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**Using Problem-Based Learning Instructions in  
Stimulating Business Students' English Speaking  
Skills:**

**A Case of Management Students at Commerce and Management  
Department -Setif 1 University-**

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## ABSTRACT

As the rest of the globe, English for Specific Purposes (ESP) has gained considerable importance in the Algerian Higher Education, specifically in the License- Master-Doctorate (LMD) system as a compulsory module in all the academic years. However, the results of Needs Analysis (NA) of Human Resources Management (HRM) First year Master students in the Department of Management Sciences at the level of Commerce, Economics, and Management Sciences Faculty at Farhat Abbas Setif -1- University indicated the absence of a relevant ESP course, the inappropriate teaching methodologies and the lack of specialised teachers. Besides, the majority of (45) participants yielded for a relevant Business English (BE) course that would fit and meet their needs, with the predominant emphasis on speaking skills and related professional content. Accordingly, the current research attempted to introduce Problem Based Learning (PBL) as an innovative pedagogy in ESP Algerian context and investigate its role in meeting the needs of participants. A quasi-experimental design was adopted to investigate the role of integrating PBL instructions in stimulating speaking skills of HRM Master one students. Henceforth, the participants were divided into a control group (n=22) and an experimental group (n=23). The latter was taught using an adapted BE course through PBL instructions in over than twelve weeks. The major findings revealed that the integration of PBL instructions in BE course proved to be effective in stimulating the HRM Master one students' speaking skill and sub-skills. Moreover, the obtained results from the progress test asserted the gradual progress of the participants and their positive involvement throughout the intervention. Finally, the results of Course Experience Questionnaire demonstrated the participants' positive perceptions towards the integration of PBL instructions in BE course to promote their speaking skills and meeting their requirements. To conclude, this study recommended a radical re-consideration in ESP teaching situation in Algeria. Particularly, integrating innovative pedagogies such as PBL in ESP and BE courses that could enable learners to acquire the most important skills of the 21st century such as critical thinking, problem-solving, self-directed learning, communication skills and collaboration with the ability to demonstrate these skills when using English in the target situations.

**Keywords:** English for Specific Purposes (ESP), Business English (BE) course, Problem Based Learning (PBL), stimulating, speaking skills.



## DEDICATION

*This work is warmly dedicated to*

*My dear parents; Tahar and Malika*

*My beloved Husband ; Mohammed*

*And*

*To My Source of Happiness;*

*Cyrine & Yusuf*

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## LIST OF ACRONYMS AND ABBREVIATIONS

|             |                                        |
|-------------|----------------------------------------|
| <b>BE</b>   | Business English                       |
| <b>CEQ</b>  | Course Experience Questionnaire        |
| <b>CG</b>   | Control Group                          |
| <b>CLT</b>  | Communicative Language Teaching        |
| <b>DA</b>   | Discourse Analysis                     |
| <b>DF</b>   | Degree of Freedom                      |
| <b>DV</b>   | Dependent Variable                     |
| <b>EAP</b>  | English for Academic Purposes          |
| <b>EBE</b>  | English for Business and Economics     |
| <b>EBP</b>  | English for Business Purposes          |
| <b>EFL</b>  | English as a Foreign Language          |
| <b>EG</b>   | Experimental Group                     |
| <b>EGBP</b> | English for General Business Purposes  |
| <b>EGP</b>  | English for General Purposes           |
| <b>ELT</b>  | English Language Teaching              |
| <b>EOP</b>  | English for occupational Purposes      |
| <b>ESBP</b> | English for Specific Business Purposes |
| <b>ESP</b>  | English for Specific Purposes          |
| <b>ESS</b>  | English for Social Sciences            |
| <b>EST</b>  | English for Science and Technology     |
| <b>F</b>    | Frequency                              |
| <b>FGD</b>  | Focus Group discussion                 |
| <b>FL</b>   | Foreign Language                       |
| <b>GE</b>   | General English                        |
| <b>H0</b>   | Null Hypothesis                        |
| <b>H1</b>   | Alternative Hypothesis                 |
| <b>HRM</b>  | Human Resources Management             |
| <b>IV</b>   | Independent Variable                   |
| <b>LMD</b>  | License- Master- Doctorate             |

|             |                                             |
|-------------|---------------------------------------------|
| <b>LSA</b>  | Learning Situation Analysis                 |
| <b>LT</b>   | Language Teaching                           |
| <b>NA</b>   | Needs Analysis                              |
| <b>PBL</b>  | Problem Based Learning                      |
| <b>PjBL</b> | Project Based Learning                      |
| <b>PPT</b>  | Power Point Presentation                    |
| <b>SA</b>   | Strategy Analysis                           |
| <b>Sig</b>  | Significance                                |
| <b>SL</b>   | Second Language                             |
| <b>SPSS</b> | Statistical Package for the Social Sciences |
| <b>TBL</b>  | Task Based Learning                         |
| <b>TSA</b>  | Target Situation Analysis                   |



## GENERAL INTRODUCTION

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## **General Introduction**

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

The necessity to learn English is driven by its dominance over the worlds' economical, technological and scientific progress (Crystal, 2003). With the high demand for English in business communications and as a response to the global world development, employees in an international workplace need to have an acceptable English proficiency, especially in oral communication (Croftling & Ward, 2002). Henceforth, the teaching of a language should be carefully prepared to fit learners' specific needs and requirements. Accordingly, English for Specific Purposes (ESP) as a language teaching approach targets to meet the current or future academic and occupational requirements of learners according to their discipline, through utilizing particular teaching-learning methodologies (Anthony, 2015).

In foreign language teaching, as well as in ESP, speaking is one of the four-macro skills necessary for effective communication. For language learners, mastering speaking abilities is the ultimate goal of acquiring a Foreign Language (FL) (Robinson, 1991; Jordan, 1997; Nunan, 2004). However, learners in ESP class face many difficulties in speaking English due to psychological, pedagogical and linguistics knowledge which resulted the low communication ability. Moreover, the lack of confidence and absence of motivation are the most serious problem when the students speak English. In this respect, Brown (1994) states that "One of the main problems in teaching English is to prepare the learners to be capable of using it orally with confidence in the classroom" (p.17). Similarly, Duch, Groh, and Allen (2001) state that the traditional approaches of instruction have been found to not fully prepare and motivate students with the skills and attributes they require in their future working environments. In the light of this, teachers are required to put more focus on the spoken form of the target language and try to help students engage in meaningful learning to practice speaking skill appropriately.

Algeria, as the rest of the globe, endeavors to implement and therefore, develop the use of English to insure better international communication, as well as better access to knowledge for students, workers, researchers and so forth. Thus, ESP has gained considerable importance in the Algerian Higher Education, specifically in the LMD system as a compulsory module in all the academic years. ESP course can be found in all the departments at different universities, i.e., ESP with its sub branches including English for Science and Technology (EST), English for Business and Economics (EBE) and English for Social Sciences (ESS). In this regard, Miliani (2003, p.13) justifies that “the introduction of English is being heralded as the magic solution to all possible ills including economic, technological and educational ones.” Hence, introducing English language in Algerian universities aims to promote the students’ competencies in writing, reading, listening and speaking in English for their requirements in academic and professional settings.

Apparently, the core of learning is learning how to learn and learning how to think in order to meet the significant demands of the 21st century. In same line of thoughts, learners should be prepared to work in different environments with many complex requirements (Anthony, 2015). In other words, graduates across several professions are required to think critically, communicate effectively and participate in collaborative work. In the last decades, ESP pedagogy has witnessed a revolution in its teaching methodology. The tenets of communicative language teaching put emphasis on students’ ability to use language in real-life situations, which were used in foreign and second language classroom. However, lecture-based learning approaches which are content-driven have been dominant in most classrooms in traditional tertiary education in Algeria. In spite of the Algerian education system reform, especially in tertiary education, the latter has still mainly embraced traditional learning approaches which prevent learners from enhancing the English professional quality.

To meet these expectations, Problem-based Learning (PBL), a pedagogical approach to learning that emphasises student centred engagement with real problems and situations involving learners' active decision-making processes can be adopted in English for Specific Purposes (ESP) classroom at higher learning institutions in Algeria. Problem-based learning (PBL) approach has recently played a significant role as a teaching pedagogy that enhances the cognitive and metacognitive knowledge of the students. It is an approach that engages students in learning how to learn while they also learn language and content (Mathews-Aydinli, 2007, p. 1).

## **2. Statement of Research Problem**

In the process of educating future employee, special emphasis on ESP becomes necessary. In the same concern, business students, specifically management students need a specific set of communication language skills for their success in education and career. Therefore, English for Business Purposes (EBP) programs should be revamped to suit the requirements of the evolving curriculum and the outside world of work. Given the prevalent importance of Business English (BE) communication in this changing time of globalization, its learning and teaching seems to be a challenging effort for learners whose goal is effective communication. Setif -1- University, as the other Algerian universities, has adopted to become a necessary course in different departments. Therefore, the graduate students are expected at the end of the ESP course to be ready to function effectively in their future workplaces technically and linguistically.

From an informal discussion with the Head of the Department and some members of the pedagogical staff, it was noticed that , in spite of the growing demand for ESP teaching within Setif -1- University, ESP in the Department of Management Sciences is still not considered a major course. This is demonstrated by the fact that departments' pedagogical staff



gives no particular attention to ESP course, and does not specify the ESP course content, methodology, and materials; they are only provided with a broad description of the course objectives in the Canvas (cf. Appendix E). In other words, in Management Department, the course is taught by teachers who have never been trained for teaching ESP, a complete absence of official syllabi, no coordination between the different teachers of English and the speciality teachers, and no prior analysis of the students' needs. Based on the FGD results, ESP courses in the Department of Management Sciences are still limited to teaching specific terminology, and translating texts through reading Business articles. There are also complaints about the total neglect of productive skills, specifically speaking skills, which is considered as major skill in the Business communication. In addition, the ESP classroom remains teacher-centered in nature, hence, this practice fundamentally ignores the learners' personal necessities, interests and weaknesses leads to low motivation in their English studies and, in turn, low performance later when they use English in their future profession.

Consequently, the culminated outcomes of these practises are undefined reached goals, dissatisfied and provocative students, and a huge gap between reality and what is taught. In short, the main problematic in that Department is the absence of an adequate ESP course that suits the students' needs with appropriate teaching methodology and relevant authentic materials for using English in specific situations. In response to these problems, there is an indispensable necessity of designing a relevant ESP course that entails issues such as 'what to teach', 'how to teach' and 'where to start' to prepare HRM First-year Master's students in the Department of Management Sciences at Setif -1- University for future academic and professional career. Based on the statement above, it is necessary to examine the students' English language needs in order to draw conclusions about what a suitable design for teaching content and pedagogy might look like, in order to meet these needs and respond to the requirements of the target situation.

### **3. Aims of the Study**

Based on the statement of the problem, it is necessary to understand the expectations of both students and teachers as well as students' needs and difficulties before implementing ESP courses. Henceforth, the present study aims, first, to examine the HRM first-year Master's students' English language needs in the Department of Management Sciences at Setif -1- University in order to come out with a suitable design for teaching content and pedagogy that respond to the requirements of the target situation. Based on the needs analysis results, the second aim of this study is to construct a proposed a Business English course to develop HRM first year Master's students' speaking skills. This proposed course addresses the students' English language needs with the necessary materials and suitable pedagogy to meet the necessary requirements. The third aim of the current study is to investigate the effects of integrating PBL instructions in stimulating HRM first year Master's students' overall speaking skills as well as speaking sub-skills.

### **4. Research Questions**

In accordance with the above mentioned aims, the following questions are to be answered:

- 1) What are the English language needs of HRM first-year Master's students in the Department of Management Sciences at Setif -1- University?
- 2) To what extent does the integration of PBL instructions stimulate and enhance HRM first- year Master's students' speaking skills?
- 3) How do first-year HRM Master's students respond to the PBL instructions throughout the course implementation?
- 4) What are the perceptions of first-year HRM Master's students towards integrating PBL instructions in improving their speaking skills?

## 5. Research Hypotheses

One of the main aims of the present study is to measure the effect of the integration of the PBL instructions on stimulating the speaking skills of HRM Master's students at -Setif 1- university. The results of the study would determine whether the implementation of the PBL experimentally in business context would be successful or not. The research strives to test the following hypotheses in order to answer the main question and its sub-questions:

### 5.1.Null Hypothesis

*H<sub>0</sub>* ~“If PBL instructions are integrated in the English language course for HRM Master's students, there will be no statically significant difference in the mean ranks on the speaking skills post-test of EG compared to CG.”

### 5.2.Alternative Hypothesis

*H<sub>1</sub>* ~“If PBL instructions are integrated in the English language course for HRM Master's students, there will be statically significant difference in the mean ranks on the speaking skills post-test of EG compared to CG.”

## 6. Significance of Study

This study is significant for a number of reasons. First, this research will be conducted in the field of ESP teaching and learning, specifically business field, so it will have benefits for the following groups of individuals, namely students; instructors; related stakeholders, curriculum developers, and material developers. Second, this study contributes to raise awareness of policy makers and administrators to re-consider the situation of ESP and the teaching methods currently adopted in the Department of Management Sciences. Third, it highlights the importance and the necessity of conducting all the ESP course design steps to design an appropriate course that fit the learners' needs.

The explored effectiveness the PBL instructions in ESP classrooms may raise teachers' awareness of its potential benefits and encourage them to use it as a pedagogical tool to promote students' speaking skills. Furthermore, it may help in providing a guideline for ESP researchers and teachers about how can the PBL method be implemented in ESP course, and how can it develop students' speaking skills. According to the reviewed literature, no study has been conducted in Algeria about the integration PBL pedagogy in ESP context, hence, the present study might be considered as initiation to introduce such a pedagogy in the field of ESP research and to enrich literature with presenting new concept in ESP pedagogy.

## **7. General Overview of Research Methodology**

Concerning research paradigm and methodology, the present study comprises of different research designs, each one of them is used for specific objectives. To begin with, this research opts for a mixed-method case study design which is presented in Human Resources Management (HRM) first year Master's students in the department of Management Sciences at Farhat Abbas University Setif-1-. Next, this study opts for the exploratory research design as a preliminary stage to to investigate the full nature of the ESP situation of HRM students, and to analyze their English language needs. Moreover, this research opts for the single site study and a quasi-experimental design since it deals with two intact groups where randomization was impossible.

In order to successfully test research hypotheses and answer the research questions. The present research passes through four research phases. First, the preliminary phase is conducted to explore the ESP situation in the Management Sciences department and to provide definite capture concerning research problem employing a FGD as a research tool. In addition, it attempts to examine and analyse first-year HRM Master's students' English language needs using Needs Analysis questionnaire based on the model of (Dudely-Evans & St. John, 1998), and cross-validate it with a semi-structured teachers' interview. Second, the pre-experimental

phase is undergone to ensure the homogeneity of the research sample through administering a placement test and learning style and preferences test to the participants of the experimental group (23) and control group (22).

Third, a quasi-experimental pre-test/post-test non-equivalent group design is opted to investigate the effect of integrating PBL instructions in stimulating HRM Master's students speaking skills in the department of Management Sciences at Setif -1- university. The micro setting of the experiment is settled at the Doctoral School "*Ecole Doctorale*". The experiment is implemented twice per week with an hour and a half for each session in a gauged period of fourteen weeks in the academic year 2017/2018. The PBL course with four units aimed at developing the speaking skills necessary for HRM first year Master's students through engaging them in communicative tasks using the PBL instructions to language learning; the latter followed the model of Mathews-Aydinli (2007), and Anthony (2010). In addition to the pre/post-tests, a progress test was conducted throughout the implementation of the intervention in order to answer to the third research question about the EG participants' responsiveness and involvement in the intervention. Finally, the post-experimental phase in which a Course Experience Questionnaire was administered to EG participants to examine their perceptions about the role of the PBL intervention in enhancing their speaking skills.

## **8. Definitions of Key Terms**

### **1) Problem Based Learning (PBL)**

“ it is an instructional method in which students learn through facilitated problem solving. In PBL, students' learning centres on a complex problem that does not have a single answer” (Hmelo-Silver, 2004, p. 238).

### **2) Instructional PBL Program**

The program is defined as a systemic educational plan designed to achieve a specific purpose or result (Nunan, 2004). In this study, it is defined operationally as a teaching plan that

consists of teaching/ learning aims, objectives, content (communicative tasks), methods of teaching and evaluation techniques that go with the principles and propositions of the PBL approach. This plan aims at fostering the experimental group students' English speaking skills through the use of communicative tasks designed in the light of the PBL approach.

### **3) Adopted PBL Model of this Study**

The process of PBL implementation in English for Specific Purposes has been clearly described respectively in the works of Mathews-Aydinli (2007), and Anthony (2010). Firstly, an ill-structured real-life problem is presented to students as trigger. Then, students who have formed themselves into groups should act as stakeholders who own the problem. Teachers just act as facilitators who present the problem and guide the whole process of problem-solving. Answers should not be given to students. Therefore, within a self-directed and collaborative learning environment, students plan their own learning in order to solve the problem. They generate working ideas or possible solutions, identify available information related to the problem and learning issues, identify resources, assign tasks to various group members, gather and share information within the group, and finally choose the most viable solution before they present it to the class.

### **4) Speaking Skills**

Speaking skill is defined as an interactive process of constructing meaning that involves producing, receiving and processing information. Thornbury (2005, p.20) states that “speaking is an activity in real life that is carried out by speaker to carry out his/ her ideas to interact with listeners. The activities are unplanned and their continuity is based on situations”. In this study, speaking is defined operationally as the students' ability to express themselves orally, accurately, fluently and appropriately in a given meaningful context using correct pronunciation, grammar and vocabulary and flow of speech. They are required to show mastery of the following sub competencies/ skills:

- Using relevant, adequate and appropriate range of vocabulary
- Following grammatical rules accurately
- Using intelligible pronunciation.
- demonstrating a reasonable flow of speech.

#### **5) To stimulate**

According to the Oxford Dictionary (2009), to stimulate something means to make something develop or become more active; to encourage something. It is defined operationally in this study as the ability of the proposed PBL instructions to develop students' overall speaking and its sub-skills.

#### **6) English for Business Purposes**

Frendo ( 2005) defines Business English as; “... an umbrella term for a mixture of general everyday English, general business English, and ESP. It is not limited to words or phrases that only appear in some special business world” ( p.7).

### **9. Organization of the Thesis**

The current study is segmented into six chapters besides the general introduction and the general conclusion, the first three chapters; represent the variables-related theoretical overview. Chapter one explores the relevant literature in the area of ESP. in the first section, related definitions are given, followed by an overview about the history of ESP, the difference between ESP and GE, and course design have also been dealt with in this part of the dissertation. While the second section deals with the concept of needs analysis, definitions, NA models, the various steps, tools and sources for conducting a needs analysis. At the end of this section, a myriad of related studies are reviewed. The second chapter is divided into two main sections. In its first section, the ESP main branch; Business English (BE); is holistically reviewed by providing related BE definitions, types, characteristics, BE teaching and learning process in addition to the material development. The second section is devoted to speaking skill by reviewing its

nature, its main components (sub-skills), and its characteristics. In addition, this section tackles the importance of speaking skill in language learning, the confronted difficulties, the teaching methodology and techniques, and the assessment procedures.

The third chapter deals with Problem Based Learning Approach in terms of identifying its philosophical and historical backgrounds, the various PBL definitions, its principles and goals, the roles of the teachers and learners, and the different models of PBL. In the second section, PBL in ESP context is reviewed in terms of relevancy, significance, tutorials, challenges, and finally, the different studies of PBL in ESP context are critically discussed to provide a theoretical basis for the current research.

The fourth chapter describes the research design and methodology followed in the current study. It discusses the methodological background, including research design and methods, population, sampling technique, pilot testing of tools, data collection tools, , a thorough explanation of the course design and the quasi-experimental study, and data analysis procedures. Furthermore, this chapter highlights the reliability and validity of research tools, in addition to the ethical considerations that are determined by the end of the chapter. Chapter five displays comprehensive analyses of the obtained data throughout the four research phases from different research tools. Chapter six comprises a concise interpretation and synthesis of the research findings, in addition to a thorough discussion and the research questions which are answered in the light of the obtained results. Finally, the provision of the main pedagogical implications and recommendations are sketched in this chapter followed by a significant limitations and suggestions for future researchers.





## Chapter One: English for Specific Purposes

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# **Chapter One: English for Specific Purposes**

## **Introduction**

English for Specific Purposes (ESP) is a teaching approach that is employed to equip learners with a certain English proficiency level for a target situation where the language is going to be used. This chapter reviews the literature relevant to the areas of this research and is divided into two main sections. The first section provides an overview of the theoretical foundation of ESP including definitions, origins, classification, types, developments besides its main branch namely Business English. The second section introduces the conception of Need analysis (NA), it also provides a detailed discussion of the NA definitions, the notion of NA in the ESP context, and discusses the relationship between ESP course development and NA. Then, the section critically reviews different models and respective components of NA. Finally, related studies needs analysis and ESP in the BE context.

## **Section I: English for Specific Purposes**

### **1.1.1. English as a Global language**

The status of English as a global language promotes the materialization of ESP as explained by Bottery (2000, p.6) “the development of globalization has been associated with the dominance of the English language. The power and influence of English have been widely recognized nowadays in the context of globalization.” Globalisation dramatically strengthens global relations regardless to territorial boundaries; people around the world can become familiar socially and economically over geographical barriers through the medium of language. Consequently, with the English language assuming such a global significance in the modern times, it is quite appropriate and relevant to think in terms of “global English”. Crystal (2003) believes that a language achieves a genuinely global status when it develops to a special role which is recognized in almost every nation. It is generally agreed that English is the most widely

used foreign language in education, research, publication and industry (Crystal, 2003; Kirkpatrick, 2007; Pennycook, 2007).

### **1.1.2. Emergence of English for Specific Purposes**

To trace back the origins of ESP, from the early 1960's, ESP has grown to become one of the prominent areas of English language Teaching (ELT) (Basturkmen, 2010; García Mayo, 2000; Rahman, 2015). The ESP movement has shown a slow but steady growth over the past four decades. According to Hutchinson and Waters (1987, p.6) “ESP was not a planned and coherent movement, but rather a phenomenon that grew out of a number of converging trends.” Therefore, the emergence and growth of ESP then was brought about by a combination of three main factors: the demands of a brave new world, a revolution in linguistics, and focus on the learner (Hutchinson & Waters, 1987).

#### **i. The Demands of a Brave New World**

Hutchinson and Waters (1987) affirm that the end of the Second World War and the oil crisis of the early 1970s were two key historical periods in the emergence of ESP. By the end of the Second World War, the early sixties witnessed new perspectives of changes, and consequently new developments concerning the activities and exchanges in scientific, technical and economic activities on an international level. Therefore, there was an urgent necessity for an international language to meet different purposes..

#### **ii. A Revolution in Linguistics**

While traditional linguists set out to describe the formal features of language usage that is to say grammar, new influential ideas started to emerge in the field of language where studies shifted to focus on the ways in which language is used in real communication; i.e., language use (Widdowson, 1978). The idea was that if language in different situations varies, then, tailoring a language course to meet the needs of learners in specific contexts is possible. Therefore, one of the reasons that led to the emergence of ESP

was the development in language theory which put much emphasis on learner's specific needs (Hutchinson & Waters, 1987, p. 8). In short, the English needed by a specific group of learners can be clearly identified by determining the features of specific situations and make them the bases of language instructions.

### **iii. Focus on the Learner**

New influential concepts in educational psychology also helped in the development of ESP movement, where there was a radical shift towards giving learners and their attitudes the central role in the learning process. In this respect, to Strevens (1977, p.152) notes "...the existence of a major 'tide' in the educational thoughts, in all countries and affecting all subjects. The movement referred to is the global trend towards 'Learner-centred education'. That is to say, learners can construct their own knowledge through employing different learning strategies, using different skills, and being motivated by different needs and interests. Therefore, focus on the learners' needs became of paramount importance in the process of designing specific courses to better meet these specific needs and purposes.

All in all, ESP emerged as an answer to the social demand associated with prosperous business environment. By that time, ESP has grown to become one of the main areas of ELT, especially at tertiary education, since it is directed towards meeting specific needs of the particular learners (Hutchinson & Waters, 1987; Dudley-Evans & St. John, 1998; Gatehouse, 2001).

### **1.1.3. Definitions of English for Specific Purposes**

ESP acronym stands for English for Specific Purposes. From the early 1960's, scholars believe that successive debates have taken place throughout different ESP events to come up with a clear idea of the what is ESP and different issues related to it (Dudley- Evans & St John, 1998; Mackay & Mountford, 1978). Therefore, defining ESP has proved to be a challenging task to researchers that "producing a simple and straightforward definition of ESP is not an easy

task” (Stevens, 1988, p. 109). In the following, the major definitions in ESP literature are to be chronologically reviewed:

Mackay and Mountford (1978, p.2) claim that “ESP is generally used to refer to the teaching of English for a clearly utilitarian purpose.” In other words, the purpose depends on the learners’ needs which can be either of academic, occupational or scientific character. In the same line of thoughts, Hutchinson and Waters (1987, p.19) consider ESP as “an approach to language teaching in which all decisions as to content and method are based on the learners’ reasons for learning”. Hutchinson and Waters (1987) believe that principles of ESP based on the answer of the following key question: “why does this learner need to learn English?”

This definition entails that English is learnt not as an end in itself but as a means for an end. She also suggests the idea of NA in determining the nature of ESP for it gives insightful vision on what the learner needs the language for.

Richards and Rodger (2001, p.107) regard ESP as a movement that seeks to serve the language needs of learners who need English in order to carry out specific roles (e.g. student, engineer, nurse) and who need to acquire content and real-world skills through the medium of it rather than master the language for its own sake. In the same line of thought, Basturkmen (2006, p.18) in her turn, states that:

ESP is understood to be about preparing learners to use English within academic, professional or workplace environments and a key feature of ESP course design is that the syllabus is based on an analysis of the needs of the students.

Zhang (2013, p.72) notes that “ESP is a goal-oriented and well targeted instruction system, which stresses the combination of English language learning and specific purposes of professional learning.”

Based on the definitions given, it can be concluded that ESP in a language teaching approach that aims at preparing learners to use English within academic or professional environments.

#### **1.1.4. Characteristics of ESP**

It is apparent that Dudley-Evans' and St John's (1998) definition is inspired from Stevens' (1988) in most of its characteristics. They modify these characteristics. by using three absolute and four variable characteristics:

##### **I. Absolute Characteristics:**

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

##### **II. Variable Characteristics:**

- ESP maybe related to or designed for specific disciplines;
- ESP may use, in specific teaching situations, a different methodology from that of general English;
- ESP is likely to be designed for adult learners, either at a tertiary level institution or in a professional work situation. It could, however, be for learners at secondary school level;
- ESP is generally designed for intermediate or advanced students. Most ESP courses assume some basic knowledge of the language system, but it can be used with beginners. (Dudley-Evans & St John 1998, p.5)

Dudley-Evans and St. John (1998) remove the absolute characteristic that “ESP is in contrast with GE” and add more variable characteristic. Their definition reflects that the fact

that much of ESP teaching, especially where it is specifically linked to a particular profession or discipline, makes use of a methodology that differs from that used in General Purpose English teaching.

Similarly, Knight (2010, p.4) assumes that the teaching of ESP is characterized by:

- Learner-centeredness: the ESP course is defined by the learners. It is determined by what learners will need to do with the language in the target situation and how they might master the foreign language during the period of learning.
- Needs-based: the ESP course is designed to meet the learners' specific needs.
- Collaboration with workplace/content experts: ESP teaching is built on the basis of team teaching where there is the contribution of both subject-matter expertise and language teachers.
- Specificity and relevance: the teaching materials designed for the ESP course are authentic and relevant to the matter the ESP teacher aims to destine.

In fact, the above mentioned characteristics differentiate ESP from any other field of language teaching in terms of course design, materials production, and mainly learners' needs.

### **1.1.5. English for Specific Purposes Vs General English**

Hutchinson and Waters (1987, p. 53) answer the question of what differentiates ESP from GE is "In theory nothing, in practice a great deal". The awareness of the need is what distinguishes ESP from GE and not its mere existence. What distinguishes ESP from GE is: "the awareness of the needs" (Hutchinson & Waters, 1987, p.53).

Many scholars believe that the main important difference between GE and ESP lies in the factor of learners and their purposes for learning English (Hutchinson & Waters, 1987; Strevens, 1988; Dudley-Evans & St John, 1998; Rahman, 2015). In this line of thoughts,



Basturkmen (2006) confirms that ESP is considered a useful endeavour because it advocates learners on going from one level to another in the most time efficient ways.

Moreover, ESP is meant to design suitable courses for learners in which the content is relevant to their field of interest, while GE takes the language mastering as a whole to be taught and the content varies in which there is no specific jargon to count on frequently. In this respect, Harding (2007, p.6) declares that “the sense of the purpose gives the language work immediacy and a relevance which is perhaps not always found in other sectors of ELT, particularly of the ‘General English’ variety”. This means that specifying the purpose helps tailoring suitable courses and materials. According to Dudley-Evans and St John (1998, p.15), the pedagogical practices promoted by each branch are considered another crucial difference between ESP and GE. They believe that the usually used methods in any discipline or profession should be reflected in the teaching methods, and the interaction between the teachers and the learners should be different from that of the GE.

### **1.1.6. ESP Stages of Development**

According to Dudley-Evans and St John (1998), it was in the mid- to late 1960’s that various influences prompted the need to develop ESP as a discipline. As for the stages of its development, Hutchinson and Waters (1987, p. 9.), highlight that, “From its early beginnings in the 1960’s, ESP has undergone three main phases of development. It is now in a fourth phase with a fifth phase starting to emerge”

#### **1.1.6.1. Register Analysis**

This stage lasted from the 1960’s until the early 1970’s. Register Analysis was associated with the works of (Halliday, McIntosh & Strevens, 1964, Ewer & Latorre, 1969, Swales, 1971). The named scholars believe that the required English in a specific scientific domain differ from that of other domains. On one hand, Hutchinson and Waters (1987, p. 10) state that Register Analysis aim to produce a syllabus that gives high priority to the language forms students would

meet in their domain of specialty. On the other hand, the main focus of the analysis was to identify the grammatical and lexical features of various registers. Hence, these linguistic features operated as a syllabus for teaching materials. In the same line of thoughts, Jordan (1997, p. 288) states

In the 1960's, the focus was on Register Analysis, whereby statistical analysis were conducted into, for example, verb tense frequencies and vocabulary frequencies for different subjects (ESP) in order to provide grammar registers and lexicons for those subjects.

As an illustration, Hutchinson and Waters (1987, pp. 9-10) provide an example of a syllabus of Register Analysis standards in the work of Ewer and Latorre (1969) "A Course in Basic Scientific English". However, the endeavors to cope with the deficiencies of the Register Analysis approach marked the beginning of Discourse Analysis which was the second stage of development of ESP.

#### **1.1.6.2. Discourse Analysis**

As the register analysis approach operated mainly on the superficial aspect of language i.e. word and sentence level, the second stage of development focused on the combination of sentences in discourse to create meaning (Hutchinson & Waters, 1987). This approach has been developed in the 1970s. It shifted from complete focus on language form to "the idea of linking language form to language use" (Dudley-Evans & St John, 1998, p.22). The pioneers of this approach were Lackstrom, Selinker, and Trimble (1973), Widdowson (1979), Nunan (1993), and Carter and McCarthy (1999) who made this type of analysis the major movement in ESP. They stressed the primacy of language use over language form (Robinson, 1991).

Gee and Handford (2012, p. 1) define Discourse Analysis as the study of the meanings we confer to language and the actions we perform when we use language in particular situations. The assumption of this phase is explained by Allen and Widdowson (1974, as cited in Hutchinson & Waters, 1987) "the difficulties students encounter stem from their unfamiliarity with English use, thus, the focus of the course should be on teaching them how to use sentences

in communication rather than constantly educating them on the composition of sentences” (pp. 10-11). Dudley-Evans and St John (1998, p. 23) criticize the courses of the named approach for maintaining the focus on teaching language while neglecting the development of study skills. Despite the fact that the study of language in use proved to be useful in several aspects, its weaknesses inspired the emergence of the next developmental phase.

### **1.1.6.3. Target-Situation Analysis**

According to West (1994, as cited in Rahman, 2015, p. 26), “Target Situation Analysis (TSA) refers to form of needs analysis, which centers on identifying the learners’ language requirements in the occupational or academic setting”. TSA’s essential aim was to take the background knowledge of ESP and place it on a scientific basis, through linking language analysis to learners’ reasons for learning (Hutchinson & Waters, 1987).

Since enabling learners to communicate effectively in a target situation using the language they are learning is the main purpose behind designing an ESP course, then identifying the target situation and analyzing its linguistic characteristics should be the starting point of the course design process. This can be clearly shown in the system of Munby (1978) “Communicative Syllabus Design” that offers an inclusive explanation of TSA (Hutchinson & Waters, 1987, p. 12). According to Songhori (2007, p. 5), Munby’s (1978) model is intended to explore the target situation and it is comprised of the following elements: Participants, Communication Needs Processor, Profile of Needs, Meaning Processor, the Language Skills Selector, the Linguistic Encoder and the Communicative Competence Specification.

Concerning the drawbacks of Munby’s (1978) model, Hutchinson and Waters (1987, cited in Songhori, 2007, p. 9) note that it consumes an excessive amount of time to produce a target profile for each learner, it considers the viewpoint of the analyst solely and fails to distinguish between necessities, wants and lacks. Although TSA stressed on the importance of linking learners’ needs with language use in different contexts, it drifted away from the

essentiality of also taking the learning needs into consideration; hence, it paved the way to the following approach of ESP.

#### **1.1.6.4. Skills and Strategies**

All the analyses of the previous stages of development were generally focused on the surface level of language. However, in this stage attention was shifted to the thinking process that forms the basis of language use (Hutchinson & Waters, 1987). To further clarify the fundamental concept of this approach, Hutchinson and Waters (1987) note that deriving meaning from discourse is due to the reasoning and interpreting processes that underlie all language use, hence, while teaching a language, the focus should be devoted to the interpretive strategies that enable learners to extract meaning from language forms. Furthermore, the skills-centered approach does not require teaching particular subject registers for the fact that the underlying processes are not register specific.

#### **1.1.6.5. Learning Centered Approach**

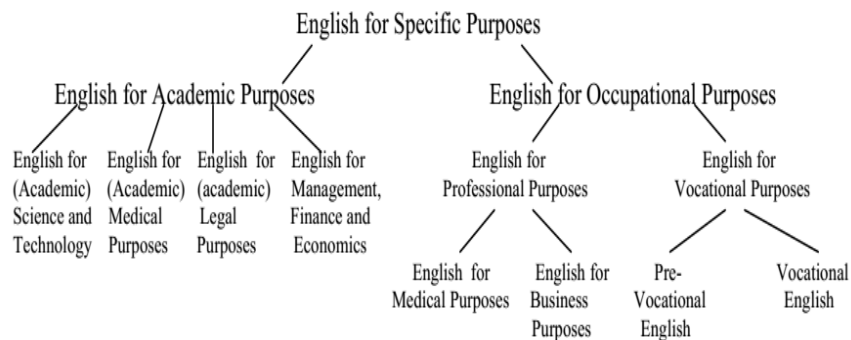
The fifth and last phase of development emphasizes the fact that ESP's main concern is language learning and not language use. Although the latter has proved to be beneficial in terms of course objectives, a proper approach to ESP must rely upon an understanding of the language learning processes (Hutchison & Waters, 1987).

St John (1998, as cited in Dudley-Evans & St John, 1998, p. 26) illustrates the concept of the learning centered approach includes taking into account the learning process and student motivation, in addition to arranging what is needed to aid learners to attain their final objectives.

Additionally, Hutchinson and Waters (1987, p. 13) stress on the importance of the language learning process as they argue: "We cannot simply assume that describing and exemplifying what people do with language will enable someone to learn it. If that were so, we would need to do no more than read a grammar book and a dictionary in order to learn a language".

### 1.1.7. Types of ESP

ESP has traditionally been classified into two main branches; English for Academic Purposes (EAP) and English for Occupational Purposes (EOP) (Hutchinson & Waters, 1987; Munby, 1978; Robinson, 1991; Dudley-Evans & St John, 1998; Hidri, 2018). Accordingly, Dudley-Evans and St John (1998, p. 6) formulate a tree diagram for ESP, which divides EAP and EOP according to discipline and professional area, as illustrated in the following figure:



*Figure 1. ESP Classification by Professional Area by (Dudley-Evans & St John, 1998, p.6)*

#### 1.1.7.1. English for Academic Purposes (EAP)

EAP refers to any English teaching that relates to academic study needs (Dudley-Evans & St. John, 1998; Robinson, 1991; Hutchinson & Waters, 1987, p. 2). English in EAP course is used as a medium of study and not as a subject matter as supported by Robinson (1980, p. 7) who writes: “ English for Academic Purposes or study skills, i.e. how to study through the medium of English regardless of the subject matter or of the studies.” In the same vein Kennedy and Bolitho (1984, p.4) assert that “EAP is taught generally within educational institutions to students needing English in their studies”. Briefly, the main aim behind EAP teaching is to train the students to use the language appropriately for the sake of study, i.e., to promote specific linguistic features of a particular area of education. Besides, it attempts to meet the communicative needs and practices in academic settings (Hyland & Shaw, 2016, p.1).

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

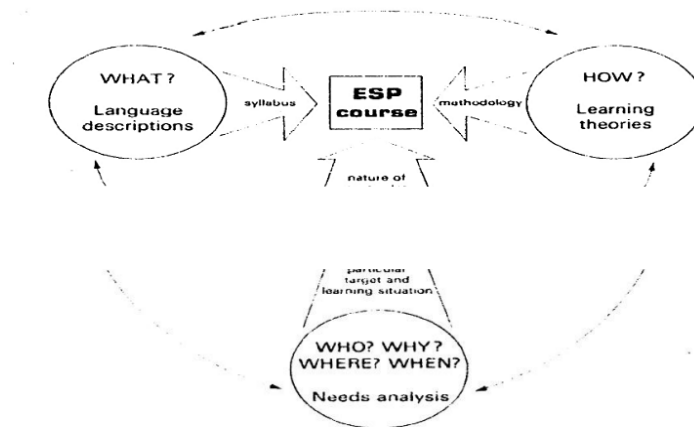
According to Robinson (1991), EOP involves work-related needs and training. EOP includes professional purposes in administration, medicine, law and business, and vocational purposes for non-professionals in work or pre-work situations (Dudley-Evans & St. John, 1998). In this context, English is required in employment situations. The aim of EOP courses is to meet the everyday needs of working people, i.e., the teaching of EOP attempts to meet of the learner's needs to use English as part of his work or profession.

### **1.1.8. ESP Course Design**

Course Design is a major issue in the context of English for Specific Purposes; in addition, it is regarded as a fundamental area of research for many ESP teachers, practitioners and researchers. According to Hutchinson and Waters (1987, p.65), course design is “the process by which the raw data of learning need is interpreted in order to produce an integrated series of teaching-learning experiences, whose ultimate aim is to lead the learners to a particular state of knowledge.” Moreover, Richards et al. (2002) believe that the concept of ‘*course design*’ in ESP refers to the development of a language programme or a set of teaching materials; it comprises how a syllabus will be carried out. That is to say, course design refers to the process of planning tasks, activities and language components in line with the learners’ needs and expectations.

#### **1.1.8.1. Criteria of ESP Course Design**

Hutchinson and Water (1987, p.22) highlight that there are three factors affecting ESP course design where the interdependence between them in the course design process is very important: Language description, Learning theories, and Needs Analysis. Henceforth, the role for the course designer is to ensure that all three of these factors are integrated into ESP course.



**Figure 2. Factors Affecting ESP Course Design (Hutchinson & Waters 1987, p.22)**

As it is shown in the figure above, Hutchinson and Waters (1987, pp.21-22) categorize the questions under three criteria: language descriptions, theories of learning and NA. The first factor ‘*language description*’ refers to “the way in which the language system is broken down and described for the purpose of learning” (Hutchinson & Waters, 1987, p. 23). This factor raises the question “what”; thus, the answer identifies the language knowledge that the learner needs to be included in the course. The second factor is ‘*learning theories*’ that covers the methodologies that explain how people learn a language. In this respect, Hutchinson and Waters (1987, p.23) emphasise that “it is the learning theory which provides the theoretical basis for the methodology, by helping us to understand how people learn”, in line with the change of the learning styles and strategies. The third factor is ‘*needs analysis*’ which investigates the questions “who”, “why”, “when” and “where” in relation to the target and learning situations.

Hutchinson and Waters (1987, p.21) sustain that ESP course design is “fundamentally a matter of asking questions in order to provide a reasoned basis for the subsequent processes of syllabus design, material writing, classroom teaching and evaluation”. In the same respect, Dudley-Evans and St John (1998, p.145) list the main features of ESP course design and

recommend useful steps for ESP 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 the course design permits the ESP course designers to be well prepared and organised. Specifically, the ESP teacher has to balance out some of these parameters that are linked to institutional and learner expectations (Dudley-Evans & St John, 1998).

#### **1.1.8.2. Approaches to ESP Course Design**

In fact, course design process entails the adoption of an approach that prescribes the way a syllabus, materials and teaching methodology is to be developed. In this respect, Hutchinson and Waters (1987, p.65) identify three approaches to ESP course design namely language-centered, learning-centered and skills-centered.

##### **I. Language-Centred Approach**

According to Hutchinson and Waters (1987, p.65), a language-centred approach to course design is an approach that focuses on the linguistic performance of the learner in the target situation. In other words, it draws a direct connection between the target situation and needs of knowledge to find out the linguistic features of that target situation, and then create a syllabus after those materials are designed and evaluation procedures. As it is explained by Hutchinson and Waters (1987, p.67), this approach starts with the identification



of the target situation of the learners in combination with selection of appropriate theoretical views of the language. Furthermore, the target situation will be analysed via investigation of its linguistic features. Afterwards, the syllabus will be designed with its components and teaching materials to establish a final evaluation of the proposed process and scheme of work for the syllabus items.

Although the language-centred approach is regarded to be the simplest and the most common among ESP course developers, this latter becomes subject to criticism. language-centred course design has been widely criticised due to the fact that it neglects the learners' needs, motivation and expectations as it put so much focus on the target situation. This approach is estimated to be inappropriate to design a flexible syllabus as it proceeds from one assumption that set the learner aside and perceives learning as a linear process (Hutchinson & Waters, 1987, pp.67-68). In other words, this approach is a straightforward process which opposes with the fact of learning and learners' philosophy which cannot be always systematic and logical (Basturkmen, 2010).

## **II. Skills-centred Approach**

Contrasting with the previous approach where the learner's preferences and competence are overlooked, "the skills centred course [...] will present its learning objectives (though probably not explicitly) in terms of both performance and competence." (Hutchinson & Waters, 1987, p.69). In other words, this approach to ESP course design puts the learner in the position of a language user rather than being a language learner as it emphasizes "the processes of language use not language learning" (Hutchinson & Waters, 1987, p.70). The main focus of the skills-centred approach is to enable the learners promote their skills and strategies after the course.

The skills centred approach process starts by identifying the target situation through analysing the needed skills and strategies in the target situation. Besides, it gathers 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 establishes different evaluation procedures that require the use of the skills and strategies in the syllabus; although this approach puts on significant consideration to the learner in terms of how s/he processes language, this model considers the learner, “as a user of language rather than as a learner of language” (Hutchinson & Waters, 1987, p.70).

### **III. Learning Centred Approach**

The learning-centred approach involves the investigation not of the competence that enables the learners to function yet to discover how this competence is acquired. This approach is defined by Hutchinson and Waters (1987, p.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 learner is taken first into consideration at the first step of analysing the learning situation, 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. Therefore, the learner has an active and central role in the course design. That is to say, the learning centred approach considers the learner at all the stages of preparing and teaching the course.

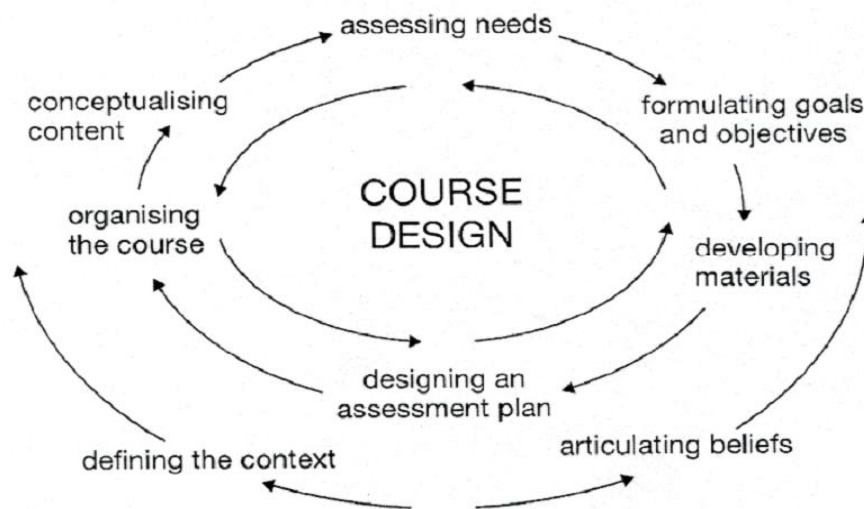
As a conclusion, while the language-centred approach emphasises on learner’s performance, the skills-centred approach concentrates on his competence, and the learning – centred approach pursues to determine how this competence is acquired to perform effectively.

#### **1.1.8.3. ESP Course Design Process**

Designing ESP course requires taking into account the following issues: innovation, matching the results of NA, production of new materials and modification or adaptation of approaches to fit learners’ needs (Robinson, 1991, p. 34). Course design is a process that

consists of several steps. In this vein, Robinson (1991, p.34) believes that course design is the product of a dynamic interaction between the results of NA, the course designers' approach to syllabus and methodology, and existing materials. According to Graves (2000), a systematic course design consisting of six steps that are:

1. Conducting needs assessment and needs analysis
2. Determining the goals and objectives of the course.
3. Conceptualizing the content.
4. Selecting and developing materials and activities.
5. Organising the content and activities.
6. Evaluating



**Figure 3. Graves' Model of Curriculum Design (2000, p.15)**

Regarding course design process, Graves (2000) clarifies that ESP course designers do not necessarily give any of the steps any precedence over others, mentioning that ... “there is no hierarchy in the processes and no sequences in their accomplishment. As a course designer, you can begin anywhere in the framework, so long as it makes sense to you to begin where you do” (p.15).

## **1- Conducting needs analysis**

Needs Analysis is the first step in the designing of the course in ESP; it provides the teacher with rich data to decide on the nature of particular target and learning situation. Many researchers (Munby, 1978; Hutchinson & Waters, 1987; Robinson, 1991; Jordan, 1997; Dudley-Evans & St John, 1998; Basturkmen 2006; and Basturkmen, 2010) confirm that needs analysis is an essential step in any language course design that can provide detailed and selective goals in addition to academic support to meet the learners' needs in the course period. The second section is devoted to a comprehensive explanation to this paramount step in ESP course design.

## **2- Determining the goals and objectives of the course.**

Setting goals and objectives is the second stage that is determined by the analysis of learners' needs; in which the teacher can make decision about matching the goals that are possible and realistic to be reached in the available time. Graves (1996, p.17) define goals as "general statements of the overall, long-term purposes of the course". In other words, goals respond to the learners' needs which are distinctive. On the other hand, objectives are the "the specific ways in which the goals will be achieved" (Graves, 1996, p.17).

As ESP learners will use the language in real life situations; the ultimate goal of the ESP course is to promote learners' communicative competence. In this respect, Nation and Mocalisto (2010, pp.6-7) summarise the different goals that ESP courses intend to achieve which are:

1. to encourage students to exploit all the elements of the language that they know in order to make their meanings clear;
2. to encourage students to communicate in a wide range of everyday situations;

3. to promote students' communicative competence by developing their ability to understand and speak accurately and fluently about a wide range of topics in English;
4. to develop students' speaking and listening skills necessary for participating in classroom discussions with an introduction to oral presentation and critical listening skills.

Henceforth, the course design should be built upon realistic goals and attainable objectives which should be matched and restricted to the learners needs, and consistent with the language content.

### 3- Conceptualizing the content.

After setting goals and objectives, the ESP practitioner needs to decide about the topics that should be related to the field of the learners and the language areas to be covered. Content conceptualization is often related to the identified needs and the determined goals and objectives. Hutchinson and Waters (1987) list many parameters that help in selecting the content as shown in this table:

**Table 1. ESP Course Parameters (Hutchinson & Waters, 1987, pp.100-101)**

|                      |                                                                                                                    |
|----------------------|--------------------------------------------------------------------------------------------------------------------|
| 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                                                                                     |

In this stage, it is necessary to identify language function and language expression in relation to the needs and objectives of the learners either for academic or professional purposes.

Henceforth, the ESP teacher should maintain the balance between the lessons to be taught and the language features in which the lesson is covered.

#### **4- Selecting and developing materials and activities.**

In this phase, ESP practitioner shifts attention to search for the appropriate materials that can appropriately support attaining the course goals and objectives. In this respect, Graves (1996, p.27) defines teaching materials as: “tools that can be figuratively cut up into component pieces and then rearranged to suit the needs, abilities and interests of the students in the course”. Consequently, teaching materials differ in ESP according to the discipline and the situations where learning is taking place, for instance, listening to dialogues in medical English, delivering different types of presentations in business area, reading specialized texts for biologists, writing specific reports for engineers...etc. Selecting the appropriate materials is a challenging task for the ESP teacher; Harding (2007, pp.10-11) recommends some useful guidelines in this respect:

- Use contexts, texts and situations from the students’ subject area. Whether they are real or simulated, they will naturally involve the language the students need.
- Exploit authentic materials that students use in their specialism or vocation- and do not be put off by the fact that it may not look like ‘normal English’.
- Make the task authentic as well as the texts. Get the students doing things with the material that they actually need to do in their work.

Hutchinson and Waters (1987, p.107) claim that “materials provide a stimulus to learning, good materials do not teach but they encourage learners to learn”. Henceforth, the ESP teacher needs to select suitable materials that are relevant to the course objectives and language content, in addition to the different learning styles and preferences.

## 5- Organising the Content and Activities

This step plays a vital role in the organization of the content and so the activities. After setting the goals and objectives of the ESP course and choosing the appropriate content, then deciding about the suitable materials, after that, the ESP teacher should organize those activities with the appropriate content to have a clearer course to be taught. While organizing ESP course, Basturkmen (2010, p.61) asserts that the course designers should decide about:

- **Types of units:** such as: skills, vocabulary, genres, functions, notions and disciplinary, professional or cultural content.
- **Items in the units:** such as: which genres, semantic sets and functions.
- **Sequencing:** what should come first, second and so forth and decisions made according to considerations such as: immediate and less immediate need, levels of difficulty with easier items before more difficult items and logical flow.

Briefly, course organization acts as the plan that provides the teacher and the students with a clear idea of what will be taught and what will be learnt.

## 6- Evaluating

The final stage in ESP course design is concerned with evaluating the results of implementing the previous stages. Hence, it is indispensable for both ESP teachers and learners to determine whether their aims and objectives were attained or not. Dudley Evans and St. John (1998, p.13) define evaluation as “a process which starts with the specification of what information to be collected and which ends with the production of changes in the present activities or future ones.” In fact, evaluation stage attempts to reveal the learners’ progress and to what extent the course was effective. Moreover, it can detect the aspects that were not successfully covered in the learning situation. Hutchinson and Waters (1987) propose two levels of evaluation mainly: “learners’ assessment” and “course evaluation”.

## **A. Learners' Assessment**

“Assessment refers to the processes and procedures whereby we determine what learners are able to do in the target language” (Nunan, 1992, p. 185). In the same vein, Hutchinson and Waters (1987, p.151) believe that “its real meaning lies in understanding the reasons why it was given and what it tells the students about how they might improve their future work.” In the same line of thoughts, Dudley Evans and St. John (1998) assert that learners in ESP should be assessed on their performance when using English in their target situation. As a matter of fact, the results of the assessment process helps in informing the teacher about the learners' achievement of the previous set objectives, moreover, the assessment findings demonstrate the rate of the effectiveness and quality of the course (Brown, 1996). According to Hutchinson and Waters (1987), in ESP there are three basic types of learner assessment: placement test, achievement test and proficiency test.

### **1. Placement Tests**

Placement test is used to place learners' in the ESP course well-matched to their needs. The placement test aims at indicating how far and in what ways the learner fall short of the proficiency level. The placement tests generally comes at the beginning of the course. According to Harmer (1998), generally it tests learners' linguistic competence and assess their four language skills to determine their level, after which suitable syllabus and materials are decided.

### **2. Achievement tests**

Achievement tests are used to know how well the learner is keeping up with the syllabus and can be administered any time during the course, i.e., to assess the learners' progress. An achievement test. Harmer (1998, p.321) states that “these tests are designed to measure learners' language and skill progress in relation to syllabus they have been following”. Achievement tests may determine to what extent the learners have successfully achieved what



they are supposed to learn if they have done at the end of the course. In brief, it is conducted to measure how much progress has been made in terms of goals.

### **3. Proficiency Tests**

A proficiency test attempts to assess to what extent learners can cope with the demands of particular situation. According to Harmer (1998), proficiency test assesses learner's general language ability, not their progress since they are not based on any syllabus or curriculum. On the other hand, it measures the degrees of proficiency of learner in the skills or sub skills of a language.

### **B. Course Evaluation**

As the ultimate aim of ESP course is to meet the learners' needs; it seems to be necessary to check to what extent this course responds to the learners' requirements. According to Hutchinson and Waters (1987, p.156), "course evaluation aims to find out whether the objectives of the course are being fulfilled in accordance with its design". Therefore, this process is conducted to check the appropriateness of the used materials, classroom activities, methodologies or any aspects of the teaching-learning situation. In this respect, Hutchinson and Waters (1987, p.153) present clearly that a set of inquiries has to find answers in order to examine the effectiveness of the course. These questions are:

- Is the course fulfilling the learners' language learning needs?
- Has the course fulfilled?
- Is the course fulfilling the learners' language needs?

As a conclusion, Nunan (1998, p. 118) believes that the data obtained from the evaluation process aid the teacher to decide whether a course needs to be modified or altered in any way so that objectives may be achieved more effectively. In case certain learners are not achieving the goals and objectives set for a course, it is necessary to determine the reasons.

Consequently, evaluation is not simply a process of obtaining information, it is also a decision- making process.

## **Section II: Needs Analysis in ESP**

### **1.2.1. Needs Analysis General Overview**

NA is considered as the basic principal of ESP area (Robinson, 1991, p.7). Its centrality in ESP course design has been emphasized by many researchers (Munby, 1978; Richetrich & Chancerel, 1987; Hutchinson & Waters, 1987; Strevens, 1988; Nunan 1988; Robinson, 1991; West, 1997; Jordan, 1997; Dudley-Evans & St John, 1998; Basturkmen 2006; and Basturkmen, 2010). They consider it as the major defining feature in ESP. Similarly, Long (2005) confirms that NA is an essential step in any language course design that can provide detailed and selective goals in addition to academic support to meet the learners' needs in the course time frame.

### **1.2.2. Definitions of NA**

Over than three decades, "Needs Analysis" concept has existed in the field of language education. Many scholars have contributed to the growth of NA concept in ESP area (Munby, 1978; Richterich & Chancerel, 1987; Hutchinson & Waters, 1987; Robinson, 1991; Johns, 1991; West, 1994; Seedhouse, 1995; Jordan, 1997; Dudley-Evans & St. John, 1998; Iwai et al. 1999; Hamp-Lyons, 2001; Finney, 2002).

There has been a great deal of debate over the definitions of the term "need" ; henceforth, it is also difficult to have one definition of the concept 'needs analysis' as this term is "a controversial one in the field of ELT in general and the field of ESP in particular" (Brindley, 1989, p.28). Yet, a number of definitions and views of NA are provided by a number of scholars.

Pratt (1980, p.79) defines NA as "an array of procedures for identifying and validating needs, and establishing priorities among them". Similarly, Holec (1980, p.1) considers NA as "classical procedures by which a link can be established between the learners and the curricula".

For Iwai (1990, as cited in Sanghori, 2008, p.3) the term NA "generally refers to the activities that are involved in collecting information that will serve as the basis for developing a curriculum that will meet the needs of a particular group of students". Additionally, NA can be described as "what learners will be required to do with the foreign language in the target situation, and how learners might best master the target language during the period of training (West, 1997, p.1).

Similarly, Dudley-Evans and St-John (1998, p. 125) define NA as “professional information about the learners: The tasks and activities learners are/will be using English for [...] target situation analysis and objective needs.” . Besides, Graves (2000) notes that NA is a systematic and ongoing process of gathering information about students’ needs and interpreting the information in order to have an effective course to meet the needs. Richards (2001, p. 51) defines the term NA as: ‘procedures used to collect information about learners’ needs.’

To sum up, NA plays an important role in refining and evaluating ESP courses (Lindsay & Knight, 2006). NA is a the starting point in the course design process in which different data will be gathered to help the practitioner to decide about the course focus, content in terms of language and skills and methodology.

### **1.2.3. Types of Needs**

According to Dudley-Evans and St John (1998), many scholars introduced major terms where “needs” are described differently such as: objective/subjective (Brindley, 1989, p. 65), perceived/felt (Berwick, 1989, p. 55), target situation/ goal oriented and learning, process oriented and product-oriented (Brindley, 1989, p.63). Besides, there are necessities, wants and lacks (Hutchinson & Waters, 1987, p. 55). Dudley-Evans and St John (1998, p.123) maintain that the variety of terms have “helped the concept of needs to grow’ and that ‘each of these terms represents a different philosophy or educational value, and merits careful thought’’. Under

the main term “need”, Hutchinson and Waters (1987) state that it covers two types, namely: Target Needs and Learning Needs.

#### **1.2.3.1. Target Needs**

Target needs denote what the learners need to do in the target situation; i.e., what they have to be able to do at the end of their language course. Accordingly, needs “are perhaps more appropriately described as “objectives.” (Robinson, 1991, p. 7). According to Hutchinson and Waters (1987, p.55), the term “target needs” is broken down into: Necessities, Lacks, and Wants.

##### **a. Necessities**

Necessities refer to “the type of need determined by the demands of the target situation”. They are also named “Objective Needs” (Jordan, 1997, p. 25), that is, what the learner has to know in order to function effectively in the target situation.

##### **b. Lacks**

They refer to what the learners do not know or cannot do in English. According to Jordan (1997), lacks are defined as the gap between the existing language proficiency of the learners and the one required at the end of the language course.

##### **c. Wants**

Unlike necessities, wants are referred as ‘Subjective Needs’ which are related to learners’ motivation, readiness and attitudes to learn. Bowers (1980 as cited in Jordan, 1997, p. 26) claims that students will learn best what they want to learn.

#### **1.2.3.2. Learning Needs**

Learning needs demonstrate how students will be able to move from the starting point (lacks) to the destination (necessities). Robinson (1991, p.7) defines learning needs as “...what the learner needs to do to actually acquire the language.” In the same vein, Hutchinson and Waters (1987) stress the fact that a relevant NA must take into consideration not only the target

situation needs where the question “What the learners need to learn” is central, but also the learning needs, that is, “How the learners will learn”. Learning NA looks for information about the learners, their learning styles and strategies, language skills, selection of teaching materials, the setting and the time load.

#### **1.2.4. Significance of NA Process**

NA is eventually a highly pragmatic activity based on highly contextualized situations (Tarone & Yule, 1989). In other words, NA is considered as a fundamental step in all types of language learning and teaching situations whether for specific purposes or general purposes, besides it matches any learning program with the real life needs of the learners. It can be noticed that the significance of NA for devising ESP courses is emphasized by many researchers (Richerich, 1983; Hutchinson & Waters, 1987; Robinson, 1991; Jordon, 1997; Dudley-Evans & St John, 1998; and Long, 2005).

Richards (2001, p.52) discusses this issue from the angle of curriculum design; he considers NA as ‘fundamental’ to the planning of language courses and in language teaching it serves different purposes which enable:

1. 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.
2. To help determine if an existing course adequately addresses the needs of potential students.
3. To determine which students from a group are most in need of training in particular language skills.
4. To identify a change of direction that people in a reference group feel is important.
5. To identify a gap between what students are able to do and what they need to be able to do.
6. To collect information about a particular problem learners are experiencing.

Richards (2001) also stresses that the information to be collected from learners, teachers, administrators, and employers in the course planning process will help in identifying general and specific language needs and content of language program. Moreover, it will provide data to review and evaluate the existing program. In this respect, Brindley (1989, p.67) states that "language users learn more effectively if the programme content is relevant to their specific area of needs and interest". This shows clearly that NA is a matter of high importance in ESP course design.

Furthermore, NA identifies the problem or need and then proceeds to identify the aims, content, implementation, target population and outcome of an intervention (Cohen, Manion and Morrison, 2007). "A needs analysis helps the teacher to understand the difference between where the learners are, in terms of communicative competence, and where they need to be to meet their business aims." (Frendo, 2005, p. 15). In the same line of thoughts, Abdullah (2005, p.76) indicates that lack of learners' needs awareness can create difficulties to learn ESP course effectively.

To cut it short, NA can play a vital part at all stages of ESP course design by bringing in relevance and giving the learning experience more precision. Needs Analysis enables the practitioners to design relevant course in terms of topics, materials to be responsive to the needs of the participants.

### **1.2.5. Approaches to Needs Analysis**

Several ESP researchers have discussed the development of needs analysis approaches and models. Jordan (1997) presents five main approaches to NA: Target-Situation Analysis, Present Situation Analysis, Deficiency Analysis, Strategy Analysis and Means Analysis.

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

The notion, "target need" is the "product" of a Target Situation Analysis (TSA). The latter was first introduced by Chambers (1980, p. 29), who defines TSA as "communication in

the target situation.” According to West (1994), TSA is a form of Needs Analysis, which stresses on identifying the learners’ language requirement in the occupational or academic situation they are being prepared for. In the same line of thoughts, Robinson (1991, p.8) argues that “a needs analysis, which focuses on students’ needs at the end of a language course can be called a TSA.”

For Jordan (1997), TSA is best expressed in Munby’s model (1978) in which he focuses on the learners’ needs at the end of a language course and the target level performance. In his work, he introduced a NA approach through a communicative design; where he linked the needs analysis to situations and functions and generated “a Communication Needs Processor” (CNP) model that was the basis of the NA approach. Munby’s model produces a profile of the learners’ language needs, which then converted into “a communicative competence specification from which a syllabus can be drawn up” (Jordan, 1997, p.24). There are two stages involved in Munby’s Model: CNP and the profile of needs which is derived from the CNP in terms of micro-skills and micro-functions. Based on Munby’s model, Hutchinson and Waters (1987) suggest a framework that is centered on asking questions about the target situation and the attitudes towards that situation of the various participants in the learning process.

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

However, many researchers have addressed the limitations of Munby’s model, saying that it is not very practical. The model is claimed to be inflexible, time-consuming to report a target profile for each learner, and misses to prioritize the list of micro-elements and their

linguistic functions, and does not include other affective factors (Hutchinson & Waters, 1987; John, 1998; West, 1994)

#### **1.2.5.2. Present-Situation Analysis**

The term Present Situation Analysis (PSA) was first coined by Richterich and Chancerel (1980) as a complement to TSA (Robinson, 1991; West, 1997; and Jordan, 1997). Unlike TSA, PSA ascertains the students' state of language development at the beginning of the language course. The sources of information are: learners themselves, the teaching establishment and the 'user institution'. Dudley-Evans and St John (1998, p.125) state that PSA "estimates strengths and weaknesses in language skills and learning experience". Broadly speaking, PSA addresses two aspects: "lacks" and "wants" (Hutchinson & Waters, 1987). Jordan (1997, p.26) explains that the necessities that the learner lacks can be also referred to as Deficiency Analysis (DA).

#### **1.2.5.3. Deficiency Analysis**

As mentioned above, what Hutchinson and Waters (1987) consider as "lacks" can be directly linked to Deficiency Analysis (DA). DA attempts to analyse the gap between learner's present language level and the linguistic proficiency level that he would reach (Dudley-Evans & St John, 1998). Therefore, DA can be used as the basis of the language syllabus (Jordan, 1997) because it could provide data about both the gap between present and target linguistic level, mastery of language, language skills, and learning strategies.

#### **1.2.5.4. Strategy Analysis (SA)**

As its name indicates, this approach of NA deals with the strategies that learners employ in order to learn a language. In other words, SA focuses more on "the methodology employed to implement language programmes" (Nunan 1988, cited in Jordan 1997, p. 27). SA attempts to establish how the learners wish to learn rather than what they need to learn, West (1998, as cited in Sanghori, 2008, p.12). Allwright (1982) was the pioneer of SA; his departure was the students' perceptions of their needs in their own terms. In this respect, Allwright (1982,



cited in Jordan, 1997, p.27) stresses that learners should take stand on the insight of their needs, and in return addresses three aspects:

**Needs:** The skills that belong to learners themselves;

**Wants:** The learners' needs that take precedence over any other ones;

**Lacks:** They imply the disparity between the learner's existent know-how and the desired one.

Finally, Allwright (1982, as cited in West, 1994) states that the investigation of learners' preferred learning styles and strategies gives us a picture of the learners' conception of learning.

#### **1.2.5.5. Means Analysis**

Munby's model (1978) failed to consider logistics and pedagogy issues, the latter led to debate about practicalities and obstacles in implementing a needs-based language course. For this reason, Holliday and Cooke (1982) introduce Means Analysis as an attempt to adapt language course to local situations. In other words, MA "looks at the environment in which a course will be run [...] the environment in which the project will take root, grow healthily and survive" (Dudley-Evans & St John 1998, p.124). In this approach the course designer or the teacher first identifies the relevant features of the situation and then sees how the positive features can be used to advantage to accommodate what would conventionally be seen as constraints. Basturkmen (2010) provides a more explicit meaning of "mean analysis" as the "identification of the constraints and opportunities in the teaching situation" (pp. 18-19). Her analysis included gathering information on the classroom culture, learner factors, teacher profiles, and the status of language teaching in the organization.

#### **1.2.5.6. Learning Centred Approach**

In ESP area, Hutchinson and Waters (1987) consider knowing the starting point (PSA) and destination (TSA) is not sufficient. In other words, target situation can determine the

destination but practitioners should choose the route according to the conditions of learning situation. Accordingly, a Learning Centred Approach emerged to respond to these approaches' deficiencies. Hutchinson and Waters (1987) strongly advocate this approach in which learners' learning needs play a central role contrasting other approaches that put much emphasis on language needs. They propose that more attention should be given to how learners learn. They believe that such analysis will help the practitioners to know "what the learner needs to do in order to learn" (Hutchinson & Waters, 1987, p.54). In this respect, they draw distinction between: *Learner-Centered* infers that 'learning is totally determined by the learner' and *Learning-Centered* involves learning 'a process of negotiation between individuals and society' which includes in turn teaching, syllabus, method, and materials (Hutchinson & Waters. p.172).

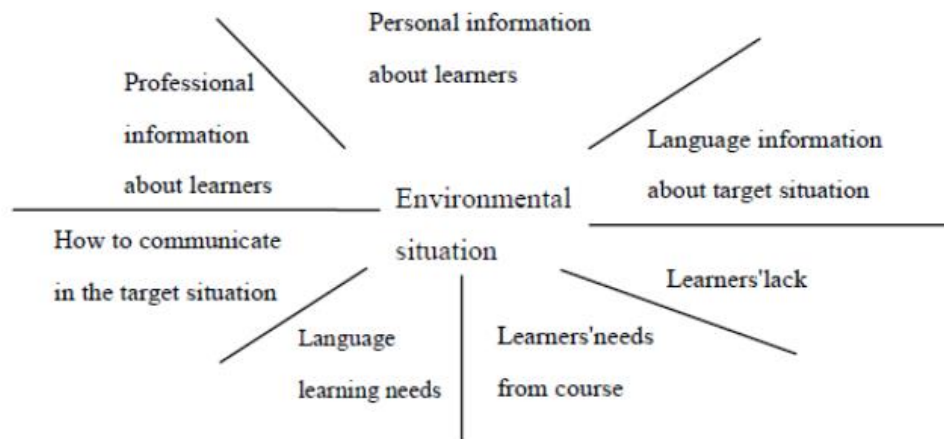
For them ESP is an "approach to language teaching which is directed by specific and apparent reasons for learning" (1987, p.16). Based on this approach, learners should be taught skills that enable them to reach their target, furthermore the process of learning and motivation should be considered as the fact that learners learn differently (Sanghori, 2008, p.12). In ESP realm, Hutchinson and Waters (1987, p.74) confirm that both; target needs and learning needs should be taken into consideration. They elaborate: The ESP learning situation and the target situation will both influence the nature of the syllabus, materials, methodology, and evaluation procedures. Similarly each of these components will influence and be influenced by others. In learning needs analysis, (Hutchinson and Waters, 1987, p.62-63) propose a framework which consists of different questions,. The framework proposed by them is illustrated in the following table:

**Table 2. Analysing Learning Needs adapted from (Hutchinson & Waters, 1996, p.62)**

|                                                |                                                                                                                                                                                                                                                                                                                                                                                                                        |
|------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Why are the learners taking the course?</b> | <ul style="list-style-type: none"> <li>• Compulsory or optional;</li> <li>• Apparent need or not;</li> <li>• Are status, money, promotion involved?</li> <li>• What do learners think they will achieve?</li> <li>• What is their attitude towards the ESP course? Do they want to improve their English or do they resent the time they have to spend on it?</li> </ul>                                               |
| <b>How do the learners learn?</b>              | <ul style="list-style-type: none"> <li>• What is their learning background?</li> <li>• What is their concept of teaching and learning?</li> <li>• What methodology will appeal to them?</li> <li>• What sorts of techniques are likely to bore / alienate them?</li> </ul>                                                                                                                                             |
| <b>What resources are available?</b>           | <ul style="list-style-type: none"> <li>• Number and professional and competences of teachers;</li> <li>• Attitude of teachers to ESP;</li> <li>• Aids;</li> <li>• Opportunities for out-class activities.</li> </ul>                                                                                                                                                                                                   |
| <b>Who are the learners?</b>                   | <ul style="list-style-type: none"> <li>• Age/sex/nationality;</li> <li>• What do they know already about English?</li> <li>• What subject knowledge do they have?</li> <li>• What are their interests?</li> <li>• What is their socio-cultural background?</li> <li>• What teaching styles are they used to?</li> <li>• What is their attitude to English or to the cultures of the English-speaking world?</li> </ul> |
| <b>Where will the ESP course take place?</b>   | <ul style="list-style-type: none"> <li>• Are the surroundings pleasant, dull, noisy, cold,...etc?</li> </ul>                                                                                                                                                                                                                                                                                                           |
| <b>When will the ESP course take place?</b>    | <ul style="list-style-type: none"> <li>• Time of the day;</li> <li>• Every day/one a week...etc;</li> <li>• Full time/part time;</li> <li>• Concurrent with need or pre-need.</li> </ul>                                                                                                                                                                                                                               |

### **1.2.6. Dudley-Evans and St. John's Model of Needs Analysis**

Dudley-Evans and St. John (1998, p.125) design their NA model for Business English courses, which aims to gather the needs of the relevant stakeholders for effective ESP course development. In the following, Figure (4) identifies the eight factors in the Dudley-Evans and St. John's needs analysis model



**Figure 4. What Needs Analysis Establishes (Dudley-Evans & St. John, 1998, p. 125)**

Figure 4 illustrates the model suggested by Dudley-Evans and St. John (1998). This model focuses on (1) learners' professional information, (2) learners' personal information, (3) learners' language information about the target situations, (4) learners' lacks, (5) learners' needs from course, (6) language learning needs, (7) communication information in the target situation, and (8) environmental information.

Dudley-Evans and St John's (1998) model on language needs is practical and pragmatic all aspects as they clearly define and prioritize the main four components for ESP needs assessment: TSA (Target Situation Analysis), PSA (Present Situation Analysis) and LSA (Learning Situation Analysis) and MA (Means Analysis). In the present research NA questionnaire, the researcher used the same model's components and categorized them into sections and related questions for investigating HRM students' needs. These components are defined by Dudley-Evans and St John (1998), are as follows:

- A. professional information about the students: the tasks and activities students are/will be using English for-target situation analysis (TSA) and objectives needs.
- B. personal information about the students is concerned with learners' general profile, previous language learning experiences.

**C.** English language information about the students: what their current skills and language use are- present situation analysis (PSA)-this could allow us to assess (D). PSA determines strengths and weakness in language skills.

**D.** the students' lacks: the gap between (C) and (A)-lacks

**E.** language learning information: effective ways of learning skills and language in (D)- learning needs-Learning Situation Analysis (LSA)

**F.** knowledge of how language and skills are used in target situation-linguistic analysis, discourse analysis and genre analysis.

**G.** students' needs from the course: what is wanted from the course?

**H.** environmental situation: information about the environment in which the course will be run-means analysis.

In the current study, NA questionnaire has been designed according to this model to due to many reasons (cf. Appendix C). Dudley -Evans and St John's (1998) model is a the most recent and comprehensive concept of NA which encompasses an eclectic approach which permits the researcher to conduct inclusive analyses of learners' needs . Moreover, this model combines both Munby's (1978) model and Hutchinson and Waters' (1987) Learning Centred Approach. That is to say, Dudley-Evans and St. John's (1998) NA model incorporates all previously mentioned approaches to NA: "target situation analysis, present situation analysis, deficiency analysis, strategy analysis or learning needs analysis, means analysis, register analysis, discourse analysis, and genre analysis" (p.125). In the present study, information on what the business students know or do not know in relation to the demands of the target situation will be obtained in PSA section. The English language communicative problems and English language needs of the business students or in other words the gap between TSA and PSA will be obtained. Similarly, information about the learners' preferences in learning and the activities

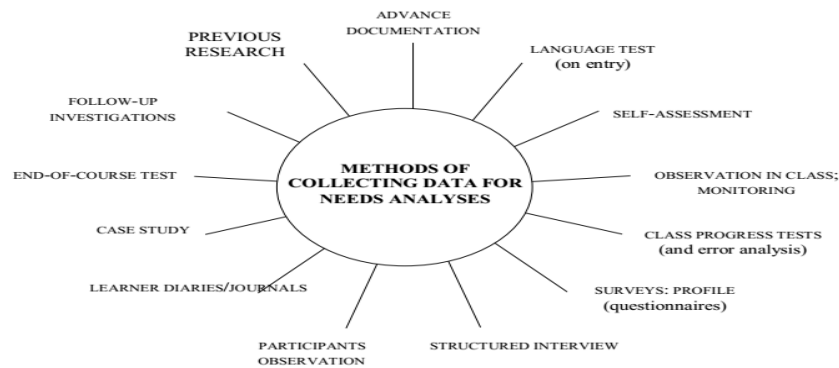
they would like to have in an English course will be collected in LSA section. Similar to the present research case study, Dudley-Evans and St. John (1998, p.125) design their NA model for Business English courses, which aims to gather the needs of the relevant stakeholders for effective ESP course development. Many scholars consider their model as a full NA model that would help ESP researchers in identifying the learner's needs efficiently and practically (Robinson, 1991; West, 1994; Songhori, 2008; Khan, Ghulamullah, Mohsin, Dogar, & Awan, 2011; Flowerdew, 2013).

### **1.2.7. Methodology and Factors in Conducting Needs Analysis**

Many scholars shared the agreement on the diversity of the methods used to collect data in NA (Basturkmen, 2010; Chen, 2009; Brown, 2009; Long, 2005; Richards, 2002; Graves, 2000; Dudley-Evans & St John, 1998; Jordan, 1997; and West, 1994). ESP practitioners have a wide range of data collection methods to elicit the information needed to determine the needs for which the learner requires a language and arranges the needs according to the priorities.

#### **1.2.7.1. Data Collection Methods for NA**

According to Dudley-Evans and St John (1998, p.132), there are six main methods for data collection in NA, which are questionnaires, analysis of authentic spoken and written texts, discussions, structured interviews, observation and assessments. Generally, data collection methods are mainly used to find out information about the learner in order to determine his objectives of learning the language, the skills that should be focused on, the situation in which the language will be used, with whom the language will be used and the level of proficiency required. For these factors, carrying out NA using the different data collection methods “leads to a very focused course” (Dudley-Evans & St. John, 1998). As figure (5) illustrates, Jordan (1997) proposes thirteen methods of collecting data:



**Figure 5. Methods of Collecting Data for Needs Analyses (Jordan, 1997)**

In the present research, questionnaire, interview, and placement test are the main instruments used to collect NA data. The former are used to collect information on a larger scale (Brown, 1995; Dudley-Evans & St John, 1998; Graves, 2000). Besides, they can cover questions, which other tools cannot. They also allow for a variety of questions such as bio-data, self-rating, and judgmental rating (Brown, 1995). Moreover, questionnaires are useful in collecting data from a large number of individuals (cf. Appendix C). On the other hand, NA data can also be gathered via interviews. In the present study, semi-structured interview is conducted with language teachers (cf. Appendix D). The open-ended questions permit collecting more authentic information from individuals (Brown, 1995).

Generally, interviews are time-consuming; hence, they are used as follow up to another method such as questionnaires. Along with interviews, placement testing is crucial to determine the learner's level. The objective behind this test in the present research is to constitute homogenous learning groups (cf. Appendix G).

To sum up, in order to obtain more NA information, different methods should be used simultaneously; this method is known as triangulation. It refers to the use of more than one method of data collection as well as source of information (West, 1994; Richards, 2001; Long, 2005; Brown, 2009). According to Long (2005, p. 28), triangulation increases "credibility of...interpretations of data". Richards (2001) believes that each method of data collection has

strengths and weaknesses; therefore, the use of multiple sources of information can complement each other.

#### **1.2.7.2. Sources for NA Data Collection**

Sources of NA data collection are other methodological aspects in NA that should be considered. Brown (1995), Dudley-Evans and St John (1998), Richards (2001), Long (2005), and Rahman (2015) agree that NA information has a number of sources. In this vein, Brown (1995) categorizes data collection sources into four groups. The first is the target group, which comprises learners, teachers, and administrators. The second group is the audience which refers to the people who are required to act upon the NA results (course managers, supervisors, or any ruling bodies above the language course). The third is the resource group who can provide relevant information such as parents, financial sponsors, future employers, or specialization professors. The fourth group is needs analysts. The latter are either consultants from outside the institution or members of the institution.

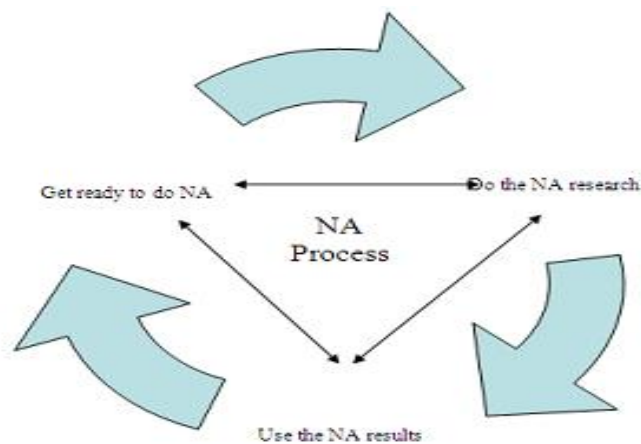
In this research, the students are selected to provide NA data since they seem as an obvious choice of informants in NA and they are the primary respondents. Moreover, the ESP teachers are suited for the study as they provide data based on their current experience on the teaching of ESP in the Department of Management Sciences. In order to ensure a refined and flexible framework of NA In the present research, different views of students, subject-specialists, English language instructors and ESP practitioners are to be taken into consideration using questionnaire, interview, and placement test. Such considerations are highly necessary for conducting any NA because they would affect the implementation of research, the development of course and, methodology and material selection.

#### **1.2.8. Procedures of Conducting Needs Analysis**

For an NA process to be carried out systematically, a variety of procedures can be used and the type of procedures selected determines the information acquired. (Richards, 2002).



Brown (2009) compares the NA models that proposed by Jordan (1997), and Graves (2000, p.100), he concludes that these models are more or less similar in the sense that all of them consist of three major stages which are clearly shown in figure (6):



**Figure 6. A Framework for Doing Needs Analysis (Mohammadi & Nacer, 2013, p.1015)**

Brown (2009, as cited in Mohammadi & Nacer, 2013, p.1016) explains his comprehensive framework of NA that consists of three main stages with ten steps:

**A. Get ready to do NA**

1. Define the purpose of the NA
2. Delimit the student population
3. Decide upon approach (es) and syllabus (es)
4. Recognize constraints
5. Select data collection procedures

**B. Do the NA research**

6. Collect data
7. Analyse data
8. Interpret results

**C. Use the NA results**

9. Determine objectives
10. Evaluate the report on the NA project.

In order to put forward a balanced argument on NA and the steps taken to conduct NA, the Brown's (2009) NA framework has been adopted in the current study aiming to conduct a comprehensive NA. Henceforth, the results of NA would help in designing a relevant course to meet the needs of the target learners.

### **Conclusion**

ESP has gained a solid ground in recent years in the fields of applied linguistics and language teaching and learning. In conclusion, the necessity of teaching ESP has urged Algeria as the rest of the globe to call for urgent implementation of ESP courses in all universities to meet both the needs and the requirements of the workplace.

This chapter was an attempt to provide a thorough theoretical background about ESP, course design and needs analysis. The first section was devoted to represent an overall theoretical overview about ESP emergence, definitions, characteristics, types, ESPs GE and ESP stages of development. Furthermore, the main steps for course design that have been described to put a solid basis for the present research. As designing a particular ESP course is based on analysing the needs of learners, the second section shed light on the concept of Needs Analysis, its types, characteristics, specific models, the role of NA in ESP, and highlights the significant related studies of NA in ESP. As NA is the preliminary phase of this research, a scientific rationale was given for selection of the model, method, procedure and tools.

## Chapter Two: Business English and Speaking Skills

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## **Chapter Two: Business English and Speaking Skills**

### **Introduction**

In the era of globalization, communication skills should entail real-world spoken discourse which implies procedural instructions rather than declarative knowledge. Speaking skill is a crucial part of foreign language learning/teaching process. This chapter is divided into two main sections. In its first section; the ESP main branch; Business English (BE); is holistically reviewed by providing related BE definitions, types, characteristics, BE teaching and learning process in addition to the material development. The second section is devoted to introducing relevant literature closely related to speaking skills and their assessment. This chapter is also carried out to shed some light on the concept of speaking skills and what they do involve as sub-skills. A focus on some principles and goals of teaching the targeted skills are also discussed. The aspects of assessing speaking skills are determined to perceive their significance and difficulties in EFL and ESP educational settings.

### **Section I: English for Business Purposes**

According to Belcher (2009), English for Business Purposes (EBP) has become a prosperous field within ESP in regards to teaching and research. As a matter of fact, EBP is regarded as a dynamic field of research over the recent two decades (Hewings, 2008). With the swift development of business, English widely aims at promoting the current globalised business world and creating huge economic and industrial networks. Contemporary, the application of BE is gradually extending; it covers a wider range of several fields, i.e.; the use of English in external business procedures at different levels. BE currently acts as an effective medium of communication.

#### **2.1.1. Business English as a Lingua Franca**

Apparently, the tendency of English globalisation, as a worldwide phenomenon, creates a kind of necessity for people to communicate with different linguistic and cultural backgrounds

and in a diversity of settings. According to Kassim and Ali (2010), almost all business procedures are conducted in English, such as, standard operating procedures, manuals, and even announcements. Within the same respect, Charles (2007) argues that “arguably, more international business is actually done in English between non-native speakers (NNs) than between native speakers (NSs).” (p. 263). Accordingly, this fact demonstrates how important English has become, especially in international business settings.

Within business context, the reasons beyond growing usage of English as a lingua franca (ELF) are mainly linked to the globalization of both business operations and communication technology. According to Hewings and Nickerson (1999), the recent trend of business internationalisation joined with the emergence of new types of company networks reflect that a large percentage of members of such entities have to be able to use ELF professionally, i.e.; they need to work in English.

To give emphasis to the cumulative use of English in the global business situations, this language variety has been called *Business English Lingua Franca (BEFL)*, Louhiala-Salminen, Charles and Kankaanranta (2005) define BELF as follow:

BELF refers to English used as a ‘neutral’ and shared communication code. BELF is neutral in the sense that none of the speakers can claim it as her/his mother tongue; it is shared in the sense that it is used for conducting business within the global business discourse community, whose members are BELF users and communicators in their own right – not ‘non-native speakers’ or ‘learners’. (pp. 403–404)

In other words, BELF is originated in the global business community to conduct business: it is a ‘neutral’ notion used by business practitioners to do their work. Definitely, it could be argued that BELF is an original professional language, which has been developed and took its niche in the past two decades. Furthermore, Zhang (2009) provides a working definition of BE, which refers to how to communicate within the context of international business where practitioners employ strategies required to reach their goals by different ways of communication.

To sum up, English serves as a suitable and practical tool for people to communicate globally, especially in the international business world. It is also functioning as a bridge language.

### **2.1.2. Business English: Definitions**

Business English (BE) or English for Business Purposes (EBP) represents one of the main branches of ESP. BE shares many of its specificities in terms of NA, syllabus design, course design, and materials selection and development (Ellis & Johnson, 1994) . However, they consider Business English as different from other varieties of ESP in that:

...it is often a mix of specific content (relating to a particular job area or industry), and general content (relating to general ability to communicate more effectively, albeit in business situations). (Ellis & Johnson, 1994, p.3)

BE is seen as a branch of ESP that ‘requires the careful research and design of pedagogical materials and activities for an identifiable group of adult learners within a specific learning context’ (Dudley-Evans & St John 1996. p 1). Few years later, Dudley-Evans and St John (1998, p.7) argue that “... EBP is mainly concerned with adult learners, working or preparing to work in business context, and deals with Business English in an occupational, not academic context.”

Furthermore, Frenco (2005, p.7) defines BE as; “... an umbrella term for a mixture of general everyday English, general business English, and ESP. It is not limited to words or phrases that only appear in some special business world”. Zhang (2009) also provides a working definition of BE, which refers to how to communicate within the context of international business where practitioners employ strategies

To cut it short, BE is a wide-embracing term that is used to describe the type of English that is used by people to do business. It can be seen from different perspectives as it involves the definition of a specific language corpus and emphasis on particular kind of communication

in a specific context. The main aim to review the above mentioned definitions is not to find a precise definition to BE/ EBP in linguistic terms; yet to understand the function of English language when used for communicating in a business context.

### **2.1.3. Types of Business English**

Ellis and Johnson (1994) assert that BE is broader than the other varieties of ESP. Henceforth, Dudley Evans and St John (1998) recommend a further subdivision to EBP namely, English for General Business Purposes (EGBP) and English for Specific Business Purposes (ESBP).

#### **2.1.3.1. English for General Business Purposes (EGBP)**

English for General Business Purposes (EGBP) courses are generally designed for pre-experienced learners or for those at a very early stage of their career (Dudley-Evans & St John, 1998, p.55). In this respect, Frenco (2005, p. 1) states that:

Pre-experienced learners have little or no experience of the business world. Typically, they are learning business English because they intend to follow a business career; they may be university students, for example, or even secondary school students. Because of their lack of experience they will often need to teacher to provide a window on the business world.

In this type, courses are based at this stage of learning on traditional four skills where the business language is presented through listening and/ or reading, followed by exercises to practise specific grammar and particular attention given to verbs-tenses, conditionals and modals. Besides, teaching specific vocabulary that is related to typical business topics such as presentation, making arrangements, meeting people, and advertisement. The aim of the course is to develop fluency in one or more of the four skills. They are similar to general EFL courses with the materials put in business contexts (Dudley-Evans & St John, 1998, pp. 55-56).

However, this kind of knowledge remains unsatisfactory, and mainly theoretical which is not linked to real-life business situation. In this vein, Ellis and Johnson (1994, p. 5) claim that learners will be less aware of their language needs in terms of communicating in real-life



business situation, and their expectations of language learning will be moulded by their experiences from school, and thus by the educational policies of the country in which they grew up.

#### **2.1.3.2. English for Specific Business Purposes**

English for Specific Business Purposes (ESBP) refers to Business English taught for job experienced learners (Ellis & Johnson, p. 1994) or “who bring business knowledge and skills to the language-learning situation” (Dudley-Evans & St. John, 1996, p.56).

In this type, courses are carefully selected and arranged according to the learners’ specific language occupational needs (specific business communicative events). According to Ellis and Johnson (1994, p. 6), in this type of courses “the practical use of language will be more important than theoretical knowledge about the language”. Accordingly, courses are frequently intensive in small groups of 6-8 and senior staff may opt for one-to-one training.

In the case of job-experienced learners, as in (Ellis & Johnson, 1994, p. 6), the objectives for the course and its content are the product of a negotiating process between the learners or the sponsor and the trainer. The training parameters are flexible and it is quite difficult to give a precise assessment on the training success.

#### **2.1.4. Characteristics of Business English**

According to Ellis and Johnson (1994), the substantial characteristics of the language of business are three:

- **Sense of purpose (Purposefulness):** every exchange in the area of business meetings, telephone calls, and discussion has a “sense of purpose.” According to Widdowson (1983, pp.25-26): “Purpose in ESP means practical use to which the language will be put in achieving occupational and academic aims”. That is to say, interactions in a business setting have a sense of purpose that is the context of all business communication.

- **Social Dimensions:** in the business world, communication is always influenced by the social context in which it takes place. Social skills of business people are needed to develop contacts with people for business objectives. According to Ellis and Johnson (1994), BE takes into account the situations in which business people from different cultures unite. They claim that meetings between business people are usually brief for the lack of time; hence, an internationally agreeable manner to diminish the tension in a meeting is a necessity.
- **Clear communication (Economy and Clarity):** Business communication requires language to be clear, economical and well-organized because long and ambiguous messages involve much costs, Information has to be conveyed with minimum risk of miss understanding and the time of the processing by both the speaker and the learner.

### **2.1.5. Business English Teaching/Learning**

As typical part of ESP, BE generally has the same categories as ESP. Different scholars believe that EBP must be seen in the overall of ESP, as it shares important elements of ESP, such as needs analysis, syllabus design, course design and material selection and development. Accordingly, Strelchonok (2012, p. 577) denotes that the main aims of BE course are as follow:

- To develop students' reading, speaking, listening, and writing skills in BE in order for the students to understand a range of work or business-related information and to respond appropriately when required.
- To develop students' business communication skills: meeting, presentation, negotiation in order for the students to be able to interact in a range of work or business related communications.

- To acquaint students with specialist terminology in order for the students to understand and produce a range of language which will be clearly understood in professional environment.
- To familiarize students with basic business concepts in order for the students to be able to communicate effectively in international working environment.

To cut short, BE courses should be based on clear straightforward purposes with high quality results. Its primary and main concern is to communicate effectively in the target situation.

#### **2.1.5.1. Characteristics of Business English Course**

Many scholars assert that BE course is described as being authentic-material based, purpose-relation orientated and self-directed (Wang Jin & Jin Min, 2007 as cited in Xiarong & Lili, 2010).

- A. Authentic-Material Based:** Dudley-Evans (1997) claims that the use of authentic learning materials is entirely feasible in ESP. According to Richards and Schmidt (2010), it implies the use of authentic materials which, constitute those materials which are not designed for the purpose of classroom use, like newspapers and advertisements. However, language in such kind of materials tends to be more natural than in those used in the classroom, like textbooks.
- B. Purpose-Relation Orientated:** entails the implementation of communicative tasks in order to simulate real-life business matters, to illustrate, asking learners to design company brochures or conference memos (Xiarong & Lili, 2010).
- C. Self-directed:** means that learners are led through the course content into a state of being able to use the language in their subject area of interest (Xiarong & Lili, 2010).  
When learners are frequently exposed to real-life materials, involved in

communicative tasks that simulate those in their target situation and are prepared to be autonomous in manipulating the language they need in their area of interest.

#### **2.1.5.2. Business English Teacher**

As far as BE teacher's role is concerned, Ellis and Johnson (1994, p. 26) explain that "Whatever the background, it is important to stress that the business English trainer is primarily a language teacher. S/he does not need to be an expert in any particular business. It is the learners who have the specific content knowledge and who are able to bring that knowledge to the classroom." In the same vein, Dudley-Evans and St John (1998, pp. 60-61) state that BE practitioners should be aware of certain concepts which are as follow:

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

#### **2.1.5.3. Business English Learner**

According to St. John (1996), BE could be defined in terms of the learners' target needs. In other words, BE teacher should know the learners' relationship to the business world, whether learners are in the workplace or preparing to enter it. Learners of BE can be categorised into three categories based on their relationship to the business world: pre-MBA, pre-professional and professional. Pre-MBA learners are those pursuing their graduate studies in business. They need and require BE to function in the workplace at a higher level. Pre-professional, the second largest group of learners, consists mostly of undergraduates who are preparing to enter the business world. Lastly, the largest group is the professionals, those who

are currently working in business related sectors. As these learners are familiar with the professional setting, and have business experience, they are able to identify their need to be able to function in English professionally and the specific kind of knowledge and skill they need.

BE learners play a significant role in their learning process, as they are various in purposes. In BE context, learners who have experiences, are considered different from those who have no any experiences. Based on that fact, Frendo (2005, pp. 1-2) pinpoints comprehensive categories of learners which are classified according to:

- **Experience:** Pre-experience learners who go through BE whether at university, secondary school or those who plan to pursue a business career. Job- experienced learners who are au fait with their undertakings and thus who are acutely aware of their BE needs. General business-experienced learners who are not bereft of work experience yet they need English for a particular end or to set o off on another job.

- **Level in the organization's hierarchy:** Since the company's echelons range from senior managers to junior staff, so each echelon undergoes distinct training. The latter can be one-to-one, intensive or extensive according to the standing they hold.

- **National culture:** So as to cope with this, cross-cultural educational institutions sometimes constitute groups of culturally diverse learners. Otherwise, they may set them t up separately since those whose communicative styles diverge may in effect affect the learning process.

- **Need:** Taking heed of learners' needs is imperative. Needs tend to be precise needs (as answering a company telephone hotline), general intent (as enhancing the English level) or tasks which are peculiar to secretaries, accountants or technicians.

- **Language level:** Learners' level of proficiency may be closely akin to others (elementary, intermediate or advanced). Owing to this fact, learners of each level form a group according to a set of norms as sitting for a test.

#### **2.1.5.4. Teaching Business English Development**

Most of the major developments regarding the growth of BE date back to the second half of the twentieth century, when teachers and course designers started to look at it from a completely different angle. According to Dudley-Evans and St John (1998), BE has become a prominent area in ESP since the 1960's due to the enormous growth of international.

By the late 1960s and early 1970s, it has been agreed upon that vocabulary should be perceived as a major factor distinguishing BE course from GE. In the early 1970s, Ellis and Johnson (1994) point out that the focus was on communication. More specifically, English users shifted their focus towards training; that comprised the competence to speak, listen, read and write more effectively in relation to a business context. Accordingly, BE courses were based on giving opportunities to improve learners' communication skills.

In the 1980s, BE focused on various language skills training. It also included authentic material such as companies' annual reports and business magazines. In the 1990's, Business English witnessed prominent growth because of the development in multinational companies, global trade and business. In the twenty-first century, BE has become highly significant and it is difficult to think of Business English as simply a branch of ESP. Currently, Business English courses are offered in many colleges and universities in order to develop the learner's occupational English ability.

According to Dudley-Evans and St. John (1998), BE has been introduced in tertiary institutions since the 1980's. BE programmes include teaching professional business terms and communication which is in contrast to GE (Dudley-Evans & St. John, 1998). Therefore, in line

with the growing approval of BE, it is important to make a link between teachers' potential to learners' expectations in an attempt to ameliorate a BE teaching learning situation.

### **2.1.6. Needs analysis in Business English Context**

Concerning BE, the identification and analysis of needs is a prerequisite stage for the BE course designers. In this respect, Dudley-Evans and St John (1998, p.2) note that "Needs Analysis may indeed be even more fundamental to Business English than to English for Science and Technology, as the learners' needs may vary much more." Likewise in ESP, rigorous analysis of the linguistic features of the designated situation should be carried out in BE. The identified features, accordingly, will form the BE course. Brieger (1997, as cited in Dudley-Evans & St John, 1998, p.58) claims that: "Needs analysis for Business English will set out to identify the range of general and specialist language knowledge required, together with general and professional communication skills." In other words, the collected data include the language application information, communicative skills, and the cognition of the teaching objectives of the learners, working institutions and societies.

Furthermore, Kankaanranta and Louhiala-Salminen (2007) claim that any English for business communication course should be based on needs analysis findings. In the current study, NA was conducted to find out HRM Master's students English for business communication majors' needs. Thus, the results from needs analysis helped determine the most appropriate course objectives, the content which is perceived as being valuable by the students, as well as the course assessment and evaluation.

#### **2.1.6.1. Implementations of Needs Analysis in ESP Contexts**

Generally, ESP course is designed in order to put fingers on the specific needs of individuals or groups of individuals using English language aiming to meet their specific needs in both academic and professional contexts. A plethora of research in NA that has been

undertaken in different disciplines with different frameworks; in the following, some key studies in BE context are reviewed and discussed.

Zughoul and Hussein (1985) conducted a NA study as an attempt to examine the perceptions of both students and staff members in different disciplines concerning English language. The findings indicated that the students stressed developing the ability to communicate in various forms including written, oral, audio-visual and graphic presentations. In the same vein, Basturkmen (1998) carried out NA research to identify students' needs, in seven departments at Kuwait University. The obtained results revealed that engineering students gave great importance to English academic needs.

Besides, Taillefer (2007) conducted a research about the professional English language needs of French economics students intending to pursue different professions in the future. The findings of skills-based questionnaire revealed that an overall high level of English language proficiency was required, mainly in oral communication. Likewise, Kim (2006) carried out a NA study for non-science and non-engineering East Asian graduate students. The results identified individual, small group discussions and whole class discussions as the most frequently required oral classroom tasks for developing listening and speaking skills. Concerning writing skills, Bacha and Bahous (2008) conducted a research to investigate the business students' writing needs. The obtained results indicated the written language ability of the business students and stressed on the improvement of the writing proficiency level to cope with the different writing types needed in various target situations.

In professional settings, Cowling (2007) conducted a NA research on a heavy-industry company. He found that content, skills, topic and task based syllabus as the immediate requirement to design a course for intensive workplace course; consequently, the results of the questionnaire suggested that the syllabus should be able to serve a conversational course where participants could utilize their existing common English knowledge into industry circumstances



and supply authentic examples of language. He concluded that NA was able to meet the requirements and provided useful English training for the company business workings.

In the same vein, Crosling and Ward's (2002) study aimed about the importance and frequency of oral communication in the workplace. The obtained results revealed that oral communication in the workplace was highly frequent and important. Consequently, participants recommended the teaching of presentation skills to students at tertiary level to equip them with the oral communicative demands of the workplace.

Wu and Chin (2010) investigated the English language needs of banking and finance professionals. By means of questionnaires and semi- structured interviews, the obtained results revealed that writing was the most important skill for the employees. Employees had to work with their counterparts in other countries and most of the time, the writing skill was needed. Similarly, speaking and listening skills were considered to be crucial in the banking industry. Employees needed to have good English speaking and listening skills to exchange ideas and information during multinational conference calls either by telephone or online, in addition to oral presentation and business conversations.

On the other hand, Tsao (2011) conducted a study using questionnaires with business technological students and their lecturers to identify the needs of the students for an ESP programme. The findings showed that both students and lecturers felt that the ESP programme should be placed under language training while integrating specialized content into the programme to meet with the learners' specific needs. They also perceived that the ESP programme should be different from GE in terms of the teaching approaches, teaching materials and the teaching objectives. According to Tsao (2011), the findings suggested that in ESP programmes, ESP teachers should not use the same method that was used in teaching GE, because they are different in terms of the learning content and goals.

Evans' (2010, 2013) NA surveys provided some practical suggestions on how an effective BE course should be planned aiming to offer more opportunities for learners to practice in the classroom. For example through: a) group discussions, b) role-plays, c) using authentic sample of text, d) exposing employees to different accents for them to communicate effectively with people from different countries, and e) inviting professional speakers to share their knowledge. From the findings also, it can be concluded that English language is mainly used for writing emails, reports, and various documents in the workplace in Hong Kong, while speaking in English is mainly used for presentations and formal meetings.

The major findings of these studies revealed that the majority of the offered BE courses may have not been implemented based on NA; thus, there would be a gap between the teaching of Business English and the actual communicative target needs. Finally, the process of NA may help to contextualize ESP courses according to participants' needs in terms of appropriateness and effectiveness in different settings.

### **2.1.7. Materials Selection and Development in Business English**

In ESP contexts, materials play a significant role in providing language input acquaintance, motivation and stimulation factor, and teaching aids. Reviewing ESP literature, many scholars consider materials as a vital component that controls the process of teaching and learning (Hutchinson & Waters 1987; Jordan, 1997; Dudley-Evans & St John 1998; Chen 2006). In order to support the learning process, the teacher could adapt, supplement, and elaborate the available materials. According to Richards et al. (2002, p.322), teaching materials refer to all the used teaching aids to ease the learning of the language. For these authors, "Materials may be linguistic, visual, auditory, or kinaesthetic, and they may be presented in print, audio, or video form, on CD-ROMs, on the Internet or through live performance or display". Graves (1996, p.27) defines teaching materials as "tools that can be figuratively cut up into component pieces and then rearranged to suit the needs, abilities and interests of the

students in the course”. Teaching materials are various in ESP context according to the target situations, learning situation and learners’ needs.

### **2.1.7.1. The Role of Materials in Business English**

The role of materials in BE course is indisputably significant. In this respect, Hutchinson and Waters (1987) state that good materials do not teach, they encourage learners to learn. Consequently, ESP teacher should select relevant texts and tasks that are appropriate to the academic speciality or professional domain of learners. Moreover, materials in BE should include stimulating activities that involve diversity of skills, appropriate content that are suitable to learners’ needs. Henceforth, these aids encourage learners to make use of the specialist knowledge required in their domains. Hutchinson and Waters (1987, pp.107-108) mention six objectives for materials in ESP:

they should (a) provide a stimulus for learning, (b) help to organize teaching and learning process, (c) embody a view of the nature of language and learning, (d) reflect the nature of the learning task, (e) have a very useful function in broadening the basis of teacher training, and (f) provide models of correct and appropriate language use.

Similarly. Dudley-Evans and St John (1998, p.152) point out “Introducing some specific work into the ESP class, either as the main focus of the course or to supplement the common-core features of the course is generally beneficial”. Dudley-Evans and St John (1998, pp.170-171) list four roles of employing materials in BE context: (1) as a source of language, (2) as a learning support, (3) for motivation and stimulation, and (4) for reference. The role of using the different ‘authentic’ materials in ESP classroom provides learners with occasions to be exposed to a wide range of language features in real context. Moreover, materials are exploited to help learners engage better in the learning process via stimulating activities of cognitive and communicative skills. For materials to be motivating, Hutchinson and Waters (1987, p.107) claim that “materials provide a stimulus to learning, good materials do not teach but they encourage learners to learn”.

### **2.1.7.2.Criteria of Material Selection and Development**

Materials selection and development is, indeed, a challenging and difficult undertaking, which necessitates profound vision and a substantial experience. In fact, Hutchinson and Waters (1987) consider that so many ESP materials do not reflect “the realities of ESP classroom”. Accordingly, this makes learners uninterested and demotivated in what is presented in the lesson. According to Graves (1996), in order to select appropriate materials, the following elements should be taken into considerations:

1. Effectiveness in achieving the course purposes;
2. Appropriateness of the materials, so that the students will feel comfortable. This means that the material will be relevant to their interests and language level.
3. Feasibility, so that the material will be in accordance with students’ capabilities and the course will not prove too difficult for them.
4. Choosing materials may mean development of new material, collection of various materials or adaptation of existing ones. The source of materials can be from published materials (textbooks, journals, magazines).

Concerning the factor of creativity in ESP materials, Hutchinson and Waters (1987, p.100) claim that students’ lack of interest in ESP course is because “Materials are too often uncreative; the scope of the language activities they attempt to engage the learner in is limited; and their knowledge content is largely unexploited.” Henceforth, the ESP teacher should select materials which are useful, meaningful and interesting for students.

### **2.1.7.3.Authenticity of Materials**

One of the key characteristics of ESP materials design is the notion of “*Authenticity*”. According to Basturkmen (2010, p.62), authenticity implies the use of materials “written for purposes other than language teaching and learning”. Therefore, employing authentic materials plays an vital role in linking the learners’ actual situation to the real life situations.

However, there are some related issues regarding the use of authentic materials. Basturkmen (2010) addresses the degree of complexity of those materials:

the authentic materials can be too complex, either linguistically or in terms of content. Although we may wish to use authentic texts, if the information in them is beyond the understanding of our students, this will inevitably make for frustration and hinder the effectiveness of the instruction. (p.65)

Accordingly, selecting the relevant materials to suit the learners' requirements is a demanding task, in this respect, Harding (2007, pp.10-11) suggests some useful guidelines:

- Use contexts, texts and situations from the students' subject area. Whether they are real or simulated, they will naturally involve the language the students need.
- Exploit authentic materials that students use in their specialism or vocation- and do not be put off by the fact that it may not look like 'normal English'.
- Make the task authentic as well as the texts. Get the students doing things with the material that they actually need to do in their work.

Consequently, materials' selection and development is indisputably fundamental in providing learners with sources of language and stimulating their existing specialist knowledge in a coherent and organised frame. For this reason, designing appropriate materials that reflect the teacher's views and meet the learners' needs will certainly create environment for better language achievement and active engagement that serves the learners' specific purposes.

#### **2.1.7.4. Materials Adaptation Technique in Business English**

Using authentic materials is very useful because they affect positively learners' motivation, satisfy learners' needs, and provide genuine cultural information and exposure to real language. However, using authentic materials may contain difficult language, difficult vocabulary items and complex language structures as they can be too cultural

(Basturkmen, 2010). Accordingly, adaptation is advised as it helps in overcoming the various complexities of materials. This technique implies that the ESP teacher can modify, add or delete items to minimize the content of ESP materials. Accordingly, Maley (1998, p.281) suggests in the following table a list of techniques employed in this procedure:

- **Omission:** The teacher leaves out things deemed inappropriate, offensive, unproductive, etc., for the particular group.
- **Addition:** Where there seems to be inadequate coverage, teachers may decide to add to textbooks, either in the form of texts or exercise material.
- **Reduction:** Where the teacher shortens an activity to give it less weight or emphasis.
- **Extension:** Where an activity is lengthened in order to give it an additional dimension. (For example, a vocabulary activity is extended to draw attention to some syntactic patterning.)
- **Rewriting/Modification:** Teacher may occasionally decide to rewrite material, especially exercise material, to make it more appropriate, more “communicative”, more demanding, more accessible to their students, etc.
- **Replacement:** Text or exercise material which is considered inadequate, for whatever reason, may be replaced by more suitable material. This is often culled from other resource materials.
- **Re-ordering:** Teachers may decide that the order in which the textbooks are presented is not suitable for their students. They can then decide to plot a different course through the textbooks from the one the writer has laid down.
- **Branching:** Teachers may decide to add options to the existing activity or to suggest alternative pathways through activities (an experiential route or an analytical route).

In Business English context, multiple commercial course-books are published to meet business needs of graduates and professionals to develop their communicative skills; yet it is a difficult task to find a course-book that serves and fit all the needs of a certain group of learners (Hutchinson & Waters, 1987). Consequently, the ESP practitioner has the opportunity to adapt ready-made materials. Criteria that may control this choice include teacher's experience, learners' level, and learners' context (Frendo, 2005). Selection of the ESP material can be done via checking the suitability of the existing material with the needs of ESP participants. Hutchinson and Waters (1987, p. 96) confirm while referring to material selection as evaluation: "Evaluation is a matter of judging the fitness of something for a particular purpose".

In the present study, after the scrutiny of different course-books, the researcher selected the collection of Market Leader: New Edition namely: Intermediate Market Leader 3<sup>rd</sup> edition collection: Business English Course book, Student workbook, CD audio (Cotton, Falvey & Kent, 2010) as the most suitable available course-book and sources to meet the needs of HRM Master's students. The named material has been selected according to the following criteria:

- 1. Effectiveness:** the selected material seems to be effective as it fits the course objectives; its content is devoted to develop the four skills, specifically speaking skill. Besides, its teaching methodology and techniques is compatible with PBL such as problem-solving, group-work, discussions, and oral presentation .
- 2. Appropriateness:** Market Leader Course Book is suitable as: i) it is oriented to intermediate level learner, ii) all topics are related to HRM learners, iii) it is based case study method which one of the PBL standard. This means that the material will be relevant to their interests and language level.

3. **Authenticity:** the used case studies or problems in course-book are derived from real-life situation in business world. The authenticity of the cases would motivate learners and promote their learning outcomes.
4. **Accessibility:** the named course-book is accessible in the Algerian private libraries and can be purchased online.

## **Section II: Speaking Skills**

### **2.2.1. Nature of Speaking Skill**

There are many definitions of the speaking skill presented by different scholars. According to the Oxford Dictionary (2009, p.414), speaking is “the action of conveying information or expressing one's thoughts and feelings in spoken languages.” That is to say, speaking is a productive skill which is of paramount importance in learning any language. Chaney (1998, p.13) defines speaking as "the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts. In the same vein, Brown (2000) asserts that speaking is "an interactive process of constructing meaning that involves producing, receiving and processing information” (p. 263). Similarly, Thornbury (2005, p.20) states that “speaking is an activity in real life that is carried out by speaker to carry out his/ her ideas to interact with listeners. The activities are unplanned and their continuity is based on situations”.

Speaking in a foreign language is considered as the most challenging and complex of the four language skills (Zhang, 2009). According to Richards (2008), foreign language (FL) learners should master speaking skill in English as a priority. In other words, speaking skill is considered as one of the most fundamental human skills, and a constant human activity through which human beings communicate with each other. Consequently, the target language speaker should master both micro and macro skills, such as the pronunciation of phonemes, correct placement of stress and intonation, use of formal and informal expressions (Zhang, 2009) and



non-linguistic elements such as gestures and body language, facial expression and their tremendous variation of interpretations cross culturally (Shumin, 1997).

According to Nunan (2003, p.269), “Speaking is a productive aural/ oral skill and it consists of producing systematic verbal utterances to convey meaning”. Thus, speaking is an active process that involves using symbols to express meaning with distinctive characteristics. In the same line of thoughts, Nunan (1989, p.32) suggests a list of relevant characteristics typical to a well-organised real-life spoken communication:

1. Comprehensible pronunciation of the target language;
2. Good use of stress, rhythm, intonation patterns;
3. Fluency;
4. Good transactional and interpersonal skills;
5. Skills in taking short and long speaking in turns;
6. Skills in the management of interactions;
7. Skills in negotiating meaning;
8. Conversational listening skills;
9. Skills in knowing about and negotiating purposes for the conversation;
10. Using appropriate conversational formulae and filters.

In brief, through speaking, messages are conveyed, ideas are shared and concepts are built. According to Hedge (2000), people judge the language learners upon their abilities in the speaking skill. The latter requires experience and practice to achieve a complete mastery. It can be concluded that speaking is an activity in which the speaker produces utterances to express his/ her ideas in order to exchange information.

### **2.2.2. Listening and Speaking Connection**

In discussing the integration between skills, speaking and listening are two basic skills and are essential in highly connected. Thus, one of the main conditions for being a proficient

speaker is listening to oral language and understanding what is said so that the feedbacks will be accurate. According to Bygate (1987), the oral communication is a “two ways processing” between the speaker and the listener, it makes use of both speaking which is a “productive skill” and listening with understanding which is a “receptive skill”.

A speaker of language has necessity to a listener because speaking is rarely carried in isolation, According to Redmond and Vrchota (2007, p.120) “speakers are at the mercy of listeners.” . In turn, listening will not occur separately as well, there must be a speech to listen to. Specifically, listening skill comprises a set of processes of perception, interpretation, evaluation, recalling, and response to the speakers (Redmond & Vrchota, 2007).

Consequently, it can be noticed how much there is a clear dependence upon each other between the speaking and listening skills. According to Lee (2000), speaking and listening are important for language learners for a number of reasons:

- Spoken language is at the heart of much human interaction, at home at work and in society;
- Speaking and listening skills are important in all contexts in which learning takes place;
- Good speaking and listening skills are a key aspect of employability: getting a job, maintaining employment and progressing at work;
- Learners need to use and develop their speaking and listening skills to maximize learning gains. (Lee, 2000)

To end up, listening is correlated with speaking. For effective communication to occur, both a speaker and a listener must take parts in it through interacting and negotiating verbally. The speaker produces understandable output, and the listener pays attention and then tries to process these output effectively.

### **2.2.3. Speaking Skill Components**

There are speaking components that are about the aspects which affect the success of the learners in speaking the language namely grammatical accuracy, vocabulary, pronunciation and fluency and which are needed for effective communication.

#### **2.2.3.1. Grammatical Accuracy**

Accuracy is the ability to produce grammatically correct sentences; it is the state of being correct and precise in language usage with more focus on the form and structure rather than meaning. According to IELTS (2001, p.15 as cited in Hughes 2002), the grammatical accuracy denotes the series and the appropriate use of the speakers' grammatical structure that includes the length and the complexity of the utterances, besides to the ability to use the subordinating clauses. Similarly, Richards and Schmidt (2010) describe accuracy as the ability to produce grammatically correct sentences but may not include the ability to speak or write fluently.

Grammar is a system of rules governing the structure and arrangement of language (Parsons, 2004, p.8). It is true that languages have rules, but people put these rules to their spoken words. According to Skehan (1996, as cited in Chu, 2011, p.455) grammatical accuracy is "how well the target language is produced in relation to the rule system of the target language". A good English speaker is able to produce a well-controlled output free of language mistakes and errors, so the mastery of grammar rules and structures is requisite to master the speaking skill.

#### **2.2.3.2. Fluency**

Speaking fluency entails many interpretations, scholars, as a result, offered countless various definitions to this term. In its broad meaning, it has been defined as

... the ability to express oneself intelligibly reasonably, accurately and without too much hesitation, otherwise the communication will break down because listeners will lose their interest. (Hughes, 2002, p.113)

Hedge (2000) argues that fluency includes responding coherently and spontaneously with the turns of the conversation and using intelligible pronunciation without showing hesitations. Similarly, Newton and Nation (2008), state that fluency is typically measured by speed of access or production and by the number of hesitations. Therefore, fluency is the ability to maintain a natural flow of speech using a correct and appropriate language.

Richards and Schmidt (2010) describe speaking fluency as the ability to produce spoken language with ease including a good but not necessarily perfect command of vocabulary and grammar besides avoiding any comprehension difficulties or communication breakdowns. To achieve speaking fluency, the teachers then should train learners to use their personal language freely to express their own ideas and then avoid imitations of a model of some kind (Hughes, 2002, p.113).

### **2.2.3.3. Vocabulary**

Lewis (1993) states that "lexis is the core or heart of language" (as cited in Alfaki, 2015 p.1). Vocabulary simply means our knowledge of the words and their meaning. Thornbury (2002) argues that knowing a word involves knowing both the form and its meaning (p.629). Additionally, Thornbury (2002, p.13) asserts that "Without vocabulary nothing can be conveyed".

Thus, it is a central part in any language and an essential element in developing speaking fluency because without it students can neither express themselves nor understand the others. Vocabulary in speaking is the expressive terminology that includes the words we must know to communicate effectively (Neuman & Dwyer, 2009). According to Harmer (2001), the knowledge of the word classes also allows speakers to perform well formed utterances. In brief, vocabulary plays a vital role as a leading element in learning English as a FL and a fundamental unit that enables learners to be fluent speakers

#### **2.2.3.4. Pronunciation**

Pronunciation is a crucial speaking sub-skill since the success of any communication process is closely tied to the mastery of the sound system. According to Harmer (2007), speaking the English language needs the correct pronunciation of phonemes, the appropriate use of stress and intonation patterns and speaking in connected speech.

As to Harmer (2007), "Pronunciation teaching is not only makes students aware of different sound features (and what these mean) , but can also improve their speaking immeasurably" (p.248). Therefore, a good pronunciation assists in avoiding serious intelligibility problems. So, with intelligible pronunciation, the speaker can clearly be understood at opposite of bad pronunciation which makes understanding the speaker very hard. To cut it short, pronunciation is a prominent element of speaking skill, speakers may not be understood if they do not have an intelligible pronunciation though the vocabulary range and grammar accuracy they may have.

#### **2.2.4. Importance of Speaking Skills in Language Learning**

Previously, speaking was not highly emphasized in the traditional teaching approaches, but in the twenty-first century pedagogy that adopted the communicative approach, speaking is given more attention in the domain of education. Ur (2000) believes that the speaking skill seems iteratively the most important since people who know a language are referred to as speakers as if it includes all the other language skills. In a globalised world dominated by communication, mastering the speaking skill is a fundamental issue. Accordingly, Ur (1996) states that one of the main reasons of the importance of the speaking skill is that

. . . of all the four skills (listening, speaking, reading and writing), speaking seems intuitively the most important: people who know the language are referred to as "speakers" of that language, as if speaking included all other kinds of knowing; and many if not most foreign language learners are primarily interested in learning to speak. (Ur, 1996, p.120)

Speaking is regarded to be the most important active skill (Widdowson, 1994) for a foreign language learning ( Khamkhien, 2010). Speaking is a crucial element to master the target language since it connects people speaking the same language and helps people express their thoughts, ideas, feelings and emotions to others and satisfy their needs. According to Bygate (1987), speaking is a skill which needs attention as much as the literary skills in both native and foreign language.

Mastering a language and being able to communicate orally in English is very important in real life as well if we consider that many companies and organizations look for people who speak English very well for the purpose of communicating with other people around the world. So, speakers of foreign languages have more opportunities to get jobs .

Baker and Westrup (2003, p.05) claim that “.....a student who can speak English well may have greater chance for further education, of finding employment and gaining promotion.” That is to say, being able to communicate appropriately in English is significant, particularly for those who want to carry on higher studies or are willing to commit to international business as it is the International language of today’s modern world.

To many learners, speaking has a priority over the other skills and the ultimate goal for learning a FL. In this respect, Celce-Murcia (2001, p. 103) argues that for most people “the ability to speak a language is synonymous with knowing that language since speech is the most basic means of human communication”. Nunan (1991) asserts that learning to speak in a second or FL will be facilitated when learners are actively engaged in attempting to communicate. Thus, the teaching of speaking should be able to give contribution to the improvement of students’ abilities to speak the target language fluently.

## **2.2.5. Teaching Speaking Skills**

Teaching speaking skills in FL context means successfully enable the speaker deliver oral message to the hearer. According to Nunan (1991), success is measured in terms of the ability to carry out a conversation in the target language. Henceforth, the target language speaker should be able to deliver the oral message with less grammar mistake, unlimited vocabulary and clear pronunciation. In the same vein, Brown (1994, p.37) explains that teaching speaking should be given high priority because of the following reasons:

- It is a complicated skill that embraces all the components of ‘communicative competence’.
- Language learning is highly dependent on speaking and listening (i.e. speaking to teachers, to peers, to oneself, etc.).
- Real communication requires attending to messages and reacting to them appropriately.
- Teaching speaking gives learners a high level self-confidence, motivation for learning, and an appropriate training for real-life tasks.
- A lot of speaking takes place in real life, this lends credence to the belief that teaching this skill is not just a fad, but it is a necessity.
- Teaching speaking provides learners with the opportunity to grow as effective world citizens; able to transmit, share and compare ideas, information and cultural patterns of different speakers.

### **2.2.5.1. Elements of Teaching Speaking Skills**

In order to be able to speak effectively, there are some elements of second and foreign language, which learners should take in consideration. Harmer (2001, pp.269-271) introduces and explains some elements that are represented through language features and processes of language and information. The most important elements of speaking are the following:

### ➤ **Connected Speech**

It is when learners of English have the ability to use and to produce the connected speech which can be modified (assimilation), omitted (elision), added (linking), or weakened (through connection and stress patterning). For all this the teacher should give the students activities to develop their connected speech to be able to speak effectively. (Harmer, 2001, p. 269).

### ➤ **Expressive Devices**

English native speakers use certain devices and elements to convey meanings extra expression of emotion, and volume, speed, physical, and nonverbal (paralinguistic) means. Students should have knowledge about these elements and devices in order to employ them during their speaking production to be communicated effectively.

### ➤ **Lexis and Grammar**

Refer to the learners' ability and knowledge to use a number of lexical phrases during the performance of a certain language function such as agreeing, disagreeing, and expressing surprise, shock, or approval, which can be used in different stage of communication with others (Harmer, 2001, p. 269). The teacher's role here is to give their students a variety phrases in their speaking skill such as agreeing or disagreeing.

### ➤ **Negotiation Language**

Harmer (2001, p.269) claims "effective speaking benefits from negotiating language we use to seek clarification and to show the structure of what we are saying". Learners in foreign language classes should know how to produce an organization and structure utterances, because if their speaking have well formed the listener will understand their discourse. In addition, learners of second language should formulate their utterances to be clearer especially when they feeling that the listener did not understand them (Harmer, 2001, p.269-270).



### 2.2.5.2. Methods of Teaching Speaking Skill

Techniques of teaching speaking can be balanced by three methods by Lee and Van Patten (2003, p.179) as mentioned in the following:

**1. Language Input** which is categorised into two sub-sections:

**1a. Content-Oriented Input** focuses on information given by the tutor, for example from what tutor said, from listening material.

**2b. Form-oriented input** focuses on ways of using language including the accuracy of linguistic competence, discourse competence, sociolinguistic competence, and strategic competence.

**2. Structured Output** focuses on correct form. In this form, students may give the responses but the responses used have been introduced by the tutor before.

**3. Communicative Output** focuses on doing task, stimulating the students to speak by creating video, completing task, and developing travel plan.

According to Nunan (2003, pp.54-56), speaking is important for language teachers to understand the units of language and how they work together. Give students practice with both fluency and accuracy, plan speaking tasks that involve negotiation for meaning, design classroom activities between transactional and interactional, The teacher activities in the classroom will have to speak the target language in both transactional and interactional and can give motivation to the students. Consistent with this view, is Nunan's explanation of what teaching speaking should involve. According to him, to teach speaking means to enable language learners to:

- Produce the English speech sounds and sound patterns,
- Use word and sentence stress, intonation patterns and the rhythm of the second language.

- Select appropriate words and sentences according to the proper social setting, audience, situation and subject matter,
- Organize their thoughts in a meaningful and logical sequence,
- Use language as a means of expressing values and judgments,
- Use the language quickly and confidently with few unnatural pauses, which is called as fluency. (Nunan 2003, p.265)

### **2.2.5.3. Goals of Teaching Speaking Skills**

Brown and Yule (1983, p.27) demonstrate that the objective of teaching speaking is to enable the learners to express their feelings, opinions, and ideas in the target language (English), use English expressions, such as greetings, introducing, offering the meals (at the restaurant), welcoming the guest (as the receptionist), etc.

According to Bake and Westrup (2003 , p.5), teaching speaking can be beneficial for various reasons :

Firstly, it gives students the chance to use the new language they are learning. Secondly, in teaching speaking can reinforce the learning of functional language and diagnose their strengths as well as their weaknesses. Thirdly, teaching speaking lead them to speak fluently and without difficulty.

Therefore, teaching speaking skill in language context helps to improve learners' communicative skills. More specifically, the main aim behind teaching speaking can be either for learning the language or for the purpose of communication (Haley & Austin, 2004, p.189).

### **2.2.6. Speaking Skills Difficulties**

Speaking is an integral part of English language teaching and learning. Nunan (2003, p.49) claims that teaching speaking has been undervalued and English teachers have continued to teach speaking just as a repetition drills or memorization of dialogues. Moreover, the author adds that speaking is very challenging task as learners have limited occasions to use the target language outside the classroom. However, due to the globalization era; the goal of teaching speaking skill should be shifted its focus toward enabling students communicate following the

social and cultural rules in each communicative circumstances, that is, communicative speaking at workplace.

Speaking is a complex skill, that is to say, it is a set of sub-skills, and henceforth teaching speaking is not an easy task for teachers of the target language. In this respect, Luoma (2004, p. 1) argues that “speaking in a foreign language is very difficult and competence in speaking takes a long time to develop.” In the same line of thoughts, Thornburg (2008, p.208) claims that “one frustration commonly voiced by learners are that they have spent years studying English, but still cannot speak it”. In FL learning, learners may face many difficulties in using speaking. These problems could be categorised into three types: linguistic problems, psychological problems, and pedagogical problems.

#### **2.2.6.1. Linguistic Problems**

According to Thornbury (2005), “linguistic knowledge plays an important role in speaking skill” (p.11). The author also emphasizes that; if any feature from this knowledge is lacking, students can find problems in participation. These difficulties are: lack of vocabulary, pronunciation mistakes and grammar mistakes.

##### **i. Vocabulary Deficiency**

The appropriate selection of words and suitable use of these words and expression accurately when learners are speaking is a necessary element in speaking the target language, Accordingly, Thornbury (2005) states that “spoken language also has a relatively high proportion of words and expression” (p.22). Thus, learning foreign languages requires a sufficient knowledge of its vocabulary. This type of difficulty exists in our classes where many students often confront some difficulties attempting to express themselves because they find themselves struggling their limited words and expression. Therefore, these limitations of vocabulary affect the amount of their participation in speaking activities.

## **ii. Pronunciation Mistakes**

Having a good pronunciation when speaking gives a good impression that learners do master the target language. Thus, learners have to practice their pronunciation and to be aware of the different rules of sounds as stress, rhythm, and intonation. Consistent with this, Bada, Genc and Ozkan (2011, p. 122) emphasise the importance of pronunciation in speaking skill “in speaking, they compete with limited time to recall words, and also take care of their pronunciation ... Speaking is often dealt with at pronunciation level”. Therefore, pronunciation mistakes are one of the main factors that hamper the students from performing their speaking activities freely. This problem is the main reason that leads to the lack of participation.

## **iii. Grammatical Inaccuracy**

Grammar is a description of the rules for forming sentences, including an account of the meanings that these forms convey (Thornbury, 1999, p.13). Henceforth, grammatical accuracy considered as one of the main aspects for being good in speaking a language. The target language learners have to avoid the grammatical inaccuracy in their speech because grammar plays the role of how language works in communicating ideas.

### **2.2.6.2. Psychological Problems**

According to Thonbury (2005, p. 24), the psychological barriers of learners in oral English communication are the psychological negative emotions that diminish their performance in English as a FL. In other words, students may experience different psychological barriers including lack of self-confidence, anxiety, shyness and fear. Therefore, the main psychological problems when speaking a foreign language are listed by Ur (1996, p.121) as follows:

#### **i. Inhibition**

In contrast with other skills, speaking requires some degree of real-time exposure to an audience to avoid the problem of inhibition. As Ur (2000) states “Learners are often inhibited

about trying to say things in a foreign language in the classroom, worried about making mistakes, fearful of criticism or loosing face, or simply shy of the attention that their speech attracts”.(p.111). Therefore, fear of mistakes is considered as another obstacle that may hinder students ability to develop their speaking performance. "Learners need chances to say what they think or feel and to experiment in a supportive atmosphere using language they have heard or seen without feeling threatened" (Willis,1996, as cited in Al Hosni, 2014, p.23).

## **ii. Low or Uneven Participation**

This major problem generally occurs in the majority of language classrooms where some learners tend to dominate the talking time. However, some others keep silent, show no interest or participation all along the course. As a solution, Harmer (2001) suggests streaming weak participators in groups and letting them work together.

## **iii. Mother Tongue Use**

In many cases where the learners share the same mother tongue, they may tend to use it because it feels unnatural to speak to one another in a FL. According to Baker and Westrup (2003, p.12), “barriers to learning can occur if students knowingly or unknowingly transfer the cultural rules from their mother tongue to a foreign language.” (p.12). Consequently, this interference of mother tongue in using the target language breaks down learners’ communication in classroom and decreases their speaking abilities.

### **2.2.6.3. Pedagogical Problems**

The pedagogical problems refer to problems in teaching, educational system and environment. In the following some pedagogical problems are mentioned:

#### **i. Classroom Size**

We cannot allocate time to each individual to speak if the student number is large. Unmanageable classroom size prevents students from speaking practice.

ii. **Time of Exposure**

The mere focus on structure and vocabulary practice does not automatically develop speaking ability of the learners. Few numbers of hours available for speaking is not enough to develop speaking habit of the learners.

iii. **Syllabus/examination System**

Our syllabus and examination system underestimate the importance of speaking skill reflecting students' communicative ability through paper-pencil work is not a genuine way of testing.

iv. **Lack of Practice**

Even though many language learners have sufficient academic language knowledge, the few opportunities to practise the language whether inside or outside the classroom prevent from exploiting this knowledge in speaking. Ur (1996) claims that the lack of language practice lead to the poor performance inside the classroom. Similarly, Murray and Christison (2010) state that many learners have the academic knowledge of the FL but they do not have the ability to speak very often. Therefore, encouraging students to speak through various communicative activities may raise their participation and, thus, practice that assists them to develop

### **2.2.7. Techniques to Promote Speaking Skills in ESP Context**

According to Jordan (1997), speaking for EAP aims to enable learners to speak the language in various academic settings. In one hand, speaking in EAP refers to participation in seminars, asking questions in lectures, oral presentations, articulating data and giving oral instructions in seminars and laboratories and social interaction with other students (Jordan, 1997; Robinson, 1991). On the other hand, Oral communication in EOP can take many forms, ranging from informal conversation that occurs spontaneously and, in most cases, for which the content cannot be planned, to participation in meetings, which occurs in a structured

environment (Rahman., 2010). In the following, some useful techniques to promote speaking with ESP students:

**a. Conversation**

Conversation is the most common form of oral communication. A face –to- face is possible between two individuals or small group of persons in the interview, or in a small meeting and communication can run two ways in this situations. There is immediate feedback, which makes clarification possible. Simply, face- to – face communication means the exchanging of information, thoughts and feelings when the participants are in the same physical space.’ Generally, face – to- face involves a sender and a receiver, messages are directly communicated

**b. Discussions/Debates**

A group discussion is a discussion among participants on agreed topics. most educators agree “the best discussions in class are these that arise spontaneously, either because of something personal that learners report or because a topic” (Thornbury, 2005, p.102). A group discussion is a formal discussion among ten to twelve participants who analyze a topic and share information and opinions on it. It is an exchange of views for the sake of “the communication and of the communicative continuum” (Harmer, 2001, p. 273). Similarly, Littlewood (1999) denotes that classroom discussion makes learners more able and appropriate to use FL as well as talk about their experiences. For example, students can become involved in agree/disagree discussions about different situation nowadays.

**c. Role Play**

Providing a role-play in the classroom is an essential technique in developing students’ speaking proficiency. The term “role play” refers to the set of activities, in which students take providing useful imaginative real life situations where the language can be used (Thornbury, 2005). Role-play is widely used as an educational technique as it proves to be effective for

learning about communication in different contexts. According to Ur (1984) “role play [...] is used to refer to all of activities where learners imagine themselves in situation outside the classroom [...], sometimes playing the role of someone themselves, and using the language appropriate to this new context” (p. 131). In order to succeed with role play, the teachers have to select topics from the students’ interest in order to motivate and bring them to participate more.

#### **d. Problem Solving**

A problem solving is a classroom activity in which the students are supposed to find solutions for a given problem. According to Klippel (1983):

Problem solving activities demand that the learners themselves decide upon the items to be ranked ... the language which is needed for problem solving activities depends on the topic of each exercise, but in general students will have to make suggestion, give reasons, and accept, modify suggestions and reasons given by others (p. 103).

In this technique, learners are required to interpret a task and develop it through oral expression and negotiation. Problem solving can either be an individual or collective basis. It promotes for cooperative negotiation. It is divided into two kinds: short term task and project. The first one can be completed during the course, while the second needs more preparatory research.

#### **e. Oral Presentations**

A presentation is a talk that gives an idea that is used to present reports, proposals, policy statements and feasibility studies, it has become an important form of oral communication in the spheres of education and work. In this respect, Jordan (1997) lists some important speaking skills in oral presentation such as organizing information into coherent structure, using ‘signals’ to facilitate task of listeners, speaking from notes and achieving greater phonological, grammatical and lexical accuracy. Jordan (1997, p. 201) suggests the important aspects of oral presentation: 1. general introduction, 2, statement of intention, 3. information in detail, 4.



conclusion and 5. participation and invitation in discussion. Therefore, oral presentation technique helps ESP students to establish and refine their presentation skills. This technique promotes students' speaking skills needed to communicate important information of a presentation.

### **2.2.8. Speaking Skill in Business English**

“English has become the international language of business.”(Dudley-Evans & St John, p.53). Henceforth, English occupies the field of interest of adult learners all over the world being professionals or preparing to work in business fields. More importantly, speaking English is the most needed medium to interact in business areas. In this vein, Dudley-Evans and St. John (1998) confirm that oral communication in Business English is fundamental as it is the most frequent used mode of communication in the business world.

Much of the language-based research has been on written documents, yet spoken transactions are fundamental to business. In addition, little the research has considered interaction between two non-native speakers, although this is the communication that predominates internationally. (p.64)

According to Frenco (2005), “Different types of communication inevitably give rise to different types of communication needs.” (p.17). thus, the analysis of communication needs shed lights on the various target situations in which learners will use the target language in. Concerning the spoken communication, Frenco (2005) notes that there are certain reasons to appeal for it in Business fields:

- **To have a discussion:** Discussion with the others via chatting, memo or a letter is very difficult since written medium lacks some devices like gestures and rapid response which may facilitate oral communication.

- **To receive instant feedback from the audience:** Spoken language involves immediate response from the other partner. However, sometimes a careful response is better than rapid one in many situations.
- **To be able to judge the audience's reaction to what you are saying:** while we are interacting with the others we may receive a comment, and judging what the others saying about us is in the core of communication. And this will be happening just in “faceto- face interaction”
- **For speed:** comparing written and spoken mediums we found that “Even the fast typist or writer cannot match the speed at which we speak.” So, to communicate in fast way demands oral or verbal interaction rather than written one.
- **If the person with whom you to communicate have initiated the conversation:** If someone speaks with you so you should respond to him with the same medium. Unless you cannot express the response clearly. In this case, it is preferable to do that with the written medium.

According to Dudley-Evans and St John (1998), “spoken monologue, that is oral presentation, can be a feature of EOP and EAP work”. (p.112). Accordingly, oral presentation is the feature of BE work in which most of teaching speaking in EBP occurs in English context.

Oral presentation in BE consists of two basic components: language and skills; both of them requires confidence. According to Dudley-Evans and St John (1998), “confidence is significant factor for many people in speaking language, and classroom feedback should based on maintaining and increasing confidence”.(p.112).. Accordingly, language speaker should have appropriate use of language, skills and self-confidence for a successful oral presentation.

In similar context, Dudley-Evans and St John, (1998) state that “ESP courses are likely to look at: structuring, visuals, voice, and advance signalling as well as language” (p.112). In other words, ESP courses should take those variables into consideration. Moreover, it should focus on the following items which are related to oral presentation: structuring, visuals, voice, and advance signalling as well as language.

- **Structuring**

Oral presentation follows the same structure as the written one because the listener is like the reader in following the events carefully. Dudley-Evans and St John said “structuring a presentation has much in common with structuring written communication in as much as listeners want a clear map to follow; there should be a start, a middle and an end” (Dudley-Evans & St.John, 1998, p.113).

- **Visual**

There is another way of contacting with people is eye contact which has its indication and meaning. “It is often said, visuals are worth a thousand words”. Besides, there is “specific spoken language associated with visual aids” (Dudley-Evans & St. John, 1998, p.113). that is to say, visuals can be used in oral presentation and they should be well developed, appropriately used by clarifying what the visual represents and its purpose.

- **Voice**

Speaker’s voice should involve good pronunciation, particularly good intonation is the most influencing factors as it affects meaning. In this respect, Dudley-Evans and St John, (1998) point out that: “Voice work may include pronunciation but intonation usually hinders comprehension more. Phrasing, pausing, speed of delivery, volume, and tone of variation all play an important role and may need as much attention as the actual words”(p.113).

- **Advance Signalling or Signposts**

It acts as a guide for the listener to order the information and following visual signals. Dudley-Evans and St John (1998) state that: “advance signalling or sign posts help listeners follow both the structure of the information and argument, and recognise the significance of visuals. For instance through enumeration” (p.113).

Oral presentation can be provided through reading and writing-based projects as Dudley-Evans and St John (1998) claim that “the presentations are prepared and given by groups. Such a component has motivational value where learners want to improve their spoken English even though their main immediate needs are with the written word” (p.114). However, in business presentation people often need a short presentation “for many business people the short, fairly impromptu presentation in a meeting is a more common event; they may asked to state the current position of project, to fill in details, to explain the need for extra resources”(Dudley-Evans & St John, 1998, p.114).

To cut it short, oral presentations are more commonly used in EAP; however, they are used in EBP mainly in business meetings. Henceforth, oral presentation gives learners the opportunity to practice speaking skill in authentic way. In this vein, Thornbury (2005) notes that “The experience of standing up in front of their colleagues and speaking for a sustained turn is excellent preparation for real-life speaking” (p.94).

### **2.2.9. Speaking Skills Assessment Process**

In the teaching and learning process, assessment is regarded as a fundamental and integrated part; i.e., teaching methods and assessment practices should be linked to the learning objectives (Brown, et al., 1997; Heywood, 2000). In teaching speaking skill, the assessment plays a key role because “if you want to encourage oral ability, then test oral ability” (Hughes, 2003, p.44). Similarly, Knight (1992) asserts that speaking assessment is an urgent requirement, since it provides valuable information to teachers and students about the progress made, the work to be done, and speaking skill achievements. In the same concern, Bachman (1991,

pp.301-330) emphasises that assessing students' oral performances is significant part in the language teaching process since it gives the teacher an exhaustive report regarding their overall oral performances.

Knight (1992) explains that assessment criteria should include such aspects as grammar, vocabulary, accuracy, pronunciation segments, intonation, fluency, conversational skills, turn taking, cohesion, conversation maintenance, nonverbal language and teachers should deem the purpose of the test, the circumstances and the observation restrictions. Therefore, the teacher should decide about the type of speaking assessment depending on many factors, such as the number of students, the allotted time, the learning objectives, whether it is an individual or a collective assessment.

According to Luoma (2004, pp.1-19), speaking assessment is challenging task since teachers have to take into considerations different facets such as the context, accuracy, fluency and the probability of subjectivity. However, there is a reluctance between many teachers to test speaking skills because they may lack the confidence in the assessment validity, facilities, the well designed tests and the non-consistency derived from different occasions, examiners, examinees and contexts. Speaking assessment used to be unfair and deprive participants from showing their skills, thus, developers should work on the assessment validity and form a clear understanding about speaking as a social situation based activity.

Bachman (1991, pp.301-330) introduces two basic kinds of speaking assessment, the holistic assessment and the analytic assessment. Similarly, Thornbury (2005, p.127) explains that when making students' oral performance, "there are two main methods: either giving a single score on the basis of an overall impression (called Holistic scoring), or giving separate score for different aspects of the task (Analytic scoring)".

### **2.2.9.1. Holistic Rating Scale**

Holistic scoring refers to the testers rate merely on the overall impression of the performance (Luoma, 2004). Bachman (1991) explains that teachers are not able to see grammatical and other language functions that take place in the students' minds. Accordingly, they have to consider and judge the functions that are observable; i.e., the learner's ability to perform in a given task. Therefore, this assessment's scores are based on an overall impression of students' performances on a given speaking task. Therefore, the teachers may use to holistic assessment in case they deal with a large group in a very limited time. This kind of scoring "has the advantage of being quicker and probably is adequate for informal testing of progress" (Thornbury, 2005, p.127). As an illustration, in the present study the used holistic scale is demonstrated in the placement test scoring scale of Pearson (2006, pp.02-03) (cf. Appendix G). In order to ensure the homogeneity of research sample used holistic scoring of placement test, the holistic rubric of Pearson (2006) requires the rater to evaluate the overall language proficiency level without considering another component of language production.

### **2.2.9.2. Analytic Rating Scale**

Analytic scoring is based on some predetermined language points, such as grammar, pronunciation, vocabulary and fluency. In this vein, Knight (1992, p. 300) mentions that "it is important that the teachers know what exactly needs to be improved in the learners' speech". According to Luoma (2004), "Analytic scales contain a number of criteria, usually 3-5, each of which has additional descriptors at the different levels of the scale" (p.68). Unlike holistic scale, the analytic scale is a much longer description of specific strengths and weaknesses in candidates' language abilities. For that reason, analytic assessment provides more detailed feedback on the language components that are going to be assessed independently. "Analytic scoring takes longer, but compels testers to take a variety of factors into account and if these factors are well chosen, is probably both fairer and more reliable" (Thornbury, 2005). Analytic assessment is seen as a way to evaluate the students' performances in terms of accuracy

as it allows teachers to test language aspects independently and in a detailed way. For instance, the researcher opts for analytical scoring in assessing learners' speaking skills in the pre-/post-test which is represented in the International English Language Testing System evaluation rubrics (IELTS 8, 2011) (cf. Appendix K). In the present study, the IELTS scoring rubrics requires the rater to score the components of speaking skills production separately, namely Fluency, Lexical Resources, Grammatical Accuracy and Pronunciation.

To conclude, the holistic as well as the analytic assessments are necessary indicators for the development of the students' language proficiency. Without being assessed, the attained course objectives remain vague because testing raises the students' awareness towards the progress of their performances, in addition it informs the teacher about the effectiveness of their teaching methodology and the designed course .

### **Conclusion**

With the swift development of business, English widely aims at promoting the current globalised business world and creating huge economic and industrial networks. Contemporary, the application of business English is gradually extending; it covers a wider range of several fields, i.e. the use of English in external business procedures at different levels. The second chapter provided an overall overview of English for Business Purposes (EBP) by providing related BE definitions, types, characteristics, BE teaching and learning process. In addition, it attempts to shed light on the pedagogical context of BE and link it with the procedure of NA and material selection and development. As spoken communication is of a paramount importance in BE, the second section has reviewed the speaking skill in terms of its nature, its main components (sub-skills), and its characteristics. Moreover, this chapter tackled the importance of speaking skill in language learning and BE, the confronted difficulties, the teaching methodology and techniques, and the assessment procedures. It also

provided a rationale for selecting the appropriate techniques to teach speaking skill in the current research and the relevant assessment procedures.



## Chapter Three: Problem Based Learning Approach

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## **Chapter Three: Problem Based Learning Approach**

### **Introduction**

Problem-based learning (PBL) pedagogy has lately played a noticeable role as a teaching approach in different spheres because it aims to engage students in learning how to learn while they also learn language and content (Mathews-Aydinli, 2007, p.1). In teaching English language specifically, PBL seems to be an effective approach as it copes with the rapid globalisation changes and the evolving workplace requirements. The PBL instructional paradigm and accompanying strategies encourage the main principles of ESP that are authentic language learning and learner centeredness. Accordingly, this chapter introduces Problem-Based Learning as a method to teaching, learning in Language Learning. It sheds light on philosophical grounds that support PBL as a pedagogical approach. Furthermore, the present chapter the characteristics of the PBL model and process. The chapter concludes with reviewing related studies and discussions of the empirical use underlying problem-based learning.

### **Section I: Problem Based Learning**

#### **3.1.1. Communicative Language Teaching Methodologies in ESP**

From the early 1960's, ESP teaching aims to equip learners with a certain English proficiency level for a situation where the language is going to be used, termed target needs. Since it provides instructional objectives, materials and methods developed on the basis of learners' needs and interests (Basturkmen, 2010). Reflecting ELT generally, ESP teaching methodologies and pedagogies, During the 21<sup>st</sup> century have been changed and developed gradually and continuously. Obviously, the shifts have been from the teaching of discrete grammatical points to the communicative teaching approach and from teacher-centred to learner-centred approaches. .

One of the most acknowledged trends in the field of ELT is the Communicative Language Teaching (CLT), which was introduced in the 1970's by a group of European Council experts.

The main principle that underlies the CLT, is that "learners must learn not only to make grammatically correct, propositional statements about the experiential world, but must also develop the ability to use language to get things done" (Nunan, 1988, p. 25). The focus of CLT has been the elaboration and implementation of curricula and methodologies that promote the development of communicative function of FL through learners' active participation in communicative events that will enable them to use the language in real life situation (Richards, 2006).

According to Nunan (1999), CLT has radically shifted from traditional perspectives where the focus of language teaching and learning was on mastery of grammar and practice through controlled activities toward the more meaningful language teaching and learning where students work in groups, understand, use and produce the language fluently according to the setting, participants, purposes, and functions.

According to Richards (2006, p.2), CLT can be understood as a set of principles about the goals of language teaching, how learners learn a language, the kinds of classroom activities that best facilitate learning, and the roles of teachers and learners in the classroom. In the same respect, Larsen Freeman (2000, p. 121) believes that "CLT broadly aims to apply the theoretical perspective of the communicative approach by making communicative competence the goal of language teaching and by acknowledging the interdependence of language and communication." Berns (1990 as cited in Savignon, 1997, p. 6) determines the eight principles of CLT that teachers should consider.

- 1) Language teaching is based on a view of language as communication. That is, language is seen as a social tool that speakers use to make meaning; speakers communicate about something to someone for some purpose, either orally or in writing.
- 2) Diversity is recognized and accepted as part of language development and use in second language learners and users, as it is with first language users.

- 3) A learner's competence is considered in relative, not in absolute, terms.
- 4) More than one variety of a language is recognized as a viable model for learning and teaching.
- 5) Culture is recognized as instrumental in shaping speakers' communicative competence, in both their first and subsequent languages.
- 6) No single methodology or fixed set of techniques is prescribed.
- 7) Language use is recognized as serving ideational, interpersonal, and textual functions and is related to the development of learners' competence in each.
- 8) It is essential that learners be engaged in doing things with language – that is, they use language for a variety of purposes in all phases of learning.

As matter of fact, several underlying methodologies claim to achieve this goal have been posited by CLT. These include Task-Based Learning (TBL) and Project-Based Learning (PjBL), as well as the use of Problem-Based Learning (PBL). All the mentioned methodologies all seek to provide tasks that involve learners using the target language by shifting from the traditional teacher-centred towards learner-centred classroom. The three methodologies share common principles which are : 1) learner-centeredness, 2) teachers act as facilitators, 3) Emphasis on an authentic and meaningful learning context, 4) Collaborative learning , 5) Interdisciplinary 6) self-directed learning. These characteristics can be practically employed in ESP courses, where the main objective often is to develop student abilities required for successful communication in target settings. In order to avoid confusion, it is useful to give an overview of the principles of these language teaching approaches that share similar characteristics and show how the PBL approach is different.

The first language teaching approach is Task-Based Learning (TBL). Willis (1996, p. 23) notes “tasks are always activities where the target language is used by the learner for a communicative purpose in order to achieve an outcome.” For TBL, it emphasizes the centrality

of the tasks in a language course and the importance of organizing a course around those communicative tasks that learners need to engage in outside the classroom. Besides, Leaver and Willis (2004) explain that task-based lesson design involves three principal phrases: pre-task, during-task and post task. In TBL, language is not taught in isolation, but rather it is linked with the accomplishment of the given task; therefore, learners are free to choose the language structure they need to fulfill the task goals (Willis, 1996). TBL “views the learning process as a set of communicative tasks that are directly linked to the curricular goals they serve, the purposes of which extend beyond the practice of language for its own sake” (Brown, 2001, p. 50). In brief, it could be said that TBL focuses on the authentic language use for meaningful communicative purposes beyond the language class.

The second language teaching approach is Project-Based Learning (PjBL), Lang (2006, p. 23), states that PjBL is known as project work which is an assignment or activity that “centres around either a theme or a problem.” It focuses on the application of language, knowledge and skills from a collection of disciplines, and it relates to the real world. According to Thomas (2010, p. 1), PjBL is a teaching model that organizes learning around projects. These projects are generally complex tasks based on challenging questions or problems that involve students in designing, problem-solving, and decision-making. In this context, learners have a chance to work collaboratively, select their own project, plan their work, construct their own learning, gather the information and identify relevant resources using the target language.

Problem-Based Learning (PBL) was first launched in the medical curriculum at McMaster University, Canada, in 1969. It is teaching revolution which uses problems as stimuli for learning. PBL is, Savin-Baden and Major (2004) a method, which involves learning in ways to use problem scenarios to encourage learners to engage themselves in the learning process. It is the learning which results from the process of working toward the understanding or resolution of a problem (Savery, 2015). In other words, real world problems are the heart of the PBL

model. PBL is the way to use problem scenarios to encourage learners to engage themselves in the learning process. Learning, then, results from the process of working toward the understanding or resolution of a problem. According to the principle of PBL, an ill-structured problem helps engage curiosity, inquiry and thinking in a meaningful and powerful way (Tan, 2003).

Unlike in TBL and PjBL, independent learners in PBL work in groups to confront the problem, identify learning issues, and develop possible solutions which will provide a bank of new knowledge and experience (Savin-Baden & Major, 2004). They will be given the opportunities to find knowledge, restructure their own and apply it to other situations (Tan, 2003). Consequently, PBL focuses on the process of learning rather than the product itself.

The present study falls into the category of PBL method as it can better prepare HRM Master's students for their future careers in the global working environment when compared with those instructed in other methodologies. Moreover, In terms of compatibility of PBL with language learning, it is assumed that PBL can be used to teach language, as it could enable learners to enhance their abilities to learn a language, teaches them new effective learning strategies and permits them to use the language in a genuine way. Accordingly, Fischer (2008) explains why PBL is suitable for ESP learning.

By introducing the PBL model into teaching languages for specific purposes (LSP), a shift can be made from the text-based approach for developing the traditional four language skills to a new way of teaching foreign languages. This model is especially appropriate for combining professional knowledge with the knowledge of a foreign language and thus for teaching languages across the curriculum. This approach also offers an opportunity for co-operation between the language teacher and the subject specialists, and thus for teaching languages for specific purposes. (p. 13).

Similarly, Abdullah (1998) elucidates that the PBL process provides students with situations that are derived from the real world and require authentic use of language. Moreover, Willis (1996) argues PBL can “offer English learners exposure to authentic materials,

opportunities to use the target language, and motivation to learn, which are all considered to be essential conditions for language learning” (Eguchi & Eguchi, 2006, p. 523). PBL also “provides a purpose for a classroom activity which goes beyond the practice of language for its own sake” (Richards, Platt & Weber, 1986, p. 289). Henceforth, this type of instructions is used in this study as it can promote the authentic use of English that is tightly linked to learners’ discipline. PBL can provide the appropriate milieu for learners to practice their speaking skills in the target language through problem solving and group discussion; consequently, it has a remarkable potential to boost learners’ English speaking confidence. Ultimately, the skills of problem solving, critical thinking, communication, and collaboration achieved from the process of learning through a PBL pedagogy are likely to help graduates to become successful in confronting their daily working problems using the appropriate language.

### **3.1.2. Problem Based Learning Conceptual Dimension**

Problem Based Learning is considered consistent with the principles instruction arising from constructivist, sociocultural and cognitive development foundations. It is thought of as one of the best exemplars of a social constructivist, student-centred learning approach (Hmelo-Silver & Barrows, 2006, 2015; Savin-Badin & Major, 2011; Hmelo-Silver & Ederbach, 2012; Savery & Duffy, 1995).

In order to understand what PBL stands for, Savin-Baden and Major (2011) elucidate that PBL is a learner-centered cognitive approach to learning that is centred on solving problems that aims at teaching both knowledge and skills. In an attempt to explore the conceptual framework of PBL, Savin-Baden and Major (2011) trace the link between the core concepts of PBL and different learning theories. They present how PBL would fit the different learning theories and concepts. In fact, PBL is based on the cognitive learning theories that developed from the field of educational psychology in the early 1950s, such as Piaget’s Cognitive Constructivism Theory, Vygotsky’s Social Cognitive Constructivism Theory, along with

humanist theories. These theories furnished the influential ideas that shaped the features of PBL approach.

Constructivism is a noteworthy theory in the field of teaching and learning. Generally conceived, constructivist theory is based on psychological and philosophical perspectives. According to Schunk (2008, p. 235), Piaget and Vygotsky agree upon the idea that human knowledge is constructed by individuals and within social communities. There is a main difference between constructivist theories of Piaget and Vygotsky; the latter put much emphasis on the social aspects of the learner while Piaget focused on the learner's inner motivation to balance new knowledge with prior knowledge and understanding (Schunk, 2008).

According to Schunk (2008), Vygotsky's theory of social constructivism can be implemented in a range of educational areas. The social constructivism theory can be applied in education as mutual teaching which stimulates an interaction and discussion between a tutor and small group of learners. Moreover, peer collaboration is another educational application of the theory. This promotes the learners to actively work on their assigned task and to learn from each other while collaborating with their peers.

Savin-Baden and Major (2004, p. 36) point out that "the curricula where PBL is central to the learning are, in fact, largely constructivist in nature since students make decisions about what counts as knowledge and knowing." In line with this Social Constructivism theory, PBL assumes that learning can take place when the learner interacts with his environment; learners learn when they interact and collaborate together, as "cognitive conflict stimulates learning and knowledge occurs when students negotiate social situations and evaluate individual understanding" (Savin-Badin and Major, 2011, p. 30). Besides, Vygotsky's social constructivism stresses the prominence of the Zone of Proximal Development (ZPD) and teacher's instructional scaffolding in helping learners attain and construct new knowledge it can be seen as one of the main principles for PBL implementation.



### 3.1.3. PBL Historical Overview

Concerning PBL conceptual history, Rhem (1998) believes this approach as a newly recovered style of learning which is dated back to ancient Greek philosophy. PBL framework is tightly related to the question-and-answer dialectical strategy associated with Socrates and the Hegelian thesis-antithesis-synthesis dialectic.

According to Martin (1996), PBL first emerged in the 1950s in medical schools at Case Western Reserve University in the United States, but it was officially introduced as a methodology by Howard Barrows at McMaster University in Ontario, Canada in the late 1960's (Boud & Feletti, 1991; Delisle, 1997; Magnussen, Ishida, & Itano, 2000). Woods (1969) has been qualified for devising the term problem-based learning and the first PBL learning experience was developed as a part of the medical program at McMaster University in Hamilton, Ontario, Canada in September, 1969, with a medical class of 19 students.

PBL approach is considered as a revolutionary pedagogy which uses problems as stimuli for learning. Its main aim of implementation in medical field was to enhance the quality of education by shifting the focus from lecture-based syllabus to an integrated syllabus based on real-world problems which actively involves the learner in the learning process. The traditional approaches to teaching in medical education were not able to meet the demands in the early 1960s. Knowledge memorization did not allow medical graduates to be equipped with the required clinical skills at work.

Henceforth, conventional methodologies have begun to be challenged and the need for a change has emerged in order to adopt a new teaching methodology that can meet the required goals in preparing capable doctors with critical thinking skills. In this respect, a study of Bridges and Hallinger (1995) shows the empirical evidence that the medical students retained little of the basic disciplines they had learned. Furthermore, a study of Balla (1990a, b) reveals that the students were often not able to apply appropriate knowledge of basic science in formulating

and revising clinical diagnoses. Consequently, PBL has been developed as an alternative and it appears to bridge the gap between theory and practice in medicine. PBL was regarded as an active learning pedagogy that aimed to help learners synthesise and integrate knowledge (Solomon, 2005).

In PBL, the problem is considered as the core of learning process. Learners are organized into small groups, discuss different cases and suggest possible solutions. This pedagogy promotes autonomous learning, self-organized and lifelong learning (Gardner & Miller, 1996). This was the first step in the development of PBL. Since then, PBL has been adopted by many health professional programs worldwide (Neville, 2009). Afterwards, PBL approach has become an accepted instructional approach and has extended in different disciplines (Binkley & Saarinen-Rahiika, 1998; Solomon, Binkley, & Stratford, 1996).

According to Kain (2003), PBL was originated from the “project method” of William Kilpatrick (1918) who asserted that learners should not be provided with answers but rather with experiences in learning to help them create the questions and to seek solutions to questions and problems. In the same vein, Dewey (1944) claims that a problem based model creates a link between doing, thinking, and learning.

Since the late 1960s, PBL has been perceived as a challenging approach, however, it has widespread to be implemented in different domains in a variety of ways. After its execution in medical schools, the approach was adopted by other disciplines such as law, nursing, pharmacy, engineering, business, and architecture (Ahlfeldt, Mehta, & Sellnow, 2005). The early of the 21<sup>st</sup> century has marked the launch of considering the possibility of PBL in arts, humanities, and education, specifically English language teaching. As an illustration, between 2001 and 2003, Perkins (2004) notes that a Leonardo da Vinci project (i.e., LENTECE), started learning English for technical purposes in six European countries in which PBL was used to develop the students’ English language.

### **3.1.4. Definition of Problem-Based Learning**

Defining PBL approach is still a debatable issue, henceforth there are numerous definitions and interpretations. As stated by Savin-Baden (2000) PBL “is not just a different method or style of teaching. Instead it is a different philosophical approach to the whole notion of teaching and learning” (p.13). Coffin (2014) supports the view that “the definition of PBL is now broadening, and it is now viewed as a philosophy and a set of learning principles rather than as only one of the instructional approaches to active learning” (p. 8).

A main definition of PBL was given by Neufeld and Barrows (1974) as a method of learning led by a self-directed survey process. In the same vein, Barrows and Tamblyn (1980) state that PBL is learning that results from the process of working toward the understanding or resolution of a problem. Savery and Duffy (1995) explain PBL as a curriculum design that identified students not as passive recipients of knowledge but as problem solvers who could develop disciplinary knowledge and problem solving strategies to confront ill-structured problems that occur in the real world.

Hmelo-Silver (2004) defines PBL as “an instructional method in which students learn through facilitated problem solving. In PBL, students’ learning centers on a complex problem that does not have a single answer” (p. 238). Coffin (2014) points out, “PBL is viewed and understood at two levels, as a pedagogical approach and an educational strategy” (p. 18). PBL approach has recently played a significant role as a teaching approach that enhances the cognitive and metacognitive knowledge of the students. It is an approach that engages students in learning how to learn while they also learn language and content (Mathews-Aydinli, 2007, p. 1). As explained by Li (2013), PBL “represents an alternative way of learning and knowing” and “a radical conceptual change in learning and knowledge for organizational members at the university” (p. 170). Hence, this approach is to be considered as a method that represents a real conceptual change in education.

PBL approach actually resulted from concerns of many educators and researchers regarding the deficiencies and problems that exist in conventional learning which emphasizes more on the contents (Barrows, 1996; Barrows & Tamblyn, 1980; Hmelo-Silver & Barrows, 2006). The main goal of PBL is to help develop a flexible knowledge (Ferreira & Trudel, 2012; Hmelo-Silver, 2004;), improve problem solving skills and self-directed learning (Hmelo-Silver, 2004), collaborative skills (Hmelo-Silver, 2004) and enhance intrinsic motivation (Hmelo-Silver, 2004). This approach is also able to develop higher-order thinking skills such as creative thinking (Alias & Solomon, 2012; Fauziah, 2011). As a social constructivist pedagogical approach, PBL is a “premier example of a student centred learning environment as students co-construct knowledge through productive discourse practices” (Hmelo-Silver & Barrows, 2015, p. 71)

All in all, PBL is an approach that challenges students to learn through engagement in a real problem. It is a format that simultaneously develops both problem solving strategies and disciplinary knowledge bases and skills by engaging students in the active role of problem-solvers opposed with an ill-structured situation that simulates the kind of problems they are likely to face as future employees in various workplaces.

### **3.1.5. Problem-Based Learning Principles**

PBL effective instruction has been influenced by the principles of arising theories of cognitive development, constructivist, and sociocultural foundations. Barrows and Tamblyn (1980) review PBL principles as follows: student-centeredness, active learning, the focus on process, authenticity of problems, cooperative learning, interpersonal skills development, and the role of the tutor as a facilitator. In their definition of PBL, Finkle and Torp (1995, p.1) attempt to identify the main features of PBL “ (PBL) is a curriculum development and instructional system that simultaneously develops both problem-solving strategies and disciplinary knowledge bases and skills by placing students in the active role of problem-

solvers confronted with an ill-structured problem that mirrors real world problems”. Despite the various modifications that PBL has undergone throughout the decades, its principles have remained its basic foundations as illustrated by Barrows (1997):

1. **Student-centred:** Students assume responsibility for their own learning, and tutors act as facilitators. Teachers should avoid making learners reliant on them for what they should learn and know.
2. **Problem-based:** The problems are ill-structured and open problems which are found in real world situations (authentic). Information given to students is only necessary and related to stimulate their thinking processes. The problems require the learners to examine a range of different solutions closely before deciding on specific solutions.
3. **Problem-solving:** The main aim of the problems is to encourage student development, and the skills of effective and efficient reasoning in students. PBL supports the application of problem-solving skills required in learning process.
4. **Self-directed:** Students should select what they need to learn based on their efforts about how to solve problems. : It develops research skills. Students need to learn how to get information when it is needed and will be current, as this is an essential skill for professional performance.
5. **Team Work (Collaborative):** Students work collaboratively to solve problems and in team try to recognize learning issues. Collaborative learning occurs when students attempt to learn from a group.
6. **Self-reflecting:** After solving problems, students execute self-reflection on their learning. Learning activities such as comparing new problems with old ones, engaging in reflection based on their preparation and facing the same problems in the future.

7. **Self-monitoring:** Students monitor their own achievement and evaluate their own progress. This self-achievement can come from combining feedback from the teacher/lecturer, group members and others 'evaluations.
8. **Authentic:** All of the behaviours embraced in PBL are steps acquired by students as they evaluate real world problems in the future. It begins with the presentation of a real-life (authentic) problem stated as if it might be encountered by practitioners.

PBL is a learner centred approach where the tutor plays the role of a facilitator who mainly affords scaffolding guidance in the learning process. The “learner-centred” approach permits learners to study topics that interest them the most, and decide how they want to undertake the work. Gallagher (1997) and Reynolds (1997) assert that learners should identify their learning needs, help plan classes, lead class discussions, and assess their own work and that of their classmates. PBL is a group-based teaching technique which aims to increase communication skills and students' motivation as they become actively involved in the learning process (Allen, Duch, & Groh, 1996).

According to Arambula-Greenfield (1996), PBL teacher should act as a cognitive coach who models inquiry strategies, guides exploration, and helps students clarify and pursue their research questions. Hitchcock (2000) suggests that skilful and experienced facilitators and tutors are vital element for PBL success. Furthermore, ill-structured problems are seen as the preliminary motivation and framework for learning in PBL (Wilkerson & Gijsselaers, 1996). According to Gallagher (1997), ill-structured problems help learners to learn a series of key concepts, ideas, and techniques because they encourage group discussion and give students experience solving problems encountered by experts in the field. Furthermore, students recognise that the problems are professionally relevant. Students can be motivated to work on authentic problems because solving the problems is useful for their future career. Norman and Schmidt (1992) convey that PBL aims at developing students' self-directed learning skills,

enhancing their reasoning, increase knowledge acquisition, retention, and use, bridge the gap in use between theory and practice.

### **3.1.6. Problem-Based Learning Goals**

PBL is considered as one of the best paradigms of a social constructivist, student-centred learning approach (Hmelo-Silver & Barrows, 2006, 2015; Hmelo-Silver & Ederbach, 2012; Savery & Duffy, 1995). Savery and Duffy (1995) explicitly state that the learning goals of PBL are related to self-directed learning, content knowledge, and problem solving. In relation to the previously reviewed PBL principles, Hmelo-Silver (2004, p.235) determines the learning goals of PBL process as follows:

- 1) flexible knowledge, 2) effective problem-solving skills, 3) Self-Directed Learning skills, 4) effective collaboration skills, and 5) intrinsic motivation.

In the same vein, Hmelo-Silver (2004) maintains that learning in PBL is based on experiential learning following specific strategies: “PBL is focused, experiential learning organized around the investigation, explanation, and resolution of meaningful problems” (p. 236). Savery (2015) argues that PBL approach challenges students to:

- take responsibility for their learning;
  - use free inquiry in their approach to solving a complex, real-world problem one would expect to encounter in their future profession;
  - apply prior knowledge and understanding to the problem;
  - analyse the problem, its context and consider possible solutions;
  - discuss strategies and conduct research with others in small groups;
  - review the proposed process and solution(s);
  - create a tangible solution to the problem in the form of a presentation or product;
- and

- reflect on the problem, process and their results

PBL, as a pedagogy, has an outstanding goals and multiple strategies that help the learners in the process of knowledge construction. Accordingly, PBL is regarded as one of the “instructional approaches that situate learning in a meaningful task,...It has a dual emphasis on helping learners develop strategies and construct knowledge” (Hmelo-Silver, 2004, p. 236).

### **3.1.7. PBL Switching Roles**

As a social constructivist pedagogical approach, PBL is a “premier example of a student centred learning environment as students co-construct knowledge through productive discourse practices” (Hmelo-Silver & Barrows, 2015, p. 71). In traditional methods, the problem is an exercise to practice of what students have already learned. Whereas in PBL, problem is viewed as a vehicle to learn new content knowledge and skills. Henceforth, PBL has made three changes in the classroom: a) students are initially exposed to ill-structured problems, b) students are responsible for their learning and the teacher works as "a meta-cognitive coach" and c) students are given the role of stakeholders (Gallagher & Stepien, 1996).

To delineate the key components of PBL, students work together collaboratively in small groups to analyse, investigate and find solutions to ill-structured, open-ended, authentic problems which have many potential solutions. Furthermore, the teacher facilitates the learning process by challenging the students’ thinking through asking key higher order questions. Simply, the PBL learning process is usually completed with a tangible solution to the problem in the form of a presentation (Barrows, 2002).

#### **3.1.7.1. PBL Teacher’s Role and Responsibilities**

In PBL teaching environment, the teacher’s traditional roles are switched to the learners who have to be active, self-directed, autonomous, and construct their own knowledge. In PBL, the tutor is no longer a provider of information or the only decision-maker in the learning process but s/he acts as a facilitator. In implementing the PBL approach, Bridges and Hallinger



(1991) clarify that the total of direct instruction is minimised and students assume more responsibility for their own learning. In this line of thoughts, Hmelo-Silver (2004) defines the word facilitator in PBL:

In PBL, the teacher/ facilitator is an expert learner, able to model good strategies for learning and thinking, rather than an expert in the content itself. The facilitator scaffolds student learning through modeling and coaching, primarily through the use of questioning strategies. (p. 245)

In PBL classes, Hmelo-Silver (2004) explains that the facilitator's role allows the tutor to become more than a content and procedural resource person, but s/he is a facilitator of group processes and a guide to additional resources. To stimulate students' self-direction in the PBL learning process, the teacher does not get very involved in student discussion but rather, encourages students' individual engagement in the group work; the facilitator should raise many meta-cognitive questions to encourage students to be actively engaged in discussion instead of being the "sage on the stage" as frequently happens in conventional classes.

In PBL pedagogy, scaffolding strategy plays a significant role in learners' guidance in self-directed learning. This is in line with cognitive and social constructivism forwarded by Piaget and Vygotsky. Powell (2006, p.54) reports that "both Piaget and Vygotsky agreed that the teacher's role was that of a facilitator and guide, and not of a director or dictator." In this vein, Hmelo-Silver (2004) explains that the role of scaffolding is graded according to students' experience. That is to say, the more experienced they become, the less scaffolding they have. Furthermore, the facilitator has to monitor the group work process and to encourage all team members to actively take part. S/he also has to prompt students to assess their peers' work and their own work.

The role of a facilitator does not only require a change in teachers' roles, nonetheless there should be different updates in teachers' perceptions of learning. The instructor role in PBL is that teachers need to learn the importance of connections between disciplines, as PBL is seen

as an interdisciplinary approach. Therefore, teachers need to cooperate with their colleagues in PBL for the success of the program (Meier, Hovde, and Meier, 1996; Maxwell et al., 2001). Teachers need to collaborate in designing learning problems which can be interdisciplinary.

Although a teacher's role in the classroom changes according to the context, PBL offers a specific set of challenges for teachers in order to accomplish the goals of PBL. Therefore, effective implementation of PBL in ESP context necessitates a paradigm change in teachers' attitudes to learning before an interdisciplinary approach to PBL can be implemented in teaching processes. PBL as a "learner-centered" approach implies changes in the learners' roles, as detailed below.

### **3.1.7.2. PBL Learners' Role and Responsibilities**

One of the major principles of PBL approach is that the students are active agents in their learning process. In PBL process, students work in small groups, understand the problem, identify and learn what they need to know and generate hypotheses to solve the problem (Hmelo-Silver, 2004). Henceforth, students' role is to question, research and use critical thinking in an active way to solve problems (Cerezo, 2004). That is why, in PBL students are required to take responsibility for their own learning and give meaning to their knowledge and the concepts they encounter (English & Kitsantas, 2013)

Savin-Badin and Major (2011, p.82) explain the shift in students' roles in PBL as follows:

1. from passive listener, observer and note taker to active problem solver, contributor and discussant;
2. from a private person taking few or no risks to a public person who takes many risks;
3. from attendance dictated by personal choice to attendance dictated by community expectation;
4. from competition with peers to collaborative work with them;

5. from responsibilities and self-definition associated with learning independently to those associated with learning interdependently; and
6. from seeing tutors and texts as the sole sources of authority and knowledge to seeing peers, oneself and the community as additional and more important sources of authority and knowledge.

PBL is a group-based teaching technique where learners are more empowered in their learning as the focus is placed on them. Accordingly, they are asked to be actively involved in constructing knowledge and learning common skills which are thought to include, self-directing, self-monitoring, autonomous learning, problem solving and communication.

As stated previously, group work in PBL aims at providing opportunities for learners to collaborate with each other, learn from one another and construct knowledge gained from the different discussions. Therefore, students are advised to actively engage in the group work as well as in class discussions during the PBL process. According to Kim (2006), students who are highly involved will benefit further from the PBL approach. In fact, it is through group work that students gain opportunities to learn to both give and accept critical perspectives. A student can play three main roles in a PBL classroom – roles taken in a discussion or in team work are: chair person, assistant and group member (Moust, Bouhuijs, Schmidt; 2001).

Evaluation is one of the roles assigned to the learner during the PBL context. In this vein, Savin-Badin (2003) asserts that the students should also get involved in the assessment process and know how to perform evaluation; “It is vital to de-mystify assessment criteria and help students to become stakeholders in the assessment process. One way of doing this is to ask students to develop their own marking criteria, because they will then understand what the process of grading involves” (Savin-Badin, 2003, p. 111).

### 3.1.8. Problem - a Key Feature of PBL

Barell (2006) defines the term “*problem*” as a challenge that requires a solution. The main target of assigning a problem in PBL is to actively involve learners in the cognitive learning process. To attain this goal, Sockalingam and Hmelo-Silver (2011) identify the chief characteristics of a good problem:

- To foster flexible thinking, problems need to be complex, ill-structured, and open-ended;
- To support intrinsic motivation, they must also be realistic and resonate with the students’ experiences;
- A good problem affords feedback that allows students to evaluate the effectiveness of their knowledge, reasoning and learning strategies;
- The problems should also promote conjecture and argumentation;
- Problem- solutions should be complex enough to require many interrelated pieces and should motivate the students’ needs to know and learn (p. 244).

According to Jonassen and Hung (2015), problems that are appropriately designed, used in meaningful real-world contexts, aim at the intended learning outcome(s) play a key role in determining the success of a PBL program. Thus, Schmidt, Van der Molen et al. (2009) list three important roles for problems in PBL:

1. Increasing the level of curiosity in the study field.
2. Providing an experience related to the curriculum.
3. Integrating learning in all of the aspects of the curriculum such as small group dialogue, lectures, skills and training.

In order to design an effective learning problem, the PBL tutor should have a thorough interdisciplinary knowledge in understanding different disciplines related to the particular problem.

### 3.1.8.1. Typology of Problems in PBL

Schmidt and Moust (2000, cited in Savin-Badin & Major, 2011) provide a taxonomy of types of problems; they believe that the concept ‘problem’ refers to different types of case-based instruction carried out by the learner, but they use the word tasks to describe the type of outcome related with the problem-scenario.

**Table 3. Typology of Problems in PBL (Schmidt and Moust, 2000, cited in Savin-Badin & Major, 2011, p.64)**

|                         |                                                                                    |
|-------------------------|------------------------------------------------------------------------------------|
| <i>Problems</i>         | <i>Problems of explanation (What is going on here?)</i>                            |
| <i>Strategy tasks</i>   | <i>‘What if task’. “What would you do?”</i>                                        |
| <i>Action tasks</i>     | <i>Doing an activity, for example, interviewing business leaders</i>               |
| <i>Discussion tasks</i> | <i>Tasks that focus on students’ opinions</i>                                      |
| <i>Study tasks</i>      | <i>Tasks that can be done by an individual and do not require group discussion</i> |

*Table 7; Problem typology (Schmidt and Moust, 2000, cited in Savin-Badin and Major, 2011, p. 64)*

It seems that not all these types of problems can meet the criteria of problems. However, ‘Strategy Tasks’ are the closest to what may be called problems if the problem scenario can fit the criteria of the problem-based approach. In PBL, the selection of the topic for a problem scenario and the ‘what if’ is the major fact that leads the learner to situate himself into a situation which would activate learning. That is to say, hypothetical question such as “what if” stimulates learners’ thinking, then the potential of the PBL may be attained. All in all, employing the suitable type of problem to provide learners with the appropriate contexts ensures the effectiveness of PBL instruction implementation, and in turn, the appropriate design of problems boost the PBL students’ learning (Hung, 2011, p. 547).

### 3.1.8.2. Ill-Structured Problems in PBL

Regarding the concept of PBL, the initial stage of undertaking a problem will be mainly ill-structured. The latter in PBL represents a situation which does not provide the necessary information required reaching a solution and there is no single way to solve it (Chin Chia, 2006).

In other words, the problem will be “ambiguous, incomplete, confusing or conflicting” (Barrows & Wee, 2007, p. 45). It makes learners require further information and understand what does occur and help them to decide on the required processes to approach a solution (Ronis, 2008). The characteristics of ill-structured problems or open problems are as follow:

1. It has more than one correct solution,
2. It is more complicated than it is easy. It depends on students’ reasoning ability.
3. It is multidisciplinary in nature. It seems that real life problems can meet this characteristic.
4. It has to concentrate on teamwork and cooperation. The problem should be able to let all students work and cooperate to solve it.
5. It requires planning.
6. It encourages using resources. Resources can be textbook, the Internet, library or even teachers.
7. It requires determining learning issues. It means that solving problems should lead to the objectives of the lesson being achieved.
8. Each one of the students has to think effectively. The aim of the problem should not to learn knowledge only but also to gain and improve thinking skills.

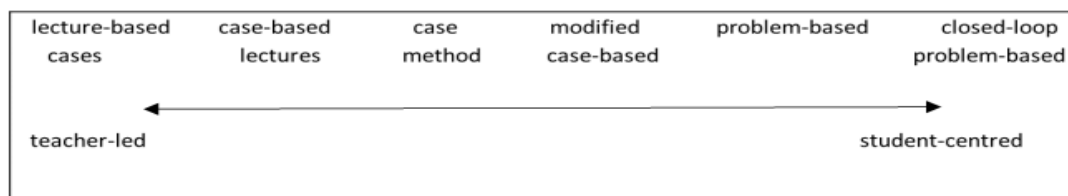
In PBL, the students’ task is to turn the primarily ill-structured problem into a well-structured one by finding or summarizing facts or solutions to the problem. In this vein, Barrows and Wee (2007) assert that

Once the learners have gone as far as they can with the knowledge and reasoning skills they have to transform an ill-structured problem into a well-structured problem, they proceed to conduct self-directed learning to find the new knowledge they need to solve the problem. (p. 46)

Finally, the ill-structured problem, in PBL is the focus for attracting learners’ attention to their learning and to initiate students’ learning. It is believed that the ill-structured problem could activate students’ curiosity in learning which would bring about diversity and motivation for learning.

### 3.1.9. Problem Based Learning: Barrows' Taxonomy (1986)

Hmelo-Silver (2011, p. 6) considers Barrows as “a pioneer in the development of problem-based learning approach and assessment process in medical education”. Barrows' taxonomy (1986) specifies how the problem can be presented in the case format in different PBL method models. This classification categories PBL combining major variables in PBL, the design and format of the problems, and the degree to which learning is teacher-directed or student-directed as follow as it is illustrated in the figure below:



**Figure 7. Barrows' PBL Taxonomy (1986)**

The five categories of PBL according to Barrows (1986) are: case-based lectures, case method, modified case-based, problem-based, and closed-loop problem-based.

- i. **Case-based lectures:** involve students receiving background information on a case to study prior to the lecture.
- ii. **Case method:** students receive complete details on a case to study and research before coming to class. The instructor, acting as a tutor, facilitates class discussion in analyzing the case.
- iii. **Modified case-based PBL:** students receive partial details on a case and, after class discussion, choose from a limited number of inquiry actions or decisions. The list of inquiry actions and decisions may be generated by the class or provided by the instructor. Students then receive additional information on the case and further discussion ensues.

- iv. **Problem-based cases:** students are presented with say a simulated patient. The students evaluate the patient's signs and symptoms, generate hypotheses, and decide what additional information is needed. The instructor facilitates the class exploration of the problem.
- v. **Closed-loop-based cases:** involve students completing a problem-based case and undertaking self-directed study.

### 3.1.10. Models of Problem-Based Learning Approach

Conway and Little (2000) claim that PBL can be classified as either an 'instructional strategy' in which PBL is regarded as a pedagogical approach that can be mixed with other teaching approaches, or as 'a curriculum design' where PBL is integrated into both curriculum design and learning. In similar respect, Savin-Baden and Major (2011) mention that there are two major models of PBL: The Pure Model and the Hybrid Model.

The argument here is that either the whole curriculum is problem-based and is modeled on the McMaster version of problem-based learning, whereby students meet in small teams and do not receive lectures or tutorials; or it is the hybrid model, which is usually defined by the inclusion of fixed resource sessions such as lectures and tutorials which are designed to support students. Lectures may be timetabled in advance or may be requested by the students at various points in the module or program (p. 37)

They further explain that the pure model necessitates a committed, experienced tutor and facilitator, and in turn, students who should be experienced and motivated. If the learners are not familiar with the approach and they have not possessed the required skills and strategies yet, they cannot be thrown into this model of PBL. Savin-Badin and Major (2011) state that the hybrid approach can be more applicable to inexperienced learners, which is the case of the present study. Specifically, it is meant to offer help and guidance as it is needed. In PBL, Savin-Baden and Major (2004) mention that the concept of modules or programmes can be different according to the disciplines and cultures. The following review of the models can be perceived as the common models of PBL currently used in classes.



### **a. Single Module Approach (Pure model)**

According to Savin-Baden and Major (2004), this approach is seen as the McMaster model where learners form groups to solve a learning problem related to one specific module. In this approach, as very few lectures are provided; the tutors act as a resource for the group members. In this model, the facilitators guide learners in the process of problem-solving.

### **b. Problem-Based Learning on a Shoestring**

In contrast with the previous model, lectures can be scheduled for an attempt to guide the learning where the designed problem situations are based on related disciplines.

### **c. Funnel Approach**

Savin-Baden and Major (2004) consider this PBL form as a way of learning designed to gradually direct the learners away from common conventional approaches to more innovative approach of learning like PBL. That is, lecture-based learning can be used for the first year learner classes and a PBL approach will then be implemented in second year classes to familiarize the learners with the approach and funnel them to PBL in the final year of their programme.

### **d. Foundation Approach**

The foundation approach is apparently similar to the funnel model in the term of structure. In the funnel approach, one of these similarities appears in the initial lectures, specifically in early teaching steps where the facilitator attempts to change the thinking of the learners towards a more innovative approach such as PBL. In this approach, the gained knowledge from the initial lectures act as foundational to acquiring other learning outcomes embedded in the problem situations to follow. Accordingly, the acquired basic concepts will help the learners in the process of solving new problems. Furthermore, facilitators in the foundation approach do not play high active role in guiding learners to find the resources to solve the problems (Savin-Baden & Major, 2004).

### **e. Two-Strand Approach**

In this approach, PBL is considered as a crucial component of the programme that aims at making the appropriate use of both PBL and other learning approaches simultaneously. Two-Strand approach can be implemented in case that departments requires from learners to start sharing modules across different disciplines. This means that modules in each field are planned with linking topics in order that information attained from the mixed approach becomes a support for learners in the PBL process (Savin-Baden & Major, 2004)

### **f. Patchwork PBL, the Integrated Approach and the Complexity Model**

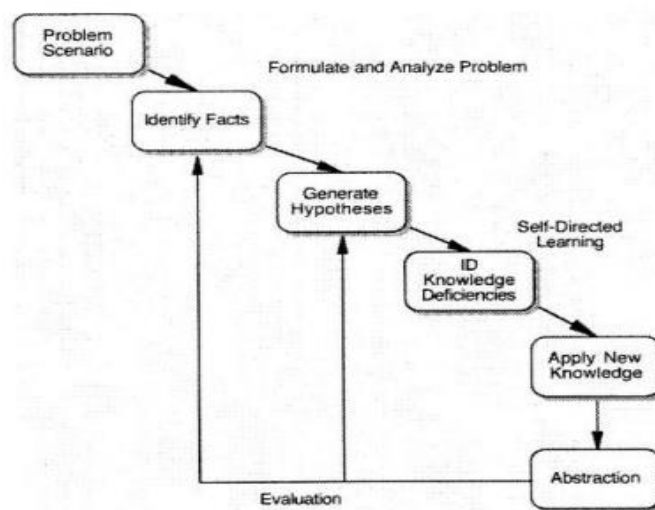
According to Savin-Baden and Major (2004), all the previous approaches have a link with problem-based learning, the integrated approach and the complexity model. In these approaches, learners have to deal with sequential problems across disciplinary boundaries. The most complex PBL form can be the complexity model used to design programmes “that transcend subjects, disciplines and curriculum impositions, and embrace knowledge, self, actions and curriculum organizing principles” (Savin-Baden & Major, 2004, p.43).

Taking into account the linguistic and communicative teaching objectives of the present study, the content of the PBL course should combine both knowledge and language that are involved in learners’ discipline. Henceforth, learners are provided with an introductory lecture at the beginning of each unit aiming to set the context for the problem and provide the learners with the needed vocabulary and appropriate grammar that would familiarize them with the topic they are going to deal with. To be on the safe side, It seems that the hybrid-PBL model, as referred by Savin-Badin and Major (2011), or foundational approach, as Aydinli (2007) named it, is more relevant to the present case study. As HRM Master’s students are inexperienced; PBL instructions are meant to offer help and guidance as it is needed. Moreover, PBL as an ‘instructional strategy’ (Conway & Little, 2000) is opted for the present study in which PBL is seen as a pedagogical approach that can be mixed

with other teaching pedagogies to teach English (ESP) to HRM Master's students. This type of PBL is in line with the second type included in Barrow's (1986) taxonomy, case-based lectures, which seems to partially fit the context in this study. Therefore, it sounds logical to assume that engaging HRM Master's learners who are struggling to master speaking skill in English in hybrid-PBL using instructional strategy that can help them achieve their goals.

### 3.1.11. Problem-Based Learning Tutorial Cycle

'The PBL cycle' of Hemlo-Silver (2004, p. 237) consists of different stages undertaken by the tutor and the learners during the PBL tutorial process. It is worthy to mention that this type of tutorial might be one that should be applied with advanced and experienced learners.



**Figure 8. PBL Cycle (Hemlo- Silver, 2004, p. 237)**

As the figure above illustrates, in PBL cycle learners are initially presented with a problem scenario that they discuss in team-work. Secondly, they classify the pertinent facts to the given ill-structured problem and come up with probable solutions. Then, the goal of this stage is self-directed learning where the learners identify the information needed, which becomes learning matters for them. The new acquired knowledge is used, hypotheses are formulated, new facts might be revealed and the cycle of tutorial continues its stages.

In the same line of thoughts, Barrett (2005, p. 15) provides an operational definition of PBL tutorials. He comprehensively explains the PBL tutorial with its implications for the learners' roles:

- 1) First students are presented with a problem;
- 2) Students discuss the problem in a small group PBL tutorial. They clarify the facts of the case. They define what the problem is. They brainstorm ideas based on the prior knowledge. They identify what they need to learn to work on the problem, what they do not know (learning issues). They reason through the problem. They specify an action plan for working on the problem;
- 3) Students engage in independent study on their learning issues outside the tutorial. This can include: library, databases, the web, resource people and observations;
- 4) They come back to the PBL tutorial(s) sharing information, peer teaching and working together on the problem;
- 5) They present their solution to the problem;
- 6) They review what they have learned from working on the problem. All who participated in the process engage in self, peer and tutor review of the PBL process and reflections on each person's contribution to that process.

From Barrett's tutorial type (2005), it is obvious that the numerous stages mentioned above entails that PBL tutorial has to be scheduled in over than two sessions, because the learners have some tasks to do on their own outside the classroom between the two sessions. Finally, the tutor is supposed to interact with the students at this last stage to contribute to evaluation and feedback.

### **3.1.12. PBL Tutorial Sessions in Language Context**

Boud and Feletti (2013) believe that in PBL context the work on a problem scenario tutorial necessitates over than two sessions. Therefore, They develop a comprehensive

description of the tutorial process, related goals, and expected learning outcome in each session of the PBL tutorial. As illustrated in the two tables below, Boud and Feletti (2013) explain how all the steps to be followed in a PBL tutorial over two sessions, what is expected from PBL, and how to meet these expectations. Additionally, it describes what is expected from the learners and determines their roles.

**Table 4. The First Problem-Based Group Session (Boud & Feletti, 2013, pp. 20-21)**

| <b>The process</b>                                                                                                                                                                                                                                                                                                                                   | <b>The goals</b>                                                                                                                                                                                                                                                                                   | <b>The outcome</b>                                                                                                                                                                                                                                   |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>The tutor starts the session with a presentation of a problem that a new graduate might be faced with. He or she may show a short video tape, play a brief audio recording or distribute a written account.</p>                                                                                                                                   | <p>The students are stimulated to attempt to tackle a realistic problem in the field in which they wish to become competent.</p>                                                                                                                                                                   | <p>Learning in the context in which it is to be applied is remembered longer and can be retrieved more easily for application in the context in which it is to be used. Relevance to the goals of the learner provides an incentive to learning.</p> |
| <p>The students are expected to organize their thoughts about the problem and to attempt to identify the broad nature of the problem and the factors or aspects involved in the problem.</p>                                                                                                                                                         | <p>The students practise observation and succinct presentation of what has been observed. The students are challenged to begin by applying their existing knowledge and experience.</p>                                                                                                            | <p>Learning is cumulative, leading to increasing familiarity. Stimulation of existing knowledge facilitates anchoring of the new knowledge.</p>                                                                                                      |
| <p>After a period of brainstorming in relation to underlying causes, mechanisms and solutions, the students are encouraged to examine each of their suggestions more critically.</p>                                                                                                                                                                 | <p>The students are given constant practice in a logical analytical, scientific approach to unfamiliar situations.</p>                                                                                                                                                                             | <p>This facilitates the progressive development of a mental process for the storage, retrieval and application of knowledge.</p>                                                                                                                     |
| <p>Throughout the discussion students will naturally pose questions on aspects that they do not understand or need to know more about. These questions will also be recorded by the scribe.</p>                                                                                                                                                      | <p>The students are consistently encouraged to identify what they do not yet understand or know and to regard this as a challenge for further learning (not as a disgrace).</p>                                                                                                                    | <p>Adults find it easier to learn if they can ask their own questions and seek answers to their own questions.</p>                                                                                                                                   |
| <p>Before the end of the session, the tutor will help the students to concentrate on questions that are particularly important at this stage of their studies. The students decide which of these questions they will all want to follow up and which questions they will leave to individuals who will subsequently teach their fellow students</p> | <p>The students are helped to recognize that nothing is ever learned completely, and that learning in a variety of subjects/topics is concurrent in order to be applied in an interrelated fashion. Also when a great deal has to be learned, the task needs to be shared with other students.</p> | <p>Integration of learning assists integrated application. Cooperation is fostered instead of competitions with colleagues.</p>                                                                                                                      |

**Table 5. The Second Problem-Based Group Session (Boud & Feletti, 2013, pp. 22-23)**

| The process                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | The goals                                                                                                                                                                                                  | The outcome                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>The tutor starts the session by encouraging the students to reflect on what they have learned towards answering the questions that are still on the flipchart or board. They will start by exploring each other's answers to the questions which all the students had decided to follow up.</p> <p>The next step is to invite individual students to pass on to their peers the insights they have gained from their study of questions which they alone had agreed to tackle.</p>                                             | <p>The students practice exchanging information on the usefulness of various sources of information. They practice sharing new learning by presenting it to their peers and by questioning each other.</p> | <p>They learn how they obtain information from various sources including consultation of experts. They learn how to convey information and how to question others critically but without causing offence. Active use of what has been learned and feedback on how well new learning has been assimilated help to embed new information in long-term memory.</p> <p>Students learn how to compare their performance with that of their peers and to identify their own strengths and their weaknesses.</p> |
| <p>New knowledge and understanding is applied to the original problems. The students consider whether their earlier conjectures or hypotheses can be reordered or refined, and what further information about the problem will assist in its further exploration. Throughout both sessions the tutor can provide further data about the problem when the students have advanced cogent reasons for access to such information. A definitive resolution of the problem may not be necessary, particularly early in the course.</p> | <p>The students practice the application of new knowledge to the original or a similar problem.</p>                                                                                                        | <p>They provide transfer of knowledge through application in a realistic context.</p>                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <p>Perhaps, once every two weeks, at the very end of second session, the tutor will call 'time out' and stimulate the group to reflect on how their studies are progressing, what they have learned, how their learning fits together, how they as individuals, are progressing and how they have functioned as a group.</p>                                                                                                                                                                                                      | <p>Students are encouraged to reflect on what they have learned, how they have learned and how they have contributed to the group's work.</p>                                                              | <p>Reflection on recent experiences is an effective method of learning: wisdom through reflection.</p>                                                                                                                                                                                                                                                                                                                                                                                                    |

All the mentioned details in the tables above can be useful for course design procedures as it provides a comprehensive description of the various steps of the PBL tutorial, how to proceed, and what learning objectives are associated with each step. However, the PBL tutor can modify the number of sessions according to the requirements of the course options. In the same case, Barrett (2005) illustrates that some problems are designed to be proceeded over many weeks and where the PBL learners might receive new knowledge related to that problem in the middle of the work.

Obviously, the structure of the tutorial demonstrates that the PBL course can run from two to three sessions, as the students need to do some work on their own outside the classroom between the two sessions. The teacher is also supposed to interact with the students throughout the sessions, particularly at the final stage to contribute to evaluation and feedback.

## **Section II: Problem Based Learning in ESP**

### **3.2.1. Problem Based Learning Relevancy in ESP**

Mardziah (1998) abundantly discussed the possibility of integrating PBL in language learning context from the constructivist perspective. Mardziah (1998) believes that language is learnt by engaging learners in social activities; the latter encourage interaction and communication. In addition, negotiation of meaning in language learning is highly meaningful if learners are exposed to real-life problems such as in PBL situations that entail interactions. In fact, employing real-life problems is regarded as a bridge between the theory learnt in schools and the use of language in real life situations (Boothe et al., 2011).

Concerning the PBL relevancy to ESP, it is assumed that PBL can enhance learners' abilities to learn a language as it teaches them more effective learning strategies to develop linguistics skills and gives them the opportunity to use the language in a real-life situation. PBL is regarded as more suitable when applied to ESP learning for many factors. First of all, ESP is claimed to be open to the employment of different methodologies related to the discipline it serves (Hutchinson & Waters, 1987; Dudley-Evans & St John, 1998). Second, ESP is a need-based approach and it focuses on students' intrinsic motivation and interest, and so does PBL. Like PBL, ESP is a learner-centred approach, which estimates learners' experiences in the construction of their own knowledge. Additional reason for the relevancy, both PBL and ESP require providing learners with the context needed to learn in a meaningful manner,

encouraging co-operative learning, permitting meaning negotiation, promoting learners' motivation, and providing them the opportunity for feedback exchange.

Furthermore, ESP learners need contextualized learning of the language related the field of their work and studies, similarly in PBL students have to deal with problems that derive from comparable situations that they would meet in real-life situations. In this respect, Lorenzo (2005) points out that ESP “concentrates more on language in context than on teaching grammar and language structures” (p. 1). One of the main characteristics of PBL that is shared by ESP is self-directed learning, Brunton (2009) asserts that self-direction is significant in terms that an ESP course is concerned with training learners into effective users of the language. All the above mentioned details correspond with the view of teaching ESP in the present study. That is to say, PBL provides all the requirements for effective language learning, since language is used in context for a purpose.

To cut it short, as learners undergo the process of language learning through PBL, they will eventually construct their specific language and start to make connections which are meaningful and applicable to the real world.

### **3.2.2. Significance of Problem Based Learning in ESP**

Recently, a considerable number of teaching/learning ideas have emerged in order to improve the overall educational quality. In this line of thoughts, Jonassen (2011) confirms that PBL pedagogy “is the most significant curricular innovation in the history of education” (p. 153). In tertiary level, Savin-Baden (2000) claims that PBL “is something to get excited about, it is an approach that does matter, because through its implementation it is possible to provide many rich and innovative opportunities, which help improve student learning” (p. 5). From the reviewed literature, the pedagogical significance of PBL includes: exposing learners to real-world challenges, higher order thinking skills, interdisciplinary learning, independent and self-directed learning, team work and communication.



Although PBL has been newly applied in language teaching and learning area Kosel (2002), many researchers and practitioners list advantages related to its employment in this field. Kosel (2002) identifies the main benefits of PBL approach:

1. A real problem raises motivation, much more than a preselected sequence of information from a course book.
2. In PBL, students can integrate their professional knowledge and their knowledge of English.
3. The pedagogy makes them better equipped with functional skills needed for their professional careers and thus makes them more competitive on the job market.
4. Individual and social learning are united.
5. English is learnt while doing something else, which goes together with “Learn by Doing.”

In the same line of thoughts, Larrison (2001) confesses that in PBL context learners of FL “develop greater communicative, thinking and problem-solving skills with PBL than with regular lecture-based education” (p. 2). Besides, Anthony (2010) infers that this pedagogy highly emphasizes students’ learning process through developing of lifelong skills and problem-solving skills. Additionally, PBL helps in promoting active as well as self-directed learning, and most importantly, enhances the development of higher-order thinking.

In the implications of PBL, Anthony and Kadir (2012) claim the positive attitudes of both students and teachers towards this approach. They report that PBL improved students’ engagement, motivation, their confidence level and the ability to develop new skills necessary for their future. Moreover, the authors believe that PBL promotes the English language usage beyond the classroom among students “unlike in the case of previous traditional approaches where students hardly had time to use the language in the classroom as it was very much the

teacher talk scenario” (Anthony & Kadir, 2012, p. 69). Students appreciated this approach because it is interesting, rewarding and enjoyable (Anthony & Kadir, 2012).

Li (2013) asserts that PBL approach aims to increase students’ motivation and cultivating their soft skills by additionally representing a new way of perceiving knowledge and learning. Therefore, “Instead of an instructor-centered, content-oriented, decontextualized teaching and learning mode, PBL uses student-led, problem-driven, problem-solving, and contextualized learning approach to prepare students for real world challenges” (Cho, Caleon, & Kapur, 2015, p. 75). Significantly, PBL aims at serving students to develop the most important 21st century skills - problem-solving, self-directed learning, and collaboration, while traditional instructions proved to be ineffective for this (Cho et al., 2015).

### **3.2.3. Problem-Based Learning Tutorial in English Language Learning**

As PBL is a flexible approach (Savin-Baden, 2000), researchers started to think of various combinations of design variables in the discipline of language learning; however, its implementation is also linked to further considerations of what interventions are required in terms of language use and development. The process of PBL implementation in ESP has been clearly described respectively in the works of Mathews-Aydinli (2007), and Anthony (2010).

In the research of Anthony (2010, pp. 14-17), PBL learning process starts with assigning students into small working groups. Then, the tutor launches the session with presenting an ill-structured problem, which should be discussed with the facilitator to gain further information. Then, students should look for additional information. After few days, they are supposed to meet to share what they have collected, review their assumptions and generate new ones according to what the new obtained knowledge.

According to Anthony (2010), facilities such as whiteboards and flipcharts could be used to record new ideas and different aspects of the problems. Additionally, the grid: Facts,

Ideas, Learning Outcomes and Actions (FILA) can be employed for the discussion of the problem and as a medium for students to co-construct knowledge in team. In the next step, when discussing the problem; students activate their prior knowledge which prepares them for learning new knowledge. Afterwards, they are asked to explain justify, and discuss their assumptions and solutions supported with their arguments. Finally, students should report the findings to their classmates; in terms of what knowledge has been acquired and what solutions have been found.

The process of implementation of PBL in the English language course has been clearly explained in details by Mathews-Aydinli (2007, pp. 1-5). As the following figure represents, he divides it into processes for students and roles that language educators need to take during the PBL tutorial.

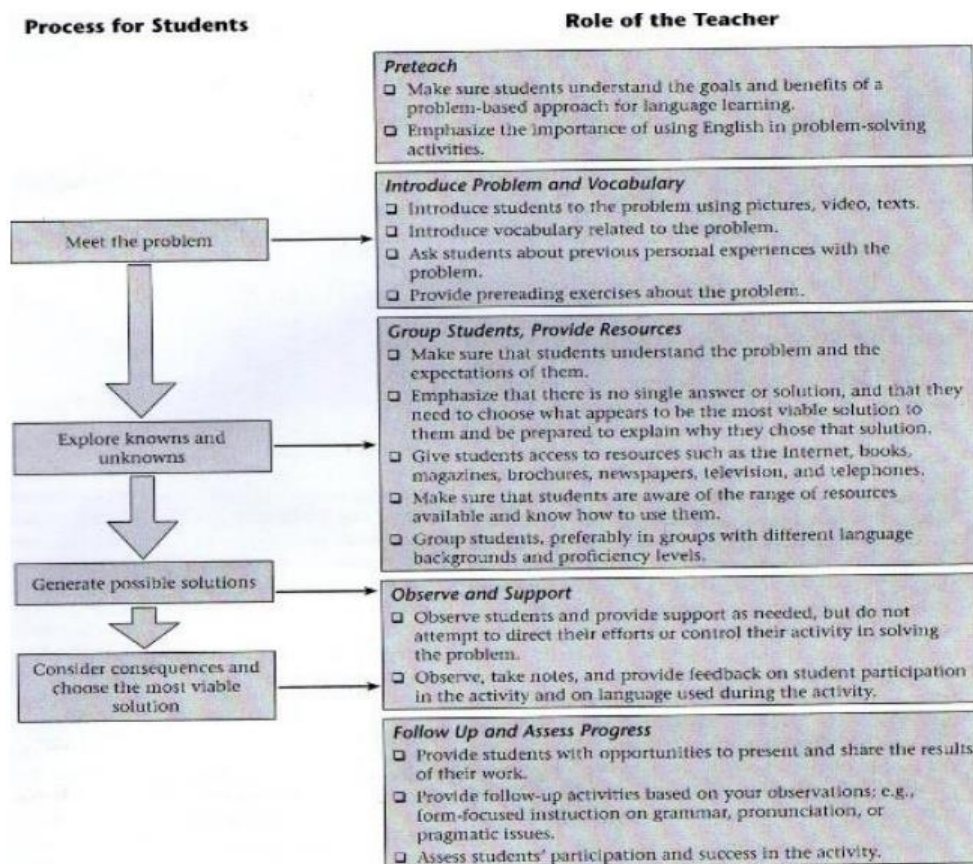


Figure 9. Student and Teacher Roles in PBL ( Mathews-Aydinli, 2007, p. 2)

As it is illustrated in the figure, Mathews-Aydinli's model is associated with a language teaching situation, hence, it takes into considerations the related linguistic issues. In this model, it is clearly shown that a hybrid model of PBL is adopted where the tutor should pre-teach some vocabulary related to the problem so that students can comprehend the ill-structured scenario. Moreover, Mathews-Aydinli (2007, p.2) explains the stages that the tutor should follow throughout the PBL tutorials are: pre-teach, introduce the problem and the language needed to work on, group students and provide resources, observe and support, follow up, and assess progress. He maintains that the tutor has to pre-teach the main notion and principles of PBL for novice students to this approach and explain to them in details what they are expected to do. Moreover, the tutor should insist on team-work, problem solving, and self-directed learning. Furthermore, the tutor has to emphasise on the students that they have to use the English language while working with the problem. Finally, Mathews-Aydinli (2007) suggests that tutors should prepare the students for the problem solving via teaching new vocabulary and tasks of pre-problem solving, such as pre-reading or pre-writing.

In PBL implementation procedure, the researcher's present model determines both steps required for the facilitation of language learning by using PBL instructions and activities. Mathews-Aydinli (2007) asserts that language proficiency development is not merely based on implicit language learning instructions; however, it is also centred on deliberate steps to monitor language development in the process. Concerning grouping the students in PBL tutorials, Mathews-Aydinli (2007) recommends grouping students into different language proficiency levels and diverse cultural backgrounds aiming to maximize students' effective use of English language. Besides, once the students start working with the problem scenario, tutors should provide them with the needed resources, guidance, support and direction. During this phase in language learning, there should be a kind of scaffolding and monitoring; where tutors should take into account the linguistic problems encountered by students.

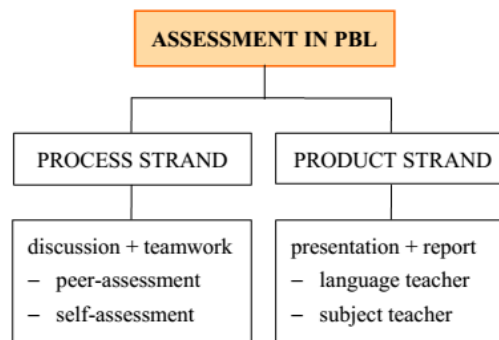
The novelty of PBL approach is still in language learning classes, limited resources are available and many concepts needs to be explained and clarified. Accordingly, Barrows (2002, p.9), recommends that upcoming “studies must specify how PBL is used in different disciplines and contexts”. In language learning context, the linguistic objectives should be set from the very beginning. Throughout the PBL tutorial, the learners will certainly read in the target language about the problem to collect the necessary information. In the PBL final stage, learners will provide a written report where they explain their arguments and their recommendations.in addition, they will deliver oral presentation consists of their findings and discussions. However, based on the objectives of the course the tutor can select whether the written report or the oral presentation. All in all, PBL engages students in learning how-to-learn while they also learn language and content (Mathews-Aydinli, 2007).

#### **3.2.4. Leaning Assessment in PBL**

One of the corner concepts of the implementation of PBL is assessment process. According to Savin-Baden (2004), the concept of assessment is probably one of the most controversial issues in PBL because it is probably the most important indicator for validating its effectiveness.

In language learning context, Kosel et al. (2005) provide a comprehensive framework of PBL assessment. The researchers state that “Problem-based learning is a typical example of an educational model in which it does not suffice to assess the products of learning only. You also need to get some information on what was going on during the learning process itself.” (Kosel et al., 2005, p.52). Accordingly, the PBL assessment framework should be divided into two main strands: i) the product strand and ii) the process strand. Concerning the product strand, the type of products assessed would be the written report and the oral presentation. On the other hand, in the process strand, the assessment would be focused

on the quality of students' involvement in the learning process in terms of their contribution to the learning process and personal improvement.



**Figure 10. PBL Assessment Strands (Kosel et al., 2005, p.52)**

The recent trends in assessment theory advocate the decision to divide the assessment into the product and process. That is, assessment witnesses a radical transition from standardized testing and written examination to a hybrid model of educational assessment from which the teacher and the student should receive formative feedback information. Consequently, assessment should not be something that is 'tacked on' to the learning process at the end, but should also take place during the process of learning (Kosel et al., 2005).

#### **3.2.4.1. Report Assessment Criteria**

The final report is one of the key outcomes of the PBL process, henceforth, its assessment should be carefully planned, and students should be acquainted with the criteria before they start writing it. Kosel et al. (2005, pp.55-56) provide two comprehensive examples of rating scales for reports. The difference between them is that – Report Assessment Form – is designed for situations in which the report is the product of the whole group and they all get the same mark for the report, whereas the second – Rating Scale for Group Report – is designed for situations when each individual student is responsible for his/her own part of the report and is marked for it only.

A set of criteria should exist in both reports, the first part is intended to assess the relevancy and correctness of solution to the problem and whether the report contains

insightful information. A second important criterion is the report structure to assess if each student is writing his/her own part. Based on specific rating scale, teacher should assess how well individual team members were able to integrate their contributions into the whole how the student was able to plan and complete his own part and incorporate it into the whole. Another important criterion should also exist for assessing the use of standard and academic English. Henceforth, The language of report or an individual part of the report should be evaluated in terms of appropriate vocabulary, grammar and spelling and other writing skills such as use of linking words, paragraph building, and paraphrasing and summarizing Kosel et al.(2005). This is displayed in the table below:

**Table 6. Report Assessment Form (Kosel et al., 2005, p.55)**

| <b>Report Assessment Form</b>                                                   |                          |                          |                          |                          |                          |
|---------------------------------------------------------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Subject teacher                                                                 |                          |                          |                          |                          |                          |
| Project title: _____                                                            |                          |                          |                          |                          |                          |
| Please evaluate the following group achievements:                               |                          |                          |                          |                          |                          |
| <b>SUBJECT TEACHER</b>                                                          |                          |                          |                          |                          |                          |
|                                                                                 | <b>1</b>                 | <b>2</b>                 | <b>3</b>                 | <b>4</b>                 | <b>5</b>                 |
| Quality of work:                                                                |                          |                          |                          |                          |                          |
| - the work is well focused                                                      | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| - the solutions are as expected (correct)                                       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| - problem coverage complete                                                     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| - literary sources well utilised                                                | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| The documentation is:                                                           |                          |                          |                          |                          |                          |
| - logically structured                                                          | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| - complete (contains all elements of a report)                                  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Technical vocabulary appropriate                                                | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Have the group contacted you for help?                                          | <b>YES</b>               | <input type="checkbox"/> | <b>NO</b>                | <input type="checkbox"/> |                          |
| <b>POINTS</b>                                                                   | _____ /35 = ...%         |                          |                          |                          |                          |
| <b>LANGUAGE TEACHER</b>                                                         |                          |                          |                          |                          |                          |
|                                                                                 | <b>1</b>                 | <b>2</b>                 | <b>3</b>                 | <b>4</b>                 | <b>5</b>                 |
| Standard of English:                                                            |                          |                          |                          |                          |                          |
| Use of info (rephrasing, summarizing, discarding irrelevant information)        | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Referencing                                                                     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Style (corresponds to the standards of report writing, use of cohesive devices) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Grammar (word order, tense forms, subject-verb agreement)                       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Appropriate vocabulary                                                          | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Spelling                                                                        | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Paragraphing and punctuation                                                    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Structure and layout                                                            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <b>POINTS</b>                                                                   | _____ /40 = .....%       |                          |                          |                          |                          |

*Designed by Vukadinović, N.*

### 3.2.4.2. Presentation Assessment Criteria

The first element in the assessment form of the oral presentation should be the relevance of content, which is preferably assessed by the subject teacher (Kosel et al., 2005, p. 57). The second and the third elements are: clear and well-structured organization supported by visuals and delivery style. These criteria refer to assessing the presenters in terms of how clear and well-organized they were, whether the use of visuals was good, their body language was appropriate, whether questions were invited and answered. The last element in the presentation rating scale refers to the performance in the foreign language. The presenter is judged in terms of pronunciation of words and sounds, appropriate vocabulary, use of discourse markers, and grammatical accuracy. However, concerning the latter, emphasis should be given to fluency since this is more important in spoken production.

**Table 7. Presentation Assessment Form (Kosel et al., 2005, p.56)**

| <b>Presentation Assessment Form</b>                   |       |   |   |   |        |       |
|-------------------------------------------------------|-------|---|---|---|--------|-------|
| Name of speaker:                                      | _____ |   |   |   |        |       |
| Member of team:                                       | _____ |   |   |   |        |       |
| <b>PREPARATION AND CONTENT</b>                        |       |   |   |   |        |       |
| <b>Topic</b>                                          |       |   |   |   |        |       |
| - well researched, interesting, informative           | 5     | 4 | 3 | 2 | 1      |       |
| - relevant to the audience and local environment      | 5     | 4 | 3 | 2 | 1      |       |
| <b>Organisation</b>                                   |       |   |   |   |        |       |
| - clear structure                                     | 5     | 4 | 3 | 2 | 1      |       |
| - good use of 'signpost' words                        | 5     | 4 | 3 | 2 | 1      |       |
| - good supporting statements                          | 5     | 4 | 3 | 2 | 1      |       |
| - enough examples, details                            | 5     | 4 | 3 | 2 | 1      |       |
| <b>PRESENTATION STYLE</b>                             |       |   |   |   |        |       |
| <b>Delivery</b>                                       |       |   |   |   |        |       |
| - good use of eye contact/body language               | 5     | 4 | 3 | 2 | 1      |       |
| - voice - audible and varied tone                     | 5     | 4 | 3 | 2 | 1      |       |
| - good use of notes (not read)                        | 5     | 4 | 3 | 2 | 1      |       |
| <b>Use of Overhead Transparencies/Slides</b>          |       |   |   |   |        |       |
| - OHP/LCD used effectively                            | 5     | 4 | 3 | 2 | 1      |       |
| - OHP/slides well prepared                            | 5     | 4 | 3 | 2 | 1      |       |
| - visual aid(s) relevant/appropriate and easy to read | 5     | 4 | 3 | 2 | 1      |       |
| - language on slides correct                          | 5     | 4 | 3 | 2 | 1      |       |
| <b>LANGUAGE</b>                                       |       |   |   |   |        |       |
| - appropriate to audience and topic                   | 5     | 4 | 3 | 2 | 1      |       |
| - grammar accurate                                    | 5     | 4 | 3 | 2 | 1      |       |
| - pronunciation clear                                 | 5     | 4 | 3 | 2 | 1      |       |
| - qs from the audience effectively dealt with         | 5     | 4 | 3 | 2 | 1      |       |
| Start time:                                           | _____ |   |   |   | Total: | _____ |
| Finish time:                                          | _____ |   |   |   |        |       |
| Timing penalties (optional)                           |       |   |   |   |        |       |

*Designed by: Vukadinović, N.*



In this study, both formative and summative assessments are employed. The formative assessment is conducted through a progress test (presentation assessment form) at the end of each PBL unit in order to illustrate the progress of learners in using PBL instructions. For the summative assessment, it is illustrated through the students' attitudes towards the course itself using CEQ and a post-test to demonstrate the effectiveness of the implementation of the PBL methodology.

### **3.2.5. Challenges of PBL Implementation**

Concerning the challenges of PBL implementation, Coffin (2011) points out that many educationalists do not understand what PBL is and lack proper training to supervise it. Therefore, Jonassen (2011) mentions that adopting PBL “requires a substantial commitment to innovation that many teachers and professors are unwilling to take” (p. 180). There have been but a little scientific attempts to describe this phenomenon in the area of FL teaching (Coffin, 2014; Anthony & Kadir, 2012; Anthony, 2010; Mathews-Aydinli, 2007; Kosel et al., 2005; Ciuciulkiene, 2004; Larsson, 2001). It still needs a more thorough investigation and substantiation, especially giving attention to its potential to develop different language skills in an ESP area.

Therefore, the research problem of the current research is as follows: to investigate the role PBL instructions in stimulating HRM students' speaking skills and how it can be implemented in BE context. This approach is a student-centered, small-group, problem-based, collaborative, and self-directed learning approach which provides English learners with an opportunity to enable them to rectify their learning skills. The present study focuses on switching to different pedagogical instructions for ESP teaching in order to refresh it in tertiary level in Algeria. The purpose of this study attempts to utilize the PBL model to examine whether or not PBL instructions can boost the students' speaking skills English. It could fill in the

existing gap in literature on the application of PBL in the field of ESP, specifically BE teaching and encourage language educators to adopt this approach.

### **3.2.6. Implementations of PBL in English Language Learning**

Many scholars believe that Problem-Based instructions are increasingly used in a wide range of disciplines (Bueno, Rivas, & Saiz, 2015; Foshay & Kirkley, 2003). However, in social sciences and humanities the application of PBL is less frequent. The early of the 21<sup>st</sup> century has marked the launch of considering the possibility of PBL in arts, humanities, and education, specifically ELT. This part highlights further discussion regarding the developing areas and related studies in implementing PBL in the field of English language learning. Most of the reviewed studies investigate the impacts PBL method compared with traditional method, students' and teachers' perceptions, evaluating PBL courses and measuring PBL effects on students' achievement. In the area of English language learning, the majority studies focused on measuring students' achievement in PBL learning in the four language skills, namely listening, speaking, reading and writing. Furthermore, PBL researchers studied its implications on grammar and vocabulary learning and soft skills.

### **3.2.7. Areas of PBL Research in English Language Education**

Based on PBL implementation in language classroom many researchers intended to explore perceptions based on the participants' experiences. In this respect, Fazalur et al. (2011), Radzuwan (2011) and Berhannudin et al., (2015) conducted studies on various perceptions of PBL implementation. Firstly, Fazalur et al. (2011) aimed to identify the level of awareness of PBL and its procedures and to explore teachers' readiness to use PBL. Secondly, students' perceptions towards PBL were also described in the work of Norzaini and Ling (2012) following the students' experiences undertaking a PBL lesson. In the same line of thoughts, Radzuwan (2011) and Berhannudin (2015) attempted to investigate the students' perceptions

regarding the integration of PBL in ESL classrooms and on their viewpoint concerning the use of PBL in improving oral communication skills.

In an attempt to compare between the implementation of PBL method and the traditional method in teaching and learning; many researchers conducted studies to determine PBL effectiveness in language learning area. In the work of Norzaini and Ling (2012), they compared students' development of language skills and their perceptions between PBL group and non-PBL group. Correspondingly, Normala and Mohamed Ismail (2013) probed the effects of PBL in course content and language development of the students. Remarkably, the results of both studies were consistently positive and inspiring. One year later, Jiriyasin (2014) conducted a study in Thailand to investigate the impact of PBL on oral language to identify students' performance.

A considerable interest was oriented towards exploring the effects of PBL method on students' writing skills in comparison to other method. Lin (2015) conducted research on the effectiveness of PBL on learners' English vocabulary retention and its use in writing. The results revealed the impact that was apparent in the PBL group in terms of the length of composition writing. However, the effectiveness was undetermined since no significant differences were found between the two groups in the vocabulary test scores. In the same line of research, Dastgeer and Afzal (2015) explored the impact of PBL intervention on students' writing skills between. The findings were positive and encouraging too. Recently, Watthanapatkitti and Sucaromana (2016) investigated the use of PBL in improving writing skills of participants and inferred that PBL was effective in developing the narrative writing ability among the EFL students.

In-depth researches on the use of PBL in English language classrooms were also the concern of many researchers to gain insightful understanding on certain PBL issues. Regarding language development and its implementation in PBL classroom, Anthony and Zulida (2012)

conducted a study on the process of PBL to explore how local students learn and construct new knowledge. The researchers attempted to explore the factors in PBL context that permitted and constrained the development of English language among learners. Similarly, Sahril, Patak, and Naim (2013) investigated how a PBL instructions affected learners. Their study aimed to explore the challenges and constraints faced by the learners during the PBL implementation. The results demonstrated that sharing common ideas with group members in solving a problem could be a challenge.

Henceforth, soft skills such as problem solving, critical thinking, teamwork and communication are undoubtedly as important as academic achievement in PBL. Significantly, the study of Zulida (2013) focused on soft skills; by investigating the impact of PBL instructional approach in enhancing students' problem solving skills and intrinsic motivation.

### **3.2.8. Application of PBL in ESP Areas**

The idea of implementing PBL gained ground in ESP in the early new epoch. Experiments and researches conducted in the ESP classroom, to illustrate, between 2001 and 2003, Perkins (2004) notes that a Leonardo da Vinci project started learning English for technical purposes in European countries, and various papers have been written around this project (e.g., Van Kleef & Perkins, 2004; Perkins et al., 2004; Dragemark Oscarson, 2006, 2009).

The main aim of Leonardo da Vinci project was to develop the students' English language skills in their vocational field and self-assessment in writing. A significant collaboration between Language and subject teachers, in addition to some experts from the industry, were involved in designing the problems so that problems look like real-life ones. In this vein, Perkins et al (2006, p. 4) state that "In this way we hoped to achieve a more innovative way of motivating technical students to use their English in a technical curriculum through real communicative and vocational tasks. It provided a 'natural' reason for communication in a

foreign language”. Learners’ self-assessment issue has been confirmed in research conducted by Dragemark (2006) within the named project in the area of ‘self-assessment’. Swedish Self-Assessment Material and The European Language Portfolio were implemented according to the study report.

The study was regarded as ‘process-focused’ rather than ‘product focused’ in which participants should keep portfolios of their work. Moreover, they had to assess their individual work and answer questionnaire surveys about what the possible tasks that they could perform. On the one hand, the results reveal that students’ awareness of their own progress increased. On the other hand, teachers conveyed that assigning students as a part of the assessments process resulted in increasing their motivation and allow them to spend more time on their learning (Dragemark, 2006). Finally, Perkin (2004) infers that “Everyone involved in this project agrees that it has been a stimulating and excellent way of working. Students felt motivated to take part and preferred this way of studying” (p. 43).

Concerning PBL application in ESP teaching and learning context, a few research has been conducted (Li, 2013; Anthony, 2010; Larsson, 2001) as well as too slowly experimented (Coffin, 2011; Anthony, 2010). In this vein, Anthony and Kadir (2012, p.51) presume, using PBL for learning ESP is still “a road not taken”.

In implementing PBL in EOP, Kim’s (2006) qualitative study revealed that the ESP students considered PBL useful in their language skills, specifically in speaking and writing letters of complaint in EBP. In another research of integrating PBL in ESP, Wood and Head (2004) introduced a course based on the pure PBL model in EAP. Based on the study findings, Wood and Head (2004) state that “This was motivating for the students, as while not maintaining that this approach to EAP is necessarily applicable to a wide range of other academic disciplines, we would however claim that it can be, and has been, applied successfully to the teaching of medical EAP” (p. 15).

Keong and Mohammed's (2015) action-based research indicated that the PBL approach improves the participants' English speaking competence as well as motivates them towards more successful language accomplishments. Furthermore, the results of the speaking performance test revealed a progress in pronunciation, vocabulary, fluency, and grammar.

Azman and Shine (2012) investigated the university students' attitudes towards PBL implementation; revealing that both motivation and self-confidence of the participant were developed. Additionally, the participant self-reported that they were motivated to learn both language and content knowledge through problem-solving. Besides, they demonstrated satisfaction towards improving speaking English for communication and the collaboration with group members. In general, the participant had a high positive attitude towards PBL role (Azman & Shine, 2012).

Othman, Shah, and Ismail (2013) implemented PBL instruction in an English course to investigate the acquisition of course content and English language proficiency of the participant. The results of t study denoted that both PBL group and non-PBL group levels improved in content course in terms of language proficiency; however, the PBL group showed more enhancements than the non-PBL group.

Lin (2011, 2012) used two English video clips and the Internet which linked to the PBL method in order to explore the effect of her students' text comprehension and their perceptions of PBL. The obtained data revealed that the participants displayed progress in vocabulary knowledge and they confirmed that their reading skills were enhanced via PBL instruction. Few years after, Lin (2017) experimented the PBL instructions in an English reading course to investigate FL learners' reading comprehension ability, strategy use, and their learning attitudes. The findings study exhibited that the PBL students enhanced their reading ability to identify the subject matter and supportive details, and learning attitude. Besides, participants' motivation and desire to learn English has been positively affected.

All in all, the abovementioned studies have proven that PBL pedagogy had an effective impact on improving students' capacity for learning English and motivating them towards better language achievements. In addition, the majority of students displayed a positive attitude towards the effectiveness of PBL in promoting English language learning.

### **3.2.9. Using PBL Instructions in Developing Speaking Skill**

Reviewing previous literature in EFL context, a number of studies were conducted to examine the effectiveness of the PBL approach in developing speaking skills. Ahlfeldt (2003) attempted to examine the implementation of PBL approach to compare it with traditional based learning approach. The results demonstrated that PBL was an effective method of instruction in the public speaking fundamentals course as learners prepared better speeches than students who learn in traditional classrooms. Moreover, the results indicated that students in PBL were engaged more in the course material and experience that helped them to manage with their speaking anxiety, the fact which was not the case in traditional classrooms.

Similarly, Rohim (2014) investigated the role of PBL approach in improving speaking skills of students who faced difficulties to respond to questions. The findings revealed a significant improvement in the students' speaking skills. That it to say, the speaking skill of the sample has been positively affected by the PBL instructions.

In similar concern, Rosalina (2013) implemented PBL approach in an EFL classroom to investigate the use of PBL in improving students' speaking skill and to describe the PBL classroom situation when teaching speaking in the English classroom. The findings showed that the use of PBL not only improved students' speaking skills but also positively affected the other relevant components such as grammar, pronunciation, and vocabulary.

Furthermore, Permatasari (2013) studied how PBL approach could affect the speaking skill. The results revealed that the technique of group discussions promoted students to improve

their speaking skill as the discussions encouraged them to interact with their classmates in small groups before they began to speak in a large group. It was concluded that PBL approach posited as a successful approach in improving the speaking skills of the students.

### **Conclusion**

PBL approach is considered as a revolutionary pedagogy which uses problems as stimuli for learning. Its main aim of implementation in ESP field was to enhance the quality of education by shifting the focus from lecture-based syllabus to an integrated syllabus based on real-world problems which actively involves the learner in the learning process.

The present chapter dealt with PBL approach in terms of identifying its philosophical and historical backgrounds, the various PBL definitions, its principles and goals, the roles of the teachers and learners, and the different models of PBL. In the second section, PBL in ESP context was reviewed in terms of relevancy, significance, tutorials, challenges, and finally, the different studies of PBL in ESP context were critically discussed to provide a theoretical basis for the current research. This chapter also provided a rationale for the selection of appropriate PBL model, procedure and assessment rubrics for the present research.



## Chapter Four: Research Design and Methodology

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## **Chapter Four: Research Design and Methodology**

### **Introduction**

The present chapter introduces the methodological framework of the research which renders a careful and detailed explanation of the research design, approaches methods adopted and procedures followed alongside with justifications for the instruments employed. In addition to that, it describes the selected research participants and the sampling techniques. The quasi-experimental design and data analysis methods and procedures are clearly demonstrated throughout the development of this chapter. Finally, the issues of trustworthiness and ethical considerations are to be highlighted at the end of this chapter.

### **4.1. Research Methodology**

According to Polit and Hunger (2004), methodology is the way of obtaining, organizing, and analysing data. That is to say, methodology part in any research is concerned with the aforementioned procedures. Similarly, Burns and Grove (2004, p.488) state that “methodology includes the design, setting, sample and methodological limitations; in addition to the data collection and analysis techniques in any research.” Research Methodology; therefore, assists in explaining the nature of the data, and highlights the methods employed that will lead to the generation of appropriate conclusions through applicable data processing. Every empirical research nature has implicit, if not explicit, research design. Basically, the design is a logical sequence that connects empirical data to a study's initial research questions and ultimately, to its conclusions (Kumar, 2005).

### **4.2. Research Questions and Hypotheses**

The study under scrutiny is conducted for the sake of answering the following questions and testing the below stated hypotheses.

#### **4.2.1. Research Questions**

- 1) What are the English language needs of HRM Master's students?
- 2) To what extent does the integration of PBL instructions enhance HRM Master's students' speaking skills?
- 3) How do HRM Master's students respond to the PBL instructions throughout the course implementation?
- 4) What are the perceptions of HRM Master's students towards integrating PBL instructions in improving their speaking skills?

#### **4.2.2. Hypotheses**

The main aim of the present study is to measure the effect of the implementation of the PBL instructions on the speaking skills of HRM Master's students at -Setif 1-university. The results of the study would determine whether the implementation of the PBL experimentally in business context would be successful or not. The research strives to test the following hypotheses in order to answer the main question and its sub-questions:

##### **4.2.2.1. Null Hypothesis**

*H<sub>0</sub>* ~“If PBL instructions are integrated in the English language course for HRM Master's students, there will be no statically significant difference in the mean ranks on the speaking skills post-test of EG compared to CG.”

##### **4.2.2.2. Alternative Hypothesis**

*H<sub>1</sub>* ~“If PBL instructions are integrated in the English language course for HRM Master's students, there will be statically significant difference in the mean ranks on the speaking skills post-test of EG compared to CG.”

#### **4.3. Research Variables**

According to Kumar (2011, p.62), a variable is "an image, perception or concept that is capable of measurement – hence capable of taking on different values". The determination of variables in the experiment is indispensable. An independent variable is an attribute or

characteristic that influences or affects an outcome of dependent variable (Creswell, 2012. p, 116).

(1) The independent variable (*IV*) is the implementation of the PBL instructions; and,

(2) The dependent variable (*DV*) is the students' speaking skills scores.

The study attempts to measure the effect of the independent variable on the dependent one by using a pre-test and a post-test to measure the speaking skills scores.

#### **4.4. Research Design**

Generally, research design is a set of instructions to be followed by the researcher in addressing the research problem that include the particular methods, the participants and considerations of reliability and validity. In this respect, Kumar (2011, p.94) defines research as "procedural plan that is adopted by the researcher to answer questions validly, objectively, accurately and economically". Similarly, Creswell (2012) considers research designs as the specific procedures involved in the research process: data collection, data analysis, and report writing.

The present study comprises of different research designs, each one of them is used for specific objectives. To begin with, this research opts for a case study design due to the fact that it works on special case presented in first year Master's students of Management Sciences at Farhat Abbas University Setif-1-. Next, this study opts for the exploratory research design as a preliminary stage to to investigate the full nature of the English Language situation of Management students, and to analyze the English language needs of HRM students. Moreover, this research opts for the single site study and a quasi-experimental design since it deals with two intact groups where randomization was impossible. These procedures aim to successfully test research hypotheses and answer the research questions.

#### **4.4.1. Case Study Design**

According to Kothari (2004), case study places more emphasis on the full analysis of a limited number of events or conditions and their interrelations which involves an intensive investigation of the particular unit under consideration. In fact, one of this design's main advantages appears in addressing specific case related events (Cohen, Lowrence & Morrison, 2000, p.290). Consequently, Mackey and Gass (2005) argue that case studies generally aim to provide a holistic description of language learning or use within a specific population and setting.

This research opts for a case study design due to the fact that it works on special case presented in first year Master's students of Management Sciences at Farhat Abbas University Setif-1-. The choice of case study design for the research was purposeful because it was envisioned to investigate the effects of integrating PBL instructions on students' speaking skills of the targeted population within the context of the study using mixed methods approach. Furthermore, the selection of the case study was considered helpful in obtaining detailed insights about Management Master's students' needs and ESP teachers' perceptions towards the present situation of ESP in business domain. Moreover, the case study is helpful in testing the research hypotheses previously formulated. Therefore, the case study was a best fit to meet the research objectives of the current research.

#### **4.4.2. Explorative Design**

Exploratory stage in research is a preliminary investigation of a relatively unknown field which aims to gain new insights. According to Polit and Beck (2004), exploratory studies are conducted in case a new area is being investigated or when little is known about an area of interest. Polit and Hungler (1995, p.11) suggest that explorative research be done in order to investigate the dimensions in which a phenomenon manifests itself. Hence, exploratory design was opted in the present study for the following reasons:

- To satisfy the researcher's curiosity,
- to have comprehensive understanding of the phenomena;
- To test the feasibility of more extensive research, and
- To develop methods to be employed in the subsequent research.

Accordingly, exploratory research design was deemed to be suitable as a first preliminary stage to investigate the full nature of the English Language situation of HRM students, and other factors related to it. In this study, the perceptions of Master's students regarding Business English situation in Management department were explored using a focus group discussion. Owing to this research, exploratory stage was broadly done before conducting this research, aiming to provide definite capture concerning research issues. The objective of exploratory research was to identify key issues and key variables. On the other hand, the second aim of exploratory research is to identify the English language needs of Management students including problems; situations of interest, variables might be found there and be of relevance to the research. The exploratory design in this study employed both qualitative and quantitative methods the aim to direct the study towards a quasi-experimental research design.

#### **4.4.3. Triangulation Design**

According to Thurmond (2001) triangulation is a term used when elements of a project are investigated from two or more angles. Roberts and Taylor (1998) claim that for the sake of confirming or increasing the power of the research results, several perspectives should approach the research design or part of the design. In this study, triangulation was adopted in basis of two folds: data triangulation and methodological triangulation. In the exploratory phase, the researcher gathered data using focus group discussion, questionnaire and interview. Next, the experimental and control group received the pre-post-test and progress test. The pre- test was given to the participants of both groups before the intervention; whereas the post-test was given after the intervention and the progress test was conducted during the course implementation.



Ultimately, a Course experience questionnaire was distributed to the student in the post phase to explore learners' perceptions concerning the integration of PBL instructions and its role in developing their speaking skills.

Concerning the methodological triangulation, Creswell (1998) believes that when the researcher uses more than one research method within one study it is called methodological triangulation. In this study, most of the time qualitative research was selected for the sake of confirming the quantitative results and providing deeper comprehension. Triangulation was opted because the researcher was convinced that a combination between qualitative and quantitative methods would sufficiently answer the research questions. That is to say, this research framework was chosen to confirm the validity of findings and to provide deeper understanding.

#### **4.4.4. Quasi-Experimental Design**

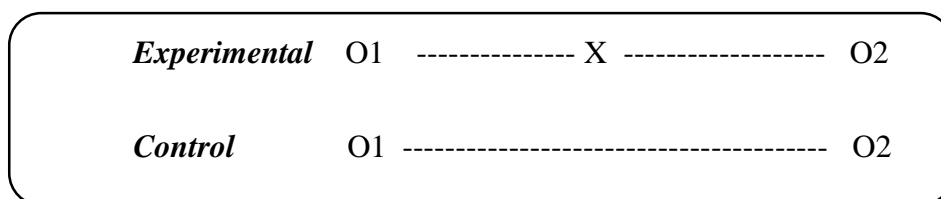
In the present study, an experimental design was adopted in order to test hypotheses formulated earlier and derived from theoretical considerations in an endeavour to determine particular impact of the integration of PBL instructions in stimulating students' speaking skills in English. In this respect, Creswell (2012, p.21) notes that experimental research procedures are ideally suited for studies in which researchers seek to "test whether an educational practice or idea makes a difference for individuals". In the same line of thoughts, Creswell (2012) further argues that the experimenters "assess this impact by giving one group one set of activities (called an intervention) and with holding the set from another group".

However, because of the difficulties of sample randomization which is considered as a prerequisite for conducting a true experiment, a quasi-experimental design was opted. In this regard, Mackey and Gass (2005, p.146) state that "Design types can range from truly experimental (with random assignment) to what is known as quasi-experimental (without random assignment)". In this study, random assignment of subjects to the intervention was

impossible for the researcher because it would interrupt the learning situation, in addition to many other challenging limitations. Consequently, quasi-experimental design was the appropriate option for this study.

The quasi-experimental design is helpful in examining problems in education (Cohen, Manion, & Morrison, 2007). The present study belongs to educational research which means that class groups were generally formed at the beginning of the year; different kinds of obstacles appeared. First, the difference of the timing distribution of sessions of the whole population which made it impossible to achieve a unified time by taking into consideration that the worst option was to randomly select the sample, therefore, it was hard to select two groups and appoint them into an EG and a CG.

According to Cohen et al. (2010), quasi-experiments follow real experimental processes in research, where the researcher observes single or multiple groups following a treatment variable assumed to cause change. In the quasi-experimental research, the nonequivalent groups are required. In this regard, the none-quivalent groups involves the comparison of two groups: one group receives the treatment, and the other does not. Accordingly, this design entails the two groups, EG and CG, to undertake a pre-test and a post-test (Cohen et al., 2010). The EG undergoes a treatment, while the CG receives no treatment and serves as a comparison scale for the results obtained from the EG. In this research, the pre-test/post-test non-equivalent group design is followed in order to investigate. Therefore, participants of the EG and CG were not randomly assigned because of the administrative issues concerning the the division of the groups and their timetables. The quasi experiment is represented as follows:



**Figure 11. Pre-test/Post-test Non-equivalent Group Design (Cohen et al, 2007, p.283)**

According to Cohen et al (2007, p.283) , O1 stands for the pre-test which allows the researcher to measure between-group differences before exposure to the intervention, X refers to the treatment of the intervention and O2 is the post-test. In the present study, the raised research questions attempted to elicit answers about the impact of PBL instructions on Managements learners' speaking skills in English. The manipulation of variables was undertaken through the implementation of PBL instructions in stimulating HRM students' speaking skills.

#### **4.5. Adopted Methodology Paradigm**

According to Crotty (1998), regardless of the type of research that the researcher is engaged in, the research method can be either qualitative, quantitative or both. In the present research, we have to develop a research process that fits our study best. The methodology chosen to address the research questions and the formulated hypotheses was a combination of both qualitative and quantitative methods that are commonly referred to as mixed methods. Therefore, the chosen methods should carefully meet the research objectives, effectively test the research hypotheses and accurately answer the research questions. In this respect, Creswell (2012) explains "Mixed methods designs are procedures for collecting, analysing, and mixing both quantitative and qualitative data in a single study or in a multiphase series of studies" (p.22).

While a predominantly quantitative research framework was chosen for the study. The researcher also chose to include qualitative aspects to confirm the quantitative findings and to provide deeper understanding and meaning using a triangulated approach. A Mixed-methods design was chosen in this research because of the combination of a qualitative and a quantitative approach that would sufficiently answer the research questions and test the research hypotheses.

#### **4.6. Research Setting**

This experimental research is a single-site study centred on first year Master's students at the level of faculty of Economics, Commerce and Management, Ferhat Abas Sétif 1 University, in the academic year 2017/2018. The mentioned Faculty comprises three departments

- 1- Department of Economic Sciences
- 2- Department of Commercial Sciences
- 3- Department of Management Science

The micro setting of the experiment was settled at Farhat Abbas University Setif 1, namely “Doctoral School” “École Doctorale”. The Doctoral School was suitable setting for conducting the experiment with the measures of learner centeredness, the latter consists of Language Laboratory which is well equipped (technological devices, personal computers, headphones, data show, internet connexion, a round table for discussion...etc.). The choice of the research settings was not random, some considerations led to favour the settings, for instance to promote active learning and engagement in English according to the PBL instructions. After obtaining the BA diploma in Management Sciences, the student will have the right to access into master studies; if she/he fulfils the necessary conditions. Management Department gives her/him the possibility to study one of the four following disciplines:

1. Auditing & Management Control
2. Regional Administration & Local Development
3. SME's Management
4. Human Resources Management

#### **4.6.1. Status of English in Department of Management Sciences**

In the Faculty of Economics, Commerce, and Management, the time allotted for teaching English is one hour and a half per week. This module is not taught as an ESP module due to the lack of ESP curriculum and ESP specialists. Its main objectives is to achieve linguistic and grammatical competences as the majority of the English language sessions focus much on comprehending, translating and analysing English texts in business. Additionally, learning specialised terminology and practicing grammatical structures with little if not any emphasis on communication in ESP classes. Accordingly, teachers play the most important role in the business classes; the fact that makes them teacher-centred which contradicts with principles of ESP. This module is taught by either part-time teachers who hold a BA/Master degree in English, or subject specialists trained in English.

### **4.7. Research Population and Sample**

#### **4.7.1. Population**

According to De Vos (2002), population is the totality of persons, events, organization units, case records or other sampling units with which a given research problem is concerned. The population for this study consisted of total number of (86) first year LMD Master's Students at Management Sciences department. These first year Master's students were enrolled in different Management specialities during the academic year 2017-2018.

#### **4.7.2. Choice of Participants**

In professional life, managers represent the largest proportion of employees who seek English language training because of the demands of their job. The urgent need of English language has a tight relationship with the nature of their tasks within the company since they work with international people and who consequently travel most and deal most with people from other countries in face-to-face situations. According to Ellis and Johnson (1994, p.58), managers require advanced language skills "...with a high degree of refinement in terms of

accuracy and appropriacy.” Accordingly, they prefer the English course to be as specific and as adequate to their job needs as possible.

The target population of this study is by no means arbitrary; it is cautiously chosen as to partake in the study requirements. In the Algerian context, English module at tertiary level generally functions for displaying the vocabulary representation for the Management learners, in addition to some grammatical rules. For that reason, participants should be equipped with the capacity to function effectively in the workplace. Therefore, the population was selected taking into consideration the fact Management Sciences Master’s students moved from an academic to professional context where English is regarded as an essential communication tool in nowadays workplaces.

#### **4.7.3. Sample**

According to Kumar (2011), sampling is the process of selecting a few from a bigger group to become the basis for predicting the occurrence of an unknown piece of information, situation, or outcome vis-à-vis the bigger group or population. As stated previously, the total number of (86) of first year Master’s students of Management at Farhet Abbas -Setif-1- University represents the population, whereas the study sample comprised a total number of (45) participants of Human Resources Management (HRM) students in Master one degree.

The sample under investigation involved two intact sub-groups, the number of students per class ranged as follow: Group one (Experimental Group) consists of 23 students, Group two (Control Group) contains 22 students that were administratively formed. They consisted of 33 females and 12 males. HRM students have accomplished their License degree in the LMD system in Management Sciences, in which they studied English as a non-fundamental unit in the curriculum during this period.

#### **4.7.3.1. Sampling Technique**

The present study is a quasi-experimental in nature, two intact groups in the department of Management Sciences at -Setif 1- University were included in this study. The adopted sampling technique was non-probability purposive sampling. The latter is the common type of sampling is commonly used when the research participants possess specific key characteristics that are related to the purposes of research. In this study, random assignment of subjects to the intervention was impossible because it would interrupt the learning situation. Therefore, the decision upon the EG and CG was set based on some criteria. First, the participants in the two groups which were chosen are the only who were interested in taking the new English course, and sign the consent letter easily without any arguments. Based on the subject teachers' views and Canvas' content (cf. Appendix E), Human Resources Management graduates in the professional area are more exposed to use English language for communication than other Management Sciences students. Accordingly, the final sample for the quasi-experimental study consists of students (45) Human Recourses Management (HRM) first-year Master's students including (33) female and 12 male ranging in age from 23 to 35 years old.

#### **4.8. Data Collection Instruments**

Throughout the different four research phases, many data collection tools have been employed as mentioned below:

##### **Phase I: Exploratory**

- Conducting a FGD
- Administering a NA Questionnaire
- Conducting a semi structured teachers' interview

##### **Phase II: Pre-experimental**

- Administering the Placement Test

##### **Phase III: Experimental**

- Administering the Pre-test

- Conducting a Progress Test checklist
- Administering the Post-test

#### **Phase IV: Post-experimental**

- Administering a Course Experience Questionnaire

##### **4.8.1. The Preliminary Exploration Phase**

In the exploratory phase, the research problem was firstly detected through preliminary Focus Group Discussion (FGD) with sixteen students of Management Sciences. Consequently, First year Master's students were selected as the population of the study, specifically Human Resources Management (HRM). In the same phase, the researcher administered NA questionnaire to HRM students and conducted a semi-structured interview with five ESP teachers to create a solid ground for the experiment.

##### **4.8.1.1. Focus Group Discussion**

According to De Vos (1998, p.313), FGD was employed as a tool to extract information from participants. Creswell (2012) denotes that the researcher asks the participants some questions to elicit responses about a certain topic in which the interaction between the participants provides a rich and large amount of data. FGD is a research tool that involves a small number of individuals usually between eight and twelve who are brought together by the researcher to explore the attitudes, perceptions, views or ideas about a certain topic (Denscombe, 1998).

According to Denscombe (2010, p.177), FGDs may take half an hour or even two hours, they also consist of six to nine participants that is the ideal number for a beneficial discussion. For that reason, effective focus group discussions give data on the participants' perceptions concerning a certain subject and their rationales behind these perceptions (Denscombe, 2010, p. 353).



#### **4.8.1.1.1. Focus Group Discussion Rationale**

The main aim of conducting a FGD in this study is to obtain thick information about the nature and the causes of the problem and to confirm that the problem has roots in the case being studied. Accordingly, the researcher can access to the objective content of what is expressed in verbal way; including the participants' opinions, views, attitudes or experiences. Consequently, creating conversations and discussions about research topics will be intentionally accessible and the researcher will be able to identify the problems and understand the research questions for the sake of ensuring clarity and to allow the participants to reconstruct their experiences in their own situation.

#### **4.8.1.1.2. Conducting Focus Group Discussion**

The researcher verbally requested the Head of the Department to take half an hour from the usual sessions to explain the FGD and its procedures besides gathering the participants. A meeting was held with the volunteer participants, who were sixteen students including seven males and nine females, at the Department of Management Sciences out of their learning sessions. The participants were informed about the setting of the meeting a week earlier to be present and ready. The FGD spanned about thirty minutes in which seven different questions ranged between open-ended and close-ended were raised to the participants about the status of ESP course in their department (cf. Appendix B).

#### **4.8.1.2. Needs Analysis Questionnaire**

There is a shared agreement on the variety of the methods used to collect data in NA. Scholars such as Basturkmen (2010), Chen (2009), Brown (2009), Long (2005), Richards (2002), Graves (2000), and Dudley-Evans and St John (1998) agree that NA can be conducted using questionnaires, observations, interviews, and tests. The necessary collection procedure tool for the present study is the one through which the research questions can be answered, and it can give a full description and deep understanding of the phenomenon of ESP in the Algerian context. Therefore, questionnaire seems to be the appropriate means for such research because

they are used to gather information on a larger scale (Dudley-Evans & St John, 1998; Graves, 2000). Moreover, questionnaires are useful in collecting data from a large number of people. They can cover questions, which interviews and meetings cannot.

#### **4.8.1.2.1. Needs Analysis Questionnaire Rationale**

The students' NA questionnaire aims at eliciting information on students' perceptions concerning their English language needs, their current language difficulties and competencies, and their language competencies in particular skill related to the target situation with a view to giving implication to BE course design.

#### **4.8.1.2.2. Needs Analysis Questionnaire Model**

The questionnaire is designed according to Dudley-Evans and St John's model (1998) for NA. Before distributing the questionnaire, a FGD was conducted with participants, who were asked about their opinions about the current ESP course and their expectations from it. Some information about the teaching materials, teaching methods and classroom activities in the courses had been obtained which was very important for the design of the NA questionnaire and was paid special emphasis.

#### **4.8.1.2.3. Needs Analysis Questionnaire Pilot Testing**

In an attempt to guarantee the reliability of the findings and insure the validity of the results; the questionnaire was pilot-tested with 12 students from the population in the Department of Management Sciences. The students' answers proved that there were few deficiencies in the pilot version. For instance, the pilot study results are categorized according to the sorts of problems that can be distinguished in a pilot study:

- **Unclear instructions:** vague instructional statements in the second section question 13 and 14, therefore, they were revised using simple and clear language.
- **Excessive length:** the pilot version was so long consists of 35 questions without a clear organization of questions and sections. Later, the question were organized into tables

with clear formats, sections were given titles. In addition, redundancy was another emerging problem in the pilot version the questionnaire where the length then was minimized to contain only 29 questions through deleting the repeated questions.

- **Ambiguity or lack of clarity in the question wording:** Using some acronyms such as ESP, BE which needed spelling out and explanation. For instance ESP acronym in question 15 was replaced by “English course based on your needs”

All the raised piloting inconveniences and comments were taken into considerations in the final NA questionnaire version. (cf. Appendix C).

#### **4.8.1.2.4. NA Questionnaire Description**

A NA questionnaire was designed after consulting a number of NA studies and previous questionnaires and none of these questionnaires seemed to suit the present research aims. Many questionnaires were reviewing to guide researcher in design, content, and outline. The present study questionnaire consists of 29 closed-ended questions that are classified into four sections:

**Section I** seeks to collect background information about the participants (items 1–5). It mainly represents students’ personal profile in terms of their gender, age, learning background, and if they consider English important for their field of study or not. Furthermore, another sub-question looks for the reasons towards English learning importance in their studies.

**Section II** focuses on students’ present situation where items (6,6a-7) ask participants to identify their perceptions regarding their English language use, medium (written, spoken, both), present language proficiency level in English (very weak, weak, average and good). Question 8 attempts to rate the interest of students towards the present English course (not interested at all, somehow interested, interested, very interested). In addition, question 9 with multiple choices seeks for the focus of the present English course. The next question 10 attempts to explore whether there is relationship between the present English course and students’ speciality or not. Question 11 tries to identify students’ attitudes regarding their English course.

Concerning question 12, students describe their current English proficiency level in the following language areas (speaking, writing, reading, listening, grammar, pronunciation, and vocabulary). The respondents are requested to rate their proficiency using (weak, average, good, and very good). The following question 13 ask students to rank skills according to their difficulty in their academic discipline (very difficult, difficult, of some difficult, and not difficult). The last question in this part, it states as well as students' satisfaction\disatisfaction toward the present English course components. This question was adopted from Meddour (2013), it consists of 9 items to be ranked according the following scale (very satisfied, satisfied, fairly satisfied, not satisfied).

**Section III** attempts to collect information about students' target situation that aids ESP practitioners to set the objectives and content of the ESP course. This section (TSA) includes (15-20) deal with learning goals and priorities as well as the desired topics to be covered in ESP course. It also surveys students' ranking of certain language sub-skills skills in terms of their importance. The first question in this section aims at identifying their extent of interest in taking an ESP course based on their needs course (not interested at all, somehow interested, interested, very interested). Questions 16 and 17 ask participants about the target to learn an ESP course, and the type of the ESP course they would like to learn. In the question 18, students are asked to rate the importance of the following language areas in the target situation (speaking, writing, reading, listening, grammar, pronunciation, and vocabulary). Besides, question 19 aims to identify learners' priorities in the target situation using the likert scale. The last question in this section is about finding out the focus of the students regarding the use of English language sub-skills related to the four skills, namely reading (items 1 to 3), speaking (items 4-9), listening (items 10-12), and writing sub-skills (items 13-18),

**Section IV**, the last section, attempts to analyze students' learning needs. It consists of (21-29) questions that survey about the preferred classroom activities, items focus on, and items

asked about the time for the ESP course. It attempts to investigate students' preferred learning medium, class type, class work, the role of the teacher and students in the classroom, preferred activities, preferred learning methods, and types of assessments. The answers are ranged according to Likert scales for question (24, 26, 27) and multiple choices for questions (21, 22, 23, 25, 28, 29)

#### **4.8.1.2.5. Needs Analysis Questionnaire Administration**

The participants in this phase were 45 first year Master's students from the Department of Management Sciences in Commerce, Economics and Management Faculty at Farhat Abbas University of Sétif -1-. They enrolled in their academic programmes during the first semester of the 2017-2018 academic year, and specialized in "Human Resources Management". They were divided in two groups that consisted of 23 and 22 students respectively. The questionnaire was distributed to the students during their class time. They responded directly after the researcher read and explained the different questionnaire items. All the participants were given a brief overview of the objectives of the study, the way of answering and the length of time given for answering the questionnaire from 20 to 30 minutes. The students were assured that their answers would be kept confidential and their grades would not be affected by their answers in any way. Furthermore, they were informed that they were not compelled to participate in the research or to declare their names.

#### **4.8.1.3. Teachers' Semi-Structured Interview**

One of the prominent and essential tools of collecting qualitative data is conducting an interview. Nunan (1992, cited in Griffie, 2012, p. 159) delineates interviewing as "the elicitation of data by one person from another through person-to-person encounters".

##### **4.8.1.3.1. Rationale of Teachers' Interview**

This tool of collecting qualitative data in order to gain more precise and authentic information from the teachers' behalf in an attempt to answer the first research question of this

study. In this regard, Turner (2010, cited in Mann, 2016, p. 2) states that the familiar use of qualitative interviews lies in its potential in providing thorough knowledge concerning a specific topic from the view point of the interviewee. That is to say, the main aim of carrying out the semi-structured interview was to unveil the ESP teachers' perceptions concerning teaching ESP in the context of business.

#### **4.8.1.3.2. Description of Teachers' Interview**

A designed semi-structured interview was conducted with five (5) language teachers (cf. Appendix D) in the Department of Management Sciences, Faculty of Economy, Commerce and Management Sciences, Farhat Abbas University, -Setif 1-. Concerning the content of the interview, the first part is devoted to collect general information on the interviewees; their profile as ESP teachers and if they have ever taught BE during their careers. The second part tackles the PSA of the actual English course from teachers' points of view.

The third part is about teaching situation analysis. As an illustration, whether the ESP teachers conduct a NA before initiating any BE course. Besides, it seeks to answer whether the ESP teachers are preparing their learners to receive any course in the context of business, whereas, question six attempts to uncover whether they are working in collaboration with other teachers of the same discipline to develop a BE course. The final question is open-ended which seeks to take into account the ESP teachers' suggestions for designing a BE course to a successful teaching-learning process.

#### **4.8.1.3.3. Piloting Teachers' interview**

In order to certify the reliability of the findings and insure the validity of the results; the interview was pilot-tested with 3 language teachers in the Faculty of Economics, Commerce and Management Sciences. The teachers' feedback proved that there were no deficiencies in the pilot version of the structured interview.

#### **4.8.1.3.4. Conducting Teachers' interview**

a semi-structured interview was employed with five (05) English instructors who are currently teaching the English language course at the Department of Management Sciences. The interview approximately lasted between twenty minutes to half an hour. It consisted of questions that were carefully thought out and selected in advance to collect valuable information that might not be gained through other types of instruments.

#### **4.8.2. Pre-Experimental Phase**

The pre intervention phase embraced the preparation and the organization to conduct the research experiment. Firstly, the researcher verbally requested to teach Management Master groups. Furthermore, an official consent was obtained from the Head of the Department of Management Sciences to conduct the experiment (cf. Appendix A). Moreover, a placement test has been employed to determine the respondents' level of proficiency in English; in addition to learning styles and preferences so that to design an appropriate intervention for them and ascertain that the groups are homogeneous.

##### **4.8.2.1.Placement Test (Pearson, 2006)**

Placement test is a test that is meant to position students at the appropriate level regarding several aspects. In this vein, Cohen, Manion and Morrison (2000, p.321) state that “a placement test is a shape of which is created for the sake of finding out if the learners have the necessary preconditions to start a program”. In this research, the placement test was adopted and administered to the whole sample of HRM Master students.

##### **4.8.2.1.1. Placement Test Rationale**

In order to determine the students' level of proficiency, a placement test was submitted before initiating the experiment. As a matter of fact, the rationale behind that is to ascertain three main reasons, first; for the sake of investigating the sample's general English proficiency level as to decide upon a treatment that suits experimental group. Second, in order to raise the research outcomes' reliability and validity through proving that the EG and CG are similar in

the sense that they both have equal general English level, i.e. homogeneity which is vital in the non-equivalent sample. Third, the test was also employed to confirm students' self-assessment provided in the NA questionnaire regarding their levels of English proficiency which was "an intermediate level". (cf. Appendix G)

#### **4.8.2.1.2. Placement Test Description**

A placement test (test A ) was adopted from tests booklet (Challenges Tests, Pearson, 2006, pp. 02-03) that contains of one hundred multiple choice questions that cover a variety of language aspects as to grammatical and lexical structures alongside with an answer sheet in which the respondents report their answers (cf. Appendix G). The given test focuses primarily on grammar and lexis as accurate indicator of a learners' linguistic ability. It takes approximately 30 minutes to complete. The test consists of 80 multiple-choice questions, each correct answer earns 1 point and the level of students is determined according to the related scoring system

#### **4.8.2.1.3. Placement Test Administration**

The Placement test was conducted in the doctoral school in the Department of Management Sciences in Commerce, Economics and Management Faculty at Farhat Abbas - Setif 1- University. Concerning the respondents, 45 HRM first year Master's students of both EG and CG were requested to take part of the test. Concerning the conditions of the test administration, the researcher respected all the guidelines presented by the test designer including the explanation of the purpose of the test to students prior to administration, duration, seating arrangement, techniques of responding and grading criteria. The answer sheets were submitted to the 45 respondents and they were asked to answer all the questions by circling the appropriate option. Forty-five minutes, which represent the legal and full time of the test, were allocated to them so that they answer appropriately. The results of this placement test were made accessible to the respondents.



#### 4.8.2.1.4. Placement Test Rating Scale

The correction of the placement test was undertaken using a template which facilitates the collection of the scores accurately. The black squares stand for the wrong answers and the white counterparts represent the right answers (cf. Appendix G). In fact, each correct answer was ascribed one point and the total stands for the entire score. Scores gained followed the well-known European framework of reference for levels of languages as follows

**Table 8. Common European Framework of Reference for Languages Levels**

| <b>Total Score</b> | <b>General Level</b> | <b>CEFR Level</b> |
|--------------------|----------------------|-------------------|
| <b>0-</b>          | Beginner             | A1                |
| <b>10-25</b>       | Elementary           | A1+ to A2         |
| <b>26-45</b>       | Pre-intermediate     | A2+ to B1         |
| <b>45-65</b>       | Intermediate         | B1                |
| <b>66-85</b>       | Upper-intermediate   | B2                |
| <b>86-100</b>      | Advanced             | C1                |

#### 4.8.2.2. Students Self Scoring Learning Styles Modality Preference Inventory

Exploring the students learning styles is of paramount importance in ESP course design process owing to the fact that it substantiates the way of conceptualizing content, selecting materials, choosing activities and explaining the lessons. In doing so, an inventory "Self-Scoring Learning Styles Modality Preference Inventory" (LSMPI) was adopted from Pratt and Collins (2001). The inventory is under three headings: visual modality, auditory modality and kinaesthetic tactile modality. Furthermore, each modality comprises 10 items (cf. Appendix H).

##### 4.8.2.2.1. Administration of LSMP Inventory

The administration of this inventory was carried out prior to the intervention. The items of the inventory were illustrated to the participants to avoid any obscurity. The papers of the scale were submitted to the respondents in their English language session that they answer the

questions at ease. The respondents took their time answering the questions of the scale and gave the papers back to the researcher in the same day.

#### **4.8.2.2.2. Data Analysis Procedure OF LSMPI**

With reference to the inventory labels, they were coded numerically. As a case in point, (the label "I remember information better if I write it down" was swapped with the number "1", Label "Looking at the person helps keep me focused" was substituted by "2" . Beforehand, the scores were counted and coded using the SPSS.

### **4.8.3. Experimental Phase**

#### **4.8.3.1. Pre-Test and Post-Test**

Due to the quasi-experimental design, the pre-/post-test is considered fundamental in the current research. According to Cohen et al (2007) , pre-test permits to determine the homogeneity of participants prior to the treatment. After the treatment, a post-test is administered to both EG and CG groups in order to assess the effectiveness of treatment through comparing the progress of the EG in comparison to the CG.

In the current study, the International English Language Testing System (IELTS 8, 2011) was adopted as the pre-test and post-test to recognize the participants' level of speaking skills before the treatment and compare the results with the ones of the post-test after the treatment. Besides, IELTS was considered as the appropriate test to the research study as it effectively examined the speaking skills of the participants in the present research relying on given criteria (cf. Appendix I & J). The elements of speaking skills in the current research namely: Fluency and coherence, Lexical resource, Grammatical range and accuracy, and Pronunciation are included in the criteria of speaking skills of (IELTS test). The latter affords more validity and further support to the rationale behind choosing this test.

#### **4.8.3.1.1. Pre-test and Post-test Description**

The pre-test and post-test chosen for the study was the IELTS. The researcher adapted parts of the IELTS speaking tests as to better fit the present study aims. The test comprises the

four language skills with different sections for each skill. However, the speaking test, which is the main concern in the current study, is threefold. In the first part, the examiner addressed the students with general questions about themselves and some familiar topics. In the second part, the examiner gave the candidate a topic with some questions to be answered. The examinee was given one minute to brainstorm the ideas then should speak from one to two minutes about the topic by answering the questions given. Finally, the third part revolved around a discussion of some topics with the examiner.

However, in the current research, the researcher adapted the structure and the content of the test as to better fit the study in terms of level and content. The first and second phases were kept the same since they were designed for beginners and intermediate students. The third part of the test is devoted for advanced levels. Owing to that, it was replaced by a second part from another IELTS speaking test as to be compatible with the level of the students indicated by the placement test earlier. Another reason for the adaptation of the pre-test that were the topics, all the topics that the test tackled were included in the treatment. The estimated time for the speaking test examination spans from eleven to fourteen minutes. The speaking test was recorded to be corrected by the stand-in examiner relying on a band score (cf. Appendix K).

#### **4.8.3.1.2. Pre-test and Post-test Administration**

The respondents of both tests, who were forty-five (45) students involving twenty-three students from the EG and twenty-two students from the CG, were invited to take the test. The respondents were earlier informed about the settings of the test. The researcher carefully explained the purpose of the test, the instructions, and the process of undergoing it. All the respondents agreed on the terms of the test conduct, and each respondent entered the exam classroom individually to sit for the test. The examiner recorded all the participants' performances; therefore, to be corrected later on relying on the criteria mentioned earlier in the current research.

Afterwards, the scores obtained from the assessment of the performances were compared using the (SPSS .25 version). The researcher gathered the respondents in a classroom opposite to the one which holds the test. This step was accomplished to make sure of the confidentiality of the test questions and avoid any potential leaks. Furthermore, both of the groups took the tests in a same day in extra sessions organized out of the students' regular learning sessions so that neither to disturb students not to affect their learning process at university.

#### **4.8.3.1.3. The Scoring Rubric of the Pre /Post-Test**

According to the official website of IELTS, the process of evaluation starts when the examiner or teacher listens to the candidate as they do the test, and then evaluates their level by comparing the speaker's performance to descriptions bands (cf. Appendix K). The speaking performance is divided into four areas. Whereas the levels range from 1 – 9, this scale is clearly explained in description bands; the four criteria are described below:

##### **a. Fluency and Coherence**

This refers to how good the candidate is at keeping talking at the right speed and how good they are at connecting their ideas together. This is a fairly general criteria which includes evaluating the relevance of the candidate's answers, it refers to the speaker's need to be able to understand and follow the rules of language at a word, sentence and text level.

##### **b. Lexical Resource**

This refers to how much vocabulary the candidate has and how well they use it. As well as the rules of language at a word level, this criterion considers the communicative functions of speech and the social meaning of speech.

### **c. Grammatical Range and Accuracy**

This refers to how many structures the candidate has and how well they use them. Again, as well as the rules of language, this criterion considers the communicative functions of speech.

### **d. Pronunciation**

This refers to how well the candidate pronounces the language. As well as considering the communicative effect of the candidate's pronunciation, there is evaluation of how much strain it causes on a listener, and how noticeable their accent is - although accent itself is not a problem.

#### **4.8.3.2. Progress Test**

A progress test in ESP is of a paramount importance since it informs the teacher how well the learner is keeping up with the syllabus. They further argue that progress test should indicate learners' progress not the weakness as it is based on the syllabus and course objectives. In this respect, Hutchinson and Waters (1987, p.147) state that "Achievement test (progress test) is the kind of test the ESP teacher is most likely to have to construct. More than that, it is also one part of our program assessment because from the test results, we can find out how much progress the learner have made and how successful the project has been." In the present study, the progress test is represented in an oral presentation form by the end of each unit. In PBL course, oral presentations aims to prepare learners for effective spoken communication in both academic and professional settings.

Prior asking students to prepare a group-work presentation of their problem-based learning project, teacher has provided them with the needed knowledge, skills, and presentation practice. The oral presentation has to be labelled as a structured discourse, which can only be entirely understood and developed when clearly processed in four ensuing stages: planning, preparation, practicing, and presentation.

#### **4.8.3.2.1. Progress Test Rationale**

According to Kosel (2005), “Problem-based learning is a typical example of an educational model in which it does not suffice to assess the products of learning only. You also need to get some information on what was going on during the learning process itself.” (p.52). In other words, ESP instructor needs to test the progress of different skills and what is going on during the PBL course implementation process. In the present study, through oral presentation assessment, the researcher aims to measure the quality of students’ involvement in the learning process in terms of their contribution to the learning process and personal improvement. That is to say, the assessment of the oral presentation tends to measure the progress of students’ speaking skills throughout the four units.

#### **4.8.3.2.2. Progress Test Description**

In the adapted assessment form for the presentation (cf. Appendix O) as designed by (Vukadinović 2005, p. 59). The first element in the assessment form should of course be relevance of content. The second and the third elements are: clear and well-structured organization supported by visuals and delivery style. In other words, it refers to assessing the participants in terms of how clear and well-organized they were, and whether the use of visuals was appropriate, their body language was fitting, whether questions were invited and well answered. The last element in the presentation rating scale refers to the performance in the foreign language. The presenter is judged in terms of pronunciation of words and sounds, appropriate vocabulary, and grammatical accuracy.. All of these elements are sub-divided into related items which should be ranked from 1 to 5 based on the performance of learners.

#### **4.8.3.2.3. Conducting Progress Test**

In this phase, twenty three (23) students of the EG participated in the presentation assessment throughout four units with a low rate of non-attendance in each session. Along the treatment period, especially, at the end of each unit, students were required to produce an oral

presentation in the form of power point. A successful presentation and conveyance were therefore crucial elements to develop business students' speaking skills.

Generally, all group members were involved in the preparation and in the delivery of the oral presentation. Besides, all group members were allotted the same amount of time for their presentations. Furthermore, all presentations were videotaped to guarantee an appropriate assessment based on the Presentation Assessment Form (cf. appendix O). All the presentations were recorded using camera to help the researcher in the assessment process.

#### **4.8.4. Post-Experimental Phase**

After the treatment phase, the experimental and control groups were given a post-test that took about 30 minutes under researcher supervision. They were exposed to the same condition when undertaking the pre-test. After that, a course experience questionnaire was also administered in time interval of seven days to make sure that the participants' points of views reflect the development of their speaking skills due to the integration of PBL instructions. In addition, to make sure that the participants were satisfied with the use of this new method of teaching inside the classroom.

##### **4.8.4.1. Course Experience Questionnaire**

The Course Experience Questionnaire (henceforth, CEQ) is a national survey which aims to measure graduates' perceptions and satisfaction with teaching and learning process (Ramsden, 1999). Ramsden and Entwistle (1981) developed the CEQ model to measure the quality of teaching-learning experience. The CEQ is a standard tool used to demonstrate how students experience some features of their course. Its features include: Good teaching, Clear goals and standards, Appropriate assessment, Appropriate workload, and Generic skills. However, the researcher designed a slightly modified version of the CEQ using the same scales to fit different aspects of PBL.

#### **4.8.4.1.1. Course Experience Questionnaire Rationale**

The purport behind the attribution of the CEQ was to pinpoint the standpoints of the subjects of the EG about the implementation of PBL instructions within the treatment. The main aim of this questionnaire is to measure the degree of students' satisfactions towards the implementation of the PBL instructions to stimulate their English speaking skills.

#### **4.8.4.1.2. Course Experience Questionnaire Description**

At the end of the treatment, the participant of the experimental group filled out a CEQ to determine the level of PBL effectiveness to improve the English speaking skills and their perceptions towards integrating PBL instructions to stimulate their speaking skills in the English course. In the present study, the CEQ (cf. Appendix P) consisted of twenty (20) items which were categorized into four parts: Tutor, PBL course, Lessons and activities, and Assessment.

Likert scaling is commonly used in survey research as a technique for measuring respondent attitudes and perceptions (Corbetta, 2003). In this vein, the CEQ implemented in this study adopted a five-point Likert scale in which students indicated their degree of agreement to each statement. In Likert scaling, respondents are asked to make a decision on their level of agreement with questionnaire twenty statements by checking one of five response categories: strongly disagree, disagree, neutral, agree, and strongly agree.

#### **4.8.4.1.3. Course Experience Questionnaire Administration**

In the last phase, twenty-five HRM students of the EG were invited to answer the CEQ. The survey was submitted to the participants of the EG one week after the post-test. The stand-in researcher submitted the survey papers in regular English sessions since it takes no more than 15 minutes. The survey papers were taken back in the same day.



## 4.9. Experiment Procedure Description

The results obtained from the NA phase through three exploratory research instruments were analysed and interpreted to develop a set of goals and objectives for the PBL course, as well as to decide upon methodology, teaching materials, and assessment instruments. Selecting the course content was not a random choice, however; it was treated carefully based on the NA results and teachers' interview feedback. In addition, the researcher took into considerations the results of placement test and learners' Styles Inventory.

In their usual session of English, the CG received regular traditional instructions. In traditional teaching methodology, the CG were given only tasks about translation and terminology. The majority of the activities the regular instruction group was exposed to focused on practicing answers for some questions.

Concerning the EG, the researcher opted for implementing PBL instructions to stimulate learners' speaking skills, and the themes that go hand in hand with the Human Resources Management Canvas (cf. Appendix E) which make it suitable and appropriate for the treatment application with the EG. The learners had the option whether to agree to participate before the purposeful intervention took place. For that reason, a written consent letter was given to 23 students in order to sign to show their acceptance in participating in this study (cf. Appendix F). All the group students agreed to be part of the experimental study and they were assigned to EG with 23 volunteers, whereas the CG represents 22 students. Participants were promised that their confidentiality and anonymity would be preserved.

Since the researcher chose the treatment and the circumstances where the treatment would take place, the teacher took control in teaching according to the experimental design of both control and experimental groups. The sessions which were devoted for the intervention were the usual English language sessions which the administration has settled, besides the researcher scheduled additional session of one hour and a half per week with the consent of

administration and students. The pre-test administration was the first step in the experiment where both groups undertook the pre-test before starting any kind of the treatment.

The experiment took place at the University of Farhat Abbas, Setif 1 in the Faculty of Commerce, Economics and Management Sciences. The micro setting of the experiment was settled at the Doctoral School “*Ecole Doctorale*”. The classrooms and the language laboratory with the available materials at the setting were used for better application of the intervention. The experiment process was conducted at the regular sessions of the English language module in addition to an extra session per week for the selected EG. Accordingly, the experiment was implemented twice per week with an hour and a half for each session in a gauged period of sixteen weeks spanned in the academic year 2017/2018.

The conduct of PBL had roots in the consulted literature; the researcher took into consideration the steps of conducting the PBL and designing its activities presented by Jurković, V 2005. Ed. Guide to Problem-Based Learning. Moreover, the researcher adapted experiment lessons from the book of Intermediate Market Leader 3<sup>rd</sup> edition by Cotton, Falvey and Kent (2010).

#### **4.9.1. Rationale for Using PBL Instructions in the Experiment**

In the preliminary phase, the results indicated that their ESP class was characterised to be a conventional teacher-centered. However, a remarkable dissatisfaction of this approach was clearly shown; students were often passive receivers of knowledge. Consequently, PBL could provide the needed requirements for effective ESP classroom, since language can be used in context for a purpose. Besides, the PBL approach would enable the learners to engage in collaborative decision-making and team-building skills as they learn to problem solving skills through group discussions and negotiations. In addition, the PBL instructions would encourage students to experience the ‘thinking out of the box’ as the problem assigned for them to solve is usually open-ended or ill structured. The latter does not require a prescribed approach to

problem solving. Via employing PBL in ESP, students would also learn to adopt an interdisciplinary method to problem solving and promote their critical thinking skills. Accordingly, the PBL instructions would encourage self-directed learning as students decide for themselves how they should go about finding a solution to the problem in English language. Instead of the teacher providing a prescribed BE content, students plan and decide the course of action they would have to take according to their needs. In brief, PBL can reflect the real working world where solutions to real problems require a range of knowledge and skills.

#### **4.10. Problem Based Learning Course in Business English**

The current research was not meant to implement PBL in its broad meaning, i.e., the institutional level. In fact, it was not feasible in the current study to use a pure PBL approach model. The motive was that adopting PBL approach in the study context, at least for teaching ESP, was a radical transition in conceptual stance and pedagogical practice for HRM Master's students who had the habit of being taught traditionally in a teacher-centred classroom and who might find it a challenging learning experience.

In the preliminary phase of this research, learners' attitudes towards learning English language, as indicated in the NA results, raised the question about their preferences towards new teaching methodologies. As far as language abilities were concerned, HRM students revealed their dissatisfaction towards the domination of the teacher in ESP classroom, henceforth, this research might give them chances to gain some familiarity with learner-centeredness through employing PBL instructions in ESP classroom.

To attain the current research aims, it sounded that the hybrid-PBL model, as referred by Savin-Badin and Major (2011), or foundational approach, as Aydinli (2007) named it, is more relevant to the present case study. As HRM Master's students were inexperienced; PBL instructions were meant to offer help and guidance as it is needed. Moreover, PBL as an 'instructional strategy' (Conway & Little, 2000) was opted for the present study in which PBL

was seen as a pedagogical approach that could be mixed with other teaching pedagogies to teach English (ESP) to HRM Master's students. This type of PBL was in line with the second type included in Barrow's (1986) taxonomy, case-based lectures, which seemed to partially fit the context in this study. Therefore, it was logical to assume that engaging HRM Master's learners who were struggling to master speaking skill in English in hybrid-PBL using instructional strategy that could help them achieve their goals

In the experimental phase, the facilitator delivered an introductory lecture that aimed to set the context for PBL and provided the students with an opportunity to gain clear insights to the named instructional pedagogy. In each session, students were provided with some vocabulary that would familiarize them with the topic and the problem they had to deal with. In order to imply to the principles of the PBL instructions, the given problem should not reproduce the information given in the lecture, and it should allow the students to acquire more knowledge themselves, as in the main goals of PBL. Besides, PBL had to take into considerations the linguistic teaching objectives which are principally related to language learning when implemented in language teaching context. Finally, this content should be taken into consideration when designing the course, thus, combining knowledge and language that were involved in ESP according to the learners' needs to develop their speaking skills.

#### **4.10.1. Problem-Based Learning Course Description**

According to Hutchinson and Waters (1987), the awareness of the need is what makes the distinction between ESP courses from GE courses; in ESP courses the contents can result more acceptable achievements since students, sponsors and teachers are aware of the needs or reasons that support the language learning and the potential that can be gotten. Based on the findings of exploratory phase, this BE course was designed to bring the real life situations of international business into the language-teaching classroom. The course was oriented to both students preparing for a career in business and those already working who want to improve their

English communication skills. In this respect, the researcher attempted to combine some of the most stimulating recent themes from the world of business using a PBL instructions. Throughout the course, students were encouraged to develop their speaking skills and to use their own experience in the field of study and opinions in order to exploit active involvement and learning (cf. Appendix L).

#### **4.10.2. Problem-Based Learning Course Goals and Objectives**

The main aim of an ESP course is to equip the students with the necessary target skills and linguistic knowledge they need in order to be able to communicate effectively in academic and professional settings. NA results revealed that students needed to develop their speaking skills as well as to enrich their linguistic and contextual business knowledge. Speaking skill in English was highly emphasized, indicating that PBL communicative tasks would be a vehicle to meet these ends. Furthermore, the implementation of PBL instructions attempted to prepare HRM students to become effective problem-solvers and self-directed learners in the target situation. The course was designed accordingly, to achieve the following:

**Goals:** The PBL course aimed at developing the speaking skills necessary for HRM first year Master's students through engaging them in communicative tasks tackled according to the PBL instructions to language learning. The speaking skills targeted throughout the course concerning fluency and coherence, lexical resources, grammatical accuracy, and pronunciation. All in all, PBL course aimed:

- To enhance students' language speaking skills and communication abilities.
- To familiarize students with professional skills through diversifying real life situations and related-topics.

**Objectives:** By the end of this course, the students should be able to:

- 1- Use a relevant, adequate and appropriate range of vocabulary. Students would be able to use a variety of Business vocabulary and expressions related to Human Resources Management.

- 2- Use accurate spoken grammatical rules correctly (for instance; correct sentence structure, word order within utterances, and correct use of tenses).
- 3- Demonstrate intelligible pronunciation including correct use of the sound system, intonation, and stress patterns.
- 4- Speak fluently adopting a reasonable rate of speech where they can express a range of functions effectively and appropriately according to the context.
- 5- Managing presentations and interacting in discussions effectively.

#### **4.10.3. Duration of the PBL Course**

The PBL course consisted of four (4) units that comprise twelve (12) lessons that were taught twice per week over a period of 10 to 12 weeks. In the 24 session, it took one hour and a half to two hours for each session . The first classroom period was an introductory one to introduce students to the course and PBL instructions.

#### **4.10.4. Presentation of the Problem-Based Learning Course**

After setting the course goals and objectives, the researcher attempted to conceptualize the content of the course, and opted for a variety of specific elements: structures, functions, notions, situations and topics that will serve Management students' needs. Its target was to focus on linguistic elements in addition to the integration of functions, notions and situations needed to achieve the course objectives.

As it is illustrated in the table below, the researcher used a variety of tasks and activities that allowed the integration of speaking skills, highlighted grammar constructs, and lexicon required for the Management domain.

**Table 9. Different Aspects in Adopting PBL Course**

| <b>Course Focus</b>                                       | <b>Basic description</b>                                                                                                                                              |
|-----------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Skills-Based (Language and/or learning skills)</b>     | It gives emphasis to the learning of one or more of the macro and micro language speaking skills, in addition to professional skills.                                 |
| <b>Learner- Centered (Process)</b>                        | In PBL, students are more autonomous to follow their own paths, interest and desires towards learning. They are active participants in class.                         |
| <b>Learning-Centered (PBL)</b>                            | PBL emphasizes on the cognitive processes and the acquisition and practice of strategies and Learning skills.                                                         |
| <b>Content-Based</b>                                      | It focuses on the contents. Rather than according to language criteria, materials and activities are chosen and organized according to their relevance to the themes. |
| <b>Language-Based (Structures, functions, vocabulary)</b> | Its attention is focused both on the syntactic and lexical forms of the language required in Business domain.                                                         |

In other words, the researcher adapted activities that students would likely encounter in their academic and professional careers in order to guarantee their active involvement in class. As the course included a variety of language elements, it should be noted that there is a list of structures, vocabulary words, communication functions and topics to be learned in order to meet HRM students' target and learning needs. These elements were combined into units to develop the language learning program for HRM Master year students (cf. Appendix M).

#### **4.10.5. Organization of the Problem-Based Learning Course**

The course was proposed for students of Master one specialized in Human Resources Management. It is composed of four units; it is oriented to intermediate level. Adapting Market Leader framework, each unit is organized according to the following sections:

##### **i. Starting up**

Students have the opportunity to think about the unit topic and to exchange ideas and opinions with each other and with the teacher. There is a variety of stimulating activities

such as answering quiz questions, reflecting on difficult decisions, prioritizing options and completing charts. Throughout, students are encouraged to draw upon their life and business experience as appropriate.

## **ii. Case studies**

Each unit starts with a case study which is linked to the unit's business main topic. The presented case studies are based on realistic business problems or situations and are designed to motivate and actively engage students. Students use the language and communication skills which they have acquired while working through the unit.

## **iii. Vocabulary**

Essential business vocabulary is presented and practised through a wide variety of creative and engaging exercises. Students learn new words, phrases and collocations and are given tasks which help to activate the vocabulary they already know or have just learnt. Their main purpose is to build up students' confidence in expressing their views in English and to improve their fluency.

## **iv. Language review (Grammar structures)**

These sections develop students' awareness of the common problem areas at intermediate level. They focus on accuracy and knowledge of key areas of grammar. A range of exercises are conceived to focus on lexis and grammar, for instance, gap filling, contextual finding synonyms/ correspondent terms, and true/ false and multiple choice questions.

## **v. Speaking Skills**

This section helps learners to develop their communication skills in the key business areas of presentations, meetings, negotiations, telephoning and social English. Each section contains a useful language box which provides students with the phrases they need to carry out the business tasks in the regular role-play activities. With regards to speaking skill, students



will learn and enhance their speaking abilities and put into practice the acquired terms and structures throughout the whole unit.

#### 4.10.6. Problem-Based Learning Course Outline

The proposed course would ensure the linguistic knowledge and professional skills required for the HRM students in real-life situations. The researcher organized the course content in terms of thematic units. The course content includes four units, as balanced to the allocated time for the English class (cf. Appendix M). In the course outline, each unit revolves around specific case study or problem related to Management field that can be of interest and utility to the students. Each unit is broken down into three sequenced lessons that include texts and exercises which correlate language components and skills with Management content. The PBL course outline is presented in table 10:

**Table 10. PBL Course Outline**

|                                                |                                                                                                                                                                                                |
|------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Unit 1:</b><br><b>Human Resources</b>       | <b>Case study: Fast Fitness</b><br>People apply for the job of turning round a chain of gym clubs. Students discuss the candidates according to their job interviews and appoint the best one. |
| <b>Unit 2 :</b><br><b>Brands</b>               | <b>Case study: Hudson Corporation</b><br>A US company is facing a strategic choice for its marketing in Europe. Students discuss the alternatives and make a recommendation.                   |
| <b>Unit 3:</b><br><b>International markets</b> | <b>Case study: Pampas leather Company</b><br>An Argentinian manufacturer of leather and fur items and a US distributor negotiate a deal.                                                       |
| <b>Unit 4:</b><br><b>Leadership</b>            | <b>Case study: Lina Sports</b><br>Students suggest solutions for the future strategy and leadership of a declining sports goods company.                                                       |

The adapted case studies for this course were an attempt to provide the HRM students with the opportunity to develop their speaking skills and to build relevant linguistic knowledge. In Market Leader book, the designed case studies were rooted in the student's business context

of life in the real world which would meet the criterion of authenticity that would increase their motivation to learn. Therefore, students would be involved in discussing business problems and recommending solutions through active group work. As mentioned by the authors of the book, all of the case studies have been developed and tested with students in class and are designed to be easy to present and use.

In implementing PBL, the researcher attempted to emphasize on the outcomes which were chiefly associated with language learning objectives. At the end of problem solving, learners should report their suggested solutions in oral pieces of work, i.e. power point presentations. As a matter of fact, students should be given the occasion to share their final work with other groups and with the facilitator in order to get feedback in terms of general performance and achievement. Students afterward should get feedback from their teacher as well as their classmates. It was essential to remind learners that there were no wrong and right answers in PBL; however, the main aim was to learn actively; learn for a purpose; learn how to share knowledge; learn from others and help others to learn. A PBL course detailed outline and tasks is displayed in the table below:

**Table 11. PBL Course Tasks**

| sessions  | Stages            | PBL tasks                                                                                                                                                                                                                         |
|-----------|-------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Session 1 | <b>Warm up</b>    | 1. Students are introduced to a problem scenario.                                                                                                                                                                                 |
|           | <b>Lead in</b>    | 2. Students discuss the problem scenario.<br>3. Students' schemata are activated and gaps of knowledge are identified                                                                                                             |
|           | <b>Practice</b>   | 4. Students prepare their plan of work.<br>5. Students divide the work among themselves in order to bring the needed information- end of session                                                                                  |
|           | <b>Reminder</b>   | <b>Homework:</b> 6. Students search for information.<br>7. Students summarize their findings.                                                                                                                                     |
| Session 2 | <b>Discussion</b> | 8. Students bring information to the classroom / Students put their work together: knowledge about a topic is shared between students/ meaning is negotiated/ decisions about something is made/ work is assembled and finalized. |
|           | <b>Debriefing</b> |                                                                                                                                                                                                                                   |

|                  |                     |                                                                                                                                                                        |
|------------------|---------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Session 3</b> | <b>Presentation</b> | 9. Students present their work to the class.<br>10. Students get feedback from other groups and from the tutor and are given the opportunity to assess their own work. |
|------------------|---------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

#### 4.10.7. Problem-Based Learning Course Materials Selection

A collection of specialized business course books, specialized articles from professional journals, adapting authentic materials, websites. In the course, the materials were selected according to the following reasons:

- To provide a motivation for learning.
- Pertinent to the students' intermediate level of English, comprising themes and lexis related to their field of speciality.
- Give the students opportunities to use their existing knowledge and enrich it.

The adapted Materials for the present course are

- Intermediate Market Leader 3<sup>rd</sup> edition collection
- Business English Course book (Cotton, Falvey & Kent, 2010)
- Business English Student workbook (Cotton, Falvey & Kent, 2010)
- Business English Teacher's Resource Book, CD Audios (Mascull, 2010)
- Articles retrieved from websites to help in assignments
- English for Managers (Sostavitel' E.V. Aristova, 2009)
- Website <https://learnenglish.britishcouncil.org/business-english>
- Website <https://www.businessenglishpod.com/category/management/>

#### 4.10.8. Course Instructional Aids and Equipment

The following aids were used during implementing the course:

- 1- Whiteboard
- 2- Audio/video tapes including all the listening materials listened to during the tasks
- 3- Student's offline dictionary
- 4- Some handouts used throughout the task: (such as: planning PBL sheets, fill in the gap sheets, consciousness raising questions sheets, pronunciation activities, matching exercises, ...etc).
- 5- Pictures and other graphs relevant to some tasks such as "case studies"

6- Personal PC and data show for presentations

#### **4.10.9. Evaluation and Assessment**

The evaluation system employed in the present course is composed of both formative and summative evaluation. Formative evaluation aims at assessing learner's gradual progress in speaking and providing necessary feedback on their overall speaking performance. Concerning the summative evaluation, it was conducted at the end of the course implementation; it included the administration of the speaking posttest. Its main purpose was to measure the achievement of the intended goals at the end of the intervention. Moreover, it aims at investigating the effectiveness of the PBL course in developing HRM students' speaking skills.

- A placement test before initiating of the PBL course was conducted in order to determine the students' level of proficiency and to ensure the homogeneity of group members. (cf. Appendix G)
- The researcher opted for the International English Language Testing System (IELTS) as the pre-test and post-test to recognize the current students' level of speaking skills before the treatment and compare the results with the ones of the post-test after the treatment. (cf. Appendix I & J)
- An oral assessment was organized through PPT presentation during the experiment using Presentation Assessment Form (cf. Appendix O)
- A final examination at the end of each semester.

#### **4.10.10. PBL Course Validity**

Sample lessons from the course were given to fellow teachers, one didactic professor and two ESP researchers, who approved it and suggested some modifications for the proposed PBL course. The evaluators approved the course as a valid one along with some suggested modifications as the following:

1. Giving students more practice on the speaking skills and give regular feedback.
2. Allocating more time to teach the course
3. Applying the formative evaluation at the end of each unit.

#### **4.11. Quasi-Experiment Pilot Study**

The integration of PBL pedagogy has not been explicitly demonstrated in language teaching field, specifically in ESP. In the present study, all the PBL course steps involved in the treatment sessions were designed on theoretical backgrounds extracted from the related literature, professors' views and pilot study for the course were an obligation to ensure that the implementation of such a course could be feasible. After modifying the course according to the fellow teachers' suggestions, a small pilot study was carried out. In a period of two weeks prior starting the experimental sessions, three pilot sessions were conducted to test the feasibility and applicability of the steps involved in the PBL course treatment sessions.

To develop speaking skills in English language through the implementation PBL instructions was totally an unfamiliar experience for the HRM Master one students. Therefore, it was necessary that the researcher should check how the participants perceive the delivered lessons and the assigned tasks according to their degree of difficulty, the clarity of instructions, and the allotted time for accomplishing different assignments. Furthermore, the researcher aimed to build a solid ground through ensuring familiarity with the steps involved in PBL instructional sessions.

The sample of this pilot study was ten (10) students who volunteered to be part of this pilot study. In the first session, the instructor and the students shortly introduced themselves. Next, the instructor presented issues like the aims and requirements of the PBL course to develop their speaking skills, the significance of PBL course, finally the reciprocal expectations were discussed. The students were offered an informative PowerPoint presentation (PPT) and

its implications for PBL in business contexts. Then, they were asked to form groups of 4 to 5 students for the tasks to be carried out under the framework of PBL.

The second session marked the launch of PBL instructions for the HRM students. The instructor introduced an ill-structured problem related to the domain of Management. Students were asked to use English as the main language in order to foster their speaking skills. Following further discussions, the instructor guided the groups' members in discussing how to structure a useful framework to suggest appropriate solutions for the given problem. While concluding the second session, the instructor provided the students with useful websites and needed linguistic items that would help them in suggesting solutions. Finally, she reminded the students that they were expected to deliver PPT in the coming session.

The last session hosted two groups PPT on "A Good Manager". In the presentations, the group members presented information on the distinguishing features of a good manager and some strategies and tips to be a leader in business area. After each presentation, the instructor and classmates discussed the overall results and they provided feedback for the group members. The instructor permitted the students to express their perceptions towards the PBL course in the last session. In fact, this step aimed to seek further information from the participants themselves about the difficulties and obstacles which could diminish the effectiveness of the treatment implementation. After further discussions about the PBL framework details, the researcher's observations and the participants' remarks regarding the PBL steps followed in the pilot sessions permitted for a better management of tasks, time and steps involved in the implementation of the intervention.

Based on the feedback obtained from the pilot sessions, the researcher decided to strengthen the elements that obtained positive feedback and to modify the elements with negative feedback. Regarding the positive feedback, it was clear that students enjoyed the speaking tasks very much and were enthusiastic about the PBL instructions used, as they liked

the fact that they were achieving a specific result and delivering oral presentations. In addition, the course tasks allowed students to work properly in groups, which rendered them very interested and motivated. Concerning the negative feedback, the students felt confused and frustrated at the beginning of the pilot session, it was inferred that the students' learning readiness before the implementation of PBL was very important. Therefore, the teacher decided to devote the first session of the treatment to explain the PBL instructions and framework. Furthermore, the teacher/researcher provided students with the necessary tips and detailed explanation for designing an effective PPT presentation. Additionally, the timing allotted for each step in the sessions proved to be convenient. After the pilot sessions, it was found that the students had an acceptable performance in speaking skills and positive perceptions towards PBL. Besides, they learned better from the discussions and preferred group work.

#### **4.12. Data Analysis Procedures**

Yin (1994) asserts that the aim of data analysis is to find out meaning in the information collected, and then systematically arrange and present that information to search for ideas.

##### **4.12.1. Analysis of the Qualitative Tools**

The use of qualitative instruments such as FGD and teachers' interview were included in the exploration stage. FGD answers were recorded, transcribed, analyzed and interpreted which led to generate the present research problem, questions and hypotheses. Concerning teachers' interview analysis was based on interview thematic analysis; the latter is an approach to dealing with data that involves analyzing and organizing the data. The main phase in thematic analysis is coding and arranging the data under emerging themes through the dialogue between data and a researcher. In the present analysis of the interviews, the in-depth reading of the interviews' transcripts allowed classifying their content based on the interpretation of them into different themes.

#### **4.12.2. Analysis of the Quantitative Tools**

The quantitative data concerning the NA questionnaire, placement test, the progress test, the pre-test, the post-test, the CEQ all were examined and analyzed by a Statistical Package for Social Sciences (SPSS .25 version).

- Frequencies and percentages are calculated to determine data distribution of the tests used in the questionnaires. They are presented in frequency and percentage charts.
- The normality distribution of data is measured via Kolmogorov-Smirnov Test and Shapiro-Wilk Statistics.
- The homogeneity variance is calculated using Levene Statistics.
- The mean ranks are used to calculate the Mann Whitney U test across the subjects before and after the quasi-experiment to compare the results for any significant statistical difference between the subjects of the EG and CG on the pre-test and post-test.
- The significance p-value is set at  $p \leq .05$  to decide about the significance of results and differences.
- Wilcoxon Matched Pairs *t*-Test is used to compare the results for any significant statistical difference among the subjects of the EG during the intervention implementation.
- Effect Size (Eta) for Independent – Samples T-Test is typically used to measure the size of PBL effects in stimulating HRM students' speaking skills.

#### **4.13. Research Validity and Reliability**

The validity and reliability of research instruments depend merely on the measuring instrument. Many scholars confirm that the validity and reliability of collected data depend highly on the design of the research tools, its structure and the diligence of pilot testing (Anderson, 2004; Burns & Grove, 2004).



#### **4.13.1. Research Tools Validity**

According to Kothari (2004), validity is all about establishing whether the research instrument measures what it is intended to measure or not. In other words, validity refers to the extent to which a concept is accurately measured in a quantitative study.

##### **a) Content Validity**

Content validity entails that “the instrument must show that it fairly and comprehensively covers the domain or items that it purports to cover” (Cohen et al, 2007, p.137). Concerning the pre/post-test content validity, the IELTS is widely recognized around the world as a valid and reliable means of assessing English language candidates. It is owned by three partners namely: The University of Cambridge English for Speakers of Other Languages (ESOL) examinations, the British council and Education Propriety Limited Company (PTY). The test is prepared by experts of the English language and covers the four skills. According to the British Council (2017), the IELTS is the most popular English language test in which more than two million IELTS tests are taken each year. Moreover, the British council declares that nine thousand organizations in over a hundred and thirty-five countries accept IELTS, including governmental, academic and vocational institutions. Therefore, the test could be claimed to have the content validity evidence.

##### **b) Internal Consistency Validity**

The scores of the research instruments are used to calculate the internal consistency of the instrument and its sections, and the correlation of these constituent sections to each other, using Spearman correlation coefficient. The validity index of the test and most of its sections are statistically significant, with .77 across the test and a range of .60 to .88 for the sections.

#### **4.13.2. Research Tools Reliability**

O'Leary (2004, p.58) describes reliability as being concerned with internal consistency; that is, whether data collected, measured or generated are the same under repeated trials. That is to say, a research tool is considered as reliable if it is consistent, stable and accurate within itself and across time. In this study, the reliability of the research tools was calculated using both Split half technique and the Cronbach's Alpha coefficient.

#### **4.14. Ethical Considerations**

The present study has enclosed diverse ethical measures to support the moral integrity of the experimental research. As the study took place at the Department of Management Sciences in the Faculty of Commerce, Economics and Management Sciences at Farhat Abbas - Setif 1- University, an official request was submitted to the Head of the Department to conduct the research (cf. Appendix A). At the outset of the inquiry, an official consent was obtained to permit the researcher to be a part-time teacher for Management Master's students in the academic year 2017/2018. Moreover, an official consent letter was given to all participants to show their agreement or disagreement to volunteer in the experiment (cf. Appendix F). Everything that concerns the research's title, purpose, experimental procedures and objectives were obviously well shown. In addition to that, the researcher gave the participants the right to withdraw whenever they want to in the experiment procedures. Their data confidentiality and anonymity were confirmed; the identity of the participants, the data collected and the results obtained throughout the process of research were kept strictly confidential and only used for academic purposes

#### **Conclusion**

As displayed throughout this chapter, the methodological framework adopted was quasi-experimental which was considered efficient to address the main research questions and the formulated hypotheses besides its compatibility with the aims and objectives of the study.

Moreover, this chapter clearly demonstrated the population and the sample selected in addition to the sampling techniques which were carefully portrayed throughout the methodological process. Furthermore, the intervention, the research tools development and procedures of data collection and analysis were thoroughly explained. Finally, issues of reliability and validity and ethical considerations were regarded at the termination of this chapter alongside with a proffer of the study limitations. The following chapter presents a general discussion of the results and their interpretation.

## Chapter Five: Data Analysis and Interpretation

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## Chapter Five: Data Analysis and Interpretation

### Introduction

This chapter is devoted to the data analyses and interpretations along the stages of investigation. First and foremost, within the preliminary phase, the descriptive statistics obtained from the FGD, NA questionnaire, teachers' interview and placement test. Within the intervention phase, paired-samples T-test and independent-samples t-test were deployed to draw a comparison between the scores of the pre-tests and post-tests of the experimental and control groups, and the progress test using Wilcoxon scale. Furthermore, post to the intervention, the data compiled from the CEQ were treated similarly to the tools of the preliminary phase.

### 5.1. Data Analysis of Preliminary Phase

This section includes the analyses of the FGD, NA questionnaire, and teachers' interview.

#### 5.1.1. Analysis of Focus Group Discussion

This section comprises the analysis of FGD which was conducted with a small portion of participants who were students of Management Sciences at Farhat Abbas University. The FGD was organized to explore the perceptions of the participants on the situation of ESP in their faculty, the latter can aid in addressing the problem more precisely.

#### FGD Questions

#### Participants' Answers and interpretation

**Question 1: Do you consider English important?**

All the participants stressed the importance of learning English in general as a means of international communication and most importantly in Business as it is regarded as a means of coping in a globalised world, partnership operations and joint training. As for the importance of English for Business students all the sixteen students regarded English language of a high importance in both the "*academic*" and "*professional*" careers.

**Question 2: why do you need to learn English?**

As for the importance of English for Business students all the sixteen students regarded English language of a high

importance in both the “*academic*” and “*professional*” careers.

- “*Because the most of important business articles, books and websites are written in language of English*”
- “*Because of technology, and international business we must know communication in English to ...developer notre country*”
- “*English is really important because it help us to find good jobs*”
- “*it helps us to make international contacts with native speakers which can help us in our studies and profession*”

**Question 3: Are you satisfied about your level in English, do you think that the English courses have covered what you need?**

Almost all students were unsatisfied about their level, and they agreed that the current English course did not meet their needs and their interests.

**Question 4: what are the negative aspects and the positive ones in learning English at university?**

Many students named more negative aspects than positive about the current English course such as

*“le contenu de module do not meet what we really need”*

*“Lessons are only about grammar and vocabulary”*

*“Problème de communication, I don’t practice English in the classroom”*

*“les séances are always boring where the teacher reads tres long text, ask the students to answer some questions... always he translates the idea to Arabic or French”*

*“There is no interaction inside the classroom, the teacher speak a lot in Arabic and francais”*

*“the teaching materials are very old and we repeat activities”*

*“Teacher way of teaching is not good because he not correct our mistakes”*

All participants responded that the present English course does not prepare students for using English in communication context and target situation due to the lack of necessary specialized resources, time allocated to the ESP course and lack of teacher training . Management students claimed that the oral practice is unsatisfactory because too much emphasis

is put on reading and writing. ESP teachers suggested that more time should be allocated to practice tasks that simulate to some extent the work world.

**Question 5: what are your difficulties in learning English?**

Concerning the difficulties that students face while using English language, speaking skill was listed first as the most difficult skill. Students named many difficulties which they face while using English language. The main common difficulties all the students named were

*“Problems in speaking (parler), we cannot say what do we want”*

*“Difficulties in understanding what has been said and to participate in a conversation”*

*‘While I speak I cannot make good ideas’*

*“I cannot speak English facilement, I stop a lot, I don’t find vocabulaire and Problème de prononciation”*

**Question 6: what are your suggestions to improve your English course ?**

All participants agreed upon the fact that they need an English course that permits them to acquire sufficient proficiency to cope with situation that could emerge in their future work.

*“we need good programme and contenu that is related to our speciality and needs”*

*“The use of activities that let me speak, and communicate in English”*

*“utilise new texts, discuss real life economics problems in English”*

The FGD was convened to explore the nature of the ESP situation in their Department and to identify the research problem. The overall results showed learners’ dissatisfaction about teaching English in their department. As the discussion began, the students revealed that the methods applied by the teacher in teaching them English were unpractical, i.e., they were taught English simply through comprehension exercises on discipline related texts. They also admitted that the terminology used in classroom discussions was mostly related to GE. Furthermore, the importance of teaching students how to use English in occupational settings was neglected and the focus instead was on defining terms related to their specialty. Additionally, the activities



that the students were assigned lacked practice and were mainly based on theory. Finally, concerning the materials, they relied mostly on business related handouts with no use of audio-visual technology. As conclusion, it was obvious that the need for a developed ESP course based on a NA was highly required.

### 5.1.2. Needs Analysis Questionnaire Data

In this section, a comprehensive description of NA questionnaire data are presented.

#### 5.1.2.1. Internal Consistency Validity Test NA Questionnaire

The NA questionnaire's scores are employed to measure the internal validity of this research tool, and the consistency of its items. As well as, it aims to confirm the non-interference between the instrument's items using the correlation coefficient (Spearman) as it is illustrated in the table below:

**Table 12. The Results Internal Consistency Validity of NA Questionnaire**

| <b>Internal Validity between Tool &amp; Items</b> | <b>Correlation</b> | <b>Significance</b> |
|---------------------------------------------------|--------------------|---------------------|
| Present Situation Analysis                        | 0.995              | 0.01**              |
| Target – situation Analysis                       | 0.996              | 0.01**              |
| Learning Situation Analysis                       | 0.982              | 0.01**              |
| <b>Internal Validity of the Tool</b>              | <b>0.882</b>       | <b>0.01**</b>       |

According to the table above, the correlation coefficients of the study tool are statistically significant at the level of significance .01 where the value of the coefficient of the instrument as a whole is .88, and therefore the honesty coefficient is high and this is an evidence of the strength of the internal coherence of the instrument's items.

#### 5.1.2.2. Reliability of NA Questionnaire

The reliability of the NA questionnaire scale items, or internal consistency could be measured using Cronbach's Alpha. Therefore, the present study uses the coefficient of stability Cronbach's Alpha, and the result is as follow:

**Table 13. Cronbach's Alpha Reliability of NA Questionnaire**

| Reliability Statistics |            |
|------------------------|------------|
| Cronbach's Alpha       | N of Items |
| <b>.996</b>            | <b>91</b>  |

The index of reliability in this tool is .996 which is highly satisfactory and confirms the reliability of the NA questionnaire as a research instrument.

**5.1.2.2.1. Split Half Reliability Test of the NA Questionnaire**

The Split-half technique operates by dividing the questionnaire into two equal parts, measuring their correlation, and applying the Guttman’s model to determine their overall stability of the tool:

**Table 14. The Results of Split half Reliability of the NA Questionnaire**

| Reliability Statistics                |                |              |
|---------------------------------------|----------------|--------------|
| Spearman-Brown Coefficient            | Equal Length   | 0.999        |
|                                       | Unequal Length | 0.999        |
| <b>Guttman Split-Half Coefficient</b> |                | <b>0.998</b> |

As it is indicated in the table above, the index of reliability in this test is .99 which is highly satisfactory and confirms the reliability of the NA questionnaire as a research tool.

**5.1.2.3. NA Questionnaire Data Analysis**

**Section I: Personal Information**

**1. Gender Distribution**

**Table 15. Gender Distribution**

| Gender       | <i>F</i>  | %            |
|--------------|-----------|--------------|
| Male         | 12        | 26.66        |
| Female       | 33        | 73.33        |
| <b>Total</b> | <b>45</b> | <b>100.0</b> |

As it is shown in table 15, males (26.66 %) are outnumbered by females (73.33 %). The sheer number of females is clearly shown in the composition of the research sample.

## 2. Age Distribution

**Table 16. Age Distribution**

| <b>Age</b>     | <b>F</b> | <b>%</b> |
|----------------|----------|----------|
| <b>23-25</b>   | 27       | 60.00    |
| <b>25-30</b>   | 10       | 22.22    |
| <b>Over 30</b> | 08       | 17.77    |
| <b>Total</b>   | 45       | 100.0    |

The table above reveals that students aged from 23 to 25 represent 60.00% of the participants, whereas, 22.22% represents those who are aged from 25 to 30. A percentage of 17.77% represents the minority who are aged over than 30.

## 3. How long have you been learning English?

**Table 17. Years of Studying English**

| <b>Years</b>       | <b>F</b> | <b>%</b> |
|--------------------|----------|----------|
| <b>[ 10- 12 ]</b>  | 39       | 86.66    |
| <b>13 and more</b> | 06       | 13.33    |
| <b>Total</b>       | 45       | 100.0    |

As the table displays, the highest percentage represents 86.66% of the participants who have studied English between 10 and 12 years, followed by 13.33% of those who have been continuously studying it for over than 13 years. Consequently, it can be said most of the students have studied English during their academic years in middle school, high school and university, and some students attempted to improve their English proficiency level through enrolling in English courses different private schools and language learning centers.

#### 4. What is your profession?

**Table 18. Learners' Profession**

| <b>Response</b>       | <b>F</b> | <b>%</b> |
|-----------------------|----------|----------|
| <b>A Student only</b> | 39       | 86.66    |
| <b>Worker</b>         | 06       | 13.33    |
| <b>Total</b>          | 45       | 100.0    |

The table above demonstrates that the majority of the participants (86.66%) are still students, while 13.33% of the participants work in private and public companies as managers or assistant managers.

#### 5. Is English important for you?

**Table 19. Importance of Studying English**

| <b>Response</b> | <b>F</b> | <b>%</b> |
|-----------------|----------|----------|
| <b>Yes</b>      | 45       | 100      |
| <b>No</b>       | 00       | 00       |
| <b>Total</b>    | 45       | 00       |

As it is shown in the table, all the 45 (100%) participants confirm the importance of English for them. This implies that students are aware of the importance of English in nowadays domain, specifically the Business sphere.

#### 5a- If yes, why do you learn English for?

**Table 20. Reasons of learning English**

| <b>Response</b>                                                  | <b>F</b> | <b>%</b> |
|------------------------------------------------------------------|----------|----------|
| To understand lectures of Management in English                  | 26       | 57.77    |
| To read and translate articles in your field of study in English | 33       | 73.33    |
| To find a job when you will graduate                             | 45       | 100.0    |
| To pass exams                                                    | 12       | 26.66    |

As the results are presented in the table 20, all participants (100.0%) admit the importance of English to find a job in the future. Reading and translating scientific articles in English is the second reason of the importance of English with a percentage of 73.33%. Besides, 26 participants (57.77%) consider English important in order to understand lectures of

Management in English. Whereas, passing exams comes in the last position with a percentage of 26.66%.

## Section II : Present Situation Analysis

### 6. Do you use English in your studies?

**Table 21. Students' Use of English in their Study**

| English use  | F  | %     |
|--------------|----|-------|
| Yes          | 36 | 80.0  |
| No           | 09 | 20.0  |
| <b>Total</b> | 45 | 100.0 |

As the above table shows, the majority of the participants (80%) claim that they use English in their discipline; while 09 participants (20%) report that they do not use it. Although Arabic and French are the languages of lessons, assignments, and exams in Management department, English is also used in some modules, such as International Management, Terminology, and Foreign Language module besides they read resources in English that are useful for their research.

#### 6A. If yes, is this mainly:

**Table 22. Medium of Using English**

| Medium  | F  | %     |
|---------|----|-------|
| Spoken  | 04 | 08.88 |
| Written | 21 | 46.66 |
| Both    | 11 | 24.44 |

The question has been devised in order to know the main medium Management students use in their discipline. The results in the table show that 21 participants (46.66%) report that the written form is the most used in their studies, whereas only 4 participants (08.88%) report the use of spoken form, and 11 (24.44%) claim that both mediums are used. Despite its importance, spoken medium is not used frequently due to the absence of oral practices and communicative tasks in the academic setting. Concerning the written medium, it is mainly

prerequisite in different forms of academic writings and readings that are related to management field.

### 7. How do you describe your overall level in English?

**Table 23. Students' Description of their Language Proficiency Level**

| <b>Response</b> | <b>Very weak</b> | <b>Weak</b> | <b>Average</b> | <b>Good</b> | <b>Total</b> |
|-----------------|------------------|-------------|----------------|-------------|--------------|
| <b>F</b>        | 03               | 09          | 26             | 07          | 45           |
| <b>%</b>        | 06.66            | 20.00       | 57.77          | 15.55       | 00           |

As indicated in table 23, there is a significant number of students, 57.77% claim to have medium Level and have an “Average” capacity at English language skills. Moreover, Those who represent 20% of the sample are not satisfied of their level and evaluate it as a “Weak”, and 15.55% of them point out that they are satisfied of their “good” level and may need a reinforcement of their specialized language. In addition, the minorities with a percentage of 06.66% mention that they have a “Very Weak” level in English. It is obvious that the English course has to focus on all the aspects and skills of the language because levels and needs vary from a student to another.

### 8. How do you describe your interest in English course?

**Table 24. Students' Interest towards the Present English Course**

| <b>Interest</b> | <b>Not interested</b> | <b>fairly interested</b> | <b>Interested</b> | <b>Very interested</b> | <b>Total</b> |
|-----------------|-----------------------|--------------------------|-------------------|------------------------|--------------|
| <b>F</b>        | 05                    | 15                       | 11                | 14                     | 45           |
| <b>%</b>        | 11.11                 | 33.33                    | 24.44             | 31.11                  | 100.0        |

Due to the importance of English in Business area, 14 participants (31.11%) report that they are very interested and respectively 33.33 % participants are fairly interested in learning English and only 05 participants (11.11%) are not interested in the English course. The fact that the majority of the participants are interested in learning English shows the learners' need to improve their English proficiency level due to its importance in business area.

**9. The present English Language course mainly focuses on improving**

**Table 25. Students' Description for the Present Course Content**

| <b>Response</b> | <b>Listening and Speaking Skills</b> | <b>Reading and Writing Skills</b> | <b>Vocabulary and Grammar</b> | <b>Terminology and Translation</b> | <b>Total</b> |
|-----------------|--------------------------------------|-----------------------------------|-------------------------------|------------------------------------|--------------|
| <b>F</b>        | 00                                   | 09                                | 13                            | 23                                 | 45           |
| <b>%</b>        | 00                                   | 20.0                              | 28.88                         | 51.11                              | 100.0        |

As it is illustrated in the table, the majority of the students (51.11%) agree on the fact that most lectures focus mainly on terminology and translation, while some sessions are devoted to grammar and vocabulary (28.88%). 20.0% of the participants have specified few lectures to be dedicated for developing reading and writing skills. Accordingly, there should be a radical shift to the course focus and to teacher's methodology in the class to improve the present level of language proficiency of the learners.

**10. Does the English course content have a relation with your discipline?**

**Table 26. Students' Description of the Course Content and the Discipline Relationship**

| <b>Response</b> | <b>Yes</b> | <b>Some of it</b> | <b>No</b> | <b>Total</b> |
|-----------------|------------|-------------------|-----------|--------------|
| <b>F</b>        | 08         | 23                | 14        | 45           |
| <b>%</b>        | 17.77      | 51.11             | 31.11     | 100.0        |

As the table above demonstrates, the majority 51.11% of students believe that some of the English course content has a relation with their discipline, while a percentage of 31.11% of participants claim that there is no relation between course content and their field of speciality and only 8 (17.77%) participants confirm the relationship between the course content and management domain.

## 11. How do you find the content of the present English language course

**Table 27. Students' Description of their Attitude towards the English Course**

| Response | Interesting | Usual | Boring | do not know | Total |
|----------|-------------|-------|--------|-------------|-------|
| <b>F</b> | 02          | 30    | 13     | 00          | 45    |
| <b>%</b> | 4.44        | 66.66 | 31.11  | 00          | 100.0 |

The table above reveals the extent to which the participants perceive the content of the English course, the majority of students (66.66%) find the English course a usual one, while a percentage of 31.11% perceive the course as boring, and only 2 participants (4.44%) believe that the named course is interesting.

## 12. Describe your current English proficiency level in the following language areas.

**Table 28. Students' Description of their Language Proficiency Level**

|                      | Very weak |       | Weak |       | Acceptable |       | Good |       | Very good |       |
|----------------------|-----------|-------|------|-------|------------|-------|------|-------|-----------|-------|
|                      | F         | %     | F    | %     | F          | %     | F    | %     | F         | %     |
| <b>Speaking</b>      | 16        | 35.55 | 19   | 42.22 | 06         | 13.33 | 04   | 08.88 | 00        | 00.00 |
| <b>Writing</b>       | 11        | 24.44 | 09   | 20.0  | 15         | 33.33 | 10   | 22.22 | 00        | 00.00 |
| <b>Reading</b>       | 00        | 00.00 | 05   | 11.11 | 22         | 48.88 | 11   | 24.44 | 07        | 15.55 |
| <b>Listening</b>     | 02        | 04.44 | 13   | 28.88 | 18         | 40.00 | 08   | 17.77 | 04        | 08.88 |
| <b>Grammar</b>       | 06        | 13.33 | 07   | 15.55 | 17         | 37.77 | 11   | 24.44 | 04        | 08.88 |
| <b>Pronunciation</b> | 06        | 13.33 | 22   | 48.88 | 10         | 22.22 | 07   | 15.55 | 00        | 00.00 |
| <b>Vocabulary</b>    | 04        | 08.88 | 09   | 20.0  | 19         | 42.22 | 07   | 15.55 | 06        | 13.33 |

Students of management report an acceptable (average) English proficiency level in different language skills (37.77%) in grammar, (42.22%) in vocabulary,, (40.0%) in listening, (48.88%) in reading, and (33.33%) in writing. The above table indicates that the top three language areas students identify to have low (weak or very weak) proficiency level are speaking (57.77%) in the first rank, then pronunciation (48.88%) and finally writing in the third rank (44.44%). However, the skills in which participants claim high proficiency level (good and very good) are: reading (40%), followed by grammar (33.33%) and then listening (28.88%). In an



era of globalization, students are getting more aware of the importance of mastering the oral skill in English language. The majority of participants acknowledge their weaknesses in the communicative aspects of language .

**13. Rate the following skills according to their difficulty in your academic discipline.**

**Table 29. Students' Description of the Difficult Skills**

|                      | Very difficult |       | Difficult |       | Of some difficulty |       | Not difficult |       |
|----------------------|----------------|-------|-----------|-------|--------------------|-------|---------------|-------|
|                      | F              | %     | F         | %     | F                  | %     | F             | %     |
| <b>Speaking</b>      | 22             | 48.88 | 16        | 35.55 | 06                 | 13.33 | 01            | 02.22 |
| <b>Writing</b>       | 18             | 40.0  | 15        | 33.33 | 09                 | 20.0  | 03            | 06.66 |
| <b>Reading</b>       | 00             | 00.00 | 11        | 24.44 | 29                 | 64.44 | 05            | 11.11 |
| <b>Listening</b>     | 08             | 17.77 | 18        | 40.0  | 13                 | 28.88 | 06            | 13.33 |
| <b>Grammar</b>       | 06             | 13.33 | 05        | 11.11 | 10                 | 22.22 | 24            | 53.33 |
| <b>Pronunciation</b> | 20             | 44.44 | 20        | 44.44 | 05                 | 11.11 | 00            | 00    |
| <b>Vocabulary</b>    | 00             | 00    | 02        | 04.44 | 20                 | 44.44 | 23            | 51.11 |

Concerning rating all the language areas according to their difficulties, participants rank speaking as the most difficult skill, with a percentage of 48.88% for “*very difficult*” and 35.55% for “*difficult*”. Pronunciation is in the second rank of difficulty with a percentage of 44.44% for “*very difficult*” and 40.0% for “*difficult*”. Writing is placed as the third difficult skill with a percentage of 40.0% for “*very difficult*” and 33.33% for “*difficult*”. Listening is ranked the fourth difficult skill with a percentage of 17.77% for “*very difficult*” and 40.0% for “*difficult*”. Reading skill is considered as “*fairly difficult*” with 64.44%, the least difficult skills are grammar 53.33% and vocabulary 51.11% for the option “*not difficult*”. The speaking skill is regarded as the most difficult skill, which is in fact, due to the lack of communication in the target language in and out of the classroom. Pronunciation is seen as the second most difficult skill, as uttering in the target language correctly needs to be directed and takes practice.

**14. Describe your satisfaction towards the following course components (tick (√) where appropriate):**

**Table 30. Students' Satisfaction towards the Present Course**

| Course Components                                                    | Very satisfied |       | Satisfied |       | Partially satisfied |       | Not Satisfied |       | Undecided |       |
|----------------------------------------------------------------------|----------------|-------|-----------|-------|---------------------|-------|---------------|-------|-----------|-------|
|                                                                      | F              | %     | F         | %     | F                   | %     | F             | %     | F         | %     |
|                                                                      | F              |       |           |       |                     |       |               |       |           |       |
| I am satisfied with the current English course                       | 00             | 00.00 | 07        | 15.55 | 12                  | 26.66 | 24            | 53.33 | 02        | 04.44 |
| Quantity of lessons                                                  | 00             | 00.00 | 08        | 17.77 | 15                  | 33.33 | 22            | 48.88 | 00        | 00.00 |
| Quality of lessons                                                   | 00             | 00.00 | 06        | 13.33 | 13                  | 28.88 | 23            | 51.11 | 03        | 06.66 |
| Students' participation                                              | 03             | 06.66 | 08        | 17.77 | 12                  | 26.66 | 20            | 44.44 | 02        | 04.44 |
| Number and level of activities                                       | 02             | 04.44 | 06        | 13.33 | 13                  | 28.88 | 20            | 44.44 | 04        | 08.88 |
| Schedule (class time and duration)                                   | 03             | 06.66 | 10        | 22.22 | 09                  | 20.00 | 22            | 48.88 | 01        | 02.22 |
| Productive skills (Speaking and writing) are stressed in this course | 00             | 00.00 | 07        | 15.55 | 13                  | 28.88 | 25            | 55.55 | 00        | 00.00 |
| Receptive skills (listening and reading) are stressed in this course | 06             | 00.00 | 26        | 57.77 | 07                  | 15.55 | 03            | 06.66 | 02        | 04.44 |
| Materials used (printed, audio, video, internet)                     | 03             | 06.66 | 07        | 15.55 | 12                  | 26.66 | 13            | 28.88 | 00        | 00.00 |
| Teacher's method and style of teaching                               | 05             | 11.11 | 05        | 11.11 | 10                  | 22.22 | 21            | 46.66 | 03        | 06.66 |

Concerning the course satisfaction, the table above indicates that out of 45, 24 participants (53.33%) are not satisfied with the current English course at the Department of Management Sciences which is possibly due to the absence of language needs identification right from the beginning and the lack of clear course objectives. Besides, 22 participants (48.88%) show dissatisfaction with the amount of lessons and 23 participants (51,11%) are not satisfied with the course quality and level. Furthermore, learners' attitude towards students' participation is fairly the same as number and level of activities. 20 participants (44.44%) are not satisfied with the classroom participation. As well as the number and the level of activities,

participants report their dissatisfaction about the quantity and the quality of language activities and tasks; this is probably because these activities do not match their requirements.

Another cause of the participants' dissatisfaction about the English teaching at the Department of Management Sciences is the time allocated for the course which is one hour and a half, only, per week. About 48.88% of the respondents claim that it is the real reason of their disappointment, and the main obstacle to improve their level in English. The only satisfying English course component is the emphasis on the receptive skills (reading and listening); in which 26 participants (57.77%) report their satisfaction about the current course in terms of developing their reading and listening skills. However, 25 respondents (55.55%) are dissatisfied with the emphasis on the productive skills (writing and speaking), the latter are seemingly neglected due to the nature of teaching methodology where the teacher plays the main role in the classroom.

As far as teaching materials used in the current English course, 28.88% of participants demonstrate dissatisfaction that may be because they do not reflect their needs or they are not updated and most often printed based materials that do not motivate them. While 12 participants (26.66%) are fairly satisfied about the used materials and that is probably due to the link between their field of speciality with the content of materials. Finally, the teaching methodology remains one of the major problems for about 46.66% of the students state their dissatisfaction about the current English teaching methodology due to the domination of the teacher in the classroom. These participants admit a desire of change in the teacher's way of presenting the course; a so important issue to be considered along with each learner's needs and styles of learning.

### Section III: Target-situation Analysis

#### 15. Are you interested in taking an ESP course designed according to your needs to improve your proficiency level?

**Table 31. Students' Interest for a Need based ESP Course**

| Response | Very interested | Interested | Fairly interested | Not interested | Total |
|----------|-----------------|------------|-------------------|----------------|-------|
| <b>F</b> | 26              | 14         | 03                | 02             | 45    |
| <b>%</b> | 57.77           | 31.11      | 06.66             | 04.44          | 100.0 |

The table above shows slightly higher percentages of participants are “very interested” and “interested”. 26 participants (57.77%) claim that they are very interested, 14 participants (31.11%) are interested, 3 participants (06.66%) are fairly interested and only 2 participants (04.44) declare that they are not interested in taking ESP course. The participants' positive response derives from their awareness that English has become the international language of Business, specifically Management that led learners to appreciate its utility in their domain. Actually, ESP course acquired paramount importance attracting learners from different academic disciplines, and professions because it serves the requirements of their “real world”.

#### 16. Why do you need to learn ESP course?

**Table 32. Purpose of Learning ESP Course**

| Response                       | F  | %     |
|--------------------------------|----|-------|
| Post graduate Academic Studies | 41 | 91.11 |
| Success for Future Profession  | 45 | 100.0 |
| Communication in Social Life   | 33 | 73.33 |

As shown in the table 32, 100% of the participants regard English as a prominent language for their future profession. 91.11% of students need English in their Academic studies, 73.33% for their future work or careers and need English in everyday situations. Accordingly, the findings reveal the great impact of the English language on students' academic and professional careers.

### 17. What type of English course do you need?

**Table 33. Type of the Targeted English Course**

|          | <b>English for General Purposes</b> | <b>English for Academic Business Purposes</b> | <b>English for occupational Business Purposes</b> |
|----------|-------------------------------------|-----------------------------------------------|---------------------------------------------------|
| <b>F</b> | 04                                  | 41                                            | 45                                                |
| <b>%</b> | 08.88                               | 91.11                                         | 100.0                                             |

As the table 33 exhibits, all participants with a percentage of 100% need EOP, while 91.11% need EAP. A percentage of 08.88% need EGP as communication in social life. The participants' need for EOBP stems from their necessity to be able to use English appropriately in their future work places, whereas, their need for EABP is instant, for they need it to perform their tasks in the classroom. As for GE, they might need it for everyday interactions in the target language

### 18. Rate the following skills according to their importance in your academic discipline (which one you need most?).

**Table 34. Students' Ranking of Important Skills**

|          | <b>Writing</b> | <b>Reading</b> | <b>Speaking</b> | <b>Listening</b> | <b>Grammar</b> | <b>Vocabulary</b> | <b>Pronunciation</b> |
|----------|----------------|----------------|-----------------|------------------|----------------|-------------------|----------------------|
| <b>F</b> | 10             | 07             | 13              | 09               | 01             | 03                | 02                   |
| <b>%</b> | 22.22          | 15.55          | 28.88           | 20.0             | 02.22          | 06.66             | 04.44                |

The table above demonstrates the rankings of the productive and receptive skills based on their importance to the participants. The results show that speaking is ranked first with a percentage of 28.88%, writing is ranked second with 22.22%, listening takes the third place with 20.0% and reading is ranked last with 15.55 %. These rankings imply that speaking and writing are of major significance to the participants, for they are productive skills and indispensable in communication that justifies why they are prioritized.

## 19. What language priorities you need ESP course for?

**Table 35. Students' English Learning Priorities**

| Response                             | Strongly Agree |       | Agree |       | Neutral |       | Disagree |       | Strongly Disagree |       |
|--------------------------------------|----------------|-------|-------|-------|---------|-------|----------|-------|-------------------|-------|
|                                      | F              | %     | F     | %     | F       | %     | F        | %     | F                 | %     |
| <b>To use correct grammar</b>        | 15             | 33.33 | 18    | 40.0  | 05      | 11.11 | 09       | 20.00 | 00                | 00.00 |
| <b>To expand my vocabulary</b>       | 08             | 17.77 | 17    | 37.77 | 05      | 11.11 | 09       | 20.00 | 06                | 13.33 |
| <b>To improve my pronunciation</b>   | 16             | 35.55 | 21    | 46.66 | 04      | 08.88 | 04       | 08.88 | 00                | 00.00 |
| <b>To improve my reading skill</b>   | 12             | 26.66 | 13    | 28.88 | 03      | 06.66 | 17       | 37.77 | 00                | 00.00 |
| <b>To improve my writing skill</b>   | 12             | 26.66 | 19    | 42.22 | 06      | 13.33 | 05       | 11.11 | 00                | 00.00 |
| <b>To become a fluent speaker</b>    | 30             | 66.66 | 13    | 28.88 | 00      | 00.00 | 02       | 04.44 | 00                | 00.00 |
| <b>To improve my listening skill</b> | 11             | 24.44 | 14    | 31.11 | 06      | 13.33 | 10       | 22.22 | 04                | 08.88 |

As indicated in table above, out of 45, 43 participants (95.55%) prioritize the ability to improve their speaking and convey a comprehensible message in English. 31 participants (68.88%) mention that improving writing skill is their learning primacy. Improving listening and reading skills are the priority of 25 participants (55.55%). Concerning the other areas of language, the majority of participants about 70% give much importance to improve their pronunciation and grammar; whereas, vocabulary was less emphasized by percentage of 55.55%. Students' learning priorities seem to lie in improving the productive language skills, especially speaking skills. The latter is one of the communicative pillars of language which help learners carry and sustain oral communication.

## 20. Which aspect(s) of the course you want the teacher to focus on more

### A. Reading Skills

**Table 36. Reading Sub-Skills Importance**

| Reading                                                                           | Not important |       | Important |       | Fairly Important |       | Very important |       |
|-----------------------------------------------------------------------------------|---------------|-------|-----------|-------|------------------|-------|----------------|-------|
|                                                                                   | F             | %     | F         | %     | F                | %     | F              | %     |
| Reading printed documents related to your discipline (books, magazines, articles) | 02            | 04.44 | 12        | 26.66 | 05               | 11.11 | 26             | 57.77 |
| Reading extra references from the internet                                        | 07            | 15.55 | 17        | 37.77 | 06               | 13.33 | 05             | 11.11 |
| Understanding meaning from the context (vocabulary and technical terms)           | 04            | 08.88 | 25        | 55.55 | 02               | 04.44 | 14             | 31.11 |

The provided data in table represent students' choices of the important reading skills that they need to improve. Almost all the suggested reading types are considered by the majority of participants as either important or very important. A significant percentage of 57.77% of the answers are the ability to read discipline-related documents, such as: books, magazines and articles. In addition, reading manuals and instructions is ranked as an important type by 37.77% of participants. Finally, 55.55% of the participants need to acquire the ability to read understanding the meaning of technical and academic vocabulary

### B. Writing skills

**Table 37. Writing Sub-Skills Importance**

| Writing                                                        | Not important |       | Important |       | Fairly Important |       | Very important |       |
|----------------------------------------------------------------|---------------|-------|-----------|-------|------------------|-------|----------------|-------|
|                                                                | F             | %     | F         | %     | F                | %     | F              | %     |
| Writing well-structured paragraphs                             | 07            | 15.55 | 19        | 42.22 | 02               | 04.44 | 07             | 15.55 |
| Writing summary and paraphrasing                               | 05            | 11.11 | 20        | 44.44 | 02               | 04.44 | 08             | 17.77 |
| Developing ideas Using correct punctuation and spelling        | 22            | 48.88 | 12        | 26.66 | 09               | 20.0  | 02             | 04.44 |
| Writing articles or report                                     | 06            | 13.33 | 23        | 51.11 | 05               | 11.11 | 11             | 24.44 |
| Integrate technical and academic vocabulary in their writings. | 05            | 11.11 | 17        | 37.77 | 06               | 13.33 | 07             | 15.55 |

The current question investigates the writing skills that students need to develop. As indicated in table 37, the most chosen option is *important*. The highest percentage 51.11% of the answers is devoted to improving the skills to write reports and articles. However, a

significant percentage of 44.44% of participants select to improve the skills to write summary and paraphrasing. Moreover, a fairly considerable percentage of 37.77% is devoted to develop the ability to integrate technical and academic vocabulary in their writing. Finally, a minority of 26.66% of the answers opt to develop ideas using correct punctuation and spelling.

### C. Speaking Skills

**Table 38. Speaking Sub-Skills Importance**

| Speaking                                             | Not important |       | Important |       | Fairly important |       | Very important |       |
|------------------------------------------------------|---------------|-------|-----------|-------|------------------|-------|----------------|-------|
|                                                      | F             | %     | F         | %     | F                | %     | F              | %     |
| Giving presentations, asking and answering questions | 02            | 04.44 | 23        | 51.11 | 06               | 13.33 | 13             | 28.88 |
| Speaking to foreign visitors                         | 10            | 22.22 | 19        | 42.22 | 06               | 13.33 | 10             | 22.22 |
| Speaking fluently and with clarity                   | 02            | 04.44 | 23        | 51.11 | 07               | 15.55 | 18             | 40.00 |
| Speaking in conferences and seminars                 | 03            | 06.66 | 22        | 48.88 | 01               | 02.22 | 14             | 31.11 |

As far as speaking skills are concerned, students are asked to provide a specific speaking skill type they need to improve. Table 38 indicates that almost all participants view the listed skills as *important* or *very important*. The majority of the students, with a percentage of 51.11% as *important* and 40% as *very important*, they need to improve the skills necessary to speak fluently with clarity and correctly pronounce words and sentences. Furthermore, the percentage of 51.11% as *important* and 28.88% as *very important* of the answers are about the importance to participate to give presentation in discipline-related activities, in addition to the ability to ask and answer questions related to the discipline. Respectively, a percentage of 48.88% as *important* and 31.11% as *very important* opt for speaking in conferences and seminars. Finally, a percentage of 42.22 % as *important* and 22.22% as *very important* of the answers are about speaking with foreign visitors. Participants give speaking skills this prevalence importance because it is the skill by which they are most often judged while first impressions are being made and it is the channel that connects learners with the outside world of international business.



## D. Listening Skills

**Table 39. Listening Sub-Skills Importance**

| Listening                                                    | Not important |       | Important |       | Very important |       | Undecided |       |
|--------------------------------------------------------------|---------------|-------|-----------|-------|----------------|-------|-----------|-------|
|                                                              | F             | %     | F         | %     | F              | %     | F         | %     |
| Lectures/lessons (in class and online)                       | 06            | 13.33 | 21        | 46.66 | 12             | 26.66 | 06        | 13.33 |
| Presentations and reports                                    | 04            | 08.88 | 20        | 44.44 | 16             | 35.55 | 05        | 11.11 |
| Listening to conversations on general and/or specific topics | 03            | 06.66 | 30        | 66.66 | 10             | 22.22 | 02        | 04.44 |
| TV and radio shows                                           | 13            | 28.88 | 14        | 31.11 | 08             | 17.77 | 10        | 22.22 |

From the data provided in table 39, 66.66% of the participants focus on the ability to understand general conversations or specific topics. Furthermore, 46.66% of participants need to develop the ability to understand discipline related lectures and lessons. Moreover, 44.44% of the participants emphasize on the ability to understand presentations and reports. Finally, a minority of 31.11% select listening to entertainment (TV, radio shows, and movies).

All in all, learners' positive response to the importance of English language skills stems from the need to improve their English proficiency level, principally productive skills (speaking and writing). Statistically, almost all the named sub skills are considered as *important*, particularly speaking sub-skills. This implies that the participants take the English language speaking skills development as a serious matter. Therefore, ESP course should attempt to meet these needs by including at least some of speaking sub skills.

## Section VI: Learning Situation Analysis

**21. as a Management student, do you prefer the ESP class to be in:**

**Table 40. Students' Preferred Classroom Type**

| ESP class | Traditional classroom | Audio-visual classroom | Combination | Total |
|-----------|-----------------------|------------------------|-------------|-------|
| <b>F</b>  | 18                    | 18                     | 09          | 45    |
| <b>%</b>  | 40.0                  | 40.0                   | 20.0        | 100.0 |

As far as the type of the classroom is concerned, 40.0% of the participants prefer studying in a traditional classroom, and the same percentage of participants 40.0% prefer studying in an

audio-visual classroom. 20.0% prefer studying in combination of the two types of classroom. The findings imply that the majority of students prefer being taught in both classroom types.

## 22. How many hours you think are sufficient to study English

**Table 41. Students' Preferred Number of Sessions**

| ESP class time | 2 hours per week (one session) | 4 hours per week (2 sessions) | More than 4 hours (many sessions) | Total |
|----------------|--------------------------------|-------------------------------|-----------------------------------|-------|
| F              | 06                             | 30                            | 09                                | 45    |
| %              | 13.33                          | 66.66                         | 20.0                              | 100.0 |

Previously in table 30, the majority of students express their dissatisfaction with the time devoted to English course. Master students at the Department of Management Sciences mention varied wishes concerning the amount of time per week during which they want to study English. According to table (41), the majority of participants (66.66%) propose that two sessions of English would be sufficient, and a significant percentage of 20.0% of the students suggest that more than 2 sessions would be convenient, and a minority of students 13.33% recommend that one sessions per week would be ideal. The allocated time is of a paramount importance to meet students' needs in English language and make the course objectives attainable.

## 23. Which topics do you like to cover?

**Table 42. Students' Preferred business topics**

| Response                   | Strongly Agree |       | Agree |       | Neutral |       | Disagree |       | Strongly Disagree |       |
|----------------------------|----------------|-------|-------|-------|---------|-------|----------|-------|-------------------|-------|
|                            | F              | %     | F     | %     | F       | %     | F        | %     | F                 | %     |
| International Management   | 16             | 35.55 | 21    | 46.66 | 04      | 08.88 | 04       | 08.88 | 00                | 00.00 |
| Negotiation                | 12             | 26.66 | 13    | 28.88 | 03      | 06.66 | 17       | 37.77 | 00                | 00.00 |
| Strategic Management       | 12             | 26.66 | 19    | 42.22 | 06      | 13.33 | 05       | 11.11 | 00                | 00.00 |
| Human Resources Management | 30             | 66.66 | 13    | 28.88 | 00      | 00.00 | 02       | 04.44 | 00                | 00.00 |
| Advertising                | 11             | 24.44 | 14    | 31.11 | 06      | 13.33 | 10       | 22.22 | 04                | 08.88 |

From the table 42, the results indicate that the majority of participants prefer tackling Human Resources Management topics that are related to their speciality with *Strongly agree* (66.66 %) and *agree* (28.88%); in the second rank students opt for topics related to International

Management, discussions with percentage of 35.55 % for *Strongly agree* and 46.66% for *agree*. The other topics are ranked respectively Strategic Management with a percentage of 42.22%, Advertising with a percentage of 31.11%, and Negotiation with a percentage of 28.88%. Apparently, the participants prefer specific topics that have a tight link to their speciality; therefore, it implies that students favour certain topics to visualise their future work using real life situations. It is worth noting that including these activities makes ESP courses interesting for the students.

#### 24. Which type of activities do you prefer?

**Table 43. Students' Preferred Type of Activities**

|                          | S. agree |       | Agree |       | Disagree |       | S.Disagree |       | Undecided |       |
|--------------------------|----------|-------|-------|-------|----------|-------|------------|-------|-----------|-------|
|                          | F        | %     | F     | %     | F        | %     | F          | %     | F         | %     |
| Role-plays               | 16       | 35.55 | 14    | 31.11 | 04       | 08.88 | 05         | 11.11 | 06        | 13.33 |
| Discussions              | 23       | 51.11 | 15    | 33.33 | 02       | 04.44 | 01         | 02.22 | 03        | 06.66 |
| Problem solving          | 20       | 44.44 | 19    | 42.22 | 03       | 06.66 | 00         | 00.00 | 04        | 08.88 |
| Presentations            | 19       | 42.22 | 23    | 51.11 | 01       | 02.22 | 01         | 02.22 | 01        | 02.22 |
| Open readings            | 03       | 06.66 | 10    | 22.22 | 16       | 35.55 | 08         | 17.77 | 06        | 13.33 |
| Writing and paraphrasing | 07       | 15.55 | 15    | 33.33 | 14       | 31.11 | 08         | 17.77 | 01        | 02.22 |
| Translation of texts.    | 05       | 11.11 | 19    | 42.22 | 12       | 26.66 | 07         | 15.55 | 02        | 04.44 |

From the table above, the results indicate that the majority of participants prefer oral activities where students are involved in oral tasks such as presentations with a percentage of 93.33%, problem solving (86.66%), discussions (84.44%), and role play (66.66%) . The other activities like, translation of texts into English (53.33%), writing paragraphs (48.88%), and open reading (28.88%) exercises are types of activities that students less emphasize because they used to perform them regularly during the lectures. It is obvious that the participants prefer a variety of activities; therefore, it can be inferred that students favour certain types of tasks to help them practice speaking skill in English.

## 25. What type of class work you prefer?

**Table 44. Students' Preferred Class Work Type**

|          | <b>Individual work</b> | <b>In pairs</b> | <b>small-size group</b> | <b>As a class</b> | <b>Total</b> |
|----------|------------------------|-----------------|-------------------------|-------------------|--------------|
| <b>F</b> | 08                     | 12              | 21                      | 04                | 45           |
| <b>%</b> | 17.77                  | 26.66           | 46.66                   | 08.88             | 100.0        |

This question intended to explore students' preferred learning styles. The participants have different learning styles that affect their grouping preferences. The responses revealed that 21 participants (46.66%) opt for "small size group" because this mood of learning is probably useful particularly in large classes since it enables big numbers of students to practice the language simultaneously. Besides, 12 participants (26.66%) prefer "pair work" as it may assist students to learn from each other, 8 participants (17.77%) choose "individual work" and 4 participants (08.88%) select "class work". Accordingly, the results reveal that students lack this type of learning in their field lectures; consequently, the majority of them prefer their active role in the classroom by participating in many learning activities in pair work/group work as compared to who prefer a passive role. Learning in small groups increases speaking opportunities and it encourages cooperation and negotiation not only between students but also between the teacher and students. Whatever the differences or the preferences, there should be a constant association between the students' learning styles and the teaching methodology to facilitate the process of learning.

## 26. What is your appropriate method of learning?

**Table 45. Students' Preferred Learning Methods**

|                                  | Strongly Agree |       | Agree |       | Disagree |       | Strongly Disagree |       | Neutral |       |
|----------------------------------|----------------|-------|-------|-------|----------|-------|-------------------|-------|---------|-------|
|                                  | F              | %     | F     | %     | F        | %     | F                 | %     | F       | %     |
| Memorizing                       | 00             | 00.00 | 00    | 00.00 | 19       | 42.22 | 22                | 48.88 | 04      | 08.88 |
| Solving Problems                 | 26             | 57.77 | 15    | 33.33 | 00       | 00.00 | 00                | 00.00 | 02      | 04.44 |
| Getting information on my own    | 04             | 08.88 | 14    | 31.11 | 16       | 35.55 | 09                | 20.00 | 03      | 06.66 |
| Relying on teachers' information | 05             | 11.11 | 12    | 26.66 | 21       | 46.66 | 00                | 00.00 | 05      | 11.11 |
| Project works                    | 12             | 26.66 | 15    | 33.33 | 07       | 15.55 | 03                | 06.66 | 06      | 13.33 |

Concerning students' preferred learning methods to be used in the classroom, the two top options selected are 91.11% for learning the language through solving problems related to their field and 60% is for conducting projects work. The results reveal that HRM students prefer interactive learning methods which permits them like to be active participants in using the language.

## 27. How do you prefer the classroom interaction?

**Table 46. Students' Preferred Classroom Interaction**

|                                                | Strongly Agree |       | Agree |       | Disagree |       | Strongly Disagree |       | Neutral |       |
|------------------------------------------------|----------------|-------|-------|-------|----------|-------|-------------------|-------|---------|-------|
|                                                | F              | %     | F     | %     | F        | %     | F                 | %     | F       | %     |
| The teacher just talks and students listen.    | 00             | 00.00 | 3     | 06.66 | 12       | 26.66 | 28                | 62.22 | 02      | 04.44 |
| Students actively participate in activities    | 23             | 51.11 | 13    | 28.88 | 02       | 04.44 | 00                | 00.00 | 07      | 15.55 |
| The teacher controls everything.               | 00             | 00.00 | 01    | 02.22 | 16       | 35.55 | 24                | 53.33 | 04      | 08.88 |
| The teacher helps and guides students to learn | 21             | 46.66 | 17    | 37.77 | 04       | 08.88 | 00                | 00.00 | 03      | 06.66 |

This question attempts to find out students' preferences concerning their roles in the classroom compared to the teacher's during the English language lesson. From Table (46) above, it can be seen that 38 of the participants (97.6%) *strongly agree and agree* that the teacher should be a facilitator who helps and guides students to learn and does not control

everything. 36 (76%) also “*strongly agree and agree*” to actively participate in the learning process, finally, the majority 40 (88.88%) “*strongly disagree and disagree*” that the teacher controls everything and plays the role of "knowledge provider " . These findings indicate that students really want to learn English depending on themselves or in a learner centred environment.

## 28. What types of materials do you prefer the course should include?

**Table 47. Students’ Preferred Materials Type**

| Types of materials            | Strongly Agree |       | Agree |       | Disagree |       | Strongly Disagree |       | Neutral |       |
|-------------------------------|----------------|-------|-------|-------|----------|-------|-------------------|-------|---------|-------|
|                               | F              | %     | F     | %     | F        | %     | F                 | %     | F       | %     |
| Textbooks                     | 06             | 13.33 | 20    | 53.33 | 12       | 26.66 | 00                | 00.00 | 07      | 15.55 |
| instruction/equipment manuals | 21             | 46.66 | 17    | 37.77 | 04       | 08.88 | 00                | 00.00 | 03      | 06.66 |
| Videotapes                    | 12             | 26.66 | 23    | 51.11 | 04       | 08.88 | 02                | 04.44 | 04      | 08.88 |
| ICTs                          | 13             | 28.88 | 26    | 57.77 | 01       | 02.22 | 00                | 00.00 | 05      | 11.11 |

It seems that students are accustomed to be taught using traditional materials; accordingly they may have found it interesting and motivating to use new materials in the English language lessons. Table (47) shows that most participants “*strongly agree or agree*” with all the types of materials. The majority 39 (86.66%) prefer the integration of “ICTs” in ESP lectures, 38 (84.44%) choose “instruction/equipment manuals” that are related to their field of study, while 35 (77.77%) opt for “videotapes” as the needed type of materials to develop their language skills. Finally, 26 (57,77%) select “textbooks” as the preferred material type to study English. The obtained results reveal the students’ awareness about the importance and usefulness of audio-visual aids and ICTs in teaching and learning English. That is to say, ICTs can be used to promote language learning and encourage students to depend on themselves in learning English and developing their skills proficiency.

## 29. What type of assessment do you find adequate to evaluate your progress in English?

**Table 48. Students' Preferred Assessment Method**

| Type of assessment     | Strongly Agree |       | Agree |       | Disagree |       | Strongly Disagree |       | Neutral |       |
|------------------------|----------------|-------|-------|-------|----------|-------|-------------------|-------|---------|-------|
|                        | F              | %     | F     | %     | F        | %     | F                 | %     | F       | %     |
| End of term assessment | 25             | 55.55 | 10    | 22.22 | 03       | 06.66 | 04                | 08.88 | 03      | 06.66 |
| Continuous assessment  | 10             | 24.44 | 12    | 26.66 | 15       | 33.33 | 06                | 13.33 | 02      | 04.44 |
| Both of them           | 15             | 33.33 | 23    | 51.11 | 03       | 06.66 | 01                | 02.22 | 03      | 06.66 |

As far as the type of assessment is concerned, the majority of participants 38 (84.44%) prefer both “end of term assessment” and “continuous assessment”. Comparing the two types, 35 (77.77%) of students prefer “end of term assessment” over “continuous assessment” with percentage of 48.88%. It seems that students are accustomed to be evaluated at the end of each semester; accordingly, they may feel that various continuous assessment permits them improve their outcomes and help them make appropriate decisions to overcome their deficiencies.

### 5.1.3. Teachers' Interview Data Analysis

#### Part 1: Teachers' Educational Profile

The respondents were 4 teachers of English language and one subject specialist, teaching undergraduate and postgraduate students of Business in the Faculty of Commerce, Economics, and Management Sciences at -Setif 1- University. Three informants were Master degree holders of English language and literature, one teacher held license degree in English, while the subject teacher held a Doctoral degree in Commercial Sciences. All the informants had from 5 to 10 years' teaching experience. Concerning teachers' status, the subject teacher was a full-time teacher in the Department of Management Sciences. However, four part-time teachers of English were teaching in the Department of Management Sciences. Two interviewees pointed out that they were not trained to teach ESP in different subject areas; whereas, three teachers asserted that they were theoretically trained in ESP during their university studies.

## Part 2: Present Situation Analysis

While four informants insisted that they taught more often GE and some topics related to BE, only one teacher claimed that he gave more importance to English for Business Purposes. Besides, the answers revealed that the teachers concentrated more on both general grammatical notions and lexical items related to Business in their teaching. All the teachers believed that the four language skills were important. In fact, the five teachers ranked reading and writing skills at the top followed by speaking then listening.

Concerning learners' proficiency level, all interviewees agreed that groups are formed with students of mixed-ability, all with different language capacities. According to teacher 4 "*most first year Master students have an average level and good level especially in reading comprehension.*" As far as speaking skills are concerned, teacher 3 added "*a minority of them can express themselves easily, regardless of syntactic and lexical errors.*" Generally, Master students have from *intermediate* to *upper-intermediate* level because they are exposed to English language frequently due to the nature of their discipline.

All the teachers indicated that motivation of learners is tightly related to the topics they tackle in class, teacher 4 mentioned "*students are moderately motivated when I emphasize more on their field of study topics because they face real situation*". Teacher 5 clarified "*motivation is related to the type of activities students are interested in*". In this respect, teachers revealed that students mostly preferred activities of participating in oral conversations related to Business to improve their oral skills. Teacher 5 added they also preferred to improve their writing skills but "*unfortunately the insufficient time does not allow us to apply these types of tasks*".



### Part 3: Teaching Situation Analysis

Concerning conducting NA, teacher 2 and 4 did not know this notion at all. Since these teachers did not use NA; they were asked about the parameters they took into consideration in selecting their lectures. teacher 2 replied *“I choose any text that is related to Business”*.

Two teachers were aware that NA is an essential step of ESP course design, teacher 1 stated *“Needs analysis is a very important that I do not actually use appropriately because it was a complicated task, but I always ask my students about their needs in the first session”*. The teacher was asked about the means she used to know her learners’ needs; she responded *“we discuss together what do they need to learn from the English course and based on their answers I select my lectures”*. Three interviewees (1,3,5) confirmed that needs analysis is very important in any ESP teaching but they were not trained about using NA. In the same respect, teacher 5 *“I conduct NA before my lectures because needs it is the corner stone for ESP.....I cannot select a course unless I determine the needs of learners.”*

Regarding the teaching methodology, all interviewees stated that they did not follow a precise and specific method in teaching English. They confirmed that they mixed between many methods, such as *“Grammar Translation Method, Communicative Language Teaching and the Audio-lingual method depending on the type of the task.”*

The interviewed teachers declared that although there were many designed ESP courses of good quality in BE, they had never relied on any of them in their teaching, whereas, teacher 2 claimed *“I do not have enough experience in teaching BE, therefore, I am unaware of the specific needs of BE”*. Concerning teaching materials, all teachers named textbook as the most prominent used material, while the use of ICTs and authentic materials was occasional.

According to the language teacher, there is not any detailed syllabus for the English course for Management students. The department was provided with Canvas’ guidelines on what to include in the lectures (cf. Appendix E). Teacher 3 stated that *“the syllabus is not*

*appropriate to the students' level and area of interest*". Teacher 5 reported that *"it should be adjusted to the students' level and to the requirements of the business domain"*.

The majority of teachers were aware of the importance of collaboration between language teachers and subject-specialists; however, only teacher 1 met with teachers of speciality *"to discuss and comment their course content according to the whole program of speciality"*. He added *"I ask them to provide me with necessary documents to help me engage into their discipline to design the course in relation to learners objectives."*

For further suggestions, concerning teachers' role teacher 1 said *"I believe that administration should schedule training periods for teachers to enable them teach English in business"*. Almost all the language teachers agreed on the fact that more time should be allotted to English instruction as three hours per week. Furthermore, all teachers reported that designing an ESP course in the context of business should rely upon a thorough needs analysis in order to identify the needs, lacks, wants of learners. They also added that an effective teaching-learning process lies in the instructor's full awareness of learners' specific needs.

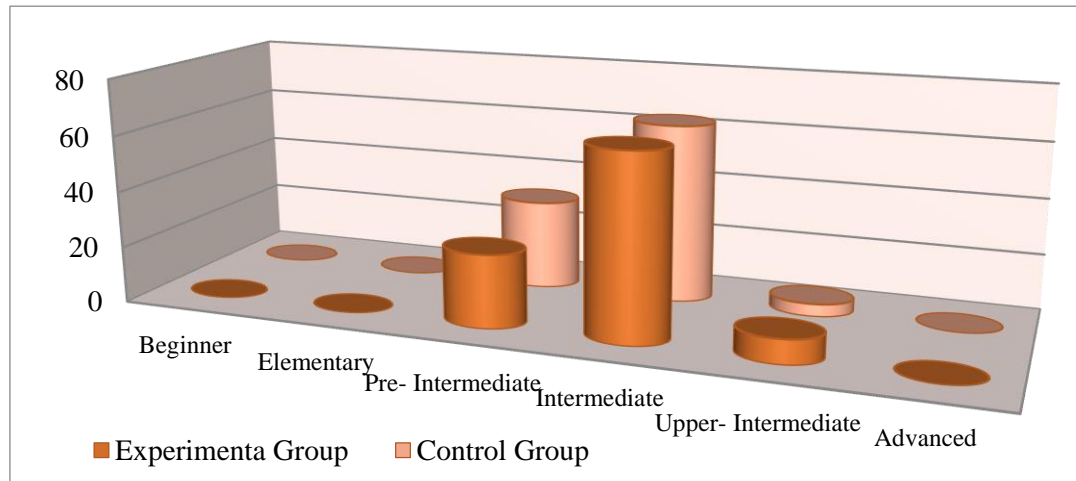
## **5.2. Data Analysis of Pre-Experiment Phase**

### **5.2.1. Placement Test Analysis**

A placement test was submitted before initiating the experiment in order to determine the students' level of proficiency in English. Moreover, the rationale behind that is to ascertain that the content of the selected themes can match the students' level of language.

**Table 49. Frequency Distribution of the Placement Test Scores of EG and CG**

| Placement Test      | Experimental Group |                  | Control Group |                  |
|---------------------|--------------------|------------------|---------------|------------------|
|                     | Frequency          | Percentage ( % ) | Frequency     | Percentage ( % ) |
| Beginner            | 0                  | 0                | 0             | 0                |
| Elementary          | 0                  | 0                | 0             | 0                |
| Pre – Intermediate  | 6                  | 26.1             | 7             | 31.8             |
| Intermediate        | 15                 | 65.2             | 14            | 63.6             |
| Upper- Intermediate | 2                  | 8.7              | 1             | 4.5              |
| Advanced            | 0                  | 0                | 0             | 0                |
| <b>Total</b>        | <b>23</b>          | <b>100</b>       | <b>22</b>     | <b>100</b>       |



**Figure 12. Frequency Distribution of the Placement Test Scores of EG and CG**

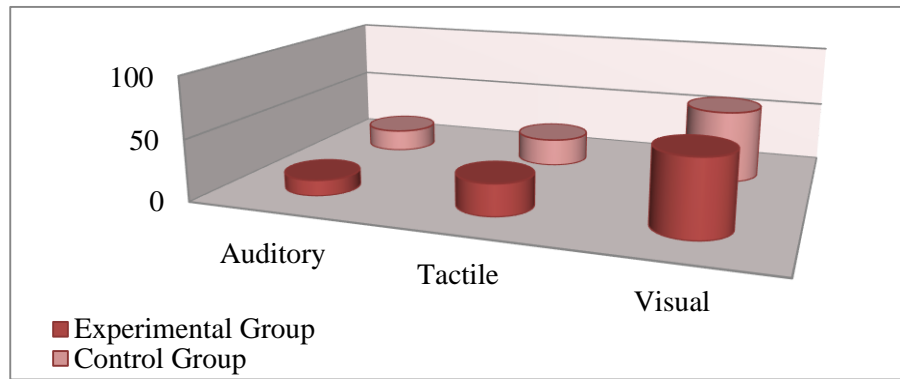
Table 49 shows that 15 students from the EG with a percentage of (65.2%) and 14 from the CG with a percentage of (63.6%) have intermediate level of English language, which entails that the majority of them are equivalent and have the same level of English language. All these outcomes are well compared and represented the Figure 11. Accordingly, the lessons that would be tailored should comply with the students at an intermediate level.

### 5.2.2. Learning Styles and Preferences Analysis

This section is devoted for the analysis of the experimental and control groups' frequency distribution of the learning styles and preferences index scores according for the sake of determining their learning styles and preferences.

**Table 50. Frequency Distribution of Learning Styles and Preferences Scores of the EG and CG**

| Learning Styles and Preferences | Control Group |                 | Experimental Group |                 |
|---------------------------------|---------------|-----------------|--------------------|-----------------|
|                                 | Frequency     | Percentages (%) | Frequency          | Percentages (%) |
| Auditory                        | 4             | 18.18           | 3                  | 13.04           |
| Tactile                         | 5             | 22.72           | 6                  | 26.08           |
| Visual                          | 13            | 59.09           | 14                 | 60.86           |
| Total                           | 22            | 100             | 23                 | 100             |



**Figure 13. Frequency Distribution of Learning Styles and Preferences Scores of the EG and CG**

Table 50 indicates that most of students in the two groups have a certain styles and preferences to learn the English language; 13 students from the CG with a percentage of (59.09%) and 14 students from the EG with a percentage of (60.86%) are visual. The remaining students' learning styles split into auditory and tactile with different percentages. These results entail that most of the learners within the two groups are equivalent and have the same learning styles and preferences.

### 5.3. Experimental Phase Data Analysis

This section is devoted to the analyses of the data collected in the experimental phase from the pre/post-tests and progress test in order to examine the research hypotheses.

#### 5.3.1. Analysis of Pre-/Post-Test Validity and Reliability

##### 5.3.1.1. Internal Consistency Validity Test

In the present study, the scores of the pre-/post-test are used to calculate the internal consistency of the instrument and its sections, and the extent of the correlation of these constituent sections to each other, using Pearson correlation coefficient.

**Table 51. Results of Internal Consistency Validity of Pre-/Post-Test**

| Internal Validity between Tools & Items | Correlation  | Significance  |
|-----------------------------------------|--------------|---------------|
| Fluency and Coherence                   | 0.843        | 0.01**        |
| Lexical Resources                       | 0.780        | 0.01**        |
| Grammatical Range and Accuracy          | 0.830        | 0.01**        |
| Pronunciation                           | 0.665        | 0.01**        |
| <b>Internal Validity of the Tool</b>    | <b>0.808</b> | <b>0.01**</b> |

As it is demonstrated in the table above, all correlation coefficients of the study tool are statistically significant at the level of significance (0.01) where the value of the coefficient of the tool as a whole is .80. Accordingly, the coefficient of internal consistency is high; thus, the strength of the internal validity of the pre-/post-test items is significantly evident.

### 5.3.1.2. Reliability of Pre-/Post- Test

The reliability of a test, scale items, or internal consistency could be measured using Cronbach's Alpha. Therefore, the present study uses the named coefficient of stability, and the result is as follow:

**Table 52. Results of Cronbach's Alpha Reliability of Pre/Post Test**

| Reliability Statistics |                 |
|------------------------|-----------------|
| Cronbach's Alpha       | Number of Items |
| .874                   | 15              |

The index of reliability in this tool is .87 which is highly satisfactory and confirms the reliability of the pre-/post-test as a research instrument.

### 5.3.1.3. Pre-/Post- Test Split Half Reliability Test

The Split-half technique operates by dividing the pre-/post-test into two equal parts, calculating their correlation, and applying the Guttman's framework to determine the overall stability of the tool:

**Table 53. Results of Split half Reliability of Pre/Post--Test**

| Reliability Statistics                |                |              |
|---------------------------------------|----------------|--------------|
| <b>Spearman-Brown Coefficient</b>     | Equal Length   | 0.708        |
|                                       | Unequal Length | 0.708        |
| <b>Guttman Split-Half Coefficient</b> |                | <b>0.700</b> |

As it is shown in the table (53), the index of reliability in this test is .70, which is highly satisfactory and confirms the reliability of the pre-/post-test as a research tool.

### 5.3.2. Pre-/Post-Test Data Analysis

The current study aims to determine effects of PBL instructions in stimulating HRM Master students' speaking skills. A quasi-experimental design, with pre/post-test of control and experimental group was adopted for this purpose. The sample consisted of 45 students enrolled in Master one in the Department of Management Sciences at -Setif 1- University. After the PBL treatment on the experimental group, a post-test was administered on both groups in order to identify difference in speaking skills performance. Independent sample t-test was applied to find difference between two groups before and after intervention. The results showed that there was a significant difference in scores of control and experimental group in post-test. Paired sample t-test was run to compare effect of intervention on achievement scores of experimental group.

#### 5.3.2.1. Hypotheses Testing

The P-value is the fundamental value that shows whether a significant difference is marked or not. This value is between 1 and 0 and the difference between groups is meant to be significant when the p- value is  $>0.05$ , which entails that only less than 5% of chance interfere in making a difference between group. In social science, this percentage is quite acceptable. Accordingly, the researcher tested the coming statistical hypotheses:

**$H_0$**  stands for the null hypothesis, which is confirmed when the  $p$  value is above 0.05(  **$H_0 = p > 0.05$** ) . the latter shows that there is no significant difference between the EG and CG prior to PBL instructions integration.

**$H_1$**  is the alternative hypothesis, ( **$H_1 = p < 0.05$** ). The latter is confirmed if the  $p$  value is smaller than 0.05 which shows that the differences between the EG and the CG are significant and attributed PBL instructions. SPSS version .23 was utilized to calculate the paired and independent sample t-tests.

### 5.3.2.2.Pre-test Scores Analysis

**H0:** Mean rank of EG on the pre-test = Mean rank of CG on the pre-test

**H1:** Mean rank of EG on the pre-test  $\neq$  Mean rank of CG on the pre-test

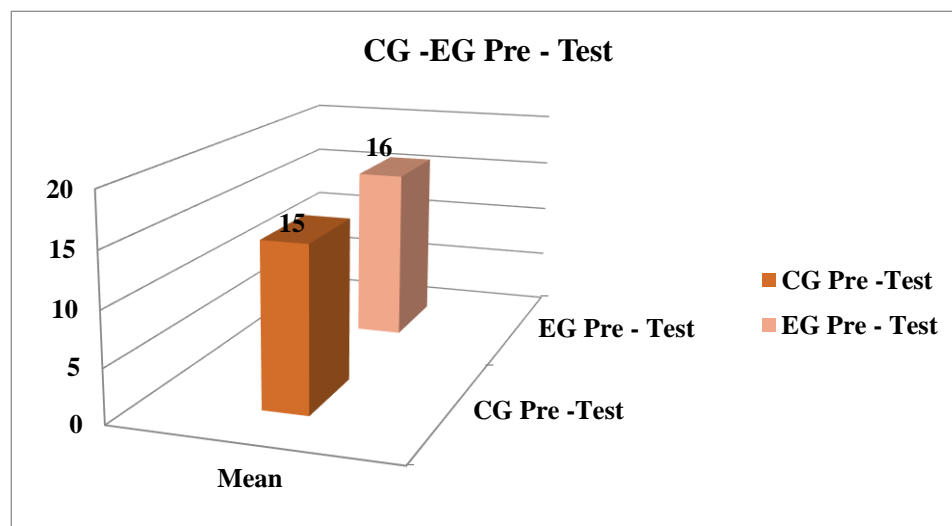
To control variables prior to conducting the experiment, the results of the pre-test were subjected to statistical treatment to find whether there were statistically significant differences between the control and the experimental groups in terms of speaking skills. Therefore, a t-test for independent groups was used to compare the two groups in terms of overall speaking proficiency and speaking sub-skills.

**Table 54. Descriptive Statistics of Pre-test Overall Mean Scores of the CG and the EG**

|          | Group              | N  | Mean | Std. Deviation |
|----------|--------------------|----|------|----------------|
| Pre-Test | Control group      | 22 | 15   | 1.81           |
|          | Experimental group | 23 | 16   | 2.95           |

*\*Significant at the  $p = .05$  level*

The mean scores and the slight difference between the means obtained by the groups is sketched in the figure below:



**Figure 14. Descriptive Statistics of Pre-test Overall Mean Scores of the CG and the EG**

The results of the speaking skills proficiency pre-test as illustrated in table 54 show that there is not a statistically significant difference ( $p > 0,05$ ) between the mean scores of the

students in the CG and EG. The mean score of the EG ( $n = 23$ ) is 16 with a standard deviation (SD) of 2.95, whereas the CG ( $n = 22$ ) scores 15 with a SD of 1.81. Accordingly, these close mean ranks of the pre-test scores of both groups indicate that at the pre-experimental phase, the experimental and control groups have a fair degree of homogeneity at the level of speaking skills proficiency. Subsequently, the null hypothesis ( $H_0$ ) with respect to the existence of no statistically significant difference between the EG and the CG on the performance of the pre-test is supported.

**Table 55. Independent Sample T-Test of the of Pretest Overall Mean Scores of the CG and the EG**

|          | Group              | N  | Mean Difference | Std. Error Difference | T     | df | Sig. |
|----------|--------------------|----|-----------------|-----------------------|-------|----|------|
| Pre-Test | Control group      | 22 | 0.31            | 0.73                  | 0.433 | 43 | 0.66 |
|          | Experimental group | 23 |                 |                       |       |    |      |

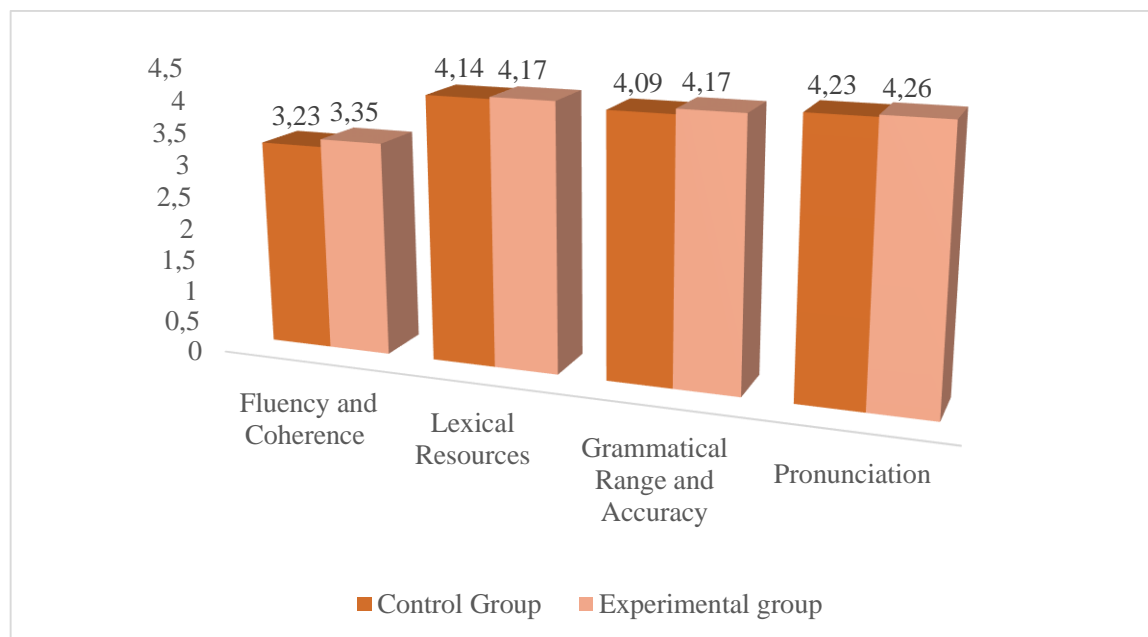
The table above illustrates the overall mean scores of the pre-test of control and the experimental groups indepen

dent sample  $t$ -Test. The latter is used to confirm the significant difference between the experimental and control groups. In the present pre-test, the calculated T- Test value is 0.433, the degree of freedom is 43 and the calculated level of significance  $P$ -value is 0.66 which is higher than  $\alpha = 0.05$ . Through the mean difference, the obtained result means that the two groups are approximately at the same level of speaking proficiency at the beginning of the experiment, the two groups are equivalent in terms of speaking skills proficiency; therefore, there is no statistical significant difference between the EG and CG. The findings allow the researcher to measure the progress or regression in the EG's level of proficiency and attribute any positive or negative changes to the PBL which is the teaching method adopted to instruct this group.



**Table 56. Descriptive Statistics of Pre-test Overall Mean Scores of the CG and the EG**

| Pre-Test                       | Group              | N  | Mean | Std. Deviation |
|--------------------------------|--------------------|----|------|----------------|
| Fluency and Coherence          | Control group      | 22 | 3.23 | 0.92           |
|                                | Experimental group | 23 | 3.35 | 0.98           |
| Lexical Resource               | Control group      | 22 | 4.14 | 0.99           |
|                                | Experimental group | 23 | 4.17 | 0.93           |
| Grammatical Range and Accuracy | Control group      | 22 | 4.09 | 0.97           |
|                                | Experimental group | 23 | 4.17 | 0.93           |
| Pronunciation                  | Control group      | 22 | 4.23 | 0.92           |
|                                | Experimental group | 23 | 4.26 | 1.01           |



**Figure 15 . Speaking Sub-Skills Statistics of Pre-test Overall Mean Scores of the CG and the EG**

The above table 56 shows that there are no statistically significant differences ( $p > 0,05$ ) between the mean scores of the experimental and control groups on the pre- test in main speaking sub-skills. The scores overall mean in terms of fluency and coherence of the EG ( $n = 23$ ) is 3.35 with a standard deviation ( $SD$ ) of 0.98, whereas the CG ( $n = 22$ ) scores 3.23 with a  $SD$  of 0.92. Concerning lexical resources, the scores overall mean of the EG group ( $n = 23$ ) is 4.17 with a standard deviation ( $SD$ ) of 0.93, whereas the CG ( $n = 22$ ) scores 4.14 with a

*SD* of 0.99. The findings of the grammatical range and accuracy show that the scores overall mean of the EG ( $n = 23$ ) is 4.17 with a standard deviation (*SD*) of 0.93, while the CG ( $n = 22$ ) scores (4.09) with a *SD* of 0.97. Regarding pronunciation, the scores overall mean of the EG ( $n = 23$ ) is 4.26 with a standard deviation (*SD*) of 0.98, whereas the CG ( $n = 22$ ) scores 4.23 with a (*SD*) of 1.01. These results reveal that the two groups are approximately at the same level of speaking proficiency sub-skills at the beginning of the experiment.

**Table 57. Independent Sample T-Test of the of Pretest Speaking Sub-Skills Mean Scores of the CG and the EG**

| Pre-Test                       | Group              | N  | Mean Difference | Std. Error Difference | T     | df | Sig. |
|--------------------------------|--------------------|----|-----------------|-----------------------|-------|----|------|
| Fluency and Coherence          | Control group      | 22 | 0.12            | 0.28                  | 0.424 | 43 | 0.67 |
|                                | Experimental group | 23 |                 |                       |       |    |      |
| Lexical Resources              | Control group      | 22 | 0.03            | 0.28                  | 0.13  | 43 | 0.89 |
|                                | Experimental group | 23 |                 |                       |       |    |      |
| Grammatical Range and Accuracy | Control group      | 22 | 0.08            | 0.28                  | 0.29  | 43 | 0.77 |
|                                | Experimental group | 23 |                 |                       |       |    |      |
| Pronunciation                  | Control group      | 22 | 0.03            | 0.28                  | 0.11  | 43 | 0.90 |
|                                | Experimental group | 23 |                 |                       |       |    |      |

The table above demonstrates the difference between the EG and the CG in the pre-test in terms of speaking sub-skills. Accordingly, the overall results demonstrate that there are no significant differences between the EG and the CG on the pre-test speaking sub-skills where the  $p$  value is greater than the level of significance specified in the study and is estimated at ( $\alpha = 0.05$ ). Concerning the fluency and coherence sub-skill, ( $t = 0.424$ ,  $df = 43$ ,  $p = 0.67$ ), lexical resources ( $t = 0.13$ ,  $df = 43$ ,  $p = 0.89$ ), grammatical ranges and accuracy ( $t = 0.29$ ,  $df = 43$ ,  $p = 0.77$ ) and pronunciation ( $t = 0.11$ ,  $df = 43$ ,  $p = 0.90$ ). Therefore, these close mean ranks of the pre-test scores of the EG and CG indicate that at the pre-test phase, the EG and CG have a fair degree of equality at the level of speaking skill and its sub-skills proficiency. As a conclusion, there are no differences between the EG and CG speaking sub-skills. From the

overall results of the pre-test scores, the null hypothesis ( $H_0$ ) is accepted which means that there is no significant difference between EG and CG in pretest. In other word, it can be inferred that the EG and the CG are equal in term of their initial ability.

### 5.3.2.3. Post-test Scores Analysis

**$H_0$ :** Mean rank of EG on the post-test = Mean rank of CG on the post-test

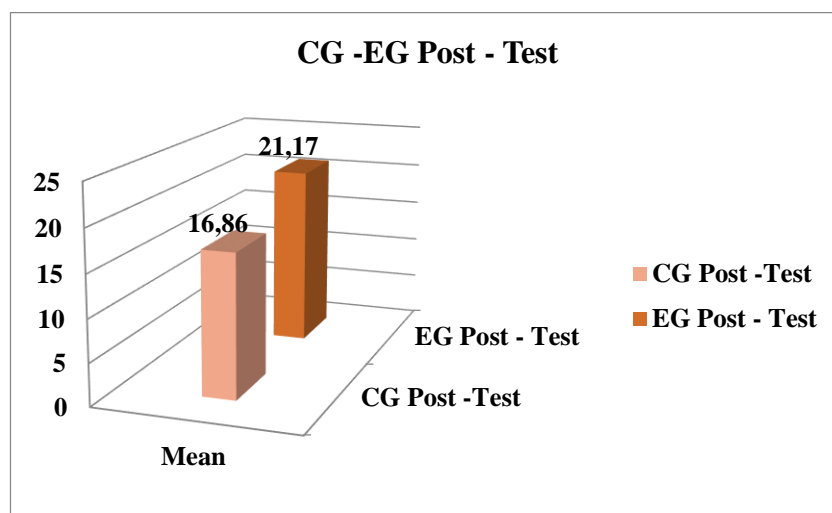
**$H_1$ :** Mean rank of EG on the post-test  $\neq$  Mean rank of CG on the post-test

The post-test was given to HRM Master one students of both groups after the treatment and without any previous notice. As mentioned previously, the purpose of the post-test was to measure any change in student performance after the PBL treatment through comparing pre- and post-test results of both groups. The pre-test similar procedures were employed to analyze the post-test scores of those groups; normal distribution, variance homogeneity, and independent t-test.

**Table 58. Descriptive Statistics of Post-test Overall Mean Scores of the EG and the CG**

|           | Group              | N  | Mean  | Std. Deviation |
|-----------|--------------------|----|-------|----------------|
| Post-Test | Control group      | 22 | 16.86 | 2.33           |
|           | Experimental group | 23 | 21.17 | 3.40           |

*\*Significant at the  $p = .05$  level*



**Figure 16. Descriptive Statistics of Post-test Overall Mean Scores of the EG and the CG**

The results of the speaking skills proficiency post-test (see Table 58) show there is a statistical significant difference ( $p > 0,05$ ) between the mean scores of the students in the EG and CG. The mean score of the EG ( $n = 23$ ) is 21.17 with a standard deviation ( $SD$ ) of 3.40, whereas the CG ( $n = 22$ ) scores 16.86 with a  $SD$  of 2.33. Accordingly, the obtained results demonstrate that there is no significant difference between the mean ranks of the groups' pre-test scores; however, the mean ranks of their posttest show that the students in the EG have higher level of speaking skills proficiency than those in the CG.

**Table 59. Independent Sample T-Test of the of Post-test Overall Mean Scores of the CG and the EG**

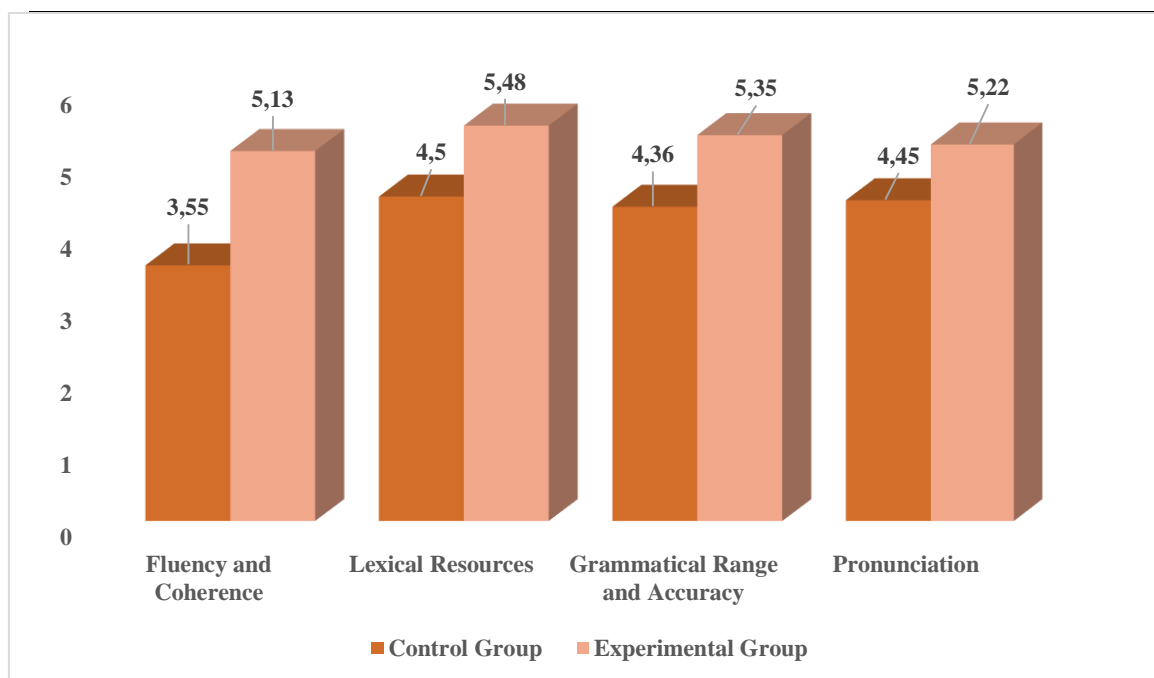
|           | Group              | N  | Mean Difference | Std. Error Difference | T    | Df | Sig.  |
|-----------|--------------------|----|-----------------|-----------------------|------|----|-------|
| Post-Test | Control group      | 22 | 4.31            | 0.87                  | 4.92 | 43 | 0.000 |
|           | Experimental group | 23 |                 |                       |      |    |       |

*\*Significant at the  $p = .05$  level*

The results indicated in table (59) show that the overall mean scores of the post-test of CG and the EG independent sample T-Test. The latter is used to confirm the significant difference between the EG and CG. In the present post-test, the calculated T- Test value is 4.92, the degree of freedom is 43 and the calculated level of significance  $P$ -value is 0.000 which is less than ( $p > 0,05$ ) . Through the mean difference, the obtained result indicates that the EG, with a mean score of (21.17), has a higher level in terms of speaking proficiency at the end of the experiment. The high statistical significant difference reveal that the EG students attain higher level of speaking skills proficiency after the application of the treatment when compared to their peers in the CG. Consequently, the null hypothesis ( $H_0$ ) with respect to the existence of no statistically significant difference between the EG and the CG on the performance of the post-test is rejected.

**Table 60. Speaking Sub-Skills Statistics of Post-test Overall Mean Scores of the CG and the EG**

| Post-Test                      | Group              | N  | Mean | Std. Deviation |
|--------------------------------|--------------------|----|------|----------------|
| Fluency and Coherence          | Control group      | 22 | 3.55 | 0.91           |
|                                | Experimental group | 23 | 5.13 | 1.18           |
| Lexical Resource               | Control group      | 22 | 4.50 | 0.96           |
|                                | Experimental group | 23 | 5.48 | 0.99           |
| Grammatical Range and Accuracy | Control group      | 22 | 4.36 | 0.84           |
|                                | Experimental group | 23 | 5.35 | 1.07           |
| Pronunciation                  | Control group      | 22 | 4.45 | 0.96           |
|                                | Experimental group | 23 | 5.22 | 1.12           |



**Figure 17. Speaking Sub-Skills Statistics of Post-test Overall Mean Scores of the CG and the EG**

The above table and figure show that there are significant statistical differences ( $p > 0,05$ ) between the mean scores of the EG and CG on the post- test in main speaking sub-skills. The scores overall mean in terms of fluency and coherence of the EG ( $n = 23$ ) is 5.13

with a standard deviation (*SD*) of 1.18, whereas the CG ( $n = 22$ ) scores 3.55 with a (*SD*) of 0.91. Concerning lexical resources, the scores overall mean of the EG ( $n = 23$ ) is 5.48 with a standard deviation (*SD*) of 0.99, whereas the CG ( $n = 22$ ) scores 4.50 with a (*SD*) of 0.96. The findings of the grammatical range and accuracy show that the scores overall mean of the EG ( $n = 23$ ) is 5.35 with a standard deviation (*SD*) of 1.07, while the CG ( $n = 22$ ) scores 4.36 with a (*SD*) of 0.84. Regarding pronunciation, the scores overall mean of the EG ( $n = 23$ ) is 5.22 with a standard deviation (*SD*) of 1.12; whereas the CG ( $n = 22$ ) scores 4.45 with a (*SD*) of 0.96. All in all, these results confirm that the EG score higher than CG in terms of speaking proficiency sub-skills after implementation of PBL instructions.

**Table 61. Independent Sample T-Test of the of Post-test Speaking Sub-Skills Mean Scores of the CG and the EG**

| Post-Test                             | Group              | N  | Mean Difference | Std. Error Difference | T    | df | Sig.  |
|---------------------------------------|--------------------|----|-----------------|-----------------------|------|----|-------|
| <b>Fluency and Coherence</b>          | Control group      | 22 | 1.58            | 0.31                  | 5.02 | 43 | 0.000 |
|                                       | Experimental group | 23 |                 |                       |      |    |       |
| <b>Lexical Resources</b>              | Control group      | 22 | 0.97            | 0.29                  | 3.35 | 43 | 0.002 |
|                                       | Experimental group | 23 |                 |                       |      |    |       |
| <b>Grammatical Range and Accuracy</b> | Control group      | 22 | 0.98            | 0.28                  | 3.40 | 43 | 0.001 |
|                                       | Experimental group | 23 |                 |                       |      |    |       |
| <b>Pronunciation</b>                  | Control group      | 22 | 0.76            | 0.31                  | 2.43 | 43 | 0.019 |
|                                       | Experimental group | 23 |                 |                       |      |    |       |

*\*Significant at the  $p = .05$  level*

The table 61 demonstrates the difference between the EG and the CG in the post-test in terms of speaking sub-skills. Accordingly, the overall results indicate that there are notable significant differences between the EG and the CG on the post-test speaking sub-skills where the  $p$  value is less than the level of significance specified in the study and is estimated at ( $\alpha = 0.05$ ). Concerning the fluency and coherence sub-skill, ( $t = 5.02$ ,  $df = 43$ ,  $p = 0.000$ ), lexical

resources ( $t = 3.35$ ,  $df = 43$ ,  $p = 0.002$ ), grammatical ranges and accuracy ( $t = 3.40$ ,  $df = 43$ ,  $p = 0.001$ ) and pronunciation ( $t = 2.43$ ,  $df = 43$ ,  $p = 0.019$ ). Therefore, these statistical numbers entails there is a development in learners' speaking sub-skills proficiency in the EG compared to the one of the CG for the reason that they have been exposed to the treatment. Accordingly, the EG outperformed over the CG due to the intervention's effects which developed speaking sub-skills proficiency to the existing one to the experimental group students.

#### 5.3.2.4. Paired Samples T-Test of the Performance of the Experimental Group on the Pre-Test and the Post-Test

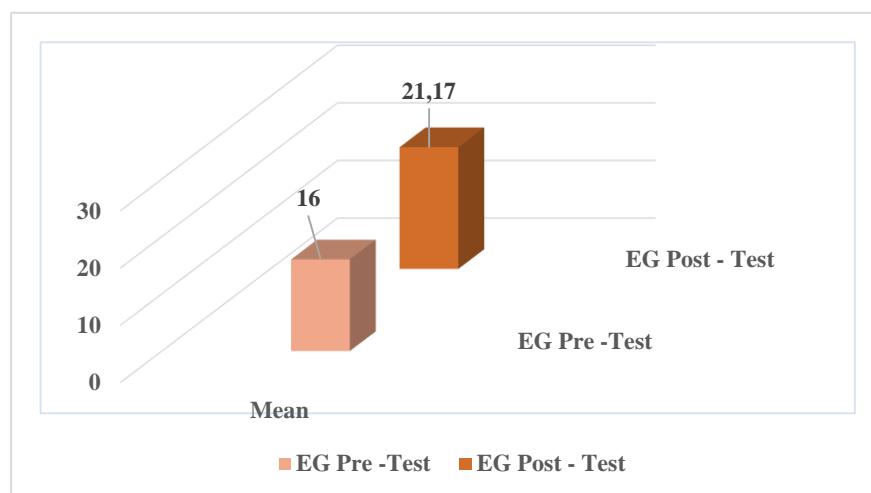
***H<sub>0</sub>***: Mean rank of EG on the pre-test = Mean rank of EG on the post-test

***H<sub>1</sub>***: Mean rank of EG on the pre-test  $\neq$  Mean rank of EG on the post-test

This section is devoted for the descriptive statistics comparison of overall means scores of pre-test and post-test in the experimental group in order to show the difference between the two tests.

**Table 62. Comparison between the Pre-Test and Post-Test Scores of the EG**

|                    |           | N  | Mean  | Std. Deviation |
|--------------------|-----------|----|-------|----------------|
| Experimental Group | Pre-test  | 23 | 16    | 2.95           |
|                    | Post-test | 23 | 21.17 | 3.40           |



**Figure 18. Comparison between the Pre-Test and Post-Test Scores of the EG**

Table 62 compares between the pre-test and post-test overall mean in the EG. From the above numbers that are shown in the mean of pre-test (16) and post-test (21.17). Consequently,

there is a statistical significant difference between pre-test and post-test scores of the EG subjects. Comparing the mean scores for the difference scores of EG, the observed difference is in favour of the post-test scores of the EG. Therefore, it could be maintained that implementing the PBL treatment has significantly improved the speaking skills proficiency level of the EG's students. Consequently, the null hypothesis ( $H_0$ ) with regard to the fact that there is no statistically significant difference between the performances of the EG on the pre-test and post-test is rejected.

**Table 63. Paired Sample T-test of the Pre-Test and Post-Test of the EG**

| Experimental Group | N  | Mean | Std. Difference | T     | df | Sig.  |
|--------------------|----|------|-----------------|-------|----|-------|
| Pre-Test           | 23 | 5.17 | 0.93            | 26.48 | 22 | 0.000 |
| Post-Test          | 23 |      |                 |       |    |       |

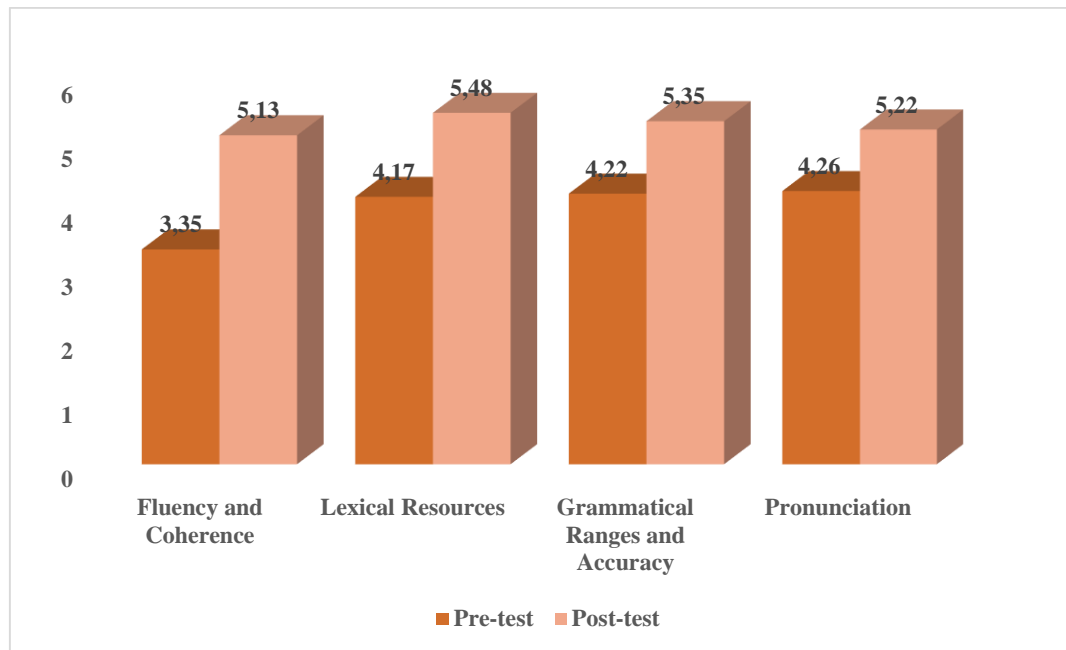
*\*Significant at the  $p = .05$  level*

Table 63 indicates that there are statistically significant differences in overall speaking skills between the mean scores of the EG on the pre-test and the post-test in favour of the post-Test scores. These results reveal the difference between the Pre-tests and the post-test of the EG through the Paired sample T-Test. Henceforth, it is clear from the calculated  $t$  value (26.48), the degree of freedom ( $df$ ) which is (22) and the level of significance (Sig)  $P$ -value (0.000) which is less than  $\alpha = 0.05$  that the difference in mean scores are not due to chance since there is a big difference between the pre-test and the post-test with statistical significance in the EG. Therefore, the null hypothesis of this study is rejected. However, the alternative hypothesis is accepted.

**Table 64. Speaking Sub-Skills Paired Statistics of Pre/Post-test of the EG**

| Experimental Group             |           | N  | Mean | Std. Deviation |
|--------------------------------|-----------|----|------|----------------|
| Fluency and Coherence          | Pre-test  | 23 | 3.35 | 0.98           |
|                                | Post-test | 23 | 5.13 | 1.18           |
| Lexical Resources              | Pre-test  | 23 | 4.17 | 0.93           |
|                                | Post-test | 23 | 5.48 | 0.99           |
| Grammatical Range and Accuracy | Pre-test  | 23 | 4.22 | 0.99           |
|                                | Post-test | 23 | 5.35 | 1.07           |
| Pronunciation                  | Pre-test  | 23 | 4.26 | 1.01           |
|                                | Post-test | 23 | 5.22 | 1.12           |





**Figure 19. Speaking Sub-Skills Paired Statistics of Pre/Post-test of the EG**

The table 64 and figure 19 show that there are significant statistical differences ( $p > 0,05$ ) between the mean scores of the EG ( $n = 23$ ) on the pre-test and post-test scores in main speaking sub-skills. The scores overall mean in terms of fluency and coherence of the pre-test is 3.35 with a standard deviation (*SD*) of 0.98, whereas the post-test scores 5.13 with a (*SD*) of 1.18. Concerning lexical resources, the scores overall mean of the pre-test is 4.17 with a standard deviation (*SD*) of 0.93, whereas the post-test scores 5.48 with a (*SD*) of 0.99. The findings of the grammatical range and accuracy show that the scores overall mean of the pre-test is 4.22 with a standard deviation (*SD*) of 0.99, while the post-test scores 5.35 with a (*SD*) of 1.07. Regarding pronunciation, the scores overall mean of the pre-test is 4.26 with a standard deviation (*SD*) of 1.01; whereas the post-test scores 5.22 with a (*SD*) of (1.12). Consequently, these results confirm that the EG score higher in the post-test than the pre-test in terms of speaking proficiency sub-skills after implementation of PBL instructions. Therefore, it could be maintained that implementing the PBL treatment has significantly improved the speaking skills proficiency level of the EG's students. Consequently, the null hypothesis ( $H_0$ ) with

regard to the fact that there is no statistically significant difference between the performances of the EG on the pre-test and post-test is rejected.

**Table 65. Paired Sample T-test of Speaking Sub-Skills in the Pre-Test and Post-Test of the EG**

| Experimental Group             | N         | Mean | Std. Difference | T    | df    | Sig. |       |
|--------------------------------|-----------|------|-----------------|------|-------|------|-------|
| Fluency and Coherence          | Pre-test  | 23   | 1.78            | 0.51 | 16.49 | 22   | 0.000 |
|                                | Post-test | 23   |                 |      |       |      |       |
| Lexical Resources              | Pre-test  | 23   | 1.30            | 0.55 | 11.19 | 22   | 0.000 |
|                                | Post-test | 23   |                 |      |       |      |       |
| Grammatical Range and Accuracy | Pre-test  | 23   | 1.13            | 0.34 | 15.74 | 22   | 0.000 |
|                                | Post-test | 23   |                 |      |       |      |       |
| Pronunciation                  | Pre-test  | 23   | 0.95            | 0.36 | 12.51 | 22   | 0.000 |
|                                | Post-test | 23   |                 |      |       |      |       |

*\*Significant at the  $p = .05$  level*

The table above demonstrates the difference between the EG in the pre-/ post-tests in terms of speaking sub-skills. Accordingly, the overall results indicate that there are notable significant differences between the mean scores of the EG on the pre-test and post-test speaking sub-skills where the  $p$  value is less than the level of significance specified in the study and is estimated at ( $\alpha = 0.05$ ). Concerning the fluency and coherence sub-skill, the mean score is 1.78 with values of ( $t = 16.49, df = 22, p = 0.000$ ). Besides, the mean scores of lexical resources is 1.30 with calculated values of ( $t = 11.19, df = 22, p = 0.000$ ). Regarding the grammatical ranges and accuracy, the mean scores is 1.13 with values of ( $t = 15.74, df = 22, p = 0.000$ ) and for pronunciation, the mean is 0.95 ( $t = 12.51, df = 22, p = 0.000$ ). Therefore, these statistical numbers entails there is a development in learners' speaking sub-skills proficiency in the EG post-test compared to the pre-test scores for the reason that they have been exposed to the treatment. Accordingly, the EG score in the post-test developed due to the intervention's effects on the speaking sub-skills proficiency.

### 5.3.2.5. Paired Samples T-Test of the Performance of the Control Group on the Pre-Test and the Post-Test

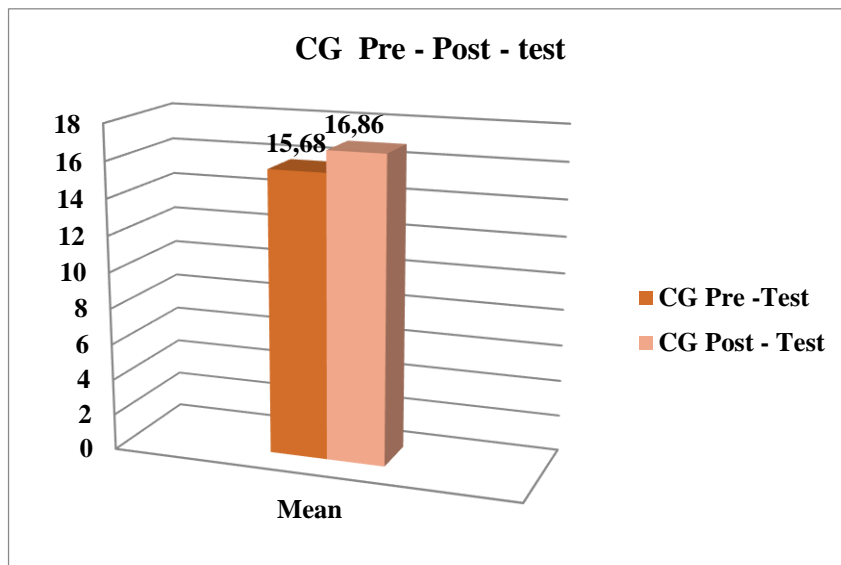
***H<sub>0</sub>***: Mean rank of CG on the pre-test = Mean rank of CG on the post-test

***H<sub>1</sub>***: Mean rank of CG on the pre-test  $\neq$  Mean rank of CG on the post-test

This section is devoted for the descriptive statistics comparison of overall means scores of pre-test and post-test in the control group in order to show the difference between the two tests.

**Table 66. Comparison between the Pre-Test and Post-Test of the CG**

|               |           | N  | Mean  | Std. Deviation |
|---------------|-----------|----|-------|----------------|
| Control Group | Pre-test  | 22 | 15.68 | 1.81           |
|               | Post-test | 22 | 16.86 | 2.33           |



**Figure 20. Comparison between the Pre-Test and Post-Test of the CG**

Table 66 demonstrates that there is no statistically significant difference between the pre-test and post-test scores of the students in the CG. The mean score of the CG ( $n = 22$ ) in the pre-test is 15.68 with a standard deviation ( $SD$ ) of 1.81; whereas the post-test mean scores 16.86 with a  $SD$  of 2.33. Accordingly, the obtained results demonstrate that there is no significant difference between the mean ranks of the CG pre-test and post-test scores; however, this difference in the CG post-test scores may be due to chance affect since the learners with this group are not familiar with the target vocabulary.

**Table 67. Paired Sample T-test of the Pre-Test and Post-Test of the CG**

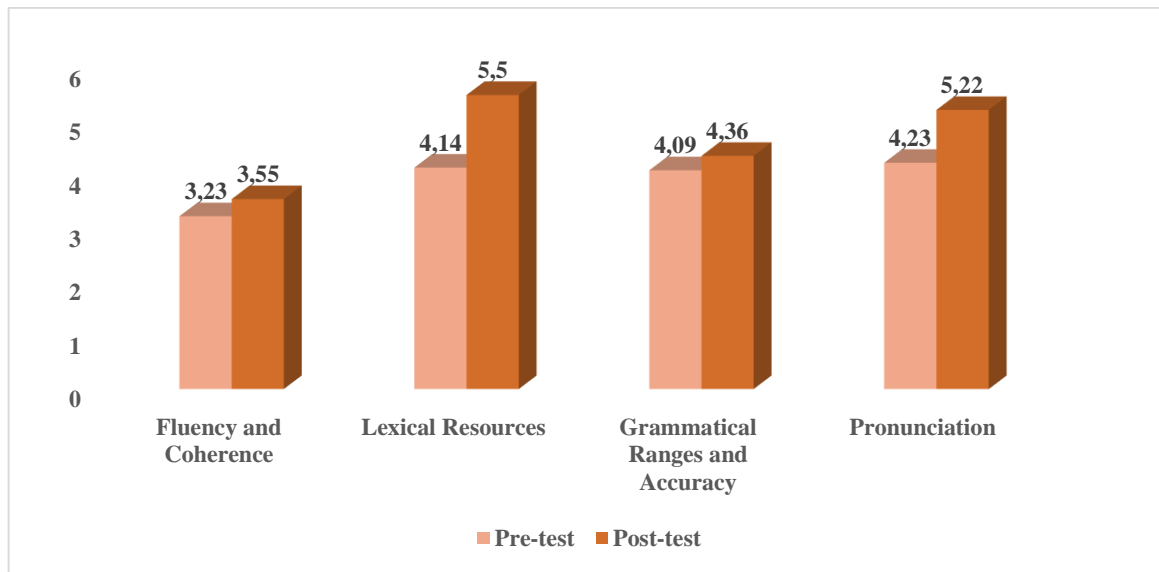
| Control Group | N  | Mean | Std. Difference | T    | df | Sig.  |
|---------------|----|------|-----------------|------|----|-------|
| Pre-Test      | 22 |      |                 |      |    |       |
| Post-Test     | 22 | 1.18 | 1.29            | 4.27 | 21 | 0.000 |

*\*Significant at the  $p = .05$  level*

Table 67 demonstrates that there are slight statistically significant differences in overall speaking skills between the mean scores of the control group on the pre -test and the post- test. These results reveal the difference between the pre-tests and the post- test scores of the CG through the Paired sample T-Test. It is clear from the calculated  $t$  value 4.27, the degree of freedom ( $df$ ) which is 21 and the level of significance (Sig)  $P$ -value 0.000 which is less than  $\alpha = 0.05$ . This insignificant statistical difference in mean scores of pre-/post-test scores of CG were not due to the teaching methodology, however, it was due to the course content delivered to CG. Therefore, the null hypothesis of this study is rejected. However, the alternative hypothesis is accepted.

**Table 68. Paired Sample T-test of the Pre-Test and Post-Test Speaking Sub-skills of the CG**

| Control Group                  |           | N  | Mean | Std. Deviation |
|--------------------------------|-----------|----|------|----------------|
| Fluency and Coherence          | Pre-test  | 22 | 3.23 | 0.92           |
|                                | Post-test | 22 | 3.55 | 0.91           |
| Lexical Resources              | Pre-test  | 22 | 4.14 | 0.99           |
|                                | Post-test | 22 | 4.50 | 0.96           |
| Grammatical Range and Accuracy | Pre-test  | 22 | 4.09 | 0.97           |
|                                | Post-test | 22 | 4.36 | 0.84           |
| Pronunciation                  | Pre-test  | 22 | 4.23 | 0.92           |
|                                | Post-test | 22 | 4.45 | 0.96           |



**Figure 21. Paired Sample T-test of the Pre-Test and Post-Test Speaking Sub-skills of the CG**

Table 68 show that there are insignificant statistical differences ( $p > 0,05$ ) between the mean scores of the CG ( $n = 22$ ) on the pre-test and post- test scores in main speaking sub-skills. The scores overall mean in terms of fluency and coherence of the pre-test is 3.23 with a standard deviation ( $SD$ ) of 0.92, whereas the post-test scores 3.55 with a ( $SD$ ) of 0.91. Concerning lexical resources, the scores overall mean of the pre-test is 4.14 with a standard deviation ( $SD$ ) of 0.99, whereas the post-test scores 4.50 with a ( $SD$ ) of 0.96. The findings of the grammatical range and accuracy show that the scores overall mean of the pre-test is 4.09 with a standard deviation ( $SD$ ) of 0.97, while the post-test scores 4.36 with a ( $SD$ ) of 0.84. Regarding pronunciation, the scores overall mean of the pre-test is 4.23 with a standard deviation ( $SD$ ) of 0.92; whereas the post-test scores 4.45 with a ( $SD$ ) of 0.96. Consequently, these results indicate that there is a very slight development in learners' speaking sub-skills proficiency in the CG post-test compared to the pre-test scores in terms of speaking proficiency sub-skills. Consequently, the null hypothesis ( $H_0$ ) with regard to the fact that there is no statistically significant difference between the performances of the CG on the pre-test and post-test is rejected.

**Table 69. Paired Sample T-test of Speaking Sub-Skills in the Pre-Test and Post-Test of the CG**

| Control Group                  |           | N  | Mean | Std. Difference | T    | df | Sig.  |
|--------------------------------|-----------|----|------|-----------------|------|----|-------|
| Fluency and Coherence          | Pre-test  | 22 | 0.31 | 0.71            | 2.08 | 21 | 0.050 |
|                                | Post-test | 22 |      |                 |      |    |       |
| Lexical Resources              | Pre-test  | 22 | 0.36 | 0.49            | 3.46 | 21 | 0.002 |
|                                | Post-test | 22 |      |                 |      |    |       |
| Grammatical Range and Accuracy | Pre-test  | 22 | 0.27 | 0.55            | 2.32 | 21 | 0.030 |
|                                | Post-test | 22 |      |                 |      |    |       |
| Pronunciation                  | Pre-test  | 22 | 0.22 | 0.42            | 2.48 | 21 | 0.021 |
|                                | Post-test | 22 |      |                 |      |    |       |

*\*Significant at the  $p = .05$  level*

The table above demonstrates the difference between the CG in the pre-/ post-tests in terms of speaking sub-skills. Accordingly, the overall results indicate that there are no clear significant differences between the mean scores of the CG on the pre-test and post-test speaking sub-skills where the  $p$  value is less than the level of significance specified in the study and is estimated at ( $\alpha = 0.05$ ). Concerning the fluency and coherence sub-skill, the mean score is 0.31 with values of ( $t = 2.08, df = 21, p = 0.050$ ). Besides, the mean scores of lexical resources is 0.36 with calculated values of ( $t = 3.46, df = 21, p = 0.002$ ). Regarding the grammatical ranges and accuracy, the mean scores is 0.27 with values of ( $t = 2.32, df = 21, p = 0.030$ ) and for pronunciation, the mean is 0.22 ( $t = 2.48, df = 21, p = 0.021$ ). Therefore, these statistical numbers reveal that there is a very slight development in learners' speaking sub-skills proficiency in the CG post-test compared to the pre-test scores for the reason that they have been exposed to more specialized BE linked to the domain of HRM.

### 5.3.3. Effect Size (Eta) for Independent – Samples T-Test

“Effect Size” can refer to a standardized measure of an effect in a given experiment (Cohen, 1998). In the present study, standardized effect size is typically used to measure the size of PBL effects in stimulating HRM students’ speaking skills.

**Table 70. Effect Size (Eta) for Independent – Samples T-Test**

|                                             | Relative size | Effect size | Experiment Effect Size |
|---------------------------------------------|---------------|-------------|------------------------|
| <b>Eta for Independent – Samples T-Test</b> | Small effect  | <b>0.01</b> | <b>0.60</b>            |
|                                             | Medium effect | <b>0.06</b> |                        |
|                                             | Large effect  | <b>0.14</b> |                        |

As shown in table 70 , the calculated Effect Size (Eta) for Independent – Samples T-Test value of the proposed intervention on students’ overall speaking is 0.60. Therefore, it can be inferred that PBL instructions had a large effect on the EG students’ overall speaking performance on the post-test as compared to that of the CG students receiving regular instructions. . In addition, the estimated effect size value (10.8) shown in the above table indicates that the PBL instructions had a very large effect on the EG students’ overall speaking skills performance on the post- test as compared to their overall speaking skills on the pre- test.

### 5.3.4. Progress Test Data Analysis

This section is devoted to the analysis of the data collected from the progress test following non-parametric procedures in order to examine the progress in students’ speaking skills outcomes. In the current study, the adopted statistical procedure for non-parametric ordinal data is the Wilcoxon matched pairs test. The latter is used when the two compared ranks are assigned to the same participants under two different conditions (Cohen et al, 2007, p.587). In the current research, the Wilcoxon matched pairs test is used to compare the

mean ranks of the participants' performance in EG throughout four presentations using the progress test.

### 5.3.4.1. Analysis of Progress Test Validity and Reliability

#### 5.3.4.1.1. Internal Consistency Validity Test

In the present study, the scores of the progress test are used to calculate the internal consistency of the instrument and its sections, and the extent of the correlation of these constituent sections to each other, using *Spearman* correlation coefficient

**Table 71. Results of Internal Consistency Validity of Progress Test**

| Internal Validity between Tool & Items | Correlation  | Significance  |
|----------------------------------------|--------------|---------------|
| Topic                                  | 1            | 0.01**        |
| Organisation                           | 0.985        | 0.01**        |
| Presentation style                     | 0.995        | 0.01**        |
| Language                               | 0.991        | 0.01**        |
| <b>Internal Validity of the Tool</b>   | <b>0.813</b> | <b>0.01**</b> |

As it is demonstrated in the table above, all correlation coefficients of the study tool are statistically significant with 0.01 where the value of the coefficient of the tool as a whole is .81. Accordingly, the coefficient of internal consistency is high; thus, the strength of the internal validity of the progress test items is significantly obvious.

#### 5.3.4.1.2. Reliability of the Progress Test

The coefficient of stability *Cronbach's Alpha* is used in order to measure the internal consistency of the progress test.

**Table 72. Results of Cronbach's Alpha Reliability of Progress Test**

| Reliability Statistics |            |
|------------------------|------------|
| Cronbach's Alpha       | N of Items |
| .988                   | 15         |



According to the table 72, the index of reliability in this tool is .98 which is statistically high. It confirms the reliability of the progress test as a research instrument.

#### 5.3.4.1.3. Split half Reliability of Progress Test

The Split-half technique is used to calculate the correlation of the progress test parts, through applying the Guttman's framework to determine their overall stability of the progress test.

**Table 73. Results of Split half Reliability of Progress Test**

| Reliability Statistics                |                |              |
|---------------------------------------|----------------|--------------|
| Spearman-Brown Coefficient            | Equal Length   | 0.993        |
|                                       | Unequal Length | 0.993        |
| <b>Guttman Split-Half Coefficient</b> |                | <b>0.991</b> |

As it is shown in the table 73, the index of reliability in this test is .99, which is highly satisfactory and confirms the reliability of the progress test as a research tool.

#### 5.3.4.2. Wilcoxon Matched Pairs Tests

In the current study, Wilcoxon matched pairs test is used to compare the mean ranks within the EG on the performance of the participants in the four presentations throughout the intervention.

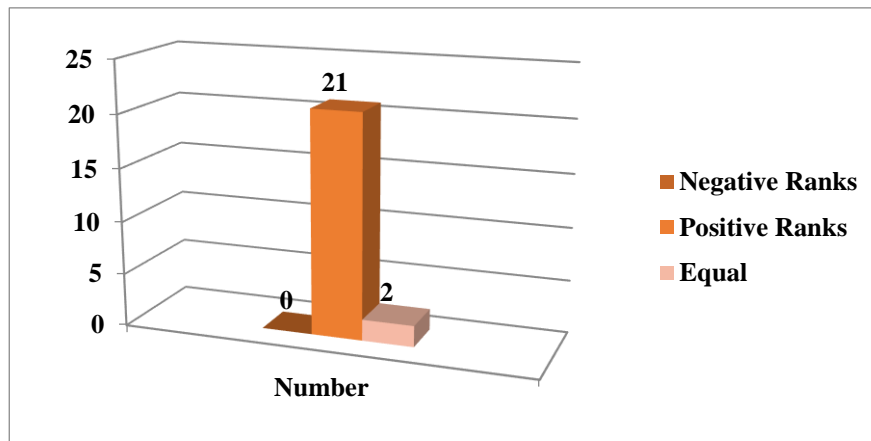
##### 5.3.4.2.1. Wilcoxon Matched Pairs Test to Compare Presentation 1 and Presentation 2 Results

**H0:** Mean rank of EG on the presentation 1 = Mean rank of EG on the Presentation 2

**H1:** Mean rank of EG on the Presentation 1  $\neq$  Mean rank of EG on the Presentation 2

**Table 74. Wilcoxon Matched Pairs Test to Compare Presentation 1-Presentation 2 Results**

|                | N  | Mean Rank | Sum of Rank | Z    | P     |
|----------------|----|-----------|-------------|------|-------|
| Negative Ranks | 0  | 0         | 0           | 4.02 | 0.000 |
| Positive Ranks | 21 | 11        | 231         |      |       |
| Equal          | 2  |           |             |      |       |
| <b>Total</b>   |    | 23        |             |      |       |



**Figure 22. Wilcoxon Matched Pairs Test to Compare Presentation 1 and Presentation 2 Results**

Table 74 demonstrates that there is a statistically significant difference between the first presentation and the second presentation performances of the students in the EG ( $Z=4.02$ ,  $p=.000<.05$ ). The result reveals that there is no negative ranks; while their sum of positive ranks is 231.00. Given the sum of ranks for the difference scores, the observed difference is totally in favour of positive ranks, i.e. the presentation 2 performance of the EG. Accordingly, it could be argued that delivering presentations has significantly increased the speaking skills of the EG. Consequently, the null hypothesis ( $H_0$ ) with regard to the fact that there is no statistically significant difference between the performances of the EG on the presentation 1 a presentation 2 is rejected.

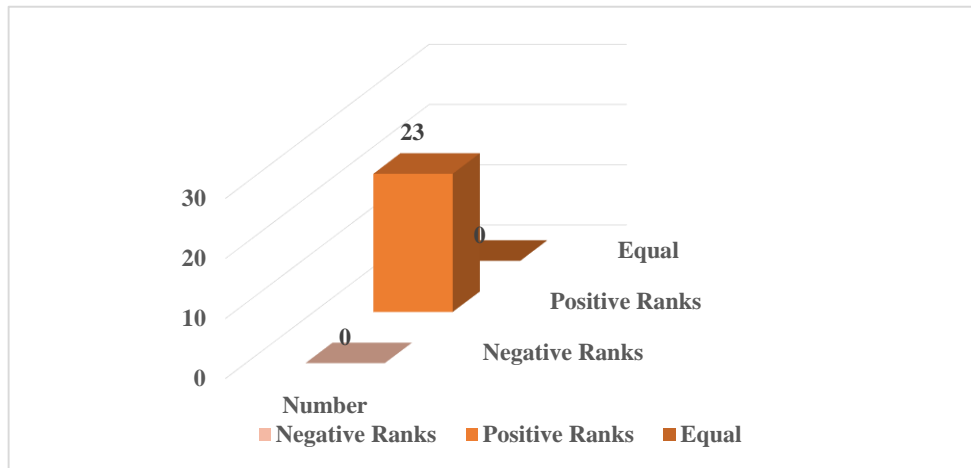
#### 5.3.4.2.2. Wilcoxon Matched Pairs Test to Compare Presentation 1 and Presentation 3 Results

**$H_0$ :** Mean rank of EG on the presentation 1 = Mean rank of EG on the Presentation 3

**$H_1$ :** Mean rank of EG on the Presentation 1  $\neq$  Mean rank of EG on the Presentation 3

**Table 75. Wilcoxon Matched Pairs Test to Compare Presentation 1-Presentation 3 Results**

|                | N         | Mean Rank | Sum of Rank | Z    | P     |
|----------------|-----------|-----------|-------------|------|-------|
| Negative Ranks | 0         | 0         | 0           | 4.20 | 0.000 |
| Positive Ranks | 23        | 12        | 276         |      |       |
| Equal          | 0         |           |             |      |       |
| <b>Total</b>   | <b>23</b> |           |             |      |       |



**Figure 23. Wilcoxon Matched Pairs Test to Compare Presentation 1-Presentation 3 Results**

Table 75 reveals that there is a statistically significant difference between the first presentation and the third presentation performances of the students in the EG ( $Z=$ ,  $p=.000<.05$ ). The result indicates that there is no negative ranks; while their sum of positive ranks is 267. Given the sum of ranks for the difference scores, the observed difference is totally in favour of positive ranks where calculated means rank is 12, i.e. the presentation 3 performance of the EG. Accordingly, it could be argued that delivering presentations has significantly increased the speaking skills levels of the EG. Consequently, the null hypothesis ( $H_0$ ) with regard to the fact that there is no statistically significant difference between the performances of the EG on the presentation 1 a presentation 3 is rejected.

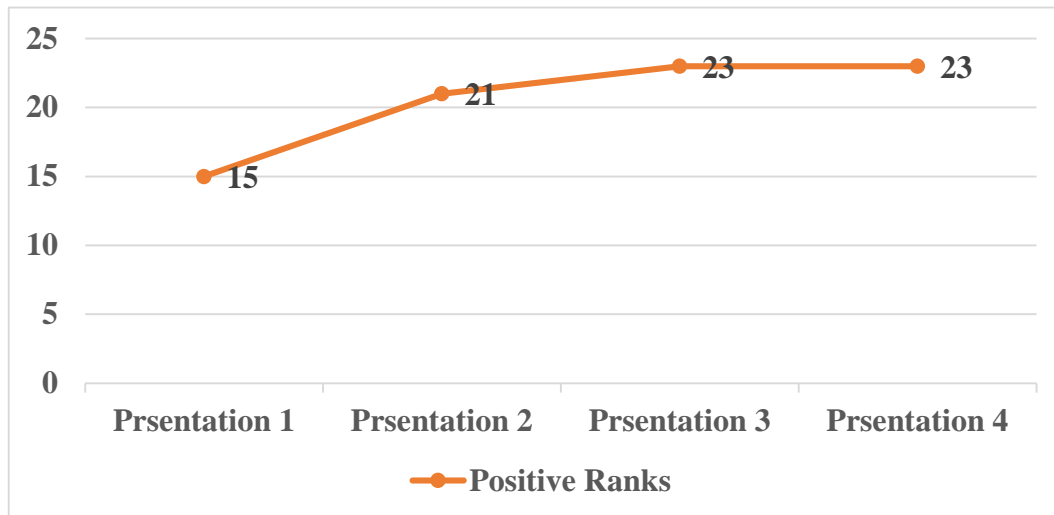
#### 5.3.4.2.3. Wilcoxon Matched Pairs Test to Compare Presentation 1 and Presentation 4 Results

***H<sub>0</sub>***: Mean rank of EG on the presentation 1 = Mean rank of EG on the Presentation 4

***H<sub>1</sub>***: Mean rank of EG on the Presentation 1  $\neq$  Mean rank of EG on the Presentation 4

**Table 76. Wilcoxon Matched Pairs Test to Compare Presentation 1-Presentation 4 Results of EG in Relation to Progress Test**

|                       | N         | Mean Rank | Sum of Rank | Z           | P            |
|-----------------------|-----------|-----------|-------------|-------------|--------------|
| <b>Negative Ranks</b> | <b>0</b>  | <b>0</b>  | <b>0</b>    |             |              |
| <b>Positive Ranks</b> | <b>23</b> | <b>12</b> | <b>276</b>  | <b>4.20</b> | <b>0.000</b> |
| <b>Equal</b>          | <b>0</b>  |           |             |             |              |



**Figure 24. Wilcoxon Matched Pairs Test to Compare Presentations 1, 2, 3 and 4 Results**

Table 76 and the figure above indicate that there is a high statistically significant difference between the first presentation and the fourth presentation performances of the students in the EG ( $Z=$ ,  $p=.000<.05$ ). The results reveal that there is no negative ranks, while their sum of positive ranks is 267. Given the sum of ranks for the difference scores, the observed difference is totally in favour of positive ranks where calculated means rank is 12 , i.e. the presentation 4 performance of the EG. Accordingly, it could be argued that delivering presentations has significantly increased the speaking skills levels of all the EG members. Consequently, the null hypothesis ( $H_0$ ) with regard to the fact that there is no statistically significant difference between the performances of the EG on the presentation 1 a presentation 4 is rejected.

#### **5.4. Analysis of Post-Experimental Data**

This section is devoted for the analysis of the CEQ which was delivered to the EG participants seeking to determine the different students' perceptions about the use of PBL instructions in stimulating their speaking skills, as well as their perceptions towards the usefulness of the BE course.

### 5.4.1. Course Experience Questionnaire Validity and Reliability

#### 5.4.1.1. Internal Consistency Validity Test

The course Experience questionnaire's scores are used to calculate the internal validity of the CEQ, and the consistency of its items. Moreover, these scores are applied to confirm the non-interference between the instrument's items using the correlation coefficient *Spearman* as it is clearly indicated in the table below:

**Table 77. Results of Internal Consistency Validity of CEQ**

| Internal Validity between TOOL & Items | correlation  | significance  |
|----------------------------------------|--------------|---------------|
| The tutor                              | 0.518        | 0.05**        |
| PBL course                             | 0.802        | 0.05**        |
| Lessons and activities                 | 0.108        | 0.625         |
| Assessment                             | 0.494        | 0.05**        |
| <b>Internal Validity of the Tool</b>   | <b>0.700</b> | <b>0.01**</b> |

As it is illustrated in the table above, all correlation coefficients of the study tool are statistically significant with 0.05 where the value of the coefficient of the tool as a whole is .70. Accordingly, the coefficient of internal consistency is high; thus, the strength of the internal validity of the CEQ four units is significantly evident.

#### 5.4.1.2. Reliability Test of CEQ

The present study uses the coefficient of stability **Cronbach's Alpha** to measure the reliability of the CEQ. Accordingly, the obtained result is shown in the table below:

**Table 78. Results of Cronbach's Alpha Reliability of CEQ**

| Reliability Statistics |            |
|------------------------|------------|
| Cronbach's Alpha       | N of Items |
| .701                   | 20         |

As it is indicated in the table 78, the index of reliability in this tool is .70 which is highly satisfactory. This value confirms the reliability of the CEQ as a reliable research instrument.

### 5.4.1.3. Split half Reliability Test

To confirm the reliability of the instrument the Split-half technique are used by dividing the CEQ into two equal parts, calculating their correlation, and applying the Guttman Split-Half Coefficient to determine their overall stability of the tool

**Table 79. Results of Split half Reliability of CEQ**

| Reliability Statistics                |                |              |
|---------------------------------------|----------------|--------------|
| Spearman-Brown Coefficient            | Equal Length   | 0.742        |
|                                       | Unequal Length | 0.742        |
| <b>Guttman Split-Half Coefficient</b> |                | <b>0.726</b> |

As it is shown in the table 79, the index of reliability in this test is .72 which is high and significant. Henceforth, this result confirms the reliability of the CEQ as a research tool.

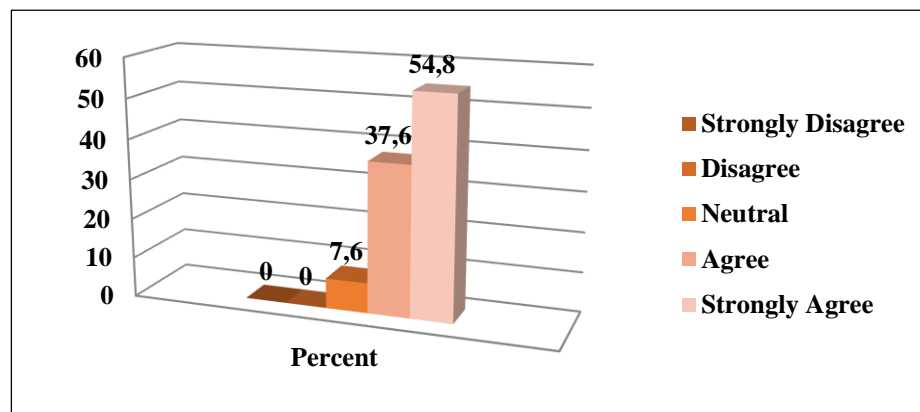
### 5.4.2. Course Experience Questionnaire Data Analysis

This section is devoted for the analysis of the CEQ that was delivered to the EG participants after the intervention for the sake identifying their perceptions towards the effects of PBL intervention on their speaking skills performance, in addition to their perceptions towards the BE course.

## I. Total of Course Experience

**Table 80. Overall Students' Perceptions towards the PBL Course Elements**

| N            | Items                  | Strongly Disagree |          | Disagree |          | Neutral   |            | Agree      |             | Strongly Agree |             |
|--------------|------------------------|-------------------|----------|----------|----------|-----------|------------|------------|-------------|----------------|-------------|
|              |                        | F                 | %        | F        | %        | F         | %          | F          | %           | F              | %           |
| 1            | The tutor              | 0                 | 0        | 0        | 0        | 6         | 8.7        | 30         | 43.5        | 33             | 47.8        |
| 2            | PBL course             | 0                 | 0        | 0        | 0        | 20        | 8.7        | 90         | 39.1        | 120            | 52.2        |
| 3            | Lessons and activities | 0                 | 0        | 0        | 0        | 3         | 3.3        | 21         | 22.8        | 68             | 73.9        |
| 4            | Assessment             | 0                 | 0        | 0        | 0        | 6         | 8.7        | 32         | 46.4        | 31             | 44.9        |
| <b>Total</b> |                        | <b>0</b>          | <b>0</b> | <b>0</b> | <b>0</b> | <b>35</b> | <b>7.6</b> | <b>173</b> | <b>37.6</b> | <b>252</b>     | <b>54.8</b> |



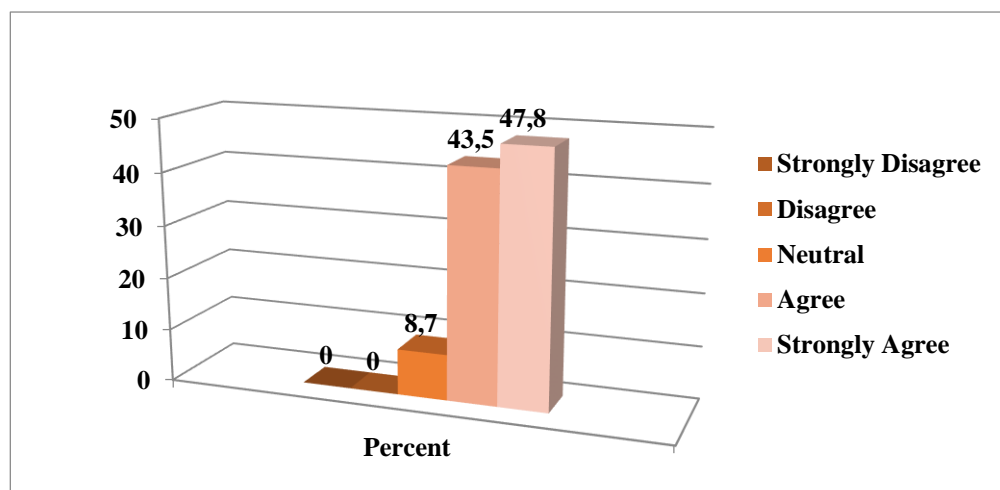
**Figure 25. Overall Students' Perceptions towards the PBL Course Elements**

As it is illustrated in the table and the figure above, it is obvious that the plurality of the participants in the EG either they agree (37.6%) or strongly agree (54.8%) on the given statements which are classified to four components. All the components of the CEQ deal mainly with the learners' perceptions about the effectiveness of the PBL course in general and in developing HRM students' speaking skills in specific. few participants remain neutral (7.6%) about the given statements.

## II. The Tutor

**Table 81. Students' Perceptions towards the Role of the Tutor**

| N            | Items                                                            | Strongly Disagree |          | Disagree |          | Neutral  |            | Agree     |             | Strongly Agree |             |
|--------------|------------------------------------------------------------------|-------------------|----------|----------|----------|----------|------------|-----------|-------------|----------------|-------------|
|              |                                                                  | F                 | %        | F        | %        | F        | %          | F         | %           | F              | %           |
| 1            | Teacher is knowledgeable about Management domain                 | 0                 | 0        | 0        | 0        | 3        | 13         | 11        | 47.8        | 9              | 39.1        |
| 2            | Teacher is well prepared to deliver the course                   | 0                 | 0        | 0        | 0        | 3        | 13         | 7         | 30.4        | 13             | 56.5        |
| 3            | Teacher encourages participation and answers students' questions | 0                 | 0        | 0        | 0        | 0        | 0          | 12        | 52.2        | 11             | 47.8        |
| <b>Total</b> |                                                                  | <b>0</b>          | <b>0</b> | <b>0</b> | <b>0</b> | <b>6</b> | <b>8.7</b> | <b>30</b> | <b>43.5</b> | <b>33</b>      | <b>47.8</b> |



**Figure 26. Students' Perceptions towards the Role of the Tutor**

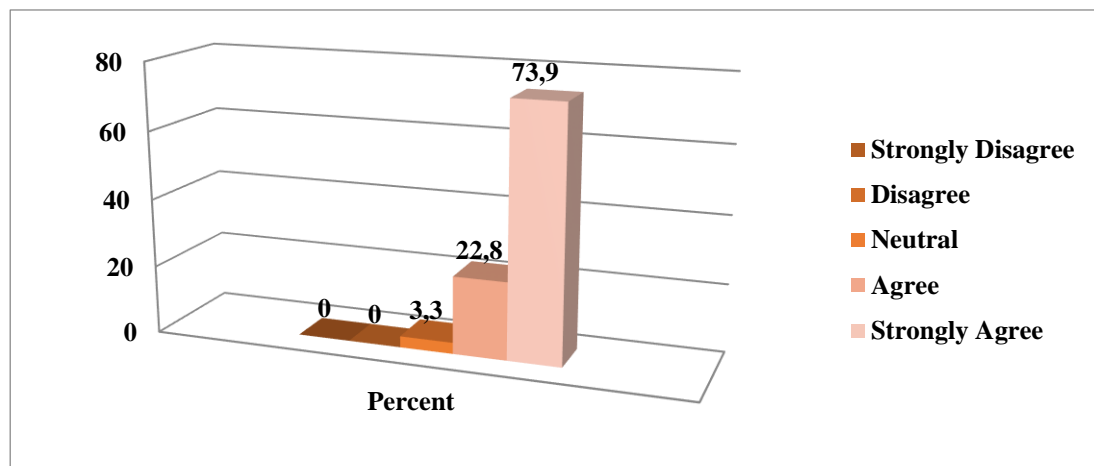
As the table above demonstrates, the majority of participants “*Strongly Agree*” with a percentage of 47.8%, and a percentage of 43.5% of participants “*Agree*” with the given statements about the first component “*Tutor*”. Consequently, the learners’ perceptions reveal that the ESP tutor played an effective role in creating a learner-centred environment where the learner is an active agent in constructing his/her own knowledge.



### III. Lessons and Activities

**Table 82. Students' Perceptions towards Course's Lessons and Activities**

| N            | Items                                                                                       | S.Disagree |          | Disagree |          | Neutral  |            | Agree     |             | S. Agree  |             |
|--------------|---------------------------------------------------------------------------------------------|------------|----------|----------|----------|----------|------------|-----------|-------------|-----------|-------------|
|              |                                                                                             | F          | %        | F        | %        | F        | %          | F         | %           | F         | %           |
| 1            | Lessons prepare me to use Business English in academic and workplace settings.              | 0          | 0        | 0        | 0        | 0        | 0          | 0         | 0           | 23        | 100         |
| 2            | Lessons and activities are related in content to my discipline (Management sciences).       | 0          | 0        | 0        | 0        | 1        | 4.3        | 10        | 43.5        | 12        | 52.2        |
| 3            | The language used in the lessons (grammar, vocabulary, skills) is related to my discipline. | 0          | 0        | 0        | 0        | 2        | 8.7        | 5         | 21.7        | 16        | 69.6        |
| 4            | The presentation at the end of each unit help me to improve my communication skills         | 0          | 0        | 0        | 0        | 0        | 0          | 6         | 26.1        | 17        | 73.9        |
| <b>Total</b> |                                                                                             | <b>0</b>   | <b>0</b> | <b>0</b> | <b>0</b> | <b>3</b> | <b>3.3</b> | <b>21</b> | <b>22.8</b> | <b>68</b> | <b>73.9</b> |



**Figure 27. Students' Perceptions towards Course's Lessons and Activities**

When asking the HRM students about their perceptions towards the PBL course content in terms of "Lessons and Activities". The majority of answers are "Strongly Agree" with a percentage of 73.9%. These results could confirm the high satisfaction of students towards the quality of the course content and to what extent the PBL course lessons and activities are linked to their field of speciality and using authentic tasks to improve their speaking skills.

#### IV. PBL Course Components

**Table 83. Students' Perceptions towards the PBL Course**

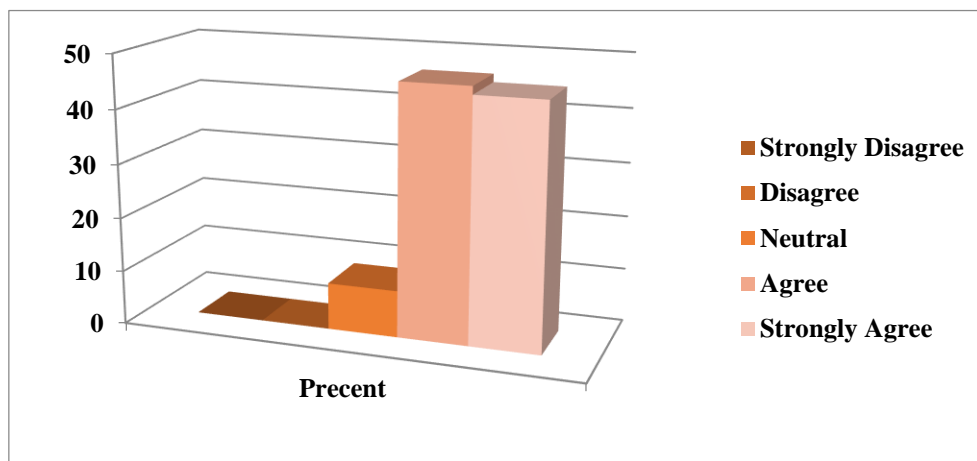
| N            | Items                                                                                       | Strongly Disagree |          | Disagree |          | Neutral   |            | Agree     |             | Strongly Agree |             |
|--------------|---------------------------------------------------------------------------------------------|-------------------|----------|----------|----------|-----------|------------|-----------|-------------|----------------|-------------|
|              |                                                                                             | F                 | %        | F        | %        | F         | %          | F         | %           | F              | %           |
| 1            | The course objectives are clearly identified.                                               | 0                 | 0        | 0        | 0        | 2         | 8.7        | 10        | 43.5        | 11             | 47.8        |
| 2            | The tutor has fully achieved the course objectives.                                         | 0                 | 0        | 0        | 0        | 3         | 13         | 8         | 34.8        | 12             | 52.2        |
| 3            | Course assignments meet my learning needs                                                   | 0                 | 0        | 0        | 0        | 2         | 8.7        | 12        | 52.2        | 9              | 39.1        |
| 4            | The allotted time was fairly enough to cover the course content                             | 0                 | 0        | 0        | 0        | 2         | 8.7        | 8         | 34.8        | 13             | 56.5        |
| 5            | The PBL course developed my speaking skills in English                                      | 0                 | 0        | 0        | 0        | 2         | 8.7        | 5         | 21.7        | 16             | 67.6        |
| 6            | The course improved my analytic skills and problem solving skills.                          | 0                 | 0        | 0        | 0        | 3         | 13         | 9         | 39.1        | 11             | 47.8        |
| 7            | I usually had a clear idea of where I was going and what was expected of me in this course. | 0                 | 0        | 0        | 0        | 4         | 17.4       | 11        | 47.8        | 8              | 34.8        |
| 8            | I am satisfied with the facilities (books, internet, etc) in the PBL room.                  | 0                 | 0        | 0        | 0        | 1         | 4.3        | 11        | 47.8        | 11             | 47.8        |
| 9            | The learning materials fit the course objectives.                                           | 0                 | 0        | 0        | 0        | 1         | 4.3        | 11        | 47.8        | 11             | 47.8        |
| 10           | The group work motivate me to engage more effectively in the course.                        | 0                 | 0        | 0        | 0        | 0         | 0          | 5         | 21.7        | 18             | 78.3        |
| <b>Total</b> |                                                                                             | <b>0</b>          | <b>0</b> | <b>0</b> | <b>0</b> | <b>20</b> | <b>8.7</b> | <b>90</b> | <b>39.1</b> | <b>120</b>     | <b>52.2</b> |

Concerning the component of “PBL Course”, the majority of students answer whether “Strongly Agree” with a percentage of 52.2%, and a percentage of 39.1% for “Agree” with the ten statements about the effectiveness of the PBL course in attaining its objectives. Henceforth, the learners’ perceptions could confirm that their satisfaction towards PBL course; i.e., it is possibly effective in developing their speaking skills in terms of objectives, a needs based course, allotted time, speaking skills, professional skills, course clarity, course materials, and group work.

## V. Assessment

**Table 84. Students' Perceptions towards Course's Assessment Procedures**

| N            | Items                                                    | Strongly Disagree |          | Disagree |          | Neutral  |            | Agree     |             | Strongly Agree |             |
|--------------|----------------------------------------------------------|-------------------|----------|----------|----------|----------|------------|-----------|-------------|----------------|-------------|
|              |                                                          | F                 | %        | F        | %        | F        | %          | F         | %           | F              | %           |
| 1            | The level of tests was according to our level            | 0                 | 0        | 0        | 0        | 2        | 8.7        | 11        | 47.8        | 10             | 43.5        |
| 2            | I am satisfied with the assessment process in the course | 0                 | 0        | 0        | 0        | 2        | 8.7        | 11        | 47.8        | 10             | 43.5        |
| 3            | The tests covered all the learning points                | 0                 | 0        | 0        | 0        | 2        | 8.7        | 10        | 43.5        | 11             | 47.8        |
| <b>Total</b> |                                                          | <b>0</b>          | <b>0</b> | <b>0</b> | <b>0</b> | <b>6</b> | <b>8.7</b> | <b>32</b> | <b>46.4</b> | <b>31</b>      | <b>44.9</b> |



**Figure 28. Students' Perceptions towards Course's Assessment Procedures**

As the table above shows, the HRM students were highly satisfied about the “Assessment” process in the PBL course and this is clearly illustrated by the percentages; a percentage of 46.4% for “Agree”, while a percentage of 44.9% “*Strongly Agree*” with the consistency of the assessment tool and process.

## VI. Further comments

In the free space that was given to the EG students to write any additional comments, the majority of them thanked the teacher for her efforts with them to develop their speaking

skills. Moreover, they expressed their appreciation towards the beneficial experience that have passed through using new techniques and practicing the language. In addition, they felt grateful towards the specific related-content in which all the course content was oriented for HRM students. Finally, they recommended that this type of course should be part of their studies from their first year at tertiary level.

## **Conclusion**

This chapter was devoted to detailed analyses of the results and findings of the four phases of the study. Numerical and statistical evidences were employed to answer the research questions requiring quantitative analysis. Thematic analysis was employed to discuss the findings of the qualitative data. The following chapter includes a comprehensive synthesis of the main findings and a number of recommendations and suggestions for further research.

## Chapter Six: Interpretation and Discussion of the Results

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## **Chapter Six: Interpretation and Discussion of the Results**

### **Introduction**

The last chapter is devoted to the interpretation and discussion of the main findings of the current research. The thorough data analysis paves the way to answer the research questions and confirm the related hypotheses. Based on the research findings, a number of pedagogical implications for students, teachers, decision makers, and researchers are also presented along with the encountered limitations of the study and corresponding suggestions for further research.

### **Section I: Interpretation and Discussion of the Results**

#### **6.1.Exploratory Phase Results**

##### **6.1.1. Focus Group Discussion Interpretation**

The FGD was convened to explore the nature of the ESP situation in the Department of Management Sciences and to create a solid ground for identifying the research problem. The overall results showed learners' dissatisfaction about teaching English. As the discussion began, the students revealed that the methods applied by the teacher were unpractical, i.e., they were taught English simply through comprehension exercises on discipline related texts. They also admitted that the terminology used in classroom discussions was mostly related to GE. Furthermore, the importance of teaching students how to use English in occupational settings was neglected and the focus instead was on terminology related to their specialty. Additionally, the activities lacked practice as they were mainly based on theory. Finally, the responses of the participants indicated a need for a developed ESP course based on a NA. In response to these raised issues, pedagogical responsables should take into considerations learners' needs and apply innovative approaches which help to develop not only students' ability to communicate properly in English but also to promote their professional skills.

### **6.1.2. Needs Analysis Questionnaire Interpretation**

The main aim of the NA questionnaire was to investigate the perceptions of Human Resources Management (HRM) Master's students towards the English language needs in the Department of Management Sciences at Farhat Abbas -Setif 1- University. An ESP course should be based on the results of a thorough NA to determine and fill the learning gaps and meet the necessities of ESP students.

Concerning the background information, the total participants' number was 45 HRM Master one students. They were 12 male and 33 female students ranging in age from 23 to 35 years old. All participants' mother language was Arabic, the majority studied English over than 10 years, and confirmed the significant role of English for their field of study. It was noticeable that English was very important for all HRM students in their field of studies; also, they expressed a favourable attitude towards designing needs-based course for English learning.

As far as PSA is concerned, the findings revealed that the productive skills were highly neglected in the present English course. The students declared suffering from English learning difficulties, which led them to perform poorly in English. In fact, the top three language areas in which students reported low proficiency level are speaking in the first rank, then writing and finally pronunciation in the third rank. In spite of their needs to improve the speaking skill, the majority of the participants acknowledged weaknesses in taking part in class discussion, asking and responding to questions. As a matter of fact, these difficulties might be due to the insufficient time and lack of practice during the lectures; as well as their poor English background in oral production due to the nature of ESP course content.

In order to determine the effectiveness of a language course, the learners' attitude and expectations ought to be examined. Even though HRM Master's students tended to be enthusiastic and motivated to learn English, the majority of them showed signs of dissatisfaction on the current ESP course in terms of various components. The findings indicated that students

were not satisfied with the current ESP course due to insufficient English language productive skills practice, low achievements, and inadequacy in quality and amount of delivered ESP lessons in terms of content and materials. Most importantly, insufficient practice on speaking and pronunciation was reported to be the most challenging reason; for their failure in ESP learning. In addition to the mismatched between teaching materials and methodology since most of lectures and activities focused on terminology, translation, and grammar.

Students' dissatisfaction of their present ESP course reflects their positive responses towards their interest in taking ESP courses based on their needs. The participants' positive response derived from their awareness that English has become the international language of Business, specifically Management. Moreover, the majority of the participants in the present study had the perception that the speaking skills should be given priority when designing an ESP course. Additionally, students prioritised the English language speaking sub-skills to be of a paramount importance that the students have to master in order to function effectively in the target situation; such as giving presentations, asking and answering questions, speaking in conferences and seminar.

Practical suggestions for reforming existing ESP course and classroom teaching practices should be based on communicative methods of English language learning. ESP is considered as a learning-centred approach; accordingly, it is the teachers' task to identify the changes in learners' needs and then to tailor the ESP course by integrating the needed language skills into their lessons, thereby making subject content knowledge accessible and communicative to students' target needs. That is to say, designing and tailoring an ESP course which integrates speaking skills is of paramount importance in the present study since Management students' responses were highly weighted towards their desire to improve their spoken communication in English in the target situation.



A Problem Based Learning (PBL) course is probably a most suitable method for HRM Master's students in Management Department at -Setif 1- University because it can include professional-based oral presentations, specialised vocabulary activities, audio-visual aids, ICTs and authentic course materials and topics relevant to HRM students. Furthermore, language-teaching strategies such as problem solving, discussions, and debates could also help improve the ESP students' speaking skills proficiency in the English language.

### **6.1.3. Teachers' interview Interpretation**

In ESP, the teacher plays a vital role in the course design process and the course's implementation. Consequently, Teachers' interview consisted of semi-structured and multi-proposed questions aimed at exploring teachers' perceptions concerning the current situation of ESP learning and teaching in the Faculty of Economics, Commerce and Management Sciences at -Setif 1- university.

According to the interviewed teachers, the situation of English in the Management Sciences Department was not really as promising as it was expected. Accordingly, training helps teachers to bridge the gap between ESP theories and practices, we can conclude that training in ESP is highly required because it familiarizes teachers with knowledge and awareness about conducting NA, designing ESP courses and selecting appropriate teaching methods and materials. The results also revealed that there was no standard ESP syllabus provided by the administration. In this case, the teacher set the task of collecting and adapting teaching materials and deciding what students should learn.

The interview results demonstrated that the method used for teaching was a combination of various methods verging both on ESP and GE. Although, they acknowledged the main role of NA in teaching, the majority of teachers did not conduct it systematically. As a matter of fact, the content of the language can be adapted according to why learners need it, which will result in a teaching process that is centred on these needs, teachers claimed that all four skills

were stressed equally. However, the majority believed that productive skills should receive much focus without neglecting other skills; taking into account target situation requirements, business learners will require performing spoken and written discourses for academic or professional objectives.

Concerning teaching materials, it was obvious that textbooks were only a guide to help ESP teachers in the teaching process. Moreover, there should be considerable differences in the use of textbooks and authentic materials. In fact, topics in textbooks, especially dialogues are not developed as they are in natural discourse. To sum up, teachers' perceptions concerning the current situation of ESP learning and teaching in the Faculty of Economics, Commerce and Management Sciences at -Setif 1- University revealed the confronted difficulties and the challenges that led to the dissatisfied perceptions of learners in NA questionnaire. In response to this area, ESP teachers should take into considerations learners' needs to tailor a relevant course and apply innovative approaches which help to develop not only students' ability to communicate properly in English but also to promote both their academic and professional skills. Moreover, the collaboration between English language and subject specialists should be put into practice, and stressed during the ESP course design process as it creates the relevancy of the ESP course.

## **6.2.Pre-Experiment Phase Results**

### **6.2.1. Placement Test and Self-scoring Inventory**

From the statistical analyses, it was obvious that the experimental and control groups were homogeneous and equivalent in terms of their GE level through placement test scores; where the majority of students had an intermediate level of English. Moreover, the "Self-scoring Learning Styles Modality Preference Inventory", which was deployed to set up the learning styles of the students; so that to tailor an appropriate intervention that complied with their learning styles. In fact, their learning styles were not highly divergent, i.e. the majority of

the informants were visual. Consequently, the participants were equivalent in terms of their GE level, and learning styles and preferences. The obtained findings of this phase were corresponding with Cohen et al.'s (2007) emphasis on the importance of establishing a certain degree of homogeneity between the EG and CG in the quasi-experimental design to increase its internal validity.

### **6.3.Experimental Phase Results**

#### **6.3.1. Pre-/Post-Test Results Interpretation**

The present research seeks to determine the effects of using PBL instructions in stimulating HRM Master one students' speaking skills. A quasi-experimental design, with pre/post-test of CG and EG was adopted for this sake. The research sample consisted of 45 students enrolled in Master one in the Department of Management Sciences at -Setif 1 - University. After the PBL treatment on the EG, a post-test was administered to both groups in order to identify difference in speaking skills performance. Hence, paired sample t-test was measured to compare the effect of intervention on achievement scores of EG. In the light of the significant results of the study, it can be inferred that the PBL instructions proved to be effective in enhancing the HRM students' speaking skill in general and speaking sub-skills in particular.

As a matter of fact, the initial data attained from the pre-test showed that there was no dissimilarity between the CG and EG. Especially that the learners were equivalent in terms of their English level, learning styles and preferences in addition to the speaking skills proficiency. However, there was a statistical significant development in speaking skills in the post-test results obtained after the intervention.

First, there were statistically significant differences at  $p=0.000$  level between the mean scores of the EG exposed to the suggested PBL intervention, and the CG receiving regular instruction on the post-test in overall speaking proficiency in favour of the EG. The analysis of

the t-test revealed that  $t= 4.92$ . Therefore, the PBL instructions contributed to the students' development in terms of overall speaking proficiency.

Second, there were statistically significant differences at  $p=0.000$  level between the mean scores of the EG and the CG on the post-test in favour of the EG in all speaking sub-skills namely fluency and coherence, lexical resources, grammatical accuracy, and pronunciation.

Third, there were statistically significant differences at  $p=0.000$  level between the mean scores of the EG on the pre-test and post-test in overall speaking proficiency in favour of the post-test scores. The analysis of the t-test revealed that  $t=26.48$ . Therefore, the PBL method contributed in the development of students' overall speaking skills.

Fourth, there were statistically significant differences at  $p=0.000$  level between the mean scores of the EG on the speaking pre-test and post-test in all speaking sub-skills in favour of the post-test scores. The significant differences included all speaking genres included in the test.

Consequently, the rejection of the null hypothesis that claims ***H0*** ~“If PBL instructions are integrated in the English language course for HRM Master’s students, there will be no statically significant difference in the mean ranks on the speaking skills post-test of EG compared to CG.” However, the confirmation of the alternative hypothesis which claims that ***H1*** “If PBL instructions are integrated in the English language course for HRM Master’s students, there will be statically significant difference in the mean ranks on the speaking skills post-test of EG compared to CG.”

#### **i. Fluency and Coherence**

Before the course implementation, students' spoken performance was generally characterized by use of incoherent utterances missing appropriate and logical sequence. It was full of fragmented utterances with no use of cohesive devices. After the treatment, the students

could noticeably express themselves fluently and smoothly with few pauses and hesitation. This indicated that the EG students achieved progress in their fluency after the PBL course implementation. Accordingly, the overall results indicated that there were statistically significant differences at  $p=0.000$  level between the mean scores of the experimental group on the speaking pre-test and post-test in the in favour of the post-test scores. The analysis of the t-test revealed that  $t = 16.49$ . Therefore, the PBL course contributed to the students' development in terms of fluency and coherence in speaking skill.

## **ii. Lexical Resources**

The results revealed that the EG who were exposed to PBL instructions achieved higher standard of proficiency than the regular instruction group in terms of using adequate and appropriate vocabulary during speaking. After the intervention, the students could use general and specific vocabulary related to their area of speciality, which indicated that they had a wider range of vocabulary items. In addition, words used were more appropriate to context. The overall results indicated that there were statistically significant differences at  $p=0.000$  level between the mean scores of the experimental group on the speaking pre-test and post-test in the lexical resources (vocabulary) in favour of the post-test scores. The analysis of the t-test revealed that  $t = 11.19$ . Therefore, the PBL course contributed to the students' development in terms of vocabulary use in speaking skill.

In the present study, the students improved in their vocabulary usage due to the PBL approach. The students used vocabulary in their communication more accurately; they used words that were more understandable and appropriate..

## **iii. Grammatical Accuracy**

Prior the intervention, students' impression about their grammar use during speaking was negative. Most of them had difficulties with finding proper grammatical expressions, and this affected negatively their speech. The most committed grammatical errors were in the use

of the appropriate tenses, the use of irregular forms of past simple tense and sentence structure. On the post-test, the results indicated that students used more correct structures. Moreover, the students used grammatically more complex utterances. The overall results indicated that there were statistically significant differences at  $p=0.000$  level between the mean scores of the EG on the speaking pre-test and post-test in grammatical accuracy in favour of the post-test scores. The analysis of the t-test revealed that  $t = 15.74$ . Therefore, the PBL course contributed to the students' development in terms of grammatical accuracy in speaking skill.

The students showed improvement in constructing correct sentences with the appropriate structure. They were able to use the language accurately pertinent to professional needs, with fewer grammatical errors, and were found correcting their grammar by themselves when they made a mistake when conversing.

#### **iv. Pronunciation**

Prior the intervention, the majority of the EG students' main pronunciation committed errors were typically related to the use of vowel sounds, and the use of stress patterns and intonation. After the intervention, it was noticed that students' pronunciation of English sounds consonants and vowels improved and students were better able to articulate English sounds. Furthermore, improvements in intonation and stress patterns were noticed. The overall results indicated that there were statistically significant differences at  $p=0.000$  level between the mean scores of the EG on the speaking pre-test and post-test in the lexical resources (vocabulary) in favour of the post-test scores. The analysis of the t-test revealed that  $t = 12.51$ . Therefore, the PBL course contributed to the students' development in terms of vocabulary use in speaking skill. The students' pronunciation improved as a result of the PBL course; this progress can be attributed to that the students practiced and learned from their various colleagues spontaneously during the course; and this highly helped them to improve their pronunciation.

The positive impact was not, however, limited to the EG; the CG as well seemed to benefit from the instructions they received in another way. Despite the implementation of conventional teaching approach with the CG students, the statistical numbers revealed that there was a remarkable development in learners' speaking sub-skills, specifically in lexical resources and grammatical accuracy. It was clear from the calculated  $t$  value 4.27 of the CG post-test compared to the pre-test scores; this slight progress could be due to the specialized BE course content that was directly linked to the domain of HRM, and the reflection of the researcher and her teaching methodology. To cut it short, PBL provided students with the authentic learning environment, required the students to be autonomous to foster meaningful learning, and prepared them with the basic knowledge and skill to speak. Afterwards, the students were engaged in group learning to apply their gained theory and knowledge into practice.

### **6.3.2. Progress Test Results Interpretation**

In the present study, oral presentation assessment aims to measure the quality of HRM students' involvement in the PBL learning process in terms of their speaking skills. That is to say, the assessment of the oral presentation tends to measure the progress of students' speaking skills throughout the four units. The progress test data were analysed using Wilcoxon Matched Pairs Test in order to compare the results for any significant statistical differences between the students' speaking performance of oral presentation in each unit.

The results demonstrated the overall percentages of the EG students' performance in progress test throughout the four presentations. In the first presentation, the students' performance was acceptable "*to some extent*" with a percentage of 34.8%, and in the second rank, a percentage of 32.8% revealed that the students' performance in the first presentation was "*not acceptable at all*". Concerning the second presentation, the students' performance was classified between the ranks: acceptable "*to some extent*" with a percentage of 35.1% and acceptable "*to moderate extent*" with a percentage of 35.7%. Regarding presentation number

three, the EG students' performance started to mark a noticeable progress in which it categorised between the three ranks: acceptable "*to some extent*" with a percentage of 29.6%, acceptable "*to moderate extent*" with a percentage of 38.6%, and acceptable "*to high extent*" with a percentage of 21.4%. The last presentation's results revealed the high progress in the students' performance with percentages of 13.3% is for "*very much*" acceptable, the percentage 23.2% referred to acceptable "*to high extent*", and a percentage of (37.7%) was for acceptable "*to moderate extent*".

There was a statistically significant difference between the first presentation and the fourth presentation performances of the students in the EG ( $Z=4.20$ ,  $p=.000<.05$ ). The results indicated that there were no negative ranks, while their sum of positive ranks was 267. Given the sum of ranks for the difference scores, the observed difference was totally in favour of positive ranks where calculated means rank is 12, i.e. the presentation 4 performance of the EG. Accordingly, it could be argued that delivering presentations has significantly increased the speaking skills levels of all the EG members.

As a conclusion, The obtained results indicated that the implementation of PBL had improved students' speaking skills in different aspects namely grammar, pronunciation and vocabulary and fluency aspects.

#### **6.4.Post-Experiment Phase Results**

##### **6.4.1. Course Experience Questionnaire Interpretation**

In order to check if the intervention afforded in the experiment has met the expectations and the preoccupations of the informants, a Course Experience Questionnaire that comprised four items namely: tutor, PBL course, Lessons and activities, and Assessment. The CEQ was submitted to the participants of EG after the intervention.

The obtained findings revealed that the EG students showed a high degree of satisfaction and positive perceptions toward the integration of PBL instructions in stimulating their speaking



skills. In addition to speaking skills, the results reported that PBL also improved students' engagement, motivation, their confidence level and the ability to develop new skills necessary for their future. In PBL context, learners of FL may develop greater communicative, thinking and problem-solving skills with PBL than with regular lecture-based education. In the specific context of the present study, students' perceptions towards PBL confirmed the positive perceptions of the participants and their high satisfaction towards the effects of PBL instructions on their speaking skills and its relevancy to their needs.

Eventually, the CEQ that aimed at pinpointing the perceptions of the HRM Master's students about the intervention, the majority of the students expressed their high satisfaction and positive perceptions towards the integration of PBL in the English language classroom to stimulate their speaking skills and to meet their English language needs.

## **6.5. Discussion of the Findings**

### **i. What are the English language needs of HRM Master's students?**

In order to answer the first research question, the quantitative data from the analysis of NA questionnaire had to be cross-validated by the qualitative findings of the teachers' semi-structured interview. The preliminary NA survey results exposed the major English language needs of the HRM students who were not satisfied with the ESP course because they confronted with several serious problems. These problems could be abridged in: needs mismatched course, insufficient English language productive skills practice, decline in the quality and level of content, and the insufficient time allotted for ESP lessons. Henceforth, the answer of the first research question is that the HRM Master's students in Management Sciences Department at Setif -1- University need to learn English in order to communicate effectively in both academic-related and job related-situations , by developing their speaking

skills and strategies in a learner-centred classroom using communicative methods needed in accordance to their academic and professional requirements.

To meet these expectations, thoughtful decisions in terms of teaching methods in addition to the involvement of learners in the process of course design were required. From the obtained results, it can be inferred that HRM Master's students being current and future managers need English course to be tailored according to their requirements. Practical suggestions for reforming existing ESP course and classroom teaching practices should be based on communicative methods of English language learning. The role of the teacher and the student, the content of the lessons and the material are very different from those of the traditional class. Henceforth, a Problem Based Learning (PBL) is probably the suitable method for HRM Master's students in Management Sciences Department at Setif -1- University because it can include professional-based oral presentations, specialised vocabulary activities, audio-visual aids, ICTs and authentic course materials and topics relevant to students' area of specializations. Furthermore, language teaching strategies such as problem solving, discussions, and debates could also help improve the ESP students' speaking skills proficiency in the English language. The group-work in PBL classroom may increase speaking practice opportunities and bring out different opinions and contributions to the subject under study smoothly and effectively. In PBL context, learners' role is shifted to be more dynamic in the classroom and have the ability to plan for their own studies and the dominant learning style in which they are actively involved is group work in the classroom.

**ii. To what extent does the integration of PBL instructions enhance HRM Master's students' speaking skills?**

For the sake of answering the second research question, discussing the quantitative results obtained from the pre-test and post-test analysis is essential. These results are better

deep-rooted through the progress test results which, in turn, provide an answer to the third research question.

According to the quantitative results of the experimental phase, the first data attained from the pre-test showed that there was no dissimilarity between the CG and EG. Especially that the learners were equivalent in terms of their English level, learning styles and preferences. However, the results obtained from the post-test after the intervention indicated that there was a statistical significant development in EG participants' speaking skill in general, and their sub-skills in particular. Accordingly, the null hypothesis which suggests that (*H<sub>0</sub>*) ~"If PBL instructions are integrated in the English language course for HRM Master's students, there will be no statistically significant difference in the mean ranks on the speaking skills post-test of EG compared to CG." is rejected. Whereas the alternative hypothesis (*H<sub>1</sub>*), which predicts the existence of statistical significant differences in speaking skills performance between the EG and CG, is supported. Consequently, the current research indicates that integrating PBL instructions course can stimulate learners' speaking skills to a high extent, which answers the second research question.

### **iii. How do HRM Master's students respond to the PBL instructions throughout the course implementation?**

To answer the third research question, the quantitative obtained results from the progress test asserted the gradual and positive progress of the students' involvement in PBL course, more importantly there were a noticeable progress in participants' speaking skills throughout the four presentations. In PBL contexts, HRM Master's one students practiced speaking skills using tasks related to the real-world problem. The provided problems used in specific case studies gave several chances for the students to practice the language in real life situations. Moreover, the group-work permitted the students to have opportunities in discussing and explaining how to solve the problems. Besides, they discussed and used an unfamiliar vocabulary, correcting

their mistakes ,gave comments to each other, practiced conversation, and delivered presentations based on the problems given by the teacher. They delivered their presentations in front of their classmates, and the teacher focused and controlled their speaking skills progress.

**iv. What are the perceptions of HRM Master's students towards integrating PBL instructions in improving their speaking skills?**

For the sake of answering the last research question, discussing the quantitative results obtained from the CEQ analysis is significant. The answer of the last research question is the majority of the HRM Master's students expressed their high satisfaction and positive perceptions towards the integration of PBL instructions in the English language classroom to stimulate their speaking skills. The participants responded positively in the CEQ regarding PBL and displayed a preference for it as a teaching instruction to language learning, where the general opinion was that PBL encouraged them to speak the language. More important, the students highlighted that beside speaking skills they had attained a range of efficient skills such as group work, problem solving and self-directed learning and communication. In PBL context, the ill-structured problems allowed flexibility in their answers as the source for which they based their solutions on were no longer fixed in which they felt more confident after the process of learning. It is interesting to mention that the students noted they have learnt to listen attentively to their peers' ideas as well as giving constructive comments to them. In other words, presenting their own ideas to the class helped them in the mastery of the speaking skills as students found themselves motivated in elaborating, justifying, and defending their ideas to their peers and the tutor. Consequently, this ascertains the effectiveness of integrating PBL instructions to stimulate HRM students' speaking skills.

## **Section II: Pedagogical Implications**

The present research revealed that the integration of PBL instruction in BE course can be significantly effective in stimulating and improving the HRM Master's one students speaking skills in the Department of Management Sciences at Setif -1- University. In the light of the results reviewed throughout this study, the researcher finds it is important to give some pedagogical implications to meet students' needs and to develop their speaking skills for the curriculum designers and decision makers, teachers, researchers, and students.

### **6.2.1. Pedagogical Implications**

The use of PBL has several advantages in language learning context. It is broadly recognized that employing problem solving technique in PBL promotes construction of meaningful knowledge, activate develop critical thinking reasoning strategies and effective self-directed learning strategies, increase motivation for learning, and become effective collaborators. In ESP teaching and learning process, especially in teaching speaking skills, it is essential to select the relevant teaching methodology to meet the learners' target needs. The findings of the present study reveal that PBL is an effective method which can be employed in teaching speaking skills to ESP students. The detailed implications of the PBL implemented are as follows:

#### **I. For Students**

1. PBL could stimulate and activate the students to speak up only in English. Through PBL the students speaking ability will be improved due to the type of activities that engage the students to communicate and explore the ideas in English to solve the given problem. PBL instructions has automatically the significant effect on students speaking ability progress.
2. PBL could increase students' motivation and interest in learning English especially for speaking skills. Since PBL shifts the emphasis from teachers to students, the interactions

that happen while students were dealing with real-world issues and problems in meaningful and authentic manner.

3. PBL can promote cooperation with other students in group-work. Students learn how to work together to achieve the goal and how to solve the problem. Consequently, students learn social skills such as cooperation, teamwork, and communication skills which are useful in both academic and professional careers.

## **II. For Teachers**

The present BE course can be adapted employing the PBL instructions for teaching speaking skills at professional area, or academic setting to students in different Management specialties taking into consideration participants' needs, age, interests and linguistic proficiency levels. ESP teacher plays a significant role during the implementation of PBL to develop students speaking skills in ESP context:

1. The ESP teacher should give more attention to speaking skills instruction in ESP classes. There should be an equal focus on the different speaking sub- skills to allow students perform effectively in the target situations.
2. ESP teacher should offer students enough opportunities to practice speaking on a regular basis for authentic purposes (i.e., to describe, negotiate, apologize, invite, discuss, present and so on.) in ESP classes.
3. ESP teachers should be aware of the speaking skills necessary for their students so that they can develop and evaluate these skills accurately. In addition, students should be informed of the criteria according to which their speaking is evaluated in order to work hard to meet them.
4. Teachers are recommended to adopt content-based and communicative-based instructions in ESP, specifically PBL instructions in teaching speaking to their students in BE context. Thus, speaking sub- skills can be based on authentic and meaningful knowledge.

5. As ESP is a learner-centered approach, this entails a necessary change in the teacher's role to be a facilitator, discussion organizer, monitor and language adviser where students should share more responsibilities in their learning in general and of speaking skills in specific.
6. The ESP teacher should provide his learners with supportive and formative feedback throughout the learning process for two reasons; first, to help students identify their weaknesses in speaking and ways of overcoming them, second, to encourage their strengths; subsequently, to increase their motivation and involvement in speaking skill performance.

In short, the role of an ESP teacher should be shifted into the role of a language practitioner ready to promote learners' holistic skills needed in academic and professional setting such as; developing communicative intercultural skills, encouraging collaboration, activating motivation, promoting authentic learning and soft skills.

### **III. For Decision Makers and Administrators**

From the current research findings, it seems to be generally accepted that ESP courses should be designed and geared precisely in accordance to students' needs and preferences. In other words, ESP course has to be adapted or designed for each particular group of learners in a specific area of learning. According to the results of the preliminary analysis, both HRM learners and ESP teachers have preferred the communicative method and content-related course using authentic materials as suitable way to teach BE through different communicative tasks. Significantly, the implications that can be given to decision makers and administrators are as follow :

- The effectiveness of the intervention on PBL seems to encourage the consideration of the suggested PBL course when designing a BE course to develop not only productive, but also receptive and soft skills. This implication

seeks to bridge the gap between the academic and professional settings, with its ultimate aim of triggering authentic and meaningful learning, which is a major tenet of both PBL and ESP .

- An ESP course should integrate the development of the most important skills of the 21st century such as critical thinking, problem-solving, self-directed learning, communication skills and collaboration with the ability to demonstrate these skills when using the language in the target situations. From the positive findings of this study, the integration of PBL instructions in ESP courses is highly recommended. As PBL shares many of ESP principles, specifically it aims to bridge the gap between learning and the real world, because the real world becomes part of the learning process.
- The necessity for well-informed, well-designed, and professionally-based training programs to both pre-service and in-service teachers is a constant demand in the area of ESP. The training programs should put a great emphasis on the issue of ESP course design.
- Administrators should ensure the availability of important conditions to succeed in ESP teaching and learning, such the time allotted to the English classes, and providing instructional materials (audio-visual aids, computers, data-show and language labs), facilitating collaboration with the subject specialists.

As a conclusion, the professional profile of a modern qualified employee in the globalized context should include well-developed communication skills and high English language proficiency to help him/her achieve success in the modern highly competitive global work arena. Henceforth, Higher Educational institutions are expected to support and facilitate the development of educating future employee.



## 6.2.2. Limitations and Suggestions for Further Research

Despite the innovative visions provided by the current research through integrating PBL instructions to stimulate HRM students' speaking skills, there are a number of uncontrolled limitations that need to be discussed.

Random assignment of subjects to the intervention was impossible for the researcher because it would interrupt the learning situation. Consequently, a quasi-experimental design raised the problem of results generalisation and results validity. Therefore, future researchers are invited to replicate the study following a true experimental design. The latter encompasses a randomization of the sample which will make the data more representative and establish external validity and possibility of generalization of the obtained results. Further studies are also needed to investigate the effectiveness of applying the current study over a longer period of time to better examine the effects of the PBL instructions on the students' speaking skills.

The researcher was the only responsible of PBL course design starting from NA to the implementation of the course with HRM Master's students. This limitation might affect the findings of this research. Therefore, future researchers are invited to replicate the current study with two possibilities. First, future researchers can train ESP teachers to deliver the course in order to eliminate the effect of the researchers' involvement. Second, researchers can conduct an action-based research; henceforth, they can ensure the follow up of the intervention.

This study involved a small bi-dimensional sample represented in twenty-three participants in the EG and twenty-two in the CG. However, a larger sample better credits the research and renders the results more valid and representative. Furthermore, the present study is limited as it examined the BE course only within an Algerian context in Management Sciences Department at Setif -1- University. Moreover, the designed BE course cannot be implemented on the students in other fields of different faculties due to the different needs, age,

level and interests. Consequently, future researchers are invited to conduct studies in different EAP and EOP areas with a large sample tackling related content.

While the present is limited to investigate the integration of the proposed PBL instruction program in stimulating HRM first year Master students' speaking skills, further research is needed to investigate the effectiveness of similar programs in developing students' listening, writing and reading skills and their sub-skills based on the needs of the learners. Moreover, further research can be conducted to ascertain as to whether PBL would be applicable to a wider audience and if its effectiveness is affected. In addition to that, further research can implement different models and framework of PBL for improving the situation of ESP. Finally, the variety of the tools used, additional qualitative instruments such as classroom observation, documents analysis, and reflective journals may be deployed as a cross-validating tool for other quantitative instruments.

## **Conclusion**

This chapter reviewed, interpreted and discussed the main findings the current research.. The empirical analysis has answered the research questions and confirmed the related hypotheses. Based on the research findings, a number of pedagogical implications for students, teachers, decision makers, and researchers were also presented along with the encountered limitations of the study and corresponding suggestions for further research.



## **General Conclusion**

## General Conclusion

In the roadmap for a globalized network, English has been broadcasted as the main language of international business (Rivers, 2008). Thus, as English has become a major international language for communication globally, it imposes the need for at least general knowledge for the respective professionals working in global business environment (Boonkit, 2010). Given the prevalent importance of Business English communication in this changing time of globalization, its learning and teaching seems to be a challenging effort for learners whose goal is effective communication. Henceforth, a great emphasis should be put on teaching English for Specific Purposes (ESP) to help students, or professionals belonging to different fields communicate and operate effectively in the target situation.

The current study aimed to explore the present situation of ESP teaching in the Department of Management Sciences at Farhat Abbas Setif -1- University. This investigation attempted to determine the participants' perceptions towards the current ESP course and practises. It tended also to describe the methodologies, techniques and teaching materials used by ESP teachers. Moreover, the first purpose of this research work was to identify and analyse HRM first year Master's students' needs for learning English. Thereafter, a relevant course could be designed to satisfy the needs of Human Resources Management students. However, through conducting FGD, it was clearly noticed that the current teaching situation at the level of Commerce, Economic, and Management Sciences Faculty at Setif -1- University was not promising. The preliminary results have shown the lack of an adequate and relevant ESP syllabus (teaching methodology, course content, allotted time, materials, and assessment ); in addition to a shortage of specialised teachers of English were the main reasons behind the students' dissatisfaction about the current ESP status. Prominently, the actual ESP teaching practices were not able to meet the requirements of the students in both academic and professional areas.

Therefore, through four research phases the researcher opted for reconsiderations and re-definition of the actual ESP situation in the Department of Management Sciences at Setif-1-University. In other words, there was an urgent need to design an ESP course that could correspond the learners' needs. First, the preliminary phase was conducted to explore the ESP situation in the mentioned department and to provide definite capture concerning research problem employing a FGD as a research tool. On the other hand, the second aim of this phase was to analyse HRM Master's students' English language needs using NA questionnaire (Dudely-Evans & St. John, 1998) and cross-validate it with teachers' interview. This phase sought to answer the first research question about the English language needs of HRM Master's students.

Second, the pre-experimental phase was conducted to ensure the homogeneity of the research sample through administering a placement test and learning style and preferences test to the participants of the EG (23) and CG (22). Third, to answer the second research question about the extent to which the integration of PBL instructions would stimulate HRM students' speaking skills, a quasi-experimental pre-test/post-test non-equivalent group design was opted to investigate the effect of integrating PBL instructions in stimulating HRM Master's students speaking skills in the Department of Management Sciences at Setif -1- University. The micro setting of the experiment was settled at the Doctoral School "*Ecole Doctorale*". The classrooms and the language laboratory with the available materials were used for better application of the intervention. The experiment was implemented twice per week with an hour and a half for each session in a gauged period of fourteen weeks spanned from November 2017 to May 2018. The PBL course with four units aimed at developing the speaking skills necessary for HRM first year Master's students through engaging them in communicative tasks using the PBL instructions to language learning; the latter followed the model of Savin-Badin and Major (2004-2011). In addition to the pre/post-tests, a progress test was conducted throughout the

implementation of the intervention in order to answer to the third research question about the EG participants' responsiveness and involvement in the intervention. Finally, the post-experimental phase in which a CEQ was administered to EG participants to examine their perceptions about the role of the PBL intervention in enhancing their speaking skills.

The major findings of the current study from the first phase revealed that the HRM Master's students in Management Sciences Department at Setif -1- university needed to learn English in order to communicate effectively in both academic-related and job related situations. They stressed the requirement of developing their speaking skills and strategies in a learner-centred classroom using communicative methods and relevant materials to meet their academic and professional requirements. Prior introducing the intervention, the homogeneity of the research sample was confirmed via an intermediate level of English proficiency and a visual learning style. In the light of the significant results of the experimental phase, it can be inferred that the integration PBL instructions in BE course proved to be effective in stimulating the HRM students' speaking skill in general and speaking sub-skills in particular. The obtained results from the progress test asserted the gradual progress of the EG participants' responsiveness and involvement in PBL course, more importantly there were a noticeable progress in participants' speaking skills throughout the four presentations. The post-experimental phase results entailed EG participants' positive perceptions towards the integration of PBL instructions in BE course in enhancing their speaking skills and meeting the requirements.

The present research revealed that the integration of PBL instruction in BE course can be significantly effective in stimulating and improving the HRM Master's students speaking skills in the Department of Management Sciences at Setif -1- University. In the light of the results reviewed throughout this study, it was important to give some pedagogical implications to students, teachers and decision makers. The PBL instructions in BE course framework can

be proposed as remedy the problems faced by both teachers and HRM students in the Department of Management Sciences. One central point to consider in ESP teaching in Algeria is that there should be a reconsideration of the ESP as a fundamental subject at tertiary level. That is to say, ESP programs should be revamped to suit the evolving requirements of the academic and professional arenas in terms of learners' needs, course objectives, course content, the teaching material, the teaching method, the assessment method, and the teaching approach.



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# Appendices





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## Appendix A

### Request for Permission to Conduct Research

#### Request for Permission to Conduct Research

Responsible of Master Studies  
at the Department of Management  
Faculty of Economics, Commerce  
and Management  
Setif 1 University, El-bez

Madame,

I, Soumia Boudinar, request to be granted permission to conduct an Educational Research for my Ph.D. case study research in English for Specific Purposes (ESP) –Business English-. I am a doctorate student majoring in the ESP in the Department of English Language and Literature at Mohamed Lamine Debaghine –Setif 2-University.

My research topic is:

**Using Problem-Based Learning Instructions In Stimulating Business Students' English Speaking Skills: A Case Of Management Students At Setif1 University.**

The purpose of this research is to gain understanding about the perception of the different stakeholders' (namely Management students and ESP teachers) regarding the English course. Secondly, to teach and conduct an experiment using the named approach in the title to meet the students' needs in English. Data collection will be paper based for questionnaires and through the use of an audiotape for interviews to capture all the data with the written permission and consent of the participants.

For reasons of confidentiality, the collected data will be used for research purposes only; the names of the participants will not be mentioned throughout the findings of the research.

The direct benefits of this study will be for Business students in general, specifically Management students. The results of this research will be taken into account in designing a course for Speaking English language development for Management students.

Thanking you for your cooperation.

Yours Sincerely

Soumia Boudinar

Pr RESKES STAD



Signature



## **Appendix B**

### **Focus Group Discussion Protocol**

Dear participants, my name is Somia BOUDINAR. I am a PhD student of English at Mohamed Lamine Debaghine University, Sétif 2. I am conducting a research to accomplish my PhD dissertation. As you are directly concerned in the current research, your opinions are highly appreciated. Make sure that your names are to be held anonymous and confidential.

**Question 1:** Do you consider English important for your studies and work ?

**Question 2:** why do you need to learn English?

**Question 3:** Are you satisfied about your level in English, why not?

**Question 4:** do you think that the English courses have covered what you need?

**Question 5:** what are the negative aspects and the positive ones in learning English at university?

**Question 6:** what are your difficulties in learning and using English?

**Question 7:** what are your suggestions to improve your English course?

**Thanks for your cooperation!**

## Appendix C

### Needs Analysis Questionnaire Needs Analysis Questionnaire for Students

Dear students,

My name is Mrs. Somia BOUDINAR, an assistant lecturer in the department of English Language and Literature, Mohamed Lamine Debaghine, Setif 2 University. This Questionnaire aims to explore Management learners' needs in English language in order to develop a course in Business English for Master students at the department of Management Sciences–Setif 1-University. Your responses to these questions will help us plan a course to meet your needs in learning English. Your answers will be kept confidential.

#### Section I. Personal Information

- 1- **Gender:** male  female
- 2- **Age:** 20-25 years  25-30  Over 30
- 3- **How long have you been studying English?**  
10-12 years  Over 13 years  other specify-----
- 4- **What is your profession?**  
A Student only  worker and student
- 5- **A. Is English important for you?**  
YES  No  I do not know
- 5- **B. If yes, why is English important for you?**
- To understand lectures of Management in English
  - To read and translate articles in your field of study in English
  - To pass exams
  - To find a job when you will graduate
  - Others specify \_\_\_\_\_

#### II. Present Situation Analysis

- 6- **Do you use English in your studies?**  
Yes  No
- 6- **A. If yes, is this mainly:**  
Spoken English  Written English  Both
- 7- **How do you describe your overall level in English**  
Very weak  weak  Average  Good
- 8- **How do you describe your interest in English course?**



Not interested at all  somehow interested  Interested  Very interested

**9- The present English Language course mainly focuses on improving**

- listening and speaking skills
- reading and writing skills
- vocabulary and grammar
- Terminology and translation  Other (specify).....

**10- Does the English course content have a relation with your discipline (Management studies)**

Yes  No  Some of it

**11- How do you find the content of the present English language course**

Interesting  Boring  do not know

**12- Describe your current English proficiency level in the following language areas by putting a tick(✓) in the appropriate box:**

| Language areas | Level     |      |            |      |           |
|----------------|-----------|------|------------|------|-----------|
|                | Very weak | Weak | Acceptable | Good | Very good |
| Speaking       |           |      |            |      |           |
| Writing        |           |      |            |      |           |
| Reading        |           |      |            |      |           |
| Listening      |           |      |            |      |           |
| Grammar        |           |      |            |      |           |
| Pronunciation  |           |      |            |      |           |
| vocabulary     |           |      |            |      |           |

**13- Rate the following skills according to their difficulty in your academic discipline**

| Language areas      | Level          |           |                    |               |
|---------------------|----------------|-----------|--------------------|---------------|
|                     | Very difficult | Difficult | Of some difficulty | Not difficult |
| Speaking            |                |           |                    |               |
| Writing             |                |           |                    |               |
| Reading             |                |           |                    |               |
| Listening           |                |           |                    |               |
| Grammar             |                |           |                    |               |
| Pronunciation       |                |           |                    |               |
| General vocabulary  |                |           |                    |               |
| Specific vocabulary |                |           |                    |               |

**14- Describe your satisfaction towards the following course components (tick (√) where appropriate):**

| Course components                                                         | Very satisfied | Satisfied | Fairly satisfied | Not Satisfied |
|---------------------------------------------------------------------------|----------------|-----------|------------------|---------------|
| 1. I am satisfied with the current ESP course. course reflects my needs   |                |           |                  |               |
| 2. The number of presented ESP lectures is sufficient.                    |                |           |                  |               |
| 3. Level of lectures/lessons(quality)                                     |                |           |                  |               |
| 4. Students' participation                                                |                |           |                  |               |
| 5. Number and level of activities. The activities are discipline related. |                |           |                  |               |
| 6. The ESP course timing fits learners' schedule appropriately.           |                |           |                  |               |
| 7. Productive skills (Speaking and writing) are stressed in this course   |                |           |                  |               |
| 8. Receptive skills (listening and reading) are stressed in this course   |                |           |                  |               |
| 9. The materials used are discipline related.                             |                |           |                  |               |
| 10. The teachers' methodology of teaching is effective.                   |                |           |                  |               |

### III. Target-situation Analysis

**15- Are you interested in taking an English course designed according to your needs to improve your proficiency level?**

Very interested  Interested  Fairly interested  Not interested at all

**16- Why do you need English for ?**

- Post-graduate Academic Studies
- Success for future profession
- Communication in social life

**17- What type of English course do you need?**

English for General Purposes  English for Academic Business Purposes

English for occupational Business Purposes

**18- Rate the following skills according to their importance (which one you need most?).**

| Language areas  | Not important | Fairly Important | Important | Very important |
|-----------------|---------------|------------------|-----------|----------------|
| Speaking skill  |               |                  |           |                |
| Writing skill   |               |                  |           |                |
| Listening skill |               |                  |           |                |
| Reading skill   |               |                  |           |                |
| Grammar         |               |                  |           |                |
| Pronunciation   |               |                  |           |                |
| vocabulary      |               |                  |           |                |

**19- What language priorities you need ESP course for?**

|                               | <b>Strongly Agree</b> | <b>Agree</b> | <b>Disagree</b> | <b>Strongly Disagree</b> |
|-------------------------------|-----------------------|--------------|-----------------|--------------------------|
| To use correct grammar        |                       |              |                 |                          |
| To expand my vocabulary       |                       |              |                 |                          |
| To improve my pronunciation   |                       |              |                 |                          |
| To improve my reading skill   |                       |              |                 |                          |
| To improve my writing skill   |                       |              |                 |                          |
| To become a fluent speaker    |                       |              |                 |                          |
| To improve my listening skill |                       |              |                 |                          |
| To use correct grammar        |                       |              |                 |                          |

**20- Which aspect(s) of the course you want the teacher to focus on more:**

| <b>Language skills</b>                                                                  | <b>Not important</b> | <b>Fairly important</b> | <b>Important</b> | <b>Very important</b> |
|-----------------------------------------------------------------------------------------|----------------------|-------------------------|------------------|-----------------------|
| <b>a- Reading</b>                                                                       |                      |                         |                  |                       |
| Reading printed documents related to your discipline (books, magazines, articles, etc.) |                      |                         |                  |                       |
| Reading extra references from the internet                                              |                      |                         |                  |                       |
| Understanding meaning from the context                                                  |                      |                         |                  |                       |
| Others, specify                                                                         |                      |                         |                  |                       |
| <b>b- Speaking</b>                                                                      |                      |                         |                  |                       |
| Asking and answering questions                                                          |                      |                         |                  |                       |
| Speaking to foreign visitors                                                            |                      |                         |                  |                       |
| Speaking on the phone/ chatting online                                                  |                      |                         |                  |                       |
| Speaking in conferences and seminars                                                    |                      |                         |                  |                       |
| Giving presentations                                                                    |                      |                         |                  |                       |
| Others, specify                                                                         |                      |                         |                  |                       |
| <b>c- Listening</b>                                                                     |                      |                         |                  |                       |
| Lectures/lessons (in class and online)                                                  |                      |                         |                  |                       |
| Online presentations and reports                                                        |                      |                         |                  |                       |
| Listening to conversations on general and/or specific topics                            |                      |                         |                  |                       |
| TV and radio shows                                                                      |                      |                         |                  |                       |
| Others, specify                                                                         |                      |                         |                  |                       |
| <b>d- Writing</b>                                                                       |                      |                         |                  |                       |
| Writing well-structured paragraphs                                                      |                      |                         |                  |                       |
| Writing summary and paraphrasing                                                        |                      |                         |                  |                       |
| Developing ideas Using correct punctuation and spelling                                 |                      |                         |                  |                       |
| Writing research or report                                                              |                      |                         |                  |                       |
| Letters and CVs                                                                         |                      |                         |                  |                       |

## VI. Learning Situation Analysis

**21- as a Management student, do you prefer the ESP class to be in:**

- Traditional classroom
- audio-visual classroom
- Combination

**22- How many hours you think are sufficient to study English?**

- 2 hours per week
- 4 hours per week
- More than 4 hours

**23- Which topics do you like to cover?**

International Management  Human Resources Management   
 Strategic Management  Negotiation  Advertising

**24- Which type of activities do you prefer to practise?**

|                                               | Strongly Agree | Agree | Disagree | Strongly Disagree |
|-----------------------------------------------|----------------|-------|----------|-------------------|
| Role-plays                                    |                |       |          |                   |
| Simulations                                   |                |       |          |                   |
| Discussions                                   |                |       |          |                   |
| Matching                                      |                |       |          |                   |
| Gap filling                                   |                |       |          |                   |
| Open ended reading comprehension questions.   |                |       |          |                   |
| Multiple-choice questions. / false questions. |                |       |          |                   |
| Writing paragraphs                            |                |       |          |                   |
| Writing essays                                |                |       |          |                   |
| Writing summary and paraphrasing              |                |       |          |                   |
| Translation of texts into English.            |                |       |          |                   |
| Translation of texts into Arabic.             |                |       |          |                   |

**25- What type of class work you prefer?**

- Individual work
- In pairs
- small-size group (less than 10 students)
- As a class
- Others specify ----

**26- What is your appropriate method of learning?**

|                               | Strongly Agree | Agree | Disagree | Strongly Disagree |
|-------------------------------|----------------|-------|----------|-------------------|
| Memorizing                    |                |       |          |                   |
| Problem solving               |                |       |          |                   |
| Getting information on my own |                |       |          |                   |
| Copying from the board        |                |       |          |                   |



|                   |  |  |  |  |
|-------------------|--|--|--|--|
| Audio-visual aids |  |  |  |  |
| ICT               |  |  |  |  |
| Project works     |  |  |  |  |
| All the above     |  |  |  |  |

**27- How do you prefer the classroom interaction?**

|                                                                                 | Strongly Agree | Agree | Disagree | Strongly Disagree |
|---------------------------------------------------------------------------------|----------------|-------|----------|-------------------|
| The teacher just talks and students listen                                      |                |       |          |                   |
| Students actively participate in activities                                     |                |       |          |                   |
| The teacher controls everything.                                                |                |       |          |                   |
| The teacher does not control everything, but helps and guides students to learn |                |       |          |                   |

**28- What types of materials do you prefer the course should include?**

- Textbooks
  - Videotapes
  - Audiotapes
  - Hand-outs
  - Internet
  - The board
  - Pictures/posters
- Other(specify).....

**29- What type of assessment do you find adequate to evaluate your progress in English?**

- Continuous assessment
- End of term assessment
- Both of them

**Thank you for your cooperation!**

## Appendix D

### Language Teachers' Interview

This interview is part of my Ph.D. research being carried out to have an overview of the teaching of the English language at the Department of Economic, Commerce and Management Sciences at Setif 2 University. I would be very grateful if you could answer the following questions.

#### Part one: Teachers' Profile

1. Academic Degree
2. Field of study:.....
3. Your status in the faculty: A. Full-time teacher B. Part-time teacher
4. For how many years have you been teaching English at university? .....  
Years
5. Did you have any specialized training in teaching ESP? - If yes, would you describe it?

#### Part Two: Present Situation Analysis

6. Do you teach more often?
  - a) General English
  - b) Business English
  - c) Both of them
7. Do you tend to concentrate more specifically on?
  - a) General grammatical notions
  - b) Grammatical structure related to science
  - c) Lexical items related to GE
  - d) Lexical items related to science
8. Which of the following skills do you tend emphasize? Please classify in order of importance from 1 for the most important to 4 for the least important.  
A. Listening B. Speaking C. Writing D. Reading

9. How do you describe the proficiency level of your students?
10. How would you describe your learners' motivation?

#### Part Three: Teaching Situation Analysis

11. Do you conduct a Needs Analysis before starting any BE course? - If yes, what do use to know your students' Needs?
12. What teaching method do you use?
13. Do you rely on a designed BE course in your teaching?
14. What teaching materials do you use?
15. Do you meet teachers of speciality to discuss and comment your courses content according to the whole program of speciality?
16. Does the department provide you with detailed syllabus of Business English? Explain
17. What are your suggestions for designing a BE course to a successful teaching-learning process at the ESP field?

## Appendix E

### Human Resources Management Canvas

#### Intitulé du Master : Gestion des ressources humaines

**Semestre : I**

**Intitulé de l'UET : transversale**

**Intitulé de la Matière : Langue étrangère**

#### Objectifs de l'enseignement

*Maîtrise du vocabulaire économique anglophone en vue de pouvoir accéder à la littérature économique anglo-saxonne en rapport avec la thématique portée par le master.*

#### Connaissances préalables recommandées

*Cette matière requiert une maîtrise minimale, orale et écrite de la langue anglaise.*

**Contenu de la matière :**

**Etude de cas en rapport avec la thématique portée par le Master**

**Mode d'évaluation :** *Organisation de deux examens d'évaluation des connaissances*

#### Intitulé du Master : Gestion des ressources humaines

**Semestre : II**

**Intitulé de l'UET : transversale**

**Intitulé de la Matière : Langue étrangère**

#### Objectifs de l'enseignement

*Amélioration sensible de la maîtrise du vocabulaire économique anglophone en vue de pouvoir comprendre la littérature économique anglo-saxonne en rapport avec la thématique portée par le master.*

#### Connaissances préalables recommandées

*Cette matière requiert une maîtrise minimale, orale et écrite de la langue anglaise.*

**Contenu de la matière :**

**Etudes de cas en relation avec les enseignements du Semestre II**

**Mode d'évaluation :** *Organisation de deux examens d'évaluation des connaissances*

## Appendix F

### Students' Informed Consent

#### 6.3 Sample agreement

##### AGREEMENT

Project title: \_\_\_\_\_ Date: \_\_\_\_\_

It is agreed that the members of this group will:

| Name  | Component of the project task the person is responsible for: |
|-------|--------------------------------------------------------------|
| _____ | _____                                                        |
| _____ | _____                                                        |
| _____ | _____                                                        |
| _____ | _____                                                        |

I hereby agree to do the following:

I will carry out my tasks and meet the deadlines set by the group.

I will attend group meetings regularly.

I will equally contribute to the group and do everything towards the success of this group.

I will try to help other students as well as ask for help if I need it.

This contract has been freely signed by all group members listed as signatories. By signing the contract the parties are bound to carry out all duties and obligations.

|         | Address |
|---------|---------|
| I _____ | _____   |

Signature: \_\_\_\_\_

I \_\_\_\_\_

Signature: \_\_\_\_\_

I \_\_\_\_\_

Signature: \_\_\_\_\_

I \_\_\_\_\_

Signature: \_\_\_\_\_

I \_\_\_\_\_

Signature: \_\_\_\_\_

I have read and signed this document with the understanding that sanctions will occur if I fail to complete the work assigned to me.

## AGREEMENT

Project title: Problem Based Learning

Date: November, 2017

It is agreed that the members of this group will:

| Name                   | Component of the project task the person is responsible for: |
|------------------------|--------------------------------------------------------------|
| <u>Akila Mayouf</u>    | _____                                                        |
| <u>Maroua Bouchama</u> | _____                                                        |
| <u>Radia Smara</u>     | _____                                                        |
| <u>Khadidja Messah</u> | _____                                                        |
| <u>Maria Chasui</u>    | _____                                                        |

I hereby agree to do the following:

I will carry out my tasks and meet the deadlines set by the group.

I will attend group meetings regularly.

I will equally contribute to the group and do everything towards the success of this group.

I will try to help other students as well as ask for help if I need it.

This contract has been freely signed by all group members listed as signatories. By signing the contract the parties are bound to carry out all duties and obligations.

|                                                           | Address                          |
|-----------------------------------------------------------|----------------------------------|
| I <u>Akila Mayouf</u><br>Signature: <u>[Signature]</u>    | <u>majakila@yahoo.fr</u>         |
| I <u>Maroua Bouchama</u><br>Signature: <u>[Signature]</u> | <u>Bouchama-maroua@yahoo.com</u> |
| I <u>Radia Smara</u><br>Signature: <u>[Signature]</u>     | <u>rsmarara87@gmail.com</u>      |
| I <u>Khadidja Messah</u><br>Signature: <u>[Signature]</u> | <u>Khadoudjessoua@gmail.com</u>  |
| I <u>Maria Chasui</u><br>Signature: <u>[Signature]</u>    | <u>maruelavon@yahoo.com</u>      |

I have read and signed this document with the understanding that sanctions will occur if I fail to complete the work assigned to me.

## Appendix G

### Pearson Placement Test

# Placement Test A

#### Choose the correct answer.

- 1 He ... my friend.  
a) am b) is c) are d) be
- 2 We ... English.  
a) isn't b) not c) aren't d) don't
- 3 ... they English?  
a) Do b) Is c) Are d) Be
- 4 A: Are you a student? B: Yes, I ...  
a) are b) is c) be d) am
- 5 A: ... your name? B: Maria.  
a) What's b) Who's c) Is it d) What call
- 6 A: ... is that man? B: My father.  
a) Who b) Whom c) What d) Which
- 7 A: ... are you? B: Ten.  
a) How b) What age c) How much d) How old
- 8 A: ... girls are here? B: Eight.  
a) How much b) How many c) Which d) What
- 9 It's ... house.  
a) they b) them c) theirs d) their
- 10 ... are friends.  
a) We b) He c) Our d) Them
- 11 My rabbit is white. ... name is Snowy.  
a) It's b) It c) Its d) It is
- 12 ... car is black.  
a) Theirs b) They c) Them d) Their
- 13 They like ...  
a) we b) us c) our d) ours
- 14 The party is ... Monday.  
a) to b) on c) in d) at
- 15 They are ... London.  
a) to b) on c) by d) in
- 16 I go to bed ... 10 o'clock.  
a) in b) for c) at d) to
- 17 His birthday is ... March.  
a) on b) to c) in d) at
- 18 Susan is ... home.  
a) to b) at c) in d) by
- 19 ... down!  
a) Sit b) Sat c) Sitting d) To sit
- 20 ... talk!  
a) Don't b) Not c) No d) Didn't
- 21 Come here and look at ... painting.  
a) those b) that c) these d) this
- 22 Who are ... boys over there?  
a) these b) this c) those d) that
- 23 Mrs Brown is ... teacher.  
a) - b) an c) a d) any
- 24 Here is ... apple for you.  
a) an b) a c) - d) any
- 25 New York is in ... United States of America.  
a) the b) - c) an d) a
- 26 This is a photo of our two dogs. My dog is ... old dog near the tree.  
a) an b) - c) a d) the
- 27 A: Where's dad? B: In ... garden.  
a) one b) a c) - d) the
- 28 Three ...  
a) box b) boxes c) boxes d) boxies
- 29 Two ...  
a) woman b) women c) womans d) womens
- 30 Four ...  
a) foot b) foots c) feet d) feets
- 31 She is ...  
a) Britain b) England c) the UK d) British
- 32 Is it hot in ... ?  
a) Greece b) Greek c) the Greece d) Greeks
- 33 He is ...  
a) tall b) long c) up d) high
- 34 There's a big blackboard in our ...  
a) bedroom b) kitchen c) garden d) classroom
- 35  $3 + 2 = \dots$   
a) five b) fifth c) fife d) fifty
- 36 (1st) first, (2nd) second, (3rd) ... , (4th) fourth  
a) three b) third c) thirteen d) thirteenth
- 37 It's (10.30) ...  
a) thirty past ten b) thirty to eleven  
c) half past ten d) half to eleven
- 38 It's (1.45) ...  
a) quarter past one b) fifteen to two  
c) forty-five past one d) quarter to two
- 39 It's (2.40) ...  
a) forty past two b) twenty to three  
c) twenty past two d) forty to three
- 40 A: How are you? B: ...  
a) Thank you. b) Fine, thanks. c) How are you?  
d) I'm Maria.
- 41 A: Can he sing? B: No, he ...  
a) can't b) isn't c) not d) doesn't
- 42 They can ...  
a) dancing b) to dance c) dance d) danced
- 43 We like ...  
a) walk b) to walking c) walking d) walked
- 44 Can he ride ... bicycle.  
a) the b) a c) - d) on
- 45 I've got ... headache.  
a) a b) an c) - d) the
- 46 A: ... is it? B: It's five euros.  
a) How many b) How c) What cost d) How much
- 47 A: What ... ? B: They're doctors.  
a) do they b) are they doing c) do they do  
d) they do
- 48 A: ... do you watch TV? B: Every evening.  
a) How much b) How often c) How many d) Why
- 49 A: ... bag is this? B: It's my bag.  
a) Whom b) Who c) Which d) Whose
- 50 I ... a computer.  
a) haven't got b) not have c) don't got d) don't

- 51 A: Has she got a brother? B: Yes, she ...  
a) has b) got c) have d) does
- 52 ... three cinemas here.  
a) They are b) There are c) There is d) It is
- 53 Is there a park here? No, ...  
a) it isn't b) there aren't c) there isn't d) they aren't
- 54 There are ... books on the table.  
a) some b) one c) any d) a lot
- 55 We haven't got ... red pencils.  
a) much b) some c) a d) any
- 56 Is there ... water?  
a) a b) any c) many d) some
- 57 He ... computer games every day.  
a) play b) playing c) plays d) is playing
- 58 I ... speak Italian.  
a) not b) don't c) doesn't d) no
- 59 Do they play football at school? Yes, they ...  
a) play b) are playing c) do d) can
- 60 I ... to school.  
a) usually walk b) am usually walking c) walk usually d) am walking usually
- 61 They ... late.  
a) aren't hardly ever b) hardly are ever c) ever hardly are d) are hardly ever
- 62 A: What are you doing? B: I ... a book.  
a) are reading b) reading c) read d) am reading
- 63 He ... football at the moment.  
a) playing b) is playing c) plays d) played
- 64 A: Are they watching TV? B: Yes, they ...  
a) are b) do c) watch d) watching
- 65 I ... chess with my father.  
a) do b) make c) play d) have
- 66 I ... exercises every day.  
a) make b) play c) go d) do
- 67 I ... a shower every morning.  
a) have b) make c) do d) go
- 68 I ... the guitar.  
a) do b) make c) have d) play
- 69 We ... at a party last Saturday.  
a) were b) are c) was d) be
- 70 A: Was he tired? B: Yes, he ...  
a) tired b) was c) does d) is
- 71 ... a good film on TV last night?  
a) Was b) Were there c) Is it d) Was there
- 72 This is ... bag.  
a) Mike b) Mike's c) Mikes' d) Mikes
- 73 Where are the ... fathers?  
a) boy's b) boy' c) boys' d) boys
- 74 The black car is ...  
a) ours b) our c) ours' d) our's
- 75 That's ... book.  
a) mine b) me c) my d) hers
- 76 He's good ... Maths.  
a) for b) at c) with d) on
- 77 Are you interested ... music?  
a) with b) in c) for d) on
- 78 I go to school ... train.  
a) in b) with c) on d) by
- 79 We went ... foot.  
a) on b) with c) by d) to
- 80 The cinema is opposite ... the bank.  
a) to b) from c) of d) -
- 81 The school is ... the left.  
a) on b) at c) in d) by
- 82 They play tennis ...  
a) good b) best c) well d) goodly
- 83 He's a ... driver.  
a) slow b) slowly c) slowest d) slowed
- 84 It's an ... film.  
a) excited b) exciting c) excitedly d) excites
- 85 He's ... boy in our class.  
a) taller b) the tallest c) tallest d) tall
- 86 Maria is ... Ann.  
a) as intelligent b) the most intelligent c) more intelligent d) more intelligent than
- 87 A: Where's her book? B: ... is on the table.  
a) It b) This c) They d) That
- 88 She can sing ... she can't dance.  
a) and b) so c) but d) then
- 89 They ... French last year.  
a) don't study b) didn't studied c) didn't study d) not studied
- 90 A: Did you have breakfast this morning? B: Yes, I ...  
a) have b) had c) did have d) did
- 91 I ... John yesterday.  
a) see b) saw c) seed d) am seeing
- 92 Maria is eight years old. She ... drive a car.  
a) haven't b) can't c) must d) not
- 93 I ... my grandparents next week.  
a) go to visit b) am going visit c) go visiting d) am going to visit
- 94 A: Is she going to sing? B: Yes, she ...  
a) goes b) is c) sings d) is going
- 95 It's very ... in April in my country.  
a) rainy b) rain c) rains d) rained
- 96 My father is a ...  
a) science b) scientific c) scientist d) sciences
- 97 ... are my favourite vegetables.  
a) Carrots b) Apples c) Eggs d) Biscuits
- 98 There are two swimming ... in the town.  
a) parks b) lakes c) places d) pools
- 99 A: I won a tennis competition yesterday. B: ...  
a) Be careful. b) I'm sorry. c) Well done. d) Very well.
- 100 A: Would you like to come to my party? B: Yes, ...  
a) I'd love to b) I love it c) I come d) I like

## ANSWER SHEET

**Instructions:**

1. Choose the correct answer. Only **ONE** answer is correct.
2. Mark your answers on the Answer Sheet, **A, B, C or D**.
3. **DO NOT** write on the exam booklet

|                   |
|-------------------|
| <b>Name/ Code</b> |
| _____             |

| Answers |   |   |   |   |
|---------|---|---|---|---|
| Q       | A | B | C | D |
| 1       |   |   |   |   |
| 2       |   |   |   |   |
| 3       |   |   |   |   |
| 4       |   |   |   |   |
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| 25      |   |   |   |   |
| Score   |   |   |   |   |

| Answers |   |   |   |   |
|---------|---|---|---|---|
| Q       | A | B | C | D |
| 26      |   |   |   |   |
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| Score   |   |   |   |   |

| Answers |   |   |   |   |
|---------|---|---|---|---|
| Q       | A | B | C | D |
| 51      |   |   |   |   |
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| 74      |   |   |   |   |
| 75      |   |   |   |   |
| Score   |   |   |   |   |

| Answers |   |   |   |   |
|---------|---|---|---|---|
| Q       | A | B | C | D |
| 76      |   |   |   |   |
| 77      |   |   |   |   |
| 78      |   |   |   |   |
| 79      |   |   |   |   |
| 80      |   |   |   |   |
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| 99      |   |   |   |   |
| 100     |   |   |   |   |
| Score   |   |   |   |   |

|                    |
|--------------------|
| <b>Total Score</b> |
|--------------------|

| Total Score | General Level      | CEFR Level |
|-------------|--------------------|------------|
| 0-9         | Beginner           | A1         |
| 10-25       | Elementary         | A1+ to A2  |
| 26-45       | Pre-intermediate   | A2 + to B1 |
| 46-65       | Intermediate       | B1         |
| 66-85       | Upper-intermediate | B2         |
| 86-100      | Advanced           | C1         |



## Diagnostic Test Correction Template

**Instructions:**

1. Place this template on the students' answer sheets to score.
2. Write the **scores** obtained on the Student's answer sheet.
3. Write the obtained **total** on the student's answer sheet
4. Place the student on the **relevant level** according to the total score obtained.

| Answers |   |   |   |   |
|---------|---|---|---|---|
| Q       | A | B | C | D |
| 1       |   |   |   |   |
| 2       |   |   |   |   |
| 3       |   |   |   |   |
| 4       |   |   |   |   |
| 5       |   |   |   |   |
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| 7       |   |   |   |   |
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| 10      |   |   |   |   |
| 11      |   |   |   |   |
| 12      |   |   |   |   |
| 13      |   |   |   |   |
| 14      |   |   |   |   |
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| 18      |   |   |   |   |
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| 20      |   |   |   |   |
| 21      |   |   |   |   |
| 22      |   |   |   |   |
| 23      |   |   |   |   |
| 24      |   |   |   |   |
| 25      |   |   |   |   |

| Answers |   |   |   |   |
|---------|---|---|---|---|
| Q       | A | B | C | D |
| 26      |   |   |   |   |
| 27      |   |   |   |   |
| 28      |   |   |   |   |
| 29      |   |   |   |   |
| 30      |   |   |   |   |
| 31      |   |   |   |   |
| 32      |   |   |   |   |
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| 34      |   |   |   |   |
| 35      |   |   |   |   |
| 36      |   |   |   |   |
| 37      |   |   |   |   |
| 38      |   |   |   |   |
| 39      |   |   |   |   |
| 40      |   |   |   |   |
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| 50      |   |   |   |   |

| Answers |   |   |   |   |
|---------|---|---|---|---|
| Q       | A | B | C | D |
| 51      |   |   |   |   |
| 52      |   |   |   |   |
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| 75      |   |   |   |   |

| Answers |   |   |   |   |
|---------|---|---|---|---|
| Q       | A | B | C | D |
| 76      |   |   |   |   |
| 77      |   |   |   |   |
| 78      |   |   |   |   |
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| 100     |   |   |   |   |

## Appendix H

### Self-Scoring Learning Styles Modality Preference Inventory

For each Learning Preference Modality read all the ten corresponding statements then select the appropriate number response as it applies to you using the scale provided below.

|                                     | Often (3)                                                                      | Sometimes (2) | Seldom/Never (1) | Score |              |
|-------------------------------------|--------------------------------------------------------------------------------|---------------|------------------|-------|--------------|
| <b>Visual Modality</b>              | 1. I remember information better if I write it down.                           |               |                  |       |              |
|                                     | 2. Looking at the person helps keep me focused.                                |               |                  |       |              |
|                                     | 3. I need a quiet place to get my work done.                                   |               |                  |       |              |
|                                     | 4. When I take a test, I can see the textbook page in my head.                 |               |                  |       |              |
|                                     | 5. I need to write down directions, not just take them verbally.               |               |                  |       |              |
|                                     | 6. Music or background noise distracts my attention from the task at hand.     |               |                  |       |              |
|                                     | 7. I don't always get the meaning of a joke.                                   |               |                  |       |              |
|                                     | 8. I doodle and draw pictures on the margins of my notebook pages.             |               |                  |       |              |
|                                     | 9. I have trouble following lectures.                                          |               |                  |       | <b>Total</b> |
|                                     | 10. I react very strongly to colors.                                           |               |                  |       |              |
| <b>Auditory Modality</b>            | 1. My papers and notebooks always seem messy.                                  |               |                  |       |              |
|                                     | 2. When I read, I need to use my index finger to track my place on the line.   |               |                  |       |              |
|                                     | 3. I do not follow written directions well.                                    |               |                  |       |              |
|                                     | 4. If I hear something, I will remember it.                                    |               |                  |       |              |
|                                     | 5. Writing has always been difficult for me.                                   |               |                  |       |              |
|                                     | 6. I often misread words from the text (i.e., "them" for "then").              |               |                  |       |              |
|                                     | 7. I would rather listen and learn than read and learn.                        |               |                  |       |              |
|                                     | 8. I am not very good at interpreting and individual's body language.          |               |                  |       |              |
|                                     | 9. Pages with small print or poor quality copies are difficult for me to read. |               |                  |       | <b>Total</b> |
|                                     | 10. My eyes tire quickly, even though my vision check-up is always fine.       |               |                  |       |              |
| <b>Kinesthetic Tactile Modality</b> | 1. I start a project before reading the directions.                            |               |                  |       |              |
|                                     | 2. I hate to sit at a desk for long periods of time.                           |               |                  |       |              |
|                                     | 3. I prefer first to see something done and then to do it myself.              |               |                  |       |              |
|                                     | 4. I use the trial and error approach to problem-solving.                      |               |                  |       |              |
|                                     | 5. I like to read my textbook while riding an exercise bike.                   |               |                  |       |              |
|                                     | 6. I take frequent study breaks.                                               |               |                  |       |              |
|                                     | 7. I have a difficult time giving step-by-step instructions.                   |               |                  |       |              |
|                                     | 8. I enjoy sports and do well at several different types of sports.            |               |                  |       |              |
|                                     | 9. I use my hands when describing things.                                      |               |                  |       | <b>Total</b> |
|                                     | 10. I have to rewrite or type my class notes to reinforce the material.        |               |                  |       |              |

## Appendix I

### Speaking Skill Pre-test (IELTS)

Speaking

## SPEAKING

### PART 1

The examiner asks the candidate about him/herself, his/her home, work or studies and other familiar topics.

#### EXAMPLE

##### Television

- How often do you watch television? [Why/Why not?]
- Which television channel do you usually watch? [Why?]
- Do you enjoy the advertisements on television? [Why/Why not?]
- Do you think most programmes on television are good? [Why/Why not?]

### PART 2

Describe a friend of your family you remember from your childhood.

You should say:

- who the person was
  - how your family knew this person
  - how often this person visited your family
- and explain why you remember this person.

You will have to talk about the topic for one to two minutes. You have one minute to think about what you are going to say. You can make some notes to help you if you wish.

### PART 3

#### *Discussion topics:*

##### Friendship

*Example questions:*

What do you think makes someone a good friend to a whole family?

Do you think we meet different kinds of friend at different stages of our lives? In what ways are these types of friend different?

How easy is it to make friends with people from a different age group?

##### Influence of friends

*Example questions:*

Do you think it is possible to be friends with someone if you never meet them in person?

Is this real friendship?

What kind of influence can friends have on our lives?

How important would you say it is to have friends from different cultures?

## Appendix J

### Speaking Skill Post-test (IELTS)

Test 3

## SPEAKING

### PART 1

The examiner asks the candidate about him/herself, his/her home, work or studies and other familiar topics.

#### EXAMPLE

##### Flowers

- Do you like to have flowers in your home? [Why/Why not?]
- Where would you go to buy flowers? [Why?]
- On what occasions would you give someone flowers?
- Are flowers important in your culture? [Why/Why not?]

### PART 2

**Describe a meeting you remember going to at work, college or school.**

**You should say:**

**when and where the meeting was held**

**who was at the meeting**

**what the people at the meeting talked about and explain why you remember going to this meeting.**

You will have to talk about the topic for one to two minutes. You have one minute to think about what you are going to say. You can make some notes to help you if you wish.

### PART 3

#### **Discussion topics:**

##### **Going to meetings**

*Example questions:*

What are the different types of meeting that people often go to?

Some people say that no-one likes to go to meetings – what do you think?

Why can it sometimes be important to go to meetings?

##### **International meetings**

*Example questions:*

Why do you think world leaders often have meetings together?

What possible difficulties might be involved in organising meetings between world leaders?

Do you think that meetings between international leaders will become more frequent in the future? Or will there be less need for world leaders to meet?

## Appendix K

# IELTS™

## SPEAKING: Band Descriptors (public version)

| Band | Fluency and coherence                                                                                                                                                                                                                                                                                                           | Lexical resource                                                                                                                                                                                                                                                                                         | Grammatical range and accuracy                                                                                                                                                                                                                    | Pronunciation                                                                                                                                                                                                                                                                                                             |
|------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 9    | <ul style="list-style-type: none"> <li>• speaks fluently with only rare repetition or self-correction;</li> <li>• any hesitation is content-related rather than to find words or grammar</li> <li>• speaks coherently with fully appropriate cohesive features</li> <li>• develops topics fully and appropriately</li> </ul>    | <ul style="list-style-type: none"> <li>• uses vocabulary with full flexibility and precision in all topics</li> <li>• uses idiomatic language naturally and accurately</li> </ul>                                                                                                                        | <ul style="list-style-type: none"> <li>• uses a full range of structures naturally and appropriately</li> <li>• produces consistently accurate structures apart from 'slips' characteristic of native speaker speech</li> </ul>                   | <ul style="list-style-type: none"> <li>• uses a full range of pronunciation features with precision and subtlety</li> <li>• sustains flexible use of features throughout</li> <li>• is effortless to understand</li> </ul>                                                                                                |
| 8    | <ul style="list-style-type: none"> <li>• speaks fluently with only occasional repetition or self-correction; hesitation is usually content-related and only rarely to search for language</li> <li>• develops topics coherently and appropriately</li> </ul>                                                                    | <ul style="list-style-type: none"> <li>• uses a wide vocabulary resource readily and flexibly to convey precise meaning</li> <li>• uses less common and idiomatic vocabulary skilfully, with occasional inaccuracies</li> <li>• uses paraphrase effectively as required</li> </ul>                       | <ul style="list-style-type: none"> <li>• uses a wide range of structures flexibly</li> <li>• produces a majority of error-free sentences with only very occasional inappropriacies or basic/non-systematic errors</li> </ul>                      | <ul style="list-style-type: none"> <li>• uses a wide range of pronunciation features</li> <li>• sustains flexible use of features, with only occasional lapses</li> <li>• is easy to understand throughout; L1 accent has minimal effect on intelligibility</li> </ul>                                                    |
| 7    | <ul style="list-style-type: none"> <li>• speaks at length without noticeable effort or loss of coherence</li> <li>• may demonstrate language-related hesitation at times, or some repetition and/or self-correction</li> <li>• uses a range of connectives and discourse markers with some flexibility</li> </ul>               | <ul style="list-style-type: none"> <li>• uses vocabulary resource flexibly to discuss a variety of topics</li> <li>• uses some less common and idiomatic vocabulary and shows some awareness of style and collocation, with some inappropriate choices</li> <li>• uses paraphrase effectively</li> </ul> | <ul style="list-style-type: none"> <li>• uses a range of complex structures with some flexibility</li> <li>• frequently produces error-free sentences, though some grammatical mistakes persist</li> </ul>                                        | <ul style="list-style-type: none"> <li>• shows all the positive features of Band 6 and some, but not all, of the positive features of Band 8</li> </ul>                                                                                                                                                                   |
| 6    | <ul style="list-style-type: none"> <li>• is willing to speak at length, though may lose coherence at times due to occasional repetition, self-correction or hesitation</li> <li>• uses a range of connectives and discourse markers but not always appropriately</li> </ul>                                                     | <ul style="list-style-type: none"> <li>• has a wide enough vocabulary to discuss topics at length and make meaning clear in spite of inappropriacies</li> <li>• generally paraphrases successfully</li> </ul>                                                                                            | <ul style="list-style-type: none"> <li>• uses a mix of simple and complex structures, but with limited flexibility</li> <li>• may make frequent mistakes with complex structures though these rarely cause comprehension problems</li> </ul>      | <ul style="list-style-type: none"> <li>• uses a range of pronunciation features with mixed control</li> <li>• shows some effective use of features but this is not sustained</li> <li>• can generally be understood throughout, though mispronunciation of individual words or sounds reduces clarity at times</li> </ul> |
| 5    | <ul style="list-style-type: none"> <li>• usually maintains flow of speech but uses repetition, self-correction and/or slow speech to keep going</li> <li>• may over-use certain connectives and discourse markers</li> <li>• produces simple speech fluently, but more complex communication causes fluency problems</li> </ul> | <ul style="list-style-type: none"> <li>• manages to talk about familiar and unfamiliar topics but uses vocabulary with limited flexibility</li> <li>• attempts to use paraphrase but with mixed success</li> </ul>                                                                                       | <ul style="list-style-type: none"> <li>• produces basic sentence forms with reasonable accuracy</li> <li>• uses a limited range of more complex structures, but these usually contain errors and may cause some comprehension problems</li> </ul> | <ul style="list-style-type: none"> <li>• shows all the positive features of Band 4 and some, but not all, of the positive features of Band 6</li> </ul>                                                                                                                                                                   |
| 4    | <ul style="list-style-type: none"> <li>• cannot respond without noticeable pauses and may speak slowly, with frequent repetition and self-correction</li> <li>• links basic sentences but with repetitious use of simple connectives and some breakdowns in coherence</li> </ul>                                                | <ul style="list-style-type: none"> <li>• is able to talk about familiar topics but can only convey basic meaning on unfamiliar topics and makes frequent errors in word choice</li> <li>• rarely attempts paraphrase</li> </ul>                                                                          | <ul style="list-style-type: none"> <li>• produces basic sentence forms and some correct simple sentences but subordinate structures are rare</li> <li>• errors are frequent and may lead to misunderstanding</li> </ul>                           | <ul style="list-style-type: none"> <li>• uses a limited range of pronunciation features</li> <li>• attempts to control features but lapses are frequent</li> <li>• mispronunciations are frequent and cause some difficulty for the listener</li> </ul>                                                                   |
| 3    | <ul style="list-style-type: none"> <li>• speaks with long pauses</li> <li>• has limited ability to link simple sentences</li> <li>• gives only simple responses and is frequently unable to convey basic message</li> </ul>                                                                                                     | <ul style="list-style-type: none"> <li>• uses simple vocabulary to convey personal information</li> <li>• has insufficient vocabulary for less familiar topics</li> </ul>                                                                                                                                | <ul style="list-style-type: none"> <li>• attempts basic sentence forms but with limited success, or relies on apparently memorised utterances</li> <li>• makes numerous errors except in memorised expressions</li> </ul>                         | <ul style="list-style-type: none"> <li>• shows some of the features of Band 2 and some, but not all, of the positive features of Band 4</li> </ul>                                                                                                                                                                        |
| 2    | <ul style="list-style-type: none"> <li>• pauses lengthily before most words</li> <li>• little communication possible</li> </ul>                                                                                                                                                                                                 | <ul style="list-style-type: none"> <li>• only produces isolated words or memorised utterances</li> </ul>                                                                                                                                                                                                 | <ul style="list-style-type: none"> <li>• cannot produce basic sentence forms</li> </ul>                                                                                                                                                           | <ul style="list-style-type: none"> <li>• Speech is often unintelligible</li> </ul>                                                                                                                                                                                                                                        |
| 1    | <ul style="list-style-type: none"> <li>• no communication possible</li> <li>• no rateable language</li> </ul>                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                           |
| 0    | <ul style="list-style-type: none"> <li>• does not attend</li> </ul>                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                           |



## Appendix L

### PBL Course Outline

**Target Population:** First year Master students majoring in Human Resources Management.

**Number of Students:** 23                      **Level:** Intermediate

**Language of instructions:** English                      **Teaching Approach:** Problem Based Learning                      **Method:** Case Study- Problem Solving

**Language Skills:** Speaking skills                      **Language Focus:** - Vocabulary   - Grammar   - Fluency   - Pronunciation

**Duration:** 12 weeks                      **Timing:** 3 hours per week

#### Materials:

- Intermediate Market Leader 3<sup>rd</sup> edition collection: Business English Course book, Student workbook (Cotton, Falvey & Kent, 2010)
- Business English Teacher's Resource Book, CD Audios (Mascull, 2010)                      -Longman Dictionary of Business English: New Edition
- Articles retrieved from websites to help in assignments in HRM area
- English for Managers (Sostavitel' E.V. Aristova, 2009)
- Website <https://learnenglish.britishcouncil.org/business-english>   - Website <https://www.businessenglishpod.com/category/management/>

**Main Goals:** The course attempts to:

- To enhance students' language speaking skills and communication abilities.
- To familiarize students with professional skills through diversifying real life situations and related- topics.

**Objectives:** by the end of the course, students will be able to:

- 6- Use a relevant, adequate and appropriate range of vocabulary. Students would be able to use a variety of Business vocabulary and expressions related to HRM.
- 7- Use accurate spoken grammatical rules correctly (correct sentence structure, word order within utterances, and correct use of tenses).
- 8- Demonstrate intelligible pronunciation including correct use of the sound system, intonation, and stress patterns.
- 9- Speak fluently adopting a reasonable rate of speech where they can express a range of functions effectively and appropriately according to the context.
- 10- Managing presentations and interacting in discussions effectively.
- 11- Be acquainted with different professional skills through real life situations.



| Units                      | Week   | Session | Course Description                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|----------------------------|--------|---------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                            | 1<br>2 | 1       | <ul style="list-style-type: none"> <li>• Introducing PBL instructions to HRM students</li> <li>• Consent letter</li> <li>• Introduction of experiment,</li> <li>• Division of groups</li> </ul> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| Unit 1:<br>Human Resources | 3      | 2       | <b>Case study:<br/>Fast Fitness</b><br>People apply for the job of turning round a chain of gym clubs. Students discuss the candidates, listen to their job interviews and appoint the best one | <b>Starting Up:</b> Students look at the factors that are important in getting a job and their relative importance. <b>Vocabulary:</b> Employing the right people Students look at words used to talk about recruitment and words used to describe candidates and workers                                                                                                                                                                                                                                       |
|                            |        | 3       |                                                                                                                                                                                                 | <b>Language review:</b><br>- Modals 1: ability, requests and offers Students look at modals used for ability, requests and offers (can, could and would)<br>- do exercises based around a job interview.<br><b>Skills:</b><br>-Telephoning: making contact Students listen to some calls and learn how to get through to who they want to speak to, leave messages, etc<br>- Employing the right people Students look at words used to talk about recruitment and words used to describe candidates and workers |
|                            | 4      | 4       |                                                                                                                                                                                                 | <b>Presentation and Discussion of Results</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|                            |        | 5       |                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|                            |        |         |                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| Unit2 :<br>Brands          | 5      | 6       | <b>Case study:<br/>Hudson Corporation</b><br>A US company is facing a strategic choice for its marketing in Europe. Students discuss the alternatives and make a recommendation                 | <b>Starting Up:.</b> Students' attitudes to brands<br><b>Vocabulary:</b> Brand management Students look at word partnerships with brand, product and market                                                                                                                                                                                                                                                                                                                                                     |
|                            |        | 7       |                                                                                                                                                                                                 | <b>Language review: Present simple and present continuous</b> Students look at the differences between these two tenses.<br><b>Skills: Taking part in meetings</b> Students listen to a meeting where there is a difference of opinion and learn key language for participating in meetings.                                                                                                                                                                                                                    |
|                            | 6      | 8       |                                                                                                                                                                                                 | <b>Presentation and Discussion of Results</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|                            |        | 9       |                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|                            |        |         |                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |

|                                             |           |                                                                                                                                                          |                                                                                                                                                              |                                                                                                                                                                                                                                                                                                      |
|---------------------------------------------|-----------|----------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Unit3:<br/>International<br/>markets</b> | <b>7</b>  | <b>10</b>                                                                                                                                                | <b>Case study:<br/>Pampas leather<br/>Company</b><br>An Argentinian<br>manufacturer of<br>leather and fur items<br>and a US distributor<br>negotiate a deal. | <b>Starting up:</b> Students work on some economic language relating to international markets.<br><b>Vocabulary:</b> Free trade A trade expert talks about free trade and its benefits; students then practise some of the vocabulary that he uses.                                                  |
|                                             |           | <b>11</b>                                                                                                                                                |                                                                                                                                                              | <b>Language review: Conditions</b> The first and second conditionals are compared and contrasted. Students then listen to a negotiation.<br><b>Skills: Negotiating</b> Students examine the stages of a negotiation and listen to one that illustrates them. They then role-play a negotiation.      |
|                                             | <b>8</b>  | <b>12</b>                                                                                                                                                |                                                                                                                                                              | <b>Starting up :</b> Students discuss the factors that make great leaders, as well as some of their less attractive qualities.<br><b>Vocabulary:</b> Character adjectives Students look at some expressions relating to leaders' characteristics and discuss which characteristics are most typical. |
|                                             |           | <b>13</b>                                                                                                                                                |                                                                                                                                                              |                                                                                                                                                                                                                                                                                                      |
| <b>9</b>                                    | <b>14</b> | <b>Case study:<br/>Lina Sports</b><br>Students suggest<br>solutions for the future<br>strategy and leadership<br>of a declining sports<br>goods company. | <b>Presentation and Discussion of Results</b>                                                                                                                |                                                                                                                                                                                                                                                                                                      |
|                                             | <b>15</b> |                                                                                                                                                          | <b>Presentation and Discussion of Results</b>                                                                                                                |                                                                                                                                                                                                                                                                                                      |
| <b>10</b>                                   | <b>16</b> |                                                                                                                                                          | <b>Post-test</b>                                                                                                                                             |                                                                                                                                                                                                                                                                                                      |
|                                             | <b>17</b> |                                                                                                                                                          |                                                                                                                                                              | <b>Course Experience Questionnaire</b>                                                                                                                                                                                                                                                               |
|                                             | <b>11</b> | <b>18</b>                                                                                                                                                |                                                                                                                                                              |                                                                                                                                                                                                                                                                                                      |
|                                             | <b>12</b> | <b>19</b>                                                                                                                                                |                                                                                                                                                              |                                                                                                                                                                                                                                                                                                      |





## Appendix M

### PBL Units: Lesson Plans

#### Unit 1: Human Resources

|                                                   |                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                             |                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|---------------------------------------------------|----------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------|-----------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Subject</b>                                    |                | Human Resources Management Master Students                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                             |                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <b>Unit 1</b>                                     |                | Human Resources                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                             |                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <b>Question or Problem for students</b>           |                | Fast Fitness People apply for the job of turning round a chain of health clubs in Brazil. Students discuss the candidates, listen to their job interviews and appoint the best one.                                                                                                                                                                                                                                                                                                                                     |                             |                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <b>Special direction for cooperative grouping</b> |                | <ul style="list-style-type: none"> <li>• Group into 4 to 5</li> <li>• Every group member is going to participate in the process of problem solving</li> <li>• Be aware of the time limit of each section</li> <li>• Listen to, share with and supports the efforts of others.</li> </ul>                                                                                                                                                                                                                                |                             |                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <b>Pre-teach Step</b>                             |                | Emphasize the importance of using English in the whole process in each lesson                                                                                                                                                                                                                                                                                                                                                                                                                                           |                             |                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <b>Session</b>                                    | <b>Stages</b>  | <b>Procedures</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <b>Interaction Patterns</b> | <b>Aids and Materials</b>   | <b>Subsidiary Aims</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>Session 1</b>                                  | <b>Warm up</b> | As a quick-fire whole-class activity, get students to brainstorm all the ways of getting a job that they can think of, e.g. looking at job advertisements, asking friends, writing to companies, being headhunted, starting your own company. Write the suggestions on the board.                                                                                                                                                                                                                                       | Teacher-students            | - Handouts<br>- Audio tapes | <b>Speaking sub-skill</b><br>-Telephoning: making contact Students listen to some calls and learn how to get through to who they want to speak to, leave messages, etc<br>- Employing the right people Students look at words used to talk about recruitment and words used to describe candidates and workers<br><br><b>Grammar</b><br>- Students would be able to use distinct phrases related to describing people.<br>- Students would be able to highlight key concepts of modal verbs (present and past). |
|                                                   | <b>Lead in</b> | In this stage, the teacher introduces the case study and the problem<br>-Get students to focus on the case study by asking them about gyms and health clubs in their town or city – Ask questions if they belong to one, how much it costs to join, etc.<br>-Write the headings on the left-hand side of the table and elicit information from students to complete the right-hand side.<br>-Play each recording once or twice and get students to note down their general impressions of each candidate. Help with any | Teacher-students            | - Whiteboard                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |

|                  |                     |                                                                                                                                                                                                                                                                                                                                                                                |                                                            |           |                                                                                                                                                                                                                                                                                                                                                                                                           |
|------------------|---------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------|-----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                  |                     | difficulties, but it is the overall impression that counts. It is not necessary for students to understand every single word.                                                                                                                                                                                                                                                  |                                                            |           | - introduce ability, requests and offers<br>Students look at modals used for ability, requests and offers (can, could and would)                                                                                                                                                                                                                                                                          |
|                  | <b>Practice</b>     | -Each group discusses the candidates and makes its selection. Appoint one member of each group as chairperson.<br>- Go round the room and monitor the language being used, especially the language related to recruitment. Note down strong points and points that need correction or improvement.                                                                             | Student-student<br><br>Group work                          |           | <b>Vocabulary</b><br>Employing the right people<br>Students look at words used to talk about recruitment and words used to describe candidates and workers<br><br><b>Pronunciation-</b> Students would be able to explore the way sentence stress and connected speech operate in spoken English<br><br><b>Fluency</b> Students would be able to elicit some topic-related vocabulary and lexical chunks. |
| <b>Session 2</b> | <b>Reminder</b>     | The teacher kicks off the session by a recapitulation and asks the students to sort out the main points covered in the bygone session.                                                                                                                                                                                                                                         | Teacher-students                                           |           |                                                                                                                                                                                                                                                                                                                                                                                                           |
|                  | <b>Discussion</b>   | When groups have made their selection, bring the class to order and praise some of the good language points that you heard and work on half a dozen others that need improvement, getting individual students to say the correct thing.<br>• ask a representative of each group to explain their choice. Encourage a whole-class discussion about the merits of each candidate | Student-students<br><br>Teacher-students<br><br>Group work |           |                                                                                                                                                                                                                                                                                                                                                                                                           |
|                  | <b>Debriefing</b>   | The eventual phase entails the teachers' feedback. The latter involves brief summaries, positive and negative points of the students' performances in order to fix the problems encountered and to develop the students' performances in the upcoming activities.                                                                                                              | Teacher-students<br><br>Student-students                   |           |                                                                                                                                                                                                                                                                                                                                                                                                           |
| <b>Session 3</b> | <b>Presentation</b> | <ul style="list-style-type: none"> <li>• Students present their work to the class.</li> <li>• Students get feedback from other groups and from the tutor and are given the opportunity to assess their own work.</li> </ul>                                                                                                                                                    | Student-students<br>Teacher-students                       | Data Show | Students should employ all the elements covered throughout the unit, specifically speaking sub-skills.                                                                                                                                                                                                                                                                                                    |



## Unit 2: Brands

|                                                   |                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                             |                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|---------------------------------------------------|----------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------|-------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Subject</b>                                    |                | Human Resources Management Master Students                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                             |                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <b>Unit 2</b>                                     |                | Brands                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                             |                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <b>Question or Problem for students</b>           |                | <b>Hudson Corporation</b><br>A US company is facing a strategic choice for its marketing in Europe. Students discuss the alternatives and make a recommendation                                                                                                                                                                                                                                                                                                                                                                                                                                       |                             |                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <b>Special direction for cooperative grouping</b> |                | <ul style="list-style-type: none"> <li>• Group into 4 to 5</li> <li>• Every group member is going to participate in the process of problem solving</li> <li>• Be aware of the time limit of each section</li> <li>• Listen to, share with and supports the efforts of others.</li> </ul>                                                                                                                                                                                                                                                                                                              |                             |                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <b>Pre-teach Step</b>                             |                | Emphasize the importance of using English in the whole process in each lesson                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                             |                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|                                                   | <b>Stages</b>  | <b>Procedures</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <b>Interaction Patterns</b> | <b>Aids and Materials</b>                       | <b>Subsidiary Aims</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <b>Session 1</b>                                  | <b>Warm up</b> | -The teacher initiates the students to the topic by raising some general questions about the aspects that should be related to Brands in different business areas<br>-Write two headings on the board: Types of product and Brands. Under the first heading, write some product types that you think your students will be interested in, for example Cars, Clothes, Electrical goods, Soft drinks, Foods.                                                                                                                                                                                            | Teacher-students            | - Handouts<br>- Audio tapes<br><br>- Whiteboard | <b>Speaking sub-skill: Taking part in meetings</b><br>-In this section, students listen to a meeting where there are differences of opinion and learn key language for participating in meetings.<br><br><b>Grammar: Present simple and present continuous</b><br>- Students look at the (sometimes tricky) differences between these two tenses. They will have met these tenses before, of course, but choosing the correct one will probably go on causing problems even when your students |
|                                                   | <b>Lead in</b> | In this stage, the teacher introduces the topic to the students.<br><ul style="list-style-type: none"> <li>• get students to suggest one or two brands for each category and write them up on the right-hand side of the board.</li> <li>• Ask students to work in small groups and think of some more brands for each category. Go round the room to help where necessary.</li> <li>• After a few minutes, ask each group for their ideas and add them to the right-hand column.</li> <li>• Ask students why they chose the brands they did and if they have bought any of them recently.</li> </ul> | Teacher-students            |                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |

|                  |                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                            |                          |                                                                                                                                                                                                                                                                                                                                                                                                 |
|------------------|---------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------|--------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                  | <b>Practice</b>     | -Students listen to Chris Cleaver, Managing Director, Business Brands at Dragon Brands, a London-based consultancy. In the first two parts of the interview, he talks about the function of brands. In the third, he talks about work that he did for Nokia, to illustrate a particular point about brands.<br>-The students are afforded the chance to practise these dialogues with simultaneous emphasis on pronunciation of the words                                                                                                                                                          | Student-student<br><br>Group work                          |                          | become more advanced speakers. Here, students have a chance to revise and consolidate their knowledge.<br><br><b>Vocabulary</b><br>-Students look at word partnerships with brand, product and market.                                                                                                                                                                                          |
| <b>Session 2</b> | <b>Reminder</b>     | - The teacher kicks off the session by a recapitulation and asks the students to sort out the main points covered in the bygone session and they follow up to the given case study.                                                                                                                                                                                                                                                                                                                                                                                                                | Teacher-students                                           |                          | <b>Pronunciation</b><br>-Check students can pronounce the expressions with the correct stress. Get individual students to repeat difficult ones, e.g. 'brand aWAREness'.<br><br>-Students would be able to explore the way sounds (short and long vowels) operate in spoken English<br><br><b>Fluency</b><br>Students would be able to elicit some topic-related vocabulary and lexical chunks. |
|                  | <b>Discussion</b>   | -Get students to discuss the possible problems in pairs.<br>• Bring students to order and discuss as a group-work.<br>For example:<br>• The company doesn't know the European market as well as the US one<br>• Its products may not match European tastes :<br>• It may face new and different competitors<br>• It may experience distribution problems<br>-Tell students that each group will be giving a mini-presentation of the information from the focus groups. (Explain focus groups- small groups of typical consumers who are asked to discuss and give their opinions about products.) | Student-students<br><br>Teacher-students<br><br>Group work |                          |                                                                                                                                                                                                                                                                                                                                                                                                 |
|                  | <b>Debriefing</b>   | -The eventual phase entails the teachers' feedback. The latter involves brief summaries, positive and negative points of the students' performances in order to fix the problems encountered and to develop the students' performances in the upcoming activities                                                                                                                                                                                                                                                                                                                                  | Student-students<br><br>Teacher-students                   |                          |                                                                                                                                                                                                                                                                                                                                                                                                 |
| <b>Session 3</b> | <b>Presentation</b> | <ul style="list-style-type: none"> <li>• Students present their work to the class.</li> <li>• Students get feedback from other groups and from the tutor and are given the opportunity to assess their own work</li> </ul>                                                                                                                                                                                                                                                                                                                                                                         | Student-students<br><br>Teacher-students                   | Data show<br>White board | Students should employ all the elements covered throughout the unit, specifically speaking sub-skills.                                                                                                                                                                                                                                                                                          |

### Unit 3: International Markets

| <b>Subject</b>                                    |                | Human Resources Management Master Students                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                             |                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|---------------------------------------------------|----------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------|-----------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Unit 3</b>                                     |                | International Markets                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                             |                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>Question or Problem for students</b>           |                | <b>Pampas leather Company</b><br>An Argentinian manufacturer of leather and fur items and a US distributor negotiate a deal.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                             |                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>Special direction for cooperative grouping</b> |                | <ul style="list-style-type: none"> <li>• Group into 4 to 5</li> <li>• Every group member is going to participate in the process of problem solving</li> <li>• Be aware of the time limit of each section</li> <li>• Listen to, share with and supports the efforts of others.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                |                             |                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>Pre-teach Step</b>                             |                | Emphasize the importance of using English in the whole process in each lesson                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                             |                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>Session</b>                                    | <b>Stages</b>  | <b>Procedures</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <b>Interaction Patterns</b> | <b>Aids and Materials</b>                                                                                 | <b>Subsidiary Aims</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <b>Session 1</b>                                  | <b>Warm up</b> | <p>-Get students to look at all the meanings of market as both noun and verb in a good dictionary like Longman Dictionary of Contemporary English or the Longman Business English Dictionary.</p> <p>-Ask them to prepare statements about what they find, e.g. 'In the Longman Business English Dictionary, market has 13 senses as a noun and two senses as a verb. It also occurs as a noun in a number of compounds-bear market, black market, bond market, etc.'</p> <ul style="list-style-type: none"> <li>• With the whole class, get individual pairs to give examples of what they found.</li> <li>• Work towards the idea of international markets</li> </ul> | Teacher-students            | <ul style="list-style-type: none"> <li>- Handouts</li> <li>- Audio tapes</li> <li>- Whiteboard</li> </ul> | <p><b>Speaking sub-skill</b><br/><b>Negotiating</b></p> <p>-Students look at the different steps in a negotiation, listen to a negotiation that illustrates these steps, and then put negotiating language to work in two role-plays.</p> <p>-Tell students they will be looking at the language of negotiation.</p> <p><b>Training for negotiating</b><br/>An expert, Andy Simmons, gives advice on successful negotiating.</p> <p><b>Grammar</b><br/><b>. Conditions</b></p> <p>-The first and second conditionals are compared and contrasted.</p> |
|                                                   | <b>Lead in</b> | <p>-The teacher initiates the students to the case study by raising some general questions about the aspects of International Business</p> <p>-Tell students they will be looking at the subject of buying and selling things internationally.</p>                                                                                                                                                                                                                                                                                                                                                                                                                      | Teacher-students            |                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |

|                  |                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                            |                          |                                                                                                                                                                                                                                                                                                                                                                                             |
|------------------|---------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------|--------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                  | <b>Practice</b>     | -Put students into pairs. Point out that the first question relates to really good negotiators, not just good ones.<br>-Get them to discuss the points. Go round the class and assist where necessary. Monitor the language being used. Note down good points and those that need further work.<br>- Bring the class to order. Praise the correct language that you heard and practise points that need further work.<br>-Get members of one or two pairs to present their findings and discuss them with the whole class.                                                                                                                                                                                                                     | Student-student<br><br>Group work                          |                          | -Students then listen to a negotiation where conditionals are used.<br>-Talk students through the commentary and examples in the panel.<br>-Write some of the examples on the board to explain key tenses.                                                                                                                                                                                  |
| <b>Session 2</b> | <b>Reminder</b>     | The teacher kicks off the session by a recapitulation and asks the students to sort out the main points covered in the bygone session.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Teacher-students                                           |                          | <p><b>Vocabulary</b><br/>. Students listen to a trade expert talk about free trade and its benefits and recycle some of the vocabulary that he uses.</p> <p><b>Pronunciation</b><br/>Students would be able to explore the way connected speech operates in spoken English.</p> <p><b>Fluency</b><br/>Students would be able to elicit some topic-related vocabulary and lexical chunks</p> |
|                  | <b>Discussion</b>   | Tell students they will be negotiating an agreement between the two companies.<br>-Divide the class into fours and make it clear who is Roberto Gonzalez, who is his Marketing Director, who is Brad Schulz and who is his Marketing Director in each four.<br>-Get students to turn to the page with their respective information. Make sure they turn to the right one. • Go round the room and help where necessary. • When students have absorbed their information, bring the class to order and ask the representatives of each company to identify their priorities and to prepare their negotiating strategy and tactics. You could ask them to use the RESPECT model from the Skills section above if you think that would be useful. | Student-students<br><br>Teacher-students<br><br>Group work |                          |                                                                                                                                                                                                                                                                                                                                                                                             |
|                  | <b>Debriefing</b>   | The eventual phase entails the teachers' feedback. The latter involves brief summaries, positive and negative points of the students' performances in order to fix the problems encountered and to develop the students' performances in the upcoming activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Teacher-students<br><br>Student-students                   |                          |                                                                                                                                                                                                                                                                                                                                                                                             |
| <b>Session 3</b> | <b>Presentation</b> | <ul style="list-style-type: none"> <li>Students present their work to the class.</li> <li>Students get feedback from other groups and from the tutor and are given the opportunity to assess their own work</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Teacher-students<br><br>Student-students                   | Data show<br>White board | Students should employ all the elements covered throughout the unit, specifically speaking sub-skills.                                                                                                                                                                                                                                                                                      |

## Unit 4: Leadership

|                                                   |                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                             |                                                 |                                                                                                                                                                                                                                                                            |
|---------------------------------------------------|----------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------|-------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Subject</b>                                    |                | Human Resources Management Master Students                                                                                                                                                                                                                                                                                                                                                                                                                                           |                             |                                                 |                                                                                                                                                                                                                                                                            |
| <b>Unit 4</b>                                     |                | Leadership                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                             |                                                 |                                                                                                                                                                                                                                                                            |
| <b>Question or Problem for students</b>           |                | <b>Lina Sports</b><br>Students suggest solutions for the future strategy and leadership of a declining sports goods company.                                                                                                                                                                                                                                                                                                                                                         |                             |                                                 |                                                                                                                                                                                                                                                                            |
| <b>Special direction for cooperative grouping</b> |                | <ul style="list-style-type: none"> <li>• Group into 4 to 5</li> <li>• Every group member is going to participate in the process of problem solving</li> <li>• Be aware of the time limit of each section</li> <li>• Listen to, share with and supports the efforts of others.</li> </ul>                                                                                                                                                                                             |                             |                                                 |                                                                                                                                                                                                                                                                            |
| <b>Pre-teach Step</b>                             |                | Emphasize the importance of using English in the whole process in each lesson                                                                                                                                                                                                                                                                                                                                                                                                        |                             |                                                 |                                                                                                                                                                                                                                                                            |
| <b>Session</b>                                    | <b>Stages</b>  | <b>Procedures</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <b>Interaction Patterns</b> | <b>Aids and Materials</b>                       | <b>Subsidiary Aims</b>                                                                                                                                                                                                                                                     |
| <b>Session 1</b>                                  | <b>Warm up</b> | -Students discuss the factors that make great leaders, as well as some of their less attractive qualities.<br>-Get students to brainstorm all the words they know for leader in different contexts.<br>-Students call out words out or come up one by one to write them on the board. For example: boss, captain, chairperson, chief, coach, foreman, general, king, manager, monarch, president, principal, queen.<br>-Discuss with students which words are used in which contexts | Teacher-students            | - Handouts<br>- Audio tapes<br><br>- Whiteboard | <b>Speaking sub-skill Presenting</b><br>-Students looks at some tips and expressions for making presentations and put them into practice<br>-Explain the task and get students to do it in pairs.<br>-Go through the answers with the whole class, encouraging discussion. |
|                                                   | <b>Lead in</b> | -Tell students they will be looking at the subject of leadership<br>-Students discuss the factors that make for great leaders, as well as some of their less attractive qualities.                                                                                                                                                                                                                                                                                                   | Teacher-students            |                                                 | <b>Grammar Relative clauses</b><br>-Students look at relative clauses and develop their ability to use them.                                                                                                                                                               |

|                  |                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                    |                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|------------------|---------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------|--------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                  | <b>Practice</b>     | The teacher Tells students that they are going to listen to Elizabeth Jackson, Managing Director of an executive recruitment company, an organisation that finds people to fill high-level jobs.<br>• He Gets students to look at the question. Then play the recording once or twice and explain any difficulties without giving away the answers.                                                                                            | Student-student<br>Group work                      |                          | <b>Vocabulary</b><br>. Character adjectives Students look at some vocabulary relating to leaders' characters and discuss which characteristics are most typical<br><br><b>Pronunciation</b><br>-Bring the class to order and practise stress and pronunciation, e.g. deCisive.<br>- Students would be able to explore the way intonation and rhythm operate in spoken English.<br><br><b>Fluency</b><br>Students would be able to elicit some topic-related vocabulary and lexical chunks |
| <b>Session 2</b> | <b>Reminder</b>     | The teacher kicks off the session by a recapitulation and asks the students to sort out the main points covered in the bygone session.                                                                                                                                                                                                                                                                                                         | Teacher-students                                   |                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|                  | <b>Discussion</b>   | -Students suggest solutions for the future strategy and leadership of a struggling sports goods company.<br>-Get students to work in groups of five or six, with the three Lina directors making up Group A and the two or three (non-presenting) directors making up Group B. Be clear about who is who in each group, and which non-presenting director is going to chair the session, but don't let them turn to their respective pages yet | Student-students<br>Teacher-students<br>Group work |                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|                  | <b>Debriefing</b>   | The eventual phase entails the teachers' feedback. The latter involves brief summaries, positive and negative points of the students' performances in order to fix the problems encountered and to develop the students' performances in the upcoming activities                                                                                                                                                                               | Teacher-students<br>Student-students               |                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <b>Session 3</b> | <b>Presentation</b> | <ul style="list-style-type: none"> <li>• Students present their work to the class.</li> <li>• Students get feedback from other groups and from the tutor and are given the opportunity to assess their own work</li> </ul>                                                                                                                                                                                                                     | Teacher-students<br>Student-students               | Data Show<br>White-board | Students should employ all the elements covered throughout the unit, specifically speaking sub-skills                                                                                                                                                                                                                                                                                                                                                                                     |





## Appendix N

### Unit 1 : Workshop Handaouts

# Human resources

*'One machine can do the work of 50 ordinary men. No machine can do the work of one extraordinary man.'* Elbert Hubbard (1856–1915), American writer

## Lesson 1

### STARTING UP

**A** In your opinion, which factors below are important for getting a job? Choose the five most important. Is there anything missing from the list? Which do you think are not important? Why?

|              |                   |                      |                |
|--------------|-------------------|----------------------|----------------|
| appearance   | hobbies/interests | experience           | personality    |
| intelligence | marital status    | contacts/connections | qualifications |
| references   | age/gender        | astrological sign    | handwriting    |
| blood group  | sickness record   | family background    | education      |

**B** Think about jobs you've had and interviews you've attended. In pairs, ask each other about your best or worst:

- |                           |                       |                      |
|---------------------------|-----------------------|----------------------|
| 1 a) job                  | b) boss               | c) colleague.        |
| 2 a) interview experience | b) interview question | c) interview answer. |

**C** Discuss the statements.

- At work, appearance is more important than performance.
- You should keep your private life totally separate from your work.
- People don't change much during their working lives.
- It is best to work for as few companies as possible.
- Everybody should retire at 50.

### VOCABULARY

#### Employing the right people

**A** Complete the text with the words and phrases in the box.

|                              |                     |                 |
|------------------------------|---------------------|-----------------|
| curriculum vitae (CV)/résumé | probationary period | interview       |
| application form             | psychometric test   | covering letter |

These days, many applicants submit their .....<sup>1</sup> speculatively to companies they would like to work for. In other words, they do not apply for an advertised job, but hope the employer will be interested enough to keep their CV on file and contact them when they have a vacancy. When replying to an advertisement, candidates often fill in a(n) .....<sup>2</sup> and write a(n) .....<sup>3</sup>. The employer will then invite the best candidates to attend a(n) .....<sup>4</sup>. Sometimes candidates will take a(n) .....<sup>5</sup> before the interview to assess their mental ability and reasoning skills. These days, it is normal for successful candidates to have to work a(n) .....<sup>6</sup> in a company. This is usually three or six months; after that, they are offered a permanent post.

**B Match the verbs (1–6) to the nouns (a–f) to make word partnerships.**

- |                |                       |
|----------------|-----------------------|
| 1 to train     | a) a vacancy/post 1   |
| 2 to shortlist | b) an interview panel |
| 3 to advertise | c) the candidates     |
| 4 to assemble  | d) references         |
| 5 to make      | e) new staff          |
| 6 to check     | f) a job offer        |

Now decide on a possible order for the events above from the employer's point of view.

**C** CD2.4 Listen to a consultant talking about the recruitment process to check your answers to Exercise B.

**D** When companies are recruiting, what sort of qualities in employees do they look for?

**E** Look at the different types of people. Which do you think are the most desirable for companies to employ?

This type of person:

- |                                            |                                                                            |
|--------------------------------------------|----------------------------------------------------------------------------|
| 1 is able to come up with ideas            | 6 has lots of energy and often gets excited                                |
| 2 is respected and listened to by others   | 7 is concerned with details and getting things right even if it takes time |
| 3 is able to see different points of view  | 8 likes to assess and evaluate                                             |
| 4 can see how to put ideas into action     | 9 is able to change with new situations                                    |
| 5 is determined to succeed in their career | 10 is someone you can trust and depend on.                                 |

Match the descriptions above (1–10) to the adjectives in the box (a–j).

- |                 |              |               |                  |              |
|-----------------|--------------|---------------|------------------|--------------|
| a) enthusiastic | b) adaptable | c) methodical | d) reliable      | e) ambitious |
| f) objective    | g) creative  | h) analytical | i) authoritative | j) practical |

**F** CD2.5 Mark the stress on the adjectives in Exercise E. Then listen and check your answers.

- Which three qualities listed in Exercise E best describe you?
- Which of the different types of people have you worked or studied with?
- Which of the different types of people do you think are easy or difficult to work with?

## Lesson 2

**LISTENING**

**Finding a job**

**A** CD2.6 Carys Owen is a director at Hays, the international recruitment specialist. Listen to the first part of the interview and answer the question.

In what ways does a Hays consultant work with a candidate?

**B** CD2.7 Listen to the second part. What are the three key points that Carys makes about preparing for an interview?

**C** CD2.7 Listen again and complete the gaps.

From the point of view of the actual vacancy, we would always .....<sup>1</sup> that you look at the .....<sup>2</sup> within that vacancy and have a think about where in your .....<sup>3</sup> you might be able to .....<sup>4</sup> your ability to do that job.



Carys Owen

**LANGUAGE REVIEW**

**-ing forms and infinitives**

- We sometimes use one verb after another verb. Often the second verb is in the infinitive.  
*We can't afford to increase their pay.*  
*He intends to sign the new contract next week.*
- Sometimes the second verb must be in the *-ing* form. This depends on the first verb. (See page 149 for a list of verbs that are usually followed by the *-ing* form.)  
*My job involves monitoring sickness levels.*
- Some verbs can be followed by the *-ing* form or the infinitive without a big change in meaning.  
*I started working there last month. / I started to work there last month.*
- With other verbs, however, the meaning changes.  
*We stopped to have lunch.* (We stopped what we were doing in order to have lunch.)  
*We stopped having lunch.* (We stopped our habit of having lunch.)

Grammar reference page 149

**A** In each of the sentences, two of the verbs are possible and one is incorrect. Cross out the incorrect verb.

- 1 He ..... to review our complaints procedures.  
a) promised                      b) delayed                      c) wanted
- 2 I ..... improving interpersonal skills training.  
a) undertook                      b) suggested                      c) recommended
- 3 I ..... to meet the HR Director.  
a) decided                      b) didn't mind                      c) arranged
- 4 She ..... to check the redundancy arrangements.  
a) refused                      b) failed                      c) put off
- 5 We ..... to review our policy for anti-bullying in the workplace.  
a) consider                      b) hope                      c) plan

**B** Match the sentence halves.

- |                                                      |                                                 |
|------------------------------------------------------|-------------------------------------------------|
| 1 HR recommends                                      | a) to raise the minimum wage.                   |
| 2 The company simply can't afford                    | b) to call me back in a couple of days.         |
| 3 This job involves                                  | c) smoking after the programme.                 |
| 4 The manager seemed impressed by my CV and promised | d) working weekends sometimes.                  |
| 5 Three members of staff stopped                     | e) to follow a directive given by his superior. |
| 6 He was fired because he refused                    | f) using the cheapest form of transport.        |

**C** Choose the most appropriate form of the verb to complete the sentences.

- 1 HR's new computer programme has stopped *working* / *to work*.
- 2 She was driving in a hurry, but she stopped *answering* / *to answer* her mobile phone.
- 3 Did you remember *calling* / *to call* HR yesterday?
- 4 I can't remember *offering* / *to offer* you a raise.
- 5 I forgot *telling* / *to tell* you I'd quit my job.
- 6 I'll never forget *making* / *to make* my first sale.

**D** Make sentences of your own with the verbs in bold in Exercise B, using either the *-ing* form or the infinitive.

# Lesson 3

UNIT 8 • HUMAN RESOURCES

**SKILLS**  
**Getting information on the telephone**



**A** CD2.9 Cindy Tan calls the Guangdong Trading Company (GTC) to get information about an advertisement in the *China Post* for the position of Marketing Assistant. Listen to her talking to Li Ping, a member of the Human Resources department. Tick the points about which she needs further information.

- a) the closing date
- b) what the duties would be
- c) if there's an application form
- d) when she would be expected to join the company
- e) how many days' holiday she would get
- f) what the starting salary would be

**B** CD2.9 Listen to the call again and complete the extracts.

Cindy .....<sup>1</sup> if you could give me a little more information.  
 Li Ping Certainly, what do you need to know?  
 Cindy Well, first of all, am I .....<sup>2</sup>?

Cindy Just one or two more questions .....<sup>3</sup>  
 when the successful candidate has to start work with you. I mean, if I get the job, will I be able to give my present employer sufficient notice?  
 Li Ping OK, that's a good question. How much .....<sup>4</sup>?

Cindy OK, so, .....<sup>5</sup>, I probably wouldn't have to start working until February, and maybe even later?  
 Li Ping .....<sup>6</sup>  
 Cindy One last question. Could I ask you .....<sup>7</sup>?  
 It wasn't given in the advert.  
 Li Ping You're right. It would depend on a lot of things: qualifications, experience, personal qualities, that sort of thing.  
 Cindy .....<sup>8</sup> you can't give me a figure?  
 Li Ping That's right. The salary's .....<sup>9</sup>.

## UNIT 8

# Human resources

### GETTING INFORMATION ON THE TELEPHONE

- A** Which of the three expressions is not possible in each case?
- 1 a) Good morning, my name's Pia Lundgren.  
 b) Hello, Carlos Suarez speaking.  
 c) I wish you a good day. I am Boris Bronovski speaking.
  - 2 a) I'm phoning with the subject of the guarantee for a product that I bought from you.  
 b) I'm calling about the guarantee on one of your products.  
 c) The reason I'm calling is to ask about the guarantee on a product of yours.
  - 3 a) I was wondering if you could give me some more information?  
 b) Could I ask you for the name of the person who deals with this?  
 c) Might I persuade you to give me more details about this?
  - 4 a) Just to get this clear, you're saying the guarantee only lasts six months, not 12.  
 b) Are you telling that I broke the product by dropping it?  
 c) There's just one other thing, I'd like to check the address of your repair centre.
  - 5 a) Certain, what do you need to know about our repair service?  
 b) I look forward to receiving the product, and when we do, we'll replace it.  
 c) I don't think you'll be disappointed with the replacement product.
  - 6 a) OK, I think that's everything.  
 b) Right, I think that's all I need to know.  
 c) Good, we do like we said.

**B** Work in pairs. Student A works in the human resources department of a company, and Student B works for an employment agency that the company uses when it needs temporary staff. Student A phones Student B to complain about some of the temporary workers that the agency has sent.

Student A: Human Resources Manager

Be ready to:

- talk about the problems that have occurred. (Lateness, untidy clothes, etc. Think of some other problems.)
- accept Student B's apologies and ask for a discount of 15 per cent on their next invoice. Accept the discount that they offer.
- ask Student B what the employment agency is doing to improve the quality of the workers that it uses.

End suitably.

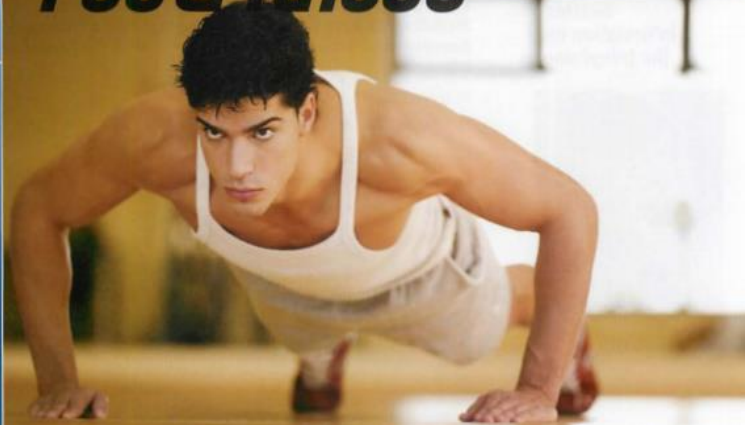
Student B: Employment Agent

Be ready to:

- apologise for the problems that Student A mentions.
- explain why the problems occurred and apologise. (Demand for the services of your employment agency is very high. You had to send workers that you had only just recruited.)
- offer a discount on your next invoice (but not as much as Student A requests).
- tell Student A what you are doing to improve the quality of the workers that you send.

End suitably.

# Fast Fitness



A chain of health clubs needs to find a new manager in Brazil. Appointing the right person is essential for the success of the business.

## Background

Fast Fitness owns and operates a chain of health and leisure clubs in the United States. Two years ago, the company decided to enter the South American market. It began by opening six clubs in São Paulo, Brazil. The clubs appeal mainly to people aged 20–40. All the clubs have a gymnasium, with the latest equipment, an aerobics studio, a swimming pool, sun decks, a café, bar and clubroom. Four of the clubs are located in areas where large numbers of Japanese, Spanish, Chinese and Italian immigrants live.

The performance of the clubs has been disappointing, and none of them has reached their turnover and profit targets. Many members have not renewed their membership, and the clubs have not attracted enough new members. Fast Fitness recently advertised for a General Manager. His/Her main task will be to boost sales at the clubs and increase profits.

## Task

You are directors of Fast Fitness.

- 1 Study the file cards on the four shortlisted candidates on the opposite page. Hold a meeting to discuss the strengths and weaknesses of each person. Try to rank the four candidates in terms of their suitability for the job.
- 2 Listen to the interview extracts with each of the candidates and come to a final decision on who should get the job.

- 🔊 CD2.10 Sean Wilder
- 🔊 CD2.11 Paulo Goncalves

- 🔊 CD2.12 Martha Gómez
- 🔊 CD2.13 Silvia Cominelli

## Fast Fitness

**General Manager**  
Required for our chain of Health and Leisure Clubs

- Salary negotiable
- Excellent benefits package

### The job

- Leading, co-ordinating, and motivating staff.
- Increasing the revenue and profits of the six clubs in São Paulo
- Exploring new business opportunities
- Liaising with and motivating our team of managers and their staff
- Contributing to marketing plans and strategies

### The person

- Dynamic, enthusiastic, flexible
- A strong interest in health and fitness
- A good track record in previous jobs
- The ability to work with people from different cultural backgrounds
- Outstanding communication and interpersonal skills
- A flair for new ideas and organizational skills

Fast Fitness, 90 Front St,  
New York NY 10003-1324

**Name:** Martha Gómez  
**Age:** 34  
**Nationality:** Brazilian  
**Marital Status:** Divorced, two children



**Education:** Finished secondary school; two years' training at a School of Dance and Theater.

**Experience:** Several years as professional dancer in theaters and on television. Joined a small fitness center as instructor.

**Outstanding achievement:** Introduced fitness programs in the center for people suffering from Parkinson's Disease and multiple sclerosis. Received an award for this work.

**Skills:** Qualified in first aid. Fluent Spanish and Portuguese.

**Personality/appearance:** Warm, friendly, dynamic.

**Appearance:** rather a "hippy" look.

**Comments:** "I hope to build new schemes and initiatives to help people in the community to achieve a healthier lifestyle. If we promote that idea, people will flock to Fast Fitness clubs."

**Believes her main asset is her creativity.**

**Interests:** pop music, running a weekly aerobics class.

**Name:** Silvia Cominelli  
**Age:** 38  
**Nationality:** American  
**Marital status:** Married, no children



**Education:** Trained as a dietician (Berkeley University, U.S.); Masters in Sports Psychology.

**Experience:** Worked for several years as adviser to the national football team.

**Currently sports organizer in a women's college.**

**Outstanding achievement:** "Helping the national football team to win the World Cup."

**Skills:** Fluent English, Portuguese, and Spanish.

**Personality/appearance:** Ambitious, assertive, outspoken.

**Comments:** "Nothing will stop me from achieving my goals in life. I love being able to motivate people to exercise and then seeing their faces." Believes Fast Fitness must spend a lot of money on multimedia advertising to improve profits, and offer big discounts to new members. Is taking an evening course in Business Studies to upgrade her academic qualifications.

**Interests:** hiking, photography.

**Name:** Sean Wilder  
**Age:** 52  
**Nationality:** American  
**Marital status:** Married to Brazilian, four children



**Education:** B.Sc. Physics, Yale University; M.A. Sports Management, University of Southern California.

**Experience:** Taught English and Spanish at high schools for 10 years. Ran sports programs for the schools.

**Currently teaches English in a private language school in São Paulo.**

**Outstanding achievement:** "Achieving happiness by marrying the right person."

**Skills:** Fluent English, Portuguese, and Spanish.

**Personality/appearance:** Very good-looking, relaxed, self-confident. Dressed very casually for the interview.

**Comments:** He believes that his greatest quality is to be calm under pressure. "The secret of being a good manager is to delegate tasks and not get too friendly with staff," he said.

**Did not have many ideas for improving the clubs' profits. Thinks Fast Fitness is spending too much on advertising. It should focus on existing members and persuade them to sign up new members.**

**Interests:** jogging, cinema, his wife and family.

**Name:** Paulo Goncalves  
**Age:** 36  
**Nationality:** Brazilian  
**Marital Status:** Single



**Education:** Left school at 16. Three years' training at RADA (Royal Academy of Dramatic Arts), London.

**Experience:** Did two trips around the world in his early twenties. Taught English in Japan for two years. Played a variety of roles in Brazilian movies, then specialized in action movies. Has spent the last two years in Florida, U.S., working as a gym instructor.

**Outstanding achievement:** "Playing a role in a successful Hong Kong movie with Jackie Chan."

**Skills:** Has a black belt in karate; extensive knowledge of martial arts; fluent Portuguese, Spanish, and Japanese.

**Personality/appearance:** Looked very fit and muscular. Dressed formally in an Armani suit. Strong personality, confident, articulate.

**Comments:** Some interesting ideas for improving First Fitness profits. Thinks many people will join the clubs when they know he is the manager. Wants to use his name and photograph in all publicity for the clubs.

**Interests:** Politics, cooking, socializing.

## Writing

Write a letter offering employment to the successful candidate.

➔ Writing file page 126

Watch the Case study commentary on the DVD-ROM.

## Appendix O

### Progress Test

| <b>Presentation Assessment Form</b>                   |       |       |              |   |   |
|-------------------------------------------------------|-------|-------|--------------|---|---|
| Name of speaker:                                      |       | _____ |              |   |   |
| Member of team:                                       |       | _____ |              |   |   |
| <b>PREPARATION AND CONTENT</b>                        |       |       |              |   |   |
| <b>Topic</b>                                          |       |       |              |   |   |
| - well researched, interesting, informative           | 5     | 4     | 3            | 2 | 1 |
| - relevant to the audience and local environment      | 5     | 4     | 3            | 2 | 1 |
| <b>Organisation</b>                                   |       |       |              |   |   |
| - clear structure                                     | 5     | 4     | 3            | 2 | 1 |
| - good use of 'signpost' words                        | 5     | 4     | 3            | 2 | 1 |
| - good supporting statements                          | 5     | 4     | 3            | 2 | 1 |
| - enough examples, details                            | 5     | 4     | 3            | 2 | 1 |
| <b>PRESENTATION STYLE</b>                             |       |       |              |   |   |
| <b>Delivery</b>                                       |       |       |              |   |   |
| - good use of eye contact/body language               | 5     | 4     | 3            | 2 | 1 |
| - voice - audible and varied tone                     | 5     | 4     | 3            | 2 | 1 |
| - good use of notes (not read)                        | 5     | 4     | 3            | 2 | 1 |
| <b>Use of Overhead Transparencies/Slides</b>          |       |       |              |   |   |
| - OHP/LCD used effectively                            | 5     | 4     | 3            | 2 | 1 |
| - OHP/slides well prepared                            | 5     | 4     | 3            | 2 | 1 |
| - visual aid(s) relevant/appropriate and easy to read | 5     | 4     | 3            | 2 | 1 |
| - language on slides correct                          | 5     | 4     | 3            | 2 | 1 |
| <b>LANGUAGE</b>                                       |       |       |              |   |   |
| - appropriate to audience and topic                   | 5     | 4     | 3            | 2 | 1 |
| - grammar accurate                                    | 5     | 4     | 3            | 2 | 1 |
| - pronunciation clear                                 | 5     | 4     | 3            | 2 | 1 |
| - qs from the audience effectively dealt with         | 5     | 4     | 3            | 2 | 1 |
| Start time:                                           | _____ |       | Total: _____ |   |   |
| Finish time:                                          | _____ |       |              |   |   |
| Timing penalties (optional)                           |       |       |              |   |   |

## Appendix P

### Course Experience Questionnaire

Please rate each statement by marking the box below the number according to the following rating system:

**1- Strongly Agree (SA) 2-Agree (A) 3- Neutral (N) 4-Disagree (D) 5- Strongly Disagree (SD)**

| <b>The tutor</b>                                                                                | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> | <b>5</b> |
|-------------------------------------------------------------------------------------------------|----------|----------|----------|----------|----------|
| 1. Teacher is knowledgeable about Management domain                                             |          |          |          |          |          |
| 2. Teacher is well prepared to deliver the course                                               |          |          |          |          |          |
| 3. Teacher encourages participation and answers students' questions                             |          |          |          |          |          |
| <b>PBL course</b>                                                                               |          |          |          |          |          |
| 4. The course objectives are clearly identified.                                                |          |          |          |          |          |
| 5. The tutor has fully achieved the course objectives.                                          |          |          |          |          |          |
| 6. Course assignments meet my learning needs                                                    |          |          |          |          |          |
| 7. The allotted time was fairly enough to cover the course content                              |          |          |          |          |          |
| 8. The PBL course developed my speaking skills in English                                       |          |          |          |          |          |
| 9. The course improved my analytic skills and problem solving skills.                           |          |          |          |          |          |
| 10. I usually had a clear idea of where I was going and what was expected of me in this course. |          |          |          |          |          |
| 11. I am satisfied with the facilities (books, internet, etc) in the PBL room.                  |          |          |          |          |          |
| 12. The learning materials fit the course objectives.                                           |          |          |          |          |          |
| 13. The group work motivate me to engage more effectively in the course.                        |          |          |          |          |          |
| <b>Lessons and activities</b>                                                                   |          |          |          |          |          |
| 14. Lessons prepare me to use Business English in academic and workplace settings.              |          |          |          |          |          |
| 15. Lessons and activities are related in content to my discipline (Management sciences).       |          |          |          |          |          |
| 16. The language used in the lessons (grammar, vocabulary, skills) is related to my discipline. |          |          |          |          |          |
| 17. The presentation at the end of each unit help me to improve my communication skills         |          |          |          |          |          |
| <b>Assessment</b>                                                                               |          |          |          |          |          |
| 18. The level of tests was according to our level                                               |          |          |          |          |          |
| 19. I am satisfied with the assessment process in the course                                    |          |          |          |          |          |
| 20. The tests covered all the learning points                                                   |          |          |          |          |          |

|                                                                 |                                                        |
|-----------------------------------------------------------------|--------------------------------------------------------|
| <b>Degree of Dissatisfaction = Strongly Disagree + Disagree</b> | <b>Degree of Satisfaction = Strongly Agree + Agree</b> |
|                                                                 |                                                        |

**Thank You!**

## Appendix Q

### Certificate of Completing Research

République Algérienne Démocratique et Populaire  
Ministère de l'Enseignement Supérieur  
et de la Recherche Scientifique  
UNIVERSITE DE SETIF



الجمهورية الجزائرية الديمقراطية الشعبية  
وزارة التعليم العالي والبحث العلمي

جامعة سطيف

FACULTE DES SCIENCES ÉCONOMIQUES,  
COMMERCIALES ET DES SCIENCES DE GESTION

كلية العلوم الاقتصادية والتجارية وعلوم التسيير

سطيف في: 18 / 07 / 2016

قسم علوم التسيير

### شهادة تـدریس فی الماسـتر

يشهد رئيس قسم علوم التسيير لكلية العلوم الاقتصادية والتجارية وعلوم التسيير (جامعة

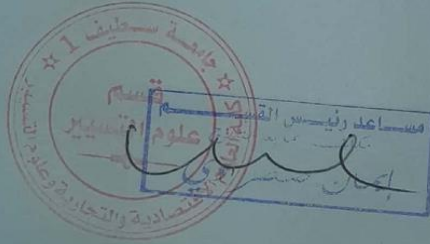
سطيف 1)، أن: الأستاذة: بودينارسمية.

قد قامت بتدريس مقياس: الانجليزية، في الماستر فرع علوم التسيير تخصص: إدارة الموارد

البشرية، خلال السنة الجامعية: 2017 / 2018.

سلمت هذه الشهادة بطلب من المعني لاستعمالها فيما يسمح به القانون

ع / رئيس القسم:





سطيف في: 18 / 07 / 2016

قسم علوم التسيير

## شهادة تدرّيس في الماستر

يشهد رئيس قسم علوم التسيير لكلية العلوم الاقتصادية والتجارية وعلوم التسيير (جامعة

سطيف 1)، أن: الأستاذة: بودينارسمية.

قد قامت بتدريس مقياس: الانجليزية، في الماستر فرع علوم التسيير تخصص: إدارة إقليمية وتنمية

محلية، خلال السداسي الثاني للسنة الجامعية: 2017 / 2018.

سلمت هذه الشهادة بطلب من المعني لاستعمالها فيما يسمح به القانون

ع / رئيس القسم:



**Appendix R**  
**Research Album**  
**Focus Group Discussion Session**



**Experimental Group Classroom**



## PBL Procedure

**Step 1.** HRM Students are introduced to a problem scenario.

**Step 2.** HRM Students discuss the problem scenario in classroom.

- Students' schemata are activated and gaps of knowledge are identified
- Students prepare their plan of work.
- Students divide the work among themselves in order to bring the needed information-  
end of session

**Step 3.** Homework:

- Students search for information.
- Students summarize their findings.

**Step 4.** HRM Students bring information to the classroom / Students put their work together: knowledge about a topic is shared between students/ meaning is negotiated/ decisions about something is made/ work is assembled and finalized.

**Step 5.** HRM Students present their work to the class.

- Students get feedback from other groups and from the tutor and are given the opportunity to assess their own work.

### Step 1:



**Step 2 :**



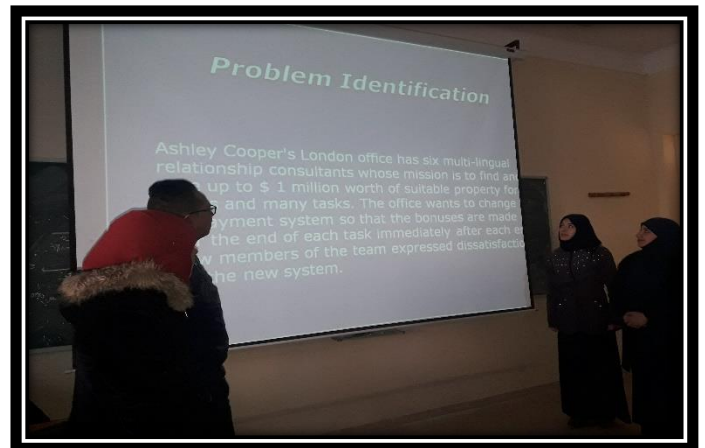
**Step 3 : Homework**

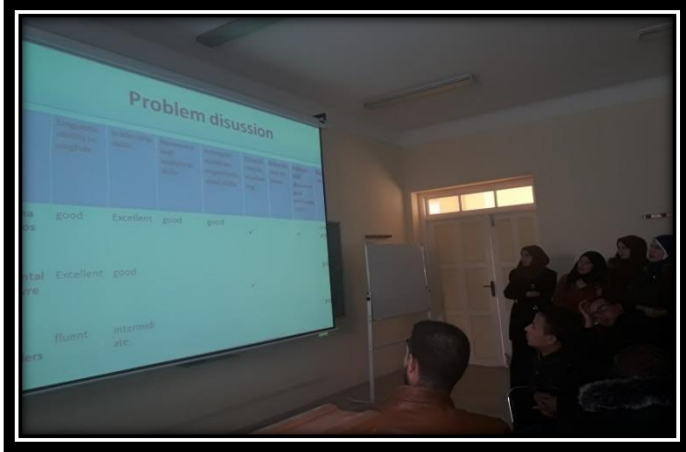
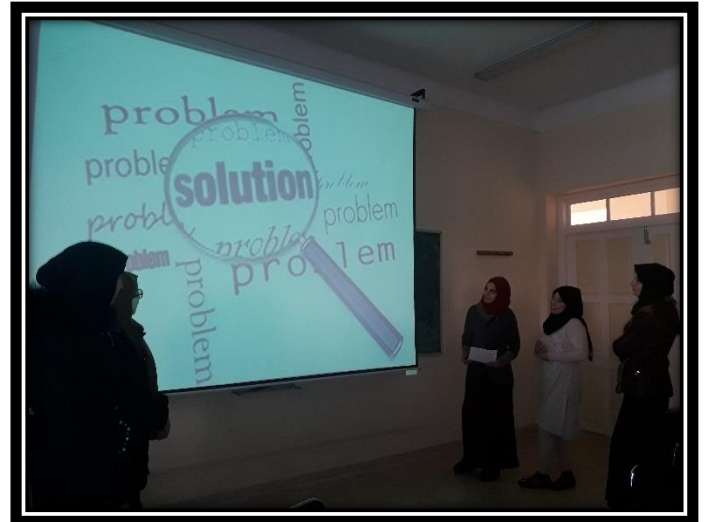
**Step 4:**





### Step 5:







## Résumé

Comme dans tous les pays du monde, l'Anglais à des Fins Spécifiques (AFS) a acquis une importance considérable dans l'enseignement supérieur Algérien, en particulier dans le système Licence-Master-Doctorat (LMD) en tant que module obligatoire dans toutes les années académiques. Malgré ça, les résultats de l'analyse des besoins des étudiants de la Gestion des Ressources Humaines (GRH) en Master I du Département des Sciences de la Gestion au niveau de la Faculté de Commerce, d' Economie et des Sciences de Gestion à l'Université Farhat Abbas Setif -1-, ont indiqué l'absence d'un cours pertinent, les méthodologies d'enseignement inappropriées et le manque d'enseignants spécialisés. La majorité des étudiants (n=45) affirme la nécessité de ce module que pour les travaux en relation qui convient seulement à leurs besoins et répond aux demandes du marché de travail en concentrant spécialement sur les compétences de parler et le potentiel professionnel en relation. En conséquence, la recherche actuelle vise à présenter une méthode d'Apprentissage Basée sur les Problèmes (ABP) comme une méthode innovante dans le processus de l'apprentissage de la langue Anglaise qui répond à leurs besoins. Un modèle quasi-expérimental est suivi pour étudier le rôle de l'intégration des instructions ABP dans la stimulation des compétences orales des étudiants du Master 1 en GRH. Pour cela, les participants sont répartis dans un groupe témoin (n = 22) et dans un groupe d'intervention (n = 23). Le groupe d'intervention reçoit un cours adapté via des instructions basé sur les problèmes sur une période de douze semaines. Les résultats de cette étude ont démontré que cette méthode suivie dans l'apprentissage de la langue Anglaise a prouvé son efficacité à stimuler les compétences et les sous-compétences orales des étudiants de Master1 du GRH. Les résultats obtenus au test de progression ont affirmé le développement graduel pour les étudiants et leur collaboration positive pendant le processus de l'intervention. En outre, les apprenants manifestent des perceptions positives à l'égard de l'intégration de l'intervention afin d'améliorer leurs compétences orales et répondre à leurs besoins. Pour conclure, cette étude suggère une reconsidération radicale de la situation de l'enseignement d'AFS en Algérie. En particulier, l'intégration des méthodes d'apprentissage innovantes permet aux étudiants d'avoir leurs objectifs et d'apprendre les compétences des 21eme siècle comme ; la pensée critique, résoudre les problèmes et les compétences de communication avec la capacité d'utilisation de la langue Anglaise.

**Mots Clé :** Anglais à des Fins Spécifiques (AFS), Anglais des Affaires, Apprentissage Basée sur les Problèmes (ABP), stimuler, compétences orales.



## ملخص

كسائر بلدان العالم، اكتسبت اللغة الإنجليزية لأغراض خاصة أهمية كبيرة في التعليم العالي في الجزائر، وتحديدًا في نظام (ل م د) كمقياس إلزامي في جميع السنوات الأكاديمية. بالرغم من هذا، فإن نتائج تحليل الاحتياجات لطلبة إدارة الموارد البشرية السنة الأولى ماستر في قسم العلوم الإدارية و التسيير على مستوى كلية التجارة والاقتصاد والعلوم الإدارية بجامعة فرحات عباس سطيف -1 أشارت إلى عدم توافق مقياس اللغة الإنجليزية لأغراض خاصة مع تخصصهم واحتياجاتهم، بالإضافة إلى غياب منهجيات التدريس المناسبة للمقياس مما أدى إلى تحصيل متواضع. علاوة على ذلك، فإن غالبية الطلبة (45) أكدوا على ضرورة وجود مقياس اللغة الإنجليزية للأعمال ذات الصلة التي تناسب احتياجاتهم وتلبي متطلبات سوق العمل، مع التركيز بشكل أساسي على مهارات التحدث والمحتوى المهني ذي الصلة. وبناءً على ذلك، فإن البحث الحالي يهدف إلى تقديم منهجية التعلم القائم على المشكلات كأسلوب تعليمي مبتكر في سياق تعليم اللغة الإنجليزية للطلبة لتلبية احتياجاتهم اللغوية. تم اعتماد تصميم شبه تجريبي لبحث دور توظيف منهج التعلم القائم على المشكلات في تحفيز مهارات التحدث لدى طلاب السنة الأولى ماستر إدارة الموارد البشرية. و عليه، تم تقسيم المشاركين إلى مجموعة تحكم (22) ومجموعة تجريبية (23). تم تدريس هذه الأخيرة في دورة دامت أكثر من اثني عشر أسبوعًا عن طريق التعلم القائم على المشكلات. وكشفت النتائج الرئيسية أن المنهج المتبع في تدريس اللغة الإنجليزية أثبتت فعاليته في تحفيز مهارات التحدث الأساسية و الفرعية للطلاب في إدارة الموارد البشرية. علاوة على ذلك، أكدت النتائج المتحصل عليها من اختبار التقدم، التطور التدريجي للطلبة ومشاركتهم الإيجابية طوال فترة التعلم. بالإضافة، أظهرت نتائج الاستبيان الأخير، الانطباعات الإيجابية للمشاركين تجاه دمج تعليمات التعلم القائم على المشكلات في دورة اللغة الإنجليزية لتعزيز مهارات التحدث لديهم وتلبية متطلباتهم. في الختام، يوصي هذا البحث بأولوية إعادة النظر بشكل جذري في وضع تعليم اللغة الإنجليزية لأغراض خاصة في الجزائر. على وجه الخصوص، توظيف و دمج طرق تدريس مبتكرة تمكن المتعلمين من تلبية احتياجاتهم و من اكتساب أهم مهارات القرن الحادي والعشرين مثل التفكير النقدي وحل المشكلات و مهارات الاتصال مع القدرة على إثبات هذه المهارات عند استخدام اللغة الإنجليزية.

**الكلمات المفتاحية:** اللغة الإنجليزية لأغراض خاصة، دورة اللغة الإنجليزية للأعمال، التعلم القائم على حل المشكلات، التحفيز، مهارات التحدث.

## Abstract

As the rest of the globe, English for Specific Purposes (ESP) has gained considerable importance in the Algerian Higher Education, specifically in the License- Master-Doctorate (LMD) system as a compulsory module in all the academic years. However, the results of Needs Analysis (NA) of Human Resources Management (HRM) First year Master students in the Department of Management Sciences at the level of Commerce, Economics, and Management Sciences Faculty at Farhat Abbas Setif -1- University indicated the absence of a relevant ESP course, the inappropriate teaching methodologies and the lack of specialised teachers. Besides, the majority of (45) participants yielded for a relevant Business English (BE) course that would fit and meet their needs, with the predominant emphasis on speaking skills and related professional content. A quasi-experimental design was adopted to investigate the role of integrating PBL instructions in stimulating speaking skills of HRM Master one students. Henceforth, the participants were divided into a control group (n=22) and an experimental group (n=23). The major findings revealed that the integration of PBL instructions in BE course proved to be effective in stimulating the HRM Master one students' speaking skill and sub-skills. Finally, the results of Course Experience Questionnaire demonstrated the participants' positive perceptions towards the integration of PBL instructions in BE course to promote their speaking skills and meeting their requirements. To conclude, this study recommended a radical re-consideration in ESP teaching situation in Algeria. Particularly, integrating innovative pedagogies such as PBL in ESP and BE courses that could enable learners to acquire the most important skills of the 21st century such as critical thinking, problem-solving, self-directed learning, communication skills and collaboration with the ability to demonstrate these skills when using English in the target situations.

**Keywords:** English for Specific Purposes (ESP), Business English (BE) course, Problem Based Learning (PBL), stimulating, speaking skills.

## ملخص

كسائر بلدان العالم، اكتسبت اللغة الإنجليزية لأغراض خاصة أهمية كبيرة في التعليم العالي في الجزائر، وتحديدًا في نظام (ل م د) كمقياس إلزامي في جميع السنوات الأكاديمية. بالرغم من هذا، فإن نتائج تحليل الاحتياجات لطلبة إدارة الموارد البشرية السنة الأولى ماستر في قسم العلوم الإدارية و التسيير على مستوى كلية التجارة والاقتصاد والعلوم الإدارية بجامعة فرحات عباس سطيف -1- أشارت إلى عدم توافق مقياس اللغة الإنجليزية لأغراض خاصة مع تخصصهم و احتياجاتهم ، بالإضافة الى غياب منهجيات التدريس المناسبة للمقياس مما أدى الى تحصيل متواضع. علاوة على ذلك، فإن غالبية الطلبة (45) أكدوا على ضرورة وجود مقياس اللغة الإنجليزية للأعمال ذات الصلة التي تناسب احتياجاتهم وتلبي متطلبات سوق العمل ، مع التركيز بشكل اساسي على مهارات التحدث والمحتوى المهني ذي الصلة. وبناءً على ذلك، فإن البحث الحالي يهدف الى تقديم منهجية التعلم القائم على المشكلات كأسلوب تعليمي مبتكر في سياق تعليم اللغة الإنجليزية للطلبة لتلبية احتياجاتهم اللغوية. تم اعتماد تصميم شبه تجريبي لبحث دور توظيف منهج التعلم القائم على المشكلات في تحفيز مهارات التحدث لدى طلاب السنة اولى ماستر إدارة الموارد البشرية. و عليه ، تم تقسيم المشاركين إلى مجموعة تحكم (22) ومجموعة تجريبية (23). تم تدريس هذه الأخيرة في دورة دامت أكثر من اثني عشر أسبوعًا عن طريق التعلم القائم على المشكلات. و كشفت النتائج الرئيسية أن المنهج المتبع في تدريس اللغة الإنجليزية أثبتت فعاليته في تحفيز مهارات التحدث الأساسية و الفرعية للطلاب في إدارة الموارد البشرية. علاوة على ذلك ، أكدت النتائج المتحصل عليها من اختبار التقدم، التطور التدريجي للطلبة ومشاركتهم الإيجابية طوال فترة التعلم. بالإضافة ، أظهرت نتائج الاستبيان الاخير ، الانطباعات الإيجابية للمشاركين تجاه دمج تعليمات التعلم القائم على المشكلات في دورة اللغة الإنجليزية لتعزيز مهارات التحدث لديهم وتلبية متطلباتهم. في الختام ، يوصي هذا البحث بأولوية اعادة النظر بشكل جذري في وضع تعليم اللغة الإنجليزية لأغراض خاصة في الجزائر. على وجه الخصوص، توظيف و دمج طرق تدريس مبتكرة تمكن المتعلمين من تلبية احتياجاتهم و من اكتساب أهم مهارات القرن الحادي والعشرين مثل التفكير النقدي وحل المشكلات و ومهارات الاتصال مع القدرة على إثبات هذه المهارات عند استخدام اللغة الإنجليزية .

**الكلمات المفتاحية:** اللغة الإنجليزية لأغراض خاصة، دورة اللغة الإنجليزية للأعمال، التعلم القائم على حل المشكلات، التحفيز، مهارات التحدث.