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Business English as a Successful Key for Professional Career
LMD Students of Commerce, Economy and Managements
Department at Adrar University

Dissertation Submitted in Partial Fulfillment of the Requirement for the
Degree of Master in Linguistics and Didactics

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DEDICATIONS

I DEDICATE THIS WORK

To my father and mother, the source of my happiness in life, may Allah bless them,

.

To my sisters and brothers, who have been encouraged the fulfillment of this work,

To my friends: Brahim Omar, Ben hachem Asma, Rahmouni Hayat , Azizi Zohra,Rahmouni Najat , boussaid kouider and Mokhtari Abdelkader who always help me, may Allah bless them ,

To my extended family, and many friends,

And to all those who love me and pray for my success. Thank you.

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List of Abbreviations

ELT : English Language Teaching

ESP: English for Specific Purposes

BE: Business English

GE: General English

EFL: English as Foreign Language

EAP: English for Academic Purposes

EOP: English for Occupational Purposes

EST: English for Science and Technology

NNS: Non-Native Speaker

ESL: English as Second Language

Q: Question

CBI: Content-Based Instruction

LMD: License Master Doctorate

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General

Introduction

General Introduction

English is considered as one of the most dominant languages in the world. Its use is wide spread in all over the world due to the business environment revolution and its ongoing advance. Rude (2000) stated that English is essential for all professions.

Nevertheless, there exists a major distinction between English for general purposes and for specific purposes, which is our pertinent objective of the current study. As English became the common international language of technology and commerce the need for specific linguistic vocabulary had increased in the area of English language Teaching (ELT) rather than teaching General English (GE).

As a matter of fact, English for Specific Purposes (ESP) has been regarded as an important focus both in the English and non-English speaking countries, hence, along the last few years many works have been published in this branch of ELT to fulfill the special needs of a given group of learners around the world. As a variety of ESP, Business English is a combination of specific content relating to a particular job or industry, and general content relating to general ability for better communicating in the business situations. Business English is designed for trainees of Commerce, Economy, finance, industry and Management fields either as professional people or still in full- time education preparing for a business career. This study tends to give answers to the following hypothesis in the coming sections:

Is learning business English a successful key for students' professional career?

For an investigation into this hypothesis, it is necessary to answer first the following questions:

1. *What is the difference between learning General English and Business English, and why do students in Commerce Department prefer BE rather than GE?
2. *What is the importance of learning BE and are students aware of this importance?

Objectives of the study

Many researchers in the field of business English argued that English language is very important in the academic and occupational lives of business students (E.B.Nikolaenko, 2008). More exactly the study aims to identify the importance of Business English as it explains the distinction between GE and BE. The study also tries to investigate in the course designed for learners of Commerce, Management and Economy Departments at Adrar University.

Means of Research

In collecting needs analysis data, it is usually preferable to use interviews, observations and questionnaires. Due to time constraints, we are going to use questionnaires to achieve more reliable results. In this context, we will direct two formal questionnaires; one for the teachers of English classes of the Economy, Commerce and Management Departments and the other one for students of the same departments.

Organization of the Study

The current research is divided into three main chapters. The first two chapters are theoretical parts; while the third chapter is the practical side of the study.

The first chapter provides a literature review of ESP, its definitions, branches and origins besides to its development over time. Then, we will give a number of business English definitions. The following section is devoted to the historical background of BE. We conclude the chapter by drawing a distinction between GE and BE.

The second chapter with both the learners and teachers ' characteristics .It also provides a detailed explanation about the course syllabus that should be taught to business English learners; by the end of the chapter we will explain the importance of BE.

The third chapter deals with data analysis of both questionnaires teachers and learners. This chapter will also give some recommendations and suggestions.

Chapter One

English for Specific
Purposes

Chapter One: Teaching English for Specific Purposes

1 Introduction

Teaching English for Specific Purposes has been considered as a separate activity of English language teaching (ELT). ESP is a branch of applied linguistics in which teachers try to deal with the specific needs of the learners in English. Hence, the task of teaching ESP resulted from the specific needs and purposes of learners in their professions and job description such as tourism, sport, and engineering; commerce...etc.

The present chapter of our research gives a brief review of literature relevant to “English for Specific Purposes” (ESP) as a branch of ELT. The review includes a number of definitions of “ESP”. After that, we will enumerate the different branches of ESP. The third part will expose a discussion of ESP origins and how it has developed over time. The current chapter is devoted to define the term BE as a sub-discipline of ESP, while section 1.3 provides a historical background of BE, we will allocate the last section to shed light on the difference between GE and BE.

Chapter One: Teaching English for Specific Purposes

1.1-Definition of ESP and its branches

1.1.2- Definitions to ESP

English for Specific purposes (ESP) is a way of teaching / learning English for specialized subjects with some specific vocational and educational purpose in mind. There are different needs for different purposes of the English language like English for Economics, English for Business, English for Secretaries, English for Technicians and others. Thus, ESP is an approach to language learning based on the learners' needs. So, ESP is goal-directed, it is an approach to language teaching based on the learner's needs and reasons for learning a language as stated in Hutchinson et al. (1987:19): "ESP is an approach to language teaching in which all decisions as to content and method are based on the learner's reason for learning". Hutchinson and Waters (2010:19)

Yet, ESP should be seen simply as an "approach" to teaching, not a product. John Munby (1978:2) defined ESP as, "ESP courses are those where the syllabus and materials are determined in all essentials by the prior analysis of the communication needs of the learner".

The notion of ESP courses and communication needs are emphasized in ESP context. McDonough (1984) thinks that ESP is a focus of language teaching activity which certainly has its own range of emphases and priorities. It is stressed that ESP is a kind of language teaching activity. For Mackay and Mountford (1978:4), English for Specific Purposes is:

A restricted repertoire of words and expressions selected from the whole language because that restricted repertoire covers every requirement within a well defined context, task or vocation.

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In this respect, ESP is a language tailored according to specific needs to match specific situations. Respectively, Mackay and Mountford (1978:2) added that ESP:

Is generally used to refer to the teaching of English for a clearly utilitarian purpose, this purpose is usually defined with reference to some occupational requirements, (e.g.: for international telephone operators)... or vocational training programmes, (e.g.: for hotel and catering staff)...or some academic or professional study, (e.g.: engineering)...

Dudley-Evans and St. John (1998), in a more recent study, have modified Strevens'(1988) definition and enlarge their revised view on ESP in terms of 'absolute' and 'variable' characteristics. Johns, A. M. & Dudley Evans,T. (1991).

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 centred on the language appropriate to these activities in terms of grammar, lexis, register, study skills, discourse and genres appropriate to these activities.

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.

Chapter One: Teaching English for Specific Purposes

4. ESP is generally designed for intermediate or advanced Students.
5. Most ESP courses assume some basic knowledge of the language system, but it can be used with beginners. Dudley-Evans et al (1998:4-5).

This definition shows clearly the absolute characteristics that can be found in any field of ESP, then, within the variable ones; the user can notice what changes from one branch to another in the ESP realm.

1.1.3-Branches of ESP

ESP is a sub-field of ELT which has its proper sub-sections too. The most prominent two branches of ESP are 'EAP' English for Academic Purposes and 'EOP' English for Occupational purposes. A third branch which has been a matter of debate few years ago is 'EST' English for Science and Technology, the latter has emerged as a direct result of the difference in the needs of learners in their various disciplines.

1/English for Academic Purposes (EAP)

'English for Academic Purposes' or for short 'EAP' can be referred to studying or teaching English in Academic contexts, such as universities in order to fulfil Academic Purposes. In this vein, Kennedy et al(1984:4) point out that: "EAP is taught generally within educational institutions to students reading English in their studies." EAP may constitute of teaching specific skills such as: reading texts, writing reports, taking notes and so forth for students at the tertiary-level institution.

2/ English for Occupational Purposes (EOP)

'EOP' refers to English which is either used or learned to fulfil occupational purposes which may include: medicine, law, banking, administration and so forth. Kennedy et al(1984:04) write:"EOP is taught in a situation in which learners need to use English as part of their work profession." A similar, but a more recent definition has been given by Dudley-Evans et al (1998:7) in which they assert that:

"The term EOP refers to English that is not for academic purposes, it includes professional purposes in administration, medicine, law and business and vocational

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purposes for non-professionals in work or pre-study work.”

In sum, it can be said that EOP which is either for professional or vocational purposes, is about preparing learners to better cope with the requirements of everyday working needs.

3/ EAP Vs EOP

Robinson (1991:100) offers a distinction between these two subfields by stating that: EAP is thus specific purpose language teaching, differentiated from EOP by the learner: future or practicing student as opposed to employee or worker. In other terms, the main concern of both EAP and EOP is the learner’s present or future situation that may define his needs as well as the type of ESP course he may involve in.

4/English for Science and Technology (EST)

The third branch of ESP is ‘EST’ which has been a matter of debate of many researchers among them: McDonough (1984), and Dudley-Evans (1998); whether it is a branch of its own or a sub-branch shared by both ‘EAP’ and ‘EOP’. McDonough (1984) has put EST as a subdivision of EAP in which he emphasized the view that it has an academic orientation. ‘EST’ refers to teaching English for Scientific and Technological purposes. In this trend, Kennedy (1984:6) argues that: The term ‘EST’ presupposes a stock of vocabulary items, grammatical forms, and functions which are common to the study of science and technology. Kennedy, H. and Bolitho, R. (1984).

Chapter One: Teaching English for Specific Purposes

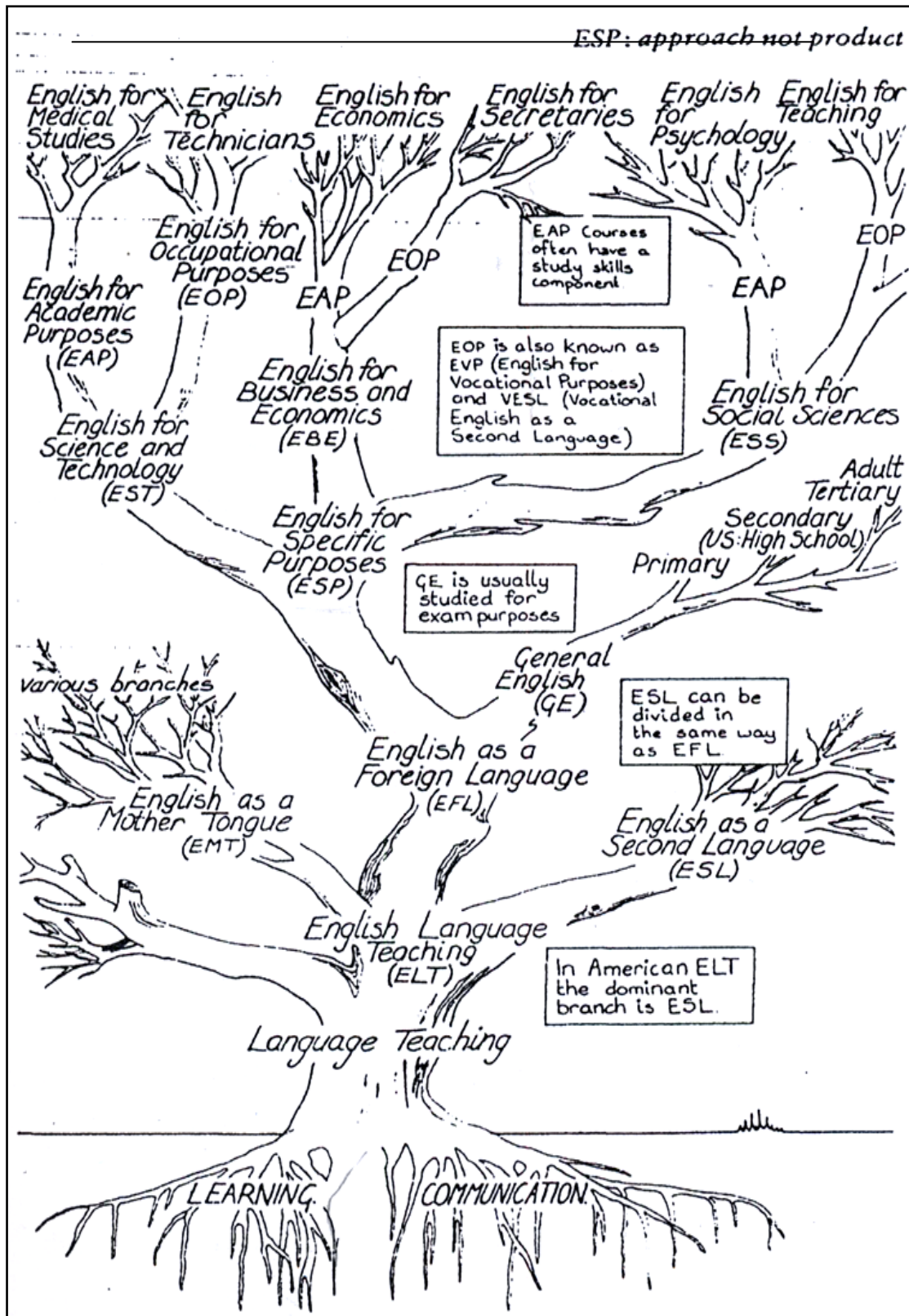


Figure 1 ELT tree¹

¹ Source: Hutchinson and Waters English for Specific Purposes, p.17

1.1.4 Emergence of ESP

As far as ESP origins are concerned, one may say that there are three prominent reasons which gave birth and emergence to ESP. These reasons as cited by Hutchinson et al(1987) are: the demands of a brave new world, a revolution in linguistics and focus on the learners.

A/ Demands of the Brave New World

Hutchinson et al (1987) affirm that the end of the Second World War and the oil crisis of the early 1970s were two key historical periods in the life of ESP. The need to learn English after the end of the Second World War to meet the challenges of the ‘New World’ as described by Hutchison et al(1987) is of a significant importance in ESP emergence. During this period, i.e., in the mid 1940s till the present time, a great development occurred and still occurs, basically reflected in the progress of science and technology. As a result, and in order to ensure better access to scientific and technological knowledge; a vast majority of people who are in most cases Non-Native Speakers of English (NNS) tend to learn English because most scientific researches and publications are written in English.

B/ Revolution in Linguistics

The second reason as cited by Hutchinson et al(1987) is a revolution in linguistics. Flowerdew et al (2001:11) argue that : A revolution in linguistics was brought by the three linguists: Halliday, McIntosh and Strevens 1964 who state the view that language should be seen as a source of communication which may vary according to the situations or the contexts. As opposed to theoretical linguists who traditionally saw language as an abstract system. In 1964, Halliday, McIntosh along side with Strevens agree on the type of linguistic analysis which they introduced and which they refer to as register analysis.

C/Focus on the Learner

The third reason mentioned by Hutchinson et al(1987) is focus on the learners. From the early beginning of ESP till the present time the focus on the learner who constitutes a key-parameter in ESP is conceived as one of the significant reasons which gave birth, emergence, and development to ESP.

Learners' needs and interests seem to have an influence on their motivation as well as the effectiveness of their learning. As far as ESP courses are concerned, one may notice that since the focus on the learner is of a vital value, needs analysis is of equal importance, too.

According to Basturkmen (2006:15) Needs Analysis can be seen as: The type of investigation ESP curriculum developers use to identify the gap between what learners already know and what they need to know in order to study or work in their specific target environments (Hutchinson and Waters, pp.6-8)

1.2 Definition of Business English

The term Business English (BE) always refers to the use of English for Business purposes e.g. international meeting, international communication and trade.

The term Business English can be used to describe a particular genre of courses including some business lexis, which is considered as a part of English Language Teaching and English for specific purposes (Johnson, 1993; Pickett, 1986; Johons, 1986; Walker, 2008).

However, according to Dudley Evans and ST John (1998:52) Business English is not easy to define and limit in linguistic terms because there exist different definitions by different people. For instance, for some, Business English focuses on vocabulary used in the universe of commerce, trade, finance, the professions, politics and international relations. For others, Business English refers to the many communication skills used in commerce topics, corporate policy, functions and multi-media presentations, negotiations, meetings, branding, customer relations.....

So when dealing with Business English we have to understand that for some, it is just about vocabulary, for others, it has some added skill components including communication

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topics. Therefore, our definition of BE should depend on our own goal (Rosa Gimenez: 100)

1.3 -The Beginning of Business English

Language is regarded as one of the main tools of communication between people, yet it changes in accordance with the changing patterns in communication and relationship within people.

In fact complete historical research of any language is really hard to investigate in as language is complex itself. Business English is generally used to recourse to the use of English language for business purposes since the latter is considered as the international dominant language. As many approaches of English language teaching, Business English has developed through time moving onward on several stages.

In the late 1960s and 1970s, the only difference between General English and Business English was particularly vocabulary, and this was manifested in the course books and materials of that time giving much attention to vocabulary exercises and repetition drills, and neglecting application to real -life situations.

In 1972, there was a transition towards greater skills training in a business context which occurred with the publication of the BBC course book and video English for Business .Yet the need to improve students skills to deal with practical situations was still an area of interest . During the mid-1970s; and 1980s; and mainly when Business English teaching followed the move in General English teaching towards a more functional syllabus. The emphasis was now on functional language and teaching of formulaic phrases introduced in Business contexts and practiced in common business situations like making appointments, business lunches etc.

From the late 1980s the focus moved to working on business communication skills due to the development of company training programmes, which was providing employees with favourable chances to engage in negotiating and effective meeting skills. As a result books and materials on business communication skills were published and influenced sharply the present Business communication skills, courses and course books.

1.4 -Business English Vs General English

According to many people the term Business English provokes a number of questions; among which: Is Business English different from English as Second Language (ESL)? Are Business English and General English completely different from each other?

It is clear that among the differences between the two types of English, Business English and General English; we have the learner and the reasons behind learning English. The Business English learner is usually an adult who studies English to use it in his work. He acquires specific communication skills which can have application at different levels in the work place. The learners of Business English formulate a group of different ages whereas, in General English the learners are mostly of the same age.

Moreover, Business English courses deal with topics like global business cultures, or a daily life at the office instead of family and friends in General English. In addition, the skills may be business communication skills as delivering presentation rather than speaking in general. Even the course materials will be both very relevant and authentic as being mainly designed for the clients or work sector.

A major difference between Business English and General English is manifested in the target of the learner for instance; in General English he aims to master the four skills listening, reading, and writing and speaking whereas, in Business English the language skill needed is mostly determined by the learner's need.

Consequently, the distinction between General English and Business English is easily made when we know that the aim of General English is language learning in general; however, the objective of Business English is mastering a certain linguistic repertoire within a specific discipline.

1.5 Conclusion

This chapter has highlighted the most important elements contributing to the branch of ESP. This overview is an attempt to initiate the English users-in general students and teachers in particular to the most significant notions of this branch.

In fact, the diversity of science and technology achieved in all fields led to the creation of ESP. This diversity requires a set of multiple languages that serve a given category of learners in different purposes.

Basically, we can draw a distinction between the three main branches of ESP: English for Science and Technology, English for Social Studies and English for Business and Economy. Each of these subject areas is divided into two branches: English for Academic Purposes and English for Occupational Purposes.

Moreover, we defined the branch of Business English and we explained its beginnings as a variety of ESP. We concluded the chapter by manifesting the huge distinction that exists between General English and Business English.

Chapter Two

Teaching Business English

2.1- Introduction

No one can deny that English is the language of today's communication. As being so, English is spreading faster and faster, it becomes the language used in international business, affairs politics...etc

For this reason, ESP in general and business English in particular inherit a high level of importance due to the huge increase in vocational learning and training besides markets and economies which have a strong will to employ skillful people.

In this regard, this chapter tackles Business English learners and teachers 'main features in addition to the importance of learning business English and the facilities it gives to the trainer. In this chapter we also try to investigate in the course and needs analysis that should be adopted.

2.2- The Business English Learner

Business English or English for Business Purposes is that approach of teaching English to non native speakers (NNS) who seek to improve their level of fluency in given areas of business life including technology, marketing, manufacturing...where English is required.

It is quite clear that the learners possess the most important position in the Business English learning process. Business English learners are generally adults highly motivated to succeed, aware of the need to develop their language skills and ensure job retention. These learners have different experience in the world of business on one hand, and a different level of English on the other hand. They have higher expectations of efficiency, quality and professionalism.

Ellis & Johnson (1994) present, therefore, in relation to this broadness of Business English, three basic categories of Business English learner:1. Pre-experience learners: students at business schools - not yet in work.2. General or low-experienced learners: junior company members and learners who are changing jobs.3. Job-experienced learners: those in work who need Business English for a broad variety of reasons. Pre-experienced learners are mostly university students who intend to look for a business career after graduating with little experience in this field. According to this category. Classroom is the most important source of business knowledge and skills. Yet, job-experienced learners are the kind of learners who have business job experience. They have a set of precise needs

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relating to their job. General business-experienced learners are a combination between the above two categories. They have a given sum of business experience and they learn business English for a specific purpose or a new job. Kinds of Business English learners can be summarized in the diagram below:

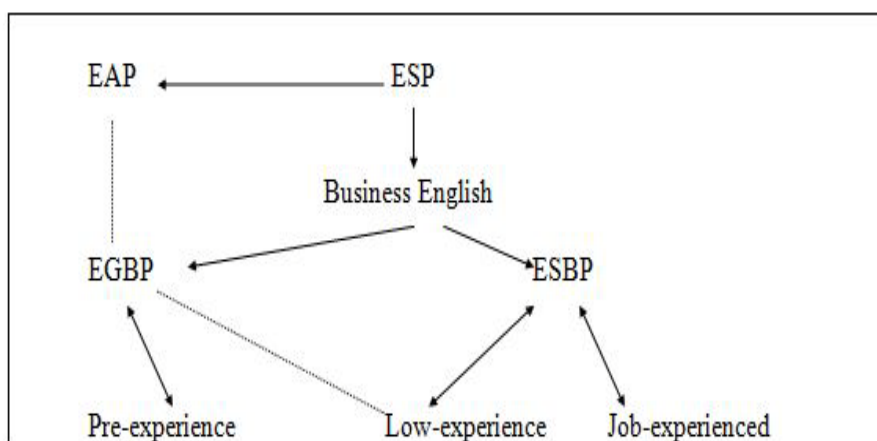


Figure. 2 Business English in ESP and Business English learners

It can be noted in Fig. 2 that pre-experience learners are more likely to need general Business English and those already in the workplace more specific Business English. Also, some students need ‘academic’ Business English in a college setting. Thus Business English, though a separate part of ESP, is still part of it.

2.3- The Business English Teacher

Business English teachers as well as its learners have focused solely on the functionality of the language. Therefore, the aim of this title is to pinpoint some of the keys that teachers have to take into consideration to improve their teaching strategies in their quest and satisfy their learners' needs. Being a business teacher provides a professional career that is relevant, practical, and diverse in its opportunities.

Having the fact that Business English Purposes is centered on the learner does not mean that the teacher’s role is not important at the teaching learning process. The most important role that characterizes the Business English teacher is that, he should be aware of

Chapter Two: Teaching Business English

the learners' needs to work together on them. This means breaking things down into skills: telephoning more effectively and writing more coherent e-mails.

Additionally, the teacher gets a clear idea about the contexts in which his learners use English and why they are learning it? Because someone who is learning English just to brush up fluency skills will, of course; have different objectives and expectations to someone who is learning English to supervise a team of work in another country.

Furthermore, business is conducted on a global scale. So it is important to search cross-cultural communication to communicate with people from different backgrounds. From another part, a business teacher has to choose materials wisely. i.e; he is responsible for implementing the approved curriculum and looking for instructional material. However, business is a dynamic subject and the teacher needs to teach through business journals, magazines...for relevant and further information. He also should deal with actual business topics like the adoption of international financial reporting standards in America. The course material should fit with the appropriate learning level.

Moreover, the business teacher has also to give instructions, try to be creative and interesting to engage his learners by relating business concepts as financing to real-life situations, or teach about corporate success taking Apple as an example. The more varied instructions are the more effective teaching process is. It can be done through dividing students into groups to enhance team-work. Also by making them apply the role of managers while others are employees to give an idea about the workplace relationships. Using internet as a means of teaching students about online business such as virtual marketing; and trading insecurities.

Over and above, the business teacher addresses his students' concerns by determining the suitable learning style that is most effective for his learners and advises them on future career options. Though the teacher applies various teaching techniques, students may prefer a certain method. For instance, preferring webinars where they interact with business executives and other experts in the field for better business knowledge and experience. The business teacher also has to advise students on possible future career

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options depending on their interests. For example, animated students may succeed in sales and marketing careers.

After mentioning the main characteristics of the business English teacher, the NABTE Institutional Members briefly sum up the role of Business teacher:

1. Prepare and deliver lectures to graduate students on topics such as financial accounting.
2. Evaluate and grade students' class work, assignments, and papers.
3. Compile, administer, and grade examinations, or assign this work to others.
4. Prepare course materials such as syllabi, homework assignments, and handouts.
5. Maintain student attendance records, grades, and other required records.
6. Initiate, facilitate, and moderate classroom discussions.
7. Advise students on academic and vocational curricula, and on career issues.
8. Collaborate with colleagues to address teaching and research issues.
9. Collaborate with members of the business community to improve programs, to develop new programs, and to provide student access to learning opportunities such as internships.

Consequently, the Business English Teacher is a compendium of good practice for successful business English teaching. Teaching Business English means helping students to improve their English skills for use in a business context.

2.4- Needs Analysis to Curriculum and Syllabus

2.5- Definition of Curriculum

Curriculum is a general concept which takes into consideration philosophical, social and administrative factors that help in designing an educational program. According to

Chapter Two: Teaching Business English

Shaw (1975) “curriculum includes the goals, objectives, content, processes, resources, and means of evaluation of all the learning experiences planned for pupils: both in and out of the classroom instruction and related programs....”

2.6- Definition of Syllabus

A syllabus is a résumé or synopsis of a number of topics to be covered in a training course. Usually a syllabus is a descriptive outline suggested by the faculty members and their students. Some teachers prefer to give the curriculum during the first session so that the objectives of the courses are clear for students.

In concise words, a syllabus is designed to answer students’ questions about a given course. It is also a mutual understanding between the teacher and student to avoid confusion on policies related to the course. According to Wilkins (1981), “syllabus is the specification of the content of language teaching that makes the process of learning and teaching more effective”. While Yalden (1987) considers syllabus as “summary of the content to which learners will be exposed”

In fact it is important to mention the distinction between curriculum and syllabus. Curriculum is the whole philosophy of learning whereas; syllabus is the application of that philosophy on the ground. In other words syllabus is seen as one part of curriculum. This is well illustrated in Shaw (1975)’s distinction:”syllabus as a statement of the plan for any part of curriculum, excluding the element of curriculum evaluation itself.” And he concludes that:” the syllabus should be viewed in the context of an ongoing curriculum development process”

2.7- Needs Analysis

Needs analysis has existed in the area of language education for two or three decades. The role of needs analysis in any ESP course is very crucial, it is considered as an essential step in any course design (Richerich and Chancerel, 1987), it can also be described as “the process of determining the needs for which a learner or group of learners requires a language and arranging the needs according to priorities ... [it] makes use of both subjective and objectives information’ (Richards et al. 1992 cited in Jordan 1997: p 20).

2.7.1- Needs Analysis for Business English Course

According to Sylvie Donna the content of any course is determined by the needs and aims. The basic need of Business English learners employed by an international company will probably include the ability to communicate on the phone, report to foreign managers, read periodicals connected with their subject area or perform other tasks with their workplace. Others, who work in an industry, need to go through large quantities of English materials, give presentations or negotiate contracts. The course should also supply the students with a wide range of specific language to accomplish their work-related needs.

It is important to mention that the language presented in class is usually a mixture of both technical vocabulary and common business terms. As students have to be aware of styles-formal vs. informal, direct vs. indirect and cultural context of language use, i.e. national, industrial or corporate cultures.

In this regard the National Curriculum in China claims that, the total teaching hours for business English program is 1.800 h. In terms of quality, Business English should emphasize the frame work knowledge and thinking patterns of the related subjects; in terms of quantity knowledge is not taught as profound and specialized as economic specialty (Wang 2010). Therefore, some researchers (Sun, 2011; Chen, 2010; Xie, 2010) advocated Content-Based Instruction (CBI), business language must be the carrier of language and not only adding some words or technical terms to English classes.

Needs analysis may indeed be considered essential to Business English rather than to English for Science and Technology as learners needs may vary much more.

Palmero (2010) suggests that needs analysis should be concerned with making both “a target profile of language skills”, which put down the actual activities that the learners have to carry out, and “a profile of personal ability” in which the learners ‘proficiency in these activities is evaluated. Such a language audit is particularly related in-company Business English and enables the person conducting the audit to decide how many hours of language charge is required to cut the gap between the two profiles. Harmer (1991) describes the types of English language demands faced in participants ‘jobs. He lists the following language areas:

Chapter Two: Teaching Business English

- a) -Presentations.
- b) -Negotiations.
- c) -Telephoning.
- d) -Writing reports.
- e) -Writing business letters.
- f) -Taking part in meetings, trade shows and overseas training.
- g) -Making sales calls.
- h) -Entertaining clients or colleagues.
- i) -Explaining technical processes.
- j) -conducting tours of facilities.

Inevitably, this type of needs analysis (1993) is used with companies. Here is another type of needs' analysis designed for students not yet embarked on a Business career but who need to be prepared for one as part of their academic course.

Yin & Wong (1990) list the following Tasks and Skills for accountants.

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

Source: Report on Business English A review of Research and Published Teachings,p3

For business people today, learning English is more about language as a means for getting things done than language knowledge as an end in itself. It is commonly known that most business students lack time, and it is important to make the most of the time they devote to learning English, and to enjoy the experience.

The course content has to be stimulating by using topics that students are familiar with. Teachers have to form clear outcomes for the program, and plan the delivery and fix a tentative schedule. When designing a course it will be essential to agree on the content, the activity types and timeframe with the students and the company they will join after graduation. They also have to avoid focusing on the goals and content alone, but think about the process and learning experience as well. Because in setting up a syllabus of a Business English Course the teacher should carry out the needs analysis which provides

Chapter Two: Teaching Business English

the information about what skills need to be acquired and what topics need to be discussed. In this regard Dudley-Evans & St John (1998) established a model for Business English courses which contains the following aspects illustrated in the following figure:

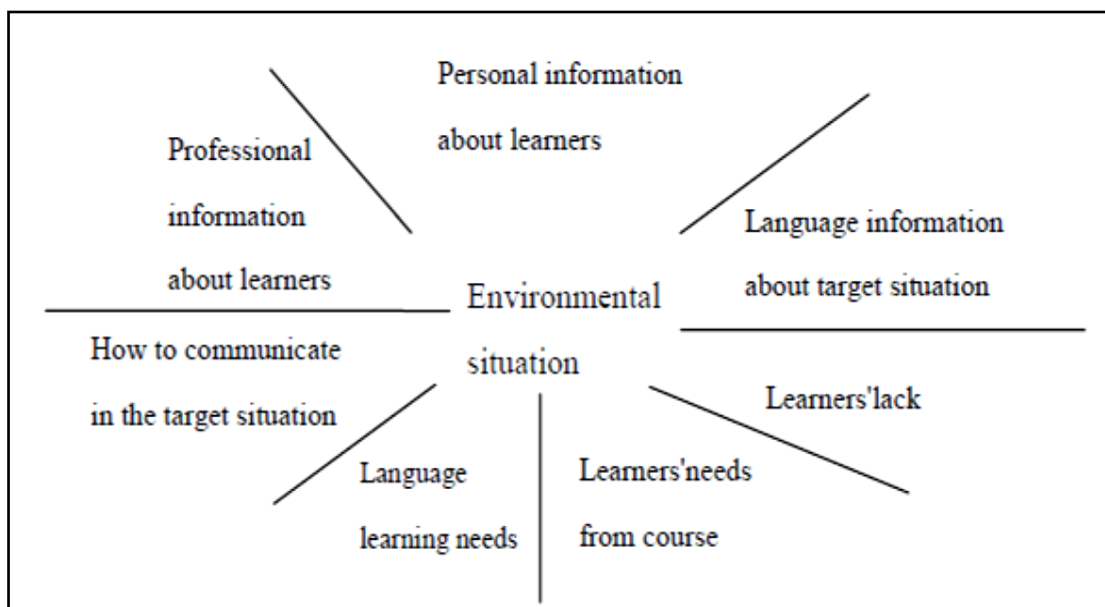


Figure 3: Dudley-Evans & St John's Model of Needs Analysis.

The content of Business English is oriented towards performance Ellis and Johnson (p35) claim that learners need a training to become operationally effective. They sum up the major learners 'needs as follows:

- Confidence and fluency in speaking
- Skills for organizing and structuring information
- Sufficient language accuracy to be able to communicate ideas without ambiguity
- Strategies for clarifying and checking unclear information
- Strategies for following the main points of fast, complex and imperfect speech
- An awareness of appropriate language and behavior for the cultures and situations in which they will operate.

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Furthermore, the students' mother tongue, educational background, knowledge of other languages and other language learning experience should necessarily be taken into consideration when establishing a Business English syllabus. Ellis & Johnson (p78). Additionally, the need of pre-experienced learners will vary from those of job-experienced ones. The syllabus must be defined essentially in connection with business performance skills such as meetings, presentations or report-writing. The useful means in needs analysis are questionnaires, interviews, case studies and observations. These help to determine the objectives for the training program.

According to (Brieger : 38) the first step in determining the vocabulary is to identify the types of communication. He suggests the following communication types:

- ✓ **Specialist to specialist:** this presupposes the need for a range of vocabulary related to share professional issues. The required specialist vocabulary depends on the topic.
- ✓ **Specialist to non-specialist:** the emphasis is put on handling a wide range of management issues both within and outside the specialist area.
- ✓ **Generalist to generalist:** within this category it is important to focus on the wider contexts in which professionals communicate outside the corporate offices and boardrooms. The social side of communication needs to be taken into consideration. The competence of conversing about social, economic, political or environmental issues requires its own set of vocabulary. In this regard Brieger (38) claims that: "in addition to the context-driven and topic-driven vocabulary, there is clearly a need for «general purpose vocabulary» derived from a common core of basic terms".

In our case study, teachers depend mostly on text' readings and explanations of the vocabulary that has a relationship with the domain of economy, management, or commerce. Sometimes they read the texts several times than ask their students to do so, so that they develop their pronunciation skill additionally, they try to link what they have learnt to the Algerian context (companies).

2.8- The Importance of Business English

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Business English is the general term used for English related to international commerce, economy, management and industry. It has become common that non-native English speakers study Business English as a specific means, with the objective of interacting with English-speaking countries, or with companies that use English as a shared language. This is why the importance of Business English can no longer be neglected in the age of the new global business market.

It is unquestionably that English became the working or bridge language for our time, so as a purpose specific tool, the main objectives of business English is to carry the message across and reach agreement. And therefore, it requires a business-oriented English vocabulary and a number of skills such as English letters writing, delivering presentations, negotiations.

Inevitably, English provides a uniting element in many situations of life among which, giving all entrepreneurs and small companies better opportunities on the market and ideal comparative advantage over those who lack the ability to communicate in this language. It is essential for entrepreneurs and managers to be knowledgeable and experienced to communicate successfully with foreign companies, as it is significant that employers realize the importance of learning Business English at the workplace.

Over years, researchers and needs analysts identified a number of language-using tasks that should an employee know to deal with situations that may occur in that workplace these are:

The ability to communicate appropriately with superiors, colleagues and subordinates, and to representatives of other companies from abroad, the ability to assist an English-speaking (native or non-native) person when hosting business partners from abroad, to participate in the social life of the enterprise (e.g. sports and social clubs, etc.) when visiting business partners abroad.

According to some authors there have been four major influences over the last ten years to learn Business English:

The development of technology that pushed people to be connected to a globalised world of business since they can produce goods more cost effectively; the evolution of new markets in Eastern Europe; the huge development in the financial sector which became more effective creating a closely joined world.

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All these significant changes influence the need of teaching and learning Business English. Students now are no longer interested in learning grammar, they need to learn specialized vocabulary; they have to be aware of cultural differences and their indications in the business world to improve effectiveness. Thus the focus on real effective business communication is or should be a feature of the current Business English teaching. The main purpose of teaching it is to enhance the communication skills, the learners' ability to use the language in its most effective way.

Globalization is a dominant feature of post-modern industrial and developing societies. However, the real value of Business English to a company or to an individual is determined by how it is used, how often, and in what situations? For example, in some countries of Africa, South America and Asia, knowing business English not only determines their employment but also their living conditions. Meanwhile, the consequences of not being Business English proficient may result in critical communication failure, risks, in trustiness, poor results in negotiations and overall incapability to carry out international business in a perfect way.

Here are some of the facilities that business English provides to the individual as stated by the National Association for Business Education:

1. The chance to stay up-to-date on the latest technology and business trends, which doubles your employment options: you can work as a teacher or as a businessperson in virtually any industry, based on your area of expertise (accounting, marketing, information systems, management, economics and personal finance, etc.).
2. Rarely, if ever, having to answer the question, "Why are we doing this?" or "When will we ever use this?" Students want to be in your classes because what you are teaching relates to everyday life.
3. The privilege of teaching what you do best, in an environment where every day is different. Bored? Never!
4. Work schedules that are compatible with family life.
5. Respect from the business community for your organizational skills, your expertise in training employees, and your ability to speak the language of business.
6. The opportunity to be actively involved no sitting behind a desk all day with people who love students, love learning, and love life.

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7. Instant rewards: your amazement at seeing the skills your students have learned in such a short time, and their pride in mastering those skills.
8. The chance to belong to a supportive and respected professional team, working alongside colleagues who generously help you develop into the best teacher you can be: by listening, sharing ideas, or mentoring.
9. Students who come back to thank you for what they learned in your class.
10. What you cannot get anywhere else: the chance to help someone believe in himself.

Finally, the importance of Business English now days is that it gives people the edge in a competitive environment as it enables the person how to handle business situations in the appropriate manner.

2.9- Conclusion

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We have dealt along this chapter with some features that characterize both the teacher and the learner of business English as being described as the main core of the learning teaching process.

As learners tend to play an active role in helping teachers choosing the most appropriate approaches, methods and techniques in designing courses, teachers also should be aware of how to conduct NA to meet learners' needs depending on each specific situation.

Teaching business English is not an easy task it, rather requires a lot of efforts from teachers and therefore, they need to be well trained so that they can accomplish this task. By the end of this chapter, we attempted to expose the importance of learning business English and its beneficial outcomes on the professional career of the learner.

Chapter Three

Data Analysis and
Investigation in the
Department Of Commerce,
Economy and Management

3.1-Introduction:

The term ESP had been introduced in Algeria nearly by 1986 in the three largest Universities (Oran, Algiers, Constantine). To fulfill the needs of some professional domains as oil industries, tourism and aeronautics.

In fact, this chapter is considered as an analysis of the results obtained from the investigation done at the level of Commerce, Management and Economy Departments at Adrar University during the academic year 2014-2015. We tried as much as possible to know whether teachers' objectives meet the learners needs and interests. Our questionnaire targeted almost all students who study English at the above Departments besides to the teachers' questionnaire.

Consequently, we will discuss the main results obtained from both questionnaires and we will conclude the chapter with some recommendations and suggestions.

3.2- Overview of the Department of Commerce Economy and Management:

The faculty of Economy, Commerce and Management was founded officially in 2012; according to the executive decree n 12-302 of 04/08/2012, it was amended and supplemented to the executive decree of 01-269 of 18/09/2001 containing the establishment of the University of Adrar. This came after a new restructuring of the university in 2012. The main objectives of the faculty is directed to the scientific research and pedagogical management, it includes the LMD system. The number of students is about 1624 students in the license 988 students. Among them 352 students in first year, 321 students in the second year and 315 students in third year.

For Masters degrees 635 students, in the first year there are 346 students and in the second year there are 289 students on three levels: Economic Sciences, Commerce Sciences, Management Sciences. The number of teachers is 69, one of them is for higher education; six of them are lecturers in the Commerce sciences, five of them in Economic sciences, and five of them are in the Management sciences. Also six are assistants in the Commerce sciences, eight of them in the Economy sciences, and then ten of them in the

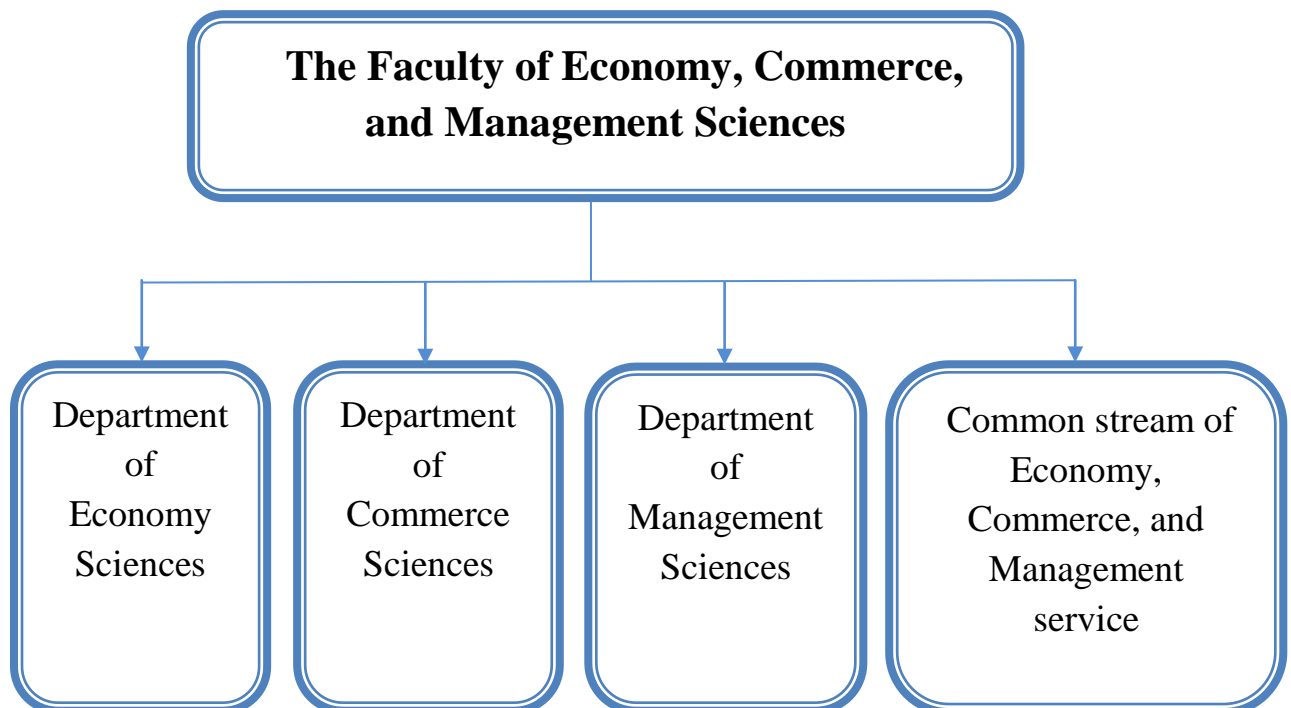
management sciences. There are 28 teachers working for partial time, eight of them in the Commerce sciences, ten of them in the Economic sciences, and then eight for the Management sciences. The First year Masters study English once a week and they are divided into three groups each group has its timing.

3.2.1-Regulation and reconstructing;

The faculty includes three pedagogical Departments:

- Commerce Sciences Department.
- Economic Sciences Department.
- Management Sciences Department.

Figure 4 : The Oranizational Structure of Economy, Commerce, and Management Sciences Departments



3.3- Questionnaire:

A questionnaire is used as an instrument for our research to collect the needed information about the importance of learning business English. The questionnaire also enables us to know the students' attitudes towards English language in general and the most difficulties they face when learning English.

3.4- Aims of students' questionnaire:

For the sake of gathering information regarding the present status of learning English in the Departments of Management, Commerce and Economy at the University of Adrar during the academic year 2014-2015, we have distributed 100 copies of the questionnaire to the first, second, third BA students and first year Master students. But we received 97 copies with answers 45 in management, 43 in commerce, 9 in economy. The questionnaire was given to students to know their awareness about the importance of learning English in their field.

In addition, it helps us to know whether students are satisfied with the amount of time devoted to learn English and whether they have a given syllabus to be followed in their courses. Students are asked to answer by "yes" or "no" and sometimes, they choose the right answer from different options.

3.5- Analysis of the Students' questionnaire:

For the sake of gathering information regarding the present status of learning English in the Departments of Management, Commerce and Economy at the University of Adrar during the academic year 2014-2015, we have distributed 100 copies of the questionnaire to the first, second, third BA students and first year Master students. But, we received 97 copies with answers 45 in management, 43 in commerce, and 9 in economy. After analysing the answers provided by 97 respondents, we obtained the following results:

Question 1: Do you like the English language?

Results:

Table 1: Students' opinions towards English language

Departments	Yes	%	No	%
Commerce	38	88.37	05	11.63
Management	32	71.11	13	28.89
Economy	07	77.78	02	22.22

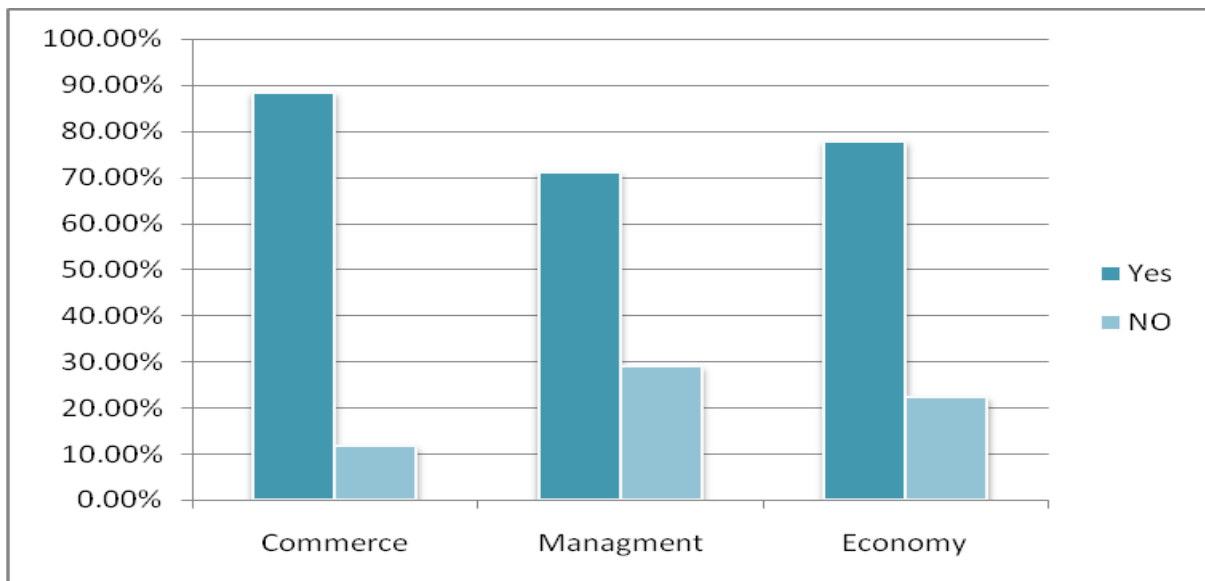


Figure1: Students' opinions towards English language

Results Interpretation:

The first question tends to demonstrate whether students like the English language in the Departments of Commerce, Management, and Economy. As it is mentioned in Table 1, students of these departments are aware of the importance and the effectiveness of English language in their field and therefore they, for example, 38 of commerce students (88.37) revealed that they like English, whereas, only 5 of them (11.63%) said that they dislike English. 71.11% of management students answered positively. Yet, (28.89) of them have

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answered negatively. Almost all economic sciences' students also have answered that they like the English language. Whereas, only (2) of them answered with 'no' i.e they do not like English.

Question 2: What do you prefer, GE or TE, please explain why?

Results:

Table 2: Students' opinions towards GE and TE

Departments	GE	%	TE	%
Commerce	09	20.93	34	79.07
Management	08	17.78	37	82.22
Economy	/	/	09	100

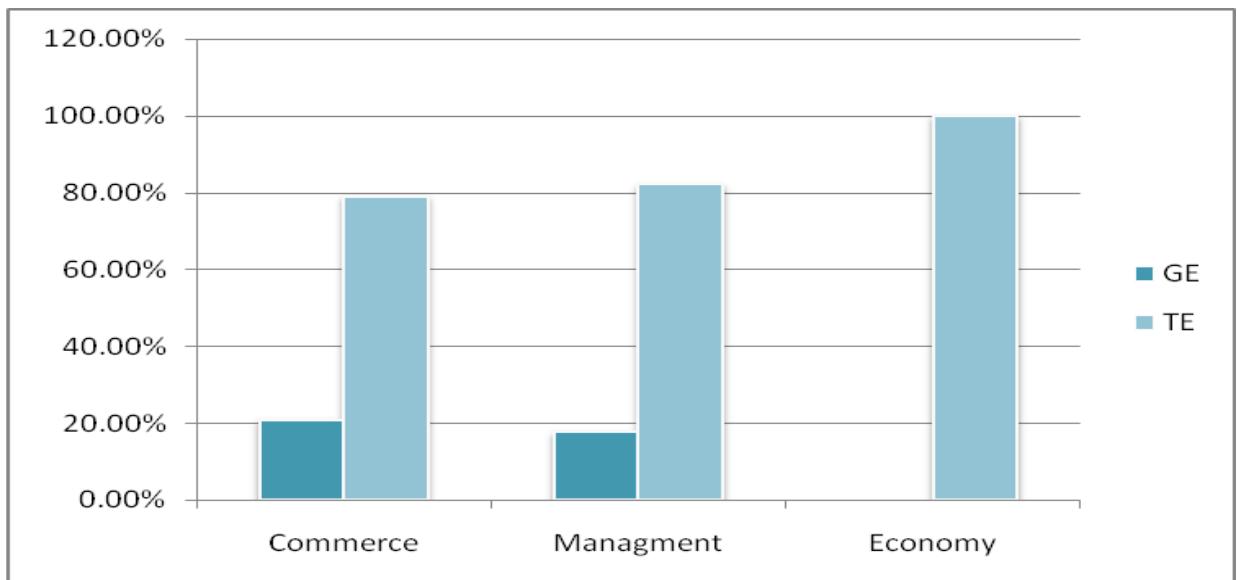


Figure2: Students' opinions towards GE and TE

Result Interpretation:

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This question was designed to know whether students prefer GE or TE. 34 of Commerce students prefer TE which means (79.07%), 37 of Management students prefer also TE who represents (82.22%) and all students of Economy (9) also prefer TE which represents 100%. The explanations vary from one student to another. Most of them consider TE is designed to serve their needs as work or business mainly in this area where technology and science characterize and dominate all aspects of life.

However, the minority who prefer GE see that it is easier, larger, richer and widely used than TE. Moreover, they think that GE makes it easy to master TE.

Question 3: What are the language difficulties you face?

Results:

Table 3: Most difficulties faced by students

Departments	Reading		Writing		Listening		More than one difficulty	
Commerce	13	30.23	20	46.51	07	16.27	03	6.97
Management	12	26.66	19	42.22	20	8.88	14	31.11
Economy	03	33.33	04	44.44	02	22.22	/	/

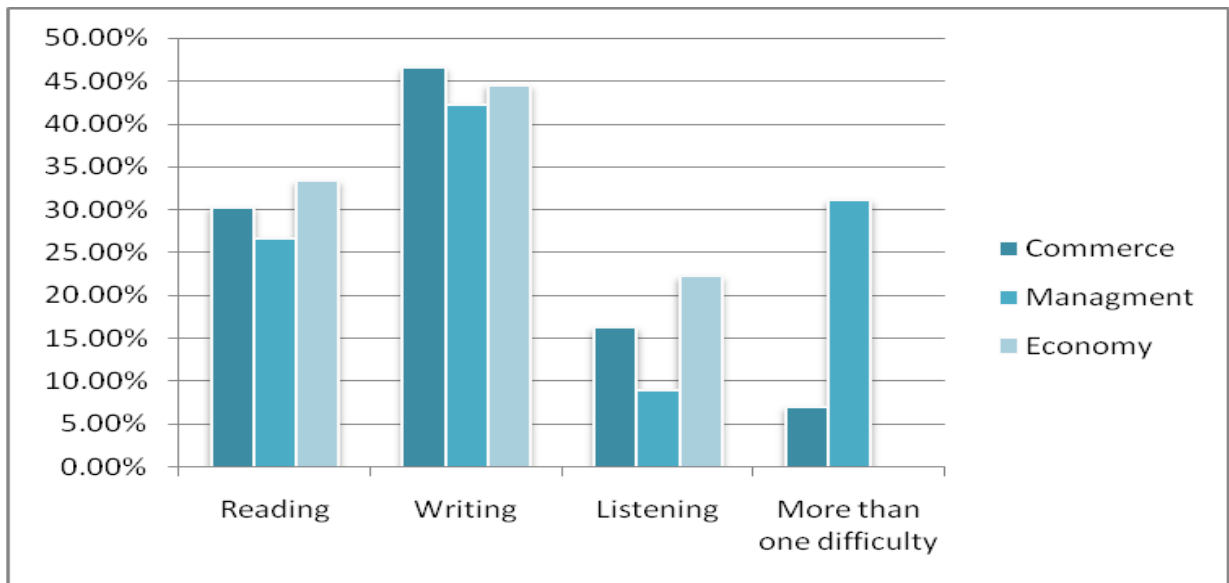


Figure3: Most difficulties faced by students

Results Interpretation:

This question aims to identify the difficulties most students face. 13 of Commerce students face difficulty in reading skill which represent (30.23%), and 20 of them suffer from writing problems. Yet only 7 of them face listening difficulty and 3 of them mentioned more

For Management students 12 of them have reading deficiency (26.66), 19 of them face writing difficulty (42.22) whereas, 4 of them (8.88) suffer from listening difficulty and 14 students sided with more than one difficulty. 3 of economy students suffer from reading skill difficulty, 4 of them face writing problems and 2 of them suffer from listening difficulty, but no one mentioned that they suffer from more than one difficulty.

It is quite noticeable that most students of the three Departments face writing skill problem.

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

Results:

Table 4: Students' self evaluation

Departments	Very good		Average		Poor	
	Count	Average	Count	Average	Count	Average
Commerce	01	2.33	25	58.14	17	39.53
Management	00	/	20	44.44	25	55.55
Economy	00	/	04	44.44	04	55.56

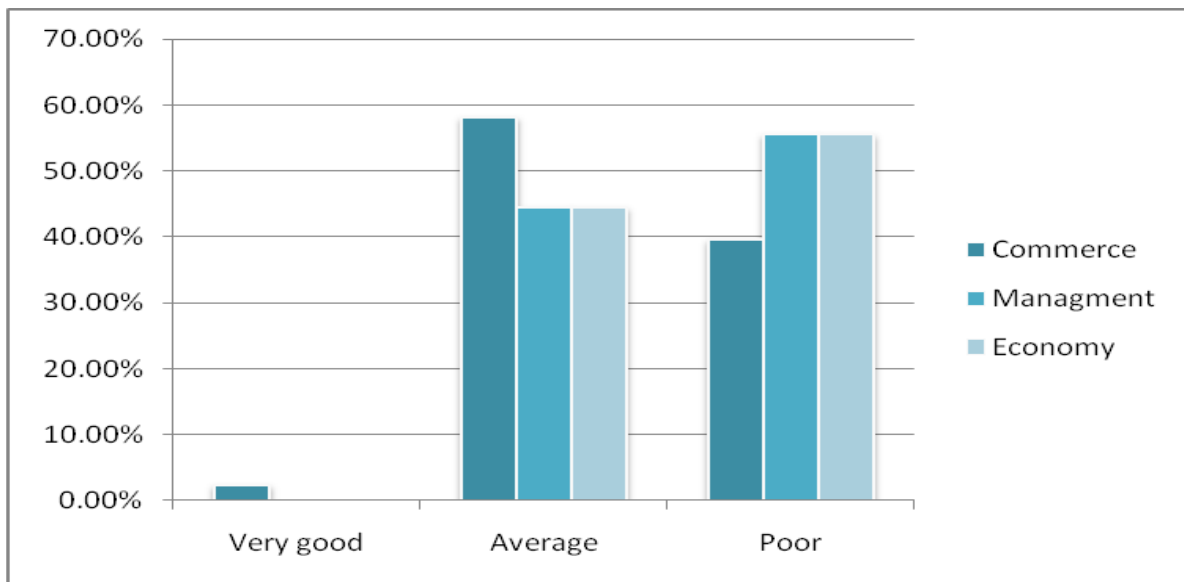


Figure4: Students' self evaluation

Results' interpretation

This question's aim is to get perception of the students' evaluation in English. As it is indicated in the table above, 25 of commerce students described their level as being

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average i.e., (58.14%) and 17 of them consider their level poor (39.53%). However, only 1 student described his level as being good. 25 of management students classify their level as poor which means (55.55%) and 20 of them (44.44%) as being average. For economy students, 5 of them are poor i.e. (55.56%) yet, 4 of them have an average level (44.44%).

Question 5: What is the role of your teacher?

Results:

Table 5: Students' opinions towards teacher's role

Departments	Controller		Guider		Manager	
Commerce	02	4.65	28	65.12	13	30.23
Management	02	4.44	31	68.89	12	26.67
Economy	03	33.33	06	66.67	/	/

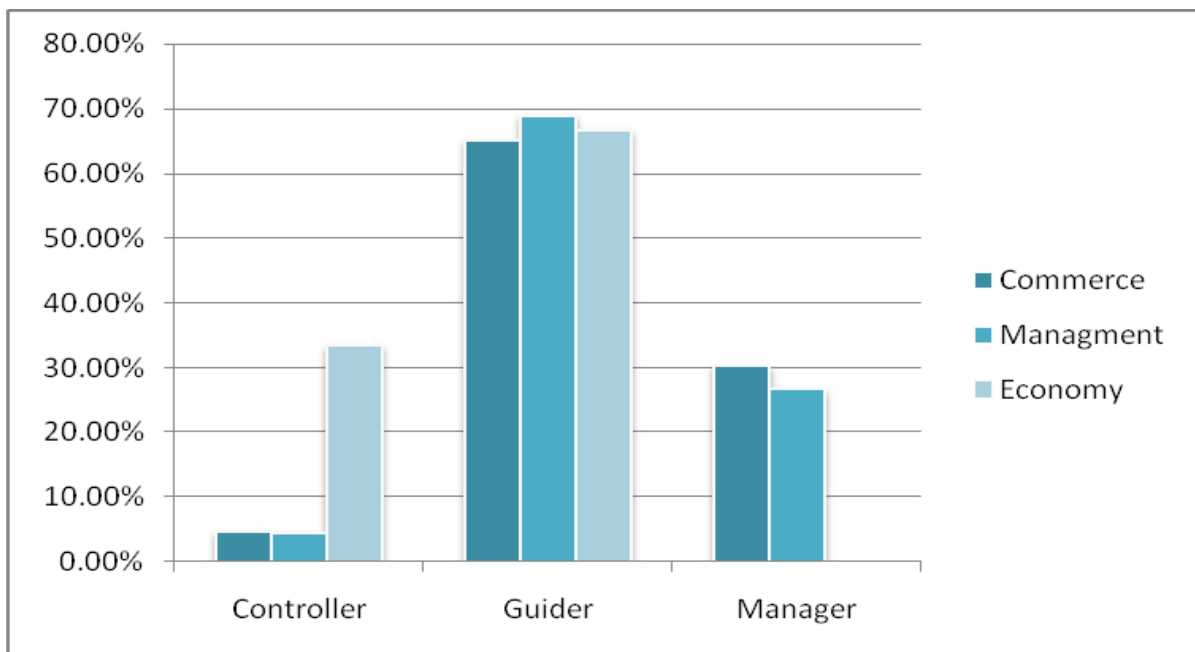


Figure 5: Students' opinions towards teacher's role

Results' interpretation:

This question deals with the role of the English teacher in classes of commerce, management and economy. As it is mentioned, the majority of students consider their teacher as a guider.

Question 6: Is there any program to be followed in teaching B.E?

Results:

Table 6: Syllabus' existence

Departments	Yes	%	No	%
Commerce	37	86.04	06	13.95
Management	38	84.44	07	15.56
Economy	08	88.89	01	11.11

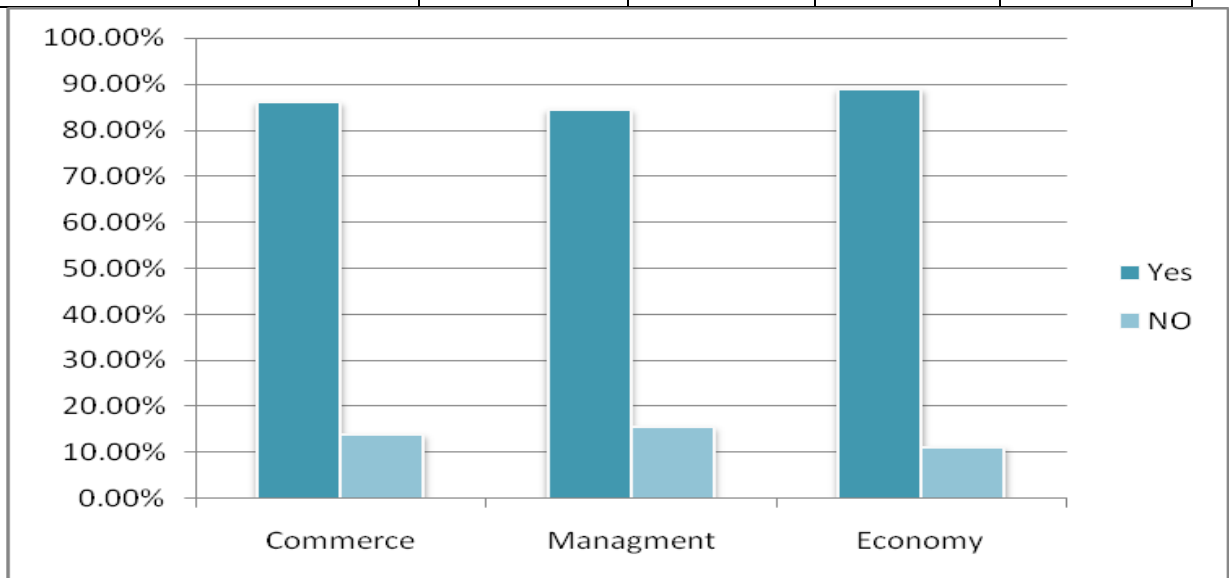


Figure6: Syllabus' existence.

Results' interpretation:

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The sixth question tends to determine whether there is any programme concerning English courses. The expectations of the students and the specification of the official curriculum will determine and transcribe the effectiveness of language programme (Nunan, 1989, p17) in relation with this almost 37 of commerce students, 38 of management students and 8 of economy students revealed that the English course is based on a specific programme designed with regard to their needs. While the minority of them answered negatively i.e., there is no programme concerning English courses.

Question 7: Is the English language important for the Departments of Commerce, Management, and Economy?

Results :

Table 7: The importance of English language

Departments	Yes	%	No	%
Commerce	39	90.70	04	9.30
Management	29	64.44	16	35.56
Economy	09	100	/	/

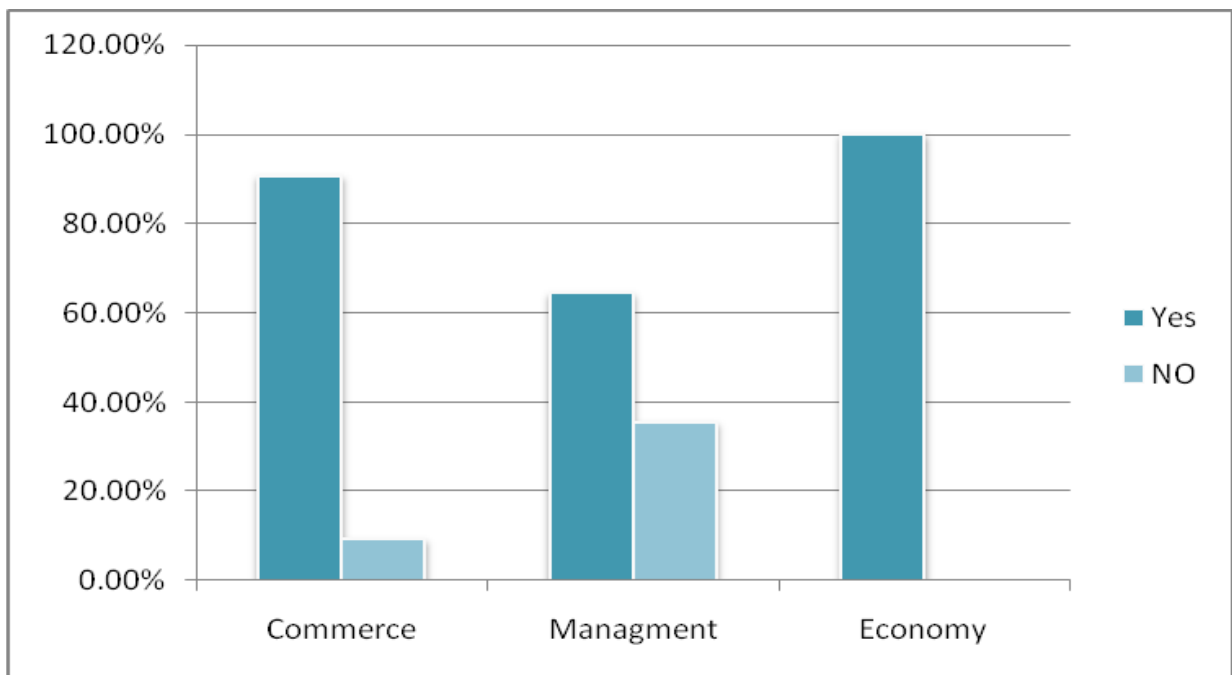


Figure7: The Importance of the English Language

Results' interpretation:

This question aims to know whether students are aware of the importance of the English language according to their fields. As it is noticed in the table above, almost all students consider English as an important module in their departments. 39 students of commerce department i.e, (90.70%). 29 students in management department i.e, (64.44%). 9 of economic students who represent 100% of the sample.

Question 8: Do you have other chances where you use English?

Results:

Table 8: Other opportunities for using English

Departments	Yes	%	No	%	Some	%
Commerce	14	32.56	17	39.53	12	27.90
Management	13	28.89	14	31.11	18	40
Economy	3	33.33	03	33.33	03	33.33

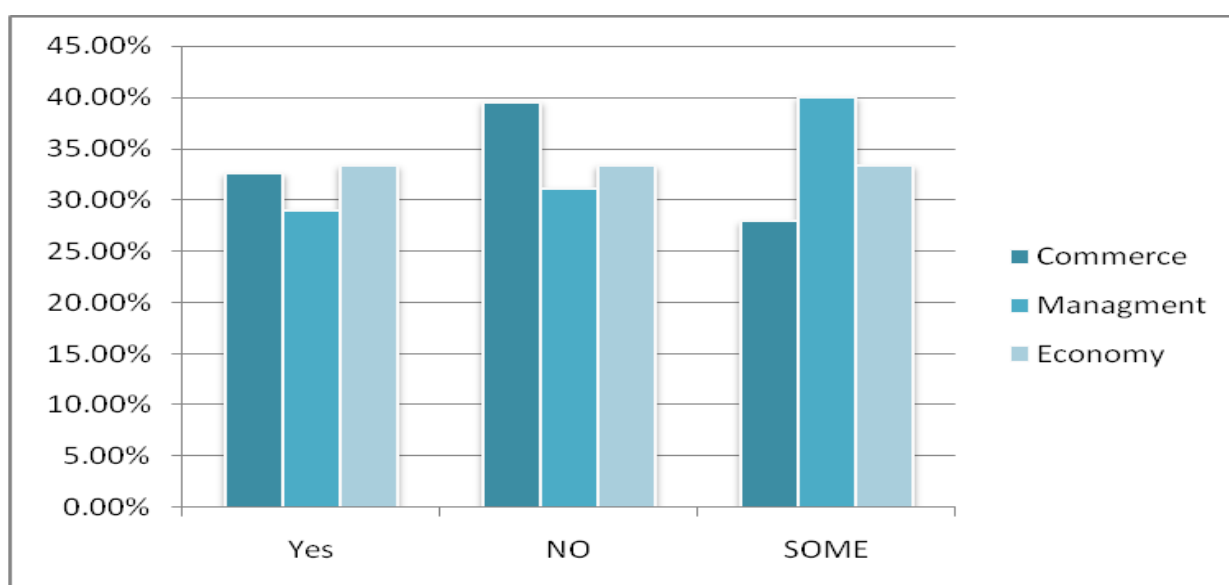


Figure8: Other opportunities of using English

Results' interpretation:

In this question, we tackled whether students have any chances to practice English. 14 of Commerce students have other chances to use English i.e., (32.56%), and 17 of them responded negatively which means (39.53%) However, 12 of them (27.90%) have sometimes chances where English is used.

According to Management students, 14 of them (31.11%) answered with no i.e, they do not have other chances to use English. 13 of them (28.89%) reported yes they have, and 18 of them sometimes have extra chances to speak English which represents (40%). Into Economy Department students, 3 of them did not have chances, 3 of them have chances and 3 of them sometimes have some chances.

It is obvious that students rarely if never have the opportunity to use English, so their chances to improve their level of English is limited since it is the second foreign language in Algeria.

Question 9: Does your teacher engage you in the session of English?

Results

Table 9: Students' participation in the session

Departments	Always	%	Never	%	Sometimes	%
Commerce	14	32.56	18	41.87	11	25.59
Management	10	22.22	09	20	26	57.78
Economy	03	33.33	03	33.33	03	33.33

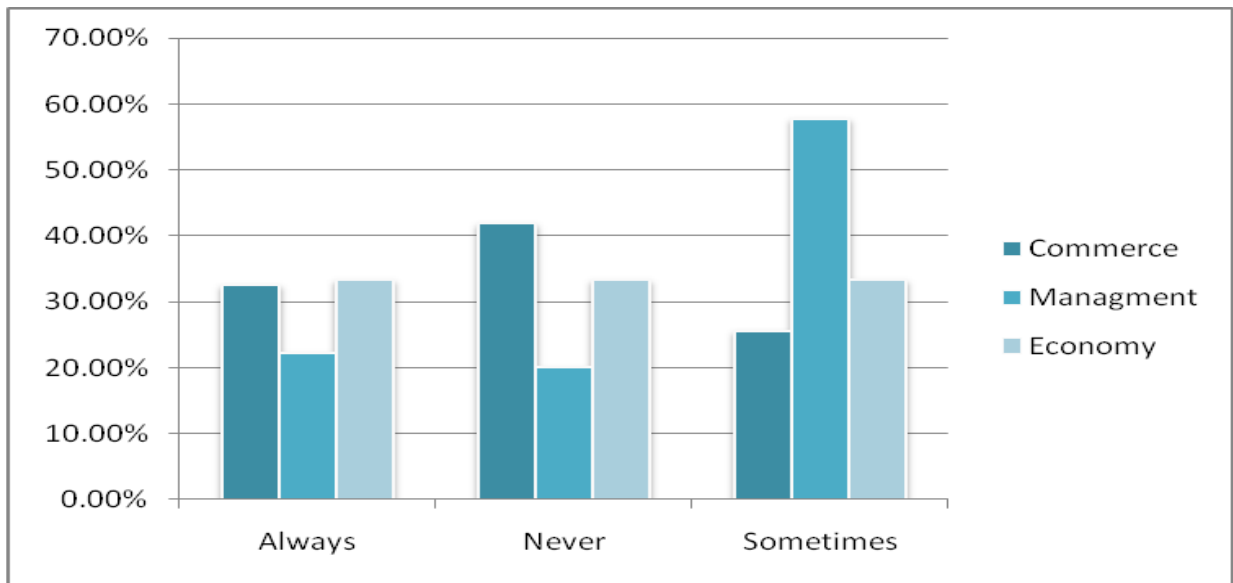


Figure9: Students' participation in the session.

Results' interpretation:

This question was asked to know whether the teacher does engage his students in the teaching-learning process to make them able to use English freely and properly. Also in order to improve their listening skill, conversation and prepare them for future interviews that they will face in their workplace later.

For Management students 10 of them responded by always being engaged (22.22%), 9 of them responded by never (20%). While 26 of them said sometimes are engaged i.e., (57.78%). However, 3 economy students responded with always (33.33%), other 6 of them said sometimes are engaged i.e., (33.67%), and the rest answered by never.

Question 10: Do you try to enrich your level of English?

Results

Table 10: Students' attempt of enriching their level

Departments	Always	%	Never	%	Sometimes	%
Commerce	09	20.93	05	11.62	29	67.44
Management	05	11.11	06	13.33	34	75.56
Economy	03	33.33	/	/	06	66.67

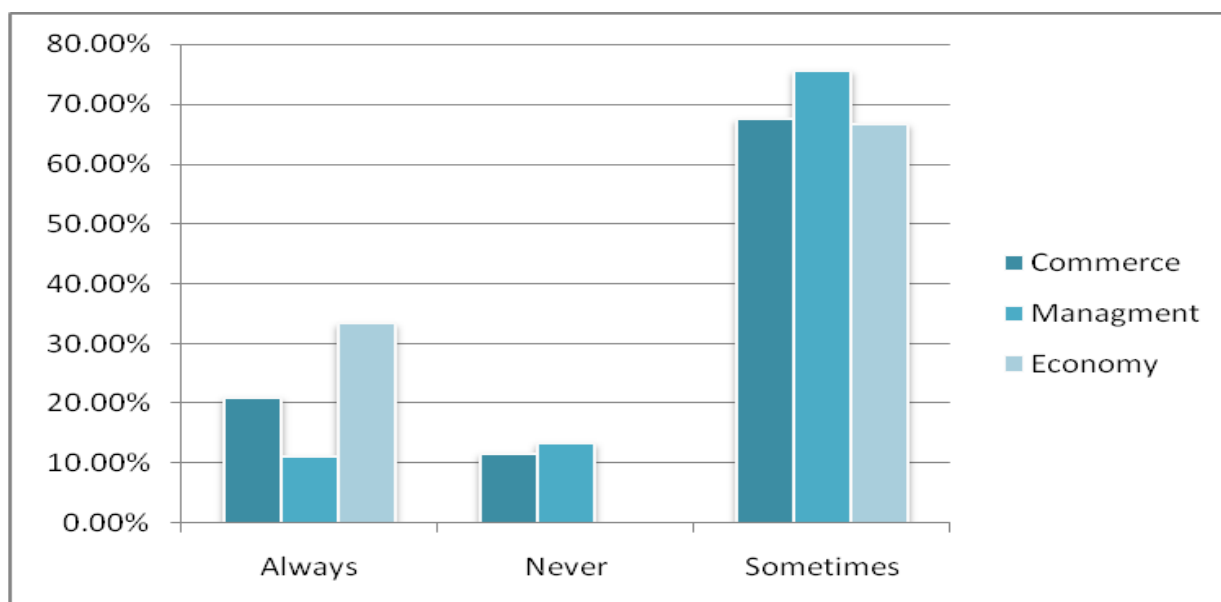


Figure10: Students' attempt of enriching their level

Results' interpretation:

The tenth question was proposed to know whether students show any initiative to learn English besides to their teacher's role. Questionnaire results show that the majority of students sometimes try to enrich their level in English. 29 of the commerce students (67.44%), 34 of management (75.56%) and 6 of economy students i.e., (66.67%) rather than never or always.

Question 11: In your opinion what is the best way to learn English, writing, reading or listening?

Results:

Table 11: Students' best way of learning English

Departments	Writing		Reading		Listening	
Commerce	07	16.27	21	48.83	15	34.89
Management	06	13.33	22	48.89	17	37.77
Economy	/	/	07	77.78	02	22.22

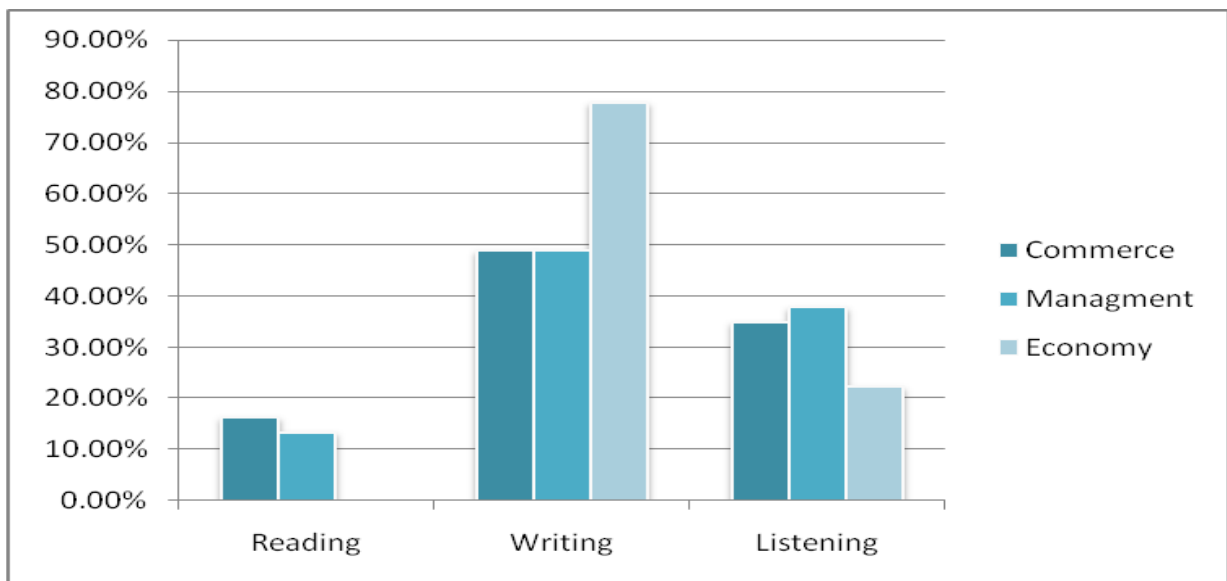


Figure11: Students' favourite way of learning English

Results' interpretation:

We mean by asking this question which skill is most suitable for learning English language. As it is mentioned in the results above, reading and listening are the most preferable skills through which students learn English. For commerce students, 21 (48.83%) learn through reading and 15 of them choose listening (34.89%). According to

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management students, 22 of them consider reading as best skill to learn English (48.89%) and 17 of them prefer listening skill (37.77%). For economy students, 7 of them like reading (77.78%), 2 of them prefer listening whereas no one prefer writing.

Question 12: Is the amount time devoted to English lectures enough?

Results:

Table 12: Students attitudes towards the time allocated to English courses.

Departments	No	%	Yes	%
Commerce	15	34.89	28	65.11
Management	13	28.89	32	71.11
Economy	02	22.22	07	77.78

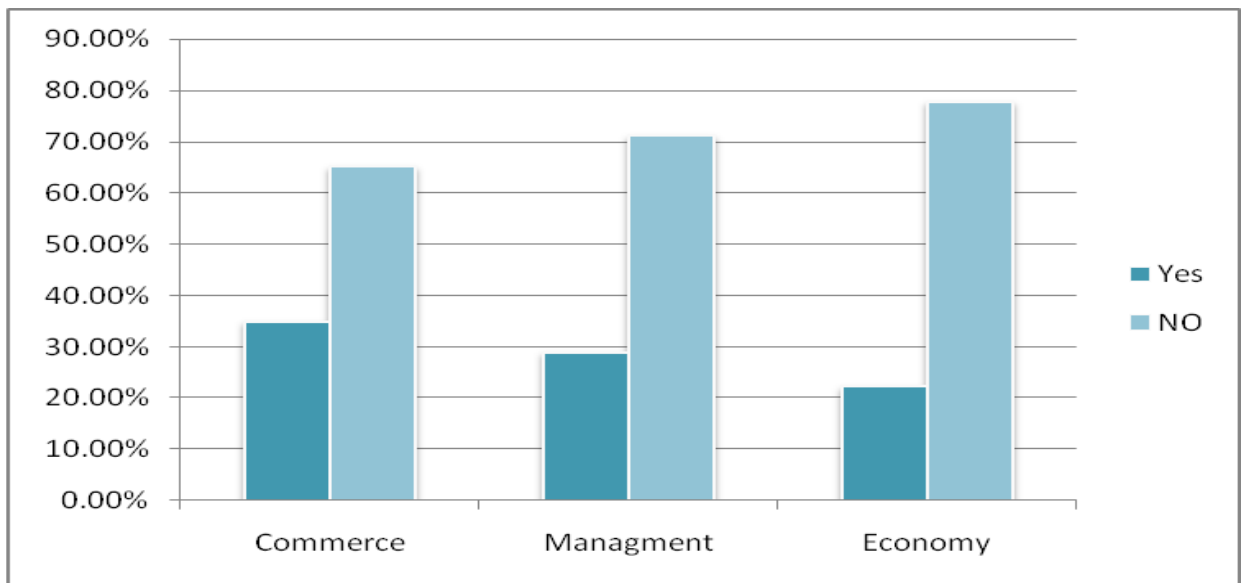


Figure 12: Students attitudes towards the time allocated to English courses.

Results' interpretation:

The question is given to consult the learners views about the time offered to English lectures, it tries to find out whether it is enough or requires more additional hours. The enquiry reveals the fact that almost 28 of commerce students, 32 of management and 7 of economy see that learning English for one hour and half it not sufficient, whereas, only 15 in commerce, 13 in management and 2 in economy believe that the time given to English learning was satisfactory. In this regard, (Robinson 1989) considers that time is an essential factor which must be taken into account when conducting an ESP course, he stated:

"ESP courses are normally constrained by a shortage of time" p(398).

3.6-Discussion of Students 'questionnaire:

On the basis of analyzing the students 'questionnaire we note that for instance, results of (Q 1) have revealed that students of Commerce ,Economy and Management like the English language. That is to say, they showed their tendency to learn the English language knowing that learning a foreign language is to speak and communicate with. Regardless, the position of the English language as the first world lingua franca.

This question goes in hand with (Q7) that was asked to know whether students are aware of the importance of business English. According to the majority of students, they responded by yes. This finding gives a direct answer to our research problematic. It confirms what we have already explained in the theoretical part of Chapter Two, where we mentioned both the significance of business English and the facilities it provides to learners.

It is quite clear that, students are aware of the significance of business English in their fields; therefore, they showed strong will to learn and acquire English language mainly because they need it more than any other language in their occupational life

Concerning (Q2) which was about students 'options towards GE or TE, findings asserted that 79.07 of commerce students, over than 82.22 of management students and 100 of economy students preferred technical English rather than general English. This question also is another answer to our research; it proved that technical English in general and business English in particular is different from general English. Students preferred technical English because it deals with a certain vocabulary that fits the learners 'needs. It

is also more specific in matter of language learning that is to say, students get what they need and what their workplace requires. Unlike learning GE, which gives the learner general background of language. Another reason behind students' preference of TE rather than GE is that, in business English learners are supposed to obtain a comprehensive mastering of the English demanded by business communications and therefore, traditional teaching skills may not be suitable in business English teaching. Apparently, students preferred TE which is BE in this case rather than GE.

In fact, the revealed results supported the ultimate objective of this dissertation which is clarifying the importance of BE in the life career and the great difference between GE and BE besides to students 'consciousness about learning Business English advantages.

3.7- Teachers Questionnaire

3.8- Aims of the Questionnaire:

It is necessary to provide a questionnaire for teachers besides students' questionnaire to know teachers 'attitudes towards teaching the task of business English in general. It also aims at investigating the teachers 'points of views concerning the difference between teaching GE and BE, their encouragement to students about learning English, whether they have received any training of teaching this task, besides to their satisfaction of the devoted time of teaching business English.

3.9- Description of the Teachers Questionnaire:

Concerning the teachers' questionnaire, it is divided into two parts. The first part included teachers 'background in terms of their qualifications, their age and their status as teachers. Whereas, the second part included teaching practice, it consists of ten (10) questions.

3.10- The Teachers Questionnaire Results:

We will not use percentages to present the teachers 'questionnaire since our sample consists of three teachers.

Q1: Do you think teaching business English is different from teaching general English?

Chapter Three: Data Collection, Results and Analyses

This question was asked to know whether teachers realize the difference that exists between BE and GE. From the results obtained we can recognize that the teachers realize the difference between BE and GE in matter of teaching.

Q2: Have you received any specific training in BE?

The aim of this question is to know whether teachers are trained in the task they are teaching. The two part time teachers responded with no. They instead, work in collaboration with previous teachers in Commerce, Management, and Economy departments. However, one teacher has received a training in teaching business English.

Q3: How do you evaluate your teaching act?

The third question is raised to know whether teachers are satisfied with their teaching method and how do they evaluate it so far. Results showed that two teachers described their teaching as being good as far as they know from their learners' interactions. While the permanent teacher preferred to let his students judge his level of teaching.

Q4: How long have you been teaching BE?

The principal purpose of asking this question was to get an idea about teachers 'experience in teaching BE. So the results revealed that only one teacher who had four years of teaching whereas, two years for the remaining two teachers.

Q5: Do you encourage your students to learn the English language, why?

The current question's aim is to know whether teachers motivate their students. All teachers responded by yes, they encourage their students to study English due to its rank and position internationally.

Q6: Do you feel that your students are motivated to learn English?

By asking this question we tended to know whether teachers push their students to learn English. All teachers reported by yes since it was already stated in question 5 above when they answered by yes they motivate their learners.

Q7: What are the approaches and methods you depend on and why?

In other to know which approaches and methods teachers apply in their teaching task we asked the seventh question. Results clarified that the permanent teacher adopted reading books, listening and dialogues. While the answers of the part time teachers were as follow:

Link the data to examples that are related to the student's backgrounds.

We simply, apply competency-based approach, because it focuses on the results of learning. Its aim is addressing what the learners are expected to do rather than on what they are expected to learn about.

Q8: Do you think the program is efficient?

In a trial to see whether teachers are satisfied with the program they are using, we asked the above question. The fully fledged teacher thought that reading books is the most efficient way to enrich the student's vocabulary and acquire a good pronunciation. The other teachers responded by yes to some extent, but they do their best.

Q9: Do you think the time devoted to learn English is enough?

We asked the above question to know whether the time allocated to teach English is sufficient. All teachers agreed that one session for teaching English module is not enough.

Q10: Do you engage your learners in the learning process?

The above question was raised to see whether teachers help their students to take part in the learning process. It is noticed that all teachers engage their learners in the process.

3.11- Discussion of the Teachers 'Questionnaire:

The results obtained from the teachers' questionnaire will help us understand the teachers 'attitudes and perceptions towards the importance of business English teaching in economy, management and commerce departments at Adrar University.

Chapter Three: Data Collection, Results and Analyses

Starting with the first which is about the difference of BE and GE. Teachers also confirmed our hypothesis as it was already proved by students' opinions. This fact can be recognized from the teachers' responses when they consider BE as a field of research on its own talking a specific domain of science (economy, business, finance...etc).

Concerning whether teachers encourage their students to learn English (Q5) and (Q6) whether their students are motivated or not. Teachers answered positively. All these questions were asked to know the awareness of BE importance.

Teachers asserted that English is an international language used in today's world business and therefore, they emphasized to encourage their students learn it since it is much required in their field. Even students approximately gave the same responses when they were asked the same question.

Equally important, all teachers reported that they motivate their students to learn English. They believe that motivated teachers produce motivated students. On the other hand, English is a foreign language in our case so teachers have to do their best in making students learning such language and communicate with it. Regarding whether the time devoted to teach the English module is sufficient or not, however, the question was asked to both teachers and students. Students thought that it is quite enough to study English one hour per a week though the previously expressed their positive perceptions and motivation

Unlike students, teachers considered the time designed to teach English as being insufficient. They believe a TD session of (1h 30min) per a week is never adequate to get a considerable knowledge about any language. Business English learners should have a heavy linguistic repertoire that fits their field of study and work.

Indeed, this question's aim is to see the importance of English in the field of business on one hand. And clarify that the time allocated by the administration of the faculty to teach English in departments of commerce, management and economy is not adequate on the other hand.

Briefly speaking, almost all what was obtained from the data collection confirmed that teaching BE to economy, management and commerce students at Adrar University is of great importance. These outcomes enhanced the present research's hypothesis.

3.12- Recommendations:

All the above results confirmed our hypotheses at the beginning of our research, and nearly shed light on the current status of Business English at the Departments of management, commerce, and economy. Indeed, we hope that the following recommendations and suggestions will contribute in enhancing the position of BE, and will be taken into consideration:

- Expand the time allowed to Business English courses to 3 hours per week and TD section is much recommended.
- It would be of a great feat if the Department of Management, Commerce and Economy periodically organises study days concerned with Business English and its importance.
- Encourage training students in the final year of graduation, to profit from the existence of foreign companies in Adrar, to practice what they have learnt in BE courses.
- Teacher team cooperation, i.e. teachers at the level of Commerce, Management, and Economy department ought to organise and establish meetings and seminars in order to create and design a suitable syllabuses, curriculums and programs in accordance with the learner's needs lacks and wants.
- Student's needs and interests have to be given priority in the elaboration of the BE syllabus since there is no official teaching curriculum.
- Expand the English course to involve all students of these Departments. This fact enables students to benefit as much as possible from the area of BE.
- Students must be engaged in conversations in order to improve their speaking skill.
- Involve students in activities that they will deal with in their workplace like presentations, negotiations and writing reports.

3.13-Conclusion:

Along this chapter we provided a background concerning the creation, teaching staff and their qualifications besides to the current number of students in the Department of economic sciences, commerce sciences and management sciences.

During our investigation we dealt with all students who study English LMD so that our analyses become more attainable. We also exposed the results obtained from both students and teachers' questionnaires then, we gave detailed discussion of the most important questions concerning students and teachers results.

Finally, we concluded with a set of recommendations and suggestions for our study hoping that it will be taken into consideration.

General Conclusion

General Conclusion

The study highlighted some important aspects of the task of teaching Business English to Commerce, Management and Economy Department. Through this research we stated that students of the above departments need to know the importance of English language according to their domain. We also tried to mention the distinction that exists between learning general English and business English.

The present dissertation is a total of three chapters. Both first and second chapters are considered as the descriptive part of the study. As far as the third chapter is concerned we have administered two questionnaires one for students and another one for teachers

As far as the first chapter is concerned, we gave a general view about the area of English for Specific Purposes (ESP), its different definitions stated by different authors, its branches (EAP) referring to the English taught in academic contexts, (EOP) English used in occupational areas, (EST) English used for science and technology. We also tackled the reasons behind its emergence. Then, we gave a number of definitions to the task of business English and its beginnings. We concluded this chapter by showing the vast difference that exists between English for General Purposes and English for Business Purposes.

The second chapter dealt with teachers and learners which are the corner stones of the any field of teaching by mentioning their characteristics as being different from other learners and teachers of other fields. We also assigned the third section of this chapter to explain the needs analysis for the business English course as being different from general English course. Lastly, we exposed the importance of learning business English and how it will help its learners in their professional career. While, the third chapter was totally devoted to the analysis of data collection from teachers and students' questionnaires and some recommendations.

All in all, the obtained results confirm our hypothesis that the English language is important in the field of business. Results show that students of Economy, Commerce and Management need BE more than GE in their domain. Along this study we have noticed that: (1) learners need to be taught reading and writing skills to improve their level in English; (2) teachers are not satisfied with time of teaching, they instead seek extra hours

so that they can give more information and clarifications about business English; (3) students don't have other opportunities to use and practice English except from the session. Furthermore, the study is useful for both learners and teachers of business English because it shed lights the need for learning such task and it also clarifies the main elements they should take into account.

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Appendix 1

Appendix 1: Students Questionnaire:

Dear students,

Your answers will be of a great value for our research and data will be treated with great confidence.

Please tick the appropriate box (es) or give a full answer whenever necessary.

Question 1: do you like the English language?

Yes

No

Question 2: what do you prefer, please explain why?

General English

Technical English

Question 3: what are the difficulties you mostly face?

Listening

Writing

Reading

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

Good

Average

Poor

Question 5: in your opinion what is the role of your teacher?

Controller

Manager

Guider

Question 6: is there any programme to be followed?

Yes

No

Question 7: is English important in your department?

Yes

No

Question 8: do you have other chances where you use English?

Yes

No

Sometimes

Question 9: does your teacher engage you in the section?

Yes

No

Sometimes

Question 10: do you try to enrich your level in English?

Yes

No

Sometimes

Question 11: what is the best way of learning English?

Listening

Writing

Reading

Question 12: is the amount time devoted to English lectures enough?

Yes

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Appendix 2

Appendix 2 Teachers questionnaire:

Your answers will be of a great value for our research and data will be treated with great confidence.

- BACKGROUND INFORMAYTION

Age:

3-What is your status as a teacher?

-Fully fledged permanent

Part time vacataire

-TEACHING PRACTICE:

1 do you think teaching business English is different from general English?

.....
.....

2 Have you receive any specific training in Business English?

.....

3 How do you evaluate your teaching act?

.....

4 How long have you been teaching Business English?

.....

5 Do you encourage your students to learn English?

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.....

6 Do you feel that your students are motivated to learn English?

.....
.....

7 What are the approaches and methods you depend on and why?

.....
.....

8 Do you think that the program you are using is efficient?

.....
.....

9 Do you think the time devoted to learn English is enough?

.....
.....

10 Do you engage your students in the learning process?

.....
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