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SYLLABUS DESIGN FOR BUSINESS ENGLISH LEARNERS

A Case Study of the Department of Financial Management & Accountancy in the
University of Dr. Tahar Moulay - Saida (Algeria)

A Doctoral thesis submitted to the department of English in Fulfillment of the
Requirements of Doctorate Degree in English for Specific Purposes (ESP)

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Abstract

To some group of learners, teaching general English was not satisfactory as it did not meet their needs. As result of this, teaching ESP emerged and in our case EBP course was a very important in teaching learners of financial management and accountancy. Since the design of an EBP syllabus to these learners was among first priorities, great efforts were exerted in order to enable these learners to be EBP users in NDIL company. To attain this, the researcher conducted a research to design an effective EBP syllabus to these learners. This research required data to identify the needs of them. These data was gathered via the use of several data collection instruments: questionnaire, unstructured interview, tests, and participatory observation. These research methods have been used to collect data from different samples: convenient sample of EBP learners (24), convenient sample of NDIL workers (29), and an EBP teacher (1). Results of this study revealed that the EBP syllabus designed to these learners was reliable and effective because it met the needs of them.

Dedication

To the most loved, loved and the most unloved...

Acknowledgments

This research is based on the design of syllabus for EBP learners within Algerian universities, especially to whose major discipline is not English. Further, the completion of this research was due to several contributors whom I am so grateful to: my friend, colleague and supervisor Dr. GRAZIB Mohamed of the university of Saida, Dr. BENADLA Djamel of the university of Saida, Dr. GHEMBAZA Ahmed Hicham of the University of Saida, Pr. BENYALLAS Radia of the university of Tlemcen, and Pr. HAMZAOUI Hafida of the university of Tlemcen. Besides, many thanks to the board of examiner that read the manuscript and contributed perceptive comments: Dr. BENMOSTEFA Nawal of the University of Tlemcen, Pr. OUERRAD Belabbés of the University of Sidi Belabbés, Pr. MELOUK Mohamed of the university of Sidi Belabbés, Dr. BERRABAH Boumediene of the University of Tlemcen, and Dr. BENSABA Abd-el-Kader of the University of Tlemcen. In addition, great thanks are to Mr. TALBI Abdelkrim who copyedited that text with great thoroughness and care. In addition, uncalculated gratitude to the board of examiners. I wish to thank all my beloved colleagues from the ELT department too for all kinds of academic and scientific assistance.

Table of Contents

Abstract	iii
Dedication	iv
Acknowledgments	v
Table of Contents	vi
List of Tables	xi
List of Figures	xiii
List of Graphs	xiv
List of Acronyms	xv
General Introduction	01

1. Chapter One: Literature Review

1.1.	Introduction	09
1.2.	Historical Background of ESP	09
1.2.1.	History and Stages in the Development of ESP	09
1.2.2.	Reasons for the Evolution of ESP	13
1.3.	Theoretical Background of ESP	15
1.3.1.	Definitions of ESP	15
1.3.2.	Characteristics of ESP	16
1.3.3.	Types of ESP	17
1.3.4.	Relationship between ESP and ELT	21
1.4.	Theoretical Background of ESP Course and Syllabus Design	23
1.4.1.	ESP Course Design	24
1.4.2.	ESP Syllabus Design	24
1.4.3.	Kinds of Syllabus	25
1.4.4.	Approaches for ESP Course Design	30
1.4.5.	Steps in ESP Course Design	34
1.5.	Factors Influencing ESP Course Design	44
1.5.1.	Language Description	44
1.5.1.1.	Traditional Grammar	45
1.5.1.2.	Structural Linguistics	45

1.5.1.3.	Transformational Generative Grammar	45
1.5.1.4.	Language Variation and Register Analysis	46
1.5.1.5.	Functional/ Notional Grammar	46
1.5.1.6.	Discourse Analysis	46
1.5.2.	Needs Analysis	47
1.5.2.1.	Approaches for Needs Analysis	48
1.5.2.2.	Steps in Needs Analysis	51
1.5.3.	Learning Theories	54
1.5.3.1.	Cognitive Theory	54
1.5.3.2.	Behaviorism	54
1.5.3.3.	Constructivism	55
1.5.3.4.	Humanism and Affective Factors	55
1.5.3.5.	Learning and Acquisition	56
1.6.	Materials Design in ESP	57
1.6.1.	Writing Materials Design	57
1.6.2.	Elements of Effective Materials	58
1.6.3.	Design of Text Activities and Exercises	59
1.6.4.	Selection of ESP Materials	60
1.6.5.	Usage of Authentic Materials	61
1.7.	Materials Evaluation	62
1.7.1.	Definitions and Significance	62
1.7.2.	Process for Materials Evaluation	63
1.7.3.	Types of Materials Evaluation	64
1.8.	Evaluation and Testing	64
1.8.1.	Definitions of Evaluation and Testing	64
1.8.2.	Purpose of Testing	65
1.8.3.	Kinds of Testing	65
1.8.4.	Kinds of Evaluation	66
1.9.	Conclusion	66

2.	Chapter Two: Research Methodology and Situation Analysis	
2.1.	Introduction	68
2.2.	Research Questions and Hypotheses	68
2.3.	Research Methodology	69
2.4.	Research Design	70
2.5.	Population and Sample Selection	70
2.6.	Instrumentation	71
2.7.	Validity	73
2.8.	Reliability	73
2.9.	Research Procedure	73
2.10.	Data Analysis	75
2.10.1.	Present Situation Analysis	77
2.10.2.	Learning Situation Analysis	82
2.10.3.	Target Situation Analysis	85
2.11.	Ethical Consideration	90
2.12.	Conclusion	91
3.	Chapter Three : Discussion and Interpretation of Results	
3.1.	Introduction	92
3.2.	Present Situation Analysis	92
3.2.1.	English Level of EBP Learners	92
3.2.2.	Teaching and Learning Styles	99
3.2.3.	Appropriate Teaching Method	100
3.2.4.	Specialized Knowledge	102
3.2.5.	Teaching Materials	103
3.2.6.	Place of Taking EBP Course	106
3.2.7.	Time of Taking EBP Course	107
3.2.8.	Academic Expectations	107
3.2.9.	Necessity for EBP Course	108
3.3.	Learning Situation Analysis	109
3.3.1.	Objectives of Taking EBP Course	109

3.3.2.	Ways of Learning	110
3.3.3.	Nature of Learners	111
3.3.4.	Place of Taking EBP Course	111
3.3.5.	Time of Taking EBP Course	112
3.4.	Target Situation Analysis	113
3.4.1.	Institution	113
3.4.2.	Job Title	113
3.4.3.	Years of Working Experience	114
3.4.4.	Gender	115
3.4.5.	Educational Level	116
3.4.6.	Age	117
3.4.7.	Nationality	118
3.4.8.	Necessity for EBP Course	118
3.4.9.	The Ways for the Use of EBP	119
3.4.9.1.	Medium	120
3.4.9.2.	Channel	121
3.4.10.	Types of Text and Discourse	122
3.4.10.1.	Written	122
3.4.10.2.	Spoken	126
3.4.11.	Area of Content	128
3.4.11.1.	Subject	129
3.4.11.2.	Level	130
3.4.12.	Place of the Use of EBP	131
3.4.12.1.	Physical Context	131
3.4.12.2.	Human Context	132
3.4.12.3.	Linguistic Context	133
3.4.13.	The Time of the Use of EBP	134
3.5.	Conclusion	136

4.	Chapter Four: Summary, Conclusions and Recommendations	
4.1.	Introduction and Summary of the Study	137
4.2.	Summary of Findings and Conclusion	144
4.3.	Implications	146
4.3.1.	Theoretical Implications	146
4.3.2.	Practical Implications	147
4.3.3.	Recommendations for Future Research	147
4.4.	Conclusion	149
	General conclusion	150
	References	155
	Appendices	166

List of Tables

Table 2.1.	Parts of Oral Placement Test	79
Table 2.2.	Placement Test Results	82
Table 2.3.	The Questions in Munby's Model	89
Table 3.1.	Teaching and Learning Styles	100
Table 3.2.	The Appropriate Teaching Method	102
Table 3.3.	Specialized Knowledge	103
Table 3.4.	Teaching Materials	106
Table 3.5.	The Place of Taking EBP Course	107
Table 3.6.	The Time of Taking EBP Course	107
Table 3.7.	Necessity of the EBP Course	109
Table 3.8.	The Objectives of Taking EBP Course	110
Table 3.9.	Characteristics of CLT Method	111
Table 3.10.	The Place of Taking EBP Course	112
Table 3.11.	The Time of Taking EBP Course	112
Table 3.12.	Job Title	114
Table 3.13.	Years of Working Experience	115
Table 3.14.	Gender	116
Table 3.15.	Educational Level	117
Table 3.16.	Age	117
Table 3.17.	Nationality	118
Table 3.18.	The Necessity for EBP Course	119
Table 3.19.	Medium	121
Table 3.20.	Channel	122
Table 3.21.	Types of Text and Discourse (written)	125
Table 3.22.	Types of Text and Discourse (Spoken)	128
Table 3.23.	The Subject	130
Table 3.24.	Level	131
Table 3.25.	Physical Context	132
Table 3.26.	Human Context	133
Table 3.27.	Linguistic Context	134
Table 3.28.	Time of the Use of EBP	135

List of Figures

Figure 1.1.	Types of ESP by Strevens	20
Figure 1.2.	Types of ESP by Robinson	21
Figure 1.3.	The ELT Diagram	23
Figure 1.4.	Language - Centered Approach to Course Design	31
Figure 1.5.	Skills - Centered Approach to Course Design	32
Figure 1.6.	Learning – Centered Approach to Course Design	34
Figure 1.7.	Steps in ESP Course Design	43
Figure 1.8.	Steps in Needs Analysis	53
Figure 1.9.	Factors Influencing ESP Course Design	56
Figure 1.10.	Material Design Model	58

List of Graphs

Graph 3.1.	English Level of EBP Learners (pretest) Listening & Speaking	93
Graph 3.2.	English Level of EBP Learners (pretest) Reading & Writing	95
Graph 3.3.	English Level of EBP Learners (posttest) Listening & Speaking	97
Graph 3.4.	English Level of EBP Learners (posttest) Reading & Writing	99
Graph 3.5.	Teaching and Learning Styles	100
Graph 3.6.	Appropriate Teaching Method	101
Graph 3.7.	Specialized Knowledge	103
Graph 3.8.	Teaching Materials	106
Graph 3.9.	Necessity for EBP Course	108
Graph 3.10.	Job title	114
Graph 3.11.	Years of Working Experience	115
Graph 3.12.	Gender	115
Graph 3.13.	Educational Level	116
Graph 3.14.	Age	117
Graph 3.15.	Nationality	118
Graph 3.16.	The Necessity for EBP Course	119
Graph 3.17.	Medium	121
Graph 3.18.	Channel	122
Graph 3.19.	Types of Text and Discourse (Written,)	124
Graph 3.20.	Types of Text and Discourse (Spoken)	127
Graph 3.21.	Subject	129
Graph 3.22.	Level	130
Graph 3.23.	Physical Context	132
Graph 3.24.	Human Context	133
Graph 3.25.	Linguistic Context	134
Graph 3.26.	The Time of The Use of EBP	135

List of Acronyms

CLT	Communicative Language Teaching
EAP	English for Academic Purposes
EBE	English for Business and Economics
EBP	English for Business Purposes
EFL	English as Foreign Language
EGP	English for General Purposes
ELP	English for Academic Legal Purposes
ELT	English Language Teaching
EMFE	English for Management Finance and Economics
EMP	English for Academic Medical Purposes
EMT	English as a Mother Tongue
EOP	English for Occupational Purposes
ESL	English as a Second Language
ESP	English for Specific Purposes
ESS	English for Social Sciences
EST	English for Science and Technology
GE	General English
LSA	Learning Situation Analysis
LSP	Language for Special Purposes
PSA	Present Situation Analysis
TSA	Target Situation Analysis

General Introduction

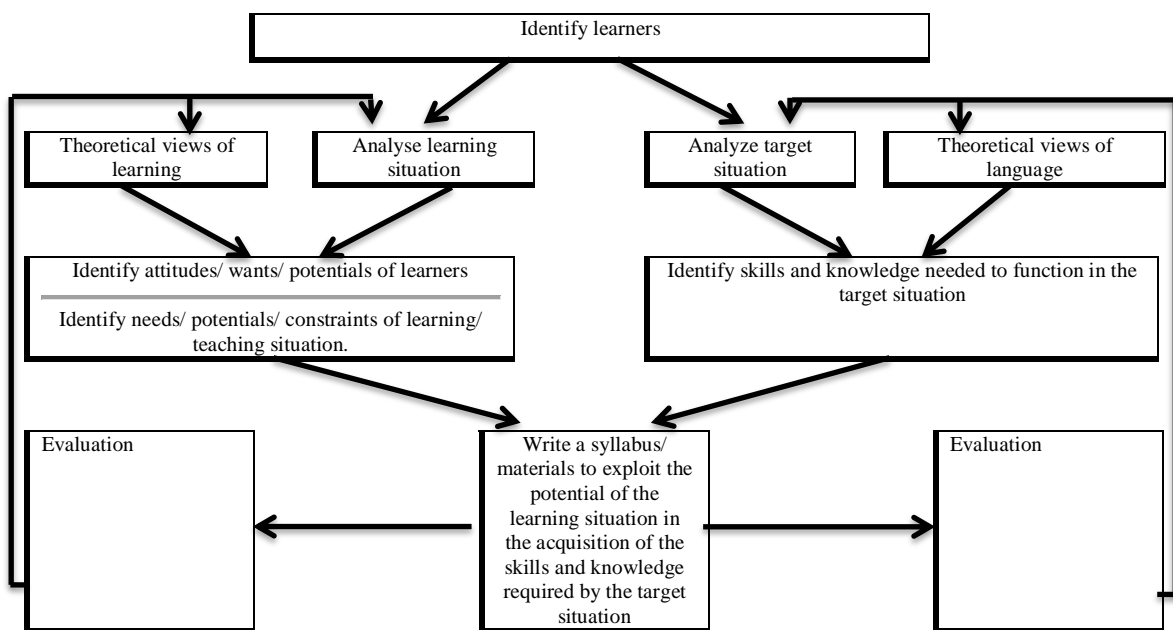
Teaching English in all its kinds became very important worldwide since it was an international means of communication. Therefore, the increase efforts have been done by a great number of schools in order to improve learner's language skills: listening, speaking, reading and writing. Efforts have been performed on the level of developing English teaching and learning methods and strategies, syllabus and course, testing and evaluation techniques, genre analysis. Hence, there was a very acceptable progress in teaching general English. Though this progress was on a large scale, but for some group of learners was not satisfying because it did not meet their needs.

The case of Algeria, Licensure and Master students, who graduated from departments where English is not of their major discipline, had specific purposes to do with English language in the target situation. For example, students that received Licensure degree economic sciences will either work in a company where English for Business Purposes is used or pursue their studies for Master degree. As result, if these students would operate effectively in the target situation, they should be taught the English they necessitate therein. Similarly for the licensure graduates whom they want to finish their studies, they should be the English that will meet their needs in the Master studies, especially when they need to write a research proposal or scientific articles in English because they would be published internationally.

Therefore, as teaching general English did not satisfy the needs of some group of learners in different departments where English is not taught as a major discipline, the importance of teaching ESP emerged and uncalculated devotions have been made in order to improve the level of ESP for these students or learners. In order to increase the development of teaching ESP in the Algerian universities, decision - makers integrated the subject of ESP in the department of ELT nationwide, so teacher of English would be fully aware of how to teach these learners. Though this educational policy was applied, but there were some pedagogical deficiencies whose main problem was syllabus designed to these learners because it did not meet the needs of these learners.

As the main problem, in many Algerian universities, was the absence of an effective syllabus that should be taught, the University of Saida, especially the department of financial management and accountancy was confronted with that problem too. Consequently, the syllabus which was instructed to EBP learners was not designed in terms of needs analysis and learner - centeredness. It was designed by including the terminology or technical terms relevant to the discipline they studied. In fact, it should be concerned only about lexical resources for it had to be interested in designing a syllabus based on the analysis of learner's needs which are of target, learning and present situations.

This research which is about the design of an effective EBP syllabus will be completed based on the conceptual framework that is shown below.



1.6. Learning centered Approach for Course Design

As the theoretical framework is regarded as a theory or a set of theories used in order to explain the phenomenon and describe its concepts, our study is based on several theories: language theory, language learning theory and language use theory. First, language theory is concerned, in this vein, about the description of language the learners need. Secondly, language learning theory is concerned about learning

processes that these learners use. Finally, the language use theory is concerned about the description of language used in the target situation.

The theoretical and conceptual frameworks are both based on the statement of the problem which is known in this study as the absence of an effective syllabus for EBP learners in the department of financial management and accountancy – The University of Saida. This problem is caused by teachers of General English that designed EBP syllabus based on the idea that the design of syllabus to EBP learners is not different than the one designed to GE learners, except in terminology relevant to the discipline is served for. Therefore, the learning outcomes are not satisfying.

The abovementioned problem motivated us to conduct a research in the field of ESP, especially design of syllabus for EBP learners. Based on this problem, the purpose of the study is to describe and design an effective syllabus for EBP learners in the department of financial management and accountancy – the University of Saida. To attain this purpose, research design was done. It is descriptive in nature as it attempts to describe the effective syllabus that should be designed for learners of EBP. What should be taught and in what order are the main data that should be collected. For this reason, this research needs a method that would deal with a topic in descriptive nature. To accomplish this investigation, the research paradigm that would be used is of qualitative and quantitative nature. This is what it is called “mixed methods studies” which include a close – ended and open – ended questions (questionnaires) unstructured interview, participatory observation and tests.

In this research, the descriptive case study is best to suit the collection of data because this research is based on the idea that quantitative data that represent level of learners of EBP, their age, their gender would be better collected. Further, quantitative data of language structures, functions, skills and tasks that are used in the NDIL company are so useful to be used too.

The problem of this research which is the ineffective design of syllabus for EBP learners gave rise to the formulation of the following questions and hypotheses:

❖ The main research question is:

RQ: What kind of an effective syllabus that should be designed for EBP learners so they operate effectively in NDIL company?

❖ The sub research questions

RQ1: What are the language needs and language skills that learners of English for business purposes necessitate in NDIL company?

RQ2: How will these learners learn English for business purposes?

RQ3: Who are the learners?

RQ4: Why do they need to learn English for Business Purposes

RQ5: Where is EBP course taking place?

RQ6: When is the EBP course taking place?

❖ The hypotheses of this research are as follows

H1: If learners of English for Business Purposes are instructed of grammar structures, functions, skills and tasks related to the occupation in NDIL company, syllabus will be effective.

H2: The level of learners of English for business purposes will improve if they are taught through the use of CLT approach.

H3: The learners from the financial management and accountancy department will be featured with good level of English.

H4: The course of EBP will take a place before being recruited in NDIL company.

H5: The course of EBP will take a place at the department of financial management and accountancy.

H6: Learners in the department of financial management and accountancy will English to operate effectively in the NDIL company.

Besides the research questions that needs to be answered, this research is very significant for various reasons:

- ❖ To add some meaningful knowledge to the field of teaching ESP and designing of ESP course or syllabus.
- ❖ To add some meaningful knowledge to the practice of teaching EBP and designing of EBP syllabus in the department of financial management and accountancy.
- ❖ To add some meaningful knowledge to the human condition.

Since this research of study is so important in many aspects, the researcher will provide the reader with the nature of the study. This nature of this research is a case study which is of mixed methods study which used both quantitative and qualitative methods. This Research is also descriptive in nature because it attempts to identify what content should be taught and in what order. In another way, it is concerned about identification of the language items that should be taught, the tasks, skills of language, teaching methods and linguistic strengths and weaknesses they are diagnosed with.

Conducting any research, there is a research process that should be thoroughly followed in order to accomplish it successfully. After the statement of the problem, formulating research questions, and setting hypotheses; clarification of the key terms of research question should not be avoided. That is, the key terms must be precisely defined prior to reviewing literature, sampling, instrumentation and procedure of research. In this research, the research question is : “ What kind of an effective syllabus that should be designed for EBP learners so they operate effectively in NDIL company?" The key terms of this research questions that should be defined are as follows:

The term ESP, in its early appearance, became a source of debate. At that time, there was no clear - cut definition for it; therefore, a large amount of progressive debate on how to define it increased. In this vein, uncalculated arguments attempt to specifying the constitutes of ESP.

First of all, and according to (Belcher, 2006, Dudley – Evans & St. John, 1994, Anthony, 1997), it is so difficult to describe what ESP is because general English courses become increasingly specialized and learner - centered with many courses that use needs analysis. Secondly, according to Strevens (1977) ESP is concerned about a numerous activities, movements, and subjects are generally fulfilled not exceptionally in English around the world. Moreover, it revolves around the purpose for which the learners need to learn English, that is, whether for academic or occupational purposes. For example, English can be studied either for specific career – law, medicine, and engineering, or for business in general. Thirdly, the reason for which the learners need to learn language is very advantageous, so they will be highly motivated and this will assist their teacher to meet their requirements in easy way. Further, learner and learning process are regarded as the fundamental pillars of the entire process.

According to Hutchinson & Waters (1992) accentuate that ESP is an approach and not a product, that is, it is based on language learning not language use. In other words, great attention is shifted into learning – centered approach at which all decisions of content and method are relied on the purpose of learner for learning. Next and from a different side, Coffey (1985) regards that ESP is a rapid and economical usage of English language to complete a course of academic studies (EAP) or efficacy in paid profession (EOP). Further, Lorenzo (2005) emphasizes that ESP must focus on language in context than on teaching syntactic structures of language. Further, the term EBP is a part of English for Business and Economics which is itself derived from ESP.

Besides, the term syllabus design is regarded as a set of lessons that are instructed. For example, last year, students of financial management and accountancy were delivered an outline of a course and the same would be delivered this year. This is a syllabus; however, the course is something different and more abstract, gradual and detailed. On this basis, we can have the same syllabus but with different course and teaching materials. It depends on the decision of what should be taught and in what order.

Therefore, the language theory from which the teaching method is originated will take an enormous role in the selection of what sort of syllabus should be adopted. For instance, the syllabus which is based on the cognitive theory of learning will be concerned about teaching language forms and whatsoever describes those structures. Further, the syllabus which is based on the theory of language acquisition will be interested in the diligent selection of experiences of new language.

In general, the syllabus that will be instructed is always based on the language learning theory which is adopted in language teaching. In the same vein, and according to Munby (1984), he regards a syllabus as matter of specification of the content that is required to be instructed and then ordered into a teaching syllabus of suitable learning units. Besides, according to Webb (1976), syllabus design is seen as the order of selected contents into an organized and realistic sequence for teaching purposes. The main criteria of Webb for syllabus design are: 1. Progress from known to unknown 2. Appropriate size of teaching units 3. Proper variety of activities 4. Teachability 5. Creating a sense of purpose for the learner.

Next, the structure of this research is divided into four chapters besides the general introduction and the general conclusion. The first chapter is concerned about literature review on ESP and ESP syllabus design. This chapter is about the historical background of ESP and it includes seven sections. First section, besides history and stages in the development of ESP, it contains reasons for the evolution of ESP. The second section which is about theoretical background of ESP includes definitions of ESP, characteristics of ESP, types of ESP, differentiation between ESP and GE, relationship between ESP and ELT and English for Business Purposes in ESP. The third section which is about theoretical background of ESP course and syllabus design consists of ESP course design, ESP syllabus design, kinds of syllabus, approaches for ESP course design, and steps in ESP course design. The Fourth section which is about factors influencing ESP course design is composed of language description, needs analysis and learning theories. The fifth section which is about materials design in ESP includes writing materials design, elements of ESP materials, principles of effective

materials, design of text activities and exercises, selection of ESP materials, and usage of authentic materials. The sixth section which is about materials evaluation is made of definitions and significance, criteria for material evaluation, types of materials evaluation. The last section of this chapter which is concerned about evaluation and testing includes definitions of evaluation and testing, purpose of testing, kinds of testing, and kinds of evaluation.

The second chapter which is concerned about research methodology and situation analysis consists of research questions and hypotheses, research methodology, research design, population & sample selection, instrumentation, validity, reliability, data collection and management, data analysis procedures – present situation analysis, learning situation analysis, and target situation analysis – ethical considerations, limitations and delimitations, and summary.

The third chapter which is entitled discussion and interpretation of results has three sections. First section which is present situation analysis includes English level of EBP learners, teaching/ learning styles, appropriate teaching method, specialized knowledge, teaching materials, place of taking EBP course, time of taking EBP course, academic expectations of EBP learners and necessity for EBP. The second section which is about learning situation analysis consists of objectives of taking EBP course, ways of learning, nature of learners, place of taking EBP course, time of taking EBP course. The third section which is about target situation analysis includes institution, job title, years of working experience, gender, educational level, age, nationality, necessity for EBP, the ways for use of EBP - medium and channel, types of text and discourse - written and spoken, area of content - subject and level, place of the use of EBP – physical context, human context and linguistic context, and the time for the use of EBP. Finally, the fourth chapter is concerned about summary, conclusions, limitations and suggestions. In this chapter, the sum up of all of the findings and results of this research were used to conclude what the syllabus design should have as a content and in which order it should be organized, so the needs of learners will be met with an effective and interesting EBP syllabus.

1.1. Introduction

Understanding English for Specific Purposes (ESP) and ESP syllabus design which are regarded today as one of the main parts of English Language Teaching (ELT) requires the reader to be provided with fundamental conceptual and theoretical background of it. In this aim, this chapter will introduce you to a brief overview of historical background of ESP, including history and stages in its development; reasons behind its evolution. Besides, several definitions about ESP will be discussed in details taking into account characteristics of ESP, types of ESP, difference between ESP and General English (GE), relationship between ELT and ESP and how Business English is related to ESP. Further, to understand what ESP course or syllabus design is, this chapter will provide the reader with theoretical background of ESP course and syllabus design including definitions of ESP course design, ESP syllabus design, different kinds of syllabus, approaches for ESP course design and steps needed to design an ESP course. Therefore, the reader wants to know deeper how ESP course design should be designed, he needs to be aware of the factors influencing the syllabus design: learning theories, needs analysis, and language description.

1.2. Historical Background of ESP

As it is stated in this title, the reader is going to be provided with the historical origins of ESP, starting from the idea of learner's interest in various disciplines to the idea of teaching ESP as an approach not a product, this is from one side. From the other side, the development of ESP occurred through several stages: register analysis, discourse analysis, target situation analysis, analysis of study skills and strategies, and analysis of leaning needs. Further to that, the reader will be aware of the reasons for which ESP was evolved.

1.2.1. History and Stages in the Development of ESP

ESP which is observed as one of the most dominant areas in EFL (English as Foreign Language) has a long history in the arena of ELT, from the early 1960's. Hence, it is often motivated by syllabus designers and material writers that are interested not only in Business English, but also Marketing, Banking, and Advertising

English. The history of ESP had also very important stages for analysis through which it was developed. These stages are, register analysis, discourse analysis, target situation analysis, study skills and strategies analysis and learning situation analysis.

The tendency toward teaching ESP started after it was recognized worldwide as an English language used as a means of communication in science, technology and commerce. Further, ESP was originated and developed in line with the learners' interest in different specific disciplines: Law English, English for Hotel Industry, and English for Tourist Management. In the late 1970's, in different areas of the world, the needs - based philosophy appeared in ELT, in particular relation to ESP and vocational - oriented program design (Brindly, 1989)¹. Learner's study ESP underlying a certain subject to acquire and improve knowledge and skills through English. The main reason(s) for which learners need to learn English are confirmed through needs analysis which is the process to specify the necessary and useful things to fulfill their strong purposes. Learners study ESP for they are so interested in English language, but they are required to perform a number of tasks in English. Their requirement for English language must be to achieve a satisfying level in their particular specialized occupation or discipline (Robinson & Coleman, 1989, p.396)². The concept of teaching ESP was backed up and defined as "an approach for language teaching, course design and material development in which all decisions as to content and method are relied on learners' needs for learning" (Hutchinson & Waters, 1987:19)

As the ESP has been divided into absolute and variable characteristics (Dudley - Evans & St - John, 1998), the definition of what ESP was clarified. Therefore, the field of ESP (EAP& EOP) was improved increasingly in the recent years to become a fundamental part in English language teaching and research. Thus, the idea to involve the content of subject under studying into a language class was first initiated in the 1970's by Hutchinson & Waters. They affirmed that the content of a subject, for

¹ Brindley, G. (1989). The role of needs analysis in adult ESL program design. In: Johnson, R.K. (Ed). The second language curriculum (pp.63-78). Cambridge: CambridgeUniversity Press.

² Robinson, Pauline C. Hywel Coleman (1989). Working with language: a Multidisciplinary consideration of language use in work contexts. New York: Mouton de Gruyter,

instance, economics or management, should be used for EFL. The focus of ELT was always on the practical learning outcomes on the language. It used always to highlight the needs of learners to prepare them for effective communication in the tasks required in their fields of study or occupation (Bojovi, 2006). The proposition of the natural language acquisition developed by Krashen (1981) encourages this approach as they both postulate that the most effective way to learn a language is to use it for its meaningful purposes. These meaningful purposes altered considerably; therefore, several applications of ESP emerged in regards to the field or approach of teaching specific English, that is, EAP, CLIL (Content and Language Integrated Learning), CBI (Content - Based Instruction) and TBL (Task - Based Learning).

As the growth of ESP was examined earlier, it is so important to delve into five main stages through which the ESP was developed: register analysis, discourse analysis, target situation analysis, analysis of study skills & strategies and analysis of learning needs.

First of all, to deal with register analysis, we should be aware that register is defined as the variety of language which is based on the use compared with the dialect that is based on the user. That is, register is associated to social context. The register analysis is adopted from Holliday's systemic functional grammar which is fueled to the investigation of language as communication, taking into account meaning in the writer's language choice and systematically relating those choices to a wider socio – cultural framework (Hermansyah, 2005, p. 32)³. In the early years, the use of the register analysis was for an ESP courses focusing on English grammar and structural and non – structural vocabulary used in the target situation. The idea of register analysis was fostered for the most frequently used grammatical and lexical forms were used in scientific and technical writings than in GE (Dudley – Evans & St - John, 1998). Hence, these forms were identified in line with production of teaching materials to design ESP syllabus (Hutchinson & Waters, 1987).

³ Hermansyah, Harris S. (2005). *Using Register Analysis to Design an Advertisement* Vol. 9 No. 1 – June 2005:32-40

Secondly, discourse analysis or rhetoric analysis, compared with register analysis which is interested in operating on the level of a word and a sentence, is concerned about how sentences are composed into a discourse (Hutchinson & Waters, 1987). Therefore, the learners' needs could only be achieved through the design of a course which involved the knowledge of how sentences were combined into a discourse to produce meanings. As a result, the discourse analysis approach is interested in how sentences are used in performing communicative acts and improving materials in terms of functions; as, definition, generalization, description of process, description of sequential events, description of objects, solving a problem.

Thirdly, target situation analysis is interested in the systematization of an ESP course, yet it has to take into consideration the learners' needs as the central part in the process of designing a course. The Model of Munby of needs analysis (1978) strongly set the foundation stone of needs to ESP. This analysis involves three kinds of analysis: 1. **Necessities** are what the learners need to know in order to operate effectively in the target situation. 2. **Wants** are what the learners feel they need. **Lacks** are on the bridge between necessities and wants; similarly, it is the difference between the existing proficiency and the target proficiency.

Fourthly, the analysis of study skills and strategies explores the establishment of favored learning styles and strategies (Allright, 1982)⁴, as well as, educational environment – related to means analysis - in which the ESP course is to take place (Swales, 1989). Thus, the ESP teachers concentrated on the instruction of skills of study and surmised that these learned skills over activities can be transferred to particular academic studies of students (Dudley - Evans & St. John, 1998)

Lastly, the analysis of leaning needs, compared with the previous analyses which are concerned about what people do with language or language use, implicates the comprehension of language learning processes (Hutchinson & Waters, 1987, p. 14).

⁴ Allwright, R., (1982). Perceiving and pursuing learners' needs. In: Geddes, M., Sturtridge, G.(Eds.), Individualization. Modern English Publications, Oxford, PP. 24-31.

This analysis which is about learning refers to various factors : the nature of learners, their socio - cultural background, learning background, age, gender, background knowledge of specialized contents, background knowledge of English, attitudes towards English, attitudes towards cultures of English speaking communities and studying English. Learners' needs include also: teaching and learning styles with which the learners are familiar, appropriate or ineffective teaching and learning methods, knowledge of specialized contents that teachers should have, appropriate instructional materials and study location, time of study and status of ESP course, expectations about what learners should achieve in the courses, and how necessary the courses are for learners.

In conclusion, ESP which is regarded as one of the most dominant areas in EFL (English as Foreign Language) had a long history in the arena of ELT. Further, the development of ESP through different stages of analysis played an enormous role in the effectiveness of ESP syllabus design. Therefore, all needs of the learners are considered as a whole including the target situation needs, learning situation needs, and present situation needs. In other words, the effective designed syllabus is based the effective analysis of these situations.

1.2.2. Reasons for the Evolution of ESP

ESP is still regarded as the most eminent part of ELT for its increasing demand worldwide according to Johns and Dudley – Evans (2001) that confirmed: “The demand for English for specific purposes...continues to increase and expand throughout the world” (p. 115). It is no doubt that ESP is dominant in the use of international communicative means, but this has been evolved due to three main reasons that Hutchinson & Waters (1987, pp. 6-8) mentioned : demands of brave new world, revolution in linguistics, and new focus on the learner.

At first, the demand of brave new world witnessed two important historical periods: the Post - World War II which was characterized with the outburst of

scientific, economic and technical movements around the world. Thus, English was used everywhere, manuals, textbooks, journals, and labels. It was, therefore, learned as a means of international communication to facilitate international transitions. Further to that, the other historical period is the Oil Crisis of 1970's gave rise to flow of Western money and knowledge into oil – rich countries. On that account, language of that knowledge became English which was in primary concern in language teaching profession.

Secondly, revolution in linguistics had a large influence on the development of ESP. In the 60's and 70's, linguists concentrated on how language is used in real communication, though the traditional linguists focused on the description of language features. Besides, Hutchinson and Waters (1987) state that the most important discovery was in the discernment of spoken English from written English, that is, what is said or written is determined by context. Thus, if a variety of language is restricted to a situation, so all attempts should be shifted to exploration of properties of specific situations, and establishment of these properties will be the core for syllabus designed for ESP learners. On account of this, several attempts were made to describe EST (English for Science & Technology) of which ESP was originated.

Finally, according to Hutchinson & Waters (1978), ESP has been evolved due to the focus on learners after the advances in the educational psychology, and not in linguistics. In fact, in the late 1970's, a great concern was to means through which language is learned and how it learned. Therefore, the focus shifted from learning theories of language to various learning strategies, skills, learning schemata, motivational needs, and interests which are used by several learners.

To conclude, the development of ESP was caused by three main reasons as (Hutchinson & Waters, 1987) cited. These reasons are of, demand of brave new world, revolution in linguistics and focus on learners.

1.3. Theoretical Background of ESP

In this section, the reader is going to be provided with detailed knowledge of ESP including , all definitions of it, characteristics, kinds, difference between ESP and GE, relationship between ESP and ELT as well as the position of Business English in ESP.

1.3.1. Definitions of ESP

The term ESP, in its early appearance, became a source of debate. At that time, there was no clear - cut definition for it; therefore, a large amount of progressive debate on how to define it increased. In this vein, uncalculated arguments attempt to specifying the constitutes of ESP.

First of all, and according to (Belcher, 2006, Dudley – Evans & St. John, 1994, Anthony, 1997), it is so difficult to describe what ESP is because general English courses become increasingly specialized and learner - centered with many courses that use needs analysis. Secondly, according to Strevens (1977) ESP is concerned about a numerous activities, movements, and subjects are generally fulfilled not exceptionally in English around the world. Moreover, it revolves around the purpose for which the learners need to learn English, that is, whether for academic or occupational purposes. For example, English can be studied either for specific career – law, medicine, and engineering, or for business in general.

Thirdly, the reason for which the learners need to learn language is very advantageous, so they will be highly motivated and this will assist their teacher to meet their requirements in easy way. Further, learner and learning process are regarded as the fundamental pillars of the entire process. According to Hutchinson & Waters (1992) accentuate that ESP is an approach and not a product, that is, it is based on language learning not language use. In other words, great attention is shifted into learning – centered approach at which all decisions of content and method are relied on the purpose of learner for learning. Next and from a different side, Coffey (1985) regards that ESP is a rapid and economical usage of English language to complete a course of academic studies (EAP) or efficacy in paid profession (EOP). Further, Lorenzo (2005)

emphasizes that ESP must focus on language in context than on teaching syntactic structures of language.

1.3.2. Characteristics of ESP

As the previous section deals with the definition of ESP in different aspects, in this section, the reader is going to be provided with detailed understanding of the characteristics of ESP which are of, specificity of needs, relationship of materials to content, focus on specific language functions, skills and components and learner - centrality.

As claimed by Strevens (1988), characteristics of ESP course are split into two kinds, absolute and variable characteristics: 1. Designed to meet the specific needs of learners 2. Associated in content to specific discipline or occupation 3. Based on language specified to these discipline or occupation 4. Contrasted with General English. However, the variable characteristics are that its courses should be: 1. restricted in the skills to be learned 2. Not taught in a specific methodology. Compared to Robinson (1991), he suggests two different absolute variables to define ESP course. First criterion is that ESP program is goal – oriented and the second criterion is that they are emanated from needs analysis that will define as exactly as possible what the learners will do in spoken language. In the same way, Dudley - Evans & St. John (1998) mapped out two divisions of characteristics of ESP, some absolute characteristics and some variable characteristics.

These characteristics which are used to elucidate what ESP is include:

Absolute Characteristics

- ESP is defined to meet specific needs of the learners
- ESP utilizes the underlying methodology and activities of discipline it works for.
- ESP focuses on the language adapted to these activities in terms of grammar, lexis, register, study skills, discourse and genre.

Variable Characteristics

- ESP may be related or designed for specific disciplines
- ESP may use, in certain situations, a distinctive methodology from that of general English.
- ESP is presumably designed for adult learners, either at tertiary grades or in a professional work. It can be also for learners at secondary school.
- ESP is designed for learners whose English level is intermediate or advanced.
- ESP assumes always some basic knowledge of language systems.

To conclude, the suggestion of the previous mentioned characteristics played a huge role in specifying what ESP constitutes and what it does not. Therefore, the content of the ESP course will be effectively designed in order to meet the needs of the learners. As a result, these steps lead to the rise of classification of ESP into different kinds which are going to be discussed in the following section.

1.3.3. Types of ESP

Now as we have been known the characteristics of ESP course, in this section the reader is going to be aware of the types of ESP which were classified according to their pragmatic purposes supposed to be performed. In this respect, Mackay and Mountford (1978) propose three types of practical purposes for which students study English:

- Occupational requirements: it is for international telephone operations, civil airlines, pilot, and so.
- Vocational training program: it is for hotel and catering staff, technical trades, etc.
- Academic or professional studies : it is for engineering, medicine, law, etc

In their divisions, they discern between language and restricted language use of English language with the following statement:

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

(Mackay & Mountford, 1978)

According to Mackay and Mountford, the language that the learner needs to learn should be communicatively effective in a new situation other than a very restricted register which is very limited; otherwise, it cannot allow its speaker to perform well in different situations of the same occupation. Furthermore and based on Mackay and Mountford's, Munby (1978) classifies ESP into two fundamental areas:

- **EOP** (*English for Occupational Purposes*): it is where agent requires English to accomplish occupational responsibilities.
- **EAP** (*English for Academic Purposes*): it is where agent needs English to achieve certain educational studies.

In the same context, Hutchinson & Waters (1987) in form of their “Tree of ELT”, ESP is divided into three parts: **EST** (English for Science and Technology), **EBE** (English for Business and Economics) and **ESS** (English for Social Sciences). Yet, these subject areas are themselves split into two segments: English for Academic Purposes and English for Occupational Purposes. As an illustration, EOP for EST branch is English for Technicians, whereas an instance for EAP for EST branch is English for Medical studies. EAP may involve : EST (English for Academic Science and Technology), EMP (English for Academic Medical Purposes), ELP (English for Academic Legal Purposes) and English for Management, Finance and Economics (EMFE) that is always instructed to nonnative speakers, the case in point, **MBA** (Master of Business Administration) courses. The difference can be made between common core English for General Academic Purposes (EGAP) and English for Specific

Academic Purposes (ESAP). EGAP investigates the skills and language relevant to the study of all academic disciplines.

On the other hand, EOP is relevant to nonacademic courses. It includes: English for professional purposes in administration, law, medicine, business, and vocational courses. Thus, a differentiation is between English for Academic Medical, Legal or Scientific Purposes and English for doctors, lawyers, and scientists whose occupations require performance at workplace. In addition, EOP is divided into two sub branches: English for Professional Purposes and English for Vocational Purposes. English for Professional Purposes comprises EMP (English for Medical Purposes) and EBP (English for Business Purposes). However, English for Vocational Purposes can be broken into: Pre- vocational and Vocational English. The first is interested in, as an instance, searching a job and practicing job interview skills. However, Vocational English is interested in the language of specific trades or occupations. The following diagram will show us the different types of ESP.

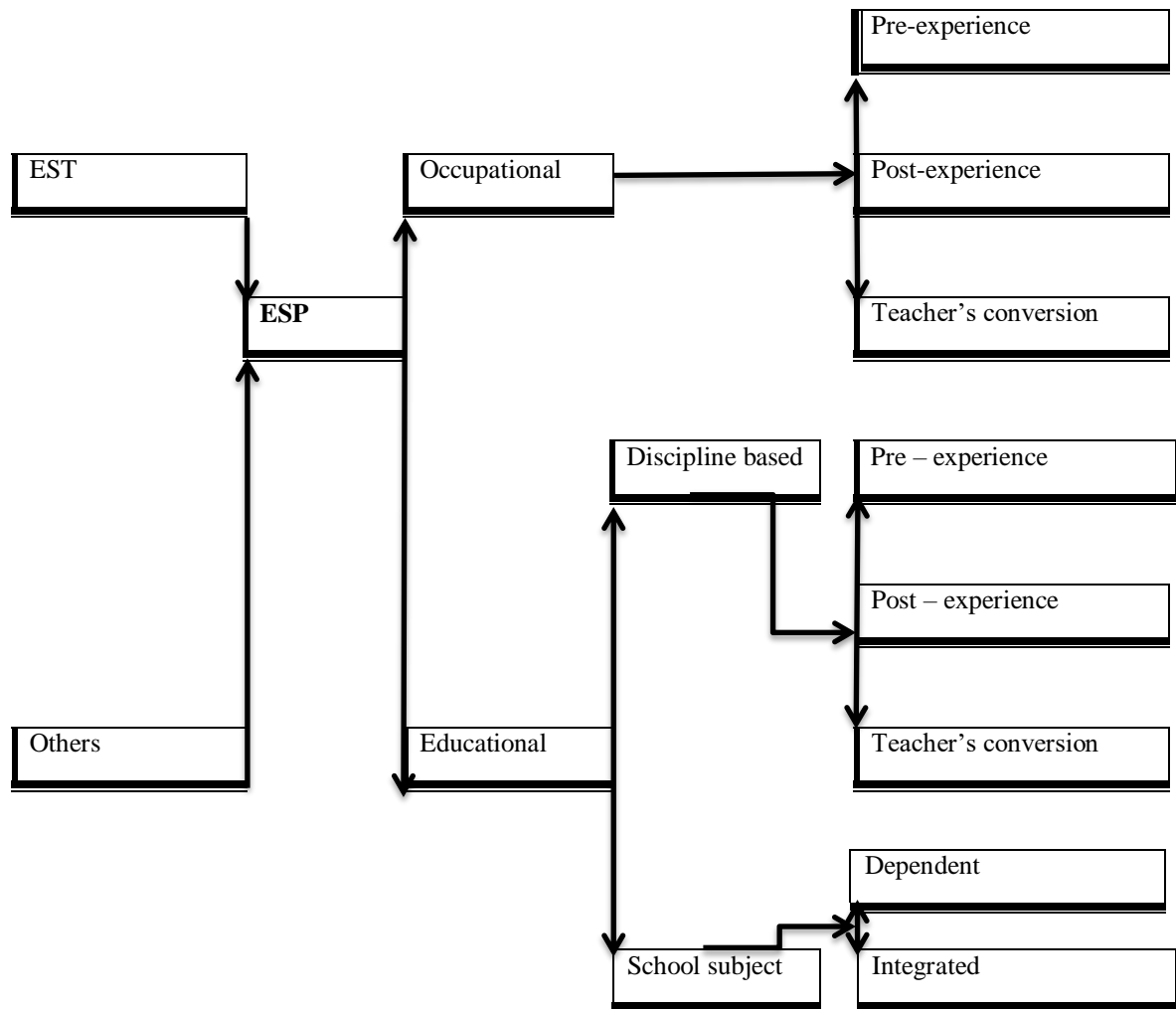


Figure 1.1. Types of ESP

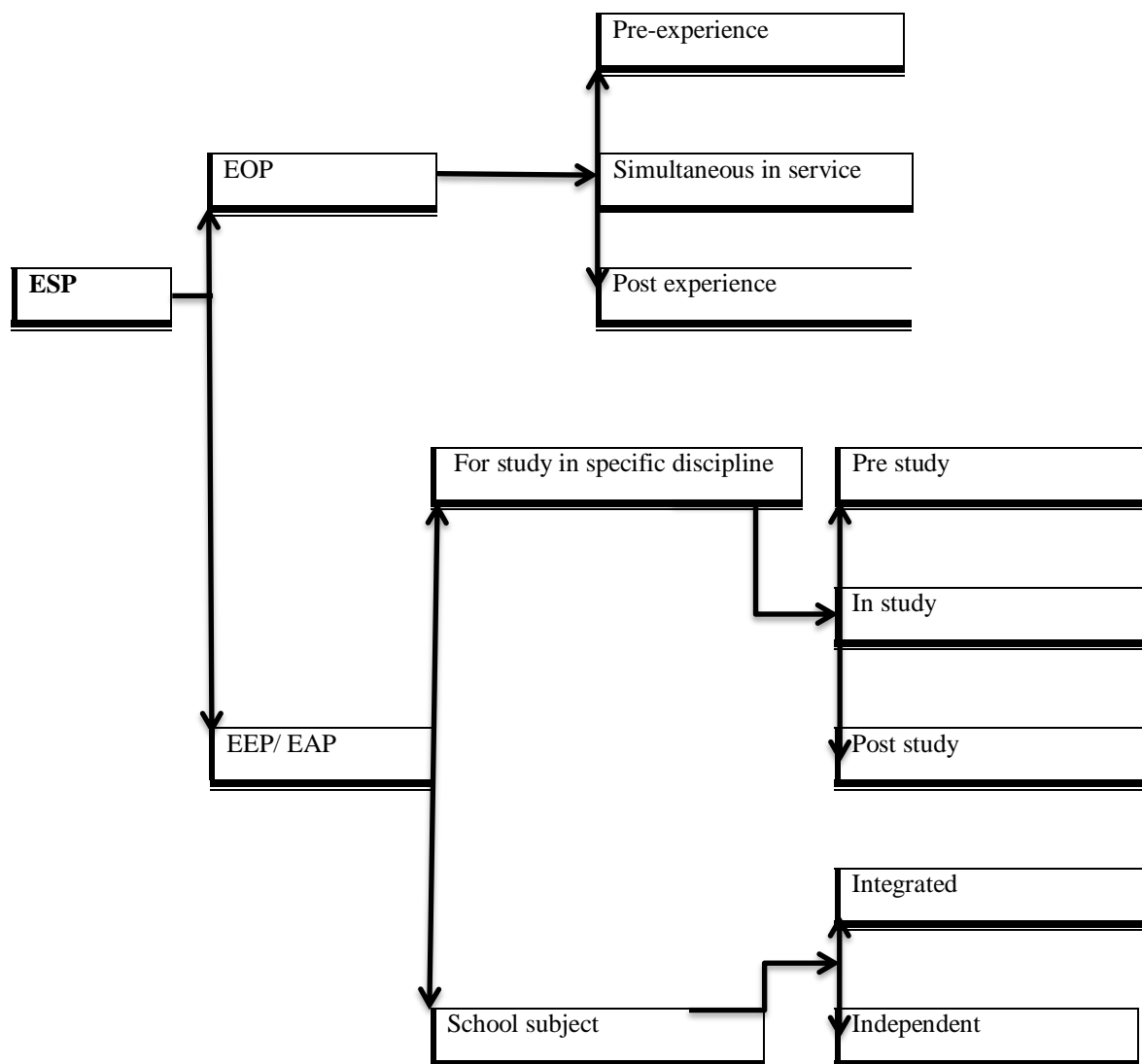


Figure 1.2. . Types of ESP

1.3.5. Relationship between ESP and ELT

Now as the reader is aware of what ESP constitutes and what its types are, it will be interesting he will be able to know what relates ESP to ELT. In this concern, we will show the reader how ESP was descended from ELT over history of language teaching.

In fact, ESP was historically originated from teaching EFL and ESL that itself stemmed from English language teaching. Thus, according to Robinson (1989), he describes ESP as a kind of ELT which is goal - oriented language learning. That is, learner has a particular goal or aim to achieve. Further, Coffey (1985) regards ESP as the lion share of Communicative language teaching. For further illustration, Hutchinson & Waters

(1987) adapted an explanatory diagram of the relationship of ELT to ESP and it is shown below.

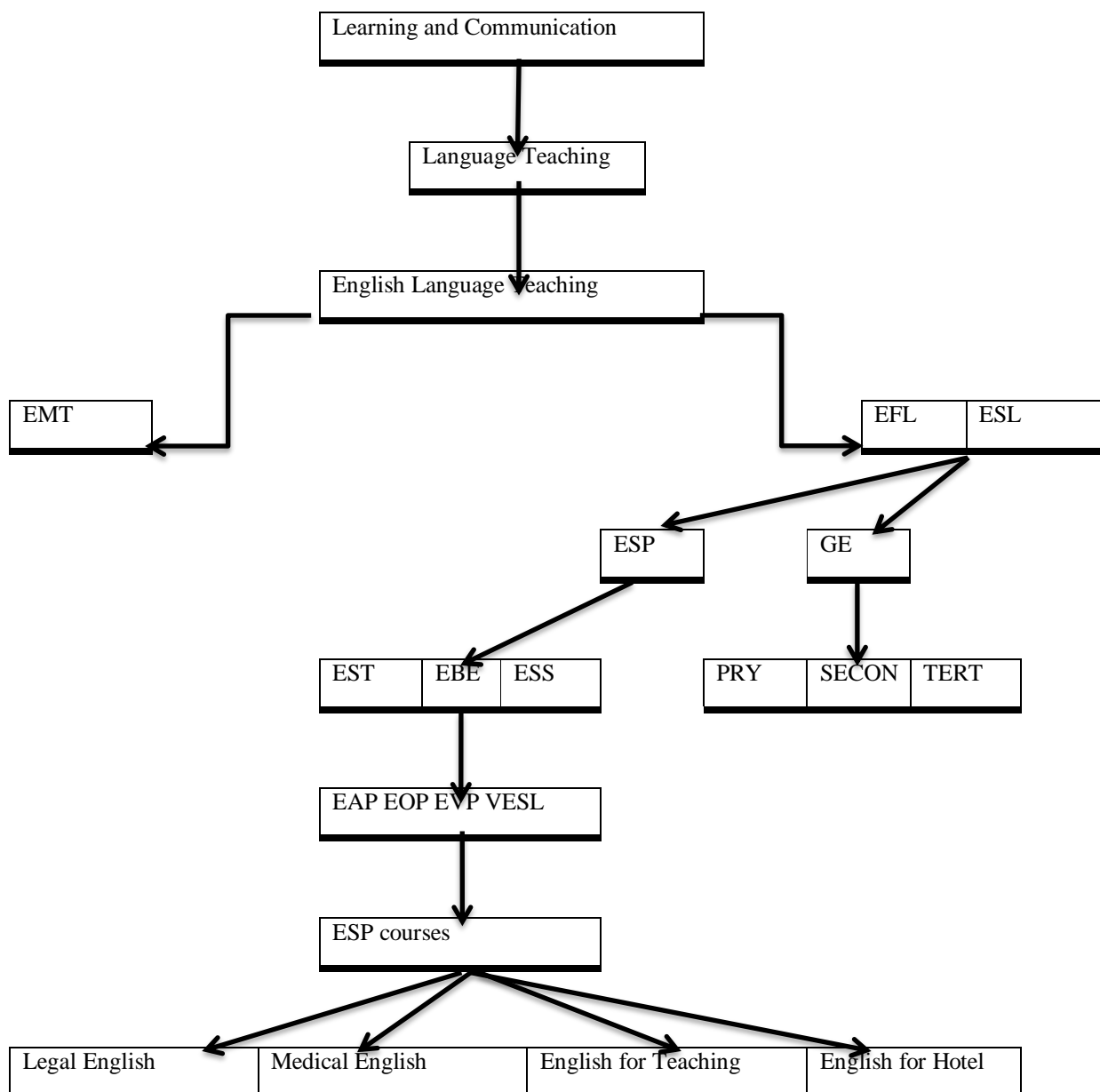


Figure 1.3. ELT diagram

1.4. Theoretical Background of ESP Course and Syllabus Design

In this section, the reader is going to be provided with definitions of ESP course and syllabus design. Further, he is going to be aware of all kinds of syllabus that an ESP course or syllabus designer can adopt. Moreover, approaches for ESP course and syllabus design should not be disregarded, so the reader will know each and when it is

used for more effective course and syllabus. Besides, the reader should be given steps of how an ESP course will be designed for ESP learners.

1.4.1. ESP Syllabus and Course Design

For an effective English language teaching, a teacher should be equipped with the most reliable resources. One of these resources is a course or a syllabus that should be used as a part of an educational program in order to achieve certain goals of learning outcomes. Based on this, this section is going to provide the reader with the main concepts of syllabus design: ESP syllabus design and ESP course design.

To understand what designing a syllabus is, we should first understand what syllabus is. Syllabus is regarded as a set of lessons that are instructed. For example, last year, students of financial management and accountancy were delivered an outline of a course and the same would be delivered this year. This is a syllabus; however, the course is something different and more abstract, gradual and detailed. On this basis, we can have the same syllabus but with different course and teaching materials. It depends on the decision of what should be taught and in what order.

Therefore, the language theory from which the teaching method is originated will take an enormous role in the selection of what sort of syllabus should be adopted. For instance, the syllabus which is based on the cognitive theory of learning will be concerned about teaching language forms and whatsoever describes those structures. Further, the syllabus which is based on the theory of language acquisition will be interested in the diligent selection of experiences of new language.

In general, the syllabus that will be instructed is always based on the language learning theory which is adopted in language teaching. In the same vein, and according to Munby (1984), he regards a syllabus as matter of specification of the content that is required to be instructed and then ordered into a teaching syllabus of suitable learning units. Besides, according to Webb (1976), syllabus design is seen as the order of selected contents into an organized and realistic sequence for teaching purposes. The

main criteria of Webb for syllabus design are: 1. Progress from known to unknown 2. Appropriate size of teaching units 3. Proper variety of activities 4. Teachability 5. Creating a sense of purpose for the learner.

It is interested in to what extent of design should be adapted into a course. That is, the quantity of units should be negotiated with learners and the quantity that should be predetermined by teacher and the quantity that should be remained. Thus, this notion is completely based on the idea the “focus on the learner.”

In conclusion, and in very simple form, a course and syllabus are two sides of the same coin. That is, the syllabus is the outline of what is to be taught and in which way. However, the course is the detailed content which is taught gradually over a certain time.

1.4.2. Kinds of Syllabus

Teaching language cannot be achieved without a syllabus designed. Yet, since there are many purposes for which language is taught, there are different kinds of syllabus that should be designed for specific language learning theory. Based on this, in this section, the reader will be provided with different types of syllabus derived from two fundamental types: product - oriented and process - oriented.

1.4.2.1. The Product – Oriented Syllabus

The product – oriented syllabus is the one which is based on the knowledge and skills which the learners should acquire as learning outcomes. The product of a course of instruction can be achieved in a various ways such as a series of grammatical items: lexical items, language functions, and experiential content. This kind of syllabus can include another several kinds such as:

A. Analytic and Synthetic Syllabus

This kind of syllabus has been proposed firstly by Wilkins (1976) who focuses on the difference between analytical and synthetic syllabuses. He depicted the synthetic approach in the following statements:

“A synthetic language teaching strategy is one in which the different parts of language are taught separately and step by step so that the acquisition is a process of gradual accumulation of parts until the whole structure of language has been built-up.”

(Wilkins 1976:2)

A1. The Grammatical Syllabus: this is the most frequently used type in teaching language. The design of syllabus is based on the selection and the grading of language inputs according to the grammatical notions of simplicity and complexity. In this, one grammatical item is instructed per time and prior to moving to the instruction of another item; the first item should be mastered. According to McDonough:

“The transition from lesson to lesson is intended to enable material in one lesson to prepare the ground for the next; a conversely for material in the next to appear to grow out of the previous one.”

(McDonough 1981:21)

A2. Functional- Notional Syllabus

The broad scope of language given by the philosophers of language and sociolinguists was taken up during the 1970's by the most involved in language teaching. This does not mean that the functional notional syllabus was not attempted to be taught in early years, but the main idea that this kind of syllabus has been widespread and taught systematically on a large scale into the language syllabus along the 1970's. Teachers, at first time of the use of such terms “functional and notional”, teachers were confusing the terms. Function is likely to be described as the communicative purpose for which the language is used, whereas the notions are the conceptual meanings (objects, entities, states of affairs, logical relationships and so) expressed through language: **The functions** that can be used are of identifying, agreeing, direction, offering, approving, enquiring, greeting, advising, apologizing,

denying, suggesting, warning and persuading. Further, **the notions** that can be taught are of time, equality, cause, frequency, existence, ownership, duration, and size.

1.4.2.2. The Process – Oriented Syllabus

Previously we have looked upon the focus on the grammatical, functional and notional building construct of which courses can be designed. Besides and the recent years, linguists and scholars have shifted from the focus on the product of language. That is, the acquisition of knowledge and skills by the learners. The other view focuses on the design of the syllabus should be based on planning, implementation, and evaluation of the curriculum which are regarded as series of integrated processes of learning. Several syllabuses have been derived from such a process – oriented syllabus.

B1. Procedural syllabus

In spite of the main differences in practice, the principles embedded in procedural and task – based syllabuses are identical. Indeed, they are observed as equivalents by Richards, Platt, and Weber (1985) who depict all of them as follows:

“A syllabus which is organized around tasks, rather than terms of grammar or vocabulary. For example the syllabus may suggest a variety of different tasks which the learners are expected to carry out in the language, such as using the telephone to obtain information; drawing maps based on oral instructions; performing actions based on commands given in the target language; giving orders and instructions to others, etc. It has been argued that this is a more effective way of learning a language since it provides a purpose for the use and learning of a language other than simply learning language items for their own sake.”

(Richards, Platt, and Weber 1985:289)⁵

⁵ Richards, J., T. Platt and H. Weber. 1985. A Dictionary of Applied Linguistics. London: Longman.

This has been reinforced by the publication of Prabhu's Second Language Pedagogy.

“Attempts to systematize inputs to the learners through a linguistically organized syllabus, or to maximize the practice of particular parts of the language structure through activities deliberately planned for that purpose were regarded as being helpful to the development grammatical competence and the detrimental to the desired preoccupation with meaning in the classroom...it was decided that teaching should consequently should be concerned with creating conditions for coping with meaning in the classroom, to the exclusion of any deliberate regulation of the development of grammatical competence or a mere stimulation of language behavior.”
(Prabhu 1987:1-2)⁶

In this context, Prabhu suggested three kinds of task “types” which can be used in the project. 1. **Information – gap activity:** This is concerned about the transfer of information from one entity to another – or from one form to another – or from one place to another. In short, it is about decoding and encoding linguistic information. 2. **Reasoning - Gap activity:** this is concerned about some new information passing through the rational process of deduction, inference, induction, practical reasoning or a perception about relationships and analogies. 3. **Opinion - Gap activity:** this is concerned about the identification and the articulation of a personal preferences, feelings, emotions, or attitudes in a reaction or a response to a given situation.

⁶ Prabhu, N. S. 1987. Second Language Pedagogy: A Perspective. Oxford: Oxford University Press.

B2. Task – Based Syllabus

In this course, the selection of “task” is more prioritized. Lon and Crookes (1986) provided a literary and educational overview that proposes that tasks are more prominent units of planning for instructors than objectives. The task – based is based on various prominent approaches. To reinforce this idea, two main definitions have been stated as follows:

“.. a piece of work undertaken for oneself or for others, freely or for some. Thus, examples of tasks include painting a fence, dressing a child, filling out a form, buying a pair of shoes, and making an airline reservation... In other words, by “task” is meant hundred and one things people do in everyday life.”

(Long 1985: 89)

“... an activity or an action which is carried out as the results of processing or understanding language (i.e. as a response). For example, drawing a map while listening to an instruction and performing a command... A task usually requires the teacher to specify what will be regarded as successful completion of the task.”

(Richards, Platt, and Weber 1985:289)

B3. Content Syllabus

This kind of syllabus is concerned with another realization which is about the analytic approach. It is different from the task- based syllabus in that experiential content, that paves the way for the start of the syllabus, is often stemmed from some well-defined subject area. This might be such as subject areas such science, Maths, physics, and so.

In a newest publication, Mohan (1986) claims that the content – based syllabus facilitates learning not primarily **through** language but **with** language.

“...we cannot achieve this goal if we assume that language learning and subject-matter learning are totally separate and unrelated operations. Yet language and subject matter are still standardly considered in isolation from each other.

(Mohan 1986: iii)

B4. Natural Approach Based Syllabus

This approach has been widely explained by Krashen and Terrell (1983). Like Long's task – based proposal, the main principles underlying the approach are believed to be based on the empirical research and can be summed up as follows: 1. the goal of the natural Approach is communicative skills 2. Language comprehension comes earlier than production 3. Production rises (That is, learners are not obliged to respond) 4. Activities which improve subconscious acquisition rather than conscious learning are highlighted. 5. The affective filter is decreased.

1.4.3. Approaches for Course Design

Prior to speaking of different approaches used for course design, the reader should be provided with understanding the term of teaching approach. This term means that the way of looking at language teaching and learning which is comprised of two theoretical views, what language is of and how can it be learned. After this clarification, the reader can be shown all the kinds of approaches for course design.

14.3.1. Language – centered approach

In this approach, language is the center in a course whereby the learners are permitted to acquire language items, to study how they work and practice their combination (Hutchinson & Waters, 1987, p. 109). This approach concentrates on the structures of a discourse. First of all, it manifests essential lexical items: subject - specific words of the topic, sub – technical words in scientific English and as many common words as possible too. Lexis is very significant to express functions (Swan, 1990) and the lexical inputs permit participants to study and have the mastery of these expressions in order to communicate effectively on their subject. The next steps should be taken into account by a course designer aiming to adopt this sort of approach.

- The specification of target situation
- Choice of suitable learning theory
- Discovery of language features and characteristics of target situation

- Design of syllabus
- Design and writing of materials
- Evaluation and assessment of syllabus

On the contrary, according to (Hutchinson & Waters, 1987) state the following disadvantages of designing a syllabus based on language - centered approach.

- It is learner - restricted
- It is static and nonflexible
- It is systematic learning
- It is superficial learning
- It does not give great attention to other factors influencing syllabus design.

In the bottom, a diagram suggested by Hutchinson & Waters will show a detailed description of this approach.

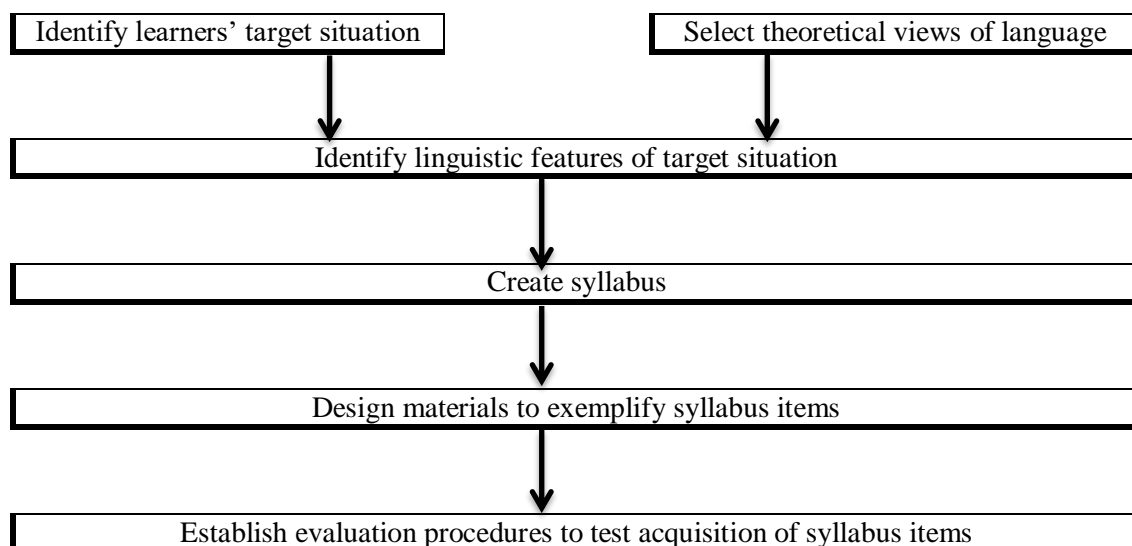


Figure 1.4. Language - Centered Approach to Syllabus Design

1.4.3.2. Approach for Skill - Based Syllabus

Skills are a set of abilities that learners are required to have to have linguistic competence. This approach is for the syllabus that supports that the content of language teaching should be comprised of a set of particular skills likely to have a huge role in language use. Skill based syllabus mixes all linguistic competencies together (pronunciation, vocabulary, grammar and discourse) into a general kind of behavior; as, listening to spoken language for the main idea, writing coherent and cohesive paragraphs and so. The first aim of this approach is to learn a particular language skills and sub- skills. The second aim is to improve more general competence in the language. For further detailed knowledge on this approach, (Hutchinson & Waters, 1987) propose a diagram for this matter.

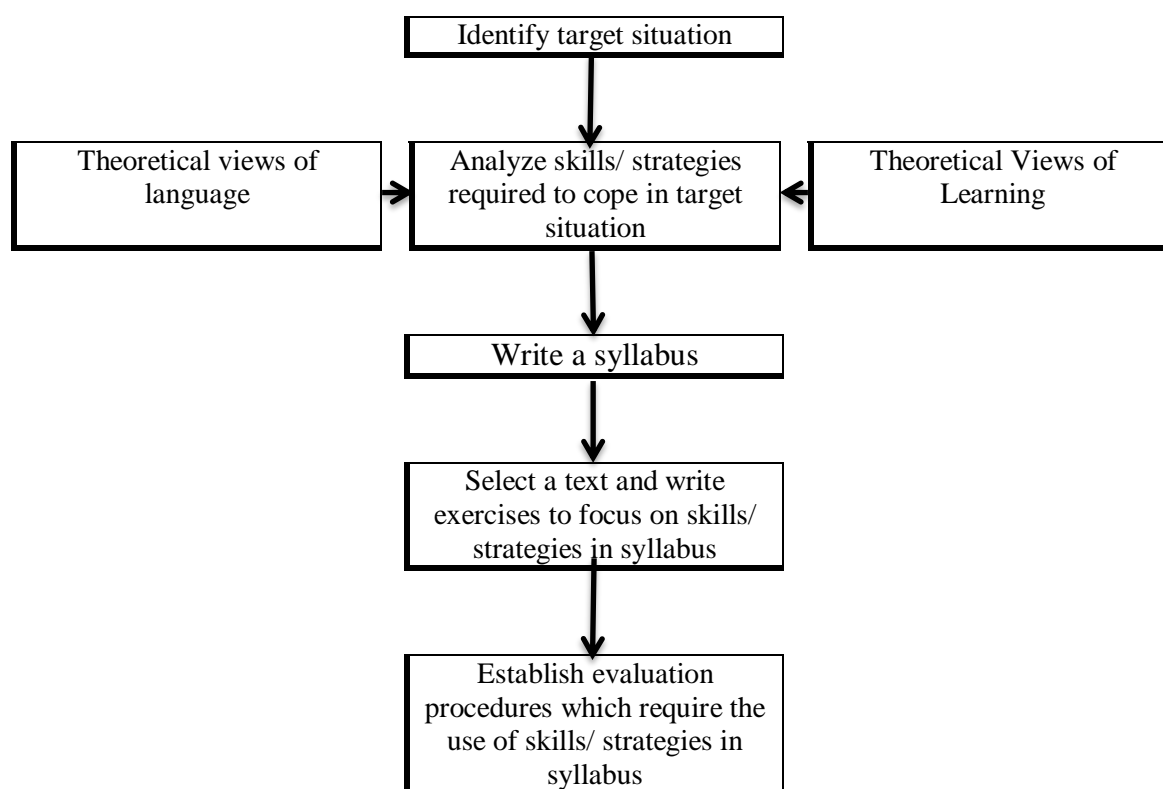


Figure 1.5. Skills – centered Approach to Syllabus Design

1.4.3.3. Learning - centered Approach

In this approach, Hutchinson & Waters shift attention to learning needs because the previous approaches gave too much importance to language needs. They proposed that learning approach is the most significant approach that carries learners from the departure to the arrival (target situation). Learning needs are basically approached from two different views, the target needs and the learning needs. The first is split into three branches: **necessities**, **lacks** and **wants**. Necessities are regarded to what the learners must know to operate effectively in the target situation. Wants are considered to be what the learners think they need. The lacks are the gap that should be abridged between necessities and wants. The second is to learning needs which are related to several factors: the nature of learners, their socio – cultural background, learning background, age, gender, background knowledge of specialized contents, background knowledge of English, attitudes towards English, attitudes towards cultures of English speaking world and learning English. In the next page, a diagram proposed by Hutchinson & Waters will be shown to give more description to the reader.

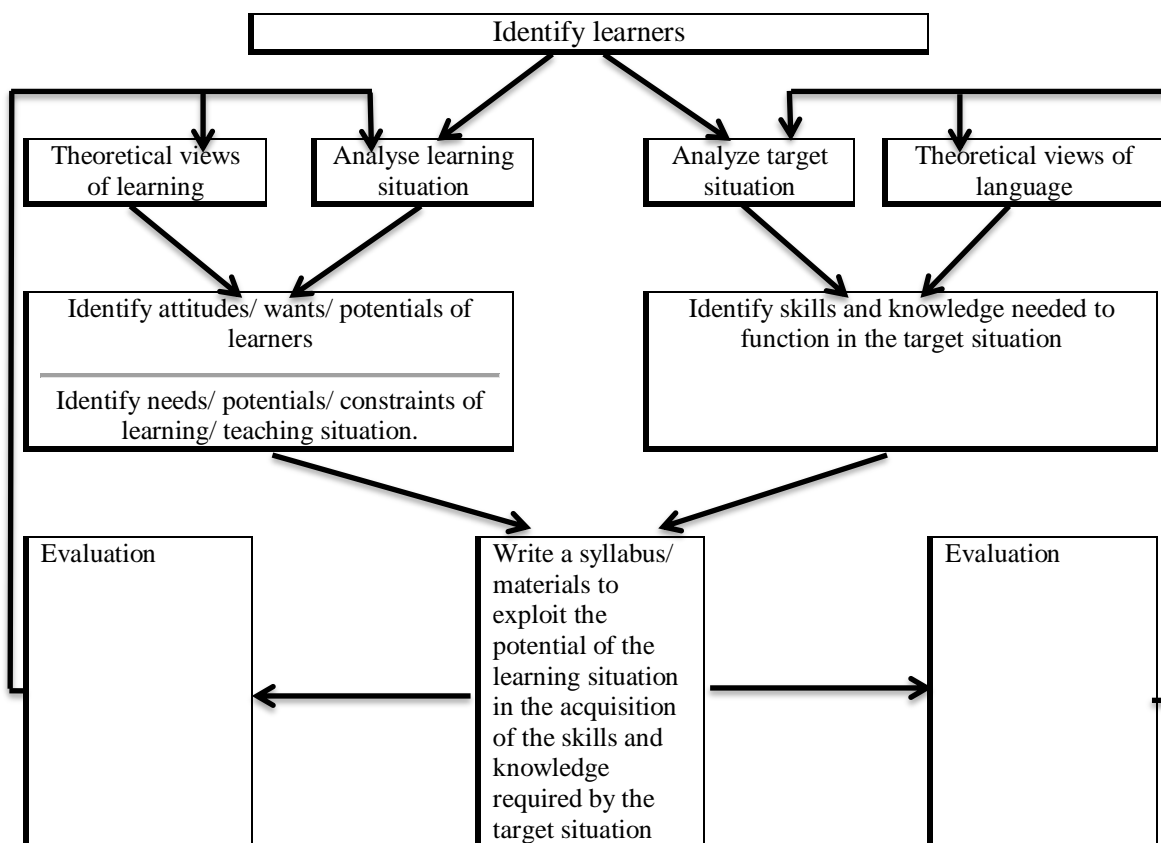


Figure 1.6. Learning centered Approach for Course Design

1.4.4. Steps in ESP Course Design

As a syllabus design is seen as the organization of selected contents into a sequential and realistic order for teaching purposes. This process requires a series of procedural steps that should be known. In this section, the reader is going to be aware of these steps which are: needs analysis, formulation of goals and objectives, syllabus design, implementation (methodology) and evaluation.

1.4.4.1. Needs Analysis

The first step which is needs analysis plays a huge starting role to ESP course design since it specifies the what and how of an ESP course. Chen (2006) came up with the conclusion that the designers of the ESP course or syllabus should be explorers and identifiers of the learners' potentials and needs in the early steps. The undeniable fact that every ESP course or syllabus should be needs – driven and has the effectiveness on

the practical consequences (Dudley- Evans & St- John, 1998:1). Therefore, the needs analysis will always stay the central part of ESP (Gatehouse, 2001, Graves, 2000). Further, it is seen as the corner stone of the ESP which directs the designer to specific course (Dudley- Evans & St- John, 1998:122).

Searching for the needs of learners to recognize the fact that in ESP, the learners have distinctive specific and specifiable communicative needs that they are motivated to achieve through the given course. It is so emphatic that the needs analysis is the primary process for setting the “what” and “how” of a course (Dudley- Evans & St- John, 1998). The needs analysis emerged in the 1970’s including the “Deficiency Analysis” or the assessment of the learning gap “West, 1997:71) between the target language and the present situation. The ESP course designer should be aware of the fact that there lies a difference between the learners’ needs and the teachers’ needs.

Although the ESP was gravitational force beyond the needs analysis as Richards (2001) says:

“The appearance of ESP and its focus on the wishes evaluation as a departure point in language application sketch used to be a very sizeable aspect in the enhancement of the cutting-edge procedures to the development the language curriculum (p.72)”

Richards (2001)

According to Brindly, two main orientations for needs analysis exist in ELT: The narrow or the product - oriented interpretation of needs in which the learners’ needs are regarded as the language they are going to use in a specific communicative context. The second or the broad – oriented interpretation that is observed as the learning situation.”

In ESP, the modern concept of needs analysis according to Dudley- Evans & St- John (1998: 125) is viewed from the following lenses:

- Professional factual information about the learners: the activities and tasks that the learners use English for. Target Situation Analysis (TSA) and objective needs.

- Personal factual information about the learners: The factors that they are expected to influence their learning process: The educational background, the cultural background, the purpose for the attendance of ESP courses, and the attitudes towards learning English - wants, means, and subjective means.
- English language factual information about the learners: What are their present language skills and situation of English use (PSA) that permits us to prescribe and assess the learners' lacks.
- The lacks of the learners: The gap between the present situation analysis and the target situation analysis.
- The factual information of language learning: the efficient methods to learn language skills and language of the learning needs.
- The professional communicative information about: a. knowledge of the way language system and language skills are used in the target situation.
- The needs from the course itself.
- Information about the learning settings where the course will be taking place.

1.4.4.2. Specification of Goals and Objectives

Immediately after the needs are analyzed, the course designers are going to set the goals and objectives of teaching the ESP course. The goals are always set for the communicative competence not the language competence. Corder (1973) confirms that both the content and the structure of the course are affiliated to the objectives of the learners or social community. This should be particularized with what the learners want and be able to operate effectively in the social behavior and linguistic competence. That is, it is regarded as the learners' end behavior. The goals and goals need to be determined in appreciate to what he wants or does in social behavior and linguistic performance. This one is named as "the learner's terminal behavior." However, Ingram (1982) ascertains that evident determination of goals and objectives offer a means of endorsing the coherence of language activities in reaction to the learners' needs: What

do you want the learners to know and have the ability to perform when the course is finished? How will the course be constructed and how are you going to carry the learners from the departure to the end of the curriculum prior to the use of language in the target situation?

In almost the teaching programs, direct behavioral goals according as carefully as defined by Mager (1962) are not widely used. Mager believes that behavioral objectives should be:

- The description of performing behavior
- The description of the underlain qualities under which the performance will be predicted to happen.
- The statement of the approved standards performance.

Language programs frequently set goals that determine:

- The procedures that incorporate fluency in a particular language skills.
- The language structure and the communicative content that will be covered.
- The structure of the level of proficiency

Hawkey proposes that the conduct of research for the needs analysis should be taken into account the setting of objectives and goals. Van Ek (1976) concludes that the language learning objectives should be fueled towards the learners' needs and of that they should determine the following elements: The situations the place the overseas language takes region ought to encompass the subjects to be concerned with

- The situations where the language will be used encompassing the topics to be concerned with.
- The language activities in which the students will be involved.
- The language functions that the students will perform.
- The things that the students will do with each topic.

- The general notions the students will tackle.
- The specific notions the students will tackle.
- The language structure which the students will apply.
- The extent of the skills by which the students will have the ability to do.

For instance, the goals and the objectives for a course or a syllabus in English for Business Purposes can be as follows:

➤ **Goals and Objectives**

The primary purpose of the course is to completely prepare the learners to operate effectively in their future careers since after the graduation they are going to apply for jobs in the multinational companies. Prior to the recruitment, resumes are forwarded to the companies, if they are accepted, the interviewers in the company will send invitations for interview so they will be conducted. Thus, the job application should be a necessary unit in the ESP course. In the future business profession, they will find themselves working in a multinational company where English is spoken and written. Further, they found themselves using English as a meaning of communication with people from all around the world

▪ **Goals**

In the end of the ESP course, students should familiarize themselves with the discipline – related terminology and the ability to write effectively in English language. As an example, they should be skilled in writing different types of business letters, e – mails and well written resume. Besides, they should have the ability of listening comprehension, to understand the news reports, radio news, and conversations. In addition, they should be able to have the skills of reading comprehension: understanding the main idea as well as the sub- ideas, the factual information and maintenance of good interpersonal relationship with a target community.

- **Objectives**

Each skill has its personal objectives as follows:

- **Listening**

- Understanding the vocal messages and conversation through the phones in the workplace.
- Understanding business associated news reports

- **Speaking**

- To have an effective communication with native speakers not only in job interviews but also in business settings
- To answer effectively the phone calls and job interviews

- **Reading**

- Understanding and infer meaning from a various texts; as, business reports, newspaper articles, and documents.

- **Writing**

- Able to write resumes, business letters, and e - mails in a business context.

1.4.4.3. Syllabus Design

After the determination of aims and objectives for the ESP course, the analyzed needs should be translated and transferred to the syllabus design. According to Munby (1978), this is called “The conversion of needs into content of syllabus.” Further, the syllabus is defined as “What is to be learned in terms of the order in which the items should be learned as well as the interpretations that is put to” (Hutchinson and Waters, 1987, p. 81).

From different side as the course can various designs, however, according to Swan, stated in Robinson (1991).

“The real trouble is no longer which syllabus is put first. It is how to integrate eight or so syllabuses (functional, notional, situational, topic, phonological, lexical and skills) into smart instructing software” (p.28)

Robinson (1991)

The main objective of the order of a syllabus is to improve the students’ learning outcomes, not just the description of the language. Thus, the organization of the syllabus should be a certain and specific way in order to simplify the learning and teaching process. is the improvement of learning and it is no longer to grant a certain description of language. Thus, the content material should be arrayed in such a way in order to simplify mastering and teaching. In addition, the unit of organization must fit an appropriate purpose for learning.

The syllabus may be organized logically from the most simple to the most complicated items, the statement of generality to the statement of specificity with the use of the logic tools such as deductive reasoning Vs. inductive reasoning.

According to Corder (1973) states that the syllabus design should be as follows:

“The ideal syllabus be one in which the sequential objects taught via common sense derivation from and it assumes the gaining knowledge of some previous items.” He adds “the thinking of herbal syllabus “or “built-in- syllabus”.

Corder (1973)

He explained that also as:

“The relevance of overall performance analysis to the designing of syllabus is primarily based the thinking that there is some herbal sequence of elaboration of the approximate system of the second language learner and that when/if this can be well established it would provide a psychological common sense to the ordering of cloth in syllabus” (p.132).

Corder (1973)

The case of the natural organization of a syllabus is too weird and impractical because teaching natural language acquisition is not fruitful and it cannot go head – to – head.

According to Allen (1984), there are fundamentally three important approaches to organize and sequence the content of the syllabus:

- The traditional, structural - analytical approach: in the formal grammatical criteria is the most prioritized.
- The functional - analytical approach: in which the objectives are classified according to communicative language use.
- Non-analytical, experiential or natural growth approach that aims to integrate the learners into the real - life communication ignoring the pre- selection of the items.

There are some other categories of syllabus such as (i) structural grammatical syllabus (ii) notional syllabus (iii) practical syllabus (iv) manner and task-based syllabus and so on. The adoption of any kind will be based on the learners' needs, the aims and the objectives of the course, the bias of the sponsor's or instructor, as they are worried with the purpose of the direction of language. For this, it will be higher to shortly discuss few of these classes of syllabus.

1.4.4.4. Implementation (Methodology)

After the course or a syllabus is designed, the teacher or the designer should implement it. This process requires an ample of resources, training and re – training of ESP teachers. The encouragement of the use of the authentic materials, the task – based syllabus, the collaborative teaching should be always present. The successful syllabus should always be implemented in order to achieve its goals. Likewise, the theory without a practice is a blind.

An infinite number of factors, which should be taken into account when the syllabus is implemented, are cited by a series of resources. These factors do also influence the selection of the suitable syllabus for application. In this concern, Maley (1984) proposes the following factors: (1) Cultural (2) Educational (3) Organizational (4) Learner (5) Teacher (6) Material

(i) Cultural factors are stated as the most important and the most influential factors in the application of any syllabus or program. It relies on if the society is inward or outward. The former seeks the sunless rooted social values of its own; however, the second seeks innovations and openness to the outside world.

(ii) Educational Elements is associated mainly to the educational philosophy. In other words, the aspect that observes the educational system as authoritative or participatory. That is, the learners acquiring skills or acquiring knowledge, or whether it is a product-oriented process or a life-long process, or whether the educational system motivates independence or interdependence. These philosophical ideas have always influences on the implementation of a certain program or a course.

(iii) Organizational and Administrative Factors will a great influence on the implementation of the program, specifically if the national educational system is centralized or decentralized. This is affected through the way decisions are received and sent. That is, whether by open consensus or a closed decree. It is so evident that there is somehow a means of communication between the legislators and the executives.

(iv) Learner Factors: incorporate the age and the all backgrounds of the learners because they are so necessary in the implementation of the syllabus or the course, but it should be noted that the syllabus should suit the learners' backgrounds.

(v) Teacher Factors: it is affiliated to the training and the experience of the teacher which play an enormous role in the implementation of the course or the program. Further, the presence of the teaching – training is so important. It is also necessary so the teacher is too proficient in the target situation. The teacher's language proficiency

as well as the teacher's training will be advantageous to diligently the most preferable syllabus than another.

(vi) Material Factors: it denotes that the implementation of the course or the program be budgeted. That is, it should be financed in order to provide the hardware and software necessary for the success of the implementation of the course or the program. Further, spare parts of such hardware should be available and appropriate for those who need it.

1.4.4.5. Evaluation

In the final stage that precedes the implementation of the course or program, the evaluation of the course or the program should be taken into consideration. It is the workability and accuracy of the course. In another word, since both the teacher and the learners shared the same course that paves the ground for clear content and organization of the topic, then successfulness lies in its diligent evaluating it. For further detailed knowledge on the procedural steps to ESP course and syllabus design, the reader will be shown below the diagram of steps in ESP course design in the next page.

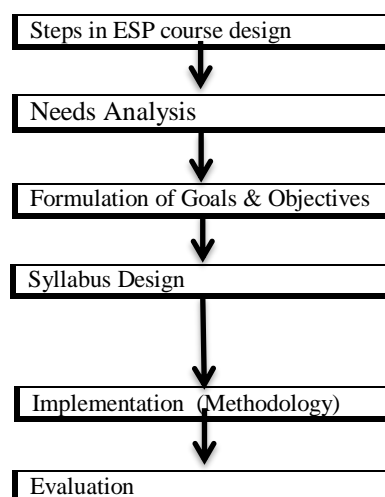


Figure 1.7. Steps in ESP Course Design

In conclusion, the reader is fully aware of what ESP course, syllabus and what ESP course and syllabus design are. Further, he is provided with all kinds of syllabus that may be adopted based on the most appropriate learning theory that fit learners' needs.

Besides, he is introduced to the main approaches by which the suitable syllabus can be selected and resolved. Finally, this reader is well provided with all the steps needed in order to design an ESP course or syllabus including: needs analysis, formulation of goals and objectives, syllabus design, implementation (methodology) and evaluation of this syllabus.

1.7. Factors Influencing ESP Course Design

The design of ESP which is regarded as a process of making a content to be taught and in which order should be organized has numerous steps to be achieved. Therefore, this process requires three influential factors that should be taken into account because they are very important in designing a syllabus. These factors are language description, needs analysis, and learning theories.

1.7.1. Language Description

This factor is concerned, according to Hutchinson & Waters (1987) about such questions as, what topic areas will need to be covered? What does the learner need to learn? What aspects of language will be needed and how will they be described? To answer accurately these questions, someone must be able to set precise goals and objectives of the course. Design of syllabus examines what the course will be about. Formulating goals and objectives of the course beforehand is unavoidable. The aim of describing a language is to examine the features of the developmental stages and integrate ideas in the course design. There are six fundamental stages in the development of language. In language description, factors are divided into two major types: (1) linguistic competence – based including traditional grammar, structural linguistics and transformational generative grammar and (2) communicative competence – based involves language variation & register analysis, functional/notional grammar and discourse analysis.

1.7.1.1. Traditional Grammar

In terms of classical grammar, languages were analyzed based on classical languages - Greek and Latin, basically, they were described in respect to case based – nominative, genitive, dative, possessive, vocative, instrumental and ablative. Inflections were used to indicate grammatical classes. Traditional grammar is regarded as a prescriptive grammar for it is rule – governed. It is also seen as a word – grammar because it did not succeed to reveal language as an integrated systemic event.

1.7.1.2. Structural Linguistics

This descriptive school appeared in the 1900's, especially in 1930's and 1950's. It is concerned about clear formal properties of language, namely, phonology, morphology and syntax. It regards language as an intertwined structure. His first founder, Ferdinand De Saussure – The Swiss Linguist – believed that language is a systemic structure underlying a link between thought and a sound. He indicated that sounds of language are series of arbitrary language signs. In fact, he exemplified language as a chess game in which its pieces are words. Each piece has a value and movement that is influenced by other pieces and it influences the others. This approach has been developed by the American linguist - Leonard Bloomfield. He proposed a very rigorous analytical methodology of any language.

1.7.1.3. Transformational Generative Grammar (TGG)

In 1950's, this school of thought which is named Transformational Generative Grammar received a large approval of the publication of Noam Chomsky's Syntactic Structures in 1957. Noam Chomsky proved a syntactic base of language - deep structure - that includes a set of phrase - structure rewrite rules. That is, a set of (universal) rules which generates the underlying phrase – structure of a sentence and a set of rules named transformations that work on phrase – structure to build more complex sentences. The final result of a transformational generative grammar is called - a surface structure. That is, after words and pronunciations are added, it will be

identical to a real sentence of a language. In general, all languages share the same deep structure, but they differ in the surface structure.

1.7.1.4. Language Variation and Register Analysis

Dialectal variation is a language that allows discerning a person or a group of people from others. Another variety is concerned about the adaptation of language from situation to the next several times at the same day. The English we use when speak varies from the English we write. The English used in writing essays in biology is different from essays written in literature. English we use in official ceremonies, lectures and seminars varies from the English we use in casual conversations. Finally, this language is called “register”. This type of language can change according to:

- (1) **Medium:** it depends on the medium where it is use whether spoken or written
- (2) **Domain:** it is called also the field to which it is related. This includes the subject or the topic spoken or written about and the function for which it is used.
- 3) **Tenor:** this includes the person you are addressing and the social situation you are in.

1.7.1.5. Functional and Notional Grammar

This is an arrangement of function and notion in learning a language. Since function is concerned with the social behavior and intent of the speaker or writer, notion is concerned about the way the human mind perceives objects and the way language is used to divide reality. Thus, a great influence on ESP was performed due to this part of work. As a result, a syllabus designer adopted a new view to shift from structural syllabus to functional/ notional one.

1.7.1.6. Discourse Analysis

This stage of language development which is discourse analysis is not interested in sentence structure anymore, but it is strongly concerned about the way meaning is

generated between sentences - a text. The creation of meaning is based also on the context of a sentence.

The language description plays a huge role in influencing the syllabus design. This influence went through various stages of language development. These stages started with the emergence of the linguistic competence view. Firstly, it appeared traditional Grammar in which the language analysis was exclusively based on the lexical analysis of words as well as the case - based analysis. For example, nominal case is for the noun used as a subject, accusative as a noun used as a direct object of verb, and dative as a noun used as an indirect object of a verb. Further, inflections were also considered in the traditional grammar. They were used to discern functions of words along a sentence. Besides, the structural linguistics was another which is concerned about the analytical study of language including phonology, phonetics, syntax, and morphology. Moreover, transformation generative grammar is another benefit which serves for the generation of complex sentences from a base - sentence. From the aspect of communicative competence. The latter came up with the actual use of language. The analysis of register is concerned about the specific language used in a specific situation (domain, field and tenor). Further, notions and functions are also considered to be elementary in specifying how the mind perceives an object - the notion - and purpose for which the language is used. In conclusion, the meaning was also very important and it should be examined through discourse analysis. That is, it must be analyzed beyond sentence.

1.7.2. Needs Analysis

As it stated earlier, one of the main factors influencing the design of syllabus is needs analysis which is primarily based on knowledge about the learner. To design a syllabus, a reader should be aware of two important elements. Firstly, the appropriate approach required collecting data and resolving such and secondly the steps needed in needs analysis.

1.7.2.1. Approaches for Needs Analysis

There are various approaches by which needs can be analyzed. These approaches are of sociolinguistic model, systemic approach, learning - centered approach, learner - centered approach and task - based approach.

First of all, sociolinguistic model which has a great influence on ESP syllabus design is attempted by Munby (1987) to suggested very detailed individual needs (Hutchinson & Waters, 1987). His model focuses on the target situation analysis (Jordan, 1997; West, 1994). That is, it is concerned about target communicative competence. This model firstly identifies the target situation, then, carrying out the diligent analysis of target tasks, linguistic features and knowledge needed in the situation (Robinson, 1989). This model is known as communication needs processor – CNP.

Secondly, systemic approach is interested in the identification of the needs of learners learning foreign language. This approach abridges the gap in sociolinguistic model which is concerned about target situation only. This approach concentrates on needs of learners. The learners are the core of attention and their present situations are carefully examined. The present – situation analysis establishes the current language proficiency of learners before the design of a course.

Thirdly, learning – centered approach is another approach for needs analysis which is interested in language learning than language use. Accurately it is based on understanding the learning processes of learners. Hutchinson & Waters (1987) name this the learning – centered approach and concentrates on the significance of reliable and valuable teaching learning styles in ESP materials. Learner - needs are approached from two different views (1) target needs which are about what the learner needs to do with the language in the target situation. They are themselves split into three kinds, necessities, lacks and wants. Necessities are what the learner needs to know in order to operate effectively in the target situation. Wants are what the learners think they need.

However, lacks are the gap between necessities and wants. In this concern, several questions can be asked in terms of target situation:

- Why language is needed?
- How the language be used?
- What will the content- areas be?
- Whom will the learner use the language with?
- Where will the language be used?
- When will the language be used?

The second view in this approach is on learning needs involving various factors: who are the learners, their socio – cultural background, learning background, age, gender, background knowledge of specialized contents, background knowledge of English, attitudes towards cultures of the English speaking world and studying English.

Hutchinson & Waters propose questions as follows for learning analysis:

- Why are the learners taking the 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?

Further, needs of learners include also:

- Teaching and learning styles.
- Appropriate or ineffective teaching and learning methods.
- Knowledge of specialized contents that teacher should have.
- Appropriate instructional materials and study location.
- Time of study and status of ESP courses.
- Expectations about what learners should complete in courses.
- How necessary the courses are for the learners.

Fourthly, the learner - centered approach involve three ways to look at needs analysis: perceived Vs. felt needs, product Vs. process oriented interpretation and objective Vs. subjective. Perceived needs are regarded from the perspective of expert; however, the felt needs are seen from the view of learners. Compared to product oriented interpretation which is viewed from the target situation, the process oriented interpretation is regarded from the view of learning processes taking into account cognitive, behaviorist, affective, and constructivist factors. Objective needs are explored before the course starts, whereas the subjective needs are concerned about exploration during the course.

Finally, the task – based approach motivates learners to use an effective communicative language in order to achieve a purpose. It points out the speaking a language is a skill optimally accomplished through interaction and practice. The most interesting element here is that tasks should be based on real life situation where tasks are required in order to complete a specific activity in the target situation.

In conclusion, approaches being used for needs analysis should be carefully examined in order to exactly gather the most important needs of learners. These approaches can vary in terms of their purposes. They are as follows, sociolinguistic model, systemic approach, learning – based approach, learner - based approach, and task - based approach. Among all these approaches, there are several approaches which can cover the most important needs of learners including learning - based approach which is concerned about target – situation needs (necessities, lacks and wants) and learning needs. Further, learner – based approach is concerned about three types of needs: perceived and felt needs, product and process needs, and objective and subjective needs. Besides, task – based approach can add meaningful needs to learners. These needs are tasks that should be performed in the target situation.

1.7.2.2. Steps in Needs Analysis

In order to conduct needs analysis, an ESP course designer should have knowledge about the where he should gather learners' needs and what appropriate data – collection methods can be used. Brindley (1989) believes that teachers' philosophy and the conceived roles have a great influence upon the teachers' approaches for needs analysis. The aspects of the teachers towards the students' needs are classified as:

- *Linguistic skillability*
- *The psychological and humanistic*
- *The unique functions*

Seen from the specific purposes' view, the needs analysis is “instrumental” needs of the learners that emerged from the uttered purposes of which English is learned. That is, what the language is learned for. The concrete responses of the learners will reveal the content of the course as well as the EOP or the EAP goals of the learners. A multiple methods of data collection for the needs analysis have been provided by Jordan (1997). The data can be manifested in documentations, tests, self – assessment, observations/ monitoring, surveys, structured interviews, learner – diaries, case – studies, evaluation, follow – up investigations and prior research. For further information, various methods can be used too carefully.

In the practical side, money, time and resources can effect needs analysis. It is necessary to schedule it in advance because it is not one – for – all activity but it is ongoing process in which the conclusions are carefully validated and re-assessed (Hutchinson & Waters, 1987).

Learners: the experienced and pre-experienced students discover what the nature of information they should provide, and the question is whether they have adequate information about the content of the work and the language need and if they are so familiar with the target discourse domain to provide reliable and accurate information. In this vein, the learners' information can be obtained through various research methods such as: structured, semi - structured and unstructured

interviews. The structured interview can provide both qualitative and quantitative data

- Structured interview: produces both qualitative and quantitative data. It is protected of well-prepared questions for which the responses are written or recorded giving permission to the follow-up of rising points. Semi-structured interview: It is a combination of both of questions of which the records can be used for comparison.
- Unstructured interview: is time-consuming and it is beneficial to collect exceptional amount of data. Other research methods can be added to collect data. It is the observation, participatory and non- participatory by which the assessment can be achieved. According to Drobnic (being cited in Hutchinson & Waters, 1987):

Needs analysis is no longer a final activity. He says that it is also important to keep in mind that needs analysis is no longer once and for affair. It should be a continuous manner in which the conclusion drawn are constantly checked and processed.

(Hutchinson & Waters, 1987)

Jordan (1997, p.23) regards needs analysis as a systematic process and provided the steps that needs analyst should follow. In brief, the steps are shown as follows:

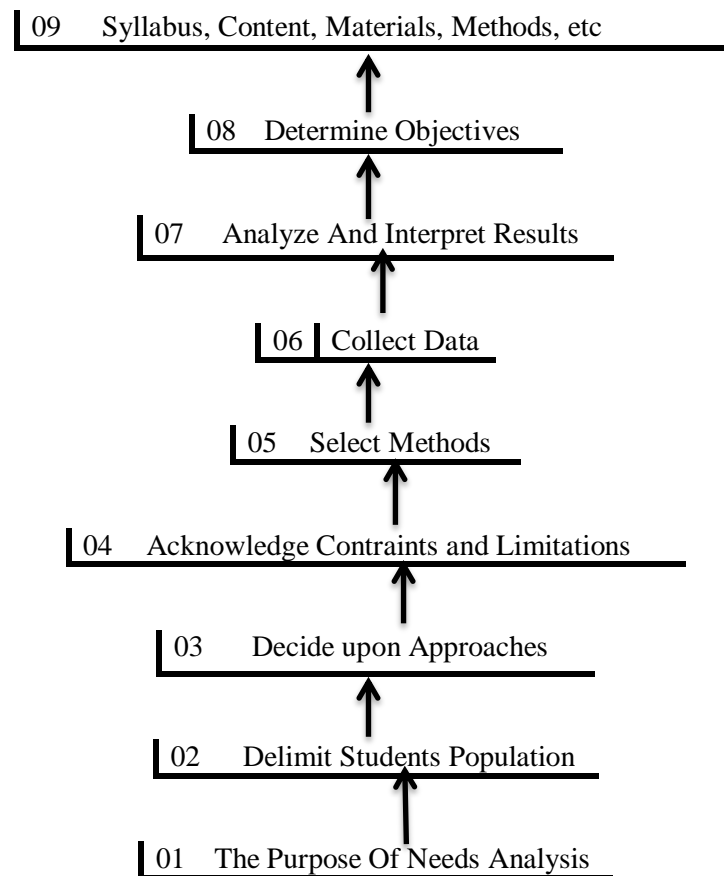


Figure 1.8. Steps in Needs Analysis

1.5.3. Learning Theories

Based on the idea that learners have different ways to acquire language, the syllabus design is also influenced by other factors, called learning theories. These theories are always having an impact on the learning theories being adopted by an ESP teacher and designer. The most important learning theories that take always a huge role in the syllabus design are, the cognitive theory, behaviorism, constructivism, humanism & affective factors and learning & acquisition.

1.5.3.1. The Cognitive Theory

According to Cunningsworth (1984), cognitive theory includes activities which are related to conscious mental processes, for example, understanding and analysis. It is concerned about learning and application of explicit formulated rules. Results are also responsive to internal and intentional patterning. The direction of insight can be to (1) concepts endorsed by language, such as, traditional grammar (2) language as a process, such as, series of communicative functions. The Grammar – Translation Method is primarily cognitive.

1.5.3.2. The Behaviorism

The Behaviorist theory which is preceded the cognitive theory that is concerned about learning through the cognitive processes appeared in the 1960's. Leaders of this theory are of B.F Skinner and Ivan Pavlov. Their idea is that language learning is a habit formation process which is run via external environmental stimuli. The fundamental exercise in the behaviorist theory is in the pattern practice formed by language laboratory drills. This theory is concerned only with the concrete observation of behavior and not of the cognitive internal processes. It also explains learning a language as a means of acquiring a new behavior based on the environmental conditions. Thus, this is split into two theories; firstly, classic conditioning is explained as a response to a stimulus, and secondly it is operant conditioning which is regarded as a response to a stimulus can be reinforced. The contribution of this theory to language

teaching lies in the reinforcement of acquiring a new behavior via reward or punishment.

1.5.3.3. Constructivism

This theory is based on the educational philosophical aspect that learners construct their own knowledge through time. That is, each individual's knowledge is unique and self - constructed. Constructivist learning is based on the idea that learner is active - participant, problem - solver and critical thinker. This learning is process of testing, evaluating, comparing, contrasting, judging approaches and knowledge based on pre – requisite knowledge.

1.5.3.4. Humanism and Affective Factors

This is a paradigm that emerged in the 1960's. It concentrates on human freedom, dignity and potential. The main focus of this assumption, according to Hutt (2001), is that individual's actions are based on their intentionality and values. This also focuses on the holistic study of a person as he grows over lifetime. The main leaders of humanism involve Carl Roger and Abraham Maslow whose primary aim is the description of the development of self - actualization and autonomy of learners. In humanism, learning is self – learning in which all activities and efforts are based on learner and the teacher is only as a facilitator.

On the other hand, affective factors are emotional variables influencing learning. They can be either negative or positive. The negative factors are called affective filters. In this vein, learners have attitudes toward variables around them such as attitudes towards their classmates, their teacher, teaching environment, teaching materials and so. To reduce the amount of negative factors a teacher can provide activities which build dynamic and interactive groups. This paradigm enables us to understand that emotional aspect is also important in learning a language since it plays an enormous role on the influence of motivation of learners.

1.5.3.5. Learning and Acquisition

These are two important concepts in language learning. Compared to language acquisition which is concerned about subconscious and natural process, language learning is conscious process which is based on learning explicitly grammatical rules.

In conclusion, the design of ESP syllabus is based on procedural steps, but these steps cannot be achieved if the following factors are not taken into account. First of all, the description of language on aspects, linguistic competence and communicative competence. Secondly, the needs analysis takes a great role in examination of the learner's needs; target's needs, and learning needs. Further, the learning theories are also taken into great account in order to identify the most appropriate learning process for learners. Below, there is a diagram showing the factors influencing the syllabus design.

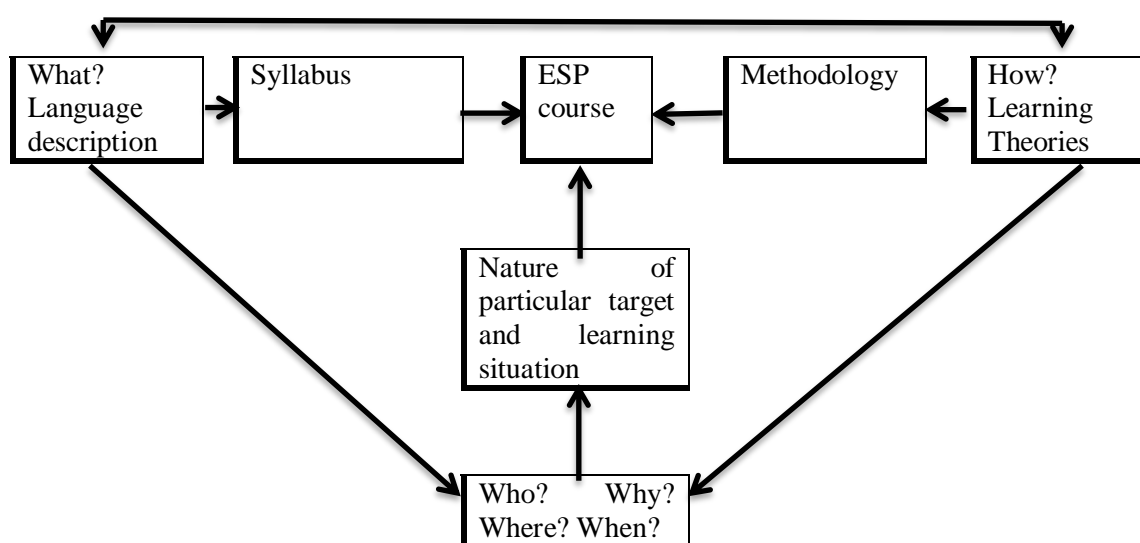


Figure 1.9. Factors Influencing ESP Course Design

1.6. Materials Design in ESP

As materials in teaching language are so important in order to simplify learning and amplify the knowledge and experience of learners, it is so useful to provide the reader, in this section, with how designing materials should be written, the elements of ESP materials, principles of effective materials, design of text activities and exercises, how materials are selected and the usage of authentic materials.

1.6.1. Writing Materials Design

Teaching materials can involve cassettes, videos, CD – ROMs, dictionaries, grammar books, readers, workbooks, or photocopied exercises. These are called teaching materials and they are used to assist teachers make teaching easier and to increase the experiential and linguistic knowledge of the learners. According to Brian Tomlinson (1998), one of the most fundamental features of ESP is materials writing. That is, materials should be intrinsically motivating. They should include entertaining activities. The key purpose of materials syllabus is divided the mass of knowledge, so it can be learned and evaluated in manageable units. There are eight types of materials syllabus: (1) topic syllabus, (2) structural / notional syllabus, (3) functional/ notional syllabus, (4) skills syllabus, (5) situational syllabus, (6) functional/ task – based syllabus, (7) discourse/ skills syllabus, and (8) skills and strategies syllabus.

Besides the different types of materials syllabus, there are some principles that should be considered in the design of materials syllabus, such as; materials should be content - based and skill – centered; materials should include activities and exercises similar to the ones in the target situation; materials should include stimuli for learning, motivational contexts and entertaining activities; materials should include evident and coherent structure of units that will guide teachers and learners throughout different activities, for they will be able to increase the chance of learning; it should reflect the intricacy of tasks; and they should provide a schemes of accurate and proper language use. Further to the criteria that should be taken into account when materials designer

tend to design any ESP course or syllabus, there are elements of ESP materials that ESP designers need to be aware of too.

1.6.2. Elements of Effective Materials

When An ESP teacher needs to design a materials syllabus, he should have knowledge about the model for integrating several aspects of learning. According to Hutchinson & Waters (1987, p. 108) the model is composed of four main elements : input, content focus, language focus and task.

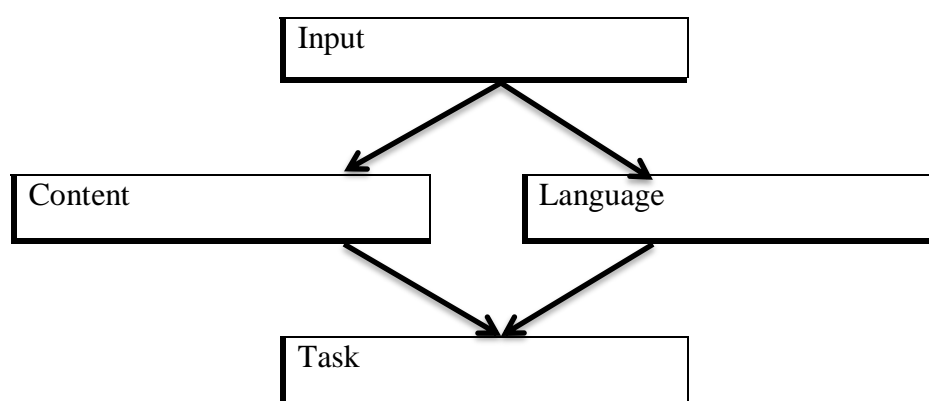


Figure 1.10. A Material Design Model

▪ The Input :

The video - recording, text, a dialogue, a diagram or any communicational forms is called seen as an input. Inputs are so important because they work as a stimulus for activities of materials, so they present new language items. Further, they produce accurate models of language use and general topics of interest for communication . Besides, they provide chances to learners, so they can use their cognitive skills as well as their pre – requisite knowledge.

▪ Content

As language does not have an end in itself, the linguistic and nonlinguistic knowledge should be utilized in meaningful written or spoken communicational form in effective professional settings. Teachers of ESP should be expected to learn some knowledge of the content, so their learners will be able to learn skills and content of

language. As a result, teachers and learners will assist each other to learn from each other through the use of course - book.

- **Language**

Materials provided to learners should be enriched with sufficient knowledge. Effective materials are the ones that offer learners with chances to analyze and synthesize. In other words, learners should learn language in pieces. That is, they should study how language works through analysis and putting back together through synthesis.

- **Task**

The concept of task is regarded as a necessary element in syllabus design, classroom teaching and assessment of learners (Nunan, 2006)⁷. He defines a task as small classroom work that integrate learners in understanding, managing, creating or interacting in the target language while their main focus is on the mobilization of grammar knowledge, so they can express a complete meaning. That is, the primary purpose is to convey meaning rather than to manipulate grammatical structures.

1.6.3. Design of Text activities and Exercises

First of all, we need to define what a text means. According to Morrow (1977)⁸, a text is a block of language that is arranged somehow to construct a coherent entire. Further, he defines an authentic text to be a block of real language, created by a real speaker or writer for a real audience and designed to transmit a real meaning in somehow.

⁷ Nunan, D. (2006). Task-based language teaching in the Asia context: Defining 'task'. *Asian EFL Journal Volume 8*, Issue 3. Retrieved April 06, 2006 from http://www.asian-efljournal.com/Sept_06_dn.php

⁸ Morrow, K. (1977). Authentic texts and ESP. In Holden, S. (Ed.) *English for specific purposes*. London: Modern English Publications.

According to Huang and Xu (2005)⁹, to make learners able to stimulate the real working world, there some characteristics that must be taken into account to improve their skills in creative design. These features are as follows:

- Every activity is composed of two or more comparative items. Organized to produce a more rigorous challenge as the activity develops.
- Activities are arranged from the most simplified ones to the most complicated ones.
- In each activity, any kind of experience should be rehearsed in order to repeat it, so learners will be able to be familiarized with it, for better learning and consolidation.
- Primary focus should be on the progressive process that should be encouraged because it helps learners develop their performance and ability.
- The content of an occupation or a career must be a knowledge of specialism as the progress is regarded to be till the end, and the product must be relevant to it.
- Teaching method should be like two sides of the same coin. That is, it is inter - disciplinary that is concerned about training for skills and mastery of specialized content of knowledge.
- Authentic input should be fostered. Content technical knowledge is regarded as a context which students find interesting whereas the content should be compatible with teaching of communicative skills. That is, the aim here is in development of skills rather than mastery of knowledge of specialism that is integrated in subject courses.

1.6.4. Selection of ESP Materials

The selection of ESP materials specifies the progress of the course and highlights the content of the lesson. Effective materials enable the teacher to organize the course. Further, these materials can operate as an introduction into new learning techniques. It

⁹ Huang Qin & Zhihua Xu (2005). A skills-oriented model of subject-based English materials design. *US-China Foreign Language, Volume 3, No.5* (Serial No.20) May 2005. Huazhong University of Science and Technology.

also assists both teachers and learners in order to push the wheel of teaching and learning. According to Wallace (1982, p. 91)¹⁰, there some criteria that should be taken into consideration when ESP materials are intended to be selected.

- Adequacy should be suitable to language, age and level.
- Motivation should provide interesting, motivational, and entertaining content for work of learners.
- Sequence it is very necessary if previous lessons, topics, activities are related to the next ones.
- Diversity should drive to a set of classroom activities, be a motive for teaching a special language structure and vocabulary and improve reading strategies.
- Acceptability should be concerned about acceptance of different cultural differences, customs and taboos.

1.6.5. The Usage of Authentic Materials

The importance of principles which lies in the communicative language teaching is authentic language that should be applied in any instruction (Omaggio - Hadley, 1993)¹¹, but the main problems that always arise about the determination of what authentic materials are, why is it significant to use authentic materials in class, and what are the sources for authentic materials?

To understand what authentic materials are, someone should be aware of how they are defined in distinctive literature where authentic materials are often relevant to the exposure to real language and its use in the target language community. According to Harmer (1991), authentic texts as materials are designed for native speakers, they are real- life texts, designed not for language learners, but for language speakers in target community. Authentic texts are hard to be selected, but what is more important in teaching ESP is that texts opted should be satisfying in answering the following questions:

¹⁰ Wallace, M. J. (1982). *Teaching vocabulary*. London: Heinemann Educational Books.

¹¹ Omaggio-Hadley, A. (1993). *Teaching language in context*. (2nd edition.). Boston: Heinle & Heinle.

- What is my material about?
- Why was it produced?
- How was the material produced?

1.7. Materials Evaluation

For further information about evaluation of materials, in this section, the reader will be provided with some important concepts: definition of materials evaluation, significance of materials evaluation, criteria for materials evaluation, and types of materials evaluation.

1.7.1. Definitions and Significance

Though evaluation of materials is very crucial, some ESP practitioners disregard it. To understand the importance of materials evaluation, we need to define it firstly and then we need to state the aims of materials evaluation. This evaluation includes the observation of existing materials and choice of what you necessitate from them. A material writer evaluates the appropriateness of existing materials for a specific purpose that he has in his mind. It is really common that ESP teachers should select their own textbooks. Therefore, all teachers can benefit from textbooks by application of a number of steps in comparing and evaluating textbooks objectively.

As we have been known what evaluation of materials, it is necessary to state what aims of evaluating materials. The aims are as follows:

- The identification of degree of success of materials being used.
- Examination of whether the materials meet the objectives of course.
- Examination of degree of assistance to learners in the achievement of their learning goals.
- The identification of whether materials designed are appropriate to task - based syllabus.

Besides this, the importance of material evaluation lies in the following statements:

- Evaluation of existing materials give learners effective theoretical basics for writing another material which is a progress based on the former.
- It helps avoid the redundance of materials.
- Effective materials are stimili to learning; therefore, it should be identified for good teaching and learning.
- It provides learners with evident and coherent unit structures that direct both teachers and their learners.

1.7.2. Process of Materials Evaluation

In the beginning and in evaluation, it is interesting that the reader should know how materials evaluation should be performed. According to Hutchinson & Waters (1987)¹², there are four steps that should be followed in the evaluation of materials. They are mentioned as follows:

- **Defintion of criteria**

Criteria are considered as process by which a series of questions are asked: “On what bases will I judge materials?” Which criteria will be more important? In this vein, there are two fundamental analysis: subjective analysis and objective analysis which both focus on audience, aims, content and methodology.

- **Subjective analysis**

In this analysis, teachers should take into account what criteria they want in their course. It is concerned about teacher’s feelings about Martial, that is, their attractions about cover of textbook, publisher, table of contents, or a text was loved because a friend or colleague has recommended it.

- **Objective Analysis**

¹² Hutchinson, T., & Waters, A. (1987). *English for specific purposes: A learning-centred approach*. Cambridge: Cambridge University Press.

This analysis is concerned about the question: “How does the material evaluated achieve the criteria?” . It is about the examination of the language of this material, its skills, micro skills, text types, genres, number of chapters, and number of pages.

▪ **Matching**

This is the last step in which the teacher assesses the degree of compatibility of materials to needs of learners. That is, in one question: “Does this material enable me to meet the target needs and learning needs of my ESP learners as I am their teacher?”.

1.7.3. Types of Materials Evaluation

As materials evaluation is very important teaching ESP, there is not only a type of evaluation; on the contrary, there are three fundamental kinds in number: preliminary evaluation, performance or summative evaluation, and revision or formative evaluation. First of all, the preliminary evaluation should always be done before the ESP course starts. Secondly, the summative evaluation is always done in the end of the ESP course. Finally, the formative evaluation should always take place while the ESP course is going on.

1.8. Evaluation and Testing

In this section, the reader will be provided with definition of evaluation, testing and evaluation. Further, other elements will provided too as purpose of testing, kinds of testing and kinds of evaluation.

1.8.1. Defitnitions of Evaluation, Testing and Assessment.

First of all, evaluation, according to (Dudley - Evans and St – John, 1998)¹³, is a process which starts with the specification of what information to be collected and which ends with the production of changes in the present activities or future ones. It is implemented for learners and courses. It is applied in quantitative data (tests) and in

¹³ Dudley-Evans, T., & St. John, M. J. (1998). *Developments in English for specific purposes: A multi-disciplinary approach*. Cambridge, Cambridge University Press.

qualitative data (interview and questionnaire). Evaluation is a major part in learning and teaching process. In evaluation, there exist several kinds of tests and questionnaires and interviews. Secondly, testing is defined as a halt at a reasonable interval to observe at how performing the learners are. Testing sometimes is regarded as an assessment as both are tools used to help measuring the level of language the learners have. Finally, for instance in assessment of speaking skills, the kind of assessment instrument may not be similar to the technique and type of assessment tool you are required to assess speaking skills. The question that should be asked to speakers are effectively suggested and produced by their teachers.

1.8.2. Purpose of Testing

Having information about the language learner's ability is always effective and beneficial. The kind of test specifies why it is required (proficiency test, placement test, etc.). In teaching process, tests gauge the learner's achievements whether for ESL or EFL learners. According to Hughes (1989, p. 7)¹⁴, there are several purposes of testing which are stated as follows:

- To gauge language proficiency.
- To find out to which degree the learners achieve their learning objectives.
- To diagnose feeble points and strong points in language learning.
- To help placement of learners through the identification of their level of language as well as which program and course is appropriate to their abilities.

1.8.3. Kinds of Testing

As testing is a process by which a teacher is able to identify what test takers know and what they do know about language, there are several kinds of tests which can be used in different learning contexts. These kinds are as follows:

- **Placement Test** is a test which is taken by learners in the beginning before the course starts in order to identify what the learners know in language.

¹⁴ Hughes, Arthur. (1989). *Testing for language teachers*. UK: Cambridge University Press.

- **Achievement Test** is another test which is directly bound up with language courses. This test is given to learners in the final days when the course is completely taught. That is, this test is concerned about what learners can do with learning the content of the course compared with the beginning of taking a course. This test is itself divided into two kinds: final achievement test are often administered by educational ministries, and progressive achievement test gauges the improvement the learners performed.

1.8.4. Kinds of Evaluation

In this section, the reader is going to be provided with all kinds of evaluation. There are many kinds of evaluation as it is known. The main kinds are as follows:

- **Formative Evaluation** is always done during the improvement or progress of an ongoing program or a course. The purpose of this evaluation is to make ascertain that the goals of teaching are achieved and to improve teaching too.
- **Summative Evaluation** is, according to Hamp – Lyons and Heasley¹⁵, to inform the instructor, the learners, and others as precisely as possible that how far has the learner improved towards control over the written language.

1.9. Conclusion

In conclusion, the reader is now provided with the main knowledge concerning the historical and theoretical background of ESP; ESP syllabus design; factors influencing the ESP syllabus design such as language description, learning theories; as, cognitive theories, behaviorism, constructivism, humanism & affective factors, language learning and language acquisition and needs analysis which is based on the following steps : the purpose of needs analysis, delimit of population, decision upon approach for needs analysis, selection of methods of data collection, data collection, analysis and interpretation of data, formulation of objectives, and syllabus, content, materials and etc; materials designed in ESP; writing materials design, element of affective materials; design of text activities & exercises; selection of ESP materials, use of authentic

¹⁵ Hamp-Lyons, Liz and Heasley, Ben (1987). *Study Writing*. New York: Cambridge University Press.

materials, evaluation of materials, definitions about evaluation, criteria to be considered in materials evaluation; types of materials evaluation; evaluation and testing; definitions of evaluation & testing; purpose of testing; kinds of testing and evaluation.

2.1. Introduction

As the aim of this research is to design a an effective syllabus to learners of English for Business Purposes, in this chapter, the reader will be provided with research methodology and the analysis of the situation including, research questions and hypotheses on which the research are based, research methodology, research design, population and sample selection, instrumentation which is of the data collection instruments, validity and reliability, data collection, data analysis and which is itself gathered of three main situations: present situation, learning situation and target situation, ethical considerations,, limitations, and delimitations, and summary of this research methodology.

2.2. Research Questions and Hypotheses

As the main important part in any research is the research question because it is the crucial factor that motivates the researcher to conduct a research seeking for an optimal solution to a research problem from which this research question is formulated.

2.2.1. Research Questions

In this research,

❖ **The main research question is:**

What kind of an effective syllabus that should be designed for business English learners so they operate effectively in NDIL company?

❖ **The sub research questions**

- ❖ What are the language needs that learners of English for business purposes necessitate in NDIL company?
- ❖ How will these learners learn English for business purposes?
- ❖ Who are the learners?
- ❖ Why do they need to learn English for business purposes?
- ❖ Where is the course of English for business English taking place?
- ❖ When is the course of English for business English taking place?

- ❖ What are the skills of NDIL company needed for learners of English for business purposes?

2.2.2. Hypotehses

The hypotehses of this research are as follows

- ❖ If leaners of English for Business Purposes are instructed of grammar structures, functions, skills and tasks related to the occupation in NDIL company, syllabus will be effective.
- ❖ The level of learners of English for business purposes will improve if they are taught through the use of CLT approach.
- ❖ The learners from the financial management and accountancy department will be featured with good level of English.
- ❖ The course of EBP will take a place before being recruited in NDIL company.
- ❖ The course of EBP will take a place at the deparment of financial management and accountancy.

2.3. Research Methodology

In this section, the researcher adopted the case study where the mixed methods studies are used. That is, quantitative and qualitative methodologies are implemented - both quantitaive and categorical data are collected. The reason for the choice of these research methodologies is based on the nature of the research question posed as : “What is the effective syllabus that will be designed for learners of EBP?” . The total purpose of mixed methods studies is that the usage of quantitative and qualitative approaches in combination provides a better undersanding of research problems and intricate phenomena than just an approach (Creswell & Plano Clark, 2007. To comprehend ¹⁶) better can be achieved only through triangulation one set of results with another and by that to improve the validity of inferences. Green, Caracelli, and Graham (1989) indicates that there are other significant purposes, rationales and advantages of mixed methods research, such as, complementariness, development and expansion.

^{16 16} Creswell, J., & Plano Clark, V. (2007). Designing and conducting mixed methods research. Thousand Oaks, CA: Sage.

2.4. Research Design

This research is descriptive in nature as it tries to describe the effective syllabus that should be designed for learners of EBP. What should be taught and in what order are the main data that should be collected. For this reason, this research needs a method that would deal with a topic in descriptive nature.

For the aim of this study, the research paradigm that would be used is of qualitative and quantitative nature, using a close – ended and open – ended questions (questionnaires) unstructured interview, participatory observation and tests. In this research, the descriptive case study is best to suit the collection of data because this research is based on the idea that quantitative data that represent level of learners of EBP, their age, their gender would be better collected. Further, quantitative data of language structures, functions, skills and tasks that are used in the NDIL company are so useful to be used too.

2.5. Population and Sample Selection

To conduct this research, we adopted a case study which is used in order to widen the cycle of understanding what should be taught and in what order in the syllabus being designed for EBP learners. The 24 voluntary students from the department of Financial Management and Accountancy in the University of Dr. Tahar Moulay (Saida), the 29 employees of NDIL company and a teacher of English for the above students all have been selected in order to gather data from analyzing needs of learners. The needs of learners vary as learning needs, target needs which are themselves consist of necessities, wants and lacks. The sample of EBP learners are taken from the population of the department of financial management and accountancy.

In the beginning of the week of October 2014, all the students have been required to take a placement test in order to evaluate their English level and in order to identify their language strong points and feeble points too. The test that was once consisted of 50 multiple choice questions. The other respondents who are workers in

the NDIL (Nabors Drilling International Ltd) have been required to answer questions about the tasks, skills and responsibilities they perform in the company. That is, questions have been about the target needs.

An unstructured interview has been done with the teacher of ESP who was in charge of teaching Business English to them. The questions in the interview have been about the learning process. Besides the above research methods, participatory observation has been used during the application or the implementation of the designed syllabus.

During February, March and April of 2015, all data have been stored in the personal computer in order to process it in the next months.

2.6. Instrumentation

This research used a mixed (quantitative and qualitative) methods study. The its tools which have been used to collect data from three different situations: a placement tests, a close – ended questionnaire for students, close – ended questionnaire for workers, and an interview with their teacher and a participatory observation also will be used.

The placement test is consisted of 50 questions about English grammar, lexical resource, synonyms and antonyms. The questionnaire for students used to be designed to collect data about present situation (PS) and was itself composed of eight (8) questions. Three (3) of them have been open-ended questions and others were five close ended questions.

The close - ended questions asked about the teaching and learning styles the students were familiar with, effective teaching or the methods of learning, data about the specialized content material their instructor has, teaching materials which are appropriate for their EBP course and the importance of taking EBP course. The different questions in the students' questionnaire were the need for taking Business

English course, the time of taking it too, and what the expectations of the college students about the fulfillment of ESP course are.

The Interview for teacher informant was unstructured and was designed to gather data about learning situation (LS) which is concerned about setting objectives of taking the business English course, the teaching method, the teaching materials used along the ESP course, the nature of the nature of the learners, the place of taking Business English course, the time scheduled in order to take this course.

The 2nd questionnaire was designed for workers in the Nabors Ltd (NDIL Company), Nabors Drilling International Ltd in Ouergla (Algeria). It consists of six sections. The first section is composed of demographic questions: the name of the organization of the workers, their job titles, and years of experience, gender, educational level, age and nationality.

The 2nd section has just a question about the motive of the use of the business English. It includes the way business English is used in NDIL. Again, this section includes three segments. The first segment is concerned about the medium of the use of business English, the 2nd segment revolves round the channel of the use of business English and the final segment is about the types of textual content or discourse of business English used in the NDIL and it is consisted of two sub parts. The first sub part deals with the written text or discourse that has been used therein and the 2nd sub section is about the spoken text or discourse.

The fourth part that asks about the region of the content material areas and it is consisted of two parts. The first offers with the topics of the content material areas whereas the second part is concerned about the level of the subject areas. The fifth part is about the settings or the place of the business English is used and it consists of three parts. The first is about offers with the physical settings. The second is about the human context, and the 3rd is about the linguistic context.

Last and not least, the final section is about the time scheduled to use business English. That is, if it will be used during the ESP syllabus or after taking the ESP course.

2.7. Validity

In this section, the researcher describes and defends the procedures used to identify the validity of the data collected. This study which is concerned about the design of syllabus to EBP learners accurately covers the following concepts: syllabus design, EBP learners, language needs, communicative language teaching, languages skills, and learning styles. The external validity is centered about the generalization of findings to population or to what extent the findings will be generalized. The internal validity is concerned about the relevance of the designed data - collection instruments to the theoretical and conceptual framework.

2.8. Reliability

In this section, the researcher describes and defends the procedures used to identify the reliability of data collected. The tests taken by EBP learners in the beginning of the course in order to diagnose the level of their English as well as in the end of the course in order to test if the objectives are attained. The tests were taken and their answers were evaluated, then the results were replicated as they have been previously confirmed the results were reliable.

2.9. Research Procedure

The investigation is a descriptive case study because we are required to collect data for developing our understanding of the phenomenon. It is also because of collection of quantitative and qualitative data from two main situations, the target situation and learning situation too. First of all, the researcher was too motivated and interested in the topic of syllabus design that is why he was too curious to conduct this type of research. Besides this reason, the researcher discovered that the EBP learners in the department of Financial Management and Accountancy were provided with the ineffective syllabus designed by their teacher. That what encouraged me to think about

conducting a research for the design of an effective syllabus to the department of financial management and accountancy.

When the field of study has been identified, the researcher formulated a research question with the help of the previous supervisor, Pr. Benyallas Radia from the University of Tlemcen. The research problem was the EBP learners needed an effective syllabus to meet their needs in the NDIL company. This problem has been formulated as the following research question: What an effective syllabus should be designed for EBP learners in the department of financial management and accountancy – university of Saida? Then, after that, the researcher had to clarify this research question by searching all the three kinds of definitions of the key terms therein: simple definition, linguistic definition and the operational definition.

When we finished with defining key terms, the researcher started reporting literature review which was scarcely found for most of sources had to be paid for access. The resources became available until 2014 when I was introduced to a very helpful and rich electronic library, called the Genesis Library. This library is enriched of mountains of books that can be downloaded for free, even though the bestseller books. You just need to enter the title of the book and press search button, thus, a list of book will be displayed and ready for downloading.

The first step I did about reviewing literature was to find the primary resources such newspaper, magazines, colleagues of which or of whom I can have some clues about the terms of syllabus design, the ESP field and so. The second step was to go straight seeking for the scientific articles in which I could find research problems conducting a research akin to mine. Fortunately I have found a plenty of scientific articles which were concerned about the research problem of syllabus, course, curriculum design.

At that time, I had a great knowledge about the field of ESP and the syllabus design. Further, I had an idea of the theories and the model I should adopt in order to do this research.

After I had been familiar with the knowledge of the field of ESP and how the research is going to arrive. I had to identify the sample of the respondents of which data should be obtained. In the department of Financial Management and Accountancy, this learners in this department were the population and the sample that should be selected were the learners of the 2nd Year – Group 2. The sample was convenient and it was non- randomly chosen.

The second sample has been chosen from the NDIL Company (The Neighbors) which is a multinational company and in which English language is spoken. The population was the multinational companies in Hassi Messaoud (Ouergla). The sample was non- randomly chosen and it was convenient sample.

The teacher of ESP of this group of learners in the department of Financial Management and Accountancy has been selected as well in order to complete an interview and collect data about the learning situation.

When the samples have been identified, the research instruments to collect data have been designed. There are close – ended questionnaires, interview, tests, and observation. These research instruments have mentioned previously in details.

When the raw data have been collected, we needed to process them with the use of MS excel 2010. Repeatedly the researcher had to correct the tests to obtain the scores of his EBP learners, then enter them in the excel cases before the graphs are displayed. After that, the data obtained from the questionnaires and the interview had been entered into the excel cases likewise in order to manifest them into graphs and tables. During the observation, just remarks have been taken about the implementation and the evaluation of the syllabus.

2.10. Data Analysis

The needs analysis or the needs assessment plays a huge role in the design process as well as the fulfillment of the language course in GE or ESP. In fact, a plenty of scholars and authors such as (Munby, 1978; Richterich and Chancerel, 1987;

Hutchinson and Waters, 1987; Berwick, 1989; Brindley, 1989; Tarone and Yule, 1989; Robinson, 1991; Johns, 1991; West, 1994; Allison et al. (1994); Seed house, 1995; Jordan, 1997; Dudley-Evans and St. John, 1998; Iwai et al. 1999; Hamp-Lyons, 2001; Finney, 2002), acknowledge its significance in the syllabus, the course and the curriculum design. Further, to carry out a needs analysis which is necessary for the development of the EAP tests has been highlighted by Fulcher (1999), McDonough (1984), and Carrol (1980, cited in Fulcher, 1999).

To Iwai et tal. (1999), formal needs analysis is recent in the field of language teaching. Whereas the informal needs analysis that the teachers carried out for the language assessment of what the students needed to master. In fact, the reason for the emergence of various approaches one after another is that teachers tended to meet the requirements of their students during learning. From the field of teaching English for Specific Purposes, this part will be on the use of the research methods such as questionnaire, interview and observation to collect data from several situations taking into account the indispensable role of it in ESP course or syllabus design. To Johns (1991), needs analysis comes first as a step in a course design as well as it paves the way for valid and relevant course design activities.

Further to publication of the Munby's *Communicative Syllabus Design* in 1978 and despite the stages the needs analysis has gone through, as far as we know, scholars and authors set functions and situation for the needs analysis. In this publication, he presents "communication needs processor" which is the foundation stone of his approach to needs analysis. On the basis of the Munby's work, the term *Situation Analysis* has been introduced by Chambers (1980). Of that time, several other terms have been announced: *Present Situation Analysis*, *Strategy Analysis* or *Learning Needs Analysis*, *Target Needs Analysis*, *Pedagogic Needs Analysis*, *Deficiency Analysis*,

Means Analysis, *Register Analysis*, *Discourse Analysis*, and *Genre Analysis*. In this Study, we will focus only the first three needs analysis; *Present Situation Analysis*, *Strategy Analysis* or *Learning Needs Analysis*, *Target Needs Analysis*:

2.2.1. Present Situation Analysis (PSA)

The Present Situation Analysis is likely used to complement the target situation analysis (Robinson, 1991; Jordan, 1997). If the attempt of the target situation analysis is the establishment of how the learners should be like after they finish the language course, then the present situation analysis tries the identification of how the learners are prior to starting the language course. According to Dudley- Evans and St- John (1998: 125), PSA evaluates the strong and the feeble points of the learners in language, skills, learning experiences. If the destination is well determined, then the departure has to be set and this is what the PSA can provide you with. This term, the PSA, has been firstly suggested by Richterich and Chancerel (1980).

This approach can provide us with the data sources from the learners themselves, the teaching organization, and the institution of the workers, for example, the workplace (Jordan, 1997). The PSA can be achieved by means of setting up placement tests. But, the background related data, for instance, years of learning English, educational level, age, gender and so about the students may provide us with adequate information of their current abilities that can be predicted somehow to some degree. The Needs Analysis is regarded as the mixture of both present situation needs analysis and target situation needs analysis. As this, in the arena of ESP, none can rely only on TSA or PSA as accurate and trustworthy predictor of the learners' needs to improve and achieve the learning and teaching goals. As a result, other approaches to the needs analysis are regarded supportive such as Pedagogic Needs Analysis, Deficiency Analysis, Means Analysis, Register Analysis, Discourse Analysis, and Genre Analysis. In this part, two research instruments have been used, a placement test and a questionnaire been delivered to learners of the financial management and accountancy department in the university of Dr. MoulayTahar – Willaya of Saida.

The placement test is consisted of three sections: the first section is about the conceptual knowledge of English grammar. It includes 50 questions and it deals about the language features that are divided into three categories. **The morph-syntactic**

features, themselves are classified into typical; as, person, gender, number, case and purely morpho-syntactic such as definiteness and respect. The other language features are **morpho-semantic features** including the tenses, aspects, moods, polarity, transitivity, diathesis & voice, evidentiality, screened, associativity, question word dependency. The third classification is called the **morphological features** containing the inflectional class, stem index, syncretic index, and morpho-phonological specifications. The test that deals with writing placement.

The second section is about the Oral Placement Test; however, the third section is about Writing Placement Test. The second section is composed of conversational prompts to be introduced by the interviewer. They are also increasing in difficulty and associated with Oral Assessment Guidelines to enable the interviewers determining the accurate level of the learner.

In the third section, the learners or the interviewee is asked to choose writing tasks one after another which are increasing in difficulty as well. Further, they are completed by means of the provided prompts in the rubrics. The Writing Assessment Guidelines are also given to enable the test evaluators determining the accurate level of the learner.

The second section that is **The Oral Placement Test** revolves around the three parts in the following page:

Part 1 Introduction and interview	4-5 minutes	The examiner will introduce him or her and ask you to introduce yourself and confirm your identity. The examiner will ask you general questions on familiar topics, e.g. home, family, work, studies and interests. This section should help you relax and talk naturally.
Part 2 Individual long turn	3-4 minutes	The examiner will give you a task card which asks you to talk about a particular topic, including points to include in your talk. You will be given one minute to prepare and make notes. You will then be asked to talk for 1-2 minutes on the topic. You will not be interrupted during this time, so it is important to keep talking. The examiner will then ask you one or two questions on the same topic.
Part 3 Two- way discussion	4-5 minutes	The examiner will ask you further questions that are connected to the topic of Part 2. These questions are designed to give you an opportunity to discuss more abstract issues and ideas.

Table 2.1. Parts of the Oral Placement Test¹⁷

The Oral Placement Test here can include personal information and some other topics such as family, home, studies, work, appearance & character, weather, shopping, sports & exercises, food, animals, computer & gadgets, languages, travel, crime, careers, art, books, music, news & the media, cities, man & nature, society & culture.

The third section of the placement test that is called the Writing Placement Test includes several free topics the test taker will choose only one to write in 30 minutes. The topics suggested are detailed and as follows:

¹⁷ This Table has been excerpted and adapted from the following website Link:
<http://infosharehouse.blogspot.com/2015/12/ielts-preparation-guide-prepare-ielts.html>

Write a personal profile about yourself for a website where you can meet new Internet friends. You should answer these questions:

- What is your name, age, etc?
- Where you are from, and what do you do?
- What do you look like, and what sort of person are you?
- What are your interests and your likes/dislikes?
- What sort of new friends do you want to meet?

• Write an email to a friend from another part of the world who wants to know more about your country. You can use your own ideas, and/or you can describe some of these things:

- How big the country is, where it is and what the land is like (forests, mountains, etc)
- Main cities, famous landmarks and tourist attractions
- The local language(s) and culture
- What the people are like
- Traditional food, music, dances, etc of your country

You should finish your email by inviting your friend to visit your country some time so that they can see what it is like.

• Write about a strong childhood memory

– For example, something that made you very happy or very frightened. Briefly explain how old you were and where you were, and tell the story of what happened. Try to remember details such as. Sounds, smells, colors and the weather, and describe these

in your story. Explain how you felt and why you felt this way. How do you feel now about the event?

• **Write a review of your favorite film, play or book.**

Explain what type of work it is (for example, a comedy film, a romantic novel, etc.) Say where and when the story takes place, and briefly describe what happens. Describe the main characters, and say whether you like or dislike each of them, and why. Try to explain why this work is your favorite.

• **Write an article discussing whether you think our world is getting better or getting worse.** You can use your own ideas, but you might like to include some of these issues:

- Medicine, scientific research, technology
- War, conflict between countries/groups
- Freedom and human rights
- Education, knowledge and skills
- Quality of life

You should finish your article with a short conclusion summarizing the main argument.

The tests are also provided with a chart that suggests which level of English the student or the learner he has based on the total score he has.

Placement Test Results

Placement Test Score (50 items)	Recommended Level of Outcomes
0-18	<i>Elementary</i>
19- 25	<i>Pre- Intermediate</i>
26-32	<i>Intermediate</i>
33-39	<i>Upper Intermediate</i>
40-46	<i>Advanced</i>
47-50	<i>Higher Level Series Recommended</i>

Table 2.2. Placement Test Results

Based on this information, further research instrument that is a questionnaire in order to collect data about the concerned learners. The questionnaire includes a list of questions: Teaching and learning styles they are familiar with, the appropriate teaching or learning method for them, the knowledge of specialized content their teacher should have, the suitable teaching materials, the study location, time of the study, expectations about the achievement of their ESP course, necessity of the ESP course to them.

2.2.2. Learning Situation Analysis or Strategy Analysis (LSA)

From the title, it can be assumed that this type of needs analysis deals with the strategies the learners use in order to learn another target language. This attempts to focus on how the learners fancy to learn rather than what they need to learn (West, 1998). No other approaches to needs analysis are concerned about the learner's perspectives of learning. Allright who was the father in the field of strategy analysis (West, 1994) began from the learners' perceived needs (Jordan, 1997). It was Allright who made the obvious distinction between needs (The skills the learners regarded being relevant to him/herself), wants (The needs the learner prioritize in the limited time).

The lacks (the difference between the present linguistic competence and the target linguistic competence). Hutchinson & Waters (1987) fostered these ideas advocating the learning- centered approach in which learning needs are fundamental. If the analyst attempts, through the application of target needs analysis, to know what the learners do with the language (Hutchinson & Waters, 1987) learning needs analysis will provide us with “what the learners should do for learning” (ibid: 54). It was evident they support a process- oriented approach, not a product or a goal- oriented. To them, the ESP is not a product, but an approach for language teaching that is accompanied with specific reasons for learning” (Hutchinson & Waters; 1987). What skills the learners have to be instructed enable them to achieve the target. The learning process as well as the motivational process should both be taken into account besides the different learners learning in different styles, ways (Dudley- Evans & St-John, 1998).

Jordan (1997: 26) cites Bower (1980) that gave a remark of the necessity of learning needs:

“ If we accept... that a student will learn best if what he wants to learn, less well what he only needs to, less well still what he either wants or needs to learn, it is clearly important to leave room in a learning programme for the learner’s own wishes regarding both goals and processes. ”

Hutchinson and Waters’ (1987) define wants (perceived or felt of the learners) related to learning needs. Akin to the process used for the target needs analysis, they propose a model for the learning- needs analysis that includes a list of questions, each are split into more detailed ones. The model suggested by Hutchinson & Waters (1987) for the learning needs analysis is as follows:

1. **Why** are the learners taking the course?
 - Compulsory optional;
 - Apparent need or not;
 - Are status, money, promotion involved?

- What do learners think they will achieve?
 - What is their attitude towards the ESP course? Do they want to improve their English or do they resent the time they have to spend on it?
2. **How** do the learners learn?
- What is their learning background?
 - What is their concept of teaching and learning?
 - What methodology will appeal to them?
 - What sort of techniques bore/ alienate them?
3. **What** sources are available?
- Number and professional competence of teachers?
 - Attitude of teachers to ESP
 - Teachers' knowledge of and attitude to subject content
 - Materials
 - Aids
 - Opportunities
4. **Who** are the learners?
- Age/ sex/ nationality
 - What do they know already about English?
 - What subject knowledge do they have?
 - What are their interests?
 - What is their socio-cultural background?
 - What teaching styles are they used to?
 - What is their attitude to English or to cultures of the English-speaking world?

In the end, just as Allright (1982, cited in West, 1994) saying the study of the learners' favored learning styles and strategies provide us with a portrait of the learners' notion of learning. On the basis of this theoretical background, this study used always another supportive research method to collect data from the learning situation; it was an

the concept of target needs become very important and research showed that function and situation were also in the center of attention.

The term, the Target Situation Analysis (TSA) was primarily found in the article of Chambers in 1980 when he attempted to elucidate the terminological intricacy. For Chambers TSA is regarded as “The Communication in the target situation” (p. 29). In his publication Munby (1978) presents Communicative Needs Processor (CNP).

Like Hutchinson and Waters (1987: 54) state:

“With the development of the CNP it seemed as if ESP had come of age. The machinery for identifying the needs of any group of learners had been provided: all the course designers had to do was to operate it.”

In Munby’s CNP, the target needs and the target level performance are set for the examination of the target situation, and his detailed model evidently establishes the setting of the needs analysis as the centrality of the ESP, in fact the most significant starting point in either materials or course design (West, 1998). In the CNP, the description is taken from “The variables that influence the communication needs by means of organization of them as parameters in a dynamic relationship to each other” (Munby, 1978: 32). Munby’s detailed model is consisted of the following components:

Participants: data about the identity and language of the learner: age, sex, nationality, present command of target language, other languages known and extent of command.

- **Communication Needs Processor:** examines the specific communication needs in accordance to socio- cultural and stylistic elements which interact to specify the profile of such needs
- **Profile of Needs :** It is set via the data processed in the CNP
- **The Meaning Processor:** elements of the socio culturally specified profile of communication needs are altered into semantic sub classes of a mainly pragmatic kind, and pointed with attitudinal tone” (Munby, 1978 : 42)

- **The Language Skills Selector :** identification of “ the particular language skills that are needed in order to achieve the events or the activities been identified in the CNP” (Munby, 1978 :40)
- **The linguistic Encoder:** reflects on “The dimension of contextual appropriacy” (Munby, 1978:49) as soon as the encoding phase has been achieved.
- **The Specifications of the Communicative Competence:** Denotes the target communicative competence of the learners and is the interpreted profile of the needs.

Of the previously mentioned items of the leading model of Munby and which is named as the CNP (the Communication Needs Processor) which is seen as the central core of Munby’s approach for needs analysis and setting the profile of the needs via the processing of eight parameters, the process of which provides us with detailed knowledge of specific communicative needs (Munby, 1978). The parameters indicated by Munby (1978) are:

- **Purposive Domain:** this class sets the category of ESP, and after that the purpose that the target language is going to be used for after the course is finished.
- **Setting:** The physical setting determines the space and time facets of the situation where English will be taken, and the psychological setting determines the various environments in which English is applied.
- **Interaction:** determines the learner’s interlocutors and expects the association between them.
- **Instrumentality:** localizes the medium, i.e. if the language tended to be used is written, spoken or both; mode, i.e., if the language tended to be used is in the form of monologue, dialogue or discussion; and channel of communication, i.e., if it is face to face, radio, internet and so.
- **Dialect:** learners of dialects should have to comprehend or respond in terms of their space, time and societal lenses.

- **Communicative Event:** Indicates what the learners should do in productive or receptive way.
- **Communicative Key:** The mode in which the learners are going to do the activities included in the event; for instance, politely or impolitely.
- **Target Level:** The language proficiency level after the ESP course is finished and which may be distinctive for different language skills.

The purpose of the Munby's CNP goes beyond finding a detailed and possible linguistic audit a prospective ESP student is about to use in different situations in his target workplace. The output of the data processed by means of Munby's model is, as Hutchinson & Waters (1987) affirm, what the learner needs to know so that he will be able to effectively function in the target situation. The majority of the target need analysis related researches were based on Munby's model for it provides a comprehensible data banks and target performance (Robinson, 1991).

A plenty of researchers in the arena of target situation analysis applied Munby's CNP. Hutchinson and Waters (1987) offer a comprehensible target situation analysis framework which includes a series of questions the analyst has to find answers to.

According to Hutchinson & Waters (1987) the target situation analysis of the needs is "fundamentally an issue of asking a list of questions concerning the target situation and the attitudes towards that situation of several respondents in the learning process" (p. 59). Despite of all these, all these questions should be relevant to the Munby's model. These relations should be found summed up in the next page.

<p>1. Why is language needed?</p> <ul style="list-style-type: none"> • For study • For work • For training • For combination of these • For some other purposes, e.g. status, exam, promotion 	<p><i>cf</i>Munbian purposive domain</p>
<p>2. How will the language be used?</p> <ul style="list-style-type: none"> • Medium: speaking, writing, reading, etc • Channel: e.g. telephone, face-to-face; • Types of Text or discourse: e.g. academic text, lectures, catalogue, etc. 	<p><i>Cf</i> Munbian instrumentality</p>
<p>3. What will the content area be?</p> <ul style="list-style-type: none"> • Subjects: e.g. medicine, biology, commerce, shipping, etc. • Level: Technician, craftsman, postgraduate, etc. 	<p><i>cf</i>Munbian communicative event</p>
<p>4. Where will the language be used?</p> <ul style="list-style-type: none"> • Physical setting: e.g. office, lecture theater, hotel, workshop, library; • Human Context: Alone, meetings, demonstrations, on the telephone; • Linguistic context: e.g. in own country, abroad 	<p><i>cf</i>Munbian setting (physical and psychological)</p>
<p>5. When will the language be used?</p> <ul style="list-style-type: none"> • Concurrently with ESP course of subsequently; • Frequently, seldom, in small amounts, large chunks. 	

Table 2.3. The Questions in the Munby's Model

Just like the other models, the Munby's model has been criticized too. Munby offered a detailed list of micro functions in the CNP. What he did not embed was they

were not prioritized in terms of the affective factors that are nowadays playing a huge role (Dudley- Evans & St- John, 1998). West (1994: 9-10) states the drawbacks of the Munby's model in terms of four main headings:

1. **Complexity:** Munby tries to be systematic and comprehensive; mistakenly he made his instrument inelastic, complicated and time- consuming.
2. **Learner- centeredness:** His claim about the CNP goes beyond the lines of being learner- centered. The departure point would be the learner, however; the model gathers data about the learner rather than from the learner.
3. **Constraints:** The notion of Munby is that the constraints have to be seen after the needs analysis procedure, however, the other researchers see that this should be regarded becoming in the beginning of the needs analysis process.
4. **Language:** Munby does not succeed in offering a procedure for adapting the learner's profile into a language syllabus.

Based on all this information, the research instrument used to collect data from the Target situation was a questionnaire has been dispatched to the NDIL employees. This questionnaire is about the profile of workers in NDIL, the institution, the job title, years of working experience, gender, educational level, age, nationality, the necessity for business English, the way business English is used, where the content area of Business English be, where the business English is used, the time at which the language has been practiced.

2.11. Ethical Considerations

In this section, the researcher is devoted to demonstrate adherence to the main principles of the Belmont Report (respect, justice and beneficence) in the study design, sampling methods, theoretical framework, research problem and questions. In this research, the study design is a case study which requires descriptive data needed for the design of syllabus. To perform this, the researcher had to be careful about the participants in the university. That is, protecting learners from any physical or moral harm. The researcher had not to use deception. Further, the researcher had to maximize

the benefits from the participants and minimizing risks. Besides, participants were treated fairly and they were thanked for their cooperation.

2.12. Conclusion

In this section, the reader is now aware of how the research was systematically performed. In this vein, the researcher starts with formulation of research questions which are stemmed from the main problem of the absence of an effective EBP syllabus to learners in the department of financial management and accountancy – University of Saida. Besides, the researcher provides the reader with research methodology, research design, population and sample selection, instrumentation, validity and reliability, research procedures in which how the research process was followed, data collection and management, data analysis procedures in which three basic situations are analyzed : present situation, learning situation and target situation as well. The last part of section is about ethical consideration in which some ethical criteria should respected.

3.1. Introduction

In this section, the researcher is going to provide the reader with the discussion and interpretation of data which is gathered from different situations. In this vein, the three situations which are viewed from the learner - centered approach as a very important approach in needs analysis. The discussion and interpretation of findings are based on the following needs which are gathered from learners' situation, learning situation and target situation – NDIL company.

3.2. Present Situation Analysis (PSA)

As the design of syllabus is based on the idea of learner – centeredness and needs analysis, the analysis of presentation situation enables the researcher to collect detailed data about learners of the department of financial management and accountancy, so understanding and identification of what should be included in teaching English to EBP learners.

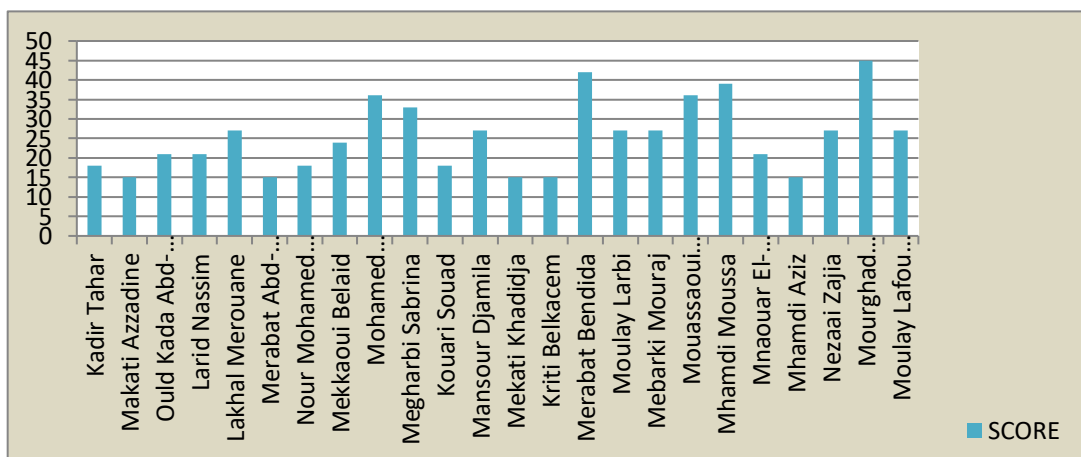
3.2.1. English Level of EBP Learners in Listening & Speaking (Pretest)

In the present situation, the data is shown in the graph 3.1 reflects that in listening and speaking pretest 80% respondents have their English level between A1, A2 and B1. The 20% have higher level of English with B2. The students in the financial management and accountancy have their English level between A1, A2 and B1. The 20% has higher level of English with B2. This means that the students are not adequately good at English overall. The students holding the B2 level of English are qualified to take the EBP course easily without facing any language difficulties. Dudley- Evans and St- John (1998) supported this when they mention the Variable Characteristics, stressing that:

- ESP may also be related to or designed for precise disciplines
- ESP might also use, in unique teaching situation, a different methodology from that of General English.

- ESP is possibly to be designed for adult learners, either at tertiary level institution or in a professional work situation. It could; however, be for intermediate or advanced learners.
- The majority of the ESP courses assume some basic understanding of the linguistic system (p.4).

They needed to have some of the necessary basics linguistic knowledge that must be included in the syllabus tended to be designed. Some of the basics that should be instructed are qualitative and demonstrative adjectives, adverbs of frequency, comparative superlatives, going to, how much, common uncountable nouns, I'd like to imperative, intensifiers very basic, modals can/can't/could/couldn't , past simple, possessive adjectives, prepositions, preposition of time including in/on/at, prepositions of place, present continuous, present simple, pronouns personal, questions, there is/ there are, to be including question+ negative, verb+ing like/ hate/ love.



A1 00 – 18 points B1 26 – 32 points C1 40 – 45 points

A2 19 – 25 points B2 33 – 39 points C2 46 – 50 points

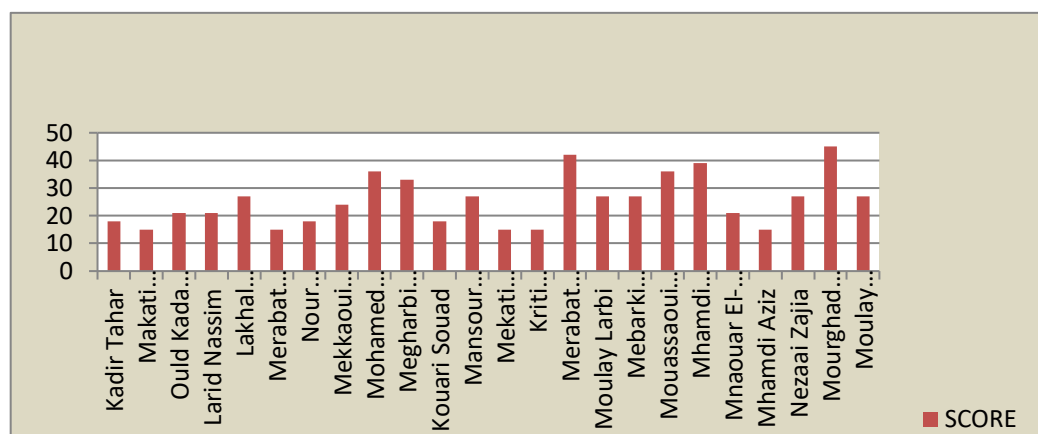
Graph 3.1. English Level of EBP Learners in Listening & Speaking (Pretest)

3.2.2. English Level of EBP Learners in Reading & Writing (Pretest)

In the graph 3.2 the data shows that in reading and writing pretest the students in the financial management and accountancy have their English level between A1, A2 and B1. The 20% have higher level of English with B2. This means that the students are not adequately good at English overall. The students holding the B2 level of English are qualified to take the EBP course easily without facing any language difficulties. Dudley- Evans and St- John (1998) supported this when they mention the Variable Characteristics, stressing that ESP is possibly to be designed for adult learners, either at tertiary level institution or in a professional work situation.

This could; however, be for intermediate or advanced learners. They needed to have some of the necessary basics linguistic knowledge that must be included in the syllabus tended to be designed. The A1 and A2 levels share some language deficiencies when they completed their writing such as; the topic is not developed at all, and their writing seems to take some enormous effort, the purpose of the text and the writer's aim are entirely unclear, the text is not organized at either the paragraph or the sentence level, there is insufficient language control to express even simple ideas, there are very many errors in the use of the language and standard writing conventions and there is little or no use of appropriate vocabulary and structures.

The learners whose language level exceeds the A and have B1 and B2 have some accepted criteria such as the topic is quite well though writing seems to take some effort, the purpose of the text and the writer's aim are not entirely clear, the text is reasonably well organized, at least at the sentence level, there is usually sufficient language control to express simple ideas, there are some errors in the use of language and standard writing conventions and there is limited use of appropriate vocabulary and structure.



A1 00 – 18 points

B1 26 – 32 points

C1 40 – 45 points

A2 19 – 25 points

B2 33 – 39 points

C2 46 – 50 points

Graph 3.2. English Level of EBP in Reading and Writing (pretest)

The students in the financial management and accountancy have their English level between A1, A2 and B1. The 20% have higher level of English with B2. This means that the students are not adequately good at English overall. The students holding the B2 level of English are qualified to take the EBP course easily without facing any language difficulties. Dudley- Evans and St- John (1998) supported this when they mention the Variable Characteristics, stressing that ESP is possibly to be designed for adult learners, either at tertiary level institution or in a professional work situation. It could; however, be for intermediate or advanced learners.

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conventions and there is little or no use of appropriate vocabulary and structures. The learners whose language level exceeds the A and have B1 and B2 have some accepted criteria such as the topic is quite well though writing seems to take some effort, the purpose of the text and the writer's aim are not entirely clear, the text is reasonably well organized, at least at the sentence level, there is usually sufficient language control to express simple ideas, there are some errors in the use of language and standard writing conventions and there is limited use of appropriate vocabulary and structure.

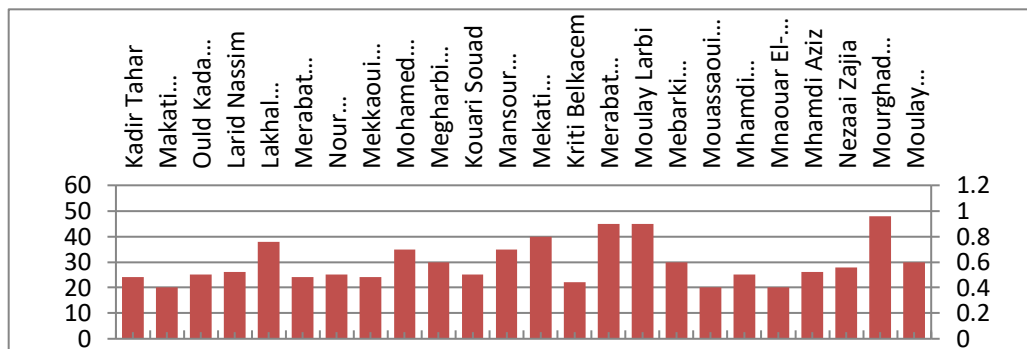
3.2.3. English Level of EBP Learners in Listening & Speaking (Posttest)

In the present situation, the data shows in the graph 3.3 that in the posttest in listening and speaking reflects those 80% respondents have their English level between A1, A2 and B1. The 20% have higher level of English with B2. The students in the financial management and accountancy have their English level between A1, A2 and B1. The 20% has higher level of English with B2. This means that the students are not adequately good at English overall. The students holding the B2 level of English are qualified to take the EBP course easily without facing any language difficulties. Dudley- Evans and St- John (1998) supported this when they mention the Variable Characteristics, stressing that:

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- ESP is possibly to be designed for adult learners, either at tertiary level institution or in a professional work situation. It could; however, be for intermediate or advanced learners.
- The majority of the ESP courses assume some basic understanding of the linguistic system (p.4).

They needed to have some of the necessary basics linguistic knowledge that must be included in the syllabus tended to be designed. Some of the basics that should be instructed are qualitative and demonstrative adjectives, adverbs of frequency,

comparative superlatives, going to, how much, common uncountable nouns, I'd like to imperative, intensifiers very basic, modals can/can't/could/couldn't , past simple, possessive adjectives, prepositions, preposition of time including in/on/at, prepositions of place, present continuous, present simple, pronouns personal, questions, there is/ there are, to be including question+ negative, verb+ing like/ hate/ love.



A1 00 – 18 points

B1 26 – 32 points

C1 40 – 45 points

A2 19 – 25 points

B2 33 – 39 points

C2 46 – 50 points

Graph 3.3. English Level of EBP Learners in Learners and Listening (Posttest)

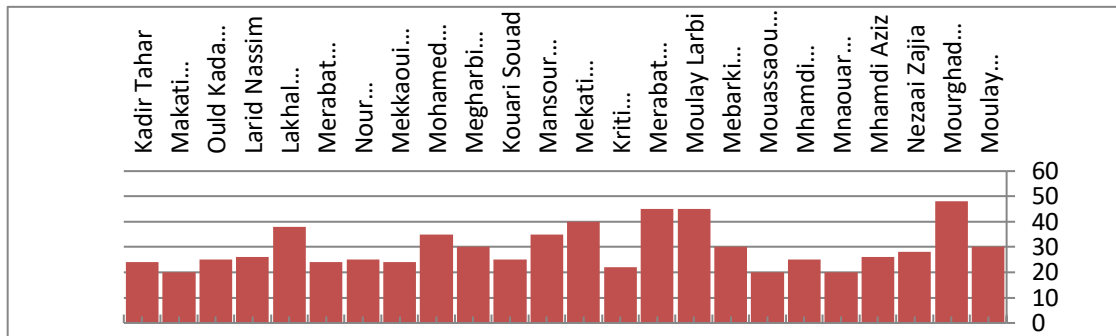
3.2.4. English Level of EBP Learners in Reading & Writing (Posttest)

Since one of the main steps in syllabus design is the evaluation of it, summative test was taken by Business English learners in order to measure whether these students in the department of financial management and accountancy achieved the goals they have been formulated for them.

In the graph 3.4 which is concerned about posttest in reading and writing the data shows that the students in the financial management and accountancy have their English level between A1, A2 and B1. The 20% have higher level of English with B2.

This means that the students are not adequately good at English overall. The students holding the B2 level of English are qualified to take the EBP course easily without facing any language difficulties. Dudley- Evans and St- John (1998) supported this when they mention the Variable Characteristics, stressing that ESP is possibly to be designed for adult learners, either at tertiary level institution or in a professional work situation. It could; however, be for intermediate or advanced learners. They needed to have some of the necessary basics linguistic knowledge that must be included in the syllabus tended to be designed. The A1 and A2 levels share some language deficiencies when they completed their

writing such as; the topic is not developed at all, and their writing seems to take some enormous effort, the purpose of the text and the writer's aim are entirely unclear, the text is not organized at either the paragraph or the sentence level, there is insufficient language control to express even simple ideas, there are very many errors in the use of the language and standard writing conventions and there is little or no use of appropriate vocabulary and structures. The learners whose language level exceeds the A and have B1 and B2 have some accepted criteria such as the topic is quite well though writing seems to take some effort, the purpose of the text and the writer's aim are not entirely clear, the text is reasonably well organized, at least at the sentence level, there is usually sufficient language control to express simple ideas, there are some errors in the use of language and standard writing conventions and there is limited use of appropriate vocabulary and structure.



A1 00 – 18 points

B1 26 – 32 points

C1 40 – 45 points

A2 19 – 25 points

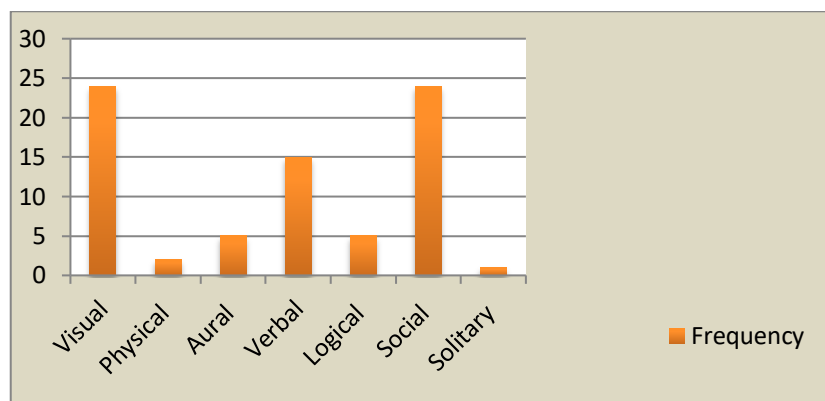
B2 33 – 39 points

C2 46 – 50 points

Graph 3.4. English Level of EBP Learners in Reading and Writing (Posttest)

3.2.5. Teaching and Learning Styles

Teaching and Learning Styles Table 5 reflects that 100% respondents prefer to be taught and learn socially and visually during their English for Business Purposes classes, and only 8,3 %, 20,8% , 62,5% and 4.16 % fancy to learn and be instructed aurally, verbally, logically and solitary as it is shown. Teaching and Learning Styles Table 6.reflects that 100% respondents prefer to be taught and learn socially and visually during their English for Business Purposes classes, and only 8, 3 %, 20,8% , 62,5% and 4.16 % fancy to learn and be instructed aurally, verbally, logically and solitarily as it is shown.



Graph 3.5. Teaching and Learning Styles

Teaching and learning styles	Frequency	%
Visual	24	100
Physical	2	8,3
Aural	5	20,8
Verbal	15	62,5
Logical	5	20,8
Social	24	100

Table 3.1. Teaching and Learning Styles

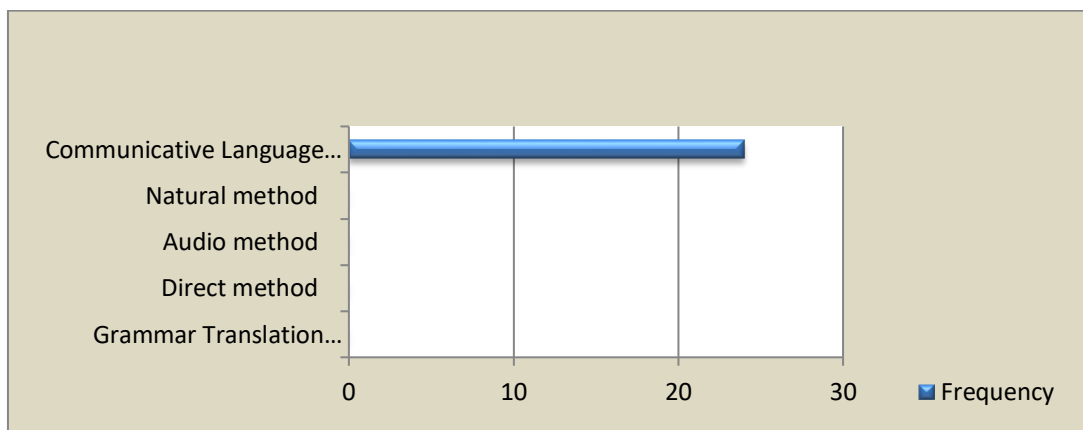
3.2.6. The Appropriate Teaching Method

The Appropriate Teaching Method Table 7. displays that 100% respondents regard that communicative language teaching method is the most appropriate for studying English for Business Purposes among the other known teaching methods. In instructions of English for Business Purposes, most of the freshmen desired their trainer to use the communicative language instructing method.

Similarly, the biggest part of the ESP syllabus designers agreed on the method of communicative language teaching which is regarded as the spine of ESP teaching. Besides, Johns and Dudley-Evans (1991), consider that required methodologies in ESP

have to be specialized or restrictive.” They additionally suppose that ‘an English for tutorial functions (EAP) class have to have collaborative instructing via a instructor of language and lecturer of subject-area ... privileged and added-on EAP classes and specific English lessons for newcomers in the workplace... desiring drastically diverse methods to these observed in well-known English lessons (p. 68). Of top notch importance to ESP methodology is the connection of thread of useful syllabus, communicative and learning-centred approaches, authenticity, relevance and suitability in language and materials (Jordan 1977, p. 109).

The main purpose of communicative language teaching method is for college students to enhance their communicative competence (Hymes 1971), or rather say, communicative ability. In other words, its goal is to make use of real-life conditions that require communication. At the current time, we note our key motive as teaching the practical use of English for communication with native speakers and others. The social and visible mastering patterns can assist the Beginners enhance and improve their macro language abilities such as reading, writing, listening and speaking.



Graph 3.6. Appropriate Teaching Method

Teaching Method	Frequency	%
Grammar Translation Method	0	0
Direct method	0	0
Audio method	0	0
Natural method	0	0
Communicative Language Teaching Method (CLT)	24	100

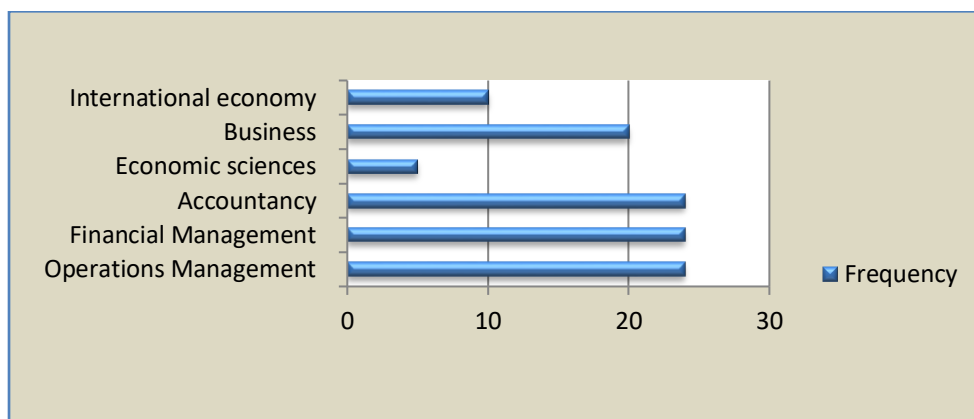
Table 3.2. Appropriate Teaching Method

3.2.7. The knowledge of Specialized Content teacher should Have

The Knowledge of Specialized Content Table 7. Shows that 100% respondents prefer to study Operations management, financial management and accountancy as the major specific knowledge in their English for business Purposes. Also, 83,3% fancy to study business as one of their main specific knowledge in English class, but only 41,6% favor studying international economy as their knowledge of specialized content.

The majority of freshmen of the English for Business Purposes select to study operations managements, monetary administration and accountancy as their predominant unique knowledge in their field. In different words, the expertise of the specialized content material the instructor of ESP need to have includes economic management, accountancy, and operations management with moderate pastime in enterprise and international economy. Furthermore, Strevens (1988) formulates a difference between absolute characteristics and variable traits of ESP.

In his absolute characteristics, he states that two ESP syllabus is associated in content material to unique disciplines or occupations and established on language specific to those disciplines or occupations. Besides, two distinctions of the traits of ESP are laid out through Dudley-Evans and St. John (1998): some absolute and some variable to unravel arguments about what ESP is. In his define for the absolute characteristics, he mentions that ESP makes use of underlying methodology and things to do of the discipline it serves as nicely as is centered on the language terrific to these activities in terms of grammar, lexis, register, study skills, discourse and genre.



Graph 3.7. Specialized Knowledge

Specialized Knowledge	Frequency	%
Operations Management	24	100
Financial Management	24	100
Accountancy	24	100
Economic sciences	5	20,8
Business	20	83,3
International Economy	10	41,6

Table 3.5. Specialized Knowledge

3.2.8. Teaching Materials

The Teaching materials Table 8.reflects that 100% respondents prefer their teacher of English for Business Purposes to use the following teaching materials to be used: course book, dictionary, overhead projector, board, handouts/ worksheets and laptop computers, however; 50% prefer to utilize pictures, flashcards and word cards as well. The educating materials newcomers of English for Business Purposes decide on to use are cassettes, videos, CD-ROMs, dictionaries, grammar books, readers, workbooks or photocopied exercises. In other words, materials omit on to something that is used to aid the mastering of a language and make bigger the learners' knowledge and journey

of the language. “Materials may want to for sure be like the before noted above. They may want to also be newspapers, meals packages, photographs, and stay talks by way of invited native speakers, directions given via a teacher, duties written on playing cards or discussions between learners. In different words, they can be something which is intentionally used to raise the learners’ knowledge and/or experience of the language.”

Brian Tomlinson (1998). One of the most essential characteristics of ESP is fabric writing. Material must be intrinsically interesting, need to include fun activities, possibilities to learn, content that each the learner and the teacher can cope with and consequently motivating. Ideally, a right textbook reflect life, not just language. A path should, one would hope, be interesting in its own proper — its content stimulating and informative.

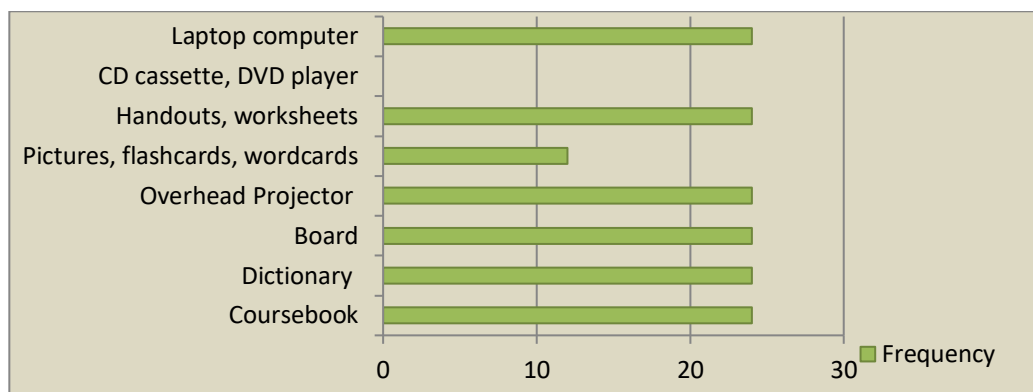
In an experience the predominant reason of a materials syllabus is to spoil down the mass of knowledge to be learnt precise in an comparison syllabus into manageable units. There are eight criteria for a substances syllabus design, namely, theme syllabus, structural/situational syllabus, functional/notional syllabus, abilities syllabus, situational syllabus, functional/task-based syllabus, discourse/skills syllabus and abilities and strategies syllabus (Hutchinson & Waters, 1987: 85). In some syllabi such as subject matter syllabus and abilities syllabus, a single criterion is at work, whilst different syllabuses combination two standards together, such as structural/situational syllabus.

This blending of standards is extended into a multi-layered syllabus idea by means of McDonough (McDonough, 1998, p.48). It then appears that the multi-layered syllabus extended from the national skills-oriented syllabus could be the most beneficial solution to many approaches of language and forte knowledge a SBE path has to handle. In writing ESP material, there is need to supply a model for the integration of the number aspects of studying and at the same time make room for creativity and variety.

According to Hutchinson and Waters (1987, p. 108), the mannequin consists of 4 elements: input, content focus, language center of attention and task: The input which is consisted of the text, dialogue, video-recording, plan or any piece of communication forms the input. The center is indispensable because it acts as a stimulus for material activities; it affords a new language item; it additionally offers right models of language use and a subject matter for communication.

Input additionally presents possibilities for beginners to use their data processing capabilities and their current knowledge, each of the language and the concern matter. As Brian Tomlinson (1998) asserts, “the input differ in style, mode, medium and purpose and need to be prosperous in aspects which are characteristic of genuine discourse in the goal language. And if the newcomers favor to be able to use the language for conventional communication, it is vital that they are uncovered to planned, semi-planned and unplanned discourse (e.g. a formal lecture, an casual radio interview, and a spontaneous conversation), the content focus because language is now not an cease in itself, the linguistic and non-linguistic content material ought to be exploited for significant conversation orally or in written structure in proper work settings.

Teachers could study some content expertise whilst learners are expected to examine each capabilities and language. Therefore, instructors and learners may want to assist every other and research from each different through the implementation of the course-book, language focus in which substances that need to be furnished to rookies be that which they have ample information of. Good materials are these that furnish the beginners with opportunities for analysis and synthesis, that is, freshmen must be capable to take the language to pieces, learn about how it works and practice inserting it back together again.



Graph 3.8. Teaching Materials

Teaching materials	Frequency	Percent %
Course book	24	100%
Dictionary	24	100%
Board	24	100%
Overhead Projector	24	100%
Pictures, flashcards, word cards	12	50%
Handouts, worksheets	24	100%
CD cassette, DVD player	0	0%
Laptop computer	24	100%

Table 3.5. Teaching Materials

3.2.9. The Place of Taking EBP Course

The ESP course is taking place in the department of Financial Management and Accountancy (The University of Tahar Moulay – Saida- Algeria. This course will always be provided in the curriculum for these learners. That is, they will be studying English for Business Purposes in the first semester.

Group	Day	Place	Time
G2	Sunday	Room 27	08.00 am
			9.30 am

Table 3.5. Place of Taking EBP Course

3.2.10. The Time of Taking EBP Course

The ESP course is taken in the first semester, from the 12th of October, 2014 till the 12th of February, 2015 (Sunday 8-9.30 a.m.). This course was scheduled by the administrative staff in order to provide the Master students with a teacher of English for Business Purposes. The following table shows the details of the time when the EBP course was taken.

Group	Day	Place	Time
G2	Sunday	Room 27	08.00 am
			9.30 am

Table 3.6. Time of Taking EBP Course

3.2.11. Academic Expectations

Based on the needs of EBP learners, a series of academic expectations have been noted for the purpose of designing an effective syllabus to these learners. These expectations are as follows:

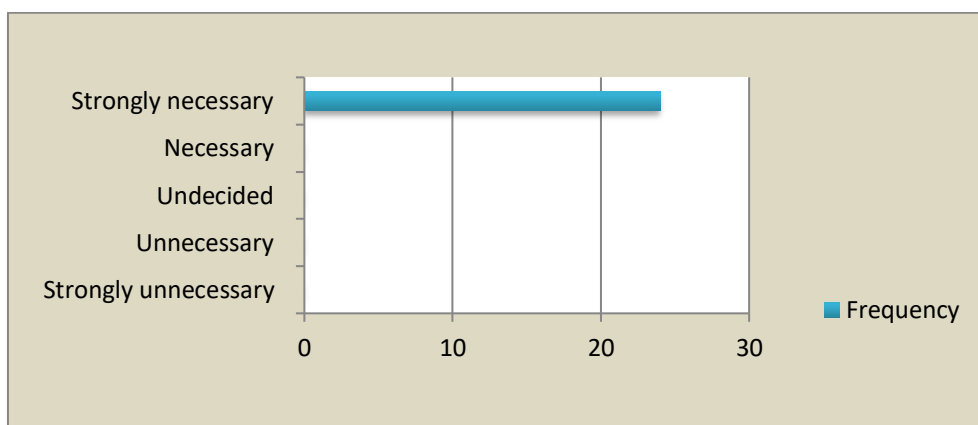
- Clear, coherent and effective writing as well as production of an informative, well organized, and appropriate work to its purpose in EBP.
- Reading and comprehension of various materials and be able to interpret and implement knowledge from reading.

- Active listening and response to communications through inquiry, discussion, writing, and various forms of spoken passages in business English settings.

The expectations of the EBP newcomers are clear, coherent and superb writing as nicely as production of an informative, nicely organized, and excellent work to its purpose in EBP. Reading and comprehension of various substances and be capable to interpret and enforce understanding from reading. Active listening and response to communications via inquiry, discussion, writing, and quite number forms of spoken passages in enterprise English settings.

3.2.12. Necessity for EBP course

The Necessity of the Business English Course Table 11 displays that 100% respondents agree on the strong necessity of the EBP course (ESP). The majority of the beginners agree on the strong necessity of the path of the English for Business purposes. To illustrate it, the existing concept of needs evaluation in ESP, in accordance to Dudley-Evans and St John (1998:125), consists of consideration of the factor of the necessity of English for Specific Purposes among other aspect. This aspect is represented in expert records about the learners: the tasks and activities learners are/will be the usage of English for – goal state of affairs and goal needs.



Graph 3.9. Necessity for the EBP Course

The Necessity of the Business English Course	Frequency	Percent
Strongly unnecessary	0	0%
Unnecessary	0	0%
Undecided	0	0%
Necessary	0	0%
Strongly necessary	24	100%

Table 3.7. . Necessity for the EBP Course

3.3. Learning Situation Analysis

The learning situation is one of the main situations which play a huge role in the identification of the learning processes of learners. That is, all what is needed in order to acquire knowledge and language is considered under the umbrella of learning methods, teaching methods, teaching materials, motivation and so. Based on this analysis, the researcher discovered a set of detailed data. The data

3.3.1. Objectives of Taking EBP Course

As setting the goals and objectives is not evitable stage, it cannot be disregarded. The objectives are always helpful to guide the course designers to identify the needs of learners. Further, objectives are required to pave the way for what will be taught. Based on this idea, the four language skills that need to be developed in taking EBP course in the following table:

Language Skill	Objectives
Listening	To understand the telephone messages and conversations in business settings
Speaking	To communicate effectively with native speakers in job interviews as well as business settings
Reading	To respond effectively to phone messages and job interview. To understand and interpret a variety of texts such as business reports, business letters, documents, newspaper articles, and contracts.
Writing	To write business letters, résumés, memoranda, reports, mail-messages, and business plans.

Table 3.8. Objectives of Taking EBP Course

By the end of the course, novices are able to familiarize themselves with enterprise terminology and write safely in English. For example, they ought to be capable of writing fabulous enterprise letters, e-mails as nicely as a proper resume. They should have the ability of understanding intermediate enterprise articles and newspapers, perception and conducting normal enterprise dialog as well as preserving relationships with the target community.

3.3.2. The Way EBP Learners learn in Class.

They learn through communicative language learning. They analyze thru communicative language learning. Today, we see our essential intention as teaching the realistic use of English for verbal exchange with native speakers and others. According to Nunan (1994), the aim of communicative language gaining knowledge of is reaching language proficiency based on the improvement of the four macro skills. It is verbal that the degree of language proficiency will be distinctive for different contingents of beginners and will depend on learners' needs. Nunan (1991:279) lists five basic characteristics of Communicative Language Teaching (CLT) which are in the table below:

N°	Characteristics
01	An emphasis on learning to talk via interaction in the target language.
02	The introduction of true texts into the learning situation
03	The provision of possibilities for novices to focus, no longer solely on the language however also on the getting to know process itself.
04	An enhancement of the learner's own private experiences as necessary contributing elements to classroom learning.
05	A try to hyperlink classroom language studying with language activation backyard the classroom

Table 3.9. Characteristics of CLT Method

assumptions in CLT are that: (a) beginners research a language thru the usage of it to communicate, (b) real and meaningful communication must be the goal of lecture room activities, (c) fluency is an essential dimension of communication, (d) communication involves the integration of distinctive language skills, and (e) mastering is a system of creative construction and involves trial and error.

3.3.3. The Nature of EBP Learners

Learners are students of the 2nd year, from department of Financial Management and Accountancy in the University of Tahar Moulay – SAIDA – Algeria. These students are of different neighboring Algerian provinces such as Naama, El-Bayadh, Bechar and Adrar.

3.3.4. The Place of Taking EBP Course

The ESP course is taking place in the department of Financial Management and Accountancy (The University of Tahar Moulay – Saida- Algeria. This course will always be provided in the curriculum for these learners. That is, they will be studying English for Business Purposes in the first semester.

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			9.30 am

Table 3.10. Place of Taking EBP Course

3.1.7. The Time of Taking EBP Course

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Group	Day	Place	Time
G2	Sunday	Room 27	08.00 am
			9.30 am

Table 3.11. Time of Taking EBP Course

3.4.Target Situation Analysis

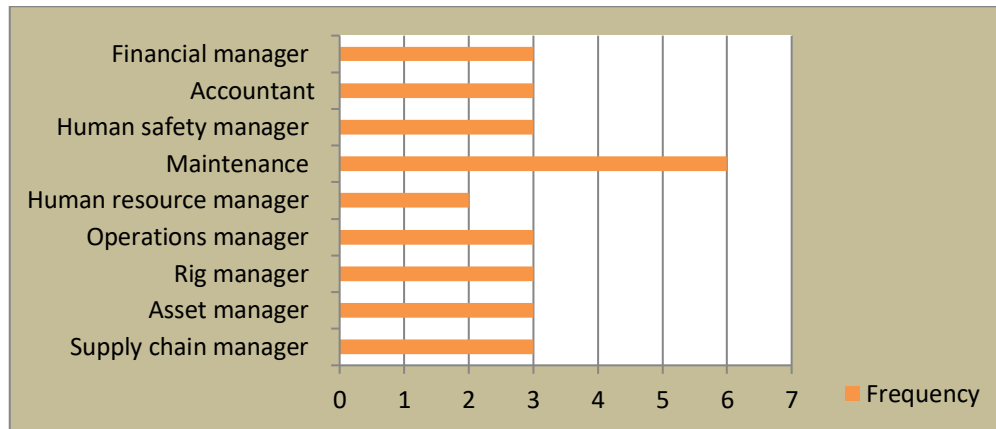
The analysis of this situation is seen as one of the main fundamental requirements for EBP syllabus design for it provides the EBP course designer with what the EBP learners will do with English in NDIL Company. The data gathered were about the profile of NDIL workers, the necessity for English, ways for which English is used, kinds of text and discourse needed in this company, areas of content, settings for the use of English and time for the use of English.

3.4.1. Institution

According to the questionnaire filled out by workers of NDIL company, the institution that all these workers belong to the same company.

3.4.2. Job Title

The Job Title Table 15.reflects that 70% respondents work as supply chain manager, asset manager, rig manager, operations manager, human safety manager, accountant manager and financial manager. 20% participants work in maintenance and only 6,9% of the workers have job of human resource manager. The majority of the people are supply chain manager, asset manager, rig manager, operations manager, human safety manager, accountant manager and financial manager. Few work in the upkeep and human useful resource management. Basically it is positive due to the nature of the organization which is NDIL (Nabors Drilling International Limited). This employer is specialized in the extraction of oil and that is why I wanted solely kind of the above workers. Our goal here to center of attention on the accountant and financial managers which are specialism of the beginners in EBP.



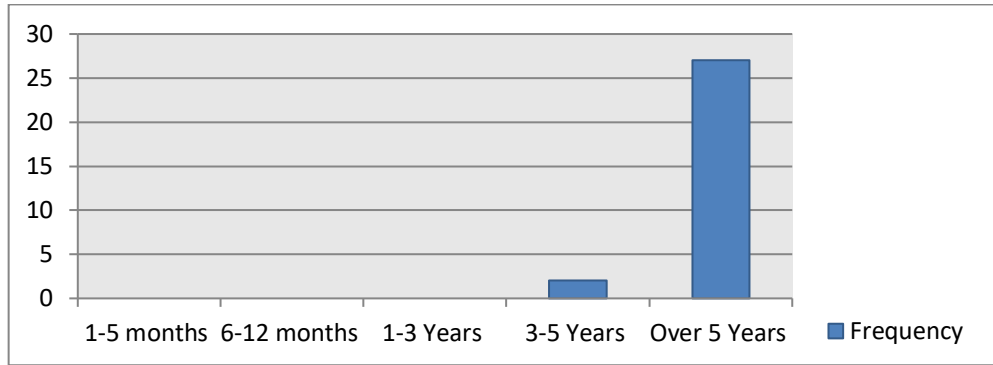
Graph 3.10. Primary Job Title

Job title	Frequency	Percent
Supply chain manager	3	10%
Asset manager	3	10%
Rig manager	3	10%
Operations manager	3	10%
Human resource manager	2	06,9%
Maintenance	6	20%
Human safety manager	3	10%
Accountant	3	10%

Table . Job Title

3.4.3. Years of Working Experience

The Years of Work Experience Table16.reflects that 70% respondents work as supply chain manager, asset manager, rig manager, operations manager, human safety manager, accountant manager and financial manager. 20% participants work in maintenance and only 6, 9% of the workers have job of human resource manager.



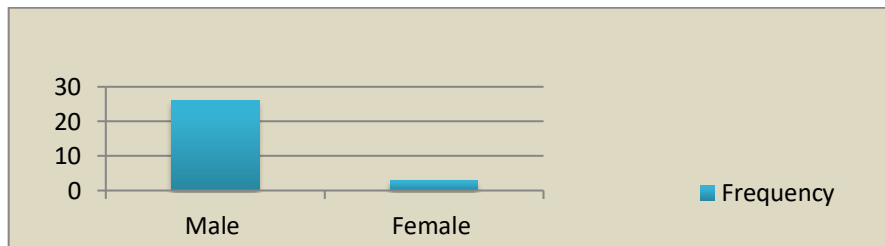
Graph 3.11. Years of Working Experience

Years	Frequency	Percent
1-3 Years	0	0%
3-5 Years	2	6,9%
Over 5 Years	27	93,1%

Table 13. Years of Working Experience

3.4.4. Gender

The Gender Table17.reflects that 89,65 % respondents are males, however; only 10,35% were females. In this company, the majority of the workers are men due to the fact that the nature of the work is not preferred by means of girl workers.



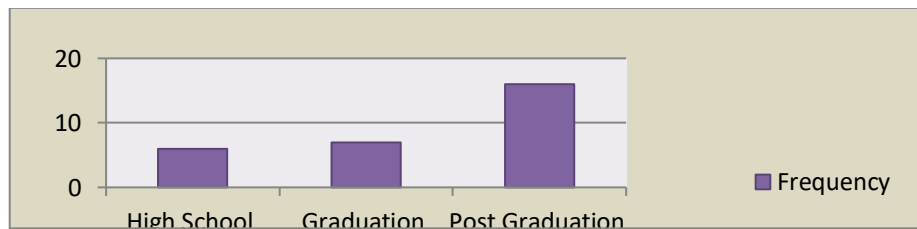
Graph 3.12. Gender

Gender	Frequency	Percent
Male	26	89,65%
Female	3	10,35%

Table 3.14. Gender

3.4.5. Educational Level

The Educational Level Table 5.14 reflects that 55, 19% respondents have post-graduation level. 24, 13% have graduation level and only 20, 68% have high school level. The majority of the people have submitted commencement degree for the necessities of the company. Usually these employees are in the office. The different people have either commencement or excessive faculty degrees.



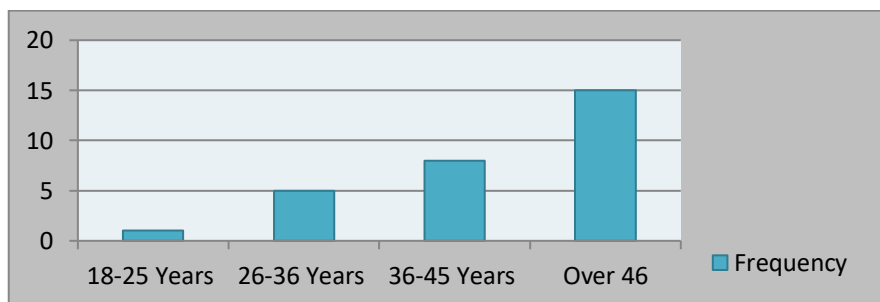
Graph 3.13. Educational Level

Educational Level	Frequency	Percent
High School	6	20,68%
Graduation	7	24,13%
Post-Graduation	16	55,19%

Table 3.15. Educational Level

3.4.6. Age

The Age Table 19. reflects that 51,72% respondents have age over 46.27 and 27.6% have age between 36 and 45 years, but nearly 20% of them have age between 18 and 36 years old. Half of the employees are over forty six years. They are workers with rich experience as well as they grasp French language and little English which is basic. The majority of the other half ranged between 26 and 45 years. They are both new workers and current ones.



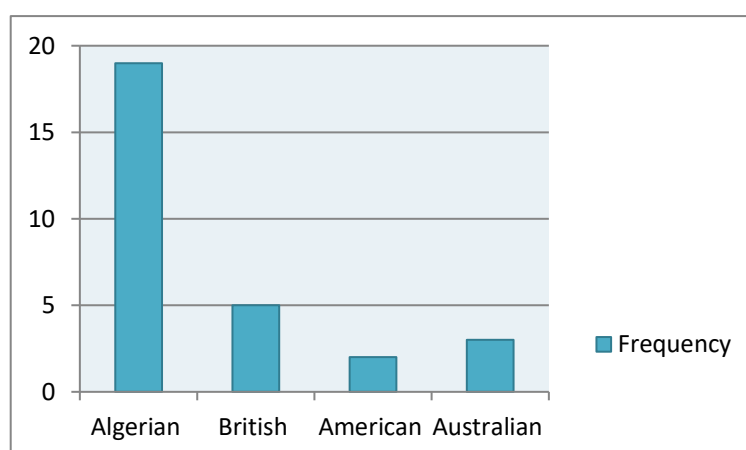
Graph 3.14. Age

Age	Frequency	Percent
18-25 Years	1	3.44%
26-36 Years	5	17.24%
36-45 Years	8	27.60%
Over 46	15	51.72%

Table 3.16. Age

3.4.7. Nationality

The Nationality Table20.displays that 65,51% respondents are Algerian workers and 17.24% are British, but nearly 17% are Americans and Australians. Most of the workers are Algerians considering it is so handy to recruit the nationals and they cannot price too much. The other workers are British, Americans, or Australians. Most of the time, expatriates work in the essential jobs such as rig managers and so.



Graph 3.15. Nationality

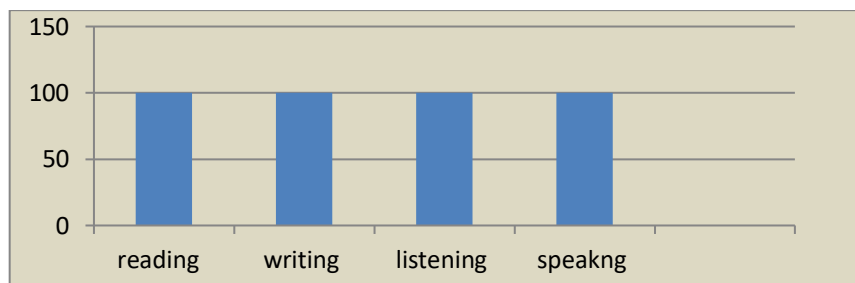
Nationality	Frequency	Percent
Algerian	19	65.51%
British	5	17.24%
American	2	6.89%
Australian	3	10.36%

Table 3.17. Nationality

3.4.8. Necessity for English for Business Purposes

The Need for Business English Table21.shows that 100% respondents need Business English either for work or for training. The majority of the employees agree that the English for Business Purposes is used for either training or study. That is, it can

be in the pre-journey or all through experience. Corder (1973) stated that the content and shape of a syllabus is associated to the objectives of the learner or of society. These ought to be precise in phrases of what he desires or should be able to do in phrases of social behavior and linguistic performance. This is recognized as his "terminal behavior". But Ingram (1982) continues that a clear specification of objectives affords a means of ensuring coherence of language things to do in responding to learner needs. What do you prefer them to be aware of and be in a position to do at the stop of the semester? How will the direction build on the place students began and help them pass through the comfort of the curriculum?



Graph 3.17. Necessity for English for Business Purposes

The Necessity for English for Business Purposes	Frequency	Percent
Study	0	0%
Work	29	100%
Training	29	100%
Combination of these	0	0%
Other purposes e.g. status, exam, promotion	0	0%

Table 3.18. Necessity for English for Business Purposes

3.4.9. The Ways of the Use of English for Business Purposes

In the use of English for Business Purposes, there are two fundamental elements. The first is the medium in which this type of English is used. There are four kinds of media in which this language is used. Thus, they are listening, speaking, reading and

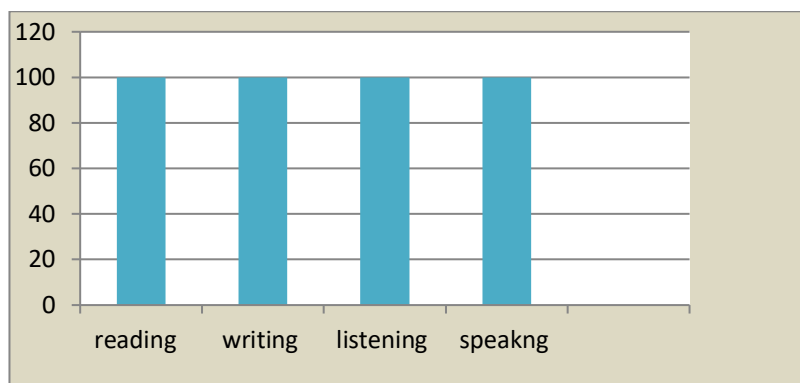
writing. The other element is channel through which language is used. These channels are of face – to – face, electronic, mobile phone, written and broadcast media.

3.4.9.1. Medium

The Medium Table 22 shows that 100% respondents use Business English through all the media reading, writing, listening and speaking. The majority of the people use Business English through all the media reading, writing, listening and speaking. A task-based syllabus supports the use of tasks and things to do to encourage freshmen to make use of the language communicatively so as to acquire a purpose. It indicates that speaking a language is skill great perfected via interaction and practice.

The most important point is that tasks must be relevant to the real world language wishes of the learner. Long (2005a) recommends taking a task-based approach to desires evaluation as nicely as with educating and mastering based on the argument that “structures or other linguistic factors (notions, functions, lexical items, etc.)” should no longer be a focal factor of educating and learning. “Learners are far more active and cognitive-independent participants in the acquisition technique than is assumed by the erroneous faith that what you instruct is what they learn, and when you educate it is when they examine it” (p. 3).

This approach, duties are the gadgets of analysis and “samples of the discourse typically concerned in overall performance of goal tasks” (p. 3) are collected. An instance of a ‘real world task’ or ‘target task’ for engineers is the reading of textbooks (Mudraya, 2006). The idea of duties is similar to that of communicative events as defined by means of Munby (1978). The difference is that language variables, instead than sociolinguistic variables, are highlighted in the task-based approach.



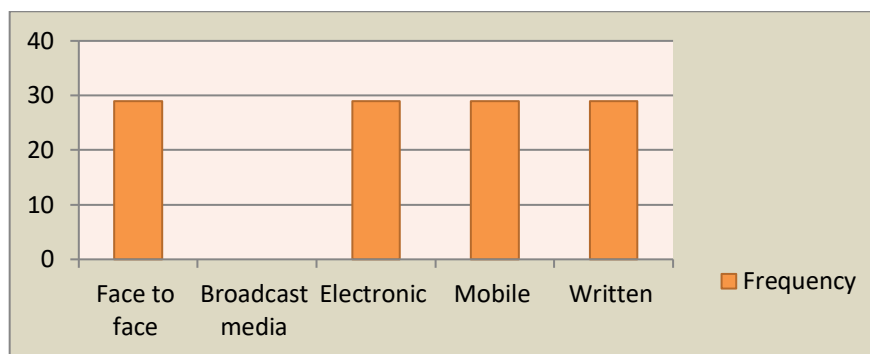
Graph. 3.18. Medium of the Use of EBP

Medium	Frequency	Percent
Reading	29	100%
Writing	29	100%
Listening	29	100%
Speaking	29	100%

Table 3.19. Medium of the Use of EBP

3.4.9.2. Channel

The Channel Table23 displays that 100% respondents use Business English via different channels such as face-to-face, electronic, mobile and in written, except broadcast media. Most of the workers use English for Business Purposes through different channels such as face-to-face, electronic, mobile and in written, barring broadcast media. These channels are by and large used in the giant agencies in order to facilitate the interpersonal conversation amongst workers. They are used in terms of the situation that fits.



Graph. 3.19 Channel of the Use of EBP

Channel	Frequency	Percent
Face to face	29	100%
Broadcast media	0	0%
Electronic	29	100%
Mobile	29	100%
Written	29	100%

Table 3.20. Channel of the Use of EBP

3.4.10. Types of Text and Discourse

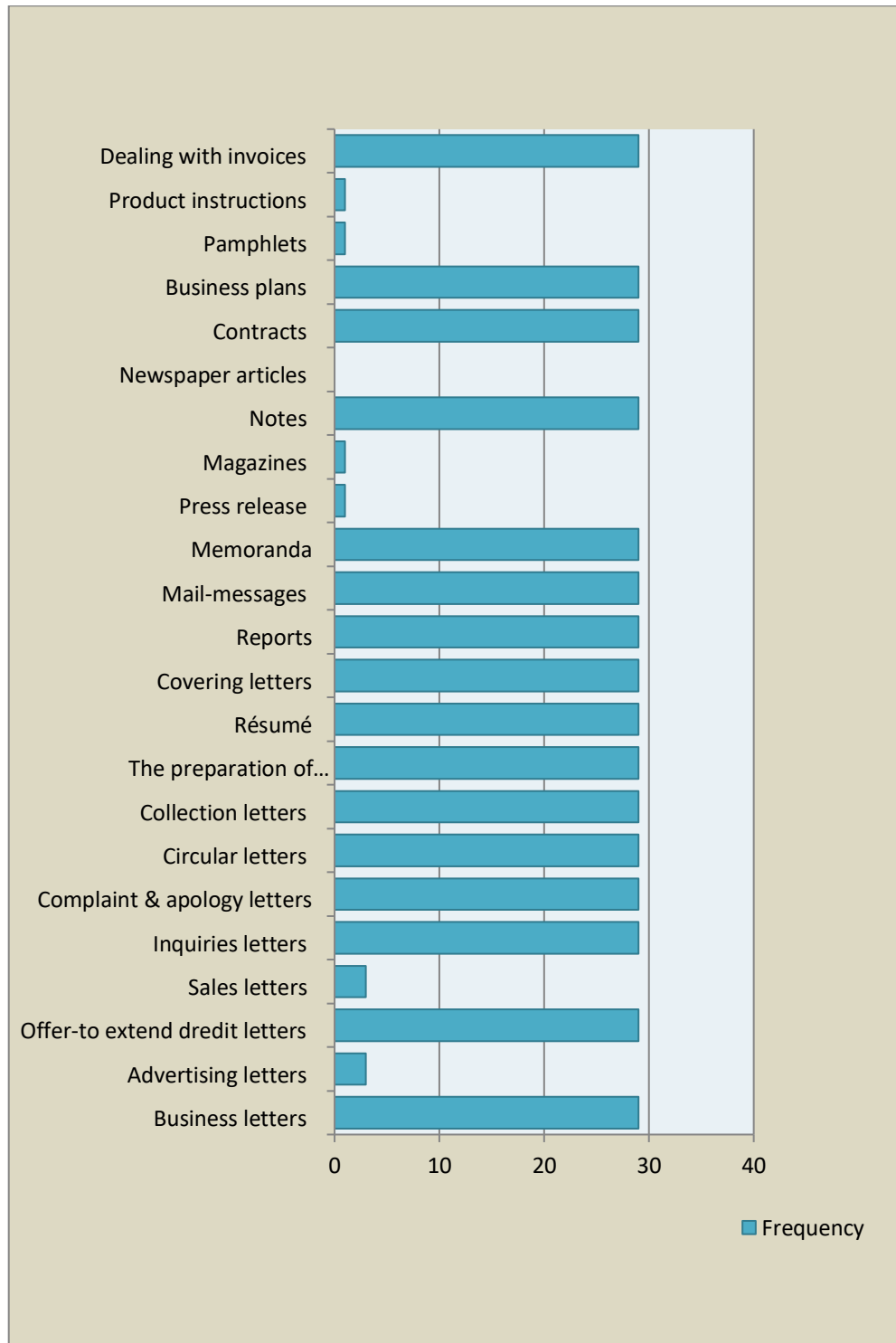
It is evident that any language is divided into spoken and written forms. These forms are represented as a text and discourse. In this section, the researcher is going to discuss the types of EBP text as well as the EBP discourse which are both used in NDIL company.

3.4.10.1. Written

The Written Table 24. reflects that 100% respondents use written texts for Business English via different forms ;as, business letters, offer-to-extend-credit letters, inquiries letters, complaint and apology letters, circular letters, collection letters, the preparation of PowerPoint (ppt), résumé, covering letters, reports, mail-messages, memoranda, notes, contracts, business plans, and dealing with the invoices and only

few participants between 10.34% and 20.68% respondents use additionally advertising letters, sales-letters, press release, magazines, newspaper articles, pamphlets, and product instructions. The majority of employees use written texts for Business

English by specific varieties ;as, enterprise letters, offer-to-extend-credit letters, inquiries letters, grievance and apology letters, circular letters, series letters, the training of PowerPoint (ppt), résumé, covering letters, reports, mail-messages, memoranda, notes, contracts, commercial enterprise plans, and dealing with the invoices and solely few of them additionally use advertising letters, sales-letters, press release, magazines, newspaper articles, pamphlets, and product instructions. The written texts that usually used in this company are of gorgeous importance on the grounds that they are required in order to communicate internally and externally from the places of work or field.



Graph 3.20. Types of Text or a Discourse (Written form)

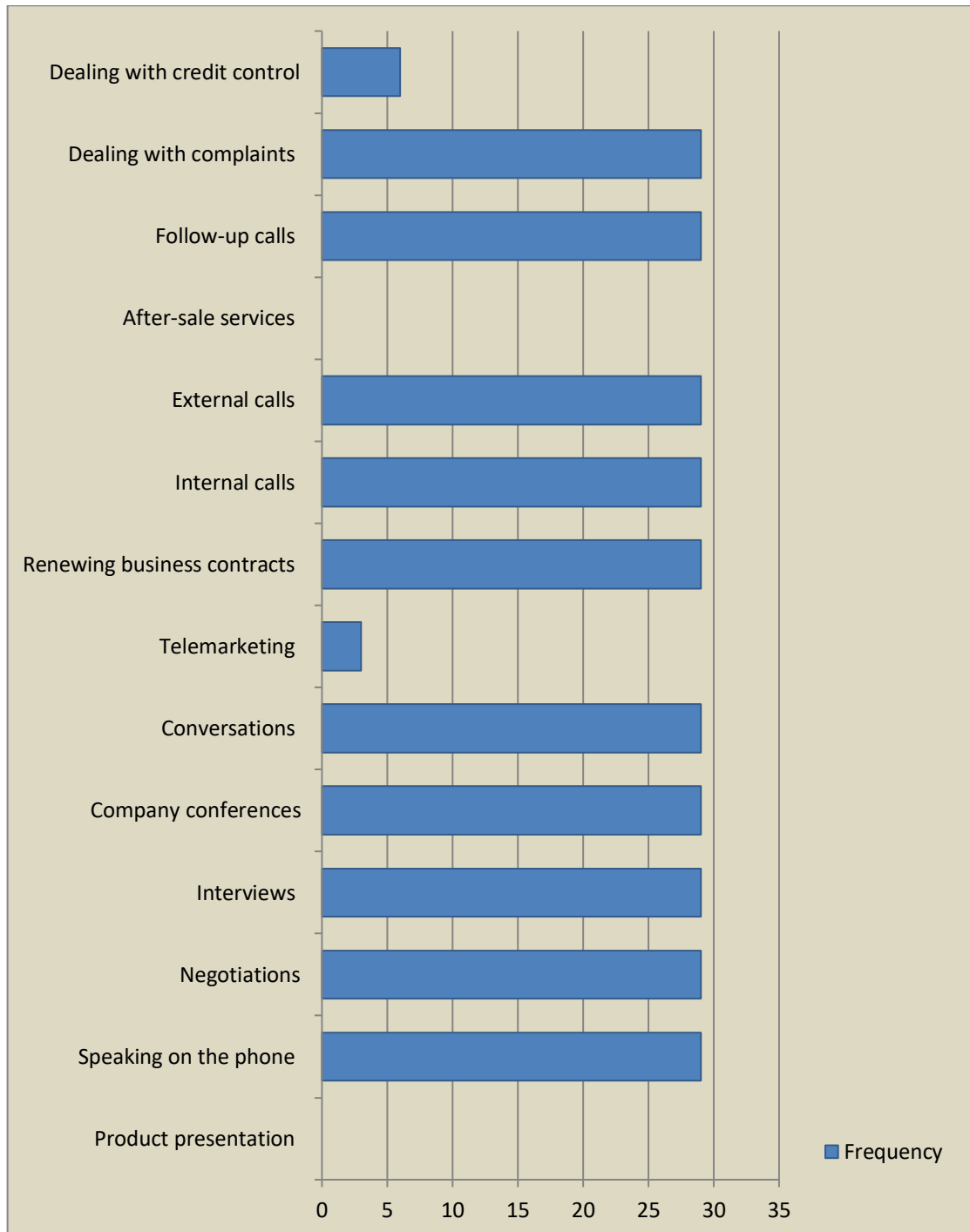
Written	Frequency	Percent
Business letters	29	100%
Advertising letters	3	10.34%
Offer-to extend credit letters	29	100%
Sales letters	3	10.34%
Inquiries letters	29	100%
Complaint & apology letters	29	100%
Circular letters	29	100%
Collection letters	29	100%
The preparation of PowerPoint (ppt)	29	100%
Résumé	29	100%
Covering letters	29	100%
Reports	29	100%
Mail-messages	29	100%
Memoranda	29	100%
Press release	1	03.44%
Magazines	1	3.44%
Notes	29	100%
Newspaper articles	0	00.00%
Contracts	29	100%
Business plans	29	100%
Pamphlets	1	03.44%
Product instructions	1	3.44%
Dealing with invoices	29	100%

Table 3.21. Types of Text or Discourse (Written Form)

3.4.10.2 Spoken

The types of text or discourse (Spoken) Table25.reflects that 100% respondents use spoken discourse for Business English in speaking on the phone, negotiations, interviews, company conferences, conversations, renewing business contracts, internal calls, external calls, follow-up-calls, dealing with complaints and only few between 10.34% and 20.68% use it for product presentation, telemarketing, after-sale services and when dealing with credit control.

The majority of the employees in the employer use spoken discourse for Business English when talking on the phone, negotiations, interviews, corporation conferences, conversations, renewing commercial enterprise contracts, inner calls, exterior calls, follow-up-calls, dealing with complaints and solely few of them use it for product presentation, telemarketing, after-sale offerings and when dealing with deposit control. The discourse most implemented in this agency can be represented into extraordinary spoken types that are utilized to communicate internally and externally from both the workplaces and the field to gain some sure purposes.



Graph 3. 21. Types of Text or Discourse (Spoken Form)

Spoken	Frequency	Percent
Product presentation	0	00.00%
Speaking on the phone	29	100%
Negotiations	29	100%
Interviews	29	100%
Company conferences	29	100%
Conversations	29	100%
Telemarketing	3	10.34%
Renewing business contracts	29	100%
Internal calls	29	100%
External calls	29	100%
After-sale services	0	00.00%
Follow-up calls	29	100%
Dealing with complaints	29	100%
Dealing with credit control	6	20.68%

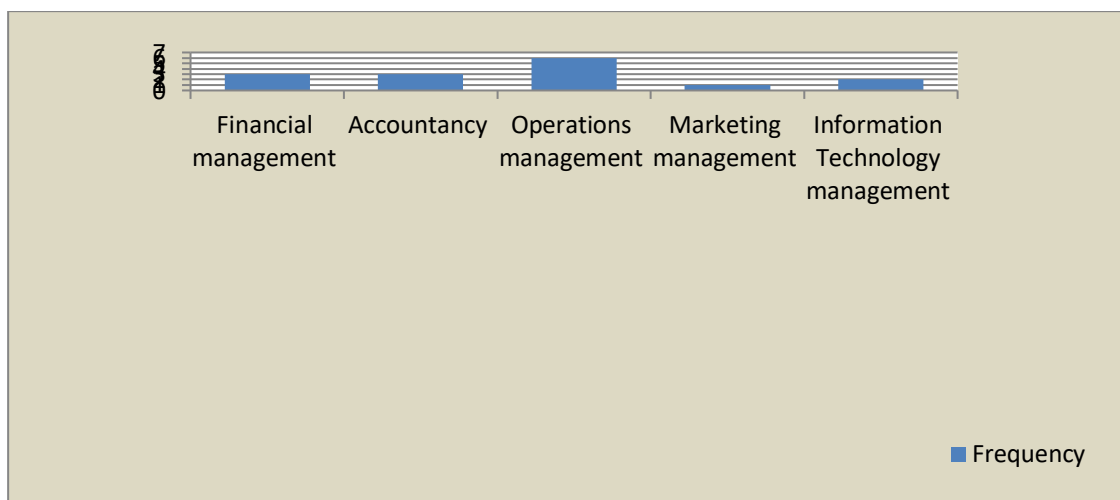
Table 3.22. Types of Text or Discourse (Spoken Form)

3.4.11. The Subject Area of Content

To design a syllabus for EBP learners, the identification of which subject area is needed. The acquisition of knowledge relevant to the subject area or occupation. That is, in this case the NDIL company and its departments where many subject areas should be previously learned in order to operate effectively therein. Further, level of skillfulness should be considered as well. In short, the major subject areas are of the financial management, accountancy, operations management, marketing management, information technology management, commercial sciences, economic sciences, strategic management, and human resource management. Besides, there are several levels which are required in the NDL company such as technician, craftsman, graduate and post - graduate.

3.4.10.1. Subject

The Subject Table 26 reflects that the majority of respondents between 10.34% and 20.68% perceive that the content areas of Business English will be in financial management, Accountancy, operations management, and human resource management, but only few that sees the content areas of Business English will be in marketing management and information technology management. The other content areas of business English such as commercial sciences, economic sciences and strategic management are not taken into account. The most workers agree that content material areas of the English for Business Purposes are in financial management, accountancy, operations management, and human resource management, however only few that sees the content areas of it in marketing administration and facts technological knowledge management. The different content areas of business English such as business sciences, monetary sciences and strategic administration are not taken into account.



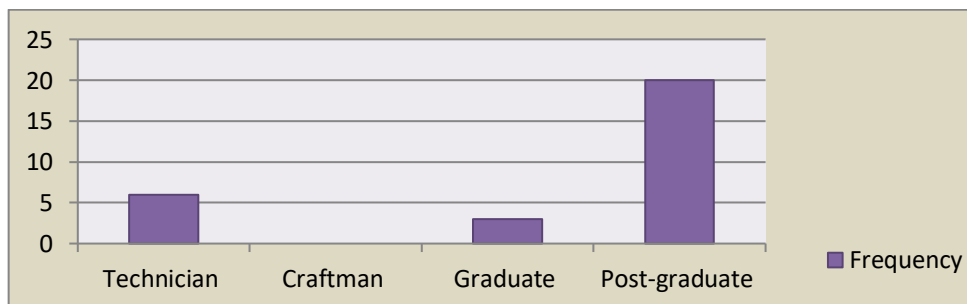
Graph 3.22. Subject

Subjects	Frequency	Percent
Financial management	3	10.34%
Accountancy	3	10.34%
Operations management	6	20.68%
Marketing management	1	3.44%
Information Technology management	2	6.89%
Commercial sciences	0	00.00%
Economic sciences	0	00.00%
Strategic management	0	00.00%
Human resource management	5	17.24%

Table 3.23. Subject

3.4.10.2. Level

The Level Table 27 reflects that 68.9% respondents have post-graduate levels and only few between 10.34% and 20.68% have graduate levels or technician levels. The most people have the academic stage of publish graduation and solely few that their educational levels are either commencement or technicality. As a reliance of fact, it is due to the requirements of NDIL company.



Graph 3.23. Level

Level	Frequency	Percent
Technician	6	20.68%
Craftsman	0	00.00%
Graduate	3	10.34%
Post-graduate	20	68.90%

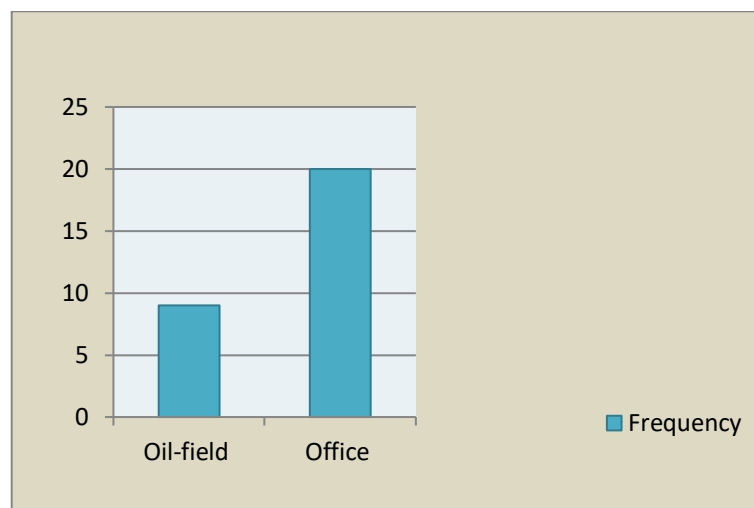
Table 3.24. Level

3.4.12. The Place of the Use of EBP

In this section, three main contexts will be discussed in order to identify the needs of the EBP learners. Thus, the physical context is concerned about whether the practice or the use of EBP is in the field or in the office. The second context is human which deals with whether the EBP user is alone, demonstrating, answering the phone or in meeting. The third context is concerned about linguistic aspect in which language is used in the homeland or abroad according to Algerian NDIL workers.

3.4.11.1. Physical Context

The Setting Table28.reflects that 68.9% uses Business English in the field whereas 31.1% use it in the oil-field. Nearly all employees work in the workplace and solely few of them work in the subject due to the fact the nature of their work require an administrative duties and activities. The following graph will show details about the different physical contexts been used in NDIL company.



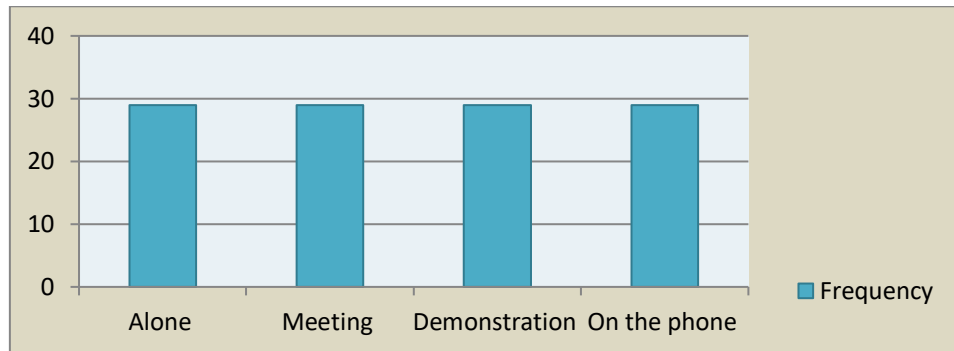
Graph 3.24. Physical Context

Physical Settings	Frequency	%
Oil – field	9	31.10 %
Office	20	68.90 %

Table 3.25 Physical Context

3.4.11.2. Human Context

The Human Context Table29 displays that 100% participants use Business English when they are alone, in meeting, in demonstration and on the phone. Most of the people claim that English for Business Purposes is used in the following the human context: when they are alone in office or field, meetings, demonstrations, and on the phone. This context is illustrated with a graph in the next page.



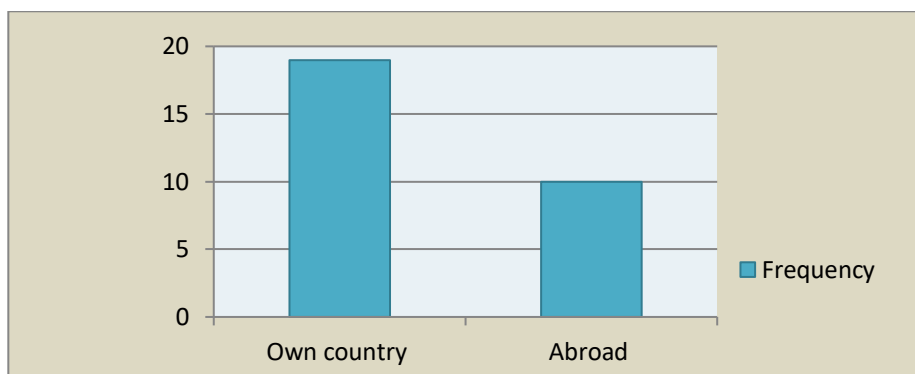
Graph 3.25. Human Context

Human Context	Frequency	Percent
Alone	29	100%
Meeting	29	100%
Demonstration	29	100%
On the phone	29	100%

Table 3.26. Human Context

3.4.11.3. Linguistic Context

The Linguistic Context Table30.displays that 100% participants use Business English in their own country whereas 31.1% use it abroad. The majority of the workers in NDIL use English for Business Purposes in their very own countries.



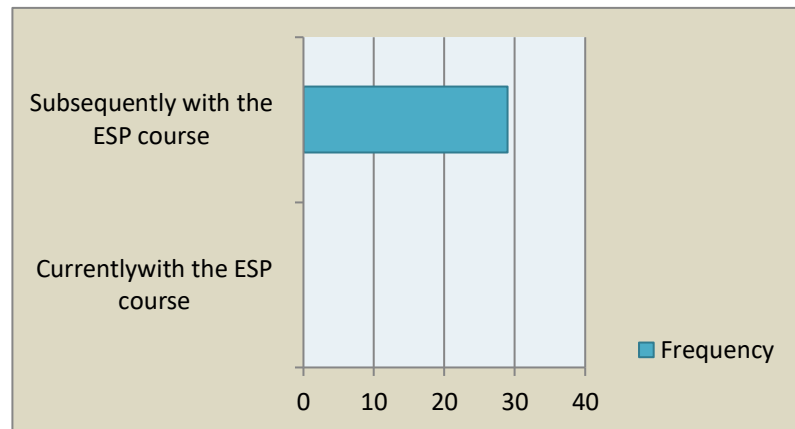
Graph 3.26. Linguistic Context

Linguistic Context	Frequency	%
Own Country	19	68.90 %
Abroad	10	31.10 %

Table 3.27. Linguistic Context

3.4.13. The Time of the Use of EBP

The Time of Business English Use Table 31 displays that 100% participants use Business English subsequently with Business English course. The majority of the workers used English for Business Purposes after they have been graduated or rather say consequently with the EBP course.



Graph 3.27. The Time of the Use of the EBP

Time of English use	Frequency	%
Currently with the ESP course	0	00.00%
Subsequently with the ESP course	29	100%

Table 3.28. The Time of the Use of EBP

3.5. Conclusion

In summary, based on the discussion and interpretation of the analyzed data, the study came up with some results for several situations. First of all, the present situation consists of level of English of EBP learners, their learning and teaching styles, suitable teaching method, specialized knowledge, teaching materials, settings for teaching EBP course, academic expectations, and necessity for learning EBP course. Next, the learning situation which is composed of objectives for taking EBP course, ways of learning, nature of learners, settings and time for taking EBP course. Finally, the target situation is concerned about gathering data about workers in NDIL company. These data are of institution, job title, years of working experience gender, educational level, nationality, necessity for EBP course, ways for the use of EBP – medium and channel, types of text and discourse – written and spoken, areas of content – subject and level, place of the use of EBP – physical context, human context, and linguistic context, and the time of the use of EBP.

4.1. Introduction and Summary of the Study

The EBP syllabus design is one of the most important element in the field of ESP. Therefore, a great number of reserchers and practitioners are concerned in developing the learning outcomes of EBP learners in terms of meeting their needs. Our purpose here is to answer the question of designing a syllabus for this group of learners in the department of financial managment and accountnacy. As the research was accomplsihed, conclusions of results in this chapter should be summarized. The conclusioons though vary but they are all share the same destination. Conclusion of findings are explained more below.

First of all and in regards to the data collected about the EBP learners from the placement test, the results are concluded as: the majority of EBP learners have the following English levels in reading and writing skills: A1, A2, and B1. This means that English level of EBP learners is lower. This is what Dudley- Evans and St- John (1998) always assures that level of ESP learners should be B1 and above when he adds some variable characteristics for ESP course because EBP learners here should have a basic linguistic and nonlinguistic knowledge.

The basic linguistic knowledge that EBP learners should have befoe taking EBP course involves adjectives, adverbs of frequency, comparative superlatives, going to, how much, common uncountable nouns, I'd like to imperative, intensifiers very basic, modals can/can't/could/couldn't , past simple, possessive adjectives, prepositions, preposition of time including in/on/at, prepositions of place, present continuous, present simple, pronouns personal, questions, there is/ there are, to be including question+ negative, verb+ing like/ hate/ love.

In the same vein, and at results of the placement test, the EBP learners in department of financial management and accountancy have their English level in listening and speaking skills, between A1, A2 and B1. This level of English is not

sufficient because the majority should have at least B1 level, so they can learn and understand easily the terms, grammatical and discourse structures in the EBP course.

Compared to the results from the placement test, the summative test in reading and writing, it is concluded that the English level of EBP learners improved because the majority became A2 and B1. Further, their level in listening and speaking has developed as well, therefore, they would be able to converse little bit easily.

On the basis of teaching and Learning Styles, EBP learners prefer to learn visually, verbally and socially because this enable them to interact with each other and it stimulates their responses to learning more, so the development of their EBP level is ongoing.

Fourthly, the teaching method which is communicative language teaching approach is regarded to the EBP learners as the most appropriate for learning EBP among the other teaching methods. In instruction of English for Business Purposes, most of the novice learners desire their teachers to use the communicative language teaching method because it helps them practice interactive tasks which are used in the target situation, so their communicative competence will be increased.

Besides, the main important specialized knowledge of the field of study is given to the international economy, operations management, monetary administration & accountancy, and production management too. The choices of the EBP learners in the department of financial management and accountancy are based on the knowledge they need in order to operate well in the target situation.

Further, the Teaching materials which are preferred to be used in teaching EBP learners. The majority of these learners selected the course book, dictionary, overhead projector, board, handouts/ worksheets and laptop computers. Although some of EBP learners chose the use of pictures and postcards, but as nowadays we are in digital age,

the data show projector can replace all these. These teaching materials are regarded as helping tools that facilitate learning process.

The EBP course will be taken in the department of Financial Management and Accountancy (The University of Tahar Moulay – Saida- Algeria. This course will always be provided in the curriculum for these learners. That is, they will be studying English for Business Purposes in the first semester.

Concerning the needs of EBP learners, a series of academic expectations have been proposed by them. They noted for the purpose of designing an effective syllabus to these learners. These expectations are; as, clear, coherent and effective writing as well as production of an informative, well organized, and appropriate work to its purpose in EBP, reading and comprehension of various materials and be able to interpret and implement knowledge from reading, active listening and response to communications through inquiry, discussion, writing, and various forms of spoken passages in business English settings. Besides, these expectations, the necessity of EBP course is not inevitable since the problem of these students is the previous EBP syllabus is no longer effective and no longer meets their needs.

Concerning the learning situation, the goals and objectives are necessary to be formulated because they guide the EBP learners and teachers. The objectives are always helpful to guide the course designers to identify the needs of learners. Further, objectives are required to pave the way for what will be taught. Based on this idea, the four language skills that need to be developed in taking EBP course are as follows: in listening is to understand the telephone messages and conversations in business settings, in speaking is to communicate effectively with native speakers in job interviews as well as business settings and respond effectively to phone messages and job interview. In reading is to understand and interpret a variety of texts such as business reports, business letters, documents, newspaper articles, and contracts. In writing, it is to write business letters, résumés, memoranda, reports, mail-messages, and business plans.

In regards to the conclusions from the results obtained from the target situation, in the beginning there are demographic data that includes and concludes that the institution is named NDIL company - Nabors Drilling International Limited. In this company, most of the job titles are supply chain managers, rig managers, operations managers, human safety managers, accountants and financial managers. The majority of workers in this company have more than five years old of working experience and most of them are post - graduated. Most of these workers in NDIL company are over 45 years old and they are males. Besides, most of them are Algerian workers.

In regards to the necessity for taking EBP course, these workers agree on that this course is always taken before starting their jobs in this company, but sometimes they take a specific training either inside or abroad in English speaking countries. The needs for taking EBP course is often taken prior to working in this company because most of these workers are graduated from Algerian universities where English is taught as a subject in a curriculum.

It is also concluded that in the use of English for Business Purposes, there are two fundamental elements. The first is the medium in which this type of English is used. There are four kinds of media in which this language is used. Thus, they are listening, speaking, reading and writing. The other element is channel through which language is used. These channels are of face – to – face, electronic, mobile phone, written and broadcast media.

However based on the medium used for EBP are reading, writing, listening and speaking. The majority use EBP for reading, writing, listening and speaking. For this, several tasks are performed in this company and are proposed in teaching skills and tasks in the EBP course. The tasks to be accomplished within EBP class facilitate to increase a communicative competence of EBP learners. Therefore, the most important point in practicing tasks must be relevant to the real world language which EBP learners.

Another conclusion of the results is drawn that there are types of texts and discourses that they are used by NDIL workers. These types can be either spoken or written. Hence, these workers are observed that they use the following written type: business letters, offer-to-extend-credit letters, inquiries letters, complaint and apology letters, circular letters, collection letters, the preparation of PowerPoint (ppt), résumé, covering letters, reports, mail-messages, memoranda, notes, contracts, business plans, and dealing with the invoices.

Concerning the other type which is a discourse. The NDIL workers use: business letters, offer-to-extend-credit letters, inquiries letters, complaints and apology letters, circular letters, follow – up letters, preparation of PowerPoint (ppt), résumé, covering letters, reports, mail-messages, memoranda, notes, contracts, business plans, and speaking on the phone, negotiations, interviews, company conferences, conversations, renewing business contracts, internal calls, external calls, follow-up-calls, dealing with complaints.

Further, these tasks in NDIL company are relevant to subject and level of the area of content. First of all, subjects vary, but the most used ones are financial management, accountancy, operations management, human resource management, however the level is few only because the majority is post - graduated in the NDIL company. Few of these workers are technicians and craftsmen.

Another conclusion of the results obtained from the target situation was extracted from. This conclusion deals with the three different contexts in which EBP is used. In the first place, the physical context is concerned about whether the practice or the use of EBP is in the field or in the office. The results are that the EBP is used in the field as the majority agrees on this. In the second place, human context is concerned about NDIL workers use EBP alone, demonstration, answering the phone or in meeting. The majority of these workers used EBP in meeting, when they are alone, in demonstration and in answering the phone. In the third place, the linguistic context is concerned with the linguistic aspect of the use of EBP where this English is used in homeland country

or abroad and most of the Algerian workers in NDIL company use it in Algeria because all of them are Algerian nationals.

In concern of the time when EBP is used, the conclusion of findings is that Algerian workers in NDIL company use EBP when they hired in this company. That is, the use of EBP is often used at the end of taking EBP course at the university. Some of other workers in the same company agree that the use of EBP rarely taken while EBP course is being taught.

After the conclusion of findings about the three situations from which the data were obtained, the reader should be provided again with the importance of the designing an effective EBP course to the EBP learners in the department of financial management and accountancy - University of Saida. Besides, this study will add something meaning to the scientific area of the field of ELT, ESP and EBP. Further, the educational practice for teaching EBP will be enriched and assistant in the this department. Yet, this study will contribute to the improvement of human condition.

To fulfill the importance or significance of this study, the reader should be also reminded of the problem that is facing the EBP learners in this department. This problem is the absence of an effective EBP syllabus that will improve their learning outcomes and increase their English level, so they will be able to operate well in the target situation.

This problem that arises is the origin of the formulation of the main research question and sub research questions that are used as the guide for researcher. The questions are as follows:

❖ The main research question is:

RQ: What kind of an effective syllabus that should be designed for EBP learners so they operate effectively in NDIL company?

❖ The sub research questions

RQ1: What are the language needs and skills that learners of English for business purposes necessitate in NDIL company?

RQ2: How will these learners learn English for business purposes?

RQ3: Who are the learners?

RQ4: Why do they need to learn English for Business Purposes

RQ5: Where is EBP course taking place?

RQ6: When is the EBP course taking place?

❖ The hypotheses of this research are as follows

H1: If learners of English for Business Purposes are instructed of grammar structures, functions, skills and tasks related to the occupation in NDIL company, syllabus will be effective.

H2: The level of learners of English for business purposes will improve if they are taught through the use of CLT approach.

H3: The learners from the financial management and accountancy department will be featured with good level of English.

H4: The course of EBP will take a place before being recruited in NDIL company.

H5: The course of EBP will take a place at the department of financial management and accountancy.

H6 : The learners in department of financial management and accountancy need to use English effectively in NDIL company.

These research questions and hypotheses enable the researcher to conduct an investigation to the collection and the analysis of data. The data analysis approach used here was both qualitative and quantitative approach – mixed methods studies. For the quantitative data, the LIKERT scale was performed. For qualitative, the content analysis was used. Besides, both of the approaches used by excel 2010.

The answers to these research questions and hypotheses are related to the main points of this research study. These points are of the specific and effective content that should

be taught to EBP learners in the department of financial management and accountancy, the appropriate teaching method that should be applied in order to enable the EBP learners achieve their learning goals and meet their needs, tasks should be identified in the target situation in order to be implemented in teaching EBP learners to operate well before being hired in NDIL company, the nature of learners should be also identified, the place and time of taking EBP course and the reason for which EBP is learned.

4.2. Summary of Findings and Conclusion

This research is conducted based on the following research questions that involve the questions about the design of EBP syllabus. These questions are about what should be taught, how should be taught, who is the learner, where and when should this EBP syllabus take place and why EBP learners need this course. The questions and hypotheses as follow will be presented to the readers:

❖ The main research question is:

RQ: What kind of an effective syllabus that should be designed for EBP learners so they operate effectively in NDIL company?

❖ The sub research questions

RQ1: What are the language needs that learners of English for business purposes necessitate in NDIL company?

RQ2: How will these learners learn English for business purposes?

RQ3: Who are the learners?

RQ4: Why do they need to learn English for Business Purposes

RQ5: Where is EBP course taking place?

RQ6: When is the EBP course taking place?

RQ7: What are the skills of NDIL company needed for EBP learners?

❖ The hypotheses of this research are as follows

H1: If learners of English for Business Purposes are instructed of grammar structures, functions, skills and tasks related to the occupation in NDIL company, syllabus will be effective.

H2: The level of learners of English for business purposes will improve if they are taught through the use of CLT approach.

H3: The learners from the financial management and accountancy department will be featured with good level of English.

H4: The course of EBP will take a place before being recruited in NDIL company.

H5: The course of EBP will take a place at the department of financial management and accountancy.

The questions that have been asked to the participants brought about different data whose results are related firmly to the literature review. The findings enable the researcher to design an EBP syllabus to the learners in the department of financial management and accountancy. This syllabus is in the appendices. The contents of this EBP syllabus is about cultural diversity and socializing and this includes building relationship (cross cultural understanding -1- welcoming visitors, small talks), culture and entertainment (cross cultural understanding -2- inviting, accepting, and declining, and eating out), using the telephone which includes could I leave a message (preparing to talk on the phone, internal and external calls, follow-up calls), there is a problem (dealing with complaints, renewing business contracts, interview), speaking within the company (negotiations, company conferences, coverstions) and writing letters which includes writing business letters (writing emails, inquiries letters, complaints letters, circular letters, collection letters, and offer - to - to extend credit letter).

These findings by which the EBP syllabus is designed are based on three different theories which are language theory - related to the description of language that should be used as a content of the syllabus to be taught - the language learning theory that includes the CLT approach by which the EBP learner's learning processes are

facilitated and the language use theory on which the language used in the NDIL company is collected, analyzed, arranged, reported and different of tasks that are daily performed therein help to identify the needs of EBP learners.

4.3. Implications

In this section, the reader will be provided with different kinds of implications that future researchers will take into account. The description of what happened because of this research in ESP field. The theoretical, practical and future implications of this research in ESP.

4.3.1. Theoretical Implications

In this section which is concerned about theoretical implications, there should be involved the interpretation of research findings in terms of research questions, hypotheses, that guided the research or the study. In the first place and in the present situation analysis, several questions can be inferred. I ask if the lower English level of EBP learners relates to their educational and language background in English. Teaching materials that most of them are of verbal, social and visual are not they related to the reason that EBP learners today are influenced by the massmedia and TV watching. The appropriate teaching method which CLT as it regarded as the the most favorite and I ask if it is related to its effectiveness in turning EBP learners into EBP users.

The EBP course is taken only once per week and that is another reason for the lower English level of EBP learners and that slow learning achievement. Their academic can be seen as their aims to be achieved because they are curious to work in highly paid company. Another question that can be asked if the positive necessity for EBP learners to the EBP course relates to their instrumental motivation because they are forwarding to work in NDIL company.

In regards to learning situation, EBP learners's objectives revolve around improving their language skills, so they can operate effectively in the target situation soon. The question, thus, that can be inferred is whether they are afraid and they are instrumentally motivated, so they want to work very hard and have a chance to be hired in NDIL company.

In concern of the target situation analysis, various questions can be drawn from the findings of the results. These questions, beside the demographic data about NDIL workers, can be as why the training in NDIL company is not included during taking EBP course in the University.

4.3.2. Practical Implications

In this section, the most insights that can be suggested are uncountable because a series of problems arise because learning EBP is not easy task to do and that requires a different aspects to be taken into account.

The insights that I can propose are, to enroll in the university, a novice students take a test in English before starting any course in his specialty, different teaching and learning styles should always be taken into consideration, so learning environment should be equipped with very advanced teaching and learning equipments, to acquire a very effective and interesting specialized knowledge of the field, EBP learners should have some training during summer time in order to develop their language and communicative competences.

The time of taking EBP course should be more than three times per week, so EBP learners can have a time to study and practice what they studied already. EBP learners should be rewarded if they have good grades in English. That is, why do not they encourage the best students in EBP course to give them a reward traveling to an English speaking countries in order to practice their English.

Another important insight is that researcher in the field of EOP should always be encouraged in order to conduct a research and not be prevented. This will therefore decrease the number of researchers in the field of EOP, and then contributions to this field will be decreased if not available.

4.3.3. Recommendations for Future Research

Based on the precedent findings, a list of recommendations will be given: the total English level of the students varies should be improved through taking special and prior courses before the EBP course starts; the English level of the students in speaking

should be enhanced more in the prior academic years when they are taking general English courses.

The English level of the students in writing should be developed by means of enriching the lexical resource of the students, intensified courses of English grammar and special courses in writing; further to the visual, verbal and social teaching and learning styles the students be also exposed to the auditory and kinesthetic styles; the students seem to be little unfamiliar to the communicative language teaching method for they have shown some desirability to the translation method too; the students to be enriched with relevant vocabulary and terms in their disciplines, they should have them translated in the courses taken in Arabic prior to the course of EBP.

The specialized knowledge as it has been known is of business, accountancy, financial management, and operations management; the teaching materials the teacher should use in teaching the EBP are of: data show projector, software (I Tools), and TV screen further to the following laptop computer, handout & worksheets, overhead projector (OHP), board, dictionary, and course book; the place of taking such an ESP course should be taken in the multinational companies in which the English is used; the time of taking such an ESP course should be taken after the graduation; the objectives of taking such a course are (Listening, to understand the telephone messages and conversations in business settings. speaking, to communicate effectively with native speakers in job interviews as well as business settings, to respond effectively to phone messages and job interview.

Reading, to understand and interpret a variety of texts such as business reports, business letters, documents, newspaper articles, and contracts. Writing, to write business letters, résumés, memoranda, reports, mail-messages, and business plans; the jobs needed in the NDIL company (The Nabors Drilling International Limited) are; maintenance worker, supp-chain manager, asset manager, rig manager, human safety manager, financial manager and operations manager; the majority of the NDIL workers spent more than 5 years up to 2015; most of the workers in NDIL are males; in the

NDIL company, most of the employees are post-graduated; the age of most of the workers in this company is over 46; workers generally are of Algeria and Britain in the NDIL company; the need for English for Business Purposes is of : work and training; the medium in which how the language is used can be in all of the four language skills: reading, writing, listening and speaking; the channel of which how the language is used is of face-to-face, electronic (internet-based) mobile and written; the types of the written text are about : dealing with the invoices, business plans, contracts, notes, memoranda, mail-messages, reports, covering letters, resumes, preparation of the PowerPoint, collection letters, circular letters, complaint and apology letters, inquiry letters, offer-to-extent letters, and business letters; the types of the discourse are about: dealing with complaints, follow-up calls, external calls, conversations, company conferences, interviews, negotiations, and speaking on the phone.

The subject where the content areas are is of the strategic management, operations management, accountancy and financial management; the level of which the content areas are is of: technicians and post grads; the physical setting where the language is used is both in the office and the oil-field; the human context where the language is used is being alone, in a meeting, in demonstration and on the phone; the linguistic context where the language is used in worker's own country, but few; the time of the use of English is subsequently with the English for Business Purposes course.

4.5. Conclusion

In a conclusion, the syllabus designed for EBP learners should be characterised with basics of English grammar, language skills such as writing, reading, listening and speaking taking into account the functions and skills needed therein. Besides, the appropriate teaching method that should be applied to develop the language skills of these learners is communicative language teaching. Besides, the time and place should also be available, especially when speaking about time allotted. In addition, learners have to be selected and tested prior to taking EBP course.

General Conclusion

In conclusion, the ESP field emerged as a result of the failure of ELT field to meet the needs of some group of learners worldwide. The ELT was taught in different schools in the world in various ways whether ESL, EFL or ESOL. All these types were not able to satisfy the needs of EOP/ EAP learners whose major discipline is not English and their English are required to operate effectively in the target situation where English is used for the efficacy in workplace or to pursue further studies. The experience of teaching general English as a foreign language in many countries is as similar as in Algeria, especially in the university.

As Algerian universities has been confronted with the problem of the absence of effective teaching of ESP to students in different departments, it tried to improve the linguistic and communicative competences ESP learners in the target situation where English for specific purposes was needed in several ways ; such as, to adopt effective teaching methods, to provide efficient teaching materials, good methods of testing and evaluation, and ESP syllabus which was the most important in teaching ESP.

As result of this, the purpose of my study was to design an effective a syllabus for EBP learners, so their English level would be improved and their English for business purposes will be helpful, therefore, they could be able to operate well in the NDIL company.

After the research was performed and the EBP syllabus was designed and taught to EBP learners in the department of financial management and accountancy, the findings were broadly in line with those researchers. For example, Strevens (1988), that claims characteristics of ESP course which are divided into two kinds, absolute and variable characteristics: 1. Designed to meet the specific needs of learners 2. Associated in content to specific discipline or occupation 3. Based on language specified to these discipline or occupation 4. Contrasted with General English. However, the variable characteristics are that its courses should be: 1. restricted in the skills to be learned 2. Not taught in a specific methodology.

Further, compared to Robinson (1991), he suggests two different absolute variables to define ESP course. First criterion is that ESP program is goal – oriented and the second criterion is that they are emanated from needs analysis that will define as exactly as possible what the learners will do in spoken language. In the same way, Dudley - Evans & St. John (1998) mapped out two divisions of characteristics of ESP, some absolute characteristics and some variable characteristics.

These characteristics which are used to elucidate what ESP is include: *Absolute Characteristics* (1) ESP is defined to meet specific needs of the learners (2) ESP utilizes the underlying methodology and activities of discipline it works for (3) ESP focuses on the language adapted to these activities in terms of grammar, lexis, register, study skills, discourse and genre. And *Variable Characteristics* (1) ESP may be related or designed for specific disciplines (2) ESP may use, in certain situations, a distinctive methodology from that of general English (3) ESP is presumably designed for adult learners, either at tertiary grades or in a professional work. It can be also for learners at secondary school (4) ESP is designed for learners whose English level is intermediate or advanced (5) ESP assumes always some basic knowledge of language systems.

As this research is based on the model of learning centered model, it is in harmony with what Hutchinson & Waters shift attention to because the previous approaches gave too much importance to language needs. They proposed that learning approach as the most significant approach that carries learners from the departure to the arrival (target situation). Learning needs are basically approached from two different views, the target needs and the learning needs. The first is split into three branches: **necessities**, **lacks** and **wants**. Necessities are regarded to what the learners must know to operate effectively in the target situation. Wants are considered to be what the learners think they need. The lacks are the gap that should be abridged between necessities and wants.

The second is to learning needs which are related to several factors: the nature of learners, their socio – cultural background, learning background, age, gender, background knowledge of specialized contents, background knowledge of English,

attitudes towards English, attitudes towards cultures of English speaking world and learning English. In the next page, a diagram proposed by Hutchinson & Waters will be shown to give more description to the reader.

Besides, the findings of this study are consistent with previous research for the main modern concept of needs analysis in ESP, according to Dudley- Evans & St- John (1998: 125) is viewed from the following lenses, professional factual information about the learners: the activities and tasks that the learners use English for. Target Situation Analysis (TSA) and objective needs, personal factual information about the learners: The factors that they are expected to influence their learning process: The educational background, the cultural background, the purpose for the attendance of ESP courses, and the attitudes towards learning English - wants, means, and subjective means.

Further, it is also viewed from the following aspects, English language factual information about the learners: What are their present language skills and situation of English use (PSA) that permits us to prescribe and assess the learners' lacks, the lacks of the learners: The gap between the present situation analysis and the target situation analysis, the factual information of language learning: the efficient methods to learn language skills and language of the learning needs, the professional communicative information about: a. knowledge of the way language system and language skills are used in the target situation, the needs from the course itself, information about the learning settings where the course will be taking place.

Concerning the research procedure, the researcher was encountered with various problems including the participants whom I administered to collaborate with for they were not available all years, so they used to study in only a semester because their English course was not too important to them. Secondly, the English course they were scheduled with was not considered to be mandatory. Thirdly, the time allotted for the EBP course was not really sufficient because they used to study only 90 min per week. Next, seeking for a target situation of which I needed to obtain data was so difficult and time consuming because I was not allowed to enter a number of NAFTAL institutions.

Finally, workers in NDIL company did not have a cultural awareness and spirit of participating with researchers and helping others to collect data.

On the face of this research, this would suggest that cultural are stated as the most important and the most influential factors in the application of any syllabus or program. It relies on if the society is in – ward or out – ward. The former seeks the sunless rooted social values of its own; however, the second seeks innovations and openness to the outside world.

Further, educational elements are associated mainly to the educational philosophy. In other words, the aspect that observes the educational system as authoritative or participatory. That is, the learners acquiring skills or acquiring knowledge, or whether it is a product - oriented process or a life – long process, or whether the educational system motivates independence or independence. These philosophical ideas have always influences on the implementation of a certain program or a course.

Besides, organizational and administrative factors will a great influence on the implementation of the program, specifically if the national educational system is centralized or decentralized. This is affected through the way decisions are received and sent. That is, whether by open consensus or a closed decree. It is so evident that there is somehow a means of communication between the legislators and the executives.

In addition, learner factors: incorporate the age and the all backgrounds of the learners because they are so necessary in the implementation of the syllabus or the course, but it should be noted that the syllabus should suit the learners' backgrounds.

Moreover, teacher factors: it is affiliated to the training and the experience of the teacher which play an enormous role in the implementation of the course or the program. Further, the presence of the teaching – training is so important. It is also necessary so the teacher is too proficient in the target situation. The teacher's language proficiency as well as the teacher's training will be advantageous to diligently the most preferable syllabus than another.

Additionally, material factors: it denotes that the implementation of the course or the program be budgeted. That is, it should be financed in order to provide the hardware and software necessary for the success of the implementation of the course or the program. Further, spare parts of such hardware should be available and appropriate for those who need it.

As result of this, I think possible areas for further research include the cultural background that may have an influence on the design of EBP syllabus for learners in the department of financial management and accountancy. This factor is so important because the cultural awareness has an impact on teachers that are meant to design EBP syllabus for these learners.

Another area that should be considered in further research is the educational system which is not based on the long term strategies, but it is regarded as an ideological means justified for ends. Besides, it is important to explore whether the education system is in itself motivational or not.

Another important area that should be regarded as an arena for the development of EBP syllabus to learners in the department of financial management and accountancy as, specifically and Algerian universities generally. This area should be concerned about the psychosocial, social and economic background of learners.

The area that should also be considered in further research is about the teacher's background because most of the teachers who have teaching contracts for EBP learners are permanent teachers, and though sometimes are permanent, but they did not have ESP courses on how to teach this course, nor have skills in the design of EBP courses. All what they know is to teach terminology or technical terms of some subjects.

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Appendices

Target Situation Analysis

12/10/2014
Mr. Mohamed Hadji
English Language Department
Faculty of Foreign Languages
Tlémcen University
Algeria

The Questionnaire Form Target Situation (For Workers) English for Business Purposes Survey, Fall 2014

Dear participant (s),

The Department of Financial Management and Accountancy in the University of Tahar Moulay – SAIDA – Algeria, prepares over 240 graduates whose major discipline is Finance and Accountancy every year in order to perform their business skills into numerous different occupations. It is our goal to help our graduates as well prepared as possible by means of well-designed and effective syllabus of Business English. The enclosed interview is designed to obtain your views on how to improve the quality of designing a syllabus for Business English learners. Your suggestions and attitudes will be highly considered in designing the syllabus in the coming academic year. We will also provide you with a copy of the results of our study.

We will greatly appreciate it if you will complete the interview and return it back. We realize your schedule is busy one and that your time is valuable, but we are sure that you want to improve the quality of Business English teachers and graduates as well as we do. Your responses will be kept completely confidential; we asked for no identifying information on the interview form. The study has been approved by the university's research with Human Subjects Review Committee. We want to thank you in advance for your cooperation.

1. Demographics

1.1. Name of the institution

1.2. Your primary job title

Supply chain manager		Asset manager		Rig manager	
----------------------	--	---------------	--	-------------	--

Operations manager		Human resource manager		Maintenance	
--------------------	--	------------------------	--	-------------	--

Human safety environment		Accountancy		Financial Manager	
--------------------------	--	-------------	--	-------------------	--

1.3. Years of Working Experience

1-5 months		6-12 months		1-3 years	
------------	--	-------------	--	-----------	--

3-5 years		Over 5 years			
-----------	--	--------------	--	--	--

1.4. Gender

Male		Female	
------	--	--------	--

1.5. Educational Level

High Scholl		Graduation		Post - graduation	
-------------	--	------------	--	-------------------	--

1.6. Age (years)

18-25		26-35		36-45	
-------	--	-------	--	-------	--

Over 46	
---------	--

1.7. Nationality

Algerian		British		American	
----------	--	---------	--	----------	--

Australian	
------------	--

1.8. Why English language is needed?

For study	
-----------	--

For work	
----------	--

For training	
--------------	--

For combination of these	
--------------------------	--

1.9. How will the English language be used?

Medium

Reading	
---------	--

Writing	
---------	--

Listening	
-----------	--

Speaking	
----------	--

Channel

Face to face	<input type="checkbox"/>
--------------	--------------------------

Broadcast media	<input type="checkbox"/>
-----------------	--------------------------

Electronic	<input type="checkbox"/>
------------	--------------------------

Mobile	<input type="checkbox"/>
--------	--------------------------

Written	<input type="checkbox"/>
---------	--------------------------

Types of texts or discourses

Written

Business letters	<input type="checkbox"/>
------------------	--------------------------

Advertising letters	<input type="checkbox"/>
---------------------	--------------------------

Offer – to- extend credit letters	<input type="checkbox"/>
-----------------------------------	--------------------------

Sales letters	<input type="checkbox"/>
---------------	--------------------------

Inquiries letters	<input type="checkbox"/>
-------------------	--------------------------

Complaint and apologies letters	<input type="checkbox"/>
---------------------------------	--------------------------

Circular letters	<input type="checkbox"/>
------------------	--------------------------

Collection letters	<input type="checkbox"/>
--------------------	--------------------------

Preparation of PowerPoint	
---------------------------	--

Resume	
--------	--

Applicant profile	
-------------------	--

Covering letters	
------------------	--

Reports	
---------	--

Mail - messages	
-----------------	--

Memoranda	
-----------	--

Press Release	
---------------	--

Magazines	
-----------	--

Notes	
-------	--

Newspapers	
------------	--

Articles	
----------	--

Contracts	
-----------	--

Business Plans	
----------------	--

Pamphlets	
-----------	--

Product Instructions	
----------------------	--

Spoken

Product presentation	
----------------------	--

Speaking on the phone	
-----------------------	--

Negotiations	
--------------	--

Interviews	
------------	--

Company conferences	
---------------------	--

Conversations	
---------------	--

Telemarketing	
---------------	--

Renewing business contracts	
-----------------------------	--

Internal calls	
----------------	--

External calls	
----------------	--

After – sale services	
-----------------------	--

Follow - up calls	
-------------------	--

Dealing with complaints	
-------------------------	--

Dealing with credit control	
-----------------------------	--

1.10. Where will the content – areas be?

Subject

Financial management	<input type="checkbox"/>
----------------------	--------------------------

Accountancy	<input type="checkbox"/>
-------------	--------------------------

Operations management	<input type="checkbox"/>
-----------------------	--------------------------

Marketing management	<input type="checkbox"/>
----------------------	--------------------------

IT management	<input type="checkbox"/>
---------------	--------------------------

Commercial sciences	<input type="checkbox"/>
---------------------	--------------------------

Strategic management	<input type="checkbox"/>
----------------------	--------------------------

Human resources management	<input type="checkbox"/>
----------------------------	--------------------------

Level

Technician	<input type="checkbox"/>
------------	--------------------------

Craftsman	<input type="checkbox"/>
-----------	--------------------------

Graduate	<input type="checkbox"/>
----------	--------------------------

Post - graduate	<input type="checkbox"/>
-----------------	--------------------------

Where will the language be used?

Physical Context

Oil - field	<input type="checkbox"/>
-------------	--------------------------

Office	<input type="checkbox"/>
--------	--------------------------

Human Context

Alone	<input type="checkbox"/>
-------	--------------------------

Meeting	<input type="checkbox"/>
---------	--------------------------

Demonstrating	<input type="checkbox"/>
---------------	--------------------------

On the phone	<input type="checkbox"/>
--------------	--------------------------

Linguistic Context

Own country	<input type="checkbox"/>
-------------	--------------------------

Abroad	<input type="checkbox"/>
--------	--------------------------

Where will the language be used?

Currently with the ESP course	<input type="checkbox"/>
-------------------------------	--------------------------

Subsequently with the ESP course	<input type="checkbox"/>
----------------------------------	--------------------------

Learning Situation Analysis

12/10/2014

Mr. Mohamed Hadji
English Language Department
Faculty of Foreign Languages
Tlémcen University
Algeria

The Interview Form Learning Situation (For a teacher) English for Business Purposes Survey, Fall 2014

Dear participant (s),

The Department of Financial Management and Accountancy in the University of TaharMoulay – SAIDA – Algeria, prepares over 240 graduates whose major discipline is Finance and Accountancy every year in order to perform their business skills into numerous different occupations. It is our goal to help our graduates as well prepared as possible by means of well-designed and effective syllabus of Business English. The enclosed interview is designed to obtain your views on how to improve the quality of designing a syllabus for Business English learners. Your suggestions and attitudes will be highly considered in designing the syllabus in the coming academic year. We will also provide you with a copy of the results of our study.

We will greatly appreciate it if you will complete the interview and return it back. We realize your schedule is busy one and that your time is valuable, but we are sure that you want to improve the quality of Business English teachers and graduates as well as we do. Your responses will be kept completely confidential; we asked for no identifying information on the interview form. The study has been approved by the university's research with Human Subjects Review Committee. We want to thank you in advance for your cooperation.

<p>-----</p> <p>-----</p> <p>-----</p> <p>-----</p> <p>-----</p> <p>-----</p>
<p>Present Situation Analysis</p>
<p>12/10/2014 Mr. Mohamed Hadji English Language Department Faculty of Foreign Languages Tlémcen University Algeria</p>
<p>The Questionnaire Form Present Situation (For Learners) English for Business Purposes Survey, Fall 2014</p>
<p>Dear participant (s),</p>
<p>The Department of Financial Management and Accountancy in the University of Tahar Moulay – SAIDA – Algeria, prepares over 240 graduates whose major discipline is Finance and Accountancy every year in order to perform their business skills into numerously different occupations. It is our goal to help our graduates as well prepared as possible by means of well-designed and effective syllabus of Business English. The enclosed interview is designed to obtain your views on how to improve the quality of designing a syllabus for Business English learners. Your suggestions and attitudes will be highly considered in designing the syllabus in the coming academic year. We will also provide you with a copy of the results of our study.</p> <p>We will greatly appreciate it if you will complete the interview and return it back. We realize your schedule is busy one and that your time is valuable, but we are sure that you want to improve the quality of Business English teachers and graduates as well as we do. Your responses will be kept completely confidential; we asked for no identifying information on the interview form. The study has been approved by the university’s research with Human Subjects Review Committee. We want to thank you in advance for your cooperation.</p>

3.1. Teaching and learning styles you are familiar with.

Visual	<input type="checkbox"/>
--------	--------------------------

Physical	<input type="checkbox"/>
----------	--------------------------

Verbal	<input type="checkbox"/>
--------	--------------------------

Logical	<input type="checkbox"/>
---------	--------------------------

Social	<input type="checkbox"/>
--------	--------------------------

Solitary	<input type="checkbox"/>
----------	--------------------------

3.2. What is the appropriate teaching or learning method for you?

Grammar Translation Method	<input type="checkbox"/>
----------------------------	--------------------------

Direct Method	<input type="checkbox"/>
---------------	--------------------------

Audio method	<input type="checkbox"/>
--------------	--------------------------

Natural Approach	<input type="checkbox"/>
------------------	--------------------------

Communicative Language Teaching	<input type="checkbox"/>
---------------------------------	--------------------------

3.4. What are the suitable teaching materials?

Course book	<input type="checkbox"/>
-------------	--------------------------

Dictionary	<input type="checkbox"/>
------------	--------------------------

Board	<input type="checkbox"/>
-------	--------------------------

Overhead projector	<input type="checkbox"/>
--------------------	--------------------------

Pictures, flashcards, word cards	<input type="checkbox"/>
----------------------------------	--------------------------

Handouts	<input type="checkbox"/>
----------	--------------------------

worksheets	<input type="checkbox"/>
------------	--------------------------

CD cassettes and DVD players	<input type="checkbox"/>
------------------------------	--------------------------

Natural Approach	<input type="checkbox"/>
------------------	--------------------------

Communicative Language Teaching	<input type="checkbox"/>
---------------------------------	--------------------------

3.8.How necessary are the EBP course for you?

Strongly unnecessary	
----------------------	--

Unnecessary	
-------------	--

Undecided	
-----------	--

Necessary	
-----------	--

Strongly necessary	
--------------------	--

Placement Test

Contents

Introduction	02
Test Administrative, Score results, and Placement Test	03
Oral Placement Test	
Writing Test	
Personal Data Form	06
Learning Profile Survey	07
Placement Test	08
Student Answer Sheet	12
Answer Key	13
Oral Placement Test	14
Oral Assessment Guidelines	15
Writing Placement Test	16
Writing Assessment Guidelines	17

INTRODUCTION

The **Outcomes Placement Test Package** has been developed to help course providers place students in the most appropriate level of the *Outcomes* course.

Prior to testing

In order to adapt coursework to the needs, expectations and skill levels of students, it is generally advantageous to find out as much as possible about each individual student during the initial assessment process. To this end, the **Personal Data Form** and **Learning Profile Survey** may be photocopied and used as they are, or translated and/or otherwise adapted in order to gather important information about students.

Each student should be asked to fill out a copy of one or both of the forms before taking the test. It is important to explain that this information is being collected both for administrative purposes and so that teachers can better adapt classroom materials and techniques to suit the learners' needs; students should also be assured that all information on the forms will be kept strictly confidential.

The **Outcomes Placement Test Package**

The *Outcomes* Placement Test Package includes three types of tests. In addition to the core **Placement Test** there are also separate **Oral** and **Writing Placement Tests**.

Placement Test

The **Placement Test** consists of 50 items testing grammar and vocabulary presented and practised over the whole range of the *Outcomes* series.

An **Answer Key** to the test is provided.

Oral Placement Test

A separate **Oral Placement Test** is included for course providers who want to utilise this form of assessment as part of their placement process. This test consists of an interview based on conversational prompts to be presented by the interviewer, and is accompanied by **Oral Assessment Guidelines** to help interviewers determine the appropriate level of the student.

Writing Placement Test

A separate **Writing Placement Test** is included for course providers who want to incorporate writing into their placement process. Students are asked to select a writing task and complete the task using the prompts provided in the rubric. **Writing Assessment Guidelines** are provided to help test evaluators determine the appropriate level of the student.

TEST ADMINISTRATION, SCORING AND RESULTS

The *Outcomes* Placement Test Package allows course providers to consider a range of options in determining the appropriate level of each student, and it has been designed so that course providers may choose the method that best suits their needs.

The most objective test, and the most straightforward to administer, is the **Placement Test**. The **Oral** and **Writing Placement Tests** are open-ended and, therefore, more subjective in nature. Some course providers may wish to use only the Placement Test in determining the appropriate level for each student, while others may wish to use it in combination with the Oral and/or Writing Placement Tests.

The charts on the following pages show suggested placement levels related to each of the different tests in the *Outcomes* Placement Test Package. However, depending on the curricular objectives of the course, evaluators may give unequal weighting to scores on the various placement tests. For a course that emphasises speaking skills, for example, they may decide to weight the score on the Oral Placement Test more heavily than that on the Writing Placement Test, while for a course that emphasises writing skills they might consider doing the opposite.

Placement Test

Administration

Each student should be provided with a photocopy of the **Placement Test**. Test administrators may prefer students to mark their answers on the photocopy of the test itself. Alternatively, each student may be provided with a photocopy of the **Student Answer Sheet** (*page 14*) on which to mark their responses.

The test administrator should read the instructions aloud and make sure that students know where and how to record their answers (for instance, whether to mark their answers on the question paper or to use the Student Answer Sheet). Students should then be given 30 minutes to complete the written portion (items 1-50) of the Placement Test.

Scoring

Students are awarded one point for each correct answer, according to the **Answer Key** provided (*page 16*).

Results

The chart below suggests which level of the *Outcomes* course would be most appropriate for a particular student, based on that student's total score on the Placement Test.

Placement Test score (50 items: 1 point per item)	Placement Test Results Recommended level of <i>Outcomes</i>
0 – 18 points	<i>Outcomes Elementary</i>
19 – 25 points	<i>Outcomes Pre-Intermediate</i>
26 – 32 points	<i>Outcomes Intermediate</i>
33 – 39 points	<i>Outcomes Upper Intermediate</i>
40 – 46 points	<i>Outcomes Advanced</i>
47 – 50 points	Higher level series recommended. Visit www.heinle.com for suggested titles.

Oral Placement Test

Administration

The interviewer should have a separate photocopy of the **Oral Placement Test** for each student interview; this is for the interviewer's use and is not shown to the student. Each interview should be conducted on a one-to-one basis. The interview should begin with the interviewer presenting the speaking prompts for *Outcomes Elementary*, elaborating on or clarifying the prompts where necessary, and marking an appropriate score in that section (see *Scoring*, below).

The interview continues in the same way for each of the levels, until the student begins to have marked difficulty responding. For example, if a student scores an average of 4 or 5 on the prompts for *Outcomes Elementary*, the interview proceeds to the prompts for *Outcomes Pre-Intermediate*; if the student then scores an average of 3 or 4 on this section, the interview proceeds to the prompts for *Outcomes Intermediate*. If the student's overall score on the *Outcomes Intermediate* prompts is only 1 or 2, the interviewer should bring the interview to a close.

Scoring

Interviewers should assess the student's performance on a scale of 1-5 in accordance with the descriptors in the **Oral Assessment Guidelines** (page 18).

Results

When the student is awarded an overall plateau score of 1 or 2 on a given level, this is the suggested level for that student. (If the student scores higher than 4 on the *Outcomes Advanced* prompts, a higher-level series is recommended. Visit www.heinle.com for suggested titles.)

Writing Placement Test Administration

Each student should be provided with a copy of the **Writing Placement Test**, or the questions should be written in full on the board. Students choose one of the topics and complete the writing task. Many test administrators may wish to set a time limit and/or a minimum/maximum word count for this section.

Scoring

Each student's paper should be corrected and then awarded a score on a scale of 0-10 in accordance with the descriptors in the **Writing Assessment Guidelines** (page 20).

Results

The chart below suggests which level of the *Outcomes* course would be most appropriate for a particular student, based on that student's total score on the Writing Placement Test.

Writing Placement Test Results	
Writing Placement Test score	Recommended level of <i>Outcomes</i>
0 – 1 points	<i>Outcomes Elementary</i>
2 – 3 points	<i>Outcomes Pre-Intermediate</i>
4 – 5 points	<i>Outcomes Intermediate</i>
6 – 7 points	<i>Outcomes Upper Intermediate</i>
8 – 9 points	<i>Outcomes Advanced</i>
10 points	Higher level series recommended. Visit www.heinle.com for suggested titles.

Overall Placement Considerations

In cases where a student's scores on each of the various tests indicate similar levels, placement is relatively straightforward. However, in cases where the student scores significantly higher on one test and lower on another, the evaluator(s) will have to decide how to weight the scores on the various tests to determine the student's final placement level.

For example, if a student scores at the lower end of *Outcomes Intermediate* on the Placement Test and near the middle of *Outcomes Pre-Intermediate* on the Oral or Writing Placement Test, the evaluator(s) should take the objectives of the course into consideration in determining which level the student should be placed in. If the main objective is to develop fluency in conversational skills and the Oral Placement Test score is lower, it might be best to place the student in the lower level.

Ongoing and End-of-Term Assessment in *Outcomes*

In addition to the *Outcomes Placement Test Package*, the *Outcomes Assessment CD-ROM with ExamView®* contains banks of test items that teachers can use to create specialised exams for each course. For more information, see the *Outcomes Assessment CD-ROM with ExamView®*.

Personal Data Form

Today's Date: _____

Name: _____

Birth Date: _____ Age at last birthday: _____

School / Work: _____

Home Address: _____

City / State / Province Postal

Telephone: _____

For emergencies, call: _____

Signature of Student: _____

The student completed this form: (Circle one) Alone With assistance

Signature of person helping student provide information: _____

Language Proficiency	
1.	In your language, are reading and writing easy or difficult for you? -----
2.	How did you learn to read and write? (Circle one.) school family tutor other

Name

Date

Placement Test

Circle the correct answer

- 1 I'm 18 and my brother is 20, so he's
..... me.
a the oldest of
b older than
c as old as
- 2 Carl's very He's never late, and he never forgets to do things.
a reliable
b patient
c strict
- 3 We stayed in a lovely villa the sea.
a it overlooks
b overlooked
c overlooking
- 4 Not until the 1980s for the average person to own a computer.
a it was possible
b was it possible
c was possible
- 5 Jan her arm on a hot iron.
a. broke
b. burned
c. sprained
- 6 Tomorrow's a holiday, so we go to work.
a have to
b mustn't
c don't have to
- 7 I usually swimming at least once a week.
a go
b do
c play
- 8 My friend Siena to Russia last year.
a went
b has gone
c has been
- 9 This is area, with a lot of factories and warehouses.
a an agricultural
b an industrial
c a residential
- 10 If I well in my exams, I to university.

- a** will do; will go
 - b** will do; go
 - c** do; will go
- 11 She was so upset that she burst tears.
- a** into
 - b** out
 - c** with
- 12 Where did you go holiday last year?
- a** for
 - b** on
 - c** to
- 13 Ocean currents play an important part in regulating global climate.
- a** are known to
 - b** thought to
 - c** are believed that they
- 14 My cousin getting a job in Bahrain.
- a** would like
 - b** is planning
 - c** is thinking of
- 15 I can't your hair, because I haven't got any scissors.
- a** brush
 - b** cut
 - c** wash
- 16 I wish I have an exam tomorrow!
- a** don't **b** didn't **c** won't
- 17 The government plans to taxes on sales of luxury items.
- a** increase **b** expand **c** go up
- 18 When I first moved to Hong Kong, life in a different country was very strange, but now I'm used here.
- a** living
 - b** to live
 - c** to living
- 19 There milk in the fridge.
- a** is some **b** are some **c** is a
- 20 Criminals are people who are guilty of the law. **a** breaking **b** cheating **c** committing
- 21 Why on earth isn't Josh here yet? for him for over an hour!

- a I'm waiting
b I've been waiting
c I've waited
- 22 "It's pouring down, and it's freezing." What are the weather conditions?
a high winds and snow
b heavy rain and cold temperatures
c thick cloud but quite warm
- 23 feeling OK? You don't look very well.
a Do you b You are c Are you
- 24 Daniel's hair is getting far too long; he should soon.
a cut it
b have cut it
c have it cut
- 25 Mandy works for a computer software company. She got recently, and so now she's an area manager.
a made redundant
b promoted
c a raise
- 26 I can't hear you – it's noisy in here.
a too
b too much
c too many
- 27 Jamal has just sent me to arrange plans for this weekend.
a a blog
b an email
c a website
- 28 I promise I'll call you as soon as I
a I arrive
b I arrived
c I'll arrive
- 29 Photographers and designers need to be very
a creative
b fit
c annoying
- 30 The global financial crisis, is forcing lots of small businesses to close, does not look set to end soon.
a it
b that
c which
- 31 There a terrible accident if the pilot hadn't reacted so quickly.

- a had been
 - b was
 - c would have been
- 32 “Are you ready to order?”
 “Not yet – I’m still looking at the”
- a bill
 - b menu
 - c service
- 33 “My job is never boring.”
 The speaker’s job is always
- a interesting
 - b popular
 - c difficult
- 34 I’ve been working here about the last two years.
- a during
 - b for
 - c since
- 35 “It leaves from Platform 2 at 4.15.” The speaker is talking about a
- a an airline flight
 - b a train
 - c a taxi
- 36 I went to a lovely last Saturday. The bride was my best friend when we were at school.
- a anniversary
 - b marriage
 - c wedding
- 37 “I’ve got a headache.”
 “Maybe you to take an aspirin.”
- a should b ought c don’t
- 38 The patient had an to insert metal pins in his broken leg.
- a injection b operation c X-ray
- 39 She won a seat in parliament at the last
- a general election
 - b opinion poll
 - c referendum
- 40 I’m surprised you didn’t get upset. If someone said that to me, really angry.
- a I’m

- b** I was
c I'd be
- 41 This used to be part of the city, but since the old buildings were renovated it's become a very fashionable area.
a an affluent **b** a run-down **c** a trendy
- 42 Cassie went to bed early because she was
a tired
b stressed
c relaxed
- 43 In the 1960s, computers were expensive that ordinary people couldn't afford them.
a so
b such
c too
- 44 Do you want the match tonight?
a watching
b watch
c to watch
- 45 Researchers claim the new discovery is a major in the fight against malaria.
a breakthrough
b investigation
c progress
- 46 The Maths problem was really difficult and I just couldn't the answer.
a check in
b set off
c work out
- 47 When I was a child, I never about the future.
a have worried **b** used to worry **c** was worrying
- 48 A local politician has charges of corruption made by the opposition party.
a accused
b blamed
c denied
- 49 worries me about society today is how completely we have come to depend on technology.
a That
b What
c Which
- 50 Cats and dogs are usually kept as
a farm animals
b wild animals
c pets

Name

Date

Student Assessment Sheet

Placement Test

1	a b c	11	a b c	21	a b c	31	a b c	41	a b c
2	a b c	12	a b c	22	a b c	32	a b c	42	a b c
3	a b c	13	a b c	23	a b c	33	a b c	43	a b c
4	a b c	14	a b c	24	a b c	34	a b c	44	a b c
5	a b c	15	a b c	25	a b c	35	a b c	45	a b c
6	a b c	16	a b c	26	a b c	36	a b c	46	a b c
7	a b c	17	a b c	27	a b c	37	a b c	47	a b c
8	a b c	18	a b c	28	a b c	38	a b c	48	a b c
9	a b c	19	a b c	29	a b c	39	a b c	49	a b c
10	a b c	20	a b c	30	a b c	40	a b c	50	a b c

Answers

1	b	11	a	21	b	31	c	41	b
2	a	12	b	22	b	32	b	42	a
3	c	13	a	23	c	33	a	43	a
4	b	14	c	24	c	34	b	44	c
5	b	15	b	25	b	35	b	45	a
6	c	16	b	26	a	36	c	46	c
7	a	17	a	27	b	37	b	47	b
8	a	18	c	28	a	38	b	48	c
9	b	19	a	29	a	39	a	49	b
10	c	20	a	30	c	40	c	50	c

Name

Date

Oral Placement Test

Topic	Speaking Prompts	Score
Elementary		
Personal information	• What's your name? How do you spell it? Where do you live? What's your phone number? What's your email address?	1 2 3 4 5
Family	• How many people are there in your family? Tell me about your parents / brothers or sisters / children. What are their names, ages, etc?	1 2 3 4 5
Home	• Where are you from? What is your home town or city? Do (or did) you like living there? Is it: – big? – beautiful? – noisy? – clean?	1 2 3 4 5
Studies	• What do (or did) you study? Is (or was) it: – interesting? – difficult? What will you do (or did you do) after finishing your studies?	1 2 3 4 5
Work	• What job do you do (or want to do)? When did (or will) you start working? Why did (or do) you want to do this job?	1 2 3 4 5
Pre-Intermediate		
Appearance & character	• Tell me about your best friend. Describe his/her appearance (<i>e.g. colour of hair/eyes, height</i>) and character (<i>e.g. kind, funny</i>). When did you meet?	1 2 3 4 5
Weather	• What's the weather like today? Which is your favourite season? What is the weather like then? What weather makes you feel	1 2 3 4 5
Shopping	happy/sad/etc?	1 2 3 4 5
Sports & exercise	• Do you enjoy shopping? How often do you go shopping? Do you go shopping alone or with friends? What sort of things do you usually buy?	1 2 3 4 5
	• How much exercise do you do? Is exercise important? Why (not)? Do you like playing/watching sports? What sports do you like playing/watching?	1 2 3 4 5
Intermediate		
Food	• Do you usually eat healthy meals? What is some of your favourite food? Do you like eating out (<i>e.g. restaurants</i>)? Why (not)? Do you like cooking?	1 2 3 4 5
Animals	• Do you like animals? What are some of your favourite animals? What pet(s) do you have (or would you like to have)? How do animals help people?	1 2 3 4 5
Computers & gadgets	• Do you often use computers, mp3 players, games consoles, etc?	1 2 3 4 5
Languages	What do you mainly use the Internet for? What problems can computers/etc cause?	1 2 3 4 5
	• What languages do you speak? Is it important to speak several languages? Why (not)? Is it a good or bad thing that most people in the world learn English?	1 2 3 4 5
Upper Intermediate		
Travel	• Do you like to travel? Why (not)? What place would you most like to visit? Why? What's your (least) favourite way to travel? Does travel really 'broaden the mind'?	1 2 3 4 5
Crime	• Is crime a problem in this (or your) country? What can be done to reduce crime? Are the laws in this (or your) country generally too strict, or not strict enough?	1 2 3 4 5
Careers	• What sort of career do you want? What do you want most from it (<i>e.g. money, creativity, etc</i>)? Should a career be the most important thing in someone's life?	1 2 3 4 5
Art, books, music etc.	• How often do you listen to music, read a book, visit an exhibition? Do you play an instrument/paint/write/etc? Are art/music/etc important to	1 2 3 4

	society? Why (not)?	5
Advanced		
News & the media	• How closely do you follow the news? Which media (<i>e.g. TV, newspapers, online</i>) cover the news best? Give examples. What will news media be like in the future?	1 2 3 4 5
Cities		
Man & nature	• Why do people choose to live in cities? What are the (dis)advantages of city life, compared to living in the countryside? Which do/would you prefer?	1 2 3 4 5
Society & culture	• How do we affect nature (<i>e.g. rainforests</i>)? How does nature affect us (<i>e.g. floods</i>)? Will problems such as pollution or endangered species ever be solved?	1 2 3 4 5
	• Do you often mix with people from a different culture to yours? Do you like or dislike this? What are the benefits and/or problems of a multicultural society?	1 2 3 4 5

Oral Assessment Guidelines

Use the following guidelines to score each learner's speaking ability for the **Oral Placement Test** (p. 17).

- 1**
- Speaks with frequent hesitation; occasionally does not respond verbally.
 - Rarely responds with confidence; frequently reluctant to use the language.
- understood. Low
- Speech and pronunciation are usually not easily understood.
 - Rarely uses complete sentences and phrases appropriately.
 - Rarely or never uses colloquial expressions appropriately.
 - Rarely uses appropriate and varied vocabulary.
 - Makes numerous errors in form or function.
-

- 2**
- Speaks with frequent hesitation.
 - Rarely responds with confidence; often reluctant to use the language.
- understood. Fair
- Speech and pronunciation are frequently not easily understood.
 - Occasionally uses complete sentences and phrases appropriately.
 - Uses very few colloquial expressions appropriately.
 - Occasionally uses appropriate and varied vocabulary.
 - Makes frequent errors in form or function.
-

- 3**
- Speaks fluently with a little hesitation.
 - Usually responds with confidence.
- understood. Good
- Speech and pronunciation may not always be easily understood.
 - Generally uses complete sentences and phrases appropriately.
 - Uses a few colloquial expressions appropriately.
 - Uses appropriate and varied vocabulary on most occasions.
 - Makes occasional errors in form or function.
-

- 4**
- Speaks fluently without much hesitation.
 - Almost always responds with confidence.
- understood. Very
- Speech and pronunciation are almost always clear and easily understood.
 - Almost always uses complete sentences and phrases appropriately.
- Good
- Uses a number of colloquial expressions appropriately.
 - Almost always uses appropriate and varied vocabulary.
 - Makes few errors in form or function.
-

- Speaks fluently without hesitation.
 - Consistently responds with confidence.
- Speech and pronunciation are always clear and easily

Name

Date

Writing Placement Test

Choose ONE of these topics and write about it.

- Write a personal profile about yourself for a website where you can meet new Internet friends. You should answer these questions:
 - What is your name, age, etc?
 - Where you are from, and what do you do?
 - What do you look like, and what sort of person are you?
 - What are your interests and your likes/dislikes?
 - What sort of new friends do you want to meet?

- Write an email to a friend from another part of the world who wants to know more about your country. You can use your own ideas, and/or you can describe some of these things:
 - how big the country is, where it is and what the land is like (*forests, mountains, etc*)
 - main cities, famous landmarks and tourist attractions
 - the local language(s) and culture
 - what the people are like
 - traditional food, music, dances, etc of your countryYou should finish your email by inviting your friend to visit your country some time so that they can see what it is like.

- Write about a strong childhood memory – for example, something that made you very happy or very frightened. Briefly explain how old you were and where you were, and tell the story of what happened. Try to remember details such as sounds, smells, colours and the weather, and describe these in your story. Explain how you felt and why you felt this way. How do you feel now about the event?

- Write a review of your favourite film, play or book. Explain what type of work it is (*for example, a comedy film, a romantic novel, etc.*) Say where and when the story takes place, and briefly describe what happens. Describe the main characters, and say whether you like or dislike each of them, and why. Try to explain why this work is your favourite.

- Write an article discussing whether you think our world is getting better or getting worse. You can use your own ideas, but you might like to include some of these issues:
 - medicine, scientific research, technology
 - war, conflict between countries/groups
 - freedom and human rights
 - education, knowledge and skills
 - quality of lifeYou should finish your article with a short conclusion summarising the main argument.

Use the following guidelines to score each learner's writing ability for the **Writing Placement Test** (p. 19).

- The topic is not developed at all, and writing seems to take enormous effort.
 - The purpose of the text and the writer's aim are entirely unclear.
- 0 - 1**
Beginner
- The text is not organised at either the paragraph or sentence level.
 - There is insufficient language control to express even very simple ideas.
 - There are very many errors in the use of language and standard writing conventions.
 - There is little or no use of appropriate vocabulary and structures.
-

- The topic is not well developed, and writing seems to take considerable effort.
 - The purpose of the text and the writer's aim are generally unclear.
- 2 - 3**
Low
- The text is not well organised at either the paragraph or sentence level.
 - There is insufficient language control to express relatively simple ideas.
 - There are many errors in the use of language and standard writing conventions.
 - There is very limited use of appropriate vocabulary and structures.
-

- The topic is quite well developed, although writing seems to take some effort.
 - The purpose of the text and the writer's aim are not entirely clear.
- 4 - 5**
Fair
- The text is reasonably well organised, at least at the sentence level.
 - There is usually sufficient language control to express simple ideas.
 - There are some errors in the use of language and standard writing conventions.
 - There is limited use of appropriate vocabulary and structures.
-

- The topic is well developed, and writing seems to take little effort.
 - The purpose of the text and the writer's aim are generally clear.
- 6 - 7**
Good
- The text is reasonably well organised at both the sentence and paragraph level.
 - There is sufficient language control to express simple ideas.
 - There are a few errors in the use of language and standard writing conventions.
 - The text contains a range of appropriate vocabulary and structures.
-

The topic is very well developed, and writing seems to take very little

- Effort.
 - The purpose of the text and the writer's aim are clear.
- 8 - 9**
Very
- The text is well organized at both the sentence and paragraph level.
 - There is sufficient language control to express some quite complex ideas.
 - There are few errors in the use of language and standard writing conventions.

- The text contains quite a wide range of appropriate vocabulary and structures.
-

- 10**
- The topic is fully developed, and writing seems effortless.
 - The purpose of the text and the writer's aim are perfectly clear.
 - The text is extremely well organised at both the sentence and paragraph level. Excellent
 - There is sufficient language control to express a range of complex ideas.
 - There are almost no errors in the use of language and standard writing conventions.
 - The text contains a wide range of appropriate vocabulary and structures.

Syllabus Designed for EBP Learners in the Department of Financial Management and Accountancy

Contents

1. Module 1 Cultural Diversity and Socializing

1.1. Unit 1 Building Relationship

- 1.1.1.** Lesson 1 Cross cultural Understanding (1)
- 1.1.2.** Lesson 2 Welcoming visitors
- 1.1.3.** Lesson 3 Small Talk : Keeping the conversation going

1.2. Unit 2 Culture and Entertainment

- 1.2.1.** Lesson 1 Cross cultural understanding (2)
- 1.2.2.** Lesson 2 Inviting, accepting or declining
- 1.2.3.** Lesson 3 Eating out

2. Module 2 Using the Telephone

2.1. Unit 1 Could I leave a message?

- 2.1.1.** Lesson1 Preparing to make a phone call
- 2.1.2.** Lesson 2 Internal calls
- 2.1.3.** Lesson 3 External calls
- 2.1.4.** Lesson 4 Follow - up calls

2.2. Unit 2 There is a problem

- 2.2.1. Lesson 1 Dealing with complaints
- 2.2.2. Lesson 2 Renewing business contracts
- 2.2.3. Lesson 3 Interview

2.3. Unit 3 Speaking within the company

- 2.3.1. Lesson 1 Negotiations
- 2.3.2. Lesson 2 Company conferences
- 2.3.3. Lesson 3 Conversations

3. Module 3 Writing letters

3.1. Unit 1 Writing business letters

- 3.2. Lesson 1 Writing emails
- 3.2.1. Lesson 2 Inquiries letter
- 3.2.2. Lesson 3 Complaint and Apology letters
- 3.2.3. Lesson 4 Circular letter
- 3.2.4. Lesson 5 Collection letter
- 3.2.5. Lesson 6 Offer - to – extend credit letter

3.3. Unit 2 Writing report

- 3.3.1. Lesson 1 Covering letter
- 3.3.2. Lesson 2 Resume
- 3.3.3. Lesson 3 Business report
- 3.3.4. Lesson 4 Memoranda
- 3.3.5. Lesson 5 Writing notes
- 3.3.6. Lesson 6 Dealing with invoices

3.4. Unit 3 Preparing plans

- 3.4.1.** Lesson 1 Preparing business plans
- 3.4.2.** Lesson 2 Preparing contracts
- 3.4.3.** Lesson 3 Preparation of PowerPoint

الملخص

يعتبر تدريس اللغة الانجليزية العامة لبعض المتعلمين غير كاف وهذا لكونه لا يحقق اهدافهم، وعلى ضوء هذا ظهر بما يسمى تعليم اللغة الانجليزية لاهداف متخصصة لتغطي هذه النقائص ولكن كقسم التسيير المالي والمحاسبة بجامعة سعيدة برز فيها نقائص جمة من اعمقها تأثيرا على صحة تدريس هذه اللغة المتخصصة هو المنهاج الذي لم يلبي اهداف هؤلاء الطلبة وهو اتقان اللغة الانجليزية لاهداف الاعمال، وعلى هذا الاساس قام الباحث باخذ عينات للدراسة لجمع البيانات. وتمثلت هذه العينات في 24 طالبا بالقسم ، 29 عاملا في شركة ان، دي، اي ، ال و استاذ هؤلاء الطلبة. ولجمع البيانات قام الباحث باستعمال عدة انواع من ادوات البحث منها الاستبيان، المقابلة، الملاحظة، وكذلك اختبارات. في الاخير اظهرت النتائج ان المنهاج المصمم للطلبة كان فعالا في تحقيق اهداف الطلبة

الكلمات المفتاحية ، لغة الانجليزية للاعمال، متعلمي اللغة الانجليزية للاعمال، تصميم المنهاج، تحليل الاهداف PSA , LSA and TSA

Abstract

To some group of learners, teaching general English was not satisfactory as it did not meet their needs. As result of this, teaching ESP emerged and in our case EBP course was a very important in teaching learners of financial management and accountancy. Since the design of an EBP syllabus to these learners was among first priorities, great efforts were exerted in order to enable these learners to be EBP users in NDIL company. To attain this, the researcher conducted a research to design an effective EBP syllabus to these learners. This research required data to identify the needs of them. These data was gathered via the use of several data collection instruments: questionnaire, unstructured interview, tests, and participatory observation. These research methods have been used to collect data from different samples: convenient sample of EBP learners (24), convenient sample of NDIL workers (29), and an EBP teacher (1). Results of this study revealed that the EBP syllabus designed to these learners was reliable and effective because it met the needs of them.

Key – words : Business English, EBP learners, Syllabus design, Needs analyses, PSA, LSA and TSA.

Resumé

Enseignement de l'anglais général n'a été pas satisfaisant pour certain groupe d'apprenants parce qu'il n'a pas pu correspondre à ses objectifs. Par conséquent, l'enseignement de l'anglais pour des objectifs spécifiques est apparue, donc c'était très important de faire la conception d'un programme de l'anglais des affaires pour les étudiants du department de la gestion financière et de la comptabilité - Université de SAIDA. Puisque le projet de faire la conception de ce programme a été très nécessaire, beaucoup des efforts ont été fait, donc ces étudiants ont pu utiliser cette langue parfaitement dans la société NDIL. Pour achever cet objectif, le chercheur a utilisé plusieurs méthodes de la recherche pour la collect des données. Les outils de la recherche ont été : un interview, des questionnaires, des testes, et une observation. Ces outils ont été utilisés pour obtenir des données des échantillons (24 étudiants du departement de la gestion financière et de la comptabilité, 29 travailleurs dans la société internationale NDIL, et un enseignant de ces étudiants). Les résultats ont montré que le programme de l'anglais des affaires ont été efficace et interesant parce que il a pu réalisé les objectifs de ces étudiants.

Mots – clés : Anglais des affaires, apprenants de l'anglais des affaires, conception d'un programme, analyse des besoins, PSA, LSA, et TSA