

Dedications

I dedicate this work to my dear parents Djamal and Taous,

To whom I owe everything beautiful in life.

Words cannot give enough credit to their love, support, and tenderness.

For being my source of inspiration and motivation

To my beloved sister Ferroudja and twin brothers Ahcene and Hocine

For their love and support.

To my aunts and my best friends Asma, Hanane, Nadia, Hayet, Ferroudja,

Maissa, and Walid.

To my lovely cats Minette and Mimis.

To my beloved binominal Camelia

For her patience, kindness, and constant encouragement.

Lynda

To my beloved mother Fazia whose support and love kept me going

To my father Lounes, who I miss immensely

My beloved sister Rima and brother Nacim his wife Siham.

My nephew Aylane.

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Abstract

This study aims at investigating Third-Year teachers' and students' views towards the use of Presentational Communication to enhance Business English in the Department of Economics at Mouloud Mammeri University of Tizi-Ouzou. It first aims to explore students' perceptions about the importance of presentational communication in Business English classes. Second, it investigates the role of teachers' presentational skills in helping students' engagement in the learning process. Third, it intends to uncover students' views concerning developing new vocabulary and writing skills in Business English through presentational communication. For this research, a questionnaire was administered to 58 Third-Year students in the Department of Economics and an interview was conducted with four (4) of their teachers of Technical English. The research design is based on Flower and Hayes Model of Writing (1981) theory through which the data is gathered and analyzed. The collected data from both the questionnaire and interview were analyzed by using the mixed method research combining both Quantitative and Qualitative data analysis. The quantitative data were analyzed using The Rule of Three and (SPSS). However the qualitative ones are analyzed using the Qualitative Content Analysis (QCA). The results reached in this research reveal that Presentational communication plays a crucial role in enhancing Business English. In addition, students have positive views towards learning Business English and they are aware of its importance for their career. As a conclusion, the outcomes gathered from this research confirm the hypotheses and the research objectives mentioned in the General Introduction except for the first hypothesis which claimed students' unawareness of importance of presentational communication in Business English classes.

Key words: ACTFL, Business English, Communication Modes. Presentational Communication, Process approach.

List of Abbreviations and Acronyms

- ACTFL: the American Council on the Teaching of Foreign Language.
- BE: Business English.
- ESP: English for Specific Purposes.
- H: Hypothesis.
- L1: first language.
- L2: second language.
- MMUTO: Mouloud MAMMERI University of Tizi-Ouzou.
- Q: questions.
- QCA: Qualitative Content Analysis.
- SPSS: Statistical Package for Social Sciences.

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General Introduction

● Statement of the Problem

Nowadays, the ability to communicate in English is of a vital importance. For this reason, students attend language classes in order to learn and use English in their daily lives. In other words, communication is the main goal of language education. It can be broadly defined as the process of exchanging or sharing information between two or a group of people verbally or nonverbally within a given social context. With the overspread of English throughout the world in different fields including the field of Business, communicating in English and acquiring presentational skills became a necessity, especially for the students majoring in economics.

The comprehension of the communication process relies on three modes suggested by the American Council for the Teaching of Foreign Language (ACTFL, 2012) which includes: the interpersonal, the interpretive and the presentational one. The focus shifted from the traditional view of communication in the use of the four skills: listening, speaking, reading, writing as isolated areas into a new communicative framework which involves the use of these three modes with the emphasis on the context and purpose of communication.

The National Standards in Foreign Language Education (2006:35) defines presentational communication as: “*one person produces a message in oral or written form for an audience of listeners, viewers, or readers*”. In other words, this mode of communication allows the production of written and oral messages in the target language and gives the opportunity to the students to rehearse and plan what they will say or write

General Introduction

in advance for an audience. The negotiation between the speaker/ writer and the audience is non-existent because it is a one-way mode of communication, so the message has to be accurate and very clear. Students also are expected to know the cultural perspectives and background of the audience to transmit their message successfully.

Shrum and Glison (2010:300) add that presentational communication requires the ability to communicate effectively with an audience as well as the ability to transfer cross-cultural information based on the audience's cultural background. Different studies have shown that presentations have a positive impact on students' acquisition of language and they are considered a mode of assessment in all disciplines. Presentations can help students practise all the language system areas (grammar, vocabulary...etc.) and the four skills in the most natural and authentic way. In addition, it builds students' confidence to face the audience and get rid of their fears.

With the widespread use of English over the past years, learners' needs became more specific and English for specific purposes emerged, mainly Business English. Therefore, students at the Department of Economics are required to master not only the English language but also to have strong presentational communication skills, both written and oral, in order to be successful in this field.

A deep look at literature shows that much research has been carried out on enhancing Business English through different methods and approaches. One of these studies is conducted by Agustina (2017) under the title "Enhancing the Students' Positive Attitude in Learning Business English by Using Technology" who was interested in investigating the effectiveness of using technology to stimulate students' attitudes to learn Business English. The main result of the study indicates that the use of technology

promotes the students' attitude toward Business English. However, less interest was given to the students' use of presentational communication to enhance Business English.

- **Aims and significance**

Presentational speaking and writing both focus on producing language to an audience in a given context with the goal for students to inform, persuade, narrate, and explain. Hence, the overall aim of this research is to investigate the students' attitudes and perceptions towards the use of presentational communication for the purpose of enhancing Business English at the Department of Economics. The first objective is to explore students' perceptions about the importance of presentational communication in Business English classes. The second one is to examine the role of teachers' presentational skills in helping students' engagement in the learning process. The third one is to determine the students' views about developing new vocabulary and writing skills in Business English through presentational communication.

This research is worth doing because it sheds light on the importance of presentational communication in helping students to engage communicatively and cognitively in the three processes of learning Business English and deepening their understanding of a given topic. Moreover, the use of oral presentations in EFL classes helps students gain confidence to speak in public and reduce their anxiety levels with practice.

● Research Questions and Hypotheses

In order to reach the previously stated objectives, this part is an attempt to answer the following questions:

Q1. What are the students' views about the importance of presentational communication in Business English classes?

Q2. What are the students' views about the role of teachers' presentational skills in helping them to be engaged in the learning process?

Q3. What views do students have about developing new vocabulary and writing skills through presentational communication?

In order to answer the previously mentioned questions, we have advanced three hypotheses as following:

H1. Students in the Department of Economics do not realize the importance of presentational communication in business English classes.

H2. Students think that teachers' presentational skills help them to get inspired and motivated in the learning process.

H3. Presentational communication helps students in the Department of Economics enhance their vocabulary and writing skills in Business English.

● Research Design and Methodology

The present research is conducted using a mixed-method approach for gathering data. It deals with both qualitative and quantitative methods for data collection and data analysis. The data is collected using a questionnaire which was distributed to Third-Year students at the Department of Economics and an interview to be conducted with the teachers of English at the Department of Economics at Mouloud Mammeri University of Tizi-Ouzou.

• Structure of the Dissertation

This dissertation follows the traditional simple model. It starts with a “General Introduction” which is followed by four chapters as the body of our investigation. Finally, our study ends up with a “General Conclusion”. The introduction deals with the background of our topic, the statement of the problem and the reasons behind selecting it. The first chapter refers to “Review of the Literature” which is a review of previous studies about the subject under investigation. The second chapter deals with the methodological part which mentions the participants involved in the research and the material used for the data collection and analysis. The third chapter focuses on the results and the different findings. The fourth chapter covers the interpretation and the discussion of the findings in relation to the theory we relied on. To conclude, our research ends up with a “General Conclusion” which summarizes the entire work.

Chapter One:

Review of the

Literature

Introduction

The present chapter is the “Review of the Literature” which is theoretical in nature. It is intended to present the theoretical foundations of the research area and the introduction of the key concepts. It is divided into two sections: the first section deals with the historical background of presentational communication. In addition, a definition of presentational communication is provided with its aim, and the theory used. Moreover, we discussed the way feedback is provided in the presentational communication, the role of the teacher, and how knowledge is acquired. The second section is about ESP, the definition of “Business English”, and its characteristics. This part also deals with the importance of mastering “Business English”.

1.1 Presentational Communication

1.1.1 Historical background

The goals of language education became the central issue for the foreign language teaching profession in the United States in the 1990s and in the twenty-first 21st century, and many national professional organizations and educationists tackled that issue. As a result of their collaboration, The National Standards for Foreign Language Learning was published by the ACTFL (the American Council on the Teaching of Foreign Language) in 1996. The ACTFL was a national organization for the foreign language teaching, founded in 1967. The major goal of this organization was to encourage the study of foreign languages and cultures as a fundamental element in American education.

The National Standards is a document that revolves around five goal areas for learning a language, known as the five “Cs”: Communications, Cultures, Communities, Connections, and Comparisons. These goal areas stress on what learners know and can do with language for real-world purposes. Each “C” has a sub-category that serves as a guide

Review of the Literature

to assess language acquisition and to create language curricula and general descriptions of what students should know and be able to do. The National Standards emphasize that the major goal of learning a language is communication, stressing on the fact that “*the key to successful communication is knowing how, when, and why, to say what to whom.*” ACTFL (2006:11).

The 5 C’s are interconnected elements which can be understood straightforwardly. The successful student will use language **to communicate** for real purposes, comprehend **multicultural** issues, **connect** with other fields and obtain new knowledge, **compare** between their own culture and language, and take part in multilingual **communities**. The first four “C’s” can be addressed within the classroom context (Allen, 2002; Jeffries, 1996; Kadish, 2000; Savignon & Sysoyev, 2005). However, the fifth C which refers to communities cannot easily be addressed in the classroom context (Jeffries 1996).

The goal areas of the National Standard has helped thousands of educators around the world to improve their teaching methods, to understand the true meaning of making language acquisition easy, and encourage authentic communication in their classrooms. According to June Phillips (2008: 34): “*communication has always been the intent of language education.*”

The communication standard is divided into three categories: interpersonal, interpretive, and presentational. Each of these modes view the message in a unique way. In fact, “mode” is a term used to describe the way something is done or experienced. Thus, “modes of communication” refers to the way communication is expressed. There is an important shift in perspective from the four traditional skills to a new framework known as the “Framework of Communicative Modes” that emphasizes context. In this framework, each of the traditional four skills exists in two of the three modes – listening

and reading are interpersonal or interpretive, and speaking and writing are interpersonal or presentational. (Phillips, 2009).

1.1.2 Definition of Presentational Communication

According to the ACTFL, the “Presentational Mode of Communication” is another type of one-way communication in which a student is given the opportunity to compose and deliver an oral or written presentation to an audience. According to Performance Descriptors (ACTFL, 2012), an essential function of ‘presentational communication’ is the ability to present information by creating oral, written language in order to demonstrate what we know, explore the unknown, and combine new knowledge with existing knowledge. Learners present information by writing (journals, articles, or reflections), speaking (telling a story or giving a speech), or visually representing (student-made videos or PowerPoint). Thus, Philips views the student as being “the creator of texts” (2008: 99). Shrum & Glisan point out that the presentational mode features “*formal, one-way communication to an audience of listeners or readers*” (2010:181).

Unlike “Interpersonal Communication”, which engages in a spontaneous conversation, presentational communication involves a carefully planned, rehearsed speech (oral or written) that can be encountered in professional careers such as speaking at a meeting, writing a newspaper article, and presenting a project, and so on (Phillips, 2008). According to Phillips (2008:98-99),

The spontaneity of communicative exchange embodied in the interpersonal mode for the speaker or writer disappears in the presentational mode – where deliberateness, accuracy in the choice of words and structure, adherence to rules of formality, and expectations of genre and audience hold center stage.

In other words, communication in the interpersonal mode is less formal and it is more casual and the degree of accuracy is significantly less, usually it is found in conversations. However, the presentational mode is more accurate, well-structured, and with a significant degree of formality.

The Presentational mode of communication is distinguished by three major characteristics. To begin, the presenter gives an oral, written, or multimedia presentation to a reader, viewer, or listener audience. Furthermore, oral, multimedia, and written presentations are planned in advance, and they necessitate research on a specific topic. In other words, the presentational mode allows students to plan and practice their writing or speaking. Students have time to draft and revise before submitting a final product when writing. In speaking, students may be able to rehearse and/or record their speeches multiple times until they are satisfied with the final product. Finally, in the presentational mode, language strategies of description and narration are used. (Shrum & Glisan, 2010: 300).

1.1.3 The Aim of Presentational Communication

Researchers have identified two broad types of purposes for engaging in ‘presentational communication’: transactional and expressive. Hall (2002:199-200) states that: “*in activities with a transactional purpose, we inform or share knowledge; in activities with an expressive purpose, we express opinions and feelings, or strive to make personal connections (200)*”. The aim of oral and written presentational communication can be classified into five main types: narrative, descriptive, explanatory, transformative, and demonstrative. In the transactional purpose, students present, describe, and explain. They present new information and concepts to inform and explore new topics that the audience finds helpful. Students can describe their experiences, events, or objects; they

can also provide instructions on how something is done; they are able to explain a given phenomenon. Finally, students can attempt to persuade the reader or the listener to do something new. (O'Hair, Friedrich, & Wienmann, 1995).

For expressive purposes, students express their feelings and opinions or make personal connections with others. Expressive activities are often done for entertainment which includes the creation of personal web pages and the performance of plays or songs. Britton and his colleagues (Britton, Burgess, Martin, McLeod, & Rosen, 1975) claim that the two purposes are complementary in making sense of the world around us despite their difference and students can be engaged in presentational activities for both transactional and expressive activities (Britton et al., 1975). The presentational activities provide students the opportunity to synthesize and demonstrate some of what they have already learned.

1.1.4 Teachers' Feedback and Role in Oral and Written Presentations

Feedback is an essential part of the teaching and learning processes. Little research exists on ways to provide feedback on presentational communication, particularly that which occurs orally. However, the feedback provided on written presentational communication can also be appropriately applied to presentational speaking. In the past, teachers corrected students' errors in grammar and vocabulary but with the process-oriented approach, teachers give their feedback during the writing process and students use it as they revise their writing. Like presentational writing, responding to oral presentations includes giving feedback on accuracy of language, grammar and vocabulary. (Shrum & Glisan, 2010)

In presentational speaking, students are required to use formal and accurate in front of the audience. They are also have to use clear and understandable pronunciation which

can be developed through rehearsing and repetition. Hence, the teacher should understand it is acceptable for learners to have different accents and the goal of their feedback should be developing comprehensible pronunciation. Cohen (1987) stated that successful language learners paid greater attention to comments dealing with vocabulary, grammar, and mechanics than did unsuccessful language learners. Furthermore, students feel the need to receive feedback from their teachers since they view it as an important contribution to their goal of producing a document free of errors. (K. Hyland & F. Hyland, 2006).

Feedback can be divided into two types; feedback that focuses on content and the one that focuses on form. The first encourages students to produce more language and to use it creatively, and it also helps learners to improve their writings. The latter leads to greater accuracy in terms of grammar, semantics, and syntax and allows students to self-correct. Furthermore, feedback should not be given by teachers only but also by students' peers because it gives students the opportunity to take active roles in their own learning, gain confidence, and reduce anxiety by seeing peers' strengths and weaknesses in writing; gaining feedback from multiple sources; and build the critical skills needed for revision by responding to peers (Ferris, 2003; K. Hyland & F. Hyland, 2006). However, peers sometimes cannot identify errors, for this reason they have the tendency to trust their teachers' feedback more.

ESP teachers are provided with the necessary knowledge and tools to teach English but not economics, medicine, or another profession in English. There is a misconception that in the field of ESP the teacher has to be an expert in the subject matter. For example, The Business English teacher has to prepare students to communicate in a foreign language, i.e. English about business issues students specialize in. (Fitria, 2019)

Nowadays, the role of the teacher has shifted from the traditional approach, from being the authority in the classroom into a facilitator who is there to guide and help students in their learning process. It is more likely a student-oriented learning in the classroom. Teachers can help students understand the lesson through their presentational skills. According to Richard (2011: 9) it is very important for teachers to acquire presentational skills in order to ensure a successful transmission of their message and the engagement of students in the learning process. Hamm (2006: 7) adds that thinking of teaching as an attempt to influence, including the production of knowledge among students, makes the choices teachers make about what to say and how to say it a crucial means of influence towards achieving the teaching goals. Therefore, presentational communication skills are crucial elements of the complex process of teaching. (Teaching and Educational Development Institute, 2011).

1.1.5 Acquiring Knowledge for Presentational Communication

Students must be knowledgeable about the topic they will present in order to deliver an oral or written presentation. When conducting research on a specific topic, they must read books, articles, reports, and browse the internet to obtain the necessary information. Many researchers claim that students who read a lot tend to have more knowledge and a rich vocabulary. In other words, reading-to-write assists students in increasing their vocabulary and understanding of the topic. Laufer and Hulstijn (2001) found that students store words and new expressions when they read an entire article rather than when they read words in isolation.

Reading requires new skills such as checking the accuracy of the information and learning how to select the relevant information. It is more effective to learn vocabulary by reading a book than to memorize words in the dictionary. That is because words are

learned in a specific context and they make sense within the context they put into which makes it easier to memorize.

1.1.6 Oral and Written Presentational Communication Theory

Presentational communication has traditionally been explored in the research field of writing skill though it occurs in both speaking and writing. Harmer (2004) stresses on the fact that a prepared oral presentation on a given topic is “writing-like” as it is not targeted to informal and spontaneous conversations (Harmer, 2004:274). In other words, an oral presentation that is prepared in advance is first written before delivering it orally to an audience. Hence, the sole difference between written and oral presentations is the delivery mechanism: oral presentations are spoken words while written presentations are words on paper.

In the 1980s and 1990s, the focus shifted from product writing to process writing, the steps to follow in order to produce a written text and writing for the purpose of communicating meaningful messages. A model of writing process in L1, but mostly used in L2 writing instruction, proposed by Flower and Hayes was used in creating presentational communication. Shrum and Glisan (2010) argue that because of the lack in oral presentational communication research area, implications of written presentations can be applied to oral presentations as speakers go through the same cognitive processes and speakers always start by preparing a written version of their oral presentations (Shrum & Glisan, 2010:305).

During the era of the process approach, composition theorists shifted their focus from the product of writing to the writing process. In the late 1970s, researchers from the field of cognitive psychology added their collaboration to the composition theorists to study the cognitive processes used by writers thanks to their new methods of doing research through

studies conducted in laboratories through developing abstract models which can describe human cognition in general (Collins & Gentner, 1980; Hayes & Flower, 1980). Hayes and Flower brought writers into the lab and asked them to think-aloud as they wrote on an assigned topic. Their protocols provided the basis for a number of important observations on the nature of writing (Flower, 1979; Flower & Hayes, 1980a, 1980b, 1981b, 1984) as well as a formal model of writing (Hayes & Flower, 1980).

In their cognitive process of writing, Flower and Hayes outline the different thought processes the writer goes through while writing that can be categorized into three components: the task environment, the writer's long term memory, and writing processes which include: planning, translating and reviewing. They state that: "*The process of writing is best understood as a set of distinctive thinking processes which writers orchestrate or organize during the act of composing*" (Flower & Hayes, 1981:366). The task environment includes the rhetorical problem such as a writing assignment, writer's goals and the audience who reads it, the writer's long term memory in which the writer has stored knowledge about different aspects including the topic, the audience, and the writing plans.

The writing process is initiated when the writer is given a rhetorical situation, then the writer sets the goals he/she wants to achieve, that could be adjusted or revised during the writing process, because this process is not linear but rather circular. Planning includes the organization of ideas into a diagram or a flow chart by sorting out the general idea, the main ideas, and details. It also includes goal- setting where the writer creates goals for writing his text which will guide the writing process. In the process of translating, ideas are translated into syntactic and lexical forms on paper. Otherwise stated, all the ideas that have been gathered and organized in the process of planning are given a written shape by

choosing the most relevant words. This could be one of the most frustrating processes for students due to the wide variety of choice that they know or even struggling to find. (Flower & Hayes, 1980).

The process of reviewing can be divided into two sub-processes, namely evaluating and revising, it is to check the overall content and organization of ideas and making any adjustments if needed, which can happen at any time of the writing process. The monitor is a "writing strategist" who helps the writer to know when to shift from one process to the other. (Grabe & Kaplan, 1999:374). As Flower and Hayes (1981:376) state,

Writing processes may be viewed as the writer's tool kit. In using the tools, the writer is not constrained to use them in a fixed order or in stages. And using any tool may create the need to use another. Generating ideas may require evaluation, as may writing sentences. And evaluation may force the writer to think up new ideas.

In other words, a writer goes through different steps before reaching the final product and the process of writing is not linear in that writers can move from one step back to another and they do not occur in a specific order. He\she can move from editing back to reorganizing ideas or from evaluation back to generating new ideas because reading what they have done before is going to inspire them to come up with new ideas.

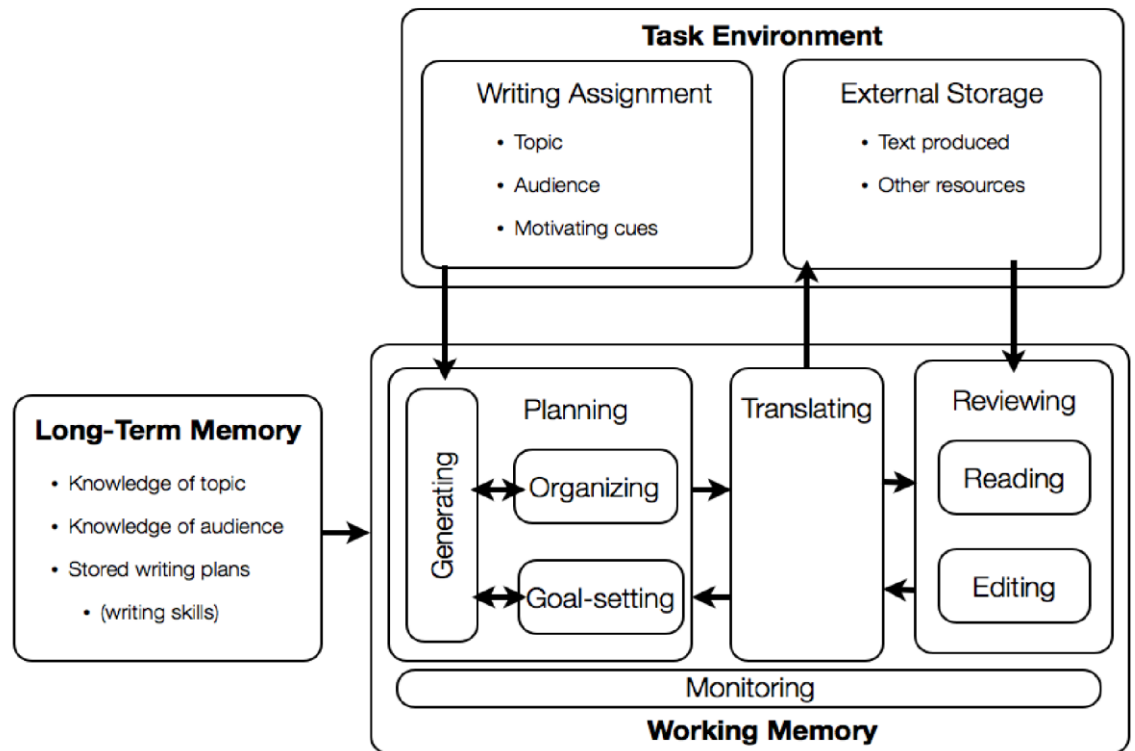


Figure 1. The Flower and Hayes' Writing Model (Flower & Hayes, 1981:365-387)

As depicted in Figure 1, the arrows indicate that the writer moves from one process to another in either direction and it does not follow a specific order, they can go from reviewing back to translating.

Despite the fact that Flower and Hayes' model is dedicated to the writing process, mainly the written presentational communication; the same process may be used in preparing an oral presentation because students are asked to prepare their presentations in written form in advance before presenting them orally in front of the audience . In that case, the process may include reviewing by rehearsing the presentation and planning using multimedia support or visuals. Successful speakers also use a process that allows generating ideas, revising drafts, and impact the audience with the message. Overall,

Flower and Hayes' model of the cognitive processes in writing has been the most influential model in writing research since it views writing as a problem solving process. According to the two scholars, good writers should have a full representation of the problem in order to adjust their goals in flexibility.

To summarize, before delivering their final product, speakers and writers go through a number of steps. The first step is to gather ideas and related vocabulary about the topic in order to generate ideas. After gathering sufficient information about the topic, the student attempts to write by combining the ideas; this is known as drafting. During this step, the teacher will be present to provide feedback to their students in order to help them improve the way they communicate their ideas more accurately. The next step is revising, which will draw students' attention to various details they did not notice while composing as well as the clarity of ideas. Finally, publishing helps to maintain the emphasis on real-world performance for an audience. (Phillips, 2009:99)

1.2 Business English

1.2.1 English for Specific Purposes

In the 1960s, English for Specific Purposes emerged as a technical texts-analysis field. Dudley-Evans states that: "*ESP is defined to meet Specific needs of the learners.*" ESP combines subject topic knowledge with English language teaching abilities. In the words of Smoak (2003), "*ESP is English instruction based on actual and immediate needs of learners, ESP is task-oriented and needs-based,*" (2003:27). According to Hutchinson & Waters (1987), ESP is a phenomenon resulting from human activities' development "*ESP was not a planned and coherent movement, but rather a phenomenon that grew out of a number of converging trends.*" movements such as the expansion of demand for English after the world war-II to suit specific needs of a profession, development in the field of linguistics, and development in Educational psychology, where the focus is placed

on learner's need and interest have an influence on their motivation and effectiveness of their learning.

Business English is one of the many examples of ESP; it is becoming increasingly crucial in a globally connected society as more companies seek multilingual employees. Dudley-Evans & St John (1996) say "*Business English as an umbrella term used similarly to the term English for Specific Purposes to embrace both general courses in the appropriate lexis and grammar for business communication*".

1.2.2 Definition of Business English

As a part of English for Specific Purposes, Business English is a language that mainly relies on International Trade. It is a type of English that is used in business contexts such as commerce, finance, insurance, banking and many office settings. Business English is merely a method of teaching a specific language corpus and a particular kind of communication in a specific context (Sobkowiak, 2008). Business English contains particular vocabulary, expressions, and grammatical expressions that are related to business in general. According to Ellis & Johnson (1994:03),

Business English must be seen in the larger context of English for Specific Purposes (ESP) as it shares the important characteristics of needs analysis, syllabus design, course design, materials selection and development which are common to all fields of work in ESP.

Frendo (2005:7) perceives 'Business English' as a new type of English, a lingua franca used by Non-native speakers within Business Communication, and which is constantly developing to meet their needs as he calls BE a general term for a combination of General everyday English, general Business English, and ESP.

Furthermore, Pickett (1986:6) considers that there are multiple faces to Business Communication, one of them being “*A lot nearer to everyday language spoken by the general public than many other segments of ESP*”. He proposes a diagrammatic representation in which he suggests two specific aspects to Business Communication: Communication external to the company and within a company or between companies. Nevertheless, for Dudley-Evans & St John (1998), Pickett’s Distinction is not fine enough for today’s business activities. According to them: “*the purpose of the interactions, the topics covered and the professional relationships will all affect the choice of language*” (Dudley Evans & St John, 1998:55). Business English classes give students numerous opportunities to improve their language skills thanks to particular, business-related tools such as presentations in meetings for example where they have to present a given project, negotiations and live communication, both in real and virtual situations.

This type of English is typically used in, for example, business meetings, sales presentations, business correspondence, business reports and executive summaries. Functional Language is focused on the study and practice of the language and language skills needed to conduct various typically business functions in English. Another aspect in the process of learning Business English is vocabulary since many of the English words used in business are specialized and may not be understood even by many native English speakers. Thus, Business English can also be taught to native English speakers. The latter studies a specialized vocabulary which may further join an activity or industry such as investments, motor industry and so on. According to Zanola “*adopting English as a common language in business communication is becoming a rule*” (Zanola, 2012: 14).

1.2.3 English as the Global Lingua Franca

Since the British began colonizing parts of Asia and Africa, in the late sixteenth century, the phenomenon of English as a Lingua Franca (ELF), or English used among speakers with different first language backgrounds, has persisted. The term means when one language dominates all others. However, it has only been in the last thirty years that ELF has expanded over the world. While early ELF research focused solely on linguistic forms, current ELF research revolves around a wide range of domains, including tourism, business, and higher education. (Jenkins & Baker 2017)

There is no doubt English is recognized as the most internationally popular language, which makes it the most dominant language in the business world. Therefore, the word international cannot be dissociated from English. In addition, the first corpora of ELF use began to emerge, with the Mauranen's Corpus of English as a Lingua Franca in academic settings (ELFA) and Seidlhofer's Vienna Oxford International Corpus of English (VOICE), which is a computer-readable corpus of ELF. It consists of one million words of spoken ELF that have been accurately transcribed from various communicative event types, professional and academic contexts.

The entitlement that English enjoys today is thanks to globalization and the dominance of the United States in economy and politics, which promotes international relationships. Hence, it increased high demand for a language of communication acting as a lingua franca and this language is English. "*English is a product of globalization or essentially of Americanization, or McDonaldization of the rest of the world*" (Mufwene, 2015 cited in Poggensee, 2015). Today, it is the foreign language that is most widely

studied all over the world (Richards and Rodgers, 2001). Philipson (1992) considers a person who does not know English today as being “disadvantaged”

1.2.4 Characteristics of Business English

According to Ellis and Johnson (1994), Business English has three specific characteristics, more specifically as sense of purpose, social aspects and clear communication

1.2.4.1 Sense of Purpose

A sense of intentionality and direction in life is what defines “Purpose”. Because purpose offers people a sense of wholeness and a wider perspective in the workplace and beyond, and because it allows the exchanges in the context of business meetings, telephone calls and discussions, a sense of purpose is seen as a fundamental cognitive need. In Business English, sense of purpose is the most significant feature. Additionally, the language used in business should be transactional, i.e. persuading others to agree with the course of action proposed, and the language is often objective. Users of Business English must speak English mainly so that they can achieve more in their jobs and achieve an end. Its successful use is measured in terms of a successful outcome to the Business transaction. (Ellis & Johnson, 1994).

1.2.4.2 Social Aspects

There is a requirement for a globally acknowledged way of doing things so that business people from distinctive cultures and mother tongues can rapidly feel more comfortable with one another especially that meetings as an example are mostly short and business people are often pressed for time. When speaking in a context of exchanges, formulaic language is preferable. Mostly the language is respectful, but also brief since the aim of social contacts within the domain of Business will often be to establish a positive relationship while avoiding becoming overly familiar. (Ellis & Johnson, 1994)

1.2.4.3 Clear Communication

Information must be transmitted with the least amount of chance of misinterpretation, and processing time (for both the speaker and the listener) must be kept to the minimum. To achieve a clear and effective communication, the effective oral, written, aural and visual modes of communication should be taken into consideration. It also should be kept in mind that the use of terms that reflect the logical process, such as "as a result," "for this reason," and "in order to," emphasizes the preference for precise and logical thought. (Ellis& Johnson, 1994).

1.2.5 Use of Words and Basic Grammar Structure

The written language typically takes longer to think of the words than the oral language; this is because there is no direct interaction with the audience, thus we are unclear of whether they will get the message or not. This characteristic largely applies to written communication. Therefore, the writer should consider the use of the proper words and writing techniques for every written message in the business domain to avoid all sorts of misinterpretation. Even if the message is destined for English-speaking individuals, the same message may be understood differently depending on the individual. (Business English and Communication, 1999)

1.2.6 The Importance of Business English

The central goals of 'Business English' as a purpose-specific tool are to get the message through and obtain an agreement. As a result, it involves a Business-oriented English vocabulary as well as a variety of skills. These abilities and capacities can entail writing English letters, bargaining or even giving presentations, such abilities are already seen as a must and essential for modern-day International cooperation and a vital component of global trade.

Studying business English allows students to develop English language skills that are useful in an office or other business environments. By understanding the communication skills needed in the workplace, students can gain the confidence to build strong relationships with their colleagues and clients. (Michael, 2011)

Conclusion

This chapter has reviewed the main theoretical points relating to the main concepts of our research, it also outlined the many theoretical underpinnings of the study field. In the first section, review of literature we introduced the idea of "Presentational Communication," outlining its historical context, definition, various sorts of goals and purposes, the theory we took into consideration. Moreover, we discussed the way feedback is provided in the presentational communication, the role of the teachers, and how knowledge is acquired. Business English was covered in the second section. It highlighted the definition of BE, its foundation in history, the researchers who have explored it, and the characteristics BE possesses. Another element discusses how crucial it is to be proficient in "Business English."

Chapter Two: Research Design

Introduction

This chapter is devoted to the research design of the current study. First, it describes the context and the participants of the study. It also depicts the procedures of data collection tools which consist of an online questionnaire administered to third-year students at the Department of Economics at the UMMTO, and an interview conducted with four teachers of Technical English in the Department of Economics in the same context. Finally, it focuses on the methods of analysis which are based on both qualitative and quantitative data.

2.1 Participants and Context of the Study

The investigation is conducted in a realistic setting which is the Department of Economics at Mouloud MAMMERI University of Tizi-Ouzou during the academic year 2021-2022 from September to October. The target population of the study consists of a representative sample of fifty-eight (58) students. Besides, to gather more detailed data, an interview was conducted with four (4) of their teachers of Technical English.

2.2 Research Methods

In order to collect data and answer the questions asked in the general introduction, a mixed-method approach is adopted. This method aims at combining both quantitative and qualitative paradigms to provide a deep understanding of research issues. Tashakkori and Creswell (2007:04) define the mixed method research as follows: “*Research in which the investigator collects and analyses data, integrates the findings, and draws inferences using both qualitative and quantitative approaches or methods in a single study or program of inquiry*”. The main reason for choosing the mixed method approach for our investigation is to get a rich and detailed research data.

2.3 Procedures of Data Collection

In the current study, a questionnaire is used as a quantitative data collection method including some qualitative data, whereas an interview is used as a qualitative data collection method. While the questionnaire is administered to Third-Year students, who are requested to answer twenty-one (21) open-ended and closed-ended questions, the interview is conducted with four of their teachers. Then, the data gathered from the students and teachers are going to be analyzed. Therefore, for this type of research, the mixed method approach appears as the most appropriate method to analyze both qualitative and quantitative data effectively and the use of these two approaches combined is believed to provide more reliable research findings. The quantitative method is used in this study to analyze the students' questionnaire, while the qualitative method is applied in the analysis of the teachers' interview and some questions of the students' questionnaire.

2.3.1 The Questionnaire

Questionnaires are important data collection tools that consist of a series of questions used to elicit responses and opinions from respondents. As a result, large amounts of data can be collected in a short period of time. (Dorney, 2003). According to Babbie, a questionnaire is defined as a document containing questions and other types of items designed to solicit information appropriate to analysis (1990:377). Key J.P (1997:5) adds “*a questionnaire is a means of eliciting the feelings, beliefs, experiences, perceptions, or attitudes of some sample of individuals.*” It contains different types of questions, including close-ended questions, one open-question which requests the participants to express freely their points of view, and a likert scale is used from which the respondents choose one option that best aligns with their views, which is arranged from strongly agree, agree,

slightly agree, disagree, slightly disagree, strongly disagree, and another one which is arranged from important, slightly important, very important, and not important.

In the present research, a questionnaire is designed for the Third-Year students of the Department of Economics to express their opinions and their points of view. Besides, this questionnaire is divided into three sections: the first is devoted to general information about the participants, the second one is about the students' views toward presentational communication in general, and the last section is concerned with the students' views towards the use of presentational communication to improve their Business English. The questionnaire is disseminated to fifty-eight (58) Third-Year students in the Department of Economics, it contains twenty-one (21) questions which are divided into two types: closed-ended questions in which predetermined answers are suggested and open-ended questions which give the freedom of answering to the participants.

2.3.2 The Interview

In addition to the questionnaire, an interview is used as an extensive instrument of data collection in order to gather more specific information. An interview is typically a face-to-face conversation between a researcher and a participant involving a transfer of information to the interviewer (Cresswell, 2012). An interview provides the researcher with rich and deep answers by discussing the issue in detail and in real situation. There are three main types of interview, namely unstructured, semi-structured, and the structured interview. In our research study, a structured interview is conducted with four (04) teachers of Technical English of Third-Year classes at the Department of Economics. Structured interviews consist of a series of predetermined questions that all interviewees answer in the same order. Data analysis in this type of interview usually tends to be more straightforward compared to other forms of interviews, because the researcher can

compare and contrast different answers given to the same question. Besides, structured interviews are fairly quick to conduct which means that many interviews can take place within a short period of time.

2.4 Procedures of Data Analysis

This part represents the procedures of the data analysis of the data collection which are:

2.4.1 Quantitative Analysis

Quantitative data is the collection of data through close-ended questions using numerical data. The data are calculated with the help of The Rule of Three and SPSS. This type of analysis allows for greater objectivity and accuracy of results because quantitative methods are generally designed to provide summaries of data that support generalizations about the phenomenon under investigation.

2.4.2 Qualitative Analysis

Qualitative analysis is used to analyze the open-ended questions. Content analysis is a research tool used to determine the presence of certain themes, or concepts within some given qualitative data. This tool is used then to analyze qualitative data such as interviews, discourses, written documents and video tapes. The main goal for the use of qualitative research is to explore and describe phenomena from the perspectives of the participants in the study. Hence, the data of the questionnaires and the structured interview more precisely the open-ended questions which are related to opinions of students and teachers will be analyzed by relying on the analysis of their personal production on the questions, and describe their opinions on this research work in a written form.

2.5 Limitations

Due to the exams which most Third-Year students were taking, we could not collect

more than fifty-eight (58) students to answer our questionnaire and it was difficult to convince them to answer at the Department. For that reason, we used an online questionnaire in order to make them feel more comfortable to answer at any time and whenever they are available. Concerning the teachers' interview, they did not accept us to record but we could take notes from their answers.

Conclusion

This chapter outlined the research design employed in this study. First, it has described the context and participants of the study. Second, it has introduced the research method which is the mixed-method approach. Third, it presented the data collection procedures namely the questionnaire and the interview. Finally, it laid out the techniques used for the analysis of the collected data, which are the Rule of Three and SPSS for the analysis of the quantitative data, and the Qualitative Content Analysis for the interpretation of the qualitative data.

**Chapter
Three:
Presentation
of the Finding**

Introduction

This chapter aims at presenting the obtained results using two different data collection tools: a questionnaire for students and a structured interview for teachers. The first part of this chapter is dedicated to the presentation of the data collected from the students' questionnaire, while the second is about the presentation of the data obtained from the teachers' interview. The nature of the data is a combination of both qualitative and quantitative data.

3.1 Presentation of the Results of the Students' Questionnaire

In our research, we have used an online questionnaire that targets Third-Year students at the Department of Economics at Mouloud MAMMERY University of Tizi-Ouzou. The survey was conducted with fifty-eight (58) students. The limited number of students came as a result of the inconvenience of time and a lack of Economics students willing to answer our questionnaire.

3.1.1 Section one: General Information about the Participants

Q1: How is your motivation towards learning Business English in general?

We have asked this question in order to know to what extent students are motivated toward learning Business English.

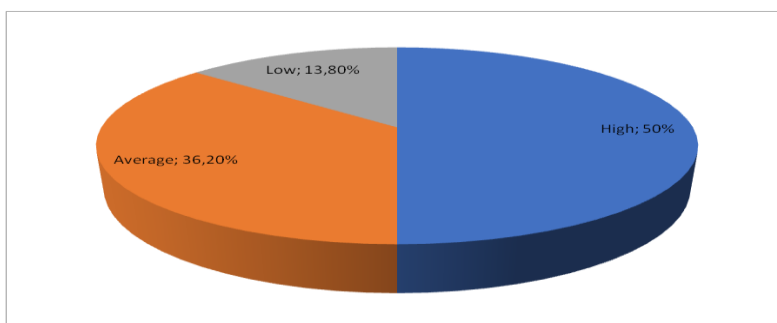


Diagram 1: Students' Motivations toward learning Business English in General

Presentation of the findings

The chart pie shows that the majority of the students (50%) are motivated toward Business English in general, while the motivation of (36.2%) is average. The minority which represents (13.8%) have a low motivation towards it.

Q2: How is your motivation towards learning Business English in particular?

This question aims to know the motivation of the participants toward Business English as a module, and towards its impact on their studies and future careers for example.

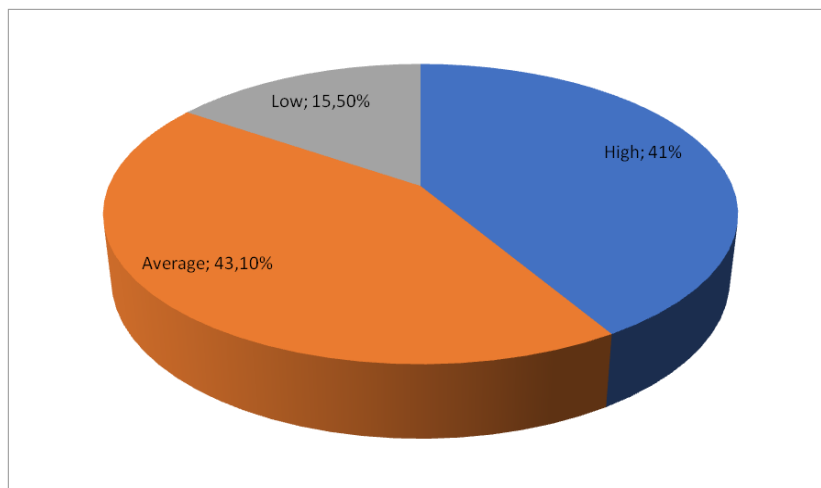


Diagram 2: Students' Motivation toward learning Business English in Particular

We notice that (41.4%) of the participants have a high motivation towards learning Business English in particular, (43.1%) have an average motivation while the minority (15.5%) have a low motivation.

3.1.2 Section two: Students' Views towards Presentational Communication

Q1: Do you enjoy delivering oral presentations in the classroom?

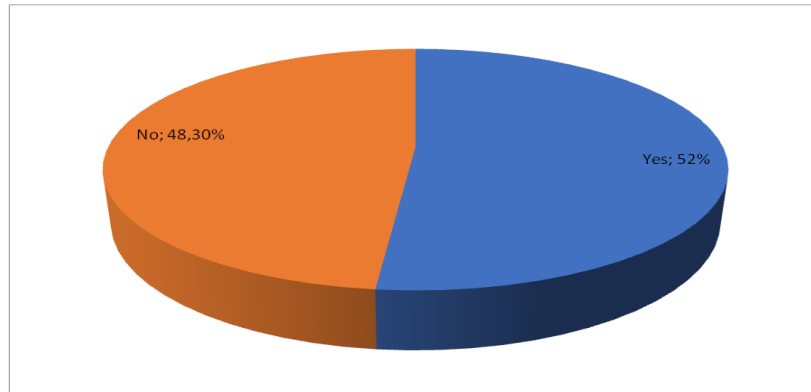


Diagram 3: Students' Motivation toward Oral Presentations in the Classroom

We can see that 51.7% of the students enjoy delivering oral presentations in the classroom while 48.3% do not enjoy delivering them.

Q2: Who provides topics for presentations?

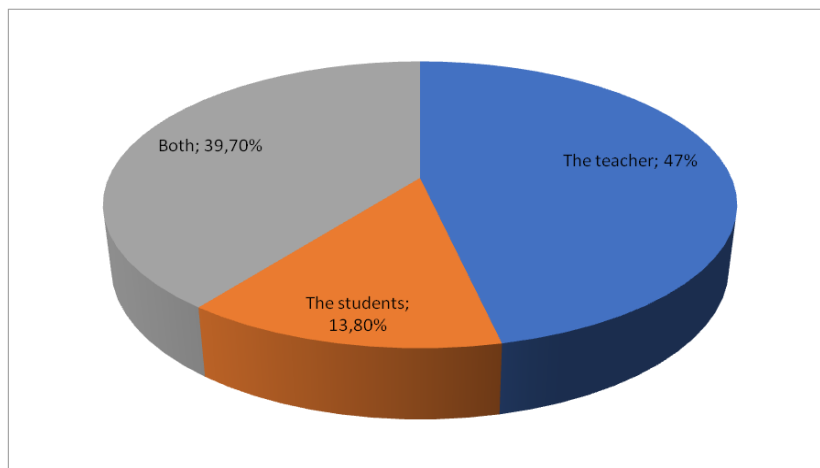


Diagram 4: Topics provided by Teachers and Students for Oral Presentations

From Figure (4), the teacher is the one who mostly provides topics for presentations (47%). On the other hand, (39.7%) claim that both the teacher and the students provide topics, while the minority (13.8%) agree on the fact that students are the ones who provide topics for oral presentations

Q3: How far do you agree?

Statements	Slightly Agree	Agree	Strongly Agree	Disagree	Strongly Disagree	Slightly Disagree
Oral and written presentations teach me the grammatical system of the English language, including tenses and sentence structure	5.2%	56.9%	31%	6.9%	0%	31%
Business English is of great importance	15.5%	39.7%	29.3%	13.8%	1.7%	29.3%
Oral and written presentations help me to acquire a good amount of English vocabulary.	6.9%	48.3%	32.8%	12.1%	0%	32.8%
Oral presentations help me improve my writing.	19%	50%	10.3%	19%	0%	1.7%
Planning is crucial in doing an accurate presentation.	5.2%	43.1%	41.4%	10.3%	0%	0%
The guidance of the teacher could help with the weaknesses of the students.	5.2%	44.8%	41.4%	8.6%	0%	0%

Table 1: Students' Agreement or Disagreement Ratings on Given Statements

We can notice from the results shown in the table the percentage of the students' agreement and disagreement on each suggested statement based on a specific scale.

Q4: How important are oral presentations in English module? Would you explain your choice?

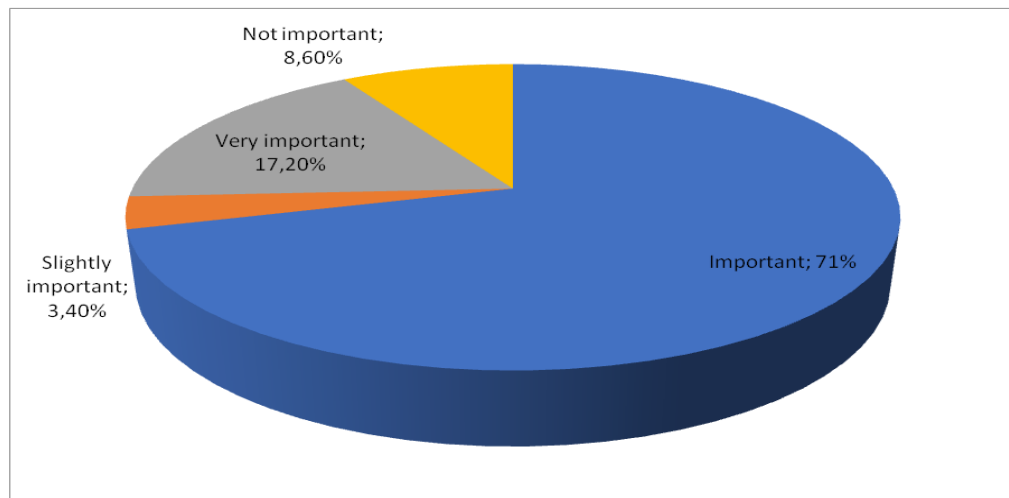


Diagram 5: Students' Views on the Importance of Presentations in Technical English Module

As we can notice in the chart pie, (71%) of the participants agree on oral presentations being “important” in the Technical English module, (3.4%) find them “slightly important”. Meanwhile, (17.2%) see them as “very important”, (8.6%) of the participants view them as “not important”.

The explanation is given by the students themselves in order to understand their views towards the use of oral presentations in the Technical English module. Here are some answers given by some participants: “Oral presentations are very important as they improve motivation and self-confidence.”, “Oral and written presentations, for me, are one of the best ways teachers could make students undergo in order to enhance their linguistic capacities in Business English.” In another statement, a participant expresses: “I strongly believe that oral presentations are very important in order to be fluent in English. Adding to that, oral presentations help students to succeed in both casual and formal conversations especially now that speaking English is a must in most companies so it would absolutely help them in their professional life.”

Q5: Do you think that oral and written presentations in Business English will help you in your career in the future?

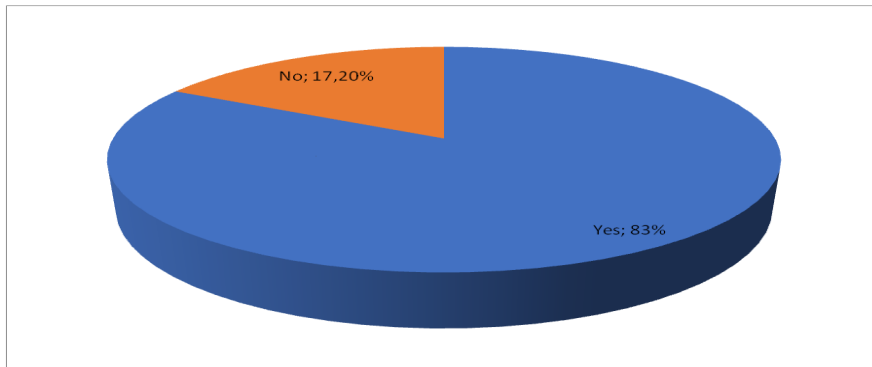


Diagram 6: Students' Opinion on the Helpfulness of Oral and Written Presentations

The majority whose percentage is (83%) agree on the fact that oral and written presentations are helpful for their future career, while (17.2%) which is the minority disagrees.

Q6: How does the teacher's way of presenting the lesson help you in preparing your written and oral presentations?

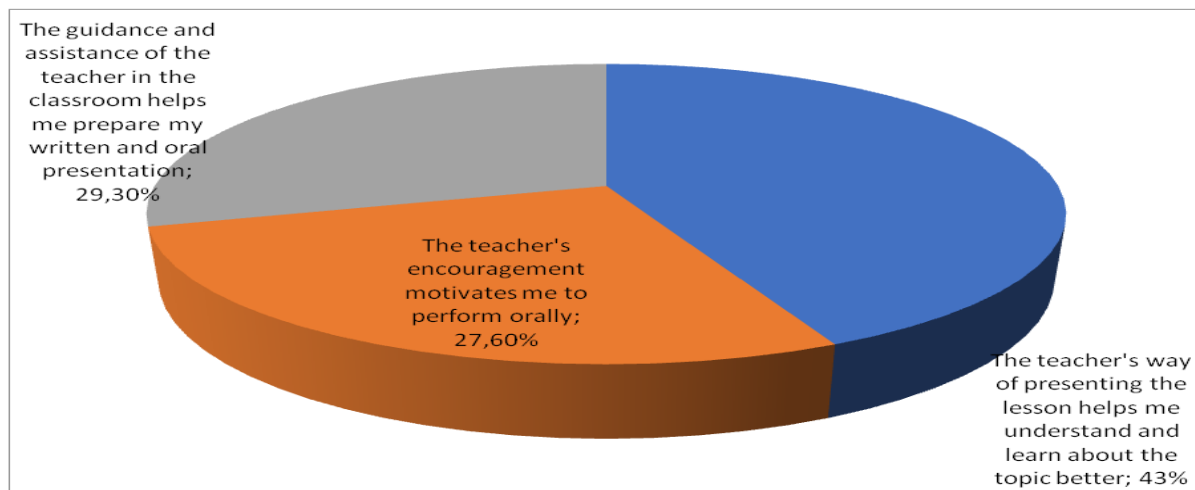


Diagram 7: Ways Used by the Teacher to Help with Oral and Written Presentation

The figure above shows that most students (43.1%) claim that the most effective way a teacher could help in preparing written and oral presentations is through the way the teacher presents the lesson in order to understand the topic better. On the other hand, (29.3%) of the students claim that the guidance and assistance of their teacher is what helps them prepare effectively their written and oral

Presentation of the findings

presentation. The third part that represents (27.6%) agree that the teacher's encouragement can be a motivation to perform orally.

Q8: Are there any specific steps you follow in writing your presentations?

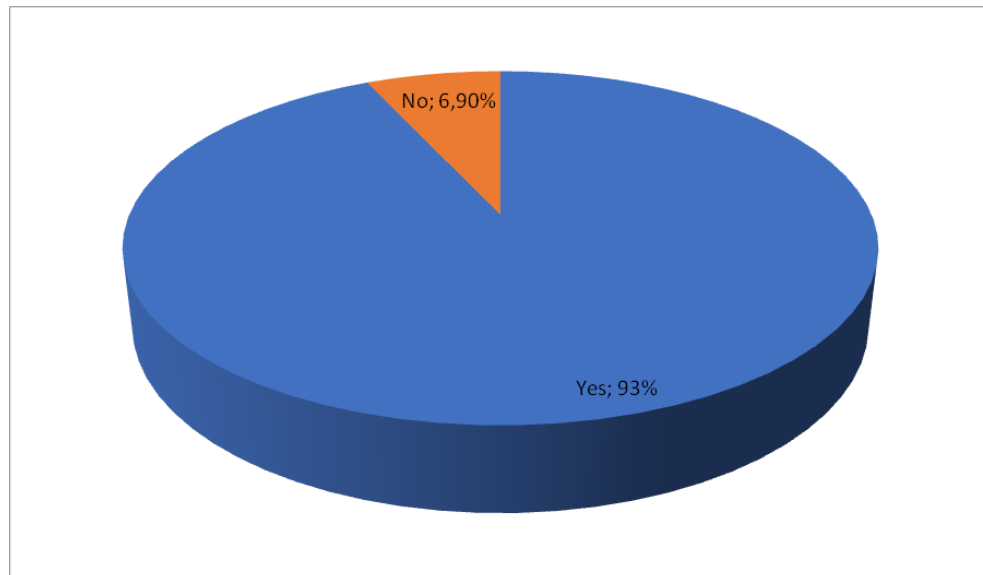


Diagram 8: The Reliance on Particular Steps by Students to Write Presentations

Most students follow steps in order to write their presentations (93%), while (6.9%) seem to not follow any specific steps to write their presentations.

We asked a question that is related to the previous one, stating: “If YES, choose among the suggestions.”

We gave the opportunity to participants to choose one or more options as a consequence of the possible use of multiple steps in writing their presentations.

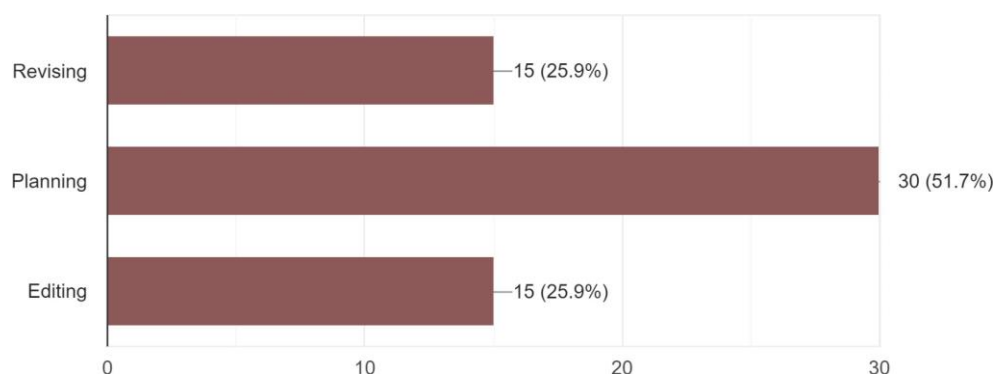


Diagram 9: Steps Followed by Students to Write their Presentations

The diagram above shows that (51.7%) of students plan to write their presentations, while only (25.9%) of students edit and review their writing.

Q8: Do you set goals before you start writing?

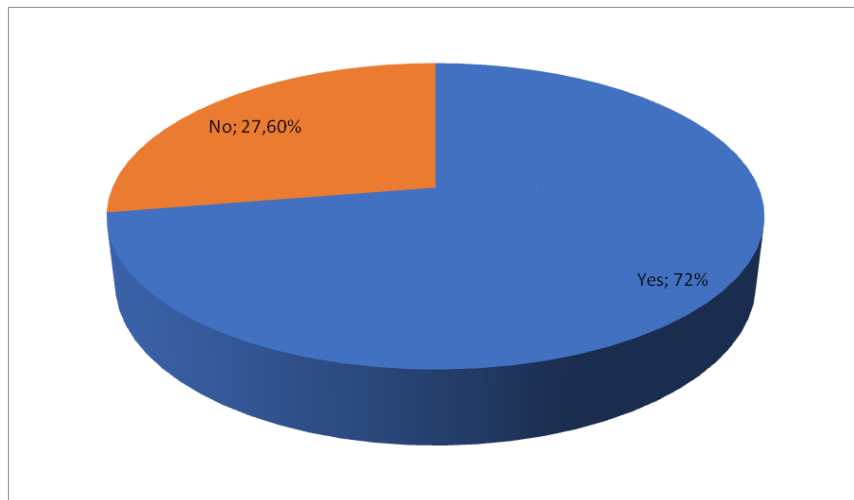


Diagram 10: Students' view on goals' setting before writing presentations

Seventy-two percent (72%) of the students claim to set goals before they start presenting and (27.6%) do not set goals before their presentations.

Q9: Does the mastery of the topic affect your oral presentation?

The purpose of this question is to know whether the students rely on their previous knowledge in presenting their work to make it more accurate and less shallow or not.

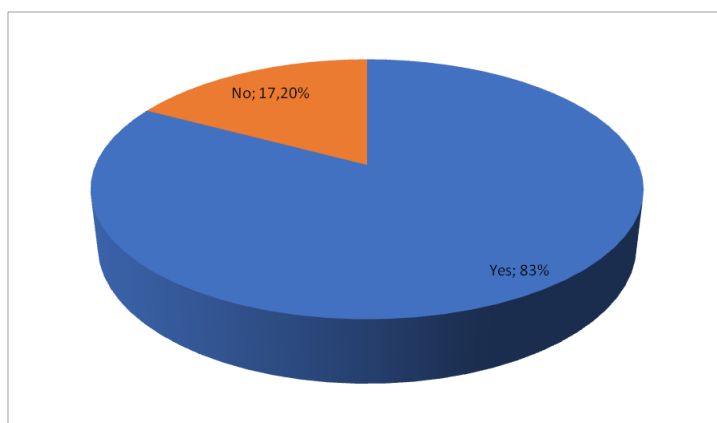


Diagram 11: The Effect of the Mastery of the Topic in Oral Presentations

Eighty three percent (83%) of the participants find that the mastery of the topic affects their oral performance while (17.2%) find that it does not necessarily affect it.

Q10: Do the goals set at the beginning help you transmit the message to the audience?

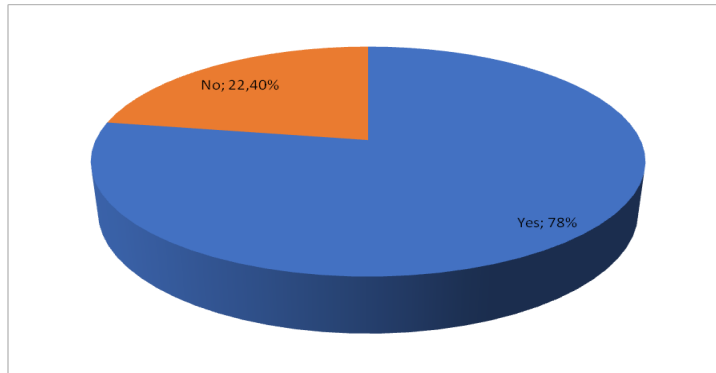


Diagram 12: The Usefulness of Goal Setting for Effective Presentations

According to the pie chart above, (78%) of the students think that setting goals at the beginning of their presentation helps in the transmission of the message to the audience, on the other hand (22.4%) think that setting goals is not necessary for the transmission of the message during a presentation.

3.1.2 Section Three: Students' Views towards the Use of Presentational Communication to Improve their Business English

Q1: What are the techniques you use to gather information about the chosen topic for effective presentational communication in Business English?

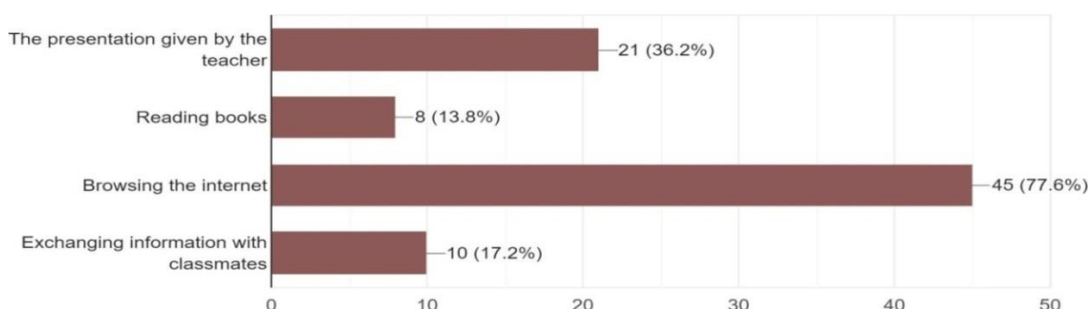


Diagram 13: Techniques used by the Students to Collect Data for Effective Presentation

Presentation of the findings

In this question, we have let the students choose one or more techniques among the suggested. As we can see, the most used technique for data collection by students is Browsing the Internet (77.6%). We notice that (36.2%) rely on the presentation given by the teacher, (17.2%) through Information exchange with classmates and (13.8%) from Reading books.

Q2: What are the difficulties you face converting your thoughts into written language for effective presentational communication in Business English?

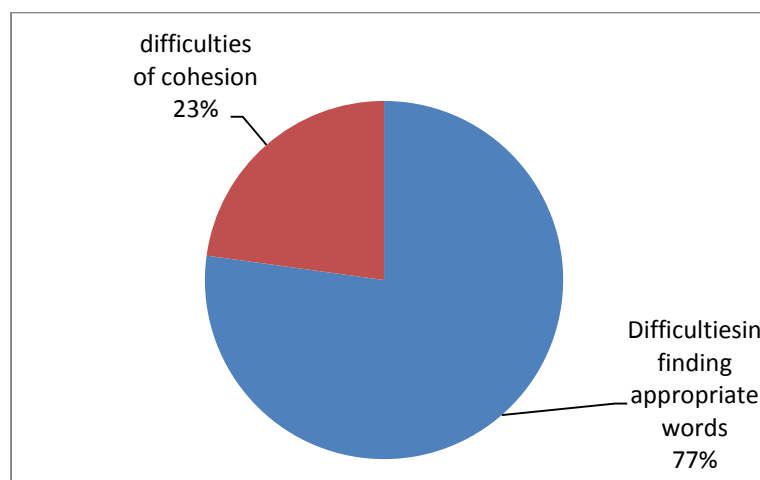


Diagram 14: Difficulties Faced by the Students when Writing their Presentations

From diagram (15), we notice that the most faced difficulty by the students during the process of writing their presentation is finding the appropriate words (77%). The second most common difficulty found is cohesion (23%).

Q3: How important is it to revise your writing for effective presentational communication in Business English?

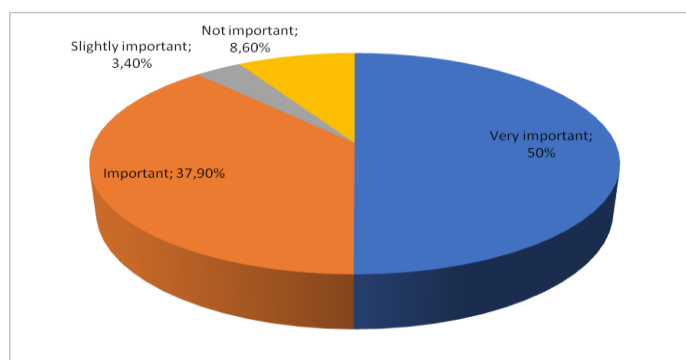


Diagram 15: The Importance of Revising for an Effective Presentation

Presentation of the findings

According to the results, (50%) find it “very important” to revise the writing in order to achieve an effective presentation, (37.9%) find it “important”. When (3.4%) consider it “slightly important”, only (8.6%) find it “not important” to revise their writing.

Q4: How important is the feedback you receive from your teacher and peers to improve your presentational communication in Business English ?

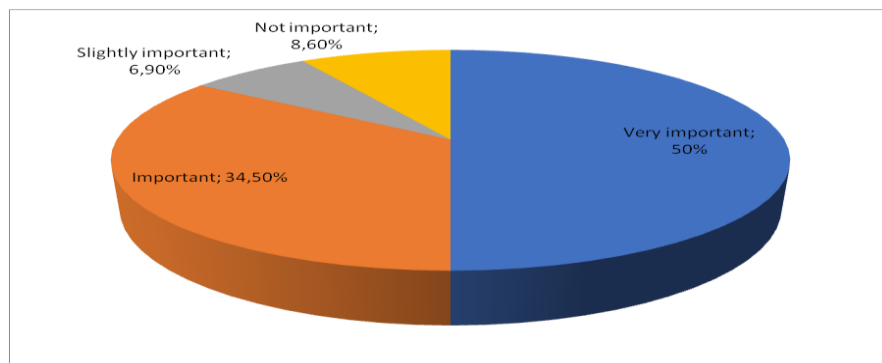


Diagram 16: The Importance of Teachers’ Feedback for Presentations’ Improvement

Fifty percent (50%) of the students consider the feedback given by the teacher and peers “very important” in order to improve their presentational communication, (34.5%) find it “important”, (6.9%) find it “slightly important” and (8.6%) of the participants find it “not important”.

Q5: Do you think that revising your writing will help you improve your presentational communication in Business English?

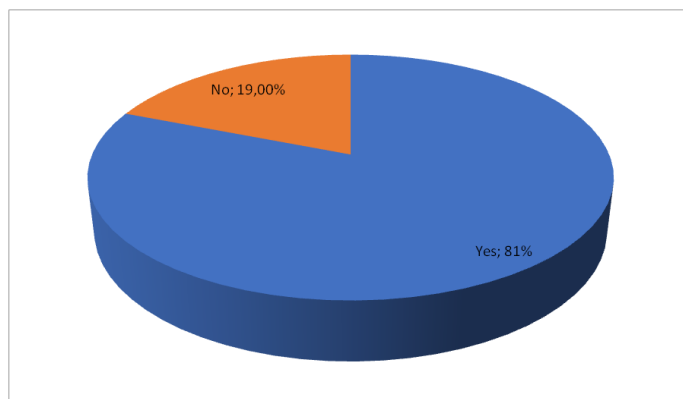


Diagram 17: Students’ View on the Role of Revising in Improving Presentations

Presentation of the findings

We notice that (81%) of the participants agree on the fact that “Revising” will help them improve their presentational communication, while (19%) disagree on the same fact.

Q6: How often do you make changes when you revise your writing to improve your presentational communication in Business English ?

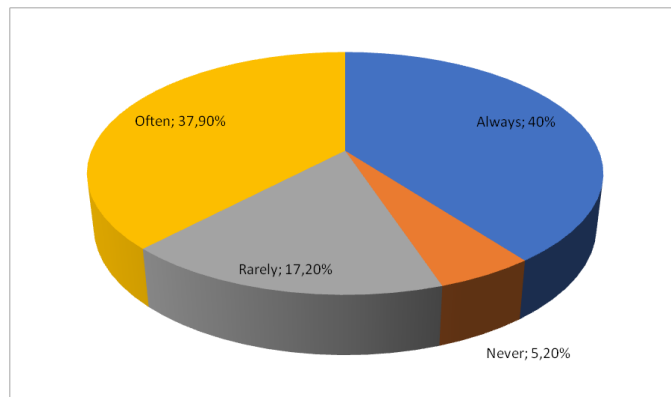


Diagram 18: The Frequency of Changes Made during the Process of Revising

Based on the obtained results, most students always make changes during their revision of their writing in order to improve their oral presentation (40%), (37.9%) often do, while (17.2%) rarely make any changes, and finally (5.2%) never make changes during their revision of their works.

Q7: Do you keep eye contact with your audience for effective presentational communication in Business English ?

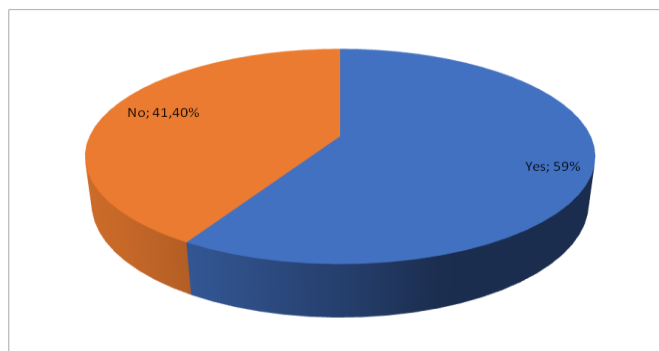


Diagram 19: Students' Attitude toward Keeping Eye Contact while Presentations

Fifty nine percent (59%) of the students keep eye contact during their oral deliverance, while (41.4%) do not.

Q8: Do you take into consideration the cultural background of your audience for effective presentational communication in Business English ?

The aim of this question is to get an answer on whether or not students who present are aware of their audience's cultural background, so they can avoid any misunderstandings and make their presentational communication in Business English more effective.

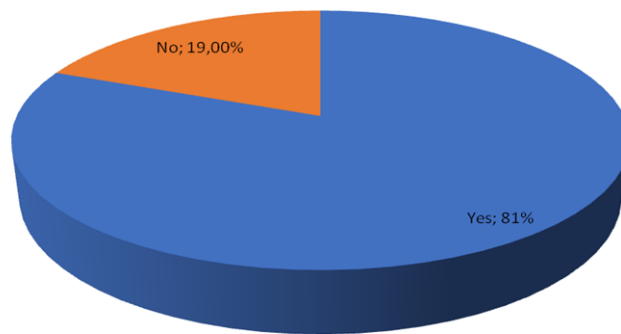


Diagram 20: Students' Attitude towards their Audience's Cultural Background

Eighty one percent (81%) of the students do consider the cultural background of their audience while 19% do not.

Q9: Do you take into consideration the needs of your audience for effective Presentational communication in Business English?

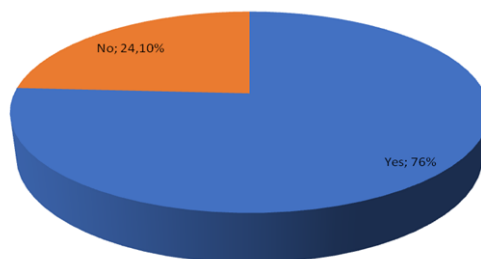


Diagram 21: Students' Attitude Towards the Needs of Their Audience

Seventy six percent (76%) of the students take into consideration the needs of their audience for effective presentational communication while (24.1%) do not.

3.2 Presentation of the Results of the Teachers' interview

This section is concerned with the results obtained through the structured interview that has been conducted with Four (04) teachers of the Technical English module of the Third-Year students in the Department of Economics in the University of Mouloud Mammeri in Tizi-Ouzou. The data we have collected is of a qualitative nature.

Question One: How long have you been teaching the English module in the Department of Economics?

The results to this question are shown in the table below

Teachers	Answers
Teacher (A)	Around two years
Teacher (B)	Almost 2 years
Teacher (C)	Two years
Teacher (D)	I have already taught the module of Technical English (ESP) in the Faculty of Economics, more than twenty years ago. However, I did not take over the teaching of this subject, for Master students, until about six years now, after a long break.

Table One: Teachers’ Teaching Duration of the Technical English Module in the Economics

Question Two: Would you explain the way you present the lesson to your students?

Results are shown in the table below

Teachers	Answers
Teacher (A)	I like while presenting my lesson to grab the students' attention and make them interact with the lesson. For that I like doing ESP rather than giving them grammar lessons which make them feel so bored.
Teacher (B)	By giving them the main ideas then letting them expose their own.
Teacher (C)	I try to involve the students as much as possible by presenting only the thread of the ideas and then let them develop their understanding on the topic through open debate and discussion.
Teacher (D)	After a quick recall of grammatical rules in English and an oral introduction of a given topic in Economics, I give the students a text; do some reading and ask them to prepare it, by answering some questions, as homework, for the next lesson.

Table Two: The Different Ways the Teachers Present Lessons to their Students

Presentation of the findings

Question three: What sort of activities do you provide the students to engage with them in the learning process? The results of this question are shown in the following table

Teachers	Answers
Teacher (A)	I like making them continue what I am about to say, I mean, I just give them a hint and it is up to them to deduce the right answer. In addition, I like asking them questions to make them understand better and know what the lesson is about.
Teacher (B)	Reading books and speaking with natives online to improve their speaking skills
Teacher (C)	It depends on the topic. But I mostly rely on debates, dialogues and discussion.
Teacher (D)	The lesson is performed as follows : A grammatical reminder, reading, vocabulary and comprehension, inference of some rules of language functioning, and finally spelling and writing (dictation)

Table Three: The Types of Activities Provided by the Teachers to the Students

Question four: What types of activities do students enjoy the most?

Teachers	Answers
Teacher(A)	The type of activities that students enjoy the most are filling the gaps and choosing the best answer or reordering the given answers
Teacher(B)	They enjoy dialogues and communication activities, they like crosswords too
Teacher(C)	Free style discussion.
Teacher(D)	Working within groups of three or four. It's apparently motivating and stimulating them.

Table Four: Activities provided by the Teachers that Students enjoy the most

Presentation of the findings

Question Five: How often do you ask your students to give classroom oral presentations?

Teachers	Answers
Teacher(A)	I think once in a semester
Teacher(B)	Once a week
Teacher(C)	Most of the time
Teacher(D)	Actually their level does not allow them to make oral presentations in English

Table Five: The Frequency of Oral Presentation Activities in the Classroom

Question Six: How do you get the students motivated in delivering oral presentations?

Teachers	Answers
Teacher (A)	encourage them by giving them motivated feedback and correct their mistakes at the end of the lesson not during their presentation which may cause them embarrassment and get them demotivated.
Teacher (B)	Self-confidence and speaking loudly.
Teacher(C)	I usually provide them with an example myself, the I try to create a safe space for them in order to feel comfortable in their use of English.
Teacher(D)	Delicate, even impossible mission.

Table Six: The Ways in which the Teachers get their Students Motivated for Oral Presentations

Presentation of the findings

Question Seven: How can oral presentations help the students construct and improve a good range of English vocabulary and grammar?

Teachers	Answers
Teacher (A)	It's quite difficult to deny the importance of raising the students' level of English. Through searching for new information this permit them to acquire more and more new vocabularies
Teacher (B)	Oral presentation helps the students to construct a good range of English vocabulary and grammar when they listen to new words and checking them in dictionaries
Teacher (C)	I believe that language is a social activity that necessitates social actors in order to be performed. With that being said, English, like any other language, should not be isolated from its natural atmosphere which is primarily communication. That's why oral presentation would enhance a rapid and yet efficient method for a language to be learned.
Teacher (D)	I just can answer that personally, it helped me a lot when I studied in England a long time ago.

Table Seven: The Ways Oral Presentations Help the Students Construct their English Vocabulary

Question Eight: Would you tell us about your students' views towards their abilities to present a given topic orally in English?

Teachers	Answers
Teacher (A)	At the begging they feel so uncomfortable , shy and stressed but when they start with the good feedback they tend to change their views and feel more confident when speaking English
Teacher (B)	The majority of my students like presenting their exposés orally in English because they feel at ease when you give them freedom to speak with mistakes
Teacher (C)	It was hard for them at first to adapt the method since they have rarely practised it before. But, by time students became less afraid to use English.
Teacher (D)	Honestly, I don't think that they can do it since they already have difficulties in other modules such as French.

Table Eight: The Teachers' Thoughts about their Students' Views towards their Abilities to Present Orally

Question Nine: Would you explain the importance of providing students with feedback when they write?

Teachers	Answers
Teacher (A)	When giving the right feedback students' tend to feel more confident and comfortable in the classroom which may lead them to go out of their comfort zone and give their best in their studies
Teacher (B)	The importance of a feedback is to know that everyone is not perfect and everybody makes mistakes
Teacher (C)	Feedback is the key for improvements. It helps students locate themselves through identifying their mistakes and correcting them.
Teacher (D)	It is not obvious and even less easy to do it, when you know that the English course is taught one hour and half per week.

Table Nine: Teachers' Views towards the Importance of Providing their Students with Feedback while Writing

Conclusion

The presented results in this chapter are the results of both the students' questionnaire and the teachers' structured interview, divided into two (02) different sections. Due to the different types of questions we asked, the obtained data is considered to be of both qualitative and quantitative natures. The detailed results will be discussed and explained more in the following chapter.

Chapter four: Discussion of the findings

Introduction

The present chapter is devoted to the discussion of the findings obtained from the students' questionnaire and the teachers' interview. This chapter also aims at confirming or disconfirming the hypotheses and answering the questions asked in the general introduction. This chapter is composed of three sections with each providing an answer to one of the research questions. The first section introduces the students' views on the significance of the presentational communication in Business English classes. The second one includes the role of teachers' presentational skills in helping students in the department of Economics to be engaged in the learning process. The third and the last section is devoted to the students' use of presentational communication in order to develop new vocabulary in Business English.

4.1 Students' Views of the Importance of Presentational Communication in Business English Classes

As it has been presented in the findings, the results of the first and the second questions of the first section show that the majority of the respondents are motivated towards learning Business English in general. However, their motivation becomes average when it comes to studying BE in particular. That is to say, they showed their interest and their willingness to learn Business English. The need to learn Business English is expressed through Students' motivation for various reasons. Concerning (Q1) along with the (Q2) of the second section, the findings asserted that (51.7%) of students enjoy delivering oral presentations, in which, the topics, as half of them claim, are suggested both by the students and the teacher. It is quite clear that oral presentations give students a sense of leadership and control in the classroom as they teach something new to their peers, it also keeps them active in the classroom and engaged in the learning process.

Discussion of the Findings

Presentational activities give them the opportunity to synthesize and demonstrate what they have learned. (Thornbury, 2005)

According to students' views, there are many benefits of presentational communication. One of them is that it requires students to use all of the four language skills: listening, speaking, reading, and writing in a naturally integrated way. Moreover, presentational communication requires students to research and plan out their presentation in advance. According to King (2002), students also have the opportunity to practise their writing skills when they are asked to give presentations. Another benefit of presentational communication is that it helps students to collect, investigate, organize, and build the information they got and motivate them to become autonomous and independent learners.

Additionally, many students share the same opinion concerning the importance of oral presentations by the fact that they are an efficient way to encourage natural use and to practise meaningful oral English, and to improve their speaking skills. It provides a more authentic way of practising English because they are required to use it to comprehend the topics they are presenting and communicate this understanding to others. It also builds their self-confidence in speaking in front of the public and communicating more effectively as students learn how to explain a given topic in front of their classmates; Thornbury (2005) asserts that the students' act of standing up in front of their classmates and speaking is an excellent preparation for authentic speaking.

Furthermore, (82.8%) of the respondents share the same view on the fact that oral and written presentations in Business English will help them in their career in the future. According to the study results, most of the respondents seemed to acknowledge the importance of English for their professional careers. Most of the respondents answered that English was either important or necessary for their jobs and expressed their awareness

Discussion of the Findings

of the importance of English for their future career development. The results revealed that (70.7%) of the students who are aware of the importance of presentations in the Technical English module.

Undoubtedly, practising oral skills through oral presentations can provide students with valuable characteristics that will be beneficial while looking for employment in the future since the ability to present in a formal way is of great importance, especially in the field of Business. We reach to the conclusion that the use of oral presentations in the classroom leads to greater classroom interaction, an increased interest in learning, and noticeable improvements in students' communication and presentation skills. (Pittenger, K.K.S, 2004)

The majority of students representing (72.4%) of students set goals before they start writing and most of them agree on the fact that these goals help them transmit the message to the audience. (Lee & VanPatten, 2003) claim that setting goals is important as it helps the writer stay focused because it can be easy to lose attention when they face difficulties while writing, and these goals guide them through the whole process of writing. Furthermore, setting goals allows students to visualize the outcomes they wish to achieve.

Both oral and written presentational communication involves an understanding of how to interact with audiences as well as the capacity to convey cross-cultural information while taking into account the audience and the cultural background. Estimating the question concerning the cultural background of the audience, answers have shown agreement of the majority of students on the fact that they take into consideration the importance of being aware of their audience's cultural background while giving their presentations. (Shrum & Glisan, 2009).

Discussion of the Findings

Getting to know the different cultural backgrounds and expectations of an audience is important to avoid any possible misunderstanding and thus, to effectively communicate with them. By understanding the audience's culture, communication could turn into a more stress-free and easier process. (Swales, 1991)

According to Hall: "Culture is communication and communication is culture" (Hall, 1959:186). Students who present should take into consideration the fact that analyzing their audience is necessary to help discover information that can be added and used in order to achieve common ground between them and their audience and for that, before presenting, the student could consider asking himself or herself questions such as "What terms or examples are the audiences capable of understanding?" or "What are the values and thoughts you may hold that you want your audience to accept?".

The study revealed that the majority of the students claim to maintain eye contact during delivering oral presentations as it is not about how much to say but rather how much the audience understands what you say. It is a very essential part of successful oral presentations. Eye contact allows the presenter to connect with the audience and vice versa, when you look someone in the eyes and they look back at you, you are likely to communicate your confidence and conviction. It also helps both sides to concentrate, the presenter can get distracted by the lights, the sounds, and the crowd but focusing on different audience members, at least, three angles in the room, the middle, the right, and the left will help the presenter to decrease his nerves levels and increase their focus. On the other hand, the audience will pay attention and feel more interested in your topic when you maintain eye contact with them. As a result, eye contact not only builds a connection between the presenter and his\her audience but also keeps them engaged with the presentation. (Ellsberg, 2010)

Based on the responses given by the students, they have a positive attitude toward the role of the mastery of the topic in their presentation. There is a need for students to have a solid understanding of the subject matter they are presenting, whether orally or through a written product, which encourages the students to explore their own interests and experiences as being potential sources of writing their presentations and, therefore, it helps them express their thoughts, set purposes, rearrange their ideas and reinforce their work by adding concrete examples. It is through the mastery of the topic that the students are capable of transferring the right information, opinions, and attitudes to their recipients despite any possible inconvenience, for example, a topic that the audience struggles to understand can be simplified into main points that can be easily understood by the other students in order to keep them engaged and focused. (Laufer & Hulstijn, 2001).

The results discussed above disconfirm the hypothesis stated earlier in the introduction which claims that the students do not realize the importance of presentational communication in Business English. The findings from the students' questionnaire reveal the opposite and the students are aware of the significance of oral and written presentational communication in BE, and its importance for their future, and they showed their positive views towards learning BE.

4.2 The students' views about the role of teachers' presentational skills in helping them to be engaged in the learning process

Nowadays, more and more people are required to learn English because it is the established language of science and business in the world. Due to this spread, a huge demand has been created for teachers of English and teachers of ESP. The current growth area of Business English attracted rising interest and awareness. Concerning the second

research instrument, the interview was used to explore the role of teachers' presentational skills.

According to the first question of the interview, most of the interviewees have been teaching Technical English for two years. The second question of the teachers' interview aims at knowing the way teachers present the lesson to their students and based on the results, we can notice that each teacher has his\her own way of presenting the lesson. However, they all share the same goal, that is to attempt and grab their students' attention at the beginning in order to interact and get involved with the lesson.

The third question shows the various techniques used by teachers to engage the students in the learning process. Some claim that giving them grammar lessons is considered to be boring to the students so they would rather rely on teaching ESP in order to make the process more interesting and fun. Some, on the other hand, prefer to give their students the main idea then let them expose their own and get involved in order to develop their understanding of the topic, and that, through different activities such as debates and discussions, and triggering their attention to speak through giving hints in order to guess words. According to (Williams, 2005) teachers should provide varied activities which serve different purposes. For example, composing texts that convey their opinions or their feelings which aim at helping students express themselves and understand their culture, however; writing a business letter or a research report have a different purpose which is to inform and explore new knowledge. These activities will create opportunities for students to produce and convey meaning and help students to share the knowledge they learned with others and explore new things, and facilitate the learning process.

Discussion of the Findings

This takes us to the next question which is about the nature of activities that are provided by the teachers to the students in order to engage them in the learning process. Most of the answers show that the teachers choose activities where students are actively learning such as reading books, communicating with native speakers, debating on given topics in the classroom, dialogues and discussions. Another activity that the teachers suggested consists of asking questions about the lesson and making the students guess the correct answers after giving them hints, then letting them lead the explanations. The previous results show that teachers play a crucial role in guiding and motivating their students to get them constantly involved in the classroom using different activities. (Scott, V. M., & Terry, R. M, 1996)

The following question is asked to know about the activities that the students enjoy the most according to teachers' points of view. The results unveil that most of the activities rely on interactive communication such as free-style discussions, dialogues, and group work due to the amount of motivation; it gives the students and their desire to practise the English language because the students are aware of its significance. In addition, each teacher has his\her own opinion on the frequency of oral presentations given in the classroom, some claim that they often ask their students to give presentations, while others do it rarely due to the level of their students, and which does not allow them to fully give an accurate presentation in English. This result might show the lack of interest and motivation of the students in Business English in particular. Yet teachers understand that they have to choose activities which will make students develop their communicative competence and stimulate them to be engaged in the learning process. Presentational activities give students the opportunity to synthesize and demonstrate what they have learned. (Williams, 2005)

Discussion of the Findings

Students' motivation can play an important role in delivering a successful or unsuccessful presentation in English, and getting to know the level of their motivation will help teachers to have an idea of the steps to follow and the techniques to rely on in order to get the desired results, this is why we asked the teachers about the ways to make their students motivated in the classroom, while delivering their oral presentations. Answers differ from one participant to another among teachers, one of the given ways was to encourage the students by giving them motivating feedback after they are done presenting their works in order to create a positive atmosphere in the classroom to increase their self-confidence. Another teacher suggests that speaking out loud through role play is a great way to get students motivated. (Hamm, 2006)

Students often tend to feel uncomfortable and unfamiliar while presenting orally in the classroom, most teachers agree on the fact that most students experience stress and shyness at the beginning but once they start speaking, their thoughts and ideas flow more easily and end up enjoying the freedom they are given to present in English. On the other hand, one (01) teacher states that the students do not have the required abilities in order to orally present, due to various difficulties they face, as we notice in the students' questionnaire, participants generally face issues related to cohesion and finding the right expressions to use while converting their thoughts into words.

Feedback plays a major role in improving students' performance through time. As the students make mistakes, their teacher corrects and guides them to avoid repeating the same mistakes in the future. We asked the teachers about their views on the importance of providing students with feedback when writing and three out of four teachers agreed on the importance of giving the right feedback to encourage their students to feel more comfortable, and be aware of their mistakes so they can correct them and focus on their

self-improvement, while one teacher says that the lack of time does not allow them to fully give feedback.

According to K. Hyland and F. Hyland (2006), students consider the feedback provided by the teacher to be necessary in order to guide them and contribute to their production of error-free documents. Feedback can be provided not only by teachers but also by other students in the audience. This gives the opportunity to students to be active while learning, reduces anxiety and improves confidence. And by responding to peers, students build their critical skills that are necessary for revision.

The role of language teacher has developed from a director in traditional language teaching to a facilitator in nowadays language teaching. According to the findings of the study, (47.31 %) of the students agree that the guidance of the teacher could help with their weaknesses. In addition, (83.3 %) of the students claim that the teacher's way of presenting the lesson helps them understand the topic better, therefore, it helps them prepare their oral and written presentations. Richards (2011: 9) states that teachers' ability and skill in communicating their message in terms of shaping their content and style to suit students in the class largely determine their success in fostering students' learning through establishing clear communication and engaging students in the learning process. Reoll (2010:7) argues that teachers should be trained on the skills of effective presentation including how to begin and end, include and refer to visuals, and use keynotes, to inform the audience (students) about the main points of the lesson and then referring to those points during the presentation.

In fact, the revealed results support the hypothesis set at the beginning which states that the teachers' presentational skills help students to get inspired and motivated in the learning process. These findings give an answer to our research question that the teacher's

role in oral presentations involves not only preparing detailed guidelines, organizing groups, helping students to select topics, guiding their research, and helping them learn the use of various visual aids, but also holding Q & A sessions, providing feedback on the sequencing of ideas, and evaluating their performance. The findings reveal the important role of teachers' presentational skills in helping students to be involved and active in the learning process as they play a great role in motivating and encouraging the students to do oral and written presentations. (Richards, 2005)

4.3 Students' views concerning developing new vocabulary and writing skills through presentational communication

On the basis of the students' answers to the third question which falls under the rubric "Students' Views towards Presentational Communication", the majority of the students agree that oral and written presentations help them to improve their linguistic background in English, including grammar since they are considered as a rich source for learning English grammar and acquiring a good amount of Business English vocabulary.

Delivering presentations in the presentational mode of communication involves a well-planned speech whether it is oral or written. Therefore, planning for presentations requires students to do research and to read different articles, books and browse the internet because it is an easy and practical method that allows students to have access to many articles and books at the same time, as shown in the results. As a result, students are exposed to a great amount of words that will intrigue their attention and they start looking for the meaning of these words and this will help them improve their vocabulary. Through communicating their ideas, students expand their knowledge about the presented topic and the use of words within the same context. It is also a chance to ask questions and build confidence through interaction. According to Harmer (2001:23): "*Being accurate in terms of vocabulary refers to the appropriate selection of words during speaking*".

Discussion of the Findings

In fact, reading will not only help them acquire content knowledge and new vocabulary about the topic which they will present, but will also enlarge their knowledge about the different writing styles, teach them features of writing and help learners to improve their writing performance. Laufer and Hulstijn (2001) claim that students retain more vocabulary if they acquire it through reading-to-write than if they simply read glosses of new words. And today, with the dominance of English in the business world, students are required to master language skills along with presentational communication skills for better job opportunities in the future.

The Presentational mode of communication involves the creation and delivery of both oral and written presentations, which are inevitable elements of Business English. The seventh question aims at finding out whether Third-Year students at the Department of Economics follow specific steps in writing their presentations, and the results reveal that most students understand that writing is a process in which the writer goes through different steps. Eighty-three percent of students spend their time planning their writing, while (43.1 %) of the students agree on the significance of planning in doing an accurate presentation and only few of them revise their written work as they compose. Flower and Hayes (1981) proposed a process of writing in L1 but mostly used in L2 instruction; it was used in creating presentational communication following three specific steps known as “Planning”, “Translating”, and “Reviewing”. As a result of the students’ ability to develop their proficiency in presentational communication, they achieve the mastery of the previously mentioned steps in order to produce a final product, and thus, deliver presentations successfully.

In agreement with the previous results, the third hypothesis which states that presentational communication helps students in the department of Economics enhance their vocabulary in business English, appears to be confirmed. When students share their

ideas and knowledge and interact with one another through presentational communication, they acquire new words and expressions and they eventually expand their vocabulary. In addition, looking for information about a certain topic makes the student curious to know what each new word means, as they look for more definitions of the same word within diverse contexts and even search for synonyms, antonyms, and pronunciation. Scott asserts that presentational communication has a leading role in enriching the student's vocabulary by stimulating their sense of research in order to find new information, new terms, and expressions that they will eventually use and put into practice selectively according to their needs and contexts, and thus encourage the development of critical thinking and synthesizing. (Scott, 1996)

Conclusion

In this chapter, the results of both the students' questionnaire and the teachers' interview were discussed for the purpose of answering the previous questions in the general introduction. It highlighted three sections, in which we described and analyzed the diverse perceptions and views of the students and teachers within different contexts. This discussion resulted in the confirmation of the second hypothesis which stated that teachers' presentational skills help students to get inspired and motivated in the learning process and the third hypothesis which claimed that students believe that presentational communication helps them enhance their vocabulary and writing skills. However, the first

hypothesis which stated that students were not aware of the importance of Presentational communication in Business English was disconfirmed

General

Conclusion

General Conclusion

In its previous sections, the present work has addressed the issue of the role of students' use of presentational communication in order to enhance Business English. The study has taken place in the Department of Economics at Mouloud Mammeri University of Tizi Ouzou, including a number of Third-Year students and six of their teachers as participants. Three main objectives were set in the introduction. As a first objective, it aimed to unveil students' perceptions about the importance of presentational communication in Business English classes. As a second objective, it intended to determine the role of teachers' presentational skills in helping students' engagement in the learning process. The third objective was to identify whether presentational communication helps students develop new vocabulary and writing skills in Business English or not.

The study is divided into four chapters: The first chapter is theoretical; it reviews previous scholarly works in relation to the teaching of writing, the second chapter is devoted to the research design, the third chapter displays the results obtained from the students' questionnaire and the teachers' structured interview, and the last chapter seeks to discuss and analyze the gathered results. In order to answer the research questions and confirm or refute the hypotheses suggested in the general introduction, a mixed method approach is adopted using both qualitative and quantitative methods in order to analyze the questionnaire that was distributed to fifty-eight (58) students, and the structured interview which was conducted with four (4) of their teachers. Content Analysis is used to analyze qualitative data, whereas the rule of three and SPSS are used to analyze quantitative data.

General Conclusion

Our dissertation was based on three main objectives. The first objective is to explore students' perceptions about the importance of presentational communication in Business English classes. The second aim is to determine the role of teachers' presentational skills in helping students' engagement in the learning process. The third one is to identify whether presentational communication helps students develop new vocabulary in business English.

This dissertation has confirmed two and refuted one of the research hypotheses mentioned in the General Introduction. The first one was about students' unawareness of the importance of presentational communication in Business Classes. Since the majority of the students show their enjoyment while delivering oral presentations, and since they understand the valuable impact of mastering both oral and written presentational communication on their self-development and careers, it leads us to disconfirm the hypothesis, and unveil the fact that students are aware of the significance of presentational communication in Business English, and their interest to study BE. In addition to that, many benefits of the presentational mode of communication have been identified. It gives students an opportunity to develop research and critical thinking skills, as well as acquire new vocabulary. Another benefit of oral presentations is that they can help provide students with extra motivation to study English when they get positive feedback from their teacher and peers. It is also an opportunity for L2 students to use their communication skills naturally and to use all the language skills.

However, the results confirm the second hypothesis mentioned in the general introduction, which claims that teachers' presentational skills help students to get inspired and motivated in the learning process. According to the results found in the chapter concerning the findings, students agree on the fact that teachers' way of presenting the lesson helps them to understand better and even inspire them to perform orally and remain

General Conclusion

engaged. In addition to that, our research highlighted the fact that the feedback that teachers provide their students does not only help them correct their grammatical and pronunciation errors, but it also encourages them to give their best and feel supported. It is clear that the teachers' role goes beyond being the authority in the classroom but rather a facilitator that makes students feel guided and which might help them with their weaknesses.

Furthermore, the results confirm the third hypothesis which state that presentational communication helps students of economics enhance their vocabulary and writing skills in Business English. The majority of the students claim that oral and written presentations help them acquire a significant amount of vocabulary each time they search for a given topic using different techniques, whether by browsing the internet or reading books and articles. This usually helps them learn more words to enrich their vocabulary and the use of expressions within specific contexts. Moreover, reading is a great method that will allow students to discover various writing styles and techniques, which in turn, is going to aid them in improving their writing skills and also enhances their critical thinking, and teaches them to select the appropriate information that suits their work.

In a nutshell, it is worth saying that this work is regarded as a beginning of a new research investigation based on the use of the Presentational mode of communication in other majors, and this piece of research will pave the way for future investigations.

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Appendices

Questionnaire

Dear students,

We are conducting a research which aims at analyzing the Third-Year Teachers' and students' views about the students' use of presentational communication in order to enhance Business English .You are kindly requested to answer the following questions by putting a cross (x) in the appropriate box, or comment, in any language, whenever necessary. Your answers will be used only for academic purposes and your participation will be kept anonymous.

Thank you very much for your contribution.

Section one: General Information about the Participants

Q 1/ How is your motivation towards Business English in general?

High Average Low

Q2/ How is your motivation towards Business English in particular?

High Average Low

Section two: Students' Views towards Presentational Communication

Q3. Do you enjoy delivering oral presentations in the classroom?

Yes No

Q4. Who provides topics for presentations?

- a- The teacher
- b- Students
- c- Both

Q5.How far do you agree:

	Strongly agree	Agree	Slightly Agree	Disagree	Slightly disagree	Strongly disagree
Oral and written presentations teach me the grammatical system of the English language, including tenses and sentence structure.						
Business English is of great importance.						
Oral and written presentations help me to acquire a good amount of English vocabulary						
Oral presentations help me improve my writing						
Planning is crucial in doing an accurate presentation						
The guidance of the teacher could help with the weaknesses of the students						

Q6. How important are oral presentations in English module?

Important Slightly Important Very Important Not Important

Why?

.....

.....

Q7. Do you think that oral and written presentations in Business English will help you in your career in the future?

Yes

No

Q8. How does the teacher's way of presenting the lesson help you in preparing your written and oral presentations?

_ The teacher's way of presenting the lesson helps me understand and learn about the topic better.

_The teacher's encouragement motivates me to perform orally.

_The guidance and assistance of the teacher in the classroom helps me prepare my written and oral presentation

Q9. Are there any specific steps you follow in writing your presentations?

Yes

No

If yes choose among the suggestions:

Planning

Revising

Editing

Q10. Does the mastery of the topic affect your oral presentation?

Yes

No

Q11. Do you set goals before you start writing?

Yes

No

Q12. Do the goals set at the beginning help you transmit the message to the audience?

Yes

No

Section Three: Students' Views towards the Use of Presentational Communication to Improve their Business English:

Q13. What are the techniques you use to gather information about the chosen topic for effective presentational communication in Business English?

_The presentation given by the teacher

_Browsing the internet

_Reading books

_Exchanging information with classmates

Q14. What are the difficulties you face converting your thoughts into written language for effective presentational communication in Business English?

_Difficulties in finding the appropriate words

_Difficulties of cohesion

_Difficulties in expressing yourself

Q15. How important is it to revise your writing for effective presentational communication in Business English?

Important very important slightly important not important

Q16. Do you think that revising your writing help you improve your presentational communication in Business English ?

Yes No

Q17. How often do you make changes when you revise your writing to improve your presentational communication in Business English ?

Always Often Rarely Never

Q18. How important is the feedback you receive from your teacher and peers to improve your presentational communication in Business English ?

Important very important slightly important not important

Q19. Do you keep eye contact with your audience for effective presentational communication in Business English?

Yes

No

Q20. Do you take into consideration the cultural background of your audience for effective presentational communication in Business English ?

Yes

No

Q21. Do you take into consideration the needs of your audience for effective presentational communication in Business English ?

Yes

No

Teachers' Interview

Dear teachers;

I will be very grateful if you help me to answer these questions whose aim is to gather information about Enhancing Business English through Students' Presentational Communication: An Analysis of Third-Year Teachers' and Students' Views at the Department of Economics of MMUTO; Your precious help is mostly appreciated. Please try to be clearer in your opinions.

Thank you very much for your cooperation.

Question 1 : How long have you been teaching the English module in the Department of Economics?

Question 2 : Would you explain the way you present the lesson to students?

Question 3 : What sort of activities do you provide the students with to engage them in the learning process?

Question 4: What type of activities do students enjoy the most?

Question 5: How often do you ask your students to give classroom oral presentations?

Question 6: How do you get the students motivated in delivering oral presentations?

Question 7: How can oral presentations help the students to construct and improve a good range of English vocabulary and grammar?

Question 8: Would you tell us about your students' views towards their abilities to present a given topic orally in English?

Question 9 : Would you explain the importance of providing students with feedback when they write?

