

**People's Democratic Republic of Algeria
Ministry of Higher Education and Scientific Research
Mouloud Mammeri University of Tizi-Ouzou
Faculty of Letters and Languages
Department of English**



Domain: Foreign Languages

Branch: English Language

Speciality: Language and Communication

**Dissertation Submitted in Partial Fulfilment of the Requirements
for the Degree of Master in English**

Title:

*An Exploration of Business English Teaching in the Department of
Commerce at Mouloud Mammeri University of Tizi-Ouzou*

Presented by:

Ms. NEBRI Assia

Ms. BOUNOUA Dihya

Board of Examiners:

Dr. AMMOUR Kamila (MCB), Mouloud Mammeri University of Tizi-Ouzou, Chair.

Dr. BELKHIR Sadia (MCA), Mouloud Mammeri University of Tizi-Ouzou, supervisor.

Mr. CHETOUANE Madjid (MAA), Mouloud Mammeri University of Tizi-Ouzou, Examiner.

**Academic Year
2019/2020**

This work is dedicated to

- ✓ My wonderful parents: my mother *Nadia* and my Father *Lakhdar*
who taught me the meaning of scarifies and patience;
- ✓ My lovely sister *Souhila*;
- ✓ My beloved brother *Lyes*;
- ✓ All my friends who encouraged and supported me in accomplishing
this work.

Assia

I dedicate this research to

- ✓ My beloved parents: *Nouara* and *Remdane*;
- ✓ My two sisters *Assia* and *Zina*;
- ✓ My brother *Ali*;
- ✓ All my friends who encouraged me and believed in my capacities;
- ✓ All those who were always my source of courage and motivation.

Dihya

Acknowledgments

We are sincerely thankful to our supervisor **Dr. BELKHIR Sadia** for her support, guidance and patience in reading and reviewing this dissertation. Without her encouragement, this work could not be done.

We would like also to express our deepest gratitude to the board examiners **Dr. AMMOUR Kamila** and **Mr. CHETOUANE Madjid** who have devoted time to read and examine our work.

Special thanks go to the teachers of English of the Department of Commerce at Mouloud Mammeri University of Tizi-Ouzou who have accepted to participate and collaborate in our research.

We are extremely grateful to third year Marketing students of the Department of Commerce for their effective participation and time while collecting our data.

Finally, we would like to thank all those who helped us in completing this work.

Abstract

The present study is intended to evaluate Business English teaching in the Department of Commerce at Mouloud Mammeri University of Tizi-Ouzou. This investigation is based on four main objectives. First, it identifies the different needs of third year Marketing students for learning English. Second, it examines whether teachers of English of the Department of Commerce conduct a needs analysis. Third, it explores the main difficulties encountered by learners, and which hinder their learning of English. Fourth, it investigates whether the teachers of English design a course and which model they adopt to design it. In order to reach these objectives a mixed methods research has been adopted, thus it combines both quantitative and qualitative methods that are used for collecting and analysing data. For the data collection, two main instruments have been used: a questionnaire that has been administered to a sample of fifty (50) third (3rd) year Marketing students and a structured interview with three teachers of English. As a theoretical framework, this study has adopted Dudley Evans and St Johns' theory (1998) which focuses on the role of needs analysis in course design as well as the parameters of course design suggested by Graves (1996) and Frenco (2005). The questionnaire results have demonstrated that students have several needs for English learning. Thus, most of them need English for a professional purpose that is to get a job in the future. Moreover the outcomes reveal that most of students encounter difficulties in the English language use, probably in their communicative competence that is in their speaking abilities as well as in writing. Additionally, the outcomes of the interview have revealed that needs analysis is partially performed by English teachers of the Department of Commerce. Indeed, there is not a designed course provided by the Department of Commerce for teaching English. However, teachers elaborate their own course without following all the steps of course design and without adopting any of the two models of course design that are suggested by Graves (1996) and Frenco (2005).

Key words: Business English Teaching, needs analysis, course design, Dudley Evan and St Johns'(1998) theory, parameters.

List of Abbreviations

BES: Biological Environmental Science

ESP: English for Specific Purposes

EGP: English for General Purposes

ELT: English Language Teaching

EST: English for Science and Technology

EBE: English for Business and Economics

ESS: English for Social Science

EAP: English for Academic Purposes

EOP: English for Occupational Purposes

EBP: English for Business purposes

H: Hypotheses

MMUTO: Mouloud Mammeri University of Tizi-Ouzou

NA: Needs Analysis

QCA: Qualitative Content Analysis

Q: Question

TEFL: Teaching English as a Foreign Language

List of Symbols

%: Percentage

X: Calculated Percentage

Z: Value of the Answers

Y: Total Number

=: Equal

x: Multiply

/: Division

List of Tables

Table 1: Importance of English for the Participants.....	30
Table2: Participants' Background in the English Language.....	31
Table 3: Participants' Difficulties in English Language Use.....	33
Table 4: Students' View about the Difficulty of Learning English in their Department.....	34
Table 5: Time Sufficiency for Learning English.....	35
Table 6: Students' Satisfaction with English Learning.....	36
Table 7: Respondents' View about the most Effective Material.....	38
Table 8: Participants' Wants and Objectives.....	39

List of Diagrams

Diagram 1: Students' Reasons behind English Importance.....	31
Diagram2: Participants' Experience in the English Language.....	32
Diagram3: Participants' Reasons for Learning English.....	32
Diagram 4: Students' Main Difficulties in Using English.....	33
Diagram 5: Participants' Reasons for the Difficulty of Learning English in their Department... ..	34
Diagram 6: Participants' Most Needed Type of English.....	35
Diagram 7: Learners' Reasons for the Dissatisfaction with English Language Learning.....	36
Diagram 8: Participants' Classification of the most Needed Skill.....	37
Diagram 9: Relevance of the Teaching Content to the Students' Speciality.....	37
Diagram 10: Students' Evaluation of English Courses.....	38
Diagram 11: Teachers' Use of Authentic Materials.....	39

List of Figures

Figure 1: ELT Tree According to Hutchinson and Waters (1987:1-7).....11

Table of Contents

Dedication	I
Acknowledgments.....	III
Abstract.....	IV
List of Abbreviations.....	V
List of Symbols.....	VI
List of Tables.....	VII
List of Diagrams	VIII
List of Figures	IX

Contents

General Introduction

1- Statement of the Problem.....	1
2- Aims and Significance of the Study.	3
3- Research Questions and Hypotheses.....	4
4- Research Design and Methodology.....	4
5- Structure of the Dissertation.....	5

Chapter One: Review of the Literature

Introduction.....	7
1. English For Specific Purposes (ESP)	
1.1 Definitions of ESP.....	7
1.2 Objectives of ESP.....	9
1.3 Differences between ESP and EGP.....	10
1.4 Types of ESP.....	11
1.5 Definitions of English for Business Purposes.....	12
1.6 Definitions of Course Design	13

2. Role of an ESP Teacher	
2.1 As a Teacher.....	14
2.2 As a Course Designer and Material Provider.....	14
2.3 As a Collaborator.....	15
2.4 As a Researcher.....	15
2.5 As an Evaluator.....	15
3. Theoretical Framework	
3.1 Role of Needs Analysis in Course Design.....	15
3.2 Parameters of Course Design	16
3.2.1 Graves’ Steps of Course Design.....	16
3.2.1.1 Needs Assessments.....	16
3.2.1.2 Determining Goals and Objectives of the Course	17
3.2.1.3 Conceptualizing the Content.....	18
3.2.1.4 Selecting and Developing Materials and Activities.....	19
3.2.1.5 Organizing the Content and Activities.....	19
3.2.1.6 Evaluation	20
3.2.2 Frenedo’s Steps of Course Design.....	20
3.2.2.1 Setting Objectives.....	21
3.2.2.2 Syllabus Components.....	21
3.2.2.3 Negotiation of the Syllabus.....	22
3.2.2.4 Managing the Logistics.....	22
Conclusion.....	23

Chapter Two: Research Design and Methodology

Introduction.....	24
-------------------	----

1. Context of Investigation

1.1 Participants and Sampling.....	24
1.1.1 Students.....	24
1.1.2 Teachers.....	25
2. Data Collection Procedures	
2.1 Description of the Questionnaire.....	26
2.2 Description of the Interview.....	27
3. Data Analysis Procedures	
3.1 Description of Statistical Methods.....	28
3.2 Description of the Qualitative Content Analysis (QCA).....	28
Conclusion.....	29

Chapter Three: Presentation of the Findings

Introduction.....	30
1. Presentation of the Findings	
1.1 Presentation of Students' Answers to the Questionnaire.....	30
1.2 Presentation of Results of the Interview	40
Conclusion.....	45

Chapter Four: Discussion of the Findings

Introduction.....	46
1. Discussion of Students' Needs.....	46
2. Discussion of Students' Difficulties.....	50
3. Students' Evaluation of Business English Teaching.....	52
4. Teachers' Profile and EBP Teaching.....	54
5. Discussion of the Courses Designed by Teachers.....	56
Conclusion.....	60

General Conclusion.....61

Bibliography.....64

Appendices

Appendix 1: Students' Questionnaire

Appendix 2: Teachers' Interview

Appendix 3: Example of lesson Taught to Marketing Students

General Introduction

1. Statement of the Problem

English has become a dominant and powerful language of the world; therefore, its role has greatly evolved and gained a wide recognition over the past years especially under the impact of globalization as well as the sudden uprising of Internet in addition to many other factors. Due to its widespread over the world, its learning has become a useful and necessary skill among university students, scientists, institutions and governments. Consequently, everyone has become aware of its significant role and importance as an international and crucial language.

The study of English language is no longer limited to human sciences, but also taught in many other disciplines and departments such as business, economics, engineering..... etc. In fact, the English courses which are provided at those departments aim significantly to achieve the satisfaction of their learners by means of meeting their needs. In other words, this refers to the English for specific purposes (ESP) courses. Consequently, English teachers should considerably take into account the parameters of course design which are suggested by Graves (1996) and Frenco (2005) since, these parameters give an insight to course designers in the way to elaborate a suitable course.

ESP as a discipline can be defined as an approach to language teaching in which all decisions as to context and methods are based on the learners' reason for learning (Hutchinson and waters, 1987). This means that, it emphasizes mostly the reasons behind learning English or what learners need English for. Its aim is to determine the specific needs of a group of people, whether for academic, professional or personal purposes, where the focus of teaching content and method differs mainly according to each field of interest.

Since the 1960's and early 1970's ESP has introduced Needs Analysis (NA) as a new aspect to language teaching with an aim of assessing the communicative needs of learners and the techniques of achieving specific teaching objectives. It explores the specific learners'

needs and reflects on their necessities in their subject area. In this respect, Dudley Evans and St John (1998) define needs analysis as the process of establishing the *what* and *how* of the course. Moreover, it has a vital role in the process of implementing and designing any ESP course. Therefore, any ESP course design should be based on needs analysis, since it aims to gather data about what learners need the language for, to select the relevant content, materials, method as well as the activities in relation to students' needs and objectives.

Furthermore, there are many studies which have been conducted in ESP. A brief glimpse at previous studies concerning ESP teaching unfolds that needs analysis in ESP has received an overwhelming attention among many researchers and scholars either at the national or international level.

At the national level, one of these studies has been conducted at the department of English at Mouloud Mammeri University of Tizi-Ouzou by Beghdadi and Ben- lalli in 2016 about "Needs Analysis of Civil Engineering Students". The results have revealed the awareness of students of Civil engineering about the importance of English and their negative attitude towards its technical learning. As another outcome, students lack the mastery of speaking skill. On the other hand, teachers have acknowledged the lack of motivation of students for learning English.

Another research has been done at Bejaia University by Toriazi in 2016, which is mainly about the "Identification and Analysis of the Students Target Language Needs in Academic Scientific Communication: the Case of Biological Environmental Science Department". The results of this study have revealed that the English language has a major importance to Master (I) BES students. As another outcome of the research, students need to develop all the language skills especially the reading and the writing one, since they are selected as the most important language skills for the academic usage of BES students. As a last finding, the answers which are provided by students highlight that they are not all prepared to

communicate using the English language, because of their difficulties such as their unwillingness and the lack of motivation to learn English.

At the international level, a “Needs Analysis of English for Business Students” in Malaysia has been conducted by Daksyani A/P Ganeson in 2018 at a private university. The findings have demonstrated the importance of needs analysis in business English. Moreover, the participants have suggested many activities to be conducted in the English for business course such as role-play activities which can help students to practice the language used in business settings. In addition to this, it has been shown clearly that incorporating English lessons through YouTube would improve their language skills.

However, none of the previous mentioned works have investigated the needs of business students and the importance of taking them when designing an EBP course and no one of these studies have investigated whether there is a designed course to teach EBP. Consequently, the main goal of the present work is to explore whether these needs are taken into account by their teachers for designing a suitable EBP course and to evaluate how Business English is taught in the Department of Commerce at Mouloud Mammeri University of Tizi-Ouzou.

2. Aims and Significance of the Study

The present research concentrates on the evaluation of how Business English is taught at the department of commerce. Thus, it explores the necessities and needs of Business students for learning English. Moreover, it examines whether English teachers of the Department of Commerce conduct a needs analysis. It also intends to find out the main difficulties they encounter while using English. Indeed, it investigates whether the English teachers of the Department of Commerce design an EBP course and which model they adopt when designing it.

Furthermore, the topic under investigation will be significant to future students, teachers or course designers. In the sense that, it will help them to design a suitable course in relation to students' needs, objectives and difficulties.

3. Research Questions and Hypotheses

This research is mainly an attempt to bring a new insight into the subject being studied, therefore; it raises the following research questions:

Q1- What are the specific needs of business English students?

Q2- Do teachers of English of the department Commerce conduct a needs analysis?

Q3- What are the main difficulties encountered by business students while using English?

Q4- Do teachers of English of the department of Commerce design a course? If yes, which model do they adopt in course design?

As tentative answers to the above mentioned questions, we advance the following hypotheses:

HP1- The business students have different needs for learning English language.

HP2- Needs analysis is partially conducted by English teachers of the Department of Commerce.

HP3- The business students encounter many difficulties especially in Writing and speaking

HP4- English teachers of the Department of Commerce design a course, but without adopting any model of course design.

4. Research Tools and Methodology

The current study adopts the mixed methods of research which combines both quantitative and qualitative approaches for data collection and analysis: questionnaire for students and interview for teachers. The data have been collected from a sample of third year students and teachers of the department of commerce at Mouloud Mammeri University of Tizi-Ouzou (MMUTO).

The first data collection instrument, which is a questionnaire, includes both open-ended and close-ended questions, and it is handed for a sample of fifty (50) third year students who are specialized in the field of Marketing. Its purpose is to collect valid information about their specific needs for learning English, their difficulties and more importantly their satisfaction about the Business English courses.

The interview as a second data collection instrument has been conducted with three (3) English teachers at the Department of Commerce. Its aim is to gather in depth information and real views of teachers about the way they design their courses, whether they conduct a needs analysis, the skill they focus more on when teaching, as well as the difficulties that their learners face.

The outcomes obtained from these data collection tools are analyzed and interpreted by the use of two data analysis procedures namely the rule of three for quantitative data and qualitative content analysis (QCA) for qualitative ones.

5. Structure of the Dissertation

The present dissertation is organized following the traditional simple model. It is composed of a general introduction, four chapters and a conclusion. The *Introduction* presents the topic under investigation, its aim and significance. It also includes the research questions and hypotheses.

The first chapter entitled “*Review of the Literature*”, consists in reviewing previous related works to ESP and Course design, and introduces the theoretical framework of the study. The second chapter “*Methods and Research Design*”, includes precise information about all the procedures and methods adopted for both data collection and data analysis tools. The third chapter “*Presentation of the Findings*”, demonstrates the results of the investigation gathered from the two data collection tools. The fourth and the last chapter “*Discussion of the Findings*”, discusses and analyzes the results obtained from the two data collection

procedures which are the questionnaire and interview, and also provides answers to the proposed research questions. Finally, the *General Conclusion* summarizes what has been discussed in previous chapters of the body of the dissertation, and provides suggestions for further research.

Chapter 1: Review of the Literature

Introduction

This chapter is theoretical. Its purpose consists in the presentation of theoretical knowledge, and various related works of researchers that are relevant to ESP and course design. It includes three main sections. The first section deals with ESP definitions, types, and aims. Then, it is followed by the second section which explores the role of an ESP teacher. The third section presents the theoretical framework of the present study.

1. English for Specific Purposes (ESP)

1.1 Definitions of ESP

From the early 1960's ESP which stands for English for specific purposes has become the most active branche of Applied linguistics in general, and of teaching English as a foreign language (TEFL) in particular. Many definitions are given to ESP. As a starting point, Anthony (1997: 9-10) states that:

'Some people described ESP as simply being the teaching of English for any purposes that could be specified. Others, however, were more precise describing it as the teaching of English used in academic studies or the teaching of English for vocational or professional purposes'

Anthony's definition clarifies the different interpretations and views of people about ESP. Thus, there is not a determined definition of ESP. Some people describe ESP as being just the teaching of English for any purposes, while others describe it as the teaching of English for specific purposes to meet the specific needs of learners. This demonstrates that the role of ESP is to help language learners to build up the needed abilities in order to use them in a specific field of inquiry, occupation, or workplace.

Additionally, Mackay and Mountford (1978:2) argue that: *"ESP is generally used to refer to the teaching of English for clearly utilitarian purposes"*. In other words, English should be taught to achieve specific language skills in an authentic and real situation that allows learners to use English in their future profession or to comprehend the English discourses related to the area of their speciality.

Moreover, Hutchinson and Waters (1987) define ESP as “*an approach rather than a product*”. This means that ESP does not involve a particular kind of language, or methodology, nor does it consist of a particular type of teaching material, however; it is an approach to language teaching in which all decisions are based only on the learner’s reasons for learning. Thus, ESP is not restricted to one specific context; however, it focuses on how learners use English in that context.

Dudley Evans and St John (1998:3-4) have provided a definition to ESP on the basis of its characteristics, but their definition is influenced by that of Strevens’s (1998). Therefore, they have reviewed Strevens’s definition of ESP by removing the absolute characteristic that ESP is in contrast with General English, and they have increased the number of variable characteristics.

- **Absolute characteristics**

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

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

ESP is centred on the language approach to these skills, discourse and genre.

- **Variable Characteristics**

ESP may be related to or designed for specific disciplines.

ESP may use in specific teaching situation, a different methodology from that of “General English”.

ESP is likely to be designed for adult learners, either at a tertiary level institution or in a professional work situation. It could, however, be used for learners at secondary school level.

ESP is generally designed for intermediate or advanced students.

Most ESP courses assume basic knowledge of the language system, but it can be used with beginners.

Furthermore, Dudley Evans and St John's definition involves the idea that ESP can but it is not necessarily designed for a specific discipline, and it does not have to be aimed at a certain age group. Moreover, ESP is more suitable to adult learners, although it is applicable to young adults at secondary school settings. Therefore ESP should be seen as an 'approach' to teaching or what Dudley Evans (1998) describes as an 'attitude of mind'. This is similar to the conclusion made by Hutchinson and Waters (1987:19) who state that: "*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*".

All the above definitions given by different scholars share mainly the same idea, because they display ESP as teaching a specific content and skills of English to a determined group of learners aiming at communicating effectively in academic or professional situations where the language is going to be used.

1.2 Objectives of ESP

The main aim of the teaching and learning process is to enable the learners to acquire information in its general sense. However, concerning ESP, Basturkmen (2006:133-143) has identified five broad objectives on which specific teaching process is based and should be revealed.

The first objective of ESP is to reveal subject-specific language use which aims to demonstrate to learners how the language is used in the target settings. The second objective is mainly to develop target performance competencies which are concerned with what learners do with language and the needed skills to be competent and perfect language users. The third one is to teach underlying knowledge which focuses on developing students' knowledge of field of study or work and their language skills. The penultimate objective is to develop strategic competence. In this context, Basturkmen (2006:139) states that "*strategic competence is the link between context of situation and language knowledge*". Moreover, this

strategic competence enables successful and efficient communication. The last objective is to foster critical awareness. Its ultimate goal is basically to make students conscious and culturally aware of the target situation (ibid: 133-143).

1.3 Differences between ESP and EGP

English for Specific Purposes (ESP) and English for General Purposes (EGP) are considered as two main branches of English Language Teaching (ELT); however, ESP is often contrasted with General English. The notion of the differences between ESP and EGP is explained in terms of theory and practice. In this respect, Hutchinson and waters (1987) state that there is no difference between the two in theory, however, there is a great deal of difference between them in practice.

Basturkmen (2010) distinguishes between General English and ESP. He claims that General English aims to develop a higher competence in language by including different topics, while ESP is mainly concerned with teaching specific language for learners in a particular discipline. Moreover, he states that the primary goal of ESP courses is to improve the learners' communication skills in English by providing specific terminologies which are related to their field of work. In this respect, he argues that:

'In general English situations, goals are generally linguistic (such as development of oral competence or a wide vocabulary, or ability to use a wide range of grammatical structures). In an ESP situation, it is understood that the learners would want to achieve 'real world' objective, objectives requiring specific linguistic competencies' (Basturkmen, 2010:8)

Additionally, teaching English for specific purposes is known to be learner-centred where learners' needs and goals are important, whereas, General English approach is language-centred. It focuses on learning language from broad perception covering all the language skills and the cultural aspects of English speaking community. Furthermore, ESP learners' are adults with a certain degree of awareness concerning their language needs.

However, General English courses are provided to pupils as compulsory subject at school, where the objective is to succeed in the examinations.

Lastly, ESP can be distinguished from EGP in terms of learners' needs. Thus, one difference between ESP and EGP courses is in the awareness of needs. ESP courses highlight needs analysis; however, EGP courses may not consider it. In this perspective, Hutchinson & Waters (1987:53) point out that: *“What distinguishes ESP from General English is not the existence of a need as such but rather an awareness of the need. If learners, sponsors and teachers know why the learners need English, that potential can be exploited”*. This means that the main aim of ESP courses is to provide learners with a certain English proficiency level for a situation where the language is going to be used.

1.4 Types of ESP

The maturity of ESP through time has known multiple views concerning its subdivisions. In fact, different taxonomies are offered for ESP. The best known of these taxonomies is the 'ELT Tree' which is provided by Hutchinson and Waters (1987:17). According to them ESP is divided into three different branches: English for Science and Technology (EST), English for Business and Economics (EBE) and English for Social Studies (ESS). Then, each of these types is further divided into sub-branches: English for Academic Purposes (EAP) and English for Occupational Purposes (EOP). An illustrative example of EOP for the ESS branch is English for teaching, whereas, an example of EAP for the ESS branch is English for Psychology. Consequently, these types of ESP are illustrated in the following figure:

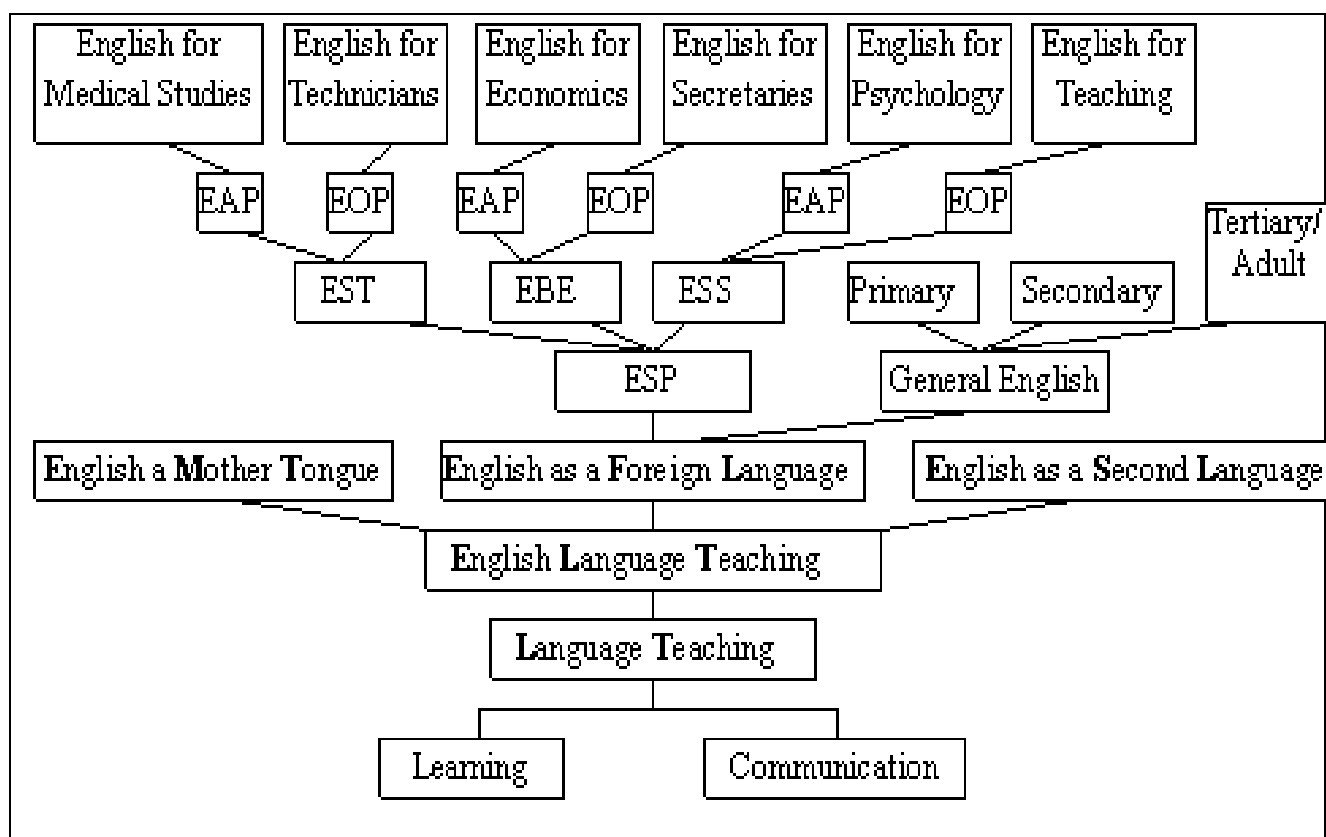


Figure1: Tree of ELT according to Hutchinson and Waters (1987:17)

1.5 Definitions of English for Business Purposes (EBP)

English for Business Purposes is one of the major types of ESP. It is regarded as part of ESP. In this respect, Ellis and Johnson (1994:3) claim that: “*Business English must be seen in the overall context of English for Specific Purposes (ESP), as it shares the important elements of needs analysis, syllabus design, course design, and material selection and development which are common to all work of ESP*”. However, they affirm that business English differs from the other varieties of ESP due to its unique mixture of specific content which is related to a particular job area and general content which is related to ability to communicate more effectively, albeit in Business situation (ibid:3).

Moreover, EBP focuses on the vocabulary and topics used in the Business world, trade, finance and international relations. In other words, it concerns the teaching of English especially for adults or university students working or preparing to work and who have normally acquired the necessary knowledge, terminology as well as the needed skills that will

be used in future business environments. Additionally, Frenco (2005:7) defines EBP as “*an umbrella term for a mixture of general everyday English, general business English and ESP. It is not limited to words or phrases that only appear in some spectral business world*”. Thus, Frenco (2005) considers EBP as a new type of English that non-native speakers use in business communication.

To sum up, EBP is a type of ESP which aims to teach English in business environments by taking into account the learners’ needs in order to prepare them in accordance with specific skills and vocabulary needed in their field. Therefore, the main goal of any EBP course is to allow its users to communicate effectively in business environments.

1.6 Definitions of Course Design

The main aim of ESP is to meet and satisfy the particular needs of learners; however, this aim cannot be achieved unless a specific course is designed in relation to this purpose. In fact, Hutchinson and Waters (1987) emphasize the fact that the ESP teachers are concerned more with designing appropriate courses for different groups of learners. According to Munby (1978:2) ESP courses are “*those where the syllabus and materials are determined by the prior analysis of the communicative needs of the learner*”. This means that the analysis of learners’ needs is the first step in designing a course.

Additionally, Hutchinson & Waters (1987:65) define a course as “*the process by which the raw data about a learning need is interpreted in order to produce an integrated series of teaching -learning experiences whose ultimate aim is to lead the learners to particular state of knowledge*”. This definition implies the idea that course design is fundamentally based on the interpretation of learners’ needs which helps to provide learners with the needed knowledge to be used in their specific domain. Also, it determines that course design goes through various steps.

Furthermore, Robinson (1991) considers course design as the planning and structuring of a course to achieve the needed goals. It is the outcome of a number of elements: results of needs analysis, the course designers' approach to syllabus and methodology and existing materials.

2. Role of an ESP Practitioner

The ESP teacher's role is different from that of General English. In this respect, Dudley Evans and St John (1998:12) argue that the ESP teacher is more than a teacher, he is a practitioner. They state that the ESP teacher plays different roles; he may be a teacher, a course designer, a collaborator, a researcher and an evaluator.

2.1 As a Teacher

The main difference between the ESP teacher and the GE teacher appears in the objectives behind teaching. In ESP, the teacher does not mean the only knower of the content of the material, however, students also may know more than the teacher. Thus, the ESP teachers need to have considerable flexibility, be willing to listen to learners, take interest in the disciplines or professional activities the students are involved in, and to take some risks in their teaching.

2.2 As a Course Designer and Material Provider

One role of an ESP teacher is to plan a suitable course and provide materials for it. The aim of an ESP course is to motivate learners to use English in academic or professional settings. In this perspective, Dudley Evans and St John (1998:15) claim that “ *the role of an ESP teacher as provider of material involve choosing suitable published material, adapting material when published material is not suitable, or even writing material where suitable exist*”. Indeed, ESP teachers need also to assess the effectiveness of the teaching material used in the course whether that material is published or self-produced.

2.3 As a Collaborator

The ESP teacher should cooperate with the subject specialist. The goal behind this cooperation is to obtain knowledge about the subject skill, tasks and syllabus as well as to discover how the subject integrate with the language in order to bring a suitable material and courses for the learners (Dudley Evan & St John, 1998).

2.4 As a Researcher

The ESP teacher should be able to conduct a research in order to find out the students' needs and interests to design appropriate materials to suit their target objectives. Furthermore, he should conduct a research in order to identify the genres of texts, languages, skills required by the specific field of study. He also needs to carry out a research to understand the discourse of the texts that the students use (ibid).

2.5 As an Evaluator

The ESP practitioner is always involved in different types of evaluation including both the testing of students and the evaluation of courses as well as the teaching materials. He/ She should assess the success or the failure of the teaching methods and materials they have selected for their teaching (ibid).

3. Theoretical Framework

3.1 Role of Needs Analysis in Course Design

Needs Analysis is considered as the most important step in course design. It is regarded as a tool that teachers or course designers use in designing an ESP course, because it helps them to determine the different needs of learners that should be highlighted during the elaboration of the course. Therefore Dudley Evans and St John (1998) agree on the importance of needs analysis in course design. According to them any language course should

be based on needs analysis. Thus, our research adopts the theory of needs analysis which is suggested by Dudley Evans and St John (1998).

Needs analysis is often seen as being “*the cornerstone of ESP and leads to a very focused course*” (Dudley Evans and St John, 1998: 122). Needs analysis which is considered as the cornerstone of ESP consists in assessing the communicative needs of the learners and techniques of achieving specific objectives. Furthermore, it helps learners to know what they should learn and how to acquire a certain level of proficiency in a particular field. In fact, it is a fundamental tool used in course design, since it is served as the basis for developing a suitable course that will meet the learning needs of a particular group of learners, as well as the basis for setting objectives, designing syllabus, selecting material and activities, and evaluation. Indeed, this work adopts also the parameters of course design suggested by Graves (1996) and Frenco (2005) in order to evaluate the designed courses provided by teachers of the Department of Commerce.

3.2 Parameters of Course Design

The process of course design in ESP involves several and different components, thus Dudley Evans and St John (1998) describe it as a set of phases. This means that there are different steps that course designers should follow to design an ESP course. In this context, Graves (1996) suggests that a systematic course design consists of the following steps that should be closely related to students’ needs and objectives: Needs assessment, determining the goals and objectives of the course, conceptualizing the content, selecting and developing materials and activities, organizing the content and activities, and evaluation.

3.2.1 Graves’ Steps of Course Design

3.2.1.1 Needs Assessment

Needs assessment (also known as needs analysis) is the first and fundamental step in designing a course. According to Graves (1996) needs assessments involves the exploration

of students' prior knowledge, abilities and wants so that the gap can be bridged through a course. Such an analysis or assessment helps teachers to ask questions in relation to the teaching process as well as students' needs and the way to assess them, since it includes information about their backgrounds, proficiency and learning abilities. Consequently, Graves (1996:14) affirms that "*objective information about their prior experience in academic settings, their level in English and their field of study can contribute to the teacher's decisions about her course.*" This highlights the importance of assessing students' objective and subjective needs and experiences for designing a course, and making students aware and focused in their learning.

Furthermore, needs assessment is basically concerned with the analysis of learners' needs. Therefore, Hutchinson & Waters (1978:54-58) make a distinction between the target needs and learning needs. The former is mainly concerned with what the learners need to do in the target situation. It is further sub-divided into 'necessities' which involve what the learner has to know in order to function effectively in the target situation, 'lacks' which identify the gap between the learners' knowledge and the necessities and 'wants' which are the learners' personal expectations and hopes towards acquiring English, that is, what they would like to gain from the language course. However, the learning needs are concerned with what the learners need to do in order to learn. Moreover, to obtain data about the learners' needs, different methods should be used. In this perspective, Hutchinson & Waters (1978) state that the most frequently used are: questionnaire, interviews, observation, data collection such as gathering texts and informal consultations with sponsors, learners and others.

3.2.1.2 Determining Goals and Objectives of the Course

The second step in designing a course is to determine its goals and objectives. Goals of the course refer simply to the general purposes, whereas objectives include the particular ways in which the planned goals can be easily achieved. Moreover, setting goals and

objectives shows the direction or destination of the planned course. In this respect, Graves (1996:17) claims that: “*breaking goals down into objectives is very much like making a map of the territory to be explored*”. This means that clear goals and objectives guide teachers in selecting the appropriate activities and content of the course and evaluating the worth of a given or selected activity (ibid: 17).

Stern (1992) suggests four types of goals for language learners. The first type is called proficiency goals. It includes general competency and mastery of the four skills, or mastery of the specific language behaviour. The second one deals with cognitive goals. It involves the mastery of linguistic and cultural knowledge. The third type is concerned with affective goals. It includes the achievement of positive attitudes and feelings about the target language. The last type is labelled transfer goals. This type involves achieving confidence as user of the language and achieving confidence in oneself as a learner.

3.2.1.3 Conceptualizing the Content

After determining the goals and objectives of the course, course designers have to conceptualize its content. The conceptualization of the content emphasizes all aspects of language that the teacher includes in the course. Graves (1996:20) affirms that some teachers use the traditional way of conceptualizing which is basically limited on grammar, structures, sentence patterns and vocabulary. In this respect, she argues that:

‘These aspects of language are relating systematic and rule-governed and are often the basis of content found in textbooks. They include rules of word formation (morphology), rule of pronunciation (phonology) and grammatical structure and relationship among words at the sentence level’
(ibid)

The advent of the communicative approach has opened up for language teachers the possibility for what to include in the syllabus. On the one hand, the communicative approach in particular, is based on language and the purposes of its learning. On the other hand, it is focused on the context in which language is used with respect to purpose, register and so on.

Therefore, this approach has added several dimensions for conceptualizing context which are namely: language functions, notions and topics. Thus, *“language was seen as being used for communicative purposes in situations with other people which call on the learners to pay attention to both the content of language and to appropriateness with respect to formality, non-verbal behaviour, tone and so on”* (Graves, 1996:21). To sum up, this step includes what teachers should include in the syllabus, that is what will be included in the course and how it will be organized.

3.2.1.4 Selecting and Developing Materials and activities

This step includes the materials that will be used for teaching and the activities that will be selected for students to perform. Consequently, teachers think about their role in facilitating learning for their students. For many teachers, materials as being something concrete to be used by students provide a focus for the courses. In fact, to adopt a suitable material, teachers should take its effectiveness, appropriateness and relevance to the course, in addition to its feasibility and availability. Graves (1996:26) suggests that *“developing new materials and activities for using them requires time and a clear sense of why they will be used, how and by whom”*. Furthermore, teachers should always consider the purposes of selecting a given material, the students to whom it will be addressed as well as the target skill(s) wanted to be developed in order to present the course effectively. Thus, the source of materials can be magazines, textbooks, videos, newspapers, visual aids and so on. Hutchinson & Waters (1987:96) claim that there are three possible ways of turning course design into actual teaching material. The first way is to select from the existing materials (material evaluation), the second is to develop your own material (materials development) and the last is to modify the existing materials (materials adaptation). The ESP teacher should provide a suitable and appropriate material and activity in order to make students more active in the learning process. Additionally, Widdowson (1990:45) distinguishes between authentic text

and authentic discourse, claiming that *“the language presented to them may be genuine record of native speaker behaviour, genuine, that is to say, as textual data, but to the extent that it does not engage native speaker response it cannot be realized as authentic discourse”*.

3.2.1.5 Organizing the Content and Activities

Organization of the course is very important, because it provides teachers and learners with clear idea of what will be taught. Teachers often develop systems for the organization of each single lesson or even courses. Though, Graves (1996:27) claims that *“in deciding how to sequence material one considers building from the simple to the complex from more concrete to more open-ended...; therefore, the content and activities should be organized from easy to difficult for the gradual training of students.*

In addition to building, recycling is also another way for sequencing material. Thus, it refers simply to facing previous materials and using them in distinct ways in different types of activities and skills. However, a material encountered in listening activity can be recycled in a writing exercise. Material encountered in an individual reading activity may be recycled in a role play with other students (Graves, 1996: 29).

3.2.1.6 Evaluation

The last step in designing a course is evaluation. Evaluation stands for the assessment of the students' progress or achievement and effectiveness of the course or the diagnosis of the students' proficiency and improvement. It is crucial in a course development, since it involves the appraisal of the course itself, its effectiveness and limitations. Although such an evaluation may not always be linked to students' progress, but its results presumably provide a feedback for the teacher about the efficiency and worth of the course and its relevance to students' goals and objectives. Furthermore, a teacher who is involved in each stage of course design can think of evaluation as an ongoing part of the entire process. Therefore, evaluation

can occur in the planning and teaching stages of the course, after it is over and when it is replanned and retaught (ibid: 30-31).

3.2.2 Frendo's Steps of Course design

Frendo (2005) has also suggested other steps to be followed in a course design. Therefore, he points out that course design is composed of the following steps: setting objectives, syllabus component, negotiating the syllabus and managing the logistics.

3.2.2.1 Setting Objectives

According to Frendo (2005), course design is a matter of decision making which is based on the data obtained from a needs analysis. Thus, a course should always have determined aims and objectives. Aims simply refer to the reason behind the course, however, objectives are more particular, and they break the aim into smaller parts to make the results more understandable and attainable. Therefore, objectives should always be SMART which means that they should be specific, measurable, achievable, relevant and time-bound. Particularly, in a business English course the teacher may express objectives in two distinct ways, either by using a performance or behavioural objectives, or teaching training objectives. The former, typically describes what the learners are expected to be able to do at the end of course, whereas the latter does not specify what learners will be able to achieve at the end of course, instead they are used as guidelines for teachers, and sometimes the technical terms used would not be understood by learners, but in some cases they are asked to rewrite the objectives by using their own simpler words (ibid: 32).

3.2.2.2 Syllabus components

Thinking about the syllabus or what to be covered during the course, and how it will be ordered is a second step after setting achievable objectives. Frendo (2005:34) argues that “*one key principal is that the syllabus should focus on language needed to perform a particular business task, not merely to talk about it*”. This means that, the syllabus should be based on

the topics that learners will encounter in real situations or different workplaces. As most business English learners need to be good communicators in given contexts, the syllabus should focus on discourses that will be faced in business settings. Thus, the main job of course designers is to find the most common language forms that will help the learner to communicate and to plan how and when the learner will encounter them. Moreover, this language needs to be learnable that is appropriate to the level of learners, and learning should be achievable in the time allowed. Then, syllabus provides a structure which orders the language with both content and context, and it also guides in decisions making about the materials.

3.2.2.3 Negotiating the syllabus

One of the best ways to decide what the course should include is to negotiate it with learners. This has the benefit to make them much more motivated and actively involved in what it is to be done. The syllabus can be negotiated through three sorts of activities. The first sort of activity emphasizes what the group wants. It implies giving a course negotiation sheet which includes three questions. Everyone should provide an answer to the first ones' and then pass the sheet around to make the colleagues know what the learners want and do not want from the course. Therefore, this help in drawing a conclusion about the third question which is the subject matter of this activity.

The second type of activity which is 'negotiating priorities' is essentially designed to guide learners towards the suggestion of new options, teachers usually allow their students to develop their own tasks and activities. Frendo (2005:38) argues that "*such an approach emphasizes the need for consensus and compromise which are such important elements in group work*". The last activity which is 'refining objective' is more based on needs analysis. It includes a list of a mixture of communicative skills and particular content which is pertinent only to a specific category of people.

3.2.2.4 Managing the Logistics

According to Frenco (2005:40), course design does not involve only deciding about what should be included in the syllabus; however, there are some practical considerations and issues that should be taken into account to successfully manage the logistics. As a consequence, teachers should take ultimate decisions about teaching either to be intensive or extensive. On the one hand, intensive training is often used where time is short and where there is specific performance to achieve. It is more focused and effective in its use of time, yet it is often called workshops or seminars which aim to focus on particular topics and issues. In fact, for many learners, such training guides to significant improvements. On the other hand, extensive training commonly refers to frequent short sessions which teach English as one part of the course. Another task of the teacher is to place learners in the suitable group and consider some principles which are pre-course joining instructions, the training room, the venue and the contingency plans.

Conclusion

This chapter has reviewed the main concepts which are essential for our research. It has first introduced ESP and the main principles related to it. Then, it has attempted to explain the role of an ESP Teacher. Lastly, this chapter has also introduced the theoretical framework of the present study which mainly include the role of needs analysis in course design and the parameters of course design suggested by Graves (1996) and Frenco (2005).

Chapter 2: Research Design and Methodology

Introduction

This chapter is methodological. It is designed to describe clearly the research methods, the instruments, the context of investigation and the participants underlying this study. It provides information about the population sample that has been selected for our study. Thus, the participants are a sample of students and teachers, who have given fundamental insight for our work. Moreover, this chapter explains deeply the procedures of data collection tools and analysis. The former includes the tools for gathering data. It involves a questionnaire for students and an interview for teachers. The latter mentions the methods used to analyse the data gathered through the two tools. As our research adopts a mixed method, both quantitative and qualitative methods are included. The quantitative method helps to get numerical data, therefore, these numerical data are analysed by using the rule of three, while the qualitative method provides the real views and opinions of the teachers about the phenomenon under investigation, thus the qualitative content analysis (QCA) is used to analyse the qualitative data.

1. Context of Investigation

This research is a case study. It is basically concerned with a particular case of learners during the academic year 2019/2020. It takes place in a real context which is the Department of Commerce at Mouloud Mammeri University of Tizi-Ouzou, where English is taught as a subject during all the semesters from first year to Master two. Therefore, third year students of marketing and their teachers of English of the Department of Commerce have been selected as a sample for the present research.

1.1 Participants and Sampling

This study is concerned with the evaluation of business English teaching at the Department of Commerce; therefore, it includes two samples of participants who are mainly students and teachers.

1.1.1 Students

This study is conducted with third (3rd) year students who are specialized in the field of Marketing. The total number of third year students is one hundred and eight (108) and it is divided into three groups. The sample of our work is restricted to fifty (50) students who are selected randomly in order to answer the questionnaire, to get information about their needs and difficulties as well as their perceptions about business English courses designed for them. Moreover, those students have already studied English in middle school for four years and in the secondary school for three years and they study it at university as a secondary subject. Thus, they have already background knowledge in the English language.

1.1.2 Teachers

Teachers of English of the Department of Commerce at Mouloud Mammeri University of Tizi-Ouzou are also selected as a sample to contribute to our research. This sample includes only three (3) teachers, because they are the only teachers who accepted to contribute to our research. They are selected randomly to answer the interview. These three teachers who are teaching business English have a Master's degree which they have obtained at the Department of English at Mouloud Mammeri University of Tizi-Ouzou.

Our research adopts the probability sample technique which is beneficial for random selection. Thus, random sampling is one of the simplest ways of collecting data from the total population. In which each sample has an equal probability of being chosen. A sample chosen randomly is meant to be an unbiased representation of the total participants.

2. Data Collection Procedures

This study involves a mixed methods research in which both the quantitative and the qualitative data have been included. Two instruments which are mainly a questionnaire and an interview are selected in order to gather data for our research. First, the questionnaire has been

handed to third year students who are specialized in the domain of Marketing at the Department of Commerce in order to find out their main needs, their difficulties and their satisfaction about business English courses. Second, a structured interview has been conducted with three teachers at the same department to evaluate how they design business English courses.

2.1 Description of the Questionnaire

A questionnaire is one of the data collection instruments which is generally used by the researcher in order to gather the needed information from a large number of respondents. Brown (2001:6) describes the questionnaire as *“any written instruments that present respondents with a series of questions or statements to which they are to react either by writing out their answers or selecting from among existing answers”*. Subsequently, the questionnaire can be defined as a set of carefully designed questions or items given exactly in the same form to a group of informants who are kindly asked to answer by using their own words or simply to select from a set of given choices. Therefore, we have adopted the questionnaire as a research instrument, because it is less time consuming.

The designed questionnaire for our study contains twenty (20) questions including both the open-ended and close-ended questions. It is basically divided into two sections. The first section is mainly concerned with ‘learners needs’; it aims to get data about the participants’ views about the English language and their main needs as well as their difficulties. The second section which is ‘learners and course design’ examines the learners’ perceptions towards the designed business English courses.

For the reliability of the designed questionnaire, it has been piloted with five (5) first year Master’s students studying Marketing at the Department of Commerce at Mouloud Mammeri University of Tizi-Ouzou. Dornyei (2003:63) affirms that the purpose of piloting

the questionnaire is to collect feedback about how the instrument works and whether it performs the job it has been designed for.

After piloting the questionnaire, some questions have been modified and others added. The modified questions are particularly the open-ended ones, because the entire selected sample for piloting has not provided responses to these questions. It has been confirmed that the reason is the lack of syntactical, morphological and grammatical capacities which prevent them from forming acceptable sentences in English. Thus, due to these difficulties, some suggestions or choices have been included to transform the open-ended questions to multiple choice ones with an aim to facilitate the task for them and to obtain data easily. However, one open-ended question is kept in order to get their views about the designed courses by their teachers. Additionally, two questions which are relevant to our objectives and research questions are appended.

2.2 Description of the Interview

The second instrument that we have used is an interview for teachers. It is a structured interview. During this study, we have conducted three structured interviews with third year English teachers in the Department of Commerce at Mouloud Mammeri University of Tizi-Ouzou. In fact, an interview is considered as the most appropriate tool, since it permits to get real views of informants and to ask follow up questions as well as provide more clarification if necessary. In this respect, Richards (2001:61) asserts that “*an interview allows for a more in depth exploration of issues than is possible with a questionnaire, though they take longer to administer and are only feasible for smaller groups*”. Thus, the interview has allowed us to have the teachers’ opinions.

The designed interview contains eighteen (18) questions which are relevant to the objectives of the topic under investigation. It includes both open- ended and close-ended

questions, however most of the questions are open -ended ones, yet they are used in order to obtain the teachers' views about how they design an EBP course for their learners.

3. Data Analysis Procedures

The present research is based on a mixed methods approach of gathering data; therefore two techniques in the analysis of our results are involved: statistical and qualitative content analysis. We have selected these two techniques because of the fact that our research outcomes are both quantitative and qualitative.

3.1 Description of Statistical Method

The statistical method is adopted in our research in order to analyse the quantitative data which are collected from both the questionnaire and the interview. In fact, the students' and teachers' answers are transformed into percentages through using the rule of three which is applied as follows:

$$X = \frac{Z \times 100}{Y}$$

The symbol X is the calculated percentage. Z is the value of the similar answers and Y is the total number of the participants. Thus, the rule of three is used to quantify the students' needs, students' background, students' difficulties, etc.

3.2 Description of the Qualitative Content Analysis (QCA)

Qualitative content analysis (QCA) is a method that is used in this research in order to analyse the results of the open ended questions of the questionnaire and the interview. Hsieh and Shannon (2005:127) define QCA as "*a research method for subjective interpretation of the content of the text data through systematic classification process of coding and indentifying themes or patterns*". Unlike the statistical method, qualitative content analysis is mainly concerned with the analysis and interpretation of non-numerical, open-ended and non measurable data in order to classify them into categories.

The analysis of teachers' answers about their designed EBP courses are achieved by adopting the parameters of course design which are cited in the literature review chapter. Thus, their answers are analysed by adopting the parameters suggested by Graves (1996) which mainly include needs analysis, determining goals and objectives, conceptualizing the content, selecting and developing materials, organization of content and activities and evaluation, as well as those provided by Frenco (2005) which mainly involve: setting objectives, syllabus components, negotiating syllabus and managing the logistics. The aim behind this adoption is simply to examine the responses in relation to course design, and more importantly to evaluate whether teachers of English of the department of Commerce take into account the suggested parameters in elaborating their course to suit students' needs and objectives.

Conclusion

This chapter entitled "Research Design and Methodology" has described the methodology used to carry out this research. It has presented the context of investigation in which the study has been conducted as well as its participants. Moreover, this part has described the data collection tools which are the questionnaire and the interview. Finally, it has also described the procedures of data analysis which are mainly the statistical method for quantitative data and qualitative content analysis for the qualitative data. The results of the investigation will be presented and discussed in details in the following chapters.

Chapter 3: Presentation of the Findings

Introduction

This chapter presents the outcomes obtained from the two data collection tools which are the questionnaire and the interview. They are presented in percentages and shown in tables and diagrams. This chapter is divided into two sections. The first section is devoted to the presentation of the data collected from the questionnaire that has been addressed to third year marketing students. The second presents the results of the interview conducted with English teachers of the Department of Commerce at Mouloud Mammeri University of Tizi-Ouzou.

1. Presentation of the findings

1.1 Presentation of the students' Answers to the questionnaire

Section One: Learners' Needs

Q1- Is English an important language for your studies?

Options	Number	Percentage %
Yes	50	100%
No	0	0%
Total	50	100%

Table 1: Importance of English for the Participants

Table (2) represents the importance of English language for the respondents. It reveals that all the participants (100%) consider English as a crucial language for their current studies.

Q2- If yes, because it is:

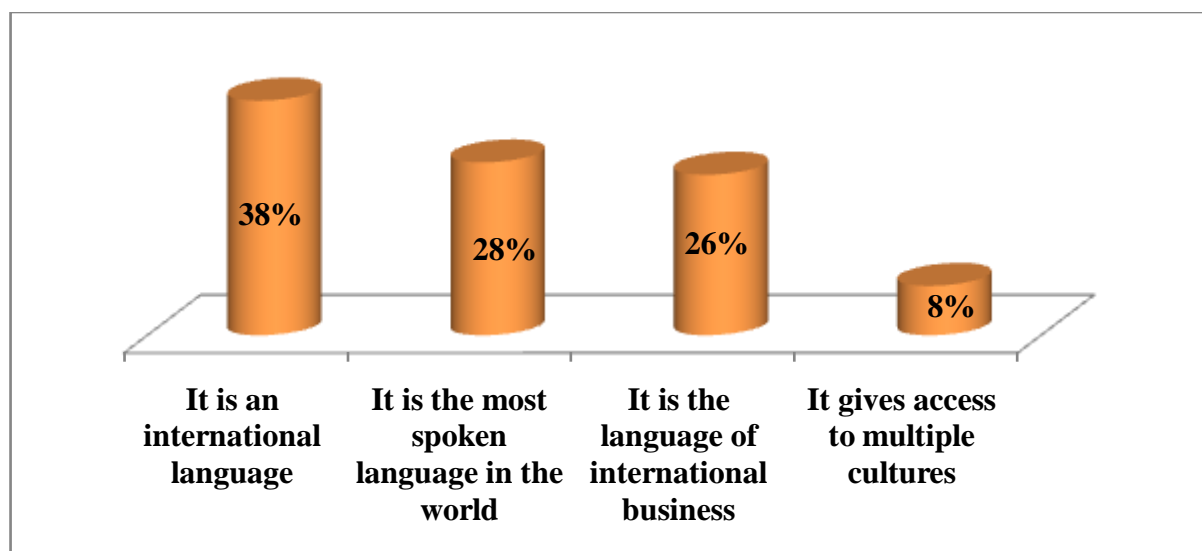


Diagram 1: Students' Reasons behind English Importance

The above diagram (1) is mainly about the reasons behind considering English an important language. Its results show clearly that the majority of the participants (38%) have responded that English is an important language, simply because it is an international language. While, (28%) of them have affirmed that it is the most spoken language in the world. Moreover, the (26%) of the whole informants have answered that it is importantly the language of international business, whereas the minority (8%) have asserted that it gives access to multiple cultures of the world.

Q3- Have you studied English before?

Option	Number	Percentage (%)
Yes	50	100%
No	0	0%
Total	50	100%

Table 2: Participants' Background in the English Language

As it is shown in table (2), all the participants (100%) have studied general English before, thus they have already some background knowledge in English.

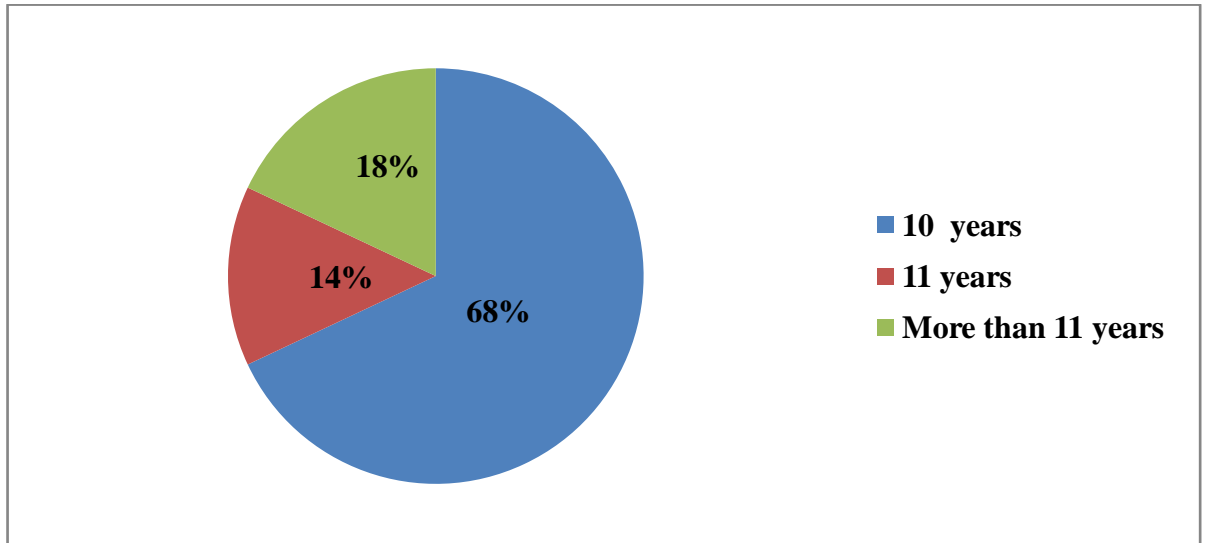
Q4- How many years have you been studying English?**Diagram 2: Participants' Experience in the English Language**

Diagram (2) represents students' experience in English. The majority of the participants (68%) have studied English for 10 years. (18%) of them have studied it for 11 years, while (14%) have studied it for more than 11 years particularly for foreign students and those who have already repeated one year or more.

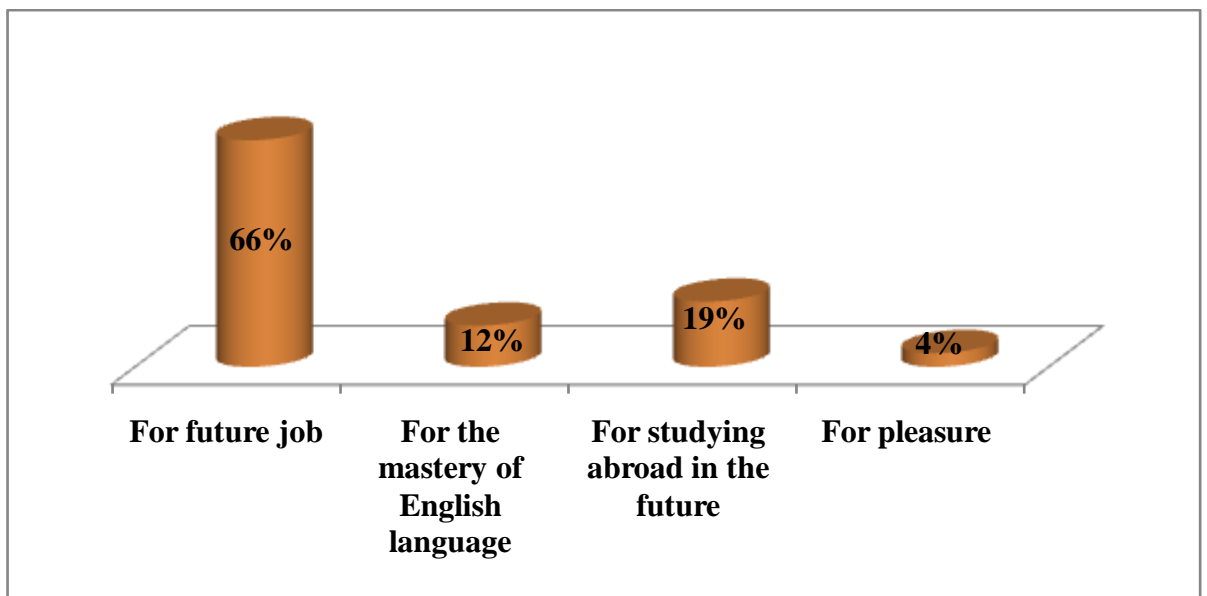
Q5- What is your reason behind studying English?**Diagram 3: Participants' Reasons for Learning English**

Diagram (3) illustrates the participants' reasons for learning English. It indicates that the majority of the participants (66%) study English for a future job. (19%) of them for studying abroad in the future, (12%) of them for the mastery of that language, however (4%) of them have said that they learn it for pleasure.

Q6- Do you face difficulties in using English?

Option	Number	Percentage (%)
Yes	36	72%
No	14	28%
Total	50	100%

Table 3: Participants' Difficulties in English Language Use

Table (3) reveals that almost all of the participants (72%) have affirmed that they have difficulties in using English, contrary to (28%) of them who have said that they do not have difficulties.

Q7- If yes, your main difficulties are due to:

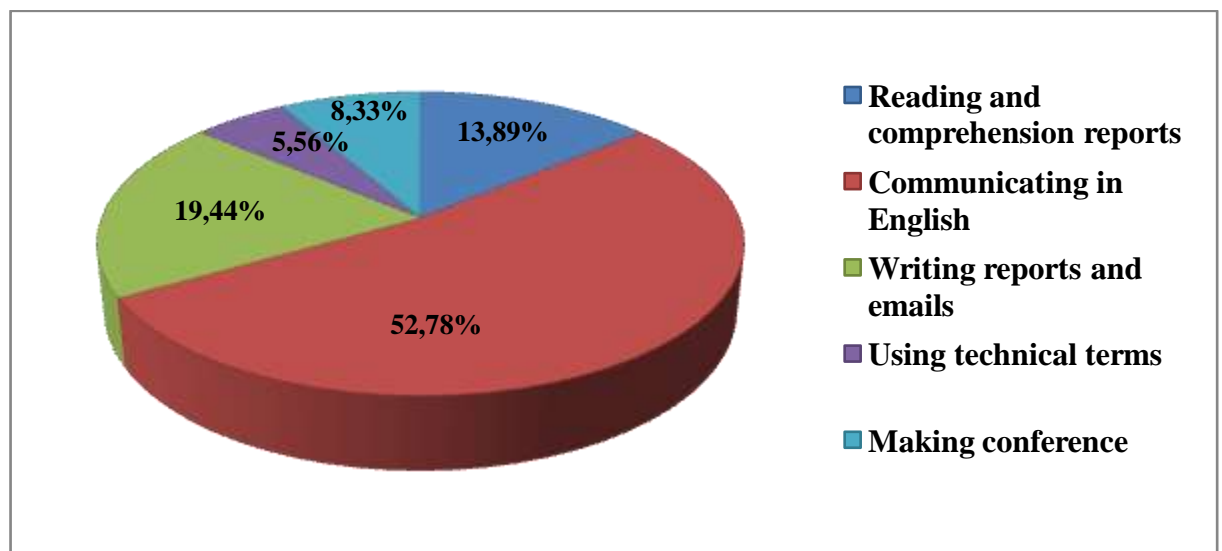


Diagram4: Students' Main Difficulties in Using English

From diagram (4), it appears that the majority of the participants (52, 78%) have difficulties and weaknesses in communicating in English that is in speaking, while (19, 44%) of them face difficulties in writing reports and emails in English. Moreover, (13, 89%) of the

participants have difficulties in reading and comprehending reports, (8,33%) of them in using technical terms and (5,56%) of them in making conference in English.

Section Two: Learners and Course Design

Q8- Is it hard to learn English in your department?

Option	Number	Percentage (%)
Yes	30	60%
No	20	40%
Total	50	100%

Table 4: Students' View about the difficulty of Learning English in their Department

As it is shown in table (4) above, the majority of the participants (60%) affirm that it is hard to learn English in their department, however (40%) of them claim that it is not.

Q9- If yes, because:

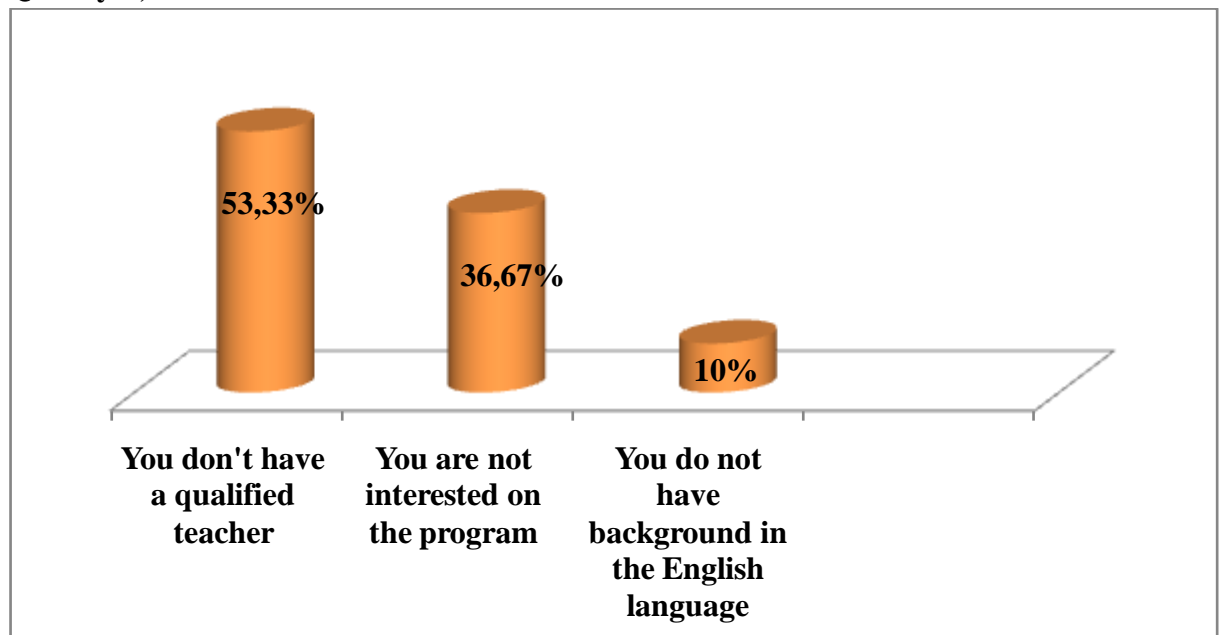


Diagram 5: Participants' Reasons for the Difficulty of Learning English in their Department

From the diagram above (5) most of the participants (53, 33%) assert that it is hard to learn English in their department because they do not have a qualified teacher, whereas (36, 67%) of them claim that they are not interested in the program. The rest of the participants (10%) declare that they do not have background knowledge in the English language.

Q10- How many hours you study English in your department?

All the participants have affirmed that they learn English for one hour and half (1h30mn).

Q11- Is the time allotted sufficient to learn English?

Option	Number	Percentage (%)
Yes	14	28%
No	36	72%
Total	50	100%

Table 5: Time Sufficiency for Learning English

As it is depicted in table (5) above, the majority of the participants (72%) assert that the time allotted to learn English in their department is not sufficient, while (28%) of them claim that the allotted time is sufficient.

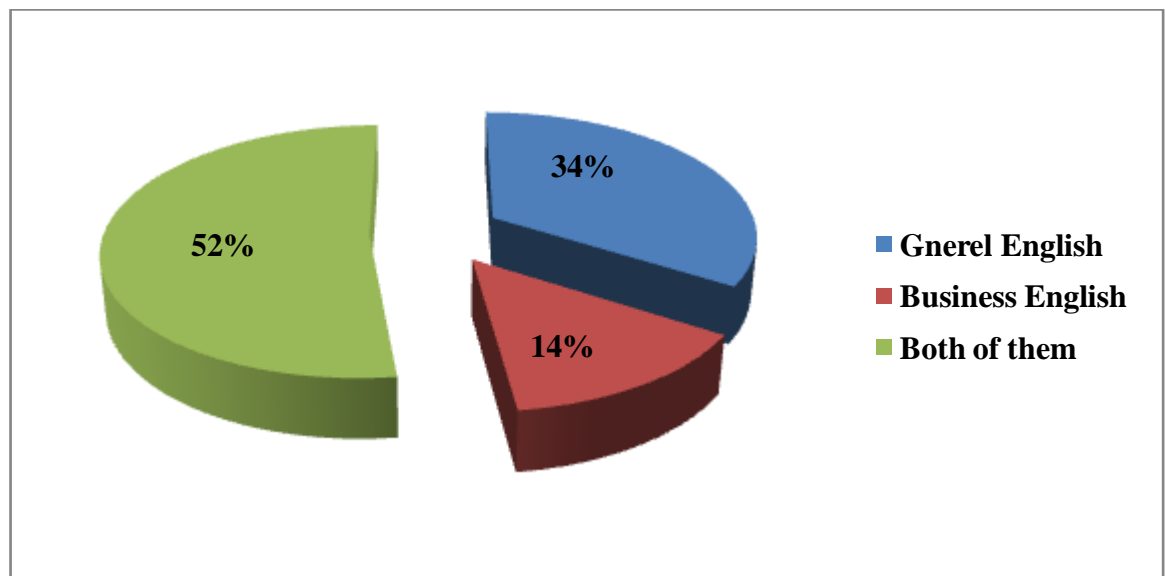
Q12- What type of English do you need more?

Diagram 6: Participants' Most Needed Type of English

Diagram (6) illustrates the type of English that students need most. (52%) of the participants have claimed that they need to learn both business and general English, while

(34%) have asserted they need only General English and about (14%) of them have said that they need only to learn business English .

Q13- Are you satisfied with the actual teaching of English at your department?

Option	Number	Percentage (%)
Yes	14	28%
No	36	72%
Total	50	100%

Table 6: Students' Satisfaction with English Learning

Table (6) represents the students' satisfaction with English teaching in their department. It indicates that the majority (72%) of the participants have asserted that they are not satisfied with the actual teaching of English courses, whereas (14%) of them have claimed that they are completely satisfied.

Q14- If no, because:

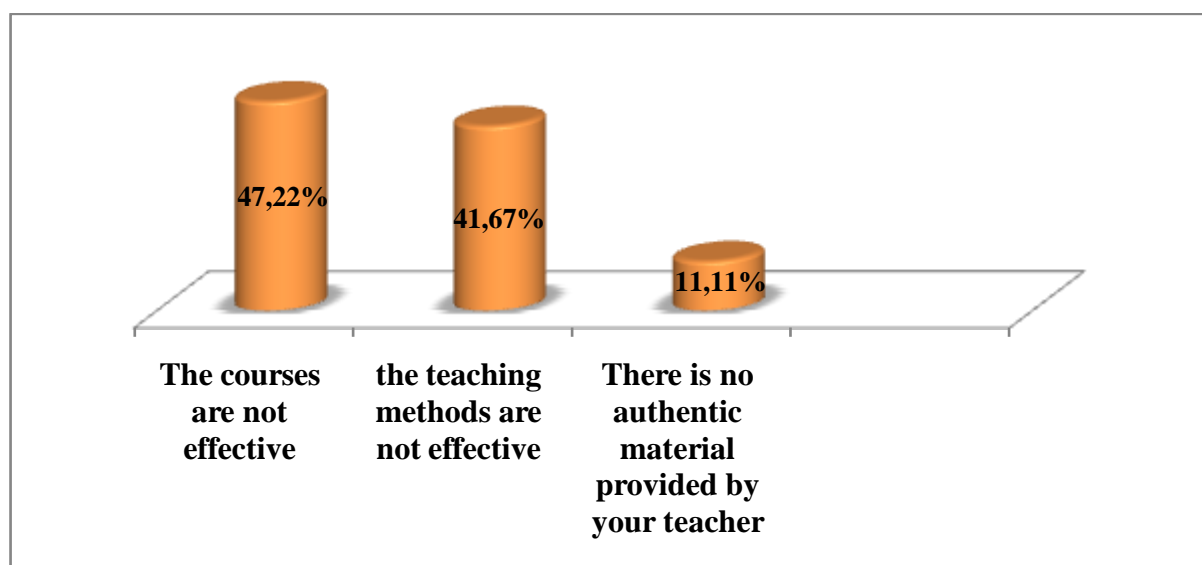


Diagram 7: learners' Reasons for the Dissatisfaction with English Language Learning

As it is shown in diagram (7), (47, 22%) of the participants have claimed that they are not satisfied with the actual teaching of English because the courses are not effective, about (41, 67%) have affirmed that the teaching methods are not effective, while the rest (11, 11%) have said that there is no authentic material provided by their teacher.

Q15- Which skills do you need more in your future job?

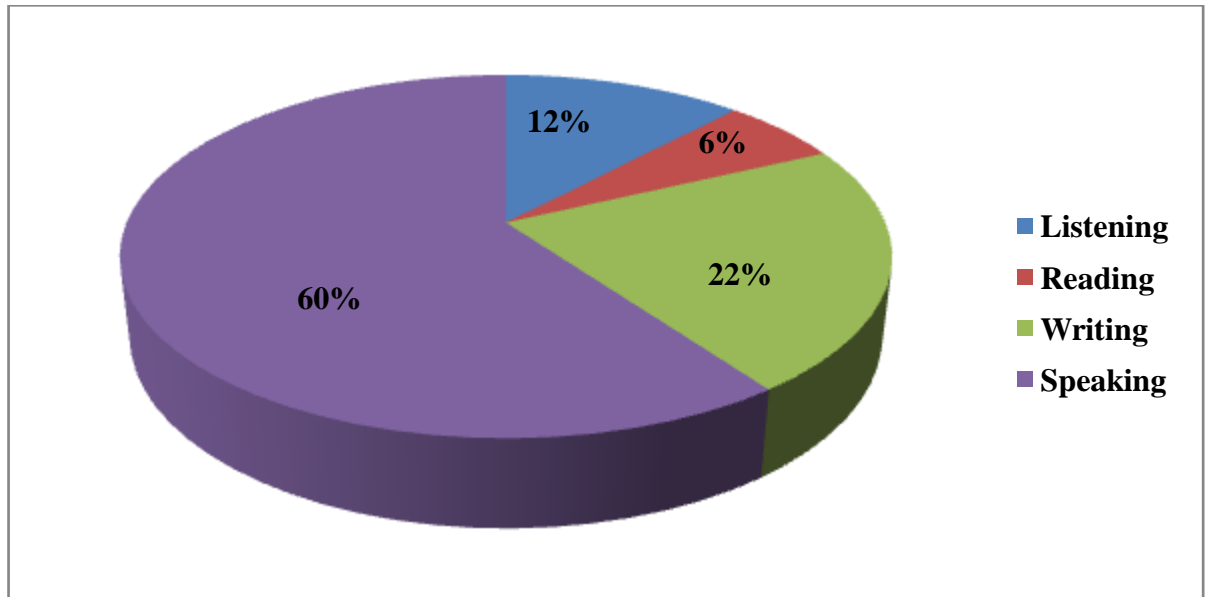


Diagram 8: Participants' Classification of the most Needed Skill

Diagram (8) represents the students' classification of the most important skill they need in their future work. The results display that (60%) of the participants have classified the speaking skill in the first position, since speaking is the most needed skill, while (22%) of them have classified the writing skill in the second position that is as the second skill they need. Moreover, about (12%) of the students have classified listening in the third position and (6%) of them have affirmed that reading is the last skill they need in their future work.

Q16- Do you think that the content of the course is relevant to your needs as business students?

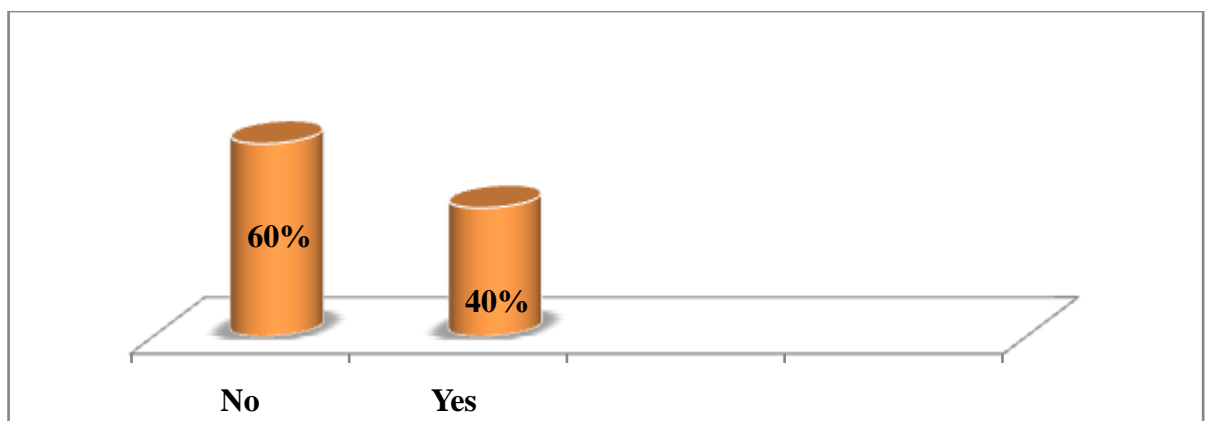


Diagram 9: Relevance of the Teaching Content to Students' Speciality

The aim of this question is to know whether the content of English courses suit students' needs. Diagram (9) indicates that (60%) of the respondents have answered that the content of the English courses taught is not relevant to their needs, however (40%) of them have answered by saying yes, since their teachers teach them some technical terms which are related to their specialty.

17- How do you evaluate the courses offered by your teachers? Why?

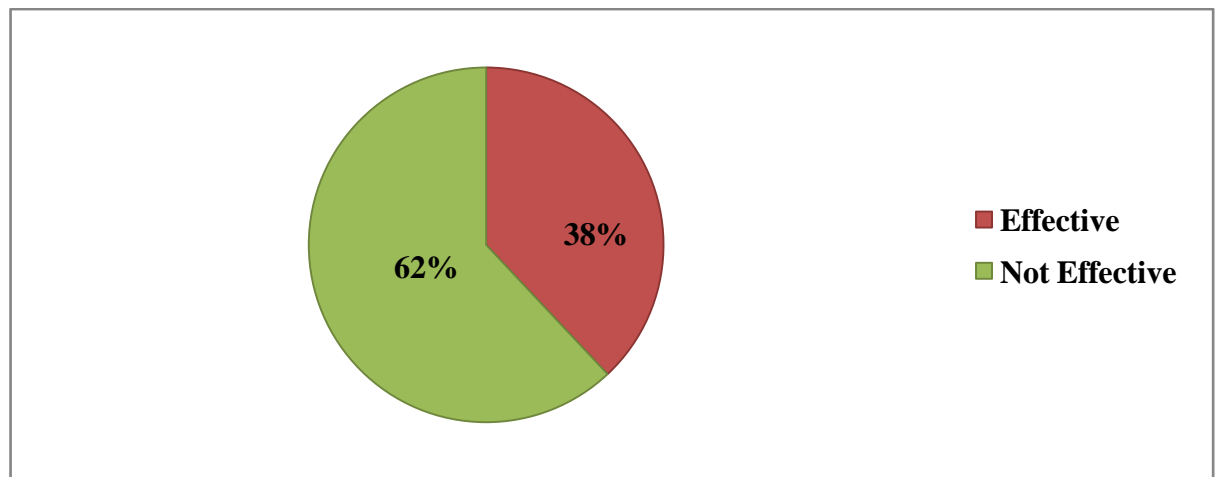


Diagram 10: Students' Evaluation of English Courses

Diagram (10) shows the students' evaluation of the English courses offered by their teacher. The results reveal that (62%) of the participants have affirmed that these courses are not effective, while (38%) of them have claimed that they are effective.

Q18- What type of material do you think the course should include in order to become more effective?

Option	Number	Percentage (%)
Textbooks	6	12%
Magazines	4	8%
Videos	31	62%
Journal articles	9	18%
Total	50	100%

Table 7: Respondents' View about the most Effective Material

From the results obtained in table (7), (62%) of the participants have asserted that including videos in the courses is more effective, (18%) of them prefer journal articles. Furthermore (12%) of the students have claimed that it is preferable to provide textbooks. However, (8%) of them prefer from their teachers to include magazines to teach effectively.

Q19-Do your teacher make use of such materials?

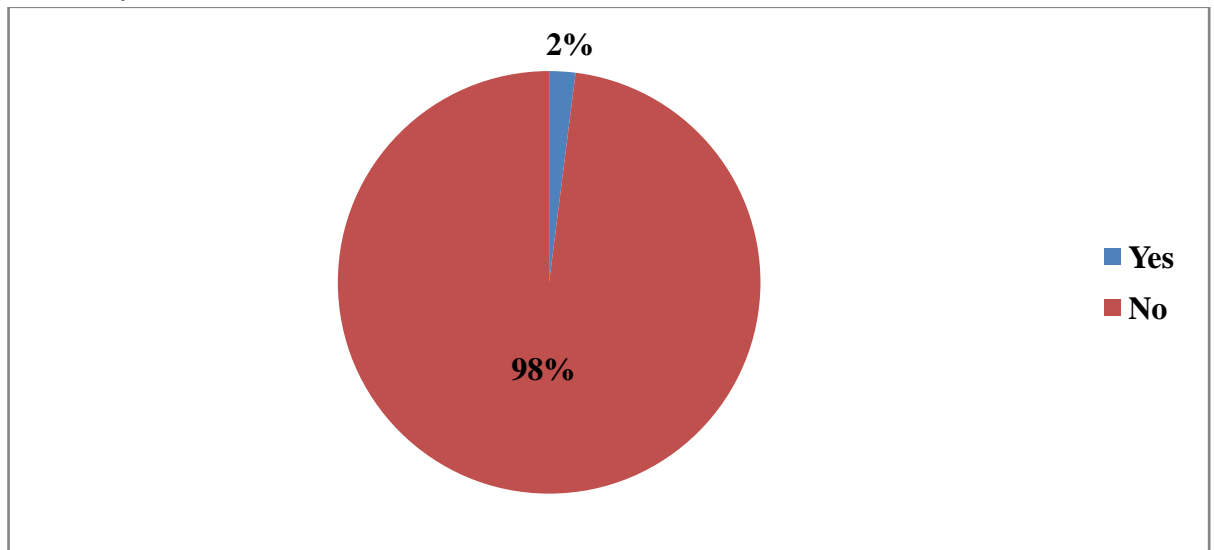


Diagram 11: Teachers Use of Authentic Materials

Diagram (11) indicates that the majority of the participants (98%) have affirmed that their teachers do not make use of any authentic material when teaching them, while only (2%) of them have answered by yes.

Q20- At the end of the course what would you like to achieve?

Option	Number	Percentage (%)
To communicate fluently with others in English	33	66%
To read business reports in English	5	10%
To write and produce reports, emails in English	12	24%
Total	50	100%

Table 8: Participants' Wants and Objectives

The table (8) represents the participants' wants and objectives they like to achieve at the end of English courses. As it is shown in the table, the majority of the participants (66%) have

affirmed that they want to communicate fluently in English. (24%) of them have claimed that they want to write and to produce emails and reports in English. whereas the rest of them (10%) have answered that they want to read business reports in English.

1.2 Presentation of the Results of the Interview

The second instrument used in this research is the interview. It has been conducted with three English teachers of the Department of Commerce at Mouloud Mammeri University of Tizi-Ouzou during the academic year of 2020 in order to find out teachers' perceptions about the needs of Marketing students and the designed courses. The detailed results obtained from the interview are provided in the following paragraphs.

Q1: Which degree do you have?

This question is constructed to determine the teachers' degree. The results reveal that all the three teachers have a master's degree which they have obtained from the Department of English at Mouloud Mammeri University of Tizi-Ouzou. Thus, they are young graduates who have obtained their diploma recently and they have been recruited in the Department of Commerce for acquiring teaching experience.

Q2: Have you ever been trained to teach ESP?

This question aims to identify whether teachers of English of the Department of Commerce have benefited from any kind of training before teaching Business English or not. All the three teachers have argued that they have not got any training to teach ESP.

Q 3: How long have you been teaching Business English at the Department of Commerce?

This question intends to determine the participants' teaching experience. In fact, one of the teachers has answered that she has been teaching business English at the Department of commerce for four (4) years. The second interviewee has claimed that he has two (2) years experience in this profession, since he started in 2018. The last teacher has asserted that she

has been in this domain for three (3) months; she has started during the academic year 2019-2020.

Q 4: What do you teach more often? Why?

The purpose of this question is to find out the type of English that those teachers teach for their learners. All the three teachers have answered that they teach both general and Business English in order to meet their learners' needs. Moreover, they have added that they basically teach technical English which is related to their students' field, however from time to time they teach general English, because their students do not master the language itself.

Q 5: Is there any specialized course provided by the department to teach Business English?

The above question is asked to know whether there is any determined course to teach business English at the Department of commerce. In fact, the three teachers have asserted that there is not any designed course to teach Business English in the department. They have added that it is up to the teacher to elaborate the course.

Q 6: If there is not any specialized course provided by the Department of commerce, have you ever designed your own course to teach business English?

This question aims to examine whether the English teachers of the Department of Commerce design their personal course to teach business English. In fact, all the three respondents have claimed that they design their personal course according to the needs, the objectives and the specialty of their students.

Q 7: What are the different steps you follow to design a course?

The purpose of this question is to identify whether the English teachers of the Department of Commerce follow the suggested steps of course design by Graves (1996) and Frendo (2005) when designing their own courses. The results have revealed that the only step they take into consideration when designing a course is the identification of their learners'

needs by making needs analysis. Thus, English teachers of the Department of Commerce ignore the others suggested steps of course design.

Q 8: Have you ever conducted a needs analysis before designing the course? Why?

This question intends to determine whether need analysis is taken into account by the English teachers before designing their courses. The results reveal that the three teachers have answered by yes. This means that, all of them have agreed about the importance of needs analysis in course design. Furthermore, they have claimed that they always interview their students about what their wants and objectives in order to design a suitable course which suit their needs. One of the teachers has provided the following answer “*what I do is that I examine what they have as knowledge in order to have an idea about what I am going to teach them*”.

Q 9: what are the syllabus components of your designed course?

The aim of this question is to determine the syllabus components of the designed course. All the three teachers have asserted that there is not a prescribed syllabus for their designed courses. They have claimed that they do not design a syllabus for the course; however they just include lessons which are related to the students’ domain.

Q10: Do you think the technical English taught meet the students’ needs?

The purpose of this question is to examine whether the technical English taught in the department of commerce is related to the students’ needs. The participants have claimed that the technical English taught meet the students’ needs, because they teach them terms that are related to their field of marketing. According to their answers, teaching technical terms such as teaching terms related to companies, financial trade, product....etc is directly related to students’ domain and suit their needs. Moreover, they provide definitions of key terms related to specific topic and then they give their students activities to practice the terminology taught.

For instance, the lesson is about “Financial Trends”, so the teachers include definitions of the word ‘trend’ then they introduce some common verbs (go down, growth, go up, increase) and nouns (rise, stability, fluctuation) related to the word trend, then they give them activities where they fill the gap with the terminology taught.

Q 11: Do you use any authentic materials in your classroom while teaching? If yes, what are them? Why?

This question aims to identify whether the English teachers of the Department of Commerce make use of some authentic materials when they teach business English. After suggesting examples of authentic materials such as videos, magazines, journal articles.....etc to the participants, one of the teachers has asserted that she does not make use of the suggested examples of authentic materials. She has claimed that she does not have time to provide these materials, however she has said that the only thing that she does is to bring handouts for them and try to apply what she has taught them in exercises. While the other teachers have asserted that they do not provide materials when they teach, because these materials are not available in the department and there is no sufficient time to provide them.

Q12: Do you bring any modifications to the established course? Why?

The above question is asked to know whether the teachers bring modifications to the designed course. All the interviewees have claimed that they make some changes to the established courses because of the students’ level, difficulties and needs.

Q13: Do you evaluate the learners’ achievement? If yes, when and why?

This question aims to know if teachers evaluate their learners about the designed course and when they do it. The three teachers have affirmed that they make an evaluation for their learners. Moreover, they have added that they do a summative assessment which means that they assess their students at the end of the semester during the examinations.

Q14: Have you ever collaborated with other English teachers of the Department of Commerce in order to establish suitable course content? Why?

This question aims to determine whether the English teachers have discussed with other English teachers of the Department of Commerce to establish a fixed and suitable course content. One of the three teachers has asserted that she has done it, because there are some teachers who taught the same course to different levels either for 1st year or master's students, while the two other teachers have claimed that they do not do it.

Q 15: Which skills do you focus on more when you teach? Why?

The purpose of this question is to find out the skills that the English teachers of the Department of Commerce focus on when teaching business English. Two of the participants have said that they focus on the four skills; that is listening, reading, writing and speaking, because students need to develop all the four skills so that they can master the language. While the last teacher has asserted that she focuses more on speaking and writing skill, since students have a lot of difficulties in these two skills.

Q16: Do your students have any difficulties when using English language? If yes, what are they?

This question intends to determine the main difficulties of third year Marketing students according to their teachers. One of the teachers has answered that their students have difficulties in speaking and writing, because of shyness and inability to express themselves in English, in addition to the lack of vocabulary which does not enable them to produce well-written paragraphs. The second teacher has affirmed that most of the students have difficulties in all skills especially in writing and speaking because they are influenced by the French language, and they do not have sufficient knowledge in English. The third teacher has asserted that they have weaknesses in speaking, because they do not really have the needed capacities in terms of lexis and pronunciation in order to speak English fluently.

Q17: Do you think that the time allotted for English language teaching and learning is enough to meet the students' needs? If no what do you suggest?

This question is asked to know if the time allotted to teach English at the Department of Commerce is sufficient to meet the learners' needs. The three informants have affirmed that the time allotted is not sufficient. One of the teachers has claimed that they must have much time to learn English, she suggests two hours per a week. Another one has suggested four hours per week that is two hours for theory and two others hours for practice. The third respondent has argued that they must study English twice a week.

Q18: What are the objectives you want your learners to achieve at the end of the course?

The above question aims to know the main objectives that the English teachers want their learners to achieve at the end of each course. In fact, the three teachers have argued that the main objective they want their students to achieve is to master the English language especially the English related to their field and to speak fluently as well as to be more motivated and interested to learn it , because most of them are demotivated and take the module for leisure.

Conclusion

This chapter has presented the results obtained from the questionnaire answered by fifty (50) third year students of Marketing at the Department of Commerce at Mouloud Mammeri university of Tizi-Ouzou and from the interview which is conducted with three (3) English teachers at the same department. The results have revealed that students encounter many difficulties in using English particularly in speaking and writing. Therefore, they have various needs they expect from each EBP lesson. Moreover, the majority of the students are not satisfied with the actual EBP courses provided by their teachers. Finally, it has been clearly shown from the teachers' responses that there is not a fixed course that is designed for teaching EBP at the Department of Commerce.

Chapter 4: Discussion of the Findings

Introduction

The present work is an investigation into the teaching of EBP to a group of marketing students. Different tools and data instruments have been used to collect information in order to achieve the cited objectives as well as to provide responses to the research questions by refuting or confirming the suggested hypotheses. This chapter includes five major sections. The first section discusses the students' needs. The second one considers students' difficulties. The third involves students' evaluation of Business English teaching. The fourth examines teachers' profile. The last section deals with the evaluation of the courses designed by teachers of the Department of Commerce.

1. Discussion of Students' Needs

This section intends to gather information about students' needs. The results obtained from table (1) show clearly that all the participants are aware of the importance of the English language. They consider it as a crucial language for their studies and for future employment, since English is widely used in Business especially in their domain which is Marketing. Moreover, they know it as an international language which is mostly spoken all over the world and as a language of international trade and business. In fact, it can be noticed that third year Marketing students have positive attitudes towards the English language.

Concerning the participants' reasons for learning English, it has been clearly noticed from the findings of the three first questions that almost all students seem to be aware of the importance of the English language in their current studies; however, their reasons for studying English are different from one student to another. The majority of the students (66% see diagram 3) study it for a professional purpose that is to get a job in the future, some of them need it to study abroad, while others for its mastery or even for pleasure.

It has been illustrated that a big number of students study English for their future job, since it is the most needed language for their professional career. For this, ESP teachers have

to cover all the needed aspects which would prepare them successfully for every business situation. Hence, topics about how to make a job interview, how to write business letters should be included, in addition to the related terminology that is related to their speciality as Marketing third year students. English teachers should then focus more on the English that learners will need for their professional careers so as to prepare them to be good English users and communicators in different concrete situations and workplaces.

In addition, when the participants were asked about the type of English they needed to learn, it has been demonstrated clearly in diagram (6) that third (3rd) year Marketing students are mostly in need of both types of English namely: General English and Business English. Furthermore, according to the students' answers an EBP course should always be a mixture of both English types. In other words, each course should cover general aspects of English such as grammar and other related topics to Marketing speciality like definitions of useful terminology.

Indeed, the mixture of both English types undoubtedly helps students in the acquisition of the important terminology related to their field as well as the way to use it effectively in different business contexts and workplaces. Accordingly, the teachers' task is to train learners linguistically, semantically and even morphologically for their needs satisfaction and preparation for different situations in order to overcome all the difficulties that they may encounter.

Concerning the students' attitudes towards learning English in their department, the results of table (4) display that students find English learning very hard; hence they have suggested some reasons for that. One of the reasons for English learning difficulty is caused by teachers who are not qualified to teach Business English effectively. Therefore, this is due to their lack of experience and degree as ESP teachers, for they teach simply general English and some technical terms related to Marketing speciality.

Another reason is the lack of students' will and interest the program. As previously confirmed, the designed course is not completely suitable to learners' needs and difficulties: that is why the majority of learners are not interested in the content of teaching.

The last reason is closely related to students' background of the English Language. That is to say; students' level is intermediate, thus they do not have a high level in English in terms of lexical knowledge, grammar as well as linguistic and communicative competences, which are crucial for a foreign language mastery. Indeed, all the reasons mentioned above hinder English learning; and thus make it very hard for learners who are mostly in need to be fluent English language users in various business contexts and situations.

Furthermore, students were asked to classify the most needed skill in their future job. The results obtained in diagram (8) reveal clearly that the majority (60%) of the participants have classified the speaking skill in the first position, since speaking is the most needed skill in their future job, while (22%) of them have classified writing as the second skill they needed. Thus, the main job of an ESP teacher is to teach students topics related to speaking and writing skills. According to Frendo (2005:7) business people do a variety of things with language, they socialize, predict, analyze, negotiate, buy, write, persuade, compromise, telephone, compete, market, sell, produce, interview, train, travel, plan, investigate, deal, advertise, explain, the list is endless. These are done in a specific business context and for business aims. However, skills in using Business English, is not limited to the words and language used. Thus, business English users need to know the words, but they also need the skills in order to perform their job effectively.

In addition to this, Frendo (2005:61) argues that "*business English learners need to have certain skills in order to do their job properly, no matter what language is being used*". Hence, he suggests some skills to develop when teaching business English speaking and writing. In the speaking skill, Frendo (2005) suggests to include the skill of socializing,

because a lot of business related interaction is done in places like restaurants, airports before or after meetings. Thus, socializing can be vital in establishing rapport with a business partner, and good rapport is often considered essential to good business. One part of socializing includes meeting and greeting people; therefore business English learners need to be taught the necessary language and social conventions. Another skill to include when teaching Business English speaking skill is negotiation. The best way to practice negotiation is to adopt a task-based approach, that is, to perform role-plays and simulation in class, since these allow the development of non-linguistic negotiating skills, as well as providing opportunities to practise relevant language.

Concerning the writing skill, the ESP teacher can include correspondences, which involve writing emails, letters, mobile phone texts messages and faxes. Indeed, the English business teacher should also include the writing of curriculum vita of learners (CV). Moreover, the teacher can teach them about agenda and minutes where the basic function is to record decisions made and summarize. (Frendo, 2005: 61-94).

2. Discussion of Students' Difficulties

An analysis of the participants' answers in relation to their difficulties in using English has been closely done. The results clearly show that students have many difficulties and weaknesses while using English (see table 3). Moreover, it has been noticed from diagram (4) that their main difficulty is in speaking. They lack communicative competence in terms of pronunciation, lexis or even negative transfer from French to English. In a follow up question that has been asked orally about the reasons, it has been confirmed that this is due to their shyness, lack of motivation and limited lexical capacities, therefore, this makes them unable to be good English users or communicators in different business environments and contexts. Thus, communicative competence as a cornerstone of English mastery has been a struggling issue among many scholars particularly Frendo (2005). In this respect he argues that:

‘The teaching of Business English has been influenced by a variety of disciplines including linguistics, general language learning and teaching, and management training. Because Business English is not only about language, but about language use, it is worth first considering the issue of communicative competence’

Frendo (2005:8)

Thus, the state of being linguistically competent is no longer sufficient for the mastery of a foreign language; however, the knowledge of vocabulary and the capacity to form linguistic expressions should always be accompanied with a communicative capacity. In the sense that business students are most in need to communicate fluently in different business contexts rather than any other capacity. Speaking abilities indicate the effective mastery of a language. They enable the practical use of the vocabulary items of the language fluently. Indeed, English fluency can be considered as a starting point for language mastery of the other skills, namely listening, reading and writing.

In addition to this, other participants have affirmed that they have difficulties in the writing skill. For example they face difficulties in writing reports, emails in English, because they do not master the English language, while, the rest of the participants have argued that they have some weaknesses in the reading skill as well as in using some technical terms which are related to their domain. Therefore, from the obtained data, we deduce that the main difficulties that third year Marketing students have, are mainly in the speaking and writing skills.

One reason which is related to students’ difficulties is due to the time devoted to teach English at the Department of Commerce. Thus, one of the questions asked to teachers is about the time sufficiency for teaching English. The outcomes demonstrate that the time allotted for teaching the English module at the Department of Commerce is only one hour and half (1h30mn) per week. Thus, time insufficiency for successful teaching has been confirmed by both teachers and students. Furthermore, the three teachers have suggested adding hours to

teach both theory and practice (i.e. one hour theory and one hour practice) in order to have time to check the learners' comprehension of what has been taught theoretically through practice and activities performance.

Hence, time sufficiency is extremely essential for foreign language teaching and more importantly for students' improvement and needs satisfaction. In other words, the more the time is sufficient, the more the teaching becomes successful and satisfactory. In this respect, Robinson (1989:391) claims that "*ESP courses are normally constrained by a shortage of time*". In fact, the shortage of time may negatively influence the effectiveness and smoothness of the ESP courses. Hence, such courses are mostly in need of an organized and sufficient time in order to ensure the satisfaction of learners' and the progression of their level and improvement. Thus, the management of time is of extreme importance in conducting a successful ESP course, for it guides teachers in designing suitable courses in both theory and practice, in accordance to students' levels, needs and difficulties.

3. Students' Evaluation of Business English Teaching

This third section aims to examine the students' evaluation of business English teaching. The outcomes illustrated in (table 6) display that the majority (72%) of students are not really satisfied with the current teaching of English for Business Purposes (EBP). Furthermore, while analyzing the learners' reasons for English teaching dissatisfaction (see diagram7), it has been clearly shown that the main reason is the ineffectiveness of the teaching method and the English lessons provided by their teacher as well as the non- use of authentic materials.

As previously mentioned in the review chapter, according to Graves (1996:26) the selection of the appropriate methods and materials is foremost important for successful teaching. She suggests that "*for many teachers, course development starts with determining objectives or conceptualizing content but with ideas about the course in action*". In other words, for successful teaching, teachers should always think about the appropriate material to

use, the activities that students will perform, the techniques as well as the learners' role in the classroom and the way to make them learn with satisfaction in accordance with their goals and needs (Graves, 1996:26).

The students' answers have confirmed that only some of these cited necessary parameters for successful teaching are considered by teachers. Therefore, there is no authentic use of any authentic material such as videos, magazines, journal articles, data shows, etc. Instead teachers bring only some written handouts which include some definitions of the key terms related to their speciality in addition to some suggested activities for checking students' comprehension (see appendix 3).

Consequently, it has been noticed that students' reasons for their dissatisfaction is closely related to the non-use of authentic materials and teachers' methods which they consider as the backbone for their effective learning and satisfaction. In the sense that, materials are supportive and guidable; because they help to teach concretely by the use of visual aids and realia that are crucial means for successful teaching of a foreign language and for better comprehension and understanding.

Concerning the students' evaluation of the course offered by their teachers, the majority of the respondents (62%) have argued that the designed English courses are not effective, because for them an effective teaching should be a mixture of general and business English by providing practical aspects not only definitions of key terms related to their domain. Hence, the learners' goal behind learning is to develop their competencies in both types of English, since they lack background knowledge in general English particularly in grammar and lexical competence. Indeed, the course effectiveness can be evaluated in accordance to the degree to which the course itself suits the learners' needs and difficulties. Teaching some key terminology related to the speciality should also be accompanied with lessons which fit

students' lacks and level, simply because the memorization of the terminology taught needs first the readiness of the students' lexical and grammatical capacities.

Moreover, the participants have affirmed that most of the lessons that are taught are related to general English, and their teachers teach them only some definitions of key terms which are related to marketing for instance what is a market, a market leaders, what is trend, etc. However, the learners have asserted that although their teachers teach them some business English terms, it is still insufficient for them to practice effectively the English language needed in their business environment. From the answers given by students about their evaluation of the offered courses, we have selected some:

- *"The program is not related to our domain of Marketing"*.
- *"There is no connection between the content of English program and what workplaces request"*.
- *"Our teachers do not equip us to use the technical terms in reality, our lessons lack practical application"*.
- *" we do not have effective teachers who are specialized and experienced in the domain of business, most of the time the English teachers who teach at our department are just English teachers who are not trained in our domain, this why the courses are not effective"*.

However, the remnant percentages of learners (38%) have agreed about the effectiveness of the courses. According to them, an effective teaching is to teach only what is related to their field. Thus, they consider the terminology taught as being sufficient and satisfactory for their learning.

4. Teachers' Profile and EBP Teaching

This section intends to discuss the impact of the profile of the English teachers upon teaching EBP at the Department of Commerce. It was revealed that the three English teachers

that were currently teaching English at the Department of Commerce have a master's degree in English which they have obtained from the Department of English at Mouloud Mammeri University of Tizi-Ouzou. As it was shown in the outcomes, the most experienced teacher in terms of teaching English has an experience of Four (4) years; the second one has two (2) years, while the third teacher has less experience in the domain. It is her first year and she has been in the domain for three (3) months. Furthermore, all the three teachers have affirmed that they have not been trained to teach ESP, even if they are aware of the importance of ESP training. In this perspective, Hutchinson and Waters (1987:160) assert that *“Many teachers who have been trained for general English or for the teaching of literature may suddenly find themselves having to teach with texts whose content they know little or nothing about.”*

Concerning what the teachers prefer to teach more often, the three teachers have asserted that they prefer teaching both general and Business English in order to meet the students' needs. Moreover, they have added that they basically teach technical terms which are related to students' speciality which is marketing, but they also teach general English since their students do not master the language itself and have some weaknesses and difficulties within the English language. Furthermore, the three respondents have affirmed that they use some E- business books from which they select the lessons they teach.

Regarding the skills that the teachers focus on more often when they teach Business English, two of the interviewees have claimed that they focus on the four skills that is(listening, reading, speaking and writing) because the students need to develop all the skills in order to master the English Language, whereas the last teacher has asserted that she focuses more on speaking and writing skills, since the learners have many difficulties in the two skills as well as to improve their speaking and writing competences.

In addition to this, the three teachers have been also asked about the main difficulties that their students have when using English. One of the participants has claimed that their

students have lot of weaknesses in speaking and writing, because their learners do not have enough vocabulary in the English language which will enable them to produce coherent paragraphs and to speak fluently in English. The second one has stated that the majority of their students have difficulties in the four skills especially in speaking and writing, since they are influenced by the French language and they do not have sufficient knowledge in English. The third participant has asserted that the main difficulty that their students have, is in the speaking skill, because they do not have the needed capacity to speak English fluently.

5. Discussion of the Courses Designed by Teachers

This section intends to evaluate the courses designed by the teachers at the Department of Commerce. According to the teachers' responses, there is not a designed course provided by the Department of Commerce to teach Business English. Therefore, teachers elaborated a personal one by suggesting some topics which are related to the speciality of Marketing. Thus, definitions of some important terminology such as trade, finance are generally included. Furthermore, the course is up-dated by making some changes and modifications to the suggested topics, thus the teachers generally reformulate, add new titles in order to suit the learners' needs.

It is important to know whether teachers of English of the Department of Commerce adopted any of the parameters of course design suggested by Graves (1996) which are needs analysis, determining goals and objectives of the course, conceptualizing the content, selecting and developing materials and activities, organizing the content and activities, evaluation, as well as those suggested by Frendo (2005) which include setting objectives, syllabus components, negotiation of the syllabus and managing the logistics. The findings clearly demonstrate the teachers' awareness about the importance of needs assessment in course design. In fact, the three teachers asked their learners about their goals and wants that is what they expect out of the course in order to design a suitable course for successful

teaching. In fact, one of the three teachers has claimed that *“I generally interview my students to know what their needs are”*. Thus, some kinds of questions are asked orally to know precisely about the learners’ needs.

As previously mentioned, needs assessment or analysis as referred to Graves (1996) is the first step in a course design. According to her *“one way of conceptualizing needs is to distinguish between the objective and subjective needs”* (Richterich,1980 cited in Graves,1996:13).

In simpler terms, in objective needs assessments, information about learners’ backgrounds, culture, profession, students’ capacities and proficiency may be included, whereas; in subjective needs assessments; one can enclose information about the different attitudes of learners towards the target language or more specifically towards the learning process, their expectations to themselves as learners as well as to the course and their performance about the way they want to learn (Graves, 1996:13).

Concerning the syllabus components and organization of the designed course, the findings display clearly that there is not a prescribed syllabus for the designed course. Thus, the three teachers of English do not design any fixed and determined syllabus for the course, they just include lessons. The organization of the syllabus components is an essential step in course design. In this respect, (Frendo, 2005: 34) affirms that the syllabus should focus on language needed to perform a particular business task, not merely to talk about it, in the sense that the syllabus should include topics that learners will encounter in different workplaces. As most business English learners need to be able to communicate with a particular context, the syllabus should reflect the discourse that the learners will face in their workplaces. Therefore, the main job of course designer consists of finding out the most common language forms that will help the learners to communicate as well as planning how and when the learners will encounter them.

In addition, Frendo (2005) has claimed that the syllabus should take into consideration not only what is to be learned, but also how it is to be learned. He suggests that the syllabus consists of a combination of the following components:

- Grammar (e.g. tenses, word order, verb patterns, relative clauses)
- Lexis (e.g. vocabulary, idioms, expressions, collocations)
- Pronunciation (e.g. intonation, rhythm, stress, chunking)
- Functions (e.g. complaining, agreeing, persuading, explaining)
- Business skills (e.g. presenting, negotiating, telephoning, socializing)
- Topics (e.g. finance, marketing, production, management)
- Learning strategies (e.g. learning styles, recording vocabulary, preparing for a test)
- Situations (e.g. assisting visitors, checking into a hotel, running a meeting)
- Texts (e.g. examples of spoken or written discourse)
- Language skills (e.g. reading, writing, listening, speaking)
- Intercultural skills (e.g. defining culture, comparing cultures, awareness activities)
- Storyline approach (e.g. materials have a set of characters who form the basis for a storyline)
- Tasks (activities in which learners use language to do something and achieve an outcome.)

The ESP teacher should adopt all the cited components of syllabus which are suggested by Frendo (2005), since the adaptation of these components help teachers to design a suitable course that suit students' needs. Moreover, it helps teachers to plan and to cover different topics and skills which are related to students' speciality, as well as it gives both teachers and students and idea where the course is going. Indeed, the syllabus helps teachers to design the language that students will encounter in business workplaces.

Concerning syllabus negotiation, it has been noticed that the three teachers do not take into account this essential parameter in course design. In fact, they do not negotiate the syllabus with their learners. As claimed by Frendo (2005:38) “*syllabus negotiation with learners is a process of decision making about the content of the course; which results the students' engagement and motivation, for they help in the selection of what it will be taught.*”

The process of negotiation can be done in a variety of ways: either with a negotiation course sheet which aims to find out what a group of learners needs, negotiating priorities which give opportunities to students in the suggestion of new options in the current syllabus; or refining objectives which is mostly based on needs analysis or assessment (Frendo, 2005:39).

Accordingly, the results demonstrate clearly that none of the three suggested activities is used by teachers. Hence, the syllabus is designed far from the learners' engagement and negotiation. The interview results have confirmed that the three teachers are not completely aware of the importance of negotiating the syllabus with learners; as well as the importance of syllabus design in accordance with learners' needs and difficulties. Hence, they consider teaching related terminology to the field as being adequate or fully sufficient to learners' improvement and learning.

One of the important questions asked to teachers is about material selection or use. The teachers' responses confirm that there is no use of authentic materials such as magazines, journal articles or videos simply because of time limit, since the time allotted to teach English is one hour and half (1h30mn), and is not enough to ensure a conducive teaching and learning atmosphere to learners. Another reason consists in the non-availability of such materials in the department. Indeed, one of the teachers has supported this view by saying "*at university it is not possible to include materials because of time and availability*". For this, teachers bring only handouts instead of data shows, magazines; videos, etc despite their awareness of materials' role in facilitating learning.

Selecting or developing materials and activities has been suggested by Graves (1996) as an essential principle. According to her; the appropriate material forms the backbone of the course but also material should always be chosen in accordance with the target population, and the needed skill or aspect of language wanted to be developed (ibid: 26). That is to say, a

teacher who wants to develop the speaking capacities of learners in terms of pronunciation; videos of native speakers would be the most appropriate material that is needed to develop that target skill.

In addition to this, evaluation as the last step in course design as referred to Graves (1996) is partially done by teachers, since they do not test the course effectiveness and limitations at the end of each session, but they do a summative assessment to learners at the end of the semester in the form of a final examination.

From the data obtained, it has been confirmed that only some of the suggested parameters of course design by Graves (1996) and Frenco (2005) are taken into account. From Graves' parameters, needs assessment, selecting activities and evaluation are taken into consideration for designing a course, while the parameter of determining the objectives and aims of the course, as well as the parameter of conceptualizing and organizing the content, selecting and developing materials are neglected.

The teachers' answers of the interview have revealed the teachers' analysis of the students' needs through an oral interview and it is done partially not in an effective way. Moreover, the teaching context is limited to general English which emphasizes mostly grammar rules and structures (present simple, past and other tenses) in addition to some definitions of the related terminology to the field of trade, marketing, buying and selling, etc. Concerning the selection and the organization of materials and activities; only the selections of activities such as gap filling, matching pairs activities that are considered, while materials are no longer used by teachers, hence handouts are the only material brought to the classroom. Thus, the teaching of English at the Department of Commerce is not well organized.

For the second suggested model of course design by Frenco (2005) which includes setting objectives, syllabus components, negotiating the syllabus and managing the logistics is also not taken by teachers in designing their courses. They never negotiate the course

effectiveness and worth with their students to know its limitations and its relevance to learners' aims.

In short, no model of designing a course is adopted completely by teachers for EBP teaching, neither Graves' (1996) model nor Frenco's (2005) one.

Conclusion

This chapter has discussed the data gathered from students' questionnaire and teachers' interview. It includes five major sections. The first section discusses the students' needs. The second one considers students' difficulties. The third involves students' evaluation of Business English teaching. The fourth examines teachers' profile. The last section deals with the evaluation of the courses designed by teachers of the Department of Commerce. This discussion provides clear answers to the research questions stated in the general introduction and confirms all the suggested hypotheses. On the basis of the above mentioned outcomes, it can clearly be said that students have different needs for English learning. Needs analysis is partially performed by English teachers of the Department of Commerce. Moreover, students face many difficulties in English language use particularly in communicating fluently and writing. Lastly, the English teachers of the Department of Commerce design an EBP course, but without adopting any model of course design suggested by Graves (1996) and Frenco (2005).

General Conclusion

General conclusion

The aim of this research is to evaluate the Business English teaching in the Department of Commerce at Mouloud Mammeri University of Tizi-Ouzou. Its focus is to identify the different needs of learners for learning English, whether the English teachers of the Department of Commerce conduct a needs analysis, the difficulties encountered by third (3rd) year Marketing students in the use of English, as well as the availability of a special course for teaching Business English.

This investigation was conducted in order to raise English teachers' awareness about the necessity to take learners' needs into account particularly in designing an EBP course. This research has adopted the parameters of a course design as suggested by Graves (1996) and Frenco (2005). Therefore, these parameters give an insight to course designers in the way to elaborate a suitable course.

This research has adopted the mixed methods approach which has combined both the quantitative and qualitative approaches for data collection and analysis. A sample of fifty (50) third (3rd) year marketing students was randomly selected as participants to respond to the questionnaire anonymously. To support the questionnaire data, a structured interview has been conducted with three teachers of English to get real views about the way they design their EBP courses and more importantly whether the learners' needs are considered in the process of designing an EBP course.

On the basis of the results' discussion of the results of the questionnaire, it has been confirmed that 3rd year Marketing students have different needs for learning English. The majority of the students need English for professional purpose that is to get a job in the future, while others need it just for studying abroad in the future as well as for the mastery the language itself. Moreover, the findings have demonstrated that the majority of students have many difficulties in English use particularly in the speaking skill which makes them unable to

be a good communicators in different business environments, as well as in the writing skill. In addition to this, the findings have revealed clearly that the majority of students are not satisfied with the actual teaching of Business English in their Department, and it has been shown that the main reasons for their dissatisfaction is the ineffectiveness of the teaching methods and the English lessons provided by their teachers which are too general, as well as the non-use of authentic materials. Furthermore, the outcomes have illustrated that students are mostly in need of both English types namely General English and Business English. According to them, the EBP course should always be a mixture of both types of English, since this mixture helps them to use English effectively in different business workplaces. Indeed, students consider the courses provided by their teachers to teach business English are not effective, because they learn just definitions of some terminology which are related to their field; which still insufficient for them to practice effectively the English needed in business environments.

The outcomes of the interview have revealed that the Department of Commerce at Mouloud Mammeri University of Tizi-Ouzou does not provide teachers with a determined course to teach English; therefore they elaborate a personal one without taking into consideration any of the two suggested models of course design suggested by Frendo (2005) and Graves (1996). However, they take only some parameters as needs analysis and performing some checking activities in their elaboration of an ESP course design without students' engagement and negotiation. Indeed, the findings of the interview show clearly that needs analysis is partially done by English teachers of the Department of Commerce and no authentic materials provided by teacher to teach Business English, therefore this has resulted students' dissatisfaction of what is being taught.

This humble research as a first exploratory research that has not been dealt with before in the Department of English at Mouloud Mammeri University of Tizi-Ouzou, is hope to have

contributed to increase the awareness of teachers about the role of needs analysis in a course design and more importantly about the necessity to develop English teaching at the Department of Commerce to make it more effective for learners' satisfaction and achievement.

However, this research has encountered some limitations. To start with, only one speciality which is Marketing was available to be selected as a research sample and only three teachers of English who have accepted kindly to provide responses to the interview questions. Second, because of time and other obstacles such as confinement, it was not possible to perform other interviews or to include classroom observation as a third data collection tool for more in-depth information about the evaluation of English teaching.

Consequently, further research on the issue can be conducted in the same context but with different levels of students or cases by the use of classroom observation as another data collection tool for more reliable results about this evaluation of EBP teaching in the Department of Commerce. Moreover, an adaption of Hutchinson and Water's theory (1978) can be done to evaluate deeply students' wants, lacks and necessities.

As personal solutions to the issue, teachers of English should be provided by the department of Commerce with a designed course to teach EBP, or at least they should negotiate with each other in order to elaborate a suitable course with a determined syllabus. Additionally, students' needs and difficulties should always be considered in the elaboration of suitable course for a successful teaching. Furthermore, teachers of English should provide a practical aspect when teaching EBP not only definition of key terms. Finally, they must conduct a needs analysis in order to establish a determined course that suit students' needs, difficulties and level.

Bibliography

Bibliography

Bibliography

Anthony, L. (1997 a). English for specific purposes: What does it mean? Why is different?

Retrieved from :

https://www.researchgate.net/publication/267631304_English_for_specific_purposes_What_does_it_mean_Why_is_it_different.

Anthony, L. (1997 b). Preaching to cannibals : A look at academic writing in engineering. In

Orr, T. (Ed), (1997) Proceedings: the Japan conference on English for Specific Purposes.

Retrieved from: <https://files.eric.ed.gov/fulltext/ED424774.pdf>.

Bajovic, Milevica. (2006). Teaching foreign language for specific purposes: teacher development, (pp 487- 493). Retrieved from:

https://www.researchgate.net/publication/265466333_Teaching_Foreign_Language_for_Specific_Purposes_Teacher_Development

Basturkmen, H. (2006). *Ideas and options in English for specific purposes*. London and New Jersey: EST and Applied Linguistic Professional. Series: Eli Hinkel, Edition.

Basturkmen, H. (2010). *Designing courses in English for specific purposes*. New York: Palgrave Macmillan.

Beghadadi, D. & Ben-llali, K. (2016). *Needs analysis of civil engineering students the case of second year BMD students at the university of Tizi-Ouzou*. (Unpublished master's thesis), university of Tizi-Ouzou.

Brindley, G. (1989). The role of needs analysis in adults ESL program design. In Johnson, R. K. (Ed), *The second language curriculum*, pp 63-78. Cambridge: Cambridge University Press.

Brown, J. D. (2001). *Using survey in language programs*. Cambridge: Cambridge University Press.

Bibliography

Chalikandy, Mouhamed Ali. (2013). A comprehensive method for teaching English for specific purposes. *In Arab world English journal*, 4 (4), 310- 322. Retrieved from:

<https://awej.org/images/AllIssues/Volume4/Volume4Number4Dec2013/18.pdf>

Chibi, Mounir. (2018). The role of the ESP practitioner as business English teachers. *International journal of English literature and social sciences (UJELS)*, 3 (2), 197-203.

Retrieved from:

https://www.researchgate.net/publication/323950830_The_Role_of_the_ESP_Practitioner_as_Business_English_Teacher

Daksayani, G. (2018). Needs analysis of English for business students at a private university in Malaysia. (Unpublished master's dissertation) Retrieved from:

http://studentsrepo.um.edu.my/8611/2/DAKSAYANI_AP_GANESON.pdf

Dorneyei, Z. (2003). *Questionnaire in second language research: Construction, Administration and Processing*. Lawrence Erlbaum Associates. Mahwah, New Jersey. London.

Dudley, Evan, T. & St John, M. J. (1998). *Development in English for specific purposes: A multi disciplinary approach*. Cambridge: Cambridge University Press.

Ellis, M. & Johnson, C. (1994). *Teaching Business English*. Hong Kong: Oxford University Press.

Frendo, E. (2005). *How to teach Business English*. Pearson: Longman.

Galina, Plesca. (2017) . The role of needs analysis in ESP curriculum design. (pp 175- 179).

Retrieved from:

https://www.researchgate.net/publication/323253882_The_Role_of_Needs_Analysis_in_ESP_Curriculum_Design

Graves, K. (1996). *Teachers as course developers*. Cambridge: Cambridge University Press.

Bibliography

- Hutchinson, T. & Waters, A. (1987). *English for specific purposes. A learner centred approach*. Cambridge: Cambridge University Press.
- Hsieh, H. F. & Shannon, S. (2005). Three approaches to qualitative content analysis. *Qualitative Health Research*, 15 (9), 1277–1288.
- Irshad, Isra. & Behzad, Anwar. (2018). Designing English for specific purpose course for computer science students. *In Journal of Education and Educational Development*, 5 (1), 156-171. Retrieved from: <https://files.eric.ed.gov/fulltext/EJ1180630.pdf>
- Jamal Hossain, M.D. (2013). ESP needs analysis for engineering students: a learner centred approach. *Journal of presidency university part: B*, 2 (2), 16-26. Retrieved from: <https://www.semanticscholar.org/paper/ESP-Needs-Analysis-for-Engineering-Students%3A-A-Hossain/433904ba20e92b7f05e6ac631ef84fc00edf2946>
- Juan, Li. (2014). Needs analysis: an effective way in business English curriculum design. *Theory and practice in language studies*, 4 (9), 1869- 1874. Retrieved from: <https://www.semanticscholar.org/paper/Needs-Analysis%3A-An-Effective-Way-in-Business-Design-Li/ae2e8a901eb2916e4f6a79ee204192ab65b350bd>
- Mackay, R. & Mountford, A. (1987). *English for specific purposes: A case study approach*. London: Longman.
- Momatzur, R. (2015). English for specific purposes (ESP): a holistic review. *Universal Journal of Educational Research*, 3 (1), pp 24-31. Retrieved from: https://www.researchgate.net/publication/329625405_English_for_Specific_Purposes_ESP_A_Holistic_Review
- Munby, J. (1978). *Communicative syllabus design*. Cambridge: Cambridge University Press.
- Naureen, Rahuma. (2009). Theory and practice of Language teaching: significance of needs analysis in ESP. *In Harvest: Jahangirnagar Studies in Language and Literature*, 24, 1-17 Retrieved from:

Bibliography

- <https://www.researchgate.net/publication/317348008> Theory and Practice of Language Teaching Significance of Needs Analysis in ESP
- Richards, J. C. (2001). *Curriculum development in language teaching*. Cambridge: Cambridge University Press.
- Robinson, P. (1991). *ESP today: A practitioner's guide*. Hemel Hempstead: Prentice Hall International.
- Sanghori, M. H. (2008). Introduction to needs analysis. *In English for specific world*, (4), pp 1-25. Retrieved from:
<https://www.researchgate.net/publication/308021366> Introduction to Needs Analysis
- Sarjit, k. & A. B. M. A, khan. (2010). Language needs analysis of art and design students: considerations for ESP course design. *ESP World*, 9, issue 2 (28), 1-16. Retrieved from:
<https://www.researchgate.net/publication/262073461> Language Needs Analysis of Art and Design Students Considerations for ESP Course Design Introduction
- Stern, H. H. (1992). *Issues and options in language teaching*. Oxford: Oxford University Press.
- Titik, Agustina. (2014). ESP: an approach of English teaching for non English department students. *Beta*, 7 (1), 37- 63. Retrieved from:
[file:///C:/Users/monpc/Downloads/43-Article%20Text-256-1-10-20170408%20\(6\).pdf](file:///C:/Users/monpc/Downloads/43-Article%20Text-256-1-10-20170408%20(6).pdf)
- Touazi, L. (2016). *Identification and analysis of students' target language needs in academic scientific communication: the case of biological environmental science department at Bejaia university*. (Unpublished master's dissertation), university of Bejaia. Retrieved from:
<http://www.univ-bejaia.dz/jspui/handle/123456789/5863>.
- Wilkins, D. A. (1976). *National syllabuses*. Oxford: Oxford University Press.

Appendices

Appendix 1: Questionnaire

Dear student,

This questionnaire is part of our research which is mainly about the evaluation of Business English teaching at the Department of Commerce. Therefore, we would appreciate very much your collaboration. The information that you provide will be valuable for us. Your answers will be kept anonymous and used only for academic purposes.

Thank you for your time and cooperation

Please tick (√) the appropriate answer, or where necessary specify your answer.

Section one: Learners' Needs

Q1- Is English an important language for your studies?

Yes No

Q2- If yes, because:

- a- It is an international language
- b- It is the most commonly spoken language in the world
- c- It is the language of international business
- d- It gives access to multiple cultures of the world
- e- Others (Please specify).....
.....

Q3- Have you studied English before?

Yes No

Q4- How many years have you been studying English?
.....

Q5- What is your reason behind studying English?

- a- For future job
- b- For the mastery of the English language
- c- For studying abroad in the future
- d- For pleasure
- e- Others (please specify).....
.....

Q6- Do you face difficulties in using English?

Yes

No

Q7- If Yes, your main difficulties are due to:

- a- Reading and comprehension reports
- b- Communicating with English language speaker
- c- Writing reports , emails
- d- Using technical terms
- e- Making conference
- f- Others (please specify).....

.....
.....

Section Two: learners' and course design

Q8- Is it hard to learn English in your department?

Yes

No

Q9- If yes, because:

- a- You do not have an effective teacher
- b- You are not interested on the program
- c- You do not have a background on English language
- d- Others (please specify).....

.....
.....

Q10- How many hours you study English in your department?

.....

Q11-Is the time allotted to learn English sufficient?

Yes

No

Q12- What type of English do you need more?

- a- Business English
- b- General English
- c- Both of them

Q13- Are you satisfied with the actual teaching of English at your department?

Yes

No

Q14- If no, because:

- a- The courses are not effective
- b- The teaching methods are not effective
- c- There is no authentic material provided by the teacher
- d- Others (please specify).....

.....

Q15- Which of the following language skill is important in conducting your future job?

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

Q16- Do you think the content of the course is relevant to your needs as business students?

- Yes No

Q17- How do you evaluate the offered courses by your teachers?

- Effective Not effective

Why?.....
.....
.....

Q18- What types of materials do you think the course should include in order to be more effective?

- a- Textbooks
- b- Magazines
- c- Videos
- d- Journal articles

Q19- Do your teachers make use of such authentic materials while teaching?

- Yes No

Q20- At the end of the course what would you like to achieve?

- a- To communicate fluently with others in English
- b- To read business reports
- c- To write and produce reports in English
- d- Others (please specify).....
.....
.....

Appendix 2: Interview

Dear teacher,

This interview constitutes an important part for our research which is mainly about the evaluation of business English teaching at the Department of Commerce. Thus, its purpose is to obtain the teachers' perceptions about business English courses and how they are designed. Therefore, the answers that you provide will be kept anonymous and used only for academic purposes.

Thank you for your collaboration

Questions

- 1- Which degree do you have?
- 2- Have you ever been trained to teach ESP?
- 3- How long have you been teaching Business English at the Department of Commerce?
- 4- What do you teach more often? Why?

General English	<input type="checkbox"/>
Business English	<input type="checkbox"/>
Both of them	<input type="checkbox"/>
- 5- Is there any specialized course provided by the Department to teach Business English?
- 6- If there is no a specialized course provided by the Department of Commerce, have you ever designed your own course to teach business English?
- 7- What are the different steps you follow to design a course?
- 8- Have you ever conducted a needs analysis before designing the course? Why?
- 9- What are the syllabus components of your designed course?
- 10- Do you think the technical English taught meet the students' needs? How?
- 11- Do you use any authentic materials in your classroom when you teach? If yes, what are them? Why?
- 12- Do you bring any modification to the established course? Why?

- 13- Do you evaluate the learners' achievement? If yes when and why?
- 14- Have you ever elaborated with other English teachers of the Department of Commerce in order to establish suitable course content? Why?
- 15- Which skills do you focus more when you teach? Why?
- 16- Do your students have any difficulties when using English language? If yes, what are their main difficulties?
- 17- Do you think that the time allotted for English language teaching and learning is enough to meet the students' needs? If no, what do you suggest?
- 18- What are the objectives you want your learners to achieve at the end of course?

Appendix 3: Example of lessons taught to Marketing students at the Department of Commerce.

Deppartement Saences Commerciales

B Financial trends ↻

A **trend** is the general direction in which a situation is changing.

Trend	Common verbs + examples	Common nouns + examples
↑	go up, rise, increase, grow <i>Prices have risen by 10 per cent.</i>	rise, increase, growth <i>We saw some growth last year.</i>
↓	go down, fall, drop <i>Interest rates fell last month.</i>	fall, drop <i>There's been a drop in sales.</i>
→	remain unchanged/stable stx stay the same <i>Prices have remained unchanged.</i>	stability <i>There has been stability in the markets.</i>
↖	peak <i>Sales peaked in the third quarter. (third quarter = July to September)</i>	peak <i>Sales reached a peak in 2007.</i>
⤿	fluctuate <i>Sales have fluctuated all year.</i>	fluctuation <i>There has been some fluctuation in prices.</i>

Adjective	Meaning	Adverb
a slight rise in costs	very small.	<i>Costs rose slightly.</i>
a gradual rise in profits	slow and over a long period of time.	<i>Profits have risen gradually.</i>
a steady increase in the interest rate	slow but regular and continuing.	<i>The interest rate has increased steadily.</i>
a significant fall in profits	noticeable and important.	<i>Profits fell significantly.</i>
a sharp fall in sales	very large and sudden.	<i>Sales have fallen sharply.</i>

4 Complete the sentences on the right. The meaning must stay the same.

▶ There has been a sharp fall in sales.	Sales have fallen sharply.
1 There was significant growth in sales.	Sales _____.
2 There was a gradual rise in the price.	The price _____.
3 There was a slight fall in profits.	Profits _____.
4 There has been stability in costs.	Costs have remained _____.
5 There has been a steady rise in sales.	Sales have _____.

5 Complete the text. Use a **different** word each time.

Last year started well. In the first quarter sales ▶ increased significantly. The second quarter was even better: sales increased (1) _____. They continued to (2) _____ steadily in the third quarter and reached a (3) _____ at 90,000. By the end of September, sales had (4) _____ up (5) _____ almost 50 per cent. In the last quarter there was a slight (6) _____, but it was still a good year. This year has been very different. Sales (7) _____ in the first half of the year – up one month and down the next – but in the last three months they have remained (8) _____.

6 Look at the arrows and complete the sentences.

▶ There was a ↘ slight fall in 2003.	3 Sales → _____ in 2006.
1 Sales ↗ _____ in 2004.	4 In 2007, sales ↘ _____.
2 There was a ↗ _____ in 2005.	5 In 2008, sales ↘ _____.

BUSINESS 143

6 Make/made/made

A Make ...

To make coffee.



To make dinner.



I'll make some tea/hot chocolate.

I make breakfast/lunch/supper every day. (supper = a meal just before bed)

B Make a ...

The teacher's making a photocopy.

He's making a film/video of the class.

The children are making a noise.



C Don't make mistakes with make!

Can I say ...?

yes/no

Correction

I made a mistake in the exercise.

✓

I have to make my homework.

✗

I have to do my homework.

I have to make an exam next week.

✗

I have to take/do an exam next week.

When I get up I make my bed.

✓

I want to make an appointment with the doctor.
(= fix a time to see him/her)

✓

I'd like to make a photo of you.

✗

I'd like to take a photo of you.

After dinner, I'll help you make the dishes.

✗

After dinner I'll help you do the dishes.

D It makes me (feel) ...

Going by train always makes me (feel) tired.

My friend called me stupid. It made me (feel) angry.

That film made me (feel) sad.



Exercises

6.1 Fill the gaps with *make* or *do*.

- 1 I always a lot of mistakes when I speak English.
- 2 If I my homework every day, my English will get better.
- 3 Let's go to bed now. We can the dishes in the morning.
- 4 I want to an exam in French. Do you know where I can
- 5 We always try not to a noise after ten o'clock at night.

6.2 Complete the sentences with *make(s)/made me feel*.

- 1 That film sad.
- 2 Long lessons always tired.
- 3 She was horrible to me; it angry.

6.3 What are these people doing? Complete the sentences using *make*.



1 He's



3 The children are



2 She's



4 They're

6.4 Correct the mistakes in these sentences. Look at the example.

- 1 I have to ~~make~~ my homework. I have to do my homework.
- 2 Can I make a photo of you?
- 3 He's 25 but he never makes his own washing. He takes his dirty clothes to his mother's.
- 4 What do you think, yes or no? We must do a decision today.
- 5 I have to take an appointment with the doctor. Do you have her phone number?
- 6 I do mistakes when I speak English.
- 7 Are you making an exam tomorrow?

B Growth

The first years may be a **struggle**, but if a company can **survive** this difficult period, it may develop into a successful business:

- customer numbers grow and the company **gains a share** of the market
- turnover increases – the company **breaks even**
- the **brand** develops a **reputation**
- the company needs more capital and may sell **shares** to the public to obtain the finance
- eventually this growth may result in the company being **taken over**

Problem

The **market** is the amount of buying and selling of a particular type of goods. e.g. *There is a large market for these computers.*

It also refers to an area or group of people who buy something. e.g. *the European market, the teenage market.*

The **market leader** is the company with the biggest share of a market.

Glossary

growth	the process of increasing in size or number. grow v.
struggle	a period of action to achieve sth difficult. svv effort . struggle v.
survive	continue to exist in a difficult situation. survival n.
gain sth	obtain sth. opp lose sth.
share	a part of sth that has been divided.
break even	not make a profit or a loss.
brand	the name under which one or more products are sold. e.g. 'Nike'.
reputation	the opinion that people have about sth (it can be good or bad).
shares	(usu pl.) units of equal value that a company is divided into and which are then sold to raise money (the buyers then own part of the company).
take over a company	take control of another company. takeover n.

4 Complete the sentences. The meaning must be the same as in the sentences on the left.

- | | |
|--|--|
| ▶ Will they continue to grow? | Will there be continued <i>growth</i> ? |
| 1 Will they take it over? | Will there be a _____ ? |
| 2 People say the company is very good. | The company has a very good _____. |
| 3 They won't make a profit or a loss. | They will _____. |
| 4 It's the biggest company in the market. | It's the market _____. |
| 5 Are you worried they may not survive? | Are you worried about their _____ ? |
| 6 They've survived, but it's been difficult. | They've survived, but it's been a _____. |

5 Complete the sentences.

- ▶ It's been a struggle, but I think the business will *survive* _____.
- 1 The company now has a 10 per cent _____ of the market.
 - 2 I bought 1,000 _____ in that company. They are now worth over £10,000.
 - 3 People go on buying the same _____ of breakfast cereal because it's familiar.
 - 4 There has been considerable _____ in the soft drinks _____ : up 25 per cent in two years.
 - 5 I think the company may be _____ over by the end of the year.
 - 6 It's been a good year: we've _____ another 5 per cent of the market.

6 Test yourself. Look at the glossary words and cover the meanings. What are the meanings?