AN EAP SYLLABUS FOR FIRST YEAR ECONOMICS STUDENTS

THE CASE OF THE FACULTY OF ECONOMICS, BUSINESS AND

MANAGEMENT SCIENCES. JIJEL UNIVERSITY

Dissertation Submitted in Partial Fulfillment of the Requirements for the Magister Degree in the Didactics of English

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2013
DEDICATION

To my parents, Abdelwadoud and Hassiba

To my husband, Abdethalim

To my children, Mayssa, Yousra and Mohamed-Ilyès

For their unconditional love and support
ACKNOWLEDGEMENTS

First and foremost, I would like to thank Allah for his help and guidance throughout my life, and during my Magister studies in particular.

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I would like to thank, particularly, the First and Third year Economics students, as well as the language teachers at the Faculty of Economics, Business and Management Sciences in Jijel University who greatly helped me in collecting the data necessary for this study.

Special thanks to all my colleagues, and all my friends who encouraged me during this difficult period of my career.
ABSTRACT

AN EAP SYLLABUS FOR FIRST YEAR ECONOMICS STUDENTS
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Students, studying at the faculty of Economics, Business and Management Sciences in Jijel University need to have high proficiency in English to meet the academic demands of the university. This study evaluated the perceptions of first year economics students, and English for Academic Purposes (EAP) teachers with the aim to improve the quality of the teaching/learning situation of English at the faculty by proposing a syllabus for first year economics students. For this purpose, a needs analysis was carried out to determine the students’ academic needs. Data was obtained from questionnaires distributed to both EAP teachers and first year economics students which were analyzed in terms of frequency and percentages. The analysis of data has revealed that first year economics students need to be proficient in the four primary skills: listening, speaking, reading and writing with specific grammatical structures and vocabulary needed in order to understand economics discourse. Based on the findings of this research, this study indicates that an EAP syllabus, which takes into consideration the students’ needs, should be developed at the faculty of Economics, Business and Management Sciences in Jijel University.
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<td>EAP</td>
<td>English for Academic Purposes</td>
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INTRODUCTION

1. Statement of the Problem

Due to international factors, the ability and the need to understand and communicate with each other have become increasingly important. Foreign language teaching has adapted itself to this new reality in attempting to meet the specific academic and professional learners’ needs; English for Specific Purposes (ESP) has developed from this concern.

In academic settings, the extent to which one uses English as a means of acquiring knowledge has become crucial to one’s academic success. Considered as the language of higher education and international research, students need to understand and use English when performing certain academic tasks. In fact, in academic settings, students need to know not only the language, but also to read specific literature, to take notes during lectures, and to participate in discussions about their subject field.

Appeared first in 1974, English for Academic Purposes (EAP) which is a branch of a more general term of English for Specific Purposes (ESP) is considered as the best option to meet those specific academic needs. One of the implications of such prominent area was a vast number of studies investigating different aspects of English as a Foreign Language (EFL) including curriculum/syllabus design, teaching methods/material development and testing.

At the faculty of Economics, Business and Management Sciences (EBM, hereafter) in Jijel University, English is not the medium of instruction, but included in the curriculum. Discussions organized with third year economics students who considered as an important source of information as they experienced learning for three years, and a questionnaire intended to EAP teachers (see appendix A and B) added to our own observations as a former teacher at the same faculty have revealed that the
teaching/learning of English at the faculty of EBM is far from being satisfactory. Data collection has indicated a significant agreement on the inexistence of an official syllabus which could provide ESP/EAP teachers with the teaching content.

This situation has put EAP teachers in great difficulties to decide about not only what to teach, but also how to teach it; teachers relied on their own intuitions (even if they were the wrong ones) leading to a feeling of insecurity when they were doing their job. Furthermore, our discussion with third year economics students has indicated that students still had difficulties in the main four skills of listening, speaking, reading and writing.

The responsible for such situation was the institution which was unable neither to define the objectives of the teaching nor to provide the EAP teachers with the teaching content. Teachers on the other hand, were not encouraged to do so, as none of them has conducted a needs analysis before starting teaching. In addition, almost all of them didn’t consult the syllabus of the major courses because of a lack of co-operation between language teachers and subject teachers.

2. Research Aims and Questions

This study is an attempt to fill the gap of research regarding syllabus design at the faculty of EBM. Throughout this dissertation, we will attempt to provide solutions to the dramatic teaching/learning situation of EAP in proposing a syllabus for first year economics students. In doing so, we aim at giving guidelines to the university decision-making, and EAP teachers in providing them with an outline of what should be taught at this level. Why first year economics students? In the attempt to help the institution with a syllabus, it seems that the most logical step is to start at the beginning.
In seeking to design a syllabus, this study points towards assessing the students’ academic needs. For this purpose, the following questions must be answered:

1. What are the teachers’ practices in class as far as the teaching of English is concerned?
2. What are the teachers’ perceptions regarding the students’ academic needs?
3. What are the difficulties facing first year economics students regarding the learning of English?
4. What are the students’ perceptions regarding their academic needs?

It is hoped that by answering the above questions, better insights could be obtained so that more informed decisions could be made for a syllabus design. The ultimate aim, however, is to improve the teaching/learning process of EAP at the faculty of EBM in Jijel University.

3. Research Assumptions and Hypothesis

Investigations with EAP teachers and third year economics students have revealed that the teaching of EAP at the faculty of EBM in Jijel University is not adequate. We assume that this is due partly to the absence of an official syllabus to work with. The above assumption can be followed further by the followings:

Assumption one: In academic settings, study skills form the most important part of an EAP course.

Assumption two: The biggest requirement in terms of study skills for economics students is the development of their reading strategies.

Assumption three: An establishment of an EAP syllabus will increase the students’ motivation.

Based on the above assumptions, we formulate the following hypothesis:
If students’ needs are well identified, an EAP syllabus can be elaborated.

4. Data Collection Instruments

Two data gathering instruments have been used for the purpose of this study:

1/ A focus group discussion with third year economics students (Appendix B)

2/ Three questionnaires intended to:
   - ESP/EAP teachers (Appendix A and C)
   - First year economics students (Appendix D)

The first part of data collection used a focus group discussion with 15 third year economics students, and a simple questionnaire intended to ESP/EAP teachers. The data collection has helped to diagnose shortcomings regarding the teaching/learning of English at the faculty of EBM.

The second part of data collection used two questionnaires. The first, intended to first year EAP teachers, and the second to first year economics students. The teachers’ questionnaire has helped to know about the teachers’ practices in class and their perceptions regarding the students’ academic needs. The students’ questionnaire, on the other hand, has served to identify their difficulties when learning English and their perceptions regarding their academic needs.

In this study, two data collection tools have been used. A focus group discussion consists of a small group of people (8-12) who are brought together by the researcher to explore attitudes and perceptions, feelings and ideas about a topic (Denscombe 1998, cited in Mosbah, 2009: 138). Using this research tool allows researchers to access the substantive content of verbally expressed views, opinions, experiences and attitudes. (Mosbah, ibid).
Questionnaires on the other hand, are regarded as the most popular and suitable method of conducting research and collecting data. It consists of a list of questions to be answered in a written form. A questionnaire can consist of closed questions needed a yes/no responses and/or open questions involving longer answers. The use of questionnaires can be advantageous in that it reaches a great number of respondents, but gives no opportunity to explore responses, as there is no personal contact between the one who asks the questions and the respondent.

5. Structure of the Dissertation

The present study is divided into five chapters. The first chapter is a review on ESP discussing its historical background, and presenting its major issues with a special focus in the first part on EAP, as one branch of ESP. The second part is devoted to the influence of discourse and genre analysis on the development of research in ESP/EAP with a focus on a description of the language of economics. The second chapter defines in the first part needs analysis and highlights its importance in ESP context. The second part, however, is devoted to language and study skills in EAP. Chapter three deals with approaches / types of syllabuses, and criteria of syllabus content. Chapter four is devoted to the analysis of the questionnaires intended to ESP/EAP teachers and first year economics students. Chapter five discusses the results and suggests recommendations for an EAP syllabus for first year economics students at the faculty of EBM.
CHAPTER ONE
English for Specific Purposes

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Introduction

English has acquired a unique status among the other languages, in that it has been acknowledged as a ‘lingua franca’ in many parts of the world. In adopting such a status, there is no doubt that English has become the most used language to exchange information. New world factors brought new demands and interests in the study of English; people have shown interest towards the learning of English, and their reasons are connected either with their jobs or with their studies.

The result is the emergence of English for Specific Purposes (ESP) which reflects most the learners’ academic or professional needs; a great majority of universities in the world are thinking about new programmes that fit better their students’ needs. Jackson (2005) describes this new trend saying that “simpler more traditional language support courses may no longer be adequate in today’s complex world” (cited in Harrabi, 2010, p. 2).

The first part of this chapter reviews literature on ESP, its origins, developments and branches with a specific focus on English for Academic Purposes (EAP). The second part reports on the influence of discourse and genre analysis in ESP; a description of the language of economics is presented.

1.1 Origins of ESP

According to Hutchinson and Waters (1987, p.6), ESP is an educational “phenomenon that grew out of a number of converging trends”. These are: the demands of a brave new world, a revolution in linguistics, and a focus on the learner. All of them have contributed in the increase of a more specific language teaching/learning.
1.1.1 Demands of a Brave New World

The Second World War in 1945 has brought with it “... an age of enormous and unprecedented expansion in scientific, technical and economic activity on an international scale” (Hutchinson & Waters 1987, p.6). An international language was strongly needed to cope with the demands of this economic power; this role fell to English. In addition, the Oil Crisis of the early 1970s resulted in Western money and knowledge flowing into the oil-rich countries. The language of this knowledge became English, and the learners of this language had well-defined objectives as it was put by Hutchinson and Waters (1987, p.6):

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

1.1.2. Revolution in Linguistics

A second reason for the emergence of ESP is the linguistic revolution. It came to break out with traditional linguistics which saw language as an abstract system. One discovery was that the language we speak, and the language we write do differ considerably. This gave a step further to the view that languages may vary according to the field in which they are taught (Hutchinson and Waters, 1987, p.7). In English language teaching, this means that there are differences between, for example, the English of economics and that of engineering, and that a description of the linguistic features of the specialist areas is possible. With the growing demand for training in ESP, the problem of materials was raised. Kennedy and Bolitho (1984, p.2) underlined this problem and stated: “a gap in materials had to be filled for these specific-purpose
learners”. Ewer and Latorre (1969); Selinker and Trimble (1976) (cited by Hutchinson and Waters, 1987, p.7) are the first pioneers in designing specific courses. Most of them were in the area of English for Science and Technology (EST). In this context, Hutchinson and Waters (1987, p. 9) enhanced the importance of (EST) saying that “one area of activity has been particularly important in the development of ESP: this is the area usually known as EST (English for Science and Technology)”.

1.1.3. Focus on the Learner

Educational psychology had also its contributions in the growth of ESP in making the learner in the center of learning. The question of matching courses’ contents and learners’ needs in the increasing of learners’ motivation was raised. As a result, materials design was focused more and more on learners’ needs and interests.

1.2 The Development of ESP

Most of the literature (Hutchinson and Waters, 1987; Robinson, 1991; Dudley-Evans & St-John, 1998) considered the 1960s as the beginnings of ESP. The acronym of ESP has been coined with pioneers in the field such as Herbert (1965), Ewer and Latorre (1969), Swales (1971), Selinker and Trimble (1976). Since that time, ESP has grown to become one of the most prominent areas of ELT.

This growing development was reflected in a number of journals among them, English for Specific Purposes Journal, along with the Journal of English for Academic Purposes. What should be pointed out, however, is that ESP is not “a monolithic universal phenomenon” (Hutchinson & Waters, 1987, p.9). If ESP development is reflected in developed countries in the increasing number of universities offering an MA in ESP, for example; it is still in its infancy in Algeria. In other words, the speed in
which ESP is developing varies from one country to another. Therefore, our survey about the development of ESP is very general and not specific to any country. It can be summarized in five main phases according to Hutchinson & Waters, (1987, pp. 9-14).

1.2.1 Register Analysis

The concept of register analysis was coined with Michael West. In 1936, he dressed out a study of five million running words, reprinted in 1953 under the title of *General Service List of English Words*. His study presented a list of 2000 of the most common words necessary for learning English as a foreign language, and for writing in science and technology. Many other ESP books adopting register analysis approach came after. Herbert (1965) listed features of technical style. Ewer and Latorre (1969), on the other hand, based their research on an analysis of three-million words of scientific texts, resulting in a number of grammatical and lexical features of scientific English.

In identifying grammatical and lexical features of Scientific English, the basic principle of the above mentioned authors was that each particular field constituted a specific register. They recognized that, as an example, the English of Engineering is different from that of Biology. Their ultimate aim was “to produce a syllabus which gave high priority to the language forms students would meet in their Science studies and in turn would give low priority to forms they would not meet” (Hutchinson & Waters, 1987, p. 10). *A Course in Basic Scientific English* by Ewer and Latorre (1969) is a good example of such syllabi (ibid).
1.2.2 Rhetorical or Discourse Analysis

In the rhetorical or discourse analysis phase of ESP development, the focus was shifted from the sentence level to a level above the sentence. The objective is to understand how meaning is produced through the combination of sentences. Discourse analysis was concerned both with spoken and written language. It looked, for example, how the use of a specific grammatical feature can change the meaning of discourse, or how the utterances used in discourse are related to each other. The *English in Focus* series is one example of this approach. The hypothesis of the leaders of discourse analysis (Allen & Widdowson, 1974) is expressed in the following:

We take the view that the difficulties which the students encounter arise not so much from a defective knowledge of the system of English, but from an unfamiliarity with English use, and that consequently their needs cannot be met by a course which simply provides further practice in the composition of sentences, but only by one which develops a knowledge of how sentences are used in the performance of different communicative acts. (cited in Hutchinson & Waters, 1987, p.10).

In the 1980s, this approach registered a step ahead with Trimble’s *Rhetorical Process Chart* (1985, p. 11).

1.2.3 Target Situation Analysis

The third phase was Target Situation Analysis (TSA). In this stage, the investigation of the learners’ needs when learning English was considered as a primary source in designing ESP courses. The aim was to enable learners to function adequately in the target situation, i.e. the situation in which the learners will use the language. Munby’s *Communicative Needs Processor* (1978) is considered as the best example for a TSA in which he established a comprehensive profile of the learners’ needs in terms
of “communication purposes, communicative settings, means of communication, language skills, functions, structures” (Hutchinson & Waters, 1997, p.12).

1.2.4 Skills and Strategies Phase

The TSA marked a new age for ESP. Nevertheless, “in its analysis of learner need it still looked mainly at the surface linguistic features of the target situation” (ibid, p.13). Came then, the skills and strategies phase of ESP course development attempting to look below the surface. It was mainly concerned with language skills that will enable learners to cope with the demands required by the target situation. Besides the contributions of Nuttal (1982), Alderson and Sandy (1984) on reading skills, most of the work in the area of skills and strategies was connected with *The National ESP Project* in Brazil and *The University of Malaya ESP Project* ...(Hutchinson & Waters, 1997, p.13) which had been designed as “an attempt to look below the surface forms of the language and to consider not language but the thinking processes that underlie language use as guessing the meaning of words from context, using visual layout to determine the type of text…”(ibid). Both of these projects were designed to develop in the learners the reading strategies, necessary to read materials available only in English.

1.2.5 Learning-centered Approach

The final stage in the development of ESP adopts a learning-centered approach based on an understanding of language learning processes rather than on a description of language use; considered not sufficient to learn it. (Hutchinson & Waters, 1987, p.14).
1.3 Definitions and Classifications of ESP

A more general definition of ESP describes it as a branch derived from a more general movement: Language for Special Purposes (LSP) which is concerned with teaching languages for specific purposes as French, German or even English (Dudley-Evans & St John, 1998, p. 2). This definition, however, is not the only one found in the literature. In fact, numerous definitions of ESP have led to confusion, as it was pointed out by Strevens (1980, p. 109) “a definition that is both simple and watertight is not easy to produce” and Robinson (1991, p.1) saying that “it is impossible to produce a universally applicable definition of ESP”

In what follows, are the most quoted definitions of ESP stated respectively by Hutchinson and Waters (1987), Strevens (1988), Robinson (1991) and Dudley-Evans & St John (1998). They are considered as relatively recent if we refer to the 1960s as the beginnings of ESP.

1.3.1. Thorough Definitions of ESP

Hutchinson and Waters’ view of ESP turns around a simple question of “why does this learner need to learn a foreign language?” (1987, p. 19). The answer to such a question is possible through a data collection from many sources that will be used as the basis of any teaching content. Moreover, they see ESP as an approach rather than a product: ESP does not mean the use of specific language, or methodology, nor specific teaching materials, arguing that:

There is ... no such thing as an ESP methodology, merely methodologies that have been applied in ESP classrooms, but could just as well have been used in the learning of any kind of English. ... 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. (pp. 18-19).
Strevens (1988) defined ESP in terms of four absolute characteristics, i.e. characteristics which don’t change, and two variables which may change according to context. (cited in Dudley Evans & St-Johns, 1998, p. 3)

- **Absolute characteristics:** ESP consists of English Language Teaching which is:
  1. Designed to meet specified needs of the learner;
  2. Related in content (i.e. in its themes and topics) to particular disciplines, occupations and activities;
  3. Centered on the language appropriate to those activities in syntax, lexis, discourse, semantics and so, and analysis of the discourse;
  4. In contrast with General English.

- **Variable characteristics:** ESP:
  1. May be restricted as to the learning skills to be learned (e.g. reading only);
  2. May not be taught according to any pre-ordained methodology.

Robinson’s definition (1991, pp. 2-3), on the other hand, relies on two criteria and some characteristics to define ESP. According to her, ESP “is normally goal-directed” either for study or for work, and that “an ESP course is based on a needs analysis” through which the exact needs of the learners in learning English are identified. In her characteristics, she explained that a defined time period is established to reach the objectives planned, and that ESP courses are reserved to adults in homogenous classes.

This variety in ESP definitions shows the confusion amongst the ESP community, and this what happened at the Japan Conference on ESP held in 1987
where Dudley-Evans modified Strevens’ definition of ESP, and proposed his own
(1998, pp. 4-5). He defined ESP on the basis of three absolute and five variable
characteristics as follows:

- **Absolute Characteristics:**
  1. ESP is defined to meet specific needs of the learner;
  2. ESP makes use of the underlying methodology and activities of the discipline it serves;
  3. ESP is centered on the language (grammar, lexis, and register), skills, discourse and genres 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.
  5. Most ESP courses assume some basic knowledge of the language system, but it can be used with beginners.

Dudley-Evans’ definition was influenced by Strevens’ with some changes. He has removed the absolute characteristic that “ESP is in contrast with General English”, and added three variable characteristics. From his definition, we can see that ESP course
is not necessarily concerned with a specific discipline. Moreover, ESP course is not always designated to adult learners.

Defining ESP in terms of absolute and variable characteristics is a very helpful way to show what and what not ESP is (Anthony, 1997). As far as the above definitions are concerned, they all take the learner and his needs (either for study or for works) as the key elements to any ESP course.

1.3.2 Branches of ESP

Mackay and Mountford (1978, p. 2) considered ESP as the teaching of English for a “clearly utilitarian purpose”. The purpose they referred to is defined by the learners’ needs which could be academic or occupational. Similarly, Robinson (1991, p.2) states that “students study English not because they are interested in the English language or (English language culture) as such, but because they need English for study or work purposes”. These two purposes have made a distinction between two major types of ESP: English for Academic Purposes (EAP) and English for Occupational Purposes (EOP). The former is taught when English is needed for studies, whereas the second is taught because English is needed at work.

However, numerous classifications and branches of ESP can be found in the literature: Robinson (1991, pp. 3-4) made a division of ESP into EAP and EOP. On the one hand, EOP is an umbrella term of pre-experience, simultaneous/in service and post-experience. EAP, on the other hand, distinguishes between English for study in a specific discipline and contrasting pre-study, in-study and post-study; and English as a school subject, distinguishing between independent and integrated as it is shown in figure 1.
Hutchinson and Waters (1987, p. 16) made a classification of ESP using the *Tree of ELT*. The tree gives a comprehensive description of the relation ESP has with the ELT branch. They divided ESP into three distinctive branches: (EST) English for Science and Technology, (EBE) English for Business and Economics and (ESS) English for Social Studies. Each of these branches is divided into EAP and EOP. An example of EOP for the EBE branch is English for secretaries, whereas an example of EAP for the EBE branch is English for Economics. According to them, this distinction is not clear because people can work and study simultaneously. Moreover, they assert that what can be learnt through studies may be useful later to learners in their jobs. This may explain Carter’s classification (1983) (cited in Rouagh, 2011, p. 28) of EAP and EOP under the same type of ESP.
Another classification divides EAP and EOP by professional area as it is shown in figure 2. (Dudley-Evans & St-Johns, 1998, p. 6)

Figure 1.2: Dudley-Evans & St-John's ESP Classifications by Professional Area

EAP involves English for Science and Technology (EST) as the main area, English for Medical Purposes (EMP), English for Legal Purposes (ELP) and English for Management, Finance and Economics. EOP “includes professional purposes in administration, medicine, law and business, and vocational purposes for non-
professionals in work or pre-work situations” (Dudley-Evans & St. John, 1998, p. 7). EVP is divided into two sections: Vocational English needed for specific trades and occupations and Pre-Vocational English concerned with findings a job and interview skills.

1.4 English for Academic Purposes (EAP)

1.4.1 Origins and Development

Emphasizing the role of a foreign language in higher education, Widdowson (1978, p. 17) points out that “in many countries, higher education in the physical and social sciences and in different technologies depends heavily on an efficient knowledge of a foreign language”. Hyland (2002b, p. 385), on the other hand, suggests that “ESP has become central to the teaching of English in University and there can be little doubt of its success as an approach to understanding language use”. That branch concerned with the teaching of English in university is EAP which aims at teaching English for study, as opposed to EOP needed for work.

The definition which is generally attributed to EAP is the one which is concerned with the teaching of English, in the aim to use it by learners for study or research purposes. Jordan (1997, p. 1) takes the view that EAP is concerned “with those communicative skills in English which are required for study purposes in formal educational systems”. It covers all areas of academic communicative practice such as:

- Pre-tertiary, undergraduate and postgraduate teaching (from the design of materials to lectures and classroom tasks).
- Classroom interactions (from teacher feedback to tutorials and seminar discussions).
Starting as a branch of ESP, EAP was first introduced in 1974 by Tim Johns, and put into general use in 1975 (Jordan, 1997, p. 1). It has today established itself as a major force in ELT around the world, and its emergence was the result of the following features of modern academic life (Hyland, 2006, p. 8):

- Students have to take on new roles and to engage with knowledge in new ways when they enter higher education.
- Communication practices are not uniform across academic disciplines but reflect different ways of constructing knowledge and engaging in teaching and learning.
- These practices are underpinned with power and authority which work to advantage or marginalize different groups and to complicate teaching and learning.
- The growth of English as a world language of academic communication has resulted in the loss of scholarly writing in many national cultures.

1.4.2 Approaches of EAP

For Coffey (1984) (cited in Jordan, 1997, p. 4), EAP has two divisions: it may be either common core or subject-specific. A large proportion of the common core element is usually referred to study skills which will be looked in details in chapter 3. These divisions have been described by Blue (1988) (cited in Dudley-Evans & St John, 1998, p. 41) as English for General Academic Purposes (EGAP) and English for Specific
According to Dudley-Evans and St-John (1998, p. 41), EGAP “refers to the teaching of the skills and language that are common to all disciplines” ESAP, on the other hand, “refers to the teaching of the features that distinguish one discipline from others”. In sum, while the first approach is associated with study skills involved with study activities, as listening to lectures, writing essays, or reading texts; the second approach, on the other hand, has a developmental role in making use of the study skills acquired in EGAP to perform a task related to a particular academic discipline as in economics (Turner, 1996) (cited in Dudley-Evans and St John, 1998, p. 42). This approach involves some kind of co-operation between language teachers and subject teachers.

The question of the EAP specificity is subject to debate. Hyland (2006, pp. 10-11) justified the necessity of EGAP teaching in the followings:

- The lack training of EAP teachers to teach more specialized subjects.
- The need of some weak students to understand general English first.
- Teaching English related to specific subjects leads to a low status of the course.
- The generic skills do not differ a lot across the disciplines.
- EAP courses should be general since the language forms are in all varieties and can be transferred into other context.

Similarly, he highlighted the teaching of ESAP in the followings: (ibid, pp. 11-12)

- Language teachers cannot rely on subject teachers to teach disciplinary literary skills
- Students not always have to get control over the core elements first. There is a tendency to learn and acquire features of the language when needed and not in the order in which they are presented by the teacher.
- Relying just on the common core of language items will lead to an unawareness of the variation of meaning in the context which is used.
- The teaching of subject specific skills does not need a full knowledge of common core grammar features.

On the other hand, Hutchinson and Waters (1987, p. 161) do not agree with a subject-specific teaching, pointing out that the discourse of specialized texts may be denser, but not different in kind from that of less specialized materials. While Blue (1988) (cited in Dudley-Evans and St John, 1998, p. 42) suggests an EGAP teaching first, Dudley-Evans & St John (1998, p. 42) replied that this can be true only on a pre-sessional course. They added that in all the other situations, students need a two-pronged attack on their needs and difficulties. Moreover, they believed that a common-core EAP is more relevant if it is supplemented by specific work.

1.4.3 Types of EAP Situation

The status of English (native language, foreign language, the language of instruction...), the kind of EAP course (In-sessional, pre-sessional), and the academic purposes for which English is taught are among the elements which can affect the whole EAP teaching/learning process.

Dudley-Evans and St-John (1998, pp. 34-41) distinguished between four types of EAP teaching situation at tertiary level: EAP in an English-speaking country, EAP in ESL (English as a second language) situations, EAP situations in which certain subjects are taught in English, and EAP situations where subject courses are taught in the national language.
1.4.3.1 EAP in an English-Speaking Country

A great number of international students come to study in an English-speaking country, as USA or UK with a different academic and cultural background. This is why the ultimate purpose to be reached is “helping such students reach their full academic potential” (Dudley-Evans & St John, 1998, p. 36). The organization of the teaching can be done either on pre-sessional courses; aiming at preparing the international students to acquire the necessary skills needed to follow an academic year, or in-sessional courses where English is part of the syllabus. In such a situation, the non native speaker has to acquire both language and culture.

1.4.3.2 EAP in ESL Situations

The so-called “Anglophone countries” as Nigeria, South Africa or Singapore and Philippines have seen an increasing interest in establishing EAP courses at tertiary level. In these countries, the level is high (except for those coming from rural areas) because of its use in the educational system in mostly all levels. In this situation, students need to acquire the necessary study skills.

1.4.2.3 EAP Situations in which Certain Subjects are Taught in English

The Middle East is the best example of such situation where English is used as a medium of instruction for only certain subjects as medicine and science. While there was no English medium instruction in schools, students suddenly find themselves studying in English at tertiary level. In this situation, the teaching is not strictly in English due to the lower level of both teachers and students who are NNS of English. In class, subject teachers may use the national language when they deliver their lectures, and use English when they dictate notes.
1.4.3.4 EAP Situations where Subject Courses are taught in the National Language

This is the last teaching situation where no English medium teaching tradition exists but English is included on the timetable (Dudley-Evans, 1998, p. 41).

The courses are generally in-sessional. In the current study, the teaching of English belongs to this last situation where subject courses in the faculty of EBM are taught in the national language i.e. Arabic, and where English is part of the curriculum. Generally speaking, “Technical English” is the term used to design EAP in such situation. The students’ needs are focused on reading, but do include also grammatical structures required to understand academic texts (ibid, p. 41).

Situations in which EAP is taught are summarized in the following table:

Table 1.1: EAP Situations

<table>
<thead>
<tr>
<th>Situation 1</th>
<th>Students come from another country to study in a foreign system; for them both general and academic culture may be different; everything around them operates in English</th>
</tr>
</thead>
<tbody>
<tr>
<td>e.g. UK, USA, Australia</td>
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</table>

Situation 2                             | Education at all levels has been mainly in English; the Civil Service uses English, but people mostly use their first language (L1) in everyday life. |
<table>
<thead>
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<tr>
<td>e.g. Zimbabwe</td>
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</table>

Situation 3                             | In tertiary education some subjects are taught in L1, but others, such as medicine, engineering and science, are taught in English. |
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</thead>
<tbody>
<tr>
<td>e.g. Jordan</td>
<td></td>
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</table>

Situation 4                             | All tertiary education is taught in the L1; English is an auxiliary language.                                                   |
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<th></th>
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</thead>
<tbody>
<tr>
<td>e.g. Brazil</td>
<td></td>
</tr>
</tbody>
</table>
1.5 ESP Teachers

In an attempt to answer the question of “who is the ESP teacher?” Strevens (1988, p. 41) suggests “almost always he or she is a teacher of General English who has unexpectedly found him/herself required to teach students with special needs. The experience is often a shock!” With the rapidly growing ESP teaching around the world, ESP teachers are also undergoing new roles and challenges. ‘ESP practitioner’ is the term used by many specialists in ESP (Dudley-Evans and St-John, 1998; Robinson, 1991; Swales, 1985) to highlight the simultaneous roles of ESP teachers:

- **Teachers:** with ESP courses, the methodology may not differ from that of EGP. However, in many cases, ESP students are expert of the content, and the teacher’s role in this case is to establish real communication in the classroom using the students’ knowledge.

- **Course Designers and Material Providers:** because of the considerable lack in materials for ESP courses, ESP teachers have in most of the time to choose among published materials, to adapt them when they are unsuitable, or even write them when they do not exist.

- **Researchers:** as there is a growing interest in ESP research, ESP teachers have to be in touch with the recent findings in the field of ESP (genre analysis, needs analysis…), and to use them in course and materials design.

- **Collaborators:** Dudley-Evans and St-John (1998, pp. 42-47) distinguished between three levels of collaboration. *Cooperation* which means gathering information about the subject syllabus in an academic context, or activities the students have to carry out in a professional one. *Collaboration* which involves some integration between specialist studies and the language, and finally, *team-
teaching, considered as the fullest collaboration which involves the working together of both language teachers and subject teachers.

- **Evaluators:** evaluation in ESP is various. The ESP teacher should not only be able to assess his students through tests, but also to test the effectiveness of his course and materials. For a successful ESP course, Dudley-Evans and St-John (1998, p. 17) underlined the importance to evaluate the course while it is being taught, at the end and after it has finished.

### 1.6. ESP Teaching in Algeria

The linguistic map in Algeria is rich. Classical Arabic stands as the national language, while French stands as a first foreign language due to historical reasons. Moreover, the Algerians use many dialects to communicate in their daily life. English, on the other hand, enjoys the status of a Second Foreign Language and its use and exposure are only limited to classroom settings, as opposed to French which is used in everyday life.

The introduction of English teaching in Algeria seems to correspond to the French colonial period. At that time, English was taught at secondary schools by French teachers and the whole educational system was based on French. The teaching of English was kept after the independence; certainly because of its international status. Nowadays, it is taught in middle school for four years, and in secondary school for three years. After obtaining the Baccalaureate degree, students can reach the tertiary level where English is a compulsory subject present in almost all the faculties. Its teaching is more specific connected to many fields as Biology, Technology, Economics, Business or Tourism giving rise to one aspect of language teaching namely ESP.
At the Algerian universities, Arabic and French are the means of instruction while English is included on the curriculum as a compulsory subject (except at the English Department where it is the language of instruction). One purpose for teaching English at tertiary level is to raise the students’ proficiency in this language, enabling them to use it in acquiring knowledge of their subject-fields as well as to prepare them for successful communication in their future profession.

ESP is a new approach to language teaching in Algeria, and its effectiveness depends on many criteria. Kennedy and Bolitho (1984, p. 11) pointed out that: "ESP programmes are often the indirect result of political decisions made at governmental level about the role of English within the country in which the learner is studying. These decisions may restrict or widen the role, and hence the use of English within the community."

ESP in Algeria can be divided into (EAP) and (EOP). EAP is mainly taught at universities including both undergraduate and postgraduate studies, while EOP is taught in some professional institutes and private schools. We can summarize the ESP situation in Algeria in figure 3.

![Figure 3: ESP Teaching in Algeria](image-url)
1.7. Academic Discourse

This section is concerned with the various aspects and features of one type of language that contributed to what is known as academic discourse. This specific type of language has been under investigations over a long period of time since register analysis, and more recently discourse and genre analysis.

1.7.1 Discourse Analysis

Discourse analysis has resulted from structural and register analysis in the 1970s. It is concerned with the analysis of language, or more particularly with the analysis of texts. The result is to understand how a text works. This may include the study of how sentences link together to form a paragraph, the structure of a paragraph or the structure of the whole text. In ESP, discourse analysis “refers to the examination of written or oral language, generally for purposes of designing curricular materials” (Dudley-Evans, 1991, p. 299).

The term ‘discourse’ was used to mean only the oral language, while ‘text linguistics’ used to include the written language. Nowadays, the term is used to include both oral and written language (Alba-Juez, 2009, p. 7). It is clear that the spoken and the written texts do not share the same characteristics. In this context, Brown and Yule define a text as a “technical term, to refer to the verbal record of a communicative act.” (1983, p. 6). De Beaugrande and Dressler (1981) (cited in Alba-Juez, 2009, pp. 6-7) presented a broader view, and defined text as a communicative event that must satisfy the following seven criteria:

1) **Cohesion**: which has to do with the relationship between text and syntax. Phenomena such as conjunction, ellipsis, anaphora, cataphora or recurrence are basic for cohesion.
2) **Coherence:** which has to do with the meaning of the text. Here we may refer to elements of knowledge or to cognitive structures that do not have a linguistic realization but are implied by the language used, and thus influence the reception of the message by the interlocutor.

3) **Intentionality:** which relates to the attitude and purpose of the speaker or writer.

4) **Acceptability:** which concerns the preparation of the hearer or reader to assess the relevance or usefulness of a given text.

5) **Informativity:** which refers to the quantity and quality of new or expected information.

6) **Situationality:** which points to the fact that the situation in which the text is produced plays a crucial role in the production and reception of the message.

7) **Intertextuality:** which refers to two main facts: a) a text is always related to some preceding or simultaneous discourse; b) texts are always linked and grouped in particular text varieties or genres (e.g.: narrative, argumentative, descriptive, etc.) by formal criteria.

Kennedy and Bolitho (1984, p. 36), on the other hand, distinguished between four levels in which written or spoken texts can be analysed:

**Level 1:** Identifies the objective for which the text is designed.

**Level 2:** Divides the text into sections (description, results, recommendations…)

**Level 3:** Makes use of different functions such as defining, classifying, describing or generalizing.

**Level 4:** Makes use of specific notions such as cause, result, comparison and contrast.
1.7.2 Genre Analysis

Genre analysis is a part of discourse analysis. While the first involves the study of text at a level above the sentence, the second aims at establishing features that distinguish one text from another and it is this area of study which is useful in ESP.

During the last ten years, there has been a considerable interest in genre based analysis of different kinds of texts. The word ‘genre’ comes from the French (and originally Latin) word for 'kind' or 'class'. It is widely used in rhetoric, literary theory, media theory, and more recently linguistics to refer to a distinctive type of 'text' (Chandler, 1997). On the other hand, and according to Hyland (2001, p. 46) ‘genre’ is used as “a term for grouping texts together, representing how writers typically use language to respond to recurring situations”, while Jordan (1997, p. 231) defines genre analysis as “the study of how language is used within a particular setting…”

The first genre-based analysis was done by John Swales in 1981. He investigated 48 research article (RA) introductions from different fields of science, and presented his findings in the work "Aspects of Article Introductions" offering a four-move model. Swales claims that article introductions have the structure within which a series of moves (parts) appear in a predictable order. Each move consists of several steps. According to Dudley-Evans and St-Johns (1998, p. 89), “a ‘move’ is a unit that relates both to the writer’s purpose and to the content that s/he wishes to communicate. A ‘step’ is a lower level text than the move that provides a detailed perspective on the options open to the writer in setting out the moves in the introduction”

Swales’ model of moves and steps has contributed a lot in research on writing in EAP. Subsequent researches were run taking other components of research articles as the result section or the abstract.
The implementation of genre analysis in the teaching of ESP/EAP is translated in the fact that even if learners already possessed competence in the use of English in their daily life, they need to understand the specific register related to their discipline. This second competence will enable them to access and exploit knowledge of their field. In fact, in academic fields, the context in which discourse occurs is very specific, and knowing this specificity will help learners to use language effectively in academic settings.

1.8 Features of Academic Discourse

Academic discourse is mainly concerned with the academic subjects taught in academic settings as universities or colleges. It is produced by the discourse community who share aspects of knowledge about the topic, and are familiar with its rhetorical devices (Hamada, 2009, p. 70). Academic discourse encounters the language features the students are likely to meet in their academic setting. This means that these features are different from that we usually use in informal settings. This formality can be translated in three key areas: (Hyland, 2006, pp. 13-14)

1/ High Lexical Density: there is a great use of grammatical words as prepositions, articles and pronouns which helps the academic writing to convey the information. Halliday (1989) (cited in Hyland, 2001, pp. 13-14) contrasts between two kinds of written sentences: (a) (with three – italicized – grammatical words) with a conversational version (b) (with thirteen grammatical words):

(a) Investment in a rail facility implies a long-term commitment.

(b) If you invest in a rail facility this implies that you are going to be committed for a long term.
2/ **High Nominal Style:** which is reflected in the use of nouns instead of verbs to present the events.

3/ **Impersonal Constructions:** the personal pronoun ‘I’ is avoided and replaced by passives to make the academic writing as impersonal as possible.

Jordan (1997, p. 240), on the other hand, describes academic writing as being cautious when making claims or statements. George Lakoff (1972) termed the characteristic of cautious language as ‘hedging’ language (ibid). Selinker (1979) (cited in Jordan, ibid) defines hedging as:

An important and necessary feature of EST/EAP writing…the well-known practice of hedging in scientific writing is due to the fact that every attempt to explain a given phenomenon in a particular manner is open to an alternative explanation- generally introduced by the phrase ‘but maybe’.

Hamada (2007, p. 115), on the other hand, describes the structure of the information when it is diffused. According to him, the order of ideas seems much more logical in hard/exact sciences, than in humanities and social sciences “due to physical evidence and deductive reasoning in the former and hypothetical human factor, social change and inductive reasoning in the latter”. Hamada (2007, pp. 115-117) distinguished between three moves in the discourse structure:

- **Argumentation**

Argumentation is considered as a dominant move in the discourse structure of scientific and academic fields. While in exact science, an argument is shown through a demonstration; it can be just a reason or a cause leading to an effect in academic discourse (Hamada, 2007, p. 115). Argumentation distinguishes between three steps which involve the reader in the negotiation of meaning:

1/ Determining an initial position (a framework which limits the area of negotiation): facts, states of events, background/prior knowledge;
2/ Arguing for or against a given position by interpreting facts, stating and supporting or rebutting claims and counterclaims, hypothesizing and criticizing; contrast becomes a basis for knowledge creation;

3/ Reaching a position by accomplishing an action of convincing the reader through comments, conclusion, evaluation and judgement.

- **Agency and Reporting**

  Agency is used in scientific and academic discourse to claim for the truth (Hamada, 2007, p. 116). It was argued that scientific discourse is more precise than the academic discourse of humanities and social sciences. While science and technology discourse focuses on description, classification, instruction, and definition of present facts when reporting; the humanities and social science use a diversity of time order and time relations.

- **Discourse Functions**

  In addition to description, definition, classification, and instruction which are prominent in scientific discourse; the functions of reporting, narrating, arguing, criticizing, comparing and contrasting, evaluating and predicting are very prominent in the humanities and social sciences (Hamada, 2007, p. 117). When contrasting prior knowledge to new one, this can lead to generalization and predictions (ibid).

**1.9 Language of Economics**

The widely and extensive use of authentic texts in ESP/EAP has led researchers to get insight into the texts structures for a better understanding of specific subjects. In what follows is a brief overview of the various significant contributions to the analysis of economics discourse by applied linguists.
In fact, economics writing has changed from the end of the last century till nowadays. This has been shown through the work of Dudley-Evans and Henderson (1990). They investigated twenty-two introductions of articles taken from *Economics Journal*, and identified three periods: (1) 1881 to 1925, (2) 1935 to 1957 and (3) 1961 to 1980. Dudley-Evans and Henderson (1990) came to the conclusion that considerable changes have occurred in the surface of the sections under investigation. While the introductions of the early periods were relatively short and rarely marked off in the text; aiming at preparing the readers of what will come in the text (explaining ideas, difficult words…); those of the last period, however, were intended to a reader who was assumed to have knowledge about the subject and able to evaluate it.

Mead and Lilley (1975) found out important discourse and text features when analyzing the language of economics taught to Libyan students:

Here, the necessary communicative acts include explanation, description, definition, deduction, prediction, and generalisation. In economics, cause and effect relationships abound, especially in discussion of assumptions, predictions, and economic forecasting. Consequently, the conditional is a particular frequent form. (…)Comparatives and superlatives are also very frequently used in the language of predictions. Connectives such as although, whenever, therefore, however, consequently, as soon as, are needed for advanced ideas of any subject. (cited in Hamada, 2007, p. 98).

This description of discourse in the field of economics has enabled to distinguish the most frequent communicative functions, and determine the consequent rhetorical, cohesive, devices used by the writers.

On the other hand, Johns’ analysis (1980) of business and economics (finance, accounting, management, business law, and economic theory) is expressed in the following:

Rhetorical modes most characteristic of these texts are definitions, physical description or discussion of charts or graphs exophoric to the text, cause and
effect, comparison and contrast and process description. The largest item
category is lexical: 79% of items fall into this category. Same item represent
40% of this total (…), synonyms is 15% (…), superordinate is 12%, (…), and
collocation 32%. The next largest category is reference, representing 11% of all

Based on the above studies mentioned above, Hamada (2007, p. 99) listed two sets of
functions characterising economics discourse:

1/ **Rhetorical Functions:** definition, description, explanation, deduction, discussion (of
graph and tables), cause and effect, comparison and contrast, and prediction;

2/ **Lexical and Syntactic Items:** lexical items of the topic, synonyms, reference, the
conditional, comparatives, superlatives, and other connectives.

Another linguistic analysis of economics lectures held by Jordan (1978, p. 181)
has revealed some of the language features occurring most frequently and/or causing
most difficulty for students of economics. They are:

- Conditionals, passives; present simple tense (‘stem + s’)
- Modifiers; qualifiers
- Logical connectives
- Relative clauses
- Comparison and contrast
- Sufficiency and insufficiency (and excess)
- Figures

Mackay and Mountford (1978, p. 139) labeled the linguistic communication that the
scientist employs as ‘rhetorical acts’. They listed the following rhetorical acts of
definition, classification, generalisation, description, prediction and observation.
According to them, these acts of communication can be observed in any scientific
study- Chemistry, Physics, The Earth Sciences, and in the Sciences of Human Behaviour, Psychology, Economics etc (with different degrees of emphasis).

Jordan (1997, p. 240) reported Makaya and Bloor’s analysis (1987) of three ways in which economics forecasters used to modify their commitment to a prediction:

By hedging: e.g. using modal verbs (may, might, etc.);

- Some adverbs (possibly, perhaps, etc.);
- Some adjectives (likely, probable, etc.);
- Impersonal verb forms (suggest, seem, etc.);

By attribution; e.g. X expects y…

According to X, the y…

By specifying conditions; e.g. X will happen if …

In his thesis, De Vitis (2007) has analysed a corpus made up of 571 articles (1 million words) from the economics weekly newspaper “The Economist”; an international weekly publication of news and economy published in London. The “Economist” is notorious for having a tight writing style i.e., the characteristic of including the maxim quantity of information in the least possible number of columns.

De Vitis (2007) has found that like the social/human disciplines, economics discourse uses in extensive way citations to support its positions, establishing a solid base on which it then can build its claims. At the same time, it uses empirical and precise data in the form of statistics, numbers and tables. From the perspective of this study, economics discourse can be considered in between the hard sciences and the soft sciences.

In terms of vocabulary, Jordan (1997, p. 257) suggests a list of general and specific lexis supposed to occur in economics. General lexis (e.g. verbs) might include: raise, rise, increase, fall, reduce, while specific lexis might include supply of, demand for, goods/products/services, balance of payments.
Conclusion

This chapter has shed light on ESP approach, its origins, development and branches. It has clarified the variety roles of ESP teachers. It has also highlighted the importance of discourse and genre analysis in describing technical discourse, mainly the economics one. The following chapter will deal with needs and needs analysis (NA), introducing its approaches and underlining its importance in ESP/EAP context. The last section will deal with the teaching of language and study skills in EAP.
CHAPTER TWO
NEEDS ANALYSIS IN ESP CONTEXT

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Introduction

The recent decades have been characterized by the emergence of new approaches in EFL to satisfy the learners’ needs. ESP is one of these approaches in which Needs Analysis (NA) is the starting point to design any educational program. It is through NA that we can identify the students’ needs, and define the learning objectives. Throughout this second chapter, we’ll define this tool, and show its importance in ESP context. We’ll then embark for an investigation of the language and study skills needed in academic settings.

2.1 What is meant by Need?

The Oxford Advanced Learner’s Dictionary (2000) defines the verb ‘to need’ as follows: “to require something because it is important, not just because you would like to have”. Needs are generally defined as the gap which exists between a present situation, and what it should be in the future.

Nowadays, people feel the need to learn one or more languages to achieve their purposes (academic, professional or communicative…), and many definitions have been proposed to illustrate what is meant by need in language teaching. Brindley (1989, p. 65) considered that need is the gap between what is and what should be. Ornstein & Hunkins (1998) used the word ‘discrepancy’ to mean ‘gap’ and defined need as “a recognized and accepted discrepancy between a current state and a desired state” (p. 74). A goal-oriented definition of needs suggested by Widdowson, (1981, p. 2) is the one which is related to students’ study or job requirements, while a process-oriented definition is related to learner’s needs in order to acquire a language. McKillip (1987) (cited in Mosbah, 2009, p. 36) incorporated 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”. Another view of needs suggests that students may have ‘wants and desires’. These are the personal needs of the students, in addition to their studies or jobs requirements.

Different factors, thoughts and values resulted in the emergence of “a confusing plethora of terms” (Dudley-Evans & St-John, 1998, p. 123). Brindley (1989, p. 65) describes needs as objective (very often perceived by the teachers, but not always the case) and subjective (very often perceived by the learners, but not always the case):

- **Objective Needs:** refers to needs which are derivable from different kinds of factual information about learners, their use of language in real-life communication situations as well as their current language proficiency and language difficulties.

- **Subjective Needs:** refers to the cognitive and affective needs of the learner in the learning situation derivable from information about affective and cognitive factors such as personality, confidence, attitudes, learners’ wants and expectations with regard to the learning of English and their individual cognitive style and learning strategies.

Jordan (1997, p. 22) has proposed different terms to coin with that of needs. They are: **necessities, demands, wants, likes, lacks, deficiencies, goals, aims, purposes and objectives**, whereas Hutchinson and Waters (1987, p. 54) has made a distinction between two types of needs termed as **target needs**, what the learner needs to do in the target situation, and **learning needs** what the learner needs to do in order to learn (covering the same ground as goal-oriented and process-oriented) Under the umbrella term of target needs, they further proposed **necessities, lacks and wants**.
2.2 Definition of Needs Analysis

Needs analysis, known also as Needs Assessment has a considerable role in the process of designing language courses (Munby, 1978; Hutchinson & Waters, 1987; Robinson 1991, Jordan, 1997; Dudley-Evans & St. John, 1998). In an attempt to answer the question of why learners should learn English and how they should learn English, Michael West used for the first time the term “analysis of needs” in India in the 1920s (West, 1994, p. 1).

Most of the literature has defined ESP as an approach to teaching based on the needs of the learners, and MacDonough (1984, p.29) explains that “the idea of analyzing the language needs of the learner as a basis to course development has become almost synonymous with ESP”. Robinson (1991, p.7), on the other hand, suggests that “needs analysis is generally regarded as critical to ESP, although ESP is by no means the only educational enterprise which makes use of it”. Similarly, Dudley Evans and St-John (1998, p. 122) claimed that needs analysis is not specific to language teaching, nor to ESP and LSP (as the only branches concerned with needs analysis in ELT), but pointed out that “needs analysis is the corner stone of ESP and leads to a very focused course” (1998, p. 122).

In fact, NA should normally be the starting point to any English course either general or specific. If both courses have a perceived need, what is, then, the difference between EGP and ESP? Hutchinson and Waters (1987, p. 53) answered simply “in theory nothing, in practice a great deal”. In fact, what distinguishes EGP and ESP is “not the existence of the need as such but rather an awareness of the need” (ibid). In other words, learners do know why do they need English, and it is this need which makes the basis of course and syllabus design.
2.3 Approaches to Needs Analysis

The difficulty in reaching one definition to NA is pointed out by Richterich (1983, p. 2) who states: “The very concept of language needs has never been clearly defined and remains at best ambiguous”. It is believed that this is mainly due to the evolution of the concept through several stages: Target situation analysis, Present Situation Analysis, Deficiency Analysis, Strategy Analysis or Learning Needs Analysis, Means Analysis, Language audit.

2.3.1 Target Situation Analysis (TSA)

The term of TSA was introduced by Chambers (1980, cited in Dudley Evans, 1998). It is concerned with the investigation of the students’ needs at the end of a language course. At its beginnings, NA was highly influenced by linguistics and register analysis, as was stated by Dudley Evans and St-John (1998, p. 122) needs were seen “as discrete language items of grammar and vocabulary”. But with the publication of Munby’s *Communicative Syllabus Design* (1978) which is considered as the most famous work on needs analysis, ESP became as “the best example of the communicative language teaching which takes into account the learners’ needs, (Hutchinson & Waters 1984, p. 108).

Munby’s *Communication Needs Processor (CNP)* consists of a set of 8 variables: 4 independent and 4 dependent necessary to the identification of the target language needs.

1. The Independent Variables

- Participant identification (age, sex),

*Purposive domain (study or job):* this category establishes the type of ESP, and then the purpose which the target language will be used for at the end of the course.
• **Setting (time and place):** the physical setting specifying the spatial and temporal aspects of the situation where English will be used, and the psychological setting specifying the different environment in which English will be used.

• **Interaction:** identifies the learner’s interlocutors and predicts relationship between them.

• **Instrumentality (the medium or the channel):** specifies the medium, i.e., whether the language to be used is written, spoken, or both; mode, i.e., whether the language to be used is in the form of monologue, dialogue or any other; and channel of communication, i.e., whether it is face to face, radio, or any other.

2. **The Dependents Variables:**

• **The choice of the dialect:** dialects learners will have to understand or produce in terms of their spatial, temporal, or social aspect.

• **The target level:** level of linguistic proficiency at the end of the ESP course which might be different for different skills.

• **Communicative event:** states what the participants will have to do productively or receptively.

• **The communicative key:** the manner in which the participants will have to do the activities comprising an event, e.g. politely or impolitely.

Munby provided a detailed list of micro functions in his CNP. “What he did not include was how to prioritize them or any of the affective factors which today are recognized as important” (Dudley-Evans & St. John, 1998, p. 122). Hutchinson and Waters (1987) also pointed out that it is too time consuming to write a target profile for each student based on Munby’s model. However, though the numerous criticisms, Munby’s model has been both very useful and influential in the way that many other approaches have been developed from it, as was pointed out by West (1994), Munby’s
“model collects data about the learner rather than from the learner...as a reaction, more recent needs analysis procedures have been developed which deliberately adopt a very different starting point, reasserting the value of the judgment of the teacher or involving the learner from the start”(p. 12).

2.3.2 Present Situation Analysis (PSA)

The term PSA (Present Situation Analysis) was first proposed by Richterich and Chancerel (1977/80, cited in Dudley-Evans and St. John, 1998). The three basic sources of information were the students themselves, the teaching establishment, and the user-institution, e.g. place of work (Jordan, 1997, p. 24). It may be seen as a complement to the target-situation analysis as it attempts to identify the learners’ needs at the beginning of a language course, rather than at the end of it, as it was pointed out by Dudley-Evans and St. John (1998, p. 124) "a PSA estimates strengths and weaknesses in language, skills, learning experiences."

2.3.4 Strategy Analysis

It is concerned with gathering information about the preferred learners’ strategies and methodologies used to learn another language. It puts the learners at the center of the learning process. It was Allwright (1982) (cited in Jordan, 1997, p. 27) who made a distinction between needs (the skills which are relevant to the learners’ aims), wants (those needs which are perceived as important for learners) and lacks (the difference between the student’s present competence and the desired one). Later, Hutchinson and Waters took Allwright’s ideas and developed a learning-centered approach.
2.3.5 Learning-centered Approach

Hutchinson and Waters (1987, p. 55) used the umbrella term of target needs to contrast between target needs; what learners need to do in the target situation – i.e. language use, and learning needs; what learners need to do in order to learn – i.e. language learning. They further divided target needs into necessities, lacks, and wants. Necessities (also objective needs) are needs necessary to be functional in the target situation. Lacks is the gap between what the learners actually know and what they should know. Finally, wants (also called subjective needs) are the learners’ perception of needs. These needs are reported below, but related to first year economics students at the EBM faculty.

Table 2.1: Necessities, Lacks and Wants (Hutchinson & Waters 1987:58)

<table>
<thead>
<tr>
<th></th>
<th>OBJECTIVE (i.e. as perceived by course designers)</th>
<th>SUBJECTIVE (i.e. as perceived by learners)</th>
</tr>
</thead>
<tbody>
<tr>
<td>NEEDSITIES</td>
<td>The English needed for success in economics studies</td>
<td>To reluctantly cope with a ‘second-best’ situation</td>
</tr>
<tr>
<td>LACKS</td>
<td>(presumably) areas of English needed for economics studies</td>
<td>Means of doing economics studies</td>
</tr>
<tr>
<td>WANTS</td>
<td>To succeed in economics studies</td>
<td>To undertake economics studies</td>
</tr>
</tbody>
</table>

The following framework lists the type of information collected from a target situation analysis (Hutchinson & Waters 1997, pp. 59-60)

1. Why is language needed?

2. How will the language be used?

3. What will the content areas be?

4. Where will the language be used?

5. When will the language be used?

Again, the framework proposed by Hutchinson and Waters (1987) for analysis of learning needs is the following:
1. Why are the learners taking the course?
2. How do the learners learn?
3. What sources are available?
4. Who are the learners?
5. Where will the ESP course take place?
6. When will the ESP course take place?

2.3.6 Deficiency Analysis

What Hutchinson and Waters (1987) have called lacks can be matched with 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. It is then the gap between TSA and PSA. (Mosbah, 2009, p.53).

2.3.7 Means Analysis

Means Analysis is an “acknowledgement that what works well in one situation may not work in another” (Dudley-Evans & St. John, 1998, p. 124). In fact, the type of the needs and their order differ from one environment to another. The work of means analysis in this case, is to inform us about the environment in which the course will take place. Means analysis takes into account four main areas (West, 1994, pp. 71-72):

(a) Classroom culture/learner factors: what is or is not possible within a particular educational culture or tradition
(b) Staff profiles/teacher profiles: what is or is not possible with the staff available, considering numbers, language level, LSP background, training, etc.
(c) Status of language teaching/institutional profiles: what is or is not possible given the status of LSP within the organisation or institution, considering timetable and resource allocations, etc.

(d) Change agents/change management: an assessment of what innovations are necessary or possible in order to establish an effective LSP programme.

### 2.3.8 Language Audits

This type of analysis is not of great concern in EAP setting as it is concerned with the definition of language needs for companies, regions or countries.

In the precedent sections, we have seen different approaches to needs analysis used in the attempt to meet learners’ needs when learning a language. A current concept of needs analysis in ESP gathering all the approaches we have seen above is proposed by Dudley-Evans and St. John (1998, p. 125). It includes the following aspects:

- Professional information about the learners: for which tasks and activities learners are/will be using English for (Target Situation Analysis and objective needs);
- Personal information about learners – factors affecting their way of learning (wants, means, and subjective needs);
- English language information about learners - what are the skills and the language used (present situation analysis);
- The learner's lacks (the gap between the present situation and professional information about learners);
- Language learning information – the ways of learning the skills and language determined by lacks;
• Information of how language and skills are used in the target situation (register analysis, discourse analysis, genre analysis).
• Learner's wants from course.
• Information about the learning situation (the environment) of the course.

(Means analysis)

2.4 Parameters of Conducting a Needs Analysis

NA is an ongoing process: the teaching content is likely to be modified each time we learn about our learners and their needs. As much effort will be spent in gathering responses, we need to think carefully about the questions to be asked before conducting a NA. Moreover, the results we gather from a NA are relative. They depend on the identity of the analyst, the respondents, the nature of the questions and the way the analyst interpret the results. This is what Dudley-Evans and St- John call the “non-uniqueness” of NA (1998, p. 126).

2.4.1 Needs Analyst Identity

Dudley Evans and St-John (1998, p. 131) distinguished between outsiders and insiders. On the one hand, outsiders are not involved in the environment to be analyzed; hence, their analysis of the results is objective. On the other hand, insiders or members of the institution in which a needs analysis will take place are more involved in the situation, more familiar with the PSA, and may influence the results of NA. According to Alderson and Scott (1992) (cited in Dudley Evans & St-John, 1998, p. 131), the best alternative is the collaboration of both insiders and outsiders.
2.4.2 Who produces data?

Data can be collected from many sources mainly people working or studying in the environment to be analysed: ex-students, documents published about the situation as well as ESP research in the field. Wittkins and Altschuld (1995) (cited in Rouagh, 2011, p. 27) list organizations, agencies including governmental agencies, school systems, social service agencies, business corporations cities, hospitals and universities as the institutions concerned with NA. On the other hand, McDonough (1984, p. 38) reports a triangle put forward by the National Center for Industrial Language Training (NCILT) representing people concerned with NA. These are: teachers, learners and company.

![Triangle for NA Proposed by NCILT](image)

2.4.3 Tools of Data Collection

There are various tools used in data collection. According to McDonough (1984, p. 42), the principle tools are the questionnaire and the interview using each one apart, or using them in combination. She, however, considered two points: the importance of knowing the kind of information to be collected and the source from which is collected before deciding about the tool to be used. Jordan (1997, p. 30) proposed 14 tools including, documentation, tests, questionnaires, forms/checklists, interviews, record-keeping and observation, while Brown (1995) listed twenty-four,
grouping them into six main categories: existing information, tests, observations, interviews, meetings and questionnaires. On the other hand, Hyland, (2006, p. 78) listed six of the most widely used data collection tools. They are: questionnaires, analyses of authentic spoken and written texts, structured interviews, observations, informal consultations with faculty, learners, other EAP teachers, and assessment results.

### 2.4.4 Use of Data collection

According to West, (1994, p. 5), NA can be:

- **‘Off-line’**, which is conducted in advance of the course, so that there is plenty of time for syllabus design and materials preparation.
- **‘On-line’ or ‘first-day’**, which is carried out when learners start the course.
- **‘On-going needs analysis’** which reformulates objectives periodically as awareness of the demands of the target situation increases and the needs become more focused.

Results can be used either to determine the content of syllabi and materials, or to modify and improve existing syllabi. Richards (2001) (cited in Mosbah, 2009, p. 57) states that NA in language teaching can be used for a number of different purposes, for example:

- “To find out what language skills a learner needs in order to perform a particular role, such as sales manager, tour guide or university student
- To help determine if an existing course adequately addresses the needs of potential students
- To determine which students from a group are most in need of training in particular language skills
- To identify a change of direction that people in a reference group feel is
important

- To identify a gap between what students are able to do and what they need to be able to do
- To collect information about a particular problem learners are experiencing”

2.5 Language/Study Skills in EAP

This section considers the teaching of language and study skills, and their relevance to the area of EAP. This will help us to design our questionnaires in the next chapter to investigate the students’ needs.

2.5.1 Four Language Skills

The four language skills are all needed to acquire a language: listening, speaking, reading and writing; ordered in the way they are acquired and taught. According to Widdowson (1978, p. 57), there are two ways of representing the four skills: speaking and listening are expressed through the aural medium, while reading and writing are expressed through the visual medium. Another way is that speaking and writing are said to be active/productive skills while reading and listening are to be said receptive/passive skills. Widdowson draws out a table in which he represents the general map of the four language skills.

**Table 2.2: The Four Language Skills (Widdowson, 1978: 57)**

<table>
<thead>
<tr>
<th>Medium</th>
<th>Productive/Active</th>
<th>Receptive/Passive</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aural medium</td>
<td>Speaking</td>
<td>Listening</td>
</tr>
<tr>
<td>Visual medium</td>
<td>Writing</td>
<td>Reading</td>
</tr>
</tbody>
</table>
Dudley-Evans and St-John (1998, p. 95), on the other hand, classified the language skills into five: reading, listening (to monologue), listening and speaking, speaking (a monologue), and writing. In doing so, the authors distinguished between listening as a part of an academic lecture or a seminar, in which the listener contributes as a speaker to the discussion. The same issue is true for speaking as a part of a discussion, or when the speaker is making a presentation. They referred to these skills as the *macro-skills* which themselves involve a number of *micro-skills*. As far as the purposes of learning English are concerned (academic, occupational, social…), all the four language skills are central. This is well-illustrated in the following figure.
**Figure 2.2: English Purposes (Jordan, 1997, p. 3)**

**ENGLISH**

**LANGUAGE SKILLS**
- Receptive
- Productive
- Speech-Based (listening, interpreting)
- Text-Based (reading, writing, translating)

**GENERAL PURPOSES**
- For no particular purpose
- E.G. Docteurs
- Airline pilots
- Hotel staff

**SOCIAL PURPOSES**
- For conversational purposes, and communicative situations
- E.g. shopping, letter-writing, telephoning and ‘survival English’

**ENGLISH FOR SPECIFIC PURPOSES (ESP)**
- ENGLISH FOR OCCUPATIONAL / VOCATIONAL / PROFESSIONAL PURPOSES (EOP/EVP/EPP)
  - E.g. doctors, airline pilots, hotel staff

**ENGLISH FOR ACADEMIC PURPOSES (EAP)**
- ENGLISH FOR ACADEMIC PURPOSES (EAP)
  - E.g. listening and note-taking, academic writing, reference skills, seminars and discussion, plus general academic English register
  - Formal, academic style
  - Proficiency in language use

**ENGLISH FOR GENERAL ACADEMIC PURPOSES (EGAP)**
- E.g. listening and note-taking, academic writing, reference skills, seminars and discussion, plus general academic English register
  - Formal, academic style
  - Proficiency in language use
In class, the coverage of skills is possible under four manifestations summarized in the following table:

Table 2.3: Coverage of Skills (McDonough, 1984, p.71)

<table>
<thead>
<tr>
<th>Where one skill is dominant</th>
<th>Where more than one skill is dominant</th>
</tr>
</thead>
<tbody>
<tr>
<td>1  Mono-skill</td>
<td>2  Multi-skill</td>
</tr>
<tr>
<td>Simply, where a single skill is selected and practiced.</td>
<td>Where a number of skills are practiced separately.</td>
</tr>
<tr>
<td>3  Mono-skill, hierarchical</td>
<td>4  Integrated skills</td>
</tr>
<tr>
<td>Where a single skill dominates, but other skills are used in a minor way as ‘satellites’, to reinforce the main skill.</td>
<td>Also where a number of skills are practiced, but this time integrated with each other to a greater or lesser extent.</td>
</tr>
</tbody>
</table>

3 and 4 are of course the most common approaches used in teaching. A mono-skill approach is logically difficult to be practiced in class, as a skill is never practiced on its own. An example of a multi-skill approach is Business English written by Davies and West (1982) in which the skills are separated off into Summary/Comprehension/Composition/Oral-Aural/Self-Study.

2.5.2 Study Skills Approach

According to McDonough (1984, p. 62), in academic context, the ‘skills’ approach has been particularly related to the area of ‘study skills’. Candlin et al (1978, p. 199) established what they termed ‘macro skills’ which may seem to be not different from the usual four skills of reading, writing, listening and speaking, and relate them to study ‘modes’ concerned with the ‘study situation’ as in seminar, lecture. The relationship between macro-skills to study modes is illustrated in the following table:
Table 2.4: Relationship of Macro Skills to Study Modes (Candlin et al, 1978, p. 199)

<table>
<thead>
<tr>
<th>Mode:</th>
<th>Lecture</th>
<th>Seminar</th>
<th>Tutorial</th>
<th>Private study</th>
</tr>
</thead>
<tbody>
<tr>
<td>SKILLS</td>
<td>a) listening</td>
<td>a) Listening</td>
<td>a) Listening</td>
<td>Reading</td>
</tr>
<tr>
<td></td>
<td>comprehension</td>
<td>comprehension</td>
<td>comprehension</td>
<td></td>
</tr>
<tr>
<td></td>
<td>b) Note-taking</td>
<td>b) Note-taking</td>
<td>b) note-taking</td>
<td>b) Note-taking</td>
</tr>
<tr>
<td></td>
<td>c) Ordering points</td>
<td>c) Oral delivery</td>
<td>c) Oral delivery</td>
<td>c) Ordering of</td>
</tr>
<tr>
<td></td>
<td>in a hierarchy of</td>
<td>from/notes/</td>
<td>from notes/</td>
<td>points in</td>
</tr>
<tr>
<td></td>
<td>importance</td>
<td>without notes</td>
<td>without notes</td>
<td>hierarchy of</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>importance</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>d) formal</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>(academic)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Writing,</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>report writing</td>
</tr>
</tbody>
</table>

They further analysed the macro skills into a series of micro skills necessary to the planning of course activities. Reading, for example, was divided into extensive reading, intensive reading and skimming. The three levels of the skills analysis can be summarized in the following figure: (McDonough, 1984, p. 62)

\[\text{Figure 2.3: Levels of Skills Analysis}\]

The concept of study skills emerged in 1970s with the publishment of practice materials for students of English. Study Skills for Students of English by R.C. Yorkey (1970) in U.S.A and Studying in English by J.B Heaton in UK (Jordan, 1997, p. 1) are two examples. The study skills approach came as a reaction to register analysis in which there was an emphasis on the learning of linguistic features not sufficient for students’
academic success. Other skills were considered necessary to understand discourse. In this context, Hyland suggests that “rather than focusing on linguistic form, it is seen as being more productive to focus on interpretative strategies and other competences” (Hyland, 2001, p. 18).

The importance of study skills has been raised by many authors as the key component in EAP. In this context, Phillips and Shettesworth, (1978) (cited in Jordan, 1997, p. 5) suggest that “it is difficult …to conceive of an EAP course which is not centered on study skills in English”. Robinson (1991, p. 100), on the other hand, considers the term of study skills as “identical in coverage to EAP or as a part of EAP”.

In their narrowed view, study skills are concerned with the mechanical aspects of study as the use of the library, the use of footnotes and bibliography, Robinson (1991: 106). However, in its broader view, Richards, Platt and Platt (1992) (cited in Jordan, 1997, p. 6) gave the following definition of study skills:

The abilities, techniques, and strategies which are used when reading, writing or listening for study purposes. For example, study skills needed by university students studying from English –language textbooks include: adjusting reading speeds according to the type of material being read, using the dictionary, guessing word meanings from context, interpreting graphs, diagrams and symbols, note-taking and summarizing.

The principle of study skills illustrates the idea that “the teaching of language in itself is not sufficient for the development of the ability to perform the tasks required of a tertiary level student, a business person or a practicing engineer…”(Dudley-Evans & St-John, 1998, p. 24). These additional processes may either be taught in a general way related to all academic or professional disciplines (EGAP) or specific to a particular discipline, or occupation (ESAP).
It is generally believed that for NNS of English, students need simply to transfer their study skills learned in their mother tongue. Research and experiences of many EAP teachers have shown that this is not always the case. As many students did not have enough practiced study skill in their own language, who if acquired, they may just need a transfer in English. In this context, one finding of Alderson (1984) has shown that poor reading in L2 is the consequence of a poor reading in L1. (cited in Dudley-Evans and St John, 1998, p. 96).

2.5.3 Skills Integration

Though the language skills are going to be presented separately in this research, in class, however, they are rarely practiced in isolation; “the receptive skills are seen as necessary inputs to the productive skills, with receptive skill having its place with each productive skill depending on the appropriate study situation or activity”. Jordan (1997, p. 6). For example, it is impossible for students to take part in a discussion if they do not listen at the same time to their teachers or to their fellows in a group discussion. It is also true that students seldom write without reading. Furthermore, when students listen to a lecture, they often take notes for further use.

Naturally, when using a language, students often employ a combination of skills. Speaking and listening usually happen simultaneously, and people can read and write at the same time when they take notes or write something based on what they are reading. Moreover, teaching the four skills in relation to each other can be highly motivating to students (Oxford, 2001). Figure 2.4 illustrates this integrated relationship of the skills. Moreover, it shows that all the four skills are basic to study skills.
**Receptive Skills**

<table>
<thead>
<tr>
<th>Lecture</th>
<th>Seminar</th>
<th>Tutorial</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>LISTENING (AND NOTE-TAKING)</strong> Understanding &amp; discrimination :</td>
<td></td>
<td><strong>SPEAKING (with (out) notes)</strong></td>
</tr>
<tr>
<td>1 main v. secondary ideas</td>
<td>a) Initiating (e.g. present a seminar paper)</td>
<td></td>
</tr>
<tr>
<td>2 relationship</td>
<td>1 introduce and conclude</td>
<td></td>
</tr>
<tr>
<td>3 fact v. opinion</td>
<td>2 present body of material, i.e. describe, define, exemplify, classify, assume, hypothesise, compare, advise, express caution, summarise, paraphrase, etc.</td>
<td></td>
</tr>
<tr>
<td>4 idea v. example</td>
<td>B) Initiating and responding (e.g. as a member of a group contributing to a seminar discussion) :</td>
<td></td>
</tr>
<tr>
<td>And so on</td>
<td>Many of the items in 2 above PLUS: formulate questions, agree, disagree, interrupt, apologise, etc.</td>
<td></td>
</tr>
<tr>
<td>Plus use of conventional abbreviations</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Productive Skills**

<table>
<thead>
<tr>
<th>Private study</th>
<th>Reading (and note-taking)</th>
<th>WRITING (other than note-taking)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>a) Intensive  b) Skimming</td>
<td>a) General, i.e. introduce, conclude, summarise, paraphrase, etc.</td>
</tr>
<tr>
<td></td>
<td>c) Scanning</td>
<td>b) Specific Academic Concepts/functions</td>
</tr>
<tr>
<td></td>
<td>Understanding and discrimination :</td>
<td>e.g. describe, define, exemplify, classify, assume, hypothesise, compare, express caution, etc.</td>
</tr>
<tr>
<td>1 main v. secondary ideas</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 relationship between ideas</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 fact v. opinion</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4 idea v. example and so on</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PLUS use of conventional abbreviations</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Figure 2.4: The Integrated Relationship of the Skills. (Jordan, 1997, p. 9)*
2.5.4 EAP Components

2.5.4.1 Academic Reading

Generally speaking, it is argued that the reading skill plays an important role in the personal development, the academic and professional success of the human being. According to Rivers and Temperly (1978, p. 187), we read normally because we

- Want information for some purpose or because we are curious about some topic;
- Need instructions in order to perform some task for our work or for our daily life...;
- Want to act in a play, play a new game, do a puzzle, or carry out some other activity which is pleasant and amusing;
- Want to keep in touch with friends by corresponding or understand business letters;
- Want to know when or where something will take place or what is available...;
- Want to know what is happening or has happened...;
- Seek enjoyment or excitement...

In academic settings, students may find themselves spending most of their time reading academic materials in the aim to widen and deepen their knowledge. To read for academic purposes doesn’t mean simply going through a text from the beginning to the end. As was pointed out by (Ur – 1996, p. 138), “Reading means "reading and understanding". A foreign language learner who says, "I can read the words but don't know what they mean" is not, therefore, reading, in this sense. He or she is merely decoding - translating written symbols into corresponding sounds.” (ibid). This definition doesn’t imply, however, that the reader must know the meaning of each word, but has to adopt an active behavior to reach his/her purpose.
Considered as an active process, Swales (1985, p. 167), argues that reading is not only receiving the massage but also interpreting the passage by:

- Understanding the writer’s implications
- Making references
- Realizing not only what information is given but also what information is not given
- Evaluating the passage

As far as reading is concerned, it is widely recognized as one of the most important language skills and a key to research because of the status of English as the language of textbooks and journals. Coffey (1980) (cited in McDonough, 1984, p. 70) claims even that “the core objective of an EAP course is always reading proficiency, learners must be brought to the point where they can deal quickly and accurately with technical discourse relevant to their course of study”. While Robinson (1991, p. 102) highlights the importance of reading in academic setting, suggesting that “reading is probably the most generally needed skill in EAP worldwide”, Cameron, (2008, p. 79) highlights the importance of reading not only as a required ingredient of the learner’s academic success, but also to his success at work. Wallace (1980, p. 9), on the other hand, warns us not having a specific purpose before starting reading saying that “if before undertaking a reading task related to student’s studies, the purpose of reading is not well defined, the result can be boredom; lack of comprehension; misunderstanding; or simply time wasted”. In fact, in academic setting, students generally read for a purpose, among them:

- To obtain information (facts, data, etc.)
- To understand ideas or theories, etc.
- To discover authors’ viewpoints
To seek evidence for their own point of view (and to quote) all of which may be needed for writing their essays, etc (Jordan, 1997, p. 143)

Dudley-Evans and St.John (1998) describe the reading purpose in EAP as “the shift from Text as a Linguistic Object (TALO) to Text as a Vehicle of Information (TAVI)” (p. 96). According to them, the main concern for academic students is not the understanding of language, but how to extract information quickly and significantly. For these specific learners, the reason of reading is said to be ‘Authentic’ (Nuttall, 1982, p. 3). In other words, the aim is no longer the language improvement, but to develop in our learners the ability to extract the needed information. “you read because you wanted to get something from the writing: facts, ideas, enjoyment, even feelings of family community (from a letter)” (ibid).

Teaching reading in academic settings aims to teach students how to read. In other words, how to get benefit while reading in being able to locate, extract, understand and use a wide range of information using appropriate strategies. The fact of having a specific reading purpose implies that perhaps the reader is going to pass over some details that he considers not relevant. On the other hand, other parts may be highly relevant, and have to be studied in details. This is why an active reading is required as was pointed out by Wallace, “to read actively often means to read selectively i.e. concentrating on what is relevant to your purpose” (1980, p. 11)

The teacher’s task in this case is to teach his/her students to increase the reading speed and comprehension (reading speed is often a major problem for students). To improve it, Fry (1963) (cited by Jordan, 1997, p. 146) suggests to his students to note the time they take to read and answer comprehension questions in words per minute (wpm) and to record the information in a progress chart. Bolitho (1984, p. 72) agrees with Fry in imposing time limit to improve a word-by-word approach. He further adds
that one good skill lies in the ability to pick up the “global or focal predictors” as they were termed by Smith (1978) (cited in Bolitho, ibid). These predictors are useful in linking the ideas and predicting the text-content. Among them: titles, the content page, index and chapters headings, sub-titles, and typography including punctuation, graphs, diagrams, lexical signals…. Between comprehension and time-efficiency, a correlation must be found. Most methodologists have agreed on the following types of reading: skimming, scanning, extensive reading and intensive reading.

- **Extensive Reading**

  Extensive reading, also called, "reading for fluency" (Brumfit, 1997) (cited in Nuttall, 1989, p. 23) aims to acquire general knowledge for fluency or for pleasure. Most of the time, teachers encourage their learners to practice this kind of reading outside classroom. Colin Davis (1995) (cited in Harmer, 1991, p. 204) points out that extensive reading will make students more positive about reading, improve their overall comprehension skills and give them a wider passive and active vocabulary.

- **Intensive Reading**

  In contrast with extensive reading, intensive reading, also called “reading for accuracy” (Brumfit, 1997) (cited in Nuttall, 1989, p. 23) requires full understanding of the text in terms of meaning and the way in which meaning is constructed. In this concern, Nuttall (1989, p. 23) wrote “intensive reading involves approaching the text under the close guidance of the teacher...or under the guidance of a task which forces the student to pay great attention to the text”. Further, she adds: “the "how" is as important as the "what", for the intensive reading lesson is intended primarily to train students in reading strategies” (ibid).
• **Skimming**

When skimming, we go through the reading material quickly to have a general idea about it. In this case, we are not concerned with details. According to Nuttall (1982, p. 34) “By skimming... we mean glancing rapidly through a text to determine its gist, for example in order to decide whether a research paper is relevant to our own work..., or in order to keep ourselves superficially informed about matters that are not of great importance to us”.

• **Scanning**

While considered as a quick reading technique as well, the purpose of scanning is to find the answer of a particular question as was stated by Nuttall (1989, p. 34) “by scanning we mean glancing rapidly through a text either to search for a specific piece of information...”

Skimming and scanning are useful skills in deciding which material or which part of it to read in order to extract specific information.

2.5.4.2 Academic Listening

The listening skill is considered by many specialists as sharing many common features with the reading skill. Both involve an understanding of the meaning of text and/or a check of unknown words. However, while in listening, the listener has to catch the meaning from the first time; in reading, the reader can use the text as often as he needs until he gets the meaning adopting different strategies.

The purpose of listening in academic setting is mainly related to the understanding of what is said during lectures and seminars. This skill is mainly required in EFL speaking countries where English is the medium of instruction. Bolitho and
Kennedy (1984) state other situations in which students need to develop their listening skill:

- Listening on the telephone (businessmen, secretaries, etc; the absence of visual clues makes comprehension doubly difficult);
- Listening in seminars (contributions may be at many different levels);
- Listening in meetings, committees (EOP);
- Listening to specialist radio and TV broadcast (EOP and EAP);
- Listening to other non-native speakers;
- Listening to non-standard varieties of English.

For an effective comprehension in listening, Dudley-Evans and St-Johns (1998, p. 102) reports Richards’ list of micro-skills (1983):

- Identify the purpose and scope of monologue
- Identify the topic of lecture and follow topic development
- Recognize the role of discourse markers
- Recognize key lexical items related to subject/topic
- Deduce meanings of words from context
- Recognize function of intonation to signal information structure (for example pitch, volume, pace, key).

Lectures and Note-Taking

Considered as less important in a non-English medium (Dudley Evans & St John 1998, p. 104), this study skill requires training in reading, listening, plus minimum background knowledge of the subject. Taking notes can be a very personal task; however, today there are some new techniques which have been found to be useful. Bolitho (1984, p. 91) defines the process of note-taking into three stages:

**Stage 1:** Involves an understanding of the spoken or the written message.
Stage 2: Involves a selection of the needed ideas and writing them in forms of notes through the use of simplified languages including abbreviations and symbols.

Stage 3: Involves the reading back and the using of the notes taken for a specific purpose, examination.....they must be clear and empty of any ambiguity.

Listening comprehension and note-taking may cause difficulties to students mainly if the course is lecture-based or if the teachers are English-speaking lecturers. James (1977) (cited in Jordan, 1997, p. 179) listed three main problems encountered by students when taking notes:

Decoding: i.e. recognizing what has been said; this problem is mainly encountered for NNS studying in an English speaking country. Students in this case, have a lack familiarity with discourse structure, the accent and speed of speaking of the teacher.

Comprehending: i.e. understanding the main and subsidiary points, this is due mainly to a lack of knowledge of the subject.

Taking notes: i.e. writing down quickly, briefly and clearly the important points for future use.

To overcome this problem, the students must be skillful in distinguishing between important and less important information, to be able to write in a concise and a clear manner, and to use them later when it is necessary.

2.5.4.3 Academic Writing

For many students, writing is probably the most important skill. In fact, they see in writing the skill through which most of their works are assessed.

Teaching writing in academic settings has the purpose to prepare students for academic writing tasks. These tasks vary very much from writing short answers in
exams to writing dissertations and theses. Of course, accurate grammar, punctuation and language use form important components of an EAP writing class.

Reading and writing do share common features; both are concerned with written text. The only difference is that when reading, the learner’s task is to recognize the texts’ structure, while when writing, the learner’s task is concerned with the production of text. This is why reading is considered by many authors as a necessary first condition for the accomplishment of any written task. (Bolitho, 1984, p. 85). As far as academic writing is concerned, we distinguish between three approaches of writing:

a/ The Product Approach

The product approach is the end product which is the text. It can be summarized in Robinson’s model as follows (1991, p. 103):

Model Text ➔ Comprehension/Analysis/Manipulation ➔ New Input ➔ Parallel Text.

In this approach, a model text is analysed, and the output is taken as the basis of writing a similar text. This approach was criticized as being ‘purely mechanical’ (Dudley-Evans and St-John, 1998, p. 116), and not taking the writing purposes into account. In adopting a parallel writing, students are limited in what to write and how to write it.

b/ The Process Approach

The process approach came as a reaction to the product approach considered as a simplistic model-based approach (Dudley-Evans, 1998, p. 117). It gives freedom to students in expressing themselves through two stages:

*The thinking stage:* helps the students to identify rhetorical problem and the finding of solutions as in the following sequence:

Generate Ideas ➔ Select Ideas ➔ Group the Ideas ➔ Order the ideas
The process stage: is the translation of the plan into sentences and paragraphs, summarized by Robinson (1991, p. 104) as follow:

Writing Task → Draft 1 → Feedback → Revision → Input → Draft 2 → Feedback
Revision → Draft 3

c/ The Social-Constructionist Approach

This approach takes into consideration the large context of the writing process. It involves the respect of certain norms and constraints of the community to which writers belong. It emerged from the development of genre analysis.

- Summarizing and paraphrasing

Summarizing and paraphrasing are important aspects of academic writing. Summary writing is related to reading in the way that academic reading involves often taking-notes or making-notes of what has been read. Paraphrasing, on the other hand, involves using one’s own style, words and structures when expressing another one’s idea. This somehow difficult, but essential skill aims at teaching students how to integrate opinions and ideas from external sources.

2.5.4.4 Academic Speaking

It is generally argued in the literature that speaking is the academic area which is most neglected, and which is generally considered as the least needed skill when performing a needs analysis (Robinson, 1991, p. 105). Considered as a want rather than as a need, research has concluded that one of the main difficulties for students is their inability to express themselves in speech. These difficulties are not the consequence of bad linguistic control of appropriate discourse, but a weak knowledge of the subject
matter under discussion, (Furneaux et al., 1991) (cited in Robinson, 1991, p.105). Situations may vary from those in which speech is required in seminars to those in which students need speaking just to ask questions in class.

Speaking for academic purposes involves a formal language that uses conventions related to the task or the genre used. According to Jordan (1997), speaking is needed for the following academic situations:

- **Asking questions in lectures:** it was McKenna (1987) (cited in Jordan, p. 194) who dress out four types of questions:

  1. **Clarification**
     
     a/ Requesting repeated information
     
     b/ Requesting additional information

  2. **Interpretation Check**

     a/ Rephrasing information (interpreting the speaker’s words)
     
     b/ Illustrating given information (using an example as a check)

  3. **Digression**

  4. **Challenge**

- **Participation in seminars/discussions:** discussions generally turn around the theme to be explored in the session. Many researchers have found that some language functions are needed in seminars as agreeing, commenting, persuading…

- **Oral presentations:** it is the most asked task to be accomplished in seminars which occurs mainly in English-medium situations (Dudley Evans & St John 1998, p. 112). Nesi and Skelton (1987) (cited in Jordan, 1997, p. 201) pointed out the necessity to have a ‘communication skill’ in order to present an
organised work. Price (1977) (cited in Jordan, 1997, p. 201) identifies five phases in the presentation of a topic:

1. General introduction
2. Statement of intention
3. Information in details
4. Conclusion
5. Invitation to discuss

- **Verbalizing Data:** students from specific disciplines often have to deal with different forms of data including large numbers, dates, equations and formulae. Jordan (1997, p. 204) highlights the importance of this data in analysing and interpreting graphs, tables, histograms, charts, plans and maps. He proposed the following areas of practice: “cardinal and ordinal numbers, fractions, decimals, percentages, formulae and equations, measures, dates, time, money” (ibid).

### 2.5.5 Non EAP Components

The importance to include non-EAP components in an EAP syllabus/course is justified by Jordan (1997, p. 75)

1. To serve as a necessary adjunct to the main study skills:
   - *Grammar* is often incorporated with academic writing;
   - *Vocabulary development* is often combined with reading comprehension;
   - *Pronunciation* may be combined with aspects of academic speech or regarded as an individual matter to be pursued in a language laboratory;

2. To fulfil a perceived present or future need:
   - *Social/survival English* in an English-speaking country;
- Familiarisation with *TV news and newspapers*: to keep abreast of current affairs;

- Hands-on experience with *computers*: useful later in producing essays and dissertations in subject departments;

3- -To provide useful variety:

- *Video materials*;

- *Mini-projects*

### 2.5.5.1 Vocabulary

Vocabulary is not a specific study skill, however, it has its contributions in all the learning process of a language. Its acquisition is a fundamental component for second language learners; this is why a good mastery of vocabulary is a requirement for foreign language learners as well as for learners for specific purposes that are expected to use English at an advanced level. Alber-DeWolf (1984) (cited in Robinson, 1991, p. 27) suggests that “a good knowledge of term-formation processes improves the reading skills necessary for reading foreign LSP”

The problematic with vocabulary is meaning. Words can have many meanings, and this polysemy is only resolved when the meaning is extracted in context. “It is the meaning in context that allows us to say which meaning of the word in the particular instance is being used” (Harmer, 1991, p. 18). To know a word, means to be able to:

- Recognise it in its spoken or written form;

- Recall it at will;

- Relate it to an appropriate object or concepts;

- Use it in the appropriate grammatical form;

- In speech, pronounce it in a recognizável way;
In writing, spell it correctly;
Use it with the words it correctly goes with, i.e. in the correct collocation;
Use it at the appropriate level of formality;

In ESP/EAP contexts, it is important to distinguish between two types of vocabulary: technical and semi-technical vocabulary. Dudley-Evans and St-John (1998, p. 82) classify the six categories of vocabulary dressed by Baker (1988) into two broad areas illustrated in the following table:

**Table 2.5: Types of Vocabulary**

<table>
<thead>
<tr>
<th>Type of Vocabulary</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>General vocabulary that has a higher frequency in a</td>
<td>academic: factor, method, function, occur, cycle, evaluative adjectives such as important, interesting, tourism: verbs such as accept,</td>
</tr>
<tr>
<td>specific field</td>
<td>advise, agree, confirm, collocations, such as make a booking, launch a campaign</td>
</tr>
<tr>
<td>General English words that have a specific meaning in</td>
<td>bug in computer science; force, acceleration and energy in physics; stress and strain in mechanics and engineering</td>
</tr>
<tr>
<td>certain disciplines</td>
<td></td>
</tr>
</tbody>
</table>

The first category is referred to as *semi-technical vocabulary*. It is used in general English, but has a higher frequency of occurrence in scientific and technical description. The second category, however, is referred to as *technical vocabulary*, which changes meaning depending on the disciplines in which it is used. As far as teaching of vocabulary is concerned, Dudley-Evans and St-John (1998, p. 83) suggest the teaching of the first category in ESP/EAP context.
2.5.5.2 Grammar

According to Harmer (1991, p. 12), “the grammar of a language is the description of the ways in which words can change their forms and can be combined into sentences in that language”. He further adds: “if grammar rules are too carelessly violated, communication may suffer…” (ibid). Even if grammar is not the first concern when teaching EAP, it should not, however, be neglected; a weak grammatical level will interfere with the four language skills. In fact, its teaching depends on the learners’ level and the teaching purpose (for accuracy or fluency). Dudley-Evans and St-John, (1998, p. 75) listed the key grammatical forms to be taught in ESP/EAP. They are: verbs and tense, voice, modals, articles, nominalization and logical connectors.

- **Verbs and Tense**

  Early research in ESP drawn by Barber concluded that any teaching concerning the category of verb in EAP should concentrate on present simple, active and passive voice and the modal verbs.

- **Voice**

  Academic writing tends to use the passive voice more frequently than in some other parts of writing. Writers use the we-form active when they describe their own research, and the passive to describe previous research.

- **Modals**

  Modals, especially may, might, could, would are used to indicate the degree of certainty of a writer’s statement or claim.

- **Articles**

  There are two aspects of article usage which seem to cause problem for NNS. These are the absence of an article (0) in general statement, and the use of ‘the’ with named methods, graphs, formulae…
• Nominalization

One major feature of academic discourse is the use of verbal nouns ending in suffixes such as -ation, -ition, -ity, -ment or -ness.

• Logical Connector

Such connectors as moreover, however, therefore are relevant to understand the logical relationships in texts. Dudley Evans and St-Johns (1998) have noticed an excessive use of such connectors, caused by the fact that they have been over-emphasized in ESP materials.

The teaching of grammar in ESP/EAP has to go beyond the sentence-level practice. Students with the help of their teachers have to be aware about the using of specific grammatical forms in specific contexts. The teaching of grammar may be either introduced directly within the programme in class, or integrated in relation to the specific use of language. In the discipline of economics, for instance, concepts like, cause and effect, or quantity have to be mastered.

Conclusion

In ESP/EAP, NA remains the central tool used in assessing students’ needs. However, between wants, needs and lacks it is not easy to decide about the teaching content of a specific group of learners. Learners may find themselves learning things because they need to learn them (decision from sponsors or course designers…), and not because they want to learn them. Nevertheless, a compromise is always possible adopting a “negociated syllabus” (Jordan, 1997, p. 26).

The following chapter will deal with the next step after a NA has been performed, which is syllabus design.
CHAPTER THREE
SYLLABUS DESIGN

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Introduction

As far as the teaching of a foreign language is concerned, the question of the teaching content is always raised. It is not possible to teach a language without breaking it into units; the items which specify this kind of language is generally referred to as the syllabus.

A syllabus is a plan of work necessary for the teacher. One major reason for the increasing demand of EAP programmes is the students’ increasing needs to use English as a means to gain access to knowledge; it is argued that with no knowledge of English, the access to a more specific literature is difficult.

In this chapter, we shall be looking at the syllabus and its concerns. At first, we will attempt to bring a compromise between the different definitions of syllabus, as this term is usually used interchangeably with curriculum. Then, we’ll discuss some approaches to syllabus design and identify the outcomes, i.e. syllabus types. Finally, we will discuss criteria of content selection of a syllabus.

3.1 Syllabus Vs Curriculum

According to Nunan (1988, p. 4), the curriculum is a broad and a complex field having at least three phases: a planning phase, which consists in the identification of the learners’ needs, the fixing of goals and objectives, and the selection/grading of the content. An implementation phase, which is the translation of what has been developed in the planning phase into action in the classroom. An evaluation phase, which is the assessment of what has been planned, i.e. if it has brought positive or negative outcomes leading to recommendations to improve things in the future.
Concerning the syllabus, Nunan (1988, p. 11) gives a more localized definition. According to him, it is a sub-component of the planning phase of the curriculum consisting in the selection and grading of content.

Ur. (1996) (cited in Bsturkmen, 2006, p. 20) summarized the characteristics of a syllabus in the following figure:

<table>
<thead>
<tr>
<th>Characteristics of a Syllabus</th>
</tr>
</thead>
<tbody>
<tr>
<td>Consists of a comprehensive list of</td>
</tr>
<tr>
<td>-content items (words, structures, topics)</td>
</tr>
<tr>
<td>-process items (tasks, methods)</td>
</tr>
<tr>
<td>2. is ordered (easier, more essential items first)</td>
</tr>
<tr>
<td>3. has explicit objectives (usually expressed in the introduction)</td>
</tr>
<tr>
<td>4. is a public document</td>
</tr>
<tr>
<td>5. may indicate a time schedule</td>
</tr>
<tr>
<td>6. may indicate preferred methodology or approach</td>
</tr>
<tr>
<td>7. may recommend materials</td>
</tr>
</tbody>
</table>

Figure. 3.1: Characteristics of a Syllabus (from A Course in Language Teaching, by P. Ur, 1996, Cambridge University Press, p. 177).

According to Ur, a syllabus is one way of making the teaching/learning process of a language more manageable: it gives guidelines about the contents, tasks, activities, and identifies goals and objectives. On the other hand, it may recommend preferable methodologies and materials.

3.2 Approaches to Syllabus Design

3.2.1 Structural - Grammatical Approach

In using a structural approach, the main concern was the breaking down of language into elements. The result was a set of descriptive rules needed to be linguistically competent. Wilkins (1976, p. 2) describes such an approach to syllabus
design as follows: 'in planning the syllabus for such teaching, the global language has been broken down into an inventory of grammatical structures and into a limited list of lexical items'. These items are selected according to the following criteria:

- Simplicity, regularity, frequency and contrastive difficulty for the grammar inventory, and;
- Frequency, range, availability, familiarity and coverage for the lexical inventory.

Following this type of syllabus, the input is taught according to notions of simplicity and complexity. Moreover, there is no move to a second item before the mastery of the first one.

3.2.2 Notional-Functional Approach

The 1970s saw a wide criticism from many philosophers and sociolinguists about the use of the structural/grammatical approach in designing syllabuses. According to them, language is not just a description of grammatical rules. Other aspects of language must be included in the syllabus. This new trend made a shift from structure to meaning giving rise to two terms: function and notion. According to Nunan (1988, p. 35), “functions may be described as the communicative purposes for which we use a language, while notions are the conceptual meanings (objects, entities, states of affairs, logical relationships, and so on) expressed through language.” These two terms involve another type of division of syllabus items different from the division based on the structure used in the structural/grammatical approach. In this context, Wilkins (1976: p. 19) distinguished three types of meaning:

- Meaning that is expressed through grammatical systems in different languages: ideational, cognitive, or propositional meaning;
- Meaning that expresses the speaker’s or the writer’s attitude: modal meaning; and
-Meaning that is conveyed by the function of an utterance: functional meaning.

He also identified three types of categories relevant to notions and functions: (1976, p. 21-54)

- Semantico-grammatical categories which include notions of grammar as relative concepts of the world which are built in every human being’s mind. These notions/concepts help the person manage the world around him and express/understand organization of time, quantity, space, relational meaning, quality, shape, size, etc…

- Categories of modal meaning which include modality, scale of certainty and uncertainty, scale of commitment, intention and obligation;

- Categories of communicative function which include judgement and evaluation, approval and disapproval, suasion, argument, information asserted, sought or denied agreement and disagreement, concession, rational enquiry and exposition, personal emotions and emotional relations.

The difficulty for designers in adopting this type of syllabuses is that they need to include items which help learners to achieve their communicative purposes making the notional/functional trends as the leading movements in the use of NA.

Many criticisms were made also for functional/notional syllabuses. Widdowson (1979) (cited in Nunan, 1988, p. 37) points out that a list of notions and functions doesn’t reflect the way a language should be learned, and misrepresents its communicative nature.

3.2.3 Communicative Approach

The communicative syllabuses have been developed in reaction to the structural and notional/functional trends. The main objective is to provide the learner not only with the linguistic competence, but with communicative competence as well. It seems,
now, that syllabuses are developed with a particular need to use language. These needs are identified through a NA which saw a wide development within this trend.

Munby (1978) is considered as the pioneer of the communicative approach investigating learners’ behavior using his Communication Needs Processor (CNP). “(...) a specific category of second language participant has specific communicative objectives which are achieved by controlling particular communicative behaviours.” (Munby, 1978, 29). Thanks to Munby’s CNP as a tool in the process of the identification of the needs, ESP has reached its highest phase of development, as stated by Hutchinson and Waters (1987, p. 54)

With the development of the CNP it seemed as if ESP had come of age. The machinery for identifying the needs of any group of learners had been provided: all the course designer had to do was to operate it.

3.3 Types of Syllabus

Nunan (1988, p. 12) made a distinction between two types of syllabuses: 'product-oriented' and 'process-oriented' syllabuses. Recent developments taking in account learners’ tasks and achievements have produced the so-called ‘task-based syllabuses’.

3.3.1 Product-oriented Syllabuses

In this type of syllabuses, the focus is on the knowledge and skills which learners should acquire at the end of the teaching/learning process. Wilkins (1976) is considered as the first who made a distinction between ‘analytic’ and ‘synthetic’ syllabuses. According to him, “a synthetic language-teaching strategy is one in which the different parts of language are taught separately and step-by-step so that acquisition is a process of gradual accumulation of the parts until the whole structure of the
language has been built up” (Wilkins, 1976, p. 2). In contrast with synthetic syllabuses, analytic syllabuses “are organized in terms of the purposes for which people are learning language and the kinds of language performance that are necessary to meet those purposes” (Wilkins, 1975) (cited in Nunan, 1988, p. 28).

3.3.2 Process-oriented Syllabuses

These types of syllabuses are no longer concerned with the result of the instruction but with the means and methods through which knowledge and skills are gained. Dubin and Olshtain (1986, p. 46) list three major areas from which process results:

- The organization of the language content which brings about certain activities.
- The role that teachers and learners take during the learning process.
- The types of activities and tasks in which learners are engaged.

3.3.3 Task-based Syllabuses

3.3.3.1 Definition of ‘task’

One recent definition of ‘task’ is delivered by Long (1985) who suggests that a task is “…a piece of work undertaken for oneself or for others, freely or for some reward. Thus, examples of tasks include painting a fence, dressing a child, filling out a form, buying a pair of shoes, making an airline reservation…in other words, by “task” is meant hundred and one things people do everyday life” (Long, 1985) (cited in Nunan, 1988, p. 45). In the Algerian context, this term describes little jobs of repairs and innovation like building, painting, plumbing, etc… where workers are paid at the end of their task (Hamada, 2009, p. 148).
In educational context, Richards, Platt, and Weber (1985) defines a task as “…an activity or action which carried out as the result of processing or understanding language (i.e. as a response). For example, drawing a map while listening to an instruction and performing a command…A task usually requires the teachers to specify what will be regarded as successful completion of the task” (cited in Nunan, 1988, p. 45).

3.3.3.2 Task-based Learning

The task-based learning was first introduced by Prabhu who used it when he was teaching in Indian schools (Harmer, 1991, p. 86), and the task-based syllabus is one type which is widely used nowadays. It consists of a list of tasks (instructions, directions…) to be performed by the students “ordered according to cognitive difficulty” (Robinson, 1991, p. 39). Basturkman (2006, p. 24) highlights the effectiveness of using this type of syllabuses in ESP/EAP settings, because “it is argued that tasks provide a purpose for using language meaningfully and that through struggling to use language to complete the task, the students acquire language”. Similarly, Robinson (1991, pp. 39-40) points out the significance of this approach for ESP “since the basic need of ESP students is that, using the medium of English, they should successfully perform a work or study task”.

Willis (1994) (cited in Harmer, 1991, p. 87) suggests three basic stages in applying a task-based methodology: the pre-task, the task cycle and language focus. In the pre-task, useful words and phrases are highlighted by the teacher to explore the topic. In the second stage, the students perform the task either individually, in pairs or in small groups. In the language focus stage, both students and teachers analyse specific characteristics of the listening or the reading text.
In adopting a Task-based learning, the teacher’s role shifts from the controller to the monitor from distance, and this can help students to “manipulate, comprehend and interact” with the task, as was suggested by Nunan (1989) (cited in Harmer, 1991, p. 87).

3.4 Criteria of Content Selection of a Syllabus

It is not possible to teach everything of a subject at the same time. A selection of content is a required measure to bring organization to the teaching process making it more manageable. There are exhaustive lists of criteria of content selection, however we’ll rely on those listed by Hamada (2007, pp. 140-142)

Validity: the validity of any content item seeks to help the learners achieve the already defined objectives of learning.

Interest: the content of teaching should take into account the learners' motivation, needs and interests.

Learnability: learnable items are those that fill in the gap between those which are already known to the learners and those which would be learnt at the end of instruction.

Significance: because any subject is too large to be taught in details, the significance criterion will limit the subject to significant language teaching/learning items.

Conclusion

While some teachers design themselves their syllabuses, most, however, are consumers of other people’s syllabuses (Bell, 1983) (cited in Nunan, 1988, 7). The choice of a syllabus depends on many criteria, among them the students’ needs, and the course objectives. Behind successful ESP/EAP syllabuses, there should be a continuous
process of assessment, and questioning about the students’ needs -as they may change- and the objectives of the teaching/learning process.

Though its multi-functional purposes as being an important document in the teaching/learning process, a syllabus is not without dangers. It makes little prediction about what will be learnt, doesn’t take into account ‘intangible factors’ as motivation, emotions nor individual differences. In this case, the teacher has to consider on one hand, the different roles of the syllabus and on the other hand to consider its limitations in order to use it in the appropriate way.
CHAPTER FOUR
DATA ANALYSIS

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Introduction

It is undeniable that English plays nowadays an important role in one’s academic success. Although English has long been introduced as a compulsory subject at the faculty of EBM in Jijel University, a focus group discussion with third year economics students, and a questionnaire intended to EAP teachers have revealed that the teaching/learning of English is far from being satisfactory; this is partly due to the absence of a syllabus.

Data collection was conducted nearly one month before the end of the academic year 2011/2012 at the faculty of EBM. Results of data analysis will be used to design an EAP syllabus for first year economics students at the faculty of EBM. For the purpose of this study, we decided to administer two sets of questionnaires to two groups of informants involved in the teaching/learning process of EAP. They are: first year EAP teachers and first year economics students. These two categories of informants are supposed to be the most representative sample in the teaching/learning process of English at this level. By doing so, it would be possible to assess any discrepancy between the needs, as perceived by the teachers, and those perceived by their students. Their answers are supposed to identify:

- The teachers’ practices in class regarding the teaching of English.
- The teachers’ perceptions regarding the students’ academic needs.
- The students’ difficulties regarding the learning of English.
- The students’ perceptions regarding their academic needs.
4.1 Participants and Data Collection

4.1.1 EAP Teachers’ Questionnaire

There are 10 English language teachers teaching first year economics students at the faculty of EBM. Teachers of English are a considerable source of information in identifying the students’ needs, and assessing the actual situation of the teaching/learning of English; as Long (2005, p. 197) claims, “if only one source is to be used in a NA, domain experts should be that source, rather than students, scholars, company representatives, or applied linguists”. All the teachers have received a questionnaire and eight of them have completed it and returned it. The teachers’ questionnaire comprises twenty-two questions and can be divided into four sections: general information about the four primary skills (Questions 1, 2); teachers’ practices in class, and their perceptions of their students’ needs regarding the EAP components: listening, speaking, reading and writing (Questions from 3 to 14); teachers’ practices in class and their perceptions of their students’ needs regarding the non EAP components: grammar, vocabulary, mathematical signs and symbols (Questions from 15 to 21); teachers’ additional needs (Question 22).

4.1.2 Students’ Questionnaire

For the purpose of this study, a questionnaire was distributed randomly to first year economics students- we have questioned at random 300 among them. (We could not reach all the students because of their great number). 210 students have completed and returned the questionnaire, representing a rate of 70 %. Robinson (1991, p. 12) mentions this alternative in the use of the questionnaire: "the disadvantage is that not many people will bother to fill it and return it." Moreover, it is worth mentioning that either they have answered all the questions or have left some parts unanswered.
The students’ questionnaire follows a similar structure to teachers’ version in the aim to compare the answers one against the other, and see if there is an agreement or not between the two groups. It was also translated into Arabic to avoid the problem of students not understanding the questions due to lack of proficiency in English. The questionnaire was distributed towards the end of the second semester after obtaining permission from the University administration. Students had to answer twenty-two questions which may be set under four sections: - general information about the four primary skills (Questions 1, 2); students’ difficulties and perceptions of their needs regarding the EAP components: listening, speaking, reading and writing (Questions from 3 to 16); students’ difficulties and perception of their needs regarding the non EAP components: grammar, vocabulary, mathematical signs and symbols (Questions from 17 to 21); student’ additional needs (Question 22).
4.2 Data Analysis

4.2.1 Teachers’ Questionnaire

1/ General Information

**Question 1**- Classify the following English language skills in terms of importance for your students’ academic studies.

- a. Listening
- b. Speaking
- c. Reading
- d. Writing

<table>
<thead>
<tr>
<th></th>
<th>Very important</th>
<th>Important</th>
<th>Not important</th>
</tr>
</thead>
<tbody>
<tr>
<td>Listening</td>
<td>02</td>
<td>25%</td>
<td>00</td>
</tr>
<tr>
<td>Speaking</td>
<td>00</td>
<td>00%</td>
<td>06</td>
</tr>
<tr>
<td>Reading</td>
<td>07</td>
<td>87.5%</td>
<td>01</td>
</tr>
<tr>
<td>Writing</td>
<td>05</td>
<td>62.5%</td>
<td>03</td>
</tr>
</tbody>
</table>

EAP teachers ranked listening as important (75%), speaking as not important (75%), reading as very important (87.5%), and writing as very important (62.5%). This means that EAP teachers believe that to be successful in their studies, first year economics students need to read specific literature, write in correct English, understand when listening to English but do not need to speak English. In sum, EAP teachers did not perceive the speaking skill as important for first year economics students.
Question 2- How good are your students in the following English language skills?
(Please circle the appropriate answer for each language skill)

a. Reading very good good average weak very weak
b. Writing very good good average weak very weak
c. Listening very good good average weak very weak
d. Speaking very good good average weak very weak

Table 4.2: Teachers’ Perceptions about Students’ Level in the Four Skills

<table>
<thead>
<tr>
<th>Options</th>
<th>Very good</th>
<th>Good</th>
<th>Average</th>
<th>Weak</th>
<th>Very weak</th>
</tr>
</thead>
<tbody>
<tr>
<td>Listening</td>
<td>00 00 00 00</td>
<td>01 12.5</td>
<td>06 75</td>
<td>01 12.5</td>
<td></td>
</tr>
<tr>
<td>Speaking</td>
<td>00 00 00 00</td>
<td>07 87.5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading</td>
<td>00 00 00 00</td>
<td>05 62.5</td>
<td>02 25</td>
<td>01 12.5</td>
<td></td>
</tr>
<tr>
<td>Writing</td>
<td>00 00 00 00</td>
<td>01 62.5</td>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>

Figure 4.2: Teachers’ Perceptions about Students’ Level in the Four Skills

Despite the minimum five years- English course at middle and secondary schools, first year economics students entered the university with a low proficiency in English in general, and particularly in the productive skills. EAP teachers evaluated their students as weak in listening (75%), very weak in speaking and writing (87.5% and 62% respectively) and average in reading (62.5%). The above results are alarming and may indicate that a great number of first year economics students are still facing
difficulties in English. In this case, the task of EAP teachers is to work towards an improvement of the students’ language skills.

2/ EAP Components

a/ The Reading Skill

Questions 3: Do you recommend to your students to read materials in English related to their study field (economics, business…)?

a. Yes

b. No

Table 4.3: Reading outside Classroom

<table>
<thead>
<tr>
<th>Options</th>
<th>N</th>
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</thead>
<tbody>
<tr>
<td>A</td>
<td>08</td>
<td>100</td>
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<tr>
<td>B</td>
<td>00</td>
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</tr>
</tbody>
</table>

Figure 4.3: Reading outside Classroom

According to the results of table 4.3, (100%) of EAP teachers recommended extensive reading to their students. In doing so, EAP teachers seem to be aware about the importance of reading for first year economics students, not only in acquiring knowledge in their field, but also in the improvement of the other language skills.

Questions 4: If “yes”, what kind of materials do you recommend them to read?

a. Books, articles, dissertations

b. Newspapers, magazines
c. On-line materials

Others (please specify)……………………………………………………………………

Table 4.4: Kinds of Reading Materials

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<thead>
<tr>
<th>Options</th>
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<tbody>
<tr>
<td>A</td>
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<td>B</td>
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<td>00</td>
</tr>
<tr>
<td>C</td>
<td>05</td>
<td>62.5</td>
</tr>
</tbody>
</table>

Figure 4.4: Kinds of Reading Materials

Question 4 was asked in order to identify kinds of reading materials recommended to first year economics students by their teachers. EAP teachers guided their students towards books, articles and on-line documents (62.5% both), newspapers or magazines (00%). It is obvious nowadays, that the net constitutes an important bank of information in all fields.

Question 5: For what purpose (s) do you recommend to your students to read in English?

a. To develop their knowledge in the field of business and economics. (Theories, approaches…)

b. To widen their vocabulary, mainly terms related to economics.

c. To write summaries/essays according to economic science teachers’ instructions (for a TP for instance).
d. To answer examination questions

Others, please specify………………………………………………………………..

Table 4.5: Teachers’ Objectives of Reading

<table>
<thead>
<tr>
<th>Options</th>
<th>N</th>
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<tbody>
<tr>
<td>A</td>
<td>04</td>
<td>50</td>
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<tr>
<td>B</td>
<td>06</td>
<td>75</td>
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<tr>
<td>C</td>
<td>00</td>
<td>00</td>
</tr>
<tr>
<td>D</td>
<td>03</td>
<td>37.5</td>
</tr>
</tbody>
</table>

Figure 4.5: Teachers’ Objectives of Reading

Dealing with subjects related to the field of economics was perhaps a new experience for the majority of first year economics students. This is why, the first reading objectives of EAP teachers was to make their students acquire new vocabulary related to economics (75%), to develop their knowledge in their subject fields (50%), to be able to understand and answer examination questions (37%). Option ‘c’ however was completely avoided. In fact, acquiring both general and economics vocabulary will help them to reach comprehension when reading or listening. Moreover, knowing how to use the right word in the right place will help them also to produce correct English when speaking or writing.

Question 6- How do you qualify the reading speed of your students when searching for information?
a. Slow

b. Average

c. Fast

Table 4.6: Teachers’ Perceptions of Students’ Reading Speed

<table>
<thead>
<tr>
<th>Options</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>07</td>
<td>87.5</td>
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<tr>
<td>B</td>
<td>01</td>
<td>12.5</td>
</tr>
<tr>
<td>C</td>
<td>00</td>
<td>00</td>
</tr>
</tbody>
</table>

Figure 4.6: Teachers’ Perceptions of Students’ Reading Speed

EAP teachers agreed on the fact that their students’ reading speed was slow (87.5%). Only one teacher (12.5%) considered that her/his students had an average speed. Option ‘c’, however, has completely been avoided. One reason may be their lack of knowledge of the necessary reading strategies.

Question 7-When you teach reading, do you focus on

   a. Reading word by word (explaining the meaning of each word)

   b. Identifying rapidly the main idea

   c. Extracting rapidly the needed information without paying attention to details

   d. Translation (to Arabic and French)

Others (please specify)………………………………………………………………..
Table 4.7: Teachers’ Reading Practices in Class

<table>
<thead>
<tr>
<th>Options</th>
<th>N</th>
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</thead>
<tbody>
<tr>
<td>A</td>
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<tr>
<td>C</td>
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<td>12.5</td>
</tr>
<tr>
<td>D</td>
<td>07</td>
<td>87.5</td>
</tr>
</tbody>
</table>

Figure 4.7: Teachers’ Reading Practices in Class

The above table displayed data about teachers’ practices when teaching reading. The results showed that the majority of EAP teachers questioned spent a considerable time explaining the reading material using a word by word approach and translation (87.5% both). These two techniques deprived the students from personal efforts in reaching comprehension. In fact, only two teachers taught their students how to skim a text (25%), while another one taught scanning strategy (12.5%). The results of question 7 have clarified the reasons of the students’ poor reading. In fact, instead of teaching the necessary reading strategies; very important to develop the reading skill, the majority of EAP teachers either lacked knowledge about these strategies and/or their importance in the development of the reading skill.

Question 8- Which of the following reading subskills do you think are needed for first year economics students’ academic studies?

a. To be able to read efficiently for comprehension

b. To be able to read rapidly to get the main idea (skimming for the gist)
c. To be able to recognise rapidly the needed information (scanning for information)

d. To be able to select main ideas from secondary ones

Others (please specify)………………………………

Table 4.8: Teachers’ Perceptions about the Students’ Needs of the Reading Subskills

<table>
<thead>
<tr>
<th>Options</th>
<th>N</th>
<th>%</th>
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<tbody>
<tr>
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<td>B</td>
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<tr>
<td>C</td>
<td>04</td>
<td>50</td>
</tr>
<tr>
<td>D</td>
<td>01</td>
<td>12.5</td>
</tr>
</tbody>
</table>

Figure 4.8: Teachers’ Perceptions about the Students’ Needs of the Reading Subskills

According to EAP teachers, comprehension and scanning were the most important reading sub-skills needed for students’ academic studies, as they got respectively (62.5% and 50%). Skimming got (25%), and selecting main ideas from secondary ones got (12.5%).

b/ The Listening Skill

Question 9: When you teach listening, do you focus on

a. Listening to lectures (teachers’ talk)

b. Listening to audio materials
c. Listening in class discussions

Others (please specify)………………………………………………………………

Table 4.9: Listening Practices in Class

<table>
<thead>
<tr>
<th>Options</th>
<th>N</th>
<th>%</th>
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</thead>
<tbody>
<tr>
<td>A</td>
<td>08</td>
<td>100</td>
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<tr>
<td>C</td>
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</tr>
</tbody>
</table>

Figure 4.9: Listening Practices in Class

EAP teachers’ listening practices were limited to the listening to lectures (100%). Language lab and group discussions were not used at all. Four teachers have mentioned the lack of time to organize group discussions in class, and the unavailability of language lab at the faculty of EBM.

**Question 10**- Which of the following listening subskills do you think are needed for first year economics students’ academic studies?

- a. To be able to understand the content of lectures
- b. To be able to take notes in lectures
- c. To be able to understand oral instructions given by their teachers
- d. To be able to understand audio and visual materials related to the field of economics.

Others please specify……………………………………………………………………………
Table 4.10: Teachers’ Perceptions about the Students’ Needs of the Listening Subskills

<table>
<thead>
<tr>
<th>Options</th>
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<td>C</td>
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<td>25</td>
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<tr>
<td>D</td>
<td>06</td>
<td>75</td>
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</tbody>
</table>

Figure 4.10: Teachers’ Perceptions about the Students’ Needs of the Listening Subskills

Taking notes (87.5%) is the most important listening subskills required for first year economics students according to their teachers. Considered as a new study skill required at the university, EAP teachers should help students to develop this subskill. However, the ability to take notes presupposes the ability to understand lectures’ content and audio visual materials which got (75% both). Finally, being able to understand teachers’ instructions got only (25%).

c/ The Speaking Skill

Question 11- When you teach speaking, do you focus on

a. Answering questions

b. Organizing group discussions

c. Oral presentations

Others, please specify............................................................
Table 4.11: Speaking Practices in Class

<table>
<thead>
<tr>
<th>Options</th>
<th>N</th>
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<tr>
<td>A</td>
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<td>C</td>
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</tbody>
</table>

Figure 4.11: Speaking Practices in Class

The above results showed that EAP teachers relied on the traditional questions/answers (100%) to make their students speak English in class. Group discussions and oral presentations were not practiced as they got both (00%). One possible reason is that these options are perhaps practiced and needed in second or third years, not in the first year.

**Question 12-** Which of the following speaking subskills do you think are needed for first year economics students’ academic studies?

- a. To be able to present oral presentations (with or without notes)
- b. To be able to ask questions in English in class (for clarification, for information…)
- c. To be able to participate in class (answering questions, give opinions, agree, disagree …)
- d. Participating in group discussions/debates in class
- e. To be able to verbalise specific data related to economics (numbers, mathematical symbols, dates…)
Table 4.12: Teachers’ Perceptions about the Students’ Needs of the Speaking

Subskills

<table>
<thead>
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<th>Options</th>
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<td>b</td>
<td>04</td>
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<td>d</td>
<td>03</td>
<td>37.5</td>
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<tr>
<td>e</td>
<td>05</td>
<td>62.5</td>
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</tbody>
</table>

According to EAP teachers, first year economics students need to develop their speaking skill to be able to participate in class (75%), to verbalize specific data mainly that related to economics (62.5%). This may be useful when describing tables or charts. The ability to speak English will help them to ask questions in class when needed (50%), and to participate in group discussion (37.5%). Finally, the ability to present oral work got only (25%).

**d/ The Writing Skill**

**Question 13-** When you teach writing, do you focus on

a. Dictating notes

b. Doing written assignments (doing exercises, answering questions…)

c. Grammar

Others, please specify:.............................................................................................................

Table 4.13: Writing Practices in Class

<table>
<thead>
<tr>
<th>Options</th>
<th>N</th>
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<tbody>
<tr>
<td>A</td>
<td>02</td>
<td>25</td>
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<tr>
<td>B</td>
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<td>87.5</td>
</tr>
<tr>
<td>C</td>
<td>08</td>
<td>100</td>
</tr>
</tbody>
</table>

Figure 4.13: Writing Practices in Class

Teaching grammatical rules and doing written assignments in class were the most used activities to practice writing. Only two teachers dictated notes in class (25%).

**Question 14-** Which of the following writing subskills do you think are needed for first year economics students’ academic studies?

- **a.** To be able to summarise an idea
- **b.** To be able to put an idea using their own style and words
- **c.** To be able to take notes when listening to lectures, to audio materials or when reading a text.
- **d.** Answering Examination questions
- **e.** Performing written tasks in class (exercices, paragraphs, essays, exposé…)

Others, please specify:.................................................................................................
Table 4.14: Teachers’ Perceptions about the Students’ Needs of the Writing Subskills

<table>
<thead>
<tr>
<th>Options</th>
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<th>%</th>
</tr>
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<tbody>
<tr>
<td>a</td>
<td>02</td>
<td>25</td>
</tr>
<tr>
<td>b</td>
<td>04</td>
<td>50</td>
</tr>
<tr>
<td>c</td>
<td>06</td>
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<td>87.5</td>
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<tr>
<td>e</td>
<td>07</td>
<td>87.5</td>
</tr>
</tbody>
</table>

Figure 4.14: Teachers’ Perceptions about the Students’ Needs of the Writing Subskills

EAP teachers gave more importance to written tasks in class and examination (87.5% both), recording notes for further use (75%), paraphrasing (50%), and summarizing (25%).

3- Non EAP Components

a/ Grammar

Question 15- Do you teach grammar to your students?

a. Yes

b. No
Table 4.15: Grammar Teaching in Class

<table>
<thead>
<tr>
<th>Options</th>
<th>N</th>
<th>%</th>
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</thead>
<tbody>
<tr>
<td>Yes</td>
<td>08</td>
<td>100</td>
</tr>
<tr>
<td>No</td>
<td>00</td>
<td>00</td>
</tr>
</tbody>
</table>

All EAP teachers gave a considerable importance to grammar as shown in table 4.15. In fact, all EAP teachers (100%) ticked the ‘yes’ option.

**Question 16**- If yes, do you teach it

- a. Occasionally when it is needed
- b. Systematically (included in your syllabus)

Table 4.16: Frequency of Grammar Teaching

<table>
<thead>
<tr>
<th>Options</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>04</td>
<td>50</td>
</tr>
<tr>
<td>No</td>
<td>04</td>
<td>50</td>
</tr>
</tbody>
</table>
EAP teachers did not agree on the frequency of grammar teaching. While (50%) of EAP teachers taught it occasionally when it was needed for remedial, the other (50%) taught it systematically. This depends perhaps on the students’ level.

Question 17- If your question is “b”, why you teach it systematically?

a. Students still need to master the grammatical rules

b. Grammar is important to be proficient in the other skills

Others, (please specify)…………………………………………………..

Table 4.17: Teachers’ Perceptions about the Students’ Needs of Grammar

<table>
<thead>
<tr>
<th>Options</th>
<th>N</th>
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<tr>
<td>A</td>
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<td>100</td>
</tr>
<tr>
<td>B</td>
<td>04</td>
<td>100</td>
</tr>
</tbody>
</table>

Figure 4.17: Teachers’ Perceptions about the Students’ Needs of Grammar

As it was expected, one reason of teaching grammar systematically was the low level of the students (100%), and the importance of grammar in the development of the other skills, as writing or speaking (100%).

b/ Vocabulary

Question 18- What kind of vocabulary do you teach to your students?

a. General vocabulary needed in daily life

b. General vocabulary with higher/specific frequency in economics
Table 4.18: Kinds of Vocabulary Taught

<table>
<thead>
<tr>
<th>Options</th>
<th>N</th>
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<tbody>
<tr>
<td>A</td>
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<td>100</td>
</tr>
<tr>
<td>B</td>
<td>08</td>
<td>100</td>
</tr>
</tbody>
</table>

Figure 4.18: Kinds of Vocabulary Taught

All EAP teachers (100%) taught both kinds of vocabulary. In fact, students need both kinds of vocabulary to understand English in general and economics discourse in particular.

Question 19- How do you teach vocabulary?

a. Through translation

b. Extracting meaning from the context in a text

c. Both

Others (please, specify)………………………………………………………………

Table 4.19: Teachers’ Ways of Teaching Vocabulary

<table>
<thead>
<tr>
<th>Options</th>
<th>N</th>
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<td>12.5</td>
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<tr>
<td>C</td>
<td>01</td>
<td>12.5</td>
</tr>
</tbody>
</table>
EAP teachers followed the easiest way to explain difficult/economics terms to their students. (75%) of them used translation as a means to explain difficult terms. Only one teacher (12.5%) used the second option which was the learning of vocabulary in context. Finally, only one teacher (12.5%) used both options, i.e. extracting meaning from context, then translating it.

**c/ Basic mathematical Signs, Symbols and Operations**

**Question 20:** Do you teach your students how to write or to read mathematical signs, symbols, numbers, or dates?

a. Yes

b. No

**Table 4.20: Teaching Basic Mathematical Signs/Symbols of Teaching**

<table>
<thead>
<tr>
<th>Options</th>
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<th>%</th>
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<tr>
<td>Yes</td>
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<td>37.5</td>
</tr>
<tr>
<td>No</td>
<td>05</td>
<td>62.5</td>
</tr>
</tbody>
</table>
EAP teachers seemed to ignore this specific data related to economics. Only three teachers (37.5%) taught their students how to verbalize/write this specific data, very frequent in the language of economics. (62.5%) however, ticked the ‘no’ option.

**Question 21**- If your answer is ‘yes’, for which purpose(s) do they need to know how to interpret such data?

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

Others, (please specify)……………………………………………………………………

**Table 4.21: Teachers’ Perceptions about the Students’ Needs of learning Basic Mathematical Signs**

<table>
<thead>
<tr>
<th>Options</th>
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<tr>
<td>B</td>
<td>03</td>
<td>100</td>
</tr>
</tbody>
</table>
Table 4.21: Teachers’ Perceptions about the Students’ Needs of learning Basic Mathematical Signs

EAP teachers who replied by ‘yes’ did choose both options to answer question 21. According to them, learning basic mathematical signs and symbols are both useful to understand the language of economics in general (100%) and to interpret statistics, graphs or tables, very frequent in the language of economics (100%).

4- Suggestions

Question 22: Have you any other specific needs you wish to add concerning the teaching/learning of English at the faculty of EBM?

“A ready syllabus on the teaching of the skills to work with...” (all the teachers)

“Teachers’ training...” (5 teachers)

“More hours...” (2 teachers)

“Fully-fledged (permanent) status...” (3 teachers)

As was expected, the first urgent need for EAP teachers was an official common syllabus to guide them when teaching English. They also mentioned the need to be trained to teach this specific English. Furthermore, they wished a better status to the module of English.
4.2.2 Students’ Questionnaire

1/ General Information

**Question 23** - Classify the following English language skills in terms of importance for your academic studies

- a. Listening
- b. Speaking
- c. Reading
- d. Writing

**Table 4.23: Students’ Perceptions of the Four Skills in Terms of Importance**

<table>
<thead>
<tr>
<th></th>
<th>Very important</th>
<th>Important</th>
<th>Not important</th>
</tr>
</thead>
<tbody>
<tr>
<td>Listening</td>
<td>31 (14.76%)</td>
<td>164 (78.095%)</td>
<td>15 (07.14%)</td>
</tr>
<tr>
<td>Speaking</td>
<td>27 (12.85%)</td>
<td>146 (69.52%)</td>
<td>37 (17.61%)</td>
</tr>
<tr>
<td>Reading</td>
<td>134 (63.80%)</td>
<td>76 (36.19%)</td>
<td>00 (00%)</td>
</tr>
<tr>
<td>Writing</td>
<td>110 (52.38%)</td>
<td>100 (47.61%)</td>
<td>00 (00%)</td>
</tr>
</tbody>
</table>

**Figure 4.23: Students’ Perceptions of the Four Skills in Terms of Importance**

It was revealed from table 4.23 that first year economics students ranked the reading and the writing skills as very important for their academic studies, as they recorded respectively (63.80% and 52.38%). They ranked also the listening and the speaking skills as important, as they recorded respectively (78.095 % and 69.52 %). The
reading skill is hence confirmed to be the most required ability for first year economics students. It is concluded from these results that first year economics students need all the four skills for their academic studies, and want an equal emphasis on them; contrary to their teachers who gave importance only to reading, writing and listening. Such perceptions indicated that first year economics students would need speaking when they will apply for a job for example.

**Question 24-** How good are you in the following English language skills? Please, rate yourself in terms of each of the following using the following scale:

1. Very good  
2. Good  
3. Average  
4. Weak  
5. Very weak

a. Listening  
b. Speaking  
c. Reading  
d. Writing

**Table 4.24: Students’ Self Evaluation in the Four Skills**

<table>
<thead>
<tr>
<th>Options</th>
<th>Very good</th>
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</tbody>
</table>
First year economics students thought that they had a weak level in listening and writing (51.90% and 40.95%) respectively, a very weak level in speaking (60.47%) and a good level in reading (46.66%). This may be justified by the fact that practicing reading through texts was the most practiced activity in secondary school. However, their very weak level in speaking may be justified by the fact that they were not exposed to contexts in which they could use English. Being at the beginning of their academic learning, first year economics students still have the opportunity to improve their proficiency in second and third years.

2/ EAP Components

a/ The Reading Skill

Question 25- Do you read in English materials related to economics?

a. Yes

b. No

Table 4.25: Students’ Reading Practices outside Classroom

<table>
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<tr>
<th>Options</th>
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<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td>70</td>
<td>33.33</td>
</tr>
<tr>
<td>b</td>
<td>140</td>
<td>66.66</td>
</tr>
</tbody>
</table>
To have an idea about the number of students who practiced reading in English, question 25 was asked. Though their teachers’ recommendations towards reading, the results in the above table revealed that only (33.33%) of first year economics students read in English. This might be due to their lack of interest towards reading, and/or comprehension difficulties of texts (vocabulary,…). Questions 5, 6, 7 were asked to check what type of materials did they read, for which purposes, and their speed reading.

**Question 26**- If “yes”, what kind of materials do you read for your academic studies?

- a. Books, articles, dissertations
- b. Newspapers, magazines
- c. Online materials

Others (please specify)……………………………………………………………………

**Table 4.26: Students’ Kinds of Reading Materials**

<table>
<thead>
<tr>
<th>Option</th>
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<th>%</th>
</tr>
</thead>
<tbody>
<tr>
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<td>33</td>
<td>47.14</td>
</tr>
<tr>
<td>b</td>
<td>02</td>
<td>2.85</td>
</tr>
<tr>
<td>c</td>
<td>65</td>
<td>92.85</td>
</tr>
</tbody>
</table>
Results of question 26 have revealed that first year economics students’ responses were highly weighted towards materials on the internet (92.85%). This result indicates that the majority of the students have a full recognition of the importance of the internet as a means of acquiring knowledge. Books, articles, dissertations got (47.14%), which means that they are important sources for acquiring information as well. A low percentage of students read newspapers and magazines (2.85%) due mainly to their unavailability at the university.

**Question 27-** For what purpose (s) do you need to develop your reading skill for your academic course?

- **a.** To develop your knowledge in the field of business and economics
- **b.** To widen your vocabulary, mainly terms related to economics.
- **c.** To write summaries/essays according to economic science teachers’ instructions (for a TP for instance).
- **d.** To understand examination questions

Others, please specify………………………………………………
Table 4.27: Students’ Needs in the Reading Subskills for their Academic Studies

<table>
<thead>
<tr>
<th>Options</th>
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<th>%</th>
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</thead>
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<td>b</td>
<td>38</td>
<td>54.28</td>
</tr>
<tr>
<td>c</td>
<td>00</td>
<td>00</td>
</tr>
<tr>
<td>d</td>
<td>20</td>
<td>28.57</td>
</tr>
</tbody>
</table>

Figure 4.27: Students’ Needs in the Reading Subskills for their Academic Studies

The first concern of the students in developing their reading skills was the acquirement of new information related to their subject field (78.57%). Learning new terms came at the second position with a considerable percentage of (54.28%), and finally examination purposes got (28.57%).

**Question 28-** In class, how do you qualify your reading speed when searching for answers?

a. Slow

b. Average

c. Fast

Table 4.28: Students’ self Evaluation of their Reading Speed

<table>
<thead>
<tr>
<th>Options</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td>140</td>
<td>66.66</td>
</tr>
<tr>
<td>b</td>
<td>45</td>
<td>21.42</td>
</tr>
<tr>
<td>c</td>
<td>25</td>
<td>11.90</td>
</tr>
</tbody>
</table>
First year economics students qualified their reading speed as either slow (66.66%), or average (21.42%). (11.90%) of them qualified his/her reading speed as fast. This means that they were good just in translating words into sounds. In order to improve their students’ reading speed, teachers should teach their students the necessary reading strategies to use them when reading.

**Question 29-** What do you find most difficult when practicing reading in class?

- a. Vocabulary (word meaning mainly the one related to economics)
- b. Comprehension of the text
- c. Finding rapidly the main/secondary idea(s)
- d. Finding rapidly the needed information

Others, please specify…………………………………………………………………

**Table 4.29: Students’ Difficulties in the Reading Skill**

<table>
<thead>
<tr>
<th>Option</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td>91</td>
<td>43.33</td>
</tr>
<tr>
<td>b</td>
<td>84</td>
<td>40</td>
</tr>
<tr>
<td>c</td>
<td>45</td>
<td>21.42</td>
</tr>
<tr>
<td>d</td>
<td>50</td>
<td>23.80</td>
</tr>
</tbody>
</table>
Question 29 required from the students to indicate the type of difficulties they encountered while reading. First year economics students had difficulties in all the above reading subskills. However, their major difficulty was in word meaning (43.33%). Problems in vocabulary caused them inevitably problems in comprehension (40%), and thus difficulties in finding the needed information (23.80%), or understanding the main idea (21.42%).

Difficulties in comprehension may be justified by a lack of background knowledge in the field of economics, regarded as a new subject for the majority of the students. It may also due to a low proficiency in English. This is why extensive reading is highly recommended to be acquainted with such field.

c/ The Listening Skill:

Question 30- In which situation(s) do you listen to English?

a. Language lab at the university

b. T.V programs (songs, films…)

c. Radio programs

d. Materials on the web
e. Teachers’ talk

Table 4.30: Students’ Listening Practices

<table>
<thead>
<tr>
<th>Option</th>
<th>N</th>
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<tbody>
<tr>
<td>a</td>
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<tr>
<td>b</td>
<td>95</td>
<td>45.23</td>
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<tr>
<td>c</td>
<td>10</td>
<td>04.76</td>
</tr>
<tr>
<td>d</td>
<td>56</td>
<td>26.66</td>
</tr>
<tr>
<td>e</td>
<td>200</td>
<td>95.23</td>
</tr>
</tbody>
</table>

Figure 4.30: Students’ Listening Practices

It was obvious that the classroom was the first academic setting in which students could listen to English (95.23%), when teachers gave their lectures. Unfortunately, listening to authentic materials was not practiced at all. English was also listened through T.V programmes (45.23%), on the web (26.66%) while radio programmes got only (04.76%).

Question 31- For which purpose (s) do you need to develop your listening skill for your academic studies?

a. To be able to understand the content of lectures

b. To be able to take notes in lectures

c. To be able to understand oral instructions given by your teachers

d. To be able to understand the audio and visual materials related to the field of economics.

Others please specify.................................................................
Table 4.31: Students’ Needs in the Listening Subskills for their Academic Studies

<table>
<thead>
<tr>
<th>Options</th>
<th>N</th>
<th>%</th>
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</thead>
<tbody>
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<td>b</td>
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<td>0.95</td>
</tr>
<tr>
<td>c</td>
<td>41</td>
<td>19.52</td>
</tr>
<tr>
<td>d</td>
<td>119</td>
<td>56.66</td>
</tr>
</tbody>
</table>

Figure 4.31: Students’ Needs in the Listening Subskills for their Academic Studies

First year economics students gave the most important need to the ability to understand when listening to audio-visual materials (56.66%), understanding lectures’ content (50.47%), understanding their teachers’ instructions (19.52%), and taking notes in lectures (0.95%). With this low percentage, students didn’t seem to be aware about the importance of this study skill at the university.

Questions 32- What do you find most difficult when listening to English in class?

a. Listening and understanding teachers’ instructions/lectures

b. Listening and taking notes

c. Understanding audio visual materials used in class

Others (please specify).................................................................
Table 4.32: Students’ Difficulties in the Listening Skill

<table>
<thead>
<tr>
<th>Options</th>
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<th>%</th>
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</thead>
<tbody>
<tr>
<td>a</td>
<td>120</td>
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<td>b</td>
<td>89</td>
<td>42.38</td>
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<tr>
<td>c</td>
<td>00</td>
<td>00</td>
</tr>
</tbody>
</table>

Figure 4.32: Students’ Difficulties in the Listening Skills

In class, first year economics students had difficulties to understand the lecture content (57.14%). This caused them another difficulty when taking notes (42.38%); a skill highly required in academic settings. As was expected, option ‘c’ was completely avoided as it was not used at all.

c/ The Speaking Skill

Questions 33- In which situation (s) do you speak English?

a. With your friends at the university (outside the class)

b. With your friends on the net (chat,…)

c. In class (answering questions, discussions, debates, participation…)

d. Never

Others, please specify………………………………………………………………………………………

Table 4.33: Students’ Speaking Practices

<table>
<thead>
<tr>
<th>Options</th>
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<th>%</th>
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</thead>
<tbody>
<tr>
<td>a</td>
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<tr>
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<td>12</td>
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</tr>
<tr>
<td>c</td>
<td>25</td>
<td>11.90</td>
</tr>
<tr>
<td>d</td>
<td>150</td>
<td>71.42</td>
</tr>
</tbody>
</table>
The above results revealed the low frequency of contexts requiring speaking in English for first year economics students. The majority of first year economics students (71.42%) didn’t use English when speaking. Only (11.90%) of them used it when participating in class, when chatting on the net (5.71%), and only (2.85%) used it outside the class with their friends at the university.

**Question 34-** For what purpose (s) do you need to develop your speaking skill for your academic studies?

- **a.** To be able to present oral presentations (with or without notes)
- **b.** To be able to ask questions in English in class (for clarification, for information…)
- **c.** To be able to participate in class (answering questions, give opinions, agree, disagree …)
- **d.** Participating in group discussions/debates in class
- **e.** To be able to verbalise specific data related to economics (numbers, mathematical symbols, dates…)

Others (please specify)………………………………………………
Table 4.34: Students’ Needs in the Speaking Subskills for their Academic Studies

<table>
<thead>
<tr>
<th>Option</th>
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<td>c</td>
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<td>96.19</td>
</tr>
<tr>
<td>d</td>
<td>00</td>
<td>00</td>
</tr>
<tr>
<td>e</td>
<td>86</td>
<td>40.95</td>
</tr>
</tbody>
</table>

Figure 4.34: Students’ Needs in the Speaking Subskills for their Academic Studies

First year economics students gave more importance to the ability to use English when answering to questions in class (96.19%), to communicate with their teachers (53.33%), to verbalize specific data (40.95%). Oral presentations and participating in group discussions were completely avoided (00%).

Questions 35- What are the difficulties you face when speaking in class?

a. Pronouncing correct English

b. Using appropriate terms (mainly related to economics)

c. Taking part in a discussion in class, talking about economic issues, (expressing an idea, giving opinion, agree, disagree, describing, exemplifying …)

Others, please specify………………………………………………
Table 4.35: Students’ Difficulties in the Speaking Skill

<table>
<thead>
<tr>
<th>Option</th>
<th>N</th>
<th>%</th>
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</thead>
<tbody>
<tr>
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<td>74.28</td>
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<td>b</td>
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<td>57.14</td>
</tr>
<tr>
<td>c</td>
<td>145</td>
<td>69.04</td>
</tr>
</tbody>
</table>

Figure 4.35: Students’ Difficulties in the Speaking Skill

First year economics students had difficulties in pronunciation (74.28%), taking part in a discussion (69.04%), and using appropriate terms (57.14%) Some students have added the problem of shyness to produce bad English.

d/ The Writing Skill

Question 36- In which situation(s) do you write in English?

a. When chatting with your friends on the net

b. When taking notes from books or on-line documents

c. Answering exam questions

d. Course assignments

Others, please specify……………………………………………………………………

Table 4.36: Students’ Writing Practices

<table>
<thead>
<tr>
<th>Option</th>
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</tr>
</thead>
<tbody>
<tr>
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<tr>
<td>c</td>
<td>205</td>
<td>97.61</td>
</tr>
<tr>
<td>d</td>
<td>201</td>
<td>95.71</td>
</tr>
</tbody>
</table>
The results of table 4.36 revealed that most students’ writings have met the institution requirements as doing course assignments (95.71%), answering exam questions (97.61%). Chatting on the net got (27.61%), and taking notes from books or on-line documents got only (05.23%).

**Question 37**- For what academic purpose(s) do you need to develop your writing skill?

a. To be able to summarise an idea

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

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

d. Answering Examination questions

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

Others (please specify)………………………………………………………….

**Table 4.37: Students’ Needs in the Writing Subskills for their Academic Studies**

<table>
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<tr>
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<tbody>
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<td>c</td>
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</tr>
<tr>
<td>d</td>
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<td>91.42</td>
</tr>
<tr>
<td>e</td>
<td>168</td>
<td>80</td>
</tr>
</tbody>
</table>
Figure 4.37: Students’ Needs in the Writing Subskills for their Academic Studies

First year economic students considered that developing their writing skills will help them when answering exam questions (91.42%), performing written tasks in class (80%), taking notes in lectures (74.28%), summarizing (30.47%), paraphrasing (26.66%).

**Question 38-** What do you find most difficult when performing written tasks?

- **a.** Writing correct English (spelling)
- **b.** Grammar
- **c.** Writing an introduction, a conclusion
- **d.** Summarizing an idea
- **e** Organizing the ideas
- **f** Using structures of the language of economics, how to describe, define, compare, exemplify…
- **i.** Using the right punctuation

Others (please specify)……………………………………
Table 4.38: Students’ Difficulties in the Writing Skill

<table>
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<td>c</td>
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<td>15.23</td>
</tr>
<tr>
<td>d</td>
<td>50</td>
<td>23.80</td>
</tr>
<tr>
<td>e</td>
<td>124</td>
<td>59.04</td>
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<tr>
<td>f</td>
<td>136</td>
<td>64.76</td>
</tr>
<tr>
<td>i</td>
<td>07</td>
<td>03.33</td>
</tr>
</tbody>
</table>

Figure 4.38: Students’ Difficulties in the Writing Skill

First year economics students had difficulties in spelling (87.14%), grammar (84.76%), using some specific structures related to the language of economics (64.76%), organizing ideas (59.04%), summarizing ideas (23.80%), writing introductions and conclusions (15.23%), using the right punctuation (03.33%).

2/ Non-EAP Components

a/ Grammar

Question 39- Is grammar important for your academic studies?

a. Yes

b. No
Table 4.39: Importance of Grammar for Students’ Academic Studies

<table>
<thead>
<tr>
<th>Options</th>
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<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>192</td>
<td>91.42</td>
</tr>
<tr>
<td>No</td>
<td>18</td>
<td>08.57</td>
</tr>
</tbody>
</table>

Figure 4.39: Importance of Grammar for Students’ Academic Studies

While only (08.57%) of first year economics students considered that learning grammar at this level is not important, the rest high majority (91.42%) ticked the ‘yes” option. Both EAP teachers and first year economics students shared the same perception regarding the teaching of grammar.

Question 40- For what purpose (s) do you need to learn grammar?

a. You still need to improve your level

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

Others, (please specify)...........................................

Table 4.40: Students’ Reasons for Learning Grammar

<table>
<thead>
<tr>
<th>Options</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td>190</td>
<td>98.95</td>
</tr>
<tr>
<td>b</td>
<td>189</td>
<td>98.43</td>
</tr>
</tbody>
</table>
First year Economics students need grammar because they want to improve their level (98.95%) and because they are aware about the importance of this component in the development of the other skills (98.43%).

**b/ Vocabulary**

**Question 41:** What kind of vocabulary do you want most to learn?

- a. Vocabulary needed in daily life
- b. Vocabulary with higher/specific frequency in economics
- c. Both

**Table 4.41: Students’ Needs to Learn Vocabulary**

<table>
<thead>
<tr>
<th>Options</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td>11</td>
<td>05.23</td>
</tr>
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<td>b</td>
<td>69</td>
<td>32.85</td>
</tr>
<tr>
<td>c</td>
<td>130</td>
<td>61.90</td>
</tr>
</tbody>
</table>
(61.90%) of First year economics students gave importance to both kinds of vocabulary. (32.85%) of them, however, needed just specific vocabulary related to their speciality, and only (05.23%) needed more general vocabulary.

c/ Mathematical Signs, Symbols

Question 42- Is it important for you to learn how to write or verbalise mathematical signs, symbols, numbers, or dates?

   a. Yes   b. No

Table 4.42: Importance of learning Mathematical Signs, Symbols…for Students’

<table>
<thead>
<tr>
<th>Options</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>196</td>
<td>93.33</td>
</tr>
<tr>
<td>No</td>
<td>14</td>
<td>06.66</td>
</tr>
</tbody>
</table>

(93.33%) of first year economics students underlined the importance to learn mathematical signs and numbers in English. Only (06.66%) ticked the option “no”. As this specific data is so used in statistics and accounting, students may find interesting to learn it in English.
Question 43- If your answer is ‘yes’, for which purpose(s) do you need to know how to interpret such data?

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

b. They are useful to understand the language of economics

Others, (please specify)……………………………………………………………

Table 4.43: Students’ Reasons to Learn Mathematical Signs, Symbols…

<table>
<thead>
<tr>
<th>Options</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td>196</td>
<td>100</td>
</tr>
<tr>
<td>b</td>
<td>145</td>
<td>73.97</td>
</tr>
</tbody>
</table>

Figure 4.43: Students’ Reasons to Learn Mathematical Signs, Symbols

Both needs listed above were ticked by first year economics students. While (100%) of them needed this data to interpret statistics, tables and graphs, (73.97%) of them considered it as very important to understand the language of economics.

Question 44- Have you any other specific needs you wish to add?

“More hours..”

“New methods..”

“Experienced teachers…”
Conclusion

This chapter presented the analysis of data collected from EAP teachers and first year economics students. All the questions were analysed, and responses were displayed in tables and graphs. The last chapter will be devoted to a summary of the data analysis obtained in chapter four, and recommendations for the implementation of a syllabus.
CHAPTER FIVE
CONCLUSION AND RECOMMENDATIONS

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Conclusion .............................................................................................................146
**Introduction**

The purpose of this last chapter is twofold: the discussion of the results of the last chapter, and the design of an EAP syllabus for first year economics students at the faculty of EBM in Jijel University.

**5.1 Interpretation of the Results**

Data collection has indicated that there are both similarities and differences in the answers provided by EAP teachers, and economics students. One of the similarities was with respect to the reasons of studying English. EAP teachers and economics students were aware about the international status of English in being not only the language of books, but the language of research as well. Economics students have shown interest and motivation to learn English; although the medium of instruction at the faculty is Arabic.

Unfortunately, the overall picture depicted from the results of the questionnaires indicated that economics students are not as competent as they ought to be in the four language skills. Students are in an urgent need to improve their level in English, since they are either weak or very weak in the four primary skills. We believe that this situation is mainly caused by inadequacy in the teaching of English.

The question related to the importance of the language skills has revealed that EAP teachers considered reading and writing as very important skills, listening as important, and speaking as not important for students’ academic studies. This indicates that according to EAP teachers, first year economics students have to read materials; probably those related to their discipline, need to perform some written assignments in class, and need listening probably in order to understand their lectures in class, or to understand audio materials (T.V, Net). These could be the reasons why they rated these
As far as the reading skill is concerned, both students and their teachers ranked it as the first very important skill. This result validates our assumption about the need of economics students to learn how to read in English. This will help them to access specific literature, unavailable in Arabic and French. In this regard, Robinson’s suggests that “reading is probably the most generally needed skill in EAP worldwide” (Robinson, 1991, p. 102). Similarly, Close (1965) (cited in Robinson, ibid) insists on the fact that the first concern of the students with English is “to understand modern scientific writing, they must above all be able to read text-books and articles on their subjects”.

According to both teachers and students, reading is a means to acquire knowledge and vocabulary in economics. This is why all the EAP teachers recommended extensive reading. Unfortunately, only (33.33%) of the students practiced reading in English.

However, though they thought that they were good in reading, first year economics students had difficulties in word meaning causing them difficulties in comprehension. This means that students were just good in translating words into sounds, but lacked knowledge and practices in reading strategies. In fact, there was a mismatch between the students’ needs and the teachers’ practices in class: instead of teaching the necessary reading strategies, the reading course was based on a word by word approach and translation technique.

Similarly, the writing skill was considered as very important for students’ academic studies by both students and teachers. Their perceptions in terms of academic
needs were similar also, as they both considered writing as important to answer exam questions, and to achieve course assignments in/outside class. The major difficulties of the students, however, were in spelling, grammar and in the correct use of structures related to the field of economics.

Concerning listening, and though its importance given by both EAP teachers and first year economics students, data collection has revealed that this skill is taught under unfavorable conditions. In class, students were not exposed at all to authentic English, as no audio materials were used to practice and develop the listening skills. In fact, students need listening to understand the content of audio materials, and teachers’ lectures, while their teachers’ focused on listening to develop in their students the ability to take notes when listening.

The speaking skill was considered as important just by the students. In class, unfortunately, this skill was limited to the simplest discussions questions/answers work: no group discussions were organized to give opportunity to students to express themselves in English, and win confidence when speaking English. In this context, one question deserves to be asked: how can students achieve oral fluency/accuracy if we know that they had no opportunity to listen to English? This made it more difficult to students to improve their speaking skills, as they had difficulties in pronunciation and in the use of words, mainly those related to the field of economics. Worse, apart using English in class, no practice was registered from the part of the students to improve their speaking skills. Outside the class, all the students questioned have mentioned that they never used English when speaking. This can be justified by the fact that students were not exposed to contexts in which they could speak English. Concerning the listening subskills needs, results have revealed that the perceptions of the students and their teachers were the same as they both emphasized the ability to use English when
participating in class, asking questions in class, verbalizing specific data related to the field of economics. However, while EAP teachers mentioned the abilities of participating in group discussions and oral presentation; students, on the other hand, had ignored them.

Finally, and with regard to grammar, it appeared clearly from data collection that first year economics students need to develop a good command of the linguistic system of English as well as its actual use. This competence will help them to write different text genres respecting the rules and the conventions of written English on one hand, and pave them the way to academic success if they are to undertake research. Results have indicated that students still need to master the use of grammatical rules, and that its teaching was highly recommended. Students had also showed interest towards learning general vocabulary needed for everyday life as well as vocabulary related to economics. Moreover, they found useful to learn how to write and verbalise mathematical expressions needed when describing, and analysing statistics and graphs.

5.2 Recommendations and Implications

First year students generally do not have the habit of an independent learning, as they tended to depend on their teachers to acquire knowledge. Suddenly, they find themselves dealing with new tasks as reading materials, participating in group discussion or seminars, listening and taking notes in their lectures and writing new genres. These new communicative demands of modern university dictate new roles for students to take on when searching for new information or acquiring knowledge.

English is nowadays the principle language of research and higher education. It is the language in which the majority of academic literature (printed or on-line) is published. As an example, UNESCO reported that “nearly two thirds of engineering
literature appears in English but more than two-thirds of the world’s professional engineering cannot read English” (Mackay and Mountford, 1978, p. 6).

The following recommendations may be an aid to the faculty of EBM in Jijel University to better meet the needs of their first year economics students.

5.2.1 Training students become efficient readers

In order to help students to read effectively, teachers should equip their students with different reading strategies to deal with the texts, as different texts need different strategies. In order to do so, teachers should first improve their own theoretical knowledge about reading strategies. Only in doing so, they will be able to change their practices by encouraging their students to read for general idea, or for specific information. These strategies may include skimming, scanning, or guessing the meaning of words.

As for example, in order to teach skimming, teachers may ask their students for example to read the first and the last paragraph in full. In fact, all information in the text is often introduced in the first paragraph, and summarized in the last paragraph. This can help them to pick up the main idea quickly and easily. In scanning, on the other hand, students should be able to locate only the needed information. This technique is very useful in reading comprehension in which the reading purpose is well-defined. For example, to search for a date, students have to look just for numbers.

5.2.2 Encouraging students to develop extensive reading habit

Practicing reading in class cannot be sufficient to be a good reader. As shown in the results, most of the students reported that their first difficulties encountered when reading is vocabulary.
According to Nuttal (1989, p. 168), “the best way to improve your knowledge of a foreign language is to go and live among its speakers. The next best way is to read extensively in it”. Students should be encouraged to adopt an extensive reading habit. This may be the only solution to help them enrich their vocabulary, and knowledge of their subject field. Moreover, extensive reading may be the only way the students can keep contact with English outside the classroom sessions. Last, but not least, extensive reading provides valuable reinforcement of language and structures already presented in the classroom. (Benattayeb, 2010, p. 22). But all this cannot be achieved without some directions towards interesting reading materials recommended by the teachers themselves.

5.2.3 More emphasis on listening and speaking skills

It is generally argued that the logical first step to reach fluency/accuracy is to consider the students’ ability to listen. In terms of practices, however, results have shown that the speaking and the listening skills were the ignored ones. To achieve the above competences, intensive and extensive listening must be practiced through listening of authentic discourse. This can be achieved by providing teachers with effective materials, as the use of the language lab which must be put in practice by the faculty. Its use will give students, not only, the opportunity to listen native speech, but to improve and reinforce certain areas in which students are experiencing some difficulties, such as pronunciation and listening comprehension. Moreover, EAP teachers have to be able to create a good learning environment based on activities that will include increased opportunities for students to interact in English through pair work, group work, simulations or presentations. These interactions between student/student, and between student/teacher play a crucial role in developing students’ learning
outcomes especially in the area of listening and speaking. In sum, students can better acquire language if they have opportunities to listen to authentic materials, to ask/answer questions and discuss various topics.

5.2.4 An adequate teaching of Grammar

The task is twofold for first year economics students: they must continue to improve their English language proficiency while developing the necessary study skills. This is why the EAP syllabus should not neglect grammar which must be given a great attention. In addition to the general knowledge of the language, teachers should equip their students with specific structures needed to understand, and produce economics discourse. The purpose is to achieve grammatical accuracy when writing or speaking.

5.2.5 Towards an independent learning

Students are expected, and must be encouraged to spend time studying outside the class. On the one hand, EAP teachers should provide their students with guidance, facilities and materials; students, on the other hand, are asked to consolidate their class works, and to practice extensive reading and listening.

5.2.6 Goals/ Objectives of the Syllabus

A needs analysis was the first step undertaken in this research in the aim to design a syllabus. Additional steps may include the identification of goals and objectives of the syllabus, decision of the teaching content, and the selection of materials. In this study, our task is limited to the first and second steps.

One of the numerous steps in designing EAP syllabuses is the formulation of goals and objectives. “Goals (or aims) refer to general statements about what the course
hopes to accomplish, the global target outcomes around which the course is organized”.

“Objectives, in contrast, are more specific, describing smaller, achievable behaviours that learners will be expected to perform at the end of the course – and perhaps during it too” (Hyland, 2006, p. 82).

The goals of the EAP syllabus intended to first year economics students are well expressed in Allen and Widdowson’s words who pointed out that “English teaching has been called upon to provide students with the basic ability to use the language to receive, and (to a lesser degree) to convey information associated with their specialist studies. (Allen & Widdowson cited in Mackay, 1978, p. 56). The objectives on the other hand are divided according to the following components:

- **Listening:** to understand experts/professionals/teachers speaking about economics topics
- **Speaking:** to communicate about economics topics.
- **Reading:** to understand specific texts related to the field of economics.
- **Writing:** to perform university writing assignments.

Objectives are then a good source of information for both teachers and learners about what will be accomplished. In defining the objectives, teachers are likely to contribute in the selection and the sequencing of the teaching content. For learners they offer detailed information about the teaching content, and the way it will be taught.

### 5.2.7 Description of the Syllabus

In our attempt to design the syllabus, three elements must be taken in consideration:

- Students’ needs.
- Features of the language of economics.
• The syllabus of the major courses.

The syllabus should contain EAP components including the four primary skills, and non EAP components including grammar and vocabulary.

Concerning the type of the syllabus, a task-based syllabus will be adopted. In this context, Hyland & Hamp-Lyons (2002, p. 2) acknowledged that EAP is directly related to instruction which centers around the communicative needs and practices or tasks that a certain group is expected to accomplish in a given academic context.

The teaching content of English at the faculty of EBM could be divided into study skills during the six semesters of the Licence course, and research skills for the Master course. However, the grading of the EAP syllabus during the six semesters of the licence course will be devised according to the:

• Objectives to be reached.
• Complexities of study skills.
• Difficulties of tasks used in class.
• Difficulties of materials used.
• Themes of materials used (related to what is taught in the major courses).

5.2.8 The EAP Syllabus: An Introduction to English for Academic Purposes (S1&S2)

Knowing what is needed will be of little help if measures are not taken to achieve it. The next step after a needs analysis is the design of a corresponding syllabus. In language teaching, the syllabus has traditionally been the starting point in planning the teaching content. In this context, Hutchinson and Waters (1987) defined syllabus as a “document which says what will (or at least what should) be learnt” (Hutchinson & Waters, 1987, p. 80).
Study skills will be the core component of the syllabus. Clearly, study skills are those abilities, techniques, and strategies used in reading, writing, listening or speaking for academic purposes. They are meant to empower students to work efficiently in classroom, but also to invest time productively outside. This will maximize the students’ learning potential, their rate of success and their capacity of learning. This view has been highlighted by Hamp-Lyons (2001) who suggested that “If a general approach to an EAP course is taken, the course usually consists primarily of study skills practice /…/ with an academic register and style in the practice texts and materials” (Hamp-Lyons, 2001, p. 127)

We recommend to ESP/EAP teachers to share and explain the syllabus to students at the beginning of the academic year. In this regard, Robinson points out that “there may be value in showing the syllabus to students, so that they too can have a ‘route map’ of the course” (Robinson, 1991, p. 34).

In what follows, an outline of EAP syllabus consisting of the following components: Reading Comprehension, Academic Writing, Oral Expression/Speaking, Listening Comprehension/ Note-Taking, Grammar and Vocabulary.

1/ Reading Comprehension

a/ General

- Reading efficiently: comprehension and speed
- Reading for general idea
- Reading for specific information
- Reading and note –taking
b/ Specific functions related to the language of economics

- Reading and interpreting data related to the language of economics (graphs, diagrams, numbers,...)

2/ Academic Writing

a/ General

- Achieving grammatical and lexical accuracy
- Writing an introduction, a conclusion
- Organizing information into a coherent structure
- Paraphrasing
- Summarising

b/ Specific functions related to the language of economics

- Agree, disagree, describe, define, exemplify, compare, contrast, hypothesise,
- Writing mathematical symbols, numbers or expressions: cardinal and ordinal numbers, fractions, decimals, percentages, formulae and equations, measures, dates, time, money…

3/ Oral Expression/ Speaking

a/ General

- Phonological, grammatical and lexical accuracy
- Speaking with or without notes
- Asking questions for clarification/ repetition

b/ Specific functions related to the language of economics

- Debating specific subjects (giving his/her own opinion, agree, disagree describe, define, exemplify, contrast, compare, hypothesise…)
Verbalizing mathematical symbols, numbers or expressions: cardinal and ordinal numbers, fractions, decimals, percentages, formulae and equations, measures, dates, time, money…

4/ Listening Comprehension

a/ General

- Listening for general information
- Listening for specific information
- Listening and note-taking
- Understanding teachers’ instructions

b/ Specific functions related to the language of economics

- Listening to texts related to economics.

5/ Grammar

The grammatical structure inventory that can be produced for our EAP syllabus can take the following form:

- Verbs to describe change (rise, fall, increase, decrease…)
- Adjectives to describe change (slight, slow, gradual…)
- Adverbs to describe change (slightly, slowly, gradually…)
- Comparatives and superlatives. (more….. than, the most….than)
- Expressing causality (because, because of, since, as…)
- Expressing result (so, thus, therefore, as a result…)
- Expressing future possibilities (three types of IF)
- Tenses/Modal verbs (must, have to, should, could, can, would, will)
- Word formation (prefixes, affixes and suffixes)
6/ Vocabulary

In vocabulary, EAP teachers will focus on its frequency, usefulness and its relation to the language of economics.

Conclusion

The proposed syllabus is considered as the first step towards an attempt to improve the teaching/learning situation at the faculty of EBM. We have focused in this syllabus on study skills considered as the core component of each EAP syllabus. It is hoped that this outcome will give grounds for further research in designing other syllabuses for second and third years.
General Conclusion

The principles of teaching/learning English have been considerably changing with the spread of ESP. This new movement has attracted a wide range of learners with different purposes: those who need English for their studies, and those who need it for their jobs. As one branch of ESP, EAP has nowadays imposed itself as a strong movement in ELT with a great impact in the organization of educational programmes that feet better the students’ needs.

Nevertheless, in the faculty of EBM, still many things to do for the future of ESP in general and EAP in particular. One of the major problem facing both EAP teachers and economics students is the absence of syllabi. This study has thus been carried out with the aim to suggest a syllabus for first year economics students taking into consideration their academic needs using a NA.

It is hoped that the outcomes of this study will provide useful guidelines for the university decision-making to make straightforward decisions on the teaching content, and the way this content should be taught. We hope also, that this syllabus will serve as a basis for other institutes not only in Jijel University, but in all the Algerian universities to develop their own syllabi.

This study investigated the first year economics students’ academic needs at the faculty of EBM, Jijel University. However, a similar study should be conducted in other faculties in the university to find out more about teachers’ methods and practices in class as well as students’ academic needs. Doubtless, the following step after a study such as this is to develop an appropriate curriculum; including teaching materials, evaluation, activities and tasks for all the Licence and the Master courses at the EBM faculty.
BIBLIOGRAPHY


Brindley, G. (1990). *The role of needs analysis in adult ESL program design.* In R. K.


## APPENDIXES

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Appendix A

Pre-Questionnaire to Teachers of English (EAP teachers)

Dear Colleague,

This questionnaire is a part of my magister dissertation. It mainly deals with the teaching of English for Business and Economics at the University of Jijel. Your answers will help us to identify what goes wrong with the teaching/learning process of English at your faculty to help you improve the situation.

Please complete this questionnaire with the maximum of objectivity and return it. It is anonymous and confidential. Thank you in advance for taking the time to answer the questions.

**Question 1-** For which reason (s) do you think English is important to students of economics?

a. Academic purposes (related to their studies)

b. Professional purposes (related to their future work)

c. Both

Others, please specify: understanding TV programmes, tourism,

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**Question 2:** How long have you been teaching English at the Faculty of Economics, Business Sciences and Management, Jijel University?
Table 2: The Number of Teaching Experience

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<th>Number of years</th>
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<td>One year</td>
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<td>Two years</td>
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<td>Three years</td>
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Question 3: Do you know what English for Specific Purposes and English for Academic Purposes (ESP/EAP) mean?

a. Yes

b. No

Table 3: The Significance of ESP/EAP

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If “yes”, say what they are: the only answer was as follows: ESP = EST, EBP, EAP

Question 4: Are you working on an established syllabus imposed by

a. The Ministry of Higher Education

b. Your institution

c. Yourself

Table 4: The Existence of an Official Syllabus

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Question 5: If your answer is ‘c’, do you analyse your students’ needs before deciding on what to teach?

a. Yes

b. No
Table 5: Students’ Needs Analysis

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Question 6: Has your institution defined the teaching/learning objectives of English?

a. Yes

b. No

Table 6: The Learning Objectives

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Question 7: Do you consult the syllabi of the other modules to prepare your course?

a. Yes

b. No

Table 7: The Consultation of the Programme of Speciality

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Question 8: Do you meet teachers of the economic sciences to discuss and comment your courses and their content according to the whole programme of speciality?

a. Yes

b. No

Table 8: Collaboration with Subject Teachers

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If no, say why not:

“Lack of time”
“Not necessary”

“I’m myself a teacher of economic sciences”

**Question 9-** When teaching, do you focus on:

a. Listening  
b. Speaking  
c. Reading  
d. Writing  
e. Grammar  
f. Translation  
g. Vocabulary

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<th>Table 9: Teaching Practices in Class</th>
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**Question 10-** Are you satisfied with your teaching of English?

a. Yes  
b. No

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<th>Table 10: Degree of Satisfaction with the English Course</th>
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<td>Yes</td>
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**Question 11 –** If no, what are the negative aspects of the course you are teaching?

- “Lack of knowledge about economic concepts, terms, theories...”
- “Students’ weak level”
- “No syllabus to work with.”
- “No teacher training.”
- “No didactic tools or materials, as language labs, audio visual materials to work with.”
- “No assistance from the administration, no control...”
Appendix B

Focus Group Discussion with Third Year Economics Students

Question 1: Do you consider English important for you?

Question 2: Why do you need to learn English at the university?

Question 3: How do you gauge your progress in English at university during these three last years?

Question 4: According to what you have learned, what are the negative aspects of the English course you have taken during the three last years?

Question 5: Do you still need to learn and improve your level of English?

Question 6: What are your difficulties in English?

Question 7: What would you suggest to improve your English course?

Answers:

Question 1: Ten students out of fifteen considered English important for them.

Question 2: Among the reasons they listed:

"English is an international language".

"English is the language of economy and business".

"Most of commercial theories and approaches are written in English".

"Knowing English is very important because it helps us to (the students) to access to specific literature available in books and on the web and related to our subject field”.

“Knowing English enables us to find a job easily”

“Knowing English is a key to accede to foreign universities for further studies”

Question 3: Five students feel they made a significant progress during the three last years. The other ten students said that their English course was a waste of time.
Question 4: Students listed the following negative aspects of the English course they took during the last three years:

“The teaching methods were inadequate…”

“The absence of a well-thought graded syllabus, no common programme at the faculty…”

“Teachers with no experience, the majority are new graduated…”

“Lack of books and materials related to economics in English’

“Lower timetable”

“Too much grammar exercises”

“The courses are routine ...always the same tasks: the teacher read the text, and the students answer the comprehension questions...too much translation into French or Arabic…”

“No opportunity to speak in English...whenever there is a mistake, the teacher laughs…)

“No continuity in the teaching content (for example the same text is studied in different years”

Question 5: With no surprise, those students who listed the negative points of the teaching/learning process of English underlined their need to improve their level of English.

Question 6: Though their three years of instructions at the university, students still have difficulties in the following activities:

“Difficulties in understanding texts and answering questions of reading comprehension

“Difficulties in speaking English”

“Writing without mistakes”
**Question 7:** Students suggested the followings solutions in the aim to improve the teaching of the English course at the faculty:

“The use of audio-visual aids and language lab, to practice listening”

“Organization of group discussions in class”

“An official, common and well graded- syllabus for the whole licence course”

“The use of updated texts, discussing new economic theories, and approaches…”
Appendix C

EAP Teachers’ Questionnaire

Dear Colleague,

This questionnaire is a part of my magister dissertation. It mainly deals with the teaching of English for Business and Economics at the University of Jijel. Your answers will help us to identify your teaching practices when teaching English as well as your perceptions regarding the students’ linguistic needs necessary for their academic studies. The findings will be used for research purposes in order to design a syllabus for first year economics students to help you improve the current teaching and learning practices at your faculty.

Please complete this questionnaire with the maximum of objectivity and return it. It is anonymous and confidential. Thank you in advance for taking the time to answer the questions.

a/ General Information

Question 1- Classify the following English language skills in terms of importance for your students in their academic studies.

a. Listening
b. Speaking
c. Reading
d. Writing

Question 2- How good are your students in the following English language skills? (Please circle the appropriate answer for each language skill)

a. Reading very good good average weak very weak
b. Writing very good good average weak very weak
c. Listening  very good  good  average  weak  very weak

d. Speaking  very good  good  average  weak  very weak

b/EAP Components

The Reading Skill

Questions 3: Do you recommend to your students to read in English materials related to their study field (economics, business…)?

a. Yes

b. No

Questions 4: If “yes”, what kind of materials do they need to read?

a. Books, articles, dissertations

b. Newspapers, magazines

c. On-line materials

Others (please specify)……………………………………………………………………

Question 5: For what purpose (s) do you recommend to your students to read in English?

a. To develop their knowledge in the field of business and economics. (theories, approaches…)

b. To widen their vocabulary, mainly terms related to economics.

c. To write summaries/essays according to economic science teachers’ instructions (for a TP for instance).

d. To understand and answer examination questions.

Others, please specify……………………………………………………………………

Question 6- How do you qualify the reading speed of your students when searching for information?

a. Slow
b. Average

c. Fast

**Question 7:** When you teach reading, do you focus on

a. Reading word by word (explaining the meaning of each word)

b. Identifying rapidly the main idea

c. Extracting rapidly the needed information without paying attention to details

d. Translation (to Arabic and French)

Others (please specify)…………………………………………………………

**Question 8-** Which of the following reading subskills do you think are needed for first year economics students in their academic studies?

a. To be able to read efficiently for comprehension

b. To be able to read rapidly to get the main idea (skimming for the gist)

c. To be able to recognise rapidly the needed information (scanning for information)

d. To be able to select main ideas from secondary ones

Others (please specify)………………………………

**The Listening Skill**

**Question 9:** When you teach listening, do you focus on

a. Listening to lectures

b. Listening to audio materials

c. Listening in class discussions

Others (please specify)…………………………………………………………

**Question 10-** Which of the following listening subskills do you think are needed for first year economics students in their academic studies?
a. To be able to understand the content of lectures
b. To be able to take notes in lectures
c. To be able to understand oral instructions given by their teachers
d. To be able to understand the audio and visual materials related to the economic field.

Others please specify..........................................................................................

The Speaking Skill

Question 11- When you teach speaking, do you focus on

a. Answering questions
b. Organizing group discussions
c. Oral presentations

Others, please specify…………………………………………………………

Question 12- Which of the following speaking subskills do you think are useful for first year economics students for their academic studies?

a. To be able to take part in a discussion, give opinions, agree, disagree, and interpreting graphs, tables…)

b. To be able to present oral presentations with or without notes
c. To be able to ask questions in English in class (for clarification, for information…)
d. To be able to verbalise specific data related to economics (numbers, mathematical symbols, dates…)

Others, please specify…………………………………………………………

The Writing Skill

Question 13- When you teach writing, do you focus on:
a. Dictating notes
b. Doing written assignments
c. Principles of writing (introduction, topic sentence, conclusion, cohesion …)
d. How to summarise an idea
e. How to paraphrase an idea (putting an idea in one’s own words)
f. How to taking notes (from reading or listening)
g. Specific structures related to the language of economics (describe, define, hypothesise, exemplify, contrast…)
h. Punctuation

Others, please specify: ........................................................................................................

Question 14- Which of the following writing subskills do you think are needed for first year economic students for their academic English course?

a. To be able to summarise an idea
b. To be able to put an idea using your own style and words
c. To be able to take notes when listening to lectures, to audio materials or when reading a text.
d. Answering Examination questions
e. Performing written tasks in class (paragraphs, essays, exposé…)

Others, please specify: ........................................................................................................

3- Non EAP Components

Grammar

Question 15- Do you teach grammar to your students?

a. Yes
b. No
**Question 16**- If yes, do you teach it

a. Occasionally when it is needed

b. Systematically (included in your syllabus)

**Question 17**- If your question is “b”, why you teach it systematically?

a. Students still need to master the grammatical rules

b. Grammar is important to be proficient in the other skills

Others, (please specify)……………………………………………………………………

**Vocabulary**

**Question 18**- What kind of vocabulary do you teach to your students?

a. General vocabulary needed to daily life

b. General vocabulary with higher/specific frequency in economics

**Question 19**- How do you teach vocabulary?

a. Through translation

b. Extracting meaning from the context in a text

c. Both

Others (please, specify)……………………………………………………………………

**Basic mathematical Signs, Symbols and Operations**

**Question 20**: Do you teach your students how to write or to read mathematical signs, symbols, numbers, or dates?

a. Yeş

b. No

**Question 21**- If your answer is ‘yes’, for which purpose(s) do they need to know how to interpret such data?

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

b. They are useful to understand the language of economics
Others, (please specify)..........................................................................................

**Question 22:** Have you any other specific needs you wish to add concerning the teaching/learning of English at EBM faculty.
First Year Economics Students’ Questionnaire

Dear Student,

This questionnaire is a part of my magister dissertation. It mainly deals with the teaching of English for Business and Economics at the University of Jijel. Your answers will help us to identify your linguistic needs necessary for your academic studies. The findings will be used for research purposes in order to design a syllabus to help you improve the current teaching and learning practices at your faculty.

Please complete this questionnaire with the maximum of objectivity and return it. It is anonymous and confidential. Thank you in advance for taking the time to answer the questions.

a/ General Information

Question 1- Classify the following English language skills in terms of importance for your academic studies

a. Listening
b. Speaking
c. Reading
d. Writing

Question 2- How good are you in the following English language skills? Please, rate yourself in terms of each of the following using the following scale:


a. Listening
b. Speaking
c. Reading

d. Writing

b/ EAP Components

The Reading Skill

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

a. Yes

b. No

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

a. Books, articles, dissertations

b. Newspapers, magazines

c. On-line materials

Others (please specify)……………………………………………………………………

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

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

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

c. To write summaries/essays according to economic science teachers’ instructions (for a TP for instance).

d. For examination purposes

Others, please specify…………………………………………………………

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

a. Slow

b. Average
c. Fast

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

a. Vocabulary (word meaning mainly the one related to economics)

b. Comprehension of the text

c. Finding rapidly the main/ secondary idea(s)

d. Finding rapidly the needed information (answering correctly comprehension questions)

Others, please specify……………………………………………………………………

**The Listening Skill:**

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

a. Language lab in the university

b. T.V programs (songs, films…)

c. Radio programs

d. Materials on the web

e. Teachers’ talk

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

a. To be able to understand the content of lectures

b. To be able to understand teachers’ oral instructions

c. To be able to understand audio and visual materials related to economics

d. To be able to understand oral presentations in seminars….

Others please specify……………………………………………………………………

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

a. Listening and understanding teachers’ instructions/lectures

b. Listening and taking notes
c. Understanding audio visual materials used in class

Others (please specify)...........................................................................................................

**The Speaking Skill**

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

a. With your friends at the university (outside the class)

b. With your friends on the net (chat, …)

c. In class (discussions, debates, participation…)

d. Never

Others, please specify........................................................................................................

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

a. To be able to present oral presentations (with or without notes)

b. To be able to ask questions in English in class (for clarification, for information…)

c. To be able to participate in class (answering questions, give opinions, agree, disagree …)

d. Participating in group discussions/debates in class

Others (please specify)........................................................................................................

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

a. Pronouncing correct English

b. Using appropriate terms (mainly related to economics)

c. Taking part in a discussion in class, talking about economic issues, (expressing an idea, giving opinion, agree, disagree, describing, exemplifying …)

Others, please specify........................................................................................................
The Writing Skill

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

a. When chatting with your friends on the net
b. When taking notes from books or on-line documents
c. Answering exam questions
d. Writing reports or exposés
e. Taking notes in lectures/course assignments

Others, please specify……………………………………………………………………

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

a. To be able to summarise an idea
b. To be able to put an idea using your own style and words
c. To be able to take notes when listening to lectures, to audio materials or when reading a text.
d. Answering Examination questions
e. Performing written tasks in class (paragraphs, essays, exposé…)

Others, please specify……………………………………………………………………

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

a. Writing correct English (spelling)
b. Writing an introduction, a conclusion
c. Summarizing an idea
d. Organizing the ideas
e. Using the language of economics, how to describe, define, compare, exemplify…
f. Using the right punctuation
c/ Non-EAP Components

Grammar

Question 17- Is grammar important for your academic studies?
   a. Yes
   b. No

Question 18- For what purpose (s) do you need to learn grammar?
   a. You still need to improve your level
   b. Grammar is important to be proficient in the other skills (speaking, reading, listening, and writing)

Vocabulary

Question 19- What kind of vocabulary do you want most to learn?
   a. Vocabulary needed to daily life
   b. Vocabulary with higher/specific frequency in economics
   c. Both

Mathematical Signs, Symbols and Expressions

Question 20- Is it important for you to learn how to write or verbalise mathematical signs, symbols, numbers, or dates?
   a. Yes
   b. No

Question 21- If your answer is ‘yes’, for which purpose(s) do you need to know how to interpret such data?
   a. They are useful for analyzing and interpreting graphs, statistics….,
   b. They are useful to understand the language of economics
c. Both

Others, (please specify)..........................................................

**Question 22**-Have you any other specific needs you wish to add?
Appendix E

First Year Economics Students’ Questionnaire (translated into Arabic)

عزّيزي الطالب،
إن هذا الاستبيان هو جزء من مذكرة الماجستير الخاصة بي، وهو يدور أساسا حول تعليم اللغة الإنجليزية في تخصص العلوم التجارية والاقتصادية بجامعة جيجل. تساعدنا إجاباتك في تحديد احتياجاتك اللغوية الضرورية لدراساتك الأكاديمية. ستستخدم النتائج المتحصلة عليها في أغراض البحث من أجل تصميم برنامج دراسي يساعدك على تحسين ممارسة التعليم والتعلم بكليتك.

يرجى منك أن تملأ هذا الاستبيان بأقصى موضوعية ثم إرجاعه لنا. إن الاستبيان مغلق وسري. شكرا لك مقدما لملئه وفقا للإجابات على الأسئلة.

أ) معلومات عامة:

السؤال 1: رتب مهارات اللغة الإنجليزية التالية حسب درجة أهميتها بالنسبة لدراساتك الأكاديمية:

أ) الاستماع
ب) التكلم
ج) القراءة
د) الكتابة

السؤال 2: ما هو مستوى في مهارات اللغة الإنجليزية التالية؟ يرجى منك أن تمنح نفسك درجة من الدرجات التالية لكل مهارة من المهارات الآتية: 1 / جيد جدا 2 / جيد 3 / متوسط 4 / ضعيف 5 / ضعيف جدا

أ) الاستماع
ب) التكلم
ج) القراءة
د) الكتابة

ب) مكونات اللغة الإنجليزية لأغراض أكاديمية

مهارة القراءة:

السؤال 3: هل تقرأ الوثائق المتعلقة بالاقتصاد باللغة الإنجليزية؟

أ) نعم
ب) لا

السؤال 3: إذا كانت الإجابة نعم، فما هو نوع الوثائق التي تحتاج مطالعتها في دراساتك الأكاديمية؟

أ) كتب، مقالات، مذكرات
ب) جرائد، مجلات
ج) وثائق إلكترونية
د) أخرى (حددوا رجاء)

السؤال 4: لأي غرض تحتاج تطوير مهارة القراءة في درسك الأكاديمي؟

أ) من أجل تطوير معارفك في ميدان الاقتصاد والتجارة
ب. تتوسع دائرة المفردات وبخاصة تلك المتعلقة بالاقتصاد

ج. من أجل كتابة الملخصات والمقالات حسب تعليمات أستاذ العلوم الاقتصادية (لأجل الأعمال التطبيقية

د. لأغراض الامتحان

ه. أخرى (حددوا رجاء)

السؤال 5: كيف تصف قراءتك في القسم عند البحث عن الإجابة؟

أ. بطينة

ب. متوسطة

ج. سريعة

السؤال 6: أي نجد صعوبة أكبر عند ممارستك للقراءة في القسم؟

أ. المفردات (معاني الكلمات وخصوصا تلك المتعلقة بالاقتصاد)

ب. فهم النص

ج. إيجاد الفكرة (الأفكار) الرئيسية أو الثانوية بسرعة

د. إيجاد المعلومات المطلوبة بسرعة (الإجابة الصحيحة عن أسئلة الفهم)

ه. أخرى (حددوا رجاء)

مهارة الاستماع:

السؤال 7: ما هي الحالات التي تستمع فيها إلى اللغة الإنجليزية؟

أ. حصص مخبر اللغة بالجامعة

ب. برامج التلفزيون ( أغاني، أفلام ...)

ج. البرامج الإذاعية

د. الوثائق على شبكة الإنترنت

ه. حدائق الأستاذ

السؤال 8: لأي غرض تحتاج إلى تطوير مهارة الاستماع لديك في دراساتك الأكاديمية؟

أ. كي تكون قادرًا على فهم محتوى المحاضرات

ب. كي تكون قادرًا على فهم تعليمات الأستاذ الشفوية

ج. كي تكون قادرًا على فهم الوثائق المسموعة والمرئية المتعلقة بالاقتصاد

د. كي تكون قادرًا على فهم العروض الشفوية في المنتديات

ه. أخرى (حددوا رجاء)

السؤال 9: أي نجد صعوبة أكبر عند الاستماع إلى الإنجليزية في القسم؟

أ. الاستماع إلى تعليمات الأستاذ محاضراته وفهمها

ب. الاستماع وتدوين الملاحظات

ج. فهم الوثائق المسموعة والمرئية المستعملة في القسم

ه. أخرى (حددوا رجاء)

مهارة التكلم:
السؤال 10: ما هي الحالات التي تتكلم فيها بالإنجليزية؟
أ. مع أصدقائك في الجامعة (خارج القسم)
ب. مع أصدقائك على شبكة الإنترنت (دراسة، غرفة، ...
ج. في القسم (حوار، المناقشات، مشاركات ...
د. أبدا

هل أخرى (حددهما رجاء)

السؤال 11: لأي غرض تحتاج إلى تطوير مهارة التكلم لديك في دراستك الأكاديمية؟
أ. لكي تكون قادرًا على تقديم العروض الشفهية (بمراجعة أو بدونها)
ب. لكي تكون قادرًا على طرح أسئلة بالإنجليزية في القسم (للوضوح، للإعلام ...
ج. لكي تكون قادرًا على المشاركة في القسم (الإجابة على الأسئلة، إبداء الآراء، الموافقة، عدم الموافقة ...
د. المشاركة في حوار المجموعات ومناقشاتها في القسم

هل أخرى (حددهما رجاء)

السؤال 12: ما هي الصعابات التي تواجهها عند التكلم بالإنجليزية في القسم؟
أ. نطق الإنجليزية بشكل صحيح
ب. استعمال المفردات المناسبة (خاصة تلك المتعلقة بالإقتصاد)
ج. المشاركة في النقاش في القسم، التحدث عن القضايا الاقتصادية (التعبير عن فكرة، إبداء رأي، الموافقة، عدم الموافقة، الوصف، إعطاء الأمثلة ...
د. أخرى (حددهما رجاء)

مهارة الكتابة:

السؤال 13: ما هي الحالات التي تكتب فيها بالإنجليزية؟
أ. عندما تدردش مع أصدقائك على الإنترنت
ب. عندما تدون ملاحظات من الكتب أو من الوثائق الإلكترونية
ج. عند الإجابة على أسئلة الامتحان
د. عند كتابة التقارير أو العروض
ه. عند تدوين ملاحظات في المحاضرات والدروس
و. أخرى (حددهما رجاء)

السؤال 14: لأي غرض آكاديمي تحتاج أن تطور مهارة الكتابة لديك؟
أ. لكي تكون قادرًا على تلخيص فكرة ما
ب. لكي تكون قادرًا على تكون فكرة باستخدام الأساليب والمفردات الخاصين بك
ج. لكي تكون قادرًا على تدوين الملاحظات عند الاستماع إلى المحاضرات أو الوثائق المسموعة أو عند قراءة
نص ما
د. الإجابة على أسئلة الامتحان

ه. تحسين ممارسة الكتابة في القسم (فقرات، إنشاء، عرض ...
و. غرضا آخر (حددهما رجاء)
السؤال 15: أين تمكن الصعوبات التي تواجهك عند أداء ممارسة الكتابة؟
أ. عند كتابة الإنجليزية بشكل صحيح (تهجئة الكلمة)
ب. عند كتابة مقدمة أو خاتمة
ج. عند تلخيص فكرة ما
د. عند تنظيم الأفكار وترتيبها
ه. عند استعمال لغة الاقتصاد، كيفية الوصف، التعريف، المقارنة، إعطاء الأمثلة 
و. عند استعمال أدوات الترميم الصحيحة

ي. أخرى (حددوا رجاء)

ج) مكونات اللغة الإنجليزية لأغراض غير أكاديمية

السؤال 16: هل النحو مهم بالنسبة لدراساتك الأكاديمية؟
أ. نعم
ب. لا

السؤال 17: لأي غرض تحتاج تعلم النحو؟
أ. لا زلت تحتاج إلى تحسين مستوى
ب. النحو مهم كي تحسن المهارات الأخرى (التكلم، القراءة، الاستماع والكتابة)
ج. أغراض أخرى (حددوا رجاء)

المفردات

السؤال 18: ما هو نوع المفردات الذي تريد أن تتعلم أكثر؟
أ. المفردات التي تحتاجها في حياتك اليومية
ب. المفردات ذات التكرار الواسع/ الخاص في الاقتصاد
ج. الأثنان معا

الإشارات الرياضية والرموز والتعبير

السؤال 19: هل مهم بالنسبة لك أن تتعلم كيفية كتابة الإشارات الرياضية والرموز والأعداد والتقويم والتاريخ والتعبير عنها؟
أ. نعم
ب. لا

السؤال 20: إذا كان جوابك ب"نعم", فلدي غرض تحتاج أن تعرف كيف تفسر تلك المعطيات؟
أ. لأنها مفيدة لتحليل وинтерس الروسوم الهندسية والإحصائيات ....
ب. لأنها مفيدة لفهم لغة الاقتصاد
ج. الأثنان معا

د. أغراض أخرى (حددوا رجاء)

السؤال: هل لديك احتياجات خاصة أخرى تريد إضافتها
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#### تفاصيل:
- اقتصاد جزئي
- مدخل للتسويق
- القيادة العالمية
- علم اجتماع المنظمات
- قانون تجاري
- إعلام ألي
- لغة إنجليزية
- إحصاء
- رياضيات
- محاسبة
- رياضيات
- محاسبة
Résumé

Programme d’enseignement de l’anglais à des fins académiques pour les étudiants de première année Sciences Economiques, le cas de la Faculté des Sciences Economiques, Sciences Commerciales et Sciences de Gestion à l’Université de Jijel

Afin de répondre aux exigences de l’université moderne, les étudiants des Sciences Economiques à la Faculté des Sciences Economiques, Sciences Commerciales et Sciences de Gestion de l’Université de Jijel ont besoin d’acquérir une bonne compétence de la langue anglaise. La présente étude a évalué la perception des étudiants de première année Sciences Economiques et les enseignants de l’anglais à des fins académiques dans le but d’apporter quelques changements à la situation d’enseignement / apprentissage de l’anglais à la Faculté. A cet effet, une analyse des besoins a été effectuée pour déterminer les nécessités académiques des étudiants. Les données ont été obtenues à partir des questionnaires distribués aux enseignants et aux étudiants de première année Sciences économiques de l’anglais à des fins académiques ; leur analyse a été faite en termes de fréquence et pourcentage. L’analyse des données a démontré que les étudiants de première année Sciences économiques ont besoin d’être compétents en les quatre principales compétences, à savoir : écouter, parler, lire et écrire avec connaissance des structures grammaticales spécifiques et de vocabulaire nécessaires afin de comprendre le discours économique.

Cette étude basée sur les résultats obtenus, a démontré qu’un programme d’anglais à des fins académiques qui prend en considération les nécessités des étudiants doit être développé au sein de la Faculté des Sciences Economiques, Sciences Commerciales et Sciences de Gestion.
ملخص

برنامج دراسي لتعليم اللغة الإنجليزية لأغراض أكاديمية لطلبة السنة الأولى علوم اقتصادية بكلية العلوم الاقتصادية والتجارية وعلوم التسبيج بجامعة جيل.

يحتاج طلبة العلوم الاقتصادية بكلية العلوم الاقتصادية والتجارية وعلوم التسبيج الإنجليزية فئةً مهارات جيدة في اللغة الإنجليزية من أجل الاستجابة لمتطلبات الجامعة المصرية. قمت هذه الدراسة بإدراك طلبة السنة الأولى علوم اقتصادية واساتذة الإنجليزية لأغراض أكاديمية بهدف جلب التغيير لوضعية تعليم وتعلم الإنجليزية في الكلية.

ولهذا الغرض، أنجز تحليل المتطلبات من أجل تحديد احتياجات الطلبة الأكاديمية. لقد تحصلنا على المعطيات من استبانات ورعت على كل من مدرسي اللغة الإنجليزية لأغراض أكاديمية وعلى طلبة السنة الأولى علوم اقتصادية. وتم تحليلها على أساس التردد والنسب المئوية. كشف تحليل المعطيات أن طلبة السنة الأولى علوم اقتصادية يحتاجون إلى الإلمام بالمهارات الإبداعية الأربعة: الاستماع والتكلم والقراءة والكتابة. مع بنية نحوية خاصة ومفردات ضرورية لكي يتمكنوا من فهم الخطاب الاقتصادي. تبين هذه الدراسة القائمة على ما توصلنا إليه من نتائج أن برنامجا دراسيا لغة الإنجليزية لأغراض أكاديمية والذي يأخذ بعين الاعتبار احتياجات الطلبة ينبغي أن يطور بكلية العلوم الاقتصادية والتجارية وعلوم التسبيج.