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## An ESP Course Design for Finance Managers: The Case of ArcelorMittal Algeria Company

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# Abstract

The aim of this study is to design an English for Specific Purposes course for finance and accounting staff of ArcelorMittal Algeria Company on the basis of needs analysis findings. We target to plan an effective syllabus that focuses on the lacks and weaknesses of this research population and that takes into consideration their needs in the work place.

To carry out this study we have used three research tools; a questionnaire, a semi-structured interview and authentic material analysis. The questionnaire is meant to collect quantitative data related to the needs of participants in general and their use of English at work in particular. The semi-structured interview was conducted to refine the results of the questionnaire. Authentic material was collected in order to extract the most used vocabulary items to be later included in a suggested ESP course.

Needs Analysis has helped us in studying the profile of participants and their domain which is finance and accounting. It has also led us to identify the parameters of the course to be suggested to finance and accountancy staff of ArcelorMittal Algeria Company such as the duration, the frequency, the objective, the content of the course and the evaluation tools.

An important outcome of the present research was the introduction of vocabulary items teaching related to finance management in the current ESP course.

Key words: **English for Specific Purposes, Needs Analysis, Course Design, Finance and Accounting Staff, Course Efficiency.**

# DEDICATIONS

*To the Soul of my beloved **Father**, who spent his **hard life** for us and who sacrificed his energy and rest to see us in prosperous positions, I dedicate this work and pray Allah to bless him.*

*To the Soul of my brother MOSTAFA who gave me the prayer of success and prosperity before he leaves us forever, I dedicate my research project.*

*To my beloved **Mother** I also dedicate this achievement and I tell her "big thanks for the **care** you have been giving me all along your entire life".*

*My dear wife, my sweet sons Safouane & Rassim, my mother in law, my brothers and sisters, my brother and sisters in law, my friends and colleagues to all of you I dedicate this achievement.*

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# LIST OF ABBREVIATIONS AND ACRONYMS

**BE:**     Business English

**CFO:**    Chief Finance Officer

**CLT:**    Communicative Language Teaching

**CNP:**    Communicative Needs Processor

**EAP:**    English for Academic Purposes

**EBE:**    English for Business and Economics

**EBP:**    English for Business Purposes

**EFL:**    English as a Foreign Language

**ELP:**    English for Legal Purposes

**ELT:**    English Language Teaching

**EMP:**    English for Medical Purposes

**EOP:**    English for Occupational Purposes

**EPP:**    English for Professional Purposes

**ESL:**    English as a Second Language

**ESP:**    English for Specific Purposes

**ESS:**    English for the Social Sciences

**EST:**    English for Science and Technology

**EVP:**    English for Vocational Purposes

**FL:**     Foreign Language

**GE:**     General English

**GTM:**    Grammar Translation Method

**LNA:**    Language Needs Analysis

**LSP:**    Language for Specific Purposes

**NA:**     Needs Analysis

**PSA:**    Present Situation Analysis

**SL:**     Second Language

**TSA:**    Target Situation Analysis

# GENERAL INTRODUCTION

**Background of the Study**

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# GENERAL INTRODUCTION

## Background of the Study

English has become a global language used in international relations, in scientific meetings, in international business and in tourism. Consequently, English today is considered as a lingua franca with its enormous use in different domains (crystal 2012). One of the reasons for this expansion has been the need of nonnative speakers of English to cope with each other for a specific purpose such as tourism, science, technology and business. Henceforth mastering a foreign or a second language other than the one we speak can be considered as a useful communicative tool as Brumfit (1982:2) suggests:

> " Possession of any language leads us to communicate with groups other than our own, and as the world becomes more and more interconnected by trade, improved communication, medical, political and cultural demands, the need for communication- as a way of enabling people to control and influence their own destinies – will inevitably increase"

In other words, international trade and communication go hand in hand especially nowadays when global communication is in English thanks to the status of this last one of being the dominant language of scientific fields (Graddol 1997). In fact, English plays a big role in shortening distances between countries and between individuals of these countries. An Algerian business man can trade easily with any business man or company in any area in the world if he masters English. It should be noted also that mastering only general English will not serve the purpose of specific communication in specific fields. For example a trader who wants to deal and negotiate with other traders needs to

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master specific English related to this mission or duty of business and negotiating besides the general English that he might be mastering.

This reality about the status of English has created in an increasing demand to learn English in all the fields (Orr 2001). This increasing demand for learning English for business purpose is an example of English for Specific Purposes (ESP), which emerged from within the overall field of English Language Teaching (ELT) family in the early 1960s and continues to be an important and dynamic area.

Among the factors which led to the emergence of ESP were the developments in Educational Psychology (Maslow, 1968; Rogers, 1969). Hutchinson and Waters (1987: 8) state: "learners were seen to have different needs and interests, which would have an important influence on their motivation to learn and therefore on the effectiveness of their learning". Influenced by these developments, many English language practitioners began to pay attention to their learners' needs and many ESP courses were designed to better meet these needs. This new practice of focusing on learners' needs was not there in previous language teaching where the learner had only to follow his teacher without expressing his needs or wants as for the content of the course or as for the way of teaching of the language course.

This shift in learner's role in the teaching / learning circle is also considered as one of the reasons of the emergence of ESP. Learners started to be given active roles by their teachers; they started to be consulted about the content of the course, the activities and skills practiced in the classroom and the way their teacher presents the course. This led to the concern of making language courses more relevant to learner needs. Basturkmen (2010: 17) explains that:

> "ESP courses set out to teach the language and
> communication skills that specific groups of language
> learners need or will need to function effectively in
> their disciplines of study, professions or workplaces".

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This implies that learners' language needs in the highly specialized fields of science, technology, business and industry go beyond the standard format offered in general ELT courses that are given to General English learners. These last ones are characterized by receiving all what is given to them by their teacher. This is because generally, they are not adult and they are still at school level where a national curriculum is imposed on both the teacher and learners. In fact, English for specific purposes learners are absolutely different from general English ones because they are adult and they know what they need English for. This puts the ESP teacher in a big challenge because he is not dealing with school learners who are still young for expressing exactly what they need from the course. In fact the ESP learner knows his subject better than the ESP teacher who has been specialized in teaching General English. The ESP learner is mature in talking about his lacks and wants from the English course. He has a high level of motivation to learn English. He knows his needs; he can even reject the ESP course if it does not meet his needs. Therefore and due to the characteristics of ESP learners, courses of English for this category should be specific. They should be designed according to the needs, lacks and wants of this category. They should be designed by an experienced teacher and following a correct methodology.

Furthermore, meeting ESP learners' needs leads to enhancing their level of motivation. This can be achieved only if the ESP course is designed from the results of needs analysis. In fact, analyzing learners' language needs should be the basis for course design development. The latter goes hand in hand with needs analysis and it is not correct to design ESP courses without going through a thorough needs analysis in ESP. ESP courses should be planned and designed on a solid basis to make sure that the participants' level of mastery of English will be enhanced. This solid basis includes gathering the maximum of information about the participants; personal information about them, their current level of English, their current use of English, their previous course of English and the way it has been taught to them, their motivation from the new course of English, their wants as for the content of the new course and the way of teaching and their want concerning the way of evaluating the new course of English.

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Like this we can guarantee that the ESP course will be fruitful and satisfactory to ESP learners because the relationship between the teacher/designer of English course and ESP learners is like the relationship between a seller and a buyer. ESP course then is like a product sold by the ESP teacher to the ESP learner. To make sure that this product is accepted and not rejected it should be designed on the basis of correct methodology. Besides that ESP courses are needed generally by learners who have an urgent need to master English for a specific purpose. This puts a big pressure on the ESP teacher to fulfill and satisfy this urgent need of ESP learners in a limited period of time.

This challenge of ESP teachers should motivate them to cope and deal positively with their learners. According to Jeremy Day (2011) ESP teachers especially if they are new and without any experience should not pretend knowing everything; they should rather be open and honest with their learners especially when it comes to knowledge of the specialty of their learners. ESP teachers should not be afraid to tell their learners that they are not familiar with a given subject mainly at their first years of teaching where they lack enough experience in teaching especially if they are called to teach English for participants of specific domains such as Mechanics, Medical Studies, Law or Physics.

To overcome this challenge ESP teachers and course designers should follow correct steps while designing courses for ESP learners (Dudley-Evans and St John (1997). They should fix the features of the ESP course such as being intensive or extensive, meeting immediate needs or delayed needs and having a broad focus or a narrow one,..etc. Fixing these features before planning ESP courses allows course designers and ESP teachers to face the challenges and to satisfy their learners' needs.

Henceforth, ESP courses should be 'tailored' according to the needs and wants of ESP learners. This reality has imposed a new dimension in the teacher-learner relationship. This dimension has put the ESP learner in the position like that of the 'client' whose satisfaction is conditioned by the quality of goods or services he gets from the 'seller' whose position looks like the position of the ESP teacher.

# GENERAL INTRODUCTION

## Statement of the Problem

English for Specific Purposes courses should be designed according to the needs, lacks, necessities and wants of ESP participants. In fact, if ESP courses are planned and designed according to this correct methodology, the results will be satisfactory and ESP participants will be happy because their overall mastery of English will be enhanced.

However, it has been noted that ESP courses at ArcelorMittal Algeria Company have not been designed according to a correct methodology and it has been observed also that the mastery of English by the participants who attended these courses of English has been low. What might be the causes of the failure of those courses are: the mixture of groups from different domains; for example finance managers were put in groups that include electrical and mechanical engineers, there was no needs analysis before the start up of the courses; the needs and lacks of participants were not covered and the teacher who taught them has a lack of experience especially in the subject of participants. All this led the researcher to conclude that those courses have not been efficient and the problem is that, time, money and efforts have been spent but without reaching positive results.

Therefore these participants need to have efficient courses of English because they need English at work; they need it in writing / reading emails and in reporting to the general headquarter and because this company is an international one, its language of communication is English. The ESP course to be given to these participants should be relevant to their real needs and wants. It should be designed according to a solid methodology based on investigating the difficulties of these particpants when they use English language at work at different situations, examining the material written in English and used by these participants and taking taking into consideration the wants of these participants while designing the course such the content and the way of teaching and evaluation.

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# GENERAL INTRODUCTION

## Aims of the Study

The aim of this study is to contribute to the development of ESP course design in Algeria. We want to build a link between the university and ArcelorMittal Algeria Company through designing an ESP course for finance managers to enhance their work place communicative skills in English. The latter would allow them to cope with their multinational colleagues in the company and in all over the world.

Various English courses have been organized and planned for workers at ArcelorMittal Algeria company including our research population who are finance and accounting staff. Huge money has been spent by the company and big time and efforts have been devoted to these courses. However and according to our research population the results have not been satisfying because they need to use English at their daily work. Therefore, we want to investigate the causes of the failure of the previous course and to suggest a new ESP course that meets the needs of the target population and that leads to efficient results.

The importance of our study is also in being one of the few studies that are taking place in this company. It mainly aims to investigate and finding out the real needs and wants of this research population. In order to make sure that the spent money, time and efforts will bring fruitful results in the future. This could be achieved through the design of an ESP course that helps finance managers of this company to overcome their communication difficulties in English of finance. This propsed course will be designed according to the needs of the present research population. Tailoring the course for the studentys is, thus, considered the main principle of responding to the dirtect needs of a client.

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## Research Questions

To carry out our study three main research questions are asked and analysed all along the research. Under these main questions, some other sub-questions are investigated as well.

*Question one*:

The first question concerns the methodology that will be followed in the design of an ESP course for finance managers of ArcelorMittal Annaba company.

- ■ How will this ESP course be designed and how will the study be conducted to make sure that this suggested course will meet the needs of these participants?

In other words, what are the different items that will be dealt with in this study to make sure that the design of an ESP course to this research population will be efficient?

*Question two*:

The second question concerns the needs and wants of this research population and whether they will be dealt with in this study or not.

Will this suggested ESP course cover both the needs and wants of this research population?

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*Question three:*

The third research question investigates the satisfaction of the research population by this course design.

Will this population be satisfied with this course design?

Finally, we hope that the results and findings of our study lead us to find answers to all these research questions.

## Research Hypotheses

Since our study is based on three major research questions and in order to find an answer to these questions we suggest these hypotheses as research facilitators before arriving at our final destination of this study.

*Hypothesis One:*

If the ESP course for finance manager is designed on the basis of a correct and solid methodology, it will lead to positive results and to enhancing their level of mastery of English at work.

*Hypothesis Two:*

If this suggested ESP course covers both the needs and wants of this research population, it will be motivating for them and it will encourage them to get committed and engaged inside the classroom because they will feel that they are getting what they need.

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*Hypothesis Three:*

This population will be satisfied with this ESP course design if their teacher takes into consideration their wants as for the way of teaching and the different activities and practices that will take place inside the classroom.

## Research Tools and Methodology

In conducting our research we have opted for using three research tools; one questionnaire, two semi structured interviews and authentic data analysis mainly finance documents used at work. The purpose from using this triangular research tool is to reach reliable results that lead to effective contributions. Our Questionnaire is made up of 20 questions about their previous course of English, their current use and mastery of English, their preferences about the elements of an English course. This questionnaire was also given to them in French in order to make sure that all the questions are understood. The Semi-structured Interviews have been conducted with the Training and Finance Managers respectively. Authentic Data concerns a sample from IFRS Finance and Accounting Guide and some financial statements.

The use of three research tools together can lead to reaching reliable results that help in designing an efficient ESP course for our research population. This course will contribute to enhancing the level of English mastery at work by this research population through designing an efficient ESP courses for them.

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# GENERAL INTRODUCTION

## Organisation of the Thesis

Our thesis contains a general introduction, six chapters and a general conclusion. The first three chapters are dedicated to literature review and to theoretical background of the different items of the study. Chapter four deals with the methodology of the study. Chapters five and six deal with the results, conclusions and recommendations of the study.

Chapter One deals with English for Specific Purposes as an area of study and research. It provides a theoretical background about the Emergence of ESP, Branches of ESP, Characteristics of ESP, ESP and Globalization, the ESP Learner and ESP in Algeria. It deals also with the difference between ESP and General English, the notion of 'Special' in ESP, the ESP Learner, ESP and Globalization, ESP and Business. This chapter examines the link between ESP and motivation. We focus then on the challenges and roles of the ESP teacher.

Chapter Two deals with Course Design and its related subjects such as Needs Analysis, Types of Needs Analysis mainly Munby's Communicative Needs Processor, Hutchinson and Waters Target Needs Analysis, Present Situation Analysis, Means Analysis, Register Analysis, Discourse Analysis and Genre Analysis. It covers also approaches to Course Design where we present Hutchinson and Waters three approaches to course design namely Language-centred course design, Skills centred Course Design and A Learning Centred Approach. This chapter deals also with Syllabus and Curriculum and with Approaches to Language Teaching mainly the Structural Approach, the Notional/Functional Approach, Competency-Based Approach, the Situational Approach and Task-Based Approach.

Chapter Three is dedicated to the didactics of ESP. It provides an overview about the different language teaching methods such as the Grammar Translation Method GTM, the Direct Method, the Oral Approach or Situational Language Teaching, the Audio-lingual Method or the Army Method and ESP Teaching. Next, this chapter deals

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with ESP course syllabi mainly content-based syllabus, skill based syllabus and method based syllabus. Then it presents ESP Course elements mainly ESP course audience, ESP course content, ESP course goals, ESP course constraints and ESP course evaluation. This chapter deals also with vocabulary integration in ESP Course Design and techniques of vocabulary teaching in ESP.

Chapter Four deals with the methodology of the study. It deals first with presenting the research population and their place of work. Then it describes the status and use of English in this company by our research population. Then it moves to the research tools used in this study that are questionnaire, semi-structured interview and authentic data collection.

Chapter Five presents the results of the study. It deals with analyzing and discussing first the questionnaire results then the semi-structured interviews. After that, we discuss and analyse the findings of authentic data analysis mainly the finance and accounting guide and financial statements.

Chapter Six is devoted to the achievements and recommendations of the study. It focuses on the different achievements of the study and it presents the course that we suggest and recommend to this research population. This chapter deals also with the ways of teaching to our suggested course of English and the different activities and drills that can be used during this course. It includes the units of the course and the details and items of each unit such as the topic, grammar, reading and writing practices and drills. The five units of the suggested course end with the inclusion of an evaluation checklist to be applied at the end of each unit of the course. This chapter deals at its end with the limitations of our study.

Finally, we conclude the study by a general conclusion that sums up all what has been dealt with in all the chapters and that provides a reply to all our research questions. The researcher ends up this general conclusion by a set of recommendations and future research perspectives in the area of ESP course design and the didactics of ESP.

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**Limitations of the Study**

The main obstacles that we have faced in the process of conducting this research are the diffucltles we found after finalysing the design of an ESP course to the current research population. In fact, we wanted to measure the success of our suggested course by implementing it at least for a period of one month inside the company. Unfortunately, we could not get an approval from the training manager of this company to carry out this step that allows us to evaluate our research better and to test whether the research population got what they wanted.

In fact have conducted a deep needs analysis that has allowed us to detect the needs of our research population as well as their goals from the course and the teaching ways they prefer to get from their teacher of English. We have detected all the elements of the course such as the place, the duration, the content, the drills and activities to be included in the syllabus.

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# CHAPTER ONE
# English for Specific Purposes

**Introduction**

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**1.1.13.1 Challenges of ESP Teacher**

**1.1.13.2 Roles of ESP Teacher**

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## Introduction

In this chapter, we attempt to provide a thorough theoretical background about English for Specific Purposes (ESP) which is gaining ground in recent years in the fields of applied linguistics and language teaching and learning. In the first section, we focus on the emergence, definition, characteristics and branches of ESP. This section includes also the difference between ESP and General English, the notion of 'Special' in ESP, the ESP Learner, ESP and Globalization, ESP and Business and ESP in Algeria. This chapter deals also with motivation and its different type with respect to the ESP learner. Furthermore, we focus in the next section in this chapter on the challenges and roles of ESP teacher. We end up this chapter by rounding up on the main solutions to the challenges and difficulties ESP teachers encounter when they are called for an ESP class.

## 1.1 English for Specific Purposes (ESP)

ESP is the field of interest and area of study and research of many professional and academic people worldwide. However, the question that comes to mind as Robinson (1989: 399) states is "How old is ESP?". What are the historical events that accompanied the emergence of ESP as a distinguished area in English Language Teaching ELT?

## 1.1.1 The Emergence of English for Specific Purposes

From history until now, there has always been a relationship between travel, business and language learning. In fact, ESP emerged in the circumstances when people wanted to move from one country to another for business, diplomatic and touristic reasons. According to Robinson (1989) the emergence of English for Specific Purposes started in the sixteenth century where people travelled to do business and where they developed a need to master the language of people they dealt with. This reason of

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learning and mastering a language for business purpose had been considered as an origin of the emergence of business English or English for Business and Commerce which had been established as a branch of ESP. Hutchinson and Waters (1987: 6) suggest:

> "But as English became the accepted language of technology and commerce, it created a new generation of learners who knew specifically why they were learning a language businessman and - women who wanted to sell their products, mechanics who had to read instruction manuals, doctors who needed to keep up with developments in their field and a whole range of students whose course of study included textbooks and journals only available in English"

In other words, the status and reputation of English of being the common and universal language of science, technology and commerce motivated everyone who had an ambition to go further in his area of interest. A medical doctor who wanted to deepen his knowledge in medical science had to learn English for medical purposes. An engineer who wanted to read about a new invented or manufactured machine had to learn English for technical purposes. A trader who wanted to trade with people from America for example or from an English speaking country had to learn English for business purposes. The need therefore to fulfill the ambition of different individuals motivated them to learn English.

Furthermore, in the early seventies, the Oil Crises were another cause of rapid expansion of the ESP movement and a period that witnessed a big rush on learning English because as Hutchinson and Waters (1987: 6) suggest: "English suddenly became big business and commercial pressures began to exert an influence. Time and money constraints created a need for cost-effective courses with clearly defined goals". From this event appeared the idea of designing tailor made courses that satisfy and meet the

urgent needs of learners. Those people who had a strong need to learn English in the shortest time possible imposed their mode of learning on the teacher. They put the teacher in a situation where he had to meet exactly what they wanted. If a trader wanted to travel to America to finalize a contract with an American businessperson, the teacher of English would teach him how to negotiate in English. He would teach him the different language skills wanted for that purpose. Henceforth the purpose of people from learning the language was for a useful and precise purpose.

Besides that, the revolution in linguistics that was accompanied by the increasing demand on English course designed to meet the specific needs of learners contributed also to the emergence of English for specific purposes. Traditionally the aim of linguistics had been to describe the rules of English usage, that is, the grammar. However, the new studies shifted attention away from defining the formal features of language usage to discovering the ways in which language is actually used in real communication (Widdowson 1978). The revolution in linguistics changed the status of the learner who, traditionally, was considered only a passive listener to the teacher. Now with the emergence of ESP, the learner is considered the most important part in language teaching and learning.

With the development of research in Educational Psychology more importance is being given to the learner and his needs; something that did not exist before because the focus was only on the teacher. The developments in Educational Psychology put the learner in the centre of teaching/learning process as Hutchinson and Waters (1987:8) confirm: "learners were seen to have different needs and interests, which could have an important influence on their motivation to learn and therefore on the effectiveness of their learning". ESP learners have a high level of motivation because of the strong need and interest in mastering English to be used for their specific purposes. In fact ESP teachers do not have a big worry about raising the level of motivation of their ESP learners who are rather ready and motivated to learn hard and to make efforts to achieve the mastery of English. A businessperson who strongly needs English for dealing and trading with English-speaking businesspersons has a strong readiness and motivation to

learn English and he does not need his teacher to convince him that English is important for him.

What led also to the emergence of ESP is the close link between the power of nations and the domination of languages. A weak nation cannot impose its language over stronger nations. For a nation to be able to push its language forward, it needs to be militarily, economically, intellectually and technologically strong. As David Crystal (1997:24) points out:

> "Language has no independent existence, living in some sort of mystical space apart from the people who speak it. Language exists only in the brains and mouths and ears and hands and eyes of its users. When they succeed, on the international stage, their language succeeds. When they fail, their language fails".

In other words, it is not a matter of linguistic characteristics of a given language that allow it to dominate but rather it's the strength of its nation to allow to do so. English is dominating the world now simply because of the domination of USA over the world in all domains; business, technology and military…etc.

It is suggested that as long as the power of nations is the main key for the emergence of global languages, English may be at risk of losing this status of global language if its nations mainly USA and UK fail to remain superpowers. Henceforth, English for Specific Purposes continues to gain ground as long as international trade, technology and internet are dominated by USA. ESP also continues to be the key for doing business and benefiting from advanced technology.

However ESP may lose ground in favor of other nations' languages if these nations become superpowers. An example of this is Chinese language and in spite of its difficult and complicated script, it is gaining ground and this simply because China is in its way to emerge as a superpower.

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## 1.1.2 Definition of English for Specific Purposes

Many scholars in the field of language teaching and applied linguistics have attempted to provide a definition to ESP in spite of the view that suggests that finding a simple definition to ESP is not easy to produce (Strevens 1980).

According to Blackie (1979: 266) ESP is defined as: "programmes designed for groups of learners who are homogeneous with respect to aims, and whose specific learning objectives have been quantified and stated in communicative terms". The vital element of this definition is the homogeneity of the ESP group of learners. It is identified on the basis of two factors; learners' general communicative competence mainly language skills and their learning needs that can be identified through needs analysis.

Others link ESP to the notion of communication which is associated with the needs of ESP learners as Munby (1987: 2) asserts while mentioning ESP courses: "those where the syllabus and materials are determined in all essentials by the prior analysis of the communication needs of the learner". Smoak (2003: 27) also goes in line with Munby's communicative view of ESP and he states: "ESP is English instruction based on actual and immediate needs of learners who have to successfully perform real-life tasks unrelated to merely passing an English class or exam. ESP is needs based and task oriented". However this definition is seen as lacking enough explanation of what kind of real-life tasks. According to Hutchinson and Waters (1987:19) ESP is defined as:

> "ESP should properly be seen not as any particular language product but as an approach to language teaching in which all decisions as to content and method are based on the learner's reason for learning"

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They link the teaching of ESP to the reasons of the learner for attending this language course. ESP is the type of English that helps language learners to acquire the needed competence in order to use it in a specific field related to the occupation, workplace or study of ESP learners. Robinson (1991: 2) mentions that ESP learners attend ESP courses: "not because they are interested in the English Language or English culture as such, but because they need English for study or work purposes". English is not the purpose in itself but rather its use for work and study that pushes ESP learners to learn English. So English learning is seen and considered only as a tool that leads to the success or promotion in work or study.

Basturkmen (2006: 18) states that in ESP: "language is learnt not for its own sake or for the sake of gaining a general education, but to smooth the path to entry or greater linguistic efficiency in academic, professional or workplace environments". It can be understood that ESP is a tool needed by ESP learners to succeed in their target situations either at a workplace level or at an academic one. As for Mackay and Mountford (1978), they link the teaching of ESP to the fact of having and knowing the purpose from the course, they state (1978:2):"ESP is generally used to refer to the teaching and learning of a foreign language for a clearly utilitarian purpose of which there is no doubt". The motive behind ESP course is then the utilitarian purpose of the ESP learner. It can be understood that there is no ESP course without a purpose. There should be a motivating factor behind attending an ESP course. This factor is generally the specific purpose expressed by the ESP learner.

Robinson (1991) puts the ESP learner in the center of focus in ESP, he views that an ESP course is purposeful and aims at the successful performance of occupational or educational roles. This purpose from ESP courses is closely linked to the performance of ESP learners or future learners at their vocational or academic setting. Orr agrees with Robinson's view of the aim of ESP which is the successful performance of occupational or educational roles. He defines ESP and associates it with tasks, he (2001: 207) asserts:

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> "ESP is English language instruction designed to meet the specific learning needs of a specific learner or a group of learners within a specific time frame for which instruction in general English will not suffice. Most often, this instruction involves orientation to specific spoken and written English, usually unfamiliar to the average speaker, which is required to carry out specific academic or workplace tasks"

ESP learners have always this constraint of time because they have always an urgent need of mastery of English to use it in a clear and known situation. This constraint of time urges them to focus only on the urgently needed skills to be used in real situations.

Therefore, what can be drawn from all the above-mentioned definitions of ESP is that the purpose from ESP courses and the nature of ESP learners who are adult and mature defines ESP and makes it a distinguished area in applied linguistics and Language Teaching and Learning. The purpose from learning ESP and the learner of ESP constitute the main pillars of ESP and distinguish it clearly from general English or English for General Purposes EGP.

### 1.1.3 Characteristics of English for Specific Purposes

The emergence of ESP in the field of English language teaching is, according to many scholars, due to its characteristics that make of it an interesting branch in applied linguistics. Some of these characteristics are as follows:

- **Adult Learners:**

The majority of ESP learners are adults because generally it is when they start work or research they discover that they need English for their specific purpose. McDonough

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(1984: 23) confirms: "since it is only by that age that they have developed a specialism or job preference". At early years of school the notions of work or research do not exist with learners and it is rather when they finish all the school levels; the primary, the medium and secondary levels they can start developing an idea about the purpose of learning. In fact even at university level when students do not have an idea about their future job, the vision for the purpose from learning is not very well developed. It is only at the final years of university study and when they know what job they may have, they start thinking about the purposes.

However the same students give it a high importance at the final year of graduation when they know that they will work in a company that needs only English speaking engineers or technicians. Robinson (1991: 3) also confirms this view by stating: "the students on an ESP course are likely to be adults rather than children". Because children are still young and are in school setting where they obey the rules and instructions of their school teacher. They are not even able to express what they really want from learning a language as Kennedy and Bolitho (1984: 14) suggest: "the older a learner is, the more likely he is to have his own definite ideas on why he is learning English. In fact, many ESP learners are adults". In other words, mature learners know better why they are learning English for, because their vision about future use of English is complete and they are more likely to be aware of their specific purposes and needs from the ESP course. They attend this course for clear and known objectives.

▪ **Learners' Aims:**

Generally speaking, ESP learners are adult and have clear aims from the ESP course, that is why ESP programmes should fit learner's common aims. Blackie (1979: 266) states:  "programmes designed for groups of learners who are homogeneous with respect to aims, and whose specific learning objectives have been quantified and stated in communicative terms".  These aims have a close link to the learning objectives in English for Specific Purposes settings because all ESP learners have clear and urgent targets to achieve. An academic researcher for example has a strong and immediate need of mastering academic writing skills in order to go deeper and further in his area of

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study. The learning aims are defined by Mackay (1978:3) as: "specific purposes to which the language will be put, whether it will be reading scientific papers or communications in oil rig". Here Mackay is referring to English for Academic Purposes when he mentions reading scientific papers and to English for Occupational Purposes when he mentions communication in oil rig or place of work.

However not all ESP learners have the same aims from the ESP course. Some learners may want to enhance their speaking skills and some others may want enhancing their writing skill. Cunningsworth (1983: 153) confirms: "the needs of the learners in a group may not be identical and in many cases may differ quite considerably one from another". Therefore, this feature of the ESP learner aim can be considered as a guiding principle in ESP which is built on the learners needs. ESP teachers should pay attention to the different purposes of the different ESP learners in one group or a classroom. In fact every ESP learner has his own purpose from learning English and it is naturally that his aim differs from the purposes of his colleagues. Besides the different purposes, the level or the entry profile of all ESP learners in one group is not the same. This heterogeneous purpose and level should be managed intelligently by the ESP teacher.

▪ **Immediate Needs**

When it is said that ESP is based on learners needs, it should be clearly understood that it is about the immediate needs related to the real life of ESP learners. Smoak (2003: 27) asserts: "ESP is English instruction based on actual and immediate needs of learners who have to successfully perform real-life tasks unrelated to merely passing an English class or exam. ESP is needs based and task oriented".

It is then a must for ESP teachers and course designers to focus first on what the ESP learner needs immediately because this will motivate him by giving him what he really and urgently needs. For example if an engineer who is in an urgent need to communicate with an English speaking engineer in his field of work about a given topic, is given something else other than what he really needs, he will lose motivation from this ESP course.

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- **ESP Teacher's Role**

The role of the ESP teacher is also what characterizes ESP. In fact ESP teachers face a lot of challenges when they are called for a course to be given to a population. They find themselves in front of new specialism of new group of learners and without having any programme. Johns (1991: 91) declares: "ESP teachers find themselves in a situation where they are expected to produce a course that exactly matches the needs of a group of learners, but are expected to do so with no, or very limited, preparation time".

Therefore the role of the ESP teacher starts from the design of the course untill its evaluation. The design of this course should match the needs of ESP learners. Besides the design of the course, the teaching activities and practices should also meet the wants of his learners to make sure that the ESP course will bring positive results and leads to enhancing the level of mastery of English.

- **Needs Analysis**

Since satisfying ESP learners needs leads to a high level of motivation, it should be vital that any ESP course should be designed from the outcome of needs analysis. McDonough (1984: 29) suggests that: "The idea of analyzing the language needs of the learner as a basis for course development has become almost synonymous with ESP in recent years and it is difficult to think of one without the other coming to mind".

Hence course design goes hand in hand with needs analysis and it is not acceptable to design any ESP course without undertaking a thorough needs analysis on ESP participants who will take the ESP course.

- **Skills Oriented**

It is clear that learning English in an ESP context means achieving certain skills. The language here serves as a tool that leads and helps in achieving goals that can be

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related to professional/occupational skills or academic skills as Basturkmen (2003: 49) confirms: "ESP courses are devised on the basis of the specific work-related or academic needs of the learners and the courses offer descriptions of language use in the disciplines or occupations they serve". ESP courses match the target situation and they aim to put ESP learners in situations like those in real life moments. What ESP learners learn as skills inside the classroom should reflect future situations at either academic settings or occupational ones as Dudley-Evans (1998: 6) states: "where the focus in the class is on common-core skills or genres that belong to any discipline or profession, this is as much an ESP class as the more specific work".

Consequently it can be concluded that ESP is characterized by the nature of its learner who is adult and who has a clear aim from the ESP course. This aim is related to academic and occupational skills he wants to acquire at the end of the ESP course.

## 1.1.4 Branches and Classifications of English for Specific Purposes

English Learning and Teaching (ELT) is considered as the root to both ESP and EST which are divided to EAP and EOP (Mackay and Mountford 1978). According to them English for Science and Technology (EST) does not belong to ESP but rather a distinct branch from ELT. In the 'Tree of ELT' (Hutchinson & Waters, 1987) ESP is stemmed from English as a Foreign Language (EFL). The roots of this last one go to English Language Teaching (ELT) which is also stemmed from Learning and Communication.

ESP is divided into three branches:

- ✓ English for Science and Technology (EST),

- ✓ English for Business and Economics (EBE),

- ✓ English for Social Studies (ESS)

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Each of these subject areas is further divided into two branches; English for Academic Purposes (EAP) and English for Occupational Purposes (EOP). An example of EOP for the EST branch is 'English for Technicians' whereas an example of EAP for the EST branch is 'English for Medical Studies'.

According to Robinson (1991) ESP is classified in both EOP and EAP but with a focus on the experience of ESP learner who can be interested in EOP before starting work or during his work or after. He divides EAP in two areas; one for study in a specific discipline and another as a school subject. EAP for study is also subdivided into three categories; pre-study, in-study and post-study. EAP as a school subject is split in independent and integrated. (see Robinson 1991 classification below).
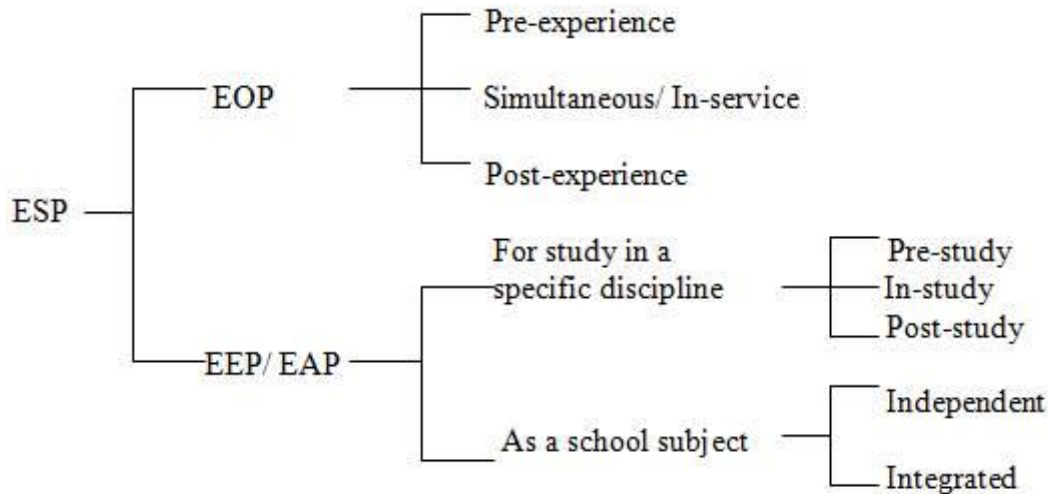


**Figure1.1: Robinson's (1991: 3) Classification of ESP**

Carter David (1983) classifies ESP into three types:

1. English as a restricted language
2. English for Academic and Occupational purposes
3. English with specific topics

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The language used by air traffic controllers or by waiters are examples of English as a restricted language. Mackay and Mountford (1978: 4-5) clearly illustrate the difference between restricted language and language by saying:

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

The second type of ESP identified by Carter (1983) is English for Academic and Occupational Purposes. In the 'Tree of ELT' (Hutchinson & Waters, 1987), ESP is broken down into three branches: a) English for Science and Technology (EST), b) English for Business and Economics (EBE), and c) English for Social Studies (ESS). Each of these subject areas is further divided into two branches: English for Academic Purposes (EAP) and English for Occupational Purposes (EOP). An example of EOP for the EST branch is 'English for Technicians' whereas an example of EAP for the

EST branch is 'English for Medical Studies'. Hutchinson and Waters (1987) see that there is not a clear-cut distinction between EAP and EOP, they assert (1987:16): "people can work and study simultaneously; it is also likely that in many cases the language learnt for immediate use in a study environment will be used later when the student takes up, or returns to, a job". This might be a consideration of Carter's view in categorizing EAP and EOP under the same type of ESP.

The third type of ESP identified by Carter (1983) is English with specific topics. This type of ESP is concerned with future English needs of, for example, postgraduate

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students requiring English for doing their PhD research, attending conferences or collaborating with foreign colleagues.

Dudley- Evans (1997:6) classifies ESP into EAP and EOP which are divided according to discipline and professional areas. English for Academic Purposes is sub-divided into:

1. English for (Academic) Science and Technology (EST)

2. English for (Academic) Medical Purposes (EMP)

3. English for (Academic) Legal Purposes (ELP)

4. English for Management, Finance and Economics

As for English for Occupational Purposes, it is sub-divided into:

1. English for Professional Purposes that is also divided into English for Medical Purposes and English for Business Purposes

2. English for Vocational Purposes that is also divided into pre-vocational English and vocational English

English for Science and Technology (EST) is further subcategorized by Swales (1988). It is mainly divided into Science and Engineering / Technology. Science is subdivided to Earth Science, Life Science and Physical Science. Engineering / Technology is subdivided to Mechanical Science, Electrical Science, Civil Science and Chemical Science. Physical Science is detailed to Chemistry Science, Physics and Mathematics.

In the teaching of English for Science and Technology Swales (1986: 6) states that "EST covers the areas of English written for academic and professional purposes and of

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English written for occupational (and vocational) purposes, including the often informally written discourse found in trade journals and in scientific and technical materials written for the layman."

Therefore, it can be concluded from all the above-mentioned classifications of ESP that EAP and EOP are the main categories of ESP and EST. The professional or worker at the working place needs EOP courses and the student or researcher at the academic level needs EAP courses.

### 1.1.5 English for Specific Purposes vs General English

Both English for Specific Purposes and General English belong to English Language Teaching (ELT) and are taught and learned for a purpose. However, what makes really the distinction between ESP and GE is the specific purpose from the course which is expressed by the ESP learner compared to the general English learner whose purpose of learning is designed by the school, institute or Education authority. This is because the ESP learner is mature and aware of his aim from the English course compared to the general English learner whose aim is not specific from the English course because he is still at the elementary or school level.

According to Hutchinson and Waters (1987) the maturity of the ESP learner makes him aware of his need and that this awareness will influence the ESP course. They see that when the learner knows why he needs English, this awareness will have a strong influence on what will be conceived by the learner as a relevant course. It is then the maturity of ESP learner and his awareness about the need and importance of English language for his academic research or work that makes the difference between ESP learner and General English learner who is generally at school level where he is not yet aware about the usefulness of English later on on his life. That is why the general English learner has a lower level of motivation and commitment with his teacher compared to ESP learner who does not need to be motivated by his teacher.

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The difference between ESP and GE is seen in terms of destination where ESP learners seem to have a clear and known destination compared to the GE learner whose destination is not clear. Basturkmen (2006:9) asserts: "General English language teaching tends to set out from point A towards an often pretty indeterminate destination, setting sail through largely uncharted waters, ESP aims to speed learners through to a known destination". In other words, ESP learners' path is identified right from the beginning of the course unlike general English learner whose path is not identified.

Dudley-Evans (1997) definition of ESP that was influenced by Strevens (1988) absolute and variable characteristics of ESP clarifies this and includes the distinction of ESP from General English. The absolute characteristics they fixed are:

1 - ESP is defined to meet specific needs of the learners

2- ESP makes use of underlying methodology and activities of the discipline it serves

3- ESP is catered on the language appropriate to these activities in terms of grammar, lexis, register, study skills, discourse and genre

The variable characteristics they defined are:

1- ESP may be related to or designed for specific disciplines

2- ESP may use, in specific teaching situations, a different methodology from that of general English

3- 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

4- ESP is generally designed for intermediate or advanced students

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5- Most ESP courses assume some knowledge of the language system

Dudley-Evans made a clear distinction between what is fixed feature to ESP like meeting the specific needs of the learner and variable feature to ESP like designing it to adult learners at a tertiary level institution or designing it for occupational purposes to workers at work place. However the notion of specific purpose is not present in general English because its learner is a pupil who is not yet aware of what he needs exactly from the English course.

Henceforth, what makes really the difference between ESP and General English is the characteristics of the learner who is supposed, in ESP, to be adult and aware of his needs and purpose from the English course contrary to General English whose learner is not mature enough to express his needs or aims from attending the English course. What makes also the difference between ESP and GE is the time allocated to the ESP course which is shorter compared to the one of GE. In the short time of the ESP course, the teacher is under pressure; he should give the ESP learner what he needs and wants and not something else. The time does not allow to introduce some aspects of GE in the ESP course otherwise the time will not be enough to give the ESP learner what he needs because it is "seller and client" relationship; the client must be satisfied.

### 1.1.6 The Notion of 'Special' in English for Specific Purposes

The notion of special in English for specific purposes is generally confused with restricted repertoire in a specific area of ESP. When we look deeply in Mackay and Mountford's restricted repertoire, we can better understand the idea of a special language. Mackay and Mountford (1978:4) state:

> "The only practical way in which we can understand the notion of special language is as a restricted repertoire of words and expressions selected from the whole language because that

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restricted repertoire covers every requirement within a well-defined context, task or vocation".

It can be understood that a specialized aim refers to the purpose for which learners learn a language, not the nature of the language they learn. Henceforth, the focus of the word 'special' in ESP should be on the purpose for which learners learn and not on the specific jargon or register of their specific field of work or domain of study. The focus on the purpose involves describing the specific area of the language as Widdowson (1983:10) states: "ESP is simply a matter of describing a particular area of language and then using this description as a course specification to impart to learners the necessary restricted competence with this particular area". Describing the language that the ESP learner will use later in real life means describing the target situation in which the learner will be forced to cope and adapt. The course then should be designed according to the target situation and henceforth should include a description of the specific language the ESP learner will use or need in real life communication either at work setting or at an academic one.

### 1.1.7 English for Specific Purposes Learner

Contrary to the General English learner whose role in teaching/learning setting is not very active but rather passive, the ESP learner is in the center of ESP teaching and learning. This is due the nature and characteristics of the ESP learner:

First, the age of ESP learner who is adult and aware of his purpose from attending the English course. It is only the adult learner who can specify his needs from the English course. That is why ESP cannot be given to children or non adult learners who are not mature enough to express what they want exactly from the English course.

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Second, the needs and wants of the ESP learner who is able to express his needs and wants from the English course contrary to school learners who are not adult and who are not able to express or show any need from the English course.

Third, learning strategies and skills of the ESP learners who are adults and who must work harder in order to learn a new language permit them to learn faster and efficiently. In fact, the skills they have already developed in using their native language will make learning English easier. They are constantly expanding vocabulary, becoming more fluent in their fields, and adjusting their linguistic behavior to new situations or new roles. ESP students can exploit these innate competencies in learning English. The ESP learner knows what he needs and hence he can negotiate with his ESP teacher what to be taught and included in the course because ESP is designed to meet learners' needs. He can also ask his ESP teacher to cancel or modify some parts of the course if he judges them irrelevant.

Fourth, Knowledge of the subject by ESP learners who are able to make a real contribution to the language learning process. They are generally aware of the purposes for which they attend the English course. Having already oriented their training toward a specific field, they see their English instruction as complementing this orientation. Knowledge of the specialty area enables the students to identify a real context for the vocabulary and structures of the ESP classroom. In this way, the learners can take advantage of what they already know about the subject matter field to learn English. The ESP learner can be considered as a teacher of his subject or field of study or work; hence the ESP teacher should learn from him his specific domain. He should collaborate with him; he should understand the learners' specific subject while playing the role of a language guide.

Fifth, the ESP learner is an evaluator. In fact, the only part that indicates success or failure of the ESP course is the ESP learner. He evaluates the course according to achieving his needs. If he gets what he wants he will be satisfied and if he does not get what he wants he will not be so.

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Therefore these characteristics of the ESP learner make him an important stakeholder in the teaching/learning setting. In fact they make him the center of ESP teaching. Consequently, the ESP learner is not like the general English learner or the school learner. The ESP learner is adult, aware, expert and experienced. He knows better his purpose from the ESP course, he is expert in his area of study or work and what he needs is only a language tool that helps him to get promoted in his domain.

## 1.1.8 English for Specific Purposes and Globalization

The domination of English language in the world has a close link with globalization which has been initiated by the United States of America after the end of the cold war and the collapse of the Soviet Union. This era has witnessed the domination of America over the world in all the domains and English has become the world language that has accompanied globalization. According to David Crystal (2003) for a language to be recognized as a global one, the nation of this language should be strong and powerful in all the domains. He states (2003:7): "There is the closest of links between language dominance and economic, technological, and cultural power, too, and this relationship will become increasingly clear as the history of English is told".

English language has always been and is the language of economy, technology and culture and more importantly, it is the language of superpowers namely USA and UK. The appearance of languages at a global level is linked with the appearance of nations globally. Weak nations cannot impose their languages on powerful nations as David Crystal adds (2003:7): "When they succeed, on the international stage, their language succeeds. When they fail, their language fails."

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Besides that and due to the new international realities marked by the wide spread of information technologies thanks to the development of Internet, the new global economy has restructured the workplace and demanded high language skills for workers all over the world (Garay and Bernhardt, 1998). In fact, the world economy is controlled by multinational corporations which have supported English as the lingua franca of international capitalism (Mair 2003). As a matter of fact, English teaching has widely spread to reach even factories, offices, hotels, hospitals and business places. This type of English became known as workplace English, English for Occupational Purposes (EOP), English for Vocational Purposes (EVP).

### 1.1.9 English for Specific Purposes and Business English

With the spread of multinational companies in the developing countries and with the aim of increasing production and productivity, they sought training their workers to be able to fit to the work requirements. Block and Cameron (2002) see that the workplace requires workers who are willing to learn new skills that involve literacy in the new technological tools and communication skills.

The language of business communication is English because of the strength of the American economy and because America is the initiator of globalization or the world new order after the fall of the Soviet Union. Therefore, English has become the lingua franca of international business. A business meeting of multinational businesspersons is conducted in English. International business correspondence is carried on using English. Business negotiations between companies take place using English language.

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Business English teaching is linked with producing conversational fluency within a limited vocabulary. Contrary to general English teaching, business English is focused and restricted to providing its learners with language skills that allow them to communicate in business situations. Pickett (1986:9) defines business English with a special focus on register. He states:

> "Business English embraces at least two subject matters. One is the specialist language of whatever sort of business one happens to be in - transport, petroleum, jewellery, hairdressing, banking, catering, etc. The other is the language of business in general that occupies a neutral place between particular businesses. Thus, terms like 'order', 'issue', 'bad debt', 'invest', 'boom', 'slump', 'invoice', 'depreciation', 'stock', 'discount', 'turnover', would belong there, since they are part of a framework of concepts that would probably be used in any business".

What can be concluded from these definitions is that business English is considered as a communicative tool to conduct business. To succeed in using this tool, correctness and fluency in using the right vocabulary are required. Business English is the communication that takes place between businesspersons, between a manager and his staff, between a supplier and a client over different business subjects such as negotiation, delivery and payment. This renders the message conveyed between these stakeholders very important. This business English message or communication has specific characteristics:

First and because business communication takes place between different businesspersons from different countries and cultures, these people tend to be more

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polite when they negotiate, when they offer their products and when they claim their payments. Dudley Evans (1998:69) states:

> "A sensitivity to differences between cultures is necessary for successful business communication in matters such as the purpose of meetings, use of direct and indirect negotiation tactics, the structuring of information or the use of politeness strategies in letters or meetings"

This implies focusing on the correctness of the business communication between business partners that can lead to communication effectiveness. For example: a supply contract can be lost because of an incorrect communication. That is why the message should be well formulated before it is sent.

Third, besides correctness, spelling also needs to be cared for when it comes to written business communication. A spelling mistake can lead your business partner to ignore or remove you from competition over a project. That is why writing correct business communication without grammatical and spelling mistakes and respecting punctuation can help businesspersons to succeed.

Fourth, business communication has to be precise and concise because we believe that all businesspersons are busy and always motivated for new and interesting ideas. If you are not precise and concise, you lose the attention of your business partners even if your ideas are new. Few words that sum up the essence of your ideas are enough for gaining the attention of your business partners.

### 1.1.10 Spread and Use of English in the World

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There is a general agreement that the historical reason has contributed to the wide spread of English in all the corners of the world. This spread is due to the colonial superpower of Great Britain from the second world war and backward and the domination of the world by the United of States of America from the second world war and forward until nowadays.

This historical reality influenced the teaching of English worldwide and led to the emergence of English as an international language. This wide notion and status of English gave it a special position in the countries that were colonized by Great Britain and led to the emergence of English as a second language like for example English in India and Malaysia. Whereas in countries where Great Britain had not any presence over history English is taught as foreign language. The difference between English as a second language ESL and English as a foreign language EFL is that the former one has an equal status with the mother tongue or the first language like the case of Malaysia where both English and Malay languages are given equal importance. In order to clarify the case of English as a foreign language, Algeria is a good example. Algeria was colonized by France and not by Great Britain so French is widely used and spoken besides Arabic which is the mother tongue of Algerians. EFL is taught in Algeria because English is considered as a language of science, business and communication.

Crystal figure (2003) below illustrates the areas where English is widely spoken.

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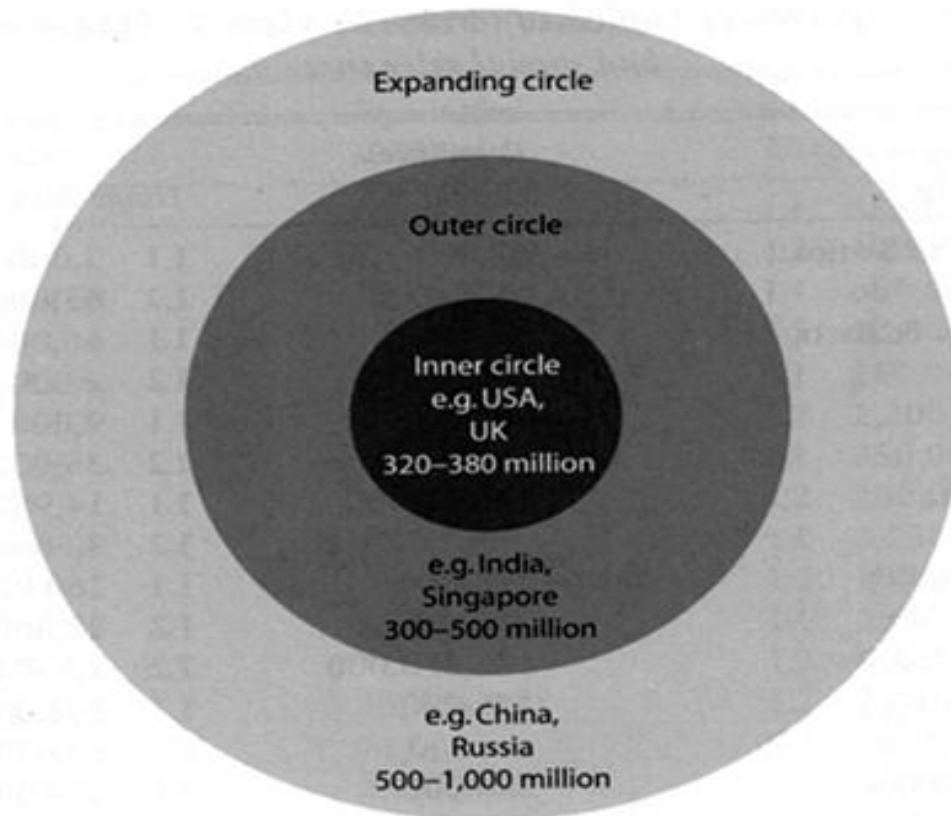
**Figure 1.2: English in the World (adapted from Crystal 2003: 62)**

As it is shown in the figure, English is widely spoken first in USA and in the United Kingdom and this is clear, then English is widely spoken in Asia mainly in India and Singapore and then spoken in China and Russia with less number of speakers compared to the second area or zone.

It is suggested that the spread of technology, internet, and international communication has widened the use or the need of using English worldwide. We believe also that the new generation or what is called the 'internet generation' has a tendency to use English whatever their mother language is and whatever their history with language is such as the case of Algerian new generation. We observe their interest in using English is more than using French in spite of the fact that French in taught from the 3rd year of Primary school and English is taught from the Intermediate school.

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## 1.1.11 English for Specific Purposes in Algeria

Algeria is an emerging country that seeks to develop all its sectors; technology, economy and sciences. This development sought by Algeria cannot be possible without giving high importance to foreign languages mainly English. The type of English needed for this development is ESP which can be learned at both academic and professional levels.

English for Academic Purposes EAP in Algeria takes place at the tertiary level; at the university or at an academic level. EAP is given to students of other subjects like Economy, Business, Engineering, Biology and Informatics…etc. The EAP learning/teaching at the departments of these subjects is organized by sending a teacher of English from the department of English Language once a week. The time of the session is one hour and a half. Sometimes when there is a shortage of teachers of English the different departments of different subjects take in charge recruiting part time teachers of English. The English course given to the students of these subjects is at both levels; the graduate and post graduate (Masters) levels. However at the PhD studies level students make personal efforts to learn English, to understand articles and books written in English and write in English their papers because mastering English at this level of study is primordial.  There is no course of English given to these PhD students at their department because the learning system at this level is based on personal efforts made by the students in making deep research about their theme of PhD studies. The PhD student gets only the support and guidance from his supervisor. Henceforth the students find themselves in a very strong need to the mastery of English because English is a key to the understanding of their subject issues. PhD researchers and candidates are asked to publish articles related to their research and international journals require the use of English as one of the conditions of accepting papers. So English for Academic Purposes for Algerian PhD students plays really an important and primordial role for their academic and scientific success and achievements.

As for English for Occupational Purposes in Algeria, it is the type of English needed and sought by Algerian professionals, managers, engineers and technicians at work place. With the foreign and multinational companies investing in Algeria, there appeared a strong need of mastery of English by Algerian professionals and workers in order to guarantee their work and job at these companies. The mastery of English also opens new perspectives of rewards and promotions in these multinational companies. This need of English for professional purposes motivated both workers and their managers to think of attending and organizing English courses. To do so, workers go to private schools to learn English and companies managers sign contracts with teaching schools and institutes to organize English training programs either inside the company or outside it.

The professionals who strongly need English in Algeria are those who work at the oil and gas industry, steel industry, chemical industry, business and trade. When we talk about the Algerian professionals of the oil and gas industry, we should mention that they are in an area where the English language is commonly and widely used because the majority of gas and oil companies in Algeria are American, British and Canadian. As for the Algerian professionals of the steel industry, there is also a wide use of English because the only steel plant of Algeria is managed by multinationals whose language of communication is English. Chemical industry professionals also work in a multinational management where the first language of communication is English. Business and trade professionals are also in need to master English because of their wide trade and business destination is China and dealing with their Chinese counterparts. Hence we can say that there is a strong need and necessity of mastery of English for Occupational Purposes by Algerian professionals in order to succeed in their work and business. Therefore we can say that emergence of ESP in Algeria is directly linked to the will of Algerian ESP learners to emerge at both academic and professional levels.

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### 1.1.12 Motivation of the ESP Learner

Motivation is the state of being eager and motivated to do something due to the need or purpose to achieve something. The stronger is the motivation, the more quickly a person will learn a foreign language.

Having a motive to do something means having a reason that urges a person to act in a certain way. Being motivated to do something means also having eagerness end willingness to take a given action. Gottfried (1990: 525) defines academic motivation as: "enjoyment of school learning characterized by a mastery orientation; curiosity; persistence; task-endogeny; and the learning of challenging, difficult, and novel tasks". When a learner is motivated and eager enough for learning he can have an enjoyment of school learning. This enjoyment allows him to endure all the obstacles he may face during learning.

Motivation is seen by many scholars as the desire to engage in an activity out of curiosity, interest, or enjoyment. According to Ortega (2009:168):

> "Motivation is usually understood to refer to the desire to initiate
> L2 learning and the effort employed to sustain it, and in lay terms
> we all understand it to be a matter of quantity, as in the everyday
> observation that some learners are highly motivated and others
> have little or no motivation".

Motivation then can be understood as a motor that drives a car. A learner without motivation is like a car without a motor. In ESP the learners are always motivated because the need for learning is expressed by learners. They attend ESP course with a high level of motivation because they know why they need the ESP course.

### 1.1.12.1Types of Motivation

There exists four types of motivation; intrinsic, extrinsic, integrative and instrumental. The last type is the one that concerns more ESP learners.

### Intrinsic Motivation

Intrinsic motivation refers to motivation that comes from inside an individual rather than from any external part or a motivating subject such as money or reward. The intrinsic motivation comes from the pleasure one gets from the task itself or from the sense of satisfaction in completing or even working on a task. According to Ryan and Deci (2000:56):

> "Intrinsic motivation is defined as the doing of an activity for its inherent satisfaction rather than for some separable consequence. When intrinsically motivated, a person is moved to act for the fun or challenge entailed rather than because of external products, pressures or reward.*"*

An intrinsically motivated person will work on a solution to a problem because the challenge of finding a solution provides a sense of pleasure and no reward involved, such as a prize, a payment or a grade. An intrinsically motivated student is already eager and prepared to learn English; he does not need his teacher to tell him that English is important or a universal language. He is innerly ready for learning English.

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**Extrinsic Motivation**

Extrinsic motivation refers to our will to behave and to perform activities for known external rewards that can be tangible like money and gifts or psychological like praise. This type of motivation arises from outside the individual, as opposed to intrinsic motivation, which originates inside of the individual. According to Ryan and Deci (2000) extrinsic motivation is what drives us to carry out a task in order to get a given and generally motivating outcome or result. Extrinsic motivation thus contrasts with intrinsic motivation, which refers to doing an activity simply for the enjoyment of the activity itself and not for getting the outcome of the action we undertake. A student can be extrinsically motivated to learn English when he makes efforts in learning but for the sake of exam only or for pleasing his parents or teacher. In reality, he is not innerly motivated to learn English but rather pushed by external factors.

**Integrative Motivation**

A student can be integratively motivated if he or she is inspired to learn, willing to join the other language group, and holds positive attitudes towards the learning process (Masgoret and Gardner, 2003). Those integratively motivated students should hold an internal motivation for learning the language (Gardner, 1985). Integrativness indicates an affirmative view of L2 and its culture to the extent that learners perhaps would like to join the L2 culture and become related to L2 speakers (Dornyei, 2006).

Integrative motivation is distinguished by the learners' positive attitude towards the target language group, and the will and desire to interact with those members of the group. A student who is integratively motivated to learn English is the one who likes the American or British society and values. He loves to behave like an American or a British member of society.

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**Instrumental Motivation**

Instrumental motivation is generally indicated by the desire to get practical benefits from the study of a second language that caries more advantages for the learners work or career. It is thought to be the purpose of learning a second language when the learner is not interested in interacting socially with new target language community members. According to Dornyei (2006: 12):

> "Instrumental motivation refers to the perceived pragmatic benefits of L2 proficiency and reflects the recognition that for many language learners it is the usefulness of L2 proficiency that provides the greatest driving force to learn language. It subsumes such utilitarian goals as receiving a better job or a higher salary as a consequence of mastering L2".

The instrumentally motivated learner of English is neither intrinsically or extrinsically motivated to attend the English course but for the sake of getting a job for example at an American or a British company that offers a good salary he learns English. He sees English as a key and a tool to achieve his purpose. It is found that most ESP learners have this type of motivation because their desire for learning English came after discovering that mastering English can be a key for opening the way to rewards and promotion. This can be confirmed when we talk to an adult learner who is attending an English course. If we ask him do you like English? He will tell us: no I do not like it but I am obliged to use it in my work or it will be my key to get a job or to immigrate.

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### 1.1.13 Challenges and Roles of the ESP Teacher

Teaching ESP is not an easy task, it is a very challenging and even risky mission. It involves teaching special English to special learners who may not be satisfied if they do not get their special needs and wants.

### 1.1.13.1 Challenges of ESP Teacher

We suggest that the ESP teacher can be described as an immigrant; he leaves his country which is General English and immigrates to an isle that can be medical department, technical department, business and management department.

According to Jordan (1997) ESP teachers face a lot of challenges at the beginning of their mission because ESP teaching requires knowing the language structure, vocabulary items and the skills needed for the subject speciality. Besides the challenges ESP teachers face at the beginning of their career, Hutchinson and Waters (1987) mention some other difficulties in front of their way such as:

- ✓ Difficulty in comprehending ESP subject matter which is due to the tradition in education of separating the Humanities and the Sciences. Languages have usually been allocated to the Humanities camp which led English language teachers to receive little or no education in the sciences.

- ✓ Satisfying the need of ESP learners: In contrast to the general English teacher, the ESP teacher is faced by a group of learners with certain expectations as to the nature, content and achievements of the course. This challenge of satisfying and meeting the ESP learners' needs becomes greater when the level of mastery of English of the group for example is heterogeneous or when the learners are coming from different subjects like medicine, biology and mechanics.

In other words, if teachers are to be the ones responsible for developing the curriculum, they need the time, the skills and the support to do so. Support may include

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curriculum models and guidelines and may include support from individuals acting in a curriculum advisory position. The provision of such support cannot be removed and must not be seen in isolation, from the curriculum. The challenge of ESP teacher is very big because he is not dealing with children or school learners like general English teacher.

In fact the ESP learner is like the original inhabitant of the isle (ESP teaching situation). He knows his subject better than the new immigrant (ESP teacher) who has just arrived to them. He is mature; he knows his lacks and wants from the English course. He has a high level of motivation to learn English and he can even put pressure on the ESP teacher. He knows his needs; he can even reject the ESP course if it is not matching his needs. He can even be a teacher of his subject of study or field of work to the ESP teacher because he is an expert in his domain. Henceforth, it can be said that it is impossible for the ESP teacher to overcome his challenges if he neglects the importance of coping and collaborating with his learners.

### 1.1.13.2 Roles of ESP Teacher

Tom Hutchinson and Alan Waters (1987) identify and set many roles to the ESP teacher. We try to sum up some of them as follow:

- ✓ In addition to the normal functions of a classroom teacher, the ESP teacher will have to deal with needs analysis, syllabus design, materials writing or adaptation and evaluation.
- ✓ The ESP teacher should have a positive attitude towards the ESP content. He has to have some knowledge of the fundamental principles of the subject area.

However, this should not mean that the ESP teacher should become a teacher of the subject matter but rather an interested student of the subject matter. If an ESP teacher is given a class of mechanical engineers to be given an English course, he is not supposed to have a deep knowledge of mechanics but he should be able to ask questions about the

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different parts that make a machine for example or what causes the break down of given part of this machine. With this attitude, the ESP teacher can communicate and discuss with his learners what they really need from the ESP course.

Dudley – Evans (1998) prefers calling the ESP teacher as ESP "Practitioner" because he has many roles besides the one of a teacher. He is also a course designer, collaborator, researcher and evaluator.

**A Teacher**: his role as a teacher is the same as the general English teacher. With this role, the distinction between general English teacher and ESP teacher is not clear. However, the difference lies in the objective behind teaching (Harmer 2001). In ESP a teacher does not mean only being a language provider, but also a needs- analyst who detects all the necessities, lacks and wants of his participants. This needs analysis leads him to achieve the objective.

**A Course Designer**: the ESP teacher is responsible for designing courses that better meet the needs and wants of his learners. He is in an ongoing challenge of designing efficient courses that satisfy the learners. Unlike the General English teacher who has a ready course with clear objectives, the ESP teacher has a group of participants who need English for clear purpose and who will not be happy if the course does not meet their needs. This puts a big pressure on ESP teachers to design efficient courses.

**A Collaborator**: the ESP teacher needs to collaborate with his learners because they know better than him their specific subject. He should act with them only as a language guide and as a student of their subject. We suggest also that he should collaborate with subjects' teachers and specialists. This coordination will allow him to have knowledge about the subject skills, tasks, and syllabus, and to discover how the subject integrates with the language (Dudley-Evans and ST John 1998). An example of this collaboration is when an ESP teacher is called to teach Business English to students of Economics. If he wants to succeed he should first take into consideration that these students can be a source of learning this subject for him because it is their domain that

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is why he should collaborate with them in a "give and take" relationship. Giving the language and taking the knowledge of the subject. As for collaborating with subject teachers; this will help in getting the correct information about the subject and to verify any information that he doubts from his students. Like this, ESP teachers succeed by widening their knowledge of the specific subjects through collaborating with students and subject teachers.

**A Researcher**: ESP holds an important position in English language teaching and it is paving its way among language theories and research (Hyland 2009). The ESP teacher should then make constant researches about developing courses that best meet the needs of his learners and about the best methodologies in making his course more efficient. Contrary to the General English teacher who has a ready course, ESP teacher's course is designed, planned and taught out of the results of needs analysis research. So ESP teaching involves research at every step from needs analysis to course evaluation.

**An Evaluator**: he has to evaluate the level of success of his course; he has to know whether there is an improvement or not and this in order to carry out corrective actions. The evaluation will test the effectiveness of the ESP course. Evaluation helps both ESP teachers and learners in getting feedback about the course goals achievements (Dudley-Evans and ST John 1998). Evaluation in ESP is carried by the ESP teacher because he is the one responsible for meeting the goals of the course.

Thus and as Hutchinson and Waters (1987) claim, being an ESP teacher does not involve only providing or giving language to a given group of learners. ESP teacher has several roles to play further to teaching. This specificity of ESP requires teachers of specific characteristics. First, to have some knowledge about the learners' subject. Second, to collaborate with his learners and teachers of the subject. Third, to make research at all the steps of ESP teaching from needs analysis to course evaluation. Fourth and finally to evaluate the rate of success of his course and to take corrective actions.

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### 1.1.13.3 Possible Solutions to the Challenges

If we qualify ESP teachers as new immigrants, the only solution for them is cooperating with the original inhabitants (ESP learners) of the isle (ESP teaching situation). As Strevens (1988:43) points out: "allow your students to put you right". ESP teachers especially if they are new and without any experience should cope and deal strongly with their learners.

Jeremy Day and Mark Krzanowski (2011) provide also some solutions to the challenges of ESP teachers. They clarify that finding materials and methodologies which are effective for a particular class can be very helpful. They suggest also learning subject specific knowledge such as legal procedures, engineering methods, software programming etc. because ESP learners usually know more about the subject than the ESP teacher.

As a solution to this challenge ESP teachers should as well be open and honest with their learners especially when it comes to knowledge of the specialty of the learners. The ESP teacher should not pretend knowing everything and he should not be afraid to tell his learners that he is not familiar with a given subject (Jeremy Day 2011). ESP teachers should also be confident that they have the skills that will help their learners, such as pedagogical knowledge that leads to motivate them. Like this and in spite of their weakness in subject knowledge, ESP teachers can succeed in their mission.

Therefore, we can conclude that the role of the ESP teacher is not so easy. He has to accept the fact of being a learner of the specific subject at his learner otherwise if he pretends knowing the subject matter he will fall in big troubles. He has to work really hard especially during the needs analysis phase because any deviation on the exact needs of learners will cause their disinterest in the course. He has to make sure and in a continuous way that what he is teaching is meeting the satisfaction of his learners.

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**Conclusion**

To conclude this first chapter we can say that with the emergence of ESP, the learner has become considered as the most important part in language teaching and learning. With the development of research in Educational Psychology more importance is being given to the learner and his needs. This reality has put a big pressure on the ESP teacher whose role has shifted to meeting his learners' needs. This teacher faces big challenges because of his lack of knowledge of the subject of his learners. In this chapter, we have also dealt with ESP learner motivation which is an instrumental one because he needs English as a tool to reach his professional or academic goals. We have also dealt with ESP and Business where English has become the lingua franca of international business, where business meetings and negotiations between multinational businesspersons are conducted in English. We have also spot the light on ESP in Algeria in both areas English for Academic Purposes and English for Occupational Purposes. We rounded up the importance of EAP for Algerian students and academic researchers in conducting their studies and researchers and the importance of EOP for workers, technicians, engineers and managers at workplace to cope and deal with English speaking colleagues and experts.

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# CHAPTER TWO

# Course Design

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### Introduction

Course Design is a major issue in English for Specific Purposes and an area of study and research for many ESP teachers, practioners and researchers. To cover this issue and all its surrounding areas we have divided this chapter to four sections. The first section deals with Course Design and other items related to it such as Needs Analysis, Importance of Needs Analysis, definition of Needs Analysis, Types of Needs Analysis mainly Munby's Communicative Needs Processor, Hutchinson and Waters Target Needs Analysis, Present Situation Analysis, Means Analysis, Register Analysis, Discourse Analysis and Genre Analysis. The second section deals with Approaches to Course Design where we present Hutchinson and Waters three approaches to course design namely Language-centered course design, Skills centered Course Design and A Learning Centered Approach. The third section is devoted to Syllabus and Curriculum where both concepts are defined and contrasted and where ESP curriculum development is presented. The fourth section sheds light on Approaches to Language Teaching mainly the Structural Approach, the Notional/Functional Approach, Competency-Based Approach, the Situational Approach and Task-Based Approach.

### 2.1 Course Design Framework

Course design is a vital issue and a subject of research that is being given big importance by ESP teachers and researchers. This area of research deals with the methodologies and steps followed by ESP teachers in designing ESP courses for ESP learners.

Hutchinson and Water (1987) focuses on three main interdependent factors affecting ESP course design; Language description, Learning theories and Needs Analysis. Describing the language by studying its linguistic features and characteristics. Studying learning theories in order to select the best practical ones that lead to successful

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teaching. Conducting needs analysis in order to guarantee the design of an efficient course that meets the real needs and wants of ESP learners.
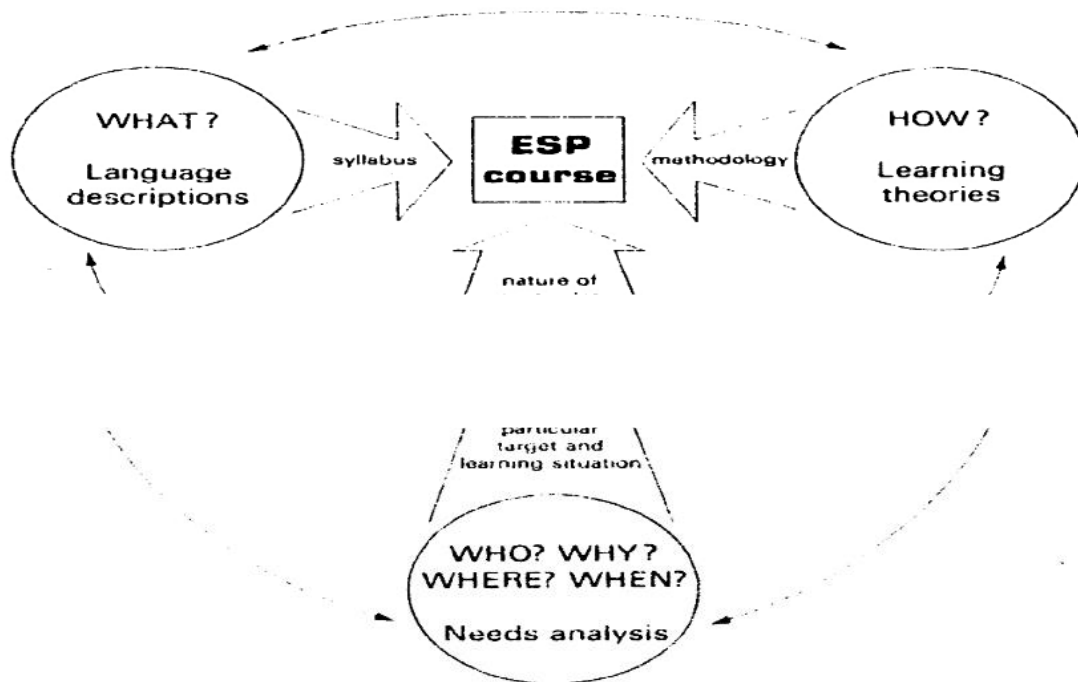


**Figure2.1: Factors Affecting ESP Course Design (Hutchinson & Waters 1987:22)**

Hutchinson & Waters (1987) focus on the How, What, Who, Why, Where and When. How means the way ESP course will be taught. *What* means the content of the ESP course and language description. *Who* means the ESP learners or the group who will attend an ESP course. *Why* means the purpose of ESP learners from attending the ESP course. *Where* means the place of ESP course where it can be inside the workplace or outside it. *When* means the time of the ESP course. The *Who, Why, Where* and *When* are identified by needs analysis. If this methodology is followed correctly, the course design will be reliable and will bring fruitful results.

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Besides that, Dudley-Evans and St John (1998:145) fix features of ESP course design and suggest useful steps for ESP teachers and course designers to take into consideration while designing courses for ESP learners. They list the following questions:

➢ Should the course be intensive or extensive?

➢ Should the learners' performance be assessed or non-assessed?

➢ Should the course deal with immediate needs or with delayed needs?

➢  Should the role of the teacher be that of the provider of knowledge and activities,

➢ or should it be as facilitator of activities arising from learners' expressed wants?

➢ Should the course be pre-study or pre-experience or run parallel with the study or experience?

➢ Should the materials be common-core or specific to learners' study or work?

➢ Should the group taking the course be homogeneous or should it be heterogeneous?

Asking these questions before planning course design allows course designers and ESP teachers to plan a balanced ESP course that takes in consideration all the above cited parameters.

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### 2.1.1 Needs Analysis

Needs analysis can be described like a 'diagnosis that a medical doctor conducts before prescribing medicines to his patient'. Likewise is ESP teaching, the teacher cannot design a course or teach it before analyzing his learners' needs.

Dudley-Evans & St. John (1998: 122) define needs analysis as: "the corner stone of ESP and leads to a very focused course". Needs analysis allows ESP teacher and course designers to design efficient courses that meet their real needs as Cunningsworth (1983: 154) suggests:

> "Needs analysis has had the beneficial effect of reminding teachers and syllabus designers that the final objective in language teaching is to enable the learner to communicate. Needs analysis has also helped to emphasize the range and variety of uses to which the language is put. Generally, the outcome has been a greater sensitivity to students' needs seen in terms of a profile consisting of a number of variable and interrelated features including stylistic appropriateness, level of attainment, receptive/productive abilities, medium (speech/writing), units of meaning and forms of English"

Needs analysis leads teachers and course designers in meeting the communicative objectives of ESP learners who need to use English for either a vocational purpose or an academic one. Needs analysis helps identify with precision the needed skills to be developed during the ESP Course. Without conducting a deep needs analysis the ESP teacher fails to focus on the urgent needs of ESP learners. If the ESP teacher decides to focus on all the four language skills; speaking, writing, listening and reading at the beginning of the course, he may lose motivating his learners if their urgent and immediate skill is reading. Therefore, needs analysis helps ESP teacher gain time and

be efficient by focusing on what ESP learners need or want to master to cope in the target situation.

Basturkmen (2010: 25) confirms that needs analysis "plays a role in refining and evaluating ongoing ESP courses". This shows the importance to explore the specific needs of learners before designing or developing language courses as well as keeping evaluating ongoing courses to see whether they are meeting the needs of ESP learners or not. This evaluation of ongoing courses helps in taking remedial actions on time before it becomes impossible to come back and to start again the ESP course with a focus on real needs.

Dudley-Evans and St John (1998: 125) suggest a model of needs analysis built on eight components.



**Figure2.2: Needs Analysis Components Adapted from Dudley-Evans and St John (1998: 125)**

The figure illustrates the theoretical framework suggested by Dudley-Evans and St-John (1998). This model can be seen as a comprehensive model for ESP needs analysis.

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This model of ESP needs analysis puts the environment situation in the center and it focuses on:

- learners' professional information,

- learners' personal information,

- learners' language information about the target situation,

- learners' lacks,

    Without ignoring as well:

- learners' needs from course,

- language learning needs,

- communication information in the target situation.

This framework and others show that needs analysis components and factors need to be fully analyzed and taken into consideration for a thorough and reliable diagnosis of the language situation.

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### 2.1.2 Importance of Needs Analysis

Needs analysis is a broad term used in all domains to clarify the study of needs and necessities before planning any action. The business needs analysis for example studies the requirements of clients for a given product so that when it is produced it gains their satisfaction. Likewise is needs analysis for course design; it is very important for the efficiency of the course.

A course which is not based on a deep needs analysis will not gain the satisfaction of learners because it does not cover what they really want or need. According to Dudley-Evans (1997: 5) any course must be based on the fundamental: "what learners need to do with English". Needs analysis provides an overview about the learners target communicative situation as Nunan (1988:44) clarifies "objective needs analysis results in content specifications derived from an analysis of the target communicative situations in which learners are likely to find themselves." It identifies the target communicative situation and its linguistic requirements that constitute the aim of ESP course. In fact ESP teaching is enabling ESP learners to communicate efficiently in the target situation.

Needs analysis helps in identifying what is needed to focus on so that all these requirements will be included in the ESP course. Dudley-Evans (1997:5) considers that: "three aspects, i.e. needs analysis, the analysis of the genres and language related to these needs, and the use of the methodology of the disciplines or professions it is serving". These three aspects should be given importance by course designers to guarantee the efficiency of ESP courses. These aspects help to identify the genre and whether it is matching the needs of ESP learners or not. They also help in identifying the field of study or work of ESP learners. It is clear that the ESP course content should take into consideration the area of research or work of ESP learners to guarantee that the ESP course is relative to what they need in real life situations.

According to Basturkmen (2013) Needs analysis is closely linked to the design of ESP courses because its findings are of a paramount usefulness in developing ESP courses. As for Robinson (1991) needs analysis is the concern of all the stakeholders in the learning and teaching process. ESP teacher, ESP learners and employers who fund

ESP course are all concerned by needs analysis because the effectiveness of the course later on will make all these stakeholders happy. Analyzing needs is very important in curriculum and course design. In the area of language learning and teaching Brown (1995: 36) suggests that Needs Analysis is:

> "a 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'.

The collection of information should not be only on the objective needs of ESP participants, it should also focus on subjective needs that are sometimes ignored while conducting needs analysis. Subjective needs if analyzed well and taken into consideration in course design have great deal with the motivation of ESP learners. According to Graves (2000:98) needs analysis is: "an ongoing process of gathering information about students' needs and preferences, interpreting the information, and making course decisions based on the interpretation in order to meet the needs". This means that learning preferences that can enable learners to acquire particular skills belong to the aspects of needs analysis that should be taken into account when conducting needs analysis. Needs analysis is hence very important in language teaching and learning.

Needs analysis has paramount advantages as Richards (2001: 52) suggests:

✓ To help determine if an existing course adequately addresses the needs of potential students;

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

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✓ To identify a change of direction that people in a reference group feel is important;

✓ To identify a gap between what students are able to do and what they need to be able to do;

✓ To collect information about a particular problem learners are experiencing.

Dudley-Evans and St-John (1998: 125) suggest a "current concept of needs analysis". This concept is composed of the followings:

A- Professional information about the learners: The tasks and activities learners are/will be using English for – target situation analysis and objective needs.

B- Personal information about the learners: Factors which may affect the way they learn such as previous learning experiences, cultural information, reasons for attending the course and expectations of it, attitude to English – wants, means and subjective needs.

C- English language information about the learners: What their current skills and language use are – present situation analysis – which allows us to assess (D).

D- The learners' lacks: The gap between (C) and (A) – lacks.

E- Language learning information: Effective ways of learning the skills and language in (D) – learning needs.

F- Professional communication information about (A): Knowledge of how language and skills are used in the target situation – linguistic analysis, discourse analysis, genre analysis.

G- What is wanted from the course?

H- Information about how the course will be.

Consequently, this importance of needs analysis becomes clear when we observe the failure of course designs that have not taken into considerations all these questions. These last ones are considered as guidelines to be followed by ESP teachers and course designers to make sure that the design is meeting the real needs of ESP learners.

### 2.1.3 Definition of Needs Analysis

Needs analysis is seen in terms of target situation requirements and how to be covered by course designers and ESP teachers before starting teaching ESP courses.

According to Widdowson (1978) a need is the goal and objective for which learners of English attend the ESP course. Having a need in learning a language to use it in a specific context means having a clear goal and purpose. The need for a medical doctor to listen and understand video conference related to his domain means that he has an objective of listening and understanding the content of those videos that might be, for example, about explaining how to make a surgery.

As for Mackay and Mountford (1978), needs mean what is seen necessary by the society to be learnt. The society can be an academic institution or a company. According to them, it is the institution or society that decides about the need of the learner. This need might be for some societies the transfer of science and technology that are for example written in English. Nunan (1988) sees needs analysis mainly as information collection process and which is is based on techniques and procedures. The purpose of this process is designing ESP courses. These techniques and procedures help ESP teachers and course designers to collect the maximum information about both objective and subjective needs of ESP participants. If the information related to both subjective

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and objective needs is correct the ESP course design will be correct and will meet the real needs of ESP participants and henceforth will be successful. Richards. Platt J and Platt. H (1992) definition of needs analysis seems to be close to Nunan's (1988) one; they see needs analysis as the process of identifying the needs for which a learner requires to use a language.

Moreover, Brindley (1989) distinguishes between objective and subjective needs. Objective needs are derivable from different kinds of factual information about learners and their use of language in real life, communication situations as well as their current proficiency and language difficulty. Subjective needs refer to the cognitive, affective and unobservable data such desires that seem to be difficult to identify and collect (Brown 1995).

Henceforth, needs analysis is of a primordial help before the design of any course to learners. It can lead course designers to focus on what is needed (objective needs) and motivating (subjective needs) for them so that the course becomes efficient.

### 2.1.4 Types of Needs Analysis

There exists various types of needs analysis. Each type has its framework that characterises it.

### 2.1.4.1 Munby's Communicative Needs Processor

Communicative Needs Processor (CNP) was introduced by Munby in 1978. It is considered as a pioneer in the field of language course design. CNP provides a detailed set of procedures for discovering target situation needs.

According to Hutchinson and Waters (1987: 54): "the CNP consists of a range of questions about key communication variables (topic, participants, medium, etc.) which can be used to identify the target language needs of any group of learners". All ESP practitioners have agreed that Munby's CNP has opened a new era in ESP research,

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particularly that which concerns needs analysis and course design relationship. Coffey (1984: 7) declares: "It telescopes two operations, needs analysis and course design, into one-and these must, obviously, be linked in the way that Munby showed." Coleman (1988: 155) adds: "Probably the most influential of all needs analysis procedures currently available is Munby's "communication needs processor". It is said that Munby has brought an instrument which is supposed to enable the needs analyst to draw an accurate profile of the ESP learner. This instrument (CNP) provides detailed list of language skills that the needs analysis identifies for the purpose of course design. Munby's model considers the learner's purpose the main drive in needs analysis. Munby's work became the road map that course designers follow as Hutchinson and Waters (1987:54) point out: "with the development of the CNP it seemed as if ESP had come of age. The machinery for identifying the needs of any group of learners had been provided; all the course designers had to do was to operate it". Munby's CNP clearly establishes the place of needs analysis as central to ESP. Munby's CNP concentrates on the variables that have a close effect on communication needs. Munby's model is based on the following elements:

- Participants: information about the identity and language of the learners: age, gender, nationality, present command of target language, other languages known and extent of command.

- Communication Needs Processor: investigates the particular communication needs according to socio-cultural and stylistic variables which interact to determine a profile of such needs.

- Profile of Needs: it is established through the processing of data in the CNP.

- Meaning Processor: "parts of the socio-culturally determined profile of communication needs are converted into semantic subcategories of a predominantly pragmatic kind, and marked with attitudinal tone" (Munby, 1978:42).

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■ The Language Skills Selector: identifies " the specific language skills that are required to realise the events or activities that have been identified in the CNP" Munby (1978:40).

■ The Linguistic Encoder: considers "the dimension of contextual appropriacy (Munby, 1978:49), once the encoding stage has been reached.

■ The Communicative Competence Specification: it indicates the target communicative competence of the participant and is the translated profile of needs.

Nevertheless, Munby's Communicative Needs Processor model and in spite of the success that has achieved, it has been criticised of ignoring some important factors as described by West (1994:9-10):

- Complexity: Munby's attempt to be systematic and comprehensive inevitably made his instrument inflexible, complex and time consuming.

- Learner-centeredness: Munby claims that his CNP is learner-centred. The starting point may be the learner but the model collects data about the learner rather than from the learner.

- Constraints: Munby's idea is that constraints should be considered after the needs analysis procedure, while many researchers feel that these practical constraints should be considered at the start of needs analysis process.

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- Language: Munby fails to provide a procedure for converting the learner profile into a language syllabus.

However and in spite the difficulties and constraints found in implementing Munby's Communicative Needs Processor (CNP), this last one can be considered as a pioneer and a path paver for other scholars who developed needs analysis starting from both achievements and constraints of CNP.

### 2.1.4.2 Hutchinson and Waters Target Needs Analysis

Target Needs Analysis of Hutchinson and Waters (1987) concerns the study and identification of necessities, lacks and wants of learners, they see that the course designer should take into consideration these three main elements in designing ESP courses so that they become motivating and efficient.

The necessities are the type of need determined by the demands of the target situation; the need to know the linguistic, functional, structural and lexical features which are commonly used in the identified situation. For example the necessities of a businessman might be understanding business letters, communicating effectively at sales conferences, to get the necessary information about sales catalogues and so on. The lacks are the difference between the target proficiency and the existing proficiency of the learner. The gap between the two can be referred to as the learner's lacks. Whereas wants or the want of an ESP learner is totally subjective and can vary from one learner to another. Hutchinson and Waters (1987:56) state:" It is quite possible that the learners' views will conflict with the perception of other interested parties: course designers, sponsors, teachers". The want of ESP learners may not match the choice of their ESP teacher who for example may plan the ESP course to take place inside the company where these participants work. This want of the teacher may be considered as contracting with the wish and want ESP learners.

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Hutchinson and Waters Target Needs Analysis (TNA) is based on gathering information about the target situation. They have established the following framework as guidelines for needs analysts:

| The purpose from learning the language | Study, work, training, status, examination or promotion |
|---|---|
| The way of using the language | - speaking, writing, reading, Telephone, face to face.<br>- Types of discourse: eg, academic texts, lectures, informal conversations, technical manuals |
| The content | medicine, biology, architecture, shipping, commerce, engineering |
| The level of learners | technicians, craftsman, postgraduate, secondary school |
| The learners vis a vis | - native speaker or non-native<br>- level of knowledge of receiver: eg, expert, layman, student;<br>- relationship: eg, colleague, teacher, customer, superior, subordinate |
| The language use place setting. | - office, lecture theater, hotel, workshop, library<br>- human context: eg, alone, meetings, demonstration, on telephone<br>- linguistic context: eg, in own country, abroad, |

**Table2.1: Adapted from Hutchinson and Waters Target Needs Analysis**

**Framework (1987)**

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Consequently, the target situation becomes clear if these parameters are taken into consideration during the needs analysis phase.

### 2.1.4.3 Present Situation Analysis

Present Situation Analysis (PSA) is said to be a complement to target situation analysis (Robinson, 1991; Jordan, 1997). If target situation analysis tries to establish what the learners are expected to be like at the end of the language course, present situation analysis attempts to identify what they are like at the beginning of it.

Dudley-Evans and St. John (1998: 125) suggest: "a PSA estimates strengths and weaknesses in language, skills, learning experiences." If the destination point to which the students need to get is to be established, first the starting point has to be defined, and this is provided by means of PSA.

In this approach the sources of information are the students themselves, the teaching establishment, and the user-institution, e.g. place of work (Jordan, 1997).According to Robinson (1991:8): "PSA seeks to establish what the students are like at the start of their language course, investigating their strengths and weaknesses." To do this, ESP teachers and course designers should investigate the level of ability, their resources, and their views on language teaching and learning.  The PSA can be then carried out by means of established placement tests.

However, the background information, e.g. years of learning English, level of education, etc. about learners can provide us with enough information about their present abilities that can thus be predicted to some extent.

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## 2.1.4.4 Means Analysis

Means analysis tries to investigate those considerations that Munby excludes (West, 1998), that is, matters of logistics and pedagogy that led to debate about practicalities and constraints in implementing needs-based language courses.

Dudley-Evans and St. John (1998: 125) suggest that means analysis provides us with "information about the environment in which the course will be run" and thus attempts to adapt the ESP course to the cultural environment in which it will be run. One of the main issues means analysis is concerned with is an "acknowledgement that what works well in one situation may not work in another" (Dudley-Evans and St. John, 1998: 124). ESP syllabi should be sensitive to the particular cultural environment in which the course will be imposed and it should provide us with a tool for designing an environmentally sensitive course.

Swales (1990) sees that on the basis of collected data, means analysis can be carried out and decisions on the approach and content to the specific programs can be decided. According to him, means analysis aims to reduce the probability of teaching something that is not immediately related to students' learning needs in ESP/EAP contexts. Swales (1990) lists five factors which relate to the learning environment and should be considered by curriculum specialists if the course is to be successful. These considerations are:

- classroom culture
- EAP staff
- pilot target situation analysis
- status of service operations
- study of change agents

These elements should not be ignored by ESP course designers to avoid the failure of ESP courses. For example if a classroom culture is ignored or the EAP staff are not consulted while designing the ESP course there is a low chance that the ESP course will bring positive results and meet ESP learners expectations.

### 2.1.4.5 Register Analysis

The term Register Analysis has been defined by different linguists. Halliday (1978: 23) defines it as: "the set of meanings, the configuration of semantic patterns, that are typically drawn upon under specific conditions, along with the words and structures that are used in the realization of these meanings". The meaning of words and structures is the essence of this definition of register analysis. Semantics and establishing semantic models constitute the backbone of register analysis. Due to the importance of semantic models, register analysis is given high importance by course designers while designing ESP courses for various ESP participants.  Robinson (1991: 20) confirms that "register has been a fruitful term in the field of stylistics, but also the basis of research in ESP". It is then a vital component in ESP area that is given importance by ESP researchers, teachers and course designers.

Richards (2001: 30) suggests that "register analysis studies the language of such fields as journalism, medicine, or law for distinctive patterns of occurrence of vocabulary, verb forms, noun phrases and tense usage". Register analysis is often used in ESP to identify the language characteristics needed by students in an ESP course. According to Hutchinson and Waters (1987) the purpose of register analysis is to produce a syllabus focused on the main language forms that learners would commonly and widely meet in their study and work place, rather than those that they would not meet.

Changing approaches to linguistic analysis for ESP involves not only a change in method but also changing ideas of what is to be included in language and its description (Robinson, 1991). One of the earliest studies carried out in this area focused on vocabulary and grammar. This stage took place mainly in the 1960s and early 1970s and was associated with the work of Peter Strevens, Jack Ewer, and John Swales. The main motive behind register analysis was the pedagogic one of making the ESP course more relevant to learners' needs (Hutchinson and Waters, 1987). The assumption behind register analysis was that, while the grammar of scientific and technical writing does not

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differ from that of general English, certain grammatical and lexical forms are used much more frequently (Dudley-Evans and St. John, 1998).

However, the problem with register analysis and frequency studies is that they 'cannot be used as a main basis for selection' of syllabus items (Coffey, 1984: 4). That is, it is usually difficult to establish what distinguishes a language register. This last one describes a language rather than explains it, so it has more to do with quantified linguistic features and forms, rather than function or use (Swales, 1985; Hutchinson and Waters, 1987; Robinson, 1991 and Bhatia, 1993). Widdowson (1979) strongly criticizes the tendency to provide lists of the special language of science, arguing that the pedagogic application of the results of register analysis studies has led to the teaching of 'usage' as opposed to 'use'. Usage, as Widdowson (1979: 8) explains: "is the exemplification of linguistic rules, where language is seen as isolated grammatical items, while use is the manner in which these rules are drawn upon to perform social acts or the ability to do so". This tendency of register analysis is far from the purpose for which ESP is given interest to. In ESP we use language to achieve purposes as well as to engage with others as members of social groups (Hyland, 2002).

As noted, register analysis operates only at word and sentence level and does not go beyond these levels. The criticism on register analysis can be summarized as the following:

- It restricts the analysis of texts to the word and sentence level (West 1998);

- It is only descriptive, not explanatory (Robinson, 1991);

- Most materials produced under the banner of register analysis follow a similar pattern, beginning with a long specialist reading passage which lacks authenticity (Dudley-Evans and St. John, 1998).

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### 2.1.4.6 Discourse Analysis

Discourse Analysis emerged as a reaction and criticism to register analysis that operated almost entirely at word and sentence level. Its emergence was considered as a reaction to address some weaknesses of register analysis as Richards (2001: 31) states:

> "register analysis focused primarily at the level of the word and sentence and sought to identify the registers that characterized different uses of language, such as business letters, academic textbooks, and technical writing".

It can be understood that ESP teaching is far from describing the registers of various domains. For instance, teaching ESP to mechanical students does not involve only providing them with the specific register related to mechanics. Other language aspects like phonetics or pronunciation, grammar and developing the writing skill should rather be there in ESP teaching.

Johns and Dudley-Evans (1991: 299) observe that discourse analysis in ESP: "refers to the examination of written and oral language, generally for purposes of designing curricular materials". The primary focus in discourse analysis is on the text and not on word or sentence. The text whether written like: letters, reports and instructions or spoken like: dialogue, conversation and lecture.

According to Hutchinson and Waters (1987) discourse analysis can be considered as the second phase of development where attention has shifted to the level above the sentence and tried to find out how sentences were combined into discourse. The reaction against register analysis in the early 1970s concentrated on the communicative values of discourse rather than the lexical and grammatical properties of register. The pioneers in the field of discourse analysis (also called rhetorical or textual analysis) were Lackstorm, Selinker, and Trimble whose focus was on the text rather than on the

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sentence, and on the writer's purpose rather than on form (Robison, 1991). In practice this approach tended to concentrate on how sentences are used in the performance of acts of communication and to generate materials based on functions (West 1998).

According to Widdowson (1979:13) this approach may have been stimulated by the notion that: "the teaching of how scientists and technologists use the system of the language to communicate, and not just what linguistic elements are most commonly used".  The assumption is that many ESP learners have already got a grammatical knowledge of the language and they are not in a position to welcome a repetition of instruction in it. What they need however and according to Kennedy and Bolitho (1984: 3) is an opportunity to use this knowledge to "communicate with people and to cause things to be done, to describe and explain events, to qualify and hypothesise". The implication for ESP course designers is that the communicative needs of learners need to be taken into account while designing ESP courses. This hence marks a movement from usage to use, from function and grammar to discourse and communication (Bhatia, 1993). Discourse analysis means that there are other important factors that affect the meaning of the discourse, such as the context of the sentence.

One of the shortcomings of the discourse analysis is that its treatment remains fragmentary, identifying the functional units of which discourse was composed at sentence/utterance level but offering limited guidance on how functions and sentences/utterances fit together to form text (West, 1998). There is also the danger that the findings of discourse analysis, which are concerned with texts and how they work as pieces of discourse, fail to take sufficient account of the academic or business context in which communication takes place (Dudley-Evans and St. John, 1998).

This approach establishes the functional patterns but it does not consider how these patterns create meaning. This implies that teaching learners sentences with particular structural properties or making them aware of the functional patterns in a given discourse does not necessarily mean that they will have the ability to use these patterns in real life communication (Hutchinson and Waters, 1987).

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### 2.1.4.7 Genre Analysis

Genre analysis as of a paramount help to ESP researchers in analysing the spoken and written language either at a professional setting or at an academic one.

In fact, researchers in ESP and course designers have been interested in genre as a practical tool for analyzing and teaching the spoken and written language needed by ESP learners in both academic and professional settings. Studying the genre helps in designing efficient courses that match the real needs of ESP learners. Genre analysis may overlap with discourse analysis. Dudley-Evans and St. John (1998: 87) give a clear distinction between the two terms:

> "Any study of language or, more specifically, text at a level above that of sentence is a discourse study. This may involve the study of cohesive links between sentences, of paragraphs, or the structure of the whole text. The results of this type of analysis make statements about how texts -any text-work. This is applied discourse analysis. Where, however, the focus of text analysis is on the regularities of structures that distinguish one type of text from another, this is genre analysis and the results focus on the differences between text types, or genres".

With discourse analysis, the focus is on the study of text and sentence that are analyzed during the needs analysis process. The discourse of academic texts is different from the one of professional texts. Each discourse has its structure and type of sentences. It is important to pay attention to this difference in order to guarantee a reliable course design. The broad comparison of texts without dealing with the details of sentences is what is meant by genre analysis. Swales (1990: 58) sees genre in terms of communicative events and he defines it as:

"a genre comprises a class of communicative events, the members of which share some set of communicative purposes. These purposes are recognized by the expert members of the parent discourse community, and thereby constitute the rationale for the genre".

In other words, the communicative events have links with communicative purposes. If the event of the ESP learner is to communicate with an English speaking expert inside a workshop about the repair of a machine. This event in itself and the communication involved in it becomes the communicative purpose. To succeed in speaking or dealing with English speaking experts constitute the goal of attending an ESP course by ESP participants who are in this situation or need.

Bhatia goes in line with Swales definition of genre and suggests his definition (1993:13) as:

"It is a recognizable communicative event characterized by a set of communicative purpose(s) identified and mutually understood by the members of the professional or academic community in which it regularly occurs. Most often, it is highly structured and conventionalized constraints on allowable contributions in terms of their intent, positioning, form and functional value. These constraints, however, are often exploited by the expert members of the discourse community to achieve private intentions within the framework of socially recognized purpose(s)."

Bhatia (1993) distinguishes four areas of competence that an ESP learner needs to develop in order to get over his lack of confidence in dealing with specialist discourse.

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These four areas are:

- **Knowledge of the Code:**

It is the pre-requisite for developing communicative expertise in specialist or even everyday discourse. It is suggested that the main difference between everyday use of language and specialist discourses lies in the use of specialist lexis. However, much of the work done in discourse and genre analysis in professional and academic contexts in the last two decades strongly suggests that there are fundamental differences in the use of lexico-grammatical, semantico-pragmatic and discoursal resources in specialist genres.

- **Acquisition of Genre Knowledge:**

The participation in specialist communicative events requires having the communicative goals of a particular discourse community and more importantly having the communicative goal-oriented purposes related to the specific use of genres. Therefore, learners need to be aware and familiar with the appropriate rhetorical procedures and conventions typically associated with the specialist discourse community. So, the genre knowledge helps ESP learners gain time by going straight to what they need. The knowledge of genre puts them in the right 'pool'.

- **Sensitivity to Cognitive Structures**:

Since certain lexical items have specialist meanings in specific professional genres, a number of syntactic forms may also carry genre specific restricted values in addition to their general meanings codified in grammar books. The specialist learner should be aware of restricted aspects of linguistic code in addition to the general competence he requires in the language. Therefore, genre-based grammatical explanations raise learners' awareness of the rationale of the text-genre that they are required to read and write.

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▪ **Exploitation of Generic Knowledge**:

After learners have developed some acquaintance or expertise at the obove mentioned levels; the knowledge of the code, acquisition of genre knowledge and sensitivity to cognitive structure, they can now be able to interpret, use or even take liberties with specialist discourse. Bhatia (1993) concludes that genre-analysis approach goes two steps beyond register analysis and one step beyond discourse analysis.

To conclude this section related to the types of needs analysis we can say that Hutchinson and Waters target needs analysis and Munby's Communicative Needs Processor (CNP) are widely used by course designers. We suggest that basing a needs analysis research on Hutchinson and Waters target needs frameworks can lead to clear and reliable results. We see also that the other models of needs analysis like means analysis, discourse analysis and register analysis can also be used in analysing the needs of a given research population prior to the design of the ESP course.

## 2.2 Approaches to Course Design

There are three main approaches to course design as identified by Hutchinson and Waters (1987):

## 2.2.1 Language-Centred Course Design

This approach to course design focuses on making a close link between the material and content of the ESP course and the analysis of the target situation. It aims at putting

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the ESP learner in a real situation by undertaking a needs analysis that shows his needs, lacks and wants.

As it is described by Hutchinson and Waters (1987) this approach proceeds by identifying learners' target situation and selecting in parallel theoretical views about the language, then identifying the linguistic features of the target situation. The next step is creating a syllabus which is followed by designing materials to exemplify syllabus items. The final step in this approach is establishing evaluation procedures to test the acquisition of syllabus items. Hence this approach to ESP course design is a logical process that starts from the identification of the learners' target situation to the material design and to the evaluation procedures.

Nevertheless, language-centred course design is criticised of being a straightforward process which contradicts with the fact of learning and learners' thinking which cannot be always straightforward and logical. Basturkmen (2010) also criticises this approach of producing systematic learning in the learner by basing it on the systematic analysis and presentation of linguistic data characterising a certain type of specialised discourse. Hutchinson and Waters (1987) point out the weaknesses of language centred approach as:

- The learning needs of students are not accounted for at all. It is therefore not learner centred but simply learner restricted

- This language centred approach is a static and inflexible procedure which contradicts with the nature of needs analysis which is an ongoing process and authentic one that should never be static.

- The language centred model gives no acknowledgment to factors playing part in the creation of the course like the types of texts chosen to be included in the course for example. These texts may be boring to students.

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### 2.2.2 Skills Centred Course Design

Contrary to the language centred course design which is criticised for the surface data that gathers and analyses, the skills centred course design aims to get away from the surface performance data and looks at the competence that underlies the performance. As Hutchinson and Waters (1987: 69) confirm: "A skills centred course, therefore, will present its learning objectives (though probably not explicitly) in terms of both performance and competence". This can be referred to as the theoretical fundamental principle of the skills centred course design.

The other fundamental principle to this course design has a pragmatic basis that derives from a distinction made by Widdowson (1981) between goal oriented courses and process oriented courses. Holmes (1982) stresses upon the narrow understanding of "needs" and interpreting it only as the target situation necessities. If it is interpreted so, a large number of students will fail in their ESP course. The ESP course and the target situation are seen as continuum of constantly developing degrees of proficiency with no cut-off point of success or failure. The emphasis in ESP course, then, is not on achieving a particular set of goals, but on enabling the learners to achieve what they can within the given constraints.

Henceforth, the skills-centred course design goes beyond the constraints on learning imposed by limited time. It tries to help students develop their skills even after the end of the ESP course. It is based on a deep analysis that helps to discover the underlying competence that enables people to perform in the target situation and enables the course designers to discover what the ESP students brought with them to the ESP course. This is because learning is giving and taking from both sides the teacher and learner. Besides that the ESP learner is an adult who is experienced and who has his own learning strategies that needs only to be discovered.

The skills centred course design is clarified as:
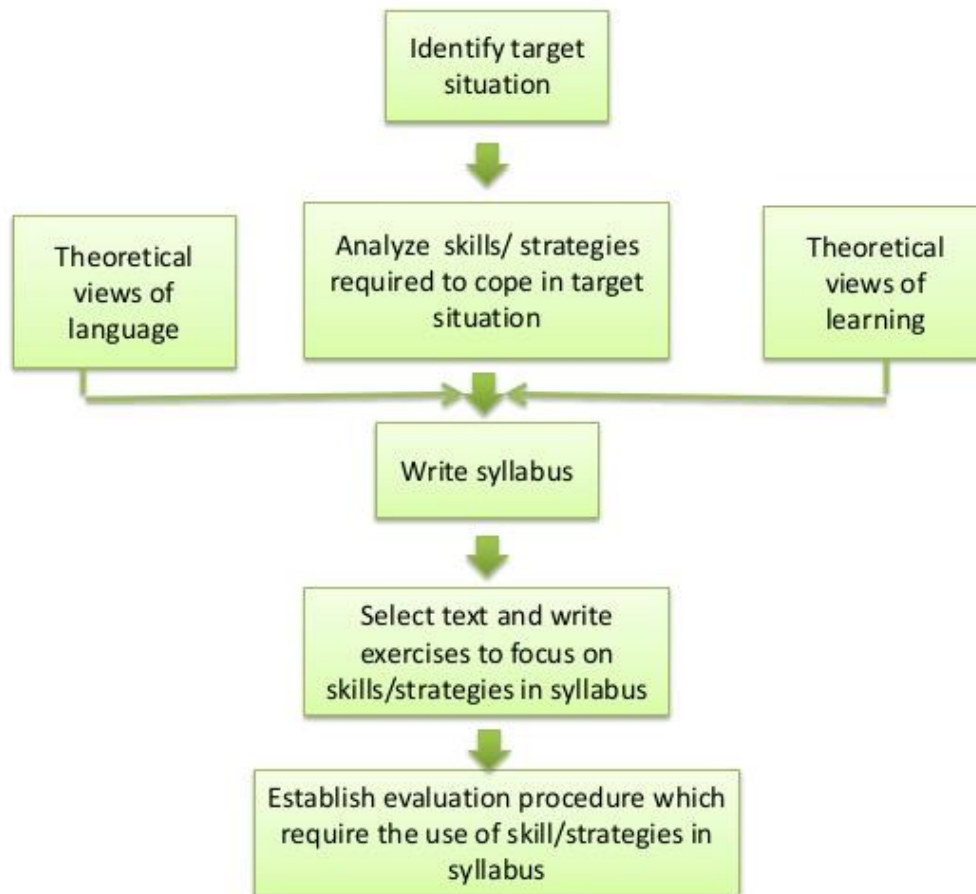
**Figure2.3: Hutchinson and Waters Skills Centred Course Design (1987: 71)**

The skills centred approach proceeds by identifying the target situation through analysing the needed skills and strategies in the target situation. It proceeds also by gathering the theoretical views of both language and learning. The next step of this approach is writing the syllabus, then selecting texts and writing exercises focusing on the skills and strategies of the syllabus. Finally, it ends with establishing evaluation procedures that require the use of the skills and strategies in the syllabus.

Thus, if we compare the skills centred approach with the language centred one, we can say that the skills centred model gives more attention to the learner and his contribution to the course and enabling him to achieve something from the course. However, it has not reached the level of perfection because of its concentration more on the side of language use, i.e. it sees the ESP learner more as a user of the language.

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Hutchinson and Waters (1987:70) state: " yet, in spite of its concern for the learner, the skills-centred approach still approaches the learner as a user of language rather than as a learner of language. The processes it is concerned with are the processes of language use not of language learning".

### 2.2.3 A Learning Centred Approach

This approach is also referred to as a learner centred approach. Its main focus is the learner and his motivation of using the language. This approach is defined by Hutchinson and Waters (1987: 72) as:

> "learning is seen as a process in which the learners use what knowledge or skills they have in order to make sense of the flow of new information. Learning, therefore, is an internal process, which is crucially dependent upon the knowledge the learners already have and their ability and motivation to use it".

The starting point of learning in the learning centred approach is the experience in terms of knowledge and skills of the learner who proceeds in learning new knowledge and competence by the use of what he already has as experience. He advances more in learning by the high level of motivation he has for using the target language.

This approach is rather called learning centred than learner centred because this last one is not the only factor to be taken into consideration. Learning englobes many stakeholders in the learning process such as the teacher, the school or institution and the society.

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The learning centred approach considers the learner at all the stages of preparing and teaching the course. The learner is taken first into consideration at the first step of analysing the learning situation then at writing the syllabus and then at writing the materials. He is considered also at the phase of teaching the materials and finally at evaluating his achievement. Henceforth, the learner has an active and central role in the course design. Hutchinson and Waters (1987, p. 74) illustrate well the learning centred course design process in their diagram.



Figure 2: Learning-centered Course Design Framework
(Adapted from Hutchinson and Waters, 1987. p. 74)
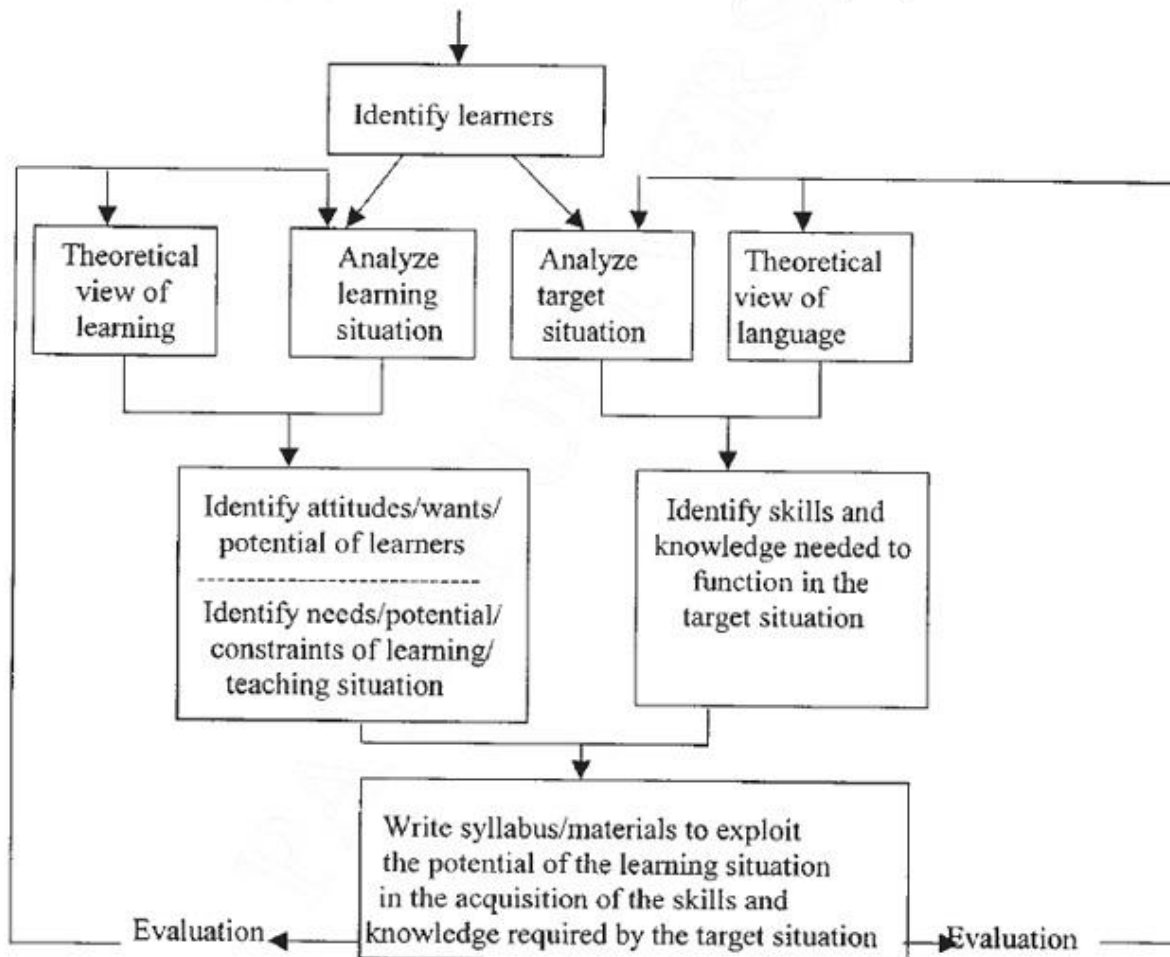
**Figure2.4: Learning Centred Course Design Adapted from Hutchinson and Waters (1987: 74)**

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This approach depends on a thorough and deep needs analysis for the learners and their target and learning situations. It is based also on gathering theoretical views of both language and learning. It focuses on identifying the attitudes, wants and potentials of the learners by identifying the skills and knowledge needed to function in the target situation. At the same time, this approach does not neglect identifying the constraints of learning and teaching situations.

The following step of the approach is writing the syllabus and preparing materials to be included in the course and this in order to exploit the potential of the learning situation in the acquisition of the skills and knowledge required by the target situation.

However and contrary to the skills centred and language centred approaches evaluation at the learning centred approach is not considered as final step. It is rather considered before and after writing the syllabus and it is an ongoing process.

To conclude this part related to approaches to course design we can say that no one of these approaches can be declared inefficient but depending on the course designer and on the nature of the ESP learner and what he wants to achieve from the ESP course an appropriate approach can be adopted.

## 2.3 Syllabus vs Curriculum

Because of the ambiguity, that surrounds the two concepts of syllabus and curriculum and because of the confusion that people make when they talk about or describe them we cite these clarifying definitions. It is also worth mentioning that people and even at high level of education are still using the two concepts interchangeably thinking they mean the same thing.

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### 2.3.1 Definition of Syllabus

Most scholars agree that teachers in general and language teachers specifically should tell their students what they will be given during a given period of time. This period can be a quarter, a semester or a year. This is what is meant by a syllabus.

Hutchinson and Waters (1987:80) define syllabus as: "At its simplest level a syllabus can be described as a statement of what is to be learnt. It reflects of language and linguistic performance". In other words a syllabus includes the content of the language course that takes place inside the classroom and how it will be delivered. The performances of both the teacher and learners inside the classroom are the main elements of a syllabus. Yalden (1987: 87) sees a syllabus as "a summary of the content to which learners will be exposed". It is then all what will be given to the students inside the classroom that makes a syllabus. As for Richards (2001: 2) a syllabus is defined as "a specification of the content of a course of instruction [which] lists what will be taught and tested". By specification, a syllabus can be understood as a contract between the teacher and his students. Through this syllabus or specification, the success can be measured later on because the specification contains the details of the roles of both the teacher and learners.

Furthermore, a syllabus covers all the lessons and the subjects to be studied in a particular course that will be given to learners in a given period of time; in a school year or in a semester or quarter. Rabbini (2002:01) sees syllabus as being "an expression of opinion on the nature of language and learning; it acts as a guide for both instructor and learner by providing some goals to be attained". So a syllabus includes the relationship between a teacher of a subject and his learners. It tells what the teacher will do inside the classroom with his students.

According to Dublin and Olshtain (1986:35) a syllabus is:

> " a more detailed and operational statement of teaching and
> learning elements which translates the philosophy of the

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curriculum into a series of planned steps leading towards more narrowly defined objectives at each level".

Understood properly, a syllabus consists of all the teaching details that take place in the classroom between the teacher and his learners. These details include both the teacher and learners activities in the classroom. These activities include for instance the explanation of lessons, writing on the board, the participation of learners and other practices that all lead to achieving the planned goals.

## 2.3.2 Definition of Curriculum

Unlike syllabus which can be understood as a limited contract between the teacher and his students, a curriculum can be seen from a wider angle because it is dealt with at a level that exceeds the teacher-learner relationship. It is rather the school, department, faculty, university or even the education ministry that sets the curriculum for all the subjects. For example the curriculum of the department of English includes subjects as: oral expression, written expression, American literature, phonetics and grammar…etc

Besides that, a curriculum states what learners will learn inside a school, institute or university under the supervision of this institution as Marsh & Willis (1995: 10) precise: "a curriculum is an interrelated set of plans and experiences that a student undertakes under the guidance of the school". It is then a third party that is mainly involved in setting and evaluating the curriculum and it is not only the teacher who is concerned by it. He is rather under the evaluation of this third party like for example the school inspector or director who are asked by the ministry of education or higher education for example to inspect the curriculum and to see how it is going on. According to Dublin and Olshtain (1986: 34-35) a curriculum contains:

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> "a broad description of general goals by indicating an overall
> educational-cultural philosophy which complies across subjects
> together with a theoretical orientation to language and language
> learning with respect to the subject matter at hand".

This description shows also the different techniques and procedures that will accompany the progress of the course and how later on this course will be evaluated.

### 2.3.3 ESP Curriculum Development

ESP curriculum development focuses on the needs and wants of ESP participants that have been identified during needs analysis. The goals of ESP participants from attending an ESP course constitute the backbone of ESP curriculum development. According to Richards (2001: 2) curriculum development refers to:

> "the processes that are used to determine the needs of a group of
> learners, to develop aims and objectives for a program to address
> those needs, to determine appropriate syllabus, course structure,
> teaching methods, and materials, and to carry out an evaluation of
> the language program that results from these processes".

This indicates that the process of developing an ESP curriculum is composed of different interrelated stages such as determining the needs of ESP participants, setting the goals of the ESP course and setting an evaluation procedure. ESP curriculum development involves also structuring and planning the ESP course in a way that suits the wants of ESP participants such as the frequency and time of ESP course. If the time of the course that is wanted by participants is in the morning, the course should not be planned in the

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afternoon. This is may be because they see themselves more energetic in the morning and more able to grasp and understand the lesson.

Different models of language curriculum development have been suggested by different curriculum designers such as (Brown, 1989 and Richards, 2001). Brown (1989) curriculum development model for example encompasses six steps: needs analysis, objectives, testing, materials, teaching and evaluation.
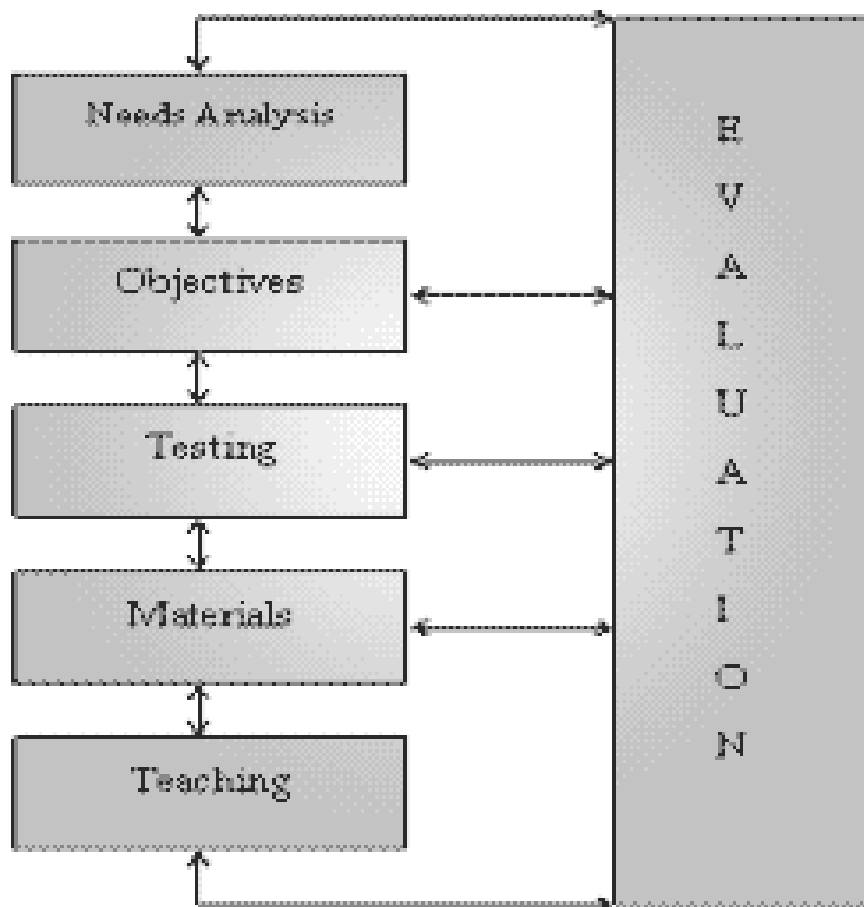


**Figure2.5: Brown's Language Curriculum Development Model (1989:235)**

From Brown's model (1989) we note that curriculum evaluation is a central step that connects all of the components. Each component is evaluated to provide a continuing process of curriculum development. This model of curriculum development model starts with needs analysis then sets objectives then testing then materials then teaching. However, it is noticed that these elements are not linear. This means that there is always

flexibility and a room for modifying the content of each element. For example, the objectives can change if the needs of learners change. The material also can change or modified and this in relation with teaching and testing.

### 2.3.4 ESP Learner-Based Language Teaching

ESP teaching is learner-based because it is the learner who will state later on whether his aim from the ESP course was achieved or not. That is why a learner centred curriculum development is different from the traditional or grammar centered curriculum. A learner centered learning is based on the principle that all learning is on the learner. Starting from the needs analysis to setting goals to preparing materials to teaching and until evaluation, the learner plays an active and a central role.

### 2.3.4.1 Learner-Centered Curriculum Development

In fact, learner-centered curriculum considers the learner as an active part in the teaching learning equation. It is based on the logic that as long as the curriculum is planned to the learner, this last one should contribute or be consulted while developing the curriculum. Nunan gives the difference between learner-centered curriculum and traditional centered curriculum where he states (1988:2):

> "the key difference between learner-centered and traditional centered curriculum development is that, in the former, the curriculum is a collaborative effort between teachers and learners, since learners are closely involved in the decision-making process regarding the content of the curriculum and how it is taught"

In other words, the status and position of the learner in the learner-centred curriculum allows him to collaborate with his teacher. It is also the linear position of the teacher in

the learner centered curriculum that puts him in a collaborative situation with his learners. This is contrary to the traditional centered curriculum where the learner had not this status of being in collaboration with his teacher and this is because learners were not considered as active parts in the teaching and learning setting, they were rather considered passive listeners and doers of the action their teacher tells them to do. The teacher was on the top position and he was the master of the classroom.

Moreover we believe that there is a common agreement that the learner centered curriculum and collaboration in language teaching between the teacher and his learners softens the burden on the teacher. By associating his learners in the steps of the curriculum, the teacher becomes only partly responsible for the success or failure of the course. He becomes also like a guide in the classroom. He guides and assists them in developing their skills and he provides them with efficient learning activities.

## 2.3.4.2 Learner-Centered Curriculum and Communicative Language Teaching

During the 1960s language learners started to develop a communicative need for using the language in real life situations. This new need came as a rejection to the traditional curriculum that was based on grammar and correctness of the written language without giving importance to developing speaking it outside the classroom.

According to Nunan (1988): "learners must not only make grammatically correct, propositional statements about the experimental world, but must also develop the ability to use language to get things done". Therefore, the notion of usefulness of language started gaining ground over the grammatical view that started to be seen not serving the purpose. Learners of the language started looking to the classroom as a place where they get training, help and assistance to use the language in real life situation in order to use it for different purposes. The one who wants to travel for tourism saw the grammar based course as boring because this does not serve his purpose. The same feeling is to the one who wanted to use the language for business purposes.

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Therefore and as a conclusion to this section, we believe that ESP teaching fundamentals match the communicative language teaching principles because they focus on developing the communicative skills of the ESP learners who are usually adults and aware of what they need the language for. These learners in most of the cases have communicative purposes but with different orientations. There are ESP learners whose communicative purpose is developing their writing skill and there are others whose communicative purpose is developing their speaking skill. So be it writing or speaking, communication is the final destination they want to arrive at and this in both setting in English for Academic Purposes and in English for Occupational Purposes.

## Conclusion

As a conclusion to this chapter dedicated to ESP Course Design, it can be concluded that needs analysis is of a paramount importance before the design of any course to ESP learners. It helps course designers to focus on what is needed and motivating for them so that the course becomes efficient. We have introduced in this chapter the main types of needs analysis such as Hutchinson and Waters target needs analysis and Munby's Communicative Needs Processor (CNP) that are widely used by course designers. We believe that basing a needs analysis research on Hutchinson and Waters target needs frameworks can lead to clear and reliable results. We believe also that the other models of needs analysis like means analysis, discourse analysis and register analysis can also be used in analysing the needs of a given research population prior to the design of the ESP course. In this chapter we have also dealt with approaches to course design where we have discussed the advantages and disadvantages of every approach. We have also dealt with ESP learner-based language teaching where we have examined ESP teaching in relation to learners needs and wants and in comparison with the traditional or grammar centered curriculum teaching and learning. We have concluded that learner-centered learning is based on the principle that all learning is on the learner.

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# CHAPTER THREE

# <u>DIDACTICS OF ESP</u>

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**Introduction**

The didactics of ESP is the concern of many ESP teachers and researchers. "How to teach ESP?" is a major issue that drives ESP practioners to look for the best teaching ways and methods that can be applied in an ESP class to succeed in helping their ESP learners to enhance their level of English. This chapter spots light on the different known language teaching methods namely; the Grammar Translation Method GTM, the Direct Method, the Oral Approach or Situational Language Teaching, the Audio-lingual Method or the Army Method and ESP Teaching and which method to be applied. Then we deal in the next section of this chapter with ESP course syllabi mainly content based syllabus, skill based syllabus and method based syllabus where we examine how they can be adapted in designing ESP courses. Section three is dedicated to ESP Course elements mainly ESP course audience, ESP course content, ESP course goals, ESP course constraints and ESP course evaluation. The success in designing ESP courses requires examining all these elements and taking them in consideration during all the steps of course design. Section four deals with methodology for ESP in which we suggest some practices and activities that can take place inside the classroom between the teacher and his learners such as translation and oral presentations. Next in this chapter, we devote a section to ESP materials and mainly we examine the process of material selection for the ESP Course and authentic materials in ESP. Section six of this chapter deals with vocabulary integration in ESP Course Design and techniques of vocabulary teaching in ESP. The last section presents some models of ESP resources that can be used while designing ESP courses.

## 3.1 Teaching Methods

Languages teaching in general and English language teaching specifically has gone through different methods. Every method has its own history, pioneers and defenders. Every method has its circumstances that characterize its specificities. Since ESP is

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derived from ELT it is worth examining the different teaching methods and then selecting or combining them in ESP teaching.

### 3.1.1 The Grammar Translation Method GTM

The Grammar Translation Method was first known in the United States of America as the Prussian Method. It was also the principal method in Europe in the 19th century mainly in the 1940's.

The objective of this language teaching method was to learn a language in order to read its literature or to benefit from the development theories found in written script of foreign language. The aim was never to speak or to communicate with the foreign language that is why the focus was given only to the reading and writing skills. Jack C.Richards and Theodore S. Rodgers (1995:3-4) explain well the characteristics of the Grammar Translation Method. We can summarize them as:

➢ The goal of foreign language study is to learn a language in order to read its literature or in order to benefit from the mental discipline and intellectual development that result from foreign language study. Grammar Translation is a way of studying a language that approaches the language first through detailed analysis of its grammar rules, followed by the application of this knowledge to the task of translating sentences and texts into and out of the target language.

➢ Reading and writing are the major focus; little or no systematic attention is paid to speaking or listening.

➢ Vocabulary selection is based solely on the reading texts used, and words are taught through bilingual word lists, dictionary study, and memorization. In a typical Grammar-Translation text, the grammar rules are presented and illustrated, a list of vocabulary items are presented with their translation equivalents, and translation exercises are prescribed.

➤ The sentence is the basic unit of teaching and language practice. Much of the lesson is devoted to translating sentences into and out of the target language, and it is this focus on the sentence that is a distinctive feature of the method.

➤ Accuracy is emphasized. Students are expected to attain high standards in translation, because of " the high priority attached to meticulous standards of accuracy, which, as well as having an intrinsic moral value, was a prerequisite for passing the increasing number of formal written examinations that grew up during the century" (Howatt 1984: 132).

➤ Grammar is taught deductively – that is, by presentation and study of grammar rules, which are then practiced through translation exercises.

➤ The student's native language is the medium of instruction. It is used to explain new items and to enable comparisons to be made between the foreign language and the student's native language.

Therefore, the pillars of Grammar Translation Method can be concluded as; Translation, Grammar Rules, Accuracy, Sentence, Vocabulary, Reading, Writing and Translation exercises from and out of the student target language. The medium of instruction and teaching is the student native language. The translation is practiced at a high level of accuracy and precision; there is no tolerance to non-perfect translation. Through these exercises, vocabulary items are learnt. All these activities are practiced through the reading and writing skills and there is no need to speaking or listening skills because conversation was never the practice in GTM teaching method.

This Grammar Translation Method (GTM) dominated European and foreign language teaching for a century from 1840s to 1940s. It was demanded from the student of this era to memorize by heart the grammatical rules and to follow them strictly in

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practicing or in making endless drills. Howatt (1984) points out that the grammar translation course remembered with distaste by thousands of school learners, for whom foreign language learning meant a tedious experience of memorizing endless lists of unusable grammar rules and vocabulary and attempting to produce perfect translations of stilted or literary prose.

The GTM and despite the hard efforts that it demands from learners is still widely practiced. However and starting from mid and late nineteenth century opposition to this method has started to grow. Those who criticized it were motivated by the increased demand for oral proficiency in foreign language. It is mentioned that the Frenchman F. Gouin (1831-1896) is perhaps the best known of these mid-nineteenth century reformers. The opponents of grammar translation method believed that language learning ought to be facilitated through using language in real situations with a special focus on oral communication and not only concentrating on written language correctness and grammar accuracy. These opponents worked and defended the initiative of giving priority to oral practice and conversation. Therefore, this can be considered as a starting point to rejecting the Grammar Translation Method and the appearance of other teaching methods.

### 3.1.2 The Direct Method

The Direct Method is the fruit of the work of reformers against the Grammar Translation Method. Their rejection to the GTM and their insistence on the fact that foreign language teaching should go beyond the strict teaching of grammar rules gave birth to this revolutionary method which is the Direct Method.

This method is also known as the Natural Method because it supports the view that says foreign language teaching should be based on the spontaneous use of foreign language in the classroom without putting pressure on learners to follow strictly the grammatical rules. The Direct Method appeared first in Europe exactly in Germany and

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France at the end of the 19<sup>th</sup> century then it moved to the United States of America where it took the name of the Berlitz Method because it was taught at the Berlitz School there.

The principles of the Direct Method are teaching oral language according to these guidelines as stated by C.Richards and Theodore S. Rodgers (1995:9):

- Never translate: demonstrate

- Never explain: act

- Never make a speech: ask questions

- Never imitate mistakes: correct

- Never speak with single words: use sentences

- Never speak too much: make students speak much

- Never use the book: use your lesson plan

- Never go too fast: keep the pace of the student

- Never speak too slowly: speak normally

- Never speak too quickly: speak naturally

- Never speak too loudly: speak naturally

- Never be impatient: take it easy

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Therefore, translation which is the backbone of grammar translation method is replaced by demonstration because it is believed that this last one fosters better communicative competence. Learners are encouraged to ask questions because this method motivates them to act positively in the classroom and to be motivated to take part in the lesson and to be inventive in expressing new ideas. Speaking inside the classroom should be normal and natural and this to help learners to cope with and deal with real communicative situations where speech is normal and natural. The supporters of the natural method wanted to make foreign languages teaching remain at its natural nature by giving importance to demonstration; acting, letting students speak and participate, speaking naturally and normally.

In practice, the Direct Method stood for the following principles and procedures as mentioned by Jack C.Richards and Theodore S. Rodgers (1995:9-10):

➢ Classroom instruction was conducted exclusively in the target language.

➢ Only everyday vocabulary and sentences were taught.

➢ Oral communication skills were built up in a carefully graded progression organized around question and answer exchanges between teachers and students in small intensive classes.

➢ Grammar was taught inductively.

➢ New teaching points were introduced orally.

➢ Concrete vocabulary was taught through demonstration, objects, and pictures; abstract vocabulary was taught by association of ideas.

➢ Both speech and listening comprehension were taught.

➢ Correct pronunciation and grammar were emphasized.

Consequently and unlike the Grammar Translation Method that gave more focus to the reading and writing skills, the Direct Method gave more attention to the speaking and listening skills that are the main tools of conversation. Oral proficiency with the target language was the aim of foreign language teaching with the Direct Method that is why the classroom instruction was conducted only in the target language.

As an assessment to this teaching method, it was successful in private language schools of that time because the clients were paying and motivated to acquire the oral proficiency. However when it was applied in public schools, a lot of difficulties appeared as it required native or native like speakers of the target language and it was based on the teachers skills and not on textbooks which made it impossible to guarantee an equal opportunity of perfect foreign language teaching since the matter became dependent on the competence of the teacher.

Nevertheless and by the end of 1920s the use of the Direct Method in public schools started to decline and it remained only at the private schools where learners were given native speakers because the want of these learners was to be able to use the target language. This was possible because they were paying and their number was small and so easy to handle.

### 3.1.3 The Audio-Lingual Method or the Army Method

The origins of this teaching method go to the entry of the United States into the Second World War where the U.S. government personnel were facing the challenge of mastering foreign languages like German, French, Italian, Chinese, Japanese, Malay, and other languages. These personnel were sent to work as interpreters and translators.

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The government ordered American universities to develop foreign language programs for military personnel which then resulted in the Army Specialized Training Program (ASTP) that was established in 1942. Fifty-five American universities were involved in the program by the beginning of 1943. The objective of the army programs was for students to attain conversational proficiency in a variety of foreign languages.

Bloomfield and his colleagues were among those linguists who were asked to initiate and develop this method. They were facing the challenge of implementing a new method without even the existence of textbooks and teaching material. Hence they used what was called "informant" who is a native speaker of the language and who served as a source of phrases and vocabulary and who provided sentences for imitation. Besides the informant, a linguist who supervised the learning experience was used. The linguist did not necessarily know the language but was trained in eliciting the basic structure of the language from the informant. Thus the students and the linguist were able to take part in guided conversation with the informant, and together they gradually learned how to speak the foreign language, as well as to understand much of its basic grammar.

Learners in the audio-lingual method were seen as organisms that can be directed by skilled training techniques to imitate and produce correct responses. Learners were expected to respond to stimuli, and thus have little control over the content, pace, or style of learning. They were not encouraged to initiate interaction, because this may lead to mistakes.

The teacher's role is central and active; it is a teacher-dominated method. The teacher models the target language, controls the direction and pace of learning. He monitors and corrects the learners' performance. The teacher must keep the learners attentive by varying drills and tasks and choosing relevant situations to practice structures.  The teacher had the role of introducing, sustaining, and harmonizing the learning of the four skills in this order: listening, speaking, reading and writing.

The procedures that the teacher should adopt in using this teaching method is explained by Brooks (1964:142) as follows:

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- ✓ The modeling of all learning by the teacher.

- ✓ The subordination of the mother tongue to the second language by rendering English inactive while the new language is being learned.

- ✓ The early and continued training of the ear and tongue without recourse to graphic symbols.

- ✓ The learning of structure through the practice of patterns of sound, order and form, rather by explanation.

- ✓ The gradual substitution of graphic symbols for sounds after sounds are thoroughly known.
- ✓ The summarizing of the main principles of structure for the student's use when the structures are already familiar, especially when they differ from those of the mother tongue.

- ✓ The shortening of the time span between a performance and the pronouncement of its rightness or wrongness, without interrupting the response. This enhances the factor of reinforcement in learning.

- ✓ The minimizing of vocabulary until all common structures have been learned.

- ✓ The study of vocabulary only in context.

- ✓ Sustained practice in the use of the language only in the molecular form of speaker-hearer situation.

- ✓ Practice in translation only as a literary exercise at an advanced level.

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In other words, the audio-lingual method puts the listening skill as its corner stone. The sound and its reproduction constitute the founding principle of this method. Vocabulary is learnt gradually.  The language graphic symbols are learnt after training of the ear by intensifying listening and speaking activities. The purpose here is to get adapted to the natural language of native speakers.

On the other hand, the audio-lingual method was founded on the principles of behavior psychology and on adaptation of many procedures of the Direct Method mainly those related to speaking skills. Instruction in the audio-lingual method involves presenting the new material in the form of a dialogue, memorization and practice. Structures are sequenced and taught through repetition. No or little grammatical explanations are provided and the four language skills are sequenced by order: Listening, speaking, reading and writing.

In audio-lingual method, there is wide use of language laboratories, tapes and visual aids. The course starts with an extended pre-reading period at the beginning of the course. During the course, big importance is given to precise native-like pronunciation. The use of the mother tongue is allowed only to the teacher and not encouraged to be used by the students. Accuracy in pronouncing the target language is given much care through repeating and reinforcing the correct pronounced sequences of the language. The focus on manipulating the correct pronunciation of the target language weakens the focus on content, vocabulary and meaning.

Language teaching in the audio-lingual method takes place by making sure that:

- All the utterances which students will make are actually within the practiced pattern.

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- Drills are conducted as rapidly as possible in order to guarantee automaticity and to establish a system.

- Gross errors of pronunciation are ignored when doing grammar practice drills.

- The drill material should always be meaningful.

- Drills are introduced by focus, exemplification, explanation and drilling.

- The teacher moves inside the room to check his students' production.

However and despite the success that this method had known especially during the first two years of its implementation with the army personnel, ten years later the "Army Method" and its suitability for use in regular language programs was discussed. This was because students were often found to be unable to transfer skills acquired through audio-lingualism to real communication outside the classroom, and many found the experience of studying through audio-lingual procedures to be boring and unsatisfying. In 1966 Carroll J B, a psychologist who had taken a close interest in foreign language teaching, wrote about the audio-lingual method that (1966: 105): "It is ripe for major revision, particularly in the direction of joining it with some of the better elements of the cognitive-code learning theory". Language learning started to be seen involving active mental processes and not only a process of habit formation. There appeared an emphasis on meaningful practice and introduction of examples as a tool of explaining rules. For example, the teacher before explaining the use of the future tense he first of all gives an example of sentence in the future tense.

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### 3.1.4 The Silent Way

The Silent Way in language teaching appeared after questioning the audio-lingual method by cognitive theory defenders. It appeared as a result of this emphasis on human cognition.

In this approach, learners were seen more actively responsible for their own learning. Errors were inevitable and they were signs that learners were actively testing their performance. In the early 1970s Cognitive Approach was of great interest and it was applied to language teaching. Most of the materials in this approach contained deductive and inductive grammar exercises. Students were asked to apply the rules given to them and to discover the rules from the examples and then practice them. The silent way teaching is built on these principles:

- ■ Creating simple linguistic situations that remain under the complete control of the teacher.

- ■ Generating serious game-like situations in which the rules are implicitly agreed upon by giving meaning to the gestures of the teacher and his mime.

- ■ Providing the support of perception and action to the intellectual guess of noises meaning.

- ■ Providing a duration of spontaneous speech upon which the teacher and the students can work to obtain a similarity of the heard melody.

The silent way is called so because of the teacher's silence inside the class where he intervenes only to provide help when it is absolutely necessary. While their teacher is keeping silent, students are encouraged to help each other in a cooperative manner. In these moments, the teacher uses hands to indicate that something is incorrect or needs

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to be changed. Charts and colours are used for explanation of meaning and students are asked to note their observations about the lesson and what they have learned.

However, we believe that communication involves both speech and gesture and that using only this last one in language teaching cannot lead to positive and reliable results. The teacher can use gestures to push and motivate learners to enhance their speaking skill but he has also to speak to them to correct their mistakes and guide them.

### 3.1.5 Suggestopedia

The father of Suggestopedia as a teaching method was the Bulgarian psychotherapist Georgi Lozanov. The method has been used in different fields of studies but mostly in the field of foreign language learning.

Lozanov ( 1978) claimed that by using this method one can teach languages quickly and better than conventional methods. Lozanov (1978) sees that language learning can take less time if students are helped by removing their psychological barriers to learning which cause their inefficiency. This fear of failure hinders the full use of mental powers that they have. Suggestopedia was defined as the application of the study of suggestion to pedagogy that helps students eliminate the feeling that they cannot be successful, thus, they overcome the barriers to learning. The key principles of suggestopedia are as follows:

- Learning is facilitated by a comfortable setting characterized by calm, light and pedagogical tools.

- The learning environment includes the use of posters and decorations featuring the target language and various grammatical information.

- The teacher is the commander and controller in the classroom.

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■ Students are encouraged to take new roles and names in the target language
   in order to become more integrated in the target language environment that
   leads to facilitating understanding lesson concepts.

■ Students participate in dialogues in the target language with the help of
   translation into the students' native language.

■ The focus is on content and not on structure and errors are tolerated.

Suggestopedia thus focuses much more on the environment that surrounds the
classroom such as the decoration, the board color, and the poster shape. However we
believe that though the classroom environment if it is attractive it enhances learning, it
cannot be enough and it does not lead to successful teaching if both teacher and learners
do not provide enough efforts. The teacher should be active in the classroom, he should
motivate his learners by innovative ideas and not only by decoration. The learners also
should participate in the classroom and should get involved with their teacher even if
the decoration was not good and attractive. We believe also that the use of translation as
an explanation medium by the teacher should not be exaggerated otherwise learners will
not develop their communicative skills with the target language in the target situation.

### 3.1.6 The Oral Approach or Situational Language Teaching

The Oral Approach and Situational Language Teaching method knew its existence
from 1920s to 1960s. It is the result of the criticism to the Direct Method which was
considered as an inductive, demonstrative and pronunciation focused method. The
pioneers of The Oral Approach and Situational Language Teaching Method were Harold
Palmer, A.S. Hornby, Michael West and other British applied linguists.

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A clear distinction should be made between the Oral Approach or Situational Language Teaching method and the Direct Method as Patterson (1964:4) suggests:

> "An oral approach should not be confused with the absolute Direct Method, which meant that the learner was bewildered by a flow of ungraded speech, suffering all the difficulties he would have encountered in picking up the language in its normal environment and losing most of the compensating benefits of better contextualization in those circumstances".

This indicates that the Direct Method was forcing the learner to adapt to the target language environment and to work hard to achieve the oral proficiency as mastered by the native speakers of the target language.

The Oral Approach or Situational Language Teaching method was an application of structuralism by combining and controlling lexical and grammatical content in the form of structure and applying the same, oral and situational in the language learning classes. The characteristics of this method according to Jack C.Richards and Theodore S. Rodgers (1995:34) were as follows:

➢ Language teaching begins with the spoken language.

➢ Material is taught orally before it is presented in written form.

➢ The target language is the language of classroom.

➢ New language points are introduced and practiced situationally.

➢ Vocabulary selection procedure is followed to ensure that an essential general service vocabulary is covered.

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➤ Items of grammar are graded following the principle that simple form should be taught before complex ones.

➤ Reading and writing are introduced once a sufficient grammatical and lexical basis is established.

The Oral Approach and Situational Language Teaching method applies inductive approach to teach grammar. Meaning of a word or sentence is derived through situation, and not through translation into target/native language. The objectives of foreign language teaching under this approach were to master the four language skills through structures. This method proceeds by the automatic control of basic structures and sentence patterns.

The learners' role in the Oral Approach or Situational Language Teaching method was initially to listen and repeat what the teacher says and to respond the teacher's questions. The learner had to situationalize the structure and meaning; and to do chorus repetitions, dictations, drills, oral based reading and writing exercises, pair practices and group works.

On the other hand, the teachers' role in the Oral Approach or Situational Language Teaching method was to set the stage for a new structure, presenting the model structure, and finally drilling and correction. The teacher's role was also to check strictly the pronunciation, grammar and structural errors during drilling. The instructor was supposed to be highly demonstrative through different teaching aids like wall charts, flashcards, posters, pictures, stick figures and so on.

By the end of the sixties the British applied linguists began to call into question the theoretical assumptions underlying Oral Approach and Situational Language Teaching method. Howatt (1984) criticized that there was no future of predicting language on the basis of situational events, rather sentences carried meaning in themselves and expressed the meanings of the speakers and writers who created them. British applied linguists

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observed Oral Approach and Situational Language Teaching method as inadequately addressed in terms of functional and communicative potential of language which is another feature of language. According to them, the process of language teaching/learning should be targeted to communicative proficiency rather than mastery over structures. Wilkins (1972) criticized that a language learner needs to understand and express communicative meanings to describe the core of language rather than grammar and vocabulary.

Therefore, the Oral Approach or Situational Language Teaching method survived only for four decades (1920s- 1960s) where it gave big contributions to foreign languages teaching. However and despite all its contributions it did not stand against the wind of other and new teaching methods.

### 3.1.7 Communicative Teaching Method

British applied linguists were behind the emergence of the communicative teaching method. They stressed upon the role of the functional and communicative potential of language and their integration in language teaching. This approach saw the need to focus on communicative proficiency rather than on mere mastering of structures.

This communicative teaching method aims to make communicative competence the goal of language teaching because of the need of language learners to use the language for communicative purpose. Communication imposed itself and affected syllabi and curricula; learners aim to use the language in real situation had to be fulfilled. The communicative method develops procedures for teaching the four language skills that acknowledge the interdependence of language and communication. It suggests activities that involve real communication and meaningful tasks. It is based on the idea that language is meaningful to the learners who are expected to be business persons, negotiators, managers and to teachers who are expected to be organizers, guides, and

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analysts. The learner has an active role as he is the one who performs communication inside the classroom whereas the teacher acts only as guide to his learners.

In fact, the communicative method developed quite fast and dominated language teaching in many countries because it helped learners develop both linguistic and communicative competence. However and in spite of this success, this method started to be questioned mainly about its suitability for all levels of education and if this approach can be used by non-native language teachers. It had also been questioned if it could be used in settings where students must continue to take grammar-base tests. We believe that grammar teaching should not be eliminated in teaching because grammatical correctness helps in conveying the right meaning of sentences. Communication can be hindered if grammar is not respected. There can be communicative breakdowns and misunderstanding because of misuse of grammar.

To sum up what we have dealt with concerning the different teaching methods, it can be concluded that no teaching method has been safe from critiques. This shows that all the teaching methods have advantages and disadvantages. We believe that we should look at the advantages of each one and why not we use all of them. This is what came to be known in 1990s as eclecticism. This approach to language teaching puts both teachers and learners in a comfortable situation. It gives them a freedom and flexibility in using different techniques and ways of learning and teaching. To clarify this approach, a teacher can use translation when he sees really that his learners are not understanding. He can also use gestures without speaking to explain a notion. He can even forbid translation when he knows that with a small effort his learners will be able to express themselves using the target language.

Eclecticism has become a desirable, coherent, pluralistic approach to language teaching. It involves the use of a variety of language learning activities. The use eclecticism is due to the fact that every teaching method have strengths as well as weaknesses. Hence reliance upon only one theory of teaching may not lead to positive

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results. That is why now almost all modern course books have a mixture of approaches and methodologies. This mixture or eclecticism guarantees:

- ■ Safety: The use of a various ideas and procedures from different approaches and methods will lead to successful learning.

- ■ Interest: The use of different techniques helps language teachers keep their learners interested and concentrated.

- ■ Diversity: Diversity in language teaching and learning is guaranteed by the use of different learning/teaching contexts and methodologies.

- ■ Flexibility: Eclecticism leads to more teaching efficiency and reduces a lot of pressures because when we are rigid by sticking only to one teaching method we may lose the motivation of our learners. For example when we keep on speaking only the target language inside a classroom where some learners are not able to follow and understand, there is a big risk of losing their motivation to learn and this leads to the failure of the course.

Eclecticism thus helps teachers in using various approaches to language teaching at the same time and benefiting from the advantages of every approach. It allows them also to avoid the negative or difficult features of every approach. Eclecticism so means having more options while teaching and therefore more flexibility and chance of success.

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### 3.2  ESP Teaching

A lot of interest is given to the issue of the teaching and learning of English for Specific Purposes or to the didactics of ESP; i.e what teaching methods ESP course will follow? or how it will be taught?.

### 3.2.1 ESP Teaching Pedagogy

Researchers in the field of didactics and pedagogy try to investigate the notion of communicative behavior and how to be taught to the ESP learner through pedagogic practices.

Hyland (2002: 386) categorizes ESP as: "research-based language education" and particularly values its "grounded insights into the structures and meanings of texts, the demands placed by academic or workplace contexts on communicative behaviours, and the pedagogic practices by which these behaviours can be developed". In other words, ESP teaching is based on continuous practical researches because learners are not always the same as well as the environment, needs, goals and motivation of the learners. That is why and while ESP teachers are conducting needs analysis on a given population this means that they are doing research. ESP teaching involves also studying the meaning and structure of texts because every ESP group has his own text. A text for mechanical engineers cannot be given to economics students because each one has its characteristics. ESP teaching is based on developing communicative behaviors by intensifying the pedagogical practices because more practice leads to communicative survival in real situations whether in English for academic purposes setting or in English for occupational purposes one. Hyland (2002) stresses upon the skills and how ESP learner will acquire them. He (2002: 389) points out that:

> "ESP involves teaching general skills and forms that are transferable across contexts and purposes" and that "there are generic skills and forms of language that are the same across a range of disciplines, professions, or purposes".

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In other words, the skills taught in an ESP class should be transferable to the target situation because ESP learners need is the mastery of English and using it outside the classroom for their specific purposes. The skills learned in the classroom should also then be generic and possible to be used in the area of interest of every ESP learner in a way that matches his communicative objectives.

Furthermore, ESP teaching and learning is regarded by many ESP teachers and researchers as a task-based process that involves planning, use of authentic data, focus on all the four skills and involving learners in developing the ESP course. Reinders (2008: 3) details this approach as follows:

- ✓ tasks involve a plan for a learning activity;

- ✓ they have a primary focus on making meaning;

- ✓ they engage with real-world authentic language use;

- ✓ they focus on any or all of the four language skills;

- ✓ they engage learners in cognitive skills in order to accomplish them;

- ✓ they have a defined communication-based learning outcome.

Consequently, task-based teaching calls for the classroom participants to forget where they are and why they are there and to act in the belief that they can learn the language indirectly through communicating in it rather than directly through studying it (Ellis 2006). ESP didactics hence is providing the learner with a communicative tool that helps him to survive out of a classroom setting; this place setting can be the work place, conference room, a hotel, an airport or any other place.

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### 3.2.2 ESP Teaching Syllabi

A syllabus in ESP is the plan of the course that is negotiated by both the teacher and learners of ESP. According to Robinson (1991:34), "There may be value in showing the syllabus to students, so they too can have a 'route map' of the course". This confirms the importance of making a deal between the teacher of ESP and his learners about the content and goals of the ESP course. To do so a deeper look should be given to the different ESP syllabi.

### 3.2.2.1 Content Based Syllabus

In order to motivate learners and to catch more their attention during the course, researchers in the field of ESP didactics give a great interest to the content based syllabus. They argue that the ESP course should include topics related to the specialism of the ESP learners. In a content-based syllabus, what is taught in the class stimulates students to think and learn via the use of the target language.

Robinson (1991:36) states: "the topic based syllabus, which deploys the content of the students' work or specialist study. One objective of the ESP course may in fact be to teach this specialist content". The content enhances the level of motivation of the ESP learner; for example, management students will not be motivated during an ESP course if the content or topics are about medical studies. Moreover, the content will not only help them to improve their level of English but also their knowledge of their field of work or study. A content about the process of repairing a machine is of double help for technical engineers.

Besides that, in content-based teaching, learners are helped to acquire language through the study of a series of relevant topics, each topic exploited in systematic ways and from different angles (Nunan 1988). Content syllabus certainly gives learners a lot of exposure to the language because it is assumed that language learning is a by-product of a focus on meaning and on acquiring some specific topical content through the use of the target language. The primary purpose of instruction, according to Richards (2001) is

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to teach some content or information using the language that the students are also learning. The subject matter is given primary attention and language learning occurs incidentally to the content learning. The language teaching comes after the content teaching. Therefore, the rationale behind integrating language and content instruction in ESL/EFL classroom is that the content can provide both a motivational and a cognitive basis for language learning. Content provides a primary motivational incentive for language learning. Language thus will be learned because it provides access to the content that has a motivational power on the learner.

### 3.2.2.2 Skill Based Syllabus

In Skill-Based syllabus, language teaching focuses on collecting the specific skills that the language learner must be able to do independently of real situations such as listening to a native speaker, writing paragraphs and texts and giving an oral presentation in a conference. In fact, an ESP course that does not focus on developing the skills of the ESP learner will not guarantee a success, and many ESP practitioners share this view. They see that the syllabus should focus on the four skills; the receptive ones that are reading and listening and the productive ones that are speaking and writing. Robinson (1991:38) states: "Another set of skills which may form the focus for an ESP course are termed professional or communication skills". Skill-based instruction is more appropriate for learners who need specific skills and whose skills are identified. This syllabus is typical for Language for Special Purpose (LSP).

Furthermore, skill-based instruction is not appropriate for general purpose or beginning level language education in which the needs of the learners are not known and identified. Skill-based content is most useful when learners need to master specific types of language uses. For example, students planning to continue their PhD studies and research where the need of broad proficiency in the language becomes a necessity. In skill-basd instruction, it is possible to predict what material that students really need, for example a student will need specific reading to enhance the note-taking skill. In skill-

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based syllabus, student-felt needs and wants are given high importance because learners who know what they need to do with the language generally show great acceptance and motivation and this leads to achieving the teaching/learning goals of both the teacher and the learner.

Skill-based syllabus merges linguistic competencies (vocabulary, grammar and pronunciation) together into generalized types of behavior such as listening to spoken language for grasping the main idea, writing paragraphs, delivering lectures. Henceforth the communicative goal to the ESP course will be achieved through the focus and development of all the language skills. Of course depending upon the need of every ESP group of learners there may be giving importance to one skill over another.

### 3.2.2.3 Method Based Syllabus

This type of syllabus is also known as task syllabus. It aims at enabling the ESP learner and providing him with a method that allows him to perform and act knowledgably and not mechanically.

The ESP course in this syllabus puts the ESP learner in a situation to do his work or task using the English language. This syllabus tries to satisfy the need of the ESP learner as Robinson (1991:39-40) confirms: " Such an approach is clearly significant for ESP, since the basic need of ESP students is that using the medium of English, they should successfully perform a work or study task".  Hence English language mastery in this syllabus is seen only as a tool or instrument to be used to be able to perform the task. English is taught in the context of using it as a key that serves ESP learners and helps them to survive in the target situation.

To conclude this subsection related to ESP course syllabi; content based syllabus, skill based syllabus and method based syllabus, we can say that it depends on the results of the needs analysis that precedes the course design and depending on the goals of the ESP course that one syllabus of the above-mentioned ones will be adopted or a

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combination of two or all of them. We believe that if the combination of these syllabi leads to meeting ESP needs, this becomes more than a choice and it is rather a must. Therefore an example of this combination is the content based syllabus that seeks to motivate learners and to catch more their attention during the course through the inclusion of topics related to their specialism. With the skill-based syllabus, language teaching focuses on collecting the specific skills and helps the language learners to communicate independently in real situations such as listening to a native speaker, writing scientific papers and conferencing.

## 3.3  ESP Course Elements

The elements of ESP course allow ESP course designers to design reliable courses that meet the real needs of ESP participants. Such of these elements are ESP course audience who are the learners who will take the course, ESP course content that includes language description and skills to be learned, ESP course goals that describe the objectives of ESP learners from taking the course, ESP course constraints and evaluation.

### 3.3.1 ESP Course Audience

The ESP course audience should be identified before the start up of the teaching program. The identification includes gathering the maximum of information about the audience. According to Hutchinson and Waters (1987) all the information about the age, gender, nationality, study or work specialism, knowledge of English, educational background and interests should be known in advance. The audience is put in the heart of the process. This takes us to the principle of the ESP course which is based on the learners needs. In order to meet those needs the teaching process should start first by identifying who is this ESP learner and where he comes from.

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### 3.3.2 ESP Course Content

The content of the ESP course is not like the content of general English course. In ESP the notion of specificity is respected. This specificity is linked according to Hutchinson and Waters (1987) to many parameters as shown in this table:

| Language description | Structural, notional, functional, discourse based |
|---|---|
| Language points | Structures, functions, vocabulary |
| Micro-skills | Deducing meaning of unfamiliar words |
| Text types | Manuals, letters, dialogues, experimental reports, visual texts, listening texts |
| Subject matter area | Medicine, economics, biology, mathematics |
| Content organization | By a set of patterns of components, by a variety of patterns, by a focus on certain skills like communicative ones |
| Content sequencing | From easier to more difficult, to create variety, to provide recycling, |
| Content organizing | To units, to topics, to skills |

**Table 3.1: ESP Course Parameters Adapted from Hutchinson and Waters (1987:100-101)**

From this table one can say that the ESP course content goes straight to the needs and interests of the ESP learner. This confirms the fact that ESP courses are tailored made.

### 3.3.3 ESP Course Goals

The ESP course goals are generally negotiated between the teachers and learners of ESP. However when it comes to workplace course it is generally the employer who specifies the goals wanted from the ESP course. Fraida Dubin and Elite Olshtain (1986:26) point out that "the overall goals are set up by the employers' representatives".

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In a course for Management English, for instance, the stated objectives might be for learners to develop the following abilities:

- to negotiate in English with clients,
- to correspond with foreign companies,
- to take part in business meetings in English,
- to develop business vocabulary,
- to make phone calls in English .

Therefore the target result from any ESP course is seeing the ESP learner move from one level to another from being unable to write an email for example in English to being able to do so.

## 3.3.4 ESP Course Constraints

As there are goals to any ESP course there are also constraints that may hinder the success of this course. Robinson (1991:41) cites Munby's view about constraints related to ESP course and he says:

> "constraints upon the implementation of the syllabus specification, include such things as government attitude, the status of English, logistical and administrative matters, the students' motivation and expectations, and methodological issues".

This implies that government attitude can really constitute a real threat to the success of an ESP course or pragramme if there is a contradiction of views between course designers and the government or decision makers. Logistical and administrative matters may also influence negatively the implementation of an ESP course. If the success requires the use of some information technology tools like computers or software and if

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these components are not provided by the administration the failure will be the result of this ESP course.

Students' motivation can also lead to the failure of the ESP course because the ESP learner constitute the backbone of ESP. If the ESP learner does not get what he expects from his teacher in matter of content or way of teaching, he will not be motivated to follow and hence the ESP course will fail.

Thus and as a conclusion to this part related to content, goals and constraints of the ESP course we can say that they are the keys of success. An ESP teacher who gives irrelevant content to his learners will not guarantee their love to his course. An ESP course without predetermined goals will not be correctly assessed whether it has succeeded or failed. An ESP teacher who does not predict the constraints that may hinder the success of his course will not be able to face them and find solutions when they take place.

### 3.3.5 ESP Course Evaluation

Evaluation is of a paramount help in ESP teaching. It is the tool that helps both the ESP teacher and learner to see whether their performance is on the right way or not. Evaluation can be referred to as the measurement of the ESP teaching/learning efficiency. Rani (2004) distinguishes two types of relationships with evaluation:

Evaluation and the Teacher:

■ Evaluation helps the teacher know to what point he has been able to achieve the instructional objectives.

■ Evaluation helps the teacher to organize appropriate learning activities for the students to achieve the objectives.

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■ Evaluation helps the teacher to improve his classroom procedures and methods of teaching/learning in the light of feedback.

Evaluation and the Student:

■ Awareness about objectives: Statements of clear objectives enable the students to know clearly what the teacher expects from them and they cooperate with him in achieving the learning goals.

■ Increasing motivation: Knowledge about their performance serves as a motivating factor to the student and ultimately facilitates learning.

■ Greater chances for increasing abilities and skills. Constant feedback makes students aware of their strengths and weaknesses, this leads to improve subsequent performance.

Evaluation then concerns both the teacher and the learner because ESP teaching is a collaboration between the two sides. The teacher needs to evaluate his teaching ways to see if he is meeting the needs and wants of his learners. The learners also need to evaluate their commitment in the classroom and their motivation to see whether their objectives are possible to be achieved or not.

### 3.3.5.1 Assessment vs Evaluation

Assessment is often confused with evaluation, but the two concepts are different. Assessment is used to determine what a student knows or can do, whereas evaluation determines to what extent a course or program is efficient and successful. Assessment

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is the process of collecting and reviewing data for the purpose of improving the current situation. Evaluation is seen as an act of making judgment on the basis of a set of standards or factors.

According to Herman and Knuth (1991) assessment data affects student advancement, placement, and grades, as well as decisions about instructional strategies and curriculum. Assessment is generally used to refer to all activities teachers use to help students learn and to measure student progress. Assessment is a tool for articulating goals and objectives for student learning. This tool allows teachers to gather data about how well students are meeting the learning goals. These collected data are used to improve students learning.

Evaluation on the other hand focuses more on the course or the programme and whether it is meeting the needs of the students or not. Evaluation is rather the process by which all the parts including teachers, schools, and students are evaluated to measure the success of education programmes. Effective evaluation can be understood as a collaborative activity and an on-going process. In other words all the three parts collaborate together in evaluation including the institution, the teacher and the learners.

We believe that both assessment and evaluation should always take place in educational setting. They both give education, teaching and learning stakeholders a clear view that helps better gage the success or failure of education programs. It is therefore necessary in English for specific purposes teaching to assess and evaluate students. Assessment and evaluation procedures should correspond with curriculum objectives. This assessment can be formative where the focus will be on the process and products of learning. It has to be continuous in order to provide the ESP teacher with the student's progress towards achieving the curriculum objectives. This assessment is also summative as it takes place at the end of a unit of instruction.

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The summative assessment helps the ESP teacher to determine the knowledge and skills that have been developed by the ESP learner over a period of time. Therefore, continuous assessment is vital for ESP learners. First, when assessing students, teachers should know very well the objective behind it; learners' assessments objective should be identified beforehand. Then, the obtained results will be studied to measure the performance of ESP learners. To do so a checklist that includes all the items of the taught program can be used and in which ESP learners give their opinion about what went well and what did not go so.

Consequently, all the ESP teaching/learning stakeholders including teachers, students, programs and courses and administration are all concerned with assessment and evaluation and on a continuous manner. Communication plays a vital role in both assessment and evaluation. The teacher has to inform and communicate evaluation results to his learners to get them more involved and motivated. The institution also has to inform both teachers and learners about assessment objectives and results in order to get the collaboration of all parts and henceforth to reach effective results. Sustainability should be the essence of both evaluation and assessment. Sustainable and continuous evaluation and assessment help improve the situation and correct previous lacks and mistakes.

To conclude this section related to ESP course elements, we can say that course designers should take them all in consideration before, during and after the design of any ESP course to any population. They should identify ESP course audience and should gather data about them and their area of work or study. ESP course designers should identify the content ESP course in respect to the needs of the target population. The content includes items such as language description, texts types and content organization. Another element and one of the fundamental ones that should be identified in collaboration with participants is ESP course goals that are generally

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negotiated between the teachers and learners of ESP. The goals explain the wants of participants and what to do with language at the end of the ESP course such as emailing, conferencing and negotiating. These above ESP course elements will not lead to success if course ESP course designers do not pay attention to ESP course constraints such as the logistical and administrative ones. The last element that should not be eliminated or ignored by ESP course designers is evaluation that allows both ESP teacher and his learners to measure the success of the ESP course and whether the goals are being achieved or not.

## 3.4  Methodology for ESP

Methodology for ESP includes both the teacher and learners roles inside the classroom and the different class practices and interactions between them.

Robinson (1991:46) defines methodology as:" to what goes on in the classroom, to what the students have to do. This has implications for what the teacher has to do". Methodology means the interaction of both teacher and learners in the classroom and the role, skills and activities of each part. Here are some models of ESP practices that are adopted as methods that lead to efficient teaching results:

### 3.4.1  Case Studies

This type of ESP teaching practice aims at putting the ESP learner in a real situation so that when he starts working he finds himself already ready and equipped with a linguistic tool which is the mastery of English related to his field of interest. Robinson (1991:50) says:

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" the use of case studies is a well-established method for inducting

future professionals into the job demands of business, medicine,

the law and engineering. It would seem to be an ideal method for

ESP. It involves studying the facts of a real life case, discussing

the issues involved and reaching some kind of decision and/or

action plan. All the language skills are potentially involved:

reading input documents, listening and speaking (discussing) and

possibly writing some sort of summary or report".

This teaching practice can be applied for both English for Academic Purposes and English for Occupational Purposes as long as it takes into account all the language skills; the receptive and productive ones. It prepares learners for real-life situations by involving them in scenarios similar to those they will find at their work or study.

### 3.4.2  Project Work

Project Work is an activity done by ESP learners following the instruction and guidance of their ESP teacher. Generally, it is done after the end of a teaching/learning section to test their knowledge of the preceded part or to introduce them to the next one. Bloor & St John (1988:86) propose three types of project:

 "the first is the group project, which involves the members of the

group in real research. The example given is of a descriptive and

evaluative survey of the university postal system. The second type

is a mini research project, for individual students, involving the

use of questionnaire, surveys and interviews. The third and most

common type is the literature based (or library) project, involving

the individual student in extensive purposeful reading".

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We see that the project work fits better EAP students because they are more concerned with dissertations and end of study projects whereas EOP learners are concerned more with acquiring the language to use it as a tool for their occupation or work.

### 3.4.3 Translation

In the context of teaching English as a second language, translation and use of mother tongue was not desirable within the communicative approach to language learning in the 1970s and 1980s. This is because it is argued that foreign language learning needs as much exposure to the target language as possible during the short classroom time and the use of translation from the target language to learners' mother language is a waste of time.

However, translation is, now seen by many scholars, as a contributive element in language classroom. It helps non-native teachers of English to gain time through translating what was not understood in the target language and consequently avoiding losing time by sticking only to the use of foreign language with learners. Moreover, translation is sometimes considered as a language skill along with the four language skills (speaking, listening, reading, writing). According to Ross (2000) translation has a special importance at both intermediate and advanced levels and translation from the mother tongue to L2 and L2 to the mother tongue is recognized as the fifth skill and the most important social skill since it promotes communication and understanding between people. In fact and as teachers of English to speakers of other languages, we observe that translation helps remove ambiguities and give learners confidence in listening and following the lesson. Translation according to Harmer (2001) involves allowing students from time to time to use their mother language or L1 and this leads to enhancing their activity and provokes their motivation. Besides that, we believe and we notice that the use of the native language in lessons renders the classroom more dynamic and pushes the reticent students to participate and to get involved with the group. Moreover, translation leads learners to be aware of language interferences (Ross 2000). In fact, comparing grammar, vocabulary and other language items from the target language to

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learners' L1 helps and promotes the understanding of the characteristics of each language separately without making any confusion. An example of this is the comparison of tenses use in English and French and word order in English and Arabic.

In ESP context, the use of translation is vital because ESP learners are generally adults and as a way to explain the target language to them translating to their L1 might be considered in many cases as the best way. This is because they are experts in their field of work or study and what they need only is a language tool that helps them express their ideas in the target situations. Besides that, we notice that ESP courses include the teaching of vocabulary and one of the best ways of teaching vocabulary is translation.

### 3.4.4  Oral Presentations

This activity helps and allows ESP students to improve their speaking skill. The more they present and make mistakes the more they learn as Robinson (1991:51) confirms:

> "students doing a project may have to make an oral presentation at the end, in addition to, or instead of, presenting a written report. While making a presentation may seem to be more limited activity than the other tasks discussed, it can in fact involve all the language skills".

We believe that this practice suits more EOP students especially those who will have a direct and face to face contact with native speakers of English in spite of the fact that this activity seems to be a limited task that may involve all the language skills.

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To sum up, these mentioned teaching practices are not the only ones that take place inside the classroom between the ESP teacher and his learners. There are also some activities like dialogue writing and presenting and simulations like organizing a meeting inside the classroom. Hence, there is no limited set of activities or practices but rather it is open and up to every ESP teacher to choose the practice that best suits the needs of his learners.

## 3.5 ESP Materials

Writing materials is an important area in ESP teaching. It plays a big role in the effectiveness and development of the ESP course. It equips students with what will help them to acquire the knowledge they will need in their future professional or academic life.

### 3.5.1 General Material vs Specific Material

One of the most important issues regarding ESP materials selection and writing is whether the material is general or subject-specific. General materials focus on one's general ability to communicate more effectively, while subject-specific materials focus on a particular job or industry (Ellis and Johnson, 1994).

ESP learners very often feel more motivated for materials that they find relevant to their area of specialism. The use of subject-specific textbooks is also more in line with the realization that students are individuals with different needs, styles, and interests. In designing courses of English for Specific Purposes, a special interest should be given to the material selection. This should be a purposeful step as it has many things to do with the commitment of ESP learners inside the class and linguistic characteristics of the used language in real life. Ellis and Johnson (1994) see that the choice of materials has a

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major impact on what happens in the course. This impact is demonstrated on the following three levels as they (1994:115) state:

> "it determines what kind of language the learners will be exposed to and, as a consequence, the substance of what they will learn in terms of vocabulary, structures, and functions"; - It "has implications for the methods and techniques by which the learners will learn"; and "the subject of or content of the materials is an essential component of the package from the point of view of relevance and motivation".

That is to say, the selection of ESP materials should thus above all depend on the needs of the learners in relation to their future or present jobs which means, materials should focus on the appropriate topics and include tasks and activities that focus on practicing the target skills the learners will need in real situations. Another important criterion that should be taken into account when selecting materials is the level of language knowledge students have already acquired and the target level they will need to communicate successfully in their jobs. Besides that and as for the content of ESP material it has many things to do with the motivation of learners. Business learners will not be motivated if their material content is about mechanics or literature. The subjects or content should then suit the need, interest and motivation of ESP learners.

Furthermore and according to Prabhu (1994) another important issue regarding materials is that they should be used as sources. He suggests (1994: 94): "The fact that materials need to be used as sources rather than as pre-constructed courses should not be regarded as a weakness of task-based teaching; it can in fact be a strength for any form of teaching". This is because ESP is predominantly student-centred, and consequently students' considerations should be at the top of the list of selection criteria.

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Henceforth, the ESP teacher has to select materials that will help the students achieve the course objectives (Ellis and Johnson, 1994). These materials should also relate closely to the learners' specific skills and content needs, which is an important precondition for full exploitation of the materials as well as the learners' motivation.

### 3.5.2 Material Selection for ESP Course

After conducting needs analysis work and after extracting the needs, necessities and wants of ESP participants, the next step is selecting the material to be included in the ESP course.

Studies proved that authentic material selection and integration in course design contributes a lot in the success of the ESP course. This is because it puts the learner inside his field of interest and like this he feels familiar and more motivated to learn. For example medical studies learners are more motivated and ready to learn if the content of the course is about medical experiments. If they are given a content about business or management they will feel strangers inside the class and they lose eagerness for learning. According to Hutchinson and Waters (1987) selecting material for an ESP course can be done through selecting from an existing material, writing one's own material or modifying an existing material.

Material selection can be done from the existing documents of the institution that can be a school, a university, a center or a company. Selection of the ESP material can be done via seeing the suitability of the existing material with the needs of ESP participants. Hutchinson and Waters (1987:96) confirm while referring to material selection as evaluation: "Evaluation is a matter of judging the fitness of something for a particular purpose". They continue (1987:96-97):

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"In any kind of evaluation, the decision finally made is likely to be the better for being based on a systematic check of all the important variables. The results of an evaluation will probably lead to a large investment of money in a published course or large investment of time in home-produced or adapted materials".

Therefore, the ESP teacher, when he is called for an ESP course for a given population in a given institution, should not neglect the existing material but rather he has to evaluate the suitability of the existing material in order to gain time and to save money for the institution. Sometimes the ESP teacher when he comes for an ESP course he throws all the existing material that may include some valuable documents and he starts from zero preparing a new material. The new one may not match the needs of ESP learners and hence a lot of time is lost, money is not saved and the worst thing might be the failure of the ESP course.

The selection process of the material to be used in an ESP course starts by defining the criteria that means on what bases will the material be judged and which criteria will be more important. The former identifies the realizations of the criteria wanted in the course and the latter identifies how the material is being evaluated to realize the criteria. Finally the process ends up by identifying how far is the material matching the needs. Like this, there is few probability that important documents will be ignored and there is a big chance that the objectives of the ESP course will be met as long as the learners needs are taken into consideration during the material selection process.

While selecting material for an ESP course, a special focus should be given to authenticity. In fact, it can lead to enhancing students' motivation and expose them to real language and culture as well as to the different genres of the professional community to which they aspire. Gilmore (2007) considers it possible to adapt authentic texts to different language levels by constantly varying the tasks. Therefore, the ESP materials designer must have the ability to find authentic texts that fit the students' differing pedagogic needs.

What leads also to the success of the ESP course is matching the content to the specific discourse of a given group of ESP learners. Good material selection hence has positive results. Besides saving money to the institution, good material selection can also help in enhancing the level of motivation of ESP learners as Hutchinson and Waters (1987:107) point:

> "materials provide a stimulus to learning. Good materials do not teach: they encourage learners to learn. Good materials will therefore contain:
>
> - interesting texts;
> - enjoyable activities which engage the learners' thinking capacities;
> - opportunities for learners to use their existing knowledge and skills;
> - content which both learner and teacher can cope with."

It is important and motivating to launch a debate inside the teaching classroom over a subject that raises the interest of learners to talk and defend their point of views. This pushes them to speak and develop their communicative skills.

Therefore, material for ESP course should be well selected otherwise if the ESP teacher is not able to make a good selection, he should write his own material. Writing material is also a good solution provided that it meets the needs of ESP learners and the goals and objectives of the ESP course.

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### 3.5.3 Authentic Materials in ESP

Authenticity has been pointed to by various authors as a relevant feature in ESP methodology and thus constitutes an aspect traditionally emphasized in the ESP literature.

These authentic materials should be taken from the real world and not primarily created for pedagogical reasons. They can enhance students' motivation and expose them to real language and culture as well as to the different genres of the professional community to which they aspire. Unlike simulated authentic materials, they must be constantly brought up-to-date. Vaiciuniene and Uzpaliene (2010:95) distinguish three broad categories of ESP authentic materials:

- daily objects such as business cards, bank leaflets, photographs, receipts, catalogues, currency, reports, financial statements, instructions, bank accounts, application forms, pictures, registration forms, letters/emails, diagrams, agreements, etc;

- broadcast texts such as newspapers, journals, TV and radio programmes, films, documentaries, general or special literature, etc;

- Websites; the internet is a wonderful and very much up to date source of authentic materials for LSP learners,

Nevertheless, using authentic materials can be risky if the methodology is not carefully chosen because it is not always easy to use journals, magazines, documents from companies and other real sources, on a daily basis, especially with beginners. Fortunately, ESP learners are not typically beginners in the foreign language and this what gives the possibility of introducing authentic material in a comprehensible way. Gilmore (2007) sees that it possible to adapt authentic texts to different language levels

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by constantly varying the tasks. Therefore, the ESP materials designer must have the ability to find authentic texts that fit the students' varying pedagogic needs and that can be implemented in the course syllabus.

Authentic material use in ESP is creating a debate among ESP practionners. There are those who are convinced with the use of authentic material in ESP teaching and there others who are against. Flowerdew and Peacock (2001:182) find three arguments for and another three against authentic materials.

In favour:

- non-authentic texts cannot represent real-world language use,
- simplified materials often lose some meaning
- authentic texts are good preparation for real-world situations

Against:

- any one authentic text may not be authentic for a specific class,
- just because a text is authentic does not mean it is relevant,
- authentic texts are often too difficult linguistically.

We believe that inserting authentic texts in ESP teaching programs is of a paramount help in getting ESP learners involved in real situations. These texts open a window on the target situation in which the ESP learner will be put in. We believe also that this insertion of authentic texts should be relevant to the area of work or study of ESP learners in order not to lose their motivation of learning. Reppen (2010) highlights the fact that, in recent years, many ELT professionals have expressed a preference for authentic materials in their lessons, using language from natural texts instead of ready-made examples. In this sense, such resources provide natural and real situations for language learning. Gilmore (2007:11) points out that: "authentic material is likely to expose learners to a wider variety of grammatical and lexical features but with less

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frequency than contrived input specifically designed to highlight particular target language".

As for the drawbacks of using authentic material, it is suggested that online materials that can become obsolete very quickly and the teacher will have to spend a lot of time finding new samples of authentic texts for ESP lessons which, in turn, will have a short exploitation period. Involving learners in the production of their own authentic materials can solve this problem especially when the students work in close cooperation with their teachers. When this happens, subject-experts can act as facilitators and consultants and their task will be to assist the ESP teacher to select authentic texts and inserting them with contents that are related to the target situation.

When designing a special purpose corpus, in order to ensure that it contains authentic LSP material, Bowker and Pearson (2002) recommend that the author of each text should be an acknowledged subject-field expert. Preparing authentic materials for use in the classroom can be very time- consuming. Osborne (2005) suggests that it is essential to have a clear purpose in mind as well as a personal approach that permits the adaptation of most authentic materials. Likewise, the ESP instructor must always incorporate authentic texts that are locally meaningful. Wegener (2008:137) sees three functions that authentic texts serve in ESP courses:

> "First, inviting authentic materials from the learners' work
> environment to the classroom the teacher offers assistance (…)
> Second, the ESP teacher always looks for texts that are as close to
> the learners' target situations in their jobs as possible (…) Third,
> authentic texts serve as sources of information for the teacher and
> may already be collected during the needs analysis period."

Alternatively, a collaboration relationship is built between the ESP teacher and his learners while they provide him with texts they use daily at their work or study. An

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example of this collaboration is when EAP learners provide their ESP teachers with sample of academic papers to be used as learning resources. These resources are considered by the ESP teacher as sample to what they will face in real situations.

To conclude this section related to ESP authentic material selection, we can say that ESP course designers should give a special importance to four important elements if they want to design efficient ESP course. These elements are as follows:

- ESP material that should be related the learners' needs.
- The content of the ESP course that should fit the area of study or work of the ESP learner.
- The specific discourse of a given group of ESP learners. For example the discourse of medical studies students.
- Authenticity that exposes ESP learners to real language and culture. This leads to enhancing students' motivation.

## 3.6  What to Teach in ESP?

Depending on the results of needs analysis, a teaching program can be planned for a given group of ESP learners. The results of needs analysis show the urgently needed skills and language items to be mastered by ESP learners and show also other skills and language items that are also needed but not urgently. Pronunciation, vocabulary, the four language skills and grammar are examples of what can be detected by needed analysis and that can be planned to be taught and integrated in ESP course design.

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### 3.6.1  Vocabulary Integration in ESP Course Design

Previously foreign language teaching focused on grammar. Grammatical items and parts of speech were given greater importance. Accuracy was the main goal sought by foreign language teachers. However now and with the increased need of using foreign languages for communication purposes attention has shifted to conveying the language message and understanding it whatever mistake is there in the structure or grammar of the language.

The key element for understanding the meaning is vocabulary which is a big challenge to both leaners and teachers of foreign languages especially in the area of English for Specific Purposes. In fact if a vocabulary item is not understood or misunderstood in any area of ESP, there will be a big communication break down and even catastrophes. For example if an accountant confuses between the meaning of assets and liabilities, his work and mainly his financial reports will be wrong and this may lead even to big losses to his firm. In any ESP context either in English for Academic Purposes area or in English for Occupational Purposes one, vocabulary plays a key and crucial role in understanding the target language as McCarthy, M. (1990:8) confirms that: "No matter how well the student learns grammar, no matter how successfully the sounds of L2 are mastered, without words to express a wider range of meanings, communication in an L2 just cannot happen in any meaningful way".

Consequently, being excellent in grammar and having a good foreign language pronunciation may not be sufficient in communicating in the target language if we are not equipped with the needed vocabulary in a given context. ESP teaching falls in this guideline; it focuses on the learners' needs and as vocabulary is considered as a key element, it is given big importance by ESP teachers. However depending on the time dedicated to an ESP course and to the urgent needs as for the mastery and use of specific vocabulary items there may be prioritization in the choice of vocabulary items to be covered during a given time.

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Vocabulary teaching in ESP is linked to learners needs and this is what makes the difference between general English vocabulary learning and English for Specific Purposes vocabulary learning. Besides learners' needs James Caody talks about the topic and learners proficiencies as vocabulary learning factors, he (1997:245) stresses: "The choice of a topic and the learners' proficiencies and needs are three primary factors that should determine what vocabulary goes into an activity". This implies that vocabulary teaching in ESP is based on learners needs because of time constraints and motivational issues. When the time allocated to an ESP course is restricted, the ESP teacher should go straight to the vocabulary items that are urgently needed by learners. Vocabulary then which is considered as an inseparable part from the curricula should be based on learners needs that are identified by precise and systematic measures (Johns 1991). If vocabulary items selection is done properly, it allows designing relevant courses that meet the needs of ESP learners.

Furthermore, Scrivener (2005) stresses upon the use of the lexis which is related to the students area of interest. If vocabulary items and topics are selected from real context and situation where the ESP learner will be put and where he will be obliged to use that specific language in specific contexts, ESP course will be effective.

Consequently and as for the motivational issues linked to the need based choice of vocabulary, it is widely agreed upon that ESP learners feel unmotivated if they do not get what they need especially when it comes to vocabulary items where they are blocked because of non mastery of specific vocabulary related to their domain. For instance, if the ESP learner needs to know the components of an electrical motor in English language as soon as possible because he will go for a training in this domain and the ESP teacher gives him something else he loses eagerness for learning and he may even claim another ESP teacher. As ESP teaching is meeting learners' needs and its content is related to the activities and occupation requirements, the ESP course can be motivating if its content, syntax and vocabulary are relevant to the ESP learner needs.

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### 3.6.2 Vocabulary Teaching Techniques in ESP

Since ESP teaching is meeting learners needs, we believe that any technique that leads to achieving this purpose can be used by the ESP teacher and any course must be based on the basis of what will ESP learners need English for (Dudley-Evans 1998).

Before planning how to teach ESP vocabulary, it should be stressed upon that any vocabulary list should have been determined from a needs analysis that provides an overview about the learners target communicative situation that ESP learner will be put in (Nunan 1988). Once the identification of needed vocabulary is done a lot of teaching techniques can be adopted such as synonyms and opposites activities, translation activities, filling the gaps drills and matching terms with definition drills,…etc.

We believe that the ESP teacher can be flexible as for the use of these techniques; he can use what he sees suitable for a given group in a given context and he can switch over from one technique to another flexibly by using and mixing all these techniques. So to sum up, it can be concluded that vocabulary integration in ESP teaching is always linked to needs of learners. To detect the needs of learners' deep needs analysis studies should be conducted before the design of any course.

### 3.6.3 Teaching the Four Language Skills in ESP

Many language teaching researchers and practitioners agree that the teaching of the four language skills together helps enhancing the progress of language learning. In ESP the learners are in a strong need to develop their mastery of English for their specific purposes in the shortest possible time. So the combination of the four language skills can bring positive results.

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**Teaching Reading in ESP**

Teaching the reading skill contributes to the overall efforts of improving learners mastery of English. The more learners practice reading the more they get adapted to the spelling and pronunciation of English words and the more their inventory of words grows up. In ESP context either in EAP setting or in EOP one reading plays a vital role to survive in that particular setting. A researcher needs to read and understand a scientific paper related to his area of study and a technical engineer needs to read and understand a technical instruction. We believe that the best way of teaching reading in ESP is first of all describing the sound system of English language compared to the mother tongue of the ESP learner or the second language he masters as Barbara (2002:10) clarifies:

> "Besides problems associated with interference and transfer, L2
> readers may not develop the low level processing strategies that
> native English speakers develop, so that they may not read English
> in the most efficient way. They may not progress from the early
> developmental stages to later, more advanced stages"

That is to say, if learners of English are not given a clear description of the English language pronunciation system, they will be able to read English correctly. English is more a sound language than a written one because not all what is written is read or pronounced. Unlike the French language for example where almost written letters are pronounced while reading, most English words are pronounced in ways which are different from how they written like for example the words 'Leicester, palm, ought'. We believe also that wrong reading leads to misunderstanding because every spoken word in English has a meaning.

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**Teaching Writing in ESP**

Like reading, developing the writing skill is also vital in enhancing ESP level of mastery of English. Many ESP researchers who conducted needs analysis on their participants agree that the writing skill has become a wanted skill especially nowadays with the use of internet and communication media. Emailing has become the official mode and the most widely used means of communication between companies and institutions worldwide. The manager for example who cannot write an email cannot deal with an English speaking company abroad. In English for academic purposes courses or English for occupational purposes courses one of the recommended methods in teaching writing is the incorporation of cooperative learning (Kagan 2002). In fact applying cooperation in teaching writing helps a lot in extracting the ideas every individual ESP learner has. It helps also expose learners to make more efforts so that the ESP teacher correct more mistakes in a given time. This helps learners learn from their writing mistakes and therefore they can make a progress in a short time.

**Teaching Speaking in ESP**

Speaking in the target language is the dream of every language learner especially in ESP where learners want to survive in the target situation in the shortest possible time. To teach learning various ways can be used by ESP teachers. Repetition helps learners master the target speech or language as it is said 'repetition makes perfection'. In English for academic purposes the ESP teacher can suggest the passage of talking about the title of a research of a given researcher. They can repeat for example 'I am pleased to present my research entitled…'. Other ways of teaching speaking can be applied as well such as oral presentation, conversation, pronunciation drills and activities. The ESP teacher for example and after identifying the needed vocabulary for his group of learners can plan pronunciation activities targeting the mastery of speaking of these vocabulary items.

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**Teaching Listening in ESP**

Listening is a receptive skill that requires more attention and concentration. English language learners in general and ESP learners specifically should give a big importance to listening if they want to improve their mastery of English.

Listening allows the listener to decode the spoken language code which is spoken either at the academic setting in a conference for example or at the professional setting at a workplace. According to Wilson (2008) listening can have various forms; learners can listen for gist in order to know the general and overall meaning. Learners can also listen for specific information in the settings and occasions when they focus on a specific information. An example of this is when a technician is listening to an instruction of repairing a machine he focuses on listening to the precise information he needs in that precise point of time. Learners can also listen in detail as in conferences for examples where the steps of a given research are all important to be carefully understood to arrive at a conclusion. Therefore, ESP teachers should know how to teach listening to their learners and should know which type of listening should be given to the right group of learners.

To conclude this section we can say that depending on the results of needs analysis a special course can be designed to specific group of ESP learners. This course includes the type of vocabulary that match the area of study or work of ESP learners and it is up to the ESP teacher to choose the type of vocabulary teaching exercises that suit better his class. This course also includes which language skills should be taught according to the objectives of ESP learners from the ESP course. For example if the urgent objective of a group of participants is writing emails, the listening skill will not be a priority but rather the writing skill which should be given more importance and priority.

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**Conclusion**

To conclude this third chapter dedicated to the didactics of ESP, it can be stated that no teaching method has been safe from critiques and that each method has its advantages and disadvantages. We have concluded that positive teachers should not reject any one of these teaching methods but they should rather combine all the advantages to arrive to what became known as eclecticism that gives them more flexibility in using different teaching ways and techniques. In section two, we have dealt with ESP course syllabi and their adaptation with the results of needs analysis in ESP course design. In section three, we have dealt with ESP course elements where we concluded that course designers should identify ESP course audience in order to collect quantitative and qualitative data about the participants and their area of interest. ESP course designers should identify the ESP course goals of ESP course participants that motivate them to take this course. Course designers should also take in considerations the constraints of ESP course in order to take preventive actions and to avoid the failure of the ESP course. They should also plan an evaluation to the ESP course in order to gauge to what extent the ESP course has been successful. In section four we have seen methodology for ESP, i.e. the different activities and practices that take place inside the classroom between the ESP teacher and his learners. In this chapter we have examined the importance of material selection in ESP and authenticity which is an important area in ESP teaching that plays a big role in the effectiveness and development of the ESP course. We have concluded that ESP material that should be related to learners' needs and to their specific discourse. In section six we have seen vocabulary teaching in ESP where we have concluded that the ESP teacher can be flexible in using different vocabulary teaching techniques depending on the level, goals of his learners from the ESP course and their area of study or work. We have also seen the four language skills in ESP and how they should be taught according to the objectives of ESP learners from the ESP course.

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# CHAPTER FOUR

# METHODOLOGY

**Introduction**

**4.1 Overview about ArcelorMittal Annaba Company**

**4.2 Presentation of the Research Population**

**4.3 Roles and Skills of the Research Population**

**4.4 The Status of English at the Company**

**4.5 Use of English by the Research Population**

**4.6 Research Tools**

**4.7 Launching of the Study**

**Conclusion**

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## Introduction

This chapter deals with the methodology that we have adopted in conducting our study. It starts first by presenting the place setting of our research. Then it describes the status and use of English in this company mainly by our research population who are the finance managers of the company. This chapter provides a detailed description of the target population of our research and their different roles inside the company. In this chapter we spot light on the different research tools that we have used in conducting this study. They are three tools; questionnaire, semi-structured interview and authentic data collection.

## 4.1 Overview about ArcelorMittal Annaba Company

### History of the Company:

September 1964 marked the birth of this company under the name of "la Société Nationale de la Siderurgie (SNS)". The name of this same company changed to "SIDER" in 1983. From its inauguration in 1964 to 2001 the company's management belonged to the state. Starting from 2001 the Algerian government decided to concede its full control over this steel producing company and to enter into a partnership with a foreign partner. In October 2001 a partnership contract was signed between the Algerian authorities represented by "SIDER" and the Indian Steel Producer Ispat Group. This partnership contract gave 30% of the company shares to the Algerian side "SIDER" and 70% to the Indian side Ispat Group. Consequently, the company became known as Ispat Annaba. In 2004 the Indian partner changed its name to Mittal Steel Annaba. In 2006 the Indian partner made a merging with the French group Arcelor and consequently the company's name has become ArcelorMittal Algeria. In 2017, the company has entered

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in the process of being recovered by the Algerian government and the name of the company will be IMETAL. The transformation process is still going on from ArcelorMittal Algeria to IMETAL Annaba Algeria.

## Geographic Situation of the Company:

The company is situated in Annaba, north east of Algeria, exactly in El Hadjar 15 KM west of Annaba city centre. This geographic situation is very strategic because it is close to Annaba port which facilitates the export operation. The company is linked with all railways mainly the one that comes from Tebessa mines; Boukhadra and Ouenza. This rail way is used for transporting iron ore which is needed for steel production.

## Production of the Company

The company is specialised in steel production under three main forms:

a- ***long product***: it produces steel under the form of bars which are destined for housing and civil works projects.

b- ***flat product***: it produces steel under the form of coils destined for other category of industry like steel doors making and steel panels making.

c- ***Tubes***: it produces tubes for SONATRACH Company; these tubes are for transporting gaz.

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## 4.2 Presentation of the Research Population

All finance transactions of the company take place in Finance Direction; all the payments, invoices control, cash management and accounting operations are carried out by finance managers and assistants. The first senior manager of this direction who represents the company in high level meetings related to finance issues and who is in charge of budgeting is the Chief Finance Officer. Under the CFO there are nine (9) departments:

- **Accounting Sales Department:** This department is composed of its chief and six (6) assistants. It is in charge of invoicing and accounting all the sales operations.

- **Accounting Purchase Department:** This department is made of of its chief and fifteen (15) assistants. It is in charge of accounting all the expenses incurred by the purchase department.

- **Treasury Department:** This department includes its chief and eleven (11) assistants. It is keeping control of the company cash balance. It receives checks from clients and gives checks to contractors and service providers. It works closely with banks.

- **Management Control Department:** This department encompasses its chief and forty-five (45) assistants. It cares for making the production tools and consumables more profitable. It keeps an eye against all sorts of abuse.

- **Final Accounting Department:** This department is composed of its chief and five (5) assistants. It checks the figures and transaction of all the other accounting departments. The figures presented by this department are the reliable and the considered ones.

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### 4.3 Roles and Skills of the Research Population

Finance managers at this company have a very important role in the overall management of the company. They set, control and supply financial data that constitute the basis of decision making at the corporate level. We can sum up their roles as:

✓ Leading the organization to achieve the maximum of profits through a successful financial and accounting system. This leads to maximizing shareholders' value through generating better dividends.

✓  Studying the timing and predictability of future cash flows to guarantee the survival of the company through a reliable financial system.

✓  Preparing financial reports that summarize and forecast the organization's financial position, such as income statements, balance sheets, and analyses of future earnings or expenses.

✓ Overseeing the accounting, audit, and budget departments.

✓ Directing their organization's budgets to meet its financial goals and oversee the investment of funds.

✓ Carrying out strategies to raise capital and they develop financial plans for mergers and acquisitions.

As for the skills needs by Financial Managers to succeed in their mission we mention the following:

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➢ **Analytical skills**: Financial managers increasingly assist executives in making decisions that affect the organization, a task for which they need analytical ability. They should be competent enough to analyze financial figures otherwise the management vision will not be clear.

➢ **Communication**: Excellent communication skills are essential because financial managers must explain and justify complex financial transactions. Communication involves the mastery of foreign languages mainly English because the communication language of this multinational company is English. Communication includes telephoning in English, writing emails in English and reading and preparing financial reports in English.

➢ **Attention to detail**: In preparing and analyzing reports such as balance sheets and income statements, financial managers must pay attention to detail. If they do not master English which the language used in all financial reports, the risk is there of misunderstanding and misinterpreting financial data.

➢ **Organizational skills**: Financial managers deal with a range of information and documents. They must stay organized to do their jobs effectively. A good organization of missions and tasks leads to better financial performance and hence to better and successful management.

## 4.4 The Status of English at the Company

The fact of being a multinational company for more than a decade, English inside it has an important place. The staff of this company have to communicate with their multinational colleagues from all over the world; from Brazil, Saudi Arabia, England, France and South Africa in a common language which is English. All the Algerian workers mainly the managers working at technical units, administrative departments or financial ones became obliged to use English at work.

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English is the official language of ArcelorMittal Corporation. Communication between all the subsidiaries of this multinational is in English. This language is the first and common language of all reports, conferences and seminars of the group.

Despite this important place of English inside this company and despite its role in coping with the other subsidiaries of the corporation, finance managers of ArcelorMittal Annaba have communication breakdowns and difficulties. They face language problems when they write emails and financial reports in English; they suffer when they speak in English either by phone or face to face. This is according to the findings of our previous study about this population.

## 4.5 Use of English by the Research Population

Our study is destined to finance staff of ArcelorMittal Algeria Company but as a first and main phase, it targets finance superior managers because they use English more than the other staff and they need English more than other staff and more importantly, they are the ones who are authorized and responsible for communicating and reporting in English. If one of these superior managers makes a mistake in English the impact will be more than when a simple manager does. Our research target population includes the following managers:

+ The Chief Finance Officer:
  This superior manager is the director of finance direction of this company.

+ Sales Accounting Manager:
  This manager is in charge of managing a team of accountants who are in charge of invoicing and accounting of all the sales operations uses English.

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➕ Purchase Accounting Manager:

This manager is in charge of managing a group of accountants whose work consists of accounting all the expenses incurred by the purchase department.

➕ Treasury Manager:

This manager has a team that keeps control of the company cash balance. It deals with clients, suppliers and banks.

➕ Cost Control Manager:

This manager leads a team in controlling the different production costs of the company and the relevant fees in order to guarantee a profit and to ban any wasting or over consumption of input.

➕ Final Accountancy Manager:

This manager has a vital role in finance direction; he cares along with his team for checking the figures and transaction of all the other accounting departments.

➕ Financial Reporting Manager:

This manager consolidates all financial data and communicates it to the corporate finance direction belonging to the corporate headquarter.

➕ Tax Accounting Manager:

He is in charge of calculating the different taxes the company pays and recovers.

It is worth mentioning that these managers have their assistants who help them accomplish their daily duty. Henceforth they are also included among the target population of our research work.

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Besides that and being a staff who works at a multinational corporation belonging to a corporate financial reporting and monitoring system, all finance managers use English at their work. However this use of English varies from one manager to another in terms of frequency and type of communication. They use English when they report financial data by phone with English speaking financial colleagues and experts. This use is more frequent at the period of closing where a tight coordination takes place between local finance managers and their counterparts at the corporate headquarter. They write and read emails in English in a daily manner because they have to conform to the group financial rules and procedures.

These finance managers report in English at the closing period; they enter their figures and write their comments about their financial transactions. These comments should be precise and correct otherwise the financial data they report will be wrong and misleading. As for speaking English, they do it face to face with English speaking financial experts who come from time to time to audit and check the overall financial status of the company.

Henceforth there is a close link between the mastery of English by these finance managers and the success in their daily work. English will serve as a tool to guarantee that they are doing their job perfectly. Their job that consists of managing funds in a manner to maximize return on investment and ensuring an adequate control over the transfer and investment of funds. It consists also of doing financial analysis in areas as forecasting, budgeting, engaging in cost reduction analysis, and reviewing operational performance. So it is vital for finance mangers to master English in order to be able to carry out these duties because all the financial reports they read are in English, their counterparts of the group read mainly in English and the corporate financial reporting system functions with English.

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## 4.6 Research Tools

To proceed in our research we have opted for using three research tools; questionnaire, semi structured interview and authentic data analysis mainly emails and finance documents used at work.

### ■ Questionnaire

The questionnaire consists of 20 questions about different rubrics such as personal information, work experience, previous course of English, current use and mastery of English, content of the course, the duration and frequency of the course, the teaching ways they prefer and evaluation methods. This questionnaire was also given to them in French in order to make sure that all the questions are understood. They were also allowed to reply in French because what is important here is their reply and the data that we gather. The aim from using this questionnaire as a research tool is gathering the maximum of data that are related to the elements of ESP course. The elements such as the content of the course, the different activities and practices, the organization of the course and its evaluation and this to guarantee the design of an efficient course that meets the real needs and wants of this research population.

### ■ Semi-Structured Interviews
**Semi-Structured Interview with the Training Manager**

Because ESP courses concern many stakeholders and not only the ESP learners, we have conducted a semi-conducted interview with the training manager of the company. We have informed this manager about our work and how we can help the finance managers of this company to enhance their level of English.

The semi-structured interview with this training manager contained these elements:

■ The previous courses of English organized by this company to finance staff

■ The satisfaction of the training department with these previous courses

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■ The possibility of planning a new course for finance managers

■ The duration and evaluation of English courses

**Semi-Structured Interview with the General Accountancy Department Chief**

After conducting the first semi-structured interview with the training manager who oriented us to deal with finance senior managers in detecting the needs of finance staff from English courses, we have conducted a semi-structured interview with the General Accountancy Department Chief. The main items of this interview were as follows:

■ The mission and function of the interviewee inside the company

■ The number of assistants he has.

■ Previous trainings in English at work or outside the company.

■ The use of English at work.

■ Importance of english for work.

■ Type of problems happened to him and to his assistants because of non mastery or bad mastery of English.

■ Motivation for an English course.

■ The content of this course.

■ The topics to be included in the course.

■ Teaching methodology wanted from the teacher of English.

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**Authentic Data Collection and Analysis**

It is suggested that authentic data can contribute to the design of an efficient ESP course. It allows knowing the real use of language at work and the different difficulties and mistakes the participants do.

**IFRS Finance and Accounting Guide**

This finance and accounting guide which is written in English constitutes the guideline for doing financial analysis and reports. Hence if it is misunderstood or misinterpreted it will negatively affect their daily work mainly their financial reports that have great influence over the overall company's decisions. Our interest here as far as our PhD work is concerned is analyzing the language forms and aspects and the specific terminology in order to take them into consideration during the design of a specific course to this population.

We analyse extracts such as:

> *"• assets that meet the criteria to be classified as held for sale to*
> *be measured at the lower of the carrying amount and fair value*
> *less costs to sell, and depreciation on such assets to cease;*
> *• an asset classified as held for sale and the assets and liabilities*
> *included within a disposal group classified as held for sale to be*
> *presented separately in the statement of financial position; and*
> *• the results of discontinued operations to be presented separately*
> *in the statement of comprehensive income."*

<div align="center">

*(p172: 2015 IFRS Pocket Guide)*

</div>

It is worth mentioning that these samples are taken at random from every page of the finance and accounting guide.

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### Financial Statements

In order to reach efficient results we have analysed some data which is relevant to the domain of our research population who are finance and accounting managers. We have examined three models of three important financial statements that constitute the core of financial and accounting reporting that every finance manager does. We are interested by the specific terminology used in these statements. The source of these models is www.accountingexplained.com website. We have studied these statements: income statement, cash flow statement and balance sheet. (see appendix).

## 4.7 Launching of the Study

The practical part of the study has been officially launched after contacting the training manager of this company on February the 22nd 2017 to ask him for collaboration to carry out this study (see email in appendix ). Two weeks later, we entered the company and we have distributed 40 copies of the questionnaire to finance staff of this company. We have obtained 30 answered copies. During our presence in the company, we have conducted also two semi-structured interviews; one with the training manager and one with a senior finance manager. We have also obtained some authentic data in English concerning some exchanged emails and some extracts from the finance and accounting guide they use at work.

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## Conclusion

To conclude this chapter which is dedicated to the methodology, we can sum up that we have provided a description to the WHERE of the study which is ArcelorMittal Algeria Company generally known as "Elhadjar Steel Complex" located in Annaba. We have described for WHOM is this study for, who are finance managers of the company; they are the research / target population of this study. we have also described how this research population uses English at work. This chapter has dealt with the HOW/ METHODOLOGY in carrying out our study. Three research tools used together in conducting this research; questionnaire to collect quantitative data, semi-structured interview to collect qualitative data and authentic data collection and analysis to see how English is practically used by this research population.

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# CHAPTER FIVE

# <u>Results and Discussions</u>

**Introduction**

**5.1 Results of the Study**

**5.1.1 Results of the Questionnaire**

**5.1.2 Results of Semi-Structured Interviews**

**5.1.3 Results of Authentic Data Analysis**

**5.1.3.1 Results of Finance and Accounting Guide Analysis**

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**5.2 Analysis and Discussion of the Results**

**5.2.1 Analysis and Discussion of the Questionnaire Results**

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**Conclusion**

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## Introduction

Chapter five is devoted to the results of the study where we analyze and discuss first the questionnaire results then the semi-structured interviews that we have conducted with the Training Manager of the company and the General Accountancy Department Chief. After that, we discuss and analyse the findings of authentic data analysis mainly the finance and accounting guide and financial statements that are relevant models to the need of this research population. Hence this chapter is divided into two sections; the first one devoted to the results of the study and the second one to discussions and analysis of these results.

## 5.1 Results of the Study

This section presents the results of our study. It shows the different results of the questionnaire, the semi-structured interviews and authentic data analysis.

## 5.1.1  Results of the Questionnaire

We have obtained 30 answered copies of the questionnaire that we have distributed to the 35 finance managers of this company. The results of the 20 questions of this questionnaire are as the following and the numbers in the tables refer to the number of replies:

**Basic information about the participants.**

The age of 06 participants ranges between 30-40 years and the age of 08 participants ranges between 50-60 years whereas the age of the rest of the total number which is 16 ranges between 40-50 years and so it represents the age of the majority  of participants.

The gender of 18 participants is male and the one of 12 other participants is female.

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The occupation of 10 participants is accounting. The occupation of other 10 participants is financial reporting and analysis. 3 participants do tax accounting and 7 others do financial control.

| Age | Gender | Occupation |
|---|---|---|
| 30 - 40yrs: 06<br>40 – 50yrs: 16<br>50 – 60yrs: O8 | M: 18      F:12 | Accounting(10), financial reporting and analysis(10), tax accounting (3), financial control (7). |

**Table5.1: Basic information about the Participants**

**Work Experience at Finance Department.**

The work experience of 5 participants at finance department of this company ranges between 1 and 3 years whereas the work experience of 25 participants is more than 7 years.

| less than 1 year | 1 to 3 years | 3 to 7 years | more than 7 years |
|---|---|---|---|
| **00** | **05** | **00** | **25** |

**Table 5.2: Work Experience at Finance Department.**

**Previous Course of English (where and when)**

9 participants had their previous course of English at university, 2 at private school, 1 online, 11 in company and 4 individually. The table below indicates the years of the previous course of the different participants.

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| at university | | Private School | Onlin e | In company | Individually | No reply |
|---|---|---|---|---|---|---|
| 1. 1998<br>2. 2005<br>3. 1994<br>4. 1992<br>5. Not mentioned<br>6. 1998<br>7. 2004<br>8. 1994<br>9. 1987 | | 1. 20 08<br>2. 20 08 | 1.201 1 | 1. 2006<br>2. 2008<br>3. 2014<br>4. Not mentioned<br>5. 2011<br>6. 2008<br>7. 2014<br>8. 2015<br>9. 2008<br>10. 2009<br>11. 2011 | 1. Not mentioned<br>2. Not mentioned<br>3. Not mentioned<br>4. Not mentioned | 3 |
| **Total** | **9** | **2** | **1** | **11** | **4** | **3** |

**Table 5.3: Previous Course of English**

**Frequency of Using English at Work.**

10 participants never use English at work, 2 participants use it seldom, 14 participants use English sometimes and 2 use it often.

| Never | Seldom | Sometimes | Often | No reply |
|---|---|---|---|---|
| **10** | **2** | **14** | **2** | **2** |

**Table 5.4: Frequency of Using English at Work**

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**WRITING English at Work**

Emails are never written by 11 participants, they are seldom written by 4 participants, they are sometimes written by 12 participants and often written by 3 participants.

Financial reports are never written by 11 participants, they are seldom written by 5 participants, they are sometimes written by 10 participants and often written by 4 participants.

Instructions are never written by 20 participants, they are seldom written by 4 participants, they are sometimes written by 4 participants and often written by 2 participants.

|  | Never | Seldom | Sometimes | Often |
|---|---|---|---|---|
| **Emails** | 11 | 4 | 12 | 3 |
| **Financial reports** | 11 | 5 | 10 | 4 |
| **Instructions** | 20 | 4 | 4 | 2 |

**Table 5.5: WRITING in English at Work**

**READING English at Work**

Emails are never read by 9 participants, they are seldom read by 7 participants, they are sometimes read by 12 participants and often read by 2 participants.

Financial reports are never read by 13 participants, they are seldom read by 5 participants, they are sometimes read by 8 participants and often read by 4 participants.

Instructions are never read by 16 participants, they are seldom read by 4 participants, they are sometimes read by 5 participants and often read by 5 participants.

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|              | Never | Seldom | Sometimes | Often |
|--------------|-------|--------|-----------|-------|
| **Emails**   | 9     | 7      | 12        | 2     |
| **Financial reports** | 13 | 5 | 8 | 4 |
| **Instructions** | 16 | 4 | 5 | 5 |

**Table 5.6: READING in English at Work**

**SPEAKING English at work:**

22 participants have never spoken to native speakers of English, 3 participants seldom speak English with native speakers, 5 participants sometimes speak English with native speakers and no participant speaks often to native speakers of English.

20 participants have never spoken to non native speakers in English, 3 participants seldom speak to non native speakers, 5 participants sometimes speak to non native speakers of English and no participant speaks often to non native speakers of English.

18 participants have never spoken to local colleagues using English, 8 participants speak seldom in English with local colleagues, 4 participants speak sometimes to local colleagues in English and no participant speaks often with local colleagues in English.

|              | Never | Seldom | Sometimes | Often |
|--------------|-------|--------|-----------|-------|
| **Native speakers** | 22 | 3 | 5 | 0 |
| **Non native** | 20 | 4 | 6 | 0 |
| **Local colleagues** | 18 | 8 | 4 | 0 |

**Table 5.7: SPEAKING English at Work**

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**Listening to English at Work**

23 participants have never listened to native speakers of English, 4 participants seldom listen to native speakers, 3 participants sometimes listen to native speakers and no participant listens often to native speakers of English.

22 participants have never listened to non native speakers of English, 4 participants seldom listen to non native speakers, 4 participants sometimes listen to non native speakers of English and no participant listens often to non native speakers of English.

20 participants have never listened to local colleagues in English, 5 participants listen seldom in English to local colleagues, 5 participants listen sometimes to local colleagues in English and no participant listens often with local colleagues in English.

|                  | Never | Seldom | Sometimes | Often |
|------------------|-------|--------|-----------|-------|
| Native speakers  | 23    | 4      | 3         | 0     |
| Non native       | 22    | 4      | 4         | 0     |
| Local colleagues | 20    | 5      | 5         | 0     |

**Table 5.8: LISTENING to English at Work**

**Readiness and Motivation for an English Course**

28 participants are ready and motivated for an English course and 2 participants are not so.

| Yes | No |
|-----|----|
| 28  | 02 |

**Table 5.9: Readiness and Motivation for an English Course**

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**Communication Difficulties with every Skill**

The table below shows the different communication difficulties our participants have with every skill.

| Writing | Reading | Speaking | Listening |
|---|---|---|---|
| - Spelling mistakes<br>- Grammatical mistakes<br>- Making a sentence<br>- Tenses use | - Pronunciation<br>- Specific terms | - Pronunciation<br>- I translate the idea<br>- I don't find the exact words<br>- Terms<br>- No practice | - I do not grasp<br>- When the speaker speaks fast |

**Table 5.10: Communication Difficulties with every Skill**

**Place of the Future Course of English (Inside or Outside the Company)**

16 participants want their future course of English to take place inside the company whereas 14 participants want their future course of English to take place outside it.

| Inside | Outside |
|---|---|
| **16:** they say inside helps gain time and more useful | **14:** they say outside helps them be far from the stress of work and concentrate more because inside means disturbance |

**Table 5.11: Place of the Course (Inside or Outside the Company**

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**Duration of the Course**

     6 participants want their future course of English to take place in 4 weeks, 3 participants want their future course of English in 6 weeks, 4 participants want it in 8 weeks. 4 participants want it for 12 months, 2 participants want it for 6 months, 3 participants want it for 3 months, 2 participants want it for 4 months, 2 participants want it for 8 months and one participant wants it for one week. Another participant declared that he wants it for the maximum time.

| 4 weeks | 6 weeks | 8 weeks | Other |
|---------|---------|---------|-------|
| 6 | 3 | 4 | - **12 months** (4replies)<br>- **06 months**(2replies)<br>- **03 months**(3replies)<br>- **04 months**(2replies)<br>- **08 months**(2reply)<br>- **01 week**(1reply)<br>- **The maximum time**(1 reply) |

**Table5.12: Duration of the Course**

**Frequency of the Course**

     11 participants want to have their course of English once a week, 12 participants want to have their course twice a week, 4 participants want their course to take place three times a week. 3 have not given any reply to this question.

| Once | 2 times | 3 times | No reply |
|------|---------|---------|----------|
| 11 | 12 | 4 | 3 |

**Table5.13: Frequency of the Course**

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**5 Topics Wanted by the Participants among 10 Proposed ones (we have counted the number of ticks for every item chosen by participants)**

Financial reports, management strategies, accounting, audit and company structures respectively are the top 5 Topics selected by our participants among 10 proposed ones.

| TOPIC | Number of ticks |
|---|---|
| Company Structure | 22 |
| The climate change | 04 |
| Accounting | 25 |
| Banking | 09 |
| Financial reports | 28 |
| Tourism | 08 |
| Agriculture | 03 |
| Management strategies | 28 |
| Auditing | 23 |
| Economic systems | 12 |

**Table5.14: 5 Topics Wanted by Participants**

**5 Language Proficiency Skills Wanted among 10 Proposed ones (we have counted the number of ticks for every item chosen by participants)**

Understanding the full glossary of my domain in both languages English and French, reading and understanding financial reports and notes, using the appropriate specific terms related to my domain while writing and speaking, writing emails to English speaking colleagues and participating in conference calls with colleagues respectively are the top 5 Language proficiency skills among 10 proposed ones wanted by the participants.

| Skill | Number of ticks |
|---|---|

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| To read and understand financial reports and notes | 19 |
|---|---|
| To write emails to English speaking colleagues | 16 |
| To participate in conference calls with colleagues | 15 |
| To be able to use English when I travel abroad for tourism | 14 |
| To immigrate to English speaking countries | 2 |
| To make phone calls in English | 9 |
| To write correct financial reports in English without spelling mistakes | 12 |
| To write correct English without grammatical mistakes | 11 |
| use the appropriate specific terms related to my domain while writing and speaking | 17 |
| understand the full glossary of my domain in both languages English and French | 20 |

**Table5.15: 5 Language Proficiency Skills Wanted by the Participants**

**Inclusion of General English (Grammar) in this Course**

    21 participants want the inclusion of general English (grammar) in the future course of English whereas 4 participants do not want the inclusion of general English in the future course of English. 5 participants have not given any reply to this question.

| Yes | No | No reply |
|---|---|---|
| **21:** they justify that grammar helps them develop the basis of language. They say grammar is primordial | **04:**one justification which is " I suppose that I | **05** |

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| | |
|---|---|
| | know the basic English grammar" |

**Table 5.16: Inclusion of General English**

**5 Grammatical Aspects Wanted by the Participants among 10 Proposed ones (we have counted the number of ticks for every item chosen by participants)**

The top 5 grammatical aspects wanted by our participants among the 10 proposed ones are:

1- Tenses: present, past and the future,

2- Adjectives

3- Reported speech,

4- Tenses: present continuous and past continuous

5- Conjunctions: but, because, as a result, and, however are.

| Grammatical aspect | Number of ticks |
|---|---|
| Articles a, an and the | 9 |
| Reported Speech | 13 |
| Tenses: present, past and the future | 20 |
| Adjectives | 14 |
| Prepositions | 2 |
| Adverbs | 7 |
| Conjunctions: but, because, as a result, and, however | 10 |
| tenses: present perfect , past perfect | 9 |
| tenses: present continuous, past continuous | 11 |
| If condition | 8 |

**Table5.17: 5 Grammatical Aspects Wanted by Participant**

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**5 Teaching Practices and Activities wanted by the Participants among 10 Proposed ones (we have counted the number of ticks for every item chosen by participants)**

The top 5 teaching practices and activities wanted by our participants are:

1- Translation from English to French

2- Speaking to English native speakers

3- Doing more and extensive exercises

4- Listening to English native speakers

5- Doing real situation dialogues (scenario:eg: between an accountant and an auditor)

| Teaching practice | Number of ticks |
|---|---|
| Translation from English to French | **17** |
| Translation from English to Arabic | **5** |
| Translation from English to Arabic and French | **10** |
| Doing real situation dialogues (scenario:eg: between an accountant and an auditor) | **14** |
| Repeating loudly after the teacher the difficult and specific terms | **13** |
| Listening to English native speakers | **14** |
| Speaking to English native speakers | **16** |
| Dictation | **9** |
| Doing more and extensive exercises | **16** |
| Checking specific terms (finance) in a dictionary | **11** |
| **Note: there is no tick in 6 copies concerning this question** | |

**Table5.18: 5 Teaching Practices and Activities Wanted by Participants**

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## Evaluation of Participants

10 participants want to be evaluated during the course. 12 participants want to be evaluated at the end of the course. 6 participants declare that evaluation is not important and 2 ones have not given a reply to this question.

| During the course | At the end of course | Not important | No reply |
|---|---|---|---|
| 10 | 12 | 06 | 02 |

**Table 5.19: Evaluation of Participants**

## Evaluation Method

5 participants want to be evaluated through oral quiz at the end of each unit. 7 participants want to be evaluated via a final exam. 8 participants want to be evaluated via a written quiz at the end of each unit. 5 participants want to be evaluated by all the suggested evaluation methods. 5 participants have not given a reply to this question.

| Daily checklist | Oral quiz after each unit | Final exam | Written quiz after each unit | All | No reply |
|---|---|---|---|---|---|
| 0 | 5 | 7 | 8 | 5 | 5 |

**Table 5.20: Evaluation Method**

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## 5.1.2 Results of semi-structured interviews

### Results of semi-structured interview with the Training Manager

The results of our interview with the training manager show whether finance staff of this company are given courses of English or not (see Q1 & reply). The results of this interview show the way these courses are organized (see Q 2 & reply). Q3 of this interview deals with the satisfaction of the training manager with those courses of English. Q 4 shows the way the success of those courses was measured. Qs 5, 6 and 7 deal with the will of this training manager to plan another course for finance staff. Q 8 and its reply show the permission given to us by this training manager to conduct our study inside the company.

Here below the interview between the researcher (interviewer) and the training manager (interviewee).

**Q1**. Do you organize courses of English for finance staff of your company?

**Reply : yes we organize .**

**Q2.** How do you ogranise them ?

**Reply: we mix groups from different departments; engineers with finance and purchase staff.**

**Q3.** Have you been happy with these previous courses?

**Reply: yes.**

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**Q4.** How did you measure the success of these courses?

**Reply: Their teacher of English organized a test at the end of the training and the majority have passed it. This is what makes us happy.**

**Q5.** What do you think now of a course of English to your finance managers only?

**Reply: Now for the time being the company does not need to plan a course only for finance managers, the company's policy is to satisfy all the departments.**

**Q6.** So you do not welcome a course for finance managers …

**Reply: Preferably you should contact the finance managers and see with them if they need a course of English or not.**

**Q7.** Can we say that you cannot be involved in this proposal?

**Reply: Since it will be only for finance managers, you have to deal with them in all the steps of this proposal.**

**Concluding statement**

**"Q8.** We will come the coming days to distribute questionnaire copies on finance staff and to discuss with finance managers the possibility of organizing a course of English or how to provide them with a help to enhance their daily use of English.

**Reply: welcome."**

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## Results of semi-structured interview with the General Accountancy Department Chief

Since the conclusion of the first semi-structured interview with the training manager was to deal with finance senior managers in this proposal of English course for this population, we have conducted a semi-structured interview with the General Accountancy Department Chief.

This semi-structured interview has focused on the role of this manager in his company, his use of English at work, the different documents he reads in English at work, the use and need of English at work by his subordinates, his will for a future course of English to him and his subordinates and how he expects it to be. Below is the interview:

**Q1**. What is your role in this company?

**Reply: I am the department chief of the general accountancy of the company.**

**Q2.** Do you use English at work?

**Reply2: Yes we use it.**

**Q3.** How do you use it?

**Reply: mainly in writing and reading emails and financial reports. Sometimes we participate in conference calls in English.**

**Q4.** What type of documents you read at work that are written in English?

**Reply: Mainly the IFRS guide and some financial statements.**

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**Q5**. Do you and your subordinates need a course of English?

**Reply: Yes we need.**

**Q6**. Will this course of English enhance your performance at work?

**Reply: Of course it will, English is needed at our work.**

**Q7**. How will English help you?

**Reply: It will give us more opportunities of coping with other English speaking colleagues.**

**Q8**. How do you want this future course of English to be taught?

**Reply: I want my future teacher of English to use only English.**

**Q9**. Why do not you want other ways of teaching such as translation from English to your native language for example?

**Reply: Because I want to develop my speaking skill.**

**Q10**. What type of evaluation method do you suggest to measure the success of the course?

**Reply: If I become able to speak English, I can say that the course is successful.**

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## 5.1.3 Results of Authentic Data Analysis

## Results of Finance and Accounting Guide Analysis

We have analyzed ten sample paragraphs from the finance and accounting guide that our research population use daily at work. From the analysis of these sample paragraphs we have extracted the type of text, the specific vocabulary, the parts of speech (such as verb tense, adjective and adverb) and language form.

## Sample One Analysis:

"*spare parts and servicing equipment are usually carried as inventory and recognized in profit or loss as consumed. However, major spare parts and stand-by equipment qualify as PPE when an entity expects to use them during more than one period*"

| Type of text | Specific Vocabulary | Parts of speech | | | | Language form |
|---|---|---|---|---|---|---|
| | | Verb tense | Adj | Adv | Conjunction | |
| Descriptive | *Spare parts, inventory, profit, loss,* | *To expect: present* | *Major more* | *Usually* | *However When* | Passive voice: *are usually carried* |

**Table5.21: Sample One Analysis**

## Sample Two Analysis:

"*those benefits are recognized on an undiscounted basis as a liability (accrued expense) in the balance sheet and as an expense in profit and loss if paid. They are booked*

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*immediately because no actuarial assumptions are required to measure the obligation or the cost and so there is no possibility of any actuarial gain or loss"*

| Type of text | Specific Vocabulary | Parts of speech | | | | Language form |
|---|---|---|---|---|---|---|
| | | **Verb tense** | **Adj** | **Adv** | **Conjunction** | |
| Descriptive | *Benefits, undiscounted basis,liability, accrued expense, balance sheet,, profit, loss, obligation, gain* | *To be: presnt* | *Undiscounted, Actuarial* | *Immediately* | *and* | -Passive voice: *are recognised/ they are booked/ are required* - *if clause: if paid* |

**Table5.22: Sample Two Analysis**

**Sample Three Analysis:**

*"when an employee has rendered service to an entity during an accounting period, the entity shall recognize the undiscounted amount of short-term employee benefits expected to be paid in exchange of that service "*

| Type of text | Specific Vocabulary | Parts of speech | | | | Language form |
|---|---|---|---|---|---|---|
| | | **Verb tense** | **Adj** | **Adv** | **Conjunction** | |

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| Descrip tive | *Employee, accounting, undiscounte d amount, benefits, paid* | *To render: present perfect* | *No* | *No* | *When* | Active voice: *the entity shall recognis e the undisco unted amount* |
|---|---|---|---|---|---|---|

**Table5.23: Sample Three Analysis**

**Sample Four Analysis:**

"*under some profit-sharing plans, employees receive a share of the profit only if they remain with the entity for a specified period. Such plans create a constructive obligation as employees render service that increases the amount to be paid if they remain in service until the end of the specified period. The measurement of such constructive obligations reflects the possibility that some employees may leave without receiving profit-sharing payments*"

| Type of text | Specific Vocabulary | Parts of speech | | | | Langua ge form |
|---|---|---|---|---|---|---|
| | | **Verb tense** | **Adj** | **Adv** | **Conjunction** | |
| Descrip tive | *Profit-sharing plans, a share,* | *receive, to create, to reflect: present* | *Specifie d* | *No* | *Until* | No |

**Table 5.24: Sample Four Analysis**

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**Sample Five Analysis:**

"*a profit sharing plan requires an entity to pay a specified proportion of its profit for the year to employees who serve throughout the year. If no employees leave during the year, the total profit sharing payments for the year will be 3 percent of profit. The entity estimates that staff turnover will reduce to 2.5 percent of profit.*"

| Type of text | Specific Vocabulary | Parts of speech | | | | Language form |
|---|---|---|---|---|---|---|
| | | Verb tense | Adj | Adv | Conjunction | |
| Descriptive | *proportion, turnover* | *To require, to leave, to estimate: present* | *total* | *No* | *No* | If clause 1st type: *if no emloyees leave ……will be.* |

**Table 5.25: Sample Five Analysis**

**Sample Six Analysis:**

"*the remuneration to employees in the payroll is recorded in this amount. It includes base salary, allowances, bonuses, overtime and leave salary. It does not include remuneration to members of board of directors and supervisory board as it is to be reported separately*"

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| Type of text | Specific Vocabulary | Parts of speech | | | | Language form |
|---|---|---|---|---|---|---|
| | | Verb tense | Adj | Adv | Conjunction | |
| Descriptive | *remuneration, payroll, base salary, allowances, bonuses, over time, leave salary, board of directors* | *To include: present* | *No* | *no* | *No* | -Passive voice: *payroll is recorded* Negation: *it does not include* |

**Table 5.26: Sample Six Analysis**

**Sample Seven Analysis:**

"*property, plant and equipment are tangible items that are held for use in the production or supply of goods or services, for rental to others, or for administrative purposes; and are expected to be used during more than one period*"

| Type of text | Specific Vocabulary | Parts of speech | | | | Language form |
|---|---|---|---|---|---|---|
| | | Verb tense | Adj | Adv | Conjunction | |
| Descriptive | *property, plant, equipment, tangible* | *To be: present* | *no* | *no* | *No* | Passive voice: *are held,* |

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| | items,<br><br>supply,<br><br>rental, | | | | | *are*<br><br>*expected* |
|---|---|---|---|---|---|---|

**Table5.27: Sample Seven Analysis**

**Sample Eight Analysis:**

"*inventories are assets held for sale in the ordinary course of business, in the process of production for such sale; or in the form of materials or supplies to be consumed in the production process or in the rendering of services* "

| Type of text | Specific Vocabulary | Parts of speech | | | | Langua ge form |
|---|---|---|---|---|---|---|
| | | Verb tense | Adj | Adv | Conjunction | |
| Descrip tive | *inventories, assets, sale, business,* | *To be: present* | *Ordinar y* | *No* | *Or* | Passive voice: *are held* |

**Table 5.28: Sample Eight Analysis**

**Sample Nine Analysis:**

"to harmonize the accounting policy, all units are now accounting mills according to the millimeter consumed. If the information related to millimeter consumed is not available, the strait line depreciation method will be used"

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| Type of text | Specific Vocabulary | Parts of speech | | | | Langua ge form |
|---|---|---|---|---|---|---|
| | | **Verb tense** | **Adj** | **Adv** | **Conjunction** | |
| Descrip tive | *depreciation* | *To account: present continuou s* | *availabl e* | *no* | *No* | If clause 1st type: if the inf…… …will be used |

**Table5.29: Sample Nine Analysis**

**Sample Ten Analysis:**

 "*a unit shall recognize the expected cost of profit-sharing and bonus payments when the unit has a present legal or constructive obligation to make such payments as a result of past events and a reliable estimate of the obligation can be made*"

| Type of text | Specific Vocabulary | Parts of speech | | | | Langua ge form |
|---|---|---|---|---|---|---|
| | | **Verb tense** | **Adj** | **Adv** | **Conjunction** | |
| Descrip tive | *obligation,* | *To have: present* | *Present, legal, expected , reliable, past* | *no* | *And, as a result* | Active voice: a unit shall recognis e the expecte d cost |

**Table5.30: Sample Ten Analysis**

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## Results of Financial Statements Analysis

After analyzing three samples of financial statements we have identified a list of specific terminology related to each one.

**Specific Terminology included in the Income Statement**:

| | | |
|---|---|---|
| - Revenues | Cost of Sale | Gross Profit |
| - Expenses | Operating Income | Operating Losses |
| - Interest Income | Interest Expense | |
| - Equity Holders | | Earning per Share |

**Table 5.31: Specific Terminology included in the Income Statement**

**Specific Terminology included in the Cash Flow Statement**

| | | |
|---|---|---|
| Operating Income | Depreciation | Loss |
| Gain Prepaid Expenses | Accounts Payable Accrued Expenses | |
| Bond Payable | Cash Balance | Dividends |

**Table 5.32: Specific Terminology included in the Cash Flow Statement**

**Specific Terminology included in the Balance Sheet**

| | | |
|---|---|---|
| Assets | Liabilities | Equity |
| Current Assets | Intangible Assets | |
| Office Supplies | Depreciation | Accounts Payable |
| Interest Payable | | Retained Earnings |

**Table 5.33: Specific Terminology included in the Balance Sheet**

## 5.2 Analysis and Discussion of the Results

This second sections deals with the analysis and discussions of the results of our study. It is divided into three sub-sections; the first one presents the analysis and discussions of questionnaire results, the second deals with the analysis and discussions of semi-structured interviews results and the third one presents the analysis and discussions of authentic data analysis.

### 5.2.1 Analysis and Discussion of the Questionnaire Results

Having obtained 30 answered copies of the questionnaire out of 35 distributed copies, means that we have a reply rate of 84% percent. We consider that it is an acceptable rate that allows making a reliable and representative analysis that can lead to reliable conclusions.

**Basic information about the participants.**

The age of the majority of our research population ranges between 40 and 50 years. This indicates that they are mature enough to express their needs and wants from the course of English. As for the gender of our research population, the male gender is slightly more than the female one. This makes the course designer to be careful as for planning something that may hurt the feeling of any of the genders.

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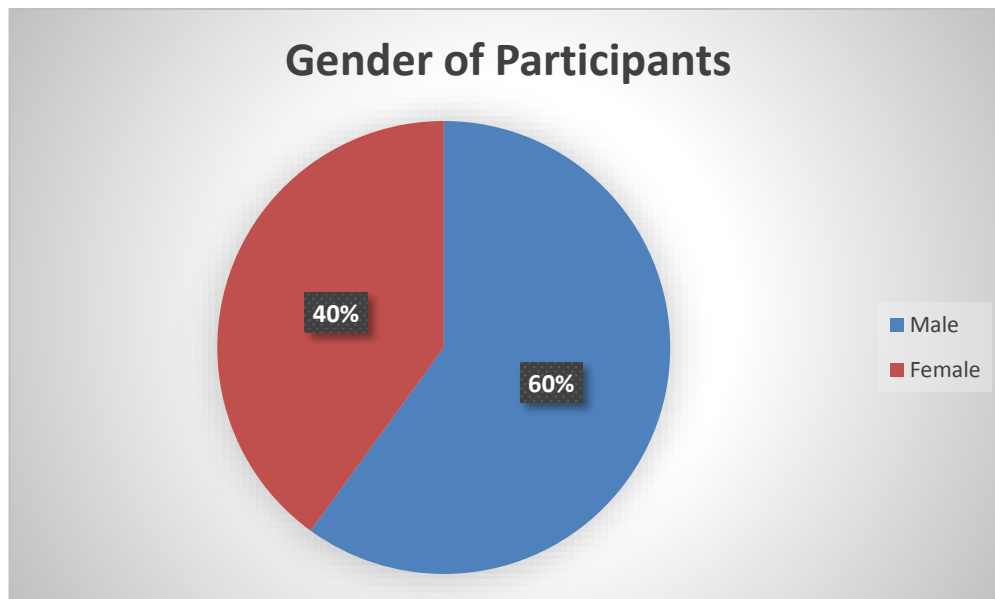
**Chart 5.1: Gender of Participants**

As for the different occupations of our research population inside the finance direction, they are mainly in accounting, financial reporting and analysis and financial control. We think that the content of the proposed course of English should cover these areas in order to motivate the learners.

**Work Experience at Finance Department.**

The majority of participants has a work experience of more than 7 years.

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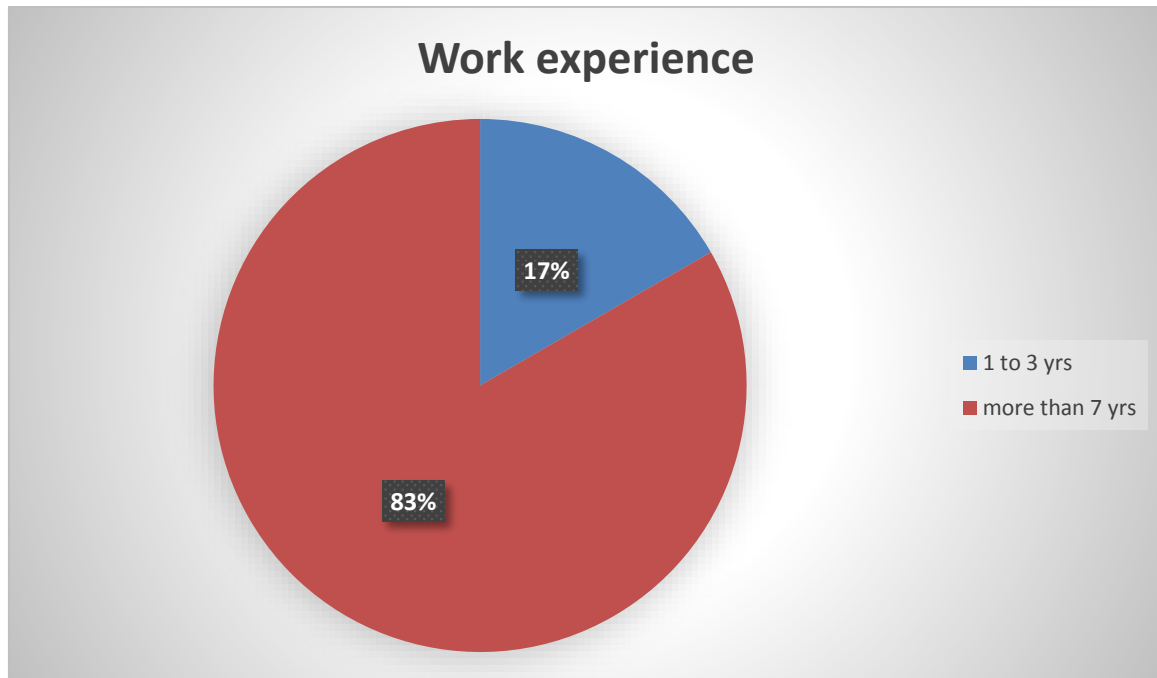
**Chart 5.2: Work Experience**

This means that these participants can be a source of learning for their teacher of English when it comes to issues and notions related to their domain because in ESP the teacher is considered as a language guide and facilitator and not surely having a knowledge about the specific area of each ESP group of learners.Their long experience in their domain qualify them to be an important stakeholder in the teaching/learning process. They can cope positively with their possible and future teacher of English. However this long experience makes them demanding a lot from their teacher of English and this may put this last one in a big pressure.

**Previous Course of English (where and when).**

The results show that the participants' previous course was mainly at university when they were students and then in company while working.

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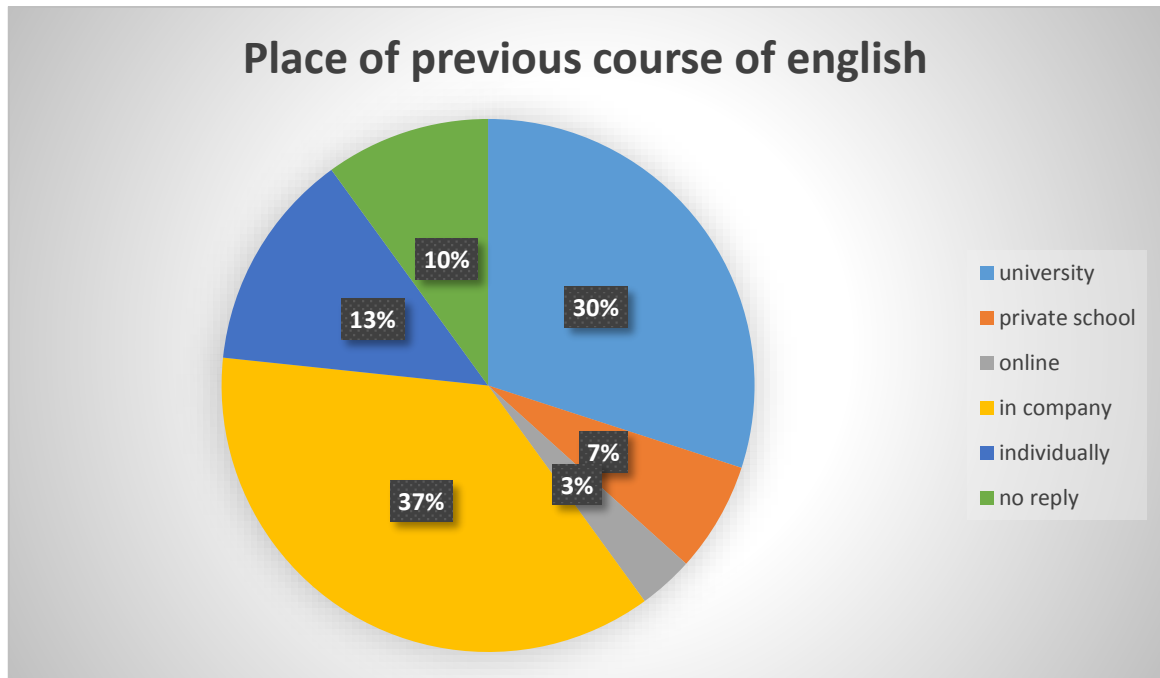
**Chart 5.3: Place of Previous Course**

From of the results we can comment that although the in company course of English is recent, their performance as for the use of English at work is weak according to the results of the questionnaire. This pushes us to question the way the previous in company course was designed and then taught. This questioning will help us in better designing a new course of English and to avoid the previous lacks and mistakes.

**Frequency of Using English at Work.**

Almost 60% of our research population uses sometimes English at work whereas 40% never and seldom uses English at work.

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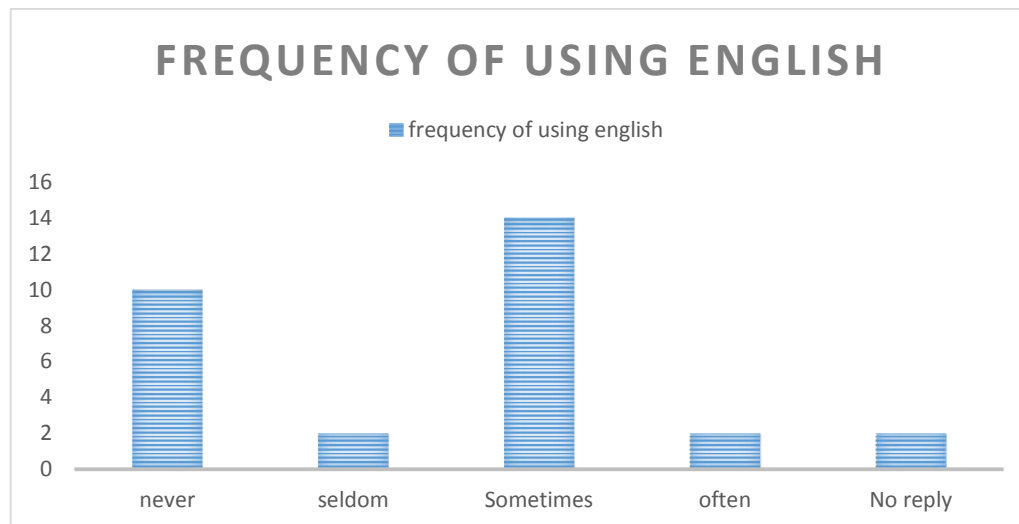
**Chart 5.4: Frequency of Using English at Work**

Henceforth we think that the future course of English should be destined to those who use it at work and this to guarantee their motivation and commitment. As for those who do not use English at work; if some of them have a great motivation to attend the course they can be accepted but the priority should be always given to those who use and need English at work.

**WRITING English at work.**

What is written in English by our research participants is mainly emails and financial reports. However not all the participants do so, it is only the half who sometimes and often write emails and financial reports in English.

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**Chart 5.5: Writing at Work**

This confirms that the future course of English may not be for all the participants and its design should take into consideration the integration of emails and financial reports writing. Henceforth enhancing the writing skill will be one of the objectives of the future course of English.

**READING English at work.**

Half of our research population read emails, financial reports and instructions .



**Chart 5.6: Reading at Work**

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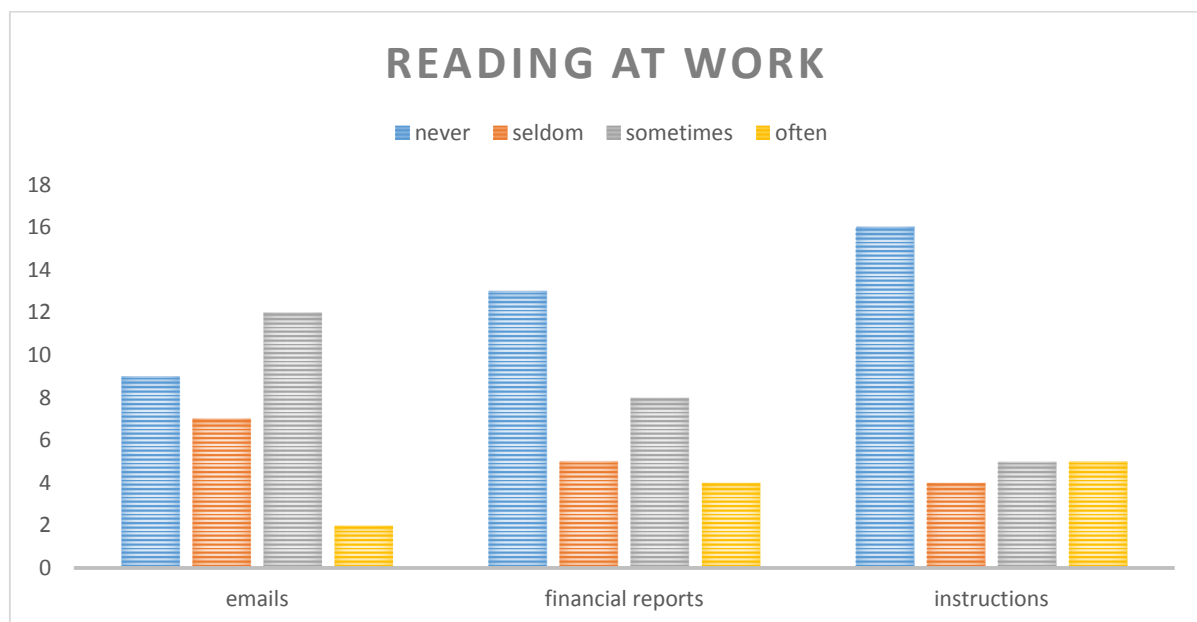
Like writing, the reading skill enhancing should be also among the objectives of the future course of English. We believe that some examples of emails and financial reports can be integrated as authentic data in the future course of English.

## SPEAKING English at work.

The results of the study show that English is not spoken at work by the majority of the participants.
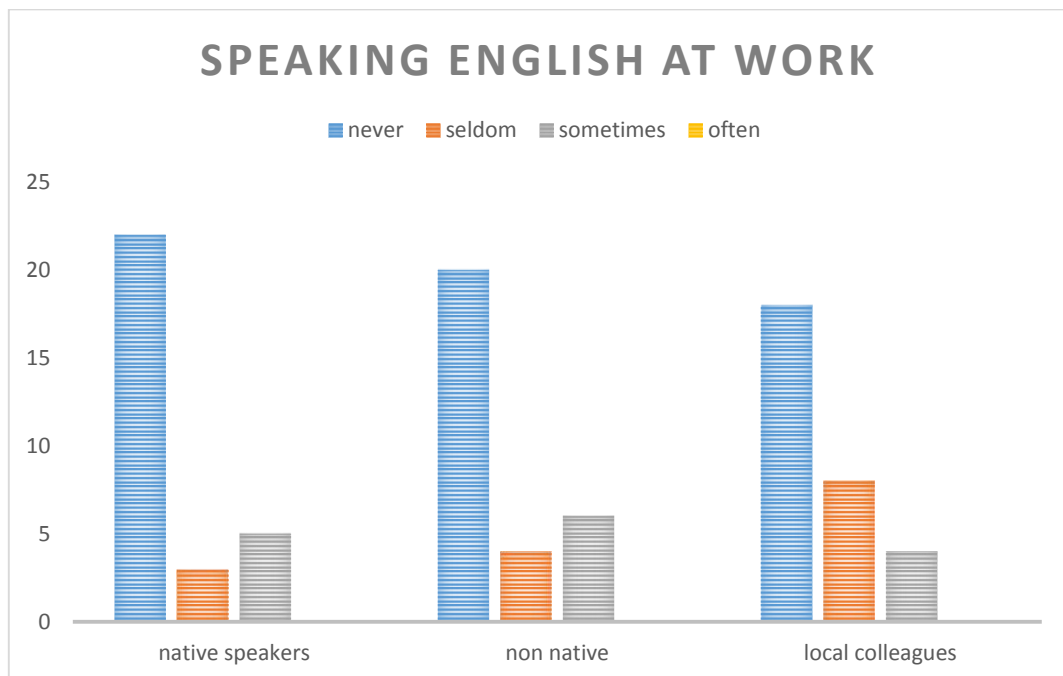


**Chart 5.7: Speaking English at Work**

This indicates that the speaking skill cannot be considered as as a priority or objective of the future course of English.

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**LISTENING to English at work.**

The majority of our research population do not listen to English at work.
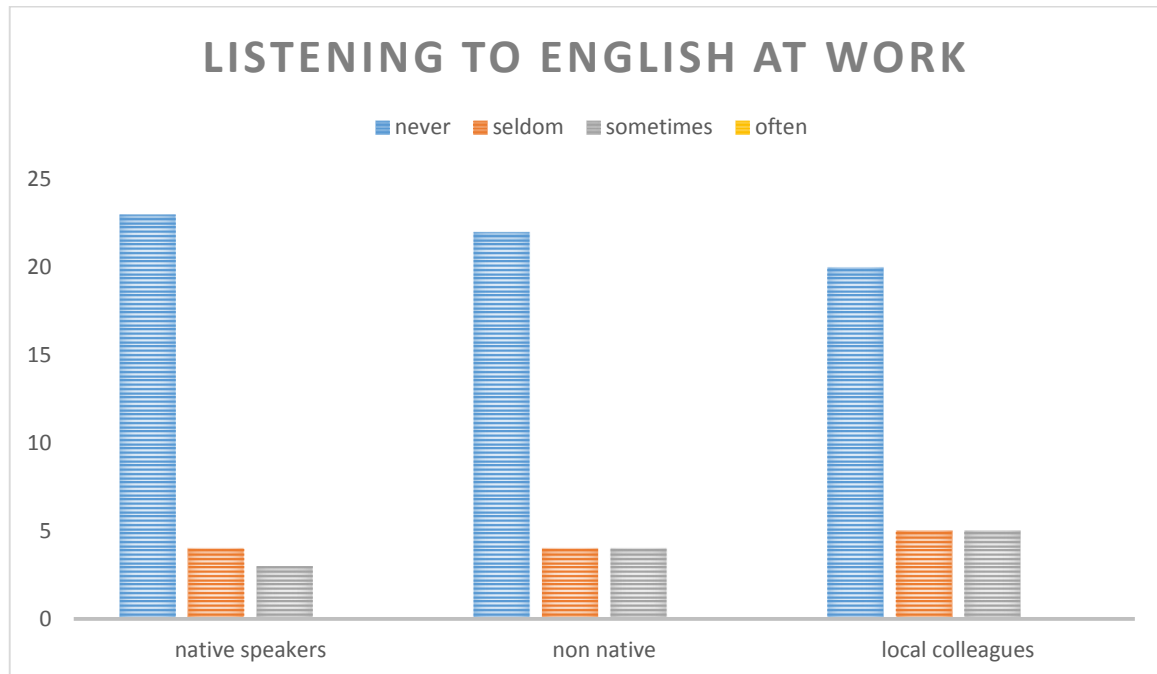


**Chart 5.8: Listening to English at Work**

So like speaking, the listening skill cannot be considered as an objective or priority of the future course of English by course designers.

**Readiness and Motivation for an English Course**

According to the results of our study the majority of participants is ready and motivated for an English course to enhance their workplace competence.

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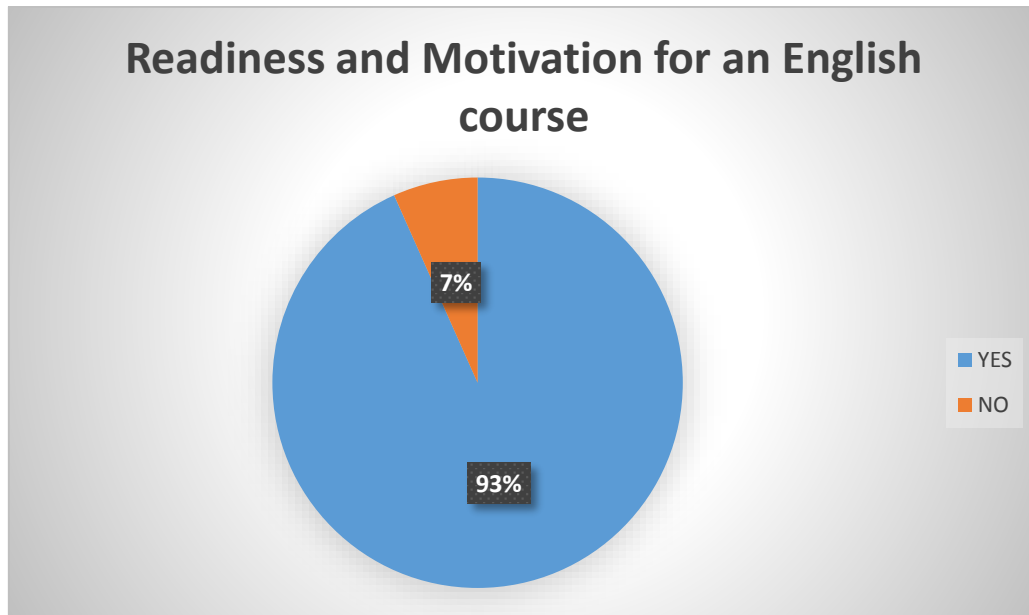
**Chart 5.9: Readiness and Motivation for an English Course**

This readiness and motivation are noticed in spite of the fact that not all of them use English at work. This shows that there may be other motives behind this motivation for learning English.

**Communication Difficulties with every Skill.**

The results of the study show that the participants have communication difficulties with all the four language skills. For example with Writing they make grammatical mistakes, with Reading they have pronunciation difficulties, with Speaking they are obliged to translate the idea into the language they master and with Listening they do not grasp the meaning.

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**Preference of Having the English Course Inside the company or Outside it.**

The results show that there is a balance in the preference of having the future course of English inside the company or outside it.

**Place of the proposed course of english**

47%   53%

inside the company
outside the companu
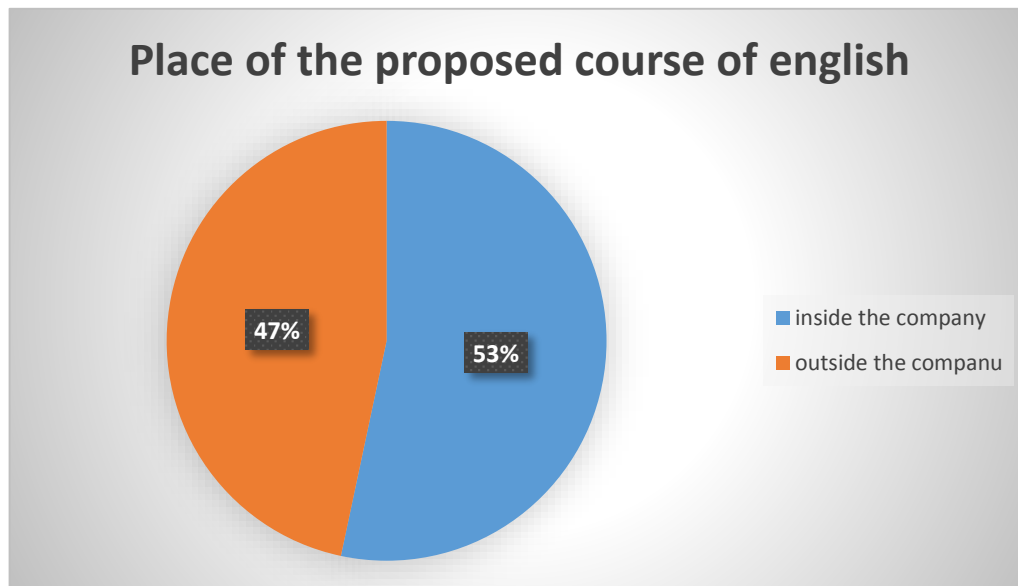
**Chart 5.10: Place of the Proposed Course of English**

This puts the course designer at ease as for choosing the place of the course. May be as a solution the future course can be planned both inside the company and outside it. Inside it when there is a need to use material available inside the company and outside when there is pressure and disturbance on participants when they are learning.

**Duration of the course**

The results of the study show that the participants want as for the duration of the English course seems to be wide and different from one week to one year but there is a slight domination of the choice of four weeks.

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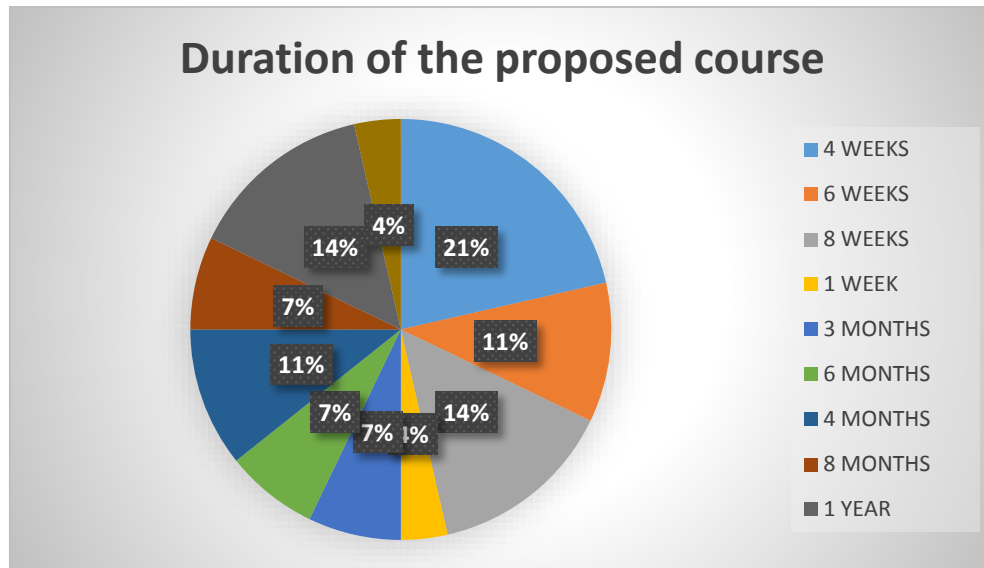
**Chart 5.11: Duration of the Proposed Course**

Henceforth the future course of English can be planned for four weeks first and then it can be extended more. In this duration, the course will cover as a priority the urgent needs and wants expressed by the research population.

**Frequency of the Course per Week.**

As for the frequency of the future course of English per week the results of the study show that it is mainly between once in week and two times in a week.
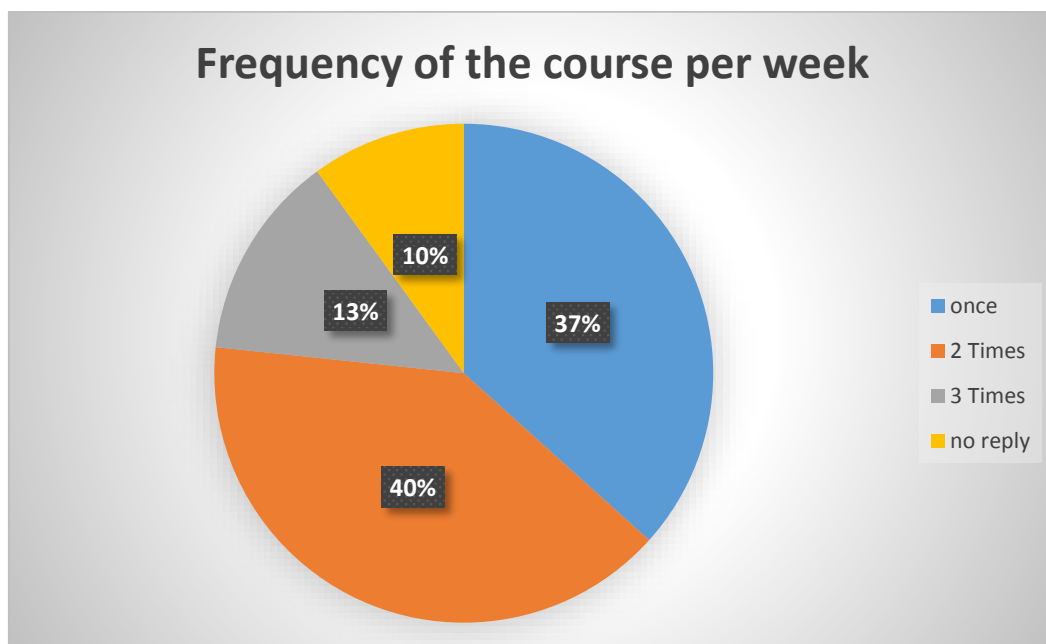


**Chart 5.12: Frequency of the Course**

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Henceforth depending on their available time, the choice will be taken but pedagogically speaking two times in week is better than one week especially when the current level in English of participants is weak.

**Topics Wanted by the Participants among 10 Proposed ones.**

In an attempt to go straight to what interests the participants as for the topics they want to find in their future course of English, the results show that these topics are preferred by the participants:

- ■ Financial reports
- ■ Management strategies
- ■ Accounting
- ■ Auditing
- ■ Company Structure

So the future course of English should include these prioritized topics. We believe that if this preference is taken into account by the course designer, the participants who will attend the course will be more commited and eager in learning.

**Language Proficiency Skills Wanted by the Participants  among 10 proposed ones.**

In an attempt also to know the urgent proficiency skills wanted by our research population, the results show that these skills are preferred by the participants:

- ■ To read and understand financial reports and notes
- ■ understand the full glossary of my domain in both languages English and French
- ■ use the appropriate specific terms related to my domain while writing and speaking
- ■ To write emails to English speaking colleagues
- ■ To participate in conference calls with colleagues

So these proficiency skills wanted by the participants  among 10 proposed ones can be considered as the objective and aim of these participants from the course of English.

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Henceforth and because ESP principle is giving the learner what he needs and wants the course designer should not deviate from this objective which is preferred by the participants.

**Inclusion of General English (grammar) in the Course.**

The results of the study show that 70% the research population want grammar to be included in their future course of English.
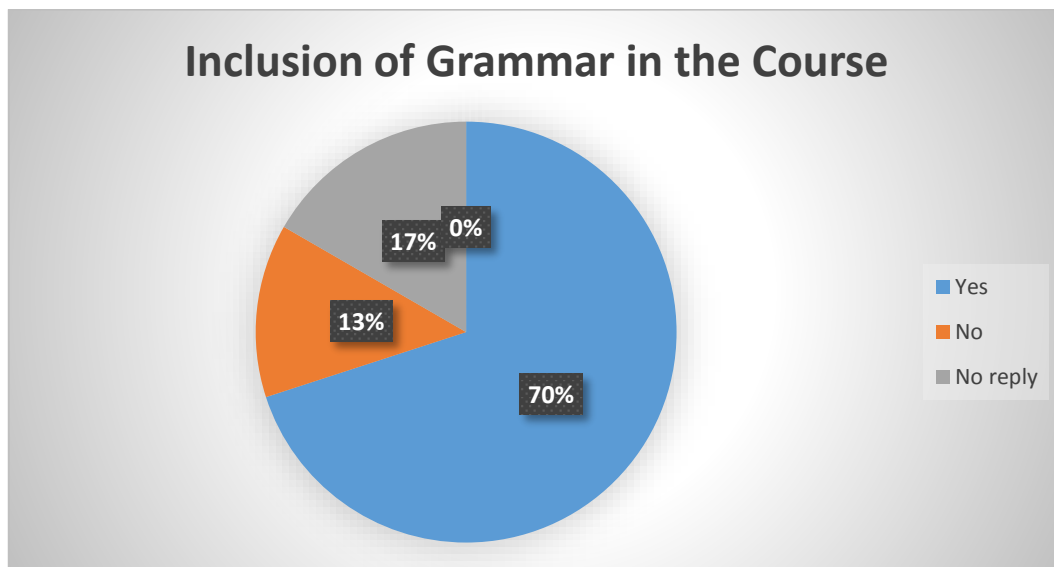


**Chart 5.13: Inclusion of Grammar in the Course**

This indicates that ESP cannot be taught in isolation with general English or grammar. However, we believe that the course designer should be intelligent in integrating grammar teaching in an ESP course. For example in teaching the present perfect for a group of ESP learners who are finance managers and instead of saying:

- The teacher has just arrived to the school

It is better to say:

- The chief finance officer has just finished checking the financial reports.

With the latter example, grammar is intelligently integrated in the context of interest of ESP learners.

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**Grammatical Aspects wanted by the participants among 10 proposed ones.**

To know exactly what might be considered as urgent need in grammar, the results show that the following grammatical aspects are the priority of these participants:

- Tenses: present, past and the future
- Adjectives
- Reported Speech
- tenses: present continuous, past continuous
- Conjunctions: but, because, as a result, and, however
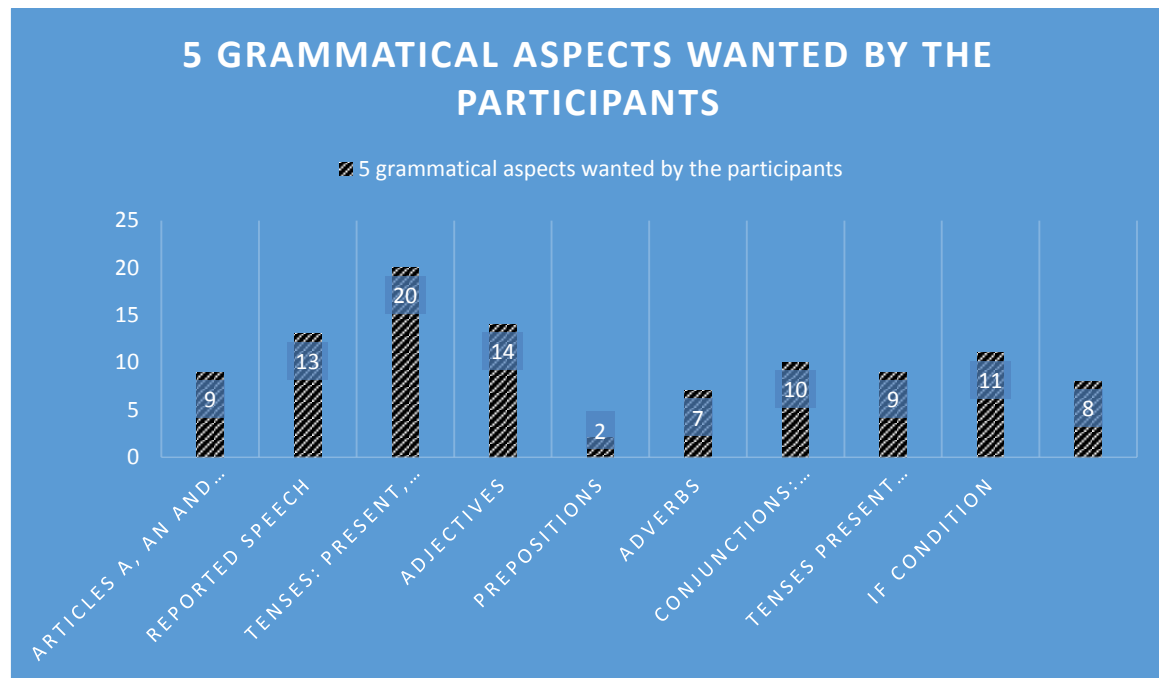


**Chart 5.14: Grammatical Aspects Wanted by Participants**

Therefore, these elements can be considered one part of the content of the English course to this population.

**Teaching Practices and Activities Wanted by the Participants among 10 proposed ones.**

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Because ESP learners are adult and experienced, their want as for the teaching practices and activities should not be ignored. The results show the following teaching practices wanted by our research population:

■ Translation from English to French

■ Speaking to English native speakers

■ Doing more and extensive exercises

■ Listening to English native speakers

■ Doing real situation dialogues (scenario:eg: between an accountant and an auditor)

So as long as the ESP teacher is committed to satisfy the needs of his learners, he should not be rigid as for translation for example if this last one is seen as an efficient means of mastering the target language by his learners. We believe that the ESP teacher should be flexible by trying to use all the teaching practices that lead to positive results.

**Evaluation of the Participants.**

The results show that the research population are divided in three groups; one that wants to be evaluated after the end of the course, one that wants to be evaluated during the course and another one that does not want to be evaluated at all.

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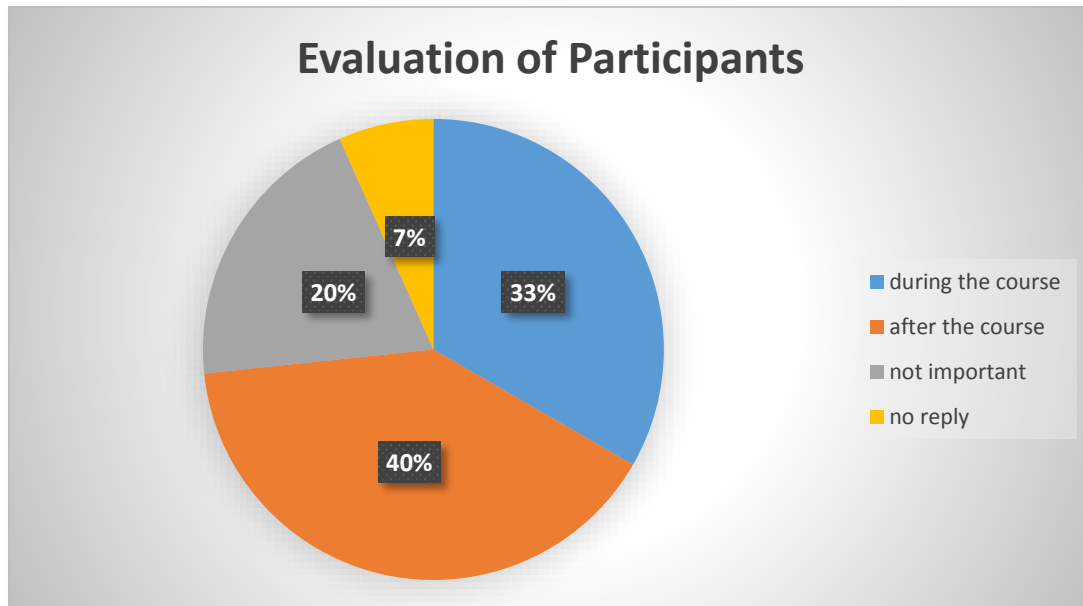
**Chart 5.15: Evaluation of Participants**

    The first group is the dominanat one. Therefore, the course designer can plan the evaluation of the English course for these participants at the end of the course.

**Evaluation Method**

    The results show that the evaluation methods wanted by the participants are written quiz after each unit, final exam and oral quiz after each unit.
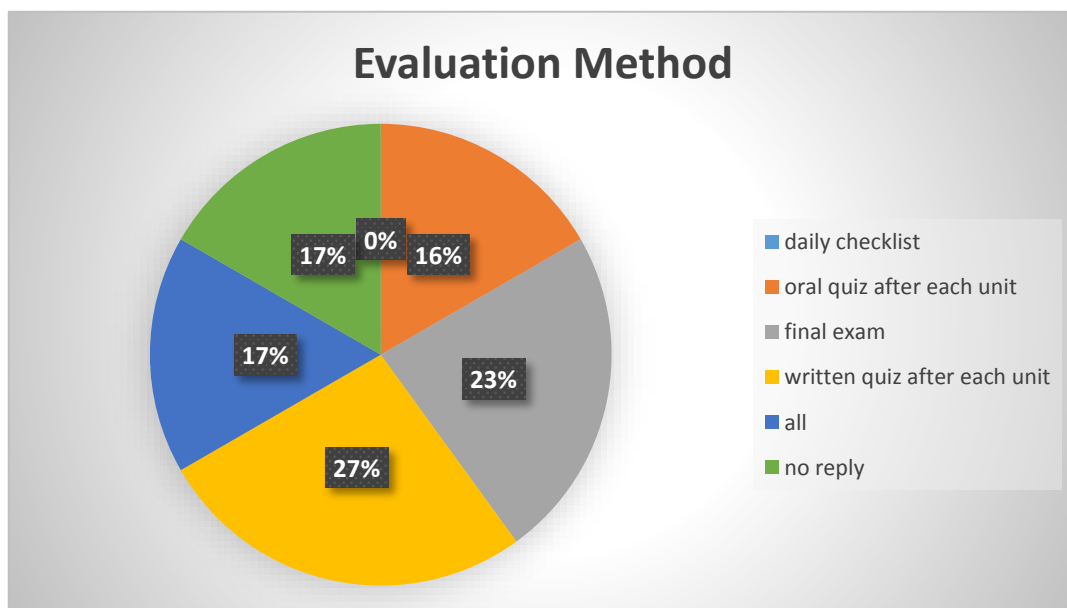


**Chart 5.16: Evaluation Method**

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Hence, we believe than the ESP teacher should be eclectic as for the use of all these evaluation tools.

To conclude this section related to the analysis of the questionnaire results, we can say that the replies of the participants on the different questions of the questionnaire give us an orientation on how to design the future course of English for these participants. A clear picture is now drawn about the personal information about this research population, about their use of English at work and about their wants from the content of the future course and how to be evaluated.

### 5.2.2 Analysis and Discussion of Semi-Structured Interviews Results

## Analysis and Discussion of Semi-Structured Interview Results with the Training Manager of the Company

The results of the semi-structured interview with the training manager of the company show that this department has only an administrative role as far as our project is concerned. Because our project is focused on only one category who are finance managers of this company, it does not match the policy of the company that organizes courses of English to different groups from mixed and different categories (see replies 1&2 of semi-structured interview results with the training manager).

The results of this semi-structured show that the training manager was happy and satisfied with the previous courses to the company's employees (see reply 3 of semi-structured interview results with the training manager). We believe that this satisfaction needs to be checked again with all the participants who took part in previous courses of English. In our project, we have asked finance managers in our questionnaire about their satisfaction about their previous courses of English. We have found that not all the participants have been happy the previous courses. We can conclude that there is a

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contradiction between the training manager and the participants over the satisfaction about the previous courses of English. We recommend more investigation with the participants about what has caused their dissatisfaction and this to be taken into account in designing a new course of English for them.

As for the evaluation tool of the previous courses of English, the training manager declares that their teacher of English organized a test at the end of the training and the majority have passed it (see reply 4 of interview results with the training manager). We believe that this evaluation tool needs to be investigated because only a test at the end of the course can be a misleading measurement of the success of the course.

The results of the semi-structured interview with the training manager show that the general policy of the company is to organize courses for different and mixed groups and this to satisfy all the employees. We think that this policy needs to be reviewed by this company. In fact organizing courses to mixed and different groups cannot give efficient results because every group has its different needs, levels, wants and necessities.

As for organizing a course of English only for finance staff, the training manger says that this proposal needs to be dealt with the concerned population directly (see reply 6 of interview results with the training manager). We believe that working closely and directly in the project of designing a course for this population will lead to efficient results and planning a course that meets the real needs, necessities and wants of the participants.

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## Analysis and Discussion of Semi-Structured Interview with the General Accountancy Department Chief

The results of this semi-structured interview with the General Accountancy Department Chief can help in designing an efficient course to this population. This senior manager can be considered as an opinion leader and he is in fact an important stakeholder in our project as long as the training manager of this company oriented us to deal with him directly.

In our interview we have asked him about his use of English at work and he has replied by saying that he uses English mainly in writing and reading emails and financial reports. (see reply 2 of the interview with this manager).

Third and as for the type of documents he reads at work, the interviewee says that the IFRS guide and some financial statements are the main documents he reads at work (see reply4 of the interview with this manager).

Fourth, the results of this interview show that both this manager and his subordinates need a course of English (see reply 5 of the interview with this manager). This shows that this population is eager and motivated for attending a course of English. This leads us to the hypothesis of the failure of the previous courses of English in satisfying the needs of this population.

Fifth and declared in reply 6 this interview, there is a link between the mastery of English and the performance of this population at work. Therefore, this result leads us to focus on designing an ESP course that focuses on developing the linguistic skills that have a direct link with the performance of this research population at work.

Sixth, this manager says that mastering English will give them more opportunities of coping with other English speaking colleagues (see reply7). This indicates the awareness of this manager (may be all the population) about the usefulness of mastering English in opening doors of exchange with other colleagues from foreign countries.

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Seventh, this manager has a want as far as the teaching way is concerned. He wants the future teacher to use only English and hence to improve his speaking skill. We believe that this want of this manager may differ with the want of his subordinates because we may find other participants who want their future teacher to use translation in teaching.

Finally, the results of our interview with this senior manager show that becoming able to speak English can be considered as an indication of success of the future course of English. We think that this reply is a logical one and we agree with him. However, being able to speak English may not be the objective of all ESP participants and depending on the need of the majority of the participants, the objectives of the ESP course can be planned. May be being able to read and write English at work will be the objective of a future course to this research population.

### 5.2.3  Analysis and Discussion of Authentic Data

### Analysis and Discussion of Finance and Accounting Guide

The results of our analysis show the following findings that can lead the course designer later to focus or to take into consideration the characteristics of this type of authentic data of our research population in the future course of English. The results of the analysis of the ten samples lead to draw a clear picture about the discourse used by this population and as long as this discourse is daily used, the course designer should not look for other sources and materials that are not relevant to them. Therefore, these samples or similar to them can serve as authentic material that can be inserted in an ESP course. The characteristics of the analyzed samples are as follows:

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## Type of text:

The type of text of these samples is descriptive because it is all about showing and describing how to do accounting. It is about instructing finance and accounting staff how to do accountancy through describing the different rules related to every accounting segment.

## Specific terms:

The specific terms that are widely included in these samples such as:

- Turnover
- Property,
- Plant,
- Payroll,
- Base Salary,
- Allowances,
- Board of Directors.

We believe that a glossary that includes the most common used terms related to the domain of this research population can be included in the future ESP course.

## Language analysis

### *Tense:*

Due to the descriptive type of the text the tense used is mainly the **present simple**. We have also noticed the use of **present perfect** and **present continuous** but at a low frequency. Henceforth the course designer can focus more on these tenses in designing an ESP course for this population especially if there is a time constraint. So as long as the urgent need of the research population is the use of the present simple, present perfect and present continuous, the course designer should not lose time by including other

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tenses that are not needed by the participants. If this wrong choice is done, time will be lost and participants will not appreciate the course.

### *Adjectives & Adverbs:*

It is noticed from our analysis a limited use of adjectives and adverbs and this is due to the nature of this specific discourse which can be classified as a scientific discourse where we find only factual information and precisions. However the course designer should not ignore this point in the design of an ESP course because understanding well this discourse by this population requires mastering all parts of speech. There should be no doubt in understanding the meaning of an adjective or an adverb.

### *Conjunctions:*

Conjunctions are also few but these last ones are very important to be understood by participants because their misunderstanding can lead to big and catastrophic errors in accounting. If a participant confuses "however" with "otherwise" he will surely make a wrong financial report. That is why we see that the course designer should give a special interest to conjunctions and how they are used and understood in the ESP course.

### **Language form:**

As for the language form we notice the use of both active and passive form. So it is also recommended that the course designer should take into consideration the use of passive voice in the ESP course. Henceforth, it can be said that our analysis reveals the characteristics of this specific discourse of these participants. By knowing these characteristics, the course design later will be efficient.

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## Analysis and Discussion of Financial Statements Analysis

The specific term based analysis that we have undertaken on some samples of financial statements led us to extract the specific terms included in this authentic and relevant material (see results of financial statements analysis) such as:

- **Earning per Share**
- **Operating Income**
- **Accounts Payable**
- **Dividends**
- **Depreciation**

Our analysis was guided by the ESP principle which is designing courses according to learners' needs. Convinced by the importance of specific vocabulary integration in an ESP course, we have analyzed three examples of financial statements that include specific terms related to finance and accounting which is the need and interest of our research population.

One can say that there are glossaries and dictionaries of any specific domain that can help ESP learners and can question us about the purpose of this analysis. We can reply by stating that ESP learning is goal oriented and time limited. Henceforth the ESP learner does not have time and he does not need to study or examine a whole glossary of thousands words. For instance, when he has an urgent need to make an income statement in English, he wants urgently to learn the terms that help him to be proficient in this way.

We believe that this analysis and extraction of the specific terms can lead the course designer to design drills and exercises out of these terms that can be integrated in an ESP course for this research population. It is worth mentioning that this list of specific vocabulary of finance and accounting can be enlarged through time with the progress of mastery level of ESP learners to the specific vocabulary items and this through the

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analysis of other authentic data. Henceforth we can say that mastering specific terminology leads to communicating successfully in any ESP area. To reach this goal of successful communication, course designers need to integrate specific vocabulary teaching in any ESP course.

## Conclusion

To conclude this chapter that we have devoted to analyzing and discussing the results of the study we can say that the elements of an ESP course for this research population are all gathered. We have now a complete idea about the participants, their aim from learning English, their use of English at work, their wants from English and their authentic data and related documents to their field of work. The course designer now is in a comfortable position as far as designing an efficient course for these finance managers. It can be said that this chapter has dealt with all the 'ingredients' needed in designing a thorough course to this research population.

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# CHAPTER SIX

# ACHIEVEMENTS and RECOMMENDATIONS

**Introduction**

**6.1 Achievements of the Study**

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## Introduction

Chapter six is devoted to the achievements of the study and suggested recommendations. It focuses on the outcome of the research in matter of replies to the research questions. It presents also the course that we suggest and recommend to this research population. It presents first the overall framework of the course including the title of the course, the duration, the participants profile, the objectives and content of the course. This chapter also includes the ways of teaching this course of English and the different activities and drills that can be used during this course. It contains the units of the course and the details and items of each unit such as the topic, grammar, reading and writing practices and drills. All the suggested units of this course include an evaluation checklist to be applied at the end of each unit. This last chapter includes the limitations and difficulties of our study.

## 6.1 Achievements of the Study

To measure the achievements of our research, we have to examine whether the results and their analysis reply to the research questions of the study and therefore confirm the hypotheses that we have supposed at the beginning of our research.

### *Question one*

How will this ESP course be designed and how will the study be conducted to make sure that this suggested course will meet the needs of these participants?

To measure whether our study has found a reply to this question or not we have examine how we have designed the ESP course to our research population and how we have conducted our research. We believe that the triangular methodology that we have adopted in conducting our research can be considered as a correct and solid methodology. In fact the questionnaire has allowed us to collect quantitative results, the

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semi-structured interviews have allowed us to collect qualitative results mainly to refine the questionnaire results and the authentic data analysis have allowed us to analyse the discourse used by our research population from an objective angle.

First, the quantitative results that we have obtained from the questionnaire concern mainly personal and basic information about the participants mainly their age, gender and occupation (see table 5.1: basic information about participants). The quantitative results concern also the work experience, previous course of English, and the use of English at work by our participants (see tables 5.2, 5.3 and 5.4). The questionnaire results have allowed us to know how the four language skills are used by the participants and to detect which skill is mostly used (see tables 5.5, 5.6, 5.7 and 5.8). The wants of our research population have also been among the qualitative results that we have obtained. The results show the readiness and motivation for an ESP course to enhance their work place competence (see table 5.9). They show also their want as for the place of the future course of English (Inside or Outside the Company), duration of the course and frequency of the course (see tables 5.11, 5.12 and 5.13). Other qualitative results concerning the wants of our participants include the topics, language proficiency skills and grammatical items to be covered in the ESP course designed to them (see tables 5.14, 5.15, 5.17). Therefore, the questionnaire has revealed various items related to quantitative result of our study.

Second and besides the quantitative results obtained from the questionnaire, the semi-structured interviews results have allowed us to gather qualitative results and to refine the quantitative results. The results of semi-structured interview with the Training Manager show how previous courses of English were planned, organized and evaluated. This allows to take advantages from these experiences and to avoid previous mistakes in ESP course design such as the mixture of groups with participants from different domains for examples electrical engineers with marketing and finance managers. The results of this semi-structured interview with this training manager allowed us to be guided to deal directly with the participants in conducting our research (see replies 6,7

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and 8 in the results of our interview with the training manager). This orientation in dealing directly with participants helps in gaining time and having good collaboration from the participants. As for the results of the semi-structured interview with the General Accountancy Department Chief, they allowed us to refine the quantitative results that we have obtained from the questionnaire mainly the use of English at work especially the use of the four skills and the different types of documents written in English that they work with at work (see Replies 3 and 4 in the results of the semi-structured interview with the General Accountancy Department Chief).

Third and in order to have an objective research methodology we have further analyzed the authentic documents used by our research population at work. This analysis has revealed the type of discourse of these documents. The analysis of the samples from their accounting guide revealed the type of text, the specific vocabulary items, the parts of speech and the language form (see tables 4.20 to 4.30 samples analysis). As for the financial statements mainly the income statement, the cash flow statement and the balance sheet that we have analyzed,  we have extracted the specific terms for each one( see tables 5.31, 5.32 and 5.33).

Consequently and as a reply to our research question number one we can confirm the hypothesis that this ESP course for finance manager will be designed on the basis of a correct and solid methodology. We believe that our triangular methodology can be judged a solid one. The use of questionnaire, semi-structured interviews and authentic data analysis allowed us to collect quantitative results, qualitative results and objective results from authentic documents that are daily used at work. The collection and consolidation of all the results obtained from the different research tools lead us to design a reliable ESP course to our research population.

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*Question two:*

Will this suggested ESP course cover both the needs and wants of this research population?

In other words:

■ To what extent will this course take into considerations the lacks, necessities and wants to these participants?

To examine if our study has replied to this second research questions we have to screen the lacks, necessities and wants revealed by the results of our research.

First, the lacks of the participants according to the results of our study can be considered in the communication difficulties they have with every language skill (see table 5.10: communication difficulties with every skill). In fact with writing, they lack spelling and grammatical correctness especially tenses use. With reading, they lack understanding the specific terminology. With speaking, they lack correct pronunciation and speaking English without translation and finding the exact terms. With listening, they lack grasping the meaning especially when listening to fast speakers.

Second, the necessities of our research population that are unveiled by the results of our study can be seen in the language proficiency skills needed by the participants (see table5.15: 5 language proficiency skills wanted by participant). Their necessities are for example:

■ Writing emails to English speaking colleagues

■ Reading and understanding financial reports and notes

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■ Using the appropriate specific terms related to their domain while writing and speaking

■ Participating in conference calls with English-speaking colleagues

■ Understanding the full glossary of their domain in both languages English and French

Third and as for the wants of our participants, there are various replies that indicate that the wants have been taken into consideration by our study and this in accordance with applying the principle of collaborating with and consulting the ESP learner. In fact, the wants of our research population can be understood by their motivation for attending an ESP course, their choice as for the place of the future course of English, frequency of the course and the topics to be included in the future course (see tables 5.9, 5.12, 5.13 and 5.14). Therefore, their wants are expressed as follows:

■ 90 % of our research population are ready and motivated for an English course.

■ 47 % of the participants want their future course of English to take place outside the company whereas 53% want the course inside the company.

■ 43 % of our research population want to have their course of English two times per week, 29 % once in a week and 14 % three times per week.

■ The topics wanted by the participants to be included in their future course of English include mainly Financial reports, Management strategies, Accounting, Auditing and Company Structure

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Therefore and as a reply to our research question number two, we can affirmatively say that our suggested ESP course has taken into considerations their lacks, necessities and wants. This gives our course a solid reliability and a higher possibility of success.

*Question three:*

The third research question investigates the satisfaction of the research population by this course design.

Will this population be satisfied with this course design?

Other related questions that have a link with this broad question can be asked such as:

■ How will this population benefit from this course design?

■ How will this course design meet their real needs from English?

■ How will this course design contribute to the success of the future English courses that this population will attend?

Unlike research questions one and two that we have obtained a reply to them through the results of the study, research question three cannot fully be replied at this stage before the implementation of our suggested course.

However, a partial reply can be given to this research question especially to the related question concerning how this population will benefit from this course design. We believe that the way we have conducted our study and the way we have designed our ESP course where we have used three research tools together and where we have taken into considerations the lacks, necessities and wants of our participants, leads to the satisfaction of the research population and to identifying their real needs as far as learning English is concerned. This knowledge of what they need exactly from English gives them a comparable advantage by the fact of being aware of their real needs, lacks and wants in English language. If they go for example for a course of English

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individually, they go already ready and knowledgeable of what they need from their teacher of English. Besides that they can also subscribe for online courses of English and choose which modules suit better their needs. They can also download specific glossaries related to their domain as long as the terminology they need is already identified by this study.

## 6.2 Recommendations

Finalizing a course design for our research population is what concludes our study and the outcome of our investigation. The whole process of our analysis has been for the purpose of suggesting a detailed course for our research population. According to Basturkmen (2013) the findings of needs analysis lead to the development of a detailed ESP course for the investigated research population. A detailed course in terms of content, objective, methodology, target communication models and characteristics and evaluation (Nunan 1988 and Dudley-Evans 1997).

## 6.2.1 Overall Framework of the Course

**Course Title:**

An English for Specific Purposes Course for Finance Managers of ArcelorMittal Algeria Company

**Learners Specialism :**

Finance and Accounting

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**Learners Age:**

Between 40 and 50

**Duration of the Course:**

 Four weeks

**Frequency per Week**:

Two times in a week two hours each

**Objective of the Course:**

 We suggest a task-based course that aims at:

- ■ Enhancing the writing and reading skills of our research population.
- ■ Writing correct emails and financial reports.
- ■ Reading and understanding financial reports.

    Enhancing both of these skills involves teaching specific terminology because their specific discourse contains more specific terms of finance and accounting.

**Content of the Course:**

According to the results of our study the content of the suggested course will contain both subjects related to specific English related to the area of our research population and subjects or elements of general English or grammar. So subjects of specific English are:

- ☐ Financial reports
- ☐ Management strategies

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☐      Accounting

☐      Auditing

☐      Company Structure

And subjects of general English or grammar are:

☐      Tenses: present, past and the future

☐      Adjectives

☐      Reported Speech

☐      tenses: present continuous, past continuous

☐      Conjunctions: but, because, as a result, and, however

**Ways of Teaching:**

According to the results of the study and since ESP teaching is meeting the learners' needs, different teaching ways can be used. Henceforth, we suggest **eclecticism**. The use of various teaching ways and methods flexibly and not sticking to only one method and rejecting the other ones. Depending on the situation, a given method can be used for example using translation in explaining the difficult words in a paragraph.

**Evaluation of the Course:**

The evaluation can be done by using one or all of these tools:

- written quiz after each unit
- oral quiz after each unit
- final exam

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## 6.2.2 Specific Glossary of the Course

This is a sample of items of specific glossary of finance and accounting in English and French which is retrieved on 17/08/2017 from http://www.credfinrisk.com/

**Accounting Terms**

| English | French |
|---|---|
| Annual Report | Rapport annuel |
| Consolidated Report | Bilan Consolide |
| Unaudited | Non verifie |
| Assets | Actif |
| Treasury bills | Bons du tresor |
| Securities | Valeurs mobilieres |
| Bonds | Bons |
| Marketable securities | Valeurs mobilières de placement |
| Financial investments | Immobilization financieres |
| Loans | Credits |
| Short-term loans | Crédits à court terme |
| Raw materials | Matieres premieres |
| Current assets | Actif circulant |
| Fixed assets | Immobilization |
| Capital assets | Actif immobilisé |
| Intangible assets | Immobilization incorporelles |
| Liabilities | Passif |
| Demand deposit accounts | Comptes de cheque |
| Savings deposits | Comptes sur carnet |
| Term deposits | Créanciers à terme |
| Supplier payables | Dettes fournisseurs |
| Other liabilities | Crediteures diverses |
| Subordinated liabilities | Titres subordonnés |
| Shareholder's equity | Capitaux/ fonds propres |
| Subscribed share/ capital | Capital souscrit |
| Common stock | Action ordinaire |
| Preferred stock | Action privilegiee |
| Retained Earnings | Résultant de l'exercise |
| Income/Revenue | Chiffre d'affaires/Produits |
| Investment Income | Produits des titres |
| Net Interest | Interets sur difference |

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| Commission Income | Commissions perçues |
|---|---|
| Gross profit | Benefice brut |
| Amortization/Depreciation | Amortissement |
| Other operating expenses | Autres charge d'exploitation |
| Taxes on Income | Impôts sur les benefices |

**Table 6.1: Accounting Terms (source: www.credfinrisk.com)**

### 6.2.3 Types of Exercises of the Course

According to the broad aim of this course that is enhancing the writing and reading skills and mastering the specific vocabulary of the participants' domain, the following types of exercises can be incorporated in the course.

### Vocabulary Teaching Exercises

There exists a lot of types of vocabulary teaching exercises, we suggest the followings:

■ *Finding the Opposites:*

One of the most efficient ways of teaching vocabulary is through giving the opposites of terms to clarify the meaning. For example *Sale* is better defined as the opposite of **Purchase.** Henceforth the following drill can be included in the vocabulary teaching section:

Find out the opposites of these terms:

Gain                     income                     accounts payable

Asset                     interest expense                     tangible assets

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To make sure that they have provided the right answer which means they have understood the meanings of terms, the learners can be asked to make sentence examples out of these terms such as: Property and company cars are considered as *tangible assets*.

■ *Filling the Gaps:*

This way is widely used in ESP because it provides the general context of the text and it guides him towards understanding the full meaning by filling the blanks with the suggested missing terms. An example of this is as the following:

Fill in the gaps of this **paragraph** with these words:

**Profits / balance / financial / assets / pay**

Government owned companies of oil based economy countries are suffering after the big drop of oil prices. Their ………….. sheets are showing negative results.

They are having more liabilities than ……………. They …………more than they receive.

They are in a critical …………….. position. Their income statements also show negative results. They have more operating losses than…………...

■ *Matching terms with definitions*

This way helps the learner to avoid making confusions in understanding specific terms and concepts. The following drill is an example of this way:

Match terms from A list with Definitions from B list

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| A | B |
|---|---|
| - Balance sheet<br>- Intangible assets<br>- Dividends<br>- Depreciation<br>- Liabilities<br>- Assets | - what the company owns and what will receive<br>- what company should pay to others<br>- the deduction of the value of an asset from its initial value<br>- net gain distributed to shareholders at the end of the year<br>- a statement showing the financial situation of a company<br>- the brand, reputation and experience of a company |

**Table 6.2: Vocabulary Drill**

**Translation Drill:**

Using the English French specific glossary as help to find out the difficult terms:

Translate these sentences from English to French

- The supplier wants the payment to be done by bank transfer
- The auditor doubts the sales figures
- The balance sheet shows that tangible assets in a bad shape
- The debts of our company should be paid before the end of the year.

**Reading Comprehension Skill Enhancing Exercises**

From the authentic material of the participants, different exercises can be designed for the purpose of enhancing the reading comprehension skill. We suggest the followings:

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■ *Multiple choice:*

Multiple choice drills can be designed to make sure that the meaning of given extracts are understood. For extracts about accounts in accounting, multiple choice drills can be included such as the following model:

…………………..means untouchable asset.

a. Goodwill
b. Fixed asset
c. Turnover
d. Dividends

The answer is **a.**

■ *True or False:*

After giving the ESP learners a short text to read from their authentic material a true or false drill can be designed. We suggest the followings:

Read this passage then do the drill.

*"Under some profit-sharing plans, employees receive a share of the profit only if they remain with the entity for a specified period. Such plans create a constructive obligation as employees render service that increases the amount to be paid if they remain in service until the end of the specified period. The measurement of such constructive obligations reflects the possibility that some employees may leave without receiving profit-sharing payments"*

Say whether these statements are true or false:

- Employees receive a share of the profit whatever is their period of work
- Applying the related measurements not all the employees will receive the profit sharing payment.

**Answer : 1 FALSE . 2 TRUE**

■ *Fill in the gaps:*

From the authentic material of ESP learners we suggest the following fill in the gaps drill:

Fill in the gaps with**: rules/ creative / checking / statements /detected**

Auditing involves………………the work of accountants. The aim from auditing is to find out whether the accounting figures of a given firm is according to the…………. or not. ………………..accounting and fraud should be ………….by auditors. They should also certify all the financial ……………of the company.

**Answer: 1 checking / 2 rules/ 3 creative /4 detected/ 5 statements**

## Writing Skill Enhancing Exercises

To enhance the writing skill of this research population a lot of writing drills can be designed. We suggest:

■ *Reordering Words:*

Using always the authentic material of the research population we suggest this drill.

Reorder these words to make a meaningful sentence?

- include /The /should/ all/ the/ taxes/ invoice
- forgotten /accountant /has /accounting /to/ inter/ these/ figures/ in/ system /The
- been/ The/ sheet/ has/ not/ approved /by /the /auditor /balance
- very /Intangible/ are/ difficult/ to /estimate /assets

**Answer**

- The invoice should include all the taxes

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- The accountant has forgotten to inter these figures in the accounting system
- The balance sheet has not been approved by the auditor
- Intangible assets are very difficult to estimate

■ *Reordering Sentences*

For writing emails and reports and after doing reordering words drills, reordering sentences drills can be done. We suggest for example this drill for this research population:

Reorder these sentences to make a meaningful text

- Your training to our accountants was very helpful. You have taught good accounting techniques that can be used in their daily work.
- Dear Peter
- Thank you for your support to our accounting team
- John Poll
- Best Regards.
- We would request you please to come again for another training for another group of accountants.
- Chief Financial Officer
- Thank you in advance.

**Answer**

Dear Peter

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Thank you for your support to our accounting team. Your training to our accountants was very helpful. You have taught good accounting techniques that can be used in their daily work.

We would request you please to come again for another training for another group of accountants.

Would you please confirm to us your availability?

Thank you in advance.

Best Regards.

John Poll: Chief Financial Officer

### 6.2.4 Units of the Course

The course that we suggest for this research population contains five units. Each unit contains a text from the topics of the specific domain of the participants, a subject of grammar to be developed in this unit, reading practice including reading for comprehension drills and writing practice including drills to enhance the writing skill. Each unit can take two sessions of two hours each.

### 6.2.4.1       Unit One

This unit is organized as follows:

| Topic | Grammar | Reading | Writing | Vocabulary building | Discussion of the |
|-------|---------|---------|---------|---------------------|--------------------|
|       |         |         |         |                     |                    |

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| | | | | | | | |
|---|---|---|---|---|---|---|---|
| | | | | | | | progress |
| Financial Reports | Tenses: present, present perfect, present continuous | Silent reading by the participants | Loud reading by the teacher | Writing the difficult words | Taking notes | - Reading for comprehension drills. Writing drills. Translation drills. <br> - Matching notions to definitions | Evaluating the progress applying a check list to be filled at the end of each lesson. |

**Table 6.3: Content of Unit One**

**Details of Unit ONE**

**Topic:** Financial Statements

**Reading**

The teacher may ask ESP learners to read silently the text or part of it and to underline what is difficult for their understanding. Once the silent reading and the difficult words are underlined or noted he can read loudly so that they get used to the English sounds.

**Explanation of Meaning**

It should not be astonishing for ESP teachers to find it difficult to explain a text of a specific domain. Therefore the explanation of the meaning will be done by both the

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teacher and the ESP learners because these last ones are experts in their domain. They know their domain better than their ESP teacher whose role is a guide and language facilitator. A specific dictionary can be used by both the teacher and learners. Translation can be used as a tool to explain the notions and concepts of the target language.

### Reading for Comprehension Drills

To make sure that the text is understood some drills of reading for comprehension can be used such as those samples of section (**Reading Comprehension skill enhancing exercises)** of this chapter.

Example questions :

- ■ What are the elements that we find in a balance sheet?
- ■ Can the asset accounts have different headings in the balance sheet?
- ■ How many headings the Liability accounts can have?

To explain the text some synonyms and opposites drills can be done.

Synonyms: give the synonyms of the followings from the text

**To buy**                 **gains**                 **usually**        **sum of money**

Opposites: find from the text opposites to the followings

 **To lend**                 **assets**                 **payables**                 **losses**

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**Grammar**

Tenses : Present simple tense , past tense and present perfect can be introduced using examples or adapting them from the text.

Example of the present tense: the balance sheet gives a picture about the financial situation of the company.

Like this grammar is well taught in an ESP context. This leads the ESP learner to use correct English in his area of interest.

Grammar drills of tenses should be adapted from similar contexts that are relevant to the interests of the ESP learners.

**Example1**: Put the verbs between brackets in the present simple

- The balance sheet (to describe) the financial situation of the company.
- The accountant (to record) the invoice in the accounting system.
- They (to note) the work of the finance staff.

**Example2**: Put the verbs between brackets in the past tense

- We ( to discuss) with the auditor all the details of our financial situation
- She (to buy) a lot of items at the duty free shop.
- He (to sell) his car to his neighbor.

**Example3**: Put the verbs between brackets in the present perfect

- The assets accounts (to decrease) due to the financial crisis.
- The supplier (to claim) his payments.
- The CFO (to convince) the auditors about what the accountant has done.

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**Vocabulary Building Drills**

Vocabulary building drills allow the ESP teacher to make sure that the lesson or text is understood and that his learners have grasped the meanings of the different terms and notions in the target language which is English. Drills like the ones explained section (**Vocabulary teaching exercises)** of this chapter can be done such as filling the gaps and matching notions to definitions.

**Example of filling the gaps drill**

Fill in the gaps with: **decisions, finance, view, assets, basis**

One of the most important statements in ……………………. is the balance sheet. It gives a clear ……………….. about the entity financial situation by providing the details of both …………………… and liabilities accounts. It is the …………………. for many ……………………...

**Example of matching notions to definitions drill**

   1.  Assets              a- all what the entity should pay to others

   2.  Liabilities          b- all what the entity has

   3.  Accounting        c- a statement showing the financial position of an entity

   4.  Balance sheet    d- recording all the financial transactions of an entity

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**Translation drills**

ESP learners can be asked to translate words or sentences from the target language English to their mastered language and vice versa. They can use the specific glossary of their domain.

**Example1**: with the help of a dictionary translate from English to French this passage

> **"When a corporation borrows money from its bank, the corporation's assets will increase, and the corporation's liabilities will increase. When the corporation uses its cash to purchase land for a new warehouse, the asset *land* increases, and the asset *cash* decreases"**

**Example 2:** translate from English to French these terms (you can use a dictionary)

- **Current assets**
- **Property**
- **Liabilities**
- **corporation's obligations**
- **amounts the corporation owes**
- **customer prepayment**
- **Notes Payable**
- **Accounts Payable**
- **Wages Payable**
- **Interest Payable**
- **Income Taxes Payable**
- **Other Accrued Expenses Payable**
- **Customer Deposits**

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- **Loans Payable**
- **Deferred Income Taxes**
- **Current liabilities**

## Evaluation of the Unit

At the end of each unit, evaluation should take place and this in order to make sure that what has been given has met the needs of ESP learners. We suggest this checklist to be filled by the learners at the end of each unit:

## Evaluation Checklist

### Text

- Have you liked the topic                  Yes        No
- Was the text easy                      Yes        No

### Vocabulary

- Was the vocabulary relevant to your interest      Yes        No
- Have understood the majority of the vocabulary items    Yes        No
- Can you mention the most difficult vocabulary items that you could not grasp

………………………………………………………………………………………

………………………………………………………………………………………

- Have you liked the vocabulary building drills       Yes        No

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- Which one helped you better build your vocabulary

……………………………………………………………………………….

**Translation**

- Have you liked the translation drills                    Yes          No
- If no why?

……………………………………………………………………………………

……………………………………………………………………………………

**Grammar**

- Have you understood the section related to grammar        Yes          No
- If no , what haven't you understood exactly?

……………………………………………………………………………………

…………………………………………………………………………………..

**Way of Teaching**

- Have enjoyed the way of teaching of your teacher          Yes          No
- What haven't you liked exactly?

……………………………………………………………………………………

……………………………………………………………………………………

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### 6.2.4.2      Unit Two

**Topic:** Management strategies

A text about management strategies can be included in the syllabus.

**Grammar**: Adjectives

A grammar lesson about adjectives can be suggested. It includes long and short adjectives, comparative form and superlative form.

### Reading

The teacher may ask ESP learners to read silently the text or part of it and to underline what is difficult for their understanding. Once the silent reading and the difficult words are underlined or noted he can read loudly so that they get used to the English sounds.

### Explanation of the meaning

The explanation of the meaning will be done by both the teacher and the ESP learners with the help of a specific dictionary .

### Reading for Comprehension drills

To make sure that the text is understood some drills of reading for comprehension can be used such as those of unit one.

To explain the text some **synonyms** and **opposites** drills can be suggested.

Synonyms: give the synonyms of the followings from the text

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**Vocabulary building drills**

■ **filling the gaps drill**

Like the one of unit one

■ **matching notions to definitions drill**

like the one suggested in unit one

■ **Translation drills**

ESP learners can be asked to translate words or sentences from the target language English to their mastered language and vice versa. They can use the specific glossary of their domain.

**Evaluation of the Unit**

At the end of the unit, the valuation checklist suggested for unit one can be used. It measures the understanding of : Text ,Vocabulary, Translation and  Grammar. This checklist evaluates also the way of teaching.

### 6.2.4.3     Unit THREE

**Topic: Accounting**

A text about accounting can be suggested for inclusion in the syllabus.

**Grammar**: reported speech

A grammar lesson about the reported speech or indirect speech can be suggested.

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## Reading

The teacher may ask ESP learners to read silently the text and to underline the difficult words. Once the silent reading and the difficult words are underlined or noted he can read loudly so that they get used to the English sounds.

## Explanation of the meaning

The explanation of the meaning will be done by both the teacher and the ESP learners with the help of a specific dictionary.

## Reading for Comprehension drills

To make sure that the text is understood some drills of reading for comprehension can be used such as those of unit one.

To explain the text some **synonyms** and **opposites** drills can be suggested.

Synonyms: give the synonyms of the followings from the text

## Vocabulary building drills

- ■ **filling the gaps drill**

Like the one of unit one

- ■ **matching notions to definitions drill**

like the one suggested in unit one

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■ **Translation drills**

ESP learners can be asked to translate words or sentences from the target language English to their mastered language and vice versa. They can use the specific glossary of their domain.

**Evaluation of the Unit**

At the end of the unit, the valuation checklist suggested for unit one can be used. It measures the understanding of : Text ,Vocabulary, Translation and  Grammar. This checklist evaluates also the way of teaching.

### 6.2.4.4      Unit FOUR

**Topic: Auditing**

A text about audit or auditing can be included in this course.

**Grammar**:

A grammar lesson about the present and past continuous tenses with examples can be suggested in this syllabus.

**Reading**

The teacher may ask ESP learners to read silently the text and to underline the difficult words. Once the silent reading and the difficult words are underlined or noted he can read loudly so that they get used to the English sounds.

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## Explanation of the meaning

The explanation of the meaning will be done by both the teacher and the ESP learners with the help of a specific dictionary.

## Reading for Comprehension drills

To make sure that the text is understood some drills of reading for comprehension can be used such as those of unit one.

To explain the text some **synonyms** and **opposites** drills can be suggested.

Synonyms: give the synonyms of the followings from the text

## Vocabulary building drills

- ■ **filling the gaps drill**

Like the one of unit one

- ■ **matching notions to definitions drill**

Like the one suggested in unit one

- ■ **Translation drills**

ESP learners can be asked to translate words or sentences from the target language English to their mastered language and vice versa. They can use the specific glossary of their domain.

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**Evaluation of the Unit**

At the end of the unit, the valuation checklist suggested for unit one can be used. It measures the understanding of : Text ,Vocabulary, Translation and  Grammar. This checklist evaluates also the way of teaching.

## 6.2.4.5 Unit FIVE

**Topic: Company Structure**

A text about company structure can be suggested for inclusion in the syllabus.

**Grammar**: Conjunctions: but, because, as a result, and, however

A grammar lesson about these conjunctions can be planned. This lesson helps the participants improve their writing skill.

**Reading**

The teacher may ask ESP learners to read silently the text and to underline the difficult words. Once the silent reading and the difficult words are underlined or noted he can read loudly so that they get used to the English sounds.

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**Explanation of the meaning**

The explanation of the meaning will be done by both the teacher and the ESP learners with the help of a specific dictionary.

**Reading for Comprehension drills**

To make sure that the text is understood some drills of reading for comprehension can be used such as those of unit one.

To explain the text some **synonyms** and **opposites** drills can be suggested.

Synonyms: give the synonyms of the followings from the text.

**Vocabulary building drills**

■ **filling the gaps drill**

Like the one of unit one

■ **matching notions to definitions drill**

Like the one suggested in unit one

■ **Translation drills**

ESP learners can be asked to translate words or sentences from the target language English to their mastered language and vice versa. They can use the specific glossary of their domain.

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**Evaluation of the Unit**

At the end of the unit, the valuation checklist suggested for unit one can be used. It measures the understanding of: Text ,Vocabulary, Translation and Grammar. This checklist evaluates also the way of teaching.

Therefore, we can say that all the elements of the five units including the topics, grammar, comprehension, translation and vocabulary drills aim at meeting the needs of the participants. We believe that the recommended units can contribute to enhancing both the reading and writing skills in order to be able to read and write emails and documents related to their domain which is finance and accountancy.

## 6.3 Limitations of the Study

In spite of the results that we have obtained mainly after adopting a triangular methodology that allowed us to collect the maximum of data about the participants and after suggesting an ESP course that covers both the needs and wants of this research population, there are some factors that may limit the success of our research.

In fact, we wanted to implement our suggested course and to evaluate it to measure its success. Unfortunately, till now we could not find a solution. This is due to the surprising reaction of the training manager of the company who has not welcomed our offer of giving this ESP course for the finance and accounting staff of his company. In fact and as you can read in the email (see appendix six) we have suggested to give this

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ESP course for free. All what we need only a classroom or a training space inside the company for a short period of time.

When we have discussed with the research population this obstacle that we have received from their training manager they have got astonished and they said that just last year ESP courses had been planned in the company and huge money had been spent for a training. Therefore we have concluded that our offer and in spite of being free of charge it may not please this training manager who may be put in trouble or pressure if our offer is accepted.

However and in front of these obstacles, we are looking for other solutions to help this research population to improve their level of English at work. If we cannot plan this ESP course outside the company, we will supply them with a glossary of finance and accounting terms in English and French languages. We will also hand them some grammar lessons that include the items expressed in the needs analysis and that may help improve their reading and writing skill. In fact we can officially give this company the whole syllabus that we have planned for its finance and accounting staff but we are afraid that our work, that has taken from us big time and energy, will be given to other parts that might be called by the company to give ESP courses inside the company.

Henceforth and in spite of the limitations of our study, we hope that it contributes to the growth of ESP in Algeria and to bridging the gap that exists between the academy/university and the company in this research area of English for Occupational Purposes.

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## Conclusion

As a conclusion to this chapter, we can say that this last one includes the outcomes of our research. It has dealt with the most achievements of the study as far as the research questions are concerned. It includes a round up on the link between the results of the study and their analysis and their relationship with every research question. The results of the questionnaire provide a picture about the research population; they provide us with personal information about them, their use of English at work, their difficulties with the four language skills and their motivation for attending a course of English in the future.

In this chapter, we have also suggested our recommendations that include an ESP course for our research population. The recommended course is tailormade according to the profile of the participants. The course includes the overall framework such as the duration, the goals and content. We have also recommended the types of exercises that go with this course as well as a list of vocabulary items that can be inserted in the course. We have ended up this chapter by dealing with the limitations of the study mainly the difficulty we have faced for the purpose of implementing our suggested course.

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# GENERAL CONCLUSION

As a general conclusion to this research, it can be concluded that designing ESP courses is not an easy and simple matter. It involves examining various parameters that affect the efficiency and reliability of the course. This is due to the nature of the ESP learners who are aware of their needs related to their work or study requirements.

To meet the real needs of their learners, ESP teachers should undertake needs analysis for the purpose of detecting all the elements of the ESP course. Needs analysis leads to revealing personal information about the audience like: age and gender, authentic material used by this audience, goals of ESP learners from attending the ESP course, the constraints that may hinder the success of ESP course and evaluation tools to measure to what extent the ESP course has been successful.

Our case of study has dealt with designing an ESP course for finance and accounting staff of ArcelorMittal Algeria Company. We have come up with the conclusion that ESP courses should be planned and designed on a solid basis based on gathering the maximum of information about the participants; personal information about them, their current level of English, their current use of English, their previous course of English, their motivation from the new course of English, their wants as for the content of the new course and the way of teaching. Therefore designing fruitful and satisfactory ESP course cannot be possible without respecting this solid basis because ESP learners are like clients who can reject the ESP course which is like the "product" offered by the ESP teacher. This logical conclusion is supported by the fact that ESP learners who have urgent needs to master English for their specific purposes put big pressure on their ESP teacher to give them what they want to enhance their mastery of English in the shortest possible time.

As a round up on how the study has been undertaken, the researcher has divided the work to two parts; a theoretical part and a practical one. Three chapters constituted the

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theoretical part and three other chapters made up the practical one. In chapter one, the researcher  has dealt with the theoretical background related to English for Specific Purposes; mainly the factors that led to the emergence of ESP especially the learner who has become the most important part in language teaching and learning contrary to old ways of teaching of the grammatical approach where the learner was only a passive listener to the teacher. This shift of the importance of the learner is due to the development of research in Educational Psychology where the learner's need is given a big importance. Then the researcher introduced the characteristics of ESP in comparison with general English and introduced also the motivation of ESP learner which is an instrumental one because the ESP learner needs English as a tool to reach his professional or academic goals. Other items have also been dealt with in this theoretical background such as the link between ESP and Business where English has become the lingua franca of international business and where business meetings and negotiations between multinational businesspersons are conducted in English. This chapter has highlighted the different roles and challenges of the ESP teacher that he faces when he is called for an ESP class.

In the second chapter, the researcher has dealt with course design and its related areas. The researcher has introduced needs analysis which is of a paramount help before designing any course for ESP learners. It helps course designers to focus on what is needed and motivating for them so that the course becomes efficient. Then the researcher has shifted to introducing the main approaches to course design namely; Language-centred course design, Skills centred Course Design and Learning Centred Approach have been presented where a comparison has been made between all of them by analyzing their advantages and disadvantages. This comparison has led to the conclusion that an eclectic approach based on combining all the advantages of the three approaches in designing ESP courses can be adopted.

In the third chapter, the researcher has moved to the didactics of ESP where items related to teaching of ESP have been examined such as vocabulary teaching in ESP. It has been suggested that ESP teacher can be flexible in using different vocabulary

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teaching techniques; i.e. he can use what he sees suitable for a given group in a given context and he can switch over from one technique to another flexibly. The researcher has also dealt with the different teaching methods and their advantages and disadvantages where it has been concluded and suggested that ESP teachers should look at the advantages of each one and combines them. This is what came to be knows in 1990s as eclecticism. In this chapter, the researcher has covered ESP course syllabi mainly; content based syllabus, skill based syllabus and method based syllabus. Then he has dealt with the content, goals and constraints of ESP course where it has been concluded that relevant content guarantees the motivation and commitment of ESP learners to their ESP course and that predicting the constraints that may hinder the success of ESP course leads to taking preventive actions.

As for the practical part of this research, the researcher has devoted chapter four to the methodology where the place setting of the research which is ArcelorMittal Algeria Company and generally known as "Elhadjar Steel Complex" has been described along with the research population who are finance and accounting staff of the company. The most important item dealt with in this chapter is the research tools that have been used in conducting the study. They are questionnaire to collect quantitative data, semi-structured interview to collect qualitative data and authentic data collection and analysis to see how English is practically used by this research population. The researcher's aim from using three research tools together has been to cover and to study all the aspects of needs analysis in order to design an efficient course for this research population.

In chapter five, the researcher has analyzed and discussed the results of the study. The results have allowed getting a complete idea about the participants, their aim from learning English, their use of English at work, their wants from English and their authentic data and related documents to their field of work. The results of study put the course designer in a comfortable position as far as designing an efficient course for these finance managers. Besides gathering the elements related to the profile of the research population, the results of the study have allowed to detect the specific discourse of this research population and this after analysing the authentic data and documents used by

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this population at work. This analysis helps the course designer to include material and topics that are relevant to the needs and necessities of this research population.

In chapter six, we have focused on the achievements and recommendations of this study. We have examined the different achievements and we have a suggested ESP course as recommendations of the study. The recommended course contains first an overall framework including the title of the course, the duration, the participants profile, the objectives, content of the course and the ways of teaching this course of English and the different activities and drills that can be used during this course. The suggested course includes the units of the course and the details and items of each unit such as the topic, grammar, reading and writing practices and drills. The five units of the suggested course end with the inclusion of an evaluation checklist to be applied at the end of each unit of the course. After dealing with the achievements and recommendations of the study, the researcher has stated the limitations of the study mainly the difficulties found in implementing the recommended ESP course for the research population.

Therefore, ESP course design is an area of research and a pedagogical task for ESP teachers, researchers and practitioners that needs to be handled correctly in order to guarantee an efficient ESP course design that meets the needs and goals of any ESP group. In fact, it should not be acceptable in any area and in any context to bring a teacher of English and to tell him this is your ESP group of learners and this is the course to be given to them. This way of teaching ESP is a wrong one and does not lead to positive results. The best way of teaching ESP is rather giving enough time to ESP teacher to conduct a needs analysis to the group he will teach. After that he extracts the necessities, lacks, wants and goals of these participants. He extracts also the level of these participants as far as the mastery of English is concerned. He detects also their wants as for the teaching ways and activities they prefer from their teacher of English. Once the needs analysis is done, the ESP teacher should show the syllabus to his learners. This syllabus includes the aim of the course, the lessons, the drills and activities that will take place inside the classroom between the ESP teacher and his learners for the period of the course that can be one month, one quarter, one semester or one year.

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# GENERAL CONCLUSION

The implementation of our course is important; it allows us to measure better the success of the study and whether the lacks, necessities and wants have been practically met and whether our suggested course has enhanced the level of mastery of English of this population. Furthermore, in the perspectives, we see more research work is still to be conducted; further studies in ESP and other fields like ESP and Didactics, ESP and Translation, ESP and Culture, ESP and Information Technology and ESP and Pedagogy. We believe that ESP is convergent with all these disciplines. When we talk about culture for example it is different from one country to another and hence the content of an ESP course can hurt the belief and culture of a given group of participants if this item is not taken into consideration by the ESP course designer or teacher.

In these perspectives, we will also extend more studies about course design to cover the other main branch of ESP which is English for Academic Purposes (EAP) in different academic fields such as Computer Science, Biology, Business and Economics and Political Science…etc. Therefore, we believe that the path of research in ESP and its related fields is endless as long as it is only in these recent years that this field of study is gaining ground in the area of language teaching and applied linguistics. Furthermore, this area of research in Algeria is a promising one because there is a strong and increasing need expressed by Algerian professionals and academic researchers in various fields to learn and use English for their specific purposes.

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# APPENDICES

**Appendix One: <u>Questionnaire in English</u>**

**Questionnaire for Finance Managers of ArcelorMittal Algeria Company (IMETAL)**

1. **Age: ………..          Sex:……………          Job:……………………..**

2. **How long have you been working at finance department?**
   less than 1 year      □
   1 to 3 years          □
    3 to 7 years         □
    more than 7 years  □

3. **Where and when was your last course of English?**
    At the university   □    when:……….
    Private School      □    when:……….
    Online (internet)   □    when:……….
    In company          □    when:……….
    Individual efforts  □     when:……….

4. **How frequently do you use English at work?**
   Never □
   Seldom □
   sometimes □
   often □

5. **At your work, do you WRITE in English?**
    Emails:              Never □     Seldom □  sometimes □     often □
    Financial Reports:   Never □     Seldom □  sometimes □     often □
    Instructions :       Never □     Seldom □  sometimes □     often □

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6.  **At your work, do you READ in English?**
    Emails:             Never □     Seldom □    sometimes □     often □
    Financial Reports:  Never □     Seldom □    sometimes □     often □
    Instructions:       Never □     Seldom □    sometimes □     often □

7.  **At your work, do you SPEAK English with?**
    Native speakers:      Never □     Seldom □    sometimes □     often □
    Non native speakers:  Never □     Seldom □    sometimes □     often □
    Local colleagues:     Never □     Seldom □    sometimes □     often □

8.  **At your work, do you LISTEN in English to?**
    Native speakers:      Never □     Seldom □    sometimes □     often □
    Non native speakers:  Never □     Seldom □    sometimes □     often □
    Local colleagues:     Never □     Seldom □    sometimes □     often □

9.  **Are you ready and motivated to take a course to enhance your English workplace competence?**
             Yes □                    No □

10. **Describe precisely your urgent communication difficulties with every skill that you wish to overcome after taking the English course?**

When  I  WRITE  in  English  I  have  these  difficulties:
………………………………………………………………………………………………
………………………………………………………………………………………………
………………

When I READ in English I have these difficulties:
………………………………………………………………………………………………
………………………………………………………………………………………………
………………

When  I  SPEAK       English  I  have  these  difficulties:
………………………………………………………………………………………………
………………………………………………………………………………………………
………………

When I READ in English I have these difficulties:
…………………………………………………………………………………………………
…………………………………………………………………………………………………
………………

**11. Do you prefer the English to take place inside the company or outside it? Justify?**
Inside:…………………………………………………………….
Outside:………………………………………………………

**12. What is the minimum of duration that you want for this course?**
4 weeks □
6 weeks □
8 weeks □
Other □ : how much …….

**13. How many times per week?**
once □
2 times □
3 times □

14. **What are the topics that you see urgently relevant to your needs that you want to have during this course? Tick 5 ones.**
Company Structure □
The climate change □
Accounting □
Banking □
Financial reports □
Tourism □
Agriculture □
Management strategies□
Auditing □
Economic systems□

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**15. What language proficiency skills you want to achieve urgently from this course? Tick the first 5 urgent ones?**

To read and understand financial reports and notes □
To write emails to English speaking colleagues □
To participate in conference calls with colleagues □
To be able to use English when I travel abroad for tourism □
To immigrate to English speaking countries □
To make phone calls in English □
To write correct financial reports in English without spelling mistakes □
To write correct English without grammatical mistakes □
To use the appropriate specific terms related to my domain while writing and speaking □
To understand the full glossary of my domain in both languages English and French □

**16. Do you think that general English (grammar) should be included in this course?**

Yes □ : because

:……………………………………………………………………………

No □ : because

:……………………………………………………………………………

**17. What are the main grammatical aspects that you want to have during the English course? Tick the first 5 urgent ones?**

Articles a, an and the □
Reported Speech □
Tenses: present, past and the future □
Adjectives □
Prepositions □
Adverbs □
Conjunctions: but, because, as a result, and, however □
tenses: present perfect , past perfect □
tenses: present continuous, past continuous □
if condition □

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18. **What of these teaching practices and activities do you see helpful for mastering the language?  Tick the first 5 ones?**

Translation from English to French □
Translation from English to Arabic  □
Translation from English to Arabic and French  □
Doing real situation dialogues (scenario:eg: between an accountant and an auditor) □
Repeating loudly after the teacher the difficult and specific terms □
Listening to English native speakers  □
Speaking to English native speakers   □
Dictation  □
Doing more and extensive exercises  □
Checking specific terms (finance) in a dictionary  □

19. **Do you want to be evaluated?**

during the course  □
after the course     □
or not important    □

20. **Choose the most appropriate evaluation method you want to have?**

Daily checklist   □
Oral quiz after each unit of the course □
Final Exam □
Written quiz after each unit of the course □
All □

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# APPENDICES

## Appendix Two: <u>Questionnaire translated to French</u>

**Questionnaire pour les Cadres des Finances de l'Entreprise ArcelorMittal Algerie (IMETAL)**

1. **Age: ………..        Sexe:……………        Poste:……………………**

2. **Depuis quand travaillez-vous dans ce département?**
   a- Moins d'une annee      □
   b- 1 à 3 ans               □
   c-  3 à 7 ans              □
   d-  Plus de 7 ans          □

3. **Où et Quand était votre dernière formation/module d'anglais?**

   a- à l'université      □   quand:……….
   b- Ecole privée        □   quand:……….
   c- En ligne (internet)   □   quand:……….
   d- À l'entreprise      □   quand:……….
   e- Efforts individuels  □   quand:……….

4. **Comment utilisez-vous l'anglais au travail?**
   a- Jamais □
   b- rare □
   **c-** des fois □
   d- toujours □

5. **Au travail, qu' ECRIVEZ vous en anglais?**
   a- Emails:                  jamais □     rare □   des fois □     toujours □
   b- Rapports financiers:  jamais □      rare □   des fois □     toujours □
   c- Des instructions :     jamais □      rare □   des fois □      toujours □

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**6. Au travail, que LISEZ vous en anglais?**
a- Emails:                jamais □     rare □  des fois □    toujours □
b- Rapports financiers : jamais □     rare □  des fois □    toujours □
c- Des instructions :     jamais □     rare □  des fois □    toujours □

**7. Au travail, avec qui PARLEZ vous en anglais?**
a- Natifs d'anglais:     jamais □     rare □  des fois □    toujours □
b- Non natifs d'anglais: jamais □     rare □  des fois □    toujours □
c- Les collègues locaux: jamais □     rare □  des fois □    toujours □

**8. Au travail, ECOUTEZ vous en anglais aux?**
a- Natifs d'anglais:     jamais □     rare □  des fois □    toujours □
b- Non natifs d'anglais: jamais □     rare □  des fois □    toujours □
c- Les collègues locaux: jamais □     rare □  des fois □    toujours □

**9. Etes-vous prés et motivés pour une formation d'anglais pour développer votre maitrise d'anglais aux travail ?**
         Oui □               Non □

**10. Décrivez precisement vos difficultés urgentes de communication avec chaque compétence que vous desirer les dépasser après une formation d'anglais ?**
a- Avec      L'ECRIT      en      anglais      j'ai      ces      difficultés:
…………………………………………………………………………………………………
…………………………………………………………………………………………………
………………

b- Avec la LECTURE en anglais j'ai ces difficultés :
…………………………………………………………………………………………………
…………………………………………………………………………………………………
………………

c- Avec      le      PARLE      d'anglais      j'ai      ces      difficultés:
…………………………………………………………………………………………………
…………………………………………………………………………………………………
………………

d- Avec      l'ECOUTE      d'anglais      j'ai      ces      difficultés:
…………………………………………………………………………………………………
…………………………………………………………………………………………………
………………

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**11.** **Préférez vous la formation d'anglais à l'intérieure ou à l'extérieure de l'entreprise ? Justifiez ?**

    a- **à l'intérieure** □ :……………………………………………………….

    b- **à l'extérieure** □ :………………………………………………………

**12.** **Quelle est la durée minimale que vous souhaitez pour cette formation d'anglais?**

a- 4 semaines □

b- 6 semaines □

c- 8 semaines □

d- Autre □ : combien …….

**13.** **Combien de fois par semaine ?**

a- une fois □

b- 2 fois □

c- 3 fois □

**14.** **Quels sont les sujets que vous voulez avoir durant cette formation ? Choisissez 5 sujets.**

d- La structure de l'entreprise □

e- Le changement climatique □

f- La comptabilité □

g- Les banques □

h- Les rapports financiers □

i- Tourisme □

j- Agriculture □

k- Les Strategies de Gestions □

l- Auditing □

m- Les systemes economiques □

**15.** **Quelles sont les competences de maitrise de la langue que vous voulez atteindre de cette formation en urgence ? Quelles sont les 5 premieres ?**

a- Lire et comprendre les notes et rapports financiers □

b- Ecrire les email aux collègues qui parlent l'anglais □

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c- Participer dans les conference calls □

d- Utilizer l'anglais aux voyages à l'etranger pour le tourisme □

e- Immigrer aux pays anglophones □

f- Faire des appels téléphoniques en anglais □

g- Ecrire des rapports financiers en anglais sans faire des fautes d'orthographe □

h- Ecrire l'anglais correctement sans faire des fautes grammaticales □

i- Utiliser les termes spécifiques liés à mon domaine quand j'écrit et je parle □

j- Comprendre le répertoire de terminologie de mon domaine en anglais et en français □

**16. Pensez-vous que l'anglais général (grammaire) doit être inclut dans cette formation?**

Oui                                                                    □       :        parceque
:……………………………………………………………………………

Non                                                                  □       :        parceque
:……………………………………………………………………………

**17. Que voulez-vous avoir dans la grammaire durant cette formation? Choisissez les premiers 5 sujets?**

a- Articles 'a', 'an' et le □

b- Le style direct et indirect; □

c- Temps: présent, passé et futur □

d- Adjectifs □

e- Prépositions □

f- Adverbes □

g- Conjonctions: mais, parce que, en conséquence, et cependant

h- Temps Complexes comme le passé composé □

i- Si condition □

**18. De quelles de ces pratiques et activités d'enseignement vont vous aider à maitrise de la langue ? Choisissez 5?**

a- Traduction de l'anglais vers le Français □

b- Traduction de l'anglais vers l'arabe □

c- Traduction de l'anglais vers les deux le français et l'arabe □

d- Participer dans des dialogue de situation réelle (scenario : eg: entre un comptable et un commissaire aux comptes) □

e- Repetition à haute voix les termes spécifiques et difficiles □

f- Ecouter les natifs d'anglais □

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g- Parlez avec les natifs d'anglais  □
h- Dictée □
i- Faire plus d'exercices  □
k- Chercher les terms specifiques de finance dans un dictionnaire □


**19. Voulez-vous etre evalués?**
a- Durant la formation  □
b- Aprés la formation     □
c- Non ce n'est pas important     □


**20.  Choisissez la method d'évaluation que vous préférez ?**
a- Liste journaliere de verification   □
b- Devoir oral après chaque unite de formation □
c- Examen final □
d- Devoir ecrit après chaque unite de formation □
e- tout


**Appendix THREE: <u>Sample of an Answered Questionnaire</u>**

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# APPENDICES

*pondez par la langue qui vous convient.*

## Questionnaire pour les Cadres des Finances de l'Entreprise ArcelorMittal Algerie (IMETAL)

1- Age: ..47....     Sexe:..F..........     Poste:....Key user.....

2- **Depuis quand travaillez-vous dans ce département?**
- a- Moins d'une annee    ☐
- b- 1 à 3 ans    ☐
- c- 3 à 7 ans    ☐
- d- Plus de 7 ans    ☑

3- **Où et Quand était votre dernière formation/module d'anglais?**
- a- à l'université    ☑ quand:..1994.
- b- Ecole privée    ☐ quand:..........
- c- Online (internet)    ☐ quand:..........
- d- À l'entreprise    ☐ quand:..........
- e- Efforts individuals    ☑ quand:...up to date.

4- **Comment utilisez-vous l'anglais au travail?**
- a- Jamais ☐
- b- rare ☐
- c- des fois ☑
- d- toujours ☐

5- **Au travail, qu' ECRIVEZ vous en anglais?**
- a- Emails:    jamais ☐   rare ☐   des fois ☑   toujours ☐
- b- Rapports financiers: jamais ☑   rare ☐   des fois ☐   toujours ☐
- c- Des instructions :   jamais ☑   rare ☐   des fois ☐   toujours ☐

6- **Au travail, que LISEZ vous en anglais?**
- a- Emails:    jamais ☐   rare ☐   des fois ☑   toujours ☐
- b- Rapports financiers : jamais ☑   rare ☐   des fois ☐   toujours ☐
- c- Des instructions :   jamais ☑   rare ☐   des fois ☐   toujours ☐

7- **Au travail, avec qui PARLEZ vous en anglais?**
- a- Native d'anglais:   jamais ☑   rare ☐   des fois ☐   toujours ☐
- b- Non native d'anglais: jamais ☑   rare ☐   des fois ☐   toujours ☐
- c- Les collègues locaux: jamais ☐   rare ☑ des fois ☐   toujours ☐

8- **Au travail, ECOUTEZ vous en anglais aux?**
- a- Native d'anglais:    jamais ☐   rare ☐   des fois ☐   toujours ☑
- b- Non native d'anglais: jamais ☐   rare ☐   des fois ☑   toujours ☐
- c- Les collègues locaux: jamais ☐   rare ☐   des fois ☑   toujours ☐

1.

- Etes-vous prés et motivés pour une formation d'anglais pour développer votre maitrise 'anglais aux travail ?

Oui ☑ Non ☐

0- Décrivez precisement vos difficultés urgentes de communication avec chaque compétence ue vous desirer les dépasser après une formation d'anglais ?

a- Avec L'ECRIT en anglais j'ai ces difficultés:
………………………………………………………………………………………………
………………………………………………………………………………………………

b- Avec la LECTURE en anglais j'ai ces difficultés :
………………………………………………………………………………………………
………………………………………………………………………………………………

c- Avec le PARLE d'anglais j'ai ces difficultés:
………………………………………………………………………………………………
………………………………………………………………………………………………

d- Avec l'ECOUTE d'anglais j'ai ces difficultés:
………………………………………………………………………………………………
………………………………………………………………………………………………

1- Préférez vous la formation d'anglais à l'intérieure ou à l'extérieure de l'entreprise ? ustifiez ?

a- à l'intérieure ☑ :……………………………………………………………
b- à l'extérieure ☐ :……………………………………………………………

2-Quelle est la durée minimale que vous souhaitez pour cette formation d'anglais?

a- 4 semaines ☐
b- 6 semaines ☑
c- 8 semaines ☐
d- Autre ☐ : combien ……

3- Combien de fois par semaine ?

a- une fois ☐
b- 2 fois ☑
c- 3 fois ☐

4- Quels sont les sujets qui vous conviennent que vous voulez avoir durant cette formation ? Choisissez 5 sujets.

d- La structure de l'entreprise ☐
e- Le changement climatique ☐
f- La comptabilité ☑
g- Les banques ☐
h- Les rapports financiers ☑
i- Tourisme ☐
j- Agriculture ☐
k- Les Strategies de Gestions ☑
l- Auditing ☑
m- Les systemes economiques ☑

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**15- Quelles sont les competences de maitrise de la langue que vous voulez urgentment atteindre de cette formation ? Quelles sont les 5 premieres ?**
    a- Lire et comprendre les notes et rapports financiers ☑
    b- Ecrire les email aux collègues qui parlent l'anglais ☑
    c- Participer dans les conference calls ☐
    d- Utilizer l'anglais aux voyages à l'etranger pour le tourisme ☐
    e- Immigrer aux pays anglophones ☐
    f- Faire des appels téléphoniques en anglais ☑
    g- Ecrire des rapports financiers en anglais sans faire des fautes d'orthographe ☐
    h- Ecrire l'anglais correctement sans faire des fautes grammaticales ☑
    i- Utiliser les termes spécifiques liés à mon domaine quand j'écrit et je parle ☑
    j- Comprendre le répertoire de terminologie de mon domaine en anglais et en français ☑

**16- Pensez-vous que l'anglais général (grammaire) doit être inclut dans cette formation?**
    Oui ☑: parceque : ...........................................................................
    Non ☑: parceque : *I suppose that I know the basic English grammar*

**17- Que voulez-vous avoir dans la grammaire durant cette formation? Choisissez les premiers 5 sujets?**
    a- Articles a, an and the ☐
    b- Reported speech /Le style direct et indirect; ☐
    c- Temps: present, past and future ☐
    d- Adjectives ☐
    e- Prepositions ☐
    f- Adverbs ☐
    g- Conjunctions: but, because, as a result, and, however ☐
    h- tenses: present perfect , past perfect ☐
    i- tenses: present continuous, past continuous ☐
    k- if condition ☐

**18- De quelles de ces pratiques et activités d'enseignement vont vous aider à maitrise de la langue ? Choisissez 5?**
    a- Traduction de l'anglais vers le Français ☑
    b- Traduction de l'anglais vers l'arabe ☐
    c- Traduction de l'anglais vers les deux le français et l'arabe ☐
    d- Participer dans des dialogue de situation réelle (scenario : eg: entre un comptable et un commissaire aux comptes) ☑
    e- Repetition à haute voix les termes spécifiques et difficiles ☐
    f- Ecouter les natifs d'anglais ☑
    g- Parlez avec les natifs d'anglais ☑
    h- Dictée ☐
    i- Faire plus d'exercices ☑
    l- Chercher les terms specifiques de finance dans un dictionnaire ☐

**19- Voulez-vous etre evalués?**
    a- Durant la formation ☑
    b- Aprés la formation ☐
    c- Non ce n'est pas important ☐

**20- Choisissez la method d'évaluation que vous préférez ?**
    a- Liste journaliere de verification ☐
    b- Devoir oral après chaque unite de formation ☐
    c- Examen final ☐
    d- Devoir ecrit après chaque unite de formation ☐
    e- tout ☑

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**Appendix FOUR:**
**Semi-structured Interview with the Training Manager**

The semi-structured interview with this training manager contained these elements:

- The previous courses of English organized by this company to finance staff

- The satisfaction of the training department with these previous courses

- The possibility of planning a new course for finance managers

- The duration and evaluation of English courses

# APPENDICES

**Appendix FIVE:**

**Semi-structured Interview with the Senior Finance Manager (opinion leader)**

   The main items of the semi-structuredinterview with the General Accountancy Department Chiefwere as follows:

- The mission and function of the interviewee inside the company

- How many assistants he has

- Has he taken ,or his assistants, any training in English at work or outside

- Is he still using English at work? How?

- Does he still see English important for his work?

- What type of problems happened to him and to his assistants because of non mastery or bad mastery of English?

- Is he still interested in getting training in English?

- What type of English? General or specific?

- What is the content of this course?

- What are the topics he wants to have?

- What teaching methodology he wants to have from the teacher of English?

- Because you follow a guide line written in English (IFRS) in your daily reporting, so will a specific glossary of the main specific terms contained in IFRS be helpful?

- What type of evaluation method do you suggest to measure the success of the course?

- What do you think of a checking form? What do you think of tests after each part?

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**Appendix SIX:**

**Email sent to the Training Manager of the Company to get the permission to launch the study**

*De : fethi guerid" <gueridfethi@yahoo.fr>*

*À: Amel.Taibi@ALSOLB-DZ.COM*

*Cc: "dr.abdellatifnaouel@yahoo.fr" <dr.abdellatifnaouel@yahoo.fr>*

*2 fichier(s)46koTélécharger tout*

*DOCXPhD Questionnaire for finance managers.docx23koEnregistrerDOCXPhD Questionnaire traduit en français.docx23koEnregistrer*

*Chere Mme Taibi Amel le Chef de Service formation*

*C'est avec plaisir je demande votre collaboration pour réaliser la partie pratique de mon travail de recherche de doctorat encadré par Professeur Abdellatif Mami Naouel. En fait, il s'agit de concevoir et appliquer un programme de formation destiné aux cadres des finances de votre enreprise ArcelorMittal Algerie (IMETAL).*

*Pour ce faire, j'ai preparé un questionnaire à remplir par cette population (cadre de finances). Veuillez le trouver en pieces jointes en deux version anglaise et française. En fonction de leur reponse et aprés analyse de leur donnéés quotidiennes ( brochures de finances et emails) et aprés une interview avec quelques elements cles de cette population , je vais vous concevoir un programme de formation d'anglais et je vais l'appliquer gratuitement. la durée de formation est dependente de leur reponse et de leur disponibilité aprés.*

*Je porte à votre connaissance que ce travail est la suite de mon travail de recherche de magister qui etait l'analyse des besoins des managers des finances de l'entreprise arcelormittal annaba.*

*Merci d'avance de votre collaboration et meilleures salutations*

*Guerid Fethi*

*Maitre assistant d'anglais et Doctorant*

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**Appendix SEVEN: <u>Authentic Data Samples</u>**
**Sample of ArcelorMittal Accounting Guide**

ArcelorMittal

| | |
|---|---|
| 60110P | Salaries and wages (Cost of Production excluding Repair & Maintenance) |
| 60110L | Salaries and wages (Logistics) |
| 60110M | Salaries and wages (Cost of Production – Repair & Maintenance) |
| 60110G | Salaries and wages (General & Administrative) |
| 60110R | Salaries and wages (Research & Development) |
| 60110S | Salaries and wages (Selling) |

*For external employees, see the account "60114x "External / Re-invoiced staff costs"*

- **60111x  Social security costs**

Company's contribution to Social Security on salary paid as per account **60110x** (split to Production, Logistics, Maintenance, Selling, G&A, and R&D should be done based on split of account 60110x)

| | |
|---|---|
| 60111P | Social security costs (Cost of Production excluding Repair & Maintenance) |
| 60111L | Social security costs (Logistics) |
| 60111M | Social security costs (Cost of Production – Repair & Maintenance) |
| 60111G | Social security costs (General & Administrative) |
| 60111R | Social security costs (Research & Development) |
| 60111S | Social security costs (Selling) |

- **60112x Employee benefits**

Please refer for more explanation on this topic to the employee benefits chapter.

- **60113x Other personnel charges**
  **(If necessary detailed by partner; intercompany reconciliation)**

Perquisites & other payments to employees on the payroll not covered under any of the salary related accounts (for example: cost of housing, car, lunch ticket, expenses with respect to reception on staff meetings, small gifts to staff etc provided to employees). Split to Production, Logistics, Maintenance, Selling, G&A, and R&D should be done based on functions they serve. For guidelines relating to classification of Costs to functions, please refer to definition document on SG&A and GCB.

| | |
|---|---|
| 60113P | Other personnel charges (Cost of Production excluding Repair & Maintenance) |
| 60113L | Other personnel charges (Logistics) |
| 60113M | Other personnel charges (Cost of Production – Repair & Maintenance) |
| 60113G | Other personnel charges (General & Administrative) |
| 60113R | Other personnel charges (Research & Development) |
| 60113S | Other personnel charges (Selling) |

- **60114x External / Re-invoiced staff costs**
  **(If necessary detailed by partner; intercompany reconciliation)**

Under this account head, it covers total salary "cost to the company" to External Staff, which are not in the payroll of the company (temporary workers, interim external staff etc.). It also covers staff cost re-invoiced by consolidating/non consolidating group company.

**ArcelorMittal**

## 4.2 Example regarding a profit-sharing plan

A profit-sharing plan requires an entity to pay a specified proportion of its profit for the year to employees who serve throughout the year. If no employees leave during the year, the total profit-sharing payments for the year will be 3 % of profit. The entity estimates that staff turnover will reduce the payments to 2.5 % of profit.

The entity recognises a liability and an expense of 2.5 % of profit.

# 5 – REPORTING

## 5.1 Chart of accounts

### 5.1.1 Balance sheet

- **455000 Remuneration (< 1 year)**

Nominal amount of all debts resulting from employment contracts and due within 12 months after balance sheet date

- **178100 Remuneration (> 1 year)**

Nominal amount of all debts resulting from employment contracts and due > 12 months after balance sheet date

- **456000 Social contributions (< 1 year)**
- **178200 Social contributions (> 1 year)**

Nominal amount of all debts due to social security bodies.

Contributions due in the framework of defined contribution plans have to be recorded in this account.

### 5.1.2 Income statement

- **61020G Directors entitlement**

The total of the remuneration to members of Board of Directors / Supervisory Board of Company is booked in this account. It includes salary, seating fees, bonus, profit sharing, social security etc. This cost is only attributable to G&A function.

- **60110x Salaries and wages**

The remuneration to employees in the payroll is recorded in this account. It includes base salary, allowances, bonuses, overtime and leave salary. It does not include remuneration to Members of Board of Directors and supervisory Board as it is to be reported separately. This amount must be detailed in Production, Logistics, Maintenance, Selling, G&A, and R&D should be done based on functions they serve (for guidelines relating to classification of Costs to functions, please refer to definition document on SG&A and GCB)

# APPENDICES

Accumulating compensated absences are those that are carried forward and can be used in future periods if the current period's entitlement is not used in full.

An unit may compensate employees for absence for various reasons including vacation, sickness and short term disability, maternity or paternity, jury service and military service.

### 3.3 Profit-sharing and bonus plans

An unit shall recognise the expected cost of profit-sharing and bonus payments when:
- the unit has a present legal or constructive obligation to make such payments as a result of past events; and
- a reliable estimate of the obligation can be made

A present obligation exists when, and only when, the entity has no realistic alternative but to make the payments.

Under some profit-sharing plans, employees receive a share of the profit only if they remain with the entity for a specified period. Such plans create a constructive obligation as employees render service that increases the amount to be paid if they remain in service until the end of the specified period. The measurement of such constructive obligations reflects the possibility that some employees may leave without receiving profit-sharing payments.

An unit may have no legal obligation to pay a bonus. Nevertheless, if in a unit there are some practices of paying bonuses, the unit has a constructive obligation because it has no realistic alternative but to pay the bonus.

## 4 – EXAMPLES

### 4.1 Example regarding the measurement of the expected cost of accumulating compensated absences

A unit has 100 employees, who are each entitled to five working days of paid sick leave for each year. Unused sick leave may be carried forward for one calendar year. Sick leave is taken first out of the current year's entitlement and then out of any balance brought forward from the previous year (a LIFO basis).

At 30 December 20X1, the average unused entitlement is two days per employee. The unit expects, based on past experience which is expected to continue, that 92 employees will take no more than five days of paid sick leave in 20X2 and that the remaining 8 employees will take an average of six and a half days each.

The unit expects that it will pay an additional 12 days of sick pay as a result of the unused entitlement that has accumulated at 31 December 20X1 (1.5 days each, for 8 employees).

Therefore, the entity recognises a liability equal to 12 days of sick pay.

# APPENDICES

ArcelorMittal

## 1 – OBJECTIVE and OVERVIEW

The objective of this procedure is to describe the group accounting policy regarding short term benefits (or staff costs).

It applies as at 01/01/2008 and based on a part of the IAS 19 Employee benefits standards (short term obligation)

## 2 – DEFINITIONS

Short-term employee benefits are employee benefits (other than termination benefits) which fall due wholly within twelve months after the end of the period in which the employees render the related service.

They include items such as:
- wages, salaries, social security contributions,
- short-term compensated absences such as paid annual leave and paid sick leave
- profit sharing and bonuses payable
- non-monetary benefits (medical care, housing, cars…)

Those benefits are recognised on an undiscounted basis as a liability (accrued expense) in the balance sheet and as an expense in profit and loss if paid.

They are booked immediately because no actuarial assumptions are required to measure the obligation or the cost and so there is no possibility of any actuarial gain or loss.

## 3 – GUIDANCE

### 3.1 Short-term employee benefits

When an employee has rendered service to an entity during an accounting period, the entity shall recognise the undiscounted amount of short-term employee benefits expected to be paid in exchange for that service:
- as a liability (accrued expense), after deducting any amount already paid. If the amount already paid exceeds the undiscounted amount of the benefits, an entity shall recognise that excess as an asset (prepaid expense) to the extent that the prepayment will lead to, for example, a reduction in future payments or a cash refund; and
- as an expense.

### 3.2 Short-term compensated absences

An entity shall recognise the expected cost of short-term employee benefits in the form of compensated absences as follows:

- in the case of accumulating compensated absences, when the employees render service that increases their entitlement to future compensated absences; and
- in the case of non-accumulating compensated absences, when the absences occur.

# 1 Highlights

## 1.1 Previous Accounting policies for ArcelorMittal

Previously, the Mills rolls were accounted in three different ways through Arcelor and Mittal entities:

- Accounted as inventory and totally expense in P&L when the roll was put on the line.

- Accounted as inventory and expense in P&L according to the millimetre consumed.

- Accounted in PP&E and expense in P&L according to either the millimetre consumed or the strait line depreciation.

To harmonize the accounting policy, all units are now accounting mills rolls in PP&E and expense in P&L according to the millimetre consumed. If the information related to the millimetre consumed is not available, the strait line depreciation method will be used.

## 1.2 IFRS and US GAAP guidance

### Under IFRS

Under IFRS, IAS 2 and IAS 16 are the two standards that can potentially govern the accounting for mill rolls.

**IAS 2 § 6** states that:
*'Inventories are assets:*

*(a) held for sale in the ordinary course of business;*
*(b) in the process of production for such sale; or*
*(c) in the form of materials or supplies to be consumed in the production process or in the rendering of services. "*

**IAS 16 § 6 states that:**
*"Property, plant and equipment are tangible items that are held for use in the production or supply of goods or services, for rental to others, or for administrative purposes; and are expected to be used during more than one period."*

**IAS 16 § 8** states that:
*"Spare parts and servicing equipment are usually carried as inventory and recognised in profit or loss as consumed.*
*However, major spare parts and stand-by equipment qualify as PPE when an entity expects to use them during more than one period.*

| Reference | APP/ROLLS/I-06.07 | Addressees |
|---|---|---|
| Revision number | | • Operating Units (Finance and Accounting Departments) |
| Accounting policy and procedure – Rolls 2007.doc | | |

## Sample of Financial Statements

**Income Statement**:

|  | Notes | 2013 | 2012 |
|---|---|---|---|
| Revenue | 14 | 201.9 | 182.1 |
| Cost of sales | 15 | (158.4) | (151.6) |
| **Gross profit** | | **43.5** | **30.5** |
|  |  |  |  |
| Selling and distribution expenses | 16 | (9.8) | (8.9) |
| General and administrative expenses | 17 | (14.0) | (11.0) |
| Other operating income and gains | 18 | 1.8 | 2.6 |
| Other operating expenses and losses | 19 | (3.4) | (1.3) |
| **Operating profit/earnings before interest and taxes (EBIT)** | | **18.1** | **11.9** |
|  |  |  |  |
| Interest income | 20 | 1.3 | 0.6 |
| Interest expense | 20 | (3.6) | (2.8) |
| Net interest expense | 20 | (4.9) | (3.4) |
| Profit from investments under equity method | 22 | 6.9 | 5.5 |
| **Earnings before taxes** | | **20.1** | **14.0** |
|  |  |  |  |
| Income taxes | 23 | (6.0) | (4.2) |
| **Income from continuing operations** | | **14.1** | **9.8** |

**Distribution of net income:**

|  |  | | |
|---|---|---|---|
| Equity-holders of parents | | 14.6 | 11.6 |
| Non-controlling interest-holders | | 1.6 | 1.3 |

**Earnings per share:** 19

| Basic, attributable parent | 0.15 | 0.12 |
|---|---|---|
| Diluted, attributable to parent | 0.15 | 0.11 |
| Basic, from continued operations, attributable to parent | 0.14 | 0.10 |
| Diluted, from continued operations, attributable to parent | 0.14 | 0.09 |

(source: www.accountingexplained.com)

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# APPENDICES

**Cash Flow Statement**:

Cash Flows from Operating Activities:

| | | |
|---|---:|---:|
| Operating Income (EBIT) | $489,000 | |
| Depreciation Expense | 112,400 | |
| Loss on Sale of Equipment | 7,300 | |
| Gain on Sale of Land | −51,000 | |
| Increase in Accounts Receivable | −84,664 | |
| Decrease in Prepaid Expenses | 8,000 | |
| Decrease in Accounts Payable | −97,370 | |
| Decrease in Accrued Expenses | −113,860 | |
| Net Cash Flow from Operating Activities | | $269,806 |

Cash Flows from Investing Activities:

| | | |
|---|---:|---:|
| Sale of Equipment | $89,000 | |
| Sale of Land | 247,000 | |
| Purchase of Equipment | −100,000 | |
| Net Cash Flow from Investing Activities | | 136,000 |

Cash Flows from Financing Activities:

| | | |
|---|---:|---:|
| Payment of Dividends | −$90,000 | |
| Payment of Bond Payable | −200,000 | |
| Net Cash Flow from Financing Activities | | −290,000 |
| Net Change in Cash | | $115,806 |
| Beginning Cash Balance | | 319,730 |
| sEnding Cash Balance | | $435,536 |

(source: www.accountingexplained.com)

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**Balance Sheet**:

| ASSETS | | LIABILITIES AND EQUITY | |
|---|---|---|---|
| Current Assets: | | Liabilities: | |
| Cash | $20,430 | Accounts Payable | $5,200 |
| Accounts Receivable | 5,900 | Utilities Payable | 3,964 |
| Office Supplies | 4,320 | Unearned Revenue | 1,000 |
| Prepaid Rent | 24,000 | Interest Payable | 150 |
| Total Current Assets | $54,650 | Notes Payable | 20,000 |
| Non-Current Assets: | | Total Liabilities | $30,314 |
| Equipment | $80,000 | Common Stock | 100,000 |
| Accumulated Depreciation | −1,100 | Retained Earnings | 3,236 |
| Net Non-Current Assets | $78,900 | | |
| Total Assets | $133,550 | Total Liabilities and Equity | $133,550 |

ملخص:

الهدف من هذه الدراسة هو تصميم برنامج تكوين في اللغة الإنجليزية المتخصصة لموظفي المالية والمحاسبة لشركة ارسلور ميتال الجزائر على أساس نتائج دراسة الحاجيات. نهدف من خلال هذا التصميم الى التركيز على الحاجيات والنقائص ورغبات فئة البحث.

للقيام بهذه الدراسة استعملنا ثلاث وسائل بحث: استبيان، مقابلة نصف مصممة وتحليل المواد الحانية. سمحت لنا نتائج الدراسة بجمع معلومات عن المشاركين وعن مجالهم وهو المحاسبة والمالية. سمحت أيضا النتائج بتحديد معالم برنامج التكوين المتمثلة في المدة، عدد المرات في الأسبوع، الأهداف، محتوى البرنامج ووسائل التقييم.

**الكلمات المفتاحية:** اللغة الإنجليزية المتخصصة، تحليل الحاجيات، تصميم برنامج التكوين، موظفي المالية والمحاسبة لشركة ارسلور ميتال الجزائر، فعالية التكوين.

**Abstract**

The aim of this study is to design an English for Specific Purposes syllabus for finance and accounting staff of ArcelorMittal Algeria Company on the basis of needs analysis findings. We target to plan an effective syllabus that focuses on the lacks and necessities of this research population and that takes into consideration their wants as well. To carry out this study we have used three research tools; a questionnaire, a semi-structured interview and authentic material analysis. The results of the study have allowed us to gather more data about the participants and their domain which is finance and accounting through the needs analysis that we have conducted. The results have also led us to identify the parameters of the course to be suggested to this research population such as the duration, the frequency, the objective, the content of the course and the evaluation tools.

Key words: **English for Specific Purposes, Needs Analysis, Course Design, Finance and Accounting Staff, Course Efficiency.**

**Résumé**

Le but de cette étude est de concevoir un programme d'enseignement d'anglais sur objectifs spécifiques pour le personnel de finance et comptabilité de l'entreprise ArcelorMittal Annaba sur la base des résultats de l'analyse des besoins. Nous visons à planifier un programme efficace axé sur les lacunes, les besoins et les nécessités de cette population cible. Pour réaliser cette étude, nous avons utilisé trois outils de recherche; un questionnaire, un entretien semi-structuré et une analyse des données authentiques. Les résultats de l'étude ont permis de connaître les participants et leur domaine, à savoir la finance et la comptabilité, à travers l'analyse des besoins que nous l'avons mené. Ils nous ont également permis d'identifier les paramètres du cours à proposer à cette population de recherche comme par exemple la durée du cours, la fréquence, l'objectif, le contenu du cours et les outils d'évaluation.

Mots clés **: anglais sur objectif spécifique, analyse des besoins, conception de cours, cadres financiers, efficacité du cours.**

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