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DEPARTMENT OF ENGLISH

Language Needs Analysis of Students of Marketing

Case Study: First Year Students of Marketing,

University of Chlef

DISSERTATION SUBMITTED TO THE DEPARTMENT OF ENGLISH
IN PARTIAL FULFILMENT OF THE DEGREE OF MAGISTER IN
ENGLISH FOR SPECIFIC PURPOSES (ESP)

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DEDICATIONS

I dedicate this research work first to my family, especially my dear parents, my lovely sisters: Aicha, Soumia and Douaa, and my brothers Ahmed and Abdellah. My deepest appreciation goes to my husband for his help and support.

Also, I dedicate my present dissertation to all my friends and colleagues. It is also offered to my supervisor Dr. Zouaoui MERBOUH, who really made all his attempts to help me in preparing my research from the beginning till the end.

My work is also offered to the members of the jury, and to all the teachers of the Department of English at Chlef University.

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LIST OF ABBREVIATIONS AND ACRONYMS

- **CNP:** Communication Needs Processor
- **EAP:** English for Academic Purposes
- **EFL:** English Foreign Language
- **ELT:** English Language Teaching
- **EOP:** English for Occupational Purposes
- **EPP:** English for Professional Purposes
- **ESP**: English for Specific Purposes
- **EST:** English for Science and Technology
- **EVP:** English for Vocational Purposes
- **FL:** Foreign Language
- **GE:** General English
- **GTM:** Grammar Translation Methodology
- **ICT:** Information Communication Technology
- **L1:** Student's Native Language
- **L2:** Second Language
- **LMD:** Licence Master Doctorate
- **LST:** Langues des Sciences et des Techniques
- **NA:** Needs Analysis
- **PSA:** Present Situation Analysis
- **TEFL:** Teaching English as a Foreign Language
- **TSA:** Target Situation Analysis

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ABSTRACT

Needs analysis is an important issue in terms of students' involvement in the learning process. It is necessary to identify learners' needs, objectives and expectations from the courses, and their learning styles and habits in order to design an efficient syllabus.

This study was conducted to investigate the language needs of Marketing students in learning English for specific purposes (ESP) at Chlef university. The sample population focused on two groups: first year students of Marketing (fifty three) and their English language teachers (two teachers). Two questionnaires were administered and distributed to both students and teachers, in addition to classroom observations. For each question percentages were calculated and presented in graphs and tables. The needs analysis approach was conducted to highlight the methodology used in the English sessions, the required types of speaking, listening, reading and writing skills, and the attitudes of students towards the present English syllabus taught in the Department of Marketing.

This dissertation was divided into four chapters. Chapter one is devoted to describing the ESP learning situation in the Department of Marketing in addition to the research methodology used; chapter two sought reviewing the literature; chapter three was dedicated to analysis of the data obtained from both questionnaires and observations; and chapter four suggested some tentative solutions and implications for future research. The descriptive analysis of the data revealed that there were both similarities and differences among the perceptions of students and their English lecturers as far as students' needs were concerned. Based on the results of the study, it was provided that speaking, writing and special vocabulary were to be emphasized more in order to cover the needs of Marketing students. Therefore, efficient ESP courses designed to meet students needs were recommended as an urgent need for Marketing students at Chlef university.

Key words: ESP, Needs Analysis, Syllabus Design, Marketing Students, ESP courses, language needs.

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GENERAL INTRODUCTION

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General Introduction

As English becomes the dominant language and the lingua franca of business, technology, science, and research, the language teaching process has experienced a radical change and has oriented towards more specialized purposes rather than general purposes, and the demand for ESP is growing increasingly throughout the world. Marketing is a field where the English language is highly used and required. Being a Marketing professional in Algeria requires a good or at least an adequate proficiency level in English. To attain the adequate level in English, more and more universities in Algeria are offering ESP courses to meet students' future career needs. Teaching English in the Department of Marketing, university of Chlef is far from satisfactory, since the specific language needs are not defined and the English language teachers have little or no experience in ESP. So, learners will end up disappointed and dissatisfied with the language proficiency level that they achieve once they graduate and conduct a further research or get a job where English is required. Also, the efforts of administrators and English language teachers would not be helpful if the language needs are not defined.

It is believed that any ESP course is based on learners' needs for learning English which may improve the ESP learning situation in the Algerian universities. However, there was no study conducted to identify the language needs of Marketing students in the University of Chlef that might help in designing an ESP syllabus. Therefore, this study aims at investigating the English language needs of first year LMD students of Marketing in order to provide empirical data which may serve the ESP context in Algerian universities. In recent years, learners-centered instruction has become a must for effective language teaching. Consequently, students must be at the centre of teaching-learning process; which requires language teachers to know about their students' needs, interests, objectives and attitudes towards the courses.

This dissertation is organized into four chapters which can be described as follows: Chapter one describes the methodology of the study as well as the English learning situation in the Department of Marketing. Chapter two consists of a review of relevant literature. Two areas of focus are ESP and needs analysis (NA). Chapter three

analyses the data obtained from both questionnaires and classroom observations in addition to the discussion of the findings. Finally, chapter four is dedicated to some suggestions for improvement, and recommendations for future research offered to instructors, administrators, students, and curriculum developers.

The objective of this study is to reveal the English teaching situation in the Department of Marketing which is not efficient since there is no official syllabus designed in accordance with students' needs and preferences in learning ESP. The language teachers who hold only the "Licence" degree with no training in ESP are free to teach whatever they think would be appropriate and useful for students of Marketing. Lecturers also design and develop the materials they use by their own. However, the main objectives of the study are:

a- To identify students' necessities, wants, and lacks in learning ESP

b- To determine the extent to which students' needs match to the present syllabus taught to them

c- To explore how students identify their level and need of particular language skills

d- To investigate students' attitudes and beliefs towards the current ESP courses presented to them

To achieve these objectives, three main research questions of the present study to be investigated are:

1. To what extent do the present English courses satisfy the students' needs in the field of study?

2. What level of the speaking, listening, reading and writing do the Marketing students require ?

3. What aspects of the English language do the Marketing students need to acquire and develop?

To answer the research questions, the following hypotheses are proposed:

1-Marketing students are totally dissatisfied with the current English courses presented to them since they do not meet their needs and interests in the field of study

2- The communicative skills (speaking and writing) are primarily required by Marketing students

3- ESP is favoured greatly by Marketing students rather than General English teaching

To test the hypotheses, three tools are used and developed. Two questionnaires are administered, one addressed to first year LMD students of Marketing (fifty three) and another one addressed to the English language teachers in the Department of Marketing (two teachers), in addition to classroom observations. The data then are analysed and presented in graphs and tables.

The findings of the present study are considered as a background information for ESP researchers and practitioners who intend to design a syllabus or a course for Marketing students. The present investigation gives a general overview of the current English teaching situation in the field of Marketing. It is beneficial for ESP researchers and practitioners who can gain knowledge and understanding of the situation of English language in the Department of Marketing in Chlef University and compare it with other universities in Algeria and throughout the world. The results of the study can be used as a guide to determine goals and objectives, to select appropriate materials and to use appropriate methods. Meanwhile, for other researchers, the research of this study is expected to give information to conduct other investigations related to the whole spectrum of ESP process.

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CHAPTER ONE

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Chapter One

The English Learning Situation in the Department of Marketing

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1.1. Introduction

This chapter discusses the situation of ESP in the Algerian universities, and precisely, in the Department of Marketing at the University of Chlef, through describing the general principles and procedures which characterize the learning situation in this department, emphasizing the methodology adopted by the ESP teachers in the classroom. The methodology used by the researcher to conduct the present investigation is also discussed.

1.2. Learning Situation

This part is dedicated to reveal the learning situation of ESP in the Department of Marketing. It discusses the main features of ESP teaching-learning process which include: learners, teachers, syllabus, materials and evaluation.

1.2.1. Learners' Profiles

The participants were LMD students of Marketing studying three years to get their Licence. The first year is called "Tronc Commun". During this year, students studied lessons related to General English. During the second year, students were directed to their speciality according to their personal choices and to the proficiency level in this particular speciality. In the present study, the learners' speciality was that of Marketing which was considered as their first year in this field, this is why it was mentioned in this paper that participants were first year LMD students of Marketing. At the end of the three years, students were obliged to write a dissertation in order to have a "Licence" in Marketing. Then, it is up to the students' overall level, interests and abilities to conduct further studies to have the degree of "Master", and then the"Doctorate" degree.

There were fifty three students of Marketing at the University of Chlef divided into two groups, one group consisted of twenty five students, while the other group was composed of twenty eight students. There was almost a balance in gender in the two groups. These students were studying in scientific branches in the secondary school ranging from Economic Sciences, Accountancy and Management, which led to

the fact that the participants were scientific and not literary learners, who studied English for at least six years.

All students had some knowledge of general English from the middle and secondary schools. They had an urgent need to improve their overall level of English and their language skills as well, especially, the speaking and conversation skills. Students' age ranged between nineteen and forty five. Their command of the language was of the low Intermediate level.

1.2.2. Teachers' Profiles and Qualifications

The English teachers in the Department of Marketing were university graduates, that is to say, they had "Licence" degree in English, with no training in ESP. Both teachers were females and newly qualified with little experience in ELT. Therefore, these teachers were General English teachers who were employed to teach ESP courses for students of Marketing. During their graduation in the English Department, they had the following modules as compulsory subjects:

 - Literature: American, British and African Literature.

 - Civilization: American and British Civilization.

 - Phonetics.

 - Linguistics, Psycholinguistics and Sociolinguistics.

 - Grammar.

 - Written and Oral Expression.

 - Reading Comprehension.

 - Psychopedagogy.

 - Didactics (TEFL).

It is noticeable that there was no ESP subject during the curriculum in the English Department. However, the ESP module exists this year only in the English Department at Chlef University as a compulsory subject. EFL teachers were, therefore, trained in higher educational institutions, and they were awarded degrees in EFL teaching following four years of study in the classical system, or three years of study in the LMD system which was applied only this year (2010/2011) in the English Department at Chlef University.

Consequently, these graduates were supposed to teach English at the secondary school or the middle school. Also, they could work as part time teachers of English in different faculties such as, the faculty of Economics, Agronomy, Engineering, etc. Then, if deemed sufficiently able, these trainees might pursue a course of studies and research at post-graduate level, leading on to a university junior lectureship. Then, these teachers can teach officially in the Department of English or in the other faculties as permanent teachers.

1.2.3. Learners' Role

It was common to find students were unresponsive in ESP classrooms in the Department of Marketing as well as in the other departments. Students simply sat, listened to the teacher' s explanation or direction, and had no initiated talks until the end of the class. They were passive and unresponsive because of many reasons. First, they were afraid of making grammatical mistakes and of misspelling words. Second, they were shy to be corrected for the wrongs or to be made a mock of other students. And last, they were bored with the teaching activities. Thus, the teacher' s understanding of students' needs, difficulties and lacks might help in improving their interests to participate in the classroom.

Learners relied heavily on their language teachers in the class. They were passive learners, they did what the teacher asks them to do; so, they could learn what the teacher knew only with no attempt to innovate or communicate with one another. Students learned grammar deductively, that is to say, they were given grammar rules and examples, and were required to memorize them, and then, they were asked to apply these rules on the other given examples.

Furthermore, students were given a set of words and were asked to find antonyms from the text under study. A similar exercise was done by asking them to find synonyms for a particular set of words. Students, then, were instructed to answer reading comprehension questions, and were given a series of sentences with missing words. They were asked to fill in the blanks with vocabulary items or with items of a particular grammar type, such as, prepositions or verbs with different tenses. Students finally were given a topic to write about in the target language.

Consequently, students were expected to memorize endless lists of grammar rules and to apply these rules on given activities. They did what the teacher asked them to do. There was a few teacher-student interaction and no student-student interaction. Then, the Grammar Translation Method (GTM), which was heavily used in ESP classes in the Department of Marketing, means a tedious experience and often creates frustration for the majority of students. This method was not suitable for ESP learners in the Department of Marketing since it did not allow them to perform tasks, to innovate, to give oral presentations, and to communicate effectively in English.

Therefore, it is natural that students were bored of the English sessions since they did not contribute and participate in the classroom activities. Students found themselves passive, they were just receivers of information and not contributors in the learning process. Thus, students need to be active in the class through performing tasks and communicative activities that would help them to develop their communicative competence.

1.2.4. Teachers' Role

In the Department of Marketing, the English language teachers were expected to teach English in order to minimize the problems which concern the English language faced by students. However, regarding GTM which is a teacher-centered method, the teacher was the authority in the classroom, and students were just receivers of the information provided by the teachers. The teachers acted as a guide because GTM deals with the memorization of rules of grammar, and manipulation of the syntax of the foreign language. Besides, didactic grammatical explanations on certain sentences in each paragraph were also provided by the teacher. Sometimes, the translation gave way to a collective discussion on syntactic functions of the words of certain sentences. This method requires few specialized skills on the part of the teacher because lessons of grammar rules and translation are easy to construct and they are objectively scored.

The teachers, then, were considered as traditional instructors. They explained lessons, translated the English terms that were difficult to understand by students into Arabic, asked them to memorize rules of grammar, and to apply these rules on other

examples through doing activities which would help students to understand better. They also supplied students with correct answers whenever they gave wrong ones to the examples of the activities. There was no fun and variety in the language activities. The teacher was the only voice, however, she had no authority over students during the class time.

Thus, the ESP teachers in the Department of Marketing had different roles. They explain, translate, conduct practices, and correct mistakes. They were, then, teachers, facilitators, syllabus designers, and materials providers since they design the syllabus and write the materials by themselves.

1.2.5. Time Allotment

Time is an important element which can motivate or demotivate ESP teaching-learning. With regard to ESP, time allotted to English courses is an important factor that should be taken into account when designing any ESP syllabus, and it has much to do with determining the level of attainment that can be reached at the end of the course. As an illustration, in the Department of Marketing, only one hour and a half per week during three academic years were allotted to the English courses. However, one hour and a half per week were not sufficient to cover all the students' needs and interests in learning ESP.

Thus, the content of the course and also the level of proficiency are determined by time allotted to this course. Additionally, the teacher needs to use the time allotted efficiently, either teaching is extensive or intensive. This depends on the teacher either he/she can use time efficiently or not. If not, he/she must set his/her objectives to what can be achieved in the time available. The ESP teacher, then, needs to set his/her objectives, and to use time efficiently to make students achieve the level of proficiency required for their future career either professionally or academically. "*the objectives have been set for him and he has only a fixed, and often inadequate, amount of time to reach the objectives*" (Wilkins, 1974: 44).

1.2.6. Timetable

Time allocated to first year LMD students of Marketing revealed that the English subject was placed at the afternoon for both groups, after having lectures during the whole period of the morning. This signifies that little importance was given to the English subject on the part of the administrators as they considered it as a secondary module as well as students who were careless and they did not attend the English classes regularly.

Consequently, students encountered difficulties as well as their language teachers concerning the comprehension of courses since they find themselves very tired in the afternoon after studying all the morning. Also, students did not concentrate with their teachers during the courses. They talked with each other during the course giving no attention or respect to the teacher. Therefore, the absence rate during the English sessions was very high with regard to the other subjects taught in the Marketing Department, and the students' level in English was very poor which had an urgent need to be improved and remedied.

1.3. Teaching ESP in the Department of Marketing

This section of the chapter discusses the main issues which concern the teaching of ESP in the Department of Marketing, ranging from the syllabus used, materials used and evaluation of students.

1.3.1. The Status of ESP in the Department of Marketing

English is considered as a foreign language in Algeria, and recently it has become the global or the international language of communication, economy, science and technology, that is to say, the lingua franca of the world. Thus, the demand for English courses has greatly increased and almost all countries use English when communicating internationally. Among these countries Algeria which has become a country with an important economic status in the world through many transactions and economic relations with many countries abroad, in addition to foreign investments in Algeria which make the status of English in Algeria more appreciable and essential in all the fields, mainly business.

Thus, English is taught in all the Algerian universities and institutions, because of scientific, economic and cultural reasons; for example, the great majority of the terms related to business or science are in English. Also, most of the useful documentations in science, economy and technology are printed in English. Students and researchers find themselves obliged to have English courses to improve their level and to be able to benefit from the books and articles written in English when conducting further studies.

The English course in the Department of Marketing is considered as a compulsory graduating subject during the curriculum. It is a general English course but is still regarded as a very important and relevant subject for students of Marketing, since students themselves believe that foreign languages, especially English are of paramount importance for their future careers, either to conduct further studies or to join the workforce which requires the essential communicative skills and good proficiency level in English.

Thus, it was important for English language teachers to be aware of students' needs and how much time was needed and allotted to learn this language in order to design the syllabus. Therefore, ESP learners should learn English according to their needs, preferences and according to the time allotted to the English classes. This was not applied in the Department of Marketing since the English language teachers were not aware of their students' needs and they were free to teach whatever they thought was relevant to students' field of study neglecting totally the role of the student in ESP learning and the fact that ESP is a learner-centered approach and not a teacher-centered approach.

In the Department of Marketing, one hour and a half per week were allotted to the English classes during three years of study. This time was obviously not sufficient and reflects the least importance given to the English subject by curriculum developers and administrators. Also, the absence of syllabus, equipment and language laboratories made it difficult for both students and language teachers to perform their tasks appropriately.

1.3.2. The Current Syllabus

Since the high majority of students in the Marketing Department were poorly equipped in English, the focus of the English course was on grammar rules and structures; so, the course was almost based on General English (GE), and no attempt was made to teach students the specific English which is related to their field of study. This was due to the fact that both teachers of English language did not have any training in ESP, and they were not aware of the students' needs and preference in the learning process. Although English is considered as an important subject to study in the field of Marketing, there was no official ESP syllabus, and curriculum developers neglected totally to design a syllabus for this specific kind of learners.

Thus, the teachers of English found themselves designing their own syllabus and writing their own materials using their previous teaching experience as a guide. Furthermore, no needs analysis (NA) was conducted to identify the students' needs in order to be able to design an effective syllabus which takes the students' needs as the basis of this syllabus.

Objectives of the English course in the Department of Marketing were determined by the language teachers who had no training in ESP, and little knowledge about the field of Marketing because of the absence of collaboration between language teachers and the subject specialist teachers in the department. However, in ESP context, objectives of the course should be determined by learners' NA since ESP is a learner-centered approach, as Miliani.M. (1985) states, "*these objectives derive from an analysis of the students' needs which help determine the way in which a course can go*".

The types of syllabuses for teaching ESP in the Department of Marketing which were designed by the ESP teachers, were structural in the first instance, where grammatical units were more important than lexical units. The two syllabuses were based on grammatical units which were classified as follows:

a- Syllabus One

1. Reported speech
2. Passive and Active Voice
3. Pronunciation of the Final "ed" and the Final "s"

4. Conditionals

5. A list of Irregular Verbs

6. Personal Pronouns, Possessive Determiners, Possessive Pronouns

7. Determiners (a, an, the, and the zero article)

8. Comparative and Superlative Adjectives

9. Adjectives "ed-ing" Forms

10. Tenses (present simple, present perfect, present continuous)

11. Tenses (past simple, past perfect, past continuous)

12. Tenses (future)

13. Translation of some Business Terms from English into Arabic and vice versa

14. Samples of Texts to Study

b- Syllabus Two

1. How to Write a Paragraph?

2. Characteristics of a Paragraph

3. How to Write an Essay?

4. Tenses (present simple, present continuous)

5. Tenses (Present perfect, past simple, past perfect)

6. Tenses (past continuous, past perfect, future)

7. Phonetics

8. How to write a Business Letter?

9. Wh Questions

10. Using Links and Joins

11. Passive Voice and Active Voice

12. Pronunciation of the Final "ed" and the Final "s"

13. Reported Speech

14. Conditionals

15. Translation of some Technical Terms from English into Arabic and vice versa

16. Articles (a, an, the, and the zero article)

17. Adjectives

18. Samples of Texts to Study

Consequently, as the two syllabuses show, great emphasis was put on grammar and syntax and no attention was given to lexis, except, in the case of translating terms related to business from English into Arabic and vice versa. This confirms that the method applied by both teachers of English was the GTM, where the students' native language is dominant over English.

1.3.3. Methodology in ESP Classes

Whereas English is viewed as an important language to learn in all the fields such as economy, technology and science, it was considered as a secondary subject in the Department of Marketing on the part of curriculum developers and administrators, since there was no official syllabus of English provided by the administration, and no specifications or recommendations were given to the teachers of English concerning the content of the course. So, it was up to the language teachers in the Department of Marketing to select or prepare materials that they thought were useful and relevant to the students' needs in their field of study.

Thus, in the Department of Marketing, the ESP teacher was free to teach whatever he/she thought was relevant to the students' needs. Both teachers of English focused on grammar and they gave more importance to texts and topics of general interest rather than texts related to the students' field of study, thinking that this would improve the language proficiency level of the students and their communicative needs as well. So, the focus was on developing the structure of the language with the heavy use of translation into the mother tongue by the teacher, believing that this would facilitate learning for students and enhance their comprehension as well. No attention was given to develop the communicative skills of students and no specifications or techniques were used to teach ESP in the Department of Marketing.

Teachers were the most active and students were the most passive contributors to classroom activities. The passivity of students in the two classes could be attributed first and foremost, to the monotony of language tasks. There was no variety of language tasks and activities. Thus, both language teachers in the two classes used the same methodology. They supported an extensive use of students' mother tongue in the classrooms, claiming that the syllabic design and content of the

textbooks, non-homogeneity of classes in terms of learners' English proficiency, lack of sufficient time, satisfaction or dissatisfaction of students with the methods that teachers apply in their classes, were among the factors pushing language teachers towards the choice of the GTM.

Consequently, GTM, which is a traditional method, was still used heavily by the ESP teachers in the Department of Marketing, neglecting totally the communicative methodology. This methodology led to boring lessons. Students found themselves learning English with routine, repeating what they have already learned in middle schools and secondary schools with no innovation or specification. This led to low motivated students in the classroom.

Moreover, students learned General English as if they were not students of Marketing since they have had no specific courses of English related to the field of Marketing. Students, then, got bored of these lessons and they paid no attention to the English courses and even to the English teacher. The teacher also was stressed during the courses since students did not listen attentively to her. Then, the teacher found herself speaking and examining the lesson alone with almost no participation on the part of the students who almost did not understand English well and they asked the teacher to translate each word she uttered to the mother tongue to understand better. Consequently, most of the time, the English teachers get bored of teaching in the different departments other than the English Department, and they quit the job since it is not motivating either professionally or financially.

The GTM was obviously still used in ESP classrooms, even if it did not fit the learners since this method was used for the purpose of helping students to read and appreciate foreign language literature. The skills most focused on during the courses were reading and writing and little attention was given to speaking and listening. The principal purpose of learning a foreign language in this method was to be able to read literature written in it, and that students would become able to translate each language into the other. Then, if students could translate from one language into another, they would be considered as successful language learners. Therefore, literary language was considered superior to spoken language, which was not appropriate for ESP learners.

Regarding this method, students were given the grammar rules with examples, and they were directed to do the activities and then to correct these activities in group. If the answer was incorrect, the teacher provided the right answer. Then, this method is teacher-centered which might affect the students' satisfaction, motivation and attainment. The teacher-centered approach aims at transmitting information to students, however, the learner-centered approach aims at bringing about conceptual changes in the students. Trigwell et al. (1999) demonstrated that students whose teachers adopted a learner-centered approach were more likely to show a deep approach to learning than students whose teachers adopted a teacher-centered approach.

Therefore, by applying the GTM, more importance was given to the form and structure patterns of the target language, and not to the content. Grammatical structures were acquired in subsequent lessons and they formed the whole syllabus. Deductive application of an explicit grammar rule was a useful pedagogic technique in this method. There were no principles of this method which deal with students' feelings and interests. Thus, GTM taught students about the target language, but not how to use it. Also, the language that was used mostly in the class was the students' native language. The ability to communicate in the target language was not a goal of foreign language instruction as far as GTM was concerned.

1.3.4. Materials

In the Department of Marketing, both teachers and learners relied on materials (texts and activities), and materials became the centre of learning; though, in ESP classrooms, learners should be the centre of learning regarding the fact that ESP is a learner-centered methodology. Teachers provided students with materials they write by themselves or they bring from different educational websites available on the internet. Thus, selecting ESP materials determines the objectives behind the course as well as its content.

This may lead ESP teachers to write or select apropriate and relevant materials that would meet their needs and expectations in the learning process. Kennedy and Bolitho (1984: 138) indicate that: " *from the plethora of published*

materials now available, he might be expected to select and adapt learning materials for a class. He must be thoroughly familiar with a wide range of ESP materials, both courses and supplementary materials". But when this is not always the case for the ESP teacher, " *he might find no materials suitable or adaptable to the needs of a particular class and, consequently, will have to select and exploit suitable texts, and to write suitable exercises".*

Texts written or chosen by the teachers to study were derived from general matters most of the time, and from economic matters, such as, the economic development, capitalism, counterfeiting, and the economic crisis. The texts aimed to answer the reading comprehension questions, in the first instance, then, the mastery of language questions, and finally, the written expression section, which would help students to improve their writing skills, according to the teachers. Therefore, ESP teachers should write materials based on effective texts and activities, and related to students' needs and interests in the field of study.

1.3.5. Evaluation

Evaluation is a significant process that helps to determine students' level of achievement during and after the courses. In the Department of Marketing, the exams are the same for the first year level even the content of the syllabus and materials are not the same in both classrooms.

To evaluate students, the language teachers usually used written tests and exams, which were based on texts with questions on them since students were familiar with this kind of tests. Part one of the exam generally sought answers to the reading comprehension questions (choosing the suitable title of the text, answering questions according to the text, finding what/who the underlined words refer to in the text, and finally, finding words which are synonyms and opposite in meaning to a given list of words). Part two of the exam referred to the mastery of language section. It consisted of activities of grammar such as, passive voice, reported speech, tenses, adjectives, and filling the gaps with the appropriate articles. Part three of the exam referred to production; the teacher here asked students either to write a paragraph about a given topic, or to translate some business terms from English into Arabic and vice versa.

Thus, the exam was a text based exam, which helped in developing reading and writing skills rather than speaking and listening skills which received no attention on the part of the teacher. Also, students became familiar with this type of exams and preferred to be evaluated through written tests rather than oral tests. The latter tests were important in fact to improve the students' ability to communicate effectively in English.

1. 4. Research Methodology

This part discusses the methodology used in the present research through describing the method used, participants, and data collection and analysis procedures.

1. 4. 1. Choice of the Method

The primary method of data collection used by the majority of researchers in conducting NA is questionnaire which is the method used in the present research. Jordan (1997) indicates that the use of questionnaires is the most convenient when dealing with large scale of data collection. Questionnaires enable the researcher to collect data from a large number of participants in a short period of time. However, their main drawback is that the participants might misinterpret the questions. Therefore, it is important to pretest questionnaires before the distribution process. Another drawback is that the response rate can be low, especially when the questionnaire is sent by e-mail to the participants rather than distributed and collected in person.

In short, Jordan (1997) indicates that there is no single approach to conduct NA. Every researcher has different circumstances that influence the choice of the method in conducting his/her investigation. It is up to the researcher to choose the method that helps in achieving his/her aims according to the circumstances.

To conduct this research, two questionnaires were designed. One of them was addressed to the English language teachers who teach in the Department of Marketing and the other one to a sample of first year LMD students of Marketing. In addition, classroom observation was selected as the third tool of research to give reliability and validity to the present study. In conducting these tools, informal interviews with the

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language teachers and the administration staff, together with a pilot questionnaire addressed to the students of Marketing, were used.

Questionnaires were determined to be the best means of investigation in the present study. They were selected as the source of data collection for the following reasons:

1. Questionnaires can produce large amounts of focused, standardized, and organized data from a large sample of participants, and the process can be done rather quickly and cheaply.
2. The number of participants was expected to be large for the interview.
3. They require minimal time from participants and provide a flexible and convenient way to participate in the study.
4. They can be answered anonymously, and participants could respond frankly since they feel at ease in answering the questionnaire. Also, there is no danger for the interviewer to influence the participant.

Observation is used as another tool to enhance the reliability and the validity of the present research. Moreover, triangulation referring to the use of multiple methods and sources and comparing them with one another would increase the quality of information received. According to Seliger and Shohamy (1989: 162), observation was chosen in the present research for the following reasons:

1. In second language acquisition research, observations are most often used to collect data on how learners use language in a variety of settings, to study language learning and teaching processes in the classroom.
2. Observation is used to study teachers' and students' behaviours during the course.
3. It is used to examine a phenomenon or a behaviour while it is going on.

1.4.2. Participants

Since the present study is a NA conducted to investigate the quantitative and qualitative English language needs of students of Marketing, the sample population focused on first year LMD students of Marketing at the Faculty of Economic Sciences, Commerce and Management. Adapted from a number of studies, the students'

questionnaire generally addressed linguistic necessities, wants and lacks, objectives, resources through which they would like to learn. In order to understand and answer the questions properly, extra explanation and translation into Arabic were provided whenever necessary.

To conduct this investigation in the Department of Marketing, University of Hassiba Benbouali Chlef, the researcher dealt with two samples chosen from the following population:

a. The first year LMD students of Marketing (fifty three students). All students were selected to answer the questionnaire since the whole number of students was fifty three divided into two groups, and some of them were absent because they work and study simultaneously. The absence of some participants made it difficult for the researcher to distribute and collect all the questionnaires at once. Then, the researcher had to return several times to distribute the remaining questionnaires to those who were absent.

b. The English language teachers in the Department of Marketing (two teachers). This sample is small in fact, however, it represents the whole number of ESP teachers in the Department of Marketing, since there were only two groups of Marketing students with one English language teacher for each group.

Consequently, to answer the research questions, quantitative data from students' questionnaire as well as teachers' questionnaire were collected, in addition to classroom observation as a third tool of investigation.

1.4.3. Developing the Questionnaires

Questionnaires in the present study were designed following common principles of designing questionnaires in second language research (e. g. Jordan, 1997; Brown, 1995). Percentage distributions and frequencies were calculated. Printed versions of the whole questionnaires were presented in Appendices 1 and 2. Previous literature in NA that has similar goals and purposes was also consulted. In constructing these questionnaires, informal discussions with the language teachers and the administrators, together with a pilot questionnaire addressed to Marketing students were also used. The questionnaire for Marketing students was designed in three parts.

However, the questionnaire meant for the English language teachers consisted of seventeen items.

The students' questionnaire consisted of twenty five close-ended items and one open-ended question divided into three main parts. The first part sought identifying the linguistic needs of students of Marketing, that is to say, the skills and aspects of language that they need to focus on during their English courses. The second part of the questionnaire dealt with wants of students, providing information about what exactly the students thought they want to learn in English. The third part dealt with the lacks of students in learning English as they feel by themselves. Two cross-check questions were used in the questionnaire to test the students' reliability. The first question was: " *which of these skills (reading, writing, speaking, listening) do you think is more important for you?* ". While the second question was as follows: " *what is the most difficult skill according to you that you need to focus on more?".* Dornyei (2003) indicates that a good questionnaire uses a cross-check question to inform the researcher about the reliability of the respondents.

The English teachers' questionnaire consisted of seventeen items, with one open ended question at the end of the questionnaire to complete. The aim of using open ended questions was to make respondents feel at ease in answering the questions and to benefit from any suggestions or recommendations provided by the teachers. The questionnaire meant for the English language teachers in the Department of Marketing sought providing answers to questions about teachers' qualifications and training as far as ESP was concerned. Furthermore, the questionnaire aimed to reveal the learning situation in the Department of Marketing through seeking information about the methodology and materials used in the ESP classrooms, in addition to the language skills and aspects emphasized during the courses. The teachers' questionnaire ended by asking the language teachers to give their opinions and suggestions in order to improve the teaching of ESP in the Department of Marketing.

1.4.4. Piloting and Validation

Both students and teachers questionnaires were designed in English. However, regarding students' questionnaire, translation into Arabic was provided whenever

necessary, in addition to further explanations of the questions. Emphasis was placed on making the questionnaires as easy as possible to fill in. The questionnaires consisted of three to four pages long for each one, and the pages were numbered to make it easy for participants to follow the progress of filling in the questionnaire, and were designed to be answered within fifteen or twenty minutes after the piloting process. Dornyei (2003) indicates that the optimal length of a questionnaire in second language research is three to four pages. It should not exceed a 30-minute completion limit.

More attention was given to the form of the questionnaires in terms of fonts, spacing, and paper quality which could give a good impression about the questionnaires. Respondents were not obliged to write their names to avoid individually identifiable information. Dornyei (2003) indicates that respondents can be reluctant to give honest answers about opinions and perceptions. However, the respondents' confidentiality can encourage honesty and willingness to disclose. Moreover, participants were informed that data were to be used for research and academic purposes only.

The students' questionnaire was piloted to check its validity and reliability to their field of study. Piloting ensured that:

1. The questions were relevant to the respondents' field of study
2. The questions were clear and easy to read
3. The time taken to answer the questionnaire was reasonable
4. All items were easy to understand and answer

After discussions with students on the pilot questionnaire, they provided the following comments and suggestions:

1. All respondents indicated that the questions were related to their field of study
2. Some respondents added additional propositions to the questions
3. Some respondents answered the questionnaire within fifteen minutes, and the other respondents answered the questionnaire in twenty minutes. Dornyei (2003) indicates that twenty minutes is a suitable time for a successful questionnaire.

4. Since the average time taken to answer the questionnaire for all respondents was within a time frame of twenty minutes, the length of the questionnaire was deemed acceptable.

1.4.5. Data Collection and Analysis Procedures

Data were collected from one source, which was, the Department of Marketing at the Faculty of Economic Sciences, Commerce, and Management at the University of Chlef. In March, 2011, the permission was given orally by the head of the Department of Marketing to distribute the questionnaires to students. Thus, the questionnaire was piloted with the help of the teachers of the department. Then, the English language teachers of the Department of Marketing were consulted to answer the questionnaires meant for them, and to provide information about the syllabus used to teach their students, materials and methodology adopted in the classroom.

In April, 2011, the final questionnaires were distributed to students after having their lecture but not all of them were answered the same day. Consequently, the researcher was obliged to return several times to the university since not all students were present to distribute the whole number of questionnaires. Concerning the teachers' questionnaires, they were distributed and completed the same day by the teachers.

However, while conducting this investigation, the researcher encountered difficulties on the part of students and their language teachers as well. On the one hand, not all students were present the day the questionnaires were distributed, which led the researcher to return to the university several times to distribute the remaining number of questionnaires to students. Unfortunately, some students do not attend their lectures regularly since they work and study simultaneously. On the other hand, not all the English language teachers were present the same day to allow to distribute the two questionnaires at once. This led to contacting the administration and taking the timetable of the Marketing sessions to know exactly which day the English classes would take place for both teachers.

The nature and significance of study were explained to both students and their language teachers as well. Then, after receiving back the questionnaires meant for

students and the ones meant for teachers, a total of fifty three questionnaires were distributed to the first year students of Marketing. Out of these questionnaires, six questionnaires were disregarded due to incomplete answers may be because students did not understand all the questions of the questionnaire. Robinson (1991:12) mentions this issue in the use of the questionnaire: "*the disadvantage is that not many people will bother to fill it and return it*". This brought the total number of usable forms to forty seven questionnaires which represented a percentage of 88,6 %. Furthermore, a total of two questionnaires were distributed to teachers of English in the Department of Marketing and both questionnaires were completed and given back to the researcher. All questionnaires were analysed. All the data obtained were presented in graphs using Microsoft Excel software, and tables were also used whenever necessary. The results were presented in terms of percentages with statistical interpretations.

1.5.   Conclusion

This chapter was allotted to reveal and describe the ESP learning situation in the Department of Marketing at the university of Chlef, which was not satisfactory since the English overall level of students remained very poor. The methodology used in the present investigation was also discussed. Thus, the ESP learning situation needed to be remedied through reforming and changing radically the procedures and methodology adopted in this department.

The next chapter will deal with the main issues of investigation, through defining ESP from different views as well as its branches and origins. Then, emphasis will be given to the concept of NA which is the basis of any ESP syllabus design.

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CHAPTER TWO

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Chapter Two

Literature Review

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2.1. Introduction

      This chapter is dedicated to discuss views and developments of ESP from different points of view as well as NA approach which is the key feature of the whole spectrum of ESP process.

      The first part of the chapter seeks to define ESP from different views and tries to reveal the difference between ESP and GE, as well as its origins and branches. The second part of the chapter deals with definitions of the concept of NA, its taxonomies and merhods and, finally, the importance of implementing a NA in the learning process.

2.2. An Overview of ESP

      This section is dedicated to shed light on the issue of ESP through defining it from different views, explaining its history, development, as well as its branches.

2.2.1. The History of ESP

      ESP was a phenomenon that grew out of a number of covering trends which have operated in the three following different ways around the world, but the following main reasons are common to the emergence of all ESP.

a- The Demands of a Brave New World

      According to Hutchinson and Waters (1987: 6-7): " *There was an expansion in scientific, technical and economic activity after the second world war in 1945 on an international scale. This expansion led to the creation of a new world unified and dominated by two forces -technology and commerce-which generated a demand for an international language. For many reasons, most importantly the economic power of the United States in the post-war world, the international language was English. But as English became the international language of technology and commerce, it created a new generation of learners who knew specifically why they were learning a language: businessmen and-women who wanted to sell their products, mechanics who had to read instruction manuals, doctors who needed to keep up with developments in their field and a whole range of students whose course of study included textbooks and journals only available in English. All these and many others needed English and most*

importantly, they knew why they needed it. There was therefore a need for cost-effective courses with clearly defined goals. English now became subject to the wishes, needs and demands of people other than language teachers".

b- A Revolution in Linguistics

As the demand for English courses tailored to specific needs was growing, influential new ideas began to emerge in the study of language. previously, traditional linguistics had aimed at describing the rules of English usage, that is grammar. However, the new studies aim at discovering the ways in which language is actually used in real communication rather than defining the formal features of language usage (Widdowson, 1978).

There was greatest expansion of research into the nature of particular varieties of English in the late 1960s and early 1970s. Most of the work at this time was in the area of English for Science and Technology (EST) and for a time ESP and EST were regarded as almost synonymous.

To sum up, to identify the English needed by a particular group of learners, there must be an analysis of the linguistic characteristics of their specialist area of work or study. "*Tell me what you need English for and I will tell you the* English *that you need*" became the principle of ESP (Hutchinson and Waters, 1987:7-8).

c- Focus on the Learner

" *New developments in educational psychology also contributed to the rise of ESP, by emphasizing the central importance of learners and their attitudes to learning. Learners were seen to have different needs and interests, which would have an important influence on their motivation to learn and therefore on the effectiveness of their learning.*

Thus, it was of paramount importance to develop courses which are relevant to the learners' needs and interests. To achieve this, the standard way was to take texts from the learners' specialist area -texts about medicine for medicine students for example. By doing so, this would improve the learners' motivation and learning as well" (Hutchinson and Waters, 1987: 8).

In sum, the growth of ESP was emerged by a combination of three important factors: the demand for English to suit particular needs and developments in the fields of linguistics and educational psychology.

2.2.1.1. The Development of ESP

From its early beginnings in the 1960s ESP has undergone six main phases of development.

a- The Concept of Special Language: Register Analysis

According to Hutchinson and Waters (1987: 9-10), this stage took place in the 1960s and early 1970s and was associated with the work of Strevens, Ewer, and Swales. The aim of the analysis was to identify the grammatical and lexical features of English of Electrical Engineering, Biology and of GE on the basic principle that English of Electrical Engineering constituted a specific register different from that of, Biology or of GE. Teaching materials then took these linguistic features as their syllabus.

The main motive behind register analysis was the pedagogic one of making the ESP course more relevant to learners' needs. The aim, therefore, was to produce a syllabus which gave high priority to the language forms students would meet in their science studies and in turn would give low priority to forms they would not meet. The ESP course, then, should give priority to these language forms commonly found in science texts, for example, compound nouns, passives, conditionals, anomalous finites (modal verbs).

b- Beyond the Sentence: Rhetorical or Discourse Analysis

As Hutchinson and Waters (1987:10-11) state, there were serious flaws in the register analysis based syllabus. In the first stage of its development, ESP had focused on language at the sentence level, however, the second stage of development shifted attention to the level above the sentence, as ESP became closely involved with the emerging field of discourse or rhetorical analysis.

Whereas register analysis had focused on sentence grammar, attention now shifted to understanding how sentences were combined in discourse to produce meaning. The basic concern of research, therefore, was to identify the organisational patterns in texts and to specify the linguistic means by which these patterns are signaled. These patterns would, therefore, form the syllabus of the ESP course.

The rhetorical patterns of text organization differed significantly between specialist areas of use: the rhetorical structure of science texts differed from that of commercial texts for example. The typical teaching materials based on the discourse approach taught students to recognize textual patterns and discourse markers mainly by means of text-diagramming exercises.

c- Target Situation Analysis

This stage aimed at taking the existing knowledge and setting it on a more scientific basis, through establishing procedures for relating language analysis more closely to learners' reasons for learning. Given that the purpose of an ESP course is to enable learners to function adequately in a target situation in which the learners will use the language they are learning; therefore, the ESP course design process should proceed by first identifying the target situation and then carrying out a rigorous analysis of the linguistic features of that situation. The identified features will form the syllabus of the ESP course.This process is usually known as "Needs Analysis". The term "Target Situation Analysis" of Chambers (1980) is a more accurate description of this process.

The most thorough explanation of target situation analysis (TSA) is the system set out by John Munby in "Communicative Syllabus Design" (1978). The Munby' s model produces a detailed profile of the learners' needs in terms of communicative purposes, communicative setting, the means of communication, language skills, functions, structures, etc. This stage marked a certain "coming of language" for ESP. What had previously been done in a piecemeal way, was now systematized and learner' s need was apparently placed at the centre of the course design process (Hutchinson and Waters, 1987: 12).

d- Skills and Strategies

Hutchinson and Waters (1987: 13) indicate that this stage of ESP has been an attempt to look below the surface and to consider not the language itself but the thinking processes that underlie language use. The principal idea behind the skills-centered approach is that underlying all language use there are common reasoning and interpreting processes, which regardless of the surface forms, enable us to extract meaning from discourse.

There is, therefore, no need to focus closely on the surface forms of the language. The focus should rather be on the underlying interpretive strategies, which enable the learner to cope with the surface forms, for example guessing the meaning of words from context, using visual layout to determine the type of text, exploiting cognates (words which are similar in the mother tongue and the target language), etc.

In short, this approach generally puts the emphasis on reading or listening strategies. The characteristic exercises get the learners to reflect on and analyse how meaning is produced in and retrieved from written or spoken discourse. Learners are treated as thinking beings who can be asked to observe and verbalise the interpretive processes they employ in language use, taking their cue from cognitive learning theories.

e- A Learning–centered Approach

In the subsequent development of ESP, more attention has been paid to learning. All the previous stages have been fundamentally flawed, in that they are all based on descriptions of language use. Whether this description is of surface forms, as in the case of register analysis, or of underlying processes, as in the skills and strategies approach, the concern in each case is with describing what people do with language. But, it is not simply assumed that describing and exemplifying what people do with language will enable someone to learn it. If that were so, we would need to do no more than reading a grammar book and a dictionary in order to learn a language. A truly valid approach to ESP must be based on an understanding of the processes of language learning.

f- Genre Analysis

Discourse analysis may overlap with genre analysis. Dudley-Evans and St. John (1998: 87) give a clear distinction between the two terms: "*any study of language, or, more specifically, text at a level above that of sentence is a discourse study. This may involve the study of cohesive links between sentences, of paragraphs, or the structure of the whole text. The results of this type of analysis make statements about how texts –any text- work. This is applied discourse analysis. Where, however, the focus of text analysis is on the regularities of structures that distinguish one type of text from another, this is genre analysis and the results focus on the differences between text types, or genres*".

Genre analysis approach goes two steps beyond register analysis and one step beyond discourse analysis; though it draws on the findings of both. Therefore, the main benefit of a genre-based approach to the teaching and learning of specialist English is that the learner does not learn language in isolation from specialist contexts, but is encouraged to make the relevant connection between the use of language on the one hand and the purpose of communication on the other hand.

2.2.1.2. The Development of ESP in Algeria

The fact that English has become the international language of science and technology is neither unknown, nor disputed. The publication of major research is, by and large, done in English. Books and articles in the nature of science and technology are for the most part written by English-speaking authors, and even by those non-native speakers of English seeking to reach a wider readership. While university students in Algeria do not fully grasp the importance of English at an early point in their studies, they certainly feel it as an asset during their last year, particularly, during the writing of their theses since most of the useful publications for them is written in English. This feeling is likely to remain with them when they join the workforce.

ESP was, and still is, very fashionable in many parts of the world. In Algeria, where in the early 1970s, a module called L.S.T. (Langues des Science et des Techniques) was introduced in the curriculum of the "Licence" in the English Department at the university of Algiers. The purpose was two-fold. First, to familiarize

students with the characteristics of scientific and technological writings. Second, since the department was primarily geared towards training future teachers of English for secondary education, to enable them, should the situation arise, to teach this type of English. However, in the process none of these aims was ever achieved, and this particular subject has disappeared from the curriculum of the "Licence" for many years. Recently, the ESP subject was introduced in the curriculum of the "Licence" in the English Department in many universities in Algeria. Among these universities, Chlef university has introduced this subject in the curriculum of the "Licence" in the English department this year (2010/2011) with the application of the LMD system.

As ESP is currently more and more needed in the different fields in Algeria, especially in the field of business, English language skills are more and more needed and paid attention to. Although English is generally mastered rather well in Algeria, and everyone studies English for several years at the middle and secondary schools, the need for ESP for students of Marketing is highly required.

Thus, ESP has become a necessary tool in the world, and particularly in Algeria, for university students, scientists, technologists, business people, and all those who would like to read, or publish research materials in international journals. Furthermore, the development of an adequate teacher training programs for ESP is increasingly becoming felt within some Algerian universities as an essential element to the sustained demand for ESP teachers and courses. The demand for ESP teachers, from the various institutes and faculties has, not been met, so far, either by the Algerian language departments, or the teacher training centres.

2.2.2. ESP Definitions

The term "ESP" implies that the use of English is specific in nature and related to professions, institutional procedures or occupational requirements (Čepon 2005: 45). Hutchinson and Waters (1987: 19) emphasize that ESP is not a specific kind of language or methodology, nor a product, but an approach to teaching which is based on learners' needs and reasons for learning a language. ESP is generally used to refer to the teaching of English for a clearly utilitarian purpose. This purpose usually refers to some occupational requirements, e.g. for international operators, civil airline

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pilots, etc., or vocational training programs, e.g., for hotel and technical trades, or some academic or professional study, e.g. engineering, medicine, biology, law, etc.

Therefore, ESP is an approach to learning based on learners' needs. Its foundation lies in the question "why does this learner need to learn a foreign language?". The teacher or the ESP designer must investigate the uses to which language will be put, to determine accurately what these specific purposes are. Then, the teacher or the ESP designer is the one who is able to translate these needs into linguistic and pedagogic terms in order to produce and teach an effective course. When the needs are identified, aims of learning can be defined in terms of these specific purposes to which language will be used; whether it will be reading scientific documentations or communicating with technicians to precise the area of language required, skills needed and the range of functions to which language is going to be used.

Some people define ESP as simply being the teaching of English for any purpose that could be specified. Dudley-Evans (1997), co-editor of the ESP Journal set out in his one-hour speech to clarify the meaning of ESP, giving an extended definition of ESP in terms of "absolute" and "variable" characteristics.

a- Absolute Characteristics

1- ESP is defined to meet specific needs of the learners
2- ESP makes use of underlying methodology and activities of the discipline it serves
3- ESP is centered on the language appropriate to these activities in terms of grammar, lexis, register, study skills, discourse and genre

b- Variable Characteristics

1- ESP may be related to or designed for specific disciplines
2- ESP may use, in specific teaching situations, a different methodology from that of General English

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

4- ESP is generally designed for intermediate or advanced students

5- Most ESP courses assume some basic knowledge of the language systems

The division of ESP into absolute and variable characteristics helps in resolving arguments about what is and is not ESP. From the definition, it is seen that ESP can but is not necessarily concerned with a specific discipline, nor does it have to be aimed at a certain age group or ability range. However, there are still controversies within ESP related to the content of ESP courses to be taught, the skills to be focused on, and finally the kind of methodology to be developed.

Methodology remains a crucial preoccupation. The question, then, is how and to what extent this methodology can be developed when it is related to ESP. Various teaching situations impose ways of using not only one methodology but also specialized methodologies. Thus, Dudley-Evans and St. John (1998: 123) state*: "we believe that ESP requires methodologies that are* specialized *or unique. An English for academic purposes (EAP) class taught collaboratively by a language teacher and a subject-area lecturer…, sheltered and adjunct EAP classes…, and special English classes for students in the work place…require considerably different approaches than those found in General English classes".*

2.2.3. Types of ESP

The term "Languages for specific purposes" is, in fact, an umbrella term that applies to many different categories of courses which differ according to the learner' s needs. Johns (1991) provides the following model for instruction in English:

English for Specific Purposes (ESP)

English for Occupational Purposes (EOP)	English for Academic Purposes (EAP)

English for Professional Purposes (EPP)	English for Vocational Purposes (EVP)	English for Academic Purposes (other than EST)	English for Science and Technology (EST)
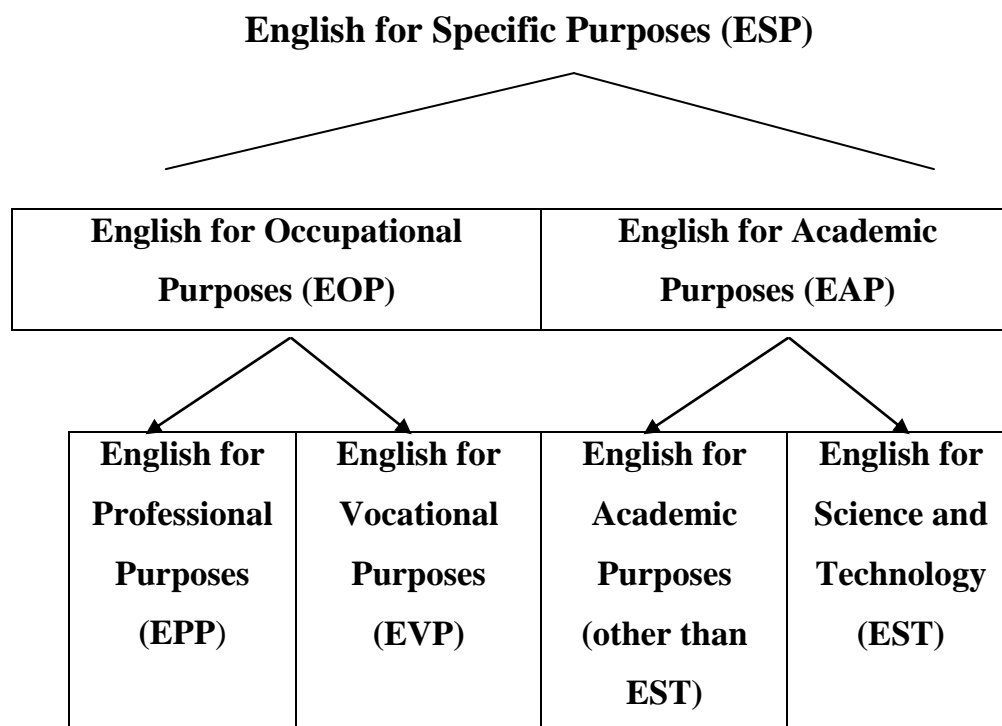
Figure 2.1: Subcategories of English for Specific Purposes (ESP)

Therefore, ESP encompasses two types of instruction: English for Occupational Purposes (EOP) and English for Academic Purposes (EAP). In EOP, courses train learners to perform the job, using English to communicate. This kind of courses would be useful for airline pilots, or hotel staff who need English to perform their professional duties. On the other hand, EAP features a common core element which is "study skills" such as academic writing, listening to lectures, note-taking, making oral presentations, which help learners to succeed in English-language academic settings.

In sum, this model which can be applied to other languages, clearly underscores the need for courses tailored to specific needs. For example, Language for Academic Purposes, may be either "common core", stressing study skills that are applicable across a wide range of disciplines, or "subject-specific", addressing a particular academic subject, such as business or engineering. Subject-specific courses typically cover language structure, vocabulary, the particular skills needed for the subject.

2.2.4. ESP Vs GE Courses

There is not a clear distinction between ESP and GE. Furthermore, ESP covers various kinds of Englishes, some of which are very specific and others are very general. ESP and GE have many similarities due to the fact that most ESP teachers have been trained to teach GE and have no specific training for ESP. Additionally, GE has always taken benefit from the developments in the field of GE. Another similarity is the fact that learners' needs are considered as equally important in teaching ESP and GE. However, the purpose of analysing the learners' needs in GE is to assess the existing language needs and knowledge of learners, whereas in ESP, the purpose of analysing learners' language needs is to determine the language required in the job (Čepon, 2005:47).

According to Hutchinson and Waters (1987: 53), the difference between ESP and GE is "*in theory nothing, in practice a great deal*". It is often argued that the needs of the GE learner, for example, the schoolchild, are not specifiable. In fact, this is the weakest of all arguments, because it is always possible to specify needs, even if it is only the need to pass the exam at the end of the school year. There is always a need of some sort. What distinguishes ESP from GE is the existence and awareness of the need. That awareness will help learners, sponsors, and teachers to design the content of the language course according to the needs of the learners.

One of the most important distinctions between ESP and GE is found in the learners' needs. In ESP teaching, the learners' needs are more urgent and immediate and there is a clear sense of purpose in the teaching: the language is learned to achieve an end. The aims of ESP always relate to learners' professional and occupational language needs for English (Hutchinson and Waters, 1987: 53). It is of paramount importance that the course objectives of the syllabi are linked to departmental and institutional mission statements, and that the contents of ESP courses fit to the needs of the learners (Wardrope, 2001: 245).

Consequently, the major difference between ESP and GE lies in the learners and their purposes for learning English. ESP learners are adults who already have some knowledge of English, and they are learning the language in order to communicate a set of professional skills and to perform particular job-related

functions. Additionally, in GE, all four language skills: listening, speaking, reading, and writing are emphasized equally, whereas in ESP, a NA determines which language skills are not needed by the learners, and the syllabus is designed accordingly.

2.3. Needs Analysis

This part deals with describing the concept of NA from different views, its taxonomies and methods, emphasizing its significance in ESP syllabus design.

2.3.1. Needs Analysis Definitions

To design an ESP course, there must be an understanding of learners' needs. To do so, a research method called "Needs Analysis" is used. Flowerdew and Peacock (2001), state that:"*...needs analysis is the necessary point of departure for designing a syllabus, tasks, and materials*". Richards and Platt (1992: 242-243) state that NA is the process of determining the needs for which a learner or group of learners requires a language and arranging the needs according to priorities. In doing so, they illustrate; needs analysts gather information about the learner in order to know the objectives for which the language is needed, the situation in which the language will be used, with whom the language will be used, and the level of proficiency required. However, Nunan (1988: 13) focuses more on the information-gathering process; he states that "*techniques and procedures for collecting information to be used in syllabus design are referred to as needs analysis*".

Therefore, focusing on the reasons why learners need to learn the foreign language will better enable language teaching professionals to cater for their learners' specific needs and save a lot of wasted time and effort. NA refers to the collection and evaluation of information in order to answer the question "*what aspects of the language does some particular group of learners need to know?"* (Tarone and Yule, 1989: 31). NA is often conducted in the process of course design. Learners' needs are considered more and more important and they are seen as a prerequisite for effective course design (Long, 2005: 1). NA derives from applied linguistics and is based on the idea of individuals needing to operate in business. Foreign language needs have several aspects, including phonological, orthographical, lexical, grammatical,

pragmatic and cultural ones. Language needs can be defined as language users' and learners' reported need, what they think they need in terms of language use (e.g. better skills in a certain language or less teaching of grammar). The term "language need" is used by Vandermeeren (2005: 160), and she suggests that language need has two dimensions: quantitative and qualitative. Quantitative dimension defines how often the language is used. Qualitative dimension refers, for example, to kind of competence needed in a certain language.

The most thorough and widely known work on NA is John Munby' s Communicative Syllabus Design (1978). Munby presents the Communication Needs Processor (CNP) which is a highly detailed set of procedures to discover target situation needs. The CNP consists of a range of questions about key communication variables (topic, participants, medium, etc) which can be used to identify the target language needs of any group of learners. The work marked an important change in the development of ESP. The machinery for identifying the needs of any group of learners had been provided, so all that the course designer had to do was to operate it. However, Communicative Syllabus Design proved to be an important change in another way. By taking the analysis of target needs in its logical conclusion, it showed the ultimate sterility of a language-centered approach to NA (Hutchinson and Waters, 1987: 54).

Thus, what the CNP produces is a list of the linguistic features of the target situation. But there is much more to needs than this. The important matter is that, basic distinction can be made between target needs (what the learner needs to do in the target situation) and learning needs (what the learner needs to do in order to learn). Therefore, a Target Situation Analysis (TSA) aims at defining the ultimate needs and objectives of the learners at the end of a language course, as it also contributes to identify another step in the teaching/learning process.

Besides TSA, there is another type of analysis which may equally be conducted as being a "PSA" or "Present Situation Analysis". Robinson (1991: 9) states that *"a PSA seeks to establish what the students are like at the start of their language course, investigating their strengths and weaknesses"*. A PSA, then, investigates "short-term" and "medium-term" needs and is achieved by a course designer who has

to consult different sources of information. Robinson considers that the PSA completes the TSA.

"Target needs" is an umbrella term, which in practice hides a number of important distinctions. Within target needs, further divisions can be identified; necessities, lacks and wants.

a- Necessities

"Necessities" refers to the type of need determined by the demands of the target situation; that is to say, what the learner has to know in order to function effectively in the target situation. For example, a businessman or –woman might need to understand business letters, to communicate effectively at sales conferences, to get the necessary information from sales catalogues and so on. He or she will also need to know the linguistic features -discoursal, functional, structural, lexical- which are commonly used in the situations identified. This information is relatively easy to gather. It is a matter of observing the situations where the learner will need to function in and then analysing the constituent parts of them (Hutchinson and Waters, 1987: 55).

b- Lacks

It is not enough to identify necessities alone, since the concern in ESP is with the needs of particular learners. It is also important to know what the learner has already known, so that it is easy to decide which of the necessities the learner lacks. The target proficiency needs to be matched against the existing proficiency of the learners. The gap between the two can be referred to as the learner' s lacks (Hutchinson and Waters, 1987: 55-56).

c- Wants

It is stressed that it is an awareness of needs that characterizes the ESP situation. But awareness is a matter of perception, and perception may vary according to one' s standpoint. Learners may well have a clear idea of the "necessities" of the target situation: they will certainly have a view as to their "lacks". But it is totally possible that the learners' views will conflict with the perceptions of course designers, sponsors and teachers.

In fact, there is no necessary relationship between necessities as perceived by sponsors or ESP teachers and what learners want or feel they need. Regarding the

importance of learner motivation in the learning process, learner᾽ s perceived wants cannot be ignored or neglected (Hutchinson and Waters, 1987: 56).

2.3.2. Needs Analysis Taxonomies

Hutchinson and Waters (1987) identify the following divisions:

Target Needs

a-Necessities

b-Lacks

c-Wants

Learning Needs

Figure 2 below illustrates this taxonomy.
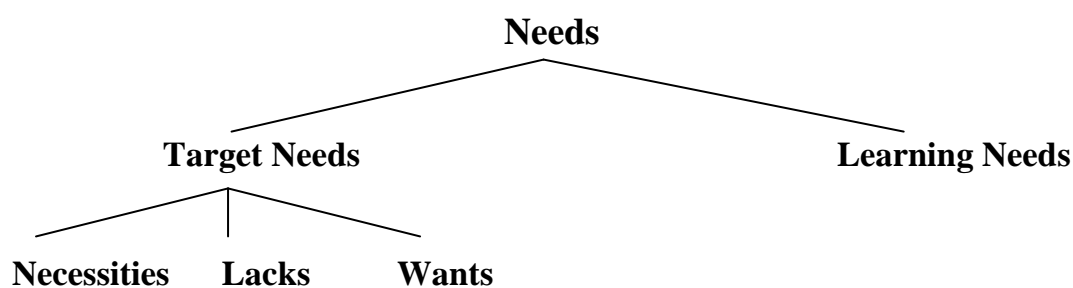
Figure 2.2: Learning Needs

Starting from Hutchinson and Waters' (1987) classification of NA, West (1994) proposes the following description:

a- Target Situation Analysis

It identifies the necessities, that is to say, the demands of the target situation or, in other words, what learners need to know in order to function effectively in the target situation.

b- Deficiency Analysis

It is the gap between what the target trainees know at present and what they are required to know or do at the end of the program. Other aspects of deficiency analysis investigate whether students are required to do something in the target language that they cannot do in their native language.

c- Strategy Analysis

It mainly identifies the learners' preferred learning styles. Obviously, the focus here is on methodology, but there are other related areas such as: reading in and out of class, grouping size, doing homework, learning habits, etc.

d- Means Analysis

It is mainly concerned with the logistics, practicalities, and constraints of needs-based language courses. West (1994) indicates that some analysts believe that instead of focusing on constraints, it might be better if course designers think about how to implement plans in the local situation.

e- Language Audits

This includes any large-scale exercise forming the basis of strategic decisions on language needs and training requirements carried out by or for: individual companies, professional sectors, countries or regions (West, 1994: 12).West indicates that language audits may simply be used to identify and describe the current state of language teaching. Nevertheless, they may also be used to help a certain country or organization to formulate a new strategy based on the clients' needs that may take months or even years to implement.

2.3.3. Needs Analysis Methods

In order to gather the relevant information for a NA, Robinson (1989: 396-398) suggests that two important factors must be taken into account and concern; the learner and his learning environment. The first factor deals with the requirements and objectives that must be achieved by the learner during the period of his training. The second factor concerns the aims and purposes after his training as for instance when the learner applies for a job or occupation, and the way he uses his experience of English for real communicative purposes required in such a job. For NA, Robinson (1991) sees three main sources of information as being necessary: students, the language teaching institution including the administrators, and the students' employer.

Long (2005: 31) indicates that there are various kinds of methods of NA to be used in different kinds of situations and with different kinds of informants. The methods of conducting NA include inductive as well as deductive procedures.

Inductive methods include the use of expert intuitions, participant and non-participant observations and unstructured interviews from which categories of needs are derived. Deductive methods include structured interviews, questionnaires and criterion-referenced performance texts in which the categories of needs are predetermined (Long, 2005: 31).

Long (2005: 31-32) introduces a comprehensive list of data-collection options, which can be used in conducting a NA. The list includes non-expert intuitions, expert practitioner intuitions, unstructured interviews, structured interviews, interview schedules, surveys and questionnaires, language audits, ethnographic methods, participant observation, non-participant observation, classroom observation, diaries, journals, logs, role-plays, simulations, content analysis, discourse analysis, register/ rhetorical analysis, computer-aided corpus analysis, genre analysis, criterion-referenced performance texts, and triangulated methods. Triangulation, referring to using multiple methods and sources and comparing them with each other, increases the quality of information received.

Questionnaires are one of the most often used procedures in NA. Questionnaires can produce large amounts of focused, standardized and organized data from a large sample of informants, and the process can be done rather quickly and cheaply. Moreover, questionnaires can be answered anonymously, and there is not the danger of the interviewer influencing the informant in the data collection procedure. However, the response rates can be low and the type of information obtained is bound to be limited due to the fact that the questions and response options are predetermined (Long, 2005: 38-39).

In order to avoid a waste of time and energy, Mackay (1978: 22) proposes to run a pilot questionnaire to test the appropriate number of questions and the suitable questions to be asked. Another method which is used in NA is interview. The formulation and design of interviews are similar to those of questionnaires, and the objectives are the same too. The difference lies to the fact that the gatherer of the information asks the questions directly to the interviewer and then records the answers. The interview has many advantages, for the questions are not left unanswered as it may happen when completing a questionnaire. For both questionnaire and interview,

the primary function is to take into account the opinions of those who answer the questions.

Another method for gathering the information which can be relevant to a NA, is direct observation. It is particularly useful to collect data and samples of written and spoken interaction with different sources, namely students, the learner' s institution, especially the place of work. Direct observation permits the reliability and accuracy of all the information that is gathered and checked. The case study is another kind of observation. It concerns the study of a particular learner over a given period.

Finally, it is possible to carry out the "participatory needs analysis" (Robinson, 1991: 14) not only by making students answer the questionnaires, but also by asking them to participate actively. They can take part in a discussion on their needs and make their own recommendations.

2.3.4. The Importance of Implementing a Needs Analysis in ESP

NA is crucial in designing any ESP syllabus. Thus, ESP practitioners have to implement a NA before designing ESP courses. Robinson (1991) believes that needs analysts should be careful in collecting information from various sources due to the multiplicity and diversity of the views on prerequisites for an ESP course. West (1994: 12) states that needs as interpreted by the sponsors may indeed conflict with the needs felt by the learner.

A NA is considered as a prerequisite in any course design (Richterich and Chancerel, 1987). According to Knox (1997), a needs assessment enables researchers to justify their assumptions whether or not potential educational needs are sound, to design a program in terms of topics, materials so as to be responsive to the needs of participants. This can maximize the likelihood of students' participation. Finally, such focus on satisfying learners' needs will help learners to insist to learn and apply what they learn.

Richards (1990) deals with this subject from the point of curriculum development, and he holds that the data to be collected from learners, teachers, administrators, and employers in the planning process will help to identify general and

specific language needs and content of a language program. Besides, it will provide data to review and evaluate the existing program.

Research emphasizes the importance of a NA for designing a course, writing textbooks or course books, and the kind of teaching and learning that takes place (Robinson, 1991; Jordan, 1997). Yet, it is recommended that a NA should be carried out during the life of each course (Richterich and Chancerel, 1987) , because "*as students become more involved with the course, their attitudes and approach may change*" (Robinson, 1991: 15). Thus, identification and NA should be a continuous process.

Then, the primary function of a NA is to express and to determine the final objectives to which English language learning is put (Hutchinson and Waters, 1987). The other function of a NA is to take into account the students' initial needs, including learning needs and also to investigate students' strengths and weaknesses at the start of their language course (Richterich and Chancerel, 1987).

2.3.5. Language and Communication Skills for Marketing Students

In order to be able to plan appropriate and effective marketing strategies for foreign target markets, building language skills is a part of building cultural empathy. Huhta (1999: 17) describes language and communication skills as "*a bridge of understanding between cultures and individuals*". Language may be one of the most difficult cultural elements that should be mastered in international marketing, as Cateora and Graham (1999: 94) point out. They further emphasize that international marketers should never take for granted that they are communicating efficiently in a foreign language.

In the marketing context, English language needs often arise from commercial needs like when products have to be sold to foreign customers. English needs in the business context are often very specific and can include tasks like using the telephone, reporting to superiors, writing or replying to faxes and e-mails, surviving on business trips, negotiating contracts, giving presentations, and so on (Čepon, 2005: 52). Most companies merely emphasize the need for English as an exclusively used lingua franca.

Building language skills in the marketing context often refers to learning the target market' s language. Speaking the target market' s language is a psychological advantage and it facilitates the research on the target market, as Swift (1991: 44-45) claims. The ability to communicate with trading partners in their mother tongue can lead to better mutual understanding and increased business. Apart from mentioning the advantages of using the target market language, most international marketing texts mention language just briefly if they mention it at all, and make hardly any attempt to analyse its role in the process of interaction and communication between cultures (Swift, 1991: 38).

International marketing communication textbooks deal with cultural, political, economic, technical and other environmental conditions, but they often ignore, except when dealing with advertising activities, the role of language as a tool of communication in situations where business partners do not have the same native language. Also, American business literature has ignored the role of language because American business practitioners have had no motivation in learning foreign languages since English is largely the lingua franca of international business (Swift, 1991: 42).

Language and communication skills do, but, play a significant role in conducting marketing activities internationally. In international marketing contexts, languages are tools with which to work, and if used properly, they are of a significant help, but if used incorrectly, they can become an expensive waste of time and resources. Communication obviously presents a bigger challenge in international relations than in relations within a single country due to the physical distance, which reduces face-to-face contact, due to cultural differences and language (Swift, 1991: 45).

In short, to conduct marketing activities internationally, more research is needed on the different roles of language as a tool of communication. The target country' s culture can therefore be approached, apart from learning its language, and it must be taken into account when using English as a lingua franca.

2.4. Conclusion

This chapter aimed at discussing views and development of ESP as well as giving an overview of the concept of NA. It also discussed NA taxonomies and methods as it highlighted the importance of implementing a NA in designing any ESP syllabus. Thus, NA is an approach to syllabus design, which distinguishes the ESP learner from the GE learner, and which must be considered as the necessary point of departure in any ESP trip.

The next chapter will analyse and discuss the data gathered from the questionnaires administered to students and their language teachers in the Department of Marketing.

CHAPTER THREE

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Chapter Three

Data Analysis and Interpretation

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3 . 1. Introduction

        This chapter presents the results of the field work that was fulfilled in the Department of Marketing during the academic year 2010/2011. The aim of this investigation is to identify and analyse the students' needs in learning English for specific purposes (ESP). To conduct this investigation, two questionnaires were administered to both EFL teachers and first year students in the Department of Marketing, in order to state the problems and difficulties they face in the teaching/ learning process.

        Furthermore, classroom observation was used as another tool in order to arrive at a better image of the English teaching situation in the Department of Marketing, and to enhance the validity and reliability of the research as well.

3 . 2. Analysis of Students' Questionnaire

        This section analyses the data obtained from students' questionnaire through analysing their necessities, wants and lacks in learning ESP.

3.2.1. Necessities

Question 01: How important is English for your field of study?

        This question was asked in order to know the importance of English for this specific kind of learners. Furthermore, this question suggested that it is possible to measure the students' motivation in learning English.
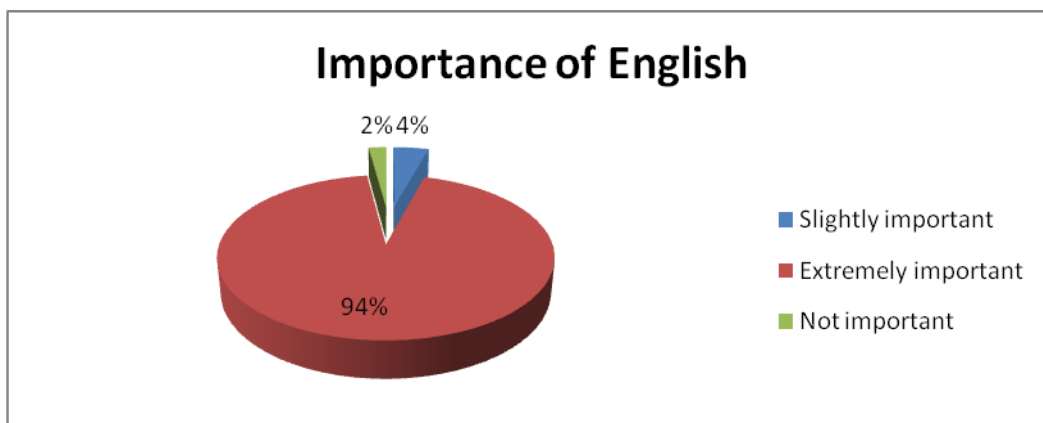
Figure 3 . 1 : Importance of English

Figure 3.1 indicates that the high majority of students (93,6 %) appreciated the importance of English for their field of study, and they considered it as extremely important for them, and 4,2 % of the respondents considered it as slightly important. However, only 2,1 % thought that English was not important at all for them. Since a large number of first year students of Marketing considered English as a very important subject for them, one can conclude that English was highly important in the students' field of study, so, they were highly motivated to learn English.

Question 02: Why do you need English for?

This question was asked to discover the reasons and objectives behind learning English.
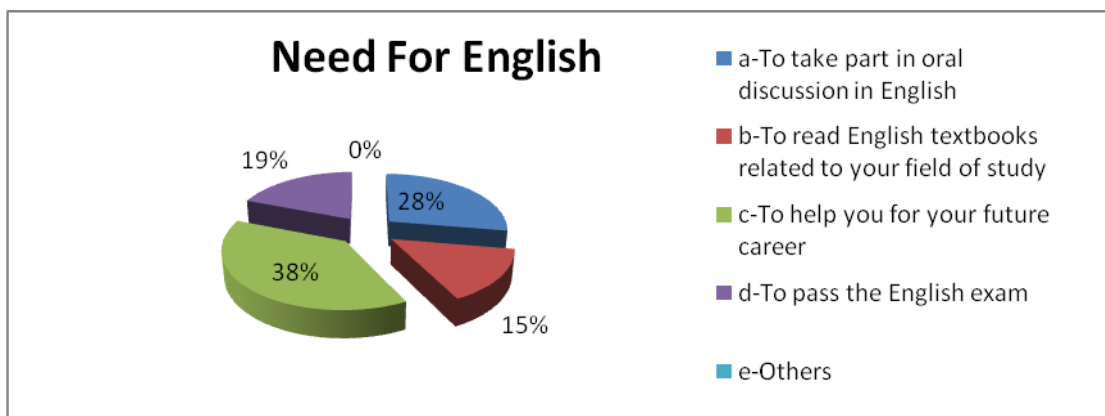
Figure 3 . 2 : Need For English

As figure 3.2 shows, the majority of students (38,2%) said that they need English to help them in their future career, then 27,6 % of students saw that they need English to take part in oral discussion in English; that is to say, to be able to communicate in English, while 19,1 % of students said that they need English only to pass the English exam, and to have the sufficient average of the subject. Finally, 14,8 % of students said that they need English in order to read English textbooks related to their field of study.

Thus, the students' future career represented their main objective behind learning English, followed by achieving a good communicative competence in English.

Question 03: Do you think learning English is important to get a good job after graduating from university?

This question aimed at identifying whether or not students were aware of the importance of learning English to have a good job after graduating from university.
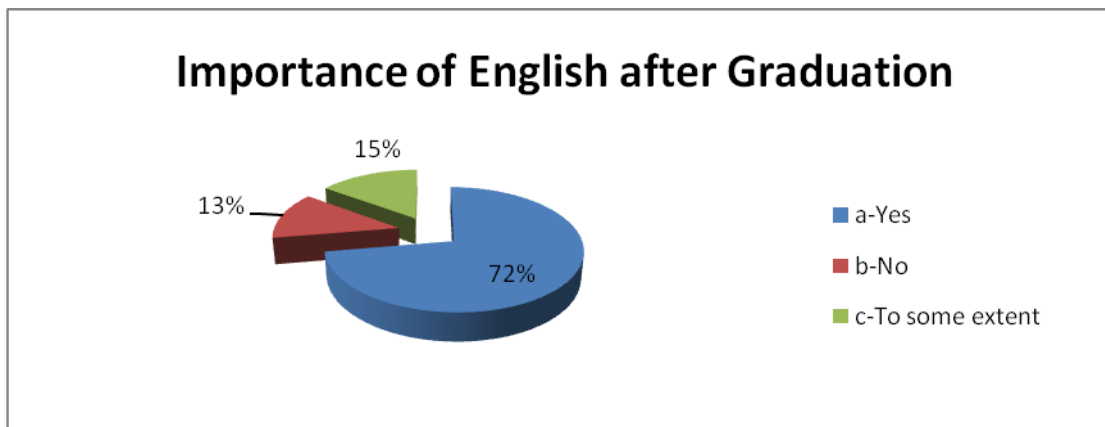
Figure 3 . 3 : Importance of English after Graduation

Figure 3.3 shows that the high majority of students (72,3 %) thought that it was important to learn English to get a good job after graduation, while the least proportion of students saw that learning English was not very important to have a good job. Thus, almost all students were totally aware of the crucial role that English plays nowadays in all the fields.

Question 04: What do you think of time allotted to English courses?

This question aimed at knowing students' views about the time allotted to the English classes, since time is a key factor which must be taken into account when designing any ESP course and "… *ESP courses are normally constrained by a shortage of time*" (Robinson, 1989: 398).
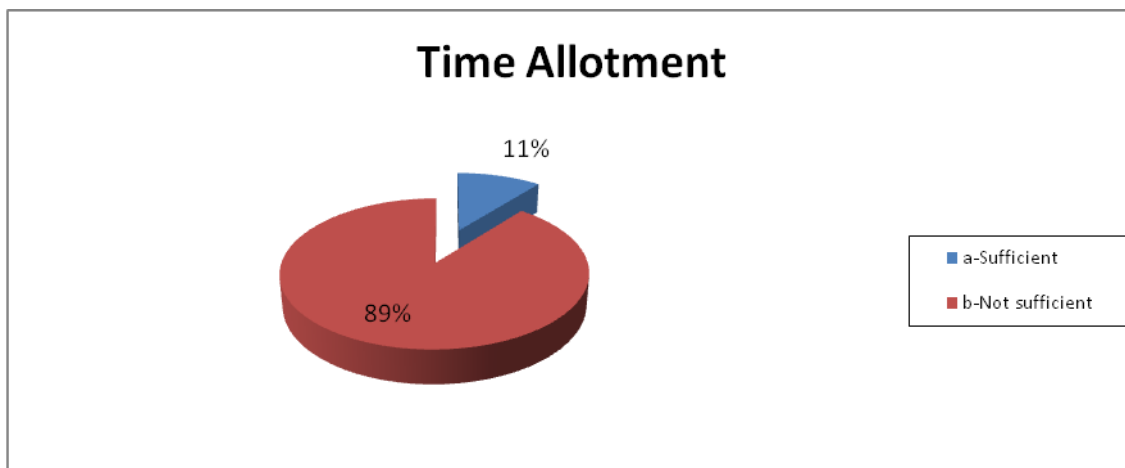
Figure 3 . 4 : Time Allotment

Figure 3.4 reflects the lack of time allotted to teach English in the department. The large majority of students (89 %) thought that time allotted to the English courses was not sufficient at all, while only 11 % of the population thought that it was sufficient.

This answer was logical since most students were highly motivated and they were aware of the importance of English for them; it was quite natural that one hour and a half per week were not enough to cover all their needs. Moreover, the speciality period lasts only two years and that is quite a short time to master a specific language.

Question 05: Which of the following skills do you think is more important for your field of study? (please rank them from 1 to 4, giving 1 to the most important and 4 to the least important).

This question was asked to know students' opinions about the language skills, and how they would classify these skills according to their importance for their field of study as far as ESP was concerned.

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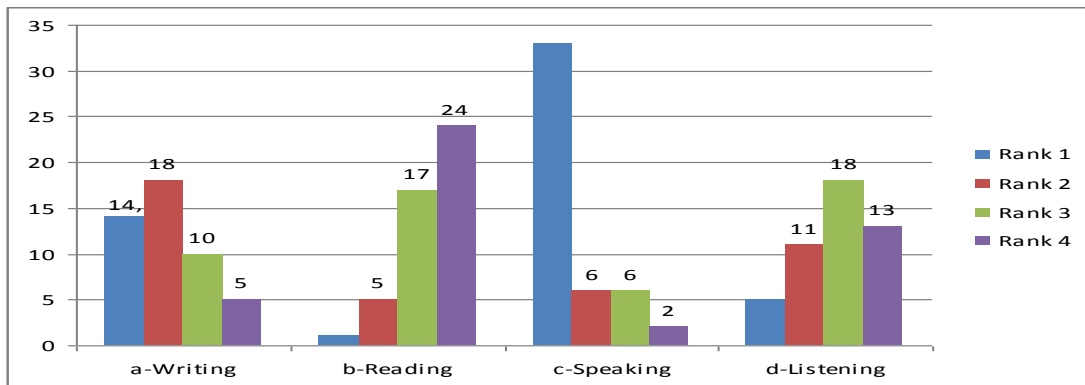
Figure 3 . 5 : Importance of the Four Language Skills

As figure 3.5 indicates, the speaking skill was the most important skill for the students' field of study, and that should be given special emphasis on due to its crucial status in their future career, then came the writing skill followed by the listening skill, and finally the reading skill was the least important one as far as students' views were concerned.

Thus, speaking was the skill which was needed by the majority of students, followed by writing and listening skills. Therefore, more time was needed to develop the students' speaking and writing skills.

Question 06: Do the present English courses help you to acquire the necessary level of the language skills?

This question sought information about whether or not the current courses presented by the English language teachers helped the students to acquire an adequate level of the four language skills.
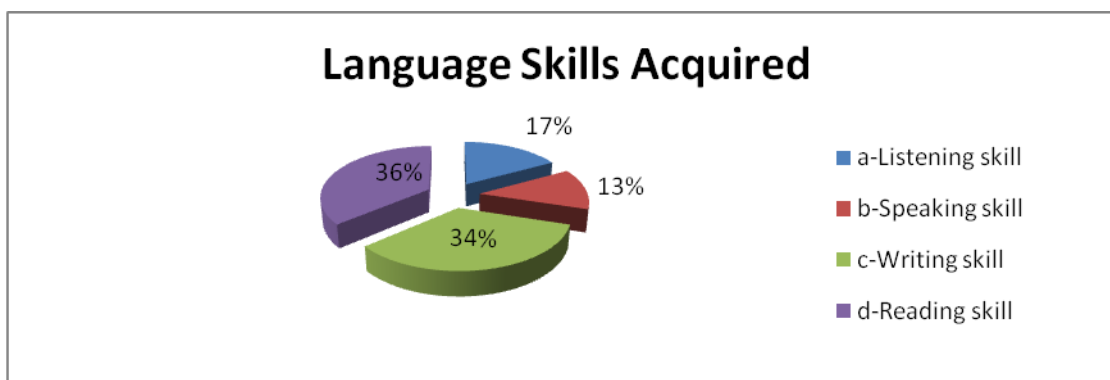
Figure 3 . 6 : Language Skills Acquired

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Figure 3.6 shows clearly that the majority of students felt that the present English courses helped them to acquire the necessary level of both reading and writing skills. While, the low proportion of students said that they acquired listening and speaking skills as far as the actual English courses were concerned. This answer reflects the heavy use of GTM in the teaching/learning process in the Department of Marketing which focuses on reading and writing skills rather than on speaking and listening skills.

Question 07: Do you think that the present English syllabus meets your needs?

- If no, do you have any suggestions to make the English courses useful and relevant to your field of study?

This question was also asked to teachers. This was the crucial item of the investigation. It aimed at knowing if students were satisfied with the current English syllabus presented to them or not.
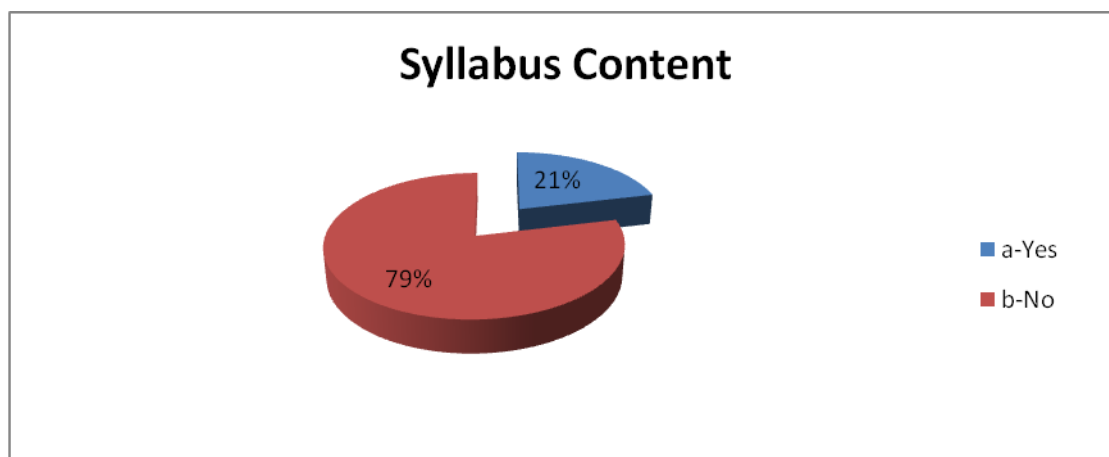
Figure 3 . 7 : Syllabus Content

The majority of students (78,7 %) thought that the present English syllabus did not satisfy their needs, while only 21,2 % said that they were satisfied. This view contradicted with that of the teachers who thought that the present syllabus they presented to their students covered their needs.

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This was a quite natural answer to the question since no NA was conducted to identify students' needs, which were totally neglected on the part of the teachers who were free to teach whatever they thought was relevant for the students' field of study. Thus, this answer confirmed the hypothesis that the present syllabus does not meet the students' needs in the field of study.

The second part of the question dealt with students' suggestions to make the English syllabus effective and useful for them. Students agreed upon the following suggestions:

a- Increasing the number of hours allotted to the English classes

b- Introducing a remedial syllabus which would satisfy their needs

c- Developing projects and oral presentations on the part of the students to help them improve their level in English

d- Encouraging discussions and group works through the use of round tables in the classrooms

e- The use of language laboratories, technology and audio-visual aids to help them in learning English

Question 08: Which practice do you think is important for you to adopt during the English courses?

This question was asked to find out the practice that students preferred to use during the English courses.
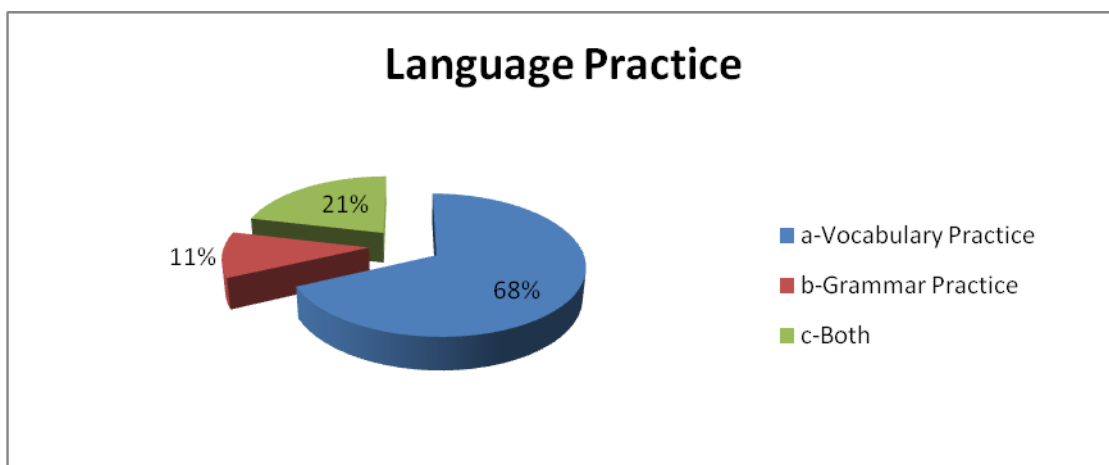
Table 3 . 8 : Language Practice

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The majority of students (68 %) thought that vocabulary practice was more important for them to adopt than the grammar practice, while 21,2 % of respondents preferred to adopt both practices simultaneously. However, only 10,6 % of students favoured to follow the grammar practice.

Thus, it was important for students to adopt the vocabulary practice rather than the grammar practice, since the latter practice was used heavily by the language teachers in the department.

Question 09 : Which of the following aspects do you need to focus on during the courses?

The aim of this question was to identify students' opinions about the language aspects that they needed to adopt during the English courses.
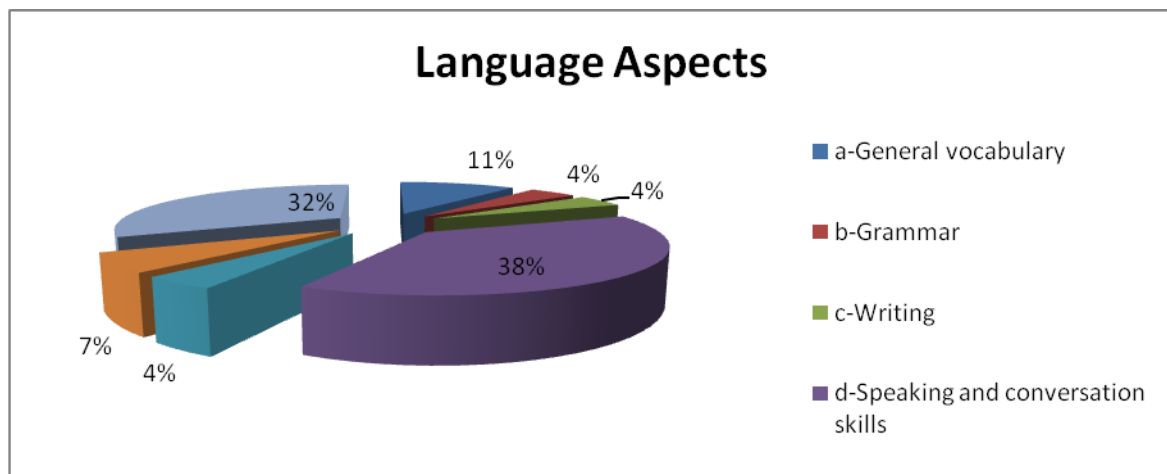
Figure 3 . 9 : Language Aspects

Figure 3.9 indicates that the majority of students (39 %) said that speaking and conversation skills was the aspect which they felt they need most, followed by technical English with nearly the same proportion (31,9 %). However, the other aspects (general vocabulary, grammar, writing, reading comprehension, and pronunciation) received little attention on the part of students. The seven main options which appeared in the question were proposed on the basis of informal interviews and discussions with students of Marketing.

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Thus, students of Marketing needed to communicate in English through putting special emphasis on speaking and conversation skills as well as learning technical English.

3.2.2. Wants

Question 10 : Do you think that the use of a course book would help you to learn English better?

The aim from this question was to find out whether or not the use of a course book would help students to learn and improve their proficiency level in English.
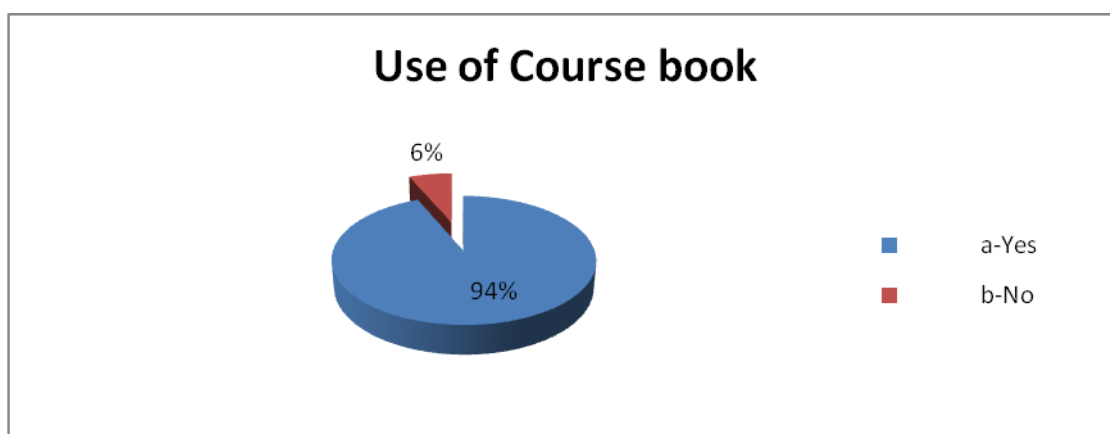
Figure 3 . 10 : Use of Course book

Almost all students (93,6 %) favoured the use of a course book during the English courses in order to enhance their overall English level, and to help them in learning English.

Question 11 : Do you enjoy learning English?

This question sought information about whether or not students enjoyed learning English; that is to say, to know students' attitudes towards learning English in general and ESP in particular.
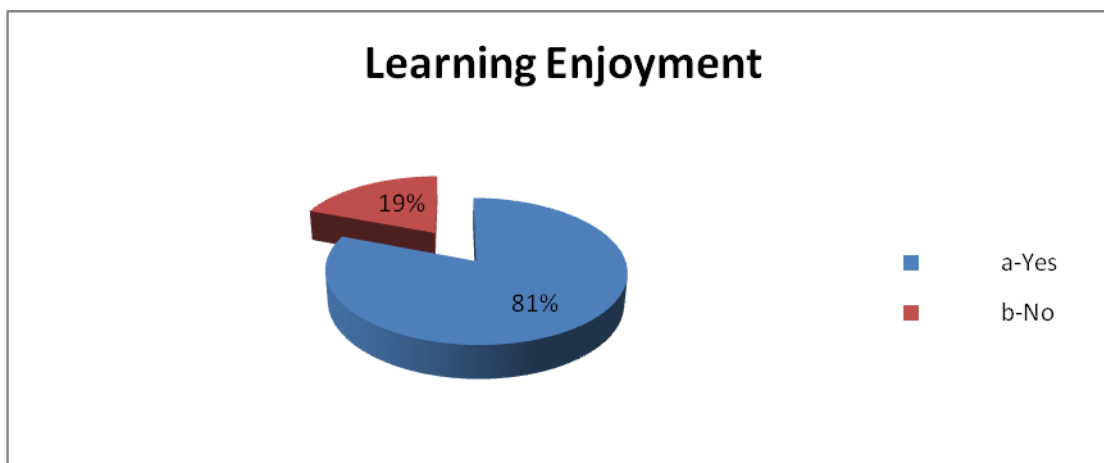
Figure 3 . 11 : Learning Enjoyment

Figure 3.11 shows that the large majority of students (80,8 %) enjoyed learning English, while only 19,1% said that they did not enjoy learning English. This latter category may represent the part of students who were careless or weak in English, or who had negative attitudes towards the English teacher, the materials and activities used, or the content of the syllabus.

Furthermore, those who enjoyed learning English might have acquired a very useful experience in their previous English learning. They might feel a further need to learn English as far as the importance of this specific subject to their field of study was concerned. However, those who did not enjoy learning English might be explained by an unsuccessful previous English learning, or perhaps by students' perceptions that English learning was not an absolute necessity for them.

Question 12 : If teaching English courses in your department was optional, what would you choose?

This question aimed at making an appreciation of students' attitudes towards learning English, and their attendance of the English classes if the English courses were not compulsory.

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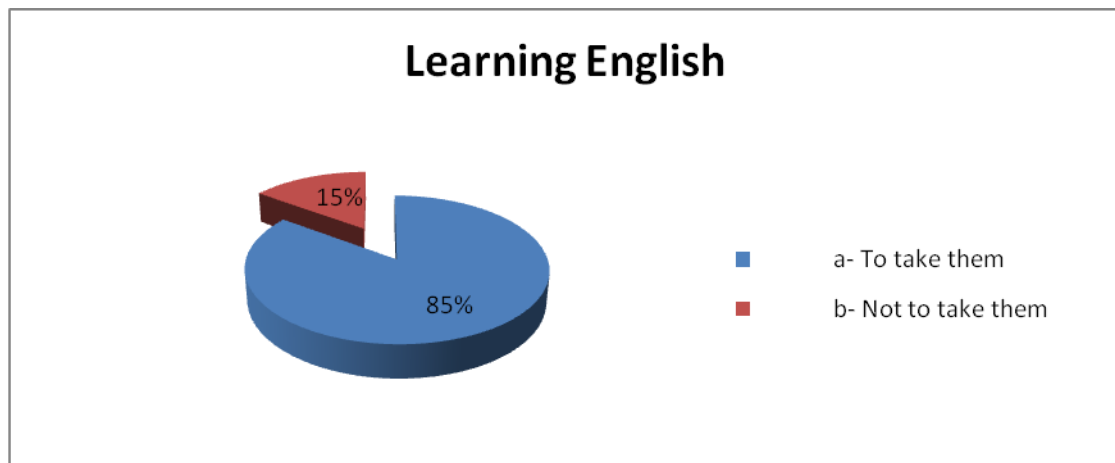
Figure 3 . 12 : Learning English

The high majority of respondents (85,1 %) said that if they had a choice, they would attend the English courses, while only 14,8 % said the opposite. This latter answer referred to the fact that some students were not aware of the importance of English in the scientific world nowadays, or they had negative attitudes towards the English language in general.

Question 13 : Do you attend the English classes regularly?

This question intended to get information about students' attendance of the English classes.
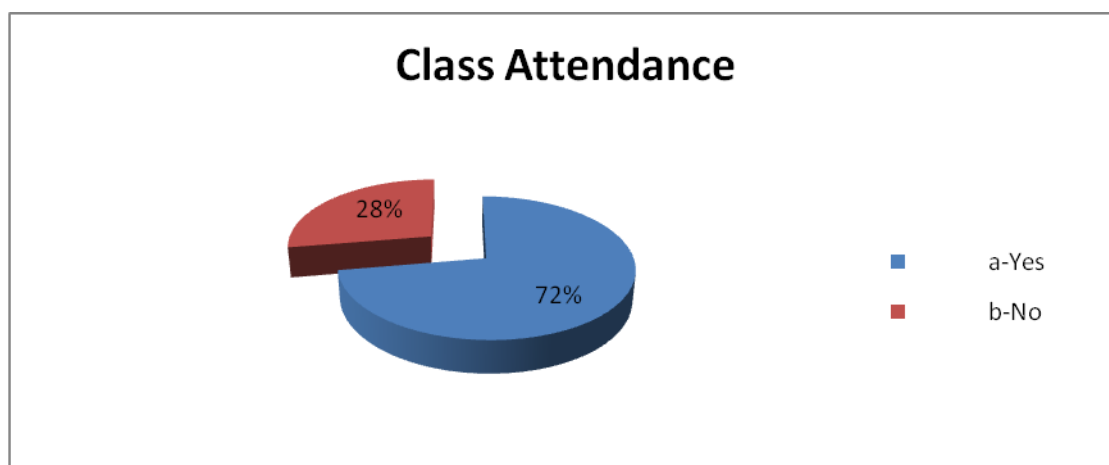
Figure 3 . 13 : Class Attendance

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The majority of students (72,3 %) said that they attended the English classes regularly, while 27,7 % of respondents did not attend them regularly. This latter category of students might refer to those who work and study simultaneously, or those who were careless and not interested in learning English.

Question 14 : In the class, how do you like to learn?

This question was asked to investigate students' preferences for interaction in the classroom.
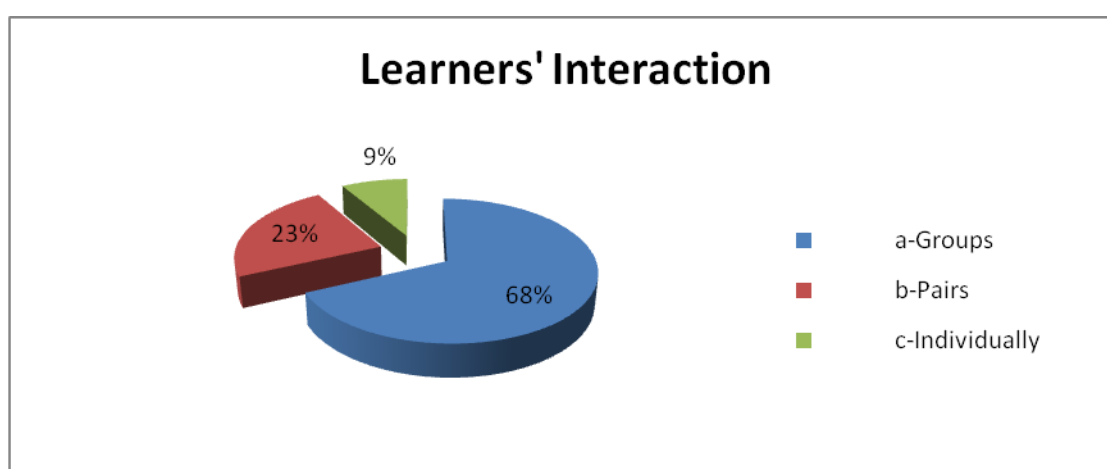
Figure 3 . 14 : Learners' Interaction

Most students (68,1 %) preferred to learn in groups, then, 23,4 % of students preferred pair work interaction, however, 8,5 % of respondents preferred to learn individually.

Therefore, Marketing students preferred to learn in groups, and to be at the centre of the class as a whole, with the teacher guiding and facilitating learning for them.

Question 15 : Through which types of tests do you like to be evaluated?

The aim from asking this question was to discover students' preferred type of evaluation either through written or oral tests.

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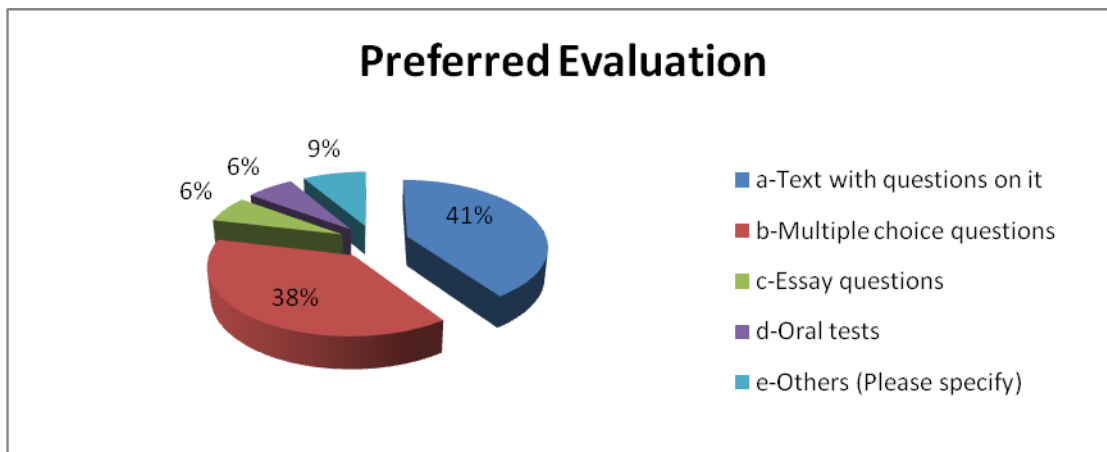
Figure 3 . 15 : Preferred Evaluation

Most of students (40,8 %) preferred to be evaluated through text with questions on it, and almost the same population preferred multiple choice questions. Options "c" and "d" were equal in ratio, i.e., 6,3 %. However, 8,7 % of students favoured to be evaluated through other types of tests. Two of them agreed upon the adoption of oral presentations in evaluating them, while the other two agreed on the practice of listening activities in evaluating them through the use of tape-recorders.

Question 16 : Do you use specific books/documentation related to your field of study which are printed in English?

The aim of this question was to find out whether or not students read books/documentation in their own field printed in English.
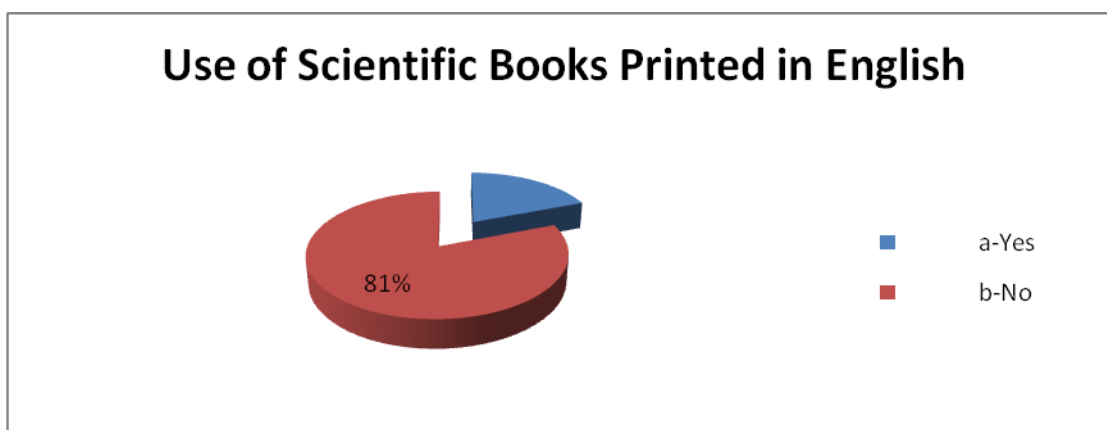
Figure 3 . 16 : Use of Scientific Books Printed in English

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It is noticed from figure 3.16 above that the high majority of students (80,8 %) did not use any books or documentation written in English. However, only 19,1 % of respondents said that they used documentation and books related to their own field written in English.

In fact, reading documentation in English is seen as a source "*Providing access to technology and science*" (Kennedy and Bolitho, 1984: 11). Students' objectives from using this specific documentation were different:

    a- To develop their knowledge in relation with the whole program of Marketing
    b- To write summaries/essays according to Marketing teachers' instructions
    c- To write a "mémoire"/dissertation submitted to a board of examiners at the end of the third year

Question 17 : Which of these instructions would you like to follow?

This question aimed at discovering which language instructions that students would like to follow.
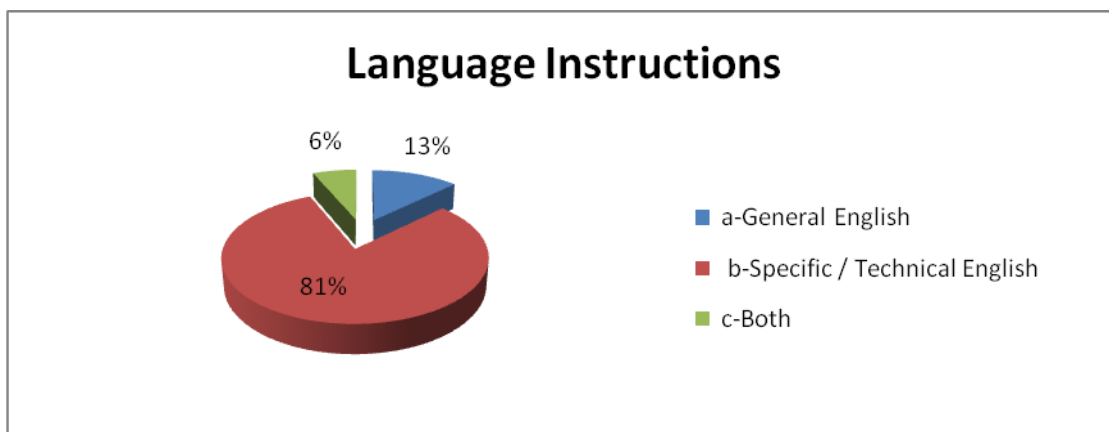
Figure 3 . 17 : Language Instructions

As figure 3.17 shows, the high majority of students (80,8 %) preferred to learn specific or technical English (ESP). However, 12,7 % preferred to learn GE, and only 6,3 % of students favoured to learn both instructions in the class simultaneously.

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Thus, ESP was considered as the best approach to be adopted in the teaching/learning process in the Department of Marketing. This answer confirmed the hypothesis that Marketing students had an urgent need to learn ESP rather than GE during their speciality period.

Question 18 : Do you think that the use of ICT would help you to learn English better?

The aim from asking this question was to know students' views about using ICT (Information Communication Technology) in the English classes.
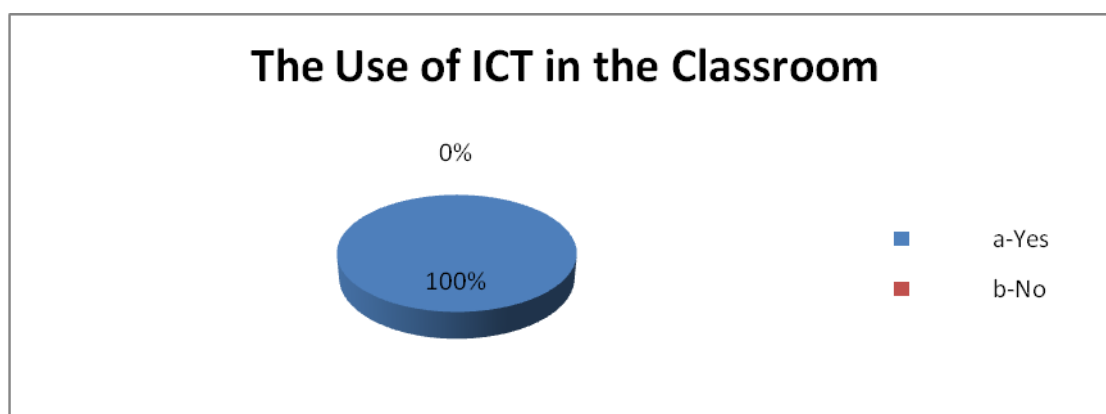
Figure 3 . 18 : The Use of ICT in the Classroom

All students agreed that it was important to use ICT which is very useful for them to improve their proficiency level in English, and none of them rejected to use it. Thus, it is obvious from the answer that students favoured greatly the use of ICT in the classroom to enhance their English learning..

Question 19 : Do you think that translation into Arabic would help you to understand better?

This question aimed at investigating students' opinions about the use of translation into the students' mother tongue (Arabic) in ESP classes.

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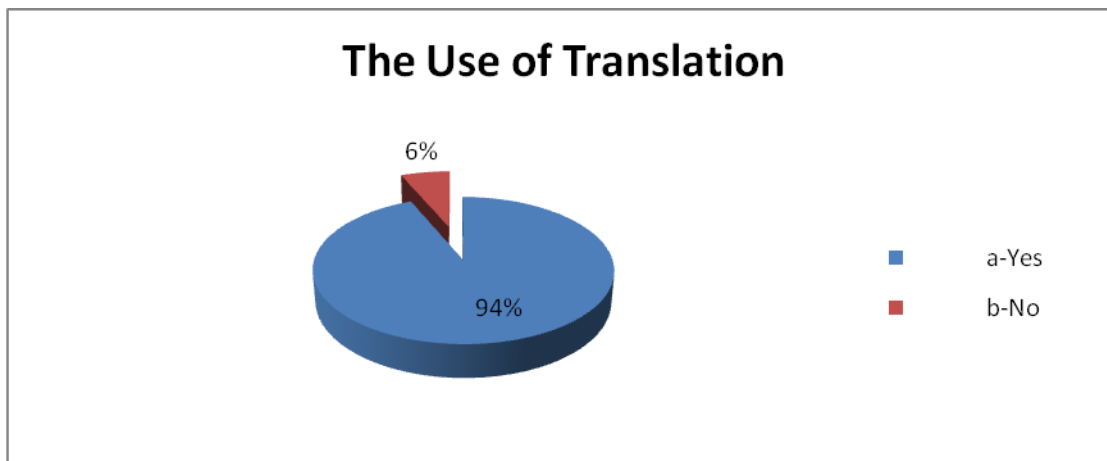
Figure 3 . 19 : The Use of Translation

As figure 3.19 indicates, almost all students (93,6 %) thought that the use of translation was very useful to improve their comprehension, and only 6,3 % thought that translation would discourage their abilities and decrease their chances to improve their proficiency level in English.

Thus, translation was favoured by both students and language teachers in the teaching/learning process in the Department of Marketing. This issue was reflected in the use of GTM in the classes where the mother tongue was the most dominant language over the target language. Ross (2000: 63) explains the importance of translation as follows: " *translation holds a special importance at an intermediate and advanced level: in the advanced or final stage of language teaching, translation from L1 to L2 and L2 to L1 is recognized as the fifth skill and the most important social skill since it promotes communication and understanding between strangers*".

3.2.3. Lacks

Question 20 : What is the most difficult skill according to you that you need to put special emphasis on? (please rank them from 1 to 4, giving 1 to the most difficult skill and 4 to the least difficult one).

This question was asked to seek information about the difficulties that students encountered when they dealt with the four language skills. Students had to

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classify the language skills according to their difficulty for them and to evaluate the emphasis allotted to each skill in the students' field of study.
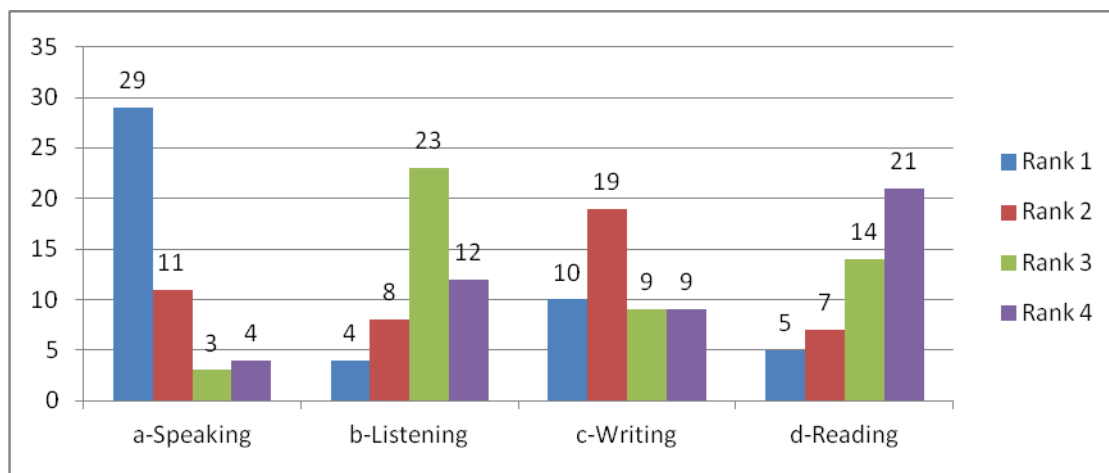
Figure 3 . 20 : Difficulty of Language Skills

Figure 3.20 indicates that students thought that speaking was the most difficult skill for them that they needed to put special emphasis on. Then, the writing skill was in the second degree of difficulty, then came listening skill in the third rank of difficulty, and finally the reading skill in the fourth rank.

Therefore, it is clear that there is much more demand on the speaking skill in the first instance, followed by writing and listening skills, and the reading skill was almost neglected on the part of students. A correlation can be drawn between the 5th and 20th questions showing similarities in the results. With regard to the skills that students needed, students had shown importance in speaking skill in the first instance followed by writing, listening, and then reading skill. The same results were drawn from asking students about their views about the difficulty of the four language skills.

Question 21 : Do you understand all that your English teacher says during the courses?

This question aimed to discover whether or not students understand all that the English language teachers say during the English courses.

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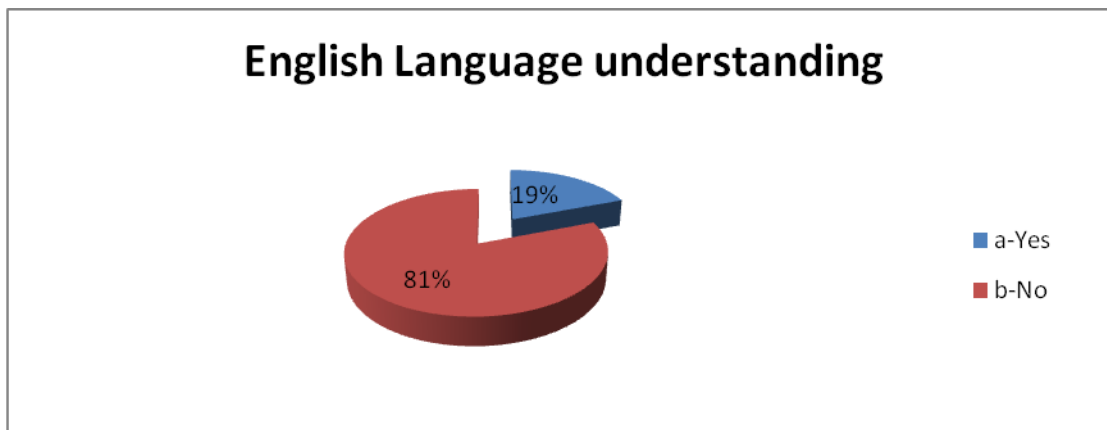
Figure 3 . 21 : English Language understanding

Figure 3.21 indicates that the large majority of students (80,8 %) said that they did not understand the speech of the teacher during the courses, while only 19,1 % of students said that they understood all that the teacher uttered in the class.

Thus, it is obvious that the level of the majority of students was very low, and only a few of them could understand and respond in English.

Question 22 : Do your English teachers advise you to read specific books/ documentation printed in English?

This question aimed at identifying whether or not teachers of the English subject recommended their students to read specific books/articles printed in English.
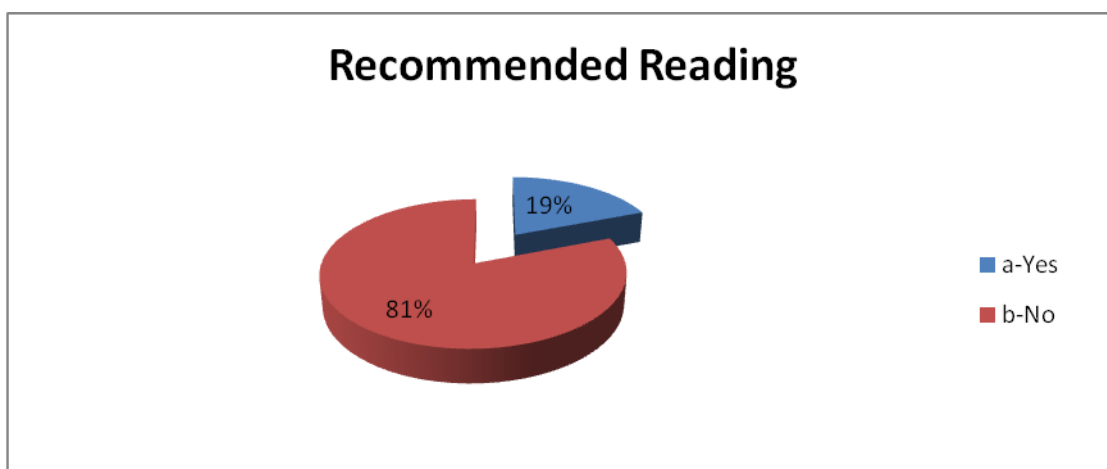
Figure 3 . 22 : Recommended Reading

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Figure 3.22 reveals that the high majority of students (80,8 %) said that they were not advised by their language teachers to read books or documentation in English; however, only 19,1 % of them agreed that their teachers recommended them to read in English. This reflects the lack of the role of the ESP teacher to make students aware of the importance of reading books which would help them in their field of study.

Question 23 : Have your English teachers asked you about your needs at the beginning of your studies?

This was the crucial question of the investigation which aimed to find out whether or not a NA was conducted to identify students' needs at the beginning of their studies.
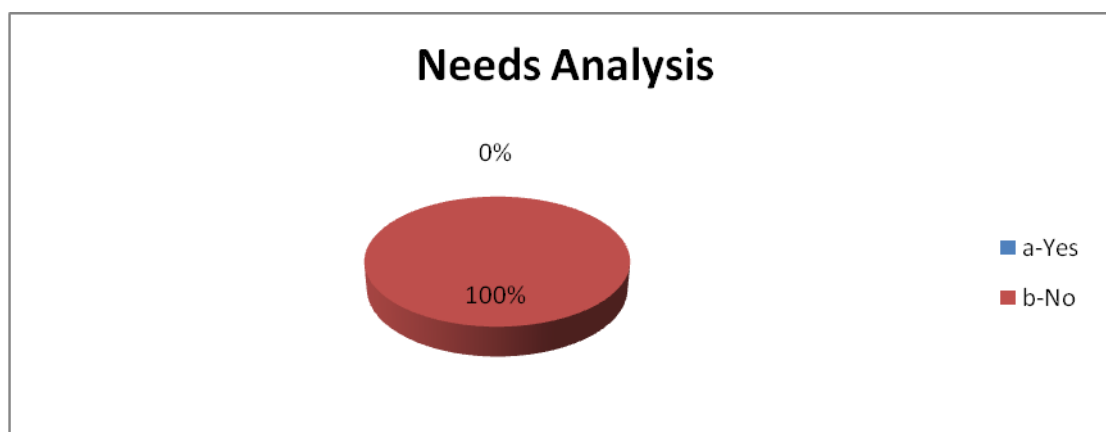
Figure 3 . 23 : Needs Analysis

All students agreed that they were not asked by their English teachers on their needs before designing the syllabus. This answer reflects the fact that students' needs were completely neglected and were not taken into account on the part of the teachers.

This answer supported the hypothesis that the English teachers were not aware of students' needs, wants, and lacks in the teaching/learning process. So, the actual syllabus presented to students did not satisfy their needs.

Question 24 : How would you evaluate your present overall level in English?

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This question was asked to evaluate students actual level in English as far as the language learning that they achieved during their studies was concerned. In this question, students were asked to evaluate their own level in English since their personal opinion was considered crucially valuable. The language level involved the linguistic skills that students acquired in their field of study either successfully or unsuccessfully.
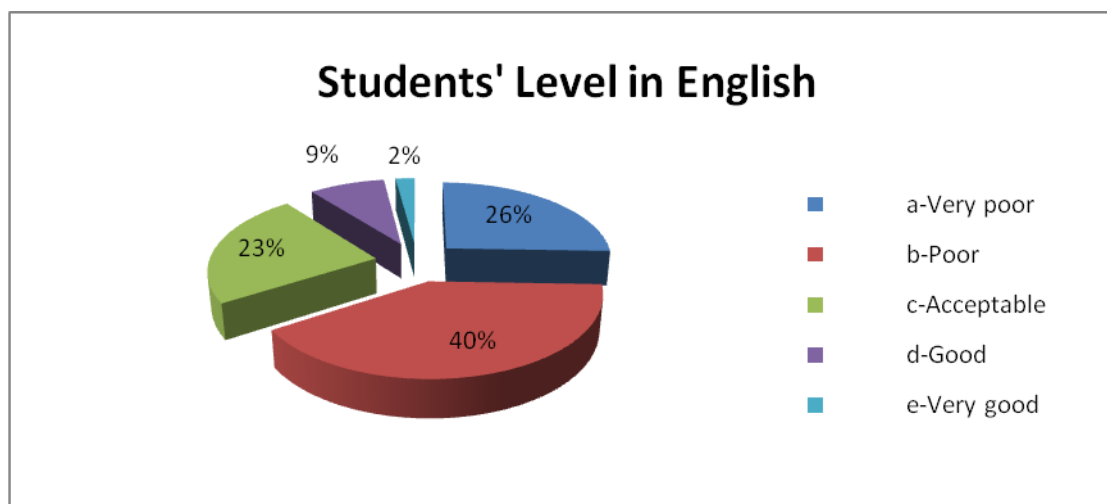
Figure 3 . 24 : Students' Level in English

As figure 3.24 reveals, the majority of students (40,4 %) evaluated their level in English as poor, then 25,5 % of them said that they had a very poor level, followed by 23,4 % of respondents who said that they had an acceptable level in English. 8,5% of students thought that their level was good, whereas, only one student (2,1 %) thought that she/he had a very good level in English.

This question was very useful in changing the learning situation, because it could help in improving or reformulating the syllabus since students were in their first year of speciality, and everything could be changed to cope with the learning context in the Department of Marketing.

Question 25 : Have you had any specific or technical English training courses before?

This question aimed at investigating whether or not students had any training courses in specific or technical English.

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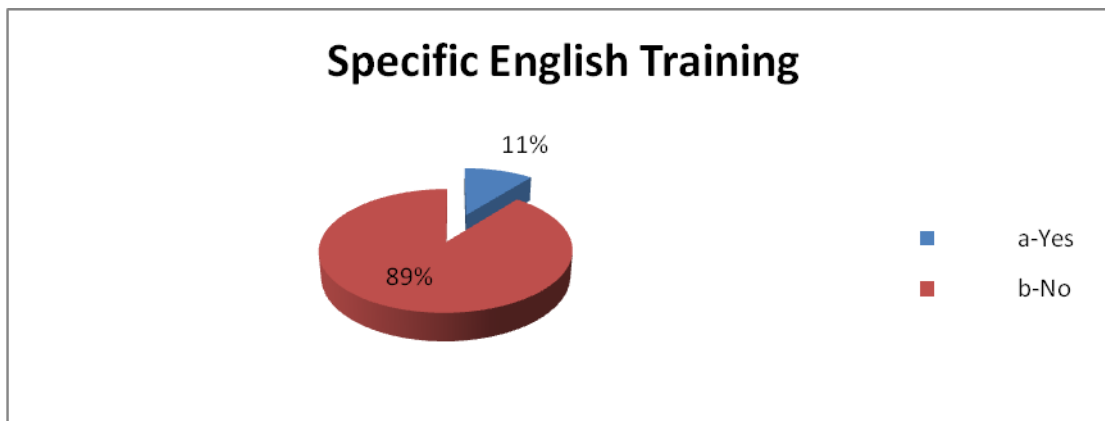
Figure 3 . 25 : Specific English Training

Figure 3.25 shows that almost all students (89,3 %) had no training in specific or technical English before. However, only 10,6 % of students said that they were trained in ESP. Thus, neither the students nor the English language teachers had knowledge or experience in ESP.

3 . 3. Analysis of Teachers' Questionnaire

This part of the chapter is dedicated to analyse the ESP teachers' questionnaire in order to gain information which may help in improving the ESP learning situation in the Department of Marketing.

Question 01 and 02 : Status and Qualifications

Permanent	Temporary	Licence	Magister	Doctorate	Others
0	2	2	0	0	0

Table 3. 1 : Teachers' Status and Qualifications

The aim from answering these two questions was to know the status and qualifications of the ESP teachers in the Department of Marketing. Table 3.1 shows that all informants were part time teachers. Moreover, both respondents had a Licence degree in English which means that they were not highly qualified.

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Question 03 : Do you have another occupation in addition to teaching in the Department of Marketing?

Options	Frequency
a-Teacher in a secondary school	**1**
b-Worker in a company (please specify the job)	**0**
c-Others (please specify)	**1**

Table 3. 2 : Additional Activities

This question was asked to know if the English language teachers in the Department of Marketing had other activities in addition to teaching at the university as part-time teachers. Table 3.2 indicates that both teachers had other activities apart from university teaching. One was teaching in a secondary school, and the other was teaching in a private institution.

Question 04 : Have you had any training courses in ESP before?

Options	Frequency
a- Yes	**0**
b- No	**2**

Table 3. 3 : Teachers' ESP Training

This question aimed at investigating whether or not the ESP teachers in the Department of Marketing were trained in ESP before or not. Table 3.3 reveals that both teachers did not have any training courses in ESP during their licence curriculum. Thus, it is obvious from the analysis that both teachers hold the Licence degree of English with no training in ESP and consequently, they should not be able to teach ESP courses adequately, and they could neither to satisfy their students' needs nor to achieve good results.

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Question 05 : Do you think time allotted to teaching English in your department is:

Options	Frequency
a-Sufficient?	**0**
b-Not sufficient?	**2**

Table 3. 4 : Time Allotment

This question sought knowing students' opinions about the amount of time allotted to teaching English in the Department of Marketing. Both teachers agreed that time was not sufficient as far as students' needs, wants, and lacks were concerned. This led to a limited contact between the teacher and students, which might affect negatively on students' motivation and language proficiency level as well.

Question 06 : What do you think of the size of the group?

Options	Frequency
a-Overcrowded	**0**
b-Acceptable	**2**

Table 3 . 5 : Group Size

The aim of this question was to know the teachers' views about the group size whether it was overcrowded or acceptable, since group size is an important factor in the teaching-learning process. Both respondents agreed that the size of the group was acceptable and not overcrowded, and this might facilitate the teachers' tasks. Furthermore, students could learn and interact easily with the teacher when the classroom is not overcrowded.

Question 07 : Are the surroundings pleasant for you?

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Options	Frequency
a-Yes	0
b-No	2

Table 3 . 6 : The Surroundings

The aim from asking this question was to know if the surroundings in the Department of Marketing were pleasant for the teachers. Table 3.6 shows that both teachers felt that the surroundings were not pleasant for them, and did not satisfy them at all. This was due to the lack of equipment, language laboratories, and lack of time allotted to teach English.

Question 08 : What materials do you use during the Courses?

This question was asked to know the materials used by the teachers during the ESP courses.

Options	Frequency
a-Materials you prepare yourself (texts, exercises, etc)	2
b-Textbooks related to general English	1
c-Textbooks related to the field of Marketing	0
d-Others (please specify)	0

Table 3 . 7 : Materials Used

This question was asked to know the materials used by the teachers during the ESP courses. Both teachers agreed that they used materials they prepared themselves, which they thought were relevant and useful for students' field of study. Moreover, one teacher said that she used textbooks related to General English which she thought would develop students' vocabulary as well as their reading comprehension skills.

Question 09 : How would you evaluate the importance of the following skills (listening, speaking, reading, writing) for your students?

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Options	Listening	Speaking	Reading	Writing
a-Very important	0	0	2	0
b-Important	0	0	0	2
c-Not important	2	2	0	0

Table 3 . 8 : Importance of Skills

This question dealt mainly with the relative importance of each English language skill according to the teachers' opinions. For speaking and listening skills, both teachers classified these skills as not important. This was due to the lack of teaching materials; such as audio-visual aids which are the most important source that could help in motivating students' interests in listening to English.

Regarding reading and writing skills, it is clear from the table above that both teachers agreed that reading was the most important skill for students followed by writing as far as their students' needs were concerned. The main reasons, according to them, were that students were required to read a great number of textbooks and research articles written in English, since most of the world' s scientific and technical knowledge is in English. The same was applied to writing, teachers thought that their students needed to improve their writing in English because it would help them in their future career.

The teachers' views contradicted with that of students, since students thought that speaking was the most important skill for them, followed by writing, listening, and reading in the last rank. Thus, teachers must be aware of their students' needs and preferences in learning English in order to achieve good results.

Question 10 : Do you use translation from one language into another during the courses?

Options	Frequency
a-Yes	2
b-No	0

Table 3. 9 : Use of Translation

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This question sought information about whether or not the EFL teachers used any translation into Arabic/French as an aid when teaching English. It is clear from table 3.9 that both teachers used translation during the English courses. This was due to students' low level of comprehension of English. Thus, the use of translation would facilitate both teachers' tasks and students' learning.

With regard to the specifity of language(s) besides English, both teachers agreed that they used translation from English into Arabic and sometimes into French. Thus, in the ESP classes, much more translation was achieved in the students' mother tongue (Arabic).

Question 11 : Which practice do you put special emphasis on in the class?

Options	Frequency
a- Vocabulary practice	**0**
b- Grammar practice	**2**

Table 3 . 10 : Language Practice Emphasized

The aim of this question was to identify the practice that teachers favoured to use during the English course. Table 3.10 indicates that both teachers agreed that they focused on grammar practice rather than vocabulary practice. This was due to students' low level in English, and consequently, teachers should start from the beginning because the students did not have the basic knowledge of grammar rules and sentence structures in English.

Question 12 : Which aspects of English do you think your students need to achieve a good communicative competence?

Options	Frequency
a-Speaking and conversation skills	**1**
b-Grammar	**2**
c- Writing	**2**

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d- Listening comprehension	**0**
e-General vocabulary	**2**
f-Reading comprehension	**2**
g-Specific/technical English	**0**

Table 3 . 11 : Language Aspects

This question sought information about the aspects of language that students needed to achieve a good communicative competence, as far as the teachers' views were concerned. Table 3.11 reveals that both teachers agreed that grammar, writing, vocabulary, and reading were very useful for students' field of study, since they are the basis of all English structure. Whereas, only one teacher thought that speaking and conversation skill was useful for students to be able to communicate effectively in English.

Question 13 : Do you work in collaboration with the subject lecturers in your department?

Options	**Frequency**
a-Yes	**0**
b-No	**2**

Table 3 . 12 : Collaboration between Teachers

This question aimed at collecting information concerning any collaboration the English language teachers had with the Marketing subject lecturers in the same department. Both teachers answered "no" to this question. Thus, there was no co-operation at all between the language teachers and the subject lecturers to discuss or to comment the language courses in agreement with the whole program of speciality. However, the EFL teachers said that they would encourage any kind of collaboration if it leads to better improvement of the ESP syllabus in particular, and the English learning situation in general.

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Question 14 : Have you asked your students about their needs before you prepare the syllabus?

Options	Frequency
a-Yes	0
b-No	2

Table 3 .13 : Needs Analysis

The aim of this question was to identify whether or not a NA was conducted by the English teachers to identify their students' needs before designing the syllabus. Both teachers agreed that they did not conduct any NA before designing the syllabus, and that they taught students whatever they thought was helpful and useful for them to improve their overall level in English. Whereas NA is the key feature of any ESP course, the EFL teachers neglected this issue since they were not trained in any ESP before.

Question 15 : Do you think that your students are satisfied with the current syllabus you present to them?

Options	Frequency
a-Yes	2
b-No	0

Table 3 . 14 : Syllabus Content

This question sought information about the content of the syllabus the English teachers presented to their students, with regard to students' needs and preferences in learning English. Both teachers confirmed that their students were satisfied with the content of the syllabus. According to the teachers, this was due to the teachers' awareness of students' weaknesses in English, and the teachers' role to design a syllabus which would help students to ameliorate their level in English.

This answer contradicted with that of students who said that the current syllabus presented to them did not satisfy their needs. Thus, there was an urgent need

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to conduct a NA to reformulate the whole syllabus of English in the Department of Marketing.

Question 16 : Are you given any program that you use to implement your courses?

Options	Frequency
a-Yes	**0**
b-No	**2**

Table 3 . 15 : Existence of Program

This question sought information about the existence of the English program meant for students of Marketing. Both teachers did not use any program of English subject that was imposed or proposed by the institution students come from. This reflects that both curriculum developers and administrators did not give any importance to the English subject in the Department of Marketing.

Question 17 : In your opinion, what are the factors that may lead to the success of teaching English in your department?

This was an open-ended question which allowed the EFL teachers to express freely their feelings and opinions, and to make suggestions that would help in improving the whole learning situation of English in the Department of Marketing. The teachers' suggestions were as follows:

- Adoption of official program proposed by the curriculum developers
- The use of ICT in the classroom
- More importance should be given to the English subject on the part of students and the administration staff
- Use of laboratories of languages
- Increasing the coefficient of the English subject

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- Increasing the amount of time allotted to teach English in the Department of Marketing.

4. 4 . Discussion of Findings

Results of students' questionnaire confirmed all of the proposed hypotheses. The findings are discussed with regard to students' necessities, wants and lacks. The findings revealed that students were aware of the role that English plays in the field of Marketing. This suggests that they were highly motivated to learn English, however, they needed better circumstances and improvements of the whole teaching-learning situation in the Department of Marketing. Kennedy and Bolitho (1984: 14) point out: " *if it is possible to find out a student' s motivation for learning English and match the content of the course to this motivation, the chances of successful language learning are increased*". Furthermore, the majority of students said that they need English to help them in their future career, either academically or professionally. Regarding time allocated to English sessions, both students and teachers confirmed that it was not sufficient and it did not allow them to cover their needs and interests in learning ESP.

Concerning the rank of the four language skills (speaking, listening, reading, and writing) in terms of their importance for the students' field of study, the data showed that there was considerable agreement among students about the relative importance of the language skills. Respondents agreed that the productive skills (speaking and writing) were much more important for them than the receptive skills(listening and reading). This confirmed the proposed hypothesis that communicative skills were the most important skills required in the students' field of study. Robinson (1989: 402) states that: " *moving towards language, the analyst needs to know which of the four language skills are made use of…*". This suggests that English syllabuses designed to prepare Marketing students need to intensify the focus on speaking and writing skills, because the context of the Marketing field requires a high level of English communicative skills since these respondents will deal with foreign markets when they join the work force.

On the other hand, students agreed that the actual English courses presented to them helped them to acquire reading and writing skills which contradicted with their

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needs. This contradiction might lead to dissatisfaction, demotivation and low interest among students of Marketing. Then, language teachers should be aware of their students' needs through changing the methodology, materials and the syllabus to enhance students' motivation and interest in learning ESP. This issue was also emphasized through asking students about their satisfaction with the actual English syllabus presented to them. Results confirmed the hypothesis that since no NA was conducted to identify students' needs in learning ESP before preparing the syllabus, the outcomes were neither satisfactory nor expected , and students' level of achievement would be low.

Additionally, students needed to focus on vocabulary practice in the first instance, which contradicted with the teachers' method that put much more emphasis on grammar practice, referring to the fact that students' level in grammar was very low. These data suggest that English language courses for future Marketing students need to focus more on fluency and understanding rather than accuracy and structure. Also, students said that they need to focus on speaking and conversation skills, and on technical English as far as language aspects were concerned. However, the other aspects (general vocabulary, grammar, writing, reading comprehension, and pronunciation) received less attention on the part of students of Marketing. This answer confirmed the hypothesis that ESP is favoured greatly by students of Marketing as well as speaking and communication skills.

Regarding the teachers' questionnaire, the analysis highlighted a certain number of problems encountered in the Department of Marketing. These problems seem to cause dissatisfaction and demotivation among students. In fact, the results have reinforced the hypotheses of the present research concerning significantly the case of NA. The profile of ESP teachers was one of the main problems faced in this department. This was due to the fact that both teachers were not highly qualified since they hold the "Licence" degree in English, and they were freshly graduated with little or no experience in ESP. Hutchinson and Waters (1987: 160) state that: " *many teachers who have trained for General English or for the teaching of literature may suddenly find themselves having to teach with texts whose content they know little or nothing about*".

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Furthermore, the institution students come from did not make efforts to provide the minimum of acceptable conditions in order to facilitate learning, to help the language teachers in performing their tasks and to increase the students' motivation and satisfaction. This negative attitude on the part of the institution was reflected in the time allotted to teach English, the way the language sessions were planned in the timetable, lack of materials and equipment, and the absence of the language syllabus. Therefore, both language teachers and Marketing students were not satisfied about the least importance devoted to the English subject which is as important as the other subjects of the Marketing curriculum.

Absence of collaboration between language teachers and subject lecturers is another important point to consider. Regarding the importance of collaboration in the teaching-learning process, teachers were not aware of it and they did not collaborate with subject lecturers to benefit from their knowledge and experience in the field of study. Kennedy and Bolitho (1984: 13) indicate that: " *a further aspect concerns the role of subject teachers, since any decision to use an ESP approach relating to a specific subject will inevitably demand some degree of co-operation between language teachers and subject specialists*".

Finally, it is important to discuss the main point of investigation which is NA. Both teachers agreed that they did not conduct a NA before preparing the syllabus. Thus, after making an evaluation and comparison between Marketing students' needs and target objectives, the results certainly show that since the needs were not identified and not taken into account at all, the ultimate objectives achieved are not the ones to be expected by students and teachers. Consequently, this situation would lead to decrease in students' level in English.

Based on observations of the ESP classes in the Department of Marketing, it was remarked that EFL teachers had a lot of emphasis on reading, grammar activities, and translation. For reading comprehension session, students were asked to answer the reading comprehension questions, and finding out synonyms and opposites of a given set of words. There was no pre-reading or group discussion. Word-by-word and sentence-by-sentence translation into Arabic and sometimes into French was the dominant practice of the class.

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Regarding the teaching method adopted in both classes, a considerable similarity was observed. Observations of class A and B revealed that reading, translation and writing which constitute the foundations of Grammar Translation Method (GTM) were the most emphasized skills in English teaching in this department. Another point of similarity in the two classes, language activities were following from a fixed, routine and monotonous patterns. Most of language activities were in the fixed framework of English-Arabic translation, grammar explanations of rules mostly in Arabic, providing answers to reading comprehension questions and the like.

To sum up, these difficult circumstances confront the ESP teachers everyday and; therefore, they need to find alternative ways to make classroom teaching interesting, purposive and fulfilling, in addition to being motivating and challenging to students. Alternative ways that can be done by teachers in these difficult conditions is to use the task-based approach in their ESP classes, and to conduct a NA before designing the syllabus. Also, there must be interaction and collaboration between language teachers and students to discuss their needs and interests before and during the courses.

3 . 5 . Conclusion

This chapter analysed and interpreted the data obtained from both questionnaires administered to students and their English language teachers in the Department of Marketing. It also revealed some actual problems and difficulties that students faced during their ESP learning, and highlighted the main problems that the ESP teachers encountered in the teaching process in this department. Thus, the English learning situation in the Department of Marketing was neither pleasant nor beneficial for both students and teachers, so it needs to be remedied and reformulated urgently. Also, it needs better circumstances to facilitate learning.

The last chapter will deal with suggestions for improvement and recommendations for further research.

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Chapter Four

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CHAPTER FOUR

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Chapter Four

Suggestions and Recommendations

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4.1. Introduction

This chapter is dedicated to provide some tentative solutions based on the findings of the previous chapter to help improve ESP learning situation in the Department of Marketing. It also tries to propose some recommendations and suggestions for researchers, ESP teachers and curriculum developers to bring about changes in the whole spectrum of ESP process.

Furthermore, recommendations for future research related to the context of Marketing and limitations of the study are also discussed.

4.2. Suggestions for Improvement

After analysing the data obtained from both questionnaires, some suggestions are proposed to improve the ESP learning situation in the Department of Marketing.

4.2.1. The Necessity for an Efficient ESP Practitioner

As ESP teaching is extremely varied, some authors (Dudley-Evans and St. John, 1998) use the term "practitioner" rather than "teacher" to emphasize that ESP work involves much more than teaching. According to Dudley-Evans and St. John (1998), ESP practitioner can have several roles:

a. **The ESP Practitioner as Teacher:** " *the teacher has the opportunity to draw on students' knowledge of the content in order to generate communication in the classroom. In some situations, the role of ESP teacher extends to giving one-to-one advice to students. ESP teachers need to have considerable flexibility, be willing to listen to learners, take interest in the disciplines or professional activities students are involved in, and to take some risks in their teaching*"

b. **The ESP Practitioner as Course Designer and Materials Provider:** " *sometimes no really suitable published material exists for identified needs, then, ESP practitioners often have to provide the material for the course. This involves selection of published material, adapting material if it is not suitable,*

or writing it. ESP teachers also need to assess the effectiveness of the teaching material used whether it is published or self-produced".

c. **The ESP Practitioner as Researcher:** " *ESP teachers need to be in touch with the research. Teachers carrying out a NA, designing a course, or writing teaching materials need to be capable of incorporating the findings of the research, and those working in specific ESP situations need to be confident that they know what is involved in skills such as written communication*".

d. **The ESP Practitioner as Collaborator: "** *it is believed that collaboration with subject specialists is useful for better achieving subject-specific work. The fullest collaboration is where a subject expert and a language teacher team-teach classes; in EAP such lessons might help with the understanding of subject lectures or the writing of essays or theses*".

e. **The ESP Practitioner as Evaluator:** " *the ESP practitioner is often involved in various types of evaluation –testing students, evaluation of courses and teaching materials. Tests are conducted to assess whether students have the necessary language and skills to undertake a particular academic course or career, and to assess the level of their achievement – how much learners have gained from a course*".

Therefore, the English teacher plays a crucial role in the teaching/learning process. This is why it is important to adopt a critical and positive attitude by considering a set of specific criteria imposed upon the language teachers by their own institution when they intend to teach ESP. Thus, sufficient training in ESP is required as well as an acceptable experience in EFL. Adapting from general to specific English should be understood and accepted by English language teachers when they move from the English Department to the other departments and to scientific subjects. Fortunately, nowadays, the English Department is paying much more attention to this aspect, and in the present curriculum of EFL which is taught, the ESP subject is included. Thus, future teachers can find in it a good opportunity to have a good knowledge of ESP in general and of NA in particular.

4.2.2. Change in the Status of ESP Teaching

4.2.2.1. The ESP Teacher

In order to improve the status of English in the Department of Marketing, the ESP teacher must be aware of his or her role in the teaching-learning process. If language teachers act as evaluators and researchers, they will certainly investigate objectively the validity of their language teaching, of the methodology to be used, of syllabus and of materials design and content. Also, the language teachers should be dynamic and flexible enough to negotiate means with the institution students come from, and to manage to benefit from the technology and equipment when available to enhance and facilitate teaching. If this is not the case, they must adapt to the existing conditions of the institution.

Furthermore, it was observed during the English sessions that language teachers do not use audio-visual aids in the classroom. This teaching method was avoided mainly because it is impossible to manage sessions of that kind with overcrowded classrooms. However, language teachers agreed that the use of these means would affect positively on Marketing students in many aspects of ESP learning. There must also be a kind of discussion between language teachers and students to allow students to participate in the elaboration and designing of the syllabus, materials and teaching methodology.

Finally, the ESP teacher should keep in mind Hutchinson' s (1987) essential principles of learning:

- learning is development
- it is a thinking and an active process
- it involves making decisions
- it is an emotional experience
- it is not systematic
- it is fundamental to assess learners' needs, in the beginning, during and/or after the course
- learning a language is not just a question of linguistic knowledge

- second language learners are already communicatively components in their mother tongues

4.2.2.2. Authenticity of ESP Materials

Relevant materials are developed after designing the syllabus. It is obvious that there is a great difference between an ESP text and a general ELT text. It is argued that the closer and the more relevant the ESP materials are to the field of learners, the more successful and motivated they will be. Morrow and Shocker (1987) state that: "in *this case the focus is not on process or model in terms of student use of pre-identified areas of language, but rather it is on the content of the text itself. The rationale for the choice of text has to do not with uses to which it can be put, but with the subject matter involved*" (p: 249). Some sources for authentic materials are: newspapers and magazines, radio, internet, television and video.

4.2.2.2.1. The Impact of Authentic Materials on FL Teaching

The need for and usefulness of authentic materials have been increasingly acknowledged. Several studies show that oral language development is improved when the practice includes authentic materials (Miller, 2005; Otte, 2006). Several studies find that authentic materials may develop reading skills by introducing students to new vocabulary and expressions (Berardo, 2006). Furthermore, students' motivation and self-satisfaction can increase after exposure to authentic texts (Otte, 2006). In addition, Kim (2000) argues that authentic materials contribute greatly to overcome certain cultural barriers to language learning.

4.2.2.2.2. Selection of Authentic Materials

Berardo (2006) provides three criteria for selecting authentic texts: suitability of content, exploitability, and readability. First, suitability of content indicates that the text should interest students as well as be appropriate to their needs and abilities. Second, exploitability refers to how the text can be used to develop students' competence and how the text can be exploited for teaching

purposes. Finally, readability refers to the language of the text, including the structural and lexical difficulty as well as the amount of new vocabulary and grammatical forms.

4.2.2.2.3. Benefits from Using Authentic Materials

According to Berardo (2006), the benefits from using authentic materials are as follows:

- Authentic materials are useful for improving the communicative aspects of the language
- They have a positive effect on learners' motivation
- They provide authentic cultural information
- They provide exposure to real language
- They relate more closely to learners' needs and interests
- They support a more creative approach to teaching
- They provide a wide variety of text types, language styles not easily found in conventional teaching materials
- They are continuously updated unlike traditional teaching materials
- They have a positive effect on comprehension and learner satisfaction

4.2.2.3. The Need for Collaboration

The principle of team-teaching and collaboration between English language and Marketing teachers should be put in practice and emphasized during the ESP process because it may have a positive impact on both parts, as it may lead to good results in the learning-teaching process. Collaboration can be useful to ESP teachers who generally know little or nothing about subject-matter and who can release their difficulties by referring to the scientific competence of Marketing teachers on the one hand. On the other hand, subject specialists may ask English language teachers to solve language problems of their students especially when they use scientific documentation and authentic texts printed in English.

Thus, there must be a mutual understanding and confidence between ESP teachers and Marketing teachers to enhance and facilitate learning. In this light, Hutchinson and Waters (1987: 165) explain the importance of collaboration in "

ESP teachers might, for example, find themselves having to work in close cooperation with sponsors or subject specialists who are responsible for the learners' work or study experience outside the ESP classroom. This is not always an easy relationship: suspicion of motives is common. The effectiveness of the relationship depends greatly on how it is handled by both parties, but, since it is usually the ESP teachers who have enlisted the help of the subject specialist it is their main responsibility to ensure that potential problems are anticipated and avoided, and that a harmonious working arrangement is created. One of the keys to success in this area is for ESP teachers to establish clear guidelines about their and the specialist' separate and joint roles and responsibilities".

4.2.2.4. The Role of the Institution

The institution students come from has an important role in the teaching – learning process and can affect positively on it through planning a set of instructions and recommendations about what should be done. Importantly, the institution should help the ESP teachers by providing facilities and by offering a certain number of important conditions, like giving much importance to the English subject through extending the time allotted to the English classes, ameliorating the planning of the English subject in the timetable, and decreasing the number and size of classrooms. The institution may also facilitate learning English through providing instructional materials such as audio-visual aids, computers, data-show and language labs.

Robinson (1991: 4) explains the role of the institution by the following: "*in some cases, there is no absolute need for students to gain proficiency in English in order to cope with their work or study; they will manage well enough (or even very well) in their own language. However, there may be an institutional (or even national) requirement to study English, usually because of the known role of English as an international language of communication, trade and research*".
Thus, the institution plays an important role in achieving the aims of both English language teachers and Marketing students.

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4.2.2.5. Change in Methodology

It is obvious from the results obtained from the analysis that the GTM was not suitable for Marketing learners, since they needed to develop their communicative skills. Thus, the appropriate method to be adopted for this specific kind of learners is a task-based method which is a learner-centered and not a teacher-centered approach. Task based teaching is a language teaching methodology in which students are fostered, through developmental stages, to master new structures and skills of the target language. All activities are built in regards to the learner' s needs and interests. The main goal of this approach is to promote the income and exchange of knowledge of the target language, feeding and strengthen it by the collaborative work.

Candlin and Murphy (1987: 1) define task-based teaching as "*problem-solving negotiations between knowledge that a learner holds and new knowledge. The new knowledge is conducted through language in use…*". In other words, this means that a learner is exposed to a given situation where he or she has to solve problems or make decisions based on his or her schemata of the world, that is, knowledge that he or she possesses and new knowledge presented to him or her through actual use of language whether oral or written.

Task-based teaching materials provide students with situations where they are given specific roles to play. The role requires students to negotiate or solve a problem in order to accomplish the task required. Task-based teaching materials simulate what the outside world does inside the classroom. Presenting "reality" in the classroom can challenge and motivate both students and teachers in creating a rewarding, interesting, meaningful and enjoyable classroom partnership, and students are given more chances to put language into practice. With the limited time allotted for English, in the present curriculum, every opportunity for using the language is maximized. With task-based teaching materials, students would have more chances to use language whether in oral or written forms in every class meeting.

4.2.2.5.1. Activities to Develop Communication Skills in the Task-based Method

The mastery of speaking skills in English is a priority for many second or foreign language learners. Here are some suggested activities that help to develop the communicative skills of students.

a. **Discussion/debate:** Students are engaged in a formal/informal discussion/debate activity on an assigned topic. This activity is completely student-centered, that is to say, students play all the roles (conductors, observers, group presenters, and participating members). This activity includes a little bit of oral presentation. After the performance, students are given feedback individually. They are also informed about the errors they committed. In this way they improve a lot gradually.

b. **Oral Presentations:** In between the discussion/debate activity, students are asked to prepare a topic assigned to them and present in the class. Students make formal oral presentations. Each presentation is followed by a question/answer period, and concluded by the teacher' s comment.

c. **Role Play:** Students are asked to make group of three to five students. In the beginning, they are given the situation and are asked to come to the after preparation. They prepare their role and perform it in the class. After this initial activity, they are assigned situations on the spot and they have to perform at the same time. The teacher listens to the performances of students and comments on them individually. He points out the errors of the individual students.

4.2.2.5.2. The Use of ICT in ESP classrooms

The use of ICT is an important factor to enhance students' learning, enjoyment and motivation. The findings indicated that the use of ICT would help students as well as teachers in the teaching-learning process. In fact, using ICT as a tool for learning ESP in the Department of Marketing would enable students to:

- Efficiently and effectively access digital information to assist with investigating issues, solving problems and decision making
- Produce creative solutions to support learning and develop new understandings in different areas of learning
- Communicate, share and work collaboratively in the classroom
- Develop new thinking and learning skills to support learning

Consequently, the use of ICT in ESP classrooms will make the courses more motivating, purposive and interesting. This may affect positively on students' level of achievement as it may facilitate teachers' tasks.

4.2.2.5.3. The Adoption of course Book

The course book is an important tool that should be designed for Marketing students since they all agreed of its importance in facilitating learning. Course books provide the teacher with several advantages in the classroom :

- They are especially helpful for beginning teachers. The material to be covered and the design of each lesson are carefully spelled out in detail
- They provide organized units of work. A course book gives you all the plans and lessons you need to cover a topic in some detail
- They are a detailed sequence of teaching procedures that tell you what to do and when to do it
- They provide teachers and administrators with a complete program
- Good course books are excellent teaching aids. They are a resource for both teachers and students
- Course books' series provide the teacher with a balanced, chronological presentation of information

Therefore, it is of great significance to adopt a course book in the ESP classroom to achieve better results and to enable the ESP teacher to be more organized and systematic in the classroom. The use of a course book would also motivate both teachers and students since it creates interaction between them and provides more opportunity to learn.

4.2.2.6. Designing a Model Syllabus

The integrated and interrelated components of the model ESP syllabus comprise the aspects of the three language models (Richards and Rodger, 2003) : structural, functional, and interactional use of language. And the five types of communication: intrapersonal, interpersonal, group, mass, and massline communication.

Based on the models and types of language and communication, the proposed model syllabus aims at developing language and communication skills to meet the communicative needs and language requirements of learners in the field of Marketing. Furthermore, the model syllabus should be relevant to students' needs and expectations, and relevant to the target situations in which ESP students will function as specialists.

4.2.2.6.1. The Objectives of the Syllabus

The goal of this proposed model syllabus is that students should be able to be originally productive and communicative in general, business, social, professional and technical contexts in both oral and written communication.

The objectives of the syllabus are:

1. To practise productive skills in general, business, social, professional and technical situations

2. To develop speaking and writing ability through the real performance of students

3. To help students achieve language proficiency and communicative competency through continuous participative and performance tasks

4.2.2.6.2. Main Principles of the Model Syllabus

a) The proposed model ESP syllabus is basically skills based syllabus integrated with the types of personal, group and mass communication and interrelating with the types of speaking and writing activities. Students should be engaged in interactional communication activities to improve speaking skills. Engaging students in interpersonal communication activities like providing self- introduction,

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small talk, conversation, interview and role play; group communication activities like conducting business meetings, group discussions, panel discussions, brain storming and problem solving; and mass communication activities like delivering lectures, public speaking, seminars, conferences will help students to participate and perform in the interactive tasks.

b) Students will be able to execute oral tasks with sheer confidence and attempt to display fluency in both language and communication. Working in groups and acting as an audience to witness the activities will help students to realize themselves about their level of participation and performance. The comments and the feedback provided by both the colleagues and the teacher will help them to understand to perform better in subsequent oral tasks.

c) Teachers should train students in speaking activities like greeting and wishing one another, introducing and briefing oneself, presenting about oneself, revealing personal profile, presenting a short lecture, public speaking, presenting on any topic of interest, short dialogues, participating in interviews, performing a role play, presenting a business or technical paper, participating in business meetings, thinking logically and critically on any business or technical issues, providing a solution to the problem will make students to literally develop their professional and technical communication.

d) Students should be specifically given tasks to improve speech on discourse and rhetoric (Widdowson, 1983). They should be able to engage in narrative, descriptive, explanative and interrogative mode of language tasks. Narrating an experience, describing a process or any graphical representations like graphs, diagrams, pictures and maps, providing an explanation on a given situation and analysing a case through oral questionnaire will help students to improve their communicative ability to engage in rhetorical discourse.

e) Writing skills should be adequately improved by providing tasks in writing composition, letters and reports. They need to be given practice to write error-free sentences. They should be able to think and organize their ideas in a logical sequence and should use discourse markers for ascertaining coherence in their thought and writing. They should be able to write with good spelling and

punctuation. Students should be able to practise both formal and informal letter writing to correspond on any official and administrative letters, business mails and report writing. They should be able to write official letters, inter-office memo, agenda, and notices. They should be acquainted with the vivid practice of writing business letters and e-mails.

f) Students should be given an adequate training on calling quotations, placing orders, complaining on any issues, appreciating on any services, asking for clarification and explanation on any new products, giving suggestions, instructions, directions, seeking recommendations and reference letters on any context. Letters of application with cv, writing personal and professional profile should be encouraged to practice. Writing a proposal on any project, writing the layout of the project, writing project reports, industrial reports, and reports should be often practiced to improve their project and research writing.

g) Students should be assigned to engage in individual, pair or a group to undertake some mini projects and to do some field survey to improve their research skills and subsequently to put the report in writing. Research skills lead to impart high degree of speaking and writing ability to enhance professional and technical communication.

This proposed model syllabus attempts to improve the communicative skills of students by providing case studies of management, positive attitude, appreciable conduct and good behaviour. Students are given to understand the importance of constructive communication and building healthy relationships in the business environment. To sum up, learning, acquiring and practicing language to perform both in speaking and writing activities will enrich students to be really productive and more communicative in any given situation.

4.2.3. Training of ESP teachers

This section is devoted to training of teachers in ESP through highlighting different elements and ways of training courses.

4.2.3.1. Basic Elements of Training Courses

Most teacher training courses contain four basic elements:

a. **Selection:** (Initial and terminal), is necessary because not every human being would become an adequate language teacher. Each teacher has continuing responsibility throughout a career which can last for thirty years or longer. This responsibility makes it essential that potentially ineffective individuals should be discouraged from entering the profession by adequate pre-training or post-training selection procedures.

b. **Continuing Personal Education:** Teachers should be well-educated people. There are variations in how the trainee' s personal education is improved- either simultaneously with his or her professional training; or consecutively where first two or three years of study with no elements of training as a teacher are followed by the fourth year containing methodology of foreign language teaching or one year post-graduate course of teacher training; or, as in many countries, by in-service courses. Either way, the assumption is that graduates' level of education is to be regarded as insufficient.

c. **General Professional Training as an Educator and Teacher:** This element involves what all teachers need to know regardless of which subject they teach- the components are as follows: a) educational psychology, this component intended to lead the trainee to understanding of the nature of education; b) an outline of the organization of education in a particular country- the teacher should be aware of the different kinds of schools, of normal and unusual pathways through educational network, of responsibility, and control; c) an awareness of the moral and rhetorical function of the teacher: the building of standards, character, enthusiasm; d) knowledge of, and skills in, class management, discipline and handling of various groups of students; e) knowledge of, and skills in, basic instructional techniques, and understanding teacher-learner interaction; f) acceptance of the fundamental need for the preparation of lessons; g) understanding the role of curriculum, syllabus and teaching materials.

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d. Special Training as a Teacher of a Foreign or Second Language: The complexity of this training which constitutes the core of most teacher training courses can be made simpler if the distinction is to be made between three aspects of it. They are:

1) The skills component, which includes three different skills required by the teacher: a) command of the language the teacher is teaching, which must be at least adequate for class purposes; b) teaching techniques and classroom activities- the major part of teacher training is to assimilate a great body of effective techniques; c) the management of learning- it is a crucial part of teacher's classroom skills to learn how to assess from moment to moment the progress of each individual in the class and how to manage the classroom activities.

2) The information component- the needed body of information can be divided into three parts: a) information about education- about different approaches to the task of teaching language; b) information about the syllabus and materials he or she will use- the syllabus, the prescribed textbooks, other teaching materials (readers, workbooks, etc) and aids (flashcards, wall-charts as well as tape recorders and language labs) make up the tools of the teacher's profession; c) information about language- this information refers to knowledge of normal stages in the infant's acquisition of his mother tongue, relation between speech and writing, literacy and education, language variety including dialects and accents, language in contact, artificial language, language and thought, and many more.

3) The theory component- the language teaching profession makes connection with theoretical studies in several disciplines such as linguistics, psychology, psycholinguistics, sociolinguistics, social theory, education. The theoretical studies are likely to find a place when the trainee has attained a sufficient level of personal education and when he is preparing to teach high-level learners. The theory component can be assimilated from discussion and practice in solving problems.

4.2.3.2. Ways of Training EFL Teachers for ESP Teaching

      ESP teaching requires a special approach to the training of the teachers who are supposed to teach English through content. First of all, EFL teachers should be provided with the necessary knowledge and tools to deal with students' special field of study, because they are not specialists in the field, but in teaching English, their subject is English for the profession but not the profession in English. They are expected to help students, who know their subject better than them, develop the essential skills in understanding, using, and presenting authentic information in their profession. Both prospective ESP teachers and those who are already in profession can be equipped with necessary tools in a couple of ways:

a. **Pre-service / In-service Training:** Current language teaching programs may not consist of ESP methodology teaching or curriculum may not allow establishing separate departments for ESP teacher training as in Algeria. In this case, pre-service training after undergraduate study can be a solution. Similarly, for currently working EFL teachers, in-service training programs can be helpful. Language teachers and prospective language teachers can attend professional development workshops to let themselves acquire a second field of expertise, such as business, medicine or law (Chen, 2000).

b. **Collaborative Work:** Chen (2000) holds that the language teacher should not be expected to possess sophisticated content knowledge, but basic concepts are needed to design an ESP syllabus that backs up the content course. In fact, language teachers have not been trained to teach content subjects but they could definitely be competent ESP teachers if they participate in content teaching classes and thus develop the flexibility to undergo disciplinary acculturation. In this regard, the content teacher shares the responsibility not only of providing opportunities for the language teacher to overcome the fear of a lack of content knowledge but also of introducing him/her to the modes of disciplinary thought and values. Therefore, language teachers can ask for assistance from content

teachers. When this is the case, it is possible, through collaboration and cooperation, for both language and content teachers to develop the confidence and the competence to effectively integrate language and content instruction in ESP teaching.

4.2.4. Developing Students' Communicative Competence

Two desirable principles underlie the teaching of ESP. First, the language to be taught should be related, as closely as possible, to the learner' s immediate and expected needs; and second, the language should be taught to prepare learners for authentic communication. To achieve these objectives, ESP teaching attempt to focus on the elements of "communicative competence" (Munby, 1978; Widdowson, 1978).

Canale and Swain (1980) have provided a reasonably comprehensive review of the issues involved in teaching and testing communicative competence that encompasses three components: linguistic, socio-linguistic, and strategic competence. Linguistic competence is referred to the learner' s knowledge of grammatical rules. Socio-linguistic competence involves the learner' s knowledge of rules which are important for appropriate use of language in given social settings. And strategic competence refers to the learner' s knowledge of communication strategies which are necessary to keep the channels of conversation open.

Many scholars agree that linguistic competence alone is not sufficient for handling the learner' s communicative needs because mastering linguistic rules does not automatically result in the appropriate use of language (Widdowson, 1978). Scholars also agree that socio-linguistic competence contributes to appropriate communication significantly because one should know Who is speaking to Whom, Where, When, and under What conditions. These WH word questions of communication are sometimes important factors in selecting linguistic forms of utterances. The third component, strategic competence, is a fairly recent development. It is believed that communication strategies are systematically used by learners when they do not have an adequate command of language.

However, it seems that, except for oral communication with speakers of the target language in the target community, not all components of communicative competence may be equally required for different types of communication. For example, an illiterate native speaker would be communicatively competent in oral communication but not in all other modes of language in other situations. In other words, learners in a specified field would have to develop communicative competence for that field which is somewhat different from the communicative competence in other fields.

To avoid the complexities in defining what type of communicative competence is appropriate for what group of learners, Farhady (1980) suggested the term "functional competence". Functional competence, then, may be defined as the ability of a person to perform certain communicative language functions, correctly and appropriately, in social situations. In other words, functional competence would be a selective but clearly defined chunk of communicative competence. There may be as many functional competencies as the groups of learners who share common needs.

Therefore, any branch of ESP would focus on teaching and testing certain predetermined communicative functional units. More importantly, functional units would ultimately correspond to authentic discourse characteristics. Thus, a detailed analysis of the learner's needs is essential to the specification of functional units.

4.2.5. Simple Techniques to Improve ESP learning

According to Hutchinson and Waters (1987), here are some techniques which can be applied in any ESP lesson:

Gaps. Learning demands thinking. Gaps create that demand. There are many types of gap, which can be exploited:

a- **Information gaps.** One learner has some information, another does not. There is a need to communicate and share the knowledge.

b- **Media gaps.** The information is available in one medium and needs to be transferred to another medium; for example, read, make notes, discuss using notes.

c- **Reasoning gaps.** There are clues and pieces of evidence, but the answer needs to be extrapolated.

d- **Memory gaps.** Learners have received some information at one stage of the lesson. Now, they must use their memories to reconstruct.

e- **Jigsaw gaps.** All the parts are there, but they need to be put together to form a complete unit.

f- **Opinion gaps.** What is important? What is not? What is relevant?

g- **Certainty gaps.** What is definitely known? What can be presupposed? What can be predicted? What is completely unavailable?

It is the gaps, the holes, the missing bits that seize the mind and trigger the thinking processes.

Variety. It is the spice of learning. In order to get the repetition necessary to help learning, there must be variety to keep the mind alert. Variety can be achieved in a number of ways:

a- **Variety of medium:** text, tape, pictures, speech.

b- **Variety of classroom organization:** whole class, pair, individual, group.

c- **Variety of learner roles:** presenter, evaluator, receiver, thinker, negotiator.

d- **Variety of exercise**, activity or task.

e- **Variety of skills:** reading, listening, writing, speaking, graphic skills.

f- **Variety of topic.**

g- **Variety of focus:** accuracy, fluency, discourse, structure, pronunciation, etc.

Prediction. Prediction is a matter of using an existing knowledge of a pattern or system in order to anticipate what is likely in a novel situation. It is, therefore, central both to language use and language learning. Getting students to predict what will be in a piece of discourse has a number of advantages:

a- It builds learners' confidence by making them aware of their potential knowledge- of how much they really know about language, communication or the topic.

b- It enables the teacher to discover where the gaps in knowledge are, so that teaching can be made more relevant to needs.

c- It activates the learner's mind and prepares it for learning.

Enjoyment. It is the simplest of all ways of engaging the learner's mind. The most relevant materials, the most academically respectable theories are as nothing compared to the rich learning environment of an enjoyable experience. It does not matter how relevant a lesson may appear to be; if it bores the learners, it is a bad lesson.

An integrated methodology. Using a range of skills greatly increases the range of activities possible in the classroom. This makes it easier to achieve a high degree of reinforcement and recycling, while maintaining learners' interest.

Coherence. It should be clear where a lesson is going. Each stage should build on previous stages and lead naturally into the following stages.

Preparation. Lesson preparation is normally interpreted as the teacher planning the stages of the lesson. But as well as preparing the teacher to teach, learners should also be prepared to learn.

Involvement. Learners need to be involved both cognitively and emotionally in the lesson. One of the simplest ways is asking questions. Use guiding questions to get learners to answer. Learners should feel that their contribution to the lesson is of value.

Creativity. Language is dynamic. Lessons should reflect this. Activities should therefore allow for different possible answers, different levels of response.

Atmosphere. The cultivation of a cooperative social climate within the classroom is very important. This is particularly the case for ESP, where there are often other factors militating against a good atmosphere- a teacher, who is unsure of the materials or who had little knowledge of the subject area.

4.3. Recommendations and Directions for Further Research

This study has provided empirical data on a specific group of learners who belong to the Marketing field. Though the aim is to have a clear picture of their English language needs in learning ESP, the picture does not yet cover the entire large process of ESP. The following recommendations may lead to further recommended areas of research in order to better clarify and give a more comprehensive view of the wide range of the ESP field.

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1. This study identified the English language needs as perceived by current first year LMD students of Marketing and their lecturers at the university level. However, it is important to investigate the same needs as perceived by Marketing graduates at the workplace to see how these perceptions agree with the findings of the present study.

2. This investigation was carried out in the Marketing Department, faculty of Economics, Commerce and Management, University of Chlef. However, it is significant to identify and analyse language needs of Marketing students from other universities in Algeria to reinforce and enhance the validity and reliability of the present research.

3. Since this study is used as an input to select materials and teaching methods that would cover the needs of Marketing students, an evaluation study should be carried out to test and evaluate if the new courses meet the communicative needs of students in the field of study.

4. A related research is needed in this specific area which intends to investigate the required English language skills of ESP teachers in order to determine the appropriate level of qualifications and training to teach ESP courses at the university level.

5. This study was a background information regarding the English language situation in the Marketing field of Algeria. Since this environment presents a lingua franca, it would be useful to investigate how interaction occurs at all levels. The following are few examples:

a- Examining how English speaking professionals in Marketing interact with Algerian workers in Algerian companies operating internationally.

b- Investigating the role of translation in general, and the role of translators as mediators in particular in Algerian companies which operate internationally since English speaking Marketing professionals depend on translators in communicating with Algerian workers.

4.4. Limitations of the Study

The results of the present study are not too much reliable and should not be generalized to cover the needs of all Marketing students in the Algerian universities. First, the present research investigated the needs of only fifty three students and two ESP teachers in the Department of Marketing. This number, however, represented the whole population at the university. Thus, further studies should be conducted in other Algerian universities to give more reliability and generalization to the research. Second, this research focused on only one level, which was the first level. Therefore, other studies should be conducted to analyse needs of students with different levels and branches; either scientific or literary.

4.5. Conclusion

Different suggestions were proposed to help improving the situation of ESP in the Department of Marketing, which relate to teachers' training in ESP, change of teaching methodology, developing students' communicative competence through performing tasks and activities that help in enhancing students' communicative skills, and proposing a syllabus which would meet and satisfy their needs. Moreover, recommendations for future research were suggested as well as limitations of the present study.

Thus, this study would help researchers, ESP practitioners and curriculum developers to bring about radical changes to ESP learning situation in the Department of Marketing at the university of Chlef and the other universities throughout Algeria.

GENERAL CONCLUSION

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General Conclusion

  English has become the medium of communication between many countries in all over the world. Therefore, more and more English courses are needed in different fields mainly business, engineering and technology. ESP is an approach of teaching which is a learner-centered methodology that takes learners' needs as the basis in designing any syllabus.

  This study identified the Marketing students' English language needs in terms of their language necessities, wants and lacks, the importance of the language skills, the materials, the language instructions and practices adopted during the courses. In addition, the study revealed the students' attitudes towards the current English language courses and what courses they preferred to take. Hence, English language teachers should be aware of their students' needs which are the first step to be considered in designing any ESP syllabus. The sample population selected for this study focused on first year LMD students of Marketing, and their English language teachers for the academic year 2010/2011, using a questionnaire for students and another one for their language teachers in addition to classroom observations. The questionnaires used to conduct this study helped in identifying students' needs, teachers profiles and qualifications, materials used, methodology adopted, and students' attitudes towards the present ESP courses.

  It is important to indicate the position that each kind of participants occupies in the teaching-learning process in the present investigation. First, regarding the Marketing students, it is noticed that they expressed an urgent need for learning ESP to help them in their future career either academically or professionally. Also, the findings revealed that all four language skills (speaking, listening, writing, reading) were required by students. However, speaking and writing skills were mostly needed by students to communicate effectively in English. Furthermore, the first year Marketing students were selected as the appropriate sample of students since they are in their first year of speciality and things could be reformulated and improved. Also, dissatisfaction was expressed by the majority of students as far as the methodology

used, the language skills, aspects and practices emphasized, and the syllabus taught to them.

English is normally considered as an important and necessary subject to study by the institution itself, but in practice, it is remarked that it is the opposite. Regarding the timetable, for example, which is planned for all the different subjects of the curriculum, the subject of English occupies the inappropriate position. Furthermore, the programs of the Marketing subjects are normally planned by the curriculum developers. However, in the case of the English subject, no official program was designed, and then the language teachers faced difficulties concerning the syllabus content, and specifications and objectives of the ESP course. This reflects the least importance given to the English subject by the institution.

Regarding the English language teachers, it is noticed from the analysis that they are freshly graduated teachers in general English with no training in ESP, and little experience in ELT. Thus, it is difficult with these inadequate qualifications to reach a valuable level of success, and to perform their tasks effectively. Thus, training courses in ESP are required by the English language teachers to be able to act successfully in the teaching-learning process.

One important finding of this study was that because students are involved in the learning process directly, needs analysis provides a way to increase students' motivation, satisfaction and interest in learning ESP, which may be considered a key to develop learners' level of achievement. In regards to the assumption that needs analysis gives very important information to teachers to understand students' needs and attitudes towards the target language, results direct English language teachers to take crucial steps towards effective language teaching.

The implication of this research for ESP teachers and curriculum developers in Marketing Departments would help to design ESP courses that would meet the needs of this specific kind of learners. However, the present study do not cover the entire process of ESP. Consequently, more related studies can be carried out to investigate the communicative needs of university graduates of Marketing who joined the work force, as well as investigating the needs of ESP teachers to identify the required qualifications that enable them to teach ESP courses effectively.

This study has limitations. Due to the small number of participants, the sample population is not truly representative. Involving other institutions and universities with similar groups of learners might have increased the reliability of the study. However, the findings of the present study may prove to be beneficial for English language teachers, curriculum developers and materials writers in other universities and institutions worldwide.

Finally, the analysis of the English teaching difficult circumstances in the Department of Marketing has raised more issues to discuss which need more research and studies to conduct in order to overcome the difficulties encountered in the teaching-learning process in the Department of Marketing, university of Chlef. Also, it is worth mentioning that the results of the present study are limited to a specific kind of learners that could not be generalized to other learners from other departments and universities all around Algeria. Thus, other studies and investigations are required to enhance the validity and reliability of the present research.

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Appendices

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APPENDICES

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Appendix 01

Students' Questionnaire

Dear student

   I will be very grateful if you can answer the following questions.

a. Necessities

Question 01: How important is English for your field of study?

      a-Extremely important

      b-Slightly important

      c-Not important

Question 02: Why do you need English for?

      a-To take part in oral discussion in English

      b-To read English textbooks related to your field of study

      c-To help you for your future career

      d-To pass the English exam

      e-Others

Question 03: Do you think learning English is important to get a good job after graduating from university?

      a-Yes

      b-No

      c-To some extent

Question 04: What do you think of time allotted to English courses?

      a-Sufficient

      b-Not sufficient

Question 05: Which of the following skills do you think is more important for your field of study? (please rank them from 1 to 4, giving 1 to the most important and 4 to the least important).

a-Reading

b-Writing

c-Speaking

d-Listening

Question 06: Do the present English courses help you to acquire the necessary level of:

a-Listening skill

b-Speaking skill

c-Writing skill

d-Reading skill

Question 07: Do you think that the present English syllabus meets your needs?

a-Yes

b-No

- If no, do you have any suggestions to make the English courses useful and relevant to your field of study?

Question 08: Which practice do you think is important for you to adopt during the English courses?

a-Vocabulary Practice

b-Grammar Practice

c-Both

Question 09 : Which of the following aspects do you need to focus on during the courses?

a-General vocabulary

b-Grammar

c-Writing

d-Speaking and conversation skills

e-Reading comprehension

f-Pronunciation

g-Technical English

b – Wants

Question 10 : Do you think that the use of a course book would help you to learn English better?

a-Yes

b-No

Question 11 : Do you enjoy learning English?

a-Yes

b-No

Question 12 : If teaching English courses in your department was optional, what would you choose?

a- To take them

b- Not to take them

Question 13 : Do you attend the English classes regularly?

a-Yes

b-No

Question 14 : In the class, how do you like to learn?

a-Groups

b-Pairs

c-Individually

Question 15 : Through which types of tests do you like to be evaluated?

    a-Text with questions on it

    b-Multiple choice questions

    c-Essay questions

    d-Oral tests

    e-Others (please specify)

Question 16 : Do you use books /documentation related to your field of study which are printed in English?

    a-Yes

    b-No

Question 17 : Which of these instructions would you like to follow?

    a-General English

    b-Specific / Technical English

    c-Both

Question 18 : Do you think that the use of ICT would help you to learn English better?

    a-Yes

    b-No

Question 19 : Do you think that translation into Arabic would help you to understand better?

    a-Yes

    b-No

c - Lacks:

Question 20 : What is the most difficult skill according to you that you need special emphasis on? (please rank them from 1 to 4, giving 1 to the most difficult skill and 4 to the least difficult one)

a-Speaking

b-Listening

c-Reading

d-Writing

Question 21 : Do you understand all that your English teacher says during the courses?

a-Yes

b-No

Question 22 : Do your English teachers advise you to read books/documentation printed in English?

a-Yes

b-No

Question 23 : Have your English teachers asked you about your needs at the beginning of your studies?

a-Yes

b-No

Question 24 : How would you evaluate your present overall level in English?

a-Very poor

b-Poor

c-Acceptable

d-Good

e-Very good

Question 25 : Have you had any specific or technical English training courses before?

a-Yes

b-No

Thank you very much for Cooperation

Appendix 02

Teachers' Questionnaire

Dear Teacher

  I will be very grateful if you can answer the following questions frankly

Question 01: What is your status as a teacher in the department?

  a-Permanent

  b-Temporary

Question 02: What is your degree?

  a- Licence in English

  b- Magister in English

  c- Doctorat in English

  d- Others (please specify)

Question 03: Do you have another occupation in addition to teaching in the Department of Marketing, such as:

  a-Teacher in secondary school

  b-Worker in a company

  c- Others (please specify)

Question 04: Have you had any training courses in ESP?

  a-Yes

  b-No

Question 05: What do you think of time allotted to the English class?

  a-sufficient

  b-Not sufficient

Question 06: What do you think of the size of the group?

a-Overcrowded

b-Acceptable

Question 07: Are the surroundings pleasant for you?

a-Yes

b-No

Question 08: What materials do you use during the courses?

a-Materials you prepare yourself

b-Textbooks related to General English

c-Textbooks related to the field of study

d-Others (please specify)

Question 09: How would you evaluate the importance of the following skills (listening, speaking, reading, writing) for your students?

a-Very important

b-Important

c-Not important

Question 10: Do you use translation from one language into another during the courses?

a-Yes

b-No

- If yes, please specify the other language (s) besides English

Question 11: Which practice do you put special emphasis on in the class?

a-Vocabulary practice

b-Grammar practice

Question 12: Which aspects of English do you think your students need to achieve a good communicative competence?

a-Speaking and conversation skills

b-Grammar

c-Writing

d-Listening comprehension

e-General vocabulary

f-Reading Comprehension

Question 13: Do you work in collaboration with the subject lecturers in your department?

a-Yes

b-No

Question 14: Have you asked your students about their needs in learning English before you prepare the syllabus?

a-Yes

b-No

Question 15: Do you think that your students are satisfied with the current syllabus you present to them?

a-Yes

b-No

Question 16: Are you given any program that you use to implement your courses?

a-Yes

b-No

Question 17: In your opinion, what are the factors that lead to the success of teaching English in your department?

Thank you very much for cooperation