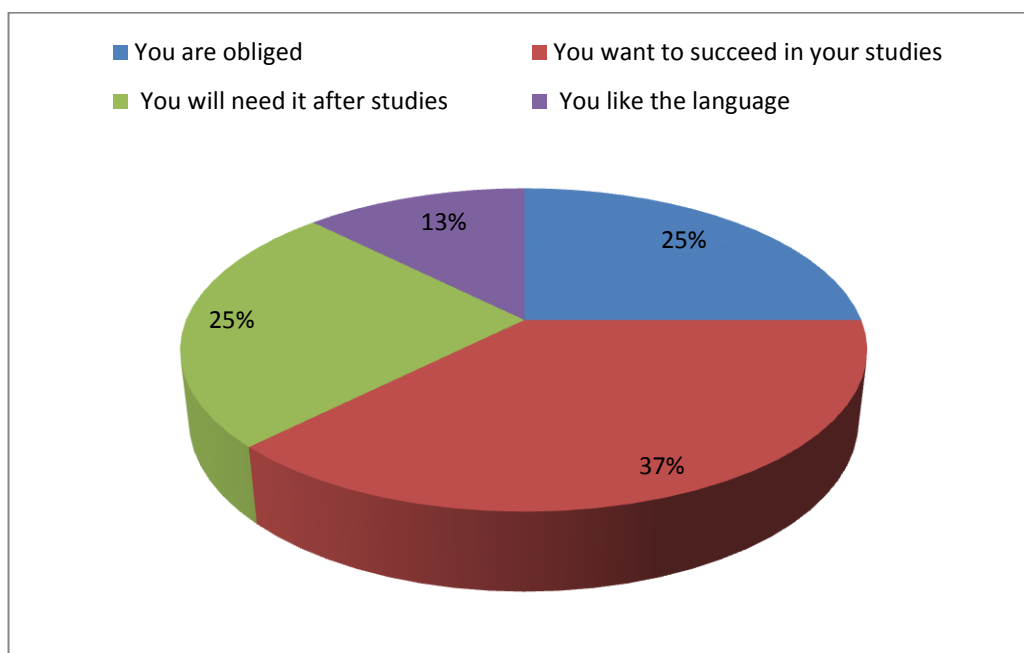
3.4 Students' Attitudes to and Expectations From the English Course

Question 15: Why are you in the English course?

Students' answer	Number	Percentage
1. You are obliged	20	25%
2. You want to succeed in your studies	30	37.5%
3. You will need it after studies	20	25%
4. You like the language	10	12.5%

Table 2.15: Reasons why students are in the course

The above results are shown in the pie-chart below.



Pie-chart 2.15: Reasons why Students Are in The Course

There are of course different reasons for students to attend the English courses; this is an important fact to determine whether they are really interested in the lectures or it is just a matter of an imposed course they have to deal with within others (see Table 15). About

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25% of the students reveal they are in the course only because they have to. This may be due to several reasons. First, the administration and teachers take into account their attendance; thus indirectly 'push' them to be in class even if they are not interested in learning the language. Second, the absences that teachers count for each student are taken into consideration for probable support of students' bad marks at the end of exams or the academic year. These students may, through lectures and teacher's motivation, turn to be interested in the course and enjoy the tasks and activities.

About 73.5% of the respondents say they are involved in the English course to succeed in their studies. This also may be an indirect reason of attending the course as well as a personal conviction of students who are aware of the utility of it to achieve their short-term or long-term objectives.

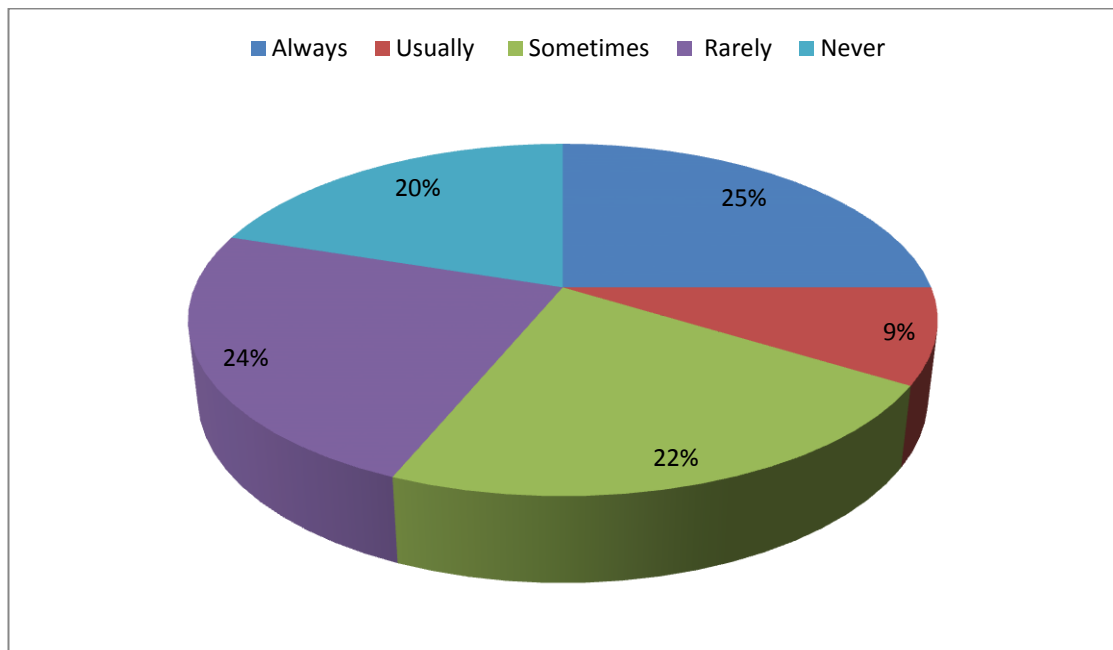
Those who aim at a long-term objective represent about 25% of the respondents. They revealed that they are in the English course because they will need it after studies; it means that they want to gain the knowledge presumably required for their future occupation or for leisure purposes. The remaining 12% of the subjects are in the English course simply because they like the language. It is a good motive for them to learn the different aspects of it and acquire all the skills for better application in their studies and after.

Question 16: How often do you participate in class?

Answer	Number	Percentage
Always	20	25%
Usually	07	8.75%
Sometimes	18	22.5%
Rarely	19	23.75%
Never	16	20%

Table 2.16: Students' participation

The above results are shown in the pie-chart below.



Pie-chart 2.16: students' Participation

Students' participation in the classroom means they are involved in the course and attentive to the teacher's explanation and activities; this is not the case for about 20% of the participants, who declare they never participate (Table 16). If one gets to ask them why, the answers will obviously be because they don't understand what topics are being discussed in the course or simply because they more or less understand the topic raised, but don't dare to speak for fear of making mistakes or be in the wrong way.

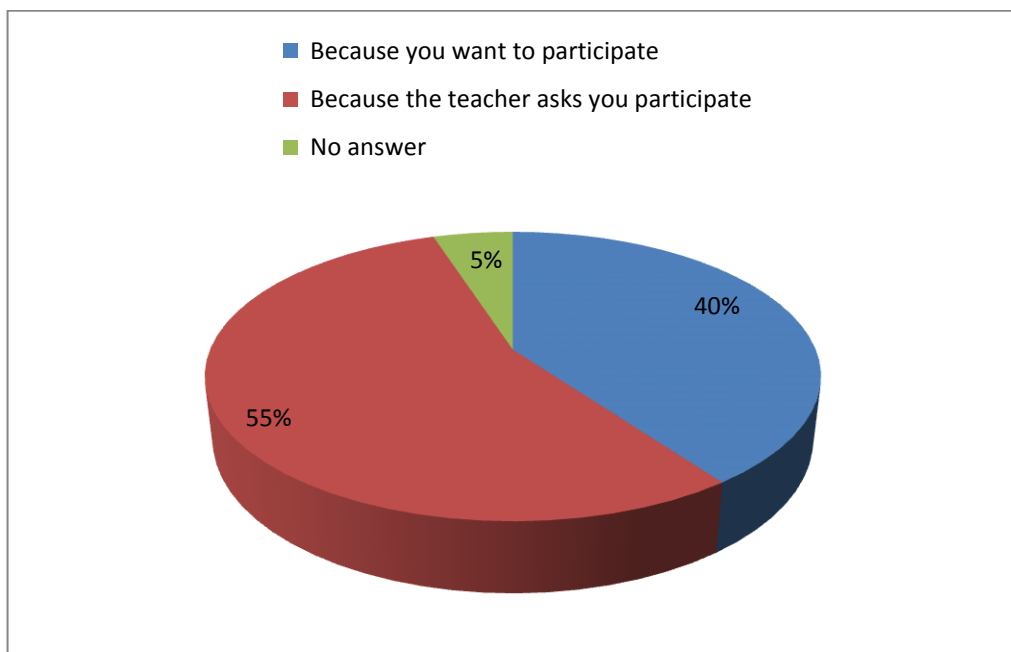
Frequencies of participation vary from a group to another. A little more than 23.75% of them rarely participate; 22% of them do it sometimes; about 8.75% reveal they usually make themselves involved in the classroom interaction while 25% say they always discuss the topic, ask questions, answer the teacher's and get to write on the board.

Question 17: Why do you participate in class?

Answer	Number	Percentage
1. Because you want to participate	32	40%
2. Because the teacher asks you participate	44	55%
3. No answer	4	05%

Table 2.17: Reasons for students' participation

The above results are shown in the pie-chart below.



Pie-chart 2.17: Reason for Students' Participation

This question has been asked in order to get more details about students' will or reticence to interact in the classroom. Whatever the frequency of their acts, participants had to justify their reasons for participation (Table 17). Over half of them (55%) said they do it because the teacher asks them to. These may be direct demands addressed to randomly selected students or the result of the instructor's continuous advice to them for getting

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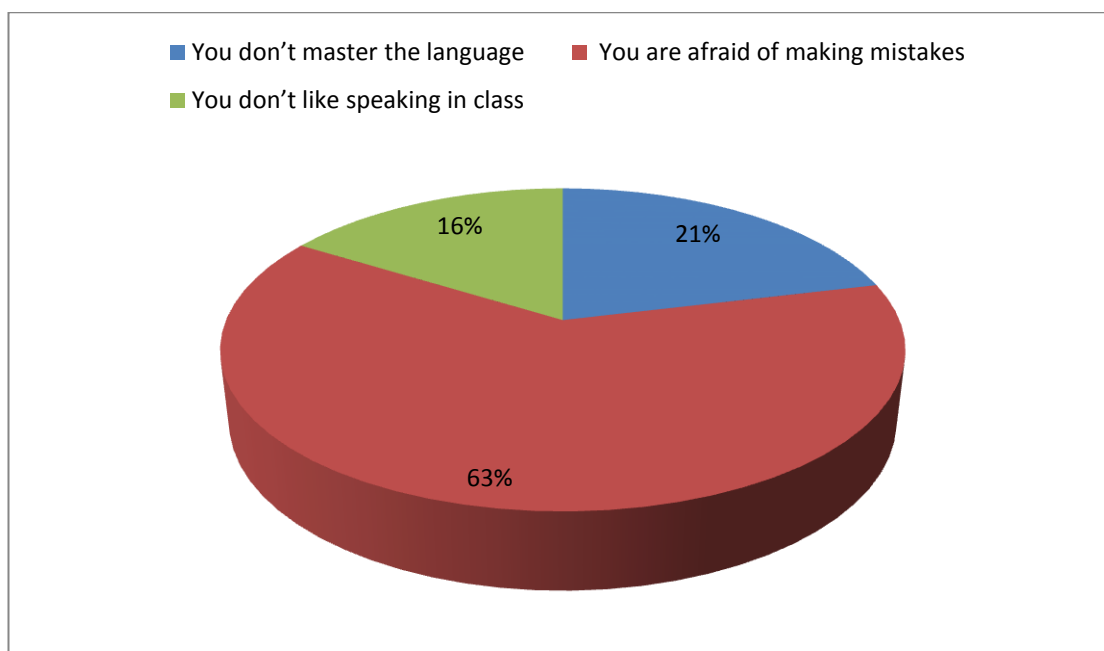
involved to practice their communicative skill and critical thinking. 5% of the participants remained indifferent to the question, while 40% assumed they voluntarily participate during class. These include the few participants who like the language and are interested in learning it.

Question 18: Why don't you participate?

Answer	Number	Percentage
You don't master the language	17	21.25%
You are afraid of making mistakes	50	62.5%
You don't like speaking in class	13	16.25%

Table 2.18: Reasons of no participation

The above results are shown in the pie-chart below.



Pie-chart 2.18: Reason of No Participation

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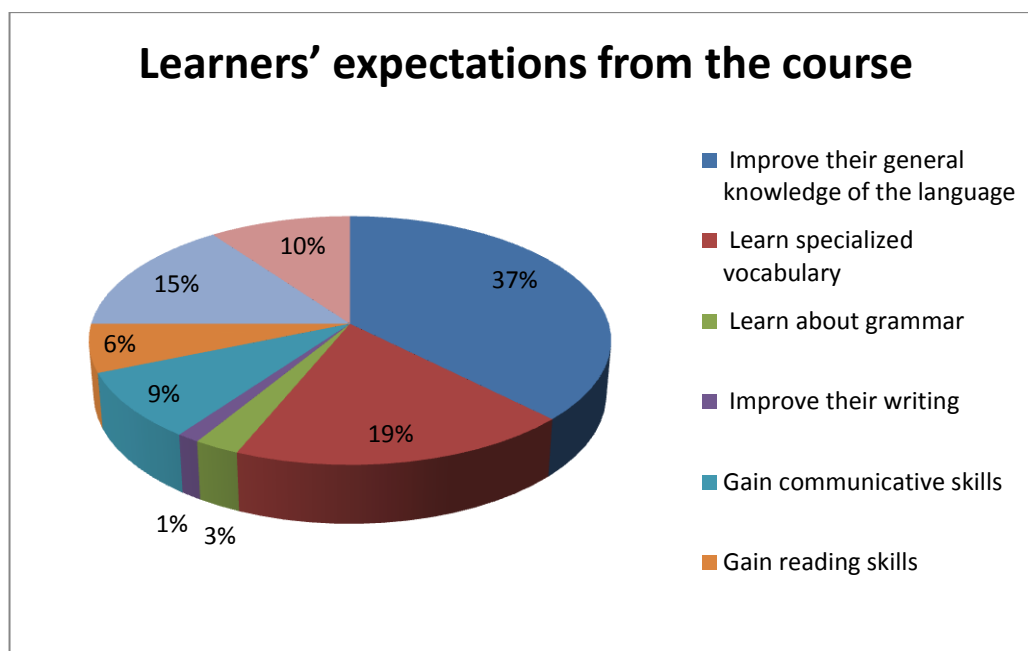
There are cases in which there is no action in class but the teacher's. The context of the course, including the type of language used and the complexity of the topic, make that students don't feel interested in the discussion (see Table 18). To the question of why students might not participate, 62% said they get reticent for fear of making mistakes and falling into embarrassment. Students are not aware that this has very few chances to happen because they all are new in the domain of ESP, and have similar levels in English. At the same time, 21.25% of them think they are weak at the different linguistic skills and don't master the language enough to engage into a debate or just ask for further explanation. And the remaining respondents (16.25%) prefer to remain quiet because they don't like speaking in class at all and would wish not to be asked by the teacher.

Question 19: What do you expect from the English course?

Learners' expectations	Number	Percentage
Improve their general knowledge of the language	30	37.5%
Learn specialized vocabulary	15	18.75%
Learn about grammar	02	0 2.5%
Improve their writing	01	01.25%
Gain communicative skills	07	08.75%
Gain reading skills	05	06.25%
Get good marks at exams	12	15%
No answer	08	10%

Table 2.19: Learners' expectations from the course

The above results are shown in the pie-chart below.



Pie-chart 2.19: Learners' Expectations From The Course

The table below represents participants' wants and the kind of English course they anticipate. The findings show that 37.5% of the participants expect from the course an improvement of their general knowledge of the language.

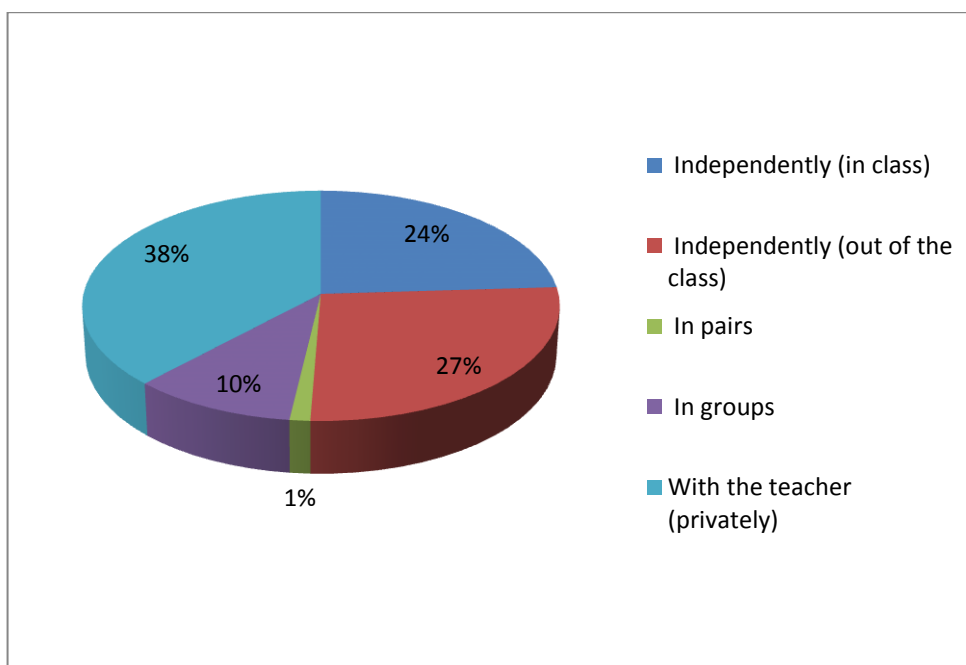
It means that these students are not satisfied of their level in all the language skills. The second position is held by learners having 'specific' thoughts; they represent 18.75% of the sample. These participants wish to have a course based on a specialized vocabulary: the commercial vocabulary. These are present expectations that pave the way for future occupations. Third important matter for the students has to do with exams. Indeed, 15% of them wish to have an English course totally related to their exams and which helps them get good marks to pass the present level. Next is a minimum of 8.75% of the contributors who anticipate a course dedicated to the communicative skills and which would help them get the point when addressed in spoken English. Then, about 6.25% only, expect the reading skill to dominate the course. They want to improve theirs to be able to read and understand documents and textbooks related to their field of specialty. Finally, 1.25% of the respondents wish to improve their writing skill while 2.50% would like to focus on grammar. The remaining 10% of the sample didn't provide any answer. The interpretation of these results is quite obvious. The course has to be varied and covering all the aspects of the language because students too, have different levels and needs.

Question 20: What is your learning strategy?

Srudents' answer	Number	Percentage
Independently (in class)	19	23.75%
Independently (out of the class)	21	26.25%
In pairs	2	1.25%
In groups	8	10%
With the teacher (privately)	30	37.50%

Table 2.20: Learning strategies

The above results are shown in the pie-chart below.



Pie-chart 2.20: Learning Strategies

Every one of us has his/her learning styles and preferences in acquiring and retaining information. Apart from visual, verbal, inductive or other ways of assimilating language,

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there are various learning environments into which a given learner has more or less compatibility to learn. Whether into the classroom or out of it, alone or in groups, every single learner will gain a maximum knowledge if put in the appropriate context of learning.

Our informants, as shown in Table 20, have their own choices which can be categorized as follows:

- About 23.75% prefer learning on their own, into the classroom. These find it more productive to solely analyze the data, try to get the general picture of the provided information and the most suitable answers to each issue.

- 26.25% other respondents also enjoy learning by their own, but outside the classroom. This is most probably to avoid noise and massive whispering of thoughts. Those learners would then prefer rehearsing the course, and the potential problems related to it, at home or in the library or other environments or peaceful and meditative concentration on the content of the course.

- Only 1.25% of the participants think they better understand the lessons if they work in pairs. Whether inside or outside the classroom, students find it useful to discuss the main problematic areas with their mates; they wish to share their views to enrich their knowledge and improve their skills.

- Others (10%) find it much better to learn in groups because of the multiple and varied ideas that might emerge from each learner.

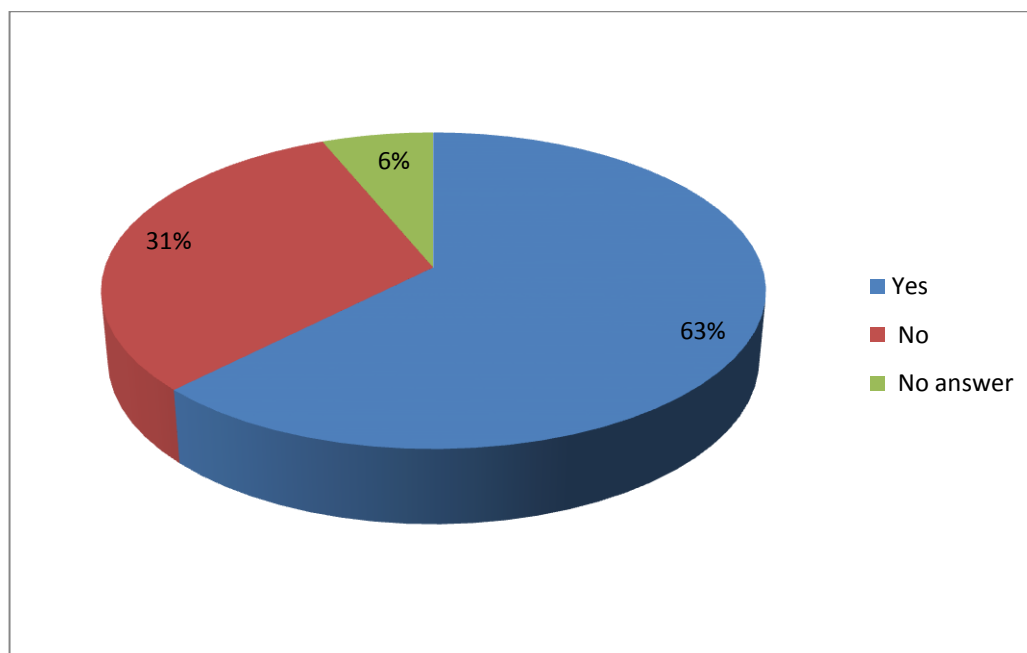
- Nearly half the learners, representing 37.50%, cannot better learn than with the teacher. They mean a complete concentration on his/her explanation in the classroom, but also a probable private guidance from the teacher to better transmit the information to them. Whatever the differences or the preferences, there should be a constant correlation between the students' learning styles and the teacher's methods of instruction to facilitate the process of learning and make it enjoyable inside and outside the classroom.

Question 21: Are you satisfied of the present teaching of English at your department?

	Number	Percentage
Yes	50	62.5%
No	25	31.25%
No answer	05	6.26%

Table 2.21: Students' satisfaction of English learning

The above results are shown in the pie-chart below.



Pie-chart 2.21: Students' Satisfaction of English Learning

There are always things to improve as far as the teaching of the foreign language is concerned. The causes of deficiency may differ from a context to another; thus, it is important to get views about that from both the learners and the teachers (see Table 21). Concerning the participants, it is a majority that is satisfied with the current teaching of English in the department of commerce, with 62.5% of the answers. Apparently, they seem

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not to complain about that, while some 31.25% of the remaining ones say they are not satisfied.

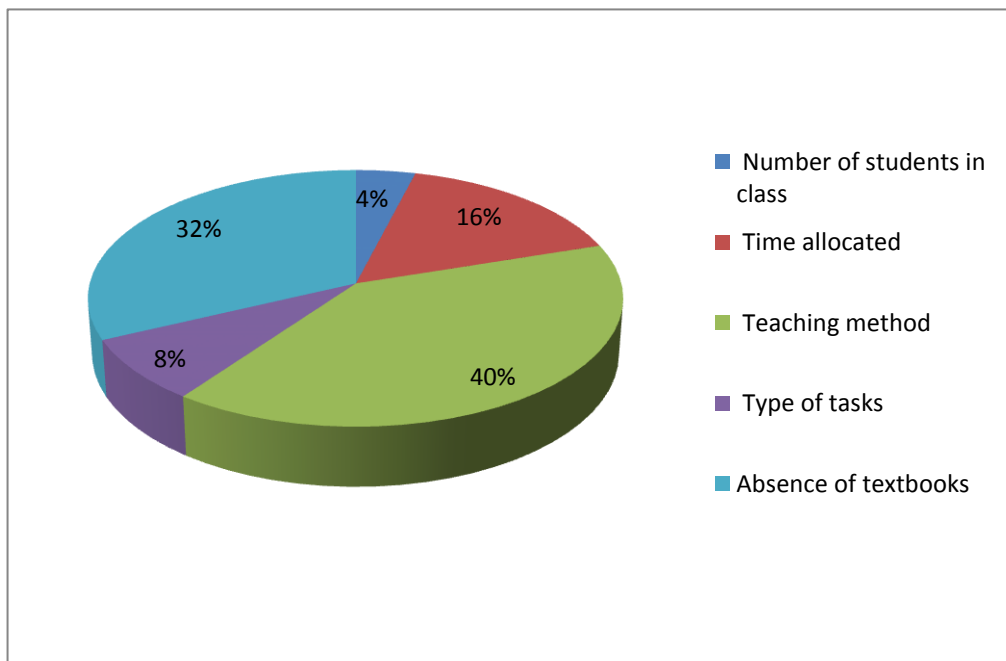
The causes of such an attitude will be discussed in the next question.

Question 22: If “No”, why?

Answer	Number	Percentage
Number of students in class	1	4%
Time allocated	4	16%
Teaching method	10	40%
Type of tasks	2	8%
Absence of textbooks	8	32%

Table 2.22: Students reason of Unsatisfaction

The above results are shown in the pie-chart below.



Pie-chart 2.22: Students reason of unsatisfaction

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As mentioned earlier, 25 participants are not satisfied of the current teaching of English in the department of commerce, and the table above shows the various reasons for their decision. About only 4% of the unsatisfied respondents reveal themselves as bothered by the number of students in the classroom. In fact, this matter has always been and continues to be problematical in the Algerian schools and universities, and it hinders successful learning of any subject whatsoever.

Actually, the view is not shared by all the participants but it would be easier both for the instructor and the students to conduct the process of teaching/learning with 20 students rather than 40 per class.

Going upwards, 8% of the respondents are not satisfied of the type of tasks and activities they practice. I assume that this is due to the fact that these activities do not match their requirements. Some students may recurrently deal with some aspects of the language they already master, and thus, unsatisfied of the kind of activities the teacher had planned for the course.

Another cause of the unsatisfactory English teaching at the department of commerce is the time allocated for the module: 1 hour 30 minutes, only, per week. About 16% of the respondents say it is the real reason of their disappointment, and the main obstacle to reach a considerable level in the foreign language. In fact, 1h30 is a so modest duration dedicated to the course. It is absolutely insufficient to present the course- especially if the material presented is a complicated commercial text or article-, to practice the different types of skills that learners solicit and to summarize the topic for a better individual revision. The problem has to be seriously reviewed by the administrative body to avoid that students get lost in an intensive and boring instruction.

One other problematic area is the absence of related text-books with models of economic or commercial topics being discussed and explained in a simplified language. It is the reason of unsatisfactory views for 32% of the subjects. These would have wished to get some references to look at in order to locate the English course somewhere in their field, and prepare the minimum information not to get lost in the teacher's explanation.

Last but not least, the teaching method remains the major headache for about 40% of the students, who said are not satisfied of the current English teaching. These participants

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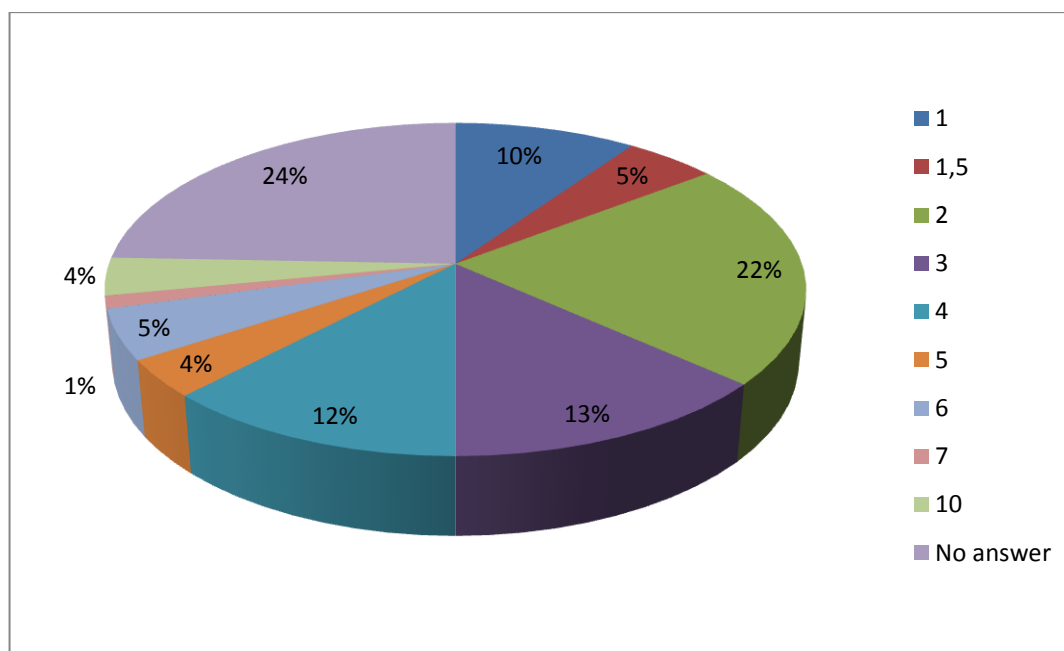
confess a desire of change of the teacher's way of presenting the course: a so important issue to be considered along with each learner's style of learning.

Question 23: How many hours a week and how many years do you want to study English?

Hours	Number of student	Percentage
01	08	10%
1.5	04	05%
02	18	22.5%
03	11	13.75%
04	10	12.5%
05	03	3.75%
06	04	5%
07	01	1.25%
10	03	3.75%
No answer	20	25%

Table 2.23: Number of hours per week

The above results are shown in the pie-chart below.



Pie-chart 2.23: Number of Hours Per Week

Both groups of students, satisfied and unsatisfied of the teaching of English at the Department of Commerce, have expressed varied wishes concerning the amount of time per week during which they want to study English. Although it has been an open question, participants' answers are ranging from 1 to 7 hours a week. Some have given "exaggerated" answers saying that 10 hours a week for English language learning would be an ideal practice to improve their level. These represent just 3.75% of the sample. The table above shows different propositions of the respondents. Within the diverse answers, 13-22% of them see that an average of 2-3 hours a week is so reasonable to have a good practice. A little group representing 5-10% of the sample has chosen a minimum of 1 or 1.5 hour a week.

In a serious consideration of their weak level and their urgent need to practice several aspects of the language, a fourth category from the sample of the population, representing 5-12% of the whole, express wants for 4-6 hours/week of English learning is nothing but a beneficial practice of their little knowledge and an opportunity to gain more. To interpret these findings we have to point out that, students at present study English for 4 years, but only 1.5hour/week. This explains their choice of that amount of time to study the language. In other words, learners who feel they need more lectures want 4-6 hours/week of English language practice. The rest of the participants, who represent about 25% of the sample, gave

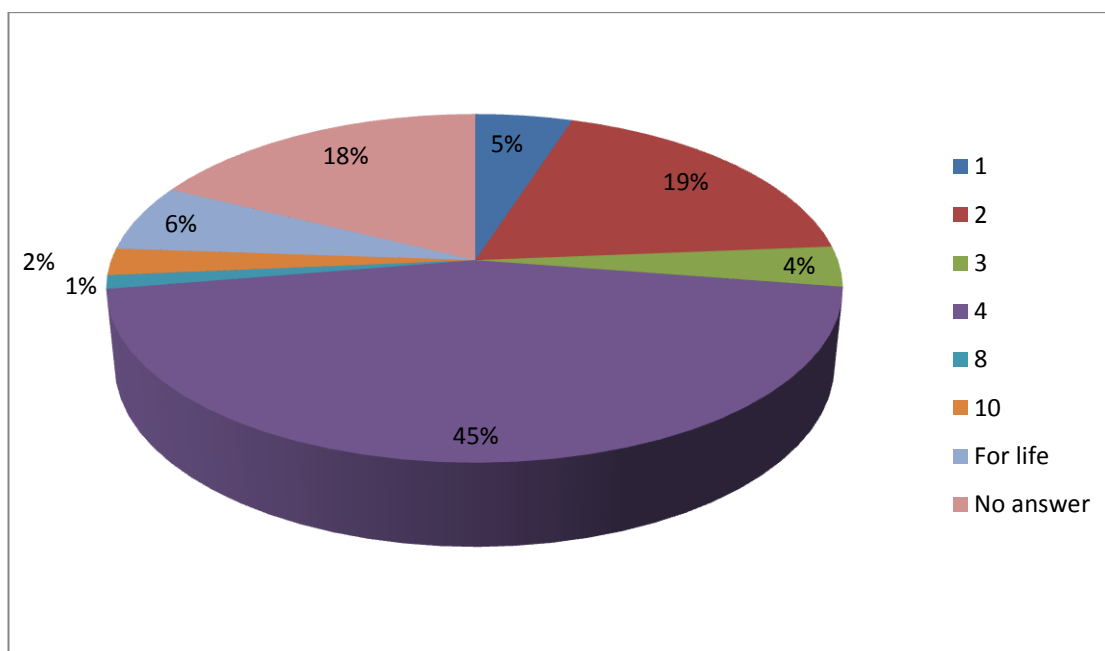
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no clear answer. They have left blank spaces, a fact that doesn't give us an exact idea about their present level and how much learning they require to reach their objectives. (Table 23)

Years	Number of student	Percentage
01	04	5%
02	15	18.75%
03	03	3.75%
04	36	45%
08	01	1.25%
10	02	2.5%
For life	05	6.25%
No answer	14	17.7%

Table 2.24: Number of years.

The above results are shown in the pie-chart below.



Pie-chart 2.24: Number of Years

As for the number of years during which learners wish to learn English, answers are more or less distinguishable. They think they should study it at least for 1 year and at most for 10 years. The question is meant to determine the approximate duration within and beyond the academic training to gain the knowledge that leads to a successful professional career (see Table 24)

Again, an important category (about 17.5%) gave no answer for this question; thus, it is quite ambiguous to determine their present level and a compensation of their eventual weaknesses. On the other hand, about 6.25% of the respondents have gone so extreme saying they need a life-long practice to improve their level. Learning, of course, is an extended process, but to consider that English language practice has to last all that period in order to have a minimum useful knowledge is just exaggerated.

About 1.25 - 2.5% of the participants consider 8-10 years as the needed period to master the required knowledge for a good achievement of the short-term and the long-term objectives. The number of participants supporting 4 years of English studies took the greatest share with 46 individuals representing about 45% of the sample.

4. Teachers' Questionnaire

The second questionnaire was designed for English teachers working at the department of Commerce for the 2015/2016 academic year (cf. Appendix 2). The data collected is intended to provide us with information about the teachers, their opinions about the learners' needs, the importance of particular language skills, the course content, the applied methodology, and their suggestions.

The analysis of the data would help us have a clear idea about the course administered to the concerned students because the instructors' views are equally important in determining the content the students may need.

4.1 Teachers' Qualifications and Experiences

Seven teachers of English are employed at the Department of Commerce of the University of Saida, but only five of them accepted to answer the questions.

Question 1: Would you please specify your degree?

Answers	Licence	magistère	Ph.D	Other
Number	05	-	-	-

Table 2.25: Teachers' degree

The results displayed in the above table show that all the questioned teachers hold a BA degree; thus, employed just for temporary vacancies. We must precise that the majority are young graduates who have obtained their diploma recently and have been postulants in the department for acquiring teaching experiences.

Question 2: Have you benefited from any training before starting to teach?

	Answer
Yes	01
No	04

Table 2.26: Teachers' training

In the second question, we have asked the teachers if they had benefited from any kind of training before they start. Four of them did not get accustomed to the task before they apply for the job while only one teacher answered “Yes” to our inquiry.

Question 3: If “Yes”, how long, and where?

As mentioned previously, only one teacher said he/she has been trained. The training took place in a secondary school for a period of 3 months.

Question 4: How long have you been teaching English?

Teachers	Period
1	6 years
2	7 month
3	7 month
4	7 month
5	3 years

Table 2.27: Period of English language teaching

The above question allowed us to have more information about the respondents' teaching experiences. In fact, one of the teachers already has a six-year familiarity with the profession. This may seem a short period but should never be neglected for determining the capacities that the teacher may have gained depending on the matters he/she has been teaching up to now. Another one has been in the domain for 3 years – less sufficient, but may serve to diagnose how the instructor handles the content, the classroom, students' motivation, etc. The three remaining teachers got newly acquainted with the profession. They started during the 2015/2016 academic year, and reached a 7-months teaching period by the time I distributed the questionnaire.

Question 5: In which department have you been teaching?

Teacher	Dept. Of Commerce	Dept. Of English
1	*	*
2	*	*
3	*	*
4	*	-
5	*	-

Table 2.28: Teachers' experiences in different departments

Now, to have a bit of knowledge about the topics and the students our participants have been dealing with, we have asked them to indicate in which department they have worked. Three teachers answered that they taught both at the Department of English and the Department of Commerce. This makes us think that they have been exposed to the general aspects of the language as well as the specific ones.

The two remaining teachers experienced their abilities only in the Department of Commerce at the beginning of their career, and this represents a domain quite different from the one they have been involved in during their undergraduate studies.

Question 6: How long have you been teaching English in the Department of Commerce?

Teachers' answers	7 months	1years	6years
Number	03	01	01

Table2. 29: Teachers' experience in the Department of Commerce

Again, determining how long have these teachers been working with Commerce students may help us establish a link between their actual experience with specialized matters (and learners) and the appropriateness of these matters with the real needs of those learners.

In fact, only one teacher spent a long period (6 years) dealing with the specificity of English at the department of Commerce while one teacher has had a one-year-involvement in the same field. As mentioned earlier, the three remaining respondents have just integrated the circle of ESP teachers, with 7 months service in the Department of Commerce.

4.2 Teachers' Visions of the English Course (ESP data)

In this section, we expected the teachers to provide us with some information about the learners' needs and objectives. These data are not taken for granted; they just represent instructors' views from past experiences or from what they have been noticing in their ESP classroom environment up to now.

4.2.1 Conceptions of Learning Needs and Objectives

Question 7: What do you think are the learners' needs?

'English for communication' is one teacher's answer, believing that the main reason of teaching the foreign language to students of Commerce is the satisfaction of communicative needs. Two other teachers hold the same view. They said that commerce students need English courses to help them communicate with lesser obstacles and fear. They also argued that learners must get access to specialized English references (books of commerce edited in English) because they would help them for future communications with foreigners.

The fourth teacher must have noticed students' weaknesses in some aspects of the language, and thinks that what the learners are in need of grammatical, syntactic and phonetic lessons. This view points out learners' poor level at the basic elements of the language, which is a pretty serious matter at this stage of studies. Students should have developed this problematic elementary area of language learning to concentrate more on the specificity of the language at the present stage.

The last teacher thinks that learners mainly need to be prepared for research work. He/she said that students have to master the language skills to be able to make research. In other words, they need to talk, to write and to read texts for a better collection of information and acquisition of knowledge. Research in this case concerns both the short-term objectives (during the present and coming academic years, for the sake of English lessons and exams) and the long-term objectives (further concern in post-graduate studies or, simply, for occupational ambitions).

Question 8: What do you think are the short-term objectives of English language teaching for students of Commerce?

The teachers expressed varied opinions on what they thought the short-term objectives of the course would be. Two of them view that these objectives consist in helping learners understand the lectures and answer exams' questions. This means that what they would be taught in the English course should only facilitate obtaining good marks for academic success. A third participant holds the same view, but believes that getting good marks serves the students just to compensate the other subjects. The fourth teacher thinks that English courses have been introduced to students of Commerce to help them enrich

their knowledge of technical commercial matters. According to him/ her, the main objective of the course is to make learners acquire the maximum amount of terminology relative to the field.

The fifth participant believes that in the short-run students will study and get to know aspects of the language that will help them in their specialty. This may enclose all the previous ideas since vocabulary knowledge and academic success are part of the speciality.

Question 9: What do you think are the long-term ones?

Widely speaking, all the answers converged to the use of English for occupational objectives, and teachers' answers will give us a clearer idea about that. A first one, in considering a possible long-term benefit from English courses for students of Commerce, is convinced that they would use it in the field more than any other language. That is obvious since they are taught English and not another language. It is world widely taught in different institutions, but also mainly used for business communications and reports. Thus, what they learn in the current courses would, for a long-term, serve them in dealing with foreign companies and countries as far as commercial exchanges are concerned.

Equal views are held by a second teacher believing that the long-term objectives of the course are to help learners 'communicate with foreigners', and a third one saying it would help them 'communicate effectively with foreign or native speakers in the same field'. Then, the main focus is on communicative abilities, which may concern oral transactions, written receipts and invoices, business negotiations, etc. It is clear that any possible future career will turn around successful communicative skills.

The fourth and fifth teachers have argued in the favour of job opportunities for future commerce graduates. They think that in the long-term, English courses will make learners get additional linguistic or other capacities in order to obtain a good job, and make them able to use the language in the potential occupation whenever it is needed.

4.2.2 Determining the Needed Skills and Capacities

Question 10: What are the capacities or language skills they need most to achieve their short-term objectives?

	Teacher answer
1st Choice: Reading	1
Writing	1
Listening	1
Speaking/Communicative skills	2
2nd Choice: Reading	2
Writing	2
Listening	3
Speaking/Communicative skills	0
3rd Choice: Reading	3
Writing	0
Listening	1
Speaking/Communicative skills	1
4th Choice: Reading	1
Writing	2
Listening	0
Speaking/Communicative skills	2

Table 2.30: Language skills needed to achieve their short-term objectives

To achieve their short-term objectives, students will seek to master some language skills more than the others. In other words, their outcome in the short-run will have particular characteristics of some precise abilities. Teachers, in trying to foresee those objectives, will give their estimations about what particular capacities students are obliged to master in order to come to the sought results. It was clearly indicated in the question that teachers should classify by order of importance the skills which the learners need to improve for a better achievement. The results obtained are gathered in the table below.

The analysis shows that two teachers agreed that students are most of all in need of a better speaking ability to achieve their short-term objectives. Whether speaking inside or outside the classroom, learners have to focus on improving their communicative abilities through interactive tasks and activities.

One of the short-term objectives mentioned earlier is: getting good marks for academic success. Besides, a communicative skill, in the case of Commerce students, seems to be mainly needed in the long-term. If teachers think that such a skill is already indispensable, it is to refer to its actual use for knowledge collection. In other words, students need good speaking abilities to request any kind of information or knowledge from their teacher or peers because those information and knowledge will in fact serve them achieve the short-term objectives. The remaining skills are absolutely needed, too, but they did not receive a major consideration by the teachers.

The second important skill to master, according to the respondents, is the listening skill. Of course, a successful communicative exchange also relies on a good input stage for an appropriate interpretation of the facts. All in all, a skilful receiver of the information will also be a good provider whatever the output is. Finally, the respondents decided to classify the Reading skill as a third important one in achieving short-term objectives, while in the third rank they have placed writing as a less needed one. See Ttable 30.

Question 11: What are the capacities or language skills they need most to achieve their long-term objectives?

For this step, teachers had to point out the order of importance of the most needed skills to achieve the long-term objectives (Table 31). Also, in this case, teachers gave major importance to Speaking as a first needed skill and Listening in a second rank of importance.

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Then, Writing was classified in a third position of importance; and finally, Reading as appears in table 30 below. As mentioned earlier (in Question 9), teachers think that the most important long-term objective of the current English course in the Department of Commerce is related to learners' future occupation. Speaking is considered the major skill to be mastered to achieve

The long-term objectives because of the amount of oral communications that might occur in a professional setting. It might happen even before they get emerged into work as they would have to deal with appointments while applying for a job. Otherwise, they would have to deal verbally with foreign businessmen, and oral English would be indispensable in such cases. Just for the same reasons, Listening is a skill that has to be mastered to guarantee a complete understanding between the native and non-native English speakers involved in the field of Commerce. Though, ranked after, Writing and Reading are also important for Commerce learners in order to be successful in a professional context because office work would require a lot of devotion to written documents, too.

	Teacher answer
1st Choice: Reading	0
Writing	1
Listening	1
Speaking/Communicative skills	3
2nd Choice: Reading	0
Writing	1
Listening	3
Speaking/Communicative skills	1
3rd Choice: Reading	2
Writing	3
Listening	0

Speaking/Communicative skills	0
4th Choice: Reading	3
Writing	0
Listening	1
Speaking/Communicative skills	1

Table 2.31: Language skills needed to achieve their long-term objectives

4.3 Teachers' Implementation of the Course

This next section gathers data related to the current English course in the Department of Commerce (2016/2017 academic year). The participating teachers provided us with information regarding the programme supplied by the department and its relevance to learners' requirements. They also have been pointing its deficiencies and their personal efforts to overcome the different difficulties related to tasks, materials available, etc. The results and discussions are divided into sub-sections below.

4.3.1 Course Content

Question 12: Is there a programme provided by the department?

According to the findings, all the teachers answered "Yes" because the institute provided them with a more or less detailed document about what they think is a more appropriate content for the English course of the students of Commerce. The content proposed was, of course, not the same for all levels. For instance, first year students had to study a more or less elementary course to acquire a basic knowledge about the language. All the chosen topics were about grammatical and syntactic aspects (types of sentences, parts of speech, etc.) while a conclusive part was dedicated to an introduction to Commercial English.

The content designed for second year students was mainly based on specialized texts supposed to provide the learner with more technical terms. Teachers had to design the appropriate activities for each theme to help students improve their written and oral expression. According to these samples, whatever the background and the current level of each student, the content they proposed covers all the useful elements of the language that students may need in the first, second, third or fourth year to achieve their short-term as well as long-term objectives.

Question 13: if “Yes”, does it cover learners’ needs?

	Teachers
Yes	01
No	04

Table 2.32 : Teachers’ views about the covering of students’ needs.

Having a ready-designed programme may be beneficial for teachers who wish to see their efforts (of searching for a relevant content) reduced. However, for students, it may be handicapping or even useless if they do not contribute to it by expressing their wishes, their weaknesses, their aptitudes, their levels and, most of all, their needs.

The majority of teachers think that the programme designed by the department’s decision makers does not meet learners’ needs (Table 32). This may be deduced from students’ constant demand of some aspects of the language not included in the annual courses’ plan, or simply by their inability to understand the course, participate in the classroom and enjoy the lecture.

Question 14: If “No”, what is it lacking?

To consolidate their views, respondent answered that a pre-study of the students’ level is very important in the designing of the English programme. They think that taking this factor into consideration will certainly help cover their needs. Another teacher thinks that students need, before all else, a clear focus on grammar and communication. These are,

according to the respondents, the main missing tasks which are decisive for the learners' final results and acquired knowledge. A third participant views the programme as too general to cover learners' needs and thinks that specified information will limit the difficulties or ambiguities of the presented topic, and thus help the learner understand the essence of the course. The fourth, and final, teacher, in disapproving the appropriateness of the programme to the learners' needs, thinks that it is mainly due to the lack of a certain methodology that may help students learn. This methodology would be the characteristic of successful guidance and continuous motivation.

4.3.2 Teachers' Innovation

Question 15: Do you bring modifications to the established programme?

	Teachers
Yes	04
No	01

Table 2.33: Teachers' modifications of the programme

Teachers may fully adopt the content or adapt it to certain contexts depending on their competence or will to fulfil a successful academic result. The latter case is the one of four teachers who admitted that they bring some modifications to the programme they have been supplied with (see Table 33). This change occurs because the same teachers argued that the course designed by the institution does not meet learners' needs. Thus, they view that it is important to make, by themselves, the content relevant to the students' requirements.

Question 16: If “Yes”, what kind of changes do you make?

There are several kinds of modification that teachers may make. Whether adding or omitting certain elements from the syllabus, all the actions are tolerated to present a relevant course and motivate the students. Hence, one of the teachers answered that the change he/she brings consists of the administration of exposés to students in order to help them express their view points, and thus improve their communicative skills. This kind of research work is not determined by the department, but teachers are free to design whichever task related to the content or to the field; they view that this is the most appropriate way to make students learn technical terms and get involved into a relevant commercial conversation. The same teacher said that he/she also introduces translation activities or additional explanatory data for the learners to acquire terminology.

Another teacher preferred adding extra information, which students may not be asked about during the tests, but is useful to consolidate their understanding of the presented topic. The same respondent said she applied occasional deletions of elements he/she could not find information about for lack of time or resources.

Furthermore, one participant, in noticing students’ low level in the basic knowledge of the language, presents extra lessons of grammar. In the case of second year students, there are no exclusively grammatical courses, but teachers design them because they find difficulties in presenting more advanced topics. In addition, the concerned teacher chose to omit some topics from the programme because the time allotted to the English course does not allow coverage of the total number of subjects. He/she takes this decision on the basis of a personal research about what topic has got priority over another.

According to the above-mentioned answers, we can notice a constant change into the content. At the beginning, it seemed that teachers only add supplementary tasks or content, but there is also a process of complete deletion in what the decision makers thought is the most appropriate programme for the students of Commerce.

Question 17: Do you use any specialized textbooks?

	Teachers
Yes	02
No	03

Table 2.34: Teachers' use of textbooks

According to the results shown on Table 34, the majority of teachers do not look for specialized textbooks to collect the most relevant information to the course; some of them have different sources while others try to use appropriate publications. This is the case for two of the current participants.

Question 18: What are the references you use?

Unexpectedly, the respondents did not precise the references of books they use, but just said that they practice from general publications about Economics and Business and make use of Grammar books, the Oxford dictionary, etc.

4.3.3 Teachers' Choice of Materials and Exercise Types

Question 19: What kind of activities do you involve learners in?

All the answers pointed out a main focus on the four skills of the language. Because the teachers have noticed the weak level of the students in different contexts, they decided to provide them with every type of activities. Speaking, Writing, Reading, grammar activities, interactive games- all these were on the scene in different contexts to strengthen learners' knowledge about elementary English and to introduce topics more specific to their field.

Question 20: If you deal with Reading, what kind of tasks do your students perform?

	Teachers' answers
Reading for gist	03
Summarizing	02
Paraphrasing	00
Guessing from context	01
Intensive reading for details	00

Table 2.35: Reading tasks

There exist various tasks for the reading skill. The current respondents who deal with it mainly present lessons that highlight the “reading for gist”, “summarizing”, “guessing from context” “paraphrasing”, and “intensive reading for details” activities. They depend on the content of the material presented and on the abilities, within the same skill, that the learners need to develop.

Respondents do deal mainly with the “reading for gist” task. It is more useful to get students concentrated in a silent reading for a global understanding of the topic because teachers can discuss it with them only if they have an idea about the subject. Summarizing is also frequently used, but mainly to collect the most important elements that have been presented in the previous course. Students need such a task in their later revisions for exam preparations. The third task, mainly dealt with, is “guessing from context”. It consists in the teacher’s introduction of the topic through cues and exemplifications. It seems very useful because it is the student himself/herself who is trying to find the answer. He/she unconsciously tests his/her own comprehension about the topic, and even compares the possible answers to see which most fits the teachers’ cue. (Table 35)

Question 21: If you deal with Speaking, what kind of tasks do your students perform?

	Teachers' answer
Repeating	01
Role plays	00
Oral presentation	03
Answering verbal cues	03
Interactive conversation	02

Table 2.36: Speaking tasks

Because Speaking seems to be an important skill for these students, either for the short-term or for the long-term achievements –as expressed by the respondents above, teachers thought it is vital to introduce a related task or activity about it in almost each lesson. Here, as well, teachers ticked several answers because they might deal with more than one type of tasks. The collected data (in Table 36) show a major focus on the oral presentations that students make in the classroom. This concerns the research works that some teachers propose to the students to help them express themselves easily before an audience (an ability needed for the long-term objectives) and, if they did it and discussed the subject successfully, they get good marks for additional evaluations (to reach the short-term objectives).

As mentioned in the previous question, answering verbal cues is commonly used in classroom teacher-student interactions because it is a good technique to raise students' motivation and to ensure their involvement into the subject. Interactive conversations may consist in answering teachers' questions about the material after a silent reading, comprehension questions at the end of the explanation, or any other kind of relevant exchange. Some teachers may also make use of “repeating” tasks but they are not frequent and even not used at all levels.

Question 22: If you deal with Writing, what kind of tasks do your students perform?

	Teachers' answer
Dictation	04
Word order	00
Sentence combination	02
Copying texts word for word	01
Making lists of items, ideas, reasons, etc	02
Others	02

Table 2.37: Writing tasks

Writing takes a big share of classroom tasks, and again the participating teachers have selected more than one answer (see Table above). The most used task is dictation. Because of time constraints, teachers prefer dictating rather than using the chalk board. This technique may be problematic because students have spelling problems and the majority of them, for various reasons, do not stop the teacher when misunderstanding a word. The instructor may write unusual words on the board for or without learners demand, but this is not sufficient because of learners' possible embarrassment, lack of time, or the teacher thinking they may deal alone with terms he/she thinks learners are familiar with. Despite the occasional inappropriateness of this task and the teachers not checking the correctness of students' writings, dictation remains a very used activity with the students of Commerce.

Other types, that teachers said they deal with, vary from sentence combination to copying texts from the chalk board and making lists of items. Some respondents also deal with reordering jumbled sentences, writing letters (of application for a job) and answering comprehension questions.

Question 23: If you deal with Grammar, what kind of tasks do your students perform?

	Teachers' answer
Punctuation	02
Spotting the parts of speech	01
Verb-subject agreement	01
Filling the blanks	03
Describing	01
Tenses	01
Synonymy and homonymy	03

Table 2.38: Grammar tasks

As mentioned earlier in this work (Students' Questionnaire, Question 8), students of Commerce show some grammatical deficiencies, and sometimes solicit extra grammar lessons from the teacher. Except for students of first year (who already have this kind of lessons programmed for their first academic year in the department), teachers have to choose and design additional grammatical content by themselves (see Table 38). They present activities about punctuation, parts of speech, verb-subject agreement, filling in the blanks, describing, tenses, synonymy, homonymy, and many others. Their choices are based on learners' weaknesses at a given aspect and the appropriateness of the task to the specialized material.

Question 24: Do students solicit extra knowledge or practice?

	Teachers' answers
Yes	01
No	04

Table 2.39: Students' solicitations

Only one teacher confirmed that students ask for additional pieces of knowledge and further practice about the previous or present lessons (Table 39), but it is not the case for all the students because a great number of them are not very motivated and hardly deal with the “official” programme. In case students request extra knowledge, it would concern grammatical or conversational features. As mentioned in the analysis of question 16, teachers bring modifications that relate to students' needs from the course even if they do not personally ask for that. It is simply reflected by their incapacity to give appropriate answers or get involved into classroom discussions.

Question 25: If “Yes”, please precise.

Unfortunately, the same teacher, who confirmed that students solicit extra knowledge, did not give further explanations about the matter, and did not provide us with types of tasks or information that students ask for.

Question 26: Where do you get teaching materials from?

	Teachers' answers
Internet	05
Books	03
Magazines	01

Table 2.40: Teaching materials

Chapter two: Methodology and data analysis

This question inquires about the teachers' sources of teaching materials. As indicated in the table above, they use more than one source, and this is the reason why each respondent has ticked more than one answer. The mainly used source is the Internet because they have access to a wide range of websites and a tremendous number of articles, reports, texts and definitions relevant to the commercial field. The second important source of material selection is specialized and grammar books which may be available at the department's library or are personal possessions of the teachers. They also said that they may select texts or even paragraphs from related magazines. These usually include commercial reports or explanatory notes and articles from which the instructor selects and modifies reading extracts to be used in the classroom.

Question 27: How do you use the materials?

	Teachers' answer
1. As they are	00
2. Bring some changes	05

Table 2.41: Materials use

Teachers may choose to use the material as it appears in the original source, but it may not be beneficial for the students. A non-modified –authentic- material may not totally fit the lesson's objectives or may cause confusion in the students' comprehension of new information that requires certain background knowledge in the field. It may be too long to be presented; it may contain complicated data, unusual terms or a complex style. This situation is problematic for students' comprehension as well as teachers' embarrassment in front of loads of questions that overstep the preparations he/she had made for the lesson. Accordingly, the participating teachers answered unanimously that they do bring modifications to the material they choose to present in each topic.

Question 28: If you chose answer (2), what kind of changes do you make?

The modifications that teachers may bring to the material vary according to its content or its relevance to the course. To the present question, respondents answered that they summarize (the text), modify terms (use easier words), simplify the language or join similar parts taken from various resources. All the means are allowed to present a simple language and assure a total comprehension and a successful practice of the designed material.

4.3.4 Difficulties in Classroom Management

In this sub-section, we have gathered teachers view points about the major difficulties they face in the English course. Their answers have varied between course density, classroom management or teaching procedures, and they are summarized in the following tables.

Question 29: Do you think the time allocated is sufficient?

	Teachers' answers
Yes	01
No	04

Table 2.42: Time allocated to the course

The majority of teachers agree on the insufficient time allocated to the weekly English course. The time limit of 1h30 per week, to present a lesson, is too short because they could neither deal with all the topics nor help learners improve their abilities in all the skills. Others might also have presented some lessons hastily not to leave some topics uncovered by the end of the academic year.

Question 30: If “No”, what do you suggest?

Teachers did not give a lot of propositions, but they mainly agreed on a 3hours/week session. This would double the time and help them present the lesson with more devotion.

Question 31: Where do you find difficulties in managing the class?

	Teachers' answer
Students number	03
Group work	00
Motivation/interest	04
Consciousness & awareness	02

Table 2.43: Managing the class

Managing the class with tact is a successful way to present a good lesson, but this may not be an easy task to every teacher. Our participants find difficulties with classroom management in various aspects; the most important one is students' motivation and interest in the classroom. In fact, negative attitudes of the students towards the language lead them to loose interest in learning it. This has gone worse with the concern that the department gives to the lecture. The time they allow for the weekly session and the separated exam schedules of the course are indirect factors that influence students' behaviour and make them believe that the course is "neglected" even by the institution.

The second obstacle the teachers face in presenting the lessons is students' number in the classroom. They view that forty students per class do not facilitate their task and even cause problems of misunderstanding for more advanced peers.

Finally, an additional matter that hinders the good advancement of lectures is students' lack of awareness and consciousness about the importance of the course. Because they are not yet faced with or convinced by the utility of the language for their objectives, especially the long-term ones, they do not give enough consideration to the content presented to them.

Teachers, in some additional notes, also highlighted the inappropriateness of the designed programme to students' levels. They think that their level is very low in comparison with the content they are supposed to deal with; thus, with the negative attitudes they may hold, they will not make the necessary efforts to understand the advanced and specific knowledge they are supposed to have.

Question 32: Do you use translation if your students do not get to the point?

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Question 32: Do you use translation if your students do not get to the point?

	Teachers' answers
Yes	04
No	01

Table 2.44: The use of translation

Translation has always undergone serious debate about whether using it or not in the language classroom. Some teachers, whatever the institution they work in, do not support the recourse to translation to make students understand. In the case of the department of Commerce, the majority of teachers translate words, expressions or whole meanings whenever students find it hard to get to the point; however, in other cases some students do not appreciate easy and immediate explanations through translation, and prefer a typical English course whatever the hardships they may face.

Question 33: If “No”, what other means do you use to consolidate your explanation?

	Teachers' answers
Dictionary	01
Synonyms/antonyms	01
Words in context	01
Diagrams	01
Drawings	00
Gestures	01

Table 2.45: The means used for explanation

There are many pedagogical means and activities which facilitate students' understanding of the course. These may be the means of teachers who do not like translating the information, but also additional techniques for those who do translate in the language course. If teachers want to get rid of translation, they make use of all the possible synonyms or homonyms of the words to simplify the information; they use words in context, diagrams or even paralinguistic features or illustrations to draw a virtual image of the meaning they want their students to get. This seems to be more appropriate than simply translating the information because it makes learners search for it by themselves; thus, learning new words will be possible without providing their equivalents in other languages.

4.3.5 Teachers' Suggestions

Question 34: What are your suggestions to improve the situation of English language teaching in the department of Commerce?

Teachers are not satisfied with the current situation of English language teaching at the Department of Commerce. Below are their suggestions to improve this situation and better help the students acquire the sufficient knowledge in order to achieve both their short-term and long-term objectives:

- Publishing specialized books about commercial simplified texts and data. Getting more references would help students have a clear view about their needs from the language.
- Making coordination between the Department of English and the one of Commerce to exchange teaching experiences in the domain of ESP.
- Giving more time to the course (3h/week).
- Encouraging students to participate in the classroom even if they do mistakes, and giving them more opportunities to practice Speaking and Reading.
- Giving the module equal attention as the other ones not to make students keep it apart.

5. Summary of the Findings

The results obtained and analyzed in the previous sections are clues that would help us decide about the design of the English course for students of Commerce. What follows is a summary of the findings from both questionnaires.

5.1 Students' Questionnaire

- Background:

Students that have been participating in the data collection have many similarities as well as differences, as far as learning is concerned. For around 80% of them, the learning background is the same. Belonging to the same generation, having studied under the same programme and with the same textbooks – all these factors make us believe that their background knowledge is almost equal.

- Attitudes:

The same percentage of answers was directed to positive attitudes towards the language. Not taking account of the difficulties of the language, those learners manifested their interests in learning it for the sake of better qualifications for a future job, improving their level of understanding or being better skilled for flawless communication. Students who have shown a negative position have justified their view by a failure in understanding the language (very probably for their bad experiences in the learning process).

- Proficiency

This area will be particularly useful for us because it mirrors their weaknesses, thus, the linguistic practices they are mostly in need for. The majority of learners are aware of their deficiencies when it comes to communication, especially when it is spoken. In fact, a whole myriad of errors and distortions of the language is not a good “spectacle” when students are required to give oral answers; that is why a great deal of speaking should integrate the course. Next spot that we should cast some light upon is “vocabulary” for learners’ failure in communicating is partly due to a lack of word “luggage” (the other reasons being shyness, lack of interest or ignorance of the answers). Not to segregate other students’ needs.

5.2 Teachers’ Questionnaire

- Qualifications

The teachers having participated to our data collection hold the same degree: a Bachelor of Arts. This means that all of them have been studying English for four years at the university and the knowledge they have acquired is the one of General English. This means that they did not undergo particular, detailed or specialized studies of English in any domain whatsoever. Besides, the majority of them did not benefit from any kind of training before they integrate the teaching profession. They neither have been trained to teach GE nor ESP (which is kind of “handicapping” for students who want to improve their knowledge of the English language in relation to their domain of expertise).

- Experience

As mentioned in the previous point, graduates have become teachers without getting trained before being involved in the tough profession. This fact is a disadvantage for both instructors and learners. The majority of our participants are novice professionals while two of them have a 3-years and a 4-years experience. This experience may have become a “plus” as they got used to the domain of Commerce and Business; still, the academic results and achievements of learners could be much better if the teaching/learning situation gets to be improved.

We have also inquired about the departments in which our participants have been teaching. Three of them have been practicing in both departments: English and Commerce. Thus, depending on the months/years accumulated, they have gained more or less familiarity with their job, their category of students (GE or ESP learners) and an overview of the content to be presented for each.

- Assumptions

“Communication” is omnipresent in the outside world as well as academic institutions. Teachers of English in the Department of Commerce think that the most important thing that students have to master is communicating in English. Spoken or written communication? Teachers did not precise, but we assume that both are similarly important because learners are very likely to face both contexts –be this in the classroom or outside.

Next, teachers have pointed out that learners need specialized English references, i.e. books of Commerce/Finance/Marketing/Banking, etc. edited in English. The complexity of language, of course, would vary as learners move to more advanced levels. Also, teachers are not satisfied with the students’ level in the general aspects of the language, i.e. grammar, syntax and phonetics. At such an advanced level of studies, teachers do not expect learners to have poor grammar or even poor English vocabulary, and it is quite problematic because the course density is not sufficient for instructors to restart with elementary English courses or improve students’ knowledge of basic English and present to them new/advanced information needed in their field of expertise. In this case, learners’ personal efforts are much needed to compensate their deficiencies.

The short-term objectives, according to teachers, are summarized in: (1) obtaining good results after exams and (2) acquiring a technical knowledge about the field of Commerce. For the long-term objectives, teachers believe that English is the language that these students will mostly be in need for after they graduate. They argue that the content of the courses would be indispensable in the job market, especially in the private sector where companies deal with foreign trade or when the company itself is foreign. Another long-term objective in learning English would be the ability to communicate with foreigners, especially for students who aim for further studies abroad.

We have asked these teachers also about the capacities and language skills learners need in order to achieve these objectives. Their opinions were directed towards the Speaking skill, and they argued for interactive tasks inside the classroom in order to improve this skill. Then, in order to convey a meaningful and correct message through speaking, individuals should also have the capacity to decode and analyze information of their interlocutors. For a successful proceeding of this latter operation, learners have to deal with a good amount of listening practice. Last but not least, teachers have given a secondary importance to Reading and Writing as the skills needed to achieve the short-term objectives. To achieve the long-term ones, teachers have classified the four skills in order of importance consecutively as: Speaking, Listening, Writing and Reading.

- Implementation of the Course

In the fourth section of data analysis of the teachers' questionnaire, respondents have provided us with some information concerning the current English course in the Department of Commerce. The fact is that decision-makers have already designed a programme for the course, but the majority of teachers think that it does not support learners' needs. This lack of appropriateness sometimes makes learners solicit extra knowledge originally not included in the course plan. Due to this, teachers have decided to bring their own modifications in function of the time allocated to the course. These adjustments are rather linked to the type of practice they administer to their students. Instances of this are: asking learners to prepare projects, designing translation exercises, deleting some sections of the lesson that teachers could not present (for lack of resources), making students practice more grammar rather than focusing on specialized content of the course.

Chapter two: Methodology and data analysis

The lack of sources has led teachers to concentrate their research for teaching materials on the Internet. Whether for full texts, definitions or technical vocabulary, teachers do not hesitate to have a look on the Web for the multitude of information available there. Few teachers, however, said they use some publications (books, magazines, articles, etc.) that relate to Economics or Business to extract specialized knowledge and grammar, and they consult grammar books or dictionaries to present linguistic data.

Because of time limitations, teachers cannot deal with all the tasks related to each skill. For Reading, they mainly make students read for gist and do not ask them to paraphrase or read intensively for details. For Speaking, tasks may be varied but not frequent enough for a better practice. Most of the times, students answer verbal cues or teachers' questions after reading a text, make oral presentations of projects that teachers ask them to prepare or discuss the material with the teacher. Other tasks -such as: repeating, dialogues or so- are very rare if not inexistent. Concerning Writing, tasks are wide-ranging, too. The majority of teachers use dictation when they prefer not to use the chalk board, but this does not seem to bring effective results because students are so numerous and the instructor could not check the writings of each. Thus, mistakes persist, especially if students are indifferent. Less frequent writing tasks are: sentence combination, items' listing, text copying, etc. Finally, and considering learners' weak level, teachers do deal with Grammar activities of different types in almost all lessons. These activities, by order of regularity, are: filling the blanks, checking the synonyms and homonyms, punctuation, spotting the parts of speech, verb-subject agreement, tense practice and describing.

As mentioned above, the main provider of teaching materials is the Web. All the participating teachers said they use this source, but only few of them have additional ones – mainly books and magazines. As for how the selected material is actually used, some may use it as it is and others may modify it. Bringing the material into the classroom without adjustment may be revealed to be complex for learners. If it contains a lot of specialized information at once, the shortness of time would not make it possible for learners to figure out all the meanings. However, if the material is modified according to the requirements of the course, the students' level and amount of time available for its presentation, it will facilitate the explanation of the content and even provide the possibility for repetition if students do not grasp the meaning immediately. Besides, it will also avoid the teacher's embarrassment as to the definition of all the uncommon or technical words. The most useful

changes that teachers make are the simplification of the language used in the material and the summarization of the text.

- Course Specificities

For this section, teachers have been first asked about the course density and they think that the time allocated for it is not enough to present all the content relevant to second year students of Commerce. In fact, they dispose of 1h30 per week and neither teachers nor students are satisfied of this. Teachers, to overcome the difficulties of the teaching/learning situation of the English course in this department argue that a minimum of three hours a week would be appropriate to improve the situation.

For the difficulties that teachers encounter in the classroom, four teachers out of five have pointed out the lack of interest of students. Personally, I have been teaching at that department as well and I have been observing this deceptive behavior right from the beginning of the course. A considerable number of students are not aware of the importance of gaining further capacities in the English language, and even after explaining the necessity of the course, they remained indifferent. They may hold deep reasons for this lack of concern, but it is probably due to their poor background knowledge or to the fact that they have been oriented to this field only by a matter of circumstances.

Another important difficulty that teachers face in the classroom is the students' number. Personally, I do not think that the problem is learners' discipline but rather the time that the instructor needs to explain to each group of students what they have not understood when the explanation was directed to the whole class. Unfortunately, teachers can do nothing to reduce the number of learners because this is the administration's duty.

We have also been interested in knowing whether teachers have recourse to translation during the lessons, and four of them have been affirmative in this matter. In case students disapprove the use of translation (which is very possible), teachers employ other means of explanation such as: diagrams, words in context, gestures, synonymy, etc. in fact, these should help, and teachers would not be obliged to translate.

Finally, and the most important point that we have come to is teachers' suggestions to improve the situation. They have been proposing important solutions, which are listed in the analysis of question 34.

6. Discussion of Results

The purpose of this dissertation was to investigate whether the design of an appropriate syllabus was necessary for students of Economics and Commercial Sciences to study a specialized form of the English language and gain accurate and fluent communication needed in their future professions. The findings of our study indicate that they do.

The questionnaire was indispensable because it helped us collect information that determines the students' weaknesses and what they expect from the course. The age of our participants ranged from 19 to 23 years old, and this tells us quite a bit about how many years they have been studying English. This difference, as has been shown previously in (Table 1) can be explained by a presumed failure of some students in the secondary level of studies or even in the first year of university studies. In this concern, our questionnaire also inspected students' former exposure to English before attending university, and more than 89% of them studied it at school for 5 years. Lubega (1979) pointed to the importance of exposure in the English learning and the gaining of the right level of proficiency. The majority of our participants have been taught according to the same program and for a similar period (Table 3), and the majority again (Table 6) showed an interest in learning it, but only about half of them think they have a modest level. A minority studied English for a couple years more, and they might surpass the others for a supplementary knowledge they might have gained in the additional years of English learning, but a longer experience with the language does not necessarily guarantee a better level.

Of those who had a negative opinion about English (20% of the respondents), most of them said they do not understand it while others believed they do not need it, which creates a lack of interest in class. We believe this is a crucial point in our findings because the needs of the learners play an important role in the design of an appropriate syllabus in the field of English for Specific Purposes, as found by Chostelidou (2010).

Chapter two: Methodology and data analysis

The first impression that one gets, having compared the responses in (Table 04) with those of (Table 06) is that the number of students interested in the English course is slightly higher than the number of students who said they like the language. This means that among those who don't like the language, some are still interested in it. We assume that those who said they don't like it and hold the view of indifference towards it are not aware of its importance in their field, and those who changed their view from dislike to interest seem to care about the utility of English in their potential future career. Since some students seem to be uninformed about the importance of English in their field of study, we believe it is important to expose them to its use worldwide, in almost all domains, through the reading and discussion of short articles or watching of brief documentaries and reviewing of other students' opinions. Thus, providing technology (audiovisual media) in the classroom could be very helpful.

Students were also asked to give their opinions about what they needed English for. Many agree that it is essential for them to learn it better because they would need it in for their vocation while many others believe it is compulsory for them to study it well in order to succeed in their current studies. Whether to succeed in the English module itself or to collect all the possible information about their field in the target language, the data shows that those learners expect a lot from the course, and this means that the syllabus should be redesigned appropriately to meet their expectations. This supports and adds to the findings of Chostelidou (2010) who made similar observations in the study of a group of accountancy students.

Dealing with a class of approximately forty students in a specialized English course requires a well-prepared instructor. Ideally, young graduates get special training to integrate the domain of teaching, and it might happen in different institutions depending on where the teacher wants to practice: public schools, private schools, universities, etc. This is, actually, an important stage of transition from the theoretical knowledge acquired as a student to the practical one, which the "new" teacher has to apply in order to start an educational career. Unfortunately, the large majority of graduates do not undertake such training. The challenges would shrink if instructors receive pre- on in-service training on aspects of ESP and gain a fundamental knowledge in business and economy, and this would help them adapt with ease to both a GE and an ESP context, as explained by Maleki (2008), citing Robinson (1991).

6.1 Limitations of the Study

Although this investigation confirms the hypothesis of the utility of designing an applicable syllabus for students of commerce and economics, it has certain limitations as any first study of a novice researcher. The sample consisted of 80 students and only 5 instructors, and it is a very small proportion of the whole population of second year economics students and ESP instructors in the country. Also, the questionnaire was designed to inspect the participants' attitudes and expectations, but it seems not to provide enough information about their actual level. It might have provided more detailed results if it were supported by two tests or surveys administered before and after the academic year. This study relied on information collected from a sample of a population that experienced the previous school system, and the findings cannot be generalized regarding some aspects of the research. For instance, the former exposure to the language varied from a participant to the other, and one of the causes of this was that some of the students had followed a curriculum different from that of their classmates. Since the collection of our data, the public school system has changed and has been unified through the country. This means that, from now on, students will unanimously study English for 4 years in middle school and 3 years in high school, regardless of their years of failure. And of course lack of time and literary resources.

Conclusion

This chapter presented the main findings of responses received from the students and teachers that were surveyed. The point behind this investigation was to determine the English language learning needs, attitudes, beliefs and opinions of the students of Commerce, and teachers' perceptions, beliefs and suggestions. The interpretations of the results mainly lead to the conclusion that the leading aim of the English course in the school curriculum is to guarantee learners' involvement in a future professional career. Students' deficiencies are obvious, and it is clear that they need to learn the four main skills of language as well as revisit notions of grammar and vocabulary. Moreover, they need a supportive classroom environment to feed their active participation by introducing varied activities like role play, dialogues and projects, pair and group work.

Chapter two: Methodology and data analysis

The following chapter, considering the details of the previous areas, will be aimed at designing the most appropriate course to solve the main problems of the teaching/learning situation in the Department of Commerce. The content of the course is not a solution on its own; thus, decision-makers, teachers and learners have to review their role in the improvement of such a situation.

Chapter Three

Suggestions and Recommendations

Chapter Three Suggestions and Pedagogical Recommendation

3. Introduction

After analysis of the data collected from students and teachers as well as suggestions of the related literature allows us to adjust an ESP course syllabus to the students of Commerce. It will fit their demands as emphasis will be placed on tasks and activities that will benefit learning. As they will use the language in a specific situation, we have to consider their own needs, the demands of their institution (i.e. the department imposing limited schedules and semestrial exams), and the demands imposed by their future professional life. This final chapter is an account of pedagogical implications and recommendations for teachers and decision-makers to review the actual difficulties of the learning/teaching environment. If the current scheduled courses cannot be modified by teachers, then teachers have to foster students' skills by having recourse to more effective methodologies and encourage learners to plan strategic ways according to the appropriate aims. All of these would help learners transfer the knowledge they have gained from the course to new situations and use their new skills in real life communication. The whole framework will act as a remedial course/syllabus which promotes communicative abilities and foster language proficiency

3.1 ESP Syllabus Design

Generally seen as indispensable units of second language programmes, institutional curricula and syllabi can take various forms, represent various theories of learning, and be realized in various ways. Before reviewing language-syllabus design, it is necessary to address the confusion in the literature between the terms 'curriculum' and 'syllabus', since these can at times be very close in meaning, depending on the context in which they are used (Nunan, 1988: 3). Taba (1962) makes a distinction between goals, aims and objectives. Goals are very general and broad. Aims are more specific, and are long-termed. These are what Bell (1981: 50) refers to as 'key objectives'. Conventionally, objectives are the short-to-medium-term goals that are 'critical' or have 'specific' objectives. Both aims and objectives are generally regarded as important because, without aims to provide direction, it is possible to become lost in the attempt to satisfy a range of short term objectives. Hooper (1971: 202) neatly summarizes the distinction between aims through the following analogy: „The satisfaction of hunger may be an aim. A plate of steak might be the correlated objective“.

Chapter Three Suggestions and Pedagogical Recommendation

A similar distinction is drawn by Widdowson (1983: 7) in his distinction of EGP and ESP when he contrasts them in terms of the place of aims in type of course.

ESP specification of objectives:

Equivalent to aims

training: development of

restricted competence

EGP specification of objectives:

Leads to aims

education: development

of general capacity

By 'objectives', Widdowson means 'the pedagogic intentions of a particular course of study to be achieved within the period of that course, which is measurable by some assessment device at the end of the course. By 'aims' he means 'the purposes to which learning will be put after the end of the course (Widdowson, 1983: 6-7).

To select the most appropriate content to Commerce students' needs, we shall provide the following lists of topics related to their field, functions and demands that they would face in their jobs and language structures most likely to appear in the texts and activities they will be dealing with.

a) List of Topic

- Efficiency of banks
- Banking laws
- Introduction to online banking
- Marketing Essentials
- Online accounts management
- Commercial banking
- Business Planning
- Sales Talk
- Supply and Demand
- Distribution
- Money – Finance
- Advertising
- Graphs – Charts

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b) List of Functions

- Booking for a business trip.
- Discussing an investment or the setting up of a business.
- Writing complaints.
- Investigating problems, evaluating alternatives, proposing solutions.
- making sales calls
- Answering questions at job interviews.
- Product presentation and promotion.
- making short individual speeches or presentations.

c) Language Structures

- Word order
- Pronominal & adnominal demonstratives
- Sequence words (First, Then, Afterwards...)
- Abbreviations - Explaining Acronyms
- Phrases
- Simple clauses
- Complex sentences
- Tenses
- numerals, possessives, Conjunctions, quantifiers

Lists of vocabulary, useful phrases and terms used in all areas of business, guidelines for letter-writing and presentations, business conversation topics, exercises, idioms and word games. Examples of activity types :

- Gap filling
- Multiple-choice exercises
- The odd one out activity
- Word search puzzles
- Crossword puzzles
- Telephone vocabulary
- Recognizing number
- Business conversation topics

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- Business word games
- Employment/ Business crossword
- Contextual guessing
- Unfinished sentences to start a conversation (Turn-taking and asking questions)

3.2. Unit/Lesson Implementation

So, after determine about the most suitable syllabus combination we may translate it into actual units. To explain the above mentioned ideas, we provide here model units/lessons that instructors can use for teaching or as a model for designing their own lessons:

Unit 1

Objective: To practice and expand vocabulary and phrases associated with fundamental marketing/sale concepts and activities.

Warm-up: Ask students to brainstorm a basic definition of marketing. Suggest that marketing is a general heading with 4 subheadings. Check and discuss their familiarity with the meaning and function of sales.

Sales and Marketing

"Selling" or making sales consists of interpersonal interaction-the one-on-one meetings, telephone calls and networking-that you engage in with prospects and customers. The term "marketing" encompasses programs businesses use to reach and persuade prospects, including advertising, public relations, direct mail and more. You'll often see the terms used incorrectly, such as when a business advertises for a marketing professional but is really looking for someone to make telephone calls, meet with prospects and close sales.

Did you know it takes approximately eight contacts or more with a single prospect before the average sale is closed? That's because prospects normally move through the sales cycle from cold to warm, and then finally hot-where they're ready to "close" and become clients or customers.

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Imagine the prospects in your database moving through your sales cycle the way hands on a clock travel around the dial from noon to close at midnight. The coldest prospects are situated from 12 to about 3 on the dial. They may recognize your company name but know little or nothing more about you. Warm prospects are located in the middle of the dial—from 3 to about 8—they're familiar with your company and what it has to offer, but they're not ready to close. Your hottest prospects, who have come to you either by referral or moved through your sales cycle, are located between 8 and midnight—the point at which they'll become customers.

Throughout the sales cycle, it will take multiple contacts using both sales and marketing to move prospects to the next level. To build a successful business, you must develop a program that combines sales and marketing and reaches out to prospects in all three stages—cold, warm or hot—on an ongoing basis. Entrepreneurs often get into trouble by choosing only those tactics with which they're most comfortable. For example, someone who is inherently shy may forgo important sales tactics, such as networking, and rely solely on impersonal marketing programs. On the other hand, a more outgoing entrepreneur may spend countless hours making cold contacts at networking functions but fail to move prospects through the sales cycle due to lack of ongoing marketing support.

To avoid this trap, divide your prospect database into cold, warm and hot prospects. Then, impartially identify the best tactics for reaching and motivating each group. Sales tactics that help you reach out to cold prospects include networking, cold-calling and trade show participation, while cold marketing tactics are advertising, public relations, direct mail, seminars, special promotions and having a Web site. To reach warm prospects using sales tactics, your business may rely on follow-up calls, meetings, sales letters and literature, e-mail or more networking. To reach them through marketing tactics, select from advertising, PR and direct mail, plus electronic newsletters and broadcast faxes. Closing sales generally requires adding "personal heat," either one-on-one or on the telephone, whether it's to make a presentation or present a proposal, estimate or contract.

Rather than avoid vital tactics with which you are less comfortable, such as cold-calling or public relations, take the opportunity to brush up on your skills or bring in the proper talent by teaming or partnering, subcontracting, or hiring. Start by choosing two sales and two marketing tactics, and plot all the activities it will take to carry them out. The key is to be realistic and not go overboard. It's important to create a sales and marketing

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plan that includes a combination of tactics you can engage in year-round to support the growth of your business.

Text Understanding:

A. Answer the following questions:

1. What the term "marketing" mean?
2. Where are the Warm prospects located?
3. What should you do in order To build a successful business?

B. Search in the text for words meaning the same as:

Customers – trip –association

C. Search in the text for words meaning the opposite of:

Cold – worst –failure

D. Match the following marketing components to the right description.

telephone marketing.	A potential customer.
Buyer.	Service that continues after the sale of a product
Prospect.	Any person who makes a purchase.
Agen	Person or company that acts for another and provides a specified service

E. Place the following words and phrases under the right marketing heading. Some of the ideas might belong to more than one category.

media - to announce - press release - special offer

billboards - discounts - banners - to call on (customers)

to sponsor - free samples - reputation - coupons - campaign

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to display – negotiation - internet - follow-up to - bargain

press conference - to endorse – commercials

Advertising	Sales	PR	Promotion

F. Complete the table by giving the verbs

Nouns	Verb
Display Bargain Announce	

G. Find the words in the list below in the grid. Words can go horizontally, vertically and diagonally, backwards or forwards.

agreement	launch	retail
capital	loss	sales
competitor	margin	shareholder
contract	meeting	stock
customer	merger	turnover
deal	product	wholesale
investment	profit	yield

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(Taken from : www.learn-english-today.com - software 1-2-3 Word Search Maker™)

BUSINESS

S Z T N E M T S E V N I K B Y F
K H N K T D C O M P E T I T O R
M T A Q T E K P R D F G G L J M
T W D R W A W T E L L K C O T S
R R T F E L Z D G E L J K Q R T
N W B C M H H L R I A Z K Z M R
R H W Y U A O R E Y U M N P E M
E O A P W D R L M W N W Z V E D
M L X G F B O G D L C T O E T R
O E A P R R C R I E H N T C E V
T S M T J E T D P N R I A T T Q
S A X B I J E P H U N R A I C T
U L T F R P C M T G T I F Z L B
C E L O S S A M E N L O T W M M
C R R W R Y Z C O N R S A L E S
Z Z N L W K Y C D P T V K V R T

3.3 Suggestions and Pedagogical Recommendations

After we have stated the interpretation of the findings of the experiment, obviously it is necessary to propose some tentative solutions or suggestions for improvement. The most flagrant difficulties that both teachers and students face in the pedagogical environment in question are :

- Unqualified teachers
- Over-crowdedness of classes
- Insufficient course density
- Inadequacy of tasks with learners' needs
- Teaching methodology
- Lack of textbooks

Wong-Fillmore and Snow (2002) argue for the "*teacher knowledge about language*"; in other words, instructors have to manage quite well the language they are teaching. This means that trained instructors will be the best placed to deal with the field than untrained ones. So our main preoccupation is oriented towards the English teacher who undoubtedly plays a determining role in the process. This is why, according to our findings, it seems appropriate to adopt a critical and positive attitude by considering a set of specified criteria imposed upon the language teachers by their own institution when they intend to implicate in an ESP enterprise. These criteria, in fact, should be considered as prerequisites so that the language teachers should be successful in their tasks. Not only an acceptable experience in EFL is needed but also a sufficient training in ESP is required as well. Which is an important matter that has to be seriously considered. Second among the learners need: a helping tool (textbook).since our student are in specialized field, the need of The textbook is a kind of landmark that students could consult in the case they find difficulties during or after the course it would be a reference when the teacher is not there to re-explain some problematic spots already presented in the lesson. If it is the case, the

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textbook should contain topic related to the field that attract the student attention plus integrating the four skills, tasks and activities in the form of illustrations. The change being made, it should contribute to the improvement of learners' language proficiency by focusing on the development of their communicative ability and their present level of English proficiency.

3.4 Conclusion

If the researcher comments and suggestions are seriously taken into account, they may help improve ESP teaching/learning at the Department of Commerce.

General Conclusion

General (language for no purpose) courses at any proficiency level almost always teach too much, e.g., vocabulary, skills, registers or styles some learners do not need, and too little, e.g., omitting lexis and genres that they do. Instead of a one-size-fits-all approach, it is more defensible to view every course as involving specific purposes. (Long, 2005:19)

This modest research has changed my perspective on the importance of ESP and reconsiders the question “Why ESP?” the researcher underestimated all the significance, ideas, concepts and duties behind the acronym in question, and as the researcher was conducting this study, the researcher realized that it is a deal bigger than the researcher expected. There is still a lot to learn about it. Needs of students, their interests, their goals, motivation, why they chose such or such field, what they expect their career to be, what knowledge they would need in a real life situation, what vocabulary they should have in mind, etc. - all these are words and expressions that carry a lot of meaning in the domain of ESP, and the specialized instructor should certainly review them before starting the course. There is a huge focus on the learners and what they can be taught and then achieve, and in the second place comes the instructor and what they can give. Although the teachers’ views have been very useful, there is an important focus on students. As noticed in this study, many students felt uninterested in the course, and the one way to make them motivated is to present to them a relevant content; as Hutchinson and Waters (1987: 8) said:

“Tell me what you need English for and I will tell you the English that you need”.

Our targeted population, with the importance of economy worldwide, is the most in need for acquiring sufficient knowledge about EBP/BE and EIL; that is why we attempted at exploring their needs and determining their objectives. To achieve the sought objectives, practioners have to be knowledgeable about those needs and the specialist-area discourse because gaining control of the latter helps them address the former. This knowledge needs not be a deep one, as viewed by Ferguson (1997) and by Dudley-Evans and St. John (1998) in saying,

“Business people do not expect a Business English teacher to know how to run a business; they expect knowledge of how language is used in business” (p. 188).

It is a specialist knowledge that instructors have to develop, in which case they start playing the role of ‘researcher’ (op. cit.). One of the main sources of that knowledge, in my

case, has been students. In fact, they may know much more than their instructor, but they lack the linguistic literacy. Dudley-Evans (1997) observed this and concluded that instructors' best grasp that knowledge from and with their students.

Pointing back to the hypothesis stated at the beginning of this study, it is now possible to say that the objectives of the English course at the Department of Commerce are not being fulfilled. The findings confirm that students are not satisfied with their performances and those of their instructors, further investigation needs to take place in order to answer questions like: Do students need English for university courses or for their jobs after they graduate? What kind of knowledge do they need to acquire? With what characteristics? For what situation and what purposes? To what extent will they use that knowledge? Which skills would they need? Are they in need of a textbook? Who proposes the texts to be studied: Economists or language teachers? Bringing answers to these questions and many others would lead not only to the understanding of learners' needs but also how the ESP community is progressing.

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Appendices

15. Do you bring modifications to the established programme (adding or deleting sections)?

Yes

No

16. If « Yes », please specify :

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

Do you use any specialized textbooks?

Yes

No

17. What are the references you use?

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

18. what kind of activities do you involve your learners in?

a. Reading

b. Speaking

c. Writing

d. Grammar

e. Others (please,specify)

.....

19. If you deal with Reading, what kind of tasks do your learners perform?

a. Reading for gist

b. Summarizing

c. Paraphrasing

d. Guessing from context

e. Intensive reading for details

f. Others:

.....

20. If you deal with Speaking, what kind of tasks do your learners perform?

a. Repeating

b. Role-plays

c. Oral presentation

d. Answering verbal cues

e. Interactive conversation

- b. Pour voyager
- c. Pour habiter à l'étranger
- d. Pour étudier/approfondir vos connaissances
- e. Pour consulter des documents
- f. Pour le parler aisément
- g. Pour utiliser l'ordinateur / internet
- h. Pour regarder des programmes télévisés en Anglais
- i. Autres (précisez SVP)
-

8. Quel est votre point faible en Anglais ?

- a. Grammaire
- b. Oral
- c. Ecrit
- d. Vocabulaire
- e. Lecture
- f. Comprendre les cours / réussir aux examens

9. Comment définissez-vous votre niveau en Anglais ?

- a. Bon
- b. Moyen
- c. Faible
- d. Très faible

10. Parlez-vous l'Anglais :

- a. Très bien
- b. Bien
- c. Compréhensible
- d. Mal
- e. Pas du tout

11. Ecrivez-vous l'Anglais :

- a. Très bien
- b. Bien
- c. Compréhensible

c. Vous n'aimez pas parler

19. Qu'attendez-vous du cours d'Anglais ?

- a. Améliorez vos connaissances générales de cette langue
- b. Apprendre le vocabulaire commercial
- c. Apprendre la grammaire
- d. Apprendre à écrire en Anglais
- e. Comprendre quand on vous parle en Anglais
- f. Lire et comprendre des documents relatifs à votre formation
- g. Avoir de bonnes notes aux examens
- h. Autres (précisez SVP).....
-

20. Quel est votre méthode d'apprentissage ?

- a. Seul (en classe)
- b. Seul (en dehors de la classe)
- c. A deux
- d. En groupe
- e. Avec le prof

21. Etes-vous satisfait de l'apprentissage actuel au département de Commerce ?

Oui

Non

22. si 'Non', pourquoi ?

- a. Effectif
- b. Volume horaire
- c. Méthode d'enseignement
- d. Types d'activités/exercices
- e. Absence de livres ou manuels à consulter pendant le cours
- f. Autres:
-

23. Pour combien d'heures par semaine et pendant combien d'années souhaitez-vous encore étudier l'Anglais ?

.....heures/semaine

.....années