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Developing Reflective Learning Through a Task-Based Course: The Case of EBE Students at the University of Tlemcen

Thesis submitted to the department of English in candidacy for the degree of Doctorate in English Language and Education

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Declaration

I declare that this work and submission is my own study. Thus, it does not contain any material that has been published or written, or submitted before by any other researcher. I certify that the present work does not contain plagiarism, and this is the result of my research and investigation except where otherwise stated.

Mrs Ismehen Hayet MEGNAFI

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Abbreviation and Acronymes

BE : Business English

CBA : Competency-Based Approach

CLT : Communicative Language Teaching

CLT : Commercial Language Training

EBE : English for Business and Economics

EFL: English as a Foreign language

ERA: Experience/Reflection/Action Cycle

ESP: English for Specific Purposes

FL: Foreign language

GE: General English

GMT: Grammar Translation Method

ICT: Information Communication Technology

L1: First Language

MSA: Modern Standard Arabic

MT: Mother Tongue

NIA: Needs Identification Analysis

SBI: Strategy-Based Instruction

SL: Second Language

TBA: Task-based Approach

TBI: Task based Instruction

TL: Target language

TBLT: Task Based Language Teaching

TED: Teacher Education Development

Abstract

English for Specific Purposes has been widely developed and reflected several increasing courses all over the world. In Algeria, ESP courses have been recently adopted among many universities and faculties, and this was the result of the globalized world. The purpose of this work was, then, to explore the readiness of EBE students and language teachers on this orientation in education, the relevance of task-based language teaching and instructional -based strategies to develop reflective learning. To reach this, action research was conducted in the Faculty of Economics, Business, and Management Sciences, Tlemcen University. The emphasis was on Master's students. Relying on several research instruments for data collection; students' questionnaire and testing, language teachers' interview, classroom observation, teacher's field notes, and group discussion to obtain reliable data, and to cross-check results. The collected data were analysed quantitatively and qualitatively. The triangulation of findings revealed that EBE students were passive learners and they did not show any readiness to be autonomous and reflective learners. They were not enough prepared to handle their learning process. On the other hand, language teachers did not rely on motivational strategies and principles to develop the learning ability of EBE students. Consequently, a task-based course was designed to allow the implementation of language skills, components and topics to be implemented with a variety of tasks that were relevant to EBE students' needs. Action research was undertaken to evaluate the impact of instructional-based strategies, reflective tasks and course content in helping students developing their reflection and monitor their learning process effectively. The results showed that instructional-based strategies could be suitable to teach and evaluate EBE tasks. This academic improvement among EBE students derived from the use of some reflective tasks. The findings also revealed that introducing instructional strategies in EBE classes lead students to obtain higher grades of progression in their tests, and thus their learning process. Furthermore, a task-based course would help language teachers to work with the LMD system notions. Hence, the TBLT approach and the use of instructional strategies helped EBE students to develop their knowledge and improve their skills.

General Introduction

<u>General Introduction:</u>

Learning English has become a necessity nowadays especially for persons who wanted to improve their knowledge in various skills and spheres. Therefore, many educationalists have long work to know the way people learn since they represented many controversial pedagogical issues in education. In this vein, scholars and researchers attempted to provide a clear understanding of the nature of learning and tried to look for the different factors that affect that process. Students who are carrying their studies at university still find difficulties on the way to understand and assess their lifelong learning. In this respect, language teachers have never ceased to develop and broaden their knowledge and find out adequate techniques and strategies that serve the teaching/ learning process. Accordingly, most syllabuses and courses have been based on selecting appropriate learning theories to take their principles into practice. The Algerian educational system has adopted many reforms. It resulted in several methods and approaches that have been used along with the whole system. One dominant trend has been applied along with the Algerian classes. Formalist classes are places where language teachers are knowledge transmitters. They spoon-feed their learners. Students are just quiet listeners and they are considered as passive learners. Learners are supposed to perform active roles, and language teachers are simply facilitators and co-learners. Recently, reflective learning has been widely recognized as a leading power that gives the teaching/ learning process a significant force. In this era of globalization, the learner is not required to memorize knowledge, but he has rather a careful engagement in real-life situations and problems. However, reflective learning is not largely adopted by students and even teachers. They lack the way to construct the acquired knowledge and involve passive learners to participate in an effective learning environment.

The Business world is continually progressing, and people involved in this field need to be aware of that progress. Finance and Economics are constantly developing because of increasing revenues, business market expansion, increasing profitability, building a strategic partnership, and developing business

decisions between countries. However, the Algerian firms and institutions, socio-economic enterprises are far from an international qualified training of Algerian employees about the use of English. The opening of the Algerian economic market to the world of the economy requires specific persons of the society to use English. Their primary aim is to communicate and interact with foreigners. Students of business and economics are considered as an influential portion of the Algerian society because they represent most economic institutions and business firms. For that purpose, English courses are not only tackling some basic knowledge, but they further deal with the target and learning needs of students. In this respect, a task-based course is highly suggested to Master's students in the Faculty of Economics, Business and Management. The purpose behind this course is to help learners acquire specific knowledge of the target language and to achieve academic and professional tasks and needs. Besides, it provides some target tasks that help students integrate into real-life situations. It develops their lifelong learning, their reflection and to become able to assess their knowledge and identify their strengths and weaknesses.

The Algerian Educational context fosters the development of the English language at all spheres, from the middle to higher education. Concerning the Department of Finance and Accounting at Tlemcen University, the target language is incorporated within the curriculum. However, the implementation of adequate pedagogical course design has not taken its appropriate place. The main objective is to lie on developing relevant English for Business and Economics (EBE) course to cope with the specific needs of EBE students and the requirements of the professional field, to assign suitable teaching strategies that develop students' reflection and becoming active participants to monitor their progress. In this respect, the researcher investigated and analysed both the academic and the professional needs of EBE students and identified some pedagogical recommendations by undertaking the case of Master's EBE students at the University of Tlemcen and used a task-based language teaching approach to cope with the deficiencies of the teaching/ learning process. The application of some pedagogical strategies that foster reflective learning. Hence, this

research is an attempt that looks for appropriate strategies that guide language teachers to fulfil the academic and professional needs and requirements of students. Accordingly, task-based language teaching approach and strategy based-instruction seem to be appropriate to enhance the teaching/ learning process.

Therefore, the above-mentioned issues lead us to ask the following research questions:

- To what extent are EBE students reflective?
- What type of teaching strategies can be appropriate to enhance reflective learning?
- What is the impact of instructional-based strategies in a task-based approach in developing reflective learning?
- What type of assessment would be appropriate to enhance EBE students' reflection in a task-based course?

The above research questions lead to formulate the following research hypotheses:
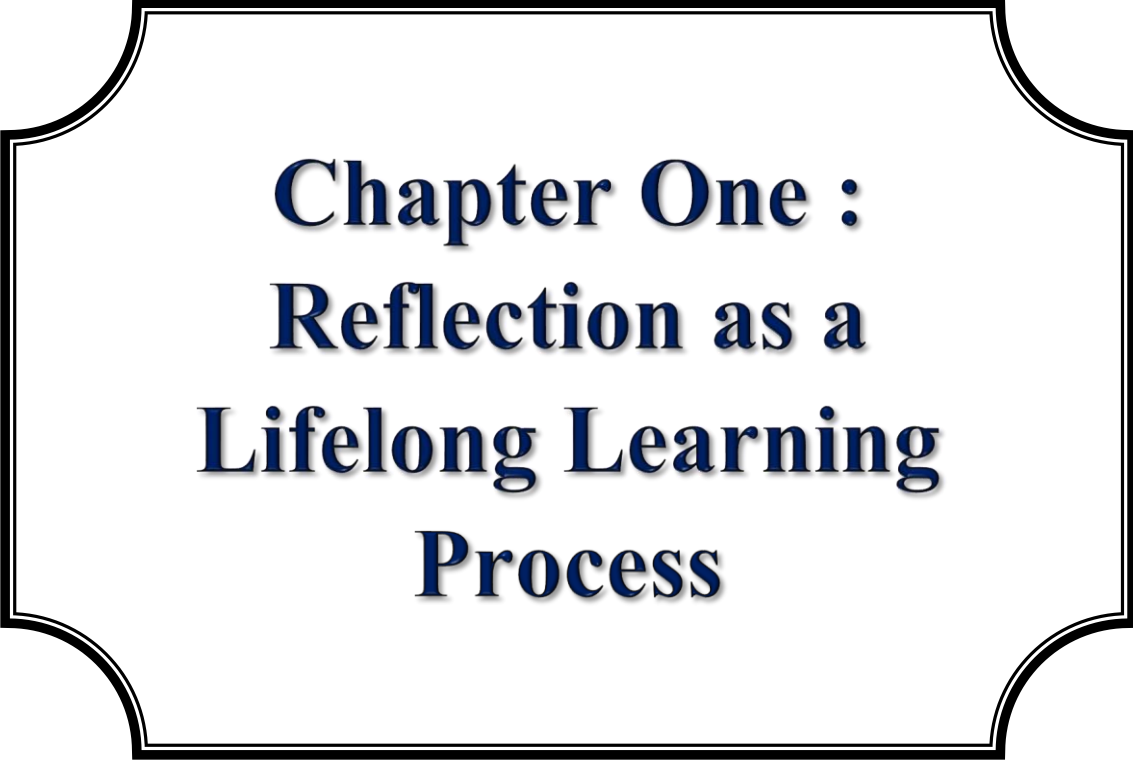
- Algerian EBE students may not be seem to be reflective learners, and they are not ready to handle their learning due to the lack of appropriate strategies that trigger their capacities.
- The teaching strategies that seem to be appropriate to encourage and enhance reflection are introducing the needed instructional-based strategies as assigning tasks, cooperative learning, and group interactions.
- Implementing instructional-based strategies may have a positive effect on the success of language learners. Therefore, they help EBE students to monitor their progress, identify their weaknesses and strengths, adapt the learning situation to the personal needs required. They develop a strong awareness of learning to think in the target situation.
- Self-assessment enhances the learning process of EBE students to become more responsible, more reflective, motivated, autonomous, and effective learners.

The investigator designed action research dealing with Master's students of Business and Management Sciences at the University of Tlemcen to prove or disapprove previously mentioned hypotheses. This brings quantitative and qualitative data from several research instruments and resources by relying on a questionnaire for learners, test, and an interview with language teachers and employees, in addition to classroom observation while performing the tasks. Therefore, the findings obtained from the above research instruments will be triangulated and analysed based on mixed approaches. The researcher focuses on the following steps to reach the objectives. Describing the teaching/learning situation of EBE Master's students in the Faculty of Economics, Business and Management Sciences at Tlemcen University. Conducting NIA of the sample population to determine the objectives, and focusing on task-based needs analysis. Selecting reflective learning strategies in a task-based language teaching, and then tested its relevance. This study was enrolled in the academic years 2016/2017 and 2017/2018 at the Department of Finance and Accounting, Tlemcen University.

To carry out this research, the present study is purposefully divided into seven (7) interrelated chapters. The first one reviews the literature on reflection as a lifelong learning process since it provides a theoretical background for the issue under investigation. It draws a clear image of the theories related to reflection according to the teaching/learning process and the interactive environment. The second chapter considers the teaching of English for Business and Economics to give a clear idea about the sample chosen by the researcher. Chapter three deals with the research design and the research methodology of the study via a detailed description of collecting data procedures and the research instruments being used. Chapter four is concerned with the analysis of data in addition to the interpretation of the findings. It answers the hypotheses provided by the researcher to confirm or disconfirm it. Chapter five gives a full description of EBE task-based language teaching by integrating some sample lessons to have a full image of the course adapted. The sixth chapter is related to course experiment to examine its relevance in EBE context. The last chapter is devoted

to some general guidelines and pedagogical implications and suggestions to prepare Algerian EBE students and language teachers to be more reflective. It focuses on some strategies that promote reflective learning and to prepare language instructors to be reflective teachers in their pedagogical practice.

Chapter One : Reflection as a Lifelong Learning Process

Chapter One: Reflection as a Lifelong Learning Process

1.1 Introduction

The learning process is an important stage since learners acquire an innate behaviour, new knowledge as well as skills and strategies via their experiences by using different processes. Learners perform efficient roles to achieve all their decisions during a lifetime. For instance, reflective learning is receiving much of interests in ESP. Moreover, language teachers are in favour of reflection because of the belief that reflective learning and teaching practice would ensure a high quality of education. Therefore, the purpose of the first chapter is to provide a theoretical background concerning reflection. It highlights some guiding principles and learning theories as well as approaches to lifelong learning. It focuses on the extent to which reflective teaching is part of reflective learning. Most learners view their experiences as an unrelated and isolated process. Instead, language teachers want their learners to construct the experiences and to foster their growth by controlling their learning. Hence, reflective learning involves what learners have learnt concerning the context of experiences.

1.2 A Generic View of Reflective Learning

Learning is considered as the primary function of the brain that is understood in many distinct ways. It is viewed as a process of growth and a permanent change that refers to knowledge or behaviour because of experience. Learning as a broad concept is not only limited to the acquisition of knowledge. It involves the development of skills and experiences. It is also notoriously difficult to define this abstract concept satisfactorily. In this context, Gross (2010) views learning as a process of acquiring and modifying an existed knowledge, skills, behaviours and preferences. Much of these abilities and knowledge are accumulated from repeated experiences. It is significant to perceive and recognize what they have understood or not.

Moreover, active learning is a key characteristic of student-centered learning. Passive learning is usually linked to direct instruction which is the main characteristic of teacher-centred approach (Scott, 2012). The learner-centred approach involves students to be engaged in their personal development.

A structured process that promotes reflection, performance and achievement for the sake of planning their educational development. In this respect, Race (2006) maintains that:

> *The act of reflecting is one which causes us to make sense of what we have learnt, why we learnt it, and how that particular increment of learning took place. Moreover, reflection is about linking one increment of learning to the wider perspectives of learning heading towards the seeing of the bigger picture.*

Active learning may encourage learners to verbalize their understanding to build their metacognitive strategies and proved over time (Bransford, 2000). Reflective learning is a mental process and a form of thinking that learners use to fulfil a purpose. It is a complicated system. However, many difficulties are not assessed. The development of the learning process requires an analysis of the experience.

The task of the language teacher is to design course content, assignments that appeal to each type of learners. Some learners tend to be active others as reflective. Active learners retain knowledge better when they do tasks with course materials including group discussions, relying upon concepts to the real world. Reflective learners tend to work on their own with knowledge. They manage their time to digest information and develop their process of learning.

1.2.1 The Development of the Process of Learning

Learning development is best described when learners develop their practices. The process of development is linked to the learning activity that aims at a future result, i.e., for a job or a role performed in the future (Kitson, 2003). Learning development requires a process of acquiring knowledge, and developing skills, competence, behaviours and attitudes via developmental experiences. In this context, Honey and Mumford (1996) view that learning happens when people can demonstrate that they know something that they did not know before and when they can do something they could not do before. The

learning process is viewed as a continuous process. It enhances the existing abilities and it leads to the development of knowledge, skills, and attitudes to prepare students for higher degrees of responsibilities. Developmental learning concerns the growth of the students' ability via the provision of learning experiences by self-direction. It enables students to progress their competencies.

There are various advantages of developmental learning:

- It focuses on the immediate environment.
- It involves understanding.
- It defines how well knowledge is gained.
- It involves putting the learning process into practice.

The development of learning is a planned and systematic process. It makes use of structured training. It provides opportunities for continuous learning. Developmental tasks and activities used and applied in that process. Developmental learning encourages students to self-manage and self-direct their process. It can be also referred to as reflective learning (Mezirow, 1985). Such kind of learning develops new patterns of thinking, behaving and understanding.

EBE language teachers need to consider that reflective learning is based on recording achievement and planning the action. It requires the students to review what they have learned, achieved, and the way these students are going to achieve their goals and objectives. Reflective learning focuses on the principle that the students learn, and develop their process. They retain more if they could find what they have learned out for themselves.

Tamkin et.al (1995) identify several stages of personal development learning:

- Analysing the current situation and developmental needs.
- Setting the goals: improving skills and extending knowledge.
- Preparing and planning the action to the expected outcomes.
- Implementing the process.

The stages explain that developmental learning starts with a learning need to take place within the context of studying. By setting the objectives, the learner can function and ensure that the process happens. Thus, they prepare and

implement their actions. Accordingly, some main principles have to be tackled in developmental learning.

1.2.2 Basic Principles about Learning Development

The process of learning development occurs because of the interaction of learners' physical, cognitive that take a shape of interaction and thus development occurs. It can define all kinds of changes, which are permanent that is the result of repetitive experiences. Many principles describe the process of learning development:

- A process continues throughout life.
- Learners are autonomous agents
- Learning development encourages the personal choice of learning activities
- It provides opportunities for social interactions while learning occurs
- Readiness allows learners physically, mentally, cognitively and emotionally to learn.

EBE students often bring with them knowledge, attitudes, beliefs while learning. It affects the way they interpret and filter their learning. However, when that knowledge is not accurate or connected randomly. Learners fail to retrieve it in inappropriate ways. EBE learners can gain autonomy when they know what, when and how they study and select the adequate approach to learn.

1.3 Approaches to Lifelong Learning

Lifelong learning is an essential process for the development of knowledge of students. During the late 1970s, the learning process in education referred to students' understanding of their progress and their conception in performing the tasks as well. Language teachers find themselves swung on the adequate approaches that they want to adopt. There are almost two different approaches "surface" and "deep".

The surface approach refers to a general intention where learners absorb the content of the course largely, especially the one that is necessary for the task achievement. This can be done through memorizing without any kind of reflection and without relating it to previous experience and knowledge. The

surface approach is viewed as "superficial learning." It is not related to low intelligence. It is concerned with the beliefs of the students to learn. Superficial learning could be a consequence of anxiety or stress and pressure in performing tasks.

On the other hand, a deep approach to learning is characterized by the intention of understanding the material of learning. The students who opted for deep approach seek some principles to link between the learning material to previous experience, knowledge and understandings. The students who are interested in the selected topics or tasks are likely to take a deep approach. Entwistle (1988) maintains that learners who take a deep approach to learning: "started with the intention of understanding the meaning… questioned… the arguments and related them to previous knowledge and personal experience".

Memorization can also be involved in a deep approach to understanding the meaning of the material. Students who take a deep approach have a positive effect on changing the conceptions and store it effectively. Thus, the learners will achieve higher classes of the degree in education, as opposed to surface approach that may lead to poor results (Ramsden, 1992).

The learning process is not avoidable since it happens all the time. However, EBE language teachers need to create positive attitudes toward personal and professional development. EBE students have to perceive that personal development may include an increase in knowledge and skills to enhance life experience. On the other hand, professional development gives advantages of training, coaching and working on continuous professional development.

Over many years, learning theories have been developed to tackle the different processes that are involved in learning. Furthermore, learners are distinctive in their learning under different circumstances.

1.3.1 Behaviourist approach

Behaviourism focuses on the idea that learners respond to stimuli in their learning. The teacher is required to provide appropriate and useful stimuli as a result learners respond and gained the required experience. Appropriate behaviour is taught through constant repetition often linked with feedback.

Positive feedback reinforces success. However, negative feedback discourages the mistake.

Learners learn that their behaviour is a result of a sequence of experienced events, rather than a conscious process. This has been termed as classical conditioning. One of the significant ways in using the behavioural approach to teaching/learning process is to specify clear and simple behavioural approach at the beginning. Then, supplying some learning opportunities to ensure that the objectives are met.

One of the advantages of behaviourism, it uses methods of research in which experiments are observable, measurable and objective. However, the methods used in the behaviourist approach can not be adequate and used within EBE classes. The focus is on the behaviour rather than the cognitive process of EBE learners. Behaviourist approach asserts on teacher-centeredness and learners are not given choice. They just respond to stimulus. EBE language teachers focus on learners to be active participants and rely on some basic principles of developmental learning (See 1.2.2).

1.3.2 Cognitivist Approach

In 1938, John Dewey involves 'learning to think'. He believes that the learning process is more than performing a task or an activity. It requires a reflective process. An equilibrium that enables learners to solve problems and prepare themselves to further inquiry. John Dewey has rejected the traditional forms of learning that focused on reinforcement where learners lack active participation. He reveals that learning can only occur when students play a significant and active role. Thus, it has to be meaningful and students reflect critically on what they are learning on the knowledge being presented. Learners have to experience the information and to draw on past experiences to facilitate the task of learning. In other words, experiential learning.

Applying experiential learning to EBE classes plays a significant role in learners' development. For instance, teachers may plan sessions that encourage interaction with the teaching materials as well as create a learning environment whereby reflective thinking occurs.

Unlike the behavioural approach, cognitivist brought many strengths since it has gained many followers over the past years. The approach highlights people thought by trying to look for inward and select the way on which the brain works and functions. It also helps EBE learners to change and improve their behaviour. However, this does not mean that the cognitive approach has its weaknesses since it does not consider many factors that may influence behaviour such as genes, experiences, and behavioural structures. It is not effective and suitable for different learning styles and strategies (See 1.8).

1.3.3 Humanistic Approach

The recent approach that takes into account the way society polarized views of right and wrong is the pluralistic approach. Active learning is a key concept of this approach. It focuses on the instruction that is transmitted from the instructor to the learner. It also controls the learning experience. It provides a process in which learners become able to discover the knowledge that best suits them, and supported by the facilitator.

EBE learners are always in a need to be free to develop their learning. Their previous experiences are fundamental to learning and understanding. Thus, new knowledge may take place effectively. The learner needs to be always ready and not to be just motivated to learn. The learning process is paramount. Learner-centred rather than subject-oriented. Sharing experiences can also be an effective (emotional) process. Group experiences in EBE classes aid reflection. Attention increase self- awareness. It is referred to as "experiential learning"

1.3.3.1 Experiential Learning

The experiential learning model that has been provided by 'David Kolb' (1974) focuses on learning as a dynamic process. Learners are constantly able to construct their knowledge and developmental learning by moving through four important phases:

1. Concrete experience: learners engage themselves in a learning experience or an activity.

2. Reflective observation: they have to reflect on the previous concrete experiences where they have engaged themselves.

3. Abstract conceptualization: they gain skills and knowledge.

4. Active experimentation: learners try out and test new skills.

McLeod(2013) states that effective learning may be observed through the progress made on the four stages of the cycle. The learner may enter the cycle at any stage with a logical sequence. All stages will lead again to the next concrete experience. It can occur over a short period or a long duration (Atherton, 2013).

Kolb (1974) mentions four different learning styles that are based on the four above-mentioned stages. He states that learners naturally prefer a different learning style, and some factors affect the preferred style such as social environment, cognitive processes and educational experiences.

Kolb (1974) explains the learning styles based on two dimensions: how the learners understand and process their knowledge. Smith (2001; 2010) reveals four learning styles:

1. Diverging: learners look from a different perspective. They prefer to watch rather than do. They rely on a strong imagination, and they prefer to work in-group. They have broad interests. They receive feedback. This learning style belongs to concrete experience and reflective observation. EBE language teachers focus on group work and feedback.

2. Assimilating: learners choose clear information and knowledge and explore it in analytic models. They will be able to use critical thinking and problem-solving to achieve the performance of a task and look for a solution. The analytical model defines the ability of the learner to visualize, conceptualize, and make decisions. This learning style belongs to the abstract conceptualization and reflective observation. EBE language teachers focus on encouraging problem-solving tasks and making decisions.

3. Converging: learners try to solve problems. They opt for technical tasks and they experiment with their new ideas. They do not tend to be emotional. Learning style is a characteristic of abstract conceptualization and active experiment. EBE classes receive an effective learning process when learners practically perform tasks.

4. Accommodating: learners are attracted to solve problems intuitively. The learning characteristics of this style are concrete experience and active experimentation. EBE language teachers have to engage their learners in new challenges.

The pedagogical implication of experiential learning theory and its characteristics to the learning styles of learners show that instructors and language teachers develop relevant learning opportunities for learners. EBE language teachers design tasks where learners choose what best suits them. The tasks have to enable learners to go through the whole stages of the experiential learning model.

Language teachers and educators agree that Kolb's learning stages and the cycle may evaluate the learning development and progression. It provides more opportunities to achieve the best results. Educators ensure that the selected tasks and activities engage learners to learn effectively by identifying their preferred learning styles via the application of an experiential learning model that leads to reflective learning. (See Figure 1.1 Kolb's Model)

Thus, the following stage will consider the way to explore reflective learning and the main factors mediating reflection. The extent to which teacher development may promote reflective learning.

1.4 Exploring Reflective Learning

When learners know how they learn, they become effective learners. It enables them to think about their process. They consider everything to clarify their thoughts and emotions. Reflection helps them to focus and to participate in the development of efficient, independent and reflective learning. In this respect, reflection is described as a deliberate process where the students took enough time within the studied course to focus on their performance and to think carefully so that particular actions took place of what happened and the reasons of learning from their experiences, to decide for future performance. Reflective learners take into consideration the following:

- Motivation towards learning.

- Ideas, attitudes, and changes.

- The needed skills and knowledge

- The gaps between skills and knowledge.

Reflection has various ways such as individually, in groups, orally, and even in written forms. Reflection is also descriptive, critical, creative, and imaginative. Reflective students entail that "failure" is part of their learning success.

Reflection is considered as an internal process by which the learner examines and explores an issue that is triggered by an experience. It results in a change of conceptual perspectives (Boyd and Fales, 1983). Moon (1999: 23) views reflection as a mental process that has an objective. The outcome applies to instructed knowledge. He further states that reflective learning involves a conscious purpose and the result is specified to the learning action. After that, it has to be analysed and assessed. Reflection is also described as a process of critical self-reflection and self-evaluation. It is the learning, in which students use prior experiences (See 1.3) to understand new and revised experience to guide future action (Mezirow, 1991).

Therefore, Kolb (1984) suggests an experiential learning model presented below:
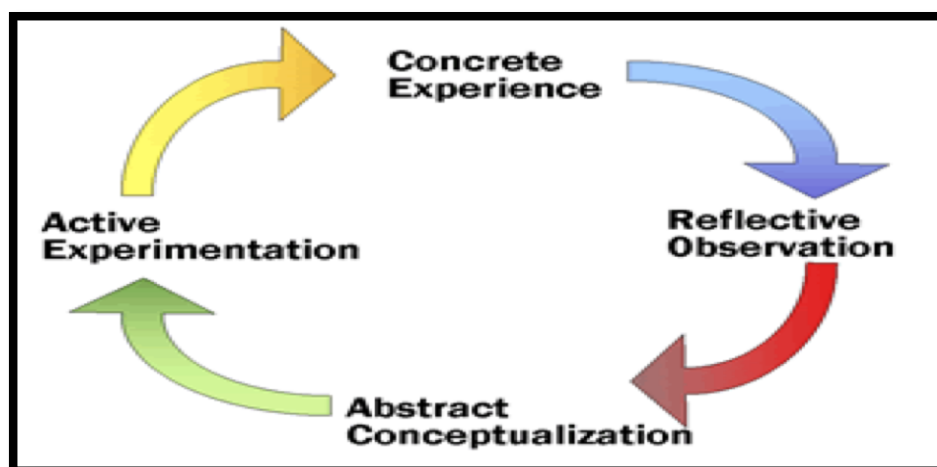
Figure (1.1) Kolb's Experiential Learning.

The above figure (1.1) provides an understanding of the learning experience with its four phases. The outcomes of the experiences lead the students to reflect and conceptualize the results to apply or modify new experiences in similar situations. Reflective learners listen to explanation; abstract conceptualisation. They go step by step through rules; concrete experience. They make practice; active experimentation. They record their thoughts about specific tasks and rules along with the learning process; reflective observation. Then, the lesson's delivery is considered as a concrete experience. Observing the way the situation occurred, and arguing on the pedagogical concepts are viewed as conceptual materials. The implementation and assessment of the lesson are the outcomes that have to be analysed in the context of the learning experience. Language pedagogy is the art and the science of teaching. This includes: planning a detailed analysis of what has been done by the teacher (Bhownik et. al, 2013).

Kolb's learning cycle (1984) involves four processes that reflective practitioners need to consider in EBE classes. The model is more useful because it focuses on the experience as a source of learning and development. Reflective learners relate the concrete experience as a feeling. Learning from a specific point of experience. They link the reflective observation of watching. They observe before making any judgements by testing their knowledge from different perspectives. They look for the meaning of things. Abstract conceptualization leads reflective learners to think logically. They analyse their ideas and act on their understanding of intellectually. Active experimentation relates to the ability of learners to get things done by influencing their peers and events via actions. Language teachers may include problem-solving situations.

(Dewey, 1933; Kolb, 1984; Dietz, 1998) argue on the ability of learners to construct knowledge during any reflection. Models of learning provided by earlier scholars are considered as a significant part of the learning cycle. The language teachers need to consider the following to explore reflective learning:

- Taking into account what the learners perceive and its internal experience.
- Providing a structural classification of the materials of teaching.

- Highlighting a variation between internal and external learning experience.

- Acting as a source of clarification to make learners achieve their progress.

- Signalling to the students an adequate conception of knowledge.

- Enabling learners to know what has to be performed.

EBE language teachers view the learning process as a context where learners move between the modes of concrete experience, abstract conceptualisation, reflective observation, and active experimentation. The effectiveness of the learning process depends on the ability to balance on these modes that Kolb's model (1984) focuses on activities that best promote learning. In addition to other factors that mediate reflective learning.

1.5 Factors Mediating Reflective Learning

Mediating reflective learning also referred to the mediation of learning experience. It could be drawn between real-situations and a mediated experience. Moon (1999) considers different ways of learning in which students take further steps:

- The student handles the situation.

- The student examines and analyses ancient experience with the new one.

- The student listens, tapes and takes notes.

- The learner attends tutorial classes where there is a presentation about the experience.

- The learner needs to be given a specific assessment to relate the knowledge and learning.

The above-mentioned steps mediate reflective learning are affected by several factors: cognitive, meta-cognitive and affective factors.

1.5.1 Cognitive Factors

Cognitive learning explains why the brain processes and interprets new things. It is based on how the students think, and use an active mental process to store, receive and apply ideas and knowledge. The learners come up with skills and knowledge and relate experiences to the learning situation. The learners are viewed as active participants since they use several strategies to construct personal understanding to which they are exposed.

Language teachers need to ask their learners to relate new knowledge with what has been learned. They have to assign tasks and activities that are appropriate to their cognitive process. In this context, Bloom (2001) identifies a hierarchical cognitive order presented as follow:
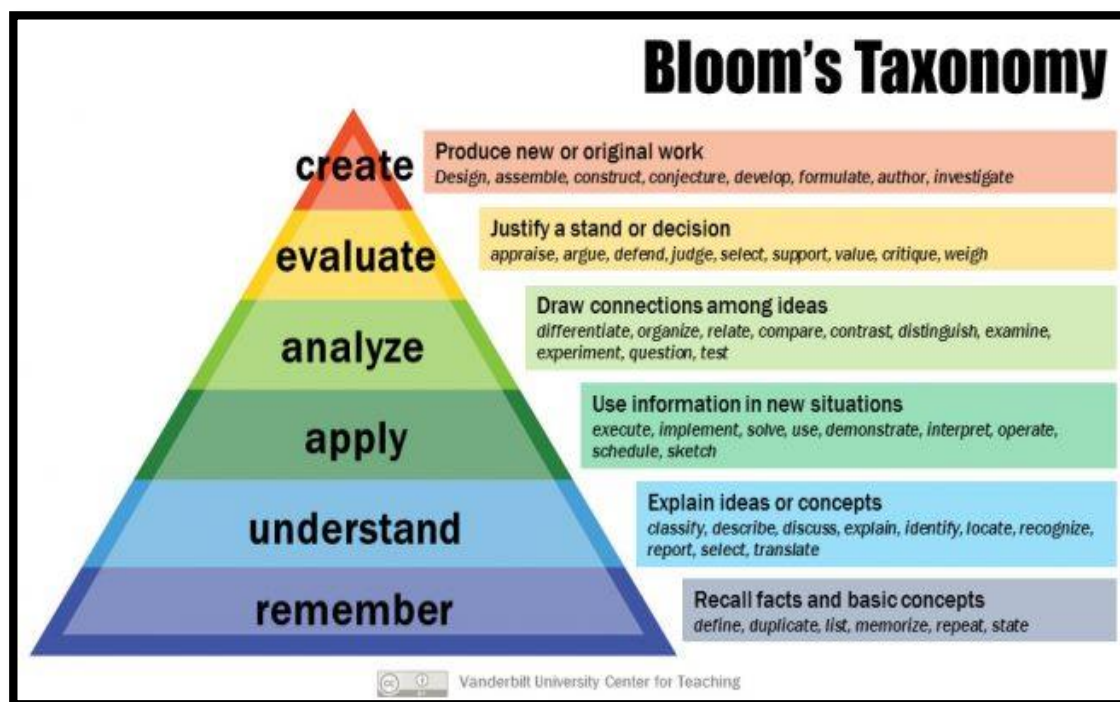
Figure (1.2) Bloom' Taxonomy (revised version 2001)

The above-mentioned model shows that cognitive strategies support the internal procedures that enable the learning process and perform complex tasks. Reading comprehension is an area where learners use their cognitive skills, a self-questioning strategy lead the learners to perceive what they have read.
EBE language teachers consider the application of cognitive strategies to increase the efficiency of approaching a learning activity. These tasks may include: memorizing, remembering and applying information, constructing sentences and paragraphs, editing written passages and paraphrasing. Language teachers, then, bridge the gap between his learners and the skill to be developed as well as the content to be taught.

The use of cognitive strategies leads learners to approach a learning task and the ability to retain essential knowledge and perform a specific skill. However, teaching cognitive strategies requires a good selection of learning approaches and tasks that ensure a valid connection with the content.

1.5.2 Metacognitive Factors

Metacognition refers to the cognition about cognition. It focuses on knowing about knowing and thinking about thinking: a higher level of thinking skills. The term "meta" means "beyond" (Metcalfe and Shimamura, 1994). Metacognition involves skills and knowledge on the adequate ways to use appropriate strategies for learning and problem-solving (Schraw, 1998).

Flavell (1979) classifies three important components in the metacognitive process that reflective learners use:

a- Metacognitive knowledge: involves learners to use their metacognitive awareness about themselves.

b- Metacognitive regulation: regulates the cognition of learning experiences via a set of activities.

c- Metacognitive experiences: has a relation with the on-going cognitive endeavour.

EBE language teachers need to perceive three important skills that are essential in the metacognitive process of the learning of students (Schraw, 1998; Jacobs & Paris, 1987). They plan appropriate strategies and resources for task performance. They monitor the awareness of comprehension. They evaluate the final product and the efficiency of the performed task.

Metacognition is a useful mechanism that enhances the learning process. It is a teachable skill that is a centre of other skill, for instance, problem-solving, decision making and reflective thinking. Reflective thinking is an integral element of metacognition. It refers to thinking of learning experiences to achieve future progress.

The role of EBE language teacher is to encourage learners to be self-independent and regulated. This requires them to reflect in a meaningful way and lead them to overcome unexpected problems. Assigning group work in the

classroom where all the groups ask a question together. This means that when a student faces a problem, he must consult the members of the group first. Students who apply metacognitive strategies have a positive impact on learning tasks rather than those who do not (Mason, Boldrin, and Ariasi, 2010; Dignath and Buettner, 2008).

Another metacognitive strategy that can be implemented in the classroom is thinking aloud in reading comprehension and solving problems by helping learners consciously monitor and reflect on their learning. For example, teachers may read a situation and stop periodically to verbalize their thoughts. It allows students to follow teachers' thoughts.

1.5.3 Affective Factors

Teacher's behaviour affects the students' behaviour since instructors carry distinct personalities. There is evidence from many scholars that within the classroom practice, students reacted positively when the behaviour of their teachers is characterized as warm and flexible. The emotional side of learning is reflected by the students' beliefs, interests, values and behaviour influence effective learning. It is concerned with how students feel when they are learning and the way their learning experiences are internalized to guide their attitudes, opinions as well as their behaviours (Miller, 2005).

Affective strategies refer to the learning strategies where learners are concerned with managing their positive and negative emotions. A positive effective environment helps the learning process to occur. Relaxation techniques in lowering anxiety are considered as a kind of effective strategy.

In EBE classrooms, language teachers play a significant role in building effective strategies by creating a positive atmosphere in their classes. This can be done by encouraging students to realize achievable aims and look for autonomous learning when they personalize activities, pair and group work.
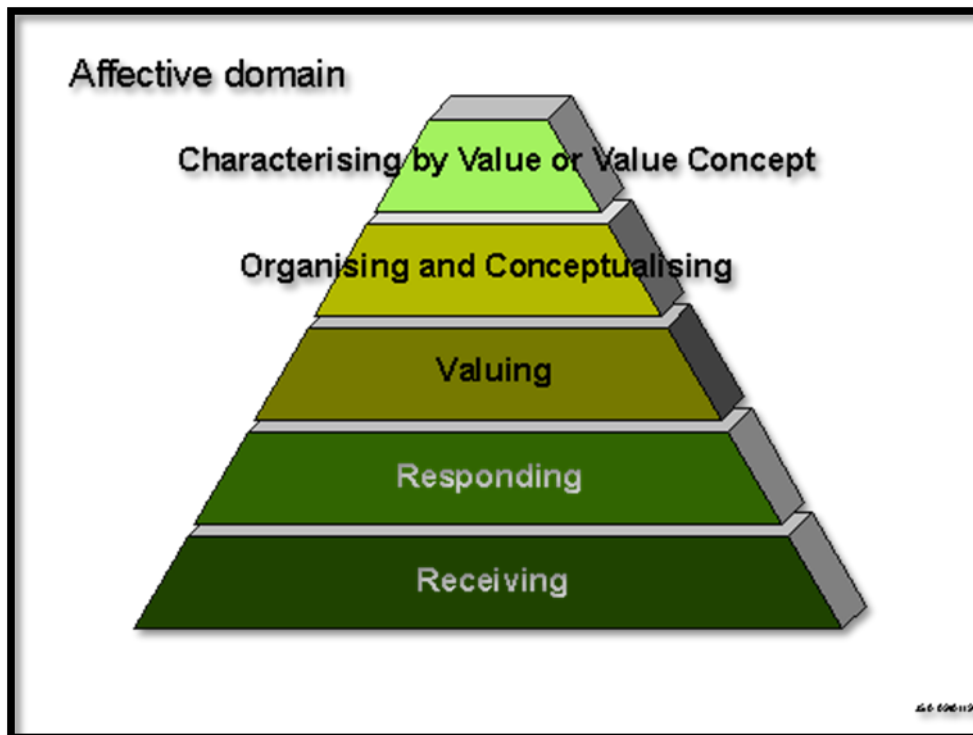
Figure (1.3) Affective Learning Taxonomy (adapted from Krathwohl, 1964).

The above figure (1.3) represents affective learning taxonomy. The first level is labelled as receiving refers to students' readiness to focus their attention on a particular issue. Responding involves an active reaction to the information that has been received before. Valuing occurs when the learners are involved in a set of specific values or attitudes. The organization reflects on the integration of a set of values according to their priorities.

The first level receiving and the second level responding may confuse EBE learners' attitudes. Their responses and attentiveness to the materials and changes are the results of the instruction. The third level of the model, reflective learners start their process of learning since they rely on comparing and contrasting the new materials with their existing beliefs, attitudes and ideas. Learners may have a value and defend it. They will be able to make judgements. The fourth level describes the process of conceptualisation and organization of learners. The final step characterization philosophy of life and learning which is meta-learning (See 1.5.2).

There is much here for educators and language teachers in Krathwohl model (1964) affective learning taxonomy. However, there are some limitations in its usefulness while designing the instruction. Language teachers fail to make a distinction about the learning experience and actual effective learning. The model does not provide teaching strategies to facilitate the movement through the whole sequence.

To sum up, effective learning strategies help learners control their emotions, motivations, values and attitudes. These strategies have a positive impact on the learning process since they allow students to control their feelings and emotions. For instance, learners may laugh to relax for better achievement. Those factors may influence both the teaching/learning process. Teacher education development promotes lifelong learning process and enhances classroom development.

1.6 Teacher Development: A Means to Reflective Learning

Reflective teaching is a process that facilitates the teaching/learning process and even understanding. It may also refer to reflective practice since it plays a significant role in the teacher's professional development. When instructors and learners follow a systematic enquiry about themselves, their practices develop their actions and experiences. Therefore, reflective practices create opportunities for teachers and their learners in developing their professional development.

Educators play an important role in the transmission of knowledge, abilities and values. Reflective practice, then, has become a primary focus in teacher education. It is the ability to reflect on classroom actions and instructions so as an aspect that improves quality education. It brings theory and practice together. In this context, Loughran (2002) says that reflection "is a well-defined and crafted practice that carries a very specific meaning and associated action"

Reflective practice also involves thinking about one's teaching. Teachers often analyse how lessons are taught and how the practice is improved for better outcomes. Yang (2009) reveals that critical reflection is not a natural process, and teachers apply the theory in classroom practice. Therefore, reflective

teaching, reflective inquiry, and reflection-on practice often resulted in developing professional and personal knowledge and shape the students' learning (Lieberman and Miller, 2000).

Language teachers in ESP may develop a set of follow-up activities in language classrooms (Richards and Lockhart, 1971):

- Journal activities: describe the assumptions of teachers about how to teach and plan. They describe the significant factors that affect teachers' beliefs. EBE students may use their mother tongue to complete a pair-work task. At the back of the classroom, learners do not focus and pay little attention during lessons.

- Lesson – Report Tasks: teachers often develop and design lesson-report to monitor the interaction between students during a lesson. They take into consideration how often student to student interaction occurs as well as the role of learners in the classroom.

Language teachers begin with implementing changes. They reflect and evaluate the learning process of their students. They need to reflect on the experiences and activities for one's growth. Developing knowledge and skills as well as trying to understand the adequate settings in which the process occurs. They allow language teachers to create and identify the major issues of the teaching/learning process and thus become effective teachers and reflective learners.

Many educational scholars have promoted the significance of reflective practice to support students' learning and teacher education development. There are many different models of reflection. They all share the same purpose which is the relation between the doing and the thinking. Thus, Kolb's learning model (1984) highlights reflective teaching as a crucial tool to draw ideas from an experience (See 1.3.3.1). EBE language teachers follow the four different stages of the model. First, they experience something new in the classroom. The experience is used to test new ideas, teaching methods and strategies. It is referred to as a concrete experience. Second, EBE language teachers reflect on the experience. They consider the strengths of the experience and tackle the areas of development. They form an understanding of what help and hinder EBE

students' learning. It is referred to as reflective observation. EBE language teachers need to make sense of what has happened. They allow their learners to link between what they have done, what they already know, and what they want to learn. They draw on ideas from research that support their understanding. EBE language teachers draw on ideas from research that support their understanding through peer observation and feedback (See 1.7) EBE language teachers can modify their approaches. They consider the way to put what they have learned into practice resulting in new experiences. Kolb's model (1984) aims at drawing on the significance of using daily experiences and research to help language teachers and learners improve which drive a change in education.

1.7 Reflective Teaching Procedures that Promote Lifelong Learning

Reflective learning is a self-assessment process since the teachers examine their teaching, looking for the strengths and weaknesses of their teaching strategies, techniques and procedures. The process of reflective teaching is also involved in the examination of teaching beliefs and classroom practice. It operates a set of teaching procedures that promote lifelong learning:

1. Self-assessment: is divided into several procedures such as:

- Reflective Journals / Teaching Diary: permit educators to catch all the details of the teaching process during and after across terms and years. Journals require instructors to express their thoughts about lessons. Teachers might wonder about the following: what went well with my learners? What could I improve? In which way, could I modify the instruction?

- Video-recorded Practices: a self-assessment procedure teachers use during classroom practice in which they video-record the lessons. Instructors may install cameras and be utilized by instructors for recordings. In ESP classes, and because of the unavailability of cameras. This procedure is replaced by peer-observation.

- Teaching Portfolio: an intensive practice that starts with a typical statement, moving to assignments and closed with feedback and evaluation from learners and colleagues. Portfolio brings to instructors a clear image of the practices of reflective teaching.

2. External Assessment: is divided into two procedures:

- Student Evaluation: takes place in the mid and end of the term. Instructors may obtain certain feedback from their learners. It is a source to modify instruction. The evaluation includes external observation and anonymous discussion.

- Peer Observation and Feedback: here, teachers can ask a colleague to observe both the instructor and learners as well. In the end, feedback is provided.

Reflective teaching develops EBE language teachers' ability to understand how EBE learners best learn and effective ways to teach them. By reflecting on their teaching, identify barriers to learners' learning, EBE language teachers develop their confidence in the classroom and look for suitable abilities to solve problems. Reflective practice permits EBE teachers to create and experiment with new approaches and methods to gain success. Accordingly, EBE language teachers work with their colleagues and EBE learners to build positive relationships and demonstrate mutual respect. EBE learners feel part of the cycle. They become more self-aware and manage their positive emotions towards learning (See 1.5.3) Language teachers can team up to develop reflective practice to result in a productive environment.

Teaching reflectively requires thinking about the teaching/ learning process, problem-solving rather than relying on the classical and traditional way of teaching. Brookfield (2017) identifies several crucial sources that include learners' thoughts, perceptions of peers, personal experiences, theory and research about classroom practice. Reflective practice often brings reflective learning to occur. This means that when teachers care about the relevance of classroom practice, their learners will probably care about their learning process.

When language teachers start the reflective process, their quality of teaching and learning will improve. They take into account the learning styles and individual contents. Reflective practice helps language teachers to focus on the teaching/learning process. The learning outcomes will be enhanced as they get involved in the reflective process.

1.8 Learning Styles and Strategies in Enhancing Classroom Development

The development of learning styles in the effectiveness of learning environments is important for language teachers to take into consideration the learners' needs, abilities and past experiences so that the learning strategies may be tailored accordingly. Terry (2001) reveals that effective learning environments and the learning styles of learners have been the focus for many years. The learning styles refer to a range of theories that account for differences in students' learning. The theories classify learners according to their style of learning although there are several views on the way styles may be categorized (Coffield et.al 2004). EBE language teachers need to make changes in their classrooms, such as the development of small group discussion, incorporating students' thoughts and ideas. Sprenger (2008) believes that learning styles affect the teaching/learning process by focusing on three premises:

1. Teachers can be leaners and vice-versa
2. Each individual can learn under the right conditions
3. Learning is a fun process and teachers need to make it appealing.

Learning styles show the various methods in which students prefer to learn and process the teaching materials.

- Visual learners: prefer learning through graphs and pictures, drawing a timeline for specific events.

- Auditory learners: learn through reporting aloud, creating small group discussions, debating oral reports and interpretations.

- Kinesthetic learners / tactile: learn by hands-on experiments and activities, projects and role-plays.

- Verbal learners: learn best with written or spoken words.

- Logical learners: use reasoning and think systematically.

- Interpersonal learners: learn collaboratively through groups.

- Intrapersonal learners: tackle their tasks and reflect on them very often.[1]

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[1] - Study.com (2003 – 2020).

EBE language teachers need to understand the characteristic of each learning styles of their learners. They can engage every student in their learning and enhance the learning outcomes. The engagement is based on lesson delivery. The extent to which it matches well with the learning style. EBE language teachers have to incorporate learning styles in teaching so that to engage their learners in multimodal learning. It helps them to learn fast and retain the knowledge longer. By doing hands-on experiments, watching videos, EBE learners will feel, see and hear and relate the concept to the material deeply. When language teachers use a variety of teaching methods that cope with the learning styles of learners, they improve the classroom learning environment in challenging students to learn differently. Carnell and Lodge (2002:22) conclude that learning styles are not fixed. However, they depend on classroom conditions, purpose and circumstances.

On the other hand, Rose (2015) maintains that language learning strategies are a concept which is related to the different processes that are consciously used by learners to help them best learn and use the language in an effective way. Another definition used to describe the learning strategies as "thoughts and actions, consciously chosen and operationalized by language learners, to assist them in carrying out a multiplicity of tasks from the very outset of learning to the most advanced levels of target language performance" (Shatz,2014).

Therefore, different models have been developed to classify language learning strategies:

- **O'Malley and Chamot (1990) Classification**: they classify three types of strategies:
- Metacognitive strategies: involve the knowledge about the learning process, planning, monitoring and self-evaluation after accomplishing tasks. (See 1.5.2).
- Cognitive strategies: involve the use of mental processes that intend to enhance comprehension, retention and acquisition. (See 1.5.1).
- Social / Affective strategies: involve social interaction. They include mental coverage over personal effect in which it can interfere with learning. (See 1.5.3).

- **Oxford (1990) Classification:** Rebecca Oxford (1990) has developed six (06) learning strategies such as:

- Cognitive strategies where learners try to link between new and previous knowledge. (See Figure 1.2 Bloom's Taxonomy)

- Mnemonic strategies make learners use their cognitive strategies via the use of formula, phrase..etc

- Metacognitive learning strategies, here, learners make an overall control of learners' cognition through planning, organization and evaluation.

- Compensatory strategies mean learning through context to overcome the missing information in the learning process.

- Affective learning strategies where students regulate their emotions, attitudes and their motivation towards their learning process.

- Social learning strategies involve the interaction between learners to improve language learning and cultural understanding.

Critics have been made towards the above-mentioned taxonomies because they focus on the fact that learners just use the target language rather than learning it. Rose (2012; 2015) reveals that recent research has focused on language learning strategies in context-specific situations. In other words, learners are required to manage their all-learning strategies via an umbrella term, which is self- regulation.

- **Styles and Strategies Based Model (SSBI, 2001):** It assures that when language teachers do their job of teaching adequately, learners will certainly retain knowledge. The model combines styles and strategy training activities for classroom instruction (Oxford, 2001; Cohen and Dornyei, 2002). It helps students to take more responsibility and opportunity to understand what they learn in classroom practice. The approach assists learners to become more reflective and learn how to use the target language. It develops students' self-awareness. It helps learners organizing and using strategies systematically to meet their learning needs. SSBI model focuses on a series of elements that can be adapted to language teachers:

1. **Strategy preparation:** language teachers determined the ability of their learners to use strategies because they do not use them systematically or do not use them all.

2. **Strategy Awareness Raising:** EBE language teachers integrate SSBI tasks explicitly so that to raise EBE students' awareness about what consists of the learning process: the learning preferences, the strategies employed, the responsibility towards learning.

3. **Strategy Training:** EBE students are taught on how, when, and why learning strategies are used to facilitate the learning and the use of activities. Language teachers give examples of useful strategies. They lead small groups or whole-class discussions about strategies.

4. **Strategy Practice:** EBE students need to cope with the different strategies and try them out on tasks. They plan their strategies for a particular activity.
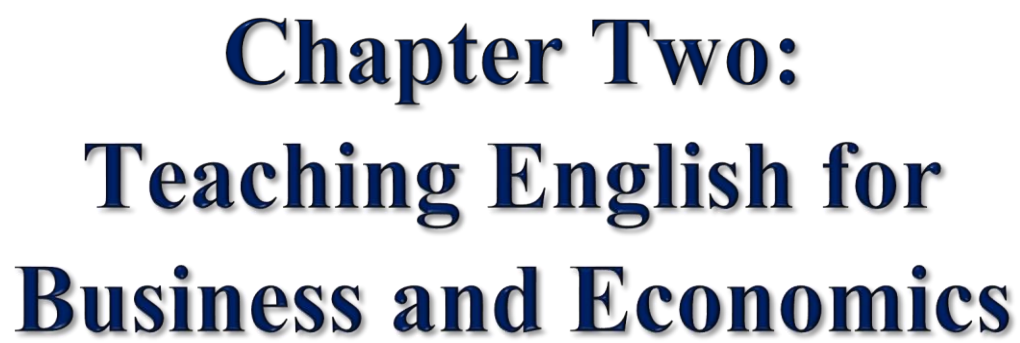
SSBI model (2001) describes what EBE language teachers do in a regular EBE classroom. It gives the flexibility to embed the learning strategies into practice. It makes more sense in the instruction. EBE language teachers need to consider the styles and strategies based model (SSBI, 2001). It is a learner-centred approach. It includes an implicit and explicit integration of learning strategies into the course content. The major roles that language teachers play are:

- EBE language teachers as diagnosticians: they identify current strategies and the learning styles.

- EBE language teachers as language learners: they share their experiences and process of thinking.

- EBE language teachers as learner trainers: they retain their students on how to use the learning strategies.

- EBE language teachers as coordinators: they supervise students' plans of studying and cope with their deficiencies.

- EBE language teachers as coaches: they provide on-going guidance on students' progress.

All the above-mentioned models share some common features since they stress the importance of developing students' understanding and learning strategies. They are modelled and facilitated by the teachers. The learning strategies get internalized and transferred to solve new tasks through practice and evaluation.

1.9 Conclusion

This chapter presents an overview of theoretical concepts and terminology related to reflective learning. It tackles the process of reflection as a lifelong experiential activity. Thus, it provides a generic view of its development. In addition to various approaches, and the way to explore reflective learning in education and more precisely in EBE context. Several factors affect the learning process such as; cognitive, metacognitive, and affective factors and the extent to which teacher education development may enhance classroom development and through managing the learning styles and strategies by relying on a set of teaching procedures.

Chapter Two:
Teaching English for
Business and Economics

Chapter Two: Teaching English for Business and Economics

2.1 Introduction

The globalization process has imposed English to become the main language of economic change and education. For instance, reflective learning is receiving much of interests in ESP. It specifies knowledge, skills and competencies to help learners acquiring English. Language teachers are in favour of reflection because of the belief that reflective learning and teaching practice ensure a high quality of education.

The purpose of this chapter is to provide a theoretical background concerning the teaching of English for specific purposes in general, business, and economics in particular. It highlights some guiding principles and EBE course components. The second chapter focuses on the importance and the relevance of EBE language course for EBE students.

2.2 ESP: Exploring the Area

As a branch of ELT, the first part of this chapter investigates the context of ESP. It includes some major definitions and the process of its development, the different types and the way ESP is taught among Algerian universities. The scope is restricted to explore English for Business and Economic Purposes and its teaching practices.

2.2.1 Definition and Development of ESP

The globalization process gives the English language the status of being the world major language. This was due to the widespread of the scientific and technological inventions during the late 19th century and the beginning of the 20th century, especially with the advancements of information communication technologies. In this context, Crystal (1997) ensures the growth in the technological, economic, political, scientific, cultural and diplomatic exchanges. English has imposed itself as a means of communication, and an imperialist language where more than one hundred countries embraced its use.

In addition to that, Graddol points out to the various domains where English is used on an international scale:

> *English is the working language of international organizations and conferences, it is the language of tertiary education, it is the language of international law; it is a relay language in interpretation and translation; it is the language of technology transfer, and it is the language of internet communication*

> *Graddol (1997: 08)*

Graddol mentions that English is the code of official institutions governments, technology, communication and education. It is the language of large institutions and organizations where employees consider the development of their language proficiency as a must. The world institutions develop some training to the employees to update their level in the target language. ESP specialists were interested to do such a task, and it marked improvement in the development of ESP.

The beginning of the 1960s pointed to a noticeable phase in the development of ESP movement. The phases have two important aims. It overviews the main approaches to ESP. The second refers to the description provided to the type of teaching materials. Therefore, ESP has undergone different stages of evolution that have been developed in several countries at different speeds.

1- Register Analysis (1965-1974)

M.A.K Halliday, A. McIntosh, and Strevens have outlined this approach in the 1970s. They point out to the use of language may vary in which it serves, to the different objectives. A variation in the language provides distinct varieties of particular languages. It is associated with the several uses "registers". In this context, Halliday et. al. (1964) states that:

> *Registers […] differ primarily in form. The crucial criteria of any given register are to be found in its grammar and lexis. Everyone of these specialized needs requires, before it can be met by appropriate teaching materials.*

The aim of analysing language use was to identify the aspects of grammar and lexis. For these scholars, the language characterized writing scientifically and the spoken discourse.

Teaching materials take some formal features of the register by giving opportunities to students and teachers to meet English in their scientific studies. They selected the frequent grammatical patterns, structural words, terminology and vocabulary patterns that are common to different scientific disciplines. However, register analysis has been criticized for being descriptive and not explanatory. That approach focuses on sentence and the form only. It did not encourage students to view the language as a means of communication.

2- Discourse Analysis / Rhetorical Analysis (1974-1980)

At the first stage of its development, ESP focused only on sentence- pattern, while the second phase focused on a level beyond the sentence. ESP is largely involved in the field of discourse which is rhetorical analysis. In this vein, Robinson (1991: 24) states that: "the frequency of feature (x) or (y) but the reason for the choice of (x) rather than (y) in the developing text".

Robinson focuses on the sentence and the purpose of writing rather than the form that it delivers. Discourse analysis is a qualitative approach as opposed to the first one that was quantitative since it tells the forms of communicating. The teaching materials identify the organizational patterns in texts and specify the linguistic means of knowledge. Students are taught to recognize and perceive the textual patterns as well as discourse markers.

3- Target Situation Analysis (1980-1987)

Target situation analysis refers to the conception of the need. It aims to take the knowledge and set it on a scientific basis by selecting some procedures that relate language analysis to the reasons for learning. It enables language learners to function appropriately in the target situation. This stage is also known as "needs analysis". Chambers (1980) points out that target situation analysis is viewed as a more accurate descriptive process. In this context, "needs analysis should be concerned with the establishment of communicative needs and their

realizations, resulting from an analysis of… the target situation". Chambers (1980: 29).

The approach enables learners to use the language they are learning, and then the ESP course designer identifies the target situation. After that, carrying out a linguistic analysis and features of the target situation. Therefore, the features that were identified will form the ESP syllabus.

4. The Skills and Strategies Approach

The concept of authenticity has emerged in this approach. The stage does not consider the language itself but the processes of thinking that support the use of language. It enables learners to extract language meaning from the discourse. For example:

- Learners may guess the meaning of terms from the context.
- Learners may use a visual layout to determine the type of text.
- Learners may identify word similarities between the mother tongue and the target language.

Teaching materials emphasized listening and reading strategies. They reflect and analyse the produced meaning from the spoken or written discourse. This approach enlarges the concept of authenticity in two ways: authenticity was broadened by including more than written texts. The conception of authenticity was enlarged to include the authenticity of task.

5. Genre Analysis / A learning-centred Approach

Hutchinson and Waters (1987) introduce a learning- centred approach which is considered as a new approach to ESP. It focused on the descriptions of language use. What people do with language. In this context, Hutchinson and Waters state that:

> *Our concern in ESP is not with language use, although this would help to define the course objectives. Our concern is with language learning. We cannot simply assume that describing and exemplifying what people do with language will enable someone to learn it.*

> *(1987: 14)*

Even though language use would define the objectives of the course. Genre analysis as learning centred approach focuses on language learning, and its processes in understanding. ESP focuses on the ability to perform well in the major fields of study and to easily employ the professional context of students. The different factors that affect the development of ESP reveal prominent features that are fundamental in researching this specific area.

EBE language course is designed to meet the needs of EBE learners who engage in business occupations. The origins of EBE relate to the analysis of the English language and target situations where English is used by professionals. Zhang (2012:403) states that EBE is a unique genre and educators use genre analysis to study business English, to discover what situations are categorized as a unique domain of Business English. It is a type of instruction in the field of genre analysis.

2.2.2 A Brief History and Emergence of ESP

A new trend of the economy, during the post-world war II, was born where it has witnessed a great expansion in major fields, including science, technology and commerce. The outgrowth of international trade and technology narrowly linked to the western globe. In this context, Hutchinson and Waters reveal: "The effect was to create a whole new mass of people wanting to learn English, not for the pleasure or prestige of knowing the language, but because English was the key to the international currencies of technology and commerce." (1987:06).

Williams (2014) reveals that the early 1970's a growing interest in the language needs of learners in addition to the linguistics characteristics of different areas and fields. It emphasizes on the analysis of lexis of each register to develop specific courses.

The skills-based approach has strongly marked the outgrowth of ESP. It was a response to the required needs of students. Therefore, discourse analysis appeared to help learners reaching their objectives in the target situation. Discourse analysis focused on specific skills and strategies that permitted learners to function appropriately in the situation. From that point, the

identification of needs analysis was considered as the primary purpose of learning the language. However, during the 1970s and 1980s, a new perspective in ESP appeared and takes into account the different learning styles and skills that enable successful learning.

The 1990's witnessed the last phase in the emergence and history of ESP. Williams (2014) maintains that in many universities in the UK, they offered some English course to non- native speakers about their field of speciality. Hewings (2002) shows that the advancement of specific knowledge contributes via the development of effective teaching/learning of ESP.

ESP background has been changed over different phases. However, the last phase of the history focuses on the learner: the learner-centred approach. The learner needs to consider the target language as a mean to reach the requirement of their jobs. After pointing to the history of the emergence of ESP, it would be appropriate to mention the different types of ESP.

2.2.3 Types of ESP

For the sake of obtaining an exact definition of ESP seems like a hard task, and many scholars and researchers agree on that fact. Strevens (1987) states that to produce a simple definition of ESP is difficult.

According to Mackay & Mountford (1978: 2), "ESP is generally used to refer to the teaching of English for a utilitarian purpose". English for specific purposes means teaching the language to achieve specific purposes related to an area of speciality. Robinson (1991: 2) argued that generally, the learners want to study the English language because they need it in their academic or professional purposes and not because they have an interest to its culture as such. All definitions agree and describe ESP as a teaching process related to some specific skills of the language and a specific group of learners.

Dudley-Evans and St. Johns (1998) try to mention a set of characteristics absolute and variable:

- **Absolute Characteristics:**

1- ESP meets the needs of learners

2- ESP underlies a specific methodology and tasks.

3- ESP is centred to language functions, skills, genre discourse

- **Variable Characteristics:**

1- ESP is designed to specific disciplines

2- ESP uses a different methodology as opposed to GE.

3- ESP could be for learners at tertiary level

4- ESP courses assign some basic knowledge of the language.

Hutchinson and Waters (1987: 19) state that ESP does not refer to any particular product but it is rather an approach in which the language content and the teaching methodology is based on the objectives of learners' learning. Carter (1983) points out three major types of ESP:

1- English as a restricted language

2- English for Academic and Occupational Purposes

3- English with specific topics.

English as a restricted language refers to a specific repertoire that is limited and determined by situations. Restricted repertoire does not refer to languages. Hutchinson and Waters (1987) state that English for academic and occupational purposes are appropriate if the students have involved in a process that expertise their needs as tools in the training process. Whereas English for specific topics is used when the shift is from the purpose of the topic. It is an integral part of ESP courses and programs that focuses on situational language. Figure (2.1) represents the different types of ELT and sub-branches.
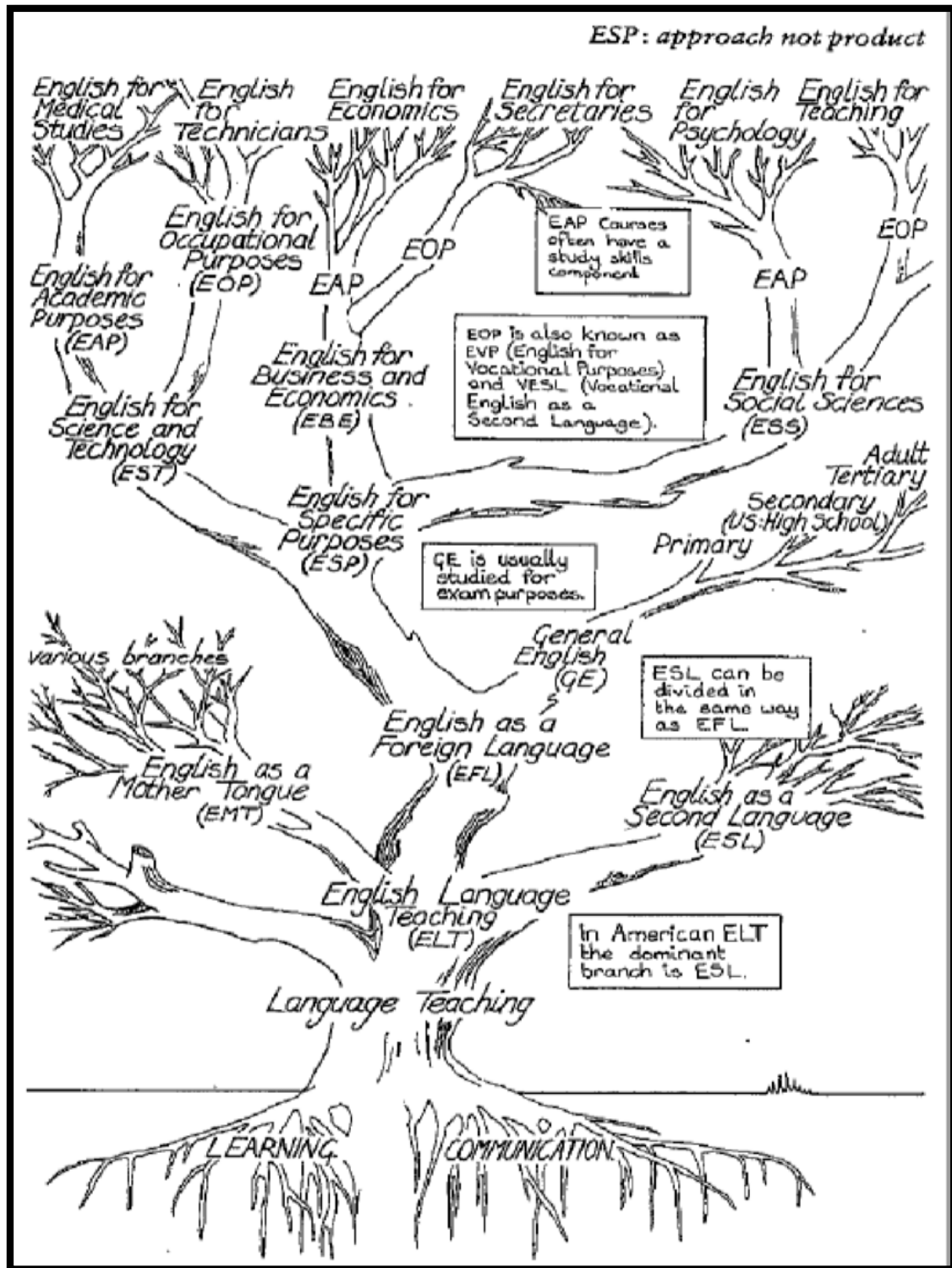
Figure 2.1 ELT Branches (Hutchinson and Waters, 1987)

2.2.4 Teaching ESP and Reflective Learning

Teaching instruction is an important element in ESP since the 1990s. All the decisions that focused on the content, as well as the methodology of teaching, are mainly based on the reasons of learners for learning. ESP approach specifies the needs of learners to determine specific goals (Barrantes, 2009).

ESP instruction may deal with three major fields: language knowledge, knowledge of pedagogy and students' discipline (Al Aghbari, 2016). Within the same lines of thought, Gorska-Porcecka (2013) identifies the basic elements of ESP teaching represented as follows:

- Language knowledge focuses on the target language. It includes the linguistic, discourse and genre analysis.

- Subject content knowledge centres around the basic terminology related to ESP. For instance, speech acts and genres.

- Knowledge of pedagogy improves learning by emphasizing on educational skills and techniques as well as understanding the nature of education as a social and human activity.

EBE language teachers are required to organize their classes. They provide adequate linguistic input. They design the appropriate curricular, evaluate EBE students. They develop the learners' responsibility. In this way, EBE students will be able to have an active role in the learning process, why and how to become more willing to learn. They will adopt much efforts to progress and become easier to persuade to behave accordingly. EBE students cooperate with EBE language teachers and other peers to monitor their progress and use their learning strategies to various classroom tasks and homework (See 1.8).

Determining ESP course content involves certain elements such as syllabus design, teaching materials, classroom evaluation (Li and Huo, 2014). The main stages of designing a course presented as follow:

- Needs analysis
- Course content and ESP materials
- Assessment
- Evaluation

2.2.4.1 Reflective practice as part of Needs Identification Analysis

Needs analysis is an integral part of designing any teaching materials and selecting adequate content related to particular students (Belcher, 2006). Needs identification analysis is a process where needs are identified by instructors and educators to adapt them within a specific course (De Jong and Perdomo, 2016). Several approaches were introduced to meet the needs of learners in their learning process. NIA is the cornerstone of ESP. In the beginning, its focus was to assess the communicative needs of learners, and the specific techniques related to achieving the objectives of teaching. However, the tasks are complex since the purpose was to collect information about the learners and to identify the target situation of studying ESP.

EBE language teachers are required to have a greater awareness of EBE students behaviour and actions as part of NIA. As a result, reflective practice is the identification of the skills, knowledge and the behaviour of EBE learners. The outcomes of reflective practice can help to identify the learning process and the development of needs. Promoting reflective learning in ESP can be successful when the identification of needs analysis is analysed effectively. It may lead to highly motivated learners who have a goal-oriented. They become well organised and enthusiastic about their learning process.

Duddley-Evans and St Johns (2009) identify several components in today's concept of needs analysis:

- The first approach was introduced as "Target Situation Analysis". It gave importance to the situation and function. It referred to a fundamental point and tool for course designers. Target and objective needs analysis are related to the tasks and activities learners will use.

- Linguistic, discourse and genre analysis refers to how language skills are used by learners in the classroom practice.

- Subjective needs are linked to students' wants in addition to the factors that influence the learning process as reasons for studying and expectations.

- The present situation needs analysis identifies the current skills of learners and language use.

- Means analysis reveals information about where the course will take place.

When EBE language teachers select adequate needs, the learning objectives can be expressed easily in the ESP course. Then, it will be based on stable materials and relevant instruction that will lead to high motivation for learning. Reflective learners become able to understand the purpose of their learning. They accept responsibility. They share their learning goals. They take initiatives in planning and performing tasks. They can review their learning needs and evaluate their effectiveness. Then, the next step to consider by EBE language teachers is the course design.

2.2.4.1.1 Task-Based Needs Analysis

The task-based approach focuses on tasks as an analytic unit that organizes the course to various tasks. It is necessary to conduct a task-based needs analysis to identify target tasks. It enhances real-world situations and increases EBE students' motivation and interest. In this context, Robinson (2001:292) says that:

> *Adopting tasks as he unit of analysis helps to ensure a high degree of real world relevance, since they are based on a needs analysis of target performance objectives, thereby most likely increasing student interest and motivation in classroom pedagogic activities, and the possibility of direct transfer of the abilities developed in classrooms to similar situational contexts.*

Task-based needs analysis has several advantages. It provides valid data on the target tasks from domain experts and language teachers. It identifies real-world target language. It results in input for a task-based course (Long,2005). Long and Norris (2000) suggest six steps to develop ESP course:

1- Conducting task-based needs analysis to identify target tasks.

2- Classifying target tasks into types.

3- Deriving pedagogical tasks.

4- Sequencing the tasks.

5- Implementing syllabus with adequate pedagogy and methodology.

6- Assessing learners' achievement.

Genre analysis research in Business focused mainly on business letters, distinguishing types of Business English texts, emails in addition to cultural aspects (Akar, 2002; Gimenez, 2000, 2002, 2006; Santos, 2002). Discourse analysis investigated patterns of communicative tasks like meetings and negotiations. It included factors that influenced the discourse patterns such as business relationships, degrees of formality, cross-cultural aspects (De Beaugrande, 2000; Gimenez, 2001; Louhiala-Salminen, 2002; Louhiala-salminen et al., 2005) (See 2.2.1).

2.2.4.2 ESP Course Design: Setting the Mood for Reflective Learning

Determining goals and objectives are the primary steps in which course designers have to set. They permit a clear image of the course. However, there is a clear-cut distinction between the two terms. They are used interchangeably. The distinction refers to the fact that goals are long-term objectives of the course. However, objectives determine the specific guidelines under which the outcome may be achieved. The ESP course design has to be goal-oriented. It may focus on developing the skills of the language. They determine appropriate genres as well as adequate activities (Hadley, 2006).

EBE classroom has to pose reflective needs, new expectations and previous knowledge to constitute new experiences. NIA of EBE learners results in reflective behaviours and create good habits in setting their goals. Reflective learning implies a conscious link between EBE learners' needs and course design. The task of EBE language teachers is to identify learners' needs before engaging them in meaningful self-access work. NIA is an initial step that leads to short and long-term objectives. EBE language teachers plan and design the course to select suitable tasks and materials.

Course designers, educators and language teachers as well need to determine the learning outcomes of the teaching/ learning process. In this context, Spiller (2011:02) refers to the learning outcomes as "the learning that students will be expected to attain at the end of the course". After setting the required proficiency level of learning, instructors choose appropriate teaching

materials. They select the course contents and develop adequate assessment tasks and activities accordingly (Moon, 2002; Spiller, 2011).

EBE language teachers need to know the topics to be taught in a particular ESP course, the sequence and the efficient ways to evaluate them. Reflective classroom allows the design of the course, the transfer of responsibility and the control of teachers and learners. Language teachers permit their learners to take part in the design of the objectives, the contents of the course, the evaluation of tasks will get them aware and expected managers of their learning process.

2.2.4.3 Approaches to Course Design

The course contents contain considerable principles and procedures that lead to determining goals. It pushes the course designers and language teachers to select the appropriate approach to follow, to choose the adequate syllabus, teaching materials and the teaching methodology. Accordingly, Hutchinson and Waters (1987) identify three main approaches:

- **Language- centred Course Design:** aims at linking the contents of the course and the analysis of the target situation. It analyses the linguistic features and followed by a selection of theoretical views of the language. However, the approach has been criticised from the point that it does not permit different learning preferences. It is also inflexible and tasks related to discourse are not tackled(Basturkmen, 2010).

- **Skills- Centred approach:** focuses on the abilities of learners to understand or use in the target situation. It enables learners to achieve learning outcomes. Although skills centred approach is significant to the way language is processed, it considers the students as users of the language instead of learners of the language (Guerid and Mami, 2016).

- **Learning –Centred Approach:** refers to the way knowledge and skills are processed and used by the learners. It is viewed as an internal operation that is crucial and dependent on which learners have the ability and motivation to use it (Hutchinson and Waters, 1987:72).

As a result, competence may be developed gradually to achieve efficient performance and learning outcomes. On the other side, motivation entails an important element to help to sustain the learning process. (See 2.2.1).

EBE language teachers implement their course based on an approach that proves to be an ally to reflective classrooms. To fulfil tasks, EBE students need to have reflective decisions. They put previous and new knowledge to develop a learning experience. They need to be independent learners of the target language. Learning goals and strategies are two key principles to perform tasks (See 1.8) They all push language teachers to focus on learner-centred approach.

2.2.5 Syllabus Development

There is a distinction between curriculum and syllabus. Syllabus refers to the general statements about the content of the course and the purpose of the teaching/ learning process of a particular subject. On the other hand, a curriculum is a list of contents that states what will be learnt. Syllabus development is considered as the second step in course design after determining the goals and objectives of the course and selecting the appropriate approach. Language teachers have to consider the course content and the teaching materials that are used in a language program.

EBE learners need to propose their materials and tasks in the selected syllabus. They get involved in self-explanatory tasks and materials. This is considered as an initial manifestation. They take control of their learning process and choose tasks and materials independently. Language teachers allow learners to be in charge of classroom tasks, contents, presentations. They negotiate syllabus design. They share an active engagement in the teaching/learning process.

There are different types of syllabi that allow teachers to manage their courses. Harmer (2001) identifies several approaches in the organization of the contents of the course. The researcher is going to focus on one type since it copes with the required objective of his research: the grammar syllabus, the lexical syllabus, the notional /functional syllabus, the situational syllabus, the topic-

based syllabus, the multi-syllabus syllabus and the task-based syllabus, which is our concern in this section.

2.2.5.1 Reflection on Task-Based Syllabus

The reasons for choosing task-based syllabus because it focuses on tasks that resemble authentic situations. It allows EBE students to solve real problems. The role of language teachers is to support, guide, and prepare EBE classroom to help learners understand and practise the needed language for tasks.

The syllabus focuses on tasks as a significant unit of analysis (Long and Crookes, 1992). Tasks are considered as a piece of classroom work that involve learners to comprehend, manipulate, produce and even interact in the target language by focusing on the meaning rather the form (Nunan, 1989). The task-based approach contrasts with the traditional and previous approaches that permit learners to practice and use the language forms spontaneously in controlled conditions (Willis and Willis, 2007). The task-based syllabus provides opportunities to the abilities of learners to be developed easily. It gives language teachers a scope to help learners develop their skills through interaction and communication as well.

Language teachers consider the tasks selected as goal-oriented. They involve EBE learners in achieving an outcome and lead them to perform the final product. A variety of tasks are designed in the course to motivate EBE learners and process the meaning and knowledge so that to accomplish the desired end. The task-based course entails the integration of the four language skills (receptive and productive skills) to enable EBE learners to commend the target language adequately.

2.2.6 Task-based Evaluation and Reflective Assessment

Evaluation and assessment are the last elements in course design. The evaluation provides feedback to teachers' practice and an evaluation of the skills of the language. The assessment may take place during or after the course is finished. It gathers both types: formative and summative assessment. They have to take place in a suitable context. However, the grade is not a decisive measure in determining the learners' proficiency level. According to Hutchinson and

Waters (1987:151) assessment: "…lies in understanding the reasons why it was given and what it tells the students about how they might improve their future work."

Assessment is beneficial for the learning development of EBE learners and reflective practice that might help language teachers to develop creative and innovative ways to deal with the identified deficiencies to improve the quality of the teaching/learning process (See 1.2 and 1.3). Portfolio assessment is an authentic way to assess EBE students' skills and knowledge so that to get them actively participate within the task-based evaluation process (See 6.5.2.1.4). Portfolio assessment is a simultaneous process of lifelong learning that lead EBE learners to reflection. EBE language teachers need to take the portfolio as part of the assessment within the selected task-based course (See 2.2.5.1). They simply record EBE students' achievements or document their best work in the learning process to promote reflection (See 1.4). Portfolio assessment includes a variety of materials such as teachers' notes (See 6.5.3.1), summaries, students' self-reflection, and teachers' checklists. Portfolio assessment can serve as a crucial mean that evaluates EBE students' progress and base instructions. It motivates learners and promotes self-evaluation and self-understanding. Through reflection, EBE learners develop their metacognitive awareness (See 1.5.2) of the tasks and situations provided in the task-based course. They improve their learning strategies in dealing with the various texts and activities when they judge their work and make a comparison of the different assignments.

2.3 English for Business and Economics: Task-Based Course to Reach Reflection

The section narrows down the scope of research to explore English for business and economics and its teaching practices. It also sheds light on the task-based syllabus, its contents, the methodologies that serve English for business and economics and reflective learning.

2.3.1 English for Business and Economics

English for business purposes is a sub-branch of ESP. It deals with a specific type of learners during their academic and professional careers. Business English differs in many sides from general English. The target, the evaluation, the teaching materials, and the teaching methods. The globalization and the rapid economic change, as well as the development of communication technology, foster the English language to be the main tool in all sciences (Thundercliffe, 2012). Moreover, the required need of developing business English has the purpose of increasing quick and effective trade relations. The use of English in the scientific world increased because a large majority of literature used in business are written in the target language.

Research works investigated the teaching/learning techniques and methodologies for EBE students in which their first language is English. However, the present work focuses on language teachers and learners whose mother tongue is Arabic, their FL1 is French and English is simply considered as FL2. Therefore, linguists and educationalists maintained that learning a target language has to be balanced as the acquisition of a native language (Raynova and Trendafilova, 2013). This gives an insight that the content of the EBE course and the teaching methodology as well as reflective strategies may work along with EBE students from non-native English speaking context.

2.3.2 Teaching English for Business and Economics

EBE teaching focuses on enlarging the four language skills, as well as developing knowledge of business and economic terminology of learners by using some tasks related to business practice to reinforce students' reflection towards the discussed topics to build their competence. Consequently, the intended learning outcomes will make EBE learners communicate successfully using the target language, especially in the international business context. In other words, socializing and participating in meetings, negotiating, presenting, writing reports and essays, business correspondence.

2.3.3 EBE Course: Content and Skills

ESP teaching involves the use of language skills that are relevant to the identified needs and the course content of ESP students. Therefore, general English cannot be ignored within the ESP context. Task-based course content provides to EBE learners with adequate business vocabulary by offering several tasks and activities for better practice and improvement, with a special focus on essential business communication skills. The contents enable EBE students to carry out various written tasks in the business domain.

The task-based course seems to be relevant to teach EBE students because it prepares them for real business tasks. It develops business skills. It permits EBE language teachers to use authentic language. A combination of genre-analysis awareness and the task-based course is an effective blend in EBE classroom. Genre awareness focuses on the needed abilities in the business world and it allows learners to practice language skills. Nassaj and Fotos (2011:89) provide four significant features of task-based language teaching in EBE context. It is a learner-centred approach (See 2.2.1). It focuses on accurate communication. EBE lessons take the form of tasks that are exposed to realistic situations. Then, it permits EBE learners to develop authentic language. Task-based language teaching is a flexible approach that facilitates language classroom.

Therefore, task-based course instruction is a source of motivation and developing reflective learning among EBE students since it offers an appropriate context for skills development and the use of language. Study skills are related to the skills, different techniques and several strategies when they are applied in reading, speaking, listening and writing for specific purposes. In other words, the course also focuses on the combination of receptive and productive skills. Thus, receptive skills are necessary input to a productive one by relying on a specific situation or activity. Javid (2012) states that general English and task-based course have to be used in a balanced way.

2.3.4 Task-Based Course to Reach Reflection

Course design is concerned with "what" to teach that refers to content in contrast to "how" to teach that refers to the methodology of teaching. However, the task-based course is affected by theories of learning rather than of language(Shehadeh, 2005). Thus, Richards and Rodgers (2001:226) mention several assumptions about the nature of language:

- A language is primarily a tool of meaning.

- Lexis is a central unit in both language use and language learning.

- Communication is the major focus of language that enables speakers to fulfil several functions that focus on meaning.

The cornerstone of the task-based course is the EBE classroom task which is based on business interactions and tasks that EBE learners may encounter. The task-based course has been chosen in this research, since it reaches reflective learning, and recognizes that some internal processes enable EBE learners to pass through developmental stages to control the learning process. As a result, a task-based course creates the necessary conditions for language acquisition to take place (Richards and Rodgers, 2001). Tasks supply to learners an exposure to rich the input in addition to that create opportunities for the output and the negotiation of meaning. Previous syllabuses and approaches have been neglected because of their explicit teaching of grammar rules that only lead to knowledge about language, but not allowing the learners to use it. Grammatical structures, in that case, are operated unconsciously.

Task-based addresses a variety of elements to reach reflection. The approach focuses on building vocabulary and linguistic knowledge. It meets immediate needs that build up and construct their learning process and develop their reflection. It aims at enabling EBE students with specific jargon and business discourse. Learners are allowed to form and experiment with their knowledge then they practice new meanings (Hedge, 2000; Beglar and Hunt, 2002). EBE task-based course is intended to prepare EBE students to practise the target language effectively in academic and workplace settings.

Recent changes in EBE language instruction show that EBE course takes into account the background knowledge of students and their goals. The needed language skills, real-life situations would be mirrored in the EBE classroom through the task-based course (See 2.2.5.1). In this context, Ellis and Johnson (1994:07) state that the goal of learners is the successful outcome of the business transaction, competition inside and outside companies, and the primary goal of learners is job performance. They need to show a motivation to become proficient to the use of the target language.

2.3.4.1 Developing EBE Materials and Activities

The selection of teaching materials for EBE learners underlies the objectives of the lesson. Language teachers are responsible for developing teaching materials. They need to reflect on the learning process. Thus, reflection plays a significant role in the teaching/learning process. The teaching materials need to match different learning situations. The language teachers in their turn have to be creative and adapt or adopt a specific teaching material to meet specific learning situations. For instance, the type of materials has to be selected according to the proficiency level of students, in addition to their field of interest. In this context, Hutchinson and Waters (1987:45) state that the language teachers provide efficient teaching materials that are based on several interesting texts, tasks and activities that focus on developing different language skills.

Planning tasks need to be dynamic to keep students motivated and reflective (Dejong and Perdomo, 2016). The tasks include a wide range of language practice and skills that are related to the field of EBE students. Language teachers design them to create a positive and creative learning environment. They include: filling the gaps, reading comprehension and multiple-choice questions, group work and problem-solving (See 6.5.2.2).

EBE students have to be equipped with specific texts, activities, tasks and situations that answer their required needs. They are very important since they determine the course contents, the materials and the teaching methods. Needs analysis define what kind of materials and teaching strategies are related to the academic and professional settings of EBE students. For that reason, the learning

process can be developed when the language teachers select carefully authentic teaching materials by respecting the proficiency level of students.

2.4 Teacher Education Development and Methodology

Dudley-Evans (2001) mentions three important responsibilities that need to be addressed in the course contents:

- **Cooperation:** between language teachers and subject specialists to define the different aspects of a specialised area.

- **Collaboration:** subject specialists and EBE language teachers work together outside the classroom to select the appropriate teaching materials and tasks.

- **Team Teaching:** they work together inside the classroom.

It is significant for the teacher to know which teaching materials to select and the way to use them to develop their courses. The course contents may cover the different topics of the students' field of study. In addition to that, connecting language teaching with pedagogy, i.e., teaching contents through specific pedagogical techniques and strategies. Barrantes (2009) reveals that even though there is no specific methodology in ESP context and teaching, the instructors develop a learning-centred approach, which permits the activities to focus on the various aims of the course (See 2.2.5). Authenticity is an important characteristic in ESP instruction, to promote reflection and facilitate the learning process (Antic, 2007). Instructors provide their students with different opportunities to develop their knowledge used in their academic and professional context. Ozverir et.al (2017) suggest that problem-solving tasks make EBE learners use their potential and work together to find solutions.

EBE instructors need to be aware of the relation between the form and meaning. The task-based course focuses on both of them. Form and meaning are taught in terms of tasks. EBE course tasks and the emphasis on form often deal with business e-mails. They are common forms of communication. Explicit instruction in e-mails allows EBE students to get exposed to different parts as greetings, statement of purpose, the closing, polite expressions, idioms and correct register. E-mails have fixed forms such as lay payments, request for clarification, confirmation, late shipments. EBE students can develop genre

awareness of business writing genre. Ellis (2006:101) points out that learners need to connect grammatical structures and forms to the meanings in communication. They have to realize a practical application and their relation in meaning. Thus, the task-based course combines both form and meaning which goes beyond the simple use of the meaning-based model of communicative language teaching approach.

2.5 EBE Task-Based Course Components

2.5.1 Vocabulary Instruction

EBE is a branch of ESP that deals with a business discourse. It is a particular terminology that is employed adequately and effectively to achieve a specific knowledge in business and economics context. The starting point is the selection of appropriate business vocabulary that is considered as the basic component in any language learning.

English for business and economics focuses on special terminology. Thus, it is significant to perceive the concepts before the process of memorization to achieve full understanding. Since learning, a foreign language requires large learning about its vocabulary. Therefore, various studies show that vocabulary knowledge may determine learners' progress often concerning the different skills of the language.

2.5.2 Grammar patterns in EBE Context

Language teachers need to point to some grammatical aspects in ESP in general, and EBE in specific. Several researchers agree on the fact that the most frequent tenses in which language teachers have to focus on are mainly the present simple and past simple.

The present simple tense is used to talk about a mission statement that talks about the overall company policies and targets. For example, we cheerfully admit it. We always change welcome and like change and improvement since consumers spend more than 35 billion dollars a year on our products. The growth relies on our imagination and even commitment. In addition to that, the present simple is also used to talk about timetables and scheduled events, for instance, the exhibition opens on 26 of February.

On the other hand, the past simple tense refers to a company annual report. For example, last year, the international situation industry improved to some extent. However, the foreign exchange rate made currency management more difficult. Therefore, we chose to focus our efforts on specific opportunities where our expertise gave an advantage to the competition.

A specific feature, which has been noticed in the EBE course, is the use of passive voice, especially when writing informal style. For example,
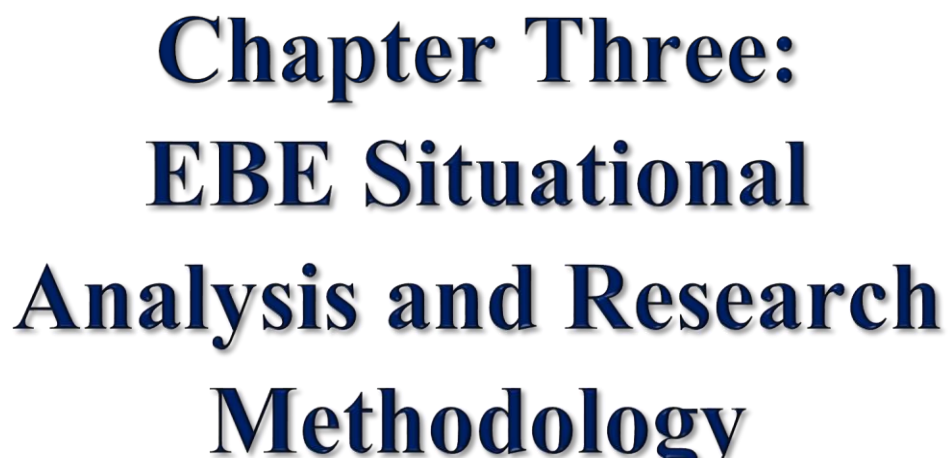
- It was highly agreed to increase to share capital.
- It was felt that some economies had to be made.

2.5.3 Reading Comprehension

Language teachers are required to develop the reading strategies of EBE students that are needed in business studies such as infering, predicting skimming and scanning. These strategies allow EBE students to assess their knowledge used in several texts and topics. These topics of reading comprehension may vary along with the EBE context such as checkout sheet, catalogue, chart, sales report, business letter, customer pamphlet…etc.

2.6 Conclusion

This chapter examined the field of ESP in general and EBE context in specific by including the teaching /learning process and its pedagogical practices. Several studies have shown that the significance of empowering EBE students through a variety of adequate materials and involving them with authentic activities and tasks. English for Business and Economics, which is part of Economic Sciences, seeks to determine the objectives of EBE learners in their academic and professional context. However, the next stage in that research work will be much more practical to show the link between theory and practice in which the researcher has been involved.

Chapter Three:
EBE Situational Analysis and Research Methodology

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3.1 Introduction

The chapter tackles the ESP teaching situation in the department of Finance and Accounting at Tlemcen University, and the workplace setting. It focuses on the description of the research design and methods opted for in this study. The chapter also provides an overall description of the Faculty of Economics, Business, and Management. Then, the researcher narrows down the focus to the Department of Finance and Accounting. A detailed description of the significance of English in the department has been provided. Besides, the researcher investigated the importance of the target language in the professional context.

The chapter deals with the research methodology that has been followed in this current study. It investigates the research design and procedures. It gives a detailed description of the sample population and the research instruments. The researcher focuses on action research to implement the adapted course. Thus, it presents data collection analysis and procedures.

3.2 Situation Analysis

It is significant to describe and mention the description in which the study has taken place and conducted. It also sheds light on the main factors that influence the teaching/learning situation of the English language within the Department of Finance and Accounting. The analysis aims at dealing with the situation, describes the ESP situation within the Faculty of Economics, Business and Management in general, the Department of Finance, and Accounting in particular. In the first step, the researcher introduces a full description of the faculty and the department with a general overview of the University of Tlemcen in which the study has been conducted.

3.2.1 The University of Tlemcen

During 1974 /1980, the University of Tlemcen centre offered the possibility of continuing higher education only in Microbiology and Biology

only. The development of education covers more disciplines by giving opportunities to students to follow their studies in Tlemcen.

It has been expanded to include several new sectors, and a series of formative roles to give students opportunities to be graduated in Tlemcen. Now, the University has eight (08) faculties divided into five (05) poles in addition to Meghnia Centre:

- Imama Pole
- Chetouane Pole
- New Pole
- Meloud Barrack Pole
- El – Kiffen Pole.

The following illustrates the structure of the different faculties in the University of Tlemcen:

1. Science of Life, Science of the Earth and the Universe.
2. Sciences
3. Technology
4. Literature and Languages
5. Law and Political Sciences
6. Medicine
7. Economics, Business, and Management
8. Human and Social Sciences
9. Meghnia Centre.[2]

3.2.2 The Faculty of Economics, Business, and Management

It is a small faculty of the University Centre of Tlemcen in 1977. From 1984 to 1989, it became the National Institute of Higher Education of Economic Sciences (INES, henceforth). During that period, there has been a rapid change in terms of the growth of the number of students. The Faculty of Economics and Management emerged among essential components of the new university of Tlemcen. In early 2000, the faculty established a major role in the teaching of

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[2] - ft.univ-tlemcen.dz/pages/115/portrait-of-the-faculty.

economics, management and commercial sciences, this was due to large teaching staff. It provides graduation training that covers a wide range of fields and specialities. Today, there is an urgent need to upgrade all the programs and establishing a job/ training matching. Consequently, the faculty is committed to the LMD system.

The Faculty of Economics, Business and Management is a research unit of teaching at Tlemcen University. Its main missions are:

1- The development of scientific research to benefit the economic sector.

2- Cooperation at the national and international level with Academic Institutions.

3- LMD training (Licence, Master and Doctorate).

Therefore, the main organs of the Faculty are:

- Scientific Council.

- Faculty Council.

- Scientific Committees of the Departments.

- Pedagogical Coordinating Committees.

- Training Teams.

- Educational Teams.

Four (4) main specialisms allow students to opt for their adequate speciality:

1- The speciality of Economic Sciences.

2- The speciality of Commercial Sciences.

3- The speciality of Management Sciences.

4- The speciality of Finance and Accounting.

Attractive training took place at the level of the faculty in which there is thirteen (13) specialism of Licence, (17) Seventeen of Master, and (07) seven doctorate.

The Faculty of Economics, Business and Management Sciences gives great importance to scientific research to participate in regional and national economic development. It regroups:

- (07) Research laboratories.

- (150) researchers/teachers.

- (35) CNEPRU research projects.

- (19) PNR research projects.[3]

3.2.3 The Department of Finance and Accounting

The Department of Finance and Accounting is one of the educational and scientific research units at the University of Abu Bekr Belkaid, Tlemcen. It has several tasks such as developing scientific research for the benefit of the economic sector. It focuses on scientific cooperation at both the national and international levels.

There are four main departments in the Faculty of Economics, Business and Management Sciences such as:

- Department of Economic Sciences
- Department of Commercial Sciences
- Department of Management Sciences
- Department of Finance and Accounting.

Students can get access to the Department of Finance and Accounting after passing the Baccalaureate exam (Scientific Streams only) with an average of eleven (11), but it changes each year, because of the directions provided by the Ministry of Higher Education. Currently, the students study for three years to get License Degree. They carry on two years of studies to get a Master's Degree. Moreover, they sit for doctorate competition. However, not all of them have access to the competition, only for those with special requirements. They study for three years to get a doctorate.

The following table (3.1) illustrates the different specialism of the undergraduate program:

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[3] - univ-tlemcen.dz/pages/80/faculty-of-economics-business-studies-and-management-sciences

First Year	Common Core
Second Year	Common Core
Third Year	Accounting and Auditing Accounting and taxation Banks and Insurance Financial institution
Master One	Accounting and Auditing accounting and in-depth taxation Finance and Banking Business Finance
Master Two	Accounting and Auditing accounting and in-depth taxation Finance and Banking Business Finance

Table (3.1) Undergraduate Specialities

3.2.3.1 The Description of ESP Situation in the Department of Finance and Accounting

EBE students are confronted with some situations in which there is an urgent need for the use of the target language since it improves the educational and professional levels of learners. They are required to communicate and to be active participants through oral presentations, formal conversations, e-mails and within any reading materials. Therefore, learning a target language does not necessitate an ability to understand, speak, and write sentences, but learners need to know how to function effectively within the target situation and develop their reflection.

The English language teaching was first introduced in the Department of Finance and Accounting in 2011. It has the aim of helping EBE students to acquire the target language for a better understanding of any knowledge provided which is related to their specific field of study. However, the teaching methodology and the content of the course provided do not work with the needs

of EBE students (academic or professional). The course does not reach its purpose since needs identification analysis has not been conducted previously. Instructors and educators are not aware of the needs of their learners. The content of the course (what to teach) is determined under the target and learning needs of students. However, the teaching methods (how to teach) requires revision as well. Instructors need to be careful in the selection of appropriate techniques, strategies and tasks that cope with the lifelong learning of students. As previously mentioned (see chapter one), teacher development is considered as a means of reflective learning. Reflective teaching procedures promote lifelong and developmental learning (See 1.2 and 1.3).

3.2.3.2 The Status of English in the Department of Finance and Accounting

EBE students are enrolled in five years of studying program in which the English language is introduced as a compulsory module starting from the first-year License until Master two in both semesters (However, the second semester of Master two, EBE students study neither English nor the other modules since they are required to complete their dissertations).

The content of the course is different from GE to EBE, but instructors do not take into account the relevance of the teaching materials. Accordingly, the Ministry of Higher Education and Scientific Research has provided the Department of Finance and Accounting with a broad outline of the content of the EBE course for the English language. The outline contains the following items (Business terminology, phonetics, pronunciation, and lexis). However, as it has been previously mentioned, the syllabus provided by the Ministry of Higher Education and Scientific Research is incomplete not only in terms of the language components but in the selection of appropriate tasks, strategies, and techniques to develop the learning process of learners to be active and reflective students.

The time allocated for the English module in the Faculty of Economics, Business, and Management Sciences and the Department of Finance and Accounting is one hour and a half per week. Regarding the teaching instructional

materials, language teachers and instructors are not provided with any lesson plans, guiding or handbooks. Thus, most of them usually rely on data show to deliver the content of their course.

3.3 Work-place Careers

After graduation, EBE students can either sit for the doctorate competition to be admitted to postgraduate studies or opt to build a career in any business institution. Thus, EBE students who are graduated from the Department of Finance and Accounting have the opportunity to be employed within different institutions in Algeria as Algerie Telecom, ADE, SITEL and CNEP Bank. The investigator selected them in this research.

3.3.1 Algerie Telecom

More than fifty (50) employees work in Algerie Telecom Company. It is situated in Tlemcen. All the employees work at the branch of Business and Management Sciences. The company offers an opportunity to its employees an experience to get access in-the network, management, project management and planning. Chief accountants have the responsibility of the accounting department that has plenty of clients.

Workers are also developing a kind of reflection by learning how to have patience with clients. Realizing the objectives of the company, and having the team spirit of the company's interest, satisfying customers, by keeping the right image to them.

3.3.2 ADE:

L'Algérienne Des Eaux (ADE) is a national public industrial and commercial establishment with legal personality and financial autonomy. It was created by executive decree n ° 01-101 of 27 Moharem 1422 corresponding to April 21, 2001. The establishment is placed under the supervision of the minister in charge of water resources. The administration is in (Imama-Tlemcen).

More than thirty (30) employees work in the company. Employees are required to make bills of drinking water. They build a relationship with users. They develop a quick intervention in responding to emergencies or defects reported by users.

3.3.3 SITEL

Societé Industrielle de Telecommunication, Industrial Telecommunication Company is based in (Chetouane –Tlemcen). It has got more than forty (40) employees. It is a company in a partnership with a foreign European telecommunications leader. It actively participates in the Algerian telephone network. SITEL has installed more than 1.800 sites in Algeria and around the world. It occupies a unique site at the gateway to Europe and Africa. SITEL has highly qualified workers in the field of information technology, business and management. It offers all aspects related to business owners.

SITEL looks for workers who are self-taught or trained in accounting or payroll. Workers who know how to inform and advise customers and even foreign customers by finding the right solutions and support. Employees are required to fill information or contract modifications. They need to offer additional services to customers and foreign companies such as electronic bills.

3.3.4 CNEP Bank

CNEP Bank (Caisse Nationale Dépargne et de Prévoyance Banque) is an Algerian financial institution specialized in the finance of housing through its home loans to individuals, private and public developers. It also helps with financing companies. CNEP Bank is based in (Imama-Tlemcen).

3.4 Research Methodology

The researcher provided a detailed plan for this research study. In this context, Burns and Grove (2003:488) state that the research methodology covers the design, the setting, the sample population and the methodological limitations in addition to data collection. Thus, it is significant to describe the research design, the sampling techniques, the collected data, and analysis.

3.4.1 Research Design

Each research work has appropriate research methods that best suit the objectives underlined by the researcher. Therefore, the researcher is advised to provide the required data to feed the readers with reliable information and make the research work clear and not ambiguous. In this context, Rounds (1996: 53) qtd in. Mackey and Gass (2005: 30) says that: '… a research design requires that

the researcher conceal… real interests, and perhaps… deal with the classic observer's paradox'

In this way, the selection of the research design is a crucial point in any scientific investigation. It depends on the nature of the research questions being asked. The research design focuses on validity that refers to the extent to which the research sounded to produce accurate and meaningful findings (Kaufman and Kaufman 2005: 23).

Bliechfeldt and Anderson (2006) categorize three research methods related to social sciences: grounded theory, clinical inquiry, case studies and action research. Each type has its specific methodology in collecting and analyzing data. The researcher has selected action research to provide a set of data that address the different parts of the research questions. The reason behind using action research to use data as a basis to implement the suggested course and develop learners' reflective learning through various strategies.

3.4.1.1 Action Research

The term action research has been viewed from different perspectives. Bailey (2001 qtd in Ho, 2011: 120) considers action research as a procedure where the researcher follows a process that is 'Systematic, interactive cycles of planning, acting, observing, and reflection'. Within the same line of thoughts, Kemmis and McTaggart (1988: 14) define the process of action research, as a process to reflect on the action, observing, and at the end revising, editing the planning.

Therefore, action research is an inquiry that is mostly done by language teachers to collect data in which their educational setting is operated, the way they teach, and the extent to which their learners learn in a good way (Mills, 2000). Richards and Farrell (2005) conclude that action research is a systematic approach that carries out an investigation and a collection of data, which are designed to look for an issue, and then practically improving classroom practice.

Action research is a process that enables educators and language teachers to improve the teaching/learning context. It allows them to have an insight into the educational situation. It provides knowledge about efficient ways to solve the gaps and difficulties in the language classroom (Richards and Farrell, 2011). The

reason behind selecting the action research process not only to report data that are going to be generalized but to take effective actions to provide considerable change. Yin (2011) mentions several characteristics of action research:

- It has different strategies to be used within the classroom, including the skills and strategies of learners.

- It is particularized by ways of teaching to be implemented.

- It offers an opportunity for teachers to be exposed within the context.

- It identifies the specific needs of learners.

The reasons for choosing action research by the researcher in this research work. It has proved its effectiveness in the ESP context by several researchers. It is based on reflective practise since the instructors are playing the role of researchers. In this context, Burns (2009) claims that action research is 'a self-reflective, critical, and systematic approach to explore the context.' Action research process generates knowledge and data that help the educators implement their courses concerning some specific techniques and reflective strategies that would help learners to be active participants. The researcher takes actions that are the main parts in EBE course stages (See figure 3.3).

Scholars have identified various models that work with any social and educational context.

- ***Community-based Model***

Stringer (2007) provides community-based action research purposes as a first model. It assists learners to extend their understanding of the learning situation and resolving the difficulties that may face them. Thus, look, think, and act framework enables learners to start their inquiries straightforwardly to build their knowledge. This model enhances the teacher's instruction and students' learning.
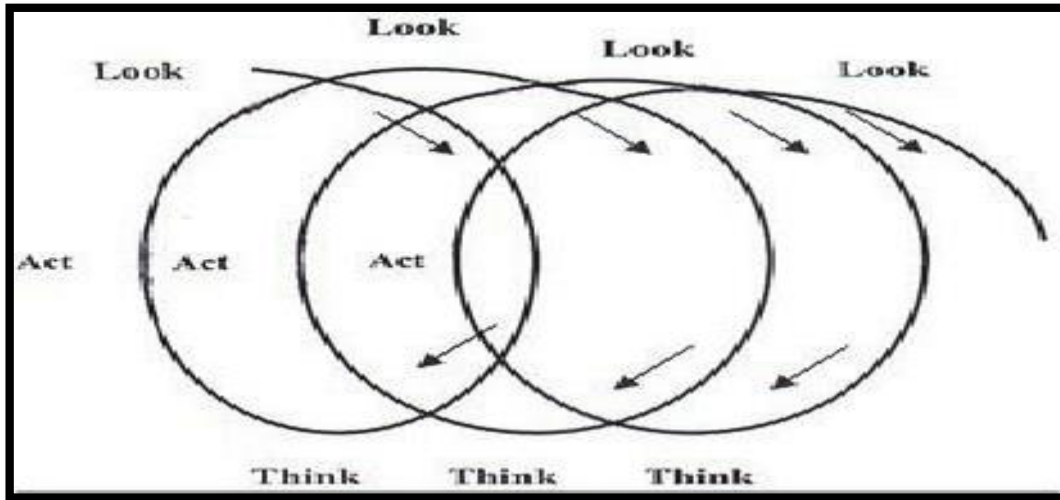
Figure (3.1) Community- Based Action Research Model (Stringer, 2007).

- *Mills' Mode Model*

Mills (2003) presents four main steps in action research, named as 'Dialectic Action Research spiral'. (See figure 3.2 below). He states that this model is considered as a 'research done by teachers and for teachers and students …is a dynamic model and responsive model that can be adapted to different contexts and purposes.' Accordingly, the model is based on different elements: the problem or area of focus where the researcher identifies a specific area. Observation by collecting data. Then, the investigator synthesizes the data gathered or the interpretation of data. Finally, he develops an action plan.
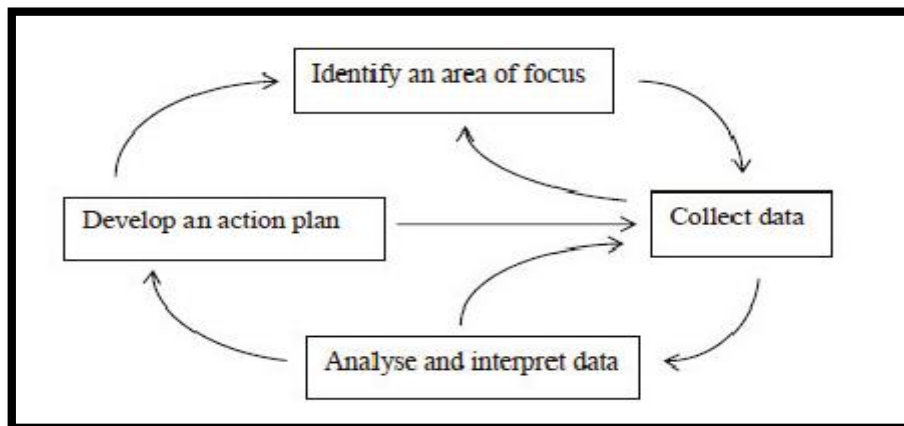
Figure (3.2) Dialectic Action Research Spiral. Mills (2003:18-19)

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- *Wallace's Model (2000)*

Wallace (2000) provides a model (See figure 3.3 below) that enhances the reflective teaching development. It is done through a systematic collection of data and then analyzing to arrive at specific decisions about what language teachers and instructors' future practice would be.
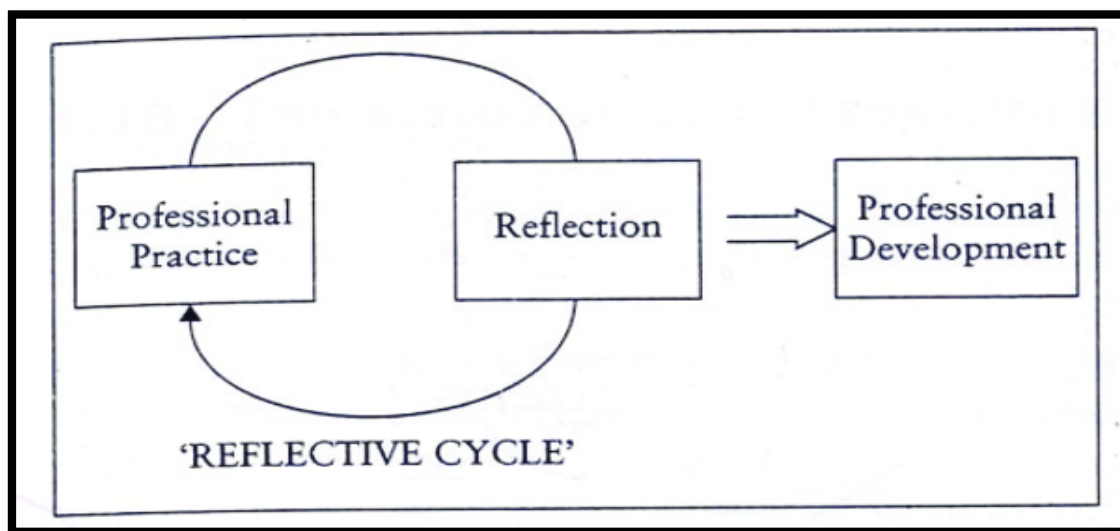
Figure (3.3) The Reflective Cycle and Professional Development
(Wallace, 2000).

The above model has been adopted in this work since it suits the objectives of the study. The reasons for selecting the model (Wallace,2000) because it focuses on teacher education development, and develops reflective learning among EBE students. It is considered as a core process of reflection on teaching competence and improves lifelong learning development.

3.4.2 Sampling

The researcher opted for an action research method and seeks for appropriate sample informants. In this context, McMillan (1996: 86) explains that the objective behind selecting a sample population is for the sake of obtaining a group of respondents who are considered as representatives. They provide specific data that are needed in this research work. The sampling process is selected randomly. It is based on a set of techniques. The researcher selected appropriate informants because it affects the generalization of the results.

From a larger population, a sample of respondents was taken through the use of a set of sample techniques. Accordingly, random sampling has been chosen, to make data accurate, more reliable, and to provide a generalization of the research findings. In this context, Robson (1993: 137) says: 'Random sampling involves selecting at random from a population list.' Random sampling does not require arbitrariness. It is considered as a statistical procedure and statistical calculations (Oppenheim, 1966: 40).

The respondents who were selected in this research study consisted of EBE students and English language teachers, in addition to EBE employees in the workplace. (Crew,2011) mentions that the variation of the sample population may add a 'more in-depth, critically informed response base, with a clearer perception of learning needs and teaching/learning issues'. The sample population has to be large to represent the whole population.

3.4.2.1 EBE Students' Profile

The respondents selected in this study represent the subset of the sample population. The investigator selected a random sampling to generalize it to the whole population. In this context, Creswell (2013) states that 'each and every item in the population has an equal chance of inclusion in the sample.' The reason for selecting random sampling to eliminate bias.

First-year master students of Business and Economics are distributed according to different specialities. They are divided into sections. Each section contains groups listed in alphabetical order. Therefore, the researcher has chosen Master One students of Business and Economics, the speciality of Business Finance.

The objective behind selecting this sample: EBE learners are advanced students in their studies concerning the target language. EBE students are more conscious of their needs. They are aware of the importance of reflective learning since they show that they want to rely on themselves.

The researcher conducted action research where (NIA) was done, and a task-based course was implemented. In addition to the integration of motivational strategies that develop reflective learning. The study is concerned

with master one students of Business and Economics enrolled in the academic year 2016/2017 in the Faculty of Economics, Business, and Management Sciences, Department of Finance and Accounting, Tlemcen University. EBE students group specialized in Business Finance were selected. All students responded to the questionnaires and participated in the action research.

A total number of 44 (Forty-four) students out of one hundred and two (102) students were dealt with. It makes an average of 43, 13 % of the whole population of master one students of Business and Economics. They are aged between 21 (twenty-one) and 28 (twenty-eight) years old. An exception was made concerning the age of students since some of them were older. They were either coming from the classical system or carrying studies along with working.

EBE students study the target language at all university years at the Department of Finance and Accounting. At the license level, they studied three (3) years. They studied two (2) years at the master level. This brings students at (5) five years of learning English.

3.4.2.2 Language Teachers' Profile

The total number of teachers (subject specialists and language teachers) in the aforementioned faculty is ninety-eight (98) teachers. Ten (10) of them are English language teachers. The researcher has selected only 7 (seven). Two (2) of the respondents who are involved in this study are full-time teachers with long teaching experience. No teacher of all these received a special or carried out prior training to teach English for specific purposes. The five (5) other language teachers are part-time specialized in literary studies, (literature and civilization), others in ESP who are newly doctoral LMD researchers, and translation studies.

The reason behind choosing language teachers to give some points concerning the implementation of the task-based course, the selection of appropriate strategies that trigger reflection, and the determination to which reflective teaching might be helpful to raise students' awareness and autonomy.

Department of Finance and Accounting	Students Forty-Four	Language Teachers Seven	Total number Fifty-one
	44	07	51

Table 3.2 The Study Respondents.

The table above shows the number of respondents has dealt with in the study. In addition to that, work-place managers have been selected and their profile is described.

3.4.2.3 Workplace Profile

The researcher selected a sample of Algerian companies where the employees may be confronted with situations like writing reports, attending conferences, meeting foreigners, filling out bills in which English is needed. It is for the sake of collecting data based on necessities. The researcher has opted for four (4) workplaces to determine concrete and valuable data. Therefore, workers at « Algerie Telecom », « ADE », « SITEL » and « CNEP Bank » were selected in this research.

More than fifty (50) employees work in "Algerie Telecom company". It is situated in Tlemcen. All of the employees work at the branch of Technology. Eleven (11) informants from the whole population were selected. They are license holders. They vary in their specialism.

ADE " Agency of Water Resources" is based in Tlemcen. The administration is at (Imama, Tlemcen). It works on seawater desalination (Beni-Saf /Tlemcen). More than thirty (30) employees work in the company. The researcher selected seven (7) informants from the whole sample population.

SITEL "Societé Industrielle de Telecommunication", "Industrial Telecommunication Company" is based in (Chetouane –Tlemcen). There are more than forty (40) employees, and seven (7) respondents were selected.

CNEP Bank which is based in (Imama-Tlemcen). The number of employees who work there was (20) twenty. Ten (10) informants were selected.

The following table represents all the respondents who have taken place in this study.

work-place information	Algerie Telecom	ADE	SITEL	CNEP	Total Number
	11	07	07	10	35

Table 3.3 Work-place Study Respondents.

The table above shows the number of informants who represent the case studied in addition to EBE students and language teachers. The objective behind selecting work-place employees for the sake of determining the required necessities to be implemented in the language course and testing their awareness along with reflection. All the respondents were selected under the use of a set of research instruments discussed in detail in this section.

3.4.3 Data Collection Instruments

The investigator relied on a mixed research approach. The multiplicity of research instruments focuses on the main criteria of data: objectivity, reliability, and validity (Richards, 2001). An English test was done to determine the lack of students in the target situation. The questionnaires were submitted to undergraduate students. The researcher interviewed language teachers and workplace employees. Classroom observation was the last step to be conducted to test reflective teaching strategies and techniques' effectiveness.

3.4.3.1 English Test

The investigator selected diagnostic testing which is a tool in planning the instruction and setting out the relevant goals. Educators ensure the importance of using diagnostic tests because:

a- It supports the identification of the learning needs, progress and instruction.

b- It provides the required information to inform effective classroom instruction.

c- It allows the teachers to assess the progress of their learners.

d- It focuses on the learning efforts, and to determine the next steps in the learning process.

The pre-test used in this study serves to look for the lack of learners. Therefore, the researcher has selected diagnostic test as a tool depending on a set of criteria:

1- It identifies the skills and knowledge in the course.

2- It designs students' needs and targeted expectations.

3- It identifies strengths and gaps.

4- It uses a range of strategies to plan the next steps.

5- It gives an insight into students' development because it is based on a comprehensive system.

The aforementioned criteria in which the pre-test is based on in this research provide a clear idea in which it has been selected.

The objectives behind selecting a diagnostic test as a research tool:

• To determine the readiness of learners in learning the target language.

• To obtain data about the learning preferences and the interests of learners.

• To help plan classroom instruction and target tasks

• To set-out appropriate learning goals.

At the beginning of the school year 2016/2017, the pre-test took place at the Department of "Finance and Accounting", the first semester with EBE students master one. The total number of all these learners were forty-four (44) who were given the diagnostic test of one-hour and half, approximately all of them were present except two (02) students, and four (4) others who registered for the academic year, but they did not come to study at all.

The pre-test contains several tasks. They are related to various language levels. The first part of the test aims at identifying EBE students' deficiencies in syntax and semantics. Task one is related to the appropriate selection of an item. It is associated with grammar errors and correctness. It addresses EBE students to make sentences and paragraphs clear and precise. Task two aims at identifying word order and set out processes that govern the adequate structure of sentences in terms of semantics. Task three deals with the selection of appropriate tense, syntactic structures and lexical analysis to develop EBE students' linguistic competence. The three tasks are related to the simple use of grammar tenses. The more EBE students are aware of how grammar works in their field of study, they will be able to monitor the meaning, foster precision and detect ambiguity.

The second part of the test contains three tasks. Task four is related to EBE lexis. Task five addresses learners to answer questions about a given passage. Task six refers to translating a passage into the mother tongue or FL1. Translation allows EBE learners to master grammar, expand their vocabulary, improve spelling, practice to find the adequate word, and learn the new terminology (See Appendix A).

EBE students show a readiness to pass the test since the objectives were clearly stated in advance so that they wanted to notice their lack in the target language and to their weaknesses. The data obtained were described as a form of statistics, under the form of scores that were classified as a list. The scores determined the highest and lowest marks and set out the frequency distribution.

3.4.3.2 The Questionnaire

Most researchers rely on questionnaires as a primary source in collecting data. Richards and Schmidt (2002: 438) suggest that it is the task of the researcher to ensure that this research instrument is valid, and provides reliable and non-ambiguous data. It limits the informants to read the questions and provide answers. In this context, Dornyei (2007: 101) says that investigators rely on the questionnaire because it is effortless, and it is beneficial for obtaining accurate data in a fast way about the study under exploration. The current questionnaire was addressed to Master one EBE students at the Department of

Finance and Accounting to stimulate the production of qualitative and quantitative data. The objective behind choosing questionnaire to identify needs analysis and the extent to which EBE students are aware and reflective. Then, the researcher becomes able to determine the objectives of the course, the contents and tasks. This tool helps to answer the research questions and helps to formulate the validity of the hypotheses.

Kothari (2004) mentions that the questionnaire may be structured or unstructured. A structured questionnaire constitutes clear questions in the form of (yes/no) questions, open questions, open-ended or multiple-choice questions. Regarding the question sequence, they have to be ordered logically and linked smoothly to reach engagement and collaboration with the informants. Anonymity which is another characteristic allows more freedom of expressing viewpoints among respondents.

The contents of the questionnaire refer to four rubrics. Rubric one aims at identifying personal information background. The questions are related to identity profile: the gender, the age, the medium of instruction and the field of study. Rubric two aims at exploring ESP teaching situation in the Department of Finance and Accounting. Question four identifies the type of language course provided. Question five seeks information about EBE students' interests in the course provided. Question six shows the importance of the link between BE and GE. Question seven aims at classifying the language skills. Question eight refers to the extent to which English may help EBE students in their studies. Rubric three identifies EBE students' needs. Question nine refers to the importance of the target language in EBE field of study. Question ten specifies the different needs of EBE students. Question eleven refers to the deficiencies that encounter EBE learners in their learning process. Rubric four describes EBE students' awareness about reflective learning: the pedagogical goals, teaching materials, tasks (See Appendix B).

3.4.3.2.1 Piloting the Study

Piloting the experiment in a small preliminary studied case is conducted because the researcher wants to test the time, feasibility, cost sometimes. It

attempts to predict an appropriate sample before being studied on a large scale. Weir and Roberts say that pilot study is necessary because it is used to'… identify ambiguities, other problems in wording, and inappropriate items, and provide sample data to clarify any problems in the proposed methods of analysis prior to the collection of data in the study proper' (1994: 38).

Many reasons pushed the researcher to pilot the study since it tests research feasibility, the design, the materials, the time, and the informants. It addresses the same issues that may occur and identifies the variables and the way that could be measured. When piloting the study, the researcher tests the methodological changes in implementing courses and integrating tasks. It is an attempt made by the researcher to collect data, identify the lacks in the design of the research instruments. Therefore, it permits the investigator to provide some modifications and refinement.

The preliminary questionnaire was addressed to 5 (five) EBE students in the Department of Finance and Accounting at Tlemcen University before the study proper to test the research instruments and reveal the gaps and seek improvement. The questionnaire was administered only in the target language. The investigator was present to answer to the informants' questions. They were even allowed to express their opinions in the mother tongue "Arabic". Their drafts have been piloted and revised.

3.4.3.2.2 EBE Students' Questionnaire

The questionnaire undertaken by EBE students attempted to determine their needs, and attitudes towards the English language and their perceptions of the teaching process. It was submitted to (Forty-Four) 44 students. It is structured in different rubrics according to the questions sequence objectives. First, it deals with the personal information and information background to understand the proficiency level of students and then, analyze data accordingly. The second rubric deals with ESP teaching situations to determine the course contents. The third part of this research tool concerns EBE students' needs adapting Hutchinson and Waters' model (1987). The last rubric of the questionnaire determines reflective learning to tackle the extent to which EBE students are

reflective and to rely on themselves in their learning process. It is mainly designed to answer the first research question about students' readiness to be reflective (See Appendix B).

3.4.3.3 The Interview

An interview refers to a conversation which is most of the time face-to-face. Sometimes it is not always the case. The person who asks the questions is the interviewer (the researcher). The interviewee is the person who answers (the informants). According to Merriam Webster Dictionary defines an interview as a conversation in which questions are asked and responses are given from people under study. In this context, kvale (1996: 14) views interviews as: '… an interchange of views between two or more people on a topic of mutual interest see the centrality of human interaction for knowledge production and emphasize the social situatedness of research data'. The interviewee has to perceive the topic under investigation, to gain knowledge to reach suitable findings.

Researchers have to be trained through a systematic design to conduct a good interview. In this context, Hayle et. Al (2001: 45) reveal that: '…proper training and proper interviewer behaviour can help greatly in achieving the goals.' The researcher has to ensure if the informants under investigation have an idea about what they have been asked, the purpose behind the interview, whether the interview is going to be recorded or not and why. The investigator needs to inform the interviewees where and when will the interview take place (Gillham, 2000).

The interview may include different types such as structured, semi-structured, and unstructured interviews. These are the most frequent and conducted by researchers. On the other hand, the non-directive interview is another type of research tool, though rarely used.

- *Structured Interview*

It takes the form of an oral questionnaire since the same questions that have been prepared in advance, they are stated by following the same order. In this context, Corbetta (2003: 269) states that structured interviews are considered as questions that are asked to respondents, using the same wording, following the

same sequence. It is the task of the interviewer to read questions provided in the interview out-loud using the same voicing and intonation so that the tone of the interviewer does not affect the interviewee (Gray, 2004).

One of the positive aspects of structured interviews is that it provides the investigator with control over the work under investigation. Besides that its format may be easily analyzed. Structured interviews limit researchers of not probing to test the relevance of information and the investigator's non-verbal comments that lead to bias and ambiguity.

- *Semi-Structured Interviews*

They involve a non-standardization format. The researcher covers key themes, and questions that need clarification since the order of the questions change depending on the objective and the direction of the interview. This may raise some additional questions. In this context, Corbetta (2003: 270) defines the semi-structured interview as:

The order in which the various topics are dealt with and the wording of the questions are left to the interviewer's direction. Within each topic, the interviewer is free to conduct the conversation as he thinks fits, to ask the questions he deems appropriate in the words he considers best, to give an explanation and ask for clarification if the answer is not clear.

From the quotation above, it is clearly stated that some questions may be added and others may be omitted or neglected, depending on the objectives of the interview. The researcher relies on note-taking, recording as strategies. It allows probing the responses. However, some researchers become difficult for them to prompt questions, and hence some important data may not be gathered.

- *Unstructured Interview*

It is considered as a flexible method since it takes a casual form rather than structured and unstructured interviews. The investigator does not need to follow a specific format. It provides an opportunity for the informants to speak freely because they are not limited. They express their opinions, experiences, and knowledge.

Relying on such type of interviewing leads to some unpredictable responses that are out of the objectives of the research, leading to bias. It can be useful in the case where the informants lack enough knowledge about the topic studied. Therefore, the investigator has to be flexible and provides extra clarifications.

- *Non-directive Interview*

the interviewee has to follow the interviewer about the questions asked, since the investigator controls the aforementioned interviews. In non-directive interviews, the interview has to follow what the interviewee is saying since he is considered as a leader of the conversation. In this context, Gray (2004: 217) clarifies that the informant is permitted to talk freely about the topic. Here, it is the role of the interviewer to verify unclear answers to check the understanding and accuracy.

The researcher conducted a classroom observation to notice what happens in classroom settings. It was adapted to collect data to observe a set of aspects as the informants, and their behaviour, their reflection within the context of learning.

3.4.3.3.1 English Language Teachers' Interview

The researcher opted for a semi-structured interview with language teachers (See Appendix C). It contains twelve questions. The first part of the interview (questions 1, 2, 3, 4, 5) tackles language teachers' personal information and their teaching situation. Question six (6) aims at teachers' perceptions of whether considering EBE students as reflective learners. Question seven (7) seeks to know more about the relevance of a task-based course to be adopted by the researcher and implemented within the EBE classroom. Question eight (8) looks for adequate tasks as a strategy to engage EBE students to be involved in the target situation. Question nine (9) intends to identify appropriate teaching strategies that enhance reflective learning. This question seems to answer the second research question. Question ten (10) tackles the extent to which the aforementioned strategies have an impact on increasing learners' reflective learning in the task-based course. Accordingly, this question answers the third research question. Question eleven (11) and twelve (12) intend to shed light on

the way EBE students are assessed and the way reflective learning may be developed through assessment. These two last questions would answer the last research question.

3.4.3.3.2 Work-place Manager Interview

A panel of different Algerian companies was selected in this study. They have been interviewed. The format of the semi-structured interview was adapted from Lameri Model (2015) to get a deeper insight into the students' learning needs to design adequate target tasks related to the target situation in business and accounting domain. It seeks to determine the importance of the target language and to highlight the language skills that have to be selected in the course contents. The research tool allows providing a suitable atmosphere in which employees were permitted to express their views freely (See Appendix D). The following points show the structure of the interview and their aims:

- Question one (01) and two (02) identify employees' profiles.
- Question three (03) aims at identifying the proficiency level.
- Question four (04), five (05) and seven (07) determine the importance of the target language in the field of work.
- Question six (06) identifies how the employees interact within the target situation
- Question eight (08) seeks to determine the target tasks suggested by the employees concerning the course contents.

3.4.3.4 Classroom Observation

Most educators rely on observation as a tool to take actions to enhance the teaching/learning process. The data obtained from classroom observation may be accurate if its objective has to be clearly stated, prepared comprehensively, and well-formed in its procedure. It provides better chances to be reflected.

Reed and Bergmann (2001: 06) view classroom observation as 'the bridge between the worlds of theory and practice'. In the educational context, observation involves how and why most theories work or do not work.

Classroom observation provides the researcher with qualitative data most of the time in measuring the behaviour of students, classroom interaction. Most researchers rely on this research tool because it allows them to:

1- Investigate the teaching/learning process in a naturalistic setting.

2- Provide reliable, accurate, and exact findings.

3- Stimulate the change by the researcher himself and check whether it occurs inside the classroom.

4- Give a systematic description of the instruction.

In this context, Mackey and Gass (2005: 175-176) assert that:

> *Observations are useful in that they provide the researcher with the opportunity to collect large amounts of rich data on the participants' behaviour and actions within a particular context. Over time and repeated observations, the researcher gains a deeper and more multilayered understanding of the participants and their understanding.*

Classroom observation permits the investigator to analyze the real-situation, to discover EBE students' readiness to their learning process, to construct their knowledge, and benefit from previous experiences. It serves as a relevant way in which data may not be matched by the other research tools like interviews, questionnaires. The respondents were subjective in their responses. The instructor looks for the appropriateness and the relevance of raising awareness among EBE students to create a learning environment full of reflection.

3.4.3.4.1 Classroom Observation (EBE Classroom)

Classroom observation (See Appendix E) aims at collecting deep information about EBE students' perceptions. It focuses on EBE students' behaviour in the classroom and their engagement in the teaching/learning process. This research tool provides an insight into the teaching content,

students' reactions and the way they deal with their lifelong learning process. The following items are tackled within the observation grid:

- **The classroom settings:** highlight the factors that influence the students' achievements.

- **Lesson Contents:** refer to lesson plans and how the content is delivered.

- **The use of language:** explores how the language is used among the teacher and students.

- **Interaction:** focuses on the extent to which the students are engaged in the process of learning.

The first part of the classroom observation refers to the use of EBE students' metacognitive strategies to accomplish tasks (See 1.5.2). EBE students are required to preview the target language and the instruction they need to distinguish between the forms of the language. They have to possess a self-arrangement. They need to plan their goals in the learning process. They have to identify the aim of each task and its deficiencies. EBE learners need to evaluate their learning process while accomplishing tasks. They try to find a suitable learning strategy to practice the language (See 1.8).

The second part deals with the extent to which EBE students evaluate their perceptions about their learning abilities. It tackles engaging learners to select tasks inside and outside the classroom. They evaluate their learning process and identify their lacks. They overcome their deficiencies by sharing the learning experiences with their peers and the time spends on each task.

The last part of classroom observation focuses on the suggested tasks in EBE classroom for strategy training. It deals with EBE students' self-esteem, self-reliance and self-correction. The development of EBE self-awareness and noticing the progress for a lifelong process (See SSBI 1.8)

As far as the present study is concerned, the investigator chose Master one EBE students. They completed the questionnaire and participated in action research. More than five sessions were devoted. For the first time, EBE students were uncomfortable. However, they started to feel at ease due to their awareness about the tasks being provided. The researcher has taken three important stages

within the classroom observation. First, the way EBE students use their metacognitive strategies while accomplishing certain tasks. Then, the way EBE students evaluate their perceptions in the learning process to develop their abilities and capacities. The last step within classroom observation tackled some suggested activities in the EBE classroom for strategy training.

3.4.4 Action Research Stages and Procedures

Action research took place within the academic year 2016 / 2017, with Master one EBE students. The researcher carried out this process to provide an English course and to focus on specific tasks and activities related to language skills to develop reflective learning. Action research aims at revealing the effects of task-based course activities and teaching strategies on EBE students' performance and interaction in the classroom. The implementation of the course reinforces students' reflection through fostering the language components and skills that are related to the target population.

Therefore, the researcher goes through important phases as described below:

- Phase One: the researcher explored the necessity of mastering the English language within the Business and Economics context. The investigator accomplished NIA among students, language teachers and workplace managers. The need for determining course contents and appropriate tasks was highlighted through the emphasis on the necessary language skills necessary for academic and professional contexts.

- Phase Two: it intended to select the appropriate course that best suits EBE students' needs with regards to different elements such as time, sample size, accessibility and availability. It involves the design of the course with clarification of the teaching strategies and activities.

- Phase Three: it put the plan into action, and implemented the solution. It was launched with EBE students during the second semester of the academic year.

- Phase Four: it consisted of data collection to be analyzed and the extent to which the teaching contents, strategies and activities were effective. In this context,

Johnson (2012) confirms that action research relies on making conclusions based on specific data, not on reporting and writing about that data.

- Phase Five: the investigator analyzed the gathered data to reflect on the teaching practice (See Wallace's Model 2000 Fig 3.3). The data obtained from the research tools generate new ideas and information to offer recommendations that concerned with teaching English for Business and Economic purposes.

3.4.5 Data Analysis Procedure

Quantitative and qualitative methods have the most common distinctions in research modes. The two methods refer to how data were collected and analyzed. The present work opted for a mixed approach to analyze data: quantitative and qualitative data. Both methods were employed with action research.

3.4.5.1 Qualitative Analysis

It is a type of analysis found in the interpretation provided by the researcher. In this context, Punch (1988: 04) states that qualitative data in empirical research does not involve the use of numbers. Qualitative analysis is a multi-method that focuses on interpretations and relies on the naturalistic approach. The investigators make research in their natural settings. They attempt to interpret phenomena in terms of meanings the informants bring (Denzim and Lincoln, 1994).

The purpose behind relying on qualitative data to develop an in-depth understanding of the way respondents perceive their realities and, the way they perform it in real-life situations. For example; open-ended questionnaires, interviews, participant observation, obtained qualitative data (ibid, p 14).

Qualitative research and data provide a set of advantages:

- Gaining a deeper view of the field studied.
- Finding issues that can be missed.
- Suggesting some of the possible causes and effects, relationship…
- Involving a descriptive analysis to examine forms of knowledge, gaining new insights (Denscombe, 2010). Therefore, the primary objective behind relying on qualitative data analysis is to give a complete and detailed description.

However, there are a set of pitfalls while using qualitative research. The respondents may not notice the value of research, so they may provide inaccurate or faulty information. It seems hard that the researcher needs to be apart from his work and to be objective to a larger extent.

3.4.5.2 Quantitative Analysis

It is a numerical form that may be divided under categories, or measured in terms of units. Researchers have the aim to test a theory, and ultimately they support or they reject it. Antonious (2003) suggests that quantitative analysis involves a rapid analysis through the use of a software that analyzes a large number of participants and responses of data involved. It is useful for testing and analyzing.

Quantitative data are based on measuring values. They have the opportunity to be checked because of numerical data. Objectivity exists within the quantitative analysis since data were interpreted through statistical analysis. The quantitative approach is considered as rational and objective (Carr, 1994; Denscombe, 2010). The quantitative analysis quantifies attitudes, opinions, and other variables. The investigator tries to generalize the research results from a larger population. The following Table 3.4 summarizes the difference between quantitative and qualitative data:

Qualitative Analysis	Quantitative Analysis
Opinions and experiences	Use of numbers
Small-scale sample	Large scale sample
Interviews/observation	Questionnaire
Open-questions	Close-questions
In-depth Analysis	Providing percentages /statistics

Table 3.4 Quantitative Versus Qualitative Analysis

However, the researcher does not rely solely on a specific research method it will push him to further ambiguities. A combination of research methods was selected in this present work to provide a full picture.

3.4.5.3 Triangulation
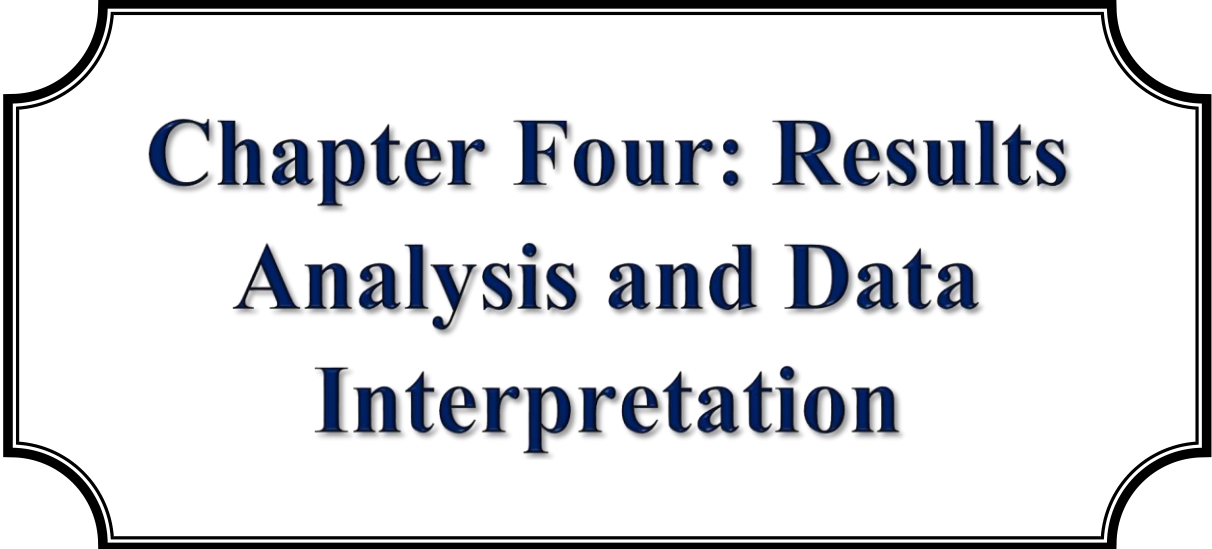
Quantitative and qualitative methods in analyzing data are the main concern in research methodology. The triangulation of research methods provides a comprehensive data analysis. In this context, Altrichter et al (2005) assume that any significant research work relies on the triangulation of methods in data collection procedures.

In this present investigation, a holistic image of data was obtained. Triangulation validates the findings from the research instruments. Jick (1979) confirms that triangulation often involves a cross-checking of data from different resources, and then it reinforces the use of reliability.

3.5 Conclusion

This chapter describes the research design used in this work. Therefore, the investigator tries to justify the choices behind each research instruments, and how data were analyzed, quantitatively and qualitatively. A full description had been given to the informants involved in this study. A triangulation of methods was adopted for the sake of obtaining reliable and to cross-check the results.

This chapter describes the research design and gives into details how the findings were translated into practice through action research. The next chapter is devoted to determining the objectives of the ESP course, the extent to which EBE learners are reflective and to identify the tasks in the target situation.

Chapter Four: Results Analysis and Data Interpretation

Chapter Four: Results Analysis and Data Interpretation

4.1 Introduction

The main interest of the current research is to design a suitable course for EBE students that respond to the needs of their field. For that reason, a set of research instruments were conducted to collect the required data. In this chapter, action research is carried out to analyse the obtained data from the previously described research tools. The investigator consulted EBE students and teachers' perceptions of the target language as well as workplace managers and employees. Moreover, this part attempts to identify EBE students' deficiencies, the teaching methods, and target tasks to find out their needs in the target situation and thus developing their reflection through the design of a suitable course.

4.2 The English Pre-course Test

The Pre-test course has taken place at the beginning of the school year: the first semester. It was necessary to test the capacity of EBE learners in the target language. It took place in the Department of Finance and Accounting. There were three groups of students. It gives Forty- Four (44) of total students. All EBE learners were present and ready to pass the test. It lasted for one hour and a half. Almost all the students benefit from the one-hour and half. They showed interest to identify their lacks in the target language and their weaknesses (See 3.4.3.1).

The reason for choosing the diagnostic test is to determine the weaknesses of EBE students in the target language. The researcher relied on descriptive statistics to summarize data and then recognized the scores obtained from data in a form of lists. The reason is to mention the highest and the lowest scores in different groups among EBE learners.

The pre-test scores obtained from the gathered data were analyzed based on the Standard Deviation Analysis or simply (SD). A descriptive statistic describes the distribution of the mean. It is also referred to as the "mean of the mean". (SD) "… As the most useful index of variability". It is a single number that denotes the spread of a distribution in a group of scores. There are four phases to calculate the standard deviation:

Phase one: **Determining the mean.**

Phase two: **Taking the mean from the scores.**

Phase three: **Squaring that number.**

Phase four: **Taking the squared root of the total squared scores.**

4.2.1 Results Analysis

The following table (4.1) illustrates all the scores obtained from the pre-test course, including the frequency distribution of General English and Business English scores, the mean and the standard deviation (SD). The main objective behind dividing the scores of (GE) and (BE) is to identify the strengths and weaknesses from a linguistic level and to compare it with the business level of EBE learners in terms of language proficiency.

Students	Scores in General English (GE) PRE-TEST /20	Scores in Business English (BE) PRE-TEST/20	Combined Scores GE + BE Total Scores/40	Frequency
1	18	10.5	28.5	1
2	17	8.5	25.5	1
3	16	9	25	2
4	12	13	25	2
5	13	11	24	1
6	14	9	23	2
7	13	10	23	2
8	13	9.5	22.5	1
9	12	9.5	21.5	2
10	10	11.5	21.5	2
11	12	9	21	2
12	9	12	21	2
13	11	8.5	19.5	1
14	14	5	19	2

15	8	11	19	2
16	12	5	17	2
17	8	9	17	2
18	8	8.5	16.5	2
19	7	9.5	16.5	2
20	7	8	15	1
21	7	7.5	14.5	1
22	8	6	14	1
23	7	6.5	13.5	2
24	8	5.5	13.5	2
25	6	7	13	2
26	5	8	13	2
27	7	5.5	12.5	1
28	5	5.5	10.5	2
29	4	6.5	10.5	2
30	3	7	10	2
31	2	8	10	2
32	5	4.5	9.5	3
33	5	4.5	9.5	3
34	3	6.5	9.5	3
35	6	2.5	8.5	2
36	4	4.5	8.5	2
37	4	4	8	1
38	4	3.5	7.5	2
39	3	4.5	7.5	2
40	2	5	7	2
41	2	5	7	2
42	1	4.5	5.5	1
43	1	3.5	4.5	1
44	2	0.5	2.5	1

MEAN	7.6818	7.1136	14.795
SD	6.6633		

Table (4.1) Pre –Test Course

The data obtained from the above-mentioned table shows that 68, 18% of EBE students did not get the average score in General English. 84,09 % of the students did not achieve an average score in Business English. The mean obtained (mean = 14, 79%) shows a weak level in the target language. The scores illustrated in the table (4.1) revealed low grades in (GE), and this was due to the problem in selecting the appropriate tense according to the function of the sentence. The lack of identifying sentence structure. EBE students did not differentiate between the forms of sentences to write it correctly. For example, affirmative, negative, and interrogative sentences. A total deficiency in the conjugation of simple tenses such as (simple present, simple past, simple future) and problem in distinguishing between auxiliaries, verbs, nouns and adjectives.

Moreover, the scores achieved from Business English were different because 84, 09% of learners showed weak grades. This was due to a problem in identifying the appropriate vocabulary according to the meaning of the sentence. A lack of understanding in reading. It causes a deficiency in comprehension and inappropriate answers. A deficiency in translating into the mother tongue. They are related to basic errors such as spelling, abbreviation, punctuation. The basic skill of translation is significant to make sentences clear. Errors translation are related to their weak level in the reading process. A common error is a miscue that is an incorrect guess of words, for example, global slow down: تأخر العالم.

Lacks of EBE students are related to language levels. The lack of linguistic comprehension is due to their inability to derive meaning from sentences and texts. However, the meaning is dependent on the vocabulary and prior knowledge of EBE students. The content-specific vocabulary, morphology, grammar and syntax are main deficiencies faced by learners. They showed many spelling errors and they did not comprehend beyond the literal level of understanding. They are unable to infer answers to questions related to a given

passage. They created gaps in their knowledge. The following table (4.2) summarizes the main deficiencies.

Categories	Examples
Omission	We (are) working in the company
Addition	They did not work(ed) in the department of computer programs.
Misformation	She (should) writing the report.
Disordering	What think you?
False concepts (Demonstrative)	(This) employees.

Table (4.2) EBE Students' Errors

The data show that EBE learners are not having a solid grasp of the English language during their previous years of study. Almost 72, 72% of learners of both scores (GE + BE) revealed a poor level in the target language. As shown in table (4.3).

	Number of Students	Percentage
GE	30	68,18%
BE	37	84,09%
GE +TE	32	72,72%

Table (4.3) Pre- Test Percentages of Students below the Average

4.2.2 Data Interpretation

EBE learners as students in higher education are responsible for their progress, as independent learners. However, the mean obtained from GE (7,68) and BE (7,11) revealed that the learners did not act on feedback provided by their teachers. They did not reflect on their learning. They did not come up with their weaknesses to improve. They could not determine their short-term and long-term goals. The findings showed that EBE learners are bored and acted out because of the content presented. They are lost and stop paying attention because the tasks are more advanced. They continued to show spelling syntactic, semantic,

and word recognition errors. Language awareness has to be measured and the language teacher needs to address the underlying reasons for their poor performance through the task-based course and becoming aware of NIA (See 2.2.4.1).

The SD in both GE (4,56) and BE (2,77) showed a long gap, in which learners could not use the target language correctly. They lack a linguistic competence to identify the correct structure of the language. In addition to that, there was a total absence in determining the appropriate vocabulary. The SD provided between the two tests (GE) and (BE) illustrated that EBE learners had a gap in their skills and their knowledge. It is mentioned that EBE learners are not able to think about their learning and to clarify their thoughts. Their ideas were not well organized, and well clarified. They were carrying about the marks. They were not aware that reflection could help them focus on their professional development as effective learners.

Therefore, marks would become a record of their progress in study. However, reflection is considered as a way of learning, and it is not a way of assessment. The superficial learning of EBE students is not related to low intelligence. It is reflected in their beliefs, attitudes and degrees of awareness while learning. Their superficial learning is a result of anxiety, stress and pressure while performing tasks (See 1.3). The target tasks need to tackle EBE students' ability to create new products, to justify a decision, to differentiate between different parts, to reuse the knowledge in a new way, to explain ideas, information, concepts, and to recall, remember ideas (See Fig 1.2 Bloom's Taxonomy).

4.3 EBE Students' Questionnaire

The questionnaire was administered after the pre-test to forty-four (44) EBE students Master one of Business and Economics, in the Department of Finance and Accounting, at the University of Tlemcen. It was delivered in March 2017, during one session and handed back within the same session. The researcher explained the contents of the questionnaire, to make learners able to

answer accurately and switched to French and Arabic (Mother Tongue). The collected data were analyzed quantitatively and qualitatively.

4.3.1 Results Analysis

- **<u>Personal and Information Background</u>**

The questionnaire was divided into four (4) rubrics. The first rubric aims at identifying the students' age, gender, their specific field of study, and how long they have been studying English at the level of the university. Table (4.4) below represents the classification of the participants in both genders. Females demonstrate a large percentage of the whole population of 63,63%.

Informants Gender		
	AF	RF
Males	16	36,36%
Females	28	63,63%
Total	44	100%

AF: Absolute frequency

RF: Relative frequency

Table (4.4) The Gender of Informants.

The respondents were males and females aged between twenty-two (22) and thirty-three (33). The first common language shared between them is Arabic (MT). It is used as a medium of instruction in their field of study 'Business and Economics.

The respondents vary in terms of their age, gender and their years of studying English at university. The table (4.5) demonstrates how long EBE students have been studying English. Most students were not within the LMD system. They were coming from the classical system, and they were not exposed to English. However, LMD students studied English during their whole learning experience.

	AF	RF
3 Years	1	2,27%
4 Years	42	95,45%
5 Years	0	0%
Others	1	2,27%
Total	44	100%

Table (4.5) Years of Studying English

The results obtained confirmed that the majority of the students 95,45% were LMD students who studied English for four (4) years: three (3) years of license and one (1) year of master.

Rubric one refers to the personal information and background in determining the age, gender, the medium of instruction and to explore the language proficiency of English among EBE students. Table (4.6) below shows that about 54,54% declared that their level in English is average since they knew a few knowledge about the target language.

However, the data showed that there was a weak level of language proficiency. This was due to inadequate English courses, absence of motivation to get learners exposed to the target language. In addition to that, the lack of students' interests and awareness. On the other hand, very few EBE students considered themselves as having a good level in English and this represents 11,36% of the whole sample.

	AF	RF
Very Good	0	0
Good	05	11,36%
Average	24	54,54%
Weak	15	34,09%
Total	44	100%

Table (4.6) English language proficiency.

- **ESP Teaching Situation**

Rubric two has the following objectives:

- Determining the type of English course provided.

- Looking for students' interests of the course provided.

- Finding out the students' attitudes to link between GE and BE.

- Identifying the importance of the four (4) language skills.

Question four: The Nature of the English Course.

The question was addressed to EBE master one students to test the relevance of the previous courses in teaching English and tackled the students' needs. The responses revealed that (70,45%) the nature of the previous English courses (GE) tested only grammar which includes always tenses, and they were required to learn it by heart to achieve higher grades. On the other hand, about 29,54% (13 students) revealed that the nature of the English course provided before was (BE) in terms of text comprehension that had a relation with Business English, and answer questions related to the content of the texts. Paragraphs writing were mostly ideas to re-order, otherwise a passage and filling the gaps. However, effective learning strategies are adequate because they create a positive environment. They help the learning process to occur. EBE learners need to realize their aims and achieve their personalized tasks through pair and group work. The learning outcomes may emphasize responding, willingness, satisfaction and motivation. The skills demonstrated in the EBE classroom are: discussion, introducing new ideas, concepts and models, knowing the rules and practising them (See fig 1.3 Affective learning taxonomy). The following figure (4.1) reveals the responses.

FIGURE (4.1) STUDENTS' RESPONSES ABOUT THE ENGLISH COURSE

■ BE. ■ GE

29,54%

70,45%
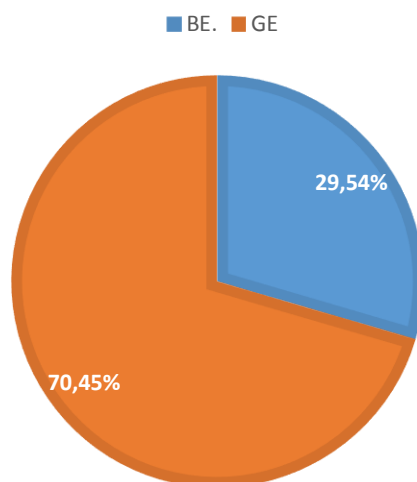
Question Five: Students' Interests in the English Course.

The question aims at identifying students' interests in the course provided. The data revealed that 63,63% (28 students) were not interested in the course provided which was totally (GE). They were passive learners and their language teachers explain everything in the mother tongue. They could not understand the target language due to their weak level. The GE course was insufficient with the needed information that was tightly related to the field of Business and Economics. It tested only grammar. The learners showed no interest in the English course because the nature of lessons was similar in the whole course. There was no variation in terms of delivering the lessons and tasks. EBE students pointed out that the GE course did not answer their needs. Moreover, the timing of one-hour and half per-week was not sufficient to practice all the language skills. On the other hand, 36,36% (16 students) revealed that the (BE) course was interested since EBE students could notice that the type of texts dealt with was understandable, linked to what they studied. Therefore, the target tasks were most of the time easy. They did not require much intelligence or thinking. Thus, even the (BE) course was effortless. The following figure (4.2) shows the above-mentioned data.
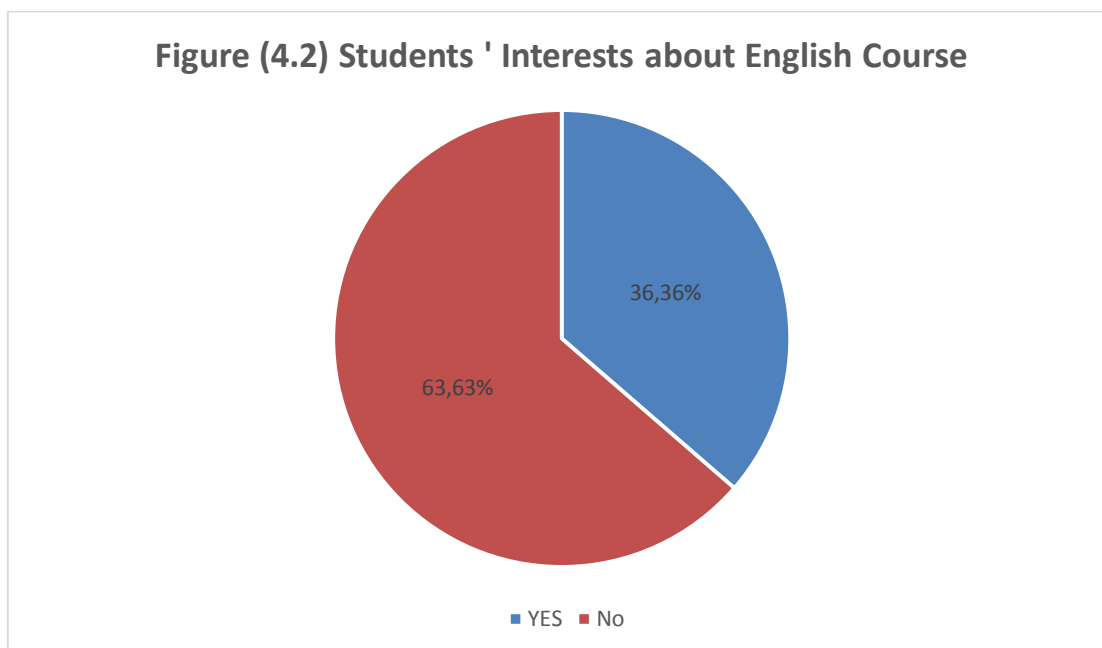
Question Six: Students' perceptions in Linking between GE and BE Course.
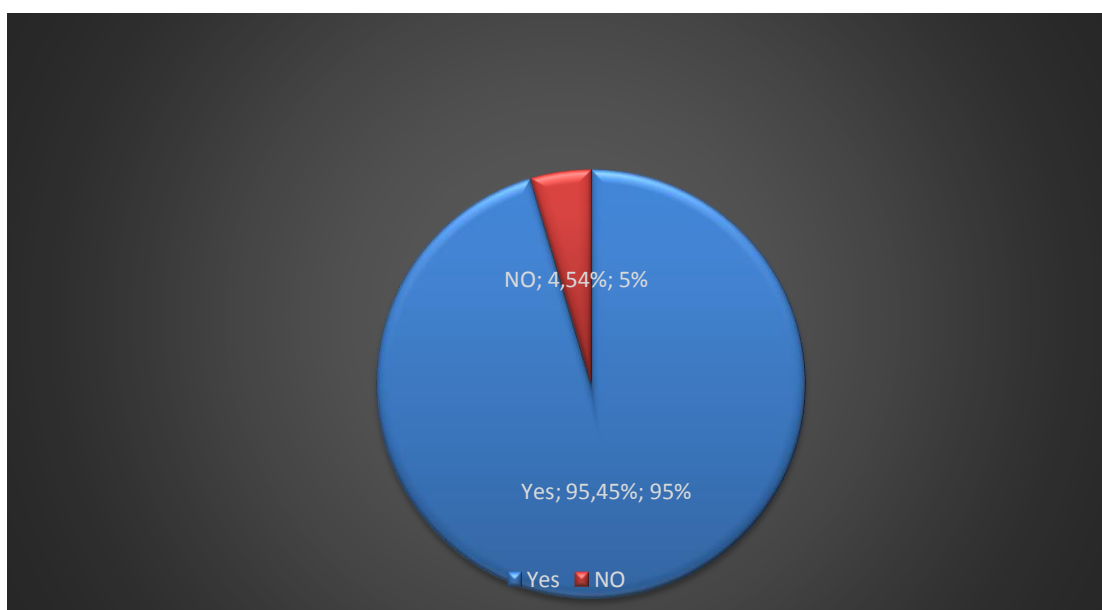
Figure (4.3) Students' Perceptions in Linking (GE) and (BE).

Figure (4.3) above shows that almost all EBE students (95,45%) agreed to link between GE and BE courses. They wanted to see a relation of the content of the modules of their specialism and the target language. The participants mentioned that they needed to easily check the references provided in English, to know the vocabulary of their specialism. They found it necessary to help them in their professional development. In addition to that, all businesses are done in

English. Linking between GE and BE could make EBE learners perceive the target language. Others revealed that it is not necessary to know just the grammar of the language since English has become a global language. It is significant to understand the world of business through the correct use of the language. EBE students tended to communicate in that language, especially with foreign clients and working along with foreign companies. To sum-up, EBE students found that it is necessary to link between (BE) and (GE) to develop their professional and academic competencies. On the other hand, (4,54%) (two students) refused to link between GE and BE and this was due to the way they perceive the language just by memorizing rules and applying on tasks. They cared only about their grades in exams.

Question Seven: The Importance of Four language Skills.

	Skills	AF	RF
1	Speaking	17	38,63%
2	Writing	15	34,09%
3	Reading	10	22,72%
4	Listening	02	4,54%

Table (4.7) Students' Classification of the four language skills.

Question seven identifies the needs of EBE students according to the four language skills. The learners gave the speaking skill rank (one) because of its importance in giving oral presentations, and taking part in international conferences, sometimes debating in class. (34,09%) of EBE students saw the importance of writing skill in providing abstracts for their dissertations, being able to write articles for international journals, answering written tasks. The reading skill is relevant for them to understand different texts, reports, articles and documents. However, the listening skill perceived less importance about (4, 54%), and has been classified at the end of the language skills, since EBE students needed it only to understand lessons delivered in English, concerning their field of study, and oral presentations that were done in class. However, reading and listening skills are neglected. This shows that EBE students are not

enough aware of the importance of the four language skills in building their competencies to master the target language and develop their level of proficiency. This means that receptive skills are needed in making learners produce.

The mastery of the four language skills helps EBE learners to think using the target language. Language skills lead them to be systematic in their decision making. They are the necessary skills in the business world because they help students negotiate more successfully. Businesses involve dealing with employees, suppliers, clients and to bridge business relations. Language proficiency issues may be an obstacle to employees and team productivity. Workers who acquire the necessary language skills help their companies cut costs. It results in efficient and higher negotiations. It reduces the overreliance on translators.

Question Eight: Students' Awareness of the Importance of the Target language.
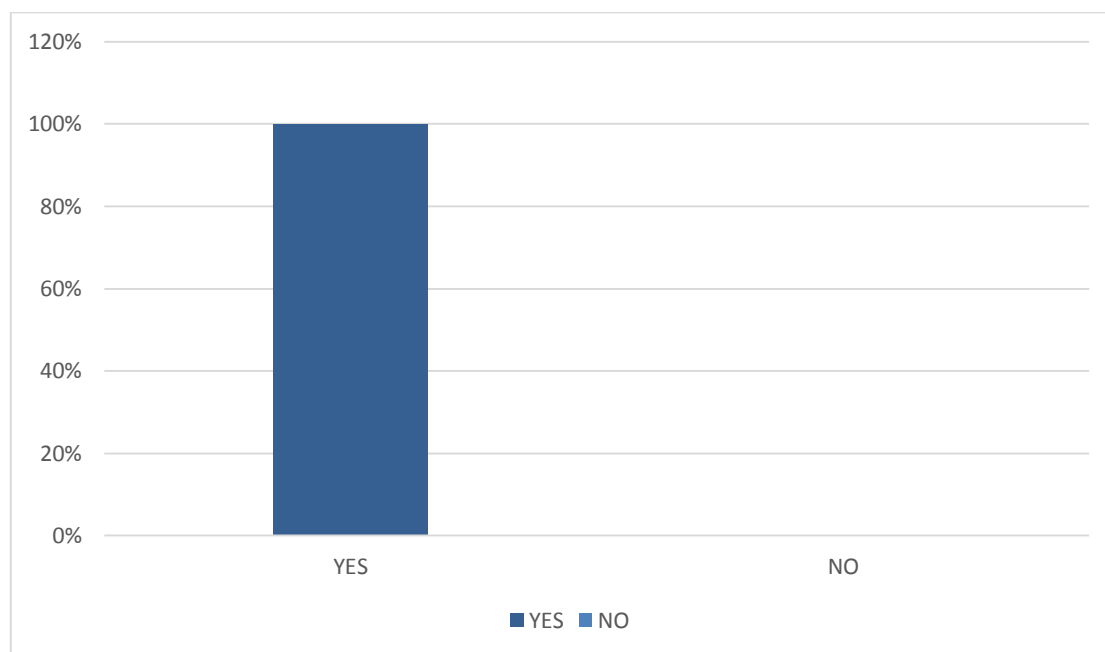
Figure (4.4) Students' Perceptions of the Importance of English.

Question eight in the rubric (two) aims to identify the awareness of EBE students of the importance of the English language in their academic and their professional studies. EBE students pointed out that they are aware of the relevance of the target language because English is considered as a global

language. All the references and theories are available in English. It is a means of communicating with foreigners, even though they are non-native English-speakers. The language of programming is totally in English. The English language helps in acquiring an amount and necessary knowledge related to Business and Economics. It helps in carrying studies abroad, where the mastery of English is necessary. It is considered as a tool in writing articles, reports, and documents.

The mastery of English involves a successful career. In the business-oriented world, English has become the main medium of communication. It is the main language for finance and stock markets in the world. EBE learners need to be proficient in speaking and writing e-mails, presentations, contracts, and marketing. It is a preferred language in the business community because business partners do not share the same native language. Doing business on the internet will attract more customers. For example, well-written products and well-described services in English will give some credibility to the business.

- **<u>NIA of EBE Students.</u>**

This rubric aims to know why EBE students needed English. Their awareness will determine the necessary content in the language course. In this phase, target needs, i.e., what EBE students need to do in the target situation. Learning needs; what the learners need to do to learn. The rubric selected the requirements of the target situation.

Question Nine: Students' Awareness of their Necessities

figure (4.5) EBE Students' Awareness of their Needs
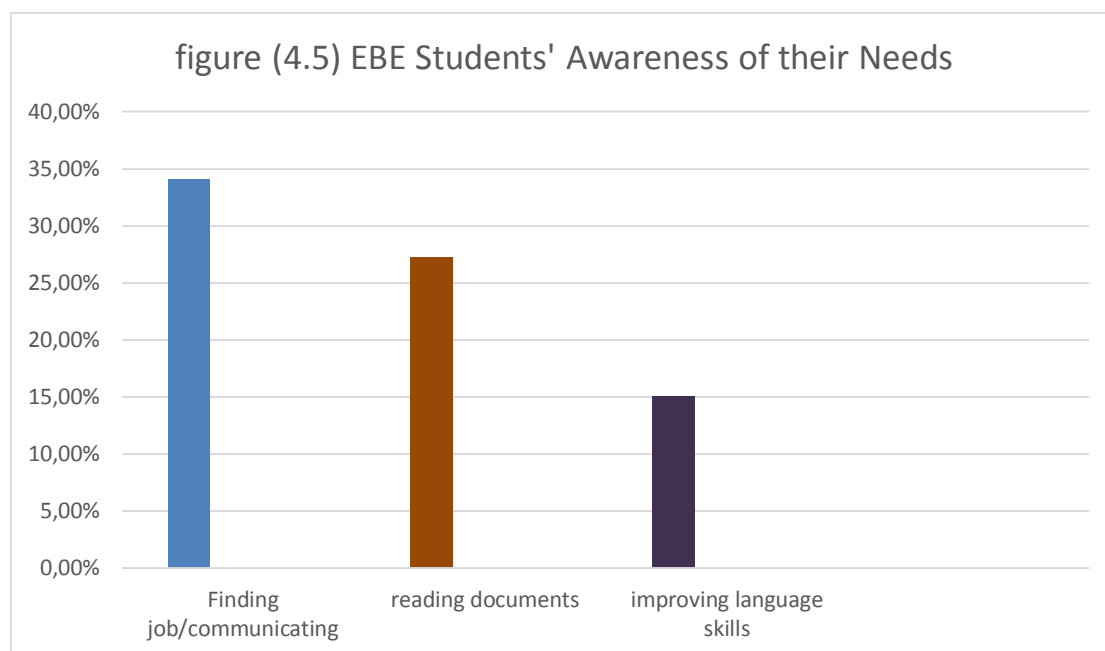
Figure (4.5) above shows that EBE students were aware of the importance of the English language. This can be shown in the identification of their needs. However, they could not reach their target and learning needs. This was due to a lack of language proficiency. (34,09%) of EBE students considered the English language as a way to find jobs, and to reach a professional communication. This gave an insight that EBE students needed information about language learning. They tried to look for effective strategies to learn the skills of language (See 1.8). EBE students needed to be able to communicate effectively in the target situation. The researcher took into consideration the target level, the required level of proficiency. It leads them to achieve their academic and professional purposes (Necessities). Objective needs: what EBE students need to know and to function effectively. EBE students (27, 27%) needed to exploit scientific materials such as reading academic articles, books and reports in the target situation. NIA undertaken was designed to focus on specified tasks related to the target situation. The tasks need to improve EBE learners' business and language skills. They address business interaction, reading and writing business materials, interviews and job applicants. Various tasks related to the target situation are identified to overcome EBE students' deficiencies.

Question Ten: Students' Lacks

This question aims to identify the deficiencies that face EBE students and make an obstacle in their language proficiency. The difficulties are summarized through the following:

- Difficulty in spelling.

- Deficiency in the use of verbs.

- A problem in writing appropriately and accurately.

- Lack of vocabulary related to Business and Economics.

- Difficulty in understanding the target language.

- The problem of accuracy as well as fluency.

- Deficiency in assessing their proficiency level.

The reasons behind all these, the fact that EBE students mapped their grammatical structures of (L1) in an inappropriate way to (FL). The problem of pronunciation was a result of the differences in the phonological systems. The confusion in the use of vocabulary. They lacked some concepts for their specialism. Otherwise, they got confused with words or phrases that sound similar in (L2) but differ in terms of meaning. Thus, linguistic interference can cause many errors when (L1) and (FL) differ. Lacks are related to language levels. For example, content-specific vocabulary, morphology, grammar, syntax and spelling errors. (See 4.2)

- **<u>Students' Readiness to Become Reflective learners</u>**.

This rubric aims to determine EBE students' attitudes and readiness to become reflective learners, and to allow them to take a step from their experience to develop their skills and improving in future development. This can be through analyzing their learning progress and experiences. The rubric discusses three main parts:

1- Identifying EBE students' awareness of their learning process.

2- Determining the course-contents.

3- Assessing the learning progress.

The forth rubric gave a clear idea that EBE students wanted to take charge of their progress to develop their learning process. Therefore, table (4.8) below

shows that EBE students had a desire to consider their learning progress. This can be seen through their want to consider their pedagogical goals and to recognize their values, and develop the necessary abilities and attitudes to assess their learning process. About 56, 81% of EBE students wanted to be aware of the pedagogical goals. They needed to have a clear insight into the contents of the EBE course. EBE learners have a will to be aware of the setting and the target situation. However, they did not give attention to open to the experience. They were ready to respond but they did not show satisfaction in participating. They could not break down complex situations and respond accordingly (See figure 1.3 Affective learning taxonomy).

EBE learners wanted to possess an adequate level of language proficiency. Language teachers have to engage EBE students in various tasks and develop the necessary materials that contribute to the contents of the course (See 2.2.4.1). However, 4, 54% of the students strongly disagreed that language teachers consider the (NIA), but they determine the learning process and assess the basic level of students.

Moreover, 54, 54% of EBE learners could not come up with the importance of reflective learning and this was due to lacking insight into their learning styles and strategies (See 1.8). They could not take risks to communicate in the target language. On the other hand, 15, 90% of EBE students strongly agree that lacking reflection means lacking effective learning as shown in table (4.8) below

		Strongly Agree	Agree	Disagree	Strongly Disagree	Not Sure
Awareness about the Pedagogical goals.	AF	14	25	0	0	5
	RF	31,81	56,81	0	0	11,36
Awareness about the contents of the course.	AF	16	25	0	0	3
	RF	36,36	56,81	0	0	6,81
Selection of Needs.	AF	10	26	2	2	4
	RF	22,72	59,09	4,54	4,54	9,09
Lacking reflection means lacking effective learning.	AF	7	8	3	2	24
	RF	15,90	18,18	6,81	4,54	54,54

Table (4.8) Awareness of the Process of Learning

The results revealed that English language teachers use a range of resources to deliver instruction. Materials support the process of learning that lead to students' success. The selection of the appropriate materials may come in different shapes and sizes. 31, 81% of EBE students agreed to determine the materials being used in course content. However, the majority of 40, 90% strongly disagreed and did not perceive that the materials come at the benefit of the students' learning process.

Providing worksheets in class may explore the independent knowledge of EBE students. In addition to that, 45,45% of learners noticed that it was the task of the teacher to incorporate real-life situations while planning the lessons. It may help learners to find the reasons behind the contents of what they are learning. EBE learners discerned to link between real-life and classroom learning through engaging them to gain a valuable understanding of the real-world and their abilities (See 2.3.4.1).

Besides that, 59,09% of EBE students showed a will in task involvement that is considered as a general interest in the adaptation of tasks. On the other hand, about 18, 18% of learners disagreed to be involved in the selection of the tasks provided. However, self-involvement influenced continuously the self-

assessment of EBE students' self-efficacy. Accordingly, about 56, 81% of learners affirmed that self-development on language proficiency might be improved significantly if EBE learners were involved in the adaptation of tasks. 22, 72% of the students strongly affirmed the selection of tasks in determining the objectives of the course. Table (4.9) below shows the data analyzed above.

Materials being used.	AF	0	14	7	18	5
	RF	0	31,81	15,90	40,90	11,36
Linking between real-world and classroom learning.	AF	13	20	11	0	0
	RF	29,54	45,45	25	0	0
Involvement in the adaptation of target tasks.	AF	10	26	8	0	0
	RF	22,72	59,09	18,18	0	0
Self-development of language proficiency.	AF	3	25	0	13	3
	RF	6,81	56,81	0	29,54	6,81
Choosing tasks concerning the objectives.	AF	10	26	8	0	0
	RF	22,72	59,09	18,18	0	0

Table (4.9) Course Content Awareness.

The last part of rubric four determines EBE students' readiness to become reflective learners. It was devoted to the way students wants to be assessed. Table (4.10) below illustrates the data revealed in this phase.

		Strongly Agree	Agree	Disagree	Strongly Disagree	Not Sure
Independent learning promotes self-access and guidance.	AF	14	10	8	7	5
	RF	31,81	22,72	18,18	15,90	11,36
Deciding on the way learning will be assessed.	AF	0	3	20	11	10
	RF	0	6,81	45,45	25	22,72
Cooperative group tasks support developing the process of learning.	AF	10	20	11	3	0
	RF	22,72	45,45	25	6,81	0

Table (4.10) Students' Perceptions of Assessment.

The table (4.10) above shows that about 31,81% of EBE students strongly agreed that independent learning referred to self-directed, continuous that promoted self-access, guidance and reflective learning. It covered a variety of characteristics and processes: metacognitive and affective processes, that can be implemented through planning learning strategies (See 1.4). EBE students wanted to identify their needs and established their objectives. They wanted to develop their critical consciousness to solve problems. However, 18, 18% of learners disagreed and this was due to their overreliance on the teacher, and their fear towards developing the skills that may permit them to cope with the different situations. EBE language teachers need to rely on the adequate framework to create assessments, evaluate the assignments, simplify the tasks, frame groups, and cooperative tasks, plan project-based learning (See Bloom's Taxonomy figure 1.2).

Learning styles and strategies may vary from one learner to another. The teacher has to consider the way of assessing the learning process. About 45, 45% of EBE students disagreed to decide on the way their learning process will be assessed. Furthermore, about 25% of them strongly refused because EBE students were not aware of their progress in learning. They did not determine their styles and strategies. The majority of learners 45, 45% affirmed that cooperative group tasks supported the development of the process of learning where the teacher designed some specific tasks and include roles to group members. The students may interact under the guidance of the instructor.

4.3.2 Data Interpretation

The questionnaire revealed that EBE students' awareness is necessary to learn the target language and the relevance of course content concerning the Business and Economics program. EBE students find it difficult to communicate effectively because they show heterogeneity concerning language level. Most of the respondents emphasized the speaking promoted through listening tasks. Listening and speaking tasks are integrated into the same instructional tasks. Therefore, the reading skill needs to be taken into consideration since it plays an integral role in understanding the literature related to Business and Economics studies. EBE students also complained about the non-diversity of topics provided by language teachers. Vocabulary acquisition constituted an essential part of reading comprehension to make the process efficient by inferring the meaning of business and economics words.

Language teachers could not move from the traditional way of teaching to learner-centred approach. Because the teaching situation demands EBE students to be responsible for their learning experience, and take a reflective standpoint. In contrast to that EBE students revealed that they were not able to handle their learning experience, and to be reflective and autonomous learners. They showed an over-reliance on their language teachers who spoon-feed them all the time. The respondents also highlighted that the time allocated to the English course was inadequate of one-hour and half per-week.

Thus, task-based syllabus seemed to satisfy EBE learners' needs because:

1- It takes into consideration the eventual use of the target language.

2- It provides adequate input for language acquisition to occur.

3- It builds on previous experience and knowledge.

4- It increases EBE learners' motivation.

5- It allows learners to learn through contextualized and meaningful use of the target language.

6- It provides tasks with gradual complexity.

A task-based syllabus facilitates reflective learning. EBE language teachers are required to adapt tasks for students' needs, interests and proficiency levels. The course is structured around a set of tasks summarized in Table (4.11):

	St Jhon (1996)	Louhiala Salminen (2002)	Barbara et.al (1996)	Grosse (2004)	Chew (2005)
Correspondence	☐ telephoning ☐writing correspondence	☐ letters ☐ faxes ☐ telexes	☐ telephone calls	☐ letters ☐ faxes ☐ phone call ☐ email	☐ email (request) ☐ faxes
Writing a document	☐ report writing	☐ emails ☐ reports ☐official documents (e.g., contracts)	☐ reports ☐ memos ☐ prospectuses ☐ proposals ☐ projects ☐ meetings ☐ presentations		☐ minutes, letters, memos ☐ the review report, requests ☐ procedural guides ☐ proposals,

					daily comment ary □ contracts and agreemen ts □ writing rules and regulation s □ opinion letters □ internal newsletter □ press releases and invitation s □ analysis reports □seminar presentati ons □ meetings

				☐ conferences ☐ roadshows
Business Meeting	☐ presentations ☐ meetings ☐ negotiating		☐ seminars ☐ teleconferences	☐ meetings ☐ negotiation ☐ conference ☐ exhibitions	
Business trip			☐ visits	☐ business trips	
Attending foreign guests			☐ dealing with guest	☐ reception of visitors	
Translation		☐ translating			☐ translating (customer

					s' opinions, reports)
Readings related to the job		☐ Journals publications			
Others	☐ socializing	☐ revising English text	☐ interviews ☐ purchasing	☐ Internet ☐ face-to-face interaction ☐ training programs	☐ reviewing & updating clients files ☐ spreadsheets (charts and tables) ☐ reading manuals ☐ credit reviews research ☐ the oral command to colleagues

Table (4.11) EBE Tasks to Course Contents

EBE tasks are adopted from different researchers in the table (4.11). The tasks may serve as a unit of analysis in the syllabus design of the language course. The reason behind adopting the tasks because they integrate the language skills and focus on language components to overcome EBE students' lacks and determine their necessities in the target situation.

4.4 Language Teachers' Interview

The interview analysed the different opinions provided by language teachers. It concerns testing the effectiveness of the task-based course that was devoted to EBE students in developing their language competencies by creating effective strategies. They help them to be reflective and develop their learning process.

In this work, the researcher has interviewed 6 (six) English language teachers. The research instrument was in the form of a semi-structured interview. It was divided into several questions that have the following objectives:

Question 01 and 02: tackle the language teachers' profile. They seek information about their status or position at the University of Tlemcen.

Question 03: seeks information about the teachers' specialism.

Question 04: reveals some data about the training of teachers.

Question 05: seeks information about the language course of study among EBE students.

Question 06: identifies EBE learners as reflective learners or not.

Question 07: investigates the relevance of Task-Based course to answer the needs of EBE students.

Question 08: seeks information about the relevance of tasks in (task-based course) to engage EBE students in the target situation.

Question 09: aims at revealing information about the type of appropriate teaching strategies, to enhance reflective learning.

Question 10: looks for the effects of the previous strategies on developing reflective learning.

Question 11: provides some suggestions about the assessment of the learning process.

4.4.1 Analysis of the Results

The semi-structured interview that was undertaken by English language teachers, revealed significant data. A detailed analysis of the results is carried out in this section. It leads to a reasonable and reliable interpretation of data.

Question 01 and 02: The Position of language Teachers and Specialization.

The number of English language teachers at the Department of Business and Economics was "Nine 09". However, only six of them have taken part in this research. All language teachers that have been interviewed are part-time teachers in the faculty. However, three (3) of them are full-time teachers in other departments at the University of Tlemcen. The teachers vary in terms of their degrees. One of them holds a license degree in literature and civilization. Four (4) teachers hold a master's degree in Language Studies. Two language teachers are carrying their doctorate research in ESP, and one language teacher in literature.

Question 03: Teaching Experience and Levels.

The data obtained from the interview revealed that four teachers are considered novice ones since their teaching experience varies between one to three years of professional development. Three language teachers have more than six years of experience.

Question 04: The question aimed at teacher training to raise teachers' awareness to develop their capacities and become reflective practitioners. It brings awareness of their learners and become reflective learners. The results obtained showed that language teachers did not carry any specific kind of training and they still opt and relied on traditional views. Some instructors pointed to their years of experience as a way of training, and they benefited from foreign course adaptation. Language teachers lack the training to develop the teaching/learning process

Question 05: aimed to show the availability of language courses in the Faculty of Business and Economics to facilitate the task of language teachers and to find their paths. Four (4) language teachers revealed that they adopted courses and programs to find it easy, even though some programs were difficult to be

perceived. They tried to facilitate and relied on translation to make the task easier.

Question 06:determined language teachers' views on EBE learners' readiness for reflective learning. The interviewees revealed that 100% of EBE students were over-reliant and over-dependent on their teachers. Language teachers could not lose their authority to allow their learners to be responsible. Nonetheless, respondents pointed to the fact that EBE learners lack autonomy inside the classroom.

Question 07 and 08: aimed to show the relevance of the task-based course to answer the target and the learning needs of EBE students. The extent to which the tasks provided develop reflective learning. The findings obtained from the interview showed that one (01) teacher revealed that the task-based course is relevant since it answers the needs of EBE students. It could place them in a situation when they try to solve problems. The majority of language teachers pointed to the efficiency of the tasks to engage EBE students to get them involved in the target situation. Tasks may be as a form of homework, group-works, practical activities. The tasks are considered as a shift from theory to practice, that may integrate EBE students in situations that may face them in real-life (See 2.3.4)

Question 09: identified the appropriateness of teaching strategies to enhance reflective learning among EBE learners. Language teachers provided other strategies that worked in their classes. Almost 66, 66% of teachers opted for both suggestions provided by the researcher such as introducing the necessary vocabulary and concepts to get EBE learners familiar with the necessary knowledge and to facilitate the task.

Four language teachers opted for cooperative learning and working in pairs to accomplish several tasks. However, visual scaffolding received 33, 33% of the responses. The strategy allowed learners to connect the necessary vocabulary related to their field of study with visual images. The purpose behind such a strategy is to assist EBE students in learning the subject matters. It provided a comprehensible input. One teacher suggested that the selection of a

teaching strategy relied on the type of learners: learning styles and strategies (See 1.8).

Question 10: This question attempted to look for the impact of the proposed teaching strategies on increasing EBE students' reflective learning in a task-based course. Therefore, 83, 33% of the interviewees stated that the teaching strategies could adapt the learning situation to the personal needs of EBE students. This brought the contextualization of the teaching/learning process. EBE students learn effectively when the learning process is linked to a real-world context, rather than abstract learning. In addition to that, 66, 66% of language teachers stated that learners would be able to learn and think in the target situation when the strategies are applied carefully in the language classroom. 66, 66% of the interviewees agreed that the teaching strategies may increase reflective learning by identifying their weaknesses and strengths in the target language. None of the interviewees has mentioned other suggestions on the impact of teaching strategies.

Questions 11 and 12: The two questions attempted to provide a set of suggestions given by language teachers for a successful assessment of the learning process. The interviewees have suggested some pedagogical implications to move from teacher-centeredness towards learner-centeredness. They provided the following:

- The assessment of the learner should focus on individual students' needs.
- The implementation of blended learning to promote reflective learning.
- The integration of formative, informal assessment, self-assessment, and peer-assessment. As a result, learners realize that their learning process is evaluated rather than focusing on their marks.
- The presentation of project work.
- The incorporation of real-life situations.
- The integration of peer and group learning.
- The involvement of group discussion and reflective writing.

4.4.2 Interpretation of the Results

The interview with English language teachers showed the gaps that exist between them as practitioners and their EBE students. There is a total lack between the theoretical frameworks and the pedagogical practices and implementations inside the classroom. They revealed that EBE students do not seem to be able to handle their learning, and they could not be reflective learners. They keep relying on their teachers to spoon-feed-them. They considered them as the only source who provide them with the necessary knowledge. EBE students are not aware of the importance of the English language. They lack motivation, and they are unable to link between what they encountered inside and outside the classroom. Language teachers do not seem to take part in the classroom. An absence of reflective teaching directly led to a lack of reflective learning. They still stick to old practices of teaching.

English language teachers rely mostly on the use of the mother tongue to explain the target language. They have a clear understanding of the most appropriate strategies that lead EBE learners to assess their learning process and monitor it. However, they did not implement it in their teaching. EBE language teachers need to rely on tasks to develop students' reflective learning. Tasks at the remembering level where EBE learners are asked to memorize and remember rules. Tasks at the understanding level where learners organize charts and tables and give interpretations. Tasks at the application level where EBE students know how to solve problems, select a design, reconstruct a passage. Tasks at the analysis level where EBE learners identify and explain the steps of a process, for example, why a machine does not work?. Tasks at the evaluation level where EBE learners make decisions and judgements regarding a dilemma and provide interpretations. Tasks at the creation level where learners design new solutions to a problem. They create new products (Oral and written) (See figure 1.2 Bloom's Taxonomy).

EBE language teachers consider that students' needs are above and beyond everything. The learner-centred approach places the student at the centre of the learning process. It can be applied through cooperative learning,

presentations, small-groups, brainstorming, problem-based learning, workshops (See 6.1).

Data show that EBE students have difficulty in all language skills. This fact urged the investigator to improve them, with a special focus on some specific teaching methods that develop reflective learning. Skills-based tasks may serve as a pedagogical tool to increase their learning process. The abilities have to be promoted via tasks. There is also a necessity to follow the task-based approach to teaching the language. EBE language teachers need to develop a set of tasks in their classes through journal activities and lesson report tasks (See 1.6). This may engage EBE learners to be motivated and reflective learners. Language teachers promote reflective teaching to support students' learning development (See Kolb's Model Figure 1.1)

4.5 Classroom Observation

The researcher conducted classroom observation that took place in the Faculty of Economics Business, and Management Sciences, Department of "Finance and Accounting, Tlemcen University, enrolled in the academic year 2016/2017. The classroom observation had been held among EBE students in a class of 44 (Forty-four) students (See 4.5).

The aim behind conducting this research instrument to obtain reliable data about the existing teaching methods and content delivered to EBE students' interactions. Classroom observation identified learners' meta-cognitive strategies that they use in their learning process to accomplish the different tasks. It evaluates EBE students' perceptions to identify their competencies in the learning process. It assesses the relevance of strategy-based instruction in training learners to achieve certain tasks. Classroom observation was conducted in the EBE classroom after several sessions while learners performed different tasks and activities.

4.5.1 Results Analysis

Classroom observation was enrolled during the academic years 2016/2017 and 2017/2018. The investigator obtained the findings by relying on a rating scale and taking notes. Classroom observation was classified under three

major types: meta-cognitive strategies to accomplish tasks, students' perceptions to evaluate their abilities to achieve tasks. The last part was devoted to the relevance of strategy-based instruction.

The findings of the first part of classroom observation were devoted to the way learners use their metacognitive strategies to perform tasks were represented in the following table (4.12) in percentages:

	Always	**Often**	**Sometimes**	**Rarely**	**Never**
1-Preview the nature of the instruction				22,72%	77,27%
				10	34
2-Differentiate between sentence forms			11,36%	15,90%	72,72%
			5	7	32
3-Get ready to avoid anxiety.				22,72%	77,27%
				10	34
4-Plan their goals.					100%
					44
5-Prepare for upcoming tasks.			45,45%	45,45%	9,09%
			20	20	4
6-Estimate the nature of the task.			56,81%	31,81%	11,36%

			25	14	5
7-Consider what learners have to know.			27,27%	50%	22,72%
			12	22	10
8-Estimate their language skills to perform the task			34,09%	34,09%	31,81%
			15	15	14
9-Clearly identify the purpose of each task.			27,27%	45,45%	27,27%
			12	20	12
10-Take responsibility to select another way to accomplish tasks.				68,18%	31,81%
				30	14
11-They notice their errors and look for solutions.			56,81%	20,45%	22,72%

			25	9	10
12-Learn from their mistakes.			25%	22,72%	52,27%
			11	10	23
13-Evaluate their progress in achieving tasks.			22,72%	27,27%	50%
			10	12	22

Table (4.12) Learners Meta-Cognitive Strategies.

The investigator noticed that while accomplishing tasks, learners are required to use meta-cognitive strategies. However, the majority of learners did not preview the target language to have an idea about the nature of language instruction, the way it is organized according to their previous knowledge. The learners did not consider their learning experience and knowledge. Throughout the next sessions, EBE students faced a difficulty to pay attention in distinguishing between language forms and differentiating between sentences (See 4.2).

Almost 77, 27% of learners got confused about tests and activities since they lacked the adequate strategy to arrange themselves to practice the target language. They felt anxious when performing each task. EBE students did not plan their goals and this is was due to the lack of learning from previous experiences. They did not know how to construct knowledge.

Almost 56, 81% that represents the majority of EBE students could perceive the nature of the task provided (oral or written). It led them to get ready and prepare themselves for upcoming tasks to raise their awareness. 27, 27% of learners considered what they have to know, and they identified the purpose behind performing each task.

However, 52,27% of students did not find a suitable strategy that leads them to overcome their deficiencies. They did not find a way to evaluate their progress in achieving certain tasks. They could not handle their learning, and take an explicit responsibility in selecting appropriate ways to accomplish tasks. EBE students did not show any attempt to take charge of their learning. They were considered as passive learners. Few learners tried to be more autonomous, self-guided, self-esteemed and reflected on the nature of the task provided.

The investigator assessed the perceptions of EBE students and their abilities in engaging themselves in language learning. The findings obtained were summarized in (Table 4.13):

	Always	Often	Sometimes	Rarely	Never
1-Engage learners to select Appropriate activities inside the classroom				100%	
				44	
2-Engage learners outside Classroom activities			100%		
			44		
3-Awareness in evaluation and achieving tasks (formative feedback teacher)			8,18%	11,36%	20,45%
			30	5	9
4- Identify their difficulties			54,54%	45,45%	

while dealing with tasks.					
			24	20	
5- **Overcome their difficulties by deciding what should be learned next.**			54 54	45 45	
			24	20	
9- Decide how long they spend on each activity.			54 54	45 45	
			24	20	
7- **Share their own experience and negotiate with their mates.**			45 45	45 45	9 09
			20	20	4

Table (4.13) EBE Students' Perceptions.

Table (4.13) shows that the teacher wants to move from a traditional transmissive model of teaching teacher-centred to learner-centred. However, the teacher gave the sole authority in the classroom and did not engage the EBE students to select suitable tasks. Learner to learner interaction was reduced, however, it was the task of the teacher to ask his students to share their experiences and negotiate with their mates (45,45%).

During each task, 24 (twenty-four) of EBE students engaged themselves to decide how long they spent on each task. They asked for more clarification about the instruction. They looked over the easiest task to start with. 54, 54% of the students became aware, and they noticed their difficulties in the target language. The next step was based on overcoming the previous deficiencies. The language teacher relied on formative assessment and provided tasks. Feedback is always

pointed to students' mistakes and errors. Therefore, 68, 18% of learners become aware of assessment in accomplishing tasks.

The last part of classroom observation was devoted to the relevance of strategy-based instruction in performing tasks. How EBE students opt for suitable strategies. The findings are represented in table (4.14) below:

	A	O	S	R	N
1-Learners take notes while having a listening activity.	22,72%	34,09%	22,72%	20,45%	0%
	10	15	10	9	0
2-Learners identify keywords to understand the instruction.	27,27%	29,54%	27,27%	15,90%	0%
	12	13	12	7	0
3-Learners develop their self-monitoring, through an over-control of the test.	22,72%	22,72%	36,36%	18,18%	0%
	10	10	16	8	0
4-Students are aware to notice their progress.	122,72%	22,72%	40,90%	13,63%	0%
	10	10	18	6	0%

Table (4.14) Strategy-Based Instruction Tasks.

The instructor pointed to a variety of tasks as speaking, reading, writing and listening tasks. Almost 34, 09% often relied on notes taking to summarize the main ideas of the listening task. About 20, 45% had difficulty in understanding the target language. It became hard for them to pass through all ideas.

The teacher suggested activity and almost 29, 54% understood the instruction by relying on the identification of some keywords. 15, 10% of the students noticed a difficulty in getting familiar with keywords because the instruction becomes ambiguous to them. Most EBE students developed their self-reliance to perform tasks, self-monitoring, self-esteem, and self-correction. 18, 18% of learners did not know how to get an over control, and how to self-esteem their learning progress.

4.5.2 Data Interpretation

The investigator played the role of an active participant, and at the same time, the instructor of the tasks provided in classroom observation. The atmosphere is not always participative because few learners respond to the questions. They are not motivated to be involved in the classroom environment. There is no textbook in teaching English for Business and Economics, and the Department of Finance and Accounting was not provided with any teaching material. The findings of the major results showed that EBE students were still relying on their teachers. Thus, the Algerian classrooms are still working on teacher-centeredness and traditional transmission of knowledge in the teaching /learning process.

The learners lacked in taking responsibility for their learning process. They were unable to take part in any decision-making inside and outside the classroom and self-management. EBE students did not care to make any efforts to be active participants, and get ready to handle their lectures, or prepare activities in advanced. However, they were ready just when having exams by the end of the semester. They found themselves obliged to learn to get higher grades. In this context, Lakehal (2008: 416-417) states that regular assessment is considered as a crucial part of the Algerian educational system, also learners are in an indirect way obliged to learn, just for the sake of passing, and getting good results. It is almost obvious that the Algerian educational framework, learners are considered as passive participants in their learning process.

Therefore, it was the task of the teacher to get his learners engaged in inside and outside activities, to take part in selecting suitable tasks to be

motivated, and satisfied to learn. In this way, EBE students raised their awareness, and they became active participants. They got a clear insight to share their experience and performed the tasks. They became more aware to notice their progress in their learning process through self-evaluation. Strategy- based instruction probed its relevance in the suggested activities proposed by the instructor (See SSBI Model 2001, 1.8). EBE students knew how to train themselves with the instruction. They knew how to organize and analyze data, by relying on note-taking. They have been trained to identify keywords to clarify the instruction of the tasks provided. All the strategies led EBE students to develop their self-reliance, self-esteem, and self-correction.

The results showed that EBE students lacked the rationale behind being reflective learners due to a set of reasons. The concept of reflective learning principles is not well used in the Algerian classroom. The learners were lacking motivation and enthusiasm to move from a classical model of learning. EBE students' awareness allows them to show an interest in learning, encourage them to handle their process of learning. The focus on metacognitive strategies can positively influence the learning process. They develop EBE students plan for learning information. When learners become aware of how they learn, they become more independent. Students need to consciously monitor and reflect on their learning. The think-aloud strategy is suitable for reading comprehension and problem solving the situation. It works well when the language teachers read out loud and stop periodically and verbalize the students' thoughts. Reading comprehension engages students with a text to decipher the meaning. EBE students' engagement increases their attention to focus and motivates them to develop their reflective learning. They will be able to promote meaningful experiences. Language teachers who adopt learner-centredness to classroom instruction provide opportunities for students' engagements that help successfully achieve course objectives. Active learning involves students to participate. The strategies include discussions, assignments, portfolios development and experiential learning (See 1.3.3.1). EBE language teachers need to integrate active learning strategies to provide helpful feedback (See 7.3).

4.6 workplace Interview

A semi-structured interview was conducted to determine needs identification analysis. The main objectives are:

1- Determining the current level of proficiency of workplace employees.

2- Setting the extent to which the target language is important for professional careers.

3- Setting out the significance of the English language of professional development.

4- Determining the necessary language skills that have to be clarified in the content of the course and target tasks.

5- Identifying the respondents' perceptions about the deficiencies that face them.

6- Setting the contents in which the course may usefully contain especially in terms of target tasks.

4.6.1 Results Analysis

Despite the refinement of scientific research, the English language has taken place for professional orientations. Major participants are having access to such companies:

➤ **Algerie Telecom**

In this work, eleven informants are taken place, and being interviewed to represent the sample population of the employees working in Algerie Telecom (See 3.3.1). The company works at setting conventions in the field of developing technology with foreigners such as "China". Its main purpose is related to customer interest and provides all his requirements. Most of the employees responded in English to the interview. The investigator opted for a formal interview as a research instrument. A semi-structured interview was administered verbally to the respondents (See 3.4.3.3). The analysis of the interview revealed significant information with relevant data needed.

- Informants' Specialization:

     All the respondents hold a license degree, but with different specialities. Five informants are specialized in telecommunication, two others in the English language. Four respondents got a license degree in Business and Economics. They studied English at tertiary level. It varies between 4 years to 12 years.

- Language Proficiency:

     There is a variety concerning the level of proficiency of the target language among the informants. The table (4.15) below shows how they assess their current level in English.

	Good	Average	Weak
Percentages	27,27%	54,54%	18,18%

Table (4.15) language proficiency.

     The data revealed that 54, 54% of the respondents stated that their level in English is average. 27, 27% showed a good practice of English. They have been interviewed in the target language. However, two informants did not interact in the English language though they studied it for years at the university. They assess their language proficiency as weak.

- The importance of English in the fieldwork

     The informants are aware of the importance of the global language in their professional career because:

1- They need content-based vocabulary.
2- They interact with foreigners in meetings, projects, presentations, and negotiations.
3- They work on the computer with the English software.
4- They exchange written messages (letters, faxes, e-mails).
5- They write reports, official documents, memos.
6- They make translation and internet research.

- The use of the English language:

     The researcher tries to set the necessary language skills for the professional development of workplace employees. The use of the English

language is tightly related to the proficiency level of the informants (See table 4.15). Employees who have a good level of proficiency negotiate with foreigners and interact very easily. They deal with materials provided in English. Employees who have a weak level try to avoid any contact that forces them to meet foreigners. They rely on documents that are available only in French or Arabic. Other respondents revealed that sometimes they face a strong deficiency in transmitting the ideas and rely on or translating.

- Language Deficiencies:

     The informants who did not master the English language, they consider it as an obstacle in their fieldwork and professional development. The majority of the work requires the use of English. Studying English provides a lot of opportunities that facilitate the work. English is considered as a means of communication, and the informants were unable to use it and speak it. They consider themselves as a handicapped person. They stated that they had better know the target language, to perceive the new technology.

- Suggesting the contents of the course:

The respondents have pointed to some suggestions that are stated as the following:

1- Extending the time allocated per-week of English for one hour and a half to meet the needs of the students.

2- Providing courses related to Business English and Economics.

3- Integrating the students into the target language and practice.

4- Involving learners to be self-dependent and do not over-rely on their teachers.

5- Training learners outside the classroom.

     The analysis of Algerie Telecom provided reliable data, and the researcher opted for other workplaces, such as ADE.

➢ **ADE**

     The employees in ADE exceeds thirty workers. However, employees who work in the administration do not exceed ten. The investigator has taken 07 informants to represent the whole population of 10 (See 3.3.2). Significant data revealed that respondents have pointed to valuable and accurate information.

- Informants' Specialization:

    The informants hold a license degree in Business and Economics, however, they differed in terms of specialities. Three respondents were specialized in 'Accounting'. The rest were specialized in "Finance". The informants studied English at the level of the university. It varies from three to four years. Except one of the informants claimed that he has got a training English course outside the university.

- Language Proficiency:

    Table (4.16) show the proficiency level of the informants in the ADE company:

	Weak	Average	Good
Percentages	14,28%	28,57%	57,14%

Table (4.16) Levels of proficiency.

    The company focuses on the proficiency level of English which is a crucial point in selecting the employees. 57,14% of respondents showed a good level. They were good when responding to the interview, and reacting in the target language. However, the data revealed about 14,28% of respondents have a weak level.

- The Importance of English in the fieldwork:

    The sample population under investigation proclaimed that 90% of the use of English took part in their fieldwork. All the informants stated that they were aware of the importance of English because:

1- They use the target language at work

2- They work with foreigners and foreign companies.

3- They translate some works such as bills.

4- They interact with foreign investment and financial advisors.

5- They read journals and publications

- The Use of the English language:

    The company obliged the mastery of the English language because the some of the work is done through the target language. The awareness of the informants about the importance of English resulted in a good level of proficiency. This was due to the use of English at professional development. They showed that English is widely used throughout the interaction, and communication (written or spoken). It is used approximately in all fields of work. Therefore, the interaction with foreign peers and the materials provided in English is done easily.

- Language Deficiencies:

    About 14,28% of the respondents displayed a weak level of language proficiency in English. They stated that a lack of English knowledge means an obstacle in their fieldwork. They were obliged to learn English to facilitate their work. Thus, the weak level in English means a bad performance. However, the necessity of the target language led them to make deals with foreign companies.

- Suggesting the content of the course:

    The informants pointed out to several suggestions. They are summarized under the following points:

- Focusing on EBE courses that offer real-life and problem-solving situations.
- Providing additional sessions to practice the target language.
- Rising the awareness among EBE students of the importance of the global language, especially in their professional development.
- Allowing subject-specialists to provide conferences in the target language, often with the help of language teachers.
- Integrating EBE students in situations by using English through, surveys, presentations
- Training language teachers and EBE students.

    The researcher opted for another company such as SITEL to get data that are more adequate and to find out information to reach reliable findings.

➢ **SITEL:**

It is considered as a national firm that involved an electronic industry (See 3.3.3). In this context**,** Benyelles (2008: 141) states that the company obliges its workers to assure an international business to get considerable knowledge in English. Seven respondents have responded to the interview, to represent the whole population which did not concern business and economics, but even the staff of electronics. The results obtained are discussed below.

- Informants' Specialization:

The specialization of the informants differs from one to another. Five respondents hold a license degree in Economics. Two informants hold a license degree in Engineering and Electronics. Their studies of the English language at the tertiary level varies between one year to five years.

- Language Proficiency:

The below table (4.17) illustrates the language proficiency of the informants:

	Good	Average	Weak
Percentages	14,28%	57,14%	28,57%

Table (4.17) SITEL Language Proficiency.

The current analysis of SITEL employees revealed an average level of about 57, 14% of English. Language proficiency refers to their ability to perform in the target language. However, one informant responded in English and she mentioned a good level.

- The importance of English in the Professional Development

Though employees showed a weak level of proficiency in SITEL company, they were aware of the integral role of English. The importance of English is summarized in the following points:

1- Dealing with foreigners.

2- Using documents provided in the target language.

3- Dealing and interacting with clients and investors.

4- Providing deals in the field of marketing and relations with clients, and suppliers.

- The Use of the English language:

    The table (4.18) below shows the percentages of informants about the use of English in their work.

	Using English	Lack of using English
Number of informants	03	04
percentages	42,85%	57,14%

Table (4.18) The Use of English in SITEL.

    The informants who possessed a weak level of proficiency in English did not deal with it. 57, 14% of the respondents lack a total use of English. They relied mostly on translation in the target situation. However, 42,85% of respondents revealed that there is complete use of English in their fieldwork since it is very crucial in marketing. The use of the target language is marked in deals, and interacting with foreign peers and materials provided in English.

- Language Deficiencies:

    All the respondents agreed that a lack of knowledge in the English language means that there is an obstacle in the fieldwork. The employees have relied on translation as a suitable tool to understand the materials provided in English. The informants revealed that English is considered as a global language and it is a way of making business transactions.

    However, 57,14% of the respondents who lack a good level of proficiency of English in their jobs, they faced a big problem with the target language in speaking, communicating and interacting with foreigners. They showed difficulty in writing when dealing with documents or bills provided in English.

- Suggesting the content of the course:

    The interviewees pointed to some suggestions that are summarized under the following points:

1- Including scientific research and development in companies; i.e, strengthen the relationship between university and companies.

2- Providing modules of speciality in English that is needed in professional development.

3- Providing training to EBE students to practice English.

4- Identifying the needs of the target situation.

5- Extending the hours of teaching per week.

➤ **CNEP Bank**

Benyelles (2008: 141) mentions a set of situations in which employees may be involved in such as dealing with international financial contracts, writing financial reports, attending international meetings with foreign companies. English is required to accomplish a successful job.

The investigator tackled CNEP Bank, however, the data have shown that the informants hold most of the degrees in Banking, Accountability and some respondents hold Economics and Business License in Law and Management. Although they studied English at the university level, it varied between two to four years, the informants assessed their level as weak, and they responded in Arabic (See 3.3.4).

CNEP Bank employees did not use English in their work because French is obligatory to accomplish their work. English does not help them and it is neglected there. There was a lack of interaction with foreigners and no materials are provided in the target language. A lack of English knowledge does not mean an obstacle in their fieldwork. The informants suggested that English needs to be included at university, but it has to be used in the target situation.

The analysis of the results revealed that English is used in the target situation through various ways as faxes, e-mails, letters, reports and telephones. Most of the businesses included foreigners and interactions provided in English. Professional tasks required the mastery of language skills. However, language courses offered at university did not integrate EBE students' needs (See 2.2.4.1).

4.6.2 Data Interpretation

The purpose of this research instrument is to focus on necessities and tasks where EBE students are required to use the authentic language to accomplish

meaningful tasks. The focus in language teaching and learning does not require a strong impetus in developing the linguistic competence of EBE students. However, the focus may be on developing linguistic strategies to accomplish several target tasks as spoken, written, accuracy, creativity. The language teacher has to be based on task outcome.

The target tasks may appear in the task-based course because it takes into consideration the student himself. They permit EBE students to solve real-world problems. The data revealed that the informants were not taught important skills. It is the task of English language teachers to show to learners the way how to negotiate and interact in the target language. Working in groups permits learners to use the different learning strategies to problem-solving in addition to the way EBE learners think and make decisions.

EBE students share strong beliefs about the significance of the four language skills. They had serious deficiencies in using the language effectively. Lacks are related to skills application on some tasks as participating in group discussions, notes taking, preparing detailed reports, summarizing, analyzing graphs and charts. Both EBE students and employees rated their lacks on their experiences and knowledge. There was a gap between EBE students' needs and what the language courses offered. Learners pointed out to their dissatisfaction to courses because they were not based on needs analysis. EBE students enjoyed different learning contexts. They preferred working on tasks related to their field. They had the interest to use authentic materials and a variety of tasks. EBE language teachers need to consider learners' learning styles (See 1.8).

Moreover, a task-based course may provide EBE students with the linguistic components that they need to accomplish authentic tasks. It may include the way EBE students could introduce themselves and present their projects, their interests, their needs. The purpose behind selecting a task-based course because it focuses on interaction as well as communication using the target language (See 2.3). The participants mentioned that they needed to easily check the references provided in English. To know the vocabulary of their

specialism. They found it necessary to help them in their professional development.

4.7   Summary of the Main Results

The main findings obtained from the research instruments administered to participants revealed many results. They showed that EBE students were required to be autonomous learners, and monitor their learning process. They need to be reflective learners to promote their learning styles and strategies to assess their knowledge. However, the learners lacked completely reflection on their learning. They could not determine the purposes and goals behind each task given inside and outside the classroom. There was a total lack in identifying their weaknesses and strengths for improving. The use of the target language was used inappropriately and inadequately in terms of all the competencies.

EBE students indicated their lacks concerning specific tasks. They are:

- Presenting projects, reports, term papers.
- Participating in group discussions.
- Pronouncing words adequately.
- Taking notes from texts, articles, table data.
- Reading comprehension.
- Guessing the meaning of words from the contexts.
- Writing sentences correctly and appropriately
- Analysing diagrams, graphs and charts.
- Writing memos, reports, business letters.
- Summarising detailed reports, notes.

Students preferred content-based vocabulary to Business and Economics in addition to visual aids in learning concepts. They were interested to practise pronunciation and writing concerning their fieldwork. However, English courses did not satisfy their needs. They perceived that learning English would help them in their academic and professional needs. They still lacked the necessary skills related to the focused area of Business and Economics. EBE language teachers in their turn, need to focus on the target situation tasks to overcome students'

difficulties. They exhibit learners' memory of previously learned materials by recalling concepts, answers and facts. Learners demonstrate the understanding of ideas by describing, stating the main ideas, translating, comparing and interpreting facts. They apply their knowledge through problem-solving to real-situations. They apply the acquired experiences, rules and techniques differently. They examine their information by identifying motives and causes. They will be able to defend their opinions and make judgements. They combine elements and propose alternative solutions (See Bloom's Taxonomy figure 1.2).

Reflective teaching as a cyclical process allows EBE teachers to implement changes. They decide to teach differently. They need to reflect on their experiences and the tasks provided for EBE students' learning growth. As a result of reflective practice, EBE language teachers can deal with the needs and different issues in the teaching/learning tasks. EBE language teachers and students need to grow to bring changes in their styles and behaviour. Reflection is a flashback that teachers mediate for their development (See 1.7).

Language teachers may develop reflective learning in their classes by providing some specific teaching strategies to develop and raise the awareness of EBE students. They have to consider their learners' priorities such as rating the importance of language skills, and students' interests. They assess the target situation needs (necessities), the contents of the course, the learning strategies, target tasks designed on the academic and professional needs. The teaching materials have to accommodate the different styles of learners. Stakeholders, managers, employees have to participate in the course design. They give relevant inputs regarding the focus area. EBE language teachers have to offer learners with suitable orientations to the real situations to their future careers. Practical tasks need to be integrated into lesson plans where EBE students can gain experience.

The needed skills to develop EBE students' language competence in the task-based course are:

1- Learners will be able to communicate in meetings related to business.
2- They will be able to join discussions in job-related businesses.

3- They will be able to communicate with foreign customers.

4- Students will be able to arrange appointments with foreigners.

5- Students will be able to write CV and letters of applications and reports.

6- They will be able to write memoranda and notices.

4.8 Research Findings and Discussion

The research instruments devoted in this study were used to explore EBE Master one students' proficiency level in English, identifying their will to be reflective learners, who monitor their learning process. The way they were taught, to discover the reasons behind their difficulties, and to look for some possible solutions to overcome their deficiencies. The purpose behind selecting the research instruments as questionnaire, interview, test to determine the objectives of the EBE course, identify needs analysis. Moreover, selecting suitable teaching methods that develop students' reflection and to be motivated to handle their learning. In this way, the investigator tried to verify the three first research questions and hypotheses.

The findings obtained from the research instruments will help the investigator to go a step further, to have a clear insight about a suitable EBE course design, and the impact of some teaching strategies on developing EBE students' reflective learning, henceforth, the fourth hypothesis.

Regarding the first hypothesis, the major findings revealed that EBE students did not seem to be reflective learners and autonomous, because they were not ready yet to handle their learning process. However, they showed interest to monitor and set their strengths and weaknesses, determine their objectives and assess their knowledge. On the other hand, language teachers still lacked some professional training to cope with the difficulties of their EBE learners.

The questionnaire revealed that the content of the English courses provided earlier was inadequate and inappropriate concerning EBE students target and learning needs since it focused only on GE tasks and translation activities. In addition to that, no syllabus was provided concerning hypothesis two that focuses on the relevance of EBE task-based course.
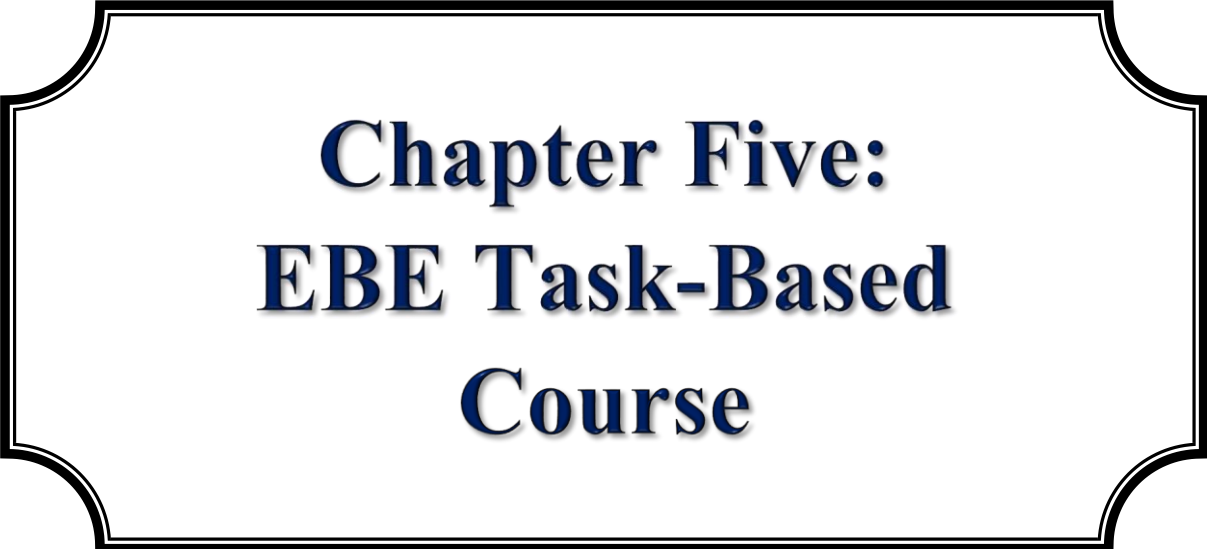
Regarding The informants' attitudes throughout the use of task-based course and some motivational strategies to EBE students (the third hypothesis) help them to promote the attention and the negotiation of meaning, select appropriate objectives of the communication, and this can be a solution drawn to motivate learners and help them overcome the lack of teaching time.

4.9 Conclusion

The investigator tried to provide a clear analysis obtained from the research instruments discussed earlier. Therefore, adequate results were achieved, concerning the EBE teaching situation, NIA, students and teachers' attitudes about the importance of the English language, instructing some activities as well as tasks. EBE students revealed that they lacked both strategic and linguistic competence to deal with the target language, teachers also lacked some motivational strategies that could develop reflective learning among their learners.

The next chapter will be devoted to results confirmation, this can be done through testing, and to see whether teaching strategies and the use of EBE task-based course would help EBE students to perform and develop the reflective capacities through the impact of the teaching strategies.

The language teachers' interview showed that time allocated to teach their lectures were mainly emphasized on grammar tasks, or text comprehension, and were not sufficient to deal with tasks. No teaching strategies were devoted to coping with the reflective learning of EBE students. Teachers also maintained that the English course time load was insufficient to deal with a set of tasks and activities by increasing the number of exercises, and homework assignments were not provided at all, and this was because of lacking motivation among learners.

Chapter Five:
EBE Task-Based Course

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5.1 Introduction

Teaching English to Business and Economics has become an academic as professional requirements. EBE students need to develop the mastery of language proficiency and skills. The majority of Business information updates are used in English. Thus, it is of the greatest importance to improve EBE students' comprehension and language abilities.

The investigator designed a task-based course for Master students as a result of NIA. The chapter is concerned with the action research model previously mentioned. It is initiated with the presentation of the findings of EBE students' needs profile followed by the course aims and objectives.

The researcher outlines the EBE course, organizes it into units and several lessons by including the four language skills, in addition to grammar and vocabulary. Moreover, the researcher presents the different assignments and tasks given to reinforce the learning process of EBE students. Finally, a general description of Task-Based course is introduced.

5.2 Developing English Course for Business and Studies

The researcher develops teaching materials and methods for EBE students involved in this study and designs an EBE course. According to Graves (2000), a systematic curriculum contains the following:

1- Task-based needs analysis
2- EBE course objectives
3- EBE course conceptualization
4- EBE teaching materials and tasks
5- Tasks organizations and contents
6- Evaluation and assessments.

Henceforth, the chapter is concerned with a task-based course since it represents the contents to be taught to EBE students. Moreover, it also deals with the teaching objectives and methods as part of the curriculum. The investigator is going to tackle the evaluation in the next chapter.

5.3 EBE Students' Needs Profile

In this chapter, the researcher has obtained the final findings concerning EBE students' language needs. The overall results focus on academic as well as professional contexts.

5.3.1 EBE Students' Needs Profile

The researcher has collected and analysed all the information related to learners, English language teachers, workplace managers that work in different fields. The results have been obtained concerning EBE students' language needs (See chapter Four). The overall findings focus on developing teaching methods and learning strategies in different academic and professional contexts. It has been concluded that reflective learning in EBE has a significant role in shaping the learning process and promote their understanding of business and economics terminology. Effective learning represents a major need among EBE students. Vocabulary acquisition is necessary to attain competence.

Many investigations were undertaken in Business education, evoking the concept of experiential learning that connects the Business world and target tasks. This helps students to develop their skills and enhance their reflection. The following table (5.1) gives a summary concerning needs analysis that the course will be based on. It illustrates the target and learning needs in which EBE students will be confronted with. It also emphasizes the linguistic knowledge and the skills required.

Target Situations	Learning Need (Skills required)	Suggested Tasks and activities (that promote reflection)
Reading Context	Reading texts Vocabulary Acquisition Inferring Meaning Visual Aids	Texts (According to EBE students' proficiency level) Scaffolding strategies (Think aloud tasks)
Taking part in international conferences	Communicative abilities Vocabulary Listening and speaking skills	Group work Persuasive tasks (assignments, inquiry-based project)
Exploit and write materials	Writing based activities Practice in a simulated environment	Charts analysis Sales report Pamphlet / emails / letters / articles Checkout sheets

Table (5.1) Target and Learning Needs in EBE Context

The illustration of target and learning needs above helps the researcher to determine the objectives and course aims about the construction of the content accordingly. The chapter deals with significant teaching materials and pedagogical tasks that help EBE students to develop their reflection. The process concludes with an evaluation of the students' progress, which will be dealt with in the next chapters.

5.4 EBE Course Aim and Objectives

EBE course aims to equip learners with the required language skills and necessary knowledge that they need to be effective reflective learners who function efficiently in their academic and professional settings. Thus, the findings revealed from needs analysis show that they need to promote all

language skills as well as develop their vocabulary by integrating their learning strategies. Reflective learning tasks will be a vehicle to meet these ends. The researcher designed the EBE course accordingly to achieve the following objectives:

- To lead learners to expect their deeper understanding of experiences through enhancing language skills and communicative abilities.

- To enable EBE students to guide and monitor their learning process through the acquisition of a necessary vocabulary.

- To result in an awareness of thoughts and develop students' alternative explanations for experiences by inferring meaning from text to reach an effective comprehension.

- To promote self-awareness and create new perspectives that may define students' reflection.

- To provide an insight into students' attitudes about their profession and ideas.

- To familiarize EBE students with the necessary terminology and reinforce them with what they have already learned and to acquire different notions via situations and topics.

- To enable learners to explore their reasoning in solving professional problems.

5.5 Presentation of the EBE Course

The investigator selected task-based course after identifying NIA, determining EBE course aim and objectives. EBE course focuses mainly on tasks that are rich in language skills and involves a variety of information, communication and interaction. It integrates students to learn by doing. The lessons are designed to help learners completing a task (See table 4.11), for example:

- Completing an email to add information about loans, or describing conditions about office machines.

- Filling out the furniture catalogue order form.

- Making an appointment for advertisement.

- Correcting an error via writing a business letter

- Making suggestions in a magazine article

- Explaining costs.

- Holding meetings with foreigners

The task-based course defines the target tasks that reflect real-life situations. It motivates EBE students since it is closely linked to their real-needs. Therefore, the focus is not only linguistic but to integrate EBE students in situations needed to achieve their goals. A selection of tasks and activities allow the integration of the four language skills in addition to vocabulary acquisition required for the Business and Economic domain. The researcher designed tasks that EBE students encounter in their academic and professional context to involve participation in the classroom.

As the task-based course includes a set of language elements, a list of language structures, vocabulary, communicative functions and situations to meet EBE students' target and learning needs. The structures are combined and classified under several units to develop the English learning program for Master students.

5.6 Organization of the EBE Course

EBE task-based course is designed to Master one EBE students. It is composed of several units. First, it represents the basis for learning. It provides a detailed description with a special focus on language skills: reading, speaking, listening and writing.

- ***Vocabulary acquisition:*** EBE students are presented with business and economics-related vocabulary knowledge that improve their knowledge at the social and professional levels. They are also disclosed to abbreviations related to their field of study and business documentation. The aim is to get learners familiarized with specific terminology to develop their ability to infer meaning from the context.

- ***Reading comprehension:*** focuses on the capacity of learners to read and understand the target language retrieved from the written material. EBE students are encountered with pre/while and post-reading tasks. The aim is to stimulate

interaction and motivation among learners. Several teaching strategies are taken into consideration to develop students' reflection are related to Bloom's Taxonomy (2001) (See figure 1.2). They are summarized in the following table (5.2)

Teaching Strategy	Teaching Instruction
Activating	By making learners recall their prior experiences from long-term memory to construct meaning from texts.
Inferring	Allowing learners to bring what is written in the text to what is unwritten to construct meaning.
Questioning	Engaging learners in dialogues with peers, teachers and even self-questioning.
Searching-Selecting	Selecting adequate data to answer questions, define words, clarifying the misunderstanding, solving problems and gathering data.
Summarizing	Restating the meaning of the text into the students' style and words.
Visualizing / Organizing	Structuring mental images or graphics to construct the meaning of the text.

Table (5.2) Reflective Instructional Reading Strategies

Adapted from (McEwan, 2007)

The goal is to focus on EBE students cognitive strategies. They are explicitly taught and practised over time (See 1.5.1). Explicit instruction involves the use of a systematic plan in teaching reading. Reflective teachers can promote EBE students' reading performances and the results are used to adjust their teaching process. When EBE students are facing a deficiency in pronouncing words, expressive reading, the language teacher uses specific teaching strategies to target their deficiencies.

- *Listening Comprehension:* EBE students listen to audio files to correct pronunciation and develop their communicative abilities. The tasks provided are fill-in-the-blanks. The instructor motivates his learners to develop their learning

strategies while listening by asking them to be attentive and focus on the speaker. Second, asking clarifying questions to gain clarity and understanding. Then, taking notes. Learners seek first to understand and After that be understood.

- *Speaking skills:* EBE students are required to use the listening tasks and act out the roles in real –situations inside the classroom. The productive skill enables learners to enhance their communicative and speaking abilities to put into practice the acquired structures.

- *Writing skills:* students are put into practice all that they have learnt before such as vocabulary, grammatical structures and the use of all previously mentioned skills. Therefore, a set of instructional writing strategies are used for the purpose to teach students explicit strategies for planning their learning, revising, and then editing. Instructional writing strategies develop students' self- awareness and self-regulation through summarization by asking learners to summarize the written material. Collaborative writing by arranging students into groups to plan, draft and edit their writing. Inquiry tasks through analysing current information to complete written tasks (adapted from Graham and Perin, 2007).

Language teachers can rely on supportive instruction to uphold EBE learners. It allows them to be fully engaged with guided practice, modelling, offering questions and explanations. EBE learners need simplifying directions and illustrations to take for the completion of the tasks. They most benefit from a written copy of directions with examples.

5.7 Course Contents

The researcher organized the course contents in terms of several units. The present work shows that the units are divided into lessons. Each unit includes general and specific EBE related topics that can be of interest to the EBE learners. The lessons include tasks and activities that correlate language components and language skills.

5.7.1 Finance Basics

The first unit aims to raise EBE students' awareness about the basic financial terminology to enable them to make an appointment, fill out an office supply order, a furniture catalogue, product exchange form for a faulty machine…etc

Unit One	Lessons	Topics	Skills and abilities developed
Finance Basics	Lesson 1	Financial Documents	Reading for specific information Vocabulary (word bank) Listening comprehension Speaking task Writing task (Fill out secretary notes)
	Lesson 2	Changes in value	- Reading for specific information - Vocabulary (word bank) - Listening comprehension - Speaking task - Writing task (Sales Report)

5.7.1.1 Lesson One: Financial Documents

Objective: By the end of this lesson, EBE students will be able to know common financial documents and the different roles of a financial advisor. They will also realize how to fill out the secretary's note to make an appointment for an advisory session.

- **Warming up:**
1. What are the different types of common financial documents?
2. What kind of assistance that can advisor provide?

- **Pre-reading:**
1- Does your business always in need of financial guidance?
2- What does the passage represent?

Is your business in need of financial guidance?

Contact James Spires * Accredited Financial Advisor *

(815) 566-5666 * James@spiresbusinessadv.com

James knows the world of business. Financial and business services include the review of the following document such as insurance certificate, bank statement, contract, application.

James as a financial advisor assists in the creation of business plans. He advises clients on personal finance. He helps managing the organizations of files and records. He also brings bank statements for free advisory sessions.

Thus, it is time to take control of your business.

Call James Spires for help with all business and financial matters, big or small.

- **While-Reading:**

- Read the advertisement of James Spires the financial advisor. Then, mark whether the following statements are true or false.

1. **………** the financial advisor issues letters of credit.

2. **………**He works on personal finance.

3. ……….James reviews bank statements for free.

- **Vocabulary:**

a- Give the appropriate word that is similar in meaning to the underlined part

1- They signed a paper that <u>defines the terms of agreement</u> …………………………

2- The financial advisor has <u>a collection of financial documents.</u> ....

3- The executives agreed <u>to revise the goals and methods of their company</u> ………………………………

4- Do not turn in that report till it has been <u>checked of errors</u> …………………………………………

5- The company that <u>makes decisions about money</u> offers a variety of choices. ………………………………

b- **Word Bank:** Fill in the blanks with the appropriate words and phrases between brackets (application – a record – legal tender – insurance policy – statement)

1- The bank sends ………………………each month.

2- Pesos are not ……………. In the US.

3- John has not defaulted loans on ……………..

4- To open an account, you have to fill out a……………..

5- Dates and terms of liability are included in the ………………..

- **Listening Comprehension:**

a- Listen to a conversation between a secretary and caller and answer the following questions:

1- What is the purpose of the phone call?

2- What will happen on Friday morning?

b- Listen again and complete the missing in the conversation.

Secretary: Spires Financial Advisory. How can I help you?

Caller: Hello! This is Daniel. With Stone brook Appliances. I would like to …………………………………..

Secretary: Hi! Daniel. What is the appointment ………………?

Caller: I would like to revise our …………… We are considering taking on ………………………….

Secretary: That is great! We …………………………..on Friday the fourth at eleven a.m. Does that ………………….?

Caller: Friday morning………………… Thank you.

Secretary: I will put it on the …………………….

- **Speaking:**

a- Act out the roles in the previous task.

Language Use:

- I would like to …..
- I will put it on the schedule
- We have an opening….
- Making an appointment

- **Writing:**

- Use the conversation from the previous task and fill out the secretary's note

New Appointement

- Client Name :.....
- Date :…………
- Time :…………
- Reasons for visit : ..

5.7.1.2 Lesson Two: changes in Value

Objective: By the end of the lesson, EBE students will be able to describe sales of the company by using the past simple tense. They will be familiar with the different terminology to write sales report.

- **Warming –up:**

1- How to describe sales decline?

2- In which way do you refer to a stock, which is increasing in value?

- **Pre-reading:**

1- Look at the passage and guess the general idea.

2- What is the type of passage?

First Quarter Sales Report

Overall, the first quarter sales **increased.** However, some of the product sales **declined sharply**. I recommended immediate action. Otherwise, our market share will shrink.

MP3 Players: Sales of our MP3 player grew through January and February. They **peaked** in early March.

Headphones: sales **fluctuated** in January. Therefore, we **lowered** prices. Sales became **steady** after that.

Microphones: sales **decreased** in January and **bottomed out** in March. Expanding our market share will be difficult. I suggest new advertisement and large discounts.

Robert Higgins. Sales Managers, Henderson Audio
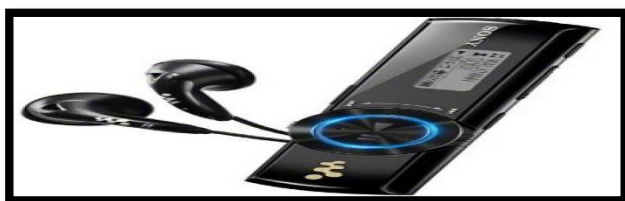
- **Reading Comprehension:**

- Read the sales report above and mark whether the following are true or false

1- ……… MP3 players were highest in March

2- ……….Headphones sales changed in the first quarter

3- ……….Microphones sales were not higher in March than January

- **Vocabulary:**

- Place the following words in the right column from the list (bottom out - peak – decline – shrink – increase – expand)

Becoming larger	Becoming smaller

- **Word Bank:** Provide the exact word related to the definitions

1- Computer sales became less or smaller (…………………)

2- Product sales became larger or bigger (…………………..)

3- Mobile sales did not change (…………………)

4- Sales changed frequently (……………….)

- **Listening Comprehension:**

a- Listen to the audio record and answer the following question?

- What is the conversation mainly about?

- What did the worker say about computer sales?

- Which product had the least fluctuating sales?

b- Listen again and complete the following conversation

Worker 1: Do you……………………………………?

Worker 2: Sure! What do you need?

Worker1: Well! I missed your sales report. Can you ………………………. I just need ……………………

Worker 2: Of course, I can. First, computer sales ……………………a bit.

Worker1: Should we be worried?

Worker 2: No. Those usually………….. Second, software sales ………………ten per cent.

Worker 1: that is great news!

Worker 2: It is. Software sales grew ………. any other product.
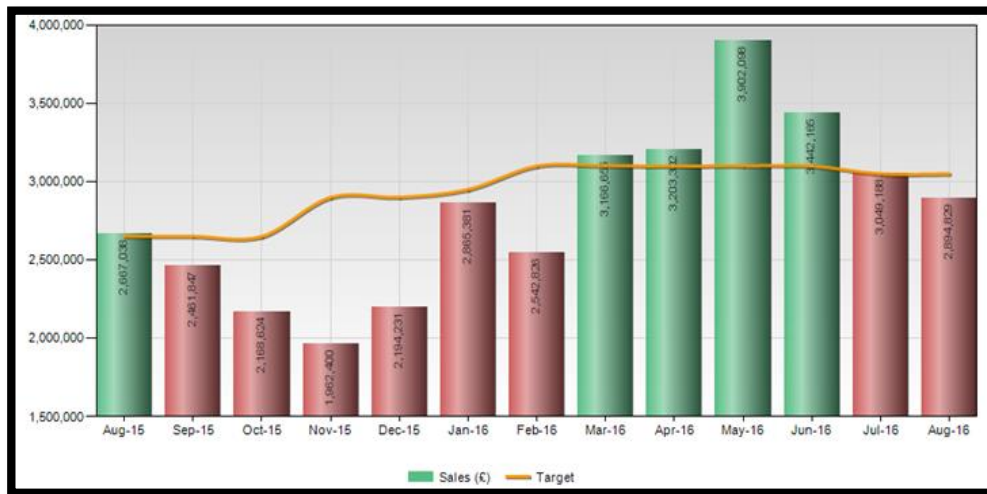
- **Speaking:**

- Pair work: act out the roles with your partner based on the previous task. Then, switch the roles.

- Instruction: You are a sales representative. Talk to your partner about fluctuations in sales, and if you should be worried.

> Language Use :
>
> - I just need the ……….
> - First …….sales………..
> - That's great news !

- **Writing**: By considering the following graph, make an analysis of sales and then, write a report of the company by using the past simple tense.
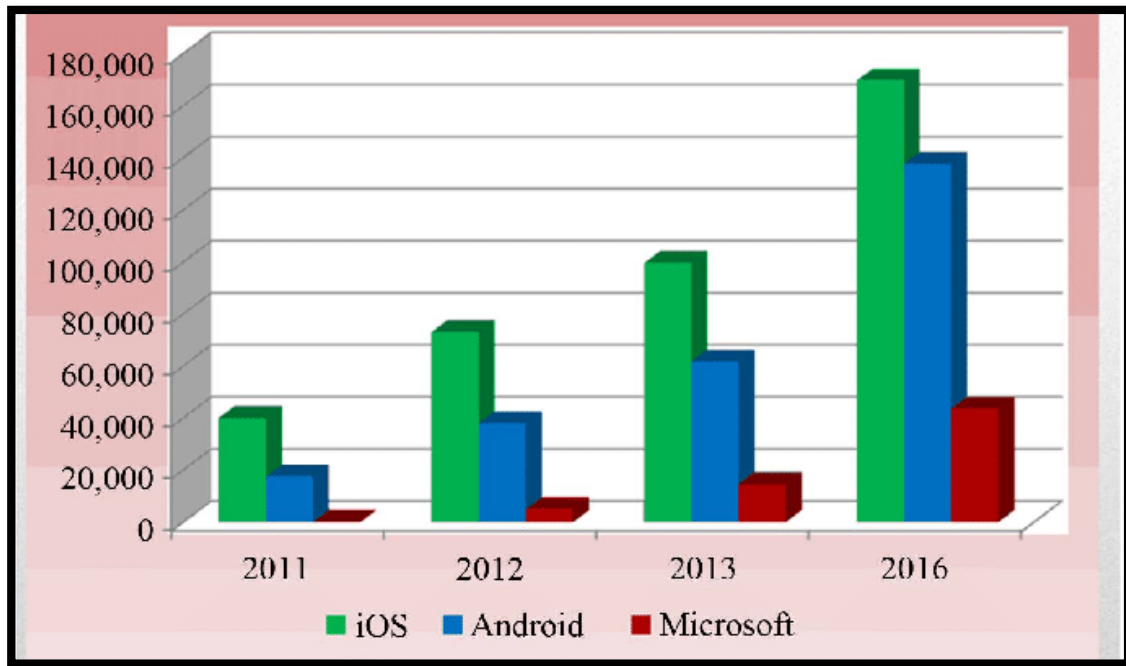
5.7.2 <u>Unit Two: Business Finance</u>

The second unit aims to make learners able to choose the appropriate type of business and to differentiate between them. It also aims at determining the different types of cost.

Unit two	Lessons	Topics	Skills Developed
Business Finance	Lesson One	Types of Businesses	Reading Comprehension Vocabulary acquisition (word bank) Listening comprehension Speaking Writing
	Lesson Two	Types of Cost	

5.7.2.1 <u>Lesson One: Types of Businesses</u>

<u>**Objective:**</u> By the end of this lesson, learners will be able to make a distinction between the different types of businesses, the benefits, risks and the different recommendations that they can provide as business owners.

- <u>**Warming –up:**</u>
- Which structure is right to your business?
- What are the different ways that someone run his business?

- <u>**Pre-reading:**</u>
- Look to the following passage and guess the general idea
- How does the size of the business determine its appropriate structure?
- Brainstorm words related "types of businesses"

LLC – sole proprietor – ownership – cooperative – public – private – organization – large companies – non-profit firm.

Choosing a type of Business

Sole proprietor when the person is the owner of his business. As a sole proprietor, he can make all the decisions about the business. However, a business with multiple owners is a partnership. Partners share responsibilities and profits. They can also form a cooperative. In this structure, all the employees share profits.

Larger businesses are often incorporated, and no particular person is responsible for the entire business. A common mid-sized corporation is an LLC. This type of Private Corporation is popular for its tax benefits. Much larger corporations (C Corporations) are usually public. This means that anyone can buy stock and become a shareholder.

A non- profit organization is appropriate for charitable and community services. All profits go towards advancing the goals of the businesses.

(Adopted from Career Path, 2012)

- **Reading comprehension:**

- Read the chapter and answer the following questions

1- What is the purpose of the previous chapter?

2- What can be inferred about private corporations?

3- What are the advantages of LLC?

4- What is the purpose of a non-profit organization?

- **Vocabulary:**

- Write the appropriate word that is similar in meaning to the underlined part:

1- <u>Owners who</u> <u>stock in the company</u> are discussing the financial plans

    ……………………………………..

2- Careen's Foods became a <u>legal corporation</u>, last month

    ……………………………………..

3- He was <u>the only responsible to make decisions</u>

    ………………………………………….

4- Type of business with <u>the rights of corporations and tax benefits but fewer restrictions</u>

    ………………………………………….

5- They made the firm <u>available for purchase on the open market.</u>

    ………………………………………….

6- He formed a business <u>with multiple owners</u> with his three brothers.

    ……………………………………………..

- **Word Bank:** fill in the blanks with appropriate words (non-profit organization – corporation – owner – private – cooperative)

1- Brook Technologies is a ……………firm, thus we cannot buy shares.

2- The local supermarket is a …………..where the employees may share profits.

3- A ……………can invest all the income.

4- Angel was the …………..of the company until he sold it to a larger firm.

5- A …………..has most of the same rights as a person.

- **Listening Comprehension:**

a- Listen and read the chapter again. Moreover, explain why is it to an individual's advantage if the company they work for is a co-operative?

b- Listen to a conversation between a financial advisor and a business owner. Then, mark whether the following statements are true or false

1- …………. The employee recommends a partnership.

2- ………….LLC is less financially risky than a partnership.

3- ………….The man did not approve of the suggestion.

c- Listen again and complete the conversation below:

Businessman: ………………………of business do you recommend for my new company.

Financial advisor: Well! I think an LLC is ……………….for you and your partners.

Businessman: Really?.......................................a simple partnership?

Financial advisor: Starting a business is risky if your company fails, a partnership will leave you all……………………..

Businessman: I do not quite understand. How is an LLC different?

Financial advisor: an LLC protects its members from full financial responsibility. Besides, you will pay…………….

Businessman: I like the …………………………. Let us get started.

- **Speaking:**

a- Pair work: with a partner, act out the roles and then switch on roles.

> **Language use:**
>
> I think…….is
>
> How is a …….different ?

- **<u>Writing:</u>** Use the conversation from the previous task and fill out the business owners' notes. Imagine you are a financial advisor and you want to write about business types, its benefits and risks, and some recommendation to a businessperson.

A partnership is risky because

……………………………………………………………………………………

……………………………………………………………………………………

……………………………………………………………………………………

……………………………………………………………………………………

The advantages of LLC

are………………………………………………………………………………

……………………………………………………………………………….

I recommend …………………………………………………………………
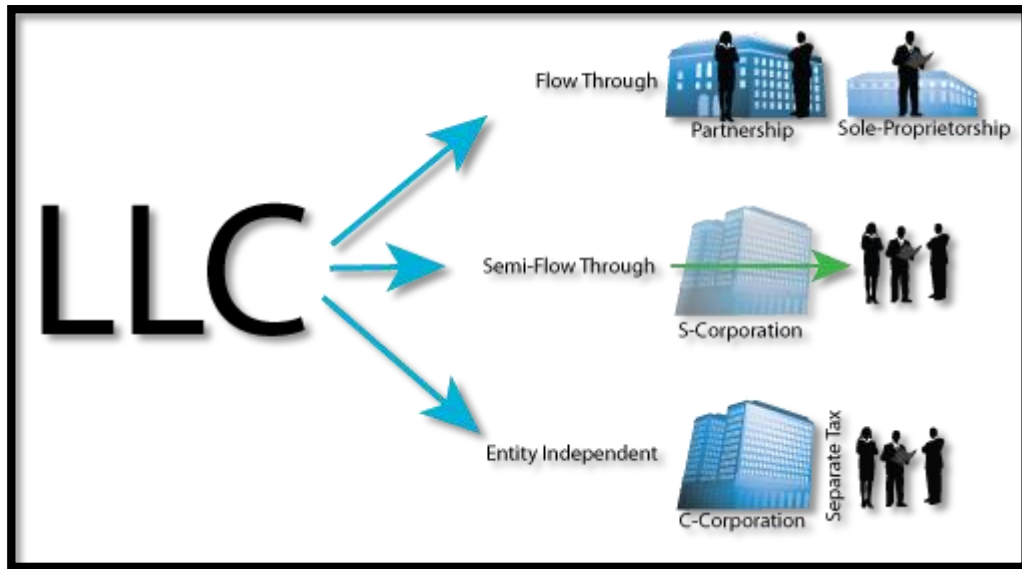
5.7.2.2 Lesson Two: Types of Cost

Objective: by the end of this lesson, EBE learners will be able to make a distinction between the different types of cost; variable and fixed cost to run a business.

- **Warming – up:**
- What are the different costs to run a business?
- How do costs change monthly?

- **Pre-reading:**
- Guess the general idea of the passage
- Brainstorm words related to costs

Labour – storage – production - distribution – rent – taxes - advertisement.
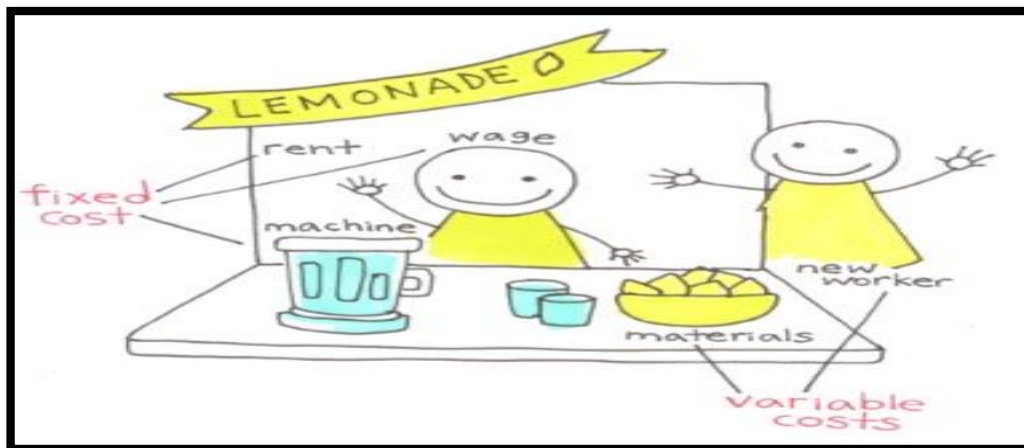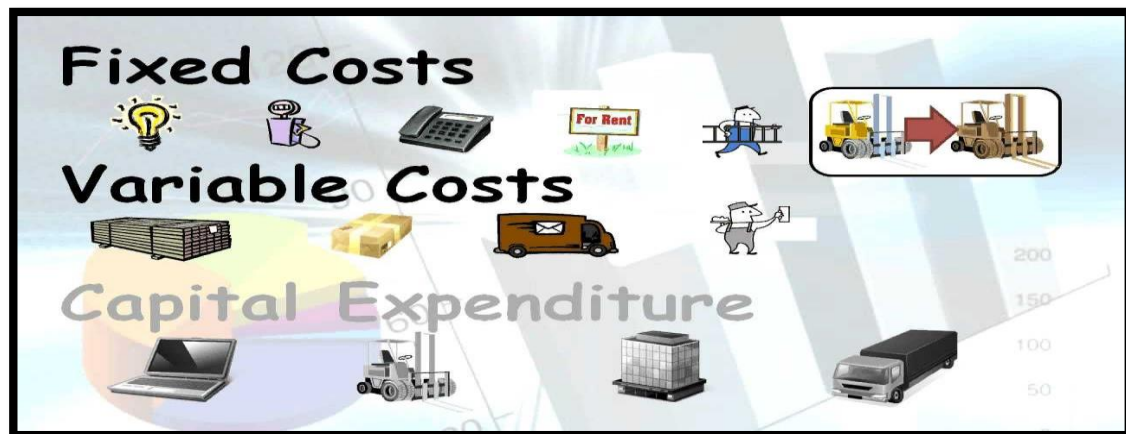
Finance Monthly

The Cost of Doing Business

Understanding your Expenses

A successful business depends on effective cost management. Businessperson needs to perceive the total costs of running a business. He should determine fixed costs, which is easily made. These include taxes, office rent, and administrative expenses. They rarely change.

On the other hand, fixed costs require careful management. They often change with business performance. As the business grows, the cost of production will also change. A businessperson may increase his workforce that increases the cost of labour. Expanding business needs to be prepared to pay for storage and distribution.

Advertisement is considered as an important way that attracts customers. Advertising is sometimes expensive but it helps most of the businesses to make money at a long- term.

(Adapted from Career Path (Finance), 2012)

- **While-Reading:**

- read the magazine article and answer the following questions:

1- How can a successful business be determined?

2- Why do variable costs require careful monitoring?

3- What are the advantaged of storage and distribution?

4- To what extent advertisement may help businesspersons to make money.

- **Vocabulary:**

a- Provide the exact word related to the definitions below :

1- The act to deliver (……………………)

2- The overall expenses to run a business (………………….)

3- The expenses that do not change (…………………….)

4- The amount needed to pay (…………………….)

5- Work in exchange for payment (……………………)

6- To involve the management of something (…………………….)

b- **Word Bank:** complete with the missing word (advertising – fixed costs – business owner – business performance)

A successful …………………. understand the total costs of running a business. ...……………….such as administrative expenses usually stay the same. Variable costs change with………………………. An expanding business often experiences …………………… in the costs of labour. Storage and distribution ………………….is an important cost that helps the growth of the business.

- **Listening Comprehension:**

a- Listen to the audio recording between a business owner and an advisor. Then, mark true or false on the following statements

1- ………the firm is not earning money

2- ………the man recommends increasing the costs of labour.

3- ………the woman does not agree to produce more.

b- Listen again and complete the conversation below:

Owner: Thanks for seeing me. Mr Francis. Did you get my records?

Advisor: …………………………………. And yes. I looked over your records

Owner: So, you saw that my company is not ………………….. What can I do?

Advisor: I think you can reduce some costs.

Owner: How? I already ……………………………………labour.

Advisor: you produce more than you need. So you have a lot of…………..

Owner: That is true. Some packages are stored for months.

Advisor: I recommend ……………………… You will save money on ……………..

Owner: That is a …………….. I will do that.

- **Speaking:**

Pair work: act out the roles on the previous task and then switch with your partner.
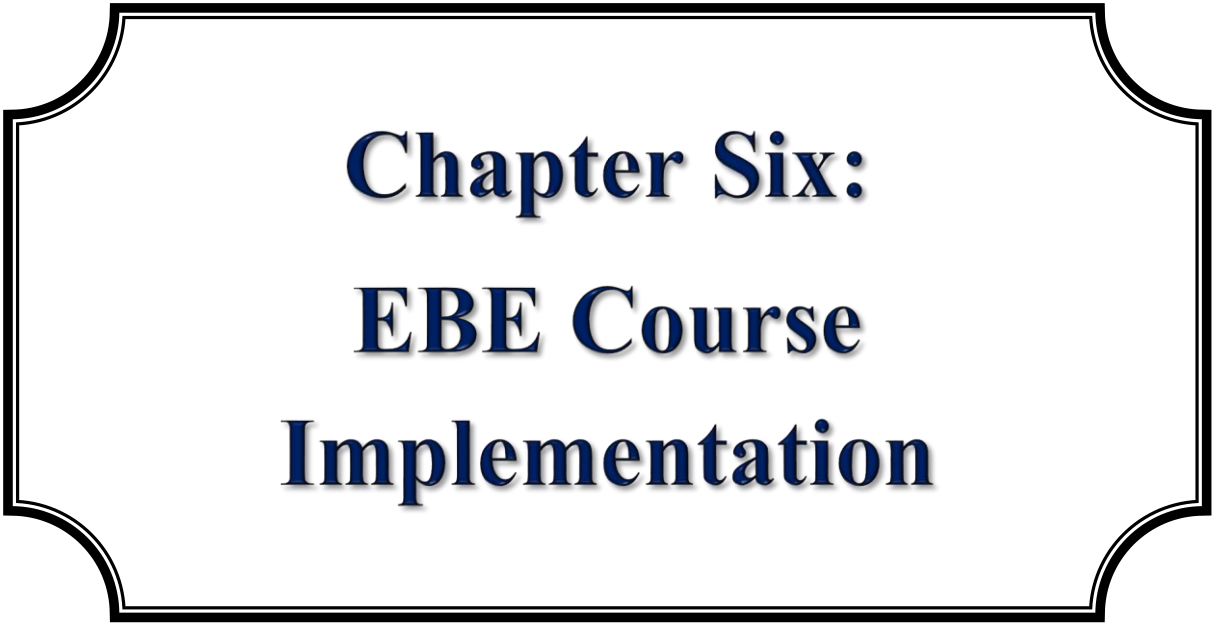
Language use	Student A	Student B
What can I …….? **I already………. I recommend……**	Talk to a financial advisor about your business.	Talk to a business owner about costs, reductions and your recommendations.

- **Writing:** Use the conversation from the previous task between the advisor and business owner and then fill out *the financial advisor's memo*

- The company spends too much on :………………
- I recommend ………………….
- You can save……………………………………………..

5.8 Conclusion

The chapter provided a model of task-based course that caters with EBE students' needs. The suggested course integrated the four language skills, content-specific vocabulary, and practical language forms. The researcher took into consideration the outcomes of NIA and the EBE context of learners. The chapter illustrates the content of the task-based course to EBE students with various tasks. The next chapter will deal with instructional teaching strategies to develop EBE students' reflective learning.

Chapter Six:

EBE Course

Implementation

Chapter Six: EBE Course Implementation

6.1 Introduction

The investigator has suggested an EBE task-based course as a sample with a set of teaching strategies to meet EBE students' needs. The present work focuses on the implementation of the course as an action along with the application of instructional strategies to help EBE students acquire the language skills, boost their learning process, and develop their reflection. First, the investigator describes the action and mentions its significance. After that, specifies the plan of the intervention in addition to the informants, teaching method and context. The researcher has also reported the assessment of students' learning progress. The findings are reported concerning the two last hypotheses.

6.2 Intervention Background

Action research helps the researcher to bring adequate changes in the teaching/learning process. The purpose behind using this research method to allow the investigator to act as an instructor in the language classroom and being able to implement the task-based course. Therefore, the EBE course permits the instructor to evaluate its effectiveness by assessing the learning outcomes and making the teaching/learning process more reflective.

It is believed that integrating instructional strategies play a significant role in the learning outcomes of EBE students by taking into consideration the needs identification analysis of EBE students at Tlemcen University and designing the task-based course accordingly (See table 5.1). The investigator adopted action-based research to assess the effectiveness of the learning process of learners and the evaluation of the course in addition to several strategies that determine the tasks in the learning environment.

In this way, the investigator has dealt with action research intervention to focus on the three last hypotheses that are specified as follow:

1- The teaching strategies that seem to be appropriate to enhance reflection are through introducing the needed instructional-based strategies as assigning tasks, cooperative learning, and group discussions.

2- Implementing instructional-based strategies in task-based course seem to have a positive impact on the learning process of EBE students.

3- Self-assessment enhances the learning process of EBE students to become responsible, more reflective, motivated, autonomous and effective learners.

The objectives of the intervention are specified as follows:

- Specifying the linguistic knowledge of EBE students, mainly vocabulary acquisition, and enhancing reading comprehension.

- Developing students' reflection to be able to monitor their progress, identifying their weaknesses and strengths.

- Developing EBE students' language skills through the integration of language tasks.

- Involving students in different learning strategies such as cooperative learning, group discussion and portfolio development in the language classroom to enhance EBE students' reflective abilities.

6.3 Significance of the Study

Action research serves to answer practically to target and learning needs of EBE students via the design of the syllabus (See figure 3.3 Wallace Model, 2000). The intervention promotes the understanding and comprehension of vocabulary acquisition terms and enhances language skills by implementing instructional-based strategies. The task-based course will be evaluated to see the extent to which it serves to meet the students' needs.

Action research suggests new teaching methods and strategies within the EBE context to make the classroom interaction more reflective. In addition to that, the intervention is an evaluation of the content of the course and teaching strategies. Evaluation is a vital methodological step in ESP (Naghizadeh, 2014). There are two levels of evaluation: learner assessment and course evaluation.

6.4 Study and the Description of the Intervention

The researcher has planned action research as previously mentioned in chapter three (See 3.4.1.1). The findings showed that English plays a significant role in the academic and professional career of EBE students. The learners need

to improve their language skills to be able to handle their learning process to work in the target situation effectively and reflectively. Thus, vocabulary acquisition is a necessity to reach this end especially business, finance and economic terminology. The next step then will be the design of a task-based course.

The design of the course and the plan of the action allows the investigator to select task-based course since it meets the required needs of EBE students and contains a variety of tasks that focus on language skills that develop the students' abilities. Planning the action consists of the setting of teaching strategies. The teacher teaches EBE students each week and delivers lessons in addition to tasks by considering the classroom atmosphere and the teaching/learning process to be reflective and more fruitful in addition to the learning outcomes.

The observation requires conducting the intervention. The researcher collected and analysed different research instruments to obtain reliable findings. The discussion of data reveals answers concerning the previously mentioned hypotheses. Reflection offers to the language teacher to suggest about the teaching instructions and practices. Thus, it brings about the further investigation into the teaching of English among EBE students.

6.5 Planning the Intervention

The researcher has first identified the target and the learning needs of EBE students so that to implement task-based course to focus on the necessary language skills. Then, she investigates adequate teaching strategies which aim at energizing the classroom atmosphere and developing EBE students' reflection to monitor their progress and identifying their strengths and weaknesses. Therefore, the investigator proceeds the sample population and the learning context, and then, defines the collected data instruments that are considered as techniques to assess the interaction of learners in the language classroom and their satisfaction within the classroom activities.

6.5.1 Informants and Context

The questionnaire to EBE Master students was first delivered within the first semester of the academic year 2016 / 2017. Therefore, action research was

then carried out in the second semester for the reason that they have participated in the study. After, the investigator has designed a detailed task-based course content, took the action, and implemented the course, to obtain reliable data since it was taken from the same informants (See 3.4.2.1). The teaching content was selected for 9 (nine) hours of a classroom time of 6 weekly sessions. Each session was designed for one hour and a half.

All the sessions were taken place in the classroom equipped with a whiteboard. The major constraints that faced the language teacher were that learners were heterogeneous with mixed abilities, absence of projector and most of the equipment that facilitated the listening tasks. The teacher has used several teaching strategies and suggested several tasks within a task-based course to maximise the effectiveness of reflective learning and teaching within the classroom practice.

6.5.2 The Teaching Method

The teaching method followed by the teacher in the classroom practice was to select an approach that copes with the EBE students' needs and their learning styles and strategies at the same time meet the objectives of the task-based course. Thus, the researcher opted for **instructional-based strategies** so that to make learners become reflective and know how to monitor their learning process.

Therefore, instructional-based strategies have the objective of helping EBE students to become independent and strategic learners. Hence, EBE students develop their learning strategies through instructional strategies to accomplish tasks, and to meet their goals and needs. Language teacher helps EBE learners to grasp their focus and attention. The learning process can be easily assessed and monitored.

The researcher guided EBE students to follow certain steps to become successful strategic learners. The process requires:

✓ Following a systematic instruction.
✓ Selecting appropriate learning materials.
✓ Respecting a guided practice and independent.

- ✓ Transferring skills, ideas, and real-life situations.
- ✓ Connecting meaningful ideas and real-life situations.
- ✓ Relying on independent learning and previous experience.
- ✓ Encouraging self-correction, and self-monitoring.
- ✓ Selecting appropriate tools to reflect on and to assess the learning process.

The researcher started the lessons by providing a short review of the previous learning experience by presenting materials to student practice and giving a detailed and clear explanation of the instruction. The investigator checked the understanding of students by asking questions and giving a high active practice to all learners. Then, the students are asked to explain what they have learned and guided them. The teacher is required to give systematic corrections and feedback when checking the responses of students. One of the main principles of instructional strategies is preparing learners to become reflective and perform an independent practice, and to monitor them. They gain skills and knowledge. They try out and test new skills (See Figure 1.1 Kolb's Model, 1984).

The design of instructional strategies helped learners to develop reflective learning since they:

- ❖ Foster learners to carry out reflective thinking.
- ❖ Acknowledge the nature of the learning process.
- ❖ Repair flexible engagement of learning.
- ❖ Allow collaborative and teamwork.
- ❖ Advocate risk-taking.
- ❖ Construct knowledge.
- ❖ Permit assessment practices as feedback, self-and peer assessment.
- ❖ Build opportunities for students to share and reflect on their learning.

(TBLT) the approach requires the use of instructional strategies for enriching the learning experiences of all students. The strategies develop students' needs and reflections, and some tasks that involve them around their cognition and growth. The instructional strategies include cooperative learning, group discussion, independent study, and portfolio development.

6.5.2.1 Cooperative Learning:

The aim behind introducing cooperative learning as a strategy to organize classroom tasks into social learning experiences. Students have to accomplish a variety of tasks to achieve collectively academic goals. Learning collaboratively enhances the learning experience by checking the information of the others, evaluating the ideas, and guiding one another's work. Ross and Smyth (1995) state that cooperative learning tasks lead to successful intellectual thinking, creativity, and higher thinking tasks. They suggest some key elements incorporate cooperative learning such as interdependence, interaction, group skills and group processing.

To accomplish project works, and tasks, cooperative learning involves learners to work in small groups, and each member would contribute to the completion of the instruction. Task achievement is related to the performance of the group rather than individual performance. The benefits of cooperative learning are increasing the students' awareness and understanding about the abilities, capacities, and skills of the members of the group, in addition to their needs and interests. Cooperative learning tasks encourage students to take responsibility for their learning process (See Table 5.1).

Therefore, the researcher adapted Salvin's (2011) integrated model of cooperative learning which targets effective reflection
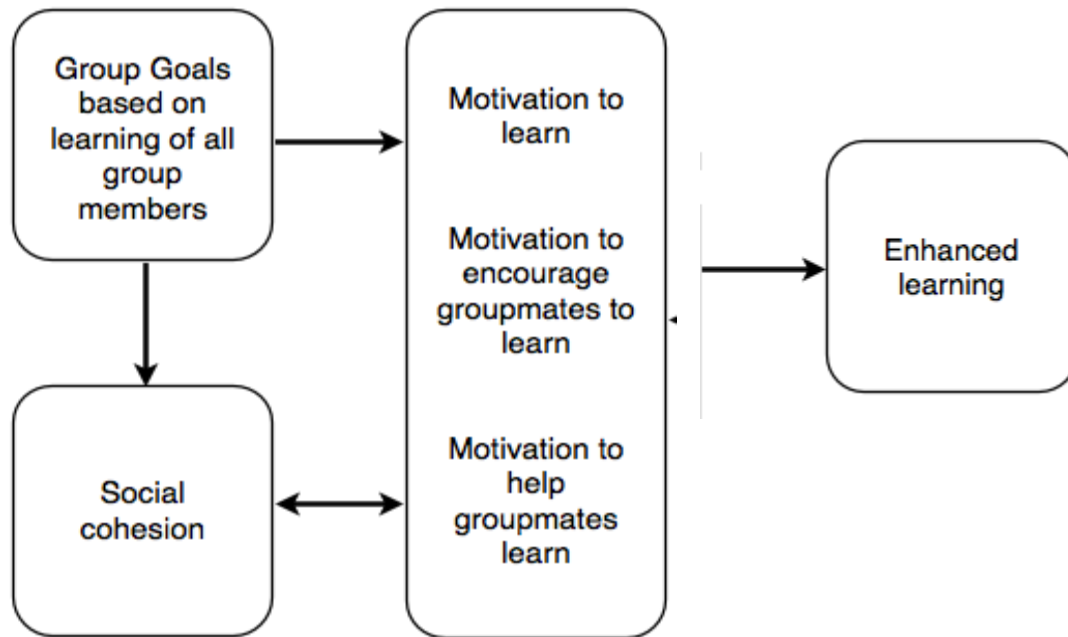
Figure (6.1) Cooperative Learning (Adapted from **Salvin's Model, 2011)**

Based on the learning of the members, the task constructs the group goals and objectives. The task would be fruitful when all partners are asked to complete their tasks, submitted their assignments, and received feedback from their mates. Salvin's model introduces several factors that make cooperative learning effective such as motivation to learn, encourage partners and help them to learn. It is an opportunity to motivate partners and help them to learn.

To introduce a successful cooperative learning strategy, the researcher reduces the members of the group to keep quality learning. She allows the diversity between groups to keep learning from each other. The researcher also divides roles depending on each member of the group and takes part in the task. She treats the students with respect and encourages peer assessment, raises awareness among EBE students about their roles and responsibilities. The investigator allows the practice of all language skills and provides feedback within the allotted time.

The researcher also specifies group roles within each task and determines group roles. The roles are summarized under the following:

- **Checker:** makes sure that every member understands his role
- **Timekeeper:** ensures that the whole group respect the timing
- **Questioner:** investigates and looks for information from the students.

- **Recorder:** makes a record for the whole task.
- **Reporter:** reports the work of each member of the group
- **Encourager:** provides positive remarks and feedback
- **Manager:** manages the necessary materials for the accomplishment of the task
- **Observer:** provides a checklist and reports everything.

6.5.2.2.2 Group Discussion

The language teacher does not only rely on cooperative learning but also group discussion. It fosters reflective learning by involving students to bring up their ideas, information, and knowledge. Group discussions are significant in improving the skills of students because they build awareness, interest and motivation among students since they seek new information and explore new knowledge.

The instructional strategy is considered as an atmosphere of acceptance because it encourages the students to respect others' opinions and ideas, even though they do not agree with them. The teacher establishes some rules of discussion, for instance, no interruption and each student would pass and has the right to participate. Group discussions build a background among students on some specific issues. The teacher's participation in the groups might help students to consider the vision and perspectives to improve problem-solving skills.

For an effective learning environment, the investigator relies on 'Brainstorming' as a technique to generate ideas, perceptions of new terminology and topics (See sample lessons 5.7.2.1 and 5.7.2.2). Brainstorming often creates an atmosphere of what and how students think about a given subject. The collected information from brainstorming is used as hints to accomplish more tasks that are complex. It also helps students to make decisions. The objectives behind relying on brainstorming as technique are: to introduce new concepts to be studying, assess knowledge, review information, generate topics and themes, write assignments, solve problems and make group decisions. Group discussion offers an opportunity to check the competence of students in building teams, skills, leadership and stimulate dilemmas.

6.5.2.2.3 Independent Study:

The researcher encourages independent study because it individualizes the process of learning. It allows the information to be analyzed. The strategy develops self-directedness and skills. Independent learning permits students to create an atmosphere on how to gather data and analyse information and report knowledge. The strategy encourages a deep understanding and makes relations in real-life situations (See 1.3).

Therefore, the researcher adopts the following model of independent learning and makes the learners aware of how to study independently by following a set of phases:
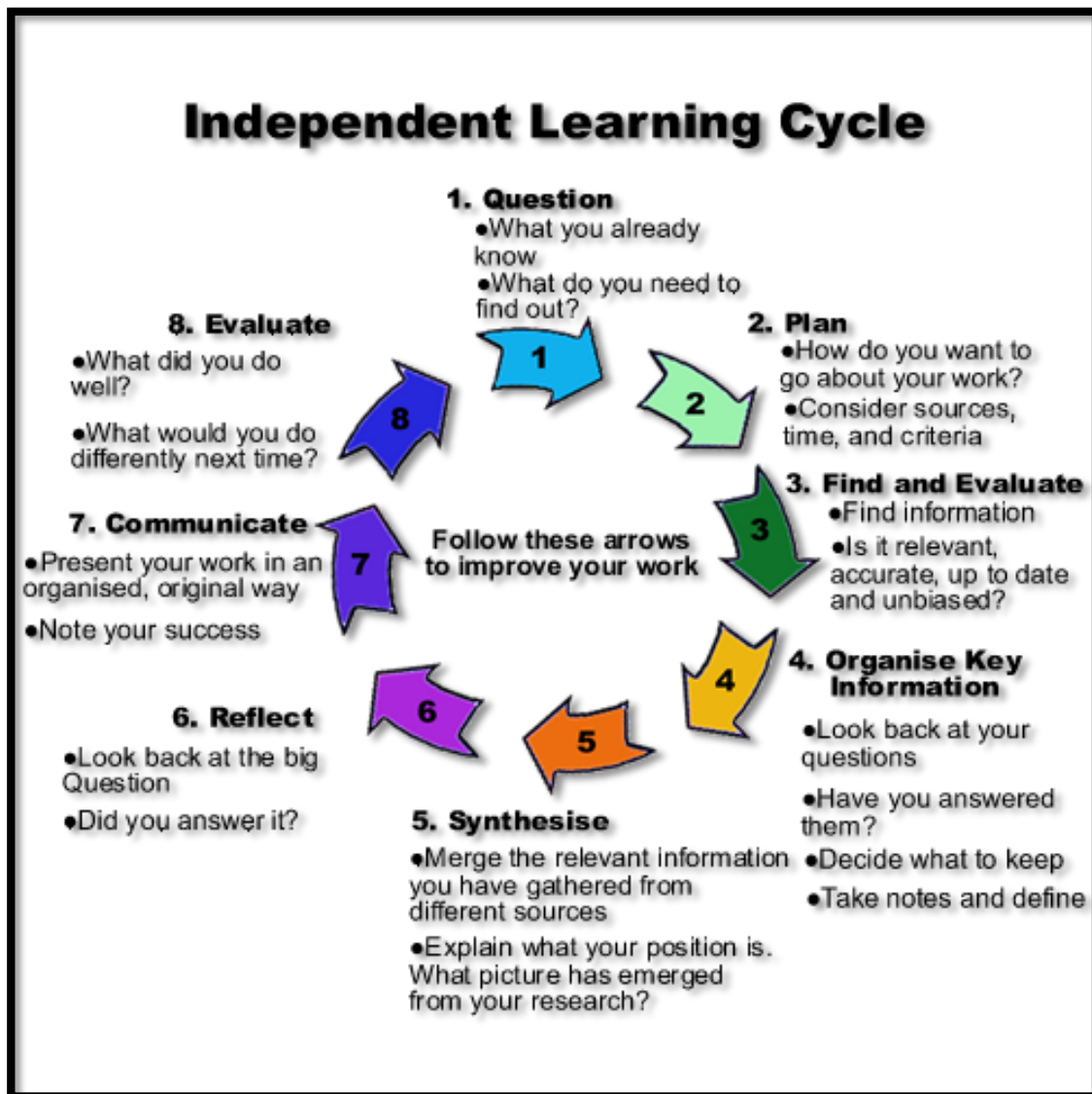
Figure (6.2) Independent Study Model (adopted from Bromley, 2013)

Developing independent learning and experience would be reinforced through selecting appropriate topic or issues, brainstorming some possible questions and identifying key answers by using multiple resources of information. At the end of the process, the learner may share findings with classmates and assess their progress in learning and the time. The students have to look for new areas of studying to explore their knowledge and the needed skills. Moreover, students are required to show readiness over their learning process since they vary in their levels, abilities, awareness and readiness in developing independent study.

6.5.2.2.4 Portfolio Development:

In language teaching and learning, portfolios are generally defined as personalized documentation of students' mastery about a specific course. A significant element in portfolios relies on students' reflections on their progress of learning. Huba and Freed (2000) maintain two major types of portfolio:

a- An inclusive portfolio that involves a recording of the work provided in a specific program.

b- A selective portfolio puts a focus on the achievement of specific goals and objectives of a given course or program.

Students are required to collect, organize knowledge about their learning. Portfolio development is considered as a process of reflecting on their works and engaging them into a self-assessment. Students may develop their portfolio by following the process. They select tasks and activities and monitor their plans. They assess personal growth, development and goals.

Portfolio development is a useful strategy because it develops the needed skills, and rises responsibility. Learners find themselves produce, and value their progress in learning. The strategy permits language teachers to perceive the thoughts of their students. It allows learners to get motivated to accomplish tasks and assignments. It is a way that measures the autonomous learning of students,

and their reflective learning. Portfolio development has four (5) main phases in its process[4]:

Figure (6.3) Portfolio Process

The above-mentioned figure describes the five (5) major steps of portfolio development explained as the following:

- **Collect:** students use checklists to help them gather information and organize them.

- **Select:** students establish criteria of what to include in portfolios: self-assessment (See 2.2.6)

- **Organize:** students organize the portfolio of previously selected materials.

- **Reflect:** they assess the relevance of the work, demonstrate new skills, and develop their progress.

- **Share:** It is regarded as a final stage in the process. The portfolio can be presented as a printed format using graphics, texts.

Palomba and Banta (1999) discuss three important elements in which portfolios promote students' learning experience. They are:

- Involving students in selecting entries.
- Preparing of learners with written reflection.
- Sharing discussions.

To sum up, the aforementioned instructional strategies are used within the classroom practice for developing the teaching/learning process. They are regarded as effective ways that enhance EBE students' reflection about their learning experience, and an assessment of their progress.

6.5.2.2 Instructional Tasks and Learner Development

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[4] - https://teachingcenter.wustl.edu/programs/graduate-students-postdocs/applying-for-academic-positions/creating-a-teaching-portfolio/

Instructional strategies require the integration of students within tasks to achieve some learning goals. Therefore, the term "task" has been defined differently, for instance, Long (1985) introduces the notion task as a piece of work that takes many forms. As a general term, it refers to what people do in everyday life. From the other side, Crookes (1986) defines this term as an activity that determines a specific objective. It is related to educational programs. It is used to elicit pieces of information for specific research. Within the same lines of thought, Carroll (1993) maintains that "task" refers to any kind of activity that engages learners, by providing adequate time and place to achieve a learning goal. Tasks involve learners in using the code of the language to fulfil a particular goal within a particular learning situation. Besides, there is a requirement in using the language so that to attain a specific objective (Bygate et al., 2001).

Classroom tasks focus on the learner activity, that is why the task-based language learning approach has been introduced. EBE students are set to work in it. They use intensive energy in performing tasks because it enhances the interaction between learners and their peers, or with the teacher. Task-based language teaching relies on tasks as a basic unit in determining goals, methodology and assessment. From here, "task-based" refers to:

- The target tasks: setting goals of a language course or program about why learners are studying a specific language and what functions they need or want it for.

- Pedagogical tasks: acquisition of language proficiency for accomplishing target tasks.

- Assessment Tasks: evaluation of language proficiency, and the ability to perform target tasks

Generally, assessment tasks correspond to the outcomes of learning. The required learning can be practised through formative as well as a summative assessment. Reflective thinking and the needed skills may be developed through assigning tasks. Multiple assessment methods and tasks engage students in developing their learning process, monitoring their progress, and guiding their decision making, and growth.

6.5.3 Research Instruments and Data Collection

The investigator opted for language teacher's field notes that were taken each and after the sessions and post-test that was set at the end of action research. The purpose behind using group discussion to consult EBE students' views about the teaching/learning process and the content of the task-based course.

6.5.3.1 Language Teacher's Field Notes

The language teacher has selected different criteria in observation to focus during the action. The following table (6.1) summarizes the points focused.

Teaching Task	Criteria	Questions to consider
Observation by	Educational context	Are the students motivated and enthusiastic? Is climate participative? Do they pay attention to the instructions of tasks?
Paying thoughtful attention to the intervention	Instructional teaching methods	Are students aware of their learning styles? Are they interested in in-group work? Do students understand the teacher's instructions? How do students react when they perform tasks?
Provided in the classroom and thinking about the reasons.	Reflection	Do students ask for feedback? Do students remain open for suggestions? Are students able to take actions with their knowledge? Are students able to practice their new skills? Can always students try to improve?

Table (6.1) Teacher's Field Notes Observation

Teacher's field notes aim at revealing the impact of using teaching strategies in helping EBE students to become reflective learners. The research instrument reveals students' interaction in performing tasks included within the task-based course and their awareness of their learning styles and strategies.

The investigator created accurate written records with reflection to classroom atmosphere, EBE students' interaction, performance and involvement. Therefore, it was very challenging to make writing records on EBE students' behaviour and interaction while teaching (Johnson, 2012). After each lesson, the investigator reflected and wrote different comments on the classroom practice about the teaching/learning process.

6.5.3.2 Post Test

The investigator opted for an achievement test to measure the learning outcomes of EBE students at the end of the instructional teaching period. The test took place at the end of the academic year 2016-2017. EBE students were again tested to see their level of progress in their learning process. Therefore, the post-test lasted just for one hour and a half. Due to time duration that usually done in almost all departments. Unlike the pre-test that lasted for two hours, the post-test has been minimized according to the time limit. EBE students had been informed in advance about the test. After the implementation of EBE task-based course, that was adopted under the identification of needs analysis from the students' questionnaire (See 4.3), and the deficiencies summarized from the pre-test as well as the target tasks being selected (See 4.3.2).

The main objectives behind opting for achievement post-test are:

1- EBE learners will be able to develop their linguistic competence.

2- EBE students will be able to link between Business English and General English.

3- EBE students will be able to deal with the target tasks to develop their reflection.

4- EBE learners will be able to grasp their lacks.

5- EBE students will be able to develop their awareness and monitor their learning process.

6- EBE students will be able to deal with tasks and solve problems and develop their reflective learning.

7- EBE students will be able to develop their cognitive structures, to be flexible, and their will for a change.

8- The language teacher will be able to evaluate the relevance of task-based course and the selected teaching strategies.

The items selected within the test were opted to reflect on GE and BE knowledge, involving the language skills such as reading, vocabulary, grammar, to a lesser extent writing since there was not enough time to develop it. Achievement test consisted of a text, reading activities, grammar as well as business and economics terminology. EBE students were first introduced to a text and are asked to answer questions related to the content of the text to check their understanding. Then, they were required to pick up words from the text that are closest in the meaning. Contextualization through fill-in –the gaps activity to reinforce business and economic concepts. Moreover, a task related to grammar rules to see whether learners understand the use of language structures according to their appropriate context. At the end of the test, the investigator concluded to write a six to eight lines paragraph describing a company annual report. The grading of the test was out of 40 divided between several tasks.

6.5.3.3 Group Focus on Assessing Learners' Attitudes towards Instruction

EBE students were asked to give their viewpoints about the tasks suggested within the EBE task-based course. It was used at the end of the instruction to measure the efficiency of the action. It focused on learners' attitudes and reactions about the teaching instruction, where students were allowed to provide their self-perceptions on assessing their progress and reflection.

The main objectives of group-focused discussion were:

- They aimed at revealing information regarding the content of task-based course such as the teaching content, texts, tasks, vocabulary, the ability to adapt target tasks to real-life situations.

- They also aimed at exploring information concerning EBE students' viewpoints about the teaching method (teaching strategies) such as the benefits of relying on cooperative and portfolios, and students' preferences.

- They become able to rely on themselves, develop their learning process and reflected on their experiences.

Thus, the findings were gathered to obtain qualitative data that look for the assimilation of the language skills and linguistic knowledge and to the teaching strategies that were used in the classroom practice.

6.6 Intervention: Action and Plan

The EBE task-based course was implemented within the academic year 2016 – 2017 with Master students of Business and Economics at Tlemcen University. About twenty- three (23) students regularly attended the English class organized by the researcher. The sessions were scheduled from 11:30 to 13 o'clock. The rest of the learners did not attend the English class since they did not consider the English module as important. Therefore, the number of informants each time varies from 23 to 30 students.

The time allocated in the Department of Finance and Accounting, the Faculty of Economics, Business and Management Sciences concerning the teaching of the English language was 9 (nine) sessions over 9 (nine) weeks (one and half hour for each session) to deliver the course content. However, some changes have been made to the schedule. EBE students did not complete their online registration. Therefore, the number of sessions reduced to six (6) sessions that were not enough to reach the objectives of EBE course. The investigator adjusted the content of the EBE task-based course accordingly, and the planning of each session as follows:

Lesson one:
Financial Document

- Eliciting ideas about the different types of assistance could a financial advisor offer.
- Using formal expressions to make an appointment and meet an advisor as I 'd like.....
- Organising a **group work strategy** to discuss the benefits of financial advisor in helping people revising their business.

Lesson Two:
Changes in Value

- The use of business-related vocabulary in describing sales.
- The use of **fish-bowl task** as a learning strategy to make students discuss the reasons of sales decline in a company.
- The practice the past simple tense.

Lesson Three:
Types of Businesses

- Eliciting grammar rules from context
- practicing vocabulary and brainstroming task related to the context.
- Engaging students in structured discussions to process new ideas (**Think-pair-share strategy)** and suggest appropriate business type and providing reasons.

Figure (6.4) Planning the Intervention (Sample Lessons).

First, the investigator mentioned the objectives of the course verbally and stated the teaching method. She showed to EBE students the way to deliver the lesson. She got learners familiar with the course content and the teaching strategies. The teacher provided an overview of the teaching objectives and a brief introduction to the task-based course. Each session is centred on reading texts and passages that were followed by several tasks that introduce the four language skills in addition to grammar and vocabulary. The tasks and the introduction of teaching strategies served to afford opportunities for learners to become able to acquire the language skills in developing their reflection.

The content of the course focused mainly on language skills and items that were the results of needs analysis (See table 5.1). Each lesson included the warming-up phase to attract students' attention and grasp their knowledge to their previous experiences. Then, the teacher introduced the teaching materials as texts, passages, leaflets, brochure, pamphlets, passages, articles…etc. Learners are invited to work on while tasks that deal with the questions of the materials provided and vocabulary as well. Moreover, grammar rules are retrieved through context and then analyzed. The post phase allowed learners to practice language skills to reinforce their understanding of the topic. Finally, it was the task of the teacher to engage EBE students in-group work discussions (See sample lessons 5.7.1.1 and 5.7.1.2)

However, the teacher faced some constraints when dealing with listening tasks. The amplifiers could not reach the whole class. The teacher was obliged to read the scripts of the listening task aloud to make learners able to answer. The task-based course focuses mainly on different language skills and items to deliver its content. The researcher relied on scaffolding and group work, strategy-based instruction as teaching strategies to meet learners' reflective learning.

6.6.1 Engaging EBE Students to Reflective Strategies

EBE students are required to reflect on their learning process through participating in reflective tasks and taking decisions, discussing and negotiating their learning outcomes. The language teacher engaged them in collaborative work, strategy-based instruction, scaffolding strategies, as well as preparing them to become autonomous and reflective.

6.6.1.1 Group Work as a Learning Strategy

Group work learning plays an integral part in language teaching and learning in terms of language use and interaction. The researcher adapted Pitchard and Woollard (2010) strategies that enhance the classroom environment:

- Naming groups' identity and responsibility.
- Interacting with learners' achievements.

- Distributing roles among each member in a group and even tasks like collecting resources, editing, reviewing.

- Dividing the classroom into groups.

- Locating the seat to complete activities.

- Setting-up classroom activities to complete in pairs.

Group-work helps learners and even the teacher to manage the class successfully. It encourages learners to adapt to good behaviour. It develops social skills when learners share their ideas, and try to justify and negotiate their opinions, create relations with their peers and collaborate with them. They build and construct consensus, handle conflict. When students disagree, they express it politely.

However, most learners complain about noisy groups. Here, the teacher needs to have a clear idea about the learners and try to assign to them different roles and responsibilities to complete several meaningful language-learning tasks. Therefore, it is the task of the teacher to cope with conflicts and to deal with the disagreement of each member. Group-Work reflects real-life experiences that are outside the class. It takes careful planning. Thus, the teacher relied on a preparatory checklist of collaborative tasks to foster learning in groups, and adapted model from Westberg and Jason (2001) under the form of questions:

Collaborative Tasks Checklist	*V*	*X*
Have I clarified…		
Where group-work meet the objectives?		
What are the learning goals?		
If the learning goals are achievable?		
Whether the activities are meaningful and are there sufficient timing to practice.		
What are the learning needs of students?		
What are the interests, strengths and weaknesses of those learners?		
What are the needed resources?		
What are the learners' responsibilities and roles to achieve tasks?		
How the discussion and decision be made?		
-To what extent, learners will be assessed.		
-What kind of leadership I am (teacher) going to provide?		

Table (6.2) Collaborative Tasks Checklist (adapted from Westberg and Jason, 2001)

The teacher-researcher determines first the learning objectives, selects adequate tasks as well as time management. Second, the identification of needs of students, their interests, strengths and weaknesses. The researcher also assigns different roles and responsibilities to achieve the learning activity in addition to the way interaction could be made. Group –work strategy shows its relevance in the language classroom. On the other hand, scaffolding strategies are other useful ways that teacher relies on to promote reflective learning among EBE students.

6.6.1.2 Scaffolding Strategies

Scaffolding strategies support the learning process of EBE students because they develop their knowledge and understanding. In this context, Pritchard and Woollard (2010) say that scaffolding strategies support the learning since they take them under several forms as explaining, providing some

cues, feedback, modelling, labelling information into chunks and sequences. The researcher here relies on different criteria in the language classroom for a successful scaffolding:

- Identifying EBE students' needs are the primary focus.
- Engaging EBE students to provide explanations and give solutions.
- Assessing EBE students' understanding.
- Considering students' perspectives.
- Taking up the scaffolding by learners.

Therefore, the teacher relates the classroom activities to real experiences of students since they stretch the thinking of learners; recruit them in meaningful and interesting tasks. The task of the researcher is to direct the students and keep them on task to drive them to the solution and solve problems. The following tasks allow EBE students to use these strategies adapted from Rebeca Alber (2014) [5]:

1- **Fishbowl strategy:** the teacher selects a small group in the centre of the class and engage them in an activity, then model this small group into the large class.

2- **Think-aloud strategy:** the teacher makes students model their thoughts via reading first, solve a problem and then design a task.

3- **Think-pair-share:** the teacher structures the talking time of their learners throughout the lesson; engaged them in a structured discussion to process new information and ideas.

4- **Persuasive strategy:** the instructor shows the students the outcomes before performing the task such as assignments and inquiry-based project.

5- **Tap-into-prior –knowledge:** the researcher asks learners to share their previous experiences. It is often required to provide some hints to make connections between ideas.

Before starting any lesson plan, the researcher considers the following questions to engage EBE students in scaffolding strategies:

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[5] - https://www.edutopia.org/blog/scaffolding-lessons-six-strategies-rebecca-alber

Which?	Which students are not making progress in their learning?
What?	What are the needs of students that enable them to progress?
Why?	Why do these learners need to be supported for making progress?
Undertake	Undertaking the needs of students and identifying their progress.
Evaluate	What is the result behind using intervention in meeting their needs?

Table (6.3) Teacher's Plan the Intervention

6.6.1.3 Strategy-Based Instruction

Most scholars searched for an adequate relationship between the behaviour of learners and language learning outcomes (Dornyei, 2005; Cohen & Macaro, 2007). The selection of strategy has to be conscious and effortful. The strategy is an intentional process that considers the learning problems and difficulties in achieving the outcomes. Thus, the researcher selects the following procedures in selecting an appropriate strategy that best suits EBE learners:

- The selection of problem identification
- The analysis of setting, task and context
- Making decision and planning
- Executing the planning
- Modifying the planning
- Evaluating learning outcomes (Gu, 2005b).

The following model (Gu, 2005b) explains what is in a strategy, and what are the necessary components that are taken into consideration. The model tends to explain the procedures in a strategy.
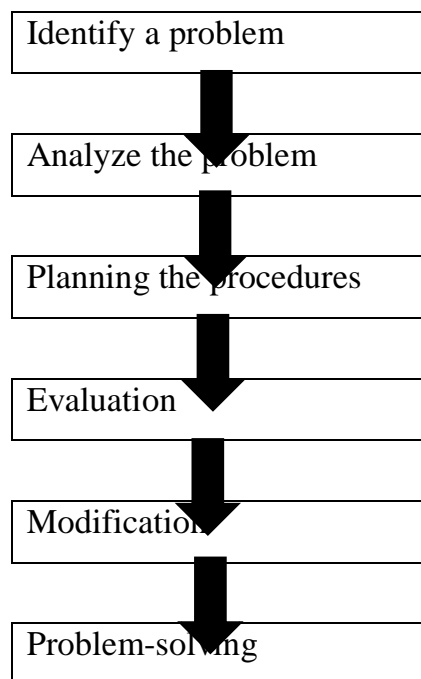
Figure (6.5) Procedures of a Strategy (adapted from Gu, 2005b)

In an EBE context, the teacher begins the strategy and models it. The learners are given some sheets to practice the strategy. The last phase in a session finishes with a summary, and evaluation. Teacher integrates Strategy Based Instruction (SBI) in regular teaching. The following model presented by Chamot et al. (1999) shows how to structure the SBI of a lesson. It is divided into five (5) main stages, explained on the following table (6.4) below:

Procedures	Timing
Preparation	10 minutes
Presentation → **Explanation** → **Modelling**	
Practice	30 minutes
Evaluation	15 minutes
Expansion → **Assignments** → **Reflective Tasks**	

Table (6.4) SBI Lesson Structure.

The model represents the various procedures taken in a lesson plan. Therefore, the teacher adapts it by using SBI lesson and introduces some reflective tasks. The teacher prepares EBE students in almost 10 minutes. Then, presents the lesson with more explanation to activate their background knowledge. At this phase, learners participate. The practice can be given as a form of prompting strategies, and giving feedback, while learners try to apply the strategies with careful guidance. The evaluation is done to assess the strategies. Expansion is considered as a support, and working on the strategies independently.

6.7 Observation Analysis

The observation stage took place from the beginning of the first session until the last one of the intervention plan. The main objective was to assemble data that helped the instructor understand the implementation of EBE task-based course was successful, in addition to the relevance of teaching strategies that help EBE students develop their reflection and measure their learning process. This has been done via the following research instruments that the investigator selected in action research: teacher's field notes, achievement post-test in addition to focusing group discussion. This section will provide the analysis and results' interpretation.

6.7.1 Teacher's Field Notes Observation Analysis

The researcher taught relied on written records while teaching without any interpretation. Then, analysis and reflection of data were made. Teacher's filed notes were done to obtain reliable data concerning students' reactions to tasks incorporated within the task-based course and to evaluate their responses towards the use of teaching strategies and reflective tasks. Field notes focused on the following points:

- **Educational context:** the schedule of the English class was done at the end of the week and most of EBE students leave home. Therefore, the number of students restricted to a small number. As the course progressed, the teacher considers the attendance and interaction in addition to the engagement of

students as compulsory. EBE students realized the importance of the English language. Not all the students participate, but most of them who attend regularly show a strong interest by asking questions, trying to know their learning styles and strategies moreover, asking for clarification (See 1.8).

- **Instructional Teaching Methods:** during each session, the researcher planned his lesson plan and handout in addition to the design of visual or audio support, sometimes both. EBE students found the handout very useful since they contained the text and a set of tasks. They were required to write and perform tasks in addition to notes taking. The teaching materials were adapted according to students' needs and background knowledge. Thus, most of the materials were accessible since students were able to retrieve the information from their field of study. EBE students were highly engaged when the teacher projected and displayed the content of the lesson by showing pictures through slides and enable learners to make inferences about the subject dealt with. It allowed the teacher to gain more time and stop the interruption that could be made by students. At the beginning of the implementation of the task-based course, EBE students were reluctant to participate but when the teacher introduced collaborative work, portfolios and group discussion (See 6.5.2.1) in performing several tasks. They were enthusiastic and responded positively. The instructions were not clear enough at the beginning but when the researcher relied on strategy-based instruction (See 1.8 SSBI Model,2001) learners became able to engage themselves as autonomous and reflective. The explanation was done from time to time in Arabic since students were not able to search for words in the dictionary.

- **Reflection:** the overall atmosphere were participative and interactive. Most of the students showed their enthusiasm while working in groups in providing their ideas and sharing their knowledge with their classmates. It was challenging the researcher to perform especially while relying on fish-bowl tasks because the participants refused to stand up in front of their peers. It was even challenging them to speak from their places. Thus, it was the task of the instructor to find opportunities for discussions about the responsibilities and roles of learners to

solve problems. EBE learners were not ready yet. The teacher acted as a controller to raise students' awareness. Therefore, they were able to practice their habits and roles to change their attitudes. The researcher instructor imposed self-reports, diaries to help EBE students reflect on their difficulties that face them and then remained open for suggestions, ask for feedback and practice new skills.

6.7.2 Focus Group Discussion Analysis

The main points that were tackled within-group discussion were:

- *Suggested texts and activities:*

  The majority of participants revealed that the texts and tasks included within the task-based course were interesting and tightly linked to students' needs in their academic and professional domain. Only three (3) students claimed a strong difficulty in grasping the meaning of words within texts. However, most of them stated that activities help them in developing their language skills that are increasingly significant and reinforce their abilities in understanding the meaning of texts.

- *Awareness about learning styles:*

  Most of the students developed their awareness about the learning styles and their benefits in learning since they helped them referred to their preferred way of receiving and processing information to accomplish different tasks. They revealed that before dealing with activities they always took moments to discover their find the appropriate learning strategy that drives them to get creative ways to help them learn. However, two (2) of students find it difficult to assess their learning styles.

- *The Effectiveness of teaching strategies in developing students' reflection:*

  The majority of participants stated that group discussion helped them to break complex tasks into strategic steps. They knew how to plan and manage time. They found adequate methods to refine their understanding via explanation and discussion. They became able to give and receive feedback about their performance. They developed their communicative skills since they overcome fear.

Moreover, most of EBE students viewed that cooperative learning is another beneficial strategy since they shared diverse perspectives among their peers and make them able to tackle different tasks, and pool their skills and knowledge. Besides, holding one another allowed them to receive social support and encouraged them to resolve differences. However, three (3) students revealed that it was very difficult to find effective peers to emulate. Sometimes, they were shy to express their ideas and perspectives in front of their peers.

Assigning portfolios to EBE students was a new teaching strategy for them as they revealed. The majority (10 students) were enthusiastic about portfolios; stating that it was beneficial because they knew how to identify their purposes, decide what samples to collect, help them learn to evaluate their progress, strengths and weaknesses. They looked for appropriate ways to improve. Portfolios encouraged self-reflection and evaluation.

- *Choosing assessment:*

The best selection of assessment task influenced EBE students' motivation and self-confidence. It enhanced learning for students rather than focusing only on ranking them, as revealed by (8) students. Besides that, they stated that providing choices for assessment tasks improved their autonomy and motivation. They agreed on self-assessment as an adequate tool to assess their learning since it often involves peer-assessment.

- *EBE students' viewpoints about the task-based course:*

EBE students were very satisfied with the presentation of lessons, the topics tackled, and the different tasks dealt with. They revealed that they were well organised and presented enjoyably. The content of the course was well introduced. Collaborative work and portfolios were well acquired and render the learning process more fruitful.

6.7.2.1 Results Interpretation

The focus group discussion was provided to EBE students who participated in the intervention of action research and participated in the achievement post-test. The findings revealed that EBE students were satisfied

with the content of the course and the nature of activities and tasks. Accordingly, they learnt how to monitor their learning process and become to some extent autonomous, aware and reflective learners due to the teaching procedures that were implemented within the course. The attitudes of EBE students were positive concerning the nature of texts and topics selected. Thus, it reflects the authenticity of the teaching materials that were efficient enough to check EBE students' understanding. The tasks facilitated the acquired language skills.

Even though few leaners faced difficulty in processing their learning and they still needed to be spoon-fed by their teachers and relied on the classical way of learning. The majority of participants asserted an improvement in developing their way of learning. This fact is owing to the efficiency of tasks included in addition to the implementation of collaborative learning, portfolios, and group discussions as teaching strategies that helped them express their conceptions, beliefs, ideas and the application of acquired vocabulary within the task-based course. The teaching strategies proved to be efficient for the majority of learners.

Therefore, reflection upon teacher' practices and developing what is done, why it was being done, and the way EBE students handle their learning process, made learners reflected upon their experiences. The implementation of collaborative work, group focus discussion and portfolios had a positive impact in classroom practice since students were able to assess their performance and of their peers. The majority of EBE learners stated that they become able to consider their actions, learning styles, strategies and choices. They reflected on their decisions, reviewed new knowledge, solidified important concepts through vocabulary instruction and brainstorming. Learners declared that the content of the course helped them to decide their future learning pathways.

6.7.3 Achievement Post-Test

The post-test (See Appendix F) was set to check the learning outcomes of EBE students after the implementation of the task-based course. The test was administered to forty – four (44) students. The majority of learners agreed to sit for it. It was allocated for one hour and a half. The total score was 40. The test

was divided between GE and BE. The objectives of the post-test and the description are stated earlier (See 6.5.3.2).

6.7.3.1 Data Analysis

The results obtained from the post-test showed an improvement, between the previous test, and the last one. As a result, the mean of (GE) 13, 31 and (BE) 13, 55 were within the same rank. This means that EBE students improved in both parts of the test (GE and BE). Consequently, the standard deviation of (GE) 1, 82 and standard deviation of (BE) 1, 98 were not far as compared to pre-test in terms of the mean and SD.

It could be even mentioned that the higher scores obtained by EBE students were 32,5 – 31,5 – 30 out of 40 that were most frequent. However, the score 20/40 was frequent just once as shown in table (6.5) below:

Students	Scores (GE)	Scores (BE)	(GE)+(BE)/40	Frequency
1	12	14	26	4
2	13	13,5	26,500	4
3	14	15	29	2
4	12	13	25	3
5	13,5	15	28,5	2
6	14	14,5	28,5	2
7	16	15,5	31,5	2
8	12	14	26	4
9	16,5	15	31,5	2
10	17	15	32	2
11	14	13,5	27,5	2
12	12	10	22	3
13	11	11	22	3
14	15	15	30	2
15	14	14	28	2
16	12,5	12,5	25	3
17	14	16	30	2
18	15	17	32	2
19	10	14	24	1

20	10	10	20	2
21	11	11,5	22,5	1
22	12	12,5	24,5	1
23	13	13,	26,5	4
24	15	16	31	2
25	14,5	15	29,5	2
26	13,5	14	27,5	2
27	14	15	29	2
28	16	16,5	32,5	2
29	15,5	15,5	31	2
30	14,5	13,5	28	2
31	13	12	25	3
32	12,5	11	23,5	1
33	11	9	20	2
34	10	10,5	20,5	1
35	12,5	14	26,5	4
36	11	11	22	3
37	13	12,5	25,5	1
38	12	14,5	26,5	4
39	16	16,5	32,5	2
40	15	15,5	30,5	1
41	15,5	14	29,5	2
42	13	13	26	4
43	13,5	12,5	26	4
44	11,5	10	21,5	1
MEAN	13,31818182	13,5568182	26,875	= 44
SD	1,820717049	1,98604407	3,58473021	

Table (6.5) Post Test Results

6.7.3.2 Results Interpretation

It could be clearly stated that the post-test allowed EBE students to manage their thoughts and their insights about their learning experience process. This shows that EBE students become able to take charge and to be responsible for their learning, skills and knowledge. Thus, they may develop into their professional and academic experiences. They showed to some extent that they become reflective learners, and this has been noticed during their performance inside the class, and almost in each task provided. Therefore, the learners became capable of developing their awareness and consciousness on an issue. They engaged themselves into a cognitive process by implementing appropriate strategies, plans, predictions and insights.

While doing the test, the researcher noticed that EBE students were not directly answering in their sheets. They were applying simultaneous monitoring, reflection –in- action when performing a task. Besides, they applied retrospective evaluation, reflection-on-action, after the task is accomplished. Reflection helps the learners narrow the gaps between what is provided in theory as well as practice. Since learning is not a passive process, waiting for lecturers and practitioners to spoon-feed their learners. EBE students could grasp the idea that their learning experience is an active process that requires plenty of personal thinking, and questioning. This could be noticed when EBE students started wondering about the target language, in which way it could help them, its importance with their research, the way they self-assessed their progress, in addition to their awareness.

Thus, the main findings are summarized under the following notes:

1- EBE students could gain a clear insight into their learning.
2- EBE students could identify their strengths and weaknesses.
3- EBE students could realize their learning styles and strategies that best suited their target and learning needs.
4- EBE students could overcome their learning deficiencies.
5- They perceived the relevance of self-evaluation in improving oneself.

To sum up, reflective learning engaged EBE students to think about their learning experience to their personal, academic and professional development.

6.8 Discussion of the Main Results

The present action research was carried out to check the relevance of task-based course on EBE students' proficiency in English and the impact of reflective tasks and strategies in getting learners involved in their learning process. Data collection within action research throughout field notes observation, group focus discussion and the post-test highlighted the extent to which the suggested course and the teaching strategies could help EBE students to be actively engaged in their educational content and achieve reflection.

The results obtained from the post-test as well as the proposed tasks allowed learners to use appropriate and adequate learning strategies. EBE students were able to perform nearly all tasks, and this was due to their developing competencies. Data also showed that EBE students were able to use appropriate knowledge simultaneously according to specific situations. EBE students show readiness that leads them to carry on a systematic development in their learning process and to build their own experience. EBE students were considered as homogenous learners in terms of their abilities. Yet, several correct answers obtained from the post-test revealed a significant increase in their marks. Furthermore, EBE students' responses were efficient, meaningful and consistent as opposed to the pre-test.

Concerning the first hypothesis, all the research instruments used in action research such as teacher's field notes, group focus discussion and the post-test revealed information about the students' reflection within the classroom. Therefore, EBE students' engagement was fostered mainly by their awareness on their way of learning, their way of retaining knowledge, making connections to synthesize true creativity. They showed how to take commitment, internalize their ideas and thoughts. In addition to that, students' reflection was fostered by the use of teaching strategies mainly through collaborative work and the use of reflective portfolios. During action research intervention, EBE students were enthusiastic about the materials and tasks provided during each lesson. They

were satisfied in their engagement within the activities since they shared, reflected and expressed their opinions with their peers. Focus group discussion confirmed the perceptions of EBE students about the visual and written support that enabled an optimal interaction with the content of the task-based course. It was noticed that EBE students were eager and attentive to know about the content and accomplish several tasks.

Concerning second and third hypotheses, the data revealed that EBE students were satisfied with their involvement within the strategies integrated into the task-based course. The integration of reflective tasks such as fish-bowl activity, think-aloud, and think-pair-share tasks in addition to collaborative work, portfolios, and group discussions guided EBE students towards a greater understanding of their learning styles and strategies of the teaching/learning procedures covered within the classroom practice. When students developed their reflection, they made collaboration more effective. The aforementioned collected data confirmed the third hypothesis of the current research, specifying the implementation of teaching strategies and reflective tasks may have a positive effect on EBE students' performance in developing their reflection.

Concerning the fourth hypothesis, the investigator employed a focus-group discussion addressed to EBE students. The data revealed that learners favoured self-assessment because they could learn effectively and critically evaluate and reflected on their progress and skills development. They liked to learn independently and think critically. They wanted to reflect on their efforts. However, self –assessment is not the only way where students can evaluate their progress in learning. Group work assessment is a new method of instruction where students work together. Groups create a work or perform a task, and the assessment would be on the final product between the peers, and then between all the groups.
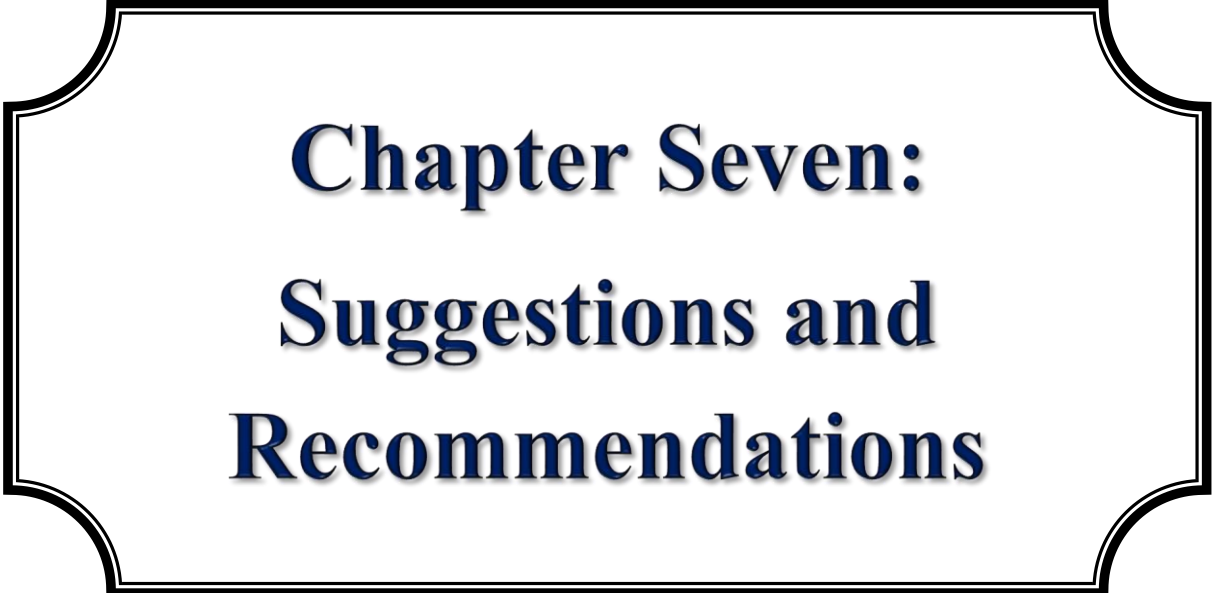
To sum-up, a task-based language learning is an interesting approach that could be used by language teachers as it permits them to select tasks from real-life situations. It also helps to manage, organize, and deliver some teaching materials. Tasks increase EBE students' interests to learn the target language and

to develop their reflective learning. Some teaching instructional strategies also help learners to work in pairs, sharing knowledge and provide feedback and assessment. Thus, reflective learning is a process performed by EBE students either individually or collaboratively. Consequently, the majority of learners hold some learning strategies where they could store their ideas and keep their knowledge. These may include keeping journals, diaries, portfolios that initiate EBE students to be autonomous and develop their progress in learning.

6.9 conclusion

The investigator reported and gathered information in the action research phase throughout three main research instruments teacher's field notes, focus group discussion, in addition to an achievement test. The major findings revealed the effectiveness of task-based course on EBE students' reflection in English. The results also consisted of considerable progress in developing EBE students' linguistic, and Business knowledge. The success of action research is based on a teacher's observation and the integration of reflective teaching strategies, students' behaviour in the classroom practice, students' performance in achieving several tasks and achievement post-test.

The findings lead the researcher to provide some recommendations and suggestions regarding the teaching of Business and Economics to Master students. Moreover, the following chapter is helping language teachers to foster the teaching/learning process and to create a healthy learning environment to allow students to acquire a specific subject of knowledge.

Chapter Seven:

Suggestions and

Recommendations

Chapter Seven: Suggestions and Recommendations

Chapter Seven: Suggestions and Recommendations

7.1 Introduction

The present chapter is extremely devoted to a set of suggestions and recommendations regarding the teaching /learning process among EBE students. The recommendations are considered as a step to help language teachers and EBE students overcome their difficulties. This research indicated that the teaching/learning process is influenced by several factors such as inappropriate teaching strategies, lack of students-motivation, inadequate EBE course.

The collected data and results analysis played a significant role to mention the relevance of reflection and experiential learning by using feedback and assessment, and supporting the learning process. Therefore, the investigator has proposed some pedagogical implications to engage learners to be autonomous and develop their reflection. Language teachers play a vital role in improving EBE students' capacities, and this due to Teacher Education Development (TED, henceforth).

7.2 Reflective and Experiential Learning

The learning process is extended through self-management since it is considered as a significant step in mediating the learning experience. In this context, the term " mediated learning" has been introduced in the educational situations because it is directed by the instructor otherwise via the use of a medium that facilitates the teaching materials (Laurillard, 1993). The students are responsible to choose what to learn. Mediation operates and modifies the learning experience. Therefore, the instructor has a significant role in mediating the learning process such as simplification and guiding process (See 1.5).

Kolb (2014) points out that experiential learning provides a chance to learners to match between what has been learned in a studied course, and an experience that is out in the world /or a setting. At this point, the students reflect between the world realities and the process of learning. Hence, reflection turns out to be a resource of their personal development. The following figure (7.1) explains the process of experiential learning (See 1.3.3.1).
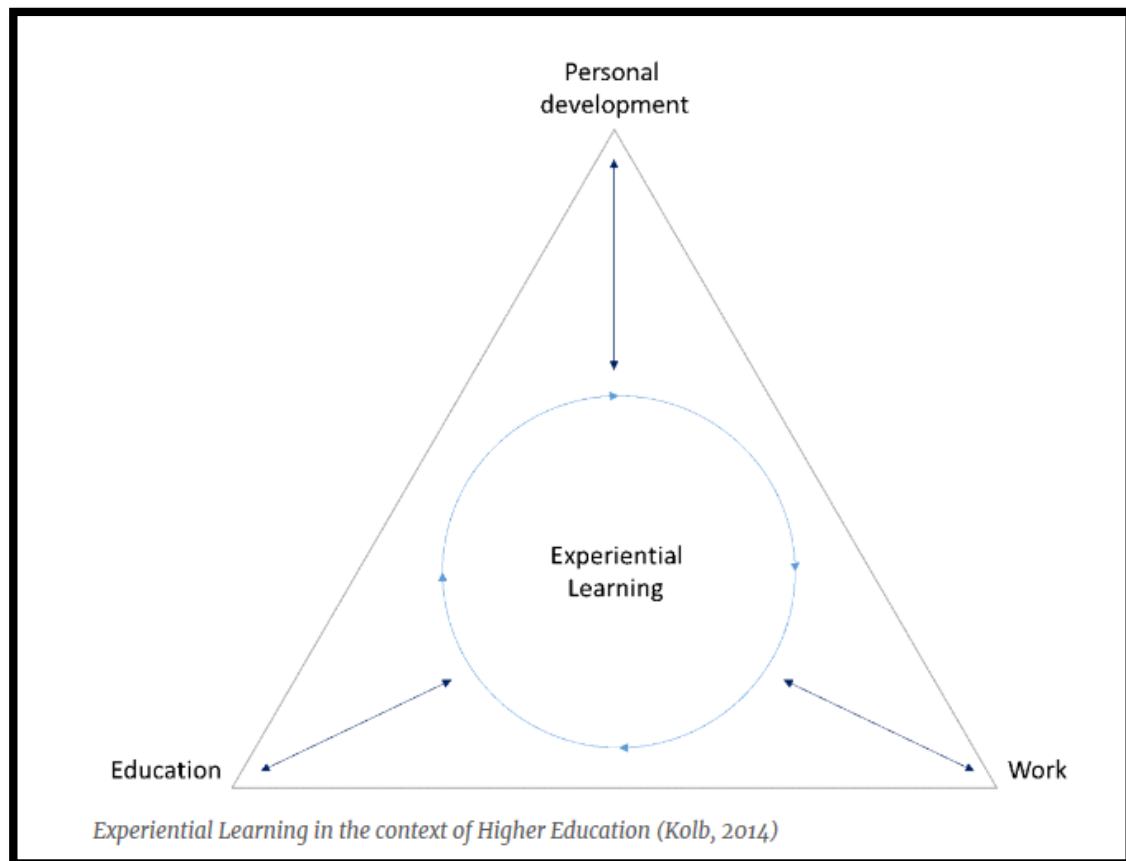
Figure (7.1) Experiential Learning (adapted from Kolb, 2014)

The cycle provided by (Kolb, 2014) is considered as a model of reflective learning. The learners begin by having a concrete experience. Then, reflective observation is needed because learners need to reflect on their experience. This is through performing some tasks. Abstract conceptualization links to the understanding of the learning experience. Thus, it may lead to consider some critical questions about the learning experience. It allows seeking extra information and reframing the knowledge, changing the perspectives, and entering active experimentation since learners go through a new way of thinking and figuring out the world.

Experiential Learning focuses on the significance of the contributions of the students to their learning experience and active involvement to enhance autonomous learning. Students need to take charge of their own experience. In this way, they become able to work on their experience and develop a reflective orientation. Experiential learning aims at integrating both theoretical and practical components of learning. Therefore, a variety of interactive practices

have been introduced in which students come up with opportunities to learn and actively engaged in the process like journals, diaries, portfolios, reflective essays, discussions and reflection in cooperative groups (See 6.5.2.1). Woolfe (1992: 01) introduces four major elements in which experiential learning consists:

1- Awareness of the students in the learning process.

2- Involvement of learners in a reflective experience.

3- The relevance of the experience of how is it learned.

4- The engagement of the student including thoughts feelings, actions…

Kolb (1984: 21) maintains that personal experience is the "life, texture, and subjective personal meaning to abstract concepts". Relying on experience alone is not enough. However, the learner needs to reflect consciously on the experience. It provides "a concrete, publicly shared reference point for testing the implications and validity of ideas created during the learning process" (Kolb, Ibid).

EBE language teachers assess the provision of the learning process and develop more opportunities to EBE students could use Kolb's experiential learning (1984). Language teachers may ensure that tasks offer to each student the chance to be engaged reflectively. EBE students learn more through the identification of preferred learning styles in the application of the experiential learning cycle. Tasks and materials have to be developed to draw on the abilities of each stage of the cycle to take the EBE learners in the whole process.

7.2.1 Introducing Reflective Tasks

Most of the language teachers tend to choose relevant reflective tasks because they are used to develop students' abilities and capacities. Reflective tasks are required to examine students' thoughts, feelings, actions and responses to get new information and develop experiences. Language teachers rely on reflective tasks to identify the students' needs and make the learning process improved. They connect theoretical practices and professional ones. They make learners able to understand and ask some critical questions.

There are steps in which language teachers plan their tasks and make their learners reflect on. Learners become able to demonstrate their thoughts and experience in their learning process. Several steps are taken into consideration are summarized under the following notes:

1- Analyzing the task provided by reviewing the assignment and ensuring the relevance of the instruction.

2- Evaluating the learning situation, and consider what is relevant to students.

3- Thinking deeply about tasks by asking questions /prompting. Language teachers may explain to their learners the reasons behind using reflection when performing tasks. They go beyond knowing a specific knowledge and repeat it in the future, provide areas for development, overcome assumptions. Reflection is important in the learning experience. It may happen at any time and for whatever reason.

EBE learners tend to follow ERA Cycle mentions below:
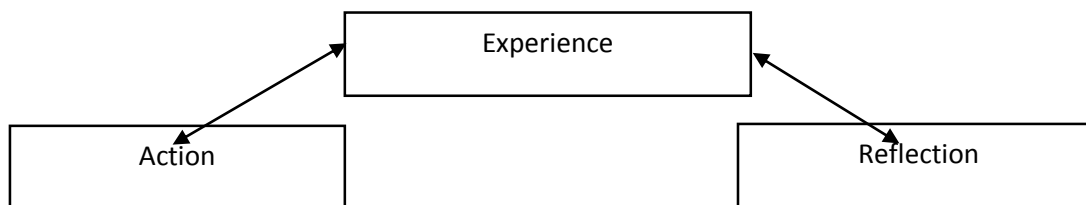
Figure (7.2) ERA Cycle (Bassot, 2016)

The above-mentioned model summarizes three main components. EBE students rely on to make them reflect on tasks. They develop the experience and understanding of what happens. They reflect by thinking through the experience. Reflection permits them to think about the experience. Action refers to what students do as a result of reflection. EBE language teachers can experience reflection. They all have ideas that remind of all the practices happened inside and outside the classroom. They explore their feelings, assumptions and professional practice. They identify experiences that could be improved in the future.

7.2.2 Enhancing Reflective Learning

Most educators encounter the terms of lifelong learning, reflective learning, and transformational learning because they provide specific attention to the nature of the learning process. In this context, Barnett & Coate (2005: 2) specify that: "curriculum design in higher education is not yet a properly reflective practice". They stress that most instructors have to develop a big capacity of reflection on the complexity of what learners are learning about. It requires them to be engaged in the reflective process to promote lifelong learning (See1.3). Barnett (1997) points out to the importance of learning experience of students at a first-place because learners embody thoughts, actions, sophisticated qualities, skills, capacities and techniques that are implicit points for reflective learning.

EBE language teachers set up a framework where students structure their consciousness, explorations and testing knowledge. Here, EBE learners find themselves in a "structured process". They do not follow specific rules. However, They structure a rationale to build an experience. In other words, EBE language teachers may create a framework that could enable their learners to test their thought and ideas. They provide adequate steps to make learners feel safe to take risks at the same time receive feedback.

EBE language teachers consider the following techniques to develop EBE classrooms:

1- The teacher creates an atmosphere in which all voices have to be heard in parallel through turn-taking.
2- The teacher keeps procedures, principles and questions to gain valuable data.
3- The teacher emphasizes mental involvement.
4- The teacher varies tasks and techniques.
5- The teacher maximizes learners' choices to their principles and procedures.
6- The teacher provides feedback and assessment.

Within the same lines of thought, Dearing (1997: 116 – 117) maintains that:

> *Despite the changes in the learning environment, teaching methods do not appear to have changed considerably… initial findings from research suggest that many staff still see teaching primarily in terms of transmission of information, mainly through lectures. There are many teachers who are ready to adopt different methods of teaching as circumstances change, but others find change hard to accept or consider the basis of good teaching practice.*

Language teachers may develop their experience of reflective practice when they enable their students to promote reflective learning. Instructors adopt some pedagogical approaches to promote lifelong learning. In this context, Kahn et .al (2006) state that reflective practice enhances reflective learning and develops the students' experience simply because it helps teachers in teaching and the way they shape their teaching process.

Reflection is a basic element in the teaching/learning process. It aims to make EBE language teachers more aware of their professional practice. It encourages them to work with their peers and share best practices (See 1.6 and 1.7). Reflective practice develops EBE language teachers' ability to understand how learners learn and effective ways to teach them. They will be able to assess their strengths and weaknesses and provide feedback. They develop their awareness to control the learning process.

7.3 Assessing Learning through Feedback

Many educationalists consider the concept of feedback as the most difficult one in higher education. It proves its significance in improving the learning process of students. Ferguson (2011) maintains that feedback is considered as an approach which facilitates the process of learning, and learners

become able to evaluate, monitor and develop their own learning experience. In this context, Eraut (2006: 118) states that:

> *When students enter higher education… the type of feedback they then receive, intentionally or unintentionally, will play an important part in shaping their learning futures. Hence, we need to know much more about how their learning, indeed their very sense of professional identity, is shaped by the nature of the feedback they receive. We need more feedback on feedback.*

Feedback enhances and develops the process of learning. However, many EBE students are not satisfied when they receive feedback from their teachers or their peers. Feedback gives an insight that teachers need to re-think about the process of learning. There are some valuable steps in which EBE teachers may follow to make feedback relevant. EBE teacher needs to consider EBE learners' perceptions to achieve goals and performance. In this context, Sadler (1989) points out that if learners perceive their process of learning, it will become easier for them to determine goals. They become able to understand self-assessment. EBE language teacher has to simplify reflection in learning. In this context, Boud (1995) reveals that feedback is one of the most effective ways to ameliorate self-regulation. Students are given opportunities to perform tasks and reflect on them. In other words, feedback may be more effective when self-assessment is being developed. They make students understand the quality of their learning. EBE learners will understand feedback through peer-assessment. Feedback does not take a written form only, but learner's productive improvements. Motivation often helps learners to be self-regulated especially when they fail. Feedback is not the only way that shapes the progress of students. However, it offers satisfactory information to instructors to improve lifelong learning among their learners. In this context, "The act of assessing has an effect on the assessor as well as the student. Assessors learn about the extent to which learners have

developed expertise and can tailor their teaching accordingly". (Yorke, 2003: 482).

Feedback is a crucial step in motivating students and life-long learning because it changes the conception of learning, enhances student's responses, and helps them become independent participants. Feedback takes different shapes that now will be discussed.

7.3.1 Formative Feedback

Recent research studies approach feedback as a formative because it focuses on the support of learners through the instruction. Feedback is not only considered as messages transmitted by teachers and interpreted by students alone. It is a process that helps students for better improvement and accelerates their learning experience. A crucial factor that motivates learners and leads to learning gains (Sadler, 1989; Lepper & Chabay, 1985; Cohen, 1985 Mory, 2004).

Buczynski, (2009) defines formative feedback as a process that is generated by instructors to engage their students to reflect and evaluate their progress. Formative feedback takes various forms as spoken or written. A scaffolding tool serves the learning improvements. It has many advantages and characteristics such as:

- Progression of learning: refers to the big picture of a task-based course that enables EBE learners to set their goals.
- Learning goals: intends to facilitate the outcomes of learning.
- Descriptive feedback: takes the form of constructive advice, and the inclusion of discussion.
- Self-and-peer assessment: develops responsibility among EBE students, and teaching learners' model of reflection.
- Collaborative Learning: EBE teachers have to teach and cultivate partnership, respect and trust. As a result, learners become able to evaluate the performance of their peers.

The rationale behind implementing feedback in EBE classrooms to enhance the skills, abilities and understanding of EBE students (Shute,2007).

Therefore, Black and William (1998) point to two different types of formative feedback. Directive feedback tends to inform learners about their mistakes and their progress in learning. Facilitative feedback guides learners to make a conceptualization and revision of their learning.

In an EBE classroom, for an effective formative assessment, EBE students are asked to provide some comments on their work, identify their strengths and weaknesses, compile portfolios, and conduct peer feedback in the classrooms. EBE teachers are not required to comment with only "OK". However, an oral discussion is launched to ask a question like" how did you come to that point? In this way, EBE learners become able to perceive criticism. At the same time, formative feedback generates a valuable discussion that permits language teachers to understand the abilities of their learners.

7.3.2 Reflecting on Feedback

The process feedback gives accurate information about the way students learn in improving and enhancing their performance. It is the task of language teachers to increase their students' engagement with feedback. They need to spend more time to reflect. They have to provide some tips in their classrooms to engage their EBE students in reflection and feedback. Feedback and reflection are important because they allow students to revise and improve their experience. Openness on feedback and reflection permit EBE students have to concentrate on the task rather than taking criticism personally. Understanding appropriate feedback allows learners to perceive feedback not as a judgmental process. For example, the teacher is not required to say. «Your work is boring". However, he has to say: "Part of your work could be better if you have illustrated more examples". Reflective feedback is effective feedback. EBE teachers need to consider the appropriate setting to deliver feedback. They spend much more time discussing, and get their students well prepared for that. The process of feedback has to be easier by keeping short points /remarks. Hence, it prepares students to create a bullet point of progression. EBE students could note some points as what have I learnt? What could be improved? what am I going to provide differently next work? They reflect on their feedback.

There are many reasons where EBE students fail to act on feedback and reflect. They become unable to understand and read the teacher's handwriting, lack awareness that results in decoding comments. Learners tend to take a passive step on feedback. In contrast to that, reflection places feedback at the heart of the learning experience. EBE students may develop their reflection on feedback when they perceive that it is used for learning and the only way to communicate with each other.

7.3.3 Sustainable Feedback

Despite the significance of feedback to the development and progress of student's' lifelong (Gattie & Timperley, 2007; Hounsell, 2003), the majority of students revealed that feedback is considered as a problematic aspect of the learning experience (Krause et al., 2005). Therefore, some challenges face language teachers in providing effective feedback like students' misconception about comments given by their tutors, lacking ways to improve, difficulties to act upon and to reflect (Gibbs, 2006; Hounsell et al., 2008; Weaver, 2006; Poulos and Mahony, 2008).

EBE language teachers provide many assignments at the end of courses to create a struggle among students. They are in a need for supportive feedback. The crux of the problem among EBE students is the use and the interpretation of feedback. Thus, "Dialogic Feedback" is regarded as an interactive exchange where interpretations are shared, expectations are clarified and meanings are negotiated. Dialogic feedback facilitates discussions about some tasks. Boud (2000) underpins with the notion of sustainable assessment that supports lifelong learning (See 1.2). Hounsell (2008) introduces the term" sustainable feedback" and identifies three important characteristics:

1- It enhances the role of students to be engaged with feedback.

2- It develops congruence between the teaching/ learning process.

3- It supports self-regulation performance on tasks.

Sustainable feedback posits principles of good practice as facilitating the progress of self-assessment, reflection, supporting peer dialogue of learning, and engaging learners in self-regulation and assessment. In this context, Riordan &

Loacker (2009: 181) states that successful students who rely on independent lifelong learning and do not depend on their teachers. They actively engage themselves in self-assessment in their studies.

EBE students benefit from feedback processes when they monitor their work-self regulation which is essential in sustainable feedback. To sum-up, the advantages of sustainable feedback for effective feedback practice are through enhancing students' self-regulation via tasks as raising questions and promoting directed learning. Besides, incorporating peer and tutors interaction; "dialogic interaction". Sustainable feedback promotes autonomous learning and reflective interaction. EBE language teachers need to push their students to involve themselves in self-regulated practices with sustainable feedback.

7.4 Supporting Learning through Critical Reflection

Critical thinking in learning exceeds more than thinking or thoughtful practice. It helps learners to consider what is relevant, and what would be improved. Critical reflection is a key activity in enabling students developing self-access and awareness, evaluating their learning experience. Therefore, several phases help to guide reflection:

1- The student is required to describe the learning experience.
2- The learner has to acknowledge thoughts and actions.
3- The student identifies the positive and negative points to evaluate the experience.
4- The learner analyzes the learning experience.
5- The student identifies a new experience and actions.

Critical reflection may be used alone by students themselves, with their peers, or collaboratively in groups which are supervision relationships.

EBE students develop their critical reflection when they are engaged in reflective practices like setting their learning goals to identify their strengths and weaknesses, engaging them in writing reflective journals; portfolios, and writing a summary. Experience reflective thinking lead learners to act deliberately and in an intentionally, since they are engaged in reflective tasks. Therefore, it is highly suggested that reflective thinking is involved through critical reflection. In this context, McKnight (2002: 1) states that:

Reflective thinking is a multifaceted process. It is an analysis of classroom events and circumstances. By virtue of its complexity, the task of teaching requires constant and continual classroom observation, evaluation subsequent action. To be able to recognize what happens in the classroom. Rather, it is imperative to understand the "whys" and "Hows", and what ifs" as well. This understanding comes through the consistent practice of reflective thinking.

EBE teachers are required to assemble their classes to facilitate discussion and promote equality among learners. Kettle and Sellars (1996) point-out that critical reflection is developed by encouraging students and engaging them in peer groups. Critical reflection is considered as an effective technique for professional development (Brookfield, 1995; Merrifield, 1993). It involves reflective activities as study teams, peer coaching, selected assignments, and reflective journaling. Critical reflection enables EBE students to understand deeply their learning styles and strategies, to enhance their ability to assess their lifelong experience and the way they grow towards effectiveness. Thus, EBE students are required to examine every task through observation and performance. Critical reflection leads to an awareness of the need for change.

7.5 EBE Language Teacher's Involvement

It is widely suggested that language teachers are experts of knowledge of the subject area. They pursue adequate opportunities to develop professionally. They are requested to be kept up-to-date about the current research of the subject studied regarding the lessons and planning their courses. By following scheduled times, teachers demonstrate their competencies in language instruction and implement classroom practices that develop self-responsibility at the same time independent learners. EBE language teachers need to develop their abilities and competencies. The researcher recommends effective strategies in TBLT approach to develop students' reflective learning. EBE language teachers need

to adapt to the current situation and to be a reflective teacher to monitor the learning process of students.

7.5.1 Teacher's Role and Responsibility

EBE students declared that the lectures and the nature of classroom tasks are not suitable and adequate about their prescribed needs. Thus, teachers' role is to identify students' needs and to be aware of that. They adapt a relevant programme or course that cope with EBE students' needs and select authentic tasks that are derived from their real-life situations. Though they choose the appropriate approach, language teachers are required to organize the components of their course. They need to set learning objectives, assess the learning progress of their learners. They also need to set a comprehensible "Business and Economics" input. They are requested to own important terminology and even knowledge that cope with the new teaching methods and methodologies (See 2.2.4.2).

EBE teachers need to use and adapt new teaching strategies that foster reflection and autonomous learning, at the same time they need to master technology as an additional skill, to support the learning objectives and help EBE students to become reflective learners. This can come through selecting appropriate tasks and managing time to teach specific content. EBE teachers have to be trained for classroom management and performance according to students' needs, although they are not expected to be subject specialists, they have to be aware of their needs. However, EBE teachers did not receive any kind of training despite the relevance of training that makes teachers familiar with business concepts, vocabulary, and even real-situations. This gives an insight to teachers to develop their teaching materials and select appropriate teaching tasks. In this context, Hutchinson and Waters (1987) consider an ESP teacher as having a positive attitude to the language content, principles as well as an awareness to the degree of his knowledge to what he knows.

To develop reflective learning, EBE teachers are required to engage their learners in an active, creative problem-based learning by providing them with

opportunities to practice what has been learnt to develop their experience. They need to engage EBE students in creative thinking and support their differences in the learning context, their learning styles and strategies, strengths and weaknesses. Instructors construct the ability of EBE students to work collaboratively and engage themselves with their peers to share knowledge and accept otherness. Assessing students takes an integral part in an ESP context in general, and more specifically in an EBE setting. Teachers have to consider the students' learning expectations, develop appropriate tools for assessment strategies and evaluation. They achieve their goal through assigning assignments and homework. EBE students' performances need to be evaluated objectively and timely manner by recording and reporting every detail (See 1.7) The scores, remarks, feedback is taken from the assessment. They guide EBE teachers to make changes in practice and improving the learning process of students. Language teachers develop reflective learning since they are reflective teachers. This latter will take part in this section.

7.5.2 Teacher Education Development

Language teachers have to analyze their students' needs when they try to induce some effective ways to develop the teaching/learning process. They reflect on their instructions. Reflective process requests thought about the previous experience. Language teachers reflect by raising observations, making changes, having a strong desire to get new knowledge, progressing and developing self-confidence. In this context, Jay (2003: 01) says:

> *Reflection means thinking about what one is doing. It entails a process of contemplation with an openness to being changed, a willingness to learn, and a sense of responsibility for doing one's best. Perhaps this process seems natural, and indeed it may be, but it also poses a challenge.*

Reflective teachers always possess a sense of responsibility and challenge, however, the definition puts by Jay (2003) seems too broad. Simply the process of reflection entails careful planning and insight since it requires self-monitoring and self-assessment. Teacher Education Development follows a set of principles. It is directed by himself and the lesson is planned out of operations. It provides solutions, self-esteem, and self-evaluation according to previous experiences. It involves collaboration and critical thinking. It develops experiences form colleagues.

Teacher education development is in need to collect all the events that take place before, after and within the classroom practice to enhance the teaching/learning process. EBE teachers may use different procedures to enhance the EBE classroom:

a- **Journal writing:** EBE teacher needs to hold a diary to construct his instructions and develops awareness (Semmoud, 2014).

b- **Lesson report:** EBE teacher selects appropriate tasks that cope with learners' abilities, collects data through checklists (See table 6.3 Westberg and Jason model, 2001).

c- **Peer-Observation:** colleagues are involved to observe. Peers provide constructive feedback sometimes exceeds criticizing (Benmoussat, 2003) (See 1.7)

Many factors hinder teacher education development's willingness. The factors need careful and specific attention. EBE classrooms have to be prepared for reflection.

7.6 Preparing EBE Classrooms to Reflection

The results obtained from the research instruments (See chapter four) that were undertaken by the investigator revealed that EBE classrooms did not support the teaching/ learning process to promote reflection that is mainly affected by conditions and context.

7.6.1 Using Technology to Foster Reflection

Language teachers pay careful attention to the nature of learning provided in the language classroom. Most researchers suggest that blended learning environments facilitate both the teaching/learning process, experimentation and interaction. In this context, Debski (1997: 42) advocates that: 'Integration of computer technology… is most likely to take place in learning environments in which students… combine learning a language with reflection.'

Technology offers opportunities for learners to share information that our digital resources. Technology promotes collaboration and communication therefore learners may become active groups of an online learning context. They provide opportunities to reflection about the target language. Referring to the EBE context, providing blended learning among EBE learners permit them to feel comfortable to express themselves and participate in online discussions. EBE students express positive attitudes toward the use of blended learning. It is the task of language teachers to consider whether their students feel comfortable in using technology via blended learning. Teachers create classroom-based work by combining technology and instructional practices in a flexible approach (Banados, 2006).

Alongside, Moodle learning environment is a virtual classroom that needs to be created in EBE classroom that is mainly intended to support the learning process. It serves to organize the management of the course since it may include links, handouts, assignments and homework. Moodle learning environment helps language teachers and instructors to develop a predictable structure to the classroom practice to develop students' self-confidence. The primary goals of task-based language learning course were to enable EBE students to evaluate critically their lifelong learning by selecting adequate and relevant tools and strategies (See 2.2.5.1) Critical evaluation requires reflection, and blended learning environment provides forums of reflective learning and deeper reflection. Moodle learning requires EBE students to evaluate sources and materials. It offers strategies and adapts ideas. It looks-back to what has been learnt. It reconstructs views and makes decisions about independent learning.

Technology is an important element in facilitating learning, especially in higher education. It allows EBE students to exhibit their ability for reflection and thinking. However, EBE teachers face challenges in using technology within the teaching/learning process as well as implementing reflective learning. Technology is considered as a mean that facilitates learning and engages students in reflective tasks, resources and supports.

7.7 Promoting Reflection in EBE Learning Environment

Reflection in education maintains an active and persistence of any form of knowledge. Language teachers and students may carry an active way of exploration by identifying the nature of the issue and generating some possible pedagogical solutions. Reflection is considered as a link between actions and thought within a particular context of the learning environment. It usually starts with awareness where learners stimulate new information. Then, students often go via self-awareness. This can be encouraged by presenting questions, tasks, problems to motivate them and engaged in the process. Motivation often leads learners to memorize and present information and then will be able to take deeper learning.

7.7.1 Learning Tasks

A detailed description of several tasks that promote reflective learning may be introduced as problem-solving situations, reflective discussions, role-plays, and collaborative work activities (See table 4.11 and table 5.1). Despite their ability to promote reflection, the tasks may be adequate when practitioners tend to set reflective learning as a goal. The learning tasks may succeed to foster a deep learning experience. Moon (1999) suggests some learning tasks that portray a well- structured material of learning. Tasks that require analysis and reasoning. They set challenges and ordering thoughts. They integrate new experience based on previous learning. They involve evaluation. Setting-out the above-mentioned characteristics in selecting tasks, learners will reach a high level of reflection and thinking. Though the teacher chooses reflective tasks, an effective learning environment requires the students with learning supports.

7.7.2 Learning Supports

The learning supports are means in which learners may be given guidance and feedback (Oliver and Herrington, 2001). Several learning supports are needed in classroom practice such as conative, scaffolds and social.

a- *Conative Support :*

When the EBE teacher encourages his learners to engage in a task, they will establish an atmosphere that promotes motivation and proper attitudes. This happens since most EBE teachers could not guarantee that their learners are fully used their cognitive abilities (See 1.5.1) when stimulated with a new experience. It is also the task of instructors to maintain students' curiosity and motivation by creating some challenges. They raise learners' interests. EBE students may be highly motivated when the learning tasks are graded. (Moo, 1999).

b- *Scaffolds :*

Students are always in a need of knowledge and provisional support as well to pave the way to them and engage in reflective learning simultaneously. Scaffolding is shaped in different ways. In this context, Oliver and Herrington (2001: 68) suggest that scaffolding is supplied by :

- Modelling reflective behaviour via discussions.
- Providing feedback and coaching.
- Verbalizing the learning process.
- Articulating ideas and promoting supportive environments.

EBE teachers scaffold the lesson and provide instructions. They integrate feedback regarding EBE students' performance. They explain how the structure of the task must be done and why. They ask questions that involve active linguistic and cognitive answer.

c- *Social Support :*

The social environment describes a critical reflection since the students are taking part in some form of interaction. Therefore, communication with others rises chances to see actions. Language teachers may suggest collaborative activities to provide opportunities to their students to experience their thoughts and knowledge (Brockbank and Mc Gill, 1998).

7.7.3 Learning Resources

Teachers widen the learning experience and conceptual basis to expand the language classroom. Some resources help students deal with information and make a meaningful use. This includes books, papers, links, lectures. The following figure (7.3) summarizes how to promote reflection in an EBE learning environment, an adapted model from Oliver and Herrington, 2001).
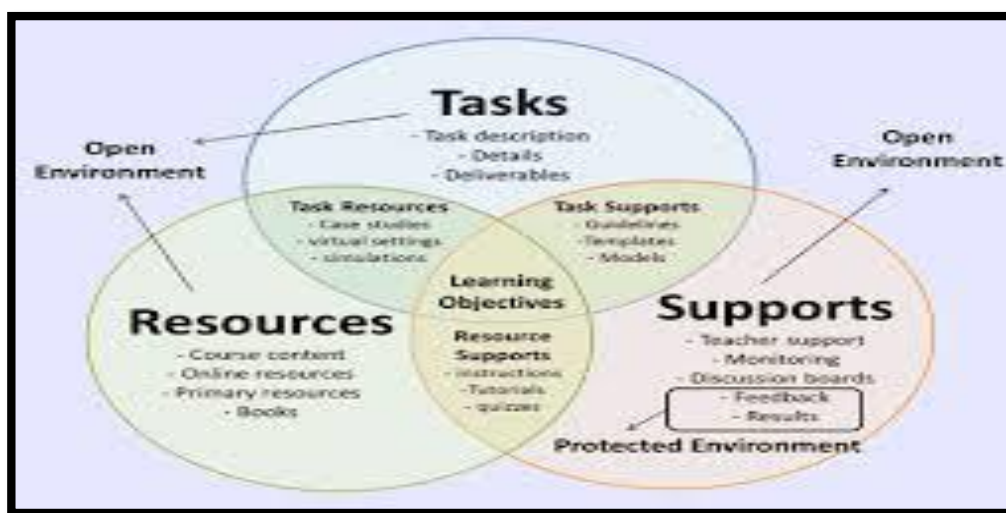
Figure (7.3) Learning Components to promote Reflection **(adapted from Oliver and Herrington, 2001)**

EBE teacher integrates learning tasks to provide challenges, order thoughts and involve evaluation to help EBE students engage in reflective thinking. EBE teachers provide multiple resources to give EBE learners access to information and content. Students need to be engaged in the higher order of cognition. EBE teachers ensure that their learners are motivated to perform the tasks. Scaffolding allows learners to become reflective and autonomous thinkers.

7.8 Reflective Learning and Teaching Practice Development

Language teachers do not just think about their teaching process, but they tend to develop the learning process. They think in a way that the lesson went well. They see that their students did not seem to understand. Therefore, reflective teaching entails a systematic process of observing, collecting and analyzing thoughts and perceptions. When a particular problem arises in the language classroom, the teacher begins directly the process of reflection by making decisions to focus on the learning of students and looking for some

specific features of teaching. Therefore, the easiest way to start reflection can be through teacher diary. This latter has to include:

1- Lesson objectives:

- Determining students' understanding of the lesson.
- Assessing the difficulty of the lesson.
- Setting the students' outcomes.

2- Classroom activities and materials :

- The nature of tasks that cope with students' needs.
- The teaching materials that keep students interested.

3- Reflective Learners :

- Students know how to develop their styles and strategies to cope with tasks.
- The extent to which the students are interested in the target language.

4- Classroom Management :

- Identifying if the instructions are clear or not.
- Providing opportunities to all students or not.
- Testing the awareness of how students progress.

EBE teachers may also ask their learners about what is happening in the language classroom, opinions, perceptions. Students' feedback has crucial importance because it provides ideas for change to be implemented. Reflective teaching is considered as a cyclical process. It starts by implementing changes, reflecting and then evaluating. The process permits instructors to make the relationship between one experiences to another, at the same time testing students' progress. Reflection is a basic part of teaching and learning. It makes them aware of professional development and lifelong learning. It develops an ability to perceive the learning process of students and selecting the best ways to teach. Reflection develops learners' abilities to solve problems by finding solutions and becoming flexible with teaching. Reflection also creates students' self-confidence by encouraging them taking challenges and confident knowledge base.

Reflective practice rises responsibility for teaching and for learning as well. It helps to understand the way students learn best. This can be done by assessing their strength and weaknesses. Reflection also encourages innovation to adapt a course that suits the classroom settings. Language teachers may think in a creative way allowing students to use imagination and resources by adopting new methods of thinking. Reflective practice encourages learners to be fully engaged in their learning process. Students' needs may be tailored when the teacher is aware of the preferences and strength of learners.

7.9 Conclusion

The chapter provides some useful suggestions and pedagogical implications on how to make reflection takes place in the educational system in general and the EBE classroom in particular. The chapter focuses on the importance of preparing EBE students, and language teachers in reflective learning and reflective practice. Besides, the extent to which EBE classrooms need to foster technology and blended learning to promote reflection. EBE language classrooms may be equipped with appropriate teaching materials characterized by the use of ICT's to make students cope with their lifelong learning process and build their experience through new knowledge.

General Conclusion

The globalisation process is still working on imposing itself at almost all spheres, political, scientific, technological, economical, and educational. In this new era of great advancements, the educational system moves beyond making learners memorising information and then use it later on. However, it enables the teaching/learning process with the necessary tools, adequate skills, and important competencies that permits both teachers and learners to challenge real-life situations in order not to be passive and ineffective but rather a productive future citizen. To reach the objectives, the educational system has been reformed based on reflection as a learning process. It aims to provide learners with skills to be responsible for their lifelong learning process and to be autonomous learners. On the other hand, language teachers are also required to rely on some teaching strategies that foster reflective learning in their pedagogical practices. However, it is noticed that the Algerian educational system is failing because language teachers are always a knowledge provider and spoon-feed their learners. Besides, teachers seem to be unable to abandon their old practices in teaching and have a fear of innovation and change.

Nowadays, most universities and departments integrate the English language in their learning programs from the first year as a compulsory module. The Faculty of Economics, Business and Management Sciences is aware of the importance of English to EBE students. They study the target language with the timing of one-hour and half per-week from their first year of graduation. Although they spent five (05) years of studying English, their level is still weak or average. They show an over-reliance on their language teachers. Today, learners themselves construct knowledge. EBE students are required to handle their learning and to step back from their previous experience of learning, in this way, they become able to develop their reflective thinking, improve their future performance since they are analysing their experience, and fulfil both academic and professional tasks. EBE students may face some business documents and foreigners who talk in English. Therefore, they need a specific mastery of terminology and an adequate level of language proficiency to communicate effectively in the target situation. In this vein, the researcher thought about some

pedagogical implications and suggestions to help EBE students overcome their difficulties.

Thus, the main objective of this study is to describe the teaching/ learning process of EBE students in the Faculty of Economics, Business and Management Sciences at Tlemcen University. Therefore, the researcher conducted a needs identification analysis, and test their knowledge to design a task-based course and developed some teaching strategies that cope with the learning experience as can be applied in Business English teaching environment. It also tackles the task-based course and the extent to which it best suits the business and economic purposes.

This study was contributed to the current academic debate surrounding the Algerian educational system via the investigator's attempt to answer the following research questions:

- To what extent are EBE students reflective?
- What type of teaching strategies would be appropriate to enhance reflective learning?
- What is the impact of instructional-based strategies in a task-based approach in developing reflective learning?
- What type of assessment would be appropriate to enhance EBE students' reflection in a task-based course?

The above-mentioned research questions led the investigator to formulate the following research hypotheses:

- Algerian EBE students do not seem to be reflective learners, and they are not ready to handle their learning due to the lack of appropriate strategies that trigger their capacities.
- The teaching strategies that seem to be appropriate to encourage and enhance reflection are through introducing the needed instructional-based strategies as assigning tasks, cooperative learning, and group interactions.
- Implementing instructional-based strategies may have a positive effect on the success of language learners. Therefore, they help EBE students to monitor their progress, identify their weaknesses and strengths, adapt the learning situation to

the personal needs required. They develop a strong awareness of learning to think in the target situation.

- Self-assessment enhances the learning process of EBE students to become more responsible, more reflective, motivated, autonomous, and effective learners.

The present study initiated with the theoretical framework upon which the investigator built the work-study. It explores the area of reflective learning and the different approaches related to lifelong learning. The second chapter provides some insights into teaching English for Business purposes, shedding light on the language components and skills that EBE task-based course contains. It describes the actual English teaching situation in the Department of Finance and Accounting. Chapter three deals with the research design and the research methodology that is followed in this study via a detailed description of collecting data procedures and the research instruments being used. Chapter four is concerned with the analysis of data in addition to the interpretation of the findings. It answers the hypotheses provided by the researcher to confirm or disconfirm it. Chapter five is concerned with the design of the task-based course that responds to the needs of Business and Economics students in academic and professional settings by outlining the skills and language components. Chapter six deals with the implementation of task-based course with teaching strategies to gauge the effectiveness of the suggested course in helping EBE students developing their reflection. The last chapter provides further suggestions and pedagogical implications to create a positive learning environment.

Data collection and research findings provided the following conclusions concerning the first hypothesis, the results obtained from language teachers' interview and EBE students' questionnaire revealed that EBE students before implementing task-based language teaching course and instructional-based strategies were not able to handle their learning process. However, after task-based course implementation and reflective tasks, EBE students were engaged in their learning process and raised their awareness on their way of retaining knowledge.

As far as the second hypothesis, the aforementioned research tools showed a necessity to implement task-based course with instructional-based strategies within the teaching practice. Besides, language teachers highlighted the importance of working collaboratively, assigning different reflective tasks. The researcher also integrated reflective strategies such as fish-bowl activity, think-aloud, and think-pair-share tasks in addition to collaborative work, portfolios, and group discussions that guided EBE students towards a greater understanding of their learning styles and strategies of the teaching/learning procedures covered within the classroom practice. Therefore, the investigator designed a task-based course to help EBE students reach effective language proficiency and developing their lifelong process.

Concerning the third hypothesis, which specifies the relevance of instructional-based strategies and reflective tasks allow students' engagements in the learning process. The results of the intervention in action research showed students' interaction with multiple teaching aids and strategies often with the use of interactive tasks. The relevance was asserted by a focus group discussion. EBE students showed their satisfaction and enthusiasm in their involvement in classroom practice. Thus, the implementation of teaching strategies and reflective tasks may have a positive effect on EBE students' performance in developing their reflection.

Considering the last hypothesis, EBE students favoured relying on self-assessment. However, the researcher integrates peer assessment as well because it has a positive impact to evaluate the students' learning.

This research work contributed to the current debate surrounding reflective learning and ESP and its significant role in shaping the educational system. It remains insufficient and incipient, as the investigator did not tackle other issues. Indeed, while providing research for a specific phenomenon among EBE students at Tlemcen University, it represented some obstacles and deficiencies as exploring reflective learning in ESP classes. The researcher faced some difficulties while conducting action research. It required teaching the case under investigation since it took time to be accepted, and the investigator dealt with

some authoritarian attitude to get access to teach. Moreover, some restrictions have been imposed against interviewing some employees and work-job managers.

However, the study had some limitations to mention to explain why some aspects have been neglected. It goes through the unawareness of the researcher because of his non-perfectionist side as a human. It includes the nature of the topic being tackled, the selection of research methods and research instruments, the sample population, and the context where the study took place. Reflective learning is a diverse and difficult term to define it in several entities. It is moderated by a set of principles provided by multiple scholars and researchers. The researcher could not tackle the multidimensional of this topic. In addition to that, It was not easy to offer an overgeneralization of the whole sample population, and the case study that was undertaken in this research is almost small. This work aimed to make the Algerian educational system more efficient to provide creative, active, autonomous and reflective learners.

Reflective learning in an EBE context is still a work for further investigation. Thus, what is the impact of reflection on both learners and language teachers? Which reflective principles are more adequate to the Algerian educational system? To conclude, it is highly argued that the principles of Algerian reforms in education seem to be effective, especially when it is governed by collaboration among all researchers, policy-makers, education authorities, teachers and learners as well to share their visions to bring efforts and construct a way to the future.

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Appendix A

Appendix A:

Name: …………...

Group: ………

❖ *PART ONE :*

❖ *Task one: Select the appropriate item*

1- This is "Pierre king"………. A manager.

  A- I am   b- They do   c-They have

2- Maria and Anna are from this department………….computer programmes.

a- They have   b-They do   c-They are

3- I…………. with a client, yesterday.

a- Was   b-were   c-did

4- They……. Here on business, with the new manager.

a- Have   b- have been   c- was being.

5- Right now, she……………. the report.

a- Is reading   b- have reading   c- read

❖ *Task two: Underline the mistakes, and correct them*

  1-Am you working hardly?..

  2-This moment, we working with the new company   ⟶   ………

  ………………………………….

  3-Is Jane and Lorrin planning for the conference, tomorrow   ⟶   ..

  ……………………………………………………………….

  4-What you think?   …………………………………………

  5-Is raining outside?   ………………………………………

❖ *Task three: Put the following verbs between brackets in its correct tense*

  The manager of this company (to live)………in Algeria. She (to be)

  ……… a journalist, before she works there. She often (to travel)………To

  Many overseas countries. Next month she (to visit)……….. her friends When

  she was a journalist she (to write)…….. for newspapers and freelance magazines

  Therefore, she (to make)….. Television programmes. However now, she is

(stay)…… in five stars hotel and often (to eat)….. in high-class restaurants. Although, she (to be/ not) Muslim, she never (to drink) alcohol.

❖ *PART TWO:*

❖ *Task four:* Complete the sentences: based-outcome-responsible

- Purpose- answer- agreement- would- contractor – supplier- overseas

1- I wish the ………..of the negotiation will be perfect.

2- The manager expects to make an……. By next week if everything

Will be all right.

3- He is……. For the supply chain.

4- Would you like to tell them ……..of the visit of the manager?

5- This job is to manage…… operations.

6- He is ……. Most of the companies of Algeria.

7- The company is……… in France, but now it exists here.

8- She is here to find a …………… to build the new power station.

9- She will be pleased to……….. your questions.

10-I……. like to give you some comments about the new project.

❖ **Task five:** Consider the following passage, and answer the following question.

The employees of the company agreed that they were not increasing in their prices this year. Therefore, the market is not as strong as enough. They are not introducing new products for the market. Most of them are well selling at home. The employees do not plan for any new products for exportation. In their export markets, sales are not increasing at all. This year, the employees of the company do not expect improved sales.

1- Provide a suitable title to the passage……………………………………………………………………..

2- Is the market strong enough?..

…………………………………………………………………………………….

3- What do the employees expect this year? ………………………………..

....

4- Provide synonyms: goods =…………… growing=……………………

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5- Provide antonyms: importation =/ ……… /disagreed =/…………….

Task six: translate the following passage into Arabic.

Global slow down

The world economy is getting slow down. The world bank published a long report saying that the global economy is moving up approximately 2% per year. Last year, the growth valued 2.9% however, the OECD does not agree with the data of the report provided by the world bank.

………………………………………………………………………………………

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Appendix B

__Appendix B :__

__Learners' Questionnaire__

__Rubric One: Personal Information Background__

I.   Identity Profile:

1.1 Gender: Male   ☐   female ☐

1.2 Age: ……

1.3 Native Language: ……………………..

1.4 Current medium of instruction: ……………………….

1.5 Specified field of study: ……………………………….

2. How long have you been studying English at university?

3 Years 4 years ☐ 5 years ☐ others ☐

3. How do you assess your level of English?

Good   ☐   Average   ☐

Very Good   ☐   Weak   ☐

__Rubric two: ESP Teaching__

4. Which type of English course is provided?

General English   ☐   Financial English   ☐

5. Are you interested in this course provided?

Yes   ☐   No   ☐

If no, why?..

……………………………………………………………………………......

6. According to you, is it necessary to link between the English course and the content of the modules of your speciality?

Yes   ☐   No   ☐

Why? ……………………………………………………………………………

…………………………………………………………………………………..

7. To what extent, are the language skills important to you? (1= Most important) / (4= less important)

Listening   ☐   Speaking   ☐

Reading   ☐   Writing   ☐

8. Do you think English may help you in your studies?

Yes   ☐   No   ☐

How?...

……………………………………………………………………………..

Rubric Three: ***Identification of EBE Students' needs***

9. Do you think that English is necessary for your studies for:

Improving your language skills   ☐

Finding jobs, and communicating with foreigners   ☐

Reading academic articles, books, reports.   ☐

Others, ………………………………………………………………….

…………………………………………………………………………..

10. Do you need English to:

Communicate in the target situation   ☐

Improve your language skills   ☐

Exploit scientific materials   ☐

Take part in international conferences   ☐

Being able to write scientific report and articles   ☐

Others, specify, please…………………………………………………..

…………………………………………………………………………..

11. what are the difficulties that you encounter in learning English?

……………………………………………………………………………

……………………………………………………………………………

……………………………………………………………………………

Rubric Four	Reflective Learning				
	Strongly Agree	Agree	Disagree	Strongly disagree	Not sure
Awareness about the pedagogical goals					
Awareness about the content of the course provided					
Knowledge about the materials being used					
Selection of your own goals					
Involvement in the adaptation of tasks					
Creation of your own tasks about the objectives					
Linking between the content of the classroom Learning and real-world					
Independent learning develops your autonomy					
If you lack autonomy Means that the learning can not be effective					

Your level of English can be developed without reliance on the teacher		275			
Your learning may be improved through working collaboratively on tasks					
Independent work promotes self-access and guidance					
Deciding to the way how learning will be assessed					
Cooperative group Tasks support you to develop your learning.					

Appendix C

Language Teachers Semi-Structured Interview

1- Do you hold a :

Licence ☐ Master ☐

Magister ☐ Doctorate ☐

2- Are you a :

Part time teacher ☐ Full time teacher ☐

3- Do you teach:

General English ☐ ESP ☐

4- Do you have any kind of training to teach ESP?

Yes ☐ No ☐

If yes, specify……………………………………………………………….

…………………………………………………………………………….

5- Do you carry any specialized course for EBE students?

Yes ☐ No ☐

If yes, specify……………………………………………………………

…………………………………………………………………………..

6- Do you consider E BE students as reflective learners?

If yes ☐ Why?...

………………………………………………………………………………

If No ☐ How?...

…………………………………………………………………………………

7- To what extent, is the task-based course relevant to answer the required needs of EBE students, and develop their autonomy?

………………………………………………………………………………

……………………………………………………………………………

8- Do you rely on tasks as a strategy to engage your students to get them involved in the target situation?

Yes ☐ Why?

…………………………………………………………..

………………………………………………………………………………

…………………………………………………………………………………………

……………………………………………………………………………………

9- What type of teaching strategies that seem to be appropriate to enhance reflective learning?

Introducing the necessary vocabulary and concepts

Visual scaffolding

Cooperative learning to accomplish tasks

Others, specify, please………………………………………………………………

…………………………………………………………………………………………...

10- What is the impact of the strategies on increasing learner's reflection in a task-based course?

- Adapt the learning situation to the personal needs

- Learn to think in the target situation

- Monitor the learning process

- Identify the weaknesses and strengths

Others, ……………………………………………………………………….

…………………………………………………………………………………………

……………………………………………………………………………………

11- What can you suggest to assess the learning process of your students?

…………………………………………………………………………………………

…………………………………………………………………………………………

…………………………………………………………………………………………

………………………………………………………………………………

12- How can you develop reflective learning through the assessment of EBE students?

…………………………………………………………………………………………

…………………………………………………………………………………………

………………………………………………………………………………………

Appendix D

- **Appendix D: WorkPlace Manager Interview**

1- Which specialism have you carried out during your university studies?

2- Have you studied English at tertiary level?

   If yes, how many years?

3- How do you assess your level in English?

4- Does the English language help you in your field of work?

   If yes, in which way?

5- In which way, is English used in your work?

6- How do you interact with foreign peers and materials provided in English?

7- According to you, a lack of English knowledge means an obstacle in your

   fieldwork?

   If yes, why?

8- According to your experience, what can you provide as a suggestion at a tertiary

   level in the future, as far as your specific discipline is concerned?

   Adapted from Lameri Model (2015).

Appendix E

Appendix E: Classroom Observation

Place:……………….

Class:…………

Date:………………

Time: from……….. to…………

Observation:

I. *EBE Students' Metacognitive Strategies in Accomplishing Tasks*

	Always	Often	Sometimes	Rarely	Never
-Students preview the target language, to have an idea about the instruction provided; organization, the way it is related, previous knowledge.					
-Students pay attention to language aspects by distinguishing between the forms of sentences.					
-Students arrange a schedule (Self-arrangement) in advance before having a test.					
-Students plan their goals in their learning process.					
-Students get ready and prepared for an upcoming task.					

-Students notice the nature of the task whether it is oral or written					
-Students consider what should be learnt.					
-Students consider the 4 languages skills of the target language in accomplishing tests /activities/tasks.					
-Students identify the purpose of each activity/task					
-Students identify their errors /lacks/difficulties and look for reasons					
-Students learn from their errors and mistakes.					
-Students evaluate their learning progress while performing tasks.					
-Students take their responsibility, and they find strategies to practice the new language.					

II. *Evaluating EBE Students' Perceptions of their Learning Abilities*

	Always	Often	Sometimes	Rarely	Never
-Engaging learners in selecting activities inside the classroom					
-Engaging learners in selecting activities outside the classroom					
-Evaluating their (learners) learning process in achieving their tasks.					
-Identifying their lacks (learners) while dealing with specific tasks.					
-Overcoming their (lacks (learners) lacks, by dealing with what should be learnt.					
-Learners are having a clear insight about the timing to spend on each task.					
-Sharing their (learners) learning experiences with their mates to accomplish certain tasks.					

Appendix E: Classroom Observation

III- *Suggested Activities in ESP Classrooms for Strategy Training.*

	Always	Often	Sometimes	Rarely	Never
1-Students take notes while having a reading or listening activity.					
2-EBE students identify keywords to clarify the instruction of the task.					
3-EBE students develop their self-reliance through self-esteem and self-correction.					
4-Students develop their awareness and notice their progress in their learning process.					

Appendix F

The new economy has created great business opportunities as well as great turmoil. Not since the Industrial Revolution have the stakes of dealing with change been so high. Most traditional organizations have accepted, in theory at least, that they must make major changes. Even large new companies recognize that they need to manage the changes associated with rapid entrepreneurial growth. Despite some individual successes, however, this remains difficult, and few companies manage the process as well as they would like. Most companies have begun by installing new technology, downsizing, restructuring, or trying to change corporate culture, and most have had low success rates. About 70 per cent of all change initiatives fail. The reason for most of these failures is that in their rush to change their organizations, managers become mesmerized by all the different, and sometimes conflicting, the advice they receive about why companies should change, what they should try to accomplish, and how they should do it. The result is that they lose focus and fail to consider what would work best for their own company. To improve the odds of success, executives must understand the nature and process of corporate change much better. Most companies use a mix of both hard and soft change strategies. Hard change results in drastic layoffs, downsizing, and restructuring. Soft change is based on internal organizational changes and the gradual development of a new corporate culture through individual and organization learning. Both strategies may be successful, but it is difficult to combine them effectively. Companies that can do this can reap significant payoffs in productivity and profitability.

(Adopted from Educational Testing Service, 2005)

- ***Task One: Choose the appropriate answer***
- ❖ What is the article mainly about?

    (A) Corporate marketing plans

    (B) New developments in technology

    (C) Ways for companies to increase profits

    (D) How companies try to adapt to new conditions

- ❖ The word "manage" in paragraph 1, line 6, is closest in meaning to

    (A) correct

(B) attract

(C) handle

(D) regulate

❖ According to the article, why do so many attempts to change fail?

(A) Soft change and hard change are different.

(B) Executives are interested only in profits.

(C) The best methods are often not clear.

(D) Employees usually resist change.

❖ What is soft change based on?

(A) Changes in the corporate culture

(B) Reductions in company size

(C) Relocating businesses

(D) Financial markets

- ***Task Two: Match the following words with their appropriate definitions***

  1 _ outstanding   5 _ failure

  2 _ creditor   6 _ liquidate

  3 _ declare   7 _ receivership

  4 _ deficit   8 _ restructure

A. to change the organization of a business

B. the difference between what is needed and what one has

C. not yet paid

  D. the state of being directed by a receiver

  E. the permanent closure of a business

  F. to sell a business's assets to pay debts

  G. a person or business that a company has borrowed from

  H. to state something publicly

Task Three: Complete the summary of the report by using the appropriate verbs in their right tense.

(highlight – recommend – focus – call for – provide)

The following report…………..……. On the employment of children and women in several emerging countries, particularly, it………. The conditions

endured by hundreds of employers in different places where health risks, poverty, and exploiting children are widespread. Each chapter……….. a clear analysis of the studied situation. This report……………………………….

That retailer's laydown regulations that make suppliers paying sufficient wages to meet the required needs.

As well as it…………….. companies to set up a rule of conduct and make inspectors insisting on manufactures to keep it.

Task Four: Complete with the appropriate prepositions (on – in – for)

1- The company is based………………. France.

2- The manager is responsible for…………….. five hundred employers.

3- The financial advisor is working…………. A new project.

4- The project is classified………….. four stages.

5- He is collaborating …………….. the project with five other companies.

Task Six: Translate the following passage into Arabic or French.

The National Endowment for Financial Education is an independent non-profit foundation that is committed to educate Americans about personal finance and to empower them by making positive decisions for achieving financial objectives. It was a task of thinking about money to spend but it was a matter of making money working for you.

…………………………………………………………………………………………

…………………………………………………………………………………………

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Developing Reflective Learning through a Task-Based Course: The Case of EBE Students at the University of Tlemcen

Abstract

ESP reflected a number of courses all over the world. The purpose of this research work was, then, to explore the readiness of EBE students and language teachers on the relevance of task-based course and the introduction of instructional based-strategies to develop reflective learning. Thus, action research was conducted in the Faculty of Economics, Business and Management Sciences. The collected data were analysed quantitatively and qualitatively. The triangulation of findings revealed that EBE students were passive. Language teachers revealed that task-based course would help language teachers and the introduction of instructional strategies develop EBE students' knowledge and skills.

Introduction

Many EBE students still face deficiencies on the way to assess their lifelong learning. Accordingly, different courses have been adopted to select adequate practices that serve the teaching/ learning process. One dominant trend existed in the Algerian educational system because language teachers spoon-feed their learners. However, students have to be active participants and perform active roles. Language teachers, then, are simply facilitators. Thus, reflective learning is considered as a significant force that engages the EBE learners in real-life situations in the business world. This field is widely developing because of the increase in terms of markets, business revenues, and developing business decisions between countries.

However, the business institutions do not provide qualified training of the Algerian employees about the use of English. EBE students represent an influential portion of the Algerian society since they are in most economic and business firms.

In this respect, a task-based course has been adapted to Master students in the Faculty of Economics, business and Management Sciences. The main objective behind selecting this course is to help EBE students acquire specific knowledge related to the target language and for better achievement in the academic and professional tasks. The course tackles some target tasks that integrate EBE students into real-life situations.it serves to develop students' reflective learning to be able to assess their knowledge and identify their strengths and weaknesses.

Reflection as a Lifelong Learning Process in EBE

Educators provided a set of definitions and interpretations of the ESP concept since the 1960s. It emerged from the status of English as a lingua franca (Otilia, 2015). ESP teaching involves the integration of the four language skills of particular learners in their academic and professional careers. Business and Economics studies involve specific terminology related to their field. In this context, (Hutchinson and Waters,1987,19) state that ESP is an approach where the content and the methods focus on the students' reasons for learning the English language. Thus, it is worthwhile to consider the use of the English language in the world market and business as well as the area of scientific research.

It is highly observed that the term English for Business purposes has been widely used in the ESP context. Studies conducted the term EBE (English for Business and Economics) to refer to business studies in general. EBE is part of ESP. In this context, (Ellis,1994,03) states that: "Business English must be seen in the overall of English for specific purposes as it shares the important elements of needs analysis, syllabus design, course design and material selection and development which are common to all fields of work in ESP." Thus, EBE studies require specific terminology and contextual expressions used in this domain. Teaching EBE concerns vocabulary and sentence patterns related to Business and Economics. The choice of vocabulary governs the sender, the receiver, the topic, the setting, the situation, and the reasons which are called register

(McCarthy, 1990; Halliday, 1978). EBE deals with language skills that students need for their studies. Therefore, the investigators conducted NIA to EBE students to explore the required language knowledge of their area to de-sign an adequate syllabus for the students of Business and Economics.

By using different processes, the learners acquire an innate behaviour, new knowledge, skills and strategies through their experiences. For instance, reflective learning is receiving many interests in the field of ESP and language teachers need to ensure a high quality of education when they foster students' learning process. Language teachers are required to design a course content that appeals with active learners to retain knowledge through tasks and group discussions, reflective learners tend to work on their own and manage their time to develop their process of learning.

The learning development is described through a learning activity that aims at a future result (Kitson, 2003). Language teachers consider reflective learning as a recording of achievements and actions while reflective learners consider failure as part of their success because it explores an issue that is triggered by an experience. Several models have tackled learning development. Kolb's learning cycle (1984) involves main processes that language teachers need to consider in EBE classes. Reflective learners view feelings as a concrete experience. They consider watching an experience as a reflective observation. Then, they test their knowledge before making judgements. They analyse their ideas and can act on their understanding so that to influence their peers through actions.

Major roles language teachers perform in EBE classes for learning development are:

1. Identifying learning styles and strategies.
2. Sharing experiences.
3. Training their learners how to retain knowledge.
4. Supervising students' plans and deficiencies
5. Providing ongoing guidance on learners' progress.

Teaching English for Business and Economics

The globalisation process imposes English to be the language of economic change and education. Since the 1990's teaching instruction became a significant element in ESP. Barrantes (2009) states that the ESP approach specifies the learners' needs to determine specific goals. This leads EBE teachers to provide adequate linguistic input. They design appropriate curricular and evaluate their learners.

Needs analysis is an important step in any teaching materials related to particular students (Belcher, 2016). Thus, EBE teachers need to be aware of students' actions and behaviour as part of needs analysis. The outcomes of reflective teaching may help to identify the development of needs. Language teachers rely on task-based needs analysis because it provides data on the target tasks and identifies real-world target language. It results in input for a task-based course. NIA of EBE learners is resulted in reflective behaviour and creating good habits in setting the goals.

EBE teaching focuses mainly on the four language skills and developing EBE terminology and tasks to reinforce learners' reflection in building their competence. In other words, learners will be able to participate in meetings, negotiate, write reports, essays and business correspondence. Therefore, the task-based course addresses a variety of elements to reach reflection. It meets the learning needs and constructs their reflection. The needed language skills, real-life situations are mirrored in the EBE classroom and learners become successful in academic and job performance through planning tasks (Dejong and Perdomo, 2016). EBE students have to be equipped with texts, tasks and real situations that would answer their needs. Barrntes (2009) reveals that language teachers develop ESP instruction through a learning-centred approach. Instructors provide their learners with different opportunities to develop their knowledge and skills.

The Study

The sample description: The Local Environment: The Faculty of Business, Economics, and Management at Tlemcen University considers the teaching of English as a language unit for two semesters. EBE learners in the Department of Finance and Accounting are provided with English lessons at the beginning of their first year of the academic year. The crux of the problem defines the teaching of EBE because it is assigned to untrained language teachers who do not explore the ESP context and the content knowledge with business studies. Regarding the course content lacks various topics. Besides, EBE students are not motivated to learn the English course and this is due to a low coefficient as compared to other modules.

The sample population: The investigator carried out this research with different participants. The objective of using multiple sources to ensure the reliability and validity of data. The sample population consisted of 44 Master one students who were randomly selected in the Department of Finance and Accounting at Tlemcen University. The medium of instruction of Business studies in Algeria is Arabic. They studied English for four years at the tertiary level. Besides, seven language teachers who hold different degrees in the English language were participants in the study. In addition to several employees from different workplaces.

Data Collection Procedure: The process of data collection focuses on EBE students' and teachers' attitudes on the English course content. The investigator followed the process of needs analysis to expose the target and learning needs of EBE students in the business context. They designed a questionnaire to master one EBE students to identify their wants and lacks in their field. The interview was addressed to seven language teachers to identify the syllabus designed for EBE learners to highlight the importance of English in their academic and professional careers.

Results

The major data from the research instruments revealed different findings. EBE students were not able to be autonomous and could not monitor their learning process. They are required to be reflective to promote their learning styles and strategies. However, EBE learners lacked reflection on their process of learning and could not determine the goals behind each task given. They preferred content-based vocabulary. They were interested in practice pronunciation and writing. They still lacked the necessary skills. Therefore, EBE teachers have to focus on the target tasks to overcome learners' deficiencies.

Reflective teaching is, then, a cyclical process that permits EBE teachers to implement change. They need to reflect on the provided tasks for learning growth. So, reflection is a flashback that language teachers mediate to their development. There are different learning competencies that language teachers need to consider:

1. Communicating in business meetings
2. Joining business job-related discussions
3. Communicating with foreign customers
4. Arranging appointments
5. Writing letters, CVs and reports
6. Writing notices and memoranda.

Discussion

The purpose behind selecting the research instruments used in the study as the questionnaire, interview and test to identify the objectives of the EBE course, to determine the needs analysis of EBE students. Therefore, the investigator selects suitable teaching methods and strategies to develop learners' reflection to handle their learning process. Regarding the findings, EBE students did not seem to be reflective since they were not able to monitor their learning process. However, they were interested to develop their learning and set their strengths and weaknesses.

EBE learners highlighted that communicative tasks are a necessary tool to promote speaking and reading skills. Language teachers suggested intensive reading tasks to acquire the relevant knowledge. Lacks have been defined in terms of perceiving terminology. Language teachers recommended promoting vocabulary acquisition. Accordingly, all language skills are important but EBE learners need to develop their speaking, reading, and vocabulary tasks.

With regards to English language teaching, the results showed that there is no adequate syllabus that would answer the EBE learners' needs. The teaching content needs to adjust the required language skills and language competencies. Due to the classroom atmosphere which is not interactive, EBE learners could not express themselves fluently. They were passive and waited for their teachers to spoon-feed them. Thus, language teachers need to follow skills-based activities to increase communicative skills and EBE learners' motivation to learn the target language. Particular emphasis needs to be on specific terminology to help learners build their business and economics vocabulary. They will be able to understand reading materials.

EBE language teachers still lacked professional training that copes with learners' difficulties. The content of the English courses was inadequate and did not deal with the target and learning needs of EBE students. The content of the English courses was inappropriate to answer EBE students' needs. It mainly focused on GE and translation tasks. Therefore, the respondents showed a positive attitude towards the use of task-based course and the introduction of motivational strategies that help EBE students promote their learning process, determine the appropriate objectives of communication.

The implementation of action research provided significant data. The suggested approach and motivational teaching strategies could help EBE students to be engaged in their learning to achieve reflection. The provided tasks permitted EBE learners to use adequate learning strategies. Thus, they could perform tasks since they were able to develop their competencies. They showed readiness and carried on systematic development and build their own experience.

EBE learners' engagement was fostered by their awareness in retaining knowledge and synthesizing creativity. Besides, the use of collaborative work, reflective portfolios have a positive effect on students' learning. EBE learners were enthusiastic about the materials and tasks provided.

The task-based approach permits language teachers to adapt real-life situation tasks. They will be able to manage their teaching materials. The introduction of instructional-based strategies helps learners to share knowledge, work in pairs and provide the assessment. For a successful teaching/learning process in EBE class, language teachers need to cater to the language needs of their students and learning preferences. They manage their classes and implement adjustments to EBE students' learning process. They have to discover what their learners enjoy whether it is hands-on tasks, integration of applications and technology, stories, games, and drills. Language learning will be enjoyable and challenging when students are motivated. Language teachers need to elicit EBE students' participation. Active learners are learning much more than passive learners do. The selected approach has to be collaborative to engage the reserved students. The suggestions have been summarized under the following points:

1- Providing group-work presentations.

2- Exposing EBE students to the target language.

3- Encouraging instructional-based strategies to promote active learning.

4- Enhancing lifelong learning through the introduction of information communication technology.

5- Encouraging activities inside and outside the classroom.

Conclusion

The findings obtained from teachers' field notes, focus group discussion and achievement test revealed significant data. They showed the effectiveness of a task-based course on students' learning process. There was considerable progress on students' progress, reflective learning as well as the development of linguistic and business knowledge. This study focuses mainly on the importance of preparing EBE students to be reflective learners and language teachers to be reflective practitioners. It also highlights the extent to which EBE classrooms need to work with the task-based course to be participative and motivated along with the introduction of instructional-based strategies.

Developing Reflective Learning in ESP

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Abstract:

This study aims at exploring students' readiness to handle their learning process, and the relevance of taskbased course in developing reflection. The researcher conducted action research in the Faculty of Economics, Business and Management Sciences, Tlemcen University. The focus was on Master students of Business and Economics. This study has relied on two research instruments: teachers' interview and classroom observation to obtain reliable data. The findings revealed that EBE learners were passive and they did not show any reflection. Instructional- based strategies promote reflective learning and they are effective in enhancing the teaching/ learning process.

Keywords: EBE Learners, English for Specific Purposes, Instruction based strategies, Reflective Learning, Taskbased course.

1- **Introduction**:

Every person around the world needs to develop his proficiency level and to communicate using the target language which is English. Researchers have attempted to look for the factors that may affect the teaching/learning process. EBE (English for Business and Economics) students still find difficulties on the way to understand, assess, and monitor their learning process. Language teachers attempted to look for relevant teaching strategies that foster the learning activity. Accordingly, many reforms have influenced several courses and syllabuses, as well as a set of approaches and methods that have been adopted at the Algerian educational system. A dominant trend has been applied along with the Algerian classes. In other words, formalist classes placed teachers and instructors to be transmitters of knowledge, and the students are passive and just receive the

information and do not actively participate. This study is an attempt to investigate the effect of the task-based approach on the learning outcomes. It is devoted to improving the learners' abilities to develop their reflective learning. It helps EBE learners to develop a significant vocabulary related to the field of business and economics. It helps language teachers to adopt adequate strategies to foster reflective learning of students.

Research Questions:

The following research questions are asked to meet the objectives of the research work: 1- To what extent are EBE learners reflective?

2- What are the appropriate teaching strategies that enhance reflective learning in a taskbased course?

Research Hypotheses:

The above-mentioned research questions lead to suggest the following hypotheses:

1- EBE learners are not able to take charge of their learning and they are not reflective learners.

2- The instructional-based strategies are relevant and seem to be adequate since they foster reflection.

2. Development:

a. **Reflection as a lifelong learning process:**

Language teachers try to match and construct the learning experiences of their students. They believe that the learning process is interrelated to previous knowledge and experiences. Thus, it requires reflection that encourages students to foster their growth. They can get access to control their lifelong learning. It links the experience from various sources related to real situations and educational context.

In this vein, Race maintains that: "the act of reflecting is one which causes us to make sense of what we have learnt, why we learnt it, and how that particular increment of learning took place"(Race,2006). This means that learners are

required to be engaged in their developmental learning, which is viewed as a structured process. It promotes reflective thinking, achievement and performance. However, promoting reflective learning is not always an easy task. Further deficiencies may emerge and they could become an obstacle. Language teachers are wondering about the way to incorporate reflective learning in their methods and approaches. The way reflection could be dealt with implicitly or explicitly. The nature of supported tools and teaching materials that foster reflection.

Therefore, developmental learning requires the development of knowledge, competencies, skills, attitudes, and even behaviour through developing experiences. In this context, Honey and Mumford view that the learning process may occur when students show that they know something new in which they do not know it before. They could do better things, they could not do it before. The developmental learning process has several advantages. It is suitable because it emphasizes on the immediate environment. It focuses on students' understanding. It puts the process of learning into real practice (Honey and Mumford, 1996).

b. **Developing Reflection through task-based approach:**

In an ESP context, Tamkin et.al identify four phases in which students rely on to develop their reflection and their learning: analysing the learning situation and identifying the needs. Setting the goals and objectives. Planning the action and expecting the outcomes. Implementing the reflective process (Tamkin et. al, 1995).To meet the required needs of EBE students and to develop their reflection, a task-based course is suggested to be relevant. It monitors the knowledge and develops the learning experience of learners. That approach gains popularity in the 20th century among researchers and educationalists. The term 'task' in task-based course refers to activities in which teachers carried out within the classroom practice. Nunan in this respect focuses on the classroom. The task involves learners to manipulate the content of language rather than the form. It requires interaction. The task-based course allows EBE students to provide

control over their use of the language. It develops the learning experiences and selecting what is appropriate and relevant (Harmer, 1989). It allows being exposed to the target language. Simply, it is considered as a motivational approach.

Task-based course or task-based instruction requires the use of authentic language and materials. In this context, Leaver and Willis reveal that target tasks are adequate because they provide learners with real-life situations and the natural mechanisms of the language Leaver and Willis, 2004). The tasks are determined first by initiating the goals. Planning and implementing tasks.

The settings where and when the task takes place (inside or outside the classroom). Providing adequate input refers to the knowledge and the content of the course (Nunan, 2004).

c. **Instructional based strategies to Foster Reflection:**

Instruction-based strategies help EBE students to become strategic and independent reflective learners. To accomplish tasks in a task-based course, EBE learners are in need to develop their strategies in learning through instructions. Successful strategic students are a type of learners who follow a step by step the teaching instruction. They select adequate materials. They guide their practice to be independent learners. They transfer their competencies according to the situations of learning. They link their experiences into real-life situations. They rely on previous experiences. They self- correct and self- monitor their learning process as well as assess their learning. Language teachers are aware of the benefits of instruction-based strategy in developing reflective learning among EBE students. It fosters learners to carry out reflective thinking. It allows collaborative work and advocates risk-taking. It allows feedback and assessment. It builds a constructive knowledge for learners to share and reflect into their learning process.

The task-based course requires the use of a set of instructional strategies summarized as follow:

1- Cooperative Learning: organizes the classroom tasks into social experiences. Students collectively accomplish a set of tasks to achieve their goals and objectives. Cooperative learning leads the students to successful learning and creativity (Ross and Smyth, 1995). The researchers state that incorporating cooperative learning may develop interdependence, interaction, group skills, and group processing.

2- Group Discussion: involves a group of students to bring up ideas and knowledge by providing comments and solving problems. In this vein, Tuckman identifies five main phases in-group discussion: the forming stage to establish rules. The storming stage to control the whole group. The norming stage to share goals. The performing stage to perform tasks. The adjuring stage to complete tasks (Tuckman, 1965).

3- Portfolio Development: is a personalized document of learners' mastery of specific content. An inclusive portfolio involves a recording of specific information. The selection of the portfolio focuses on achieving the goals and objectives of a given knowledge (Huba and Freed, 2000).

EBE classroom tasks develop the learning activity and task-based approach has been introduced to engage EBE students to use intensive energy while performing tasks. They enhance the interaction among students and their peers. As a result of that, the task-based approach relied on the use of task and instruction as basic elements in determining the goals, methodology and assessment.

The Study:

The objective of this work is to investigate language teachers and EBE students' perceptions of reflective learning and the relevance of instruction-based strategies in a task-based course. The researchers used random sampling to gain reliable data and to generalise the research results.

o   **The Description of the Local Environment**

Algeria launched many reforms to develop English language teaching at university. However, many ESP courses and syllabuses at the University of Tlemcen are not giving their anticipated goals and objectives. EBE learners are still over-reliant on their language teachers. Most EBE classes at the University of Tlemcen are still adopting classical practices. This study is an attempt to explore to which theory meets practice in the Algerian EBE classes.

The Faculty of Business, Economics and Management at Tlemcen University considers the teaching of English as a language unit for two semesters. EBE learners in the Department of Finance and Accounting are provided with English lessons at the beginning of their first year of the academic year. The crux of the problem defines the teaching of EBE because it is assigned to untrained language teachers who do not explore the ESP context, the relevant course and teaching strategies that are adequate to the proficiency level of EBE students. Regarding the course content lacks and various topics. Besides, EBE students are not motivated and considered as reflective to learn the English course and this is due to low interaction with the target language.

 The Sample Population

The investigator carried out this research with different research instruments. The objective of using multiple sources to ensure the reliability and the validity of data. The sample of respondents was chosen from a larger population via the use of sample techniques. The informants consisted of forty-four (44) Master one students who were randomly selected in the Department of Finance and Accounting at Tlemcen University and seven language teachers. The researchers selected a probability sampling technique. All the respondents of the whole population have the same choice of being selected. They were randomly chosen to make data more accurate and generalizable. The medium of instruction of Business studies in Algeria is Arabic. They studied English for four years at the tertiary level. Besides, seven language teachers who hold different degrees in the English language were participants in the study.

o   **Language Teachers' Profile:**

The reasons behind choosing language teachers to provide some pedagogical points concerning the relevance of instruction-based strategy in developing reflective learning. In addition to that, the extent to which reflective practice may be helpful to develop students' consciousness, reflection and awareness. Therefore, seven language teachers who are in charge of teaching English were interviewed in this study. They were both males and females in the Department of Finance and Accounting at the University of Tlemcen where classroom observation was conducted. They were randomly selected. They vary in their degrees and they are in charge of teaching EBE students. The choice of seven language teachers stems from the belief that they are aware of the importance of reflective learning and the introduction of teaching strategies in the EBE context. On the other hand, learners are still beginners to be autonomous and reflective. Thus, they still need greater support from their instructors.

o   **EBE Students' Profile:**

Master students of Business and Economics are advanced learners in their learning concerning the use of the target language. They are more aware of their needs and the importance of reflection since they need to be ready to handle their learning process. The total number that has been chosen was forty-four students aged between twenty-one and twenty –eight years old at the Department of "Finance and Accounting" University of Tlemcen, Algeria. A sample of forty-four learners was selected. They represent the whole population.

o   **Data Collection Procedure**

The process of data collection focuses on EBE students' perceptions and teachers' attitudes about the task-based course and the relevance of instructional-based strategies in developing learners' reflection. The investigators followed the process of needs analysis to expose the target and learning needs of EBE students in the business context. They designed a classroom observation to master one EBE students to identify their readiness to handle their learning process. The interview was addressed to seven language teachers to identify the

teaching strategies designed for EBE learners to highlight their importance in developing the teaching/learning process. A triangulation of the research methods allows reaching both qualitative and quantitative data. They provide generalizability and reliability of the research results. The research instruments selected in this work are interview and classroom observation.

3- **Results and Discussion:**

Teachers' Interview Results Analysis:

The findings obtained from the interview of language teachers (100%) showed that they were aware of the adequate use of task-based language course because it answers the needs of learners. The following table 1 represents the findings:

	AF	RF %
Yes	07	100%
No	00	0%

Table 1. Teachers' Awareness about Task-Based Course

They considered EBE learners as passive and they failed to handle their learning process. However, the task-based course places them in real-life situations where they find themselves solving problems. Tasks as homework, cooperative work, and interactive tasks can shift EBE students from theory to practice and integrating them in real situations. The majority of the respondents stated that teaching strategies help EBE students to increase their reflective thinking since they knew how to identify their strengths and weaknesses. Table 2 below represents the results:

	AF	RF %
Homework	05	71.4%
Cooperative Work	07	100%
Interactive Tasks	06	85.7%

Table2. Reflective Tasks

The results obtained from the interview confirmed the second hypothesis concerning the relevance of instructional-based strategies in developing EBE students' reflection and the elaboration of the task-based syllabus. Language teachers argued that the task-based course would answer the EBE students' needs. It permits the integration of the four language skills. Instructional strategies allow the involvement of EBE students. Language teachers argued that task-based course guides the learners to a systematic reflection with cooperative learning, portfolios, discussions, writing journals and independent study. EBE students may describe their learning process when they are engaged to various tasks, record their contribution, discuss their thoughts and feelings and place their experience into a lifelong learning process. The following table 3 summarizes the main data obtained from the interview:

	AF	RF %
Cooperative Learning	05	71.4%
Portfolios	06	85.7%
Group Discussions	05	71.4%
Independent Study	06	85.5%
Writing Journals	07	100%

Table3. The Integration of Instructional-Based Strategies

The task-based course integrates EBE learners to share responsibility because it allows both success and mistakes. It monitors learners' performance regularly. The language teachers argued that instructional-based strategies develop EBE students' plans and timeline. They encourage them to communicate effectively in the target situation. The role of teachers was, then, to guide their learners and determine the needs to be carefully addressed in the context. They need to perceive why their learning is significant and the way it will benefit their learning process. Learners need to design their outcomes to consider how they can interact and reflect to address their needs.

Language teachers seemed that they were familiar with the notion of reflective learning since they were aware of its usefulness in the teaching/learning process.

However, introducing reflection in the language classroom did not seem to be an easy task. Fostering reflective learning in EBE classes is not only based on teachers' perceptions and their roles, but it also relies on pedagogical matters as training programs, project works, techniques and strategies. The findings obtained showed many shortcomings in teachers' training (Samoud, 2008). There is a mismatch between preparing language teachers and the pedagogical methods used in the classroom. The majority of language teachers argued that the notion of reflective learning is not practically introduced in EBE classes. They claimed that reflection should be dealt with at the tertiary level to prepare EBE learners; however, they are still over-relying on their teachers and wait to spoon-feed them. As a result, instructional-based strategies will serve to develop reflective learning in the language classroom. They improve self-awareness, motivation and willingness to make EBE learners take charge of their learning process.

Language teachers have suggested some pedagogical implications in an ESP context to make a shift from a teacher-centred approach to a learner-centred approach. They provided the following:

- ✓ Learners' assessment may focus on their needs.
- ✓ Language teachers may rely on formative, informal, feedback to guide the learning process.
- ✓ Language teachers may allow EBE students to assess their learning process.
- ✓ Reflective writing, portfolios, group discussions may lead EBE students to be autonomous learners and reflective.

Classroom Observation Results Analysis:

The objective behind selecting classroom observation to see whether instructional based strategies are used by language teachers in EBE classroom to help their learners become strategic, independent learners, and to evaluate their readiness to become reflective learners to accomplish various tasks and meet their learning goals. The following table (1) represents EBE students'

engagements in their learning process through the use of instructional-based strategies:

	Always	Often	Sometimes	Rarely	Never
Selecting appropriate tasks inside the classroom			100%		
			44		
Engaging learners outside classroom activities			100%		
			44		
Identifying learners' difficulties while dealing with tasks.			54,54%	45,45%	
			24	20	
Allowing diversity in groups			54%	45%	
			24	20	
Sharing their own experience and negotiate with their mates.			45 %	45%	9 %
			20	20	4
Establishing rules for classroom management.		100%			
		44			
Modelling collaborative skills and behavioural expectations			45%	45%	
			20	20	
Evaluating cooperative learning and receiving feedback and reinforcement.				72.27%	22.72%
				34	10
Establishing rules for discussions and brainstorming ideas			38.63%	22.72%	38.63%

			17	10	17
Documenting tasks and accomplishments in portfolios		34.09%	34.09%	22.72%	9.09%
	15	15	10	4	
Monitoring actions and plans			38.63%	29.54%	31.81%
			17	13	14
Assessing personal growth			38.63%	29.54%	31.81%
			17	13	14

Table 1. EBE Students' Engagements in Language learning

The majority of EBE learners (100%) were engaged in tasks related to their field of study, and the teacher engaged them in outside tasks to develop their ability in learning the target language. The selected tasks allowed the integration of the four language skills. However, EBE learners are engaged in written tasks rather than communicative or listening tasks. During each task, the language teacher identified EBE learners' weaknesses and deficiencies (54%) while accomplishing tasks. The difficulties are mainly related to grammar, spelling mistakes and pronunciation.

In addition to that, 54% of EBE learners created diverse groups. They allowed themselves to learn from each member of the group and assigned several roles. 45% of them shared their learning experience and negotiated their ideas with their peers. However, 9% of the whole sample did not take charge of their responsibility and were passive. When assigning tasks, the teacher established rules for classroom management such as forming groups quietly and quickly, providing peers' assessment, treating students with respect and help. Consequently, 45% of EBE learners listened to each other permitted their peers to speak and completed tasks within the allotted time. The task of language teacher was, then, to monitor the groups, to ensure that his learners were aware of their roles.

However, 72.27% of learners did not receive feedback and reinforcement and did not evaluate cooperative learning groups. EBE learners (38.63%) established rules for discussions such as no interruption is made, all learners have the right to pass and think before answering. They accepted ideas without value judgement. They recorded every single word or phrase to make ideas run out and waited for the time limit to over.

Furthermore, the language teacher focused on the use of portfolios because they evaluate students' thoughts. They measure reflection, autonomous learning, and motivation. 34.09% of learners carried out their portfolios to document all the tasks and accomplishments. Learners could monitor their actions and plans. However, 31.81% of them could not use portfolios effectively, assess their learning process, and determine their strengths and weaknesses and thus, they could not assess their personal growth.

The results showed that EBE students were still relying on their teachers and this confirmed partly the first hypothesis, which means that EBE learners are still relying on their teachers to spoonfeed them. However, language teachers are looking for appropriate strategies to make learners able to handle their learning and take charge of it. EBE learners showed readiness, to some extent, to learn effectively in the target situation. Most ESP classrooms still working on teacher-centeredness, and traditional transmission of knowledge. Therefore, it was the task of instructors to engage their students in inside and outside activities, to take part in selecting suitable tasks to be motivated to learn. EBE learners faced difficulty in determining the lacks in their learning process. They did not know how to share their knowledge and experiences inside the classroom. They lacked the way to work collaboratively. They wanted to handle their learning process but they lacked effective strategies that could help them perform several tasks. Language teachers need to enhance their learners by developing their reflection. In this vein, most teachers need to develop their reflective practice to develop students' learning (Barnett and Coate, 2005). Teachers need to engage themselves in reflective processes to promote reflective learning and lifelong

experiences. The experience is important to develop the process of learning among students. It also improves their skills, capacities, techniques, as implicit elements for reflective learning (Barnett, 1997). A set of techniques may enhance reflective learning in a task-based: First, turn-taking: all students need to be heard. Second, acute listening: creating suitable conditions in collective manners. Then, respect the views: managing situations where students take place while performing their tasks. Genuine openness: to make learners feel at ease, and self-confidence. Other techniques may develop reflective learning such as keeping procedures and principles to reach valuable data. Emphasizing on mental context and environment. Differentiating in tasks and activities. Focusing on assessment and feedback as a process during the whole learning activity (Harvey and Knight, 1996).

Conclusion:

This study contributed to the current studies surrounding reflection and ESP. It has an important role in shaping the educational system. Reflective learning as a learning process promotes the use of skills, techniques, strategies, styles, competencies, experiences to challenge the situations that may encounter EBE students. Whether it would be academic or professional careers. EBE students need to be active learners, responsible, as well as autonomous. On the other hand, language teachers are required to set up some instructional strategies to trigger the knowledge of their students. The teaching/ learning process fails just because instructors spoon-feed their learners and do not create an atmosphere where learners are engaged in relevant tasks. In addition to that, teachers have no more the ability to abandon their classical practices. They need to reflect in their classes to foster the learning process of EBE students.

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ملخص:

يعد هذا العمل البحثي استجابة عاجلة لتلبية احتياجات طلبة الماستر تخصص مالية المؤسسة و ذلك لتزويدهم بالمنهج القائم على المهام الذي يعتبر ناقصا في المؤسسات الجامعية. يعتمد المنهج على تقديم دروس للأساتذة لتطوير التعلم الانعكاسي لدى الطلبة من خلال ادراج استراتيجيات قائمة على التعليم فعالة تهدف الى ترقية و تطوير كفاءتهم و مهارتهم.

كلمات مفتاحية:

التعلم الانعكاسي – المنهج القائم على المهام – استراتيجيات القائمة على التعليم – احتياجات الطلبة – الإنجليزية لأغراض خاصة.

Résumé :

Ce travail de recherche est une réponse urgente pour répondre aux besoins des étudiants de master spécialisés en Finance d'Entreprise afin de leur fournir un programme par tâches qui est déficient dans les institutions universitaires. Le programme est basé sur la fourniture aux enseignants de leçons pour développer un apprentissage réflexif parmi les élèves grâce à l'inclusion de stratégies éducatives efficaces visant à améliorer et à développer leurs compétences.

Mots clés:

Apprentissage réflexif - programme basé sur les tâches - stratégies basées sur l'éducation - besoins des élèves - anglais à des fins spéciales.

Abstract :

This research work is an urgent response to meet the needs of master's students specializing in Business finance to provide them with a task-based program which is lacking in academic institutions. The program is based on providing teachers with lessons to develop reflective learning among students through the inclusion of effective educational strategies aimed at improving and developing their skills.

Keywords:

Reflective learning - task-based course - instructional-based strategies – students' needs - English for specific purposes.