

PEOPLE'S DEMOCRATIC REPUBLIC OF ALGERIA
MINISTRY OF HIGHER EDUCATION AND SCIENTIFIC RESEARCH
DJILLALI LIABES UNIVERSITY- SIDI BEL ABBES
FACULTY OF LETTERS, LANGUAGES, AND ARTS
DEPARTMENT OF ENGLISH



**English in the Workplace: An Analysis of the
Communication Needs of Banking and Hotel
Receptionists**

Thesis submitted to the Department of English in Candidacy for the Degree of “Doctorat en Sciences” in English for specific purposes

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Title:

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DEDICATIONS

In memory of my father and my brother, may Allah bless their souls.

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ABSTRACT

In today's global industry, the technical know-how is no more a stand-alone professional skill. Hence, other related tasks, mainly communicative ones, are required to set out and finally achieve target goals in business contexts. English has almost gained the status of a key player language in these contexts. Such supremacy exerts a direct pressure on the communicative performances required by national workplace professionals. The present thesis set out to unveil through sophisticated needs enquiry, the different English language communication needs that are required by Algerian business employees from two business sectors: banking and tourism. This married up with the aim to provide ramifications for English for Specific Purposes training at both pre-and in-service levels of the aforementioned settings. Highlighting the extent to which is English and its different skills needed in these contexts was the research question behind the thesis in hands. To this end, the researcher deployed a variety of data collection tools including field notes and desk research. Subsequently, a questionnaire administered to 192 employees within two different workplaces granted the study a quantitative stance; whereas the interview conducted each time with a certain group of participants represented the qualitative facet of the study. Additionally, a direct examination of the most frequent technical programming events was proposed to more understand another existing usage and need to English. The findings revealed that there was a need to English and that need varied depending on its existing use or demand. The study had a bearing for pedagogical implications, notably in relation to adopting approaches to ESP teaching. That is to sort out prototypical linguistic realizations and strategies deployed to accordingly develop teaching tasks and materials at final stages.

KEY TO ABBREVIATIONS AND ACRONYMS

AEBS: Algeria Electronic Banking Services

AGB: Algeria Golf Bank

ATM: Automated Teller Machine

BADR: Banque de l'Agriculture et du Développement Rural (Agriculture and Rural Development Bank)

BB: Banking Brevet

B2B/ Business to Business

B2C: Business to Customer

BDL: Banque de Développement Local (Bank of Local Development)

BE: Business English

BEA: Banque Extérieure d'Algérie (Foreign Bank Algeria)

BIC: Bank Identifier Code

BOC: Back Office Computerization

e-BE: Electronic Business English

e-ME: Electronic Medical English

CBS: Core Banking Solution

CCB: Certificate of the Banking Culture

CPA: Crédit Populaire d'Algérie (Popular Credit of Algeria)

DTPB: Decomposed Theory of Planned Behaviour

EAP: English for Academic Purposes

E-banking: Electronic banking

E-Business: Electronic Business

EBE: English for Business and Economics

E-Commerce: Electronic Commerce

EBP: English for Business Purposes

EDI: Electronic Data Interchange

EEP: English for practicing Engineers

EFL: English as a Foreign Language

EFT: Electronic Funds Transfer

EGBP: English for General Business Purposes

EGP: English for General Purposes

ELP: English for Legal Purposes

ELT: English Language Teaching

EMP: English for practicing doctors or medical purposes

EMT: English as a Mother Tongue

EOP: English for Occupational Purposes

EPOS: Electronic point of sale

EPP: English for professional purposes

ESBP: English for Specific Business Purposes

ESHRA: L'Ecole Supérieure d'Hôtellerie et de Restauration d'Alger (Algerian Hotel and Restaurant School)

ESL: English as a Second Language

ESP: English for Specific Purposes

ESS: English for Social Sciences

EST: English for Science and Technology

E-Transfer: Electronic Transfer

E-Tourism: Electronic Tourism

ETP: English for Tourism Purposes

EVP: English for vocational purposes

FTP: File Transfer Protocol

GE: General English

FO: Front Office

GPS: Global Positioning System

HK: House Keeping

HRM: Human Resources Management

INSFP: (NISPT) National Institute Specialized in Professional Training

IMF: International Monetary Fund

ICT: Information and Communication Technology

IT: Information Technology

ITAA: Information Technology Association of America

ITU: International Telecommunication Union

LBES: Longman Business English Skills

MICR: Magnetic Ink Character Reader

NA: Needs Analysis

NFPS: National Fund for Provident Savings

NNS: Non-Native Speakers

NS: Native Speakers

OBG: Oxford Business Group

OFCs: Offshore Centers

PC: Personal Computer but here conceived for banking activities

PMS: Property Management System

POS: Point-Of-Sale

Q: Question

S.D: Standard Deviation

S.I.B.F: Société Interbancaire de Formation

SIH: Société d'Investissement Hotelier (Hospitality Investment Society)

SWIFT: Society for Worldwide Interbank Financial Telecommunication

TBA: Total Bank Computerization

TL: Training Language

TMN: Telecommunications Management Networks

TOEFL: Test of English as a Foreign Language

TOEIC: Test of English for International Communication

ST: Senior Technician/ **TS** (Technicien Supérieur)

TV-based: Television-based

WTO: World Tourism Organizations

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GENERAL
INTRODUCTION

GENERAL INTRODUCTION

It is commonly agreed that English has become an international language and widely used as a medium for understanding and exchanging ideas all over the world. In addition, it is used as a means to transfer thoughts and cultures and to create good relationships between people. Most of these people live in different countries where English is required for external purposes, i.e. to communicate and to do business with others, and to catch up with the advances of the New Age. Henceforth, there is a growing acknowledgement that economies of the time being need to be driven by development, innovation and commercialization and to be knowledge based rather than commodity based. Accordingly, the explosion in business and communication technology has revolutionized the field of English language teaching and has brought evidence on the importance of teaching ESP. It has radically shifted the attention of course designers from teaching English for Academic purposes to teaching English for more specialized purposes and had led to an increased interest in investing the most efficient ways of improving the ability of workers in using specific English in specific workplace.

The rise of this language, as a global language, is attributed to the fact that it is the language through which international trade and exchanges are conducted; scientific and technological advancements are highlighted; news and information are disseminated in modern societies. In these societies services have the greatest importance in meeting human needs. In sector of services, banking and tourism play crucial roles in almost all countries. So as to ensure the quality of banking and hospitality services, it is necessary to find common language between supply and demands sides. Since English has become an international language, it has become necessary and evident for workers in these two contexts to develop the language skills demanded and to

be part of the intense competition in most business services operating at their best.

To remain competitive, firms need to be flexible to respond rapidly to the fast changing market environment to which they are exposed. Actually, banks and hotels worldwide have become transformed over the years to respond to the increasingly sophisticated customer and market demands. Therefore, they need to put in place facilities that ensure greater customer convenience, better delivery and increased accessibility to services.

In the financial sector, particularly commercial banks, researchers have found it beneficial to spot the light on the high benefits gained by involving English language in various banks' works as a communication tool, an electronic dealing language and a global understanding referent between nations. For instance, a study which took place in a specialized business context involving senior German bankers, pertained that there is a correlational relationship between the place of work and the effective needs of workers in terms of language skills practised, terminology used, and syllabus design and materials preparation for the workers. English language acts as the core of banking transactions as exports, imports and transfer of funds that need documentary credits, letter of credit arrangements, bank guarantees, electronic trade, and mail order shopping, at an age of prosper communication link. Banking management training is one segment of the larger financial transferability. It could be argued that the formal preparation of industry professionals, via banking training programs, is the most important one.

By the same token in hospitality industry, only institutions with providing a platform for developing and producing the newly emerging globalized skills of management can evaluate its potentials. Future hotel and tourism industry need educational establishments that provide hospitality management courses and language training. It is now at a point where there is a sufficient base of theory that it can easily move well beyond vocational training and expose students to a wide range of ideas, knowledge and theory. The key challenge, therefore, for tourism and hospitality

education is not to stay with the traditional way that is simply to satisfy the employability needs of industry, but it is to harness the development of the knowledge that will provide a contribution to the successful development of the field as a whole. Tourism and hospitality management education is therefore one segment of the larger tourism and hospitality industry. It could be argued that the formal preparation of such industry professionals via education programs is the single most important one.

Preference for English in international business means that enterprises and financial institutions in non-native English speaking countries are enthusiastic about its inclusion in their educational body. Therefore, many Algerian firms, including banks and hotels, have understood that their employees require high English proficiency in order to survive in today's competitive business world. They usually encourage their employees to improve their English communication skills through official tests and trainings. However, most Algerian students, trainees and employees seem not to have such level of proficiency.

Nowadays, Algeria is counted among the developing countries that are opening doors for offering international business and investment opportunities. Foreign investors from different spots of the world are encouraged to choose this country as a destination for a successful business. However, Algeria, when compared to other developing countries, has not the facilities as far as communication is concerned. One key problem that international businesses and investments find in Algeria is due mainly to the language they use. The ability to conduct business effectively in English or any other foreign language results normally in the need for training on that language in its specific business context. Therefore, ESP and business English training have evolved to be almost an industry in itself. However, Algeria's limited use of English is negatively influencing its foreign business and this is the problematic of the present research which is an attempt to explore the issue of adopting ESP in Algerian banking and hotel services and to discover the communicative language problems encountered therein.

Under the aim of what has been seen and looked out, the researcher has in mind the following questions;

Q₁: How far is English needed in the Algerian banks and hotels?

Q₂: What are the Algerian banks and hotel employees English needs, wants and lacks that should be improved?

Q₃: Is there a relationship between English comprehension and programming abilities?

Q₄: How can the findings inform ESP pre-service and in-service training?

On the ground of the above questions, it is hypothesized the followings:

H₁: English is likely needed in the Algerian banks and hotels.

H₂: Banks and hotels employees have constant English needs that should be improved accordingly.

H₃: English language non-proficiency might downturn the programming ability.

H₄: ESP teaching tasks and activities through a useful training can be a remedy for English language needs and difficulties and so the equipment with the necessary language skills required in the workplace.

The aim of this study is to investigate its participants' perception of their ability to speak, read, listen and write in English. It is also aimed to discover their lacks, strengths and wants in developing those language necessary skills. Teaching the process of ESP should take as a starting point the analysis of the four traditional skills within an appropriate context and workplace. Moreover, an effective syllabus must attempt to overcome the deficiencies of the educational system under which they are operating. ESP, therefore, came against the conventional humanistic approach wherein both teachers and learners abide by the academic objective rather than concentrating on the language skills most relevant within the workplace.

To unveil the issue of the existence of English in Algerian banks and hotels, the researcher has experimentally chosen mixed research method for both quantitative and qualitative results and which include: face to face interviews, questionnaires, observations, desk research and visits. In this, she intends to apply this research

method in five banks in different Algerian towns: Two Foreign Banks of Algeria, Bank of Algeria, Trust Bank Algeria (TBA) and Algeria Golf Bank (AGB). All of which are agencies. These are along with five hotels: Sheraton, 'Le Meridien', Four Points by Sheraton, Royal and Ibis making one of the Marriott International convention centres in Algeria. The choice of these banks and hotels was not at random; but it is due, first, to the facilities provided to the researcher and, second, to the fact that they are visited by foreigners.

Four selected banks are geographically located in 'Saida' and the fifth one in 'Mascara'; however the hotels are located in "Oran". Some foreigners are living in the former towns for certain investments and projects. They come to these banks for fund change or transfer to their native banks. Additionally, these banks manage to transfer funds to foreign banks in return to products that the natives of the town buy from abroad; or they receive funds from foreigners to buy products from Algeria. The act of selling and/or buying happens through internet using codes. For this to happen, business reports are sent and received in the form of files after each fund transfer. Most countries with whom that transfer happens are English speaking countries, so these reports should be printed and sent in English. As to the latter town, it is the destination of tourists coming from different countries and so for foreign business of big firms and companies. As a result, this research attempts to synthesize empirical facts on whether English is needed or not in Algerian banks and hotels. It attempts to examine the employees' communicative needs at these contexts; to identify the effect of English comprehension on programming ability and the need that it entails. For the latest point, an overview of current research is discussed and a testing methodology is proposed to measure the technical usage of English knowledge as a natural language on computer programming of IT departments.

Accordingly, the current work is divided into four main chapters. The first chapter is an introductory one which introduces the emergence of English as a language of business and its necessity in banks and hotels. It contains two main parts: the description of the role of English in business as well as its existence in banks and hotels training centers in Algeria in addition to the research methodology followed in

the study. The second chapter deals with the review of literature related to the study. It deals with ESP; communication in the selected contexts of study; the importance of Need Analysis in identifying business English learners' needs and how English should be practised in a business context through the appropriate materials. The third chapter presents a description of the results of the fieldwork that were gathered. The fourth chapter includes discussion of the findings. It suggests some recommendations and closes on taking account of limitations to the study.

Finally, this research is largely confirmatory in nature. The descriptive design was adopted in carrying out the study and a variety of tools, namely the questionnaire and the interview, were used to test its problematic and hypotheses. Researchers operate under the assumption that all good quality articles relating to the study will be available searched. That is why this work had used various search words related to banking, tourism and English such as: information technology, technology diffusion and adoption, e-banking, e-booking, e-travelling, tourism, hospitality, e-commerce, e-transfer, electronic communication, performance... etc. All within the context of the qualifier "Algeria", various combinations of this search words were also used. Another point to be mentioned and which obviously opens the door for debate and questions is that the title of the study in hand carries the word 'receptionists'; however inside the work it is found 'employees' more than receptionists. The researcher had found it necessary to measure the research questions and hypotheses on every *employee* since all of them are considered as *receptionists* of 'information'.

CHAPTER ONE:
DESCRIPTION OF THE
RESEARCH CONTEXT AND METHODOLOGY

Chapter One

Description of the Research Context and Methodology

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CHAPTER ONE

DESCRIPTION OF THE RESEARCH CONTEXT AND METHODOLOGY

1.1. Introduction

With the continuing globalization of markets, widespread recognition of a world language has been growing in the world of business. English as a global language and as a means of communication between different nations and institutions around the world is becoming, thus, more important and needed in many contexts. Banks and hotels are one of these contexts wherein the English language is used. Native and non-native speakers are communicating and transferring information overseas and continents using English. This chapter, therefore, proposes an overview of the research contexts and methodology that is used in the present investigation of the English needs in banks and hotels workplaces. It will first sketch the sequential research design before dealing with the data collecting tools, then a description of the emergence of English as a language of business and its necessity in banks and hotels. It contains two main parts: in the first part, the researcher tries to describe the role of English in business as well as its existence in banks and hotels training centers in Algeria. The second part describes the research methodology followed in the study. The specificities of English use for business will be possible only after gathering and analyzing different kinds of data from different sources. But before going through that in details, it is crucial to point out one of the key elements by which English is used in its specific purpose.

1.2. Research Design

As has been stated earlier, the study starts with describing the macro-level, i.e., the broad perspective of English use and needs referring to the economic reality

that inserts pressures on the country to learn English. The macro-level description of language choices and practices proposed here is informed of data gathered through desk research and from workplace studies in some Algerian banks and hotels settings.

Banks and hotels are among integral parts of the economy and play a key role in its wellbeing. Service businesses compete to improve their economies and services quality since the world market has changed from product to service marketing and Algeria is not an exception. Therefore, it is essential to shed light on the language which regulates transactions for it has become a worldwide business language.

One aspect of specificity in ESP research and mainly in NA investigation lies in its scale. Banks and Hotels that the present research represents consist of business occupational settings where specific English needs are investigated (EOP) (Brown, 2016). Hence, the need for business English could be anticipated. However, it is important to mention this estimate cannot practically define the detailed areas of English use to be included in ESP teaching or training programme.

1.3. Banking as a Research Context

Since English as a second language (ESL) is widely imposed all over the world in all aspects of life especially economy and commerce and particularly commercial banks, the researchers have found it beneficial to spot the light on the high benefits gained by involving English language in various banks' works as a communication tool in electronic dealings language and global understanding tool between nations. And because English language acts as the spirit of transaction that need documentary bank guarantees, electronic commerce, and mail order shopping, at an age of prosper globalization.

Generally speaking, good communication skills are the main core of success of any job in all workplaces; they represent the main key of competition towards employment market, so English as an international language and as a basis of communication all over the world highly *"influences prospects of employment, especially in contributing to the possibility of 'secure' and 'better' jobs"* as exactly stated by Chowdhury (2013, p.68).

Non-native English countries have met serious challenge which is the urgent need for English as business lingua Franca (Desai, 2009), as "it plays an influential role in career opportunities with higher earnings according to (Tsui and Tollefson, 2007).

1.3.1. Algerian Banking Sector

Algeria has been one of the Off-Shore Centres (OFCs) engaged in online transactions through SWIFT or BIC secured codes. It is also an active member among the Neteller Group¹. Before such, the Algerian banking system has always been struggling to match the rest of the world in modernization and autonomy. Algeria's economic and business freedoms are not as high as the world average, therefore there are many restrictions imposed on its banking system. Control over the monetary institutions lies mainly in the hands of the government. Nevertheless, the market is dominated by the state-owned banks, which contributed to 95% of the aggregate assets of the banking system in 2007.

Algeria's banking sector is dominated by public banks. As of 2007, public banks controlled 95 percent of total bank assets. The banking sector in Algeria is still in its development stage. As a major contributor to an economy's growth, the Algerian government is seeking the adoption of many reforms over the last two decades on the sector proposed by the International Monetary Fund (IMF), boosting bank supervision, accountability and transparency; and modernizing the payments system. Some of these reforms have already occurred and others are still under process. One of the main reforms' purpose was liberating the banks' activities and opening the banking sector to the foreign investment. As a result, the number of the foreign banks operating in Algeria reached 13 banks in, 2013 (Hacini and Dahou 2018a).

After the process of the reforms, it could be said that the banking system in Algeria today changed radically, where it moved from closed-central system to independent open system. In 2015, the banking system is composed of twenty commercial banks and eight financial companies and a group of liaison offices of foreign banks, as the table below shows. Concerning the commercial banks, six of the commercial banks are public; while thirteen are private all of them are foreign banks

except "Al Barka bank" which has mixed capital. Despite, the superiority of the private banks in term of the number; the public banks capture the majority of the banking activities regarding the vastness of their branch network. The public banks cover all the national territory while the existence of the private banks is limited in the large cities and in the north of the country. At the end of 2015, the branches' number of public banks was 1123 branches and 346 branches of the private banks (CBA, 2016).

Table 1.1.

List of Commercial Banks in Algeria (CBA, 2016)

Commercial Banks		
No	Name	Ownership
1	Banque Nationale d'Algérie	Public
2	Caisse Nationale d'Épargne et de prévoyance	Public
3	Crédit Populaire d'Algérie	Public
4	Banque de Développement Local	Public
5	Banque Extérieure d'Algérie	Public
6	Banque de l'Agriculture et du Développement Rural	Public
7	Banque Al Baraka Algérie	Private (Mixed)
8	Arab Banking Corporation Algeria	Private (Foreign)
9	Natixis Banque	Private (Foreign)
10	Société Générale Algérie	Private (Foreign)
11	City Bank Algeria	Private (Foreign)
12	Arab Bank	Private (Foreign)
13	B.N.P Paribas El Djazair	Private (Foreign)
14	Trust Bank Algeria	Private (Foreign)
15	Gulf Bank Algeria	Private (Foreign)
16	The Housing Bank For Trade And Finance-Algeria	Private (Foreign)
7	Fransabank El Djazair	Private (Foreign)
18	Credit Agricole Corporate Et Investissement Bank-Algerie	Private (Foreign)
19	Al Salam Bank-Algeria	Private (Foreign)
20	H.S.B.C Algeria	Private (Foreign)

Note. The data are adapted from "The Evolution of the Algerian Banking System" by I. Hacini and K. Dahou (p. 156-157), 2018b, *Faculty of Management (SNSPA)*, https://www.researchgate.net/publication/324229020_The_Evolution_of_the_Algerian_Banking_System.

Another specific reform that has been achieved is the establishment of the Algerian Real Time Settlements system in 2006 that facilitates the prompt and reliable electronic transfer of payments. In addition, the banking system witnessed the launching of “AlgerieTelecompensationInterbancaire”, that is an interbank electronic clearing system. Moreover, there was a proposal of a model of a unique universal bank ”Banque Assise” and ”Banque Debout” due to the infrastructure inadequacy and non-optimization of technological and managerial abilities, to take in charge customers and also to the prominence of administrative management instead of a relationship approach. As for principles, the personalized service concept lies mainly on:

1. Quality management and personal professionalization improvement.
2. A blameless service offer as well as SWIFT operation processing both in Front and Back office.
3. A competence “of-compartmentation” and polyvalence of the elements involved directly with customers.
4. New and evolving technologies introduction.

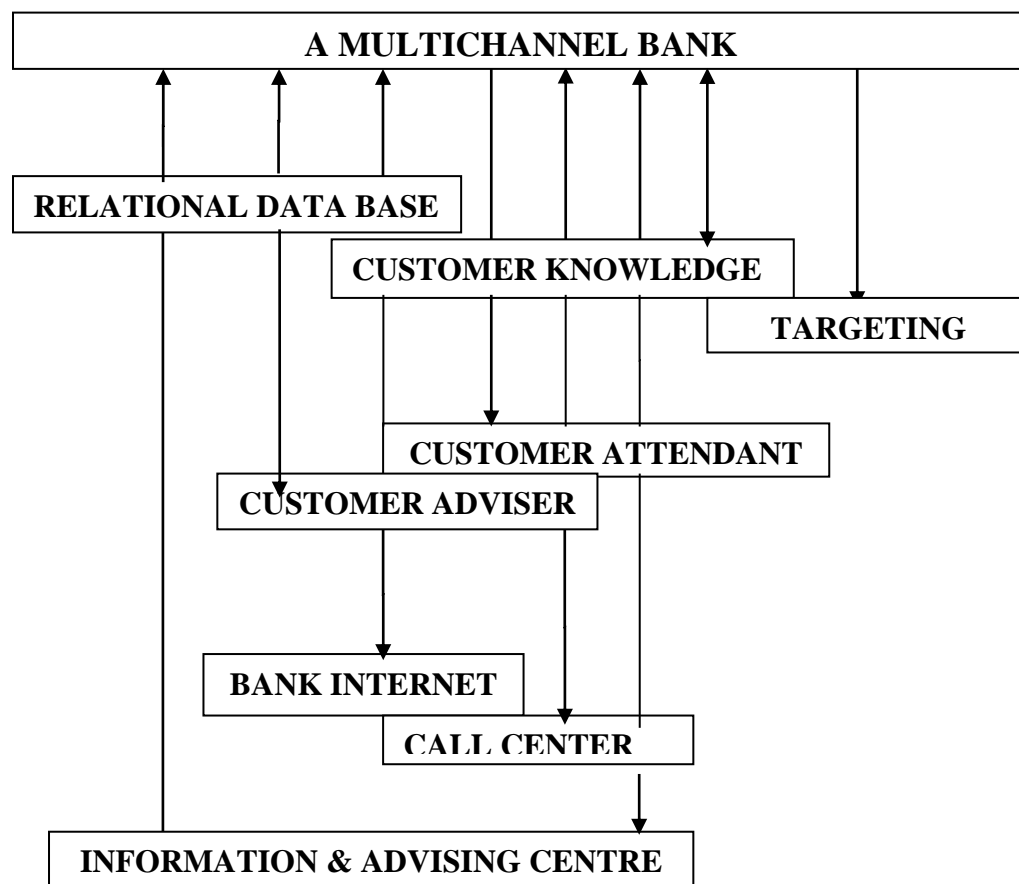
And among its competitive advantages, it offers:

1. A unique speaker (customer attendant) to process the Front-office transactions.
2. A quality and swiftness in dealing operations in the Front-office.
3. The E-banking which promotes access to useful information and transaction through personal secured access codes via internet and mobile phone
4. The processing of foreign trade within a short period of time.

Customers’ satisfaction counts for Algerian banks objective, their confidence fidelity and success. The man and technology evolution which placed the customer at the center of the banking organization has allowed the improvement of cooperative work and competence and prepares for a “multi access bank” supported by the development of new technologies and information systems. The following figure shows how the principle of the Algerian banking system works:

Figure 1.1.

Algerian Banking System Outlook 2005/2008



Note. Reprinted from “The Report Algeria 2010 (manual)”.

At the organizational level, “Banque Assise” with personalized service” is constituted with two separate but complementary compartments: the Front and Back office. Both of terms are of a constant use in the Algerian banking system (*see Appendix A*).

➤ **The Front-office**

The Front-office “BanqueDebout”, directed by a supervisor, is regrouping a personalized service compartment where customer attendants receive customers for direct treatment of their orders and transactions; a reception staff which provides the information, orientation and assistance to customers; and automatic cashiers connected to data system that provide an immediate and secure cash operations treatment. One of the main functions of the Front-office is reception of clients by means of a customer

advisor whose role is to communicate information of general character on different services. That is, it transfers the information gotten in the front reception desk and other main function is to reset SWIFT copiesto the back office.

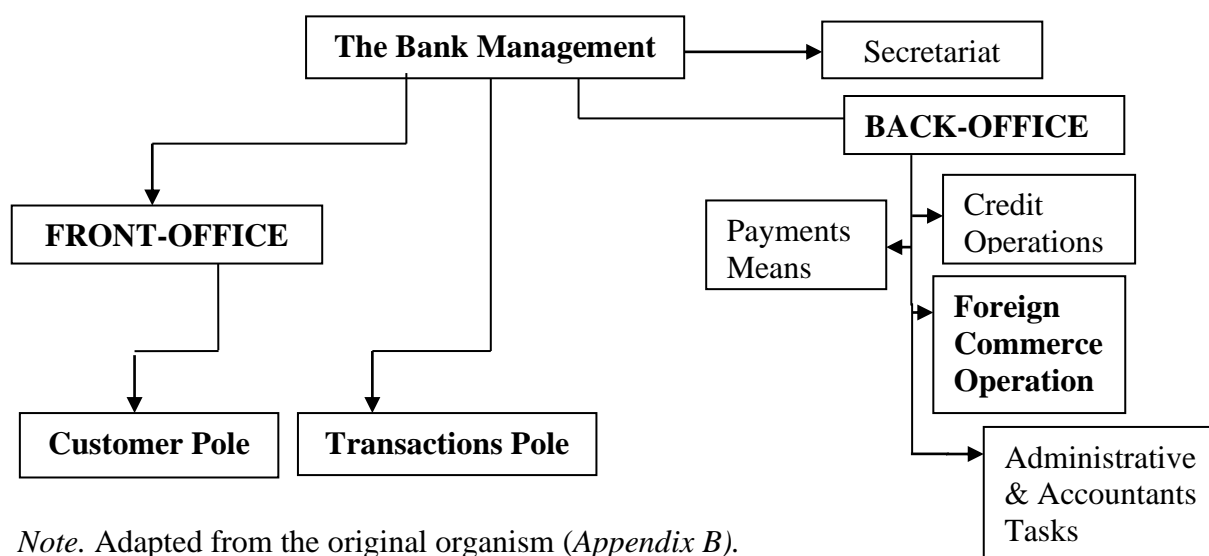
➤ The Back-office

The Back –office “Banque Assise”is an invisible factory, directed by a supervisor, constitutes an indispensable complement for the Front–office for which it provides assistance, advice and technical treatment of operations. The Back–office is structured by a set of specialized department concerned with the SWIFT treatment and data reliability of Foreign Commerce Operations (importations and exportations). Among the services offered by means of Foreign Commerce Operations, Algerian banking system proposes: free transfer and files reset.

The following diagram shows how the organism of the "Front" and "Back" offices in Foreign Bank of Algeria (BEA), as a field of study, is formed(*see Appendix B*):

Figure 1.2.

Typical Organism of Front and Back Offices in BEA

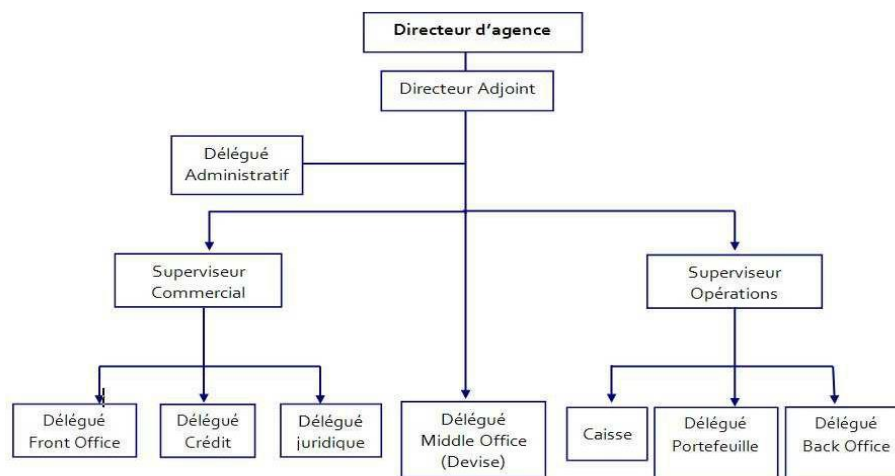


Note. Adapted from the original organism (*Appendix B*).

Similarly Trust Bank Algeria, as a field of study also, with slight difference has the same notion in the following figure:

Figure 1.3.

Typical Organism of TRUST Bank



Note. Based on “Rapport d’Activité(2019)”. https://www.trustbank.dz/images/RapportAnn2019_13092020.pdf.

1.3.1.1. Electronic Banking in Algeria

Electronic communication using digital information and communication technologies is already the standards means of inter-organizational and inter-country communication in most developed world and also increasingly in the third world countries. They are helping individuals, companies and countries to store and transmit information held anywhere in the world and to communicate them across the globe irrespective of time and space. This means that whoever does not have the technical infrastructure to participate in the new mode of communication would not be able to trade or relate with other individuals, companies or countries of the world in the coming century. The Algerian banking sector has experienced in recent years many changes. As such, Algerian banks must now consolidate their information systems in order to accelerate their development. Therefore, Algerian banks cannot afford to let the opportunity of embracing Information Technology (IT) passes by.

The E-Banking has made its entry into Algeria from the opening of a subsidiary of the diagram EDI²(Electronic Data Interchange) and a joint AEBS (Algeria Electronic Banking Services) law, which was tasked to install platforms on

the information system. As the leader in offering products and Fax Banking, E-banking in the Foreign Bank of Algeria has sought to establish a platform for multi-banking channel offering customers of this bank a set of online services via the internet. The Agriculture and Rural Development Bank (BADR), meanwhile, has launched E-banking solution in 2004, which was also implemented by AEBS (ebanking.badr.dz). For its part, the Popular Credit of Algeria (CPA) announced as early as 2008, the launching of a solution through four E-banking services (Internet, Fax, Audio, SMS), which was implemented by AEBS. Housing Bank provides its customers with a service E-banking which allows them to access their account via the internet. “Société Générale” launched the call center in 2008 to give its customers the opportunity to receive information by email, fax or phone. Algeria Gulf Bank (AGB) launched its range of services, SMS Banking and internet banking in 2009. As Salam Bank, banking by phone, SMS or internet has been integrated. Algeria is also among the countries which are engaged in the domestic wire transfer and in the international one using the SWIFT code. Below are the SWIFT codes of the banks of the study.

Algeria is also among the countries which are engaged in the domestic wire transfer and in the international one using the SWIFT code. Below are the SWIFT codes of the banks of the study. They transfer their funds and files first to a central bank in Algiers called Bank of Algeria which, in turn, transfers them to the respective foreign banks in an international wire transfer. In fact, all banks in Algeria have these codes to act internationally (*see Appendix C*). Those of the case study banks are as follows:

Table 1.2.

The Case Study Banks' SWIFT Codes

No	Bank or Institution	City	Branch Name	SWIFT Code
1	Foreign Bank of Algeria	Saida	Agence BEA (Saida)	BEXADZAL061
2	Foreign Bank of Algeria	Mascara	Agence BEA(Mascara)	BEXADZAL067
3	Bank of Algeria	Saida	Agence (Saida)	BALGDZALXXX
4	Algeria Gulf Bank	Saida	Agence AGB (Saida)	AGUBDZALXXX
5	Trust Bank Algeria	Algiers	Agence TBA(Hydra)	TBALDZALXXX

Note. From: <http://www.theswiftcodes.com/algeria-2/>.

In the rapidly changing global business environment, there is a need for a shared language, a business one. Business language includes Business English (BE) which is a term referring to English used in business contexts. In these contexts, individuals speaking different languages and having different Languages backgrounds interact directly and indirectly in global communication network which means that both language and cultural competence are often needed in order to be able to respond to the changes of global communication environment (Du- Badcock, 2002).

The dominance of English as a world language in international business settings is indisputable (Nickerson, 2005). Generally speaking, English is the dominant language in international communication and the language of science and business in the world. Most European business practitioners need to operate in at least one foreign language to do business, and for most that language is English (Charles, 1996). There is growing evidence that English is the biggest lingua franca within Europe (Rogerson-Revell, 2007). It is worth pointing out; however, English is by no means the sole language used in the global business contexts.

Half of the polled companies assume that English is bound to become even more important in the years to come. Almost all the others think it has reached a peak, and that the use of English will remain the same. Nevertheless, it is still assumed that English in companies will become even more important in the long run as said by a Vice President of Inter-faculty Group for Languages Joint Study Project (October 2000): “... *I believe there is great opportunity, and indeed need, through language skills to enhance the understanding of business people of the many cultures of the world.*”³

Technology and globalization account for this greater importance: increased international communication, development of international business projects, and implementation of world-wide communication systems. Among the areas that use English at the workplace is the banking sector. When discussing the development of banking in the world, it is essential to mention that English has become a global language. According to Crystal (1997), English at present is the dominant or official language in over 100 countries. He further argued: “*Most of the scientific, technological*

and academic information in the world is expressed in English and over 80% of all information stored in electronic retrieval systems is in English”(p.106).

The use of English exceeds one country and the simple role of being general. As has been mentioned before, among the fields wherein English is used to regulate foreign transactions between native- speaking English countries or customers and non-native ones is the banking sector. International banking systems and Offshore Centers (OFCs) are regulating their transactions though they are far from each other for large distances. Funds are transferred and files as well from English speaking banking systems to non- English speaking OFCs or the other way round by means of the world language “English”.

Recently, many OFCs have been created as part of the developing countries efforts to initiate economic growth in their small domestic markets and to be engaged in an international business with international banking systems like that of the United State of America, England, France, Spain, Italy etc... Algeria is one of these OFCs whose banking system manages to undertake such operation using SWIFT or BIC codes and a medium international language which is a bridge between particular customers⁴ and banking operators.

Realizing that a weak banking sector can endanger the sustainability of any countries economy, Algeria has promoted and stressed the introduction of IT in its banking system. Algerian authorities are trying their best to emphasize the development of this sector and to encourage investments in the field. The introduction of the “customer attendant” and reception staff is one of the most striking events in the new organization. Customer attendant, the front-line employee or the front-office receptionist should be qualified to meet the customer demands at the office. However, it is not expected to receive only native customers. In fact, foreign transactions are also expected at the bank services.

1.3.1.2. Algeria Electronic Banking Services

Since 2004, AEBS was the first to introduce e-Banking in Algeria. It has the prestige to stretch it to all banks in place. Responding to banking and financial

institutions modernization needs, AEBS integrate international standards as well as specificities of Algerian market in term of exchange protocol. As part of the process of information system, AEBS offer an accompaniment in each step of online banking set up. It acts today as the technological partner of: BADR, CPA, BEA, BNA, BDL, Al Salam Bank and Al Baraka. It is proud to export its knowhow at an international scale through collaboration with more than 200 banks in the world (among these see Appendix D).

Figure 1.4.

AEBS Collaboration with International Banks



Note. www.aebs.tech.com. Retrieved: December 20th, 2017.

1.4. Hotel as a Research Context

Tourism has become a significant industry in the world. It is a source of foreign exchange revenues for many countries. It is a field of great importance in the economy of any country. Tourism is more than an industry that needs to be managed, and that continues to grow (Campbell, 1970). Tourism in Algeria is not yet at a world-class level, in relation to its wealth and strategic situation. Nevertheless, it is in the process of reexamination and construction.

1.4.1. Tourism and Hotel Management in Algeria

Algeria has huge tourist potentialities and occupies a special place on the world tourist market, a tourist guide editor pointed out⁵. Algeria has been a member of the World Tourism Organization (WTO) since 1976. According to a report of

the WTO published in 2014, Algeria is the 4th largest tourist destination in Africa in 2013 with 2.7 million foreign tourists, and ranks 111th on the international tourism scene, according to the London-based World Tourism and Travel Council (WTTC). The tourism sector in Algeria accounts for 3.9% of the volume of exports, 9.5% of the productive investment rate and 8.1% of the Gross Domestic Product (“Tourism in Algeria”, n.d., para.1)⁶.

According to Gallup's Law and Order Index, which measures personal safety as well as personal experiences of crime and law enforcement, Algeria ranked 7th in the world's safest countries for 2017. According to the U.S. News and World Report, Algeria is ranked among the top 80 countries in the world in 2018.

Algeria is courting tourism and hotel investment to compensate the falling oil revenue. “Located a short distance from Europe, and with a large and comparatively wealthy population of its own, Algeria is primed to make use of its significant tourism potential,” the Oxford Business Group said in its latest report on Algeria's tourism sector. “Though the industry remains underdeveloped, particularly in regards to the number of hotel rooms and the cumbersome visa regime, foreign business tourism and niche areas such as spa, desert and ecotourism have strong scope for growth.”

However, tourism sector is still underdeveloped in Algeria concerning accommodation and other services. With oil prices uncertain, the country is turning to tourism and it has plenty to offer visitors and investors alike. For this reason, the government launched a strategic plan to boost this sector by 2025. The Algerian government's National Tourism Development plan intends to attract more foreign visitors to the country by 2027, bringing the total to 4.4 million from 2.7 million in 2017. The government has committed to developing the infrastructure needed to support this goal, which has become more pressing as the oil price wavers. In December of the same year, the minister of tourism said that the ministry had approved 1.812 new hotel projects as part of a plan to bring the country's capacity from 100.000 guestrooms to 240.000. Of those projects, the minister said that 582 rooms were already under construction.

InterContinental Hotels Group (IHG) made its debut in Algeria with the 242-guestroom Holiday Inn Algiers - Cheraga Tower hotel. “The opening of Holiday Inn Algiers is a strategic move for us as Algeria’s proximity to Europe, airline connectivity, strong culture and heritage along with substantial business links creates a strong demand for international branded accommodation and a need for world-class hospitality,” Pascal Gauvin, India, Middle East and Africa IHG development manager, said in a statement, adding that the midscale brand would cater to both domestic leisure and international business travelers.

The co-manager of Modern Towers said that his company was looking to develop similar projects in the future. IHG is not alone; the Hilton Algiers is due to reopen later this year after a renovation. “Last year we established a permanent Development resource in Casablanca to help us focus our efforts to grow in North Africa”. The development director for the Middle East and North Africa at Hilton, said. “We believe that there is definitely potential for more hotels in Algeria, we are actively looking at opportunities in the market and are interested in looking at more possibilities to add to our existing Hilton Algiers.”

March of 2017, an affiliate of Hyatt Hotels Corporation entered into a management agreement with Société d'Investissement Hôtelière for a Hyatt Regency hotel to be located at Houari Boumediene Airport in Algiers, Algeria. “Hyatt Regency Algiers Airport will be the first Hyatt-branded hotel in Algeria and further demonstrates the company’s commitment to growing its brand footprint in Algeria and throughout Africa,” Peter Norman, acquisitions and development—Europe, Africa, and Middle East Senior Vice President, for Hyatt, said. “The region is home to some of the world’s fastest-growing economies, with enticing prospects for both business and leisure travel.”⁷

Marriott International opened its seventh hotel in the country last year. The president and managing director of Middle East and Africa Marriott International described it as “integral to our overall development strategy throughout Africa,” and

where the company has other six hotels in the pipeline. Pipelines of another form remain key to Algeria's attraction as a business destination.

Hyatt Regency and Marriott International (*see Appendix E*) are two Convention Centers created in Algeria with a partnership between U.S.A Petroleum Business Company and Sonatrach. Both Marriott International and Sonatrach are societies/companies by action however the latter is not specialized in hospitality that is why the task of accommodation is given to the convention centre. That is, when U.S partnership business dealers come to the host country Algeria, they are going to sit in a hotel reserved in the convention centre.

On January 3rd, 2019 in Algiers, the Minister of Tourism and Handicrafts met the Ambassador of Ukraine where they discussed the ways and means of promoting bilateral cooperation relations in the field of tourism and. The meeting between the two officials was an opportunity to "review the tourism-craft relationship between the two countries and examine the ways and means of promoting them in a framework of a support program of bilateral relations". The particular interest well as the government's work was to plan for this sector in order to make it one of the levers of the national economy.

1.4.1.1. Recent Trends in the Hospitality Industry

Today, many tourists are making their own plans and holiday bookings. They are what tourism specialists call free and independent travelers. As a result, tourism has become a crucial source of business competitiveness. When discussing e- tourism in the world as recent trend in hospitality industry, mention should be made here also on the fact that English as becoming a global language. Within a range of fields of study, English in tourism has been highlighted as: a factor of the process of 'language brokerage' (Cohen and Cooper, 1986); a means of enabling individuals to experience their identity through tourism (Palmer, 2005); a means of promoting a global lifestyle (Thurlow and Jaworski, 2003) and a means of shaping a tourist destination (Cappelli, 2006). It is also considered as a key element of tourists' destination branding (Morgan, Pritchard and Pride, 2002).

It has been reported that the online booking (e-booking) in the hospitality industry (including hotel, airlines, travel packages, etc.) is increasing at a very rapid speed recently. Online hotel room bookings have been increased by six times (from 1999 to 2002) from \$1.1 billion in 1999 to \$6.3 billion in 2002. The hotel industry is certainly full aware of this trend and fully willing to contribute its share in this effort. In fact, the industry has realized that during those early forays into cyberspace, the industry has developed its new online strategy striving to get a better grip on this emerging marketing channel.

First, now every hotel chain has managed its own website in which customers can book their hotel rooms online other than through an Internet travel agency. Another attempt by the industry is to change its early agreements with those online travel agencies – from old “*merchant model*” where hotels making rooms available to online travel agencies at wholesale rates to a new “*sharing model*” where the hotels will have more control of their rooms via online booking by providing a higher priority to their own websites over the websites of those travel agencies.

Some hotel chains now offer a more competitive price on their own websites to directly compete with those online travel agencies and they are guaranteeing the best price deal available on all online websites. The slogan of their programs is “*If a customer is able to get a better rate for the same room on another website within 24-hour of booking, the company will not only match that price, but beat it by extra 10%.*”

Another effective strategic decision by the industry is to form online allies with a single combined e-booking website. In this effort, for example, five major hotel chains – with which Algeria is an ally – (*Hilton, Hyatt, Marriott, Six Continents, and Starwood*) launched their allied online booking website – *<Travelweb.com>* in 2002 to serve as their rival directly to those online travel agencies (e.g., *hotels.com* or *Travelocity.com*). This combined discount room site provides negotiated cut-rate deals and include: a better deal in room rates, a direct link to all airlines’ websites, reservations made directly into hotels’ systems, and a fast payment to hotels where rooms are booked online.

Finally, the hotel industry has realized the importance of flexibility and thus developed new programs to provide hotels with more flexible room offerings and pricing schedules on an available-as-needed-basis. As every two out of three hotel rooms are currently booked through traditional telephone reservation systems, the industry has predicted more quick increase.

The competition among all online travel agencies has been intensified during the past years. As the end of 2002, current major players in the e-booking business include: *Hotels.com*, *Tripadvisor*, *Expedia*, *WorldRes*, *Travelocity*, *Priceline*, and *Orbitz.com*. As a pioneer, *Hotels.com* is the current market share leader followed by *Expedia* and *Travelocity*. These market share percentages, however, are just snapshot of the time and will be more dynamic as the competition is expected to go deeper in a near future. Algeria among countries that need to compete is one major player on these online travel services. That is a key matter to backup its tourism industry.

1.5. Research Methodology

The present study is conducted to see the use of English in the Algerian banking sector and hotel services. It is also to shed light on the English language needs and difficulties that the employees at these workplaces face. For this aim, a certain methodology of research is used. The study relied on multiple sources of evidence. It is a mixture of both qualitative and quantitative data on a case study. Smith (1983) defines this last as ambiguous. According to him, it is a 'bounded system' or 'single instance' ". It is a research approach situated between concrete data taking techniques and methodology paradigms (Lamnek, 2005). The current research is, in fact, a case study and it is based on an investigation of two different groups. It is an explanatory study used to explore cause and effect of communication breakdowns between native and non-native English speakers. One of the major reasons behind adopting a case study is most its suitability to small-scale investigation. It is conducted in two ways:

- The primary research which deals with the collection of primary data through questionnaires and structured interviews.

- The secondary research which reviews relevant literature, books and information related to the research.

1.5.1. Rationale behind the Study

The high importance of mastering English language may arouse by quoting the view of it as a door opener for prosperity and glamorous hedonism that the privileged in this world have access to (Phillipson, 1996). Non-native English countries have met serious challenge which is the urgent need for English as business lingua Franca (Desai, 2009), as it plays an influential role in career opportunities with higher earnings according to (Tsui and Tollefson, 2007). Additionally, many people referred the loss of better jobs opportunities back to their poor English or lack of proficiency in it according to the former study mentioned(*ibid*).

This work arose from the association between the on-going process of research in the field of teaching or learning English for Specific purposes in General, and more specifically from an attempt to realize a research study plan based on the results of prior studies on ESP along with analyses of employees' needs wants and lacks in the workplace. The rationale behind choosing these two areas of work (banking and tourism) for the purpose of investigation is because these are two of the most important fields in which English is needed. So, for a better understanding of the 'real world' language needs of these workers, an investigation was carried out so as to see English language needs and lacks that should be improved and, therefore, to modify the learning objectives or to update the programs in light of the results of this investigation.

Given the importance of the learner's attitude in the process of learning the foreign language, it is essential to examine the workers' wants as far as English is concerned for it plays a vital role in business also; in addition to its being the language of computer and internet applications. The researchers found it beneficial to go through the situation of English language among banks' and hotels' employees by surveying their actual use, their needs and lacks, their wants and attitudes towards this language. So this study will concern itself partially with studying language use in light of the abilities of the 'real world' of work needs.

1.5.2. Population and Sampling

Sampling involves asking a portion of population instead of the total population in order to create a sample that is representative of the whole one (Richards, 2001). Therefore, the population of the study consists of the employees of the case study workplaces which make a portion of a whole society. Believing that a limited sample group cannot represent all the population, the present research is not meant to be generalized for all Algerian banks and hotels. It is a purposive sample used to corroborate both the research questions and hypotheses. The sample represented the population of bank and hotel reception desks. The researcher used a random sampling procedure based on two different groups of reception. It was homogeneous groups that consisted of adult workers in two different business fields and dealt with business English in an occupational and not an academic context. The data collection took place in summer being the period of holidays and free time for the researcher and visitors even if the whole year is for business work.

Ultimately the research was conducted on a number of employees from both banks and hotels selected as shown in the table (1.3) below:

Table 1.3.

The Informants Involved in the Research

N°	Bank or Institution	City	Number of Informant
1	The Foreign Bank of Algeria	Saida	26
2	The Foreign Bank of Algeria	Mascara	23
3	Bank of Algeria	Saida	19
4	Algeria Gulf Bank	Saida	10
5	Trust Bank Algeria	Algiers	22
Total			100
N°	Hotels (Marriott International)	City	
1	Le Meridien	Oran	18
2	Sheraton	Oran	20
3	Four Points by Sheraton	Oran	18
4	Ibis	Oran	18
5	Royal	Oran	18
Total			92

Hotels shown in the above table made the Marriott Convention Centre in Oran-Algeria. In each hotel of these there were different departments. The selected ones that served the present research were: FO + Guest Service, HK, Telephoning and IT departments. The last department of these normally contained four (04) members in each hotel. For the time being of the research, only Sheraton had the complete number however the remaining four had only two.

Access to the sample is a problem that a researcher may face. *“Researchers will need to ensure not only that access is permitted, but is, in fact, practicable”* (Cohen et al, 2000, p. 98). This study will concentrate exclusively on Business English for those in work and it is, thus, similar to that adopted by Yli-Jokipii (1994) who focuses on “corporate language, organizational language and managerial language.” The bank and hotelemployees in the front-office can be in a direct contact with English native or non-native speaking foreigners that come to the selected banks and hotels for business or tourism. Bank employees at the Back- office are also receptionists of electronic information that is processed and transferred through files.

1.5.3. Statement of the Problem

Banking institutions and hotel services appear to be most affected by the current walks of economies and technological changes. It should be realized that no one of these can afford to ignore the need to adopt measures that will quicken the processing and transmission of business information. The environment in which they operate is a dynamic one. Hence, the needs for banks to respond to the challenges of the time and the expectation of uses of services in these contexts have changed in line with technological development. English exits along in this global change curve and makes from the Algerian banks and hotels operations a more specific environment to deal with foreign business and transactions and there lies the problem evidence.

The English language has become the “global lingua Franca” and/or an international language of communications, science, information technology, and business (Kirkpatrick, 2011). Many fields, occupations, and professions such as medicine and computing require people who have a working knowledge of English. In

many countries, English language is adopted as the instructional language especially in Higher Education (Tan and Lan, 2011; Kirkpatrick, 2011; Meganathan, 2011 and Airey, 2011).

Given this scenario, this research attempts to synthesize empirical facts on the use of English in the Algerian banks and hotels; whether it is needed or not. It also attempts to examine the communicative needs at these contexts; to identify the effect of English comprehension on programming ability and the need that it entails. For the latest point, an overview of current research is discussed and testing methodology created to measure English knowledge on computer programming of IT department employees in each workplace. The research, as an exploratory and confirmatory study within the context of the Algerian banking sector and hotel service, seeks to answer the aforementioned inter - related research questions (*see General Introduction*).

1.5.4. Researcher Objectives

This study was a combination of both quantitative and qualitative research methodology in order to reach credibility, validity and reliability of the results. The relevant reasons behind the problem being carefully selected are enclosed into the aim to satisfy the researcher's curiosity. Moreover, it is to test the feasibility of undertaking more extensive research. Furthermore, it is to develop the methods to be employed in any subsequent study and to explicate the central concepts and constructs of this study. It is also to develop new hypotheses about an existing phenomenon and to determine priorities for future research. Finally, it is for the sake to elaborate and enlarge a prior research done by the researcher previously on the banking sector as a dissertation in partial fulfillment of the requirement of the degree of Magister in ESP. Other sub-objectives are:

1- To pay commercial banks and touristic hotels attention in general to the importance of English language as an international tool of communication spoken all over the world.

2- To indicate, in a way or another, the necessity of considering English competence as a criterion of choosing banks and hotels employees.

1.5.5. Sources and Methods for Needs Analysis

The search for an answer to the research questions calls for the collection of data that serve as basis for both the study and the analysis. From the variety of data collection methods, the researcher proposed a combination of both quantitative and qualitative methods. Various factors have influenced the choice of data collection method as the questions aimed to investigate the availability of resources and of course the access to the field of study and time limit.

The information about the target language use can be obtained from different *sources* such as: informants, written documents and discourse sample by using different methods like: questionnaires, interviews, discourse analysis and observations. Since one method of gathering data is likely to be incomplete or partial, a triangular approach is advisable when conducting a research (Richards, 2001). This type of research strategy is described as multimethods, multitrait, convergent validation or what is called “triangulation” (Campbell and Fiske, 1959). According to Cohen, Manion, and Morrison(2000, p. 233), triangulation is defined as “*the use of two or more methods of data collection in the study of some aspect of human behavior*”. And according to Denzin (2006, p.380), it “*Involves using more than one method to gather data such as interviews, observations, questionnaires, and documents*”. To achieve triangulation and reduce method-related bias, recent NA studies tend to collect information from more than one type of informants using multiple measures. In fact, triangulation may cover the researcher's weaknesses and deviance of the findings.

Furthermore, as frequently noted in ESP literature⁸, the approach to NA depends on the situation and the context as well as the available human and material resources. However, many research contexts seem to be unwilling to permit outsiders to collect work-related text or record spoken interaction due to confidentiality concerns. To overcome this limitation, Bhatia (1993) suggests obtaining secondary data from domain experts informants as an alternative.

Measuring means to understand using statistical data as a result (Stake, 1995). Thus, triangulation requires multiple methods of data collection and data analysis, but does not impose a specific method for all researchers. The methods selected in triangulation are to test the validity and trustworthiness of a study and they depend on the purpose of the research.

These various terms share the idea that qualitative and quantitative methods should be considered as rather complementary. The aim of using quantitative research is to familiarize with the phenomenon to be investigated. It was noted that mixing multiple methods for eliciting data in a case study research strengthens and confirms results. Qualitative method is a complementary means that interprets the statistical data into words. This combination of quantitative and qualitative data collection is generally known as mixed-methods research that helps researchers a lot. Additionally, the choice of methods to employ depends on the nature of the research problematic to be explored (Morgan and Smireich, 1980), the researcher had used quantitative and qualitative methods in which the data of the respondents were coded directly on graphs and detailed headings with question numbers. And to make the meaning of the numbers produced by the quantitative method clear and understandable, the researcher used the qualitative one.

In light of the above methodological concern and on the basis of its research questions and hypotheses, the current study as shown in the table below employed a multi-dimensional approach to research design, that is: (1) Qualitative data were collected through a document analysis of available written sources and structured interviews with executives, managerial and desk reception employees in some Algerian banks and hotels services. (2) Quantitative data were gathered from a semi-open questionnaire survey given to employees in these sectors.

Table 1.4.*Data Gathering Methods*

Data	Method of Analysis	Aim
Desk Research	Collection of materials/documents	Examine the existence of English at the macro-level through research context materials/documents
Discussions	Office discussion/ Note taking	Initial employees impressions on English language and communication needs/ serve framing the questionnaire and interview
Semi-open Questionnaires	Quantitative Analysis	To identify the communication skills, practices and challenges
Structured Interviews	Qualitative Analysis	Experiences, factors and attitudes affecting language use

1.5.5.1. Desk Research

Using desk research was a way to gather available data mainly printed or online resources which point to the foreign language needs. These are secondary contextual data derived to depict the implicit needs for the English language (Vandermeeren, 2003, 2005) and to examine the importance given to it in the following:

- The job advertisements requiring specific foreign language mastery.
- Language guide/Programming language that run the banking and hotel operations in which English exists.
- Research contexts available data as documents, files or reports.
- Research contexts training.
- Informative signs.

Corporate strategy uncovered will depict *'little investigated qualitative needs'* in Vandermeerens (2003, p.27) sense of the term. That is desk research data collection will highlight another broader face of language requirements through uncovering the macro-contextual factors which generate foreign language needs.

Desk research is one of the various data collection instruments deployed and that are believed to unveil different parts of ‘*the puzzle that must be fitted together*’ “to get the true picture” , following Vandermeeren (op. cit: 27, original emphasis). Henceforth, another kind of data is obtained through discussion.

1.5.5.2. Discussions

During her first visit to banks and hotels of study, discussions were initiated to know about the employees’ views of English language to essentially ‘*pave the way... to other methods*’ (Dudley-Evans and St John, 1998, p. 137). Hence, the researcher’s choice of employees to talk was for the sake to follow a certain procedure. In that informants suggest others because they had something to say about English. They were either subjects of English training or they met cases in which they dealt with foreigners. Accordingly, the researcher conducted a discussion with different managers and engineers from different departments per bank and hotel as shown in the table below:

Table 1.5.

The Informants Involved in the Discussion

Per Bank	12
Human Resources Department	3
Front Office	2
Back Office	3
Information & Advising Centre	4
Per Hotel	12
Human Resources Department	2
FO ⁹ + Guest Service	3
HK ¹⁰	2
Telephoning	1
IT Department	4

1.5.5.3. The Semi-Open Questionnaire

The questionnaire allowed for more systematic and quantitative examination of the themes identified in the discussion. Unlike discussions, questionnaires were

sponsored in a large number of informants for more systematic feedback about the uses and challenges of English identified in the discussions.

The questionnaire is found to be the best tool to deal with several contexts and workplaces: employees and customers. Broadly speaking, the questionnaire consisted of a set of questions. These questions were mostly related to the study objectives. It is chosen, for the present work, as a means of data collection for the following reasons:

1. The questionnaire provides empirical data which is the aim of this study.
2. The questionnaire provides the possible anonymity of respondents which encourages them to respond honestly.
3. The respondent is restricted to a limited set of responses in the questionnaire.
4. The questionnaire can be used as a method in its own right or as a basis for interviewing or as telephone survey.
5. The questionnaire facilitates the respondent's task to answer quickly.
6. The questionnaire is economic in expenses and time involved in the research.
7. The questionnaire provides respondents a flexible and convenient way to contribute to the study.
8. The responses provided in the questionnaire are more specific and targeted.

The population of the study consisted of 192 male and female employees. One hundred of this number was that in banks and the rest in hotels. The questionnaire was applied to the total sample of only (88) employees in banks (some questionnaires were disregarded due to incomplete answers). The respondents were solicited to supply the questionnaire with some personal biography. The purpose of such data collection was to help the researcher measure the relation between the given variables, the research problematic and hypotheses.

A. The Questionnaire Content

The questionnaire utilized in this research was largely influenced by those used in previous works on needs analysis, language use, function and attitudes (e.g., Huthinson and Waters, 1987; Dudley-Evans and Jo ST John, 1998; Louhiala-Salminen, 1996; Li So-mui and Mead, 2000; Perrin, 2003; Alm, 2003; Al-Khatib, M. and Farghal,

M. 1999; Al-KHatib, M, 2005 among others). However, the questionnaire was modified in a way so as to better serve the purposes of this study in Algeria with the particular workplaces of banks and hotels. The questionnaire was designed to elicit different types of data on the workers' target needs, wants, lacks, use of English in the workplace for different purposes, and attitudes. In fact, the survey questionnaire (*see Appendix F1*) consisted of two main sections:

Section 01: Identity and workplace related questions

The first section of the questionnaire is about informants' background information. It is necessary to know their qualification and seniority in the workplace in order to know their English language background and whether it exists and needed in their workplace. This section is designed to provide data to answer the third general statement of the problem on whether bank and hotel receptionists are trained to face English language needs and difficulties analyzed in the second section of the questionnaire.

Section 02: Communication related questions

This part is designed to provide data on communication at the workplace. It provides results to answer the first and the second statement of the problem. The second section elicits information about the use of English at work. It includes a question asking the employees to self-assess their English skills and attitudes towards it on a three point scale. To evaluate the language skills of the employees, self-assessment here replace testing. *'In language research'*, self-assessment as Huhta (1999,p.42) points out, *'has been found a sufficiently reliable method for diagnosing language skills'*. The *'quantitative dimension'* of language and communication appears. The results in this section are reported and discussed per type of work under the following headings:

a. Employees' language Use and Need

The questions in this part were given by the researcher to answer if English exists; if it is needed and what it is needed for. To answer these questions, each subject was asked cross the right answer among the choices as shown in the questionnaire (*Appendices parts*).

b. Self-Assessed English Skills

The questions in this part were given by the researcher in answer to the respondents' wants (What kind of English training courses do you like to be enrolled in your office?) and lacks that are reflected in their assessment of their need and proficiency in the different language skills on a three grade scale as shown in the questionnaire parts.

c. Employees' Attitudes

An attempt will be made in this section to highlight the attitudes of the concerned respondents towards English in relation to its importance and usefulness. So the items included in the questionnaire are designed to elicit such information on the attractiveness of language, the usefulness of language, the importance of language in facilitating the process of communication, and on to what extent the this language poses itself as being needed in both fields of work.

B. Procedures of Administration

Administering or testing is a very important step in the research process. The purpose behind this is to assess and evaluate tools of research to better the quality before it is definitely used. That is, it is necessary to try an instrument out before it is applied in a research study in order to get credible results. It is necessary to focus more on the wording and piloting (pre-testing) of the questions for it is important to questionnaire completion. The purpose of piloting is to check wording and clarity; moreover to gain feedback on the validity and reliability of the questions (Wilson and Mc Lean, 1994). In brief, *"remark, everything about the questionnaire should be piloted, nothing should be excluded, not even the type face or the quality of the paper"* (Oppenheim, 1992, p. 48).

Before any step of administering the questionnaire to the targeted audience, it was, first, simplified then tested out with a number of third year secondary school students since this primitive level is required for both banking and hotel receptionists. Next, it was given to fourteen trainees of different specialties in INSFP (one pre-

service training centre in SAIDA). Then, it was tested out with students from Dr. Taher MOULAY University in SAIDA. These students were selected according to their specialty (Economy, Commerce, Computing, Law and Political Sciences) and departments wherein English should be taught for specific purposes. They were asked to read the questionnaire and to see if there was any ambiguity and supply their assessments about the wording length and the structure of the questionnaire.

The purpose of piloting was twofold: first, to get the results required from a pertinent questionnaire. Second, to avoid any redundancy which the researcher had not noticed so that the questionnaire appears to be error free. A pilot study has several functions, principally to increase the reliability, validity and practicability of the questionnaire Wilson and Mc Lean (1994). The questions designed for the piloting were based on five main elements:

- Relevance to the research topic
- Clarity and straightforward of instructions
- Language ease of use
- Length of the questionnaire
- Other observation to propose

On completion of the questionnaire, the researcher went through each response very carefully noting their comments aiming to discover whether there were still ambiguous or cluttered questions. The respondents' feedback went as such:

- The respondents pointed that almost all the questions were relevant to the research topic
- The respondents found the instructions direct and clear to answer
- The respondents confirmed that the language used was clear enough
- The respondents found the questionnaire neither short nor long

1.5.5.4. The Structured Interview

Interviewing is the most common method in collecting data in qualitative research. It is carried for a specific purpose as Kahn and Cannell(1957, p. 149) pointed out in their definition: "*Interviewing is a conversation with a purpose*". The interview

is a specialized type of communication between the interviewer and the interviewee. Its form and purpose is then well structured. Structured interviews are also conducted among respondents to add validity to the research. They are extremely useful in evaluation and Needs Analysis (Dudley Evans and St John, 1983). And they are appropriate when the researcher is aware of what is unknown and can frame questions that will yield the needed answers (Dornyei, 2007). The interview as a data collection tool is simply an oral questionnaire. It is the gathering of data through direct verbal interaction between individuals. The structured interview is useful when the researcher is aware of what is unknown to construct questions that would supply the knowledge required. The content and procedures were organized in advance such as; the wording and modification of questions when it was necessary to make it ready for the interviewees.

The structured interview is designed as a means of data collection for the following reasons:

1. The structured interview is a time reduction tool for it allows the collection of data from a large number of participants in a short period of time.
2. Specific information and concise data are needed in the research.
3. Statistical data are needed to answer the research questions.

The recurrent topic that emerged from the earlier discussions made the researcher include them among the major questions to be raised in the interview. Conducting a semi-structured interview as a method of data collection afterwards was a way to allow for more exploration of the themes identified in the discussion phase. In other words, the choice of a semi-structured interview helped the researcher to follow new unplanned information during conversations.

A. The Interview Guiding Questions

Through prior discussion with employees of both research fields of study, it became familiar to deal with the researcher. Since the researcher belonged to the same speech community of respondents, this did not pose a problem to the researcher to deal with them in Arabic and French in some instances. The interview was consisted of

eleven closed-ended with ordered response choices and one open-ended question about respondents' wishes/expectations training related to English. Usually such type of interviewing is targeted to obtain direct particular and accurate data. It was divided into three basic parts: A, B and C. A and B parts were composed of a number of questions (*see Appendix G*) however part C was consisted of just one open-ended question:

Part A:

Part A (Q1-Q4) shed light mainly on the actual importance and use of English at the given workplace.

Part B:

Part B (Q5-Q10) generally, consists of a number of questions, which focused on the respondents' attitudes towards the familiarity of using English with foreigners; the interactive problems they generally meet; foreigners' accent; the importance of teaching English in general and translation in particular and the compatibility of the training curriculum with the workplace demands.

Part C:

Part C, however, consists of one question in which informants feel free to express their views, wishes and expectations behind English training courses.

B. Reaching Respondents and Conducting the Interview

Because she conducted the interview in the workplace, the researcher had first to ask the employees in advance to choose a moment when they would be disposed to take the interview according to their availability. Due to their valuable time, some bankers (not hotel receptionists) were difficult to be reached¹¹ which obliged the researcher to renew her visits. Some employees respected their appointments while others were reluctant. Being far from, the researcher was obliged to have a stay in Algiers and Mascara to have ample time for interviewing employees. The duration of the interview varied from one context to another and from one employee to another depending on their availability and how much they wanted to say about the topic. It should exceed twenty minutes (Bryman and Bell, 2011) but it did not reach that. It was

done repeatedly on several visits. The researcher tried to sequence her questions on the basis of conversation evolution and the flow of topics.

C. The Procedures of Administration

A pilot survey was conducted to test both the instrument and the procedure at the same time. (Mc lean, 1994) argued that: “*piloting is to test the feasibility of both the equipment and the method*”(p. 52). The researcher conducted the verbal survey on a smaller sample. When the interviewer is untrained it is better to try out the interview before conducting it on the sample population. Both the questions wording and instructions should be clear to both respondent and the researcher. McIntyre (1999) pointed that closed-ended questions let the respondent select from among a given set of responses. Therefore, it is necessary to choose the type of interview questions.

The same university students were contacted and agreed on the time and place for the interview. The interview was face- to- face, it started after giving an overview of the process trying to motivate and let the participants feel relaxed. Then closed-ended questions were directed to them to obtain the targeted data. After answering the interview, some additional questions were added as evaluative ones for the trail sample to answer. These questions focused on whether:

- The questions were relevant to the research topic or not.
- The language used was easy to grasp or not.
- The questions were clear enough or not.

Trough the pilot study, the researcher discovered the ambiguity of some items and questions that had to be modified before addressing them to the actual targeted participants. At the end, the researcher resorted to use simple and clear language.

1.5.5.5. Sample Choice

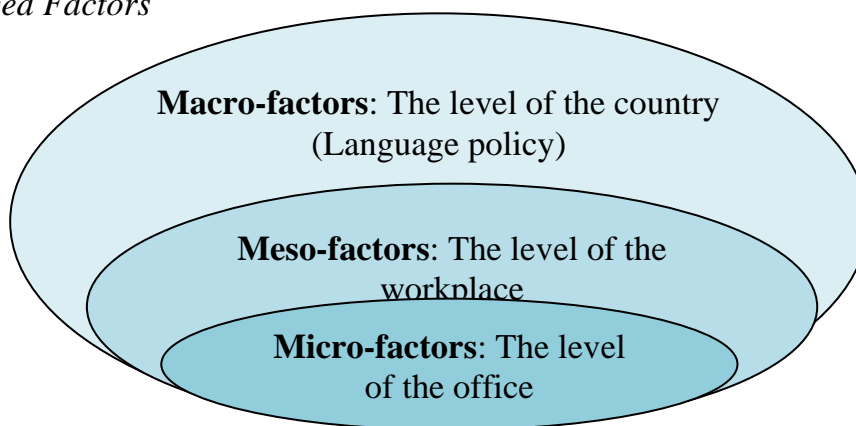
The sample includes a smaller portion of employees from the whole participants of the study. Their responses serve the role of the proof criterion in comparing and contrasting the varying attitudes towards and interests in English depending on the employees’ work nature. This is exemplified in the table hereafter:

Table 1.6.*Sample Choice and Data Gathering Methods*

	Discussion	Questionnaire	Interview
Banks (x5)	15	20	10
Front Office	2	2	1
Back Office	1	2	1
Hotels (x5)	25	35	20
FO+ Guest Service	1	2	1
TelephoneOperator	1	1	1
HK ¹²	1	2	1
IT Department	2	2	1
	Total=40	Total=55	Total=35

1.6. Ethnographic Background of the Research Context

The researcher proceeded through collection tools to the examination of some available data such as: informative signs (Shohamy and Gorter, 2008) and documents that pertain the language need. The diagram below illustrates the classification of the different factors portraying the language need inside the selected workplace.

Figure 1.5.*Language Need Factors*

Note. Adapted from “English, French, Spanish, Italian, Portuguese? Code choice and Austrian export” by E. Lavric, & B. Bäck, (p.43), 2009, *International Journal of Multilingualism*.

<https://www.researchgate.net/publication/24053596>.

1.6.1. English Language Needs at the Macro-level

In Algeria, the colonial heritage French is the most widespread foreign language. It is taught from the third grade in the primary schools until tertiary settings. Despite Arabization policy of all sectors, French still holds an equal status as Arabic in different work fields.

Due to both its geographical proximity and economic strength, France remains an important partner. The French language area remains important since “*the knowledge of foreign language by citizens of a certain country determines the offer of foreign languages on the labour market*” (Lavric and Bäck, 2009, p. 47). The knowledge of French by the high majority of intellectual population has made many sectors, institutions and companies adopting it as the working language.

Apart from employees of the present research context, knowledge of English by the Algerian population is far below the average despite the government attempt in prompting its status. The importance given to French in the Algerian educational system is at the expense of English which is actually taught starting only from the middle school. Many respondents in banks confirmed that English must be taught starting from primary schools and since they did not have that chance, they will do all what they can to get their children having their English language instruction from their primary education.

1.6.2. English Language Needs at the Meso-level

The importance given to English is plain to see from both research contexts language requirements that are present in recruitment advertising, corporate training, and to a lesser extent, informative signage. These implicit need indicators are described below:

The demand for bank and hotel workers with good English skills is plain to see through job offers (*see Appendix H*) and training. The employer body considers English as a necessary professional requirement of recruitment and a symbol value of Business.

1.6.2.1. Pre-service Training

In Algeria, because French is the main language of instruction for candidates engaged for work, pre-experience training in technical institutes was beneficial.

A. Pre-service Training in Banks of Study

The customer attendant, a privileged speaker, accommodates all customers operations at the front office before being processed at the back office in a confidential way. Therefore, Algerian authorities stressed the importance of training in the banking sector. A special and continuous training is provided and it includes all branch elements (from the simple agent to the manager). However, the training syllabus emphasizes certain skills of business English and ignores the others.

The Algerian government has also highlighted the importance of IT in the development of Algerian banks operations and foreign exchanges. As part of the general banking reforms, Algerian banks were encouraged to diversify their operations from their earlier specializations, offering a wider range of services to a broader spectrum of clients. For instance; the Chairman of BADR bank, believes that this bank can play a leading role in modernizing Algeria's banking sector. He welcomed the information technology, saying:

“Another advantage is that we are completely computerized”. “We started installing our information systems in 1994, well ahead of the others. These days, we have our own computerized system, which does not depend on any other system or any other company ...IT and communication development, the requirements of our customers and the economic environment are extending. Yet, very recently, our institution has displayed its capacity to anticipate and to adapt itself by targeting the objective which consists of ensuring the interests of the public sector, of its customers and of its employees.”

So, customers and employees are one of the targeting objectives of the Algerian banks. The employees' language and IT qualifications to meet the needs of the Algerian banks are of great deal of interest. Therefore, the training process should integrate these two elements in its programme. For the present study, we must know

first where do the Algerian banks in general and the case study banks in particular receive their employees from? To answer this question, the researcher found it beneficial to ask employees upon the qualification and the training they had already acquired before getting the job in the bank.

The case study banks in the case study towns admitted, after passing an entrance exam,

1. Candidates with third year degree at the secondary school without Baccalaureate but with an enrollment in professional training centres as HRM (Human Resources Management) trainees.

Those trainees had to study for 5 semesters enclosed by an exam after each and a memoir at the last semester. They had to study English besides other modules. These modules had changed after each semester; however, English remained for four semesters.

2. Candidates with third year (scientific stream) at the secondary school without the Baccalaureate Degree but with an enrollment in professional training centres as ST (Senior Technician).

Those trainees had also to study for 5 semesters enclosed by an exam after each and a memoir at the final one. In the first semester, they had to study Algorithm and Pascal besides other modules. Both are purely termed in English. In the second term they had to study a new module which is telecomputing. The use of English is frequent in this module. In the third and the fourth term, they had to study Delphi¹³ which is also termed in English. Pascal is the basis of Delphi and both are programming languages that the PC comprehends (the off-springs like: Java, Oracle, C++, C#, Matlab, Win AD...etc run most financial institution affairs). They are termed in English. Teachers of these modules always found a great difficulty in terminology and how to make it easy for the trainees to understand or at least to translate. They were not qualified to teach the terminology in English, they did it rather in French or Arabic. These language guides or programming languages run most enterprises and sectors work and this is the case of the banking sector. The trainees had

to study also English which is purely technical and which has its roots in IT. All modules tended to be changed and replaced except English which remained for four semesters (this is the case of National Institute Specialized in Professional Training 'INSFP' a training centre in Algiers, Saida and Mascara the case study towns of the present research).

In both cases, the trainees came with their background knowledge of General English which they had studied in the middle and high school (*see Appendix I I for sample lessons of trainees*).

3. University graduate candidates specializing in economy, finance, banking and finance, commerce or accounting. These future employees had studied General English in the middle and secondary schools. When they came to the university, they found new English that is related to their field of study but not so specific to it.

B. Pre-service Training in Hotels of Study

As tourism grows, hospitality training becomes vital in Algeria which rushes to expand its limited hospitality infrastructure. The country risks surpassing its ability to effectively staff and manage its tourism establishments. "Hospitality is a true profession," the general manager¹⁴ of the new Radisson Blue in Algiers, told. "We see private investors improvise at operating hotels, then after a few years regret it and lease their establishments to a management company." In such cases, the risk is that establishments may offer a service level below international standards and hinder Algeria's efforts to sell itself as a competitive destination.

Education and training are now integral elements of tourism Management strategies. Their focus is on the learner competency and effectiveness in the workplace. Therefore, the role of any hotel Management Centre is to produce an effective and operational element able to deliver better tourism services.

With the creation of 75.000 rooms before 2015, "Algeria is going to be one of the leading tourist destinations in the near future." (Euro monitor, 2007). A governmental momentum (Map Destination Algeria) was undertaken in recent years to

increase the share of tourism in Algeria compared to neighbouring countries. The goal is to make Algeria a real short-term tourist destination through the creation of 7 tourist centers throughout the country. In addition, the African continent is rapidly developing its attractiveness by investing as well in the development of tourism-related infrastructure, hospitality and catering. These developments are made to last and therefore open up good prospects for the Algerian youth. The need for trained staff, with a customer-oriented mindset and knowledge of international best practices will therefore be important in the coming years.

Like most countries, Algerian authorities are trying to emphasize the development of tourism because it has the potential to develop its economy. To give substance to this goal, investments in the development of the hotels are being encouraged. According to the World Tourism Organizations (WTO)¹⁵, Algeria has stepped up her total travel and tourism operating expenditure. Additionally, the Oxford Business Group (2011) anticipated that, by the year 2017, 1.1 % of the total government spending in Algeria will be devoted to the development of tourism.

The government also highlighted the importance of training in this sector. There is a lack of Algerian hotel schools which offered specialized training. Hence, a new training chart for hotel and tourism trades is due to be set up announced the Minister of tourism and Craft Industry on December 2010. *“It is necessary to have a new training chart to asses our needs in terms of quality and quantity before deciding which trades we should focus our efforts on.”* He also stressed the importance of human resources training in tourism, a sector that generate a considerable number of jobs (Algeria News, 2010); and the development of a road map to determine the fields and activities of investments.

In Algeria, most hotel receptionists can be graduates of Tourism and Hotel Management Centres. These are schools that provide training in kitchen, hotel reception, restaurant and travel agency. There are two important public Tourism Training Centres, one in Bou-Saada and the other one in TiziOuzou. The hotel management and tourism Centre in these Algerian towns is a national training school. It is designed to train learners to cope with the changing tourism conditions and to

provide both theoretical and practical approaches to the different needs of the hotel Management. It is required that trainees should be young people aged between eighteen years old and twenty seven with successful completed second year high school or third year without the Baccalaureate Degree . The applicant is admitted after passing an entrance test in September each year. The training period lasts for two years. During that time, trainees study general subjects such as foreign languages (French, English and German) and major subjects that are related to the selected field of training.

The first year programme is twelve- months intensive courses. It is generally divided into three main phases. During this three months stage, trainees acquire general learning background in the field of hotel Management and hospitality. During the second phase which lasts for six months, trainees are oriented to different specialties such as: kitchen, hotel management, restaurant or travel agency. In the third stage, trainees are committed to practical learning for two months. The practical training being the most important focus step is always outside the Centre, in hotels, restaurants and travel agencies to prepare the trainees deliver better tourism services with a high level of professionalism. The second year includes nine months of training in the area of concentration and reinforcement followed by two more month of practical training outside the Centre.

At the end of two-years training, trainees must pass a final exam so as to be given a “Certificate of Technician in Hotel Management and Tourism”. Upon receiving, the certificate trainee will be appointed to a job in his/her specialty and will begin a future career. The training includes theoretical and practical courses about: tourism techniques, cultural studies, real situations, technical visits and foreign languages. The training period is summarized in the following table:

Table 1.7.*Pre-service Tourism Training Period*

	First Year	Second Year
First Stage	CommonCore (3 months)	Reinforcement (9 months)
Second Stage	Specialty (6 months)	Practical Training (2 months)
ThirdStage	Practical Training (2 months)	Final Exam

Teachers of English at these centres are university graduates with less specific training. They are General English teachers employed to teach ESP courses for Hotel Receptionists. They usually base the specific curriculum on labels of a traditional programme of the 1970s. There is no official academic ESP syllabus although English is considered as an important subject. Consequently, teachers must develop their own syllabus always on a basis of relevance (*see Appendix I 2 for sample lessonplan*). The language content and objectives of any ESP course should be determined by and based on Needs Analysis as Miliani (1985, p. 19) states: *"These objectives derive from an analysis of the students' needs which help determine the way in which a course can go."* The objectives of the course at Tourism and Hotel Management training centres are not determined by teachers that do not have, unfortunately, sufficient knowledge about the field to be taught nor do they know how to conduct Needs Analysis to determine these objectives.

The push to increase tourist arrival numbers by 2030 will demand a similar leap in hospitality staff numbers. The World Travel and Tourism Council estimated that Algeria will see an increase from 327.500 tourism sector jobs in 2015 to 475.000

by 2026¹⁶. Training nearly 150.000 new workers will challenge the country's small but growing training infrastructure. The government currently manages three schools with a combined annual capacity of 880 students: a hotel management institute in Algiers, a catering and restaurant institute in TiziOuzou and hotel services institute in Bou Saada. Construction of a fourth school designed to accommodate 300 students annually has been under way in ZighoudYoucef, near Constantine, since 2015. The Ministry of Vocational Training and Education also offers courses, and announced in September 2016 that places for handicrafts and tourism training had been expanded by 15% of the total available training places.

However, while the government is taking steps to expand training capacity, concerns over the quality of public-sector curricula linger. *"The training is in serious need of review and updating,"* former advisor of the Ministry of National Planning, Tourism and Craft Industry told Oxford Business Group (OBG). Tourism students have also voiced dissatisfaction. In March 2015 students at the National Tourism Institute in Algiers addressed a petition lamenting that they "continue to receive lessons through classic teaching methods, without any modules delivered with software". Since assuming his post in July 2016, the minister of national planning, tourism and the craft industry has stated that authorities are taking measures to update public training curricula.

Another position in Marriott convention centre with the case study Algerian hotels¹⁷ that needs pre-service training is that related to IT department (IT Manager in charge of Audio Visual, IT Manager, IT Assistant Manager and IT coordinator). Those elements should receive a pre-service training from the national school of training in computing (Ecole Nationale Supérieure d'Informatique)¹⁸. The school does train and perfection engineers, applicant engineers and programmers, companies and sectors managers and even post graduated candidates for the fulfillment of the degree of Magister and Doctorate in computing. What is of interest among these and has a relationship with the key issue of the present research is the case of engineers and applicant engineers and programmers. The long term training lasts for 5 years after which the trainees are able to realize a project on computing comprising every

theoretical notion acquired and to get the job. The short term training is renewable and it lasts for 5 months period. Thereof, trainees will be prepared to perform the job in the hotel and to get another kind of training (*see it in-service Training in Hotels of Study at the end*).

1.6.2.2. In-service Training

As regards in-service training employees at first have to take a placement test that determines their level. The training centres either for bankers or hotel receptionists hire university teachers with academic language qualifications. Such a selection criterion does not seemingly emphasize ESP training or expertise, nor does it demand broad knowledge of the technical context of the training language (TL) in IT usage. This being said, the existence of an in-service training to derive data about the employees' learning, working experiences as well as expectations in view of providing ramifications for an on-going training.

A. In-service Training in Banks of Study

Based on the level evaluation test and after being admitted in the bank as new, employees will be sent to a special school of inter-banking training (senior employees are also concerned). Not all employees are sent to the school except those needed in banking operations; each according to his/her specialty and occupied job. There is one main school in the capital city, Algiers, and other regional ones in Algerian main towns such as: Oran, Blida, TiziOuzou, Setif, Annaba and Constantine (*see Appendix J*).

The Society of Inter-banking Training (S.I.B.F.) was created in 1989 by the Algerian big banks and financial institutions to insure the training and perfecting of their employees. Its social objective is to give a framework among which it gives a call to all technical and pedagogical competences of the sector to respond to the necessities of banks and financial institutions to the training and professional qualifications of their employees. The banks which are associated with this school and among which, there is the case study banks are (TBA and AGB are not concerned):

- Algerian Bank of Development.
- Bank of Agriculture and Rural Development.
- Bank of Local Development.
 - Bank of Algeria.
 - Foreign Bank of Algeria.
- National Bank of Algeria.
- The National Fund for Provident Savings.
- The National Fund for Agricultural Mutuality.
- The Popular Credit of Algeria.
- Al Baraka Bank.

The school covers two kinds of training:

- Diploma Training.
- Qualification/Thematic and Specific Trainings.

The following table shows the training cycle and the number of trainees after fifteen years of the S.I.B.F opening. The table shows that the number of trainees has increased which means that the training process is continual in response to the banking demands of professionalism in the field. Later on, the pedagogical activities have been widened and deepened and the number of trainees has increased as well in response to the demands of the Algerian banks.

Table 1.8.

S.I.B.F Training Cycle

<i>Training Cycle</i>	<i>Years</i>		
	<i>2000/2001</i>	<i>2001/2002</i>	<i>2002/2003</i>
	<i>Number of Trainees/Year</i>		
<i>1- Diploma Trainings</i>			
<i>Initial Cycle</i>	404	422	442
<i>Intermediate Cycle</i>	573	661	732
<i>Superior Cycle</i>	970	1154	1327
<i>TOTAL</i>	1947	2237	2501
<i>2- Qualification trainings</i>			
<i>Thematic</i>	2062	767	2644
<i>Of Card</i>	2024	6280	6140
<i>Specific</i>	1080	172	191
<i>TOTAL</i>	5166	7219	8975
<i>TOTAL</i>	7113	9456	11476

Note. From: www.sibf.edu.dz.

1/Diploma Trainings

These trainings prepare the employees of the banking sector to the job and banking profession through cycles. These theoretical cycles are detailed in the following tables:

Table 1.9.

S.I.B.F Diploma Training Cycle

<i>The Certificate of the Banking Culture</i>				
Objective	Duration	Programme		
<p>The teaching of CCB is estimated to get a general and technical knowledge which permits the trainees:</p> <ul style="list-style-type: none"> - To acquire rapidly an acceptable autonomy in the execution of technical operations of simple banks. - To develop without risk of blockage efforts of reflection and training. 	<p>This certificate is prepared for a period of two years to constitute the initial cycle of the banking training. This preparation is effected on the basis of two formulas:</p> <ul style="list-style-type: none"> - Afternoon courses. - Day courses (with periodical groups). 	<p>First year</p> <ul style="list-style-type: none"> - Classical operations of bank- I. - Initiation to economy- I. - Written expression techniques. 		
		<p>Second year</p> <ul style="list-style-type: none"> - Classical operations of bank- II. - Initiation to economy- II - Initiation to accounting technique. - Written expression techniques II. 		
		<i>Banking Brevet</i>		
		Objective	Duration	Programme
<p>This teaching is conceived for those who have followed the initial cycle, those who have their Baccalaureate or those who are largely operational and well needed to follow the high (superior) cycle.</p>	<p>This diploma is prepared for a period of three years to constitute the intermediate cycle. This preparation is effected on the basis of two formulas:</p> <ul style="list-style-type: none"> - Afternoon courses. - Day courses (with periodical groups). <p>To succeed in the BB means to accede to the high (superior) cycle.</p>	<p>First year</p> <ul style="list-style-type: none"> - The role of banks. - General economy. - Methodology of written expression. 		
		<p>Second year</p> <ul style="list-style-type: none"> - Enterprise finance exploitation. - Accounting works of exercise end. <p>This is besides two conferences on:</p> <ul style="list-style-type: none"> - Treasury Management. - Commerce and Marketing. 		
		<p>Third year</p> <ul style="list-style-type: none"> - Financial Investments. - Economic and Financial Banking Monetary. <p>This is besides two conferences on:</p> <ul style="list-style-type: none"> - International Environment. - Payments Balance. 		

Table 1.10.

S.I.B.F High Studies Training Cycle

<i>High Studies Preparatory Certificate</i>		
Objective	Duration	Programme
The objectives of this teaching are conceived to the training of technical potential employees in order to prepare them for a banking high studies diploma.	This certificate is prepared for a period of one year and to succeed to high studies. It is conceived for banking personal of high level but who did not have the pre-requisites to pursuit banking high studies. To succeed in this certificate means to accede to the banking high studies diploma.	<ul style="list-style-type: none"> - Banking Techniques. - Economic and Financial - Banking Monetary. - Accounting. - Critical study of accountants' documents. - Written Expression Methodology. This is besides three conferences on: <ul style="list-style-type: none"> - International Monetary System. - Algerian Banking System. - Fiscality.
<i>High Studies Diploma</i>		
Objective	Duration	Programme
This teaching which prepares the future elite of banks for a high supervision is conceived to enlarge and to deepen general and professional knowledge of learners (bank employees of high degree) to reinforce their aptitude for research, analysis and for synthesis.	This teaching is prepared for a period of three years	First year
		<ul style="list-style-type: none"> - Banking Techniques. - Financial Analysis. - Financial Mathematics. This is besides: <ul style="list-style-type: none"> - Conference about the Algerian Banking System. - A study day about Methodology.
		Second year
		<ul style="list-style-type: none"> - Financial Analysis. - International Economy. - National Markets of Capitals. - Fiscality. - Credit risks analysis.
		Third year
		<ul style="list-style-type: none"> - Projects Evaluation. - Foreign Commerce. - Computing. The study of English in this case is more operational and technical and related to Microsoft language guide.

A closer look to the table shows that the study of foreign languages, English and French, is general and limited to one skill 'Written Expression' which is not enough to meet the bank needs in foreign transactions. On the other hand, it is large and specific when the trainees use the 'Reading Skill' to encounter the international environment, the Algerian banking system and the acts of transfer between them.

2/ Thematic and Specific Trainings

Algerian banks and financial institutions are confronted recently with an immediate socio-economic context of change and the exigencies enhanced by the globalization and the perspectives of a foreign partnership. This situation pushed the S.I.B.F as a training organism to take charge of the banking personal so as to adapt their knowledge to the new exigencies of the world of professionalism. In this context, the contacts and exchanges with foreign banks and financial organisms are profitable and appreciated for Algerian bankers who are in need of new approaches and methods of work, and especially the use of modern means and instruments in performing the banking operations treatment.

Thematic and Specific trainings are under the form, of conferences of short, medium or long duration on Inter-banking on the basis of the specific needs of each bank or financial institution. They are also called '*Qualification Trainings*'. Qualifying trainings cover a variety of themes and disciplines which touch the banking profession and its environment, the banking foreign operations, front-office operations and others of communication and human resources managements. Most Algerian bank employees are sent to pursuit these kinds of trainings because they have the objective of forming and qualifying them with professional tasks.

Business English is a rapidly growing field within the area of English Language Teaching (ELT) and English for Specific Purposes (ESP). It is a straightforward term that is widely used and readily understood by practitioners, but its generality can lead to confusion (Johnson, 1993, Pickett, 1986 and 1989 and Johns, 1986). The term can be used to describe courses that range from an essentially English

for General Purposes (EGP) course that includes the teaching of some business lexis, to very specific courses, either in particular skills such as participating in or chairing meetings or report writing; or in particular disciplines such as finance or marketing.

S.I.B.F training programme is confined to the bank professionals as well as university or training schools teachers who are relevant to academic teaching. These teachers are General English teachers lacking the technical training except some basic knowledge in the field. Teachers, thus, are General English teachers and they are employed to teach Business English which is more specific and purposeful. Although English is considered as an important subject, there is no official academic English for ESP syllabus. The objectives of an ESP course should be determined by a learners' Needs Analysis as Miliani (1985, p.19) states, "*These objectives derive from an analysis of the student's needs which help determine the way in which a course can go*". Therefore, the language content of any ESP course should be based on Needs Analysis; however, no Needs Analysis has ever been identified to measure the banking practitioners needs either at the workplace or in the training centers.

B. In-service Training in Hotels of Study

The government has also highlighted the importance of in-service training in the sector of hospitality. INSFP in Oran convened with Marriott hotels convention representatives. That initiative made the framework of the new procedures undertaken by public authorities by means of tourism, employment and training schools and centres in order to promote training and reanimate the Algerian tourism sector.

One of the issues of that agreement was to provide vast privileges to the workers in tourism sector and hospitality services in the above mentioned country. In this vein, the director¹⁹ of professional training in Oran stressed the allocation of 16 training teachers to enable 180 trainees of the first group in catering specialties and other activities related to hospitality to acquire expertise and to know the new internationally used pedagogical ways among representatives of domain institutions and clients (*see Appendix K*). This happens in September each year for the sake of providing an inclusive training of a thorough quality. The aim behind this is to create a perfect comfort for clients²⁰.

Meanwhile, the private sector is working to fill the gap. In 2014 Algiers High Institute of Hospitality and Catering (Ecole Supérieure d'Hôtellerie et de Restauration d'Alger, *ESHRA*²¹) welcomed its inaugural class. Funded by Hospitality Investment Society (Société d'Investissement Hotelier SIH), which manages several major international hotel franchises in Algeria, ESHRA is building towards a total capacity of over 1000 students. Students study five-star service delivery from international instructors, benefit from practical experience at the school – which also serves as a hotel and conference centre – and graduate with joint diplomas through an agreement with Switzerland's Ecole Hôtelière de Lausanne. Despite its hefty annual tuition fee of €8270, ESHRA has attracted students from all across Algeria. In June 2016, SIH began construction on a second school, set to open in 2018.

As the sector grows, training institutes must remain responsive to evolving needs. “You can find good management in Algeria,” the training manager told OBG. “What operators like us really need is more personnel at the operational level, such as servers and cooks. A real tourism and hospitality culture needs to grow. I am confident on this point; Algerians have a welcoming culture and a desire to host their guests well. All that is needed are well equipped and up-to-date training facilities.”

Director-general of the ESHRA, agrees that training is the key to unlocking the tourism sector. “We can help the hospitality industry contribute a great deal to the national economy,” he told OBG.

Hence, a considerable number of hotel employees can also be the offspring trainees of this school. They are aged between eighteen and twenty seven years old. They are of different educational streams. They have studied English for at least five years. The content of the training English courses are that of the third year Secondary school. The training period in the former centre lasts for five semesters. In that school, however, it lasts for eight semesters. Trainees will study different modules (*see Appendix L*). They should have at minimum their Baccalaureate Algerian or Foreign. They are of different educational streams. They have studied English for at least five years.

They pass an interview in front of a qualified jury of ESHRA. The jury will validate the results of the interview and analyze the candidates' files. After that a final decision of their acceptance will be given and they will be sent an email for the deposition of their definite documents in all brief deadlines.

Considered one of the largest and most modern hotel schools in Africa, ESHRA will open its doors to the promotion of its students in the end of September each year. The elegant world of hospitality offers students through ESRHA the opportunity to attend a quality university course in Algiers. What motivates students is that not only will the diploma be recognized by the State; it will also have great value as long as it is co-signed by the school of Lausanne²². With the Lausanne co-signatory, the diploma will be recognized internationally, there are only eight schools in the world that offer diplomas certified by Lausanne, and the school in Algiers is the ninth. According to ESHRA Chairman, Andreas Baumann., the choice of Lausanne was strategic: *"For the world reference in the teaching of hotels, the school of Lausanne is the oldest in the world, it has 121 years of experience, and our owner has strategically chosen this school as a partner"*. The academic programs have been developed together with Lausanne.

To integrate ESHRA, trainees must have their baccalaureate and a good level in French; Courses will be in French, with modules of foreign languages such as English, and Arabic language courses. *"We follow the concept of the 'Ecole hôtelière de Lausanne', which is made up of two sections: in French and in English. We plan to launch an English section within five to eight years, as it is very important in the hotel world that people have a good command of the English language,"* he said. ESHRA offers two trainings: the first to the third semester and the second to the seventh semester. *"Students will not be in school for six months, they will train in business. The first internship in practical operations in Algeria to encourage them to know the hotel industry in Algeria, the second course will be rather administrative and are encouraged to do it abroad. Initially, we targeted the Algerian market, but foreigners could also integrate the school,"* said the school's commercial director. English in this school is taught for four semesters: the first, the second, the fourth and the fifth (*see*

Appendix M for English in the training cycle of ESHRA and for more details about the school).

About 20 teachers, including those of English, had started the courses. Qualified teachers, most of whom had taken over the Lausanne hotel school. “*We are still in the recruitment phase. At present, we have the operations director, catering manager, accommodation manager and chief Cook, they are expatriates and they are in the process of ensuring the recruitment of Algerians for the different positions that the school offers,*” he added. English course given in the school is different from that of the previous centres and with an advanced content. It also focuses on Grammar, Vocabulary, Pronunciation, Spelling, etc... But, French is given more importance than English for the time allotted and as being the language that is used for all majors.

ESHRA goes hand in hand with other private institute (Serecon) that better the quality of training and the high level of hospitality performance through different specialties (*see Appendix N*).

As regards the in-service training to the IT department employees (*see Appendix O*), it is daily. Employees are trained in two or three days to get a certificate. After getting many, they will get a boost in the salary and the office.

1.6.2.3. Informative Signs

The analysis of the ‘linguistic landscape’ (Shohamy and Gorter, 2008) through informative signs also reveals a plus to the multitude of languages among which the use of English figures. The strategic signs are made visible to all those who are subject to bank transaction or hotel residence. English is not the only language that is made publicly visible as shown in the following selected pictures from the both research contexts. In some instances it combines with both Arabic and mainly French. While the latter languages ensure understanding to the local population; the use of English denotes the case of existing foreign community or certain technical usage of this language.

The names on the buildings of two banks of the research context shown in picture (1), (2) and on cash withdrawal in picture (3) are clearly indicated in English and Arabic. The choice of English seems to project the international character of these banks in the sense that it connotes their globalization.

AGB-Saida

بنك الخليج الجزائر
Gulf Bank Algeria



TRUST BANK-Algiers (Hydra)



AGB Cash Withdrawal



TRUST Bank MasterCard BEAMasterCard



Picture (4), (5) show one means of broad electronic payments using prepaid card (as written in picture 4) called MasterCard. That is an international electronic fund transaction card.

As the following naming denotes in picture (6), Algeria Electronic Banking Services (*AEBS in the left bottom side*) is in English although the banking operations of transactions happen in French.

Algeria Electronic Banking Services



Hotel Naming



Le MERIDIEN

Under “*LeMERIDIEN*”, it is expressed in English “CONVENTION CENTER” as shown in picture (9). Mention should be made also on picture (7) and (8) wherein it is written in English once more “*FOUR POINTS BY SHERATON*” and under Sheraton “Hotels & Resorts”.

Different Booking Sites



Online Tour Operators



Before coming to their destination, most businessmen or companies, investors or at least travelers have to either to book themselves (or the workplace in charge) or consult an Online Tour Operator so as to have a label reservation in the host place hotels. As shown in picture (9) and (10), the exemplar booking sites and Online Tour Operators are named and written in English also.

1.6.3. English Language Needs at the Micro-level

Due to the nature of tasks and responsibilities, the technical department (Information and Advising Centre) in banks Back Office and IT department in hotels

are the major structure whose staff members regularly face the technical usage of English to deal with computers, Microsoft wares and programmes (Field Note Data). It is the technical department that is responsible for diagnosing potential technical defects in any banking act of transaction and hotel booking. In terms of ordering new equipment from external markets (*see Appendix P*), it is the technical department in banks Back Office that undertakes the task of ordering, transferring fund and finally shipping/ receiving the new product by the eventual companies, sectors and even individual customers. It is the IT department in hotels of the research that organizes the subsequent business operations (organizing visits; hosting foreign business partners; organizing meetings, conferences and trainings²³). In other cases when technical problems need a more professional expertise, the department also call or invites native or foreign technical experts to proceed to a problem inspection (Field Note Data)²⁴.

In the absence of explicit aspects of language policy (i.e., official language policy statement), other implicit aspects (i.e., language/ communication practices, employees' beliefs) otherwise termed "official needs indicators" are of equal importance in uncovering which languages are promoted and which others are allowed or prohibited. For instance, a collection of some official and unofficial documents shows the languages uses from external and internal communication. Because internal documents analysis provided but rough clues about the types of tasks and English language needs at work, more details will be gathered throughout sources (professionals themselves) and methods (interview, questionnaire, direct observation) triangulation.

This background section has offered an initial ethnography-derived portrayal of the need for English within two different research contexts from a macro, meso and micro level perspectives. These perspectives looked at the linguistic strategy in a global business context. In-service English training; recruitment advertising campaigns; multi-lingual and informative signs all suggests the implicit need for English within the researched fields.

1.7. Conclusion

English is no longer viewed in today's business contexts as a foreign language. It is the global and international means of communication. Actually, English now has a special status in most countries of the world. Therefore, the ability in oral and written communication in this language is very crucial. However, many employees of different workplaces do lack efficient communication skills. Indeed, the banking and hotel management receptionists are of these. They are not simply learners of English but users of it as it is a means of communication with native and non-native speakers for different purposes. Effective communication in a business environment requires the ability to interact in different languages and the ability to use the new technologies and media. Thus, it is important to explore this in the Algerian banking sector and hotel service. The first chapter of the exploration has depicted the methodological framework together with the contextual background of the research workplace whereby an initial simple evaluation of the professional and training situation has been highlighted. Hence, it has signaled the methodological alignment with the innovative needs enquiries for ESP that are more workplace-embedded and emphasized on insider (employee) perspective. To be able to draw inferences from the finding and in view of collecting more detailed data that serve to better inform ESP course contents and materials development, this chapter has further proposed the multi-method used to enquire about the specific English communication needs in the research contexts under scrutiny. The next chapter will provide the literature review related to communication in the given contexts and the importance of need analysis in identifying the Business English learners' needs which will be, in turn, analyzed in the third chapter.

Endnote to Chapter One

1. Established in 1999, NETeller is a leader in conducting online transactions in a secure manner. Its main mission is to provide people with a safe way to transfer funds online. Owned by the NETeller group, it has become the largest individual company for transferring funds. NETeller operates in over 160 countries and 34 languages around the world. One of the main languages is English. Curacao, Cambodia, Lebanon, Albania, Thailand, Siam, Serbia, **Algeria**, Georgia and Saudi Arabia, to name but a few of the countries which joined Neteller.
4. Since its inception in 1986 Diagram EDI has been engaged in the electronic banking field; currently providing a range of end-to-end internet banking solutions for retail corporate banks environments. The international technology provider of next generation payment solutions for financial institutions has acquired Diagram EDI, an internationally operating e-banking and payment solutions provider.
5. An extract from: Nuffield Languages Inquiry (2000) Languages: the next generation. London: The Nuffield Foundation.p 19.
6. Particular customers are foreign banks and foreigners in Algeria.
7. Algeria has huge tourist potentialities and occupies a special place on the world tourist market, a tourist guide editor pointed out. "We possess a large experience that is recognized all over the world and which allows us to face anyone who thinks that Algeria is not a secure country, our country offers multiple destinations and have large potentialities to enjoy a special place on the world tourist market," editor of tourist guide "Petit Fute, Jean-Paul Labourdette told. During the presentation, at the Arab World Institute (IMA), of the new Country-Guide that is devoted to Algeria and which is put for sell in France, Labourdette added this issue "is the fruit of co-ordinate efforts". Found in; <https://algerianembassy.org.my/video.htm>. Copyright 2005 by Algerian Embassy.
8. Source: https://en.wikipedia.org/wiki/Tourism_in_Algeria
9. The whole article is from: Hotel Management Development by Katherine Doggrell (2018), an editor at Hotel Analyst, the U.K.-based news analysis service

for hotel investors (<https://www.hotelmanagement.net/development/oil-revenue-flagging-algeria-turns-to-tourism>).

10. Dudley-Evans & St John, 1998; Long, 2005.
11. FO stands for Front Office
12. All naming: FO, HK, Catering, IT Coordinator, IT Manager, IT Assistant Manager, Check in and Checkout are of constant use by hotel employees without referring to French or Arabic instead.
13. Due to time constraints caused by work load.
14. HK employees were also involved in discussions, questionnaire and interviews because their task is closely coordinate with front office for every movement of the guest whether it is check in or check out. At the time of guest check out the housekeeping performs certain actions.
15. Delphi is a high-level, compiled, strongly typed language that supports structured and object-oriented design. Based on Object Pascal, its benefits include easy-to-read code, quick compilation, and the use of multiple unit files for modular programming. This language guide is termed in English.
16. Xavier Arnoux
17. A specialized agency of the United Nations that serves as a global forum for tourism-related issues.
18. Reported from: The Report Algeria. (2016) (<https://oxfordbusinessgroup.com/analysis/evolving-needs-tourism-sector-grows-hospitality-training-has-become-vital>)
As tourism grows, hospitality training becomes vital in Algeria. Oxford Business Group.
19. This is the case of 5 stars hotels in Oran: Sheraton, LeMerridien, Ibis, Royal and Four Point by Sheraton.
20. The school is located in Oued Smar in Algiers. It was called (Institut national de formation en informatique/INI) and it has become under the tutorial of the Ministry of Higher Education and Scientific Research since 1984
21. Abdelkader Touil of INSFP Centre in Maraval, Oran.

-
22. Source of the extract: www.el-massa.com . (See the whole extract in Appendix I).
 23. A private school under the supervision of the Ministry of Higher Education and Scientific Research. The prestigious Swiss hotel school, "Ecole hôtelière de Lausanne," through its Hospitality Consulting channel, assists and advises ESRHA in the realization of the project.
 24. The prestigious Swiss hotel school, "Ecole hôtelière de Lausanne," through its Hospitality Consulting channel, assists and advises ESRHA in the realization of the project.
 25. U.S business partners are going to train Algerian SONATRACH employees in hydrocarbon industry in a room conceived to training in hotels of the Convention Centre.
 32. The study officer (Le Chargé d'étude) in Bank of Algeria in Saida argued that he was the only one to whom every one of his colleagues would return to in every case of files, e-mails or error messages corresponding to the programming language. And if these were difficult for him too, he declared that the group of engineers in Algiers Centre would respond electronically: "*Ne touches pas! Envois le mot de passe*".

***CHAPTER TWO:
INVESTIGATION
INTO THE RESEARCH
FIELD FROM AN ESP PERSPECTIVE***

Chapter Two

Investigation into the Research Field from an ESP Perspective

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CHAPTER TWO

INVESTIGATION INTO THE RESEARCH FIELD FROM AN ESP PERSPECTIVE

2.1. Introduction

To survive in a highly competitive global economy, businesses have been developing their management and work environment to reach business goals in the New Age world and to be more acquainted with the powerful role of communication in today's business. As part of the New Age, we doubtlessly realize that communication is of a crucial value in the business success. A broad opening has been experienced around the world of banks and hotels and they are currently taking due advantages of innovations and technologies in communicative domain to provide improved customer services.. Therefore, this chapter is devoted to shed light on the main tenets of ESP in terms of research and practice notably needs analysis and materials development. In explaining how any ESP activity is research based, it is preferable to start first by pinpointing the different concepts and type of ESP to properly discuss its main stands of specificity. Chapter two unveils the changing concepts of needs to arrive at the current interest in language use and learning. And it argues for the importance of embedding learner-centred ESP research in the real world of work, be it banks, hotels or any other business context. It deals with ESP as concentrating more on language in context; communication in banking and hotel services as business workplaces; the importance of needs analysis in identifying the Business English learners' needs in the learning process and how English should be practised in a business context.

2.2. The Main Tenets of English for Specific Purposes

This section highlights the evolution of the concept of specificity in ESP by first looking at its definition and sub-fields. Then it comes at needs analysis as an instigator of ESP research.

2.2.1. Definition and Background

The advancement of business and communication technology in the course of the late past years has revolutionized the field of English language teaching and has radically swerved the attention of course designers from teaching English for Academic purposes (EAP) to teaching English for more specialized purposes that is ESP. *English for specific purposes is a term that refers to teaching or studying English for a particular career (like law, medicine) or for business in general* (International Teacher Training Organization, 2005).

At the beginning of its conception in the 1960s¹ the early dominant view whose pioneers were Halliday et al (1964) considered ESP as ‘*product-based approach*’ (cited in Anthony, 2001, p. 2). Hutchinson and Waters (1987), however, had refuted the idea that ESP is “*product-based*” and had emphasized similarities with General English (GE). In their assumptions, they draw the attention to a learning –centered approach “*in which all decisions as to content and method are based on the learner’s reason for learning. An ESP program is therefore built on an assessment of purposes and needs and the functions for which English is required*”. According to them, “*ESP must be seen as an approach not as a product*” (p. 19). Reflecting an interest in catering for learners’ needs, they equally highlight these needs as the main element of specificity in ESP. ESP, for them, “*is not a particular kind of language or methodology ...It is an approach to language which is based on learner’s need*” (ibid). Hutchinson and Waters claim that GE and ESP greatly differ in practice seeing that Needs Analysis (NA) is the methodology adopted to define the content of the course, whereas in theory they do not. For them, “*ESP is an approach to language teaching in which all decisions as to content and method are based on the learner’s reason for learning.*”

Robinson's (1991) was compatible to the last point of Hutchinson and Waters. She similarly viewed ESP as based on "*what they [learners] have to be able to do at the end of their language course*" (p. 7). She also pointed out what distinguishes ESP from GE teaching is not specific language but the specified needs of the course. ESP courses do not need to "*involve specialist language and content*" (ibid. p.4). She added some characteristics to the ESP course that is it takes an effect within a defined time period and learners are generally adults and are likely to share the same academic or professional needs. She describes ESP as a type of ELT and defines it as "*goal-oriented language learning*" which means that students have to attain a specific goal in the process of learning. Accordingly, "*Students study ESP not because they are interested in the English language as such but because they have to perform a task in English. Their command of the English language must be such that they can reach a satisfactory level in their specialist subject studies*" (ibid, p.396).

According to Dudley-Evans and St John (1998, p. 4-5), "*ESP is designed to meet specific needs of the learner*". In sharp contrast to the previous process-oriented views, another absolute characteristic in their definition is that "*ESP makes use of the underlying methodology and activities of the disciplines it serves*". Their view: "*ESP is centred on the language skills, discourse and genres appropriate to these activities*" requires specific methodology which demands specific teachers with additional content knowledge and skills. They further state that the teaching process of any kind of language for occupational purposes should take as a starting point the analysis of the four traditional skills within an appropriate context, that being, the conditions given in the workplace (ibid, p.95).

Belcher (2009) still emphasizes the learner-centredness as she views the latter as a "*specific-centred language instruction*" (p. 2). She further details the main feature that distinguishes ESP from other English Language Teaching (ELT) approaches notably its "*commitment to the goal of providing language instruction that addresses students' own specific purposes*" (ibid, p. 1). Another recent view is:

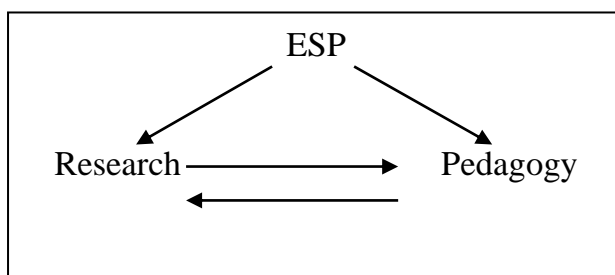
“English for specific purposes (ESP) refers to language research and instruction that focuses on the specific communicative needs and practices of particular social groups...Drawing on a range of interdisciplinary influences for its research methods , theory and practices. ESP has consistently provided grounded insights into the structures and meanings of texts, the demands placed by academic or workplace contexts or communicative behaviors, and pedagogic practices by which these behaviors can be developed.”

(Hyland, 2007, p. 279)

Mention should be made on the fact that research intertwines with pedagogy in a way that makes ESP professionals claim that their *“research should have pedagogical practices”* and that their *“pedagogical practices are directed by the research completed within [...] specific contexts”* (Johns, Paltridge, and Belcher, 2011, p. 2). This dual role of ESP can be illustrated as below:

Figure 2.1.

Research and Pedagogy Interrelation from an ESP Perspective



Referring to all what comes before, ESP conception reflects both *product-oriented* and *process-oriented* views of research and teaching. Dudley-Evans’ and St John’s (1998) *process-oriented* view shows interest in the learning process that intertwines with the communicative dimension of language use. It also shows that ESP is different from English for General Purposes (EGP) in that it is learner-centred, needs-grounded and often engaged with learner’s specific subject or domain knowledge. This

specificity in ESP requires ample consideration through the disciplines or professions that constitute its diversified field.

The term "specific" in ESP refers to the specific purpose for learning English. That is, students approach the study of English through a field that is already known and relevant to them. In other words, they are able to use what they learn in the ESP classroom right away in their work and studies. More specifically, the ESP approach enhances the relevance of what the students are learning and enables them to use the English they know to learn even more English, since their interest in their field will motivate them to interact with speakers and texts. ESP assesses needs and integrates motivation, subject matter and content for the teaching of relevant skills. As a matter of fact, ESP combines the subject matter and the teaching of English language. Such a combination is highly motivating because students are able to apply what they learn about English to their main field of study, whether it be accounting, business management, like banking, economics, computer science or tourism. Being able to use the vocabulary and structures that they learn in a meaningful context reinforces what is taught and increases their motivation.

2.2.1.1. ESP Course

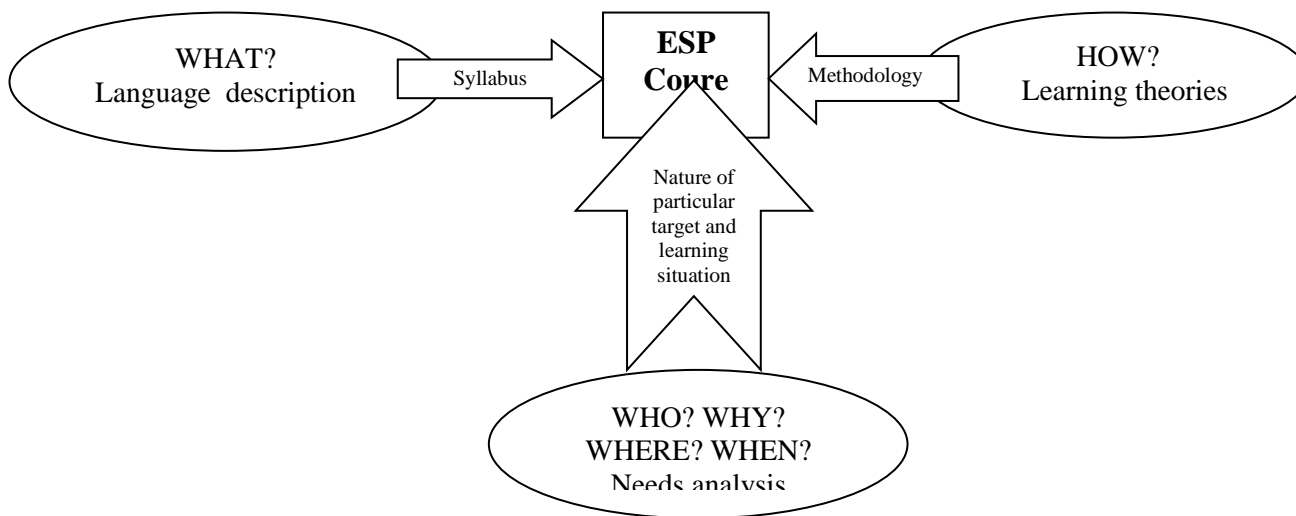
According to Hutchinson and Waters (2002), there are three main approaches to ESP course design, respectively called language-centered course design, skills-centered course design and learning-centered course design. Accordingly, ESP course is an approach that contains many different subjects that aim at preparing learners efficiently for their work. The greater dissimilarities between ESP and EFL are the age of the learners and the purpose for which they enroll in either class along with the way the English language is approached and taught in each of the cases. It means that in the former case there is more emphasis on the context and content of the subject taught through English, while in the latter the English language is taught more structured covering all its aspects and forms. In addition, ESP courses do not solely utilize the textbook, unlike more traditional courses, but learning also takes place through web quests and a lot of technology integration that simulates real life tasks for the professionals.

Widdowson (1984) suggested that an ESP course be essentially a training operation which is designed to meet the immediate objectives of the learner for they were at the same time the aims of learning. These objectives make up the specific purposes that should be met by an ESP course. These purposes determine planning the contents of the language teaching programme and also the responsibilities of the language teacher. Researchers in ESP agree that there are several tasks an ESP teacher has to fulfill. According to Hutchinson and Waters (1987), ESP teachers have to deal with needs analysis, course design, materials writing or adaptation of materials and evaluation. Dudley-Evans and St John (1998), as stated above, added even more functions to the ESP teacher's responsibilities. One of them is the collaborator's role that refers to the necessary co-operation and consultation with a subject specialist (e.g., team teaching). The additional researcher's role implies not only carrying out needs analysis, but also discourse analysis and conversation analysis of the texts that students will use in the target situation.

The central role of needs analysis is a common element in all definitions of ESP (Dudley-Evans and St John, 1998; Hutchinson and Waters, 1987; Robinson, 1991). Hutchinson and Waters, for instance, give six guiding questions that need to be answered "*in order to provide a reasoned basis*" (p. 21) for course design and materials writing. They point out another aspect affecting the ESP course as well. It relates to learner's surrounding and discusses the questions of 'who', 'why', 'where' and 'when' connected with the nature of particular target and learning situation. The authors describe them as 'needs analysis'. The figure below illustrates these questions and how the different factors affect ESP course design.

Figure 2.2.

Factors Affecting ESP Course Design



Note. Figure entitled “Factors affecting ESP course design” uploaded by [Mohammad Kaosar Ahmed](#). Content may be subject to copyright. Available at: https://www.researchgate.net/figure/Factors-affecting-ESP-course-design-Hutchinson-and-Waters-1987-p-22_fig3_281345731.

The aim of ESP course is, thus, to equip the learners with a certain English proficiency level for a situation where the language is going to be used, i.e., target needs (Sujana, 2005). A number of ESP researchers have argued that as language in different context varies, methods and contents of second language teaching should vary to meet the needs of learners in specific situations (Hutchinson and Waters, 1987). According to the same authors, three terms can be used to explain “needs”: “necessities”, “wants” and “lacks”. They define “necessities” as the type of need determined by the demands of the target situation, that is, what the learner should know in order to work effectively and efficiently in the target situation.

2.2.1.2. Characteristic Features of ESP Course

The main, characteristic of ESP is that it concentrates more on language in context than on teaching grammar and language structures, meanwhile the features of

the ESP course differ widely from that of the general English course. An ESP course can effectively and consequently achieve a satisfactory goal, if all three factors are evident.

a. Organizing a Course

Organizing the ESP course is very important step to achieve a satisfying goal in the course. There exist many factors playing a crucial role in organizing ESP course without them the learning process would not lead to effectiveness. Going back to the definition of ESP, the term '*specific*' in it refers to a specific purpose for which English is learnt and teacher should be familiar with. He or she should be able to find an answer to what is described as '*language description*'. The '*language description*' involves questions, e.g. "*What topic areas will need to be covered?*" "*What does the student need to learn?*" "*What aspects of language will be needed and how will they be described?*" (Hutchinson and Waters, 1992, p. 19-22). Finding the right answers to these questions results from the setting and organizing the exact goals and objectives of the course. Therefore, designing syllabus analyses of what the course is going to be about and setting goals and objectives in advance is inevitable.

Another feature underlines the way the learning is achieved and it speaks about "*learning theory*' which provides the theoretical basis for the methodology, by helping to understand how people learn. " (ibid, p. 23). It is natural that learning strategies vary and corresponds with learners' groups, their age, level and reason. The group of advanced expects is different in attitude from beginners and teachers determine which aspects of ESP learning will be focused on to meet learners' needs and expectations successfully.

b. Selecting Materials

Choosing ESP materials determines the running of the course and underlines the content of the lesson. Good material should help teacher in organizing the course or what is more. It can function as an introduction into the new learning techniques, and support teachers and learners in the process of learning. Materials are also a kind of teacher reflection, "*they should truly reflect what you think and feel about the learning process.*" (ibid, p 107).

Good material should be based on various interesting texts and activities providing a wide range of skills. Teachers determines which aspects of ESP learning will be focused on but one piece of material can serve for developing more than one skill, e.g. reading, listening, vocabulary etc. *“Teaching materials are tools that can be figuratively cut up into component pieces and then rearranged to suit the needs, abilities, and interests of the students in the course.”* (Graves, 1999, p. 27).

Materials should also function as a link between already learnt (existing) knowledge and new information (Hutchinson and Waters, 1992). Furthermore; teachers should be aware of the fact if the material is suitable not only for a particular discipline and answers given course goals but also for teachers and learners themselves.

Concerning the selection of ‘GE’ material and ‘ESP’ material, some criteria must be matched. Language teacher is responsible for selecting an appropriate text that contributes to students’ effectiveness. Wallace (1992, pp.1-9) suggests those main criteria:

- Adequacy: means that, the course should be at the appropriate language and age level.
- Motivation: the course should present content which is interesting and motivating for students work. It goads into students effectiveness, interest and pleasure of work.
- Sequence: that is to say it is important if there is some relation to previous texts, activities, topics not to miss the sense of the lesson.
- Diversity: the course should lead to a range of classroom activities, be a vehicle for teaching specific language structure and vocabulary and promote reading strategies.
- Acceptability: it should also accept different cultural customs or taboos.

“Materials provide a stimulus to learning. Good materials do not teach: they encourage learners to learn.” (Hutchinson and Waters, 1992, p. 107). Therefore,

selecting an appropriate material regarding the main criteria is an essential phase in organizing each course. It may happen that learners' needs and expectations are not met due to the wrong choice of materials.

c. Types of Activities with Text

Text as a learning material can be used for learning and practising wide range of skills. In ESP course, it can be the source for new vocabulary, communicative or reading skills. To make working with a text as much effective as possible, it is necessary to involve all students' skills. It is preferred to combine working with printed text with listening to audio or video documents that means receptive with productive activities. Concerning the ESP activities, it is necessary to keep in mind the context that should be consistent with studying the subject matter. These can be:

First, warming-up activities for pre-teaching and activation of new vocabulary or grammar structures and discussing questions concerning the topic. These can include various types of plays, puzzles, collocation grids, questionnaires... etc, to increase students' interests in given topic and lead them into further problems. Pre-reading activity is considered to be very important for student's motivation; topic or genre of the text is introduced with collective discussion or some pictures to be fully motivated (Wallace, 1992). Warming-up activities are very important and necessary phases on which the next working process depends.

Second, receptive activities that work with a text itself (reading, listening). Here, various reading strategies can be realized, for instance, aloud, quiet, skimming, scanning, with or without translation,. They should lead to encouragement of students. We can distinguish language-based approaches (e.g. jigsaw reading, gap-filling) or approaches relating to content of the text. Both of them should aim students to be as much active and reflexive as possible.

Third, productive activities that of practising the acquired knowledge, for example, to work in pairs, in groups or individual with help of teacher who takes notice of using the target language; or to summarize the lesson that should be done by students so as to show how they understand a given topic.

Finally, follow-up activities that of improving, developing and appropriate using of learnt knowledge. These activities can be practised in a form of creative homework exercises. Large scale of skills and activities can be developed e.g. drawing characters, making discussion, creating some pictures, dramatic activities, etc. (Harmer, 1991).

d. Creating a Learning Environment

The last criterion is very important which should be applied during such courses. Creating a positive learning atmosphere full of motivation in the classroom is a primary step for achieving and setting goals. It makes teaching and learning more interesting for both the teacher and the learner, and it supports students in their work. Creating a positive learning atmosphere is closely linked with motivation. It is also an important part of students' work that affects their future success or failure. It is a kind of inner motor that encourages learners to do their best to achieve satisfactory objectives in their activity. Harmer (1991) describes motivation as "*some kind of internal drive that encourages somebody to pursue a course of action*" (p.14). The role of motivation during each activity is inevitable. Students should be motivated as much as possible to enjoy the activity and achieve its real aim.

2.2.1.3. The Role of the Teacher in ESP Course

It is difficult to delimitate where 'GE' and 'ESP' courses start and end. And it is difficult also to distinguish the role of the teacher in those two courses. The aim of ESP teacher is not only to meet the learners' specific needs in the field of particular discipline but also to provide satisfying learning background (Designing course, setting goals and objectives, selecting material, etc....) as it was already pointed out above. Hutchinson and Waters (1992) stress two roles that differentiate between an 'ESP' and a 'GE' teacher. Beside the typical duties of classroom teacher, an ESP teacher "*deals with needs analysis, syllabus design, materials writing or adaption and evaluation,*" they see "*ESP teacher's role in one of many parts.*" (ibid, p. 157).

Studying subject matter in English is in the centre of students' attention not the language itself as it is in a 'GE' course that is why the concept of 'ESP' course is

adapted to students' needs. On the other hand "*ESP teacher should not become a teacher of the subject matter, but rather an interested student of the subject of the subject matter.*" (ibid, p.163). The other aspect refers to training ESP teachers which was not covered as much. So teachers of ESP have to "*orientate themselves to a new environment.*" (ibid, p. 157). In general, positive attitude to ESP content, learners and previous knowledge of the subject area are required. (ibid, p.163).

2.2.1.4. Dudley Evans and St John Theory of ESP Practitioner

Tony Dudley Evans and St John (1998), however, define five key roles for the ESP practitioner: teacher, collaborator, course designer and materials provider, researcher and evaluator. The role of 'teacher' is in fact the same as a role of 'General English' teacher. The role of 'collaborator' is connected with working (collaborating) with specialists to meet the specific learners' needs. The aim of the role of 'course designer' and 'materials provider' is the same in both, ESP and 'General English' courses; to provide the most suitable materials in the lesson to achieve set goals. 'Researcher's' results find out if the choice of materials meets learners' and teachers' expectations. The role of 'evaluator' is very important in the whole learning process for it is necessary to inform students about their progress in their language learning that is why giving feedback is an inevitable part of each activity. (Anthony, 2011).

There are various directions of ESP towards diverse courses. One of the directions towards such diverse courses is the term and practices of ESP. More specifically, courses that are held for a specific purpose, ranging from BE to English for Banking and Tourism. As stated by Hutchinson and Waters (1987) ESP should be viewed as a method which is not based on concrete tasks and material, but rather on teaching a language, in which the learner has the first word, concerning the content and the strategies used during the lesson. That is to say, ESP courses include a number of diverse subjects such as technical English, medical English, English for banking, English for Tourism and others. Each course is designed to address learners according to their interests and their field of study. The fact that English holds such an esteemed position in the world and has become one of the most widespread languages utilized in

order to negotiate in jobs related to “trade” “tourism” “technology” and “business” makes its knowledge on a sufficient level a prerequisite (Otilia Minadora, 2013).

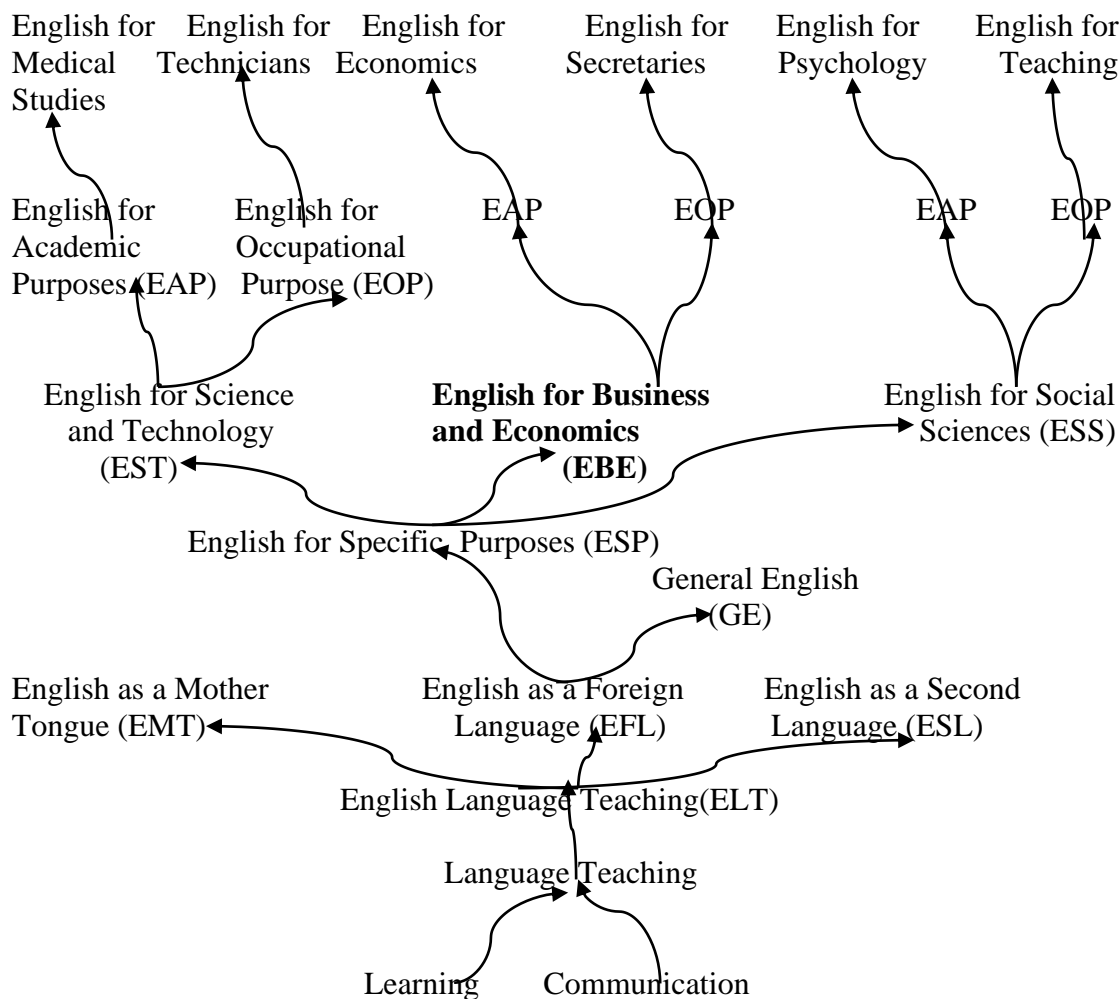
Based on its status in such a globalized era, English is most commonly the first foreign language to be taught to non-native speakers. Therefore, it is of great importance to put emphasis on the specific tasks and strategies used while teaching English in a classroom; strategies that are dissimilar to the ones used in a traditional way. The activities used should be focused especially on the aim of the course and the knowledge that learners need in order to be efficiently prepared for the given domain of work. More specifically, ESP courses are addressed only to “professionals” who are going to use a foreign language to their careers (Gavioli, 2005). For this reason, usually all learners are adults who already know English and they learn it in order to adjust it in their work (Fiorito, 2006).

2.2.2. Categorizations of ESP Specialism

Some of the common divisions that are made by Hutchinson and Waters in ESP are shown in the figure below in which the topmost branches present the level at which ESP courses occur. The branches show that ESP may be divided into two main types: EAP (English for Academic Purposes) and EOP (English for Occupational Purposes). This is, of course, not a clear cut distinction: people can work and study simultaneously; it is also likely that in many cases the language learnt for immediate use in a study environment will be used later when the student takes up, or returns to, a job.

Figure 2.3.

The Tree of ELT



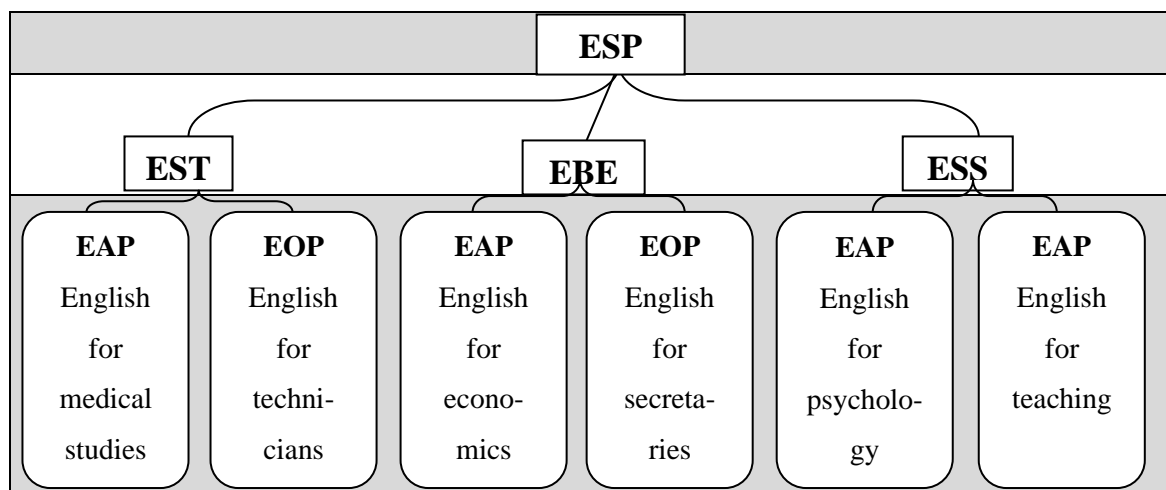
Note. Adapted from: ELT Tree (Hutchinson and Waters 1987, p. 17). https://www.researchgate.net/figure/ELT-Tree-Hutchinsonand-Waters-1987-p-17_fig1_281345731.

Hutchinson and Waters (1987) proceeded to a discipline based classification of ESP to project the theoretical conception of specificity in ESP by arranging specialisms according to specialist disciplinary knowledge. The above classification is therefore notably detailed into: English for Science and Technology (EST); English for Social Sciences (ESS); English for Business and Economics (EBE). Each of these subject areas is further divided into two branches: English for Academic Purposes (EAP) and English for Occupational Purposes (EOP) as shown in the above figure and

clarified in the one below. An example of EOP for the EST branch is 'English for Technicians' whereas an example of EAP for the EST branch is 'English for Medical Studies'.

Figure 2.4.

Discipline-based Classification of ESP

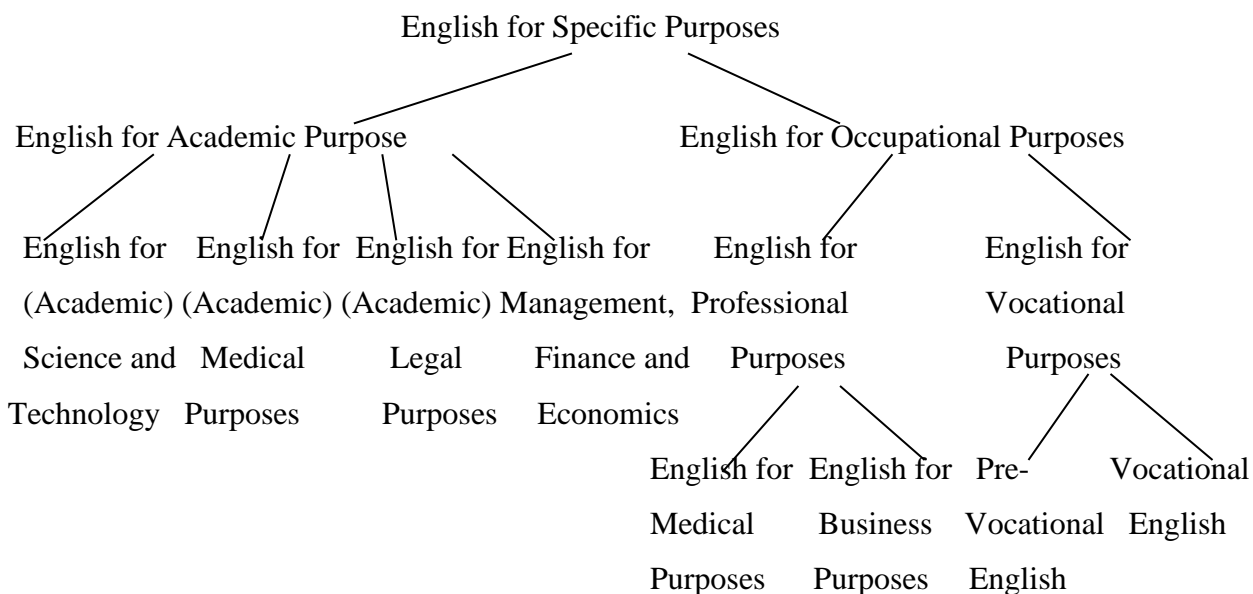


In turn, such disciplinary-specific classifications give way to lower-level classifications consisting of real-world situations related to either study (academic purposes) or employment (occupational purposes). A case in point is how EST is subdivided into EAP (English for medical studies, English for engineering, etc...) and EOP (English for medical practice, English for nursing, English for technicians, etc...). Here, ESP focus is on the disciplinary-related language practices and discourses.

In sharp contrast to such classification, Dudley Evans and St John (1998) propose a situation-specific categorization of ESP specialisms by first classifying the disciplines that ESP serves and that the learners need in two main classifications EAP and EOP as the figure below summarizes:

Figure 2.5.

Situation-specific Classification of ESP



Note. Reprinted from “Developments in English for specific purposes: A multi-disciplinary approach” by T. Dudley-Evans and M. J. St John, (p.6), 1998, Cambridge university press. <https://books.google.com/books?hl=fr&lr=&id=FY5ChNRKtxwC&oi=fnd&pg=PR8&dq=related:eFOkcbICp2kJ:scholar.google.com/&ots=hghcq8Qr>.

The first one is EAP, referring to higher education study-related situations. Its related disciplinary specialisms consists of English for law studies, English for engineering, English for business studies, English for medical studies, and so on. The second one is EOP: while English for vocational purposes (EVP) refers to English that is for non-professionals or pre-experience purposes, English for professional purposes (EPP) refers to the boost of professions that reflect the world of work. These professions include, among others, specialisms in: English for Business Purposes (EBP), English for Legal Purposes (ELP), English for practicing Engineers (EEP), and English for practicing doctors or medical purposes (EMP). Here, more emphasis is put on the learners’ target situations and contextual features of language use. In relation to EBP for the purpose of the present research, Dudley-Evans and St. John (ibid) use

another term Business English (BE) to describe the English that adult workers use in an occupational context when doing business at the international level.

One cannot deny the increasing number of specialisms that ESP now covers. As Brunton (2009, p. 22) states, *“ESP is today more vibrant than ever with a bewildering number of terms created to fit the increasing range of occupations that have taken shelter under the ESP umbrella.”* Williams (2014), for example, proposes new types of ESP that are the offspring of the digital era such as: Electronic Business English (e-BE) or Electronic Medical English (e-ME). Alcantud-Díaz, Ricart Vayá and Gregori-Signes (2014) introduced a new kind of activity, namely digital storytelling, in the curriculum of students who attended the course “Communication in English Language in Tourism”. This article portrays the hands on experience carried out in the course of. By this, they were connecting the learning process of the language in higher education to the real working world by developing more professional competences.

The above organizing principles, however, should be viewed in terms of complementary and tendency to examine the specificities of language use and learning in different professional and academic areas for better training programs. Most importantly, focusing on either disciplinary-specific or situation –specific language will depend on the learners’ specific English needs. This issue of needs will be properly discussed in the analysis of needs.

2.2.2.1. Business English as a Branch of ESP

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 BE 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 and due to its special quality, attention should not only be paid to language, but equally to the importance of skills-training in the teaching activity. This presents a challenge for BE teachers, as they are required not to only be professional in language, but also to develop awareness of the needs and concerns of business people and to become flexible enough to respond to those needs.

Business English or business communication, as used interchangeably, is a rapidly growing field within the area of English Language Teaching (ELT) and ESP. According to Dudley-Evans and St John (2000), ESP, which is related to specific disciplines, is designed to meet specific needs of the learner. ESP focuses on language skills; however, it may take place in specific teaching situations. Therefore, its methodology differentiates ESP from general English.

In recent years, there have been a variety of ideas concerning the conception of BE as it should be included in the range of ESP because it shares similar features with ESP, such as the analysis of demand and the selection of language materials (Ellis and Johnson, 2002; Hutchinson and Waters, 1987). Wenzhong Zhu (2008) has reviewed some recent studies done in 2005 and 2006 which argue business communication as English for General Business Purpose (EGBP). In this case, Business English Communication aims to add some common knowledge in the skills of business language. In similar studies BE is classified into English for Specific Business Purpose (ESBP). In the context of ESP, EGBP targets those learners who have lack of working experience (pre-experienced or low-experienced learners) while ESBP is designed to train those professional people who have business working experience (job-experienced learners).

Thus, we see BE as a branch of ESP in that it requires the careful research and design of pedagogical materials and activities for an identifiable group of adult learners within a specific learning context (John and Dudley-Evans, 1991) and is “designed to meet specified needs of learners” (Stevens, 1988). Most definitions of ESP (e.g. Robinson, 1991; Stevens, 1988; Munby, 1978; John and Dudley-Evans, 1991) use ESP as an umbrella term that embraces two key areas, EAP and EOP. In a sense EOP constitute the rest of ESP, taking in any work-related English language courses. This may include courses for managers, technicians or very specific task-related courses for unskilled workers. Reference is also made to English for Professional Purposes (Lomperis, personal communication), which refers to specific courses run for managers in the area of both business and technology.

The term BE does not fit neatly into these categories (Johnson 1993; Pickett, 1986 and 1989). It deals largely with adult learners either working or preparing to work in a business context, but may also include academic BE required by students following, for example, a course in Finance, Accounting, Tourism or Banking. We see BE as an umbrella term used similarly, to the term ESP to embrace both general courses in the appropriate lexis and grammar for business communication. It also describes more specific work; either for carefully selected homogeneous groups from one company, or in specific skills

We see the term BE as referring to the teaching of non-native speakers needing English for business purposes, usually working in a company at managerial level and needing to communicate in English with either native speakers or other English as a Second Language (ESL) speakers with whom they do not share a first language. There is, however, a clear and important difference in the focus between a business English course and a business communication course.

2.2.2.2. Business English Course

There is no 'best' methodology in teaching BE. As a general rule, methodologies which put the learner at the center of the learning process are likely to be the most effective i.e., any teaching situation that can be an interaction between the learner, the trainer and the activity itself. In BE teaching activity, methodologies which combine language and real situation together would be more favorable. Emphasis on the application of language in business communication can assist in the teacher carrying out the course more successfully and help the learners learn more quickly and more effectively.

In the ESP course, as stated before, English should not be presented as a subject matter of learning, but in the context with learners' needs and knowledge. Positive attitude to subject is more than evident and there is no prior need to develop students' positive attitude to subject matter, that was already developed by previous knowledge and interest in studying subject, but to make students familiar with particular way of using English.. The way of presenting the content through English is

an important motivating step for ESP students that is why a teacher should be careful about the choice of materials and activities in the lesson and about organizing the course in general. Students will acquire English as they work with materials which they find interesting and relevant and which they can use in their professional work or further studies. (Fiorito, 2006).

BE, as a kind of developed ESP, can undoubtedly adopt the way of course design for ESP. It focuses on courses related to the application of language in business communication. Based on what is talked in ESP course and since BE is an evident branch of ESP, the third approach (learning-centered course design) may be the best to assist in BE teaching activity, since it is most learner-centered, because BE learners usually have very clear demand for what to be learned, and some of them have set goals, especially the job-experienced learners. So it is important and necessary to take the students' practical need into consideration in BE teaching to make the learners benefit most from the class.

Since the early 1980s, research on EBP has flourished as English has become widely accepted as the primary language for international business (Boyd, 1990; Esteban and Cañado, 2004). Hence, a considerable amount of research has been conducted on business English including the analysis of business writings, conversation, communication skills, and strategies. Also many language institutions have offered business English courses. For example, beginning in 2005, the University of Hawaii English Language Program started to offer a business English communication course for ESL learners who planned to do business in the United States or in their own countries using English. The course aimed at improving learners' general business English communication skills and conducting a task-based needs analysis to identify target tasks that the students need to perform during and after the course.

There was a move to change the entire focus of the program from skill-based to content-based instruction (Brinton, Snow and Wesche, 1989; Crandall and Tucker, 1990; Kasper, 2000). The rationale for the change was that, although skill-based

courses such as listening or writing intensive courses were offered, inevitably all of the courses had to incorporate other skills as well. Therefore, it was thought to be better to focus on content areas in which students might be interested, while encompassing all four skills in each course. Only business and travel was a newly created content area in which courses were offered. BE courses were designed to develop students' knowledge of business practices and to improve their communication skills in various business situations. For this purpose, four different courses were developed in this content area: 'business communication', 'business presentation', 'case studies in business', and 'research and business site visits.'

The needs analysis undertaken here was designed for the business English communication course, the focus of which was to improve learners' general business English communication skills. Target students for this course are those who plan to do business in the United States or those who plan to work in a business setting in their own countries but need to be able to use English in the workplace. This course addressed business interaction, reading and writing business documents, job applications and interviews, and business presentation by introducing a series of tasks. It was also expected that the students can learn business-related vocabulary and understand cultural differences.

Taking into consideration that the course is content-based and focused on business communication skills, a task-based approach to syllabus design was adopted. Although the content-based and task-based approaches were regarded as different approaches to syllabus design, these two seemed to coincide well for the targeted course from theoretical and practical perspectives. The task-based syllabus seemed to satisfy most of the rationales for content-based instruction. Brinton, Snow, and Wesche (1989) summarized five implicit rationales of content-based instruction: (1) taking into account the eventual uses of the target language; (2) increasing motivation by using content relevant to learners; (3) building on the previous experience of the learner; (4) promoting contextualized use of the target language; and (5) providing comprehensible input (Krashen, 1985a; 1985b). Since the need to use real-world target tasks matches well with the task-based syllabus, this last has also been widely employed in ESP

courses, including BE courses. In addition, this approach to language teaching has been considered more efficient than other traditional language teaching methods for teaching cross-cultural aspects of BE.

Developing the BE course was undertaken during spring 2005. In this process, there was a strong need for the curriculum developers to understand business English tasks that were performed in real business contexts in order to design the course around those tasks. It was assumed to be necessary to identify these tasks in each context, since the course aimed at preparing the students for doing business either in the US or in their own countries. As for the US, a language expert who was familiar with the business tasks in the context therein as well as English language teaching was newly hired for the content area and then helped with developing the course. Nonetheless, there was still a need to investigate the business English tasks that were performed in students' home countries, where most of the students might do business in the workplace after finishing their training career.

2.2.2.3. Communicative Purposes of ESP

Business and communication technology have advanced enormously and this has influenced the field of language teaching and has resulted in a shift from teaching English for general academic purposes to teaching English for more specialized purposes (Al-khatib, 2005). Thus, ESP objective is to achieve communicative purposes used in a professional workplace. It *“is not just a matter of science words and grammar for Scientists [...] there is much more to communicate than just the surface features that we read and hear”* (Hutchinson, 1987, p. 18).

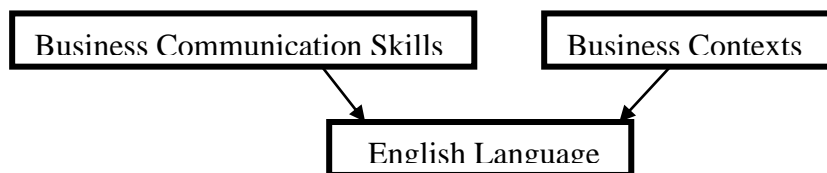
Accordingly, there is a distinction between what do people actually do with the language and the range of knowledge and abilities which enable them to do it. Language can be approached to improve communication in the organizations. In this context, language is understood as the interaction system for communicating messages at work. Thoughtful organizations define language and communication as a key competence area which needs to be in line with the organizations' values and strategies (Huhta, 2002).

2.2.2.4. Business Communication Skills

Effective communication through English in business settings is a composite of various skills and abilities. It has already been noted that non-native speakers embarking on business careers may need help with communication skills. The classification that has been chosen for researcher study is developed from a simple representation of the work situation as illustrated in the following diagram. This diagram represents “*the main features of the work environment that determine (the) linguistic skills required*” by an individual according to “*perhaps the most commonly held view in the profession*” (Cane, 1993, p. 4).

Figure 2.6.

Business Communication Skills

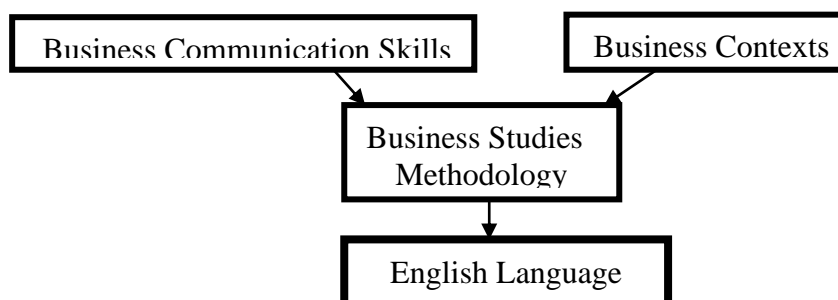


Note. From “Report on Business English: A Review of Research and Published Teaching Materials” by T. Dudley-Evans and M.J. St John, (p. 25), 1996. University of Birmingham. UK. <https://www.ets.org/Media/Research/pdf/TOEIC-RR-02.pdf>.

This triangle has been modified as follows:

Figure 2.7.

Business Communication Skills



Note. From the same source (p. 26).

Business Communication Skills are defined as those that are based almost entirely on language. That is, in contrast to Business Contexts, these do not depend on any specialized knowledge; people in all walks of life are meeting, discussing, corresponding and these are very language-dependent activities. These business communication skills are seen as the common core of BE. They include: giving presentations, telephoning and participating in meetings and can found as modules of training courses for teachers.

While business communication skills are those in which language is dominant, business contexts covers features that affect the language but are not wholly language based. Therefore, the business sector, the business function, and the job description of an individual all determine what topics, and thus what lexis, a communicator will use in the common-core business activities. It is within business contexts that we find the hard-core ESP materials specializing in key business functions and sectors. In this area are materials identified as English for banking, marketing, finance, tourism, etc... The third apex of the triangle is that of language itself, in this case English, including not only the concept of language but also its learning. In the centre of the triangle are materials that require the adoption of a methodological approach from business studies based on real business practices that are used to develop business concepts. The following clues identify the core business communication skills:

<u>Listening/speaking</u>	<u>Reading/writing</u>
Telephoning	Correspondence
Socializing	Report writing
Giving presentations	
Taking part in meetings	
Negotiation	

2.2.2.5. Cross-Cultural Communication

The research into cross-cultural communication is helping to provide a better focus. A concrete example is the course book, *International Business Communication*, (Victor, 1992) that sets forward procedures for the conduct of international business,

taking into account difference in language, environment, technology and non-verbal communication.

It is widely accepted that cross-cultural aspects of business communication need to be much more widely studied in BE (Robinson, 1991; Cowcher, 1987), and certainly much interesting research has been reported in the area of business communication. Many of the reported studies of cross-cultural differences have been in the area of business negotiation and turn-taking in business meetings. The other main area of research into cross-cultural difference is in the area of letter writing. Yli-Jokipii (1994) notes a difference between cultures in the role of letter. She points to a number of reasons the letter is preferred to the telephone for international communication. Sims and Guice (1992) looked at the difference in letters of inquiry written by native and non-native speakers but this was not strictly in the area of BE. Jenkins and Hinds (1987), however, looked at the actual business letters, namely letters of request written in English, French and Japanese. They found that the English letters were reader oriented in that they attempt to persuade the reader of the advantages of accepting what the writer wanted.

Connor and Kramer (1995) investigated the skills used by native and non-native speakers in reading a business case then producing a report based on the reading. They concluded that two of the non-native speakers lacked the skills and strategies of a successful report writer, and needed tuition in the area of developing an argument from a set of data. This is the case of non-native English speakers when they meet English documents or foreigners in the workplace. Therefore, learning has a broader project and potential to link development of the individual with development of the organization or business, through an emphasis on sustained development and learning processes as well as learning outcomes.

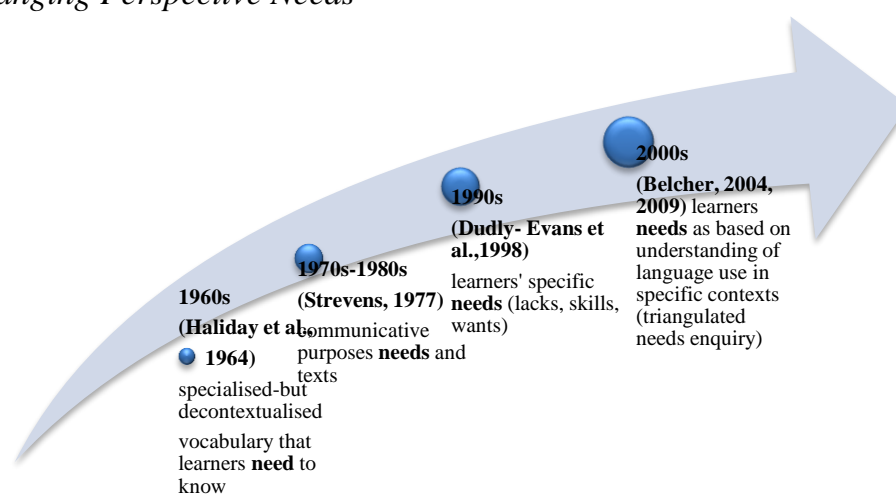
2.3. Needs Analysis

This section proposes a theoretical outline of the different conceptions of needs. It is lightly linked with previous section in that it mainly emphasizes the recent theoretical developments in ESP that led to methodological developments mainly in

relation to the collection of different types of Needs Analysis (NA) data. The evolution of NA started in the late 1960's with the view of 'need' in terms of grammar and vocabulary. Then, a shift from the grammatical perspective of need to the functional one happened in the 1970's and 1980's with the learner's language using purposes along with the role of language as a communicative tool. This continuing evolution of NA is illustrated in the diagram below:

Figure 2.8.

ESP Changing Perspective Needs



Note. Adapted from “ESP at 50 Looking back, looking forward” by T.A. Upton, (p. 14), 2012, *Ibérica*, 23, 9-28. <https://www.redalyc.org/pdf/2870/287024475002.pdf>.

Stevens (1977) highlighted how learners needed to use specific structures and vocabulary with a major focus on functions, and tasks/skills needed in the target situation. With the advent communicative language learning, the individual needs of students together with their interests and motivation to learn shifted from simply focusing on the language needs to recognizing ‘*specific needs of the learner*’ (Dudley-Evans and St. John, 1998, p. x). As time wore on, personal and professional information about the learner with his needs, wants and lacks remain a central concern.

For the time being, current views of needs adopt an *eclectic* perspective (Belcher, 2009). This approach to needs provides a thick description by taking into

consideration both language structures and needed communicative purposes, together with learner attitudes towards the use of language. Therefore, it is worth noting that the old interest specialist vocabulary is still in vogue in current ESP needs enquiry. Only, the latter intertwines with a more contextualized or situated description of the discourse and the communicative practices, that in turn affect ESP teaching practice, now more driven towards providing an authentic context for –rather than- isolated-target language use. In this regard, the venue of genre analysis together with the recently emerging computer-assisted corpus analysis has facilitated insight into the register, discourse practices, and communicative skills used in target contexts.

2.3.1. Defining the Concept of NA

Within ESP research, needs analysis is conducted to identify needs. To specify what needs represent a wide range of definitions exist in the literature. Hutchinson and Waters (1987, p. 54-63) view needs as “*the ability to comprehend or to produce the linguistic features of the Target situation*”. They propose two types of needs which are ‘*target needs*’ and ‘*learning needs*’. Noteworthy is that the latter contributed to ESP learner-centredness emphasizing what “*learners need to do in order to learn*” or simply how they wish to learn (West, 1998, cited in Songhori, 2008). *Learning needs* appears under other, more global and recent terms such as in Brown’s (2016, p. 23) *individual differences analysis*. Almost recent needs terminology is proposed by him in four viewpoints: the democratic view, the discrepancy view, the analytic view and the diagnostic view.

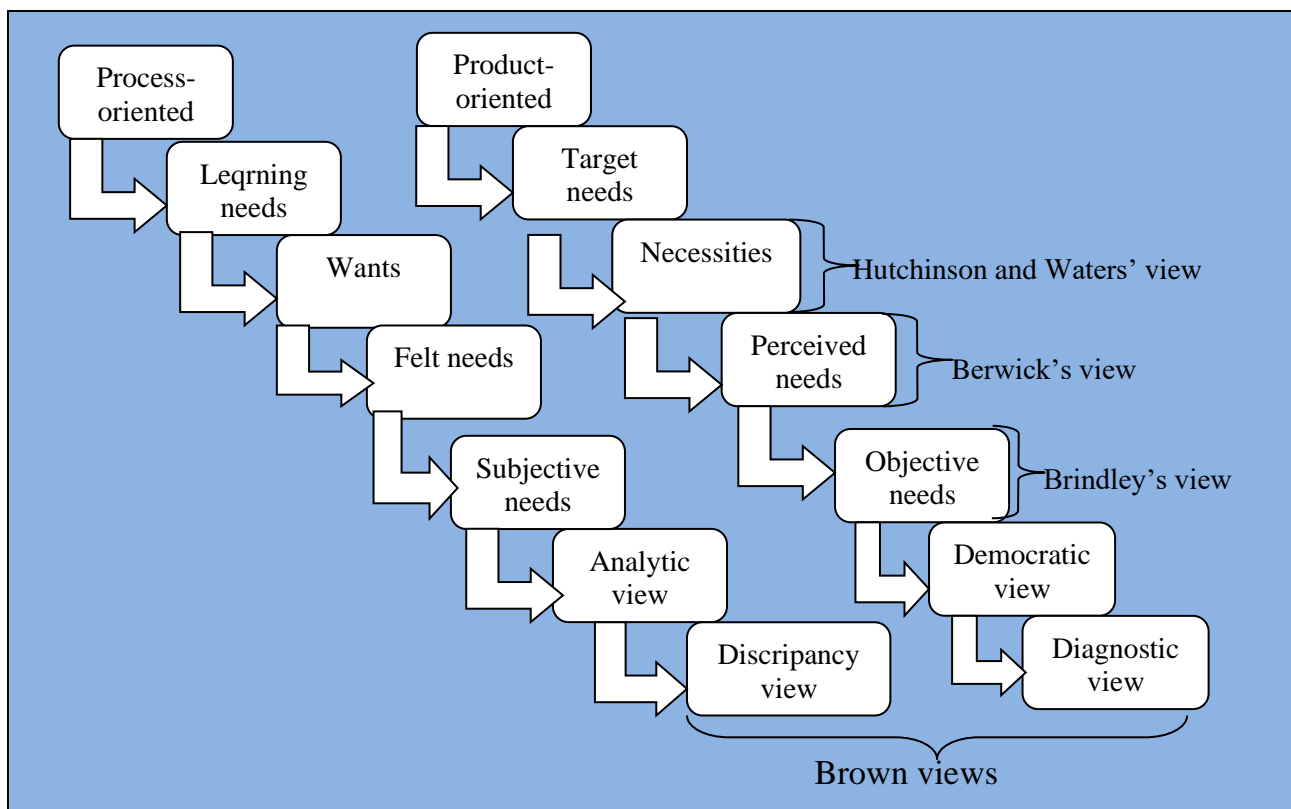
‘*Target need*’ comprise ‘*necessities*’, ‘*lacks*’, and ‘*wants*’. These are in turn “*the type of needs determined by the demands of the target situation, that is, what the learner has to know in order to function effectively in the target situation*” (Hutchinson and Waters, 1987, p. 55). The authors (ibid.) understand ‘*Wants*’ as being related to learner’s own perspectives of needs or what the learners think they need. Hence, ‘*Wants*’ are seen as needs of high priority as far as the learners’ viewpoint is concerned West (1994) warns against not considering wants as being real needs.

Berwick (1989) and Brindley (1989) focus on the professional context. They distinguish between *'felt needs'* and *'perceived needs'*. While the former reflect a personal inside perspectives, similar to the above discussed wants, the latter reveal objectives but outside perspectives of the professional and his context. By the same token, it is possible, according to Brindley (1989), to derive *'objective needs'* from different kinds of factual information about learners, including their real-life language use situations, their current language proficiency and difficulties.

The above classifications of needs that reflects the existing literature and that shows the authors' own realization is all summarized in the figure below which shows that needs cannot solely be seen from a product-oriented perspective, but also in terms of learners own interpretations, present use and attitudes towards the target language.

Figure 2.9.

Authors Different Realizations of Needs



Other needs concepts have appeared in the work of Vandermeeren (2003) who based on occupational settings and distinguishes between five types of foreign language needs. They are proposed in the table below:

Table 2.1.

Different Types of Foreign Language Needs

Type of need	Indicated by
Objective Need	Objective need indicators, e.g. turnover indicator in a certain market. Empirical data suggestive of such a need consist of the frequency of interactions with foreign partners.
Subjective Need	Informant’s subjective perceptions of foreign language need. It is illustrated by a top manager’s ideal about how competent his staff should be in a foreign language.
Unconscious Need	Subtraction of subjective need from objective need. For instance, when a sales manager states that his department <i>does not need</i> English while foreign business partners are in permanent contact with them and, in fact, it is needed.
Subjective Unmet Need	Informants’ perceptions of unmet foreign language need. These are instances of difficulties and lacks with foreign language usage.
Objective Unmet Need	Subtraction of foreign language use from objective need. For example, when managers claim that there departments <i>do not use</i> English whereas in reality they do.

Note. Organized in a table from “German Language Needs in Danish Companies” by S. Vandermeeren, (p. 14), 2003, *Herms. Journal of Linguistics*, 31, 13-29. <https://tidsskrift.dk/her/article/download/25731/22644>.

Vandermeeren's (op.cit) concept of 'subjective need' does not forcibly proliferate the former views of needs in the sense that they represent an employer's ideal rather than the employee learner's wants. Whereas the 'subjective unmet need' goes with earlier terms such as lacks or necessities, his 'objective unmet needs' signal a discrepancy between objective needs indicators and employer's needs perception.

As to needs enquiry about/from the professional language user, Dudley-Evans and St John (1998, p.125) propose many NA constituents. Their understanding of *language information about learners reflects present situation analysis, that is, what the professionals current skills and language use are, including their strengths (what they already know) and weaknesses (what they do not yet know).*

A recent slightly detailed version of Dudley-Evans and St John's (op.cit) NA dimension is offered in Brown (2016, p.20-48), with more subdivisions and new labels to the former's original concepts. Having thus far dealt with the different concepts of needs from prominent scholars, it is of note how the unique information each one of them provides acts complementarily with the others. Conversely, relying on some types of needs at the expense of other renders the needs enquiry an incomplete enterprise leading to ill-informed ESP course.

Even though the present research will not embrace all of these concepts, it is forthcoming to unveil the misunderstandings that exist in the literature with regards to needs.

2.3.2. Approaches to NA

Having thus elucidated the different foci of needs, the present section looks at the different approaches to NA building on the latter concepts. An overview of their main tenets, and how interdependent they are, will pave the way to the next sections.

2.3.2.1. Target Situation Analysis

Target Situation Analysis (TSA) is a term first coined by Chambers (1980, p.29) who views the latter as '*communication in the target situation*' (cited in Songhori, 2008). While primarily centred on the learner's communicative or language

using purposes, TSA concretizes an NA research that acknowledges the function and situation of language use (Songhour, 2008) - instead of focusing on language needs in terms of isolated de-contextualized language forms.

In parallel, *professional information about learners* mirrors Target Situation Analysis (TSA) or objective needs as it looks at the target tasks that the learners (will) use English for. Hence, knowledge of how to communicate in the target situation still addresses the professional language user status of learners projecting an interest into the way language and skills are used in the target situation (ibid, p.125).

Brown (op.cit.), relating on his personal experience in tackling NA, maintains that TSA cannot be separated from Target Situation Language Analysis (TSLA). In the same way, the professional status of the main informants works better in combination with their learner status (ibid). As to the learner status of informants, *personal information about learners* deals with factors which may affect their previous learning experiences, their attitudes to English, or their learning expectations (which is typically the same as the previously mentioned *wants*, or *subjective needs*).

Furthermore, TSA provides a general language situation that serves as an input for ESP course development stage in terms of specifying the skills that reflect the target situation (Jordan, 1997). That is to say, TSA serves to set priorities on the types of skills (productive or receptive) or teaching according to the job or study-related activities discovered. Information about the target situation can be obtained from the sources written in the field, the managers, or else (Long, 2005).

Munby (1978) proposed a set of questions to serve as a model for discovering the target situation needs and according to which to obtain a communicative profile that incorporates the needed skills and the linguistic forms in the target situation. Some of these questions are: *Why is the language needed? How will the language be used? What will the content areas be? Who will the learner use the language with? Where will the language be used? When will the language be used?* However, Munby's (op cit) TSA model failed to consider other areas of interest to NA, notably the materials to be derived. The particular task was undertaken by other needs analysis.

Subsequent NA professionals like West (1998, cited in Songhori, 2008, p. 4), evoke the crucial role that TSA plays in terms of informing ESP materials as well as course development. Recently, Brown (2016) proposed an updated term to TSA, which is target situation use analysis (TSUA). For him, TSUA entails examining '*language use*' by gathering evidence the way people from the particular target ESP community being researched '*understand and use the language*' (p.21). TSUA also involves what reflect such language use. Exemplars that will be the subject of the subsequent, tightly related NA phase i.e. target situation linguistic analysis as explained below.

2.3.2.2. Target Situation Linguistic Analysis

Based on the language exemplars gathered in the previous TSUA phase, target situation linguistic analysis (TSLA), still according to Brown (2016), reveals '*the linguistic features*' that distinguish the particular type of ESP being investigated. Among the main linguistic features, there are (technical or sub-technical) vocabulary, grammar, levels of formality and discourse markers that students '*will need to know and use to accomplish the language uses found in the target situation analysis*' (ibid:21). By the same token, Dudley-Evans and St John (1998) consider TSLA as the NA strategy that offer insight into the way '*language and skills in the target situation*' (p.125). This presupposes the use of direct methods to examine raw or empirical data samples.

2.3.2.3. Present Situation Analysis

Present Situation Analysis (PSA) came to accomplish TSA by dealing with the 'present abilities' (Lung, 2014) or the '*strength and weaknesses in language, skills, learning experiences*' (Dudley Evans and St John, 1998, p. 125) of the target group. Information about the PSA can be obtained from the learners themselves or from the place of work. Brown (2016) maintains that *test*; though not the only means that is used to collect information about the general proficiency of the main informants constitutes the main tool. He indicates that interviews can also be insightful in yielding in interesting data about PSA. In this regard, further information about the target

group's present abilities can be derived from their background information, that is, through an enquiry into any previous learning of English and its duration, the level of education, or even years of work experience all of which can provide enough information about present abilities.

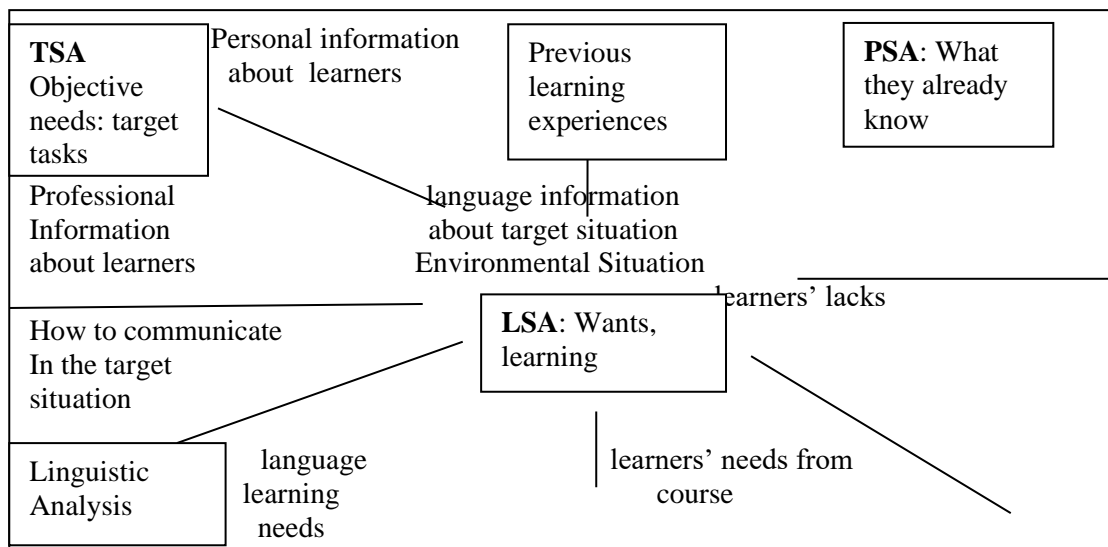
2.3.2.4. Learning Situation Analysis

Hutchinson and waters (1987) arguing for more ESP focus – transcending TSA along with its linguistic situation - onto learning needs, has given way to Learning Situation Analysis (LSA). Its main purpose is to uncover *'the learner's preferred learning strategies for progressing from where are (present situation/lacks/deficiencies) to where want to go (target situation /necessities)'* (West, 1994, p.4). For the interest of the present study, it is of note that the language learning experience from the learner's conception may be particular or different from the teacher's proposed learning strategies in a top-down way (ibid.). By the same token, the most interesting aspect of LSA for the purpose of the present research is, in line with Dudley-Evans and St John' (1998) observation, to identify the learning skills that target groups develop in the process of using the training language (TL) during their academic life or work experience. The aim behind such an ESP focus is to later exploit those identified learning, process-oriented skills in the classroom under the form of problem solving tasks similar to 'real-life' (ibid, p. 27) work or academic situation where employees or students handle TL use on their own with their actual proficiency level.

For further and better understanding of the above categorization of NA approaches, the original diagram proposed by Dudley-Evans and St John' (1998, p.125) is shown below together with the authors' additional summaries of each element.

Figure 2.10.

Comprehensive Concept of Needs



Note. Based on the original figure (What needs analysis establishes) from “Developments in English for specific purposes: A multi-disciplinary approach” by T. Dudley-Evans and M. J. St John, (p.125), 1998, Cambridge university press. <https://books.google.com/books?hl=fr&lr=&id=FY5ChNRKtxwC&oi=fnd&pg=PR8&dq=related:eFOkcbICp2kJ:scholar.google.com/&ots=hghcq8Qr>

2.3.2.5. Rights Analysis

Rights analysis is a concept that appeared only recently with Benesch’s (2001, cited in Upton, 2012) contention that needs analysis should be reread as ‘rights analysis’. This added critical perspective on needs focuses, for instances, on the target professional community or higher education members exercise or resist power relationships. In EAP setting, another instance of such a critical work concerns how students, are against the policy suggested by administrators, hence the ESP programme.

In this vein, Upton (2012) argues against solely focusing on target needs that people in power provide. Instead, he views that power relationships have to be equally

tackled by contrasting the ‘*privileged members*’ (i.e., employers, teachers, or administrators) with the ‘*novices*’ (i.e., employees or students) perspectives (p. 23). Likewise, taking the learner perspective into account instead of solely seeking to meet the employer’s or institutional interests contributes to their empowerment. “*There is growing recognition of the importance of empowering learners to more actively participate in identifying and addressing their language learning and language using needs*” (ibid, p. 24).

Hence, empowering learners takes effect in current ESP NA research by considering their own views (i.e., learning needs, expectation, and wants). This shift of vision in ESP research rational as Belcher (2009, p.3) states, signals a certain “*motivation to help those especially disadvantaged by their lack of language needed for the situation they find themselves in, hope to enter, or have, or eventually rise above*”. This critical perspective that reflects the learners’ right to have their voice heard in ESP research carries another understanding to the concept of learner needs.

It is lastly of note that ESP scholars call for the importance to investigate power issues in EOP settings too as the latter are less researched (Bhatia, 2011 cited in Upton, 2012). By this token, many scholars precisely recommend that such a *critical perspective* (i.e., viewing needs analysis in terms of rights analysis) can be joined to other- of the afore- mentioned- needs perspectives in ESP needs enquiry for a complete understanding of the learner’s needs (ibid.).

2.3.2.6. Means Analysis

Dudley-Evans and St John (1998, p. 124) cited that Means Analysis has first been coined by (Holliday and Cook, 1982) to look at the environment in which the course will be run. Means analysis is only constructive when it addresses the ‘*what works approach*’, highlighting the favourable conditions rather than the obstacles to appropriate ESP programme implementation. While equally stressing out positive information, Brown (2016), for instance, proposes areas that Means Analysis covers through gathering positive contextual strengths of the institution/ organization, like pre-service or in-service faculty training. Capitalizing; likewise, on such strengths

contributes to the credibility of the NA investigation together with the ensuing pedagogical suggestions or revisions for an appropriate ESP programme content.

2.3.2.7. EOP-Embedded Approach to NA

The 70's NA was rather informal and was rarely research-based as '*some kind of intuitive or informal analysis of students' needs*' (West, 1994, p. 1) was the basis of ESP teaching. Otherwise, as Huhta et al (2013) purport, needs analysis enquiries limited themselves to a placement test for the learners which yields in a restrictive perspective on the learners' level per se. Relying on casual needs analysis, in their (ibid) sense of the term, through informally gathered data from learners and teachers lack evidence of employees' real or target needs.

The traditional use of limited resources in NA enquiry represents one dilemma in ESP teaching in professional or academic contexts as Huhta et al (2013) truly put it, making of ESP a marginalized activity that is separate from the daily workplace interaction. Traditionally, cost –effective NA enquiries into professional contexts used to yield in partial information most often deriving from one individual perspective².

Another less time and effort-consuming and indirect method to gather information about needs consisted of asking the training administrators to provide a list of the employer's/ employees expectation from the course. This is often done using traditional needs analyses like interviews (Bernard, 1994, cited in Long, 2005) and surveys (Johnson, 1992, cited in Long, 2005). Besides, questionnaires as stand-alone tools do not ensure any insider account into the specialist domain of target users as Long truly points out,

“Questionnaires are valuable for ascertaining the pervasiveness of existing views, in other words, less so for creating new knowledge about an unfamiliar field, which may be pre-empted by too early a rush to quantification –and learning about a largely unfamiliar field is the typical situation confronting the needs analyst. “

(Long 2005, p.64)

Relying solely on the informants' own interpretation of target language use through questionnaires or interviews consists of *'indirect windows on context'* in Belcher's view (2004, p. 170). ESP practitioners, *'who have never been near the place where the target language is spoken'* (Roe, 1993, p. 10, cited in Leong, 2001) will run the risk of being peripheral participants in the workplace community with limited access to the practices and the values of the professions they are dealing with. This is why, many ESP specialists and scholars call ESP practitioners to make serious on-roads to real sites where target language is authentically used.

Instead of being based on abstract intuitions of English needs, ESP researches basing their bottom-up investigation on evidence from the working participants' doings and their authentic workplace practices is a must in current NA.

2.3.2.8. Diverse Approaches to NA

More recent needs analyses have moved towards the use of mixed and triangulated methods for a richer needs enquiry (Long, 2005; Huhta et al., 2013). Many researchers have argued for a triangulation of methods in ESP needs analysis research (Huhta, 1999; Huhta et al, 2013; Long, 2005; Cowling, 2007). Different researchers resorted to different strategies to uncover needs. Sesék (2007, cited in Huhta et al, 2013) used diaries, journals and logs permitted to access the everyday working tasks of the learners, together with the difficulties encountered. Though idiosyncratic, the data derive from an insider's perspective and provide detailed and rich insider knowledge of the professional context. Lockwood's (2012) needs analysis in a call centre involved the use of interviews with business stakeholders, focus group discussions and listening to authentic calls whereby authentic data (Poly University corpus) were approached. According to her, ESP needs analysis should go beyond learner need and text analyses, to ascertain the business need and become familiar with the context of the site in which it is embedded.

Huhta's (1999) mixed methods foreign language needs enquiry took place in an electrical and electronic engineering domain. It deployed different methods including questionnaires, structured interviews and narrative accounts of the

professionals 'experiences with foreign language workplace communication. The study involved 169 participants including both employees and personnel managers. While the personnel managers gave their perception of the foreign language needs; reported on the details of communication situations, namely the challenging ones in which they needed to use foreign language skills.

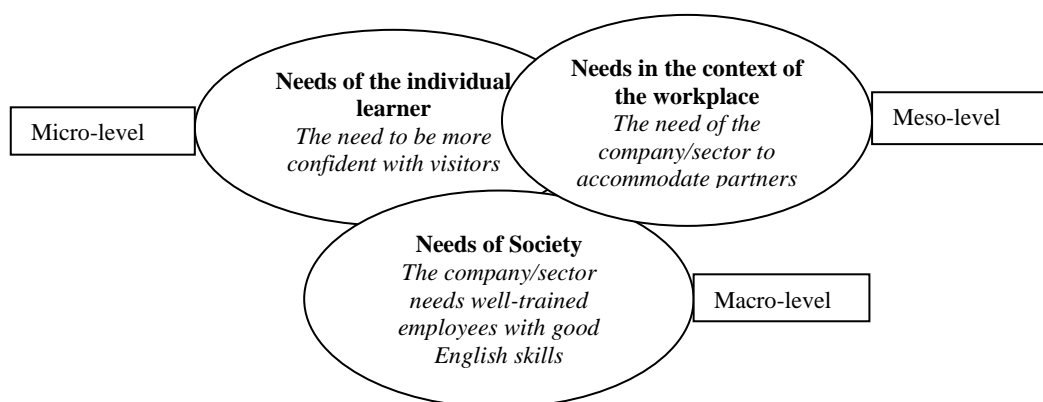
Vandermeeren (2003) chose to investigate the native speakers' perceptions of how bad their non-native business communication partners' linguistically and culturally adapt to them. Vandermeeren (op.cit) found out that linguistic adaption creates a positive effect on the language needs expressed. She concludes with the necessary to sensitize the ESP teachers to the informative insights that the native speaker partners can provide in assessing the linguistic behaviour of their non- native speaker communication partners. More elaborate descriptions of triangulated NA is proposed hereafter to provide more theoretical basis for innovative needs enquiry in a way to inform the present study.

2.3.2.9. New Generation Needs Analysis

Huhta et.al adopt a holistic approach to needs analysis for ESP. They term it the new generation needs analysis as it examines English language and communication needs from different vantage points leading to a thick description of many factors (macro, meso, and micro-level needs). As shown in the diagram below at a glance, the macro-level needs refer to the economic reality that inserts pressures on the country to learn English. In turn, the meso- level is more related to the employer's or corporate needs. Finally, the micro- level has to do with individual learning needs and wants of employee-learners.

Figure 2.11.

Different Levels of Needs Perspective in ESP



Note. Original figure entitled: *Needs in ESP on three different levels* in “Needs Analysis for Language Course Design: A Holistic Approach to ESP” by M. Huhta, K. Vogt, E. Johnson, R.H. David and H. Tukki, (p.13), 2013, Cambridge University Press. https://scholar.google.com/scholar?hl=fr&as_sdt=0%2C5&q=Huhta+and+Johnson+%282013&btnG=

To inform ESP syllabus design and to provide a support of ESP teachers with materials and specialized content, Huhta et al (op.cit.) collected about English needs from different vantage points and in different professional settings such as the hoteliers professional. Based on Lung (2014) blended traditional needs analysis approaches (interview) and Bhatia’s (2008) genre analysis of communicative events, this helps to provide a realistic picture of the current needs of the hotel industry workers through a description of the language in action and in context. This description adds up to the micro aspects of language use. According to her, the micro or individual perspective of need includes the individual’s needs and wants, his or her ideology, values and beliefs, and his or her leadership and management style.

The micro-perspective should be compatible with macro-institutional perspective in terms of needs and wants, values and ideology, capacities and strategies, and finally, vision and mission. The professional communication framework that is obtained presents a blend of macro-micro aspects of English use in hotel industry that

will serve as a basis for developing tests, teaching material and activities as well as evaluation strategies. Hence, they help fill the gap between the present proficiency of the learners and the desired one.

2.3.3. Communicative Requirements of Business Professionals

A blend of non-technical skills is necessary. In this vein, Dita Galova better explains the situation when she states that,

“Globalization of the world economy requires professionals and specialists in various areas to communicate effectively in foreign language. The success is conditional on their ability to manage language and cultural barriers, i.e. on the language skills and competence with respect to their professional areas.”

Dita Galova (2007, p. viii)

From another part, Vandermeeren (2003) posits that among the corporate tactics of communicating successfully, communicating in a friendly style contributes sometimes to close the business deal. However, language knowledge that is required of the business professionals is not limited to a command of technical terms of pronunciation. Large companies grant particular attention to such non-technical skills, and to English communication skills in particular.

Most often, business deals fail because of language failure. The loss caused by language barriers is weighed in terms of money (Falter, 1991). Dovey (2006, cited in Anthony, 2011) maintains that ‘new knowledge economy’ grants particular importance to the ability to communicate ideas effectively (through engaging in debates, discussions, negotiations, etc) which is the only possible way to acquire new knowledge. In this case, they are relegating the specialist knowledge that is acquired at university to a secondary concern from the moment that it is changing or evolving. In addition to the professional know-how, language and communication skills are deemed necessary for businesses with a competitive status internationally. English is not only needed to share technical knowledge, but also to communicate effectively in various situations in the workplace (Patil and Karekatti, 2012).

2.4. Business English Needs Analysis

In the area of Business English, where many courses are tailor-made to meet participants' needs, it has a vital role. Needs analysis may indeed be even more fundamental to Business English than to English for Science and Technology, as learners' needs may vary much more. Mention should be made of Pilbeam's Language Audit (1979). Pilbeam suggests that needs analysis should be concerned with establishing both a "target profile of language skills," which sets down the actual activities that the participants have to carry out, and "a profile of personal ability" in which the participants' proficiency in these activities is evaluated.

As the demands for business English have increased in recent years, business English has been given much attention by a considerable amount of research. In this context, research done by Barbara, Celani, Collins and Scott, 1996; Charles, 1996; St. John, 1996; Eustace, 1996; Gimenez, 2000, 2001, 2002, 2006; Grosse, 2005; Louhiala-Salminen, 1996, 2002; Chew, 2005 and Nickerson, 2005 has been conducted on genre analysis of business writing, discourse analysis of business communication, or business communication skills and strategies, rather than needs analyses of business English tasks. Genre analysis research on business writing such as: Jenkins and Hinds, 1987; Bhatia, 1993; Eustace, 1996; Gains, 1999; Gimenez, 2000, 2002, 2005; Akar, 2002; Santos, 2002 has mainly focused on business letters and email communication, examining specific moves that distinguish a certain type of business English texts as well as cultural aspects of a particular discourse community.

Research on business communication skills and strategies (Barbara et al., 1996; Louhiala-Salminen, 1996; St. John, 1996; De Beaugrande, 2000; Chew, 2005) started by investigating frequently used business communication skills, but then shifted its focus into communication strategies for effective communication in business. In addition, most of the needs analyses conducted on business English have been case studies dealing with specific situations such as a textile company in Hong Kong (Li So-mui and Mead, 2000), senior German bankers (Edwards, 2000), or Singapore accountants (Yin and Wong, 1990). Hence the results of these studies are

not directly applicable to the target course in the current study, although they should offer insights into types of tasks that may be of interest.

All in all and despite the scarcity of needs analyses of core business English tasks, there have been some studies that have tried to distill general business English tasks. St. John (1996) and Dudley-Evans and St. John (1998) suggested a set of core business skills based on studies by Holden (1993) and Yin and Wong (1990). The skills comprised were oral skills (such as telephoning, socializing, giving presentations, taking part in meetings, and negotiating) and written skills. Louhiala-Salminen (1996) conducted a survey study on the written business communications of Finnish business professionals and reported the following written business communication situations: (a) exchange of written messages (letters, faxes, telexes, and email), (b) writing reports, (c) reading professional journals and other publications, (d) translation, and (e) writing official documents. A survey study on communication patterns of the Brazilian business context (Barbara et al., 1996) identified reports, memos, prospectuses, proposals, projects, meetings, and presentations as the most frequently performed business writing tasks.

In a needs analysis on Mexican business executives, Grosse (2004) reported the most comprehensive and up-to-date business English tasks, including phone call, email, fax correspondence, telephone, video or face-to-face conference, writing business letters, negotiation, presentation, products exhibition, training programs, meetings, business trips, attending foreign guests, professional reading, and Internet research. Finally, despite being limited to the tasks performed by newly hired bank employees, Chew's study (2005) on Hong Kong bankers presented various tasks that were not identified in the previous studies, such as daily commentary, opinion letters, internal newsletter, press releases, invitations, and road shows.

Holden (1993) describes a questionnaire used in Japan to ascertain the types of English language demands faced in participants' jobs. Of the 10 "language areas" he listed, it will be noted that eight are spoken activities. These are:

- Presentations

- Negotiations
- Telephoning
- Writing reports
- Writing business letters
- Taking part in meetings, trade shows, and overseas training
- Making sales calls
- Entertaining clients or colleagues
- Explaining technical processes
- Conducting tours of facilities

Yin and Wong (1990) list the following tasks and skills for accountants. Here there is a greater balance between oral and written skills than in Holden’s data.

Table 2.2.

Tasks and Skills for Accountants

Tasks and Skills for Accountants	
Business meetings	Chairing and practicing in meetings, writing agendas and minutes
Face-to-face interaction	Disciplining, appraising, getting information, counseling
Business reports	Investigating problems, evaluating alternatives, proposing solutions
Research techniques	Information gathering, drawing up surveys and questionnaires
Graphic aids	Selecting/designing forms to best present quantitative data
Business memos/letters	Inquiring, informing, selling
Oral presentations	Short individual speeches, team presentations, selling ideas/services

Note. From “Report on Business English: A Review of Research and Published Teaching Materials” by T. Dudley-Evans and M.J. St John, (p. 3), 1996. University of Birmingham. UK. <https://www.ets.org/Media/Research/pdf/TOEIC-RR-02.pdf>.

A similar but much more comprehensive survey of needs for English in business contexts was carried out by polytechnics in Malaysia where English retains a key role in business and industry (Malaysian Polytechnic Survey, n.d.). Questionnaires and structured interviews were used with polytechnic students who had completed their industrial attachment, employers and polytechnic graduates. The activities required of students are listed under the four macro-skills of Speaking, Listening, Reading and Writing. It should, however, be noted that speaking is regarded as the most important skill by both employers and graduates (Malaysian Polytechnic Survey, p. 7). It should be noted also that the four language macro-skills of English as a general language are considered so in ESP.

Furthermore, Dudley-Evans and St John (1998) defined the concept of needs analysis as a process that provides professional and personal information about learners, learners' lacks and their needs from the course, language learning needs, and information about the environment in which the course will be run, and also information about means of communication and language of the target situation (p. 125).

Table 2.3.

Activities Required of Students (Receptive Skills)

Language Skills	Problems (faced by Students/Graduate)	Comments (from interviews)
Listening		
Communicative events: - telephone messages - oral instructions - handling enquiries - understanding lectures at seminars and training programmes	- understanding the speaker when he or she speaks fast	- there are few problems
Reading		
Communicative events: - reading business letters letters of inquiry bank letters soliciting information letters from head office to branches - reading reports sales reports budgets reports audit reports monthly reports - reading work manuals - reading memos - newspaper articles - reference materials for professional exam	- lack of reading skills - lack of vocabulary	- graduates frequently need to refer to dictionary

Note. From “Report on Business English: A Review of Research and Published Teaching Materials” by T. Dudley-Evans and M.J. St John, (p. 3-4), 1996. University of Birmingham. UK. <https://www.ets.org/Media/Research/pdf/TOEIC-RR-02.pdf>.

Table 2.4.

Activities Required of Students (Productive Skills)

Language Skills	Problems (faced by Students/Graduates)	Comments (from interviews)
Speaking		
Communicative events: - speaking to customers - participating in meetings - handling enquiries - communicating with colleagues and superiors - making and receiving telephone calls - answering questions at job interviews	- lack of confidence - inability to find the Right phrases - inability to organize ideas - pronunciation	- job interviews are in English - message is more important than grammar
Writing		
Communicative events: - writing all genres listed under reading - messages telephone messages intra-office messages - memos - filling in forms	-writing structurally correct sentences - finding the right words or phrases	- use is made of previous examples - use of word-processors has helped with spelling

Note. From the same source.

Jones (1991 and 1992) argues that needs analysis has to find ways of showing which needs should be given priority especially in one-class students following different specialties with different needs. Mention should also be made of the ASEAN-New Zealand English for Business and Technology Project carried out by the Regional Language Centre in Singapore and completed in 1992, which is reported on Khoo

(1994). Part of the project was the establishment of 45 company profiles drawn from Southeast Asia. These profiles provide statistical information on the level of employee' standard of English and the frequency of use in company work of the four skills of reading, writing, speaking and listening, plus translation. It is expected that those consulting the profiles will use them as the basis for more detailed investigation of learners' needs in their own companies. The latter study and the one carried out by polytechnics in Malaysia serves well the objective of the present work: English and the frequency of use in banking and hotel work of the four skills of, plus translation. Thus the analysis of data should be measured on the basis of these language skills.

2.4.1. Specificities of Workplace/Business Communication Tasks

Studies aiming at improving the language and communication skills of workers for a better professional performance have been conducted from an ESP research perspective. The primary principle to espouse was to take account of the context in which the language skills under study are deployed. Shaaban (2005) reports the results of the survey conducted in the American university of Lebanon to improve the communication skills of its staff that had to communicate with people from different nationalities. The study revealed the importance of including socializing in English (such as greeting, introducing oneself, asking for and giving clarifications, etc...) to more work-related English such as executing or giving instructions, describing processes, tools and machinery), to the teaching of cultural values and other basics.

Al khatib (2005) collected data from Banking and tourism personnel to inform English training .According to his finding, English was either used for immediate communication or job-related tasks. For tourism staff, English was used to fulfill different tasks including receiving telephone calls, and enquiries, processing online hotel bookings, and interest in using the language to better their skills for future usage.

Chew's (2005) investigation on the English language skills of Bank employees shed light on the communication and language practices in four banks in Hong Kong. It revealed through interviews and questionnaires that English was used for written

communication whereas spoken communication was conducted in Cantonese. In other words most written tasks were carried out in English whereas speaking ones were reserved only to communication with foreign English-speaking bank professional during meetings or presentations. In Chew's study the employees were all new entrants with little professional experience, and eventually, a university English level that has not been attained through workplace practice. The study concluded with the new employees should possess a command of both languages in order to ensure success and productivity. However, the findings also informed EAP curriculum in view of undergraduate for their future occupations.

Apart from highlighting the activities of the specific area investigated, it is of note, however, that specificities in the needed tasks and skills are intersections that reflect the whole activity of business.

2.5. The Bank as a Business Workplace

The banking industry is one of the critical sectors of the economy which makes invaluable contributions to the pace of business, economic growth and development of nations. Actually, banking environment worldwide has become transformed over the years. To respond to increasingly sophisticated customer and market demand therefore, banks need to put in place operational processes that ensure greater customer convenience, better delivery of and increased accessibility to financial services and products. According to Grainger and Oppenheim (1994), information technology has played a vital role in the development of the banking industry and one of the reasons behind this is:

Banks are seen by most people to be mainly in money business and they are also deeply rooted in information business. Banks primary activities are the capturing, storing, processing financial data, distribution and analysis of financial information.

2.5.1. Banking and Information Technology

The origin of the 'word' bank was borrowed in Middle English from Middle French '*banque*', from Old Italian '*banca*' or '*ban co*', meaning bench, from Old German '*banc*', '*bank*', which means a bench or money exchange table. Benches were

used as desks or exchange counters during the Renaissance by Florentine bankers³, who used to make their business transactions atop desks covered by green tablecloths. European money lenders or money changers used to display coins of different countries in big heaps on benches or tables for the purpose of lending or exchanging.

Banking systems have been with us for as long as people have been using money. Nowadays, the banking sector acts as the backbone of modern business for the development of any country. Banking, in the modern sense of the word, can be traced to medieval and early Renaissance Italy, to the rich cities in the north such as Florence, Venice and Genoa. In modern term, the ‘banking system’ is the structural network of institutions that offer financial services within a country.

The development of banking spread from northern Italy through Europe and a number of important innovations took place in Amsterdam during the Dutch Republic in the 16th century and in London in the 17th century. During the 20th century, developments in telecommunications and computing caused major changes to banks operations and let banks dramatically increase in size and geographic spread despite world problems such as wars.

During the Second World War post era, two organizations were created: the IMF and the World Bank. Encouraged by these business institutions, commercial banks started to lend to sovereign states in the third world. This was also a time of increasing use of technology in retail banking. In 1959, banks agreed on a standard for machine readable characters (MICR) that was patented in the United States for use with checks, which led to the first automated reader-sorter machines. In the 1960s, the first Automated Teller Machines (ATM) or Cash machines were developed. Banks started to become heavy investors in computer technology to automate much of the manual processing, which began a shift by banks from large clerical staffs to new automated systems.

By the 1970s the first payment systems started to be developed that would lead to electronic payment systems for both international and domestic payments. The international SWIFT payment network was established in 1973 and domestic payment

systems were developed around the world by banks working together with governments to engage international banking operations. International Banking Operations were essentially to facilitate the movement of goods across the political boundary of countries. As civilizations narrowed down the social distances and mankind learned about the benefits of exchanging commodities across political boundaries, the present-day interaction trade developed. The transactions of commodities across countries required business intermediation in the international level and thus International Banking was born.

From a historical standpoint, the recent growth of International Banking can be regarded as a reversion of the situation before World War II when European banks dominated the world capital market. During the period 1940-1960 regulatory control on capital flow and convertibility of currencies reduced the importance of the International Banking. From 1960 onwards globalization and capital market started. To understand the causative factors properly, the literature has attempted to identify the elements supporting the internationalization of banking business. Thus factors like non-financial multinational corporations, the proximity to customers abroad, the competitive advantage with better information technology and the benefits due to international diversification have been mentioned in the contexts when these became relevant (Nandi, 1996).

These factors along with other factors of globalization have established the huge international business architecture which rule the international financial market today; The theoretical studies mentioning the factors helping the expansion of International Banking are important but in today's scenario the major business of international banks is based on international trade, international transfer of capital and money. Such transfer generally happens between International Banking and Offshore Banking.

Offshore Banking initially started in offshore regions but in its current sense, it has nothing to do with its geographical indications. It is more as a type of banking sharply different from traditional type of banking and it is operational even than some

important centers like New York and London. Recently, many Offshore Centres (OFCs) have been created as part of the developing countries efforts to initiate economic growth in their small domestic markets through the provision of international financial services. These OFCs are classified into 'national' and 'functional' OFCs; While the former provide minimal financial services; the latter provide a wide range of value added services. The 'functional' OFCs require elaborated infrastructure of communication.

They with support from the local government offer a large number of services to the potential customers in their banking system and these are: Excellent communication links with the outside world. This communication cannot be unless an excellent medium is afforded; that is the internet.

2.6. The Hotel as a Business Workplace

Unlike Banking, Tourism is a relatively new concept in a way that only recently has it been considered valuable enough to be the object of serious business endeavours or academic study. Tourism has become a major force in the economy of the world and recognition of its importance by governments has accelerated the study of tourism. (Cooper et al, 2008, p. 3-5).

Hospitality and Tourism is often described as 'the pleasure industry' or 'the welcome industry'. It's an industry where communication is the key feature. It's also an international industry and will involve a range of inter-cultural encounters. The language of this industry is quite clearly English in an international context, but it is also the language of meeting needs, of providing high levels of service, of understanding people, of delighting people, of solving problems.

Tourism is a word with many meanings. It includes many different components and that is why it is difficult to come up with a meaningful definition that can be universally accepted. It essentially consists of elements such as activities, services and other industries that deliver the travel experience. Generally people think tourism to be an industry where people travel to destinations with different motivations like sightseeing, relaxing on the beach, shopping or visiting friends and relatives. The

World Tourism Organization (WTO) defines tourism as follows: “Tourism comprises the activities of persons traveling to and staying in places outside their usual environment for not more than one consecutive year for leisure, business and other purposes (Goeldner Charles and Brent Ritchie 2009, p. 4-7).

2.6.1. Hospitality and Information Technology

Almost every industry is undergoing a technology-driven transformation, and the hospitality industry is not an exception. There are a number of solutions that have already begun to change the way that business is done, or the way that it will be done in the near future. The common attribute that they all share is the fact that they allow businesses to have a more convenient, informed and valuable relationship with their customers.

Here are some areas in which technological advances are transforming the hospitality industry and enabling a new level of customer service:

1. Online Booking Systems

Online bookings are now extremely widespread in the hotel industry. There will always be some people who prefer to pick up the phone, but online booking systems mean that customers can reserve a room or a table outside the venue’s business hours, or any other time when calling is not convenient. This brings a new dimension to customer service and marketing, as many industry insiders now consider it essential to have an online booking service, which also requires a well-designed, mobile-friendly website with a simple interface.

2. Electronic Point of Sale

Electronic point of sale (EPOS) systems are becoming more and more sophisticated, allowing hospitality venues to operate more efficiently and provide better customer service. By integrating with CRM, inventory management and other tools, information on capacity, reservations, stock, loyalty programs and more is accessible at the touch of a button. In addition, cloud-based POS applications are becoming more common, which means that staff can process orders, bookings and

payments directly from a tablet. This affords them greater mobility and adds another level of convenience for the customer.

3. Customer Relationship Management

Customer Relationship Management (CRM) software allows contacts and information to be organized and managed in one place. An effective CRM makes it easier to build ongoing relationships with customers, as well as making important details easily accessible to all staff via a cloud-based application.

4. Marketing Automation

Marketing automation allows personalized emails to be sent to customers and prospects based on their activities and personal information. However, advanced marketing automation software allows much more complex tasks to be performed, such as emailing customers who have been visiting or clicking on certain areas of the website or social media pages. While this may be out of reach for restaurants and smaller venues, many larger hospitality businesses could benefit greatly from monitoring and nurturing their prospects to encourage repeat business.

5. Social Media

A social media presence is crucial in the hospitality industry, particularly given that Face book is a popular platform for check-ins and reviews of restaurants and hotels. Attractive images are usually the most popular type of post, so restaurants and hotels should take the opportunity to share beautiful and interesting photos of their food and their facilities. Businesses should also choose their social media platforms carefully based on their target audience, rather than simply joining all of them.

6. Smart phones

The proliferation of smart phones is yet another opportunity for hospitality businesses to improve customer service. Hilton Worldwide has taken advantage of this by offering guests the ability to check in and out, select their room, check maps and make extra requests or purchases all from their smart phones. And an even more revolutionary service will soon be made available, using security technology that allows smart phones to function as room keys.

7. Smart Appliances

Advances in smart appliances and home automation are beginning to reach the hotel industry, and will no doubt have a greater influence in the future. Lighting, temperature, blinds, alarms, TV, radio and room service will all be controlled from a single tablet device that guests can download and login to from their own device.

Despite the many changes that are being brought on by these technologies, the truth is that they are there to enhance, not to replace, the core offerings of a hospitality business. Top quality food and customer service are still the fundamental pillars of the industry, but the technologies discussed above can make it easier for hospitality in Algeria to consistently deliver a memorable experience to the coming foreign guests.

2.7. Communication at the Business Workplace

The Business workplace is based on effective communication as part of its service quality. As English is the principal language of business communication across a wide range of business sectors, proficient English users are utilized for contacts in several business contexts. Banks and hotels are some of the fields which enhance the use of English since they are visited by different customers of different cultures and languages.

Huhta (2002, p.7) says: *“several companies, governments and organizations in contemporary multilingual Europe have identified language as a crucial element of workplace communication.”* Communication occurs at workplaces, which are *“social institutions where resources are produced and regulated, problems are solved, identities are played out and professional knowledge is constituted”* (Sarangi and Roberts 1999, p. 1). In these socio-cultural views *“workplaces are held together by communicative practices”* (ibid). According to Worth (2004), there are four types of communication at workplaces: writing, speaking, listening and conducting meetings. Each of these skills is important in the success of business at the workplace.

Rickheit, Strohner and Vorwerg (2008) state that in most communication situations, there are two or more communication patterns with some internal knowledge that is connected to each other by the following five links:

1. Information transmission and feedback.
2. Information medium.
3. Referential knowledge.
4. Pattern knowledge and mindreading.
5. Physical and social situation.

Al-Khatib (2005) examined the communicative needs of tourism and banking personnel by shedding lights on their perceptions of needs, wants, lacks, and attitudes toward English in order to include what is needed and exclude what deemed less important to them. It has been observed, through his work, that the type of work plays a significant role in evaluating and using English. The most common reasons for communicating as a travel agency worker were found to be offering destination guides, writing and sending email and faxes, making on-line ticketing, browsing the internet, making on- line hotel booking, etc. Travel agency users were found to be heavier users of English at their workplace than their banking counterparts.

Thus, communication at the workplace is a social act that has specific purposes in a given context. It can be a direct interaction using the communication skills between the speaker and the listener as it can be indirect using electronic mediums (IT tools) but still the communicative referent “language” does exist.

2.7.1. Electronic Communication

Modern information and communication technologies have created a "global village" in which people can communicate with others across the world as they were living next door. It has been a current issue for the past few years and hardly a day goes without a newspaper covering news referring to the “New Economy” or the “Information Society”. For this reason, Electronic Communication is often studied in the context of how modern communication technologies affect society and the use of the language as a medium of communication.

The world is home to 7 billion people, one third of which are using the Internet for communication. Over the last few years, developing countries have increased their share of the world’s total number of Internet users from 44% in 2006,

to 62% in 2011 (ITU, 2011). Internet penetration in Europe amounts to no less than 63.5%.

The above facts clearly indicate that the number of Internet users is steadily growing. The global nature of the Internet inevitably means huge competition, but also huge opportunities for doing business with partners and customers regardless of where they may be located in the world. More and more, the Internet is displacing conventional means of business, while opening up new possibilities in new business opportunities.

The application of the Internet in the business world has become a major trend in practice and generated a hot stream of research in the recent literature. The Internet, as a collection of interconnected computer networks, provides free exchanging of information. Over 400 million of computers on more than 400,000 networks worldwide today are communicating with each other (Napier et al., 2001). As such, the Internet has been becoming a powerful channel for business marketing and communication (Palmer, 1995), and for new business opportunities - as it is often called as "e-business" or "e-commerce" today (Schneider and Perry, 2001). Under the same wave, online customers can enjoy a wider choice of products or services, more competitive prices, and being able to buy their favorite items or services from the sellers located thousands miles away.

E-commerce has been defined as "the buying and selling of products and services by businesses and consumers over the Internet". The Internet and e-commerce give consumers an opportunity to be better prepared to purchase the right product or service at the right time (Schulze, 1999). According to a published survey, more than 90% of new entrepreneurs and starting businesses are using the Internet - to either enhance their existing business operations or to explore new business opportunities (McKendric, 1999). Numerous studies have been reported about the Internet applications in business – including the application in the service operations, such as: the health care industry, banks and financial institutions (e-banking), and the hospitality and tourism industry (e-booking of hotel rooms, airline tickets, etc.). Those

Internet applications have attracted a great amount of attention from industrial practitioners and academic researchers, due to the fact that the information exchanging and sharing is a key part of those business operations, where the use of Internet will provide an advantage in the related information flow.

Electronic communication is broadly regarded as all of the things related to computing technology or the people that work with these technologies. Besides, today we recognize valleys of companies which have it for the accurate and exact management of their businesses. We almost can find the electronic communication related jobs in our world, since we are living in the "Information Age" where it has become a part of our daily life.

From a different angle, electronic communication is getting widely extended than the prevailing personal computer and network technology due to the daily creation of further computer integrated technologies such as all of the types of cell phones, internet, televisions, and more. That is why the businesses consider remarkably any shape of electronic communication as the crucial economic and marketing factor on which basically the firm must rely on in perfect competitive markets today.

Throughout recorded history, human beings have needed to communicate and to exchange information. The reasons behind this need have been and remain diverse. In many respects, civilization is based on humankind's needs and abilities to communicate and to exchange information. However, these abilities have always been complicated by distance, time, or location. People could signal or talk directly to each other, but not over great distances. An individual could reduce the distance between himself and the person with whom he or she wished to communicate, but reducing distance took time, and sometimes time was not available. In addition, the desire for privacy, security, authenticity, and timeliness influenced how communications were used and often drove communication "technology".

In the mid-nineteenth century, the change began as several technologies matured to enhance humankind's ability to communicate more quickly and extensively than ever before. In a century and a half since then, the impact of distance, time, and

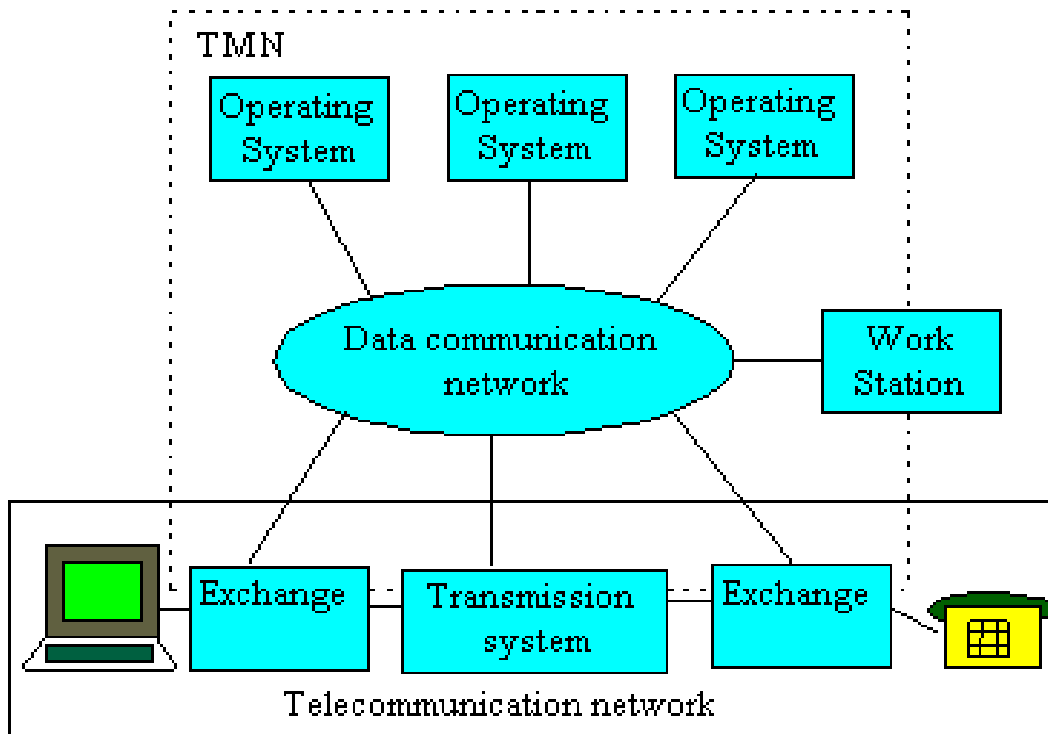
location in communications has been reduced to a greater extent than in all previous years of recorded history combined. At the same time, humankind's ability to enrich messages with images and figures has vastly improved, as has its ability to ensure the privacy, and authenticity of messages. Around this, the failure-to-success stories of the information technology inventors performed the scene from the beginning until now; which is enclosed into two major evolving events: information processing and telecommunication.

Information processing may more specifically be defined in terms used by Claude E. Shannon⁴: "*The conversion of latent information into manifest information*" ("Claude Shannon ", n.d.). Therefore, it is defined as the process by which any type of information is changed from one state to another different one which can be detectable, observable and alterable to the information processor. In other words, it is the process by which any type of information is changed from one state to another different one. For example, a word mouth extract, when printed in the PC, is processed to be a word document. And the document, in turn, is processed to be a file.

Telecommunication, however, is defined broadly as the action of transmitting either oral or visual messages through a network for very considerable far long distances in the aim of communication. The resulted processed file can be transferred from one location to a distant one through the internet in the aim of communication. The world entire exploded with an excessive use of telecommunication devices in the 20th century. Therefore, the continents started to get close after they were separated millions of years ago. The below figure illustrates more the process of telecommunication between individuals.

Figure 2.12.

Telecommunication Network



Note. From: <http://www.itu.int/TMN/Getstart.html>.

2.7.1.1. Electronic Communication Basics

To communicate, there are some basic tools the individuals, companies, organizations and sectors use. The super computer we are working with today everywhere is one of the top model of electronic communication. That is why; it used to be always that computer contains the perfect image of all the other basics tools and it so better to only have the personal computer as the ideal type of these tools which is made up of so many components anyway. There are so many different devices that are involved but what matters is that all of these have the same core mechanism and it is principally to have as the main significant and considerable basics of the personal computer which are two in number: computer hardware and computer software.

2.7.1.2. The Main Functions of Electronic Communication in Business

As the founder of Microsoft Corporation, Bill Gates said once in his speech: "*Information technology and business are becoming inextricably interwoven. I don't think anybody can talk meaningfully about one without the talking about the other.*" As a result, it is noted that IT goes hand in hand with business. That is, we cannot imagine a business without electronic means of communication. Communication, at the level of the computer, is divided into four functions. All of these functions are playing vitally a huge role in the business processes and operations. These are:

- Receiving and Creating
- Processing
- Storing and Retrieving
- Disseminating and Transferring

2.7.1.3. Electronic Communication and its Use in Banks

The use of information technology in banking operations is called electronic banking. It allows customers of a financial institution to conduct business transactions on a secure website operated by the institution. It refers to all types of banking transactions performed electronically. Terms such as PC banking, Online banking or E-banking, for short, are sometimes used instead. For customers, this means performing business actions such as paying bills, checking balances on their accounts, transferring funds and purchasing financial instruments remotely, using a personal computer.

It should be noted that electronic banking is a bigger platform than just banking via the internet. The term electronic banking can be described in many ways. In a very simple form, it can mean the provision of information or services by a bank to its customers, via a computer, television, telephone, or mobile phone (Daniel, 1999). Burr (1996), for example, describes it as an electronic connection between bank and customer in order to prepare, manage and control financial transactions. At an advanced level electronic banking is called *transactional* online banking, because it

involves the provision of facilities such as: accessing accounts, transfer of funds, and buying financial products or services online (Sathye, 1999).

Through online banking, banks are able to reach out to more customers than possible through traditional banking. Banks can reach out to a broader customer base beyond the geographical confines of their locations or base operations. Banks save a significant amount of operational capital from not having to open branches in new locations and far-flung areas. Thus, the main benefits to banks are time and cost savings, reaching new segments of the population, efficiency, enhancement of the bank's reputation and better customer service and satisfaction (Brogdon, 1999; Jayawardhena and Foley, 2000).

Online banking offers also new business value to customers of different cultures and different languages. With the help of the internet, banking is no longer bound to time or geography. Consumers all over the world have relatively easy access to their accounts 24 hours per day; seven days a week. Internet banking has the advantage that the customer avoids traveling to and from a bank branch. In this way, internet banking saves time and money, provides convenience and accessibility, and has a positive impact on customer satisfaction (Karjauloto, 2003).

International Banking Systems and OFCs are communicating and transferring information using the internet. The banking sector is, nowadays, a multichannel business workplace which needs effective communication with the outside world in order to survive in a highly competitive business environment. The use of Information Technology, namely E-banking, enhances this communication and extremely facilitates the transfer of information for long distances and divers uses.

Electronic Communication has played a significant role in banking over the years. In fact, it has made the banking industry more competitive. It allows the banks to cater to the needs of customers by strengthening their internal control systems which are then backed by effective communications mechanisms. Widespread use of Automated Teller Machines (ATMs), internet banking, phone banking, plus the ability to offer an expanded portfolio of products and services have enabled banks to improve

their service to customers. The rise of internet and phone banking has made banking even more convenient. Customers can now check their balance and pay bills online without having to leave the comfort of their own home. Banks have taken advantage of electronic communication developments and impacts by offering more products, such as online transfer.

The following include some of the major impacts of electronic communication in banking system. These impacts can be measured upon the use of the following technologies:

- Automated Teller Machines
- Telephone Banking
- On-line Banking
- PC Banking
- Mobile Banking and

- **Electronic Wire Transfer**

A wire transfer (which is part of the focus of this study) is one of the fastest ways to send money or files to another person or a company as the transfer is set up between two bank accounts. Banks divide wire transfers into two types: domestic and international.

International Electronic Transfer

An international electronic bank transfer is a way to move money or files from a bank account in one country to a bank account in another country. It is conducted in the same way as a domestic bank transfer, by means of electronic communication following established protocols to confirm the identity of all parties. There is a certain code called SWIFT or BIC code for banks of each country involved in such kind of activity to provide automated or electronic international funds transfers.

SWIFT or BIC code

It is a unique identification code for a particular bank. It is used when transferring money between banks, particularly for international wire transfers. Banks

also used these codes for exchanging other messages between them. The SWIFT code consists of 8 or 11 characters. When 8-digits code is given, it refers to the primary office.

- ❖ First 4 characters - bank code (only letters).
- ❖ Next 2 characters - ISO 3166-1 alpha-2 country code (only letters).
- ❖ Next 2 characters - location code (letters and digits) (passive participant will have "1" in the second character).
- ❖ Last 3 characters - branch code, optional ('XXX' for primary office) (letters and digits).

Currently, there are over 7,500 “live” SWIFT codes. The "live" codes are for the partners who are actively connected to the SWIFT network. On top of that, there are more than 10,000 additional codes, which are used for manual transactions. These additional codes are for the passive participants. The registrations of these Codes are handled by SWIFT.

Domestic Electronic Transfer

Unlike International Electronic Transfer, this is a type of electronically based funds or files transfer that makes it possible to send money or files from one location within a specific country to a different location in that same country. Money transfers of this type are typically simple to use and make it possible for the funds to be available to the recipient almost immediately.

There are different ways to initiate a domestic wire transfer. One common approach is to use a wire transfer service. Some of these services are structured so as the transfers can be conducted via telephone, using a bank account as the source of the funding. Others provide online access that makes it possible to initiate the transfer any time of the day or night. Initiating the transfer can typically be managed by visiting a local branch in the bank. In the case study banks, customers consult the front-office to manage their transfer.

In the process of international and domestic electronic transfers, the exchange can be either of funds or files. Electronic Funds Transfer (EFT) is a system of transferring money from one bank account directly to another without any paper money changing hands. One of the most widely-used EFT programs is Direct Deposit, in which payroll is deposited straight into an employee's bank account, although EFT refers to any transfer of funds initiated through an electronic terminal.

After each fund transfer operation, there is an elaboration of a business report to be sent as a file. File transfer is the movement of one or more files from one location to another. In the world of internet banking, transferring files between businesses happens through EDI protocol. A collection of electronically-stored files can be moved over telecommunication mediums. On the internet, the File Transfer Protocol (FTP) is a common way to transfer a single file or a relatively small number of files from one computer to another.

In the present study, the researcher looks for the Business English language use at the front-office (in case of foreign customers) and its operational use at the back-office where the information is first processed then transferred in the form of files to other banks abroad through telecommunication networks.

2.7.1.4. Electronic Communication and its Use in Hotels

Similarly, the hospitality industry has also followed the trend of Internet application in recent years, and sometimes even gaining its own name of Internet application - called "e-booking" or "e-traveling" referring to all travel related business transactions now completing through Internet applications. Some key issues addressed in the recent literature about the e-traveling include: customer acceptance and satisfaction, services rendered, value added for the travel businesses and consumers, privacy concerns, profitability, operational risks, and competition from traditionally non-traveling firms.

The Web has dramatically changed the way people communicate, research information, make decisions and particularly the way in which they buy goods and services. It has been reported that the online booking in the hospitality industry

(including hotel/motel, airlines, travel packages, etc.) is increasing at a very rapid speed. More significantly, the groups who are now going online bookings are those of business travelers and vacationers who are traveling more frequently than the average publics. Targeting great deals while still in control of their search process, those online bookers claim that more than often they are able to book a hotel room at much lower rate online comparing traditional phone reservation systems or old styled travel agents.

In the early forays into cyberspace, the industry didn't view e-booking correctly for many hotels simply considered online room bookings at the time as a way to pick up additional business by selling inventory through online travel agencies. While the pressure to sell their inventory rooms online will be continuing, the industry has developed its new online strategy striving to get a better grip on this emerging marketing channel.

Travel products in particular had proven to be some of the most suitable for sale online. Furthermore, from a consumer perspective, purchasing travel online had become faster, easier and more convenient than contacting a travel agent or telephoning a supplier directly. As a result, online travel revenues were forecast to continue to grow sharply. For example, in a 1999 survey, O'Connor and Horan found that room rates obtained over hotel websites were significantly higher than those obtained by contacting a free number. However this study was limited in that it only focused on hotel chains' own branded Websites. Travel distribution on the Web is rapidly evolving and a large number of other online points of distribution can now be used (Castleberry et al, 1998). Unlike the physical world, where a potential customer would have to telephone or visit several suppliers, comparison-shopping on the Web is easy and can be achieved in seconds (Baker and Crompton, 2000).

According to a report by Jupiter Media Metrix (2002), online travel sales would more than triple from \$24 billion in 2001 to \$64 billion in 2007. According to the same source for the hotel product 10 percent of bookers would visit one site, another 43 percent would visit two or three sites and 22 percent would visit four or more sites. The traditional top selling product. E-Commerce analysts Jupiter Media

Metrix (2002) were even more enthusiastic, predicting that over 22% of all travel bookings would be made online by 2007 (an 11% increase over the next five years). Booking volumes were also forecast to continue to climb, with the Travel Industry Association of America (2002) estimating that by 2005 between 12% and 15% of all travel reservations would originate on the Web.

2.7.3.1. Electronic Commerce

Expectations confront all norms. The so-called Electronic (e-) Commerce or Electronic (e-) business consists of electronic media that is informatics networks to realize commercial transactions of goods and services between two entities via multiple terminals (supports) such as: Smart phones, iPad, Android, Smart TV, etc...upon web sites. The term E-Commerce encompasses also inter- enterprises commerce where networks of EDI (Electronic Data Interchange) type are used.

The world market of electronic commerce is numbered to 1300 billion of dollars in 2012 taking into consideration the B2B (Business to Business between professionals) and B2C (Business to Customer towards particulars). This number will proliferate according to the number of people having access to the internet and making online sales.

Figure 2.13.

Business to Customer Commercial Exchange Model



Note. Source: [#LibertéVENDREDI](#), Rédaction Numérique De "Liberté", Soleil HEC.

2.7.2.1. E-Banking and E-Commerce

E-Banking is a branch of E-Commerce that deals with the implementation of ICT in Business Financial Management. E-banking has come a very long way with millions spent on preparation of technological change just to make banking services accessible to their customers from anywhere, at anytime by just a click of the mouse.

“E-commerce offers a level playing ground for large businesses, as well as small and medium-scale enterprises (SMEs) to operate in the global market-place; and for regional businesses and communities to participate in social, economic and cultural networks seamlessly across international boundaries” (Mary-Anne, 1998). E-banking is a remote delivery channel for banking services ranging from opening an account, transferring funds to more complex form of online transactions.

Making payments for goods and services in cash or non-cash forms as well as depositing money in financial institutions and managing these resources are an inherent constituent of economic life. Banks serve as important intermediates. In recent years, with the development of technologies and techniques, options for communication with banks are expanding for clients. Electronic communication means are particularly coming to the forefront. Hence, Electronic banking is a service that specifically uses electronic communication forms.

2.7.2.2. E-Tourism and E-Commerce

One key issue for the e-business application in service operations is about the possibility of online delivery of the services customers ordered specifically those requiring their participation. In this regard, the online Electronic (E-) Tourism has become one of a few good example services - which can be inquired, checked, and ordered easily while conveniently communicated and delivered online with the Internet. In fact, the use of electronic information delivery and online document printing has provided the backbone for the current stream of e-commerce – as it can overcome many traditional business obstacles and operational barriers by delivering access to global market. In the current performance criteria for service operations, fast service delivery and prompt and reliable service have been identified as two key

competitive priorities for the future Web-based service delivery operations (Verma and Young, 1997), while time-based competition through better customer service has been reemerging as a major tool of delivering high-quality services to customers through a total operation cycle – including planning, design, processing, marketing, and distribution (Sue Abdinnour-Helm, 2000).

The hospitality industry has followed the trend of Internet application in recent years, and sometimes even gaining its own name of Internet application - called "*e-traveling*" or "*e-tourism*" referring to all travel related business transactions now completing through Internet applications. Some key issues addressed in the recent literature about the *e-tourism* include: customer acceptance and satisfaction, services rendered, value added for the travel businesses and consumers, privacy concerns, profitability, operational risks, and competition from traditionally non-traveling firms.

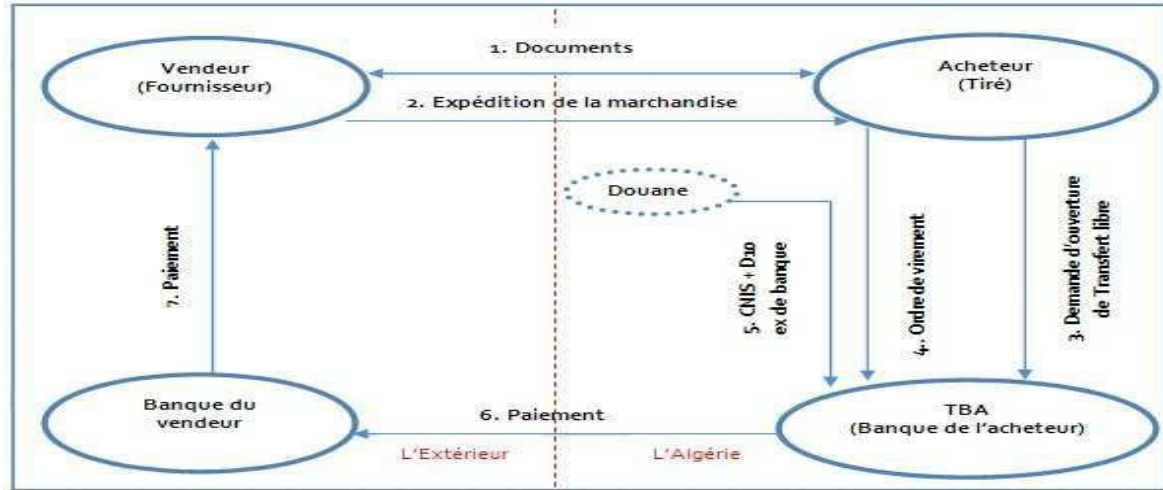
2.7.2.3. E- Commerce in Algeria

The E-commerce, this new channel of online sales can know a high increase in Algeria in the coming years. It is true that statistics now on real E-commerce sites to effect online payment transactions mark too few in Algeria. Its market is there limited to purchases done by foreigners through International Banking Card. Thereby tendency starts to evoke the interest of national official institutions charged of Information and Communication Technology (ICT) which has played a vital role in E-commerce. The subsidiary of Algeria Telecommunication has also played a second role in launching the concept of electronic commerce in Algeria via a pilot project that treats at a first time the sector of tourism. The passage of Algeria into E-commerce was to facilitate the access to electronic monetary payment in foreign markets; to reinforce the capacity of Algerian enterprises to integrate its market in the international and to adhere to the international organization of commerce. The major players in that scene are: the customer and the means which acts for transaction of either information or services. The customer can be either an Algerian or a foreigner, and the means can be e-commerce in case of banking and e-booking as a subsidiary in case of tourism. In both cases, the referent is the bank which acts as an intermediary to transfer or receive

fund in return to services as shown in figure (2.14) below in case of Trust Bank Algeria:

Figure 2.14.

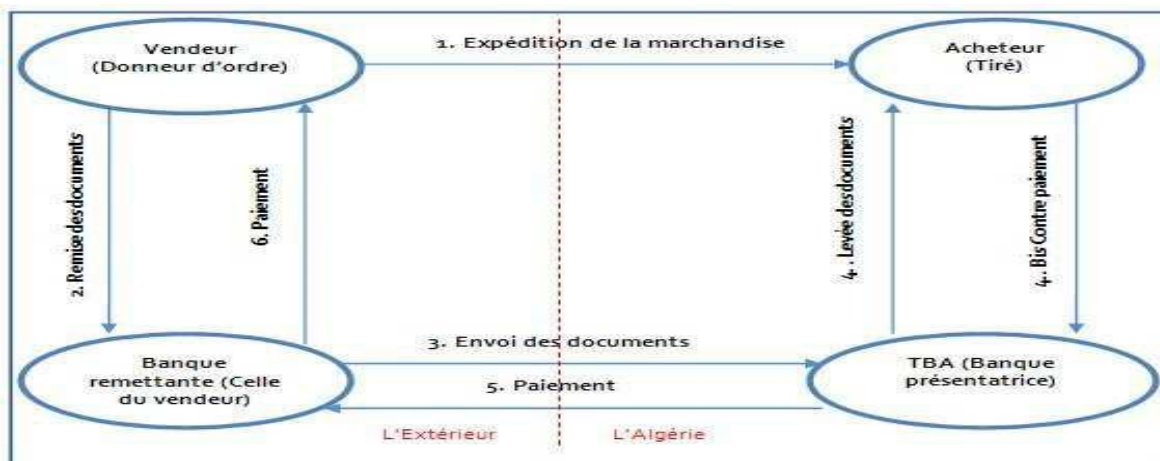
Free Transfer for TBA



As explained before, each fund transfer is followed by document transfer as figure 2.15 assists to show below:

Figure 2.15.

Files/Documents Setup in TBA



Note. Both figures are from: Boutekdjiret & Mezrague [Mémoire de diplôme d'ingénieur d'état en informatique non publiée].<https://www.fichier-pdf.fr/2009/11/07/udm8t9c/>.

2.7.3. English as a Programming Language

Computer programming languages (or language guides) are designed to communicate instructions to machines. Learners who are non-native speakers of English are taught programming courses through English as the medium of instruction. English is natural and using a non-natural language for coding has a significant cost attached to it. Any programmer knows that writing the code is just the beginning. The code needs to be documented, debugged and maintained. The non-natural nature of code requires significant effort and time to understand the logic of the code whenever it is touched. Training other developers to use the code is even more demanding and presents an even greater challenge of documentation and training. If only it could be coded in the natural language ‘English’.

Natural language programming has long been the holy grail of the software world. Nonetheless there were some attempts at designing programming languages to resemble natural language like: Cobol, SQL and AppleScript, but none was close to resemble perfectly the actual natural language. Most programming languages are English based using sequences of text including words, numbers, and punctuation in English. This leads to the possible problem that the lack of language skills could prohibit learning in computer languages and cause technical problems while using them.

A computer programming language is used to create sets of commands that instruct computers to perform specified tasks. Each programming language has its own set of vocabulary (keywords) and grammatical rules (syntax) that initiate a computer to perform several tasks. Globalization and internalization of curriculum has influenced the instructional language of the educational institutions. Many educational institutions in Europe, Asia and Africa adopted the English language as the medium of instruction at higher education level (Airey, 2011).

The English language has become the “Language of Instruction for Mathematics and Science” and many developing countries changed their educational system policy to teach mathematics and science courses in English. It is identified that

learning to program is difficult and those who are non-native speakers of English have difficulties in understanding and remembering the keywords of a programming language. In fact, it is important to examine the English language skills in understanding English based programming language's keywords and relating them to the programming abilities.

2.7.3.1. English Based Programming Languages

Programming languages popularity is measured based on the number of job advertisements related to that language, books published that teach or describe the language, count of language references, languages that are used to design custom applications for business, and languages that are used to design web applications [6]. The top 10 programming languages such as C, C++, Objective -C, Java, JavaScript, PHP, Perl, Visual Basic, and Ruby were developed in English speaking countries (siliconindia, 2012). These programming languages however are also English based languages since their keywords are in English. There are programming languages that are like natural languages other than English⁵. But to the best of the author's knowledge such attempts to develop non-English based programming languages have not become popular and not been taught at universities as a key course.

2.7.3.2. English as Instructional Language

The language used as a medium of instruction in teaching is termed an instructional language. Selection of an instructional language has been always important as it is a tool for the student to acquire knowledge and improve their cognitive abilities (Ahemed, 2011 and Kumar, 2011). The English language has become the "global lingua Franca" and/or an international language of communications, science, information technology, and business (Kirkpatrick, 2011). Many fields, occupations, and professions such as medicine and computing require people who have a working knowledge of English. In many countries, English language is adopted as the instructional language especially in Higher Education (Tan and Lan, 2011; Kirkpatrick, 2011; Meganathan, 2011 and Airey, 2011).

Many teachers struggled to deliver their course contents to English language learners in a better way (Matthiasdottir, 2006), (Batt, 2008) and they are always looking for new methods to make it easier for them (Krpan and Bilobrk, 2011). There have been limited research studies done on students who learn mathematics and science courses in English. Lesser and Winsor reported that, students who have limited English knowledge will struggle to understand the concepts and may not be able to complete the exercises (Lesser and Winsor, 2009).

Tan investigation was, simplifying both language and content for students to help them to understand mathematics or science lessons will decrease their ability to function in the particular domain (Tan and Lan, 2011). Programming courses have become the core of computer science curricula at educational institutions. Programming courses are also offered to students who are from different disciplines (Elazhary, 2012). There has been much research done on teaching programming courses in interesting ways. Yaguan's research listed a few teaching techniques such as case driven teaching, observing the coding criterion, and technique to learn, identifying and implementing teaching methods, and ability training related to industry demand and to teach Java more interestingly and effectively (2010).

According to Elazhary (2012), Facile programming means designing new versions of programming languages that are similar to natural languages for students who are non-native speakers of English that have difficulties in understanding, and remembering the keywords, and syntax of English based programming languages. He justified that, Facile programming helps novice programmers to learn coding techniques easily as they had to write code by using their native language character set (ibid). However, according to the author's observation Facile programming approach makes student native language dependent and the scope of those languages is very limited to the tertiary or country where similar natural languages are in use. There are different types of coding errors that student commits when he/she is not able to understand the coding technique of the particular programming language. Research suggests that, judgment errors occur when a student cannot understand the compiler error messages and knowledge errors occur when student fails to understand the syntax

of the language, and is not able to use keywords or commands, and rules (Bringula et al, 2012). However, there is relatively little research done on students who commit syntax or using improper keywords and judgment errors due to their lack of English proficiency. Although English language learners problems are frequently investigated, relatively little research done on how they learn programming languages in English.

2.8. Workplace Learning

Workplace learning or literacy is a key part of business success, driven by the impact of changes in business contexts, skills demands, technologies, and people's relationships and roles within various institutions and communities. Transitions from school to work are not as distinct and linear as they once were. Learning is no longer confined to a "front loaded" activity in a formalized, classroom environment. Furthermore, work and career are no longer static and predetermined entities according to Vaughan, Roberts and Gardiner (2006). As stated by Gilbert on knowledge and the knowledge society (2005), Knowledge is not necessarily individualized. The way an entire organization learns can be instrumental in its innovation and profitability.

Understanding a business context is therefore integral to understanding workplace learning. We cannot talk about workplace learning as separate from this context because it is this context that in part drives what we think of as, or want for, workplace learning. If we do not contextualize workplace learning in this way, we will simply prepare people with the skills and competencies for today but not for tomorrow (Cullen et al., 2002)—which would run counter to much of the point of workplace learning as something more than simple training with a narrow focus on surface-level skills (Matthews, 1999; Winch and Ingram, 2002). We can consider "the workplace" to be physical location and shared meanings, ideas, behaviours, and attitudes—all of which help determine the working environment and relationships (Matthews, 1999). These place learning at the centre of the workplace: *"Looking at work from the perspective of its learning potential is fundamentally different to looking at it simply in terms of competencies needed in order to perform the job well"* (Cullen et al, 2002, p. 36).

In other words, in order to produce the kinds of people needed for knowledge society with a melding of people's sustainable economic development, we need to teach people how to be lifelong learners.

Claxton (2006) claims there are three different understandings of learning: raising standards, through better study skills; creating ideal learning environments; and helping students become better learners. He argues that only the third aim can help prepare young people for a lifetime of change in the 21st century. Once students think of themselves as learners, they will track their own development and create their own learning targets, and teachers can cultivate learning capabilities by teaching content as well as expanding learning dispositions.

When it comes to workplace learning specifically, there is potential to go in two different directions. There can be a focus on the articulation between education and work in order to recognize and provide credentials for all forms of learning, drawing on cognitive theories of learning which tend to be individualistic and atomistic. There can also or instead be a focus on the workplace as a learning environment where learning is a process embedded in production and organizational structures and is therefore about participation in communities of practice. This draws on contextual theories about learning or situated learning (Cullen et al., 2002). Put another way, the broad trends in workplace learning can focus on the individual and/or on social and situated learning and building communities of practice (Illeris, 2003).

An ideal approach might be to combine the two directions through an ongoing refinement and extension of theories concerning adult learning, action learning, and learning organizations (Mitchell, Henry and Young, 2001). For this to work, we would need to make and understand several shifts:

- from processes focused on individual and personal development as a worker to instrumental focus where learning at individual, group, and organizational level is harnessed to a goal of enterprise competitiveness.

- from learning as the responsibility of trainers and human resource developers to incorporation in wider strategies for human resource management and more inclusive view of learning as embedded in all facets of business strategy, culture, and structures; learning as continuous improvement.
- from learning as declarative knowledge (abstract and theorized) to an emphasis on practical knowledge and on implicit knowledge that is not knowable in sense of being communicated to others.

These shifts offer a view of workplace learning that builds training. Another way of seeing this distinction is that it focuses on the idea of a learning organization with its focus on processes of learning, individual learning styles and organizational learning, with its focus on formalized, prescriptive development and training needs, generic competencies, and universalistic assessment.

Knowledge does not necessarily accrue to individual workers but is distributed across networks, making good communication critical in making the learning useful to the organization or business. Co-operative learning is useful to business because workers at remote sites can use local knowledge to solve local problems without reference to centre.

Although Hughes and Thornton Moore (1999) write about work-based learning in United States school-to-work programs, they make the point that work-based learning needs to be educational. (That is, not just about learning work-readiness-related attitudes and behaviours but about linking classroom learning and work-learning content).

In an example of an electronics manufacturing business in the Middle East, trainers got around the different languages of the workers by developing a programme that created a workplace culture that involves the repetition of key technical words, a demonstration performance of the skills by an instructor to observing students/workers, followed by practice of the skill by them. This flexible technique was a workaround for

communication challenges posed by trainers and workers speaking different languages (this technique also ran alongside translation work and computer-based training) (Holm and Strauss, 1998). Communication at the workplace is the key success of a successful business and that is the case of both study field contexts of the research in hand.

2.9. English for Business

There is no doubt that the importance of English as a second language has exceeded all expectations and then gave us a broaden pace to state that “more than 1.400 million people are living in countries where English has official status”, in addition to the idea “one out of five of the world's population speak English to some level of competence” (Graddol, 2000, p.2). If we like to have a clear point view about the importance of English as a second language, it is wise then to investigate the role of English in commercial banks wherein several tasks are needed, such as banks’ deals, dealing with customers, online transactions between local and foreign banks and electronic administration to name but a few. According to previous facts it has been suggested that "the relationship between globalization and the English language implicates employability in the job market" as stated by (Chowdhury, 2013, p. 68).

And according to a survey about the impact of Multilanguage’s upon economy and trade in gulf countries, English was considered as the superior language among other dominant languages concerning its use in the internet to express economical and commercial issues ;by the extent (36.8%), followed by European languages together that reached (35.6%); so commercial banks administration found themselves obliged to give the same importance to the linguistic speech on the internet in which English language proved itself again to have the superiority on other languages to an extent reached to the third of the whole linguistic deal in its different aspects (commercial , cultural,...etc.).

It can be clear from the previous introduction that English language controls communication all over the world, and has two main functions which are: providing a vehicular language for international communication and forming the basis for constructing cultural identities. English also plays a vital role in economy and trade of

any country; that two aspects which can be considered as main part of the country's cultural identity. "(Graddol, 2000, p.56). Stemming out of that importance of English language as a tool of communication in the job market, a job specific English as a second language (ESL) courses have appeared in many communities all over the world; with the aim of developing trainees' language proficiency in business communication (Chinatown Manpower, 1987-1988)⁶.

Among the other vocational areas that make the world of English for specific purposes one of the most attractive is tourism because all of us are tourists on countless occasions, bringing our own real experiences to the classrooms. Such might, for example, emphasize the development of reading skills in students who are preparing for graduate work in business administration; or it might promote the development of spoken skills in students who are studying English in order to become tourist guides. The focal point of teaching English for tourism is that English is not taught as a subject separated from the students' real world; instead, it is integrated into a subject matter area important to the learners.

In the field of English for tourism students in most of the studies have focused on the analysis of the required skills and needs in workplace, adequacy and appropriateness of instructional materials and strategies. The results of Al-Khatib study (2007) indicated that the most important skill for tourism personnel is writing. When instructing an EOP course an issue to take into consideration is that using adequate language learning and professional strategies are required in tourism field. In designing a course for students of culture and tourism, Barancic (1998) used an integrated approach to get the students involved in the syllabus he wanted to teach. The approach he invented consisted of 8 components: knowing the class and their knowledge, determining the goals to achieve, the way we measure the success, making decisions with students involved, creating syllabus, deciding on the real teaching techniques and method and getting feedback during the course. The application of the approach indicated that the teachers are faced with needs which are of a less academic and more realistic nature.

Generally speaking, good communication skills are the main core of success of any job in all business workplaces; they represent the main key of competition towards employment market, so English as an international language and as a basis of communication all over the world highly "influences prospects of employment, especially in contributing to the possibility of "secure" and "better" jobs" (Chowdhury, 2013, p. 68).

2.10. Materials and the Practice of Business English

The fact that Business English is an umbrella term means that there are several target groups in several workplaces. The first aspect to be treated in the practice of BE in the workplace is the framing of literacy for the membership of that business environment.

2.10.1. Framing Workplace Literacy

As stated in the outline (2.4), workplace learning is a key part of business success or failure, driven by the impact of changes in business contexts, skills demands, technologies, and people's relationships and roles within various institutions and communities. Therefore, the concept of workplace literacy in today's globalized workplaces should encompass dimensions that incorporate goal-oriented strategies that address the changes, the shape and character of people for the better. Many organizations refer to workplace literacy as a set of language skills (namely written and oral) which are considered significant to the competitive edge of business organizations. Global workplaces continue to make demands on their workers in relation to literacy demands and these demands are getting increasingly complex especially with the incorporation of creative technology at workplaces to boost efficiency and productivity.

The term 'workplace literacy' has been used to describe a set of skills, namely written and oral. Increasingly, employers in numerous business organizations in the contemporary world assert complex literacy demands on their employees requiring them to enhance their communication skills and handle the interface of technology competently in their daily tasks. Because of its universal appeal, English has become a

part of workplace literacy programmes in many organizations. This literacy imposed makes it necessary for employees to be proficient in their communication skills of reading, writing, speaking and listening. Comstock (1990) states that the ability to listen is the most important of all communication skills in any organization and states that there are problems involving the listening skill at workplaces. There is a tendency at times for some executives, supervisors and workers to talk more and fail to listen and not comprehend the notions of listening and hearing.

An ESP course is meant to enable a group of target learners to function adequately in a target situation, the place where the learners will use the specific English for specific purposes. This study on the English language needs leans primarily on aspects drawn up by Dudley-Evans and St. John (1998). In line with this framework, the English language needs of banking and hotel staff will also be investigated based on additional features derived from Hutchinson and Waters (1996) in identifying the target learners' 'necessities' (the type of need determined by what is required in the target situation), 'lacks' and 'wants'.

2.10.2. Teaching Communication Skills

One of the most important aspects which certify that BE teaching differs from GE teaching is *content*. Large number of people claims they can understand and speak English, at least at an elementary level. However, very few of them know what BE involves, being unaware of what it actually takes to be a successful BE speaker. That would be the first, simple argument in favor of our considering BE a rather unknown field of knowledge to most of the general public. The main aim of any BE instructor is to use programmes where *content*, *language* and *communication* are combined in order to develop the learner's language knowledge and communication skills. The content-related issues to be focused on more precisely deal with the communication skills to be developed with students since the ultimate key to successful business is communication. Boonkit wrote,

“As English is universally used as a means of communication, especially in the internet world, English speaking skills should be developed along with the other skills so that these integrated skills will enhance communication achievement both with native speakers of English and other members of the international community”

(2010, p. 1305)

Communication within business can be either written or oral. One of the major differences between GE and BE stems from the different treatment of the following issues: while GE is mostly concerned with developing accuracy and fluency, BE is rather focused on fluency and effectiveness. However, they are undoubtedly interconnected but not necessarily interdependent: there are students who have already acquired an impressive amount of specialized vocabulary and grammar rules but who have failed in building an effective speech; there is another category, although being capable of effective communication for a limited period of time thanks to some other related abilities, once outside their specialist area, are no longer capable to deal with a spontaneous communication situation.

2.10.3. Available Material for Practice

There is a broad distinction between English for General Business Purposes (EGBP) and English for Specific Business Purposes (ESBP); in terms of courses and available materials for practice. Some significant course variables include: course duration, participants, the specificity of design, the balance between language and skills, the mode of learning and the location. These all have an impact on the practice of BE and the kind of the materials sought and exploited. Among the earliest materials published with a focus on specific business contexts was a series called ‘*English for Careers*’ (Regents Publishing Company, Inc.) which introduced students primarily to the technical vocabulary of their specific field of interest. They claimed to also improve overall ability to communicate in English. These were ESP focus and the titles covered a very wide range of specific fields.

They reflect an approach that was prevalent in the 1970s when ESP was often viewed as GE with special terminology. Today's materials, however, illustrate how far ESP and EBP have come in the coming years. The equivalent updated series for the 1990s is Prentice Hall's '*Professional Reading Skills Series*' which is designed to develop the reading skills and improve the familiarity with how English is used in particular areas of work. Volumes include: '*Accounting*', '*Marketing*', '*Advertising and the Promotion Industry*' and '*International Banking and Finance*'.

One of the key business sectors for which there has been demand for specific materials is banking and finance. Here are the greatest numbers of books, but users still consider that there is a "*lack of published ESP banking material*" (Casells, 1993, p. 22): '*Bank on your English*' (1987), '*English for International Banking and Finance*' (1990), '*English for International Banking and Finance*' (1992) and '*English for Banking*' (1994).

Typical topics include: bank organizations, foreign exchange and financial reports. The approach is to present information through written or spoken texts with emphasis on reading and listening. These are not generally concerned with the presentation of grammatical language or skills, but with the transfer of known language and skills into the banking field. The most considerable materials to be published with a subject/business focus are in the '*Prentice Hall Business Management Series*' which aims to bring together training in: key management disciplines, language knowledge and communication skills. As the BE field develops, publication seems to be following the trend of specific training. That is, there is an increasing demand on the part of teachers and learners not only on materials with a broad general content, but also for some more specific content.

The other context for which there has been demand for specific materials is the hotel. From a teaching point of view the emphasis is firmly on functional language: giving information, making recommendations, dealing with problems and on creating realistic situational practice where language functions can be demonstrated and developed alongside basic service-oriented performance.

Although it is taken for granted that learners who deal with tourism should have an excellent command of the English language, Afzali and Rezapoorian (2014, p. 53) point out that “*ESL students engaged in jobs related to tourism industry, [...] do not perform efficiently while communicating with their customers in these contexts*”. Therefore, in order to learn English for Tourism, the implementation of specific tasks that focus especially on the aim of the course and the knowledge that learners need in order to be efficiently prepared for the tourism domain are necessary. Some of the strategies used in English for Tourism are the following: As Alcantud-Diaz, Ricart Vaya and Gregori Signes (2014) note, one of the strategies used in order to promote learners’ knowledge is based on projects. More specifically, they refer to digital storytelling which helps to improve traditional skills development, mainly speaking and writing along with researching and collaborative tasks and working with computers. Through this, learners get accustomed to technology and they are trained on how to interview people, conduct research and apply several strategies to solve their problems (ibid).

Web quests comprise another effective strategy in the process of teaching English for Tourism. As Laborda (2009, p.258) claims, “*web quests are a very common way of using Web resources to research a variety of topics*”. According to him, through these resources learners are able to construct their own projects which are based on real tasks. In particular, the projects are based on real tasks such as interaction with customers, organization of journeys so that learners will be better adjusted to their work and a variety of other tasks that reflect the duties of a professional in the specific field. Although the tasks on web quests do not reflect authentic situations in their full scope and everything is based on projects that learners have to perform within the classroom environment through the particular communication tasks, they still address the needs of the students and allow them to get a step closer to real-life professional goals and activities. In such a way, learners come across terms and problems that they will most likely face in the field of tourism either if they are beginners and about to enter the field or they are professionals with a number of years of experience who would wish to brush up on their knowledge of

English and do so by practicing their English skills in correlation to technological advancement.

Regarding the difficulties that ESP students may face in English for Tourism classroom, vocabulary tends to be more one of the most common. Therefore, explicit strategies should be implemented for its teaching and learning. Learning cannot be realized without reading. Accordingly, the most considerable materials to be published with a subject/business focus are in: *Welcome Student's book: English for the Travel and Tourism Industry* by Leo Jones; *High Season: English for the Hotel and Tourist Industry* by Keith Harding, Paul Henderson; *Check Your Vocabulary Hotels, Tourism and Catering* by David Riley; *Dictionary of Hotel, Tourism & Catering Management* by P.H. Collin; *English for Hospitality and Foodservice* by Jennifer M. Thomas; *World Travel Dictionary: The Dictionary for the Travel Industry (Columbus Travel Guides)* by Richard English and *Be My Guest Student's Book + Be My Guest Audio CD Set or Be My Guest Audio Cassette Set : English for the Hotel Industry* by Francis O'Hara+ Teacher's Book.

However, learning and practicing of vocabulary is a shared responsibility of both the teachers and the students. In order to help students learn the vocabulary more easily, it is important to put emphasis on “*learning concrete words as it is easier than abstract words*” (Xhaferi 2010, p. 233). Finally, another technique is that instead of teaching vocabulary, teachers should only check whether students understand the words used in the context (Dudley Evans and St John 1998 as quoted in Xhaferi (2010, p. 234). Meanwhile, they should be trained before they teach.

2.11. Conclusion

The need for a language of education, science, technology, and business has led to the worldwide demand of ESP. This field has rapidly developed recently to become a major part in English language teaching and research. Therefore, the needs to understand the requirements of other professions and to adapt to these requirements make a specific group of learners prepare differently. Teaching language in general, and English, in particular, is no longer just a matter of application that serves all needs

through any kind of syllabus and methodology. Rather, it is a regulated application that deals with each situation or given discipline independent of the other. And unless language users are trained enough to handle such situations and realize the targets of ESP, fruitful outcomes would never be reached. There is no review of literature without a subject matter to treat. Therefore, it is important to explore the use of English in some specific contexts. More specifically English language needs and difficulties at the workplace through a quantitative research. The next chapter will provide the Analysis of data related to the research in some Algerian banks and hotels as business workplaces.

Endnotes to Chapter Two

1. Johns (2013, p.7) splits the history of ESP into four main phases : The Early Years(1962-1981), The Recent Past (1981-1990), The Modern Era (1990-2011) and The Future (2011 plus).
2. Examples of such individual perspectives are given in Long's (2005, p. 31-32) tabular summary entitled 'NA data-collection procedures'.
3. The Renaissance was a rebirth that occurred throughout most of Europe. However, the changes that we associate with the Renaissance first occurred in the Italian city of Florence and continued to be more pervasive there than anywhere else. The city's economy and its writers, painters, architects, and philosophers all made Florence a model of Renaissance culture. Available at: <https://www.learner.org/wp-content/interactive/renaissance/florence.html>.
4. Claude Elwood Shannon (1916 - 2001) was an American mathematician and electronic engineer known as "the father of information theory". This excerpt is from: http://en.wikipedia.org/wiki/Information_processing.
5. For example, Lukaszewicz developed a Polish programming language called SAKO (Lukaszewicz L., 1961). Youssef Bassil developed a general purpose C-like Arabic programming language called Phoneix (Phoneix Language, 2007). SKT Software Company, located in India, developed a programming language in Hindi called HPL targeting the huge base of over 100 million Hindi speaking people (Technologies, 2007 cited in Veerasamy and Shillabeer. 2014), http://www.ipedr.com/vol70/004-ICEMI2014_H00006.pdf.
6. Founded in 1972 to provide Chinese immigrants with job training, Chinatown Manpower Project, Inc. has extended its efforts to reach new constituencies and expand services to include career counseling and job placement, ESL courses, youth programs, high-tech computer training, and business development programs. Chinatown Manpower Project, Inc. (CMP) provides vocational training, employment services, educational programs and economic development

opportunities to disadvantaged immigrants and refugees throughout New York City. With assistance from both private and public funding sources, CMP helps individuals take full advantage of all opportunities to succeed in their new environment. The present qata are available at: <http://nnmportfolio.com/cmpny-website/AboutUs.html>.

***CHAPTER THREE:
DATA ANALYSIS AND FINDINGS
DESCRIPTION***

Chapter Three

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CHAPTER THREE

DATA ANALYSIS AND FINDINGS DESCRIPTION

3.1. Introduction

In the recent world of technology and modernization, English is omnipresent and has been the main language that most foreign customers use for interaction and most operating systems and language programs comprehend. Emphasis in this work details the data analysis and findings in response to the research questions hitherto raised in the introduction which addressed the English language needs at both workplaces of the study. Under the assumption that finance and tourism staff should possess enough experience and knowledge related to their work, this chapter represents the major source of findings about the target needs, and lacks which will provide the basis for wants and claims in the next chapter. The data analyzed were collected according to the research design previously described in the first chapter. It will embrace the exploratory study of the use of English in banks and hotels. Therein, it attempts to examine the communicative needs by shedding light on the receptionists' perceptions of wants and lacks. Also it attempts to explore the workers' attitudes toward English and its use. There is a close relationship between the results of needs analysis in BE skills and the skills tackled in the analysis of the data gathered for this study. This will be clear in the description and analysis tackled in the present chapter.

3.2. Questionnaire Findings

The present section details the findings of the questionnaire. It first aims at validating the research questions and its hypotheses in earlier stage. The answers of the questionnaire are mostly approached quantitatively within its different sections.

3.2.1. Identity and workplace related questions

Normally the data gathered in this section should be on employees' sex, age, qualification, the office wherein they work and the seniority in that office. However, the question that required the respondents to provide personal information is such particularly dealing with seniority in the office (years of working experience) and which has yielded in interesting responses worth mentioning here.

3.2.1.1. Employees' Working Experience

Some respondents had worked in the field of banking and hospitality before coming to the respective banks and hotels of study. This can be noted as differences in percentages according to the duration scale given below. An examination of the answers revealed the results shown in the following table:

Table 3.1.

The Questionnaire Respondents' Working Experience

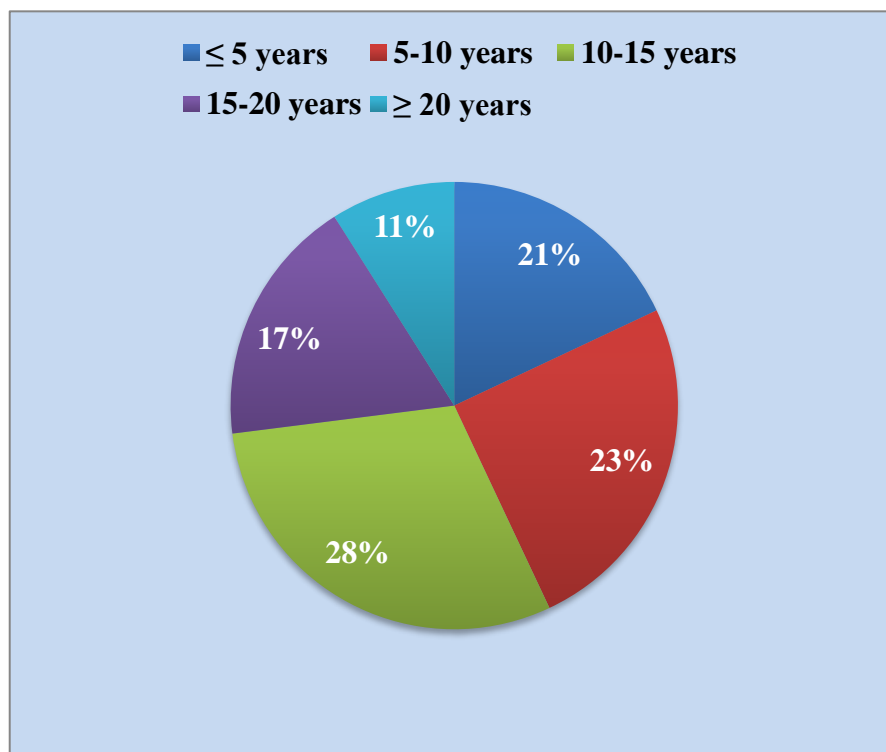
Years of Working Experience	Respondents in Number and Percentage	
	Banks	Hotels
≤ 5 years	18 (21%)	21 (24%)
5-10 years	20 (23%)	25 (27%)
10-15 years	25 (28%)	30 (33%)
15-20 years	15 (17%)	9 (10%)
≥ 20 years	10 (11%)	7 (8%)

Regardless their job categories, the questionnaire respondents seem to pertain to varying levels of work experience. For instance, those with 0 to 5 years of work represent inexperienced respondents (Long, 2005) whereas a work of 10 years and above grants the respondents the grade of experienced in-service respondents who represent 'excellent sources on the content of their job' (p. 27). All those with 15 to 20 years of work and above that scale are considered established professionals (Male

et al., 2009). A more precise visual distribution of the numerical data obtained is proposed in pie-chart 3.1 below:

Pie-chart 3.1.

Bank Respondents' Working Experience in Percentages

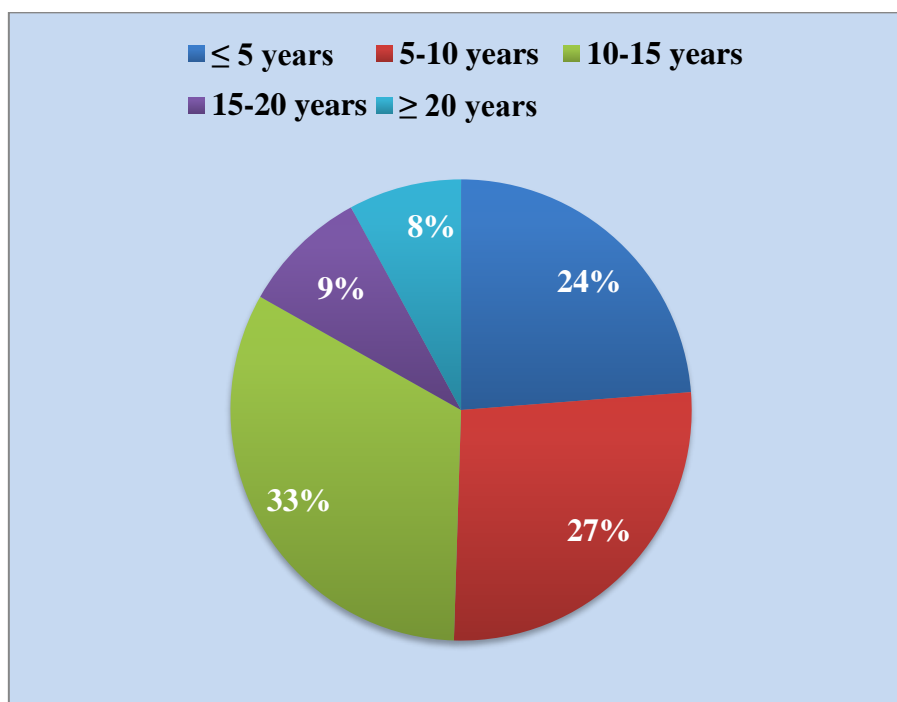


As the pie-chart above shows, out of 88 respondents in banks, 21% have less than or equal 5 years of working experience. 23% is of those having more than 5 to 10 years of experience. The remaining portions represent the great percentage among these 28% of employees whose working experience ranges from 10 to 15 years. Another portion of 17% of those having from 15 to 20 years and only 11% with more than 20 years of experience. Likewise, employees in hotels of study are divided into percentages according to their working experience as shown in pie-chart 3.2 which serves to denote that out of 92 respondents in hotels, 17% have from 15 to more than 20 years of working experience. This percentage is in turn divided into 10% of working experience ranging from 15 to 20 years of experience and 8% representing

employees with more than 20 years of experience. The remaining portions represent 33% of employees whose working experience ranges from 10 to 15 years, 27% from 5 to 10 years and only 24% with less than 5 years of experience. The present study does not tend to be a comparative study between banking and hotel employees; it is rather a reliable source for the accounts of mostly experienced respondents as regards the communication and English skills required.

Pie-chart 3.2.

Hotel Respondents' Working Experience in Percentages



3.2.2. Communication Related Questions in Banks

As stated in the questionnaire content (*chapter one*), this part is designed to provide data on communication at the workplace. It provides results to answer the first and the second statement of the problem. This second section elicits information about the use of English at work. It also includes a question asking the employees to self-evaluate their skills and attitudes towards English. The results in this section are reported and discussed per type of work under the following headings:

3.2.2.1. Employees Language Use and Need in Banks

As to the first question of part (A) in the questionnaire; all respondents in banks argued that the languages used in their work are mainly French and Arabic except in instances when they found themselves face to face to the need of using English. These could be with external visitors interacting in English; in instances of file transfer that accompany fund transfer or in instances of the programming language damage¹ (field note data). In the analysis of the remaining questions (2-6), the level of English need of participants was determined per mean indicated by the following equation: Interval Width= maximum point – minimum point\ number of levels (5-1\5=0.80). The average IW indicated by the mean from:

- 1 to 1.80 → very low
- 1.80 to 2.60 → low
- 2.61 to 3.40 → moderate
- 3.41 to 4.20 → high
- 4.21 to 5 → very high

That is to say, from:

1 to 1.80 has a very low degree of need

1.80 to 2.60 has a low degree of need

2.61 to 3.40 has a moderate degree of need

3.41 to 4.20 has a high degree of need and

4.21 to 5 has a very high degree of need

Table 3.2.

Employees' Language Need in Banks

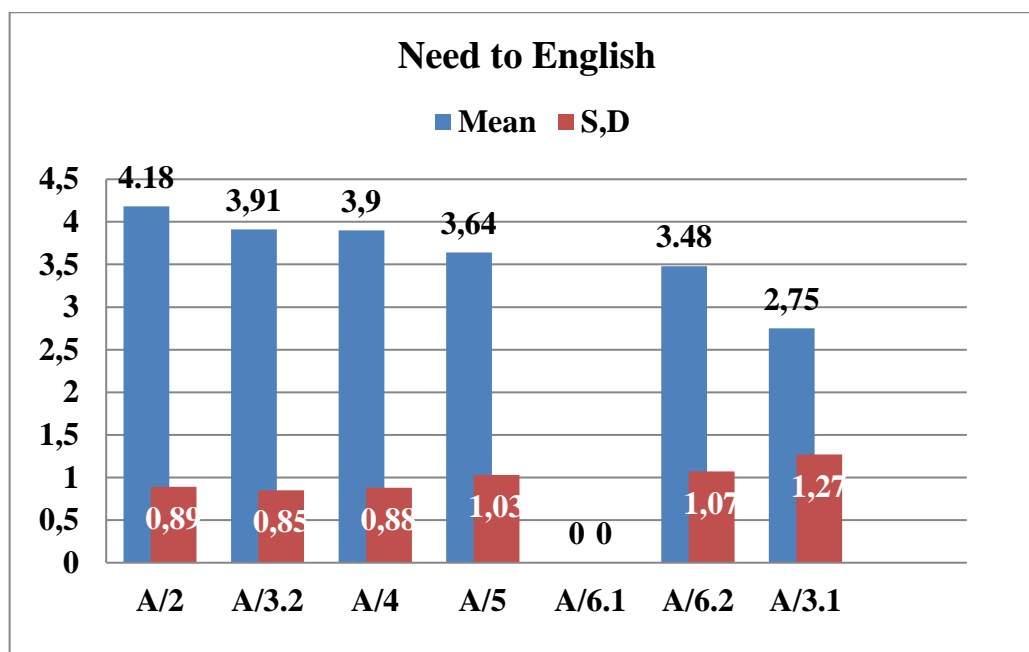
Item order / questionnaire	Employees' language need in Banks	Statistical Description			
		Mean	S.D	%	Degree of Need
A/2	English is needed in my office	4.18	0.89	83.64	High
A/3.2	English is needed in electronic contact	3.91	0.85	78.18	High
A/4	English is required in modern electronic administration	3.90	0.88	77.95	High
A/5	English is needed for communication with external visitors	3.64	1.03	72.73	High
A/6.1	It may happen to use English with native speakers	-	-	-	-
A/6.2	It may happen to use English with non-native speakers	3.48	1.07	69.55	High
A/3.1	English is needed in direct contact	2.75	1.27	55	Moderate
Sub-questions of A/4	English and modern electronic administration	Mean	S.D	%	Degree of Need
A/4.1	Means and tools of modern electronic technology need English language skill	4.33	0.67	86.59	Very high
A/4.2	English is needed in global communication through various modern technological means	4.05	0.74	80.91	High
A/4.3	English is widespread through the internet and other electronic websites .	3.93	0.88	78.64	High
A/4.4	Modern office tools require only English	3.61	1.09	72.27	High
A/4.5	Majority of computerized programs at the bank I work in are prepared in English	3.43	1.18	68.64	High

Note. Based on SPSS calculations (Mean and S. D) consulted in: Garth (2008), https://students.shu.ac.uk/lits/it/documents/pdf/analysing_data_using_spss.pdf.

The table above indicates that the degree of bank employees' need to English was high for statements starting from A/2 to A/6 except for A/3.1 (as ordered in the questionnaire). The average of these items gave a high score of need (mean=3.82) and high response percentages starting from 69.55% to 83.64%. This clarifies that there is high awareness by Algerian bank employees towards the need to English. It was clear from responses that it might happen to use English with non-native English external visitors (these were generally Chinese and Turkish). As to the need of English in direct contact (A/3.1), 55% of the informants argued that it was moderate in relation to the less frequent visits of foreigners. The sub-statements of A/4 that are ranged from 2 to 5 denote that there was a high need to English skill in means and tools of modern electronic technology. A more precise visual distribution of the numerical data obtained is proposed in the bar-graph 3.1 and 3.2 below:

Bar-graph 3.1.

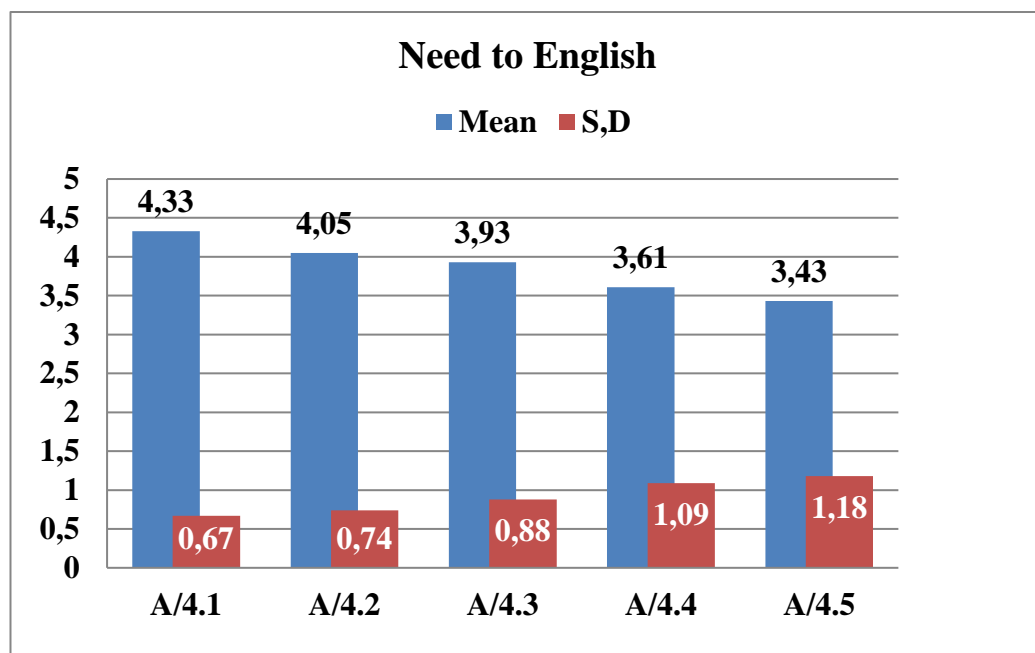
Bank Employees' Degree of Need According to Mean and S. D



The need to English depicted from the statement A/4.1 and concerning ‘means and tools of modern electronic technology’, ranked very high with a response percentage of 86.59%.

Bar-graph 3.2.

Sub-questions of A/4 to Bank Employees



One key sub-statement of these that unveil the existent technical usage and need to English and that will be detailed later is A/4.5 (one of the computerized programs are the programming languages that run the banking transactions).

3.2.2.2. Bank Employees' Self-Assessed Needs/Lacks

To the first question of the second part, the employees' self-assessment in terms of English skills revealed the results presented below in terms of self-assessed lacks and strengths of bank employees:

Table 3.3.*Self-Assessed Needs/Lacks of Bank Employees*

	Self-Assessed Needs/Lacks			
	Listening	Reading	Speaking	Writing
Front Office	30%	14%	49%	18%
Back Office	22%	10%	45%	20%

The above percentages of ‘lacks’ have been obtained by taking into consideration the negative assessment only (i.e., non-satisfactory rating). At first glance, the table points ‘speaking’ as being the weakest skill. The second weakest skill is listening which is troublesome for the banking employees followed by writing and finally reading. In the table below, the positive ratings are to be taken into consideration in terms of two options related to employees whether they are ‘satisfied’ or ‘not satisfied’ about their level in each skill.

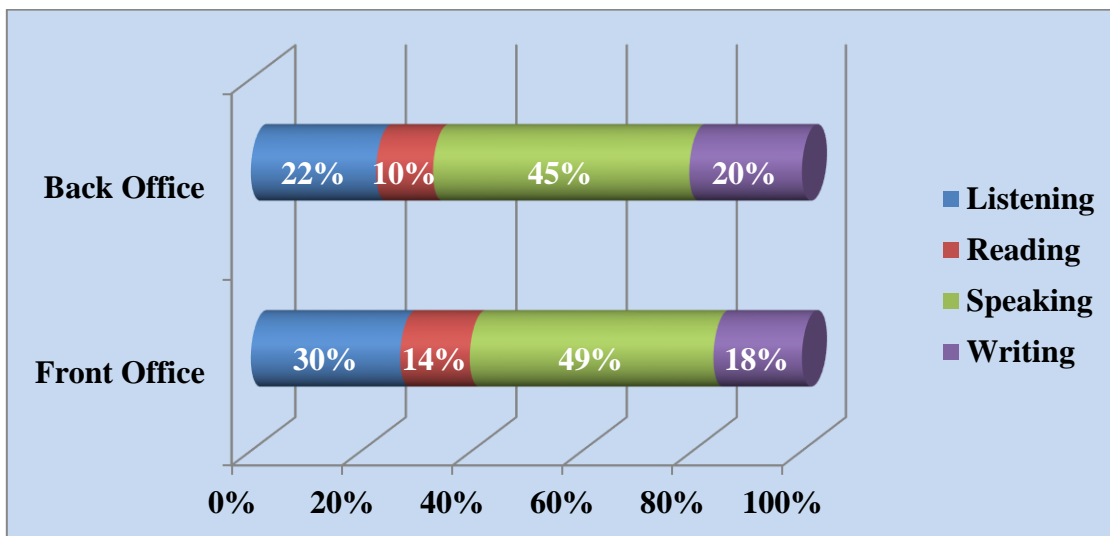
Table 3.4.*Self-Assessed Strengths of Bank Employees*

	Self-Assessed Strengths			
	Listening	Reading	Speaking	Writing
Front Office	16%	86%	18%	82%
Back Office	14%	89%	14%	80%

It appears from the table above that reading is the skill the respondent most positively assess, that is to say their reading skill’s level is satisfactory. A graphic display of the table 3.3 and 3.4 above respectively is suggested to further examine the obtained results.

Bar-graph 3.3.

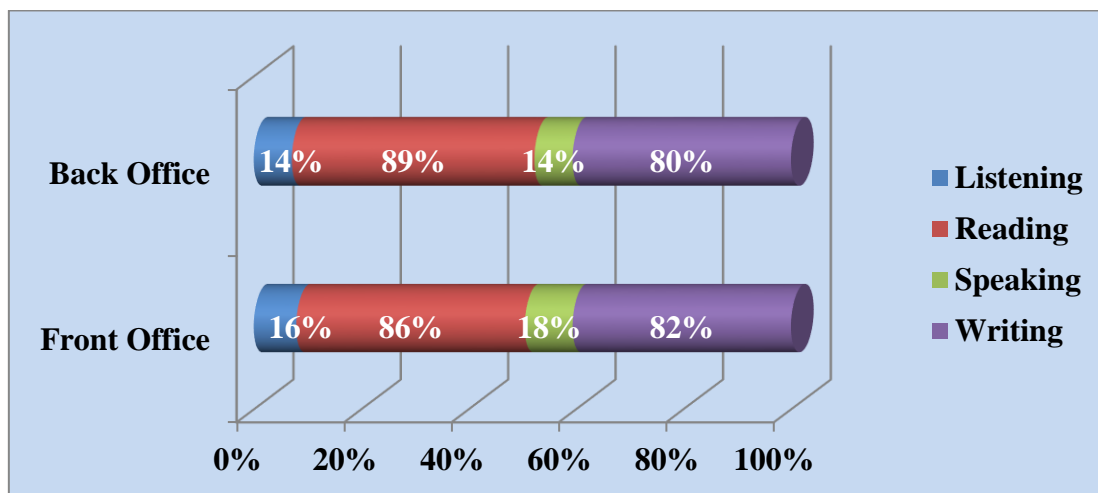
Self-Assessed Lacks of Bank Employees



Of interest for the purpose of the present study is that 49% (43 respondents out of 88) of the front office assessed themselves as being weak in speaking. The second weakest skill is listening, in that 30% (26/88) found themselves weak at listening. Similarly, the weakest skill among the back office employees seemed to be speaking 45% (40/88) and to a lesser extent listening (22%-19/88).

Bar-graph 3.4.

Self-Assessed Strength of Bank Employees



From the graphic results shown above, it is clear that the respondents considered reading as the skill in which they could perform at their best (86% that is 76/88 in the front office and 89% which is 78/88 in the back office). The same strength in writing skill which manifested among the front office staff with an overall percentage of 80% (70/88) and the back office with a percentage of 82% (72/88). As far as the listening and speaking skills are concerned, it appears from the percentages in the above graph that the respondents were the least satisfied by their listening and speaking skills.

3.2.2.3. Bank Employees’ Wants

Having thus dealt with the occupational side in terms of informants target need to English in the workplace, the second question of the second part dealt with the evaluation and expectation of current or previous trainee-bank employees out of the training process. The table below shows the results of the question on whether they had benefited from in-service English training and whether it targeted their language needs. This was for the sake of cross-checking wants with learning needs.

Table 3.5.

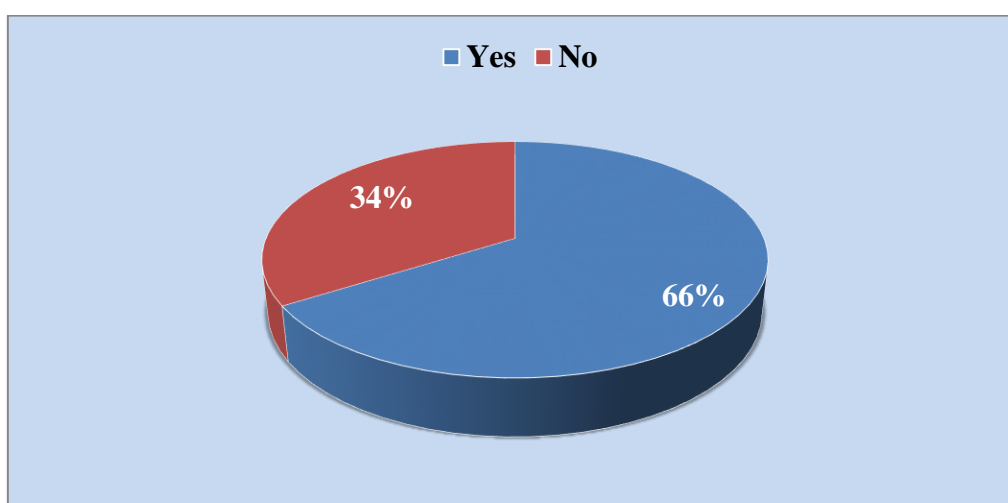
Target Needs within the Training Cycle of Bank Employees

Training	Yes	nbr 58	Needs Satisfied	Yes	nbr 10	
		% 66			% 17	
		No		nbr 30	No	nbr 48
						% 34

A cross-tabulation between the Yes/No question related to training and the one inquiring their satisfaction about it reveals the employees who are/were enrolled in training including English (English was one course among others and which was not given much importance~ *consult in-service training in Banks in chapter one*). This is particularly what the pie-charts below illustrate.

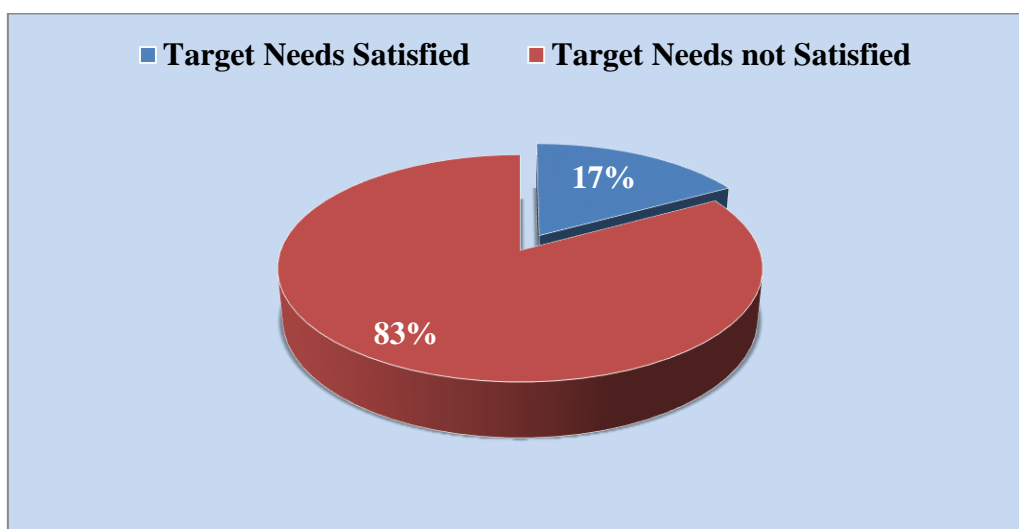
Pie- chart 3.3.

Bank Employees Enrolled in Training



Pie- chart 3.4.

Target Needs within the Training Cycle of Bank Employees



The answers of these respondents who represent 66% (58/88) of the informants revealed that only 17% (10/58) were satisfied whereas 83% (48/58) of them were not that is, the target needs were not satisfied.

A. Evaluation of Training

The results of the follow up question (why?) to the negative responses (No answer) illustrate the negative evaluation of the training situation derived from the reasons given by the researcher and that are categorized under different headings in the table below:

Table 3.6.

Bank Employees' Evaluation of Training

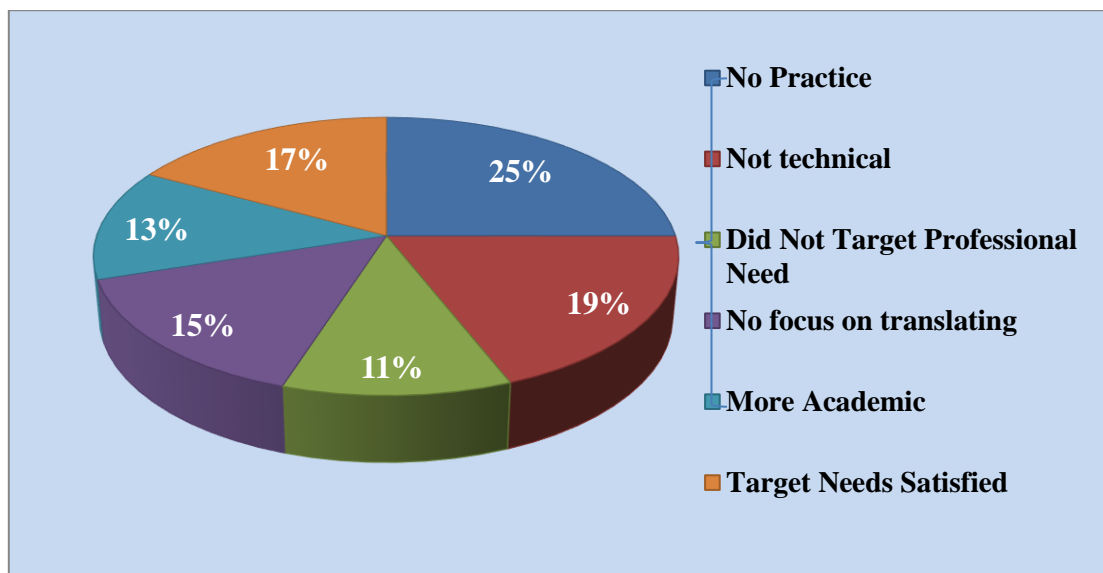
Evaluation of Current English Level		No Practice on the four skills	Not technical	Did Not Target Professional Need	No focus on translating	More Academic (Grammar)
Training Needs Satisfied?	No 83 %	25%	19%	11%	15%	13%

As the above table shows, 11% of prior trainees complain from the quality of training which did not target their professional need. This finding which puts the professional need into question translates an interest in more training. From another pole, more specific feedback concerning 'no practice' (25%) point to the respondents' same referents to the, apparently, theoretical aspect of the training sessions in which they presumably were not actively using the target language four skills. The training sessions were rather general and specifying just one skill (*see bank in-service training in chapter one*). Equally, 13% of the responses stipulated that 'English training was more academic' without specifying the needs behind it. 19% of the 'No' response favoured the technicality of the language which they did unfortunately not find in their training. Meanwhile, 15% criticized the training sessions for not including translation

from English to French or Arabic. A distribution of the above percentages is revealed in the pie-chart below:

Pie- chart 3.5.

Bank Employees' Evaluation of Training



B. Wants from the Course

In the following table, the training expectations of those work-experienced respondents are proposed. Here again, the researcher proceeded to the categorization of their answers to the open-ended question (*Do you wish to express any training expectations?>)* according to the following themes:

Table 3.7.

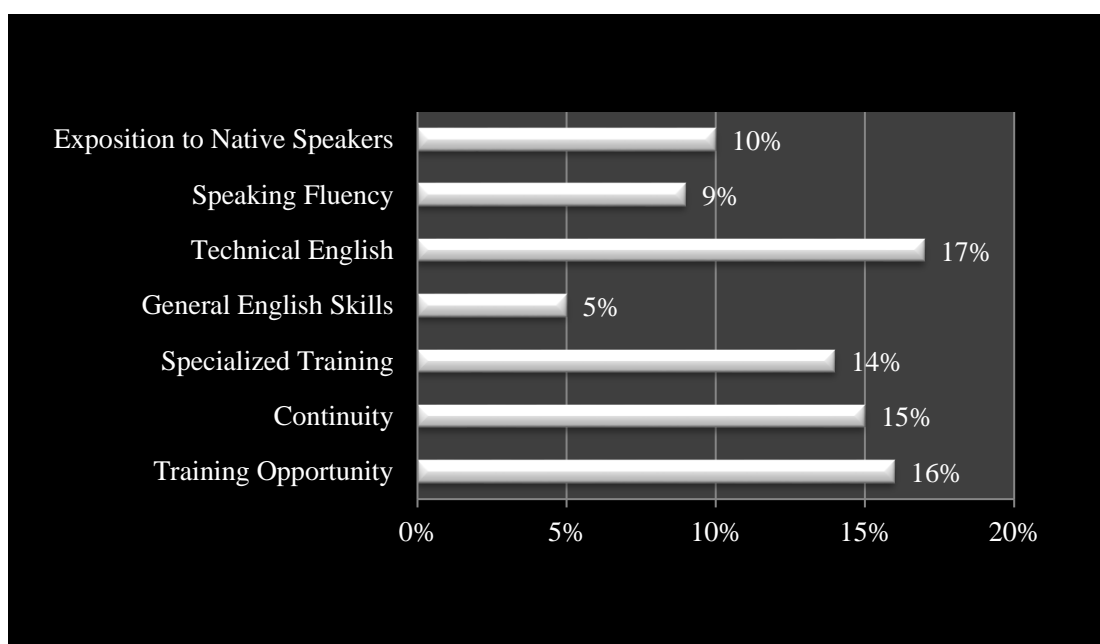
Bank Employees' Training Expectations/Learning Needs

Training Expectations	Number/88	Percentage
Training Opportunity	14	16%
Continuity	13	15%
Specialized Training	12	14%
General English Skills	4	5%
Technical English	15	17%
Speaking Fluency	8	9%
Exposition to Native Speakers	9	10%

As the table indicates, the training needs concern both the opportunity of being enrolled in training; continuing to attend English support courses; together with other specificities about the content of the English course. Employees' learning needs (or specificities in question) out of training courses are better visualized in the bar-graph below:

Bar-graph 3.5.

Bank Employees' Training Expectations/Learning Needs



It appears from the bar graph above, major wants from the course were such the demand of technical English, training opportunity and training continuity which score the highest percentages with 17%, 16% and 15% respectively. That is a clear sign of the employees' interest in training. As to training opportunity, it derives from the employees (34%) who still did not benefit from English training as shown in table 3.5. A distribution of the employees' learning needs per office resulted in the following table:

Table 3.8.

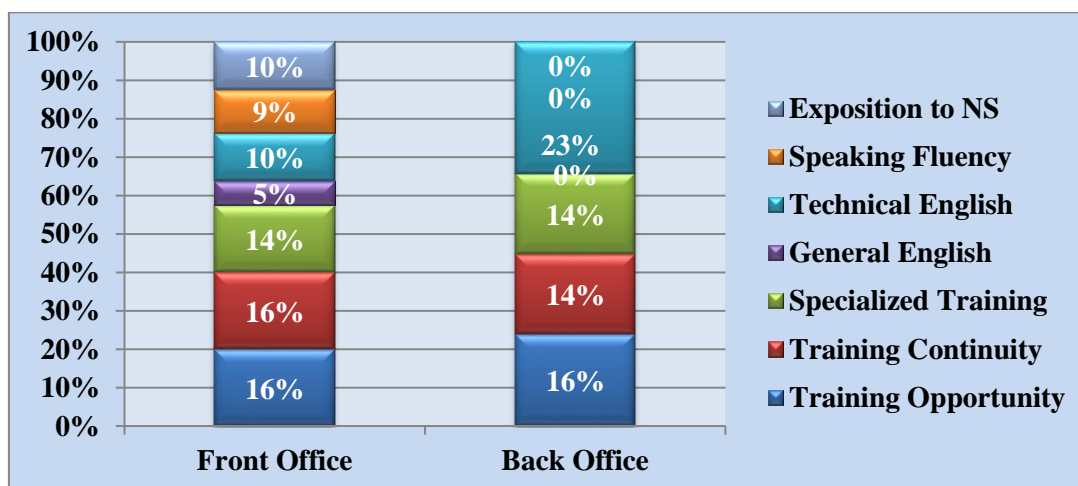
Training Wants/Learning Needs per Office

	Training Opportunity	Training Continuity	Specialized Training	General English	Technical English	Speaking Fluency	Exposition to NS
Front Office	16%	16%	14%	5%	10%	9%	10%
Back Office	16%	14%	14%	0%	23%	0%	0%

From the percentages shown in this table, it seems that attaining a specialized training and a level in technical English, general English, speaking fluency and exposition to native speakers were needs that not all the bank employees shared. For example, employees in the back office did not need general English, speaking fluency and exposition to native speakers (NS) because they might not be in direct contact with them (those of the front office might be). Their task is purely technical and related to the processing of the data gathered in the front office. The following bar-graph better spots the office where these learning needs originate.

Bar-graph 3.6.

Training Wants per Office



At first glance, the bar graph shows how more varied the training expectations expressed in both the front and back offices are. As it appears, back office needs technical English more than the front office however it does not need at all general English, speaking fluency and exposition to NS. That is because of the technical usage of English. It may not happen also that employees of the back office confront directly NS. In parallel, though showing diverse percentages, some other training expectations are unanimously expressed by different types of employees, regardless their office or professional category. For instance, training opportunity and training continuity that have been noticed earlier to score the highest percentages occupy a similarly considerable percentage in both offices. Interest in (more) training is, thus, shared by all employees.

Training opportunity and continuity score the highest percentages in front and back office. This reflects awareness of the importance of English in the workplace. This is also mere evidence that the employees need more training to better their level and to be able to perform well at work. The demand for specialized training is expressed equally by employees. Each in his/her specific domain of work expresses a specific need.

The cross-tabulation between the learning needs and the respondents' respective office discarded general English, speaking fluency and exposition to native speakers (0%) in the back office while revealing these in the front office as being a training need that the receptionists opted for (5%, 9% and 10% respectively).

C. Attitudes towards English Likert Scale Data

This sub-section deals with the employees' attitudes towards English, which is also another way to express or not a need to use English (Vandermeeren, 2003, 2005). Converting the Likert scale data to numbers representing the average agreement (on 3 point scale where 3 was allotted to 'agree'; 2 points to 'neutral'; and 1 point to 'not agree') helped make comparisons and contrasts between the statements. The degrees of difference are plain to see when shown in numbers, i.e., the biggest number/average

shows the statements with which the respondents mostly agree and the smallest one shows the statements with which they do not seem to agree.

C.1. Average Agreement with Statement 1

The average agreement with this statement (on 3 point scale where agree= 3; neutral= 2; not agree= 1) revealed the results shown below:

Table 3.9.

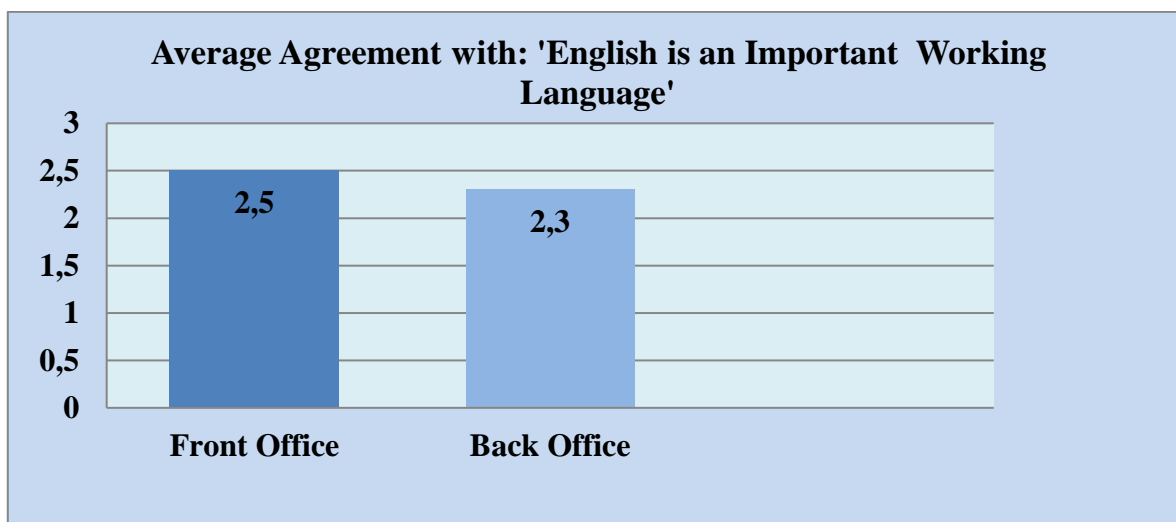
The Average Agreement with Statement 1

Office	Average agreement with the statement 1: 'English is an important working language within the office'
Front	2,5
Back	2,3

The highest average agreement scores are relevant to the front office. A clearer comparison is proposed in the bar-graph thereafter.

Bar-graph 3.7.

The Average Agreement with Statement 1



The employees from the front and back office agree the most with this statement advocating the importance of English as a working language. This arose from the fact that it is mainly the language of international communication and business transaction.

C.2. Average Agreement with the Statement 2

As regards Statement 2, different scores of agreement denoted different needs for using English in job. The results obtained appear in the tabular summary below:

Table 3.10.

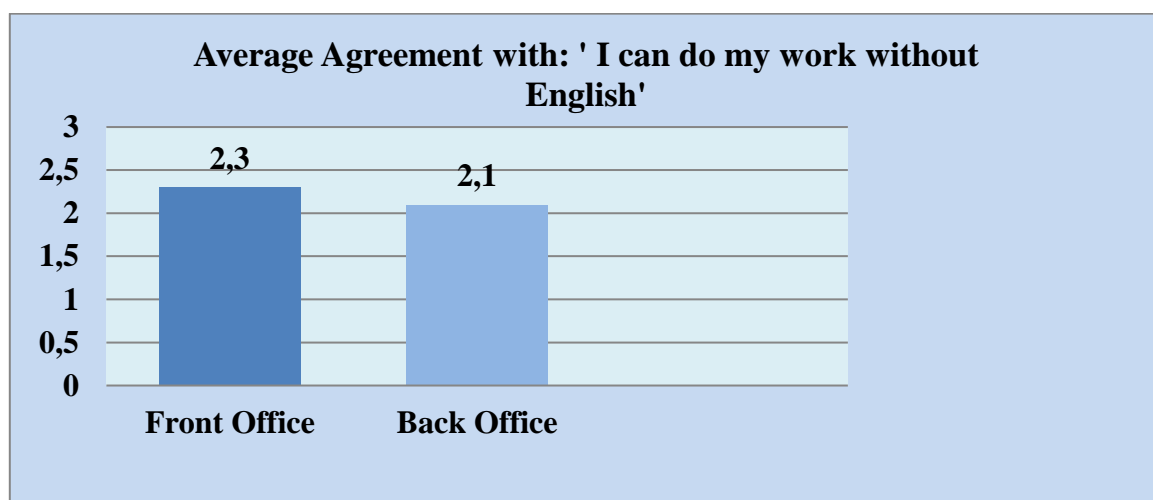
The Average Agreement with Statement 2

Office	Average agreement with the statement 2: 'I can do My Job without using English'
Front	2,3
Back	2,1

Still on 3 point scale where agree= 3; neutral= 2; not agree=1, it seems that moderate agreement scores with this statement are shown refuting the use of English in the job. The results more clearly appear in the bar-graph hereafter.

Bar-graph 3.8.

The Average Agreement with Statement 2



The respondents who show moderate agreement with the statement contending that 'they can perform their job without English' are those of the front office followed by that of the back office with an average of 2,3 and 2,1 respectively. It means that there is more need to English of employees in the back office. As mentioned before this need is related to the technicality usage.

C.3. Average Agreement with Statement 3 and 4

Because both statements indicated in the table below point to the future need for English, they appear together.

Table 3.11.

The Average Agreement with the Statements 3 and 4

	Average Agreement with Statement 3	Average Agreement with Statement 4
Front Office	2,5	2,6
Back Office	2,5	2,8

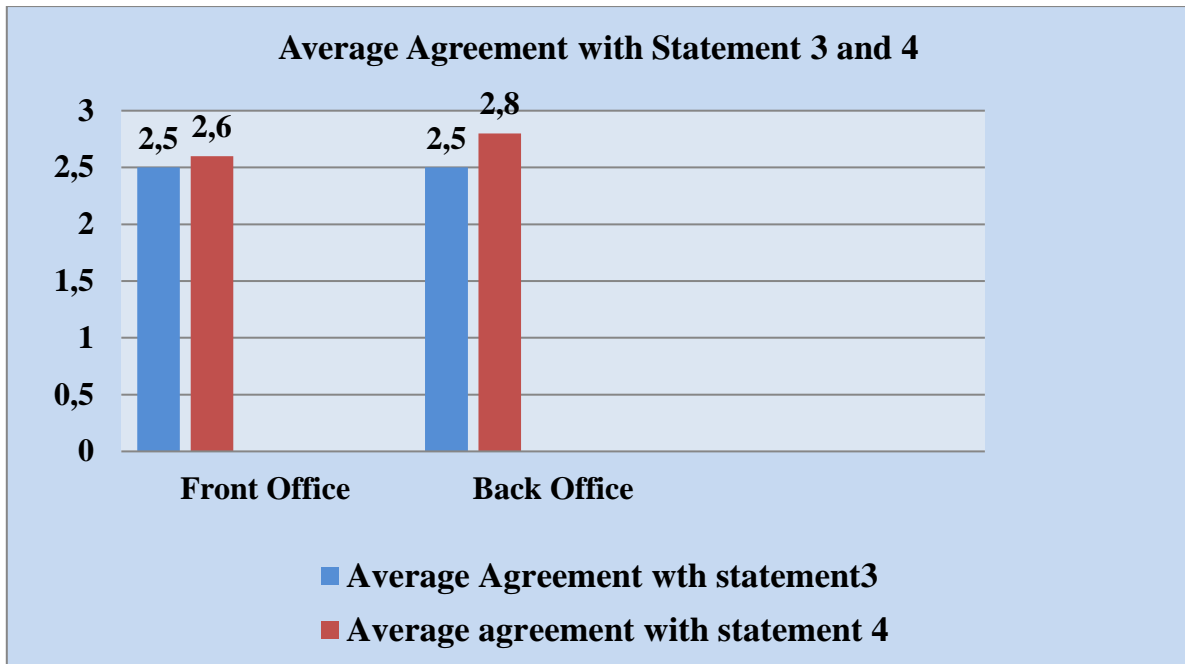
Again, the employees in both offices equally agree with the statement, 'Using English facilitates communication with international institutions and the outside world'. The general consensus among the front and back office as regards the importance of English (statement 2: 'English poses itself as being needed and useful in banking transactions') is also repeated here.

Respondents of the front, and back office share highest averages (2,6 and 2,8 respectively) agreement in relation to the statement, 'English poses itself as being needed and useful in banking transactions'. As regards the back office whose average agreement is higher and of particular interest to the present study, this position is not surprising from the moment that the latter represent the workplace in which the technical usage of English is the most used in fund and file transfers, SWIFT transactions and in computerized software programming language. Even though

English is less found in Algerian banks transactions, the general attitude prevailing among its staff is favourable to this statement and the previous one. More details will be given in the following bar-graph:

Bar-graph 3.9.

The Average Agreement with Statement 3 and 4



3.2.3. Communication Related Questions in Hotels

With a slight difference in the questionnaire, this part (as done in banks) will treat at first the hotel employees English language use and need followed by self-assessed needs and difficulties (problems) they encounter in English language four skills (besides grammar, translating, pronunciation and vocabulary) while using them in direct contact. The results in this section are reported and discussed under the following headings:

Table 3.12.

Employees' Language Need in Hotels

Item order / questionnaire	Employees' language need in Hotels	Statistical Description			
		Mean	S.D	%	Degree of Need
A/2	English is needed in my department	4.47	0.69	89.32	Very high
A/3.2	English is needed in electronic contact	4.22	0.76	84.32	Very high
A/4	English is required in modern electronic administration	4.11	0.40	82.20	High
A/5	English is needed for communication with external visitors	3.75	1.09	75.00	High
A/6.1	It may happen to use English with native speakers	3.72	1.04	74.32	High
A/6.2	It may happen to use English with non-native speakers	3.70	1.02	74.09	High
A/3.1	English is needed in direct contact	3.56	1.03	71.14	High
Sub-questions of A/4	English and modern electronic administration	Mean	S.D	%	Degree of Need
A/4.1	Means and tools of modern electronic technology need English language skill	4.35	0.73	87.05	Very high
A/4.2	English is needed in global communication through various modern technological means	4.18	0.72	83.64	High
A/4.3	English is widespread through the internet and other electronic websites .	4.14	0.70	82.73	High
A/4.4	Modern office tools require only English	4.09	0.83	81.82	High
A/4.5	Majority of computerized programs at the bank I work in are prepared in English	4.01	0.72	80.23	High

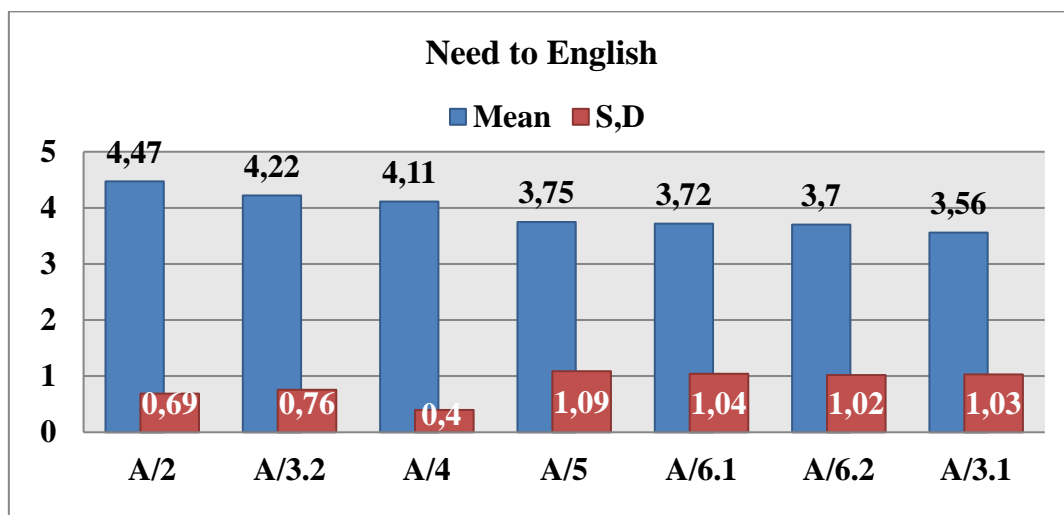
3.2.3.1. Employees Language Use and Need in Hotels

With the same token, the results concerning hotels of the research are analyzed as follows: As to the first question of part (A) in the questionnaire; respondents in all five hotels argued that the languages used in their work are all three: Arabic, French and English depending on the department in service (*see informants involved in discussion in chapter one*) and the coming guests. In the analysis of the remaining questions (2-6), the level of English need of participants was also in this phase determined per mean and percentages.

Table 3.2 above shows that the degree of hotel employees' need to English was very high for statements (A/2, A/3.2 as ordered in the questionnaire) in which the percentage of response reached 89.32% and 84.32% respectively. This clarifies that there is high awareness by Algerian hotel employees towards the need to English. Statements (A/4, A/5, A/6 and A/3.1) show high degree of need with a response percentage starting from 71.14 to 82.20. It was clear from responses that it might happen to use English with native English speaking external visitors (these were generally Americans and British members of the Corporate Business Group) as it might happen to use English with non-native English speaking visitors. Once more, a more precise distribution of the data obtained is proposed in the bar-graphs 3.3 and 3.4 below:

Bar-graph 3.10.

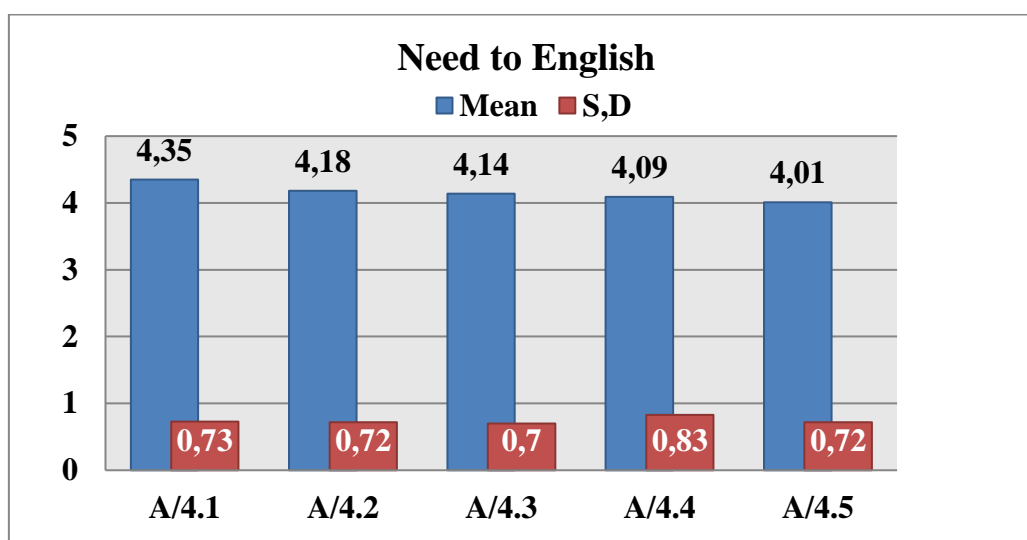
Hotel Employees' Degree of Need According to Mean and S.D



The sub-statements of A/4 that are ranged from 1 to 5 denote that there was a very high need to English in means and tools of modern electronic technology (A/4.1) with the percentage of 87.05% of informants agreeing on that point. The need to English depicted from the remaining statements and concerning the modern electronic administration ranked high with the percentage of 83.64% to 80.23%.

Bar-graph 3.11.

Sub-questions of A/4 to Hotel Employees



3.2.3.2. Self-Assessed Needs and Problems in English Skills

Unlike bank customer attendants of the present research, hotel receptionists² are frequently in direct contact with NS and/or NNS of English. Therefore, self-assessment should be on needs and difficulties (problems) in the existing English language skills used in such kind of communication. Based on prior work done by the researcher (Hadj Djelloul, 2019) on the analysis of specific needs of the sample in scrutiny, she opted for further needs and problems given in a table wherein respondent were asked to tick the right column (*see part B of the questionnaire in hotels*). At this stage, the investigation of data was not done on receptionist only, but also on telephone operators and HK ms as being in constant contact with clients and always at their services. Each skill was further analyzed alone according to mean and standard deviation as it will be shown later.

➤ General Opinions

For the necessity of the language in the workplace, hotel participants felt that using English language skills and elements was highly needed in their jobs; particularly listening was rated essential for the Convention Centre hotels of study. Speaking, writing, reading, translation, pronunciation, vocabulary and grammar were also necessary. For a question on the degree of difficulty, the hotels receptionists felt that all the English language skills were fairly difficult for them.

A. Listening

Table 3.13.

Self-Assessed Needs and Problems in the Listening Skills

English Language Skill	Statistical Description				
	Need	Problem	Mean	S.D	Degree
1.Receiving calls	*	*	3.82 3.54	1.042 3.301	High High
2.Understanding direct communication with NS/NNS speakers	*	*	3.74 3.02	1.066 .857	High Moderate
3.Listening to verbal instructions	*	*	3.68 3.00	1.050 .766	High Moderate
4.Listening to spoken discourse on tourism	*	*	3.68 3.00	1.078 .727	High Moderate
5.Listening to face to face conversations	*	*	3.74 3.02	1.066 .857	High Moderate

According to the table above, informants under study highly assessed the need to listen to English in their job. The need to listening skill elements rated high, while the problems in using them were moderate except when receiving calls. They highly needed to understand what clients want out of a direct communication, but they found many problems in responding to calls. They had less need to listen to verbal instructions and less problem in listening to spoken discourse on tourism.

B. Speaking

Table 3.14.

Self-Assessed Needs and Problems in the Speaking Skills

English Language Skill	Statistical Description		Mean	S.D	Degree
	Need	Problem			
1. Giving details about accommodation	*	*	2.97 3.76	.857 .986	Moderate Moderate
2. Explaining pricing	*	*	3.85 2.85	1.061 .809	High Moderate
3. Asking for information from clients	*	*	3.85 3.00	1.076 .921	High Moderate
4. Taking reservations	*	*	3.76 2.91	1.102 .830	High Moderate
5. Giving directions	*	*	3.00 3.85	.738 1.076	Moderate High

And according to Table 3.14, hotel respondents were questioned upon how they assess the speaking skill i.e., being a need, a difficulty or both together. Later the degree of need and difficulty was calculated according their responses and statistical description. Similar to the listening skill, but different in results, questioned informants regarded the speaking skill as a need in which they found different problems. It has been stated that giving details about accommodation to foreign customers was fairly difficult and the need to it was too. Furthermore, showing direction was greatly difficult. Explaining prices, asking for information from clients and taking reservation to them were rated high as needs; but the difficulty in these was considered moderate.

C. Writing

Table 3.15.

Self-Assessed Needs and Problems in the Writing Skills

English Language Skill	Statistical Description				
	Need	Problem	Mean	S.D	Degree
1. Writing text for giving information	*	*	3.62 3.00	1.002 .970	High Moderate
2. Taking telephone messages	*	*	3.65 2.80	1.083 .933	High Moderate
3. Writing time tables for catering and accommodation	*	*	3.74 2.97	1.010 .923	High Moderate
4. Writing e-mails	*	*	3.60 2.85	1.116 .845	High Moderate

As shown in table previously mentioned, in the area of English writing, hotel receptionists in question needed to use these skills in taking telephone messages and in time table for catering and accommodation most. In general, they found moderate problem in writing. Writing texts for giving information was the highest problem for them while taking telephone message was the least problem.

D. Translating

Table 3.16.

Self-Assessed Needs and Problems in the Translating Skills

English Language Skill	Statistical Description				
	Need	Problem	Mean	S.D	Degree
1. Translating e-mails	*	*	3.71 3.02	1.177 .857	High Moderate
2. Translating documents	*	*	3.65 2.88	1.083 .933	High Moderate
3. Translating business letters	*	*	3.60 3.11	1.193 .866	High Moderate
4. Translating signs and notices	*	*	3.65 3.08	1.211 .919	High Moderate

According to Table 3.16, translation skills rated high by questioned participants, they found moderate problem in translation. They highly needed translating English e-mails. Translating documents³, notices and business letters were also important needs.. Regarding the problem, they assessed translating business letters as quite problematic, but translating documents was the least one.

E. Grammar and Appropriate Expression

Table 3.17.

Self-Assessed Needs and Problems in the Grammar Skills

English Language Skill	Need	Problem	Mean	Degree
1. Greetings and Welcoming Clients	*	*	3.77 2.80	High Moderate
2. Expressing thanks and Apologies	*	*	3.80 2.74	High Moderate
3. Giving advice and suggestions	*	*	3.74 2.82	High Moderate
4. Dealing with complaints	*	*	3.82 2.97	High Moderate
5. Making appointments	*	*	3.71 2.88	High Moderate

Once more table 3.17 shows in general that the chosen sample considered grammar and appropriate expression as greatly needed but the encountered problems were moderate. They mostly needed to use grammar and appropriate expressions when dealing with complaints of clients. Having such as a problem risks not getting a comeback of foreign visitors to the convention centre. It has a significant problem in doing it. They found problems in giving advice and expressing suggestion. Making appointments was the least needed in the workplace of such kind.

F. Pronunciation and Vocabulary

Table 3.18.

Self-Assessed Needs and Problems in the Pronunciation and Vocabulary Skills

English Language Skill	Statistical Description				
	Need	Problem	Mean	S.D	Degree
1. Pronouncing English consonant sounds	*	*	3.54 2.94	1.120 .838	High Moderate
2. Pronouncing English vowel sounds	*	*	3.61 3.02	1.101 .869	High Moderate
3. Pronouncing with appropriate intonation and word stress	*	*	3.54 3.65	1.196 1.136	High High
4. Vocabulary related to tourism industry	*	*	3.77 3.02	1.139 .785	High Moderate
5. Vocabulary related to accommodation	*	*	3.62 3.05	1.165 .802	High Moderate
6. Vocabulary related to giving directions	*	*	3.68 3.11	1.050 .796	High Moderate

The table above indicates a self-assessed high need to English pronunciation skills and moderate problem to these except for pronouncing with appropriate intonation and word stress which ranked to be more difficult than the need to it. These were their major problems. However, pronouncing English consonant and vowel sounds was a lesser problem for them. As to English vocabulary, it was needed a lot in the job, and the problems encountered were moderate in it. Employees needed to know the vocabulary related to tourism industry the most and they found problems in using appropriate vocabulary in showing direction to clients. However, vocabulary related to tourism was the least problematic them.

7. Reading

Table 3.19.

Self-Assessed Needs and Problems in the Reading Skills

English Language Skill	Statistical Description				
	Need	Problem	Mean	S.D	Degree
1. Reading written document related to tourism	*	*	3.51 2.85	1.177 .857	High Moderate
2. Reading electronic information (from internet, e-mail, fax,..)	*	*	2.80 3.28	.797 1.072	Moderate High
3. Reading brochure or tourist leaflet	*	*	3.54 2.97	1.120 .857	High Moderate

According to Table 3.19, in reading skills, the chosen sample of study had assessed the needs in reading brochure or tourist leaflet as the highest and the need in reading out of electronic information as the least. In general, they had moderate problems in reading skills except in the latter i.e., reading from internet, e-mail, fax,.. which carried out a difficulty that is higher than the need itself (*highlighted in blue in the table above*). The lowest problem was reading written documents related to tourism.

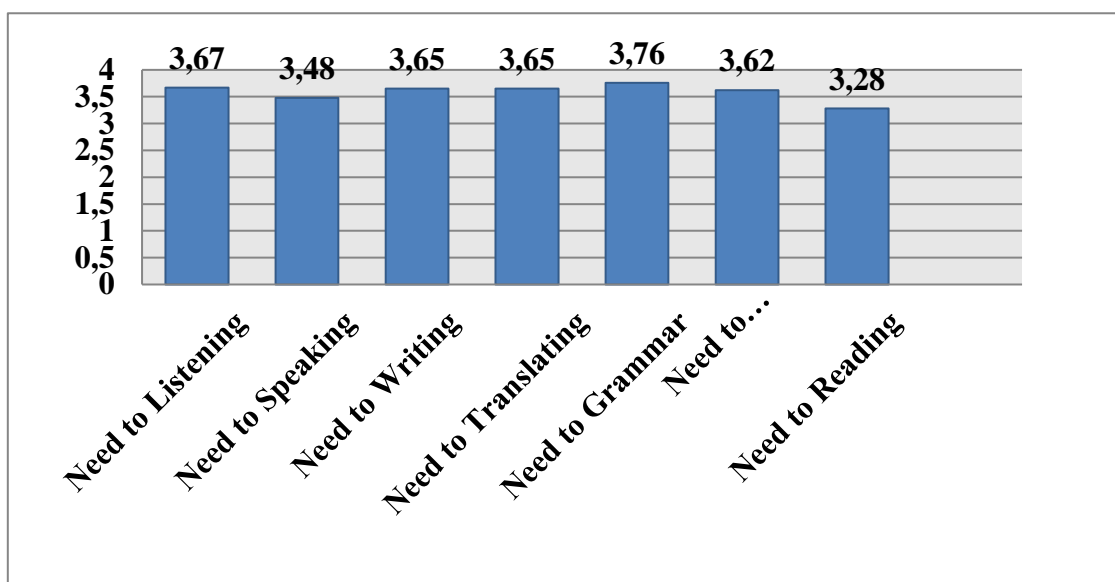
To sum it up, as suggested by the tables regarding the overall participants' needs and problems in English language, hotel employees had higher needs to English language compared to the problems they encountered. Their overall needs reflected what skills of English language they had to use in their job to perform the task effectively and implied what they would like to master when they learn English. The problems they encountered according to this research depicted the elements of language they would like to improve in order to perform better in their job

All in all research population in Marriott Convention Centre, at this stage of skills self-assessment, had given a high score of need (mean = 3.58) to the English language skills and elements together with a high score of difficulty (mean = 3.04). As assessed by the informants themselves, the difficulty was about as high as the need. These findings translate an interest in more training to ameliorate the need to the

language with its different skills and therefore to overcome its existing problems. The summary of the above mentioned findings with their mean averages is given below in the following bar-graphs.

Bar-graph 3.12.

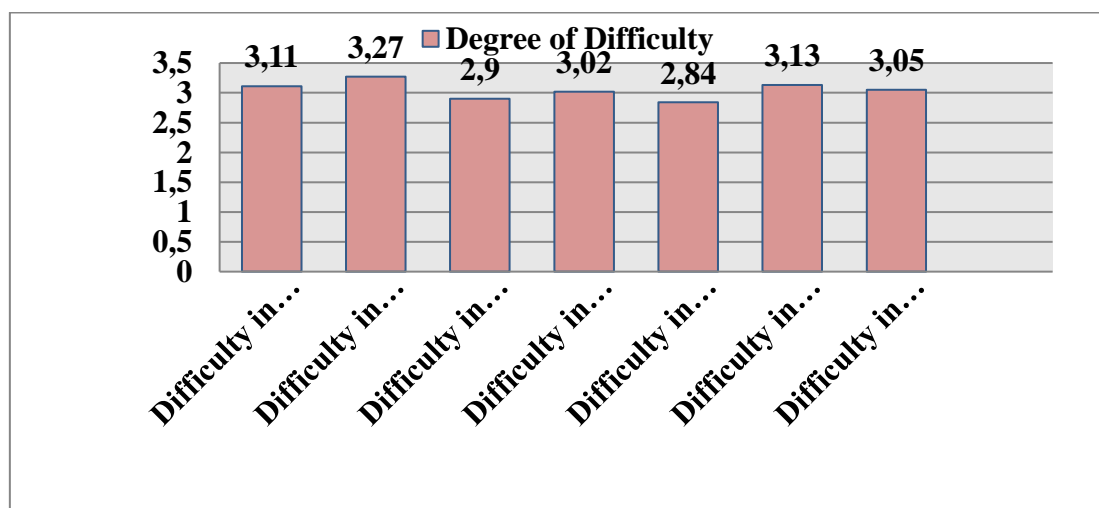
Hotel Respondents' Degree of Need to Language Skills



The bar-graph hereafter points out the problems in the language skills that the informants faced while using English.

Bar-graph 3.13.

Hotel Respondents' Degree of Difficulty in English Language Skills



3.2.3.3. Hotel Employees' Wants

Having thus dealt with the occupational side in terms of informants target needs and difficulties when dealing with English in the workplace, the second question of the second part of the questionnaire deals with the evaluation and expectation of the training process. The table below shows the results of the question on whether they had benefited from in-service English training and whether it targeted their language needs.

Table 3.20

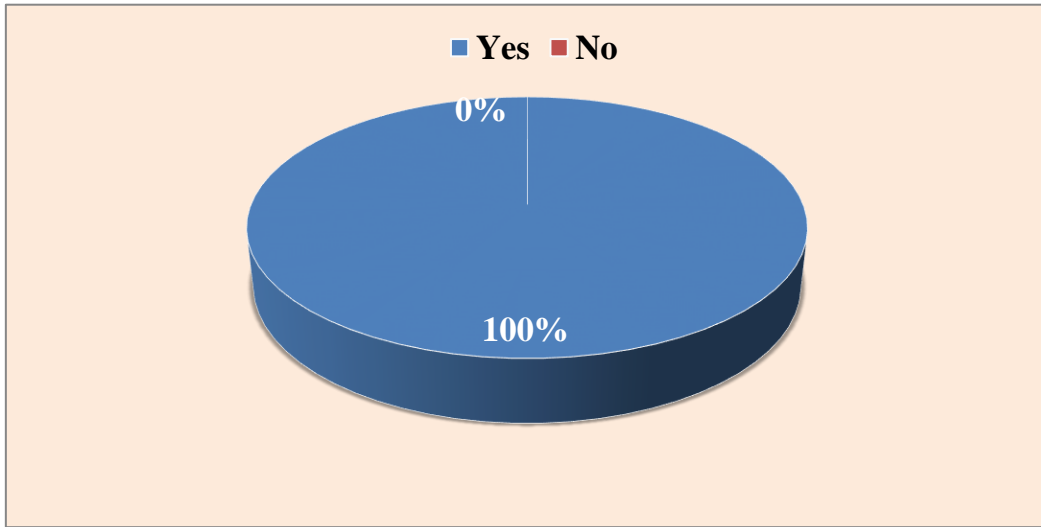
Target Needs within the Training Cycle of Hotel Employees

Training	Yes	nbr 92	Needs Satisfied	Yes	nbr 12
		% 100			% 13
	No			nbr 80	
				% 87	

Once more, a cross-tabulation between the Yes/No question related to training and the one inquiring their satisfaction about it reveals the employees who are/were enrolled in training including English (English was one course among others and which was given importance~ *consult in-service training in hotels in chapter one*). By chance the researcher had gotten the same percentages on different numbers of respondents and different results between banks and hotels of research. In the case of the latter informants, all of them (100%) had witnessed training, but only 17% (16/92)⁴ admitted that the target needs behind were satisfied. This is particularly what the pie-charts below illustrate.

Pie- chart 3.6.

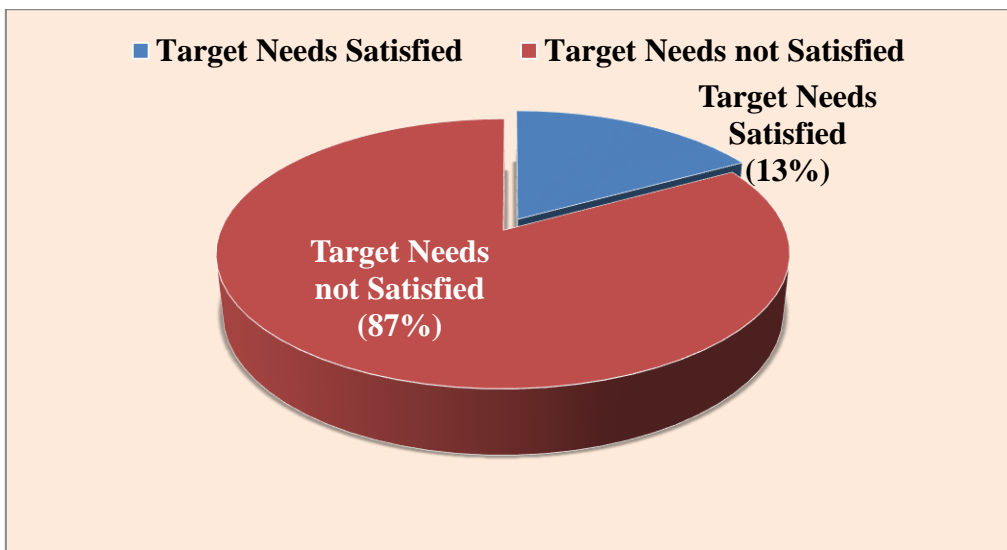
Hotel Employees Enrolled in Training



As shown below, the answers of these respondents who represent 100% (92/92) revealed that only 13% (12/92) were satisfied by their training as it admitted the target needs behind it whereas 87% (80/92) of them were not that is, the target needs were not satisfied. These were mainly those of the front desk reception 75 % (60/80) and those of IT department 25% (20/80)⁵.

Pie- chart 3.7.

Target Needs within the Training Cycle of Hotel Employees



A. Hotel Employees' Evaluation of Training

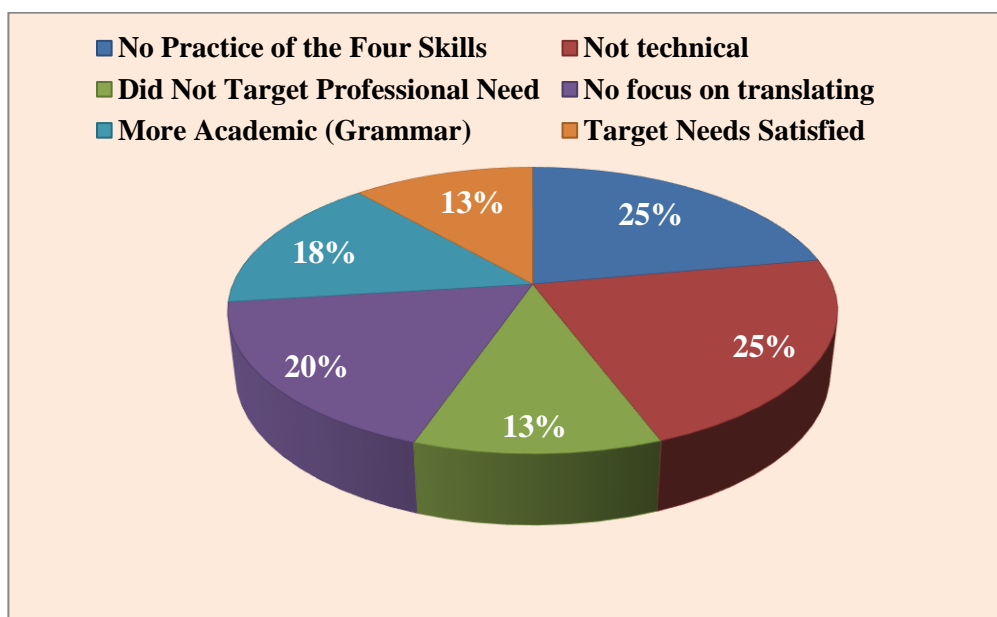
The results of the follow up question (why?) to the negative responses (No answer) illustrate the negative evaluation of the training situation derived from the reasons given by the researcher and that are categorized under different headings in the table below:

Table 3.21.

Hotel Employees' Evaluation of Training

Evaluation of Current English Level		No Practice on the four skills	Not technical	Did Not Target Professional Need	No focus on translating	More Academic (Grammar)
Training Needs Satisfied?	No 87 %	25%	25%	12.5%	20%	17.5%

As the above table assists to show, 12.5% (10 of prior trainees) complain from the quality of training which did not target their professional need. From another pole, more specific feedback concerning 'no practice' (25%) point to the respondents' same referents to the, apparently, theoretical aspect of the training sessions in which they were not actively using the target language four skills. The training sessions were rather general and more academic specifying general topics. Equally, 14 (17.5%) informants stipulated that 'English training was more academic' without specifying the needs behind it. 25% of the 'No' response favoured the technicality of the language which they did unfortunately not find in their training. They also complained about the short period of training. These respondents were all 20 of the IT department wherein the technical usage of the English language existed in the computerized software programs⁶ that run the hotel booking services. Meanwhile, 20% (16/80) criticized the training sessions for not including translation from English to French or Arabic. These findings which put the professional need into question translate more interest in training. A distribution of the above percentages is revealed in the pie-chart below:

Pie- chart 3.8.*Hotel Employees' Evaluation of Training***B. Wants from the Course**

In the following table, the training expectations of hotel work-experienced respondents are proposed. Unlike bank employees, three items (training opportunity, continuity and exposition to native speakers)⁷ of training expectations are dropped from the table. Here again, the researcher proceeded to the categorization of their answers to the open-ended question (*Do you wish to express any training expectations?*).

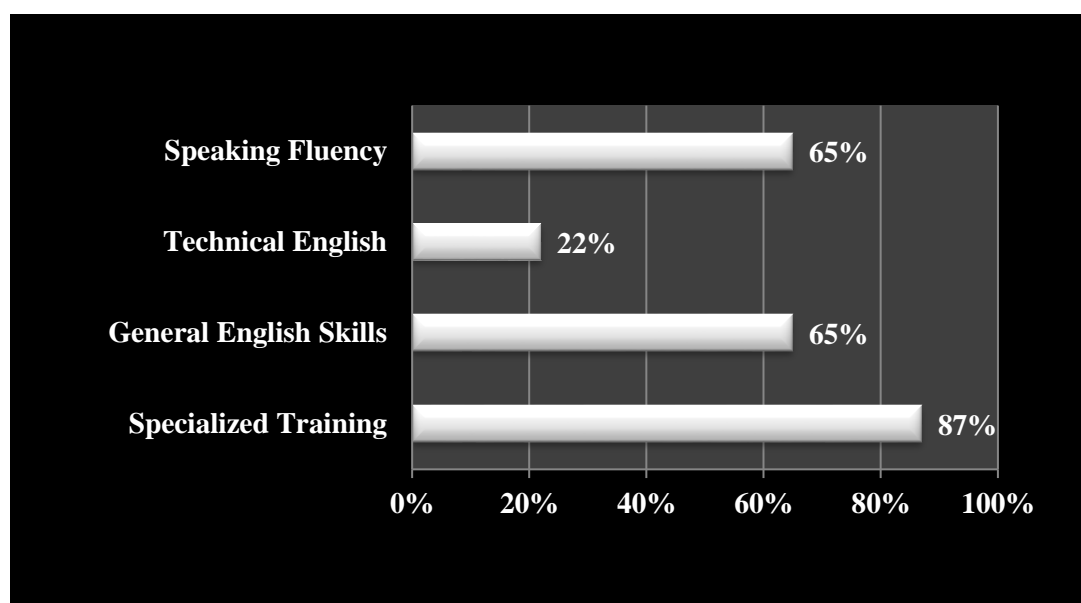
Table 3.22.*Hotel Employees' Training Expectations/Learning Needs*

Training Expectations	Number/92	Percentage
Specialized Training	80	87%
General English Skills	60	65%
Technical English	20	22%
Speaking Fluency	60	65%

As the table shows, the training needs concern specialization of being enrolled in training; speaking fluency; together with others of general and technical English skills about the content of the English course. Hotel employees' learning needs (or specificities in question) out of training courses are better visualized in the bar-graph below:

Bar-graph 3.14.

Hotel Employees' Training Expectations/Learning Needs



In the bar graph above, major needs are such of specialized training, general English skills and speaking fluency which score the highest percentages with 87%, 65% and 65% respectively. Respondents from the front line reception (65%) and those of the IT department (22%) shared the same opinion about specialized training that both staff needed all according their specialty and workplace specificities. 60 (65%) informants based their training expectations on general English skills and speaking fluency since they were those of the reception desk who addressed English speaking foreigners directly. As to the remaining number (20 employees of the IT department), they insisted on the technical training need of English. That is a clear sign of their interest in training. A distribution of these learning needs resulted in the following table:

Table 3.23.

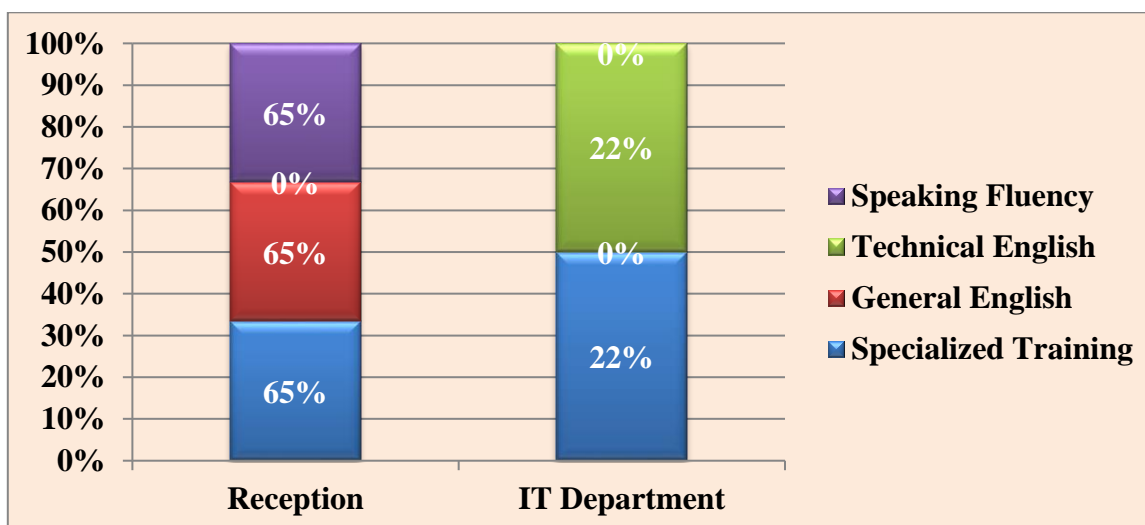
Training Wants/Learning Needs per Type of Work

	Specialized Training	General English	Technical English	Speaking Fluency
Reception	65%	65%	0%	65%
IT Department	22%	0%	22%	0%

From the percentages shown in the table above, it seems that attaining a specialized training and a level in technical English were the needs that IT Department employees shared. Their task was purely technical and related to the processing of the data. Receptionist (65%) were also for specialized training everyone according to his/her task as they were for the need of training on general English skills and the need of speaking fluency. The following bar-graph better spots where these learning needs originate.

Bar-graph 3.15.

Training Wants per Office



At first glance, the bar graph shows how more varied the training expectations expressed in FO + Guest Service and IT departments are. As it appears, the IT department needs technical English more than the other learning needs; that is because of the technical necessity of English at work. It may not happen that those employees interact with native speakers but providing IT services draw them in a way or another to interact indirectly with hotel guests. In parallel, though showing diverse percentages, some other training expectations are unexpressed in this stage. For instance, training opportunity and training continuity that have been noticed earlier to score the highest percentages with bankers cease to appear as needs (since they do exist) with informants in hotels.

C. Attitudes towards English Likert Scale Data

Here again, this sub-section deals with the employees' attitudes towards English. Converting the Likert scale data to numbers represents the average agreement of 3 point scale which helps to make comparisons and contrasts between the statements. Here also the degrees of difference are plain to see when shown in numbers, i.e., the biggest number/average shows the statements with which the respondents mostly agree and the smallest one shows the statements with which they do not seem to agree.

C.1. Average Agreement with Statement 1

The average agreement with this statement revealed the results shown below:

Table 3.24.

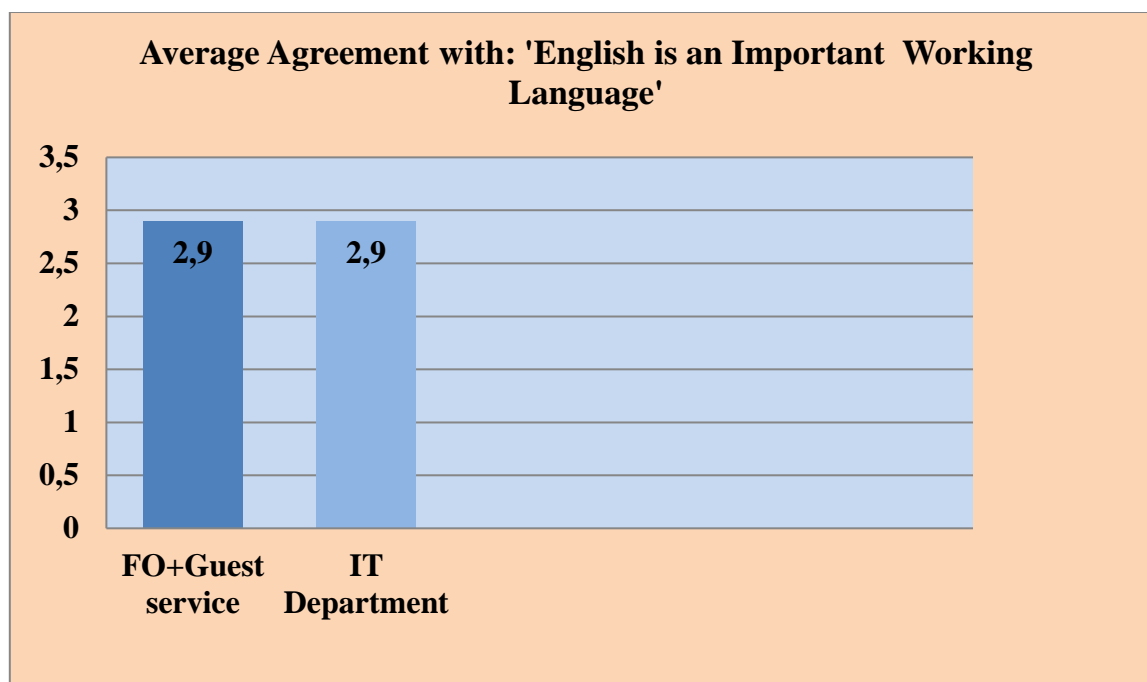
The Average Agreement with Statement 1

Office	Average agreement with statement 1: 'English is an important working language within the office'
FO + Guest Service	2,9
IT Department	2,9

The highest average agreement score is relevant to FO + Guest Service as well as IT department with equal average agreement. A clearer comparison is proposed in the bar-graph thereafter.

Bar-graph 3.16.

The Average Agreement with Statement 1



The employees from the FO + Guest Service and agree the most with this statement advocating the importance of English as a working language. This arose from the fact that it is mainly the language of international communication and business transaction.

C.2. Average Agreement with the Statement 2

As regards Statement 2, different scores of agreement denoted different needs for using English in job. The results obtained appear in the table below.

Table 3.25.

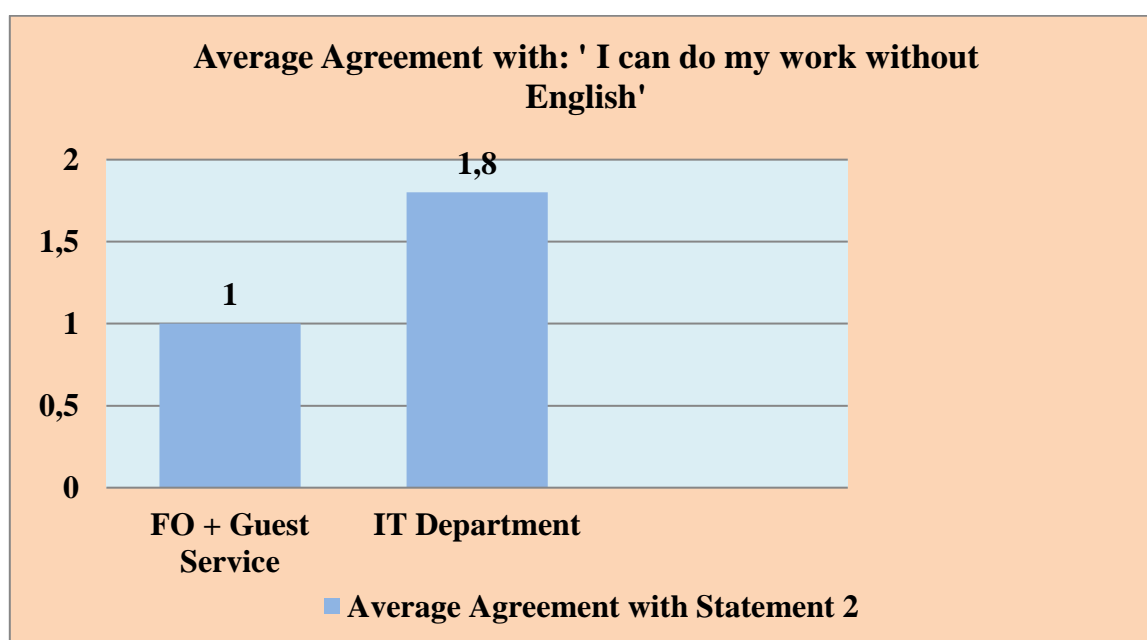
The Average Agreement with Statement 2

Office	Average agreement with the statement 2: 'I can do My Job without using English'
FO + Guest Service	1
IT Department	1,8

Still on 3 point scale, it seems that IT department employees were neutral with this statement however those of the FO + Guest Service department were refuting directing their job without English. The results more clearly appear in the bar-graph thereafter.

Bar-graph 3.17.

The Average Agreement with Statement 2



C.3. Average Agreement with Statement 3 and 4

Because both statements indicated in the table below point to the future need to English, they appear together.

Table 3.26.

The Average Agreement with the Statements 3 and 4

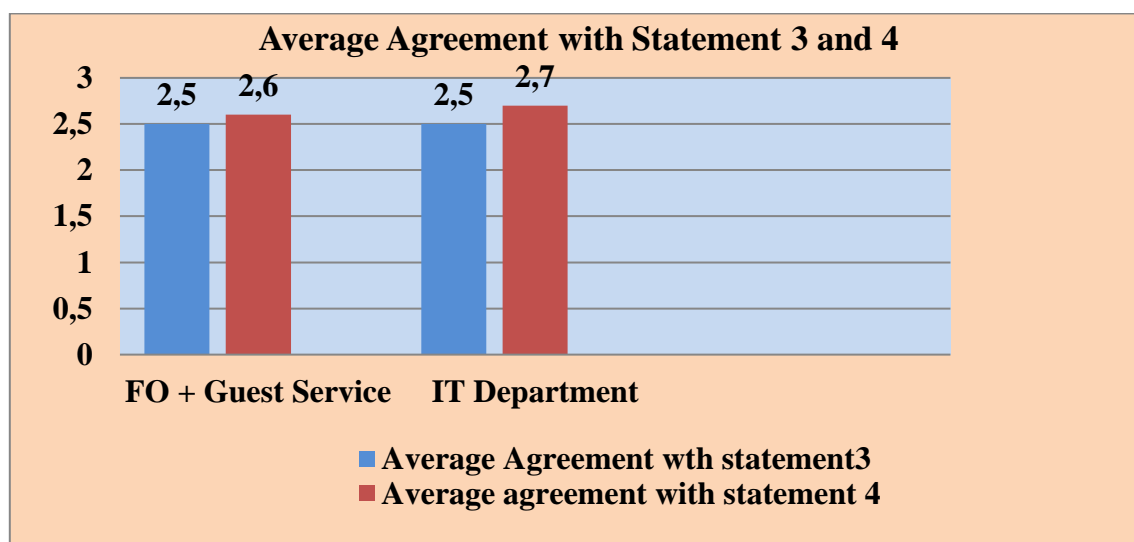
	Average Agreement with Statement 3	Average Agreement with Statement 4
FO + Guest Service	2,5	2,6
IT Department	2,5	2,7

Here also, the employees in both department equally agree with the statement, 'Using English facilitates communication with international institutions and the outside world'. The general consensus among the FO + Guest Service and IT Department employees as regards the importance of English (statement 2: 'English poses itself as being needed and useful in tourism and hotel management') is repeated here also.

Respondents in FO + Guest Service, and IT Department share highest average scores (2, 6 and 2,7 respectively) agreement in relation to the statement, 'English poses itself as being needed and useful in tourism and hotel management. This position is not surprising from the moment that the IT department represents the workplace in which the technical usage of English is the most existent in hotel websites and in computerized software programming language. More details will be given in the following bar-graph:

Bar-graph 3.18.

The Average Agreement with Statement 3 and 4



3.2.4. Final Comments

Likewise, the final open ended question (*Would you like to make a final comment on the use of English?*) revealed different final comments that the researcher recoded to the categorical data in the workplace (banks and hotels) of study. Table (3.27) below shows the major themes derived.

Table 3.27.

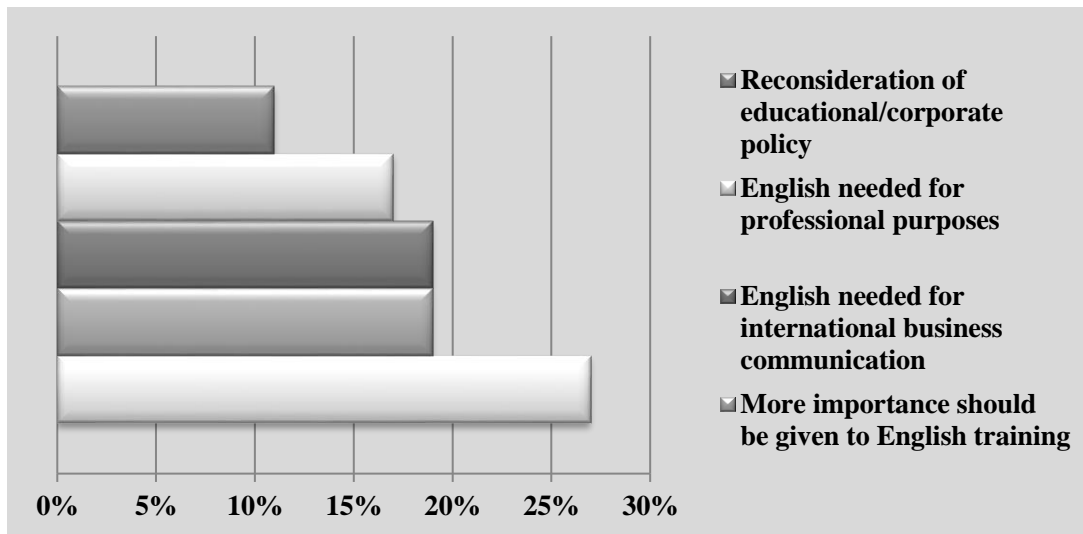
Final Comments on English Use in the Workplace

<i>Order</i>	<i>Comments</i>	Banks	Hotels
1.	English needed for technical communication (EST)	(24) 27%	(20) 22%
2.	More importance should be given to English training	(17) 19%	(60) 65%
3.	English needed for international business communicatior	(17) 19%	(60) 65%
4.	English needed for professional purposes	(15) 17%	(30) 33%
5.	Reconsideration of educational/corporate policy	(10) 11%	(50) 54%
6.	On-site practice needed to learn English	(3) 3%	(4) 4%
7.	Personal effort needed to learn English	(2) 2%	(2) 2%

As it appears from the table, the results are shown from the highest to the lowest percentage indicating the proportion that the themes above occupied in the comments. Because they scored (2-4) answers, the last and the last but one comment are discarded from graphics display below and the analysis leaving way for the top five ones.

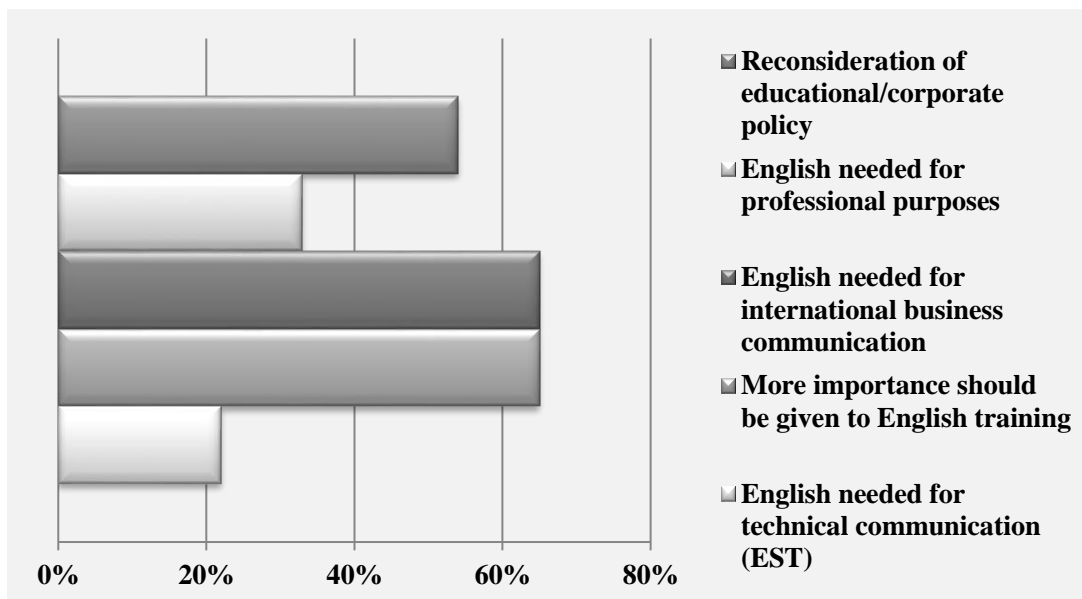
Bar-graph 3.19.

Final Comments on the Need to English in Banks



Bar-graph 3.20.

Final Comments on the Need to English in Hotels



In 27% and 22% of their comments, respondent respectively in banks and hotels under study emphasize that they principally *need English for science and technology (EST)*. Their commenting for instance that, *'most of computerized programs are in English so English mastery is compulsory to facilitate access to them and to professional*

interpreting and information sharing in the modern electronic administration', that *'the use of technology requires a good knowledge of English'*; that *'English vehicles Knowledge'* ; that *'English is needed in SWIFT transfer, e-commerce, e-booking and accommodation'* or simply that, *'English is important in the technical domain'*, point to the need of English for technical communication, for knowledge access or technical information exchange at work.

19% and 65% of their comments suggest that more importance should be given to English training. To put it in the respondents' own words, they claimed that their banks and hotels must give compulsory and specialized training to all employees; or *'training must be provided'*. Others' explicit comments such as, *'we have never studied this kind of [technical] English at school nor at university'*, *'to invest in English training is to invest in human resources'* seem to put into question the actual corporate training policy besides bearing high expectations on English training. Training is, apparently, the only way for every sector employees to have their English practised and/or their English level bettered.

Other 19% and other 65% of the final comments also provide feedback about the supplementary need of English for international business communication. Evidence from the respondents' statements, *'It [English] is quite needed for external communication in case of foreigners visit or electronic communication with international banks and Marriott International Convention Centre'*; or else, *'all those having a contact with foreigners must have a level in English'* indicates that besides its actual use in Algerian banks and hotels, English is needed for international business communication in the banking sector and hospitality industry under scrutiny.

The respondents invoking in 17% and 33% of their comments that *'English is a tool that adds up to their professional performance'*. *'Its mastery is part of professional competence'*; *'English is a complementary tool for technicality'*; *'English is an additional professional skill'*; *'...a necessary working tool'* and that *'the non-mastery of English is a handicap'* seems to reflect the extent to which the informants may interpret the need to English language.

Finally, the respondents proposing in 11% in banks and 54% in hotels of their final comments to reconsider the educational policy in general and the corporate policy in particular towards further promotion of English. Suggestions in relation to corporate policy include comments considering that *'English should replace/must be at the same level as French at work'*; that *'English should be valued as a profitable element'*; or else that *'authorities should give more importance to English'*. As regards the national educational policy, some comments suggest that, *'the Algerian government has to encourage the citizens to learn English'* whereas others went further to propose that, *'English must replace French at school and at university'*. They inserted that if they failed the opportunity to learn English, their children would never spare it and if necessary it would be in private schools.

3.3. Interview Findings

In effect, the search for an answer to the research question calls for the collection of data that serve as a ground for the study. Interviewing is one of the common methods in qualitative research. The interview findings attempt to provide deeper insight into the utilitarian purposes for which English, under its different forms, is used in both cases under study. An examination of the target language needs from a macro and micro-perspective is first proposed to highlight the overall corporate target needs for English. Then, an insight is suggested into a corporate or meso-perspective onto the compatibility of the training curriculum design with the communicative needs of informants. Finally, a qualitative sketch of the training interest and expectations is also offered. As mentioned in the research methodology (*see Chapter One*) The interview was consisted of eleven closed-ended choice responses and one open ended question in order to obtain direct, particular and accurate data. The analysis of the gathered data was based on three main parts in each of the research contexts. Mention should be made on the fact that interview's enquiries were not addressed to all employees in the same way. There were some questions that needed particular groups in particular positions.

3.3.1. Actual Importance and Use of English at the Workplace

Questions from 1 to 4 shed light mainly on the actual importance and use of English at the given workplace (banks and hotels). The interview was conducted with

employees in the different departments as shown in the table below. Percentages of agreement and denial of the first question: ‘Is English Language a vital means of (Business) Communication in banks⁸ and in tourism and hotel management are indicated below:

Table 3.28.

Actual Importance of English at the Workplace

		Question 1: ‘Is English Language a vital means of Communication?’	
		Workplace	
		Yes	No
Banks	Front Office	24/44	20/44
	Back Office	30/44	14/44
	Total	54 (61%)	34 (39%)
Hotels	FO + Guest Service	60 (65%)	0%
	IT Department	20 (22%)	0%
	HK Department	2 (2%)	0%
	Telephoning	5 (5%)	5 no feedback
	Total	87 (95%)	(0%)

According to the obtained data, it is clear that the majority of the informants in banks (61%) were enough aware of the importance of English in business communication. Similarly and beyond that percentage, 78 (95%) informants in hotels showed agreement on the fact that ‘English language a vital means of Communication in tourism and hotel management’. The purpose of this question was to determine the importance of the target language in the workplace as a medium of communication. In effect, the presence and omnipresence of English in banks and hotels management requires optimizing training skills. English is a language that opens up ways to global communication.

Members addressed in question n^o 2 were those responsible of banks acts of transactions and hotel management (in this case workers in Information and Advising Centre of the back office in banks and IT department⁹ in hotels). The following table shows their contribution to the research through that question.

Table 3.29.*Employees' Attitudes towards English as an International Language*

		Question 2: 'English is an International Language; does this affect tourism and the banking acts of transactions?'	
		Yes	No
Banks	Workplace		
	Back Office	43/44(49%)	1/44(1%)
Hotels	IT Department	20 (22%)	0%

A glance on the table above gives the impression that the question confirms itself as being a yes one. For that, nearly the whole number (49%) of employees in banks back offices agreed on that statement. Similarly, responsible of the IT department in hotels had also answered by 'yes' on that enquiry. They argued that English is by far a world language used in business regularities, therefore their workplace must respond to the fact.

As to the third question: 'Who use English as foreigners at your workplace?' and as shown in the table below, bank receptionists in the front office argued that English is used by non-native speakers (as explained earlier, these were generally Chinese doctors and Turkish builders... *see endnotes at the end of this chapter*).

Table 3.30.*Actual Use of English at the Workplace*

		Question 3: 'Who use English as foreigners at your workplace?'	
		Native English Speaker	Non-Native English Speakers
Banks	Workplace		
	Front Office	--	+
	Back Office	+	+
Hotels	FO + Guest Service	+	+

Communication in the back office is not direct, it is rather electronic. Hence, respondents in the back office stated that their banking transactions either with Native or

Non-Native English Speakers (NS or NNS) needed English. Each fund transfer is followed by file transfer from the corresponding banks (*see Appendix D*) in case of exportation of goods in which banks act as intermediaries. After all files are sorts of documentation printed in English. Informants in hotels of study declared that their interaction could be with NS as well as with NNS from all countries in the world in Europe, U.S.A, South Africa, Asia and Australia.

Question n°4, as the table below shows, treats the actual use of the target language in the research at the workplace.

Table 3.31.

Actual Need to English at the workplace

		Question 4: ‘When are you supposed to use English at work?’	
Workplace		In direct communication	In electronic communication
Banks	Front Office	44 (50%)	--
	Back Office	--	44 (50%)
Hotels	FO + Guest Service	60 (65%)	60 (65%)
	IT Department	--	20(22%)

In assessing the real need to English in the research contexts under study, bank receptionists inserted that the actual usage of English which might happen in their sector could be drawn by the existing necessity to that language in direct contact once foreigners addressed the front line reception. As mentioned earlier, receptionists of the information are also concerned by the question. They (50%) admitted that the real usage of English in the back office could be happen electronically following the acts of fund//file transfers and SMS banking. Receptionists in hotels saw that the actual use of English therein could be in direct as it can be in indirect/electronic communication when surfing in e-booking, in online operator, in receiving calls and e-mails. Those 20 (22%) of the IT department declared the use as being electronically.

3.3.2. Language Requirements

Regarding the first question of the second part (B) ‘How do you consider the familiarity of using English with foreigners?’ denotes the degree of importance in the use

of English as viewed by bank and hotel receptionists. The following table displays informants’ views into percentages according to the degree of importance.

Table 3.32.

Familiarity in Using English at the workplace

		Question 5: ‘How do you consider the familiarity of using English with foreigners?’			
		Workplace	Very important	Important	Not important
Banks	Front Office	--		40 (44%)	4(4%)
Hotels	FO + Guest Service	60 (65%)	--		--
	Telephoning	--		10(11%)	--

When questioned about the extent to which English is important at the workplace, 40 (44%) front line receptionists in banks stated that it was important. 4(4%) of them however said that it was not important. Two hotel services are questioned here because both are concerned. All receptionists (65%) confirmed question’s answer as being very important. Receptionists (11%) of telephone call and conversation considered the familiarity of using English at the workplace was important

Any language barrier in the workplace is going to slowdown communication or creates misunderstanding. Misunderstandings are the biggest reason why problems of communication occur at a workplace. Problems of language can occur in any aspects of its content, form or even its use. Thus, the users of the language will face difficulties. Once interacting with foreigners, only those of the front line reception (front office in banks and FO + Guest Service in hotels) employees will obviously meet communicative difficulties. The following table reveals these difficulties with response percentages:

Table 3.33.

Receptionists Language Problems

		Question 6: ‘What problems do you generally meet once interacting with foreigners?’		
		Workplace	Problem of Comprehension	Problem of Interaction
Banks	Front Office		44 (50%)	44 (50%)
Hotels	FO + Guest Service		22 (24%)	55 (60%)

When the customer attendants were asked by the researcher the third question, all of them agreed on the fact that once they received foreigners the major difficulties they faced were of comprehension and interaction. They argued that although their visitors were always accompanied by an interpreter to translate after them but the problem still existed since he himself had comprehension and interaction problems. Similarly, receptionists in hotels had the same problems but with less percentages. Only 22 (24%) receptionists out of 60 stated that they had problem of comprehension once they dealt with foreigners; and only 5 (5%) did not have problem when interacting with them.

The aim of the 7th question ‘Is foreigners’ accent of English difficult or not for you?’ was to examine the different attitudes of receptionists towards the English accent. There are two different kinds of accents, native and foreign. It is now found that non-native speakers are more using English.

Table 3.34.

Receptionists’ Attitudes towards the English Accent

		Question 7: ‘How is foreigners’ accent of English for you?’	
Workplace		Difficult	Not Difficult
Banks	Front Office	44 (50%)	--
Hotels	FO + Guest Service	55 (60%)	5(5%)

According to bank employees, the 44 (50%) receptionists of the front office had troubles in understanding and speaking to non-native speakers. English is significantly different particularly in sound patterns and sentence structure comparing with the other languages. 55 (60%) receptionists admitted that foreigner accent was difficult for them and only 5(5%) found it not difficult. In fact learners need to set out clear priorities seeking minimum general intelligibility during their training period.

Like question n°1, question 8 and 9 in the interview, were not directed to only customer attendants or hotel receptionists however they were managed with all

employees of banks and hotels of the study in case. Through question 8 and 9, the following table shows how important is teaching English and translation for them.

Table 3.35.

The Importance of Teaching English to the Employees

		Question 8: 'How important is teaching English for you?'		
		Question 9: 'How important is translation for you?'		
Workplace		Very important	Important	Not important
Banks	Front Office	40/44	4/44	--
	Back Office	20/44	22/44	2/44
	Total	60 (68%)	26 (30%)	2%
Hotels	FO + Guest Service	60 (65%)	0%	--
	IT Department	20 (22%)	0%	--
	HK Department	0%	2 (2%)	--
	Telephoning	5 (5%)	5 (5%)	--
	Total	85 (92%)	7(7%)	0%

According to the obtained data, it is clear that the majority of the 86 (98%) informants in banks were enough aware of the importance of teaching English and translation (*see in chapter three employees self-assessed needs*). Similarly and not far from that percentage, 92 (99%) informants in hotels believed that the teaching of English encompassing translating was quiet important for them. In fact, the presence of the need to English in banks and hotels management requires optimizing training skills.

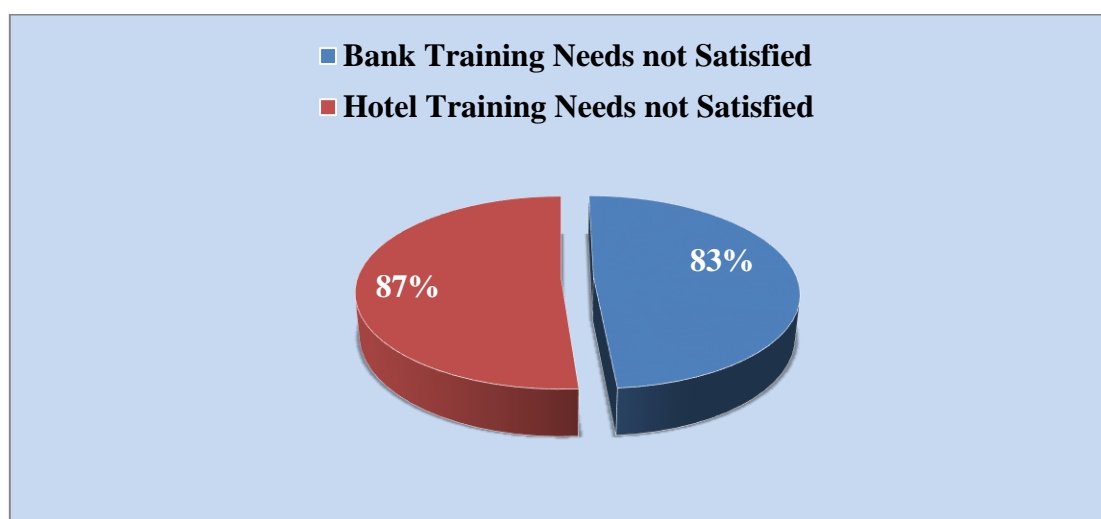
English is now the language most widely taught as a foreign language whether in schools or training centres. The global status of English has thus made the task of language teaching more daunting. Hence, training should help language practitioners accommodate to a whole range of the language needs. It needs to vary approaches depending on the particular audiences being taught and their purposes in learning English. The Yes/No Question n°10 looks for the compatibility of the curriculum offered by the training centres with communicative needs of employees.

The challenge that exists today is the development of curricula that respond to the demands and threats posed by globalization. It was discovered through the

questionnaire results that the great percentages were that of training needs not satisfied (83% in banks and 87% in hotels) as shown in the pie-chart thereafter. This indicates the non-compatibility of training with what was put as a paradigm. The same vision was discovered after interviewing the research sample. Nearly all employees of banks likewise hotels thought that the content of English curriculum is not compatible with the actual English communicative needs. They are expecting a kind of change to improve their English proficiency and to be more operational in the field of their work.

Pie- chart 3.9.

Employees' Perception on English Training



3.3.3. Training Needs

The last part (C) consists of one question (11) in which informants had to express their views/expectations on English training courses. In view of all the needs (lacks) addressed in the interview findings, the related training expectations are unsurprisingly relevant. Evidence from their speech will outline what the majority expect from training, that is, frequency and continuity. Their words were:

'...we need business, technical English... we expect that training will be more present, more frequent, and more extensive.'

By continuity, professionals from the researched contexts would like to have more pointed lessons that tackle their special need to English at work rather than

elementary teaching. The employees with little work-experience (five years) and even those at their earlier years of recruitment, need to be first familiar with technical English for the sake of assuming the technical nature of their job.

Additionally, there is a general consensus among the receptionists of banks front offices and of hotels FO + Guest Service departments about the need to develop their conversational skills. The need for conversational proficiency seems to vary in banks and hotels of study depending on its receptionists' actual level, as well as their direct contacts with foreign visitors. Some further responses after interviewing suggest that when a foreign visits them, they prefer not to depend on interpreters' assistance to communicate, to convey or to receive the message. They need to develop their conversational skills because conversation is the most important.

The need to develop conversational skills probably concerns the challenge the they may face in formulating and/or conveying the message successfully to foreign visitors without seeking assistance of an intermediary (colleague, language expert). One quote of a bank and a hotel receptionists were respectively as follows:

Q1: *'...Learning English is a must. My expectation from English training is to be able to write and speak without any kind of assistance.'*

Q2: *'...English is very important for hotel management. My expectation from English training is to be fluent in this language.'*

As they contend, the risks of misunderstanding in interpersonal communication together with technical literature are more important. From another part, not only receptionists but all employees cited in the research want to constantly rely on translators to serve as a temporary solution to cope with linguistic difficulties. To the long term, they want to attain certain level in using the language.

In other words, the need to develop the language ability (whether conversational or technical) in professional settings means that the language proficiency has not yet reached an advanced level that the study officer in Bank of Algeria (*see the first endnotes of the present chapter*) mentioned hereafter:

S.O: *'...I would like to have specific English training for general English conversation and technical English but I can handle the situation. I sometimes play the role of an intermediary in conveying the idea to my colleagues who always return to without always in case of need relying on the group of engineers in Algiers centre... if I have access to training, I would like to be able to talk more fluently...I can express myself, I can write, but I would like to do better.*

The expectations of employees in banks' Information and Advising Centres and hotels' IT departments would be to benefit from specific training that is tailored according to technical and operational needs. Some informants went even further to propose that the trainers should be English-speaking; otherwise it is through recruiting a staff with better English proficiency.

I.Q: *"Any sector that wants to invest in English training, it is through guaranteeing constant contact with English-speaking trainers and recruiting people who master English".*

According to the interviewees' accounts, besides it is being the language of worldwide communication, English, is also a tool that serves different purposes: it is either used as a tool of knowledge transfer or a tool of international business communication. Hence, knowing English is more helpful whereas the contrary is seen as a handicap. For short, it seems that the interviewees expect from training to become more frequent and more specialized according to their varying levels to respond more to the needs emerging from the workplace. As it has been suggested from the quotes thus far cited, different categories report about different needs. Moreover, it is still expected to strengthen their command of technical English as well as general English skills.

Having thus far provided the respective interviewees' accounts about their lacks, strengths and own perspectives of training needs, the section below makes a shift from this interpretive method to offer a more direct window on a real target situation of English use, i.e., English as a programming language.

3.4. Desk Research Findings

It has been stated in the research methodology (*see it in chapter one*) that desk research is a resource of the present work some findings. All of these have been pointed

out previously at this step except the ‘Programming language that run the banking and hotel operations that is English termed’ that is left for analysis at this step. Before exploring that part, the researcher finds it necessary to shed light on some English terms and keywords that are omnipresent and even used in their phonetics and semantics forms.

3.4.1. Co-occurrences Data of English Terms

In view of highlighting the most significant themes emerging from desk research data, the researcher found some English terms that were invoked repeatedly by the workplace contexts employees and also written in documents. For instance, the English compound words front office and back office occur 12 times and 16 times respectively in the finding desk research bank documents (*see Appendix A*).

Of the interest to the analysis, the second term displaying high co-frequency in (SMS) banking online transactions is SMS PUSH and SMS PULL¹⁰ (it co-occurs in AGB as the other banks of the present research together with other terms like Mail Swift) as shown below:

Table 3.36.

SMS Push and SMS Pull Operations in Web Payment

CASH MANAGEMENT

DÉSIGNATION	DATE DE VALEUR	COMMISSION / FRAIS
Mandat par DAB (validité 2 heures)	Veille opération	50 DA
VIREMENT PAR WEB		
Individuel en compensation	Veille opération	50 DA
AGB online	Gratuit	
Mail Swift	Gratuit	
Mail notifier	Gratuit	
SMS PUSH	Gratuit	
SMS PULL (SMS solde)	Gratuit	

Note. Reprinted from: *Conditions de Banque-2016, PDF-A-Conditionsdebanque2016M.html.pdf.*

In TBA, the syntax ‘PUSH and PULL’ appears in bold words in the following document (in its original French version) that the one in charge of Marketing in the bank

can consult. That is one example and the syntax of both words is of a recurrent use in TBA documents and acts of transactions.

Table 3.37.

Statistical Table upon the Alert PUSH and the Response PULL

SMS reçus	Demandes acceptés	Solde, Cours, Echéance...	Détail (Date, Heure, Client...)
		Texte Libre (Pull)	Détail
SMS envoyés	Demandes erronées	N° Tel, Syntaxe, Code...	Détail
	Alertes	Solde débiteur, Echéance...	Détail
		Texte Libre (Push)	Détail
	Réponses demandes	Solde, Cours, Echéance...	Détail
Réponses demande	N° Tel, Syntaxe, Code...	Détail	
Echec d'envoi	Alertes, réponses ...	Détail	
SMS en attente	Alertes	Détail	

Note. Reprinted from: Boutekdjiret & Mezrague [Mémoire de diplôme d'ingénieur d'état en informatique non publiée].<https://www.fichier-pdf.fr/2009/11/07/udm8t9c/>.

Furthermore, the system used in banks of study is called in its English terminology 'BANKS' which is a soft system developed under another System of Database Management (SGBD) called '*Oracle*'. 'BANKS' provides the choice of the language, diverse periods of treatment, accounts and currency codes. The language that the system chooses is English to indicate its different compositions; and its recurrent terminology in French is as follows.

Table 3.38.

BANKS System English Keywords

English Keywords	Terminology in French
<i>Core System</i>	Système de base
<i>Extended Core System</i>	Système de base étendu
<i>Transfers</i>	Transfers
<i>Loans</i>	Prêts
<i>Discounted Bills</i>	Projets de loi
<i>Letter of Credit</i>	Lettre de crédit
<i>Letter of guarantee</i>	Lettre de garantie
<i>Bills for collection</i>	Projets de loi pour la collecte
<i>Management Information System</i>	Système d'information de gestion

Note. From the same source.

And even the protocol that the system uses so as to interpret the communication by SMS (PUSH / PULL) between the client and the bank is codified in English. A glance on the following list of tables and fields that the system 'BANKS' database includes; illustrates the contextual environment in which English technical terms are used.

Table 3.39.

Tables in 'BANKS' System

Table	Description
BRANCH	Données concernant les agences
CURRENCY	Données concernant les monnaies et les cours d'achat et de vente
HOLIDAY	Paramétrage des jours de repos et jours fériés
ADDRESS	Données concernant le client
CUSTOMER	Données concernant le client (Suite)
TELLER	Données concernant l'utilisateur du système
ACCOUNT	Données concernant les comptes et leur solde
TELL_ACT	Données concernant les mouvements des comptes journaliers
MAP_ACCT	Le numéro de compte du client après le Mapping
LOAN_PAY	Données relatives aux échéances à payer sur prêts crédits

Note. From the same source.

The list of the tables on the left constitutes the database constituents. Each table of these has a field, designation and type (*see Appendix Q*) in a set of operations making the 'BANKS' system acts of transactions either at the internal or external (foreign) level. For example, the table:

BRANCH:

Table 3.40.

Fields of the Table 'BRANCH'

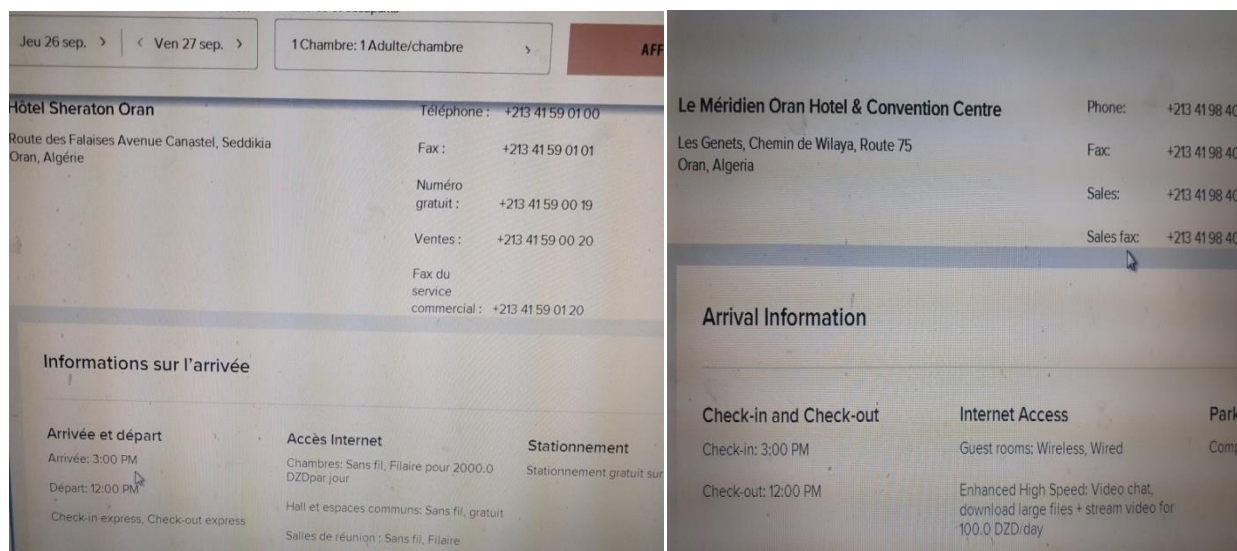
Champ	Désignation	Type
Bra_Code	Le code de l'agence	Number(4)
Bank_Code	Le code de la banque	Number(4)
Sort_Code	Le code de l'agence dans l'ancien système	Number(6)
Des_Eng	Le libellé de l'agence	Varchar2 (40)
Address	L'adresse de l'agence	Varchar2 (30)
City_Loc_Code	Le code Wilaya de l'agence (Table #190)	Number (4)
Post_Code	Le code postal de l'agence	Varchar2 (6)
Bra_Type	Le type de l'agence (Table #125)	Number (1)
Tel_Num	Le numéro de Tel de l'agence	Varchar2 (15)
Country	Le code du pays (Table #10)	Number (4)

Note. The same source.

Similarly, hotels employees of the research (although non-English speakers) are accustomed to some words that become of a frequent English use in their daily workplace tasks. Among these we find: check in and check out¹¹, Voucher¹², HK/housekeeping, FO/front office, IT Manager, IT Assistant Manager, IT Coordinator, Marketing,...etc. As shown in the following figure, both words check in and check out are printed in English under Information about Arrival in ‘Sheraton’ on the left, and in ‘Le Meridien’ on the right. The remaining hotels of study: Four Points BY SHERATON, Ibis and Royal are not an exception; they all work with the same syntax and keywords.

Figure 3.1.

Online Check in and Check out Layout

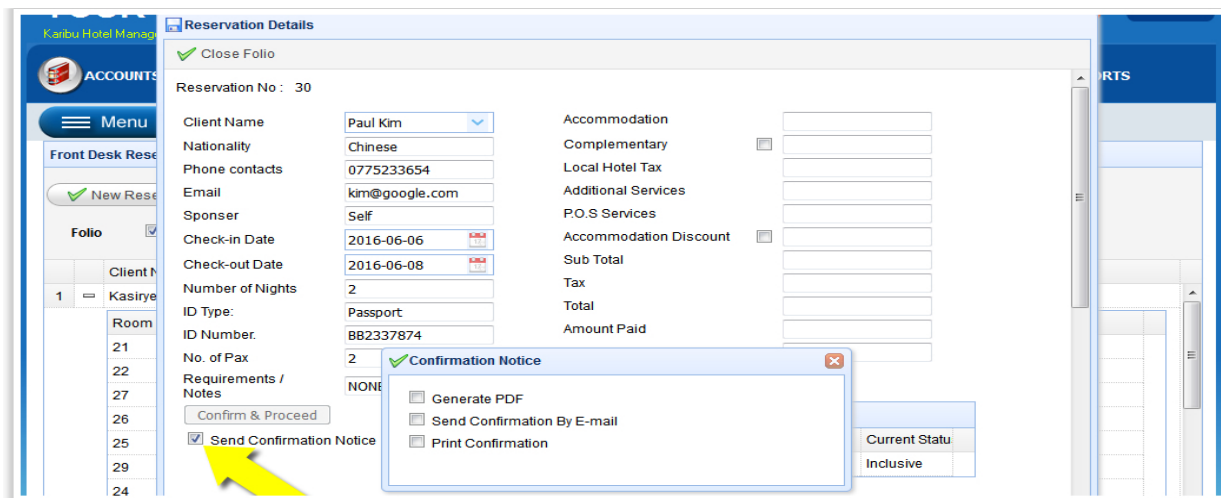


Note. Available at: <https://www.marriott.com/search/findHotels.mi>.

They are also indicated as reservation dates in line 7 (Check in) and line 8 (Check out) in the following screenshot:

Screenshot 3.1.

Hotel Reservation with Check in and Check out Dates



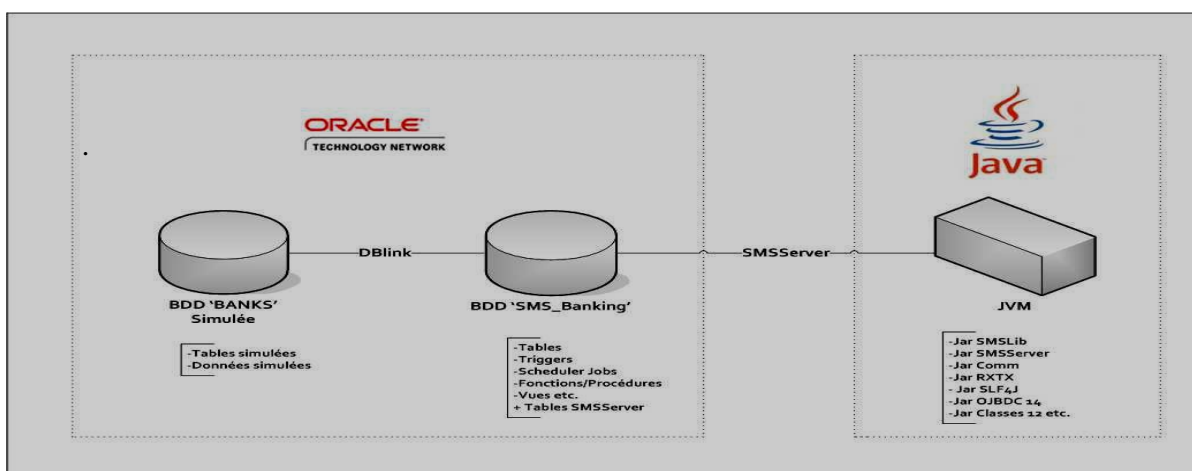
Note. From: <https://www.google.com/search?q=hotel+reservation+with+check+in+and+check+out+dates+screen+shot&tbm=isch&source>.

3.4.2. The Language Guide Choice

For the choice of the programming language/language guide, ‘BANKS’ as a system opted for JAVA IDE Eclipse and as mentioned above, the system operated under ‘Oracle’ SGBD as shown in the figure below:

Figure 3.2.

Technical Work Environment



Note. Reprinted from: Boutekdjiret & Mezrague [Mémoire de diplôme d’ingénieur d’état en informatique non publiée]. <https://www.fichier-pdf.fr/2009/11/07/udm8t9c/>.

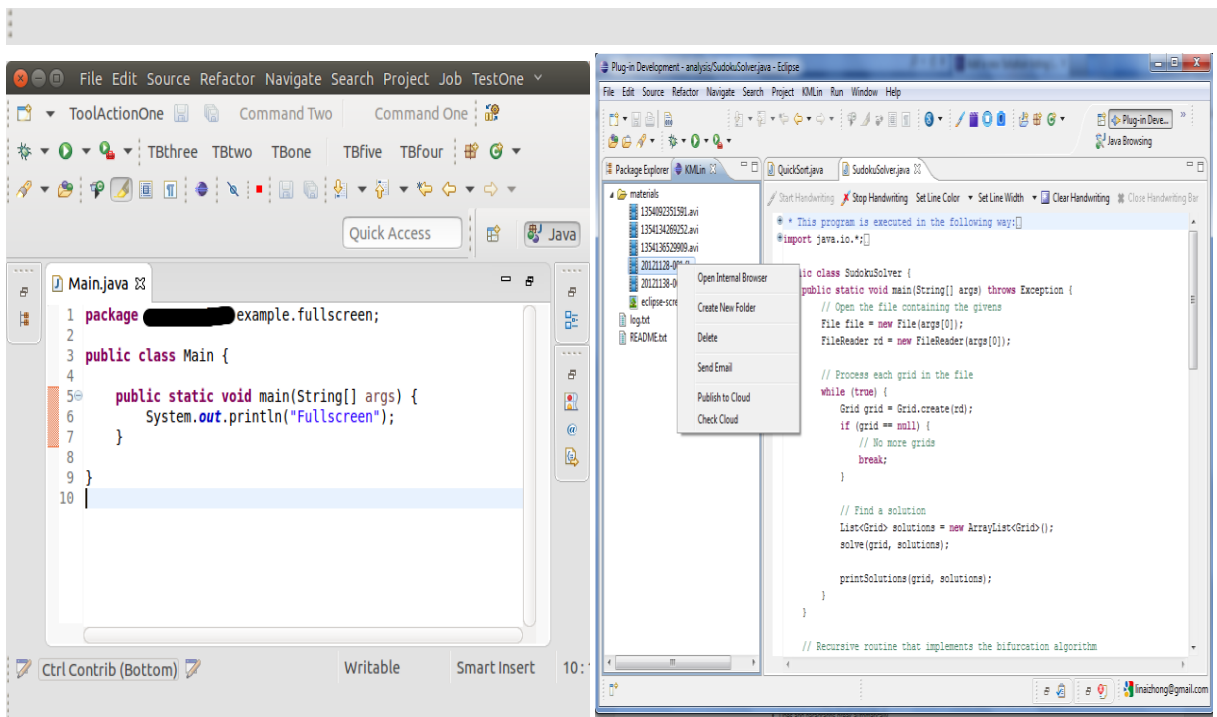
Oracle and Java manage banking transactions starting from SMS to the SWIFT. Oracle possesses a set of operations indicated by English keywords such as: *triggers*, *insert*, *update*, *delete*, *scheduled jobs*, *job.submit* and *Dblink* and that appear in the database. We are not going to see each of these or all in scrutiny; but to look only for what serve the research in hands however.

A glance on the following Oracle syntax and JAVA script indicates clearly the technical usage of English.

```
SQL> START C:\oracle\product\10.2.0\db_1\RDBMS\ADMIN\utlmail.sql;
SQL> START C:\oracle\product\10.2.0\db_1\RDBMS\ADMIN\prvtmail.plb;
SQL> GRANT execute ON utl_mail TO Public;
SQL> CREATE spfile='C:\oracle\product\10.2.0\admin\Sms_Banking\pfile\spfile.oaFROMpfile='C:\oracle\product\10.2.0\admin\Sms_Banking\pfile\init.ora.692009201733';
SQL> ALTER system SET SMTP_OUT_SERVER ='192.168.110.3';
```

Screenshot 3.2.

JAVA IDE Eclipse Program in Banks



Note. From: Bank Management System in JavaScript with Source Code. <https://itsourcecode.com/free-projects/jsprojects/bank-management-system-in-javascript-with-source-code>.

The script of the language guide shown above and that used in the banks transactions is indicated in captions below wherein the language used is English:

```
<div class="wrapper">
  <div class="rupees">
    <table cellspacing=10 px style="border: 1px solid">
      <tr>
        <th> Amount < /th>
        <th>Quantity</th>
        <th> Amount < /th>
        <th>Quantity</th>
      </tr>
      <tr>
        <td>5000</td>
        <td id="php_fivethousand"> - </td>
        <td>20</td>
        <td id="twenty"> - </td>
      </tr>
      <tr>
        <td> 1000 </td>
        <td id="php_onethousand">-</td>
        <td> 10 < /td>
        <td id="ten">-</td>
      </tr>
      <tr>
        <td>500</td>
        <td id="php_fivehundred"> - </td>
        <td>5</td>
        <td id="five"> - < /td>
      </tr>
      <tr>
        <td> 100 < /td>
        <td id="php_hundred">-</td>
        <td> 2 < /td>
        <td id="two">-</td>
      </tr>
      <tr>
        <td>50</td>
        <td id="php_fifty"> - </td>
        <td>1</td>
        <td id="one"> - </td>
      </tr>
      <tr>
        <td colspan="4">
```

```

        <input type="button" value="Enter Currency" onclick="amount()">
    </td>
</tr>
</table>
</div>
<h3 class="total"> Total Amount: <span id="tot_Amounts">
    </span>
</h3>
< h3 class="total"> Amount Deducted: <span id="Ent_Amounts">
    </span>
</h3>
<h3 class="total"> Balance: <span id="Balance">
    </span>
</h3>
<p class="btn btn-1">
    <input style="background-color: green" type="button" value="Enter Amount"
onclick="EnteredAmounts()">
</p>
<p class="btn btn-2"><input style="background-color: red" type="button"
value="Generate Slip" onclick="GeneratingSlips()"></p>
<p id="zero" class="zeros">
</p>
</div>
</div>

```

Note. Bank Management System in JavaScript with Source Code. <https://itsourcecode.com/free-projects/jsprojects/bank-management-system-in-javascript-with-source-code>.

Coming to the hotels of study, when respondents in the IT departments were questioned about the system that manages the front-office capabilities, such as booking reservations, guest check-in/check-out, room assignment, managing room rates, and billing and its language guide; they argued that it was Property Management System (PMS) and OPERA Enterprise Solution . Hotel PMS technology has evolved and greater integrations offer services extend well beyond the front desk.

Designed to meet the varied requirements of any size hotel or hotel chain, OPERA PMS provides all the tools a hotel staff needs for doing their day-to-day. Hotel reservation systems work with overnight cells with custom check-in and check-out time.

The check-in and the check-out times are set by OPERA JAVA script in English as shown in caption below.

Check-in:

```
function loadTimeline(date) {
  dp.scale = "Manual";
  dp.timeline = [];
  var start = date.getDatePart().addHours(12);

  for (var i = 0; i < dp.days; i++) {
    dp.timeline.push({start: start.addDays(i), end:
start.addDays(i+1)});
  }
  dp.update();
}
```

Check-out:

```
dp.timeHeaders = [
  { groupBy: "Month", format: "MMMM yyyy" },
  { groupBy: "Day", format: "d" }
];
```

Hotels also need web builders (*see in Appendix H for job offer*) of the existing website MOCHA. MOCHA needs to be first installed and then developed by IT department employees as found in the order Mocha's components below:

Install with [npm](#) globally:

```
$ npm install --global mocha
```

or as a development dependency for your project:

```
$ npm install --save-dev mocha
```

As of v6.0.0, Mocha requires Node.js v6.0.0 or newer.

#GETTING STARTED

```
$ npm install mocha
$ mkdir test
$ $EDITOR test/test.js # or open with your favorite editor
```

In your editor:

```
var assert =require('assert');
describe('Array',function(){
  describe('#indexOf()',function(){
    it('should return -1 when the value is not present',function(){
      assert.equal([1,2,3].indexOf(4),-1);
    });
  });
});
```

Back in the terminal:

```
$ ./node_modules/mocha/bin/mocha

  Array
    #indexOf()
  ✓ should return -1 when the value is not present
  1 passing (9ms)
```

Set up a test script in package.js on:

```
"scripts":{
  "test":"mocha"
}
```

Then run tests with:

```
$ npm test
```

Note. From ‘hotel booking’. Available at:<https://www.joyk.com/dig/detail/1617895917731079>.

3.4.2.1. Testing Programming Language-Related Skills

Both banks and hotels employees of the IT departments (generally engineers, programmers or/and web builders) were concerned by the technical side. If they had English comprehension difficulties, their programming abilities would never perform well. That is, English language non-proficiency downturned their programming ability. From a research perspective, the test hereafter was intended to further investigate the notion of programming-related skills. The specific research questions addressed in this part were:

- Is there a relationship between English comprehension and programming abilities?
- Does this have an impact on the programming-related ability?

The test was undertaken by 40 employees (20 from banks and the other 20 from hotels). All but two of them had gone through programming in Java. Therefore, thirty eight of those employees gave the institutionally required approval for their test work to be used as research data. After addressing them in the interview, IT employees were given the test (based on Clear, Edwards, Lister, Raymond, et al, 2008, p. 65) to further see their prior knowledge when studying and/or training.

At this point of the research, the questions that comprised the test, and also provide simple statistics (e.g. average, quartiles) are presented describing the mark distribution for each question. The table below presents the complete set of simple descriptive statistics.

Table 3.41.

Simple Descriptive Statistics for Test Questions and their Statistical Variables

Test Question No.	Statistical Variable	Possible Mark	Average Mark (absolute)	Average Mark(percentage)	Third Quartile	Median	First Quartile
1	Basics	8	5.2	65%	6.8	6.0	4.0
2	Basics	8	6.1	76%	7.0	7.0	6.3
3	Basics	8	3.7	46%	4.0	4.0	3.6
4	Basics	8	5.3	66%	6.9	5.5	4.1
5	Explain	8	2.0	25%	4.8	3.0	2.0
6	General	10	4.7	47%	6.0	5.0	4.0
Total		50	28.5	57%	35.5	15.25	12.0

A. Basics (Questions 1-4)

These questions required respondents to identify Java constructs, to recognize the definition of common Java terms and to detect syntax errors. These questions emphasized recall of knowledge. As mentioned above IT departments employees, who were generally engineers, programmers or/and web builders, had learned JAVA (the basis of programming languages) in its English syntax in their career. Therefore, the following test might be a recall of thought for them.

Question 1: Matching Terms to Definitions

The first question presented 8 terms: *assignment, compiler, constructor, debugger, method, overloading, string* and *variable*. Also, 8 definitions were presented, 2 of those being “*Translates source code into object code*” and “*Code called when an object is created*”. Respondents were required to match the terms to definitions. Each correct match was worth 1 mark. The general performance of them was good. The average mark was 5.2 out of 8 (65%).

Question 2: Matching Terms to Code

This question was another exercise in matching. Informants were presented with a page of code. Ten of the lines of code were annotated with an alphabetic character, “A” to “J”. Informants were also presented with 8 definitions/descriptions of code. They were required to match the definitions/descriptions to the lines of code annotated “A” to “J”. Each correct match was worth 1 mark. In general, informants did well on this question. The average mark was 6.1 out of 8 (76%).

Question 3: Method Headers

This question presented participants with 4 method headers (i.e. Java code). They were required to provide the number of parameters and the return type of each header. Each header was worth 1 mark. Their performance was fair (questions start to be hard at this stage especially as there were only 4 method headers) on this task with an average mark of 5.3 out of 8 (66%).

Question 4: Syntax Errors

In this question, participants were required to find 8 syntax errors in a page of code. The sample chosen was told to find 8 errors, and there were 11 in the code. They were awarded 1 mark for each correctly identified syntax error. With their little background in English, questions at this level were much more difficult for them. They did not perform well on this task, with an average mark of 3.7 out of 8 (46%).

Overall Performance on Basics

As a whole, the 38 employees demonstrated mastery of the “Basic” tasks, with an average mark of 20.3 out of 32 (63%). In some other questions presented below, the number as a whole does much worse, and these first four “Basics” questions establish that poor overall performance on subsequent questions is not due to a poor overall grasp of these basics.

B. Explain (Question 5)

This question comprised 3 parts, worth 2, 3 and 3 marks respectively. In each part, participants were presented with code and told to “*explain what it does*”. The code in each of the first two parts (5A and 5B) is shown in Figures 3.3 and 3.4 respectively.

Figure 3.3.

The Code for the Reading Question 5A

```
public double method10A(double[] aNumbers)
{
    double num = 0;
    for(int iLoop = 0; iLoop < aNumbers.length; iLoop++)
    {
        num += aNumbers[iLoop];
    }
    return num;
}
```

For each of these sections of code, respondents should explain what it did. More marks would be gained by correctly explaining the purpose of the code than by giving a

description of what each line meant. Variable names were deliberately not very meaningful so they would have to work out what the code did. p.25.

Figure 3.4.

The Code for the Reading Question 5B

```
public void method10B(int iNum)
{
    for(int iX = 0; iX < iNum; iX++)
    {
        for(int iY = 0; iY < iNum; iY++)
        {
            System.out.print("*");
        }
        System.out.println();
    }
}
```

Note. Both codes were based on “Reliably classifying novice programmer exam responses using the SOLO taxonomy” by T. Clear, J. Whalley, R. F. Lister, A. Carbone, M. Hu, J. Sheard, B. Simon and E. Thompson, (p.25), 2008, National Advisory Committee on Computing Qualifications. <https://opus.cloud.lib.uts.edu.au/bitstream/10453/12626/1/2008001537.pdf>.

The code in the third part (5C) was longer, and implemented binary search¹³ of positions on an array of integers as shown in figure 3.5 below. Performance on these questions was mediocre, with the average aggregate mark on all three parts being only 2 out of 8 (25%). Working codes must have been well written and tested. Testing helps to write correct codes, improves their quality and makes a programmer more productive when they are used. However our sample found it difficult to puzzle out what does each code mean and how they work; and even when a damage occurs they stand unable in front of error messages and error codes that appear on the workplace PCs screens. As the matter of the fact, the employees programming ability deteriorates and seemingly downturns.

Figure 3.5.

The Code for the Reading Question 5C

```
package com.java2novice.algos;
public class MyBinarySearch {
    public int binarySearch(int[]
inputArr, int key) {
        int start = 0;
        int end = inputArr.length
- 1;
        while (start <= end) {
            int mid = (start +
end) / 2;
            if (key ==
inputArr[mid]) {
                return mid;
            }
            if (key <
inputArr[mid]) {
                end = mid - 1;
            } else {
                start = mid + 1;
            }
        }
        return -1;
    }
    public static void
main(String[] args) {
        MyBinarySearch mbs = new
MyBinarySearch();
        int[] arr = {2, 4, 6, 8,
10, 12, 14, 16};
        System.out.println("Key
14's position:
"+mbs.binarySearch(arr, 14));
        int[] arr1 =
{6, 34, 78, 123, 432, 900};
        System.out.println("Key
432's position:
"+mbs.binarySearch(arr1, 432));
    }
}
```

Note. From “ Implement Binary search in java using divide and conquer technique”.

<https://www.java2novice.com/java-search-algorithms/binary-search/>.

C. Java Reserved Keywords (Question 6)

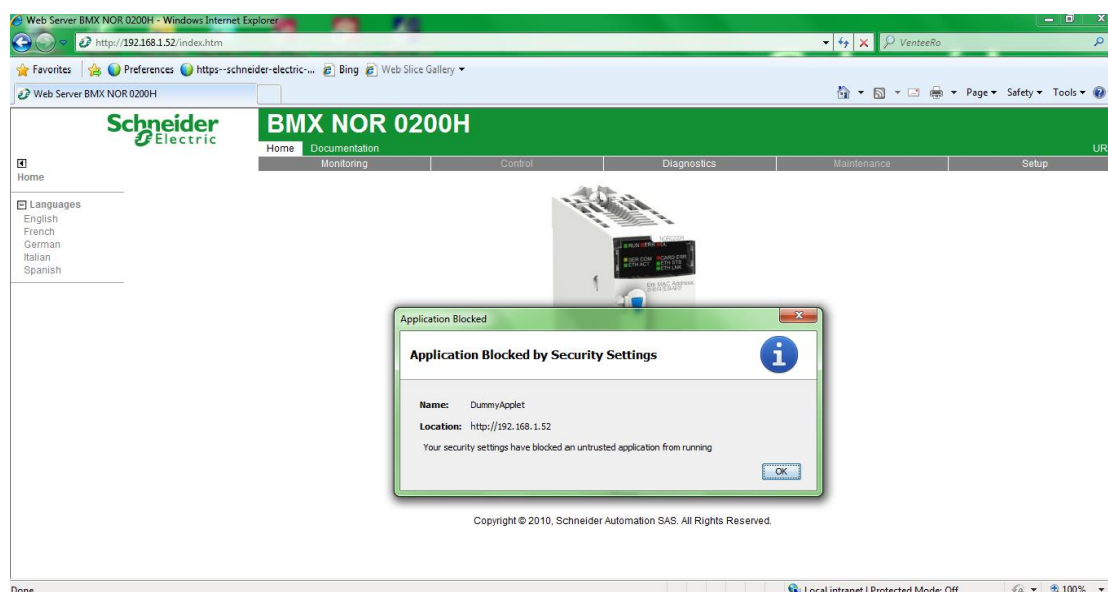
Java has a set of reserved keywords (*see Appendix R*). These are English terms that cannot be used as variables, methods, classes, or any other identifiers. This question required respondents to identify Java descriptions, to recognize the common Java keywords. As mentioned earlier, technical department employees of the research contexts were given 10 keywords and 10 scrambled descriptions and were asked to match each keyword with its appropriate description. They did not perform well on this task, with an average mark of 4.7 out of 10 (47%).

3.4.2.2. Error Messages and Error Codes

Error messages are displayed by programs in response to unusual or exceptional conditions that can't be rectified by the program itself. A well-written program should post very few error messages indeed; instead, absolutely whenever possible, the program should cope with the problem gracefully and continue without bothering the user. By this yardstick, of course, most programs are poorly written. First, there is the program that cannot remedy things on its own, or that needs so much hand-holding that it bothers its users unnecessarily. Second, is the kind of program that encounters some real problem, but confuses or offends its users by providing an inadequate error message as shown in the bank appearing screenshots thereafter.

Screenshot 3.3.

Error Message Shown due to JAVA IDE Eclipse Disabled

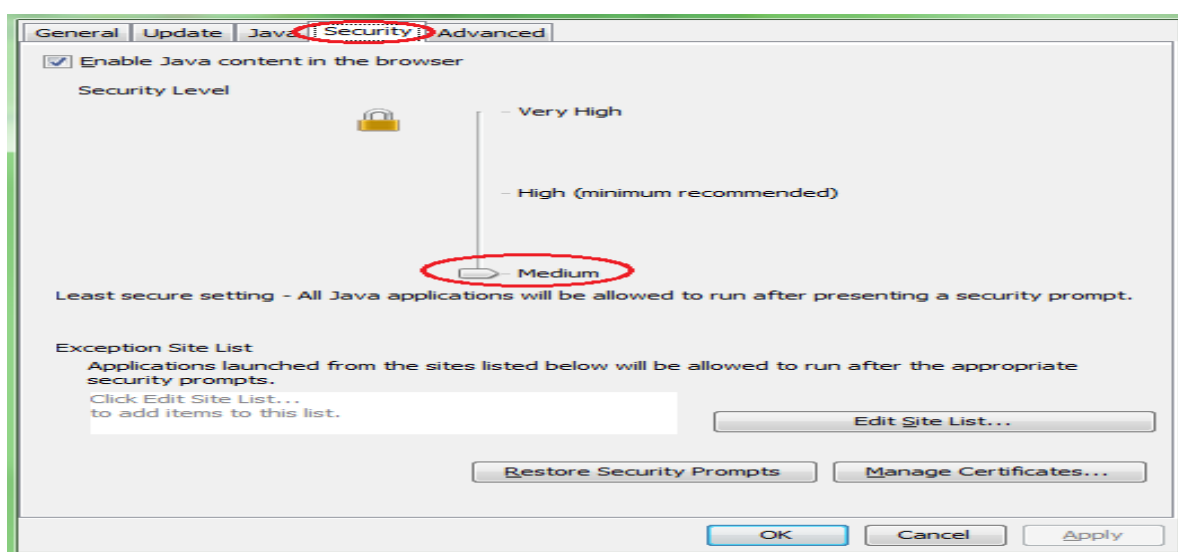


To solve java error '*Application blocked by security settings*'¹⁴ when opening web browser for BMXNOR0200H, below steps should be taken.

- Go to JAVA control panel from windows control panel.
- Set the security level to medium of its available inside security tab as shown thereafter.

Screenshot 3.4.

Step One in Solving JAVA IDE Eclipse Error Message

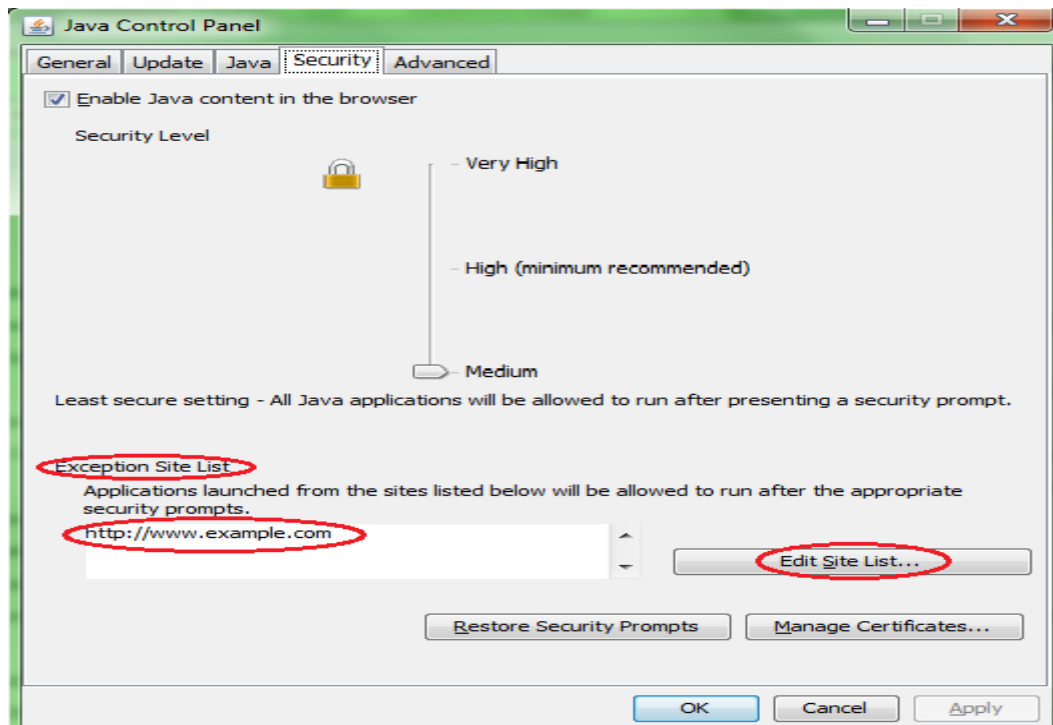


Also use the Exception Site list feature in JAVA control panel to run the applications blocked by security settings. Adding the URL of the blocked application to the Exception Site list allows it to run with some warnings.

- Steps to Add URLs to the Exception Site list
- Go to the Java Control Panel (On Windows Click Start and then Configure Java)
- Click on the Security tab
- Click on the Edit Site List button
- Click Add in the Exception Site List window
- Click in the empty field under the Location field as shown in the screenshot below to enter the URL Example: <http://www.example.com>.

Screenshot 3.5.

Final Steps in Solving JAVA IDE Eclipse Error Message

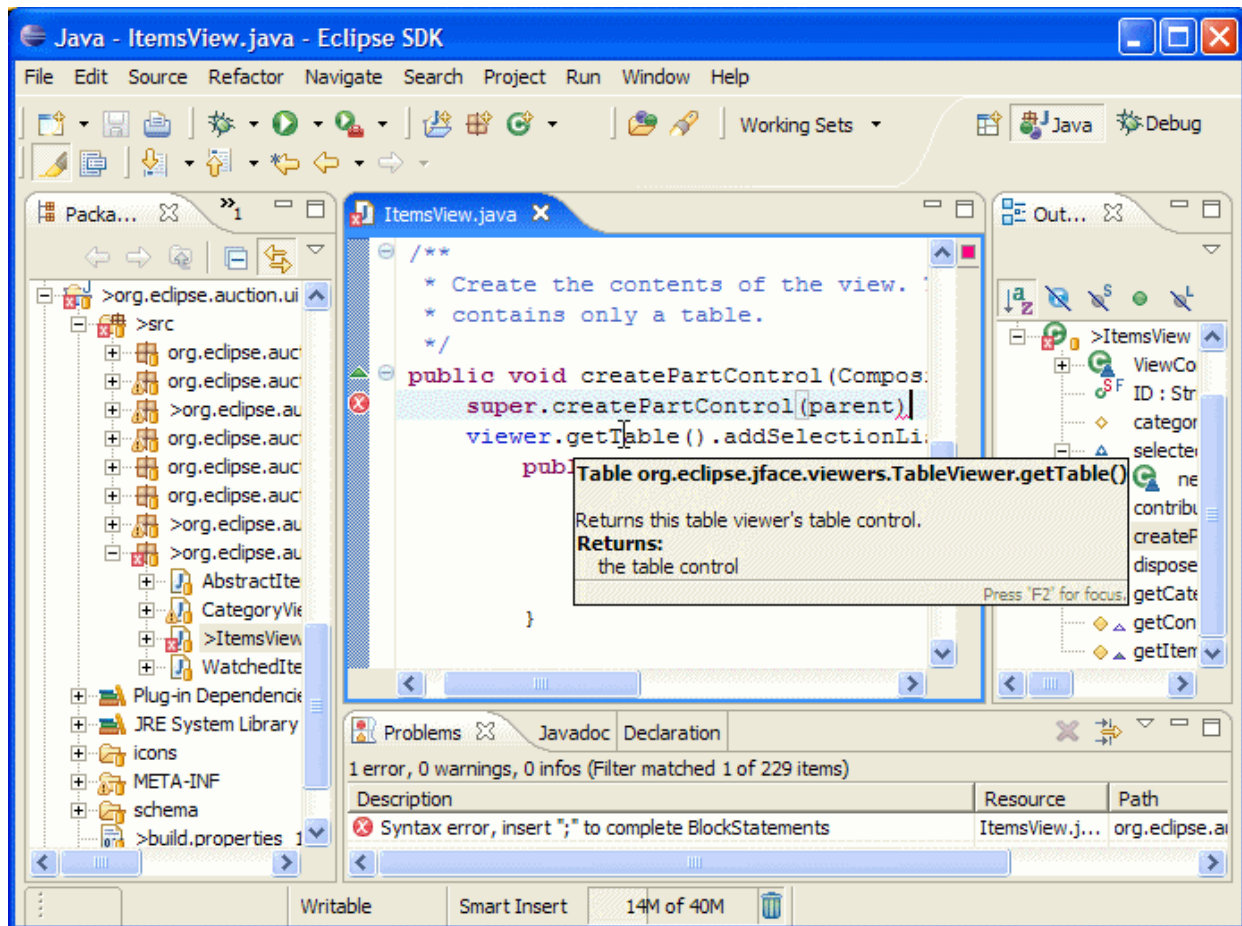


Note. Error Message from How to solve “Application blocked by security settings “java error when opening web browser for BMXNOR0200H? <https://www.se.com/sa/en/faqs/FA237679/>

An error code or a ‘*return code*’ in computer programming is a numbered or alphanumeric code that is used to determine the nature of an error, and why it occurred. Error codes can also be used to specify an error, and simplify research into the cause and how to fix it. There is no definitive form of an error code. Some styles use decimal or hexadecimal numbers. Some use alphanumeric codes, while others use a phrase describing the error. The error code of Java Edi Eclipse is indicated in screenshot 3.6 (the grey box in the middle and what is under “Problems, errors, syntax error) below:

Screenshot 3.6.

JAVA IDE Eclipse Error Code in Banks



Note. From Eclipse Platform Technical Overview. Copyright © 2006 International Business Machines Corp. Available at : <https://www.eclipse.org/articles/Whitepaper-Platform-3.1/eclipse-platform-whitepaper.pdf>

Similarly, IT employees and receptionists in hotels of study had managed unsuccessfully to solve error messages and error codes that they received. They might appear in the website ‘Mocha’ and/or in the program ‘Opera’ as indicated in the caption and the screenshot below:

Figure 3.6.

JAVA Error Code in Opera Program

```
> mocha spec.js

1) checks a number

0 passing (12ms)
1 failing

1) checks a number:

  AssertionError: false == true
    + expected - actual

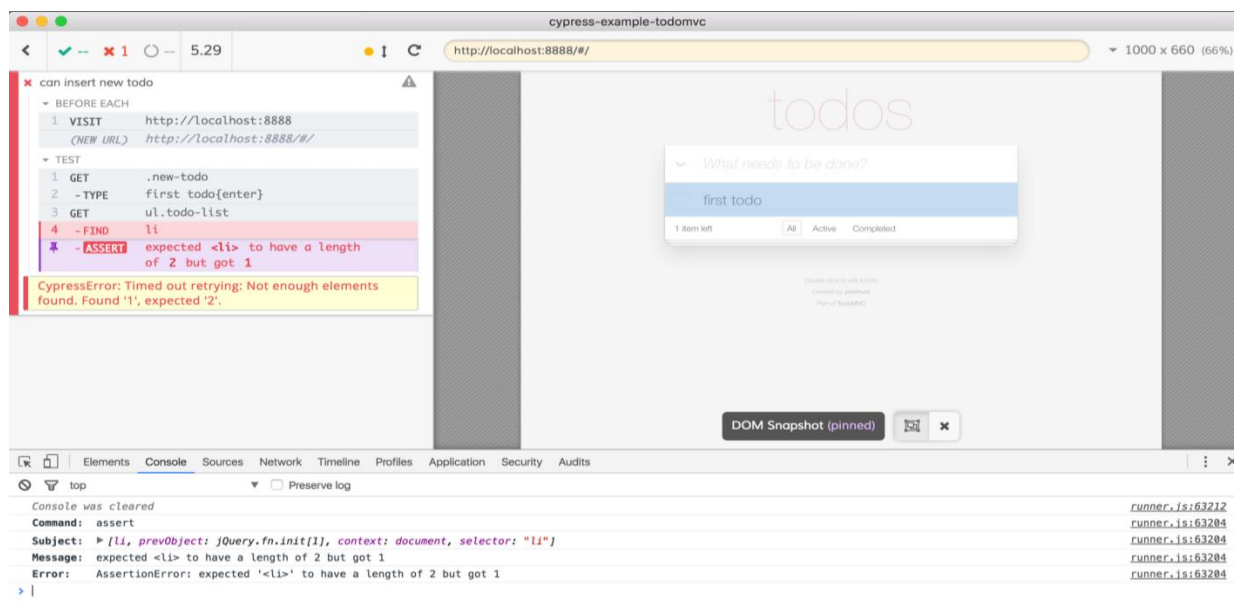
    -false
    +true

    at Console.assert (console.js:95:23)
    at Context.it (spec.js:4:11)

npm ERR! Test failed.  See above for more details.
```

Note. Available at: <https://cypress-io.ghost.io/blog/content/images/2019/05/chai-expect-3.png>

In the same sample, the target population of ‘Mocha’ was the website developers whereas that of ‘Opera’ was the remaining number of the IT departments. Error messages and error codes first appeared to hotel receptionists that stood unable in front of the damage and would automatically address technicians in the IT department. These in turn seemed also not having the solution of the error code asserted in the caption above and by which the test would fail and the application would show the following screenshot as an error message.

Screenshot 3.7.*JAVA Error Message in Mocha Website*

Note. Available at: <https://encryptedtbn0.gstatic.com/images?q=tbn:ANd9GcSo4uX9Bo>

In ‘Opera’, the common error codes that appear are those summarized in the following table and shown as error messages in screenshots beneath:

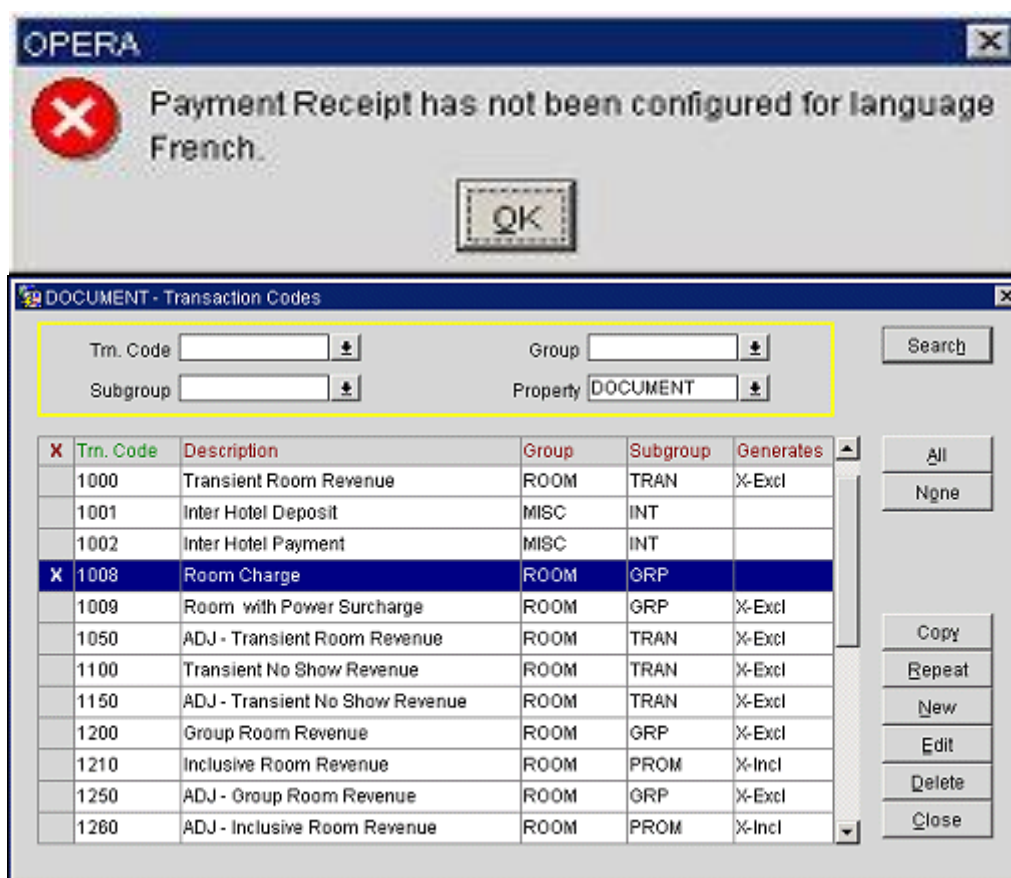
Table 3.42.*JAVA Error Codes in Opera Program*

ERROR CODE	DESCRIPTION
INVALID_OR_MISSING_SEARCH_TYPE	The search key word is invalid for the chain or property.
PROPERTY_NOT_FOUND	The property was not found.
OWSNAME-000002	The name ID is null.
OWSADD-000001	Invalid Address ID.
OWSADD-000004	Invalid country.
OWSCC-000007	Invalid credit card type.
NUMBER_ROOMS_EXCEEDS_LIMIT	The requested number of rooms exceeds the number of rooms the system allows you to book.
ROOM_UNAVAILABLE	The room type is not available
TOO_LATE_TO_CANCEL	It is too late to cancel the reservation.
GENERAL_UPD_FAILURE	There are some critical database errors. Please contact the networks administrator.
OWSCEMAIL-000004	Invalid confirmation number /the reservation was not found
DEPOSIT_REQUIRED	A deposit required to complete the booking

Note. Adapted from “OWS Appendix A: Status Codes”, p. 63. Oracle Hospitality product documentation is available on the Oracle Help Center at: <http://docs.oracle.com/en/industries/hospitality/>

Screenshot 3.8.

JAVA Error Message in Opera Program



Note. From https://docs.oracle.com/cd/E53533_01/opera_5_05_00_core_help/gaming_comp_transaction_codes_setup_01b.gif.

3.4.3. Objective Need to English as the Language of Technology

This sub-section sheds light on the utilitarian purposes for which English is used in the particular professional settings under scrutiny. It further investigates the desk research informants' interpretation vis-à-vis English.

Since the technological monopoly is transmitted via the English language, both this language and its technical knowledge represent a reference to the Algerian workers who yearn for professional efficiency. For professional growth, IT department employees have to adapt requirements and use English to access the flow of technical know-how. Not only this, but also because English speakers (NS or NNS) are the ones

who created particular business context and this is the case of Marriott International. IT coordinators in the convention centre, one in each hotel, admitted the need to English since the documentation they found in their work field was in English.

ITC1: *“From the moment that the convention centre was constructed by U.S.A Business Group; the majority of technical documentation in the department is an English one.”*

ITC2: *“Sometimes, there are documents in English seeing that the Convention Centre ‘Marriott International’ derives from the Americans. In this case, too, English is used.”*

ITC3: *“The Convention Centre was from the beginning conceived by U.S.A whereby the big majority of technical documentation that we consult is in English.”*

ITC4: *“Marriott International was the foundation of U.S.A. So, original technical documentation, the one that is of a real value, is an English one.”*

According to the above engineers' explanations, the convention centre industry requirement is less a matter of strengthening the bond with the U.S partners, but that of imposing their English language as a necessary working tool.

Reading is regarded as a customary task for established technical programs because they are constantly working with technical literature. The familiarity with this enables users to easily understand their work-related technical vocabulary. The same fact results in limited competence in English. And even when exposed to a new situation where they are required to use ordinary English, employees of the technical departments in banks in question could not. As the matter of the fact, the familiarity with technical English reading materials does not seem to be the case for neither technical employees in banks nor for those in hotels.

3.4.3.1.Lack in Reading Technical English Materials

At their early years of career, technical employees with little experience and practice in the research contexts specifically express their concern as regards technical

English (comments below were shared and similarly said by questioned respondents in banks and hotels):

TE1Q: *“What we need here is technical English. It is purely specific to practitioners¹⁵ from the technical department.”*

TE2Q: *“We do not understand ordinary English, so how can we understand what is technical in it. We need English technical documents with its translation into French.”*

TE3Q: *“We do not have a good command of English and its technicality. How to do when meeting foreigners, transmitting information to them or dealing with technical issues? We find a great difficulty.”*

TE4Q: *“When the only working tool is an English script program that I cannot explore with my limited know-how, my work will stop there. The most important thing that all workers of the department want to master is technical English. We really need technical English...”*

It is clear that the inexperienced workers' need to cope with technical English particularly in reading materials (whether documents or programs). It transpires from their comments that they were aware of their needs as they rated themselves as non-proficient readers and translators of technical texts. At the same time, they were also aware of the professional utility of having a good command of reading-oriented technical English language programs. For them, understanding technical documents seems to be an absolute condition to progress and upturning abilities in their work whereas the opposite seems to directly hamper the fulfillment, hence, the quality of their work tasks.

3.4.3.2. Problematic Translation

Though translation can be reported as one of the resources that the workplace professionals will use to cope with English language usage, their negative attitude towards it appears from the interview data that translation can be seen as the least preferable way of dealing with problems of communication. Translation is mostly reverted to when the involved employees produce or read written texts. To a lesser extent however, some of them use the translator to help themselves in reading original English manuals or technical descriptions. Furthermore, business workplace settings receive a lot

of documentation translated to French. A data driven account of how translation is sometimes seen as a temporary rather than the best solution is offered below.

As far as the language guide is concerned, when you read Java and many other programming languages all the syntax is written in English. So, how can users of software programs with their non-proficiency in English language deal with the difficulty they face while programming?

Simple code like this

```
if (X+1 > 4) {  
}  
while (A == true) {  
}
```

Is written in English even if the programmer's native language is something else. Commenting on the issue, technical employees requested:

'would it not be more effective to provide the programmer with translated packs in the source code into French. And even with translation still the difficulty exists'. 'There is no technical reason why a compiler should be stuck with its syntax hard coded'. '... the programming language the developer is using is stuck in English and English without translation constitutes a problem'.

Other negative attitude towards translation was that the amount of English required to make sense of the keywords of any programming language is really very small. Conversely, allowing all keywords to be replaced by their translations in French would add to the complexity of the language implementation, would pollute the default namespace and would run the risk that whenever you have to review any code, you suddenly have to know what 'if' means.

The translator (online or computer software) is used in writing tasks. In case of banks, for instance, it is used in answering acts of transactions (SWIFT) in case of students, other banks and/or commodity customers¹⁶ having an online banking payment directed towards foreign countries. To the e-mails sent by e-bookers¹⁷ in English, some of the interviewed hotel receptionists maintained that they comply with the language choice of their e-mail correspondents. To this end they resort to translation software to

help them formulate the message. They acknowledge that it is time and effort consuming because the translation software is not totally reliable as they assume. However, this is not as troublesome as other situations in which they deal with translation.

To some technical employees, as indicated in their view below, reading technical documentation and/or programs in English requires the help of the translator. Still, the online translator seems to be of little help in reproducing the correct meaning of the original text:

TE5Q: "... the French translation is not really useful. By contrast, if one takes the (technical) document or program as it was originally produced in English, and makes some effort, one will understand the system better than when reading its French translation."

Most of the employees interviewed maintain that they prefer to rely on the original (English) versions of the technical descriptions because the documents translated into French (the language they are more competent in) are often inaccurate and misleading. To conclude these findings are apparent in the words of the study officer in Bank of Algeria to his workmates. He was very good at English once said to his colleagues who had troubles when an error message or an error code appeared

SOQ: "This is the opportunity to learn English here now", he added, 'we must make efforts to learn English. Translation in this case does not serve you well and it leads you a little bit far...'"

Accordingly, translated French version of technical documents and/or programs is qualified as less valuable if compared to the original English version; and only a sound English command is likely to reduce the reported pitfalls of mistranslations, from the moment that what is technical is better read in English, as the interviews have mentioned earlier. While the above quotes suggest that English be learnt on the job, increasing one's English level through training is another opportunity that work professionals yearn for.

3.5. Conclusion

To accomplish the broader macro- needs perspective that of the background section tackled in the methodological chapter, this chapter has proposed a sequential

analysis of different types of needs from the more interpretive perspective to a closer and direct examination of authentic target situations of English language use. Qualitative interview account of while the questionnaire offered a systematic quantitative facet of the findings. In fact the interview data analysis provided deeper qualitative insight into the emerging themes that replicated the same hallmarks. At the same time it allowed for a triangulated perspective on needs from both banks and hotels staff. Past this as interpretive turn, the direct examination of desk research sample looked at the language technical need that is typical to these two business contexts while attempting to detect any replications of earlier employee narratives on language usage. In an attempt to subsequently create local ESP materials and develop teaching tasks accordingly, the author endeavored, as suggested by prominent ESP scholars, to 'to *take account of language, [and] interpersonal communication skills...*' (St. John 1996, p. 33 cited in Lockwood, 2012, p. 16). These results are discussed, conclusions are drawn and recommendations for future researches are suggested in the chapter that comes after.

Endnotes to Chapter Three

1. There are few notes from the field of study that should be cited. When the researcher engaged her interview with the employees of Bank of Algeria, one employee from information and advising centre in the back office (as stated in chapter one these are also regarded as receptionists of information) argued that English was regarded very necessary but unfortunately they were unable to use it. It happened once for him to receive in his bank an Iraqi citizen with Algerian nationality searching to be employed. The application form that this latter had presented constituted a problem for the former because it was written in English.

The study officer, in the same bank, argued that he was the only one who could be return to in every case of files, e-mails written in English or error messages corresponding to the programming language. And if these were difficult for him too, he declared that to the group of engineers in Algiers centre that would respond electronically: “*Ne touches pas! Envois le mot de passe*” (do not touch! Send the pass word).

The third case that should be noted out was in the Foreign Bank of Algeria (BEA) in Saida when the researcher met a group of 15 Chinese doctors there. They found that their salaries were less than usual. Using English, they tried unsuccessfully and with no feedback to make that clear to their interpreter and to the reception desk employees who were unable to interact in the same language.

2. The informants questioned in this part are those of the FO + guest, HK and telephoning services i.e., front line receptionists, House Keeping responsables and telephone operators. In each hotel there are 6 receptionists, 2 telephone operators and 5 house keepers. Therefore the sample here makes the number of 36 and they were distributed as follows:

N°	Hotels	FO + guest service informants n°	HK Responsibles n°	Telephone Operators informants n°
1	Le Meridien	6/6	1/25	1/2
2	Sheraton	6/6	1/25	2/2
3	Four Points	6/6		1/2
4	Ebis	6/6		1/2
5	Royal	6/6		1/2
	Total	30	02	06
		38		

- 3 These were personal documents of foreign clients.
- 4 The informants who argued that the training had satisfied its target needs were those of the managerial staff, catering, SPA and HK departments. These had little concern when comparing to FO and IT departments.
- 5 The front line receptionists were 12 per hotel working interchangeably per three hours in groups of 3 receptionists in each. IT departments employees were 20 (4 in each hotel). Although these were continually in- service trained for short duration (*see in-service training in hotels in chapter one*) but the training did not target their language technical needs.
- 6 The IT departments in the research context Marriott Convention Centre placed into work 'Mocha' as a Web Site and 'Opera' as a language guide (programming language like 'Hotix' and 'Family Plan'). Both are going to be pointed out as findings of the research.
- 7 All hotel employees of the research without exception are/were given the opportunity of both pre- and in-service training that witness/witnessed continuity and they are/were continually exposed to NS. That is/was the reason behind dismissing those items from the analysis of data.
- 8 Employees in the selected banks were equally distributed between the front and back offices. The sample population in banks encompassed 88 respondents so there were 44 in the front office as there were 44 in the back office.
- 9 The IT department is responsible of all what is technical and related to website building, administrating and processing, receiving and transferring information to e-bookers at the front line reception level. In other words, it facilitates the technical tasks for hotel receptionists. Its equivalent in some banks is called '*Information and Advising Centre*'; in others it is called the same '*IT department*'. It is responsible of banking acts of transactions including employees in IT field.
- 10 Source: www.agb.dz

It exists two SMS banking methods used in banking applications PUSH & PULL:

Push SMS (to push = pousser) is a technique which consists of sending an information to the sender service initiative. The information is transmitted to the user under the

form of an automatic alert. This scenario is a one sense. *e.g.* To alert the client of receiving of a payment in his/her account. In opposition, Pull SMS (to pull = tirer) is a full duplex scenario (double sense). The sender transmits a request to the system and receives the answer, *e.g.* The client requests for sold of his/her account.

- 11 At hotels, guests are usually required to check in (also called registering or signing in), which involves providing or confirming the guest's personal information. The laws of some countries require guests to sign a register, and some also require the provision of identification documents, such as a passport, ID card or drivers licence which the hotel may wish to copy and retain for its records. Usually, the establishment may require guests to provide a credit card as a guarantee to accommodation costs, and to facilitate a more expedient check-out process at the end of the guest's stay. Check out is the last point of guest contact with the hotel. It is at this stage that the bill is presented to the guest for his/her settlement. A front office cashier must be aware and update his knowledge on the latest procedures of bill settlement.
- 12 A voucher is an accounts slip which is prepared to record a hotel registration. Each voucher details a single transaction to be posted to a front office account. This document lists detailed information gathered at the source of the transaction. The voucher is then sent to the front office for posting onto the guest folio. Usually any service or goods brought on credit by the guest has to be supported by a voucher.
- 13 A binary search or half-interval search algorithm finds the position of a specified value (the input "key") within a sorted array. In each step, the algorithm compares the input key value with the key value of the middle element of the array. If the keys match, then a matching element has been found so its index, or position, is returned. The participants were asked to nearly explain that even if this could be in French or Arabic at least. Unfortunately, they could not.
- 14 This is an error linked to enhanced security features on JAVA.
- 15 By the noun practitioners, addressed informants wanted to say all those who practiced or were responsible of the technical side i.e., engineers, technicians, web builders and programmers.

-
- 16 Customers of commodities can be individuals as they can be enterprises, companies, sectors or banks having online payment with other individuals, enterprises, companies, sectors or banks abroad.
 - 17 They can be either individuals or whole companies, NS or NNS.

***CHAPTER FOUR:
FINDINGS
DISCUSSIONS AND
RECOMMENDATIONS***

Chapter Four

Findings Discussions and Recommendations

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CHAPTER FOUR

SUGGESTIONS AND RECOMMENDATIONS

4.1. Introduction

In a study which took place in a specialized business context involving senior German bankers, Edwards (2000) has observed that there is a correlational relationship between the place of work and the effective needs of workers in terms of language skills practised, terminology used, and syllabus design and preparation materials. Thus, the finding data out of the research tools were discussed according to the occupied workplace and to the existing needs, lacks and wants. This is for the aim of paving the way to some suggestions, recommendations and conclusions related to the research. Having the previous chapter as a basis, the analysis of English language needs in Algerian banks and hotels workplaces comprised employees own interpretation and perceptions of communication difficulties they had, as well as direct observation of the desk research context illustrating target situation language analysis of English as a programming language. Therefore, the present chapter proposes first a summary of the main findings deriving from the above-cited indirect and direct data analyses. To answer the research questions, it will then propose, in the second section, a discussion of these findings in the light of existing research and the hypotheses hitherto formulated. The main implications of the study for course objectives and content along with ESP teaching methodology will then be proposed leaving way to more practical pedagogical implications¹ -to be addressed in the final section. To pave the way for the following section, the present chapter will address the limitations of the present study that mainly resulted from methodological constraints and may therefore affect the generalization of the findings. Finally, new directions for further

research will highlight relevant areas of investigation that the present study intentionally overstepped and that are nonetheless worth focusing on in the future. Hereafter, the section below offers a considerate summary of the questionnaire, the interview, and the desk research in this order.

4.2. Summary of the Questionnaire Findings

Throughout the questionnaire findings, different perspectives of needs have been offered including perceived/felt needs; objective/subjective needs as well as lacks/wants. The need to English was regarded by employees to be almost high in banks and in hotels. On the other hand, the early findings of the questionnaire point to the large proportion of work experienced informants among the sample. These specialist informants who consist of receptionists (front office in banks and FO + guest service in hotels) along with technical workers in IT department (engineers, technicians, web builders and programmers), are believed to provide the necessary information as to the objective needs linked to the target communicative events and the English skills actually required in the workplace. Hence, valuable data derive not only from the front line receptionists but also from established workers and agents who represent what Selinker (1979, cited in Leong, 2001) terms '*specialist informants*'.

The findings of self-assessments revealed interesting results as to the employees' actual strengths and lacks in English. Of particular interest to the study were the skills self-assessments of employees. In banks, they assessed themselves as being weak in speaking and listening skills. In that, they were dis-satisfied with their oral-aural performance. Similarly, in skills self-assessments of employees in hotels, listening appeared as being the weakest skill followed by writing which is troublesome for it needs translating and finally speaking. So all skills were self-assessed weak; however, at this level of enquiry, more information needed to be gathered as to kinds of difficulties encountered to be able to propose a sound pedagogical remedy.

As to the respondents' wants, feedback from experienced 'in-service' informants (Long, 2005), whose specialist knowledge and shared interest have a role in informing the aim and content of the English training/teaching programme (Huhta

et al., 2013; Long, 2005; Ferguson, 1997) yielded in complementary results as regards both their learning experience, and more particularly, their evaluation of current training content as well as wants (learning needs or training expectations). In relation to training evaluation, their stipulating that the English they faced in class was far from reflecting specific work-related use, and that made them qualify the training programme to be less specialized.

Similar findings indicating experienced employees' dis-satisfaction with prior English course are found in Cowling (2007). According to his informants, the language they studied was not representative of what actually happened in the workplace. They reported, in fine tune with Chan's (2014) informants' training feedback, about an *'overemphasis on the academic/theoretical perspective of the language'* (p. 387). Surprisingly, a similar finding of Khaldi's (1995) investigation based on the same research context concerning learners' evaluation of the course seems to replicate itself. Presumably, two decades later, no tremendous efforts have been made to tailor the ESP courses according to the immediate occupational needs of working trainees.

As another need from the course, Technical English, together with Exposition to Native Speakers were called upon by the informants in banks. Similarly, Specialized Training, General English, Speaking Fluency together with Technical English were asked by respondents in hotels. These findings seem to tie up with the questionnaire response uncovering the difficulties in English language skills and the degree of need to this language. Since a certain percentage views that communication difficulties lay within general and technical skills, it is natural that they expect to develop these skills in question through English training.

Another way of providing information about needs was through the Likert scale data that revealed a general consensus among the category of informants about four statements. Their position was more validated when showing high agreement with three statements calling for: the importance of English as being a working language in the workplace; its use which facilitates communication with international

institutions and the outside world and its position as being needed in both fields of study. Whereas the correlational test provided a solid basis for the need of English for business communication; their moderate average agreement with the fourth statement (second in the questionnaire) 'I can do my job without English' emphasized the domain-specific use of English that does not necessarily entail international communication. Quite the reverse, it consolidated the need for English in relation to the nature of the job.

Likert scale data clearly denote how nature of the employees' interest and attitude towards English language. These findings, which concur with that of Al-Khatib (2005), suggest that the reception staff seemed to be more acknowledgeable of the need to English as communication means with foreigners when they might be face to face with them. Also employees of the back office and IT departments are acknowledgeable of the need to English as an electronic/indirect communication means. In sharp contrast to their colleagues, the IT department staff did not seem to share the same interest in and positive view of English as they do not report a frequent direct need to English in communication. These different attitudes towards English deriving from the same work environment seem to consolidate Cummins and Davison's (2007) assumption that the need for English depends on the job category of employees and justify again the choice of employees as a target population in the present research.

The last open-ended section of the questionnaire consisted of comments that reflected both the employees' insider perspective and ideologies as to the need and the importance of English, hence, the results consolidated some of the earlier attitude data and the hypotheses formulated as to the role that English plays in their working environment; the areas in which it is needed (target needs); their view about its importance and the best way to learn English. It also comprised the specialist informants' suggestions related to training organizers and policy makers.

It may denote an implicit training need, which is in fine tune with earlier training expectations² highlighting the importance of fostering opportunities for

authentic classroom practice. From another pole, other comments reflect how employees under scrutiny have to individually endeavour to increase their learning opportunities. While this comment is suggestive with the use of interpersonal communication strategies and other resources, previously, reported to enhance communication success and minimize barriers, more interview data will perhaps provide further relevant insight in this regard.

In view of the above mentioned realities and communicative needs, it seems implicit that respondents suggested both their employer and their country to adapt to that economic reality. First, these employees call for more consideration of this professional language by corporate policy makers and training organizers. This suggestion seems to tie up with their previously reported training feedback as to training opportunity and/or continuity. Additionally, they notably proposed that English should be given equal status to privileged French -or even should replaced French- in overall general education and in tertiary education, in particular. Because these comments derive from respondents, who have solid and insider perspective, and who have experienced the effects of globalization, overall research implications will ultimately take them into consideration. Thereafter is a summary of the main findings of the interview.

4.3. Summary of the Interview Findings

The interview findings provided more detailed insight into the areas of need to English use. At the same time, it seems that the employees unhesitant delved into their current proficiencies, their lacks as well as wants initially reported in the questionnaire. The first-hand findings of the ensuing interview revealed that English was needed in the current study for both banks and hotels. The interviewees' own interpretation of such a finding suggested that the bulk of technical work needed English. They posited that not only NNS but also NS of English are engaged or lead foreign transaction with them. Apart from that, English was also needed in communication with these in direct contact at the front line reception. Here, English is apparently not only used for banking and/or hospitality but also for international business communication.

Accordingly, English target needs, as identified and further confirmed by the interviewees themselves, ranged from communication needs to knowledge of basic technical English programs or terminology related to technical need for those whose job position entails reading English error messages and error codes in case of technical programming damage; to solving these errors; to taking part in programming. However, it transcended technical vocabulary to social interaction or small talks for those in instances of direct contacts with English speaking foreigners. The interview findings highlighted and were in line with Huhta et al's (2013) Needs Analysis procedure in collecting data about target language use with the aim to inform ESP teaching.

The last problematic issue that the interview and the desk research findings highlighted concerned the participants' observation that although translation tools seem to be needed to ease the process of reading technical documentation or writing to answer emails and transaction reports in English, they over-rely on automatic translation as a temporary solution to cope with English language usage. Their low English proficiency easily caused them to fall into the trap of mistranslations and deteriorated their programming ability. Here, it can be claimed that equipment with the necessary translation skills can be beneficial as long as this tool reflects a learning need (i.e., translation being used in the process of using and learning to use English for real-world work purposes).

As to their training expectations, none of the interviewees showed low motivation to benefit from English training that their respective office, department or workplace proposes. They all expected to attend more English classes to keep up immersed in the English learning context. English training figured among the training priorities of employees within the community/workplace being researched.

4.4. Summary of Desk Research Findings

In parallel, IT employees' expectations of their lacks/learning needs yielded two distinctive demands out of training (specialized training and technical English). Correlational data revealed that the need to use technical English was a priority. From

another pole, developing specialized and technical English skills was a need that work-experienced engineers expressed from the moment that they perceived it as a lack. This same specific competence in technical English only would seem to denote limited knowledge in general English for work-experienced and senior engineers.

The second finding has to do with the employees wants out of the training process. They were greatly aware of the importance of English that is why they favoured training. A great interest in more training was the outcome of the negative evaluation that they gave on it. Part of target situation analysis, bank and hotel technical employees reported on their regular need for English to read technical documentation and in programming. Reading technical documents revealed that English is first and foremost needed for *Programming* on a regular basis, when performing different IT-inherent tasks like reading error messages and error codes (such as in JAVA, JAVA IDE Eclipse or JAVA Script). For the employees of the technical department, this need for English also transcended to electronic communication that might happen with foreign partners and foreign visitors.

Furthermore, in relation to the present situation revealing what the IT respondents already knew, i.e., their strengths, the familiarity with technical terminology and technical know-how came to the fore with the results of question: “Is there a relationship between English comprehension when programming and programming abilities?” That enquired English comprehension as the reason for programming success. Hence, technical terminology coupled with professional knowledge³ and seemed to be the strengths of the technical employees, namely the engineers, technicians, web builders and programmers. Similar findings have been reported in Huhta (1999). This familiarity is perhaps due to the high frequency of English related technicality reported in earlier questionnaire results (*see Sub-questions of A/4 in Table 3.2*).

The highest percentage of comments literally denoted the type of English that is needed in the working environment under study. Whether they were able as technical employees to solve Java related error messages and error codes or not and

whether English proficiency went hand in hand with their programming ability. Regardless their job category, the general consensus that reigns among the employees is that English is the de facto language of technology in general. Further comments seem to consolidate the above mentioned role, justifying therefore, its need in the target environment researched. They literally denote English as a necessary 'tool' and additional 'professional skill'.

In departments where English should be used on a regular basis, IT departments of settings in hand, the strategies and resources reverted to in English usage consist of both material and human resources with the purpose of handling difficulties; achieving successful communication; and striving for work efficacy. Material resources include translator software and technical and/or bilingual dictionaries while English non-proficient employees represent human assistance and resource. At this early stage of systematic findings presentation, it is too premature to provide a detailed account on how such strategies and resources are deployed.

4.5. Discussion of the Findings to Answer the Research Questions

The present section proposes an overall discussion of the findings in an attempt to answer the research questions in the light of the hypotheses formulated. The findings will be discussed in a way to answer the first research question addressing the extent to which English is needed in the workplaces under study; then, the second and the third research questions enquiring employees' current language and technical language abilities, lacks and wants. However, because the fourth research question is mainly concerned with the pedagogical implications of the findings, the present section will provide some brief suggestive hints, in this regard, that will nevertheless pave the way for a more thorough answer to research question in hand in a separate section entitled 'pedagogical implications'.

4.5.1. English for the Workplace vs International Business

Part of answering objective or target needs uncovering the specific or utilitarian purpose(s) for which research fields employees need English, it transpires from the findings that the use of English in the case under study originates from the

macro-level target need that consists of business transactions and partnerships with NS and NNS participants. This analysis of authentic exemplars of language use was not devoid of pedagogical intentions, it rather can be proposed as ESP teaching tasks/materials. This will be the topic of the practical pedagogical implications of the coming section.

The invoked scientific, technical and economic activities in business at the macro-level result in English being considered as "*the accepted international language of technology... [inter alia]*" (Hutchinson and Waters (op. cit, 306). For professionals working in business contexts, the need to English projects is 'a *clearly utilitarian purpose of which there is no doubt*' (Mackay, 1975, p. 24, cited in Upton, 2012, pp. 24-25), which is professional success. Regardless this target needs emerging from EOP settings, studies in the field of banking and tourism have already pointed to the importance of English as an international language of science and technology.

While primarily reading-oriented, it is the technical English that IT department employees need to be first proficient in it in order to develop their specialist knowledge in programming abilities. Reading seems to be the priority task that projects them as real world readers with an authentic professional purpose behind reading authentic materials. Such authentic professional purpose consists of technological transfer and creation of new knowledge. To this end, the elements in question need to be constantly abreast of the latest technological innovation.

Besides the afore-mentioned need to English, the considerable frequency of international communicative events with foreign business partners seems to be another quantitatively and qualitatively verified objective need indicator. Furthermore, the employees projected, throughout the interviews, questionnaire and desk research sample, their awareness of the international business status of English. In other words, the findings would seem to suggest that this English-medium communication is not only limited to NS but also among NNS as confirmed by many researchers into EOP settings (Handford, 2010a; Huhta, 2010; Bargiella-Chiappini et al., 2013; Cohen, 2001).

The international business lingua franca status of English is asserted. English is de facto language of business transactions in Algeria (Cassel Johnson, 2012, as cited in Bargiella-Chiappini et al., 2013). This worldwide importance of English in the specific sector industry has an influence on the corporate language strategy (recruitment conditions or else public signage) that the initial ethnographic insight has shown in background chapter. Another evidence of the international status business English communication that national engineers are familiar with came to the fore in the present.

4.5.2. Difficulties in Oral Communication

While the major lacks seem to lie within the oral-aural skills- may be because the nature of work requires using English more in reading and writing as shown earlier- respondents had reported to face difficulties in oral communication situations that entail putting the above mentioned skills into practice. These situations include telephoning, electronic communication and/or transaction along with troublesome NS and NNS accent. Stopping likewise at such challenging instances of TL use is an attempt to give priority to *'the absolute essentials'*, following (Dudley-Evans and St John, 1998, p. 126), for more selective eventual pedagogical focus. These troublesome situations are properly discussed thereafter.

4.5.2.1. Problematic Telephone Conversation

Telephone conversation was reported to be one of the difficult communicative tasks by telephone operator staff in both banks and hotel back offices⁴. The one involved in telephony appears to be less resourceful than in writing, and to a lesser extent, meetings. While they had been reported to activate some resources such as online translators, this could not be used to help find the right words when telephoning. This particular finding gives credence to Falter's (1991) general observation that the resourcefulness when it comes to speaking English is reduced if compared to the usual reading and writing tasks. She confirms that the tasks that entail speaking require more autonomous use of the language than the other skills.

Similar findings pointing to trouble source that oral communication represented of which telephony is one of the hardest-to-handle tasks appear in Louhiala-Salminen et al (2005). Additionally, another cause is likely to be linked to the time constraints whereby the immediacy of communication does not allow for a larger time span to think of one's words. Based such findings grounded in authentic workplace experience, a more reasonable assumption is that the source of difficulty lies in the ignorance of the discourse conventions governing telephone conversation and ready-made expressions to be activated in real-time telephone conversation rather than with specialist content and its language. This seems to confirm the hypothesis that the English needed is a blend of both specific and interpersonal language.

While being acknowledgeable of the limitation related to the findings about problematic telephoning, that were not as richly covered, as it was the case for the main findings, triangulating the perspectives addressing telephone conversations can, nevertheless, lead to tentative pedagogical implications for practice in subsequent sections with the aim to remedy for such lacks.

4.5.2.2. From General Conversation Topics to Domain-Specific

Cohen (2001, pp. 89-91) confirms that the use of English for international business communication be it '*commercial, scientific, technical*' is more successful when it is used in a '*mechanical way*', with '*limited vocabulary*' and '*clearly understood conventions*' whereas for rich, complex communication, other skills are needed. One reason of problematic general communication, as put forth by Ferguson (1997), is that when specialist knowledge is absent from the content communicated, understanding of the message is made difficult. By the same token, Koester (2006) confirms that familiarity with restricted 'discourse', not allowing for effective communication outside vocational purposes, presupposes that the professionals, who are familiar to specific technical communication, find it hard to adapt to others. Additional findings pointing to the unproblematic specialized terminology as opposed to trouble source oral communication of which small talk -then telephony- were the hardest to handle also appear in Salminen et al (2005).

In brief, the specific competence of informants in question hitherto discussed is reestablished again, reflecting Huhta's (2010, p. 17) claim about the '*narrow utilization focus*' that consists of using English for professional communication only. On the other hand, she terms English use for general communication that departs from, say, technical or business topics, as '*the broader utilization focus*' that is, supposedly, attained after many years of contact with the target language users. It is this broader utilization focus around which general conversation topics revolve.

4.5.2.3. Problematic NNS Accent

The problematic issue of either NS or NNS accent seems to be closely linked to unpredictable communication situations that national professionals are found to experience. The study has shown instances in which the sample population in question confronted conversations with NNSs where they found themselves unable to understand the shift to general topics. The complexity of such unpredictable events lied in the speakers' talk about topics out the professional contexts. In that case they used new words and new expressions that the national interlocutors did not know and were not accustomed to.

Similarly to what Huhta et al (2013) noticed, such '*overlapping discourses*' in which the listener is the next speaker, seem contribute to the complexity of the situation. Because authentic workplace experience makes that communicative events engage a complex set of skills (such as listening and speaking in this case), there is a strong case for reflecting through complex instructional tasks, the complex communicative activities reflecting such workplace realities in the ESP classroom.

With reference to the reported easy-to-handle communication with NNS, the present findings also resonate with Handford's (2010a) investigation whose international professional informants '*find it difficult to communicate successfully with US and UK than with continental Europeans or Asians*'. Interestingly, Handford's subjects similarly state that the cause is the '*insufficiently enunciated language*' of NSs (p. 247). Problematic NS accent has also been confirmed by Rogerson-Revell's (2007) subjects. Hence, the present finding contrasts with that of Miglbauer (2014a, 2014b),

postulating that the non-native speakers' accents were problematic. That said, problematic NS accent as one of the '*aspect of NS language which are unhelpful to NNSs*' that Dudley-Evans and St. John (1998, p. 54) evoke as evidence of the *international* use of English as the language of business communication in the researched contexts.

In spite of the above-mentioned established international business English status, one of the learning needs (training expectations) that especially banking sample⁵ population evoked is to be exposed to the NS model. These informants seem to project the idea that learning English in artificial classroom settings with NNS teachers is but a waste of time. At the same time, they are yearning for more opportunities of authentic English conversations with those who speak it as their first. This statement is decidedly based on a negative experience as regards the Chinese and Turkish reported NNS accent.

It can be argued that expressing such a learning need clearly translates certain need to cope with the weakness in listening; in order to be more familiar with NS or NNS; and, hence, becoming effective international communicators. This issue will be discussed in details in the pedagogical implications. In parallel, the increasing space that NNS interaction is occupying in international business communication requires ample pedagogic consideration in verbal rhetoric interaction. The present research that has thus far provided some insight in this issue will include practical teaching tasks. It should be granted importance in ESP teaching and training.

4.5.2.4. Automatic Translation as a Process-oriented Strategy

The use of automatic translation in communication was found to be one of the available resources those with low technical English proficiency resorted to, to handle their language difficulties and have their work done. With the advent of Information and Communication Technologies (ICTs) and the internet in particular, electronic communication or online translation software application proved to be particularly user-friendly and easily accessible via many technological devices. While revealing an interface between English as an international language of business and technology and

French as the default working language in the workplace under study, the results would seem to indicate that machine translator enters into play when English is used for business communication.

Generally speaking, receptionists of electronic information in banks⁶ and hotels revert to English-to-French translation in relation to reading tasks, when reading incoming emails sent by the foreign partners, technical reports or manuals. From another part, French-to-English translation also seems to be related to writing tasks, mainly when responding back to an e-mail query sent by the foreign partners. As evidenced from the questionnaire and the interview data, automatic translation seems to be a straightforward solution to cope with immediate difficulties in English usage. By using the translator to fill in immediate gaps in English knowledge, these users seem to find immediate issue in having their work done. Without the translator, most of them would not have dared take risks to process technical texts and documentation or participate in email communication with their international business partners.

Unexpectedly, the findings show that the employees' reliance on translation⁷ has made of the latter a process-oriented communicative task. Interestingly, many researchers into EOP use including Chew (2005), St John (1996), and Louhiala-Salminen (1996, cited in Brown, 2016) report on translation as a regular business task. Rana (2016) similarly stresses out that target source languages proficiency and technical expertise are necessary conditions for the translation of technical texts. Hence, skillfully using translation as suggested by the present findings and corroborated by existing literature does not seem to be an end in itself but a process-oriented or learning need that emerges out of real-life use of the target language.

However, in line with Lavric and Back's (2009) observation in another professional setting, non-expert workers' doing the translation themselves may run the risk of being caught in the trap of mistranslation. Hence, instead of helping the novice reader understand the content, mistranslations or poorly translated documents may represent a barrier to knowledge access and information sharing. Similar findings

about deficient translations are reported in Kankaanranta's and Louhiala-Salminen's (2013) study.

As explained by Poncini (2002), Lavric and Back (2009), the reason for which automatic translations are not that technical is that they do not faithfully replicate the specific terminology of the original specialist texts. This is why, the general attitude prevailing is that it is more advisable to read technical sources in the original English version rather than translating them; poor translation means '*poor communication effort*', to borrow Poncini's (2002, p. 22) words.

In a similar authentic and globalised professional context, where foreign languages use is an essential tool for getting their work done, and in view of the findings related to problematic machine translation as a process-oriented communicative task, specific training comprising some translation tasks will perhaps be more profitable to the Algerian industry and its workforce. Among ESP materials, translation forms part of the lesson outline besides vocabulary, reading, grammar and so on.

While translation tasks are usually used to assess specialist language proficiency, Pouya's (2015) experimental research established a positive relationship between the high English proficiency of ESP students in their specialist field and their good performance in translation tasks. This workplace-embedded finding is consistent with other studies (the case of engineering for example) investigating the strong relationship between technical English proficiency and translation proficiency (Hatam and Shafiei, 2012). This seems to be another proof that specialist language and specialist knowledge cannot be divorced (Hyland, 2007).

In sum, it transpires from these findings based on authentic workplace experience that the added value of translation tasks mirrors the same processes that Pouya (2015, p. 6497, citing Keenan, 1978, p. 13) reported as '*inherent to translation practices*'.

4.6. Research Implications and Recommendations

Part of answering the fourth research question, this section proposes the practical implications derived from the present research results. While proposing some implications for course objective and content, it marks the scope of the findings in addressing both the EAP and EOP contexts. Similarly, different course content and objectives are proposed according to learners' level.

4.6.1. The Importance of Employees Input for ESP Course Design

As informed by the findings of the questionnaire that replicated themselves in the interview and authentic samples of desk research, the participant category of staff is in need of English training that is tailored to the target communication tasks and difficulties experienced. Both banking and hotel adult agents being aware of their lacks and wants are more a valid source that informs course development. This can be instead of relying on abstract intuitions of course designers who are far from the workplace (Long, 2005). Learners must have a say as regards the course content and materials. ESP trainers in the company training centre should be aware of the fact that student input is crucial to the successful design of an ESP course in any context, to lend support to Edwards's (2000) remark.

4.6.2. Implication for ESP Course Content

Considering the professional need to possess more general language skills- as part of assuming occupational tasks- questions the feasibility of including general language and communication skills in ESP training or teaching. This opens the debate over the feasibility of adopting 'the wide-angle approach' to ESP instruction while the latter should normally address the immediate needs and use related materials (i.e., 'narrow-angle approach') (Upton, 2012, Anthony, 2011). This is even debatable in EAP contexts in particular, where the ESP teacher should try to address future needs through preparing learners to the future complex and unpredictable work situations.

However, following Belcher (2006), ESP teaching or training approach should be centred on what learners need. For example, based on findings of the present study, technical employees (IT departments) need 'a narrower angle perspective to ESP course', i.e., a more specialized ESP focus in terms of skills and communicative tasks.

Their priority is to understand and be involved in technical communication, mainly through reading and practising computerized programs (*see desk research findings*).

From another pole, the present research as '*guided by what the needs analysis suggests*', it is one of the '*cases [that] certainly exist*' according to Robinson (1991, p. 4) '*where apparently general language and content are best*' for a tailor-made ESP course meant for experienced employees. Here, the specificity of the ESP is not necessarily related to specialist language and content. This being the case, the assumption that ESP courses should always be '*very specific*' and only limited to the specialized – here technical employees– context (Crobie and Rica-Heke, 1991, p. 25, cited in Upton, 2012, p. 22).

The pedagogical implications of the present research are directed towards both EAP and EOP. Following Johns and Salmani (2015), implementing the present research findings into EAP contexts for banking and tourism students will be considered in terms of '*just in case*' pre-service training approach and ultimately targeting a wide- angle curriculum. In parallel, in EOP contexts, ESP training is reflected in Dudley-Evans and St John (1998, p. 148) '*Immediate*' versus '*delayed needs*'. For in-service EOP training, addressing such immediate needs is only possible with homogenous groups. This is because the present findings helped categorize the trainees according to levels that were in fine tune with their work experience. Ample discussion of both pre-service (EAP)/ and in-service (EOP) training is proposed in the following sub-section.

4.6.3. Implication for Teaching Graduate Students

The findings can be valuable for university ESP teachers (either in economics or tourism specialties) towards students helping them provide industry-ready graduates. The findings that the present needs enquiry has revealed are also significant for English language tertiary preparation in terms of informing the ESP university programmes about the future workplace communication needs of these students, not only in terms of executing their daily tasks but also for their '*career advancement*'. In line with other researchers' position⁸, the role of ESP teachers is to develop the language skills needed and based on the students' future professional requirements.

Here, priority should be given to technical reading from the moments that this task is not only an academic or study skill but extends to the professional life. Alternatively, oral communication is also to be proposed (just in case of delayed approach). In the domain of banking, as cited in Madkur (2018), it is found that the students need actual materials relating to their major. These actual materials are expected to encourage the students to study English well. It also found that the lecturers for the ESP course must be a lecturer from the related department finding (Aprili, 2012). And in the field of tourism, Bobanovic and Grzinic (2011) cited in Hadj Djelloul (2020), argue that the development of language skills is essential for a good communication process.

4.6.4. Implication for Training Novice Employees

As far as pre-intermediate level employees (with less than five years of work experience) are concerned, starting by teaching them more specialized language by proceeding from specific to general English is an attempt to reflect the present research findings. To testify their need to acquire technical English is manifested at earlier career stages along with their developing specific professional expertise. The present research-grounded suggestion concurs with what Williams (2014, p. 144) proposes:

“From a pedagogical point of view, then, it may well make sense when teaching non-native speakers to do the opposite of what one would do if one had a group of native-speakers wanting to acquire a specialized knowledge of a subject, i.e., start later stage once the non-native speakers had acquired the necessary linguistic skills and technical lexis.”

4.6.5. Suggestions for Course Objectives

The course objectives must provide a ‘*high surrender value*’, by offering the practising employees of different levels the opportunity to put into practice what they learnt in their authentic work situations (Edwards, 2000, p. 292). The course would work on improving the skills of reading short articles related to banking and hospitality industries’ technology, reading language guide codes for programmers, writing e-mails and reports and listening to the language used by both native speakers and non-native speakers in meetings and small talks. The final aim of the course was to continue to build both specialist and general vocabulary. Of course, the employees’ level (pre

intermediate, intermediate or upper intermediate) will define the main course content as appeared in the following table.

Table 4.1.

ESP Course Objectives by Employees' Levels

Levels	Tasks functions
<p>Pre-intermediate: Know some vocabularies and can understand some words and phrases in written and spoken languages. Does not use the TL much in reading or writing because it takes time.</p>	<p>Reading Technical texts (articles, technical specifications, manuals). Translation as a process-oriented task. Vocabulary: Workplace terminology/ visual aids for reading comprehension and information transfer.</p>
<p>Intermediate Understand technical texts and parts of technical conversation. Manage daily work situations with help.</p>	<p>Business writing (e-mails making or responding to written enquiries; using devices, etc.). Effective communication. Meeting: interrupting politely, listening actively, clarification and repetition request, asking for more details, expressing views. Telephone Conversation: making and responding to technical enquiries; giving feedback; making meeting appointments, scheduling a visit; reporting on a mechanical/technical defect. Presentation of a Technical Process Doing the presentations with visual aids Listening to a presentation. Listening to Authentic Meetings, different accents Awareness raising tasks. Interpersonal communication skills and strategies. Process-oriented skills.</p>
<p>Upper Intermediate Understand technical texts; Manage daily work situations without help; can be active participant in interaction for a limited period of time.</p>	<p>Shifting from professional to general topics and vice-versa. Listening to NS fast speech. Unordinary work situation management (socializing in business situations; Small talk). Listening to general conversation topics (regular accents/ English varieties)</p>

Note. Based on “Needs analysis for language course design: a holistic approach to ESP” by M. Huhta, K. Vogt, E. Johnson, & H. Tulkki, (p.89), 2013, Cambridge University Press.
<http://hdl.handle.net/1959.14/281760>.

The table above illustrates a task based syllabus organized according to tasks sequence as informed by the findings, which range from specific tasks of reading to more general or interpersonal-oriented communicative ones. Following Brown (2016, p. 50), the evolution of such task-based syllabus abides by the employees' advancement in professional career reflecting therefore '*a sense of chronology*'.

Noteworthy is the possibility to adopt the above suggested course objectives for students (according to the specialty: either banking and finance or tourism). In this case, the main course elements to be emphasized for immediate use are the ones devised for pre-intermediate level (i.e., reading and translation tasks). Concerning the remaining tasks and communicative functions above originally devised for intermediate and upper intermediate students, they can be introduced to them through a 'just in case approach' in a way to prepare them for the future workplace. The subsection below is an elaboration of the main elements of the above proposed table.

4.6.5.1. Teaching Technical Communication

Generally speaking, the informants who show difficulties with specific matters are those inexperienced newly entrants still in the process of learning about their profession. Addressing the weaknesses in technical English, for inexperienced employees of the research fields under study, is only efficient when ESP ensures that language teaching and learning, following Hyland (2007), goes hand in hand with teaching and learning of the profession. For Reimer (2002), although it is not the same research field of the present study, English for specific purposes has to focus the learner's attention on the particular terminology and communication skills required in the international professional field. Following Dannels (2002), also in a different context, the ESP teacher has to make learners apply the research-informed criteria (simplicity, information-oriented, visually reach) of technical communication in their language practice.

As cited in Caissie (1978), technical English is "an artificial language that emphasizes certain language conventions not common to standard English". If these conventions are not common to standard English, where then may they be found? Generally they are found in technical journals and texts. Mentioned in the same

source, “It is important to point out that technical English not only uses special terminology and jargon, but also employs a variety of sentence constructions in place of more common phraseology (Ford, 1974).

She stated that technical terminology involves specific terminology, fixed phrase structures and everyday words which have been given special meaning. Then, the vocabulary can be difficult in that while one word can have a variety of meanings, each of those variants can have a precise and a unique meaning. Take, for example, the programming language keywords in the technical side of IT departments in the research context in hand: float, long, private, public, short, install, save and test (*Java and Mocha keywords*); while at times they may be used interchangeably with other similar words in conversational English, in technical English they possess distinct definitions. To the ESL teacher who is said to be having a list of synonyms at hand, the exacting nature of these technical vocabularies in technical English is an important consideration. The equivalent of these technical terms in both languages (Arabic and French) is also crucial and of great demand

4.6.5.2. Translation as the Second Reading Oriented Objective

As stated earlier, translation tasks were revealed to be a trouble source that in turn discouraged inexperienced elements mainly from reading authentic materials. Among the course objectives that may be devised for inexperienced or even for students, translation should be granted ample consideration. Following Pouya (2015), ESP teaching methods (in attempting to meet specific needs) can help reduce the difficulties that students or trainees experience while reading original English documentation, the aim behind using translation activities is not to train them to be translators, hence to consider translation tasks as ‘process-oriented’ rather than ‘product-oriented’. Instead, the aim is to prepare them for reading and understanding technical texts. This is possible via some ‘*information transfer and awareness rising*’ activities to the surface realization of the structure deep meaning that Pouya (2015: 6498) already found fruitful.

Particularly in case foreign languages are learnt for specific purposes, the view of translation as ‘*the most effective means of learning*’ (Mertens, 2009, p. 101, cited in

Rana, 2016, p. 279) is indisputable. Having précised through activities the objective of heightening awareness to foreign languages similarities and differences, this does not mean that the method for achieving those activities has to reflect the traditional Grammar- Translation method, in which the chief purpose is to passively master isolated grammar structures and vocabulary without any communicative purpose (without the ability to transfer the skills to reading new unfamiliar texts). Instead, translation can be taught by adopting a genre perspective in approaching technical texts, by notably raising students' awareness to the specificities, thus far uncovered, of technical texts (simplicity, brevity, directness, etc.).

Trainees and/or students can be meaningfully and actively engaged if the translation tasks are introduced through problem-solving tasks. However, in so far, we have been talking about translation whose content is highly technical; what about the other form of technical translation which has to do with the translation and localization of software strings for user interfaces. While the user interface may seem to be in simple language, the translator needs to know how to handle strings that are being interpreted by a program. They also need to know the terminology and expectations required by software strings in another language. Localizing software, applications, e-programs and incorporating programming languages in technical services require a certain amount of technical know-how.

4.6.5.3. Teaching Interpersonal Communication Strategies

Generally speaking, when addressing the issue of communication skills in the workplace, we find that they are either equally important, or there is a dominance of one skill over the other. Oral skills are often more significant because they are used more frequently on the job or because they are part of the workplace culture. New Information Technologies are also influencing this issue, in so far as SMS, e-mails and business reports tend to make writing skills more important.

Drawing on the findings, most of the interviewees raised the importance on what Anthony (2011), citing Dovey (2006), qualifies as important communication skills that are valued in the '*new knowledge economy*' (p. 8). In this vein, the teaching application that is suggested, following Anthony is to teach new entrants to global

industry or to train them on the communication skills that enable them *'to learn how to learn'* (Gee et al., 1996, p.165, cited in Anthony, 2011, p. 12).

Of course, providing authentic instances (through video or audio recordings) of the language generated by the employees' working in their offices is much better (Edwards 2000, p. 269) than relying on the employees' feedback since they constitute *'authentic'*, *'current'*, and *'motivating'* materials. However, relying on the insider knowledge of work-experienced learners is assumed to be far better than imagining materials (Long, 2005, Huhta et al., 2013).

In the absence of recordings, trainers can make use of modern business communication textbooks (Handford, Lisboa, Koester and Pitt, 2012) that tackle interpersonal communication skills, mainly the communication strategies of listening actively, asking questions to ease communication. Repetition and clarification requests are considered as a communication strategy by many business communication textbooks (Cotton et al., 2011, Handford et al, *ibid.*). *'Politeness'* strategies are one example of effective business communication in Munter's (2007) business communication course book. Therefore, one crucial strategy in teaching interpersonal communication in a business context is the:

A. Availability of Materials

However, the mainstream textbooks in the 1980s typically rely on sample letters and sample phrases to be used in "standard" situations (Jenkins and Hinds, 1987). The trend continues into the 1990s, and Business English Communication is still too often treated as a store of phrases and idioms separate from the actual business world and professional skills. Despite the abundance of materials for the teaching of Business English Communication in the 1990s, there are very few Business English textbooks for tertiary education, which would meet the needs of the new skills required by the corporate workplace (Louhiala-Salminen, 1996). In their attempt to cover the widest possible market, they aim at wide applicability by presenting standard solutions to standard problems. In this they rely heavily on the tailor-made or imagined business situations which sometimes focus on out-dated business materials and concepts. In classroom, lecturers are usually more dependent on the textbooks. The students as pre-

experienced learners have to imagine the situations and deal with the materials that are neither authentic nor tailored from the authentic materials. It takes time for them to grasp the business situation or sometimes they do not reach the context before the class ends. Therefore, the use of authentic materials can be considered as one of the key approaches to the teaching of Business English Communication. It is also recommended to adapt the authentic materials or tailor them based on the students' language needs.

The employees under study are among the practitioners working in Business English all around the world, and the nature of ESP means the existence of substantial amounts of unpublished and published materials. These materials are categorized as Business Communication Skills, Business contexts, English Language or Business Studies Methodology. Within ESP, the largest sector for published materials is that of Business English. A major supplier of English as a Foreign Language teaching materials, the English Book Centre (Summertown, Oxford, U.K.), lists more than 150 titles under business, banking and secretarial categories; and there are some 120 titles under all the other ESP headings, including EST, medicine, computers and telecommunication, agriculture, engineering, law, hotel, catering and tourism, and study skills/EAP.

Earlier in the 1970s, EBP were first published in any number and the attention was directed mainly to written language. Out of 30 textbooks chosen for a research study in the mid 1980s, "sixteen-90 teach some oral English" (William, 1988, p.48). Of those 30 books, there is only a handful concentration on written skills. Significantly, English for Business currently accounts for nearly all the new publications in ESP. This is exemplified in the table below drawn from the 1994 U.K. catalogues of six of the major EFL/ESP publishers. It is clear that the BE market is seen as a growth area by publishers.

Table 4.2.*Major EFL/ESP publishers*

Publisher	New EBP books	New books in all other ESP areas
Prentice Hall	13	1
Heinemann	1	0
Penguin	2	0
Nelson	1	0
CUP	2	1
OUT	2	1
Totals	21	3

Note. Reprinted from “Report on Business English: A Review of Research and Published Teaching Materials” by T. Dudley-Evans and M.J. St John, (p. 24), 1996. University of Birmingham. UK. <https://www.ets.org/Media/Research/pdf/TOEIC-RR-02.pdf>.

There are a number of books accompanied by audio cassettes covering oral skills and also some video-based materials. In addition, CDs as well as cassettes have begun to be introduced; for instance, *‘Heinemann’s Telephone Skills’* by David Hough has an audio CD. The books are mostly single-volume, but there is one series, Longman Business English Skills (LBES), currently consisting of eight books, covering the spoken skills such as: telephoning, socializing, giving presentations, taking part in meetings and negotiating. The written skills, such as correspondence and report writing, are also covered by a number of single-volume publications, but there seems to be less demand for these.

B. Supplementary Materials

As BE comes of the age, the range of supplementary material is increasing. In this category fall some of the single-skill books, those that provide grammar or vocabulary support. One of these is *‘In Print’* (Revell and Sweeney, 1993) which adopts a realistic approach to reading skills. Each unit of this book contains several documents from various sources and exercises for understanding and learning from the texts. Two speaking-skills books are: *‘Speaking Effectively’* (Comfort et al, 1984) and

'In at the Deep End' (Hollett et al, 1989), both of which provide a wide variety of activities. The topics are akin to those of a general Business English course book wherein there is a language and a vocabulary focus. *'Executive Listening'* (ed. Waistell, 1993) comprises topics which cover general Business areas such as travel arrangements, banking managements, business topics and business communication skills topics such as handling meetings. Some of the supplementary vocabulary work develops basic vocabulary on general business topics (*Business Words*, Howard Williams and Herd, 1992) or business areas (*Build Your Business Vocabulary*, Flower, 1990). Other materials help the learner with idiomatic expressions prevalent among native-speaker business people (*Business Idioms International*, Goddard, 1994). Vocabulary acquisition is also increasingly stressed by many practitioners, particularly in recent years, business verbs and collocations. *'Build Your Business Vocabulary'* emphasizes collocation, as does the individualized learning approach of *'Business English'* (Wilberg and Lewis, 1990). This is besides activities of sharing ideas through games, card games, icons and pictures.

The textbooks that have been produced clearly draw on valuable experience and good teaching practice. They are well-presented, thereby inspiring confidence in the professionalism of the course and its teachers, a key factor with business people. They also exhibit a good feel for what will work in teaching situations and provide a variety of activities for classroom use or self-access work. One of the needs that the respondents face is the availability of the like books in their training cycle and at their workplace. Therefore, this problem should be taken into consideration by managers at the workplace and ESP teachers in the training centers.

C. Materials for the Future

The more revolutionary development for materials is CD-ROM, Paul Brett of the University of Wolverhampton has produced a CD-ROM package entitled *'English for Business: introduction to a company'*. This offers interesting opportunities for students to self-select to work on lexis, grammar and functions at several levels of complexity. Self study is an important aspect of Business English learning situations. These new technological developments offer interesting possibilities.

Language Training Services were among the first to recognize the need of the market for non-traditional classroom materials and the LBES is designed as self-study material. The volumes are slim with an accompanying CD, and the design is not typical of standard textbooks. The business person does not feel that he or she has been transported back to the school classroom.

Framework materials are increasingly used by practitioners. These are ways of structuring ideas for encouraging learners to work from their professional knowledge and expertise rather than presenting them with predigested materials. The first set of framework resource material was that of (Reed and Nolan, 1992). They suggest that when *“information has already been selected and processed by an outside agent; course participants have a limited degree of investment in the idea ... with implications for the amount and range of language to be practised and learnt”* (1993, p. 9). The potential of frameworks is similarly viewed by the authors of *‘Teaching Business English’* (Ellis and Johnson, 1994) as they devote nearly twenty pages to a chapter entitled “Framework Material”.

Business English courses should be ESP courses and be tailored to the needs of individuals or small groups. The proliferation of Business English material makes it difficult for teachers to systematically select appropriately from the wealth of different materials. The ‘Complete Business English Course Generator’ (Nelson, 1994) provides a computer- integrated system for linking needs analysis to course design and into material selection. The database covers all the categories of materials mentioned before enabling sound sampling and choice.

4.6.5.4. Professionally-Training Listening Comprehension Tasks

The types of micro tasks that the sample in question practise to develop their listening comprehension are, as Dudley-Evans and St Jones (1998) suggest, related in situations which the listener is a potential speaker as when participating in meetings, technical discussion, or presentations. Because employees of different levels and work experience expressed different types of listening comprehension needs, different types of listening comprehension tasks are equally proposed to cater to their immediate

communicative needs or challenges. Hereafter, they are detailed according to two major levels, i.e., intermediate and upper- intermediate levels.

Because professional talk turned to be difficult to understand for intermediate-level due to problematic NNS accent, exposing trainees of the same level to authentic materials that illustrate relevant international events would be beneficial in many ways. Materials may need to include audio or video records of Americans, British, etc. professional talk, following Frenco (2012), to familiarize them to these difficult-to-understand accents. Alternatively, because the study has also shown that the national professionals under study have been found to use English with NNS, there is a strong case for awareness-raising to NNS English language use through pedagogic materials, to align with Handford's (2010a) suggestion.

Sensitizing trainees to other existing English accents and varieties is not meant to help them avoid the pitfalls of NNS misunderstanding. As discussed earlier, the present study denoted how the need to the NS accent was present among the researched community¹⁰ as an ideal that needed insertion in the teaching materials. That came out of raising the latter's awareness to the new realities of the workplace that enforce changing perception over 'NS' norms. Following Handford's (ibid) pedagogical suggestion, to help- here, professionals and students adapt to the global workplace requirements where English holds an international business status, ESP teachers have to equip them with the requisite *'dynamic skills-set which enables the learners to navigate successfully through communication international and intercultural situations, at least with regard business situations'* (p. 247).

To illustrate with practical teaching tasks, getting language trainees to *notice* NS and NNS both divergent and convergent communicative practices and conventions of use is the initial step towards awareness-raising that, in turn, reduces misunderstanding. Apart from that, exposing the trainee- to authentic work situations that include different (oral) business genres, where both NS and NNS participate, is a way to familiarize them with the communicative activities that they are likely to encounter at work.

As evidenced from the findings, international business situations seemed to afford online TL learning opportunities to active listeners. This is why: additional listening tasks could be suggested to instruct the trainees for picking up from the audio material some recurrent lexical phrases that they would employ in business interactions.

4.6.6. Implication for ESP Teaching Methodology

Be it general or specific, the way in which the above-mentioned is to be introduced for ESP learners (learning materials choice) and how they are practised (practice) is of equal importance. Here, the present work argues in favour of the use of content-based and authentic learning materials that reflect as much as possible the local realities of the target language use whereas awareness-raising/process oriented activities and authentic data-driven tasks can form the basis of classroom practice.

4.6.6.1. Authentic Teaching Material from Real- Life Workplace

The authentic data and findings of the present study can form the basis for developing authentic materials and tasks. The specificity and the uniqueness of local (in-house) produced materials lies in their authenticity reflecting the real- life, local professional contexts of language -in-use which, according to Robinson (1991, pp. 56-58), they *'have greater face validity in terms of the language dealt with and the contexts it is presented in'*.

Observing authentic instances of the language generated by employees during their work is far better than imagining material (Williams, 1998, as cited in Edwards, 2000). Most importantly, via authentic materials, learners will be introduced to authentic language whereby useful vocabulary, structures and functions can be learned then practiced. Edwards (2000, p. 269), owing to his ESP teaching experience in international companies, confirms that *'[t]he use of authentic, current material is clearly appreciated by ESP students and is an important motivating factor in their learning'*.

4.6.6.2. Pedagogical Suggestions for Telephone Talk

Because telephone conversation has been found to be problematic from the informants' perspective, it should be granted interest in ESP training. From the feedback provided by the employees who are/were enrolled in a language course, the seemingly theoretical or purely didactic means utilized offered no opportunity to practice the language. Role plays can be used to raise the learner's self-consciousness about his language behaviour (Reimer, 2002).

Materials must reflect the potential problems encountered in real- work telephone conversation (as suggested by the employees). Materials should include audio/video with the raise of the learner's awareness as regards the nature of telephone talk, how it is organized in terms of turn taking, opening and so on. Because receptionists and telephone operators in hotels¹¹ reported to be stuck from the beginning, opening sequences and their content should be given priority. Appropriated tasks to be included in materials are:

- **Role-based tasks:** they are helpful in the management of turn-taking. Students' awareness of turn-taking management tasks effect by practising the role of both the caller and the receiver. In this way, the learners experience how it is like to manage the call from the perspective of the caller as well as the receiver. Pre-sequence strategy tasks: are tasks to practice the pre- learned (reason-for-call sequence) chunks in different situations. For example putting the learners in a situation where 'they have to reserve a room or a suit for a booker' and asking them to practice the use of different strategies before making a response to the call of a foreign client.

- **Story- Telling Tasks as a pre-sequence for request:** Economical story telling as a reason- for- call sequence should be short like a summary. Within this task, the learner should be taught strategies to cope with being cut short by the receiver.

Authentic records of telephone conversations reflecting instances of good practice of the most English proficient engineers could have been better. However, for these adult employees, especially those who suffer from the dearth of English training, are aware of their lacks, and express a high instrumental motivation to learn English,

proposing some practice. In telephoning through these sample tasks will undeniably ensure their cooperation as long as the tasks and activities replicate their work-related doings.

4.6.7. Implications for Education Planners and Training Organizers

Knowing that banking and hotel services represent two economic sectors via which the country is involved in the global market, many specialists informants deliberately complain, and without being asked –as if trying to propose solutions to attain a better English level among the foreign language-local population. While suggesting that this reality should be revisited, English is proposed instead as the international language of technology and business that should be the lead as experience of the participants in the study. As it is already the case in many non-English speakers' countries, this language does not play a subsidiary role in education, nor does it in the influential workplaces.

To researcher's knowledge, the absence of an explicit corporate language policy that specifies the official working language(s) to be used within the company under research seems to tie up with Volsteadt's (2002, p. 101) assertion that views no need to do so, and that language choice at the workplace level may not be considered "*as an act worthy of planning*". Doing the opposite may even be like "*imposing bureaucratic rules on employees [which] was to be avoided in all cases*" (ibid, p. 99).

However, the previously reported reality of international situations seems to divergent with the customary foreign language used among the Algerian professionals in different work fields, i.e., French. This research reported on some bottom up pressures like the employees' perspective towards the importance of English language in the workplace; the way multiple languages (French and English) in the workplace are managed; and the employees' reverting to some forms of –French to English/English to French- translation would seem to suggest that English use should be further encouraged within the workplace so that English enjoys an equal status of a habitual working language as French implicitly does.

As to training, all employees of both research fields insist on English training that is an investment in human resources and will add up to their professional efficiency. However, to respond to their demand for more frequency and content training is just reasonable in the eyes of the organizing staff. This would create gaps in the workforce and prevent working class from accomplishing their professional transaction acts.

One way to cope with this ‘work load’, and following employees’ suggestion, training organizers should be open to the necessity of adjusting their in-service training programs so that it is more tailor- made throughout level to respond more to their needs. It is truly that a serious evaluation of the existing training curriculum did not take effect in this study evaluation. Instead, the training situation has been described through the perspective of the elder- trainees in work. Hence, according to their trainees’ feedback, it is likely that these issues were ignored.

4.6.8. Implications for ESP Teacher- ractitioner

Hyland (2007) suggests that teacher should:

- Think about what is needed and does not just follow a course book;
- Understand the nature of the students’ subject area;
- Work out the language needs in relation to the skills;
- Use contexts; texts; situations from the subject area;
- Use authentic materials;
- Make the tasks as authentic as possible;
- To get a fusion between the classroom and the real world.

Following Brown (2016), the present findings need enquiry to relevance to ESP practitioner- teachers/trainers because the suggested improvement of current program requires:

- Teachers to change their ways of doing things;
- Teachers to do additional work that they did not have to do previously;
- Teachers to relinquish a portion of their sovereignty and independence in their classrooms.

EAP teachers need to cross the boundaries between academia and the working world to reduce the disparities between real world requirements and ESP instruction. EOP instructors similarly have to observe the employees/trainees in their natural work environment in order to develop a better understanding of the different communicative activities within the professional world, and accordingly tailor the course objectives and content.

However, prior to visiting the target professional environments, ESP teachers must be armed with multi- faceted needs analysis that it deemed their primary professional skill¹². To align with Johns et al. (2015, p. 118) – with thirty years of experience in ESP research and curriculum development- ESP practitioners ‘*must be very good learners*’ in addition to being ‘*open, flexible and sensitive to context*’. However, ESP teachers, for whom it is not possible to observe employees in their natural work settings, can benefit from existing research based on target situations such as; watching video records of their interaction or ones from similar contexts.

This is why knowing about the learners’ –immediate or future- target language uses along with contextual specificities requires the ESP teacher to show expertise in empirical methods.

On the other pole, consulting domain professionals is similarly a must to ESP teachers’ (trainers’) involvement with the ‘*non- linguistic fields of knowledge*’, in William’s (2014, p. 4) terms, that is incessantly being recalled in current ESP literature. In the present study, this had been greatly insightful to the researcher as it provided her with sound insider knowledge about the what, why and how the language is used in the professional domain. Equally, ESP trainers are recommended to draw from the informative knowledge of the insiders and especially when present in class. Their collaboration will certainly help inform both the course content and its objectives prior to or during the teaching process to cater for the specific interests and knowledge of trainees.

4.7. Limitations

Some considerations limiting the access to authentic data concern the effort and time consuming. The present research enterprise was for the *individual* researcher. Regardless geographical distance, she individually proceeded to field visits and all data gatherings. That prevented her to record further authentic data, like telephoning for instance. As mentioned earlier, authentic telephone conversations could have been used as the basis for authentic classroom practice.

It is quite necessary to consider a number of limitations to the study that should be taken into account for further researches and studies. In terms of data collection, the period was long but the access to the research field was limited. If facilities were afforded, more banks and hotels would be consulted in the study. Another limitation could be related to the selected research tools. Questionnaires and structured interviews are subjective data by definition, and they can be biased for a number of reasons. One of these is that results reflect only subjective opinions of respondents. What would be interesting to see is whether these opinions concord with other more objective facts and data. Respondents might be reluctant to give true facts about an existing problem; they might drop crucial events and data; as they might keep to the idea that everything is fine which unfortunately is not at the workplace.

In addition, the study was not able to provide a bigger sample because working with only five banks and five hotels with selected number of employees was not enough. A deeper research could be done dealing with more banks and hotels in Algeria. As far as secrecy is concerned, it was not easy to deal with all employees because they regarded getting specific information could be a top secret. Therefore, many of them refused to take part in the study. To collect data from an acceptable number of respondents, the researcher needed ample time but getting access to the selected workplace easily seemed to be the first obstacle and a waste of time.

Triangulation is a key concept in research. In this study, methodological triangulation, which refers to the use of more than one method for gathering data, was selected. Three research tools -questionnaire, interview and desk research- were used

to provide validity and reliability to the results. However, there exist other types of triangulation such as data triangulation which involves time and space. Informants might have other needs, lacks and wants. It is not possible, therefore, to design a course for them without taking into account their needs by conducting a set of Needs Analysis and designing a common syllabus. Moreover, the research was not an in-depth study. It was a kind of general investigation. Therefore, each aspect of this study could be examined solely and profoundly.

The present study has been primarily concerned with highlighting the English target needs from an insider workplace perspective (TSA). Besides this occupational perspective, additional glance at the employees' training experience has nevertheless been possible. However, relying on the current and previous in-service trainees feedback provided partial insight into the training situation. That income from the course could have been complemented by additional perspective of the workplace ESP trainers and training centre manager. This could have allowed for a triangulation of the tackled present needs perspective, too. As mentioned earlier, geographic distance and field visits regulations also constrained such a methodological choice. The aforementioned data collection and analysis procedures undertaken by the *individual* researcher made it impossible for her to visit the training centres, relying, therefore on the only accounts and training experiences of the elder employees within the office.

To cope with these limitation, suggestions for further research proposed in the following section specifically address the possibility of letting the sample population voices heard from another ESP needs perspective –than the one adopted here.

4.8. Suggestions for Further Research

As mentioned earlier, the information gathered through the present investigation has been only an individual enterprise. This caused the researcher to intentionally discard some issues that are nevertheless linked to the broader scope of the present research. The section tackles the issues that would benefit from further study. While sketching the issue of NA, the first sub-section proposes a future look at the in –company training staff for an overall evaluation of the learning/training

situation. Ample discussion of the critical perspective to needs will be proposed in the second sub-section to provide a rationale for future research in this area. The final sub-section proposes a large-scale enquiry into diverse Algerian workplace contexts led by a group of ESP practitioners rather than individual researchers for a wider coverage of the specific English using purposes there. Let us see first:

4.8.1. Recommendations for Developing Needs Analysis

Needs Analysis (NA) has always been considered in the literature the central process and a must-have procedure in ESP course design for it bridges ESP learners' needs to their aims (Basturkmen, 2006; Dudley-Evans and St John, 1998; Hutchinson and Waters, 1987; Jordan, 1997; Munby, 1978; Richards et al, 2002; West, 1994). It is the pre-requisite for objectives since no course can be successfully accomplished unless it begins with whatever data gathering tool for NA; it decisively determines every aspect of instruction that is related to different partners in the ESP enterprise i.e. the content, methodology, priorities and course policy among others in the course design arrangements. Furthermore, it is a crucial procedure that must be processed insightfully since it uncovers all the queries related to learners' reasons of learning and comes up with decisions to be implemented in the course design regarding both present and target situations of learners.

All stakeholders (teachers, learners, former teachers and learners, administrators, etc) should be summoned in one way or another to be practically involved in the process of NA by taking their experience, background and positions into considerations for better interpretations of the findings and hence appropriate decisions. Participatory NA (Robinson, 1991) in which students take an active part in designing course syllabus has shown its effectiveness in motivating students and provoking their interest to learn ESP in their study or workplace environment because the course content and methodology have been better adopted to meet their needs.

4.8.1.1. Setting Clear Objectives for the Target Needs

Any purposeful course with a compelling content begins its design with a well-thought of conception that is interpreted in terms of statement of objectives. The

aim is to draw up a clear map for the well-running and delivery of instruction which basically aims to bridge the learners' target needs to their objectives. Therefore, a successful course meets clearly identified instructional goals that guide learners all over its delivery and motivate them to sustain their learning in their own pace without being lost or confused. At the end of the instruction, students will be able to measure and evaluate their achievement on the basis of the previously set objectives. Therefore, it is highly recommended that the more concrete and specific the objectives are, the more students make sense of the learning. In ESP context, objectives are put in the centre of the process since the course in ESP is seen as goal-oriented that meets learners' needs and establishes meaningfulness of learning.

Robinson (1991) states that students' objective behind studying English is not because they are interested in it or in its culture as such, but because they need English for study or work purposes. In the same vein, Basturkmen (2006) asserts that in ESP, language is learnt not for its own sake or for the sake of gaining a general education, but to smooth the path to entry or greater linguistic efficiency in academic, professional or workplace environments. This means that typically, ESP has functioned to help language learners cope with the features of language or to develop the competencies needed to function in a specific discipline, profession, or workplace. After all and according to what comes before, one can say that ESP is goal-directed, it is an approach to language teaching based on learners' goals and reasons for learning a language as summarized by Hutchinson and Waters (1987, p. 19), *“ESP is an approach to language teaching in which all decisions as to content and method are based on the learners' reasons for learning”*.

4.8.1.2. Multiplicity of Data-Gathering Tools

For convenient results in NA, one ought not to rely on a single data-gathering tool in order to have a wider spectrum of learners' needs (participants in the present study), which might not be fully uncovered unless multiple tools are deployed as questionnaires, interviews, observation checklists, administrative records, tests' scores, assessment reports, learners previous profiles, one-on one discussions and currently online surveys are also deployed to reach a wider population and partners of the

instructional institution. The multiplicity of data gathering tools asserts the inclusion of relevant data from different partners (insiders and outsiders) of institutions or workplaces in general to collect as much as possible input about participants' profiles that might ensure a better understanding of their needs.

Therefore, the above measure needed to be accounted once the researcher of the present study dealt with its findings. Furthermore, it should be regarded once more in future research in order to maintain well-planning process of data analysis.

4.8.1.3. Ongoing Process of Assessment

NA is often conducted as a starting point in ESP course design that channels all the pertinent steps in the design process, including material selection, programme design and assessment methods. It is often carried out at the beginning of the course as a diagnostic evaluation of learners' target needs and proficiency level. However, it is recommended to consider it as an ongoing assessment of the course to see the progression of learners and to have a chance to evaluate the course running and make appropriate adjustments that serve the objective of the course. Hence, pre, while and post NA are required to pace the course progression in different phases.

Pre- NA acts as a formative evaluation of the course in the sense that it aims at collecting data before or at the beginning of the course to assess the present situation of learners and measure their proficiency level in accordance to the course objectives, while Post- NA is performed to measure students' outcomes at the end of the course to see how far they have achieved their target needs. While- NA is often carried out during the course period to have initial evaluation of learners' achievements and make relevant adjustments in the course if needed to fit the requirements of learners at this phase of the course. Therefore, the three stages of NA are indispensable to ensure the well-running, progress and accomplishment of the course and meet students' learning needs and target needs.

4.8.2. Recommendations for ESP Training Staff Involvement in NA

The present investigation has provided the hallmarks of a more focused course based on the practising workers' immediate and delayed needs. Continuing on the NA

process by taking into consideration the teaching and learning settings as well as the ESP teachers' views is regarded as necessary. This future research interest in on-going NA process is triggered by the assumption that *'as students become more involved with the course, their attitudes and approach may change'* (Robinson, 1991, p. 15). On-the-spot modifications of the learning content following the learners' styles requires changing the focus of the future NA investigation to centre around the learning situation rather than the present focus on the target situation of use (professional world).

Similarly, still following Brown (2016), not considering the ESP trainers' views and attitudes while only focusing on the target situation and the main stakeholder group (working trainees) is limiting. For him, ESP involvement in the curriculum improvement enterprise is crucial as:

- Teachers are the individual who must deliver the curriculum.
- Teachers have to live with the curriculum on a daily basis even after any group of current students has left or has been replaced by a new one.
- Teachers, like any other group of people, need to be taken seriously.
- Teachers can easily fail 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.

For all of the above reasons, considering the views of teachers would be an interesting object further research into the same context. Replicating Khaldi's (1995) model to discern the teaching situation will be worthwhile. This includes an examination of the teachers' perspective of the general teaching conditions (including the availability of materials, and so on; the size of groups and textbook); their qualifications, namely in terms of benefited from any previous training in ESP; their awareness of the teaching situation (such as students' level; grouping principle) as well as the students' target working situation (i. e., specific target needs). Likewise, this

evaluation of the training/learning situation will allow for more fine-tuned ramifications or additions to actually proposed course content. However, this will be conditional on training staff cooperation and enhanced access to the training centre.

4.8.3. New Research Directions for Critical NA

Having provided a research-based account –complemented with existing literature – about the representativeness of employees as those who were found most frequently in need to English use, a less prominent category¹³ of Algerian bankers and hotelier employees, have, nevertheless, emerged out of the population. Apart from using their accounts for comparative purposes, the scope of the present research did not allow for a closer focus on these staff in subsequent research stages; while keeping on the same research direction to broaden the present context of the needs enquiry by adopting a critical perspective towards the staff's needs.

Subsidiary data that emerged out during the initial broader exploratory research phase revealed controversial issues as regards those employees which could provide a rationale for future research interest. Though faint but nevertheless existing, they seemed to concretize Vandermeeren's (2003, 2005) concepts of *unmet* needs, or *unconscious* needs. They came to the fore out of objective needs indicators which were in contrast to the general negative attitudes among the administrative –mainly the jurist- staff in banks, F&B (Finance and Business) staff in hotels towards English. This is why the initial rough clues obtained suggestion hidden needs which will be detailed below.

Preliminary findings seemed to suggest that French surfaced as the foreign language in which employees of that kind were most competent. Mention should be made on the French language choice during the preliminary enquiries that preceded any eventual serious interaction and/or transaction. This non-flexible language choice seemed to be debilitating many trade opportunities with potential foreign business partners. Certainly, being flexible and politely complying to the international language of communication in transactions of such kind could have led to more interactions, thus, more business opportunities. Deeper investigation would clarify whether it is low

competence of most of employees in the above stated departments, thus, their feeling of insecurity with English usage that made the French language choice safer; or whether the language chosen for communication was pragmatically and realistically opted for when dealing with international deals issues.

For example, to investigate more about the properties of legal English in the typical banks' files and documents is illustrated by informative insider¹⁴ accounts when explaining at the legal department that the impact will be so major when his bank cannot afford to communicate in English. Even the legal transaction documents to be signed or directed to NS or NNS foreign partners are in French and they are forced to do it in French; the impact of the error will trigger a lot concerning time penalties that they cannot assume. It is not the case at technical side which is somehow feasible because the (technical) word has a range of meanings however the legal word has a very restricted meaning.

While legal English apparently demands a good command of legal terms and expressions to be used by jurist employees in banks; even F&B staff in hotels who sometimes directly communicate in English with the coming partners seem not to possess those specific language skills necessary for passing a contract in English. Meanwhile translation is seemingly problematic for them. This suggests a research interest and a further survey of the existing ESP literature from the part of the researcher.

In particular stopping at the reasons for which one jurist bank member refused to translate legal documents on the belief that *'it is not safe'*¹⁵ will be worth investigating especially in consideration of the high costs and lost business opportunities that the counterpart seems to pose on the Algerian side. Further, an enlightening comment that qualifies this controversial situation was made by F&B hotel manager who postulated that better English skills would solve the communicative challenge without being lost in simplest legal words. This reflects what Vandermeeren's (2005, pp. 162-163) hints as 'subjective need': *'If our jurists were*

fluent in English, each part could be able to clearly explain what is feasible, and exploit all the possibilities to arrive to an agreement and so avoid cancelling contracts'.¹⁶

In complementary with the above allusion to English need, particularly stopping at the same department staff's perspectives of lacks and wants¹⁷ will enable this future investigation to triangulate the data gatherings. Of equal importance, there were some critical needs perspectives that demand further consideration especially that of complaining from reduced training opportunities. Hence, the researcher found controversial research-based explanations that ranged from the training organizers' comments about the absence of self-sufficient training centres to the reduction of training opportunities.

To sum up the above reported preliminary clues, considering the English language needs of the jurist and F&B staff will be the aim of future research along with the status of training for these categories. With all the above issues in mind, properly investigating these issues necessitates more space and research focus than the scope of the present study could have allowed. Supplementary data gatherings exemplifying different types of needs would be required along with examining authentic exemplars.

4.8.4. Integrating English-Based Programming Courses

Computer programming languages are designed to communicate instructions to machines. Most programming languages are designed based on English as a *natural* language, and use sequences of text including words, numbers, and punctuation. Students who are NNS of English are taught programming courses through English as the medium of instruction. This leads to the possible problem that students' lack of language skills could prohibit learning in computer languages. That is actually what happened with IT departments workers of the present study. The lack of language skills could prohibit them from solving error messages and error codes that appeared on screens interface.

Suggesting them as a part of ESP, English-based programming courses are generally more professionally and technically supervised than GE, yet the majority of

NNS of English have a limited access to them due to the difficulty they handle. They are English based. Furthermore, they focus much more on mathematics (Algorithm) than pedagogy.

Part of the analysis was on the programming ability of employees who are NNS of English. A computer programming language is used to create sets of commands that instruct computers to perform specified tasks. Each programming language has its own set of vocabulary (keywords) and grammatical rules (syntax) that initiate a computer to perform several tasks. There are many programming languages in use today and they are classified by their intended domain use. The programming languages such as, C#, C++, and Java (which is the one used in banks and hotels of study) have strong features such as strong type systems and are used by application developers to develop different application software. The software being used by governments, companies, educational institutions, and people have been designed by using programming languages. For example, Java is widely used by programmers to design interactive web pages, game software for mobile phones, and e-commerce applications.

Most of the programming courses that are offered by educational institutions are developed based on industry demand and those are English like programming languages or the programming languages that have English like keywords. For example, Java or C++, which are English based programming languages are taught in introductory programming courses in many universities (Krupan and Bilobrk, 2011). Globalization and internalization of curriculum has influenced the instructional language of the educational institutions. Many educational institutions in Europe, Asia and Africa adopted the English language as the medium of instruction at higher education level (Airey, 2011). The English language has become the “Language of Instruction for Mathematics and Science” and many countries¹⁸ changed their educational system policy to teach mathematics and science courses in English. It is identified that learning to program is difficult and learners who are non-native speakers of English have difficulties in understanding and remembering the keywords of a programming language.

In this context, it was important to examine employees' English language skills in understanding English based programming language's keywords and whether they were relating to their acquiring programming skills. Hence, this study as one of the growing trends in ESP surveys whether English language non proficiency downturn technical workers' programming ability or not. However, through the findings, it was highlighted that English language became a hurdle for NNS who learn programming languages in it. These issues have been considered in recommendations to suggest solutions for English-based programming.

4.8.4.1. Learnability Solutions

Despite the number of obstacles to learning a programming language, many people do succeed. Some manage it through university classes or tutors. Others find help in online tutorials or in books. The question is how to increase the success rate for learning and especially by NNS practitioners. Clearly there is no way to achieve a 100 percent success rate, because the programming problem is intrinsically difficult (Robins et al, 2003). However, by closely integrating learning resources, narrowing the domain, and simplifying the *syntax*, it should be possible to reduce the learning curve for acquisition.

Syntax that is simple to understand is essential for learnability for obvious reasons. Simple syntax is easy to learn and easy to remember, while complex syntax is just the opposite. The question explored here is how to simplify syntax to a degree where it is almost natural for first-language learners but expressive enough to fulfill the requirements of the chosen programming language domain. This can be by:

4.8.4.2. Imitating English Syntax

It has long been a dream of computer scientists and programmers to be able to program by writing in natural languages (Sammet, 1966). It is easy to see why this would be favorable. For example, most native English speakers also know English syntax, and all native English speakers implicitly know English semantics (not formal semantics). Ideally this would mean that first-time programmers would need almost no instruction in syntax or semantics. In traditional programming languages, the first time

programmer would start from no understanding of syntax or semantics and work toward complete understanding.

In other words, the programmer comes to the task of learning a traditional programming language with no knowledge of its syntax. By learning the language, the programmer builds a mental model of the accepted syntactic patterns of the language. Ideally, since there are no examples in the tutorial where incorrect syntax is presented as correct syntax, the programmer does not create faulty syntax models. In reality, the programmer forgets or misreads the syntax and creates faulty models. However, the compiler or evaluator soon alerts him or her to the mental model mismatch, and the programmer rectifies the error, learning the correct syntax in the process.

4.8.4.3. Make Readable Codes by Programmers

The beauty of creating a programming language for which programmers understand the syntax is that collaboration becomes much easier. Anyone with a logic background can troubleshoot the code, finding both syntax and logic errors. This gives the programmer many more potential pairs of eyes to find bugs in his or her code, and is one of the prime arguments favored by proponents of natural language programming (Halpern, 1966; Gawlik, 1963). The programmer also benefits from the ease of explaining the code to those who are interested or need to understand it (ie. manager or colleague). For someone who lacks comprehension skills in the natural languages probably cannot understand a statement like “if add==true: items. append (item)”. Instead, it is necessary to translate this statement into another natural language he/ she understands with semantics that match the semantics of the programming statement. It may also be necessary to summarize, if the programmer is explaining a large section of code (*see Figure 3.5 in chapter 3*). With natural language, however, the programmer only need summarize the code, which is a process with which he or she should be familiar from giving or receiving instructions in real life. This dramatically simplifies the process of transferring the mental model of an algorithm from one case to another.

4.8.4.4. ESP Teacher in an English-Based Programming Context

ESP teachers have traditionally been a controversial issue on who is the best to teach ESP i.e.; the ELT or the specialist teacher. Generally speaking, these teachers come from GE background with no training and knowledge of teaching language through content and specific jargon and register that are embedded in particular discourses of learners' disciplines. They remain not to be the 'primary knower' of the content subject that their learners may know better. Therefore, language teachers find themselves as intruders with no clear equipments. The transfer from a GE teacher to ESP practitioner demands thorough training and preparation for the new profession with the cooperation and assistance of specialist teachers in course design, material selection and task assignments.

It is commonly known that the ESP teacher must possess a range of attributes and knowledge mainly related to pedagogy, subject matter content, learners' discipline and course design; however, the job of the ESP teacher is to teach the "real content" i.e. the language, and leave the "carrier content" to the specialists (Dudley-Evans and St John 1998). Yet, a number of ESP learners consider the language as mere vehicle to the end target which is understanding the content and developing certain skills. This, in turn, will leave the teacher in a dilemma of language and content especially in technical and scientific disciplines that require a full exposure to the styles and genres of the discourse. Thus, the concept of ESP teachers training and education arise as an inevitable requirement for their GE background.

In the present case, almost all faculties and training centres having ESP course in their curricula hire GE teachers to be in charge of the course with all its specificity and complexity. Most teachers find themselves in an alien world where there is no place for grammar and phonology teaching. The absence of programmes for such courses remains the "nightmare" for them as facing the gap between what they had been taught or trained to teach and the shocking reality. The level of awareness of all parties in ESP enterprise constitutes the other problem to cope with, especially in fields where French and/or Arabic is the language of specialty. These issues among others such as insufficient allotted time, low status of ESP course, and learners' lack of

interest call urgently for a serious step towards an ESP training and education as immediate and effective solution to minimize the rates of failure in the field of practice.

The training aims to equip teachers with the necessary knowledge, skills and competencies to familiarize themselves with the existing difficulties. However, it is relatively difficult to draw a clear and unified script for the training scenario because of the specificity of every discipline whether for EAP or EOP. Yet, one may suggest a lot for the training procedures that correspond to the requirements of ESP teachers.

As far as English-Based Programming instruction in ESP is concerned, teachers may benefit greatly from the Internet services and facilities in assigning appropriate platforms for training. To illustrate, online videos, tutorials and training workshops periodically in both EAP and EOP with native language trainers and content specialists is an authentic experience for non-native ESP teachers that enrich their professional development. The scientific faculties of specialism can also create a specific website or blog in which novice and experienced teachers are given space to share experiences, discuss classroom issues and exchange remedies in an interactive environment that eases these activities. One of the remedies to the issue of English as a natural language face to a programming one is 'translation'.

However it turns to be problematic and complex to create a program that will find all keywords in a given source code and translate them.. If teachers are trying to teach a language guide, they could then create a DSL (Digital subscriber line) that has keywords in the language they and their learners understand, so that they can teach in their language, and it can be processed in python or javascript, so they can basically make their own language, with the constructs they want, for teaching. Once the students understand how to program, they will then need to start learning the language guide with the "English" keywords, so that they can communicate with others, but that could come after they understand how to program. So there is enough syntactic weirdness that it would be considerably more complicated to translate the keywords. This is not an optimistic remedy to the existing problem however it has some merit.

English as a natural language is brought up in an ESP environment wherein it will be shaped with technicality to serve programming purposes. Therefore, there should be collaboration between the language department and the department of specialism to foster and encourage frequent seminars and workshops to trace the relationship between English as a natural language and that as a programming guide. The seminars' discussions and findings should be posted online for future sustainable and ongoing contributions. Awards and acknowledgment might also be encouraged to improve quality and excellence. Similarly, ESP teachers may promote their practices and exchange successful experiences online via new social interactive networks in which they enjoy and support each other, suggest online training courses and solution to programming hurdles. This stands as an attempt to form a teaching community that stands together and keeps up with the new ESP exigencies.

4.8.5. Large-Scale Needs Enquiry of Diverse Algerian Workplaces

The investigation undertaken via the present thesis has reflected the current walk towards reaching and researching workplaces that ESP scholars have recently called for. As it has been raised by authors (see for e.g. Anthony, 2011), academia being the favorite research site of ESP practitioners makes authentic work environments less researched, and the Algerian ESP research context is not an exception. This is why, future ESP oriented research should be taken away from academia and more grounded in real professional settings.

Although the findings of this study have been compromised by the small size of authentic analyzed data, they suggest in a very tentative way that the Algerian workplace is a prominent site where specific purposes of English use in its authentic and meaningful manifestation is highlighted. To this end, developing large-scale needs analysis with the sufficient human and material resources is a central condition for a wide coverage of the different existing professional areas with specific needs for English. That is, leading research projects should encompass a large research group (of field workers dispersed in different work settings besides authentic data compilers and transcribers) sharing the same research purpose¹⁹ will be far better than individual researchers' access to collecting small-size data via personal means or acquaintances.

Algerian universities have to sign agreements with diverse workplaces; while it is often the opposite. Such closer collaboration will no longer grant academic visitors, such as ESP researchers, the image of being intruders to the business world. Rather, the aim behind is to consider the academic researchers in question as language experts whose contribution will have to better the training conditions and the quality of the local workforce foreign language performance for more productivity and professional efficiency of human resources.

4.9. Sample Pedagogical Programs

This final section attempts to answer the last research question that concretizes the pedagogical orientation of the present ESP research. That is, it attempts to apply the findings on the main language and communicative needs emerging from the study in general via creating meaningful courses and tasks for ESP classrooms. The main aim behind these tasks is to raise learners' language consciousness and noticing ability to the different communicative processes and strategies emerging from authentic professional need to English.

4.9.1. Sample English Training Program for Banking Purposes

The findings of this study revealed that all communication skills should be improved through continuous Needs Analysis, in company language courses and availability of materials that of Business English and teaching ESP for bank employees. Bank employees realize they want more after they have experienced in the workplace as language needs and difficulties. Thus, we are in a position to claim that they are still to be in need for more training in the language so as to improve their ability in listening, speaking, reading and writing. This could be due in part to the fact that these skills are still not given the amount of attention which they deserve, whether at the level of school, university education or professional training. Additional training is sometimes provided to improve the level of English proficiency on the job but not in it.

Bank employees are not given much training though there is a complete awareness of the importance and the need to English for banking management. In fact,

English training courses for banking purposes required a level of Language skills for its employees. Since the sector can be a subject of foreign transactions, it needs to employ who can use English in case of NS and/ or NNS foreign partnership. However, all employees self-assessed their level as being weak in listening and speaking and satisfactory (not good) in reading and writing skills. This implies that more importance should be given first to training opportunity and continuity, then to the specialized training on technical English and to lesser extent to speaking fluency and the exposition to NSs as it was expressed in wants from the course (*see table 3.7 in chapter three*). This suggests that importance should be given to all aforementioned clues in the training process. One key stage in developing courses of these kinds is Needs Analysis which should be continuous.

And thus, a repeated Needs Analysis can be transformed into a formative evaluation (Dudley Evans and St John, 1998). The selected banks managers should be aware of the importance of continuous NA particularly relevant to a business communication program in companies. They should assign ESP practitioners the task for conducting it repeatedly for their employees throughout the training period so that to get a feedback on the effect of the designed syllabuses.

4.9.1.1. Designing in Company Training Courses

The workplace that cares about its employees' lifelong learning is always seen as a socially responsible corporation. So, any training course should be arranged for its practitioners before starting or within their work. One crucial thing is that they should be aware of the importance of training in itself. Courses taught either in INSFP, as a professional training center, or in S.I.B.F do not emphasize English for Specific Purposes. In fact, banks should plan continuous trainings for their employees. For instance, they can send them to English-speaking countries for a continuous training to develop their communicative skills and abilities when dealing with native speakers. On the other hand, many researchers proved the effectiveness of the on-going training at the workplace. Firms generally use in company language training courses for more purposes than improving the communicative skills. They tend to be less financial for the government than the professional training. They can be a means of retaining good

employees. And they could be an internal marketing tool that should be included in company related missions.

Training is very important for the following clues:

- The familiarity with the organizational mission, vision, rules and regulations.
- The refresh and enhancing of employees knowledge.
- The preparation of employees to share the responsibilities of a higher level job.
- To cope with the changes of technology by training the employees about the use of the new equipments and work methods such as: changes in the techniques of production and computer use.
- This is besides other factors like: the improvement of employees moral, the decrease of supervision and accidents and the increase of productivity and the chances of promotion.

When dealing with English for vocational or professional purposes, syllabus designers should take into account the business aim. The ultimate business target is business itself and effective communication is the key to render it successful. Dudley Evans and St John, (1998) divide business English into English for General Business Purposes (EGBP) and English for Specific Business Purposes (ESBP). EGBP courses are generally for pre-experienced learners. They focus on presentation through listening and/or reading, followed by exercises to practise grammar and vocabulary. In contrast, ESBP courses are run for job-experienced learners. They focus on one or two language skills specific to business communication events. They are frequently intensive and groups are small. A more deep-end approach is followed, starting from a fluency activity, progressing to language and skills work based on outcome, and leading to further fluency practice. Hence, after conducting a Needs Analysis, bank employee should be given ESBP training courses. The banking sector should include such kind of courses in order to improve the employees' capacities. This can help well than sending them for a long period of training which generally costs and is sometimes fruitless.

It is noted from the employees training expectations/needs, all communication skills are needed with different rates; thus during the training cycle, it is preferable to make trainees aware of the importance of them. Like any other skill, the competency in listening and speaking (both high rated needs) is achieved through practice. This can be done through bringing some CDs-ROM or Podcasts which contain conversations and interactions in English. Technology has also created new opportunities to improve the listening and speaking skills. Face to face meetings telephone conversations are being replaced by e-mails and electronic meeting rooms. Furthermore, the internet provides a variety of audio or video material that can be fruitful in training. Moreover, it facilitates the interaction with other people through e-mails and online chat programs.

As far as economic sectors are concerned, we found that more reading and writing skills are wanted in consulting than in any other sector. Then, the need for writing skills in a foreign language often depends on whether there is a native, or someone more experienced in the company to read and correct official written materials. When this is not the case, the employees must be competent in both general and technical registers. There is more and more international written communication which is mostly in English through e-mails, memos and reports. This represents a necessary tool to study data and documents from all over the world. More and more reports and corporate literature are only distributed in English, not to mention websites and Internet where English is overwhelmingly dominant.

Written and oral communication skills cannot be very important in today's high-powered workplace without the use of modern technology. The technologies most often used for communication and which should be included in the workplace performance are voice mail, e-mail, fax, and word processing. Microsoft 3-pack of Excel, Word, and PowerPoint can be a preference that seems to mirror national trends. Technology-enhanced learning has been recognized as one of the effective ways to teaching Business English communication. There are a number of different types of e-

learning resources specially designed for BE teachers, and thus creating an authentic context for the learners to acquire the skills they will need in the business world.

The organization of office work has drastically changed in recent years with heavy implications for the learning and uses of English among managers and CEOs. The impact of Internet and electronic communication on these uses is enormous: for instance, managers are now writing their own e-mails, memos, reports, and presentations. For that, they have fewer assistants to help them translate reports, but they can use tools like spellcheckers. Other technologies that increase the use of English are world-wide WANs and Intranets (e.g. Lotus). The use and inclusion of these new technologies is mostly very important in any business organization and financial sector.

New technologies also lead to new needs, such as the knowledge and mastering of PowerPoint, which is becoming the standard tool for business presentations today. Here again, when the young manager masters such tools prior to entering the firm, it is a definite plus. Other elements of current evolution involve an expected increase in the use of videoconferencing to cut costs for example between distant subsidiaries, for research and development or even for daily communication. It was also noted that call centers expand the use of the phone. Therefore, phone communication, which is rarely taught in initial training and almost never tested, is becoming a very important skill to be developed.

4.9.1.2. Suggested Sample Program

The ability to communicate in English is crucial to the business world. The effect of globalization and increased competition is making the need for English proficiency more crucial than ever. Therefore, there should be a core program²⁰ which takes into account trainees from a beginner to an advanced level of English language proficiency. There are eight phases/levels offered. A trainee will join the phase most suitable for his/her level, after being assessed by a Placement Test. What is more, trainees have the opportunity to prepare for and obtain formal certification.

Trainees join a group of participants and embark on a journey of highly motivating and blended language learning program. The team of professional trainers will help trainees through developing their language skills while using a variety of the most up-to-date methods and techniques. The program uses the latest approaches in the field of business English learning. It will enhance both the English Language skills and business related skills. Particular attention is given to developing the four language skills, namely: listening, reading, speaking and writing in a business context.

Core program comprises various learning techniques:

- Class work, group work and pair work
- Audio and visual material
- Role-plays and interaction
- Practice papers and exam questions on certification levels
- Interactive Computer Assisted Language Learning (CALL)
- Clarity English e-learning program

A. Specialist Programs

Aimed at staff members who already have at least an intermediate level of English, but who wish to acquire skills and language for more specific purposes. The specialist programs comprise:

Class work - Workshops - e-learning program

If the learners have already an intermediate level in English, they can opt to specialize in areas of communication related to their work. Here, they will have the chance to build on their general knowledge of English, to increase their ability so as to function in English in specific situations. The 18-hour programs are held over a period of two weeks. Participants who attend at least 85% of the program are awarded a certificate.

B. List of Specialist Programs

Specialist Programs include four main ones:

1. English for Customer Services

The objectives of these courses are to develop trainees' abilities to communicate effectively and efficiently with bank clientele in various situations. The target audience of that kind of training would be the staff dealing with customers such as the bank tellers or customer attendants. As to the contents, the program lists:

- Typical customer contact situations.
- Receiving customers: beginning and ending meetings.
- Dealing with various types of customers.
- The vocabulary of banking products and services.
- Marketing a product.
- Courteous language.
- Diplomatic and tactful speech.
- Using the phone effectively.
- Effective listening: interest, attention and sympathy.
- Improving customer care services.
- Giving a good image of the workplace.
- Spoken language: idioms and phrasal verbs.
- The most useful language functions:
 - Greeting and taking leave.
 - Getting and giving information.
 - Starting and responding to wishes.
 - Giving suggestions and advice.
 - Responding to complaints and reassuring.

Methods

The various methods or techniques to be used by practitioners of this kind of program are:

- Listening to recorded conversations.
- Completing unfinished dialogues.
- Studying video-clips of typical customer service situations.

- Studying and discussing non-verbal communication.
- Practicing through simulation and role-play.

Duration

This program takes one term to be accomplished; meanwhile bank trainees should study also:

2. English Conversation Skills

The objectives of the second program are to develop trainees' abilities in conversational English, with particular reference to professional situations and raising awareness of social and cultural aspects of conversation. Its target audience would be the staff who need to talk to customers and bankers from other countries.

As to the contents, this program suggests:

- The nature, purpose and characteristics of good conversation.
- Starting, maintaining and finishing conversations.
- Standard conversation exchanges.
- Cultural differences and conventions in conversation.
- Spoken language idioms.
- Effective listening and attention to others.
- Diplomatic speech.
- Gestures and body language.
- Do's and Don'ts in conversation.
- Telephone conversations.
- Functions of English in conversation:
 - Introductions.
 - Greetings.
 - Clarifications.
 - Explanations.
 - Interruptions.
 - Opinions.

- Agreement and disagreement.
- Complaints.
- Apologies.

Methods

The different methods the trainers use in this kind of program are:

- Rigorous practice.
- Example conversations on audio and video tape.
- Communicative tasks, simulation and role-play.
- Self, peer and trainer evaluation.
- Constant feedback

Duration

This program goes simultaneously with the other programs and takes the same period as they take.

3. Advanced English Conversation

The objectives of the third program are to give trainees the opportunity to put their English language skills to use in a non-stressful, but realistic, simulated work environment; to expose them to a variety of issues so as to be resolved by English-medium interaction involving integrated language skills and to expose them to a range of vocabulary related to current issues. The target trainees are bankers in management positions and senior staff who wish to improve their fluency in spoken English and those who have attended the “English Conversation Program”. And the content is a menu of diverse current issues, to be agreed by the group, such as the following:

- Ethics in the workplace.
- Globalization.
- Information Technology.
- Business English.

Methods

The trainer makes into use a variety of input such as:

- Printed, spoken, internet and audio-visual techniques.

- Group problem-solving activities.
- Emphasis on fluency.
- Maximum trainee participation and opportunity for communication.
- Real-life simulations.

Duration

Like the first one, this program should also be studied in one term.

4. Financial English

English for the Financial Sector is a program for business trainees and other staff working in finance. This program covers a wide range of topics and practising skills essential to operating successfully in the financial industry. It contains 24 units that build vocabulary and develop key language functions, while also providing extensive practice in business communication skills. The course helps trainees to prepare for a career in finance and enables those already working in the industry to improve their financial English. It is suitable for trainees with an intermediate or upper-intermediate level of English. The material covered contains easy to use units covering all four skills of Reading, Listening, Speaking and Writing in addition to vocabulary and language focus all related to the financial industry. Handouts from professional English in Use will be given to trainees where financial vocabulary items are presented and explained with a range of practice exercises. As to the target audience of this program, it would be staff that are required to be familiar with the English language and structure utilized in the financial context.

Methods

The techniques followed in that program are:

- Mini-tasks.
- Study of sample reports.
- Common mistakes.
- Group /pair work.
- Evaluation by trainer and peers.
- Case studies.

Duration

This program, like the other two programs, takes one term to be accomplished.

4.9.2. Sample English Training Courses for Tourism Purposes

Regarding the English proficiency in hospitality industry, hotel activities may involve interactive communication that tourism employees are required to follow and use specific professional conversations, language, vocabularies and speech matter when serving guests (Blue and Harun, 2003). In fact, people who are required to use English at work for tourism and hospitality purposes need to improve their communicative abilities, language fluency, and accuracy. These people in international tourism and service industry have the opportunity to apply and utilize the target language in their activities and routine work. It is noteworthy to bridge the line between ESP and ETP (English for Tourism Purposes) before suggesting any practical material as a solution for the existing language problems. Therefore, there are some criteria shared between ESP and ETP that should be mentioned first.

4.9.2.1. Characteristics and features of ESP and ETP courses

ETP is important for its learners since it helps to be equipped with the specific domains of language skills and knowledge. Consequently, learning the specific skills in English helps apply them properly and appropriately in the specific profession, workplace, and discipline. Because of this, a particular language need of the specified context has a critical role as a requirement to apply a successful language (Shieh, 2012). As stated earlier (*see ESP course in chapter two*), ESP course has some characteristics and features that are shared with ETP such as:

A. Curriculum Designing

A curriculum relating to English for the international tourism and service industry need to be carefully designed and created to suit the specific learners' needs and wants. The aim of the designed courses is to provide the learners with certain and definite level or a situation where the language is going to be utilized. Methods and contents have to be specific to equip the learners for the particular situation (Hutchinson and Waters, 1987). Considering the international tourism and hospitality,

English will give a smooth path to aid the tourism employees to meet up with their professional linguistic requirements in a satisfactory manner and finally to improve the quality service in international tourism. In ESP courses appropriate and related teaching materials are required to be designed and prepared based on different employees' duties. Mastering English for tourism purposes provide the individuals with the linguistic tools needed for travelling or for working in a variety of chosen professions in tourism and hospitality sectors.

According to Edwards (2000, p. 292), when we design a curriculum for ESP courses in the field of ETP, learning tasks and activities should have a “*high surrender value*”; it means that “*learners could be able to use what they have learned to perform their jobs more effectively*”. Gardner (2000) believes that designing a course based on this belief can enhance the learners' inherent motivation which can aid and support their learning process. McCarten (2007, p. 26) states: ‘*Making vocabulary personal helps to make it more memorable.*’ According to Hutchinson and Waters (1987), all the decisions regarding ESP courses are supposed to be based on the learners' rationale for learning. Unfortunately, these days many of the ESP courses are surrendered without a target situation analysis being carried out. Several factors have been considered and measured in teaching ETP by the educators in designing curriculum, individual courses, and classroom materials which can assist the learners to increase their motivation very rapidly and improve their language skills. Nunan, (1987) states that educators engaged in using ETP as a theoretical framework have numerous roles and duties. He tried to make several observations about educators who design and develop curriculum and noticed that improving the curriculum needs skill, time, and major support.

B. Course Organizing

One of the important steps to achieve a satisfying goal in the ESP course is organizing it. In such case, there are many factors that play a crucial role. Without them, the learning process would not lead to effectiveness. In ESP, the term specific refers to a specific purpose for which English is learned and teachers are required to be familiar with. They have to be able to find a good response to what Hutchinson and

Waters (1992) describe as language description. For them, there are some questions that emerge from the language description, e.g. “What do the students need to learn?” “What topic areas are needed to be covered?” “What aspects of language will be required and how will they be described?” Finding the right answers to all of these questions will result in setting exact aims and objectives of the course. In fact, syllabus analyses designs regarding what the course is going to be about, objectives of the course and setting goals are unavoidable.

Moreover, the way of the learning process is another feature of organizing a course. According to the same source, the theory of learning prepares the theoretical basis for the methodology. It will help to figure out how the people learn. In fact, the strategies of learning are different parallels with learners and their reason for learning. Teachers are required to specify which aspects of ESP learning will be focused on to meet the learners’ expectations and needs successfully. To establish and organize the ESP course effectively, achieving a satisfactory goal and having respect for all these factors is obvious.

C. Material Selecting

Good ESP materials should assist the teachers in organizing the course or what is more, it can function as an introduction to the new learning techniques. It will support teachers and learners in the process of teaching and learning. To make it clear, choosing ESP materials determines the running of the course and underlines content of the lesson. Furthermore, materials are also a kind of teacher reflection. They can truly mirror what you feel and suppose about the learning process (Hutchinson and Waters, 1992). In fact, good materials are expected to be based on activities and various interesting texts providing a wide range of skills.

“Teaching materials are tools that can be figuratively cut up into component pieces and then rearranged to suit the needs, abilities, and interests of the students in the course” (Graves, 1999, p. 27). Hutchinson and Waters (1992) state that it is the teachers’ responsibility to be aware of the fact whether the selected materials are suitable not only for a specific discipline and answers are given course

goals but also for learners and teachers themselves. Materials have to function as a link between already learned, existing knowledge and new information. Consequently, selecting a proper and appropriate material regarding the main criteria is a crucial part in organizing each ESP course. It might happen that learners' expectations and needs would not meet due to the wrong choice of material. '*Materials provide a stimulus to learning. Not only the good materials teach, but they also encourage learners to learn*' (Hutchinson and Waters, 1992).

D. English Efficiency

Blum-Kulka (1982) believes that to make an effective language communication, more linguistic knowledge is required. In the theory of second language learning (Spolsky, 1989) individual language learners through listening and reading generally develop prior to a higher level through speaking and writing. Indeed, the language domains modify the communication for the language proficiency levels. The language domains are speaking, listening, writing and reading.. Listening is the process of understanding, interpreting and evaluating spoken language in a variety of situations. Writing is being engaged in written communication in various forms purposely, and reading is the process of interpreting and evaluating the written language.

E. Types of Activities with Text

Texts as learning materials can be used for learning and practice. In fact, they can be a source for reading or communicative skills and new vocabulary. Concerning the ESP activities, it is needed to keep in mind the context that should be consistent with studying subject matter. Different activities can be used in ESP teaching, e.g. warming-up activities, receptive activities, productive activities, and follow-up activities. Warming-up is a kind of preparing step. In warming-up activities, the teacher has to do pre-teaching, discussing questions concerning the topic and activation of new vocabulary or grammar structures. To raise the learners' interests and lead them to further problems various kinds of plays, collocation grids, puzzles and questionnaires can be used.

According to Wallace (1992), warming-up activities are very important and essential phase on which the text working process depends. Reading, listening and working with a text itself are the activities that belong to the receptive activities. Various reading strategies can be realized through the receptive activity, e.g. skimming, scanning, with or without translation. They have to lead to encouraging the learners. Productive activities are practicing of the acquired knowledge within groups and pairs or individually with the teacher assistance. He/she takes notice of using the target language. To identify how the learners understand the given topic, summarization of the lessons should be done by the learners. In follow-up activities, appropriate using of learned and developing skills need to be recognized. It can be done in a form of exercises and creative homework. Harmer (1991) draws a large scale of activities and skills that can be developed through the follow-up activities.

D. Evaluation

Course evaluation is the necessary part of learning and teaching. Evaluation is a motivating factor that displays the learners' progress or effectiveness out of the course. It also discloses possible inadequacies that are not successfully covered. Based on what should be evaluated, various ways can be performed. According to Hutchinson and Waters (1992), there are two eminent levels of evaluation: '*learners' assessment and course evaluation*'. In ESP and similarly ETP courses, a test can be the best way for learner assessment. Questionnaires, tasks, discussions and interview can also be used for the same purpose. They believe that, since ESP is concerned with the ability to perform particular communicative tasks, teachers need to find whether the content of the course meets the learners' expectation and if the learners are able to dispose of the new information and perform learned skills in a particular situation (*hospitality in the present case*). On the other hand, the same as learner evaluation, the course evaluation, aids to assess whether the characteristic features of designing the course were met. "*In course evaluation, we need to involve all those who share the learning process in making the ESP course as satisfying to the parties as possible*" (ibid, p. 156). Depending on course running and an individual situation, the evaluation can be done. There is no specific time or priority for doing the evaluation; however it is very important to be aware of giving feedback.

4.9.2.2. Sample Courses

Having looked at the learning tasks and textbooks in the teaching of English for tourism and hospitality, we can figure out that each higher institute or university uses a different textbook that contains the materials collected by teachers from various sources. These sources include English for tourism and English for general purposes materials, and comprise all the four English skills; speaking, listening, writing and reading besides vocabulary activities and grammar structures (*see the self-assessed skills and language elements analyzed in chapter three*). It is essential to have a variety of English learning activities that can assist the learners to improve their English skills for the tourism purposes.

These activities can be letter writing, group discussion, role playing and etc... . This can qualify and prepare them for their future occupations in international tourism. It is supposed that teaching English for tourism and hospitality industry is achieved through a topic-based focus. This method of teaching fulfills the double role of providing a meaningful framework, and developing language skills and knowledge. Topic-based approach aids that the language items covered are those truly required within the field chosen.

This is best shown in '*Flash on English for Tourism*', one of the suitable ESP series for students who are studying for a career in the tourism industry. The first edition contains 11 short and manageable units that offer thorough vocabulary development, language functions through practical exercises in all four skills in realistic contexts specific to the sector, and frequent opportunities for discussion. The following table suggests the contents of the first six of the aforementioned units.

Table 4.3.

Sample Training Courses for Tourism Purposes

Unit	Topic	Vocabulary	Skills
1 pp. 4-7	An Introduction to Travel and Tourism	Categories of tourism Aspects of tourism	Reading: tourism industry and related jobs Listening and Speaking: exchanging information in a travel agency Writing: filling in an online travel search form; an email saying what kind of holiday you want
2 pp. 8-11	Tourism Organizations, Promotion & Marketing	Types of tourism organizations Marketing terms E-marketing	Reading: scanning online tourism marketing for details Listening: key information from a radio promotion Speaking: asking for information in order to market holidays effectively Writing: an advert marketing holidays
3 pp. 12-15	Types of Transport	Types of transport Airport procedures Types of Tickets Timetables	Reading: information signs, security check lists and timetables Listening: key information at the ticket office Speaking: at airport check-in and passport control; booking train and coach tickets Writing: an email giving information about local transport
4 pp. 16-19	Accommodation	Types of accommodation, catering and leisure Accommodation facilities Telephone language	Reading: types of accommodation and services provided Listening: selecting different services on the phone Speaking: checking in at accommodation; requesting services on the phone Writing: a postcard describing accommodation and facilities
5 pp. 20-23	Hotel Staff	Staff positions and duties Job descriptions	Reading: hotel staff positions Listening: describing what a position involves Speaking: a job interview
6 pp. 24-27	Planning & Booking a Holiday	Travel documents Booking forms Hotel FAQs	Reading: how to book a holiday Listening: booking a holiday and giving feedback Speaking: role play at the travel agency Writing: an online review of a hotel

Note. Reprinted from “Flash on English for Tourism” by C. E. Morris, 2017. <https://books.google.dz/books>.

Other useful books are ‘*English for Tourism and Hospitality in Higher Education Studies*’ by Hans Mol and Terry Philips; and ‘*Oxford English for Careers: Tourism 2*’ by Robin Walker and Keith Harding. These books then being analyzed using previous theory about well-designed textbooks by Tomlinson (2011) are: informative (informing the learner about the target language); instructional (guiding the learner in practising the language); experiential (providing the learner

with experience of the language in use); eliciting (encouraging the learner to use the language); and exploratory (helping the learner to make discoveries about the language).

It is also supposed that teaching English for tourism and hospitality industry can be achieved through a web-based focus. Using *EnglishCentral* through the web site <http://www.englishcentral.com/academic>, for example, can make improving one's English fun and effective by turning popular web videos into powerful language learning experiences. EnglishCentral users not only watch videos, they speak them and receive instant, personalized pronunciation feedback via cloud-based systems (*see Appendix S*).

Students watch authentic videos then speak the videos. They are motivated through authentic content and a point based system. Students learn by taking video quizzes of the vocabulary of each video. There is also a cutting edge phonetic speech recognition system which will give students valuable feedback about their speech. Teachers can track and assess their students using EnglishCentral.

4.10. Conclusion

This chapter has provided a summary and discussion of the findings deriving from both direct and indirect data collection methods before proposing some theoretical and practical implications along with suggestions for further research. The target needs uncovered through direct and indirect data gathering methods revolved around the research fields in question and business English, providing therefore an answer to the first research question. Swinging between these two facets of the workplace-specific vs. business-oriented interpersonal language use appeared as early as the first systematic findings of the semi-open questionnaire. To the research question evoking the employees English language needs, wants and lacks that should be improved, the findings indicate that the latter also vary depending on the existing use or demand to that language in each research context and more precisely in the offices and/or departments addressed in the present study. That is, priority training should be stressed whereby the expectations seemed to be related to the lacks, rather than strengths of employees within different offices. Then, more insight was framed in

tandem with all the above findings and yielded by the interview and desk research. This was along with proposing some pedagogical suggestions for stakeholders (ESP practitioners and training policy makers). The after all aim behind was raising the learners' awareness to, or having them notice and think about the usage. Bellow is proposed the overall conclusion of the present research.

Endnotes to Chapter Four

1. Under the form of sample instructional activities for classroom practice.
2. See chapter three, questionnaire's results (Employees' Training Wants section).
3. Technical terminology coupled with professional knowledge comes as a resulting answer to the second research question (*see desk research*): "Does this have an impact on the programming-related ability?"
4. The telephone operator staff does not appear in the front line reception.
5. Hotel informants are seemingly exposed to NS and NNS unlike those in banks.
6. These are workers of the back office who deal with all matters gotten in the front office namely: SWIFT (of fund and file/report transfer) transactions, SMS and e-mail banking.
7. Translation is used in the present target work contexts to ease communication.
8. For example Maria's position (2009) in "Techniques of teaching English for engineers".
9. Authentic materials can be defined as "any material which has not been specifically produced for the purposes of language teaching" (Nunan, 1989, p.54). These materials must be taken from the real world with no intention of creating them for the purpose of language teaching (Ellis and Johnson, 2002).
10. From field note data.
11. Receptionists in banks do rarely receive telephone with a foreign accent. Therefore, the pedagogical suggestion, here, touches mainly those in hotels.
12. As already mentioned in the theoretical chapter, the questionnaire- interview methods should no more be opted for as stand- alone data collection tools.
13. Some employees within the researched population were out of question. Those found in the different departments of: F&B (Finance and Business), BMS (the group involved in electricity), catering and SPA in hotels; jurist, financial and treasury staff in banks.
14. That was said by the chairman of the selected AGB for research (that in Saida).

15. “When it comes to the legal aspect, we do not translate so as not to take risks. In legal communication, a misused word is so major when you do not master it English.
16. Vandermeeren (2005, p. 163) conceives 'managers' ideal of how competent their staff should be in a certain foreign language' as 'subjective need'. See literature review chapter for more details on this author's understandings of needs.
17. Some employees from the F&B department are perfectly aware that they may be subjects of meetings with foreign clients accommodating in Marriott Convention Centre because things change due to the existing necessities. This is why they prefer to stay alert and be open to this possibility by preparing themselves to the eventual use of English. They seem convinced about the importance of bettering their level. Among the many similar positions that illustrate this, a financial manager's words are chosen:

FBM: “The non-mastery of English paralyzes us. Even in case there will be meetings with the American and the British residents, I could not intervene in such meetings. Henceforth, there will be a great deal of interactions with SONATRACH partners. In this case, we cannot conduct interactions with them.”

18. For example, Malaysian educational system changed the medium of instruction to English to teach mathematics and science courses in its schools from the year 2003 (Tan and Lan, 2011). Similarly, the Higher Education Commission in Pakistan reformed their 18 government colleges' medium of instruction as English. The ministry of Education and Training, Vietnam also encouraged their pivotal tertiary institutions to teach mathematics and science courses in English (Van, 2009).
19. for the sake of clearly informing and suggesting training programmes and materials development.
20. Source: <https://learnenglish.britishcouncil.org/business-english>

***GENERAL
CONCLUSION***

GENERAL CONCLUSION

In ESP, business English communication should be presented not as a subject to be learned in isolation from real use, nor as a mechanical skill or habit to be developed. It should rather be presented in authentic contexts to acquaint the learners with the particular ways in which the language is used in function. This means that they will need to perform in their fields of specialty and workplace. So, in an attempt to provide a model for a workplace account of ESP and learner needs, an onsite investigation into representative power of banking and hospitality industries took place with the aim to translate the findings into useful pedagogical implications for practice. Doing such was not only the purpose of the study in hands but also that of many ESP scholars' call, thus far tackled in the theoretical chapter, to downturn its notion from being an isolated applied field, and that its materials do not exist. In a workplace where English poses itself as being an urgent needed language for international business and technology, the target needs highlighted consist of a blend of specific and general interpersonal communication skills.

As such, this study has shown that it was impossible to isolate the specific language knowledge from the professional context in which it is used, and how it develops or not (in some cases where language weaknesses affect technical know-how) with the professional expertise. The notion of the latter as previously termed technical know-how has not only emerged from the interpretive quantitative and qualitative data of the questionnaire and the structured interview respectively, but it has also come out of test analysis of language guides and programming. This particular finding concretizes one reality about the current ESP research that examines specialized language, and looks at communicative practices in context. As the matter of the fact, the conclusion partly confirming earlier calls for ESP researchers to

venture in the professional world and bearing for pedagogical implications, notably in relation to adopting approaches to English teaching.

The dual study was conducted for the purpose of achieving a better understanding of the communication demands placed upon the Algerian banking sector and hotel services. The aim behind it was to identify the workers' needs, wants, lacks and attitudes toward English for the purpose of including in the curriculum designs what is needed and excluding what deemed to be less important. The learner's needs should be placed first and kept in mind. And, thus, the teacher can use textbooks and supplement additional information from reliable sources to create updated and interesting materials for learners.

The sample population of the study comprised a hundred (100) employees in banks and ninety two (92) in hotels evenly distributed by type of work within five banks and five hotels. An examination of an in-office authentic number of documents in both places of work showed that though these were mostly conducted in both languages, Arabic and French; English was needed due to the international business demands. The employees in such workplaces demonstrated an existent need to English for oral-aural, written and technical purposes to varying degrees. Also, it had been observed that the type of work plays a significant role with regard to evaluating and using English, as the front office employees appeared to be more aware of the importance of English as a means of direct communication than their back office and/or IT department counterparts. The former emphasized the importance of the listening and speaking skills; however, the latter suggested stressing on the need to English for technical purposes. As it was discovered through data analysis; the need to that language ranked high in both research contexts. Another need to English lies in the necessity to establish a common language based syntax in which English is a natural language. The difficulty behind this is to comprehend the language guide syntax in itself so as to unveil error messages and error codes.

Three main conclusions can be drawn from this research and the fourth one can be seen as the resulting solution for these. First, the need to English ranked high in

Algerian banks and hotels of research and sometimes such need reached the extreme adverb 'very' high. Second, all language needs, lacks and wants that should be improved turned around the English four skills, language elements, and translating. Third, there is a close relationship between English comprehension and programming ability. Employees in question have language needs and problems, but their training career is still lacking to meet such needs. Therefore, the research hypotheses are confirmed visionized by the researcher.

The obtained results suggested that in company courses and training should be planned for these employees. They may go to English-speaking countries as part of their training. They should also be exposed to English native or non-native speakers to help them to interact or at least listen to them. In case the training is in their country, a syllabus should be designed for ESP, EBP and ETP courses. The syllabus should focus on communicative skills depending on either field. Administration and workplace managers should be aware of the employees needs and should provide them with the necessary materials to assist them in their learning or training process.

Effective communication at the workplace is the target of ESP as well as EBP and ETP courses for it has an impact on business service quality. These courses should start and be based on NA to determine the end objectives. The nature of NA varies from one situation to another according to the final objective of the learning process. And the needs are distributed as product-oriented and process-oriented, perceived and felt, objective and subjective, in addition to necessities, wants and lacks. This detailed study into the existing need to English in the workplace recommends that course designers, teaching developers and learning materials should provide more specifically focused English courses to learners in their respect fields of work. The study also helps us to establish realistic measures for treatment which would be incorporated in the design of a particular type of courses and textbooks as materials to ESP students either in university education or professional training.

Good material should be based on various interesting texts and activities providing a range of skills, one piece of material can serve for developing more than one skill. For instance, texts can be used for learning and practicing a wide range of

skills. In ESP course, they can be sources for new vocabulary as they can trigger various activities such as: warming –up activities (pre-teaching and activation of new vocabulary or grammar structures, discussing questions concerning the topic); receptive activities-work (various reading strategies e.g. aloud, quiet, skimming, scanning with or without translation); productive activities-practising of acquired knowledge and finally follow-up activities-next (improving, developing and using of acquired knowledge). Carefully identified needs and appropriate teaching materials will produce not only satisfied learners but also plenty of professional fulfillments in their future career at work.

The implications of this research for language teachers and for the administration in large institutions such as both cases of this research among other workplaces is to find the ways of motivating workers to lifelong learning; to negotiate with them on their priorities for various skills to be sharpened; to incorporate activities that trainees prefer; and to design courses that suit the needs of the concerned groups of learners.

The obtained results might have been different and more accurate if the limitation of this study had not been a hurdle in the way of the researcher. To collect data from an acceptable number of respondents, researchers need access facilities but getting access to the sample population easily seems to be the major difficulty and a waste of time. If access facilities had been afforded, more banks and hotels could have been consulted in the study. Another limitation could be related to the selected research tools questionnaires and interviews that are subjective by definition. Through its contribution to innovative NA practice, the present research therefore attempted to project the idea that classical NA models using indirect methods (such as tests, interviews or questionnaires) *per se* are limited in perspective, thus need to be reviewed.

To discern the just summarized specific purposes from different angles, the multi-disciplinary approach adopted in this study is groundbreaking. While initial ethnographic methodologies like desk research, discussions and field notes helped

frame the research theme, the indirect data collection methods of questionnaire and the interview represented both the quantitative and the qualitative investigations of needs. Supplementing the questionnaire findings with statistical treatment and the interview data with field notes yielded in pointed results.

Another limitation to the study is that it was not able to provide a bigger sample because working on only five banks and five hotels with few employees seemed to be not enough. As far as secrecy is concerned, it was not easy to deal with all banks employees because they regarded that getting specific information about their banks as a top secret. And even in hotels, the researcher was not given the chance to deal with foreign clients which the hotel staff had considered as an intrusive act.

To make informed pedagogical suggestions, the study did not limit itself to asking mostly experienced informants -via questionnaires and interviews- about their domain-specific language usage and needs. The present dissertation is an illustration of how research experience can inform ESP through putting into practice the three areas of activity such as: needs analysis, language analysis and materials development. Throughout its chapters, this study has confirmed how ESP research and practice can benefit from useful contributions of the findings and methodologies emanating from different areas.

Likewise introducing teaching activities in the practical recommendations section was aimed to help the ESP teacher to familiarize learners with these activities first; then, exploit the advantages gained from using them in discovering the structure and context of spoken or written specialist discourse produced. As such, the aim was to provide learners with the possibility to acquire specialist or technical vocabulary in the form of ready-made collocations. Besides raising their awareness as to the existence of interpersonal communication instances, too, exposing trainees to authentic exemplars of language use was also a proof criterion for the existence of these two aspects of language for both the trainees as well as for public scrutiny.

Another concluding remark, concerning the preparation of some activities related to specific or technical English, elucidates earlier issues raised in the

theoretical chapter as to the need to have a working knowledge about the specialist domain of learners. The linguistic manipulation of this vocabulary urged researcher to look for additional -often electronic- resources to be able to validate data observations and to enrich knowledge about the specialist context in which the technical terms are used. Thus, the overall research experience is a thorough illustration of ESP professional development through initiating the different roles allotted to its practitioners. In turn, the present research provides a methodological model to follow as a contribution to ESP. ESP practitioners can be gained if they immerse themselves in the domain specific world of the target community.

To sum up and on the basis of a further appreciation of both the ESP researcher's immersion into the world of professions and the working learners and domain experts, it is hoped that large-scale ESP research into various Algerian business contexts would be encouraged, with full access to allow for the development of more focused rather than generalized courses; more in-house rather than imported ESP materials.

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APPENDIX A: Recurrent use of Front and Back Office in Algerian banking documents

FROM : BADR DOUCE

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APR. 27 2009 03:26PM P2

Article 2 : La présente Décision Réglementaire, définit, également, les missions et les attributions des différents intervenants au niveau de l'Agence Locale d'Exploitation (ALE) évoluant en « OCA ».

Article 3 : L'organisation et les processus commerciaux à mettre en place en agence répondent aux objectifs suivants :

- améliorer la connaissance de la clientèle à travers la spécialisation des commerciaux ;
- optimiser la vente des produits et services bancaires et rechercher les opportunités de vente ;
- mettre à niveau la qualité de service à l'adresse de la clientèle ;
- répondre au souci de rentabilité des points de vente.

Article 4 : L'organisation commerciale est fondée sur les principes directeurs suivants :

- séparation entre - Front-Office et le Back-Office ;
- distinction des filières et segmentation du portefeuille: Entreprises /Particuliers ;
- répartition du portefeuille et définition de nouvelles missions aux chargés de clientèle (gestion de la clientèle existante et prospection de nouveaux clients) ;
- transfert des opérations de retrait – versement du pôle « clientèle » vers le pôle « transactions » ;
- dotation de G.A.B à l'extérieur de l'agence ;
- réhabilitation du poste d'accueil chargé d'orienter et d'informer la clientèle.

I. ORGANISATION DE L'AGENCE LOCALE D'EXPLOITATION EVOLUANT EN «OCA»

Article 5 : L'Organisation Commerciale Agence «OCA» répartit l'agence en deux (02) compartiments principaux, à savoir le Front-Office et le Back-Office.

Article 6 : Le présent organigramme modifie, notamment, l'organisation du Front-Office qui intègre les nouveaux processus commerciaux. Les missions et attributions des intervenants au Front-Office sont déclinées.

Article 7 : L'Organisation Commerciale en Agence « O.C.A » repose principalement sur :

- La Direction de l'agence : le Directeur,
- Les Superviseurs :
 - le Superviseur Front-Office ;
 - les Chargés de Clientèle Entreprises,
 - les Chargés de Clientèle Particuliers,
 - le personnel chargé de l'Accueil et de l'Orientation.
 - le Superviseur Back-Office ;
 - le Chargé des opérations de crédit,
 - le Chargé des opérations de commerce extérieur,
 - le Chargé des moyens de paiement,
 - le Chargé de l'Administratif et de la Comptabilité.
- et le Chef du Pole Transactions ayant le rang de Chef de Service (Front-Office) ;
 - le Guichetier chargé de la Comptabilisation des Versements,
 - les Guichetiers « Service Rapide/ Banque Debout »

2/8

II. LES MISSIONS ET ATTRIBUTIONS DU DIRECTEUR D'AGENCE

Article 8 : Le Directeur d'Agence est un Manager opérationnel qui a pour mission principale l'application de la stratégie de développement de la Banque.

A ce titre, et pour mener convenablement et efficacement ses missions, il dispose des pouvoirs qui lui sont conférés par la Direction Générale

Article 9 : Dans le cadre des missions qui lui sont dévolues, il a pour attributions de gérer et rentabiliser le «fonds de commerce» que constitue son Agence.

A cet effet :

- Il adapte l'organisation commerciale en fonction des effectifs disponibles de manière à être en situation de traiter l'ensemble des demandes clients ;
- il fixe les objectifs avec le GRE et les décline à ses collaborateurs pour l'ensemble des activités qu'il dirige,
- Il pilote et anime la production commerciale de son agence ;
- il élabore les tableaux de pilotage commercial cumulé (modèle en annexe) et en assure le suivi ;
- il reçoit et conseille les clients importants de l'agence lors de la réalisation d'opérations complexes ;
- Il conduit et contrôle la mise en œuvre des plans d'actions arrêtés,
- Il veille à la préservation et à l'amélioration de l'image de marque de la Banque,
- Il gère les Guichets Avancés qui lui sont rattachés ;
- il propose à sa hiérarchie toute amélioration à même d'influer positivement sur le niveau des prestations rendues ou sur la rentabilité de l'Agence,
- il veille à la sauvegarde, à la sécurité des biens et des personnes et à une utilisation rationnelle du patrimoine ;
- il assure la diffusion et la conservation des textes réglementaires.

III. ORGANISATIONS DU FRONT-OFFICE, LES MISSIONS ET ATTRIBUTIONS DES INTERVENANTS

Article 10 : Le Front-Office est structuré en deux (02) Pôles : le Pôle Clientèle et le Pôle Transactions.

Le Pôle Clientèle regroupe :

- l'Accueil et l'Orientation.
- les Chargés de Clientèle :
 - Chargés de Clientèle Particuliers.
 - Chargés de Clientèle Entreprises.

Le Pôle Transactions regroupe :

- Le Service Rapide « Banque Debout »,
- la Comptabilisation des Versements,
- la Caisse Principale.

Article 11 : Le Pôle Clientèle est placé sous l'autorité d'un Superviseur «Pôle Clientèle».

- assurer le suivi commercial (qualité de l'information) ;
 - encadrer l'activité des chargés de clientèle Particuliers, notamment, pour les souscriptions de produits d'Epargne.
- **encadrer l'activité accueil :**
- veiller à la bonne tenue de l'espace **Front-Office** et au bon accomplissement des différentes missions du poste « accueil et orientation » ;

III – 2. LES MISSIONS ET ATTRIBUTIONS COMMUNES AUX CHARGES DE CLIENTELE ENTREPRISES /PARTICULIERS

Article 14 : Les Chargés de Clientèle Entreprises/Particuliers ont pour principales missions de :

- gérer et développer un portefeuille de clients et prospects ;
- effectuer des transactions courantes ;
- assurer un service après-vente de qualité.

Article 15 : Dans le cadre de l'exercice de ces missions le Chargé de Clientèle a pour attributions de :

- **gérer et développer un portefeuille de clients et prospects :**
 - renseigner le fichier clients dans le **Système d'Information** ;
 - procéder aux ouvertures de comptes et à l'enregistrement des données sur le fichier ;
 - renseigner le fichier prospects ;
 - réaliser des opérations de placement ;
 - appliquer le plan d'action commerciale à son portefeuille et réaliser les objectifs fixés ;
 - effectuer une démarche proactive qui consiste à des visites clients et prospects ;
 - procéder à des ventes croisées et rebonds en proposant des produits et services de la Banque.
- **effectuer des transactions bancaires courantes :**
 - remises chèques, effets et virements.

III- 3. LES MISSIONS PARTICULIERES DU CHARGE CLIENTELE ENTREPRISES

- **pour les dossiers de crédit:**
 - recueillir les pièces constitutives du dossier lié au crédit ;
 - vérifier la conformité des documents et informations avant transmission au service concerné du **Back-Office** ;
 - effectuer des visites sur site.

Extérieur :

- recueillir les pièces constitutives de l'opération avec l'étranger ;
- vérifier la conformité et la pertinence des documents **requis par la réglementation Comex** avant transmission au service concerné en **Back-Office**.

- assurer le suivi commercial (qualité de l'information) ;
- encadrer l'activité des chargés de clientèle Particuliers, notamment, pour les souscriptions de produits d'Epargne.

- **encadrer l'activité accueil :**

- veiller à la bonne tenue de l'espace Front-Office et au bon accomplissement des différentes missions du poste « accueil et orientation » ;

III – 2. LES MISSIONS ET ATTRIBUTIONS COMMUNES AUX CHARGES DE CLIENTELE ENTREPRISES /PARTICULIERS

Article 14: Les Chargés de Clientèle Entreprises/Particuliers ont pour principales missions de :

- gérer et développer un portefeuille de clients et prospects ;
- effectuer des transactions courantes ;
- assurer un service après-vente de qualité.

Article 15: Dans le cadre de l'exercice de ces missions le Chargé de Clientèle a pour attributions de :

- **gérer et développer un portefeuille de clients et prospects :**
 - renseigner le fichier clients dans le Système d'Information ;
 - procéder aux ouvertures de comptes et à l'enregistrement des données sur le fichier ;
 - renseigner le fichier prospects ;
 - réaliser des opérations de placement ;
 - appliquer le plan d'action commerciale à son portefeuille et réaliser les objectifs fixés ;
 - effectuer une démarche proactive qui consiste à des visites clients et prospects ;
 - procéder à des ventes croisées et rebonds en proposant des produits et services de la Banque.
- **effectuer des transactions bancaires courantes :**
 - remises chèques, effets et virements.

III- 3. LES MISSIONS PARTICULIERES DU CHARGE CLIENTELE ENTREPRISES

- **pour les dossiers de crédit:**
 - recueillir les pièces constitutives du dossier lié au crédit ;
 - vérifier la conformité des documents et informations avant transmission au service concerné du Back-Office ;
 - effectuer des visites sur site.

Extérieur :

- recueillir les pièces constitutives de l'opération avec l'étranger ;
- vérifier la conformité et la pertinence des documents requis par la réglementation Comex avant transmission au service concerné en Back-Office.

III – 6. LES MISSIONS ET ATTRIBUTIONS DU GUICHETIER « SERVICE RAPIDE/ BANQUE DEBOUT »

Article 20: Le Guichetier du Service Rapide « Banque Debout » a pour mission d'exécuter toutes les opérations de retrait en deçà de 100.000 DA.

Article 21: Dans le cadre de l'exercice de sa fonction, le Guichetier Service Rapide :

- procède, également, à la comptabilisation des retraits supérieurs à 100.000 DA devant s'effectuer au niveau de la caisse principale ;
- reçoit du caissier principal de l'agence les fonds nécessaires à l'approvisionnement de la caisse automatique pour les retraits des clients ;
- procède, en fin de journée, à la justification du solde de sa caisse auprès de la caisse principale de l'agence.

III –7. LES MISSIONS ET ATTRIBUTIONS DU CHEF DE SERVICE « POLE TRANSACTIONS »

Article 22: Le Chef de Service « Pôle Transactions » a pour mission :

- de coordonner les activités des guichetiers du Service Rapide « banque debout », du poste comptabilisation des versements et des caissiers (toutes les opérations de cash management) ;
- d'assurer le bon fonctionnement et l'alimentation du GAB en billets de banque de qualité ;
- assurer, en général, les mouvements de fonds en veillant à l'équilibre des liquidités en dépôt.

Article 23: Dans le cadre de ses attributions, le Caissier aura à :

- recevoir les dépôts de la clientèle ;
- effectuer les retraits de la clientèle supérieurs à 100.000 DA ;
- effectuer toutes les opérations de change manuel ;
- procéder aux envois et à la réception de fonds.

IV. ORGANISATION DU BACK-OFFICE

Article 24: Le Back-Office constitue le prolongement du Front-Office. Il lui apporte l'assistance, les conseils, et les informations nécessaires à la bonne exécution des opérations de la clientèle.

Il regroupe les potentialités techniques et humaines nécessaires pour traiter les ordres et les opérations reçus du Front-Office, du Réseau et de la Télé-compensation.

FROM : MASCARA0290000000

FAX NO. : 045 815212 000

Apr. 28 2009 08:38AM P2

Il est chargé du traitement des tâches administratives, techniques et des opérations nécessitant des délais ou impliquant le recours à d'autres structures internes ou externes à la Banque (études, recherches d'informations, recouvrement à appoints...)

Il assure ainsi, le lien entre les différents services de l'agence et les organismes extérieurs (Confrères, Banque d'Algérie, Administration fiscale...)

Article 25 : Dirigé par un Superviseur, le **Back-Office** regroupe des fonctions spécifiques liées aux :

- moyens de paiement (télé compensation, manuelle...),
- opérations de crédit,
- opérations de commerce extérieur,
- tâches administratives et à la comptabilité.

IV-1. MISSIONS ET ATTRIBUTIONS DU SUPERVISEUR **BACK-OFFICE**

Article 26 : Le Superviseur **Back-Office** a pour principale mission de conduire et de contrôler l'activité du **Back-Office** et d'assurer la coordination entre les différentes fonctions dont il a la charge.

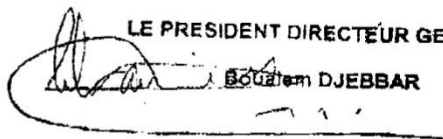
Article 27 : Le Superviseur **Back-Office** a pour principales attributions de :

- assurer la répartition du travail à l'intérieur du **Back-Office**;
- assister et orienter les collaborateurs dans l'accomplissement de leurs tâches ;
- contrôler la conformité et la régularité des opérations effectuées à l'intérieur du **Back-Office** ;
- assurer le recueil, l'analyse, la centralisation et la transmission des informations statistiques aux services utilisateurs (internes ou externes) ;
- s'assurer de la conservation dans de bonnes conditions de sécurité de la cartouche fichiers « sauvegarde après batch » ;
- d'être l'interlocuteur du Pôle Clientèle et du Pôle Transactions.

Article 28 : La Présente Décision Réglementaire annule et remplace la Décision Réglementaire N°06/2003 du 22/08/2003 portant sur l'organigramme particulier de l'Agence Locale d'Exploitation (ALE) « Banque Assise ».

Article 29 : La présente Décision Réglementaire prend effet à partir de la date de sa signature.

LE PRESIDENT DIRECTEUR GENERAL


Boualem DJEBBAR



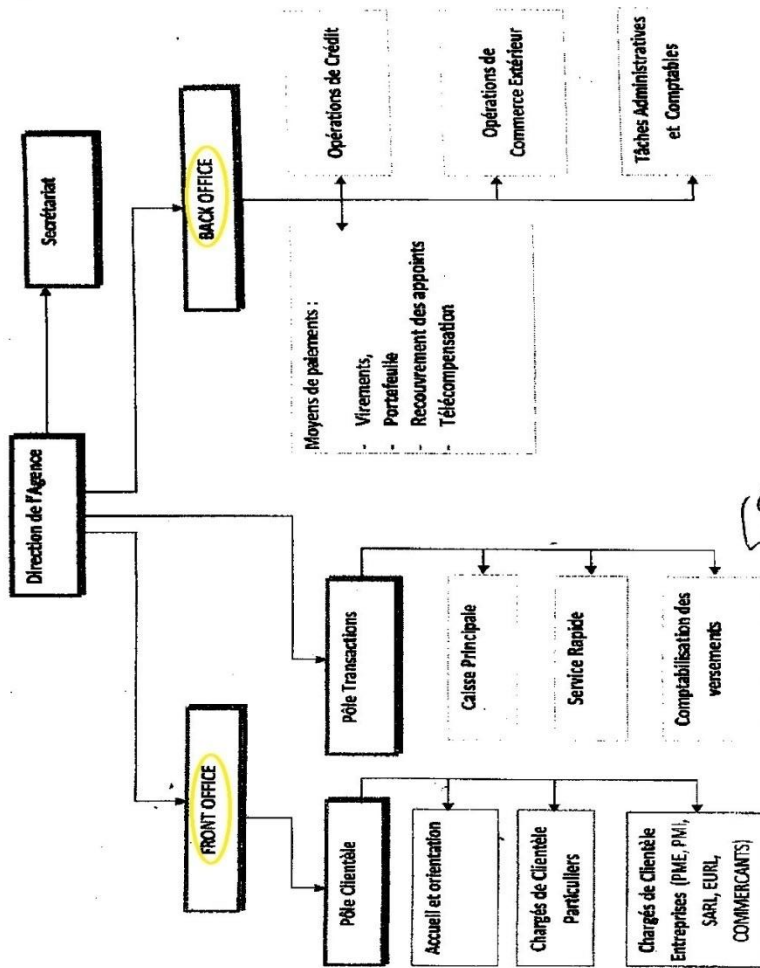
APPENDIX B: Original Typical Organism of Front and Back offices

FROM : BADR DCOCÉ

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APR. 27 2009 03:30PM F9

« ORGANIGRAMME TYPE DE L'AGENCE LOCALE D'EXPLOITATION ÉVOLUANT EN « OCA » »



APPENDIX C: SWIFT codes for Algerian banks

These SWIFT codes are only the active participants who are connected to SWIFT network. The passive participant's codes are excluded from the list.

No	Bank or Institution	City	Branch Name	Swift Code
1	AL SALAM BANK ALGERIA	ALGIERS		SALGDZALXXX
2	ALGERIA GULF BANK	ALGIERS		AGUBDZALXXX
3	ARAB BANK PLC ALGERIA	ALGIERS		ARABDZALXXX
4	ARAB BANKING CORPORATION – ALGERIA	ALGIERS		ABCODZALXXX
5	BANK OF ALGERIA	ALGIERS	(HEAD OFFICE)	BALGDZALXXX
6	BANK OF ALGERIA	ALGIERS	(SERVICES BANCAIRES ETRANGERS)	BALGDZALSBE
7	BANK OF ALGERIA	ALGIERS		BALGDZAPXXX
8	BANQUE AL-BARAKA D'ALGERIE	ALGIERS		BRKADZALXXX
9	BANQUE ALGERIENNE DE DEVELOPPEMENT	ALGIERS		BADZDZALXXX
10	BANQUE DE DEVELOPPEMENT LOCAL	ALGIERS		BDLODZALXXX
11	BANQUE DE L'AGRICULTURE ET DE DEVELOPPEMENT RURAL	ALGIERS		BADRDZALXXX
12	BANQUE DU MAGHREB ARABE POUR L'INVESTISSEMENT ET LE COMMERCE	ALGIERS		BMICDZALXXX
13	BANQUE EXTERIEURE D'ALGERIE	AIN TEMOUCHENT	(AGENCE AIN TEMOUCHENT)	BEXADZAL072
14	BANQUE EXTERIEURE D'ALGERIE	ALGIERS	(AGENCE AMIROUCHE)	BEXADZAL012
15	BANQUE EXTERIEURE D'ALGERIE	ALGIERS	(AGENCE BELCOURT)	BEXADZAL020
16	BANQUE EXTERIEURE D'ALGERIE	ALGIERS	(AGENCE BEN M'HIDI)	BEXADZAL015
17	BANQUE EXTERIEURE D'ALGERIE	ALGIERS	(AGENCE CAROUBIER NAFTAL)	BEXADZAL001
18	BANQUE EXTERIEURE D'ALGERIE	ALGIERS	(AGENCE CHERAGA NAFTAL)	BEXADZAL008
19	BANQUE EXTERIEURE D'ALGERIE	ALGIERS	(AGENCE CHERAGA VILLE)	BEXADZAL004
20	BANQUE EXTERIEURE D'ALGERIE	ALGIERS	(AGENCE DE TIZI OUZOU)	BEXADZAL034
21	BANQUE EXTERIEURE D'ALGERIE	ALGIERS	(AGENCE DELY IBRAHIM)	BEXADZAL090
22	BANQUE EXTERIEURE D'ALGERIE	ALGIERS	(AGENCE DES ACCREDITES)	BEXADZAL017
23	BANQUE EXTERIEURE D'ALGERIE	ALGIERS	(AGENCE EL HARRACH)	BEXADZAL030
24	BANQUE EXTERIEURE D'ALGERIE	ALGIERS	(AGENCE GUEVARA)	BEXADZAL010
25	BANQUE EXTERIEURE D'ALGERIE	ALGIERS	(AGENCE HAMANI)	BEXADZAL018
26	BANQUE EXTERIEURE D'ALGERIE	ALGIERS	(AGENCE HASSIBA BEN BOUALI)	BEXADZAL038
27	BANQUE EXTERIEURE D'ALGERIE	ALGIERS	(AGENCE HUSSEIN DEY)	BEXADZAL022
28	BANQUE EXTERIEURE D'ALGERIE	ALGIERS	AGENCE HYDRA SITE SONATRACH)	BEXADZAL005
29	BANQUE EXTERIEURE D'ALGERIE	ALGIERS	(AGENCE KHEMIS MILIANA)	BEXADZAL013
30	BANQUE EXTERIEURE D'ALGERIE	ALGIERS	(AGENCE PALIS DES EXPOSITIONS)	BEXADZAL016
31	BANQUE EXTERIEURE D'ALGERIE	ALGIERS	(AGENCE RAVIN)	BEXADZAL095
32	BANQUE EXTERIEURE D'ALGERIE	ALGIERS	(AGENCE RIAD EL FETH)	BEXADZAL002
33	BANQUE EXTERIEURE D'ALGERIE	ALGIERS	(BARAKI)	BEXADZAL089
34	BANQUE EXTERIEURE D'ALGERIE	ALGIERS	(DIRECTION DE LATRESORERIE)	BEXADZALDTD
35	BANQUE EXTERIEURE D'ALGERIE	ALGIERS	(DIRECTION DES OPERATIONS AVEC L'ETRANGER – DEPARTEMENT L/C ET NOSTRO)	BEXADZALDOE
36			(DIRECTION DES	

APPENDICES

	BANQUE EXTERIEURE D'ALGERIE	ALGIERS	RELATIONS INTERNATIONALES)	BEXADZALDRI
37	BANQUE EXTERIEURE D'ALGERIE	ALGIERS	(DIRECTION DU COMMERCE EXTERIEUR)	BEXADZALDCE
38	BANQUE EXTERIEURE D'ALGERIE	ALGIERS	(EL DJAZAIR)	BEXADZAL101
39	BANQUE EXTERIEURE D'ALGERIE	ALGIERS	(EL MOURADIA)	BEXADZAL102
40	BANQUE EXTERIEURE D'ALGERIE	ALGIERS	(ZERALDA)	BEXADZAL100
41	BANQUE EXTERIEURE D'ALGERIE	ALGIERS		BEXADZALXXX
42	BANQUE EXTERIEURE D'ALGERIE	ANNABA	(AGENCE ANNABA 44)	BEXADZAL044
43	BANQUE EXTERIEURE D'ALGERIE	ANNABA	(AGENCE ANNABA ASMIDAL)	BEXADZAL077
44	BANQUE EXTERIEURE D'ALGERIE	ANNABA	(AGENCE ANNABA EL HADJAR)	BEXADZAL076
45	BANQUE EXTERIEURE D'ALGERIE	ANNABA	(AGENCE ANNABA REVOLUTION)	BEXADZAL042
46	BANQUE EXTERIEURE D'ALGERIE	ARZEW	(AGENCE ARZEW LES JARDINS)	BEXADZAL078
47	BANQUE EXTERIEURE D'ALGERIE	BATNA	AGENCE BATNA)	BEXADZAL054
48	BANQUE EXTERIEURE D'ALGERIE	BATNA	(BATNA BOUAKAL)	BEXADZAL093
49	BANQUE EXTERIEURE D'ALGERIE	BECHAR	(AGENCE BECHAR)	BEXADZAL071
50	BANQUE EXTERIEURE D'ALGERIE	BEJAIA	(AGENCE BEJAIA 041)	BEXADZAL041
51	BANQUE EXTERIEURE D'ALGERIE	BEJAIA	(AGENCE DE BEJAIA)	BEXADZAL040
52	BANQUE EXTERIEURE D'ALGERIE	BENI SAF	(AGENCE BENI SAF)	BEXADZAL075
53	BANQUE EXTERIEURE D'ALGERIE	BISKRA	(AGENCE BISKRA)	BEXADZAL056
54	BANQUE EXTERIEURE D'ALGERIE	BLIDA	(AGENCE BENI MERED)	BEXADZAL025
55	BANQUE EXTERIEURE D'ALGERIE	BLIDA	(AGENCE BLIDA)	BEXADZAL024
56	BANQUE EXTERIEURE D'ALGERIE	BLIDA	(AGENCE MOUZAIA)	BEXADZAL027
57	BANQUE EXTERIEURE D'ALGERIE	BLIDA	(OULED YAICH)	BEXADZAL112
58	BANQUE EXTERIEURE D'ALGERIE	BORDJ	(AGENCE BORDJ)	BEXADZAL058
59	BANQUE EXTERIEURE D'ALGERIE	BOUFARIK	(BOUFARIK)	BEXADZAL113
60	BANQUE EXTERIEURE D'ALGERIE	BOUIRA	(AGENCE BOUIRA)	BEXADZAL037
61	BANQUE EXTERIEURE D'ALGERIE	BOUMERDES	(AGENCE BOUMERDES)	BEXADZAL082
62	BANQUE EXTERIEURE D'ALGERIE	BOUMERDES	(AGENCE ROUIBA)	BEXADZAL006
63	BANQUE EXTERIEURE D'ALGERIE	BOUSAADA	(AGENCE BOUSAADA)	BEXADZAL086
64	BANQUE EXTERIEURE D'ALGERIE	CHLEF	AGENCE DE CHLEF)	BEXADZAL068
65	BANQUE EXTERIEURE D'ALGERIE	CONSTANTINE	(AGENCE DE CONSTANTINE)	BEXADZAL050
66	BANQUE EXTERIEURE D'ALGERIE	CONSTANTINE	(CONSTANTINE SI EL HAOUES)	BEXADZAL103
67	BANQUE EXTERIEURE D'ALGERIE	DJELFA	(AGENCE DJELFA)	BEXADZAL031
68	BANQUE EXTERIEURE D'ALGERIE	EL KHROUB	(AGENCE EL KHROUB)	BEXADZAL039
69	BANQUE EXTERIEURE D'ALGERIE	EL MILIA	(AGENCE EL MILIA)	BEXADZAL097
70	BANQUE EXTERIEURE D'ALGERIE	EL-OUED	(AGENCE EL-OUED)	BEXADZAL094
71	BANQUE EXTERIEURE D'ALGERIE	GHARDAIA	AGENCE GHARDAIA)	BEXADZAL028
72	BANQUE EXTERIEURE D'ALGERIE	GHAZAOUET	(AGENCE GHAZAOUET)	BEXADZAL080
73	BANQUE EXTERIEURE D'ALGERIE	GUELMA	(AGENCE GUELMA)	BEXADZAL055
74	BANQUE EXTERIEURE D'ALGERIE	HASSI-MESSAOUD	(AGENCE DE HASSI-MESSAOUD)	BEXADZAL033
75	BANQUE EXTERIEURE D'ALGERIE	HASSI-MESSAOUD		BEXADZAL035
76	BANQUE EXTERIEURE D'ALGERIE	HASSI-R'MEL	(AGENCE HASSI-R'MEL)	BEXADZAL083
77	BANQUE EXTERIEURE D'ALGERIE	IN AMENAS	(AGENCE IN AMENAS)	BEXADZAL092
78	BANQUE EXTERIEURE D'ALGERIE	IJEL	(AGENCE IJEL IBN KHELDOUN)	BEXADZAL043
79	BANQUE EXTERIEURE D'ALGERIE	IJEL	(AGENCE IJEL)	BEXADZAL048
80	BANQUE EXTERIEURE D'ALGERIE	LAGHOUE	(AGENCE DE LAGHOUE)	BEXADZAL029
81	BANQUE EXTERIEURE D'ALGERIE	MASCARA	(AGENCE MASCARA)	BEXADZAL067
82	BANQUE EXTERIEURE D'ALGERIE	MEDEA	(AGENCE MEDEA)	BEXADZAL026
83	BANQUE EXTERIEURE D'ALGERIE	MOSTAGANEM	(AGENCE DE MOSTAGANEM)	BEXADZAL066
84	BANQUE EXTERIEURE D'ALGERIE	MOSTAGANEM	(MOSTAGANEM CORPORATE)	BEXADZAL104
85	BANQUE EXTERIEURE D'ALGERIE	M'SILA	(AGENCE M'SILA)	BEXADZAL047
86	BANQUE EXTERIEURE D'ALGERIE	ORAN	(AGENCE ARZEW SITE SONATRACH)	BEXADZAL070
87	BANQUE EXTERIEURE D'ALGERIE	ORAN	(AGENCE ORAN ABDELAKADER)	BEXADZAL060
88	BANQUE EXTERIEURE D'ALGERIE	ORAN	(AGENCE ORAN KHEMISTI)	BEXADZAL062
89	BANQUE EXTERIEURE D'ALGERIE	ORAN	(AGENCE ORAN SITE SNS)	BEXADZAL079
90	BANQUE EXTERIEURE D'ALGERIE	ORAN	(AGENCE ORAN)	BEXADZAL074

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91	BANQUE EXTERIEURE D'ALGERIE	ORAN	(ORAN EL DJAMEL)	BEXADZAL081
92	BANQUE EXTERIEURE D'ALGER	OUARGLA	(AGENCE OUARGLA)	BEXADZAL032
93	BANQUE EXTERIEURE D'ALGERIE	OUUM EL BOUAGHI	(AGENCE OUM EL BOUAGHI)	BEXADZAL051
94	BANQUE EXTERIEURE D'ALGERIE	RELIZANE	(AGENCE DE RELIZANE)	BEXADZAL073
95	BANQUE EXTERIEURE D'ALGERIE	SAIDA	(AGENCE SAIDA)	BEXADZAL061
96	BANQUE EXTERIEURE D'ALGERIE	SETIF	(AGENCE EL EULMA)	BEXADZAL087
97	BANQUE EXTERIEURE D'ALGERIE	SETIF	(AGENCE SETIF II)	BEXADZAL053
98	BANQUE EXTERIEURE D'ALGERIE	SETIF	(AGENCE SETIF)	BEXADZAL036
99	BANQUE EXTERIEURE D'ALGERIE	SIDI BEL ABBES	(AGENCE SIDI BEL ABBES)	BEXADZAL065
100	BANQUE EXTERIEURE D'ALGERIE	SIG	(AGENCE SIG)	BEXADZAL084
101	BANQUE EXTERIEURE D'ALGERIE	SKIKDA	(AGENCE DE SKIKDA)	BEXADZAL052
102	BANQUE EXTERIEURE D'ALGERIE	SKIKDA	(AGENCE SKIKDA SITE SH)	BEXADZAL085
103	BANQUE EXTERIEURE D'ALGERIE	SOUK AHRAS	(AGENCE SOUK AHRAS)	BEXADZAL057
104	BANQUE EXTERIEURE D'ALGERIE	TEBESSA	(AGENCE TEBESSA)	BEXADZAL046
105	BANQUE EXTERIEURE D'ALGERIE	TIARET	(AGENCE DE TIARET)	BEXADZAL069
106	BANQUE EXTERIEURE D'ALGERIE	TIZI-OUZOU	(AGENCE OUED AISSI)	BEXADZAL098
107	BANQUE EXTERIEURE D'ALGERIE	TLEMCEN	(AGENCE EL KIFFANE)	BEXADZAL096
108	BANQUE EXTERIEURE D'ALGERIE	TLEMCEN	(AGENCE TLEMCEN INDEPDT)	BEXADZAL064
109	BANQUE EXTERIEURE D'ALGERIE	TOUGGOURT	(AGENCE DE TOUGGOURT)	BEXADZAL088
110	BANQUE NATIONALE D'ALGERIE	ALGIERS	(BELAHDJEL)	BNALDZAL615
111	BANQUE NATIONALE D'ALGERIE	ALGIERS	(BEN M'HIDI)	BNALDZAL623
112	BANQUE NATIONALE D'ALGERIE	ALGIERS	(BIRKILADEM)	BNALDZAL633
113	BANQUE NATIONALE D'ALGERIE	ALGIERS	(BOLOGHINE)	BNALDZAL608
114	BANQUE NATIONALE D'ALGERIE	ALGIERS	(DIDOUCHE MOURAD)	BNALDZAL601
115	BANQUE NATIONALE D'ALGERIE	ALGIERS	(EL BIAR)	BNALDZAL621
116	BANQUE NATIONALE D'ALGERIE	ALGIERS	(GUEVARA)	BNALDZAL599
117	BANQUE NATIONALE D'ALGERIE	ALGIERS	(HASSIBA BEN BOUALI)	BNALDZAL607
118	BANQUE NATIONALE D'ALGERIE	ALGIERS	(KRIM BELKACEM)	BNALDZAL602
119	BANQUE NATIONALE D'ALGERIE	ALGIERS	(LIBERTE)	BNALDZAL605
120	BANQUE NATIONALE D'ALGERIE	ALGIERS	(STAOUELI)	BNALDZAL440
121	BANQUE NATIONALE D'ALGERIE	ALGIERS	(ZIROUT YOUCEF)	BNALDZAL620
122	BANQUE NATIONALE D'ALGERIE	ALGIERS		BNALDZALRTG
123	BANQUE NATIONALE D'ALGERIE	ALGIERS		BNALDZALXXX
124	BANQUE NATIONALE D'ALGERIE	ANNABA	(ANNABA 810)	BNALDZAL810
125	BANQUE NATIONALE D'ALGERIE	ANNABA	(ANNABA 811)	BNALDZAL811
126	BANQUE NATIONALE D'ALGERIE	ARZEW	(ARZEW)	BNALDZAL954
127	BANQUE NATIONALE D'ALGERIE	BECHAR	(BECHAR)	BNALDZAL412
128	BANQUE NATIONALE D'ALGERIE	BEJAIA	(BEJAIA)	BNALDZAL356
129	BANQUE NATIONALE D'ALGERIE	BERROUAGHIA	(BERROUAGHIA)	BNALDZAL857
130	BANQUE NATIONALE D'ALGERIE	BISKRA	(BISKRA)	BNALDZAL386
131	BANQUE NATIONALE D'ALGERIE	BLIDA	(BLIDA)	BNALDZAL442
132	BANQUE NATIONALE D'ALGERIE	BORDJ BOU ARRERIDJ	(BORDJ BOU ARRERIDJ)	BNALDZAL705
133	BANQUE NATIONALE D'ALGERIE	BORDJ EL KIFFAN	(BORDJ EL KIFFAN)	BNALDZAL640
134	BANQUE NATIONALE D'ALGERIE	BORDJ MENAIEL	(BORDJ MENAIEL)	BNALDZAL643
135	BANQUE NATIONALE D'ALGERIE	BOUFARIK	(BOUFARIK)	BNALDZAL430
136	BANQUE NATIONALE D'ALGERIE	BOUIRA	(BOUIRA)	BNALDZAL460
137	BANQUE NATIONALE D'ALGERIE	CHLEF	(CHLEF)	BNALDZAL260
138	BANQUE NATIONALE D'ALGERIE	CONSTANTINE	(CONSTANTINE 832)	BNALDZAL832
139	BANQUE NATIONALE D'ALGERIE	CONSTANTINE	(CONSTANTINE 850)	BNALDZAL850
140	BANQUE NATIONALE D'ALGERIE	CONSTANTINE	(EL KHROUB)	BNALDZAL835
141	BANQUE NATIONALE D'ALGERIE	EL HARRACH	(EL HARRACH 616)	BNALDZAL616
142	BANQUE NATIONALE D'ALGERIE	EL HARRACH	(EL HARRACH 619)	BNALDZAL619
143	BANQUE NATIONALE D'ALGERIE	GHARDAIA	(GHARDAIA)	BNALDZAL291
144	BANQUE NATIONALE D'ALGERIE	KOLEA	(KOLEA)	BNALDZAL441
145	BANQUE NATIONALE D'ALGERIE	LAGHOuat		BNALDZAL301
146	BANQUE NATIONALE D'ALGERIE	MOSTAGANEM	(MOSTAGANEM 871)	BNALDZAL871
147	BANQUE NATIONALE D'ALGERIE	MOSTAGANEM	(MOSTAGANEM)	BNALDZAL876
148	BANQUE NATIONALE D'ALGERIE	M'SILA	(M'SILA)	BNALDZAL901
149	BANQUE NATIONALE D'ALGERIE	ORAN	(BOULANGER ORAN)	BNALDZAL952
150	BANQUE NATIONALE D'ALGERIE	ORAN	(DIDOUCHE MOURAD ORAN)	BNALDZAL958
151	BANQUE NATIONALE D'ALGERIE	ORAN	(ORAN 966)	BNALDZAL966
152	BANQUE NATIONALE D'ALGERIE	ORAN	(ORAN KHEMISTI)	BNALDZAL960
153	BANQUE NATIONALE D'ALGERIE	ORAN	(ORAN SOUMMAM)	BNALDZAL951
154	BANQUE NATIONALE D'ALGERIE	OUARGLA		BNALDZAL946
155	BANQUE NATIONALE D'ALGERIE	RELIZANE	(RELIZANE)	BNALDZAL869

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156	BANQUE NATIONALE D'ALGERIE	ROUIBA	(ROUIBA 632)	BNALDZAL632
157	BANQUE NATIONALE D'ALGERIE	ROUIBA	(ROUIBA 641)	BNALDZAL641
158	BANQUE NATIONALE D'ALGERIE	SETIF	(SETIF)	BNALDZAL704
159	BANQUE NATIONALE D'ALGERIE	SKIKDA	(SKIKDA)	BNALDZAL743
160	BANQUE NATIONALE D'ALGERIE	TAMANRASSET	(TAMANRASSET)	BNALDZAL473
161	BANQUE NATIONALE D'ALGERIE	TEBESSA	(TEBESSA)	BNALDZAL491
162	BANQUE NATIONALE D'ALGERIE	TIARET	(TIARET)	BNALDZAL540
163	BANQUE NATIONALE D'ALGERIE	TIZI-OUZOU	(TIZI-OUZOU 581)	BNALDZAL581
164	BANQUE NATIONALE D'ALGERIE	TIZI-OUZOU	(TIZI-OUZOU 583)	BNALDZAL583
165	BANQUE NATIONALE D'ALGERIE	TLEMCEN	(ABOU TACHFINE)	BNALDZAL526
166	BANQUE NATIONALE D'ALGERIE	TLEMCEN	(TLEMCEN BRANCH)	BNALDZAL527
167	BANQUE NATIONALE D'ALGERIE	TLEMCEN	(TLEMCEN)	BNALDZAL512
168	BANQUE NATIONALE D'ALGERIE	TOUGGOURT	(TOUGGOURT)	BNALDZAL941
169	BANQUE NATIONALE D'ALGERIE	ZERALDA	(AIN EL BENIAN)	BNALDZAL630
170	BNP PARIBAS EL DJAZAIR	ALGIERS		BNPADZALXXX
171	CAISSE NATIONALE D'EPARGNE ET DE PREVOYANCE-BANQUE	ALGIERS		EPPRDZALXXX
172	CALYON ALGERIE	ALGIERS		BSUIDZALXXX
173	CITIBANK N.A. ALGERIA	ALGIERS	(TRADE SERVICES DEPT)	CITIDZALTRD
174	CITIBANK N.A. ALGERIA	ALGIERS		CITIDZALXXX
175	CREDIT POPULAIRE D'ALGERIE	ALGIERS		CPALDZALXXX
176	EPIC ALGERIE POSTE	ALGIERS		EPALDZALXXX
177	FRANSABANK EL DJAZAIR SPA	ALGIERS		FSBKDZALXXX
178	HOUSING BANK FOR TRADE AND FINANCE ALGERIA	ALGIERS		HBHODZALXXX
179	HSBC ALGERIA	ALGIERS		HSBCDZALXXX
180	NATIXIS ALGERIE	ALGIERS		BFCEDZALXXX
181	SOCIETE GENERALE ALGERIE	ALGIERS		SOGEDZALXXX
182	TRUST BANK ALGERIA	ALGIERS		TBALDZALXXX

APPENDIX D: AEBS Collaboration with International Banks
NOS CORRESPONDANTS BANCAIRES

LOGO	BANQUE	CODE SWIFT	SITE WEB
BELGIQUE			
	BYBLOS BANK EUROPE S.A. BELGIQUE	BYBBEBB	www.byblosbank.com/Belgium
	ING BANK BRUXELLES	BBRUBEBB	www.ing.be/fr/retail/Pages/index.aspx
	KBC BANK BRUSSELS	KREDBEBB	www.kbc.com/MISC/D9e01/~F/~KBCCOM/-BZIZTPN/
	BELFIUS BANK AND INSURANCE	GKCCBEBB	https://www.belfius.be/retail/fr/index.aspx
	CBC BANQUE S.A.	CREGBEBB	https://www.cbc.be/
FRANCE			
	BANQUE BIA	BIARFRPP	www.bia-paris.fr/
	BANQUE PALATINE (FORMERLY BANQUE SANPAOLO)	BSPFFRPP	www.palatine.fr/
	BMCE BANK INTERNATIONAL PLC SUCCURSALE EN FRANCE	BMCEFRPP	www.bmce-intl.co.uk/disclaimer.html
	BRED BANQUE POPULAIRE	BREDFRPP	www.bred.fr/index.html
	BYBLOS BANK EUROPE S.A. (PARIS BRANCH)	BYBBFRPP	www.byblosbank.com/France
	HSBC BANK FRANCE	CCFRFRPP	www.hsbc.fr/2/1/hsbc-france/particuliers
	QATAR NATIONAL BANK FRANCE	QNBAFRPP	www.qnb.com/cs/Satellite/QNBFrance/en_FR/enHome#
	UNION BANQUES ARABES ET FRANÇAISES	UBAFFRPP	www.ubaf.fr/PG/Homepage.asp?lang=0
	ABC INTERNATIONAL BANK FRANCE	ABCOFRPP	https://www.bank-abc.com/En/ABCWorld/Europe/Paris/Pages/default.aspx

	BLOM BANK FRANCE	BLOMFRPP	http://www.blomfrance.com/
	CIC BANQUES (CM-CIC CREDIT INDUSTRIEL ET COMMERCIAL - CIC)	CMCIFRPP	https://www.cic.fr/fr/
	CREDIT DU NORD	NORDFRPP	https://www.credit-du-nord.fr/
	EUROPE ARAB BANK FRANCE	ARABFRPP	https://www.eabplc.com/
	NATIXIS	NATXFRPP	https://www.natixis.com/natixis/jcms/j_6/fr/accueil
	SOCIETE GENERALE FRANCE	SOGEFRPP	https://www.societegenerale.fr/
ALLEMAGNE			
	BHF-BANK AKTIENGESELLSCHAFT	BHFBDEFF	www.bhf-bank.com/w3/index.en.jsp
	COMMERZ BANK FRANKFURT	COBADEFF	www.commerzbank.com/
	DEUTSCHE BANK FRANKFURT	DEUTDEFF	www.db.com/index_e.htm
	LANDESBANK BADEN-WUERTTEMBERG	SOLADEST	www.lbbw.de/en/index.jsp
ITALIE			
	BANCA MONTE DI PASCHI DI SIENA	PASCITMM	www.mps.it/Pagine/index.aspx
	INTESA SAN PAOLO SPA	BCITITMM	www.intesasanpaolo.com/
	UBAE ROME ITALIE	UBAIITRR	www.bancaubae.it/en/the-group/network
	UBI BANCA	BLOPIT22	www.ubibanca.it/pagine/Home-EN.aspx
	UNICREDITO ITALIANO	UNCRITMM	www.unicreditgroup.eu/en.html
	BANCA POPOLARE DEL EMILIA	BPMOIT22	http://www.bper.it/

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 Banca Popolare di Vicenza	BANCA POPOLARE DI VICENZA SCARL	BPVIIT22	http://www.popolarevicenza.it/bpvi-web/home.html
 BANCO POPOLARE	BANCO POPOLARE SOC. COOP. (HEAD OFFICE)	BAPP IT22	http://www.bancopopolare.it/
	ICCREA BANCA	ICRAITRR	http://www.iccreabanca.it/
PORTUGAL			
 Millennium bcp	MILLENNIUM BCP	BCOMPTPL	www.millenniumbcp.pt/
 BPI	BPI BANK PORTUGAL	BBPIPTPL	www.bancobpi.pt/particulares
 BANCO ESPIRITO SANTO	BANCO ESPIRITO SANTO S.A.	BESCPTPL	http://www.bes.pt/
 BNP PARIBAS	BNP PARIBAS SUCCURSALLE DU PORTUGAL	BNPAPTPL	http://www.bnpparibas.pt/en/
 Caixa Geral de Depositos	CAIXA GENERAL DE DEPOSITOS Portugal	CGDIPTPL	https://www.cgd.pt/Particulares/Contas/Caixadirecta/Pages/Caixadirecta.aspx
SPAIN			
 Aresbank Your Foreign Trade Partner	ARESBANK, S.A.	AREBESMM	www.aresbank.es/en/
 Sabadell	BANCO DE SABADELL, S.A.	BSABESBB	www.bancsabadell.com/cs/Satellite/SabAtI
 Santander	BANCO SANTANDER S.A.	BSCHEMM	www.santander.com/csgs/Satellite/CFWCSancomQP01/es_ES/Corporativo.html?leng=en_GB
 BMCE BANK INTERNATIONAL	BMCE ESPAGNE	BMCEESMM	www.bmce-intl.com/
 "la Caixa"	LA CAIXA - ESPAGNE	CAIXESBB	https://portal.lacaixa.es/holabank/particulares_en.html
 BANCO POPULAR	BANCO POPULAR ESPANOL, S.A.	POPUESMM	http://www.bancopopular.es/personas
SUISSE			
 ARAB BANK (SWITZERLAND) LTD	ARAB BANK (SWITZERLAND) LTD	ARBSCHZZ	www.arabbank.ch/
 البنك الجزائري للتجارة الخارجية (ش.م.) Banque Algérienne du Commerce Extérieur S.A. (BACE) Algerische Aussenhandelsbank AG	BANQUE ALGERIENNE DU COMMERCE EXTERIEUR S.A.	AEXTCHZZ	www.bace.ch/
 BCGE	BANQUE CANTONALE DE GENEVE	BCGECHGG	www.bcge.ch/
 BCV	BANQUE CANTONALE VAUDOISE	BCVLCH2L	www.bcv.ch/












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 BANQUE DE COMMERCE ET DE PLACEMENTS	BANQUE DE COMMERCE ET DE PLACEMENTS	BPCPCHGG	www.bcp-bank.com/fr
	CREDIT SUISSE AG (HEAD OFFICE/ADMINISTRATION)	CRESCHZZ	www.credit-suisse.com/ch/fr.html
	UBS GENEVE SUISSE	UBSWCHZH	www.ubs.com/ch/fr.html
TURKEY			
	ALBARAKA TURK PARTICIPATION BANK	BTFHTRIS	www.albaraka.com/default.asp?action=article&id=90
	ARAB TURKISH BANK	ATUBTRIS	www.atbank.com.tr/default.aspx
	BURGAN BANK A.S. ISTANBUL	TEKFTRIS	www.burgan.com.tr/en
	TURK EKONOMI BANKASI A.S.	TEBUTRIS	www.teb.com.tr/en/
	TURKIYE GARANTI BANKASI A.S.	TGBATRIS	www.garanti.com.tr/en
	AKBANK T.A.S.	AKBKTRIS	http://www.akbank.com/tr-tr/Sayfalar/default.aspx
	ASYA KATILIM BANKASI A.S.	ASYATRIS	http://www.bankasya.com.tr/
	KUVEYT TURK BANKASI ISTANBUL	KTEFTRIS	http://www.kuveytturk.com.tr/
	TURKIYE CUMHURİYETİ ZIRAAT BANKASI A.S.	TCZBTR2A	http://www.ziraatbank.com.tr/tr/index.html
	TURKIYE FINANS KATILIM BANKASI AS	AKFBTRIS	http://www.turkiyefinans.com.tr/en-us/Pages/default.aspx
	TURKIYE HALK BANKASI A.S.	TRHBTR2A	https://www.halkbank.com.tr/

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	TURKIYE VAKIFLAR BANKASI	TVBATR2A	https://www.vakifbank.com.tr/
	YAPI VE KREDİ BANKASI A.S.	YAPITRIS	http://www.yapikredi.com.tr/
CHINE			
	JPMORGAN CHASE BANK (CHINA) COMPANY LIMITED SHANGHAI BRANCH	CHASCNSH	www.jpmorgan.com
	WELLS FARGO BANK, NA, SHANGHAI BRANCH	PNBPCNSH	www.wellsfargo.com/
U.K			
	BANK OF BEIRUT LONDRES	BRBAGB2L	www.bankofbeirut.co.uk/
	BRITISH ARAB COMMERCIAL BANK	BACMGB2L	www.bacb.co.uk/
	WELLS FARGO UK	PNBPGB2L	www.wellsfargo.com/
UAE			
	AL MASRAF- ARAB BANK FOR INVESTMENT AND FOREIGN TRADE	ABINAEAA	www.al-masraf.ae/
	MASHEREQ BANK PSC	BOMLAEAD	www.mashreqbank.com/uae/en/index.aspx
	BANQUE DE COMMERCE ET DE PLACEMENTS DUBAI	BPCPAEADXXX	http://www.bcp-bank.com/fr/%C3A0-propos-de-la-bcp/succursales/succursale-bcp-de-duba%C3AF
	DEUTSCHE BANK ABU DHABI	DEUTAEAAAXX	www.db.com/index_e.htm
USA			
	JPMORGAN CHASE BANK, N.A. NEW YORK,NY	CHASUS33	www.jpmorganchase.com/

APPENDICES



	WELLS FARGO INTL. GROUP	PNBPUS3NNYC	www.wellsfargo.com/
ALGERIE			
	BAMIC	BMICDZAL	www.bamic-dz.com
FINLANDE			
	NORDEA BANK	NDEAFIHH	www.nordea.fi
	POHJOLA PANKKI OYJ (POHJOLA BANK PLC)	OKOYFIHH	https://www.pohjola.fi/pohjola?id=300000
TUNISIE			
	TUNIS INTERNATIONAL BANK	TUIBTNTT	www.tib.com.tn
	NORTH AFRICA INTERNATIONAL BANK TUNIS	NOAFTNTT	www.naibbank.com
	BANQUE NATIONALE AGRICOLE TUNIS	BNTETNTT	www.bna.com.tn/
	SOCIETE TUNISIENNE DE BANQUE	STBKTNTT	www.stb.com.tn/fr/
	AL BARAKA BANK TUNISIE	BEITNTT	http://www.albarakabank.com.tn/
	ATTIJARI BANK TUNIS	BSTUTNTT	http://www.attijaribank.com.tn/Fr/
MAROC			
	ATTIJARIWAFABA	BCMAMAMC	www.attijariwafabank.com

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HONG KONG

	WELLS FARGO HK	PNBPHKHH	www.wellsfargo.com
	UBAF HK	UBAFHKHX	www.ubaf.fr/PG/Network_HongKong.asp

BAHREIN

	AL BARAKA ISLAMIC BANK BAHRAIN	ABIBBHBM	http://www.albaraka.bh/
	ALUBAF ARAB INTERNATIONAL BANK B.S.C. (C)	ALUBBHBM	http://www.alubafbank.com/

LIBAN

	BANK OF BEIRUT	BYBALBBX	www.bankofbeirut.com
	BANK AUDI SAL- AUDI SARADAR GROUP	AUDBLBBX	http://www.bankaudi.com.lb/Lebanon/Home
	BYBLOS BANK	BYBALBBX	http://www.byblosbank.com/Lebanon
	BANKMED,SAL	MEDLLBBX	http://www.bankmed.com.lb/












SUEDE

	NORDEA BANK	NDEADKKK	www.nordea.com
	SVENSKA HANDELSBANKEN	HANDESS	www.handelsbanken.se/
	SWEDBANK	SWEDSESS	https://www.swedbank.se/

OMAN

	BANK MUSCAT	BMUSOMRX	http://www.bankmuscat.com/
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EGYPTE			
 البنك العربي ARAB BANK	ARAB BANK	ARBEGCX	http://www.arabank.com.eg/
ARABIE SAOUDITE			
 Deutsche Bank	DEUTSCHE BANK ARABIE SAOUDITE	DEUTSARI	www.db.com/index_e.htm
AUSTRALIE			
 Bank of Sydney ...experience the difference	BANK OF SYDNEY LTD	LIKIAU2S	https://www.banksyd.com.au/
AUTRICHE			
 Raiffeisen Bank International	RAIFFEISEN BANK INTERNATIONAL	RZBAATWW	http://www.rbinternational.com/eBusiness/01_template8291892/166947841370-829188968716049154-829188968716049154-NA-2-EN.html
 Raiffeisenlandesbank Niederösterreich-Wien	RAIFFEISENLANDESBANK NIEDEROESTERREICH- WIEN AG	RLNWATWW	http://www.raiffeisenbank.at/eBusiness/01_template1015018521/1967-889468569031421734-902439602437391593-NA-30-NA.html
 RLB RAIFFEISEN-LANDESBANK TIROL AG	RAIFFEISEN-LANDESBANK TIROL AKTIENGESELLSCHAFT	RZTIAT22	http://www.rlb-tirol.at/eBusiness/01_template1/136344902797510738-341847296441483553-341847296441483553-NA-30-NA.html
INDE			
 भारतीय स्टेट बैंक State Bank of India हर भारतीय का बैंक THE BANKER TO EVERY INDIAN	STATE BANK OF INDIA	SBININBB	https://www.onlinesbi.com/
DANEMARK			
 Danske Bank	DANSKE BANK DENMARK	DABADKKK	http://www.danskebank.dk/dk/Privat/Pages/Privat.aspx
JORDANIE			
 البنك العربي ARAB BANK	ARAB BANK PLC JORDANIE	ARABJOAX	http://www.arabank.jo/
 بنك الاتحاد Bank al Etihad	BANK ALETIHAD	UBSIJOAX	http://www.bankaletihad.com/
 البنك الأردني الكويتي JORDAN KUWAIT BANK "More than just a bank"	JORDAN KUWAIT BANK	JKBAJOAM	http://www.jkb.com/

APPENDIX E: Marriott International

Marriott International



Création

8 octobre 1993

Fondateurs

J. Willard Marriott

Forme juridique

Société par actions

Action

NASDAQ (MAR)

Siège social

10400 Fernwood Rd, Bethesda, MD 20817-1102 U.S.
Bethesda



États-Unis

Activité

Hôtellerie et tourisme industry (d)

Filiales

Starwood Hotels & Resorts Worldwide

Site web

www.marriott.com



Tous les hôtels Marriott International (carte interactive)¹

Marriott International, Inc. est un groupe hôtelier américain spécialisé dans l'hôtellerie de luxe.

Histoire

Marriott International a été créé en 1993, à la suite de la division de Marriott Corporation en deux compagnies (l'autre entreprise créée s'est d'abord appelée *Host Marriott Corporation*, aujourd'hui *Host Hotels & Resorts*). La société Ritz-Carlton est l'une de ses principales filiales (d'abord acquise à hauteur de 49 % en 1995, puis en totalité. En janvier 2014, Marriott acquiert 108 hôtels en Afrique à *Protea Hospitality* pour 186 millions de dollars. En juin 2014, Marriott annonce son intention de se doter de 200 nouveaux hôtels de luxe au cours des 3 années à venir. Le coût de l'opération est évalué à 15 milliards de dollars.

Le 16 novembre 2015, Marriott fait une proposition de rachat de Starwood Hotels & Resorts Worldwide pour la somme de 12,2 milliards de dollars US ce qui en ferait le plus gros groupe hôtelier mondial, avec 5 500 hôtels et près de 1,1 million de chambres. En mars 2016, un consortium d'investisseur chinois mené par Anbang annonce une offre de 12,8 milliards sur Starwood Hotels & Resorts Worldwide. Le même mois, Marriott augmente son offre à 13,6 milliards de dollars, puis Anbang augmente à son tour son offre à 14 milliards de dollars, avant d'abandonner son offre juste après. En avril

¹ Source: www.marriott.com

2018, Marriott annonce l'acquisition d'ILG, entreprise spécialisée dans la location en temps partagé, pour 4,7 milliards de dollars.

Chiffre d'affaires

En 2014, le chiffre d'affaires de *Marriott International* s'élevait à 14 milliards de dollars américain.

Marques

Marriott Château Champlain à Montréal

San Francisco Marriott à San Francisco

Orlando World Center Marriott à Orlando

Hotel Marriott Santiago de Chile à Santiago au Chili

JW Marriott Jakarta à Jakarta

Marriott enregistre près de 6200 établissements dans le monde

Marriott Hotels & Resorts

JW Marriott Hotels & Resorts

Renaissance Hotels & Resorts

AC hotels by Marriott

Courtyard by Marriott

Residence Inn by Marriott

Fairfield Inn by Marriott

Marriott Conference Centers

TownePlace Suites by Marriott

SpringHill Suites by Marriott

Marriott Vacation Club International (MCVI) (timeshares)

Horizons by Marriott Vacation Club (timeshares)

The Ritz-Carlton Hotel Company L.L.C.

The Ritz-Carlton Club

Marriott ExecuStay

Marriott Executive Apartments

Marriott Grand Residence Club

Bulgari Hotels & Resorts (two luxury hotel & resort properties).

Quelques hôtels importants

En Amérique du Nord :

Marriott Québec, Québec, Canada

Marriott Chateau Champlain, Montréal, Canada, 1967

Delta Bessborough, Saskatoon, Canada

Marriott Pinnacle Hotel, Vancouver, Canada, 2000

New York Marriott East Side, New York, États-Unis

Marriott Renaissance Center, Detroit, États-Unis, 1977

JW Marriott Hotel New Orleans, La Nouvelle-Orléans, États-Unis, 1984

Marriott Hotel and Marina Tower, San Diego, États-Unis, 1984

Marriott Marquis Hotel, Atlanta, États-Unis, 1985

New York Marriott Marquis, New York, États-Unis, 1985

Marriott Rivercenter, San Antonio, États-Unis, 1988

San Francisco Marriott, San Francisco, États-Unis, 1989.

New York Marriott Downtown, New York, États-Unis, 1991.

Cleveland Marriott Downtown at Key Center, Cleveland, États-Unis, 1991.

En Amérique du Sud :

Hotel Marriott Santiago de Chile, Santiago, Chili, 1999.

En Europe :

JW Marriott Cannes, Cannes, France, 2011.

Centrum LIM - Hotel Marriott, Varsovie, Pologne, 1989.

Hotel Marriott Lisbonne, Lisbonne, Portugal.

Marriott Hotel Asia, Istanbul, Turquie, 2007.

En Asie et en Océanie :

Weligama Marriott resort and spa, Weligama, Sri Lanka.

JW Marriott Absheron Baku Hotel, Bakou, Azerbaïdjan, Ouverture 1985
(reconstruction en 2009).

Marriott Hotel Erbil, Erbil, Irak (Kurdistan), 2016.

JW Marriott Macau, Macao, Chine, 2015.

JW Marriott Marquis Dubai, Dubai, Emirats Arabes Unis, 2012.

JW Marriott Hong Kong, Hong Kong, Chine, 1988.

JW Marriott Chongqing, Chongqing, Chine, 1999

Shenyang Marriott Hotel, Shenyang, Chine, 1999.

Guangzhou Marriott Hotel Tianhe, Guangzhou, Chine, 2004.

Tomorrow Square, Shanghai, Chine, 2003.

Shanghai Marriott Hotel, Shanghai, Chine, 2010.

Marriott Hotel Suzhou, Suzhou, Chine, 2003.

Marriott Hotel Xiaogan, Xiaogan, Chine, 2013.

JW Marriott Hotel Seoul, Seoul, Corée du sud, 1999.

Marriott Mayfair Executive Apartments, Bangkok, Thaïlande, 2002.

Marriott Bangkok Sukhumvit, Bangkok, Thaïlande, 2013.

JW Marriott Hotel Kuala Lumpur, Kuala Lumpur, Malaisie, 1996.

JW Marriott Jakarta, Jakarta, Indonésie, 2001.

Medan JW Marriott Hotel, Medan, Indonésie, 2008.

En Afrique :

À partir du second semestre 2016, les hôtels Renaissance de Tlemcen, Sheraton d'Alger, Oran et Annaba, Marriott de Constantine et Sétif, Fourpoint et Méridien d'Oran² feront partie de la chaîne Marriott International qui vient d'acquérir Starwood Hôtels & Resorts Worldwide, devenant ainsi la plus grande compagnie de création hôtelière au monde. Marriott International, Inc et Starwood Hôtels & Resorts Worldwide, Inc ont respectivement annoncé que les conseils d'administration des deux entreprises ont approuvé à l'unanimité un accord de fusion définitive en vertu duquel ils vont créer la plus grande entreprise d'hôtels du monde. L'investissement engagé dans cette acquisition s'élève à 2,7 milliards de dollars. La transaction combine entre la grande marque de style de vie de Starwood et le luxe de l'entreprise internationale de Marriott ainsi que le service sélectif au niveau de leurs établissements de villégiature (Resorts). Marriott va donc gérer plus de 5 500 hôtels avec 1,1 million de chambres à travers 100 pays dans le monde

² Sheraton, Royal and Ebis were added to Marriott Convention Centre in Oran by the second semester of 2017.

APPENDIX F1: The Questionnaire

The purpose of this questionnaire is to investigate the quantitative and qualitative English language use at your workplace. The aim is to identify your English language use and needs as employees. So, I will appreciate if you answer these questions because I would like to know your opinion about the given issue. Your responses are of great importance in contributing to the improvement of your work.

1. At the Bank

Part 01: Identity and workplace related questions

Please tick (✓) the right box after précising your office.

Office: Front Back
Gender: Male Female
Working experience in years: 1 to 5 6 to 10 11 to 15
 16 to 20 21 to 25 26 to 30 beyond 30

Could you briefly describe your job responsibilities?

.....

Part 02: Communication related questions

A/ Employees' Language Use and Need

Please tick (✓) the right answers in each of the following questions:

1. Which language is used in your office?
 Arabic French English
2. The extent to which banks' employees are aware of the need to English at their work:
 Is English needed in your office?
 - a. When do you need English in your office?
 In direct contact In electronic contact
 - b. Is there any relationship between English and modern electronic administration requirements? (see table 3.2 in chapter 3 for detailed follow up statements)
 Yes No
 - c. Do you happen to use English for communication with external visitors?
 Yes No
 - d. If YES, are they generally;
 - Native-speakers
 - Non- native speakers

B/ Employees' Self-Assessed Lacks and Wants

Please tick (✓) the right answers in each of the following questions:

1. Please, rate your own level in the four skills according to the following table:

Language Skills	Very good	Satisfactory	Not satisfactory
Speaking			
Writing			
Listening			
Reading			

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2. Have /do you benefit(ed) from in-service English training?
Yes No
3. Did/does training target your workplace needs?
Yes No
Why ?
4. Choose the reason behind your negative answer (No)?
 - a. No practice on the four skills
 - b. Not technical (specialized lexical items and technical terms)
 - c. Did not target professional need
 - d. No focus on translating
 - e. Not specific/More academic (grammar)
5. Do you wish to express any training expectations?
.....

C/ Employees' attitudes

Please indicate your attitude towards the following topic areas by ticking the appropriate numbers:

3= Agree 2=Neutral 1= Not agree

1. English is an important working language.
2. I can do my job without using English
3. Using English facilitates communication with international institutions and the outside world.
4. English poses itself as being needed and useful in banking transactions.

Employees' attitudes towards English use	3	2	1
1. English is an important working language within the office			
2. I can do my job without using English			
3. Using English facilitates communication with international institutions and the outside world			
4. English poses itself as being needed and useful in banking transactions			

D/ Would you like to make a final comment on the use of English in your bank service?

.....

*** ...Thank you very much for being so cooperative...***

2. At the Hotel**Part 01: Identity and workplace related questions**

Please tick (✓) the right box after précising your department.

Department:

Gender: Male

Female

Working experience in years: 1 to 5 6 to 10 11 to 15

16 to 20 21 to 25 26 to 30 beyond 30

Could you briefly describe your job responsibilities?

.....

Part 02: Communication related questions**A/ Receptionists' language use and need**

Please tick (✓) the right answers in each of the following questions:

1. Which language is used in your work?

Arabic

French

English

2. The extent to which banks' employees are aware of the need to English at their work:
Is English needed in your office?

a. When do you need English in your office?

In direct contact In electronic contact

b. Is there any relationship between English and modern electronic administration requirements? (*see table 3.2 in chapter 3 for detailed follow up statements*)

Yes

No

c. Do you happen to use English for communication with external visitors?

Yes

No

d. If YES, are they generally; -Native-speakers

- Non- native speakers

B/ Self-Assessed Needs and Problems in English Skills

1. Please tick in the right box indicating each of the following skills as being a language need or a problem when trying to use this language.

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English Language Skill	Need	Problem
A/Listening		
1.Receiving calls 2.Understanding direct communication with NS/NNS speakers 3.Listening to verbal instructions 4.Listening to spoken discourse on tourism topics 5.Listening to face to face conversations 6.Listening to telephone conversations		
B/Speaking		
1. Giving details about accommodation 2. Explaining pricing 3. Asking for information from clients 4. Taking reservations 5. Giving directions		
C/Writing		
1. Writing text for giving information 2. Taking telephone messages 3. Writing time tables for catering and accommodation 4. Writing e-mails		
D/Translating		
1. Translating e-mails 2. Translating documents 3. Translating business letters 4. Translating signs and notices		
E/Grammar and Appropriate Expression		
1. Greetings and Welcoming Clients 2. Expressing thanks and Apologies 3. Giving advice and suggestions 4. Dealing with complaints 5. Making confirmations		
F/Pronunciation		
1. Pronouncing English consonant sounds 2. Pronouncing English vowel sounds 3. Pronouncing with appropriate intonation and word stress		
G/Vocabulary		
1. Vocabulary related to tourism industry 2. Vocabulary related to accommodation 3. Vocabulary related to giving directions		
H/Reading		
1. Reading written document related to tourism 2. Reading electronic information (from internet, e-mail, fax,..) 3. Reading brochure or tourist leaflet		

2. Have /do you benefit(ed) from in-service English training?

- Yes No
3. Did/does training target your workplace needs?
 Yes No
- Why ?
4. Choose the reason behind your negative answer (No)?
- a. No practice on the four skills
 - b. Not technical (specialized lexical items and technical terms)
 - c. Did not target professional need
 - d. No focus on translating
 - e. Not specific/More academic (grammar)
5. Do you wish to express any training expectations?

C/ Employees' attitudes

Please indicate your attitude towards the following topic areas by ticking the appropriate numbers:
 3=strongly agree 2=Neutral 1= disagree

1. English is an important working language.
2. I can do my job without using English
3. Using English facilitates international communication with the outside world.
4. English poses itself as being needed and useful in tourism and hotel management.

Employees' attitudes towards English use	3	2	1
1. English is an important working language			
2. I can do my job without using English			
3. Using English facilitates communication with international institutions and the outside world			
4. English poses itself as being needed and useful in tourism and hotel management			

D/ Would you like to make a final comment on the use of English in your Hotel service?

.....

**** ...Thank you very much for being so cooperative...****

APPENDIX F2: Questionnaire Final Comments

A big effort has to be made to rend English the first language of international communication revisit educational/ corporate policy
A language learnt at school and less used at works in less mastered onsite practice to learn English. 95% of technical is in English so English mastery is compulsory to facilitate the interpretation and exchanges
English is needed for technical communication
All those having regular contact with foreigners must have a good level in English
English needed for international business communication
A part from receiving documents in English, we do not use English for communication English needed for technical communication. Using English for international communication brings about an additional value to work. English needed for international business communication. To invest in teaching English is to invest in human resources. More importance should be given to English training
Responsibles should give more importance to English More importance should be given to English/English training
Managers should invest more in training (English) workforce more importance should be given to English training
English is complementary tool to understand technical keywords and terminologies English needed for professional skill/performance
English is a means to accomplish work tasks. Its mastery is part of professional competence English needed
English is actually ranked second between business context and foreign customers English needed for international business communication
English is an addition, to acquire it is a positive thing
English is an additional professional skill English needed professional skill/performance and a means of communication English needed for international business communication. High level manager must show interest in English training More importance should be given to English training
English is an important tool that I would need in some cases professional skill/performance/additional professional skill/ employment opportunities
English is an international language English needed for international business communication
English is being interesting in even in French speaking countries. English needed for international business communication
English is important for documentation so we must use it English needed for technical communication
English is important in the technical domain English needed for technical communication
English is the first language economically, it must be given its right place English needed for international business communication
English is the language of science and technology English needed for technical communication
English is the language of scientific and economic evaluation English is the language of the future. But other languages have equal importance in communication, like

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French, Chinese, Russian, etc. English needed for international business communication
English must come before French English is through direct contact with foreign partners English needed for international business communication
English must replace French at school and at university revisit educational policy
English practice at work and on site especially with newly recruited employees
English should be put at the same level at French revisit educational/ corporate policy. The higher authorities have to be interested in this language .english training should be generalized. More importance should be given to english training english should be valued as a profitable element
English should replace french revisit educational/ corporate policy
English technically important english neede for technical communication (EST). workforce should encourage to learn and practice english More importance should be given to english training
English the language of the world powers. English needed for international business communication
English useful for communication and technological updating English needed for technical communication (EST)
For certain job positions, english training must be systematic and necessary More importance should be given to english training
French should not solely used as a foreign language revisit educational/ corporate policy notably that english is the world first language English needed for international business communication
Handicapped because of on- mastery of English English needed for pragmatic ends (tool) professional skill/ performance/ additional professional skill
Helps develop technical knowledge eases communication English needed for technical communication (EST)
Importance for english for hospitality industry English needed for technical communication (EST)
Important language in industry English needed for technichal communication (EST)
Important working language English needed for pragmatic ends (tool) professional skill/ performance/ additional professional skill
In our company, english is necessary tool for work English needed (tool) professional skill/ performance/additional professional skill
In terms of technology english is the first English needed for technical communication (EST)
It is very important to learn english More importance should be given to english training to use it in external communication in our work English needed for international business communication
Language for international communication with Anglo-Saxon partners English needed for international business communication
Learning English requires personal effort and with personal effort to learn and practice English
Looking for opportunities to master conversation skills with foreign partners English needed for international business communication
More training More importance should be given to English training

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Number one in industry English needed for technical communication (EST)

Only training can save us More importance should be given to English training

Our linguistic ability is the result of training programme. More importance should be given to English training English needed for professional skill/ performance/ additional professional skill. Whereas French is appreciated by the legal department, the technical English needed for international business communication and financial ones prefer English English

APPENDIX G: The Structured Interview**A. At the Bank**

1. Is English Language a vital means of Business Communication?
Yes No
2. English is an International Language; does this affect the banking acts of transactions?
Yes No
3. Who use English as foreign customers at your office?
Native English Speakers Non-Native English Speakers
4. When are you supposed to use English at work?
In direct communication
In electronic communication
5. How do you consider the familiarity of using English with foreigners?
Very important Important Not important
6. What problems do you generally meet once interacting with them?
Comprehension Response
7. How is foreigners' accent of English for you?
Difficult Not difficult
8. How important is teaching English to banking staff?
Very important Important Not important
9. How important is translation to them?
Very important Important Not important
10. Is the current curriculum of English offered by the training centres compatible with the communication needs of banking employees?
Yes No
11. **Would you like to express your wishes /expectations about English training?**
.....

B. At the Hotel

1. Is English Language a vital means of communication in Tourism and Hotel Management?
Yes No
2. English is an International Language, does this affect tourism?
Yes No
3. Who use English as foreigners at your workplace?
Native English Speakers Non-Native English Speakers
4. When are you supposed to use English at work?
In direct communication
In electronic communication
5. How do you consider the familiarity of using English with foreigners?
Very important Important Not important
6. What problems do you generally meet once interacting with them?
Comprehension Response
7. How is foreigners' accent of English for you?
Difficult Not difficult
8. How important is teaching English to hotel receptionists?
Very important Important Not important
9. How important is translation to them?
Very important Important Not important
10. Is the current curriculum of English offered by the training centres compatible with the communication needs of hotel receptionists?
Yes No
11. **Would you like to express your wishes /expectations about English training?**
.....

APPENDIX H: Job Offer

Banks

AlgerieJob.com
By AFRICAWORK.COM
Engagés pour l'emploi en Algérie et en Afrique
Se connecter S'inscrire

Métiers

- Achats (0)
- Commercial, vente (6)
- Gestion, comptabilité, finance (2)
- Informatique, nouvelles technologies (7)
- Juridique (0)
- Management, direction générale (6)

- Tourisme, hôtellerie, restauration (0)
- Transport, logistique (1)

Secteurs d'activité

- Activités associatives (0)
- Administration publique (0)
- Aéronautique, navale (0)
- Agriculture, pêche, aquaculture (0)
- Agroalimentaire (0)
- Ameublement, décoration (0)
- Automobile, matériels de transport, réparation (0)
- Banque, assurance, finances (5)
- BTP, construction (3)
- Centres d'appel, hotline, call center (0)
- Chimie, pétrochimie, matières premières

Niveaux d'études

- Qualification avant bac (1)
- Bac (0)
- Bac+1 (0)
- Bac+2 (3)
- Bac+3 (9)
- Bac+4 (7)
- Bac+5 et plus (8)

Niveaux d'expérience

Types de contrat

Régions

Langues

- Arabe(1)
- Français(25)
- Anglais(5)

Niveaux d'études

Niveaux d'expérience

- Etudiant, jeune diplômé (2)
- Débutant < 2 ans (1)
- Expérience entre 2 ans et 5 ans (20)
- Expérience entre 5 ans et 10 ans (4)
- Expérience > 10 ans (1)

¹Source: emploitek.blogspot.com
AlgerieJob.com

Hotels:

Réceptionnistes
Numéro : 19188704
Nombre de vues : 363
Déposée le : 22-04-2019 à 01:04
Catégorie : Autre
Employeur MERRIDIEN HOTEL
Poste : Réceptionnistes
Sexe : Homme
Niveau d'éducation : Diplôme professionnel / technique
- Diplôme et/ou expérience avérée dans le domaine ;
- Présentable et Disponibilité
- Une bonne maîtrise des deux langues : Anglais et Français.
Transmettre le CV avec photo par e-mail

Offres d'emploi (2018)

Le **MERIDIEN**

ORAN HOTEL & CONVENTION CENTER



Superviseur Réception / Shift Leader

Oran, Algérie Aujourd'hui Confirmé / Expérimenté (6 à 10 ans)

Night Manager

Oran, Algérie 09 Mai Manager / Responsable département Expérimenté (6 à 10 ans)

Assistante Administrative

Oran, Algérie 09 Mai Confirmé / Expérimenté (1 à 2 ans)

Barman

Oran, Algérie 09 Mai Débutant / Junior (1 à 2 ans)

FO Réceptionniste

Oran, Algérie 09 Mai Débutant / Junior (1 à 2 ans)

Saisonniers Polyvalent / polyvalente

Oran, Algérie 09 Mai Débutant / Junior (1 à 2 ans)

Standardiste anglophone

Oran, Algérie 08 Mai Débutant / Junior (Moins d'un an)

Réceptionniste Anglophone

Oran, Algérie 22 Avril Débutant / Junior (Moins d'un an)

Professeur d'anglais / Formateur

Oran, Algérie 16 Avril Confirmé / Expérimenté (3 à 5 ans)

Programmer/ Web builder

Oran, Algérie 20 Mars Confirmé / Expérimenté (2 à 3 ans)²

²Source : <https://www.emploitic.com/>

APPENDIX I 1: Sample Lessons for Professional Training in INSFP (Saida)**A. English Course for HRM trainees:**

The English course in such kind of training is almost EGP except some contexts like: ‘Banks,’ ‘Basic English for Computing’ and ‘Letter Writing’. The allotted time is six hours per week. The teacher has some objectives to reach. These are general and secondary objectives. In the sample lesson (Direct and Indirect Speech), the general objectives are purely grammatical. The teacher aims that at the end of the lesson every trainee will be able to define the reported speech and to know the changes that occur when reporting the speech. As to the secondary ones, it is to know how to use quotation marks; to recognize the reporting verbs and to note the changes in tenses.

Direct and Indirect Speech**1. Introduction:**

We use the term “Direct Speech” to describe the way we represent the spoken word in writing. We punctuate the four types of sentences by putting “Quotation Marks” (also called Inverted Commas) outside all other punctuation marks such as commas (,), full stops (.), question marks (?) and exclamation marks (!). Quotation marks may be single (‘...’) or doubled (“...”). We put them at the beginning and the end of each quotation.

Statement: "The shop closes at seven tonight." or ‘The shop closes at seven tonight.’

Question: "Does the shop close at seven tonight?" or ‘Does the shop close at seven tonight?’

Command: "Shut the window!" or ‘Shut the window!’

Exclamation: "What a slow bus this is!" or ‘What a slow bus this is!’

‘See Activity 1’

2. Quotation Marks:

a. When the subject + reporting verb come at the beginning and of a sentence, we put a comma after the reporting verb (sometimes a colon in American English) and we begin the quotation with a capital letter:

e.g. John said, "We are late."

b. When the subject + reporting verb come after what is said, we put a comma before the second quotation mark:

e.g. "We are late," John said.

c. If the quotation ends with a question or exclamation mark, no comma is needed.

e.g. "Where can I get a taxi?" John asked.

"What a surprise!" John exclaimed.

d. Subject + reporting verb can come in the middle of the quotation:

e.g. "Where in this wretched town," John asked, "can I get a taxi?"

In this example, the second part of the quotation does not begin with a capital letter because it is not a separate sentence.

'See Activity 2'

3. Say, Tell and Ask:

The commonest reporting verbs used in both Direct and Indirect Speech are "say", "tell" and "ask".

In Indirect Speech:

a. We can use me, him, them,...etc. after tell if we want, but we cannot say: told to me.

e.g. He told me he was tired. Not (told to me).

John told his mother he was going out. Not (told to his mother).

b. We can use to me, him, them,...etc. after say if we want, but we cannot say: said me. **e.g.** "You have not got much time," he said (to me).Not (he said me).

c. We can use me, him, them,...etc. after ask if we want, but we cannot say: asked to me.

e.g. "Are you at comfort?" he asked (me).

'See Activity 3'

Activity 1:

Add the correct punctuation marks to these examples of direct speech.

1. John is in a hurry
2. Have you been out
3. Where are my glasses
4. What a surprise
5. How are you
6. It is unbelievable
7. There is someone at the door
8. What a noise
9. I am waiting for a bus
10. Stop

Activity 2:

Add quotation marks and other punctuation marks to these examples:

1. Where do you come from John asked
2. It is here Bill said
3. I have got an idea Mark said
4. Is it something she asked that we all must know
5. Do not shout at me he cried
6. John said We are late
7. As I was leaving he explained I heard someone shouting
8. What a surprise she exclaimed
9. Is there anyone she inquired
10. Tom said She is ill

Activity 3:

Choose the correct word from those in brackets to fill in the blanks in each sentence.

1. She alwaysher troubles. (says/tells)
2. The children alwaysme if can they go to play. (ask/tell)
3. They me to leave.(said/asked)
4. "Do not do that!" she to them. (said/ told/asked)

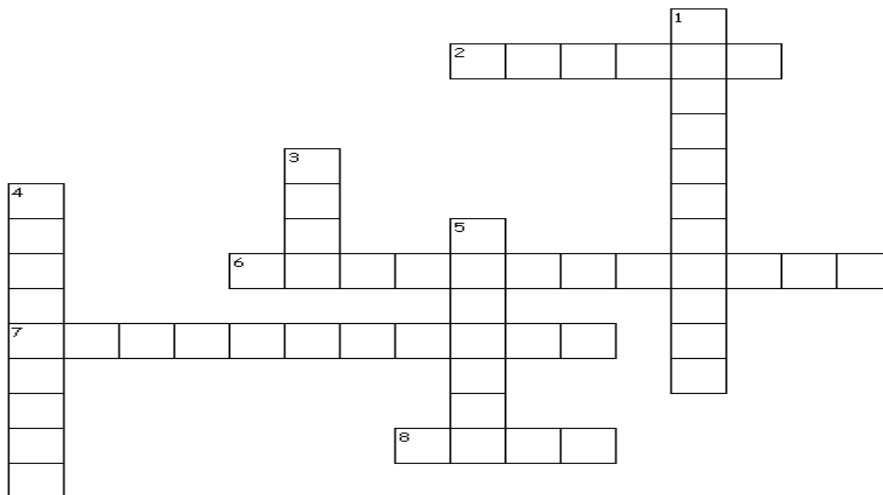
5. "They have arrived," she(said/ told/asked)
6. "How are you doing?" he (told/asked)
7. I "I did not know what to do". (said/ told/asked)
8. She me she did not know what to do. (said/ told/asked)
9. They if I knew what to do. (said/ told/asked)
10. The nursehim whether he needed anything else. (said/ told/asked)
11. "There is no match on Saturday," he..."Who says so?"(says/ tells/asks)
12. "You are right. Those curtains look terrible! " I him. (said/ told/asked)

Quiz:

Do You Know the Eight Parts of Speech?

Across

2. A word that describes an adjective or verb
6. "Oh!" "Wow!" "Um" for example
7. A word used to link words, phrases, or clauses
8. A word that denotes an action, occurrence, or state of being.



Down

1. "On," "Under," "Over," for example
3. The name of a person, place, thing, or idea
4. A word the describes a noun or pronoun
5. "The," "A," "An," for example

B. English Course for TS trainees:

The allotted time is six hours per week. The teacher has some objectives to reach. These are ESP objectives. In the sample lesson (Computer), the objective of the teacher is that at the end of the lesson every trainee will be able to define the computer, to know its peripherals and its basic components. This is after shedding light on Information Technology and how the data can be transmitted using the PC.

COMPUTER**Introduction:**

The term “Informatique” comes from the combination of two words “Information” and “Automatic”. It has been proposed in 1962 by Philip Dreyfus and has been accepted by the French academy in 1966, with the following definition: “Science of the automatic treatment of information by machine”.

Definition of the Computer:

The computer is an electronic device that performs automatically a series of tasks according to a precise set of instructions. The set of instructions is called a programme, and the tasks may include arithmetic, calculation and storing, retrieving, processing data, controlling another device or interacting with a person to perform a business function or to play a video game.

Computer Peripherals:**Central processing unit:**

CPU, the principal part of any digital computer system, generally composed of the main memory, control unit, and arithmetic-logic unit. It constitutes the physical heart of the entire computer system. To it is linked various peripheral equipments including input/output devices and auxiliary storage units.

The hard disk:

It is another organ of the PC which is, contrary to the RAM, used for preservation of data permanently. It was invented in the beginning of the 50's.

The screen:

The monitor (screen of visualization) permits the user to visualize the results of calculation or the manipulation of the data done by the computer.

The keyboard:

As the typewriter, the keyboard enables us to seize (letters, numbers, and symbols). It is therefore an important input device for the computer.

The mouse:

It allows us to move the cursor on the screen with which (by clicking on the button) we can select, move and manipulate some data on the screen.

The printer:

It is an electronic device that allows us to transfer texts or images on paper.

Basic computer components:

The computer is a set of components called hardware which is itself constituted of four units connected together.

1. **The input unit:** Components known as input devices which let the users enter commands, data or programmes for processing by CPU. The most frequent peripherals are: the mouse, keyboard, joysticks, trackballs, light pens, touch-sensitive display screen and optical scanners.
2. **The memory unit:**

Internal storage units:

That has the role to stock data. There are two types of memory: the random access memory (RAM) protects the information temporarily i.e. when the computer is turned off, the content is erased; the read only memory (ROM) records in a permanent way data related to the computer and cannot be accessed or changed.

Auxiliary (external) storage units:

(floppy disks, hard disks, flash memory devices and optical disks) supplement the main memory by holding programmes and data that are too large to fit into the main memory at one time. They also offer more permanent and secure method for storing programmes and data.

3. **The unit of treatment: (CPU):** The heart of the computer is the central processing unit. In addition to performing arithmetic and logic operations on data, it times and controls the rest of the system.

Most CPUs have three functional sections:

- (1) the arithmetic/logic unit (ALU)? Which performs arithmetic operations (such as addition and subtraction) and logic operations (such as testing the value to see if it is true or false);
 - (2) temporary storage locations, called registers, which hold data, instructions or the intermediate results of calculations.
 - (3) the control section, which times and regulates all elements of the computer system and also translates patterns in registers into computer activities (such as instructions to add, move or compare data).
4. **The output units:** Components that let the user see or hear the results of the computers data processing are known as output devices. The most common ones are the video display terminal or monitor which displays the results, modems(modulator-demodulators)are also input/output (I/O) devices. It is also possible to display the results on paper if a printer is connected to the computer. Most PCs also have audio speakers. These allow the user to hear sounds such as music or spoken words generated by computer.

C. Delphi course for TS trainees:

The allotted time is six hours per week. The teacher has some objectives to reach. The objective of the teacher through the lessons of Delphi that at the end of the training period, every trainee will be able to develop a small language guide which can run a small organization activities. In the sample, all the module terms are in English

but their signification is in French so as to make it easy for the trainees to understand. The following is (see how the program is written and in which language):

A Simple Console Application:

The program below is a simple console application that you can compile and run from the command prompt.

```
program greeting;  
  {$APPTYPE CONSOLE}  
var MyMessage string;  
begin  
  MyMessage := 'Hello world!';  
  Writeln(MyMessage);  
end.
```

The first line declares a program called Greeting. The {\$APPTYPE CONSOLE} directive tells the compiler that this is a console application, to be run from the command line. The next line declares a variable called 'My Message' which holds a string. (Delphi has genuine string data types.) The program then assigns the string "Hello world!" to the variable 'My Message' and sends the contents of 'My Message' to the standard output using the 'Writeln' procedure. (Writeln is defined implicitly in the System unit, which the compiler automatically includes in every application).

Les Composants de Base

1) Form (Fiche):

C'est le composant d'une fenêtre (fiche) standard d'une application. En général, une application contient plusieurs fiches: une fiche principale servant d'interface utilisateur et d'autres fiches, boîtes de dialogue, fenêtres secondaires (par exemple, celles qui affichent des données).

Les propriétés les plus essentielles d'une fiche sont:

- Align: détermine comment la fiche s'aligne dans son conteneur (ou control parent).

Align	Description
alNone	La fiche reste à l'emplacement ou elle a été mise (valeur par défaut).
alTop	La fiche se place en haut de son parent et prend toute la largeur de son parent.
alBottom	La fiche se place en bas de son parent et prend toute la largeur de son parent.
alLeft	La fiche se place sur le bord gauche son parent et prend toute la largeur de son parent.
alRight	La fiche se place sur le bord droit de son parent et prend toute la largeur de son parent.
alClient	La fiche remplit la zone client de son parent.

- AutoScroll: Indique si les barres de défilement apparaissent automatiquement dans la fiche si elle n'est pas assez large pour afficher tous les composants.

AutoScroll	Description
True	Les barres de défilement peuvent apparaissent.
False	Les barres de défilement restent invisibles. Dans ce cas, utilisez les propriétés HorzScrollBar pour faire apparaître les barres de défilement.

- AutoSize: Spécifie si la fiche se redimensionne automatiquement pour s'adapter à son contenu.

Quand AutoSize a la valeur True, la fiche se redimensionne automatiquement lorsque son contenu change, mais il est préférable d'utiliser AutoSize=False (valeur par défaut).

- BIDMode: Utiliser pour préciser un mode bidirectionnel.

BIDMode	Description
bdLeftToRight	Lecture de gauche à droite. Pas de modification de l'alignement. Barre de défilement vertical sur le bord droit du control.
bdRightToLeft	Lecture de droite à gauche. Alignement modifié. Barre de défilement vertical sur le bord gauche du control.
bdRightToLeftNoAlign	Lecture de droite à gauche. Pas de modification de l'alignement. Barre de défilement vertical sur le bord gauche du control.
bdRightToLeftReadingOnly	Lecture de droite à gauche. Pas de modification de l'alignement ni de la barre de défilement.


Other Sample Courses with Activities

Unit 17 Databases

1 Warm-up

Companies often use databases to store information about customers, suppliers and their own personnel. Study the illustrations and then try to answer these questions.

- 1 What is a database?
- 2 Which tasks can be performed by using a database? Make a list of possible applications.
- 3 What do the terms mean in your language: **file**, **record**, **field**?

	Name James Powell Address 12, Back St. Marital status Single
Identification 8994989	Home phone 456367
Job ENGINEER	Department Data processing
SALARY £18,750	Commission £2,785

Record from an Employee file in a database. This record holds ten fields (the illustration is one)



Record 4 Dept: Commission:

Record 3 Dept: Commission:

Record 2 Dept: Commission:

Record 1 Dept: Commission:

Name:

Address:

Home phone:

Identification:

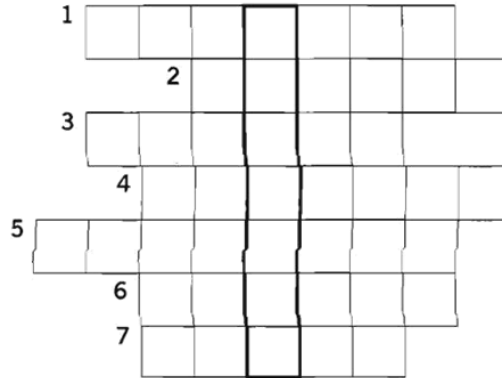
Occupation: Salary:

A database file stores information in fields grouped on records

Complete the sentences by using a term from the list. Then write the words in the crossword to find the hidden message.

database field layout program; record search update

- 1 In order to personalize a standard letter you can use 'mail' (a technique which consists of combining a database with a document made with a word processor).
- 2 Records can be automatically into any order.
- 3 You can decide how many fields you want to have on a
- 4 Files can easily be by adding new information or deleting the old one.
- 5 A program can be used to store, organize and retrieve information of any kind.
- 6 The of the records can be designed by the user.
- 7 Each piece of information is given in a separate



Look at the HELP box and then write the plural of these words:

- | | |
|---------------|----------|
| 1 slot | 5 fax |
| 2 key | 6 mouse |
| 3 directory | 7 floppy |
| 4 businessman | 8 virus |

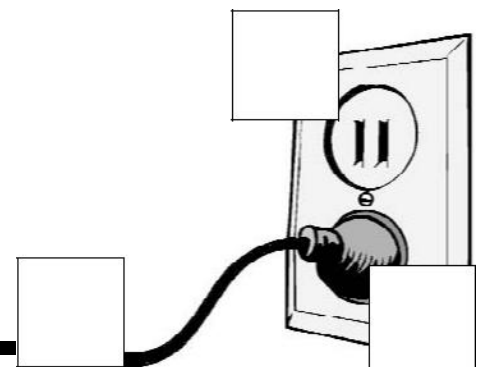
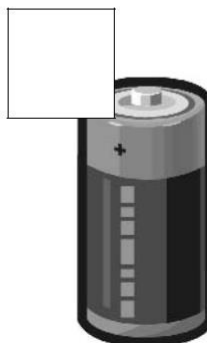
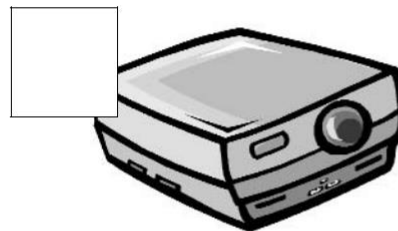
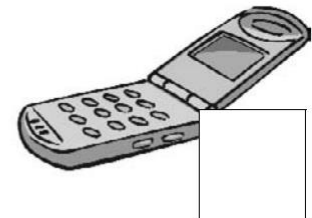
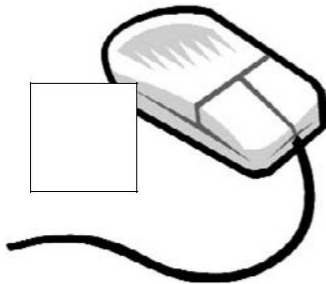
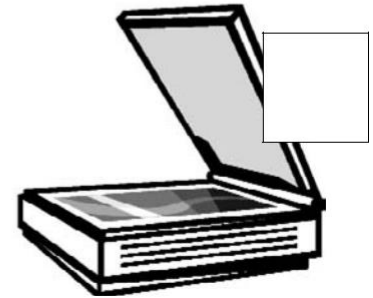
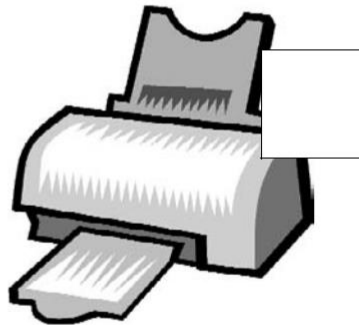
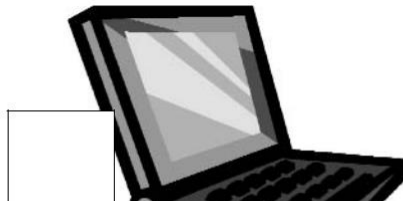
Look at the text again and find five plurals pronounced /tʒ/.

HELP box
Plurals

- In most cases, the plural in English is written with an 's'.
record → *records*
– The plural is written with 'es' after 's', 'sh', 'x' or 'ch'.
address → *addresses* *box* → *boxes*
– With nouns which end in a consonant + 'y', the 'y' becomes 'i' and 'es' is added.
technology → *technologies*
– But if the 'y' follows a vowel, only 's' is added.
day → *days*
- Special plural forms
man → *men*
child → *children*
analysis → *analyses*
formula → *formulae/formulas*
- Pronunciation of the 's'.
– /s/ after one of the sounds /p/, /t/, /k/, /f/ or /θ/
chips, *amounts*
– /tʃ/ after one of the sounds /s/, /z/, /ʃ/, /tʃ/ or /dʒ/
processes, *cartridges*
– /z/ in most other cases
drives, *customers*, *files*

1.1 Hardware

1. battery
2. cable
3. desktop computer
4. digital camera
5. docking station
6. fax machine
7. laptop computer (or notebook)
8. mobile phone
9. mouse
10. PDA (Personal Digital Assistant)
11. plug
12. printer
13. projector
14. scanner
15. socket



1.2 Some useful verbs

A. Match the verbs with the nouns.

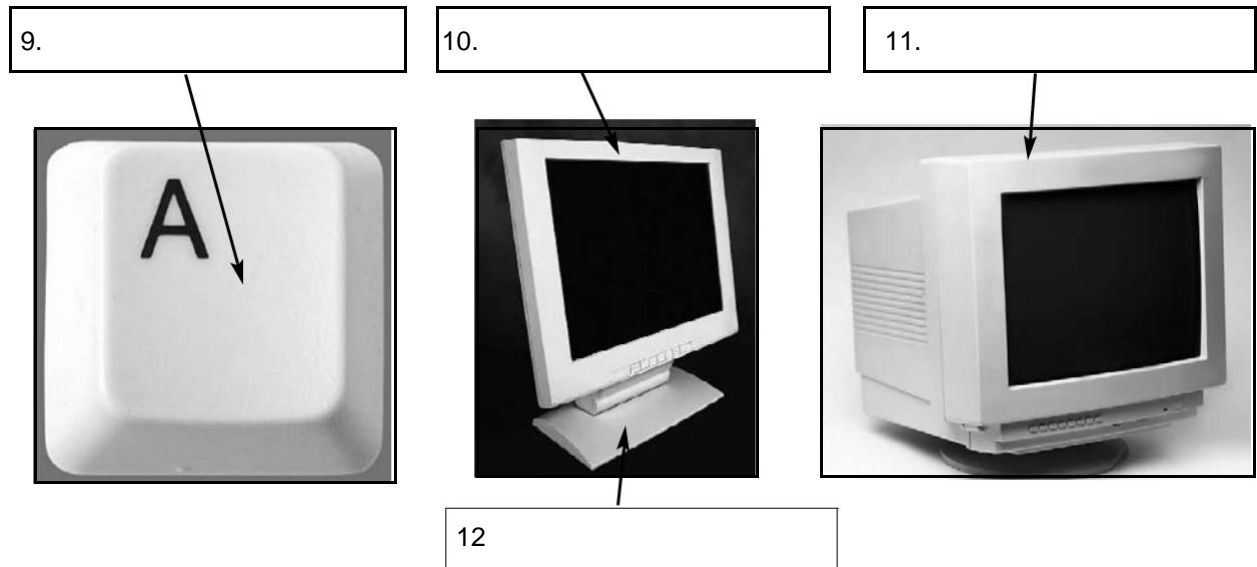
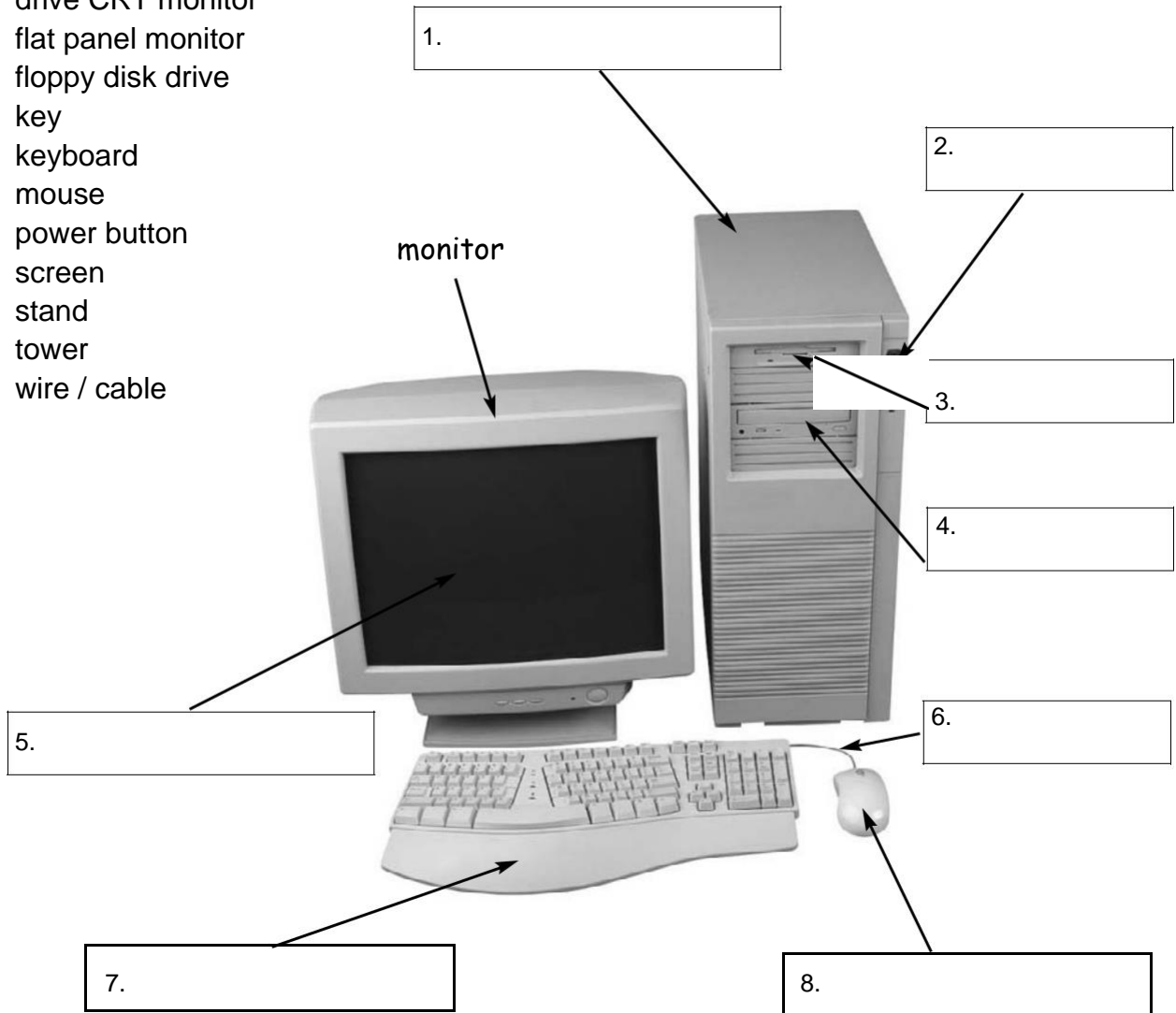
- | | |
|---------------------|----------------------------------|
| 1. recharge | a. digital photos |
| 2. click on | b. faxes |
| 3. dial | c. a number on your mobile phone |
| 4. give | d. a presentation |
| 5. move | e. something with the mouse |
| 6. print out | f. the battery |
| 7. send and receive | g. the mouse |
| 8. take some | h. twenty pages |

B. Choose the best verb.

- | | | | |
|----------|----------|-----------|--|
| a. touch | b. press | c. switch | 9. To turn on the computer,
_____ the "Start" button. |
|----------|----------|-----------|--|
10. The printer has _____ of ink.
- | | | |
|-------------|----------|------------|
| a. finished | b. ended | c. run out |
|-------------|----------|------------|
11. Unfortunately, my scanner isn't _____ at the moment.
- | | | |
|------------|----------|----------|
| a. working | b. going | c. doing |
|------------|----------|----------|
12. Please _____ the CD ROM.
- | | | |
|-----------|--------------|-----------|
| a. insert | b. introduce | c. inject |
|-----------|--------------|-----------|
13. The projector isn't working because it isn't _____.
- | | | |
|------------|---------------|-----------------|
| a. plugged | b. plugged in | c. plugged into |
|------------|---------------|-----------------|
14. The batteries in my digital camera are nearly dead. They need _____.
- | | | |
|--------------|---------------|-------------|
| a. to change | b. exchanging | c. changing |
|--------------|---------------|-------------|
15. I have to _____ a computer screen for eight hours a day.
- | | | |
|--------|------------|----------|
| a. see | b. look at | c. watch |
|--------|------------|----------|
16. Switch off your computer, and _____ it from the wall socket.
- | | | |
|------------|-----------|-------------|
| a. de-plug | b. unplug | c. non-plug |
|------------|-----------|-------------|
17. I turned off the photocopier and _____ the plug.
- | | | |
|---------------|--------------|--------------|
| a. pulled out | b. extracted | c. took away |
|---------------|--------------|--------------|
18. _____ any key to continue.
- | | | |
|---------|----------|--------|
| a. Kick | b. Smash | c. Hit |
|---------|----------|--------|

1.3 The workstation

- CD drive / DVD drive
- CRT monitor
- flat panel monitor
- floppy disk drive
- key
- keyboard
- mouse
- power button
- screen
- stand
- tower
- wire / cable



1.4 Networks

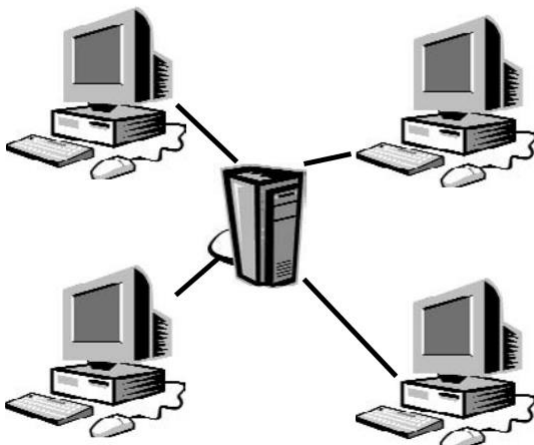
LAN

intranet **Local** **log onto** **network card**
satellite **server** **terminals** **WAN (Wide Area Network)**

LAN is pronounced "lan", and stands for ¹ _____ Area Network. In a typical LAN, there is a central network ² _____ which supports a number of ³ _____. Users have to ⁴ _____ the network server. Pages of information that can be viewed within a LAN are called an ⁵ _____. A number of LANs connected to each other via ⁶ _____ or other form of _____ communication are called a ⁷ _____. To be used as network terminals, each computer needs to have a ⁸ _____ installed.

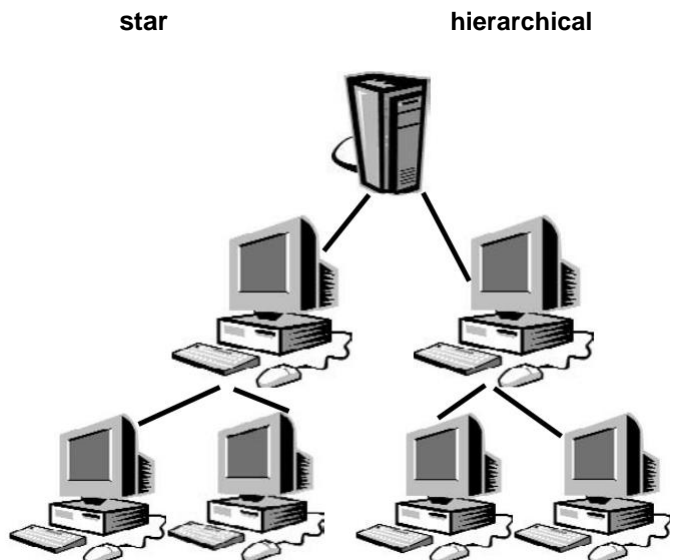
Network topologies

line (or bus)



1. _____ topology

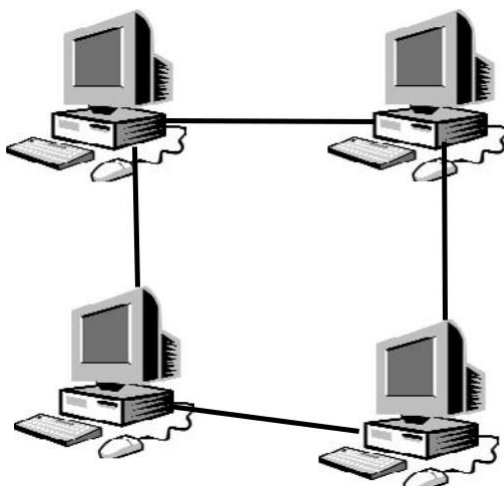
ring



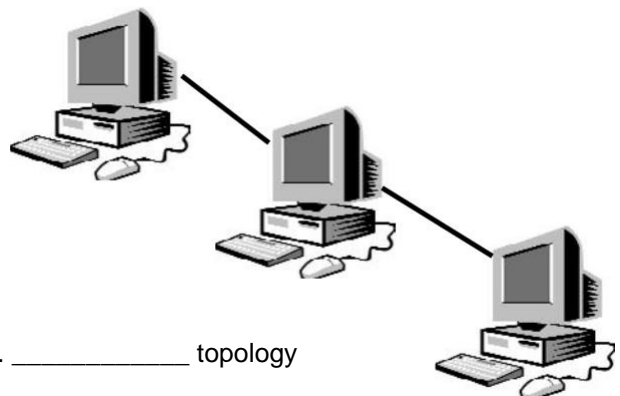
2. _____ topology

star

hierarchical



3. _____ topology



4. _____ topology

1.5 Electronic payments

A. EPOS and EFTPOS

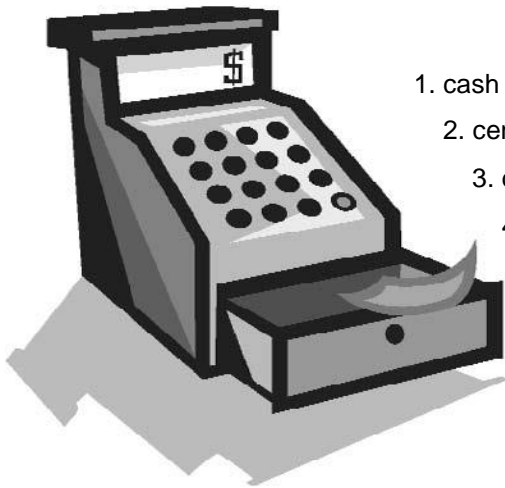
Cross out the incorrect word

EPOS (electronic point of sale) terminals are **cash / money** registers found in retail **openings / outlets** such as shops and restaurants. They are connected to a **central / centre** computer, and data about **objects / goods** and services sold is entered into the terminals via keyboards, barcode readers, **touch / finger** screens etc. They are useful for stock management, and can produce itemised bills and **receipts / recipes**.

EFTPOS (electronic funds transfer point of sale) can also transfer **cash / funds** directly from the customer's bank account via a **debit / paying** card. They are now more common than EPOS terminals.

B. Word partnerships

Match the words.



- | | |
|------------|-----------------|
| 1. cash | a. and services |
| 2. central | b. card |
| 3. debit | c. computer |
| 4. funds | d. of sale |
| 5. goods | e. outlet |
| 6. point | f. register |
| 7. retail | g. screen |
| 8. touch | h. transfer |

C. Plastic

Match the cards with the phrases.

- | | |
|-----------------|---|
| 1. credit card | a. Buy now, pay now. |
| 2. debit card | b. Buy now, pay the bank later. |
| 3. cash card | c. Buy now, pay the shop later. |
| 4. loyalty card | d. Spend, and get some money or goods back from the shop. |

2.1 Software: the basics

B. Insert the missing words.

close
 drag and drop
 find
 free up
 installed
 launch
 password
 renamed
 running
 save
 search
 start menu
 uninstalling
 user
 window

1. I couldn't open the document you emailed me. I don't have Microsoft Word _____ on my

2. Click on that icon to _____ Internet

3. I _____ an important document, and now I can't find it.

4. If your computer is _____ several applications at the same time, it's more likely to crash. It's better to _____ the applications. you're no

5. You can access all the applications on your computer from the _____.

6. You can view two Word documents on the screen at the same time. You just open a new _____.

7. It's easy to move files into a folder. You can just _____.

8. I asked the computer to _____ for files with "English" in the name, but it didn't _____ any.

9. This is a shared computer. Each _____ has their own _____.

10. You can _____ space on your hard drive by _____ applications you never use.

11. If you _____ your photos as JPEGs instead of TIFFs, you'll use a lot less memory.

2.2 Using software: useful verbs

Match the words on the left with the words on the right.

Set 1

- | | |
|--------------------------------|--------------------------|
| 1. arrange the | a. a Microsoft Word file |
| 2. cut and paste | b. a new window |
| 3. install | c. photo. It's too big. |
| 4. open the document in | d. an application |
| 5. resize the | e. some text |
| 6. save it as | f. icons on the desktop |

Set 2

- | | |
|--------------------------|-----------------------------|
| 1. copy the | a. for a lost file |
| 2. customize your | b. a program |
| 3. launch | c. "search" function |
| 4. search | d. text into a new document |
| 5. send the file | e. to a different folder |
| 6. use the | f. desktop |

Set 3

- | | |
|-----------------------------------|--------------------|
| 1. accidentally deleted an | |
| 2. exit | a. menu |
| 3. click on that button | b. important file |
| 4. pull down a | c. an application |
| 5. replace the existing | d. as a web page |
| 6. view | e. on the task bar |
| | f. file |

Set 4

- | | |
|-------------------------|------------------------|
| 1. close down an | |
| 2. log off | a. after a session |
| 3. look in | b. all folders |
| 4. put the file | c. application |
| 5. run a | d. hard drive |
| 6. wipe the | e. on a USB memory key |
| | f. program |
-

A. Write the numbers next to the words.

2	top margin
	bottom margin
	left-hand margin
	right-hand margin
	heading (or title)
	body text
	paragraph break
	indent
	illustration
	border (or frame)
	page number
	page border (or edge of the page)

B. Match the words with the types of lettering

bold	bold italic	italic
lower case (or small letters)		
outline	plain text	shadow
strikethrough		underline
upper case (or capital letters)		

1. _____ ABCDEFG
2. _____ abcdefg
3. _____ Typewriters
4. _____ **Typewriters**
5. _____ *Typewriters*
6. _____ ***Typewriters***
7. _____ Typewriters
8. _____ ~~Typewriters~~
9. _____ Typewriters
10. _____ **Typewriters**

C. Choose the best words.

1. The text about typewriters is divided into three _____.
 a. sections b. paragraphs c. chunks
2. Times, Arial and Courier are types of _____.
 a. lettering b. character c. font
3. The text about typewriters is _____.
 a. single spaced b. double spaced c. one-and-half spaced
4. "Inventions that Changed the World" is the _____.
 a. header b. footer c. footnote
5. Do you think the margins are too _____ or _____?
 a. big / small b. wide / narrow c. long / short
6. Do you like the page _____?
 a. layout b. organisation c. pattern

2.3 Word processing 2

Sunny days Coach Tours

Winter / Spring Tours

Dec 1st: Paris
Five nights in a four star hotel just 200 metres from the Eiffel Towers. All meals included. Depart London 10 am.

Dec 7th: Amsterdam
Three nights in simple guest house overlooking a canal in the heart of Amsterdam. Breakfast and a canal tour included in the price. Depart 8.00 am Bristol, 10.15 am London.

Dec 11th / Dec 16th: Christmas Markets in Vienna
Discover the magic of Austria's Christmas markets. Five nights half-board. Optional extra trip to Innsbruck. Depart Cardiff 8 am Dec 11th, and London 9 am Dec 16th.

Dec 29th: New Year in Verona
Three nights half board in one of northern Italy's most beautiful cities. On the evening of Dec 31st enjoy a five course gourmet meal in one of Verona's finest restaurants, followed by the traditional firework display in Piazza Bra.

January 13th to March 10th: Skiing in the French Alps
Avoid the airport crowds – go by coach! Departures Saturdays 9am London. Drop-off points throughout SW France. Wide range of accommodation packages available.

March 20th / March 27th: Berlin
Five nights full board in a two star hotel conveniently located a short metro ride from the city centre. Price includes a three-day travel pass. Depart 8.00 am Bristol, 10.15 am London

April 4th: Easter in San Sebastian
Enjoy the traditional Easter celebrations in one of northern Spain's most elegant and atmospheric cities. 6 nights half board in a three star sea-front hotel. Depart London 8.30 am.

April 11th / April 17th : The Tulip Fields of Holland
Experience the beauty of rural Holland in spring, based in a comfortable guesthouse in the historic city of Delft. Five nights half board. Depart Cardiff 8 am April 11th, and London 9 am April 17th.

April 24th: Barcelona
Five nights in a centrally-located one-star hotel on a bed-and-breakfast basis. Price includes a three-day city transport card. Optional extra excursion to the Salvador Dali museum in Figueres. Depart London 8 am



A. Choose the best words.

1. "Winter / Spring Tours" is the _____.
 - a. under-heading
 - b. sub-heading
 - c. below-heading
2. The body text is divided into two _____.
 - a. columns
 - b. pillars
 - c. strips
3. The body text is _____.
 - a. left-aligned
 - b. centred
 - c. justified
4. The illustration isn't original artwork. It's _____.
 - a. screen art
 - b. free art
 - c. clipart
5. The clipart has been given _____.
 - a. an under shadow
 - b. a drop shadow
 - c. a sub-shadow
6. This poster has been given a 10% grey background _____.
 - a. wash
 - b. fill
 - c. colour
7. The design of this poster is _____.
 - a. a bit amateurish
 - b. highly professional
 - c. state-of-the-art

Punctuation and symbols

B. Match the words with the punctuation marks and symbols.

- | | |
|---------------------|------------|
| 1. full stop | a. ! |
| 2. comma | b. @ |
| 3. exclamation mark | c. , |
| 4. question mark | d. & |
| 5. single quotes | e. . |
| 6. double quotes | f. = |
| 7. dollar sign | g. 'Hello' |
| 8. percentage sign | h. |
| 9. ampersand | i. * |
| 10. asterisk | j. "Hello" |
| 11. hash | k. _ |
| 12. brackets | l. - |
| 13. left bracket | m. ? |
| 14. square brackets | n. / |
| 15. underscore | o. () |
| 16. hyphen | p. \$ |
| 17. plus sign | q. \ |
| 18. equals sign | r. [] |
| 19. colon | s. % |
| 20. semicolon | t. (|
| 21. "at" sign | u. # |
| 22. forward slash | v. : |
| 23. backward slash | w. + |
| 24. arrow | x. ; |

C. Look at this table, and answer true or false.

Departure times

Bristol	London	Dover
8.15	10.30	12.45
14.00	16.15	18.30
17.45	19.00	21.15

1. All the cells are the same size.
2. There are four columns and three rows.
3. The text in the top bar is reversed-out.
4. The middle column has a lighter flood fill.
5. The text is centred within its cells.
6. The table gridlines are grey.

2.4 Problems with software

Choose the correct preposition. Then match the problem with the solution.

1. The operating system **in / on** my computer doesn't support the latest version **of / from** this application.

2. These files are too big.

3. My computer says it hasn't got enough memory **for / to** run this program.

4. I can't understand this program. It's too complicated.

5. I think there's a bug **in / inside** this software.

6. There doesn't seem to be an icon for the program **in / on** the desktop.

7. I can't use this program. It's all **in / with** French!

8. I can't get the driver for my new printer **to / at** work.

9. I haven't got a media player **in / on** my computer.

You can download one for free **to / from** the internet.

Perhaps you could get an older version – or buy a new computer!

What about uninstalling the driver for your old printer?

Have you checked to see if there are any updates available **in / on** the internet?

Why don't you close **off / down** all those other applications you've got open?

You can get a manual. I've seen one in the local bookshop.

How about compressing them **with / by** WinZip?

Click **to / on** the "start" menu, and click **at / on** "All Programs".

Change the language setting.

1. ____	2. ____	3. ____	4. ____	5. ____	6. ____	7. ____	8. ____	9. ____
---------	---------	---------	---------	---------	---------	---------	---------	---------

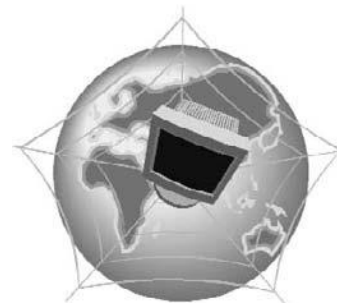
2.5 Which program?

Match the operations with the application types.

	word processor	spreadsheet	image editor	media player
1. select text	x	x		
2. save as JPEG				
3. insert table				
4. play				
5. touch up				
6. import photo				
7. exit				
8. copy from CD				
9. check internet for updates				
10. copy a block of cells				
11. insert text box				
12. page set-up				
13. optimise for internet				
14. uninstall				
15. add border				
16. insert bullet points				
17. convert to MP3				
18. paste into new document				
19. check spelling				
20. change text direction				
21. flip, crop and rotate				
22. sort				
23. alter formula values				
24. create playlist				
25. print				
26. clear all cells				
27. maximise window				
28. insert column break				
29. convert to greyscale				
30. open				

3.1 The internet: the basics

A. Choose the best word from each pair in grey type.



What's the difference between the Web and the internet?

Some people think that the internet and the Web are the same thing, but in fact they are different. The internet (often called simply "the net") is a global ¹ **network / net** of interconnected computers. These computers communicate with each other ² **over / through** existing telecommunications networks – principally, the telephone system. The World Wide Web (usually known as just "the Web") is the billions of web pages that are stored on large computers called web ³ **servers / services**.

To ⁴ **see / access** the web, you need a computer and a modem. You then connect over your telephone line to an internet service ⁵ **port / provider** (ISP), which sends your request to view a particular web page to the correct web server.

Websites are not the only service available on the internet. It is also used for many other functions, including sending and receiving email, and connecting to newsgroups and ⁶ **discussion / talking** groups.

You could say that the internet is a system of roads, and web pages and emails are types of traffic that travel on those roads.

B. Put these operations in the order that you do them (variations are possible).

- | | |
|--------------------------|---|
| <input type="checkbox"/> | close down your browser |
| <input type="checkbox"/> | connect to your ISP |
| <input type="checkbox"/> | disconnect from the internet |
| <input type="checkbox"/> | enter a web address (also known as a URL*) into the address field |
| <input type="checkbox"/> | launch your browser (for example, Internet Explorer, Netscape Navigator or Mozilla Firefox) |
| <input type="checkbox"/> | perhaps wait for a few seconds while the web-page downloads |
| <input type="checkbox"/> | view the page |

* URL stands for Uniform Resource Locator, but the full term is almost never used

Web addresses

Web address / URL:	http://www.acblack.co.uk
domain name	www.acblack.co.uk
host:	acblack
protocol:	http://
type of site:	.co.uk
country code:	.uk

C. Choose the best words.

1. ADSL* is more commonly known as _____.
 a. longband b. broadband c. wideband
2. Broadband internet connection is much faster than _____.
 a. dial-in b. dial-through c. dial-up
3. Before you can connect to the internet for the first time, you have to _____ an account with an ISP.
 a. set b. set up c. set in
4. Each time you want to connect to your ISP's system, you have to enter a log-in name and a _____.
 a. security word b. safe word c. password
5. You can set your computer to _____ your log-in details, so you don't have to type them in each time.
 a. store b. remember c. recall
6. With a broadband connection, you usually have to pay a _____.
 a. fixed monthly price b. fixed monthly fee c. fixed monthly cost
7. With dial-up, you can usually choose a _____ tariff.
 a. pay-as-you-go b. pay-what-you-want c. pay-if-you-like
8. Some broadband contracts limit the amount of _____ you can have each month.
 a. pages b. traffic c. use
9. Looking at web pages can be called "navigating the Web" but is more commonly called _____.
 a. "surfing the net" b. "skiing the net" c. "swimming the net"
10. You can often find the answer to a question by _____ on the internet.
 a. looking at it b. looking for it c. looking it up
11. When your computer is not connected to the internet, it is _____.
 a. out of line b. offline c. off the line
12. Internet banking is also called _____.
 a. online banking b. on the line banking c. inline banking
13. An unexpected disconnection from the internet is called a _____.
 a. lost connection b. missed connection c. dropped connection
14. A file which is copied from the internet onto your computer is called _____.
 a. an upload b. a download c. a load
15. Downloading files from the internet can _____ your computer with a virus.
 a. infect b. contaminate c. dirty

*ADSL stands for asymmetric digital subscriber line, but the full term is almost never used.

3.2 Internet browsers

A. Match the browser toolbar button with the function.

- | | |
|---|---|
| 1. Back | a. Shows a list of the websites you have visited recently. |
| 2. Forward | b. Opens the media bar, accessing internet radio, music, video etc. |
| 3. Stop | c. Displays the page you were on before. |
| 4. Refresh ¹ / Reload ² | d. Shows the latest version of the page. |
| 5. Home | e. Opens the search panel. |
| 6. Search | f. Displays the page you were on before using the Back button. |
| 7. Favourites ¹ / Bookmarks ² | g. Displays the page you have set as your home page. |
| 8. Media | h. Prints the current page. |
| 9. History | i. Stops a page from downloading. |
| 10. Mail | j. Displays the web addresses you have chosen as your favourites. |
| 11. Print | k. Shows email options. |

¹ Microsoft Internet Explorer; ² Netscape Navigator / Mozilla Firefox

Quiz

Do you know the answers to these technical questions about browsers? Answer true or false for each one.

- All browsers (Internet Explorer, Mozilla Firefox etc) have exactly the same functions.
- Cookies are data sent by an internet server to a browser. They identify the user, and track the user's access to the server.
- You can get your browser to delete the cookies it has stored. (In Internet Explorer go to **Tools**, then to **Internet Options**, then to **Delete Cookies**.)
- Pages you have viewed are stored in the Temporary Internet Files folder. These cannot be deleted.
- You can tell your browser how long to store web addresses in the History.
- You can set your browser to block pop-up windows.
- All pop-ups are advertisements.
- You can add extra toolbars to your browser window, for example a toolbar from Goog

3.3 Things on the net

A. Match the activities with the internet features.

- | | |
|--|------------------------|
| 1. Keep a public diary of your journey through South America | a. webmail |
| 2. Lose lots of money | b. online music store |
| 3. Find out about the First World War | c. instant messaging |
| 4. Download songs | d. online radio |
| 5. Listen to music in real time | e. portal |
| 6. Check your email from any computer | f. blog |
| 7. Find links to other websites | g. online encyclopedia |
| 8. Exchange messages in real time with friends or colleagues | h. currency converter |
| 9. Check the latest exchange rates | i. e-zine |
| 10. Read new articles about a subject that interests you | j. online casino |

B. Can you match these activities with the internet features? (It's not easy – the terms are sometimes confused with each other.)

- | | |
|--|---------------------------------|
| 1. Exchange messages in real time about anything you like with strangers. | a. newsgroup |
| 2. Post messages about your favourite pop group, and maybe reply to other fans' messages. | b. forum |
| 3. Exchange information and messages about saving a local wood from development with anybody who wants to join in. | c. discussion group |
| 4. Exchange information and views about the economy of Australia with other Australian economists. | d. bulletin board / noticeboard |
| 5. Post / download photos, video clips and messages among a group of friends. | e. chatroom |

3.5 E-commerce

Shopping on the net

A. Fill the gaps, then put these stages in order (number them 1 to 8).

account add browse checkout
 confirm delivery details invoice
 shopping basket sign in

- | | |
|----------|---|
| | You usually have to allow at least two working days for ¹ _____. |
| | Choose an item, and ² _____ it to your ³ _____. |
| | Click ⁴ "_____". Now it's too late to change your mind! |
| | When you have finished shopping, click "proceed to ⁵ _____". |
| | Usually, you will receive an ⁶ _____ by email. |
| | Enter your name, address and card ⁷ _____. |
| 1 | Before you can start shopping, you usually have to ⁸ _____ to the site. (If you don't already have an ⁹ _____, you have to create one.) |
| | ¹⁰ _____ the website, and decide what you want to buy. |

B. Put the words into the spaces.

bid down encrypted online
 outbid padlock secure server system

- Sites that ask for your credit card number or other personal information should use a _____, so the data you send is _____.
- A: "Have you ever bought anything on an auction site like eBay?"
B: "No. Once I made a _____ on something, but I was _____ a few seconds before the auction closed."
- The _____ symbol means that a web-page is secure.
- I couldn't book my flight _____ because the airline's _____ was _____.



Booking a hotel online



C. Choose the best words.

You can often make a hotel reservation ¹ **by / over** the internet, but you may have to pay a deposit. The deposit will usually be returned ² **to / for** you if you cancel your reservation a week or more ³ **in / with** advance.

You will usually receive notification ⁴ **about / of** the booking ⁵ **by / from** email. When you check ⁶ **in / into** the hotel, your details will probably already be ⁷ **on / inside** the hotel system. When you check ⁸ **out / out of**, you will usually be given a receipt.

Filling in an e-form

D. Write the information into the fields.

27/03/1965
 213 Wood Street
 4044 5055 6066 7077
 Anne Mary
 amj999@hotmail.com
 Apartment 17
 Bellevue Apartments
 Chicago
 Illinois
 Jones
 Ms
 USA
 Visa Debit
 IL 60611
 1 888 999 0000

Name	
Title <input type="text"/>	Forename(s) <input type="text"/> Surname <input type="text"/>
Billing address	
Line 1	<input type="text"/>
Line 2	<input type="text"/>
Line 3	<input type="text"/>
Town / City	<input type="text"/>
State ¹ / Province / County ²	<input type="text"/>
Zip Code ¹ / Postcode ²	<input type="text"/>
Country	<input type="text"/>
Date of birth	<input type="text" value="dd/mm/yyyy"/>
Delivery address	
<i>If different to billing address, click here</i>	
Card type	<input type="text"/>
Card number	<input type="text"/>
Daytime telephone number (inc. country code)	+ <input type="text"/>
email address	<input type="text"/> confirm
email address	<input type="text"/>

¹ USA ² United Kingdom

E. How is a credit card different to a debit card? Do you have one or both or neither?

3.6 Email

From:	anna@goodmail.com
To:	bernard@ciaociao.it
Cc:	carol@freemail.co.uk
Bcc:	dave@norsemail.no
Subject:	arriving in Rome

Hi Bernard

I'll be arriving in Rome just after midday tomorrow (Friday). You don't need to pick me up at the airport – I can get a taxi to the city centre.

See you soon!

Anna

A. Look at the email and answer the questions true or false.

1. The recipient is Anna.
2. The sender is Anna.
3. Bernard knows that Carol knows when Anna will be arriving in Rome.
4. Bernard knows that Dave knows when Anna will be arriving in Rome.
5. You can say that Anna Cc-ed her email to Carol.
6. You can say that Anna Bcc-ed her email to Dave.
7. The subject line is empty.
8. The style of the email is formal.
9. Cc stands for carbon copy and Bcc stands for blind carbon copy, but the full terms are almost never used.
10. Carbon copies were a method of making copies of documents typed on typewriters.

Sending an attachment

B. Put the words in the spaces.

attach

browse

field

inboxes

open

send

size

You can send almost any file as an attachment. ¹ _____ through the folders on your computer until you find the file you want to attach. Click on "² _____". The file will appear in the attachments ³ _____. Then click "⁴ _____", and wait while the file uploads. Add more files if you wish. When you have finished adding files, click "⁵ _____".

Some email ⁶ _____ will only receive attachments up to a certain ⁷ _____ with one email, for example 10MB. If you need to send a lot of very big attachments, it's sometimes necessary to spread them over a number of separate emails.

3.7 Email comprehension 1

Hi Tony

Thanks for sending through that a/w so quickly. Just one problem – I couldn't open the attachment. I'm not sure why. My inbox is virtually empty, so there's plenty of room, and the attachment limit is 20MB, so there's no problem there. Perhaps there was a glitch somewhere. Anyway, rather than trying to figure out what went wrong, could you just send it again?

Did we discuss file format? I don't know much about TIFFs, JPEGs etc, but I meant to tell you that if you have any queries on this, you could get in touch with Steve, our designer. His email address is steve@stevegreendesign.co.uk.

One other thing. When you resend me the a/w, could you cc it to Angela? I've asked her to have a quick look at it before we put it in the brochure.

I'm looking forward very much to seeing those pics – fingers crossed that they'll come through OK this time. However, if I still can't download them, I'll ask you to put them on a disk and mail them.

All the best

Jenny

A. Are these statements true or false?

1. Jenny didn't receive the a/w because her inbox is too small.
2. The attached files came to less than 20MB in total.
3. Jenny has resolved a technical problem, and the attachment will come through without any problems next time.
4. Tony will have to resend the a/w.
5. Jenny is a graphic design expert
6. Tony is also going to put the files onto a disk and mail them.
7. Angela has already seen the a/w.
8. The style is too informal – business emails should always be more formal than this.

B. Find words or expressions in the email which mean the same as the phrases below.

1. artwork _____
2. a small technical problem _____
3. type of file _____
4. questions about this _____
5. send again _____
6. email a copy to _____
7. communicate with _____
8. with luck... _____

3.8 Email comprehension 2

Dear Jenny

As requested, I'm attaching the a/w files again.

The technical problems you've been experiencing may be due to your email provider. I have to say, I've never heard of Whoopydudu.com. You might be better off switching to one of the big names, such as Gmail or Yahoo.

Regarding file formats, TIFFs should be OK. If necessary, your designer will be able to reformat them very easily, but in my experience most designers have no problem working with TIFFs.

As the file sizes are quite large, and I understand that Angela only has a dial-up connection, I've sent her low-res versions to look at. I hope that will be OK. They should be clear enough.

I'm just about to go on holiday, so if you need me to send these files on disk, please let me know by Friday afternoon. I probably won't get the opportunity to check my email while I'm away, but if anything arises that won't keep, my assistant Trevor may be able to deal with it.

Best regards

Tony

A. Are these statements true or false?

1. Tony thinks Jenny should change her email provider.
2. The designer will need to reformat the files.
3. Angela doesn't have broadband.
4. Tony is sending resized versions of the a/w files to Angela.
5. These versions will look the same as the original versions.
6. Tony is going on holiday on Friday morning.
7. Trevor may be able to help with any problems that come up while Tony is away.
8. The style is neutral – neither formal nor informal.

B. Find words or expressions in the email which mean the same as the phrases below.

1. as you asked _____
2. famous companies _____
3. change the type of file _____
4. I think, but I may be wrong... _____
5. Low image resolution (see 1.6) _____
6. on Friday afternoon or before _____
7. comes up _____
8. that's urgent _____

APPENDIX I 2: Sample Lesson Plan for Pre-service Hotel Trainees

Professeur : Teacher's name was erased due to anonymity reason
Département: G.T.

Fiche d'animation N° 10

Titre de la leçon

Describing the situation of the hotel.

Matière: English

Référence: 08-03-2010
Cycle: Aception
Durée: 2h

Contrôle: My trainees will be able to define the different items of the hotel

Objectif

Have an idea about all the items that can be found in the hotel.

Plan de la leçon

Supports et Matériel à prévoir	Termes Techniques nouveaux
a real visit to the application hotel	- Indoor pool - kitchenette

Pré-requis: A question 2

- What is your hotel of the application like?
- Can you describe it to me.

Séquences du cours:

- Hotel vocabulary.
- Discuss them and explain each one of them.
- A visit to the application hotel
- personal work: describe the hotel according to what did you learn in the lesson.

Contrôle et consolidation:

My trainees can now define the several places that can be found in the hotel


Mémoire de la leçon:

- single bed - hallway - suit -
- This room is with king size bed.

APPENDIX J: Related Banks and Interbanking Training Centre


DIRECTION GENERALE
Lotissement ZOUAOUA - Villa N° 10 - Cheraga - Gouvernorat du Grand Alger
Tél. : (02) 36 81 97 et 36 83 92 / Fax : (02) 36 14 48

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- BANQUE DE DEVELOPPEMENT LOCAL
- BANQUE EXTERIEURE D'ALGERIE
- BANQUE NATIONALE D'ALGERIE
- CAISSE NATIONALE D'EPARGNE ET DE PREVOYANCE
- CAISSE NATIONALE DE MUTUALITE AGRICOLE
- CREDIT POPULAIRE D'ALGERIE
- BANQUE AL BARAKA



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Société Inter Bancaire de Formation
الشركة ما بين المصارف للتكوين



LES OPERATIONS BANCAIRES
AVEC L'ETRANGER



Domiciliation et apurement
des dossiers "IMPORT" "EXPORT"

Juillet 2007

SOCIETE INTERBANCAIRE DE FORMATION
15, Rue du Languedoc, Air de France, Bouzaréah, Alger

APPENDIX K: In-service Training in Hotels of Study

تخلل الأسبوع المنصرم، إبرام اتفاقية جماعية ما بين مديرية التكوين المهني والتمهين بولاية وهران، وممثلي خمسة فنادق كبيرة من فئة الخمس نجوم بالمعهد المتخصص في التكوين المهني بحي مارافال، علما بأن هذه المبادرة تدخل في إطار الإجراءات الجديدة التي تباشرها السلطات العمومية عن طريق مديريات السياحة و التشغيل والتكوين المهني والتمهين من أجل ترقية التكوين النوعي، وإعادة الحيوية لقطاع السياحة الذي يعرف الكثير من العراقيل التي تعيق تطوره، و بالتالي الاستجابة لتطلعات مختلف المتعاملين في القطاع السياحي.

ومن شأن هذه الاتفاقية الجماعية المبرمة بين مديرية التكوين والتمهين و ممثلي فنادق "الروايال" و"الميريديان" وشبكة ايدن وايبيس والشيراطون، أن توفر الكثير من الامتيازات للعاملين في قطاع السياحة والخدمات الفندقية،

ومن هذا المنطلق أكد السيد عبد القادر طويل، مدير التكوين المهني والتمهين بولاية وهران، أنه تم تخصيص 16 مكونا في المجال الفندقي والخدماتي لتمكين العاملين في هذه الفنادق من اكتساب الخبرة والتعرّف على الطرق البيداغوجية الجديدة التي يتم التعامل بها على المستوى العالمي، ما بين ممثلي

تخلل الأسبوع المنصرم، إبرام اتفاقية جماعية ما بين مديرية التكوين المهني والتمهين بولاية وهران، وممثلي خمسة فنادق كبيرة من فئة الخمس نجوم بالمعهد المتخصص في التكوين المهني بحي مارافال، علما بأن هذه المبادرة تدخل في إطار الإجراءات الجديدة التي تباشرها السلطات العمومية عن طريق مديريات السياحة و التشغيل والتكوين المهني والتمهين من أجل ترقية التكوين النوعي، وإعادة الحيوية لقطاع السياحة الذي يعرف الكثير من العراقيل التي تعيق تطوره، و بالتالي الاستجابة لتطلعات مختلف المتعاملين في القطاع السياحي.

للعلم فإن عمليات التكوين سيتم الشروع فيها بطريقة آلية بداية من شهر سبتمبر الجاري، حيث يتم إعطاء الدروس للجميع وتمكين كافة العاملين من الاستفادة من التكوين الحاصل من أجل رفع المستوى والتأهيل وفق الاحتياجات، حيث سيتكفل ممثلو الفنادق المعنية من مختلف دفعات الشباب الذين يتم تمرينهم ميدانيا بهذه المؤسسات الفندقية، علما بأن الدفعة الأولى ستكون متكونة من 180 شابا في تخصصات الاستقبال والطبخ وبقية الأعمال المرتبطة بالفندقة.

يذكر أن هذه الدورات التكوينية ستكون على شكل تریصات ميدانية عملية على مستوى الفنادق المعنية بالعملية، إلى جانب إجراء تریصات أخرى على مستوى مراكز التكوين يغلب عليها الطابع البيداغوجي والنظري.

من جهته أكد مدير السياحة بالولاية، السيد يحيى سبيح، بأن الهدف من هذه الإجراءات هو التوصل إلى خلق تكوين شامل ذي نوعية، والحفاظ عليه والاستمرار فيه وهو الأمر الذي يعمل الجميع على تعميمه وتطبيقه الميداني خاصة وأن الهدف من كافة هذه الإجراءات هو العمل على ترسيخ فكرة الاهتمام

تتبعها مدير السياحة بالولاية، السيد يحيى سبيح، بأن الهدف من هذه الإجراءات هو التوصل إلى خلق تكوين شامل ذي نوعية، والحفاظ عليه والاستمرار فيه وهو الأمر الذي يعمل الجميع على تدعيمه وتطبيقه الميداني خاصة وأن الهدف من كافة هذه الإجراءات هو العمل على ترسيخ فكرة الاهتمام بالعمل، وتوفير الراحة التامة للزبائن من خلال الاهتمام بانشغالاتهم وأذواقهم وتلبية كافة احتياجاتهم.

للعلم فإن ولاية وهران قامت في الآونة الأخيرة بإحصاء 157 فندقا جاهزا في الوقت الذي يتم فيه إنجاز 46 آخر منها ما وصلت نسبة الأشغال به إلى 80 بالمائة، ومنها من لم تتعد الأشغال به 20 بالمائة، إلا أن الأمر في مجمله يبعث على التفاؤل بأن وهران ستستعيد مكانتها السياحية خلال مدة وجيزة جدا والدليل على ذلك كما قال السيد يحيى سبيح، هو حجم الاستثمارات الموجودة في القطاع، إلى جانب الاهتمام الكبير للسلطات العمومية بهذا الجانب الذي من شأنه أن يوفر الكثير من فرص الشغل والاستقرار للعاملين به، أما بالنسبة للسيد عبد الحكيم كسال، مدير التشغيل بالولاية فإن استراتيجية المديرية في هذا المجال واضحة جدا ولا غبار عليها وذلك من خلال

تتبعها على توفير فرص التشغيل لأصحاب الشهادات والكفاءات، وأنه لا شغل لمن ليس له تكوين وتأهيل في المجال، خاصة وأن مديرية التشغيل تعمل دوما على توفير فرص التشغيل والاعتماد كثيرا على التكوين، وهو الأمر الذي من شأنه أن يعمل على توفير الكثير من مناصب الشغل، علما بأن الانتهاء من إنجاز الفنادق الجاري تشييدها فإن العملية ستوفر ما لا يقل عن 10 آلاف منصب شغل قار ودائم.

من جهة أخرى شدد رئيس الفدرالية الوطنية لأصحاب الفنادق، السيد كريم الشريف، على أن تأهيل العمال في مختلف المناصب التي يشغلونها هي من الأولويات والاهتمامات التي لا بد منها ولا يجب إهمالها على الإطلاق خاصة في هذا الظرف المتميز بضرورة إعادة الاعتبار لقطاع السياحة وعلاقته المتينة بالفندقة التي يجب أن تكون متناسقة تماما مع احتياجات السوق التي تعرف تطورا غير مسبوق.

¹ Source : www.mta.gov.dz.

APPENDIX L: English in ESHRA Modular Continuous Education

Below is an overview of the modular continuing education offered by theme:

Front Office

- ▶ Introduction world hospitality
- ▶ Communication: verbal and non-verbal
- ▶ Front Office Theory
- ▶ Front Office Practice
- ▶ Customer Relations
- ▶ Front Office **Computing**
- ▶ Sales Techniques

Catering

- ▶ Introduction to the world of catering
- ▶ Know how to be in the world of catering
- ▶ Catering Service: Theory
- ▶ Catering Service: Practice
- ▶ Communication verbal and non-verbal: French and **English**
- ▶ Catering Management
- ▶ Arts the table and Oenology
- ▶ Sales Techniques

BAR

- ▶ Introduction to the world of catering
- ▶ BAR Management
- ▶ Service BAR: Theory
- ▶ Service BAR: Practice
- ▶ Verbal and non-verbal Communication: French and **English**
- ▶ International Protocol service
- ▶ Sales Techniques

Accommodation

- ▶ Introduction and trends in the world of hosting
- ▶ Hébergement: Theory I and II

- ▶ Security and Hygiene
- ▶ Leadership and Management I and II (General Governance)

Management

- ▶ Introduction in management techniques
- ▶ Human Resources Management
- ▶ Verbal Communication: French and **English**
- ▶ Leadership
- ▶ Knowledge of working and Ethics
- ▶ Office Computing
- ▶ International Protocole
- ▶ Crisis Management in hotels Catering

APPENDIX M: English in the training cycle of ESHRA

(The last but one in each cycle)

Semestre 1
Générique
Communication - Essentiels de la Communication
Protocole International des Affaires
Introduction au Monde de l'Hôtellerie et de la Restauration
Introduction aux Affaires
Production Cuisine
Production Cuisine - Théorie
Production Cuisine - Restaurant Gastronomique
Production Cuisine - Food Court
Production Cuisine - Take Away
Restauration
Service Restauration - Théorie
Service Pratique - Restaurant et Bar Gastronomique
Service Pratique - Restaurant Take Away - Bar
Service Pratique - Restaurant Food Court
Hébergement
Hébergement Théorie
Hébergement Pratique - Entretien Chambre et Lingerie
Spécifique
Cuisine Algérienne
Oenologie et Connaissance Boissons
Conception de Menus et Contrôle de Coûts
UEM
Logique Appliquée
Anglais
Français Professionnel

Semestre 2
Histoire et Culture Algérienne
Arts de la Table
Communication - Gestion de la Diversité
Production Cuisine
Production Cuisine - Restaurant Gastronomique
Production Cuisine - Food Court
Production Cuisine - Take Away
Restauration
Service Pratique - Restaurant et Bar Gastronomique
Service Pratique - Restaurant Take Away - Bar
Service Pratique - Restaurant Food Court
Nutrition et Hygiène
Creation de Concept Restaurant
Hébergement
Hébergement Pratique - Réception et Relations Clients
Gestion
Comptabilité
Marketing - Vente Directe et Service Client
UEM
Informatique
Gestion de Carrière
Anglais
Français Professionnel

Semestre 4
Gestion
Gestion des Infrastructures
Gestion de la Sécurité
Gestion des Ressources Humaines
Gestion de la Restauration
Developpement du Concept Restauration
Gestion de l'Hébergement
Technologie de l'Information de l'Hôtel
Comptabilité du Registre Client
Cours Hôtellerie
Gestion du Revenu
Marketing - Le Marketing Mix
Gestion du Tourisme - Tourisme International
UEM
Informatique
Activités Extracurriculaires
Anglais
Arabe

Semestre 5
Gestion
Economie - Microéconomie
Gestion des Ressources Humaines
Méthodes Quantitatives
Droit & Ethique
Accomplissement Personnel
Relations Interpersonnelles & Communication
Compétences de Communication & Art Oratoire
Cours Hôtellerie
Autres Départements Opérationnels
Gestion du Tourisme - Développement des Destinations
Architecture Hôtelière et Design
Géographie Touristique Algérienne
UEM
Projet Intégré
Anglais
Arabe

More Details about ESHRA Training Czntrre:

تسعى المدرسة العليا للفندقة و الإطعام بالجزائر العاصمة و هي مؤسسة عمومية تضمن تسييرها المدرسة السويسرية للوزان إلى بلوغ تكوين في مستوى الامتياز.

و تمنح المدرسة العليا للفندقة و الإطعام التي أشرف الوزير الأول عبد المالك سلال اليوم السبت على تدشينها تكوينا لإطارات مؤهلة في مجال تسيير المؤسسات الفندقية و السياحية حسب المعايير الدولية بهدف بلوغ مستوى الامتياز.

توجد المدرسة العليا للفندقة و الإطعام التي اختتمت سنتها الأولى للتكوين تحت وصاية التعليم العالي و البحث العلمي. وحسب المدير العام للمدرسة كسافيي كلابوفسكي فإن الشهادات المحصل عليها عند نهاية التكوين معتمدة من طرف المدرسة الفندقية السويسرية بلوزان.

يتعلق الأمر بشهادة ليسانس بعد 3 سنوات من التكوين (نظام ليسانس-ماستر-دكتوراه) تسلمها وزارة التعليم العالي والشهادة الثانية ليسانس دولية في التسيير الفندقي تسلم بعد أربع سنوات من الدراسة من طرف مدرسة الفندقة للوزان.

و تستقبل المدرسة التي يوجد مقرها بعين البنيان (غرب العاصمة) و التي تبلغ القيمة الإجمالية للتكوين بها 900000 دج سنويا 48 طالبا في النظام الداخلي يتلقون تكوينا في مختلف التخصصات التي لها صلة بالتسيير الفندقي طبقا للإستراتيجية الوطنية لدعم القطاع السياحي.

و تقدر طاقة الاستقبال لهذه المدرسة التي يوجد مقرها بعين البنيان (غرب العاصمة) و التي تبلغ تكلفة انجازها 13ر3 مليار دج ب 800 مقعد بيداغوجي و 400 سرير للطلبة و 20 سرير للزوار و 27 شقة للأساتذة بالإضافة إلى 7 شقق فاخرة. و تستفيد المدرسة المترتبة على مساحة 78.000 متر مربع من منشآت قاعدية حديثة و من التكنولوجيات الحديثة و تعليم حديث في التسيير الفندقي.

وتبلغ القيمة الإجمالية للتكوين المقدم من طرف هذه المدرسة 900000 دج سنويا. وقد اختتمت الدفعة الأولى المتكونة من 48 طالبا في النظام الداخلي أول سنة تكوينية لها.

و بإمكان الطلبة الحائزين على شهادة البكالوريا الاستفادة من هذا التكوين ضمن هذه المدرسة من خلال دفع مستحقات دراساتهم أو من خلال الاستفادة من مساعدة من قبل مانحين عموميين أو خواص لاسيما شركة الاستثمار الفندقية.

و يشرف على التكوين معلمون جزائريون وأجانب في مطبخ مجهز بكل اللوازم الحديثة لبلوغ مستوى الامتياز. و ترسل مدرسة لوزان بانتظام إشارات لها للجزائر العاصمة ل"مراقبة نشاط المدرسة العليا للفندقة و الإطعام" حسب مديرها العام.

يتم تكوين الطلبة في العديد من المجالات المتعلقة بالاستقبال و التسيير و الطبخ تكوينا تطبيقيا على مستوى المؤسسات الفندقية سواء في الجزائر أو في الخارج. و تتم التبرصات التطبيقية خلال السداسي الثالث و السابع في مجالات التسيير الفندقية و مختلف تخصصاته.

و في هذا الصدد شارك بعض التلاميذ في افتتاح فندق ماريوت بقسنطينة و شارك آخرون في صالون الشوكولاتة الذي نظم مؤخرا بالجزائر العاصمة. كما عزز التكوين بتدشين مطعم على مستوى المدرسة يفتح للجمهور ثلاث مرات في الأسبوع (الثلاثاء و الأربعاء و الخميس).

و كان وزير التهيئة العمرانية و السياحة و الصناعات التقليدية عمار غول أكد أن فتح هذه المدرسة يستجيب

للحرص على تعزيز التكوين و تأهيل اليد العاملة في مجال السياحة خاصة و أن الجزائر ستبادر بالعديد من المشاريع الاستثمارية في المجال السياحي.

و أشار الوزير أنه سيتم فتح 20 معهد تكوين في المجال السياحي . ف . أفة . 2020.

APPENDIX N: Details about Serecon Training Institute

شهادة دولة تقني سامي في السياحة تخصص وكالة سفر

BREVET DE TECHNICIEN SUPERIEUR
BTS TOURISME/OPTION : AGENCE DE
VOYAGE



مدة التكوين: 30 شهر
سنتين تكوين +6 أشهر تربص
تطبيقي

التوقيت: * تكوين إقامي طول
إيام الاسبوع* دروس مسائية
بنسبة للعمال
* تجمعات تكوينية مكثفة
بنسبة لغير القاطنين.

حقوق التدريس : 4200 دج
شهريا. تدفع بداية كل سداسي
(6 أشهر = 25200 دج).

المستوى الدراسي المطلوب: 3 ثانوي

التأطير : أساتذة جامعيون-ماجستير-أساتذة ذوي خبرة
ملف التسجيل:

4 صور شمسية - 02 شهادات ميلاد أصلية
شهادة مدرسية 03 ثانوي - نسخة عن بطاقة التعريف
الوطني
حقوق السداسي الأول 25200 دج

1

شهادة دولة تقني سامي في إدارة الفنادق
BREVET DE TECHNICIEN SUPERIEUR
BTS HOTELLERIE, OPTION :
ADMINISTRATION HOTELIERE



تعريف التخصص: مكلف
بتسيير وإدارة المؤسسة
الفندقية والهيكل السياحية

ميدان النشاط: * الفنادق *
المركبات السياحية *القرى
السياحية

توصيف الوظيفة: * المشاركة

في التوظيف * تسيير المؤسسة الفندقية * مراقبة والسهر
على سلامة الزبائن * تسيير ومتابعة إقامة و طعام الزبائن *
متابعة البرامج والنشاطات الترفيهية

مدة التكوين: 30 شهر (سنتين تكوين +6 أشهر تربص
تطبيقي)

التوقيت: * تكوين إقامي طول أيام الاسبوع* دروس مسائية
بنسبة للعمال

* تجمعات تكوينية مكثفة بنسبة لغير القاطنين.

حقوق التدريس : 4200 دج شهريا. تدفع بداية كل سداسي
(6 أشهر = 25200 دج).

المستوى الدراسي المطلوب: 3 ثانوي

التأطير : أساتذة جامعيون-ماجستير-أساتذة ذوي خبرة
ملف التسجيل:

4 صور شمسية - 02 شهادات ميلاد أصلية
شهادة مدرسية 03 ثانوي - نسخة عن بطاقة التعريف
الوطني
حقوق السداسي الأول 25200 دج

2

شهادة دولة تقني سامي في السياحة تخصص التسيير
السياحي

BREVET DE TECHNICIEN SUPERIEUR
BTS TOURISME/OPTION : GESTION
TOURISTIQUE

تعريف التخصص :

- مكلف بتسيير و برمجة النشاطات الترفيهية بالمؤسسة السياحية- مكلف بتحضير النشاطات الترفيهية والثقافية والرياضية

ميدان النشاط :



- الوكالات السياحية -
المركبات السياحية - القرى
السياحية - المخيمات -
الحظائر - السفن البحرية
توصيف الوظيفة:

- برمجة النشاطات السياحية -
تنظيم النشاطات الترفيهية
والثقافية والرياضية - وضع كل

الوسائل الضرورية لتحقيق النشاطات السياحية المبرمجة
مدة التكوين: 30 شهر (سنتين تكوين +6 أشهر تربص
تطبيقي)

التوقيت *: تكوين إقامي طول ايام الاسبوع* دروس مسائية
بنسبة للعمال

* تجمعات تكوينية مكثفة بنسبة لغير القاطنين.

حقوق التدريس : 4200 د ج شهريا. تدفع بداية كل سداسي
(6 أشهر = 25200 دج).

المستوى الدراسي المطلوب: 3 ثانوي

التأطير : أساتذة جامعيون-ماجستير-أساتذة ذوي خبرة

ملف التسجيل:

4 صور شمسية - 02 شهادات ميلاد اصلية

شهادة مدرسية 03 ثانوي - نسخة عن بطاقة التعريف
الوطني

حقوق السداسي الأول 25200 دج

3

شهادة دولة تقني سامي في السياحة تخصص مرشد
سياحي

BREVET DE TECHNICIEN SUPERIEUR
BTS TOURISME/OPTION : GUIDE
ACCOMPAGNATEUR

تعريف التخصص :



* مكلف باستقبال ومرافقة
السياح خلال السفر والجولات

* يساعد السياح ويعلمهم
بالمواقع السياحية و الاثرية و
المعالم

ميدان النشاط : * وكالات
السفر * دواوين السياحة *
على مستوى الهياكل
والمؤسسات السياحية

توصيف الوظيفة : - استقبال وإعلام ومساعدة وتوجيه
السياح - التأكد من الحجز للنقل والإقامة والإطعام - التكفل
بالنشاطات الملازمة لتحضير التظاهرات و الزيارات المتوقعة -
تنشيط الحصة الترفيهية والإستجمامية
مدة التكوين: 30 شهر (سنتين تكوين +6 أشهر تربص
تطبيقي)

التوقيت *: تكوين إقامي طول ايام الاسبوع* دروس مسائية
بنسبة للعمال

* تجمعات تكوينية مكثفة بنسبة لغير القاطنين.

حقوق التدريس : 4200 د ج شهريا. تدفع بداية كل سداسي
(6 أشهر = 25200 دج).

المستوى الدراسي المطلوب: 3 ثانوي

التأطير : أساتذة جامعيون-ماجستير-أساتذة ذوي خبرة

ملف التسجيل:

4 صور شمسية - 02 شهادات ميلاد اصلية

شهادة مدرسية 03 ثانوي - نسخة عن بطاقة التعريف
الوطني

حقوق السداسي الأول 25200 دج

4

5

ملاحظة: جميع شهادات الدولة المقدمة من طرف معهد
سيراكون. محرر و ممضاة من طرف المعهد الوطني للتكوين
المهني (تحت وصاية وزارة التكوين المهني) و معترف بها
لدى الوظيف العمومي و جميع الهيئة الحكومية

ملاحظة: جميع الدورات التأهيلية
تكلل بشهادة تأهيلية بعد اجتياز الإمتحان بنجاح

1

¹ Source : www.serecon.org

APPENDIX O: IT Department Employees Tasks along with their Experience ('Le Meridien' Hotel is one example from the Convention Centre hotels that have the same department formation and tasks)

Expérience



Le Méridien Oran Hotel & Convention Centre

10 ans

IT Manager in charge of Audio Visual

juin 2018 - aujourd'hui 1 an 1 mois
Oran, Algeria

Took over the A/V Department to be a fully part of the IT. So, in addition to the existing IT Tasks and duties, the new assignment consists of creating new synergies between IT and A/V members as well as merging some systems to et the full potential of the current systems installations with tasks including but not limited to :

- Budgets both OPEX and CAPEX planning for the whole A/V infrastrucutre
- Design and maintain current systems.
- Assist and advice customers on what the hotel can offer
- Manage, assisst and grow the current A/V team.
- Manage, maintain the current A/V assets

IT Manager

nov. 2011 - juin 2018 6 ans 8 mois
Le Meridien Oran,Algeria

- Manage information technology and computer systems and lead the IT strategy and implement across the business

- Lead the development of a high performing IT Team; recruiting, training and coaching employees and performance reviews.

- Providing Direct Support and Assistance to Staff and Costumers.

- Apply and Maintain Company Global and Regional Policies, define and implement lcoal governance policies contributing to IT technology

- Plan, organize, control and evaluate IT and electronic data operations and ensure security of data, network access and backup systems all to meet PCI Compliance requirements.

- Project Management (Resources allocation and plannings) to map service management outcomes with technology tools to enable service delivery and service improvement.

- Support Tickets Management to Identify problematic areas and implement strategic solutions in time all to Act in alignment with

IT Assistant Manager

sept. 2009 - nov. 2011 2 ans 3 mois
Le Meridien Oran, Algeria

In charge of All PreOpening activities. Providing solutions and support for the temporary pre opening office.

Defining IT solutions for the property and follow up installation with construction company and third party Installers.

Planing and attending Installation/ Training/ Go Live of all the software and hardware, including but not limited to Windows Servers, Network and Telephony, TV system and middlewares, POS, PMS, Stock and HR systems, ...

Apply policies and procedures to acheive accordance to PCI (Payment Card Industry) Compliance

Review Networking Diagrams, Security, ...



Licensing Processes, Server specificaitons validation, Racks Build...

IT Coordinator

juil. 2009 - août 2009 2 mois

Pre Opening IT works, orders for IT hardwares, choosing IT & communication solutions to be installed in accordance with Starwood Standards.

APPENDIX P: Sample Document for Bank Transaction (Product Conformity Assessment)

		<p align="center">CERTIFICAT DE CONTROLE DE QUALITE DU PRODUIT</p>	
<p>Reference Number: ALG-012716 Letter of Credit No.: 125001838</p>		<p>Certificate No.: ITL035954</p>	
<p>Importer: (Name, Address, Telephone, Fax, Mail) GIPLAIT LAITERIE LA SOURCE SPA ZONE INDUSTRIELLE N 01 - BP 142 REBAHIA SAIDA ALGERIE</p>		<p>Exporter: (Name, Address, Telephone, Fax, Mail) MINGAZZINI SRL VIA EGIDIO PINI N.29/A PARMA (PR) ITALIE 43126</p>	
<p>Telephone: 00213 48 514407 Fax: 00213 48 514579 Email: GIPLAIT_SAIDA@YAHOO.FR</p>		<p>Telephone: 0521983641 Fax: 0521293547 Email: amministrazione@mingazzini.it</p>	
<p>Verification Date: 11-SEPTEMBER-2012 Inspection Location: ITALY</p>		<p>Arrival Port: ORAN</p>	
<p>Mode of Shipment (Air/ Rail/ Road/ Sea): BY SEA</p>		<p>Country of Origin: ITALY</p>	
<p>Invoice Number/Date: 609 (31/08/2012)</p>			
<p>QUANTITY</p>	<p>UNIT</p>	<p>DESCRIPTION OF GOODS</p>	
<p>1</p>	<p>LOT</p>	<p>CHAUDIERE A VAPEUR A FOND BAIGEE A TROIS PAR COURS DE FUMEE CONTRAT DE VENTE : CFR PORT D'ORAN</p>	
<p>Standard Reference:</p>			
<p>Remarks:</p>			
<p>Date of Issue: 13-SEPTEMBER-2012</p>			
<p>Authorized Signature and Stamp: <i>Marcus Stehler</i></p>			
<p>Conclusion: We confirm that the conformity assessment was conducted for the goods as listed in the final bill and / or with the terms of the Letter of Credit (L / C), including any changes submitted by the buyer. Assessment was carried out on the basis of quality, quantity and packaging.</p> <p>This certificate confirms that the products listed are compliant with the essential requirements, international standards and/or manufacturer's specifications.</p> <p>The Certificate issued reflects Intertek's findings at the time the conformity assessment was performed. It is the exporter's responsibility to ensure that the Intertek assessed products are those shipped. The Certificate will be for the exclusive use of Intertek's Client and is provided pursuant to the agreement between Intertek and its Client. Intertek's responsibility and liability are limited to the terms and conditions of this agreement. Intertek assumes no liability to any party, other than to the Client in accordance with the agreement, for any loss, expense or damage occasioned by the use of the certificate. The certificate issued will not relieve the Exporter and Importer of their contractual obligations to each other, or from compliance with any regulations concerning the import of goods into Algeria.</p>			
<p>Page: 1 / 1</p>			
<p>4489894</p>			

Shipper
 MINGAZZINI S.R.L.
 VIA E. PINI n. 29/A 43126 PARMA (PR)
 ITALIE
 TEL: 0521/983641
 FAX: 0521/293547

BILL OF LADING

B/L No

ORN 001

Reference No

BROINTERMED LINES LIMITED



Quayside Court, The Quay, Harwich,
 Essex CO12 3HH, U.K.

Consigned to order of
 A L'ORDRE DE LA B A D R

Name of Carrier

BROINTERMED LINES LIMITED

Notify address
 GIPLAIT LAITERIE LA SOURCE SPA
 ZONE INDUSTRIELLE N:01-BP 142
 REBAHIA SAIDA ALGERIE

Received the goods in apparent good order and condition and as specified below according to Shipper's declaration - unless otherwise stated herein - weight measure, marks, numbers, quality contents and value unknown.

The contract evidenced by this Bill of Lading is subject to the exceptions, limitations, conditions and liberties (including those relating to pre-carriage and on carriage) set out in the Carrier's Standard Conditions of Carriage applicable to the voyage covered by this Bill of Lading and operative on its date of issue. Those conditions include incorporation of Hague Rules legislation enacting the 1924 Bill of Lading Convention as to Carrier's responsibility for cargo, and which is incorporated herein whether or not such legislation should apply in the actual trade by its own terms, unless the Hague-Visby Rules, contained in the Protocol of the 23rd February, 1968, to amend the abovementioned Convention, are made mandatory under the law applicable.

Pre-carriage by* Place of receipt*

A copy of the Carrier's Standard Conditions of Carriage applicable hereto may be inspected and/or will be supplied on request at the office of the Carrier or of the Carrier's Principal Agents.

Ocean vessel Port of loading

The Bill of Lading must be surrendered duly endorsed in exchange for the goods or delivery order.

OS RIZE V.12/196 LA SPEZIA PORT ITALIEN

Port of discharge Place of delivery*

IN WITNESS whereof the number of original Bills of Lading stated below have been signed, all of this tenor and date, one of which being accomplished, the others to be void.

PORT D'ORAN

Container Nos., marks and Nos.	Number and kind of packages; description of goods	Commodity No	Gross weight, kg	Measurement, m.
--------------------------------	---	--------------	------------------	-----------------

TCLU680037/5

1 x 20FR S.T.C
 N. 1 PIECE
 .CHAUDIERE A VAPEUR A FOND BAIGNEE A TROIS PAR COURS
 DE FUMEE
 .CONTRAT DE VENTE:CFR PORT D'ORAN

KGS.12400

CREDIT DOCUMENTAIRE IRREVOCABLE NR. 12 5001838
 DU 27.05.2012

FRET PAYE CLEAN ON BOARD
 TARE: 2200 KGS/20'
 Le paiement de frais de location, taxes portuaires, frais de douane, depenses de magasinage y inclus la responsabilite pour la restitution des conteneurs vides doivent etre a la charge du receptionnaire; toutes les fret de transport des conteneurs vides entre le depot et le port sont a la charge des receptionnaires. Les expediteurs sont conjointement et solidairement responsable pour tous frais et depenses sousmentionnes. Les conteneurs de la ligne de navigation devront etre retourner a la ligne Brointermed Lines Ltd. Le frais de rechargement des conteneurs sur le navire de la ligne sont a la charge du receptionnaire. Sont aussi a la charge du receptionnaire/chargeur les frais de transfert de conteneurs plaine.

ORIGINAL

CLEAN ON BOARD

Freight earned and non-returnable ship and/or cargo lost or not lost

SHIPPED ON BOARD

Freight and charges
 Le paiement de frais de location, taxes portuaires, frais de douane, depenses de magasinage y inclus la responsabilite pour la restitution des conteneurs vides doivent etre a la charge du receptionnaire; toutes les fret de transport des conteneurs vides entre le depot et le port sont a la charge des receptionnaires. Les expediteurs sont conjointement et solidairement responsable pour tous frais et depenses sousmentionnes. Les conteneurs de la ligne de navigation devront etre retourner a la ligne Brointermed Lines Ltd. Le frais de rechargement des conteneurs sur le navire de la ligne sont a la charge du receptionnaire. Sont aussi a la charge du receptionnaire/chargeur les frais de transfert de conteneurs plaine. Depot a caution pour les conteneurs de la ligne:
 - 154.600 DA/teu pour le conteneur box
 - 190.500 DA/teu pour le special equipement

FREIGHT PREPAID - FCL/FCL - FREE OUT
 SHIPPERS LOAD, STOWAGE AND COUNT
 Agents at Oran:
 L.M.T.S, VILLA 130 COOP.IBN SINA
 3EME PERIPHERIQUE POINT DU JOUR,
 ORAN B.P 41 . 12 IBN ROCHD 31.037
 TEL & FAX: 213 041 42 52 47

18 SEP 2012
 BROINTERMED LINES LTD.
 HUGO TRUMPY SRL -
 As Agents

Freight payable at	Place and date of issue
PREPAID	LA SPEZIA 18/09/2012

Number of original Bs/L	Signed for the Carrier
3/THREE	BROINTERMED LINES LTD. HUGO TRUMPY SRL - As Agents



Applicable only when document used as a Through or Combined Transport Document

APPENDIX Q: Operational Tables in BANKS System

BRANCH :

Champ	Désignation	Type
Acct_Code	Le code système du GL	Number(4)
Led_Type	Le type du GL (Table #167)	Number(2)
Des_Eng	Le libellé du GL	Varchar2(40)
Led_Code	Le code du GL	Number (4)
Led_Model	Le mode du GL (Table #165)	Number(2)
Cb_Led_Code	1 si a droit au chéquier /0 sinon	Number(1)
Acct_Dor_Per	La période d'inactivité (Table #59)	Number(2)

HOLIDAY:

Champ	Désignation	Type
From_Date	La date du premier jour férié	Date
Fst_Work_Date	La date de la reprise du travail	Date
Des_Hol	La description du jour férié	Varchar2(30)

CURRENCY :

Champ	Désignation	Type
Iso_Cur_Code	Le code international de la monnaie	Number(3)
Alt_Cur_Code	Le symbole international de la monnaie	Varchar2(3)
Cur_Code	Le code interne de la monnaie	Number(3)
Des_Eng	Le libellé de la monnaie	Varchar2(40)
Buy_Rate	La cours d'achat	Number(11,7)
Sell_Rate	Le cours de vente	Number(11,7)
Clos_Rate	Le cours de fermeture	Number(11,7)
Mid_Rate	Le cours moyen	Number(11,7)
Date_Rec_Change	La date de la saisie des taux de changes	Date

TELLER:

Champ	Désignation	Type
Bra_Code	Le code de l'agence	Number(4)
Tell_Id	Le code de l'utilisateur	Number(4)
Cus_Num	Le code client de l'utilisateur	Number(7)
Mat_Date	La date d'échéance de l'utilisation du système	Date

CUSTOMER:

Champ	Désignation	Type
Bra_Code	Le code de l'agence	Number(4)
Cus_Num	Le code du client	Number(7)
Cus_Class	Le type du client (Table #55)	Number(2)
Resi_Code	1 si Résident/0 sinon	Number(1)
Nationality	La nationalité du client (Table #10)	Number(3)
Date_Open	La date d'ouverture du compte	Date
Bir_Date	La date de naissance du client	Date
Old_Cus_Num	Le code du client dans l'ancien système	Varchar2(24)

ADDRESS:

Champ	Désignation	Type
Bra_Code	Le code de l'agence	Number(4)
Cus_Num	Le code du client	Number(7)
Name_Line1	Le nom du client	Varchar2(30)
Name_Line2	Le nom du client (Suite)	Varchar2(30)
Add_Line1	L'adresse du client	Varchar2(30)
Add_Line2	L'adresse du client (Suite)	Varchar2(30)
City_Loc_Code	Le code Wilaya du client (Table #190)	Number(4)
Post_Code	Le code postal du client	Varchar2(6)
Tel_Num	Le numéro de Tel du client	Varchar2(15)
Mob_Num	Le numéro de mobile du client	Varchar2(15)
Tit_Code	Le titre du client (Table #90)	Number(2)

MAP_ACCT :

Champ	Désignation	Type
Bra_Code	Le code de l'agence	Number(4)
Cus_Num	Le code du client	Number(7)
Cur_Code	Le code de la monnaie	Number(3)
Led_Code	Le code du grand livre	Number(4)
Sub_Acct_Code	L'indice du sous compte si a le même GL et monnaie (0 sinon)	Number(3)
Mapp_Act_No	Le numéro de compte du client après le mapping	Varchar2(20)

CUS_STP :

Champ	Désignation	Type
Bra_Code	Le code de l'agence	Number(4)
Cus_Num	Le code du client	Number(7)
Chbk_stop_flag	1 si Interdit de chéquier/ 0 sinon	Number(1)
Chbk_stop_date	Date de l'interdiction de chéquier	Date
Bank_stop_allow_date	Date de la levée de l'interdiction de chéquier	Date

ACCOUNT :

Champ	Désignation	Type
Bra_Code	Le code de l'agence	Number(4)
Cus_Num	Le code du client	Number(7)
Cur_Code	Le code de la monnaie	Number(3)
Led_Code	Le code du grand livre	Number(4)
Sub_Acct_Code	L'indice du sous compte si a le même GL et monnaie	Number(3)
Acct_Nat	La nature du compte (Table #70)	Number(2)
Sta_Code	L'état du compte (Table #5)	Number(1)
CRNT_Bal	Le solde actuel du compte	Number(18,3)
Equ_Bal	L'équivalent du solde actuel du compte en monnaie de base	Number(18,3)
Las_Tra_Date	La date de la dernière transaction sur le compte	Date
Pre_Day_CRNT_Bal	Le solde précédent du compte	Number(18,3)

TELL_ACT :

Champ	Désignation	Type
Tra_Date	La date opération de la transaction	Date
Tra_Seq	Le numéro de la transaction	Number(5)
Bra_Code	Le code de l'agence	Number(4)
Cus_Num	Le code du client	Number(7)
Cur_Code	Le code de la monnaie	Number(3)
Led_Code	Le code du grand livre	Number(4)
Sub_Acct_Code	L'indice du sous compte si a le même GL et monnaie	Number(3)
Tell_Id	L'identifiant de l'utilisateur (9999 si interne)	Varchar2(4)
Expl_Code	Le type de la transaction (Table #60)	Number(4)
Deb_Cre_Ind	1 si débit/ 2 si crédit	Number(1)
CRNT_Bal	Le montant de la transaction	Number(18,3)
Deb_Int	Le montant de l'intérêt déduit de la transaction	Number(18,3)
Pen_Int	Le montant de la pénalité déduite de la transaction	Number(18,3)
Val_Date	La date valeur de la transaction	Date

LOAN_PAY

Champ	Désignation	Type
Bra_Code	Le code de l'agence	Number(4)
Cus_Num	Le code du client	Number(7)
Cur_Code	Le code de la monnaie	Number(3)
Led_Code	Le code du grand livre	Number(4)
Sub_Acct_Code	L'indice du sous compte si a le même GL et monnaie	Number(3)
Ref_Type	L'identifiant de la nature de crédit (Table #200)	Number(2)
Ref_Year	L'année de l'obtention du crédit	Number(2)
Ref_Num	Numéro séquentiel dans l'année	Number(6)
Ins_Seq	Un numéro unique de l'échéance sur le crédit généré	Number(5)
Mat_Date	La date de l'échéance sur le crédit	Date
Ins_Amt	Le montant de l'échéance sur le crédit	Number(15,3)
Ins_Bal	Le solde de l'échéance sur le crédit (+ les intérêts)	Number(15,3)
Prv_Ins_Bal	Le solde de l'échéance avant le dernier paiement	Number(15,3)
Return_Int_Amt	L'intérêt sur le crédit	Number(15,3)
Ins_Sta	L'état de l'échéance (Table # 361)	Number(1)
Date_Sta_Cha	La date du changement de l'état de l'échéance	Date
Tra_Date	La date de la transaction	Date
Tra_Seq	Le numéro de la transaction	Number(5)
Com_Amt	Le montant de la commission sur le crédit	Number(15,3)

APPENDIX R: Java Keywords

The selected Java keywords ([boolean](#), byte, float, long, private, public, short, this, var, void, while) were from the whole set as shown in the table (source: http://www.w3schools.com/java/ref_keyword_else.asp):

Keyword	Description
abstract	A non-access modifier. Used for classes and methods: An abstract class cannot be used to create objects (to access it, it must be inherited from another class).
assert	For debugging
boolean	A data type that can only store true and false values
break	Breaks out of a loop or a switch block
byte	A data type that can store whole numbers from -128 and 127
case	Marks a block of code in switch statements
catch	Catches exceptions generated by try statements
char	A data type that is used to store a single character
class	Defines a class
continue	Continues to the next iteration of a loop
const	Defines a constant. Not in use - use final instead
default	Specifies the default block of code in a switch statement
do	Used together with while to create a do-while loop
double	A data type that can store whole numbers from 1.7e−308 to 1.7e+308
else	Used in conditional statements
enum	Declares an enumerated (unchangeable) type
exports	Exports a package with a module. New in Java 9
extends	Extends a class (indicates that a class is inherited from another class)
final	A non-access modifier used for classes, attributes and methods, which makes them non-changeable (impossible to inherit or override)
finally	Used with exceptions, a block of code that will be executed no matter if there is an exception or not
float	A data type that can store whole numbers from 3.4e−038 to 3.4e+038
for	Create a for loop
goto	Not in use, and has no function
if	Makes a conditional statement
implements	Implements an interface
import	Used to import a package, class or interface
instanceof	Checks whether an object is an instance of a specific class or an interface
int	A data type that can store whole numbers from -2147483648 to 2147483647

interface	Used to declare a special type of class that only contains abstract methods
long	A data type that can store whole numbers from -9223372036854775808 to 9223372036854775808
module	Declares a module. New in Java 9
native	Specifies that a method is not implemented in the same Java source file (but in another language)
new	Creates new objects
package	Declares a package
private	An access modifier used for attributes, methods and constructors, making them only accessible within the declared class
protected	An access modifier used for attributes, methods and constructors, making them accessible in the same package and subclasses
public	An access modifier used for classes, attributes, methods and constructors, making them accessible by any other class
requires	Specifies required libraries inside a module. New in Java 9
return	Finished the execution of a method, and can be used to return a value from a method
short	A data type that can store whole numbers from -32768 to 32767
static	A non-access modifier used for methods and attributes. Static methods/attributes can be accessed without creating an object of a class
strictfp	Restrict the precision and rounding of floating point calculations
super	Refers to superclass (parent) objects
switch	Selects one of many code blocks to be executed
synchronized	A non-access modifier, which specifies that methods can only be accessed by one thread at a time
this	Refers to the current object in a method or constructor
throw	Creates a custom error
throws	Indicates what exceptions may be thrown by a method
transient	A non-access modifier, which specifies that an attribute is not part of an object's persistent state
try	Creates a try...catch statement
var	Declares a variable. New in Java 10
void	Specifies that a method should not have a return value
volatile	Indicates that an attribute is not cached thread-locally, and is always read from the "main memory"
while	Creates a while loop

APPENDIX S: 'Tourism English' A Complete Introductory Course



Tourism English



- Watch The Video Clips**
- Complete the Exercises**
- Practice Speaking the Videos**



EnglishCentral

***English Central** makes improving one's English fun and effective by turning popular web videos into powerful language learning experiences. EnglishCentral users not only watch videos, they speak them and receive instant, personalized pronunciation feedback via our cloud-based system.*

***Students** WATCH authentic videos then SPEAK the videos. They are motivated through authentic content and a point based system. Students LEARN by taking video quizzes of the vocabulary of each video. We also have a cutting edge phonetic speech recognition system which will give students valuable feedback about their speech.*

***Teachers** can track and assess their students using EnglishCentral. Sign up students. Make your own school, classrooms, groups. Assign video tasks and build curriculum for your students. Track your student's progress and print reports. Discuss and get tips on our Teacher's Forum.*



**IT'S THE BEST SITE PERIOD FOR
ENGLISH LANGUAGE LEARNERS.**

- LARRY FERLAZZO, USA



Using This Book

This book is meant to compliment the low level video content of EnglishCentral. The book can be used in class and students can then “speak” the videos and do the quizzes on EnglishCentral. It is built in recycling of the curriculum.

In class, 3 steps are recommended.

Watch

Ask a few pre-viewing questions to students. Then WATCH the video together. Repeat as necessary. Students can follow with the script if needed. The script can also be used as a listening cloze.

Speak

Model the dialogue with students, using a high level student. In pairs/groups, students make their own dialogue – personalizing it and completing it with their own information. Students can then present the dialogue for the class.

Learn

Students complete a simple “fill in the blanks” activity to consolidate their learning of the vocabulary and language forms.

Our Approach: Watch | Learn | Speak | Quiz



© 2012 by EnglishCentral Inc.
 ISBN: 0743357954
 Printed in the U.S.A.

Table Of Contents

Unit 1: Arrivals. Introductions	
Greetings At the Airport	Greeting and introductions, small talk, describing a trip, past tense, modals
Meet My Friends	Learn how to introduce your friend with no sweat!
Nice to Meet You	A Japanese businessman visits Silicon Valley for a business meeting with potential partners.
Social Etiquette	Hazely Lopez gives tips on how to introduce oneself properly and how to make good conversations.
Smiling Is Important	The presenter offers tips on how to smile effectively and make a better impression.
Unit 2: Traveling Troubles	
Jet Lag	A new professional joins the business team
Rapping Flight Attendant	A flight attendant raps about the things passengers need to know when aboard a plane.
Fear of Flying	Two colleagues discuss some fears about airline travel
Time Zones	Characters talk about different time zones.
Unit 3: Accommodation	
Stay In Paris	Cite Internationale Universitaire of Paris as a place to stay in Paris.
Vacation Talk	An employee and her boss exchange vacation experiences.
The Ice Hotel	More than 100,000 people visit this ice palace but only a few has the nerve to spend the night.
Hotel Lutetia	A stunning hotel exhibits both artistry and history that runs back to World War II.
Unit 4: At The Hotel	
Checking In	A hotel guest checks in at the front desk.
Guest Services	A guest asks about the services in the hotel.
Bed Bugs	Bedbugs are difficult to control and can cost thousands of dollars to get rid of them.
Room Service	A hotel guest orders breakfast to be delivered to his room.
Unit 5: “Still” At The Hotel	
Ice Rink!	Free ice skating in Paris until midnight.
Concierge	A tourist asks for directions to the Boston Duck Tour
Another Ice Rink	Free ice skating in Paris until midnight
Switchboard	An employee leaves a message for a colleague with a telephone operator.
Unit 6: Telephoning	
Answering A Call	An employee leaves her name and message to an operator so her colleague can call her back.
Messages	An employee leaves his office and extension numbers to someone for his colleague.
Structuring A Call	An employee wants to confirm an order and to discuss the payment schedule.
Returning The Call	An employee returns a client's call about his shipped order.
What Makes A Good Call?	An employee asks her experienced colleague for tips on calling customers.

Unit **1** Arrivals and Introductions



Before You Watch

1. What ways can you say hello? Say good-bye?
2. How can you “make a good impression” so others will like you? Give some tips.
3. When do you shake hands with clients? How do you shake hands?
4. What topics can you discuss when “making small talk”

follow
important
arrive interesting
introduced discuss
assist
meet

Task:

You are meeting guests who just arrived in the hotel lobby. Act out a conversation, introducing yourself and the guests to your manager. Tell the guests what to do. Perform for the class.

Greetings At The Airport

Watch



Speak

Are you _____?

Yes, you must be _____. It's nice to finally meet you in person.

Thank you for picking me up.

You're welcome. We're happy to have you here.

I'll take you to _____ first to check in.

And then we can meet to discuss your account.

Sounds _____.

Learn**Featured Words****Learn Words** 

DISCUSS
YES
ACCOUNT
HERE

TAKE
FINAL
HAPPY
HOTEL

MEET
SOUND
NICE
FIRST

THEN
GREAT

Finish the sentences:

1. The _____ was too expensive.
2. Can we _____ this tomorrow? I'm tired.
3. Your plans _____ great!
4. I'll take you to your room _____, so you can relax.
5. It's nice to _____ you.
6. He can _____ you to your hotel after the meeting.
7. We're _____ to have you here.
8. I'm happy to _____ly meet you.
9. Let's relax and _____ we can talk business.
10. Do you have an _____ with this bank?

Meet My Friend

Watch



Speak

Hi Lauren. Have you met my friend _____?

No, I haven't. Nice to meet you _____.

You too Lauren!

_____ is in my _____ class and I work with Lauren at the _____.

That sounds _____!

Yeah, I like it there. I work in the _____.

I work with kids too. I tutor them with _____.

Cool. That sounds really interesting.

See. I knew you _____ would like each other.

Learn

Featured Words			Learn Words 
SOUND	FUN	YES	MATHEMATICS
REALLY	KID	KNOW	WORK
NICE	TUTOR	FRIEND	DAYCARE
INTEREST	LIKE	GUY	MEET
CLASS	PHYSICS	COOL	

Complete the sentences:

1. Have you met my _____ David?
2. David is in my French _____.
3. It was nice to _____ you.
4. Do you _____ my friend John?
5. _____. I knew you guys would like each other.
6. I _____ for a school and teach physics.
7. Dancing _____s really fun!
8. The physics class was very _____ing.
9. My child goes to _____ in the morning.
10. My teacher is an interesting _____.

Nice To Meet You

Watch



Speak

Hello, Mr. Tanaka. Welcome to Silicon Valley Software. I'm Jack, VP of Sales.
Very nice to _____ you.

I'm Takashi Tanaka, General Manager of Tokyo Technology. It's nice to meet you as well. Please _____ me Taka.

I'm Victoria, VP of Marketing. It's great to finally meet you face to face.
After speaking so _____ on the phone, it's nice to "put a face with the voice".

Thank you for coming all the way from Japan to visit our company.
We've been looking forward to meeting you today. How was the _____?

It was long... but very good. I just arrived at San Francisco airport 3 hours ago.

Wow... you must be tired from the long flight. Is the jet _____ bothering you?

I'm fine. I was able to get some sleep on the airplane.

Would you like something to _____? We have coffee, tea, soda and water here.

Oh, thank you. I could use some coffee. The caffeine will help me stay awake during the meeting.

Of course. My _____ will bring it for you right away.

Learn

Featured Words			Learn Words 
CAFFEINE	SPEAK	HERE	HELP
ASSIST	PUT	ABLE	GOOD
FINE	GREAT	JUST	FACE
BOTHER	AIRPORT	MEET	COFFEE
HOUR	FINAL	AIRPLANE	COMPANY
CALL	AFTER	COME	DRINK
SALE	ARRIVE	STAY	MARKET
BRING	AWAKE	FLIGHT	AGO

Complete the sentences:

1. Can I _____ with Tanaka, please?
2. I am happy to _____ you with any problems you may have.
3. Would you like something to _____?
4. Don't _____ me. I am studying for the test tomorrow.
5. I'm _____ to fix the machine.
6. We need to stay _____ while we drive at night.
7. When does the flight _____ at the airport?
8. _____s has increased significantly this year.
9. I need some _____ to stay awake.
10. I will _____ you some cookies and juice.

Social Etiquette: Dos and Don'ts

Watch



Speak

So you've come to a place and you need to introduce yourself.

What are some tips? Well, let's talk about them more.

I am Hazely Lopez from Hazely Academy of Refinement and Modeling and I'm here to talk to you about how to introduce _____.

When you enter a room, the most important thing is to be confident and secure about yourself. Always make _____ contact. That says a lot about you. Also, when you introduce your name, you have to say your first and last name.

Ask for the other party's names and follow that by _____ it.

"It's nice to meet you, Mary." It's really important to always look for conversations.

You may wanna tell them how you have some things in common to them or how do you know the host of the _____.

These are some ideas that you may think about.

If you have a nickname, you may also tell them that when you're actually introducing yourself to _____.

Another thing to do is to always try to look for things about your background that you may wanna show that person.

That can _____ to other conversations and to really have a good time and be confident and happy with yourself and with the other person.

I am Hazely Lopez from Hazely Academy of Refinement and Modeling and it's a pleasure to meet you.

Learn

Featured Words			Learn Words 
COME	BACKGROUND	LAST	OPEN
KNOW	MORE	CONFIDENT	GOOD
CONVERSE	IDEA	NICE	HOST
NAME	COMMON	ANOTHER	PARTY
ENTER	IMPORTANT	REPEAT	PERSON
HERE	HAPPY	FOLLOW	INTRODUCE
ALWAYS	NEED	ACTUAL	MAKE
ASK	NICKNAME	MEET	

Complete the sentences:

1. When you _____ a room at the office, you should knock on the door first.
2. When you _____ yourself, say your first and last name.
3. The most important thing is to be _____ and secure about yourself.
4. When you greet a person with s handshake, _____ an eye contact.
5. You may wanna tell them how you have some things in _____ to them.
6. _____ thing you wanna do is a handshake when you meet people.
7. _____ me please, I will show you the way.
8. To _____ this information, press nine.
9. Tell me about your educational _____.
10. The _____ poured some good wine.

Smiling Is Important

Watch



Speak

All right, now we are going to talk about introductions, meeting new people.

One of the first things that you want to make sure _____s in an introduction, and we're going to talk about several things that are real important to introductions, but one of the most important, we've been talking about it, is smiling.

When you are introduced to people or even when you introduce people, you want to make _____ and smile. You know, you might be nervous. You might be a little uncomfortable, but again smile because what this shows is that you are open, that you are positive, that you are approachable, that you are _____.

It shows off lots and lots of positive qualities about you that will make the person that's meeting you feel good about you, and feel comfortable with you rather than if you didn't _____ at all.

If you don't smile when you're meeting new _____, that gives very negative information, so make sure when you are meeting people for the first time, that you smile.

Learn

Featured Words			Learn Words 
OPEN	PERSON	INFORM	COMFORT
MAKE	NERVOUS	REAL	QUALITY
NEW	MEET	GIVE	LITTLE
SMILE	APPROACH	TALK	PEOPLE
NEGATIVE	INTRODUCE	SHOW	SURE
SINCERE	FEEL	SEVERAL	
NOW	IMPORTANT	HAPPEN	
AGAIN	GOOD	EVEN	

Complete the sentences:

1. I get _____ when I make a speech in public.
2. These running shoes are designed for _____ and performance.
3. This bag is a high _____ one.
4. Make _____ you smile when you meet new people.
5. Please accept my _____ thanks.
6. She is very _____able even though she is a big star.
7. Seek the positive rather than the _____.
8. He wrote _____ books about travelling around the world.
9. Please _____us of any changes of address.
10. It's very _____ to know about the rules.

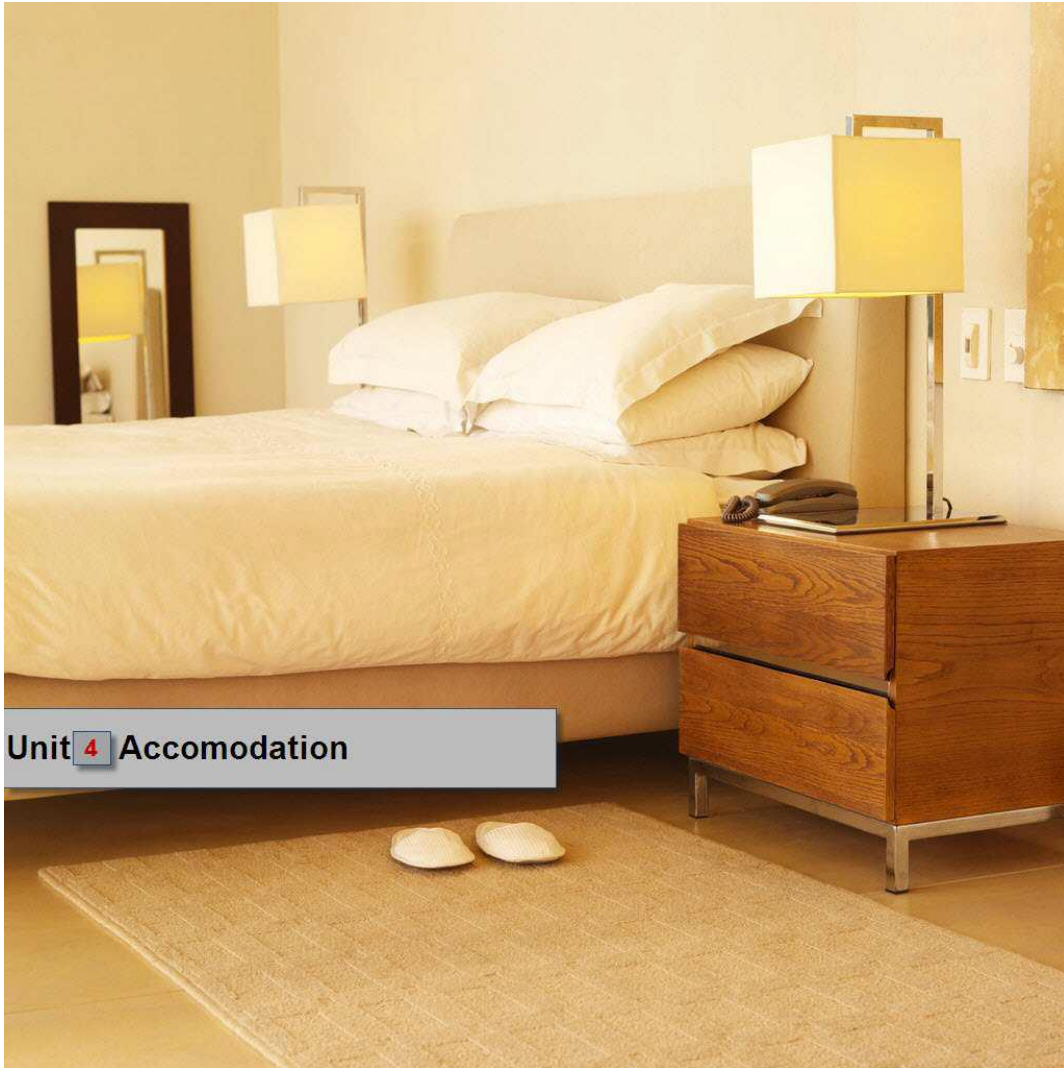


Before You Watch

1. What problems do people have when they travel. List some.
2. Are you afraid to fly? What can people do if they are afraid?
3. Have you ever missed a flight or had a flight delayed? What happened?
4. What do people like to eat and drink when they fly?

takeoff land flight
destination time zone schedule
suitcase seatbelt
carry-on

Task: You are a flight attendant. A passenger is angry. Try to solve the problem and make the passenger happy. Perform for the class.



Unit 4 Accommodation

Before You Watch

1. What's the most expensive and the cheapest place to stay in your city or country?
2. Where did you go last vacation? Where did you stay? Describe it.
3. What places does a hotel usually have? List them.
4. What is the most important thing about accommodation when traveling?

luxury cosy
picturesque
touristy atmosphere
facility resort
famous stunning

Task: You are phoning about a hotel room. Ask questions about the room and the hotel. Role play and perform for the class.

A Cool Place To Stay In Paris

Watch



Speak

If you are a student currently planning on going to Paris to study, and if you are looking for a _____ to stay, then you might start by having a look at the Cite Internationale Universitaire of Paris.

It's a huge _____ where no less than 5,600 students can find accommodations, libraries, sports facilities, concert _____s, etc.

It's a great place to visit and stay, for all the 38 houses that _____ built between 1925 and 1969 have different styles.

Have a look at their _____ to find out how to stay there!

Learn

Featured Words				Learn Words 
LIBRARY	STUDENT	GREAT	HALL	
SPORT	START	PLACE	PLAN	
VISIT	WEBSITE	STUDY	DIFFERENT	
FIND	CONCERT	BUILD	STYLE	
HUGE	CURRENT	THEN		
HOUSE	STAY	FACILITY		
PARK	LOOK	ACCOMMODATE		

Complete the sentences:

1. This hotel has a sports _____.
2. The school has libraries, cafeteria, and concert _____s.
3. Every building is decorated in a unique _____.
4. The hotel can _____ up to 400 guests.
5. Her house is really _____ and has many rooms.
6. There are lots of interesting books in the _____.
7. Go to our _____ and find the information about the price
8. The children were very loud during the music _____.
9. I'm a student _____ly planning on going to Paris to study.
10. We're looking for a place to _____.

Talking About Vacations**Watch****Speak****Talking About Vacations**

The last time we had a vacation, my husband and I went _____.

I haven't been _____ in ages. How was it?

Marvelous. We stayed near an area that is a ski resort in winter, but we were there in the summer. There was a quaint little _____ in the valley at the base of the ski slopes. It was a little touristy, but very picturesque.

Did you rent a _____ there?

No, we camped in a tent. We spent most of our time _____ in the mountains, but on several evenings we went into town to look around and do some _____.

Learn

Featured Words			Learn Words 
STAY	MARVEL	CABIN	TIME
TOWN	CAMP	SEVERAL	GO
VACATION	EVENING	QUAINT	TALK
BASE	SHOP	SPEND	LITTLE
VALLEY	AGE	RENT	TENT
PICTURESQUE	MOUNTAIN	RESORT	AREA
TOURISTY	HIKE	HUSBAND	
SUMMER	LAST	NEAR	

Complete the sentences:

1. I haven't seen you in _____s.
2. I like to _____ in the mountains.
3. There is heavy traffic in the downtown _____.
4. We had a _____lous time on our trip.
5. Did you _____ a car in Hawaii?
6. We stayed near an area that is a ski _____in winter.
7. We live _____ where you do.
8. They _____ed in a the Rocky mountains
9. What will you do when on _____?
10. Maui is the most _____ of the islands.

Hotel Lutetia

Watch



Speak

In Paris, most of the luxury hotels are _____ on the Right Bank.

One on the Left Bank and the most famous one is called the Lutetia and it was the first Art Deco hotel in Paris.

The facade is _____ly stunning.

It was inaugurated in December _____ and it has a long and interesting history.

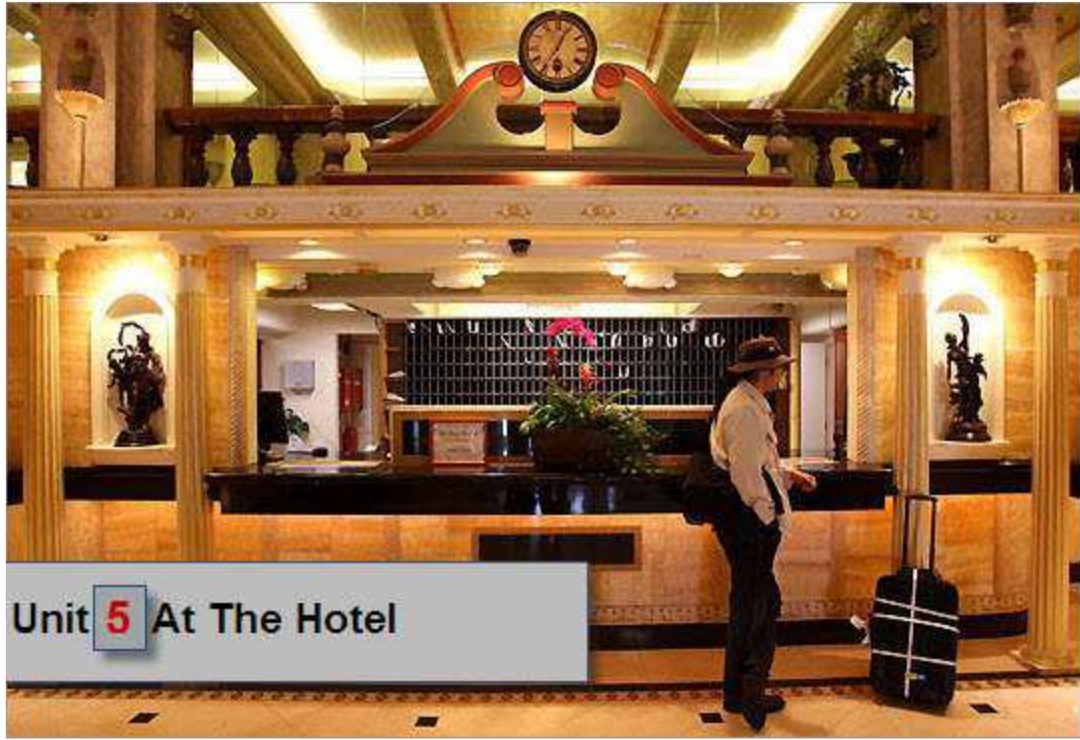
It was the Gestapo headquarters during World War II and then it became the place where the _____ refugees were put in transits, while the authorities were looking for their families right after the _____.

Learn

Featured Words			Learn Words 
CALL	THEN	CAMP	STUN
FACADE	REFUGE	LONG	BECOME
FAMILY	PUT	LOCATE	HEADQUARTERS
LUXURY	INAUGURATE	AFTER	ABSOLUTE
HISTORY	TRANSIT	AUTHORITY	ONE
HOTEL	PLACE	WAR	
FAMOUS	RIGHT	INTEREST	

Complete the sentences:

1. The _____ of that building is made of wood.
2. This hotel is 5 star and considered a _____ hotel.
3. The people who escaped from their country stayed in a _____ e camp.
4. The new theater was _____ d in July.
5. The hotel is _____ d on First Avenue.
6. The _____ ies looked for the families.
7. This building has a long and _____ ing history.
8. The outside of the hotel is beautiful. Very _____ ning.
9. It was the Gestapo _____ s during World War II.
10. Studying the _____ of Korea is interesting.



Before You Watch

1. How do you usually reserve a room at a hotel?
2. What kind of positions (jobs) are there at a hotel? List them.
3. What do guests usually complain about at a hotel?

gym
elevator bring
reservation around
room service book
breakfast
cost floor

Task: A guest arrives at the front desk. Take the guests reservation and give them directions to their room and their key. Perform for the class.

Checking In

Watch**Speak**

I'd like to check in, please.

Of course. What is your _____ name?

It's Moreno. I'm staying _____ nights.

I have your reservation here, Miss Moreno.

Here is your room _____.

You'll be in room 235, on the second floor.

Learn**Featured Words**

ROOM
MISS
FLOOR

NAME
LIKE
PLEASE

STAY
KEY
RESERVE

NIGHT
HERE
LAST

Learn Words

Complete the sentences:

1. What _____ is my room on?
2. How many _____s would you like to stay?
3. Here's your room _____.
4. I'd like to _____ a room for 3 nights.
5. What's your _____ name?
6. _____ tell me your first name?
7. My _____ number is 235.
8. I'd _____ to stay in this hotel.
9. _____ is your towel.
10. We _____ed the bus, so we got to walk.

Guest Services

Watch



Speak

Could you tell me what time the _____ opens?

Yes, it is open every day from _____ a.m. to _____ p.m.

Thanks. And where is the hotel gym?

It's on the _____ floor, across from the elevators.

You will need your room key to get in.

Does the gym have a _____?

Yes, sir. There are three of them.

Great, I'll be in early tomorrow _____!

Learn

Featured Words			Learn Words 
POOL	SIR	ROOM	EARLY
TOMORROW	NEED	TREADMILL	FLOOR
YES	OPEN	MORNING	TIME
ELEVATE	TELL	GYMNASIUM	HOTEL
THANK	KEY	DAY	

Complete the sentences:

1. We have a swimming _____ on the main floor.
2. Does the _____ have a treadmill?
3. I _____ a swimsuit for the swimming class.
4. Does the gym have a _____?
5. Could you _____ me when your store is open?
6. I always get up _____ in the morning.
7. Does the gym have a swimming pool? Yes, _____. There are three of them.
8. What _____ do you open? 9 a.m.
9. We are _____ Monday through Friday.
10. See you early _____ morning.

Bedbugs!

Watch



Speak

I'm Alex Villareal with the VOA Special English Economics Report.

They are not even _____ millimeters long and cannot fly or jump. Yet bedbugs strike fear in homeowners and business owners. Missy Henriksen speaks for the National Pest Management Association. She says they are now seeing bedbugs in unusual places.

Schools and hospitals, _____, and movie theaters. So, as the numbers have grown, those bedbugs are spreading out and traveling along with people.

Mr. White says bedbugs nearly disappeared from the United States for 50 or 60 years.

Now, researchers are looking for faster, _____ ways to control them without the kinds of poisons used in the past. In September, an industry event called BedBug University's North American Summit 2010 took place near Chicago, Illinois. More than _____ people attended the 2-day meeting.

The industry says bedbugs are the most difficult pest to control.

Treatments can cost from several hundred dollars to thousands of dollars in a hotel or apartment building. Missy Henriksen says Americans spent almost _____ million

dollars on bedbug treatments last year. That was only 5% of total spending on pest control, but that number does not include other costs. She says the total economic effect is much _____er.

Learn

Featured Words			Learn Words 
ECONOMY	HOMEOWNER	DOLLAR	CALL
COST	BUILD	DISAPPEAR	ALLERGY
FEAR	EVEN	EFFECT	ASSOCIATE
BEDBUG	GROW	CAUSE	STRIKE
CLOSE	BITE	DISEASE	DIFFICULT
ATTEND	STORE	EVENT	APARTMENT
FLY	ITCH	BUSINESS	
CONTROL	ALMOST	MEET	

Complete the sentences:

1. I have an _____ to peanuts.
2. Bedbugs _____ fear in homeowners and business owners.
3. Mr. White says bedbugs nearly _____ed for 50 or 60 years.
4. He emphasized the bad _____ of smoking.
5. The number one killer in the U.S is heart _____.
6. Will you _____ the conference tomorrow?
7. My arm is _____y because of the mosquito bites.
8. The number of bedbugs have _____n so fast.
9. We can't _____ the bedbugs without the kinds of poison used in
10. the past.
11. How much does the computer _____? 1,000 dollars.

Room Service

Watch



Speak

Front desk, how may I help you?

Yes, I'd like to _____ room service.

I'm in Room 235.

Yes, sir. What would you like?

Two _____ eggs, whole wheat toast, _____ and a plate of _____.

Anything to drink, sir?

Oh, yes. _____ with cream and sugar.

We'll bring your breakfast right up.

Learn

Featured Words			Learn Words 
SCRAMBLE	ROOM	HELP	ORDER
COFFEE	TOAST	DRINK	WHOLE
SUGAR	CREAM	BACON	PLATE
LIKE	FRUIT	WHEAT	BREAKFAST
EGG	YES	BRING	SIR

Complete the sentences:

1. What do you want for _____?
2. Would you like something to _____? Juice or coffee?
3. How much _____ do you take your coffee? 2 spoons please.
4. How would you _____ your eggs? Sunny side up please.
5. How may I _____ you?
6. We'll _____ your breakfast right up.
7. I'd like to _____ some food.
8. Would you like to have _____ and sugar in your coffee?
9. I like some _____ salad.
10. Greeks like to break _____s to celebrate special occasions.



Unit 6 "Still" At The Hotel

Before You Watch

1. What facilities would you like a hotel to have?
2. What is a nice place to stay during winter? Where would you recommend?
3. Who has the most difficult job at a hotel? Why? Share your reasons?

install
switchboard museum
overnight meeting
entrance
rink tour concierge

Task: Design your dream hotel. What would it have and what would it look like? How many rooms? How many employees? What would be the room costs? Share your dream hotel with the class.

Watch



Speak

Every year around the same period, December through March, they install a _____ ice rink in front of the Hotel de Ville, town hall.

Where Parisians can skate for free until _____.

That is providing you have your own blades, of course.

Otherwise, you have to _____ some.

I love the idea even if I only tried it _____!

Learn

Featured Words			Learn Words 
SAME	YEAR	OWN	LOVE
AROUND	IDEA	SKATE	RINK
OTHERWISE	INSTALL	MIDNIGHT	RENT
BLADE	ONLY	ONCE	PERIOD
HUGE	TRY	ICE	

Complete the sentences:

1. You have the _____ glasses as mine.
2. I bring my _____ skates.
3. Close the window. _____ it'll get colder in here.
4. He will get his phone _____ed tomorrow.
5. I love the idea even if I only tried it _____.
6. Can I _____ your new pen?
7. This offer is available for a limited time _____.
8. We decorate the Christmas tree _____ Christmas time.
9. It's an excellent _____. How did you come up with it?
10. I like _____ skating in winter.

Concierge

Watch



Speak

Excuse me, do you know where the Duck Tours _____?

By the Museum of Science, near the front entrance.

It's up the street, on the _____.

Great. Thanks for your _____.

Learn

Featured Words			Learn Words 
FRONT	LEFT	ENTRANCE	KNOW
SCIENCE	STREET	NEAR	
TOUR	MUSEUM	START	
HELP	DUCK	THANK	

Complete the sentences:

1. _____ desk, how may I help you?
2. Where is the _____ of this building?
3. The museum is _____ the city hall.
4. The protesters are blocking the _____.
5. On your _____, you'll see the science museum.
6. Do you _____ where the city hall is?
7. _____ you for your help
8. I _____ work at nine.
9. I want to see dinosaur exhibitions at the _____ museum.
10. Thanks for your _____.

Quebec: Another Ice Hotel

Watch**Speak**

It took 30,000 tons of snow and about 500 tons of ice to make the Ice Hotel in Quebec.

These days, about 100,000 people a year will visit the hotel, but about _____ have the nerve to spend the entire night. You'll get complete instructions on what to wear and how to use the extra - strength _____ bag.

A few common areas include crystalline halls, a slide, and a coffee shop. One of the most stunning aspects of the Ice Hotel is this chapel here. Some _____ couples got married here this year. Imagine the wardrobe.

The place where everyone goes is to the _____, where unique beverages are served up in ice glasses. It's like being dropped onto the set of a science fiction movie and animated visitors are finding all sorts of ways to keep warm while enjoying the unique ambience.


In the day time, before the overnight guests check in, visitors can tour all of the _____s.

Many of which are artistically carved along a special theme. One suite is like a crystal palace and another is called the mermaid room. All of the ice block _____s are covered in a piece of faux fur and a colorful fiber-optic lighting creates a surreal touch.

Open for three months of the year, the enigmatic Ice Hotel is about a 40 - minute

_____ from Quebec City. For TravelVideo.tv, I'm Bea Broda.

Learn

Featured Words			Learn Words 
CREATE	DAY	AMBENCE	CITY
ASPECT	OVERNIGHT	STRENGTH	BAR
DROP	CALL	CARVE	CRYSTALLINE
COMPLETE	ALL	ANIMATE	LIGHT
BED	BLOCK	WARDROBE	MERMAID
AREA	COMMON	COVER	MAKE
CHAPEL	ART	BEFORE	COUPLE
COLOR	ANOTHER	STUN	

Complete the sentences:

1. The mountains are _____ed with snow.
2. Sam and I are really close. We have lots of things in _____.
3. One suite is like a crystal palace and _____is called the mermaid room.
4. She knows the local _____ very well.
5. Keep your dresses in the _____.
6. She _____s the dolls from wood.
7. The hotel has a very warm and friendly _____.
8. We had wine at the _____.
9. Many _____s go to Hawaii for their honeymoon.
10. They'll get _____ instructions on what to wear and how to use the bag.

The Switchboard

Watch



Speak

Switchboard Speaking!

Good afternoon! JP&B Associates. How _____ I help you?

I'd like to speak with Larry Smith, please.

Please _____ while I put your call through.

I'm sorry. I'm afraid Mr. Smith is out of the office at the moment.


Would you like to _____ a message?

I wanted to check to make sure he remembered our meeting tomorrow.

If you _____ your name and number, I'll ask him to call you back when he gets in.

Certainly. My name is _____.

Learn

Featured Words			Learn Words 
NAME	WANT	LEAVE	SORRY
MEET	HOLD	LIKE	TOMORROW
PLEASE	REMEMBER	CERTAIN	OFFICE
MOMENT	CALL	CHECK	NUMBER
HELP	AFRAID	BACK	ASK
SPEAK	SWITCHBOARD	MESSAGE	

Complete the sentences:

1. Please _____ on a moment while I put your call through.
2. How may I _____ you?
3. Could you _____ a message for him?
4. I'm sorry. I'm _____ Mr. Smith is out of the office at the moment.
5. I'd like to _____ to make sure he remembered the conference today.
6. I will ask him to _____ you back when he gets in
7. I'd like to _____ with Mr. Love.
8. She looks _____ to win the game.
9. He'll be _____ at the office tomorrow.
10. Can I ask your name and phone _____, please.



Before You Watch

1. Have you ever spoken in English on the phone? How was it?
2. Why is speaking on the phone so difficult in English?
3. What phrases do you use when speaking on the phone? List some.

check leave
extension moment
message reason
repeat I'd like
return
take call

Task: You are calling to speak to Mr. Jones. He isn't there. Role play the conversation with a partner (back to back), leaving a message. Perform for the class.

Opening A Telephone Call

Watch



Speak

Opening a Call.

My name is _____. Is Ms. Brown in?

May I ask the reason of your call?

Ms. Brown asked me to _____ the status of her order with us.

Ms. Brown is not at her desk at the moment.

If you give me your name and number, I can ask her to call you back.

Alright. My name is _____.

My last name is spelled "___" as in _____, "_____" as in _____,

"___" like _____, "_____" like _____, "_____" like _____,

"___" _____.

I'll give her the message, Ms. Strait.

Learn

Featured Words				Learn Words <input type="checkbox"/>
All Levels				
REASON	SPELL	STATUS	INDIGO	
NAME	CALL	APPLE	MOMENT	
CHECK	GIVE	ORDER	OPEN	
ASK	TEACH	ALRIGHT	SUMMER	
DESK	NUMBER	MESSAGE	BACK	

Finish the sentences:

1. Can I ask you the _____ of your call?
2. I just want to _____ if you are alright.
3. Can you _____ your name please? Okay, J-O-H-N.
4. He _____s me to check the status of his order.
5. He is out of the office at this _____.
6. Can I take a _____ for Mr. Brown?
7. Did you place an _____ from the Chinese restaurant?
8. What is your telephone _____?
9. Everything is _____ for you. Just calm down.
10. _____ is the hottest season.

Receiving and Taking Messages

Watch



Speak

Receiving and Taking Messages.

Linda is not here right now. Can I take a message?

This is her _____. Could you ask her to call me?

I'm at my office, but she needs to call me at extension number _____.

I'd better write this down. Hold on a moment while I find a _____.

OK. Go ahead.

My office number is 471-_____. Extension _____.

Let me repeat that back to make sure I got it. 471-_____ and extension _____.

That's right.

Learn

Featured Words				Learn Words
All Levels				
TAKE	EXTENSION	CALL	MESSAGE	
REPEAT	OFFICE	HERE	LET	
MOMENT	NEED	BACK	FIND	
PEN	RECEIVE	BETTER	TELL	
NUMBER	HUSBAND	RIGHT	ASK	

Finish the sentences:

1. _____ me know if you want to go home.
2. He'll be _____ to the office soon.
3. What's her _____ number? Is it 354?
4. Would you _____ the number ? I didn't hear it well.
5. Can I take a _____?
6. He would _____ the package by noon.
7. My _____'s name is Peter Jackson.
8. Can you _____ me your name again?
9. I'd _____ write your number down.
10. Hold on a _____ while I find a pen.

Structuring the Phone Call

Watch



Speak

Structuring a Call

I'm calling to confirm that I've received your order by _____.

However, we need to discuss the payment schedule for your order.

Can I get back to you about this? I don't usually deal with payments and the person who usually handles them is out to _____.

I see. Would you like me to explain the payment options to that person?

I think we talked about that when we met here in my office.

I think you can leave it to me to inform her of the payment _____s.

When you have decided on the option you'd like to use, please call me back.

I'll do that. Is there anything _____ we need to discuss regarding our order?

No. Once we organize the payment _____, everything will be set.

Learn

Featured Words				Learn Words <input type="radio"/>
All Levels				
ORDER	DECIDE	NEED	USE	
SCHEDULE	HERE	STRUCTURE	USUAL	
EXPLAIN	LIKE	OPTION	ORGANIZE	
ELSE	INFORM	PAY	MEET	
OFFICE	FAX	LEAVE	TALK	
CONFIRM	PERSON	DISCUSS	ONCE	
HANDLE	THINK	HOWEVER		
RECEIVE	CALL	PLEASE		

Complete the sentences:

1. Do you know who _____s the order of the products?
2. I _____ed that our products are on the way.
3. I'd like to _____ why it happened.
4. We _____d not to buy the computer.
5. I've _____d your order by email.
6. Can you tell me the payment _____s?
7. How would you like to send the documents, by mail or by _____?
8. He is not the _____ who deals with the order.
9. We need to _____ the payment schedule for your order.
10. No one is _____ to solve the problem but me.

Calling Back

Watch



Speak

Calling Back

This is _____. I got a message you called, so I'm returning your call.

Hi, _____. Thanks for getting back to me so soon.

The reason I called you was to check and see if our _____ has been shipped.

Yes, it was shipped _____.

Great! I'll need to check the information later.

If you like, I can go over the _____ with you now.

Are you available now to talk about it?

Actually I have an appointment. Is it alright if I call you back in _____?

No problem. Talk to you soon.

Thanks. Bye.

Learn

Featured Words Learn Words

All Levels

SEE	NEED	RETURN	LIKE
CALL	LATE	AVAILABLE	APPOINT
GET	ACTUAL	YESTERDAY	CHECK
MESSAGE	REASON	SOON	TALK
INFORM	INVOICE	ALRIGHT	
NOW	YES	THANK	
ORDER	SHIP	HOUR	

Complete the sentences:

1. I want to _____ if you are available now.
2. He _____ed from the business trip last week.
3. We will send you an _____ with the products you ordered.
4. How much is the _____ cost of the product?
5. I have an _____ment with my doctor today.
6. The products were _____ped yesterday.
7. Thanks for _____ting back so soon.
8. The service is not _____ at this moment.
9. What is your business _____s in your store.
10. Are you available to _____ about it now?

What Makes A Good Phone Call?

Watch



Speak

What Makes a Good Telephone Call?

Would it be possible to get some tips from you for calling customers?

Sure, I can show you the _____ I use when I call customers.

You prepare everything you're going to say before you call?

No. But I have an _____ I follow for calls.

If it is a "cold call", I greet the customer and identify myself, then I tell them the _____ for my call.

You don't start the conversation with small talk?

No. I get to the point by politely asking if they are interested. It _____ time.

Do you ever leave messages for people on their voice mail?

Not usually. And if I get a _____ signal, I call that person again later in the day.

Learn

Featured Words

Learn Words

All Levels

LEAVE	CONVERSE	BUSY	LATE
ASK	IDENTIFY	GREET	MESSAGE
SURE	MAKE	GOOD	FOLLOW
CUSTOMER	CALL	REASON	AGAIN
EVER	OUTLINE	START	SAVE
PERSON	GET	PEOPLE	POLITE
SAY	SHOW	INTEREST	COLD CALL
PLAN	POSSIBLE	DAY	

Complete the sentences:

1. We have an outline we _____ for calls.
2. Do you usually leave _____s for people on their voice mail?
3. I first _____ myself to people I call.
4. Is it _____ to make it on time?
5. I take the subway to _____ time instead of take a bus.
6. Are you _____d in the picture I painted?
7. I _____ the customer and identify myself if it is a cold call
8. At Walmart, the _____ service is excellent.
9. I get to the point by _____ly asking if they are interested.
10. I usually _____ the conversation with small talk.

Glossary

Ability: Capacity, fitness or skill.

Ability to Learn: The ability to perform a psychomotor activity that contributes to the effective performance of a task.

Abstract: Brief summary of what is in an article.

Account: A Written or spoken report, description

Population: The research participants who are available for participation in the research.

Accent: A particular way of speaking which tells the listener something about the speaker's background.

Accessibility: Refers to the ease by which an audience is able to receive, understand and act upon communications and services from businesses, big corporations, agencies, local and central government. Accessibility is a relatively modern concept, becoming increasingly prominent from the late 1900s, especially concerning state services, and particularly for disadvantaged, disabled, or minority groups of people. The concept and central principles of accessibility are however very relevant and important for all communicators, on a personal and organizational level. Major factors of accessibility include: language and grammar style, translation (where required), font/print size, typeface/font style, design, technical ease (relating to electronic media), media types/versions (web, print, audio, and video, as required), timings and availability of information, detail and complexity.

Accommodation: Something that helps or makes an action easier, lodging, food and services.

Acquisition: To get for oneself by one's own work, skill or action. The act of acquiring something.

Advance: To improve or move forward, develop and change.

Assessment: Gathering and integrating data to make educational evaluations.

Attitude: It is defined as a disposition or tendency to respond positively or negatively towards an idea, an object, a person or a situation. Attitudes encompass, or are closely related to, our opinions and beliefs and are based upon our experiences.

Audience: The targeted population i.e. the population of the study.

Back Office: The part of a firm that is responsible for post-trade activities. Depending upon the organizational structure of the firm, the back office can be a single department or multiple units (such as documentation, risk management, accounting or settlements). Some firms have combined a portion of these responsibilities usually found in the back office, particularly those related to risk management, into what they term a middle office function.

Case: A bound system.

Case Study: A form of study that is focused on providing a detailed account and analysis of one or more cases.

Code: Marking segments of data with symbols, descriptive words, or category names.

Communication: The exchange of ideas, information, etc., between two or more persons. In an act of communication there is usually at least one speaker or sender, a message which is transmitted, and a person or a person for whom this message is intended (the receiver).

Communicative Competence: The ability to use a language effectively for a communicative purpose.

Competence: Areas of personal capability that enable people to perform successfully in their jobs by completing task effectively. It can be knowledge, attitudes, skills or values. Competence can be acquired through talent, experience, or training.

Context: The identification of when and where an event took place.

Confirm: To approve after using a testing approach.

Client: A person who uses the services or advice of a professional person or organization.

Criterion: The standard or benchmark that you want to predict accurately on the basis of the test scores.

Culture: A system of shared beliefs, values, practices, perspectives, folk knowledge, language norms, rituals and materials, objects and artifacts that the members of a group use in understanding their world in relation to others.

Curriculum: The aggregate of courses of study given in a learning environment. The courses are arranged in a sequence to make learning a subject easier. In schools, a curriculum spans several grades, for example, the math curriculum. In business, it can run for days, weeks, months or years. Learners enter it at various points depending on their job experience and the needs of the business.

Customer: A person or an organization that buys a product or a service from a shop/store or a business.

Customer Satisfaction: The extent to which customers are happy with a particular product or service.

Delivery: 1. Final transfer of a security or financial instrument. 2. Any method of transferring offerings to learners. Variants are instructor-led training, web-based distance learning, online laboratory, CD-ROM, and books.

Description: Attempting to describe the characteristics of a phenomenon.

Destination: The place to which a traveler is going. In the travel industry, any city, area, or country which can be marketed as a single entity for tourists.

Design: The section that presents the plan or strategy used to investigate the research question.

Effectiveness: Degree to which objectives are achieved and the extent to which targeted problems are resolved. In contrast to efficiency, effectiveness is determined without reference to costs. Whereas efficiency means “doing the thing right, ”effectiveness means “doing the right thing.”

Efficiency: A measure of the actual output to the standard output expected. Efficiency measures how well someone is performing relative to expectations.

Electronic banking: A service that allows an account holder to obtain account information and manage certain banking transactions through a personal computer via the financial institution's Web site on the Internet (This is also known as Internet or online banking).

E-commerce: The use of the internet and electronic communications to carry out business transactions.

Electronic Funds Transfer (EFT): The transfer of money between accounts by consumer electronic systems-such as automated teller machines (ATMs) and electronic payment of bills-rather than by check or cash.

Electronic Data Interchange (EDI): The electronic exchange between commercial entities (in some cases also public administrations), in a standard format, of data relating to a number of message categories, such as orders, invoices, customs documents, remittance advices and payments. EDI messages are sent through public data transmission networks or banking system channels. Any movement of funds initiated by EDI is reflected in payment instructions flowing through the banking

system. EDIFACT, a United Nations body, has established standards for electronic data interchange.

Element: The basic unit that is selected from the population.

Employee: Person who works for compensation, whether direct or indirect, for another in return for stipulated services. An employee may work on an hourly, daily or annual wage basis.

English for Specific Purposes, ESP: The role of English in a language course or programme of instruction in which the content and aims of the course are fixed by the specific needs of a particular group of learners.

Enterprise: A business firm. The term is often applied to a newly formed venture.

Evaluation: Determining the worth, merit, or quality of an evaluation object.

Feedback: Providing learners with information about the nature of an action and its result in relation to some criterion of acceptability. It provides the flow of information back to the learner so that actual performance can be compared with planned performance. Feedback can be positive, negative, or neutral. Feedback is almost always considered external while reinforcement can be external or intrinsic (i.e., generated by the individual).

Foreign exchange: Proceeds from the export of goods and services of a country, and the returns from its foreign investments.

Front Office: A firm's trading unit and other areas that are responsible for developing and managing relationships with counterparties.

Function: The purpose for which an utterance or unit of language is used. In language teaching, language functions are often described as categories of behaviour.

Fund: 1. in government accounting, fiscal and accounting entity with a self-balancing set of accounts recording cash and other financial resources, together with related liabilities and residual equities or balances, and changes therein. Funds are segregated for the purpose of conducting specific activities or attaining certain

objectives in accordance with special regulations, restrictions, or limitations. 2. The cash, securities, or other assets designated for a specified purpose such as in a sinking fund. 3. can be used as a verb, to finance, using long-term debt, usually bonds.

Fund Transfer: A formal arrangement based on private contractor statute law, with multiple memberships, common rules and standardized arrangements, for the transmission and settlement of money obligations arising between the members.

Generalize: Making statements about a population based on sample data.

Globalization: 1. The integration of the world's economies brought about by the rapid improvements in communication and transportation. Globalization involves the spread of economic, social and cultural ideas across the world, and growing uniformity between different places that result from this spread. It has come about as a result of increased integration of national economies through growth of international trade, investment and capital flows, made possible by rapid improvements in technology. 2. Generally defined as the network of connections of organizations and people across national geographic and cultural borders and boundaries. These global networks are creating a shrinking world where local differences and national boundaries are being subsumed into global identities. Within the field of tourism, globalization is also viewed in terms of the revolutions in telecommunications, finance and transport that are key factors currently influencing the nature and pace of growth of tourism in developing nations.

Host: A representative who provides only information or greeting services or who assists at the destination with ground arrangements without actually accompanying the tour.

Hypothesis: A prediction or educated guess.

Hypothesis testing: Inferential statistics that is concerned with how well the sample data support a null hypothesis and when the null hypothesis can be rejected.

Hotel reception: The direct supervision of the hotel manager which performs mostly clerical duties. Hotel receptionist assistants answer calls.

Hotel Management: Some of the responsibilities of hospitality managers that include organizing, housekeeping, reception, reservations, catering and concierge services.

Hospitality: Welcoming with great respect someone.

Information Technology: Set of tools, processes, and methodologies (such as coding/programming, data, communication, data conversion, storage and retrieval, systems analysis and design, system control). And associated equipment employed to collect, process, and present information. In broad terms; it also includes office automation, multimedia, and telecommunication.

Innovation: *n* 1 [C] a new idea, method, or invention.2 [U] the introduction of new ideas or methods. 3 The introduction of an invention into methods of production.

Interview: A data collection method where interviewer asks the interviewee questions.

Interviewee: The person being asked questions.

Interviewer: The person asking the questions.

Instruction: The delivery of information to enable learning. The process by which knowledge and skills are transferred to learners.

Investment: The use of money for the purpose of making more money, to gain income, increase capital, or both.

Knowledge: 1. the sum of what is known; a body of truths, principles, and information. 2. Specific information required for the student to develop the skills and attitudes for effective accomplishment of the job, duties and tasks.

Lack: Absence or need.

Learning: A relatively permanent change in behavioral potentiality, that can be measured, that occurs as a result of reinforced practice; gaining knowledge, skills or developing behaviour through study, instruction or experience.

Language: The method of human communication using spoken or written words.

Linguistic Competence: Broadly used to describe the whole language ability of a person.

Marketing: The management process which identifies customer wants and anticipates their future wants.

Method: The section that sells the reader on the research design and the method of data collection.

Mixed Method Research: 1. Mixed methods research is formally defined here as the class of research where the researcher mixes or combines quantitative and qualitative research techniques, methods, approaches, concepts or language into a single study. 2. Research in which the researcher uses both qualitative and quantitative research within a stage or cross two of the stages in the research process.

Motivation: Internal and external forces that drive an individual to achieve certain goals.

Measure: A numerical index that provides information about how spread out or how much variation is present.

Native speakers: Native speakers of English are those who learn English as their first language.

Needs analysis: A method used to determine training needs by reviewing work tasks, identifying performance factors and objectives, and defining training objectives and recommendations.

Passport: Government document permitting a citizen to leave and re-enter a country.

Participant Feedback: Discussion of the researcher's conclusions with the actual participants.

Pilot test: A Preliminary test of your questionnaire.

Performance: The accomplishment of a task in accordance with a set standard of completeness and accuracy.

Population: (in statistics) any set of items, individuals, etc. that share some common and observable characteristics and from which a SAMPLE can be taken. Thus, one can speak of comparing test scores across a sample of a population of students.

Programming language: is a set of commands, instructions, and other syntax use to create a software program. Languages that programmers use to write code are called "high-level languages." This code can be compiled into a "low-level language," which is recognized directly by the computer hardware.

Proficiency: Ability to perform a specific behavior (e.g. task, learning objective) to the established performance standard in order to demonstrate mastery of the behaviour.

Profitability: Ability of a firm to generate net income on a consistent basis. It is often measured by price to earnings ratio.

Purpose of a research study: A Statement of the researcher's intent or objective of the study.

Procedure: The section that describes how the study will be executed.

Questionnaire: A self –report data collection instrument filled out by research participants.

Reliable: The consistency or stability of test scores.

Research Hypothesis: The hypothesis of interest to the researcher and the one he or she would like to see supported by the study results.

Research problem: An education issue or problem within a broad topic area.

Research method: Overall research design and strategy.

Research Topic: The broad subject matter area to be investigated.

Room Service: Food or beverages served in a guest's room.

Sample: 1. (in statistics and testing) any group of individuals that is selected to represent a POPULATION. 2. To ask questions to a group of people chosen from a larger group, in order to get information or opinions from them, so as to better understand the larger group.

Service: 1. A business whose work involves doing sth for customers but not producing goods; the work that such a business does. 2. Intangible attributes that management controls, including friendliness, efficiency, attitudes, professionalism, and responsiveness.

Service quality: A Measure of how well a service is delivered and whether it means customer expectations.

Skill: The ability to perform a psychomotor activity that contributes to the effective performance of a task.

Statistics: A numerical characteristic of a sample.

Survey research: A non-experimental research method based on questionnaires or interviews.

SWIFT: Society for Worldwide Interbank Financial Telecommunication: a cooperative organization created and owned by banks that operates a network which facilitates the exchange of payment and other financial messages between financial institutions (including broker-dealers and securities companies) throughout the world. ASWIFT payment message is an instruction to transfer funds; the exchange of funds (settlement) subsequently takes place over payment system or through correspondent banking relationships.

Syllabus:(a plan showing) the subjects or books to be studied in a particular course, especially a course that leads to an exam.

Target population: The larger population to whom the study results are to be generalized.

Tools: Means applied in a research.

Theory triangulation: The use of multiple theories and perspectives to help interpret and explain the data.

Tourism: The activities of persons travelling to and staying in places outside their usual environment for not more than one consecutive year for leisure, business and other purposes.

Trainee: A person who is learning the skills and knowledge needed for a particular job.

Training: Learning that is provided in order to improve performance on the present job.

Transaction: 1. a business deal, especially one involving the exchange of money
2. The act of paying or receiving money

Transfer: Operationally, the sending (or movement) of funds or securities or of a right relating to funds or securities from one party to another party by (i) conveyance of physical instruments/money;(ii) accounting entries on the books of a financial intermediary; or(iii) accounting entries processed through a funds and/or securities transfer system. The act of transfer affects the legal rights of the transferor, transferee and possibly third parties in relation to the money balance, security or other financial instrument being transferred.

Transferability: In electronic money systems, the degree to which an electronic balance can be transferred between devices without interaction with a central entity.

Travel agent: A person qualified to arrange all travel components at retail rates and on a commission.

Trustworthiness: It is a term used in qualitative research instead of validity and reliability. Both are terms used in quantitative research.

Validity: The accuracy of the inferences, interpretations, or actions made on the basis of test scores.

Visit: A trip is made up of visitors to different places. The term tourism visit refers to a stay in a place visited during a tourism trip.

Visitor: A traveler taking a trip to a main destination outside his/her usual environment, for less than a year for any main purpose (business, leisure or other personal purpose). A visitor is classified as a tourist.

Workplace: A building or a room where people perform their jobs.

Note*: The definitions in the glossary were extracted from the following sources:

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الملخص:

تعد الأطروحة الحالية محاولة من منظور لتزويد اللغة واحتياجات التواصل للموظفين من بيئتي عمل في الجزائر بوجهة نظر في ميدان البحث في اللغة الإنجليزية لأغراض محددة (ESP). وفقًا لما تمليه الممارسة البحثية الحالية، تسعى الباحثة، مع مراعاة الاهتمامات التربوية، إلى تسليط الضوء بالتفصيل على الأغراض المحددة التي تتطلب اللغة الإنجليزية في مثل هذه السياقات التجارية الحقيقية من خلال استعمال العديد من أدوات البحث. تشمل هذه كلاً من أدوات جمع البيانات المباشرة (مثل الملاحظات والبحث المكتبي، من بين أمور أخرى) وكذلك الأدوات غير المباشرة (المقابلة والاستبيان). من خلال اختيار عمال البنوك والفنادق كعينة بحث مستهدفة رئيسياً؛ يعتمد التحقيق على وجهة نظر لكل من فئتي موظفي الاستقبال وغير الاستقبال. في بيئة عمل حيث اللغة الإنجليزية هي لغة المعاملات والتكنولوجيا الدولية، تشير النتائج إلى أن احتياجات العينة لهذه اللغة تختلف حسب العمل الذي يقومون به. في حين أن الاحتياجات الفورية، التي يصادفها موظفو الاستقبال في الواجهة، تتعلق بشكل أساسي بلغة التواصل (الاستماع والتحدث)؛ تتراوح الاحتياجات الأخرى من الرد على الملفات أو الاتصال الهاتفي أو استيعاب العملاء لترجمة المصطلحات الفنية لتجنب التأخير الذي يمكن أن تسببه العمل الآلي. تختتم الأطروحة بتوصيات لأبحاث مستقبلية ومقترحات مخصصة لممارسة المتربصين قبل وأثناء الخدمة. وتشمل هذه كلاً من مقاربات في نطاق حصري (التي تؤكد على اللغة المتخصصة التي تتعلق بالحاجة الفورية للغة الإنجليزية التقنية و / أو لغة التخصص) وبشكل أوسع (و تشمل اللغة بشكل عام ومهارات التواصل بين الأشخاص). إلى جانب تقديم اقتراحات لممارسي اللغة الإنجليزية لأغراض محددة ومبرمجي التربص، تقترح الأطروحة أيضاً عينة من الأدوات والبرامج والأنشطة التعليمية المصممة خصيصاً بناءً على أدلة مكان العمل التي تم جمعها حتى الآن.

الكلمات المفتاحية: عمال البنوك والفنادق؛ أبحاث اللغة الإنجليزية لأغراض محددة (ESP)؛ المواد التعليمية؛ الاهتمامات التربوية؛ المتربصين قبل وأثناء الخدمة.

Résumé:

La présente thèse est une tentative de fournir une perspective de recherche en anglais à des fins spécifiques (ESP) sur les besoins linguistiques et communicatifs des employés de deux environnements de travail Algériens. Tel que dicté par la pratique actuelle de la recherche ESP qui est de plus en plus empirique, la chercheuse, avec des intérêts pédagogiques en tête, s'efforce de mettre en évidence, en détail, les finalités spécifiques pour lesquelles l'anglais est nécessaire dans un tel contexte commercial réel en déployant une multitude d'outils de recherche. Celles-ci comprennent à la fois des outils de collecte de données directes (comme les observations et la recherche documentaire, entre autres) et indirects (entretien et questionnaire). En optant pour les travailleurs des banques et des hôtels comme principaux informateurs cibles; la recherche s'appuie sur le point de vue de la catégorie des employés d'accueil et non -accueil. Dans un milieu de travail où l'anglais est la langue des affaires et de la technologie internationale, les résultats indiquent que les besoins des informateurs varient en fonction du travail qu'ils occupent. Alors que les besoins immédiats auxquels sont confrontés les réceptionnistes de première ligne sont principalement liés à la communication (écouter et parler); les autres besoins vont du transfert de fichiers, de la téléphonie ou de l'accueil des clients à la traduction de termes techniques pour éviter un retard que la manœuvre automatisée peut entraîner. La thèse se termine par des recommandations pour futures recherches et des suggestions consacrées à la pratique des stagiaires avant et en service. Celles-ci incluent à la fois des approches à angle étroit (mettant l'accent sur un langage spécialisé lié au besoin immédiat d'anglais technique et / ou spécifique) et à grand (y compris des compétences linguistiques et des communications interpersonnelles plus générales) dans la formation. En plus de proposer des suggestions pour les praticiens de l'ESP et les décideurs en matière de formation, la thèse propose également un échantillon de matériel didactique, de programmes et d'activités en mesure basés sur les données recueillies jusqu'à présent sur le lieu de travail.

Mots clés: Travailleurs bancaires et hôteliers; Recherche d'anglais à des fins spécifiques (ESP); Matériel didactique; Intérêts pédagogiques; Stagiaires pré-et en cours d'emploi.

Summary:

The present thesis is an attempt to provide English for specific purposes (ESP) research perspective into the language and communicative needs of employees from two Algerian working environments. As dictated by the current practice that is empirical, the researcher, with pedagogical interests in mind, endeavours to highlight in detail, the specific purposes for which English is needed in such a real business contexts by deploying a multitude of research tools. These include both direct data collection tools (like observations and desk research, inter alia) as well as indirect ones (interview and questionnaire). By opting for banking and hotel workers as the main target informants; the investigation draws on the perspective of both reception and non- reception category of employees. In a workplace where English is the language of international business and technology, the findings indicate that informants' needs vary depending on the work they hold. While the immediate needs, that front line receptionists are faced with, are mainly communication-related (listening and speaking); other needs range from answering files, telephoning, or accommodating clients to translating technical terms to avoid a delay that the automated workforce can cause. The thesis concludes with recommendations for future research and suggestions devoted to practising pre- and in-service trainees. These include both narrow-angle (emphasizing specialist language that is related to the immediate need for technical and/or specific English) and wide-angle (including more general language and interpersonal communication skills) approaches in training. Besides proposing suggestions for ESP practitioners and training programmers, the thesis also proposes a sample for tailor-made instructional materials, programs and activities as based on the hitherto collected workplace evidence.

Key words: Banking and hotel workers; English for Specific Purposes (ESP) research; Instructional materials; Pedagogical interests; Pre- and in-service trainees.