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The Workplace a Perspective to the University:
The Impact of the Workplace on Designing a Syllabus for Business
English
The Case of Three Companies in the West of Algeria

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English for Specific Purposes

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Dedication

To those who encourage scientific research

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Abstract

According to some experts, faster economic globalization is going hand in hand with the growing use of English. Indeed, the English language has shifted from being a language used to serve native speakers to an international medium of lingua franca. It has reached large territories beyond the borders of the UK and US. As English being the lingua franca of business, Business English as a sub-branch of English for Specific Purposes, has attracted increasing interest and awareness with the enormous and unprecedented expansion in economic activities on an international scale. Master 1 Students in the department of Economics and management at Belahdj Bouchaib University centre are aware of the importance of English for Occupational purposes and are interested in improving all the language skills: speaking, listening, reading, and writing. English for Specific Purposes in general and Business English in particular serve communication in professional contexts. Algeria is a fresh territory, which welcomes the settlement of international companies, advocates partnerships, and is an effective member in the world of business. However, different nationalities of the business community need to communicate and collaborate on a global basis, therefore, the use of English has emerged and spread over many companies established in Algeria. The university is responsible for providing individuals with necessary skills for their future occupation. Teachers of English at the institute of Economics and Management need to cater courses, which help students, develop proper employability skills that will satisfy industries' needs. Business communication is performed through receptive and productive language skills. Accordingly, this study aims at examining and analyzing the target needs that is represented by the labour market and envisioning to what extent the workplace can serve the world of education. Three different companies using English language in business communication are at the core of this research. It is the setting where the researcher has conducted the investigation. The researcher adopted a mixed method approach, which includes observation, closed-ended, and open-ended questionnaires, and interviews. This is to confirm the hypothesis about the equal need of the four language skills in a working setting, besides the sub-skills determined in this research. The interviewees suggested to design an academic and professional delegation, its role is to suggest, discuss, negotiate, and then make the final decision. Indeed, coordination between the two poles: education and the workplace would be fruitful. On the other hand, the ESP expert suggested a national committee for more formal way of catering for the students' needs and the workplace demands.

LISTE of ABBREVIATIONS and ACRONYMS

ABC	American Broadcasting Corporation
AND	Agence Nationale du Developement et Investissement
BBC	British Broadcasting Corporation
BE	Business English
BELF	Business English Lingua Franca
CALL	ComputerAssisted Language Learning
CBC	Canadian Broadcasting Corporation
CBS	Columbia Broadcasting System
CNRE	National Commission for the Reform of Education
EAP	English for Academic Purposes
EBE	English for Business and Economy
EBP	English for Business Purposes
ED	Economic Discourse
EGAP	English for General Academic Purposes
EGBP	English for General Business Purposes
EGL	English as a Global Language
EGP	English for Genarl Purposes
EHEA	European Higher Education Area
EIL	English as an International Language
ELT	English Language Teaching
ENS	Ecole Normale Supèrieur
EOP	English for Occupational Purposes
ERAMUS	European Action Scheme for the Mobility of University Students
ESBP	English for Specific Buseness Purpose
ESL	English as a Second Language
ESP	English for Specific Purposes
ESS	English for Social Studies
EST	English for Science and Technology
GE	General English
GNA	Gross National Income
ICT	Information and Communication Technology
IMF	International Monetary Fund
JSC	Joint Stock Company
L1	Native Language
L2	Second Language
LLC	Limited Liability Company
LMD	Licence Master Doctorat
LNG	Liquified Natural Gas
LP	Limited Partnership
LPS	Limited Partnership with Shares
LSP	Language for Specific Purposes
MOODLE	Modular Object-Oriented Dynamic Environment
NBC	National Broadcasting Company
NICT	New Information and Communication Technology
PSA	Present Situation Analysis
SAP	Structured Adjusted Programmes
SMEs	Small and Medium Entreprises
SMLEs	Small Middle Large Entreprises

SPLLC	Sole Proprietorship Limited Liability Company
TEFL	Teaching English as a Foreign Language
TEIL	Teaching English as an International Language
TENOR	Teaching English for No Obvious Reasons
TESL	Teaching English as a Second Language
TSA	Target Situation Analysis

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General Introduction

In daily life one devotes a lot of time to communicating and interacting. This can be reached by the primary means of communication talking and listening. Moreover, one can communicate in several different ways, as in reading, writing, gesturing and drawing. One can also receive information by seeing, feeling and hearing.

Through what is said above, one can distinguish two different forms of communication: verbal and non-verbal. The first one includes only words that are either oral or written communication. Conversely, the second one involves body language like hand gestures, actions, facial expressions, eye-contact, etc...

All forms of communication are prominent and necessary in our life because they permit us to convey and interchange all types of messages as thoughts, feelings and reactions. These kinds of messages affect the choice of the medium through which the sender transmits and communicates. Many companies understand that their success depends on the ability to communicate not only with employees and customers but also with investors and the surrounding community. The demand of downsizing, materials handling, diversity and technology are forcing today's companies to communicate more effectively with employees and outsiders. Companies are depending on inventory and delivery systems that require perfect timing. Furthermore, they are dealing with employees whose backgrounds are more and more diverse. They are also embracing technological developments such as the information high way, video conferencing, and interactive multimedia. Accordingly, they need people to be present, to be aware of all communication possibilities for any given situation. Such coordination demands strong communication skills. Above all, a successful communication increases productivity; it allows the perception of stakeholders' needs. Whatever the function is: work for an employer, invest in a company, buy or sell products, run for public office; communication skills determine the success of business.

Persons who have strong oral and written communication skills are highly demanded, from chief financial officer to product manager, from senior economist to personnel analyst, from senior sales representative to petroleum buyer. These positions will be filled by people who communicate well. Communication skill is a prominent

requirement because every member of organization is a line in the information chain. The flow of information along that chain is a steady stream of messages, whether from inside the organization as staff meetings, progress reports, projects proposals, employee surveys and persuasive interview; or from outside the organization as loan application, purchasing agreements and sales calls. The ability to receive, evaluate, use and pass on information obtained from one another and from outsiders.

The work of the organization is divided into tasks and assigned to various organizational units, each reporting to a manager who directs and coordinates the efforts. This division of labour and delegation of responsibility depends on the constant flow of information up, down and across the organization.

Communication is the basic attribute of human life and language is the main tool of human communication. At first, this communication was within societies and communities at local level; however, it has taken a new shape as people from various societies and communities started interacting with each other. The mid twentieth century noticed a tremendous increase in the need for communication among the people of the world in various sectors of international contact like economics, technology and culture. The world is being transformed to a global village, in an era of increased communication through various means as telephone, fax machine, television and modem; the world is becoming more and more globally oriented. Businesses, scholars, journalists and many other groups with shared interests are able to form small “tele” or “cyber” communities that exceed geographic bounds. Yet, despite our ability to transmit information across the world, communication is still based on language to mediate interchange between individuals within these communities. This situation has led to the need and pressure of espousing a common lingua franca for this global village to facilitate the interchange for the people of various linguistic backgrounds. The status of an international language is accorded to English. It is attributed this privilege because of its importance and its pervasiveness in international affairs.

Learning English is more about language as a tool for getting things done than language knowledge as an end in itself. According to Silla (2009), English is without a shadow of doubt the lingua franca of the century for the ever increasing number of non-native speakers all over the world. It has been estimated that around 80% of all interactions in English take place between non-native speakers. This situation evokes

the need for a common code. It is the preferred linguistic mode of certain academic and professional domains as well. In the business context, the reasons for the increasing usage of English as a lingua franca are tightly linked to the globalization of both business operations and communication technology.

The recent wave of international mergers and acquisitions together with the emergence of new types of company networks and partnerships mean that a large part of members and employees of such entities have to be able to use English professionally, indeed, they need to work in English. In multinational companies, English is typically the corporate language which is used in such corporate functions as accounting, finance, management, and communication. Thus, global team can communicate and collaborate as one, but this is easier said than done. The globalization of English represents a challenge for both companies and individuals. English language competence has become a preoccupation because the need of English is pervasive, present in many jobs situations and required for both internal and external communication. Global economy urges us to communicate with global audiences. To be successful employees in this highly competitive global market, we have to communicate clearly and diplomatically with a host of readers from different nations

The impact of the communicative competence theory and the social function of language have demanded a shift on focus from the language system to language use. Business discourse views language as contextually situated social action constructed by its social actors and aims to understand how people communicate strategically in an organizational context. The term Business English is used to cover the English taught to a wide range of professional people and students in full-time education preparing for a business career. Algeria is not excluded from the global market scale since she has welcomed the settlement of many international companies and the use of English in business transactions has been almost necessary. Although English courses related to business are widely offered in the Algerian universities, most of them do not focus on the language skills required in the real working environment. In fact the researcher is trying to solve some problems regarding English competence. The research is an attempt to bridge the gap between the workplace and Algerian universities. The purpose of the present study is to exhibit the impact of the workplace on determining the content of the syllabus designed for students enrolled in Economics and Management. The study is based on a target needs analysis. The outcome is a prominent substance that

reveals what the learners need to know in order to function effectively in the target situation. The outcome of the analysis will be used as an input to prepare the intended group of learners for their intended use of the target language by converting the needs profile into communicative competence specification that is preserved in a form of syllabus (Jordan 1997). In Algeria we have difficulties in designing such teaching syllabi and materials in the absence of ESP course books. Above all, the researcher is trying to investigate English used in the workplace through a target needs analysis.

The emergence of English as a lingua franca for the business world in Algeria has brought forward new area of concern. As English being the lingua franca of business, Business English as sub-branch of English for Specific Purposes, has attracted increasing interests and awareness with the enormous and unprecedented expansion in economic activities on an international scale. Business English is a functional transformation of English which possesses unique features with business knowledge and English language mixed. It has become a comprehensive cross-discipline concept including international trade, finance, commercial law as well as cross-cultural communication. Business communication is performed through different language skills, accordingly the researcher aims at examining target needs of students attending Economics and Management at the university to find out what they need to acquire through the provided course so that they can fulfill the communication related needs of industries.

The following research questions addressing the issue so far mentioned are:

- 1- How can the workplace contribute to designing a Business English syllabus?
- 2- What are the most important language skills and sub-skills required in the real working environment?
- 3- How would it be possible to combine between the ‘target situation’, the ‘learning situation’, and Learners’ wants?

These are set to conduct this study on the basis of the following hypotheses.

- a- The workplace represents the target needs.
Business English teachers need the knowledge of students’ future intended careers. Revealing the English language skills required for employment from the

business community's perspective can help graduates swiftly adapt to the working environment.

- b- All language skills are equally needed in business communication. They are important for professional success in the current business environment. Good listeners, speakers, readers and writers are able to communicate effectively. Sub-skills needed are basically related to both speaking and writing skills. They all contribute in the process of business communication
- c- Flexibility, developing a negotiated curriculum that allows modification which could be made to it on the suggestions of any of the participants involved in the process of learning.

The purpose of this study is to reveal the language skills and sub-skills needed in the workplace to perform a successful business communication. In order to achieve these objectives, this research has been divided into four chapters.

To achieve a research, one should set objectives to specify and limit the track of scientific investigation. First, chapter one will shed light on the rationale of the study. Algeria, as a great economic potential, is not excluded from the globalized track world. Indeed, it is considered as a cornerstone for the foreign economic investment. This implies the inclusion of firms, law, and infrastructure besides people interaction. This latter needs a lingua franca to make communication easier with a host of participants from different nations. The purpose of this research is to bridge the gap between the world of education and the labour market. Therefore, the second part of chapter one will exhibit the tools of research and the methodology applied to reach the research goals besides the setting and the participants.

The developmental transitions, which have occurred in Algeria since 1996, have paved the way to a new economic era. The Agency of Promotion, Support and follow-up of Investment (APSI) has approved foreign investment including many countries. The hydrocarbon sector is not saved up. Indeed, SONATRACH is compelled to be part of the global market and be considered as a competitor in the field. All these new circumstances have led to an emerging economic atmosphere based on foreign investment.

Foreign investment does not depend on economy alone but on communication as well. Indeed, effective communication paves the way to success and development.

However, it is imperative to agree on a common language to serve as a lingua franca and set up coordination between the different nationalities that take part in a business setting. Actually, it is vital for business to communicate with the rest of the world to survive and flourish. For this mission, English language has borne this responsibility and has become a common denominator for business communication among different nationalities. Indeed, it is used by the first, second, and foreign language speakers. This has led to the expansion of English for Specific Purposes (ESP).

The tertiary education role is to forge students to be ready for institutional and professional positions. Consequently, the two poles: Education and workplace should have dependent and complementary roles. Therefore, the present study seeks to investigate how the workplace can serve the university, then how we build a solid bridge to serve both.

The spread of English is due to many features, chapter one will expose the geo-historical and the socio-cultural reasons. In fact, the settlement of the British power over the four parts of the world and the state of Britain as the world leading industrial trading nations has allowed the expansion of English in the world. Anglo-American countries have dominated the world of economy, science and culture as well. Actually, the mastery of English is a prerequisite to international recognition and modernization. This is because English has become deeply rooted in the international domains of political life, business safety, entertainment, education, besides the media and communication.

Chapter one will deal with educational reforms that have taken place in Algeria. Arabization is the starting point of the reform, French has been considerably restricted. However, the authorities have accorded importance to foreign languages because they prove to be necessary in many careers in trade and politics. Conversely, the Algerian authorities target was to spread the Algerian economic market beyond the French one and open the gates to the UK and the USA.

Many reforms have occurred at the educational level, basically, the alteration in position between French and English language. The reforms at the tertiary level are almost based on the integration of the principle of the Bologna process set in Europe. Actually, the objectives are to facilitate students and scholars exchange and the recognition of Algerian degree at the international level.

The reforms are not restricted to education. Indeed, the economic field is also concerned. First, the economic policy has cut with the economic organization that used to exist in the colonial era. Thus, the formation of basic industry, land reform and independence with an outward looking perspective are the three main principles of this pro-active policy.

The second generation reforms are unavoidable in the stream of globalization. Therefore, it was necessary to carry out fundamental reforms to restore the economy and be able to face the challenges of globalization, technological changes and foreign competitions.

In this research, chapter two is devoted to literature review. The growth of business and increased occupational mobility appoint English as a common medium of communication. Besides, access to scientific and technical literature is almost impossible for those who do not acquire English language. In these circumstances, ELT which serves the goals of literature and grammar can no more be adequate to serve scientists, business and engineers. This fact opens new fields in language teaching and pave the way to ESP. Actually, the demand of a "brave new world", a revolution in linguistics and focus on the learner are three main reasons for the emergence of ESP.

Business English is introduced as a variety of English and represented as a variety of International English since thousands of new speakers settle in this globe. Moreover, business English is not limited to lexis; it is part of a discourse. In fact, the concept of discourse includes written and spoken discourse, planned and unplanned discourse besides formal and informal discourse as well. Discourse analysis approach to business English is mainly based on objective analysis of writing and talk sample, in other words, business discourse is a social action occurring in business context.

Business alone is sterile without including language and communication. In fact, language and social practices are mutually beneficial, knowledge of the institutional and local socio-cultural is vital to understand the goals and objectives of communicative events in the workplace as creating a new enterprise, selling a product or developing a new given audience. Business communication target is efficiency and the content is the carrier and both are complementary. However, clarity, courtesy and economy are requisite to an effective communication.

Chapter two exposes the different functions of communication, which is considered as the steam of effective management. Actually, communication is set up to inform, command, instruct, influence and persuade as well. All these functions are concretized through language skills which are used for both oral and written communication. Language serves as a means of exchanging ideas, thoughts, feeling and experiences and as a tool to perform our duties as well. We use language to convince others, this is achievable through listening, reading, writing, and speaking. Therefore, an ample description and explanation is devoted to receptive and productive language skills since they are at the core of this research.

Since globalization embraces the language and the business world, it involves the growing integration of economics and societies in an international scope. Therefore, the last part of chapter two will involve the three stages included in globalization as perceived by Friedman (2006). These stages are cumulative and building each other as it will be amply explained.

Three stakeholders are concerned with this investigation. The data are mainly collected through questionnaires and interviews. Therefore, chapter three will report the findings and their analysis. The analysis will be divided into three sections.

The first section is devoted to the pre-experienced learners; the analysis of student's questionnaire will reveal students' level in English, their needs and wants, the language skills they are willing to improve, besides the reasons behind this demand.

Students' questionnaire will also shed light on their satisfaction about the business English course, the methods of working they prefer in class and their perception on the importance of BE and their expectation from BE course as well.

The second stakeholder in this research is the teacher; therefore a questionnaire has been administered to teachers in Economics and Management institute at BelhadjBouchaib University Centre. The outcome of the teachers' questionnaire will provide details about their professional career, teaching environment, and the procedures undertaken for BE course design. Besides the problems faced and the teachers' suggestions to remedy such problems.

Section two is devoted to the third stakeholder, the business community represented by three companies. The employees' questionnaire description and analysis

will illuminate the obscure side of the business community. Overall, it will provide crucial information about the employees' acquaintance with the English language, language skills needed in different business situations, as well as the obstacles that may hinder the flow of business communication.

Section three in chapter two is still related to the third stakeholder, which represents the target situation. Indeed, the representatives of the business community as interviewees will deliver an overview about what they expect employees to know. This section will also deal with the target situation members' suggestions to bridge the gap between the educational community and the workplace.

The interview with the head of ESP centre in Oran will provide key features concerning ESP status in general and Business English in particular in Algeria. In addition to the procedures we should apply to involve learners, institutions and the business community in a common objective that is providing adequate business English courses.

The fourth chapter is continuity to chapter three. Actually, it is devoted to procedures the teachers of business English should apply prior to a course design. This step is unavoidable to satisfy the students' needs and the business community demands. Chapter four is devoted to needs analysis procedures, the different kinds of needs, besides present situation needs and target needs. In order to reach an adequate course design, we should select the appropriate syllabi. Therefore, different kinds of syllabus are amply described to make the adequate choice for a business English syllabus.

Moreover, teaching and learning materials which includes different techniques and strategies in teaching business English are exhibited in this chapter. In order to concretize techniques and strategies on the ground, the relevant methodology should be adopted. Thus, input based strategies and output based strategies are suggested to reach ESP teaching objectives in general and BE teaching in particular. In fact, revealing subject specific language use, developing performance and strategic competencies, besides critical awareness are the most important objectives set for teaching BE. Business is mainly based on communication; therefore, communicative approaches will be selected for business English courses to be more viable, motivating and relevant to students' academic and professional needs.

The use of ICT in teaching/learning process is a great enabler to make use of online resources as moodles. These innovative tools will enhance learners' autonomy; consequently, the researcher will reach the objectives set by LMD system.

In order to improve BE teaching/learning, the researcher will suggest crucial procedures to be taken into consideration in teaching this subject as reviewing course timing, creating ESP centers to apply an effective internal and external evaluation.

Teaching business English is a subject that bears myriad responsibilities. In fact, an effective business English course is the course which considers learners' needs and wants without neglecting the demands of the business community. Thus, this humble research will set procedures and suggest key elements which may succeed in bridging the gap.

The use of English in business communication is a great challenge and a solution at the same time. English is considered as a common denominator that embraces a wide range of diverse communities and organizations with global aspirations. It is the lingua franca that brings together a great population who does not share the same language. In fact, English language brings together nations with different tongues. It is the language chosen to unify and facilitate mergers' business communication. However, the world of education is a great provider of competent future employees. Thus, the educational community should set a solid foundation to serve the business community.

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Chapter One

The Rationale of the Study and an Overview on Educational and Economic Reforms

1.1 Introduction

A new economic atmosphere has dominated Algeria; this is the outcome of the reforms imposed by the developmental transitions. Privatization and economic and trade liberalization have paved the way to structural reforms. Thus, Algeria is becoming more and more dependent on global economy. In fact, foreign investment projects have been approved and state economic enterprises were replaced with shareholding management companies.

A part from the bases of economy as firms, laws and infrastructure, a global audience is here and communication skills are highly demanded. Therefore, it is necessary to shift from the language system to language use. Indeed, the social function of the language should not be neglected and has to be more and more considered. Different areas such as business, tourism and many other fields are considered as social context in which the language is used.

The beginning of the 21st century is a time of global transition, according to some experts; faster economic globalization is going hand in hand with the growing use of English. The global audience needs a lingua franca, the choice falls on English, so more, and more people are encouraged to use English rather than their own language. The English language has shifted from being a language used to serve native speakers to an international medium of lingua franca communication. It has reached large territories beyond the borders of the UK and US. This outcome is explained by exposing the geo-historical reasons and the social-cultural ones that contribute to the expansion of the language. English is largely spread over the world because of the function that it has been attributed to.

Globalization has imposed English as the world's international language and favoured its expansion as a means of communication in different scientific, technological, political, and economic fields. It has affected the educational system as well. Algeria is not excluded from the sphere of globalization, since 1990s, she has

been subjected to major socio-economic structural changes. As a developing country, Algeria has applied progressive reforms in the field of education starting from the primary level to the tertiary education. The phenomenon of globalization is omnipresent and considered as an important economic and political process to which universities are exposed; therefore, Higher Education system in Algeria has witnessed radical reforms. The objective is to be part of the international educational system and allow students to cope with educational system overseas. Consequently, Higher Education is expected to meet a wide range of needs to evolve knowledge, societies, and economies as well.

As any country in the world, Algeria depends on the global economy developments; that is why, it was necessary to carry out fundamental reforms to restore her economy and be able to face the challenges of globalization, technological changes and foreign competition. Algeria, as a promoting country in the world, has appealed to many investors from different continents and the settlement of these investors is set up through companies. Each company has its own characteristics and specific rules of partnership. So, in this chapter all the existing kinds are accurately presented.

1.2 The Rationale of the Study

Over the last couple of decades, the increasing globalization of trade has fundamentally changed the requirements for participation on the international arena. Algeria as a great economic potential, it is not excluded from the globalized track world. Indeed, it is regarded as a cornerstone for the foreign economic investments.

Algeria is in phase of developmental transitions, in 2002, Algeria entered an association agreement with the European Union. In addition, continuing privatization and economic and trade liberalization have paved the way to structural reforms. Thus, Algeria is becoming more and more dependent on global economy. In 1996, Agency of promotion Support and follow up of investment (APSI)¹ approved 50 foreign investment projects, including American (2), French (16), Italian (11), Spanish (8), and German (4) investors. As for 2002, 20 foreign-owned businesses had been established and the government set a goal to double this number. In 1997, foreign direct investment (FDI) was \$ 260 million from 1998 to 2000 averaged \$ 482 million.

In 2000 the German firm Henkel acquired 65% of the state detergent and cleaning products firm ENAD, and an Egyptian company brought a second GSM mobile phone

license. In 2001, FDI more than doubled to \$ 1.196 billion thanks mainly the privatization and sale of one major state enterprise, the El Hadjar steel complex, SIDER, to the Indian steel firm ISPAL, which acquired 70% ownership. In August 2001, the government recognized the public sector companies to facilitate investment. The 11 sectoral holding companies into which state economic enterprises (EPEs) had been organized in 1996 were replaced with 28 shareholding management companies and the National Privatization Council was renamed the State Shareholding Council. All sectors were opened to foreign investment in 2001, including the hydrocarbon sector in which the government put exploratory contracts for particular blocks up for auction.

By 2003, 30 foreign oil and gas companies were working in exploratory in Algeria. In 2005, the Algerian parliament adopted a new law to further liberalize the hydrocarbons sector. The law separates the commercial role of SONATRACH Company from its previous regulatory and procurement contracting functions. SONATRACH is now compelled to bid on domestic projects alongside foreign firms; it will no longer be an automatic partner in all projects.

All the reforms mentioned above gave birth to a new economic atmosphere based on foreign investment. This latter is not only based on firms, laws, and infrastructure, but on people interaction as well. Global economy leads us to communicate with global audiences. To be successful employees in this highly competitive global market one has to communicate clearly and diplomatically with a host of readers from different nations.

The impact of the communicative competence theory and the social function of language demanded a shift in focus from the language system to language use. English language teaching is generally fragmented into English for General Purposes and English for Specific Purposes (ESP). Although EGP and ESP are alike in terms of methodology, they significantly differ in themes and topics. Above all, the teaching of ESP is conducted in different areas such as business, economics, tourism and so forth. Accordingly, themes or topics in certain materials are based upon such areas.

The international business community is characterized by multinational workforce continually moving and communicating across borders, leading to various situations in which English is used by the first, second and foreign language speakers. This resulted in the expansion of one particular aspect of ELT, normally English for Specific Purposes. ESP is not a planned movement but rather the result of a number of converging

trends, mainly the enormous expansion in scientific activities Globalization and the expansion of technology have importantly influenced allbusiness around the world for this reason, business communication skills have ranked at the top of any profession requirements. It is vital for business to communicate with the rest of the world so that it survives and therefore flourishes. Being recognized as the international language as English has assumed the responsibility of lingua franca as far as the international business communication is concerned. Victor (1992:249) has emphasized on the importance of business communication as he assets that: *“It is probably better to have mediocre technical skills and excellent international business communication skills than to have excellent technical skills and poor international business communication skills”*

The tertiary education is supposed to forge student carrying the future professional skills. This implies coordination between the workplace and university mainly business and economic field as far as this research is concerned.

ESP courses provided at the university are far behind the race. Although great efforts are made to improve this sector, we still have lacuna which emerges a great gap between university and the work place.

The objective of this research is to bridge the gap and provide the professional world with the future employee equipped with employability skills. This research aims to determine the frequency of written and spoken business communication skills used by the employees in a real communication process as well as taking into consideration the learner’s need in an ESP course design.

1.3 Previous Studies

The emergence of English as the leading lingua franca of business is recent decades has necessarily given birth to an up surge of scholarly interest in the teaching, learning and use of English for business and professional purposes (Harris Bargiela Chiappini, 2003; Nicherson, 2005). A number of studies were conducted to deal with business education in different universities by studying different groups including students and business professionals.

After the performance of an investigation on international business course at Guilin University, China-Jiajing (2007) asserted that the provided ESP course did not fit the learners’ needs since it focused on language forms. Accordingly, she suggested a

new ESP course framework, which could be adequate to the learners' future communication needs. On the other hand, Zhu (2004) investigated assignments in business courses, the study focused on, the skills that learners needed to perform at the University of South Florida.

The researcher tended to identify the students' target needs as well as to achieve a comprehensive logical preparations in business courses. The results revealed that to perform successfully in the business writing, students have duals roles, as business people, it represents the professional role and as learners, that is the institutional role. (Zhu, 2004)

Bacha and Bahous (2008) dealt with the writing needs by business students and faculty members at the Lebanese American University. The study had many branches of interest, it focused on the student's language proficiency, the importance of language skills (especially writing kills) as well as students' writing needs. Above all focus was also detonated to the role of faculties of English and business in improving student's writing skills.

The international business community is described as a multinational workforce that is in a constant moving and interacting across borders resulting in numerous situations in which English used as foreign language speakers. This situation results in burgeoning research fields conducted in contest such as Brazil (Barabara, Celani, Collins, Scott, 1996) china (Pang, Zhon, Fu, 2002) and Japan (cowling, 2007); as a foreign language in the education system. Such states belong to Kachru's the Expanding Circle (1985) as it will be amply explained forward. One of the main characteristics of expanding circle territories is that English is learned mainly for international use since the language is seldom used in internal settings. Yet, the growth of research into English as a business lingua franca reveals that as far as workplace communication is concerned, the language is increasingly being used for both internal and external communication in expanding circle area.

Several researchers have been conducted and among the industries investigated are accountancy (Flowdrew & Wan, 2006), aviation (Bilbow 2002), banking (Chew 2005), construction (Evans 1999), engineering (Quian, 2005), Law (Bhatia & Candling, 1988) manufacturing (Bringuglio, 2005).

To date, the most comprehensive, broad-brush study of language use and needs in the employment domain was conducted by Evan and Green (2001-2003) in late 1999 and early 2000. In this study, three methods of data collection have been used: a questionnaire survey of 1475 professional working at various levels in the field of engineering, business services, community and social services, construction and real state, and manufacturing, together with focus group interviews and case studies. The study revealed that, emails, faxes letters and memoranda need to read and write must frequently. Hence; the need for written and spoken English increased as professionals rose through the ranks.

First and foremost the dominance of English used as lingua franca in international business contexts is now obviously beyond dispute. Studies around the world, for instance, by Charles and Marshan Pikkari (2002) in Finland, Akar (2002) in Turkey and Bilbow (2002) in Hong King, all confirm that English is an unavoidable part of communication in multinational setting and a fact of life for many business people.

In 1996 Special issue of 'English for specific purpose on business English'.Maggie. Jo St John (1996:15) in her introductory paper commented:

There is a definite need to understand more of the Generic features of different event such as meetings, to identify common features of effective communication, to understand the role of cultural influences and the ways in which language and business strategies interact

Articles by Charles (1996) and Louhiala Salminen (1996) focused on the analysis of contextualized communicative genres and since have become of influence in the work of the majority of the researchers interested in the field. As previously mentioned, the analysis of the language used is no more considered in isolated written texts or speech events. To sum up, English language is at center of these studies, it has been given a status of common denomination in business and across border, and it is no more restricted to the United Kingdom or the United States.

Therefore, the expansion of English beyond the native borders is a strong phenomenon that appeals to an ample explanation and this is provided forward.

1.4 Methodology

In fact, undertaking a research with methodological rigor is of a paramount step to attain reliability and validity. The investigator opted for a mixed method of investigation. As a cross sectional survey, it sought to collect data both quantitatively and qualitatively to triangulate data. To this end, triangulation method of data collection has been applied to reveal the employees' English needs in business communication. Polit and Hungler (1999) defined triangulation of data collection as making use of multiple methods of data collection and interpretation in order to attain a clear picture of reality.

1.4.1 The Pilot Study

Before the actual questionnaire survey, a pilot study has been carried out in order to avoid poor design features, to determine the length of completion time, and to foresee possible problems that may occur in the data collection process of students', teachers', and employees' questionnaire. Gillham et al., 2001:19 explain

This (the pilot stage) is the first phase of questionnaire development before you have an actual questionnaire to try out... .Collecting and analyzing data at this stage can be time-consuming and needs to be kept under control, but even on a small scale can be an eye-opener

The questionnaires have been subjected to one set of revision in the course of piloting, resulting in the final version, as shown in appendix one.

Indeed, pilot study can refer to so called feasibility studies which are small scale version(s) or trial run(s), done in preparation for the major study. (Polit et al., 2001). However, a pilot study can also be the pre-testing of a particular research instrument (Baker, 1994).

One of the advantages of conducting a pilot study is that it might give advance warning about where the main research project could fail, where research protocols may not be followed, or whether proposed methods or instruments are inappropriate or too complicated. The advantages of the pilot study as suggested by (Peat et al., 2002:123) are as follow:

- administer the questionnaire to pilot subjects in exactly the same way as it will be administered in the main study
 - ask the subjects for feedback to identify ambiguities and difficult questions
 - record the time taken to complete the questionnaire and decide whether it is reasonable
 - discard all unnecessary, difficult or ambiguous questions
 - assess whether each question gives an adequate range of responses
 - establish that replies can be interpreted in terms of the information that is required
 - check that all questions are answered
 - re-word or re-scale any questions that are not answered as expected
- shorten, revise and, if possible, pilot again.

In the piloting stage, the investigator wanted to check :

- If the instructions were clear and easy to follow
- If the questions were clear
- If the students were able to answer the questions
- If any of the questions was : - Embarrassing
 - Irrelevant
- Patronising
 - Irritating

1.4.2 Quantitative Research

Quantitative research relies primarily on the collection of quantitative data. Indeed, it generates numerical data or data that can be subjected to statistical analysis. For this end, a questionnaire has been submitted so that the participants' result can be broken up easily and counted statistically. This method offers a rich source of knowledge; according to (Willis 2007:17) "*It takes very specific, very strong positions on everything from the acceptable reasons for collecting and analyzing data*"

1.4.3 Qualitative Research

Qualitative research employs a naturalistic approach that seeks to understand phenomena in context-specific settings and aims to help researchers to organize and describe subjective data in a systematic way (Glesne and Peshkin 1992). It relies on the

collection of qualitative data through interview, observation and documentation. Merriam (1998:5) describes it as “*an umbrella concept covering several forms of inquiry that help us understand and explain the meaning of social phenomena with as little disruption of the natural setting as possible*”.

On the other hand, Greswell (1998) has provided reasons for selecting a qualitative research method. He has stated that this method is needed because:

- The nature of the research question often starts with a how or what;
- The topic needs to be explored;
- There is a need to present a detailed view of the topic;
- There is a need to study individuals in their natural setting
- Sufficient time and resources are needed for extensive data collection in the field and detailed data analysis of ‘text’ information;
- Audiences are receptive to qualitative research;
- There is a need to emphasize the researcher’s as an active learner who can tell the story from the participants’ view, rather than an ‘expert’ who passes judgment on participants.

As the focus of this study on providing in-depth, rich and descriptive data, two types of data collection are employed: interviews and observation. The table below provides ample details about quantitative and qualitative research methods.

Table 1.1: Qualitative Versus Quantitative Research
Johnson, B., & Christensen, L. Educational research: Quantitative, qualitative, and mixed approaches (p. 34).

Criteria	Qualitative Research	Quantitative Research
Purpose	To understand & interpret social interactions	To test hypotheses, look at cause& effect, & make predictions
Group studied	Smaller & not randomly selected	Larger & randomly selected
Variables	Study of the whole, not variables.	Specific variables studied
Type of data Collected	Words, images, or objects	Number and statistics
Form of Data Collected	Qualitative data such as open-ended responses, interviews, participants observations, field notes, & reflections.	Quantitative data based on precise measurements using structured & validate data-collection instruments.
Type of Data Analysis	Identify patterns, features, themes.	Identify statistical relationships
Objectivity and Subjectivity	Subjectivity is expected.	Objectivity is critical
Role of Researcher	Researcher & their biases may be known to participants in the study, & participant characteristics may be known to the researcher.	Researcher & their biases are not known to participants in the study, & participant characteristics are deliberately hidden from the researcher (double blind studies)
Results	Particular or specialized findings that is less generalizable.	Generalizable findings that can be applied to other populations.
Scientific Method	Exploratory or bottom-up: the researcher generates a new hypothesis and theory from the data collected.	Conformatory or top-down: the researcher tests the hypothesis and theory with the data.
View of Human Behaviour	Dynamic,situational, social, & personal.	Regular & predictable.
Most Common Research Objectives	Explore, discover, & construct.	Describe, explain, & predict
Focus	Wide-angle lens; examines the breath & depth of phenomena.	Narrow-angle lens; tests a specific hypotheses.
Nature of Observation	Study behavior in a natural environment.	Study behavior under controlled conditions; isolate causal effects
Nature of Reality	Multiple realities; subjective.	Single reality; objective.
Final Report	Narrative report with contextual description & direct quotations from research participants.	Statistical report with correlations, comparisons of means, & statistical significance of findings.

1.4.4 Mixed Method

A combination of qualitative and quantitative methods has become increasingly popular, it has been established to combine both qualitative and quantitative methods, in this respect, (Ary et al.2009:559) state “*in creative ways that utilize the strengths of each within a single study could minimize weaknesses or ensure that weaknesses of one approach do not overlap significantly with weaknesses of another*”.

Mixing data “*means either that the qualitative and quantitative data are actually merged on one end of the continuum, kept separate on the other end of the continuum, or combined in some way between these two extremes*” (Creswell 2009:207-8).

Similarly, Cohen and Manion (1994) define mixed methods as the use of two or more methods of data collection in the study of some aspect of human behavior. It is considered as a kind of strategy applied to improve the validity and reliability of research or evaluation of findings.

According to Creswell and Plano Clark (2007:5), mixed method research

It is a procedure for collecting, analyzing, and mixing both qualitative and quantitative data in a single study to understand a research problem or phenomena. As a methodology, it involves the assumptions that direction of the collection and analysis of data and the mixture of qualitative and quantitative approaches in many phases in the research process. As a method, it focuses on collecting, analyzing and mixing both qualitative and quantitative data in a single study or series of studies.

It is argued that mixed methods can provide richness of data, expand the interpretation of findings and offer a better understanding of research problems than either approach alone (Creswell and Plano Clark 2007). However, it is a relatively new approach, more complicated, and methodologists are still developing guidelines of sound practice (Onwuegbuzie and Leech 2006)

The present study aims to determine frequency of written and spoken business communication skills used by employees in a real communication process. With this in mind, the researcher has submitted a mixture of closed ended and open-ended questionnaire as well as performed interviews and undertook sessions of observation at the level of the chosen companies to represent the case study. Griffiee (2012:128) defines data collection instruments as: “*The means (physical or non physical) of*

producing quantitative or qualitative data to be analyzed and interpreted”Indeed, physical stands for printed words (questionnaire) and non-physical to interview protocol.

The main instruments used in the mixed method are closed ended, open-ended questionnaires, interviews and observations. These different methods of collecting information can supplement each other and therefore, strengthen the validity and dependability of the data. The mixture of close ended and open-ended questionnaires allow us to obtain both qualitative and quantitative data. However, observations and interviews lead us to a multi method of research, indeed by becoming methods in the same study can partially overcome the deficiencies that flow from one method (Babbke and Mouton 2001). Moreover, the researcher can be much more confident about the validity of the findings when they are supported by multiple and complementary types of data (Polit and Hungler 1999). The items of the questionnaire are mainly developed according to the research objectives and research questions.

1.4.5 Tools of Research

One of the most prominent tasks that the researcher could perform is to go through training at the level of the companies that are concerned with the use of English in their business communication. The training’s purpose is to have a close relation with the employees of the company and to shed light on their performance in the use of English as a specific language to accomplish the different tasks that make up their jobs. Moreover, the employees were subjected to interviews and appealed to answer a questionnaire.

1.4.5.1 Questionnaire

Questionnaires are without a doubt the primary sources of obtaining data in any research endeavor. Still, the critical point when designing a questionnaire, the researcher should be sure that it is valid, reliable and unambiguous (Richards & Schmidt, 2002)

Above all, questionnaires are classified into three categories:

- Closed ended (or structured) questionnaires
- Open ended (or unstructured) questionnaires

- A mixture of close ended and open ended questionnaires

In this regard, Blaxter et al (2006) divide questionnaires into seven basic question types, quantity or information category, list or multiple choice scale, ranking, complex grid or table, and open-ended. In fact, a questionnaire may include one or several types of those questions forms. However, each type of questionnaire has its own strengths and weaknesses. Seliger and Shohamy (1989) think that close-ended questionnaires are more efficient because of their ease of analysis.

Yet, Gillham (2000) emphasizes that “open questions can lead to a greater level of discovery” but he admits the difficulty of analyzing open-ended questionnaires. Indeed, the main problem in open-ended questions is that the acquired answer will more accurately reflect what the respondent wants to say (Nunan, 1999). Above all, it is better that any questionnaire include both closed ended and open ended questions to complement each other and this is the choice of the researcher in the present study.

Based on a combination of different models suggested by scholars such as Dudley-Evans and St John (1998), the questionnaires have been designed to identify the learners’ present and future language and communication needs, and to shed light on the business English courses provided as well.

Since the aim of the present work is to bridge the gap between university and the workplace, a group of students of master 1, LMD were involved in this research and were given a group-administered questionnaire. It is believed that this method of administering the questionnaire is more preferable than the self-administered one because the return rate is high, the researcher is present to explain any unclear questions and the researcher is aware of the conditions under which the questionnaire was filled out.

1.4.5.2 Interview

The second main type of data collection in the mixed method design is the interview, it is popular and means of collecting qualitative data. It allows the researcher to get first hand information straightly from some knowledgeable informants. Interviewing is a key to grasp what and how people perceive and interpret the world around them (Merriam, 1998). In this cross road, Flick (2006:160) adds that the purpose of the interview: *“Is to reveal existing knowledge in a way that can be expressed in the form of answers and so become accessible to interpretation”*

In fact, it is considered as a mechanism rather than a reciprocal or two-way exchanges. It is a mechanism in which one party; interviewer extracts vital information from another, the interviewees (Litosseliti, 2010).

Above all, interview can be conducted in two forms: person to person and group or collective formats. The following figure exhibits a detailed explanation.

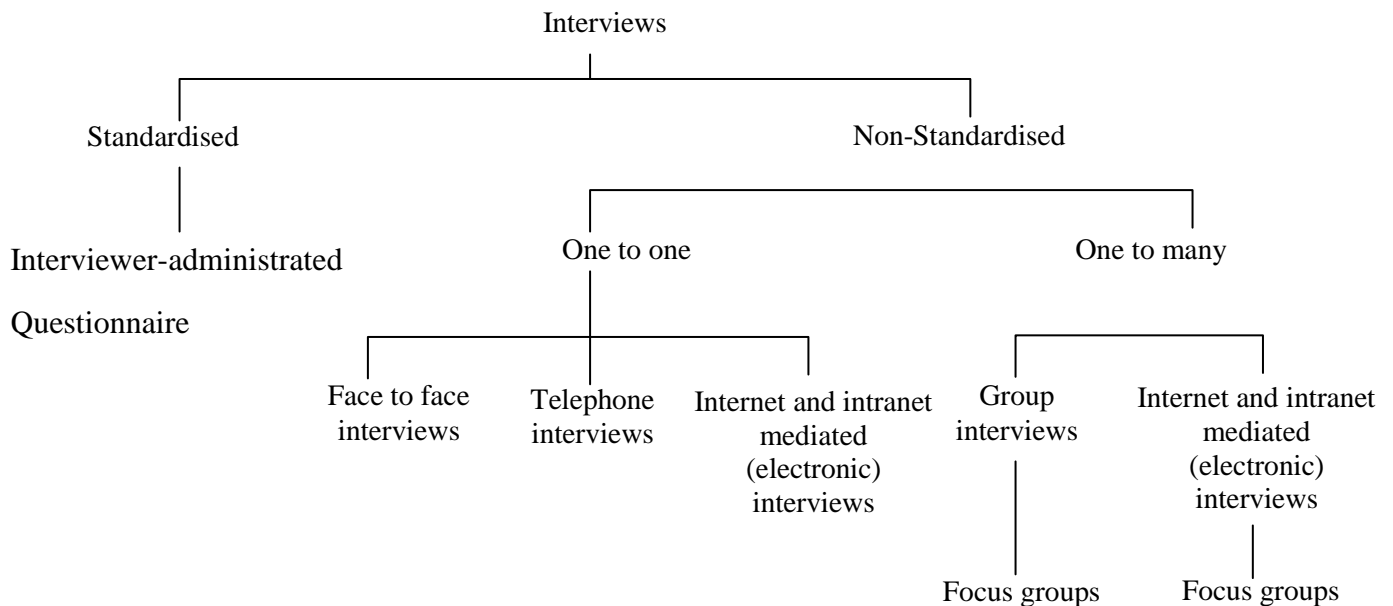


Fig 1.1: Types of Interview (Saunders et al 2003: 321)

As already mentioned the interview allows getting first hand information as well as it helps the researcher to discover what is going in the respondent mind. Indeed, the researcher is unable to observe the informants feelings and thinking; for thisend, interviewing is considered as a key to assimilate what and how people perceive and interpret the world in which they interact.

Merriam (1998) believes that person-to-person and group or collective format of interview are a kind of goal-oriented conversation.

Above all, Johnson and Turner (2003) list the strengths of the interview encounter as follows:

- Good for attitudes and most other content of interest
- Allows probing by interview

- Can provide in depth information
- Allows good interpretative validity
- Very quick turnaround for telephone interviews
- Moderately high measurement validity for well constructed and well tested interview protocols
- Relatively high response rates often attainable
- Useful for exploration and confirmation

In addition to the type of interviews already mentioned in the figure (Figure: 1.1), we refer to the sub-types stated by Patton (1990):

- Informal conversation interview
- Interview guide approach
- Structured open ended interview
- Closed, fixed response interview

The informal conversation interview is usually conducted without any preset questions and without any order. The questions egress from the natural flow of conversation, indeed this kind is exploratory in nature. Conversely, the structured open-ended interview is constituted of predetermined question with almost fixed order. However, this form of interview is too strict and adhering to predetermined questions may not allow you to access participants (Merriam, 1998). Hence, the closed or fixed response interview is like ended questionnaire in which the respondent is faithful to the interviewer's question and answer in the prescribed order. In fact, this type of interviewing is too mechanistic and bores the interviewee. On the other hand, in the interview guide approach the topics and questions are specified but they can be modified in any sequence based on the situation. One of the advantages of the interview guide approach is that the collected information can later be compared and contrasted (Fraenkle & Wallen, 2003). In this approach data, collection is rather systematic and conversational.

Moreover, interview can often be specified based on the amount of control that the enquirer has over the conversation. In this juncture, Burns (1999) present three types of interviews: Structured, semi structured and unstructured.

In fact, Patton's (1990) and Burn's (1999) proposal are comparatively similar. However, Patton's list contains one more option these two types of interviews can be illustrated as follows:

Table 1.2 Types of Interview

Patton	Burns
-Informal conversational interview	Unstructured
-Interview guide approach	Semi structured
-Closed, fixed response interview	Structured

Since the semi structured guide approach is flexible and allows interviewee to provide more information than the other types, it has been chosen by the researcher to conduct this research. The interviewer should prepare questions according to the focal points of the study so that the researcher obtains more relevant data from the interviewee. To this end, Flick (2006:160) suggests that: *“The different types of questions allow the researcher to deal more explicitly with the presuppositions they bring to the interview in relation to aspects of the interview”*

Besides, in order to obtain more data, the interviewer ought to use familiar language. Fraenkel and Wallen (2003) believe that technical jargons can be frequent in the scientific circles and the interviewer should use ordinary everyday language during the interview process. Ambiguity may occur in the case of using multiple questions, leading question s as well as yes no questions Meriam (1998:79) cautions against the use of this kind of questions and points out that: *“Leading questions reveal a bias or an assumption that the researcher is making, which may not be held by the participants. These set the respondent up to accept the researcher’s point of view”*

Last of all, yes/ no questions provide any useful and relevant information.

In any interview endeavour the interviewer ought to exhibit and explain to the respondents the process of the interview as well as provide a good atmosphere to set ease. Flick (2006) states that the researcher should attempt to create a good atmosphere in the interview and to give room to the interviewees to open up and collaborate. According to (Merriam, 1998; Fraenkle & Wallen, 2003; Johnson & Turner, 2003;

Flick, 2006) the interviewers should try to take into account the following points during the interview process:

- The interviewees should be provided with scope to express their opinions
- The interviewer should be non judgmental and neutral during the interview
- The interviewer should be respectful, natural and none threatening
- The interviewer should create rapport
- The interviewer should not interrupt

In addition to the questionnaire and interview, the researcher opts to observation session at the level of the companies concerned with this research.

1.4.5.3 Observation

Observation is a preplanned researcher tool, which is carried out purposefully to serve research process and is one of the required methods to better explore the situation. This tool of research provides “Live authentic data from naturally occurring social situations, it is a procedure which allows the researcher to know a lot about the area under study, to see the world of the subject growing, in this research (employees) in its natural environment, and to not critical incidents. So the observer directly records what happens in the work field.

1.5 The Setting and Population

This research combines the educational world and the business community; therefore, the investigation has taken place in Belhadj Bouchaib University centre at the department of Economic sciences, and three different companies which use the English language in their business communication.

1.5.1 The Educational Setting

The institute of Economics Sciences, Commercials and Management Sciences includes three departments and offers different domains of studies for Licence and Master alike as the diagram below indicates.

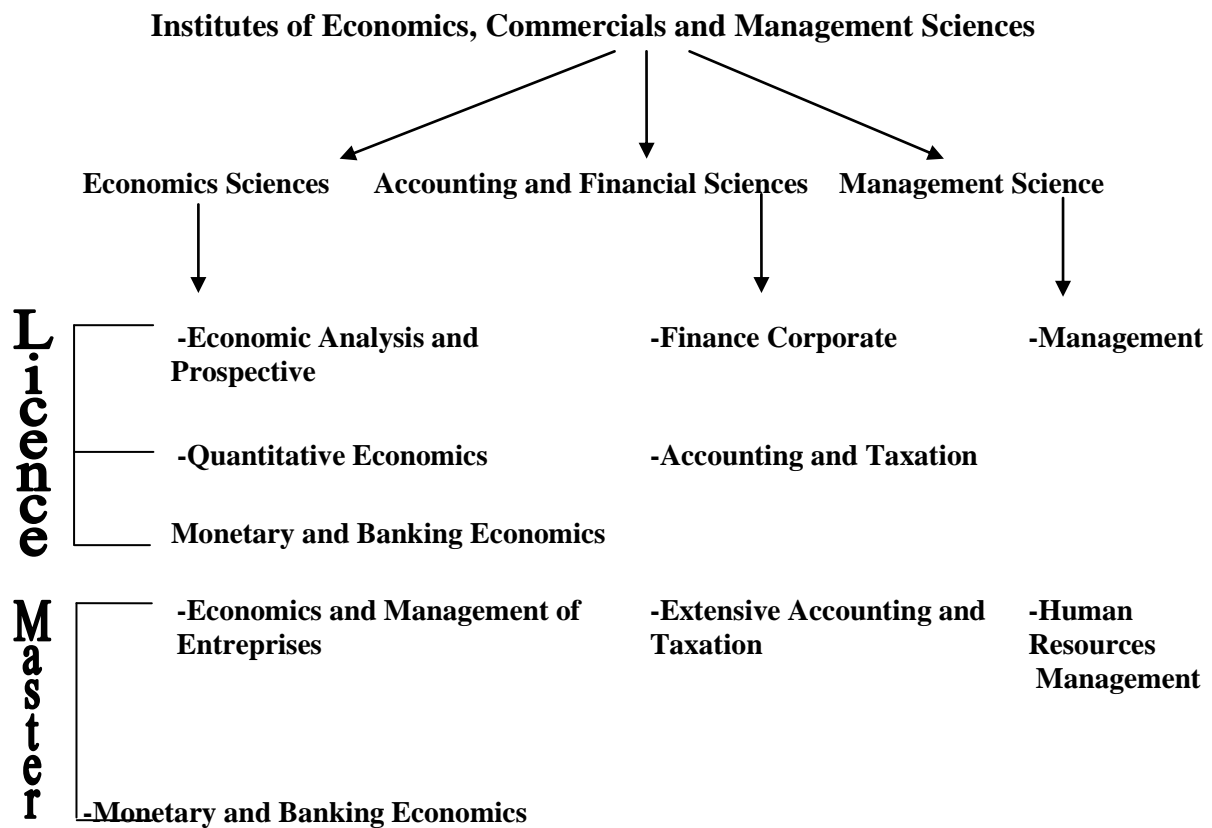


Fig 1.2: Licence and Master Specialities

1.5.2 The Business Community Setting

The number of foreign companies is increasing in Algeria because of free market economy and the new economic policy of the government. The use of English in these companies is frequent and in many cases compulsory. This is the case of the shipping company “MAERSK”. This company is based in Copenhagen (Denmark) with subsidiaries and offices in more than 130 countries and around 120.000 employees. There is an instant communication and interaction between all the employees in different offices all over the world. The “Intranet” is mainly the medium through which the agencies are connected and the language used to communicate is English

Business communication, training courses, electronic conferences and E- learning ensured by the company are performed in English. Therefore, the importance of a workforce that can efficiently communicate in English across the company and around the world is clear.

The company is spread over 130 countries as previously mentioned. English language represents the first language for some countries, the second one for others and it is considered as a foreign language in many countries. This is the case of Algeria. In Algeria the agencies are distributed over 5 towns: Algiers, Annaba, Bedjaia, Oran, and Skikda.

The second company is the Knauf group. It is a network of subsidiaries and partner companies of the parent company Knauf Gypsum; KG. Designation KG is the German name for a mixed partnership business entity. The KG has general partners with unlimited liability and limited partners whose liability is restricted to fixed contributions.

The internalization of Knauf began in the 1970, the company seized the opportunity to capture market, the developed-country acquisitions, and later in Eastern Europe, Asia, and Northern Africa.

In Algeria the company settled in 2006 to endorse private gypsum industry. The head office is situated 30kms far from Oran (Boufatis), and two offices in Algiers and Setif.

The third company is a limited liability company specialized in tractor production. The principle partner is SONALIKA in India; it is among the most important supplier. This company is now one of the top three market leaders in Indian Tractor Industry. In the following decade, the company decided to broaden its horizons and enters the global markets. Today it is present in about 72 countries in 5 continents with a wide dealer network worldwide.

1.5.3 The Population

In the educational setting, forty five Master 1 students reading Economics and Management of Enterprises and seven teachers are concerned by this research, besides the ESP expert.

As far as the business community is concerned, 60 employees from the three companies mentioned above have been a crucial component in this research.

To sum up the research procedure is amply explained in the figure below.

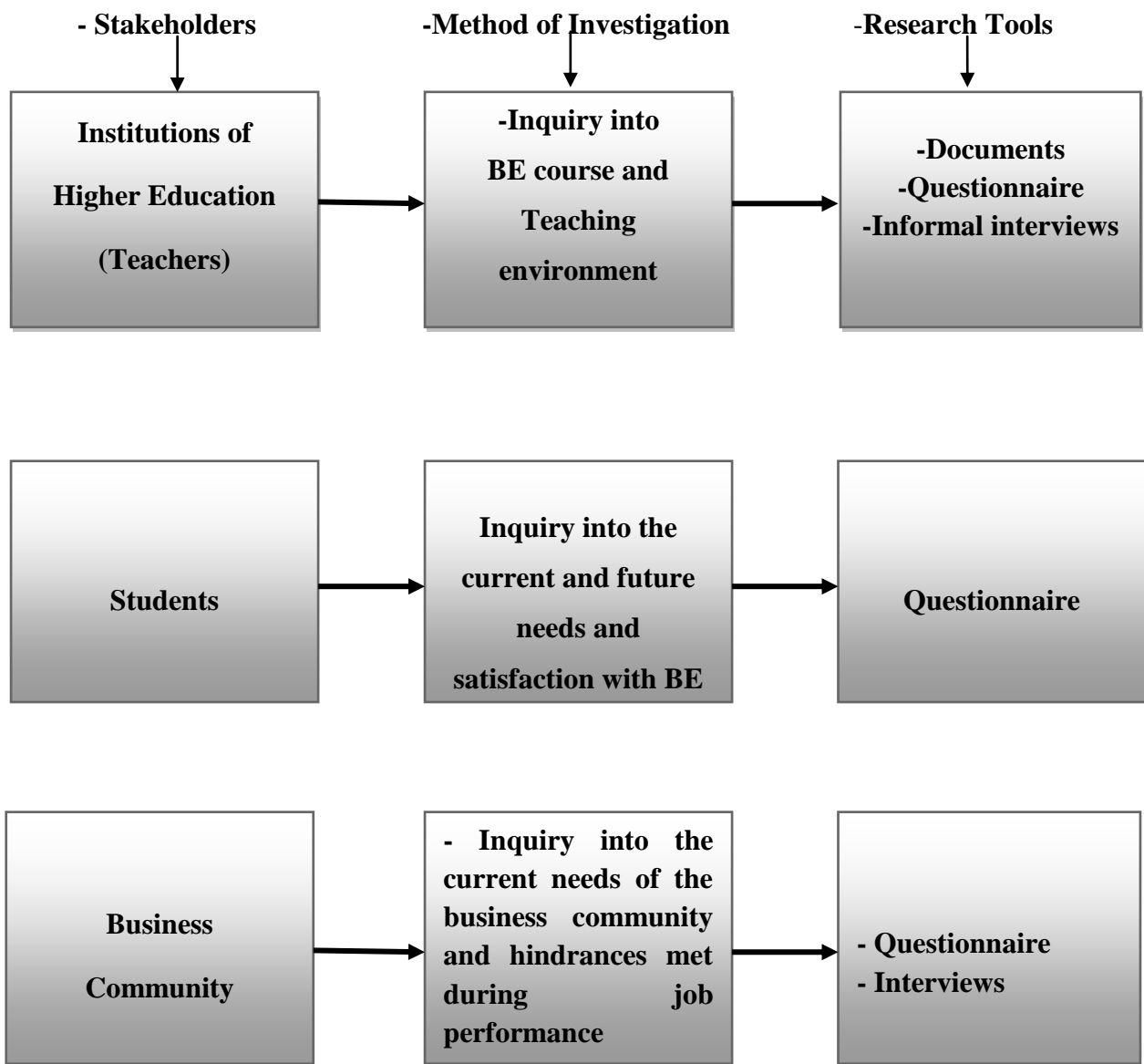


Fig 1.3: Research Procedure

1.6 The labels of English as a World Language

As well as a world “lingua franca”, English is increasingly labeled a “universal”, “international”, “world” or “global” language, with the last term seeming to carry the lion share.

Mc Arthur (2004) indicates the terms each have a history reflecting different perspectives. He reports that the use of world English dates back to 1920’s, while international English has been in use since 1990s. Mc Arthur indicates that “world

English” was an earlier term for what is now considered English used in the international sphere and encompassing different varieties, circles and dialects.

The use of “international English” or English as an international language (EIL) was on the other hand, a more political choice promoted in the United State by Larry Smith and in the United kingdom by Peter Strevens in the 1980s, although sporadic use of the term can be traced back to 1930 (Mc Arthur 2004). The term “teaching of English as international language” (TEIL) arose to distinguish it from teaching English as second language” (TESL) and “teaching English as a foreign language” (TEFL) while the terms TEFL and TESL are thought to be based upon promotion of idealized “native speaker” models and are sometimes accused of underhanded post colonial imperialism.(Pennycook, 1994; Phillipson, 1992). TEIL is underpinned by a belief that English belong to all its users and embraces native and non-native speaker varieties (Stevens, in Kachru, 1992) TEIL came closest to the idea of English as lingua franca.

“English as a “global language” (EGL) or “Global English”, while probably linked to globalization rhetoric of the 1990s has been widely promoted through the work of Crystal (1997) and Gaddol (1997 & 1999). “English as a global language” (EGL) seems to be the term most in use currently top encompass the political as well as the linguistic and pragmatic aspects of the spread of English as a global lingua franca, although EELF is also used.

Widdowson (1997), in his controversial article (EIL, ESL, EFL): global issues and local interests”, while acknowledging that varieties of English have developed largely in former English colonies, says that they have developed too differently to continue to be part of the same original language: he sees them serving largely internal, social purposes and not international, global ones. He argues that English as an international language is English for specific purposes, largely scientific, technological and business, and should be a language that is linked to international, not national communities.

Brutt Greiffer (1998) argues that there is no such thing as a core and periphery in English as an international language, or if there is, it is political rather than linguistic. Intelligibility across international varieties of English is perfectly possible, so, since it is possible among Inner circle, there is no reason why it should not be possible among all English using communities.

Kirkpartick (2004) posits that since most future communications in English will be between L₂ speakers, it might be better to focus on English as a lingua franca (ELF) and establish what it means for teachers and lessons of English. Since many national consider English as lingua franca, they communicate with non-native speakers as well as native speakers. Jenkins (2000:160) refers to this circumstance and states:

It is for L₁ speakers (of English) to move their own receptive goal posts and adjust their own expectations as far as international user of English are concerned [...]The perhaps unpalatable truth for “native speakers” is that if they wish to participate in international communications in the 21st century they too will have to use English as an International Language

In order to understand why English language has gained such a status, we should refer to the reasons behind this unprecedented position. An ample overview will be introduced in the following step.

1.6.1 Reasons for the Emergence of English as Lingua Franca

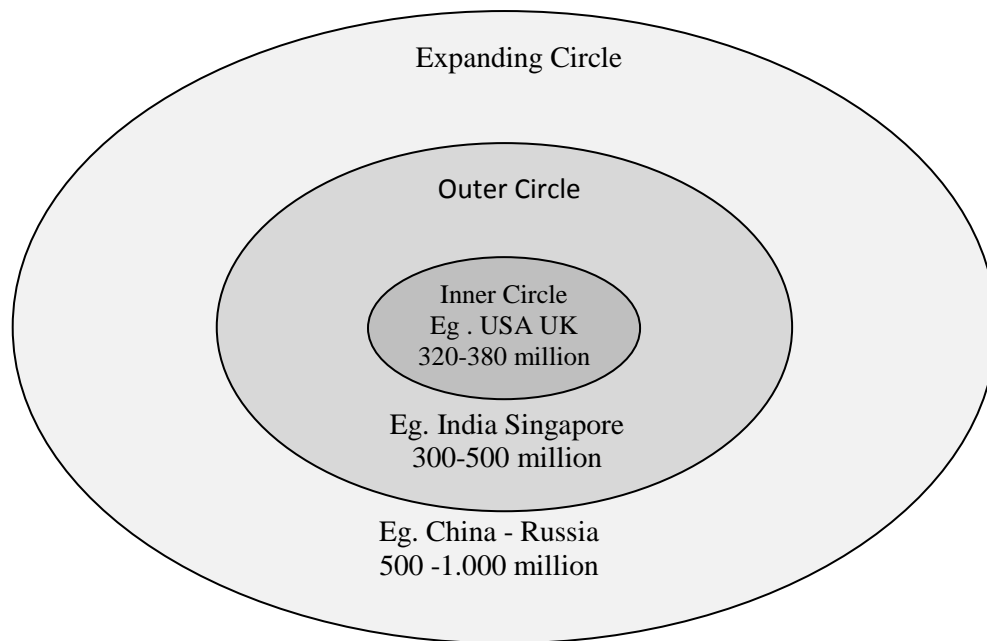
English has become the international lingua franca throughout the 19th and 20th centuries this generally accepted outcome is due to a combination of several facts that can be headlined under two main headings: The geo-historical reasons and the socio cultural reasons.

1.6.1.1 The Geo- Historical Reasons

The historical chronicle reveals the movements of English around the world. The expansion of English is basically due to the pioneering voyages to the Americas. As well as Asia and the Antipodes, it continued with the 19th century because of the colonial development in Africa and the South Pacific. The settlement of the British power over the four part of the world allowed the control of the seas during this era.

The postcolonial period witnessed the adoption of English as the official and semi official language by many independent countries that is the movement of English around the world. In fact, the English language is represented in every continent and in islands of the three major oceans: Atlantic, Indian and Pacific.

Nevertheless, dealing with the expansion of English, linguistic experts typically refer to B .B. Kachru’s three concentric circles of English (1986). It is a model that embraces historical, sociolinguistic and literary elements. As it is illustrated by the figure (1.2), the model exposes three circles according to stages of the spread of English.



**Fig 1.4: Kachru’s Three Concentric Circles of English
Adapted from Crystal (2003:61)**

The three stages are represented by Kachru as the Inner circle, the Outer circle and the Expanding that according to Kachru (1986: 529): “*Represents three distinct types of speech of English, phases of the spread of the language, and particular characteristics of the uses of the language and of its acquisition and linguistic innovations*”

The Inner Circle embraces the areas where English is the primary, first or native language (L₁) such as USA, UK, Ireland, Australia and New Zealand.

The Outer Circle involves India, Singapore, the Philippines, Malawi, and Ruanda and over 50 other territories. This circle refers to English with second or additional role (L₂), in these countries English has been spread in non native setting and has become part of their institutions that has encouraged the establishment in multilingual setting.

The Expanding Circle involves those nations which recognize the importance of English as an international language, although those countries: China, Korea, Japan, Greece, Poland, Norway , Algeria ...do not have a history of colonization by member of the Inner circle Indeed the number of members is increasing since it is an expanding circle.

Albeit Kachru's model of English has been referred to by the majority of linguists, over the course of the latest two decades several scholars have pointed out its limitations primarily concerning the recent changes in the use of English. For instance, English in Tanzania and Kenya has no longer the official status in their institution than it had before.

Accordingly, more up to date models of the spread of English have been composed. As the model suggested by David Graddol who demonstrated that an ambiguity in terminology has emerged with the global spread of English language. To illustrate, the difference between "native speaker", "second language speaker" and foreign language speaker has become ambiguous.

Besides, he points out a limitation of Kachur's model since foreign language learners in some countries of Europe were becoming more as second language users (Graddol, 2006) and that "Second language was" as linguistic term does not make sense currently. To this end, he revises Kachru's model and take "Functional nativeness" and speaker's linguistic proficiency as a basis for his model.

The statistics collected by David Crystal in his work English as Global Language point out that in the early 2000s about a quarter of the world's population (around 1, 5 billion people) is already fluent or competent on English. Over 380 million speak English as a mother tongue, thus the rest users of English language have to be ranked to the outer circle. The particular positions maintained by over populated China because of its growing interest in English.Hence, India and China noticeably account for over half a billion users and learners of English that makes Asia the prominent user of English in the world (Mc Arthur, 2002) More and more nations are becoming dependent on the use of English language, this phenomenon leads us to deal with the social cultural reasons regarding the spread of English.

1.6.1.2 The Socio- Cultural Reasons

The social cultural feature is concerned with the way people all over the world, in many segments of life have come to depend on English for their economic and social well being.

If one goes back to history, one finds that by the beginning of the nineteenth century, Britain became the world's leading industrial and trading nation, its economic growth was beyond the reach of any other nation. Most innovations of the industrial revolution were of British origin. Similar developments were taking place in America which had overtaken Britain as the world's fastest growing economy. When the American researches added to the British it is possible to suggest that about half of the scientific and technological output in the period between 1750/1900 were written in English.

In fact, English has become the modern lingua franca in a world that is economically, scientifically and culturally dominated by Anglo American countries. Any scientist must therefore master English at least to some extent to obtain international recognition and to access relevant publications. Therefore, in its role as a global language, English has become one of the most important academic and professional tools. English has become the standard language in the international research community. For instance, Testa (2006), director of editorial development at Thomson scientific, expands the four main components on which Thomson scientific selection is based:

- Timeliness
- International editorial
- Peer review
- English language bibliographic information.

Thus, Thomson scientific tries to focus on journals that publish their full text or, at the very least, their bibliographic information in English.

For example, as early as 1930s, German scientists showed a significant causal link between smoking and lung cancer, and published their research in German (Proctor, 1999). However their findings were largely ignored until the 1960s when British and US scientists discovered the link. Even in a country with a strong scientific tradition such as Germany, the language problem has been acknowledged.

In this concern Ofori (2006:236) refers to the problem of language:

The real solution seems to be to wait for Germany to become genuinely bilingual society, using English as the global language of science and German as the local language spoken and read by health professionals and patients

In the same trend, Graddol (1997) reinforces this fact and refers to the disciplines in which German scholars claim English to be their working language

Physics	98%	Veterinary sciences	53%
Chemistry	83%	Economics	48%
Biology	81%	Sport sciences	40%
Psychology	81%	Linguistics	33%
Mathematics	78%	Education	27%
Earth sciences	72%	Literature	23%
Medical sciences	72%	History	20%
Sociology	72%	Classics	17%
Philosophy	56%	Theology	12%
Forestry	55%	Law	8%

Every non English speaking country must address this problem. For example, several Spanish journals in clinical medicine have decided to publish their article in both Spanish and English to address healthcare professionals and international scholars respectively. (Bordon, 2004). Many other countries are making efforts to publish their science in English. China for instance, has established an agreement with the scientific publishing house Springer (Heidelberg, Germany) to select the best articles from more than 1,700 Chinese university journals and translate them into English the Japanese and translate them into English. The Japanese journals covering all scientific are, a large number of number of which are available in English. Similarly, Czech, Hungarian and South Korean are almost all published in English.

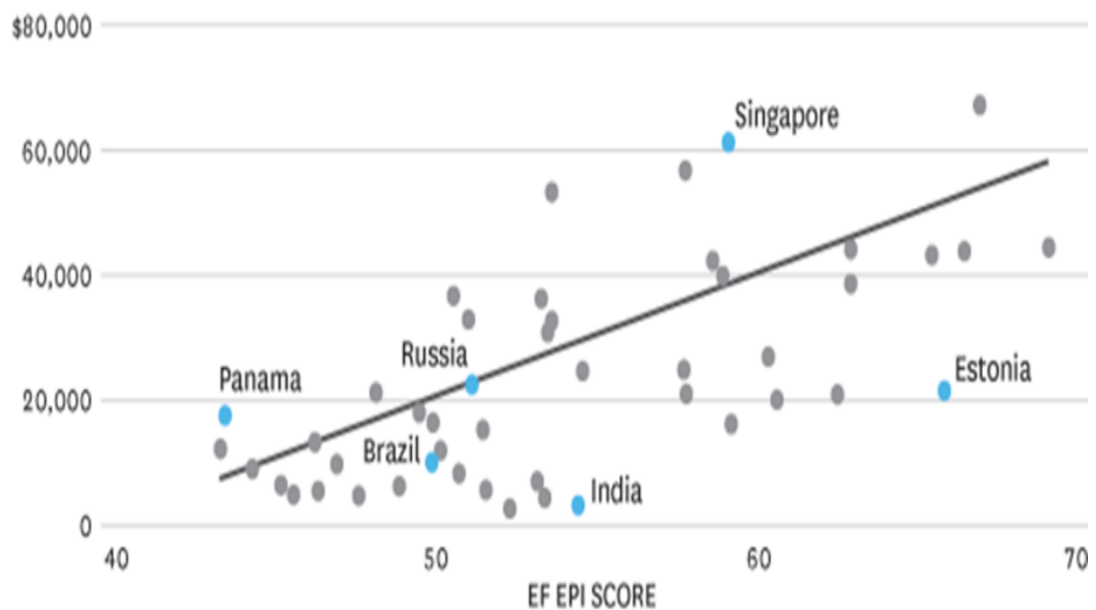
It is widely accepted that most of new knowledge is created by developed countries in which English has enjoyed a special status. It also recognized that developing countries enjoy efficiency gains if they adopt the knowledge created in developing countries. Crystal (2003) has emphasized on the importance of English language in the modern society. If we consider the number of internationally accepted

journals and published papers we may confirm that English has become an effective means of getting access to knowledge. Indeed, English language has been an important medium of academic publications. For instance, German Economic Review, the official publication of the German Economic Association, and Spanish Economic Review, the official publication of the Spanish Economic Association are published in English. Therefore, one cannot deny that individuals are more likely to get access to new knowledge if they have learned English. Hall and Jones (1999) argue that the differences in output per worker across countries can be explained by the differences in social infrastructure which is partially determined by language. Harvard Business reviews and the British Council show a direct correlation between English skills of a population and the economic performance of the country as it is shown in the following figure.

BETTER ENGLISH AND INCOME GO HAND IN HAND

English proficiency shows a strong correlation with a country's gross national income.

GROSS NATIONAL INCOME PER CAPITA



SOURCE UNITED NATIONS, GNI PER CAPITA PPP(\$), 2012 AND EF EPI 2013 REPORT

HBR.ORG

Fig: 1.5 The Correlation between English Proficiency and Countries' Gross National Income

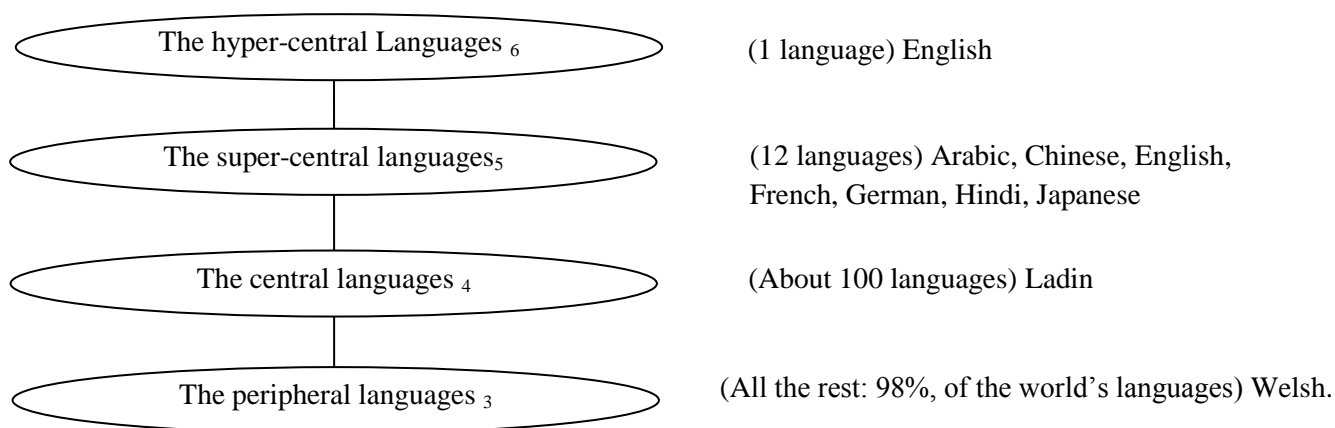
Thus, even non-English speaking countries have achieved interesting discoveries or inventions, they should be published in English language so that they reach international visibility and readily.

Not only in journals, still among books, has English had the lion's share. According to Bowker publishers in the United States, United Kingdom, Canada, Australia, and New Zealand 375,000 new titles and editions in 2004.

Anglo American publishers published 80% of all new English language books in 2004, while the US alone accounted for 52% of the total accessible to the international scientific community, in this respect Cook (2008:200) states: *“English is a requirement for scientific writing and reading: few scientists can make a proper contribution to their field without having access to English, either in person or through translation of one kind or another”*

As it has been noted, English has become one of the most important academic and professional tools. English is increasingly recognized as the most important language to be learned by the international community. Competence in English and the use of this language signify a transmutation. English is considered a symbol of modernization, a key to expanded functional roles and additional arm for success and mobility. Again, English language is the language which embraces people from different countries; they needed to learn the hyper central language, and this is explained by Cook (2008:191): *“The reasons for acquiring the hyper central language are the global demands of work; international business becomes difficult without English and native speaker is one of the types of peoples that need to be communicated with”*

Despite of the existence of the super central languages as German, French and Arabic; their use is limited to a specific goal, and restricted to a given environment. On the other hand, English has extended its scope outside the previous boundaries of the British Empire to a considerable rag of functions. According to Abraham De Swaan (2001) languages form a hierarchy and English at the top. The following figure shows this classification:



**Fig 1.6: The Hierarchy of Languages
(De Swaan, 2001: 175)**

The learning of second languages usually goes up the hierarchy rather than down; people learn a language that is next level up.

The dominance of English is also explained by the origin of Nobel Prize laureates. In the last 25 years of the previous century, the dominance of the United States became even stronger. US institution got 67,7% of the Nobel Prize in the period from (1975-1999) ; 8,7% went to the United Kingdom; 5,6% to Germany Through these statistics we notice the dominance of USA in the field of research; it is followed by the United Kingdom, both of them are English speaking countries. This fact attributed the English language the status of the language of research. It has become the modern lingua franca, and a target language to be acquired since it is an open window on knowledge in different fields as physics, medicine, and economics in which the USA occupy the first rank and always followed by the United Kingdom. The following figure illustrates this fact.

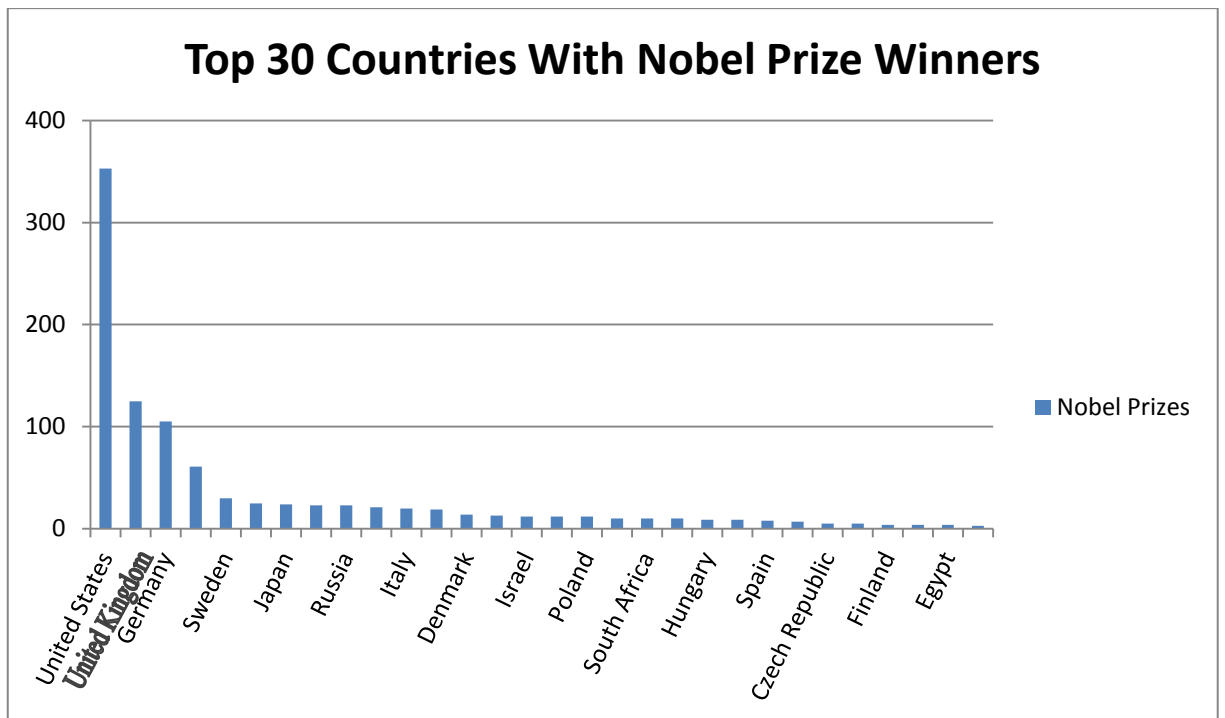


Fig 1.7: Top 30 Countries with Nobel Prize Winners
www.wordatlas.com

The language has become deeply rooted in the international domains of political life, business, safety, entertainment, education, the media, and communication. Five of the largest broadcasting companies in the world (CBS- NBC- AB C-BBC ad CBC=) transmit in English reaching millions of people all over the world. The United States have been leading television programming, satellite, TV and the film industry.

Above all, the domination of cyberspace by English is not only the result of global expansion of English as lingua franca but the historical development of technology as well. The early developers of computational machines were English speakers: Charles Babbage, the inventor of the analytical engines and Alan Turing the inventor of the universal engines, were both English. The development of the twentieth century computers has been almost entirely an American affair.

Although computer are not like national languages, being very restricted, they have inevitably been greatly influenced by the mother tongue of the programmers and this has largely been English (Microsoft Dos) the system developed in 1997 by US computer entrepreneur Bill Gates. As Crystal (1997) mentioned that, the biggest setback for English would have been if Bill Gates had grown up speaking Chinese. Indeed, English as an international language owes its status to computer genius Bill Gates too.

Furthermore, the Internet is an outgrowth of the Advanced Research Project Agency Network (ARPANET), the network developed by the US Department of Defense.

To sum up, Graddol (1997) identified three types of speakers using English: Those who speak it as a first language (around 375million speakers), those who speak who speak it as second or additional language (again some 375 million speakers) and those who learn it as a foreign language (about 750 million learners). Graddol (1997) also identified the major domains of English as:

- 1- Working language of international organizations and conferences.
- 2- Scientific publications.
- 3- International banking, economic affairs and trade.
- 4- Advertising for global brands.
- 5- Audio-visual cultural products such as film, T.V, popular music.
- 6- International tourism.
- 7- Tertiary (university) education.
- 8- International safety (airline and maritime travels)
- 9- International law.
- 10- As a “relay language” in interpretation and translation.
- 11- Technology transfer.
- 12- Internet communication.

Besides the major domains of English, it is important to summarize the reasons for such an intensive spread of the English language. According to (Bhatt 2001); Crystal (2003); Graddol (1997); Krishaswamy (2006); Jenkins (2009) the reasons are classified as follows:

- Historical reasons inform the legacy of British or American imperialism when country’s main institutions carry out their proceeding in English (government, civil service, schools...)
- Internal political reasons due to which English is neutral means of communication between the country’s different ethnic groups.
- External economic reasons by which English is understood as a language of internal business and trade, tourist advertising industries (organizations and companies are English dependent).

- Practical reasons of international air traffic control, maritime, policing and emergency services that are in English.
- Intellectual reasons: English is a language of scientific, technological and academic information.
- Entertainment reasons: English is a language of popular culture and advertising (also main language of satellite broadcasting, home computers, and video games as well).
- Wrong reasons: Specifically linguistic features, beauty of the language, easy pronunciation, simple grammar. Yet, the last category is the least important for the spread of English as a world language.

As a matter of fact, English internationalizes one's look. Compared to other languages of wider communication, knowing English is like possessing the fabled Aladdin's lamp. It permits to open the linguistic gates to international business, technology and science. It initiates one into the caste of that power and more important, that controls vital knowledge. English has acquired prestige because of its use in such important domains. The convenience of having a lingua franca to serve global human relations and needs is appreciated by millions. The use of English as lingua franca is imposed; the more important a domain is, the most powerful a language becomes, this is the case of English.

1.7 An overview on Educational Reforms in Algeria

Educational reform is basically set to improve learning/teaching process of schooling. Regarding structural functionalists beliefs, reform attempts try to deal with particular problems or preoccupations as improving teaching quality, adapting curricula or reorganizing the school structure.

1.7.1 Arabization as First Step

Arabization is the starting point of the reform in the Algerian educational system long patterned after the French. An eradication policy of the French rule and culture has been adopted since 1962. Consequently, in order to go hand in hand with the adopted ideology, the government under the leadership of the late President Houari Boumedienne imported hundreds of Arabic teachers from the Middle East to secure Arabization. Since 1973 the curriculum has been arabicized; meanwhile, the teaching of French has been considerably restricted. Afterward, in 1976, all private schools were

abolished and a compulsory period of 10 years of education was settled. The years 1976-1979 marked the end of the educational cooperation. Arabic was declared to be the language of instruction for subjects except sciences and medicine courses (Vermeren, 2009).

Mass Higher Education and Arabization have affected the worldview of the generation by mid-1980s. It has become an attitude and a way of thinking, according to Vermern (2009:56): “*Arabization, in the region, is not only a question of words and symbols, but a fundamental question concerning the very conception of the world*”

Indeed, the process of Arabization of the educational system was, according to the government, to re-establish Algeria’s Arab-Islamic Heritage (Mize, 1978) and to reinforce Algeria’s strategic position within the Arab World (Malley, 1996)

1.7.2 Necessity of Foreign Languages

The answer to the question why to teach foreign languages is provided at the highest level by national educational policy on economic and political grounds. As part of Algeria’s growing efforts towards changing its economy traditionally based on agriculture into an economy based on industry, a specific focus is put on scientific and technical education and training. This was clearly and officially stated in the “Rapport General du Plan Quadrienal (1970:19): “The scientific and technical teaching may be given some priority if we want to reach a rapid development required by the country”⁷

To meet the specific basic needs indicated above, Algeria gave a particular importance to foreign languages in general since international contacts require a sophisticated level of communication were to occur with increasing frequency. To focus on the same idea, the National Charter (1976:66) stated that: “*Learning languages of culture would facilitate a permanent communication with the external world, that is to say modern science and techniques*”⁸

In the educational system, it has become imperative to acquire besides mathematics, physics or biology a foreign language, they often wonder if the acquisition of languages other than the mother tongue, will serve any known purpose. According to Richterich (quoted in Galison, 1980:57), there were reasons to believe that: “*Experience show that someone learning or about to learn a foreign language does not know or knows very vaguely its usefulness*”⁹

Even if it is not possible to evaluate exactly how much English the learners will need in the future life, it is generally acknowledged that the acquisition of a foreign language can prove to be necessary in many careers in trade and politics.

1.7.3 English Language Teaching in Algeria

Regarding English language teaching, two great events marked this period: The first in 1969, when General Inspectorate of English was constituted. The second in 1972, when the government decided to “Algerianise” the English teaching books and methods. (Mize, 1978; Hayane, 1989).

The period between 1980 and 1991 is characterized by political and economic changes. The government adopted a new policy; it has become politically liberal and economically open towards the West. The first preoccupation was to spread the Algerian economic market beyond the French one, and provide opportunities to other countries in the world, mainly to the U.K and the USA. Accordingly, the 1990s noticed an increase of American and British investments in Algerian oil and gas industry. (Kheir ALLah, 1997; Elnaher, 1997). The government continued its policy of Arabization of the education sector. As a matter of fact, Arabic became the main language of instruction of all curriculum subjects and French was no more than a foreign language starting in the fourth year of primary schools and English was taught from the second year of middle schools. Furthermore, teacher-training courses were also subject to reforms, the period was extended to 2years at the ITE for primary and middle school teachers, and to a four-year licence degree for secondary school teachers. Moreover, this period witnessed the opening of more English departments in universities and the design and publication of Algerian-made textbooks and learning materials. Above all, the most prominent event in that period rests the process of political, economic, and educational reforms.

Regarding political field, a new constitution, which allowed political pluralism, was adopted and gave birth to many political parties.

Economic reforms included the encouragement of private businesses and investment, as well as encouraging tourism in Algeria and accordingly provide a potential labour force that speaks foreign languages. Thus, the need to use foreign languages was essential to satisfy the economic objectives stated above.

On the other hand, educational reforms appealed to the appointment of the National Commission for the Reform of the Educational and Training System in January 1989. All educators, students, and parents were involved. In May 1989, a report was afterward submitted to the government. The corner stone in this report is the fact that the educators and parents wanted to teach English in primary schools rather than French. (Ministry of Education, 1989). Unexpectedly, a civil war broke out in early 1992 and the 1989 educational reforms were consequently frozen. By the year 2000, a rapid change in the global economy and market had taken place. And Algeria which was just getting out of a bloody war, was obliged to engage in a process of adaptation to job market. Still, this easy said than done, faced with Arabization; since Arabic was re-confirmed in 1996 Constitution as the only national and official language, and that by law it had to be generalized and used in all state sectors by July 1998. The law also stated that it was strictly forbidden to use any foreign language in official deliberations, debates and meetings (Grandguillaum, 1997). Furthermore, Mass Higher Education and graduate unemployment were considered as colossal hindrances. The crises were not only cultural but social and educational as well.

The authorities and a great part of the population have declared the need for educational reforms. These reforms should include the reintroduction of French at an early stage. In this respect, the Algerian government appointed the National Commission for the Reform of Education (CNRE) in 2000. The main task was to evaluate the situation of the educational system and to supply some recommendations on the necessary reforms that go hand in hand with the country's new policy of democracy, reconciliation and economic development. The Report of CNRE was given back in 2001 and it confirmed the urgency to reform the educational system to meet the 21st century's challenges. (Tawil, 2006). Three platforms of reforms were suggested taking into account the school structure, teacher training, and syllabuses and textbooks.

Reforming the school structure includes

- Introducing a pre-school level for five year old pupils
- Restricting the duration of primary school from 6 to 5 years, and middle school from 3to 4 years
- Restricting the post-compulsory education in secondary school into three streams: general technical and vocational

Reforming teacher training includes

- Improving the knowledge and skills of teachers and inspectors
- Coordinating and evaluating teacher training and development

Reforming teaching syllabuses and textbooks

- Elaborating and introducing new teaching programmes for all school levels
- Providing and evaluating new teaching resources and materials
- Introducing new teaching methodologies to meet programme's objectives
- Setting up systems for information and communication technology in schools.

Of equal importance, a new curriculum based on a socio-constructivist approach to education which regards learning and teaching as a process of social construction based on interaction and critical reflection was consequently implemented the Algerian educational system in 2003. In order to meet the objectives already stated above, new teaching syllabus, textbooks and teaching materials were designed, as well as teacher development programmes were initiated to enable teachers to be familiar and adapted to the new curriculum.

When dealing with the educational reforms, it is imperative to refer to foreign language teaching. Therefore, French was re-introduced as the first foreign language taught in the 2nd year of primary schools. English, actually, was taken back from primary school level to be taught in the 1st year of middle schools. The following table provides a recap to the reforms regarding foreign language teaching.

Table 1.4 Foreign Languages Teaching

	Primary ¹⁰	Middle	Secondary
	(5 years- age 6/10)	(4 years- age 11-14)	(3years age 15-17)
French	Year 3 to year 5	Year1 to year 4	Year1 to year 3
English	Not taught	Year 1to year 4	Year1 to year 3

A new teacher training system has been developed to meet the challenges of the new curriculum. Indeed, this new system of teacher of teacher training has become more qualitatively oriented than the old one. The Ministry of Education (2006) states the general philosophy of teacher training as follows: “*Training is a continuous for all educators at all levels, and its purpose to allow the participants to gain knowledge and to enhance competence, and awareness about the mission that educators are set to accomplish.*”¹¹All teachers for all school levels, primary, middle, and secondary are trained at the National School of Teachers (ENS) run in partnership with the Ministry of Education and the Ministry of Higher Education. The Ministry of Education has also run in-service courses (INSET) and seminars to meet the demands of the new curriculum. All the reforms stated above were designed to refresh the learning process as far as open-mindedness and quality are concerned. The political map has changed as well as the economic powers.

The Algerian government does not see English as an open window to science and technology, but also to other cultures and civilizations. As it has officially been stated by (the Ministry of National Education, 2003: 53). Quoted in Logbi and Meddour, 2010:19): *Becoming part of an international community of people who use English to exchange and share ideas and experiences in the field of science, technology, culture and civilization*

Globalization has changed the world into a small village; in fact, Algeria is not excluded from this sphere and has to be updated in order to be a member in the unprecedented race of the developed and developing countries. Algeria, as many other countries has a will to widen her commercial and cultural exchanges. Moreover, Algerians are urged to learn the language of the majority and the powerful language of the future. In this context Taylor,I and Taylor,M.M (1990:346) assert this situation as follow:

English is highly desirable, almost indispensable second language for the non-native English speakers. It is usually one of the official languages at international conferences...there are more technical journals in English than in any other language. Moreover, the technical journals often carry abstracts in English

Therefore, the need to teach English in Algeria springs from its prominent place as a global language and the capital role it plays especially in the field of science and technology. Algeria aims at being part of this globalization by joining the most developed countries and experiencing this worldwide competition. In order to fulfill this mission, it is necessary to join the university to the process of reforms.

1.7.4 Reforms in Education at the Tertiary Level

The phenomenon of globalization is not excluded from the world of higher education, it is considered as an external economic and political process to which universities depend on. In fact, globalization is defined as the broad economic, technological and scientific trend that directly affects higher education and is largely inevitable (Albach, et al. 2004).

In the year, 2004-2005 Algeria has integrated the principle of the Bologna Process set in Europe in the year 1999. It owes its name to the Bologna Declaration signed in this Italian city. This declaration is considered as a component of many schemes that have been developed, before and after 1999, in order to create a European Higher Education Area (EHEA) by 2010. The LMD system as a reform has been adopted by not only European countries, but by almost countries in the world. Europe's Bologna Agreement¹² was initially intended to increase economic and research cooperation between European nations, and was later extended to include North African countries through programs such as the European Commission Education and Culture (ERAMUS)¹³. Algeria has reformed higher education by following the Bologna Agreement as a model in the hope of facilitating students' and scholars exchange and the recognition of Algerian degrees internationally. Given the linguistic and cultural diversity of all of the countries involved in the European Union and North Africa, English has become the common language that makes easier the mission of the Bologna Agreement. The reform of Education in Algeria has thus involved encouraging multilingualism, including French and English.

As a response to this reform, the traditional programs and curricula have been replaced by new offers of formation dependent on the unique needs of the country. LMD system in Algeria is considered as a step towards globalization; that is why, there was a consultation of a large number of teachers of higher education coming from about

10 universities. The document has been the fruit of a serious debate of about one year, but LMD has been included in only the universities that accepted piloting it. The University of Bedjaia “Abderhamane Mira” is the pioneer in applying this system in 2004. Foreign languages departments (French and English) were the first departments, which gave a field to the system. Later on, many universities have reached the race.

For the first cycle, the licence is split into two stages; the first basic training is transdisciplinary lasting from two to four semesters; alternatively, to acquire the basic principles the field chosen by the student and an introduction to methodology of academic research and discovery. In order to ensure the effectiveness of learning process, the Algerian Ministry of Higher Education has assigned special commissions to evaluate the licence and master’s offers.

In order to consolidate LMD architecture and make it efficient, many considerations should be taken into account at the level of curriculum design as:

- Planning and of the students’ needs as well as those related to the socio-economic market.
- Developing multimedia at the level of oral and vocabulary.
- Creating cooperation between universities who have the same objectives and interests.
- Prepare students for vocational education through the choice of English.

These objectives are hardly reached because of the shortage of teachers, the groups are very large and heterogeneous; henceforth their competence in English is different. As far as the syllabus and methodology are concerned, the teachers of English are entirely responsible for the selection and utilization of materials without any training in ESP. Very often, texts are selected and used at random.

It is worth mentioning the existence at the university level of “Centre for Intensive Learning of Foreign Languages” (CEIL). The highest rate goes to English; learners are students from different institutes, teachers and even administrators. They are grouped according to their degree of proficiency (beginners, intermediate, advanced) determined by a pre-course test. Thus, background is used as the point of departure for the teaching. Besides this institution, many private schools provide English courses.

1.8 An Overview on the Economic Situation in Algeria

Algerian economy has gone through many stages, each stage is designed by the policy undertaken and changes that have occurred in the world. Algeria is a crucial part of this world and thus, it was necessary to adapt its economy to the new rules prescribed by globalization phenomenon.

1.8.1 Economic Policy: Development and Reform ¹⁴

After the independence, the preoccupation was to break with the social and economic organization that used to exist in the colonial era. Thus, governmental systems had to be reinforced and amalgamated in order to deal with economic transformation and this was chiefly based on:

- Nationalizing industrial enterprises and the banking sector;
- Creating national currency and establishing an exchange control and foreign trade;

In 1969, a planning system was settled and served as a fundamental step for development plan over several years. From 1966, Algeria's economy adopted a new direction with the chief objective of putting an end to the disintegration of economy and the supremacy of foreign interests inherent in the country's colonial past.

The formation of basic industry, land reform and independence with an outward looking perspective were the three mainstay of this pro-active policy. The goal beyond national control of wealth and resources was to improve the high standard of living by providing the most employment opportunities for Algerians.

1.8.1.1 Policy towards Hydrocarbon Sector

A number of programs followed from 1967 to 1977 for hydrocarbon sector, a challenging plan to upgrade all categories of energy resources (oil, condensate natural gas) was launched in 1978. It was a 30 years program whose cost exceeded \$35 billion, an amount equal to four times the outstanding debt already contracted at the time of this program. The plan was abandoned because of the death of the president Houari Boumediene in December 1978. By 1984 with the decrease of foreign exchange earnings generated by oil exports, Algeria found it difficult to make repayments.

In 1986, with the prostration of oil prices, the vulnerability of the Algerian economy came clearly to the fore. On October 5, 1988, popular revolts broke out over all major cities, and urban areas of the country.

Therefore, on October 5, 1988 definitively marked the expiration of the monolithic system, the political system established in 1962. It was compulsory to reschedule its external debt estimated at over 25 billion USD in the early 1990's. Rescheduling associated with a stringent structural adjustment plan for social categories that were already vulnerable, allowed Algeria to decrease by half its annual debt service. The agreement signed in 1994 with the international Monetary Fund (IMF) and creditors required Algeria to pay each year until 2006 a significant sum of foreign currency from hydrocarbons export revenues. Recently, after the implementation of SAP, the external debt moved from 32, 2 billion to the half: 16billion US\$ in 2012. At the same time, Algeria has espoused a policy of liberalization with the adoption of market economy and the constitution of a new legislative package patterned to help private investors and enable the call for capital foreigners. Several laws have been enacted to this end.

- Law on money and credit;
- The Decree establishing a stock market;
- Ordinance on investment development;
- Requirements of the states;
- Ordinance on the privatization of public enterprises;
- Law and competition.

To establish the changes imposed by the Structural Adjusted Programmes (S.A.P) and Algeria's new economic directions, "second generation reforms" were provided in order to improve economic development.

1.8.1.2 Second Generation Reforms

Second Generation Reforms have touched up many fields in the economic sector and many changes have occurred as it will be accurately explained in the following points.

a- Integration into the Global Economy

This reform, in order to restrict dependence on hydrocarbons and improve the standard of living, the association agreement with the European Union (EU) and accession to the World Trade Organization (WTO) are of a precedence importance. Support Program for Economic Recovery (PSRE) 2001-2004¹⁵ included the tariff reforms to boost the full opening of foreign trade.

b-Promoting Investment and Business Environment

It was formulated around Small and Middle Enterprises (SMEs) as sources of development and jobs. The regularity and institutional framework which includes (regulation on the investment development, competition, standardization, metrology, industrial property policies) as well as the financing of SMEs are particularly targeted.

A program to upgrade the companies is provided in the stimulus package with an initial budget allocation for around 30 million Euros. Another program including 20.000 larger scales SMEs was launched since the 2010-2014 program. In 2012 only 6.000 SMLEs are line with the program (it is a Euros budget of 4 billion Euros) public sector reform, privatization of the public enterprises are chief responsibility of the ministry of Industry, small and middle enterprises as well as Investment Promotion.

c-Telecommunications

The telecommunication field has been subjected to considerable changes. The law of July 2000 put an end to the monopoly by the divorcement of the telecommunications from postal operations. Indeed, it paved the way to investment opportunity for private and foreign operators.

Furthermore, a post and telecommunications regulator (ARPT)¹⁶ was created, its chief role is to monitor compliance with regulations and ensures free competition among operators.

d-Mining, Energy and Oil

Algeria occupies the 15th place in the terms of oil reserves, the 18th in the production and 12th in exports. Algeria's refining capacity is 27 million tons/yea in 2011 Algeria ranks 7th in the world in terms of proven gas resources, 5th in production and 4th in Liquid Natural Gas exports¹⁷. In the Mediterranean, Algeria is the largest producer and exporter of oil and natural gas. Of equal importance, Algeria is the largest producer of liquefied natural gas (LNG) in the Mediterranean. Algeria is equipped with major infrastructure and has great production capacity. This sector has witnessed important progress since the adoption of law N°9121 of December 4, 1991, amending law N°8614 on hydrocarbons and accordingly the opening of this sector to foreign investment. This innovative procedure has given a genuine advance to partnerships. More than 60 exploration contracts have been signed since 1992 between SONATRACH Algeria's national company, and foreign oil companies. The liberalization of the hydrocarbons,

which extended to down-streams activities in the oil sector, has been backed up by the announcement of law N° 05-07 on hydrocarbons of April 28, 2005. In spite of the total number of SMEs/SMIs in Algeria is estimated at 600.000 businesses in 2011. Yet, it was estimated at about 180.000 in 2001.

This act is based on two main pillars:

- The definition of small and medium sized enterprises;
- Support and aid measures to promote SMEs.

In the wake of the law, business incubators and centers for facilitating procedures, and providing information, direction and support to business were created, paralleled to a guarantee fund for SMEs-SMIs (FGAR)(Fond de garantie des credits aux petites et moyenne enterprises)credits to SMEs/SMIs.

A promoting program of support for the upgrading of 20.000 SMEs has been established.

e-Banking Sector

Ten years ago, before introducing the far reaching reforms of the Algerian economy, Algeria's banking system used to function and evolve as a privileged instrument for the service of public economy and centralized planning. Public enterprises were regarded as the crucial constituent of Algeria's economic potential; therefore, the bank task was to facilitate the operations of public enterprises starting with law N° 86-12 referencing to the banking and credit system, and since the announcement of the Currency and Credit law in 1990 in particular, the Algerian banking system has recorded some of its prestige. Since the espousal some of the law already mentioned, a new banking and financial environment has been created. It would turn out to be much more adequate to liberalize the economy from the confining administrative tutelage it had been subjected to, by making the Bank of Algeria the real country's monetary authority. The law confirmed the universal profile of the Algerian banking and financial system by opening up the sector to both domestic and foreign banks and financial institution.

The banking sector now represents more than 29 banks and financial institutions including 65 public and 14 private institutions. This expansion of invitations to tender for banking services permitting foreign banks and financial institutions to set up a

presence or be delineated in Algeria, and is also backed up by a concerted effort to modernize the system. Actually underway, this process has an objective to raise the level of access to banking that is still very low of the Algerian economy, introducing smoother inter-banking operations by ameliorating secure communication network and innovating means of payment by introducing new and modern ones as well.

The beginning of this modernization stabilization process is represented in:

- The recapitalization of the public banks and the stabilization of their commitments portfolios;
- The launching of interbanking projects; (a new array of products, international payments cards, data transmission networks, monetics)

The beginning of wider coverage for the needs of customers, households and individuals with the development of real estate credit and, until recently, consumer credit. In fact, as part of the Supplementary Finance Law for 2009, banks and financial institutions are authorized to grant credit lies to individuals only for real estate acquisition. The creation of private equity firms.

f-New Information and Communication Technology (NICT)

In these two sectors, Algeria, actually appears to be a promoting market in the Euro Mediterranean region. Fairly large equipment programs have been initiated; More than 12 million mobile telephone lines and 3 million additional landlines. Several hundred thousand computers have been stated to equip thousand of educational institutions, cybercafés, banks, administrations, local communities and tens of thousands of households.

The application of computer science and internet in Algeria has witnessed a swift growth. The approval of National Institute of Information and Communication Technology (NICT) is a real social phenomenon. Indeed, in 2006 the International Telecommunication Union, revealed that there were close to 4, 6 million internet users in Algeria, with almost 400.000 subscribers. Algerian websites went from 10 in 1997 to over 4.50, including over thousand currently under construction. The authorization system for opening cybercafés was abolished in 2000 and replaced a simple registration. Accordingly, by the end of 2010, there were over 11.000 cyberspaces. The Ministry of Telecommunication planned the creation of platform for an additional 100.000 internet subscriptions from 2003. The E-Algerie program has been created to absorb the

retardation in this sector with the planned launch by the end of 2013 of the 3G. Actually, 4G is in the way of application. As far as the legislative and regulatory fronts are concerned, a decree, which authorizes and liberalizes the operation of Internet services, was promulgated. Foreign investors specializing in Internet ventures are now allowed to set up operations in Algeria through companies incorporated under Algerian law.

1.8.1.3 Economic Public Sector Organization

The Algerian economy is characterized by the existence of a relatively large economic sector. The current underway economic reforms aim to formalize the market economy and found the corporation as an economic actor with the state support on the one hand, and implement a system that will enable the state to have the role of a strategic regulator and authority on the other hand.

Both new public sector organizations and the new regulations were put in place to accelerate the reform process and enable the entities making up the state economic sector to adapt to the new realities. This reorganization made it possible to transform state-owned economic enterprises into joint stock companies and to end the state's supervision. These joint stock companies are now exercised by trustees starting by equity funds and followed by holdings, (this point is amply explained forward). To this end, shareholders attributes have been assigned as well as portfolio management firms (SGP) Sociétés de gestion des participations de L'état. 28 firms in charge of managing government assets held by state and by 18 group enterprises, among these, 11 are financial institutions enjoying a dominant position in the banking and insurance sectors in particular. Because of heavy debt many of these state owned enterprises are now qualified for privatization; in fact, an Ordinance pertaining to privatizations was enacted in August 2001, this Ordinance should have qualified the regulatory framework and expanding privatization to all competitive segments.

Since 2003, 192 total privatization operations were launched. In 2007, 68 total privatizations were completed, and 36 in 2008.¹⁸

1.8.1.4 Privatization and Industrial Restricting

Six years after launching the basis for privatizations with Ordinance N°95-22 of 26 August 1995 on the privatization of public enterprises, public authorities were duty-bound to develop even further with Ordinance N°1 04 of 20 August 2001¹⁹ on the

organization management and privatization of large state owned companies “Enterprises Publiques Economiques” (EPEs)

The legislature no longer differentiates between business and the strategic sector. Both of the categories are qualified for privatization, of equal importance, companies of public service mission. Yet, companies considered by the state as flagships in the economic or industrial sectors, special measures might be taken by the state, on probationary basis, to protect them against foreign interests and keep on their original activity.

Through the sale of public assets to private investors, the legislator tends to improve the management and acquisition of new technologies as well as reducing the Treasury debt vis-à-vis the Banks of Algeria. To fulfill this aim, the state through companies that manage foreign investment in and in cooperation with state enterprises Participating Management Companies (PGS)²⁰, proves a considerable negotiator for transfer prices of companies in order to make sure that privatization transactions provide new incomes for the treasury.

Government policy tends to favor “positive privatization”, this is clearly stated in Article 17 of the Ordinance N°04-04 of 20 August 2001, under which

Privatization transactions, in which buyers agree to return or upgrade the company and/or maintain all or part of the salaried jobs and keep the firm in business, can benefit from specific incentives negotiated on by case basis.²¹

Indeed, privatization has a positive characteristic in the case of usefulness to nation. In this case, it allows existing business to benefit from an external contribution (financial, technological, and managerial). It contributes in creating new jobs as well as building productive capacity. The privatization policy excludes reserving ailing companies whose manufacturing facilities are disused, inefficient and prove too costly or the taxpayer so that Algeria respects the commitment made to the international financial community in general and the Bretton woods institution²² in particular.

Going hand in hand with the privatization, Algeria has taken steps to create thirteen major companies (known as economic development corporation or SED) to allow the development of an industry which is competitive and efficient in terms of skills development of human resources, technology ; as well as, in terms of management

methods. This industrial policy is headed by the Ministry of Industry and Investment Promotion (MIP). These measures promote the diversity of economy and have been fruitful on many sectors as petrochemical, pharmaceutical, engineering and automotive construction, steel, aluminum and food and agricultural industries.

The objective embeds the association of an industry group similar to SONATRACH and SONELGAZ around a nucleus and private companies in one industry. These companies are likely to open their capital to foreign investors.

1.8.2 The Legal Environment for Business

Algerian corporate law is mainly based on civil law. The supplemented and/or amended economic legislation guarantees equilibrium between both freedom of trade and the necessary regulatory framework adequate to universal, legal principles and standards. Free trade demands rules of organization and the constitution of commercial companies as in the case for free movement of goods, the super intendance of funds transfers and the enforcement of antitrust laws. Besides, Algeria has assigned many international conventions for the Protection of Library and Artistic Ownership, the Paris Convention for the Protection of Industrial Property²².

Adapting rules to both local and international economic environment is marked by a profusion of text.

1.8.3 Foreign Investment in Algeria

Foreign investment in Algeria is based on regulations and rules. These are amply explained forward.

1.8.3.1 Legal Framework

The rules applied on domestic and foreign investments made in the economic activities of production of goods and services are included in ordinance N°01-03 of 20 April 2001, as amended and supplemented²³ on investment development. It includes both domestic and foreign investments. The range of activities includes the production of goods and services; yet, it includes the production goods purchased for resale. The ordinance makes reference, nevertheless when the activity is import activity i.e. foreign trade activity:

- Under the ordinance, are investments: acquisition of assets which fall within the framework of the creation of new activities or which are likely to expand production capacity or to renovate or restructure manufacturing facilities;
- Participation in the capital of enterprises (in the form of in-kind or cash contribution,
- Buyout of activities within a total or partial privatization.

Investments that are made by awarding concessions or licenses are also included in the ordinance N°01-03 of August 20, 2001 referring to the development of investment, various activities are qualified for provisions linked to the development of investment: as cultural activities, especially cinema and book industry.

1.8.3.2 Freedom to Invest and Algerian Partnerships

Investment in Algeria is regulated by laws which emphasize on the right of protection and guaranties as the following ordinance states.

Article 4 of the ordinance specifies that investments are made freely,

Subject to the legislation and regulations pertaining to the regulated activities and while respecting the environment. They benefit by rights of statutory protection and guaranties provided by current laws and regulations

Investment benefiting from tax incentives mentioned by the present ordinance are subject, prior to their implementation, to an investment declaration of the national agency for the investment development (ANDI)".²⁴

By “Regulated Activities” is meant all activities governed by special rules organized by the laws and regulations defining them. According to the decree N°97-40 January 18, 1997 modified and completed, related to the criteria for the determination and framing of regulated activities and professions subjected to their registration to the trade register is considered as regulated activity or profession, any activity or profession subjected to its registration in the trade register, and requiring, by its nature, content, object and means used, a number of necessary particular conditions to allow its exercise. The classification of an activity or a profession in the category of regulator

activities or professions depends on the existence of important concerns or interests which require a legal frame and appropriate techniques.

As far as partnership is concerned the supplementary finance law for 2009-2010 in article 04 has enacted new provisions for the framing and the establishment freedom principle. They place partnership on general and foreign investment in particular. Three (03) of the four (04) articles which complete article 04 of the ordinance are entirely related to foreign investment. According to article 4a of the ordinance amended foreign investment for production of goods and services, can be achieved through a partnership with the resident national shareholding that represents at least 51% of the share capital. Domestic ownership may include several partners.

The partnership rule is valuable and applied to every field of activity, including banking and insurance. Besides, the employment of auxiliary maritime transport activities is also concerned with the principle of partnership under executive decree N°09-183 of 12 May 2009 in which the conditions for conducting maritime transport auxiliary activities can be exercised by persons of foreign nationality and legal persons belong to individuals of foreign nationality only if they present evidence of statutory detention of the at least 40% of their capital by individuals of Algerian (nationality).

The new rules are valuable to be applied to foreign investments, which have been settled before their promulgation (before 2009), incases restrictively planned by the legislator. In fact, according to article 4a of the ordinance (that is amended by the supplementary finance law for 2010, finance law for 2012 and 2013):

Any modification of registration the trade registry involves a preliminary compliance of the company with the rules of capital share structure.

Except under the following conditions:

- Modification of share capital (increase or decrease) which does not involve a change in shareholding structure or in the proportion between the shareholders;
- The transfer or exchange, between former and new directors, of guarantee shares exceeds 1% of the share capital of the company;
- Modification of the activity coming from a modification of the nomenclature of the activities;
- Appointment of the manager or legal representative of the company;
- Change of headquarters address

Overall, the new version of the ordinance emphasizes on proposed investment or foreign direct investment or in partnership with foreign capital must now be exposed to the screening of the National Investment Council (CNI) as well as subjected to a declaration of investment before their implementation with the National Agency of Investment Development (ANDI). The period of validity of an extract of trade registry may be subjected to a limitation for number of activities.

1.8.4 Legal Forms for Incorporation in Algeria

After the supplementary finance law for 2009, all companies incorporated are under obligation to have a local resident shareholding of 51%.

1.8.4.1 Incorporation of the Company

Companies should have a corporate name as well as a corporate object. A corporate name of a company or enterprise should not have existed before or already registered in the trade register. The national trade registry should provide a certificate attesting the non registration of the corporate name (attestation de domination) valid for six months. The corporate name must be followed by the corporate form.

As far as the corporate object, the company is free to choose its object taking into account compliance with set conditions in case of activities related to specific regulations. The corporate object shall comprehend all commercial activities that the company intends to conduct. In fact, it should take into account the activity codes mentioned in the nomenclature.(Economic activity list) it is necessary to define clearly the corporate object in the articles of association of the company to be drafted by notary in Algeria. These nationally recognized activity codes will be registered in the company's trade register. The registration of regulated activity codes are set to secure the required license, permit or authorization. If the corporate object delivered by the concerned company does not fit any activity code listed in the economic activity list, a request may be submitted to the authorities of the National Trade Registry so that an activity code may be created.

1.8.4.2 The Articles of Association

The articles of association are signed by all shareholders or partners, either in person or through a procurator with special power of lawyer, then must be drawn up in notarized deed.

The first board members or managing directors and the statutory auditor, when designation is mandatory, are designated in the articles of association or during the statutory shareholders meeting constituted by a notarized deed or by a private agreement filled with notary and registered as well as published.

1.9 Commercial Company Types in Algeria

The economic reforms that occurred in Algeria have prepared the ground for the establishment of different commercial companies.

1.9.1 The Joint Stock Company (J.S.C)

The joint stock company is governed by article 592 and the following articles of the commercial code, which defines such companies as: *“companies whose capital is divided into shares and which is constituted between shareholders who bears losses only in proportion to their contribution”*²⁵. The company is required to designate a statutory auditor and the company may be formed by conducting a public offering.

1.9.2 The Limited Liability Company LLC

It is formed by two or more partners who shall only liable for losses in proportion to their contributions.

1.9.3 The Sole Proprietorship Limited Liability Company (SPLLC)

This type of business is simple to form and operate as well. It is characterized by greater flexibility of management, fewer legal controls, and fewer taxes. However, the business owner is personally liable for all debts incurred by the business.

1.9.4 Limited Partnership (PL)

It is composed of one or more general partners and one or more limited partners. The general partners manage the business and share fully in its profits and losses. However, limited partners share in the profit of the business, but their losses are limited to the extent of their investment.

1.9.5 Limited Partnership with Shares (LPS)

The creation of this type of company is considered when general partners, founders of the partnership, give themselves excessive managerial power is helped by the general partners, whilst most of the share belongs to the limited partners.

The LPS capital is divided into shares. There are two categories of partners. The first type entails one or more general partners who have the same status as the partners

of GP. They are authorized to all kinds of capital contributions, including services contributions their shares are not represented by negotiable instruments. They automatically have trader status and are personally, indefinitely and collectively liable for the corporate debts.

The second type entails limited partners whose number may not be less than three. They have the same status as the shareholders of a joint stock company (JSC). As a result, their contribution may be made in cash or in-kind. They do not have trader status and their liability is limited to the amount of their contributions. The shares that they hold are similar to that of the shares issued by JSC, with the possibility of including an approval clause in the provisions of the articles of association. The rules applying to the JCS with regard to minimal capital requirements and initial offerings apply to LPS as well.

Regarding undeclared partnership articles 795 bis and seq of the Commercial Code govern undeclared partnerships. Three main features characterize these partnerships, their status is undisclosed, undeclared of liability for debts. It is an undeclared firm in that- it does not have the status of legal entity. The fact that the partners' desire to keep third parties unaware of the existence of this company as secrecy is the key to the success of their common enterprise. Moreover, it is secret partnership since the participants may not act as partners in a visible manner to third parties. The commercial code express deals with the remaining aspects of the matter; so that, the general provisions making up the preliminary chapter pertaining to commercial companies do not apply to do it, whether it is the terms and conditions provided for in the law with regard to residence, headquarters, corporate object or formalities of incorporation. Title I pertaining to the rules of operation of the various commercial companies is not destined to it either. The third feature is that the undeclared partnership rests on the principle of personal liability for debt commitment. Each partner contracts in effect with the third party in his own name, and is solely engaged even if, without the consent of the other shareholders, he reveals their names to third parties.

1.9.6 Group/Joint Venture

It is a special structure which is not truly a commercial company and which does not allow establishment in Algeria in itself. However, it is often used by foreign

companies to operate in Algeria provided that they associate with resident legal entities. The obligation to have local majority ownership, here again, exists.

Two or more legal persons may create, for a determined period of time, a grouping in order to implement all means or resources likely to facilitate or develop the economic activities of its members, and to improve or increase the results of those activities. The group thus represents a collaborative structure between existing companies that preserve their legal independence. The goal of the group is not to generate by itself, but to facilitate the economic activities of its members, or even improve or increase the results stemming from those activities.

In practice, the grouping is used by foreign companies which, in order to win a contract to carry out a project in Algeria, must join forces with other foreign or local companies. Thus, the grouping is frequently used to jointly carry out major Algerian projects, usually subject to the rules pertaining to public tendering.

1.10 Conclusion

English has become the international lingua franca throughout the 19th and 20th centuries this generally accepted outcome is due to a combination of several facts headlined under two main headings: the geo-historical reasons and the socio-cultural reasons. English internationalizes one's look and permits to open linguistic gates to international business, technology and science.

The educational sector in Algeria has been subjected to many reforms starting from the pos-colonial era when arabization was at the center of a first step reform. Then, the implementation of foreign languages to serve the international contacts and to teach English since the objective was to spread the Algerian economic market beyond the French one, as well as providing opportunities to English speaking countries as UK and US.

Algeria aims at being part of globalization by joining the most developed countries and experiencing this worldwide competition. Therefore, the university has undergone the process of reforms too. Algeria has reformed Higher Education by following the Bologna Agreement as a model, the traditional program and curricula have been replaced by new offers of formation.

Algerian economy has gone through many stages, each stage is designed by the policy undertaken and changes that have occurred in the world. Algeria's economy is

adapted to the new rules prescribed by globalization. A Second-generation reform was necessary to integrate in the global economy.

Chapter One Notes

- (1) First generation reforms during the nineties were supervised by the Agency in charge of investment experienced evolutions aiming at adapting to change the economic and social situation of the country. First, Agency of Promotion, Support and Follow up of investment (APSI) from (1993 to 2001), then National Agency of Investment Development ANDI.
- (2) A supplementary Finance Law has (2009-2010) designed the partnership portion as well as the domestic ownership: according to article 4a of the Ordinance amended foreign investment for the production of goods and services, can be achieved through a partnership with the resident national shareholding that represents at least 51% of the share capital. Domestic ownership may include several partners.
- (3) Peripheral languages are used within a given territory by native speakers to each other, such as Welsh spoken in some regions of Wales, or Japanese in the whole of Japan.
- (4) The central languages are used within a single territory by people who are both native and non-native speakers, for purposes of education and government, as English in India used by native speakers of many languages.
- (5) Natives and non-natives speakers, with specialized function, use the super-central languages across several parts of the world e.g. Arabic or Latin for religious ceremonies. Often their spread reflects previous colonial empires, French, Spanish, and so on.
- (6) Chiefly non-native speakers use the hyper-central languages across the globe for a variety of purposes. Now, only one hyper-central language exists, namely English.
- (7) L'enseignement scientifique et technique peut bénéficier d'une certaine priorité en raison des retards à rattraper et des exigences d'un développement plus rapide du pays. (R.G. du plan quadriennal 1970- 1973, p 19)
- (8) Les connaissances des langues de culture nous faciliteraient la constante communication avec le monde extérieur, c'est-à-dire les sciences et les techniques. (Charte National 1976, p .66)

- (9) « l'expérience montre qu'une personne apprenant ou sur le point d'apprendre une langue étrangère ne connaît pas ou que très vaguement les besoins qu'elle en aura »
- (10) Primary sector has been subjected to many reforms. The process of learning is limited to five (5) years instead of six (6) years. French language was introduced in year 2 in 2003 but did not last.
- (11) « La formation est continue pour tous les éducateurs à tous les niveaux, et son but est de permettre aux participants d'acquérir leurs compétences ainsi que la sensibilisation à la mission que les éducateurs sont censés accomplir.
- (12) Bologna Process embeds series of ministerial meetings and agreements between European countries, these meetings are as follows:
- The Sorbonne Declaration (1998)
 - The Bologna Declaration (1999)
 - The Prague Communiqué (2001)
 - The Berlin Communiqué (2003)
 - The Bergen Communiqué (2005)
 - The London Communiqué (2007)
 - The Louvain-la-Neuve Communiqué (2009)
 - The Bucharest Communiqué (2012)
- (13) ERAMUS (European Action Scheme for the Mobility of University Students), is a program based on students and teachers exchange between universities and the great European schools ; it is part of the EFTLV (Education et Formation tout au long de la vie) Lifelong Learning (LLL) program. It owes its name to the Dutch humanist and theologian Erasme (1469-1536)
- (14) The information provided in this part are taken from: Guide to Investing in Algeria (2015 edition).
- (15) BP Statistical Review of World Energy, 2009.
- (16) In May 2000, the government issued a policy statement outlining the telecommunication liberalization program expected to be implemented in five years (2000-2005). The first step involved the preparation and enactment of a new set of legislations conducive to private sector participation and abolishing the public monopoly over the provision of telecommunications networks and services. The law was enacted in August 2000. A new regulatory body (ARPT)

was created to take over regulatory functions previously handled by the ministry of post and telecommunications.

- (17) Originally the International Telecommunication Union is a specialized agency of the United Nations that is responsible for issues that concern information and communication technologies.
- (18) Industry and Investment Promotion Ministry (Minister de l'industrie et de la promotion des investissements MIPI), figures given in the Economic Forum: "The Privatization Process in Algeria, Strategy, Assessment and Perspectives" organized by the MIPI, September 24th, 2008.
- (19) Ordinance 08-01 of 28 February 2008.
- (20) Participating Management Companies (PGS) are joint stock companies.
- (21) Article 17 de l'ordonnance n°01-04 du 20 aout 2001 : « Opérations de privatisation par lesquelles les acquéreurs s'engagent à rentabiliser ou moderniser l'entreprise en activité, peuvent bénéficier d'avantages spécifiques négociés au cas par cas. »
- (22) Paris Convention for the Protection of Industrial Property of March 20, 1883, as revised at Brussels on December 14, 1900, at Washington on June 2, 1911, at the Hague in November 1925, at London on June 2, 1934, at Lisbon on October 31, 1958, and at Stockholm on July 14, 1967, and as amended on September, 28, 1979.
- (23) Ordinance n°06-08 of July 15 2006, n°09-01 of July 22, 2009, n°. 10-01 August 26, 2010 and n° 11-16 of December 2011.
- (24) « les investissements sont réalisées librement sous réserve de la législation et des réglementations relatives aux activités réglementées et au respect de l'environnement. Ils bénéficient de plein droit de la protection et des garanties prévues par les lois et règlements en vigueur. Les investissements bénéficiant des avantages fiscaux de la présente ordonnance font l'objet, préalablement à leur réalisation, d'une déclaration d'investissement auprès de l'Agence Nationale des Developpements de l'investissement (ANDI) »
- (25) Article 4 quinquies: Ce droit est étendu aux cessions initiées hors territoire algérien par des sociétés détenant des actions ou parts sociales dans des sociétés de droit algérien, ayant bénéficié d'avantages ou de facilités lors de leur implantation lesquelles sont subordonnées a la consultation préalable du gouvernement algérien

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Chapter Two

Literature Review

2.1 Introduction

English for Specific Purposes has always been associated with three fundamental topics: the nature of language to be taught, the learners and the setting where the two elements take place, accordingly, we devote the first part of this chapter to the reasons of the emergence of ESP, elicit its different characteristics and show its subdivisions.

Since Business English is part of ESP branches and this research is mainly based on this category, a detailed study is provided. Business English is introduced as a variety of English and represented as a variety of International English since this language constantly gains thousands of new speakers.

Business discourse is a mirror to Business English, it is considered as the ground where interactions take place; therefore, business discourse has generally been referred to as communication in organization through talk or writing. When we deal with organization we automatically refer to professional languages. Hence, we devote a space to professional and academic languages, mainly Business English versus English for Economics.

Procedures of professional discourse community practice are based on verbal and non-verbal communication. Accordingly, the second part of this chapter sheds light on written and spoken discourse and how they are different in terms of planned and unplanned discourse. It also deals with language, communication and social practice. Since language and social practice are mutually beneficial, it is necessary to understand the goals and objectives of communicative events in the workplace. Thus, an overview on the essential of Business Communication as classification, function and scope has space in this chapter.

Oral and written mediums are the basic components of Business Communication and effective communication appeals to the development of language skills. Receptive

skills as well as productive skills are the cornerstone in a communication; all of them contribute to decoding, understanding and interpreting any message in Business Communication.

Since globalization is the context where the business world has been built, it involves the growing integration of economies and societies in international scope. For this reason, the third part of this chapter is devoted to globalization; the three stages prescribed by Friedman (2006) are exposed. First, language use and trade, second, creation of multinationals appeals to culture awareness and thus imposes cultural communication patterns which are necessary for the success of companies. The third one is the virtual world where the individual is becoming global thanks to Information Technology.

2.2 English for Specific Purposes (ESP)

The importance of English as an international language continues to increase since more and more people are being required to learn English. The growth of business and increased occupational mobility is resulting in a need for English as a common medium of communication and access to scientific and technical literature is difficult for those who ignore English. These demands contribute to the expansion of one particular aspect of English language teaching (ELT) that is teaching English for specific purposes (ESP). For about 30 years, ESP is considered as a prominent and a distinct branch of (ELT). This latter serves the goals of literature and grammar but the development in various fields led by scientists, businessmen and engineers leads to changes and opened new fields in language teaching. These new fields introduced a rich and fertile land of study and created an active movement which is ESP; it has developed its own approaches and material. Dudley Evans (1998) states that ESP is one of those activities where practitioners are so concerned with keeping up the work and discussing recent developments.

There are many circumstances that led to the development of human activities, they are not planned and based on coherent movements. This is the case of ESP; it is a phenomenon that grew out of a myriad of different trends. These trends have taken place in a variety of ways around the world. Hutchinson and Waters (1987) identified three main reasons for the emergence of ESP: the demands of a brave new world, a revolution in linguistics and a focus on the learner.

As to the first reason, the growth of technology and commerce in an English speaking country. The end of the Second World War in 1945 announced an era of great and unprecedented development in scientific, technical and economic activity on a large scale that concerned the whole world. This world has been unified and conducted by two main forces: Technology and commerce. The swift progress in these two fields imposed a demand for an international language in order to be transmitted and expanded. During the post-war period, the United States was regarded as an economic power so the role to be an international language fell on “English” and has become the accepted international language of technology and commerce.

The second reason that had a tremendous impact on the emergence of ESP was a revolution in linguistics. Traditionally, the aim of linguistics had been to describe the rules of English usage that are shaped by grammar. But most of the work of linguists in the 60s and 70s of the past century focused on the way in which language is used in real communication. Since the list of learners of English is varied, the needs to learn the language are different too. The English courses needed to be tailored to the specific needs, so new ideas began to emerge in the study of the language. The new studies focus on the ways in which language is actually used in real communication (Widdowson, 1978).

Hutchinson and Waters (1987) point out that the language we speak and write varies from one context to another. There are important differences between English for commerce and that for engineering. So, if language varies from one situation of use to another, it is possible to discover the elements of specific situations and make use of these elements to be at the basis of the learner’s course. Hutchinson and Waters (1987) presented Ewer and Lattorre, Swales, Selinker and Trimble as leaders of language studies in the area of English for science and technology. The English needed by a particular group of learners could be identified through the analysis of linguistic characteristics of their specific area of work or study. The guiding principle of ESP is to know what we need English for, to know the English that we need.

The final reason that Hutchinson and Waters cite is the development in educational psychology. The motivation to learn the language is influenced by the learner’s different needs and interests. The relevance of the English course to the learner’s special needs improve the learner’s motivation and provide effectiveness to their learning. There was

a shift of focus from methods of language learning to different strategies, different skills and different motivating needs and interests that are employed by different learners. So designing specific course to suit the learner's needs was the core of this idea. So the three main features mentioned above contributed to the emergence and growth of ESP. They emphasized the need for increased specification in language learning.

2.2.1 Definition and Characteristics of ESP

This term refers to the teaching of a specific genre of English for students with specific aims. Most definitions of ESP meet three fundamental topics: the nature of language to be taught and used, the learners, and settings in which the two elements occur. Different ideas and points of view were labelled to ESP in order to give a specific definition. Some scholars in this field have described it as the teaching of English for any purpose that could be specified. Others (Hutchinson, Waters, Dudley Evans and St John) were more precise, describing it as the teaching of English for academic studies or the teaching of English for vocational or occupational purposes

Mackay and Mountford, in an early definition, refer to the practical aspect of ESP in that is: "Generally used to refer to the teaching of English for a clearly utilitarian purpose" (Mackay and Mountford, 1978:2)

According to Hutchinson and Waters (1987), ESP is regarded as an approach rather than a product. It means that ESP does not involve a particular kind of language teaching material or a given methodology. The starting point of ESP is the simple question: why does this learner need to learn a foreign language? Thus, need is seen as a reference on which the reason of teaching ESP is based. These reasons will vary according to the purpose of learning the language. It can be following a post-graduate course in an English-speaking country, as it can be work purposes such as taking part in business meeting or taking hotel booking. These purposes will determine the language to be taught.

Streven's (1988) definition of ESP makes a distinction between four absolute characteristics and two variable characteristics. In terms of absolute characteristics ESP consists of English language teaching which is

- designed to meet specific needs;
- related in content to particular disciplines, occupations and activities;

- centred on language appropriate to those activities syntax, lexis, discourse, semantics and analysis of the discourse;
- in contrast with “General English”

Through these absolute characteristics we notice that there is a restriction in which only basic skills needed for the learner’s purpose, a selection of the vocabulary and grammar, themes and topics that are required by the learner and communicative needs related to a specific situation. In this vein, Coffey (1984:4) asserts that:

There is no special language, only a principle of selection from the language to meet the purposes defined”

and

... that before a course can be designed, in any of its parameters, the process that Strevens calls “restriction” must take place: the selection of items and features from the corpus of the language that are relevant to the designer’s intention and the student’s needs.

In terms of variable characteristics, ESP may be restricted as the language skills to be learned, e.g.: reading only, and not taught according to any preordained methodology.

Robinson(1980) agrees on the primacy of needs analysis in defining ESP. Her definition is based on two defining criteria and a number of characteristics that are relevant to ESP. The key criteria are that ESP is goal-directed which means it depends on a purpose and the courses develop from a needs analysis. The courses will determine what exactly it is that students have to do through the medium of English.

The characteristics is that ESP courses are condensed corresponding to limited time period, the objectives should be reached. The learners are adults who constitute homogenous classes in terms of the work or specialist studies that the learners are involved in.

Each definition has some validity but also weaknesses according to Dudley Evans. He offered a modified definition for ESP, but it is considered as an extension to the definition suggested by Strevens (1988) in terms of absolute and variable characteristics.

According to Dudley Evans and St John (1998), in terms of absolute characteristics; ESP (1) is defined to meet specific needs of the learner, (2) it makes use of the underlying methodology and activities of the discipline it serves, and (3) it is centred on the language (grammar, lexis, register, skills, discourse and genres) appropriate to these activities.

In terms of variable characteristics, ESP (1) may be related to or designed for specific disciplines, (2) may be used in specific teaching situations, a different methodology from that of general English, (3) it is likely to be designed for adults, either at a tertiary level institution or in a professional work situation, as it could be also for learners at secondary school level. (4) It is generally designed for intermediate or advanced students and, (5) assume basic knowledge of the language system. It can also be used with beginners.

In comparison of this latter definition with that of Strevens, we notice that Dudley Evans and St John have dropped the absolute characteristic that “ESP is in contrast with general English” and supply more variable characteristics. From Dudley Evans’ definition one can see that ESP is likely to be used with adult learners as with young learners in secondary school setting.

The definition provided by Dudley Evans is obviously influenced by that of Strevens (1988), but it has been improved by taking out the absolute characteristic that ESP is “in contrast with the general English” and more variable characteristics were added. The division of ESP into absolute and variable characteristics is of great help to resolve arguments on what is and is not ESP. From Dudley Evans’ definition ESP is neither concerned with a specific discipline nor does it have to be designated to a certain age group or ability range.

ESP should be considered as an “approach” to teaching, or what Dudley Evans describes as an attitude of mind. This is a similar conclusion to that made by Hutchinson and Waters who say that: “*ESP is an approach to language teaching in which all decisions as the content and method are based on the learner’s reason for learning*” Hutchinson and Waters (1987: 19)

Hutchinson and Waters (1987) theorize ESP to be an approach to language teaching in which all decisions concerning content and method are based on the

learner's reason for learning. Anthony(1997), states that it is not obvious where General English courses end and ESP courses begin. Numerous non specialist English second language ESL instructors use an ESP approach to design the syllabuses which are based on the analysis of learner's needs and their own personal specialist knowledge of using English for real communication.

2.2.2 Sub-divisions of ESP

Carver (1983) identifies three types of ESP, English as a restricted language, English for academic and occupational purposes, and English with specific topics.

2.2.2.1 English as Restricted Language

It is the language used for a specific task in a special and determined (restricted) situation. It is limited to certain vocation. Mackay and Mountford (1978:4-5) clearly illustrate the difference between restricted language and language with this statement:

... The language of international air traffic control could be regarded as "special", in the sense that the repertoire required by the controller is strictly limited and can be accurately determined situationally, as might be the linguistic needs of a dining room waiter or air hostess. However such restricted repertoires are not languages; just as a tourist phrase book is not grammar. Knowing a restricted "language" would not allow the speaker to communicate effectively in novel situation or in contexts outside the vocational environment

This quotation reveals that language provided for vocational environment cannot allow acquiring the whole language. Any novel situation may represent a handicap because of the restricted repertoire acquired. The repertoire taught to an air-hostess cannot allow you to perform the task of a guide for tourists.

2.2.2.2 English for Academic and Occupational Purposes

The requirement for specific English has come from groups of learners with no need for the general English already acquired in secondary English course. These groups of learners may need learning English for particular reasons related to their studies or their job. Some may be attending a university course in an institution where English is the medium of instruction. Others working in commerce, English would help them in conducting business transactions. The different needs of learners gave birth to

the different branches of English for Specific Purposes. Hutchinson and Waters (1987) have developed a “Tree of ELT” in which the subdivisions of ESP are well illustrated; ESP is broken down into three branches:

- English for Science and Technology (EST)
- English for Business and Economy (EBE)
- English for Social Studies (ESS)

Each of these subject areas is broken down into two branches: English for academic purposes (EAP) as “English for medical studies” and English for Occupational Purposes (EOP) as English for technicians.

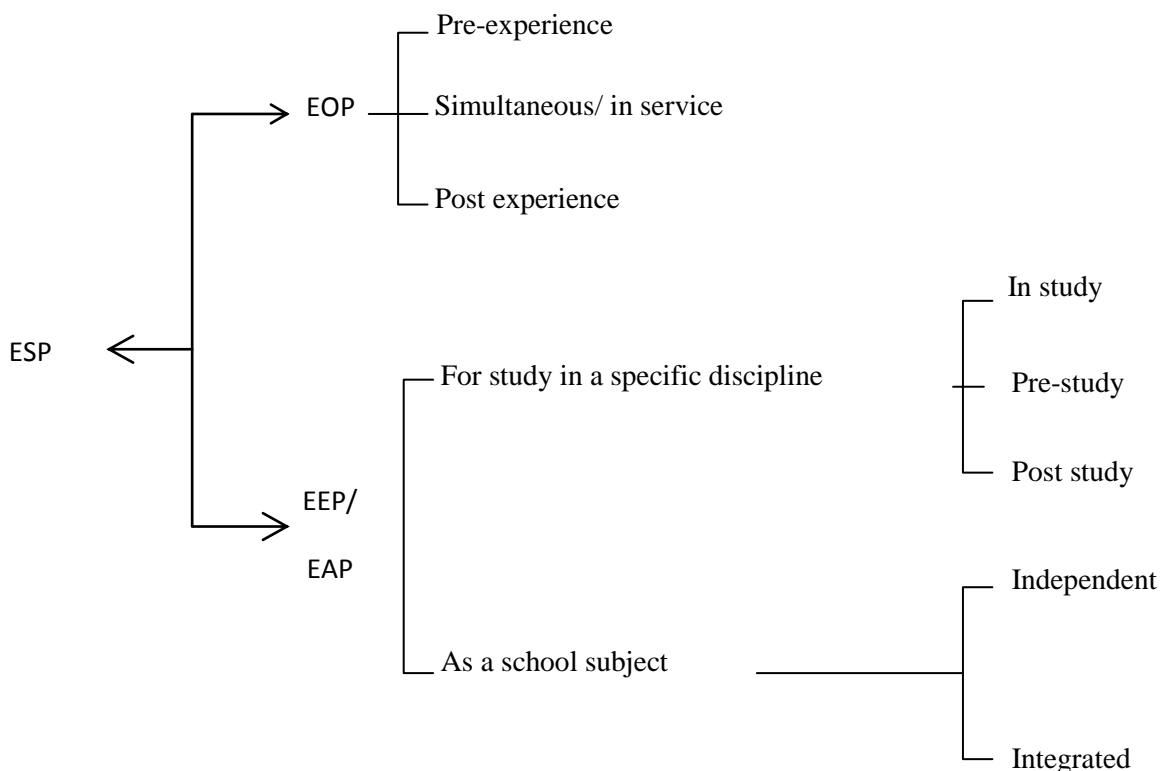


Fig 2.1: ESP Classification by Experience

(Robinson: 1991 3-4)

EAP is taught to students needing English in their studies. The student may need English when is specialising in study or intends to specialise in particular subject. If English is a separate subject (pre-study) related in content to other subjects is labelled as independent ESP and in the case that English is the medium for learning other subjects, it is considered as an integrated ESP. “English for academic purposes or study skills, i.e.

how to study through the medium of English, regardless of the subject matter of the studies. (Robinson, 1980: 7)

EOP is taught to learners who use English in their work and profession. A doctor may need English to talk and respond to patients and other staff or technicians need to read manuals.

Pre-experience language learners may need training in behavioural skills; in fact, they have two kinds of needs. On the one hand, they need to read textbooks in English or follow lectures in English in order to gain the qualifications that are looking for. Therefore, they have to develop reading and listening skills with an emphasis on the vocabulary of the subject. In addition, they may attend seminars or write papers in English. In this case, the training programme is based on skills objectives.

On the other hand, Pre-experience learners need to prepare for their future working life in business. Taking into account the future need, the language course should include skills as commercial correspondence, participating in meetings, presenting information or social interactions.

Post-experience learners have a single set of needs relating to their job. At this level, the practical use of the language will be more important than theoretical knowledge about the language, moreover the course and the content is a negotiation between the learner and the trainer. The employees should be able to manage in spite of his or her incomplete knowledge or inadequate skills. So, providing strategies for coping will be an essential feature of a language course for such a person. This will provide the opportunity for specific or integrated work.

The following simplified diagram distinguishes between EAP which is designed to help learners with their studies, and EOP that is directed towards professional preparation.

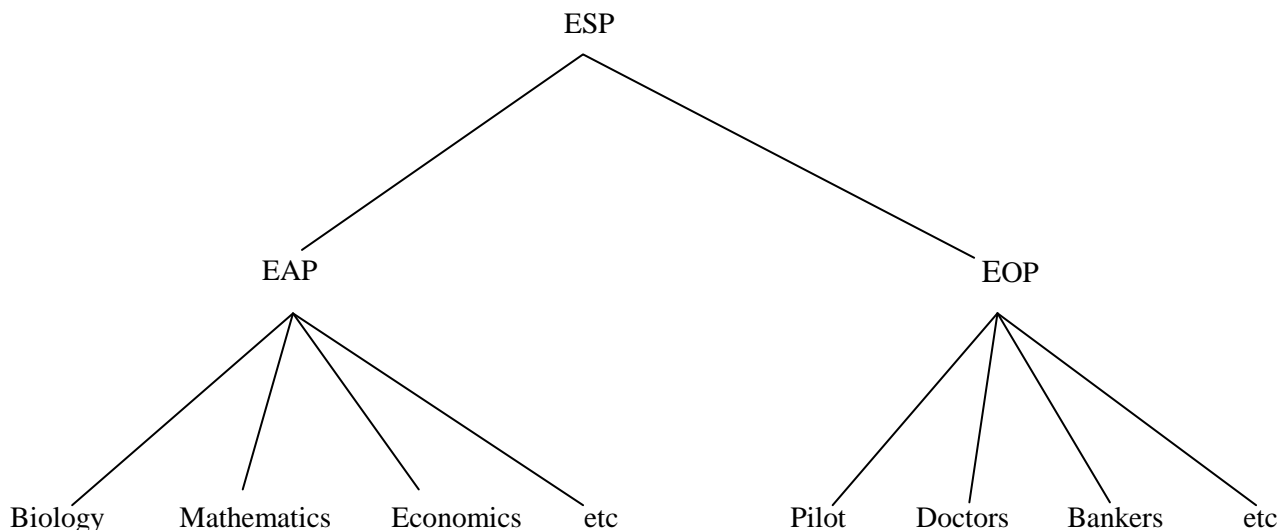


Fig 2.2: The Two Major Branches of ESP

(Flowerdew and Peacock 2001: 12)

EAP and EOP would be distinct in terms of the goals they were directed toward, although both of them take place in the academy, this distinction is described by (Robinson's, 1991:100) statement: "*EAP is the specific purpose language teaching differentiated from EOP by the type of learner: future or practicing student as opposed to employee or worker.*"

According to Hutchison and Waters (1987) the two branches are confused, it means that there is not a clear cut distinction between them since people can work and study simultaneously, and that the language learnt in a teaching setting for academic purposes can be beneficial, and used by the learner in the occupational environment when she/he takes up a job. This vice versa relationship between EAP and EOP explains why they belong to the same type of ESP. The target of both types is similar: employment. However, we cannot conclude that the means through which the same end is achieved are similar. They are very different.

The demand of ESP has also come from scientists and technology; they need to learn English for a number of purposes related to their specialisms. Therefore, EST should be an important aspect of ESP programmes. It is an important branch of ESP dealing with scientific content. For a scientist, there are different situations in which he needs to operate in English, he may be required to present a paper at a conference, read

relevant literature on his subject or write a paper. These different situations imply different language skills and different range of communicative abilities.

2.2.2.3 English with Specific Topics

This type of English differs from others in the sense that it shifts from purpose to topic. The emphasis is on topics that are related to future English needs of learners. Like scientists need English for post graduate reading studies, attending conferences or working in foreign institution. This type should not be considered as a separate type of ESP but as an integral element of ESP courses or programs that focus on situational language. This situational language has been decided on through the interpretation of results from needs analysis of authentic language used in target workplace settings.

2.3 Business English in an ESP Context

Business English is a branch of ESP in the sense that it demands serious research and creation of pedagogical materials and activities for a group of adult learners within a special learning context. The design of pedagogical materials and activities has to meet and satisfy needs of the learner.

ESP is an umbrella term that embraces two main areas, English for academic purposes (henceforth, EAP) and English for occupational purpose (henceforth, EOP).

The first term refers to the language and skills needed by non-native speakers for academic purposes (studies) frequently concerning the tertiary level.

EOP represents the rest of ESP; it includes any work related to English language courses. It is split into three sections that are pre-experience, simultaneous and post experience. These different aspects of need of language are relevant to business English.

Pickett (1988), Ellis and Johnson (1994) and Brieger (1997) have discussed the varying language needs of students who are essentially learning both the language of the job, and also about the job or the domain of work itself, this is what represents pre-experience section, and those learners who are already performing the job, i.e., post-experience, this shows the difference between the language needed to know about a topic and the language needed to be able to perform in a given place. Brieger (1997) refers to the same distinction of learners calling them pre-service and in service learners.

Business English is difficult to be limited in linguistic terms Pickett mentioned that there is more than one face to business communication and some of it is somehow nearer the everyday language spoken by the general public than many other segments of ESP:

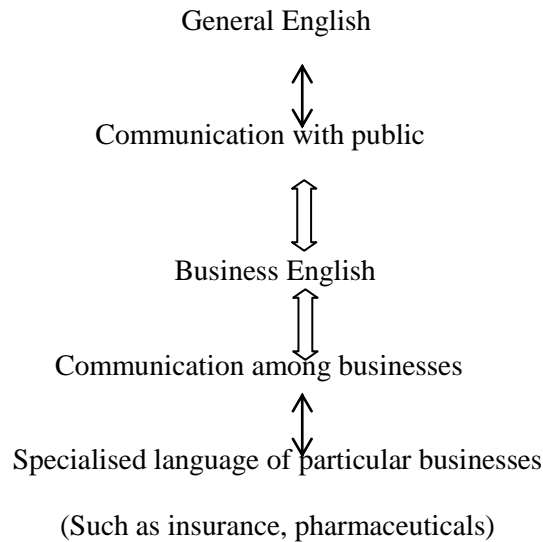


Fig 2.3: Aspects of Business Communication Suggested by Pickett 1986

Referring to the diagnostic representation, Pickett (1986) used shows two particular aspects to business communication: communication with the public and communication within (intra) a company or between (inter) companies.

For many businesses, communication with the public is generally achieved through L₁. The business English required by non-native speakers, is mainly for inter-company and, in international conglomerates, intra-company dealings.

The distinction made by Pickett is useful but it does not satisfy today's wide-ranging business activities. In any business activity, the purposes of interactions, the topics covered and the professional relationships will affect the choice of language.

Business English is not restricted to courses for managers, courses for technicians or very specific-task related courses for unskilled workers. It deals with adults learners who work or prepare to work in a business context. Moreover, it may also include academic business English as courses in Finance, Accounting or Banking. Business English is an umbrella term; it embraces both general courses in the appropriate lexis and grammar for business communication. It also deals with specific work either for

selected homogeneous groups from one company, or in specific skills such as taking part in meetings, writing letters or negotiations.

EAP can be divided into English for General Academic Purposes (EGAP) and English for Specific Academic Purposes (ESAP), it would be the same case for business English courses that include English for General Business Purposes and English for Specific Business Purposes. So, the idea of some practitioners to use the term Business English to refer only to the more common core, non-specific work and to deal with as specific as for ESP is rejected.

Business English is also taught to non-native speakers who need English for business purposes, usually working in a company at managerial level and communicate in English with either native speakers or other English second language (ESL) speakers with whom they do not share a first language. Therefore, there is a difference between a business English course that focuses on both language and skills relevant to communication among different companies and a business communication course for native speakers that will focus mainly on skills relevant to communication rather than on the language.

2.4 Business English Scope

Business English is not just about using a second or foreign language. In fact, it is an application of common English in business context. It also shares similar features with ESP and supposed to be a cross discipline in which genre and discourse have a word to say.

2.4.1 Business English as a branch of ELT

The term business English has initially emerged out of English language learning and teaching. As such, it is also considered as part of ESP Business English as taught and learn for, a utilitarian purpose, is thus called English for special purposes, Grygiel (2015). As previously mentioned, under the umbrella term of EESP, there are other subdivisions as English for occupational purposes EOP, English for medical purposes (EMP) etc...

ESP is a type of ELT which emerge in the 1960s as a response to a growing awareness that there were a category of learners who had specific needs and General

English courses could no longer satisfy the needs of such learners. Therefore, teaching business English based on the learner's and their employer's professional needs was associated with theoretical literature. In this concept, Palmer (1964) mentions the selective focus on particular language skills and abilities as prominent characteristic of ESP. Stevns (1977, 1980) exhibits a comprehensive definition of ESP. Robinson offers a complete review of theoretical positions and what ESP meant at that time. Coffey (1985) put forward Steven's work and provides a communicative language teaching context for ESP. ELT approaches to business are utilitarian, practical and goal oriented. Based on this pattern, business English is considered as a process not as product. According to Hutchinson and Waters, business English and ESP in general should not be dealt with as "specialized varieties of English" or as a special form of language different in kind from other forms. So, from this brief overview, we conclude that in ELT business English is neither a language, nor a particular kind of language, but it is rather a methodology of designing and applying a special purpose language course. Sobkowiak (2008) believes that business English is merely a method of teaching a specific language corpus, and is a particular kind of communication in a specific context.

2.4.2 Business English as a Variety of English

Business English can be considered as a variety of language existing independent of learners and teachers. Business English represents a linguistic and social phenomenon. A natural human language is in constant change and this natural characteristic should not be regarded as deterioration or a phenomenon that can be avoided. As Grygiel and Kleparski (2007) state, language is a dynamic system and it gradually developed along three basic directions: in time (historically) in space (geographically) and in stratification (socially). The divisions into separate national languages such as English, French or German are direct consequences of this process of variation. Generally, a recognized national language is due to a notion of prestige. For instance, those who speak a given variety are richest and most powerful, so the choice as a standard language falls on the dialect that is equally developed as the standard variety and equal in status regarding linguistic and grammatical points of view.

Recent technology and inventions such as radio, television, telephone and internet have increased dialect levelling and standardization of language, Grygiel (2015). This phenomenon is widely spread. In the case of English, the rise of International Standard

English that is constituted of a hybrid between British and American variety Fisher (1999) while other earth's languages are witnessing an imminent extinction, English constantly gains thousands of new speakers. According to Fisher (1999), English is becoming "a natural world language" thus; some scholars as Frenco (2005) classify Business English as a variety of international English. Another term is emerged: Business English Lingua Franca (BELF), which refers to English, used as a "neutral and shared communication code". Bargiela Chiappini et al (2013:10) explain this use of English:

BELF is neutral in the sense of none of the speakers can claim it as her/his mother tongue. It is shared in the sense that is used for conducting business within the global community whose members are BELF users and communicators in their own right non native speakers or learners

The study of language variations and change is the main focus of the sociolinguistic enterprise (Chambers et al 2002). Sociolinguistics; considers language a heterogeneous, pluricentric and constituted of varieties. A variety is a specific form of a language; it may refer to languages, dialects, registers, style as well as the standard variety itself.

According to (Chambers and Trudgill 1980:5), the term language is a relatively non technical term and it should be substituted with the most precise notion of variety. Thus, from a linguistic point of view:

We shall use "variety" as a neutral term to apply to any particular kind of language which we wish for some purpose to consider as a single entity. The term will be used in an ad hoc manner in order to be as specific as we wish for particular purpose. We can for example, refer to the variety "York shire English", but we can equally well refer to "Leeds English" as a variety, or middle class Leeds English-and so on

A register on the other hand, is a variety of language used in a particular social setting Ottenheimer (2006). Setting may be defined in terms of greater or lesser formality, or in function with socially recognized events. In addition, there are registers associated with particular professions or interest groups. Conversely, to dialects, which

are used by particular spatially bound speech communities and associated social groupings or geographical; settings, registers are closely linked to particular situations, purposes or level of formality.

Language continua, is another important theoretical contribution of socio linguistics in defining Business English. Chambers and Trudgill (1980) language, as already mentioned, is not uniform and cannot be dissociated from other border line varieties. Language varieties are supposed to exhibit and form interrelated continua showing cross and intra language variation.

All of these criteria can be noticed in business English as well, (Chambers and Trudgill 1980:70) claim that: *“we are thinking of linguistic varieties as discrete entities, but the fact that such continua exist stresses the legitimacy of using labels for varieties in an adhoc manner”*

As so, we can consider Business English as a linguistic variety and to describe it in terms of a register instead of a standard, dialect or style.

It is not new to consider business English from a register angle. Burton (2009) mentions that the first business English courses designed in 1960s were dependent on a register analysis, but in fact they did not succeed in fulfilling the desired outcomes, were substituted by target situation analysis In 1980s, and needs analysis surveys later on.

2.4.3 Lexical Approach to Business English

From register angle, we are dealing with a language variety including all structural components of a language system i.e. phonology, morphology, phonetics, syntax, lexicon, semantics and pragmatic. However, when we consider business English as a professional jargon we are dealing with a quasi language semiotic system or a communication mode like stag or argot Jargons are limited to specialized vocabulary, they do to possess a complete developed language structure. Therefore, as such, it is often difficult for outsiders to understand them. (Chambers et al 2002). Professional jargons, like argots and slangs are understood only within a particular speech community, their basic motivation is not newness or secrecy, but highly restricted and special matters. The inquiry on specialized fields requires specialized terminology to

express the meaning and avoid ambiguity and succinctness. For those reasons business English is often associated with a specialized terminology.

Business English can be regarded as a topic-based domain with business in the role of its pivotal element. This situation associates business English with specialized terminology, the task neatly states the field of its application. Business is an economic activity which is linked to continuous and regular production and distribution of goods to satisfy human demands. So, business English is basically concerned with the vocabulary of all sectors of market economy: Production, management, setting up and running business, company structure, market structure, labour market, marketing, accounting, banking and financial markets.

The lexical approach to business English shows that, semantically, is hard to identify specificity as relevant for business English only. In fact, drawing a definite boarder line between specialized and non-specialized vocabulary is difficult. Indeed, purely lexical analysis of business English is not really adequate from the linguistic point of view, because the terms used do not only represent specialized concepts, but is also related to general language i.e. it exists syntax and collocation patterns within the general concept Grygiel(2015)

Considered as a professional jargon, business English can also meet subcategories. For instance, corporate jargon is often used in large corporations, bureaucracies and similar workplaces. In many cases, it may be characterized by an uncontrolled elaboration of common English phrases and there is a risk of concealing the real meaning of what is being said. The jargon is associated with managers of large corporations and business management consultants. This type of jargon implies the use of long, complicated or obscure words, abbreviations, euphemisms, and acronyms. Accordingly, some of its forms may be considered as an argot, some of these words may be new inventions, emerged to fit the specialized meaning of a situation or even consider negative situations as ones.

“Marketing speak”, for instance, used to promote a product or a service to a wide audience, embeds frequent buzzwords, neologisms and other terms adequate to technical fields, this, if applied in another context that is inappropriate, it would be meaningless.

2.4.4 Business English as a Business Discourse

Originally the word discourse comes from Latin “discursus” which denoted “conversation, speech”. There is no agreement among linguists as to the use of the term discourse; some scholar use it in reference to texts, while others claim that it denotes speech as it is illustrated by the following definition: “*discourse: a continuous stretch of (especially spoken) language larger than a sentence, often constituting a coherent units*” (Crystal: 1992:25)

On the other hand, Dakowska (2001) taking into account of differences between kinds of discourses indicates the unity of communicative intentions as a vital element of each of them. She suggests the use of term “text” that refers to the linguistic product and “discourse” refers to the entire dynamics of the process. According to Cook (1990) novels as well as short conversations or groans could be named discourse.

2.5 Written and Spoken Discourse

The concept of discourse is conventionally thought of and taught in terms of written and spoken discourse (Cook 1989A; Nunan 1993; Mc Carthy and Carter 1995; Georgakopoulou and Goustos 1997; Carter et al 1998). Thus, a discourse might be characterized as a class of either written or spoken text. These features do exhibit differences. Speech develops in time that the speaker says with speed that is suitable for him, if it is not appropriate for the listener, the speaker may be asked to repeat. Talking might be spontaneous which results in mistakes, repetition, sometimes less coherent sentences. The speaker usually knows the listener or listeners, which enables him to adjust the register. As interlocutors are most often in face-to-face encounters they take advantage of extra linguistic signals as grimaces, gesticulation. The use of contracted forms is a feature of oral discourse. Among other significant features of speech; rhythm, intonation, speed of uttering and inability to conceal mistakes made while speaking. (Crystal, 1995, Dakowska 2001)

In contrast, writing develops in space, it needs a means to carry the information, and the writer is frequently able to consider the content of his work, which makes it more coherent having complex syntax. The message organization is of great importance as divisions to paragraphs, and the layout in order to make comprehension easier. The organization of tables, formula or chart are portrayed in written form, it is typical features of writing and never belongs to oral discourse (Crystal 1995). This division into

two ways of producing discourse is straightforward, but there is a possibility to combine the two. The difference between written and spoken discourse is not limited to just what is already mentioned, there is another crucial difference that is represented by planned and unplanned discourse.

2.5.1 Planned and Unplanned Discourse

The main difference between spoken language and written language is the notion of planning. Ochs (1979) defines unplanned discourse as a kind of discourse that lacks forethought and organizational preparation, whereas; planned discourse is another kind of discourse that has been thought out and organized prior to its expression. Ochs presents many features that distinguish unplanned discourse from planned discourse.

First, speakers rely on context to express a proposition, whereas; writers rely on syntax to fulfil communicative information. Speakers supply missing information including non-linguistic means and information shared between speakers and listeners. She points out that speakers tend to presuppose the acquaintance of any referents by the listeners. In this case, the listeners have to turn to previous discourse to identify what was actually referred to. That is why deletion is frequently found in spoken language and seldom in written language. In written language, by contrast, writers tend to produce syntactically well-formed sentences in order to avoid communicative misunderstanding.

Second, speakers rely on the structures that are acquired in the early stages of language development. On the other hand, writers make use of structures that are acquired in the later stages of language development. Speakers adopt simpler structures to express while writers choose more complex structures in conveying a meaning²⁶.

Last, the forms and contents across the utterances in spoken language tend to be more similar than those in written language are. It means there is more repetition in spoken language than in written language. Ochs (1979) explains that speakers prefer to use the same linguistic structures to express novel content, this helps decrease the load of productive processing. Availability of time for individuals to plan discourse cause differences between spoken language and written language.

Aspects of written and spoken language are often studied as separate domains and much has been written about how the two media differ. Written texts may be categorised as planned and organized. While spoken communication is often presented

as unplanned, less constructed and interactive in nature. However, features of written language can easily be found in spoken language just as written texts can exhibit aspects of conversation.

2.5.2 Formal and Informal Discourse

The difference in construction and reception of language was the basis of its conventional distinction into speaking and writing. However, when the structure of discourse is taken into consideration, more essential division into formal and informal communicative products gains importance. Formal discourse is stricter since it requires the use of passive, lack of contracted forms and complex sentence structure.

Informal discourse, on the other hand, makes use of active voice mainly. Contractions are frequent no matter if it is written or spoken. Hence, it may be said that informal communicative products are casual and loose, while formal ones are more solemn and governed by strict rules as they are meant to be used in official and serious circumstances.

The relation of the producer of the message and its receiver, the amount of addressees and features as public or private occasion are the most important elements influencing selecting either formal or informal.

2.6 Business Discourse and its Interdisciplinary

The origins of business discourse can be fitted to the language for Specific Purpose (LSP) studies. Bargiela Chappinni, et al (2007:3) definition connotes a broad approach to the term: “*Business discourse is all about how people communicate using talk or writing in commercial organizations in order to get their work done*”

To fulfil this study various genres and domains should be compared and contrasted: Negotiations, business meetings, professional presentations, mediations, and interviews, business customer communication implying both written and oral communication.

On the other hand, Doni Ushina’s (2010:244) view of business discourse as: “*verbalization of business mentality, realized in the form of open multitude of thematically correlated texts on a wide range of business, issues considered in combination with their extra-linguistics contexts*”. She suggests launching a separate branch of applied linguistics business linguistics which according to her crosses and

interacts with many other disciplines as sociolinguistics, psycholinguistics, text linguistics and functional styles, pragmatics, discourse studies, cognitive and communication, management studies as well as in applied research of teaching and learning language for specific purposes. Regarding the last mentioned field, business linguistics should also deal with theories and practical methods of teaching and learning business English as the lingua franca of international business.

2.7 Discourse Analysis Approach to Business English

An approach based on discourse analysis, applied to business English, substitutes the abstract concept of professional jargon, construed as a type of language with much more objective analysis of writing and talk samples in commercial organizations (Marcin Grygiel 2015). Business discourse can be defined as a social action-taking place in business contexts. In this approach, we move the theory of language system and focus on the relation and context in which discourse emerges and develops. Its thorough and deep investigation permits the researcher to understand the relationship between human beings and the organization they interact in.

Studies on authentic spoken and written language occurring in business organizations, settings as conversations, interviews, negotiations, business meetings, correspondence, reports, and use of electronic media are generally corpus based or survey based and the focus is quantitative analysis. Authentic examples of business discourse provide crucial insight into how people interact in organizations. On the other hand, they also reveal the language used by native speakers of English in business context is not completely adequate to the language taught by business English course books (William 1988; Dudley Evans and St John, 1996; Bargiela-Chiappini et al .2013).

2.8 Specialized Discourse in Specialized Context

Discourse has the pragmatic sense of language in use in any contexts. As stated by (Cook 1989:6) “*discourse is language in use, in communication, rather than examples of how an abstracted system is structured in order to teach a language of literacy.*” This implies that business discourse has more to do with the practical language of doing business rather than academic language of economics. Business is the real life equivalent of theoretical economics. As previously mentioned business English is part

of ESP, a sphere of ELT and also considered as part of applied linguistics. In the mid 20th century, ESP became a field of research when scholars started to consider specialized discourse as an element of the language that was no more just a part of the functional style of general English. Since the 1970s and 1980s, linguistic studies have mainly focused on the ways language is used in real communication rather than describing the typical features of a language from a grammatical point of view. Therefore linguists realized that language changes depended on the context and they were more concerned by identifying the main characteristics of given context so that they will be able to set the basic language requirements for learners' courses.

Pickett (1986) compares business English to doctor /patient interaction: when doctors talk to each other they use a special language but they are already able to interact with patients using a simple mediated code.

2.9 Horizontal /Vertical Framework in Language Variation

Taking into account this divergence in using the language, some scholars have introduced the concept of a horizontal vertical framework in language variation. The horizontal variation focuses on the field or domain and the vertical describes the degree of specialization. Cloire and Shinn (1985) suggest one of the most efficient models. They identify four communication levels of scientific knowledge; the relationship between participants in the communication process is based on sender- receiver - oriented model. The four levels of specificity are not considered as independent categories but conceived as continuum.

- Intra- specialist level
- Inter-specialist level
- Pedagogical level
- Popular level

(Cloire and Shinn 1985:31-60)

This classification starts from expert speakers that are represented by the intra-specialists level; they used same language and terms while interacting with each other, then the second level where people make use of simplified language forms and concepts for specialists communicating across field. The third group of speakers represents a public that have not acquired this language yet (as students) and then the fourth level of communication that is the most popular one. At this level the communication is between

specialist and non-specialists nevertheless, mastering a language does not necessarily imply that the agents involved in communication acquire the cross sector skills required for successful interaction. Ellis and Johnson (1994:3) assert that:

Business English differs from other varieties of ESP in that it is often a mix of specific context (relating to a particular job area or industry) and general content (relating to general ability to communicate more effectively, especially in the business situations

Therefore, BE is characterized by both specific professional content and by the more general content based on effective business communication; although the two elements go hand in hand. As a result, sufficient to permit speakers to manage the sub genres that some exchanges require (Bargiela-Chiappini and Harris 1997). Moreover, regarding English as the language of international business, we should not neglect the intercultural position. That is why Ellis and Johnson (1994) have dealt with the importance of social skills and underline the importance of good behavioural skills on successful communication.

2.10 Genre Analysis

Genre analysis in ESP began with Swale's pioneering work (Swale 1981 and 1990) on the introduction to an academic article Swales refers to a regular pattern of "moves" and "steps" that appear in a certain order in the majority of introductions investigated. A "move" is a unit that relates both the writer's purpose and to the content that s/he wishes to communicate. A "step" is a lower level text unit than the move. It provides a detailed perspective on the options open to the writer in setting out moves in the introduction. The moves and steps seem to reflect the reality in text and in the way writers approach the task of writing.

In the area of EOP, Bhatia (1993) has shown that the techniques of genre analysis developed originally for the study of academic text can be applied to business letters and legal documents. The two main advantages of genre analysis for the investigation of business English texts is that it is concerned with the difference between texts rather than just the similarities between them (Hopkins and Dudley-Evans, 1988) and thus provide a tool for developing teaching materials that help business writers develop appropriate skills for all the various different types of spoken and written text that they have to use.

2.10.1 Genre versus Register in Business Discourse

Picket (1989) argues that BE is a technical language defined by the task, occupation, subject and situation. He calls it an “ergolect” other linguists use the term “register”. The new term “ergolect” refers to English language used in business, a work language. Moreover, he asserts that “*an ergolect operates at the level of lexis and the level of transaction, hardly at all the level of grammar*”. (1989:11). In the same trend, we can use the term “register” and “genre” since these two terms are used interchangeably by some scholars and a few attribute different nuances to them as Biber et al (2007:7) state “*both terms have been used to refer to varieties associated with particular situation of use and particular communicative purposes*”. Swales (1990:58) regards genre as “*a class of communicative events, the members of which share the same communicative purpose*”.

As far as Dudley Evans and St John (1998) are concerned, they identify seven communicative events which may partially be relevant to genres. Five of which belong to oral communication: telephoning, socializing, making presentations, taking part in, negotiating, and to others which are part of the written communication: corresponding and reporting.

When dealing with genres, we refer to ways of speaking or writing used by a community and socially recognized and defined elements. These latter are used in a typical social circumstances (Dudely Evans, 1987).

In the same trend, Gimenez Moreno (2010:80) explains that:

The main characteristics of a genre (a group of texts) should be related to a common communication purpose, form, structure and target audience which lead to any written or oral example to be identified as a prototypical of a certain genre.

For example a business letter as a genre, shares most features as form and structure, but it often exposes different trait regarding the purpose and the target audience (Dossena and Fitzmaurice, 2006). Business letters may have different purposes as to persuade, inform, complain and therefore the recipient could also be different. It could be a customer, a supplier a bank or another company.

2.10.2 Variations in Genre within Professional Domains

Domain-specific genres can be subcategorized in a number of ways (Devitt 1991) suggests the notion of genre set to refer to a range of texts-genres; for instance, the case of “tax accountants”, who in their daily work produce a limited range of generic text. These generic texts may include different kinds of letters as an opinion letter to the client, a response letter to the client or a letter to tax authorities; all of these kinds are inter-textually linked to each other. Information gathering from a client, creating or updating the client file and then preparing a legal brief on the basis of legal research on the case, and finally writing a letter of advice to the client are considered as integrated tasks and the typical set of product resulting from these tasks form a “genre” set. The genres include a set are individually distinct, but at the same time inter-textually linked.

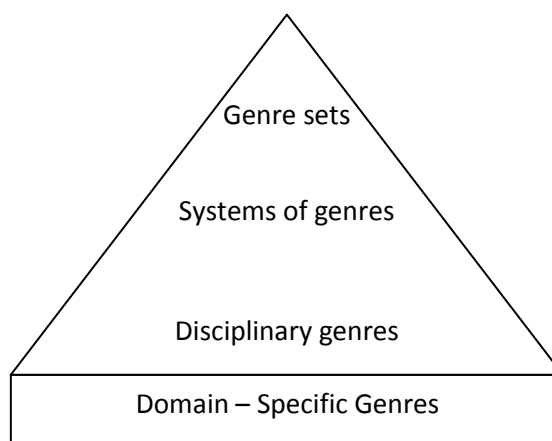
Texts from a particular genre set also exhibit typical patterns found in texts produced by other fellow professionals in the same field; this set of generic texts resulting from defined professional activity represents the participation of only one side of the professional output. The professional activity may include a number of other participants from, within or outside the profession, texts of other semiotic constructs but the concept of genre seems to include one side of the professional practice. Bazerman (1994:98-9) explains:

The genre set represents...only the work of one side of a multiple person interaction. That is the tax accountants' letters usually refer to the tax code, the rulings of the tax department in this case, the client's information and interests and these references are usually presented in highly anticipatable ways appropriate to the genre of the letter, but the genre set is only the tax accountant's participations, as inter-textually linked to the participations of the parties

To extend the concept of genre in an attempt to account for the full set of genre, Bazerman (1994:97) suggests the concept of systems of genres that refer to all the interrelated genres that interact with each other in specific settings. He points out:

The system of genres would be the full set of genres that instantiate the participation of all parties-that is full file of letters from and to clients from and to the government, from and to the accountant. This would be the full interaction, the full event, the set of social relations as it has been enacted

The system of genre is very useful tool for investigating inter-textually and inter-discursively related genres embedded within a specific professional activity. A complete set of discursive forms that are invoked in all professional practices associated with a particular disciplinary or professional domain is represented in genre system. This is what the figure illustrates.



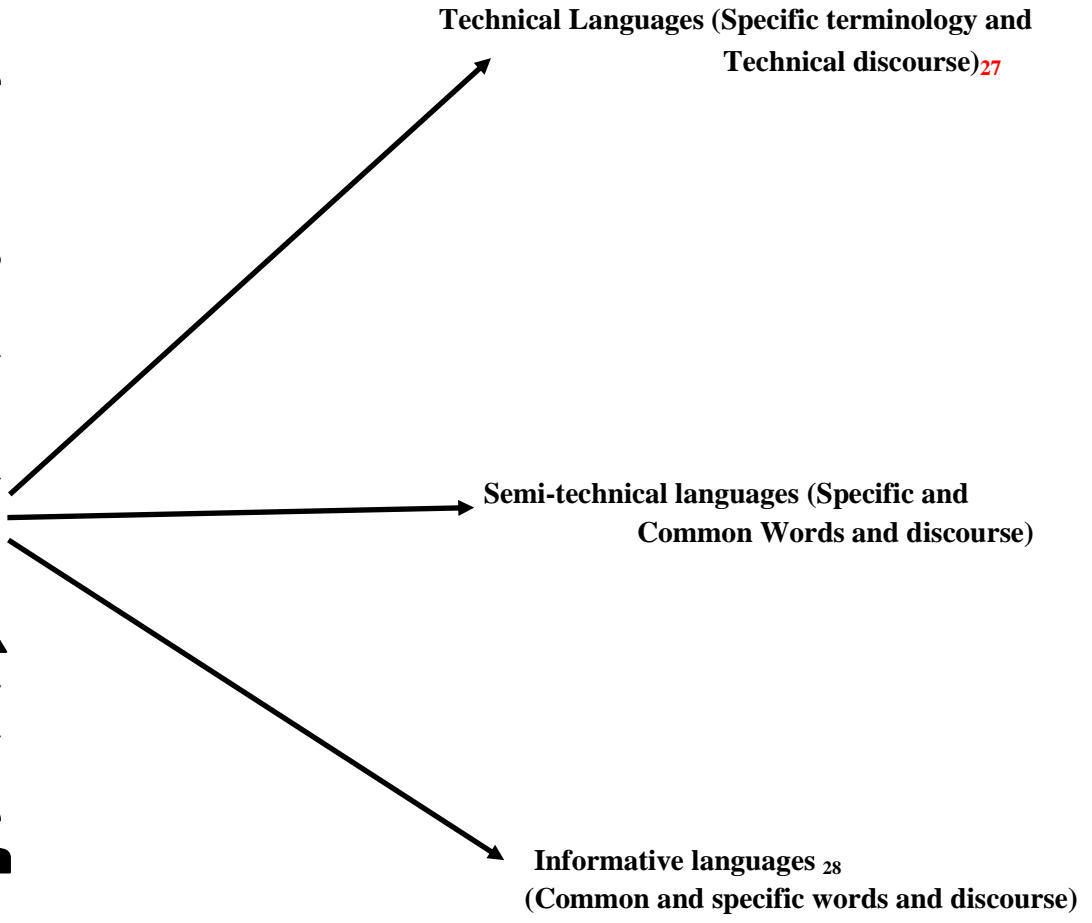
**Fig 2.4: “Domain – Specific genres”
(Bathia, 2004: 56)**

2.11 Professional and Academic Languages

Professional and academic languages embed any field of human activity that needs a type of discourse that can be defined as specialized. Therefore, all those scientific and professional domains where the use of restrictive speech is demanded and the users who are limited in numbers, apply linguistic and communicative mechanisms attributed by their professional and academic context (Gimenez, 2011). In this sense as it is illustrated in the figure, there is a great variety of languages of specialty related to the different fields of scientific and professional discourse. The languages of specialty are classified into technical, semi technical and informative ones.

That is why, we can encounter controlled languages with a very specific terminology; languages which are referred to as being technical but include terms that are also found in common language contexts; and finally languages with an informative aspect that include a high proportion of words that are used in ordinary speech but they are characterized by some technicalities.

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**Fig 2.5: Different Types of Professional and Academic Languages
(Gimenez Moreno 2011:22)**

The different sciences almost create languages of specialty. Pure sciences exclusively use technical terminology while set social and humanistic ones alternate technical and semi technical vocabulary. Professional languages which are derived from the application of academic and scientific research also alternate technical and semi technical terms as well as the inclusion of words and expressions belonging to ordinary discourse this is the case of professional and Academic English for International business and Economics but we should not forget its scientific and academic foundations.

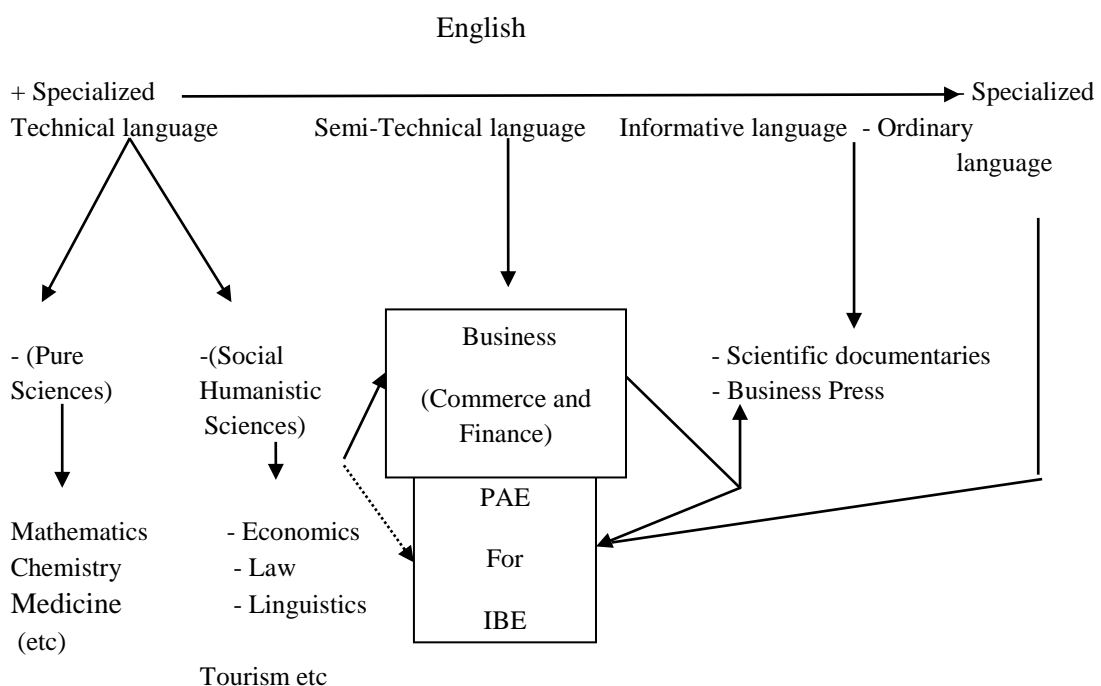


Fig 2.6: The Language of Business in Relation to Other Language Varieties (Gimenez Moreno 2011:24)

2.11.1 Business English versus English for Economics

Business is the practical field and the real life equivalent of theoretical Economics. When the theories fell in the ground of professional practice, it materializes in two modes: commerce and finance. Therefore, in the case of English, we should thus refer to a scientific language: English for economics and two professional varieties: commercial English and Financial English. English for economics provider the seeds of Business English. Bu they are sometimes regarded as the same thing. According to the definition

given by “OED”, economics is defined as: “*The branch of knowledge (now regarded as one of the social sciences) that deals with the production, distribution, consumption, and transfer of wealth; the application of this discipline to a particular sphere*”

On the other hand, business is described as: “trade and all activity relating to it, considered in terms of volume or profitability, commercial transactions, engagements, and undertakings regarded collectively: the world of trade and commerce”.

According to the above definitions, we can make two distinctions. Economics is a scientific discipline, while business is an activity. This is what Wells (2004) refers to in his article “The art of business and the science of economics”:

“Economics concerns systems and general principles and therefore a theoretical subject eminently suitable for academic study in a university, while business is a practical craft that does not belong there” www.philosophersbeard.org/2011/10/artof-business-and-science-of.html

Considering discourse analysis’ point of view in settling a difference between economic and business discourse as well as different syntactic items from General English (GE) (Gotti 2003). We can say that there is a link between these fields. Crawford Camiciottoli (2007) states that we should divide Business discourse into two distinct categories: a discourse proper to business and economic discourse. Therefore, in the first case we are concerned with a professionally oriented language; on the other hand, the second case is regarded as an academic code.

On the same trend Gimenez Moreno (2010:43) states: “*Business is the real life equivalent of theoretical economics*” . He also emphasises on the same idea and adds

On the one hand, business English feeds on English for economics (Academic language) which offers the necessary theoretical support and explanatory apparatus. On the other hand, it develops (...) into: commercial and financial English (Professional languages) which put into practice the theories divided by the science of economics.

Thus, as it is stated in the previous quotation. Business is real life equivalent of theoretical economics. When we deal with professional practice, it is concreted in two modes: Commerce and Finance. And when we refer to the language as “English”, we

should thus take of scientific language: English for Economics and two professional varieties: Commercial English, and Financial English. In fact, Commercial English reflects on the one hand, the language used to put into evidence everyday practice, the scientific postulates of the science of Economics and on the other hand, the speech used in one of the oldest activities carried out by humans since the beginning of time (Bargiela- Chiappini, 2012). So, financial English represents the language modalities put into practice in modern commerce where everything is represented by money assets instead of tangible goods. In fact, commercial exchanges reach high level of abstraction since” the purpose is money. English for economics provides the seeds of business English, therefore, the two professional languages if commerce and finance is the practical field of English for economics that is regarded as a scientific and academic language.

According to Boettke (2006), economic discourse can be divided into:

Technical economics that goes on in the professional journals, policy economics that goes on in think. Tanks and government agencies, public intellectual economics that goes on in the newspaper, magazines, rado and TV, and nowadays to a considerable extent blogs.

Economic discourse (ED) as a scientific language, as previously referred to, has been subjected to analysis by both economists and applied linguists. For instance, Dudley Evans and St John focus on the text book when dealing with EE (English for Economics) as well as the abstract language and the use of metaphors when describing economic models and theories.

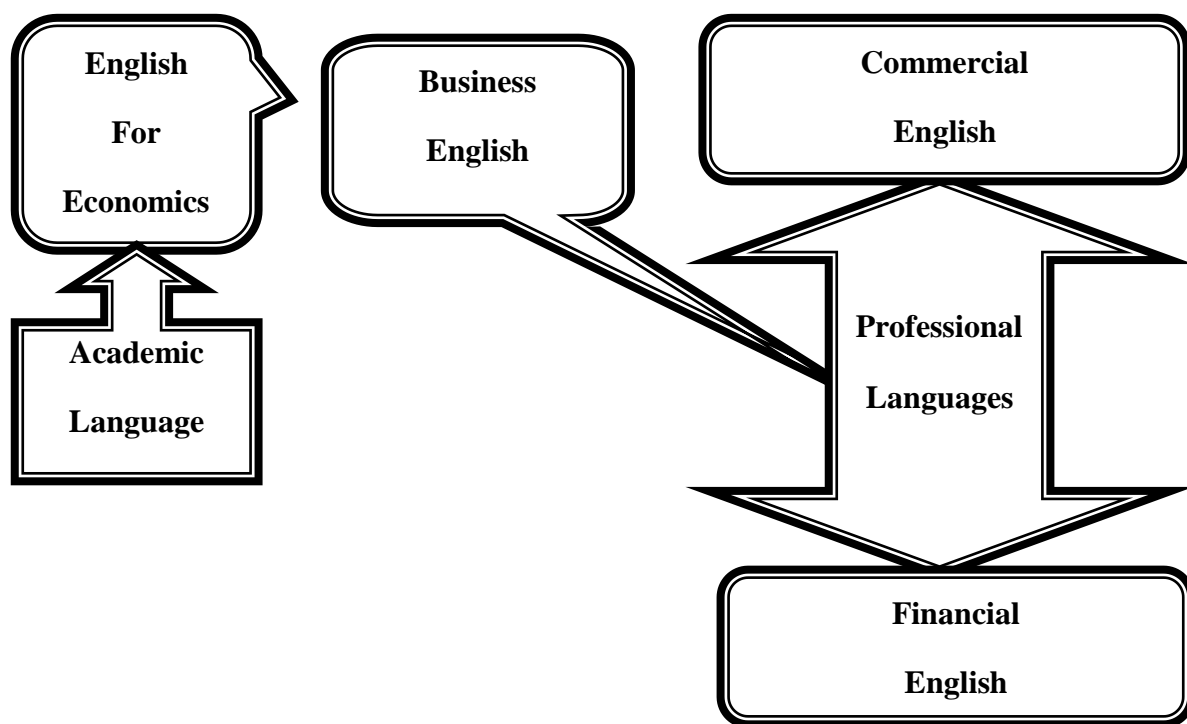


Fig 2.7: Business English Components

Moreno (2010) has illustrated in a simple way how business English is organized. Infact, business English feeds on English for English for Economics (Academic Language) which provides the necessary theoretical support and explanatory apparatus. This develops into two domains: Commercial English and Financial English (Professional Languages) which put into practice the theories devised by the science of Economics.

Regarding business discourse as a professional oriented language, Bargiella Chiappini and Nicherson (1999:22) have offered the most appropriate definition that is: *“A process of talk and writing between individuals whose main work activities and interests are in the domain of business and who come together for the purpose of doing business”*

Therefore, the sense of purpose is at the basics of business English. Ellis and Jhonson (1994:7) refer to the purpose of using the language: *“Language is used to achieve an end, and its successful use is seen in terms of successful outcome to the business transaction or events”*

Business discourse is not regarded as a single genre, which is taken in isolation, but there are other features that contribute in constituting this discourse. Bargiela-Chiappini and Harris (1992:15) state “*Business discourse is not a single or simple genre but consists of both sub-generic types and clusters of discourse resources in which are embedded underlying ideologies*”.

Other scholars have also referred to the social and cultural aspects of Business discourse, such as the existence of internationally accepted ways of doing things, the widespread use of formulaic language, a polite but short and direct style and the willing to establish good relationships (Ellis and Johnson, 1994). Recently, the way business language is used has been dealt with from various approaches and integrating many disciplines (Bargiela-Chiappini, et al 2012:3). This view is summarized in the following definition: “*Business discourse is all about how people communicate using talk or writing in commercial organizations in order to get their work done*”

2.11.2 Business English as a Specialist Language

As cited in Grygiel’s article (2015) “*Business English from a Linguistic Perspective*”, the idea of specialist languages was referred to in German linguistics in the 1970’s these studies were influenced by the developments in text linguistics and theory of translation.

According to Hoffman (1979:16), a specialist language is considered as “*a complete set of linguistic phenomenon occurring within a definite sphere of communication and limited by specific subjects, intentions and conditions*” he claims that a specialist language appeals to consider a complete set of English phenomena. Hoffman (1976) implies that specialist language is not equivalent to specialized terminology, discourse or jargon and should be dealt with and investigated at all linguistic levels as is the case in any other naturally occurring language Hoffman (1979:13) argues that “*Syntactic and text linguistic features cannot be neglected in a complex analysis of specialist language*”. Taking into account Hoffman’s idea previously mentioned, the researcher believes that business English should be described. It is indeed the most appropriate description since it possesses some proprieties relevant to a language hybrid or pidgin. Indeed, business English as any other specialist language is a simplified, restricted in size and use. It grows as a means of communication for a special setting between a limited number of users. Business

English is goal oriented since it depends on a planned action between individuals or groups of people sharing a common goal.

Overall, all the action characteristics already mentioned about business English attribute a specific design and make it different from a natural human interference. Even in the case of native speakers of English, business English is not acquired in the same manners as the mother tongue, and it must be taught at a secondary and tertiary level. Therefore, a good command of business English is out of reach for large number of Population.

On the other hand, business English as a hybrid embedding a precisely defined vocabulary and pre-programmed conventions still relies on a natural language as English to perform communication tasks. Business English is an incomplete system, the users of this hybrid semi autonomous language have to switch between business English, and general English and elements of the two varieties are fused. Therefore, the two varieties are hardly over separable. Taking each element as speakers, language material or context in isolation cannot depict the unique qualities of business English.

The characteristics of an artificial language found in business English embed mono-referential and formal vocabulary (Gotti: 2003). Terminology is considered as the basic and most characteristic constituents of business English: lexemes, always refers to defined and specific concepts; and far from any kind of polysemy and ambiguity. Besides, they do not have exact synonymous. Business English is also characterized by formal style and lack of emotions words has a precise meaning and purely detonative function. Concept are concisely expressed within the limits of Business English, meaning is not context dependent. In other words, contextual independence means that the relevant interpretation can be performed independently of context (Grueza 2004). Indeed, business words can be dealt with in isolation.

The occurrence of technical, subject specific artificially devised or genetically modified lexical innovation lead to the recognition of business English as a separate language variety. And as a specialist language, it is mainly used in narrow specialist to specialist communication channel. This requires conventional setting, formal style, a carefully selected expressions and predominantly written mode.

The features mentioned above contribute to the fact that business English tends to possess many elements of artificial languages even if this kind of conversations were carried out within the business organizational limits.

2.12 Users of Business English

Many firms all over the world conduct business using English, firms in South Korea use English, Brazilian firms interact with the Dutch ones using English. The French in China use English. Therefore, English has become the international language of business. It is a medium of communication. These communications are mainly set between non-native speakers and the English used is International English, it is not that of native speakers. “Guy and Mattock” use the term “offshore English” for the English spoken between Europeans who do not share first languages and have learned English for practical rather than academic purposes.

English as an international language permits non-native speakers managers to understand each other more easily when communicating in English that they can understand a native speaker. The vice-versa is true; i.e. non-native speakers understand each other more than a native speaker can do. The native speaker moves through steps to understand an expression used in business communication. It means that he has to learn to move from a literal understanding to a contextually based one.

2.13 Language, Communication and Social Practice

Communication is based on human interaction directed by a specific goal and typical of knowledge work of professionals. Sarangi and Roberts (1999:1) believe that:

The needs of learners are looked at in conjunction with the needs of the business or workplace where the learner is based. Which are in turn, seen from the point of view of social institutions, held together by communicative practices

Communication includes the use of verbal and non-verbal communication. They belong to procedures of professional discourse community practice. Communication is used to build meaning within management systems (Jackson, 2007), organization cultures (Hatch 1997) and network of stakeholders. (Freeman and Reeds 1983;

Mendelow,1987). The purpose of knowledge work is learning (Senge 1990); (Argyris&Schon 1996; Argyris 2002) in communities of practice (Lave&wenger 1991) and in professions within society.

Communication is a field in which groups interact and therefore a channel that can shape the effects of various factors on group decision-making and outcomes. Communication functions as a means for creating social setting in which decision can be made. (Hirokawa &Poole, 2004). Communication occurs at workplaces, *“They are institutions where resources are produced and regulated, problems are solved, identities are played out, and professional knowledge is constituted.”* (Sarangi& Roberts 1999:1)

Circourel (1999:292) argues that language, communication and social practices are interwoven and cannot really be separated, he explains:

If we do not invoke institutional and local socio-cultural details with which to identify the participants in conversation, the analysis of meaning becomes almost impossible. Language and social practices are interdependent. Knowing something about the ethnographic setting, the perception of and characteristics attributed to others, and broader and local social organisational conditions becomes imperative for an understanding of linguistic and non-linguistic aspects of communicative events.

Because language and social practices are mutually beneficial, knowledge of the institutional and local socio-cultural is necessary for understanding the goals and objectives of communicative events in the workplace. Discourse practice differs between social domains (mobile communication, banking, law) each of which has its own discursive practice associated with a particular social domain or institution. (Foucault 1982; Candlin 2005,2006)

The message conveyed in communication incorporates meanings. Communication can be more than just text (verbal); it may incorporate non-verbal elements such as tone of voice, gestures, use of space, clothing, tacit knowledge, and behaviour, which are less centrally seen as part of ESP, interlocuters process communication skills, which, in the

linguistic tradition, have been classified into speaking, reading, listening, writing and mediation. (Council of Europe, 2001). Nevertheless, in professional setting, they seldom occur separately, but rather as integrated clusters of sub-skills and clusters of source data in meaningful sequences. Candlin and Maley (1997:203) argue that:

Discourses are made internally viable by the incorporation of... Inter-textual and inter-discursive elements. Such evolving discourses are thus inter-textual in that they manifest a plurality of texts sources. However , in so far as any characteristic text evokes a particular discourse value, in that it is associated with some institutional and social meaning, such evolving discourses are at the same time inter-discursive

National, cultural and sub cultural factors influence communication

2.14. Business Communication

The word “communicate” comes from the Latin verb “communicare” that means to impart, to participate, to share or to make common. On the ground of its Latin origin, it is also the source of the English word “common”. Therefore, communication is defined as the process of portraying or transmitting a message from one person to another.

Communication has various definitions from various communication scholars. Charles Cooley defined communication as a socialized mechanism. Robert Park also defined it as a network; “this network creates and makes possible consensus and understanding among individuals” (Aina, Ogunbiyi; 2012: 125).

Communication can be viewed as an active process, influenced by all the complexities and ambiguities of human behaviour. Clappitt (2005:8) notes: “*we actively construct meanings within a unique vortex that includes the words used, the context of the utterances, and the people involved*”

The communication process includes different parts and stages these are as follows:

- Source- Message-Encoding- Channel-
- Decoding-Receiver- Feedback- Context

At each of these stages, there is the possibility for barriers occurrence or problems to arise. The steps in the process are exhibited in the figure and explained further.

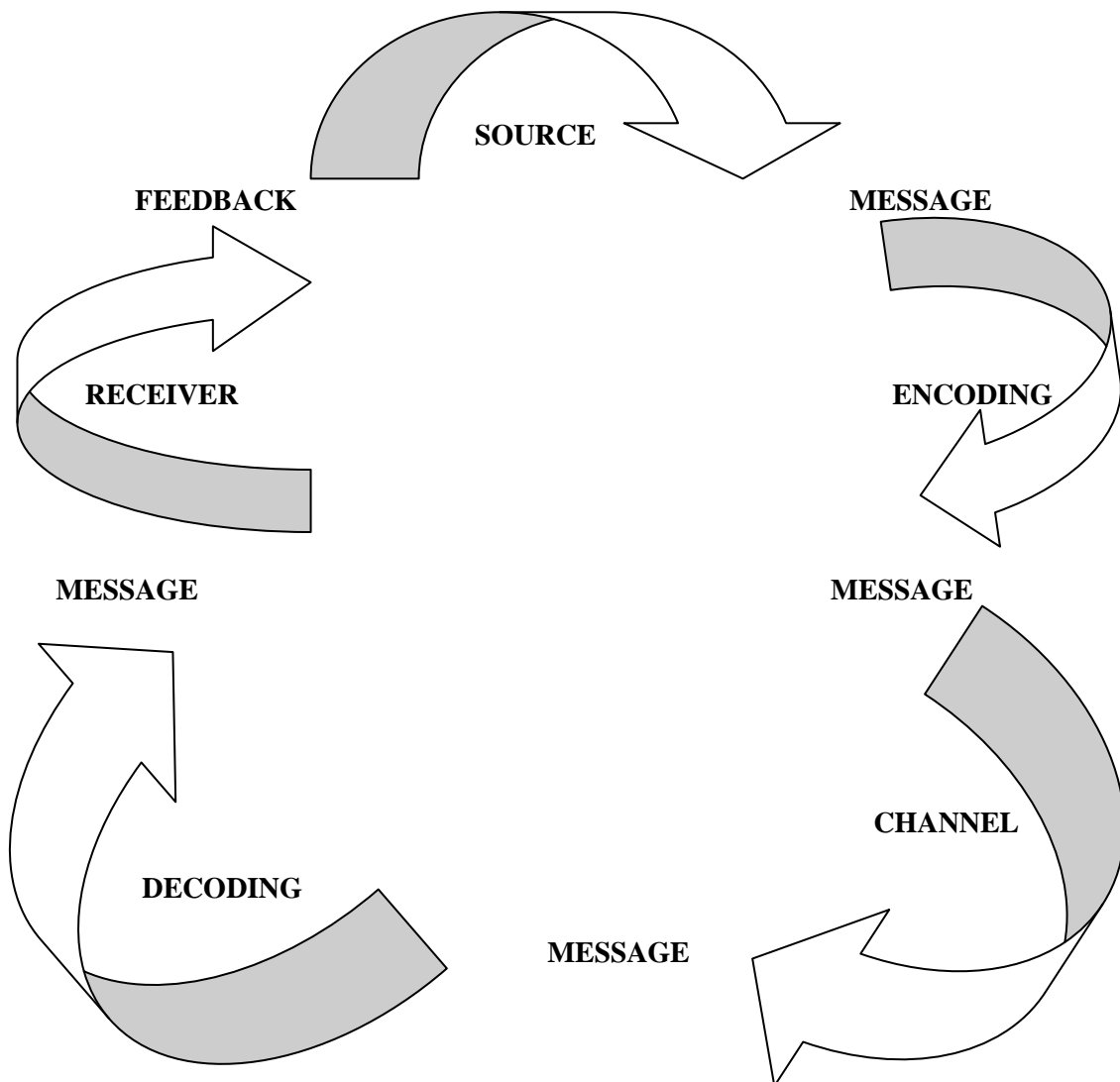


Fig 2.8: The Communication Process

- Source

The source of the communication is the sender. In order to be a good source, one needs to be clear about the message sent. The sender must know why the communication is necessary and what result is needed.

- Message

The message is the information that the sender wants to communicate. Without a message, there is no cause of communicating. To be ready to begin the process of communication, one should be able to summarize the information to be shared.

- Encoding

It is the process of taking the message and transferring it into appropriate format for sharing it with the audience. One must know the audience and ensure that the message provides all of the information they need. The sender should use the language the audience will understand and a context that is familiar.

- Channel

The channel is the method used to convey the message. The type of the message will determine the channel that should be used. Channels include face-to-face conversations, telephone calls, or videoconferences, and written communication like e-mails and memos... Each channel has its advantages and disadvantages. For example, it will be difficult to give complex technical information or instruction by using just the telephone. As well as you may get bad results if you intend to give criticism via e-mail.

- Decoding

Decoding takes place when one receives the message that has been sent. The communication skills required decoding a message successfully; they include the ability to read and comprehend, listen actively, or ask clarifications when necessary. If the person we are communicating with fails to decode the message, one will need either resend in a different way or assist them by supplying clarifying information.

- Receiver

It is important to realize that each person that receives the message will interpret it through her own individual expectations, opinions, and perspectives. Her individual experience will influence the interpretation. For example, if one is releasing a new product and want to convince customers to try it, one must exhibit the specific benefits and improvements the product is subjected to.

- Feedback

The feedback determines how successful the communication was. If one is face to face with the audience, he can read body language and ask questions to ensure understanding. If the message is communicated via writing, one can gauge the success

of the communication process for the future. One can learn what worked well and what did not to be more efficient.

- Context

It involves things such as the relationship with the audience, the culture of the organization and the general environment. The communication process will not be the same when one communicates with his/her boss, as it will when the communication is with a friend. So, the context helps determine the tone and style.

2.15 An Overview on the Essentials of Business Communication

Business communication includes basic features, which are crucial for an effective communication process. Business in isolation will be restricted to unshared stagnant business concepts.

2.15.1 Language and Communication

If we live in the world without language, we would be limited to non-verbal communication. Comparing human and animal communication, Atchison (1995) argues that the former has very limited communication methods and is without creativity as well as arbitrariness.

On the other hand, communication through a language can be infinite and can transmit immense information. Language is regarded as a powerful tool used to express our thought and knowledge to other people. Language is highly developed than the animal signalling since it can communicate innumerable emotions, feelings as well as information. In fact, without using a language, communication system remains limited in its scope. Animal communication relies mainly on the body language and some basic sound, so with all its complexities, it is a non- linguistic phenomenon. Indeed, Human communication possesses a great diversity, effectiveness, and creativity. Language makes a communication system wider in scope and able to accomplish very complex communication goals. Language can produce unlimited sentences and expressions; accordingly, the linguistic dimension of communication bears the responsibility to deliver all kinds of messages. Above all, there are three basic factors that influence the effectiveness of communication: semantic, convention, perception and attitudes.

If the receiver and the sender have different semantic understanding it will affect the interpretation of the message. The lesser difference between the semantic awareness of the sender and the receiver, the greater effectiveness of the communication is.

Moreover, education, abilities, socio-cultural background, and experience affect the perception of individuals in interpreting the message. Besides, the receiver attitude towards a message can determine its acceptance or rejection. A successful business communication can be determined by the set of values and attitudes of the sender as well as the receiver. Sometimes the feedback is based on the attitudes rather than the facts.

2.15.2 Business and Communication

Communication is a basic social process; it is essential to the growth and development of the individuals, to the formation and continued existence of groups, and the interrelations among groups. Business organizations bring individuals together to work for a common cause, form them into groups or departments, and provide formal communication links among the different groups.

Business in isolation would be meaningless without communication. Business includes any kind of communication interactions as verbal, non-verbal or visual within unlimited occurrences. Creating new enterprise, selling a product, opening a new outlet or developing a new market, these are all forms of communication with a given audience. The human tendency to communicate gave birth to business conduction and as a vice versa relationship; all forms of communication have been reinforced through business. Therefore, business and communication are closely linked; this latter is the backbone of business.

Communication itself is not stagnant and has been subjected to changes overtime. Many features have contributed to its modification, for instance, the rise of new technology, which gave birth to multiple media. The interconnection of world in general and the business world in particular embedded with globalization and social media have changed the way we communicate, our perception on communication as well as how we proceed to be effective.

The knowledge economy and commerce based information has overhauled the economies derived from old manufacturing which was the corner stone of Industrial Revolution over 200 years ago. New economic systems and new business emerge

nowadays. In fact, they are built on good ideas rather than on heavy machinery. The knowledge economy produces several different things such as software, consulting and financial service, design , and creative products such as music (Meyer 2010). This situation is endorsed by many cases in the world of business as Google, e-Bay, Microsoft or apple. They are knowledge-based business. These flourishing cases would never attain this position of success and effectiveness in the absence of strong relationship, this latter is established through effective communication. Whatever the size of business, it is more dependent than ever before on a swift and clear exchange of information. If communication activities are slow ambiguous and have a tendency to misunderstandings, the business undergoes a great risk.

2.15.3 The Importance of Communication for Organizations

Wehrich and Koontz (1994:538) state that the role of communication in the organization is to connect the employees of that organization so that a mutual goal is reached. Communication in the organization is important because of:

- The company's goal and their carrying out.
- The development of plans towards their realisation
- Human and other resources management in the most successful and appropriate way.
- The choice, the progress and the performance evaluation of the organization members.
- The management, guiding, motivating and creating a climate in which people want to contribute.
- The control over realisation

Indeed communication is crucial to have a successful outcome, many features are involved and each element depends on the other i.e. they are correlated. Fox (2001:41) explains this as follows: “ *Communication in the organization represents a complex system of the flow of information, orders, wishes and references made out of two partially complementary systems: formal communication network and informal communication network*” .

Information is planned and transmitted. Fox (2001:42) defines this kind of communication as “...a systematic and formal process of information transmission in spoken and written form planned in advance and adjusted with the needs of the organization”.

On the other hand, informal communication does not follow the line determined in advance, but communication between particular groups within the organization is undisturbed.

2.15.4 Communication in Business Organizations

Business communication is a specialized of general communication. Actually, there is no basic difference among the two since the process is the same and so are the principles that conduct them. Yet, the difference lies in their application to different situations. Indeed general communication has roles in the world at large; business communication is restricted to business activities, which are well defined.

2.15.4.1 Business Activities

The activities are headed under two kinds, the internal and the external one. The internal activities comprise maintaining and improving the morale of employees, giving instructions to workers, prescribing methods and procedures, proclaiming policies and organizational changes, as well as keeping the management informed.

On the other hand, the external activities are related to setting and obtaining goods and services, reporting to the government and shareholders what concern the financial conditions and business deals, in addition to create a pleasing climate to conduct business.

Each activity whether internal or external attains a result; accordingly, the main goal of every communication in business is to reach a result that is interpreted through the receiver's action. The sender expects him to accomplish an action on receiving the message as place an order, send some information, approve an action etc... In order to reach this purpose, the language used is simple, direct, concise and straight to the point. As far as the style is concerned, it focuses on drawing attention, stimulating interest, developing conviction as well as leading to action the main features that attribute business communication a distinct profile are as follows:

- It deals with various commercial and industrial subjects.
- It is characterized by certain formal elements such as commercial and technical vocabulary, the use of graphic and audio visual aids and conventional formats.

- It is unbiased and objective since information are conveyed accurately and concisely
- It has a high focus on certain complex writing techniques and procedures

These procedures would be successful when they are associated to other kinds of competences as they are introduced in “figure: 2.8”.

2.15.4.2 Communicative Competence

The concept of communicative competence was originally developed by the sociolinguist Hymes (1972) and was further developed in the early 1980 by Canale and Swain. This kind of competence includes grammatical, discourse, sociolinguistic and strategic competence.

2.15.4.3 Intercultural Competence

Linguistic competence is acquired through language and culture, these two features are important to enhance communication in speaking and writing. Therefore, it is necessary to consider the intercultural competencies which include attitude, knowledge, and skills. Different behaviour may take place when dealing with people from different cultures and different contexts as well. This implies looking from different perspective of outsider (Byran, Gribkova & Starkey, 2002). Knowledge means knowledge of history, behaviour, custom and cultural norms. Infact, this knowledge is acquired through media, social studies classes or interaction with friends (Byran, 1997 & Parmenter, 2003). Skills are concerned with the ability to deal with different cultural contexts, professional knowledge and techniques, besides overcoming the physical and mental discomfort in reality.

2.15.4.4 Professional Activity Competence

Professional activity competence is the habitual and judicious use of knowledge, technical skills, values and reflections in daily practice for the benefits of the individuals and the community being served. According to Cheethan & Chivers (1996) and Luka (2007), the components of cognitive competence include practice, .i.e “knowing in practice”, theory i.e. knowledge of the profession’s principles, all the underlying theories, and procedures which include “when, how, and what of all routine tasks within the company and finally context. Besides all these knowledge, personal

competences are of a great importance as observable behaviour in the context of work such as control of emotion, self-confidence, and interpersonal listening.

Overall, we may define business communication as the use of effective language to convey commercial or industrial message to accomplish a preset purpose. However, communicative competence, intercultural competencies, and professional activity competence are necessary for a successful business communication.

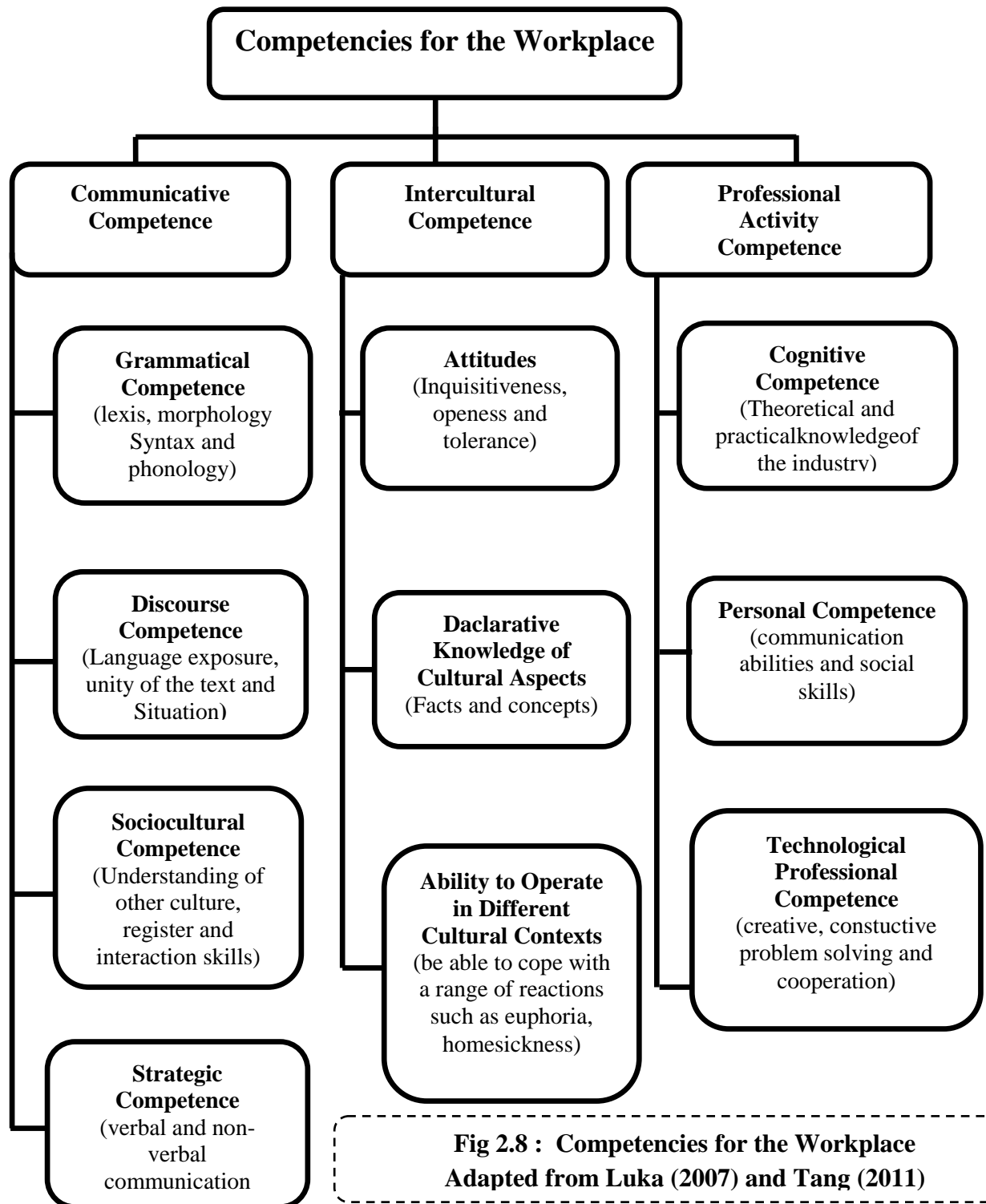


Fig 2.8 : Competencies for the Workplace
Adapted from Luka (2007) and Tang (2011)

2.16 Principles of Business Communication

An efficient business communication includes basic elements as to be complete, accurate, specific, concise, and clear and polite. Efficiency is a target, the content is the carrier; the two complement each other and are indispensable.

2.16.1 Clarity

In fact, human communication is imbued with the risk of misunderstanding. It is unavoidable, but it is possible to avoid miscommunication and reach our objectives. The key element for this outcome is clarity. The English writer Franc Lucas (1955) states that we can acquire clarity by writing to serve people rather than impress them. It is necessary to use clear, strong, and eloquent language. To convey any complicated instructions. Therefore, we have to consider the receiver of the information, the most important person, and contribute effectively to the good transmission of the message. It is possible to reach our objective when we select the words and choose the appropriate communication channel. When we have to convey a message to the world of business, it is necessary to avoid ambiguity, whatever the form is: a report, a proposal, announcement etc...

The great English writer George Orwell taught us that a well-thought idea does not need elaborate language. Orwell's six principles for writers are still valuable to help writers achieve clarity. They are listed in his great essay "*Politics and the English language*": Orwell 1946.

- Never use a metaphor, simile or other figure of speech which you are used to seeing print.
- Never use a long word when a short word will do
- If it is possible to cut out a word, always cut it out.
- Never use the passive when you can use the active
- Never use a foreign phrase, scientific word or jargon word if you can think of everyday English equivalent.

2.16.2 Courtesy

Courtesy is not limited to good-old fashioned manners, in fact; it includes empathy, awareness of the needs of others, and willingness to compromise, evaluate different opinions and adapt to the needs of various audiences. Courtesy suggests that

an effective professional writer should adopt a reader-centre approach and consider the needs of the recipient of the information at all times.

Professional courtesy also includes replying to all incoming business related messages, whether e-mails, letters or telephone messages. The tone when writing to customers, colleagues, associates or employees should be friendly but not over-familiar, informative, straight forward and clear.

2.16.3 Economy

Economy is the most required feature in communication. An employee needs to be rapid and effective; therefore, less time is available to the receiver of the messages to interpret and understand them. Besides, it is necessary to agree on the size of the message as it is prescribed in a communication activity. Any message shorter or greater than it is required will affect the communication process. Hartley and Clive (2007) note in any communication situation, the sender may have much information to include in the message. Thus, it is imperative to determine what the audience knows about the situation, and what are the information needed by the receiver and exclude any unnecessary information. Economy makes the message clear and coherent; this requires revisions. The sender must select his words and sentences to fit the principle of economy.

2.17 Classification, Function, and Scope of Business Communication

The importance of communication in business is more distinct when we deal with an organization's communication activities from an overall perspective these activities of communication are classified under different classes of communication.

2.17.1 Verbal Communication

It is the ability to communicate through words; indeed, this ability distinguishes human beings from the rest of the animal kingdom. Human's verbal ability permits us to learn from the past, as well as to make use of others experience.

Indeed, oral communication is one of the most common foundations in business. A manager who could not attend meetings, ask questions to colleagues, make presentations, appraise performance and give instructions is considered as a hindrance that affects the flow of information.

Oral communication differs from written communication in that it permits more ways to get a message transmitted to others. You can alternate any questions immediately, appeal to non-verbal clues, and give additional information as well as using emphasis and tone to stress certain points.

To be effective in oral communication, a second communication skill is required: listening. A well-crafted content delivery of oral presentation is not enough to achieve the intended goal if the intended audience is deprived from effective listening skills. Some researchers have found that nearly 80% of all communication problems in business are due to poor listening.

2.17.2 Written Communication

Writing is more complicated than speaking because the message should be correct the first time. In contrast with oral communication, written communication does not provide an immediate feedback and non-verbal clues as facial expression to enhance the reach of our objective.

Written communication is performed through different channels, and the choice of one over another is prescribed by the kind of the message to be transmitted.

2.17.2.1 Memorandum

A memorandum is a written message sent to someone working in the same organization.

2.17.2.2 Letters

It is a written message sent to someone outside the organization; it also can be sent by computer via commercial electronics mail network as MCI or computer service.

2.17.2.3 E-mail

It is a message transmitted electronically over a computer network. The recipient may read, respond to, file or discard the message without using paper.

2.17.2.4 Report

It is an orderly and objective presentation of information that assists in decision making and problem solving. Common business reports include status reports, minutes of meetings, financial reports as well as personnel evaluations.

Other examples of written communication include contracts, newsletters, and bulletin.

Writing is of a great importance in modern organization since it is considered as the major source of documentation. Written communication leaves an everlasting record for others to refer to in case memory fails or dispute arises.

Efficient writing is counter balanced by efficient reading. To achieve the goal, the written message must be read and well interpreted. Efficient reading is becoming more important in today's technological world.

2.18 Functions of Communication

Communication has a great impact on the management of modern large organizations. These organizations are designed based on specialization and division of labour; furthermore, a large number of people working together. This working force is functionally related to each other; accordingly, there is a high need of coordination among them. Essentially, this coordination requires mutual understanding of the organizational goals, the mode of achievement as well as the relationship between the works being accomplished by different individuals. Successful coordination is based on an effective communication. Therefore, communication is the steam of effective management. Management and communication are closely linked, in fact, they tend to be synonymous. The role of communication in management is revealed through the exhibition of the functions performed by communication.

2.18.1 Information Function

Information is crucial for the performance of any living system either people or organization. Living system can achieve a kind of growth in their environment only if they have appropriate means to acquire and process information about themselves and their environments. The ability to affect each other communicatively has greatly increased the importance of the information giving and receiving aspect of our existence. Consequently, we can create organizations of people that are variously committed to some common endeavour. These purposive organizations give birth to the importance of information giving and receiving obligation ad privilege regarding their own subordinates, and so on, from the top to the bottom of the organizational hierarchy.

So, orders, directives, requests, procedures, even performance appraisals, all function as command messages.

2.18.2 Command and Instructive Function

Communication performs command and instructive function. Those who are hierarchically superior often initiate communication not just to inform their subordinates; but also often to tell them what to do, to direct or command their behaviour. The command and instructive function are more tangible in formal organizations than it is in informal ones. The individuals who belong to the top position of hierarchy within

2.18.3 Influence and Persuasive Function

In management, influence and persuasion taken together represent one of the several functions as other functions that are equally important. Managers can influence others either coercively or communicatively. The first is hardly effective because it has limitations on organizational setting.

On the other hand, managers can influence others by means of effective communication. Indeed, leadership is more efficient than appealing to authority in getting the maximum from the employees.

Overall, leadership, to a very extent, depends upon how the manager communicates with his employees and others who may be involved in the organization in one way or the other.

2.18.4 Integrative Function

Integrative function is based on multitude components of the organization and establishing equilibrium among them. Broadly speaking, the integrational aspect embeds all behavioural operation which serve to keep the system in operation, to regulate the interactional is just a special situation in the larger context. Indeed, the particular interaction is just a special situation in the larger context. However, if the messages we create to understand our environment were not cumulative and self-organizing in some way, it would be impossible to maintain the required degree of equilibrium or stable state relations with various aspect of environment.

2.19 Language Skills in Business Communication

As previously mentioned, business communication is based on both oral and written mediums. The use of either medium more than the other in communication varies because of the nature and responsibility of the worker as well as the size and culture of the organization. Whatever the career is, any worker will rely upon these mediums for communication. According to Smeltzer and Leonard (1994), much communication at managerial level uses the oral medium and some of it is in the written medium. All kinds of communication have their own significance and vitality for the communicator and the organization.

Smeltzer and Leonard (1994/91-92) have mentioned several strategic advantages of written communication as “*economy, efficiency, accuracy, and official performance*”

On the other hand, Bovee and Thill (2000) have remarked that oral communication in the business world is the preferred channel over the written one. In terms of proportion, they assert that oral communication makes up 75% and written communication the remaining 25% of total business communication. Moreover, more time is spent in the receptive skills listening and reading than in sending achieved through the productive skills: speaking and writing. Yet, important messages are communicated in writing. Besides, Hartley and Clive (2002:6) claim: “*The dominant form of communication in many organizations is by written means*”

Oral and written communications are equal in importance and have their respective contribution in achieving the organizational objectives. In the process of communication, the roles are interchangeable as sender and receiver. The communications rely on corresponding language skills as it is represented in the following figure.

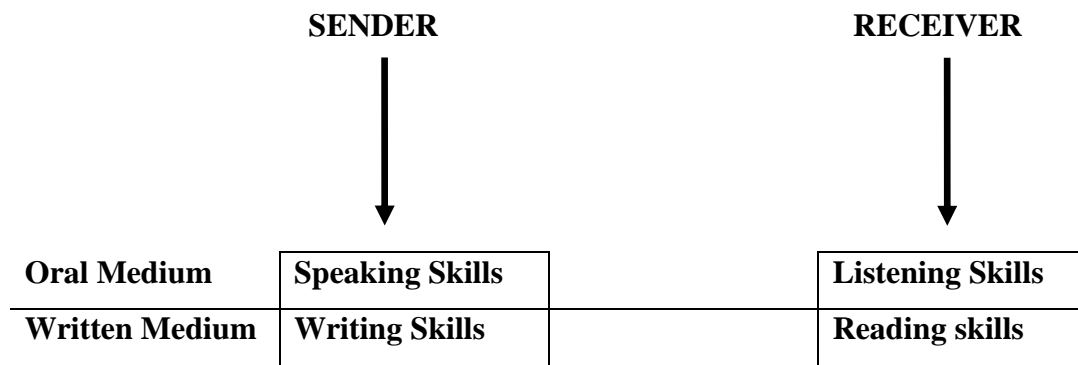


Fig 2.10 Language Skills and Communication Medium

Initially, it depends on the sender to make strategic decisions to fulfil effective communication. The sender should use language skills appropriately to preserve the meaning and the objectives of the message. Therefore, it should be comprehensible as well as assist and simplify the interpretation process for the receiver as it already referred to in the communication process.

Indeed, effective communication appeals to the development of language skills and greater knowledge of varying meaning of words. In the contemporary world, any business organization is exposed to tough competition in both local and global and global operations. In order to maintain the development and the everlasting of the enterprise, influential business strategies are required. Indeed, expressive, persuasive and informative communications lead to the success of business strategies. Employees in any organization need developed language skills to implement these strategies. Bovee and Thill (2000) surveyed 120-job advertisement in the “Wall Street Journal”, they conclude that in all cases it was demanded that the prospective employee must have strong oral and written communication skills whatever the job position is.

Many scholars as Murphy, Hildebrandt and Thomas (1997) assert that weakness in communication result in lost of time and capital. Ineffective messages are more expensive than the effective ones since the consequences are harmful to the organization.

Scott (1995) refers to four types of barriers to an effective flow of communication: physical, linguistic, analytical, and lack of feedback to the sender. These barriers are

overcome if the sender is equipped with appropriate language skills. Indeed, the development of language skills is a key to reach communication objectives. Actually, one of the most sensitive issues in business communication is language (Murphy, Hildebrandt, and Thomas; 1997)

Effectiveness is the common denominator for both written and oral communication. However, each type has different of set of characteristics. Murphy, Hildebrandt, and Thomas have specified the following characteristics of oral and written mediums.

Table 2.1: Characteristics of Oral and Written Communication

ORAL	WRITTEN
<ul style="list-style-type: none"> - Immediate feedback - Shorter sentences, shorter words - Conversational - Focus on interpersonal relations - Prompt action - Less detailed - Technical information - More personal pronouns - Simpler constructions - More imperative, interrogative and exclamatory sentences 	<ul style="list-style-type: none"> - Delayed feedback - Longer sentences, longer words - More formal - Focus on content - Delayed action - More detailed - Technical information - Fewer personal pronouns - More complex constructions - Useful for permanent record, detailed documentation - Possibility of review.

Indeed, the above dichotomy does not describe exclusive characteristics of oral and written communication and cannot be definite. The effectiveness of written business and organizational communication is prescribed by reading and writing skills of the communicators. In fact, written language skills are a source to create economy, clarity and precision in the official/ formal messages.

2.19.1 Language Skills

One of the most fundamental characteristics of human beings is speaking a language. As already mentioned, this feature favoured human beings. According to H.G Widdowson (2003), language is at the centre in our lives. Our identity as individuals and social beings is sculptured when acquire the language during the childhood. It serves as means of cognition and communication; it enables us to operate and interact with other people in our community. Language serves not only as a means of exchanging ideas, thoughts, feelings and experiences, but also as a tool to perform our duties. Whatever the job we have, we must use language for convincing others. We can reach this goal through listening, reading, writing as well as speaking, which are known as the receptive and productive skills in language, requiring constant practice for the improvement in communication skills.

Harmer (2007:265) refers to the way we use the language:

Teachers tend to talk about the way use language in terms of four skills, reading, writing, speaking and listening. They are often divided into two types. Receptive skills where meaning is extracted from discourse. Productive skills is the term for speaking and writing, skills were students actually have to produce language themselves.

Widdowson (2003) mentions further that language is something we “do”, we “Write”, “read” and “speak” well or badly. In fact, we are treating language as skilled behaviour, which we have to learn, and ameliorate through practice. The way one speaks a language helps his audience to know how skillfully he uses a language.

2.19.1.1 Receptive Skills: Listening and Reading

In the process of language acquisition, listening skill is present in most of the activities we carry out throughout our lives, as Lindsay and knight (2006:45) show:

We listen to a wide variety of things, for example, what someone says during a conversation, face-to-face or on the telephone; announcement giving information, for example, at an airport or railway station; the weather forecast on the radio, a play on the radio; music, someone else's conversation; a lecture; professional advice, for example, at the doctor's, in the bank; instructions, for example on how to use a photocopier or other machinery; directions; a taped dialogue in class

Listening occurs with a purpose, we have to specify what we are listening for. Lindsay and knight (2006) have focused on four different purposes while listening, they assert that we listen for a purpose, but this can be different according to different situations. For instance, we may listen for general meaning, or general idea or gist. Therefore, there is a difference between listening for information, enjoyment or social reasons.

However, from the point of view of Anderson and Lynch (1988), the purpose when we are listening, can be either transactional, where the main purpose is to achieve a successful transfer or exchange of information, or it can be interactional, we use the language for establishing and maintaining social contact.

Listening is characterized by its double psychological and social nature; therefore, it is a complex process. Bueno and MC Laren (2006:282) explain:

Listening is a psychological phenomenon, which takes place on a cognitive level inside people's heads, and social phenomenon, which develops interactively between people and the environment surrounding them. It considers listening as a complex process which needs to be understood in order to teach it, and subsequently, evaluate it before integrating it with phonological aspects and with the skill of speaking

To acquire listening skill helps learners to cope with listening in real life. The process by which the continuous flow of words is translated into meaning is regarded as auditing. Cognizing deals with the various aspects of knowing, which are characterized

by different conceptualizing experiences of which comparison is made, inferences drawn and categorized and sensory images formed (Gbenedio, 1996; Harvey and Gouduis, 2000). Hence, when one listens, certain activities are performed. The ears provide a conduit through which the sounds reach the brain while the eyes provide the means of seeing, which is a vital component of the ways of identifying meaning. (Allan, 1986). Listening as a channel enables effective communication between persons of different backgrounds, this communication between persons of different backgrounds, and this communication goes through a six staged process. According to Nunan (2001:23) *“listening is a six stage process consisting of Hearing, Attending, Remembering, Evaluating and Responding.”* These stages occur in sequence and rapid succession.

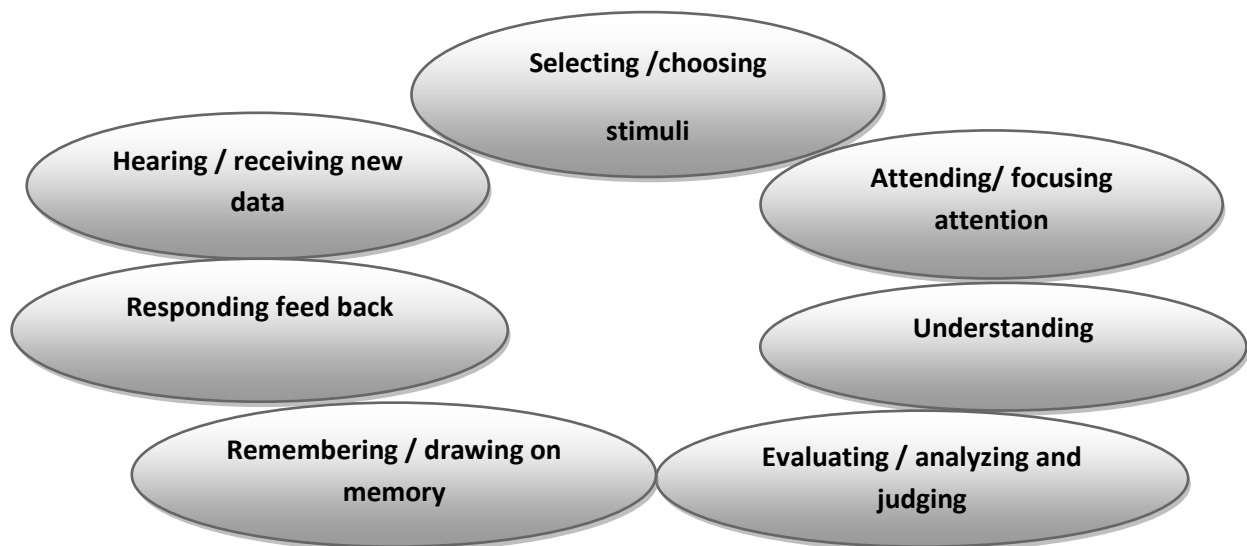


Fig 2.11 Basic Stages of Listening Process and their Functions
(Nunan, 2001:24)

As indicated in the figure above, the first stage is hearing that is related to the response caused by sound waves stimulating the sensory receptors of the ear; so hearing is interpreted by the perception of sound, not necessarily paying attention i.e. you must hear to listen but you need not listen to hear.

Listening leads us to pay attention; this is achieved through a selection that our brain focuses on. The brain screens stimuli and permits only a select set of data to focus on.

The third stage is understanding, this is based on the analysis of the meaning of what we have heard and understanding symbols we have seen and heard. The perceived stimuli must be analyzed in this stage. Symbolic stimuli embed words as well as sound like applause or even sights like a blue uniform that has symbolic meaning as well. To do this, we have to remain in the right context and understand the intended meaning. The meaning relevant to these symbols is a function of our past associations and the context in which the symbols occur for successful interpersonal: the listener must understand the intended meaning and the context assumed by the sender. The background knowledge is important and people have to consider many points as general factual information, local factual information, and socio-cultural knowledge of context. With these factors, the information will be correctly received.

The next stage, is remembering, it is an important listening process; because, it means that an individual, besides the reception and interpretation of the message, has also added it to the mind's storage bank, which means that the information will be remembered in our mind. Nevertheless, since our attention is selective, our memory too. I.e. what is remembered may be quite different from what was originally heard or seen.

In the penultimate stage, evaluating, the listener evaluates the message. Evaluating, the listener evaluates the message that has been received. At this stage, the listener pulls evidence, sorts fact and opinion, and determines the presence or absence of misunderstanding or prejudice in a message. The effective listener makes sure that he or she does not anticipate this stage too early. If the evaluation takes place before the message is completed, it means that hearing is interrupted and the listening process stops.

Finally, responding, through the response of the listener, the speaker checks if the message has been correctly received. The receiver completes the process by providing a verbal or non-verbal feedback since the speaker has no other way to determine if the message has been well received. (Nunan, 2001).

ESP pedagogies have tended to focus on identifying, often through needs analysis, sets of transferable generic language and literacy skills that are seen to be applicable in the majority of academic and workplace settings. (Paltridge & Starfield, 2013).

Paltridge & Starfield (2013: 57-58) declare

ESP listening as a construct has many similarities to ESL listening. It involves the same cognitive processes that draw from a number of similar knowledge sources spoken input, and requires the use of the same core (or macro) skills that enable effective attention to information in accord with the purpose for listening. Where the two types of listening differ is in the additional skill and specific types of knowledge required for EAP and EOP purposes.

According to (Dudley-Evans & St John, 1998) listening falls under three headings: active listening, one-way listening, and interactive listening.

The second receptive skill reading is considered as a multi-faceted in nature, it is crucial for other skills as speaking and writing. As Terrel (1983:31) mentions: *“Reading may contribute significantly to competence in a second language. There is a good reason in fact, to hypothesize that reading makes a contribution to overall competence, to all four skills.”*

Reading provides information used in writing skills. While reading, a reader is under the stimulus of the print page. Therefore, the reader interacts with a text, decodes it and constructs meaning in the process. What he constructs depends on the writer’s information and the reader as well.

Nunan(2003:68) asserts that *“Reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning and the goal of reading is comprehension.”*

The ability to read requires that the reader draw information from a text and combine it with information and expectations that the reader already has. (Grabe, Stoller, 2001). The interaction between the writer’s mind and the reader’s mind is settled through reading skill; in fact, it is a way to grasp written message. According to Nuttal (2000:2) *“Reading means a result to interaction between the writer’s mind and*

the reader's mind. It is the way in which the reader tries to get the message or the intended meaning from the writer.

Pang (2003) has described the process of reading which includes words recognition and comprehension. There is a combination between symbols and meaning which contribute to the transmission of the intended message and therefore a communication is established.

Pang (2003:6) defines reading as follow:

Reading is defined as understanding written texts, it consists of two related process: word recognition and comprehension. Word recognition is defined as the process of getting how written symbols correspond to one's spoken language, while comprehension is the process of making the meaning of words, sentences and connected text; the reader who has background knowledge, experience with text and other strategies can help them understand written texts.

Through this quotation, we notice that the reader should be equipped with some aspects of the language as vocabulary and grammar, and other strategies to succeed in interpreting the intended conveyed meaning. Reading is an active process which includes receiving as well as interpreting the passage; this interpretation is performed by:

- Understanding the writer's implications.
- Making inferences.
- Realizing the explicit and implicit information
- Evaluating the passage.

In Business Communication, employees have to read since they receive a wide range of documents including brief notes to longer ones, simple to complex, and general to technical. Reading is crucial in the employees' activities and responsibilities. Their outcome will be determined by the efficiency of their reading process. This latter, contribute to the understanding of the text.

In the same context, Mumby (1978) identifies the basic skills as follow:

- Recognizing the script of a language.
- Deducing the meaning and use unfamiliar lexical items.
- Understanding information when not explicitly stated.
- Understanding conceptual meaning.
- Understanding the communication value of sentences and utterances.
- Understanding relations within the sentence.
- Understanding relation between the parts of a text through lexical cohesion.
- Understanding cohesion between the parts of a text through grammatical cohesion devices.
- Interpreting text by going outside it.

Therefore, reading skills are a combined mechanism to create or attain the meaning of a text. All humans learn to talk before learning to read; however, reading and writing skill are interrelated and develop together. Reading has an effective role in writing and vice-versa.

The four skills, reading, writing, speaking, and listening are prominent in communication, but they do not occur at the same time. Listening precedes speaking and reading precedes writing.

2.19.1.2 Productive Skills: Speaking and Writing

Speaking and writing are substantially different in many ways, but the common denominator is communication.

Speaking is an oral production of language Mc Donough and Shaw (2003:133-34) assert, "*Speaking includes expressing ideas and opinions, expressing a wish or desire to do something, negotiating or solving problems or establishing and maintaining social relations*"

There are several daily life situations where people need speaking, people spend their time interacting with other people and each situation appeals to a different register according to the formality of the moment. Speaking takes place in a social context and the purpose varies. In this respect, Lindsay and Knight (2006:58) explain:

We speak for many reasons, to be sociable, because we want something, because we want other people to do something, to do for someone else, to respond to someone else, to express our feelings or opinion about something, to exchange information, to refer to an action or even in the past, present or future, the possibility of something happening, and so on.

The situations mentioned above are frequent activities in business world between employers and employees, or employees and customers or company to company. Speaking skill is used in meetings, negotiating, persuading etc...So; people need this skill in communication. Harmer (2007:46) notes:

People need communication when they want to say something, transmit information or need to speak. Speakers use communication when they want to express or inform someone about something. They use language according to their purpose and it is necessary for there to be a listener and a speaker for effective communication

Conveying information, leads us to talk about the two main types of talk: interactional and transactional. The first one, is performed to maintain social relationship, accordingly assumes shared knowledge between speaker and listener.

On the other hand, the transactional talk deals with conveying information and message oriented which includes vocabulary that is more specific. (Brown and Yule, 1983).

Speaking is conceived to the knowledge of linguistic rules i.e. language “usage” rather than the way it is realized in communication i.e. language use. In this respect, Widdowson (1978: 57) explains, *“Although it might be convenient to represent the language skills in this way when considering usage, it is not especially helpful, and indeed might be positively misleading to present them in this way when considering use”*

By language “use” is meant the ability to use the language to achieve communicative purposes. With reference to “usage”, it is true that speaking is an active or productive skill. If we think of speaking in terms of use *“it involves putting a*

message together, communicating the message and interacting with other people”
(Lindsay and Knight, 2006: 57)

There is a higher level of immediacy and lower level of retention in the spoken words, thus writing has evolved in societies. Cultural changes create communicative needs, but it can no more be covered by the spoken language. Over the early years, a need for permanent record took place. This record could be referred to many times whenever it is needed. These circumstances are considered as the initial stimulus for the emergence of a new form of language: writing.

Davies and Forey (1996), who accomplished interview with managers in the UK companies, found that many managers considered that the written word was “crucial” for success and since the written document is recorded in a more permanent form, it becomes more influential than spoken interaction within the organization.

The productive writing skill is considered a cognitive challenge because it helps to assess language competency, recalling capability and thinking ability. It demands to recall information from long-term memory (Kellogg, Olive, & Pilot; 2001). Besides the ability of productive, writing requires sound ability of thinking on comprehensible matters (Nickerson, Perkins, & Smith; 1985). The role of writing in everyday life has changed over recent decades. Accordingly, in the early 1990s, many people wrote very little day by day. However, the popularity of e-mail, web forums, internet messenger services, and text messaging means that there is a huge increase in written communication. (Scrivener, 2005).

As previously mentioned, there is an obvious link between reading and writing: they are interdependent and reciprocal processes, both are personal and social activities, which naturally intersect in the process of learning.

The productive skill of writing differs from the productive skill of speaking, written words can be chosen with greater deliberation and thought. Coherence is important for the flow of ideas that are technically linked to ensure the conveyance of meaning. Harmer (2001:258) explains:

Writing has to be both coherent and cohesive. Coherent writing makes sense because you can follow the sequence of ideas and points. Cohesion is a more technical matter since here we concentrate on the various linguistic ways of connecting ideas across phrases and sentences

When we refer to writing, there is usually two-way distinction of writing: institutional writing, which includes textbooks, report, applications, and business correspondence. Besides, personal writing, it embraces personal letters and creative writing.

Writing is communicating which is crucial in any organization as companies. Written documents convey messages and inform about tasks and activities, which should be performed. For the sake of communication, Bovee and Thill (1995) have suggested “audience-centered” writing. The basic element in this approach is to make the audience (readers) the primary consideration at all stages of communication. This approach is the cornerstone of writing activities in organizational communication. Conversely, different kinds of thinking are associated with different types of writing. Indeed, expressive writing is closely linked to the writer’s personality, expository writing conveys information from a writer to a reader, and argumentative writing stresses the reader. So, here the common denominator in these kinds of writing is the reader.

In fact, in order to succeed in conveying a message through writing many linguistic features are correlated and if one neglects one feature, he will misunderstand the message. In this respect Hedge (1998:5) refers to effective writing and asserts that:

Effective writing requires a number of things: high degree of development in the organization of ideas and information; high degree of accuracy so there is no ambiguity of meaning; the use of complex grammatical devices for focus and emphasis; and careful choice of vocabulary, grammatical patterns, and sentence structures to create a style which is appropriate to the subject matter and the eventual readers.

Thus, the most valuable and essential skills is the ability to write accurately, briefly and clearly.

The ability to use a language in a communication way is not a single skill. In fact, it consists of four separate skill areas; listening, reading, speaking and writing. These receptive and productive skills are related to each other by two parameters that are the mode of communication: oral or written and the direction of communication: receiving or producing the message.

The ability to communicate information and ideas is a prerequisite for professional achievements the communication skills become even more critical as national affairs are transformed into the global affairs.

2.20 Globalization, Language and the Business World

Globalization involves the growing integration of economies and societies in international scope. As stated in Stanford Encyclopedia of philosophy the term globalization covers a wide range of distinct political, economic and cultural trend. It also mentions that people are accustomed to associate globalization with the following phenomena “free market”, “economic liberalization” and “global integration”. In fact, globalization involves the growing integration of economies and societies in an international scope. According to Held et al (1999:15), globalization refers: *“To process of change which underpin a transformation in the organization of human affairs by linking together and expanding human activity across regions and continents”*

In spite of the controversial debate regarding good or bad effect of globalization, both small and large business attempt to install companies all around the world so that it would be possible economic opportunities and rewards. In this flow, Waters (2001:5) defines globalization as: *“a social process in which the constraints of geography on economic, political, social and cultural arrangements recede, in which people become increasingly aware that they are receding and in which people act accordingly”*.

Indeed, globalization is not a simple phenomenon or trend; it is a complex process which covers not only the economic field but also the social, cultural and technological one.

As it is mentioned in Mirjallisa’s article “Business Communication: Mapping the Road for the Future” Friedman (2006) has divided globalization into three stages, he

asserts that globalization in the first stage concerned countries, in the second stage companies, and the third one refers to individuals who undergo globalization. These stages are cumulative, building each other. Yet they can coexist and merge as well. The principle of domestic market is no longer suitable to the complexity of the international markets. Consequently, companies most refine their organizational structure and strategize to accommodate their business to the different economic systems of the world.

2.20.1 Globalization Stage I and Language for Specific Purposes (LSP)

In the business world, Friedman's (2006) first stage of globalization is linked to the more frequent term "Foreign trade" with exporting and importing as distinct corporate activities which bind countries of the big wide world. Companies were closely linked and structured with export or import departments. In this specific world, individuals had determined areas of operation and responsibility (Tapscott & Caston 1998). Some employees were concerned with foreign trade, while others were not. Regarding the language-teaching world, this situation in businesses implemented that only those concerned with foreign trade really needed foreign languages to cope with everyday activities and tasks.

As a response to specialist language demands of foreign trade, languages for specific purposes (LSP) took place. In an early stage, LSP focused on terminology and contrastive linguistics, for which there was a clear need. Later, empirical discourse data from a myriad variety of foreign trade situations was collected for analysis (Dudley Evans & St John 1996; Dudley Evans 1998)

In this stage of globalization, three important characteristics emerge. First, research predominance seemed to be mainly on "text" or "talk" as a communication "product" delivered by the seller/exporter. (Charles 2009; 2011)

The "sender" of communication was predominant and most important; yet, a scant attention was devoted to how sender's text or talk, was actually received. Moreover, situational factors were neglected in this analysis. This "sender" oriented approach believed that a well-structured communication product with as correct terminology would fulfill the purpose of this communication.

To sum up, companies were product oriented and the analyses were based on this specific product delivered by the writer or the talker. Besides, the professional roles in which the speaker interacted and which we now know affect language choices tended at this stage to be neglected. Indeed, many features as business role, hidden agendas, responsibilities or challenges that might have come into play had been ignored. There seemed to be no sense of business reality in linguistic research of the day (Charles 2009 & 2011). At that time, used to describe a static world. Regarding “social product”, linguistic research tended to be considered as an isolated activity. Most linguists were far from other fields of research related to business studies as marketing or management, and at the same time, researchers in these domain of business seemed to feel that linguists admit the need to learn about the environment that they were studying.

Above all, exporting and importing activities are of great importance activities are of great importance, people who take part in foreign trade still need foreign languages; specialist communication needs as well as specialist terminology needs. Similarly, teachers still need to be acquainted with the language needs faced by companies in foreign trade. On the other hand, the actual business world goes beyond importing and exporting. Companies are no more dependent on compartmentalized enterprises as described in stage 1 by Friedman (2006). As well as language researchers and teachers now have a broader perspective.

2.20.2 Globalization stage II and Business Culture

The establishment of foreign trade is due to the creation of multinationals, which depend on international acquisitions and mergers. Therefore, companies are expanded: individual functions as well as department are distributed round the world. This leads to the foundation of matrix of subsidiaries, sales offices and production facilities. This situation requires overseas performance, and leads to an interesting competition than even before (Charles, 2011). This growth brought the language teaching world into a revolution. Foreign language needs to include virtually all corporate activities (Charles 2009 & 2011). For instance employees also needed to communicate with human resources in Barcelona, this situation provides an ample field of research. Through this expansion, a new challenge has emerged; culture and the impact of cultural communication patterns on the success of companies. As stated by (Söderberg & Vaara

2003). The negotiator who previously had been describes in demographic terms as a “middle aged export manager” was now described in term of nationality:

“A Chinese/American/Norvegia manager”, who was negotiating with a “Finnish/British manager”. So, soon companies began to be regarded as cultural entities (Piekkari et al 2005). Therefore, when two companies are combined, employees who were previously considered as outsiders and competitors they became colleagues, and the communication between of these merged companies had become “internal” or house communication. With this in mind, employers had to assimilate that the “us” and “them” no had to become “us” (Poncini 2007). As result, the corporate discourse was deeply affected and this “togetherness” had to be communicated (Kogut&lander 1993). Research mainly focused on the result when corporate cultures clashed. The cultural challenge faced by these companies was colossal; therefore, researchers have shifted their interest towards both parties in communication as opposed to the sender orientation of stage I. Indeed, taking into account this emerged field of research, many linguists started to refer to themselves as “communication researchers” (Louhiala-Salminen 2009). Companies were no longer considered as a social context; actually they were the “locus”, the “site”, where individuals used language and communicated. Hence, a focus on culture led to a broadening of prospective. Therefore, linguists increasingly considered other disciplines to be added to their own perspective. Indeed, disciplinary boundaries started to be unclear and information taken from many sources, including, mainly, business sources. Corporations have become a prominent field of interests for linguists. Accordingly, the third major implication was born, referred to as “macro perspective” to language use in companies. This macro perspective is rooted in communication-oriented research in other disciplines than linguistics. Many researchers considered language and communication as important features in management processes as whole (Marschan et al ;1997), some investigated specifically into choice of corporate language (Marschan et al, 1997; feely & Harzing 2003; Janessens et al 2004) and the significance of language skills from the management perspective (Andersen & Rasmussen 2004; Welch et al 20005,; Barner Rasmussen & Björkman 2007). Linguists focused mainly on the business/managerial impact of a shared language a lingua franca –particularly English (Nicherson 2000; Tetze 20004;l Louhiala – Salminen et al 2005; Louhiala – Salminen & Charles 20006, Charles 2007). Lingusts focused mainly on the business/managerial impact of a shared language, a lingua franca- particularly English.

(Nickerson 2000; Tietze 2004; Louhiala-Salminen et. al. 2005; Louhiala Salminen & Charles 2006; Charles 2007)

As a result of lingua franca studies in , the term Business English Lingua Franca (BELF) was launched (Louhiala – Salminen et .al. 2005). BELF refers to English used in the business domain, mostly by non native speakers (NNSs). BELF speakers are people who specialists in their own field and use English consciously as a tool to perform a job. BELF speakers consider themselves as communicators their own right. (Charles 2007). Indeed, researchers imply that native speaker like accents and native speaker like English language skills do not ensure communication success in a global environment. Although language skills are positive, other skills are importantly in successful communication and business. (Louhiala – Salminen 2002)

To sum up, the second stage of globalization, language choice, and culture as part of communication constituents, are regarded as managerial challenges which need to be studied cooperatively by researchers in management and languages. So, the distinction between foreign language and mother tongue requirements is now disappearing. What you do in your mother tongue, you must now, and in the future, also be able to do in foreign languages (Charles 2009 a&b; 2011). This leads us ti globalization stage 3 as stated by Friedman (2006).

2.20.3 Globalization Stage III and the Virtual World

Globalization now affects individuals functioning, in their own, local environments wherever they are physically located. As Friedman (2006) states, it is not globalization reaching out local, or the individual; it is the local, or individual becoming global. As he refers to as the “globalization of the local”. in this challenge, the individual, who is referred to as “global locals” play a tremendous role. As soon as you interact in English, via information technology, the local discourse becomes globally reached and opens in unprecedented manner. Indeed, we operate locally at our desk, office and we produce business texts for potentially global consumptions. Through these global locals, we can see that the concept of “business context” bears a new meaning. Companies are no more regarded as social or “business contexts” for language use and communication. Indeed, they are the result of the discourse and communication used in their name and they are completely dependent upon this discourse. So, this is the stage 3 view of globalization.

For linguists, research paradigm should one more shift. From looking at language and communication as a social phenomenon (as in stage1), or considering business as backdrop to language use (as done in stage 2), business operations now have to be considered as being produced through, by and in communication (Charles, 2001).

2.21 Conclusion

This chapter included and an overview on ESP and its development. The focus was mainly on English for Business Purposes, it revealed the different categories of learners and users of Business English. There are three aspects of need of language: pre-experience, simultaneous, and post-experience. These aspects are relevant to Business English

Social action taking place in business context is the terrain of business discourse. A deep investigation in this field exhibits the relationship between human beings and the organization they interact in. This chapter shed light on specialized discourse, which goes beyond the functional style of General English. In fact, ESP has become a field of research and linguists' studies have mainly focused on the way language is used in real communication instead of describing language in terms of grammatical point of view.

This chapter revealed that variations in genre depend on the professional domains. Besides, different sciences create language of speciality. Pure sciences use technical terms and professional language undergoes the same principle. Business English depends on the seeds provided by English for Economics; they gave birth to Commercial and Financial English. Thus, we consider Business in real life equivalent of theoretical Economics.

We also emphasized on the fact that language is at the core of communication because without a language communication is limited in scope. Moreover, education abilities, socio-cultural background, and experience affect the perception of individuals in interpreting the message. Business is meaningless without Business Communication, which is considered as a specialized of General Communication. Therefore, it is restricted to business activities, these latter are divided into internal and external types.

Successful coordination is based on an effective communication that results in effective management. Functions of communication embed informative function,

command and instructive function, influence persuasive function, and integrative function. These different functions in communication do not exclude language skills. Whatever the job we have, we must use language for persuading others. We can reach this goal through listening, reading, writing, as well as speaking.

Since globalization embraces language and business world, it involves the growing integration of economics and societies in an international scope. In this chapter we dealt with globalization in terms of stages suggested by Friedman (2006). These stages are cumulative, building each other. Yet, they can coexist and merge as well.

Business Communication takes place in companies and it is performed through language skills: listening, reading, speaking, and writing. The investigation performed in the real world will reveal the language skills as well as the sub-skills frequency in the workplace. Chapter three will provide an ample study on the matter.

Chapter Two Notes

- (26) The structure that emerges earlier in the child's speech includes coordinate conjunction, active voice and present tense, which, according to Ochs, tend to appear in spoken language. Subordinate conjunction, passive voice, past tense and future tense, on the other hand, emerge relatively late in the language development and therefore tend to be found in written language.
- (27) Machine language is the binary language made of 1s and 0s. Assembly is made of abbreviated commands we can assemble into machine code. And high-level language is a lot like English and is computer independent. Some famous high-level languages are Common Business Oriented Language (COBOL) FORTRAN, BASIC...
- (28) Informative language means how people use the language to inform or to give information to others. This is also done through verbal and non-verbal forms but focuses on the information or input of the communication. It is common that a person listening may be become informed via signals which have not intentionally sent. It can be said that information is something potentially perceived as representation, though not created or presented for specifically for that purpose. Means for information that can be presented includes in written forms that are books, encyclopedia, magazines, posters, flyers, journals, manuscript and the internet.

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Chapter Three

Data Analysis and Interpretation

3.1 Introduction

We live in an ever-shrinking world, a world that is characterized by change that is taking place at a very high speed. Ten years ago, companies were not as global as they are now. However, today, with the advances in technology all companies have the ability to be global and have a global audience. In order to accomplish work, it is ever more important to connect, communicate, and collaborate on a global basis; technology in this respect is a great enabler. Moreover, we believe that language is hugely important in business environment; we have to be able to speak a common language. English is the trade language of the business world; therefore, we need to be able to communicate effectively.

In fact, communication appeals to development of language skills. These skills are at the basis of business communication, which are mainly divided into receptive and productive skills. The impact of communication competence theory and the social function of language have demanded a shift on focus from the language system to language use. Indeed, learning English is more about language as a tool for getting things done than language knowledge as end in itself.

This chapter reports the findings from several data collected in this study including the questionnaires and the interviews. The analysis of the data is distributed over three sections.

The first section is devoted to the analysis of students' questionnaire, which sheds light on their wants and needs to acquire business English. They are considered as pre-experienced learners who have not yet entered the business world. Besides, teachers' questionnaire, which provides useful details about the actual situation of learning / teaching environment and language skills, focused on and how they proceed for course design.

Section two is devoted to the analysis of the employees' questionnaire. They represent the sample from three different companies, which are involved in the target situation analysis. The analysis will illuminate the obscure side of the business community. Therefore, details about the employees' acquaintance with the English

language, language skills needed in different business situations, and the hindrances that may interrupt the flow of business communication.

Section three is consecrated first to the data acquired through the interviews performed with the third stakeholder in this research, the representatives of the business community to have an overview about what they expect employees to know. The next step is devoted to the analysis of the data provided by the ESP expert; the Head of ESP Centre. It mainly provides key features concerning ESP status in Algeria, the main problems faced in this field. In addition to the procedures, we should apply to involve learners, institutions and business community in a common objective that is satisfying the requirements of the students, teachers and business people regarding business English courses.

3.2 Description of the Students' Questionnaire

The questionnaire has been submitted to 45 Master 1 students reading Economics and Enterprise Management at Belhadj Bouchaib University Centre. It consists of questions included in five sections. The form is varied, it consists of YES/NO questions, multiple choice questions and open-ended questions to give a voice for students and elicit as many information as possible.

- Section one includes items (1-3). It deals with general information about the students.
- Section two includes items (4-9). It deals with the acquaintance of students with the English language, their level and their purpose for learning the language.
- Section three includes items (10-14). It deals with the interest the students accord to the language, and the skills and sub-skills of language they want to improve.
- Section four includes items (15-18). It concerns business English courses: the students' perception about the importance of English for Specific purposes, the language skills to be emphasized on in a business English course, and their satisfaction about the courses provided.
- Section five includes items (19-21). It deals with the method of teaching students prefer and the role of the teacher in a business English classroom.

3.3 Analysis and Interpretation of the Students' Questionnaire

Based on the feedback gleaned from the questionnaire submitted to 45 Master 1 students we will attempt to analyze and interpret the information provided.

Question 1: Do you attend English courses?

- The aim is to know if students are interested in learning English. Most of the respondents attend Business English course 97, 78% and 2, 22% do not.

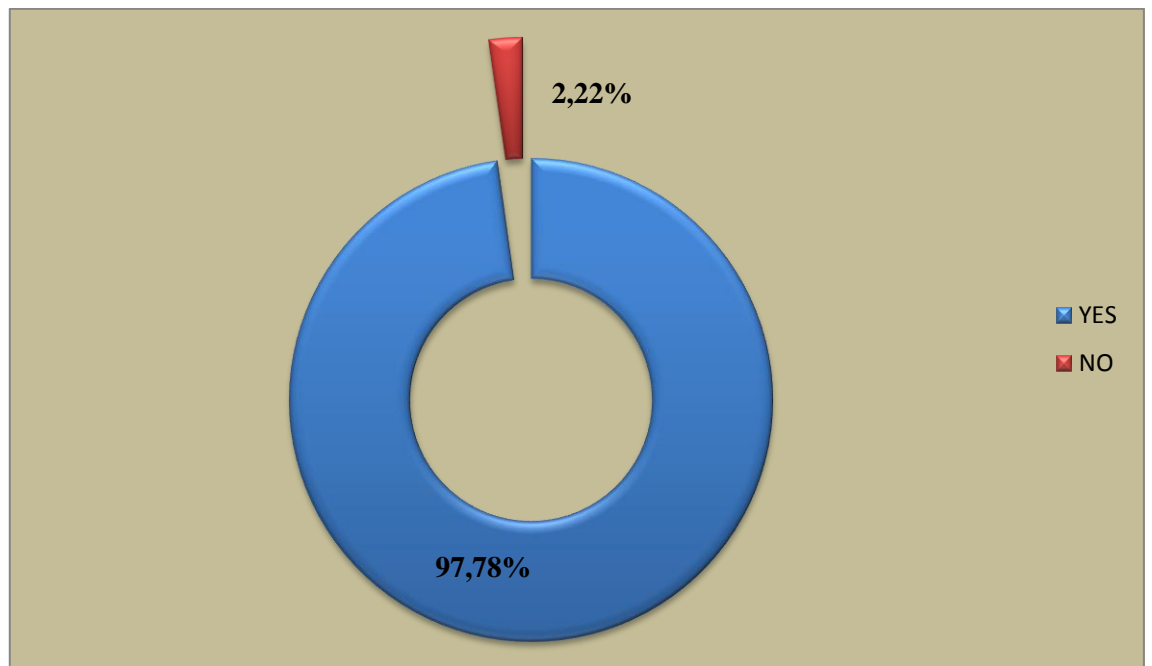


Fig3.1 : BE Courses Attendance

Question 2: Why do you want to learn English?

- The aim is to reveal the students view on the role of English in their studies. As far as this question is concerned, the priority for the reasons for learning English is somehow divergent. All the respondents meet at a common point that is their will to learn English, but they differ in the aim of their want.

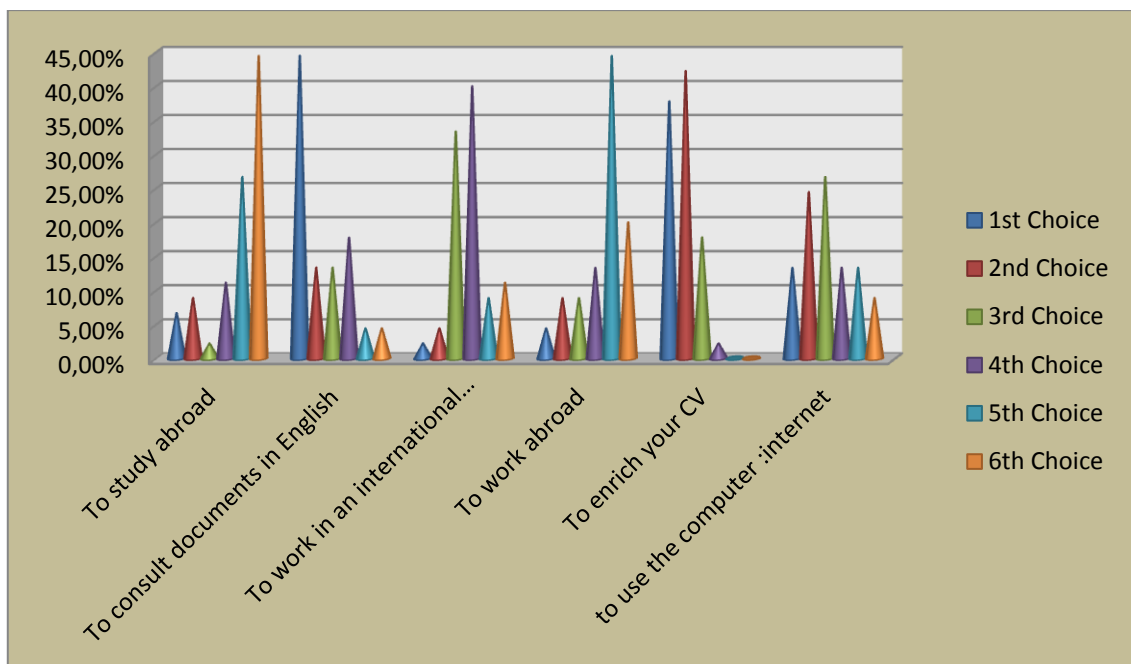


Fig: 3.2 : Reasons for Learning English

The first priority is to consult documents relevant to their subjects matter. Indeed the purpose is academic; they need English to read articles, books and magazines that contribute to the process of learning in the subjects of their specialties. However, the second large proportion for the first choice is attributed to enrich their CV. In fact 37,77% want to learn English to have it as a positive criterion in their CV, this means that a part of their academic purpose, some respondents are aware of the importance of English for vocational purposes. The suggestions (to work in an international company or to work abroad) have not embraced a big proportion as a first choice. Indeed, just 6,67% think of working in an international company or abroad.

The respondents are aware of the importance of English in the workplace because we still have an important proportion for the suggestions mentioned above. Although it is classified in the 4th and 5th choice; 40% and 44,44% respectively.

Students should be motivated in BE learning because it is necessary to pursue a successful business career for which business competence is necessary. (Ellis & Johnson, 1994; Frendo, 2005; Kankaanranta & Louhiala-Salminen, 2007)

As pre-experience learners lack business experience, they tend to be less confident about their abilities to deal with business-related texts and engage in activities using

business communication skills. Conversely, they are open-minded and interested in learning about the real business world. (Ellis & Johnson, 1994.). This means that business English learners are ready to improve their communicative competence to be effective in a real business world.

The respondents are still focusing on studies, mainly in their home country because 44, 45% attributed the last choice for studying abroad. Actually, students stress on studies first, they are preoccupied to fulfill learning tasks and later think of having a job.

Although ICT tools are prominent in the field of studies, learning English to use these kinds of tool is of less important since 13,34% attributed the first choice for using computer and consult internet.

Question 3: How many years have you been studying English?

- The aim of this question is to know how long the respondents have been acquainted with the language.

Answers vary because the respondents are not of the same age. As we have mentioned in chapter one, English as subject has undergone many reforms. We have respondents who have been learning English for two years in middle school and others for four years because of the reforms in (2006).

Question 4: How do you evaluate your level in English?

- The question aims to demonstrate the students' awareness of their own level in English language.

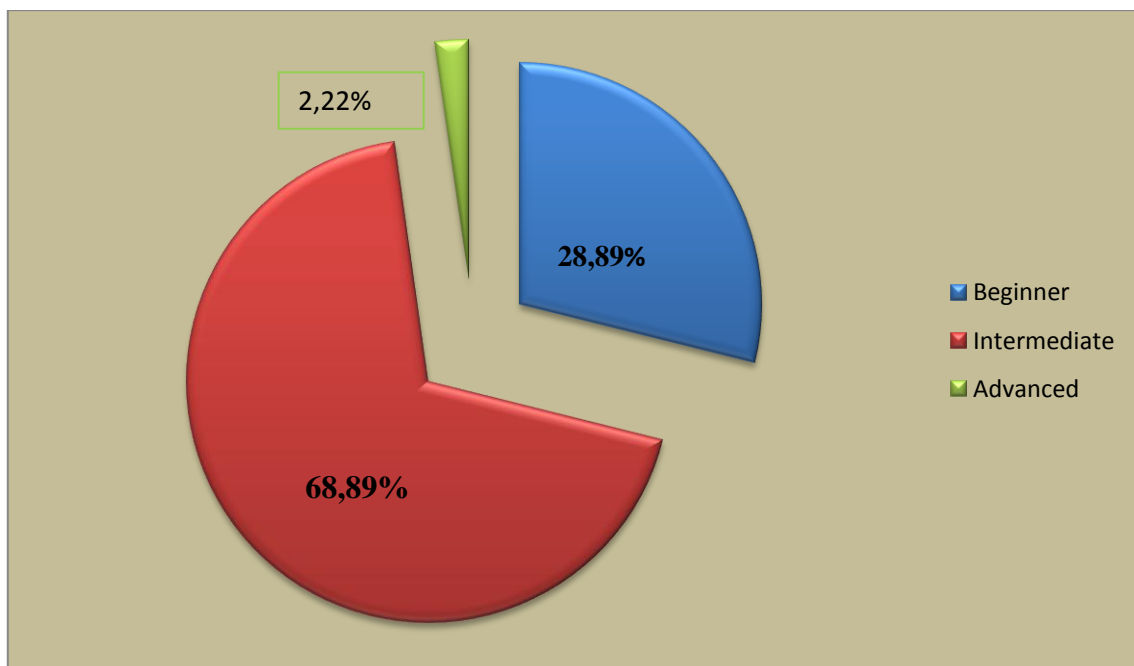


Fig 3.3 : Students' Perception of their level in English

Although the respondents have been attending English courses for 3 years at the university and they have been acquainted with the language for at least 5 years before this time, ¼ of the respondents describe their level in English as beginner. On the other hand, 68,88% consider their English proficiency as intermediate and just 2,22% believe their level is advanced this is because most of the students did not accord importance for learning English because they were not really aware of its importance. Moreover, in the curriculum of licence, they study English in the first year, then French in the second year,. Next, they resume English in the third year.

Question 5: When do you use English?

- The aim of this question is to show how frequently students use English in their daily life. Remember that Algeria belongs to the Outer Circle, English is considered as a foreign language; therefore, there is a restricted setting where English is used. There is no other space except classroom where students may interact in English.

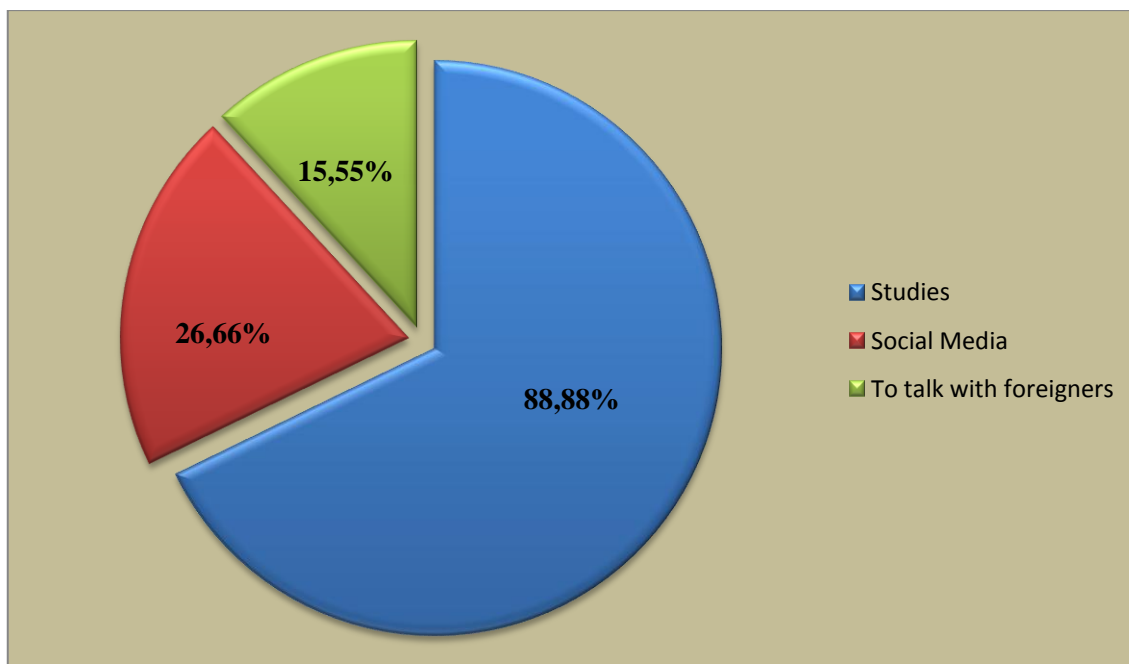


Fig 3.4 : Domains where English is used

Accordingly, 88,88% of students use English in their studies; we still focus on the academic purpose for learning and using English. English is a key subject and necessary to have information on the subjects matter. As previously mentioned, in chapter one, English language occupies a great proportion in published materials.

On the other hand, limited number of students use English in social media, mainly for chatting or to talk with foreigners if they meet them, or when abroad, 15,55% , 26,66% of respondents use English in social media. We have to mention here that students have chosen more than one answer.

Question 6: How is your level in language skills?

- The aim of this question is to reveal students' lack in each language skill.

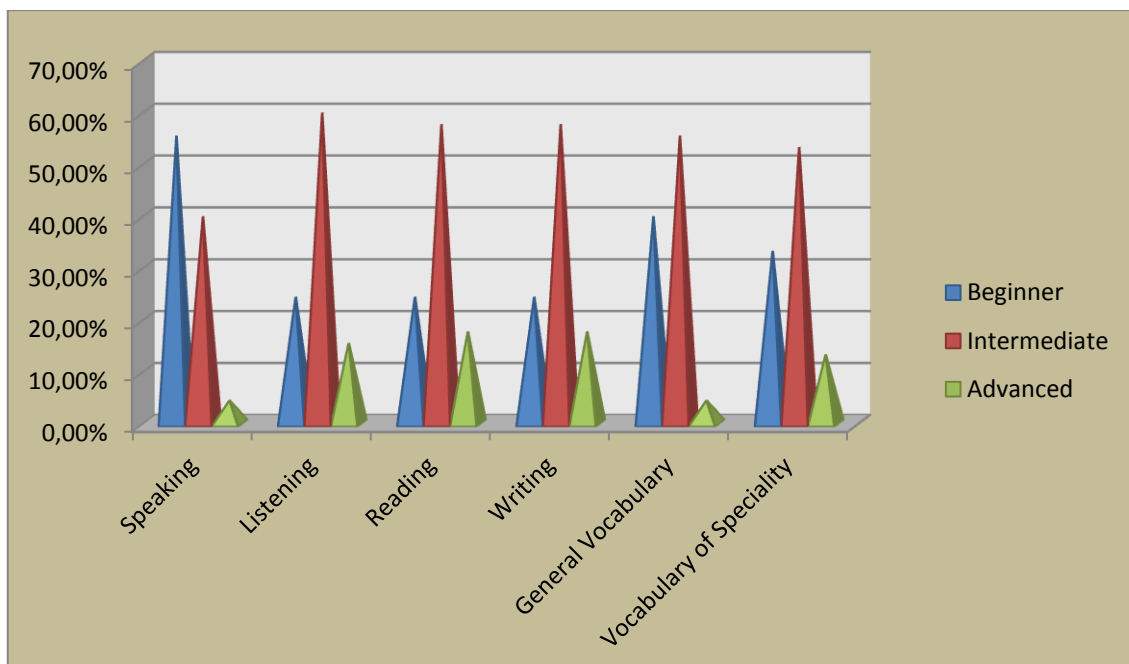


Fig3.5 : Students’ Perception of their level in English Language Skills

As the figure above indicates, 55,56% of the respondent think they are beginners in speaking skill and 24,44% in listening skill. Although, there is a relationship between productive and receptive skills, students assert their needs in speaking. They are ready to listen and understand, but they are reluctant in initiating a conversation and interacting. However, 40% of the respondents think that their level in speaking is intermediate, and just 4,44% think they have an advanced level.

As far as reading and writing skills are concerned, the results are equal. In fact, 24,45% of students see that they are beginners, 57,78% intermediate, and 17,77% advanced in reading and writing. There is a close relationship between the receptive skill “reading” and the productive skill “writing”.

Regarding vocabulary, the level is the same ; since 40% of students think they are beginners in acquiring general vocabulary and 33,33% for vocabulary of specialty. About half of the respondents assume their level is intermediate in general vocabulary and vocabulary of specialty: 55, 56% and 53, 34% respectively. 13, 33% assume that they have an advanced level in specific vocabulary. This reveals the interference of the content subject in acquiring a specific vocabulary as well as retaining and assimilating.

Question 7: Which skill do you want to improve?

- The aim is to reveal the language skills they want to improve and the reasons that justify their choice.

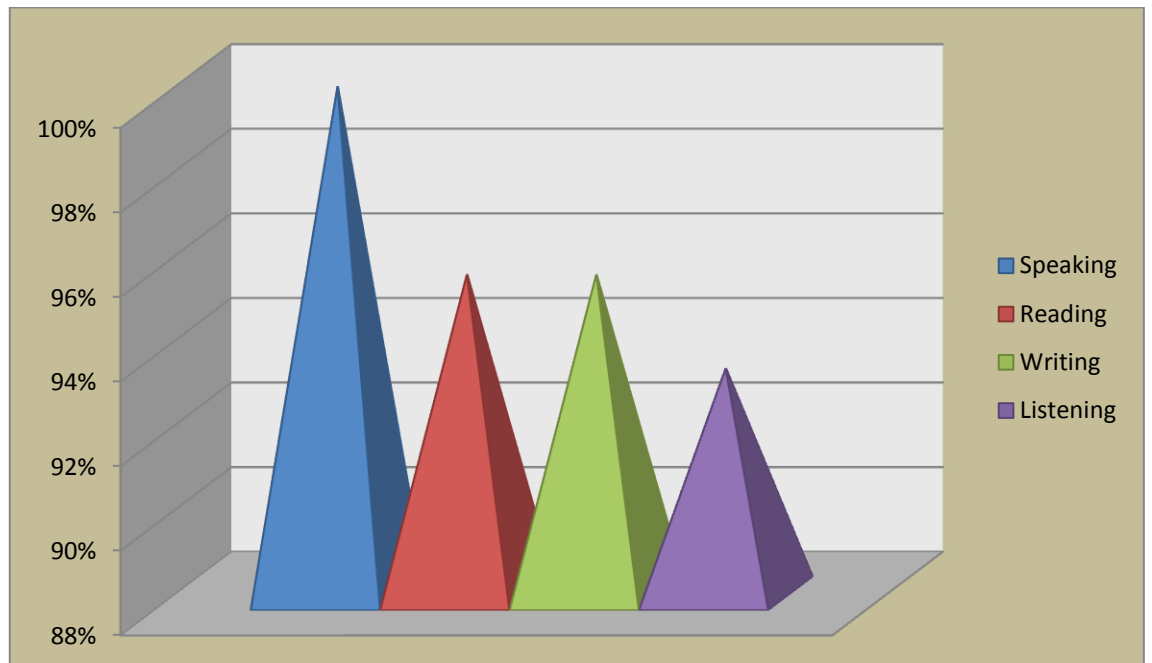


Fig 3.6 : Language Skills to be improved

As the figure above indicates, the respondents want to improve their level in the four language skills. Speaking skill is at the top of the rank followed by reading and writing language skills, then listening. Learners are willing to improve each skill for several purposes, question eight will reveal the sub-skill for each skill.

Question 8: Which skill do you want to focus on in a BE course?

- The aim is to reveal the language skills they want to improve and the reasons that justify their choice.

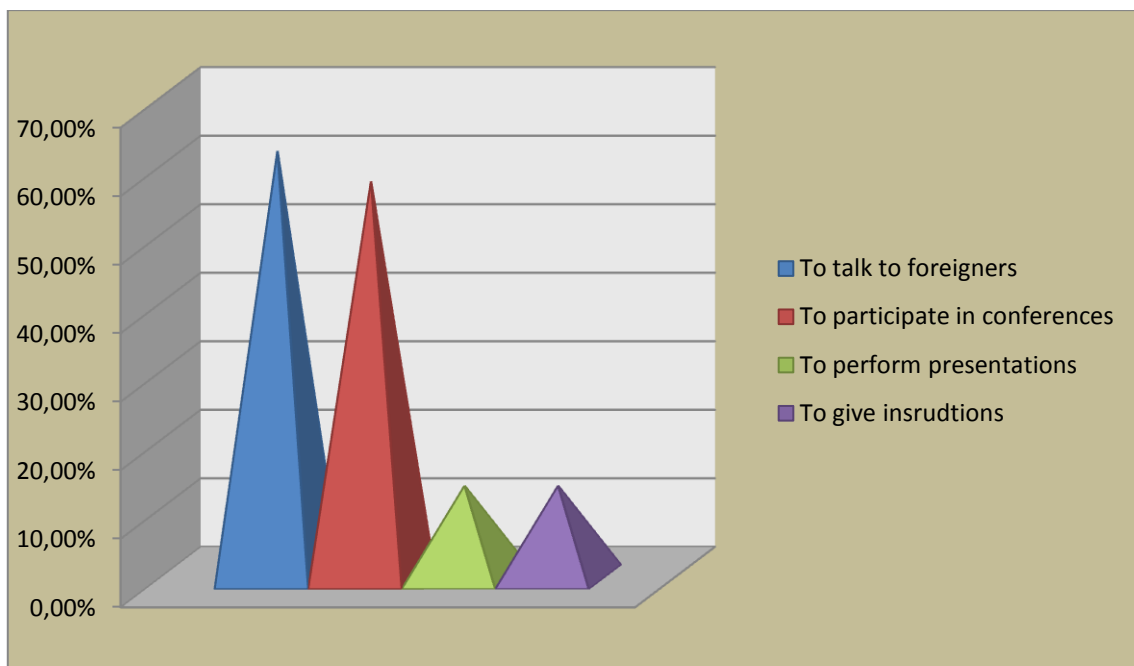


Fig 3.7 : Students' Purposes for Improving Speaking Skill

Question 9: You want to improve speaking to... (See Appendix 2. P, 322)

- The aim is to reveal the situations where speaking skill is used.

We have 100% of students willing to improve their speaking skill as shown in figure 3.6; this is for many purposes. The first one, is to talk to foreigners, 62, 22% of students want to interact in English, and 57, 77% need speaking to participate in conferences. Since they are master 1 student, there is a perspective to post graduate studies (PhD). Just 13, 33 % assert they need speaking to perform presentations and give instructions.

Question 10: You want to improve listening to... (See appendix 2. P, 322)

- The aim is to show the reasons to improve listening skill

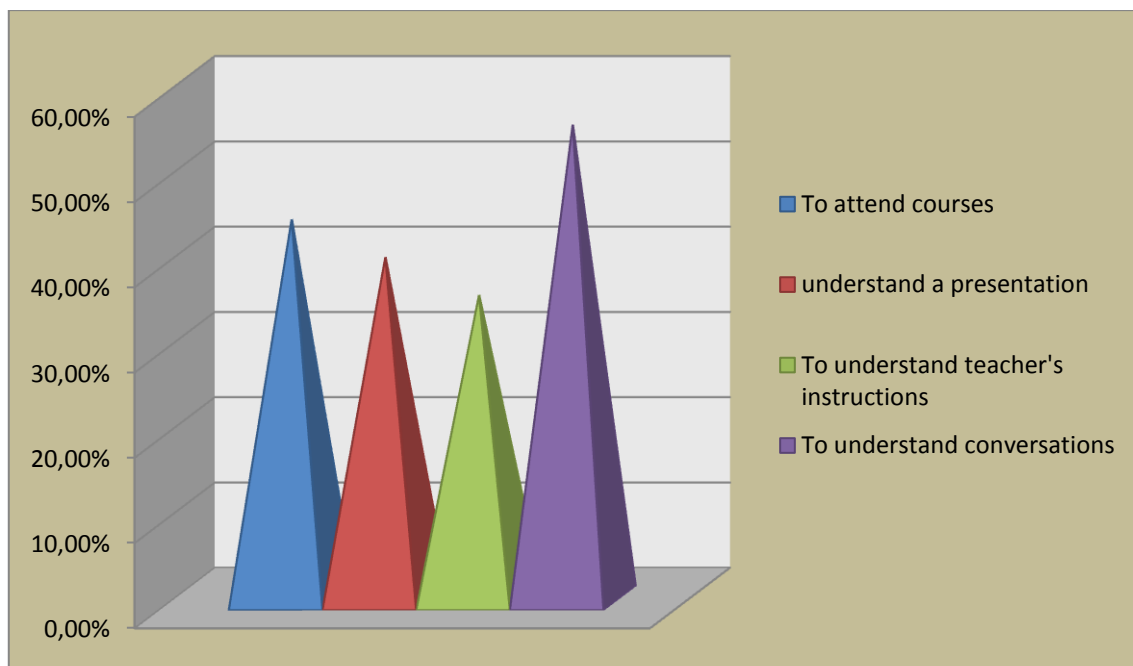


Fig 3. 8 : Students' Purposes for Improving Listening Skill

In the second rank, we have listening skill as shown in **Figure 3.6**; 93,33% of students need to improve this skill.

The learners want to improve listening skill mainly to attend courses as well as to understand conversations. About 40% need improving this skill to understand both presentations and teachers' instructions. As previously mentioned, 62,22% of students want to improve speaking skill to talk to foreigners, thus 55,55% of students are willing to improve listening skill to understand conversations.

Question 11: You want to improve reading skill to... (See appendix 2.p, 322)

- The aim is to reveal what the learners need reading skill for.

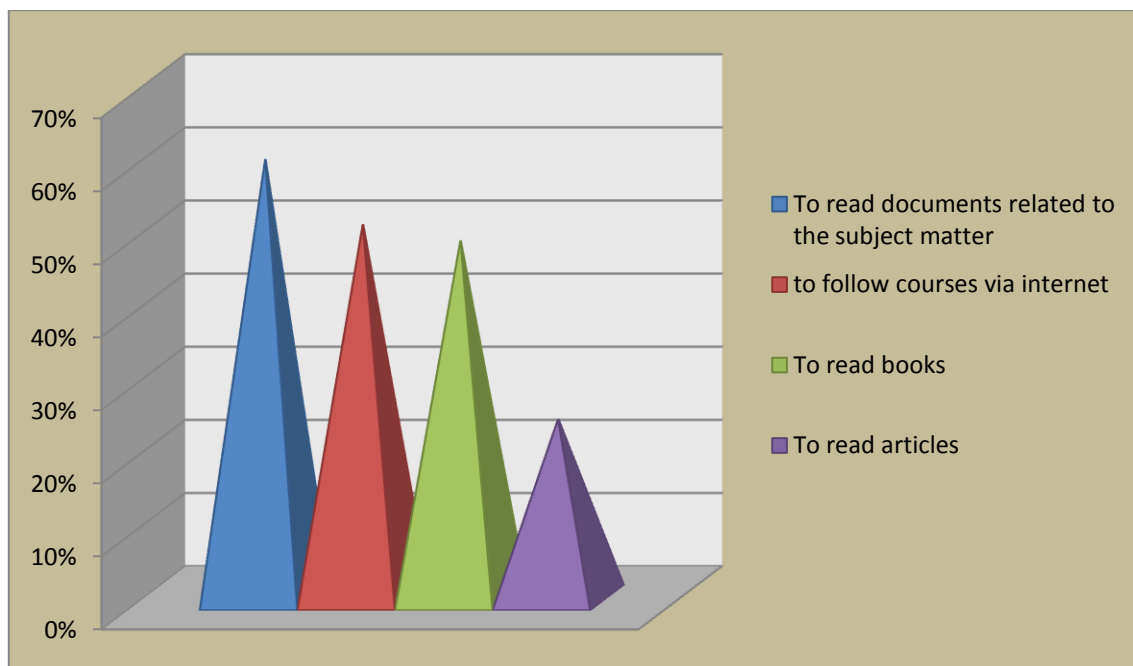


Fig 3 .9: Students' Purposes for Improving Reading Skill

As the figure above indicates, 55% of the respondents need to improve reading to consult English published materials concerning the subject matter. 51, 55% need reading to follow courses via internet. And here we notice a slight interference of Information Technology in the process of learning. Indeed the purpose is almost academic; the learners want to improve reading sub-skills to enhance academic research in the content subjects.

Question 12: You want to improve writing skill for ... (See appendix 2. P,322)

- The aim is to show what the learners need writing skill for

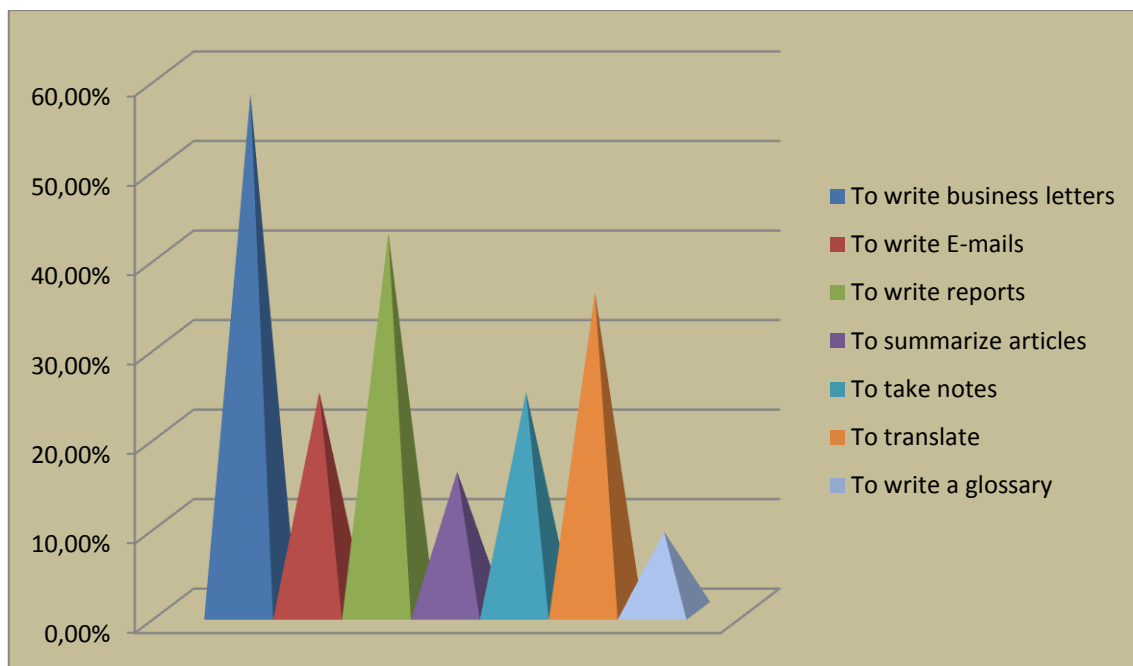


Fig 3. 10: Students' Purposes for Improving Writing

Concerning writing, here we notice a slight move to professional life, 57,77 % of students need to improve writing to write business letters. This genre is frequently used in the workplace, although it is transmitted via e-mail. 42,22% need writing to write reports and 24,44% to take notes. These activities are frequent in academic setting as well as in the professional one. Here, we notice that the seeds of the professional world are planted and the learners' awareness of the necessity of this skills is settled.

However, we still have the academic purposes in the list, since 35,55% need writing to translate and this activity is frequent when the students are asked to perform a research paper or writing an extended essay in their content subject. As we have already stated that crucial information are mainly found in English published materials; therefore, they need translating. The need to write a glossary and summarize articles is less than other purposes: 15,55% and 8,88% respectively.

To sum up, students need to improve the four skills: listening, speaking, reading and writing as well. This may conduct us to be aware of the necessity of the four skills in a BE course. Rather than focusing on one skill over the others

Question 13: Are you satisfied by the Business English course provided?

- The aim of this question is to see to what extent the provided BE courses satisfy students' needs.

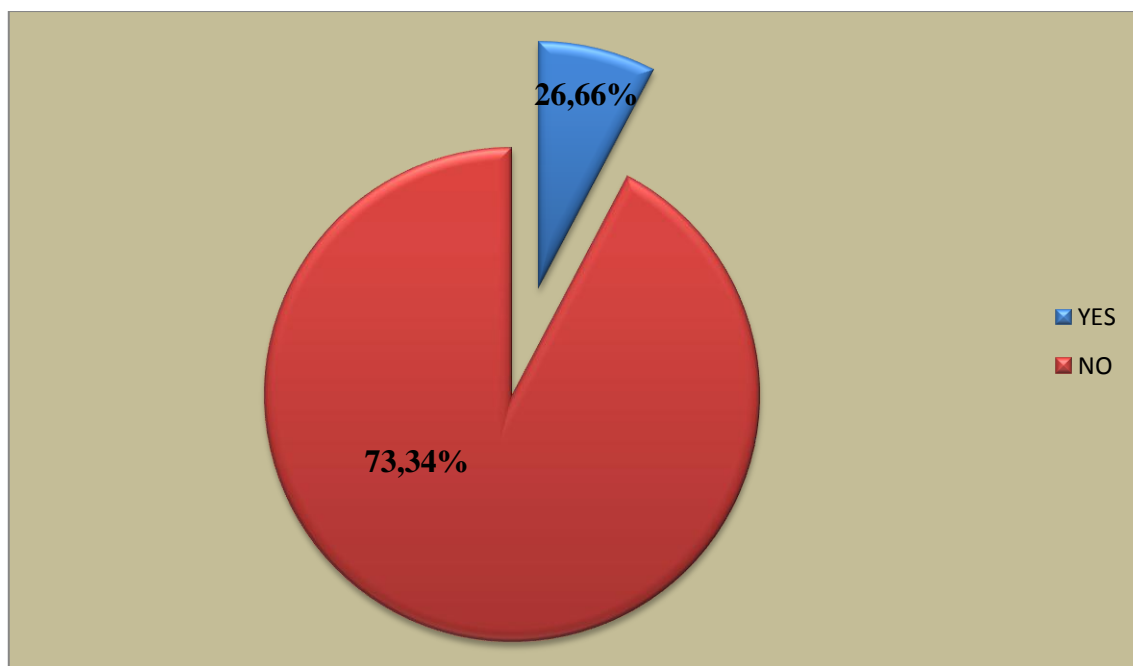


Fig 3.11: Students' Satisfaction about the Business English Course

After the exhibition of learners' wants, they were asked if they had been satisfied about BE courses.

In fact the majority reveals their dissatisfaction and just 26, 66% assert the opposite.

Question 14: If no, Why?

- Aim: Unsatisfactions' reasons

73, 33% of students reveal their dissatisfaction about English courses provided and this is for many reasons.

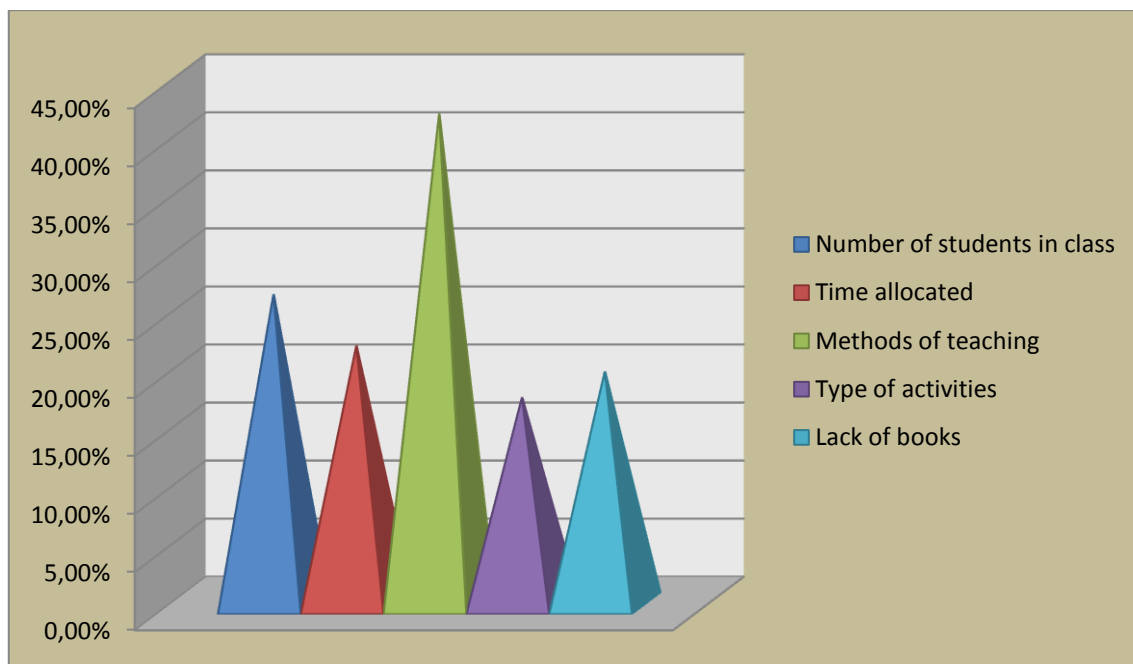


Fig 3.12: Students' Unsatisfaction Reasons

First 42, 22% are unsatisfied because of the method of teaching, they believe it is not adequate. During a informal interview, students assert that; English course stresses reading and answering questions. It resembles the Baccalaureat type exam.

Secondly, 26,66% of students are not satisfied because of the number of students. The class consists of at least 45 students, this affects the flow of the course as well as the process of learning, and therefore the assimilation of notions is disturbed.

Moreover BE course is generally planned in the last hour in the timetable .i.e. 4 to 5 pm. This means the atmosphere does not promote motivation for learning.

Thirdly, 22,22% are not satisfied because of the time allocated. Remember that one hour and half per week is not really enough to have an elaborated BE course, 20% believe that lack of books while having the course do not motivate them. 17,77% of the respondents do not like the type of activities suggested by the teacher.

Question 15: Which method do you prefer?

- Pair / group work
- Individual work

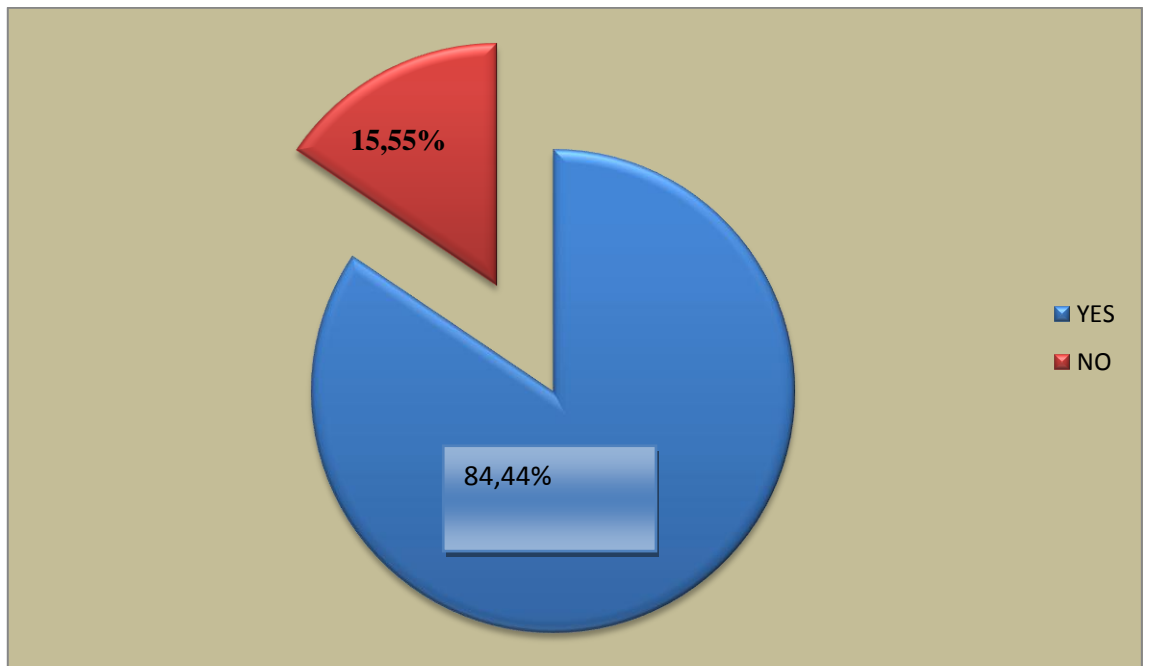


Fig3.13: Methods of Working in Class

When they were asked what is the method of working they approved more, 84,44% prefer pair/group work. This manner encourages them to participate and interact because they assume a global responsibility for a well-done work as well as for the bad one. Each student does not feel that he is personally blamed or rewarded. 15, 55% prefer individual work. Perhaps this proportion belongs to intermediate level learners. They somehow rely on their own competence and assume the responsibility of any outcome.

Question 16: How do you prefer the role of the teacher?

- The aim of this question to show how the learners perceive the teacher's role
- A guide and facilitator
- Or a course provider

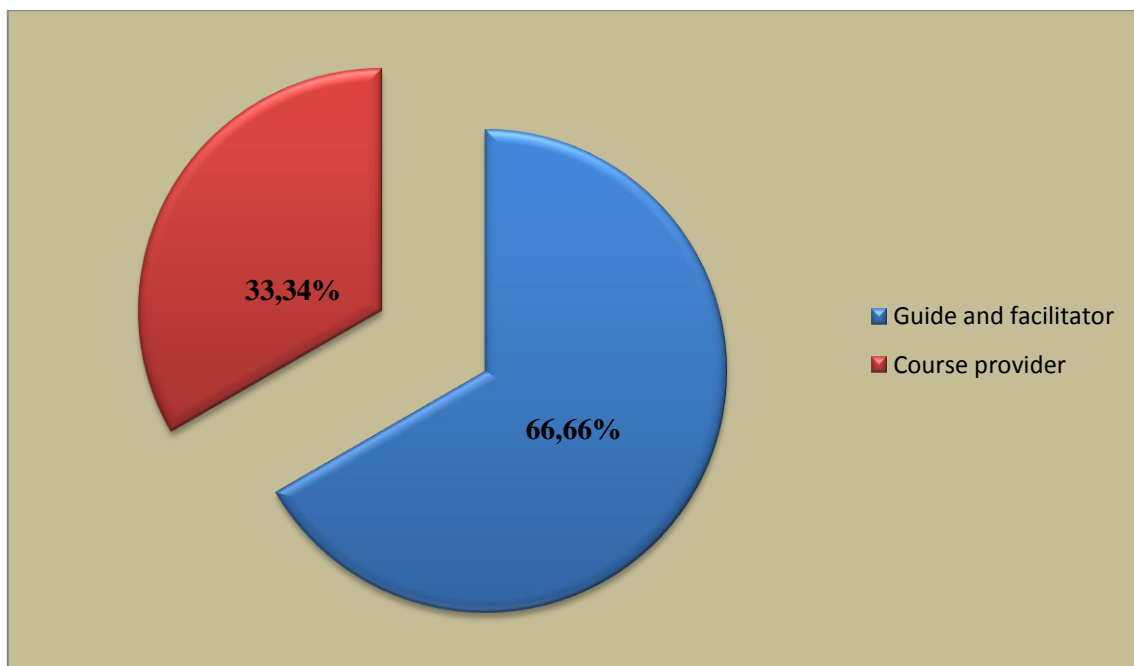


Fig3.14: Students' Perception on the Role of the teacher in Class

66,66% prefer the role of the teacher as a guide and a facilitator. This explains the choice of pair/group work as a technique. Infact, they do not completely rely on the teacher, they prefer to show the existing competence. However, 33,34% see the teacher as a course provider.

Question 17: Do you think that ESP is more/as/less important than EGP?

- The aim of this question is to reveal students' perception on the importance of ESP course.

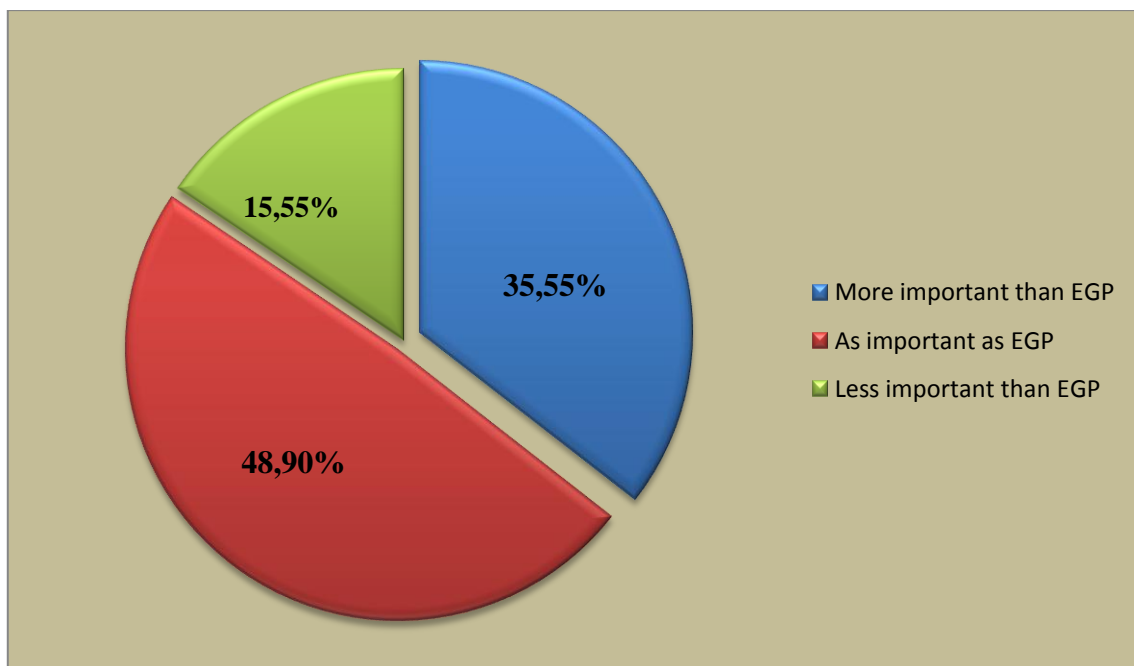


Fig3.15: Students' Perception on the Importance of ESP

35,55% agree on the importance of ESP over EGP, they assume this position because they need ESP in their studies and knowledge on this field may interfere in the assimilation of the content subject. Many key words in the subject matter are stated in English. Therefore, it is important to be acquainted with learning English for specific purposes.

On the other hand, 48, 90% of the respondents believe that ESP is as important as EGP. This proportion is aware that to acquire ESP, it is necessary to have EGP background and ESP is a part of ELT tree. However, 15,55% do not accord importance to ESP. We can relate this answer of attending ESP course when 33,33% declared they attended the course because they feared the exclusion. These respondents are not aware of the importance of English in their studies, and later, in professional life.

Question 18:What do you want the course emphasizes on?

- The aim is to identify Learners wants.

As the figure 3.15 indicates, 84, 44% of students want that the BE course focuses on writing, 66, 66% on speaking, then 48, 88% need reading skill and

35,55% for listening. On the other hand, 33,33% need grammar and vocabulary, these aspects of language could be introduced at the level of the four skills.

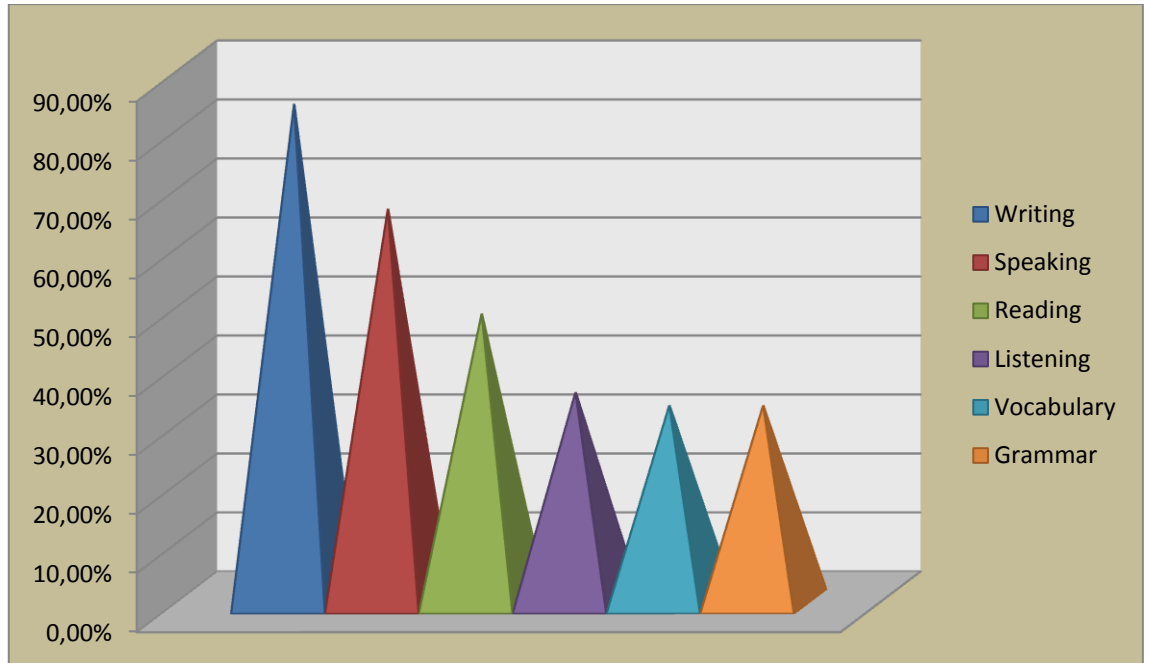


Fig 3.16: Learners' Wants

Question 19: Has your level improved?

- The aim of this question is to see to what extent the course of BE have improved their level.

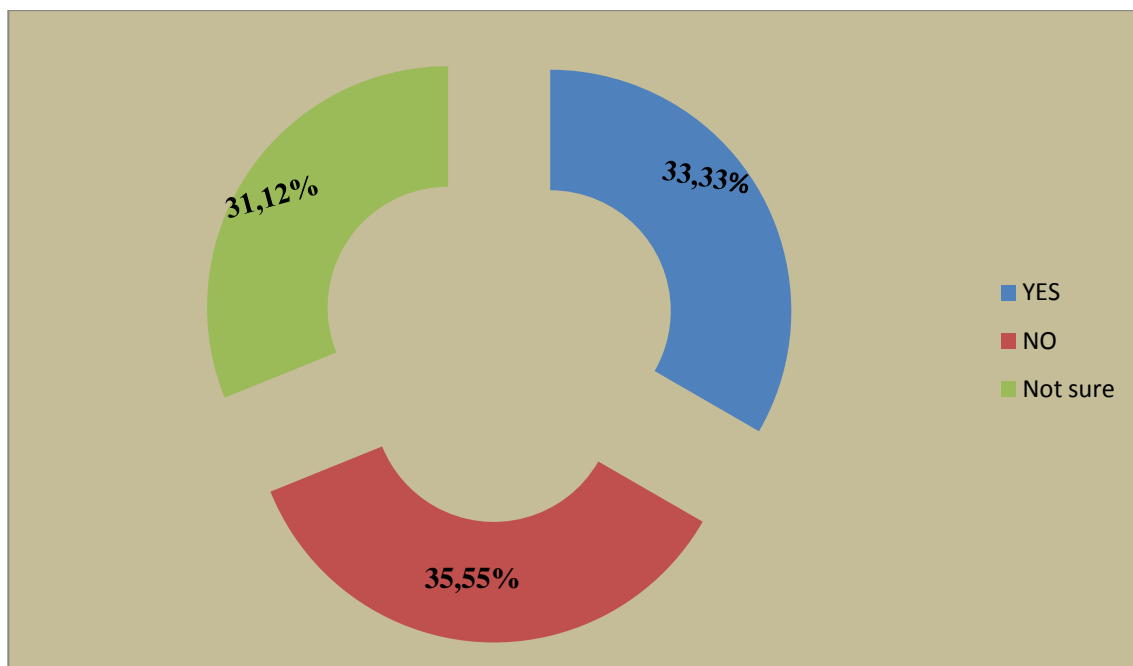


Fig 3.17: Students' Perception on the Efficiency of BE Courses

This question is about students' perception of the efficiency of ESP courses. 35,55% said "No" their did not improve and 33,33% said "Yes" their level has been improved and the rest of students are not sure. These results appeal to think seriously about remedial procedures. Some ambiguities will be clarified through the teachers' questionnaire.

3.4 The Teachers' Questionnaire Description

The questionnaire has been administered to seven teachers in Economics and Management institute at Belhadj Bouchaïb University Centre (Aïn Temouchent). It consists of 4 sections and includes 23 questions which vary in form: Yes/no questions, multiple choice questions and open-ended questions to allow the respondents to provide more explanations.

- Section 1 includes items (1-5). It deals with professional details.
- Section 2 includes items (6-10). It provides details about teaching environment.
- Section 3 embeds items (11-20). It deals with language skills focused on and the procedures undertaken for BE course design.
- Section 4 consists of items (21-23). It is devoted to teachers' procedures taken to elaborate a course, the problems faced, and their suggestions to remedy.

3.5 The Teachers' Questionnaire Analysis and Interpretation

Question one: Is about teachers' qualifications

- The aim is to show what is demanded as a degree to teach Business English at the level of the Economics and management Institute.
-

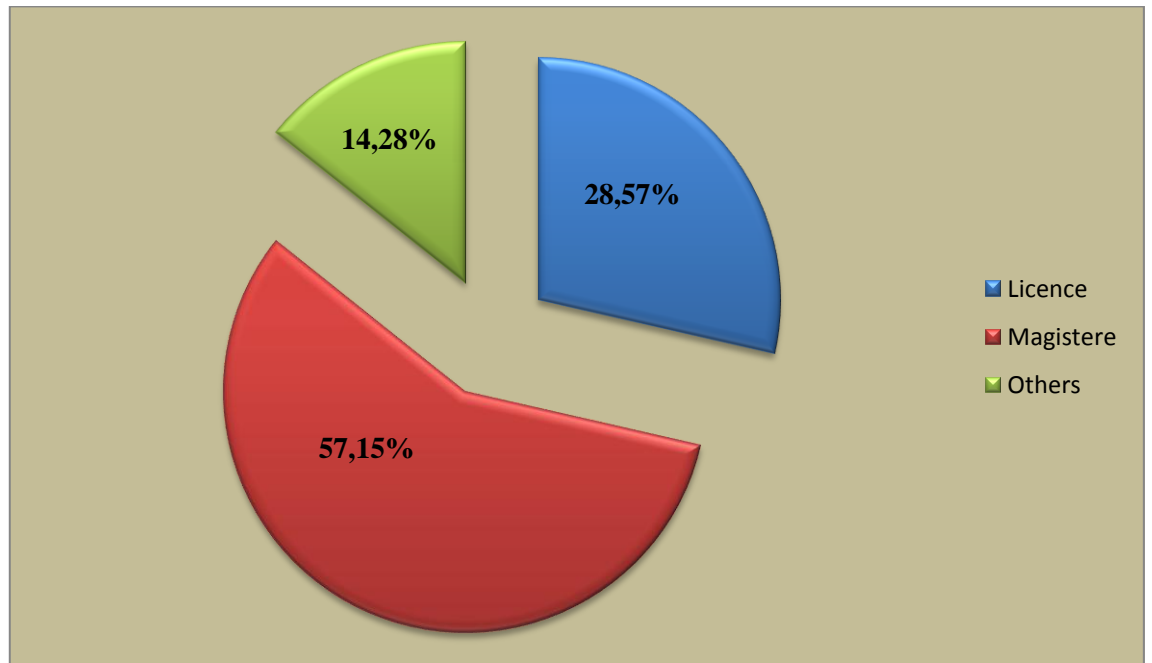


Fig 3. 18: Teachers' Qualifications

Among the seven teachers interpellated to answer the questionnaire, two teachers have a Bachelor degree, four have a magister degree and one teacher holds a PhD degree.

Question 2: What is your status in the Institute of Economics and Managements?

- The aim is to show to what extent the Institute provides a steady environment of learning.

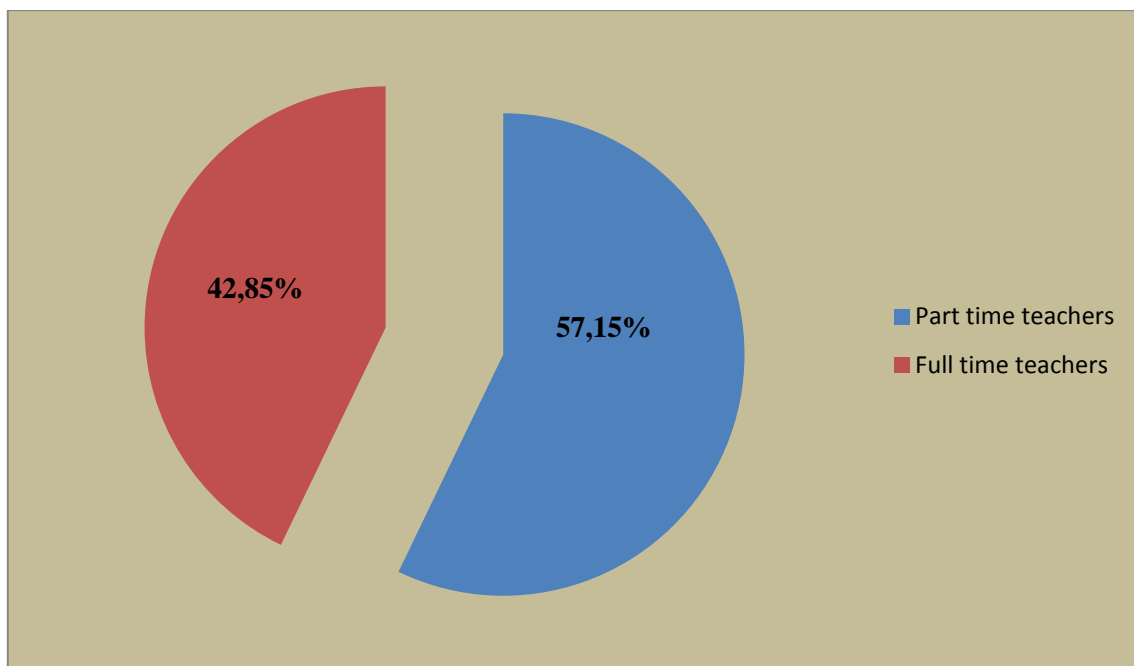


Fig 3.19: Job type in the Institute

Three (3) of the respondents are full time teachers and four (4) are part time teachers.

Question 3:

- a- Your Experience in English language teaching in different levels.
- b- Your experience in BE teaching
- This question shows to what extent teachers are experienced in ELT in general and BE in particular.

The experience in teaching varies from one respondent to another. In fact, we have two teachers 28, 57% who have already spent two decades in ELT and two other teachers have an experience of 5 years and one who has spent 15 years in teaching.

Regarding BE teaching, it is limited to 11 years as a maximum and 3 years as a minimum as figure 3.19 shows.

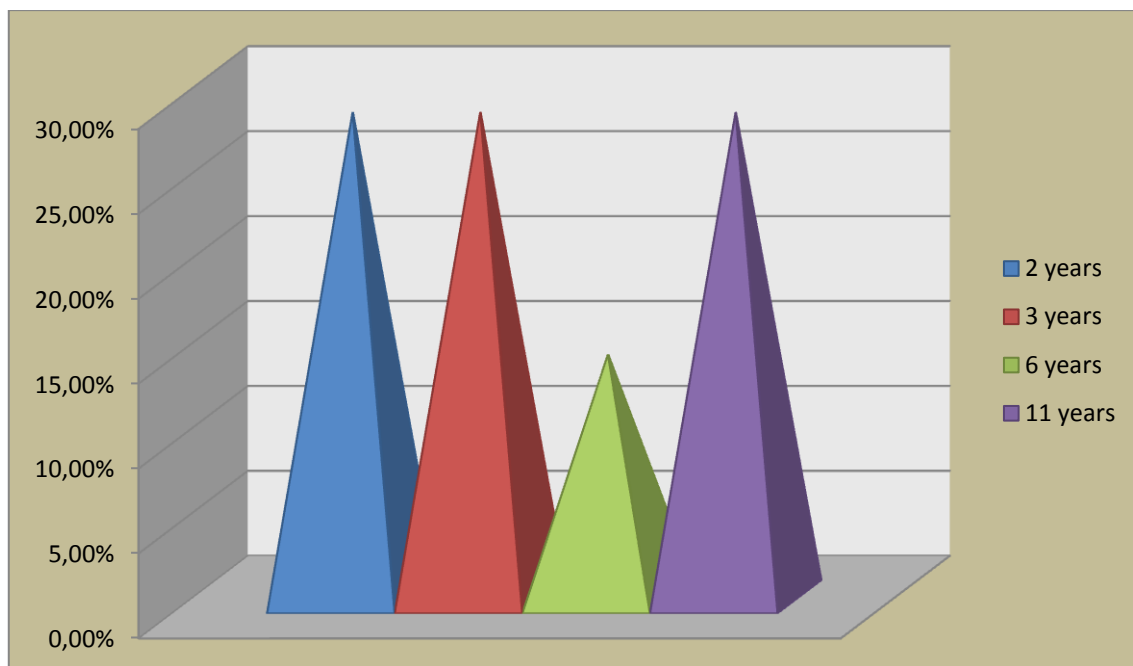


Fig3.20: Teachers' Experience in Teaching ESP.

Question 4:

Have you had any ELT training courses?

- The aim is to reveal to what extent the teachers are equipped with relevant techniques and strategies to perform the job.

In fact, just 2 teachers (28,57% have beneficiated of training in ELT.

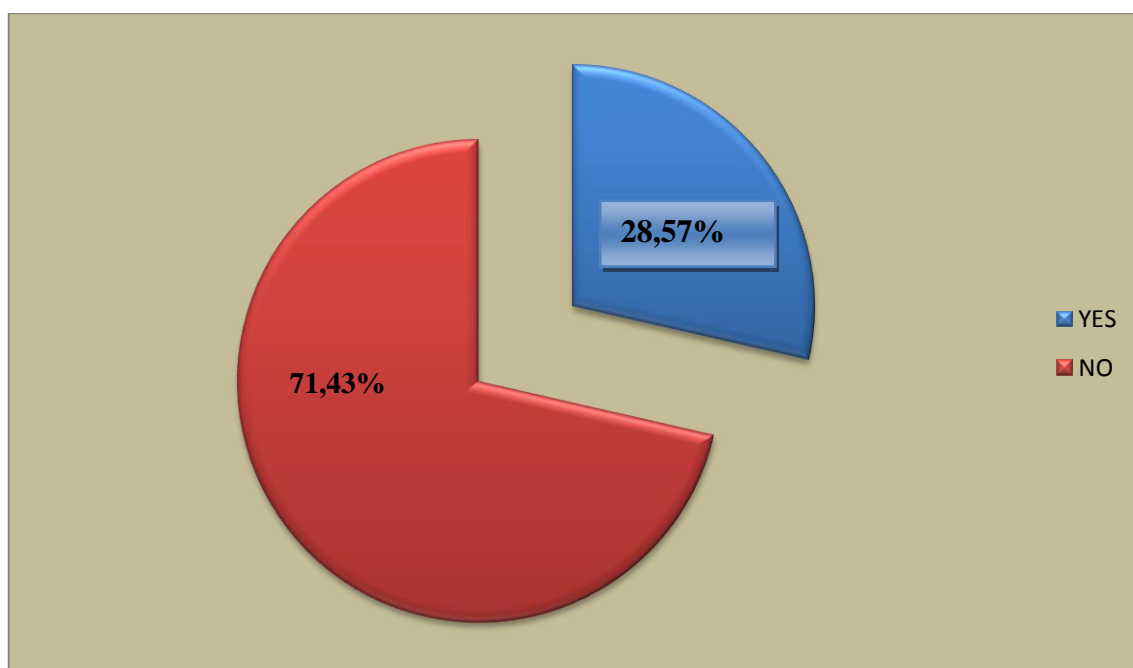


Fig3.21: Teachers' ELT Training

Question 5:

- Have you had any specialized training before teaching BE?

The aim is to show if the teachers have an idea about BE teaching before being recruited.

None of the teachers interpellated have undergone any specific training in BE. This explains to a certain extent the dissatisfaction of the learners about BE courses provided. Remember that answers to question “11” in the students’ questionnaire “methods of teaching” is one of the main reasons, it is in the first rank with 42,22%.

Question 6:

- How large are your classes?

The aim is to show if people responsible about providing effective learning environment take into account the number of learners in class.

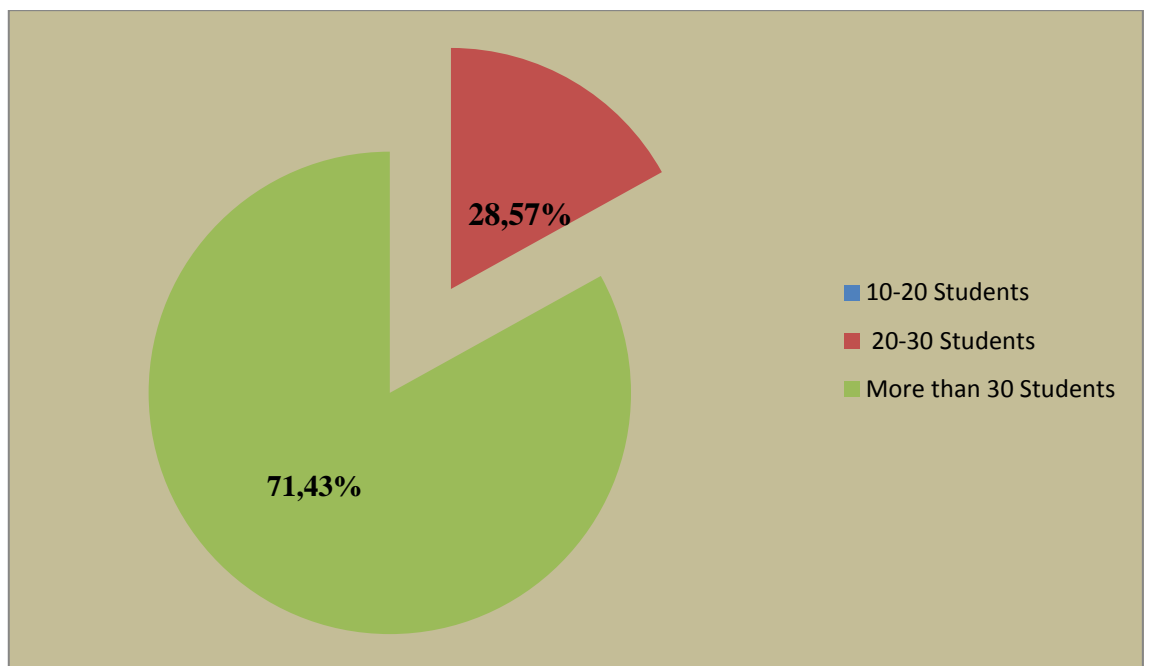


Fig 3.22: Class Size

The answers reveal that two teachers have classes of 20-30 students and the rest, 5 teachers assert that their classes include more than 30 students. The teachers assert that this situation affect BE teaching. Each class includes more than 30 learners who have

different levels, which may inhibit the flow of BE course. Teachers may also neglect some communicative activities because difficulties in classroom management.

Question 7:

- What is the level of your students?

All the teachers concerned have asserted that the level of students is beginner to intermediate. This answer has confirmed the students' answer (students' questionnaire: Qn°4)

Question 8:

- What is the time allocated to BE courses, is it sufficient?
- The aim is to know the position of BE courses among content subjects

Time allocated is one hour and half for semester 1 and 2, then S₅ and S₆, this is for licence studies. As regard Master studies, we still have one hour half for S₁ and S₂ as well as for S₃. As we notice here, English is not programmed for S₃ and S₄Licence. Indeed, this may justify the students' level in English. The stream of studying English is interrupted and the perception, of the language is affected. All teachers judge that is not enough to cover all what they intend to teach, as dealing with the four skills and language aspects. It is also not sufficient to satisfy delayed needs for academic research as well as professional world.

Question 9:

- Are your students motivated?
- The aim is to reveal students' willingness to deal with BE courses.

Two teachers, 28, 57% said that their students were motivated; while 5, (71,43%) confirmed the opposite

Question 10:

- What difficulties do your students encounter while undertaking English course?

Some teachers confirm that English language itself is an obstacle and this is because of their low level. (question n°4 in students' questionnaire reveals that 28,88% of students perceive their level in English as "Beginner"). They have also problems to interact in English; therefore, it leads to mother tongue interference. Besides, they have

problems in both spelling and pronunciation. All these features endorse the answer to question “9” i.e. lack of motivation.

Question 11:

- As a BE teacher, do you take into consideration the “target needs”.
- The aim is to show if the practitioners are aware of the target needs as professional settings and consider them in their course design.

All the respondents confirm the inclusion of target needs in their course design. This reveals that the practitioners are aware of the needs of the outside world beyond the university and are forging to reach this aim (preparing students for the professional world).

Question 12:

- Is there any syllabus provided by your department?
- The aim is to see if there is any official syllabus to be applied.

All the respondents confirm the absence of any official syllabus. Indeed, global instructions are provided as dealing with vocabulary, translation and introductory texts related to the subject matter of their specialties.

Question 13:

- Does the department provide any materials?

85,17% of the respondents have a negative answer. No material is available. In fact, practitioners use their own resources.

Question 14:

- How much time do you spend to cover a complete unit?
- This question aims at demonstrating how much time we need to fulfill the objective of each unit.

The respondents who plan a complete unit spend 6 to 8 hours per unit. And those who deal with independent texts as Baccalaureate type, they spend one hour and a half.

Question 15:

- Classify the language skills according to their importance.
- The aim is to reveal the importance the practitioner accord to each skill in a BE course.

57, 14% of the respondents have accorded first rank to speaking skill 28, 58% give the second position and 14,28% have accorded the fourth position.

Listening occupies the second rank since 85, 71% have agreed on this position and 14, 29% attribute the third position.

As far as reading skill is concerned, 42, 85% have classified the skill in the first rank, and 57, 15% in the third one.

For writing skill, 85, 71% agree on the fourth position and 14,29% on the second position.

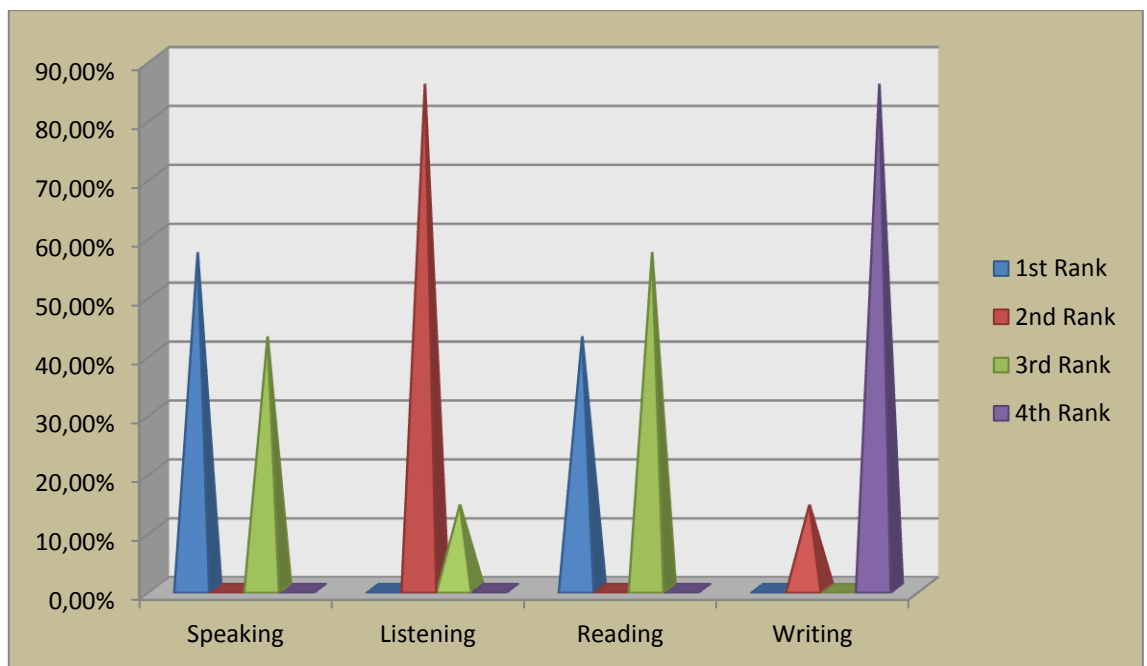


Fig 3. 23: Language Skills Classification

The importance accorded to language skills is diverse as the figure above indicates. In fact, speaking skill is well considered, this case answers the learners wants since 100% have mentioned the urgent need to improve speaking skill (students' questionnaire: question 7).

The inter-relation between speaking and listening gives this latter the second position assumed by the majority of the respondents. The majority have attributed the

third rank for reading, indeed, as a receptive skill may enhance the productive skill “speaking” in terms of developing vocabulary acquisition that would be useful while interacting.

Writing skills occupies the last rank; this is because the mastery of the three skills above contributes to the mastery of writing skill.

Question 16:

- What kind of activities do you plan for a given unit?
- The aim is to reveal practitioners’ procedures on developing language skills acquisition.

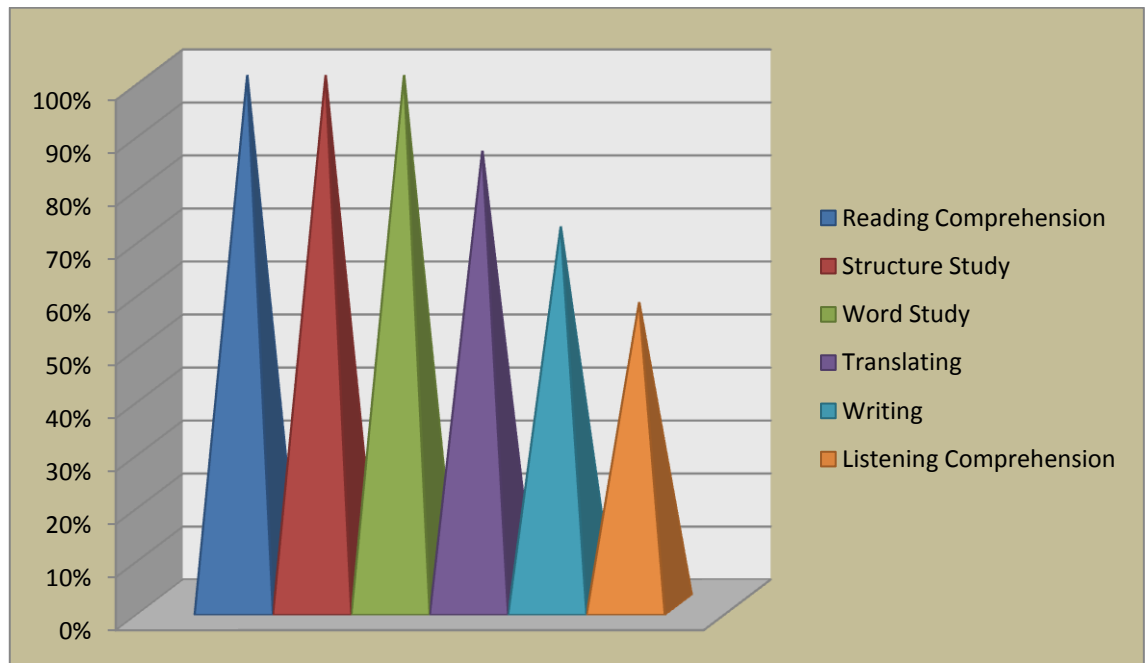


Fig 3.24: Kinds of Activities Included in a Unit

All the respondents agree on reading comprehension, word study and structure study to be included in each unit. On the other hand, 4 practitioners 57,14% focus also on listening comprehension, 71,42% on writing activities and 85,71% on translating.

Question 17:

- Do you use French/Arabic in your teaching?
- The aim is to reveal teachers procedures to reach students’ understanding.

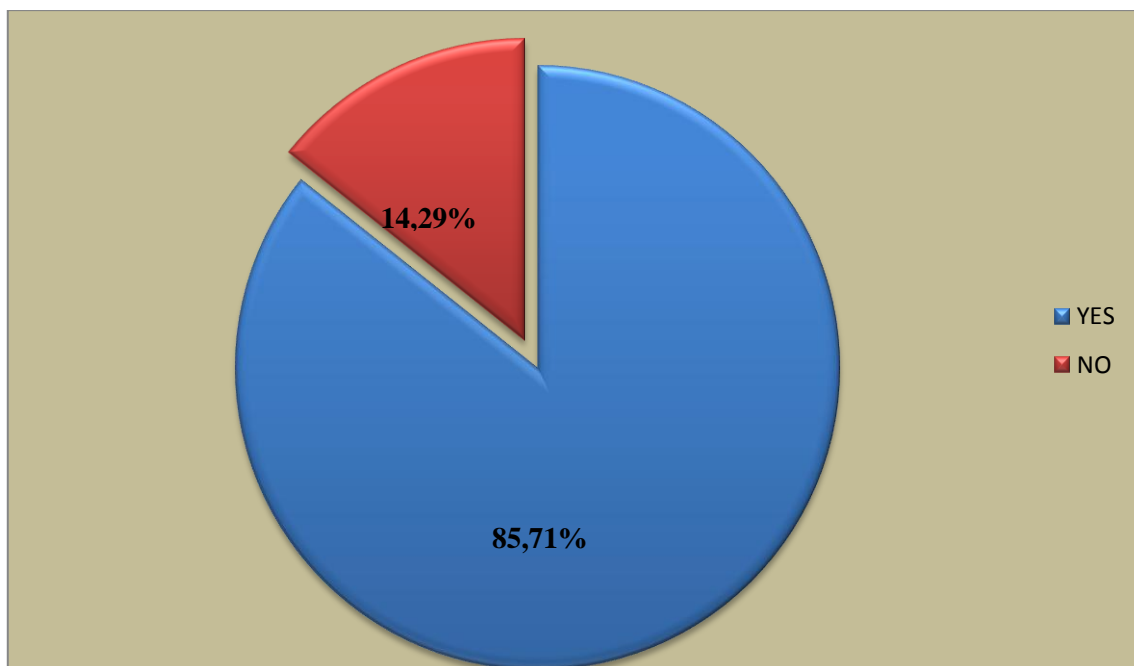


Fig3.25: The Use of other language in an ESP Course

One respondent does not use any French or Arabic while teaching and the others 85,71% do use these languages to clarify ambiguities. Remember that one of the difficulties students encounter is English language itself, this justifies the interference of Arabic and French in teaching process.

Question 18:

- Do your students use French or Arabic?
- The aim is to identify other languages as a vehicle of information in a course besides English.

All the respondents confirm the use of other languages as French and Arabic by their learners. In fact, students who belong to the intermediate level may participate using Arabic or French to help beginners to assimilate what is said in English. In many cases, a single word may represent a hindrance to understand a situation, a text or a conversation. Students' interference may be beneficial for both teachers and slow learners.

Question 19:

- Have you carried out any needs identification and analysis before starting your course?
- The aim is to show if students' needs and wants are taken into consideration in a course design.

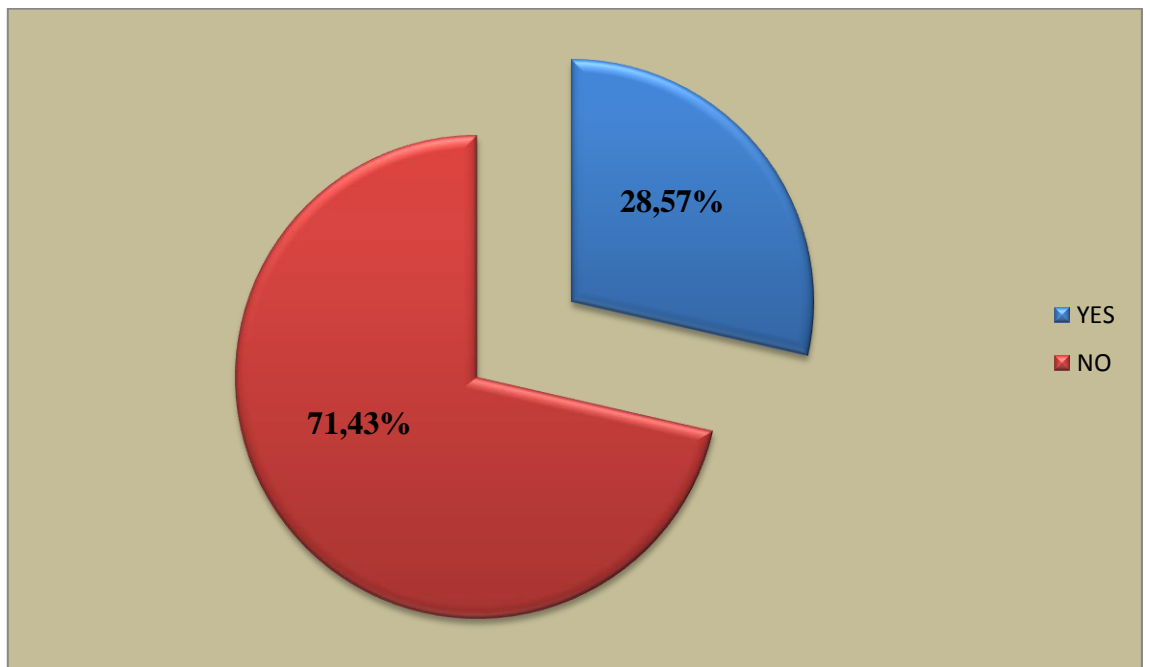


Fig: 3. 26: Needs Analysis Application

In fact, 28,57% of the respondents do accomplish needs analysis and 71,43%, have neglected this step. This may affect the learners' cooperation since their wants in learning the language are neglected. Wants satisfaction paves the way to develop learners' motivation and therefore, the practitioner will be able to negotiate and establish equilibrium between wants and needs.

Question 20:

- Do you think that the context provided to your students is relevant to their needs?
- The aim is to show teachers' perception on the provided courses.

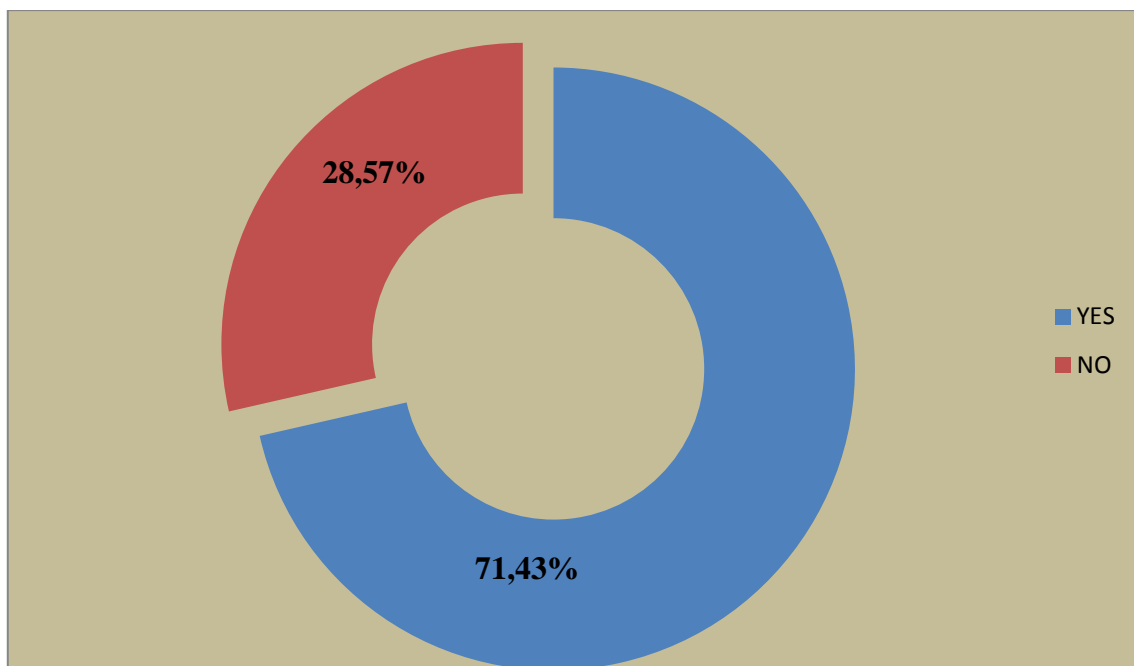


Fig 3.27: Relevance of BE course to Students' Needs

As it is illustrated in the figure above, 71,43% of the respondents assert the relevance of the course content to students 'needs; although, the practitioners have not gone through needs analysis step. Through the respondents' justification, they have explained why they have confirmed the relevance. Some have taken into consideration their needs as students in the same field. Other respondents confirm the relevance to students with an intermediate level.

Question 21:

- Do you consider the collaboration between the language teacher and subject specialists is necessary?
- The aim is to show if there is a willing to collaborate.

All the respondents confirm the necessity of this kind of collaboration because it reduces time consuming and leads to an adequate course design. Having a minimum insight into business, showing considerable interest in BE topics and being open to the business world seem to be essential requirements to be fulfilled by the BE teacher. Moreover, teachers have to be flexible enough to cope with such situation and accept the partnership with the learners in course design and delivery.

Question 22:

- Could you enumerate the different problems encountered when teaching BE?
- The aim is to identify elements of hindrances.

The respondents have mentioned myriad obstacles as:

- Student are not aware of the importance of the English language
- Lack of motivation
- Diverge level within one group
- Lack of time
- lack of training
- A non adequate syllabus since it is elaborated individually
- Lack of coordination between teachers of BE as well as with content teachers

Question 24:

- Do you have any suggestions to remedy the various problems and improve BE teaching/learning situation?
- The aim is to identify possible solutions to be taken into consideration forward.

The respondents have suggested the following solutions

- To agree on a unified syllabus
- Allocate more time
- Designing learning groups based on level and expectation.
- Take into consideration the want, the needs, and the lack of learners and settle equilibrium.
- Have a coordination between the university and the workplace where English is used as well as applying some training in the workplace to motivate learners
- Focus on teachers' training

3.6The Employees' Questionnaire Description

The questionnaire has been submitted to 60 employees from three different companies. It consists of 20 questions included in four sections. The form is varied; it consists of YES/NO questions, multiple choice questions and open

ended questions to explore the setting and eliciting as many information as possible.

- Section one is devoted to general information about the respondents.
- Section two consists of 5 items. It deals with the acquaintance with English language during studies period, it reveals the employees' interest, and their level in English language as well as the reasons related to the two previous elements (interest and level). Besides, it shows to what extent the English language is important for their job.
- Section three includes items (6-10). It is devoted to the use of English language in the company and the language skills needed.
- Section four consists of nine items (11-19). It exhibits the difficulties the employees face when using English language to perform their job and the different strategies they use to solve such problems.

3.7 Description of the Employees' Questionnaire Results²⁹

- **Question 1:**
- How many years have you been studying English?
- The aim is to reveal the employees' acquaintance with the language.

The acquaintance with language varies because of educational reforms as it is stated in chapter 1(1.6.4). Some employees have studied during the classic system era and others have got the opportunity to undergo LMD system which consists of licence with 6 semesters (BAC+3) which is the equivalent of Bachelor. Master of 2 years of further study beyond the licence (BAC+5) and doctoral study (3 years of scientific research). Therefore, the acquaintance with the language varies from 9 years to 12 years.

- **Question 2:**
- How would you describe your level in English?
- It is a self-evaluation; the aim is to show how competent the employees judge themselves.

The questionnaire is submitted to 60 employees. 44 employees (73,34%) assert that their level is intermediate and 16, (26,66%) perceive that their level in English is advanced.

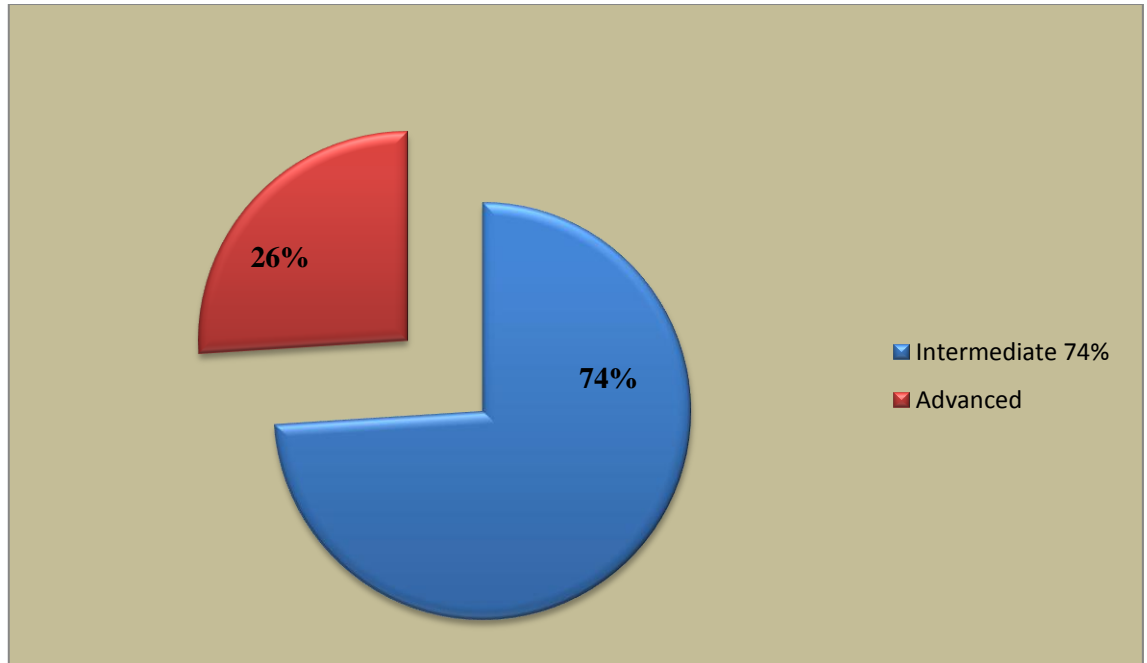


Fig: 3. 28Employees' Perception on their level in English

The questionnaire is submitted to 60 employees. 44 employees (73,34%) assert that their level is intermediate and 16, (26,66%) perceive that their level in English is advanced.

Question 3:

- Were you interested and motivated during your studies?
- This question aims at revealing the employees' English language background.

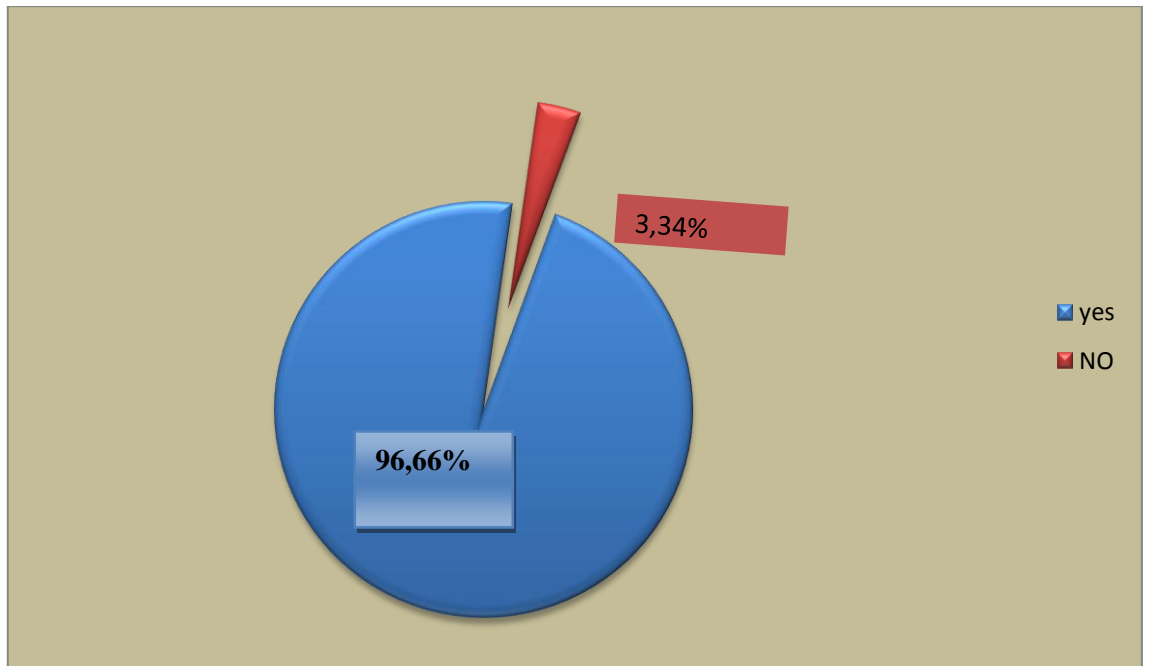


Fig3. 29: Employee's Motivation to Study English

58 employees (96,66%) said that they were motivated and really interested. But, 2 employees (3, 34%) had a negative attitude towards the English language.

Question 4:

- If yes, why?
- The aim is to show the reasons for their positive attitude toward the language.

The employees have been asked to select the reason (s) from the list provided. (see appendix 4. P,332) There is a unison in the choices. In fact, they have given more than one reason for their interest in the English language as the figure (3.29)

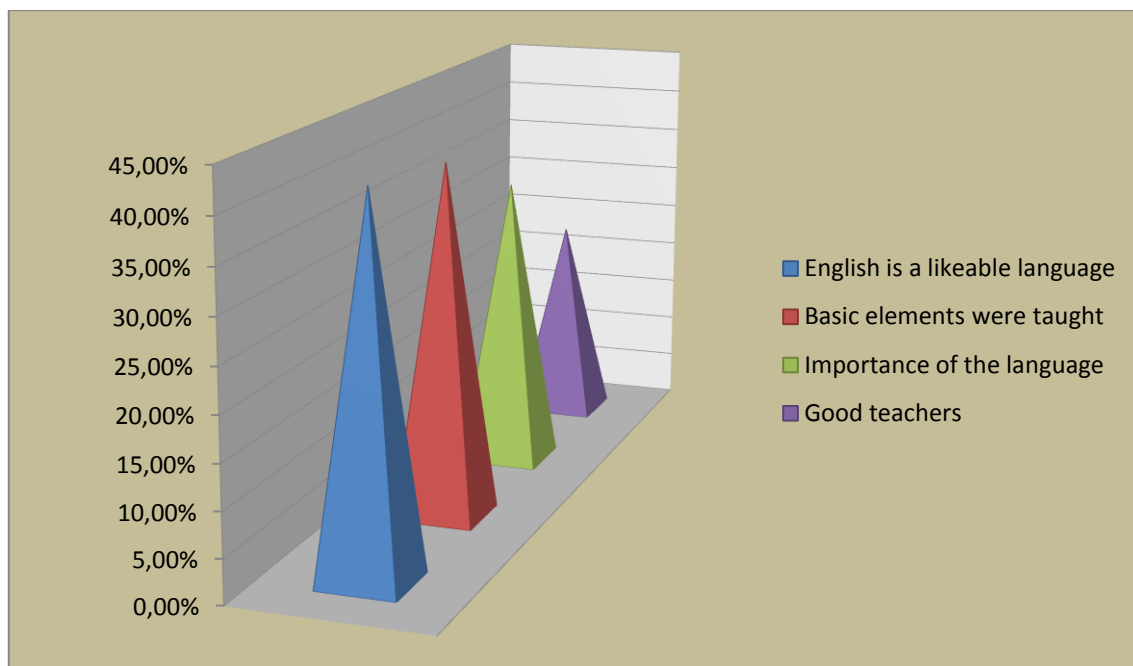


Fig3.30: Reasons for the Employees' Motivation to Learn English

24 employees (40%) show their interest because basic elements were taught and 14 employees (23,33%) admit that good teachers were available. On the other hand, 25 employees (41,66%) find English a “likeable” language and 20 employees (33,33%) are aware of their the importance of the English language and t hey had predicted the need of this language forward.Remember the questionnaire submitted to the students, the answer to question “11” that deals with unsatisfactions reasons has pointed the methods of teaching. In fact, the employees’ answer has revealed the importance of good teachers who have provided the basic elements of the language.

On the other hand, 33,33% of the respondents are aware of the importance of the English language they like the language and have predicted the need for this language. This result confirms the identification of the major domain of English,which include international banking, economic affairs and trade (Graddol, 1997).

The third part of the questionnaire is devoted to the use of the English language in the company. It reveals to what extent the English language is important. Language skills are at the core of this investigation: therefore, an ample part of the questionnaire is devoted to.

- **Question 5:**
- Do you need English language at work?

Since the use of English language for occupational purposes is at the centre of this research, this question shows to what extent English language is demanded. Answers confirm the need of the English language at work. 44 employees (73,34%) assert that they always need English to perform their job and 14 employees (23,33%) sometimes need English. On the other hand, just 2 employees rarely use English (3,33%).

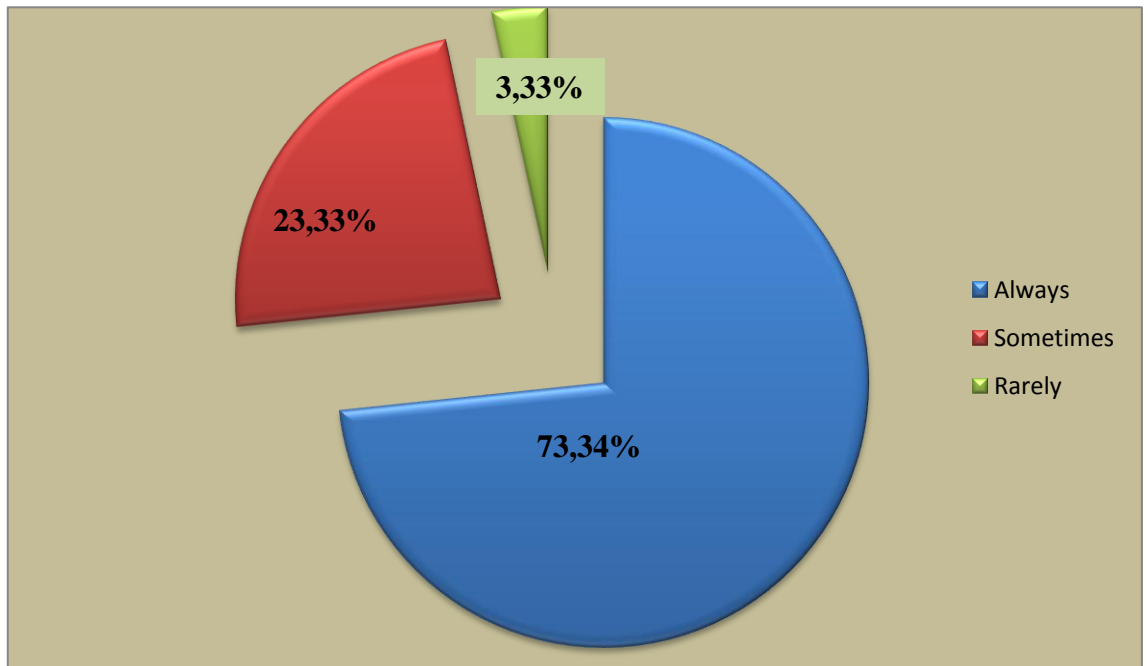


Fig3.31: The Need of English Language at Work

Question 6:

- Is English language :
 - Useful
 - Necessary
 - Optional

- The aim of this question is to confirm the importance of English to perform the job.

Among the 60 employees, 14 (23, 33%) said that English language is useful to perform the job; whereas, 44 employees (73, 33%) do assume the importance of the

language and assert that is necessary. Just 2 (3, 33%) find the use of English optional as it is illustrated in the figure below.

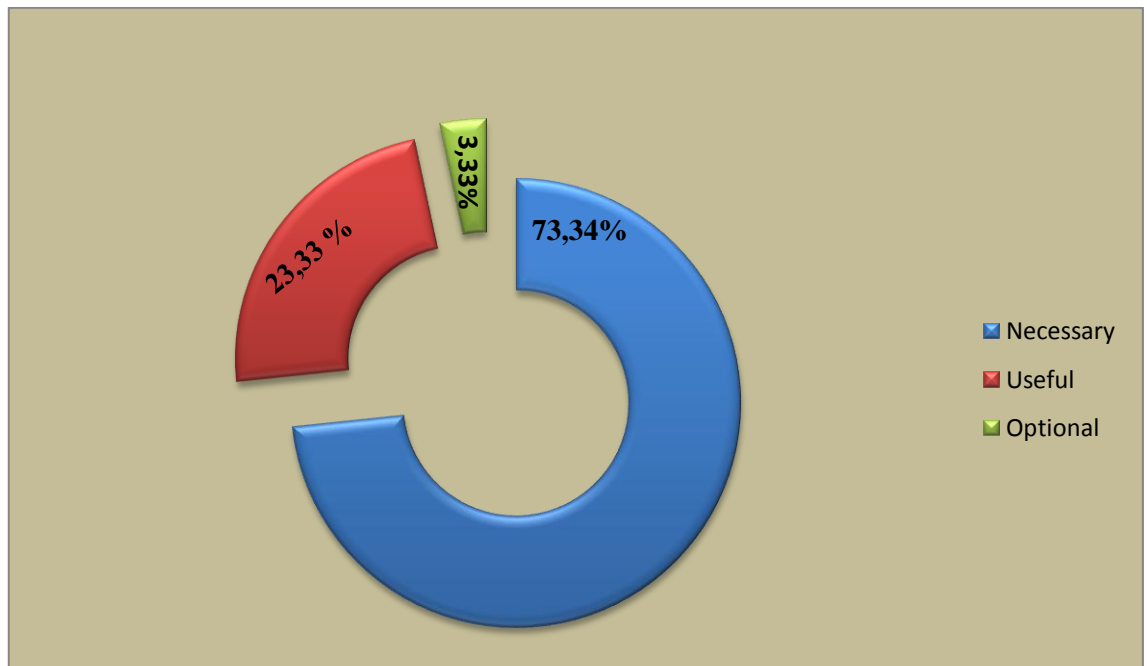


Fig3 .32: TheImportance of English in the workplace

- **Question 7:**
- Which language skill do you need to perform your job?
- The aim is to show if the four skills are equally needed.

Business communication is based on four skills; the productive skills and receptive skills, this implies that business communication relies on oral and written medium. Sender and receiver are the main agents of the flow with a vise-versa relationship. For example, whenever we speak, the receiver listens and this latter will be the speaker “2” who gives a feed back to the speaker “1” who has the role of listener “2”. It is also true for reading and writing, when one reads a message he is going to write to provide a reply. The four language skills exist in the workplace with a slight difference in the frequency of occurrence.

In this description, the researcher is going to deal with the situation in each company.

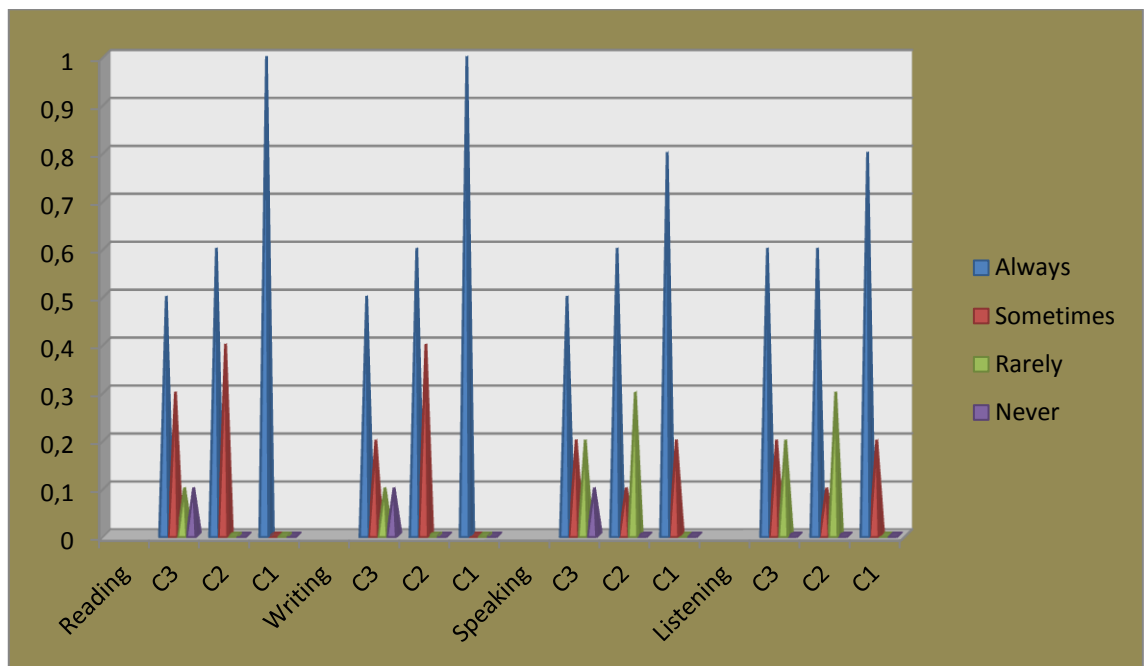


Fig3. 33: Language Skills Frequency in the Workplace

Employees in C₁ always need reading skill the rate is 100%. It is the same case for writing skill. Regarding speaking and listening 80% always speak and listen and 20% sometimes need this skill.

As far as company, “2” is concerned 60% of the employees always need reading skill and 40% sometimes do. For writing, half of the respondents 50% need writing, 20% sometimes do and it is true or “rarely”. Yet, 10% never need writing skill. We have equal proportion for speaking and listening i.e. 60% always need speaking and listening and 10% sometimes need these skills. Yet, 30% of the employees are rarely concerned. The same case is true for listening skill.

Concerning “C₃”, half of the respondents 50% always need reading skill; it is also true for writing. 30% sometimes need reading and 20% never need writing. There is also a difference between “rarely” and “never” frequency, the answers show that 10% rarely need reading and 20% for writing. We have also the same proportion 10% for “never” for both reading and writing. Half of the respondents, 50% always need speaking skill and 60% are always listener. This implies that many employees are willing to listen but reluctant to speak. In an informal interview, an employee admits that he understands what is said, but he cannot express himself. This explains the slight difference between “speaking” and “listening” in “always” frequency. The answers reveal the same rate for

“sometimes” frequency 20% for both listening and speaking. On the other hand, 20% rarely speak English and 10 never do. For listening, just 10% rarely need.

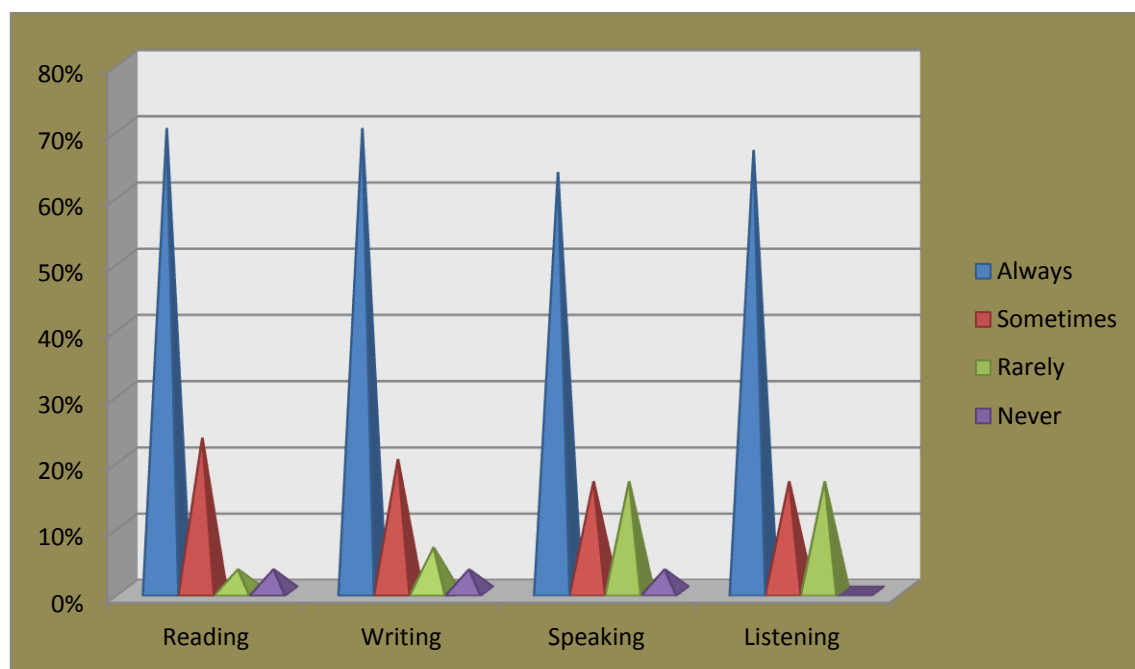


Fig 3.34: Language skills Occurrence in the Workplace

To sum up, as the figure above indicates, language skills, the receptive and productive ones are approximately equally needed. For instance, reading skill is 70% always needed; the same case is for listening. Regarding the productive skills: writing and speaking 66,66% and 63, 35% are the rate for “always” occurrence. This confirms the need of four skills in business communication but each skill includes sub-skills and their occurrence depends on the employees’ function and needs.

- **Question 8:**
- You need reading skills to: (see appendix 4. P,332)
- The aim of this question is to identify reading sub-skill the employees need.

Reading skill is needed to perform many tasks 100% of the respondents of “C₁”, 80% “C₂” and 60% of “C₃” always need English to read e-mails, whereas, 20% of the respondents in “C₃” sometimes do. It is a rare task for some respondents in “C₂” and “C₃”, the rate is 10%. The same rate is true for the respondents who are not concerned at all.

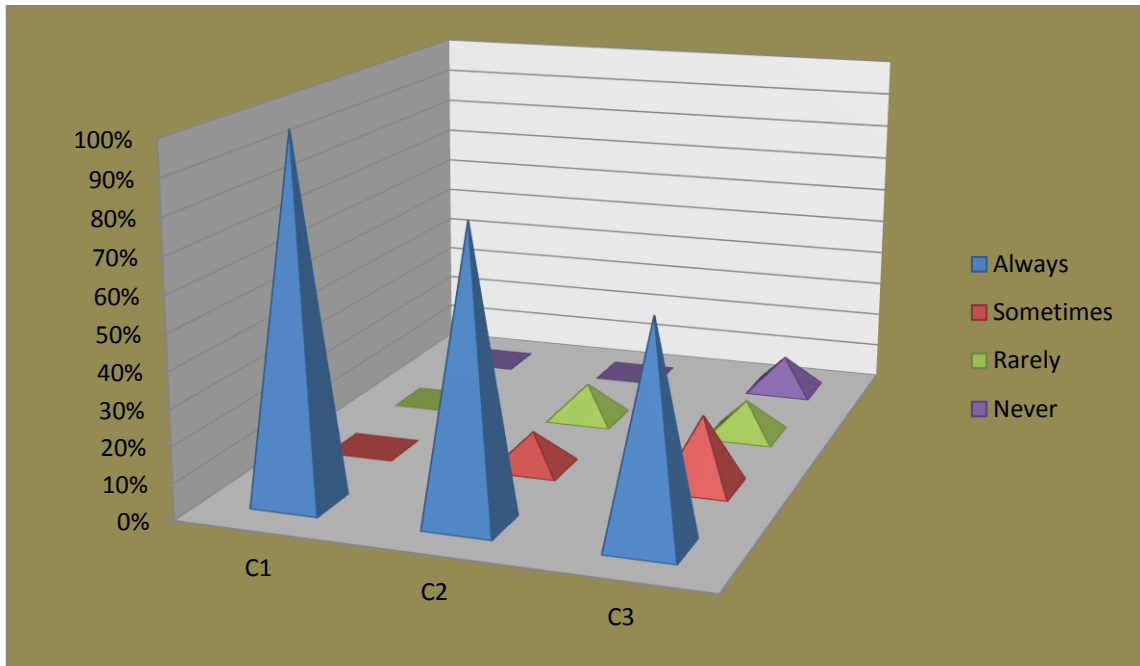


Fig 3.35: Reading E-mails Frequency in the Workplace

100% of the respondents in “C₁” always read report and half of the proportion 50% is relevant to “C₂” and “C₃”. Some respondents in “C₂” sometimes need English to read reports, the proportion equals 40%. On the other hand, half of this proportion (20%) is attributed to sometimes frequency for “C₃” for the same task. 10% of the respondents of “C₂” and “C₃” rarely read reports and 10% in “C₃” never do the task.

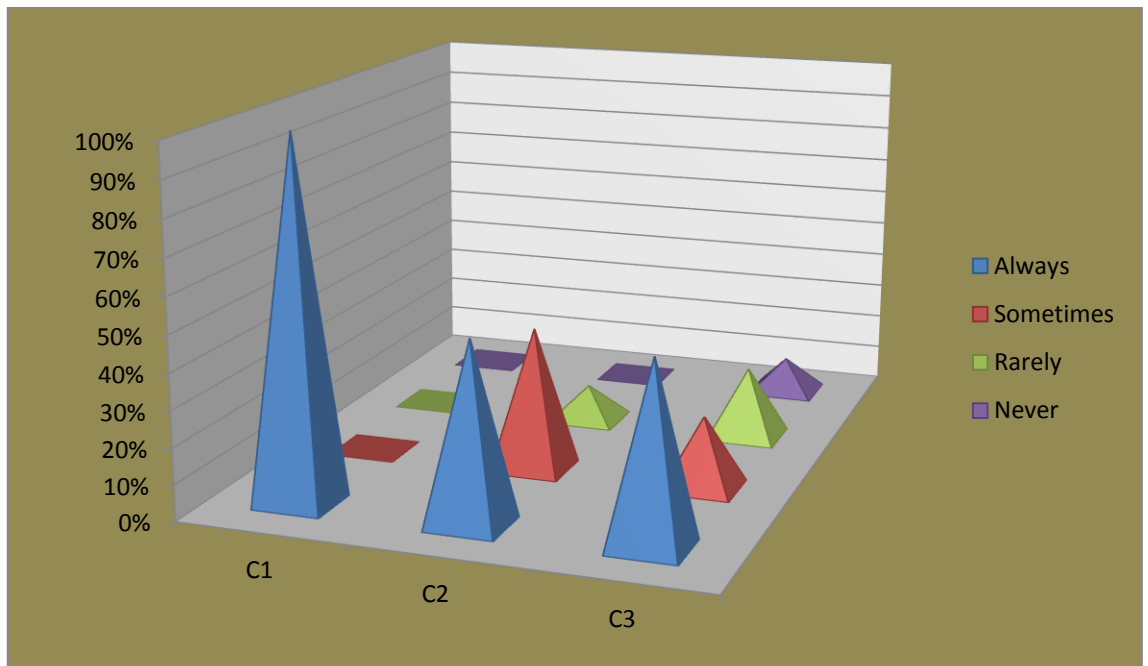


Fig 3.36: Reading Reports Frequency in the Workplace

Reading notes is less frequent for “C₁” comparing with the previous tasks. In fact, 80% of the respondents always read notes. A rate of 40% for both “C₂” and “C₃” for the same frequency (always). 20% in “C₂” sometimes do and 40% for “C₃”. 10% in “C₂” and 20% in “C₃” are rarely involved and 10% for the same companies never do.

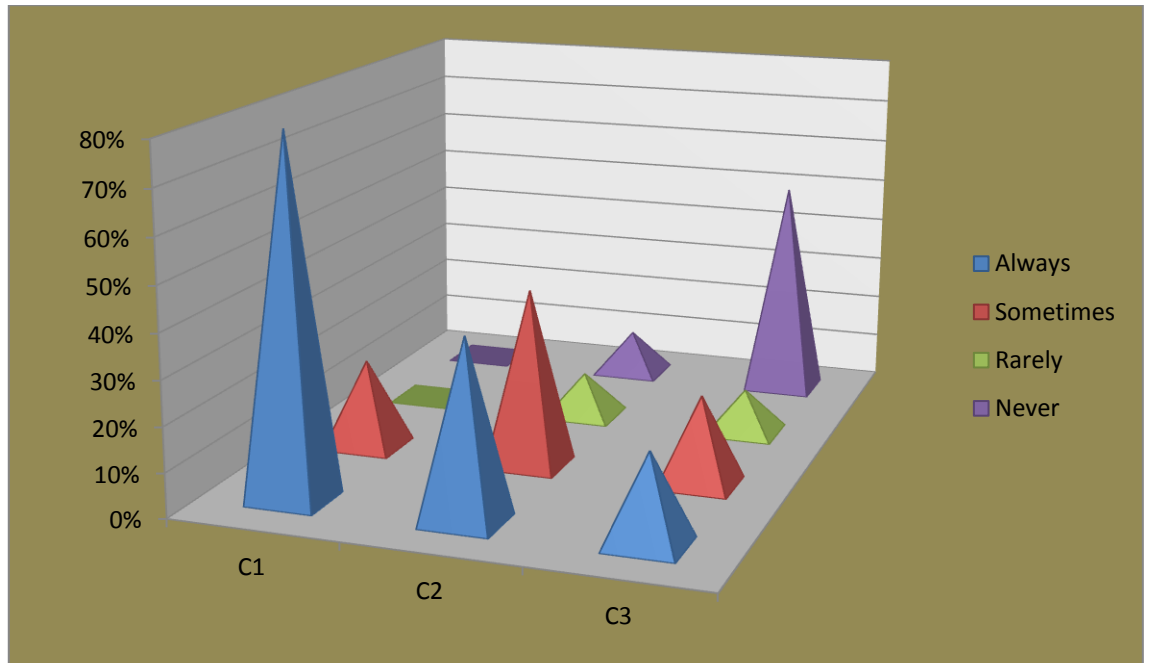


Fig 3.37: Reading Notes Frequency in the Workplace

For reading accounts, “C₁” has the same frequency for “always” as for reading notes. A rate of 40% in “C₂” and 30% in “C₃”. For this task “never” frequency has a rate of 20% “C₁” and “C₂” and 50% in “C₃”.

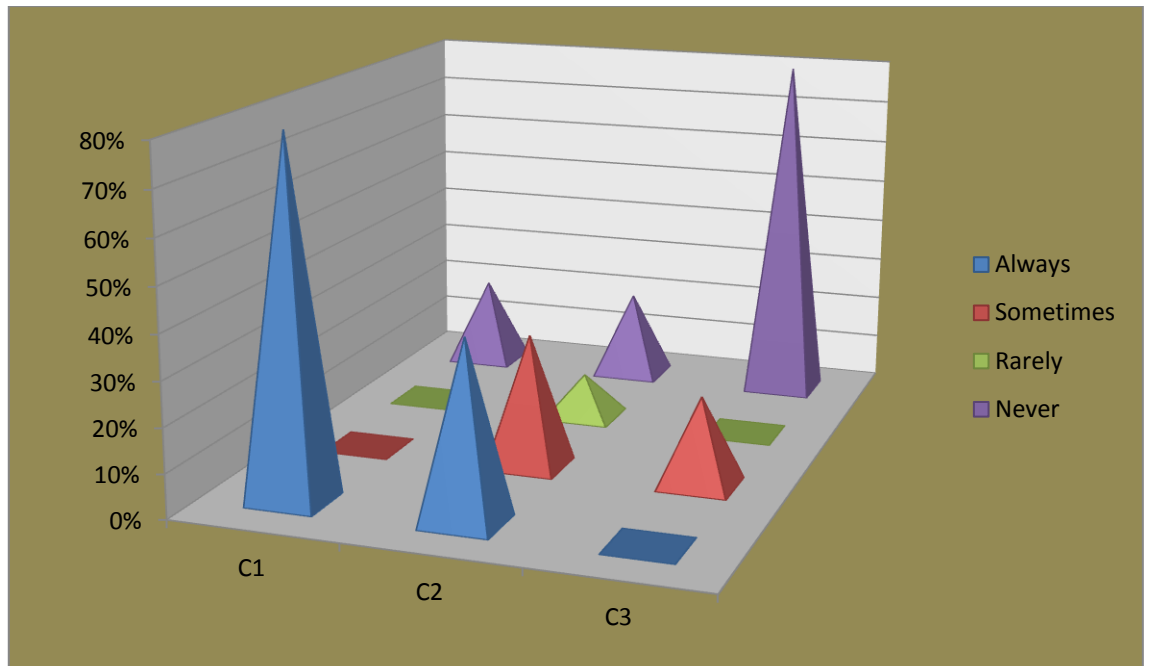


Fig3.38: Reading Accounts Frequency in the Workplace

For company “1” reading contracts is as frequent as the previous task. In fact 80% always do, and 20 are not concerned. It is less frequent for “C₂”, the rate equals 50% as far as “C₃” is concerned, 30% always do and the same rate is attributed for “sometimes” frequency for both “C₂” and “C₃”. It is a rare business activity for 10% in “C₂” and 20% in “C₃”. This rate (20%), is true for “never”, frequency for both “C₁” and “C₃” and 10% for “C₂”.

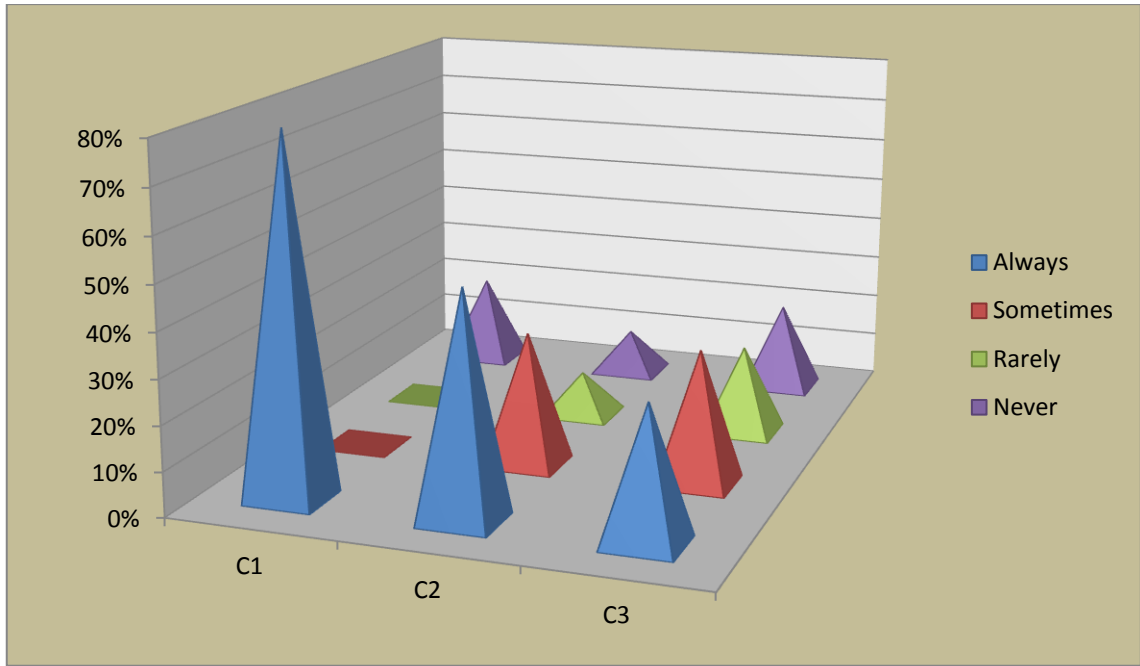


Fig 3.39: Reading Contracts Frequency in the workplace

Reading bills is frequent for “C₁”, in fact, 100% always perform the task. Conversely, it is less frequent for both “C₂” and “C₃”: 20% always do. The same rate is true for “sometimes” in “C₂” and 30% for “C₃”. This implies that 50% in “C₂” are not concerned at all.

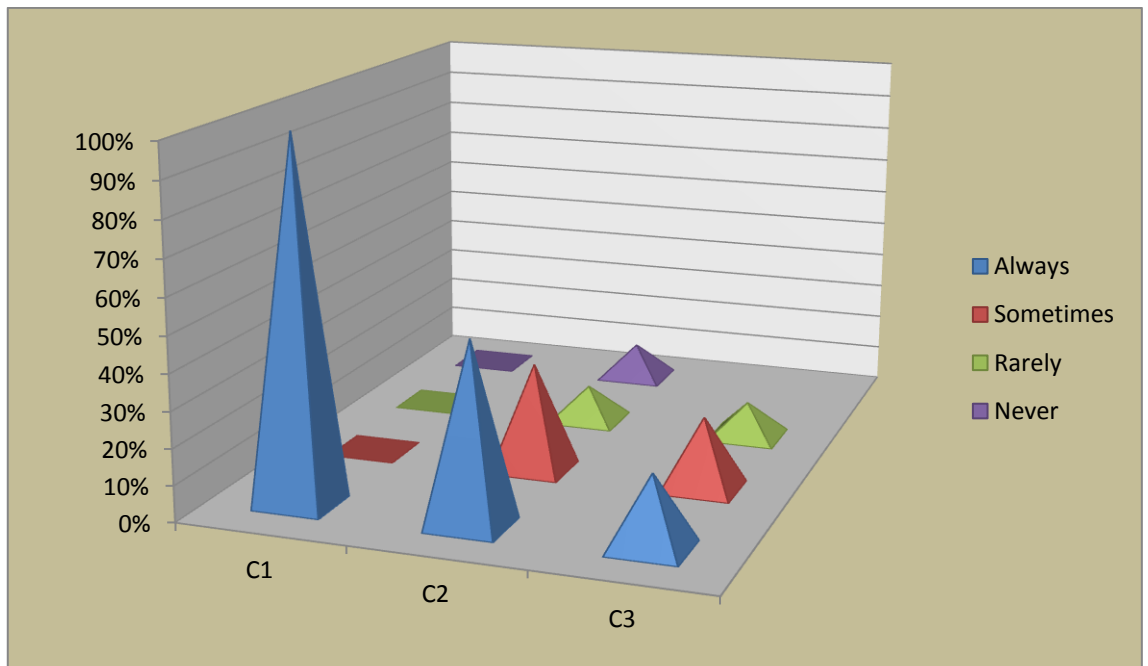


Fig 3.40: Reading Bills Frequency in the Workplace

- **Question 9:**
- You need writing skill to (see appendix 4. P, 332)
- The aim is to identify writing sub-skills as

The writing skill includes many sub-skills as writing e-mails, reports, notes, accounts, besides contracts and bills.

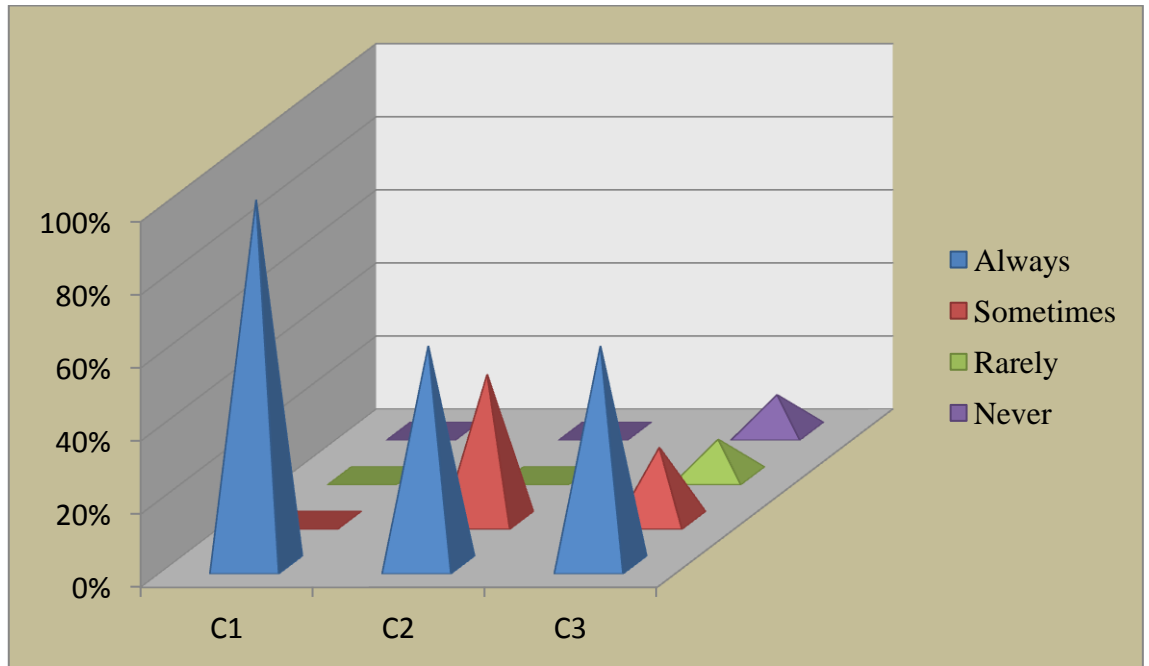


Fig 3.41: Writing E-mails Frequency in the Workplace

The sample of the employees of “C₁” always need English to write e-mails and reports, the frequency equals 100%. On the other hand, 60% in “C₂” and “C₃” always need English to write e-mails. For “C₂” 40% always write reports, and 60% for “C₃”. This task has a rate of 40% for the employees in “C₂” and 20% for “C₃” for “sometimes” frequency, and 20% in “C₂” rarely do the task, this rate is true for “never” As the figure below shows.

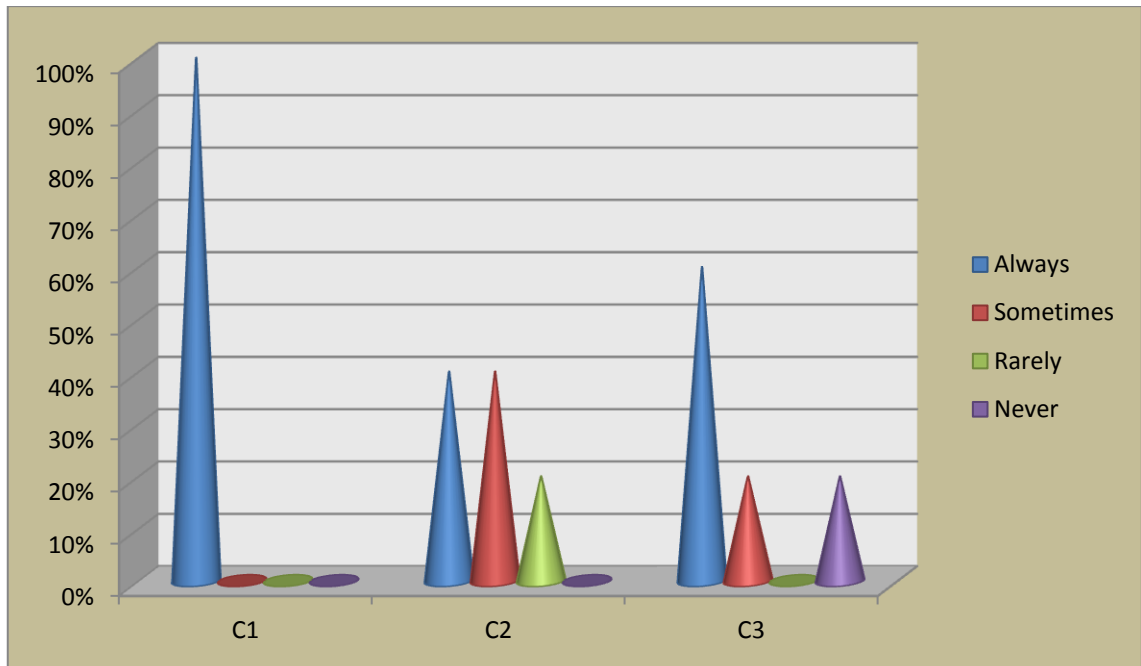


Fig 3. 42: Writing Reports Frequency in the Workplace

Writing to take notes is less frequent for “C₁” 80% always do; whereas, 40% for both employees in “C₂” and “C₃” always do. We have a proportion of 20% for “sometimes” frequency for three companies concerned. Yet, 30% in “C₂” and 10% in “C₃” rarely perform the task and 20% in “C₂” and 40% in “C₃” are never concerned.

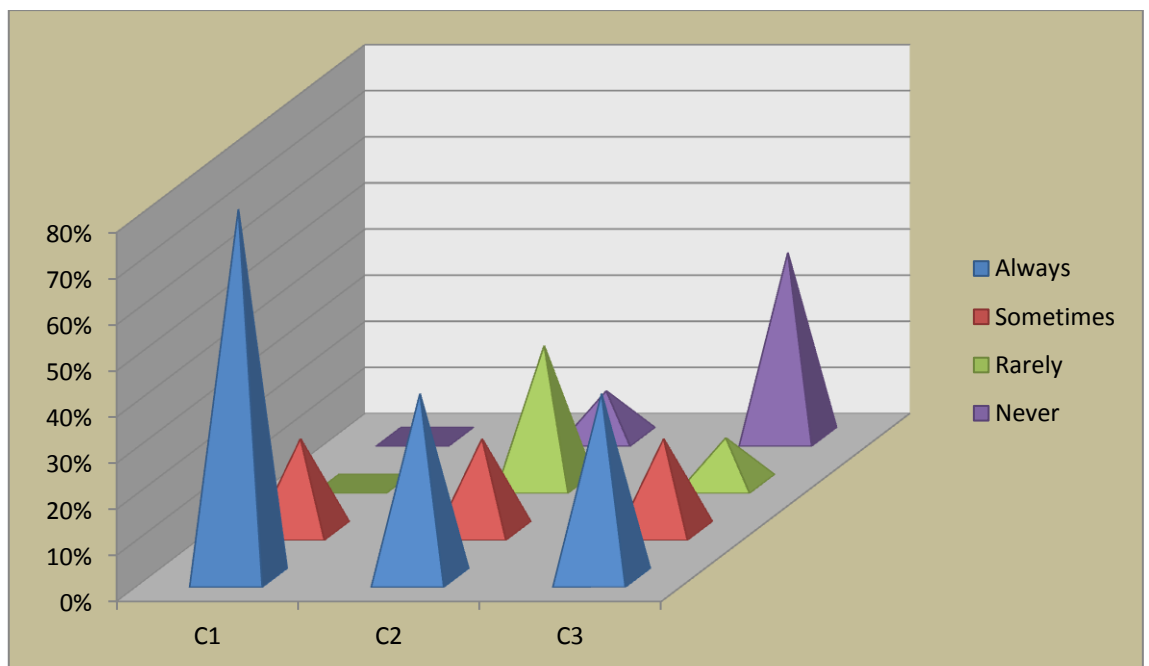


Fig 3.43: Writing Notes Frequency in the Workplace

Writing contracts is frequent for “C₁”, the rate equals 80% for “always” and it is never done by 20% of the respondents. Conversely, 20% in “C₂” are not concerned, and 40% in “C₃” always do. 10 % for “sometimes” in “C₂” and “C₃”. It is also rare for 20% in “C₂” and “C₃”, and 50% in “C₂” are not concerned, the same case for 30% in “C₃”.

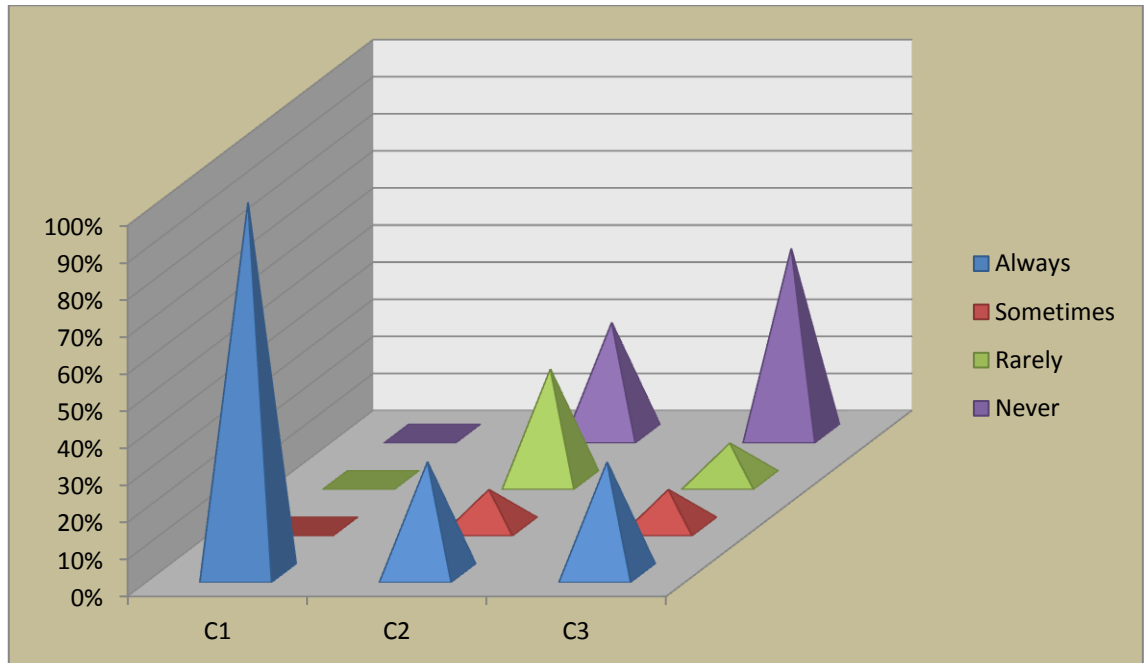


Fig 3.44: Writing Contracts Frequency in the Workplace

As far as writing accounts, 100% of the respondents in “C₁” always need English to do so. For “C₂” and “C₃” 30% always do, but they diverge in “rarely” and “never” frequency; 30% for “C₂” is true for “rarely” and “never”. For “C₂” we have a rate of 10% for “rarely” and 50% for “never”.

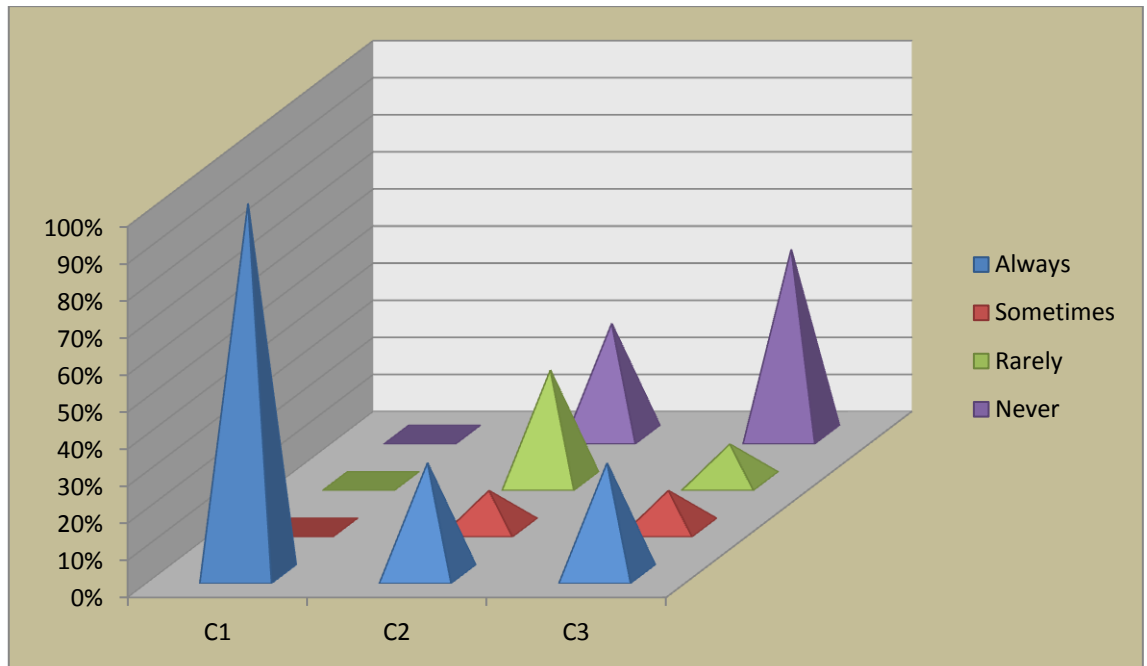


Fig 3.45: Writing Accounts Frequency in the Workplace

For “C₁”, writing bills is the least frequent task comparing with the previous ones. In fact, 60% of the respondents always write bills and 20% sometimes do. The same amount ‘(20%)’ for “never” frequency. For “C₂” and “C₃” 20% always write bills. 30% rarely do and 50% never do. In “C₃”, it is slightly different, in fact 30% always do, and 50% are not concerned as it is true for “C₂”.

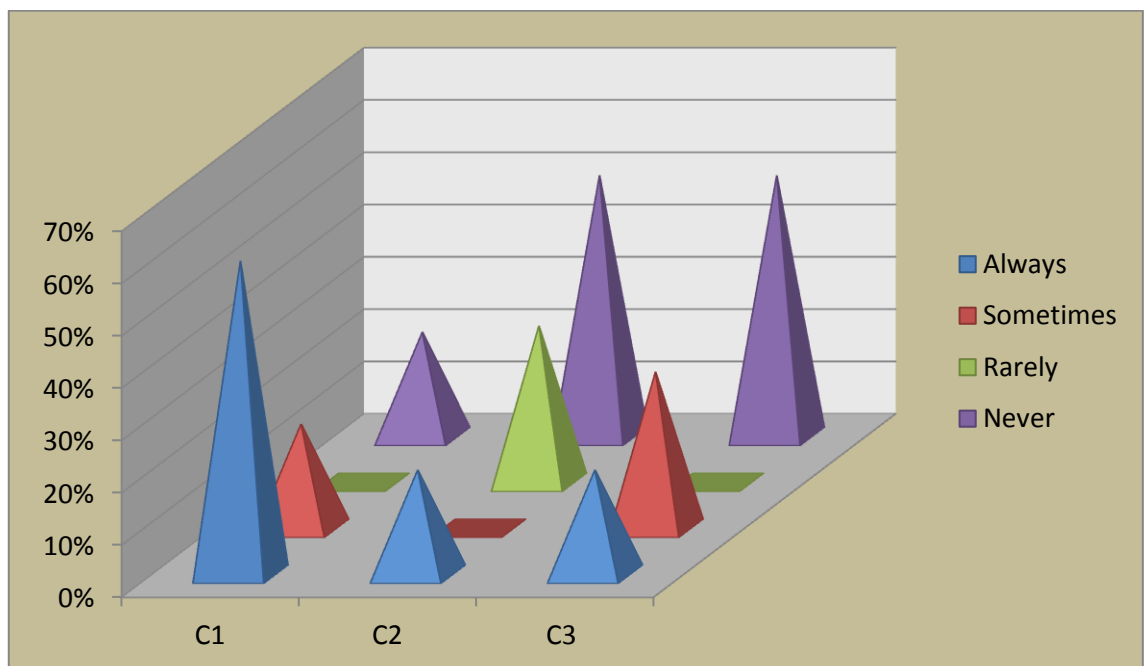


Fig 3. 46: Writing Bills frequency in the Workplace

- **Question 10:**
- You need the listening skill to (see appendix 4. P,332)
- The aim of this question is to identify listening sub-skills needed in the workplace.

Listening skill is there when taking notes, attending meeting, contacting other firms and while attending training abroad. The frequency of these tasks varies from one task to another and from one company to another.

As far as “C₁” is concerned, 80% of the respondents always listen and 20% sometimes do when attending meetings.

Concerning “C₂” and “C₃” 60% of the respondents always listen in meetings, 30% sometimes do in “C₂” and 20% in “C₃”, but 10% in “C₂” and 20% in “C₃” are not concerned.

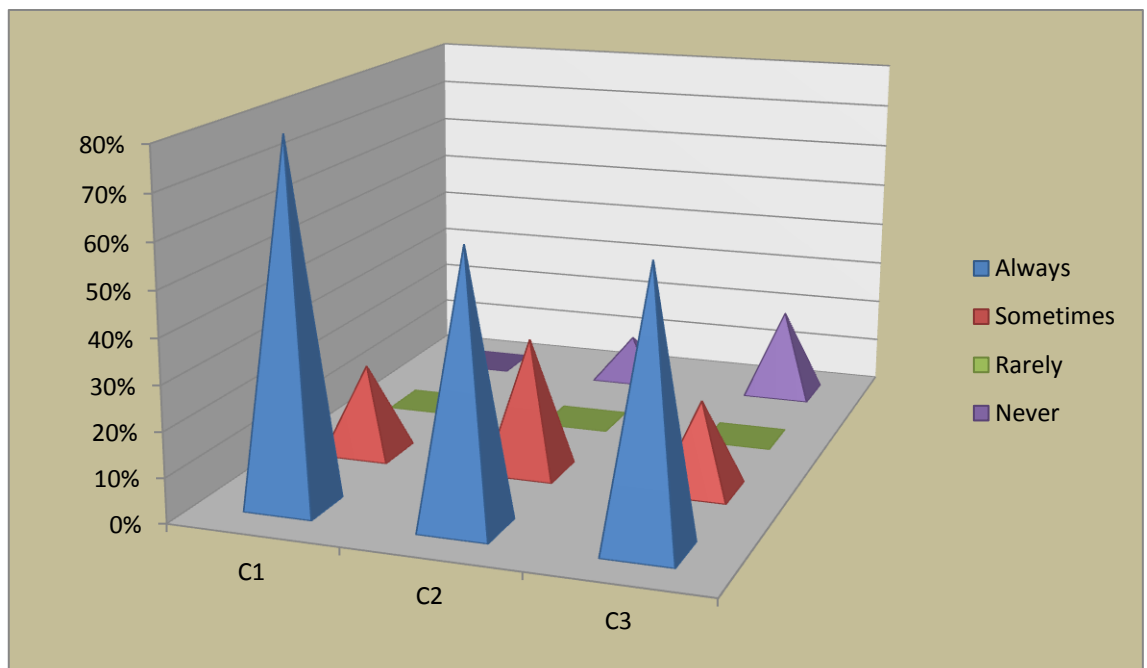


Figure 3.47: Listening when Attending Meeting Frequency

Selling and purchasing is a frequent activity to import and export. Indeed, 60% of the respondents of “C₁” and “C₃” always listen to perform the task and 40% for “C₂”. This rate is true for “sometimes” for “C₂” and half of the rate, 20% for both “C₁” and “C₃”. This implies that 20% in C₂ and 10% in C₃ rarely do the task. The rate for “never” is 20% for “C₁”, and 10% for “C₃”.

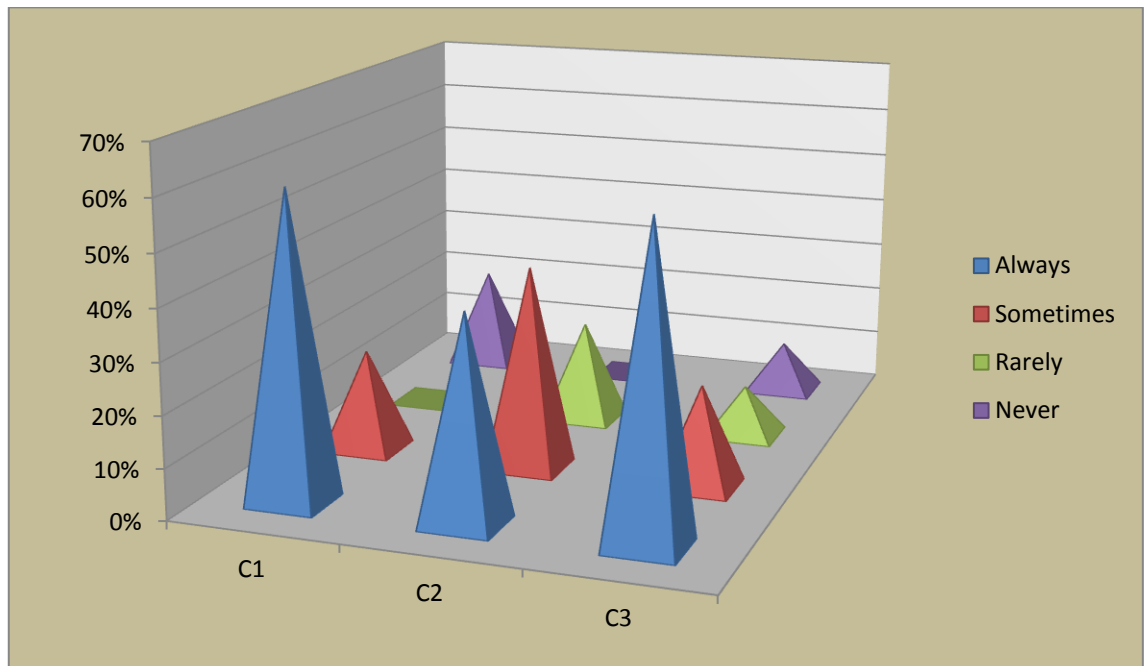


Figure 3.48: Listening during Purchasing/Selling Operations

As it is stated in chapter “1”, these companies have subsidiaries and offices all over the world, and communication with other firms is inevitable. Therefore, listening when contacting other firms is a frequent activity. For instance, 60% of the respondents in “C₁” always listen and 20% sometimes do. The same rate goes for “never”.

On the other hand, 50% of the respondents in “C₂” always listen when contacting other firms and the same proportion is relevant to “sometimes”. Conversely, it is less frequent for “C₃”. In fact, 40% always do, 30% sometimes do and 20% are not concerned, this implies that 10% rarely do the task.

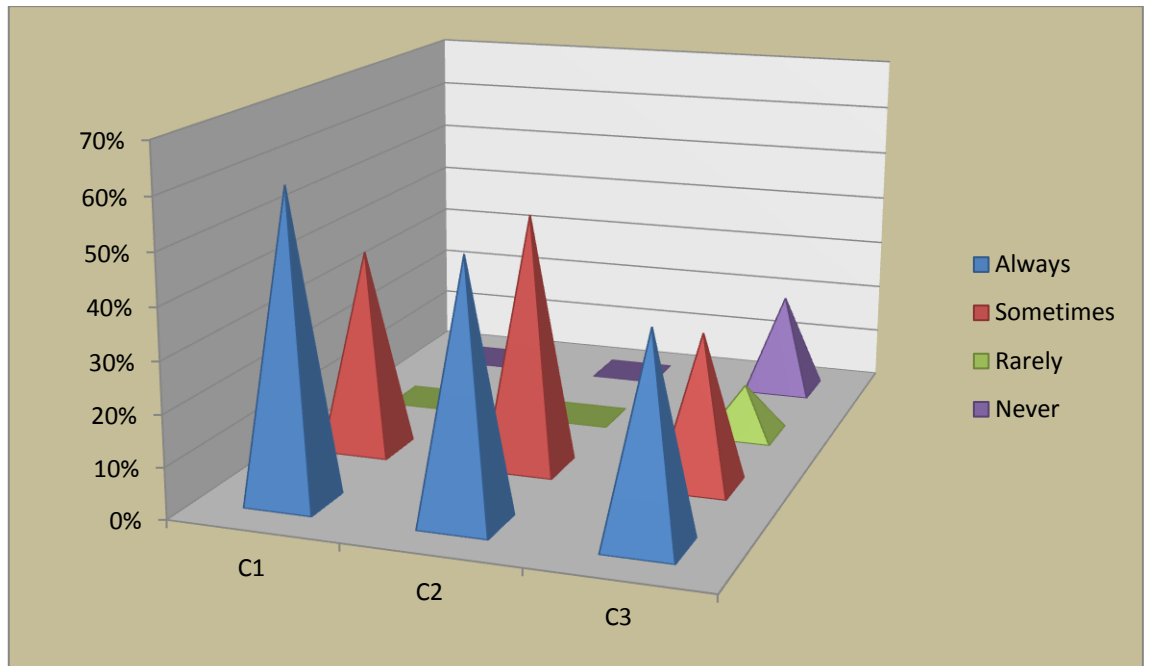


Figure 3.49: Listening when Contacting Other Firms

When we attend meeting, we listen to take notes to apply some instructions or record information. For this activity, 80% of the respondents in “C₁”are always concerned, 50% in “C₂” and 40% in “C₃”. On the other hand, “sometimes” frequency is attributed for 40% in “C₁” 50% in “C₂” and 30% in “C₃”. Where 10% rarely do and 20% never perform this task.

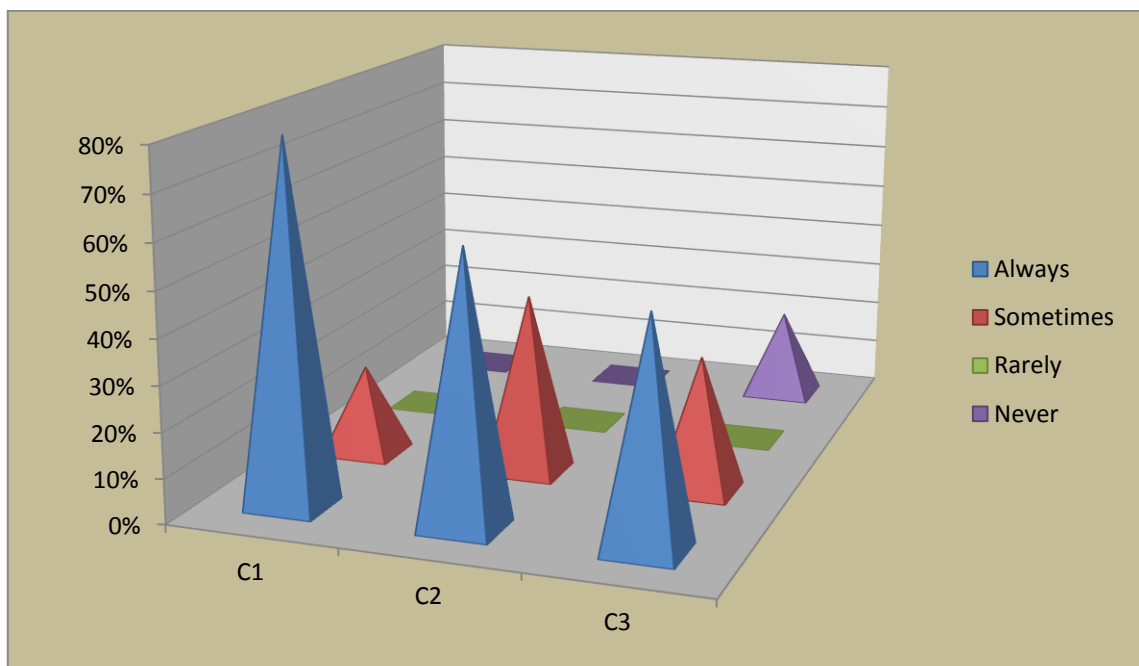


Figure 3.50: Listening to take notes Frequency

The listening skill is useful when attending training abroad. It is a task that is “always” needed for 9,09% in “C₁“, 36,36% in C₂ and 27,28% for “C₃”. “Sometimes” frequency equals 9, 09% for all respondents of the three companies concerned by this activity which is restricted to 22 employees who have already attended training or go on mission abroad. This is what will be identified in question “19” in the questionnaire.

Question 11:

- You need speaking to (see appendix 4. P,332)
- The aim of this question is to reveal speaking sub skills existing in the workplace.

Speaking skill is needed to perform many tasks as attending meeting, talking to foreigners and other tasks that exist for listening skill as previously mentioned.

80% of the respondents of “C₁”, always need speaking skill when attending meetings and 40% in “C₂”. A higher rate of frequency for “always” in “C₃”, in fact 60% of the respondents there always need English to perform this task.

For “sometimes” frequency, it is diverge, we have 20% for “C₁”, 50% for “C₂” and 30% for “C₃”. It is a rare task for 10% in “C₃” and 10% in “C₂” never do.

When purchasing and selling, 60% of the respondents in “C₁”, 40% in “C₂” and 60% “C₃” always need speaking English. 30% of the respondents in “C₂” and 20% in “C₃” sometimes do. For “rarely” frequency, 20% in “C₁”, 30% in “C₂” and 10% in “C₃”. Yet, 20% of the respondents in “C₁” and 10% in “C₃” are not concerned at all.

Employees also need English when talking to foreign colleagues. In fact, 80% of the respondents in “C₁”, 40% in “C₂”, and 30% in “C₃” are sometimes concerned. This implies that 10% of the respondents in “C₃” never do.

We have 22 employees concerned by attending training abroad. The question “19” in this questionnaire has identified this number. Speaking English when attending training abroad is a task that is always needed for 9,09% of the respondents in “C₁”, 36,36% in “C₂” and 27,28% for “C₃”. Sometimes frequency equals 09,09% for the three companies.

- **Question 12:**
- In which skills do you face problems?
- The aim is to identify the language skill that may inhibit the employees’ performing their business tasks.

The respondents have given more than one answer. Concerning language skills in which the employees of these companies face problems, speaking has the lion share as figure 3:51 shows; it represents 70%. Listening skill is at the second rank in terms of difficulty, but the proportion is less important than speaking skill. Reading skill is at the third rank, 13,33% of the respondents face difficulties and 6,66% face problem in writing skill.

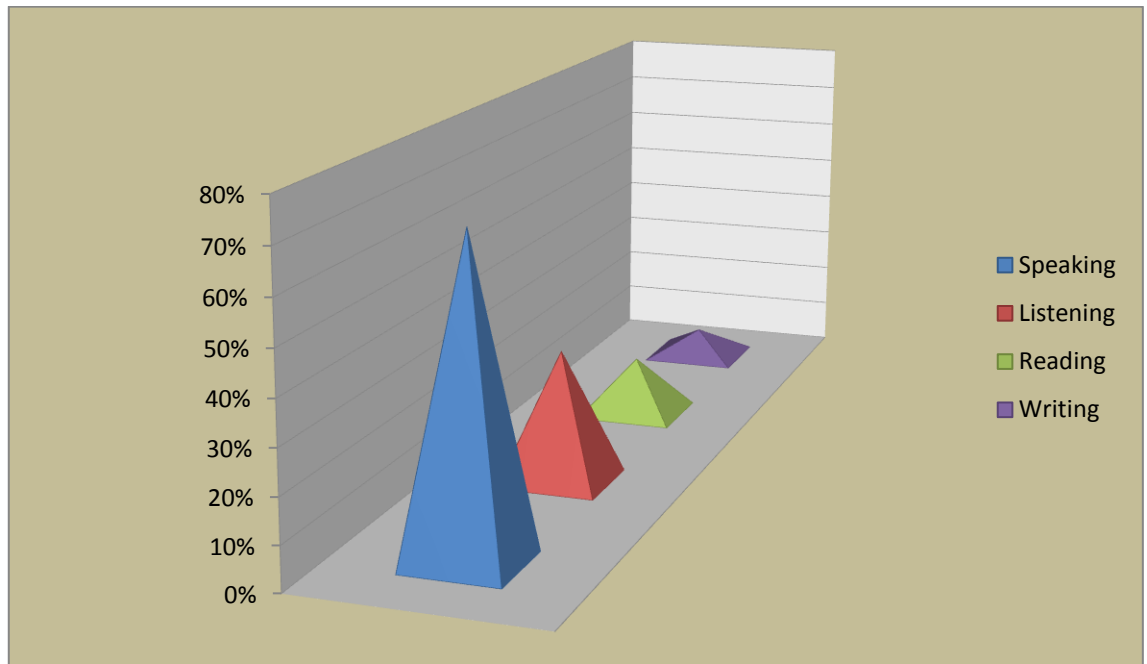


Figure3.51: Problems with Language Skills

- **Question 13:**
- Which language aspect do you feel less confident? (See appendix 4. P,332)
- The aim of this question is to show which language aspect represents a problem for the employees.

The respondents have also problems with language aspects that are represented in grammar, vocabulary, spelling as well as pronunciation. Indeed, 43,33% do not master grammar and 63,33% have lacuna in vocabulary. Pronunciation problems are there since 20% are concerned. Employees have also problems in spelling indeed 30% are subjected to.

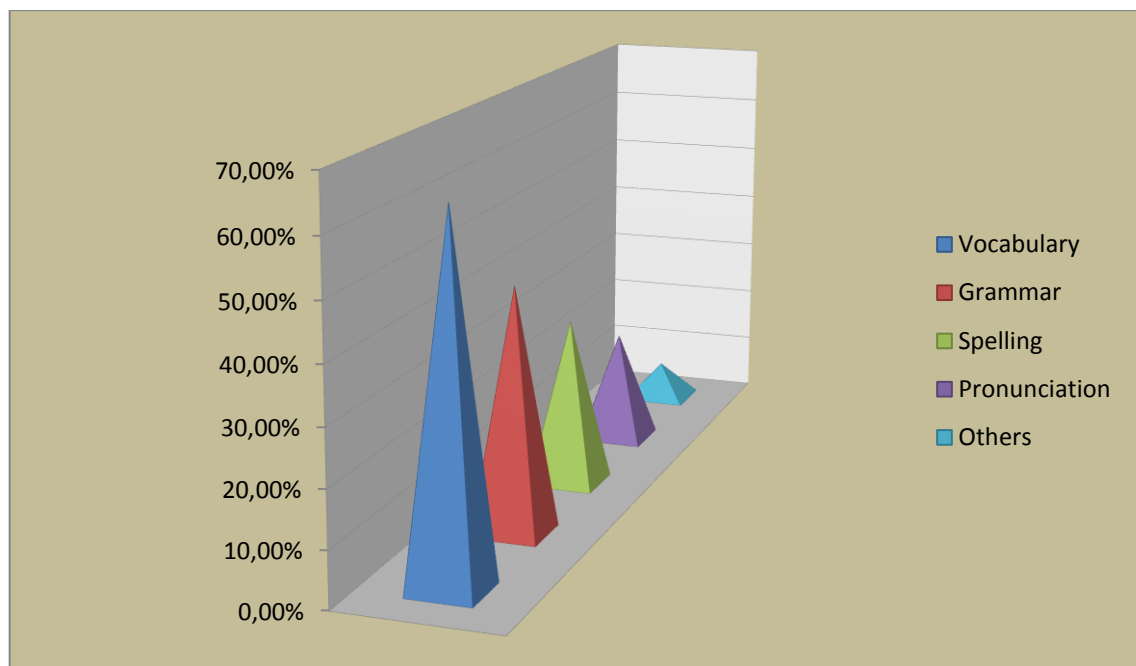


Figure 3.52:Problems the Employees face with Language Aspects

Some respondents have added other aspects to the list as problems in maintaining a formal conversation.

- **Question 14:**
- Have you attended courses of English in a private school? If yes, how long?
- The aim is to know if the employees are willing to improve their English to perform their job successfully.

Among sixty (60) employees we have 40 who attended English courses in private schools. It is a proportion of 66,66%. Yet, 33,34% have not. If we come back to question “2” (how would you describe your level in English?), the majority have asserted that their level is intermediate. In spite of this fact, they are still willing to improve their level and want to move to the upper one to avoid any problem while performing their business activities. The duration varies from 2 months to two (2) years), this is due to the employees’ level already discussed above.

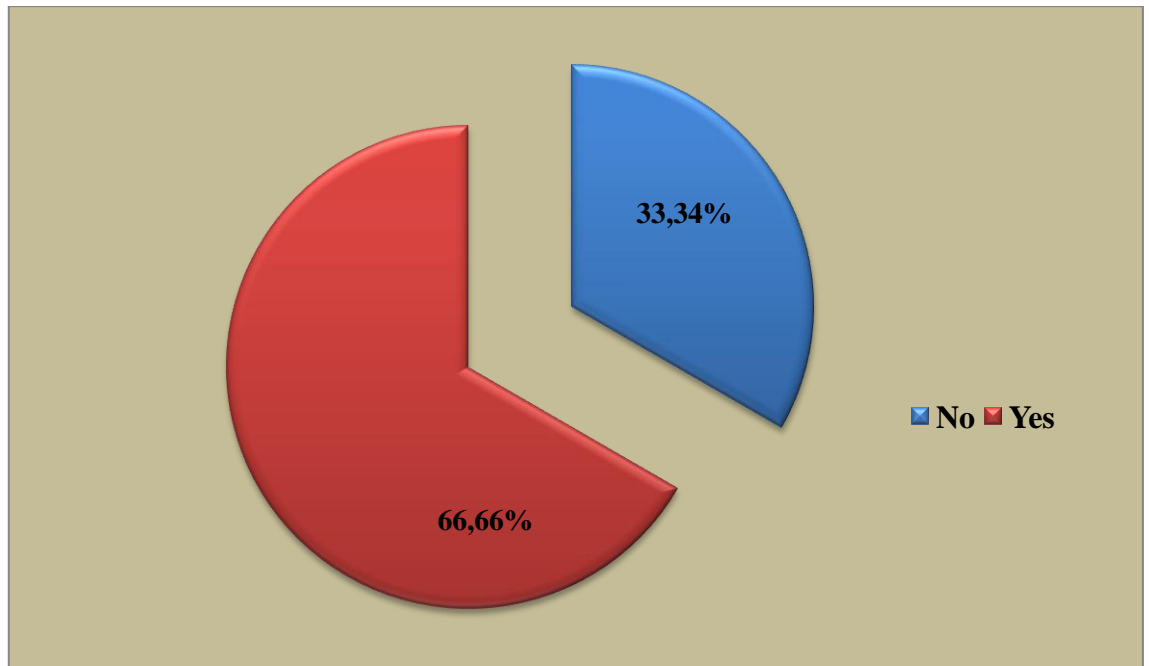


Figure 3.53:Employees' Attendance of Private Courses

- **Question 15:**
- What were the courses based on? GE or ESP.
- The answers for this question reveal if the employees still need to improve GE to cope with the specific one.

The answers show that 85% have attended GE courses and 15% ESP courses. This implies that the employees still have some gaps in the language performance.

- **Question 16:**
- Have the courses satisfied your needs?
65% of the employees have judged that the courses were beneficial.

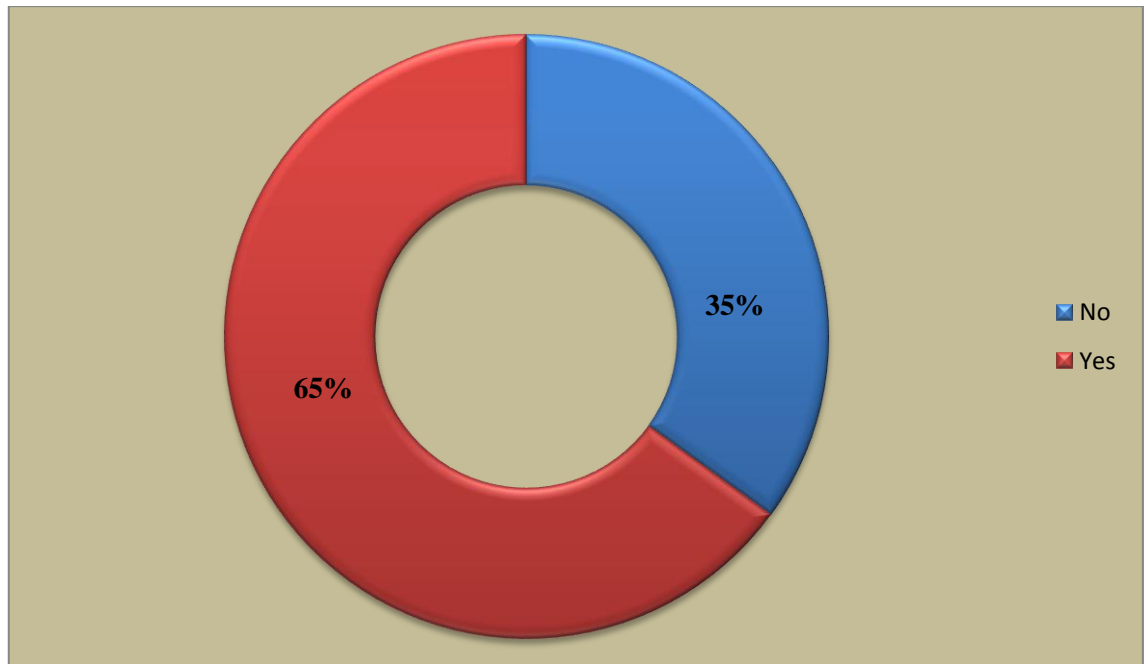


Figure 3.54: Employees' Satisfaction about Private English Courses

- **Question 17:**
- How do you manage to understand English? (See appendix 4. P,332)
- The aim is to reveal the respondents' strategies used to understand English and avoid any inhibition for the flow of their business activities.

The respondents have chosen more than one strategy. In fact, a large proportion (63,33%) does understand English by referring to their basic knowledge. If we come back to question "3", one of the reasons of employees' motivation and interest in English is that basic elements were taught, we confirm that basic language acquisition enhance the understanding. 33,33% refers to the context and 23,33% use dictionaries and 10% apply the analogy between languages (French and English for example).

- **Question 18:**
- Have you had any type of training or a mission abroad?
- The aim of this question is to show to what extent the employees have the opportunity to communicate with foreigners in English.

Just 36,36% of the respondents have benefited of a training or a mission abroad and 63,64% have not got the occasion yet.

- **Question 19:**
- What was your mission about?

The respondents have accomplished many tasks as attending meeting, negotiating and performing presentations. They have also benefited of a training to improve their business tasks as management.

3.8 The Employees' Questionnaire Analysis and Interpretation.

The questionnaire has been submitted to a group of 60 employees from three different companies. They have different function as Director of General Administration, Head of Logistic service, Sales manager, Administrative assistant, Assistant manager, Commercial agent, Area manager, Client executive, Country manager as well as Agency coordinator.

The degrees acquired from the university are different too. The employees are specialized in different options: Finance, Management, Accountancy and International Affairs. Some of them are specialized in Economics and Architecture. There are even who have a Bachelors' degree in the English language and Translating. This multitude of degrees explains the variation in the number of the years the employees have been practicing the language.

The data obtained from the employees show those who have been learning English for six or seven years. Their learning period is limited to the middle and secondary school. They have not got the benefit of the subject of English at the university. This divergence in the number of years of learning English is also due to the reforms the teaching of English has undergone as it is amply explained in chapter one.

There is another category of employees whose learning period extends from 7 to 12 years. These different categories explain the classification of the employees' level in English. This classification is based on self-evaluation of the employees.

Among the 60 employees concerned by this investigation 73,34% confirm that their level is intermediate and 26,66 belong to the advanced level. This situation is the starting point to explain the problems, the respondents face when using English to perform their job.

Question three reveals the employees background of the English language, it also explains why they have acquired such a level. The majority of the employees 96,66%

assert that they were really interested and motivated to learn English as students. The reasons for these attitudes are explained in question “4”.

The answers for question “4” reveals that good teachers make the students interested in learning English. Indeed, motivation is the driving force that enhances students to learn, and the most prominent feature is the teacher, he is considered as a powerful motivational socialiser (Dornge, 2001) for students and has multiple influences on student motivation (Oxford & Shearing, 1996).

The employees have also mentioned that English is a likeable language. Graddol (1997) has identified the major domains of English, one of these domains the audio – visual cultural products such as film, T.V, and popular music. Moreover, five of the largest broadcasting companies in the world transmit in English reaching millions of people all over the world as already mentioned in chapter one.

Question five reveals the importance of English language in the workplace. 73,34% assert the importance of English to perform their job since they always need English language. The use of English in the workplace is also limited to nature of the job the respondents have and the tasks they have to perform. For example, an area manager or sales manager in a company owned and directed by Indians is more likely to use English than a commercial agent who deals with customers in Algeria. 23, 33% sometimes need English in fact a commercial agent in Algeria in other antenna belonging to the same owner. As it is stated in “chapter 2” Globalization stage II and business culture, multinationals depend on international acquisitions and mergers. The companies are expanded and the functions and departments are distributed around the world. Among the 60 employees just 2 (3, 33% rarely use English).

Question six reveals to what extent English is important in the workplace and how the English language is qualified. This question exhibits three choices: useful- necessary – optional. Among the 60 employees, 73, 34% assert the importance of the language by attributing “necessary” as a qualifier. English is mainly used to perform business tasks and they cannot do without. In an informal interview with the head of logistic service, she has confirmed that the employees must be good enough in English to ensure the stream of these business tasks.

Research question “2” is about language skills in the workplace; therefore question “7” in the questionnaire aims at revealing the most language skills needed.

The researcher has already dealt with literature review for business communication in chapter two. Receptive and productive skills contribute to oral and written

communication. This latter, is a basic social process, it is essential to the growth and development of the individual, to the formation and continued existence of groups, and the interrelations among groups. Business organizations bring individuals together to work for a common cause for them into group or departments, therefore provide formal communication links among the different groups.

The reading skill is one of the receptive skills that business communication is based on. It contributes to both oral and written communication. The employees may read the transmitted information and choose an oral feedback via phone call.

For the reading skill in the companies concerned the average of occurrence is of 70%. The reading skill is needed to perform many sub-skills as reading e-mails; it has an average of 80% of occurrence. This result is due to the importance of the medium, since it is the most common form for workplace communication. Professionals in the world of work may receive hundreds of e-mails a day from managers, colleagues, customer and vendors. E-mail is the lifeblood of any business or organization because it expedites communication in many ways. Through this medium we send and receive information efficiently, forwarding storing and classifying the information by date and sender. For these tasks, reading skill is of a great importance. It also enhances all phases of any collaborative work. Besides the variety of levels, graphics files including pictures, sound bites lists and financial documents. Moreover, it ensures the effective flow of communication and eliminates troublesome phone tag.

Reading reports is in the second rank of importance with an average of 66, 67%. Then, an equal rank for reading contracts and notes, it occupies the third position with an average of 53, 33%. Reading accounts is in the fourth position with the rate of 50% followed by reading bills with an average of 46, 66%. We notice here that the reading sub-skills are almost equal in importance since the difference in “always” frequency is not huge.

Whenever we read a message, we write a message. It is a vise versa relationship; in most cases, we do write to give a feedback. Business communication is concerned with the study of communication between individuals and groups occurring in the process of the administration and management of an organization. Therefore, it is a goal- oriented and purposive kind of communication. We need language skills to fulfill the purpose.

The writing skill is performed through many tasks. The first most important task is writing e-mails. It represents 73, 34% for “always” frequency, writing reports is at the

second rank, 66,67%. Writing accounts and notes “always” frequency equals writing contracts, the average is 46,67% for writing sub skills already mentioned.

Writing bills is the least frequent, the average is 20%. Company “1” has the lion share with a frequency of 60%. For “C₂” and “C₃” the rate is 20% for always as already mentioned.

The second receptive skill is listening, it is a corner stone for oral communication, which is conversational and focuses on prompt action. Listening skill is present in most of the activities we carry out throughout our lives as Lindsay and knight (2006) mention.

Listening occurs with a purpose; therefore, we have to specify what we are listening for. At the level of the three companies, there are various purposes for listening.

Listening, when attending meetings, gets the first rank for “always” frequency, the average equals 66,66%. When we attend meetings, we automatically take notes, so listening to take notes is in the second rank, the average 63, 34%.

Listening when going through purchasing and selling operations occupies the third rank with an average of 53, 34% for “always” frequency. It is followed by listening when contacting other firms, the average of “always” frequency is 50%.

Listening when attending a training or accomplishing missions are tasks that are always needed. The average of occurrence among the three companies is of 24, 24% This rate is low because not all the employees appealed to answer this questionnaire beneficiate of a mission or training. Here, we have to mention that the frequency of these tasks depends on the nature of the job the employees have.

Regarding the productive skill speaking, it takes place in a social context as exchanging information or referring to an action; these are frequent activities in the business world between employers and employees, or employers and customers or company-to-company.

Talking to foreign colleagues is a part of transactional talk which deals with conveying information and message oriented which consists of a more specific vocabulary (Brown and Yale, 1983). For this task, the average of “always” frequency equals 66, 67%. The companies concerned deal with foreign colleagues who consider English as a lingua franca. They do not use their native language (Danish, German, or Indian). In Denmark English is used as a foreign language by 86% of the population. In Germany, English is considered as a foreign language used by 56% of the population. In

addition, in India, English is used as a second language since this country is a member of the Commonwealth.

The speaking skill is used to perform many other tasks as speaking when attending meetings, the average rate for always frequency equals 60%, it is slightly less than listening frequency. Speaking and listening are characterized by ongoing flow, but here, some participants are reluctant to talk and they keep on just listening. This may explain this slight difference between these two language skills.

Speaking to contact other firms is at the third rank with an average of 53,34% for “always” frequency. This business activity is followed by the business operation based on purchasing and selling which are necessary for Import and Export activities. The average equals 53, 34%.

Speaking, when attending training or performing missions, has the last rank because not all the respondents have benefited of such a task, as we have already mentioned above. In fact, the rate is the same as for listening, the average of “always” frequency equals 24, 24%.

To sum up, the researcher has hypothesized that the four language skills are equally needed. This hypothesis has almost been confirmed through the description and analysis of each language sub-skills.

Indeed, reading sub-skills have the first rank with 58, 34% for “always” including the three companies. Then we have speaking sub-skills which represent 52, 18% followed by the receptive listening sub- skills. The average equals 51, 51% and finally writing sub-skills with a rate of 51,11%.

3.9The Employees’ Interview Interpretation (See appendix 5. P, 339)

The researcher has accomplished interviews with the responsible of human resources, purchasing manager, export executive and the director of production.

All the interviewees have agreed on the importance of English as an international language which serves as a lingua franca. It is used to communicate with foreign colleagues in different subsidiaries of the company as well as other companies. More and more partners share the same activities in business. They have also asserted that English is used when they deal with export/import, marketing, purchasing, as well as when dealing with after sale service. The partners have different nationalities as Indian, Turkish, Spanish, Italian and even French. Although, French is considered as the first

foreign language in Algeria, it is not used in business communication in the companies concerned.

English is the unique language shared by the colleagues over the world. Some interviewees assert that in the case they use French language when they send business e-mails to French partners and a carbon copy to partners of different nationalities, they are immediately asked to send an English version copy.

English has become the dominant business language and it has become almost a necessity for people to speak English if they are to enter a global workforce. As already stated, cross border business communication is most often conducted in English. Therefore, mastering English language is a path towards employments opportunities the researcher asks if it exists an English test before being employed, the export executive asserts that the mastery of the language is evaluated during the job interview, and this also depends on the nature of the job they have applied for.

The majority of the interviewees confirm that the employees are good enough to cope with situations that arise at work. The purchasing manager has affirmed that the mastery of English is a must and they cannot do without. Moreover, in order to make their task easier the company has provided English private courses for the whole staff. All the employees are willing to improve their level. The interviewees argue that they are more aware of the importance of English and they know what they are using language for. They are motivated, this has a role in learning process because motivation is one of the key abstract affective variables of language learning (Bernaus et al, 2004); (Bernaus & Gardner, 2008). It is also the psychological quality that leads learners to achieve the goal of mastering that language (Eagly & Chaiken, 2007).

The interviewees wish an improvement in language skills: reading, writing, listening and mainly speaking, as well as specific vocabulary.

All the interviewees find that is necessary to consult the business community for business English courses as part of stakeholders. This would be beneficial for students and teachers as well as the business community.

The business community has also agreed on having a role in university program evaluation, but the interviewees' opinions diverge when we have asked them to whom the final decision is attributed. Some do not have an idea about the matter, others think that the final decision is limited to the institutions i.e. the university. Yet, the export executive suggests designing an academic and professional delegation; its role is to suggest, discuss, negotiate and then make the final decision. Indeed, coordination

between the two poles: education and the workplace would be fruitful. He has also suggested organizing training sessions for both teachers and students to have an idea about workplace demands. This would allow shedding light on this world.

3.10 The ESP Expert's Interview Analysis

In order to endorse the attained findings an interview has been performed with the ESP expert. The outcome is as follow:

- **Question n°1**

- Could you tell us about yourself and your background as an ESP expert?

The respondent was first a practitioner without a proper theoretical background. He has taught ESP in Economics institute for 4 years, and then went on to do a diploma in TEFL (English and Education) and finally a PhD in TEFL/ESP. Being the first ESP trained teacher/ researcher, he was involved nationally with training ESP magister candidates in Annaba, Algiers, Constantine and supervising theses. Then, nearly all universities opened up new ESP stream where he lent a hand (Sidi Bel Abbes, Tlemcen, Mostaganem, Chlef, Ouargla, Laghouat, Béchar, Bedjaia...)

Through the course of the informant's career, we notice the starting point was without any experience, but every step in the line of work has contributed to the present position: ESP expert.

- **Question n° 2**

- As one of the most experienced practitioner in ESP, could you describe the status of ESP in Algeria?

The answer has revealed that ESP is a key in the LMD reform, but there is:

- Absence of a systemic thinking in syllabus design and curricula development
- Many teachers are in a pseudo ESP context, they are not aware of what it is and how to tackle it.
- They ignore the practical, pedagogical and scientific side of ESP.

The respondent focuses on the idea that ESP is first and foremost practice which goes hand in hand with theory.

As it is mentioned in the interpretation of teachers' questionnaire (question 4&5), 28,57% have benefited of training in ELT and none of the teachers interpellated have undergone any specific training in BE. This fact confirms the interviewee's description.

- **Question 3**

- Is there any specific methodology to follow to teach ESP?

ESP methodology is mainly based on:

- Communicative language teaching with emphasis on oral and written communication.
- Learner-centredness

This should be, but practice is not as simple as said. We are in a non-English speaking context. The informant explains: *“In a non-English speaking context it is quite hard to have someone teach communicatively when they have never been confronted to the real thing.”* Moreover, *“Learner-centredness seems more like a mere slogan because teachers are reluctant to give the smallest bit of their power.”*

If we refer to question “6” in teachers’ questionnaire, we confirm the situation stated above. According to teachers, this fact is due to large class size. They have asserted that they may neglect some communicative activities because of difficulties in classroom management.

- **Question 4**

- How deep and wide may an ESP teacher with an EFL background go into to students’ specialism?

The interviewee has asserted that it would be possible if the teachers were ready to share knowledge with students about their specialty. In fact, the teacher should be equipped with the largest amount of lexical terms and most common definition of useful concepts. *“Therefore, the partnership in this case is a collaborative way to solve problems (of meaning) together.”*

- **Question 5**

- Do you think that ESP practitioners should have special language training?
- ESP practitioner needs to be a professional .i.e. developing a very expert-like competence in the language, which is made of nuances that escape the non-native user of English.
- General English courses are at the basis, then introducing some registers.

The respondent focuses on the fact that ESP teacher cannot be Jack-of-all trades. One register (English for Economics, for Sociology, for technology, etc) at a time

would be sufficient for the ESP teacher. Indeed, if teachers undergo training, we should focus on the register he is willing to teach. A language teacher is almost teaching language and not specialty.

- **Question 6**

- What are the most key-concepts ESP practitioners should consider when involved in an ESP teaching situation?

The interviewee believes one has to deal more with discourse than look at discrete-point items. He has accorded importance to:

- Needs
- Wants
- Syllabus design
- Discourse
- Language functions
- Competency-based education
- Employability

Therefore, learning long lists of words does not lead to the overall linguistic competence as traditional methodologies prescribe.

- **Question 7**

- Do you think it is necessary to accord importance to business English? Why?

The interviewee thinks that according importance to business English is a must in today's training schemes because globalization is dictating its agenda. As stated in chapter two (2.18.3) the individual is becoming global since communication is made easier.

- **Question 8**

- Is an investigation on the English used in the workplace necessary for business English?

The informant thinks that doing a fieldwork is necessary because the language teacher has a very faint idea of what actually takes place linguistically in the workplace.

- **Question 9**

- To what extent the business community would be of a great help to the practitioners?

The interviewee has accorded importance to the business community as informants not as decisions maker. As such, the business community should be consulted for the determination of the content of the syllabi.

- **Question 10**

- Do you think a sort of evaluation of the university program (English for Business Purposes) should be given to the business community?

The ESP expert thinks that evaluation is a highly skilled activity and the business community is not yet ready to enable reflection and assist in the identification of future change. On the other hand, the business community should be included in discussions with the university community of practice.

- **Question 11**

- Do you think that the business community should officially be integrated in a course design?

The interviewee informs us that they are integrated according to ministerial notes and conferences (Cf. 2016 national conference with the socioeconomic sector). Indeed, the new orientation law on scientific research and technological development provided bridges laws for university-economic sector alignment.

- **Question 12**

- Should a Placement Test be applied to identify students' level?

He has asserted that an elitist education system is not in the government's agenda. Yet, teachers would welcome the idea of having a level test, which would be necessary.

- **Question 13**

- Is it a good idea to group the different levels in different groups and provide a course for each?

The interviewee has referred to shortage of teachers; in this case, we should rely on multi-levels classes.

- **Question 14**

- Is time (1h30) allocated for business English courses enough to deal with what the learners need and workplace demands?

This could be enough if the objectives are few and if students' level is correct. Conversely, students' questionnaire has revealed the opposite, that is why teachers have suggested allocating more time.

- **Question 15**
- What do you suggest to improve ESP in Algeria?

The interviewee focuses on the importance of ESP. It should be considered as a normal kind of teaching which needs careful attention on the part of specialists not amateur- teachers or inexperienced administrative staff.

He has suggested a national committee for more formal way of catering for the students' needs and the workplace demands.

To sum up, the workplace as a perspective to the university is a resourceful world that could enhance learning situation at the university. In fact, the present research has revealed that all language skills are needed to perform different tasks in business communication. This implies that teaching business English would no more be just courses based on terminology or separate units including content information in English. In fact it is imperative to consider the target situation (i.e. the business world) and the students' needs and wants. A negotiated procedure would be effective to satisfy the world of education (the university) and the labour market. According to the ESP expert, the university is the exclusive decision maker; however, a national committee for more formal way of catering for students' needs and the workplace demands is necessary.

3.11 Conclusion

English is the language that makes the world go round. The world of business does not exclude the use of English because it is conducted on a global scale. Employees in international companies must be able to work together and communicate effectively.

The results obtained in this study show that English is not only necessary but also compulsory in the business communication performed by employees and employers alike. The three stakeholders: the teachers, students, and the business community have provided useful data, which should be taken into consideration to fulfill the objectives of this research.

Students are willing to learn English for Academic Purposes as a priority and to enrich their curriculum vitae because they are aware of the importance of English for Occupational purposes. Indeed, students focus on studies first, the majority use English in this field. They are interested in improving all the language skills: speaking, listening, reading, and writing for different purposes as participating in conferences, understanding teachers' instructions, reading documents related to the subject matter, and summarizing articles. Conversely, the English courses provided do not respond students' demands and wants.

The teachers' questionnaire has revealed details about their qualifications, experience in teaching GE and BE. They have provided information about teaching and learning situations as class size, time allocated students' level and motivation. In addition to the procedures applied in course design as taking into consideration the target situation, as well as performing a needs analysis to identify students' needs. Students have attributed equal importance; meanwhile, the teachers' perception of these skills is different.

The third stakeholder is the business community; the employees' questionnaire and the interviews have delivered crucial information about the importance of English and language skills in the workplace. This has enhanced the researcher's hypothesis that is the four language skills are equally needed. Besides, the interviews which have revealed the importance of English since it serves as a lingua franca. It is a language shared by partners of different nationalities.

Regarding the program and courses, the business community has expressed its readiness to give a hand to the university. In fact, coordination between the two poles: education and the workplace would be fruitful.

On the other hand, the data delivered through the interview performed with the ESP expert have endorsed English language status; the interviewee has focused on the importance of doing a fieldwork to serve teachers since they have a faint idea of what actually takes place linguistically in the workplace.

To sum up the three stakeholders have a word to say in business English course. Teachers are the link between students and the workplace. They are supposed to bridge the gap taking into consideration students' wants to set up motivation and therefore develop interest in learning English. The practitioner is more than a teacher because he has myriad functions that should be highly considered. This will be amply discussed in chapter four.

Chapter Three Notes

(29) – C_1 Refers to company1, C_2 to company2, C_3 to comany 3

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Chapter four

Suggestions and Recommendations

4.1 Introduction

A summary of findings is necessary to introduce the suggestions and recommendations phase. It is necessary to make use of findings since they are the starting point for procedures that we should take into consideration. The teachers' questionnaire has revealed that needs analysis is a neglected step in course design; therefore, in this chapter the researcher will introduce an ample description of needs analysis, definition, needs classification and present and target situation analysis. Although Michael in West India first introduced "analysis of needs" in 1920s, it came to forefront with the advent of ESP. This branch includes many sub-branches as BE. Teaching this subject differs from teaching GE. Indeed the difference relies on practice, which necessitates language and pedagogic competence, language awareness, and specialized knowledge as well. Many roles are attributed to BE teacher as it will be amply dealt with. Other components are necessary for BE teaching/learning process as syllabus design, course design, learning materials, teaching methodology, ESP teaching objectives, besides techniques and strategies.

The role of a language is communication, we provide BE courses to enhance communicative skills; therefore, it is imperative to deal with communicative language teaching. Criteria for communicative language teaching and communicative approaches applied to Business English course, and a sample unit have a space in this chapter. It will also include the important considerations to improve BE teaching/learning as timing, Placement Test and BE teacher training. In order to measure the degree of improvement or regression, internal and external evaluation procedures are also included.

4.2 Summary of the Findings

Students' purpose to learn English is primarily academic. However, they are aware of the importance of English language in the workplace and are willing to enrich their CV, since it is considered as one of the employability skills. In spite of the fact that students have been acquainted with the language for at least seven years, most of them consider their level as intermediate. The majority of students are willing to improve

speaking language skill; the purpose is mainly academic. However, they are not satisfied with the business English courses. The main reason is methods in teaching.

The teachers' questionnaire has revealed that their experience in teaching GE and BE varies. In addition, none of them have undergone specific training in BE. Teachers have complained about large class size, time allocated, material availability, and the absence of official syllabus. Although they have neglected needs analysis as a first step to course design, they confirm the relevance of BE courses to students' needs. In order to remedy the various problems and improve BE teaching/learning situation, teachers have suggested to review time allocated and settle a coordination between BE teachers, content teachers, and the workplace.

Regarding the workplace, employees have confirmed the necessity of English language, because it is always needed. Both receptive and productive skills are almost equally needed to perform a hybrid set of sub-skills in the business world. The outcome of the interviews that took place with some employees has asserted the usefulness of English as a lingua franca; it has become the dominant business language and almost a necessity to enter a global workforce. The interviewees wish an improvement in the four language skills. They also welcome the idea of giving a hand in evaluating university program to bridge the gap between the academic and professional world, this would be possible through an academic and professional delegation.

The ESP expert has focused on the idea to develop specific registers through training .i.e. to focus on the register the teacher is willing to teach. He has also referred to the key-concept for ESP practitioners, which includes needs, wants, syllabus design, discourse, language functions, competency-based education, and employability. Moreover, he considers the business community as informant and collaborators, but not decision makers. Above all, he wishes to accord importance to ESP and consider this subject as a normal kind of teaching which needs careful attention on the part of specialists not amateur-teachers or inexperienced administrative staff.

4.3 Needs Analysis

Before the existence of ESP and needs analysis, language teaching was performed without precisising targets or defining learners' real world communication purposes, for these reasons', the acronym TENOR: Teaching English for No Obvious Reasons (Abbol, 1980) has been emerged. In this respect, Shultz and Derwing (1981:30) explain:

Most language planners in the past have by passed a logically necessary first step: They have presented presumed to set about going somewhere without first determining whether or not their planned destination was reasonable or proper.

However, ESP teachers in general and business English teachers in particular should be aware of the importance of teaching for a purpose, a goal to achieve and a competence to acquire. Jhonson (2008:200) points out that: *“In order to plan a foreign language teaching, we need to find a way of analyzing learners’ needs. What is going to tell just how much, and for what purposes our learners will need which foreign languages, it is the process of needs analysis”*. Therefore, teachers should be aware of the importance of this procedure to avoid any noise in learning process.

Wilkins (1976:5) thinks that:

The first step in the construction of any language syllabus or course is to define objectives. Whenever possible these will be based on an analysis of the needs of the learners and the these needs, in turn will be expressed in terms of the particular types of communication in which the learner will need to engage

In deed, if needs are not accurately identified, it will result in a course which lacks clearly determined objectives. As a result, there is a risk of not satisfying the organization and the course participants (Holden, 1993). The outcome of the teachers’ questionnaire has revealed that they do not go through a needs analysis to identify learners’ needs and wants. Indeed it is imperative to consider the various interpretations for “needs” to precise why and how needs analysis should be conducted.

In spite of the fact that the term “analysis of needs” was first introduced by Michael in West India in 1920’s, it was only in 1970 that needs analysis came to forefront with the advent of ESP. The proposal of communicative competence by Hymes attributed importance for learners’ needs should not be ignored. The importance of needs analysis was also focused on by Wilkins’ view (1976) asserts that it is the first step in designing any language syllabus or course and precisising types of communication in which the learner will need to engage in.

Furthermore, Mumby favored the use of needs analysis because the approach considers the learners' intended purpose for the target language.

An analysis is not based on collating information only, but also categorizing, which will contribute in evaluating and *"implies a degree of scientific exactitude"* (Chambers 1980:25). Therefore, if the needs are not accurately identified, they cannot be analyzed in this vein Holden (1993:6) mentions:

A course which lacks clearly determined objectives runs the risk of satisfying neither the organization, nor the course participants: one which is based on an adequate survey of the factors which will militate for and against success has a much better chance of rewarding everyone concerned

Indeed, it is important to consider the various interpretations for "needs" to precise

4.4 Classification of Needs

Regarding the classification of needs, scholars' perceptions and views are different.

4.4.1 Perceived Needs and Felt Needs

Perceived needs and felt needs are the attitudes of experts about the educational gaps on other people's experiences. These needs are often considered as normative, real and objective. They are far from perception of learners' language needs, indeed they reflect teachers' or educational settings. On the other hand, felt needs are the, needs the learners think they need. They can be defined as "wants" and "desires" of the learners, in fact, they are based on the feelings, thoughts and assumptions of the learners.

4.4.2 Objective Needs and Subjective Needs

"Objectives needs" are factual information about learner such as language proficiency, language difficulties and use of language in real situations. (Brindley, 1989). Objective needs are those needs that are identified through observable data collated about the situation, the learners, the language that learners must acquire as well as learners' actual proficiency and skill level (Brown 1995). Objective needs can be identified by teachers by taking into account many features related to learners' biographical data as age, gender, nationality, marital status, educational background, current language proficiency, pattern of language, difficulties in foreign language

learning, as well as current or future profession. The process of assessing objective needs should include all, the features already mentioned.

Conversely, “subjective needs” are directly linked to the learner, taking into account his confidence, attitudes and expectations (Brindley, 1989; Robinson, 1991). Indeed, these needs are inferred from the “affective and cognitive factors” of the learners. These features embed the learners’ personality, self-confidence, personal cognitive styles, expectations and self-esteem during the learning process (Brindley, 1989). According to Graves (2000), to assess subjective needs, some information about the learner would be useful as the learners’ attitudes towards learning, the targeted culture, the language, their personal expectation and their purposes. However, subjective needs cannot be easily identified since the learner himself cannot state these needs.

4.4.3 Target Needs and Learning Needs

The conception of needs for Hutchinson and Water (1987) is limited to “target needs” and “learning needs”. “Targets needs” include learners’ “necessities”, “lacks” and “wants” to allow an effective functioning in the target situation,; yet, “learning needs” deal with learners’ motivation and attitudes, interests, personal reason for learning as well as resources and time available. However, needs as necessities are detected by applying relation between the target situation and the present situation

According to Hutchinson and Waters (1987; 55) “necessities” are “*the type of needs determined by the demand of the target situation that is what the learner has to know in order to function effectively in the target situation*”. Chambers (1980) has the same opinion “*Needs analysis should be concerned primarily with the establishment of communicative needs and their realization, resulting from analysis of the communication in the target situation*” (Chambers 1980:29). For instance, in a target situation for business learners, they should master the reading skills needed in instructions manual; the writing skills in emails, contracts and reports as it is identified in the present research. Besides the oral skills such as telephoning, business presentation, and negotiation, the linguistic features of business texts as the discourse, structural and lexical characteristics are also of a great importance for the business learners. Observing the learners’ target situation as it is performed by the researcher is an unavoidable step to gather the information and perform an adequate analysis. However, specifying the necessities alone is not enough. In fact, the learners’ present

knowledge should also be identified, and by comparing the necessities with what the learners already know, lacks are, therefore identified. Indeed, learners' lack comes from comparing the "target proficiency" and the "existing proficiency" (Hutchinson and Waters, 1987).

Hutchinson and Waters' (1987) definition of target needs focuses on students' perceptions or expectations towards their target situation demands. Here, the notion of "wants" is revealed, these latter have the same concept as objective needs and subjective needs. Therefore, "Target needs" are dealt with from the objective perspective excluding the role of the learners. Yet, the learners do have a perception of what their needs are.

To sum up, subjective needs are directly linked to the students' feelings and expectations about their language need, so they reflect the "wants" defined by Hutchinson and Waters (1987). In many cases, teachers probably perceive the objective needs and learners may perceive their subjective needs. Actually, these perceptions may diverge, indeed, the necessities perceived by the designers and what the learners want or feel what they need are complementary. Hence, a conflict in needs perception may come out. i.e. between learners and course designer. Therefore, it is necessary for the course designer to consider what the learners want after taking the course. Besides, Hutchinson and Waters (1987) and Berwick (1989) share the same concept of learners' needs' labeled as "wants" and "felt needs".

Tarone and Yule (1989) suggest four levels for TSA:

- The global level specifies the situation in which the language will be used and the linguistic activities required in these situations.
- The rhetorical level- The typical ways in which information is organized in the activities defined by the global approach.
- The grammatical/rhetorical level investigates the linguistic forms to be used.
- The grammatical level frequency counting of grammatical forms in specific registers.

Since the language is multifunctional and impossible to divide into discrete functional categories, the two last levels in TSA suggested by Tarone and Yule (1989) are questionable (Green, 1981). Therefore, it is better conceived to take into consideration the two first levels.

- The performance based model of TSA developed by Mumby (1978) allows a feasible needs analysis for business English courses based on:

- Participant: basic information about the learner
- Purposive domain: purpose for which the language is being learned.
- Setting: the environment in which the target language will be used.
- Interaction: people with whom the target interaction will take place.
- Instrumentality: Medium of communication (spoken or written), mode of communication (spoken to be written or written to be spoken), and channel (face to face interaction, written exchange, telephone)
- Dialect of English language
- Target level- level of command of English the learner needs to attain.
- Communicative event- what the learner will have to do with English
- Communication key: attitudinal tone in which the activities will need to be carried out (agreement, negotiation...)

The TSA may involve a description of the language needs in real situations, a description of the activities the learners will be engaged in and a description of the groups and individuals involved in these situations. This may prescribe observing the places of work and using questionnaire and interviews to determine the skills and level of language proficiency the course should aim to deliver (Richard, 1984).

In this research, we have two target situations:

The students' present academic studies and the students' future business community. For these reasons a questionnaire has been submitted to the academic community which includes teachers and students, and the business community represented by the three companies. These latter have revealed English language needs, proficiency level, and language skills needed in the business community.

TSA is an unavoidable step towards an efficient course design. For instance, when English teachers in the Building Department in Ngee a Polytechnic in Singapore trained students for their academic needs in writing and conversation. Both students and business community complained. Therefore, the Building Department finally decided to offer a course catering to present academic needs in the third year (Dudley Evans, 1984).

4.4.4 Present Situation Analysis (PSA)

Present Situation Analysis (PSA) involves identifying students' knowledge of English at the beginning of the course and investigating their strengths and weaknesses. Hence, *“if language institutes and service courses are to prepare students for their*

university study, they must concentrate on those skills which are considered most important by the academic faculty” (Johns, 1981:56). This would be possible through a collaborative exploration by student and teacher that is based on conceptual knowledge, this knowledge embeds what learners know about events and people and pragmatic knowledge, i.e. what learners know about language structure and the way it is used to perform communication.

According to Richterich (1980) the three actors who should contribute to (PSA) are students, the institution and the place of work. In this study, an investigation is conducted in the workplace (as mentioned in chapter 3) to determine what the learners should know about language so that it would be possible to cope with delayed needs. According to the outcome of the teachers’ questionnaire, most of the teachers do not go through needs analysis to design the course. Moreover, not all the learners are of the same level, this inhibits a course design which fits all the learners.

To sum up, both PSA and TSA are complementary since they both represent a conjuncture to establish and prioritize the learning objectives. Therefore, it is important to investigate students’ knowledge of English and taking into account future professional needs.

The counterparts of target needs and learning needs are product oriented and process oriented needs. Put forward by Hutchison and Waters (1987). The first one is based on the requirement in learning in the target situation; therefore, it is situation specified and result- oriented. The second accords more importance to the whole process.

4.4.5 Situation Needs and Communicative Needs.

Situational and communicative needs are another type of needs which should be taken into consideration. Situational needs include the general parameters of a language program; it consists of the goals, expectations, teaching styles and techniques. Yet, communicative needs have the target situation as a goal. In fact, they refer to the setting where the learner will use the target language, the learner’s position in relationships in the target situation, necessary language skills (reading, writing, speaking, and listening). Besides the learners’ future interactions and language tasks as well as the level of language proficiency that is required by the target situation (Richards, 1990). Both Richards (1990) and Hutchinson and Waters (1987) refer to the learners’ needs; yet, the difference lies on the direct focus of communication needs on the language necessities

of the learners in their target situation and target needs consider the required language abilities of the target situation and the real language proficiencies of the learners to identify the gaps between the present and target situation.

The gap between Target situation analysis and Present situation analysis results in deficiencies. Robinson (1991: 9) describes the process as “*Combined target situation analysis*”. This approach is thought to be more learner-centered, since it deals with the learners’ demands of the course in terms of their perception of goals (Mountford, 1988; Nunan, 1988).

Needs analysis procedure in foreign language teaching has the same function as the diagnosis before the doctors’ prescription (Long 2005). Needs are dealt with as perceived and felt, objective and subjective, situational or communicative, as well as goal-oriented and process-oriented. Moreover, we have the necessities, the wants and the lacks. All these features are prominent components in the growth of needs concept. Each of these terms has a different educational value and deserves a careful consideration and thought.

4.5 General English Teaching Vs Business English Teaching

Business English teaching differs from General English Teaching. However in many cases, this truth is not obvious in the teaching practice. When, this case is not considered, it may lead to misunderstanding and lower teaching effectiveness.

Brieger (1997) emphasizes on three areas related to teaching Business English so that educational success is reached.

- Teaching meaning: running a training program
- English meaning: knowledge of the language and culture
- Business meaning: understanding specific process, having knowledge of subject matter.

The third area mentioned above is a requirement presenting a real challenge for English teachers. Hyland (2009:391) asserts that business English refers to “*language research and instruction and focuses on the specific communicative needs and practices of particular social group*”. This definition exposes two concerns, the first one shows that the scope of interest of business English does not differ from General English practice. In fact, both of them focus on developing communication skills.

The second concern, Hyland (2009) focuses on the meaning of the socio-professional dimensions of this language communication.

Hutchinson and Waters (1987) point out that the difference between GE and ESP³⁰ relies on practice, not in theory. Therefore, for business language teachers, problems can occur in “practice”.

Ellis and Johnson (2003: 25) assert that “*the business English trainer is primarily a language teacher. He or she does not need to be an expert in any particular business*”. However they do not deny that:

A good trainer will be able to work with an engineer, a product manager, or a foreign exchange dealer with equal skill and effectiveness, and the key to that effectiveness, is being able to ask the right questions and make good use of answer.

Therefore, it is unavoidable to ask about the level of knowledge needed to design an accurate question, which reveals answer to be applied in the teaching practice. Business English teacher should be well informed about the business world and therefore use the language appropriate to the field needed. In this respect Frendo (2005:5) asserts that:

Business English teachers need to be able to make informed decisions about language and language learning. They also need credibility, professionalism, and an awareness of the business world(...) Above all they must be (...) willing themselves to learn. Different words are coined to business English teachers as trainers, coaches, or even consultants

This leads us to deal with business teacher’s qualifications. ESP teaching is still in its infancy stage since the ESP teacher who is considered as key parameter in the teaching/learning process has been neglected. In addition to learners’ needs wants, and tasks and their levels of proficiency as well.

Four key elements are conceived to ESP teachers as it is also true for the general language teachers. Indeed, they need to acquire language competence; Pedagogic

competence; Language awareness, as well as the specialized knowledge as it is mentioned in (figure 4.1).

In fact, if a teacher lacks one of these competencies, it may hinder teaching/learning process. Accordingly, these qualifications are of great importance, therefore, they should be considered.

4.5.1 Business English Teacher Competencies

Competence is the ability to do something well and it refers to a set of skills needs to do a particular job or task (Oxford business English Dictionary, 2005).

According to De Ville (1986), competences include the notions of knowledge, skills and attitudes. Knowledge embeds information acquired through education, learning and experience, while skills include the practical abilities that are required to perform a specific task or job. (Hardy, 2011). On the other hand, attitudes refer to personal characteristics like self-confidence, creativity, flexibility, openness, sense of humor, etc... These Features permit people to meet the day-to-day challenges of studies and pave the way to a successful career.

De Ville's (1986) conceptualization of competence can also be useful in BE teaching contexts. BE teachers should acquire a specific set of competencies as knowledge, skills and personality traits to become competent, hence successful BE teacher.

Competence is a mixture of acquired and innate components, it is vital for BE teachers to detect which teacher competencies can be developed and improved through formal teacher training or self-study and which personal qualities that must be strengthened or illuminated, all these features contribute in the teacher's development³¹.

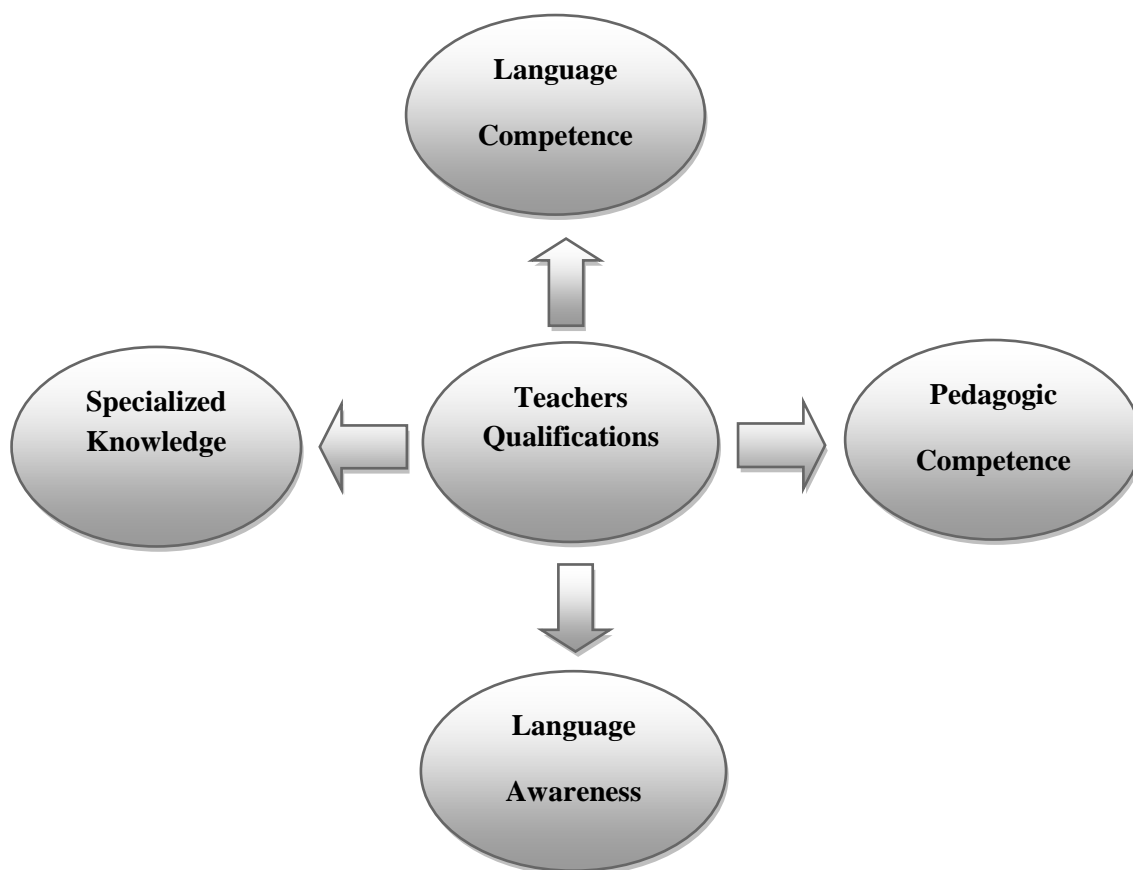


Fig 4.1 Teachers' Qualifications (Adapted from Thomas, 1993)

4.5.2 Knowledge of the Business English Teacher

One approach to the classification of teacher knowledge is to draw a distinction between content knowledge and procedural knowledge (Woods, 1996).

In the case of GE teaching context, content knowledge refers to the teacher's knowledge of English language i.e. language competence, in fact it is pre-requisite for the language teacher (Thomas, 1993). It consists of four aspects:

- English language proficiency ;
- Analytical knowledge of English i.e. : phonology, grammar, syntax, lexis, pragmatics ...etc
- The teacher's knowledge and experience of learning English
- Knowledge of a second language and second language use (Ellis, 2006)

However, in the case of BE contexts, three other dimensions are added to the teachers' content knowledge³²:

- English business discourse and genre conventions;
- Business terminology
- Business background knowledge

BE teachers should have a high level of proficiency in English, in depth analytical knowledge of English, and thorough knowledge of applied linguistics and ELT methodology (Littlewood, 2014). This leads us to shed light on pedagogic competence.

4.5.3 Pedagogic Competence

Teaching effectively is the result of pedagogic competence. One may have a good command of a language but fails to be a good teacher. In this vein, Richlin (2006: 135) assumes that

A pedagogically competent teacher communicates the objectives of the course to students, is aware of alternative instructional methods or strategies, and selects methods of instruction that according to research evidence (including personal or self reflective research) are effective to achieve the course objectives

To reach this goal, the teacher should be willing to learn as previously mentioned. Therefore, the teacher should be well informed about the current research works about teaching/learning process this competence is concretized when the teacher helps learners to function effectively in their target settings.

4.5.4 Language Awareness

Language awareness is a key-parameter in ESP teacher training because. *“the language context of the ESP courses usually differs from that presented on generallanguage courses”* (Lomax et al, 2002: 131). As ESP teacher, one does not teach a different type of English. Lomax et al (ibid) assert that:

It is simply acknowledges that hose learning English for business, legal ... wish to improve their proficiency in particular kind of discourse in English... therefore the language content of their courses reflects the particular linguistic features of these discourses

4.5.5 Specialized Knowledge

ESP is defined as the teaching of English for “clearly utilitarian purpose” Mackay et al. (1978). Taking into account the learners’ field of study; current, and future situation and needs too. When speaking about specialized knowledge, it is a knowledge related to the subject matter. As Ferguson states that “*the term ‘specialist knowledge’ is typically construed as knowledge of the subject matter of the discipline or profession of the student’s taught*”.

Indeed, ESP teachers’ role is to assist students to communicate effectively in the target language while using their knowledge about the field they are engaged in. For this reason, a certain level of knowledge of the learners’ area of study is required.

4.6 Roles of the Business English Teacher

A number of scholars have drawn attention to different roles of ESP teacher. For instance, Hutchinson and Waters (1987) suggest five key roles that should be administered by the ESP teacher. Indeed, an adequate ESP teacher should assume the role of teacher, analyst, syllabus designer, materials provider and evaluator.

Furthermore, “*ESP teacher will often have to orientate themselves to difficult problems with little or no guidance*” (Hutchinson and Waters 1987:160). Dudley Evans and St John (1998) have identified the role of collaborator and researcher. Besides the roles mentioned above, Nghiem Thi Bick Diep (2009) has added these qualifiers: an explorer, organizer, advisor, instructor and guide. Wright (1987) points out that teacher as a member in learning process does not exclude learners from the same process. In addition to the trainer and instructor role, he is also required to motivate learners to discover subject specific materials themselves. Because of these multitude roles that an ESP teacher has, Swales (2005) prefers to use the term “ESP practitioner” rather than “ESP teacher”. Actually, many researchers meet at the point which considers BE teachers as teachers of other areas of ESP, can take on several roles according to the activities and tasks they accomplish during the whole life cycle of BE training course (Belcher, 1995; Dudley Evans & St John, 1998; Frenco, 2005; Hutchison & Waters, 1987; Sifakis, 2003). A part from regular classroom activities, the work of an ESP, or BE teacher may include dealing with needs analysis, syllabus design, writing and adapting training materials, and evaluating courses and learners’ performance. This

wide range of tasks other than teaching, have given birth to the appellation of practitioner as already mentioned above.

As Swales (1985), Dudley Evans & St John (1998) have identified five key roles of the ESP practitioner.

4.6.1 The Role of Consultant or Advisor

In Business English context, the teacher assumes the role of consultant or advisor. Generally BE students know more about business field; therefore, BE teachers are required to work in partnership with students. Therefore, BE teacher may react as a consultant or advisor, he may provide one-to-one advice to students on BE language usage to fulfill his role.

4.6.2 BE Teacher as a Facilitator

In many situations, the BE teacher assumes the role of a facilitator, he is not asked to provide solutions, but merely assistance. And this is what student's questionnaire revealed in chapter three. BE teacher is appealed to direct the learner to reach learning objectives and attribute the responsibility of learning to the learner himself. This role is a necessary device for applying certain teaching methods as (case studies/simulation) successfully in BE teaching (Almago Esteban & Perez Canado, 2004; Jackson, 1998)

4.6.3 BE Teacher as Course Designer

Another role attributed to the ESP practitioner is of course designer and material provider. ESP trainers teach English in disciplinary contexts. In the absence of adequate text books, BE teachers may add extra materials which fit learners' needs.

4.6.4 BE Teacher as a Collaborator

Working with a subject expert is not only unavoidable, but necessary as well. So, in this case we consider BE teacher as a collaborator. The presence of the subject specialist can be considered as significant key in the progress of BE classes.

Team teaching includes a collaboration or cooperation with the subject specialist. To succeed in this task Williams has pointed out at key elements as:

- Willingness to collaborate on the part of both sets of staff;
- Clear demarcation as to where their respective responsibilities lie;

- The joint effort being viewed by the students as a complementary teaching situation.

In this respect, Richards & Frell (2005) emphasizes on the following key features for a better implementation of team teaching:

- Time ;
- Patience ;
- Honest reflection ;
- Re –evaluation ;
- Re- evaluation by faculty and administrators;

BE English teacher at the department of Economy and Commercial Sciences have suggested team - teaching which calls subject specialist besides BE teachers themselves to collaborate, and cooperate for an effective coordination and therefore; the reach of a course which answer learners' needs and wants as well.

4.6.5 BE Teacher as a Researcher and an Evaluator

The researcher role is a necessary on-going engagement to explore new language contexts, study the language and the skills involved in the selected ESP area. Actually, research and continuous self-development are key elements to successful teaching.

Finally, teachers also function as evaluator. A feedback about what they have already provided is subjected to evaluation. It is applied on courses, students' performance and teaching materials as well.

Business English teaching generally attributed to teachers prepared for teaching General English and this may represent a challenge. In this respect Hutchinson and Waters (1987: 161) explain that these teachers may "*feel a sense of utter inadequacy at their ability to cope*" with highly specialized ESP materials; therefore, the ESP teacher should deal with the following:

- Not use highly specialized texts in the case the teacher is unable to handle to text effectively ;
- To find essential to participate in ESP teacher training. "*To dispel the fears and hostility that many teachers have towards ESP subject matters*" (1987: 163) and

encourage them to realize that teaching ESP is not difficult and can be interesting and motivating ;

- To bear in mind that “*ESP teachers do not need to learn specialist subject knowledge... but a knowledge of the fundamental principles of the subject area*”

Indeed, teachers have to be flexible enough to cope with novice situations. Therefore, he should accept partnership with learners in course design and delivery.

To sum-up, the key word is collaboration between ESP teacher, a specialist teacher and learners as well. Moreover, ESP practitioners, hence BE teachers are required to develop specialized competencies in order to be successful in their BE teaching career. (Donna, 2000 ; Dudley Evans & St John, 1998 ; Ellis & Johnson, 1994 ; Frendo, 2005 ; Midgley, 2003).

The teacher is considered as the corner stone of knowledge delivery, due to the multitudes roles he ensures. However, he should be well considered in order to avoid any hindrances that may lead to failure. In this respect Brown (2016: 206) provides some directives:

- *Teachers are the individuals who must deliver the curriculum*
- *Teachers have to live with the curriculum on a daily basis even after any group of current students has been replaced by new students*
- *Teachers, like any other group of people, need to be taken seriously and feel respected.*
- *Teachers can easily doom to failure any NA or curriculum development project if they feel ignored or disrespected, or even if they simply do not like the project for other reasons.*

The choice of a syllabus to teach business English is a mission attributed to teachers. Therefore, the following phase exposes prominent features defining a syllabus, and its roles in teaching.

4.7 Syllabus Design and Teaching

A syllabus is set as a means of communication between students and teachers. It is also a prerequisite for an effective classroom atmosphere where learners install a good harmony and be willing to acquire knowledge. For the teacher, the syllabus is the key document that exhibits the way the teacher plans his/her works with the students; moreover, it can be considered as a management and communication tool that justifies the activity of the teacher in front of the administrative bodies.

4.7.1 Meaning of the Term Syllabus

Questions often arise concerning the distinction between the terms “curriculum” and “syllabus”. The confusion is derived from North American perception of these terms. The term “curriculum” is often used interchangeability with “syllabus”. Both are used in North America to mean a teacher’s requirements for a given course. Thus, “Syllabus” and “curriculum” two poles of a dichotomy about which definitions have diverged. Different assumptions to explain what a syllabus is are coined by various linguists and specialists.

According to Stern (1992 :434): “*Curriculum is a general term that covers the entire instrumental process*”, while syllabus means a list of content to be taught in a course. Nunan (1993:8) defines “Curriculum” “*...as concerned with the planning, implementation, evaluation, management, and administration of education programs*”. This definition finds general acceptance among many applied linguists.

The term “Syllabus” has been much more difficult concept to define. For example, Nunan (1988:66) views that “*Syllabus refers to that sub-part of curriculum which is concerned with a specification of what unit will be taught*”. This idea is endorsed by Widdowson (1990:127) view, he interprets a syllabus as:

... The specification of a teaching program or pedagogic agenda which defines a particular subject for a particular group of learners...a syllabus specification, then is concerned with both the selection and the ordering of what is to be taught.

On the other hand, Yalden (1987:86)) has referred to learners, he defines syllabus as “*an instrument to link learners needs and aims to activities accomplished in the classroom*” In addition, Candlin (1984) defines a syllabus as a means for encouraging

learners to challenge to pedagogic ideologies and views of reality that the syllabus designer brings to the class”.

Yet, Yalden’s (1983:14) views that is that a syllabus:

...replaces the concept of “method”, and the syllabus is now seen as an instrument by which the teacher, with the help of the syllabus designer, can achieve a degree of “fit” between the needs and aims of the learner (as social being and as individual) and the activities which will take place in the classroom

A syllabus has specific patterns to design a given form, Richards & Rogers (2014:30) assume that “*traditionally, the term syllabus has been used to refer to the form in which linguistic material is specified in a course or method*”.

In fact, syllabus design is based on selection and grading of content, while methodology deals with selection and sequencing of tasks, exercises and related classroom activities. Actually, syllabus shows the destination and methodology precises the root. (Nunan, 2012)

All the definitions above agree on the fact that a syllabus announces what will be learnt and how this knowledge is exposed (Hutchinson & Waters, 1987). However, this appears a plain explanation; thus, Hyland (2006) has coined a wider explanation specifying that a syllabus is a plan announcing what is to be achieved. Through teaching and learning with an identification of what will be worked on to reach the overall course aims as well as providing a basis for evaluating student’s progress. Yet, this specific attitude shifts power over the course to the syllabus. This could be appropriate in the case of General English, but ESP trainer cannot follow the same path as his General English colleague. Therefore, the syllabus is considered as a professional and a personal document since it reflects the instructor’s feelings and beliefs about the subject matter. In addition to, the teaching/learning process, students and the setting. In this case the syllabus will serve as a guide to the instructor and the class too. (Parkes and Harris, 2002).

In fact, for the teachers, the syllabus is the key document that shows the way the teacher plan his/her works with the learners. Besides, it serves as a management and

communication device. Moreover, the syllabus illustrates the relationship between teacher and students, evaluation and assignment required, as well as the steps in grading as decided by the teacher.

4.7.2 The Purpose of a Syllabus

According to Hutchinson and Waters (1987), a syllabus is conceived to a central figure in the teaching process. Nevertheless, it would serve as a contributor to satisfy a collection of needs. For an effective use of a syllabus, the user ought to be aware of different actions a syllabus is able to accomplish in the complex learning and teaching mechanism. The two scholars have referred to the complexity of the language and how it is not evident to acquire a new language in merely one sitting. To save time and efforts, language should be divided into more adequate entities. Moreover, a well established syllabus promotes learners' confidence in fulfilling course goals. In fact, a syllabus should operate to ensure his learning efficiency.

Any syllabus should contain basic features which should not be overlapped as it is mentioned below:

Table 4.1: Characteristics of a Syllabus (Basturkmen, 2006:21)

<ul style="list-style-type: none">-1- Consists of a comprehension list of:<ul style="list-style-type: none">- Context items (words, structures, topics)- Process items (tasks, methods)-2- Is ordered (easier, more essential, item first)-3- Has explicit objectives (usually expressed in the introduction)-4- Is a public document-5- May indicate a time schedule-6- May indicate preferred methodology or approach-7- May recommend materials

4.7.3 The Place of Syllabus in an ESP Course

Collecting data about the language needs and aims of the learners to acquire English language is the first step towards organizing ESP course. What we need further is to decide on adequate syllabus type(s) of language teaching syllabi, each syllabus focuses on precise data as structures, functions, situations, topics etc. This may be implemented in various teaching situations. As well prepared syllabus leads to an effective learning environment. Some of those advantages are listed below:

- An effective syllabus conveys what the class will be like and what expect from both teacher and learners.
- It channels students learning towards the teachers expectations and reveals his preoccupations about reaching learners' aims.
- A well designed syllabus avoid problems occurrence during the course
- It enhances professional development; indeed, writing, revising and adjusting reflect on both the form and purposes.

The features mentioned above answer some of the teachers' questions as:

- Why do I select the content I do?
- Should I exhibit the content in this order?
- Do I select the best strategies for the course?
- How can students' achievement be evaluated?

4.8 Approaches to Syllabus Design (See Appendix 7 p: 343)

Syllabus design can be considered as a progression of suggestions about language learning, therefore; syllabi design depends on several norms. White (1986) explains that all current syllabi fall under two categories, which he calls Type "A" and Type "B".

Type "A" Syllabi deal with what should be learned in second language classroom. In fact, the focus is on the subject and content. Course objectives are set weeks forward of the class. The teacher represents the sole authority and therefore the main reference for the students. The teacher is the exclusive decision maker about the items the student must master ad how they will be evaluated. What is done in class is external to the learner, in fact things are done to the learner.

On the other hand, Type "B" syllabi consider the question of how a second language should be learned. The focus is on the learning process. Therefore, objectives

are decided during the course and are derived from the needs of the learners. The teacher and students are cooperative. What happens in class is internal to the learner. The things are done with the learner. White (1988) categorizes content or skills-based syllabi as type A and methods-based syllabi as Type B. the following table draws the difference between Type “A” and Type “B” syllabi as stated by white (1988).

Table 4.2 Language Syllabus Design (White, 1988:44)	
<p>Type A:</p> <p>What is to be learnt?</p> <ul style="list-style-type: none"> - Interventionist - External to the learner - Other directed - Teacher as decision maker - Content: what the subject is to the expert - Content: a gift to the learner from the teacher or knower - Objective defined in advance - Assessment by achievement or by mastery - Doing things to the learner 	<p>Type B:</p> <p>How is it to be learnt?</p> <ul style="list-style-type: none"> - Non interventionist - Internal to the learner - Inner directed or self-fulfilling - Learner and teacher as joint decision makers - Content: what the subject is to the learner - Content: what the learners bring and wants - Objective described afterwards - Assessment in relationship to learners’ criteria of success - Doing things for/or with the learner

On the other hand, Wilkins (1976) separate language syllabi into “Synthetics” and “Analytic” categories.

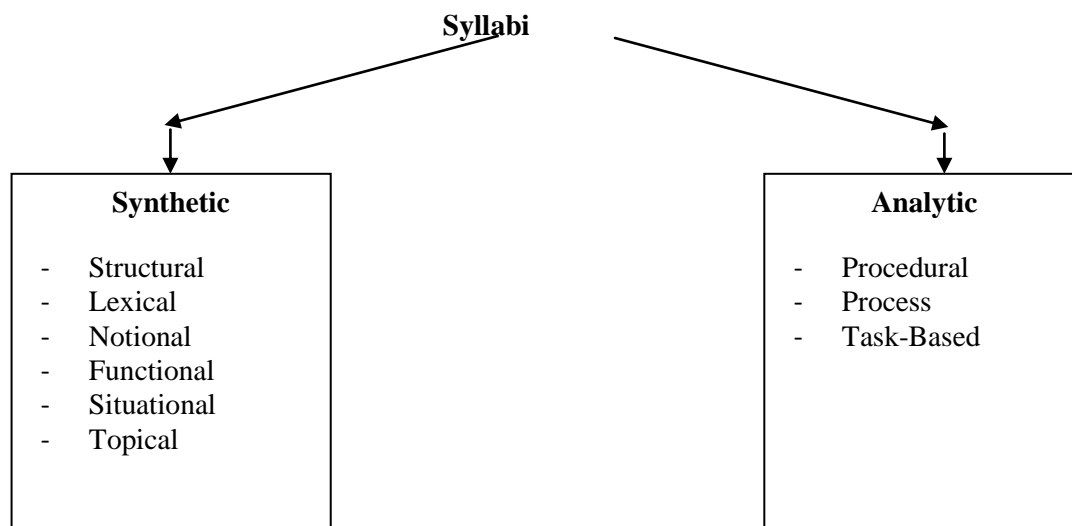


Fig 4.2: Classification of Syllabi (Long & Crookers, 1993)

Wilkins (1976:2) asserts that synthetic syllabi teach

Different parts of language which are taught separately and step by step so that acquisition is a process of gradual accumulation of parts until the whole structure has been built up... at any time the learner is being exposed to a deliberately sample of language.

On the other hand Analytic Syllabi operate “*In terms for the purposes for while people are learning language and the kinds of language and the kinds of language performance that are that are necessary to meet those purposes*” (Wilkins 1976: 13)

As previously mentioned, Wilkins’ classification of syllabus design into synthetic and analytic is directly related to the operations required of the learner in the acquisition process. Hence, the synthetic syllabus divides the target language into distinct linguistic elements which are introduced step by step to the learner to make language acquisition process as smooth as possible. Therefore, language acquisition is a gradual accumulation of small parts and the learner is responsible to re synthesize the language step by step until structural diversity is achieved. Yalden (1987) also add that semantic meaning was taught to be self-evident and therefore was not taught. This shortcoming paved the way to the emergence of the Analytic Approach. Indeed, analytic syllabi focus on the learner and his needs and on the kinds of linguistic performance necessary to achieve those goals (Wilkins 1976).Yalden (1987:33) explains: “*within such an*

approach, a semantic meaning- based syllabus is produced which leads (again via various pedagogical strategies) to somewhat wider goal: that of communication competence”.

4.9 Propositional Plans versus Process Plans

Considering the way in which language knowledge and language use represented in the existing syllabi, Breen (1987) distinguishes between two main abstract classes that are antithetic: propositional plans and process plan.

Propositional plans intend to represent what is to be achieved through teaching and learning as formal statements. The expected achievements are systematically organized and exhibited in these kinds of syllabus as logical formulae, structures networks, rules of schemas (Breen, 1987).

Conversely, process plans; focus on how correctness, appropriacy, and meaningfulness can be simultaneously achieved during communication within events and situations (Breen, 1987). Thus process plans represent an alternative concept, which rose as views on language, teaching, methodology, learner contribution and planning for language teaching were subjected to striking changes.

Structural and functional syllabi illustrate propositional plans. They resemble in their reliance on descriptive linguistics and language learners who are cognitively ready to deal with learning in an orderly manner. Yet, they differ in the selection of appropriate content and in the subdivision and sequencing this content. In fact, the structural syllabus is the traditional type of syllabus applied in foreign language teaching and syllabus applied in foreign language teaching and learning. In fact, the selection and subdivision of the content is based on the language descriptions given by academic linguists to various subsystems and their rules which are pronunciation, grammar, vocabulary, morphology, as well as the structural features of discourse.

Regarding receptive skills, they receive special consideration as the purpose of teaching/learning process is set to enable the learner achieving accuracy by gradual accumulation and synthesis.

On the other hand, the functional syllabus focuses on the pedagogic priority, which offers learners a semantic and interpersonal framework, which embraces language code or text. The functional syllabus relies on pragmatics and sociolinguistics, and therefore;

it considers communicative competence. Moreover, it is less Influenced by the practicalities of classroom experience (Breen, 1987). Indeed, this kind of syllabus, which relies on functions, notions, or topics as the frame for subdivision of content and focuses on acquiring an adequate language behavior which fit particular social activities or events. It first, gradually develops receptive skills and then productive skills in a recycling and accumulative manner.

Task-based and process syllabi belong to process plans, since they both explore the relationship between content and method within a syllabus (Breen, 1987). The task-based process syllabus organizes and exhibits what is to be achieved through teaching and learning in terms how a learner make use of his/her communicative competence in undertaking a range of tasks. Communication tasks and learning tasks are integrated in the syllabus with a mutual supportive role, facilitating learning and generating actual communication. The Process syllabus invites teacher and learners to implement the syllabus because it shows how communication and learning to communicate might be differently undertaken in the specific situation of the language classroom.

According to Breen (1987) process plan cannot be thought of in complete isolation from propositional plans. In spite of the fact that process plans stand out due to new alternative features, they also incorporate what is considered as beneficial features of propositional plans.

All in all the syllabus is designed to investigate learners' entry and exit levels, instructional contents, scopes and order of instruction, and instructional content planning. A syllabus consists of:

- Needs analysis
- Objective formulation
- A selection of instructional contents
- As design of instructional contents
- A selection of instructional activities
- A design of instructional activities
- A selection of instructional evaluation

A framework of syllabus can be categorized into:

- Situational, designed based on different situations and communicative skills appropriate to a particular situation;
- Topical, designed to include certain topics to be applied to target language;
- Functional, it deals with particular language functions.
- Structural, it is language focus, it deals with sentence patterns
- Notional, designed based on conceptual categories such as duration, correction and description.
- Skills, it includes language skills and components.
- Task based, it deals with various activities to meet language targets learned. (See appendix appendix 8. P,344)

The materials provided should cover specialized language and content, as it is suggested by the ESP expert as well as the interviewed employees. In this case, they do represent activities in which learners are interested. In doing so, Brennan and Naeressen (1989) suggest that ESP teachers should be able to establish and maintain a contact with “specialist” teachers, (as already mentioned in the characteristics of ESP teacher). In this regard, ESP teachers and content teachers should cooperate with each other in designing or in developing suitable ESP materials taking into account students’ specialist area as it is stated through students’ question the first purpose to learn English is academic.

4.10 The Multidimensional Syllabus

Acknowledging the gap between theory and practice in syllabus design Johnson, (2009) considers that the syllabus models are not “mutually exclusive” as different syllabus specification may be combined to create what is sometimes referred to as a dimensional syllabus. Even if it is difficult to find a balance among the parameters that could be used to project a multidimensional syllabus, Johnson (2009) suggests two possibilities:

- 1- Choosing one main unit of organization, whereas the others revolve round it.
- 2- Shifting the unit of organization at different points in the course for as a wide coverage as possible.

Actually, more than often, different syllabi are combined; one being considered as the organizing basis around which the others are arranged and related. Thus, even if, in

theory, syllabus models could favour part or whole, form or meaning, control or freedom. In practice, one could appeal to a multidimensional syllabus.

4.11 Course Design

Over the past decades, there have been many developments in terms of the way teachers and course designers perceive business English in the 1960s and 1970s. Specialist vocabulary was considered as the main difference between General English and Business English. At that time, textbooks focused on target specialist vocabulary. It was introduced in a context of written text or dialogue, which dealt with a specific topic, for instance, banking activities mainly consisted of comprehension questions about the given text and vocabulary drills such textbooks neglected learners' previous knowledge as well as how the learners might use language in real life.

Later on, in the 1970s and the beginning of the 1980s course books began to be aware of communication skills as speaking, listening, reading and writing within a business context (as it will be amply explained forward). Therefore, business English teaching mainly focused on functional areas as language for recommending, expressing opinions, showing agreements, etc... this development continued until there appeared a growing need to improve skills as presentation techniques, negotiating or meeting skills. Thus, the practical use of language has been favored over the theoretical knowledge about the language.

Specialists such as Ellis and Johnson (1994) suggest specific steps to consider when designing a course in business English. It is vital to

- Be aware of what do students need to know in order to face the requirements of their future job environment
- To go through assessment of level based on written texts because it permits us to have an idea about students' level of language at the beginning of the course.
- Syllabus set courses should have precised objectives
- Course objectives should be defined based on the needs analysis results in the case of pre-experienced (this is the case of our students) they can be consulted in terms of required language improvement (command of structures, functions, etc...)
- Time is limited so the course should be structured according to the allocated duration.

- Learner expectations, in the case of business English learners are likely to be more goal-oriented and expecting success.
- Evaluation should take place.

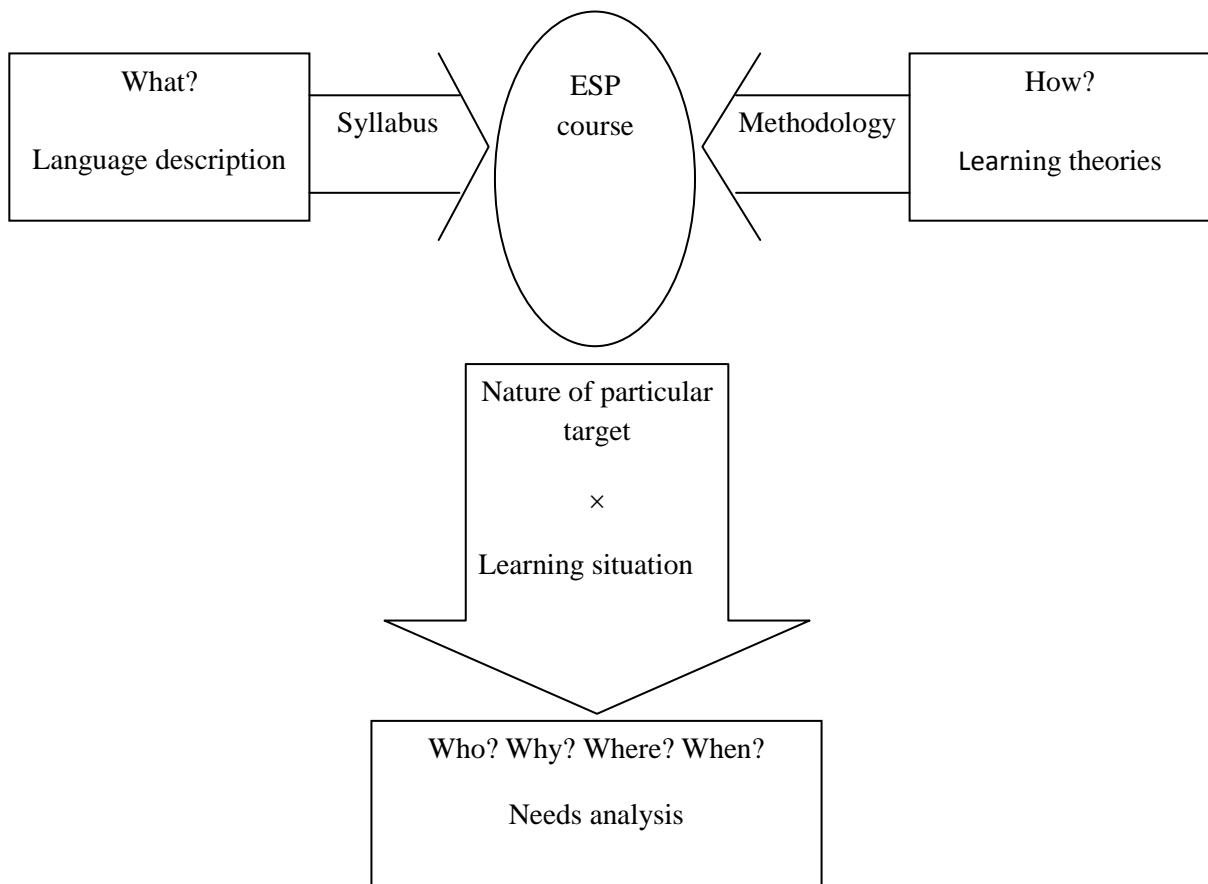
Data about learning are concretized and interpreted through course design. Hutchinson and Waters (1987:65) consider course design as the “*process by which the raw data about learning need is interpreted in order to produce an integrated series of teaching learning experiences, whose ultimate aim is to lead learners to particular state of knowledge*”. Hutchinson and Waters (1987:21) view that ESP teachers are concerned with designing appropriate courses for various groups of learners as opposed to the General English teacher. They argue: “*whereas course design plays a relatively minor part in the life of the General English teacher-course here usually being determined either by tradition, choice of text book or ministerial decree. For ESP teacher, course design is often a substantial and important part of the workload*”. These scholars admit that ESP course designing is mainly based on asking questions in sequence to provide a well-ground basis for the subsequent process of syllabus design, material writing, classroom teaching and evaluation.

The ESP teacher should have knowledge about:

- 1- *Why does the student need to learn?*
- 2- *Who is going to be involved in the process?*
- 3- *Where is the learning to take place?*
- 4- *What potential does the place provide?*
- 5- *What limitation does the place impose?*
- 6- *When is the learning to take place?*
- 7- *How much time is available? How will it be distributed?*
- 8- *What does the student need to learn? What aspect of language will be needed and how will they be described?*
- 9- *What level of proficiency must be achieved?*
- 10- *What topics area will need to be covered?*
- 11- *How will learning be achieved?*
- 12- *What learning theory will underlie the course?*
- 13- *What kind of methodology will be employed?*

(Hutchinson and Waters, 1987: 21-22)

Hutchinson and water (1987) have summarized these fundamental questions under three categories. Language description, theory of Learning and Needs Analysis, these three items are considered as interdependent in the syllabus design process because of their great importance. The relationship between them is illustrated through the following figure:



**Fig 4.2: Factors Affecting Course Design
(Hutchinson & Waters, 1987: 22)**

4.12 Teaching and Learning Materials

Teaching business English is mainly based on the use of adequate materials, which will help the learners to get ready to cope with real life situations in the workplace. A key issue when considering any teaching is authenticity. However, it is quite impossible for the pre-experienced learners to practice and learn English in the real corporate world because of multitude constraints. As an alternative, the feasible approach is to adopt methods and strategies that establish authentic business

contexts in classroom. This authentic atmosphere allows the learners grasping business concept and situations. It is paramount for the teacher to be selective and use the most appropriate materials to set up authentic contexts in classroom.

Business English course books are popular all over the world and they seem useful and professional particularly for pre-experienced groups. They may also provide a window on the business world (Frendo, 2005). They may gleam some obscurities; however, they may fail in creating authentic context in classrooms. In fact, learners can acquire knowledge of business from books, but it is still incomplete because it is theoretical rather than practical. For this reason, the teacher should apply effective strategies and practical approaches that can be applied in business English classrooms. The approaches include a tripartite structure to reach authenticity. These parts are combining the authentic, framework and tailor made materials, integrating business skills with the simulation, and implementing Information and Communication Technology.

4.12.1 Authentic Materials

In the context of business English, there are myriad types of authentic materials, which will set up a business context.

- Article or experts from newspapers, magazines, and business English journal chosen for their relevance and interest.
- Article or experts from newspapers, magazines, and business English journal chosen for their relevance and interest.
- BBC World Service provides videos which approach business settings.
- Specific Company information is a prominent category that covers a variety of business teaching and learning materials. Consulting the workplace, as this research indicates, is of a great help to set up a business like environment. Indeed materials such as annual reports, letters, faxes, emails, contracts, written instructions, product information, etc... enhance learners' awareness about business environment.
- Case studies or teaching cases are narratives designed to serve as the basis for classroom discussion (Lynn, 1999). Using case studies is often recommended by educators because it boosts various skills as speaking and engaging discussions and debates, and critical and analytical skill of the learner.

In fact, teaching case is a story derived from actual events or circumstances that is told to serve a specific teaching purpose in mind and thus requires a careful study and analysis. (Gideonse, 1999) believes that almost anything can be a case since it presents a predicament, which seeks solutions through action. Regarding business English, a case study is a written description of a situation from the business community. Case study allows the learners to play the role of decision-makers to identify central alternatives among several issues, and competing for attention. These components are of great importance in the world. Learners are appealed to apply the theory they learnt to a “real situation” (Husock, 2000). Case methods provide more authentic contexts for the business English learners because they reflect authentic situations. Barnes et al. (1994) assert that the case method enables learners to discover and develop their own and unique strategies in approaching, grasping and then dealing with business problems. In fact, the learners deal with the case going through many steps. They first understand the case; then identify the possible problems. Next, they analyze and provide recommendations using a problem-solving tool. In this case, the learners are appealed to be involved in a given situation to provide relevant solutions.

4.12.2 Framework Materials

Framework is a tool to be used in a given context to guide learners in expressing ideas, provide concise explanations or describing situations. Indeed, frameworks are structured contexts that are designed to assist learners to use the specific language and content (Frendo, 2005)

4.12.3 Tailor-Made Materials

In order to create authentic business contexts in classroom, it is necessary to prepare tailor made materials to be integrated with authentic and framework materials to suit the pre-experienced learners. Adapting and tailoring authentic materials enrich the corpora of teaching materials. For example, reading comprehension texts can be extracted from popular business magazines as Times, Business Today. The Economist, etc, and be adapted. The business world can contribute in providing authentic materials as sales volume of the current year. The teacher compliments by putting statistics into charts, tables or graphs. Here, the learners’ role is to interpret or analyze data as part of their business skills.

Combining tailor-made materials with an authentic material is a fruitful procedure for teaching business English. For instance, the teacher can prepare a simplified case study for pre-experienced learners from extensive cases. In this case, the teacher takes the role of course designer and material provider. He is supposed to understand the case and adapt it by omitting the unnecessary details and conserve the real content of the case. The task and background information must be stated according to the students' language proficiency level.

4.12.4 Business Skills and Simulations

Simulations can serve a variety of business skills. Students are actors in the imagined situations where they can express their own ideas and opinions. Simulation is an effective procedure to transpose the classroom into an authentic setting where language skills can be improved through realistic conditions. In fact, simulations provide an effective communicative environment where learners take part in real world and function according to their role in a given situation. Simulation should integrate people and provide relevant resources and process. The purpose is to provide learner with the opportunity to experience business roles as the ones in "real-life". In fact, it is worth considering that a simulation becomes reality (Black, 1995) and students become able to imagine real life situations and think beyond the "classrooms box like walls" (Mc Arthur, 1983)

Simulation is an appropriate procedure to develop speaking skill. Both students and employees are willing to improve their speaking skill as it is stated in chapter "3". Therefore, the teacher should take this want into account and provide an adequate environment to teach this language skill. For instance, learners can be asked to launch and exhibit a new product. Indeed, the learners have to present information, discuss and justify their opinions in order to persuade the audience; as it is true in authentic working situation. Learners may also be asked to present their research projects in the classroom as if they are presenting in business meeting. The feedback of the audience helps them to improve their presentation and oral communication skills. Consequently, the situation enhances motivation and interest; therefore, prepare future employees with effective business communication skills.

Simulation can also be applied to develop business-writing skills. To put the students in an authentic context as writing real business documents, emails, reports, contracts etc... is among the most appropriate method to teach business writing. The

learners may be given a status in a company and provide him with key information to prepare a report.

It should embed all the characteristics of a report that they might have to prepare in the workplace. All the steps should be included: introduction, findings, conclusion or evaluations, and recommendation. Involving students in real situations through simulations provide an effective opportunity to develop business skills that will serve debate needs.

4.12.5 Information and Communication Technology

Information technology (IT) has significant impact on teaching and learning English in general and business English in particular. Computer based materials for language teaching. Computer based materials for language teaching, often referred to as CALL (Computer Assisted Language Learning) appeared in 1980s'. Integrating internet in teaching/learning process is of a great help. Emails, windows messenger and other software may contribute in effective pedagogy to design a powerful language-learning program. It mainly stimulates the learners in all four skills of listening, speaking, reading and as well as critical thinking (Cobb et al., 2002). When doing so, we respond to the workplace demands and satisfy learners' needs and wants. Therefore, teaching/learning process will be positive and effective.

As Information and Communication Technology (ICT) has become more accessible, CALL is no more restricted to the use of computer programs; it includes the internet and web-based tools (Dudeny, 2007). In fact, the internet is an emerging tool used in teaching; it is a useful resource for both teachers and learners of business English. Hence, it can enrich the lesson and provide authentic up-to-date materials. Applying ICT in business classrooms destroys classrooms' box like walls and brings the outside world to the learners. Therefore, creating an authentic environment to acquire the skills they need in the target situation: the workplace.

4.13 ESP Teaching Methodology

Methodology in English language teaching (ELT) and ESP somehow differs and that is not possible to confirm that general ELT has borrowed ideas for methodology from ESP or this latter has borrowed ideas from General English. (Robinson, 1991) This scholar has coined two characteristics features of ESP methodology: ESP can base activities on students' specialism (but need not to do so), and ESP activities can (but

may not) have a truly authentic purpose derived from student' target needs. Dudley Eva and St John (1998) assert that the use of tasks and activities reflecting students' specialist area is the main characteristic for ESP methodology. Watson Fold (2003) reports that six approaches have been emphasized in the EAP Literature: inductive learning, process syllabus, learner autonomy, use of authentic materials and tasks integration of teaching and technology and team teaching. The first five approaches do exist in General English Teaching. The sixth which appeals to cooperation with content teacher is appropriate to ESP (Basturkmen, 2006). ESP methodology is organized around the concept of input and output. These concepts are associated with information processing views of second language acquisition.

4.13.1 In-Put Based Strategies

According to Basturkmen (2006) Input-based-strategies stand on the idea that learning occurs through exposure to language input in the shape of written or spoken texts and language descriptions; input is considered as a prerequisite for learning. In the same trend, two distinct sub-categories of input based strategies are included, the first one, is presupposed on the idea that input is sufficient for learning, and the second on the idea that input needs to be followed by student output for learning to occur. (Basturkmen, 2006). The procedure is to provide students with language input as much as exposure to be understood to promote learning. Learning occurs as the students observe evidence of how language works or how language is used in workplace, academic, or professional target environments. Students are not required to produce in order to learn. In fact, teaching can merely provide evidence about how language works by providing authentic texts and involving them in comprehension activities. It can also go further then exposure to language input and intend to guide students notice or detect specific language features or forms. This procedure is developed through awareness raising activities. Using such activities, teachers are supposed to shed light on the targeted forms in the input to allow students developing an explicit knowledge of them. Basturkmen (2006) refers to a number of techniques to enhance awareness rising as the exposure to multiple samples of features labelLed as "Input Mooding". Basturkmen (2006) assets that repeated noticing will enhance learning. According to Tomlinson (1998:16), acquisition: "*Results from the gradual and dynamic process of internal generalization rather than form instant adjustments to the learner's internal grammar...*" In fact, it is paramount for learner to be exposed to language items in

various samples over time. The use of reading and listening texts are one way to perform the procedure. In this way, learners are aware of a linguistic item and interpret this knowledge through production (Basturkmen, 2006).

In Input to output, students are provided with input as the basis for production i.e. output. (Basturkmen, 2006). The main objective is to provide students with explicit knowledge of preselected items. The role of the teacher is to select specific items as target linguistic forms. These items are presented and explained by the teacher. The role of the students is to perform activities where the selected items are produced.

The input can embed different forms as language description, analysis of genre, or teacher led discussion of element in a text. The input sheds light on how the language works and how it is used. Once the student is aware of the gap between how they actually understand or use the linguistic feature and the equivalent feature in target language use, the teacher asks the student to produce (this is what is called output) the targeted items, generally within the same lesson or the following one (Basturmen, 2006)

In ESP, the input-to-output procedure is applied to teach different aspects of language (Badger and White, 2000) describe the practice of understanding (input) and applying rules (output) in the practice of genre instruction in ESP.

Basturkmen (2006:19) explains the process as follow:

Proponents of genre approaches are not often explicit about their theory of learning. However, the use of model texts and the idea of analysis suggest that learning is partly a question of imitation and partly a matter of understanding and consciously applying rules

4.13.2 Output Based Strategies

For this procedure (Basturkmen, 2006) explains that output-based instruction use students' efforts to communicate in the target language as a starting point. In fact, two sub-strategies are identified. The first is based on the assumption that using the language i.e. producing output is sufficient for learning, and the second on the premise that it is only when students' output is followed by some form of input learning takes place.

The instruction based on a predominantly output strategy, students are confronted to situations which require them to perform production task at the starting point of a

lesson or activity. The rationale is that when we produce language, student can identify what they lack i.e. where developing language system is relevant for the performance and where it is not. Swain (1985, 1998) argues that when the learner is put in a situation where he is obliged to produce language, he identifies the gap in their linguistic repertoire, and this encourages learning so that the gaps are filled.

Ellis (1990: 117) identifies three key elements in Swain's (1985) arguments for the role of output in improving levels of grammatical language accuracy:

- The need to produce output that is precise, coherent and appropriate during negotiation of meaning encourages the learners to develop the necessary grammatical resource.
- During output, the learners can try out their hypotheses about language. Production as opposed to comprehension, may force the learner to move from semantic to syntactic processing. It is possible to comprehend a message without any syntactic analysis of the input contains.
- Production is the trigger that obliges learners to pay attention to means of expression

As it is previously mentioned, a task is understood to be "*Activity that involves the use of language but in which the focus is on the outcome of the activity rather than on the language used to achieve that outcome*" Willis (1990:127). Tasks focus on what students will communicate about an action they will take, however, they do not specify the language students will use or are supposed to learn while doing to task (Ellis, 1998). These kinds of activities do not set out to teach a pre-selection of linguistic items. Tasks pave the way for acquisition as negotiation of meaning. Moreover, doing tasks enables the learners to develop the language and skills (Ellis, 1998). Actually, task-based teaching has a great ground in ESP teaching, it is used in combination with a "deep-end-strategy" where the student performance is the premise for the lesson and for which students may or may not have been given preparation time (Dudely- Evans & St. John, 1998)

The positive outcome of such strategy reflects the students' target or professional, academic, or workplace world (Dudley Evans & St. John, 1998). In these settings, performance is the point of departure rather than preparation. For instance, in the workplace the individual is supposed to act rather than preparing to act. In ESP,

the use of deep end strategy is combined with case study activities, project presentations, role-plays, and simulation as already stated. Basturkmen (2006) gives the following teaching activity to illustrate the output option.

Example: E-Commerce Web Page Project;

Crookes (2001) reports a project used for teaching English for Business Purposes in Australia. The project requires the students to set up an e-commerce web page for small business in the local community. The students carry out this project during the final weeks of the program. The project includes the following steps:

- The class examined commercial Internet Sites
- Students discussed web page design techniques in class.
- The task was given; the task was to advertise a local business with a 3-page linked website.
- Out-of-class pairs of students met with a local business owner to find out the goods/services the business owner would like advertised on the web.
- Back in the ESP class, the pairs prepared the web-site advertisement.

In this task, the students were asked to create an advertisement that accurately conveyed information about the business (pushed output). The output emerged during a process of negotiation of meaning. First, in terms of negotiated content with the business owners and second as the pairs negotiated the language needed to convey the information about the business (Basturkmen 2006:126).

In Output to input, Instruction based on an output-to-input strategy are followed by feed-backs (Basturkmen, 2006). Students perform a task and feedback is provided to identify the lacuna or what should be improved. Therefore, the feedback stage may engender a further optimal stage in which students re-perform the tasks. During task production, students notice “gaps” in their linguistic repertoire; thus, creating the meta- cognitive state necessary for input (Swain, 1998). Output-to-input strategy enhances learners’ awareness i.e. they know what they lack, and therefore try to fill the gaps.

4.14 ESP Teaching Objectives

Teaching ESP is a response for many objectives (Stern, 1992) elicits four types of teaching objectives, which are proficiency, knowledge, affective and transfer.

- Proficiency objectives concern mastery of skills such as reading, writing, listening and speaking.
- Knowledge objectives include language analysis and the awareness of the systematic aspects of language.
- Cultural knowledge objectives refer to the control of socio-cultural rules as the mastery of the norms of society, value, and orientations. Besides, the ability to recognize culturally significant facts.
- Affective objectives concern the development of positive feelings towards the subject of the study. They include socio-cultural competence, and language learning.

On the other hand, Basturkmen (2006) describes the five broad objectives in ESP teaching as follow:

- To reveal subject-specific language use
- To develop target performance competencies
- To teach underlying knowledge
- To develop strategic competence
- To foster critical awareness

4.14.1 Revealing Subject-Specific Language Use

This objective is related to linguistic knowledge objective rather than cultural knowledge objective is in Stern's (1992) categorization. Teaching based on this objective, points to show how English is used in the target environment and to pass on information about it. This is possible through data provided by linguistic research in the field. Basturkmen (2006:134) argues, *"There is direct link between research and pedagogy, with teaching primarily focused demonstrating the forms and features that descriptive linguistic research has brought to light"*

4.14.2 Developing Target Performance Competencies

Competency-based occupational education is an approach, which focuses on developing the ability to perform the activities of an occupation and function in the target environment. In this case, teaching presents language operationally in terms of what people do with language and the skills they need to do it (Basturkmen, 2006). Needs analysis shows the demands and expectations of the target environment, as the present research exhibits workplace demands. Therefore, ESP teaching sets out to support students meet those requirements. The Communicative Processor suggested by Munby (1998) is an earlier procedure, which enhances ESP teaching oriented towards the target environment's demands.

4.14.3 Developing Strategic Competence

Douglass (2000) suggests three-part model of specific-purpose language ability. It comprises language knowledge (grammatical, textual, functional, and sociolinguistic), background knowledge and strategic competence (assessment of the external context and engaging a discourse domain). Strategic competence plays the role of a “mediator” between the external situational context, the internal language and background knowledge that is needed to respond to the communicative situation. Strategic competence is the combination of language knowledge and content knowledge to be used effectively in communication. Dudley Evans and St John (1998) maintain that ESP learners bring to language learning knowledge of their own specialist field and communication in the field. This knowledge is often tacit; therefore, learners will not be able to make use of that knowledge and control it. In such situation ESP teacher intervenes and install control. Dudley Evans and St John (1998:188) explain: “*the ESP teacher job may be to develop a more conscious awareness so that control is gained*”. These scholars have cited an example to apply the procedure. The approach includes three crucial elements in teaching: the EAP teachers, the subject specialist, and the students. The role of teacher here was to be mediator between the language and subject knowledge by providing language needed to express the content (Basturkmen, 2006). The following example exhibits two steps through which teaching goes through.

- **1st Step: Before the Team-teaching Session**

The subject specialist records a lecture. In this case, the subject specialist is a lecturer in highway engineering. The EAP teacher devises a worksheet of questions on the lecture content the students write their responses to the questions

- **2nd step: The Team Teaching Session.**

A team-taught session is held in which the students, the lecturer of highway engineering and EAP teacher are present. The session focuses on the responses of the students to items on the work sheet items. The subject specialist gives information as needed on points of content and the language teacher helps with any language points arising. (qtd in. Basturkmen, 2006: 140)

Team teaching has many advantages as John and Dudley Evans (1985) state:

- The students have immediate assistance with any difficulties as they arise.
- Subject specialists find out how effectively they communicate to students.
- The EAP teacher gains familiarity with the conceptual matter of the subject and how language is used to present it.
- The EAP teacher understands where linguistic difficulties arise in relation to conceptual matter.

Overall, this example could be applied in different disciplines as teaching English for business purposes and go through the same triangulation: business English teacher, subject specialist and students.

4.14.4 Fostering Critical Awareness

Proponents of critical approach challenge the idea that teaching should develop the communicative norms of the target environment and be imposed on students, and accept them uncritically. Indeed, in order to enhance critical awareness, we should involve students in discussion to evaluate these norms rather than perceive them blindly. For this purpose, students should be encouraged to comment on any negative aspects and make them aware of ways to modify any situation. The role of the teacher here is crucial to raise students' awareness of the negative aspects to avoid compliance for them. (Basturkmen, 2006)

4.15 Communicative Language Teaching

Communicative language teaching is a method first proposed in England in the 1970's. The core concept in CLT is communicative competence; it is a term Hymes(1972) used to refer to the ability to use language in a social context. (33).

4.15.1 Criteria for Communicative Language Teaching Course

CLT refers to processes and goals in teaching language. The central theoretical concept is communicative competence, which refers to expression, interpretation, and negotiation of meaning. This, is fulfilled in the classroom through the learner's participation in the communicative events (Savignon, 2002)

The principles that characterize the Communicative Approach imbed elements prescribed by several researchers as Canale and Swain, 1980, Xiaoju, 1900; Nunan 1991, they are as follow:

- An emphasis on learning to communicate through interaction in the target language
- The introduction of authentic texts into the learning situation not linked to any specific textbook.
- To provide opportunities for learners to focus not only on language, but also on the learning process itself.
- According importance to learners' own personal experiences and to be considered as prominent element contributing to classroom learning.
- An attempt to link classroom language learning with language activation outside the classroom.
- Establish a balance between grammatical competence, sociolinguistic competence and communication strategies for the learner.
- Meaningful communicative interaction with highly competent speakers of the language.
- Optimal use of these aspects of communicative competence that the learner has developed through acquisition and use of the native language and that are common to those communication skills required in the second or (foreign) language
- A gradation of tasks to evaluate the student's skills and capabilities
- The teacher's role as provider, observer, guide, analyst and evaluator, rather than a central a central figure in the imparting of knowledge

These principles should be used as a guide because their application may be hindered by some obstacles. One difficulty would be the retraining of teachers and make them aware of business specialty. Moreover, teachers should be aware of the meta-cognitive learning process. To apply these procedures, we would need more time for a course to focus on learning process as well as language learning. Conversely, adopting and adapting some principles and approaches may be more appropriate.

4.15.2 Communicative Approaches Applied to Business English Course

In communicative language teaching, the target language and the target use of the language is crucial to learning. Widdowson (1978) accords importance to targets since they are of a great influence in promoting a communicative approach to language teaching. The targets for business English course are the present academic learning situations as well as the future business community. Courses should include activities and tasks that satisfy both targets.

Variation and adaptation of the CLT approach can be applied to business English courses to be more viable, motivating and relevant to the students' academic and professional needs.

Kysilka's integrated approach (1998) combines learners' needs, relevant knowledge and cooperation between departments, students and teachers. Students' involvement is considered through class activities which response to students' academic and professional needs and interest. Real world knowledge is integrated into learning which enhance the way of thinking instead of memorizing. Besides, the subject matter which should be used as a means and not a goal to learning. Moreover, an inter-disciplinary connection between English and business administration teachers is established to encourage team teaching.

Systematic approach provided by Kessels and Plomp (1999) is based on needs analysis and job and task analysis. In this case, the business community is of a great help. These scholars believe that is important to state instructional objectives, which include specifying instructional strategies.

Furthermore, the relational approach involves management and team-work of all stakeholders in the design and implementation process. Here, we should appeal teachers with business experience or at least have business familiarity (Eisner, 1992).

A fourth example, which includes a multi-layered approach, consists of functions, topics and vocabulary. This approach stresses the meaning rather than form, on communicating in meaningful contexts and supplied to background and knowledge of the students.

Indeed, a combination and integration of these four approaches will provide realistic and effective business English courses that involve the three stakeholders (learners, teachers, business community) as this research aims at, integrate meaningful, authentic real knowledge.

In addition, course objectives will be explicit and explained to students and adequate performance assessments will be administered through short exercises or sequenced real-life activities. In order to include the necessary skills, tools and activities, it is prominent to have interdepartmental consultation, team teaching, and academic and business community consultation.

4.16 Skills for Business English Course

According to Schleppegrell and Royster (1990), business English academic courses should contribute in developing reading, listening, speaking and writing proficiency that is adequate to students' future professions. However, this does not exclude that students' immediate academic needs should be taken into consideration. Indeed, academic courses must also cater for these immediate academic needs as well. The answers to question "2" in students' questionnaire (why do you want to learn English?) gave the first priority to "consult documents relevant to their subject matter". The purpose is academic and should be taken into account while designing the course.

The course, which caters for both immediate and delayed needs, is "a thread which is interwoven in everything that happens in business. The thread ties the various activities, or social practices, but has no value of its own, independent of the business context (Louhiala Salminen, 1996:50). Therefore language activities embed two folds; cater to both needs, each demanding different learning skills, within the business context.

Dudley Evans and St John (1998:72) have referred to the different approaches to academic and professional needs.

EAP (English for Academic Purposes) operates within a world where the fundamental concern is the acquisition of knowledge by individuals, while in EOP (English for Occupation Purposes). The purpose is not centered on the learner as an individual but as a member of a transactional world where the fundamental concern is the exchange of goals or services. ...Thus there are different priorities: “Knowledge for the own sake and knowledge for a profit margin

The different priorities appeal to different stakeholders, hence universities and students are the main actors that should be considered. However, EOP courses must include the third stakeholder .i.e. the business community. The identified problem with business English course have generally been conducted on written business documentation, and not on spoken transactions and material for reading comprehension courses (Dudley Evans & St Jhon, 1998)

Deciding for course content is of a great challenge since course designer attempts to combine both the academic and occupational needs of the students. Therefore, business English courses should be “*concerned that the learning goals and activities that their learners engage in are meaningful in relation to the specific purposes of their target discipline*” (Flowerdew and Peacock, 2001:183)

Flowerdew and Peacock (2001) suggest including the following language skills: reading, writing, listening speaking and study skills. The teachers in CUA admit time constraint, since one hour and half (1h30) is allocated to business English courses for all the levels with an abruption in the second year Licence. They have French instead. Then, they resume to English in third year licence.

Teachers of business English are faced to great challenges, as already stated in the research questions; the researcher almost wonders what the main focus should be on when designing a course. We wonder if the focus should be specialized vocabulary, or improving communication skills in business related context. More precisely, what students in Economics and Management, as non-native, need to know about business English so that they can deal with future challenges in their professional careers. What we should focus on in a course to fulfill the expectations and necessities of business community. Moreover, what teaching and learning techniques are most relevant to the content of the course designed.

As part time teacher in the department of Economics and Commercial Sciences in Djillali Liabes University for seven years, the researcher goes through many attempts to take into consideration the above preoccupations in the absence of textbooks and official syllabus. Students were provided with courses that are mainly based on some business vocabulary as well as grammar exercises, which include business terms. The researcher as an ESP teacher has tried to take into account the target situation that is “the working place”. Our students need to know this form of ESP: “Business English”. As they are supposed to work for multinational companies, as many former students do, they need to focus on vocabulary and phrases, which are used in the business world and be acquainted with professional writing such as business letters, memos, e-mails and reports. Besides, to be good at preparing and delivering presentation for the business community.

According to Dudley Evans and St John (1998), there are seven communication business events: telephoning, socializing, making presentations, taking parts in meetings and negotiations, corresponding and reporting. Ellis and Johnson (1994) mention five: meetings and discussion, giving information, telephoning business correspondence and socializing.

In fact, what is mentioned above deal with listening, speaking and writing. The researcher may add reading, vocabulary and grammar as a result of discussions with teachers, students and the business community.

Including all subjects in business English course depends on time allotment. For instance, writing which includes micro-skills may consume many class hour. Therefore, the teacher should be selective and introduce writing skill and focus on useful strategies to prepare pre-service learners to cope with target situations.

An optimum combination of both form-focused and meaning-focused classroom activities should be applied as Savignon (2002) suggests. He also states that grammar is important and that form focused exercises and tasks. Indeed, activities and materials focusing on communication can be used to teach grammar as the researcher has referred to in “chapter 3”. What is important is the integration of these activities to promote language communication (Savignon, 2002). Dudley Evans and St John (1998) have referred to certain grammar area to be included in business English course. For instance, they focus on the verb form, modals, and verbs of saying, reporting and the difference between made and do, have, have got,

and got. In addition to the functions to be studied, as ability and inability, agreeing and disagreeing, assertion and down toning, checking and confirming as well.

It is possible to provide students with the opportunity to perform some presentations. This task demands the four language skills. Therefore, students must research the material to be presented, he has to read, and he has also to write since he must take notes or write a whole presentation. Speaking skill is at the core of the task, students must present to the class. Listening skill is there; both the audience and the presenter must listen to provide feedback. To sum up the advantages of presentations is that students must read for research, write for presentation and talk for delivery.

Meeting and discussions require small groups and pair work, the teacher provides students with specific role to play. In fact, the student are enhanced to investigate the suggested topic, once each student gets his role he may read or write (note taking) or carry on discussions (speaking and listening). All in all, general class discussions should be encouraged with focus points and decision making process involved.

Telephony, socializing and general conversation can include pair work and short role-play. This can help develop speaking skills. In many cases, it is considered as an excellent stopgap after a difficult or monotonous reading comprehension (Brook, 2003, Ellis and Johnson, 1994)

Case studies (as already mentioned) are beneficial because they show students how to analyze real or simulated business problems. This would be possible by teaching language. Through content using authentic materials and appealing the students to use critical reasoning and problem solving techniques exposing specific business problems and inviting students to take part in creative problem solving methods will enhance their reading, listening, and writing ; therefore, skills and the learner centered approach is applied. Indeed, students assume the responsibility of class discussion and problem solving. Including case studies into course design will enhance learners' motivation and install positive attitude towards English language study.

Although business English is rooted in general English, there is still vocabulary that is specific to business. This may include the different types of business (multinationals), the way the business is created, the product, market and

marketing, the corporate structure and many other means. Therefore, it is crucial to teach this vocabulary in context through reading of texts.

To sum up, in business English courses all language skills: speaking, writing and reading should be included. This will help bridge the gap between academic business English courses and delayed employment needs of the students.

4.17 LanguageTasks

The investigation undertaken in the workplace has revealed that the business world requires knowledge of the four skills .i.e. an ability to read, write, listen, ad speak using the English language. Besides, the learners have confirmed their need of the four skills. Therefore, it is imperative set a common ground and put a balance between learners' needs and the target situation demands.

4.17.1 Listening Tasks

Speaking is the outcome of a good listening; therefore, this latter should be well considered in a course design. It represents the best introduction of the theme of the unit. It is also worth insisting that the listening skill has to be continuously present throughout the course and integrated within the other skills in subsequent tasks. We cannot deal with the listening skill separately because real life situation does not do so.

The Listening phase will be more challenging with the use of audio-recorded for authentic business tasks. This conducts to arising learner's interest and motivation and gradually develops learners' self-esteem. In order, to avoid any reluctance from the part of learners, the teacher should consider the presentation speed, and the level of difficulty of vocabulary. Gradually, the learners will get accustomed with such skill and willing to improve.

Indeed, different types of activities can induce to effective listening as:

- True or false statements
- Identifying the appropriate statements
- Identifying the relevant words
- Matching pairs
- Filling the gaps
- Listen and repeat
- Picture order

4.17.2 Reading Tasks

The selected texts should be related to text genre the learners are expected to deal with and produce in the target situation. They may be presented in the form of reports, essays, summaries, or articles. Each of these genres has its proper context, structure, format and various conventions for which the learners should be directed. After a silent reading phase, the teacher introduces the right type of activities, which explore the text, some suggestion are mentioned forward:

- Skimming to set out main ideas
- Scanning to identify specific information
- Answering comprehension questions
- Focus on vocabulary: guessing meaning of words from context
- Transferring written information into non verbal form
- Identifying true ad false statements
- Completion exercises
- Drawing inferences and conclusions

The teacher has to take in account gradation in exposing tasks. Besides the teacher should encourage pair/group work, as it is already discussed through students' questionnaire which has revealed that 84,44% prefer pair/group work.

4.17.3 Productive Tasks

Writing and speaking skills should be improved through gradual practice of the different types required in the target situation. Enhancement of effective written and oral communication skills is vital to satisfy learners' need and work place demands as well.

Writing skill could be introduced through different kinds of activities as:

- Information transfer
- Filling the gaps
- Matching content with headings
- Reordering paragraphs
- Using notes to complete a summary
- Breaking down a piece of writing
- Summary writing
- Minutes writing

Vocabulary and grammatical structures should not be neglected. In fact, both students and employees have declared their willing to improve vocabulary and grammar. Therefore, the researcher has suggested integrating these two items within the four language skills. Teachers should not assume that vocabulary is to be learnt implicitly and be conceived that learners will absorb words as soon as they are exposed to this set of vocabulary. Indeed, the teacher should integrate activities that enable word study and allow learners to master set of words that reflect the business academic setting as well as the business community.

The activities suggested to enhance learner's vocabulary knowledge are as follow:

- Words formation
- Words classification
- Words relationship
- Substitution exercises
- Sentence construction

Language practice and grammar are vital to learn a language and identify the different functions it assumes. Business tasks are frequently related to comparing, stating reasons and purposes; exhibiting the causes and effects, illustrating and classifying. Therefore, the teacher should deal with referencing illustrations and impersonal /personal reporting as well as with objectives/adverbs indicating degree of change.

4.17.4 Sample Unit

Business communication is important to individuals and organizations. Business communication is the process of establishing a common understanding between or among people within a business environment. Good communication skills help individuals enhance self-esteem, become effective employees, and advance in their careers. The quality of an organization's internal and external communications affects success. Business must rely on their employees' ability to work with a highly diverse group of people who are located across international borders. The more effectively employees work together, the more successful their company is. Career success is directly related to good communication, a skill that is made more challenging by

tremendous changes in technology, work force, work environment, and the globalization of business.

Unit one:

Developing an Argument

I- Listening Comprehension

Aim : To introduce the topic

- **Listening Passage :** (See Appendix 10,p 373)

Task 1 :

- **Step one : Listen and take notes** (Aim : to enhance the ability of selecting useful information)
- **Step two :** Listen and say if these statements are **True** or **False (Justify)**
(Aim : to introduce the notion of ethical and unethical behaviour)

- a- 'Intellectual copyright' is a great challenge for the internet age.
- b- Intellectual copyright refers to the ownership of a business project.
- c- It is fair to download an mp3 and submit it to the market.
- d- File sharing of movies may affect movie industry.
- e- Although musicians, authors, actors, film makers and software writers do not receive an income, they will remain producing high-quality products.

Task 2 : Listen and classify these statements in the appropriate column.

(Aim : to differentiate between ethical and unethical behaviour.)

- a- Pay for and download an mp3 music file for personal use.
- b- To share the download mp3 with peers.
- c- To do a photocopy of a book.
- d- Distributing a pirate copy of a software program.
- e- Everyone pays to protect creative industries.
- f- File sharing of movies is due to Internet download speeds.

Ethical	Unethical

Task 3 : Use the information given in task 1 and 2 to fill in the blanks.

(Aim : to make use of previous information)

Intellectual copyright is probably the key _____ issue for the Internet age. Intellectual _____ refers to the ownership of a creative work. If you pay for and _____ an mp3 music file for personal use, that is _____, but what about if you then place it on your hard disk for peer-to-peer _____ ? In the first case, the musicians get _____, in the second they do not. Thus, it is _____.

II- Reading Comprehension

Task 1 : Read and choose the appropriate completion

(Aim : to show that anti-fraud legislation is necessary for ownership protection)

- 1- The Sarbanes-Oxley Act in 2002 is due to :
 - a. A succession of a scandal at major corporation.
 - b. People protest.
 - c. United Nations recommendation.

- 2- A combination of anti-fraud and equal opportunities laws is enough to :
 - a. ensure ethical practices.
 - b. Increase production.
 - c. Satisfy people's demands.

- 3- From a financial point of view, having a strong ethical policy can be good for :
 - a. Business.
 - b. Environment.
 - c. People.

Task 2 : Read the text and complete the table.

(Aim : to identify expressions used when developing an argument.)

<p>Opinion :</p> <ul style="list-style-type: none"> - Some people..... - -
<p>Focusing/ emphasizing :</p> <ul style="list-style-type: none"> - Afterall - From..... - What - -
<p>Adverb/ comparative adjectives :</p> <ul style="list-style-type: none"> - Considerably -

Task 3 : Read the text and find similar expressions to the following :

(Aim : to consolidate comprehension)

- People tend to believe that §1
- To some degree §1
- At no time have §1
- Above all §1
- Principally §1
- To some degree §2
- Financially speaking §2

III- Language Practice

Task 1 : a- Put these phrases in order, from 1 (most careful and measured) to 4 (most certain).

(Aim : to deal with degree of certainty when arguing)

- a- I believe that.....
- b- I firmly believe that.....
- c- It would seem to me that....
- d- It seems to me that.....

b- Do the same for this group of phrases, again from 1 (most careful and measured) to 4 (most certain)

- e- I tend to think that.....
- f- I feel it is possible that.....
- g- I am convinced that.....
- h- I would argue that.....

Task 2 : Tick the phrase from each pair that is more typical of formal writing.

(Aim : to distinguish between formal and less formal expressions)

- 1a Everybody knows that.....
- 1b Many people believe that.....

- 2a Companies tend to.....
- 2b Companies always.....

- 3a All managers.....
- 3b The majority of managers.....

- 4a Not everybody believes that.....
- 4b Nobody believes that.....

- 5a people always say that.....
- 5b Some people argue that.....

- 6a This may cause problems because.....
- 6b This will cause problems because.....

Task 3 : The phrases in italics are in the wrong sentences. Put them back in their correct places.

(Aim : to use the expressions in context)

- a- From *a commercial point of view*, it is now possible to prevent the body's organs from deteriorating. It requires very large doses of controversial dietary supplements such as human growth hormone, DHEA, antioxidant vitamins, glucosamine, Omega-3 and more.

- b- From *a technical point of view*, anti-aging drugs are going to be big business as the 'baby boomer' generation passes through retirement.

- c- From *a legal point of view*, having anti-aging drugs cheap and freely available is going to be very popular- retired people make up a high proportion of the voting population.
- d- From *a political point of view*, anti-aging drugs raise important questions. For example, should patient first get a DNA test to make sure that they will benefit ? And who tells them if this test shows they have a high probability of dying within the next few years ?
- e- From *an ethical point of view*, anti-aging drugs need careful regulation so that they do not expose their manufacturers to lawsuits by making false claims.

Task 4 : Complete the table . An example is given.

(Aim : to have an idea about unethical attitudes and identify related part of speech)

Noun	Noun	Verb : what the criminal does	Noun : thing made or done in the crime	Related adjective
Counterfeiting	Counterfeiter	Counterfeits	A counterfeit	Counterfeit
.....	Embezzler	.....	.....	.....
.....	Faker	Fakes	a.....	.....
.....	.....	.....	A forgery	.....
Fraud	Fraudster	Defrauds	a.....	.....
.....	Money launderer	.....	X	X

IV- Communication

Task 1 : Group work (Competitive)

Match the description with the appropriate headings

(Aim : to have an idea about procedures to establish an ethical business)

Green Marketing

Social Marketing

Corporate Social Responsibility

- **Description 'A'**

It is the development and distribution of eco-friendly, or environmentally friendly, goods_ for example, washing powder that it is not harmful to the environment.

- **Description 'B'**

The advantages for a company of being socially responsible, that is taking positive actions for the benefit of its staff and society as a whole- include enhanced brand image, and greater ease in attracting staff.

- **Description 'C'**

It is the use of marketing techniques to convince people to change their behaviour for their own good or for the benefit of society. Encouraging smokers to stop smoking or persuading people to eat more fresh fruit and vegetables are examples. The aim is to minimize social problems such as crime or poverty.

Task 2 : a- Read the following passages and decide whether the companies are involved in CRM, green marketing, or social marketing.

(Aim : to involve the learners and help them making decisions and justifying)

A- In 2008, we are proud to continue our marketing partnership with the Arlette foundation. We will promote the charity in our stores and we will sell a range of products displaying the charity distinctive logo .

For each product sold we will donate money to the Arlette Foundation, with a minimum donation of £250.000. We are committed to being socially responsible.

B- The Push Play campaign in New Zealand has successfully convinced New Zealanders to do more exercise. The campaign aimed to limit the twin epidemics of obesity and diabetes. Social problems now affecting countries worldwide.

C- Instead of making its pens from plastic, Goodkind Pen Company uses wood scraps from local furniture makers, and its pens are designed to be reliable.

By carefully designing its products to be eco-friendly and of high quality, it is mutually beneficial for the environment and the consumer. Goodkind has made a product with a super green profile and, in the process, enjoys a high level of satisfaction from environmentally conscious consumers and companies with a responsible purchasing policy. Goodkind embraces environmental sustainability.

b-Here are mixed expressions for expressing opinion, classify them in the appropriate column.

- Up to a point – in my opinion/view – in a sense – to my way of thinking – some people argue that – as far as I know – I really believe that – it seems to me that – in a way – I am convinced that - to the best of my knowledge – to some degree – people tend to believe that – people often claim that... -

Personal opinion	Qualified opinion	Partially true statement
-In my opinion/view	- Some people argue	- Up to a point
-	-	-
-	-	-
-	-	-
-	-	-

c- Class discussion

- **What do you think of the procedures given in ‘task 2’, express your point of view using the appropriate structure for giving opinion.**

V- Writing

(Aim : to have the opportunity to invest acquired knowledge and language exponents in a piece of writing)

Topic : Unethical behaviour may affect fair business.

Write a paragraph referring to some examples of unethical behaviour and how they affect fair business.

(Unit adapted from Paul Emerson .2007.Business English Handbook)

(Unit 2, 3, and 4 see appendix 9 p: 345)

Besides the sample units, other procedures are suggested to deal with business English courses as it will be explained forward.

4.18 The Use of ICT in Teaching/Learning Process

Information and Communication Technology (ICT) has integrated people's daily life. In fact, it becomes a paramount tool that allows the performance of multitude tasks at various levels in general and at education level in particular.

In general, terms, according to Hew and Brush (2007:225), ICT refers to the use of *“Computing devices such as desktop computers, laptops, software, or internet for instructional purposes”*. It is mainly related to the teachers' use of technology as a learning tool for students (Inan and Lowther, 2010)

The era of globalization has imposed new procedures to make the world work as one; this would not be possible without implementing ICT as new facilities brought by such an age of innovation. These include internet browsing, online interaction with peers and people of similar interest using Computer Mediated Communication, chat, white board, video conferencing, discussion forums social networking sites, emails and other forms of technology including blogs, wikis, I Pod and Mp3' (Murray, 2005). In fact, these technological innovations have led to the extensive use of web components embracing blogs, e-groups, e-mails, socializing portals, e-dictionaries, e-encyclopedia, power point presentations, webcasting and audio-video documents in the field of education as they have emerged as teaching tools in the classrooms (Dogoriti and Pange, 2012). Indeed, these new tools have a great role in enhancing learners motivation and interest. Above all, these innovative: teaching devices are claimed to increase learners' active participation in the learning process and create authentic

learning environments that allow the combination of the four language skills in one single activity (Warshawer, 1996). Moreover, Schetzer and Warshauer(2000) maintain that ICT brings the learners enhance sense of achievement and increase in self-directed learning with the ability to communicate, conduct research, and present ideas effectively beyond the confines of the class. As a matter of fact, the use of ICT tool in teaching and learning has positive effects. It not only provides learners with a joyful and interesting atmosphere, but enhances self-esteem and commitment to the learning task as well.

Again, the usefulness and effectiveness of these innovative devices to language classrooms has become evident considering the multitude profits they provide and their significant contributions to reach learner-centeredness and teaching quality as well.

LMD system is innovative at various levels, at learners' orientation, learning procedures as well as teaching materials. Overall, this educational system favors the implementation of modern technologies to facilitate the process of teaching and learning. Therefore, the researcher suggests the inclusion of ICT to strengthen business English courses in particular and ESP teaching/learning situations in general. First and foremost, the use of ICT in business English classes will provide great opportunities to make teaching/learning process easier and provide authentic environments for English learning on the whole, this will motivate students, sustain their interest, develop their communicative competence and emerge critical thinking as well as collaboration. In this vein, Marco and Pueyo (2012) claim that:

In order to evaluate the usefulness of the interest for ESP instruction, we should consider... use of authentic and up-to-date materials which meet the students' learning objectives and materials which meet the students' learning objectives and need and which are appropriate for the students' level, development of critical thinking skills and collaborative learning/teaching

The use of ICT may bring numerous changes in the field of teaching business English because it has crucial benefits as motivation enhancement, learners' independence and skills acquisition as well. It has been adopted by a large number of educational institutions in many countries in the world. (Buanbeg-Andoh, 2012).Inspite of the fact that much attention has been attributed to the investment of technology in classrooms in the Algerian universities, it is still in its infancy.

4.18.1 Online Resources

ESP teachers in general and BE teachers in particular are always faced with the challenge of how to bring authentic materials to classroom to enhance learners' motivation and cope with target needs. Indeed, thanks to Internet, ESP teachers have access to an unlimited and varied set of authentic resources, ranging from courses, reports, magazines, and visual as well as audiovisual materials. All these resources may be used to develop the four language skills as required in the target situation. Therefore, Vaiciuniené and Uzpatienė (2010) argue:

The variety of internet-based tools text types means that is easier to find something that will interest the learner and may even encourage for further, reading, listening, or watching. It can also promote other skills such as skimming/scanning, extensive/intensive reading, summary, essay, e-mail writing, outlining, mapping, sorting, adding information and may result in oral performance, such as newscasts, conversations, interviews, presentations, lectures, reports, etc

On the whole internet as a material resource provide up to date elements which reflect the non-stop of globalization process.

4.18.2 Moodles³⁴

The word moodle is an acronym for Modular Object Oriented Dynamic Learning Environment. Moodle is available free of charge under the terms of GNU General Public License (GPL) and has no licensing cost attached. (Brandle, 2005)

Moodles are virtual platforms through which teachers of all disciplines can design and deliver their courses. When being online BE teachers can provide further instructions, piece of advice and help to their learners. Moreover, through moodles, teachers can keep in touch with other national or international peers in order to discuss, review and up-date the different teaching materials and methods used.

However, in order to reach such application teachers should be aware of the benefits of the integration of ICT tools in their classes. In addition, to be well trained to use such devices. Virkus (2008:272) asserts that:

Employment of new technological based learning in foreign instructions is slow and faced with reticence by many ESP teachers due to lack of awareness, more comfort with text environment, deficient computer literacy and contentedness that technology alone does not deliver educational success

Hence, ICT can be effective in ESP or any other teaching discipline, only if teachers are well trained to master the use of technology as a teaching tool. It should promote teaching/learning process and help the learners reach the required competence. Moreover, for an effective integration of ICT, the teacher has to function as counselor, tutor, motivator, facilitator, and observer at the same time (Brandle, 2002; Canado, 2010). These circumstances lead to learners' autonomy

4.19 Enhancing Learners' Autonomy

ESP aims mainly at assisting the learners acquiring English used in the target situation and become effective users. Therefore, the researcher's suggestions appeal to provide the necessary administrative, pedagogical, teaching and technological adjustments that pave the way for effective ESP instruction. In addition, as it is prescribed by LMD system, develop the learners' ability to be autonomous learners. Therefore, reconsidering the place of BE courses in curriculum, BE teachers' attributes, the teaching syllabus, teaching materials, teaching assessment, measures are essentially willing to develop the learners' communicative competence and make them more responsible of their learning .i.e. promoting their autonomy. As Miliani (1991:103) refers to *"A great deal of importance is given to the learner in directed individualized instruction, self access learning, and self-learning, autonomous learning. These have become today's slogans"*

For this reason, autonomy should also be a target of all courses and BE is no exception. Due to short courses timing, it is essential to promote students' self-reliance. Therefore, teachers should set their students on the path to full independence by designing effective courses and using appropriate teaching materials.

4.20 Important Considerations to Improve ESP Teaching/Learning

The LMD system has reconsidered the position of ESP in the different teaching curricula and introduced it at the level of the licence for all disciplines. Yet, ESP teaching has not gained the recommended importance since time allocation is not

adequate and specialized teachers are not oriented to this kind of teaching (ESP). For this reason, the researcher suggests in the present phase to review ESP position in the curriculum of Economics and Commercial sciences taking into consideration English course timing, introducing the Placement Tests as a conducive procedure towards quality.

4.20.1 ESP Course Timing

Regarding the importance of Master1 business English courses to assist the learners acquire specialization in the field of economics and management, the researcher and her informants suggest increasing the teaching load. Indeed, English session of one hour and half a week makes the teaching task very complex and difficult. The researcher also suggests reintroducing English teaching at the level of the 2nd year Licence because interrupting the learning of a language for one year will affect the flow of effective language learning.

Above all, it is recommended to allocate three hours a week in order to attain course consistency and effectiveness, and to provide an extensive training in and practice of the language uses demanded in the workplace.

The LMD system seeks teaching quality, as well as preparing the learners to cope with target situation. Reviewing course timing is of a great help in the process of teaching; however, it is not enough because of large and heterogeneous ESP classes over crowded classes cause a great challenge and put the teacher in the dilemma of what to teach and how to teach considering the different students' proficiency levels and requirements of the target situation. As result, teachers opt to general English teaching. In fact, they back up students' existing background and put aside the real objectives of B.E. courses. Therefore, the researcher has suggested reintegrating placement test as it used to be in the 1980's.

4.20.2 The Need of Placement Test

Placement test is a pedagogic procedure, which enables the teacher to detect his students' level. As Robinson (1991:146) states that the aim of placement test is:

to determine the learners' state of knowledge before the ESP course begins. The Placement Test is diagnostic, indicating how far and what ways the learner falls short of proficiency level... the test results will be used in forming the nature and context of the ESP course that the learner will take.

Placement test may take different forms and include different activities. For instance, they may be either written or oral, or both. They may cover multiple choice grammar and vocabulary questions, reading comprehension or language production

This procedure appeals the department's administration and the academic staff to be involved, cooperative and willing to make a difference. In order to reach course effectiveness, it is imperative to have at least two different groups at each level of study i.e. Licence and master. Furthermore, English courses should be integrated in 2nd year licence. This is an imperative procedure to ensure a good and an effective process of learning as already mentioned above. Such division is beneficial for both teachers and learners. Actually, it favors the teacher's role as an ESP practitioner and facilitates classroom management. Moreover, it helps the teacher to focus on learners' lacks. It also allows the teacher to focus on the language practice and communicative competence required in the workplace.

4.20.3 The ESP Teacher Training

The investigation on the requirements of the target situation (the workplace in this research) and the prevailing teaching/learning conditions reveals the alongside learners' needs, lacks, wants, and the course provided as well as ESP teacher's qualifications are to be reconsidered. This will ensure course effectiveness, learner's success and teaching quality. ESP teachers are at the center of learning process; therefore, some guidelines are suggested to enhance teaching task.

The lack of ESP teacher training in general and BE teacher in particular is a serious hindrance for providing adequate teaching materials. Further, many scholars as Robinson (1991) and Swales (1988) relate the failure of ESP teaching/learning situations to the lack of teacher training. Indeed, training for ESP teachers is considered as a process of challenge for the development of their professional knowledge, skill, competence and interests. It is also a process of reinforcement,

which provides acquaintance with new ESP methods and allows updating of teaching techniques as well as changing teachers' role and attitude (Lawton, 1990). For these ends, the ESP teacher has to undergo two kinds of training: the pre-service training and in-service training.

First of all, prior to ESP teaching, teacher should be well prepared through pre-service teaching training. This step includes instruction in the different sciences included in teaching English as a foreign language (TEFL) as phonetics, linguistics, psychopedagogy and so on (Miliani, 1993). Besides the ESP teacher should have a sound knowledge about the context. Yet, to acquire theory is not sufficient, pre-service training should pave the way to practice. To this end, trainee should be given the opportunity to observe ESP teachers at work. Observation will be interpreted through teaching a class under the trainers' supervision to be evaluated and get feedback on his own teaching practice. In order, to be beneficial, the training should last for one year before being recruited to teach ESP.

Above all, trainees' evaluation should be seriously taken into consideration to decide the teacher appointment; otherwise, training has to be extended until acquiring the required qualifications of a competent ESP practitioner. This procedure will enhance teaching quality and course effectiveness.

However, there is no recipe for good ESP methodology and practice. Indeed, the teacher who has come to ESP from General English should not search for a completely new methodology because the classroom skills and techniques acquired in General English teaching are relevant to ESP situations. This entails us to refer to teacher flexibility as already discussed in the characteristics of business English teacher. Actually, flexibility enables teacher to move from being General Language Teacher to specific language teacher; hence, to cope with different demands of his ESP teaching tasks. (Jordan, 2005)

4.20.4 Creating ESP Centers

In order to bring ESP instructions in our universities to international standards as it is set by LMD reforms, the researcher suggests creating an ESP center in each university. Indeed, it is not a new idea since this kind of institution has already existed in Algiers, Oran, and Constantine. Unfortunately, these centers have closed their doors except the one in Oran. The role of such centers is to alleviate all the existing

shortcomings facing ESP instructions by providing the appropriate staff, teaching practice, evaluation procedures, and facilities to assure the success and effectiveness of the different ESP teaching/learning situations. This can be undertaken and applied effectively since our universities are witnessing great expansion and forming a great number of ESP specialists; EDOLAS is a concrete example.

The ESP centers' staff would include three units:

- A research unit
- A training unit
- A teaching unit

The research unit's mission would be devoted to examining the requirements of each ESP teaching/learning situation. Indeed it is concerned with learners' target needs, lacks, wants, and to suggest the relevant syllabi and teaching materials adequate to each subject and each specialty.

The training unit's role would be training prospective ESP practitioners and preparing them to accomplish appropriately their roles. This training should endorse their different competences as language teacher and help them gradually move from being General English teachers to Specific English teachers. Indeed, training teachers have to initiate their trainees to the different tasks and roles involved in ESP teaching namely needs analysis, syllabus design, material production, and assessment procedures.

Regarding teaching unit, it should include all the well-trained ESP practitioners who take in charge the different ESP groups. These groups have to be divided according to the students' field of study, specialization and level of competence in the English language.

However, these procedures would be worthless if we neglect subject specialists, indeed, it would be worthwhile to have recourse to some subject teachers from the different fields and specialties in order to make use of advice and regarding teaching programs, materials and methods. The collaboration of subject specialists is highly recommended in order to match ESP instructions with the target requirements. In the case of business English, the business community is also concerned. Therefore, it should appoint a delegation to set coordination.

The ESP centers have to supply the adequate resources, technological equipment and up-to-date facilities required to provide the necessary support to ESP teachers and

learners. This would lead to the success of ESP instructions under the LMD system within the era of globalization. Availability of different teaching materials, libraries, teaching aids language laboratories with adequate equipment to allow the effectiveness use of ICT tools as learning instruments.

In addition, these centers can establish collaboration with foreign institutions specialized in ESP teaching. To certify the proper running and guarantee the quality of the services the centers would offer, the government and Ministry of Higher Education have to provide the necessary funds and supervise the functionality of each unit to intervene and bring the necessary adjustments to sustain teaching quality. This step would be possible by providing further evaluation procedures to assess the quality of the different services delivered at the level of each institution. This evaluation covers the internal and external evaluation.

4.20.5 Internal and External Evaluation

In order to promote ESP teaching/learning situation in Algeria and reach international standards sound measures should be prescribed by the Ministry of Higher Education to ascertain an effective follow up and endorse the reforms introduced to Higher Education within LMD system. Through evaluation, it would be possible to adopt adjustments or changes. For this end, the researcher suggests the adoption and the execution of interrelated and complementing evaluation procedures, which are as follow:

4.20.5.1 Internal Evaluation

This procedure is to be carried out by those who are responsible for ESP centers. These latter should be reconsidered again to be effective; therefore, the ESP centre will be concerned with the fulfillment of course's objectives. For this end, each institution has to put in practice an internal evaluation grid. This will allow the application of adjustments when necessary.

Internal evaluation covers both the evaluation of the course as well as of the teacher (s). These are essentially based on the learners' appreciation of the course in general and consider two major objectives:

- First, it enables teachers to have a students' feedback on the pedagogic and educational materials of his teaching.

- Second, it assesses the organization of the studies according to the principle modalities set by responsible (s) of the institution concerned.

Indeed, teaching evaluation reveals the efficiency of teaching in reaching the objectives and if the teacher is competent enough to supply students with the best possible training in their respective disciplines.

This internal evaluation grid focuses on three main variables namely:

- The form of the course : it means how it is structured
- The content of the course: if the content provided is interesting and if it fits students' needs and level.
- The teacher performance: the teachers are judged through their punctuality, presentation of course, mastery of the content provided and pedagogy. (as it is illustrated in the following table)

Table 4.3 Internal Evaluation Grid (Idiata, 2006: 107)

Teacher	.....	Students' level	.....	Course	.....
		Poor	Average	Good	Very good
Form of the course	A	Tick the appropriate boxes			
- Structure	A1				
- Presentation	A2				
Content of the course	B	Tick the appropriate boxes			
- Interest	B1				
- Level	B2				
Teachers' performance	C	Tick the appropriate boxes			
- Punctuality	C1				
- Presentation of the course	C2				
- Mastery of the content	C3				
- Teaching methods	C4				
Other remarks or observations					

At the end of each teaching, we submit this evaluation grid to be filled in a totally anonymous way. In order to obtain objective results, this grid should be submitted to two classes of different levels and from two distinct cycles i.e. Licence and Master.

This kind of evaluation should be introduced and applied in our institutions as an unavoidable step towards effective teaching and learning. Teachers should be accustomed to this step because it gives a broad view about the state of the institution at the pedagogic level to remedy and eliminate the indentified drawbacks. In addition, it is

necessary to reach teaching quality and acquire international standards. This is the aim of implementing LMD system in the Algerian universities and institutions. In fact, we tend to reach universal standards so that tertiary level degree be accepted abroad.

4.20.5.2 External Evaluation

At the national level, the Ministry of Higher Education is responsible about external evaluation. Indeed, it revolves around some specific aspects as training services, teaching quality and students' life inside the institutions. It has also to deal with the priority objectives of the country in terms of the socio-economic development. External evaluation includes:

- **a- Assessing Institutions Projects**

Each institution should undertake a clearly and defined and purposeful project under the supervision of the Ministry of Higher Education. This latter provides guidance, monitoring and funding. The link between the Ministry and institutions is set through a contract, which insists on total respect, transparency of data including facts and results.

- **b- Assessing Training Offers**

This procedure supply information about the qualifications of the teacher trained to take in charge teaching.

- **c- Assessing Teaching**

As already dealt with, evaluating teaching is a procedure to improve the institution's level. In fact, it contributes to the reinforcement and promotion of the institutional credibility as far as the outside world.

- **d- Assessing Services Quality**

It is essential to cope with issues derived from LMD reforms to adapt its services to direct students efficiently at different levels, as education and mobility, and supply the required facilities as information technology, libraries for studies and research and computing laboratories. The situation of ESP is a common preoccupation and many researchers have already dealt with and have suggested effective procedures to improve

ESP teaching. The researcher has adopted many procedures mentioned in the unpublished doctorate thesis of Hidayet Briksi Reguieg (2014)³⁵

In order to maintain LMD running at an international level, the adoption of the principle of permanent as internal or external. Such procedure will shed light on the main objectives, clarify the organization, and integrate all the partners concerned: the administrators, teachers, students and service staff about the matter of efficiency of each institution.

4.21 Conclusion

Teaching/learning process includes many components that are dependent and interrelated. The correlation is between course design, syllabi, materials and methodology, and techniques, besides teachers' role. Prior to these features, a needs analysis is essential since it the diagnosis, which provides crucial features that, promote teaching and learning alike.

Business English teaching requires training, knowledge of the language and culture, and understanding specific process having knowledge of subject matter, therefore, it is challenging for English teachers. This chapter has revealed that the choice of adequate syllabi relies on learners' needs, wants, and the demand of the target situation. In fact, syllabus specification may be combined to create a dimensional syllabus. However, to interpret the content of syllabi on ground, we need teaching materials and an adequate methodology, which includes different strategies. Moreover, ESP teaching in general and business English in particular are based on objectives that are of proficiency, knowledge, and culture.

Regarding business English learners, they need to communicate effectively; therefore, a communicative approach is conceived. It consists of language skills and language tasks

Every professional, from scientist to engineers, to businesspersons, function in a global market. More and more companies are competing in the global market place; therefore, there is a growing demand for managers with an international scope. Business English is certainly language vocabulary, grammar, functions, but contains as well: marketing, management, finance etc..., besides communication skills and cultural awareness. Excluding one element from the list will affect the stream of learning. A business English teacher is at risk if he assumes to ensure language part and exclude the other items. For these reasons, one has to enter this world and try to acquire this set of

knowledge, which develops his competence and performance as a teacher. However, this would not be possible without taking into account important considerations to improve ESP teaching/learning as timing, placement test, and ESP teacher training. In addition, evaluation procedures are necessary to promote teaching and eliminate hindrances.

Chapter Four Notes

30)- The main difference between ESP and GE lies in the awareness of needs

What distinguishes ESP from General English is not the existence of a need as such but rather an awareness of the need as such but rather an awareness of the need. If learners, sponsors and teachers know why the learners need English, that awareness will have an influence on what will be acceptable as reasonable content in the language course and, on the positive side, what potential can be exploited » (Hutchinson and Waters, 1991 :53)

31)According to Johnson (2003 :95) the term is used in rather ways in the two professional contexts : Europe and North America.

In North America, teacher development is usually seen as something done by the teacher educators and teacher trainers for (one might say) working teachers. It usually takes the form of in-service workshops, courses, summer institutes and the like.

By contrast ; in Europe, in English Language Teaching (ELT) at least teacher development is something that teachers themselves undertake and that is guided by the teachers concerned.

32) Content knowledge, generally refers to the facts, concepts theories, and principles that are taught and learned in specific academic courses, rather than to related skills such as reading, writing, or researching that students also learn in school.

33) Communicative competence represents how we relates our linguistic competence to our social use competence. (Hymes, 1972)

34) Moodle is a free and open-source learning management system written in Hypertext Processor and distributed under the General Public License Developed on pedagogical principles, Moodle is used for blended learning distance education, flipped classroom and other e-learning projects in schools, universities, workplace and other sectors.

35) The suggestions have been adopted from the unpublished doctorate thesis :

H,Breksi Reguieg (2011). A Comparative Study of Teaching ESP in the LMD System in Algeria and French Universities: The Case of the Faculties of Sciences in Tlemcen and Paris-Sud Universities. Unpublished Doctorate Thesis. Aboubekr Belkaid University. Tlemcen.

General Conclusion

Of all the languages in the world today, English deserves to be regarded as a world language. It is the world's most widely spoken language. It is the common means of communication between the people of different nations. One person out of every four on earth can be reached through English. It is the official language for more than 70 countries and is taught in schools around the world. 250 million people for whom English is the mother tongue, if we add to this number of people who have a working knowledge as a second or foreign language ; we raise the total to about 350 million. This expansion is due to many reasons ; English spread throughout the world as a result of English colonial rules. English is more than the national language of a group of highly industrialized, technological advanced countries. It has become the modern lingua franca in a world that is economically, scientifically and culturally dominated by Anglo-American countries. Even in a country with a strong scientific tradition as Germany, the language problem has been acknowledged. Therefore, German scholars claim English to be their working language. English language domination over the world is due to geo-historical and socio-political reasons. This language is spread over the four continents of the world and assume the responsibilities of crucial fields as education and economy.

As far as Algeria is concerned, the educational sector has been subjected to many reforms ; therefore, in chapter one the researcher has provided an overview of the educational reforms. It has exhibited the different steps this sector has undergone ; starting from Arabization to the integration of foreign languages as French and English language teaching. However, the implementation of these foreign languages is conducted by different decisions related to political views and conceptions.

The phenomenon of globalization is not excluded from the world of Higher Education since it is considered as an external economic and political process to which universities depend on. Therefore, Algeria has adopted the principle of Bologna Process set in Europe in 1999 at the tertiary level. LMD as a reform, aims at facilitating students and scholars exchange and the recognition of the Algerian degrees internationally.

Educational reforms go hand in hand with economic reforms. Actually, the Algerian economy has gone through many stages, each stage is designed by the policy undertaken and changes that have occurred in the world. Indeed, it was necessary to

Algeria to adapt its economy to the new rules prescribed by globalization phenomenon. As an initial reform, Algeria has espoused a policy of liberalization with the adoption of market economy. Prior to this step, the constitution of a new legislative package was necessary to help private investors and enable the call for capital foreigners and foreign investment.

English has assumed the role of the hyper-central language, one may assume that English being used this way, is always the language for Specific Purposes. The recent increase in publications, conference presentations, websites international meetings, and professional training testify the fact that ESP has gained a significant place in the world. Therefore, a considerable part of the second chapter has been devoted to defining, describing, and classifying ESP.

Business English is a branch of ESP and application of common English in business context. In fact, an approach based on discourse analysis to business English has put an end to the abstract concept of professional jargon. Actually, business is the practical field and the real life equivalent to theoretical economics. Over all, English for Economics provides the seeds of business English. Moreover, business English differs from other varieties of ESP because it depends on both specific and general contexts. The first is based on particular job field, and the second is based on the ability to communicate effectively. These crucial features have led us to deal with business communication.

Business in isolation, would be restricted to unshared stagnant business concepts. However, language makes a communication system wider in scope and able to achieve very complex communication goals. In order to reach these goals, it is imperative to be accurate, specific, concise, clear and polite. In fact, efficiency is a target the context is the carrier and both are indispensable and complementary.

To reveal the role of language and communication in business, a part of chapter two has been devoted to the importance of communication for organizations besides the classes and functions of communication. Both oral and written communications are equal in importance and have their respective contribution in achieving the organizational objectives. The communications rely on corresponding language skills which include receptive and productive skills. Actually, the ability to use a language consists of four separate skill area : listening, reading, speaking, and writing. These

language skills are related to each other by two parameters that are the mode of communication : oral or written and the direction of communication : receiving or producing the message. Therefore, the ability to communicate information and ideas is a prerequisite for professional achievements.

Since globalization is the recipient in which elements as education, language, politics, and business intercat, the researcher has provided an explanation for the three stages as perceived by Friedman (2006). The first stage is related to foreign trade situations and the demand for languages for Specific Purposes. The second stage regards language choice and culture as part of communication constituents, which are considered as managerial challenges. For stage three, it is mainly based on the globalization of the local as a whole.

In order to fulfill the objectives of the present research, three stakeholders were included : the students, the teachers, and the business community. Thus, questionnaires have been submitted besides the interviews performed with the members of the business community.

First of all, the students' questionnaire has revealed that this population is ready to learn business English for different purposes. However, the most dominant is academic. For instance, they need English to read articles, books and magazines that contribute to the process of learning in the subjects of their specialties. The secondary objective is professional since they are willing to learn English to enrich their CV. Moreover, the findings have revealed that the learners want to improve the four language skills to accomplish different tasks as talking to foreigners and participating in conferences. Besides reading documents related to the subject matter as well as writing reports and translating. These wants can also serve the demand of the target situation. However, students are not satisfied about the provided courses because of large class size, timing, and the method adopted for teaching.

On the other hand, teachers' questionnaire has provided crucial information concerning teaching environment, the language skills focused on and the procedures undertaken for BE course design. Besides the problem faced and their suggestions to remedy. Infact, most of the classes contain more than thirty students who have different levels, this may inhibit the flow of BE courses. Teachers may also neglect communicative activities ; although, communication is at the centre of business

activities. All the respondents have confirmed the inclusion of target needs. Conversely, most of them neglect needs analysis application. This may affect the learners' cooperation and motivation.

However, the respondents have confirmed the necessity of a collaboration between the language teachers and subject specialists because it reduces time consuming and leads to an adequate course design. Actually, focus on teachers' training, designing learning groups based on level and expectations. Besides coordination between the university and the workplace where English is used, are the teachers' suggestions to remedy and improve business English teaching and learning.

The third stakeholder included in this research is the business community. It is represented by three companies located in the west of Algeria : Oran, Boufatis, and Sidi Bel Abbes. What is common for these companies is the use of English for business communication and the inclusion of the four language skills with different rates.

The questionnaire submitted to 60 employees has revealed vital information about the importance of English and language skills in the workplace. In order to cope with working demands, employees should have a good command of the English language. Business today is conducted on a global scale. Therefore, in order to succeed, employees must be able to work together efficiently and effectively across borders and cultures. If the employees do not master the English language, they will spend hours reading e-mails written in English, and this will be a waste of time that is not allowed in the world of business.

Section two in the employees' questionnaire has provided information about the employees' acquaintance with English language during studies life, their interests, their level in the English language, as well as the reasons behind the two elements (interest and level). They have asserted that they were really interested and motivated to learn English, this is due to the availability of good teachers who enhanced the employees' motivation as student. Indeed the role of the teacher is to reach the goals stated in each course and provide adequate future employees as prescribed by the business community.

Business communication occurs between individuals and groups in the process of the administration and management of an organization. Therefore, it is a goal oriented

and purposive kind of communication. However, we need language skills to fulfill the purpose. For this reason, section three of the employees' questionnaire has been devoted to the use of English language in the company and the language skills needed. The researcher has hypothesized that receptive and productive skills are equally needed in the workplace. This has been confirmed through the analysis of the employees' questionnaire feed-back.

Besides the questionnaires, the researcher has accomplished interviews with the responsible of human resources, purchasing manager, export executive and the director of production to endorse the previous findings. Actually, they have asserted that English is the dominant business language. Therefore, mastering this language is a path towards employment opportunities. The aim of this research is to bridge the gap between the world of education (university) and the business community. The interviewees have confirmed that it is necessary to consult and investigate the business world to design business English syllabus. This would be possible through the establishment of an academic and professional delegation as it was suggested by the purchasing manager. Its role is to suggest, discuss, negotiate, and then make decisions. This would be beneficial for the three stakeholders.

On the other hand, the ESP expert has added pivotal information concerning ESP situation as the requirements for ESP teacher, as well as suggestions to improve ESP teaching in general and BE teaching in particular. He has focused on the idea that teachers should be equipped with the largest amount of lexical terms and most common definitions of useful concepts. However, it is imperative to rely on collaborative procedures to solve problems of meaning together .i.e. teachers and learners. Moreover, according importance to business English is a must in today's training schemes because of globalization demands. He has also considered the business community as informants. Therefore, a field work is vital because teachers have a faint idea of what actually takes place linguistically in the workplace. To reach the goal, a national committee for more formal way of catering for students' needs and the workplace demands is a serious procedure towards effective teaching of business English. Indeed, it is high time to consider ESP as a normal kind of teaching which appeals for careful attention on the part of the specialists.

To sum up, the third chapter has provided an interesting outcome. In fact, teaching business English does not rely on a single feature. The three stakeholders : students, teachers and the business community are complementary. The exclusion of any part is risky and would lead to an ill body covering the demand of the learning situation and the target needs as well. In fact, teachers are the linking point between learners and the business community. Thus, they are supposed to bridge the gap and settle positive learning environment. Chapter four has been devoted to suggestions and recommendations according to the outcome description and analysis in chapter three.

As a first step towards the design of an adequate syllabus, needs analysis is of a great help to reach this objective. Therefore, in chapter four the researcher has provided an ample description of needs analysis, definition, needs classification, and present and target situation analysis. Actually, needs are dealt with as perceived and felt, objective and subjective, situational or communicative, goal-oriented and processed-oriented as well.

Providing an effective teaching/learning environment relies mainly on the teacher ; therefore, the researcher has provided a space in chapter four for business English teacher's qualifications. Indeed, he needs to acquire language and pedagogic competence, language awareness, and specialized knowledge as well. BE teacher should also acquire content knowledge as business English discourse and genre conventions, business terminology, besides background knowledge. Over all, the role of business English teacher does not rely on teaching only, in fact he is considered as an advisor, facilitator, collaborator and course designer. Prior to these requirements, he assumes the role of a researcher and an evaluator ; that is why, he has been attributed the practitioner appellation.

The teacher is also engaged to choose the appropriate syllabus. Actually, a well prepared syllabus leads to an effective learning environment because it is set as a means of communication between students and teachers. Moreover, the choice of the adequate syllabus relies on learners' needs, wants and the demand of the target situation. In fact, different approaches to syllabus design may be espoused and combined to create a multi-dimensional syllabus. Therefore, the choice will be mirrored through a course design.

In fact, course design for business English has gone through many perceptions. First, specialist vocabulary was regarded as the main difference between General English and business English. Later on, in the 1970s course designers began to be aware of the importance of communication skills as speaking, listening, reading and writing within a business context. Indeed, functional areas have been considered ; thus, the practical use of language has been favoured over the theoretical knowledge about the language.

In order to back up the practical use of language, a part of chapter four has been devoted to teaching materials. To move from theory to practice, it is necessary to rely on authentic teaching materials. This will prepare students to cope with real life situations in the workplace. Actually, the teacher should adopt methods and strategies that set the authentic business atmosphere. Authenticity helps learners grasp business concept and situations. This would be possible with the integration of authentic, framework, and tailor made materials besides simulation and implementing information and communication technology.

ESP teaching methodology is mainly based on the concept of input and output strategies. In the first one, learning occurs through the exposure to language. Input here, is in the form of written or spoken texts and language description. The learner is asked to detect specific language features, this would not be possible unless we make use of awareness rising activities. Reading and listening texts allow to perform this procedure. Once the learners are aware of the linguistic items, they will be able to interpret the knowledge via production. Conversely, output-based strategies, students' effort to communicate in the target language is the first step. When learners produce the language they may detect their deficiencies, identify the gaps, this will encourage learning since learners want to fill these gaps. Learners focus on the means of expression, this procedure enhances learners' awareness and motivation.

Business courses should contribute in developing reading, listening, speaking and writing proficiency. However, they should also cater to immediate academic needs and delayed needs. Different types of activities can induce to effective listening, which should be present and integrated within speaking, reading and writing. Moreover, it is imperative to deal with language practice and grammar. In fact, both students and employees have declared the urgent need to improve language exponents. In order to

put on ground these directives and procedures for teaching business English, the researcher has suggested sample units which would put theory into practice.

The integration of ICT in teaching/learning process would enhance learners' motivation and interest. Actually LMD system is innovative at various levels, the preoccupation is mainly about learners' orientation, learning procedures, as well as teaching materials. The innovation is based on the integration of moodles, these are virtual platforms through which teachers of all disciplines can design and deliver their courses. This device has made the contact and interaction among teachers possible ; therefore, they can discuss, review, and up date the different teaching materials and methods used. All the features mentioned above are applied to enhance learners' autonomy. Indeed, it is the primary target for the adoption of LMD system. Due to short timing courses, it is important to promote students' self-reliance and direct them to full independence.

Appropriate teaching materials, a well elaborated course and the implementation of ICT tools are not enough to create an appropriate learning environment. Therefore, the last part of chapter four has been devoted to important considerations that should be applied to improve ESP teaching in general and BE teaching in particular. For this purpose, we should increase the teaching load, apply placement test as pedagogical procedures which appeal the administration and the academic staff to be involved, cooperative, and willing to make a difference. Therefore, internal and external evaluation is recommended.

The Ministry of Higher Education has adopted training procedures for newly recruited teachers since 2014. This training aims at installing or backing up the pedagogical competences. However, this is applied in general since there is no selection based on the different subjects to be taught. In fact, this new procedure could be applied for determined subjects as ESP/BE.

As the business environment grows in its complexity, the importance of skillful communication becomes essential in the pursuit of institutional goals. Most business decisions involve the co-operation and interaction of several individuals. Dozens of colleagues and co-workers strive in unison to realize mutual goals. Lines of communication must therefore be maintained to facilitate these joint efforts. Without communicating ideas and thought it would be impossible to identify common objectives

and purposes necessary for successful operations. For global corporations, to operate efficiently, the employees who make up these organizations need to be able to communicate effectively in English. In emerging markets, communication skills are among the most necessary skills employees need to develop in order to be productive. These skills are a target for both existing and prospective employees. The ability to clearly write in English is a key, as many forms of business communication, from e-mail to presentations and marketing to important business contracts are written in English.

The present work is an attempt to bridge the existing gap between the university and the workplace. In fact the business world is wide in territory and functions. However, this study has shed light on a limited area in both education and the workplace. This investigation has provided empirical data on a group of students and business English teachers at the Institute of Economics and Management at Belhadj Bouchaib University Centre. It has revealed the wants and the needs of Master1 students besides the demands of three different companies. Because of the limited scope of the study, the results cannot be generalised. Therefore, studies on wider scope are needed. Data gathered from a larger number of firms in all business areas could shed more light on the Algerian employees' use of English, which could be useful for pedagogical purposes. This study was carried out at Belhadj Bouchaib University centre, similar study should be carried out in other universities to unify syllabus design. The firms concerned by this study are international, actually the cultural interference in business communication is still an obscure area. Therefore, to understand which factors contribute to effective cross-cultural business communication, the connection between language skills, job performance and career development needs to be studied in wider scope.

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Appendix 1: Glossary

- **Authentic materials** : teaching materials derived from authentic situations, reflecting real world, rather than imagined or simulated language use.

- **Cloze** : A type of gap fill where the gaps are regular, e.g. every 7th or 9th word. The technique can be used to assess students' reading comprehension or as a practice activity.

- **Communicative Competence** : The role of language learning is to achieve communicative competence. Communicative competence has four parts, which we call language competencies.
 - 1- **Grammatical competence** is how well the person has learned that features and rules of the language. This includes vocabulary, pronunciation, and sentence formation.
 - 2- **Sociolinguistic competence** is how well a person speaks and is understood in various social contexts. This depends on features such as status of those speaking to each other, the purpose of the interaction, and the expectations of the interaction.
 - 3- **Discourse competence** is how well a person can combine grammatical forms and meanings to achieve different types of speaking or writing.
 - 4- **Strategic competence** is how well the person uses both verbal forms and non-verbal communication to compensate for lack of knowledge in the other three competencies.

- **Communicative Language Teaching** : communicative Language Teaching (CLT) is an approach to foreign or second language learning which emphasizes that the goal of language learning is communicative competence. The communicative approach has been developed particularly by British applied linguists as a reaction away from grammar-based approaches such as the aural-oral (audio-lingual) approach.

- **Gross Domestic Product** is a monetary measure of the market value of all final goods and services produced in a period (quarterly or yearly) of time. Nominal

GDP estimates are commonly used to determine the economic performance of a whole country or region, and to make international comparisons.

- **Simulation** is the imitation of the operation of a real-world process or system. The act of simulating something first requires that a model be developed; this model represents the key characteristics, behaviors and functions of the selected physical or abstract system or process.

-

Appendix 2: The Students' Questionnaire

General Information

- Age :

- Spécialité.....

1- Do you attend English courses?

Yes

No

2- Why do you want to learn English?

(You can choose more than one answer)

- To study abroad
- To consult documents in English
- To work in an international company
- To work abroad
- To enrich your CV
- To use the computer/ Internet

3- How many years have you been studying English?

.....

4- How do you evaluate your level in English?

- Beginner

- Intermediate

- Advanced

5- When do you use English?

- Studies
- Social Media
- To talk with foreigners

5- How is your level in language skills?

	Beginner	Intermediate	Advanced
-Speaking			
-Listening			
-Reading			
-Writing			
-General Vocabulary			
-Vocabulary of Specialty			

7- Which skill do you want to improve?

- Speaking
- Listening
- Reading
- Writing

8- You want to improve Speaking skill to:

- To talk to foreigners
- To participate in conferences
- To perform presentations
- To give instructions

9- You want to improve listening skill to:

- To attend courses
- To understand presentations
- To understand the teacher's instructions
- To understand conversations

10- You want to improve reading skill to:

- To read documents related to subject matter
- To follow courses via internet
- To read books
- To read articles

11- You want to improve writing skill to:

- To write business letters
- To write e-mails
- To write reports
- To summarize articles
- To write a glossary

12- Are you satisfied about the Business English course provided?

Yes

No

13- If “No”, Why?

- Number of students in class
- Time allocated
- Methods of teaching
- Type of activities
- Lack of books

14- Which method do you prefer?

- Pair / group work
- Individual work

15- How do you prefer the role of the teacher?

- A guide and facilitator
- A course provider

16- Do you think that ESP is

- More important than EGP
- As important as EGP
- Less important than EGP

17- What do you want the course emphasizes on?

- Reading
- Speaking
- Listening
- Writing
- Vocabulary
- Grammar

18- Has your level improved?

- Yes
- No
- Not sure

The Students' Questionnaire (French version)

1- Age :

2- Sexe : F M

3- Spécialité.....

4- Assistez-vous aux cours d'anglais

Oui Non

- Si oui pourquoi ?

-Vous voulez apprendre la langue

- Pour éviter l'exclusion de la matière

5- Pourquoi voulez- vous apprendre l'anglais?

(Choisissez vos réponses par ordre d'importance 1-2-3...)

- pour étudier à l'étranger

- pour consulter des documents relatifs à votre spécialité

- pour travailler dans une compagnie internationale

- pour travailler à l'étranger

- pour enrichir votre CV

- pour utiliser l'ordinateur/ internet

6- Pendant combien d'années avez-vous étudié l'anglais

- CEM

- Lycée

- Université

7- Comment évaluez-vous votre niveau en anglais ?

- Débutant

- Moyen

- Avancé

8 - Quand utilisez-vous Anglais ?

- Etudes
- Media Social (chat)
- Parler a des étrangers

9- Quel est votre niveau dans la langue Anglaise ?

	Débutant	Moyen	Avancé
Oral			
L'écoute			
Lecture			
L'écrit			
Grammaire			
Vocabulaire générale			
Vocabulaire de spécialité			

10- Etes vous intéressé à assister des cours basés sur la langue de spécialité de votre domaine

d'études ?

Oui

Non

- Si oui pourquoi ?

- Pour améliorer les compétences linguistiques suivantes

- Lecture
- Conversation
- L'écrit
- L'écoute

11- Vous voulez améliorer la lecture pour :

- Lire des documents relatifs a votre formation
- Lire des articles
- Lire des livres concernant la spécialité
- Suivre des cours sur internet

12- Vous voulez améliorer la conversation pour :

- Parler à des étrangers
- Participer à des conférences
- Donner des présentations
- Donner des instructions
- Autres, précisez
-

.....
.....
.....

13- Vous voulez améliorer l'écrit pour :

- Ecrire des lettres d'affaires
- Ecrire des e-mails
- Ecrire des rapports
- Résumer des articles
- Prendre des notes
- Pour traduire
- Pour rédiger un glossaire
- Autres, précisez

.....
.....
.....

14- Vous voulez améliorer l'écoute pour :

- Assistez des cours
- Comprendre des instructions
- Comprendre une présentation
- Explications données par l'enseignant
- Comprendre des conversations
- Autres, précisez
-

.....
.....
.....

15- Les cours d'anglais sont basé sur

- L'anglais général - l'anglais de specialité

16- Vous trouvez que l'anglais de specialité est :

- Plus important que l'anglais général
- Aussi important que l'anglais général
- Moins important que l'anglais général

- Justifiez

.....
.....
.....

17- Vous voulez que le cours soit basé le plus sur :

- Lecture
- Expression orale
- L'écoute
- L'écrit
- Vocabulaire
- Grammaire

18- Etes vous satisfait de l'apprentissage fourni ?

Oui Non

Si NON pourquoi ?

- Effectif des étudiants
- Volume horaire
- Méthode d'enseignement
- Types d'activités
- Absence de livre ou manuels à consulter pendant les cours
- Autres :.....
.....

19- Quelle méthode d'enseignement préférez-vous ?

- Travaillez en binômes/groupe
- Travaillez individuellement

20- Concernant le rôle de l'enseignant, le préférez vous autant que

- Guide/facilitateur
- Emetteur de cours magistraux
(Rôle traditionnelle)

21 - Que pensez-vous de votre niveau en anglais ?

- Mon niveau ne s'est pas amélioré
- Mon niveau en anglais s'améliore
- Je ne suis pas sure

Merci pour votre collaboration.

Appendix 3: The Teachers' Questionnaire

1-Qualifications :

- Licence
- Magister– Master
- Other, please specify

2- What is your status in the faculty of Economic Science?

- Part time teacher
- Full time teacher

3-a- Your experience in English language teaching.

- Secondary level:years
- Tertiary level :.....years
- Other levels :.....years

-b-Your experience in ESP teaching:..... years

4-Have you had any ELT training courses?

- Yes
- No

5- Have you had any specialized training before teaching ESP?

- Yes
- No

- If yes specify:

- Field(s).....
- How long?

6- How large are your classes?

- 10-20
- 20-30
- More than 30

7- What is the level of your students?

- Advanced
- Intermediate
- Beginner

8- What is the time allocated to BE? Is it sufficient?

.....

9- Are your students motivated?

- Yes
- No

10- What difficulties do your students encounter while having English course?

.....
.....
.....

11 -As a BE teacher, do you take into consideration the Target Needs?

(English used in the workplace)

- Yes
- No

12- Is there any syllabus provided by your department?

- Yes
- No

13- Does the department provide any materials?

- Yes
- No

14- How much time do you spend to cover a complete unit?

.....

15- Classify the language skills according to their importance in a BE course.

- Speaking
- Listening
- Reading
- Writing

16- What kind of activities do you plan for a given unit?

.....
.....
.....

17- Do you use French/ Arabic in your ESP teaching?

- Yes -No

18- Do your students use French/ Arabic?

- Yes - No

19- Have you carried out any needs identification and analysis before starting your course?

20- Do you think that the content provided to your students is relevant to their needs?

- Yes - No

Please justify

.....
.....
.....
.....

21- Do you consider the collaboration between the language teacher and the subject specialist is necessary?

- Yes - No

-Please justify

.....
.....
.....

22- Could you enumerate the different problems encountered when teaching ESP?

.....
.....
.....
.....

23- Do you have any suggestions to remedy the various problems and improve the ESP teaching / learning situation?

.....

Appendix 4: The Employees' Questionnaire

1- General information about respondent:

- Age :
- Diploma :
- Years of experience :
- Language spoken :
- The company :
- Function in the company :

2- How many years have you been studying English?

.....

3- How would you describe your level in English?

- Beginner
- Intermediate
- Advanced

4- Were you interested and motivated during studies?

Yes

No

If yes why?

- Because:
- Basic elements were taught
 - Good teachers were available
 - The curriculum was interesting
 - You liked English
 - You felt you need it

5- Do you need English at work?

Never

Rarely

Sometimes

Always

6- Is English language:

- Useful

- Necessary

- Optional

7- Which skills do you need to perform your job? (You may give more than one answer)

	Reading	Writing	Listening	Speaking
Never				
Rarely				
Sometimes				
Always				

8- You need reading skill to read :(you may give more than one answer)

	E-mails	Reports	Notes	Accounts	Contracts	Bills
Never						
Rarely						
Sometimes						
Always						

9 - You need writing skill to write: (you may give more than one answer)

	E-mails	Reports	Notes	Accounts	Contracts	Bills
Never						
Rarely						
Sometimes						
Always						

10 - You need listening skill for: (you may give more than one answer)

	Meetings	Purchasing and selling	Note taking	Contact with other firms	Training /Missions
Never					
Rarely					
Sometimes					
Always					

11 - You need speaking skill for:

	Meetings	Purchasing and selling	Contacting other firms	Talking to foreign colleagues	Training/Missions
Never					
Rarely					
Sometimes					
Always					

12 - In which skills do you face problems?

- Listening
- Speaking
- Reading
- Writing

13- Which aspect of language do you feel less confident with?

- Grammar
- Vocabulary
- Spelling
- Pronunciation
- Others

Which ones?

.....

14 - Have you attended courses of English at a private school?

Yes

No

- If yes how long?

.....

15- Were the courses based on?

General English

ESP

16- Did the course improve your English?

Yes

No

- Why?

17- How do you manage to understand English?

- Use dictionary

- Guess from the context

- With knowledge background

- Relate to French cognates

Other.....

18 - Have you had any type of training in English concerning your job?

Yes

No

19- What was your mission about?

.....

20- Have you faced any problems during your training or mission?

Yes

No

Which ones?.....

Employees' questionnaire : French version

Informations générales:

- Années d'expérience :
- Langues parlées :
- Diplôme(s) :
- Entreprise :
- Fonction dans l'entreprise:

1- Pour combien d'années avez-vous étudié l'anglais ?

.....
.....

2- Comment trouvez-vous votre niveau en anglais ?

Débutant

Moyen

Avancé

3- Etiez-vous intéressé et motivé ?

Oui

Non

Si oui pourquoi ?

Car :

- Les éléments de base étaient acquis
- De bons professeurs étaient disponibles
- Un programme intéressant
- Vous aimiez la langue
- Vous en aviez besoin

4- Avez-vous besoin de l'anglais pour accomplir votre travail ?

- Jamais
- Rarement
- Parfois
- Habituellement
- Toujours

5- Pour exécuter votre travail vous pensez que l'anglais est :

- Nécessaire
- Utile
- Facultatif
- Pas nécessaire

6- Pour accomplir votre travail vous avez besoin de : (cochez dans la case de votre choix, vous pouvez donner plus qu'une réponse)

	La lecture	L'écriture	L'expression orale	L'écoute
Jamais				
Un peu				
Parfois				
Toujours				

7- Vous avez besoin de maîtriser la lecture pour lire : (cochez dans la case de votre choix, vous pouvez donner plus qu'une réponse)

	Un courrier	Des rapports	Des notes	Des comptes	Des contrats	Des Factures
Jamais						
Un peu						
Parfois						
Toujours						

8- Vous avez besoin de maîtriser l'écrit pour écrire : (cochez dans la case de votre choix, vous pouvez donner plus qu'une réponse)

	Un courrier	Des rapports	Des notes	Des comptes	Des contrats	Des Factures
Jamais						
Un peu						
Parfois						
Toujours						

9- Vous avez besoin de maîtriser l'écoute pour : (cochez dans la case de votre choix, vous pouvez donner plus qu'une réponse)

	Des réunions	Achats /ventes	Prendre des notes	Contacteur d'autres entreprises	Assister à des stages
Jamais					
Un peu					
Parfois					
Toujours					

10- Vous avez besoin de maîtriser l'expression orale pour : (cochez dans la case de votre choix, vous pouvez donner plus qu'une réponse)

	Des réunions	Achats /ventes	Contacteur d'autres entreprises	Parler à des collègues étrangers	Assister à des stages
Jamais					
Un peu					
Parfois					
Toujours					

11- Où rencontrez-vous des problèmes ?

- A l'écoute
- En expression orale
- En lecture
- En écriture

12- Avez-vous des lacunes en :

- Grammaire
- Vocabulaire
- Epellation
- Prononciation
- Autres

Lesquelles ?

.....

13- Avez-vous assisté à des cours d'anglais dans une école privée?

Oui

Non

Si Oui pendant combien de temps ?

.....

14- Est-ce que les cours étaient basés sur ?

L'anglais général

anglais de spécialité

15- Est-ce que les cours ont satisfait vos besoins dans la langue ?

Oui

Non

16- Vous comprenez l'anglais?

- En utilisant le dictionnaire

- En contexte

- En vous basant sur vos acquis

- En faisant la relation avec une autre langue

- Autres.....

17- Avez-vous déjà bénéficié d'un stage ou une mission concernant votre travail en anglais ?

Oui

Non

18- Quelle était votre tâche ?

.....

.....

19- Aviez-vous rencontré des difficultés durant le stage ou la mission ?

Oui

Non

- Si oui lesquelles ?

-

.....

.....

Appendix 5 :

The Employees' Interview :

A- Professional details

- Diploma :
- Company :
- Function in the company (Please give a brief description of the function):....
- Years of experience :

B- Interview :

- 1- Do you think English is important in the Algerian world of Business?
- 2- Why?
- 3- What activities do employees need English for?
- 4- What are the nationalities of the partners the employees deal with?
- 5- Is there an English test that employees must pass before being employed?
- 6- Are the employees good enough to cope with situations that arise at work?
- 7- Are there any courses offered by the company?
- 8- Do you think individuals are more willing to learn English once they are in a business setting?
- 9- Where would you like to see an improvement in the employees' English skills?
- 10- Do you think that the business community should be consulted for business English courses in university?
- 11- Do you think some sort of evaluation of the university program should be given to the business community?
- 12- Who should make the final decision as to what material should be included in the university course?
- 13- Do you think Business English teacher in Higher Education should also know about business?

Employees' Interview (French version)

A- Details Professionels

- Diplome(s):
- Entreprise :
-
- Fonction dans l'entreprise: (SVP, Veuillez décrire brièvement votre fonction)
.....
- Années d'expériences:

B- Interview

- 1- Pensez-vous que l'anglais est important dans le monde des affaires en Algérie ?
- 2- Pourquoi ?
- 3- Quel est le pourcentage d'employés qui doivent parler anglais dans l'entreprise ?
- 4- Quelles sont les activités où l'emploi de l'anglais est nécessaire pour les effectuer ?
- 5- Quelles sont les nationalités des partenaires avec lesquels vous entreprenez ?
- 6- Existe-t-il un test d'anglais que les employés doivent passer avant d'être employés ?
- 7- Les employés sont-ils assez bons en anglais pour faire face aux situations qui surviennent au travail ?
- 8- Existe-t-il des cours d'anglais offerts par l'entreprise ?
- 9- Pensez-vous que les individus sont plus censés à apprendre l'anglais une fois faisant parti du monde des affaires ?
- 10- Où souhaiteriez-vous voir une amélioration de la compétence en anglais des employés ?

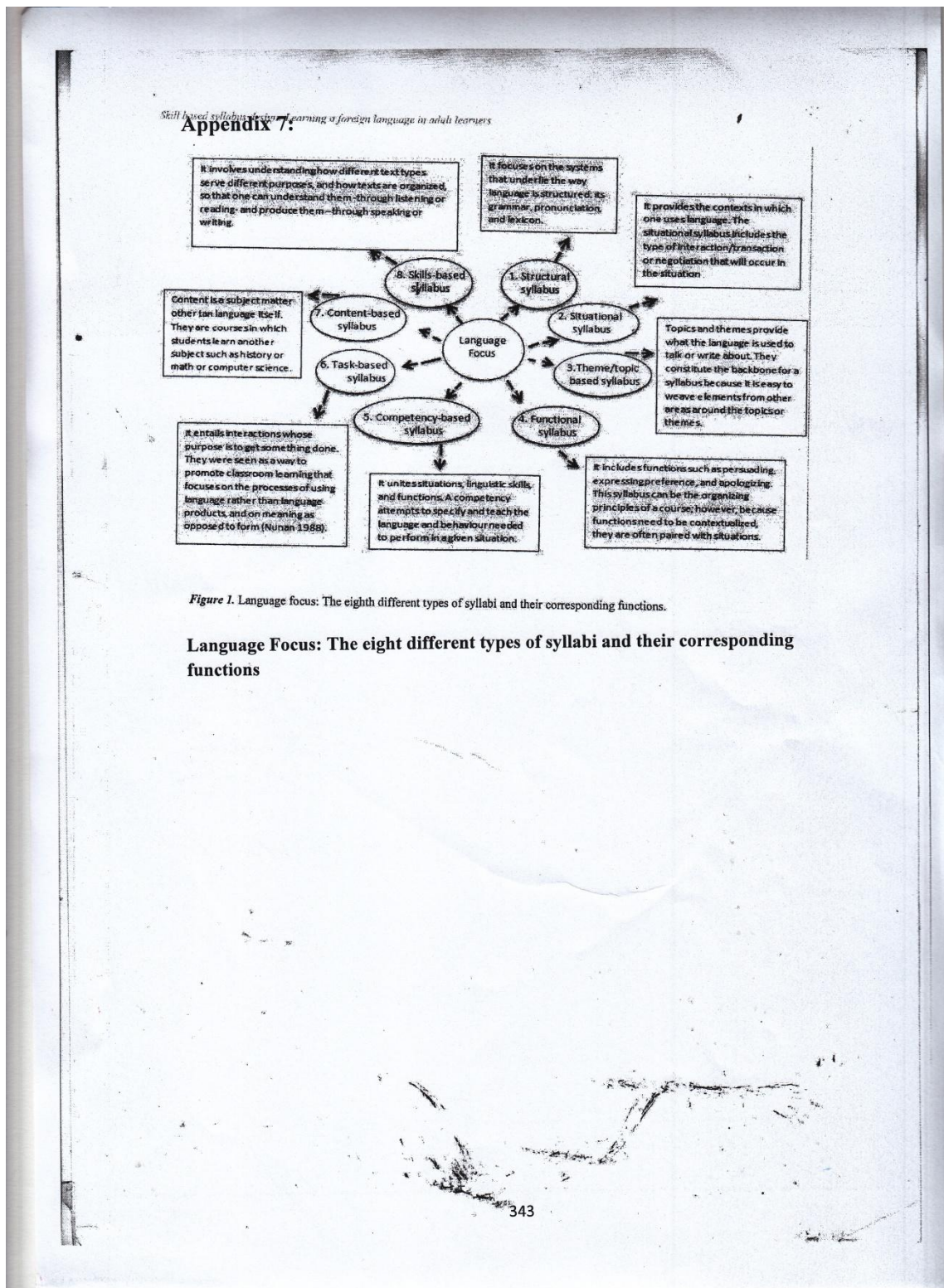
- 11- Pensez-vous que les cours d'anglais que les employés ont pris à l'université leur ont donné les compétences nécessaires pour faire face à l'anglais dans le monde des affaires ?
- 12- Pensez-vous que le monde des affaires devrait être consulté pour une évaluation du programme universitaire ?
- 13- Qui devrait prendre la décision finale pour le contenu des cours de l'anglais des affaires à l'université ?
- 14- Pensez-vous que le professeur d'anglais des affaires dans l'enseignement supérieur devrait également avoir un savoir sur le monde des affaires ?

Appendix 6:

The ESP EXPERT's INTERVIEW

-
- 1- Could you tell us about yourself and your background as an ESP expert?
- 2- As one of the most experienced practitioner in ESP, could you describe the status of ESP in Algeria?
-
- 3- Is there any specific methodology to follow to teach ESP?
- 4- How deep and wide may an ESP teacher with an EFL background go into the students' specialism?
- 5- Do you think that ESP practitioners should have special language training?
- 6- What are the most important key-concepts ESP practitioners should consider when involved in an ESP teaching situation?
- 7- Do you think it is necessary to accord importance to business English? Why?
- 8- Is an investigation on the English used in the workplace necessary to design an adequate syllabus for business English?
- 9- To what extent the business community would be of a great help to the practitioners?
- 10- Do you think a sort of evaluation of the university program (English for Business Purposes) should be given to the business community?
- 11- Do you think that the business community should officially be integrated in a course design?
- 12- Should a Placement Test be applied to identify students' level?
- 13- Is it a good idea to group the different levels in different groups and provide a course for each?
- 14- Is time (1h30) allocated for business English courses enough to deal with what the learners need and workplace demands?
- 15- What do you suggest to improve ESP in Algeria?

Appendix 7:



Language Focus: The eight different types of syllabi and their corresponding functions

Appendix 8: Classification of task-types (Finch, 2004, pp. 97-98)

Tasks types	Static (one-way)	Dynamic (two way)
<u>Discovery tasks</u>	<ul style="list-style-type: none"> - Word searches - Internet-based language puzzle - Matching activities 	<ul style="list-style-type: none"> - Interactive - Dictionary activities(pairs/groups) - Language trivia games/puzzles - Group matching games
<u>Experience Tasks</u>	<ul style="list-style-type: none"> - Memory games - Review activities - Simple lexis activities (grammar, vocabulary) - Questionnaires. 	<ul style="list-style-type: none"> - Brainstorming - Review activities - Basic interviews - Story telling.
<u>Guided tasks</u>	<ul style="list-style-type: none"> - Classroom English - Structural activities (drills) - Comprehension activities - Dictation activities 	<ul style="list-style-type: none"> - Discovery activities - Group project work - Dramas - Role play
<u>Shared tasks</u>	<ul style="list-style-type: none"> - Pair work (information gap, information transfer) - Tasks about class members - Simple dialogues - Language games 	<ul style="list-style-type: none"> - Pair work (interviews) - Group work (problem solving) - Opinion-gap activities - Pyramid activities - Role-play and simulations - Peer-assessment - Discussions , surveys.
<u>Independent tasks</u>	<ul style="list-style-type: none"> - Home work - Self study (books, internet) - Self-assessment 	<ul style="list-style-type: none"> - Independent projects - Wrting to an e-mail pal - Web-quest.

Appendix 9: Sample Units

Unit Two : Globalization and Economic Policy

I- Listening Comprehension

Aim : To introduce the topic

- **Listening Passage :** (See Appendix

Task 1 :

- **Step one : Listen and take notes (Aim : to enhance the ability of selecting useful information)**

- **Step two : Listen and say if these statements are True or False**

(Aim : Self-evaluation for selecting appropriate information for the previous task)

a- Fiscal policy consists of taxation and spending decisions.

b- Government spending resulting from high taxes encourages small businesses.

c- High taxes can give new opportunities for certain businesses.

d- Raising interest rates is a way of stimulating the economy.

Task 2 : Matching pairs (Aim : to introduce cause/effect language exponents)

A	B
1- Fiscal policy refers to the government efforts to keep the economy stable	a- by increasing or decreasing taxes and government spending.
2- High tax rates show the economy	b- because they take money out of the private sector and put it into the hands of government.
3- Decreasing profit margin and making effort less rewarding	c- is a procedure to discourage small businesses.
4- A national debt is created	d- because governments spend more than they collect in taxes.

Task 3 : Use the information given in task 1 and 2 to complete the following Passage

(Aim : To reconstruct the listening passage and incite the learners to use previous acquired information.)

Fiscal policy refers to the.....by increasing or.....spending.....show the economy because.....and put it into..... . They also discourage small businesses by..... In practice, most government, spend more than they collect in taxes, creating a national debt.

II- Reading Comprehension

Aim : To go deeper in the topic.

- **Reading passage :** (See appendix.....)

Task 1 : Read the text and elicit the procedures undertaken by the central bank to control money supply.

(Aim : To introduce key features in the reading passage)

Task 2 : Read the passage and underline the key words which refer to the Measures adopted to control money supply for each procedure.

(Aim : To allow the learner interacting with the reading passage.)

Task 3 : a- Underline the relevant words

(Aim : To allow the learners dealing with specific details.)

Having an ‘expansionary monetary policy’ is the same thing as **(increasing/ decreasing)** the amount of money in circulation, which will **(provide a stimulus/ cool)** the economy, which over the long term runs the risk of crating **(inflation/ deflation)**.

b- Underline the measures that can be taken according to the text if fighting inflation (i.e slowing the economy) is the only consideration of policy.

(Aim : to insert content knowledge and give a voice to the learner)

- Increasing/ decreasing taxation.
- Increasing/ decreasing interest rates.
- Increasing/ decreasing the sale of bonds by the central bank.

III- Language Practice

(Aim : to practise key structures)

Task 1 : a- Identify the cause and the effect in the given example.

(Aim : To distinguish between causes and results)

eg- High tax rate slow the economy because they take money out of the private sector and put it into the hands of government.

b- Choose the appropriate connector and match statements in 'A' with the relevant ones in 'B'.

A		B
1- Prices in general has risen	<p>Because</p> <p>As a result</p> <p>because of</p> <p>so</p>	economic crisis.
There has been relatively low		fewer company wanted to
Inflation		invest.
The economy in this country is		the tax incentives being
Expanding		offered.
Foreign investment has been		many companies have set up.
High		consumer confidence is high.
Inflation was very high		the price of oil has risen.
Many companies are cutting		
back		

Task 2 : Now decide whether these expressions introduce a reason clause or a result clause.

Connectors	Reason	Result
- Since		
- Consequently		
- Due to		
- As a result		
- As		
- Leads to		
- Owing to		
- Therefore		
- For		

Due to	+ Noun
Because of	
Owing to	
Thanks to	

because	Subject + Verb
since	
as	
for	

Task 3 : a- Give the correct form of the verbs in brackets

(Aim : to show present tense use)

- a- The central bank (control) the 'base rate'.
- b- When the economy is booming, the central bank (raise) rate.
- c- The central bank (buy) and (sell) bonds.

b- Complete the sentences with the verbs from the box below in the simple present tense. Make any necessary changes.

Work - start – operate – specialize – be – have – provide

- a- My company _____ Internet service.
- b- They usually _____ work at 8 :30.
- c- We _____ an office in Algiers.
- d- She _____ for an engineering company.
- e- Their head office _____ in Oran, Algeria.
- f- This company _____ in phone services.
- g- This group _____ on all six continents.
- h- Our main competitors _____ in Tunisia.

Task 4 : Choose the right answer.

(Aim : to introduce asking question in present simple)

- a- What (do/does) they specialize in ?
- b- Where (does the company/ has the company have) subsidiaries ?
- c- What time does she (start/ starts) work ?
- d- Who (does/ do) their father work for ?
- e- My teacher (starts usually/ usually starts) his lesson at 8 :10.
- f- What kind of products (do/ does) your company (sell/ sale) ?
- g- Who (am/is/are) your main competition ?

Task 5 : a- Read §1 ,2, and 3 and sort out the plural nouns and the present tense verbs in the third person singular.

b- Read these words loudly. What do you notice ?

c- Classify these words according to the pronunciation of the final ‘s’

(Aim : to show the importance of pronunciation and make the learners aware of the difference and incite them to apply the rules while speaking)

<i>/Z/</i>	<i>/S/</i>	<i>/ʌZ/</i>

IV- Communication

(Aim : to practice the acquired language exponents and introduce new notions)

Task 1 : Match the company responses to globalization to their descriptions.

(Group work and competitive)

(Aim : - To enrich the learners’ vocabulary related to the content subjects and set up competition seeds since it is a necessary requirement in business)

- To practise reading and enhance listening skill.

Group A : Read the cards

Card 1

A company gives the right to manufacture its product to a foreign company for a fee (= royalty). This has been done successfully by Coca-Cola and Disneyworld. Although in other cases the local producer may choose to use a different brand name.

Card 2

Similar to 1, but the term is usually used for small businesses in the retail and service sector like McDonald and the Body Shop. Head Office has tighter control of the local business operation than in 1, and the name and brand image are always retained

Card 3

A company (usually small or medium-sized) trades directly with another separate company in the foreign market. Sometimes an intermediacy (eg a local agent) matches buyers and sellers and provides services like dealing with customs and documentation. Retailer often use this strategy for supplies of clothing, furniture, toys, etc...

Card 4

A partnership in which two or more companies (often from different countries) join to undertake a major project or start a business activity. Volkswagen and General Motors entered the Chinese market through this route.

Group B : listen and give the appropriate label

- **Joint Venture**
- **Licensing**
- **Import/ Export**
- **Franchising**

- **Second role play**

Group B read the cards

Card 1

Similar to 1, but the term is usually used for small businesses in the retail and service sector like McDonalds and the Body Shop. Head Office has tighter control of the local business operation than in 1, and the name and brand image are always retained.

Card 2

A long-term partnership similar to 4, but it may be between two companies of very different sizes, such as a large manufacturer and one of its suppliers. The relationship is not as close as 4, so there is usually no sharing of costs, risks, management or profits. Motorola and Oracle have both used this approach (with suppliers and customers respectively)

Card 3

An international company uses a low-cost manufacturer in another country, and then sells the products under its own brand name in other markets. Also called 'contract manufacturing'. This has been done by many firms in the IT area (for software development as well as hardware) and in the automobile industry.

Card 4

A parent company directly owns a company in an other country. Business operations are under the control of local management, although Head Office is responsible for global strategy. Examples include Nestlé, Toyota and Siemens. Some people think that the term 'multinational corporation' (MNC) should only be used for this type of organization.

Task 2 : Fill in the missing letters. (Group work and competitive)

(Aim : - To refer to previously acquired words and introduce new ones.

- To incite learners to use the dictionary.)

Group A

- a- It is dangerous for a company to stand aside while competitors **m _ _ _ e** (=join together,) form **j _ _ _ t ven _ _ _ es**, or create overseas divisions.
- b- A '**sub _ _ _ _ _ _ _**' (= company owned by another company) is not the same as a '**sub _ _ _ _ y**' (= money paid by a government to support a business.)
- c- A less formal synonym for 'bureaucracy' is '**r _ _ t _ _ _**'.

Group B

- a- 'The euro against the dollar' (€/\$) is currently 1.28. 'The dollar against the yen' (\$/¥) is currently 115. These are examples of '**ex _ _ _ _ _ ge r _ _ _ _ s**'.
- b- A technical word for taxes on imported goods is '**ta _ _ _ _ _ s**'. A word for limits on the quantity of goods that can be imported is '**qu _ _ _ _ _ s**'.
- c- If a currency falls in value, domestic **a _ _ _ _ ts** are cheaper for foreigners to buy.

Task 3 : Group words with similar meaning then put them in order to Exhibit 'the business cycle'

(Aim : to refer to content knowledge and integrate the learners)

Boom- contraction – depression – downturn – expansion – growth – recession – Recovery – slowdown – slump – upswing.



- 1- Recovery - / _____ /
- 2- Growth - / _____ / _____
- 3- Recession / _____ / _____ / _____
- 4- _____ / _____

Task 4 :A- Make collocations using one item from box 'A' and another item from box 'B'. An example is given

(Aim : to introduce the notion of collocation and their use in business English)

Box A

Competitive – contractual – deeper – ~~inward~~ – mobile – trade – trading

Box B

Advantage – agreement – communications – investment – ~~involvement~~ – partners – surplus

B- Use these collocations to complete the following sentences.

- a- National governments encourage *inward investment* because it brings benefits such as the creation of jobs, skills development and technology transfer.
- b- Low labour and manufacturing costs are a major _____ in the global market.
- c- Import/export is slow-risk, but has a low profit potential. If a company wants a _____ in the global market they look at outsourcing.
- d- Outsourcing involves a long-term _____ with a low –cost provider of goods or services.
- e- _____ make it easy for managers to stay in touch with colleagues and Head Office.
- f- If a country exports more to its _____ than it imports, it has a _____ (= positive balance of trade.)

C- Choose one sentence and translate it into Arabic and French language

Task 5 : Mixed Dialogues (group work/ competitive)

- **Read the given utterances and classify them in the appropriate order under the relevant title.**

(Aim : to deal with previously acquired notions within context)

- In fact, companies buy property and businesses in the foreign nation. This kind of investment includes acquisitions to create overseas divisions, joint ventures and strategic alliances.
- I think so, 'the business cycle' used to happen separately in different national economies. However, with the integrated global economy, it is now international.
- According to you, what are the key elements which contribute in driving globalization ?
- If a company wants to trade outside its own national borders, what are the basic strategies to adopt ?
- First, we have cost factors. Indeed, companies are looking for cheaper labour and manufacturing costs to enable them to stay competitive, so they outsource to other countries.
- It depends on the amount of a risk a company is able to undergo. In fact, Import/Export is the lowest risk but also gives the lowest profit potential.
- Do you agree if I say that in a globalized market the economic risks are shared ?
- But, how is this commitment established ?
- I think this is what we call inward investment, so what are the benefits of such procedure ?
- In this case, what are the options included ?
- You know, the internet makes comparison of supply chain costs easy for manufacturers, and comparison of final price easy for the end-user. Actually, mobile communications allow employees to keep in touch all over the world. For instance, software tools on company intranets allow managers to access information anywhere, anytime.
- How can technology be a great enabler for globalization ?
- Actually, Foreign Direct Investment (FDI) is the highest risk, but gives the most control and shows the most commitment to the global market.
- How can commitment be wider ?
- Well, the country receiving the inward investment benefits from the creation of jobs, skills development, and technology transfer.
- Does globalization appeal to a global presence ?
- In this economic atmosphere, is it risky to stand aside ?
- Absolutely, it is really dangerous to stand aside as competitors merge and make alliances.
- It includes franchising and foreign licensing.
- Definitely, as domestic markets become saturated, emerging markets offer new opportunities. The BRICs (Brazil, Russia, India, China) could dominate world trade in the 21st century, as the US did in the 20th century and the UK in the

19th. Actually, companies need to establish a global presence because customers are global.

- In this case, it is possible through a long-term contractual agreement. In fact, they can outsource some or all of their manufacturing. Increasingly, service jobs are also being outsourced.
- In the case of a company wants a deeper level of involvement, what is the adequate strategy ?

Dialogue A: (10 utterances)

Company strategy in the face of globalization

Dialogue B : (12 utterances)

Forces driving globalization

V- Writing

(Aim to use the key words and key structures already acquired in paragraph writing)

Group work (competitive)

Group A :

Use the information given in dialogue A and write a paragraph about ‘company strategy in the face of globalization.’

Group B : Use the information given in dialogue B and write a paragraph about forces driving globalization.

(Unit adapted from Business English Handbook : Paul Emerson ; 2007)

Unit 3 : Arranging Meetings

Warm up

I- Listening Comprehension

Task 1: Listen to seven conversations. Who is telephoning who in each conversation? Draw a line and number between the caller and the receiver. The first one is done for you.

(Aim: To introduce the topic)



**Rick Casbon
Company President
Delta International**

1



**Timm
Managing Director
Delta International**



**Paul
Hoffman
Design manager
Delta International**



**Jenny
Tidman
Project Manager
Delta International**



**Tom
Buddel
IT manager
Softecco**

Task 2: Listen a gain and write the number of the correct Conversation (1-7) next to each document. (a-g)

(Aim: to introduce the different types of meetings)

a

Team Meeting (logo IGP Products)
Thursday morning

?

b

Brainstorming Meeting
(Website revamp !!!)

Wednesday ?

?

c

Videoconference. Friday ?

Participants
Rick Casbon (President)
Uwe Timm (Managing Director)
Djanet Slimani (PA- minutes)

Board members
Cristell Hammond
Serge Kohler
Anis Bouchia
Disnesh Bafna

?

d

Jenny Tidman
 Appraisal
March or April ?

?

e

Staff Training Day
(New software)

Seminar Room
Sometime in July

?

f

Progress meeting with design team

(Business Spanish book)
Tuesday ?

?

g

Delta International Calendar

2018 NOVEMBER						
SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
				1	2	3
4	12	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

www.calendar-to-print.com AGM ?

?

Task 3: Decide whether the statements are True or False.

- a- Rick Casbon wants Uwe Timm to organize a telephone conference.
- b- Jenny Tidman wants to arrange a progress meeting with the design team.
- c- Uwe rings jenny to set up abrainstorming meeting.
- d- Uwe rings Rick to change the date of the AGM.
- e- Uwe rings Jennyto to organize an appraisal meeting.
- f- Jenny rings Paul to cancel a training meeting.

- Conversation

Yacine: Have you got a minute?

Nadji : Yeah, sure.

Yacine: Coud we try to arrange a progress meeting sometime next week?
We really need to check that everything is still on target.

Nadji : Sorry, tha's not going be possible. I'm at the -----fair for three
days and then I was going to take a couple of days' leave.

Yacine : Oh, OK. What about Monday morning?

Nadji : Sorry, I'm out of the office on Monday.

Yacine : Sometime on Tuesday then?

Nadji : How about after lunch, I'm free all day.

Yacine : Great. Shall we meet here in the design of office as usual?

Nadji: That's fine.

Yacine : Yeah, that's perfect. How long do you think we'll need?

Nadji: I think a couple of hours should be enough.

Yacine : OK. Sounds good. I'll send you a formal invitation in a bit.

Nadji : Thanks.

II- Reading Comprehension

Task 1: Read the conversation and say if these statements are True or False.

(Aim: to involve the learners and introduce expressing suggestions)

- a- The colleagues are trying to arrange a board meeting.
- b- The purpose of the meeting is to check that everything is relevant to the target.
- c- The first suggestion is adequate to time to Nadji's time table.
- d- The colleagues will meet on Monday in the design of office.
- e- The colleagues will meet for a couple of hours.

Task 2: Read the conversation and sort out the expressions used for suggesting.

Task 3: Match the beginnings and endings to make questions about arranging meetings.

(Aim: to learn the different expressions used when we arrange meetings)

A	B
1- Could we schedule	a- meet sometime?
2- Could we find	b- In my office?
3- Is there any chance	c- a time to meet?
4- Can we arrange to	d- of scheduling a meeting next week?
5- What about a	e- you have in mind?
6- Can you organize a conference	f- a meeting sometime next month?
7- What date do	g- meeting next Monday?
8- How about meeting	h- Call next month?

III- Language Practice

Task1: Make sentences to say you can/can't attend meetings.

The first one is done for you.

(Aim: to introduce the expressions used to agree or disagree on attending the meeting)

- a- Can/I/ make/ date./Yes,/ that → **Yes, I can make that date.**
- b- on / I'm / Yes,/ free/ date. / that → _____
- c- At / for/ / nine/ Tuesday/ o'clock / fine/ is / me. → _____
- d- I / week./ can't / the / Sorry,/ meeting/ make/ next → _____
- e- afraid / I'm/ not,/ I'm / on/ away / a/ trip./ business → _____
- f- o'clock/ at/ sounds/ Wednesday/ 15th / 11/ the/ good. → _____
- g- sure,/ Yes/ about/ Tuesday/ how/ Monday/ 9th?/ or/ 8th → _____

- h-** I'm/ Yes,/ happy/ morning./ next/ with/ Monday → _____
- i-** another/ I/ I'm/ appointment/ have/ afraid/ then → _____
- j-** Yes,/ that/ me./ date/ for/ works → _____

Task 2: Fill in the gaps with a word from the box.

Is – think – am – do – have – need – can

(Aim: to show the use of present simple tense)

- a- _____ I come and meet you and the team this week?
- b- We really _____ to check that everything _____ still on target.
- c- I _____ at the Frankfurt Book for three days.
- d- How long _____ you _____ we'll need?
- e- We _____ our regular team meeting on Thursday morning.

Task 3: Complete the next two conversation with words or phrases from the box. (Group work, competitive)

(Aim: to use key words in meeting context)

Conversation A

For me – get back – o'clock – next week
Tuesday 9th - business trip

Conversation B

16.00GMT – problem – I'll try – in mind
-board members - of the 15th

Conversation A

- Is there any chance of meeting _____?
- Sorry, I can't make next week. I'm away on a _____.
- OK. Let's meet after you _____.
- Yes, sure, how about Monday 8th or _____?
- I'm happy with the 8th. At 11 _____?
- 11 is great _____.

Conversation B

- Can you organize a conference call for all the _____?
- Sure. What date do you have _____?
- I was thinking _____.
- That might be a bit too short notice, but _____.
- Great. Can you schedule the call for _____?
- No _____.

I- Communication

Task 1: Put the sentences into the correct order to make two conversations about arranging meetings. The first line is done for you. (Group work/ competitive).

Group A

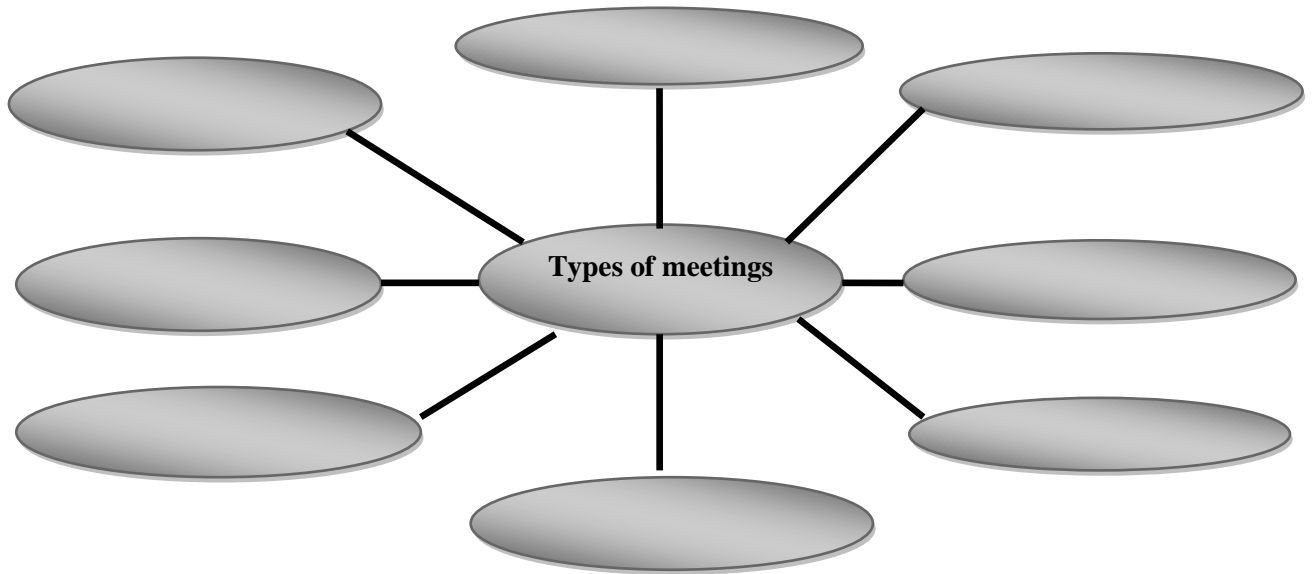
- a- No problem. What date do you have in mind ?
- b- OK. I look forward to meeting you on the 3rd at ten.
- c- Fine. The 1st, 2nd and 3rd are all OK for me.
- d- Could we schedule a meeting sometime next month ? (1)
- e- Let's go for Wednesday the 3rd then, at ten o'clock.
- f- How about the beginning of the month ?

Group B

- a- The 10th at nine o'clock...that's fine.
- b- Sure, I was thinking about the 10th or 11th of April.
- c- I'm free on both of those dates.
- d- Yes, would you like to suggest a date ?
- e- Could we find a time to meet ? (1)
- f- OK, let's settle for Tuesday the 10th then at, say, nine ?

Task 2: Without looking back, brainstorm different types of meetings with a partner.

(Aim: to make use of previously acquired items on meeting)



Task 3: a- Look at the speech bubbles showing how some employees evaluate their performance in meetings. Answer the question who...

(Aim: to involve the learners and give a space for their judgement)

- 1- ...gets worried in meetings?
- 2- ...stops listening when they don't understand?
- 3- ...is the most positive person?
- 4- ...is the most negative person?



My major problem is that I'm not always properly prepared before the meeting. I'm often too busy to read the documents and sometimes I don't even look at the agenda! And at times I get nervous and don't choose the right words and expressions in English, although I usually get there in the end. Also, I don't always listen carefully enough and I sometimes switch off completely if it becomes too difficult.

Karla



I often talk too much and sometimes I can get very argumentative if I feel very strongly about something. I occasionally get aggressive towards people who hold views that strongly disagree with. And occasionally, I don't ask for explanations or clarification if I don't understand something. Sometimes I find myself agreeing with somebody when I don't really understand.

Nada

I think I am good at observing people's reactions. I always look carefully at people's body language and I try to be aware of how they react when I'm speaking. I also think I am getting better at expressing myself in lively discussions. I am definitely better at letting people finish what they are saying before coming in with my own point.

Nadjib



b- Which person you have most in common with?

c- What are the criteria the employees should acquire when attending a meeting.

(Aim: to help the learners grasp the meaning and make them aware of the key notions introduced in each bubble)

II- Writing

- You are a trainer in a multinational company and you have attended many meetings. How do you evaluate your performance?
- Use the following headings as a guide:
 - Preparation for the meeting (agenda)
 - Relationships with other participants (friendly, relaxed, nervous)
 - Confidence when speaking.
 - Good listener.
 - Maintaining eye contact/ understanding body language.

Follow up (See appendix.....)

(Unit adapted from Meetings in English: Bryan Stephens; 2011)

Unit 4: Inquiries and Requesting Action through e-mails

- Send me the appropriate brochure
- Inform me about the programme of the next conference
- Have you received the last information
- What do senders ask for?
- How does he do it?
- What is missing in these Inquiries?

I- Reading Comprehension

Task 1: Read Email '1' and Email '2' and answer the questions:

(To introduce the topic)

- 1- Is email "a" an inquiry or a request?
- 2- What tasks would Simon like Pascal, Barbara, and Thilo to do?
- 3- Which tasks have been completed and who did them? What problem has this person had?
- 4- What do you think the working relationship is between the four colleagues?

Justify.

Email 1:

From : Simon
Sent : Saturday, April,

To : Pascal, Barbara, Thilo

Subject : Quarterly sales reports

Hi All,

I'd like you to send me the figures from the last quarter by tomorrow morning first thing. Pls let me know if you have a problem with this deadline.

Pascal: Have you coordinated your team & their results yet? Can you send the report to me by Thus 4th?

Babs: Have you finished your sales report yet? By Thus 2nd June Pls

Thilo: Have you contacted Hungary about the new account details? Gerry needs this info a s a p.

Please reply a s a p

Best wishes

Simon

Email 2:

From : Pascal
Sent :
To : Simon
CC : Barbara, Thilo
Subject : Re- Quarterly sales reports
Attached : Sales - dive -I quart.xls

Simon

I'm sending you all the info you need for last quarter in the attachment.

I've already contacted my team and they have just finished their sales figures. Unfortunately we haven't completed the report yet as we've been busy with trade fair prep.

The deadline should be no problem through: you'll have it on your desk by 4 May.

Rgds

Pascal

Task 2: a- Complete the table with the phrases below:

(Aim: to introduce formal requesting expressions and their less formal equivalent)

Can you help? - We hope you are happy with this. -Let us know if you need any more help. -Please answer as a p. -I'm sending you the ... in an attachment.

-I'm sending you-Thanks for choosing

-We are working on your request. -Can you please send me

-Thanks for your email/request.

b- Once the task is done say what is the difference between these expressions

_____ ? _____	Less Formal
- <u>Requesting information</u>	
-I'd appreciate a reply a s a p	-
-Would you be able to help	-
-Could you please send me	-
- <u>Replies</u>	
-Please find the .....in attachment	-
-I'm pleased to send you	-
-Thank you for your email/inquiry	-
-Do not hesitate to contact us if your require further assistance	-
-We hope you find this satisfactory	-
-Thank you for your interest	-
-Your request is being processed	-

- **What do these letters stand for?**

A S A P

Emails can contain a lot of acronyms and abbreviations. In order to keep mail short, people sometimes use abbreviations for common expression, just as they do in text-messaging. There are known as TLAs (three- letter acronyms) although some of them are more than three letters.

How many do you know?

Task 2- Write in full the following words

(Aim: to show that abbreviations are allowed in business e-mails)

Th x

Rgds

Tia

BTW

Re

Fwd

FAQ

REQ

CU

IMO

FyI

ATB

- Emails should be short and concise

Are abbreviations the only way to make emails short?

III- Language Practice

Task 1: - We can omit articles, pronouns, or auxiliary verbs.

- Look at these sentences and write them in full

(Aim: To be able to decode a sentence containing abbreviations and omissions.)

1- I am looking Fwd to seeing u next wk

2- Tia for yr help

3- Will be in touch tomorrow with updated figures

4- Pls call me re our meeting on thurs am.

5- Just a quick email to give you new dates

6- Got any exciting plans for the w/e?

7- No info on pay rises at the mo. Hope to hear sth soon, though.

Task 2: Use the appropriate phrases in “task 1” to complete the request and reply emails.

(Aim: to apply the acquired language exponents)

From : Rachel Beamish
Sent : Monday, June 1, 2009 11:00 AM
To : Brian Pearson
Subject : Request for brochures

Dear M Pearson,

Our company is currently looking for accommodation for some overseas colleagues who will be transferred to Southampton for 12 months.

..... Me some brochures showing the various houses and flats you have to offer. We also need to find locations near schools;

As our employees are arriving next month,

Thank you very much

Best regards
Rachel Beamish

HR assistant

Wells LTD

From : Brian Pearson
Sent : Thursday, June 4, 2009
To : Rachel Beamish
Subject : Re- Request for brochures

Dear Ms Beamish,

.....Unfortunately, the brochure you requested is being reprinted at the moment, but Prices and location have remained the same, however, so you'll find the requested information..... The new brochure will be sent by post as soon as it's available we.....

.....

Regards
Brian Pearson
Relocation Specialist
Changing Rooms
Brian@changingrooms.co.uk

Task 3: Rewrite the given email to make it polite

(Aim: to involve the learners in making decision on what is correct and ensure their understanding)

Step 1: Underline the sentences to be changed.

Step 2: Rewrite them to make them polite.

Our general manager saw your advert in yesterday's Financial Times and wants the free start-up packet advertised.

Send it to:

.....

We also want all the information you can send us on your after sales service.

Thank in advance

T. Gerald

- The present perfect is used to talk about deadlines and whether or not they have been met. It is also used to describe the status of tasks is in progress
- The will future is used in replies to emails requesting action to say what the writer will do and when?

Task 3: Use the words in brackets in the following emails to complete the gaps.

Remember the verbs should be in the correct form.

Email 1:

Hello Jane

First of all, there (1)..... (be) a meeting next Thursday from 2 to 5 pm to discuss trade fair planning please let me know whether you can attend.

(2)(you/order) the brochures for model 564Z and 566T yet? Remember, we need 5000 copies each for the trade fair.

(3)..... (you/contact) Margot about the schedule yet? I need the finalized version for the meeting on Thursday.

Finally (4)(you/sent) the presentation material yet?
I can't seem to find it anywhere.

Edward

Email 2:

Hi Edward

Yes, I can attend the meeting next Thursday.

I (1) (just/order) the brochures for the both models

They (2)(be delivered) on September 7th. BTW, I (3)(just//have a look) at a p d F of the new brochure. It looks good.

(4)..... (you/see/it)?

Re the schedule: I (6)(leave) a message on Margot's voice email but she (7)..... (not call back) yet. I (8).....(try) again later and (9).....(ask) her to contact you directly.

I (10)..... (email) the presentation material straight away. Sorry for the delay.

ATB

Jane

IV- Communication

Task1: Unscramble the words, then use them to complete the gaps
(Aim to be familiar with the spelling of key words that are often used.)

- The first letter of the word is always correct

a p s a - a r p p c t l e a e - a n t t m a h c e - I q u y i r n - i e r t e n t s e d - k w o n
- r q t s e u e - r v c e i e e - s n d e - s t f c r i s a a t o y.

1- I'm sending you the price list in the attachment

2- Your Is being processed

3- Please answer

4- We hope you find this

5- Can youme ...?

6- I'da reply a s a p

7- Thank you for your

8- Let meif you need any more help

9- I'm in...

10- I would like to

Task 2: - Read the given definitions to unscramble the letters and complete the anagram to find the hidden word.

- Student are invited to use their knowledge to find some new items.

1. - S - R - E - D - A - G - R

2. - X - O - O - U - T - B

3. - T - S - U - E - C - B - J

4. - D - W - R - F - O - A - R

5. - V - R - E - E - E - C - I

6. - P - T - Y - R - I - O - R - I - H - g - I - H

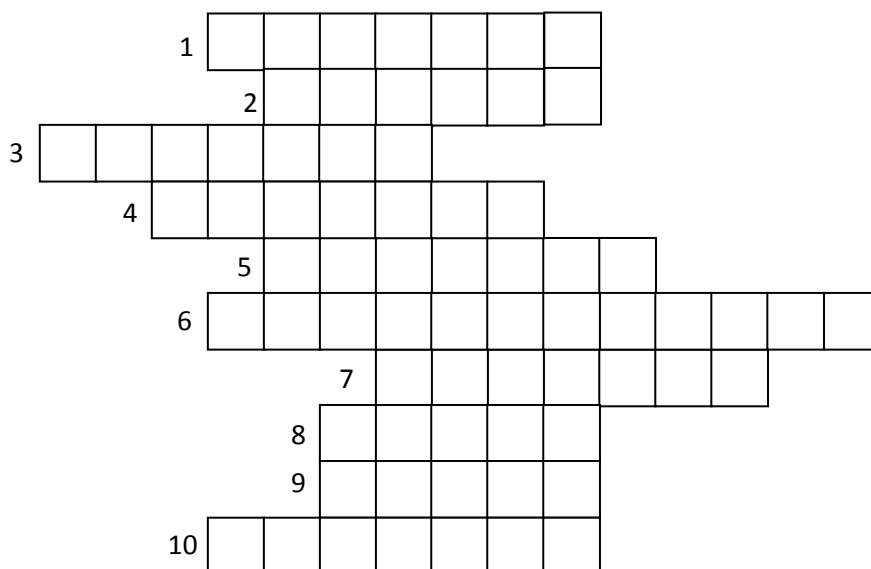
7. - M - S - S - G - E - E - A

8. - L - y - R - E - P

9. - B - o - X - I - N

10 -G-W- R -T-I -I -N

- a- A typical email close
- b- Where messages are stored before they are sent
- c- What the email is about
- d- To send an e mail you have received to a third person to....
- e- The opposite of to send: to
- f- What the exclamation mark (!) stands for
- g- The text of an email
- h- Another word for answer
- i- Where new emails go when you first received them
- j- Par to of an opening sentence: I'm w..... to let you know....



Task 2: You are the sales representative for Big top electric drills and saws:

Write to James Baker (your colleague Sarah Miller gave you his name) to order some brochures on big top's after-sales service. You need the English version of the brochures for an international trade faire in your country. The trade fair is next week!

V- Writing

Task 1: A virus has infected Simon's computer and scrambled Barbara's and

Thilo's replies to Simon's email.

(Aim to establish the coherence of idea within the context)

First unscramble words of each sentence. Then put the sentence in the appropriate order to have a coherent reply.

- The words in bold have the same position in the sentence:

- Barbara's reply:

- a- **Things** so here been busy have that hasn't on it there work been time to.
- b- **Last** desk a.m. figures will tomorrow your on quarter's be.
- c- **Tuesday** though be problem should no.
- d- **Sorry, Simon,** report yet finished I they haven't but.

Thilo's reply,

- a- **I've also** that figures wanted you attached

b- I've the post copy put already in **but** an too sending as attachment am it.

c- **Simon, Anna** just the at account details has the sent Hungarian office.

Task 2: An informal reply to an email.

According to the reply given, write down the questions or requests of Annita:

To : ANNITA

From : Martin

Subject : re Internet guidelines

Attachment : Internet guidelines.doc ; internetaccess.xls

Hi Annita

How are you? Thanks for your email

Yes you can have a copy of the new internet guidelines

I haven't sent them yet as they only arrived this morning!

You'll find a copy attached.

1- Could you send me a copy of the new Internet guidelines, please?

- You also asked for my thoughts about the guidelines.

no comment. - I've also attached the stats showing Internet use in the company – just as you asked

2-

You asked if I have the dates of the next internal policies meeting.

3-.....

Yes, but I'll have to find them first! Will send them a s a p!

Look forward to your next mail.

Have a good weekend!

Martin

4-.....

Task 2: You are the sales representative for Big top electric drills and saws:

Write to James Baker (your colleague Sarah Miller gave you his name) to order some brochures on big top's after-sales service. You need the English version of the brochures for an international trade faire in your country. The trade fair is next week!

(Unit adapted from English for E-mails : Rebecca Chapman;2007)

Unit 5 : Business Reports

Reading Passage :

It is essential to get the correct machine Wrong machine or are below minimum

for the volume that is required. In order to do this, it is necessary to obtain accurate estimates of the number of copies you make. A large proportion of companies who have replied to the Office Equipment Survey have not made proper estimates. The result is that they are running

£2,670 gives a monthly cost of £88. Alternatively, work out a figure based on your own financial method. Because of high maintenance costs, a formula of $\text{£}x + 1.25\text{p}$ per copy is required so as to cover most machines.

billing.

We asked Charles Sands, a business equipment consultant, to suggest a simple method of checking copy costs. He told us, 'First, establish the monthly cost of your machine as $\text{£}x$. Over three years this is, say, 3.3% of capital cost. For example, a machine purchased for

Taking a machine at £88 a month doing 7,000 copies, this works out at 2.5p per copy. And then of course, there's the paper too'

- I- Read the article and decide to whom the following extract is written for.
- a- Photocopying equipment manufacturers
 - b- General readers
 - c- Office supervisors
 - d- Purchasers of photocopying equipment

- II- **Read the article and say if these statements are True or False.**
- a- When buying a photocopier it is important to get the correct machine for the volume of copies required.
 - b- Many companies have the wrong machine because they have neglected proper estimate of the number of copies made.
 - c- 2.5 pper copy is required so as to cover most machines.
 - d- Although the companies do not make proper estimates, they get the relevant machine.

- III- **Read the tapescript and decide which of these factors is not relevant to your enquiry :**
- a- Speed
 - b- Situation
 - c- Breakdowns
 - d- Quality
 - e- Noise.

- **Interview with Mrs Clarke**

I: Mrs Clarke, I'd like some information about the AX20 photocopier used here in this office. For example, its efficiency...suitability ?

- C :The worst thing, as far as I'm concerned, is its position. It's placed very close to my desk and it also blocks the filing cabinets. It's very difficult for people...
- I : I see. How long does it take to do a copy ?
- C : I'm not sure exactly, but it's extremely slow. And there always seem to be a lot of people waiting to use it. And more important, it's always breaking down.
- I : Can you be more specific on that last point ?
- C : I know the machine is unreliable because I had to call the engineer five times last month.
- I : Yes, that's significant. What other disadvantages are there ?
- C : Well, I feel it's an extremely noisy machine...much noisier than the last one we had and the quality is not good either.
- I : The quality ?
- C : Yes, according to my records, there were over 8% spoiled copies in June and nearly as many as that the month before...

IV- Read the interview and answer the following questions :

- a- In Mrs Clarke's opinion, what is the most disadvantageous thing about the photocopier ?
- b- What evidence does Mrs Clarke give for poor quality ?
- c- What evidence does Mrs Clarke have for slow copy time ?
- d- Which of the following pieces of information would it be useful to obtain from Mrs Clarke :
 - Personnel permitted to use the photocopier.
 - Type of documents photocopied.
 - Number of photocopies done per day ?
 - Types of copy paper used.

V- Here is a summary of previous report by the purchasing department, read carefully and answer the questions.

The purpose of this report is to assess the relative costs of copy facilities based on different methods of payment. The methods examined are :

1 Rental 2 Leasing 3 Buying

- 1.1 The rate of rental depends on copy volume. On an AX20 at the minimum rate of 3,000 copies per month, the price is 209p per copy, excluding paper. At 10,000 copies a month, the rate is 1.75p. A total of £175.
- 1.2 On a five year lease, the monthly charge, depending on tax relief, is approximately £44.13. In addition, 1.1 per copy is required for maintenance and service. On 3,000 copies, this amounts to £77.13 a month. On 10,000, it is £154.13.
- 1.3 The capital cost of buying, after tax, is £1125.60. Over five years, that is £18.76 a month. Add running costs of 1.1p per copy and this gives a monthly total of £51.76 for 3,000 copies and £128.76 for 10,000.

- a- When leasing, what does the machine charge depend on ?
- b- Which method gives the cheapest copy cost ?
- c- What is the copy cost at 3,000 copies per month when buying ?

Mr Madson Statement

The question of whether to lease, rent or buy is very complicated. It very much depends on the tax and cash position of company. But one thing is clear ; our present policy of buying is unwise. Because this type of equipment is constantly improving, it is necessary to make frequent changes. If you own a copier, you have to sell it. The trouble is that there is a very poor market for used machines. A secondary point is that interbloc is a large company that does not need to build up its assets in this way or have a debt on the balance sheet. At the same time, the advantages of leasing have been overstated. Many companies have regarded leasing as a means of avoiding tax. In fact, it only postpones it. The company must face a tax bill in the end. The only way to avoid making payment is for the company to go on leasing at an increasing rate.

VI- a- Read the statement and decide if Mr Madson is :

- a- putting forward an argument against renting ?
- b- putting forward an argument against buying ?
- c- putting forward an argument for leasing ?
- d- putting forward an argument for renting ?

b- Read the statement and answer the following questions.

- 1- What is Mr madson’s principal argument against buying ?
- 2- What have many companies misunderstood about leasing ?
- 3- What causes companies to go on leasing at a higher level ?

II- Language Practice

1- Read the following statements and put F(fact) or O(opinion)

- a- Poor attendance at supervisors’ course
- b- Course not interesting or relevant
- c- Course badly time-tabled
- d- College too far from the factory
- e- Supervisors not good enough for course
- f- Failure due to low state of staff morale
- g- Low rewards for successful suggestions
- h- Unsuitable committee.

2- Reason and purpose

Use the following to make 8 sentences, linking each of the statements with one of those on the right

Result/ Situation		Reason/ purpose
1-A report was made		Postpone tax payments
2-The training centre was established	in order to	Difficult trading conditions

	because of	
3-The report was a failure		Assess the relative costs of photocopiers
4-The training course was cancelled		Poor maintenance facilities
5- Output went down		Imprecise terms of reference
6- The photocopier was inefficient		Low staff attendance
7- They leased the machine		The low level of supervisory knowledge
8- Efficiency was increased		Improved training methods

Notice how we can use this table to write out terms of references, e.g. sentence 1 :
The purpose of this report is to investigate the photocopying equipment on the market in order to recommend new machine for all the HQ offices.

Write similar sentences for 2-6.

(Unit adapted from :Business Reports in English 2007 ; Jeramy Comfort ; Rod Revell ; Chris Scott)

Appendix 10 : Listening and reading passages

Listening Comprehension passage (Unit :1)

A part from the issue of blocking access to certain Internet sites by governments, the topic of 'intellectual copyright' is probably the key ethical issue for the Internet age. Intellectual copyright refers to the ownership of a creative work. If you pay for and download an mp3 music file for personal use, that is legal, but what about if you then place it on your hard disk for peer-to-peer sharing? In the first case, the musicians get paid, in the second they don't. Similarly, an author doesn't get paid if you photocopy their book, and a software writer doesn't get paid if you distribute a pirate copy of their program. What about the movie industry? In comparison the music and publishing industries mentioned above, they have been considerably more successful in protecting their intellectual property. However, as Internet download speeds increase, file sharing of movies may also become a possibility. In short, it looks like all the creative industries are at risk from digital technology. Does this matter? The answer is yes. If musicians, authors, actors, film makers, software writers and others don't receive income, they won't continue to work to produce high-quality products. In theory, it is easy to see that this situation is wrong, but in practice it is difficult to persuade yourself to pay for something that you can get free. On balance, it is probably better to have some sort of regulation so that everyone pays, otherwise the creative industries will enter a slow decline.

Reading Comprehension Passage (Unit:1)

Never before has business ethics been such a hot topic. A succession of scandals at major corporations like Enron, WorldCom and Tyco caused the US Congress to pass the Sarbanes-Oxley Act in 2002- a major piece of anti-fraud and equal opportunities laws is enough to ensure ethical practices, and up to a point, they may be right. After all, American business does seem cleaner and fairer these days. But on the other hand, these laws only come into play after a crisis has occurred, and are predominately concerned with areas like financial reporting, contracts and discrimination. What companies really need is a set of standards and codes that describe what is ethical and unethical in the wider sense of society and the environment, and that prevent problems from happening. Moreover, these standards and codes have to be considerably more effective than in the past. For example, high-level managers need to take personal responsibility for detecting and preventing misconduct. Likewise, whistleblowers lower down in the organization who report misconduct must be protected.

From a financial point of view, having a strong ethical policy can be good for business. Consumers dislike companies that exploit cheap labour in poor countries or harm the environment, and 'corporate social responsibility' has become a key part of brand image. Of course a company's social audit. But it is in a sense a victory for ethical campaigners when, for example, the annual report of a company needs to list its contributions to society in order to keep the shareholders happy

Taking all this into consideration, I am convinced that ethical considerations will have a growing importance in the company of the future. It is true that government legislation already exists in many areas, but certain core values

like integrity, honesty, fair play, commitment to diversity and involvement in the community need extra support. They are too general to be created or defended by laws, yet strong leadership in these areas can set an example to employees all through the organization.

Listening (§1and §2) and reading passage (the whole text) (Unit2)

Fiscal policy refers to the government's efforts to keep the economy stable by increasing taxes and government spending.

High tax rates slow the economy because they take money out of the private sector and put it into the hands of government. They also discourage small businesses by decreasing profit margins and making effort less rewarding. But high taxes also mean that more money is available to spend on education, health, defense, highways and social programs. In practice, most governments spend more than they collect in taxes, creating a national debt. Reducing this deficit is politically unpopular as it involves cutting public benefits.

Monetary policy refers to the role that central banks have in controlling the money supply. If there is more money in circulation, demand in the economy increases, but so does inflation. Central banks ('the Fed' in the US ; 'the ECB' in the EU) can act in three main ways :

1 Raising and lowering interest rates

The central bank controls the 'base rate' (AmE discount rate) – how much commercial banks have to pay to borrow money from them. This rate is passed on (with some additional percentage as profit) to any customer who needs a loan. At this point it is referred to as the interest rate. When the economy is booming, the central bank raises rates. This makes borrowing more expensive. So businesses borrow less, and the economy slows as companies spend less on labour, plant, equipment, etc. The opposite is true when the central bank lowers rates : businesses borrow more and the economy takes off.

2 Reserve requirements

The central bank tells commercial banks what percentage of their customer accounts must be physically kept in the bank as cash. When reserve requirements are raised, banks have less money available to make loans and the economy cools.

3 Open-market operations

The central bank buys and sells bonds. To cool the economy (decrease the money supply) they sell bonds to the public. The money received in payment is no longer in circulation for the purchase of goods and services. To stimulate the economy (increase the money supply) they buy back bonds from the public, and the money they pay enters circulation.

With these three tools central banks can operate either an ‘expansionary’ or a ‘restrictive’ monetary policy.

Listening Comprehension (Conversations Unit 3)

1-

Barbara Koenig : Delta International.

Barbara Koenig speaking.

Rick Casbon : good morning, Barbara. It’s Rick Casbon here. Can I speak to Uwe Timm, please ?

BK : Good morning, Mr Casbon. Mr Timm is in his office. I’ll put you straight through.

Uwe Timm : Uwe Timm

RC : Good morning, Uwe. It’s Rick here

UT : Hello Rick. How are you ?

RC : Fine. I’m just calling about organizing a videoconference for the board...

2-

Tom Buddel : Hello Paul. Tom here.

Paul Hoffman : Oh hi Tom, I didn’t think you’d be in the office today.

TB : Yeah, I was meant to be going to the printers, but it was cancelled at the last minute. Paul, I just wanted to ask something. Is it possible to discuss the new logo for IGP Products at our next team meeting ?

PH : Sure.

3-

Paul Hoffman : Paul Hoffman speaking.

How can I help ?

Jenny Tidman : Hi Paul. Jenny Tidman here.

PH : Oh hi Jenny. How are you ?

JT : Fine. Well. OK, just a bit on the busy side. Do you have a minute to spare, Paul ?

PH : Yeah sure, fire away.

JT : Well, I was ringing to try and fix up the next progress meeting with the design team for the Business Spanish book project...

4-

Jenny Tidman : Delta International. Jenny Tidman speaking.

Uwe Timm : Hi Jenny. It’s Uwe here. Have you got time to talk ?

JT : Yeah sure.

UT : I was thinking of setting up a meeting to brainstorm ideas for improving the website.

JT : That sounds like a good idea.

5-

Uwe Timm : Hello Rick. It's Uwe here. Sorry for ringing so early !

Rick Casbon : No problem. What can I do for you ?

UT : Well, we really need to decide on the final date of the annual general meeting. I'm finalizing the company calendar this week.

6-

Jenny Tidman : Good morning. Jenny Tidman speaking.

Uwe Timm : Morning Jenny. Uwe here. Do you think we could possibly fix a date and a time for your annual appraisal ? I'd like to do it before the end of the month if possible.

Can you suggest a few dates ?

7-

Paul Hoffman : Paul Hoffman.

Jenny Tidman : Morning Paul.

PH : oh hi ? Jenny. How are you ?

JT : Fine thanks. Paul, do you remember we spoke about organizing a training day using that new software ? Well, the company that produces it has agreed to send one of their top engineers down to spend a day with the team in July.

PH : Great !

Unit 3 (Writing : Follow up Case study)

Think of a real or imaginary meeting you are arranging. Write the details of the meeting in the table. Use some of the following ideas if you wish :

- Type of meeting : brainstorming, progress, project, appraisal, training.
- Venue : your office, company seminar room, meeting room in hotel, training centre.
- Subject : salaries and expenses, company logo, move to new office accommodation.

Subject	
Date and time	
Venue	
Participants	

Then work with a partner and answer the following questions about the meeting :

- 1- Is the meeting really necessary or could everything be done by e-mail, phone or video-conference.
- 2- Would it better if mini-groups met to discuss specific points before the meeting ?
- 3- What do you want to achieve in the meeting ?
- 4- Is it a formal or informal meeting ?

- 5- Who are the most important attendees in order to achieve the aims of the meeting ?
- 6- Have you chosen the best date and time ?
- 7- Is the venue appropriate ?
- 8- What facilities and equipment are needed ?

Appendix : 11

ANSWER KEYS

Unit 1:Developing an Argument

I- Listening Comprehension

Task 1 : T – F – F – T – F

Task 2 :

Ethical	Unethical
- a	- b
- e	- c
	- d
	- f

Task 3 :

Ethical – copyright – download – legal – sharing – paid – unethical

II- Reading Comprehension

Task 1 : 1 → a- 2 → a- 3 → a

Task 2 :

Opinion

- Up to a point
- I am convinced

Focusing/ emphasizing

- After all
- Predominately
- From a financial point of view
- What companies really need
- Never before has

Adverb/ Comparative adjectives

- Considerably more effective than
- Relatively less important than

Task 3:

- Up to a point
- Never before has
- After all
- Predominately
- In a sense
- From a financial point of view

III- Language Practice

Task 1:

- a) C – d – a – b
- b) F – e – h – g

Task 2:

1b – 2a – 3b – 4a – 5b – 6a

Task 3:

- 1- A technical point of view
- 2- A commercial point of view
- 3- A political point of view
- 4- An ethical point of view
- 5- A legal point of view

Task 4:

Noun	Noun	Verb : what the criminal does	Noun : thing made or done in the crime	Related adjective
Counterfeiting	Counterfeiter	Counterfeits	A counterfeit	Counterfeit
Embezzlement	Embezzler	embezzles	embezzlement	embezzled
Faking	Faker	Fakes	a fake	faked
Forgery	Forger	Forges	A forgery	Forged
Fraud	Fraudster	Defrauds	a fraud	fraudulent
Money laubdering	Money launderer	Launders money	X	X

IV - Communication**Task 1:**

- a- Green marketing
- b- Corporate Social Responsibility
- c- Social Marketing

Task 2: a

- A- Corporate social responsibility (CRM)
- B- Social marketing
- C- Green marketing

a-

Personal opinion	Qualified opinion	Partially true statement
- I really believe that - I am convinced that	- People often claim that - People tend to believe	- In a sense

- As far as I know - It seems to me that - To the best of my knowledge - To my way of thinking	that	- In a way - To some degree/extent - To a limited degree/extent
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UNIT : 2 Globalization and Economic Policy

I- Listening Comprehension

Task 1 T/F: a → F - b → F - c → T - d → F

Task 2: Matching Pairs

- 1 → d - 2 → c - 3 → b - 4 → a

Task 3: Fill in the blanks

- a- Government's efforts to keep the economy stable
- b- Decreasing taxes
- c- High taxes rates
- d- They take money out of the private sector
- e- The hands of government
- f- Decreasing profit margins

II- Reading Comprehension

Task 1: The procedures are:

- a** - Raising and lowering interest rates
- b** - Reserve requirements
- c** - Open-market operations

Task 2: Key words:

- 1- 'base rate' - 'interest rate' - 'economy slows' - 'economy takes off'
- 2- 'customer accounts' - 'cash' - 'economy cools'
- 3- 'buys and sells bonds' - 'stimulate the economy' - 'circulation'

Task 3 a- Underline the relevant words

- Increasing / provide stimulus to / inflation
- b-** increasing – increasing – increasing – increasing

III- Language practice and Communication

Task 1: Give the correct form of the verbs in brackets.

- Controls – raises – buys – sells –

Task 2: a- Plural nouns with ‘s’

- Efforts – taxes – rates – hands – businesses – margins – highways – programs – governments – benefits – banks –
- **b- Classify these words according to the pronunciation of the final ‘s’**

/Z/	/S/	/ɪz/
Programs	Rates	Businesses
Highways	Benefits	Taxes
Hands	Banks	
Margins	Governments	
	Efforts	

Task 3: Fill in the missing letters

- Merge
- Joint ventures
- Subsidiary / subsidy
- Red tape
- Tarrifs/ quotas
- Exchange rates
- Assets

Task 4 : Group words with similar meaning

- Recovery/ upswing
- Growth / boom/ expansion
- Recession / contraction/ downturn/ slowdown
- Depression / slump

Task 5: Collocations

- a- Inward investment
- b- Competitive advantage
- c- Deeper involvement
- d- Contractual agreement
- e- Mobile communications
- f- Trading partners
- g- Trade surplus.

Task 6: Mixed dialogue

Dialogue One:

b- Company Strategy in the Face of Globalization

A: If a company wants to trade outside its own national borders, what are the basic strategies to adopt?

B: It depends on the amount of risk a company is able to undergo. In fact, import/export is the lowest risk but also gives the lowest profit potential.

A: In this case, what are the options included?

B: It includes franchising and foreign licensing.

A: In the case of a company wants a deeper level of involvement, what is the adequate strategy?

B: In this case, it is possible through a long-term contractual agreement. In Fact, they can outsource some or all of their manufacturing. Increasingly, service jobs are also being outsourced.

A: How can commitment be wider?

B: Actually, Foreign Direct Investment (FDI) is the highest risk, but gives the most commitment to the global market.

A: But how is this commitment established?

B: In fact, companies by property and businesses in the foreign nation. This kind of investment includes acquisitions to create overseas divisions, joint ventures and strategic alliances.

Dialogue two

Forces Driving Globalization

A: What are the key elements, which contribute in driving globalization?

B: First, we have cost factors. Indeed, companies are looking for cheaper labour and manufacturing costs to enable them to stay competitive, so they outsource to other countries.

A: I think, this is what we call inward investment, so what are the benefits of such procedure?

B: Well, the country receiving the inward investment benefits from the creation of jobs, skills development and technology transfer.

A: Does globalization appeal to a global presence?

B: Definitely, as domestic become saturated, emerging markets offer new opportunities. The BRICs (Brazil, Russia, India and China) could dominate world trade in the 21st century, as the US did in the 20th century and the UK in the 19th. Actually, companies need to establish a global presence because customers are also global.

A: In this economic atmosphere, is it risky to stand aside?

B: Absolutely, it is really dangerous to stand aside as competitors merge and make alliances.

A: How can technology be a great enabler for globalization?

B: You know, the internet makes comparison of supply chain costs easy for manufactures, and comparison of supply chain costs easy for manufacturers, and comparison of final price easy for the end-user. Actually, mobile communications allow employees to keep in touch all over the world. For instance, software tools on company intranets allow managers to access information anywhere, anytime.

A: Do you agree if I say that in a globalized market the economic risks are shared?

B: I think so, the “business cycle” used to happen separately in different national economies. However, with the integrated global economy, it is now international.

Unit 3 : Arranging Meetings

I- Listening Comprehension

Task 1:

- | | | |
|-----------------|---|--------------|
| 1- Rick Casbon | → | Uwe Timm |
| 2- Tom Buddell | → | Paul Hoffman |
| 3- Jenny Tidman | → | Paul Hoffman |
| 4- Uwe Timm | → | Jenny Tidman |
| 5- Uwe Timm | → | Rick Casbon |
| 6- Uwe Timm | → | Jenny Tidman |
| 7- Jenny Tidman | → | Paul Hofman |

Task 2:

a-2 - b-4 c-1 d-6 e-7 f-3 g-5

II-Reading Comprehension

Task 1:

a- F b- T c-F d-F e-T

Task 2:

- Could we try...
- What about...
- How about...

Task 3:

1-f 2-c 3-d 4-a 5-g 6-h 7-e 8-b

III- Language Practice

Task 1:

- a-* Yes, I can make that date.
- b-* Yes, I'm free on that date
- c-* Tuesday at nine o'clock is fine for me.
- d-* Sorry, I can't make the meeting next week.
- e-* I'm afraid not, I'm away on a business trip.
- f-* Wednesday the 15th at 11 o'clock sounds good
- g-* Yes sure, how about Monday 8th or Tuesday 9th ?
- h-* Yes, I'm happy with next Monday morning.
- i-* I'm afraid I have another appointment then.
- j-* Yes, that date works for me.

Task 2:

a- Can b- need/ is c-am d- do/think e-have

Task 3:

Conversation A:

- Next week

- Business trip
- Get back
- Tuesday 9th
- O'clock
- For me

Conversation B

- Board members
- In mind
- Of the 15th
- I'll try
- 16.00GMT
- Problem

Communication

Task 1:

Conversation A

d-a-f-c-e-b

Conversation B

e-d-b-c-f-a

Task 2:

- Annual General Meeting
- Progress meeting
- Board meeting
- Team meeting
- Brainstorming meeting
- Staff appraisal meeting
- Training meeting

Task 3:

- 1- Karla
- 2- Karla
- 3- Moto
- 4- Sylvie

Unit 4: Inquiries and Requesting Action through e-mails

I- Reading

Task 1:

- Please answer asap.
- Can you help
- Can you please send me...
- I'm sending you the...in an attachement.
- Thanks for your email/request
- Let us know if you need any more help.
- We hope you are happy with this.
- Thanks for choosing...
- We are working on your request

The difference is: formal and less formal

Task :2

- Thanks
 - Thank you in advance
 - Regarding
 - Frequently asked questions
 - See you!
 - For your information
 - All the best
- regards
 - by the way
 - forward
 - request
 - in my opinion

II- Language Practice

Task 1:

- 1- I'm looking forward to seeing you next week
- 2- Thank you in advance for your help.
- 3- I will be in touch tomorrow with the updated figures.
- 4- Please call me regarding our meeting on Thursday morning.
- 5- This is just a quick e-mail to give you the new dates.
- 6- Have you got any exciting plans for the week-end?
- 7- There is no information on pay rises at the moment. I hope to hear something soon, though.

Task 2:

- 1- Could you please send
- 2- Would you be able to help?
- 3- Would appreciate a reply asap.
- 4- Thank you for your e-mail
- 5- Your request is being processed
- 6- In an attachement
- 7- Hope you find this satisfactory.
- 8- Thank you for your interest../ do not hesitate to contact us if you require further assistance

Task 3:

Model answer

Our general manager saw your advert in yesterday's Financial Times and would be grateful if you could send her the free start-up packet advertised.

III- Communication

Task 1:

- | | | |
|----------------|--------------|--------------|
| - Request | - send | - know |
| - asap | - appreciate | - interested |
| - satisfactory | - enquiry | - receive |

Task 2:

1- e-mail a is a request.

2- He'd like them all to send him the figures from the last quarter by first thing the next morning.

He'd also like Pascal to coordinate his team and send through their report (by Thursday 4th)

Barbara should finish and send the sales report (by Thursday 2nd June) and Thilo should contact Hungary about the new account details (as soon as possible)

3- Pascal has sent Simon the figures from the last quarter. He has also contacted his team and finished the sales figures. He hasn't finished the report as he and his team have been very busy.

4- They seem to have a good working relationship and their e-mails are informal and friendly, although Simon writes slightly more formally, possibly because he's the boss.

IV- Writing

Task 1:

Barbara's reply:

d- Sorry, Simon, but haven't finished the report yet.

a- Things have been so busy here that there hasn't been time to work on it.

c- Tuesday should be no problem though.

b- Last quarter's figures will be on your desk

Thilo's reply

c- Simon, Anna at the Hungarian office has just sent the account details.

- b- I've put a copy in the post already, but am sending it as an attachment too.
- a- I've also attached the figures that you wanted

Task 3:

e-mail 1

- 1- will be
- 2- have you ordered...yet
- 3- have you contacted...yet
- 4- have you sent...yet

e-mail 2

- 1- I've just ordered
- 2- will be delivered
- 3- 've just had a look
- 4- Have you seen
- 5- 'll forward
- 6- I've left
- 7- Hasn't called back yet
- 8- 'll try
- 9- Will ask
- 10- Will email

Task 4:

- I'd be interested to know what you think.
- Can you also send me the statistics on Internet use in the company, please?
- I haven't heard from Sanji for ages. Have you?
- Do you have the dates of the next internal policies meeting?

فرضت العولمة الاقتصادية اللغة الانجليزية كلغة تواصل في عالم الاقتصاد و التجارة و فتحت الأبواب بين الشركات العالمية ، و بهذا تجاوزت حدود المملكة المتحدة و الولايات المتحدة الأمريكية . فقد استخدمت اللغة الانجليزية لأغراض محددة بوجه عام، و لإدارة الأعمال بوجه خاص، لأنها تخدم التواصل الاقتصادي في السياقات المهنية و تجمع بين الأفراد من ذوي الجنسيات المختلفة لقد مهدت عملية الخصخصة و التحرير الاقتصادي في الجزائر الطريق إلى الإصلاحات الهيكلية لتسمح بإنشاء شركات اقتصادية دولية ، و لهذا نسعى في هذا البحث إلى تسليط الضوء بالتفصيل على حيثيات استخدام اللغة الانجليزية و الاحتياجات المحددة للغة في سوق العمل و الجامعة ، كما نسعى أيضا إلى استثمار نتائج الدراسة لصالح التعليم و التعلم في الجامعات . كما اخترنا ثلاث شركات تستخدم اللغة الانجليزية في مجال الاتصالات التجارية هي من صميم هذا البحث . اعتمدنا في بحثنا هذا على منهج متعدد الإجراءات مستعينة بأدوات البحث كالملاحظة و المقابلة و الاستبيان وذلك للتعرف على المهارات اللغوية المطلوبة في سوق العمل وبالتالي إبراز الوظيفة الاجتماعية للغة الانجليزية و حث الأساتذة في معهد الاقتصاد و التجارة على تزويد الطلبة بالمهارات اللغوية الضرورية للتوظيف ، ولهذا الغرض تم تقديم مقترحات لمدرسي اللغة الانجليزية لأغراض خاصة و تزويدهم بنموذج للمواد التعليمية و الأنشطة وفق الاحتياجات الواردة عن نتائج البحث في مكان العمل .

الكلمات المفتاحية: اللغة الانجليزية كلغة التخصص – اللغة الانجليزية لإدارة الأعمال – العولمة – معهد الاقتصاد و التجارة – مواد تعليمية – احتياجات سوق العمل –

Résumé :

L'Algérie est de plus en plus dépendante de l'économie mondiale et cela est dû à la mondialisation dans toutes ses formes. D'une part, il existe des bases de l'économie comme les entreprises, les lois, et l'infrastructure et d'autre part une audience avec laquelle on communique. La langue anglaise franchit les frontières du Royaume Unis et des Etats Unis, elle est utilisée comme « lingua franca ». L'anglais des affaires n'est pas seulement une branche de spécialité mais aussi une langue indispensable au monde de l'économie, c'est-à-dire elle est au service de la communication professionnelle. L'Algérie encourage l'installation des entreprises internationales et consentit à leur développement. Elle est un membre actif dans le monde des affaires et la langue anglaise est devenue indispensable aux entreprises installées en Algérie. L'université a la responsabilité de former les étudiants pour exercer leur future profession comme il se doit. Les objectifs de la présente recherche sont : analyser pour repérer les besoins de la langue prescrits par le monde du travail et montrer à quel point ce monde pourrait servir à l'éducation. Cette présente recherche incite à ce qu'il y ait une coordination entre l'enseignement universitaire et le monde du travail, c'est-à-dire un enseignement socialisé. Une approche méthodologique mixte a été utilisée (entretien, questionnaire et observation) pour l'élaboration de cette recherche.

Mots clés : Mondialisation – langue de spécialité – anglais des affaires – enseignement universitaire – entreprises – communication professionnelle.

Summary

The beginning of the 21st century is a time of global transition. Privatization and economic trade liberalization have paved the way to structural reforms. Thus, Algeria is becoming more and more dependent on global economy and state economic enterprises have been replaced by shareholding management companies. In addition to bases of economy as firms, law, and infrastructure, a global audience is here to communicate with. Therefore, it is necessary to consider the social function of the language and make a shift from the language system to language use. Indeed, the English language has shifted from being a language used to serve native speakers to an international medium of lingua franca. English for Specific Purposes in general and business English in particular serve communication in professional contexts. Algeria is a fresh territory, which welcomes the settlement of international companies, advocates partnerships, and is an effective member in the world of business. However, different nationalities of the business community need to communicate and collaborate on a global basis ; therefore, the use of English has emerged and spread over many companies established in Algeria. Accordingly, this study aims at examining and analysing the needs that is represented by the labour market and envisioning to what extent the workplace can serve the world of education. Three different companies using English language in business communication are at the core of this research. A mixed method approach to research including observation, questionnaires and interviews has been adopted to conduct this research to confirm the need of the four language skills.

Key words : ESP – Business English – Education – Labour market – Globalization – Business Communication – Target needs – Language skills