



**PEOPLE'S DEMOCRATIC REPUBLIC OF ALGERIA
MINISTRY OF HIGHER EDUCATION AND SCIENTIFIC RESEARCH**

**SETIF 2 UNIVERSITY
FACULTY OF LETTERS AND LANGUAGES
DEPARTMENT OF ENGLISH LANGUAGE AND LITERATURE
EDOLAS – POLE DE SETIF**

DISSERTATION

Submitted in Partial Fulfillment of the Requirements for the Degree of

MAGISTER

Langue de Spécialité: Business English

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**LANGUAGE NEEDS ANALYSIS OF FIRST YEAR MASTER MARKETING
STUDENTS AT EL-BEZ UNIVERSITY OF SETIF**

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2014-2015

ACKNOWLEDGEMENTS

I have to thank so many people for the important role they played in the development of this study that I cannot do justice to everybody's contribution.

First of all, I wish to express my sincere gratitude and appreciation for my supervisor whose reputation precedes her; **Dr Zahia Mebarki**. She has been very supportive, friendly and very patient with me, chiefly during the research instruments development phase. My words cannot even do justice to her genuine and felt hearted gesture when she held me so tight in her arms when I suddenly cracked and burst into tears.

I am greatly indebted to all the team of my teachers whose help and support during the theoretical academic year were manifested in more ways than I can say without writing a whole other dissertation on the subject.

I am also deeply indebted to our teacher and mentor **Rafik MOSBAH** who never recedes his ongoing encouragements to the Setifian Edolas Students. He has been there for all of us and whatever we needed he provided. He even believed in us more than we ever believed in ourselves.

I also owe sincere gratitude to the panel of examiners who devoted their precious time for reading and evaluating the end-product of the study.

I would additionally like to thank the students (majoring in Marketing) at Farhat Abbas University of Setif 1(henceforth, **FAUS 1**) previously known as "El-Bez University" who spent hours of their time responding to the research tools.

I am extremely thankful to all the participants who provided me with rich and detailed data for the study. They lent breadth and value to the research findings.

Last but not least, I am beyond grateful to my mother, father, family members and friends, whose prayers, love and best wishes were a source of inspiration, encouragement and motivation for me as I was completing this dissertation.

ABSTRACT

The Algerian Master Marketing Students (MMS's) who graduate from the Department of Commercial Sciences within the Doctoral School (DS) at El-Bez University are always faced with business and marketing documents to be studied. Those documents are written in English. However, the majority of them are not able to read, interact correctly or understand the English language in general and specifically the Marketing discourse used in formal contexts. The present research work is a case study of First year Master Marketing students at the Department of Commercial Sciences within the Doctoral School at El-Bez University (Sétif), which relates on questionnaires and interviews to students and teachers. The study is twofold: First, a needs identification and analysis of the target population's immediate learning needs is designed and conducted in an academic setting involving the Marketing Students of the Commercial Sciences Department at the aforementioned University. Second, an English course that will fulfil their needs is suggested. The results obtained from this investigation showed that the students under investigation are aware of the importance of English for their studies, but have a low proficiency level in English. They need to learn a mixture of general and specific English terminology, language forms and structures, to develop satisfactory mastery of the four language skills with a special focus on the receptive ones that is reading and listening through a Marketing English Course.

LIST OF ACRONYMS

BE	Business English
BEC	Business English Course
BET	Business English Teaching
BL	Business Language
CD	Course Design
CNA	Critical Needs Analysis
CNP	Communication Needs Processor
DNA	Descriptive Needs Analysis
DS	The Doctoral School
EAP	English for Academic Purposes
EBE	English for Business and Economics
EBP	English for Business Purposes
EGAP	English for General Academic Purposes
EGBP	English for General Business Purposes
EGP	English for General Purposes
ELP	English for Legal Purposes
ELT	English Language Teaching
EOP	English for Occupational Purposes
ESAP	English for Specific Academic Purposes
ESBP	English for Specific Business Purposes
ESS	English for Social Studies
ESL	English as a Second Language



ESBP	English for Specific Business Purposes
ESP	English for Specific Purposes
EST	English for Science and Technology
FAUS 1	Farhat Abbas University of Setif 1
FCS	The Faculty of Commercial Sciences
GE	General English
GEL	General English Language
ICT's	Information and Communication Technologies
LSA	Learning Situation Analysis
LSP	Languages for Specific Purposes
MBA	Master of Business Administration
MHE	Ministry of Higher Education
ME	Marketing English
MMS's	Master Marketing Students
NA	Needs Analysis
PSA	Present Situation Analysis
SPLT	Specific Purpose Language Teaching
TEFL	Teaching English as a Foreign Language
TSA	Target Situation Analysis

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INTRODUCTION

This study aims at conducting a linguistic needs analysis to pinpoint the perceptions of 1st year Master Marketing Students (henceforth MMS's), the English for Specific Purposes (ESP) practitioner and the subject matter specialist (in this case: Marketing) with regard to English Language skills namely; speaking, listening, reading, writing and special lexis. The study was conducted at the Doctoral School (DS) at FAUS 1 at Ain Arnat, Sétif /Algeria.

1. Background of the study

With the globalization process, world countries leaders found themselves implicated in an international socio-economic structure where English is the common used language and referred to as the 'lingua franca' of the modern era.

Research has established that 85% of international associations make official use of English, 70% of the linguistics journals in the world are published exclusively in English, 85% of the world film market is in English, 85% of the scientific articles in the world are written in English and 80% of the world electronically stored information is currently in English (Crystal, 1997).

The turning point in the Algerian educational system came within the late seventies [1976-1979] (Miliani 2000) and marked the end of the educational "cooperation". Notwithstanding, the educational reform commenced in Algeria in 2000. A new period started and it was marked by a rapid change in the global economic and social market. Algeria had to engage in a process of adaptation to the job market. The authorities have felt the need for educational reforms. Similarly, prior to his election as Commander in Chief in 1999, President Abdelaziz Bouteflika often reiterated publically the expression "doomed schooling system". Indeed, the Algerian educational system needed to reinvent the learning processes from open mindedness and quality perspectives.

With respect to research conducted in the various departments of Algerian universities investigating some English teaching/learning situations, it should be mentioned that the Faculty of Commercial Sciences (FCS's) has been given less attention by researchers as far as the language

needs of students are concerned. It seems, then, urgent to investigate at this level by analyzing the academic English language needs of these students.

2. Statement of the problem

The impetus for the actual endeavor to cater a tailor-made first year MMS's course stems from the lack of language needs-based courses. Hence, proper skills in identifying the stakeholders' needs need to be initiated.

3. Aims of the study

The chief purpose of this study is twofold. First, identifying the students' academic needs. Second, on the basis of this needs' identification, the researcher will be equipped with a discerning picture of the teaching/learning situation that permits to create a Marketing course design that will match the MMS's learning needs.

4. Research questions

The researcher attempts to answer the following research questions:

- Why do first year MMS's need the English language?
- What are the needs related to 1st year MMS's, the ESP practitioner and the Subject Specialists regarding the importance of the four skills referring to the learning needs?
- What are the needs related to the MMS's and the ESP practitioner with respect to the three fundamental areas of knowledge (*grammar, specialist lexis and translation*)?

5. Research hypotheses

The present study proposes the following hypotheses:

Hypothesis one:

The Algerian first year MMS's, who graduate from the FCS's within the DS need the English language in their academic studies, hence we hypothesize that they have to attend a course where they will exploit business texts and formal papers written in this language required in prototype discourse, in business magazines, the internet, and field books. We also hypothesize that

these students need to interact in English without restraint and to communicate instructions and ideas through official documents for academic purposes.

Hypothesis two:

The MMS's need to learn a mixture of Business English (BE) lexis and that used in business contexts in addition to specific language forms and structures, we hypothesize that they also need to develop an acceptable mastery of the four language skills.

Hypothesis three:

We hypothesize that an appropriate English for Business Purposes Course which promotes receptive and productive skills, and emphasizes specialist lexis using motivating pedagogical materials will help both the students to increase their interest for learning English, and the ESP practitioner in achieving her course objectives.

6. Structure of the dissertation

This dissertation involves a theoretical and a practical part. The theoretical part includes chapters one, two and three. Chapter one reviews matters concerning English for Specific Purposes (ESP), it also deals with the nature of Business English (BE).

Chapter two comprises two main parts. The first one sheds light on notions regarding Needs Analysis (NA) while the second one revolves around Course Design (CD) on the one hand.

On the other hand, chapter three provides a description of the research methodology adopted.

The practical part comprises chapter four and five. Chapter four provides the statistical analysis and the interpretation of the questionnaires' items along with the students semi-structured interview's questions as well. Finally, chapter five suggests an appropriate framework for English for Business Purposes Course Design (EBP CD) for the target students.



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CHAPTER ONE: ENGLISH FOR SPECIFIC PURPOSES AND BUSINESS ENGLISH

Introduction

This chapter revolves around two main parts. The first part aims at giving an overview of the different domains in which English is utilized and provides a brief overview about ESP characteristics, development and identifies its main branches. It also highlights several notions such as; the definition of the term Business English (BE), BE nature and BE in an ESP context.

1.1 English Language Domains of Use

Above and beyond being a major vehicle of debate at the United Nations, and the language of command for the North Atlantic Treaty Organization, English is the official language of international aviation, and unofficially is the first language of international sport and art. English has grown to its present status as the major world language. The primary growth in the number of native speakers was due to population increase in the nineteenth century in Britain and the United States of America.

The spread of technological inventions during the twenty- first century and especially with the ICT's resulted in an incredible volume of different sorts of interactions. To ensure the technological, economic, scientific, cultural and diplomatic exchanges, the English language imposed itself as a medium to ensure this function, and its position of imperialist language shifted to the status of language of knowledge embraced officially by more than one hundred countries (Crystal, 1997, p.3).

The attribution by the international community the label of "lingua franca" to the English language was on the principles of its usage in wide areas that are of great importance for the efficiency of communicative purposes between nations seeking tolerant comprehension and understanding.

A variety of fields are actually the subject of English use on an international scale as identified by Graddol (1997, p.8):

- English is the working language of international organizations and conferences.
- It is the international language of science and technology.
- It is the language of international tourism.
- It is the language of tertiary education.
- It is the language of international safety in the fields of aeronautics and sea.
- It is the language of international law.
- It is a relay language in interpretation and translation.
- It is the language of technology transfer.
- It is the language of internet communication.
- It is used in international banking, economics affairs and commerce.
- Advertising for global brands is done in English.
- English is the language of audio-visual and culture product.

Business negotiations worldwide are often held in English and sometimes this is a reason of discomfort for those whose mother tongue is not English. Comprehending the other party is not that easy. The use of English is more and more extended since the internationalization of business realm grows. In addition, international companies, mergers and multinationals are expected to increase. Thousands of international non-native to non-native communications are undertaken daily in a colossal number of domains: trade, diplomacy, tourism, journalism, science and technology, politics etc. When people are involved in long-term international communications, such as international trading negotiations, the participants create their own “framework” or “network” (Goffman, 1979). Within such a network, norms, standards and interpretive procedures are created, becoming collectively recognizable as a style, peculiar to, or at least characteristic of the specific network. Hence, standards of appropriateness, norms of spoken interaction, perception of where negotiations phases start and end, and knowledge of the sequential ordering of specific negotiating actions are likely to become established by the negotiators over the procedure of regular communications. Such

a network is founded and sustainable through a variety of communication modes (telephone, telex, face-to-face meetings) which permit frequent interaction, and in this manner, specific norms and styles are shared by a great number of individuals, transcending cultural barriers.

Furthermore, almost all world universities adopted English as a pedagogical tool for the studies or integrated English for Business Purposes (EBP) as a compulsory module in students' curriculum. This module is methodologically and pedagogically based on ESP teaching and learning approaches and methods.

1.2 English for Specific Purposes (ESP)

Since the 1960's ESP has become one of the most active branches of Applied Linguistics in general, and of TEFL in particular. Amid the factors that could explain its vitality and its expansion is, as previously mentioned, the emergence of English as a world language, for this reason the necessity to cope with the different teaching situations and needs that such a position brings about. Such necessity entails an understanding of its advances, types and the different teaching concepts of ESP. Notwithstanding; it is of great importance to commence with the main definitions stated by linguists concerning ESP.

Apparent variations in the interpretation of ESP definitions can be noticed;

Some people described ESP as simply being the teaching of English for any purpose that could be specified. Others, nonetheless, were more precise describing it as the teaching of English used in academic studies or the teaching of English for vocational or professional purposes. Anthony (1997, pp. 9-10).

“ESP is generally used to refer to the teaching of English for a clearly utilitarian purpose.” Mackay and Mountford (1978, p.2). That is to say, English should be taught to achieve specific language skills using real situations, in a manner that allows them to use English in their future profession, or to comprehend English discourse related to their area of specialty.

Generally the learners study English “not because they are interested in the English Language or English culture as such, but because they need English for study or work purposes” (Robinson, 1991, p. 2). In ESP, “language is learnt not for its own sake or for the sake of gaining a general education, but to smooth the path to entry or greater linguistic efficiency in academic, professional or workplace environments” .Basturkmen (2006, p. 18). This means that the role of ESP is to help language learners to build up the needed abilities in order to use them in a specific field of inquiry, occupation, or workplace. These definitions were stated according to ESP evolution throughout time, this latter is viewed in more details in the following section.

1.2.1 ESP Genesis

The origins of teaching Language for Specific Purposes (LSP) can be traced as far back as the Greek and Roman empires (Dudley-Evans & ST John, 1998, p.1). In the same vein, Stevens (1977) stated that the history of LSP goes back to “at least half a century”. For 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”.

This phenomenon has functioned and operated in diverse manners around the globe, “but we can identify three main reasons common to the emergence of all ESP.”(Ibid, 1987, p. 6): the demands of a brave new world, a revolution in linguistics and a new focus on the learner.

After 1945, the New World knew an era of massive and unprecedented increase in all activities chiefly the economic, technical and scientific ones dominated by two divergent forces, inexorably it engenders a demand for an international language, and this responsibility was accredited to English for various reasons. Consequently “..., it created a new generation of learners who knew specifically why they were learning a language...”(Hutchinson & Waters, 1987, p. 6) aiming at fulfilling the daily needs which consisted in the comprehension of the simplest brochure or manuals to most complicated genres of discourses as Business texts and Marketing articles .

Some linguists, being aware of the world changes, began to focus their studies on the ways in which language is used in real situations. Traditional approach in language study centered the attention on the grammatical rules governing the language usage, though it was found that the discourses vary according to the contexts, it was necessary to reorganize the teaching and learning methodologies and make the specific features of each situation the basis of learner's courses. The English used by doctors, linguists, aviators or business managers is not based on the same terminological terms, thereupon; the teaching and learning process was directed on the basis of the use of specific corpora for each field.

In the same period learners' motivation towards acquiring a foreign language was the subject study of educational psychologists, who noticed the use of different learning strategies by learners; they have different attitudes, needs and interests. The idea was based on the motto of "tell me what you need English for and I will tell you the English you need". It was a natural expansion of this philosophy to plan special courses for each range of specific learners. Stevans (1977, p.152) noted: "...the existence of a major 'tide' in the educational thought, in all counties and affecting all subjects. The movement referred to is the global trend towards 'learner-centered education'".

Like the world, language study and concepts of education fundamentally changed, the English language teaching changed with it, and knew the birth of teaching ESP which is considered as the direct result of the world evolution. However, ESP is seen differently by scholars in terms of its characteristics and functionality.

1.2.2 ESP Characteristics

ESP is a recognizable activity of English Language Teaching (ELT) with some specific characteristics. Dudley-Evans and St. John (1998) tried to apply a set of characteristics, some absolute and some variable, to outline the core features of ESP.

- Absolute Characteristics:

1. ESP is defined to meet specific needs of the learners;

2. ESP makes use of underlying methodology and activities of the discipline it serves;
3. ESP is centered on the language (grammar, lexis, and register), skills, discourse and genre appropriate to these activities.

- Variable Characteristics:

1. ESP may be related to or designed for specific disciplines;
2. ESP may use, in specific teaching situations, a different methodology from that of General English;
3. ESP is likely to be designed for adult learners, either at a tertiary level institution or in a professional work situation. It could, however, be for learners at secondary school level;
4. ESP is generally designed for intermediate or advanced students. Most ESP courses assume some basic knowledge of the language systems, but it can be used with beginners. (Dudley-Evans & St. John, 1998, p.4)

It is obvious that the absolute characteristics are specific to ESP because learners' needs are of central importance when designing language activities.

As far as the variable features are concerned, ESP courses can be designed for a specific group using definite teaching methodology, nevertheless, all learners' categories and disciplines can be concerned with ESP. Due to that reason ESP should be seen simply as an 'approach' to teaching, or what Dudley-Evans and St. John illustrated as an 'attitude of mind'. Similarly, Hutchinson and waters (1987, p.19) stated that, "ESP should properly be seen not as any particular language product but as an approach to language teaching in which all decisions as to content and method are based on the learner's reason for learning".

In the course of the statements suggested below a great similitude is noticed between ESP and General English Purposes (EGP) as teaching approaches knowing that each methodology is set up to fulfill specific social requirements, so in what terms are they different?

1.2.3 ESP types

The maturity of ESP throughout time knew several views regarding its subdivision. Different types were proposed by linguists and this research depended on Hutchinson and Waters' subdivision. In 1987, the scholars rooted one of the most well-known and useful theories regarding English Language Teaching branches with the 'Tree of ELT' (see Appendix A), in which they divided ESP into three main types:

- a) English for Science and Technology (EST),
- b) English for Business and Economics (EBE), and
- c) English for Social Studies (ESS).

Each type was concerned with specific field of scientific knowledge as technology, business and economy or the social fields in general; with its large amount of human science studies. Additionally, each of these was divided into further sub-branches: English for Academic Purposes (EAP) and English for Occupational Purposes (EOP). An example of EOP for the ESS branch was 'English for Psychology' whereas an example of EAP for the ESS branch was 'English for Teaching'. Another instance of EOP for the EST branch was "English for Technicians" whereas an example of EAP for the EST branch was "English for Medical Studies."

Yet Hutchinson and Water's classification of EAP and EOP is rather unclear; that is why further clarification is needed in order to distinguish between them.

1.2.4 The Difference between ESP and EGP

The question of the difference between ESP and EGP has been addressed in the literature in terms of theory and practice. Hutchinson and Waters (1987) stated that there was no difference between the two in theory; however, there was a great deal of difference in practice. ESP differed from EGP in the sense that the words and sentences learned and the subject matter discussed were all relevant to a particular field or discipline. ESP teaching approach was known to be learner-centered where learners' needs and goals are of a supreme value, whereas General English (GE)

approach was language-centered, and focuses on learning language from a broad perception covering all the language skills and the cultural aspects of the English speaking community. ESP, like any other language teaching activity, stands on facts about language nature, learning, and teaching; it is, however, often contrasted with GE.

In the same token, Robinson (1980, p. 6) stated that “the general with which we are contrasting the specific is that of general education for life, culture and literature oriented language course in which the language itself is the subject matter and the purpose of the course”.

However, in ESP after the identification and the analysis of specific learning needs, students learn “English en route to the acquisition of some quite different body of knowledge and set of skills” (ibid 1980, p.6).

The design of syllabi for ESP is directed towards serving the needs of learners seeking for or developing themselves in a particular occupation or specializing in a specific academic field. ESP courses make use of vocabulary tasks related to the field such as negotiation skills and effective techniques for oral presentations. A balance is created between educational theory and practical considerations. ESP also increases learners' skills in using English.

An in-depth investigation, however, of the difference between the two is required. EGP is essentially the English language education in junior and senior high schools. Learners are introduced to the sounds and symbols of English, as well as to the lexical/grammatical/rhetorical elements that compose spoken and written discourses. There is no specific situation targeted in this type of language learning. Rather, it concentrates on applications in general situations: appropriate dialogue with restaurant staff, bank tellers, postal clerks, telephone operators, English teachers, and party guests as well as lessons on how to read and write the English typically found in textbooks, newspapers, magazines, etc. EGP curricula also include cultural aspects of the second language. EGP conducted in English-speaking countries is typically called English as a Second Language (ESL), and EGP conducted in non-English-speaking countries is normally named English as a

Foreign Language (EFL). EGP is typically viewed as a level that precedes higher-level instruction in ESP if the latter is to yield satisfactory results.

ESP, however, is that kind of English teaching that builds upon what has been acquired earlier in EGP with a more restricted focus. It aims at acquainting learners with the kind of language needed in a particular domain, vocation, or occupation. In other words, its main objective is to meet the specific needs of the learners. Of course, this indicates that there is no fixed methodology of ESP that can be applicable in all situations, but rather each situation and particular needs of learners belonging to a particular domain impose a certain methodology of teaching. Further distinction between GE courses and ESP ones is that, learners of ESP are mainly adult with a certain degree of awareness concerning their language needs (Hutchinson & Waters, 1987). Whereas, GE courses are provided to pupils as compulsory modules at schools, their unique purpose is to succeed in examinations.

Thus, ESP is centered on the language appropriate to the activities of a given discipline. According to Hutchinson and Waters (1987, p.19), "ESP is an approach to language teaching in which all decisions as to content and method are based on the learner's reason for learning." In this connection, Dudley-Evans (1998) explained that ESP may not always focus on the language for one specific discipline or occupation, such as English for Law or English for Engineering. University instruction that introduces students to common features of academic discourse in the sciences or humanities, frequently called English for Academic Purposes (EAP), is equally ESP.

Basturkmen (2006) maintained that General English Language (GEL) teaching tends to set out from a definite point to an indeterminate one, whereas ESP aims to speed learners and direct them through to a known destination in order to reach specific objectives. "The emphasis in ESP on going from A to B in the most time- and energy efficient manner can lead to the view that ESP is an essentially practical endeavor" (Basturkmen, 2006, p. 9)

It is observed from the above distinctions that ESP and GE are different in the aims and objectives of the courses, the nature of the learners and the themes. This is also a point of disagreement between linguists concerning ESP branches or the categorization of its subjects of practice.

1.2.5 English for Academic Purposes (EAP)

The first use of EAP goes back to 1974 when two British council officers, Keith Jones and Peter Roe, had a meeting on the issue (Jordan 2002). During the recent years, growth of English as a leading language especially in academic situations has cast light on the very existence of a clear definition of EAP. Jordan (1997, p.2) and Dudley-Evans and St John (1998, p.34) define EAP as communicative English for study purposes (also, see Hyland, 2002 & Hamp-Lyons, 2000).

English for Academic Purposes (EAP), as ramification of ELT, is an important teaching focus of recent decades. Dudley-Evans and St. John (1998) define EAP as “...any English teaching that refers to a study purpose and the concerns of EAP are needs analysis, text analysis, and preparing learners to communicate effectively in the tasks prescribed by their study situation” (ibid, p. 34). Needs Analyses (NA) provide room for instructors so that they can distinguish target situations in which they have to prepare their learners to communicate effectively in academic situations. Teachers have to be equipped with appropriate methods of teaching in order to determine how these contexts-based tasks can be performed.

1.2.6 English for academic purposes (EAP) versus English for occupational purposes (EOP)

Hutchinson and Waters (1987) noted that there was not a clear-cut distinction between EAP and EOP on the basis of the considerations that (i) people can work and study simultaneously, and that (ii) the language learnt in a teaching setting for academic purposes can be useful and employed by the learner in the occupational environment when s/he takes up, or returns to a job. (ibid, p.16). This may explain why EAP and EOP have been categorized under the same type of ESP. The end of both types seems to be similar: employment. However, this shall not lead to the conclusion that

the means through which the same end is achieved are also identical. They are very different indeed.

Consequently, the distinction can be made in the sphere of convenience. On the one hand, EOP courses train individuals to perform on the job, using English to communicate. On the other hand, EAP courses are applied for common core elements also known as ‘study skills’. They basically consist of writing academic texts, taking notes, observations, listening to formal academic discourses and making presentations.

Through this clarification, it is noticed that both the academic and occupational domains are concerned with teaching ESP, but the main question that should be answered in this particular study is: where does EBP stand ?

1.3 Definition of the term Business English (BE)

BE as a branch of ESP “requires the careful research and design of pedagogical materials and activities for an identifiable group of adult learners within a specific learning context (St Johns and Dudley-Evans, 1996) and is “designed to meet specified needs of the learner” (Stevens, 1988).

The term BE deals largely with adult learners either working or preparing to work in a business context, but may also include academic BE required by students following, for example, a Master of Business Administration (MBA) course in Finance, Marketing, Accounting or Banking. According to St Johns and Dudley Evans, BE is an umbrella term used similarly, to the term ESP to embrace both general courses in the appropriate lexis and grammar for business communication. In the same way EAP can be divided into English for General Academic Purposes (EGAP) and English for Specific Academic Purposes (ESAP), it would be appropriate to divide BE into courses in English for General Business Purposes (EGBP) and English for Specific Business Purposes (ESBP). The authors reject the tendency among some practitioners to use the term BE to refer only to the more common-core, nonspecific work and to refer to the specific work as ESP.

1.4 Business English Nature

The immediately noticeable feature of Business English research was the relative lack of it. The literature on Business English was largely concerned with the practical issues of teaching, rather than with analysis of the features of its language. This state of affairs has been brought about largely by the reality that most Business English Teaching (BET) remained outside the university environment. This has meant that whereas studies of EAP have been more usual, private language schools that teach BE often did not have the resources or the time to support research. Moreover, any research done and results gained are often held in-house, and the experience used as a competitive edge over rivals. BET was a business, not an academic pursuit. Furthermore, gaining access to raw data that was from the companies themselves was often hampered by the desire for secrecy on their part. Meetings and negotiations held can commonly be of importance to their financial survival and it is, therefore, more difficult to gain access to them than, say, a group of language students on a university EAP course.

Thus, when looking at the three most recent state-of-the-art articles on BE (Johnson 1993, Dudley-Evans & St John 1998, St John 1996) and two major handbooks on teaching BE (Ellis & Johnson 1994 and Brieger 1997), discussion for the most part was firmly based around aspects of teaching, materials and discussion of learner issues.

- Johnson (1993) quickly covers some research done in the area of BE and then goes on to discuss needs analysis techniques, approaches and materials for teaching.
- Ellis & Johnson (1994) encouragingly entitled the first chapter of their book ‘What is Business English?’ yet no attempt was given at any kind of linguistic definition. They complained that there is a lack of research and therefore ‘little to support course developers beyond their own first-hand experience gained in the field’ (1994, p.7).

- Dudley-Evans and St John (1996) were more thorough in terms of discussing what has been discovered linguistically about BE and went in much greater detail into BE research - the first fourteen pages of the forty page report were devoted to work done in this area.
- St John (1996) similarly devoted room to research done in business, and one section (1996, p.5) focused on ‘linguistic issues’. St John however, still noted the lack of evidence on what BE actually is, saying that ‘One of the difficulties of Business English is the absence of an established ‘common-core’ of business language’ (1996, p.5).
- Brieger (1997) discussed the grammar and lexis of BE but only in terms of who is talking to whom and in what situation. His definition of Business English (shown in the diagram below) is also very much concerned with its teaching rather than any linguistic analysis.

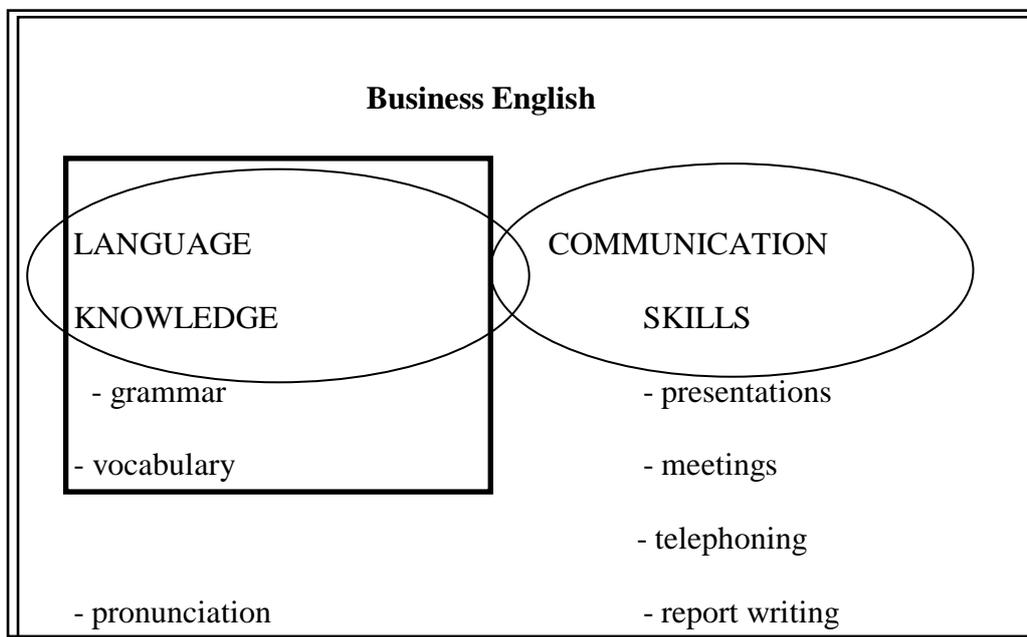


Fig: 1.1 Business English as seen by Brieger (1997, p.35)

Brieger (1997) continued by stating that ‘the legitimate scope of our pedagogic activities as Business English trainers...is to design and deliver courses which aim to increase language knowledge and communication skills’ (1997, p.35). In terms of language he provided a check-list of

useful phrases at the back of the book, but again these were based on teaching experience rather than on any in-depth study into the language of business.

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

interactive

spoken >> face to face, telephone >> service encounters, negotiations etc.

written >> method of transmission >> memo, letter etc.

non-interactive >> forms, reports, proposals, adverts etc.

In terms of the language of business, however, she said significantly that ‘I am not aware of any research that establishes the properties of business language as distinct from general language’ (1994, p.43). Thus whilst there was definite interest in this question, hard research was missing.

Yet despite the main focus of writing being on learner and classroom issues, major research has been carried out into BE and is, at time of writing, very much on the increase. Analysis of Business English has benefited both from the direct research done into it and also from studies of other specific languages - notably in EST - the results of which have a definite cross-over effect in enhancing knowledge of BE. Pickett, who could be viewed as a major, if not the only major ‘thinker’ on the nature and characteristics of BE felt that this branch is a part of ESP *but* “...as business and commerce are by definition an interface between the general public and the specialist producer...it must be a lot nearer the everyday language spoken by the general public than many other segments of ESP”. (Pickett, 1986a, p.1)

He then refined this statement by comparing Business English to ‘lay-language’: “Conversely, of course, the extent to which it departs from lay language depends more on the nature

of the business than on any autonomous subject area it occupies all to itself. Thus if we take three different firms, one in insurance, one in pharmaceuticals and one in fashion, their language to the public will be much the same and no more specialized than can be avoided. Their internal specialist languages, however, will be respectively those of insurance, pharmaceuticals and fashion, not business in general.” (Pickett, 1986a, p.1)

Later on, research on English for business purposes (EBP) has flourished as English has become widely accepted as the primary language for international business (Esteban & Cañado, 2004). A considerable amount of research has been conducted on business English including the analysis of business writings, conversation, communication skills, and strategies. Also many language institutions have offered business English courses.

1.5 Business English in an ESP context

It was mentioned in the previous section that ESP has developed greatly over the last thirty or forty years and that BE has been part of that growth. Its place in that process can be seen in the following diagrams taken from different moments in time. The first diagram (Fig.1.1) is from Stevrens (1977) and shows Specific Purpose Language Teaching (SPLT) split into *occupational* and *educational* segments. In terms of *occupational* language it is interesting to note that this is further divided into three sections: *pre-experience*, *simultaneous* and *post-experience*. These different aspects of need of language are particularly relevant to BE.

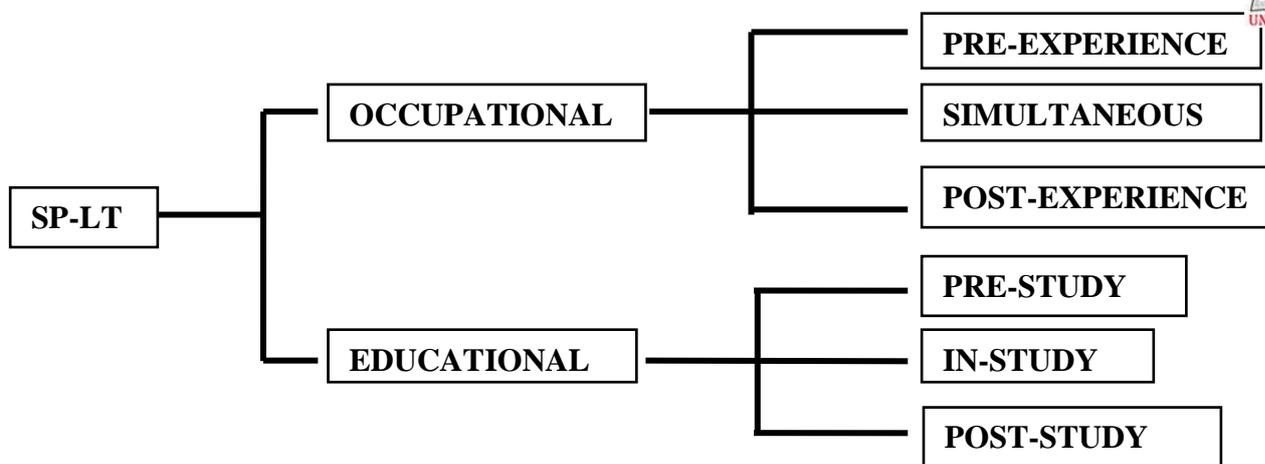


Fig: 1.2 from Strevens (1977, pp.155-156) - the division in SP-LT

Several authors (Pickett 1988, Johnson 1994 and Brieger 1997) have discussed the varying language needs of students who are essentially learning both the language of the job, and also about the job or the work's field itself, i.e. *pre-experience*, and those learners who are already doing the job, i.e. *post-experience*. Pickett (1988, p.90) refers to this as the difference between *knowing* about something and *acting* - i.e. the difference between the language needed for knowing about a topic and the language needed for actually being able to perform in a given area. Brieger (1997) referred to the same distinction of learners calling them *pre-service* and *in-service* learners (Brieger 1997, p.12). Jordan (1989), in an article on EAP, reproduced the now commonly-held views on the structure of ESP:

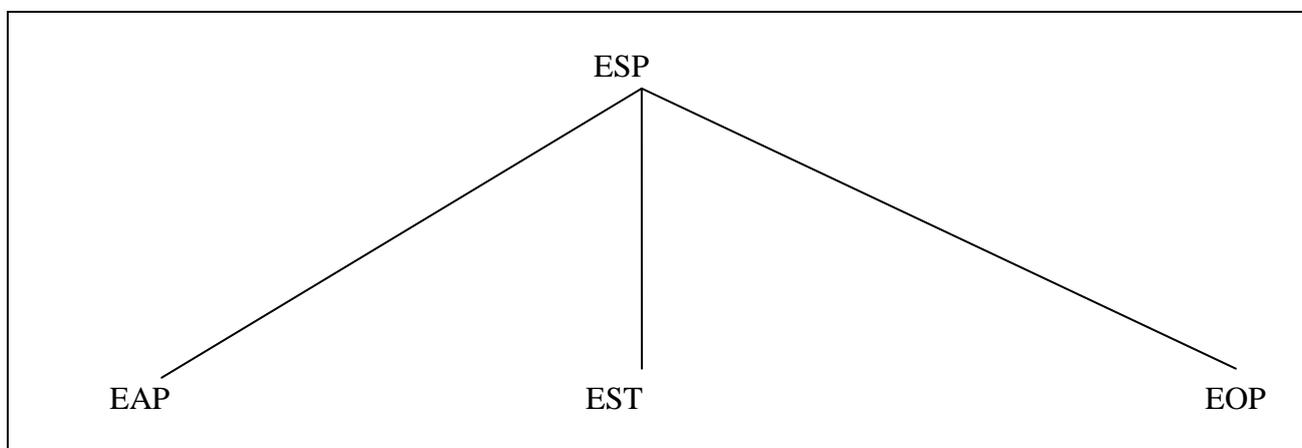


Fig: 1.3 The division of ESP from Jordan (1989, p.150)

Thus Jordan saw EOP as an off-shoot of ESP in general, but separate from EST and EAP.

Jordan then divided his particular area of interest, EAP, into two distinct categories - general academic English and specific academic English:

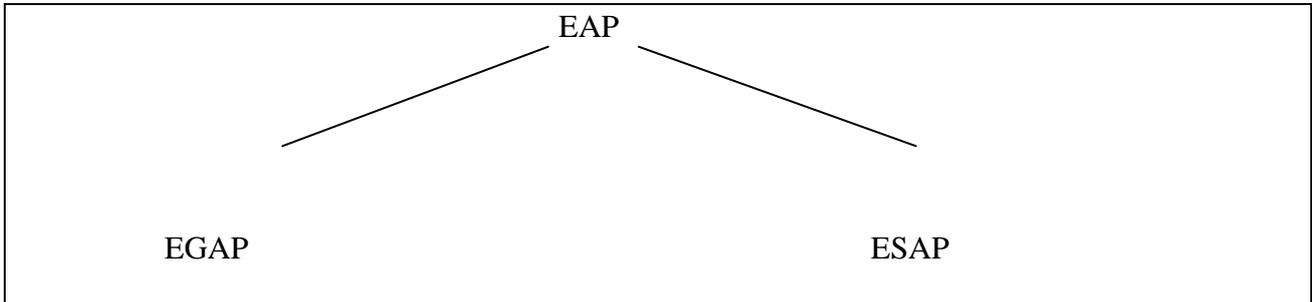


Fig: 1.4 The division of EAP from Jordan (1989, p.150)

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

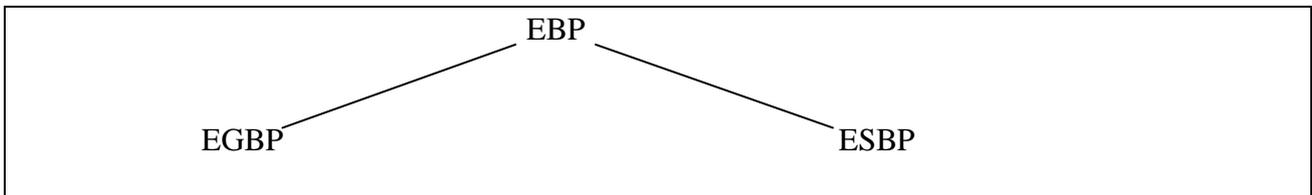


Fig: 1.5 EBP (English for Business Purposes) divided into EGBP (English for General Business Purposes) and ESBP (English for Specific Business Purposes)

Yet, it is argued in the literature that this presented a much too simplistic picture of the broad scope of BE today. Dudley-Evans and St John say that ‘We see Business English as an umbrella term used similarly to the term English for Specific Purposes to embrace both general courses in the appropriate lexis and grammar for business communication’ (1996, p.1). Johnson (1993, p.201) agreed, saying that ‘Business English does not fit neatly into the generally accepted categorizations of ESP’. She went on to quote Munby (1978), who presented a broad variety of different situations and potential learners of BE. She then concluded that ‘Business English is much

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

Ellis and Johnson (1994) presented, therefore, in relation to this broadness of BE, three basic categories of BE learners:

1. *Pre-experience learners*: students at business schools - not yet in work.
2. *Low-experienced learners*: junior company members and learners who are changing jobs.
3. *Job-experienced learners*: those in work who need BE for a broad variety of reasons. Whilst it is true to say that BE is a broad domain, it can also be viewed as a part of the ESP movement - simply a very complex and a large part of it. The place of BE in ESP and the kinds of learners it has can be summarized in the diagram below:

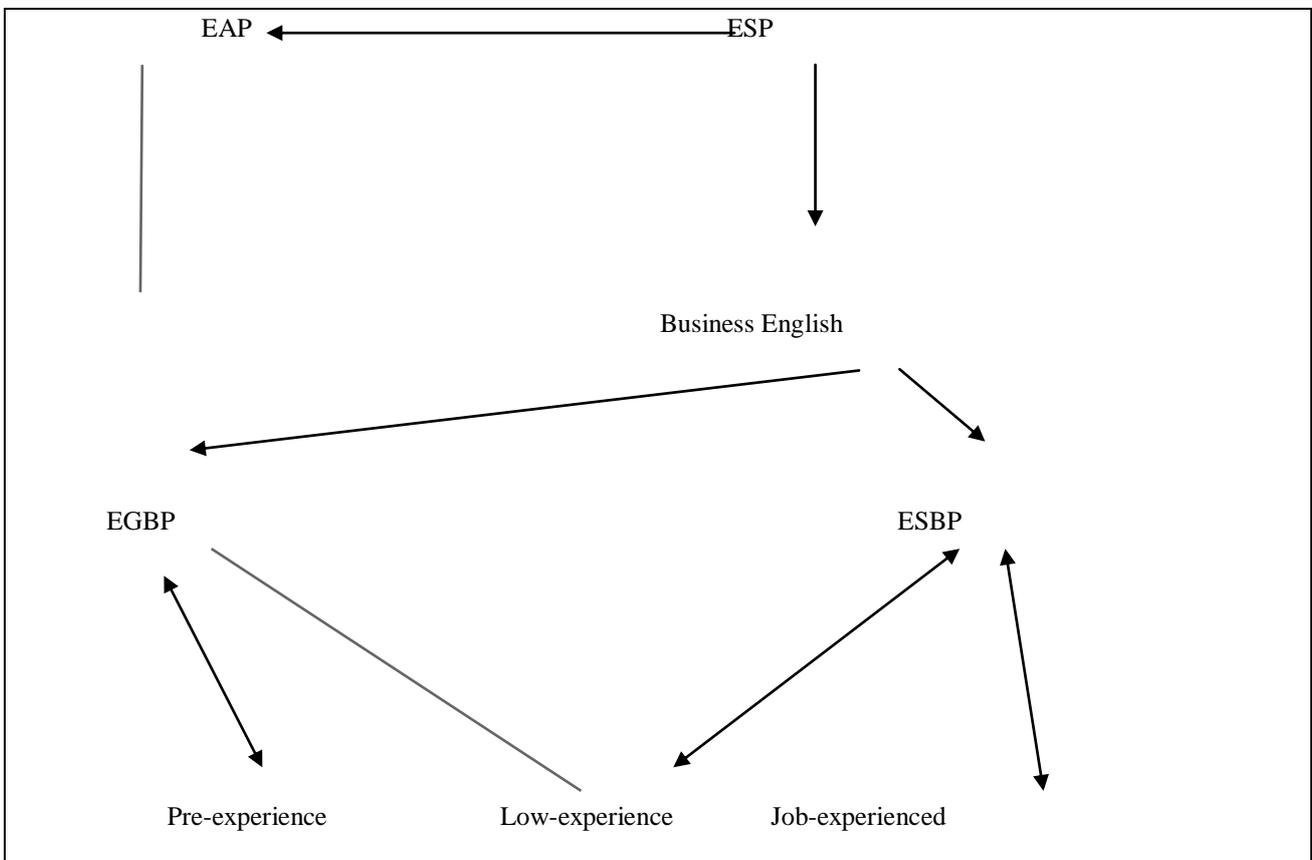


Fig: 1.6 Business English in ESP and Business English learners Ellis and Johnson (1994)

It could be noted in Fig.1.6 that pre-experience learners were more likely to need general BE and those already in the workplace more specific BE. Also, some students needed ‘academic’ Business English in a college setting. Thus Business English, though a separate part of ESP, was still part of it.

Conclusion

ESP is one of the major activities around the world today. It is an enterprise involving education, training and practice. ESP draws upon three major areas of knowledge: language and the students’ specialist areas of interest. Because ESP practitioners generally have a great variety of roles, such as researchers, facilitators, course designers, materials’ developers and providers, evaluators, collaborators, as well as classroom teachers. It is noteworthy here that, due to practical limitations, the literature reviewed in this chapter has a limited scope. It only includes the most salient instances from among the rich repertoire available.

In précis, this chapter has started by stating the English language domain of use. ESP, ESP genesis, ESP characteristics, ESP types, the difference between ESP and EGP were also clarified. In the upcoming sections of this chapter EAP, EAP versus EOP have been displayed. Then, definition of the term BE, BE nature and BE in an ESP context have also been taken into consideration.

CHAPTER TWO

NEEDS ANALYSIS AND COURSE DESIGN

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CHAPTER TWO: NEEDS ANALYSIS AND COURSE DESIGN

Introduction

This chapter comprises two sections. The first section of the second chapter deals with the definition of the term “need”, taxonomies of needs, NA, approaches to NA, which will be followed by the procedural models suggested for conducting needs analysis. The second section revolves around Course Design (CD) in terms of definition, ESP CD approaches. Issues in ESP CD, materials, materials development and evaluation are also included in the last section of this chapter.

2.1 Definition of the Term Need

There are various definitions for “need”. Richterich and Chancerel (1980) argued that coming up with a simple definition of need is difficult and must be continuous processes since needs are also in a process of constant development and change. However, an appropriate definition of “need” is always essential to an NA study since it provides significant implications for how the study will be conducted and turns out to be a guide for the undertaker(s) of any NA procedure.

The most conventional definition for “need” in the field of education is “the gap between what is and what should be” (Brindley, 1990, p.65).

When the language programs are concerned, it is possible to come across almost similar but more detailed definitions of need. Berwick (1989) perceived need as a gap or a measurable discrepancy between what learners need and what they receive in language programs. The measurability of need is an important aspect integrated into this definition. In the same vein, Ornstein and Hunkins (1998, p.74) also emphasize the existence of a “gap” by using the word “discrepancy” and define need as “a recognized and accepted discrepancy between a current state and a desired state”.

Packwood and Whitaker’s (1988) definition of need is of no difference from the previous ones in the sense that they also regard need as a perceived gap or discrepancy between the desired condition and the assessed one. Altschuld and Witkin (1995) discriminated between the definitions

of need as a noun and a verb in the sense that need, as a noun, points to the gap or discrepancy between the present state and the desired future or the ultimate state whereas need, as a verb, refers to what is required to fill this gap or a set of solutions or means to a desired end. McKillip (1987, p.10) incorporates four areas of concern as values, target population, problem, and solution into the definition of need by defining it as “the value judgment that some group has a problem that can be solved”.

Further along, Richterich and Chancerel (1980) stated that the concept of language needs remains nebulous due to the de facto that it has never been clearly defined. Brindley (1989) attributed the reason lying behind this ambiguity to the distinction or even contradiction among various concepts of need. Brindley (ibid), for instance, made a distinction between *objective* and *subjective* needs:

2.1.1 Objective Needs: can be assumed to be general needs which can be inquired through the analysis of the typical everyday situations in which the target population is to be involved, and these needs are identified by means of an NA approach known as Target Situation Analysis (TSA) as suggested by Chambers (1980).

2.1.2 Subjective Needs: are the kind of needs that the individuals themselves have and can be identified from the information concerning affective and cognitive factors such as personality, attitudes, wants and expectations. In addition to such a classification, Hutchinson and Waters (1987) put forward the distinction between target needs and learning needs which will be further detailed in section 2.2 (Needs Analysis Taxonomies).

2.2 Needs Analysis Taxonomies

Under the global heading of need, Hutchinson and Waters (1987) identified the following divisions:

2.2.1 Target Needs

They believed that '**target needs**' is an umbrella term that hid a number of important distinctions.

They looked at the target situation in terms of necessities, lacks and wants as following:

2.2.2 Necessities

The type of need determined by the demands of the target situation, that is, what the learner had to know in order to function effectively in the target situation.

2.2.3 Lacks

The authors believed that the process of identifying necessities alone was not sufficient and that we also needed to be abreast of what the learner knew already, as that helped us decide which of the necessities the learner lacks. In other words, we needed to match the target proficiency against the existing proficiency, and the gap between them was the learner's lacks.

2.2.4 Wants

Learners' wants and their views about the reasons why they needed language should not be ignored, as students might have a clear idea about the necessities of the target situation and would certainly have a view as to their lacks. Actually, this might be an issue as the learners' views might conflict with the perceptions of other interested parties, e.g. course designers, sponsors, and ESP practitioners.

2.2.5 Learning Needs

Learning needs explained how students will be able to move from the starting point (lacks) to the destination (necessities). Hutchinson and Waters (1987) claimed that it was naïve to base a course design simply on the target objectives, and that the learning situation must also be taken into consideration. They added that the target situation alone was not a reliable indicator, and that the conditions of the learning situation, the learners' knowledge, skills, strategies, and motivation for learning are of paramount importance. The figure below illustrates this taxonomy.

NEEDS

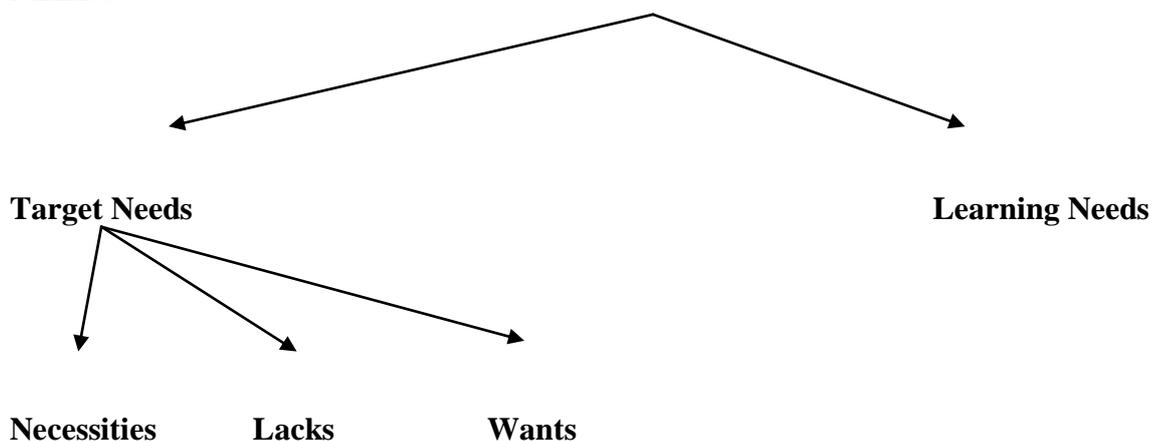


Figure: 2.1: NA Taxonomies Hutchinson and Waters (1987, p: 55)

Hutchinson and Waters (1987) offered a TSA framework that consisted primarily of the following questions:

- 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?

They also offer a similar framework for analyzing learning needs that comprizes the following questions:

- Why are the learners taking the course?
- How do the learners learn? What resources are available?
- Who are the learners?
- Where will the course take place?
- When will the course take place?

Finally, the writers offered various ways for gathering information about the target needs such as: questionnaires, interviews, observations, data collection, and informal consultations with sponsors, learners and others.

Starting from Hutchinson and Waters (1987) classification of NA, West (1994) propounded the following delineation:

1) Target Situation Analysis: it identifies the 'necessities', i.e. the demands of the target situation or, in other words, what the learners need to know in order to function effectively in the target situation.

2) Deficiency Analysis: it is, as mentioned earlier, the gap between what the target trainees know at present and what they are required to know or do at the end of the program. Other aspects of deficiency analysis investigate whether students are required to do something in the target language that they cannot do in their native language.

3) Strategy Analysis: it mainly identifies the learners preferred learning styles.

Obviously the focus here is on methodology, but there are other related areas such as: reading in and out of class, grouping size, doing homework, learning habits, correction preferences, etc.

4) Means Analysis: it is mainly concerned with the logistics, practicalities, and constraints of needs-based language courses. West (1994) pointed out that some analysts believed that instead of focusing on constraints, it might be better if course designers thought about how to implement plans in the local situation.

5) Language Audits: this basically includes 'any large-scale exercise forming the basis of strategic decisions on language needs and training requirements carried out by or for:

1) Individual companies, 2) professional sectors, 3) countries or regions. (West, 1994, p.12). West indicated that language audits might simply be used to identify and describe the current state of language teaching. Nevertheless, they might also be used to help a certain country or organization

to formulate a new strategy based on the clients' needs that might take months or even years to implement.

Benesch (1996) distinguished between Descriptive Needs Analysis (DNA) and Critical Needs Analysis (CNA):

1. DNA is mainly concerned with the description of the target situation so as to function as a basis for curriculum design and/or curriculum development.

In DNA, thus, no attempt is made in order to change the status quo, and students are trained within the current state in order to fulfill the demands of the target situation.

2. CNA, on the other hand, attempts to find ways that may modify the existing conditions and, consequently, aspire to change the target situation. She states that the majority of NA in the fields of ESP/EAP is mainly descriptive.

Another distinction has been endeavored by Sysoyev (2000) who used the term '**students' analysis**' instead of the traditional term '**needs analysis**'.

Students' analysis can give two kinds of information. The first reflects learners' "possession" - their current level in their L2-ESP, field knowledge in L1 and/or L2, motivation, methods of learning they have experienced, etc. The second represents what learners want to achieve - what traditionally has been called "ESP needs". (1)

Sysoyev (Ibid.) explained that students' analysis did not only inform us of students' needs but it also acquainted us with other equally important factors such as: students' motivation, learning styles, field knowledge in the native/foreign language, etc.

2.3 Definition of the Term Needs Analysis (NA)?

It is not surprising to come across a myriad of definitions regarding NA since there has been a great deal of confusion and debate over the definitions of the term "need". According to Altschuld and Witkin (1995) NA is a set of systematic procedures pursued in order to establish priorities based on identified needs and make decisions aiming at the development or improvement of a

program and allocation of resources. It is worth mentioning at this point that, as evidenced from the definition, NA calls for identifying needs in a systematic manner and setting priorities on the needs identified.

Additionally, Reviere et al. (1996) also viewed NA as a systematic process of collecting and analyzing data with the aim of identifying the areas where the people concerned are lacking when compared to the generally accepted norms. This definition refers to the closure of gaps between the standards set and the absence or insufficient presence of them through a deliberate and pre-determined set of procedures.

Stufflebeam et al. (1985) and McKillip (1987) perceived NA not as an end but as a means for making decisions about programs and resources. Alternatively, it is not the sole objective of NA to identify the needs but to make certain recommendations or take certain actions in order to fill the probable gaps or to satisfy those needs.

A table including a list of needs as identified in NA literature is shown below:

Table 2.1: List of Needs Identified in NA Literature

OWNERSHIP	KIND	SOURCE
LEARNERS' NEEDS	Personal needs	<input type="checkbox"/> Age <input type="checkbox"/> Cultural background <input type="checkbox"/> Interests <input type="checkbox"/> Educational background
	Learning Needs	<input type="checkbox"/> Learning styles <input type="checkbox"/> Previous language learning experiences <input type="checkbox"/> Gap between the target level and the present level in terms of knowledge <input type="checkbox"/> Gap between the target level and the present level of proficiency in various competence areas (E.g. skills, strategies) <input type="checkbox"/> Learning goals and expectations for a course
	Future Professional Needs	Requirements for the future undertakings in terms of: <input type="checkbox"/> Knowledge of language <input type="checkbox"/> Knowledge of language use <input type="checkbox"/> Second language competence
	Personal Needs	<input type="checkbox"/> Age and sex <input type="checkbox"/> Cultural background <input type="checkbox"/> Educational background <input type="checkbox"/> Teachers' language proficiency

TEACHERS' NEEDS		
	Professional Needs	<input type="checkbox"/> Preferred teaching styles <input type="checkbox"/> Teacher training experience <input type="checkbox"/> Teaching experience
ADMINISTRATORS' NEEDS	Institutional Needs	<input type="checkbox"/> Socio-political needs <input type="checkbox"/> Market forces <input type="checkbox"/> Educational policy <input type="checkbox"/> Constraints (e. g. time, budget, resources)

2.4 Approaches to Needs Analysis

The dominant focus of early NA was occupational /EOP, but this later changed to academic language /EAP. The scope of NA up to the 1980's and including Munby (1978) was syllabus specification derived from target-situation needs, but the scope has since been broadened to include areas specifically excluded by Munby – practicalities and constraints, teaching methods and learning strategies, and, recently, materials selection. With the advent of ESP, NA became a key instrument in course design.

NA is, by its very nature, a pragmatic/descriptive activity (Schutz & Derwing, 1981) based on highly localized situations (Tarone & Yule, 1989, p.11). However, explicitly or implicitly, it has a basis in theory (Coffey, 1984; McDonough, 1984, p.31) or principle (Robinson, 1991, pp.11-12) that was largely established by the Council of Europe (1980) and Munby (1978), although Yalden (1987, p.107) suggested that there has been little subsequent theoretical discussion. Researchers identified and described existing elements of the target situation to provide the basis of curriculum development. The broad underlying theoretical basis was that of curriculum development (Rodgers,

1980; Littlewood, 1992), which, according to Holec and James (1985, pp.76-90), has since the early 1960's followed three main tendencies:

- ✓ Improving teaching methods,
- ✓ Adapting the teaching to the type of learning public, and
- ✓ Training the learner how to learn.

NA has been rooted in the second of these tendencies and, more recently, the third, the rationale being, 'by identifying elements of students' target English situations and using them as the basis of ESP instruction, ESP teachers will be able to provide students with the specific language they need to succeed in their courses and future careers'. It is descriptive because, "it is unprejudiced by value judgments about the linguistic system, its speakers, and by easy extension, the sociopolitical circumstances attached to the system" (Santos, 1988).

Moreover, any system of NA is linked to the theory of the nature of language from which the categories of language employed in the procedure derive (Tarone & Yule, 1989, pp.12-20). In Coffey's model (1984) the selection of language categories constitutes the first step of the six-step model.

- 1. Selection of Theory:** nature of language: principles of restriction. E.g. communicative functions.
- 2. Needs Analysis:** a matching of vocational needs with the categories established.
- 3. Language Realization:** the transforming of the functions, skills previously identified into language items.
- 4. Course Design:** the ordering of the language items, by their relative importance and their sequencing.
- 5. Course Construction:** the devising of strategies and techniques.
- 6. Classroom Teaching.** (Coffey, 1984, pp.7-8)

2.4.1 Target Situation Analysis (TSA)

In Munby's case, the theoretical bases of his NA model were contemporary views on the nature of communicative competence, derived principally from Hymes (1971) was here following the general trend in NA in adopting a 'performance repertoire' model (Hutchinson & Waters, 1987) as his approach focused on the students' needs at the end of a language course, and target-level performance (TSA). The heart of Munby's model was the 'Communication Needs Processor' (CNP) in which account was taken of 'the variables that affect communication needs by organizing them as parameters in a dynamic relationship to each other'. After operating Munby's model, the end product was a profile of the students' language needs. It was then converted into a 'communicative competence specification', from which a sequenced syllabus could be drawn up. The routes through the model to arrive at the syllabus went either via a 'language skills selector' or via a 'meaning processor' and 'linguistic encoder'. Munby's model was though an endeavor to be systematic and comprehensive, it made his instrument inflexible, complex, and time consuming (Jordan, 1997). In addition to what has been mentioned earlier, Munby's model gathered data *about* the learner rather than *from* the learner.

NA has globally been concerned with the specification of aims, and methodological modification has not been much in evidence. This is not to say that the importance of such modification has not been recognized. Munby (1978), for instance, mentioned it as a constraint on the implementation of the aim specification derived from his 'operational instrument':

These implementation constraints were, of course, significant in the modification of syllabus specifications and production of materials, but that was the next stage in course design and should not take place until after the output from the operational instrument has been obtained.

This is further also leveled at his model as a criticism as he later allowed the 'political factors affecting the target language and the homogeneity of the learner group to be applied at the

NA stage' (Munby, 1978, p.64). Nonetheless, it was Munby's failure to consider such constraints in his 1978 model that led to the development of *means analysis* (Holliday & Cook, 1982).

2.4.2 Present-Situation Analysis/ Deficiency Analysis

Richterich and Chancerel (1977/80) provided a different approach by proposing a PSA which ascertains the students' state of language development at the beginning of the language course. The information sources were:

The students themselves, the teaching establishment and the 'user institution', e.g. place of work, sponsoring body, etc. the methods of collection of data were surveys, questionnaires, and interviews. Information was sought on levels of ability, resources, and views on language teaching/learning. Essentially, the learner was at the center of the system, which included the surrounding society and culture.

2.4.3 Strategy Analysis

The 1980's perceived the extension of NA from *what* (syllabus content) into *how*: 'language teachers specifically need to know the preferred learning styles and content expectations their students hold when they learn a language' (James, 1980, p.43). The apparent center of interest for this analysis is methodology but related areas of relevance in a strategy analysis (Nunan, 1988, pp.189-190) are preferences in terms of grouping size, extent of homework, learning in/out of class, learning styles, correction preferences, use of audio/visual sources, and methods of assessment.

Allwright (1982) was a pioneer in this area: his starting point was the students' perceptions of their needs in their own terms. In this respect, Allwright (Ibid.) made a distinction between:

- ✓ *needs* (the skills which a student sees as being relevant to him/herself),
- ✓ *wants* (those needs on which the student puts a high priority in the available, limited time),
and
- ✓ *lacks* (the difference between the student's present competence and the desired competence).

Allwright's concerns were to help students identify skill areas and their preferred strategies of achieving the skills.

Problems have arisen where students utilize learning strategies or styles that are perceived by teachers to be inappropriate or inefficient. Tarone and Yule (1989, p. 9) discussed this conflict and suggested that there might be three solutions – *fight'em*, *join'em* or *channel'em*. The problem was particularly acute where learners bring with them inefficient learning strategies.

2.4.4 Means Analysis

The failure of Munby (1978) model to take account of matters of logistics and pedagogy led to debate about practicalities and constraints in implementing needs-based language courses. Hawkey (1980) listed these practicalities and constraints. This new approach has been called by Holliday and Cook (1982) as 'means analysis' or 'the ecological approach'. In this approach the course designer or the teacher first identifies the relevant features of the situation (the 'ecosystem') and then sees how the positive features can be used to advantage to accommodate what would conventionally be seen as constraints.

2.4.5 Learning-Centered Approaches

Hutchinson and Waters (1987) advocated a learning-centered approach. They drew a distinction between learner-centered and learning-centered:

- **Learner-centered:** infers that 'learning is totally determined by the learner' (and thus probably does not truly exist); whereas
- **Learning-centered:** involves learning as a process of negotiation between individuals and society' (which includes teaching, syllabus, methods, materials, etc.).

Hutchinson and Waters (Ibid) compared 'target needs' (what the learner needs to do in the target situation) with 'learning needs' (what the learner needs to do in order to learn).

They sub-divide target needs into 'necessities', 'lacks', and 'wants':

- **Necessities:** (also called objective needs') mean what the learner has to know in order to function effectively in the target situation.
- **Lacks:** Represent the gap between the target proficiency and what the learner needs already (also objective).
- **Wants:** Are the subjective needs of the learners. This is important because for the first time both the 'subjective' and the 'objective needs' of learners were taken into consideration but still this approach fails to explain the conflicts arising between them.

Table 2.2: Comparison of NA Approaches

	Language Proficiency Orientation	Psychology / Humanistic Orientation	Specific Purposes Orientation
View of the Learner	<input type="checkbox"/> Learner as a language learner	<input type="checkbox"/> Learner as a “sentient human being” in society to become self-directing.	<input type="checkbox"/> Learner as a language user.
View of Needs	<input type="checkbox"/> Objective needs stressed. <input type="checkbox"/> Needs seen as a gap between present and desired general language proficiency.	<input type="checkbox"/> Subjective needs stressed. <input type="checkbox"/> Needs seen as a gap between current state of awareness necessary for learners to become self-directing.	<input type="checkbox"/> Objective needs stressed. <input type="checkbox"/> Needs seen as gap between present language performance in a specific area and language performance required in a particular communication situation.
Emphasizes	<input type="checkbox"/> Ease of administration where the learner is at in terms of language. <input type="checkbox"/> Proficiency in one or more skills. <input type="checkbox"/> Relevance of language content	<input type="checkbox"/> Sensitivity to adults’ subjective needs where learners is at terms of awareness. <input type="checkbox"/> Relevance of learning content and methods to individual learning styles.	<input type="checkbox"/> Collection of detailed data on objective needs. <input type="checkbox"/> Whereas the learner is going in terms of language performance relevance of language content to learner’s personal goals and social roles.

	to learner's proficiency level.		
Educational Rational	<input type="checkbox"/> Language learners learn more effectively in a group containing learners of a similar proficiency level. <input type="checkbox"/> Language learners learn more effectively if programmed content is geared to their proficiency level.	<input type="checkbox"/> Adult learn more effectively if they are involved in the learning process through consultation and negotiation. <input type="checkbox"/> Their past experience and present capacities should be valued and taken into account.	<input type="checkbox"/> Language users learn more effectively if programmed content is relevant to their specific area of need or interest. <input type="checkbox"/> General language proficiency is not as important as the ability to operate effectively in specific areas relevant to the learners' needs and interests.
Type of Information	Biographical information on learners' language proficiency. <input type="checkbox"/> Information on learners language difficulties.	<input type="checkbox"/> Biographical information on learners' attitudes, motivation and awareness. <input type="checkbox"/> Information on learners' personality and learning style. <input type="checkbox"/> Information on learners' desires and expectations about learning English.	<input type="checkbox"/> Biographical information on native speakers use of language in learners' target communication situation information, where relevant, on the needs of other parties in the relevant communication situation.

<p>Method of Information Collection</p>	<p><input type="checkbox"/> Standardized forms</p> <p><input type="checkbox"/> Language proficiency tests and observation.</p>	<p><input type="checkbox"/> Standard forms.</p> <p><input type="checkbox"/> Observation Counseling / interview /oral surveys</p> <p><input type="checkbox"/> Group discussions</p>	<p><input type="checkbox"/> Standardized forms.</p> <p><input type="checkbox"/> Intensive language analysis in target communication situation.</p> <p><input type="checkbox"/> Language proficiency test.</p> <p><input type="checkbox"/> Survey of learners' pattern of language use.</p> <p><input type="checkbox"/> Survey of needs of particular bodies of individuals outside the learning site.</p>
<p>Time of Information Collection</p>	<p><input type="checkbox"/> Mainly pre-course some in course diagnostic assessment and feedback, depending on teachers.</p>	<p><input type="checkbox"/> Pre-course constant in course consultation and feedback.</p>	<p><input type="checkbox"/> Mainly pre-course some ongoing course consultation and feedback depending on teacher.</p>
<p>How Analysis of Information is Used</p>	<p><input type="checkbox"/> Decision made concerning learners' current ability to use English.</p> <p><input type="checkbox"/> Decision made concerning</p>	<p><input type="checkbox"/> Decision provisionally made about types of learning environment, methods, and content which might be appropriate for learners' subjective needs, taking into</p>	<p><input type="checkbox"/> Decision made on appropriate language content to meet communication needs of learners.</p> <p><input type="checkbox"/> Reconciliation of language needs of learners</p>

	language learning priorities in light of present proficiency and diagnosed difficulties.	account their attitudes, motivation and awareness.	with those of other parties.
Purposes for Collecting Information	<input type="checkbox"/> So that learners can be placed in groups of homogeneous language proficiency so that teachers can plan language content relevant to learners' proficiency level.	<input type="checkbox"/> So that adults characteristic as learners can be given due consideration in providing learning opportunities so that adults can be helped to become self-directed by being involved in decision making about their own learning.	<input type="checkbox"/> So that learners will be presented with language data relevant to their own personal goals and social goals and social roles so that motivation will be enhanced by the relevance of this language content and learning will thus be facilitated.

2.5 Procedural Models of Needs Analysis

For an NA process to be carried out systematically, a sequence of activities is required. Several systematic and thorough procedural models of NA give direction to program development studies in the field of education.

Altschuld and Witkin (1995) displayed a general plan for assessing needs in three phases: pre-assessment (exploration), assessment (data gathering) and post- assessment (utilization) that occurred in a sequence and each of which ended up with a written product.

1. Exploration: a management plan for the NA is set up; general purpose of the NA is defined; major need areas and/or issues as well as the existing information concerning need areas are identified; potential data sources, methods and potential uses of data are determined; and at the end the design and management plan for Phase II is developed as well as setting criteria for evaluating the whole NA.

2. Data Gathering: the context, scope, and boundaries of the NA are determined; data on needs are collected; preliminary priorities are set; causal analyses related to all three system levels are analyzed; all data are analyzed and synthesized; and the criteria for action based on high-priority needs are determined.

3. Utilization: requires setting priorities and criteria for solutions; weighing alternative solutions; and developing action plans for implementing solutions such as program changes or other interventions. It is at the end of Phase III that the NA itself is evaluated and the results and recommendations for action are communicated to decision makers and stakeholders.

This NA model was quite comprehensive although it consisted of three phases because each phase also consisted of sub-phases adding depth to the scope of the model.

Smith (1990) presented five steps to be followed in an NA study:

1. Preparing for the NA,
2. Identifying sources of data collection,

3. Establishing procedures for collecting and analyzing the data collected,
4. Determining NA priorities, and finally
5. Reporting the results at the end of the NA.

The NA design offered by Smith (1989) did not involve the critique of the project as a whole. Schutz and Derwing (1981) suggested that a NA study started with the definition of purposes, in other words, whether learning needs or target needs were to be revealed. Then the target population from whom the necessary data would be gathered should be determined.

After that, the parameters of the investigation, namely, the major characteristics of the learners' needs were delimited and the information-gathering instruments were selected. These tasks constituted the preparation phase of the NA study after which the data were collected, the results were analyzed and interpreted for their report and the NA project as a whole was evaluated.

McKillip (1987) stated the following steps in NA to begin with:

1. Identify users and the uses of the NA,
2. Describe the target population and the service environment,
3. Identify needs,
 - ✓ Describe problems then
 - ✓ Describe solutions
4. Analyze the importance of the needs and finally
5. Communicate results.

Richards (2001) suggested that decisions on the practical procedures involved in collecting, organizing, analyzing and reporting the information collected should be made. He stated that there were needs to be a clear reason for collecting different kinds of information and so as to ensure that only information that would actually be used was collected.

Stufflebeam et al. (1985) indicated the following sequence of activities to be carried out for the systematic conduct of any NA process which started with:

1. Preparation Phase: This phase is of utmost importance since the success of further stages depends on how carefully and meticulously the needs' analyst has done planning and preparation. This very first stage starts with the identification of the client, -the person or the group who commissions the NA study-, the audience, -any kind of people who are to be affected by the study in some way-, and the target population, -the people, program or any other phenomena about which information will be collected and analyzed. After identifying who will be served, the purpose of the study is made clear and the ways the client(s) and the audience(s) will use the results which are determined. Afterwards, the person or the agency responsible for conducting the study is designated pursuant to which the procedures to be followed in the study are established. The basic design of the study identified is then converted into a management plan, that is, decisions regarding the schedule resource planning and budget are made. It is at the end of the preparation phase that the essential agreements that will guide and govern the NA study are clarified.

2. Data Gathering Phase: It proceeds firstly with the specification of the sources of information as well as the general procedures for obtaining the information.

Secondly, appropriate samples of information sources are determined. Then, the required instruments or procedures are selected and developed. After that, a schedule for the information-gathering procedure is established. Finally, data collection procedures are conducted.

3. Analysis and Reporting Phases: in the NA model suggested by Stufflebeam et al the data collected are analyzed; reported the NA information; and evaluated the NA process in terms of appropriate and generally agreed upon standards.

Gravatt, Richards, and Lewis (1997, cited in Richards, 2001) suggested the following set of steps to be taken in an NA process in the light of a study conducted to investigate the language needs of students at New Zealand University who have no English background:

1. Literature survey,
2. Analysis of wide range of survey questionnaires,

3. Contact with others who had conducted similar surveys,
4. Interviews with teachers to determine goals,
5. Identification of participating departments,
6. Presentation of project proposal to participating departments and
Identification of liaison person in each department,
7. Development of a pilot student and staff questionnaire,
8. Review of the questionnaires by colleagues,
9. Piloting of the questionnaires,
10. Selection of staff and student subjects,
11. Developing a schedule for collecting data,
12. Administration of questionnaires,
13. Follow-up interviews with selected participants,
14. Tabulation of responses,
15. Analysis of responses and finally
16. Writing up of report and recommendations.

This model was generally the same as the previous NA models but looked different from them in the sense that it displayed each step one by one without categorizing them under general headings. Besides, it laid emphasis on the review of relevant literature, similar studies and contact with people who conducted similar studies and suggested holding follow-up interviews with selected participants after the administration of instrumentation, which turned it into a detailed one. These steps were taken for granted in the other models and are actually indispensable elements to be considered when conducting a research.

When the five NA models proposed by Altschuld and Witkin (1995), Smith (1990), Schutz and Derwing (1983), Gravatt, Richards and Lewis (1997, cited in Richards, 2001) and Stufflebeam et al (1985) were considered, it was evidenced that these models were more or less similar in the sense that all of them consisted of five major stages which were:

1. Preparation for the NA process,
2. Data collection,
3. Data analysis,
4. Final report and finally
5. The evaluation of the NA project as a whole.

The significance of these NA models lay in the fact that they involved the basic stages of a research study that made them research projects on their own rather than simple pre-instruction activities and they lay great emphasis on the planning or preparation stage of NA process. This study, therefore, took these five models or parts of them as a reference for the courses of actions carried out; however, its scope was limited to the initial four stages which were preparation for the NA, data collection, data analysis, and final report.

COURSE DESIGN

2.6 Definition of the Term Course Design

According to Hutchinson and Waters (1987, p.65) “course design is the process by which the raw data about a learning need is interpreted in order to produce an integrated series of teaching-learning experiences, whose ultimate aim is to lead the learner to a particular state of knowledge” .

Course design which consists in identifying and defining course objectives should be conducted. It also consists in establishing a list of the skills to be developed either at the end of the course (general objectives), or in a short time (short-term objectives). ESP course design is the result of a dynamic interaction between: the results of needs analysis, the course designers’ approach to syllabus and methodology, existing materials, and contextual constraints including government attitude, status of English and the students’ motivation (Robinson 1991).

The experience of planning and designing an appropriate course that suits target ESP groups can be very challenging especially for new instructors. ESP instructors of such target groups are often faced with various complexities and problems when they lack the know-how of designing effective courses that will cover the specific language needs of their students. Within the landscape of ESP teaching and learning many instances of ESP teaching and especially of course design are not entirely based on comprehensive needs analyses.

In an ESP CD, the fundamental dimensions of ESP provide parameters. In this regard, Widdowson (1983, p. 6) has stressed the relevance of training over the educative function of the ESP CD. He elaborates:

ESP is essentially a training operation which seeks to provide learners with a restricted competence to enable them to cope with certain clearly defined tasks. These tasks constitute the specific purposes which the ESP course is designed to meet. The course, therefore, makes direct reference to eventual aims.

This argument provides an outline to the course designer of an ESP programme. The CD aims at covering the gaps between existing and desired proficiency. It is developed through the input of needs analysis. Therefore, CD is governed by two elements: approach to the CD and the objectives of the course. This can be described through the following figure which depicts the bi-directionality of this process:

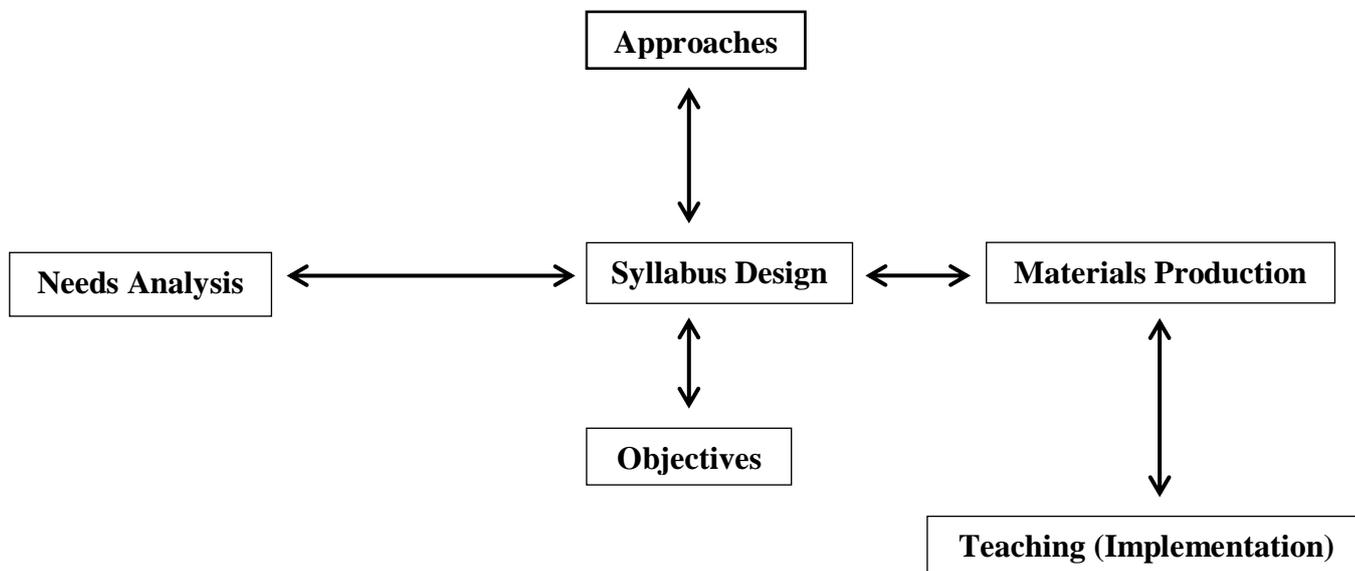


Figure: 2.2 The Course Design Process

2.7 ESP Course Design Approaches

ESP CD has a number of approaches. The success of any one approach may not be comprehensive or essential. Therefore relying on any one approach will not create an effective ESP course. For the success of CD, one should rather rely upon a compound approach. This approach employs various approaches partially or completely according to the situation. A compound approach incorporates various approaches for their relevance and effectiveness. Marco (2002, p.21) has advocated the content-based approach for its usefulness in developing linguistic and communicative skills of ESP learners. An ESP CD includes syllabus development, teaching methodology, and establishing evaluation procedures. Therefore, at all these stages, a single approach may not be effective in diverse situations. There are three main approaches to CD:

language-centered, skills-centered, and learning centered (Hutchinson and Waters 1987, p.65).

These approaches evolved in this order, and are considered comprehensive. Hutchinson and waters have compared these approaches.

2.7.1 The Language-Centered Approach

The language-centered approach is based on the fact that the nature of the target situation performance will determine the outlines of an ESP course.

2.7.2 The Skills-Centered Approach

The skills-centered approach is not focused on apparent performance but the underlying competence. “The basic theoretical hypothesis is that underlying any language behavior are certain skills and strategies, which the learner uses in order to produce or comprehend discourse”. (Hutchinson and Waters, 1987)

2.7.3 The Learning-Centered Approach

The learning-centered approach goes beyond the competence that enables someone to perform. It is not competence, but how someone acquires that competence will be discovered (Hutchinson and Waters, 1987, pp. 69-73). Therefore the learning-centered approach to CD considers the learner at every stage of the course design process. It is comparatively and is akin to the student-centered approach, in which the focus is on the learner.

This approach to CD is materialized in the form of syllabus. The syllabus determines what is to be learnt. The main purpose of a syllabus is to break down vastly stretched knowledge into manageable units (Hutchinson and Waters, 1987, p.21). The syllabus therefore is a statement of purpose, and an order of the learning process. The ESP syllabus should be inherently realistic as well as flexible. In this regard, Marco has suggested content-based syllabus. Firstly, as a learner a language is a complex affair, the teaching-learning process cannot be mechanically outlined. It

requires a reasonable degree of flexibility. Secondly, the ESP syllabus remains concerned with the factual situation about all aspects of the course. According to Nunan (1988, p.11), an ESP syllabus planner would equally focus on “language functions” as well as on “the subject matter through which the language is taught.” This shift in syllabus design is one of the factors responsible for the emergence of ESP. Although the syllabus is based on the outcome of needs analysis, it should be viewed through apparent realities about the course. “A syllabus is not a divine writ.” It should be flexible to ensure the maximum achievement of the aims and the learning process Hutchinson and Waters 1987, p.95).

2.8 Issues in ESP Course Design

The work that has been done in the field of ESP has generally followed the assumption that if a group of learners’ English language needs can be accurately specified, then this identification can be used to determine the content of a language program that will meet these needs (Munby, 1978). Such interpretations were common in the 1970s and 1980s when needs analysis in ESP contexts was widespread in language teaching (Nunan, 1988; Strevens, 1988). Then, such procedures were used as the initial process for the specification of behavioral objectives which then explored different syllabus elements such as functions, notions and lexis in a more detailed manner (Nunan, 1988). To this day, this assumption is generally adhered to by most ESP practitioners when they design or mount a wide variety of ESP courses such as ‘English for civil servants; for policemen; for insurance staff; for medical students; for legal staff; for nurses; for human resource personnel etc.’ Such ESP courses are also prevalent in a young and developing country like Algeria. ESP researchers are of the view that once learners’ specialized needs and special language registers are identified, then relevant teaching materials can be used to teach the course more effectively. When LSP became widespread, more determined efforts were made to design comprehensive LSP syllabus that focused on learners’ needs. But needs analysis did not find its remarkable influence and position in LSP until Munby’s (1978) approach to needs analysis was introduced. Despite

numerous criticisms, many researchers still see the value of using Munby's CNP as they view it as being contributory in many developmental ways (Jordan, 1997; Phan, 2005)

Needs analysis is neither unique to language teaching nor within language training but it is often seen as being "the corner stone of ESP and leads to a very focused course" (Dudley-Evans & St. John, 1998, p. 122). Although there are various ways of interpreting 'needs', the concept of 'learner needs' is often interpreted in two ways:

- As what the learner wants to do with the language (goal-oriented definition of needs) which relates to terminal objectives or the end of learning; and
- What the learner needs to do to actually acquire the language (a process-oriented definition) which relates to transitional/means of learning.

Traditionally, the first interpretation was widely used and accepted. However, in today's globalized teaching and learning contexts, ESP courses tend to relate to both at the same time but tend to focus on the process-oriented approach in aligning students' needs with their present working scenarios.

In view of these concerns, Dudley-Evans and St. John (1998, p. 145) discuss criteria for ESP course design and put forward useful steps for ESP teachers and course designers to consider. They list these concerns surrounding course design in the form of 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 have a broad focus or narrow focus?
- 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 homogenous or should it be heterogeneous?
- Should the course design be worked out by the language teacher after consultation with the learners and the institution, or should it be subject to a process of negotiation with the learners?

By asking these questions prior to planning course design, the ESP teacher can be better prepared, more so if the teacher has to balance out some of these parameters which are linked to institutional and learner expectations (Dudley-Evans and St. John, 1998).

In most instances, the content of any ESP course should only be determined by a comprehensive needs analysis as this first step is seen as being absolutely crucial if ESP practitioners wish to design a course that will maximally benefit their learners (Wright, 2001). In the literature of needs analysis, some of the following aspects are often recommended by experts:

Placement testing (administering tests designed to assess general English ability and ability to perform adequately in work contexts – this might help determine the starting level of courses in the ESP course)

Linguistics needs analysis (to identify skill development, linguistic structures, lexical items, language functions and levels of formality)

Learning needs analysis (identify learners' attitudes towards different kinds of methodology, learning tasks and activities); and

Learner perceptions analysis (discover learners' perceptions of themselves and others as part of their company culture, and their relationships with people from other company cultures)

In analyzing course design issues in any teaching and learning context, it is generally an accepted fact that the process of matching aim and method is not simply a mechanistic one of finding out what is the aim and then finding an appropriate method to achieve it. With reference to course design matters, an inescapable fact of most needs analysis is the amount of vast information

collected and of deciding what may or may not prove to be relevant clues towards resolution of ‘hunches’ which may or may not be discarded (Alasuutari, 1998). Hence, ESP researchers need to realize that the accumulation of information about their prospective learners’ communicative events is a trial and error period and needs to be considered before some of it is discarded as it forms part of the continuous dialectic by which aims and methods, hunches and observations are fine tuned to suit the specific ESP teaching and learning environment.

2.9 Materials

Material is significant in the ESP context where it is used as a source of language, motivation and stimulation and reference (Dudley-Evans & St. John, 1998).

2.9.1 Materials Development

Another significant task after finalizing and specifying the draft of syllabus design is the development of materials. It takes place within the parameters of the syllabus. As an ESP practitioner also has to perform his challenging task, in spite of all limitations. However, materials development does not necessarily require new materials writing. As a first choice, it is utilizing, selecting, and adapting existing materials. These texts and passages should be about the real world outside the classroom. It is only when needs are so specific, that neither of the previously mentioned possibilities can be availed.

Here Smoak (2003, p.23) clarifies that “ESP is not simply teaching technical vocabulary”. Moreover, the starting point for materials development is the gathering of authentic data, as its use is an essential component of any ESP course (Robinson, 1981, p. 35).

In materials design, four major principles of suitability, relevance, creativity, and stimulation should be part of the planning process. Hutchinson and Waters propounded guided principles in the writing of materials, which are given below briefly. Therefore, good materials:

- (a) “do not teach” but encourage to learn,

- (b) “provide a clear and coherent unit structure to guide the teacher and the learner”,
- (c) Show in a real sense what is thought and felt about the learning process,
- (d) Create a balanced outlook about the complexity of problem and suggest a remedy to the problem,
- (e) Introduce teachers to new techniques,
- (f) Lay down models for correct and appropriate language use.(Robinson, 1981, pp.107-108)

These are characteristics of a well-devised ESP materials development exercise. It is the outcome of a learning-centered approach to materials development.

If the existing materials fail to match the learners’ needs, we will have to develop our own materials. Team writing is probably the best solution to the magnitude of the task and the shortage of time. However, before an ideal team can be established, we must meet a number of requirements.

These include:

- Trust among individuals,
- Member specialization, and
- The selection of an organizer and an agreed procedure (Jordan, 1997).

Materials evaluation and development are complementary. We can get ideas and techniques for our writing from evaluating existing materials. Similarly, writing materials makes us aware of what to look for in the published materials (Hutchinson & Waters, 1987).

2.9.2 Materials Evaluation

A careful evaluation can save a lot of expense and frustration. Thus we may first set out to evaluate existing materials. It is useful to define a checklist of criteria, which guides us to analyze such features as audience, aims, content, methodology, price and availability.

Throughout this process, we need to balance the subjective and objective analyses so that neither will obscure the other (Hutchinson & Waters, 1987).

Conclusion

NA is the corner stone of the process of designing and catering any language materials, whether it is ESP or GE courses. NA generally refers to the activities that are involved in collecting information that will serve as the basis for developing ESP courses that will meet the needs of a specific group of learners (in this case, the 1st year MMS's).

The review of literature in this chapter was meant to suggest a comprehensive concept of NA that could be exploited by the investigator in the design of the data collection tools and to have a thorough picture of the research situation. This concept of NA revolves around:

- ✓ Environmental Situation: Information about the situation in which the course will be run (means analysis);
- ✓ MMS's Personal Information: Factor which may affect the way 1st year MMS's learn (wants, means and subjective needs);
- ✓ MMS's Language Information: What their current skills and language use are (PSA);
- ✓ MMS's Lacks: The gap between learners' present situation and their professional information;
- ✓ MMS's Needs from the BEC: What is wanted from the course ;
- ✓ Language Learning Needs: Effective ways of learning the skills and language determined by lacks;

With these criteria on sight, this chapter has first dealt with NA by introducing needs, needs taxonomies and NA concepts. Then it dealt with the procedural models of NA and theoretical issues relevant to the context of the study. After that, the chapter dealt with the notion of CD in terms of definition, ESP CD approaches. Issues in ESP CD, materials, materials development and evaluation were also included in the last section of this chapter.



CHAPTER THREE

RESEARCH METHODOLOGY

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CHAPTER THREE: RESEARCH METHODOLOGY

Introduction

The third chapter of this dissertation is entitled “Research Methodology” and it comprises the following sections. The first section deals with the methodology adopted for the current study in terms of the research design, the research questions, and the development of data collection instruments, whereas the second section includes concepts of pilot testing. Moreover, this section deals with trustworthiness of the research and its credibility.

3.1 The Research Design

Thyer (1993, p. 94) defined a research design as being a blueprint or detailed plan for higher research studies to be conducted.

The particular design type chosen for the current study is the “descriptor” of the manner in which the study was developed and gave an indication of the way the research findings would be presented to others (Henning et al., 2004, p.32).

Prior to presenting the rationale for the research design and associated methods adopted within this study, this research methodology chapter first outlined the overall approach adopted.

The research questions were revised. The implications for the research design were highlighted and links drawn with the conceptual foundations for this investigation. This included an examination of the specific ontological and epistemological perspectives underlying this particular research and a brief discussion of the various research traditions related to language needs analyses in general and ESP needs-based analysis of 1st year MMS’s in particular, in order to place this study in context with existing work. An outline of the overall stages in the research design was presented.

This was followed by a detailed description of the participants who took part in the study, a comprehensive review of the data collection process and an examination of the methods of data analysis used to elicit the findings presented in chapter four. The chapter closed with a discussion of

the presentation of the proposed standards to use in evaluating research of the kind adopted in this study and touched on relevant trustworthiness issues.

In terms of research methodology, two methods, namely qualitative and quantitative, could be employed. Depending on the nature of the study, the researcher may use either, or a blending of both. For the purposes of this study, a combination of both methods was applied. According to Crotty (1998, p. 216), the research method could be either qualitative, quantitative, or both, regardless of the type of research that was engaged in. The author further emphasized that “as researchers, we have to devise for ourselves a research process that serves our purpose best, one that helps us more than any other to answer our research question”.

According to Mouton & Marais (1996), the research methodology focused on the manner in which the research was planned, structured and executed in order to comply with scientific criteria.

In order to familiarize the reader with the design, the following section presents a snapshot of the study approach and a brief description of the participants. The aim here is to provide a context for ensuing discussion regarding issues such as the conceptual foundation for the study, methodology, instrument development, pilot testing, data collection and analysis.

This study utilizes an exploratory single site case study approach, incorporating both qualitative and quantitative data.

3.1.1 Case Study Design

3.1.1.1 Grounds for Usage

As mentioned earlier, in the current research, a case study research design was considered useful as it was envisioned to lead to detailed insights, discoveries, and interpretations of 1st year MMS's and ESP practitioner' perceptions of discerning recommendations for teaching ESP in this particular context; Marketing English (ME).

In this case, the perceptions of different participants (namely, 1st year MMS's, the ESP practitioner and the subject specialists) were envisaged to learn more and better meet the needs of these students

within the context of learning English for Business and Marketing purposes. A case study design is well suited to explore the target students' needs, lacks and wants.

Many qualitative researchers were committed to a case-based, insider's perspective of a phenomenon. This position directed their attention to the specifics of a particular case (Denzin & Lincoln, 2000, p.10). Case studies provided a comprehensive examination of a single example and in so doing they delivered a unique illustration of real people in real situations (Cohen et al., 2000, p.181; Flyvbjerg, 2004, p.420). Case-based research led to detailed data about the phenomenon being studied; no matter what particular research methods have been used (Henning et al., 2004, pp.32-33). A case study is particularly useful when one is trying to provide a wealth of details and a nuanced stance of participants' experiences in a particular context, especially, when the research rested on the premise that the research participants' perceptions could not be understood by theory alone, as it did for this research (Flyvbjerg, 2004, pp. 421-423).

3.1.1.2 Researcher's Challenges

In addressing the central criticism of a case design as not being generalizable, Hayes (2000, pp.140-141) counteracted that case studies were deliberately idiographic, that is to say, the purpose was never to identify general laws pertaining to all but rather to chart and provide an in-depth illustration of unique aspects (Hayes, 2000, pp.140-141).

The selected data collection and analyses methods in this study are thought to have helped in circumventing the challenge posed by the researcher's own bias in selecting relevant data and interpreting those. Ensuring more involvement of participants in the data analysis process might have allowed them to monitor the researcher's analysis and choice of most pertinent data and, hence, allowed for monitoring the influence of the researcher's subjectivity.

3.1.2 Single-Site Study

This research is a single-site study based on the "1st year MMS's ESP" course at the "DS at FAUS 1 at Ain Arnat in Setif /Algeria".

A few considerations led to the choice of a single-site for the study:

- ❖ The researcher was given a complete access to the DS where the investigation was conducted.
- ❖ Fewer samples studied in depth tend to generate more useful data in a qualitative study as opposed to larger samples, which can only be studied superficially.
- ❖ Financial and time constraints were also taken into consideration. With a single-site, less travel was required, which reduced both time and financial resources required.
- ❖ Ease of access to participants was also considered.

3.1.3 Explorative Research Design

In the **Qualitative Stage** of this research the 1st year MMS's English language academic needs were explored from three perspectives including the learners themselves, the ESP teacher and the subject teachers for the reasons of equipping the researcher with a discerning picture of the teaching/learning situation that would permit to generate a framework for an EBP course design that will fulfill the target students' linguistic needs.

According to Rubin and Babbie (2001, p.92), the exploratory design is linked to the purpose of the study, with the main aim to explore a topic and to provide a certain level of familiarity with it.

Explorative research is done for the following reasons:

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

3.1.4 Descriptive Research Design

The exploratory design in the study under scrutiny was further employed in order to explore the needs of respondents with the aim to direct the study towards a descriptive design.

The main purpose of the study remained descriptive in nature and this was completely implemented in the qualitative phase of the study. Bless and Higson-Smith (1995) validated the intention of the researcher when stating that a descriptive research design would be utilized when the researcher was interested in determining the opinion of a group of people towards a particular issue at a particular time.

3.1.5 Interpretive Research Design

Interpretive research attempted to interpret and understand the meaning-perspectives of the participants, i.e., teachers and students in the classroom, in the search for patterns of meanings-in-action and for building up new theories (Patton, 1990). In this study, qualitative data (interviews) and some quantitative data (questionnaires) were analyzed and interpreted using the interpretive research methods.

This research aimed at exploring 1st year MMS's English language academic needs besides the explorative nature of the research. It also adopted an interpretative research approach (Gallagher, 1991) with a case-based design (Merriam, 1988; Yin, 1994).

3.1.6 Methodology Adopted

A conflation of both qualitative and quantitative methods was used, which is commonly referred to as *multi-methods*.

The latter was chosen because the researcher was not convinced either a qualitative or a quantitative approach would sufficiently answer the research questions.

While a predominantly quantitative research framework was chosen for the study, the analyst also chose to include a qualitative aspect to confirm the quantitative findings and to provide deeper understanding and meaning using a triangulated approach.

Differences between quantitative and qualitative researches are displayed below:

Table 3.1: Distinction between Qualitative and Quantitative Research Hussey and Hussey (1997, p.54)

Quantitative Research	Qualitative Research
<ul style="list-style-type: none"> ▪ Tends to produce quantitative data. ▪ Uses large samples. ▪ Data is highly specific and precise. ▪ The location is artificial. ▪ Reliability is high ▪ Validity is low ▪ Generalizes from sample to population. 	<ul style="list-style-type: none"> ▪ Tends to produce qualitative data. ▪ Uses small samples. ▪ Data is rich and subjective. ▪ The location is natural. ▪ Reliability is low. ▪ Validity is high. ▪ Generalizes from one setting to another.

3.1.6.1 Triangulation

Triangulation is the term used when elements of a project were studied from two or more angles (Thurmond, 2001). The research design or parts of the design is approached from a variety of perspectives, usually an effort to increase the power of or to validate research outcomes (Roberts & Taylor, 1998).

When considering the research questions, the researcher had difficulty in selecting a single method that would answer all the research questions in a comprehensive manner.

A triangulation methodological approach was chosen because the participants' perceptions, attitudes and behaviors could be studied from a multidimensional perspective.

The quantitative perspective allowed for the study to reach all the participants of the research, (namely the fourteen 1st year MMS's, 01 ESP teacher and 02 Subject teachers), allowing a broad range of data to be collected, and the qualitative perspective enabled some of the participants to provide richer descriptions of their perceptions, attitudes and behaviors.

3.1.6.2 Triangulation Adopted

To meet the research objectives of the current study, methodological triangulation was achieved through:

1. “Mixed-method” Approach:

- **Quantitative approach**
- **Qualitative approach**

These two methods were used in as an effort to provide a complementary view of what was actually happening in the world of ESP for the target students. The researcher believed that neither a qualitative nor a quantitative method in isolation would describe what was happening.

Investigations regarding various methodologies did not give the researcher enough confidence that any would adequately answer the problem. The primary reason for selecting a mixed methods approach for the current study was that the researcher believed that a richer and comprehensive understanding of the 1st year MSS’s ESP educational language needs’ promotion required a multifaceted approach.

2. Data Gathering Instruments

- **Quantitative study**

Questionnaires to survey:

- Fourteen students(1st year MMS’s) were involved,
- 01 ESP teacher,
- 02 Subject teachers.

- **Qualitative study**

Individual Semi-structured Interviews to survey:

- Only five of the 1st year MMS’s took the semi-structured interview.

3. Data Source Triangulation

The researcher tried to diversify the sources of information by including two different groups of participants:

1. Major Research Participants: The researcher used the whole target population (1st year MMS's). They were 14 students as main research subjects.

2. Subsidiary Research Participants: The Researcher used one ESP teacher and two subject teachers as secondary research subjects.

While catering the research instruments, the investigator believed that diversifying the data sources would provide the opportunity to develop broad general knowledge together with deeper insight into particular participants' ESP needs perceptions and attitudes.

3.2 Research Questions

The purpose of the study was to conduct a NA revealing ESP needs of 1st year MMS's. The following are the research questions this study sought to address:

- ✓ Why do first year MMS's need the English language?
- ✓ What are the needs related to 1st year MMS's, the ESP practitioner and the Subject Specialists regarding the importance of the four skills referring to the learning needs?
- ✓ What are the needs related to the MMS's and the ESP practitioner with respect to the three fundamental areas of knowledge (*grammar, specialist lexis and translation*)?

3.3 Overall Design

The research design in this study was based on a NA model adapted from Dudley- Evans & St John (1998, p.125). Their current concept of NA includes the following:

- Environmental situation - information about the situation in which the course will be run (means analysis);

- Personal information about learners - factors which may affect the way they learn (wants, means, subjective needs);
- Language information about learners - what their current skills and language use are (present situation analysis);
- Learner's lacks (the gap between the present situation and professional information about learners);
- Learner's needs from course - what is wanted from the course (short-term needs);
- Language learning needs - effective ways of learning the skills and language determined by lacks;

The NA model offered for the study was composed of three major stages that were:

- ✓ Data collection,
- ✓ Data analysis and
- ✓ Final report.

3.4 Participants

The study involved two different groups of participants who were the 1st year MMS's taking the ESP course during 2013-2014 academic year, the ESP teacher and two Subject specialists.

3.4.1 Respondents in the Quantitative Stage

3.4.1.1 First year MMS's

All of the 14 students who were taking the ESP course of the academic year 2013-2014 were included in the quantitative stage of the study. The students were aged between 21 and 24 years-old. There were 06 males and 08 females. All of them had the Algerian nationality.

3.4.1.2 The ESP Teacher and the Subject Teachers

As far as the ESP practitioner is concerned, the female ESP teacher selected for the study was teaching or had taught ESP to MMS's students for at least 10 years, therefore she was expected

to give accurate and valid responses to the items in the questionnaire. She did not take any training on teaching ESP to MMS's by then.

As for the subject specialists, teacher one on the one hand, was a full time teacher at FAUS 1 University, he had a magister and still working on his doctorate thesis. He was teaching different modules such as; Service Marketing and Developing New Products Strategies and he had an intermediate level of English.

On the other hand, teacher two was a full time teacher as well, he had a doctorate. He was teaching several modules, namely; Marketing, Business-to-Business, Research Marketing, Total Quality Management and Strategic Marketing. He had a beginner level in English.

3.4.2 Respondents in the Qualitative Stage (the students who took the interview)

3.4.2.1 First year MMS's

Only five students volunteered to take the interviews.

3.5 Development of Data Collection Instruments

Administering questionnaires and interviewing are probably the most commonly used research techniques. Therefore, designing good 'questioning tools' forms an important and time-consuming phase in the development of most research groundwork.

3.5.1 Questionnaires

Questionnaire methods are based on a set of questions or statements presented to a respondent in a written form. This method is conducted on a less personal level than an interview. It is the most widely used tool in social research as it can provide a very efficient method for data collection.

3.5.2 The Description of the Questionnaires

3.5.2.1 The Description of the Students' Questionnaire

The questionnaire is made of five sections: General information, students' needs, course evaluation, students' problems and difficulties and further suggestions (see appendix B1; the students' questionnaire before piloting)

Section One: General Information Q01- Q05

This section was intended to inform the researcher about the demographic details of the MMS's, in addition to their English schooling history and their motivation about learning English respectively.

Section Two: The Students' Needs Q06- Q13

In the second section, the investigator sought to gather information about the students' needs. This section was further divided into three parts. The first part dealt with the students' needs (Q06). The second part included the students' wants (Q07- Q11) and the third part was all about the students' lacks (Q12- Q13).

Section Three: Course Evaluation Q14-Q16.3

The third section was an attempt to pinpoint the students' attitudes towards the ESP course they were taking.

Section Four: Students' Problems and Difficulties Q17

The fourth section included a question about the language areas in which the learners find problems and difficulties (Q17). It related to some language difficulties which non-native speakers encountered while learning English such as difficulty in speaking fluently, difficulties in spelling since the English language has an inconsistent system and lack of confidence.

Question 18 however, related to the degree of importance of the language skills and strategies.

The fourth section also consisted of the students' learning styles (Q19), the students' use of the internet and the language they utilize most while doing so (Q20- Q20.1). Moreover, question (21) related to the collaboration between the ESP practitioner and the subject specialist, whereas

question (22) related to how this collaboration between both teachers could improve the students' process of learning.

Section five: Further Suggestions

Finally, the fifth section was a chance for the students to add their own remarks, suggestions or comments they would like (Q23- Q24).

3.5.2.2 Description of the ESP Practitioner Questionnaire

Like the students' questionnaire, the ESP practitioner's was consisted of five sections namely; general information, ESP teacher training and development, students' needs, course evaluation and further information. The overall questionnaire included thirty-four questions (see appendix C)

Section One: General Information Q01- Q05

In this section, the researcher wanted to know the demographic details of the ESP practitioner, her teaching experience, and her qualifications.

Section Two: ESP Teacher Training and Development Q06- Q10

In the second section of the ESP teacher questionnaire, the researcher sought to gather information about the ESP practitioner's training and development as the title of the second section suggested.

Section Three: Students' Needs Q11- Q22

In this section, the researcher wanted to identify the MMS's needs, wants and lacks from their ESP practitioner's perspective.

Section Four: Course Evaluation Q23- Q30

The questions 23, 24, 25 and 30 were all related to the ESP course, whereas question 26 was related to the type of documents and materials the ESP teacher was using while preparing his ESP course. Additionally, questions 27, 28 and 29 related to the students' learning styles and preferences.

Section Five: Further Information Q31- Q34

The last section included four questions. In here, the investigator sought to gather further information about the ESP teacher's stance concerning the collaboration between herself and the subject specialist (Q31). Question (32) related to the best form of collaboration applied and why.

Question (33) was about the difficulties that ESP practitioner was facing while teaching ESP (in this case Marketing English) and finally, question (34) was an opportunity for the ESP teacher to add any remarks, suggestions or comments.

3.5.2.3 Description of the Subject Specialists Questionnaire

The questionnaire was made of only three sections. These were: background information, subject specialist competences and further suggestions (see appendix D)

Section One: Background Information Q 01- Q 05

In this section, the researcher sought to gather information about the following points:

- ✓ The subject specialist's qualifications (Q01).
- ✓ His status at the faculty (Q02).
- ✓ The module(s) that the subject specialist was teaching (Q03).
- ✓ The languages that he is fluent in (Q04).
- ✓ His proficiency level in English (Q05).

Section Two: Subject Specialist's Competences Q 06- Q 14

In this section, the investigator wanted to shed light on some points that were relevant to the scope of the current study, such as; whether the subject teacher had any English courses to promote his career or not (Q06). Question (07) dealt with the nature of these courses. The eighth question was about the languages that he used most whereas question (09) related to his capacity of teaching his modules in the English language. Furthermore, questions (10 and 11) related to the collaboration between both teachers and the best collaboration form applied respectively and why.

Section Three: Further Suggestions

As far as the final section of the subject specialist questionnaire is concerned, it was an opportunity for him to make his own remarks or suggestions if ever he had some.

3.5.3 The Adopted Questionnaires

3.5.3.1 Development of the Adopted Questionnaires

Items for the questionnaires were generated from previous literature that identified the language needs of learners studying EAP.

The literature was also consulted to determine how to construct a questionnaire and in seeking examples of those who described their journey in this role. Dörnyei (2003) gave a concise and a clear description of how to construct, administer and process a questionnaire.

The author described the steps involved in developing a questionnaire including:

1. Determination of the issues through the experience of those who know the problem well e.g. peers, previous students, the Doctoral School administrators, teachers,
2. Consultation of the published literature on the investigated issue,
3. Discussion of the draft of the questions giving consideration that each question will provide answers to the research question or problem, and trying to avoid seeking irrelevant data,
4. Construction of a first draft
5. Seeking experts' opinions to determine face and content validity,
6. Organization of a pilot study of the questionnaire, and finally
7. Based on the outcomes of the pilot study, a reexamination and revision of the questionnaire.

3.5.3.2 Sampling Procedure for the Questionnaires

In this particular case the fourteen MMS's, the female ESP practitioner and two subject specialists were included in the quantitative phase of the investigation.

Sampling is the process of selecting a number of study units from a defined study population.

Generally, quantitative research focuses on a large population that, for practical reasons, is only possible to include some of its members in the investigation; we then have to draw a sample from the total population. However, some studies involve only small numbers of people and thus all of them can be included.

3.5.3.3 Limitations of the Adopted Questionnaires

Although the questionnaires could have been even more thorough, it is in fact quite demanding and time-consuming for the respondents. The several questions which were included as the investigator wished to cover as many relevant aspects as possible might result in an overload of data for the present purpose. Other limitations of the questionnaires ;(the students' questionnaire and the ESP practitioner's questionnaire) were quite long and they were in the English Language. The researcher was aware of the seeming inconsistency in having respondents some of whom we expect might have difficulties in answering a questionnaire in English. However, the researcher saw this as the best option due to the number of respondents. An Arabic version could have been made with the assistance of a translator; yet the coding and interpretation of replies given in Arabic would have been too demanding in terms of time and resources. The researcher wished to give the respondents as similar conditions for answering the questions as possible and has therefore chosen to have the questionnaire in English; a language that all respondents were in the process of learning. The researcher tried to keep the language of the questionnaire as simple as possible and stressed that the respondents were allowed all the help they needed to fill out the questionnaires. In the current study, chiefly during the administration of the questionnaires to the MMS's, the researcher made sure that all the questionnaire's items were clear for the respondents. Therefore, when the investigator distributed the questionnaires to be filled out, she stayed with the MMS's in the same classroom to provide them with further clarification and explanation in case the students did not understand the questions.

As far as the questionnaires catered for the ESP practitioner and the Subject Specialist, the researcher requested the teachers to provide her with their emails, later on she sent them soft copies of the questionnaires. After that, the teachers filled out the questionnaires and sent them back to the researcher via email.

3.5.4 Semi-Structured Interview

As Denscombe (1998, p.113) pointed out, with semi-structured interviews, the interviewer still had a clear list of issues to be addressed and questions to be answered.

However, the interview was prepared to be flexible in terms of the order in which the topics were considered and perhaps more significantly, to let the interviewees develop ideas and speak more widely on the issues raised by the researcher.

3.5.4.1 Sampling and Invitation of Respondents

The researcher opted for the simplest form of probability sampling to select a random sample of five MMS's from the 14 students who volunteered to participate in the interview. The researcher did not want to impose herself on the other students who did not want to be involved in the qualitative stage of the study.

The selected participants were personally approached and briefed one by one by the researcher to ask for their full participation and cooperation.

3.5.4.2 Interview Recording

According to Denscombe (1998, p.122) audio/video-tape recording offered a permanent record and one that was complete in terms of the speech that occurred. It led itself to being checked by other researchers. Audio-tape recording was the standard method of capturing interview data (Slavin, 1992, p.89; McNiff, Lomax & Whitehead, 1996, p.103). For the purpose of this research study, all the participants involved in the qualitative stage refused to be recorded. Due to this inconvenience the investigator had no choice but taking notes.

3.5.4.3 Choice of Participants

The sample for this qualitative stage of research involved the following representatives of one stakeholder group: five MMS's.

The participants are deliberately chosen because:

- ✓ They have some special contribution to make to clarify the problem,
- ✓ They have some unique insights into the problem and
- ✓ Of the unique position they hold within the school (Denscombe, 1998, p.118).

A sample is a small proportion of a population selected for observation and analysis (Best & Kahn, 1986, p.12). According to Neuman (1997, p. 201) sampling should be viewed as the process of selecting a number of individuals for a study in such a way that the individuals represent the larger group from which they were selected.

3.5.4.4 Why Conducting a Pilot Test?

Thomas (2004) stated: “This step [pilot testing] is so critical that if you don't have time and resources to conduct a pilot test on all pieces of your research project, then you probably should not be doing the project” (108).

Pilot testing involves trying out the research instruments “or fine-tuning a questionnaire or an interview” with persons knowledgeable in the subject being studied (Gliner & Morgan, 2000)

3.5.4.5 Pilot study of the questionnaires

In the current study, it is worth mentioning that only the Students' questionnaire was piloted before administration, unlike the ESP teacher and the subject specialists' questionnaires which were not piloted.

In order to verify to what extent the questionnaire's instructions were clear, the students' questionnaire was piloted. The questionnaire was handed-in to four students who had the same profile as the study target population i.e.; the students were second year Marketing Students (previous informants). Only three questionnaires were handed back after three days dead-line.

A checklist was attached with the students' questionnaire. This checklist included five questions (Bell, 1999)

1. How long did it take you to complete the questionnaire?
2. Were the instructions clear?
3. Were any of the questions unclear or ambiguous?

If so, will you say which and why?

4. Was the layout of the questionnaire clear/ attractive?
5. Any comments?

The answers to the first question (*how long did it take you to complete the questionnaire?*) are reported in the following table:

Table 3.2: Time for Answering the Students' Questionnaire Items

Timing	N° of Respondents	%
45 m	02	66.66
60 m	01	33.34
Total	03	100.00

Considering a questionnaire containing **24** questions with several options to be ticked, it took the lowest respondent **one** hour to complete the questionnaire, unlike the two other respondents who were faster and it took them **45** minutes to complete the questionnaire.

The answers to the second question (*were the instructions clear?*) are reported in the table below:

Table 3.3: Clarity of the Questionnaire's Instructions

Replies	N° of Respondents	%
Yes	03	100
No	00	00
Total	03	100

All the students claimed that the questionnaire's items were clear.

As for the third question of the checklist (*were any of the questions unclear or ambiguous?*) the respondents' answers are summarized in the table below:

Table 3.4: Clarity of Questions

Replies	N° of Respondents	%
Yes	02	66.66
No	00	00.00
No answer	01	33.34
Total	03	100.00

If so, will you say which and why?

The answers given to the question above are summarized in table 3.5 below:

Table 3.5 : Ambiguous Questions

Questionnaire items' number	N° of Respondents	%
Q 07, option (e)	02	66.66
Q 09, option (a)	02	66.66
Q09, option (f)	03	100.00
Q 10, option (c)	03	100.00

When discussing with the three respondents, it seemed that the lack of the clarity of the above questions was due to their unfamiliarity with the lexis used in those questions. So, the explanation of difficult words, like 'mainstay', 'chunks', 'cohesive devices', and 'case' was considered in the future administration of the very questionnaire.

As for the fourth question of the checklist (*was the layout of the questionnaire clear/attractive?*),

the replies given to this question are summarized in the table below:

Table 3.6: Clarity of the Questionnaire's Layout

Answers	N° of Respondents	%
Yes	03	100
No	00	00
Total	03	100

All the respondents declared that the layout of the questionnaire was clear, easy to read and well-organized.

As long as the last question is concerned (*any comments?*), all of the respondents complained about the length of the questionnaire. They stated that it was too long for them and it required too much time to reading through and completing it.

3.5.4.6 Trustworthiness of the Research

When questioning the trustworthiness of the research queries such as, *to what extent can we place confidence in the outcomes of the study? Do we believe in what the researcher has reported?* (Maykut & Morehouse, 1994, p.145). Krefting (1991, p.215) held that often when qualitative research was evaluated against criteria appropriate to quantitative research, it was found to be lacking, as terms such as reliability and validity often did not fit the details of qualitative research. The researcher used one criterion of the Guba's model (1989, p.237) to ensure that her research was trustworthy (Lincoln & Guba, p. 1985). For the qualitative section of the study, the trustworthiness approach considered was credibility of the methodology (Denzin & Lincoln 1994; Guba & Lincoln, 1989).

- **Credibility**

Guba and Lincoln (1989, p.237) defined credibility as ‘a match between constructed realities represented by the evaluator and attributed to the various stakeholders’.

Krefting (1991, pp.214-222) further suggested some strategies that were adopted in this study:

- ✓ **Prolonged Engagement:** Prolonged engagement entailed building trust and spending time with the participants (Lincoln & Guba, 1985, p.301). The researcher had already built up relationships with the participants while accompanying them during their studies and, as accompaniment was a continuous process and a prolonged engagement was established.
- ✓ **Accurate Description:** The researcher tried to be as accurate as possible in describing the perceptions of the participants, partly during the first stage of the research.
- ✓ **Triangulation:** As explained earlier in **Sections 3.1.6.1 and 3.1.6.2**
- ✓ The researcher’s supervisor verified the preliminary drafts of the questionnaires as well as the interviews were written after consensus was reached between the researcher and her supervisor.

Conclusion

In this chapter, the research process that worked as a motto for this inquiry was discussed. The research design, pilot study, trustworthiness of the research that guided the investigator in the study were also included.

Chapter four will present the analysis and interpretation of the data obtained from all the phases of the research through the questionnaires and semi-structured interview.



CHAPTER FOUR

DATA ANALYSIS AND INTERPRETATION OF RESULTS

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CHAPTER FOUR: DATA ANALYSIS AND INTERPRETATION OF RESULTS

Introduction

This chapter deals with the analysis and interpretation of the results obtained from the data collection instruments, namely the students questionnaire, the ESP teacher questionnaire, the Subject Specialists questionnaire and the students semi-structured interview.

It is worth noting that the questionnaires' results (descriptive statistics) for the first year MMS's, the ESP practitioner and the Subject Specialists are presented separately in tables and figures, whereas the interviews' results for the MMS's are displayed as themes.

4.1 Quantitative Stage Data Analysis

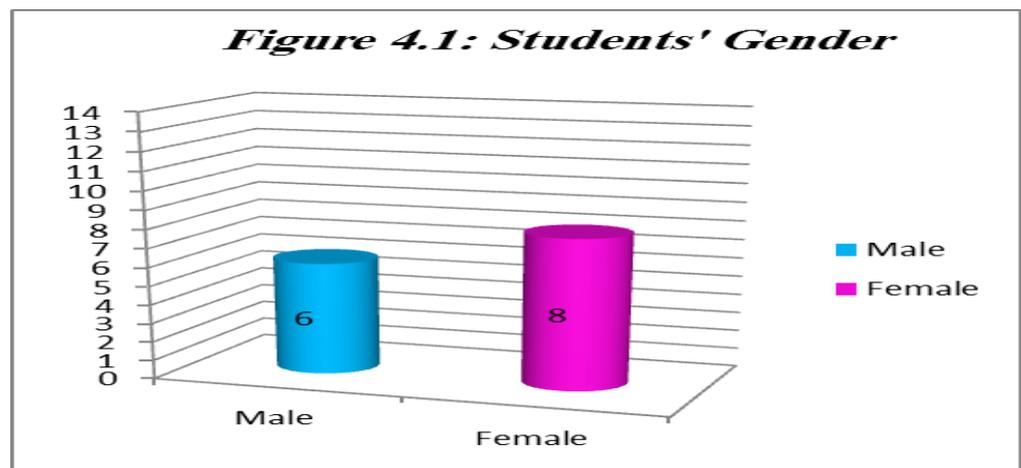
4.1.1 Students Questionnaire

Section One : General Information

1. What is your gender?

Table 4.1: Students' Gender

Male		Female	
N°	%	N°	%
06	43	08	57

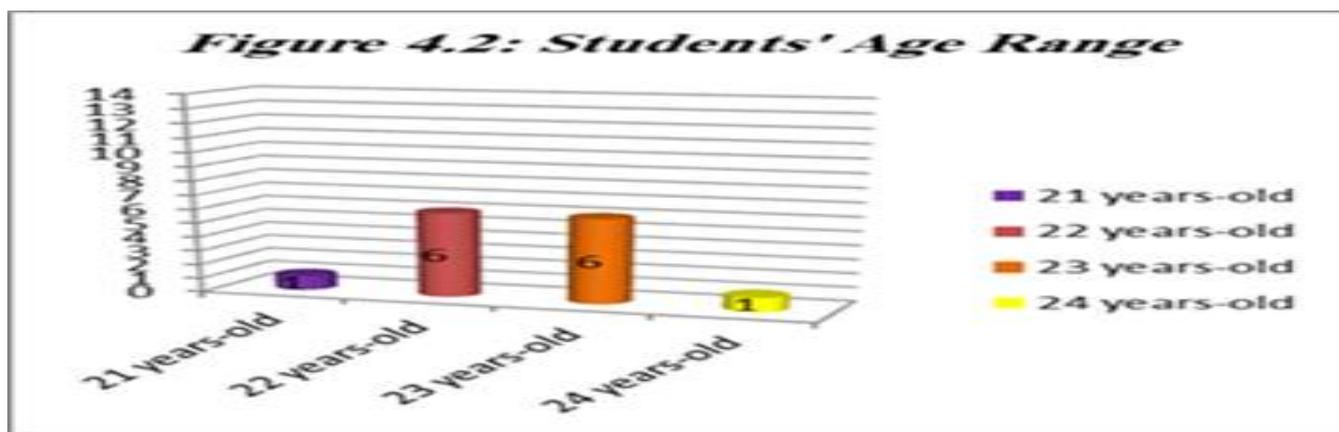


The MMS's who participated in the study were **14**. **06** males represented **43%** from the whole target population and **08** females represented **57%**.

2. *How old are you? (Age range):*

Table 4.2: Students' Age Range

<i>Students' Age Range</i>											
N°	%	Age	N°	%	Age	N°	%	Age	N°	%	Age
01	07	21	06	43	22	06	43	23	01	07	24

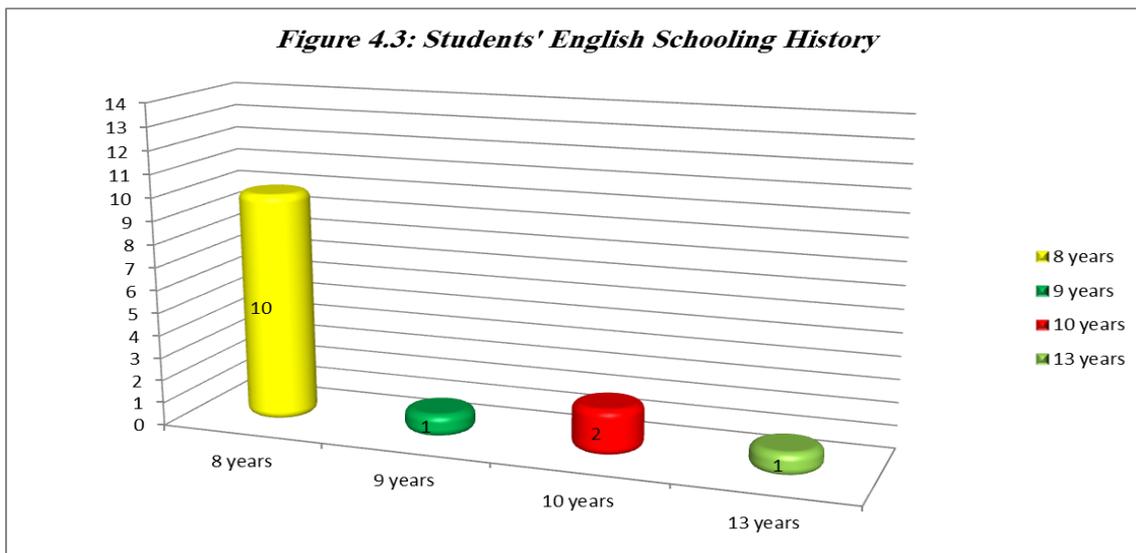


The age range of the MMS's varies between **21** and **24** years-old. **01** student of the target population is **21** years-old. **06** students are **22**, the other **06** learners are **23** and only **01** student is **24** years-old as **figure 4.2** depicts.

03. *How long have you been learning English?*

Table 4.3: Students' English Schooling History

<i>Students' English Schooling History</i>											
N°	%	Years	N°	%	Years	N°	%	Years	N°	%	Years
10	71	08	01	07	09	02	14	10	01	07	13

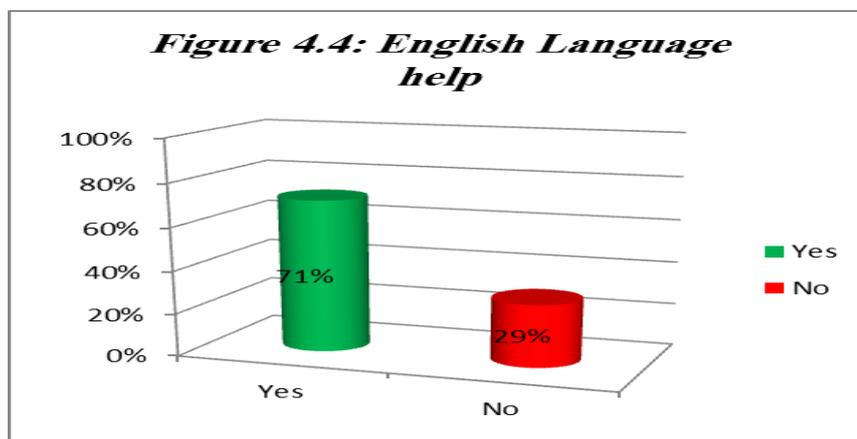


As far as the learners' English schooling history is concerned, **10** students have been learning the language for **08** years. **01** student has been learning it for **09** years, **02** learners for **10** years and only **01** student from the whole population has been learning English for **13** years as **figure 4.3** shows above.

04. Does the English language help you in your studies?

Table 4.4: English Language Help

Answer	N°	%
Yes	10	71
No	14	29
Total	14	100

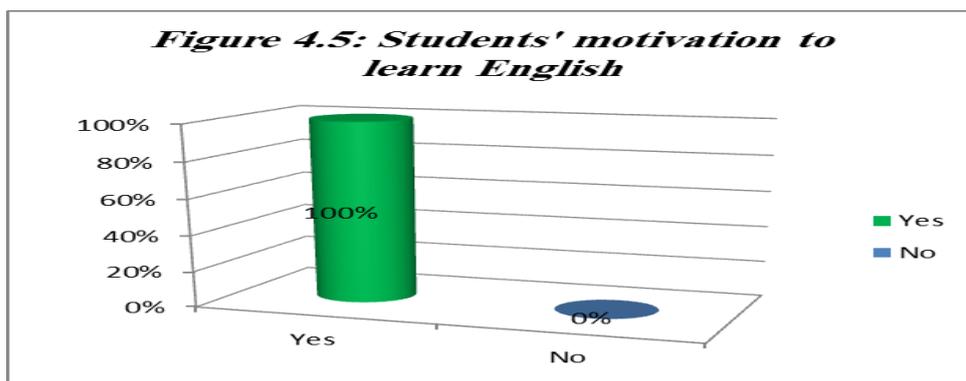


Ten students (**71%**) agreed to the de facto that the English language helped them in their studies, whereas the other **04** students (**29%**) claimed that English did not help.

05. Are you motivated to learn the English language?

Table 4.5: Students' motivation to learn English

Answer	N°	%
Yes	14	100
No	00	00
Total	14	100



All the MMS's stated that they were motivated to learn the English Language.

Section two: Students' Needs

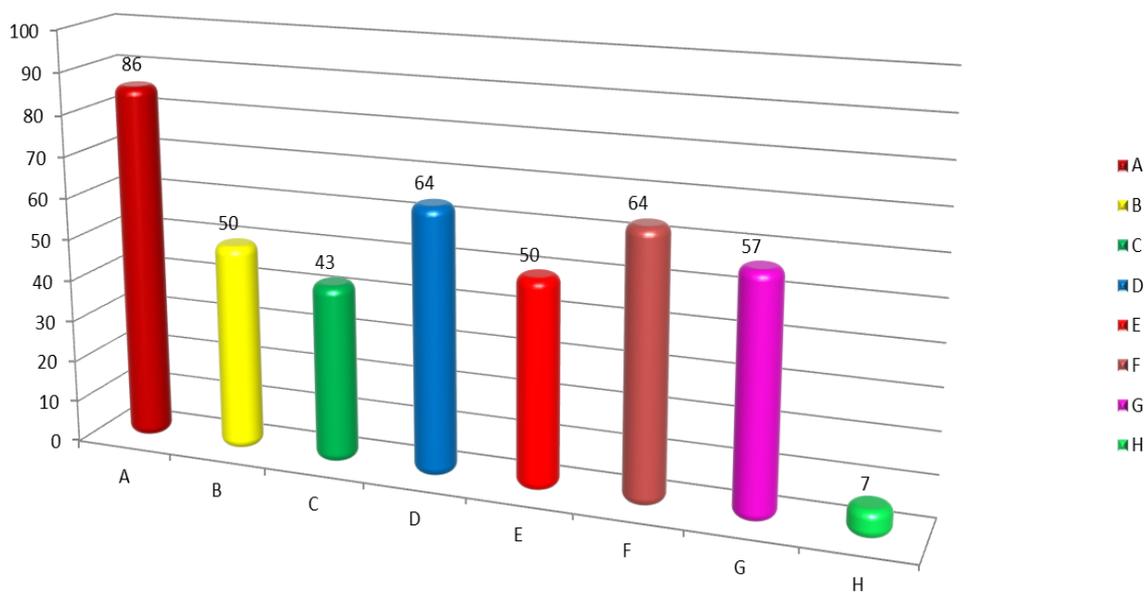
❖ Part one: Students' needs

06. What are your present academic English language needs? Tick the one(s) which apply to you.

Table 4.6: Students' present academic English language needs

Students' present academic English language needs	N°	%
a. Developing oral and aural communication skills	12	86
b. Developing reading strategies for academic purposes	07	50
c. Developing academic writing skills	06	43
d. Developing study skills (information retention techniques, concentration techniques, organizing information, taking in new information)	09	64
e. Improving grammar	07	50
f. Increasing the English vocabulary, including Business and Marketing related	09	64
g. Developing an awareness of cultural appropriateness and of cross-cultural aspects	08	57
h. Other, please specify	01	07

Figure 4.6: Students' present academic English language needs



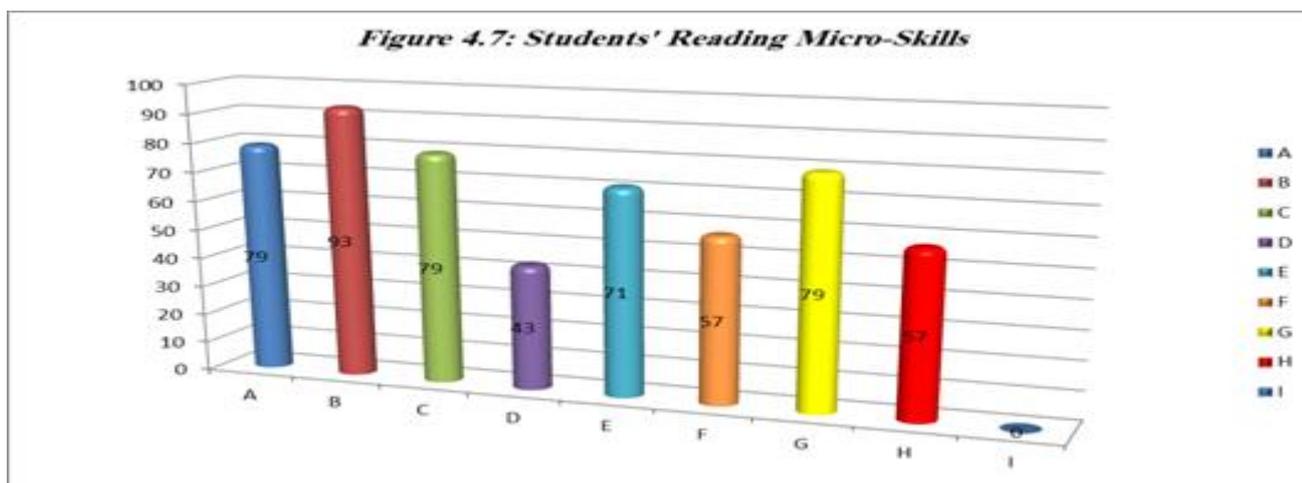
As for the learners' present academic needs, **figure 4.6** above shows that **86%** from the whole group of learners stated that developing oral and aural communication skills were their present academic English language needs. **64%** of them claimed that developing study skills (information retention techniques, concentration techniques, organizing information, taking in new information) and increasing the English vocabulary, including Business and Marketing related were their present needs, whereas **57%** stated that developing an awareness of cultural appropriateness and of cross-cultural aspects were their actual linguistic needs. Additionally, **50%** of the students said that developing reading strategies for academic purposes and improving grammar are their academic needs. **43%** of those participants claimed that developing academic writing skills were their needs. It is worth mentioning that only **01** student (**7%**) from the population, claimed that creating centers of languages in the Algerian universities was his/her present academic English needs.

❖ Part two: Students' wants

7. Tick (✓) the reading micro-skills you want to improve. Tick the one(s) which apply to you.

Table 4.7: Students' Reading Micro-Skills

THE READING MICRO-SKILLS	N°	%
a. To Read a range of general authentic texts on your study-related themes, e.g. sales reports, ads	11	79
b. To read books	13	93
c. To read Business articles and texts	11	79
d. To guess the meaning of unknown words	06	43
e. To skim (fast reading for the main idea)	10	71
f. To scan (quick reading for a particular piece of information)	08	57
g. To understand a wide range of academic specialist lexis (technical vocabulary)	11	79
h. To recognize grammatical word classes: noun, adjective, etc.	08	57
i. Other, please specify	00	00



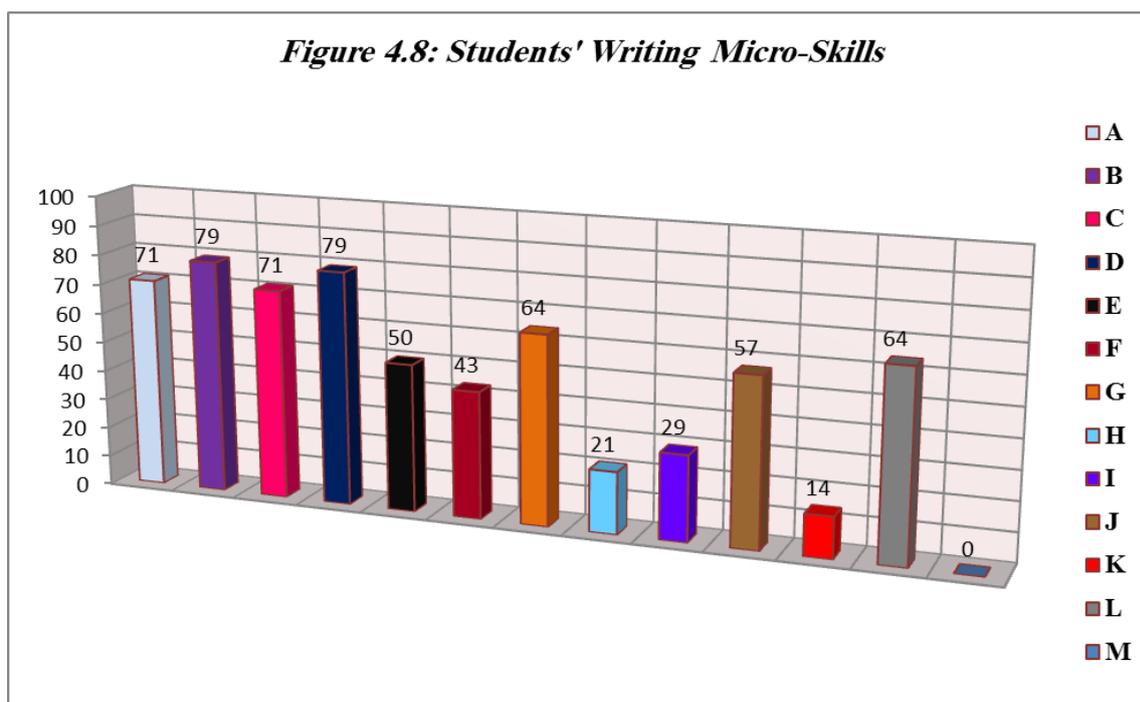
Thirteen students stated that reading books was the reading skill they wanted to improve. **11** students stated that reading a range of general authentic texts on their study-related themes, e.g. sales reports, ads, reading Business articles and texts and understanding a wide range of academic specialist lexis were what they wanted to improve as reading micro-skills. **10** learners wanted to improve their skimming micro-skill. Moreover, **08** learners wanted to enhance their scanning sub

skill and 06 students wanted to improve the micro-skill of guessing the meaning of unknown words as **figure 4.7** depicts.

08. Tick (✓) the writing micro- skills you want to improve. Tick (✓) the one(s) which apply to you.

Table 4.8: Students' Writing Micro-Skills

THE WRITING MICRO-SKILLS		N°	%
a.	To write exams' answers	10	71
b.	To write reports	11	79
c.	To write research papers	10	71
d.	To use specialist vocabulary correctly in writing	11	79
e.	To write formal correspondence	07	50
f.	To write informal correspondence	06	43
g.	To summarize information	09	64
h.	To paraphrase information	03	21
i.	To write essays	04	29
j.	To put words together in correct word order	08	57
k.	To use the style appropriate to the genre and audience	02	14
l.	To make the text coherent, so that other people can follow the development of the ideas	09	64
m.	Other, please specify	00	00

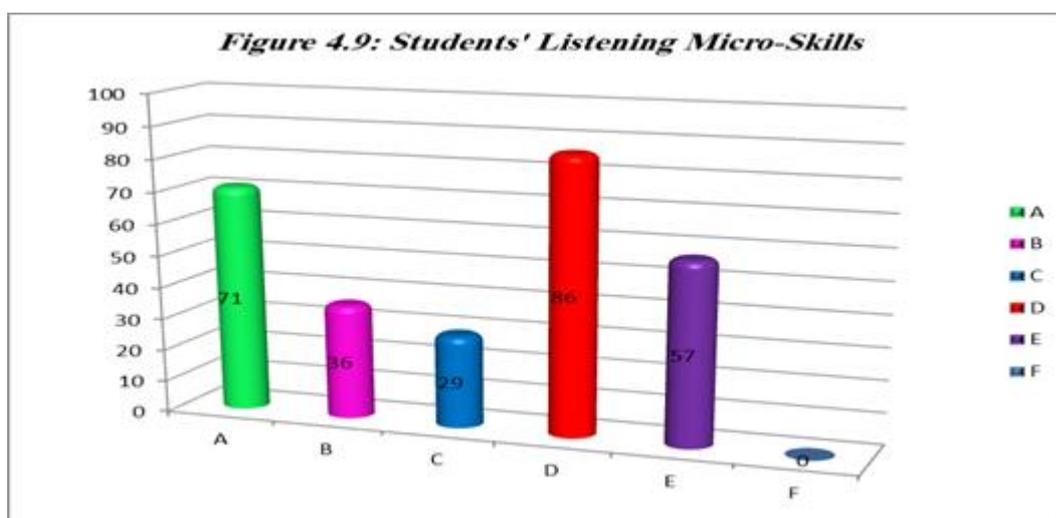


Eleven students (**79%**) from the whole population claimed that writing reports and using specialist vocabulary correctly in writing are the writing micro-skills they wanted to improve. **10** (**71%**) of them wanted to improve both writing exams' answers and writing research papers micro-skills. **09** (**64%**) learners stated that they wanted to enhance their summarizing information and making the text coherent, so that other people can follow the ideas' development. Furthermore, **08** students (**57%**) wanted to improve putting words together in correct word order and **07** students (**50%**) wanted to enhance their writing formal correspondence. **06** students (**43%**) wanted to improve writing informal correspondence as a writing micro-skill. In addition to what has been mentioned earlier, **04** learners (**29%**) wanted to enhance their writing essays skills, only **03** participants (**21%**) wanted to improve paraphrasing information skills and only **02** (**14%**) of them wanted to enhance using the style appropriate to the genre and audience (see **Table 4.8**) above.

09. *Tick (✓) the listening micro- skills you want to improve. Tick (✓) the one(s) which apply to you.*

Table 4.9: Students' Listening Micro-Skills

THE LISTENING MICRO-SKILLS	N°	%
a. To retain chunks (pieces) of language in short-term memory	10	71
b. To recognize reduced forms of words	05	36
c. To recognize vocabulary	04	29
d. To detect key words, such as those identifying topics and ideas	12	86
e. To recognize grammatical word classes	08	57
f. Other, please specify	00	00



As far as the Students' listening micro-skills are concerned, **86%** of the population stated that they wanted to improve detecting key words, such as those identifying topics and ideas. **71%** claimed that they wanted to enhance their retaining chunks (pieces) of language in short-term memory techniques. Additionally, **57%** of the population wanted to improve the micro-skill of recognizing grammatical word classes. **36%** wanted to enhance recognizing reduced forms of words sub skill. Finally, only **29%** of the participants wanted to improve the micro-skill of recognizing vocabulary as **figure 4.9** displays above.

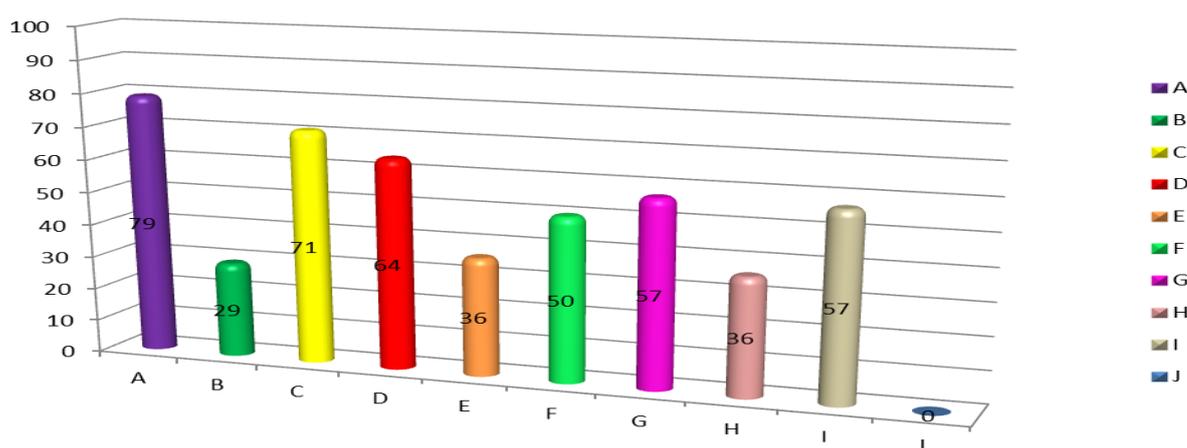
10. Tick (✓) the speaking micro- skills you want to improve. Tick (✓) the one(s) which apply to you.

Table 4.10: Students' Speaking Micro-Skills

THE SPEAKING MICRO-SKILLS	N°	%
a. To pronounce the distinctive sounds of a language clearly enough so that people can distinguish them. This includes making tonal distinctions	11	79
b. To use stress and rhythmic patterns, and intonation patterns of the language clearly enough so that people can understand what is said	04	29
c. To use the correct forms of words. This may mean, for example, changes in the tense, case, or gender	10	71
d. To put words together in a correct words' order	09	64
e. To use vocabulary appropriately	05	36

f. To use the register or language variety that is appropriate to the situation and the relationship to the conversation partner	07	50
g. To make clear to the listener the main sentence constituents, such as subject, verb, object, by whatever means the language uses	08	57
h. To make the main ideas stand out from supporting ideas or information	05	36
i. To make the discourse hang together so that people can follow what you are saying	08	57
j. Other, please specify	00	00

Figure 4.10: Students' Speaking Micro-Skills



As far as the Participants' speaking-micro skills are concerned, **table 4.10** and **figure 4.10** display that **11** students (**79%**) wanted to improve pronouncing the distinctive sounds of a language clearly enough so that people can distinguish them. This includes making tonal distinctions. Moreover **10** learners (**71%**) wanted to improve using the correct forms of words. This may mean, for example, changes in the tense, case, or gender. **09** students (**64%**) wanted to enhance the speaking micro-skill of putting words together in a correct words' order. Additionally, **08** of the students (**57%**) wanted to improve both making clear to the listener the main sentence constituents, such as subject, verb, object, by whatever means the language uses and making the discourse hang together so that people can follow what they are saying. In the same vein, **07** students wanted to

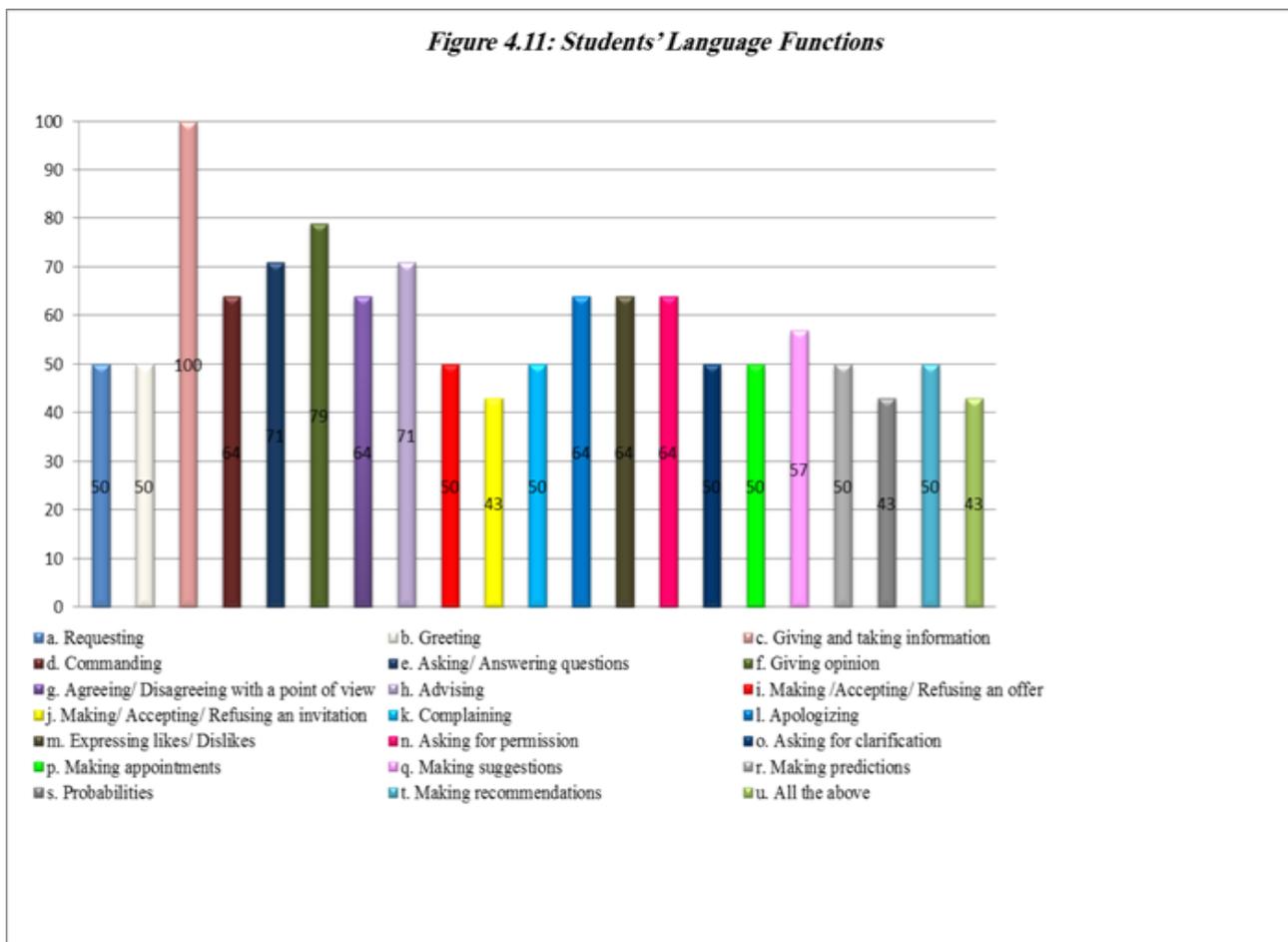
improve using the register or language variety that is appropriate to the situation and the relationship to the conversation partner. Furthermore, **05** participants wanted to improve using vocabulary appropriately as well as making the main ideas stand out from supporting ideas or information. Finally, only **04** learners wanted to enhance the sub skill of using stress and rhythmic patterns, and intonation patterns of the language clearly enough so that people can understand what is said.

11. Which functions of the English Language are most important for you? Tick (✓) the one(s) that apply to you.

Table 4.11: Students' Language Functions

ENGLISH LANGUAGE FUNCTION	N°	%
a. Requesting	07	50
b. Greeting	07	50
c. Giving and taking information	14	100
d. Commanding	09	64
e. Asking/ Answering questions	10	71
f. Giving opinion	11	79
g. Agreeing/ Disagreeing with a point of view	09	64
h. Advising	10	71
i. Making /Accepting/ Refusing an offer	07	50
j. Making/ Accepting/ Refusing an invitation	06	43
k. Complaining	07	50
l. Apologizing	09	64
m. Expressing likes/ Dislikes	09	64
n. Asking for permission	09	64
o. Asking for clarification	07	50
p. Making appointments	07	50
q. Making suggestions	08	57
r. Making predictions	07	50
s. Probabilities	06	43
t. Making recommendations	07	50
u. All the above	06	43

As for the students' language functions, **11 students (79%)** claimed that the language function "giving opinion" was the most important for them. Moreover, **10 learners (71%)** of the whole group of participants considered "asking/ answering questions" and "advising" to be most important. Additionally, **09 participants (64%)** stated that "commanding", "agreeing/ disagreeing with a point of view", "apologizing", "expressing likes/ dislikes" and "asking for permission" were the most important, **08 learners (57%)** of them considered "making suggestions" to be most important and **07 students (50%)** of the whole group of participants claimed that "requesting", "greeting", "making/accepting/refusing an offer", "complaining", "asking for clarification", "making appointments", "making predictions" and "making recommendations" were the most important language functions for them. Finally, **06 learners (43%)** stated that "making/accepting/refusing an invitation", "probabilities" and "all the other" language functions mentioned in table 4.11 were the most important language functions as figure 4.11 shows below:

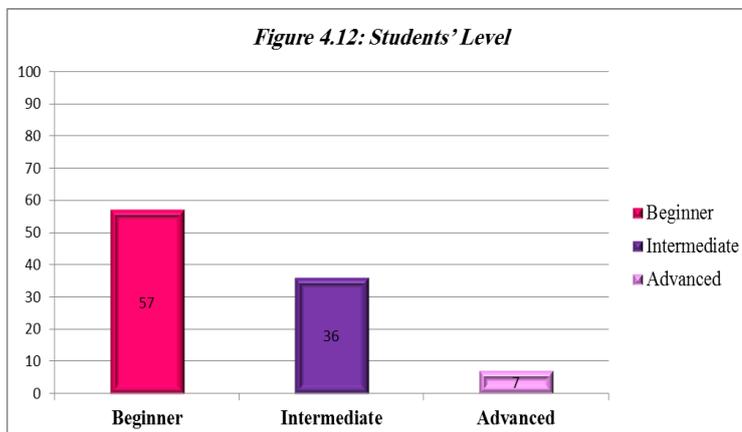


❖ Part three: Students' Lacks

12. Evaluate your level of English

Table 4.12: Students' Level

<i>Students' Level</i>					
Beginner		Intermediate		Advanced	
N°	%	N°	%	N	%
08	57	05	36	01	07

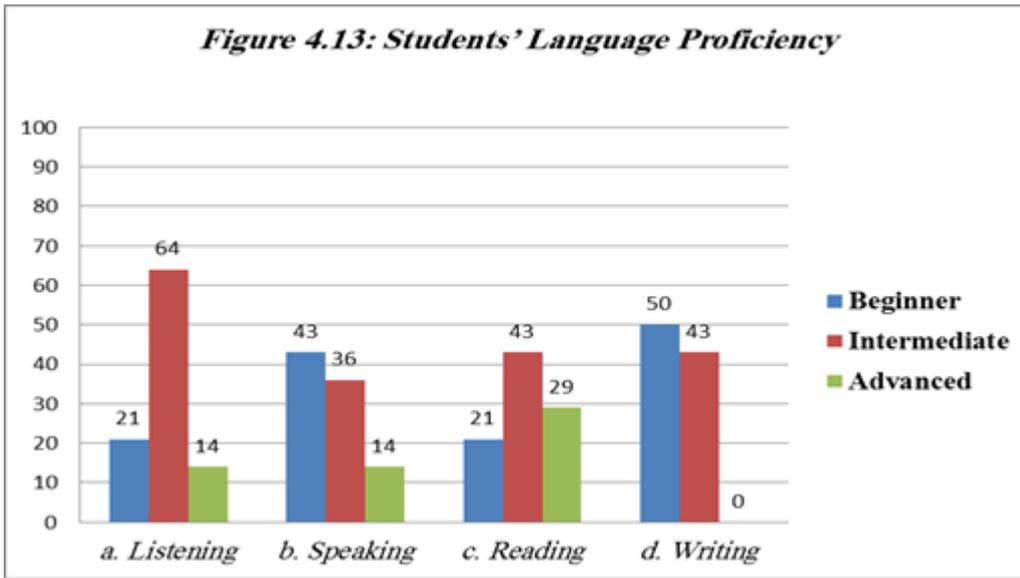


As far as the students' level is concerned, **57%** were beginners, **36%** had an intermediate level in English, whereas only **7%** of the students had an advanced level.

13. What level of English proficiency do you think you have? Check those that apply.

Table 4.13: Students' Language Proficiency

		<i>Language Proficiency</i>					
		Beginner		Intermediate		Advanced	
		N°	%	N°	%	N°	%
<i>Language Skills</i>	a. Listening	03	21	09	64	02	14
	b. Speaking	06	43	05	36	02	14
	c. Reading	03	21	06	43	04	29
	d. Writing	07	50	06	43	00	00

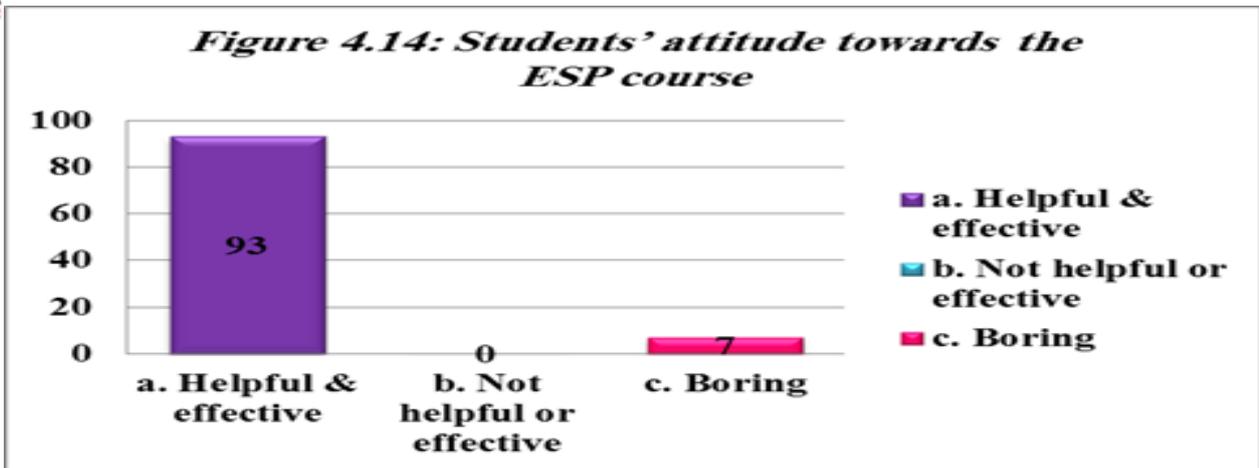


14. How do you feel about the ESP course you attend?

Table 4.14: Students' attitude towards the ESP course

<i>Students' attitude towards the ESP course</i>					
a. Helpful & effective		b. Not helpful or effective		c. Boring	
N°	%	N°	%	N°	%
13	93	00	00	01	07

For the students' attitude towards the ESP course, **13 (93%)** students stated that it was helpful and effective. Only **01 (7%)** student declared that the ESP course was boring and **none (00%)** of the population stated that that course was not helpful or effective as figure **1.14** shows below:



Section three: Course Evaluation

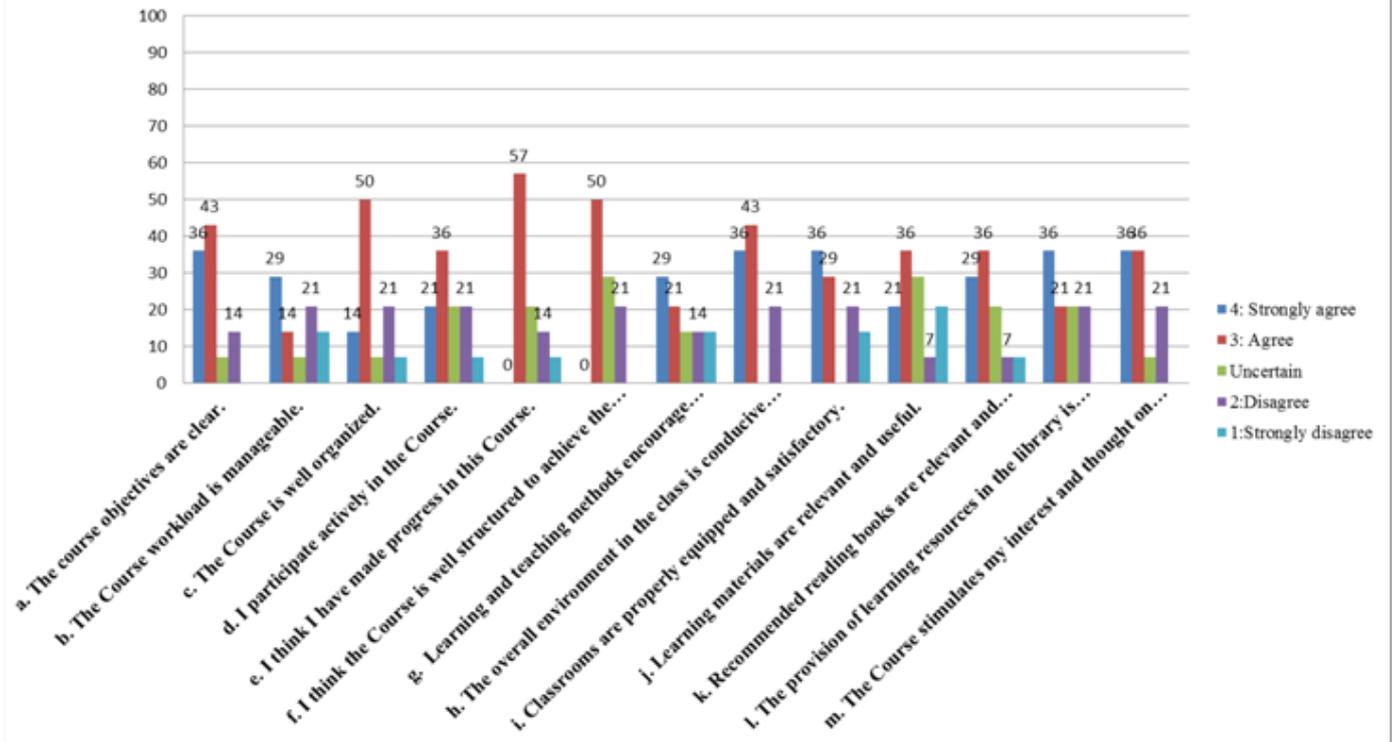
15. Please rate (tick \checkmark) on a scale from 4- strongly agree /3- agree /2- disagree /1- strongly disagree or uncertain.

Table 4.15: Students' Attitudes towards the ESP Course Evaluation

To what extent do you agree with the following statements concerning the course evaluation?	4: Strongly agree		3: Agree		Uncertain		2: Disagree		1: Strongly disagree	
	N*	%	N*	%	N*	%	N*	%	N*	%
a. The course objectives are clear.	05	36	06	43	01	07	02	14	00	00
b. The Course workload is manageable.	04	29	02	14	01	07	03	21	02	14
c. The Course is well organized.	02	14	07	50	01	07	03	21	01	07
d. I participate actively in the Course.	03	21	05	36	03	21	03	21	01	07
e. I think I have made progress in this Course.	00	00	08	57	03	21	02	14	01	07
f. I think the Course is well										

structured to achieve the learning outcomes.	00	00	07	50	04	29	03	21	00	00
g. Learning and teaching methods encourage participation.	04	29	03	21	02	14	02	14	02	14
h. The overall environment in the class is conducive to learning.	05	36	06	43	00	00	03	21	00	00
i. Classrooms are properly equipped and satisfactory.	05	36	04	29	00	00	03	21	02	14
j. Learning materials are relevant and useful.	03	21	05	36	04	29	01	07	03	21
k. Recommended reading books are relevant and appropriate.	04	29	05	36	03	21	01	07	01	07
l. The provision of learning resources in the library is adequate and appropriate.	05	36	03	21	03	21	03	21	00	00
m. The Course stimulates my interest and thought on the subject area.	05	36	05	36	01	07	03	21	00	00

Figure 4.15: Students' Attitudes towards the ESP Course Evaluation



As far as the students' attitudes towards the ESP course evaluation is concerned, **05** MMS's *strongly agreed* with statement (a). **06** students *agreed* with it, **02** of them *disagreed* with that statement, **none** of them *strongly disagreed* with it and only **01** student was *uncertain* about it. **Four** MMS's *strongly agreed* with statement (b) concerning the course evaluation. **02** of them *agreed* with it, **03** learners *disagreed*, **02** students *strongly disagreed* with it and only **01** student was *uncertain* about statement (b).

Two MMS's *strongly agreed* with statement (c), **07** of them *agreed* with it, **03** students *disagreed*, **01** student *strongly disagreed* and only **01** learner was *uncertain* about statement (c). **Three** MMS's *strongly agreed* with statement (d), **05** of them *agreed*, **03** learners *disagreed* with it, only **01** student *strongly disagreed* and **03** students were *uncertain* about statement (d). **None** of the MMS's *strongly agreed* with statement (e), **08** of the students *agreed* with it, **02** learners *disagreed*, only **01** student *strongly disagreed* and **03** of them were *uncertain* about it.

None of the MMS's *strongly agreed* with statement (f), **07** of them *agreed*, **03** learners *disagreed* with it, **none** of them *strongly disagreed* and **04** of the participants were *uncertain* about statement (f).

Four MMS's *strongly agreed* with statement (g), **03** of them *agreed*, **02** learners *disagreed*, **02** others *strongly disagreed* and **02** others were *uncertain* about that statement.

Five of the MMS's *strongly agreed* with statement (h), **06** of them *agreed*, **03** learners *disagreed*, **none** of them *strongly disagreed* and **none** was *uncertain* about statement (h).

Five of the MMS's *strongly agreed* with statement (i), **04** of them *agreed*, **03** learners *disagreed* with that statement, **02** learners *strongly disagreed* with it and **none** of them was *uncertain* about it.

Three MMS's *strongly agreed* with statement (j), **05** of them *agreed*, only **01** student *disagreed* with it, **03** students *strongly disagreed* and **04** students were *uncertain* about that very statement.

Four MMS's *strongly agreed* with statement (k), **05** of them *agreed* with it, **01** student *disagreed*, the **other** student *strongly disagreed* and **03** learners were *uncertain* about it.

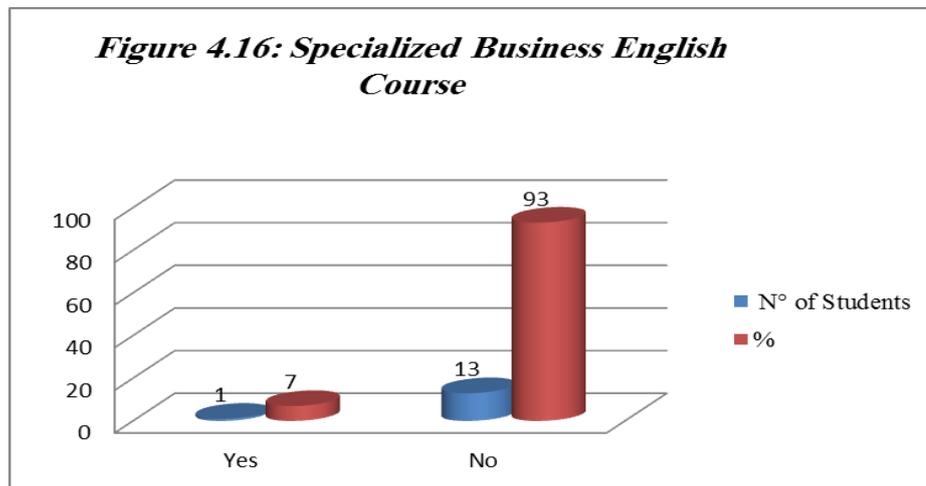
Five of the MMS's *strongly agreed* with statement (l), **03** learners *agreed* with that statement, other **03** students *disagreed* with it, **none** of them *strongly disagreed* and **03** participants were *uncertain* about it.

Five MMS's *strongly agreed* with statement (m), other **05** students *agreed* with it, **03** of them *disagreed*, **none** of them *strongly disagreed* about it and only **01** student was *uncertain* about statement (m).

16. Are you taking any specialized Business English course outside university (private institutes/ private schools)?

Table 4.16: Specialized Business English Course

Answer	N°	%
Yes	01	07
No	13	93
Total	14	100



None of the MMS's was taking a specialized Business English Course, except 01 student who was actually taking one. The latter's whole duration was between 16 and 18 hours. The student further mentioned that s/he was taking the course because the ESP course that the students were taking did not meet their linguistic academic needs. S/he did not know whether the specialized Business English Course matched his/her needs as an English language learner either.

Section four:

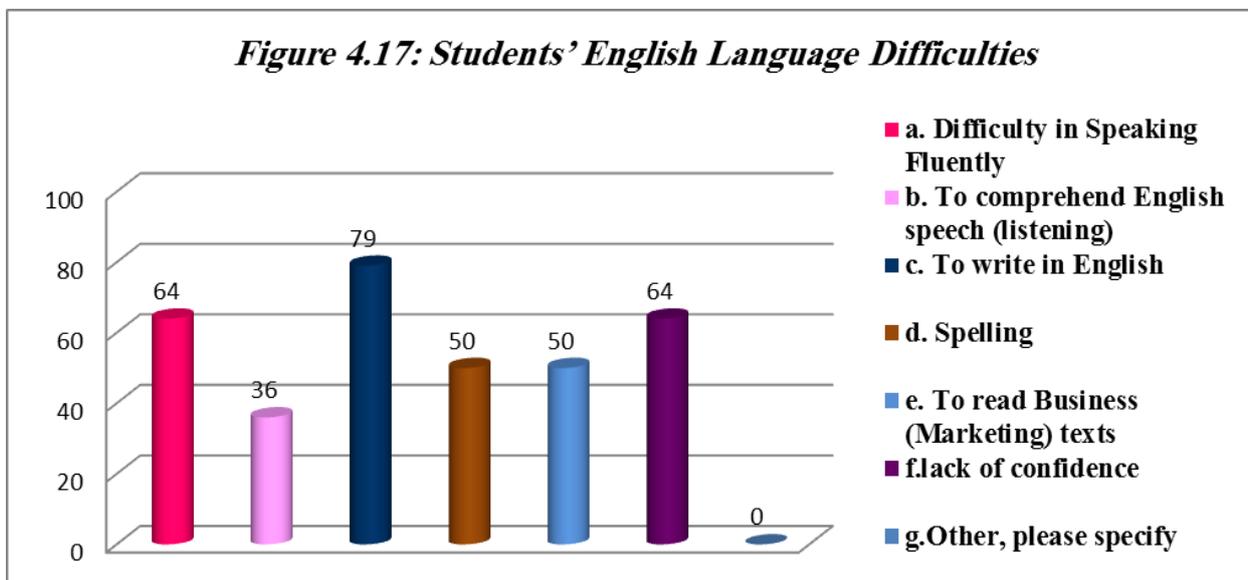
STUDENTS' PROBLEMS & DIFFICULTIES

17. In what language areas do you find difficulties?

Table 4.17: Students' English Language Difficulties

ENGLISH LANGUAGE DIFFICULTIES	N°	%
a. Difficulty in Speaking Fluently	09	64
b. To comprehend English speech (listening)	05	36
c. To write in English	11	79
d. Spelling	07	50
e. To read Business (Marketing) texts	07	50
f.lack of confidence	09	64
g.Other, please specify	00	00

Figure 4.17: Students' English Language Difficulties



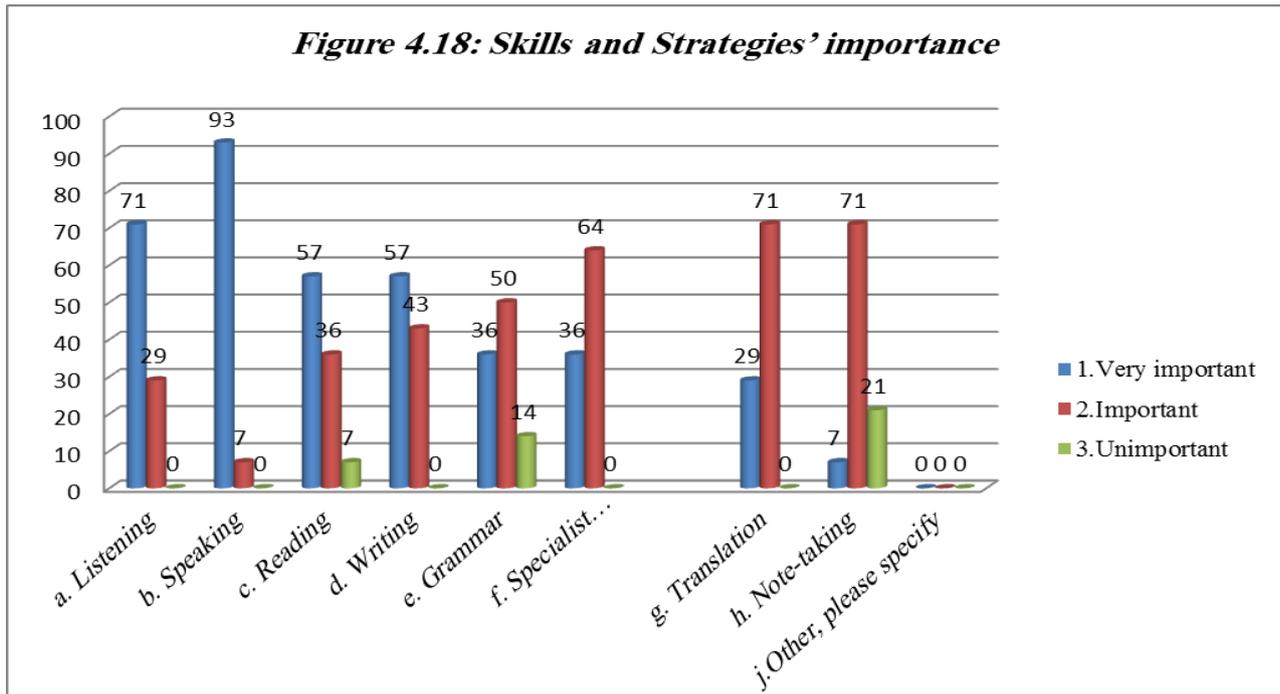
As far as the students' English language difficulties are concerned, **table 4.17** and **figure 4.17** display that **11** students (**79%**) of the 1st year MM population found difficulties in writing in English. **09** learners (**64%**) found difficulties both in speaking fluently and lack of confidence. **07** students (**50%**) found difficulties in the following areas; spelling and reading Business (Marketing) texts. Only **05** students (**36%**) found difficulties in comprehending English speech.

18. Classify these skills and strategies according to their degree of importance for your studies.

Table 4.18: Skills and Strategies' importance

		<i>Degree of importance</i>					
		1. Very important		2. Important		3. Unimportant	
		N°	%	N	%	N°	%
Skills & strategies	a. Listening	10	71	04	29	00	00
	b. Speaking	13	93	01	07	00	00
	c. Reading	08	57	05	36	01	07
	d. Writing	08	57	06	43	00	00
	e. Grammar	05	36	07	50	02	14
	f. Specialist vocabulary	05	36	09	64	00	00
	g. Translation	04	29	10	71	00	00
	h. Note-taking	01	07	10	71	03	21

	j. Other, please specify	00	00	00	00	00	00
--	---------------------------------	-----------	-----------	-----------	-----------	-----------	-----------



a. Listening

As for the skills and strategies' degree of importance, **10** MMS's claimed that listening was *very important*, only **04** students of them declared that it is *important* and **none** of them stated that the listening skill was *unimportant*.

b. Speaking

Thirteen MMS's thought that speaking was *very important*; only **01** student believed it is *important* and **none** thought it was *unimportant*.

c. Reading

Eight of the MMS's considered the reading skill to be *very important* for them, **05** students considered it to be *important* and only **01** student believed it was *unimportant*.

d. Writing

Eight MMS's claimed that the writing skill was *very important*, **06** of them declared it as *important* and **none** thought it was *unimportant*.

e. Grammar

Five MMS's considered grammar as *very important*, 07 students claimed it was *important* for them and only 02 students thought it was *unimportant*.

f. Specialist Vocabulary

Five MMS's stated that specialist lexis was *very important* for them and the other 09 students stated it was *important*. None of them stated that it was *unimportant*.

g. Translation

Only 04 MMS's declared that translation was *very important*, the other 10 students believed it was *important*. None of the students thought it was *unimportant*.

h. Note-Taking

As for note-taking, only 01 MMS thought it was *very important*, 10 MMS's thought it was *important* and the other 03 learners thought that it was *unimportant*.

19. Which type of learner you are? Tick (✓) the one(s) that apply.

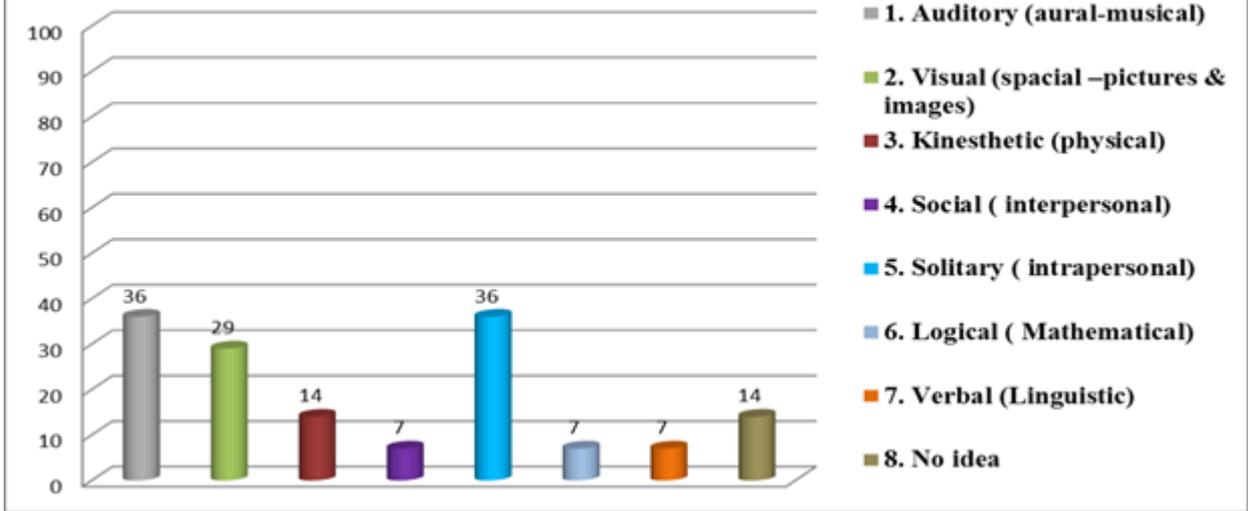
Table 4.19: Students' Learning Styles

<i>THE LEARNING STYLE</i>	<i>N°</i>	<i>%</i>
1. Auditory (aural-musical)	05	36
2. Visual (spacial –pictures & images)	04	29
3. Kinesthetic (physical)	02	14
4. Social (interpersonal)	01	07
5. Solitary (intrapersonal)	05	36
6. Logical (Mathematical)	01	07
7. Verbal (Linguistic)	01	07
8. No idea	02	14

As far as the students' learning styles are concerned, 05 students (36%) from the whole population deemed to be auditory and solitary. 04 of the students

(29%) deemed to be visual.02 learners (14%) were kinesthetic. 02 students (14%) had no idea about their learning style and only 01 student (07%) deemed to be social, logical and verbal.

Figure 4.19: Students' Learning Styles

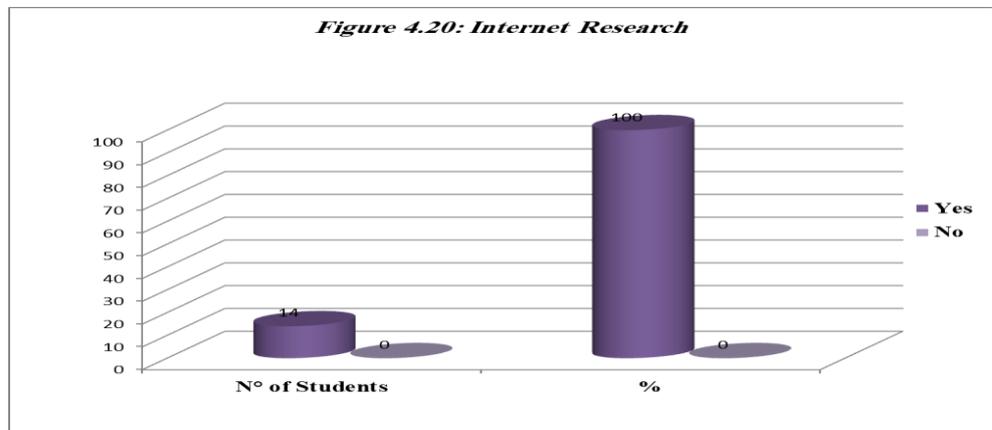


20. Do you do research using the Internet?

Table 4.20: Internet Research

Answer	N°	%
Yes	14	100
No	00	00
Total	14	100

Figure 4.20: Internet Research

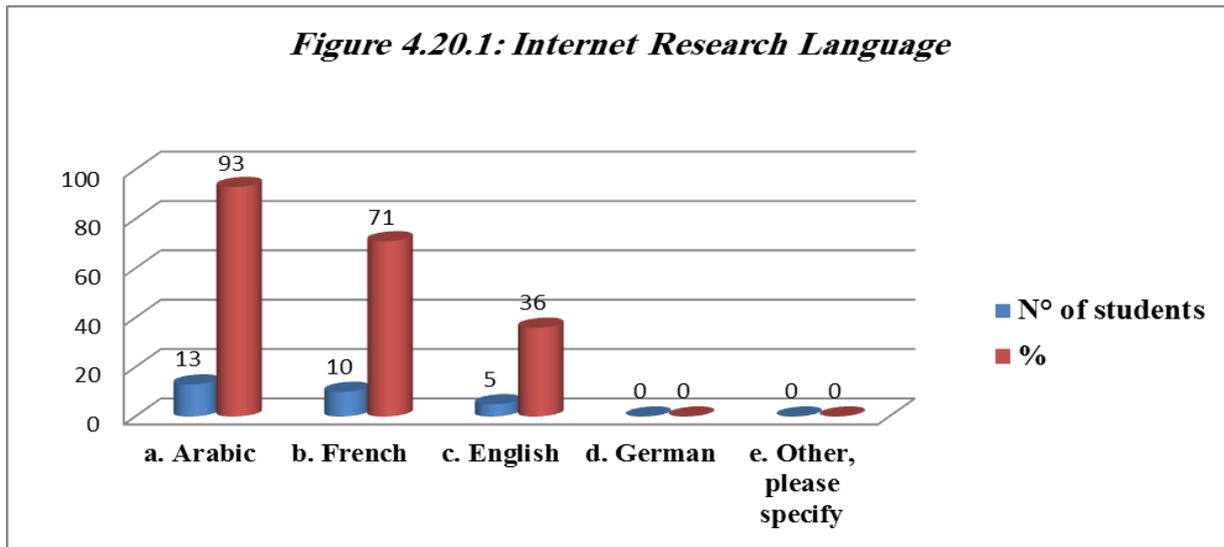


All the members of the target population use the internet.

20.1. If yes, in which language?

Table 4.20.1: Internet Research Language

<i>Internet Research Language</i>	N°	%
a. Arabic	13	93
b. French	10	71
c. English	05	36
d. German	00	00
e. Other, please specify	00	00

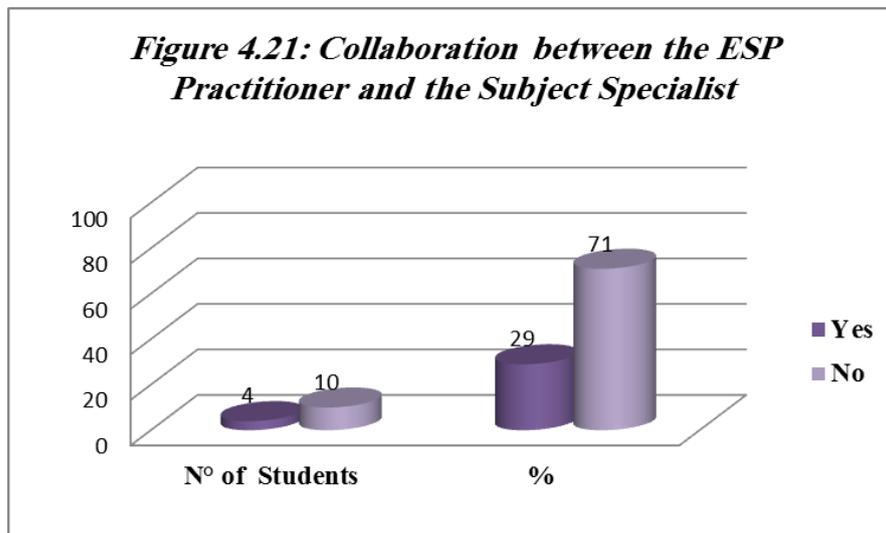


As far as the internet research language is concerned, **13** students (**93%**) of the MMS's used the *Mother Tongue*, **10** (**71%**) of them used the *French* language while using the internet, **05** learners (**36%**) of them used the *English* language and **none** used *German* as **figure 4.20.1** displays above.

21. Do you think that collaboration between the English language teacher and the subject specialist can improve your learning as a student?

Table 4.21: Collaboration between the ESP Practitioner and the Subject Specialist

Answer	N°	%
Yes	04	29
No	10	71
Total	14	100



Four students from the whole population (**29%**) claimed that collaboration between the ESP practitioner and the subject specialist can improve their learning as students, whereas the other **10** learners (**71%**) denied that.

22. If the answer to question ‘21’ is yes, say how can it improve your learning?

The following students’ responses concerning question “22” were worth mentioning:

- Collaboration between the ESP practitioner and the subject specialist is a very good, efficient and useful.
- It helps the students to develop their language and thoughts all at the same time. It can help improve their learning.
- Whenever there is harmony between both teachers, there will be more understanding as far as the English language is concerned.

- The students really need the English language in their research. They claimed that all the new books are available only in English. They ought to wait for seven or eight months to have these books printed in other languages such as French and Arabic.
- The students expressed their wishes for increasing the ESP course timetables. They wished to have at least three or four hours per week instead of only one hour and a half.

Section Five: Further Suggestions

23. Do you have any remarks or suggestions to propose?

Eight MMS's did not provide the researcher by any responses as far as question "23" is concerned, whereas the other six students provided the investigator with some remarks and suggestions that were worth mentioning; these were:

- The questionnaire was very long and it took the students a lot of time to fill it out.
- Notwithstanding the fact that the questionnaire was very long as mentioned before, the MMS's believed it was thorough and very rich with relevant detailed questions to the topic of the study.

24. Please feel free to add below any comments or views that you think have not been covered in this questionnaire.

As far as question "24" is concerned, no reply was ever provided.

4.1.2 The ESP Teacher Questionnaire

Section one: general information

The ESP practitioner is 53 years old female. She is a permanent teacher within the DS. She has a teaching experience of more than 20 years as an English teacher and 10 years as an MMS's teacher. She has a license in the English language.

Section Two: Esp Teacher Training & Development

As far as the question: *“Do you feel the need for ESP teacher training and development in your current job?”* is concerned (see Appendix C), the teacher stated that she felt the need for an ESP teacher training and development in her current job.

Regarding the 7th question of **Appendix C** (The ESP teacher’s questionnaire), she prioritized the areas of ESP teaching training and development that she thought were most relevant and useful to her teaching situation as shown in the following table:

Table 4.22: Priority of the most relevant and useful areas of ESP teaching training and development.

Priority	Areas of ESP teacher training and development She thinks are most relevant and useful to her teaching situation.
First	Knowledge about the subject content and disciplinary culture.
Second	Text analysis (genre and discourse analysis).
Third	The theory and methodology of ESP.
Fourth	Assessment of learners’ needs and achievement.
Fifth	Design or interpretation of syllabuses.
Sixth	Selection and evaluation of material.
Seventh	Evaluation of textbooks and other resources.
Eighth	Supplementing textbook exercises and designing own materials.

As for the 8th question (see Appendix C); *“Did you take any professional training which helped you to enhance your abilities as an ESP teacher?”* the teacher denied taking any professional training which helped her to enhance her abilities as an ESP practitioner.

No comment was ever recorded regarding the 9th question of appendix C.

As far as the answers for the 10th question of appendix C are concerned, *“Which one(s) of the following forms of running an in-service ESP teacher training and development program do you*

think may be more feasible and useful in your teaching situation?, the table below answers the question.

Table 4.23: The feasibility and usefulness of the form of running in-service ESP teacher training and development

<i>The form of running an in-service ESP teacher Training and development program</i>	<i>More feasible</i>	<i>More useful</i>
a. Seminar program.	√	/
b. Workshops.	/	√
c. Summer courses.	√	√
d. Seminars conducted by visiting speakers/scholars.	/	√
e. International ESP conferences.	√	/
f. Other, please specify	/	/

As for the form of running an in-service ESP teacher training and development program, the ESP teacher declared that **seminar program** was more feasible but not more useful unlike the **workshops** that were not more feasible but more useful. She also stated that **summer courses** were both more feasible and useful at the same time. Regarding **the seminars conducted by visiting speakers/ scholars**, the ESP practitioner declared that they were not more feasible but more useful. Furthermore, she stated that **international ESP conferences** were more feasible and she did not comment about item **(f)** as mentioned in table 4.23.

Section Three: Students' Needs

As far as question 11 is concerned (see appendix C), the language teacher declared that she did not carry out any kind of needs assessment prior to the ESP course. She further mentioned that she felt that she did not have the right expertise to do such an activity.

As for the 1st year MMS's present academic needs, she stated that developing reading strategies for academic purposes, understanding spoken English in academic context, developing oral/aural

communication skills, developing academic writing skills and increasing the English vocabulary, including Business and Marketing related are paramount for the learners.

Regarding her students' level of English, the language teacher declared that they had a "beginner" level. She also mentioned that only few students from the target population had an intermediate level. Those had a great potential as far as the English language is concerned.

- *What level of English proficiency do you think your students have? Check those that apply.*

As far as the question is concerned, the teacher replied to this as mentioned in table 4.24:

Table 4.24: The MMS's English Proficiency

	Beginner	Intermediate	Advanced
a. Listening	√	/	/
b. Speaking	√	/	/
c. Reading	√	/	/
d. Writing	√	/	/

The MMS's language teacher believed that the majority of the students have a low English proficiency, i.e. they have a "beginner" level.

16. *Tick (√) the reading micro-skill(s) you think that your students want to improve.*

Table 4.25: The reading micro-skills that the MMS's want to improve according to the Language Teacher.

THE READING MICRO-SKILLS	(√)
a. To Read a range of general authentic texts on study-related themes, e.g. sales reports, ads	√
b. To read notes	
c. To read books	√
d. To read articles	√
e. To read sales reports	√
f. To make summaries	
g. To guess the meaning of unknown words	√
h. To skim (fast reading for the main idea)	√

i. To scan (quick reading for a particular piece of information)	√
j. To understand specialist lexis (vocabulary)	√
k. To recognize grammatical word classes: noun, adjective, etc.	
l. Other, please specify	

According to the language teacher, items **a, c, d, e, g, h, i** and **j** are the sub-skills that her students wanted to improve.

17. Tick (√) the writing micro- skill(s) you think that your students want to improve.

Table 4.26: The writing micro-skills that the MMS's want to improve according to the Language Teacher.

THE WRITING MICRO-SKILLS	(√)
a. To write exams' answers	√
b. To write essays	√
c. To write research papers	√
d. To use specialist vocabulary correctly in writing	
e. To use a range of academic vocabulary correctly in writing	
f. To write formal correspondence	√
g. To write informal correspondence	
h. To summarize information	√
i. To paraphrase information	√
j. To put words together in correct word order	√
k. To use the style appropriate to the genre and audience	
l. To make the main ideas distinct from supporting ideas or information	
m. To make the text coherent, so that other people can follow the development of the ideas	√
n. Other, please specify	

The language teacher claimed that her learners wanted to improve eight writing sub-skills.

These were: writing exams' answers, essays, research papers, formal correspondence, summarizing and paraphrasing information, putting words together in correct word order and making the text coherent so that other people can follow the development of the ideas.

18. Tick (✓) the Listening micro- skill(s) you think that your students want to improve.

Table 4.27: The listening micro-skills that the MMS's want to improve according to the Language Teacher.

THE LISTENING MICRO-SKILLS	(✓)
a. To retain pieces of language in short-term memory	
b. To recognize vocabulary	✓
c. To detect key words, such as those identifying topics and ideas	✓
d. To recognize grammatical word classes	✓
e. Other, please specify	

The ESP teacher said that the students wanted to improve the following listening micro-skills: recognizing vocabulary, detecting key words, such as those identifying topics and ideas and recognizing grammatical word classes.

19. Tick (✓) the speaking micro- skill(s) you think that your students want to improve.

Table 4.28: The speaking micro-skills that the MMS's want to improve according to the Language Teacher.

THE SPEAKING MICRO-SKILLS	(✓)
a. To pronounce the distinctive sounds of a language clearly enough so that people can distinguish them. This includes making tonal distinctions	✓
b. To use stress and rhythmic patterns, and intonation patterns of the language clearly enough so that people can understand what is said	✓
c. To use the correct forms of words. This may mean, for example, changes in the tense, case, or gender	✓
d. To put words together in correct word order	✓
e. To use vocabulary appropriately	✓
f. To use the register or language variety that is appropriate to the situation and the relationship to the conversation partner	✓
g. To make the main ideas stand out from supporting ideas or information	✓
h. To make the discourse hang together so that people can follow what you are saying	✓
i. Other, please specify	

The teacher believed that her learners wanted to improve all the speaking micro-skills (a, b, c, d, e, f, g, h) as table 4.28 suggests.

20. In what language areas do you believe that your students find difficulties?

Table 4.29: The MMS's English Language Difficulties according to the language teacher.

ENGLISH LANGUAGE DIFFICULTIES	(√)
a. Difficulty in speaking fluently	√
b. To comprehend English speech	√
c. To write in English	√
d. Spelling	√
e. To read Business (Marketing) texts	√
f. lack of confidence	√
g. Other, please specify.....	

The ESP practitioner said that the English language difficulties that the MMS's learners were facing were the following: difficulty in speaking fluently, to comprehend English speech, to write in English, spelling, to read Business (Marketing) texts and lack of confidence.

21. Classify these skills according to their degree of importance for your students.

Table 4.30: The degree of importance of the language skills for the MMS's according to the language teacher.

	1. Very important	2. Important	3. Unimportant
a. Listening	√		
b. Speaking	√		
c. Reading	√		
d. Writing	√		
e. Grammar		√	

The language teacher stated that listening, speaking, reading and writing were very important for her students, unlike the grammar which was only important.

22. According to you, which functions of the English Language are most important for your learners? Tick (✓) the one(s) that you think are most applicable to them.

Table 4.31: The importance of the English language functions for the MMS's according to the language teacher

ENGLISH LANGUAGE FUNCTION	(✓)
a. Requesting	
b. Greeting	
c. Giving and taking information	
d. Commanding	
e. Asking/ Answering questions	
f. Giving opinion	
g. Agreeing/ Disagreeing with a point of view	
h. Advising	
i. Making /Accepting/ Refusing an offer	
j. Making/ Accepting/ Refusing an invitation	
k. Complaining	
l. Apologizing	
m. Expressing likes/ Dislikes	
n. Asking for permission	
o. Asking for clarification	
p. Making appointments	
q. Making suggestions	
r. Making predictions	
s. Probabilities	
t. Making recommendations	
u. All the above	✓

According to the teacher's point of view, she claimed that all the language functions mentioned in table 4.31 were important for the MMS's.

Section Four: Course Evaluation

23. *At the Doctoral School, the ESP course for 1st year MMS's should be:*

Table 4.32: ESP Course Type

Compulsory	Elective
01	/

The teacher said that the ESP course for the target students should be compulsory at the DS.

24. *The most adequate length of the ESP course is:*

Table 4.33: Adequate ESP course length.

a. 1 semester	b. 2 semesters	c. 2 years	d. 3 years
/	01	/	/

The ESP practitioner declared that the most adequate length of the ESP course should be two semesters i.e. a duration of a whole academic year.

25. *According to you the present schedule for ESP should*

Table 4.34: Timetable Hours

a. be increased	b. be reduced	c. remain unchanged
01	/	/

The teacher wished the ESP timetable to be increased.

26. While preparing your ESP course, what sources do you choose the documents and materials from?

Table 4.35: Type of Documents Used by the ESP Teacher for Preparing the ESP Course

TYPE OF DOCUMENTS & MATERIALS	Yes	No	Not available
a. Materials supplied by the Ministry of Higher Education(MHE)	/	/	√
b. Individual syllabus (teacher-made)	/	√	/
c. Textbook contents	√	/	/
d. Other, please specify : the internet	√	/	/

The teacher declared that the materials supplied by the MHE were not available and there was no room for an individual syllabus. She also stated that she used textbooks' content and used the internet to look for appropriate documents and materials for her learners.

27. Before starting an ESP course, have you taken action to learn about your students' learning styles preferences?

The ESP practitioner declared that she had never taken action to learn about her students' learning styles and learning preferences before starting an ESP course. She claimed she had neither the instruments nor the skills to conduct such an exercise.

She also mentioned that she did not know if she got the right to analyze her students' learning styles and learning preferences.

28. If yes, please state what actions have you taken to do so.

As mentioned before the teacher had never taken action to analyze her students' learning styles and preferences.

29. According to you, what are your students' predominant learning styles? Tick the one(s) that apply.

Table 4.36: The MMS's predominant learning styles according to the ESP practitioner

THE LEARNING STYLE	(√)
1. Auditory (aural-musical)	√
2. Visual (spacial –pictures & images)	√
3. Kinesthetic (physical)	
4. Social (interpersonal)	
5. Solitary (intrapersonal)	
6. Logical (Mathematical)	√
7. Verbal (Linguistics)	√
8. No idea	

As far as the students' predominant learning styles are concerned, the teacher declared that even though she did not take any action to learn about her students' learning styles, she could infer that through spending time and interacting with them during the classroom sessions. She stated that her students had different learning styles and preferences. Some of them were auditory, some others were visual and others were logical and verbal.

30. Please rate (tick √) on a scale from 4- strongly agree /3- agree /2- disagree /1- strongly disagree or uncertain.

Table 4.37: The ESP Course Evaluation

To what extent do you agree with the following statements concerning the course evaluation?	4	3	Uncertain	2	1
a. The course objectives are clear		√			
b. The Course workload is manageable	√				
c. The Course is well organized		√			
d. The students participate actively in the Course				√	
e. I think the students have made progress in this Course				√	
f. I think the Course is well structured to achieve the learning outcomes		√			
g. The learning and teaching methods encourage participation			√		
h. The overall environment in the class is conducive to learning	√				
i. Classrooms are properly equipped and satisfactory	√				

j. Learning materials are relevant and useful		√			
k. Recommended reading books are relevant and appropriate		√			
l. The provision of learning resources in the library is adequate and appropriate			√		
m. The Course stimulates the students' interest and thought on the subject area		√			

The teacher **strongly agreed** with statements **b, h** and **i**. She **agreed** with statements **a, c, f, j, k** and **m**. However, she **disagreed** with statements **d** and **e**, but she was **uncertain** about both statements **g** and **l** concerning the course evaluation.

31. Do you think that collaboration between the English language teacher and the subject specialist can improve students' learning?

Yes, I believe it can.

32. If the answer is yes, say which one of the following collaboration forms is best applied?

Table 4.38: The Best Collaboration Form Applied

A.co-operation	B. collaboration	team-teaching policy
00	01	00

33. What are the difficulties that you are facing while teaching ESP?

It is very difficult task to be à la page with the subject realm and in this case is Marketing. There is so much happening and there are plenty of new Marketing policies that I need to be aware of. I am just a linguist. I like to think of myself as keen at the English language domain, but not the case as far as the Marketing one is concerned, that is why I ask help from my students to explain to me some marketing notions to clarify even more the picture for me. This allows me to be even better at teaching the ESP course.

34. Please feel free to add below any comments or views that you think have not been covered in this questionnaire.

No comments were added as far as the last question is concerned.

4.1.3 The Subject Specialists Questionnaire

Section One: Background Information

Table 4.39: The Subject Specialists' Background Information

BACKGROUND INFORMATION			
Q u e s t i o n s	TEACHER ONE		A n s w e r s
	1. What are your qualifications?	<ul style="list-style-type: none"> • He has a Magister and he is still preparing his doctorate 	
	2. What is your status in the Faculty?	<ul style="list-style-type: none"> • He is a full time teacher 	
	3. What are the subjects you are teaching?	<ul style="list-style-type: none"> • He is teaching Service Marketing and Developing New Products Strategies Modules 	
	4. What languages are you fluent in?	<ul style="list-style-type: none"> • He is fluent in the Arabic language 	
	5. What is your proficiency level in English?	<ul style="list-style-type: none"> • He has an intermediate level in English 	
TEACHER TWO			
Q u e s t i o n s	1. What are your qualifications?	<ul style="list-style-type: none"> • He has a doctorate 	A n s w e r s
	2. What is your status in the Faculty?	<ul style="list-style-type: none"> • He is a full time teacher 	
	3. What are the subjects you are teaching?	<ul style="list-style-type: none"> • He is teaching the following modules: Marketing business-to-business, research marketing, total quality management and strategic marketing 	
	4. What languages are you fluent in?	<ul style="list-style-type: none"> • He is fluent in the Mother Tongue as well as the French language 	
	5. What is your proficiency level in English?	<ul style="list-style-type: none"> • He has a beginner level in English 	

Section Two: Subject Specialists' Competences

Table: 4.40: Subject Specialists' Competences

Subject Specialist's Competences			
QUESTION	TEACHER ONE		ANSWERS
	6. Did you have any English courses to promote your career?	<ul style="list-style-type: none"> • Yes, he did 	
	7. If the answer to question '06' is yes, what was the nature of these courses?	<ul style="list-style-type: none"> • General English 	
TEACHER TWO			
QUESTION	6. Did you have any English courses to promote your career?	<ul style="list-style-type: none"> • Yes, he did 	ANSWERS
	7. If the answer to question '06' is yes, what was the nature of these courses?	<ul style="list-style-type: none"> • General English 	

8. What language do you use most at/ in?

Table: 4.41: The languages used by the Subject Specialists

TEACHERS	Arabic		French		English		If any other languages, please specify.	
	T1	T2	T1	T2	T1	T2	T1	T2
National conferences	x	x	/	x	/	/	/	/
International conferences	/	/	/	x	/	/	/	/
Papers or articles for publication	x	/	/	x	/	/	/	/
Internet research	x	/	x	x	x	x	/	/

9. Can you teach your subject in English?

Table 4.42: The Subject Specialists' capability of Teaching in English

<i>Answers</i>	<i>TEACHERS</i>	
	T1	T2
a- Yes	/	/
b- No	/	x
c- Undecided	x	/

10. Do you think that collaboration between an English language teacher and the subject specialist can improve students' learning?

Table 4.43: Collaboration between an English Language Teacher and the Subject Specialist

<i>ANSWERS</i>	<i>TEACHERS</i>	
	T1	T2
a- Yes	x	X certainly
b- No	/	/
c- Undecided	/	/

11. If the answer to the previous question is yes, say which one of the following collaboration forms is best?

Table 4.44: The Best Collaboration Form

ANSWERS	TEACHERS	
	T1	T2
a.co-operation	/	/
b. collaboration	/	/
c. team-teaching policy	x	x
<ul style="list-style-type: none"> • Explain why? 	T1 did not provide an answer	<ul style="list-style-type: none"> - Firstly, the origin of marketing is America, not French, not Germany and not japan; - Secondly, in marketing, the expressions that we should use must be standardized. Today, many marketing expressions are written in English when we try to translate the write sense and idea in the others languages.

12. Do you think that your students need to learn English?

Table 4.45: English Language Importance

ANSWERS	TEACHERS	
	T1	T2
a- Yes	X They are obliged To learn it	X imperatively
b- No	/	/
c- I do not know	/	/

13. When do you think the ESP module should be introduced?

Table 4.46: The ESP Module Introduction

ANSWERS	TEACHERS	
	T1	T2
a- Under-graduate level (License)	x	x
b- Graduate level (Master)	/	x
c- Post-graduate level (Doctorate)	/	X in all these steps

14. According to you, what are the skills that the students need to improve in English?

Table 4.47: The English Language Skills

	The English Language Skills									
	a- L		b-R		c-W		d-S		e-Other, please specify	
<i>The Subject Specialists</i>	T1	T2	T1	T2	T1	T2	T1	T2	T1	T2
	1	2	1	2		2		2		
	/	/	/	/	X(2nd)	/	X(3rd)	x	Understanding first	For a marketer, skills communications is very important, to inspect market, to sale, to purchase, to offer product, distribution.....

Section Three: Further Suggestions

15. *Do you have any remarks or suggestions regarding the teaching of English to students?*

Table 4.48: *The Subject Specialists' remarks and suggestions*

<i>Subject Specialist One</i>	<i>Subject Specialist Two</i>
<p>Reply: It needs a lot to talk about.</p>	<p>Reply: According to me, the teaching of English (in order to marketing) is the alone way to improve the rank of ours university's in the world. Also, we needs a teachers who can teach business English and not general English.</p>

4.2 Qualitative Stage Data Analysis

4.2.1 The Students Semi-Structured Interview

Student One:

1. Do you feel that your English class prepares you for using English in Business situations?

- Student one declared yes. He thought it did and he believed that with too much practice he would be able to use the English language in business situations. He believed that it was for the learner to learn more and more about marketing vocabulary and not to be dependent on his language teachers.
- Student two thought so.
- Student three believed that the English class she was taking as marketing students was good but not enough. She thought that it didn't meet her needs. It was too general; it was too much related to business rather than marketing functions. It should concentrate on marketing only and not the other functions of business.
- Student four answered that he thought it did.

- Student five claimed that she didn't know.

2. Do you think that your teachers are aware of your learning styles and learning preferences?

- Student one claimed that he honestly didn't think they were, because they had never asked them. As English learners, we had never taken any sort of learning styles tests to tell which type of learning styles we had.
- Student two claimed that he didn't know.
- Student three declared that she didn't think that their teachers were aware of that. They never asked them about their learning styles.
- Student four said no, he didn't think so.
- Student five claimed no, they were not.

3. Which teaching method do you prefer the most?

- Student one claimed that he preferred participation and reflection methods because he was a mathematical and logical learner. He hated rote learning method because it was only a solution for the students who didn't understand. Rote learning made students very stupid and it prevented them from training their brains to think.
- Student two claimed that he preferred reflection and rote learning methods. The first one allowed him to think more about things and the second, he used it only when he needed to memorize something like: the irregular verbs and to memorize some business idioms too.
- Student three declared that she was a very active student in the classroom, so she thought she preferred participation method.
- Student four said that participation was his favorite method and he didn't care if he made mistakes in front of his class friends and his teacher.
- Student five (Euhhhhh... (hesitation)) claimed that she thought it was reflection and participation. She hated very much to memorize. It took her too much time.

4. What sorts of resources are available to you? (E.g. competent teachers, libraries, internet,

ICT's...)

- Student one declared that they had everything they needed inside the Doctoral School. They had a CAFÉ where they used the web and there were plenty of e-books just a click away. They had a very roomy library and there were hundreds of books, dissertations, doctorate theses and other types of references. We had WI-FI, overhead projectors available too.
- Student two declared that they had all kinds of ICT's within the Doctoral School. They were lucky. He also noted that nowadays everybody used technology to make studies easy and it didn't take a long time with the net.
- Student three claimed that they had everything we needed within the Doctoral School. The teachers were very kind and helpful, their library was huge and it included plenty of references. They had the net, the WI-FI and the overhead projectors, because they sometimes needed them to display their research papers and presentations on slides and monitors. They were lucky to be a generation of technology.
- Student four claimed that he thought they were so lucky to have technology nowadays. It allowed them to have all the information and e-books they needed for their studies. They had a very big library too.
- Student five said that they were lucky. They had all kinds of technology there not like old times, students did not have the chance to have technology, but now they did.

5. What do you think of your English teacher's competence and potential?

- Student one declared that he thought his English teacher was a professional linguist but not competent as far as marketing was concerned. She was not updated about what was going on in the field of Business and Marketing. Sometimes, the students helped her with marketing notions by giving her some brief explanations.
- Student two declared that his English teacher was cool and she was a very good English teacher.

- Student three declared that she should say that her English teacher was language competent but she was not competent in marketing. The students helped her to explain some things and notions about marketing.
- Student four said that his teacher of English was very good at her job.
- Student five claimed that their teacher was great. She was a very competent language teacher.

6. *How do you describe your relationship with your English teacher?*

- Student one declared that the relationship between him and his English teacher was very friendly. They could joke with one another in the classroom. The teacher was helpful and kind to the students.
- Student two declared that the relationship was friendly. Their teacher was funny and sometimes they laughed together in the classroom.
- Student three claimed that the relationship was based on mutual respect. Their English teacher respected her students and the learners liked her so much.
- Student four thought that the relationship was described as “respect”.
- Student five claimed that the relationship was respectful and friendly.

7. *What do you think about the documents and materials provided by the English teacher in order to improve your language performance? Please explain.*

- Student one said that these materials were helpful and effective, but as he said before, he thought that it was the role of the learner to look for the materials which included more marketing vocabulary.
- Student two thought that they were helpful and efficient.
- Student three believed that they were efficient, but still, it was up to the students to look for the materials that served the marketing domain in English.
- Student four declared that frankly speaking he couldn't say. All he was certain of is that it was always up to the student outside the classroom to go and look for the appropriate references.

- Student five said that she didn't know really. She didn't have an answer for that question. She was sorry.

8. Do you have anything to say, to add or to suggest?

- Student one said no, he didn't. Thank you very much.
- Student two said that was all. Thanks.
- Student three said no, thank you.
- Student four replied no, thank you very much.
- Student five replied no, thanks.

Conclusion

This chapter presented the analysis of the data collected from the different stages of the research with regard to the theoretical and practical aspects and review of the literature presented in the previous chapters (namely; chapter one, chapter two and three). The obtained data came from:

- ✓ Questionnaires administered to the 1st year MMS's, the ESP teacher, and both Subject Specialists.
- ✓ Interviews conducted with the 1st year MMS's (five participants).

All the questions were analyzed one by one and the obtained answers were displayed in tables and graphs. As Wiener & Bazerman (2000) claimed that the purpose of a graph is to show how statistics compare with one another and since graphs present statistics visually with bars, the analyses results and interpretations of the questionnaires are displayed in bar graphs, in percentages, as well as tables.

Chapter five will present a framework for an EBP course design.



CHAPTER FIVE

FRAMEWORK FOR AN EBP COURSE DESIGN

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CHAPTER FIVE: FRAMEWORK FOR AN EBP COURSE DESIGN

Introduction

In this concluding chapter, several sections are taken into account. A suggested syllabus for an EBP CD is mentioned among other course design tasks are included such as; topics, text selection, language and grammar activities. As far as the didactic side of this chapter is concerned, a framework for designing an EBP syllabus with a course conception are provided in addition to a sample course to interpret the results obtained.

5.1 Suggested Syllabus

Before embarking upon the suggested syllabus, it should be noted that the elaboration of a particular program for specific learners is not an easy task to fulfill.

It requires thorough effort on the part of the teacher, since the syllabus is designed on the basis of learnability, frequency, coverage, and usefulness (Harmer, 2001) and also the requirements of the learning situation. Moreover, it is advisable that such a task should be done with the help of the subject specialist teachers, the ESP practitioners and the administrative staff. However, for this research work, the investigator on the basis of the NA outcomes will suggest recommendations related to the appropriate syllabus, and approach that can be used for this situation.

In this research, needs analysis revealed that the 1st MMS's under investigation express a need to develop all the language skills at the same time with more focus on the receptive ones, because they have to read specialized texts, to interact with foreigners, and to write for academic purposes. Accordingly, the EBP syllabus has to be contently and communicatively based. But, this does not imply that teaching grammar should be ignored. It should be introduced through the teaching of functions. Furthermore, regarding the students' low proficiency level in the English language, the researcher suggests a mixture of both synthetic and analytic syllabuses i.e. an eclectic approach when designing the syllabus in order to allow the students to develop the necessary language aptitudes efficiently. Therefore, it is important to combine different types of syllabi and

use a “multi-syllabus” which offers instruction in language skills, study skills, structures, functions, notions, content, tasks and situations. To sum up, it is well-known that this combination of approaches to syllabus design is commonly used in the ESP context, because it gives the opportunity to the learners to be aware of the various uses of the English language.

5.2 EBP Course Design

Since there is no preceding description and no analysis of the EBP learning situation at FAUS 1, the investigation undertaken in the previous chapters has shown that the 1st MMS’s need to be familiarized with English in their context. However, the present study was conducted with a limited group of informants who have their own particularities in terms of language aptitudes and that cannot be found in other students. Accordingly, the EBP teacher in her proper situation should take into consideration all the students’ differences when devising teaching materials. Besides, the aim of any teaching / learning situation is to develop the learners’ capacity to communicate effectively in the present situation; for that reason the learners need to be provided with inspiring language exercises which have clear content and communication focus. Consequently, it is advisable for the EBP course designer to carry out thorough identification and analysis of students’ needs in order to organize course objectives before the selection of any teaching materials. Furthermore, as no assistance is presented to the EBP researcher in order to assume such a task, the researcher will try to suggest; in this part of the work, how an EBP course could be designed and conducted. She suggests the following steps which consist of selection of suitable topics and texts, and chooses the appropriate language activities that have to be incorporated in the course.

5.3 Topics

Topic selection is of central significance in the course design process. In this specific context, the EBP learners were 1st year MMS’s who were specializing in the field of Marketing; for this reason, it is necessary to select topics that belong to their specializations taking into consideration subject specialists’ suggestions and the learners’ requirements in materials design. These topics can be

related to the British and American Marketing systems, Service Marketing, Direct Marketing, Markets' study, In-depth Marketing, Industrial Marketing, Quantitative Methods in Marketing and Markets' precision.

In the same vein, when the students had no personal and useful needs to study the language, they had a tendency to be less motivated to learn it. However, they will consider learning English as an interesting activity if they deal with topics closely associated to their field of study. Accordingly, the more narrowly and explicitly a topic is related to their area of concern, the more they are motivated to work on and to deal with the language content presented.

5.4 Text Selection

Subsequent to the selection of the suitable topics that will be used for the didactic units, the EBP practitioner will have to select the appropriate texts for language practice. Therefore, she has to provide interesting texts which reflect real-life situations, i.e. authentic texts. "It has been traditionally supposed that the language presented to learners should be simplified in some way for easy access and acquisition. Nowadays, there are recommendations that the language presented should be authentic" (Widdowson, 1990, p.67).

To assure course efficiency, authentic texts are intensively motivating and helpful. The students should be exposed as widely as possible to the Marketing discourse from the beginning of the course. The selected texts should include text genres that the students are likely to become familiar with, and to produce for academic purposes. These resources are available in diverse printed or electronic sources related to the students' field of specialty such as specialized journals and articles, academic textbooks, magazines and newspapers written in the target language by native or non-native speakers.

By using authentic texts the students will be able to identify the most and widely used specific lexis and the grammatical structures applied in English. Besides, it allows them to be familiar with the different levels of semantic difficulty and levels of formality frequently used in the

target language. In addition to what has been mentioned before, it is important that the EBP teacher is aware of the function of the texts when selecting and using them because, in addition to her representative role of language use, the texts have to be useful and helpful devices in language learning, i.e. authentic texts embody particularities of specific situations, but such materials should also have a pedagogical purpose in order to reach course objectives. This means that the EBP practitioner has to look at the suitability of the text to the teaching/learning purposes (Hutchinson and Waters, 1987, Wilkins 1976, p.19). Therefore and as previously stated, the EBP teacher has to explore the needs of her students and teach the language in use specific to their field of study (in this case; Marketing).

On the whole, authentic texts can be implemented or simplified if the language teacher feels that this will develop its pedagogic value. However, such materials have to be set up for learners' needs and requirements purposes, be prominently interesting, and able to generate a lot of practical and interesting classroom activities in order to reach the required objectives.

5.5 Language activities

After the selection of relevant texts, the EBP teacher needs to devise and arrange sequences of adequate activities to overcome students' language deficiencies, to cater for their needs and to achieve course objectives. The rationale behind language activities is to assist the learners to develop their abilities to use the target language correctly. Accordingly, it should help the learners to comprehend the discourse related to their specialty and produce acceptable parts of speeches and texts i.e. to develop their language skills. It is equally important that the teacher should select interesting activities which stimulate their motivation and maintain their interest. The aim of the suggested activities hereafter is to enable and help the concerned learners to be efficient users of the target language.

Before dealing with the skills' activities, it is necessary to introduce the topic of the course and ensure that the learners understand the purpose of the unit. This step is considered as a warm up

activity in which the language teacher can propose images or videos related to launching a new product in a company, providing a new service, a marketing meeting taking place and commented freely by the students using both the target language and their mother tongue. By this way, the learners will be familiar with the context of the situation under study.

5.6 Promoting and Developing the Receptive Skills

If the act of communication is considered as the process of receiving information that will be retrieved for producing discourse, and knowing that the students under scrutiny showed a low proficiency level in English, the researcher suggests that the receptive skills have to be promoted firstly, with more emphasis on reading. The reason behind such a recommendation is that “reading exposure is the primary stage of developing language skills” (Krashen, 1989). Through intensive reading the learners will be familiarized with the terminology used in their specialty, the grammatical structures, and the different functions and notions used in the language register. Then, it seems reasonable for the EBP teacher, when using reading strategies in her course, to concentrate on content-based instruction in a way to enable her learners, after text comprehension, to produce a correct piece of writing. Therefore, reading comprehension activities will be designed to guide the students to guess the meaning of the text through frequent skimming and scanning practices of the different pieces of writing suggested.

Concerning listening, “students of foreign language won’t be able to speak the target language accurately unless they perceive the ability to distinguish features of the new phonetics system” (Valette, 1989, p.74). I.e. students must acquire listening skills.

Throughout intensive exposure to the target language, students will be able to distinguish the sounds commonly used in their context. Accordingly, the EBP teacher should design simple and clear listening comprehension activities that can help the students to make these distinctions and “they will be better able to focus on essential vocabulary and grammar and listen for specific

information. This will help them to complete the learning objectives in a shorter amount of time” (Ross, 2005).

To sum up, through listening and reading, students will have the possibility to be exposed to various types of structured texts which help them to develop their knowledge and language aptitudes. The latter constitute an inner language knowledge corpus that the students will utilize to produce efficient written or oral discourses in communicative situations.

5.6.1 Listening Comprehension

After introducing the students to the theme, the selected text is presented orally to them. This activity varies according to students’ level of instruction. For example, at the very beginning, the MMS’s may listen to the teacher reading the text after having been provided with handouts in order to give them the ability to receive the message by listening and observing the related script. Then, listening becomes a more complex activity, the language teacher asks his learners to listen carefully to the text before it is distributed to them. The aim is to introduce them to real life situations in which they have to comprehend speech.

However, the language teacher may read the text in a systematic way i.e. gradually, clearly and carefully. After each passage, the teacher may give explanation to the complex items and take into consideration the key words that are to be taught. As the learners progress, the teacher can make use of audio or video recorded real life situations. Using this technological supports, the learners will be exposed to situations in which the features of interactive discourse are presented. This will encourage the learners to be more attentive and concentrated during the course. With time, they can develop a kind of self-assurance in their communication.

Nevertheless, the learners may find difficulties with those naturally-occurring extracts, so the EBP teacher has to think about these difficulties by selecting the suitable context, adjusting the speed of the presentation according to students’ competence, and consider the lexis and structures’ level of difficulty.

Different kinds of practical exercises can be planned for the listening comprehension activity, for instance:

- Choosing a text title from various propositions;
- Providing a title to each paragraph;
- Finding out true or false statements;
- Seeking given information to be completed in tables;
- Coping with vocabulary exercises.

Even if listening comprehension represents the best way to introduce the topic, and as the target use of the language involves promoting all the skills, it is paramount to integrate listening with the other skills so that the learner will not have a certain routine in dealing with listening as an isolated skill.

5.6.2 Reading Comprehension

After introducing the theme under study and the learners have listened to the information related to the topic, the teacher moves to the next step which is reading comprehension. The aim of the target students is to read texts related to their field of study; however, the NA showed that they have linguistic lacks that can influence their comprehension during the reading process. For this reason, it is advisable to propose for the target learners, texts adapted for pedagogical purposes. Gradually, specialized and complex texts will be used in real and authentic situations.

As far as the reading process is concerned, the teacher has to guide his learners indirectly by reading the passage aloud and clearly, several times if necessary, and the students follow silently. During this phase, the language teacher should make good academic pronunciation, intonation, contractions, and also stress on words and sentences. Then, the teacher asks his learners to read silently, after that some of them will be designed to read loudly some passages from the text. This procedure aims at familiarizing the students to communicate in English.

During this step, the learners should be made aware of the genre and the form of the text in front of them, i.e. the teacher makes them discover the type of discourse in the text: narrative, descriptive, instructional, expository, argumentative ... and also the format of the text: letter, academic article, official instruction, newspaper editorial, summary, extract from a book, or a conversation. Moreover, the teacher has to give details about the context, the structure, and the style of this text. This way, the students will read their texts with all the necessary information related to it.

Afterwards the teacher introduces exercises which allow text comprehension. Some activities can be suggested for this phase:

- Browsing the text to have the general and the main ideas;
- Finding out the format of the text, i.e. prototype text, article, letter;
- Scanning the text carefully in order extract specific data required;
- Finding out the type of discourse, i.e. instructional, expository or argumentative;
- Answering comprehension questions using students' own words;
- Guessing word meaning from context;
- True and false statements;
- Completion exercises;
- Translation exercises.

According to the complexity of the tasks, they can be suggested to the students as pair or individual work; they can also be proposed as homework at the end of the course in order to ensure continuous learning process outside the classroom. Nonetheless, the teacher has to introduce them systematically and gradually taking into consideration her learners' ability to achieve such tasks.

5.6.3 Vocabulary Activities

The aim under any language learning process is to acquire the required terminology to be used in communicative situations. In EBP courses, it is of great importance to focus on vocabulary

because it helps the learners to build listening, speaking, reading and writing proficiencies, i.e. it is necessary for all the language skills. Notwithstanding, it is a daunting task to be achieved if the learners are not motivated, unless they are provided with concrete and stimulating activities as the use of visual support. Images and videos can play this role, as they can represent contextual situations related to the learners' field of interest. Such activities will allow the learners to master not only the use of general English vocabulary, but also the specialized terminology encountered in their field of study.

The exercises related to vocabulary learning can be of various types such as:

- Word formation;
- Word classification;
- Word relationships;
- Checking the meaning of words or expressions;
- Sentence construction using the studied words or expressions;
- Completion activities;
- Substitution activities;
- Translation activities.

These activities are proposed to the learners for individual work. Concerning the correction, the teacher can make an individual evaluation if students' number is not too large; alternatively, the teacher cannot look for the students' answers individually. So, only some are invited to make the correction for the entire group. After acquiring the needed vocabulary, the learners will see the different structural variations through grammar activities.

5.6.4 Grammar Activities

The NA revealed that the learners are in need of grammar instruction in order to express themselves correctly as indicated in the previous chapter. Even if teaching EBP is contently and communicatively-oriented, the teaching of grammar has to be consolidated in order to familiarize

the learners with the grammatical structures mostly used in Business and Marketing discourses. The activities should focus only on those structures which are particularly important for business and marketing community and often met by the learners in the different types of discourse writings.

The text used in the reading comprehension section will be used to design these activities because it includes several examples of such grammatical structures that can be graded in a way to fulfill the learners' needs. The advantage of selecting examples taken from the text under study is to enable the students to see how these structures operate in an authentic situation. In view of that, the grammar activities will put emphasis on:

- Teaching the tenses of regular use in EBP context such as: the simple present, the present perfect, the present continuous, the simple past, the past perfect, the past continuous as well as the future and the conditional;
- The passive voice because it is frequently used to state something and to describe a selling procedure.
- Word and phrase order;
- Sentence construction;
- Use of sequences.

Grammar comprehension can be taught in a way in which particular cases are deduced from a general rule i.e. deductively, the rule is given from particular examples depending on learners' competencies and learning styles. After the completion of the suggested activities, the teacher will make the necessary corrections during which she encourages students' oral participation.

Subsequent to grammar activities, the teacher moves to the functional and notional characteristics of the suggested text that needs to be raised.

5.6.5 Language Use

The role of the EBP practitioner is to enable her learners to communicate efficiently in the academic situation. However, the achievement of this role calls for a mastery of language functions



-Action;

-Procedures;

-Progression;

-Dimension;

-Quantity;

-Value;

-Quality;

-Space.

5.6.6 Production Activities

Activities which encourage language production have to be integrated as an essential step within the designed EBP course. Taking into consideration the requirements of the learning situation, the students will be called to produce oral and written texts for their post-graduate research works for instance. For that reason, and in order to fulfil the learners' needs, the productive skills have to be encouraged and developed through a gradual practice of the different types of writings.

Teaching the written and oral skills is a complex process which needs a long-lasting and permanent contact, with much practice of the language. With such conditions the learners will be aware of the different structures, types of writings before producing them; they will have a direct influence on the form and the content of their production. Additionally, they will acquire notional knowledge which enables them to sequence ideas and connect them to produce coherent and correct outputs.

Consequently, the EBP practitioner should guide her learners to produce firstly simple activities, then move to more complex and task-solving productions aiming at promoting their self-autonomy. In this context, various types of activities can be proposed:

- Information transfer: from images, tables to a text;
- Essay writing;
- Letter writing;
- Note taking;
- Translating texts from Arabic to English and vice versa;
- Describing a situation, a procedure, a process, orally or in writing;
- Writing academic abstracts and summaries;
- Writing articles;

- Individual research projects.

Concerning oral productions, after these written activities, the learners are invited to communicate their works to the audience. The aim under such a procedure is to train the learners to have a good pronunciation and develop a kind of self-assurance when dealing with real-life situations.

5.6.7 Use of Visual supports

As previously mentioned, the EBP teacher will introduce updated teaching techniques which enable her to produce and present the language content and the course activities in various ways to help and motivate the students to learn the target language. This learning motivation can be stimulated by “Choosing technology that supports text with images such as photos, graphs, or charts is highly advisable since it links text with its visual representation and acts equally as a mnemonic device”. (Erben et al, 2009, p.80). Nowadays, with the accessibility of technological supports in academic settings, the language teacher can make use of videos or images projections via her personal or the classroom’s computer in order to contextualize language for the target students. Using such a procedure leads students to remember those exciting moments for a relatively extended period of time.

5.6.8 Promoting Translation

In the EFL classroom, the use of L1 is of great importance when the students are unable to retrieve their lexical corpus to perform a task. In this situation, “the mother tongue may be useful in the procedural stages of a class, for example setting up pair and group work, giving instructions, sorting out an activity which is clearly not working and checking comprehension in reading and oral activities” (Kourou, 2008).

Cook (2001) argued that the L1 “can be used positively for conveying meaning, for example explaining grammar, for organizing the class, and for students use”. Such use can be organized “in activities based on translation for the development of fluency in L2, for presenting the meaning of a new lexical item or expression... In order to facilitate the learning process” (Dedrinis, 2003, p.15).

In teaching Business English, as the analysis of the learners' needs indicates (see chapter four), efficient improvement of basic language skills is bond to the skill of terminology translation which is considered in the ESP context as the fifth skill in addition to listening, reading, speaking and writing.

However, "translation may be useful, because it can be interactive; learner centered, and promotes learners' autonomy in using materials" (Mahmoud 2006 qtd in Benyelles, 2009, p. 179).

In our context, translation can be designed and proposed at the end of the receptive activities after acquiring the necessary topical and terminological knowledge emphasized in the studied texts, i.e. following listening and reading comprehension tasks. Translation can also be incorporated through the different language activities suggested in the didactic unit as exercises or tasks to be achieved in the lexical, structural, language use and language production activities.

In the first stages of the learning process and with the help of images, the students will be asked to translate, individually, some terms related to their specialty using both Arabic and French. Gradually, translation activity will be more complex, since they will have to deal with sentences, paragraphs and texts found in authentic situations. However, and knowing that the students have different language aptitudes, the EBP teacher needs to motivate them by suggesting pairs or group work. In this way, the learners will assist themselves by comparing their actual knowledge of English with their proper specialized information of the subject. Translation tasks can process as follows: ask student to translate from English to Arabic, and then they exchange their productions. After that, their friends output will be retranslated back to English and finally the translations are compared to the original text. This procedure may possibly raise learners' lexical, structural, stylistic and language transfer awareness and they will be conscious of the lexico-grammatical difference between the English and the Arabic languages when producing discourse.

5.7 Sample Lesson

The proposed unit is intended for first year MMS's, at the end of the academic year, after they have acquired some specialty knowledge. The aims and objectives of the suggested course are as follows:

Aims: The aim of this unit is to familiarize the students with the Market terminology.

After the end of the course, the learners must be able to comprehend basic marketing-related terminology related to the US and UK Markets systems, translate them, and produce written paragraphs.

Objectives: At the end of the course, the students should be able to:

- To understand English speakers and professionals, speaking about their job.
- To understand a wide variety of texts using business and marketing related terminology.
- To communicate about marketing topics.
- To write related essays.
- To translate marketing texts from English to Arabic and vice versa.
- To analyze reports and articles written in English.

The Selected Topic: Marketing and its legal aspects.

Part One: Listening

Text:

The Consumer Protection Act is a law in the UK that protects the consumer from faulty or defective products, or products that are not as safe as they are generally expected to be. Consumers are legally entitled to goods of a satisfactory quality. Producers, suppliers and importers are liable for – that is, responsible for – the products they sell. Death, personal injury – involving physical damage to a person – and damage to private property are covered under the act.

Enforcement of the act – that is, making sure the act is respected – is the job of the trading standards officer. Businesses need to monitor and control their produce to make sure they are fulfilling, or carrying out, all safety regulations.

A central part of the law is product liability, which means that any person who is injured or physically hurt by a defective product does not have to prove a manufacturer negligent – that is, at fault – before suing, or taking the manufacturer to court.

(Adopted from Cambridge Professional English in Use Marketing, p: 20.)

Task One: Listen to the text

1. *Which of the following titles do you think fits the text best?*

- i. Safety regulations.
- ii. The Consumer Protection Act.
- iii. Trading standards.

2. *Listen to the text and answer the following questions.*

- a- What does the Consumer Protect Act do?
- b- What is the trading standards officer's job?
- c- What are the issues covered under the act?

Task Three

Listen again to the text and match each expression with its corresponding definition.

- | | |
|----------------------|---|
| 1. Product liability | a- Act Respect |
| 2. Act enforcement | b- Responsible for |
| 3. Liable for | c- Any person who is injured or physically hurt by a defective product does not have to prove a manufacturer negligent. |

Task Four

- 1. *Listen again to the text and jot down the lexical items that you've never heard before.*
- 2. *Look up their meaning in your dictionary.*
- 3. *Find their synonyms in Arabic.*

Part Two: Reading Comprehension

Text :

Marie Curie Cancer Care is reviewing its marketing strategy in an attempt to attract a wider audience. It will stop using promotional techniques, such as mailings and events. Television advertising and face-to-face marketing are both being tested in a bid to supplement the charity's typical over-60s donor base with younger supporters. If tests prove successful, they will become part of Marie Curie's marketing mix.

In addition, Marie Curie Cancer Care is expanding its online shop. Stylish handbags at a price of £10 are attractive to younger customers. Marie Curie Cancer Care says it is responding to customers' needs and wants by selling elegant fashion wear products.

(Adopted from Cambridge Professional English in Use Marketing, p: 8.)

Task One:

Read the text and answer the following questions.

1. What is Marie Curie Cancer Care doing?
2. Why is Marie Curie Cancer Care reviewing its marketing strategy?
3. What will Marie Curie Cancer Care cease using?
4. How is Marie Curie Cancer Care responding to customers' needs and wants?

Task Two:

Read the text and put next to each statement 'True', 'false' or 'Not Mentioned'.

1. Marie Curie Cancer Care is revising its marketing strategy in an attempt to construct another one.
2. Marie Curie Cancer Care is responding to customers' needs and wants.
3. Stylish hats and T-shirts are attractive to younger customers.
4. Marie Curie Cancer Care is responding to customers' needs and wants by selling sportswear products.

Task Three:

1. In which paragraph is it mentioned that Marie Curie Cancer Care is answering to the clients' needs and wants.
2. Write the sentence that illustrates this.

Task Four

1. *Find in the text words, phrases or expressions that are close in meaning to:*

a- to reassess

b- fashionable

c- plan

Use the synonyms in sentences of your own.

2. *Find in the text words, phrases or expressions that are opposite to:*

a- older

b- buying

c- smaller

Use the opposites in sentences of your own.



Part Three: Mastery of Language

Vocabulary:

Task One:

A. Cross the odd word out.

1. Market-Brand-State-Product-Promotion.
2. launch-Advancement-Promotion-Progression.

B. Add more words to the following list.

1. Place-Promotion
2. Strength-Opportunity

C. . Choose the best word from the brackets () to fill each gap.

1. Our.....includes several multinational companies. (clientele/ economy)
2. We wanted to buy the house but thewas asking for £300,000. (purchaser/ vendor)
3. The government brought in several market to strengthen the economy. (reforms/ pressure)
4. Until 1998, the government fixed all the prices, but now we have a market. (free/ state)
5. It's only a small shop, but we serve nearly 200 a day. (consumers/ customers)
6. Most of our are small businesses. (markets/ users)

(Adopted from Cambridge University Press, Test Your Business Vocabulary in Use, p: 29.)

D. Choose the best word to fit the gap.

1. The company will be a new range of health foods over the next few months.

- A/ promoting B/ encouraging C/ competing D/ supporting

2. Although prices have remained for the past two years we are expecting a sharp rise in the near future.

- A/ still B/ immobile C/ same D/ static

3. This particular of ice cream is supposed to contain very little fat.

- A/ name B/ brand C/ label D/ product

4. Their products are only available through selected

- A/ outlooks B/ outlets C/ outlines D/ outfits

5. The sales for the next few months is not particularly optimistic.

- A/ figures B/ drive C/ forecast D/ trend

6. The advertising company have come up with a catchy new for the car.

- A/ slogan B/ saying C/ image D/ feature

7. It's going to be difficult to break the Far East market but I believe it will become a key market for us.

- A/ through B/ up C/ into D/ down

8. We're hoping that the new software package is going to make a big

- A/ effect B/ impact C/ influence D/ mark

9. Supermarkets often find point of sale very useful when introducing new products to their customers.

- A/ displays B/ exhibits C/ presentations D/ exhibitions

10. When deciding what kind of advertising to use it's important to find out as much as possible about your

- A/ companions B/ competitions C/ competitors D/ components

(Adopted from Cambridge New International Business English, Unit 10: Marketing)

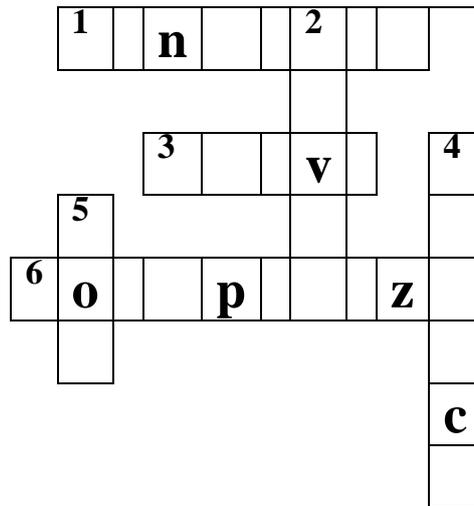
E. Find the answer to each clue to complete the crossword. Some letters have been given to help you.

Across

1. Enter a market

3. Abandon a market

6. To be the only seller



Down

2. Competitor

4. Intense

5. Not tough: _ _ _ - key

(Adopted from Cambridge University Press, Test Your Business Vocabulary in Use, p: 30.)

Grammar:

Task One:

Complete the following table. Then complete the sentences below using words from the table.

<i>Verb</i>	<i>Noun</i>	<i>Adjective</i>
X	<i>opportune</i>
<i>To strengthen</i>
	<i>Threat</i>
<i>To weaken</i>

1. Currently, the company is under from its main competitors.
2. In order to grow, the company will have to create new, not just exploit existing.....
3. We need to minimize and
4. To remain ahead of the competition we will need to anticipate..... such as increased raw materials costs.

Task Two:

Correct the mistakes found in the following sentences:

1. The brand is very strengthened.
2. Today, competitor fears about health are one of the biggest threats to the processed food sector.
3. An undifferentiated offer will weakness the company in the short term.
4. A clear opportunity is a gape in the market.
5. We may be threatened by the emerging trend towards online shopping.
5. A war of prices has weakened our profitability.

Task Three:

Express the following sentences differently.

1. Pat Albright is presenting her marketing strategy to the board.

The marketing strategyto the board.

2. In 2005 Amazon launched a new loyalty program, Amazon Prime.

A new loyalty programin 2005.

3. A student has made notes while reading a book on marketing research techniques.

Notesresearch techniques.

4. The purchaser in the procurement department is employed by the company to get the best deal from their suppliers.

The company their suppliers.

Put these sentences in order of probability. Begin with the highest probability.

1. It's quite possible that we will see sales increase in the UK.
2. I don't think we are going to see any improvement for some time.
3. There's no doubt that these figures are accurate.
4. It's just possible that interest rates will go down.
- 5 This definitely isn't a good time for our product range.

(Adopted from Cambridge New International Business English, Unit 10: Marketing)

Below are the answers given by a shopper during a market research survey. Write the shopper's answers in the reported speech.

Example: I wash my hair more than twice a week.

She said she washed her hair more than twice a week.

1. I don't always buy the same shampoo.
2. The price influences my decision most.
3. I have been using my present brand for two years.
4. I had used the previous brand for three years.
5. I have never used hair color.
6. I like my natural color.
7. I would use hair color if it were as easy as shampoo.
8. I would be willing to pay £ 5 for hair color.
9. I will accept the free sample.

10. No, you can't telephone me next week.

(Adopted from New Insights Into Business, Students' Book, p.131)

Language Use:

Task Four

Ask questions on the underlined words.

1. Pat Albright is presenting her marketing strategy to the board.
2. In 2005 Amazon launched a new loyalty program, Amazon Prime.
3. A student has made notes while reading a book on marketing research techniques.
4. The purchaser in the procurement department is employed by the company to get the best deal from their suppliers.

Vocabulary through Translation:

Task One:

Match the marketing terms (1-15) in Arabic with their definitions (a-o) in English

The Marketing Term	The Definition
تسويق	a- Change the image of a product or service.
ركن	b- Aiming at the mass end of the market.
كراسة	c- A range of minor products which all carry the name of a major product.
ضحيج	d- Aiming at the luxury of the market.
علامة تجارية	e- A promotional activity over a specific period of time.
ترف	f- When a famous person recommends a product in an advertisement.
سوق رخيصة	g- Matching what the business organization produces with what customers want.
رعاية	h- Promoting a product or service with exaggerated or intensive publicity.
سوق مزدحمة	i- A small, specialized part of a market.
حملة	j- A product which can be recognized by its name.
إعادة	k- When the same letter is sent to a large number of possible buyers.

إعلان	l- Supporting a cultural or sporting enterprise in return for advertising.
بريد إلكتروني	m- One with too many competing products.
متاجرة	n- A booklet giving information about the company's products or services.
موافقة	o- What the sales rep says to the potential customer.

(Adapted from Test Your Professional English- Business Intermediate, section 3, pp: 24-25)

Task Two:

Draw a line from each word on the left to a word from the right to make a word pair. (There is one extra word that you don't have to use.) Then use your word pairs to complete the sentences below. After that, translate the words written in both boxes from English into Arabic.



customer
end
Street
Purchasing
Market

users
manager
forces
consumer
vendor
base

1. He started out as aselling hot dogs from a van.
2. We publish school textbooks, so ourare the students.
3. We've built up a really strong..... over the past five years.
4. Their product is too expensive, sowill soon make them drop the price.

5. She is thefor the country's leading chain of shoe shops.

(Adopted from Cambridge University Press, Test Your Business Vocabulary in Use, p: 29)

Part Four: Language Production

Task One

Complete the newspaper report and then match the problems (a–c) with the offered solutions

(i–iii). Look at the “Consumer Protection Act” text to help you.

FIGHT FOR YOUR RIGHTS WHEN A DEAL GOES WRONG

By Ruki Sayid

Stores do their best to part us from our cash, but they

are not always as friendly if a (1)

is defective. We have teamed up with consumer watchdog *Which?* to offer some help.

a. The iron I bought was faulty and I was given a replacement, but that also stopped working after a week. The shop has refused to exchange it, saying the second iron was a gift. Is this correct?

b. My parents bought us a washing machine as a present but it exploded when we were out. The smoke and fire damage is extensive. Who is responsible for this?

c. I have written many letters to a local supermarket after having found bits of glass in their fresh fruit. I still don't have a satisfactory response.

Which? answers:

i As you did not buy the machine yourself, you have no contract with the shop. But you can claim against the manufacturer under the Consumer Protection Act 1987 for (2)..... to your house and any (3)..... injury. Your parents, however, can claim for the machine from the retailer.

ii Try contacting the trading (4)..... officer. He / she is responsible for (5)..... of the Consumer Protection Act.

iii No, you are legally (6)..... to goods of a (7)..... quality.

(Adopted from Cambridge Professional English in Use Marketing, p: 21.)

Task Two:

A-Translate the following paragraph into Arabic

TYPES OF RESEARCH

Marketing research is the process of gathering information about a market, analyzing it and interpreting it. Although the term market research is often used to mean the same thing, technically it only refers to research into a specific market. Consumer research – used to discover behavior patterns (how people act) and customer needs is an essential element of marketing research. Motivation research investigates the psychological reasons why individuals buy specific types of merchandise, or why they respond to specific advertising appeals.

(Adopted from Cambridge Professional English in Use Marketing, p: 22)

B- Translate the following paragraph into English

AIDA هو اختصار يمثل الخطوات التي يتخذها المسوق من أجل إقناع الزبائن لشراء منتج أو خدمة. انتباه: يجب على التسويق أولاً جذب انتباه الزبائن للمنتج. يصبح العملاء على إدراك بالمنتج و يعلمون بأنه متوفر. مصلحة: ثم يجب على التسويق خلق مصلحة في المنتج. سيطور الزبائن مصلحة في المنتج. رغبة: و بعدها، يجب على التسويق تطوير رغبة في امتلاك المنتج لكي يرغب الزبائن و بنشاط في إرادة المنتج. عمل: و أخيراً، يجب على التسويق تعجيل عملية الشراء، لكي يتخذ الزبائن الخطوات لشراء المنتج- مثلاً، الذهاب إلى المتجر أو اقتناء المنتج عبر الأنترنت.

C- You work for an insurance company which has decided to use direct mail marketing to sell retirement pensions to young, single business graduate, who have just started their first job.

1. In groups, complete the target profile below. Add in other headings you may wish to include.
2. Make a list of persuasive arguments to convince them that a little less cash now means a more comfortable retirement (for example, one less outing to a night club per week).

Age:

Salary:

Likes: nightclubs,

Proportion of income which goes towards

Rent:

Clothes:

Food:

Entertainment:

Holidays:

Savings:

3. Write the letter. Make sure your opening sentence attracts their attention.

(Adopted from New Insights Into Business, Students' Book, page: 133)

Conclusion

In this concluding chapter, the researcher has firstly attempted to expose a set of suggestions that may help to improve the EBP teaching /learning conditions identified in the previous chapter and to remedy the students' lacks. After that, the investigator has suggested further recommendations related to the promotion of the receptive skills, teaching lexis and the use of translation as a fifth language skill in EBP courses.

The researcher has closed this chapter by the design of a sample course hoping to account for the needs of the students under consideration. For this purpose, a set of language activities have been selected. Their aim is to develop the five language skills and to provide practice in vocabulary, grammar, language use and language production; with the hope to help Marketing English students' to achieve a certain level of performance and competence.

GENERAL CONCLUSION

The objective of this work was to identify the English language needs of 1st year MMS's, and design an EBP course that will match their needs. These students are increasingly required to read texts published in English related to their area of interest, to interact with foreigners, and to write in acceptable and correct English, during their studies or in their future professional activities. However, what kept the researchers' attention is that the students do not receive enough English courses within the DS at the FAUS 1.

The researcher started reporting findings research in the area of teaching ESP in chapter one. First, she considered the actual status of English in the world, then she dealt with the theoretical background related to ESP and EBP. The second chapter dealt with notions of NA and CD. The research design was set up in the third chapter. The researcher provided a detailed description of the research method, sampling, instrumentation and procedure used in the study. The aim of this study was to demonstrate the importance of English for the target population under investigation. Chapter four dealt with the collection and analysis of the data obtained from the students' and teachers' questionnaires and interviews. Finally on the basis of the results obtained; the researcher suggested in chapter five a contribution to educational change through the introduction of a Business English course at the DS. A syllabus and some language activities that would be appropriate for these students are also proposed. Chapter five aimed to provide some guidance about teaching and to suggest possible ways of helping students improve their English language aptitudes in order to be active and efficient participants in the Algerian society.

Before collecting data, careful consideration was given to research methods commonly used in ESP. Bearing in mind the requirements and constraints of the present study the researcher opted for a case study approach. The latter allows the researcher to describe, present and represent the situation and propose solutions to the observed facts. A NA was conducted after the selection of informants and research instruments. Questionnaires were designed for the students, the language teachers and the subject specialists, in addition to interviews for the students. The multiple

perspectives provided by the research instruments enabled to collect a variety of data. The methodological triangulation allowed an accurate description of the situation and helped to counterbalance the instruments. The research tools used in combination provided a larger quantity of information than each one in isolation. In sum, by using the research instruments as complements, the researcher obtained richer and more informative data. Moreover, she was able to cross-check resulting information.

The results emerging from this study provided interesting insights into the informants' vision regarding the importance of English. It is paramount to master English in the academic as well as in the professional context, because the Algerian society is actually moving toward a global, economic and social system in which the English language is labelled the 'lingua-franca' of the modern era. In the academic context, the needs analysis showed that Marketing students are increasingly interested in learning English and the teachers advocate the idea. They also assert that English is a world language and everyone needs it either for academic or occupational purposes because of its necessity. They believe that learning English will play a facilitator role in their careers and help them to communicate with their peers. Actually they need to exploit and use Business and Marketing texts found in all types of discourse and in the web. The findings also revealed that learning English is significantly beneficial for the students in terms of improving their communicative skills in the target language and equipping them with the Marketing jargon they are in need of. It should be noted that these results corroborate the first hypothesis.

As far as the second research hypothesis is concerned, it was found that students have a low proficiency level in English because they have stopped learning it for a long period of time. The students under investigation assumed that they have great difficulties in using English. Concerning the language skills, students revealed that they need to develop their listening and reading skills, followed by speaking and writing. Yet, subject specialist teachers see that the four language skills must be equally developed with much more focus on reading because they believe that the reading skill has a great deal to offer to students in their research works and future careers. For the EBP

teacher it is essential to focus on receptive skills followed by the productive ones. The results obtained from the present investigation led the researcher to suggest that the target students' have to learn a mixture of general and specific English terminology used in Marketing context and specific language forms and structures, aiming at developing an acceptable mastery of the four language skills with more focus on the receptive ones.

Regarding the third research hypothesis, a hybrid syllabus which promotes receptive skills would be appropriate to the target students, in order to enable them to retrieve the basis of the English language acquired in previous studies. Concerning language activities, listening and reading comprehension, as well as mastery of language tasks, are of great importance to focus on, so as to help the students to perform communicative acts, taking into consideration the content, the themes and the topics fitting their interest. In addition to that, the teachers stated that translation can help the students to compare between their specialty knowledge acquired in their first language and the terminology used in English in the same context. Furthermore, the use of technological supports can help both the students to increase their motivation and interest for learning English and the EBP teacher in achieving her course objectives. This may help set out the right conditions for the students to fulfil their needs towards success and development of our society.

It should be mentioned that the results obtained from this case study are not generalizable, and are open to challenge and verification because the study suffers from certain limitations such as the small number of participants. The present research was undertaken with fourteen students, who are obviously not representative of all the students in the Department. Moreover, this research did not investigate all the levels of the tertiary studies, it was concerned only with first year marketing students. The researcher also encountered some problems with the research tools that had some effects on the study. Being aware of these limitations, the researcher tried to overcome them by using two research instruments, a questionnaire and an interview, designed for the subject-specialists and the English language teachers in order to complete the necessary data for the study.

Future research is necessary to complete this study, action research is more appropriate to identify the language lacks and collect complementary information; it was not possible to do so because no English Marketing Courses are provided within the DS.

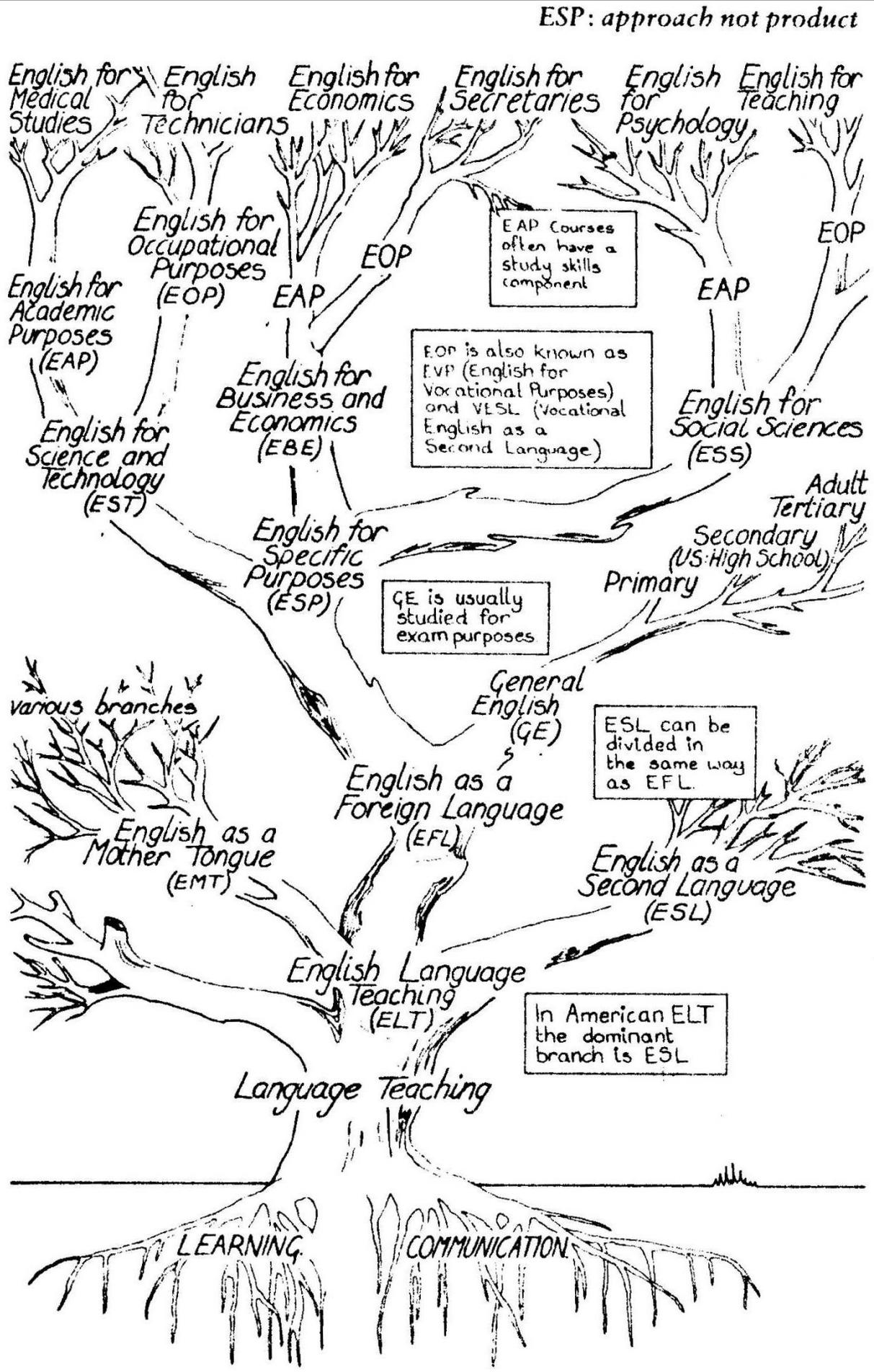
To conclude, the present work, has tried to explore the present and the learning needs of the target students. In this study the aim was to highlight the pressing need for innovation in the Marketing academic setting by introducing an EBP Course that would help the students to update their specialty knowledge and language progress. Such improvement cannot be achieved without change i.e., it is of great importance that the MHE and Scientific Research set up the necessary administrative reforms and offer the financial help to the Algerian Universities in order to introduce an appropriate Marketing English Course within the DS. In addition to that, it would be beneficial that ESP teachers are prepared and trained, in Foreign Language Departments, English Sections, in order to teach in the different faculties.

List of Appendices

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Appendix A

Appendix A: The Tree of ELT (Hutchinson and Waters, 1987, p.17)





Appendix B1

University Sétif 2

Faculty of Arts and Languages

Department of English Language and Literature

Students Questionnaire: (BEFORE PILOTING)

Dear Participant,

The objective of this questionnaire is to gather information for an academic needs' analysis at the Doctoral School at El-Bez University in Sétif for 1st year Master Marketing Students (MMS's).

The results of this questionnaire will equip the researcher with a discerning picture of the teaching/learning setting that permits to make acute and ad hoc recommendations for teaching English for Specific Purposes (ESP) in this particular context.

Your response will strictly be kept confidential and used only for research purposes.

Your assistance in obtaining the required information will be greatly estimated.

I sincerely thank you for your consideration.

SECTION ONE: GENERAL INFORMATION

01. What is your gender?

a- Male

b -Female

02. How old are you? years-old.

03. How long have you been learning English?

..... years.

04. Does the English language help you in your studies?

a-Yes

b- No

05. Are you motivated to learn the English language?

a- Yes

b - No

SECTION TWO: STUDENTS' NEEDS

06. What are your present academic English language needs? Tick the one(s) which apply to you.

- a. Developing oral and aural communication skills
 - b. Developing reading strategies for academic purposes
 - c. Developing academic writing skills
 - d. Developing study skills ((information retention techniques, concentration techniques, organizing information, taking in new information)
 - e. Improving grammar
 - f. Increasing the English vocabulary, including Business and Marketing related
 - g. Developing an awareness of cultural appropriateness and of cross-cultural aspects
 - h. Other, please specify
-

07. Tick (✓) the reading micro-skills you want to improve. Tick the one(s) which apply to you.

THE READING MICRO-SKILLS	(✓)
a. To Read a range of general authentic texts on your study-related themes, e.g. sales reports, ads	
b. To read books	
c. To read Business articles and texts	
d. To guess the meaning of unknown words	
e. To skim (fast reading for the mainstay idea)	
f. To scan (quick reading for a particular piece of information)	
g. To understand a wide range of academic specialist lexis	
h. To recognize grammatical word classes: noun, adjective, etc.	
i. Other, please specify	

08. Tick (✓) the writing micro- skills you want to improve. Tick (✓) the one(s) which apply to you.

THE WRITING MICRO-SKILLS	(✓)
a. To write exams' answers	
b. To write reports	
c. To write research papers	
d. To use specialist vocabulary correctly in writing	
e. To write formal correspondence	
f. To write informal correspondence	
g. To summarize information	
h. To paraphrase information	
i. To write essays	
j. To put words together in correct word order	
k. To use the style appropriate to the genre and audience	
l. To make the text coherent, so that other people can follow the development of the ideas	
m. Other, please specify.....	

09. Tick (✓) the listening micro- skills you want to improve. Tick (✓) the one(s) which apply to you.

THE LISTENING MICRO-SKILLS	(✓)
a. To retain chunks of language in short-term memory	
b. To recognize reduced forms of words	
c. To recognize vocabulary	
d. To detect key words, such as those identifying topics and ideas	
e. To recognize grammatical word classes	
f. To recognize cohesive devices (substitution, ellipsis, conjunction, collocation, reiteration, reference)	
g. Other, please specify	

10. Tick (✓) the speaking micro- skills you want to improve. Tick (✓) the one(s) which apply to you.

THE SPEAKING MICRO-SKILLS	(✓)
a. To pronounce the distinctive sounds of a language clearly enough so that people can distinguish them. This includes making tonal distinctions	
b. To use stress and rhythmic patterns, and intonation patterns of the language clearly enough so that people can understand what is said	
c. To use the correct forms of words. This may mean, for example, changes in the tense, case , or gender	
d. To put words together in correct word order	
e. To use vocabulary appropriately	
f. To use the register or language variety that is appropriate to the situation and the relationship to the conversation partner	
g. To make clear to the listener the main sentence constituents, such as subject, verb, object, by whatever means the language uses	
h. To make the main ideas stand out from supporting ideas or information	
i. To make the discourse hang together so that people can follow what you are saying	
j. Other, please specify	

11. Which functions of the English Language are most important for you? Tick (✓) the one(s) that apply to you.

ENGLISH LANGUAGE FUNCTION	(✓)
a. Requesting	
b. Greeting	
c. Giving and taking information	
d. Commanding	
e. Asking/ Answering questions	
f. Giving opinion	
g. Agreeing/ Disagreeing with a point of view	
h. Advising	
i. Making /Accepting/ Refusing an offer	
j. Making/ Accepting/ Refusing invitations	
k. Complaining	
l. Apologizing	
m. Expressing likes/ Dislikes	
n. Asking for permission	
o. Asking for clarification	
p. Making appointments	
q. Making suggestions	
r. Making predictions	
s. Probabilities	
t. Making recommendations	
u. All the above	

12. Evaluate your level of English

- a. Beginner
- b. Intermediate
- c. Advanced

13. What level of English proficiency do you think you have? Check those that apply.

	Beginner	Intermediate	Advanced
a. Listening			
b. Speaking			
c. Reading			
d. Writing			

SECTION THREE: COURSE EVALUATION

14. How do you feel about the ESP course you attend?

- a. Helpful and effective
- b. Not helpful or effective
- c. Boring

15. Please rate (tick \checkmark) on a scale from 4- strongly agree /3- agree /2- disagree /1- strongly disagree or uncertain.

<i>To what extent do you agree with the following statements concerning the course evaluation?</i>	4	3	Uncertain	2	1
a. The course objectives are clear					
b. The Course workload is manageable					
c. The Course is well organized					
d. I participate actively in the Course					
e. I think I have made progress in this Course					
f. I think the Course is well structured to achieve the learning outcomes					
g. Learning and teaching methods encourage participation					
h. The overall environment in the class is conducive to learning					
i. Classrooms are properly equipped and satisfactory					
j. Learning materials are relevant and useful					
k. Recommended reading books are relevant and appropriate					
l. The provision of learning resources in the library is adequate and appropriate					
m. The Course stimulates my interest and thought on the subject area					

16. Are you taking any specialized Business English course outside university (private institutes/ private schools)?

- a-Yes
- b-No

16.1. If the answer to question '16' is yes, how many class hours are you taking on this Business English course?

- a. 8-10 hours
- b. 10-12 hours
- c. 12-14 hours
- d. 14-16 hours
- e. 16-18 hours
- f. 18-20 hours
- g. More than 20 hours , please specify

16.2. Why are you taking this specialized English course (what are your reasons for taking this course)?

- a - For enjoyment
- b- For a sense of achievement
- c- For extending my technical vocabulary
- d- Because the course we are taking does not meet our linguistic academic needs

16.3. Does this course match your needs as an English Language learner?

- a- Yes
- b- No

SECTION FOUR: STUDENTS' PROBLEMS & DIFFICULTIES

17. In what language areas do you find difficulties?

ENGLISH LANGUAGE DIFFICULTIES	(√)
a. Difficulty in Speaking Fluently	
b. To comprehend English speech (listening)	
c. To write in English	
d. Spelling	
e. To read Business (Marketing) texts	
f.lack of confidence	
g.Other, please specify.....	

18. Classify these skills and strategies according to their degree of importance for your studies.

	1.Very important	2.Important	3.Unimportant
a. Listening			
b. Speaking			
c. Reading			
d. Writing			
e. Grammar			
f. Specialist vocabulary			
g. Translation			
h. Note-taking			
j.Other, please specify			

19. Which type of learner you are? Tick (✓) the one(s) that apply.

THE LEARNING STYLE	(✓)
1. Auditory (aural-musical)	
2. Visual (spacial –pictures & images)	
3. Kinesthetic (physical)	
4. Social (interpersonal)	
5. Solitary (intrapersonal)	
6. Logical (Mathematical)	
7. Verbal (Linguistic)	

20. Do you do research using the Internet?

a- Yes

b-No

20.1. If yes, in which language?

a. Arabic

c. English

b. French

d. German

e. Other, please specify

.....

21. Do you think that collaboration between the English language teacher and the subject specialist can improve your learning as a student?

a-Yes

b-No

22. If the answer to question '21' is yes, say how can it improve your learning?

.....

.....

.....

.....

SECTION FIVE: FURTHER SUGGESTIONS:

23. Do you have any remarks or suggestions to propose?

.....

.....

.....



24. Please feel free to add below any comments or views that you think have not been covered in this questionnaire.

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THANK YOU VERY MUCH FOR YOUR COOPERATION





Appendix B2

University Sétif 2

Faculty of Arts and Languages

Department of English Language and Literature

Students Questionnaire: (AFTER PILOTING)

Dear Participant,

The objective of this questionnaire is to gather information for an academic needs' analysis at the Doctoral School at El-Bez University of Sétif for 1st year Master Marketing Students (MMS's).

The results of this questionnaire will equip the researcher with a discerning picture of the teaching/learning setting that permits to make acute and ad hoc recommendations for teaching English for Specific Purposes (ESP) in this particular context.

Your response will strictly be kept confidential and used only for research purposes.

Your assistance in obtaining the required information will be greatly estimated.

I sincerely thank you for your consideration.

SECTION ONE: GENERAL INFORMATION

01. What is your gender?

a- Male

b -Female

02. How old are you? years-old.

03. How long have you been learning English?

..... years.

04. Does the English language help you in your studies?

a-Yes

b- No

05. Are you motivated to learn the English language?

a- Yes

b - No

SECTION TWO: STUDENTS' NEEDS

06. What are your present academic English language needs? Tick the one(s) which apply to you.

- a. Developing oral and aural communication skills
 - b. Developing reading strategies for academic purposes
 - c. Developing academic writing skills
 - d. Developing study skills (information retention techniques, concentration techniques, organizing information, taking in new information)
 - e. Improving grammar
 - f. Increasing the English vocabulary, including Business and Marketing related
 - g. Developing an awareness of cultural appropriateness and of cross-cultural aspects
 - h. Other, please specify
-

07. Tick (✓) the reading micro-skills you want to improve. Tick the one(s) which apply to you.

THE READING MICRO-SKILLS	(✓)
a. To Read a range of general authentic texts on your study-related themes, e.g. sales reports, ads	
b. To read books	
c. To read Business articles and texts	
d. To guess the meaning of unknown words	
e. To skim (fast reading for the main idea)	
f. To scan (quick reading for a particular piece of information)	
g. To understand a wide range of academic specialist lexis (technical vocabulary)	
h. To recognize grammatical word classes: noun, adjective, etc.	
i. Other, please specify	

08. Tick (✓) the writing micro- skills you want to improve. Tick (✓) the one(s) which apply to you.

THE WRITING MICRO-SKILLS	(✓)
a. To write exams' answers	
b. To write reports	
c. To write research papers	
d. To use specialist vocabulary correctly in writing	
e. To write formal correspondence	
f. To write informal correspondence	
g. To summarize information	
h. To paraphrase information	
i. To write essays	
j. To put words together in correct word order	
k. To use the style appropriate to the genre and audience	
l. To make the text coherent, so that other people can follow the development of the ideas	
m. Other, please specify.....	

09. Tick (✓) the listening micro- skills you want to improve. Tick (✓) the one(s) which apply to you.

THE LISTENING MICRO-SKILLS	(✓)
a. To retain chunks (pieces) of language in short-term memory	
b. To recognize reduced forms of words	
c. To recognize vocabulary	
d. To detect key words, such as those identifying topics and ideas	
e. To recognize grammatical word classes	
f. Other, please specify	

10. Tick (✓) the speaking micro- skills you want to improve. Tick (✓) the one(s) which apply to you.

THE SPEAKING MICRO-SKILLS	(✓)
a. To pronounce the distinctive sounds of a language clearly enough so that people can distinguish them. This includes making tonal distinctions	
b. To use stress and rhythmic patterns, and intonation patterns of the language clearly enough so that people can understand what is said	
c. To use the correct forms of words. This may mean, for example, changes in the tense, case (singular or plural), or gender	
d. To put words together in a correct words' order	
e. To use vocabulary appropriately	
f. To use the register or language variety that is appropriate to the situation and the relationship to the conversation partner	
g. To make clear to the listener the main sentence constituents, such as subject, verb, object, by whatever means the language uses	
h. To make the main ideas stand out from supporting ideas or information	
i. To make the discourse hang together so that people can follow what you are saying	
j. Other, please specify	

11. Which functions of the English Language are most important for you? Tick (✓) the one(s) that apply to you.

ENGLISH LANGUAGE FUNCTION	(✓)
a. Requesting	
b. Greeting	
c. Giving and taking information	
d. Commanding	
e. Asking/ Answering questions	
f. Giving opinion	
g. Agreeing/ Disagreeing with a point of view	
h. Advising	
i. Making /Accepting/ Refusing an offer	
j. Making/ Accepting/ Refusing an invitation	
k. Complaining	
l. Apologizing	
m. Expressing likes/ Dislikes	
n. Asking for permission	
o. Asking for clarification	
p. Making appointments	
q. Making suggestions	
r. Making predictions	
s. Probabilities	
t. Making recommendations	
u. All the above	

12. Evaluate your level of English

- a. Beginner
- b. Intermediate
- c. Advanced

13. What level of English proficiency do you think you have? Check those that apply.

	Beginner	Intermediate	Advanced
a. Listening			
b. Speaking			
c. Reading			
d. Writing			

SECTION THREE: COURSE EVALUATION

14. How do you feel about the ESP course you attend?

- a. Helpful and effective
- b. Not helpful or effective
- c. Boring

15. Please rate (tick \checkmark) on a scale from 4- strongly agree /3- agree /2- disagree /1- strongly disagree or uncertain.

<i>To what extent do you agree with the following statements concerning the course evaluation?</i>	4	3	Uncertain	2	1
a. The course objectives are clear					
b. The Course workload is manageable					
c. The Course is well organized					
d. I participate actively in the Course					
e. I think I have made progress in this Course					
f. I think the Course is well structured to achieve the learning outcomes					
g. Learning and teaching methods encourage participation					
h. The overall environment in the class is conducive to learning					
i. Classrooms are properly equipped and satisfactory					
j. Learning materials are relevant and useful					
k. Recommended reading books are relevant and appropriate					
l. The provision of learning resources in the library is adequate and appropriate					
m. The Course stimulates my interest and thought on the subject area					

16. Are you taking any specialized Business English course outside university (private institutes/ private schools)?

- a-Yes
- b-No

16.1. If the answer to question '16' is yes, how many class hours per week are you taking on this Business English course?

- a. 8-10 hours
- b. 10-12 hours
- c. 12-14 hours
- d. 14-16 hours
- e. 16-18 hours
- f. 18-20 hours
- g. More than 20 hours , please specify

16.2. Why are you taking this specialized English course (what are your reasons for taking this course)?

- a - For enjoyment
- b- For a sense of achievement
- c- For extending my technical vocabulary
- d- Because the course we are taking does not meet our linguistic academic needs
- e- Other, please specify

.....

.....

16.3. Does this course match your needs as an English Language learner?

- a- Yes
- b- No
- c- I do not know

SECTION FOUR: STUDENTS' PROBLEMS & DIFFICULTIES

17. In what language areas do you find difficulties?

ENGLISH LANGUAGE DIFFICULTIES	(√)
a. Difficulty in Speaking Fluently	
b. To comprehend English speech (listening)	
c. To write in English	
d. Spelling	
e. To read Business (Marketing) texts	
f.lack of confidence	
g.Other, please specify.....	

18. Classify these skills and strategies according to their degree of importance for your studies.

	1.Very important	2.Important	3.Unimportant
a. Listening			
b. Speaking			
c. Reading			
d. Writing			
e. Grammar			
f. Specialist vocabulary			
g. Translation			
h. Note-taking			
j.Other, please specify			

19. Which type of learner you are? Tick (✓) the one(s) that apply.

THE LEARNING STYLE	(✓)
1. Auditory (aural-musical)	
2. Visual (spacial –pictures & images)	
3. Kinesthetic (physical)	
4. Social (interpersonal)	
5. Solitary (intrapersonal)	
6. Logical (Mathematical)	
7. Verbal (Linguistic)	
8. No idea	

20. Do you do research using the Internet?

a- Yes

b-No

20.1. If yes, in which language?

a. Arabic

c. English

b. French

d. German

e. Other, please specify

.....

21. Do you think that collaboration between the English language teacher and the subject specialist can improve your learning as a student?

a-Yes

b-No

22. If the answer to question '21' is yes, say how can it improve your learning?

.....

SECTION FIVE: FURTHER SUGGESTIONS

23. Do you have any remarks or suggestions to propose?

.....

24. Please feel free to add below any comments or views that you think have not been covered in this questionnaire.

.....

THANK YOU VERY MUCH FOR YOUR COOPERATION





Appendix C

University Sétif 2

Faculty of Arts and Languages

Department of English Language and Literature

ESP Teacher Questionnaire

Dear colleague,

The purpose of this questionnaire is to gather information for an academic needs' analysis at the Doctoral School at El-Bez University of Sétif for 1st year Master Marketing Students (MMS's).

The results of this questionnaire will equip the researcher with a discerning picture of the teaching/learning setting that permits to make acute and ad hoc recommendations for teaching English for Specific Purposes (ESP) in this particular context.

Your response will strictly be kept confidential and used only for research purposes.

Your assistance in obtaining the required information will be greatly estimated.

I sincerely thank you for your consideration.

SECTION ONE: GENERAL INFORMATION

Please tick (✓) the appropriate box or rate according to the scales provided.

01. Occupation: permanent teacher part time teacher non-affiliate teacher

02. Age range: 24-30 31-40 41-50 over 50

03. Gender: Male Female

04. Teaching experience (years): 01-05 06-10 11-20 over 20

05. Qualifications

A -License

B -Magister

C -Doctorate

D -Other, please specify

.....
.....

SECTION TWO: ESP TEACHER TRAINING & DEVELOPMENT

06. Do you feel the need for ESP teacher training and development in your current job?

a-Yes

b- No

c- I do not know

07. If your answer to Question 6 is 'Yes', please indicate which of the following areas of ESP teacher training and development you think are most relevant and useful to your teaching situation. (Number them in order of priority)

- A. The theory and methodology of ESP
- B. Text analysis (genre and discourse analysis)
- C. Knowledge about the subject content and disciplinary culture
- D. Evaluation of textbooks and other resources
- E. Selection and evaluation of material
- F. Supplementing textbook exercises and designing own materials
- G. Design or interpretation of syllabuses
- H. Assessment of learners' needs and achievement
- I. Other, (please specify)

.....
08. Did you take any professional training which helped you to enhance your abilities as an ESP teacher?

a-Yes

b-No

09. If the answer to the previous question is yes, what was the nature of this training?

.....

10. Which one(s) of the following forms of running an in-service ESP teacher training and development program do you think may be more feasible and useful in your teaching situation?

- a. Seminar program
 - b. Workshops
 - c. Summer courses
 - d. Seminars conducted by visiting speakers/scholars
 - e. International ESP conferences
 - f. Other, please specify
-

16. Tick (✓) the reading micro-skill(s) you think that your students want to improve.

THE READING MICRO-SKILLS	(✓)
a. To Read a range of general authentic texts on study-related themes, e.g. sales reports, ads	
b. To read notes	
c. To read books	
d. To read articles	
e. To read sales reports	
f. To make summaries	
g. To guess the meaning of unknown words	
h. To skim (fast reading for the main idea)	
i. To scan (quick reading for a particular piece of information)	
j. To Understand specialist lexis (vocabulary)	
k. To recognize grammatical word classes: noun, adjective, etc.	
l. Other, please specify	

17. Tick (✓) the writing micro- skill(s) you think that your students want to improve.

THE WRITING MICRO-SKILLS	(✓)
a. To write exams' answers	
b. To write essays	
c. To write research papers	
d. To use specialist vocabulary correctly in writing	
e. To use a range of academic vocabulary correctly in writing	
f. To write formal correspondence	
g. To write informal correspondence	
h. To summarize information	
i. To paraphrase information	
j. To put words together in correct word order	
k. To use the style appropriate to the genre and audience	
l. To make the main ideas distinct from supporting ideas or information	
m. To make the text coherent, so that other people can follow the development of the ideas	
n. Other, please specify	

18. Tick (✓) the Listening micro- skill(s) you think that your students want to improve.

THE LISTENING MICRO-SKILLS	(✓)
a. To retain pieces of language in short-term memory	
b. To recognize vocabulary	
c. To detect key words, such as those identifying topics and ideas	
d. To recognize grammatical word classes	
e. Other, please specify	

19. Tick (✓) the speaking micro- skill(s) you think that your students want to improve.

THE SPEAKING MICRO-SKILLS	(✓)
a. To pronounce the distinctive sounds of a language clearly enough so that people can distinguish them. This includes making tonal distinctions	
b. To use stress and rhythmic patterns, and intonation patterns of the language clearly enough so that people can understand what is said	
c. To use the correct forms of words. This may mean, for example, changes in the tense, case, or gender	
d. To put words together in correct word order	
e. To use vocabulary appropriately	
f. To use the register or language variety that is appropriate to the situation and the relationship to the conversation partner	
g. To make the main ideas stand out from supporting ideas or information	
h. To make the discourse hang together so that people can follow what you are saying	
i. Other, please specify	

20. In what language areas do you believe that your students find difficulties?

ENGLISH LANGUAGE DIFFICULTIES	(✓)
a. Difficulty in Speaking Fluently	
b. To comprehend English speech	
c. To write in English	
d. Spelling	
e. To read Business (Marketing) texts	
f. lack of confidence	
g. Other, please specify.....	

21. Classify these skills according to their degree of importance for your students.

	1. Very important	2. Important	3. Unimportant
a. Listening			
b. Speaking			
c. Reading			
d. Writing			
e. Grammar			

26. While preparing your ESP course, what sources do you choose the documents and materials from?

TYPE OF DOCUMENTS & MATERIALS	Yes	No	Not available
a. Materials supplied by the Ministry of Higher Education(MHE)			
b. Individual syllabus (teacher-made)			
c. Textbook contents			
d. Other, please specify			

27. Before starting an ESP course, have you taken action to learn about your students' learning styles preferences?

a-Yes b-No

28. If yes, please state what actions have you taken to do so.

a - By asking your students directly about their learning styles preferences

b - By administering learning styles questionnaires?

c - Via classroom observation?

d- Other, please specify

29. According to you, what are your students' predominant learning styles? Tick the one(s) that apply.

THE LEARNING STYLE	(√)
1. Auditory (aural-musical)	
2. Visual (spacial –pictures & images)	
3. Kinesthetic (physical)	
4. Social (interpersonal)	
5. Solitary (intrapersonal)	
6. Logical (Mathematical)	
7. Verbal (Linguistics)	
8. No idea	



34. Please feel free to add below any comments or views that you think have not been covered in this questionnaire.

.....

.....

.....

.....

THANK YOU VERY MUCH FOR YOUR ASSISTANCE



Appendix D

University Sétif 2

Faculty of Arts and Languages

Department of English Language and Literature

Subject Teacher Questionnaire

Dear colleague,

The purpose of this questionnaire is to gather information for an academic needs' analysis at the Doctoral School at El-Bez University of Sétif for 1st year Master Marketing Students (MMS's). The results of this questionnaire will equip the researcher with a discerning picture of the teaching/learning setting that permits to make acute and ad hoc recommendations for teaching English for Specific Purposes (ESP) in this particular context.

Your response will strictly be kept confidential and used only for research purposes.

Your assistance in obtaining the required information will be greatly estimated.

I sincerely thank you for your consideration.

SECTION ONE: BACKGROUND INFORMATION

01. What are your qualifications?

A-License

B-Magister

C-Doctorate

D-Other, please specify

.....
.....

02. Your status in the Faculty:

a- Full time teacher

b- Part time teacher

c- Associate

03. The subject(s) you teach is/are:

.....
.....

04. What languages are you fluent in?

a-Arabic

b-French

c-English

d-Others, please specify:

.....

05. What is your proficiency level in English?

a- Beginner

b- Intermediate

c- Advanced

SECTION TWO: SUBJECT SPECIALIST'S COMPETENCES

06. Did you have any English courses to promote your career?

a- Yes

b -No

07. If the answer to question '06' is yes, what was the nature of these courses?

a- General English

b- English for Business and Marketing

08. What language do you use most at/ in?

	Arabic	French	English	If any other languages, please specify.
National conferences				
International conferences				
Papers or articles for publication				
Internet research				

09. Can you teach your subject in English?

a- Yes

b- No

c- Undecided

10. Do you think that collaboration between an English language teacher and the subject specialist can improve students' learning?

a- Yes

b- No

c- Undecided

11. *If the answer to the previous question is yes, say which one of the following collaboration forms is best?*

a. **co-operation** (involves low interaction between both teachers)

b. **collaboration** (involves formative negotiations between both teachers)

c. **team-teaching policy** (involves the fullest interaction between both teachers, both teachers are teaching the same class at the same time)

Explain why?

.....
.....

12. *Do you think that your students need to learn English?*

a- Yes

b- No

c- I do not know

13. *When do you think the ESP module should be introduced?*

a- Under-graduate level (License)

b- Graduate level (Master)

c- Post-graduate level (Doctorate)

14. *According to you, what are the skills that the students need to improve in English?*

a- Listening

c- Writing

b- Reading

d- Speaking

e- Other, please specify

.....

SECTION THREE: FURTHER SUGGESTIONS

15. *Do you have any remarks or suggestions regarding the teaching of English to students?*

.....

Thank you for your cooperation.





Appendix E
University Sétif 2
Faculty of Arts and Languages
Department of English Language and Literature

STUDENTS SEMI-STRUCTURED INTERVIEW QUESTIONS

Dear Participant,

The objective of this interview is to gather information for an academic language needs' analysis at the Doctoral School at El-Bez University in Sétif for 1St year Master Marketing Students (MMS's).

The results of this interview will equip the researcher with a discerning picture of the teaching/learning setting that permits to make acute and ad hoc recommendations for teaching English for Specific Purposes (ESP) in this particular context.

Your response will strictly be kept confidential and used only for research purposes.

Your assistance in obtaining the required information will be greatly estimated.

I sincerely thank you for your consideration.

SEMI-STRUCTURED INTERVIEW QUESTIONS:

1. Do you feel that your English class prepares you for using English in Business situations?

Yes

No, [Please explain why]

2. Do you think that your teachers are aware of your learning styles and learning preferences?

3. Which teaching method do you prefer the most?

➤ Rote learning

➤ Participation

➤ Reflection

4. What sorts of resources are available to you? (E.g. competent teachers, libraries, internet, ICT's...)

5. What do you think of your English teacher's competence and potential?

- Is s/he a professional?
- Is s/he an amateur?
- Is he abreast of what is going on in the field of Business, Marketing and Sales areas?

6. How do you describe your relationship with your English teacher?

7. What do you think about the documents and materials provided by the English teacher in order to improve your language performance? Please explain.

8. Do you have anything to say, to add or to suggest?

THANK YOU FOR YOUR COOPERATION

Appendix F

Transcription of the students' interviews

Student One:

1. Do you feel that your English class prepares you for using English in Business situations?

- Yes, I think it does and I believe that with too much practice I will be able to use the English language in business situations. I believe it's for the learner to learn more and more about marketing vocabulary and not to be dependent on our language teachers.

2. Do you think that your teachers are aware of your learning styles and learning preferences?

- I honestly don't think they are, because they have never asked us. As English learners, we have never taken any sort of learning styles tests to tell which type of learning styles we have.

3. Which teaching method do you prefer the most?

- I prefer participation and reflection methods because I am a mathematical and logical learner. I hate rote learning method because it is only a solution for the students who don't understand. Rote learning makes students very stupid and it prevents them from training their brains to think.

4. What sorts of resources are available to you? (E.g. competent teachers, libraries, internet, ICT's...)

- We have everything we need inside the Doctoral School. We have a CAFÉ where we use the web and there are plenty of e-books just a click away. We have a very roomy library and there are hundreds of books, dissertations, doctorate theses and other types of references. We have WI-FI, overhead projectors available too.

5. What do you think of your English teacher's competence and potential?

- I think that my English teacher is a professional linguist but not competent as far as marketing is concerned. She is not updated about what is going on in the field of Business and Marketing. Sometimes, the students help her with marketing notions by giving her some brief explanations.

1. How do you describe your relationship with your English teacher?

- The relationship between me and my English teacher is very friendly. We can joke with each other in the classroom. The teacher is helpful and kind to the students.

2. What do you think about the documents and materials provided by the English teacher in order to improve your language performance? Please explain.

- These materials are helpful and effective, but as I said before, I think that it's the role of the learner to look for the materials which include more marketing vocabulary.

3. Do you have anything to say, to add or to suggest?

- No, I don't. Thank you very much.

Student Two:

1. Do you feel that your English class prepares you for using English in Business situations?

- Yes, I think so.

2. Do you think that your teachers are aware of your learning styles and learning preferences?

- I don't know.

3. Which teaching method do you prefer the most?

- I prefer reflection and rote learning methods. The first one allow me to think more about things and the second, I use it only when I need to memorize something like: the irregular verbs and to memorize some business idioms too.

4. What sorts of resources are available to you? (E.g. competent teachers, libraries, internet, ICT's...)

- We have all kinds of ICT's within the Doctoral School. We are lucky. Nowadays everybody use technology to make studies easy and it don't take a long time with the net.

5. *What do you think of your English teacher's competence and potential?*

- She is cool and she is a very good English teacher.

6. *How do you describe your relationship with your English teacher?*

- The relationship is friendly. Our teacher is funny and sometimes we laugh together in the classroom.

7. *What do you think about the documents and materials provided by the English teacher in order to improve your language performance? Please explain.*

- I think they are helpful and efficient.

8. *Do you have anything to say, to add or to suggest?*

- That's all. Thanks.

Student Three:

1. *Do you feel that your English class prepares you for using English in Business situations?*

- The English class we are taking as marketing students is good but not enough. I think that it doesn't meet our needs. It's too general; it's too much related to business rather than marketing functions. It should concentrates on marketing only and not the other functions of business.

2. *Do you think that your teachers are aware of your learning styles and learning preferences?*

- I don't think that our teachers are aware of that. They never ask us about our learning styles.

3. *Which teaching method do you prefer the most?*

- I am a very active student in the classroom, so I think I prefer participation method.

4. *What sorts of resources are available to you? (E.g. competent teachers, libraries, internet, ICT's...)*

- We have everything we need within the Doctoral School. The teachers are very kind and helpful, our library is huge and it includes plenty of references. We have the net, the WI-FI and the overhead projectors, because we need them sometimes to display our research papers and presentations on slides and monitors. We are lucky to be a generation of technology.

5. *What do you think of your English teacher's competence and potential?*

- I should say that she is language competent but she is not competent in marketing. The students help her to explain some things and notions about marketing.

6. *How do you describe your relationship with your English teacher?*

- The relationship is based on mutual respect. Our English teacher respects her students and the learners like her so much.

7. *What do you think about the documents and materials provided by the English teacher in order to improve your language performance? Please explain.*

- I believe they are efficient, but still, it's up to the students to look for the materials that serve the marketing domain in English.

8. *Do you have anything to say, to add or to suggest?*

- No, thank you.

Student Four:

1. *Do you feel that your English class prepares you for using English in Business situations?*

I think it does.

2. *Do you think that your teachers are aware of your learning styles and learning preferences?*

No, I don't think so.

3. *Which teaching method do you prefer the most?*

Participation is my favorite method and I don't care if I make mistakes in front of my class friends and my teacher.

- 4. *What sorts of resources are available to you? (E.g. competent teachers, libraries, internet, ICT's...)***

I think we are so lucky to have technology nowadays. It allow us to have all the information and e-books we need for our studies. We have a very big library too.

- 5. *What do you think of your English teacher's competence and potential?***

My teacher of English is very good at her job.

- 6. *How do you describe your relationship with your English teacher?***

I think that the relationship is described as "respect"

- 7. *What do you think about the documents and materials provided by the English teacher in order to improve your language performance? Please explain.***

Frankly speaking I can't say. All I'm certain of is that it's always up to the student outside the classroom to go and look for the appropriate references.

- 8. *Do you have anything to say, to add or to suggest?***

No, thank you very much.

Student Five:

- 1. *Do you feel that your English class prepares you for using English in Business situations?***

I don't know.

- 2. *Do you think that your teachers are aware of your learning styles and learning preferences?***

No, they are not.

- 3. *Which teaching method do you prefer the most?***

Euhhhhh...(hesitation) I think it's reflection and participation. I hate very much to memorize. It takes me too much time.

- 4. What sorts of resources are available to you? (E.g. competent teachers, libraries, internet, ICT's...)**

We are lucky. We have all kinds of technology here not like old times, students did not have the chance to have technology, but now we do.

- 5. What do you think of your English teacher's competence and potential?**

Our teacher is great. She is a very competent language teacher.

- 6. How do you describe your relationship with your English teacher?**

Respectful and friendly.

- 7. What do you think about the documents and materials provided by the English teacher in order to improve your language performance? Please explain.**

I don't know really. I don't have an answer for that question. I'm sorry.

- 8. Do you have anything to say, to add or to suggest?**

No, thanks.

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Summary

The aim of the present case study is to highlight the pressing need for introducing an English course at the Department of Commercial Sciences, by investigating the English language needs of first year Master Marketing students within the Doctoral School at Farhat Abbas University of Setif 1. The study under scrutiny involves the following aspects: first, analyzing the situation regarding the use of English in the aforementioned department; second, identifying the students' language needs, and finally, designing an English course that will fulfill their linguistic needs.

ملخص

الهدف من هذه الدراسة هو تسليط الضوء على أهمية إدخال اللغة الإنجليزية المتخصصة في البرنامج الدراسي لطلبة قسم العلوم التجارية، و ذلك من خلال تحديد الاحتياجات الخاصة باللغة الإنجليزية لطلاب السنة الأولى تسويق (طور ماستر في مدرسة الدكتوراه) بجامعة فرحات عباس 01 بسطيف. لهذه الدراسة جوانب عدة و هي: أولا تحليل الوضع فيما يتعلق باستخدام هذه اللغة في القسم المذكور سابقا. ثانيا، تحديد الاحتياجات اللغوية للطلاب، بعد ذلك تصميم درس نموذجي في اللغة الإنجليزية الذي من شأنه تلبية متطلباتهم اللغوية.