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The Need for English in Doctorate Dissertations: The Case Study of Doctorate Students from the Faculty of Economics at Saida University

Dissertation submitted as partial fulfilment of the requirements for the degree of *Master* in Didactics.

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Academic Year: 2019/2020

Declaration of Originality

I hereby declare that this submission is my work and that, it contains no material previously published or written by another person nor material which has been accepted for the qualification of any other degree or diploma of a university or other institution.

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Dedication

This work is dedicated to the students and scholars who spend their day and night working hard towards their noble goals; Keep up the good work!

Acknowledgements

My thanks go to my supervisor Dr.N.Khiati for her help in completing this research work.

I would also like to thank the members of the committee, Dr H.Hichour, Dr N.Ali Rabah, who have given their time to read and evaluate this humble work.

Last but not least, I would like to express my regards and blessings to all of those who provided me with support during the completion of this research work.

Abstract

The present research targets the exploration of the needs of English in doctorate dissertation. The doctorate students of the Faculty of Economics, Business and Management at Dr Moulay Tahar of Saida University constitute the case of study. To achieve the objective of the research, the researcher has distributed a questionnaire to seventy doctorate students, sent by email. Thirty four of them were returned and analyzed by using The Statistical Package for Social Sciences (SPSS V24) Software. The findings of this study reveal that the Doctorate economic students of the University of Moulay Tahar understand that significance of the need to learn English for their future careers, and submitting their final doctorate dissertations. Moreover, the doctorate students had difficulties with the four English language skills (listening, writing, speaking and reading) that were mainly caused by the unavailability of spaces for the learners to practice their language skills, and put them into a good use. It is concluded that the Faculty of Institutions of Higher Education and Scientific research should satisfy the needs of the level of doctorate students in learning English.

Key words: Needs, English language, Doctorate students, Economics

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List of Abbreviations

Dr	Doctor
US	United States

List of Acronyms

ESP	English for Specific Purposes
FLT	Foreign Language Teaching
EBMS	Economics, Business and Management Sciences
ELT	English Language Teaching
EAP	English for Academic Purposes
EOP	English for Occupational Purposes
EST	English for Scientific Teaching

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General Introduction

General Introduction

Background:

English is not the most generally used in the world. However, it is possibly the most dominant and prominent. These later are determined by the issue of who uses, for the purposes in what contexts. A language accomplishes a really worldwide status when it builds up an extraordinary role that is perceived in each nation. This may appear expressing the self-evident; however it is not, for the consideration of 'special role' has numerous features. The officialisation of language of a nation can be characterised by using it as a mean of communication in such domains as government, the media, and the educational system. These societies should master the official language as early in life s possible, which can frequently described as a 'second language' since it is viewed as a complement to an person's native language, or 'first language'. Today, English is mostly illustrated his role as an official language job of an official language by possessing a unique status in more than seventy nations, for example, Ghana, Nigeria, India, Singapore and Vanuatu. Despite the fact that this language has no official status, it can be made a priority in a country's foreign-language teaching. The children are most likely to learn it when they arrive in school. It turns into the language which kids are well on the way to be trained when they show up in school. There is variety of explanations behind choosing a specific language as a preferred language like political convenience, historical believes, and the desire for business, cultural or technological change. Additionally, the extent of the government or foreign-aid agency supported financially the language-teaching policy can have an impact on the presence choose of language. English for Specific Purposes (ESP) has developed after the Second World War, as the United States stayed the most powerful country in the world. Over the years, English become no only a mean for general communicationbut it was the language of science and technology. Because ofstudents' needs are specific or exact and of such a nature that published textbooks would not adequately accomplish their needs, English for Specific

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Purposes (ESP) is an area with high regard for need. According to West (1994), needs analysis in large terms can be defined in large terms as identifying “*what learners will be required to do with the foreign language in the target situation and how learners might best master the target language during the period of training*”. In ESP, the essential of the usage of English language at the end of the course is not to describe the performance of learners but the objective is to make them able to operate a particular task or set of tasks. These objectives are stated in cooperation between the practitioners, teachers and learners themselves. According to Belcher, 2011 English has eliminated the national boundaries because of his effective means for the increase and communication of science and technology in most of the researches. There are an important number of English journals specialized on research and scientific study in non-English speaking countries like Japan and Netherlands. In non-English speaking countries, such as Japan and the Netherlands appear a large number of English journals for the sake of research and scientific study. According to Dudley –Evans 1998, at nowadays, English has a great role in the speedy progress of science and technology characterized by the updating of knowledge. From this angle, ESP courses taught in university is a great aid and assist for students’ career in the future .

Problem Statement:

The need to comprehend and communicate with each other has become progressively essential owing to international factors. Foreign language teaching (FLT) and English for Specific Purposes (ESP) have adjusted themselves to this new context in attempting the specific academic and professional learners’ needs. The degree to which student uses English as an instrument of acquiring knowledge has become important to his academic success regarding as the language of higher education and scientific research. Students are confronted to perform the English skills. ESP, considered as the best choice to satisfy the specific academic needs, one of his involvements of such famous area was the important number of

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studies investigating different aspects of needs analysis. At the faculty of Economics, Business and Management Sciences (EBMS) in Dr Moulay Tahar Saida University, English is not the medium language of instruction, but it is included in the curriculum. Actually, The Algerian Ministry of Higher Education and Scientific Research has given considerable importance to teaching English at University. Many researchers conduct researches highlighting the different English language needs of the student but few works have been conducted in the Algerian Universities in general and in the faculty of EBMS in particular with the aim of identifying the English language needs of the students, especially the doctorate students helping them to improve their theses dissertations. Therefore, through this present study a needs analysis is conducted in order to identify the target English language needs of doctorate Students at the faculty of EBMS at Dr Moulay Tahar Saida University.

Research focus:

This research focuses on investigating the needs for English in doctorate dissertation of the doctorate students at the faculty of EBM at Dr Moulay Tahar Saida University and it is also an attempt to underline the importance of the English courses for the doctorate students' and its importance to help them in preparing their theses dissertations.

Research objectives:

In order to facilitate the achievement of research aim, the Following research objectives are set:

1. Identifying the different needs for English in doctorate dissertation at the faculty EBMS of Dr Moulay Tahar Saida University,
2. Classify the importance of needs depending to the students' answers,
3. Providing recommendations to EBMS Faculty in terms of improving the teaching English language for the doctorate students.

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Research questions:

This research aims to answer the following questions:

1. What are the English language needs of doctorate students in the faculty of EBMS at Dr Moulay Tahar Saida University?
2. What are the students' perceptions towards English learning and teaching in the faculty of EBMS at Dr Moulay Tahar Saida University?
3. How can the economics faculty provide an ESP teaching that cater for the needs of doctorate students?

Research hypotheses:

Three hypotheses can be set:

1. The English language needs of doctorate students in the faculty of EBMS at Dr Moulay Tahar Saida University are to learn all the four language skills (writing, reading, speaking and listening)
2. The students' perceptions towards English learning and teaching in the faculty of EBMS at Dr Moulay Tahar Saida University are to be able to speak the English language, to use English in writing their final theses and publish articles in English
3. The economics faculty provide an ESP teaching that cater for the needs of doctorate students through focusing just on the listening skill, and neglected the other three skills in the ESP class.

Methodology:

This research aims to describe the state of needs for English in the faculty of EBMS at Dr Moulay Tahar Saida University. The qualitative approach is used as a method to collect data due to the nature of the research. Questionnaire was used to gather data and investigate the opinions of doctorate students. The participants of the study are doctorate students of all

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study levels, selected randomly from the four departments of the faculty as a case study in order to know the different Needs for English in doctorate dissertation and confirm or reject the null hypothesis stated.

Outline of the chapters:

The present work is divided into three main chapters. The first chapter includes the theoretical background and literature review of the study. The second chapter in this present dissertation is devoted to the English for Economics Sciences and the third chapter deals with the methodology and data analysis.

Research limitations:

When the study was divided at first, a teachers' questionnaire, and a classroom observation were scheduled to take place at the University of Saida. However, due to the unexpected spread of the pandemic, the usage of these means was impossible, which hindered the course of the study, and limited its findings.

In addition to that, most teachers available at the university level are temporary teachers, which hindered the study, since they do not have much experience in the field to help with the study.

Chapter 01

Chapter 01: The Needs of English for Economics Sciences

1.1 Introduction:

It is approximated that about 70% of the world uses English to an acceptable extent. Given the fact that 6500 language exist in the world, it appears that the world didn't simply choose English randomly to be the "language of the world "(Saientisna,2000). But the need for learning a language isn't just as any other person. This 70% of the worldwide does not learn English for the sake of learning English, but each one of them has a "purpose "

1.2 What is ESP?

ESP, or English for specific purposes, is defined by (Richards& Schmidt, 2010, p.198, as cited in Brown, 2016) as: *"the role of English in a language course or programme instruction in which the content and aims of the course are fixed by the specific needs of a particular group of learners"*

(Zhang,2011 as cited in Gaikwad, p 29) says: *" English language teaching (ELT) which is designed to meet the specified needs of the learner; related in content (i.e., in its themes and topics) to particular disciplines, occupations, and activities; centered on the language appropriate to those activities in syntax, lexis ,discourse, semantics, and in the analysis of this discourse; and is in contrast to "General English"*

This quote is one of many that gives the broadest definition of what ESP is. Each point from the quote is necessary to define what ESP is, and at the same time, what it is not. Frist, the word "designed ". It means the careful making of something. This excludes the randomness, and indicates the sophistication of making something; In this case it is English language teaching. This design is made to fit the needs of the learners, but not just any needs. The needs that are related to their field of interest. Therefore, two circles must overlap in order to make this design. The first circle represents the needs of the learner, and the second one English Learning as whole (including grammar, vocabulary...etc). The area in which

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these two circles overlap, that is what the ESP teacher is going to use in order to make his design.

The following table is a list of additional definitions of what ESP is:

Figure 01.01: ESP Definitions

	Absolute Characteristics	Variable Characteristics
Strevens(1988 :1-2)	<ul style="list-style-type: none"> - Designed to meet specified needs of the learner; - Related in content (that is in its themes and topics) to particular disciplines, occupations and activities; - Centered on language appropriate to those activities in syntax, lexis, discourse, semantics and soon, and analysis of the discourse; - In contrast with ‘General English’. 	<ul style="list-style-type: none"> - May be restricted as to the learning skills to be learned (for example reading only); - May not be taught according to any pre-ordained methodology.
Dudley-Evans&St.John(1998 :4-5)	<ul style="list-style-type: none"> - ESP is defined to meet specific needs of the learner; - ESP makes use of the underlying methodology and activities of the discipline it serves; - ESP is centered on the language (grammar, lexis, and register), skills, discourse and genres appropriate to these activities. 	<ul style="list-style-type: none"> - ESP may be related to or designed for specific disciplines; - ESP may use, in specific teaching situations, a different methodology from that of general English; - ESP is likely to be designed for adult learners, either at a tertiary level institution or in a professional work situation. It could, however, be for learners at secondary school level; - ESP is generally designed for intermediate or advanced students; - Most ESP courses assume some basic knowledge of the language system, but it can be used with beginners.

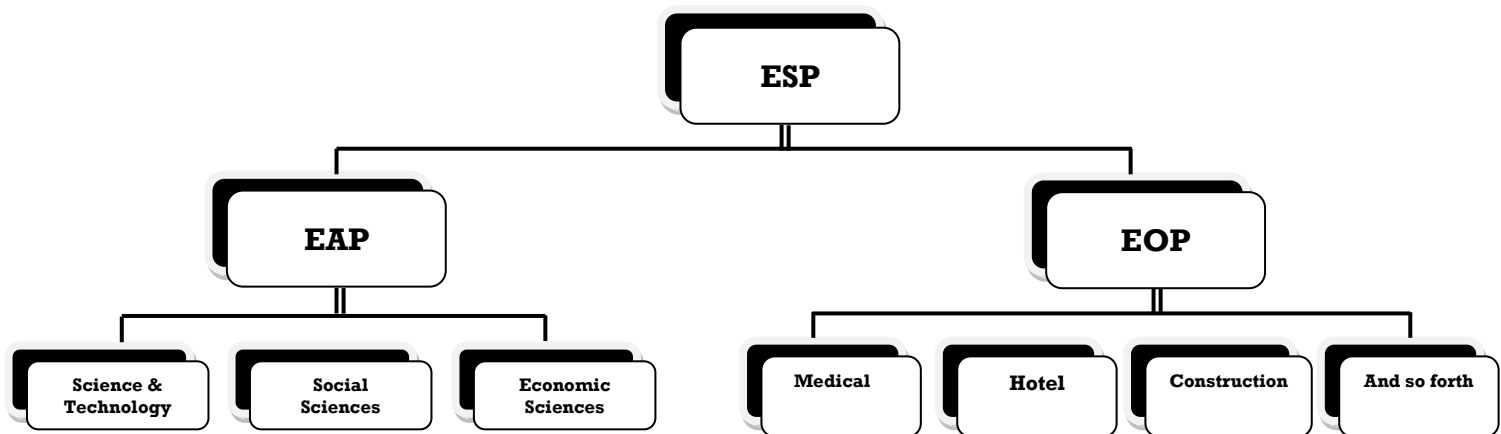
Source: (Tebbani, 2014)

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1.3 Types of ESP:

The ESP practitioners have agreed that there are two different types of need for the English language: EAP (English for Academic purposes) and EOP (English for Occupational Purposes). These two major types can be divided later into different ones, as the following figure shows:

Figure 01.02: Types of ESP

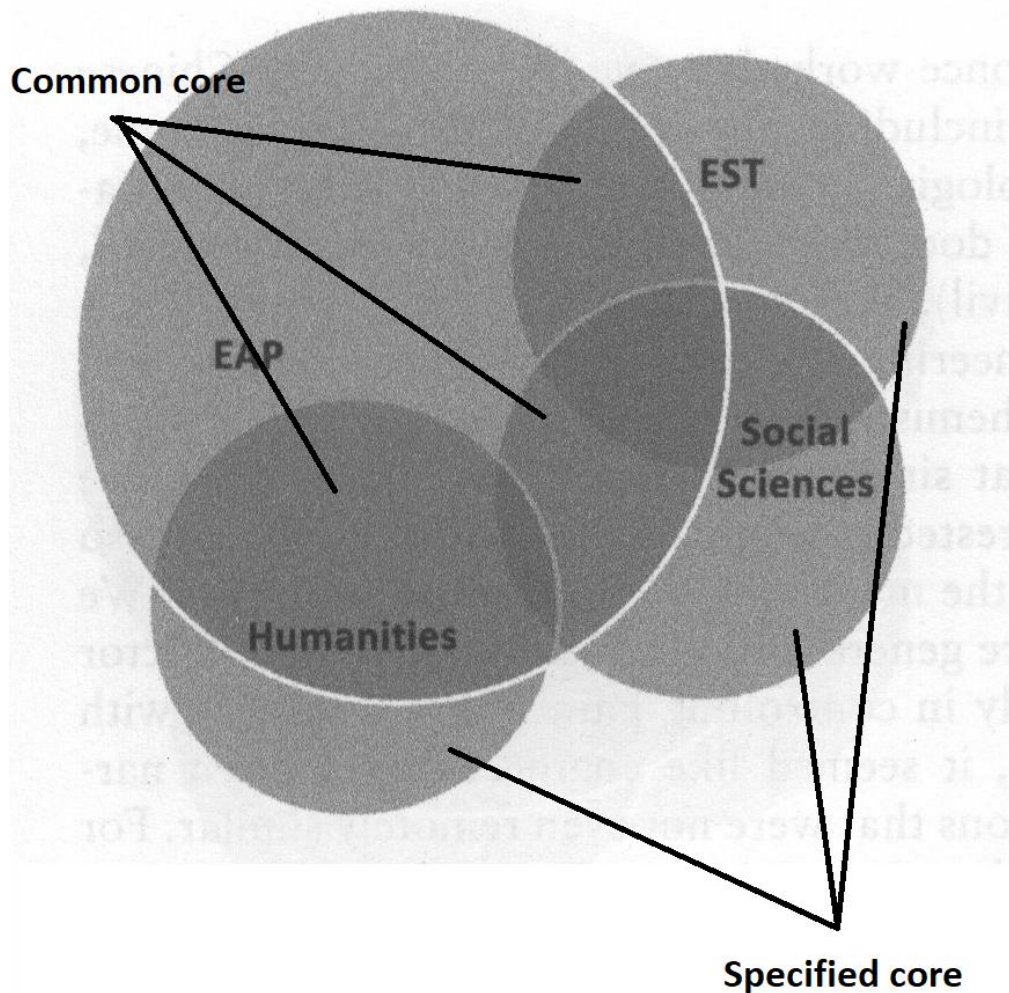


Source: (Brown, 2016)

1.4 The Scope of ESP:

it had already been discussed that ESP should focus on the most important details of the language that serve the needs of the learner. However, to much extent should ESP be specific for? (Brown,2016) debunks the impossibility of cutting some parts of the English language that may seem not important to the learner's need, but cannot be ignored either. In addition, that, in a realistic situation where we have same specialty students; for example, Medical students, who do not share the same needs for English, even though they need it for the medical use. However, some students may be more specialized than the other ones. In this kind of situations, it is suggested the ESP course should start with a common core course that should cover all of the students' needs. Then later on, the students should be given a different assignment that help them discover and practice their specified needs. As the following figure shows:

Figure 01.03: ESP Scope



Source: (Brown,2016)

1.5 The Role of English in Algeria:

Many countries around the world had recognized English as a global a language, and that learning it is a must. Algeria is one of those countries, but unlike some other ones, the journey wasn't that easy.

1.5.1 Algeria as a Multi-Lingual Country:

Algeria is one of the few countries where not only four different languages are spoken, but a multilayer of culture can be found. The average Algerian citizen speaks Arabic, French, English, and Berber. To understand how this had happened, we must rewind the clock back to 215BC. Algeria was habituated by Berber tribes, with their leader Massinisa. The riches of the

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land had made it a suitable target for the Roman Empire which meant the introduction of the Latin language. Years later, and exactly in 647, the Islamic Conquest was set to the north of Africa, which meant the introduction of not only a new religion, but the Arabic language as well. Then in 1830, Algeria was invaded by France for 132 years, which was more than enough time for the French language to be dominant in all over Algeria. (Belmihoub, 2017)

These three major languages didn't only become part of the Algerian community, but gave birth to a dialect that is the mixture of all of the three (with French and Arabic being the most dominant) and called it "Darja" which is the dialect spoken by most Algerians.

1.5.2 The Introduction of English to Algeria:

After its independence, Algeria was still heavily attached to the French government by means of the "Evian Accords". The Algerians of course have been fighting for their identity all those years, which meant that the language priority was given to Arabic, but the French language was still the language used in business affairs.

(Hayane, 1989) had made an interesting investigation on the Algerian schoolbooks published between the years 1962-1975. According to him, Algerian writers have had a sceptical attitude towards the English language. Better described as a bad attitude towards the English language, almost the same one to the language spoken by the people who invaded Algeria; French.

By the 1980s, with English becoming the language of science and technology, the Algerian attitude toward English had to be revisited. The Algerian government realized the importance of integrating English not only into the higher education levels, but starting from the primary level. However, this was met by the obstacle of recruitment. Inviting foreign teachers from Britain or America, or sending Algerian teachers to receive a training was very costly, especially to a recently independent country.

The language teaching in Algeria has been dropped to a lesser priority due to the situation that the country was living; during the 1990s, for about twenty years.

After the 1998 referendum, Algeria had finally breathed air. This meant that the government could focus on teaching. Specifically, integrating the English language teaching in its education system by means of students exchange programs. Notably the ones offered by the American and the British governments:

Figure 01.04: Exchange programs offered by the US Embassy to Algerian citizens

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Program name	Description
1. Study of the United States Institutes-Global Student Leaders Program (SUSI)	The SUSI program is a fully funded five-week intensive academic program in the US for undergraduate student leaders, Participants develop leadership and collective problem-solving skills, while exploring and gaining a deeper understanding of US history and culture. The Institute consists of hands-on leadership training workshops, group discussions, teambuilding, effective communication, and management skills. Community service projects, optional home stays and other opportunities for interaction with American peers, and other cultural activities are also included.
2. The Near East and South Asia Undergraduate Exchange Program (NESA UGRAD)	The Near East and South Asia Undergraduate Exchange Program (NESA UGRAD) is a part of the Global Undergraduate Exchange Program (Global UGRAD Program), a scholarship program managed by the Bureau of Educational and Cultural Affairs, US Department of State for emerging student leaders from underrepresented sectors around the world. Launched in 2007, NESA UGRAD provides a substantive exchange experience at a US college or university for students from the Middle East, North Africa and South Asia. Participants engage in one year of undergraduate, non-degree studies at a diverse network of accredited two- and four-year institutions. Participants engage in local community service projects and take part in cultural enrichment activities. Host institutions provide participants with academic skill development classes. NESA UGRAD is administered by American Councils for International Education on behalf of the US Department of State.

Source: (Belmihoub,2017)

These programs are among many that helped Algeria have a set to integrate English in its educational system.

After that, and according to a study conducted by (Abid-Houcine, 2007) it was found out that even though that the French language still holds a big importance in Algeria in comparison to English, the Algerian community is leaning heavily towards learning English day by day. Especially with the increasing use of internet, inside of which most of the content are in English. And most of the people there use English as a bridge language to communicate which made it a necessity for Algerians to start learning English.

1.5.3 Why Does Algeria Need English?

This question might have been answered in the previous title. However, there is more to Algeria has to push even further the integration of the English language. The best use of language is business. Algeria's primary source of income is oil trade. The most famous companies that Algeria does business with, 5% of them require a fluent level of English. 36% require an intermediate level of English, and 34% require a basic level of English. This means the whole Algerian economy could be at risk, because of a simple language misunderstanding.

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Therefore, it is a must for the Algerian government to have English teaching as one of the most important priorities.

1.6 Needs' Analysis meetings:

Another effective strategy to gather data is to have reunions with the sources of DATA; this includes the students, the stake holders, employers, subject matter teachers. Etc. Meetings are more complicated than the interview because they are more formal. Thus, they require more time and energy to set up. Thus, it is usually advisable to pick a formal location to hold up the meeting; such as teachers' room, or a well-organized classroom.

1.6.1 What to do during the meeting?

Unlike the interview, where the interviewer does not reveal everything he wants, and tries to extract information from the interviewee, the meeting leader should come clear with his goals and objectives. And by keeping a friendly environment, this will invite the meeting attendees to share their honest opinions and information they have, because they have a clear picture about what the researcher wants.

It is also important to note that the meeting is held because the researcher needs help; Therefore, he or she should try as much as possible to give most of the time for the attendees to talk, and not him. This will require giving every attendee a suitable time to talk, while keeping track of the time allowed.

1.6.2 Questionnaires:

Questionnaires are the most reliable instruments for every study because of how easy it is to make and to use, and the amount of DATA it collects. But this comes at the price of the quality. Therefore, it is the researcher's responsibility to balance between the quantity and quality by using appropriate strategies.

1.6.2.1 Types of Questions:

There are four major types of questions to ask in a questionnaire: Open ended, Closed Ended, Liker Chart, and Yes/No questions. Each of these questions could change the quality of the DATA, even if it is the same question asked. For example, if you give an open-ended question, the DATA might become irrelevant because of how varied it is. So, in this scenario, the question must be closed ended to keep the respondents on track. Mixing between the four types will offer a quality-rich DATA

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1.6.2.2 Format of Questionnaire:

As it has been mentioned earlier, this study must be formal. Thereof, the questionnaire must follow the same rule. The questionnaire paper must contain the title of the questionnaire, date, amount of time the questionnaire will take, all at the top of the page. Then, a small introduction about what is the research about, and a guarantee of respecting the privacy of the respondents.

Then the questionnaire must be divided into sections, each with an appropriate title, so the respondents give organized answers.

(Brown, 2016) advises that the researcher should refrain from asking question that are:

- Too long.
- Vague, and uncomprehensive.
- Contain hard vocabulary.
- Negative, or humiliating questions (questions should always be respectful and have a positive manner)
- Containing two or more points, in one single questions (each question should tackle one single point)
- Misleading, or make the respondent choose a particular answer.
- Too personal, or makes the respondent feel uncomfortable answering.

Additional notes:

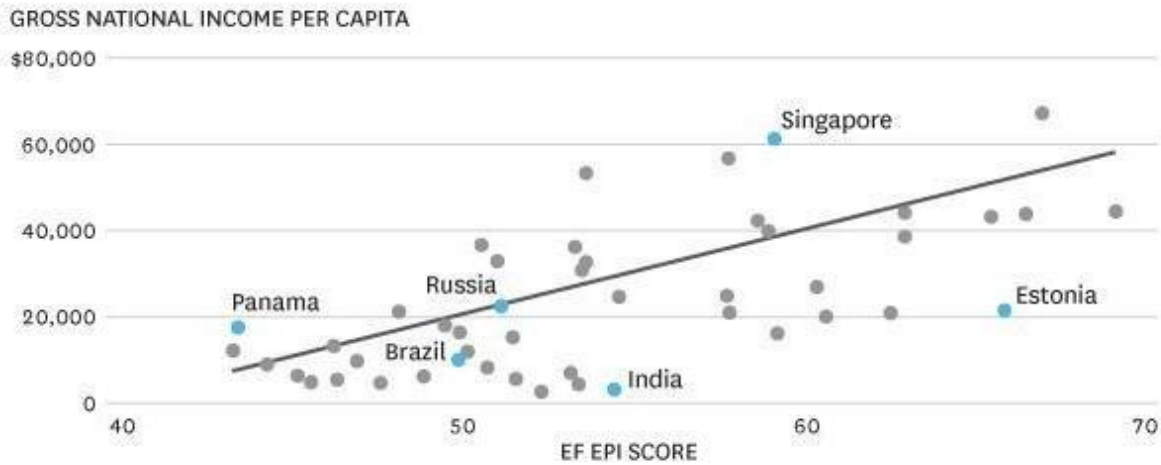
- The researcher must supervise, or appoint somebody to supervise the respondents, and make sure that they have answered the questions, and they haven't faced any problem with any question.
- Read loudly for the respondents before they start answering.
- Make sure the purpose of the questionnaire is clear for the respondents
- Offering a small reward for the respondents is a great to have them answer attentively and honestly.

1.7 English for Economics:

According to (McCormick, 2017) recent studies have revealed that there is a correlation between the countries' overall level of English, and how well their economical state is. Apparently, the better the English level, the better the economical state, as the following graph shows:

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Figure 01-06: the correlation between English level, and country's economic state



Source: (McCormick,2017)

This correlation had made countries realize the importance of teaching English for its people. This had paved way to the English for Economics, as a subdivision to ESP. It has different meanings for different people. For some, the focus is on the terms and topics used in the business world, financial business, economics, and international relations; For others, it is the communication skills used in the workplace that focus on the language and skills needed for simple business communication, such as lectures, talks, meetings, short chats, socializing, correspondence, reporting, and systematic approaches. According to (Dzięcioł-Pędich,2014) English for Economics shares the same general characteristics of ESP. In sense of how the syllabi are made, and the instruments used in gathering the DATA.

1.7.1 How English for Economics is Taught:

As it has been mentioned earlier, sometimes it is really tough to teach ESP right away to students, because of their different interests and needs. Therefore, most universities have two different levels for teaching English for economics. As an example, (Dzięcioł-Pędich,2014) reports the B1 and B2 levels of teaching which the university of Białystok in Poland uses. In the B1 level, students are taught a mixture of English for general purposes and English for specific purposes. Because the students have a diverse level of English, it is necessary to at least build a solid background for them. It is worth to mention that around (65%) of the course are General English, and the other (35%) for ESP, where students are taught how to write CVs, do a job interview...etc. Then after that, students qualify to the B2 level where they only deal with the English for economics.

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After a study was conducted at the same university, it was found out that the students who qualified to the B2 level had felt like they should still be taught English for General purposes as well. This was due to the fact that they felt like their level of English wasn't enough, and also because they needed English outside of their field of study.

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1.8 Conclusion

Learning English is becoming more and more important day by day. In the business world, English is the patch that connects interational businesses from around the world. In order to efficiently teach English in a shorter time, English teachers developed a teaching system called it ESP, which through a needs analysis, stitches a tailored syllabus to fit the learner's needs.

However, as easy as it might seem, gathering information, analysing them, and interpreting them, must be taken in an official and a well-organized manner, to guarantee good results.

Chapter 02

Chapter 02: Research Methodology and Design

2.1 Introduction:

The present chapter as its title indicates focuses on the practical part of the study in order to answer the questions of the study, and to test the previously mentioned hypotheses. The chapter will first shed light on the research method, the identification of the doctorate students as well as the description of the questionnaire tool used in the study.

2.2 What is Needs Analysis?

Needs analysis is the process of examining the final-end students are seeking out, and attempting to create a plan, supplied with strategies and methods, in order to reach that result. According to the (Needs Analysis, 2020) needs analysis is the comparison between the students' actual situation (where they are) and their goal (where they want to be). The result of the study is gap, which the practitioner is supposed to fill.

It is also known as “Needs assessment” in which case the following definition is given to it by saying that it is the collection of language requirements which a certain person either thinks or has to learn for his goals. (Brown,2015) based on his earlier works had made the collection of definitions he had gathered from various sources into the following definition: “*The systematic collection and analysis of all subjective and objective information necessary to define and validate defensible curriculum purposes that satisfy the language learning requirements of students within the context of particular institutions that influence the learning and teaching situation*” (Brown,1998 as cited in Brown, 2016)

The definition above has some points which should be emphasized. The “defensible curriculum” “is the final result of the whole thing, which is expected to be agreed upon by all the parties included in learning situation. That is the teacher, the employer (if it exists), and the student himself. This can't be done without the “necessary information” which means the investigator should have the materials to work with them, in order to make a satisfiable curriculum.

2.2.1 Origins:

The term Needs Analysis was firstly used by Michael West in India, in 1920. West was a secondary level teacher when he noticed that the teaching syllabus, although it had a good vision as to what the learners are supposed to be at the end of the semester, it didn't cater to the learners' needs. Most teachers depended on their instinct and own experience to determine how to execute tasks.

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2.2.2 *How to Conduct a Needs' Analysis study:*

Conducting a needs' analysis isn't as simple as it may sound. If it was, there wouldn't be a need for ESP specialists. The following titles will give a brief overview about how to properly conduct a needs' analysis study.

2.3 Before Gathering DATA:

(Brown,2016) points to the first point which is that the study must take an official route. This means that before gathering DATA the practitioner should make a formal request to the authorities where he is conducting his study. This will guarantee that the study won't break any of the humanistic rules, or copyright ones. Which will bring us to the second point: Where to start from? The researcher may already have a plan in his head, and has all the tools. But at the beginning, the availability of these things might be counterintuitive because the researcher will be puzzled of which instrument should he start off with. Should he start with analysing literature? Or pass a questionnaire? And what types of questionnaire? This will make it very hard to decide. That is why the following questions should be asked to determine what to do.

(Nation & Macalister, 2010 as cited in Brown,2016) suggest the following list of questions that the researcher should ask him self first, before undertaking a study:

- 1- What will the course be used for?
- 2- How proficient does the user have to be
- 3- What communicative activities will the learner take part in?
- 4- Where will the language be used?
- 5- What content matter will the learner be working with?
- 6- How willthelearner use the language?
- 7- Under what conditions will the language be used?
- 8- Who will the learners use the language with?
- 9- What will the language be used to do?
- 10- What language uses the learner already familiar with?

These questions can be categorized by their function into four categories. Questions [1-4] will reveal the language components which the study will focus on (Grammar, Vocabulary, and Pronunciation, etc.) The fifth question will decide the topics, and areas which will be discussed during the class. Questions [6-8] will investigate the four language skills that will

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be learnt in the classroom (Speaking, Listening, Reading, and Writing). The final two questions will decide the sort of language that will be used, its variety, and its level.

After the researcher figure out the final plan, and what he will start with, it is time to see how to use successfully the tools and materials to have a good final result.

2.3.1 The interview:

The interview is a very important tool for gathering DATA because of how specific and detailed it is. However, because the researcher will be dealing with a human being, the quality of the DATA depends entirely on how the interview will be carried. Asking a “ what “ question instead of “ why “ question could change the whole way the interviewee will answer the question. Thus, there are some points which should be recognized as how to do a good interview.

2.3.2 Before the interview:

First thing first is the setting; where the interview will take place. Choosing a location which makes both parts of the interview relaxed and calm is a crucial detail. Also, setting up a suitable time, and an appropriate duration for the interview should also be recognized. Last but not least, the interviewer must arrive at the location early.

2.3.3 During the interview:

To ensure that the interviewees would give their honest answers, they must be feeling at ease. This will be achieved if the interviewer stick to the common etiquette including (greeting, smiling, asking politely...etc.) the interviewer must also not deviate much from the point, and keep his questions as brief and to the point.

Another point is to respect the time allowed to the interview. This means if the interviewee takes too much time answering a question, and there is little time for the other ones, the interviewer must be smart and skip some questions, or merge some others, to not exceed the time.

Last but not least is “listening “. Many people can use their ears and hear sounds, because it is an unconscious action the brain does. However, only a few analyse what they hear, process it, and understand it; listen. Therefore, the interviewer should listen to everything the interviewee is saying, and push the interviewer to skip the needless details, and emphasize the important ones, with the use of facial expressions.

The following table is a template for what to ask about, and how to ask about it:

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Table 01.05: Questions to Ask During the Interview

<i>Areas addressed</i>	<i>What to ask about</i>
<i>Abilities</i>	General language aptitudes, proficiencies of students, especially with regard to reading, writing, speaking, listening, pragmatics, but also their abilities in the same aspects of the ESP involved
<i>Problems</i>	Difficulties and problems participants perceive in a particular ESP learning and teaching context
<i>Attitudes</i>	Wants, desires, and attitudes (for example, toward the language being studied, toward existing course objectives, and toward the ESP involved)
<i>Priorities</i>	Topics, activities, functions, skills, grammar points, vocabulary, and so on that stakeholders feel are most important, second most important, third most important, and so on
<i>Solutions</i>	Answers or solutions to whatever problems or issues are uncovered the process of gathering NA data
<i>Behaviors/ experiences</i>	Encounters or experiences in the ESP settings involved, what students have done in those situations, how students behave in those settings, and so forth
<i>Opinions/values</i>	Opinions, attitudes, ideas, impressions, values, and so forth on various aspects of the ESP and ESP learning processes
<i>Feelings</i>	Emotional reactions and affective responses to particular issues, topics, and components of the ESP and ESP learning processes
<i>Knowledge</i>	Facts, information, and knowledge about the ESP and ESP learning in a particular context
<i>Sensory</i>	Views on visual, auditory, and/or kinesthetic aspects of the ESP and ESP learning processes
<i>Demographic/ background</i>	Descriptive biographical or historical information about the stakeholders that has bearing on the ESP and ESP learning processes

Source: (Brown, 2009, p21)

2.4 Research Method:

As outlined earlier, this survey aims at investigating the needs of English for Economics doctorate students in preparing their dissertations. For that reason, the research method used is a descriptive one because it describes a current situation within the faculty of Economics sciences at Saida University. Both quantitative and qualitative were planned to be used, but only the quantitative one was used because Corona virus conditions did not allow us to communicate with students using the observation class tool and also with teachers. It has been relied on as it enriches the analysis through numerical data and gathering the students' opinions.

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2.5 Sample:

In research, the terms ‘population’ and ‘sample’ are associated. Therefore, it is important to differentiate clearly between the two basic concepts. Parahoo (1997) describes a population as “the maximum number of units from which to collect data”. In other words, it is a group of people from which samples are taken for analysis, for instance, a population of teachers, students, etc. He adds that sampling is “the practice to select a part of the population to represent the whole population”. The sample population of the present study consists of 70 doctorate students from the faculty of Economics, Business and Management Sciences at Saida University.

The population of the study includes all the levels of doctorate students’ first, second, third, fourth and more years, 70 doctorate students represent the population.

The sample of the study has been selected randomly; it consists of 70 doctorate students of different specialties at the faculty of Economics sciences at Saida University.

2.6 The Questionnaire

The questionnaire has been piloted by three doctorate students which conduct us to know his anomalies. This tool of data collection is usually called a survey. It can be used in research for gathering data or testing a hypothesis. For a questionnaire to be effective and give you the information you are looking for, you will need to design a survey that is easy to understand and easy to complete. A questionnaire is a research instrument consisting of a series of questions for the purpose of gathering information from respondents.

According to Barr, Davis and Johnson “*A questionnaire is a systematic compilation of questions that are submitted to a sampling of population from which information is desired*”. In educational researches, the questionnaire consists of a sense of questions or statements to which individuals are asked to respond the questions frequently asked for facts or the opinions, attitudes or preferences of the respondents.”(Kabir, Syed, 2016)

The use of this tool enables us to manage the questions and collect the answers without actually having to contact respondent. The questionnaire is a very flexible tool of collecting data with the advantages of having a structured format, easy and suitable for respondents. In this respect, according to Richards: ‘*Questionnaires are one of the most common instruments used. They are relatively easy to prepare, they can be used with large numbers of subjects, and they obtain information that is relatively easy to tabulate and analyze. They can also be used to elicit information about many different kinds of issues...*’

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Moreover, it is a particularly suitable tool for gathering data from a large number of respondents and gaining quantitative data. Nevertheless, it can also be used for qualitative data. As asserted by Burton and Bartlett: *'It is clearly a useful method, if carefully planned, for gathering responses from a large number of people relatively quickly. As such, questionnaires may be seen as a useful means of obtaining quantitative data.'* (Burton and Bartlett, 2005:100)

In this work, the choice of the questionnaire as a tool for data collection is based on the fact that data can be collected from a large group of doctorate students. Besides, it was administered either online sending by email since personal contact with the responds is not required.

The questionnaire is designed in a way to investigate the needs of English for Economics students in preparing their dissertations theses

The language of the questionnaire is the English language since the level of the respondents is the doctorate.

In the questionnaire, three types of questions are found:

- ✓ Closed format questions.
- ✓ Open format questions.
- ✓ Graded format questions.

Closed Format Questions: In these types of questions the respondents choose from a set of given possible answers. *"These tend to be quick to answer, easy to code and require no special writing skills from the respondent"* (Walliman, 2011: 97). Besides, this category of questions does not discriminate excessively on the basis of how articulate the respondents are (Wilson & McLean 1994, as cited in Cohen et al., 2000).

Example

In class, how do you qualify your reading speed when searching for answers?

- a. Slow
- b. Average
- c. Fast

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Open Format Questions: These types of questions give the respondents more freedom when answering using their own content and style. Consequently, there is a lack of bias but the answers are more open for interpretation. As argued by Richterich and Chancerel, such questions: “do not call in advance for ready made answers and therefore allow the person questioned more freedom of expression” (Richterich and Chancerel, 1980: 59).

Example

For what purpose (s) do you need to learn grammar?

- a. Do you still need to improve your level?
- b. Grammar is important to be proficient in the other skills (speaking, reading, listening, and writing)

Other, please specify:

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Graded Format Questions: in this category of questions the participant has the possibility to grade the answers proposed and consequently make her/his opinion clearer.

Please, rate yourself in terms of each of the following English language skills using the following scale:

English language skills	Very good	Good	Weak	Very weak
Listening				
Speaking				
Reading				
Writing				

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2.7 Conclusion:

In this chapter the researcher described the research method of this study. It shows the importance of the selection of the sampling and the structure of the questionnaire in conducting the research. The sample population, instrument and procedure used to collect the data will be highlight in the third chapter on which the researcher investigates the needs of English for doctorate students at the faculty of Economics Sciences at Saida University.

Chapter 03

Chapter 03: Data Analysis and Interpretation

3.1 Introduction

In theory, everything may or may not work, since everything is hypothetical. It is not until you put the theory to the test that we can know for sure. That is why this chapter is dedicated to the practical investigation that was undertaken at the level of the University of Moulay Taher.

3.2 Data Analysis

3.2.1 Doctorate Students' Questionnaire

A questionnaire was designed based on Hadji Model to target doctorate students. Before addressing it to doctorate students, it has been piloted by three students in order to know the anomalies and difficulties and misunderstanding faced the doctorate students. The questionnaire was sent to seventy (70) doctorate students, 35 have been returned. To avoid any kind of misinterpretation of the questions I asked doctorate students to ask any question to give more clarity.

The questionnaire was divided into two sections, the first one is concerned the personal information and the second is concerned with the needs for English.

The questionnaire consists of twenty questions:

- ✓ Questions 1 to 2: Are concerned with general question in needs for English.
- ✓ Questions 3 to 8: are related to the needs of reading skill.
- ✓ .Questions 3 to 10: are related to the needs of listening skill
- ✓ Questions 11 to 13: are related to the needs of speaking skill
- ✓ Questions 14 to 20: are related to the needs of writing skill

Three (03) types of questions were used:

Closed Questions:

The doctorate students have to select the appropriate answer according to their point of view, from a range of possibilities without adding any comment.

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Example:

Please, rate yourself in terms of each of the following English language skills using the following scale:

English language skills	Very good	Good	Weak	Very weak
Listening				
Speaking				
Reading				
Writing				

Mixed Questions:

In this kind of questions the doctorate students have to choose of the proposed suggestions, and then give explanation and reasons for his respond.

Example:

Is it important for you to learn how to write or verbalise mathematical signs, symbols, numbers, or dates?

- a. Yes
- b. No

If your answer is 'yes', for which purpose(s) do you need to know how to interpret such data?

- a. They are useful for analyzing and interpreting graphs, statistics.....
- b. They are useful to understand the language of economics
- c. Both

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Open Questions:

In order to have fuller ideas, the doctorate students are completely free through this type of questions to give their own view.

In which situation (s) do you speak English?

- | | |
|---|---|
| a. With your friends at the university (out of class) | <input style="width: 100%; height: 20px;" type="checkbox"/> |
| b. With your friends on the net (chat,...) | <input style="width: 100%; height: 20px;" type="checkbox"/> |
| c. In class (discussions, debates, participation...) | <input style="width: 100%; height: 20px;" type="checkbox"/> |
| d. Never | <input style="width: 100%; height: 20px;" type="checkbox"/> |
| e. Other, please specify : | |

From the questionnaires returned by emails, the researcher notice all doctorate students were chosen answered to answer only to closed questions except that one of the students who has answered to one of the open questions.. In order to simplify the interpretation and analyse of data, the researcher was neglected this answer. The information of the questionnaire was analyzed by using the Statistical Package for Social Sciences (SPSS) software.

3.2.1.1 Reliability of the questionnaire

To verify the reliability of the questionnaire, I calculate the coefficient of Cronbach Alpha

Table 03.01 : Reliability statistics

Alpha de Cronbach	Nombre d'éléments
,679	66

Source : SPSS outputs

From the table 03.01, the Alpha coefficient for the 66 items is 0,679 suggesting that the items have relatively high internal consistency. (Note that a reliability coefficient of .70 or higher is considered “acceptable” in most social science research situations.) and which confirms the validity of the questionnaire for the distribution over the entire sample.

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3.2.2 Statistical description of the sample

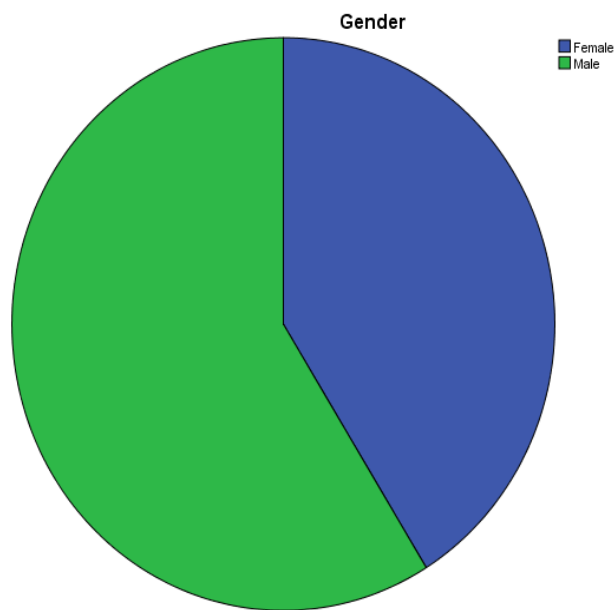
3.2.2.1 statistical description of Gender

Table 03.02 Students' Gender

		Fréquence	Pourcentage	Pourcentage valide	Pourcentage cumulé
Valide	Female	14	41,2	41,2	41,2
	Male	20	58,8	58,8	100,0
	Total	34	100,0	100,0	

Source : SPSS outputs

Figure 03.01 Student's gender description



Source : SPSS outputs

The table 03.02 and the figure 3.1 tell us that the number of the respondents of males is greater than the females representing 58.80% and 41.20% respectively.

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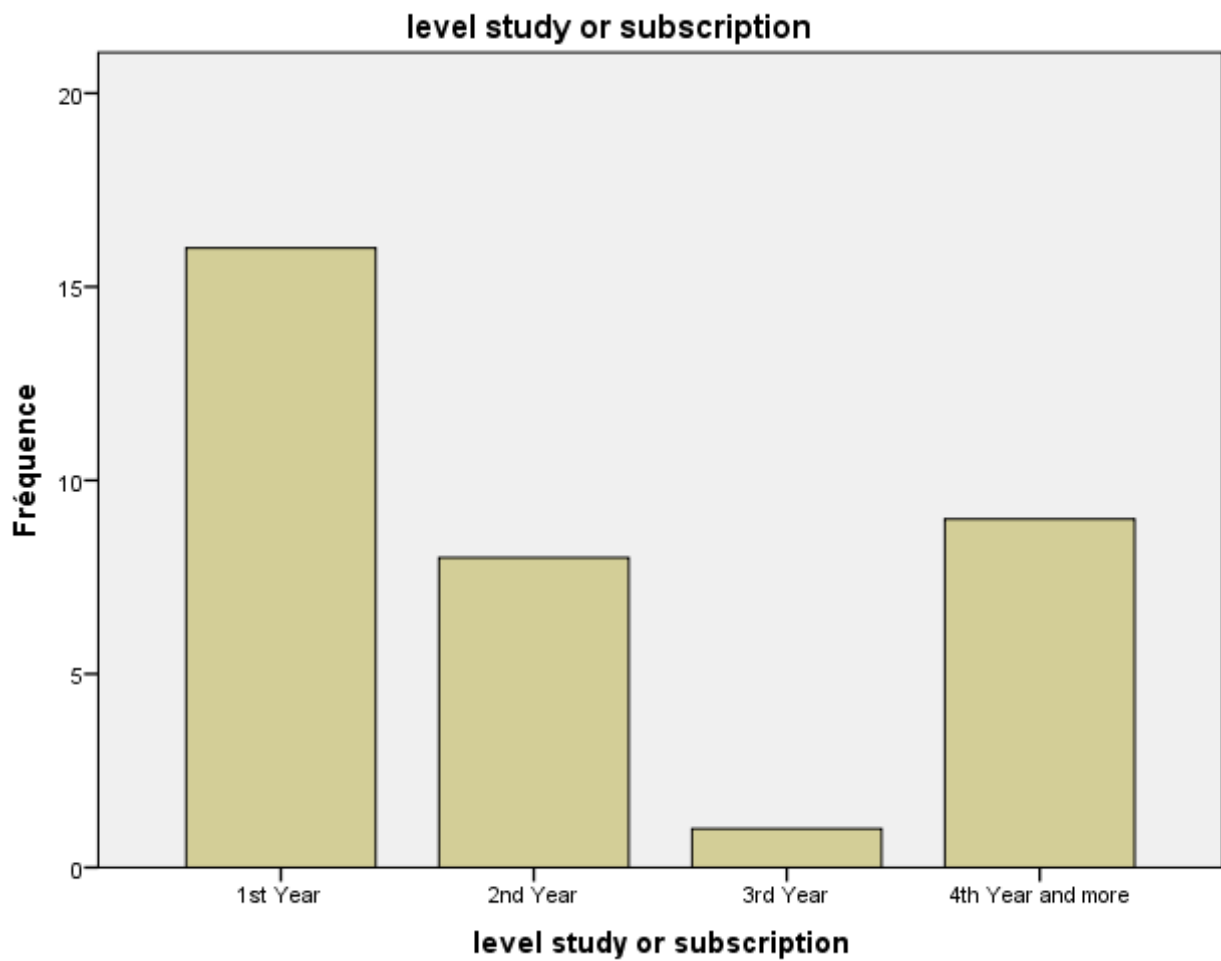
3.2.2.2 Statistical description of level study

Table 03.03 Student's level study

		Fréquence	Pourcentage	Pourcentage valide	Pourcentage cumulé
Valide	1st Year	16	47,1	47,1	47,1
	2nd Year	8	23,5	23,5	70,6
	3rd Year	1	2,9	2,9	73,5
	4th Year and more	9	26,5	26,5	100,0
	Total	34	100,0	100,0	

Source: SPSS outputs

Figure 03.02 Student's level study description



Source : SPSS outputs

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The table 03.03 and the figure 3.2 tell us that the majority of the respondents are the first year doctorate students representing 47.10% followed by the fourth year representing 26.50% and followed by the second and third year with 23.50% and 02.90% respectively.

3.2.3 Needs Analysis

Table 03.04 classification of listening

		Fréquence	Pourcentage	Pourcentage valide	Pourcentage cumulé
Valide	First ranking	3	8,8	8,8	8,8
	Second ranking	12	35,3	35,3	44,1
	Third ranking	10	29,4	29,4	73,5
	Fourth ranking	9	26,5	26,5	100,0
	Total	34	100,0	100,0	

Source : SPSS outputs

The table 03.04 shows that the respondents Classify listening skills in terms of importance for their academic studies in the second position which is noticed by the percentages of its classification 35.30%, 29.40% (Third position), 29.40% (Fourth position) and only 08.80% classify its in the First position.

Table 03.05 Classification of Speaking

		Fréquence	Pourcentage	Pourcentage valide	Pourcentage cumulé
Valide	First ranking	7	20,6	20,6	20,6
	Second ranking	9	26,5	26,5	47,1
	Third ranking	10	29,4	29,4	76,5
	Fourth ranking	8	23,5	23,5	100,0
	Total	34	100,0	100,0	

Source : SPSS outputs

The table 03.05 shows that the respondents Classify speaking skills in terms of importance for their academic studies in the Third position which is noticed by the

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percentages of its classification 29.40%, 26.5 0% (Second position), 23.50% (Fourth position) and 20.60% classify its in the First position

Table 03.06 Classification of Reading

		Fréquence	Pourcentage	Pourcentage valide	Pourcentage cumulé
Valide	First ranking	5	14,7	14,7	14,7
	second ranking	6	17,6	17,6	32,4
	Thirdranking	12	35,3	35,3	67,6
	Fourthranking	11	32,4	32,4	100,0
	Total	34	100,0	100,0	

Source : SPSS outputs

The table 03.06 shows that the respondents Classify Reading skills in terms of importance for their academic studies in the Third position which is noticed by the percentages of its classification 35.30%, 32.4 0% (Second position), 17.60% (Fourth position) and 14.70% classify its in the First position

Table 03.07 Classification of Writing

		Fréquence	Pourcentage	Pourcentage valide	Pourcentage cumulé
Valide	First ranking	19	55,9	55,9	55,9
	Second ranking	7	20,6	20,6	76,5
	Thirdranking	2	5,9	5,9	82,4
	Fourthranking	6	17,6	17,6	100,0
	Total	34	100,0	100,0	

Source: SPSS outputs

The table 03.07 shows that the respondents Classify Writing skills in terms of importance for their academic studies in the First position which is noticed by the percentages of its classification 55.90%, 20.60% (Second position), 17.60% (Fourth position) and 05.90% classify its in the Third position

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Table 03.08 Degree of Listening skills

		Fréquence	Pourcentage	Pourcentage valide	Pourcentage cumulé
Valide	Very good	6	17,6	17,6	17,6
	Good	17	50,0	50,0	67,6
	Weak	8	23,5	23,5	91,2
	Very weak	3	8,8	8,8	100,0
	Total	34	100,0	100,0	

Source: SPSS outputs

The table 03.08 shows that 50% of the doctorate students have a good level in listening, but the number of who have a week level is greater than who have a good level representing 23.50%, 17.60% respectively.

Table 03.09 Degree of Speaking skills

		Fréquence	Pourcentage	Pourcentage valide	Pourcentage cumulé
Valide	Very good	1	2,9	2,9	2,9
	Good	11	32,4	32,4	35,3
	Weak	17	50,0	50,0	85,3
	Very weak	5	14,7	14,7	100,0
	Total	34	100,0	100,0	

Source: SPSS outputs

The table 03.09 tells that 50% of the doctorate students have a weak level in speaking followed by an important number of them have a good level representing 32.4% and only 02.90% who have a very good level.

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Table 03.10 Degree of Reading skills

		Fréquence	Pourcentage	Pourcentage valide	Pourcentage cumulé
Valide	Very good	7	20,6	20,6	20,6
	good	23	67,6	67,6	88,2
	Weak	1	2,9	2,9	91,2
	Very weak	3	8,8	8,8	100,0
	Total	34	100,0	100,0	

Source: SPSS outputs

The table 03.10 indicates that 67.60% of the doctorate students have a good level in reading skills followed by an important number of them have a very good level representing 20.60% and only 08.80% who have a very weak level and 02.9% have a weak level which explain that the reading skills is the most easy skill for doctorate students comparing to the other skills.

Table 03.11 Degree of Writing skills

		Fréquence	Pourcentage	Pourcentage valide	Pourcentage cumulé
Valide	Very good	2	5,9	5,9	5,9
	Good	18	52,9	52,9	58,8
	Weak	12	35,3	35,3	94,1
	Very weak	2	5,9	5,9	100,0
	Total	34	100,0	100,0	

Source: SPSS outputs

The table 03.11 tells that 52.90% of the doctorate students have a good level in writing and important of them declare have a weak level representing 35.30%.

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Table 03.12 Question 04

		what kind of materials do you need to read				
		Books,articles, dissertations	Newspapers, magazines	On line documents	Total	
Do you read materials related to economics in English	Yes	Count	29	2	17	34
		% of Total	85,3%	5,9%	50,0%	100,0%
Total		Count	29	2	17	34
		% of Total	85,3%	5,9%	50,0%	100,0%

Source: SPSS outputs

The table 03.12 shows that all the doctorate students read materials related to economics in English. The percentage of reading books, articles and dissertations is greater than the others representing 85.30 frequencies followed by the percentage of reading documents on line with 50.00 frequencies and only 05.90 frequencies for the newspapers and magazines.

Table 03.13 Question05

		Responses		Percent of Cases
		N	Percent	
For what purpose (s) do you need to develop your reading skill for your academic course?	To develop your knowledge in the field of business and economics	24	38,1%	70,6%
	To expand your vocabulary, mainly terms related to economics	15	23,8%	44,1%
	To write summaries/essays according to economic science teachers' instructions	19	30,2%	55,9%
	For examination purposes	5	7,9%	14,7%
Total		63	100,0%	185,3%

Source: SPSS outputs

The table 03.13 tells that the doctorate students need to develop in priority their knowledge in the field of business and economics representing 38.10% and only 07.90% of them who their purposes in developing their reading skill are for examination, this situation reflects the lack of importance giving to the evaluation in the cursus of doctorate.

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Table 03.14 Question 06: In class, how do you qualify your reading speed when searching for answers?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Slow	8	23,5	23,5	23,5
	Average	23	67,6	67,6	91,2
	Fast	3	8,8	8,8	100,0
	Total	34	100,0	100,0	

Source: SPSS outputs

The table 03.14 shows that the majority of doctorate students have an average level in reading speed when searching for answers representing 67.60%.

Table 03.15 Question 07 : What do you find most difficult when practicing reading in class?

		Responses		Percent of Cases
		N	Percent	
What do you find most difficult when practicing reading in class?	Vocabulary (word meaning, mainly the one related to economics	16	40,0%	47,1%
	Comprehension of the text	10	25,0%	29,4%
	To find Quickly the main/secondary idea (s)	6	15,0%	17,6%
	To find Quickly the correct answer to the comprehension questions	8	20,0%	23,5%
Total		40	100,0%	117,6%

Source: SPSS outputs

The table 03.15 tells that an important number of doctorate students representing 40.00% find the vocabulary related to economics most difficult when practicing reading in class, this due that the content of the course is generally related to the economic field.

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Table 03.16 Question 08

		Responses		Percent of Cases
		N	Percent	
In which situation(s) do you listen to English?	T.V programs (songs, films...)	17	33,3%	50,0%
	Radio programs	1	2,0%	2,9%
	Documents on the web	18	35,3%	52,9%
	Teachers' talk	15	29,4%	44,1%
Total		51	100,0%	150,0%

Source: SPSS outputs

The table 03.16 shows that three choices are equal, 35.30 % they listen to documents on the web, 33.30% listen to TV programs, 29.40% listen to teachers' talk and only 02.00 listen to radio programs. .

Table 03.17 Question 09

		Responses		Percent of Cases
		N	Percent	
For what purpose (s) do you need to develop your listening skill for your academic studies?	To be able to understand the content of lectures	17	25,8%	50,0%
	To be able to understand teachers' oral instructions	12	18,2%	35,3%
	To be able to understand audio and visual materials related to economics	17	25,8%	50,0%
	To be able to understand oral presentations in seminars....	20	30,3%	58,8%
Total		66	100,0%	194,1%

Source: SPSS outputs

The table 03.17 shows that the answers have the same frequencies, 30.30% of the respondents need to develop their listening skill for their academic studies in order to be able to understand oral presentations in seminars, 25.80% to be able to understand audio and visual materials related to economics, 25.80% to be able to understand the content of lectures and 18.20% to be able to understand teachers' oral instructions.

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Table 03.18 Question 10

		Responses		Percent of Cases
		N	Percent	
What do you find most difficult when listening to English in class?	Listening and understanding teachers' instructions/lectures	8	20,5%	23,5%
	Listening and taking notes	21	53,8%	61,8%
	Understanding audio visual materials used in class or on the net	10	25,6%	29,4%
Total		39	100,0%	114,7%

Source: SPSS outputs

The table 03.18 shows that an important number of doctorate students representing 53.80% found most listening and taking notes most difficult when listening English in class and only 20.50% of them when listening and understanding teachers' instructions and lectures.

Table 03.19 Question 11

		Responses		Percent of Cases
		N	Percent	
In which situation (s) do you speak English?	With your friends at the university (out of class)	5	12,5%	14,7%
	With your friends on the net (chat,...)	15	37,5%	44,1%
	In class (discussions, debates, participation...)	12	30,0%	35,3%
	Never	8	20,0%	23,5%
Total		40	100,0%	117,6%

Source: SPSS outputs

The table 03.19 indicates that 37.50% speak English with friends on the net, 30.00% use English in class, 20.00% never use English and 12.50% speak English with friends at the university (out the class).

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Table 03.20 Question 12

		Responses		Percent of Cases
		N	Percent	
For what purpose (s) do you need to develop your speaking skill for your academic studies?	To be able to present oral presentations (with or without notes)	21	33,3%	61,8%
	To be able to ask questions in English in class (for clarification, for information...)	10	15,9%	29,4%
	To be able to participate in class (answering questions, giving opinions, agreeing, disagreeing ...)	16	25,4%	47,1%
	To be able to participate in group discussions/debates in class	16	25,4%	47,1%
Total		63	100,0%	185,3%

Source: SPSS outputs

The table 03.20 tells that 33.30% of the doctorate students need to develop their speaking skill for their academic studies in order to be able to present oral presentations, 25.40% of them to be able to participate in class, 25.40% to be able to participate in group discussions and debates in class and 15.90% to be able to ask questions in English in class.

Table 03.21 Question 13

		Responses		Percent of Cases
		N	Percent	
What are the difficulties you face when speaking in class?	Pronouncing correct English	15	28,8%	46,9%
	Using appropriate terms (mainly related to economics)	12	23,1%	37,5%
	Taking part in a discussion in class, talking about economic issues	10	19,2%	31,3%
	Expressing an idea, giving opinion, agreeing, disagreeing, describing, exemplifying ...)	15	28,8%	46,9%
Total		52	100,0%	162,5%

Source: SPSS outputs

The table 03.21 shows that doctorate students faced the different difficulties cited when speaking in class, 28.80% of them have difficulties in pronouncing correct English, the same percentage faced of them in expressing an idea, giving opinion, agreeing, describing,

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23.10% of the students face difficulties in using appropriate terms and 19.20% of them have difficulties in taking part in a discussion in class, talking about economic issues.

Table 03.22 Question 14

		Responses		Percent of Cases
		N	Percent	
In which situation (s) do you use English in writing?	When chatting with your friends on the net	17	29,3%	51,5%
	When taking notes from books or on-line documents	14	24,1%	42,4%
	Answering exam questions	13	22,4%	39,4%
	Writing exposes	10	17,2%	30,3%
	Taking notes in lectures/course assignments	4	6,9%	12,1%
Total		58	100,0%	175,8%

Source: SPSS outputs

The table 03.22 shows that an important number of doctorate students use English in writing when chatting with their friends on the net representing 29.30% followed by when taking notes from books or on line documents with 24.10% and only 06.90% of them answer when taking notes in lectures or course assignments.

Table 03.23 Question 15

		Responses		Percent of Cases
		N	Percent	
For what academic purpose (s) do you need to develop your writing skill?	To be able to summarise an idea	12	18,5%	35,3%
	To be able to put an idea using your own style and words	20	30,8%	58,8%
	To be able to take notes when listening to lectures, to audio materials or when reading a text	16	24,6%	47,1%
	To Answer the examination questions	4	6,2%	11,8%
	Performing written tasks in class (paragraphs, essays, exposes...)	13	20,0%	38,2%
Total		65	100,0%	191,2%

Source: SPSS outputs

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The table 03.23 tells that the majority of doctorate students need to develop their writing skill in order to be able to express their ideas representing totally 73.90% (18.50%+30.80%+24.60%).

Table 03.24 Question 16

		Responses		Percent of Cases
		N	Percent	
What do you find most difficult when performing tasks?	Writing correct English (spelling)	16	26,2%	48,5%
	Writing an introduction, a conclusion,	6	9,8%	18,2%
	Summarizing an idea	9	14,8%	27,3%
	Organizing ideas	12	19,7%	36,4%
	Using the language of economics: how to describe, define, compare, exemplify...	12	19,7%	36,4%
	Using the right punctuation	6	9,8%	18,2%
	Total	61	100,0%	184,8%

Source: SPSS outputs

The table 03.24 indicates that 26.20% of doctorate students faced writing correct English when performing tasks, 19.70% in organizing ideas and the same percentage for using the language of economics, 14.80% in summarising an idea and 9.80% in using the right punctuation.

Table 03.25 Question 17

		Responses		Percent of Cases
		N	Percent	
For what purpose (s) do you need to learn grammar ?	You still need to improve your level	17	43,6%	50,0%
	Grammar is important to be proficient in the other skills (speaking, reading, listening, and writing)	22	56,4%	64,7%
Total		39	100,0%	114,7%

Source: SPSS outputs

The table 03.25 tells that 56.40% of doctorate students need to learn grammar to be proficient in the four skills and 43.60% to improve their level.

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Table 03.26 Question 18

		Responses		Percent of Cases
		N	Percent	
What kind of vocabulary do you want most to learn?	Vocabulary needed in daily life	4	11,1%	11,8%
	Vocabulary with higher/specific frequency in economics	11	30,6%	32,4%
	Both	21	58,3%	61,8%
Total		36	100,0%	105,9%

Source: SPSS outputs

The table 03.26 tells that the majority of doctorate students want to learn both of the vocabulary (vocabulary of daily life and those with higher or specific frequency in economics) representing 58.3% and only 11.10% of them who want to learn vocabulary needed in daily life.

Table 03.27 Question 19 For which purpose do you need to know how to interpret such data?

			They are useful for analyzing and interpreting graphs, statistics.....	They are useful to understand the language of economics	Both	
Is it important for you to learn how to write or verbalise mathematical signs, symbols, numbers, or dates?	Yes	Count	8	2	23	32
		% of Total	25,0%	6,3%	71,9%	100,0%
Total		Count	8	2	23	32
		% of Total	25,0%	6,3%	71,9%	100,0%

Source: SPSS outputs

The table 03.27 shows that all doctorate students answer by yes for the question “it is important for you to learn how to write or verbalise mathematical signs, symbols, numbers or dates?” and the majority of them answer by both which means that they choose both options representing 71.90%.

3.3 Data Interpretation

From the tables of the classification of the four skills of English language (listening, speaking, reading and writing) that the doctorate students give importance to the writing skills

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because of the importance of writing in preparing their theses and also the articles which can be published in classified international English journals.

The study has matched the logical sense of the situation since the gender of respondents was 14 females, and 20 males. This matches the fact that most of the doctorate students are of the male gender. In addition to that, in the current study (2019-2020) we found that the university had 27 1st year students, and 18 2nd year students. Before this year (2018-2019) there were only 6 slots available for doctorate students in each year. This is due to the fact that the Algerian Ministry of Higher Education and Scientific Research had increased the number of available spots in the doctorate contest.

In general, the students have prioritized the writing skill above the other four language skills (Speaking, writing, listening, and reading) due to the fact that these students need the writing skill for writing their graduation theses, and publishing articles. Especially the articles targeted for global outreach, since the local magazines are very limited. This pushes the students into using the English language, and specifically, the writing aspect of it.

The results had shown that the students have a good level of the three skills: Writing, reading, and listening. However, their scores were very low when it came to speaking. Due to the lack of practicing the language outside of the classroom. The classroom, and solely the English session, seems to be the only time where the students can practice, and utter the English language.

When it comes to reading, the sample has reported that they do read English texts, the things that they mostly read are only economic related texts. They are mostly articles, or published theses which means that the students only read the things which they think are important for their future needs (Preparation for their own doctorate dissertation) and nothing else.

The objectives students attempt to achieve by developing their reading skills are to expand their field study knowledge, and add to their vocabulary in the field. While the objective of scoring good grades at their exams was very low. This is due to the fact that the exams' marks do not matter at the doctorate level, in the student's opinion.

When students were asked about what do they find most difficult when reading English texts, they had reported that it is mostly the Terminology, or the Word Vocabulary which they do not understand. Eventhough, these students have English sessions for learning these

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vocabularies. However, the economics' sciences fields are very vast, and diversified, which makes it almost impossible for the ESP teacher to teach all of those. In addition to that, not all the doctorate students need the same vocabulary. Which calls for a better solution. The other problems are only generated because of the misunderstanding of the vocabulary. Since not understanding some vocabulary could hinder finding the main ideas of the articles, and thus having a good understanding of the whole thing.

When it comes to listening, most students say that they need the listening skills to listen to their teachers during the class, and for listening to documentaries, or additional lessons available on the web. Which is very logical, since it serves their needs. However, as much as they do use listening for studying, students recognize the importance of the English language when watching TV programs. Eventhough most channels offer subtitles for the students, they find it helping to actually understand directly.

In the academic setting exactly, the students do not seem to prioritize any of the academic aspect, whether be it an oral lecture, or visual assisted document. They recongize all of them as equally important, which is a very logical behaviour, since they are indeed important. However, the most important of all is the students' interaction during the many seminars they have, considering their academic level of doctorate students. The international seminars, which are the most important, require a high-level skill of both listening and speaking, and the students are aware of it.

The most problemetic thing the students face when it comes to listening, is when they are required to listen and take notes at the same time. This is due the fact that taking notes require the use of not only the listening skill, but also the other three, which makes it very difficult to do. This is explained by the previous result of Table-3.8 where students reported they are "good "listeners.

When it comes to speaking, the students mostly use English outside of the classroom in chatting with friends on the internet, more than using it inside of the academic setting. This influences the students' academic level of English and can be pointed to the fact the students do not have a space to use English between themselves inside of the university.

In addition to that, the students (33.33%) mainly need to grow their academic speaking skills for their oral presentations which includes seminar presentations.

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Inside of the classroom, they still need the speaking skills to ask questions, participate in group discussions, in order to expand their knowledge; which is both good for practicing and learning new things.

The students face problems when it comes to speaking, more than (57%) find difficulties in pronouncing correctly the English words, and as equally, expressing themselves and their ideas in English. This is due to the lack of practicing the language inside of the classroom. This is not as much as the problem of using appropriate economic terms inside of the classroom (23.1%) which hinders their classroom learning.

When it comes to writing, and as previous data had revealed, students seem to favor the use of the English outside of the classroom more than inside of it. Most students use the writing skill for chatting with their friends on the social media (27%). While the rest is devoted for the academic setting. It is worth mention that taking notes only seem to be of (6%) use of English. This gives the impression that the use of English inside of the classroom is very low.

If we add up the most areas where students need the writing skill of the English language, we find that they are all related to writing their final doctorate dissertation; these make up (73%) of the students' needs of writing which is rational, given the importance of the dissertation. Exams seem to have no importance to the doctorate student, as it has been mentioned earlier; only (6%)

This importance makes almost necessary for the teachers to give the students as much as tasks possible in order to develop their skill in this field. And since that the available time for the sessions doesn't allow this, they must use external means like internet.

When it comes to the difficulties, most students find it hard in writing correct English, or expressing their ideas in the English language. This occupies about (65%) of the students' problems. These problems seem to be relevant to the before-mentioned use of Writing: The dissertation. The students recognize these as an obstacle because they are aware of their need of having a good English in writing an article or a dissertation, by which they will be evaluated.

In economics, even though mathematical symbols and signs related to the economics field seem to be a language of themselves, and separated from the English language, students

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seem to recognize them as important for both understanding graphs and tables, and also to understand the language itself.

In conclusion, doctorate economic students need to develop their English language skills, especially the ones that have relationship with their doctorate theses, and seminars.

3.4 Recommendations

Based on the study, most economic doctorate students who study at the university of the Moulay Taher Saida have problems have difficulties in learning and using the language in their target situation; which is writing their final disseratation and publishing arcticles

Therefore, this study suggests the following recommendations in order to eradicate, or at least minimize those struggles for the students:

- ✓ Most students do not have problems with a single language skill, but suffer greatly when it comes to using two or three skills at once. Therefore, teachers must not teach every skill by its own (unless it is necessary) but try to teach students how to coordinate between the four language skills.
- ✓ Creating a standard English teaching program for doctorate learners by ESP specialist that is applied in all the universities.
- ✓ Hiring teachers with high qualifications (doctorate degree). However, if it is impossible to get a teacher with high qualifications, a temporary teacher must first go through a training program in coodrdination with the committee of training.
- ✓ Adding more English sessions.
- ✓ Implementing at least one language laboratory in every university for teaching English.
- ✓ Pushing subject matter teachers into teaching important vocabulary words to their learners in English, rather than leaving it all to the English teacher. And making it complusary in the Master level.
- ✓ Allowing students to work in groups when preparing their articles, and giving them access to sources in English. All of which is through the use of the Language laboratory.
- ✓ Creating a month show case for the students to show off their best works in English language.
- ✓ Making economic books in the English language available at the level of the university's library.

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- ✓ Giving more importance to the evaluating system (homework, exams...etc), so students care more about their pregradualional work. Especially when it comes to the English module.
- ✓ Ask students to make additional works in English outside of the classroom.
- ✓ Create a room and a session for the students, in which they discuss economic matters in English only.
- ✓ Dedicating a magazine for sharing students' works in English.
- ✓ Increasing the number of magazines where students can publish their articles in English. And even dedicating a whole magazine for publishing Economic works in English.

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3.5 Conclusion

The study had revealed that the students, when studying the English language, their main focus is on reading books, articles, and dissertations. This makes it obligatory for the university to make these documents available for the students to read whether be it in the libraries, or on the internet.

In order to develop the reading skills for the students, the documents and texts dealt with inside of the classroom are preferably to be economics and business related. On the other hand, the students must also develop their listening and speaking skills in order to participate in seminars. The participations in these seminars also require the merger of the four skills in order to effectively take notes, and have discussions.

The learning of speaking and writing skills should take place inside of the university, rather than outside the university. The university must create suitable spaces for the students to have writing and speaking sessions inside of the classroom, with a friendly environment that enhances the learning experience.

Finally, both the English teacher, and the subject matter teachers, should collaborate to teach the students the economics vocabulary, and also the mathematic symbols and signs, and how to translate them to a written form.

General Conclusion

General Conclusion

Nowadays, learning languages has become a necessity more than a luxury. Especially for international businesses, where good communication is a key to becoming successful. Rather than learning every language there is, most of the world had relied on English as a lingua franca that connects the international businesses, and learning it, is one of the mandatory requirements of business. However, because some people do not need to learn all there is about English, and only need some parts of English. This paved way for ESP to become the modern way of teaching. The study investigated the English language needs of the economic doctorate students of Moulay Taher University in Saida.

The study was instrumented through the use of the questionnaire that was directed to the students. Another questionnaire was intended to be handed to the teachers, but due to the unusual circumstances, it was impossible to do. Later on, the finds were treated through the SPSS tool, and showcased in tables.

The interpretation of the DATA had shown that the economic doctorate students of the university of Moulay taher understand that gravity of the need to learn English for their future careers. But most importantly, they need to learn English to submit their final doctorate dissertation. After analysing the data, it was clear that the students had difficulties with the four English language skills (listening, writing, speaking and reading) that were mainly caused by the unavailability of spaces for the learners to practice their language skills, and put them into a good use, outside of the English session. The lack of language laboratories, high qualified English teachers, and the absence of a well constructed syllabi for teaching English, were also one of the reasons for the lack of English language skills.

Based on the what the study had revealed, it was suggested that the university should take a step towards fixing the problems that the students are suffering from by: increasing the importance of exams and class grades, equipping the university of language laboratories,

General Conclusion

hiring qualified teachers, and giving more opportunities for the students to publish their works in the English language.

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Appendices

Appendix A

Doctorate Students' Questionnaire (based on Hadji' model)

This questionnaire is part of my Master dissertation. It basically deals with the need for English for doctorate students of the Faculty of Economics, Business and Management at Dr. Moulay Tahar, Saida University. Your answers will offer me assistance to identify your linguistic needs necessary for your academic studies and in preparing your theses. The findings will be used for research purposes. Please complete this questionnaire objectively and return it. It is anonymous and confidential. Thank you in advance for taking the time to answer the questions.

SECTION ONE: Personal Information

Please *tick* (✓) the appropriate choice and provide the necessary information, below.

1- Gender:

Female Male

2- Level of study (Subscription):

1st Year 2nd Year 3rd Year 4th year and more

SECTION TWO: Needs for English

Question 1- Classify the following English language skills in terms of importance for your academic studies, please *tick* (✓) the appropriate choice from 1 to 4

English language skills	1	2	3	4
Listening				
Speaking				
Reading				
Writing				

Appendix A

Question 2- Please, rate yourself in terms of each of the following English language skills using the following scale:

English language skills	Very good	Good	Weak	Veryweak
Listening				
Speaking				
Reading				
Writing				

The Reading Skill

Question 3- Do you read materials related to economics in English?

a. Yes

b.No

Question 4- If “yes”, what kind of materials do you need to read in your academic studies?

a. Books / articles / dissertations

b. Newspapers / magazines

c. On-line documents

Other, please specify:.....

Question 5- For what purpose (s) do you need to develop your reading skill for your academic course?

a. To develop your knowledge in the field of business and economics

b. To expand your vocabulary, mainly terms related to economics

c. To write summaries/essays according to economic science teachers' instructions

d. For examination purposes

Other, please specify:

Question 6- In class, how do you qualify your reading speed when searching for answers?

d. Slow

e. Average

Appendix A

f. Fast

Question 7- What do you find most difficult when practicing reading in class?

- a. Vocabulary (word meaning, mainly the one related to economics)
- b. Comprehension of the text
- c. To find Quickly the main/ secondary idea (s)
- d. To find Quickly the correct answer to the comprehension questions

Other, please specify:

The Listening Skill:

Question 8- In which situation(s) do you listen to English?

- a. T.V programs (songs, films...)
- b. Radio programs
- c. Documents on the web
- d. Teachers' talk

Question 9- For what purpose (s) do you need to develop your listening skill for your academic studies?

- a. To be able to understand the content of lectures
- b. To be able to understand teachers' oral instructions
- c. To be able to understand audio and visual materials related to economics
- d. To be able to understand oral presentations in seminars....

Other, please specify:.....

Question 10- What do you find most difficult when listening to English in class?

- a. Listening and understanding teachers' instructions/lectures
- b. Listening and taking notes
- c. Understanding audio visual materials used in class or on the net

Other, please specify:

Appendix A

The Speaking Skill

Questions 11- In which situation (s) do you speak English?

- a. With your friends at the university (out of class)
- b. With your friends on the net (chat,...)
- c. In class (discussions, debates, participation...)
- d. Never

Other, please specify :

Question 12- For what purpose (s) do you need to develop your speaking skill for your academic studies?

- a. To be able to present oral presentations (with or without notes)
- b. To be able to ask questions in English in class (for clarification, for information...)
- c. To be able to participate in class (answering questions, giving opinions, agreeing, disagreeing ...)
- d. To be able to participate in group discussions/debates in class

Other, please specify

Questions 13- What are the difficulties you face when speaking in class?

- a. Pronouncing correct English
- b. Using appropriate terms (mainly related to economics)
- c. Taking part in a discussion in class, talking about economic issues,
- d. (expressing an idea, giving opinion, agreeing, disagreeing, describing, exemplifying ...)

Other, please specify:

The Writing Skill

Question 14- In which situation (s) do you use English in writing?

- a. When chatting with your friends on the net
- b. When taking notes from books or on-line documents
- c. Answering exam questions

Appendix A

d. Writing exposes

e. Taking notes in lectures/course assignments

Other, please specify:

Question 15- For what academic purpose (s) do you need to develop your writing skill?

a. To be able to summarise an idea

b. To be able to put an idea using your own style and words

c. To be able to take notes when listening to lectures, to audio materials or when reading a text.

d. To Answer the examination questions

e. Performing written tasks in class (paragraphs, essays, exposes...)

Other, please specify:

Question 16- What do you find most difficult when performing written tasks?

a. Writing correct English (spelling)

b. Writing an introduction, a conclusion,

c. Summarizing an idea

d. Organizing ideas

e. Using the language of economics: how to describe, define, compare, exemplify...

f. Using the right punctuation

Other, please specify:

Question 17- For what purpose (s) do you need to learn grammar?

a. Do you still need to improve your level?

b. Grammar is important to be proficient in the other skills (speaking, reading, listening, and writing)

Other, please specify:

Question 18- What kind of vocabulary do you want most to learn?

a. Vocabulary needed in daily life

b. Vocabulary with higher/specific frequency in economics

c. Both

Appendix A

Question 19- Is it important for you to learn how to write or verbalise mathematical signs, symbols, numbers, or dates?

a. Yes

b. No

Question 20- If your answer is 'yes', for which purpose(s) do you need to know how to interpret such data?

a. They are useful for analyzing and interpreting graphs, statistics.....

b. They are useful to understand the language of economics

c. Both

Other, please specify:.....