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**Identifying the Learner and Learning Needs in
ESP**

**Third year Students of Economic Department at
Adrar University as a case for study**

**Dissertation Submitted in Partial Fulfillment of the Requirements for a
Master's Degree in Linguistics**

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Dedication

I would like to dedicate my work to:

My dear Father, my forever Hero.

My kind Mother, the reason of what I become today.

My lovely Sisters and Brother whom I love the most.

My beloved Grandparents and Aunties who were my second lovely family during
studying at University.

My best Friends with whom I shared the most beautiful memories in my life.

All the teachers who taught me from Primary school to University.

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Abstract

Learning English opens up a world of opportunities in the different domains of our life, especially in the Economics Globalization nowadays. English for Specific Purpose has been developed to meet the learners' specific needs, yet teachers at the Faculty of Economics, Business, and Management sciences in the University of Adrar failed to come up with the appropriate syllabus to achieve such goal. The following study aims to explore the difficulties and challenges that face students concerning learning English, and try to enhance the quality of teaching/learning English for economics. Since an effective language learning and teaching may be well improved after identifying the students' needs and interests, we followed a quantitative methodology by distributing a questionnaire to a group of 30 students of 3rd year economics then analyzing it carefully. The results showed that students are in real need to improve their English in the four skills because they are not as competent as they should be at third year license. We concluded that, these given learning needs will support not only the administration but also the teachers in designing the suitable courses for students and providing them with the needed materials at the Faculty of Economics, Business, and Management sciences at Adrar University.

Key words: ESP, Needs analysis, Economics Students, learning/teaching English, syllabus.

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List of Acronyms and Abbreviations

ESP	English for Specific Purpose
EFL	English as a Foreign Language
GE	General English
EAP	English for Academic Purposes
EOP	English for Occupational Purposes

General Introduction

Problem Statement

It is known that General English differs from English for specific purposes in many sides; the latter contains different branches in which each branch of it needs a specific kind of English that fulfills the needs of its learners. Students of 3rd year economics at the faculty of Economics, Business, and Management sciences in the University of Adrar are facing critical obstacles in learning English taught by their teachers; which is not suitable for their needs. Therefore, this study will clarify the status of learning/teaching English in economics classes and seek to resolve these obstacles preventing students from excelling in the learning process.

Research Questions:

- What are the main reasons that led to the failure of teaching/learning English of economics?
- What are the difficulties that economics students face regarding the learning of English?
- What are the students' perceptions and expectations towards learning English?

Hypothesis:

This research paper presupposes that:

-The failure of teaching/learning English at the faculty of economics is a result of:

- Weak level of students
- Teachers' wrong choices of lessons,
- Unsuitable syllabuses

General Introduction

- Poor teaching quality.

-Effective language learning and teaching may be well improved after identifying the students' needs and interests.

-Students have interests towards learning English.

Aims of the Study:

The study aims:

- ❖ Firstly, to enhance the quality of teaching/learning Business English.
- ❖ Secondly, to identify and analyze third year students' real needs and wants.
- ❖ Thirdly, to help learners develop their skills by setting primary steps for designing a specific syllabus for them.
- ❖ Fourthly, to give suggestions in order to make the ESP classroom livelier and more enjoyable.

Methodology:

Methodology will be quantitative and mainly based on: a questionnaire distributed to 30 students of third year Economics class (to identify their difficulties and find out what they want to achieve). The questionnaire is divided into three sections: Personal information, information about English language, and background on English for economics.

Chapter One: Definitions, Origins and Characteristics of ESP

1.1 Introduction

English for Specific Purpose (ESP) started at early 1960s, as a discipline of applied linguistics, thanks to the huge expansion of technology and economics in the USA. The world's new developments in different domains brought new demands and interests in the field of studying English, which has been, without doubt, the most used language to exchange information, in other words, it has become the international accepted language. People have become more interested in learning English for many reasons whether to excel at their jobs or their studies or for other reasons. Consequently, a variety of language teaching books for specific needs was created and universities started to give it importance.

Many definitions and types of ESP are given, according to the purpose that they are supposed to realize. This chapter reviews the literature on ESP, its origins, development, types, characteristics, status in Algeria and needs analysis with its types.

1.2 What is ESP?

The term ESP (English for Specific Purposes) involves teaching and learning a set of specific skills and language needed, by particular learners for a particular purpose.

It is related back to the end of the second world war, where English was used as a global language in different domains such as : technology, commerce, media, medicine, education...etc.

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Hutchinson, Waters and other linguists define ESP in many ways as shown below:

Hutchinson and Waters (1987) consider "ESP is an approach to language teaching in which all decisions as content and method are based on the learner's reason for learning." (p. 19).

Furthermore, Strevens (1977) believes that "ESP concerns the emergence of a number of activities, movements and subjects that are carried out predominantly (though) not exclusively in English across the world" (p.57).

According to Johns and Dudley-Evans (1991), "ESP requires the careful research and design of pedagogical materials and activities for an identifiable group of adult learners within a specific learning context." (P. 298).

1.3 Origins and development of ESP

1.3.1 Origins of ESP

The starting point of ESP goes back to the end of Second World War. It can be defined as an approach that serves the needs of the learners. ESP has started as a separate linguistic discipline from the early 1960's. Later on, it became a part of EFL. Hutchinson and Waters (1987) note three major reasons that led to the emergence of ESP:

- The demands of a "Brave New World" (at the end of World War II followed by the Oil Crisis 1970s).
- A revolution in linguistics,
- Focus on the learners.

First was the demand of a brave new world. After the end of the Second World War in 1945, the world came across a big growth in economical, technical, and scientific fields internationally. This created a world dominated by two forces (technology and commerce); this demanded a global language to communicate with. At that time the United States as

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well as Great Britain were considered the strongest heads, hence English was the chosen language.

When it was agreed that English is the international language of technology and commerce, a new generation of learners, who knew their real aim behind learning such language, was created. During the 1970s, oil crises led to a massive flow of funds and Western expertise into the oil-rich countries. People made English courses with defined goals according to their needs and wishes

As Hutchinson and Waters (1987, p.6) declare:

“As English became the accepted international language of technology and commerce. It created a new generation of learners, who knew specifically why they were learning a language. Businessman 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.”

Second, a revolution in linguistics, it began when linguists started viewing language teaching from a different angle and studying the ways in which it is used in real situations. In the past, Linguistics focused only on the rules of language usage, which (grammar). However, as the time goes by, studies differentiate between the usages of language grammatically and the real life usage: taking for example the way we speak and write the language. It is noticeable that in the real life there are some differences of the use of language in some parts of life e.g. engineering, hospital, commerce and more. Additionally the use of language varies from one situation to another; each specific situation has its specific features that are tackled as basics for learning the language. Thus, by the late of the 60's and the 70's, the research was developed into the varieties of language. I.e. by analyzing linguistic characteristics of a special area of language study, we can identify a

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particular group of learners under the principle of “Tell me what you need English for and I will tell you the English that you need”.

Focus on the learner, is the last reason mentioned by Hutchinson and Waters that influenced the emergence of ESP. The developments in educational psychology take part in the rising of ESP, through giving importance to the learners and their attitudes towards learning. It is obvious that learners have different needs and interests so they influence their motivation to learn as well as the level of efficiency of their learning. As a result, Courses were developed to meet the learners’ needs and improve their motivation by making the learning process better and faster.

Three main factors led to the growth of ESP: The demands for English to fit particular needs and the new developments in linguistics and educational psychology.

1.3.2 Development of ESP

1.3.2.1 Register Analysis

Register analysis is the analysis of lexical and grammatical features of the language used in particular social setting for particular purpose. This concept was derived from the principle of ESP: “that English of a specific science differs from each other in terms of its grammatical and lexical features of the registers.” The purpose of an ESP course was to create a syllabus that gave a high priority to the language forms students would meet in their field of study, at the same time it would give low priority to forms they would not meet, this make the ESP course more relevant to learners’ needs.

1.3.2.2 Rhetorical/ Discourse Analysis

As opposed to the first stage, which focused on language at the sentence level, the second phase of ESP development (discourse or rhetorical analysis) drew attention to the

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level above the sentence. It had a great effect on ESP; and its main focus was to understand how sentences were combined in discourse to produce meaning.

1.3.2.3 Target situation analysis,

According to Hutchinson and Waters (1987), target situation analysis is to identify what the learners need to know in order to function effectively in the target situation.

1.3.2.4 Skill and Strategies

Recent researches explored that ESP attempted to look deeper into language by highlighting the thinking process that underlies language use, not only language itself. This fourth stage of ESP development is concerned with the skills and strategies approach which focuses on reading or listening strategies, then it bases on enabling us to come up with the extracted meaning from discourse and to cope with the surface forms of the language, for example, understanding the words' meaning from context.

1.3.2.5 A Learning-Centered Approach

All the previous stages of ESP development have centered on descriptions of language use, whether its surface forms or underlying processes. While this fifth stage approach's main concern is with understanding language learning process.

ESP outlines three forces behind the learning centered approach:

- Need

The essential drive to learn any language in the field of ESP is determining the needs of the learners who require a certain type of language for use in their field. This is so in order to give the learners exactly what they need in order to accomplish their end goals.

- New ideas about language

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New ideas that evolve in the theory of learning continuously emerge to accommodate ever evolving needs and domains in the fields of learning. The study of language is constantly discovering new strategies about language use by speakers in the fields of economy, science and literature.

- New ideas about learning

Learning is the process of gaining new knowledge about something in the world. Different learners show and require different methods and techniques for learning anything they need or require. As such, it is crucial for them to adopt and adapt to new discoveries in the field of learning and teaching.

The new learner centered approach shifts the focus from the teacher to the learner. This shift in focus should improve the process of learning.

1.4 Types of ESP

According to Hutchinson and Waters ESP is divided into three main types: English for Science and Technology, English for Business and Economics, and English for Social Sciences, each of them is included either in English for Academic Purposes or English for Occupational Purposes (Hutchinson and Waters, 1987).

Dudley-Evans and John (1998) argue that English for academic purposes includes sub branches, which are: English for science and technology, English for medical purposes, English for legal purposes, English for management, finance and economic, and English for Occupational Purposes which is split into English for Professional Purposes and English for Vocational Purposes.

(Dudley- Evans and ST John, 1998) as illustrated below:

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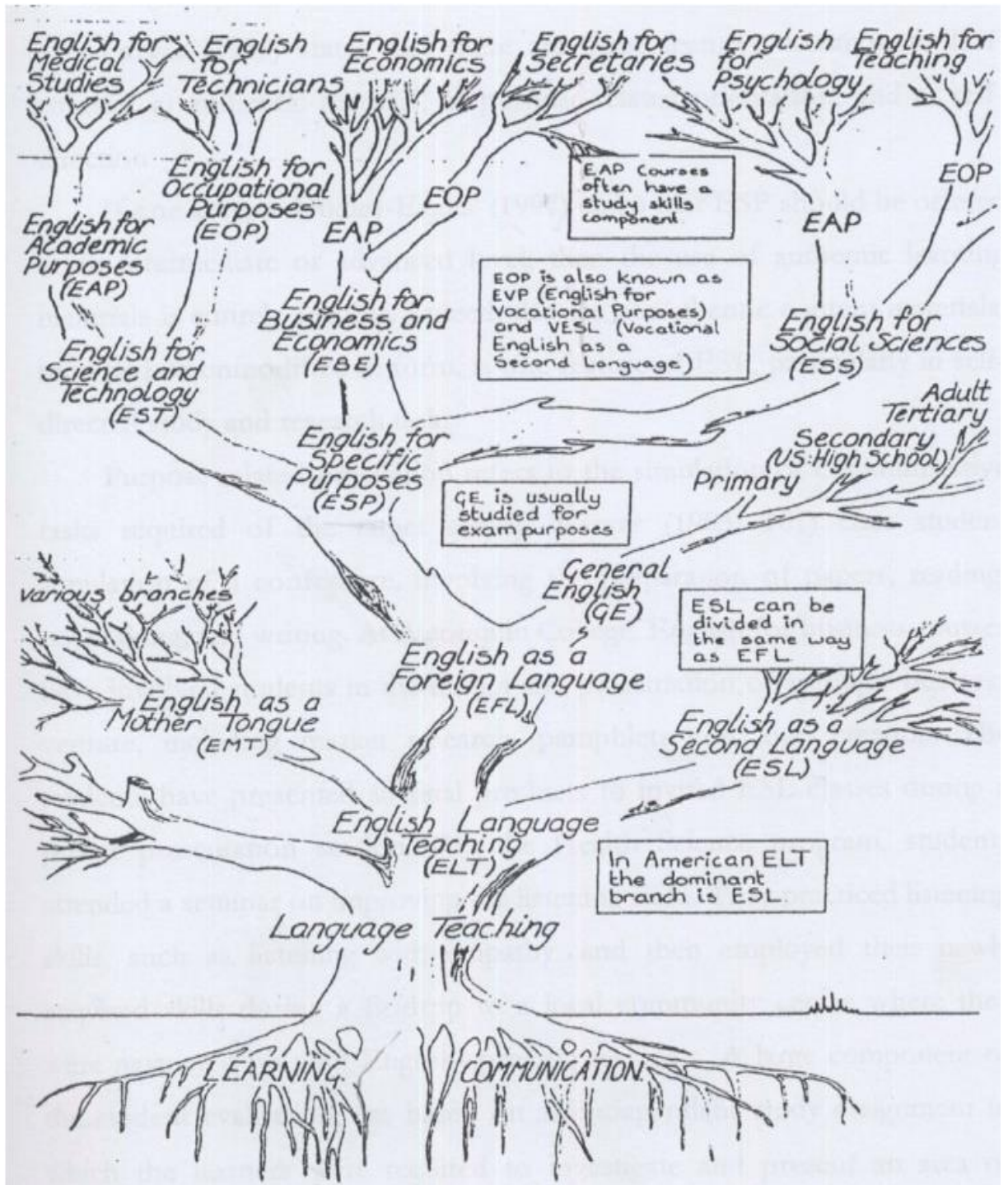


Figure 1.1: ELT Tree (Hutchinson and Waters 1987, p.17).

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1.5 Characteristics of ESP

Hutchinson and Waters (1987) considered ESP as necessary approach for learning English, either for study or work purposes. However, Strevens (1988) distinguishes between two concepts of ESP: absolute characteristics and variable characteristics of ESP.

Absolute characteristics of ESP courses are:

- Designed with respect to the needs of the learners
- Linked in content with particular disciplines or occupations.
- Centered on language that is specific to those disciplines or occupations.
- Has nothing to do with general English.

The variable characteristics of ESP courses are:

- Perhaps restricted in the skills to be learned.
- May not be taught according to a limited methodology.

On the other hand, Robinson (1991) proposes two criteria to define ESP courses:

- ESP programmers are normally goal-oriented.
- They derive from a needs analysis.

After the study of Strevens (1988), Dudley-Evans and St. John (1998) divided ESP Characteristics in two divisions: absolute and variable.

The principles of the absolute characteristics are as the following:

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

The principles of the variable characteristics are as following:

- ESP may be related to specific disciplines;
- ESP may use, in given teaching situations, a different methodology from that of General English.

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- ESP is likely to be designed for adult learners, either at a tertiary level institution

Or in a professional work situation or for learners at secondary school level.

- ESP is generally designed for intermediate or advanced students.
- Most ESP courses assume some basic knowledge of the language systems (p.4).

Many other researchers defined many other characteristics of ESP.

1.6 The Difference between ESP and General English

Hutchinson and Waters (1987) state that there is no difference between ESP and General English in theory; however, there is a big difference in practice. Studies tell that EGP's major focus is on general English language abilities of students (language centered) whereas ESP focuses on the specific skills and academic needs of learners (learner centered). The most important difference between ESP and GE is related to learners and their purposes for learning English. Most ESP students are adults who are learning English in order to develop their professional skills and to perform some specific job-related functions. Therefore, An ESP program is designed by following an assessment of learners' needs to know which English is required. By contrast, EGP generally refers to the English language taught at school levels where the students got familiar with the structural/grammatical elements of English with the aim of passing the exams (Hutchinson & Waters, 1987). Therefore, ESP focuses on language in context rather than on teaching grammar and language structures. It deals with many subjects like computer science, tourism, business management...etc.

In addition, GE and ESP differ not only in the nature of the learner, but also in the aim of the courses. It is common that in GE classes, all the four language skills are important (listening, reading, speaking, and writing) while in ESP, the language skills

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needed by the students are determined through a needs analysis in which the syllabus is designed according to it. For example an ESP program, may emphasize on the development of spoken skills for students who are studying English with the aim of becoming tourist guides.

ESP Learners are going to apply what they have learnt in their English classes to their area of study or work; being able to use the vocabularies and structures learnt in context expand the learners' motivation and improve their English. Subject matter knowledge allows them to understand the English of the classroom because it is interesting and relevant to them.

Another difference is that ESP teacher's task is designing a syllabus based on real goals and evaluating students' performance by the evaluation of relevant language skills, on the other hand, the EGP teacher does not necessarily define specific goals and objectives of the syllabus.

1.7 ESP teaching in Algeria

In Algeria, Classical Arabic is the national language, and French is the first foreign language. Our country is rich linguistically; Algerians use many dialects to communicate in their daily life.

Unlike French, which is used in everyday life, English takes place as the Second Foreign Language that is used in a limited settings like: classrooms. It is taught in middle school for four years and in secondary school for three years.

World widely, universities consider English as a compulsory subject that is present in almost all the faculties in many fields as Biology, Economics, Business, Technology and Tourism. Not the same case at Algerian universities, where Arabic and French are the

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languages used in teaching while English is only included on the curriculum, but once you get the Baccalaureate degree and you go study at the English department, it is obviously the language of instructions there.

ESP is a new approach to language teaching in Algeria; it can be divided into (EAP) and (EOP). EAP is taught at universities including both undergraduate and postgraduate studies, while EOP is taught in some private schools and professional institutes.

Algerian universities do not appreciate the value of ESP courses because of many reasons such as the lack of materials, poor teaching quality, teachers and learners' unwariness of its importance, no experience....etc.

1.8 Needs analysis

Each ESP teaching situations must be started by identifying and gathering a certain amount of information about what learners need to learn and what they have to do in the target situations. This process called needs analysis which its main goal is to know the important bases of developing the suitable course that meet the needs of a particular group. It helps the teacher to understand the difference between the situation that the learners are in, and where they need to be and what they want to accomplish.

1.9Types of needs

Hutchinson and Waters (1987) identify two types of needs as illustrated in the figure below:

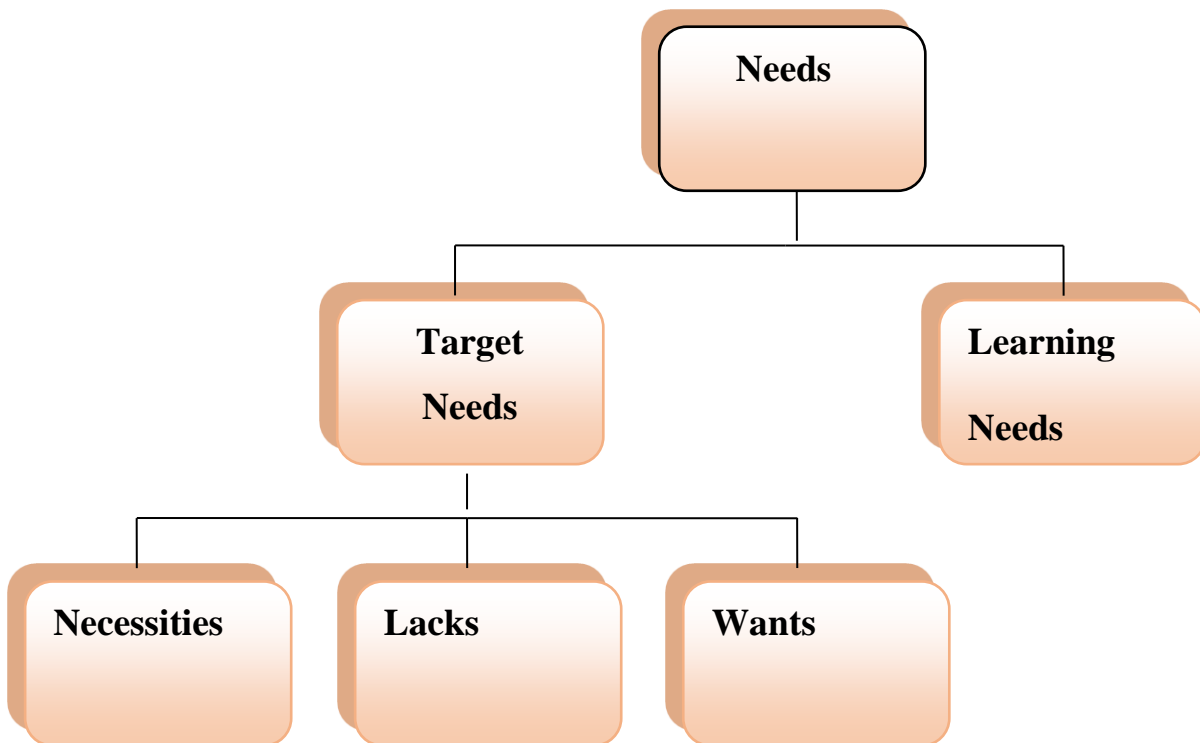


Figure1.2: Types of Needs (Hutchinson and Waters 1987)

1.9.1 Target Needs:

According to Hutchinson and Waters (1987), target needs are related to what the learner's need to do in the target situation, it is divided into necessities, lacks and wants.

❖ **Necessities:**

What the learner has to know in order to function effectively in the target situation (whether academically or occupationally). According to Robinson, needs are described as the objectives to be achieved.

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❖ Lacks :

What the learners already know but they are facing difficulties with, i.e. what they ignore or cannot perform in English. That is to say, lacks are the gaps between the actual situation of the learners in terms of language proficiency and the one that is required after they accomplish the language training.

❖ Wants:

What learners expect and hope concerning acquiring English, i.e. what they would like to come up with from the language course. Usually such needs are very personal and very real; so they are sometimes called 'subjective' that must be accommodated by a way or another. In the majority of ESP classes learners share approximately the same wants.

1.9.2 Learning needs

Learning need is related to what the students need to do in order to grasp knowledge. The ESP process is concerned with learning, taking into consideration the needs of a learning situation. In an ESP course, to know what is needed it is necessary to analyze the target situation to determine the destination. Plus, to choose the right path to pass through: the conditions of the learning situation, the learner's knowledge, skills strategies, and the learner's motivation. For example, in a target situation students may need to read complex texts, but their motivation may be high because they like the subject in general.

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Figure 1-3: Analyzing target and learning needs. A framework (adapted from T. Hutchinson & A. Waters. 1987)

A target situation analysis framework

Why is the language needed? (study, work, training)

How will the language be used? (channel, types of text or discourse)

What will the content areas be?

With **whom** will the learner use the language with?

Where will the language be used? When will the language be used?

A framework for analyzing learning needs

Why are the learners taking this course?

How do the learners learn?

What resources are available?

Who are the learners?

Where will the ESP course take place?

When will the ESP course take place?

1.10 English of Economics

English for Economics refers to the English obtained in economical contexts. It consists of specific vocabulary that is used and understood by those who studied Economics or work in this domain. Economics English is communication with other people in the same field within a specific context.

1.10.1 English of Economics learner

Why people decide or need to learn English of economics? For some, it is a necessary part of their job, so they have to learn it in order to deal and handle every day work, or to find a job easily because English has become the global language of business and economics, which is highly demanded in different work places. Students at the department of Economics need English for the reason of being able to use the materials written in English, which are related to their field of study. Others are going to start a new career or project, where they really need English. Some people have very specific needs whereas some people just want to make their English get better.

1.10.2 English of Economics teacher

The use of English as the language of economics is widespread and more teachers are asked to teach it. Teachers in this domain need to be aware of the economics world. A method is a way of teaching. As Popescu (2014) mentioned:

The choice of a method is dependent on the teacher's approach, namely what he/she believes about how people learn or how teaching helps people learn. Any teacher then has to make methodological decisions about the course aims, the teaching techniques, the type of activities, the methods of assessment. (p. 236)

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1.11 Conclusion

This chapter has shed light on: first, ESP definitions, which is a process of teaching and learning English for specific purposes to a specific group of learners, second, the key factors that led to its emergence : The demands of a “Brave New World”, a revolution in linguistics, and focus on the learners, third, its development. It has been shown that ESP has many types and characteristics some are absolute and others are variable. By the end, the chapter has discussed ESP status in Algeria, needs analysis with its types, and the English of economics teacher/learner.

Chapter Two: Results and Discussion

2.1 Introduction

Following a quantitative methodology, this chapter will explore and analyze the gathered data from the questionnaire that was distributed to 3rd year economics students. The questionnaire focused on questions related mostly to the students' needs, wants, and expectations since they are the main points that should be analyzed to achieve the syllabus objectives. Later on, the results will help the students to improve their English skills.

2.2 Third Year Economics Students' Questionnaire Description and analysis.

2.2.1 Personal information

The targeted population in this study is 30 students of third year Economics class in the Faculty of Economics, Business and Management Sciences in Adrar University; it is made up of 9 males and 21 females whose ages are between (19-29) years old. All the students' native language is Arabic.

2.2.2 Language information:

1- How many years have you been studying English language?

Chapter Two: Results and Discussion

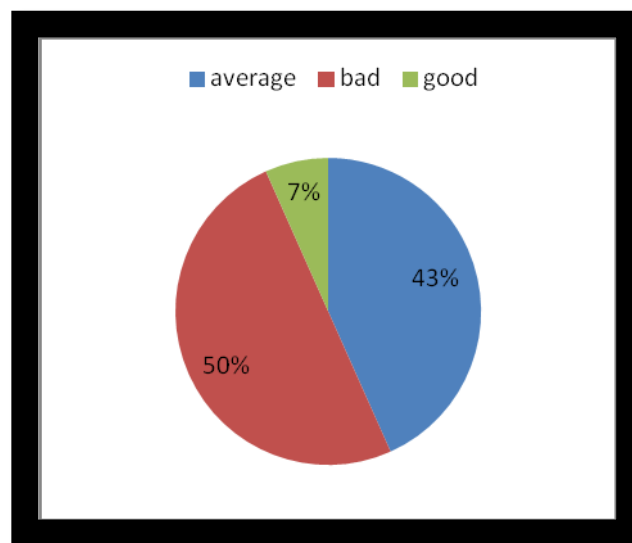
Table2-1: Years of studying English.

Years	10	Others
Frequency	25	5
Percentage	80%	20%

Table2.1 shows that the majority of students studied English for ten (10) years that means four (4) years in middle school, three (3) years in secondary school, and three (3) years at the university; the few others said that they studied English for 11,13years.

2- How would you describe your current level of English?

Figure2.1: Students' level in English.

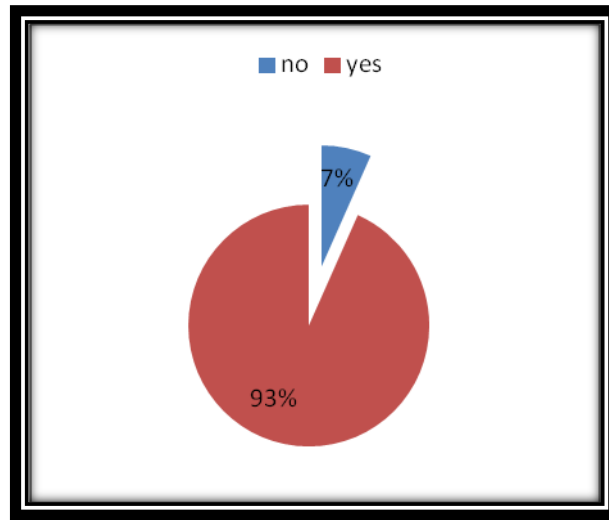


As seen in Figure2.1, Only 7% of students considered their level in English as good and 43% considered it as average, however half of them judged it as bad.

3- Do you think that English is important for you?

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Figure2.2: Importance of English for students.



In figure (2.2), 93% of students, which is the majority, agreed that English is important for them (their studies) and only 7% thought the contrast. This means that students are aware of the importance of English language concerning their studies.

4- Which language seems to be more important to your field of study?

Table2.2: The important languages to students' field of study.

Language	English	Arabic	French	English and Arabic
Frequency	10	15	1	4
Percentage	34%	50%	3%	13%

Chapter Two: Results and Discussion

From this table (2.2), we see that English (34%) was the second language chosen by the students after Arabic (50%), while other students preferred both English and Arabic as the most important languages concerning their field of study and French was chosen only by one person. Some students add answers as following: we need English in work to get in touch with foreigners easily, English is a global language that connects all countries, English helps us to improve our level in economics field because it mostly relies on English, we need it to get jobs because it is the language used in work places, it is the language of technology, I think of my future (my study is related to my future where English will be the principal language in our country..), it is the language of international affairs that interest me Most books are written in Arabic, Arabic helps us in analyzing data, Arabic is the language used in Algeria ...Most intuitions use French.

5- Is the English courses' content related to your field of study?

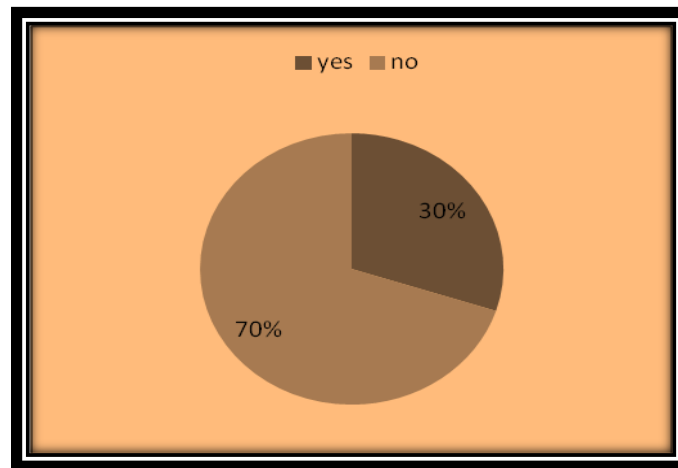


Figure2.3: Relation between English courses' content and students' field of study.

As shown in Figure (2.3), 70% of students said that the English courses' content is not related to their field of study; however 30% of students said that is related.

6- Do you think that one session a week is enough to learn English?

Figure2.4: Students' opinion about taking one session of English per week.

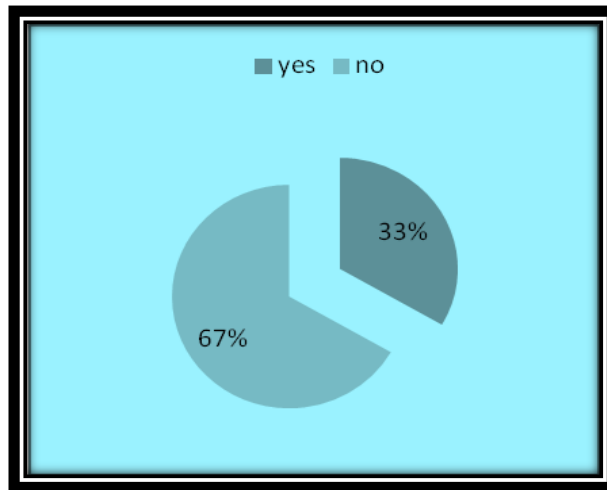


Figure (2.4) shows that 67% of students believed that one session per week is not enough to learn English, whereas 33% of them are satisfied with just one session. Students who know that their level in English is bad, and the teaching quality is poor while English is an important language in their specialty need more than one session a week to ameliorate their level.

7- Do you like the methods used by your teacher?

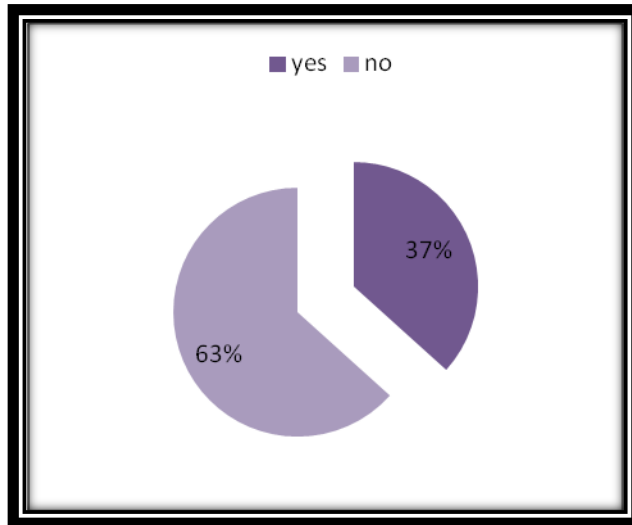
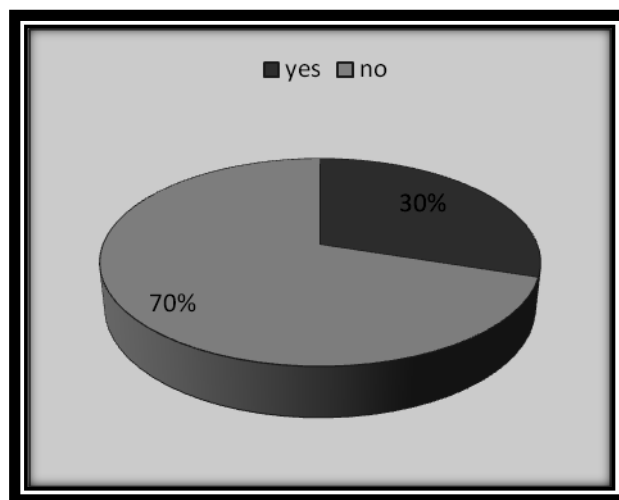


Figure2.5: Students' opinion towards the methods used by their teachers.

The Figure indicates that No got the highest percentage (63%), while yes got about (37%). Students do not like the methods used by their teachers of English because they do not find it interesting or catchy.

8- Does your teacher motivate you to use the vocabulary you learn, outside the classroom?

Figure2.6: Teacher's motivation to students.



70% of students claimed that their teacher usually do not motivate them to use the vocabulary they learn, outside the classroom; 30% claimed the opposite.

9- Do you really need to improve your English?

Figure2.7: Students' need to improve their English.

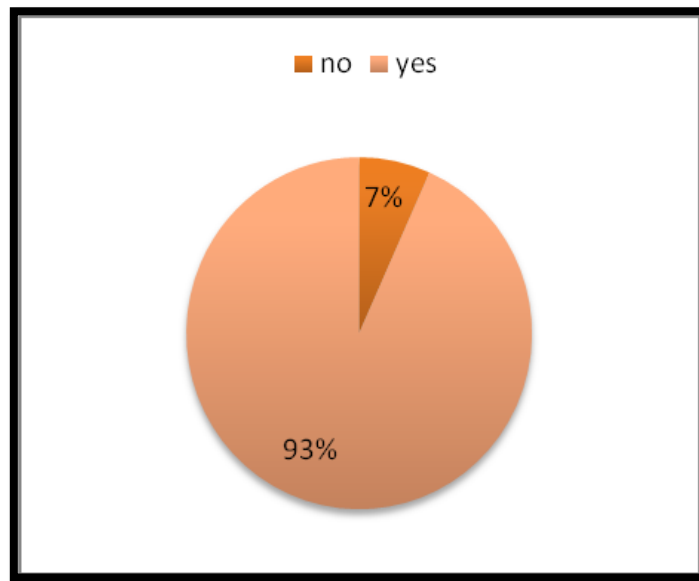


Figure (2.7) demonstrates that 93% of students showed their need to improve their English, in the other hand, 7% of them do not care about improving it.

Chapter Two: Results and Discussion

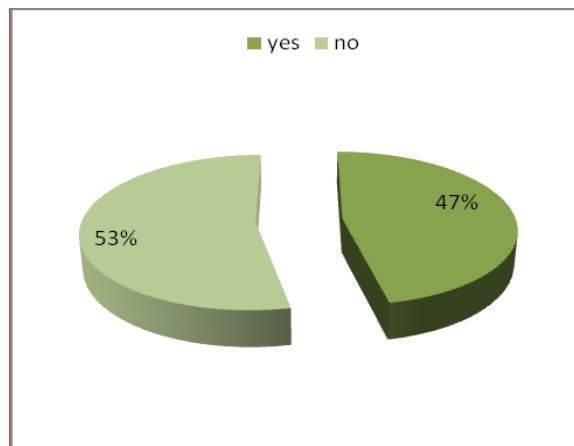
Table2.3: Students' Reasons to improve their English.

Reason	Fre quency	Perc centage
❖ English is the language of Economy and Business.	21	38%
❖ English is a global language.	8	15%
❖ Being able to use the materials written in English, which are related to your field of study.	14	25%
❖ Finding jobs easily.	12	22%

The table above shows that the first reason why students need to improve their English is that because they know that “English is the language of Economy and Business”, the second reason is that they want “to be able to use the materials written in English which are related to their field of study”. The third reason is “finding jobs easily”, and the last one is “English is a global language”.

10- Do you try by yourself to find out how to become a better learner of English?

Figure2.8: Students' try to become a better learner of English.



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As shown in Figure (2.8), 53% of students do not try by themselves to find out how to become better learners of English, where 47% of students, which is a satisfying percentage, actually try to. Students mentioned different ways they use to learn English such as: joining groups chats on social media, watching YouTube channels, downloading phone applications, using dictionaries, translating new words and try to memorize them, participating in start-ups, studying in private schools, learning English with family members during summer, using the internet, listening to songs, watching movies.....etc.

11-What are the obstacles that you face while learning English?

Table2.4: learning English Obstacles.

The obstacle	Frequency	percentage
✚ Teachers' wrong choices of lessons	15	24%
✚ Poor teaching Quality	14	23%
✚ Lack of materials related to Economics in English	8	13%
✚ No opportunity to practice English	18	29%
✚ Routine in class	7	11%

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As it is shown in this table (2.4), the students thought that the main obstacles they usually face while learning English are: No opportunity to practice English (29%), Teachers' wrong choices of lessons (24%), Poor teaching quality (23%), Lack of materials related to Economics in English (13%), Routine in class (11%).

2.2.3 Language skills

12- Classify the followings, according to what you prefer (from 1 to 6):

- Speaking
- Reading
- Listening
- Writing
- Grammar
- Vocabulary

Table2.5: Skills' classification.

		W		R		L		S		G		V	
st	1		%		%		7%		5%		%		8%
nd	2		%		3%		1%		9%		%		%
rd	3		7%		2%		%		4%		%		8%
th	4	1	1%		%		%		%		%		2%
th	5		1%		3%		6%		%		8%		1%
th	6		%		%		6%		5%	0	6%		%

In Table (2.5), firstly, 37% of students preferred the listening skill, while 35% of them picked the speaking skill. Secondly, 33% of students preferred to read, thirdly, (28%) of students preferred to learn vocabularies. Fourthly, the writing skill got (61%); however Grammar come the last (56%).

13- Do you read English materials that are related to Economics?

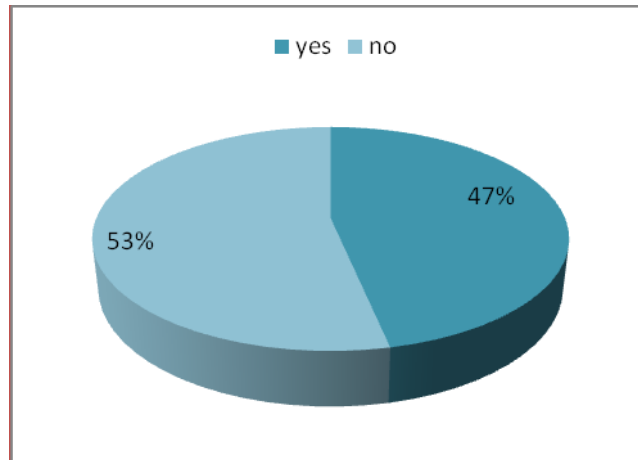
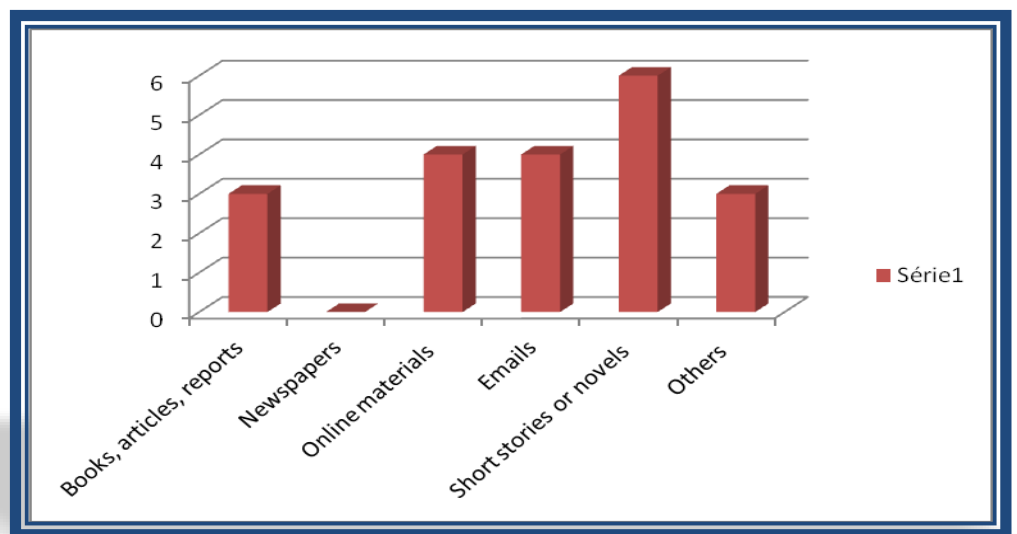


Figure2.9: Students' Reading skill.

Figure2.10: Reading materials.



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Figures (2.9&2.10) show that 47% of students read different English materials, while 53% of them do not. This is a result of their lack of interest towards reading or they avoid it because they cannot understand the words meanings since they are not used to deal with them. It's noticed that some students enjoy reading short stories or novels; others read emails and online materials, as it is known, internet is an important means of finding information.

14- Do you write in English?

Figure2.11: Students' writing skill.

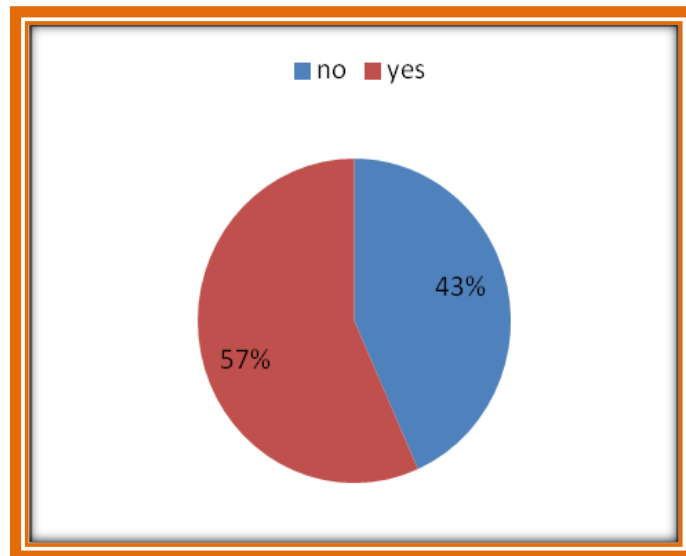


Figure2.12: Writing situations.



Figures (2.11&2.12), show that 57% of students write in English in different situations, while 43% of them do not. Those who write in English, their writing skill relies the most on answering exams and tests because they are obliged to do it, chatting on social media sometimes and rarely taking notes or sending emails, which are important as much as answering exams so students have to improve their writing skill.

15- Do you speak English?

Figure2.13: Students' speaking skill.

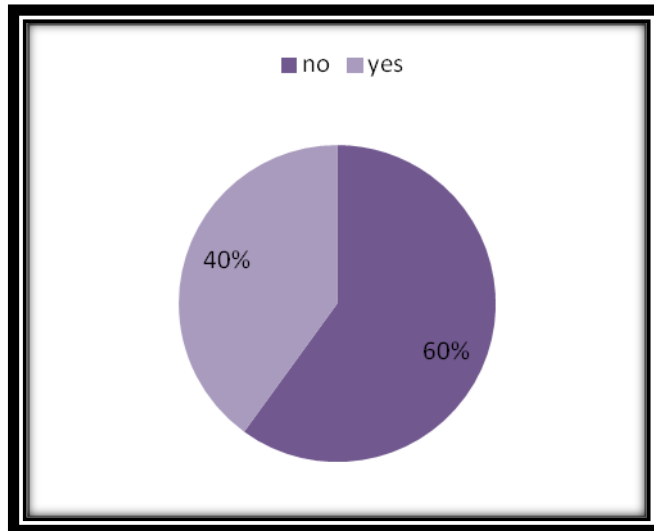


Figure2.14: Speaking situations.

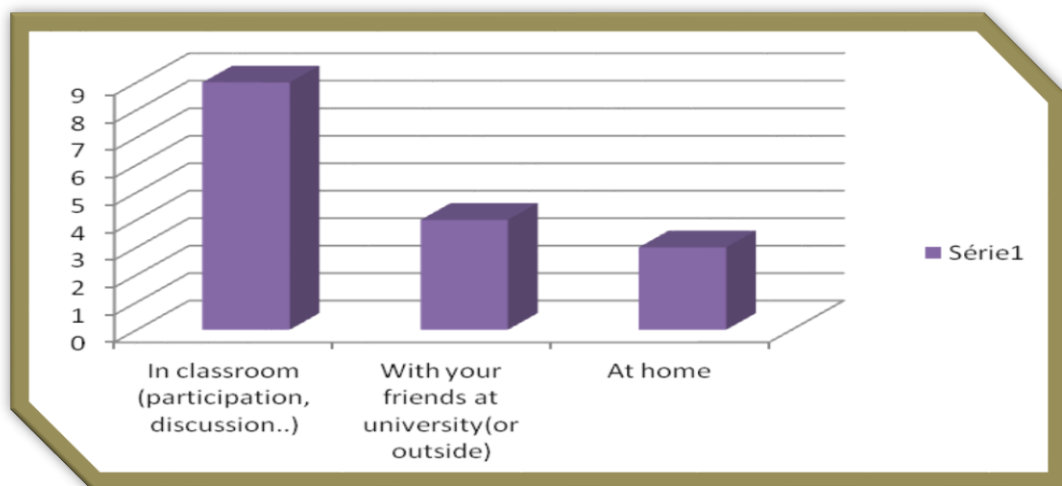


Figure (2.13&2.14), show that 40% of students speak English whether in classroom, with friends or at home, where 60% of them do not speak it at all. Third year economics students do not find occasions where to practice and improve their speaking skill, they may face troubles with pronunciation, taking parts in discussion, and using the right terms to convey an idea because they do not even have the required background of English that is related to their field.

16- Do you listen to English?

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Figure2.15: Students' listening skill.

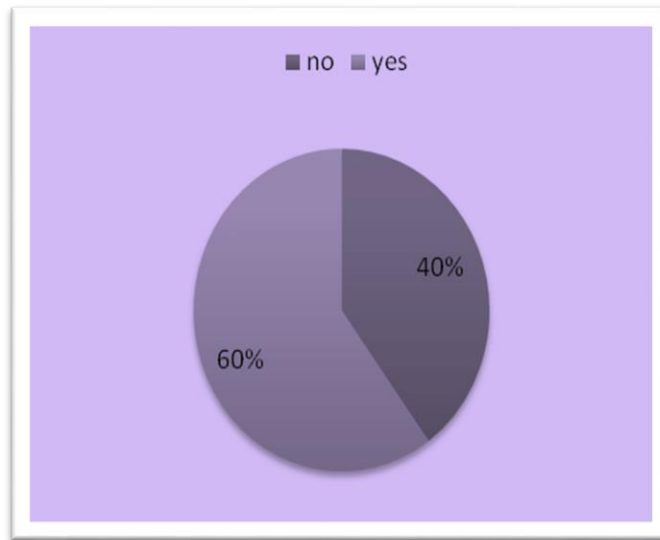
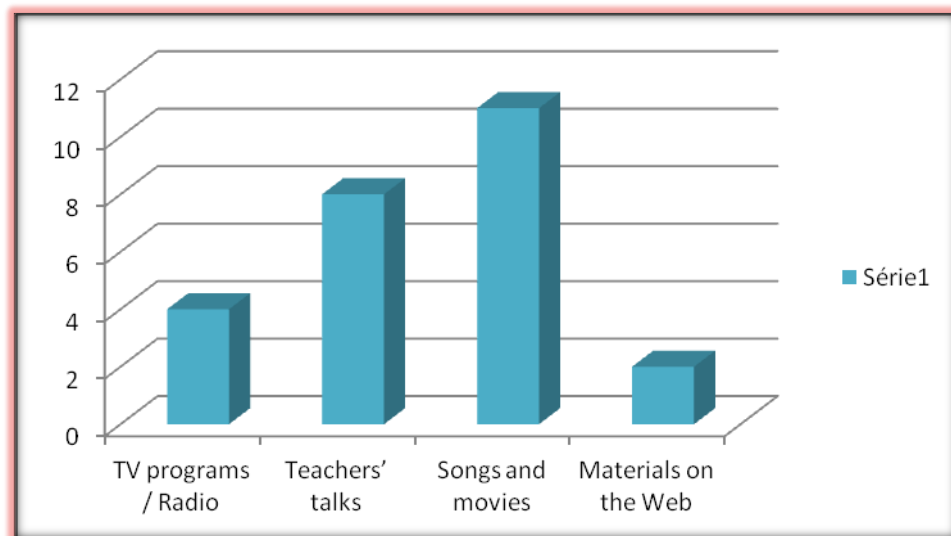


Figure2.16: Listening materials.



Figures (2.15&2.16) show that 60% of students gave importance to the listening skill, whereas 40% of them did not. Songs and movies got the highest selection by students because they are not only entertaining but also deal with real life matters. Thus, this attracts young students. Students mainly pay attention during lessons, which are viewed as

boring and meaningless by them. This is because teachers do not innovate in their ways of teaching.

17-What is the vocabulary that you need most to learn?

Figure20: English vocabulary.

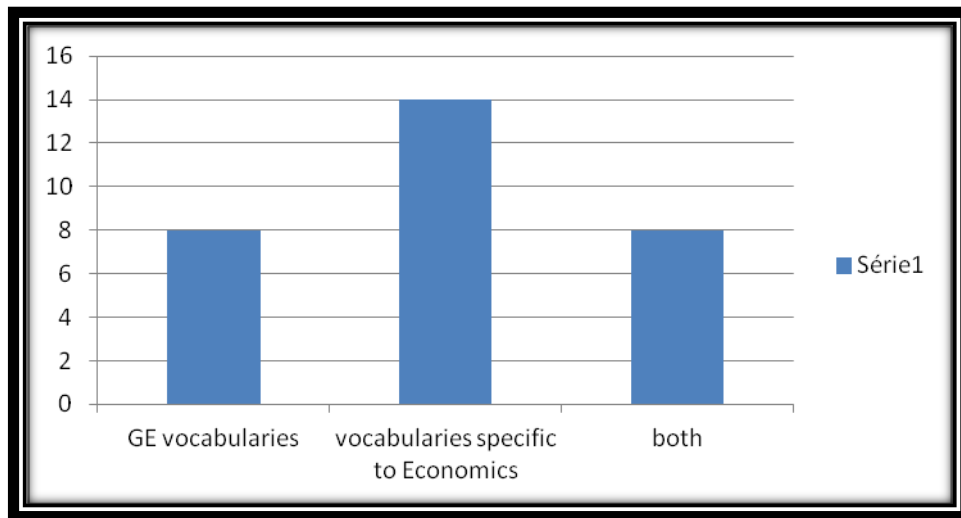
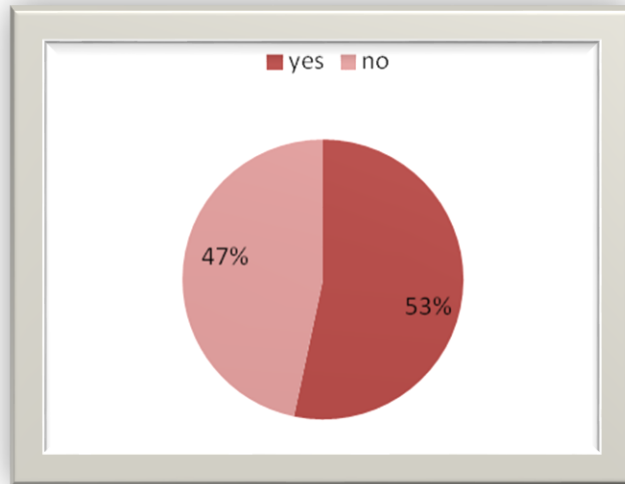


Figure (20) indicates that vocabularies specific to Economics got the highest picking from students, while GE vocabularies and both kind of vocabularies have been chosen equally. The majority of students believed that they need to learn the Vocabularies related to economics to increase their knowledge in their field and to be able to use in their career. GE vocabularies are needed also to use in any life situations since English is the global language.

18- Do you think that grammar is important for your studies?

Figure2.18: Importance of Grammar.



It's noticed from this figure that 53% of students believed that grammar is important to their studies, while 47% of them did not give it any importance. Students who picked “no” are unaware of the importance of grammar in improving their level in English and in being competent in the different skills of language.

2.2.4 English for Economics:

19- Explain the difference between the words:

‘Economics’ and ‘economy’

‘Microeconomics’ and Macroeconomics’

Table2.6: Students’ answers on the difference between the words given in (Q19).

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The difference between:	ans wered	perc entage	unans wered	perc entage
Economics and Economy	3	10%	27	90%
Microeconomics and Macroeconomics	10	33%	20	67%

It is surprisingly shown in the table above that:

Only 10% of the students knew the difference between Economics and Economy while 90% of them did not. And 33% of students figured out the difference between Microeconomics and Macroeconomics; however the rest of them did not figure it out.

20- Translate the following terms into Arabic:

- Demand and supply
- Goods and services
- Economic agents
- Total GDP
- Per capita GDP
- Customer service

Table2.7: Translation of the terms given in (Q20).

The term	Translated	Not translated
• Demand and supply	11	19
• Goods and services	12	18
• Economic agents	2	28
• Total GDP	12	18
• Per capita GDP	3	27
• Customer service	3	27

Table (2.7) shows that a few of students translated the terms correctly, whereas most of them did not know how to translate them.

21- Name the institutions below in English:

- البنك المركزي
- البريد
- الضمان الاجتماعي
- البنك الاسلامي

Figure2.19: Naming institutions in English(Q21).

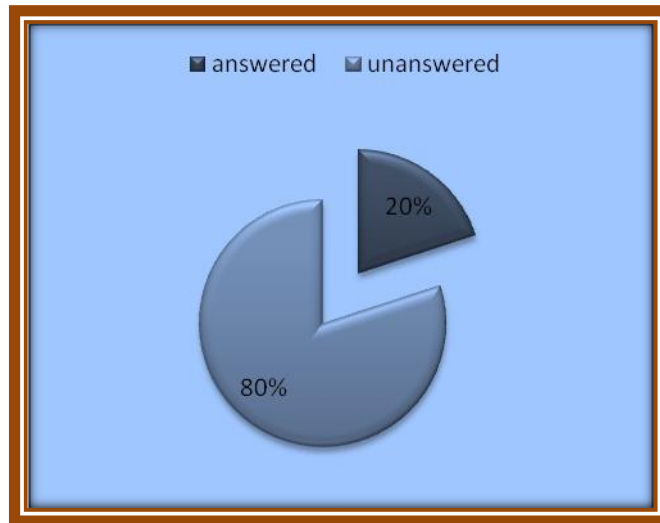


Figure (2.19) shows that 80% of students did not name the institutions in English and only 20% answered.

22- Do you have difficulties with doing such activities in English ?

Figure2.20: Difficulties concerning doing activities in English:



Figure (2.20) demonstrates that 37% of students did not answer the questions, while 63% of them answered as following:

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Table2.8: Students' difficulties with doing activities in English.

Activity	yes	no
➤ Using tables, diagrams and graphs	12	
➤ Understanding and verbalizing common symbols ➤ (e.g. addition, division, etc.)	10	
➤ Summarizing results of a group project, a report, or a scientific text	17	
➤ Describing diagrams, tables and graphs	18	
➤ Understanding, writing and verbalizing numbers	6	3
➤ Collecting and analyzing data	1 7	
➤ Understanding instructions, or product descriptions	1 7	
➤ Writing job applications and CV	1 6	

The results of the previous questions in this research show that students at the level of third year Economics do not even know how to:

- Give definitions and distinguish between basic yet important terms in English that are related to their specialty such: 'Economics' and 'economy' 'Microeconomics' and 'Macroeconomics' which is a catastrophic matter.

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-Translate commonly used terms in English for economics such as: “Goods and services” “Economic agents” “customer service”.... and name institutions.

-Table 2.8 shed light on the fact that students are facing many difficulties with doing such simple activities in English language (mentioned in the table), rather than being capable to tackle them easily.

It means that students are not used to do such activities in class, whether they are not interested and caring enough to do so or the teachers are not skilled enough to provide them with the essential background to fulfill their needs.

23- What would you suggest to add to your English syllabus?

Suggestions:

- Add more sessions
- The right way to answer questions and express ideas
- General Principles on how to deal with people, work, and daily life.
- Building and combining sentences
- Better development of the teaching curriculum
- Skilled and experienced teachers
- Presentations in English to learn the vocabularies that are related to economics
- Enhance Economics knowledge in English
- Add a specific curriculum, that is related to Economics, from the first to third year

2.3 Findings and Discussion

This study presented a hypothesis that the failure of teaching/learning English at the faculty of economics is a result of the following factors: weak level of students, teachers' wrong choices of lessons, unsuitable syllabuses, and poor teaching quality. We also hypothesize that effective language learning and teaching may be well improved after identifying the students' real needs, therefore, a needs analysis of third year economics students has been done through the research questionnaire.

The overall significance obtained from the questionnaire results is that economics students have shown a remarkable interest and motivation to learn English. Although half of them judged their level as bad; they believed that English language is important for them and needed to improve it, since they know that it's the language of economy and business and it helps them to find jobs opportunities easily. Despite the fact that world widely, universities consider English as a compulsory subject that is present in almost all the faculties in many fields; The majority of Algerian universities like the case in the faculties in our university "Ahmed Draia" do not value the English language and do not give it the necessary importance to enhance the quality of learning/teaching. In that, Students claimed that they are facing many obstacles concerning learning English such as:

- Teachers' wrong choices of lessons: this is proved when students claimed that the content of lessons is not related to their field of study.
- No opportunity to practice English: usually students do not have any chances to practice English; as a result, their level won't be improved.
- Poor teaching Quality: this is due to the lack of learning materials, having no skilled, trained, or experienced teachers in the domain of ESP, the Administration's carelessness and disregard regarding the provision of the necessary materials for students,

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having no specific syllabus that is related to economics... The previous results confirmed our hypothesis about the failure of teaching/learning English.

Students are in real need to improve their English in the four skills because they are not competent as they should be at third year license. They agreed and sought for adding extra sessions of English, not only one per week, since it is not enough to make efficient progress on their level. For example, when we add more time for teaching English; each skill will be thought appropriately in a way that allows students to get benefits from it. The results has indicated that students firstly preferred the listening and speaking skill, secondly reading, thirdly learning vocabularies, fourthly the writing skill, lastly Grammar.

Concerning listening and speaking, studies have shown that increased listening comprehension leads to increased ability to speak. When students do exercises to increase their listening comprehension they will help them to be able to hold conversations in English. From the needs analysis, it is controversial how Students are interested in developing their speaking skill while in reality they do not have the chances to practice English. Their teachers rarely where they motivate them to use some vocabularies learnt in class, outside classroom. For example, in Economics class teachers have to organize group discussions, oral presentations, and pick some activities related to real life situations in that field, in which students will have to use English language. This will help them to express themselves, be confident, and overcome their fear of speaking in English and making mistakes because this skill improves with practice in communication. On the other hand, students tend to listen to songs and movies more than teachers' talks since they find them more attracting end enjoyable. Accordingly, teachers should adapt their speeches and make sure that they are understood; in thus students will be able to take notes, and when the teacher ask them a set of questions related to the lessons content to check their

Chapter Two: Results and Discussion

comprehension, they can answer and comment. By an effective collection of listening activities made by the teacher, the students will discover new vocabulary related to economics and its right pronunciation, consequently they will be able to reproduce those vocabulary correctly in a way that improves their speaking skill.

According to the other skills, reading is important for students to achieve progress in learning English for economics. Unfortunately, in our university, there is a lack of English materials that are specific to economics; that's why the teacher has to do an extra work to provide students with reading texts and tasks with given purposes like finding the main idea, picking specific terms, discovering new verbs. It's surprising that most students of third year economics do not distinguish between basic terms such microeconomics and macroeconomics or translate some terms such demands and supply, goods and services... but hopefully they want to learn vocabularies that are specific to their specialty and increase their background. Reading helps them in that as well as the other skills. Plus doing activities such as: using photos, real objects, and visual aids in order to memorize the words. Those words must be useful for the students because they are needed in real life situations (further studies, jobs, work....) and they are also presented in listening and reading materials. Students do not give importance to writing; they focus on writing in exams and tests because they are obligatory to pass. This proves their weakness in doing simple activities in class such as: Describing diagrams, tables and graphs, summarizing results of a group project, a report, or a scientific text, Collecting and analyzing data, and Writing job applications and CVs. Teachers of English for economics has the role to make students practice writing exercises like filling the gaps, reordering and combining sentences, writing short paragraphs about common topics in economics, summarizing data, writing emails to break the routine ...etc. Despite that more than half of students know that

Chapter Two: Results and Discussion

grammar is important, it has been chosen as the last among the skills. It enables them to control the way they use language, shape words into sentences and paragraphs.

Finally, students and teachers should give each skill its importance in order to enhance the quality of teaching and learning English in economics classes.

2.4 Conclusion

In this chapter, the questionnaire analysis was carried out in order to investigate the students' perception of learning English. By clarifying their needs and wants, we tried to propose solutions wishing to eliminate the obstacles hindering the success of the process of learning and teaching English language in economics classes, in the University of Ahmed Draia.

General conclusion

The world's new developments in different domains brought new demands and interests in the field of English study. This research investigated the importance of teaching and learning English language for Economics at the University of Ahmed Draia. Students' needs were identified and analyzed by distributing a questionnaire to 30 students of third year license. As it is mentioned in the introduction, the main purposes of this study were to try to enhance the quality of teaching/learning English for economics, help learners to develop their skills by figuring out their weaknesses, provide the administration with an outline/overview about the students case/needs, help teachers to design effective courses for students, and make the ESP class more livelier and enjoyable.

The research questions have been answered successfully through the results of the study and the hypothesis were confirmed. Interestingly third year students of economics are interested and motivated to learn English and improve their skills since they are aware of its importance in their studies and career. We hope this study will help the students to overcome their fear, and overpass the difficulties they used to encounter concerning learning English, as well as, to inspire the teachers to make efforts for a better teaching/learning process.

After proving that an effective language learning and teaching may be well improved after identifying the students' real needs and interests, it is highly recommended that some steps should be taken into consideration to make the required solutions. For example: designing a specific syllabus since there is none, training teachers in ESP, adding more sessions, providing the necessary materials that related to economics in each skill.

General conclusion

Expectantly, the same study will be undertaken with the others specialties in our university.

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Appendix

Ahmed Draia University – Adrar

Faculty of Letters and Languages

Department of English Letters and Language

Third year Economics Students' Questionnaire

Dear Student,

The present questionnaire is a part of my Master Dissertation Research on Teaching English for Economics. A case study of the Faculty of Economics, Business and Management Sciences, Adrar University. I would like to ask you about your opinion concerning the course of teaching and learning English at the Department of Economics. I will appreciate your help if you could complete the following questions based on your experience. All information given will be anonymous and treated confidentially. Thank you very much for participation.

عزيزي الطالب،

يمثل الاستبيان التالي جزءاً من مذكرة الماستر الخاصة بي حول تدريس اللغة الإنجليزية لطلاب قسم

الاقتصاد بكلية العلوم الاقتصادية و التجارية والإدارية ، جامعة أدرار. يشرفني أن أطرح عليكم مجموعة من الاسئلة عن آرائكم فيما يتعلق بكيفية التعليم والتعلم بالنسبة لدرس اللغة الإنجليزية في قسم الاقتصاد. سأقدر مساعدتكم إذا أمكنكم إكمال استمارة الاستبيان بناءً على تجربتكم. جميع المعلومات المقدمة من طرفكم سوف تكون سرية. شكرا جزيلاً على المشاركة.

➤ **First Part : Personal information (المعلومات الشخصية)**

Age (العمر):

19-23 24-29 30+ years(سنة)

Gender (الجنس) :

Native Language (اللغة الام) :

➤ **Second Part : language information (معلومات حول اللغة)**

1. How many years have you been studying English language?

كم سنة درست اللغة الانجليزية

2. How would you describe your current level of English?

كيف تصف مستواك الحالي في اللغة الانجليزية

Bad

سيء

average

متوسط

good

جيد

3. Do you think that English is important for you?

هل تعتقد ان اللغة الانجليزية مهمة بالنسبة اليك

Yes نعم

No لا

4. Which language seems to be more important to your field of study?

اي لغة تبدو أكثر أهمية في مجال دراستك؟

English الانجليزية Arabic العربية French الفرنسية

Justify?

برر

.....

.....

.....

5. Is the English courses' content related to your field of study?

هل محتوى دروس اللغة الانجليزية مرتبط بمجال دراستك

Yes نعم No لا

6. Do you think that one session a week is enough to learn English?

هل تعتقد ان حصة واحدة في الاسبوع كافية لتعلم اللغة الانجليزية

Yes نعم No لا

If No, Why? اذا لا لماذا

.....

.....

.....

7. Do you like the methods used by your teacher?

هل تعجبك المنهجية/الاساليب المتبعة من طرف استاذ اللغة الانجليزية

Yes نعم No لا

8. Does your teacher motivate you to use the vocabulary you learn, outside the classroom?

هل يحفزك معلمك على استخدام المفردات التي تتعلمها خارج القس

Yes نعم No لا

If yes, How? اذا نعم, كيف

9. Do you really need to improve your English?

هل تحتاج حقا الى تحسين مستواك في اللغة الانجليزية

Yes نعم No

If yes, for what reasons? اذا نعم لاي اسباب

• English is the language of Economy and Business

اللغة الانجليزية هي لغة الاقتصاد والأعمال

• English is a global language

الانجليزية هي لغة عالمية

• Being able to use the materials written in English ,which are related to your field of study

لكي تستطيع استخدام المواد (الوثائق) المكتوبة باللغة الإنجليزية ، والتي تتعلق بمجال دراستك

• Finding jobs easily

ايجاد وظائف بسهولة

Others اخرى اسباب ?

10. Do you try by yourself to find out how to become a better learner of English?

هل تحاول ان تجد طرق لتتعلم الانجليزية بنفسك

Yes نعم No لا

If yes, how? كيف , نعم اذا

.....

11. What are the obstacles that you face while learning English?

ماهي الصعوبات التي تواجهها خلال تعلم اللغة الانجليزية

• Teachers' wrong choices of lessons

الاختيار الغير صائب للدروس من طرف الاساتذة

• Poor teaching quality

ضعف جودة التعليم

• Lack of materials related to Economics in English

نقص المواد المتعلقة بالاقتصاد باللغة الإنجليزية

• No opportunity to practice English

انعدام فرص ممارسة اللغة الانجليزية

• Routine in class

الروتين في القسم

Others? اخرى اسباب

.....

➤ **Third Part : Language Skills (مهارات اللغة)**

12. Classify the followings, according to what you prefer ? (from 1 to 6)

صنّف التالي وفقاً لما تفضل (الترقيم من 1 الى 6)

- Speaking التكم
- Reading القراءة
- Listening الاستماع
- Writing الكتابة
- Grammar قواعد اللغة
- Vocabulary مفردات اللغة

13. Do you read English materials that are related to Economics?

هل تقرأ المواد الإنجليزية المرتبطة بالاقتصاد

Yes نعم No لا

If yes, what do you read? ماذا تقرأ , اذا نعم

- Books, articles, reports الكتب والمقالات والتقارير
- Newspapers الصحف
- Online materials المواد على الانترنت
- Emails رسائل البريد الإلكتروني
- Short stories or novels حكايات صغيرة او روايات

Others,

اخرى.....

14. Do you write in English? هل تكتب باللغة الإنجليزية؟

Yes نعم No لا

If yes, in which situations? إذا نعم ، في أي الحالات؟

- Answering exams and tests الاجابة على الاختبارات
- Taking notes أخذ ملاحظات
- Writing reports كتابة التقارير
- Emails رسائل البريد الإلكتروني
- Chatting on social media الدردشة على وسائل التواصل الاجتماعي

Others,

اخرى.....

15. Do you speak English? هل تتحدث الانجليزية عادة؟

Yes نعم No لا

If yes, in which situations? إذا نعم ، في أي الحالات؟

- In classroom (participation, discussions) في القسم (المشاركة ، المناقشات...)
- With your friends at university(or outside) مع أصدقائك في الجامعة (أو خارجها)
- At home في المنزل

Others,

اخرى.....

16. Do you listen to English? هل تستمع إلى اللغة الإنجليزية?

Yes نعم No لا

If yes, in which situations? إذا نعم ، في أي الحالات?

- TV programs / Radio البرامج التلفزيونية / الاذاعة
- Teachers' talks محادثات المعلمين
- Songs and movies الاغاني و الافلام
- Materials on the web المواد على شبكة الإنترنت

Others,

اخرى.....

17. What are the vocabularies that you need most to learn?

ما هي المفردات التي تحتاج أكثر لتعلمها

- General English vocabularies المفردات الإنجليزية العامة
- Vocabularies Specific to Economics المفردات الخاصة بالاقتصاد

18. Do you think that Grammar is important for your studies?

هل تعتقد أن قواعد اللغة (النحو) مهمة لدراستك

Yes نعم No لا

19. Explain the difference between the words :

‘Economics’ and ‘Economy’

‘Microeconomics’ and ‘Macroeconomics’

اشرح الفرق بين

‘Economics’ و ‘Economy’

.....

.....

..... Microeconomics و Macroeconomics

.....

.....

.....

20. Translate the following terms into Arabic : ترجم المصطلحات التالية إلى

العربية

• Demand and supply

.....

• Goods and services

.....

• Economic agents

.....

• total GDP

.....

• per capita GDP

.....

• customer

service

.....

21. Name the institutions below in English :

.....البنك المركزي

.....البريد

.....الضمان الاجتماعي

.....البنك الاسلامي

22. Do you have difficulties with doing such activities in English:	هل تواجه صعوبات في القيام بهذه الأنشطة باللغة الإنجليزية	عم es	لا No
Using tables, diagrams and graphs	استخدام الجداول والرسوم البيانية		
Understanding and verbalizing common symbols(e.g. addition, division, etc.)	فهم و لفظ الرموز الشائعة بالانجليزية (مثل الجمع ، القسمة إلخ)		
Summarizing results of a group project, a report, or a scientific text	تلخيص نتائج مشروع جماعي أو تقرير أو نص علمي		
Describing diagrams, tables and graphs	وصف المخططات والجداول والرسوم البيانية		
Understanding, writing and verbalizing numbers	فهم ولفظ الأرقام		
Collecting and analyzing data	جمع وتحليل البيانات		

Understanding instructions, or product descriptions	فهم التعليمات او وصف المنتج		
Writing job applications and CV	كتابة طلبات العمل و السيرة الذاتية		

23. What would you suggest to add to your English syllabus?

ماذا تقترح إضافته إلى منهج اللغة الإنجليزية الخاص بكم؟

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شكرا على المساهمة.

By: Ms Mazouzi Nesrine