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AND LANGUAGES DEPARTMENT OF ENGLISH

Promoting the Writing Skill of Business
Students through Blended Learning: the Case
of First Year Master Students, University
of Tlemccen

*Thesis submitted to the Department of English in Candidacy for the Degree
of Doctorate in Didactics*

PRESENTED BY:

SUPERVISED BY:

Soraya DAOUD BRIKCI- BENZERDJEB

Prof. Hafida HAMZAOUI-EL ACHACHI

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DECLARATION OF ORIGINALITY

I, Soraya DAOUD BRIKCI - BENZERDJEB, hereby submit my research paper, entitled: Promoting the Writing Skill of Business English Students through Blended Learning: the Case of First Year Master Students, University of Tlemcen and truthfully declare that the paper is a product of my original research investigation. To the best of my knowledge and belief, it contains no material previously published or written by another person nor does it include contents that are falsified or fabricated. Parts excepted are corrections of form and content by the supervisor.

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ABSTRACT

The generalization of the English language in all professional and scientific domains has promoted the teaching of English for specific purposes. Then, the English language is taught in almost all faculties at the Algerian university. However, a weak command of this language is noticed among its learners. The present work was undertaken with Banking and Finance Master One students at Abou Bekr Belkaid University of Tlemcen to promote the writing skill using blended learning. A case study approach was used in this research. A needs analysis procedure was conducted through a learners' questionnaire, and a teachers' and workplace managers' interview in order to collect data to help the investigator understand reasons behind the aforementioned linguistic gap. The findings revealed that the existing course content does not meet learners' needs to improve their language ability in general and their writing in particular. Findings also revealed that learners were unaware of the importance to develop the writing skill in addition to the other ones. Teachers deemed that their students did not master writing and that the time load devoted to ESP classes did not allow them to practice each language skill. The ultimate goal of the needs analysis implementation was find out students' needs and establish a sample course that would meet those needs. Therefore, a blended course was put forward following the task based approach. A post treatment teachers' interview was conducted to evaluate the blended course directed to English for Business and Economics learners. It revealed that the blended course had permitted to raise the learners' writing ability and the task fulfillment in general. To conclude, the use of new technologies namely blended learning helped to overcome some existing gaps and improve the learners' writing ability.

Table of Content

Declaration of Originality	I
Acknowledgements.....	II
Abstract	III
Table of Content.	IV
List of Figures	V
List of Tables.....	VI
List of Abbreviations and Acronyms.....	VII
General Introduction.....	1
Chapter One: Literature Review	6
1. 1 Introduction.....	8
1.2 ESP Defined.....	8
1.3 ESP Typology.....	11
1.3.1.EAP and EOP.....	13
1.3.2.English for Business and Economics.....	15
1.4. Teaching and Learning EBE.....	17
1.5. Objectives in Teaching EBE.....	17
1.6. Writing in ESP.....	19
1.6.1. Writing Defined.....	19
1.6.2. Process of Writing.....	21
1.7. Writing Evolution through ESP.....	24
1.7.1.Register Analysis.....	24
1.7.2. Rhetorical or Discourse Analysis.....	25
1.7.3. Genre Analysis	26

1.8. Writing in EBE	27
1.9. Writing and Other Skills in EBE	29
1.10 Technology, Language Teaching and Learning and ESP	30
1.10.1 Blended Learning	32
1.10.2 EBE, Writing and Blended Learning	36
1.11 Conclusion	37
Chapter Two : Situation Analysis: ESP Teaching in Algeria	39
2.1 Introduction	40
2.2. A Linguistic Overview in Algeria	40
2.3 The English Language Status in Algeria	41
2.3.1 Historical and Political Background	41
2.3.2 Schooling System	43
2.4. ESP Situation Analysis in Algerian Universities	45
2.5. Faculty of Economic Sciences	46
2.6. Branches of the Economic Science Department	48
2.7. ESP and the Economic Science Branches	49
2.8. ESP in Banking and Finance	50
2.9 ESP Teachers in the Economic Science Department	53
2.10 The Role of EBE Teachers	53
2. 11. Conclusion	57
Chapter Three: Needs Analysis Design	60
3.1 Introduction	61
3.2 Basics of a Research Design	61
3.2.1 Definition of Needs	62
3.2.2 Needs Analysis Models	64

3.2.3 EBE Needs	66
3.3 Case Study	67
3.4 Sampling	69
3.5 Sampling Techniques	70
3.6 Sample Population	73
3.6.1 Students	73
3.6.2 Teachers	73
3.6.3 Workplace Managers	74
3.7 Instrumentation	74
3.7.1 Needs Analysis Instruments	75
3.7.2 The Interview	75
3.7.3 The Questionnaire	77
3.8 Procedure	80
3.8.1 Students' Questionnaire Methodology	80
3.8.2 Teachers' Interview Methodology	82
3.8.3 Workplace Interview Methodology	84
3.9 Piloting the Study	85
3.10 Data Analysis Approaches	86
3.10.1 Qualitative Approach to Data Analysis	87
3.10.2 Quantitative Approach to Data Analysis	88
3.11 Conclusion	89
Chapter Four: Needs Analysis Results	90
4.1 Introduction	92
4.2 Students' Questionnaire	92
4.2.1 Part One: Target needs	92
4.2.2 Part Two: Learning needs	98

4.2.3 Part Three: Students' Perception of Blended Learning	101
4.3 Teachers' Interview	104
4.3.1 Part One: Teachers' Profile	104
4.3.2 Part Two: Target Needs	105
4.3.3 Part Three: Learning Needs	108
4.3.4 Part Four: Teachers' Perception of Blended Learning	111
4.4 Workplace Managers' Interview	112
4.4.1 Part One: Informant' Profile	113
4.4.2 Part Two: Target Needs	113
4.5 General Findings and Interpretation	117
4.6 Conclusion	120
Chapter Five: ESP Course Design	122
5.1 Introduction	123
5.2 ESP Course Design	123
5.3 Factors Affecting Course Design	125
5.4 Approaches to Course Design	127
5.5 Task Based Approach	127
5.6 ESP Course Design and Needs Analysis	132
5.7 EBE Course Design	133
5.8 EBE Blended Course	134
5.8.1 Access Guidelines	134
5.8.2 Course Objective Headings	136
5.9 Overall EBE Course Objectives	137
5.10 Topic and Text Selection	138
5.11 Task Setting Description	138

5.11.1 Classroom Tasks	139
5.11.2 Online Tasks	139
5.12 Task Skill Description	139
5.12.1 Listening Skill	140
5.12.2 Reading Skill	141
5.12.3 Writing Skill	141
5.12.4 Speaking Skill	142
5.13 Conclusion	143
Chapter Six: EBE Course Template, Evaluation and Recommendations	145
6.1 Introduction	146
6.2 Course Structure	146
6.3 Sample Unit	149
6.3.1 Course Presentation on the Platform:	149
6.3.2 Complete Course Presentation	150
6.4 Course Implementation and Limitations	177
6.5 Teachers' Post Treatment Interview	177
6.5.1 Teachers' Post treatment Interview Design	177
6.5.2 Teachers' Post Treatment Interview Findings	178
6.6 Assessment	179
6.7 Discussion	181
6.8 Recommendations	182
6.8.1 Pre- training for ESP Teachers	182
6.8.2 Promote the Use of Authentic Writing Material	183
6.8.3 Invite Students to Attend and Participate to MOODLE Workshops, Conferences, Study Days and Symposiums	183
6.8.4 Integrating Writing Strategies	184

6.8.5 Use Mind Mapping to Enhance ESP Writing Abilities_____	185
6.8.6 Use of Websites and Applications to Improve Writing_____	186
6.8.7 Flipped Learning_____	188
General Conclusion_____	190
Bibliography_____	195
Appendices_____	216
Appendix A: Students Questionnaire_____	217
Appendix B: Teachers' Interview_____	222
Appendix C: Workplace Managers' Interview_____	226
Appendix D: Post Treatment Online Teachers' Interview_____	228

List of Figures

Figure 1.1. the Tree of ELT (Hutchinson and Waters, 1987:17)	12
Figure 1.2. Types of ESP (Jordan, 1997)	14
Figure 2.1 Screenshot about the homepage faculty website	49
Figure 2.2 Economic Sciences Specialties and Levels	49
Figure 3.1 What needs analysis establishes (Dudley-Evans & St. John 1998: 125)	65
Figure 3.2: The Sample Cycle (Singh, 2006, p. 95)	70
Figure 3.3 Sampling Techniques (Taherdoost, 2016: 20)	70
Figure 3.4 Research Paradigms, research designs and research studies. Khaldi.K (2017)	87
Figure 4.1: Type of English Course at University	93
Figure 4.2: Students English Proficiency Level	93
Figure 4.3 writing task difficulty frequencies	94
Figure 4.4: students' writing proficiency level	97
Figure 4.5: Students Attitude towards Learning English	99
Figure 4.6 Learners justification for their attitude towards the English language	99
Figure 4.7: Students' Engagement in the Classroom	100
Figure 4.8: Students' Perception of the Time Load	100
Figure 4.9: Students' Perception of the English Module Coefficient	100
Figure 4.10 Internet Rate Use	102
Figure 4.11 Students' Researches on the Web	102
Figure 4.12 Students' Perception of having a Blended English Course	103
Figure 4.13: Skill importance	106
Figure 4.14 writing needed tasks	106
Figure 4.15 Proficiency level	107

Figure 4.16: Skill difficulty	107
Figure 4.17 Type of mistakes	108
Figure 4.18 Writing difficulty nature	108
Figure 4.19 Writing Difficulties	115
Figure 5.1 Factors affecting ESP Course Design (Hutchinson & Waters, 1987: 22)	129
Figure 5.2 Framework for TBLT Nunan (2004: 25).	131
Figure 5.3 E-platform University Homepage (1)	135
Figure 5.4 E-platform University Homepage (2)	136
Figure 6. 1 E-platform Screen Presentation	150

List of Tables

Table 1.1 Comparison between the Traditional and Blended Learning Contexts (Bull and Garofalo, 2005)	35
Table 3.1 Needs analysis (Dudley-Evans & St. John 1998: 123)	64
Table 3.2: Strengths and Weaknesses of Sampling Techniques (malhotra and birks, 2006)	72
Table 3.3 Advantages and disadvantages of interviewing (Brown, 2001)	77
Table 3.4 A comparison between qualitative and quantitative research from Malhotra (1999:148)	89
Table 4.1 Skill difficulty frequency for students	94
Table 4.2: Common Mistakes Criteria	95
Table 4.3: Purposes from learning English	96
Table 4.4: Students' Skill Preferences	97
Table 4.5: Needed Writing Tasks	98
Table 4.6: Students' Preferred Technology Aids	101
Table 4.7: Experience time load	104
Table 4.8 Teachers' course objectives	105
Table 4.9 course resource	110
Table 4.10 Workplace Managers' Position	113
Table 4.11 Exchanges nature through the English language	114
Table 4.12 Preferred skills to improve	116
Table 4.13 Language areas to develop	116
Table 4.14 writing tasks to achieve	117
Table 6.1 course content	149

List of Abbreviations and Acronyms

Apps: Applications

BE: Business English

CEF: Common European Framework

CEFR: Common European Framework Reference for languages

CLT: Communicative Language Teaching

COVID-19: Corona Virus Disease of 2019

EAGP: English for Academic General Purposes

EAP: English for Academic Purposes

EBE: English for Business and Economics

EBP: English for Business Purposes

EGBP: English for General Business Purposes

EGP: English for General Purposes

EOP: English for Occupational Purposes

ERL: Emergency Remote Learning

ERT: Emergency Remote Teaching

ESAP: English for Specific Academic Purposes

ESP: English for Specific Purposes

ESBP: English for Specific Business Purposes

FL: Flipped Learning

FLMs: Flipped Learning Models

LCMS: learning Content Management System

MOODLE: Modular Object-Oriented Dynamic Learning Environment

NA: Needs Analysis

NIA: Needs Identification Analysis

SLA: Second Language Approach

SLL: Second Language Learning

TBLT: Task Based Language Teaching

TEL: technology-enhanced learning.

General Introduction

General Introduction

The English language nowadays has become the global language of communication and science. Its supremacy is no more polemical, due to the prominent globalization process. In this vein, the Algerian government has reacted to meet the challenges facing our country by the adoption of the Anglo-Saxon model LMD which stands for (License-Master- Doctorate) at the tertiary level. The reforms aim to modernize the Algerian university and smooth the path to socio-economic expansion of the country after the adoption of the open market economic policy. In addition to other political factors, English language teaching and learning have been considerably promoted in Algeria in the last three decades at all the schooling system in general and the university level in particular.

The target language is taught at almost all the Algerian faculties. This dissertation has been conducted within the Economic Sciences Faculty that represents the nucleus point for the country's development. Henceforth, the faculty of economic sciences includes an ESP course at all levels of graduation and within the various specialties it comprises. At the *Licence* level, students are enrolled in three years graduation with an ESP course once a week with a time load of one hour and a half during almost twelve weeks a semester. Being aware that learners have already received English language courses for six years at middle and high school, the majority of students prove to hold a low English proficiency level mainly at the level of the productive skills (speaking and writing).

Teachers as well as learners are disappointed with the poor command of the English language proficiency level namely business English. Students are unable to write accurately small projects or scientific articles in English in the time of global economy and universal research exchanges; it should be noted that these students are required to write in an academic style during examinations, and should be able to comprehend and take part in scientific events like study days and conferences around economic and business streams.

These university learners are urged to write and publish scientific articles related to their research fields to be able to defend their graduation dissertations. Moreover, once these students are hired for job positions they meet situations where they are urged to use the target language to complete different job requirements. Unfortunately, they

General Introduction

are unable to fulfill them appropriately even after a long exposure to the target language. As a matter of fact, the productive skills prove much more difficult to achieve especially for EFL learners in general and ESP learners in particular.

The present research focuses on the writing skill as university learners need to write academically. It also aims to promote English for Business and Economics students' proficiency level with a special focus on their writing skill. For this purpose, this work has put forward the following objectives:

Describe the teaching and learning situation for Master -one Banking and Finance learners.

Conduct a Needs Identification Analysis of the EBE students.

Elaborate a task based writing EBE Blended course, build up on the results of the NIA and launch the hybrid teaching method.

Evaluate the course and come out with recommendations.

The above objectives have arisen from some research questions the investigator wants to answer. Therefore, the work is conducted to highlight and answer the following research questions:

- 1- What are the needs of university Business students to develop their writing skills?
- 2- What English course would best suit their needs and develop their writing competence?
- 3- How can Blended learning enhance business students' English in general and their writing skills in particular?

The present research questions led to the formulation of the following hypotheses:

- 1- Business students need to complete different writing tasks namely answering e-mails, applying for jobs, writing reports and academic papers.

2- A task based approach to course design would best suit business students' English language needs and develop their writing skill.

3- Blended learning can enhance learning including the writing skill as it accommodates different learning styles, gives the opportunity to personalize learning and settles the problem of the low teaching time in ESP classes.

To sustain the above hypotheses, the researcher has used a case study research method to attempt answering the above questions and investigate the hypotheses reliability. To this purpose, a needs identification analysis was conducted through a questionnaire with 54 master-one banking and finance learners. An interview conducted with 7 ESP teachers; in addition to a second interview directed to four bank officers to cross check the findings. It is worth noticing that many EBE learners apply for bank job positions. The work was structured under six chapters as follows:

The first chapter identifies the main theoretical concepts of ESP including its different branches. Light is shed on English for Business and Economics that is described within its objectives. The researcher has then tackled the writing skill in the ESP context starting by some definition of the skill, the process of writing and its evolution through ESP. The last theoretical concept in this chapter refers to technologies and their implementation in ESP teaching and learning context namely blended learning.

The second chapter is a contextual description about the banking and finance students of the Economic Sciences Faculty at Abou Bekr Belkaid University. It starts with a linguistic overview in Algeria. Then, the English language status in Algeria is described. The ESP situation analysis in the Algerian universities is also tackled to fall into the faculty of economic sciences of Abou Bekr Belkaid at Tlemcen University including its different branches. The researcher moves to deal with the ESP teachers and the roles they perform in EBE.

The third chapter states in detail the research design procedure and the tools implemented in the case study. To do so, the investigator starts describing the needs analysis design and the intertwined relation to ESP. Sampling is then, described with a

General Introduction

thorough description of the choice of the sample population. The section is followed by the instrumentation used within the research, followed by the procedures and the study piloting in the instrumentation process. The chapter ends with a description of both the qualitative and the qualitative approach to data analysis.

Chapter four refers to needs Identification findings and data interpretation of the research work aiming at collecting information regarding master one banking and finance students' actual writing situation through an analysis of the information gathered from the sources (teachers' interview and students' questionnaire as well as the bank staff interview). Both the questionnaire and the interview are structured according to Hutchinson and Waters' (1987) target and learning needs. It also employs both a qualitative and a quantitative interpretation of the results obtained using tables and figures.

Chapter five implies the researchers' conceptual description of the ESP and the EBE course design. The researcher has described the factors affecting course design. Then after, she states some literature about approaches to course design shedding light on the one used within this study which refers to the task based approach. The next part in this chapter describes the EBE blended course with the different steps and aspects the researcher has considered from the topic selection to the description of the different skill included in the course.

In chapter six practical conceptions of the course are portrayed including the classroom and the online presentation. It also comprehends course evaluation and recommendations. To this token, a post treatment teachers' interview is conducted to evaluate the Banking and finance master one writing course, to provide feedback about the validity of the Blended course using the task based approach. The last part in the chapter deals with the researchers' suggestions for further investigation and improvement.

Chapter One

Literature Review

Chapter One: Literature Review

1.1 Introduction

1.2 ESP Defined

1.3 ESP Typology

1.3.1 EAP and EOP

1.3.2 English for Business and Economics

1.4 Teaching and Learning EBE

1.5 Objectives in Teaching EBE

1.6 Writing in ESP

1.6.1 Writing defined

1.6.2 Process of writing

1.7 Writing evolution through ESP

1.7.1 Register Analysis

1.7.2 Rhetorical or Discourse Analysis

1.7.3 Genre Analysis

1.8 Writing in EBE

1.9 Writing and Other Skills in ESP

1.10 Technology, Language Teaching and Learning and ESP

1.10.1 Blended Learning

1.10.2 EBE, Writing and Blended Learning

1.11 Conclusion

1. 1 Introduction

English language teaching has been a vital concern to stakeholders, scholars, teachers and even learners in this last years due to the prominence of the English language use in all academic and job-related domains. The latter deals with ESP fields and domains. Yet, what is known by English for Specific Purposes is nowadays present within all learning disciplines, either academic, medical, chemistry, political, law, economic and so on in non-speaking English countries. Globalisation expansion and then the internet spread are two features that made ESP a worldwide concern. Therefore, in this literature chapter, the researcher has shed light on key concepts to ESP, from ESP definition, ramification, needs analysis,

A task based approach has been selected to implement the EBE course. The four skills were instructed, but the writing skill was the targeted one as it has been noticed that learners had difficulties to hold plain and fluent writing assignments. Thus, the writing skill has been defined, including its process, evolution through ESP and lastly on EBE.

The second phase in the present study is the implementation of new technologies to enhance the writing skill of EBE learners. For that sake, Blended Learning has been put forward. Therefore, according definitions and insights about it were tackled in this chapter.

1.2 ESP Defined

English for specific purposes referred to as ESP, known as English for foreign language instruction for utilitarian purposes where the confusion between experts whether ESP could be described simply as the teaching of English for any purpose that could be specified, some others define it as the teaching of English for academic studies or the teaching of English for vocational or occupational purposes (Anthony, 1997).

Swales (1992:300) describes ESP as “the area of inquiry and practice in the development of language programs for people who need a language to meet a predictable range of communicative needs. Although, “all courses are based on a

perceived need of some sort” Hutchinson and Waters (1987:53). However, ESP is associated with a definable need to communicate in English (ibid: 54). One can maintain that ESP is normally goal-directed as sustained by Robinson (1991), on the opposite to the learning of the foreign language for intrinsic motivation. To this token, she sustains that: “an ESP course is based on a needs analysis, which aims to specify as closely as possible what exactly it is that students have to do with through the medium of English. (ibid: 4). Indeed, this is one of the four pillars to ESP according to Anthony Laurence (2018) in his book “Introducing English for Specific Purposes”.

Tom Hutchinson and Alan Waters also claim that ESP must be seen as an approach not as a product (1987). They maintain "ESP is an approach to language teaching in which all decision as to (the) content and method are based on the learner's reason for learning" (ibid :19). In other words, an approach to language learning, which is based on learner needs. Therefore, any ESP foundation course should be based on the question, what do any learner need the foreign language for? Indeed, learning objectives are considered as the second pillar to ESP including learning needs according to Laurance (2008).

For Mackay and Mountford (1978:2) “It is generally used to refer to the teaching of English for a clearly utilitarian purpose. This purpose is usually defined with reference to some occupational requirement” That is to say, ESP is vocational, professional or academic purpose oriented teaching. This denotes that students learn ESP as a vehicle rather than as a need in itself. One may understand that ESP is the learning of specific repertoires like the language used in medical stream or the language used in engineering or other different disciplines but in fact it is a must to grasp some basic language proficiency to undertake an ESP instruction. Hutchinson and Waters assert that: “ESP is not a matter of teaching ‘specialised varieties’ of English”. (1987:18). In fact, one should know how to communicate effectively in the target language beyond the limited vocabulary related to the field of specialism. For, knowing a restricted ‘language’ would not allow the speaker to communicate effectively in novel situations, or in context outside the vocational environment. Mackay and

A.J. Mountford (1978:5). In this sense, Munby (1978:2) sees that “the point is that most ESP learners are keen to have some basic knowledge of the language system before enrolling in any specialism but not necessarily being adult learners”.

Peter Strevens (1988) defines characteristics of ESP as “English language teaching which is designed to meet specified needs of the learner; it is related in content to particular disciplines, occupations and activities, and it is centered on the language appropriate to those activities in syntax, lexis, discourse, semantics, etc”. [29, pp. 1–2]. Both Strevens (1988) and Dudley-Evans (1997) further defined ESP in terms of absolute and variable changes but Dudley-Evans (1997) adapted Strevens’ (1988) definition of ESP as he brought some changes, like adding more variable characteristics, and came up with a clear definition in terms of ‘absolute’ and ‘variable’ characteristics.

Absolute Characteristics

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

Variable Characteristics

1. ESP may be related to or designed for specific disciplines
2. ESP may use, in specific teaching situations, a different methodology from that of General English
3. ESP is likely to be designed for adult learners, either at a tertiary level institution or in a professional work situation. It could, however, be for learners at secondary school level.
4. ESP is generally designed for intermediate or advanced students.
5. Most ESP courses assume some basic knowledge of the language systems.

From the above absolute characteristics, it is agreed that ESP meets specific needs either academic or recently much more professional ones. New methodologies arose from recent ESP instruction as well as new material design. This involves the third pillar

to ESP according to Anthony (2018) that relies in methods and materials employed in the language instruction.

Variable characteristics are also described in terms of the specificity of ESP design and teaching situations as they derive principally from a needs analysis as already sustained. ESP courses are those where the syllabus and materials are determined in all essentials by the prior analysis of the communication needs of the learners.

To sum up all the aforementioned definitions, ESP is the extension of EGP for the sake of clearly academic, professional or vocational needs and it normally steams from a well-established needs analysis. Last not least, talking about ESP implies also tackling evaluation which is considered as the fourth pillar by Anthony (2018). Therefore, Dudley-Evans and St. John (1998) attest that as “ESP tests should gauge the objectives of the course, constructing ESP tests is much more time-consuming and difficult than general-purpose tests because features of target language use situation should be carefully examined”. They further observe that “like English for General Purposes (EGP) tests, tests of English for Specific Purposes (ESP) need to have clarity, explicitness, reliability, objectivity and validity”. All the aforementioned features to ESP will be mentioned throughout the present study.

1.3 ESP Typology

The historical, academic, and professional growth of ESP has proved determinant to the development of many streams known mainly as EAP (English for Academic Purposes) and EOP (English for Occupational purposes).“One should notice that, English for Specific Purposes (henceforth ESP) is a newly born branch of English as a Foreign Language (henceforth EFL) and English as a Second Language (henceforth ESL)” Sysoyev (2000:1). Therefore, ESP learners are either EFL or ESL learners that do not master the language fundamentals. ESP is also contrasted to EGP (English for General Purposes) in which Hutchinson & Waters (1987) observe that what distinguishes ESP from General English is not the existence of a need as such but an awareness of a need. According to them, and this is what we will rely on in the present study, ESP is diverged towards three directions namely:

a) English for Science and Technology (EST),

- b) English for Business and Economics (EBE),
- c) English for Social Studies (ESS).

These branches are then further divided into two branches each: English for Academic Purposes (EAP) and English for Occupational Purposes (EOP). This is displayed beneath in the ELT Hutchinson’s & Waters (1987) tree:

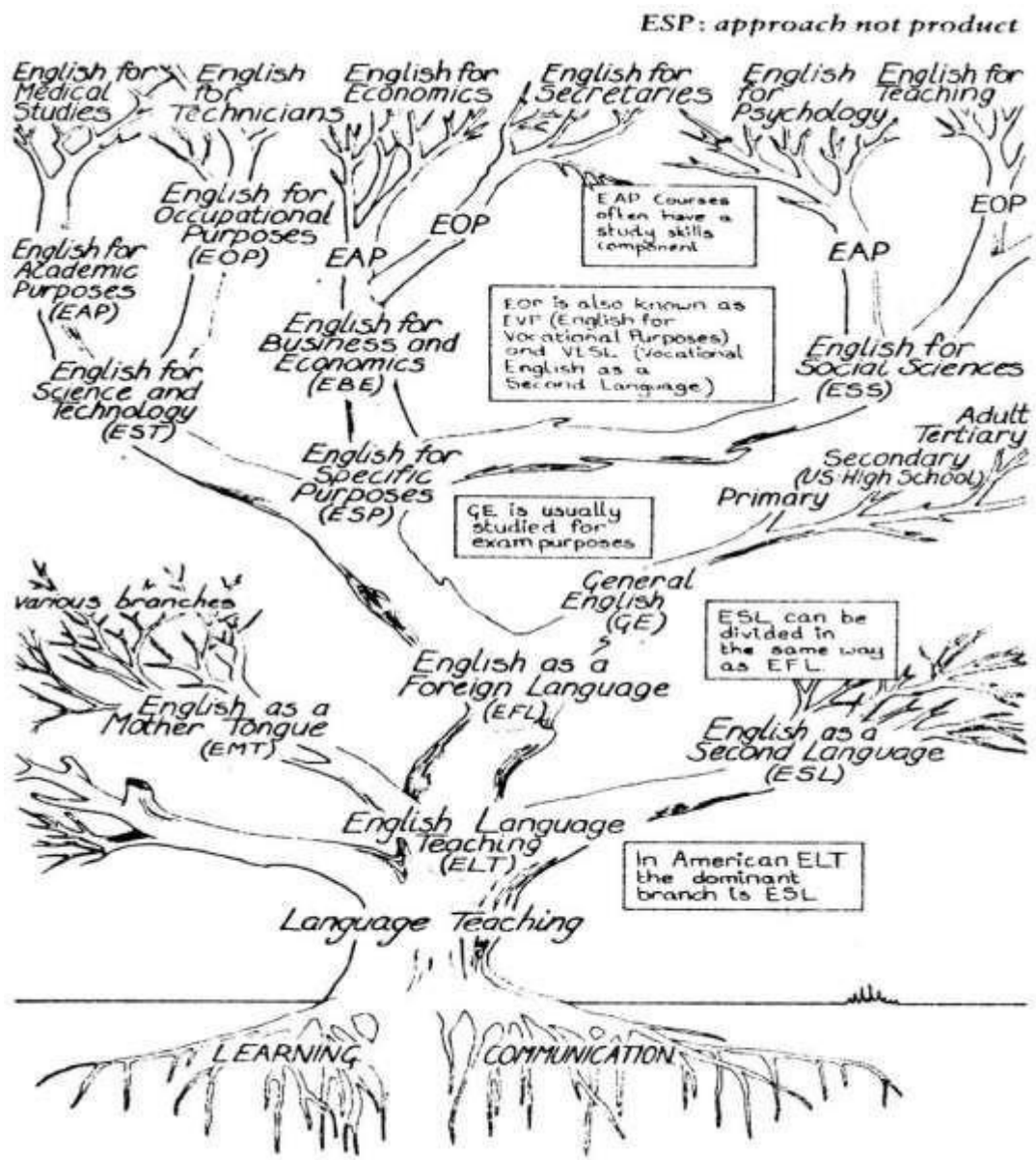


Figure 1.1. the Tree of ELT (Hutchinson and Waters, 1987:17)

Kennedy & Bolitho (1984:3) notice that “there are two main divisions which help to distinguish ESP situations: English for Occupational Purposes (EOP) and English for Academic Purposes (EAP)”

1.3.1 EAP and EOP:

“English for Occupational Purposes is taught in a situation in which learners need to use English as part of their work or profession”. (ibid: 4). In fact, EOP is widely accepted to refer to the language used in workplace environment; it has also been referred to as English for Vocational Purposes (EVP) or Vocational English as a Second Language (VESL).

On the other hand, EAP known as English for Academic Purposes is related to academic settings and often in consonance to higher education and research. “Perhaps the most influential branch of ESP is English for Academic Purposes (EAP), which focuses on ESP in academic settings” Anthony (2018, p. 13).

Kennedy and Bolitho (1984:4) also agree to say that: “EAP is taught generally within educational institutions to students needing English in their studies”. EAP, thus, entails the use of English language in an academic setting like the learning of study skills (listening to lectures, taking notes, writing reports, reading textbooks) will probably form a major part of the students’ English course. (ibid: 4).

Hyland (2006, p, 1) maintains that:

English for academic purposes (EAP) has evolved rapidly over the past twenty years or so. From humble beginnings as a relatively fringe branch of English for Specific Purposes (ESP) in the early 1980s, it is today a major force in English language teaching and research around the world.

Different ramifications to ESP branches have been postulated. Yet, literature on EAP has known some divergent trends about the clear cut between EAP and EOP and

even about the EAP as a type of ESP. Nonetheless, “the basic purpose of EAP is to develop learners’ communication skills required for formal educational settings” (Jordan, 1997). This same definition may be bewildering since in some EOP situations

English may be taught for formal educational settings. That is, what we have already mentioned before as “in cases such as this, the learning of study skills (listening to lectures, taking notes, writing reports, reading textbooks) will probably form a major part of the students’ English course” Kennedy and Bolitho (1984:4). In this vein,

Hutchinson & Waters (1987:16) have argued that “people can work and study simultaneously it is also likely that in many cases the language learnt for immediate use in a study environment will be used later when the student takes up, or returns to a job.”

However, EAP has been further stratified into EAGP and ESAP. Yet, in EAP, it is possible to differentiate between English for General Academic Purposes (EGAP), e.g. English for academic reading, and English for Specific Academic Purposes (ESAP), e.g. English for medical studies (Basturkmen, 2010). Thus, “English for General Academic Purposes (EGAP) where the aim lies on training the learners for their current studies, and English for Specific Academic Purposes (ESAP) which prepares the learners for their future work” Day and Krzanowski (2011:1).

Jordan (1997) and many scholars agreed on the following ramification to ESP with their sample occupations:

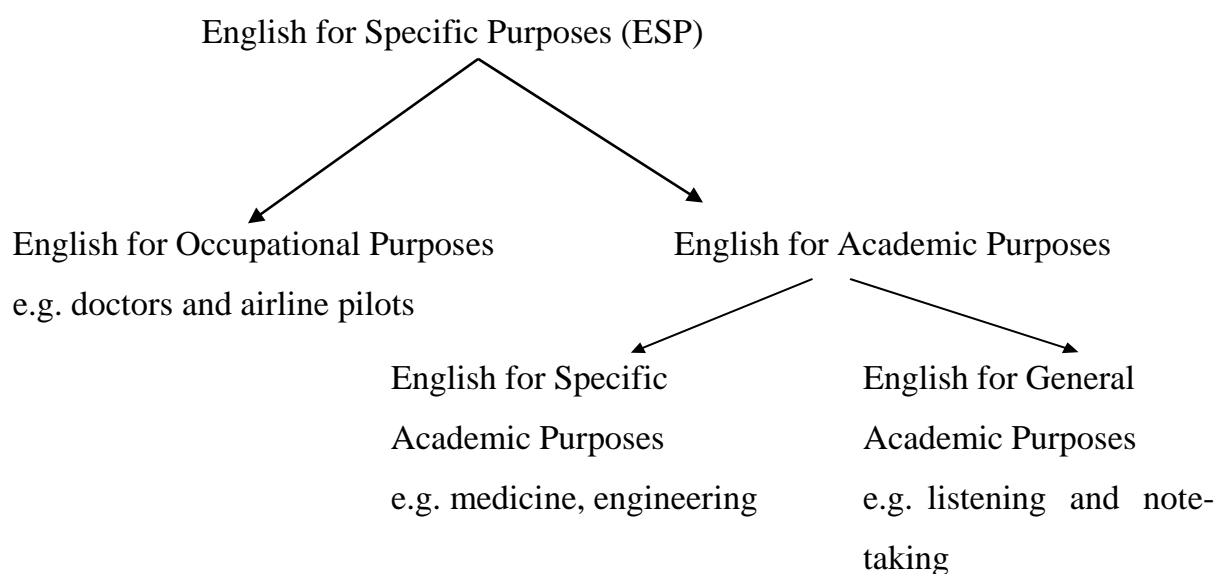


Figure1.2. Types of ESP (Jordan, 1997)

All in all EAP has occupied a salient place in ESP. Hyland. K (2002) posits: “this takes practitioners beyond preparing learners for study in English to developing new kinds of literacy: equipping students with the communicative skills to participate in particular academic and cultural contexts”. Dudley-Evans & St. John (1998) see the widespread of EAP as a result to the growth and expansion of business, finance, economics, banking and accounting, EAP has obtained an ultimate importance in Master in Business Administration (MBA) courses.

EAP is also heavily associated to the writing skill as students of higher levels are usually evaluated and need to complete written assignments. Hyland (2006: 2) argues that “specialized English-language teaching grounded in the social, cognitive and linguistic demands of academic target situations, providing focused instruction informed by an understanding of texts and the constraints of academic contexts.

1.3.2 English for Business and Economics

In Hutchinson & Waters’ (1987) ramification to ESP, EBE is one of the main branches to ESP apart from ESS and EST. It is also referred to as EBP and according to Belcher (2009), “English for Business Purposes (EBP) has recently become a flourishing field within English for Specific Purposes, both as regards teaching and research”. Indeed, the widespread of worldwide companies and international trade has highly increased the need to a standard business language. Planken, van Meurs & Radlinska, (2010: 225–226) sustain that:

Increased internationalization and a worldwide preference for English as the *lingua Franca* for business mean that English is not only being used more widely by – and among – non- native speakers to do business, but is also used more frequently to communicate ‘about business’ with groups around the world such as (potential) employees, consumers and investors, for whom English may not necessarily be their mother tongue.

EBE, then shares the same characteristics to ESP starting from needs analysis, syllabus and course design and material development. Although, it is maintained that

Business English varies from other ESP branches in the fact that: “Business English is frequently a combination of specific content which is related, e.g. for a particular area of industry and to a general content which is related to the general ability of effective communication, albeit in business contexts and environments” (Ellis & Johnson, 2003:3). In the same vein, Ellis and Johnson (2002) maintain that,

Business English differs from other types of ESP in the way that it is the mix of on the one hand *specific content* typical to particular job and area of industry and on the other hand *general content* related to general ability to make effective communication, particularly in business settings.

Consequently, we can notice that Business English holds a technical vocabulary to achieve specific communicative functions. Indeed, companies exchanges need elementary functions like negotiating, make recommendations or using convincing arguments for investment prosperity. Indeed; EBE students need to use the language as most of the participation activities like study days and conferences require the target language mastery. Furthermore, university students who graduate to master and even doctorate degrees need to write and publish at least one article in an international scientific journal. Future Business Students apply for national or international companies or banks where they are urged to fulfill basic functions in the target language. It is then none contested that the utmost need to teach and learn EBE is a vital requirement.

1.4 Teaching and Learning EBE

Business English is widely used in trade exchanges between companies throughout the world with the expansion of globalization and the internet. Economic science students in general, whether; commerce, accountancy, marketing or management fields and future executives need to be able to achieve not only general language functions but business communication skills as well. Yet, business English students meet business English situations like during study days, meetings. They may also have to read letters or nowadays email reading or writing, resumes, negotiating and

management functions, Sale and advertising operations. Then they are should be able to tackle different business as well as academic functions. Whereas, Swales (1990) notices that: “Often it is found that outsiders to a discourse or professional community are not able to follow what specialists write and talk about even if they are in a position to understand every word of what is written or said”. Therefore, learners have to be aware of the subtle blending between content and functions in context.

Economic sciences teachers as other ESP teachers face needs analysis, course and syllabus design steps. Meanwhile, these steps are mostly ignored for many reasons as the short time load assigned for language instruction. Furthermore, Johns and Price-Machado (2001:46) insist that: ‘ESP teachers face challenges that other instructors may be able to circumvent. One challenge relates to ESP *content*: discerning the particular vocabulary, discourses, and processes that are essential to the ESP training of students within a specialized context’. Hence, teaching EBE involves managing to tailor teaching skills and strategies with Business English instruction. Therefore, business English teaching involves teachers’ familiarity with a specific language corpus to achieve specific communicative functions. Once again, most ESP teachers and especially in the Algerian university haven’t been instructed to teach specialized varieties of language and are then, faced to adapt their knowledge on the spot.

1.5 Objectives in teaching EBE

In order to set teaching objectives, one should specify EBE learners’ needs since they vary considerably according to who are learning BE and what do they need the language for. For instance, “pre-experienced learners learn BE to secure a job while job-experienced learners have enough professional background and therefore have specific needs for which they learn BE” (Frendo, 2005). It is yet, important to make the distinction between English for general business purposes (EGBP) and English for specific business purposes (ESBP). Therefore, EGBP refers to the courses for “pre-experience learners or those at the very early stages of their career” (Dudley-Evans and St John, 1998, p. 55). This implies that EGBP shares the same characteristics with the language learning but in a business setting. Focus is shed on the development of the four skills: reading, listening, speaking and writing, to complete tasks like examinations.

On the other hand, “ESBP refers to the courses that target job- experienced

learners who bring business knowledge and skills to the language learning situation” (ibid, p. 55). At this level, we may infer that courses are much more specific to a particular business stream. In the way that courses are based on real life language situations. And thus, gives learners direct impression on how BE language is used in real-life business settings. Therefore, St. John (1996) argues that business executives “do not want to be transported back to a typical classroom” (p. 14), for course books are “intended for pre-experience students and not for the executive” (p. 13). For Instance, “competencies such as being able to understand other managers from foreign countries and correspondence in English are accentuated over other ones” (ibid).All in all, Dudley-Evans and St. John (1998) maintain that: “The core objective of ESBP course is advancing learners’ fluency, starting from fluency activities, working on skills and language, up to further practice in mastering fluency”.

From our concern, we will consider our BE as EGBP even tough students graduate in different disciplines, but they are still at the level of language enhancement in a business context and of course the course includes language structures and functions like making agreement, recommendations or showing disapproval professionally, negotiating, meeting skills, e-mail corresponding within different topics like trading, marketing, advertising, banking, etc.

The next theory literature in this chapter involves writing. The investigator has demonstrated special attention to this skill since writing and business English has proved to be tightly intertwined and learners are urged to master basic rules to produce plain and fluent written forms.

1.6 Writing in ESP

Writing has proved to be challenging even for native speakers since it requires a bundle of sub-skills like vocabulary background, lexis, grammar fundamentals, coherence, cohesion and so onTherefore, university learners are urged to use academic writing in their fields of specialism and the difficulty lies mainly in the fact that they are foreign learners. Thus, it is of a paramount importance to equip learners with essential language features since the essence of ESP is to equip learners with the

language they use for academic and professional fields.

Furthermore, “writing is viewed as ‘a mode communication’, and thus serves the purpose of conversation between the writer and the reader. This views writing as a social process, Hyland (2003). Yet, in a workplace business setting a slight writing error or mistake can cause the loss of contract agreements, and even job loss. Yet, a plain writing would help to facilitate and fruitful an academic and workplace career.

1.6.1 Writing defined

Learning a language requires the acquisition of the four skills almost simultaneously. These four skills are divided into productive and receptive ones. The writing skill is ranked under the productive ones in addition to speaking. Furthermore, “writing is considered to be the most difficult skill for second language learners to master”. Richards and Renandya (2002:303). This is of course transferrable to foreign language learners in our case. They explain and state that the difficulty in writing lies not only in generating and organizing ideas, but also in translating these ideas into readable text (ibid). It is then; a complex mental activity in addition to the physical one for writing involves accuracy at the level of grammar, punctuation, spelling, vocabulary choice as well as coherence. Akhadiah (1993: 64) states that “writing skill is very complex because it requires students to master the components in it, for example using correct spelling, choosing the right vocabulary, use of effective sentences, and good paragraph composition”. Nonetheless, writing is of the utmost importance for learners to master in short term goal (for classroom assignments and exams), as well as for long term goal (job application, life job). Carter et.al (2002:269) state that “writing is also important for career and personal life because others will judge the other people’ thinking ability according to what they write and how they write”.

Therefore, Nunan (2003:88) states that “writing is the mental work of inventing ideas, thinking about how to express them, and organizing them into statements and paragraph that will be clear to a reader”. Harmer (2004:31) defines it as “a way to produce language and express idea, feeling, and opinion”. He also states that “writing is a process that what people write is often heavily influenced by the constraints of genres, and then these elements have to be presented in learning activities”. In order to elucidate

the concept of ‘constraints of genres’, he sustains that “in a genre approach to writing students study texts in the genre they are going to be writing before they embark on their own writing” Harmer (2001:258-259). He added that, “If we want them to write business letters of various kinds we let them look at typical models of such letters before starting to compose their own”. (ibid)

Whereas, Brown (2001:335) also states that:

Writing is the written products of thinking, drafting, and revising that require specialized skills on how to generate ideas, how to organize them coherently, how to use discourse markers and rhetorical conventions coherently into a written text, how to revise text for clearer meaning and how to edit text for appropriate grammar and how to produce a final products.

All in all, in essence, “writing is a continuing process of discovering how to find the most effective language for communicating one's thoughts and feelings” (Bello, 1997).A basic definition to writing would be that of Tarigan (1982: 8) who states that “writing is an activity of drawing symbols of graphic which represent a language that is understood by someone” . Therefore, writing serves communication through some intellectual processes.

Brown (2001) points out several characteristics of written language which distinguish them from spoken language. The characteristics are as follows:

Permanence

Spoken language is fleeting. Written language is permanent (or as permanent as paper and computer disk area), and therefore the reader has on opportunity to return again and again.

Production Time

Most reading contexts allow readers to read at their own rate. They are not forced into following the rate of delivery, as in spoken language.

Distance

The written word allows messages to be sent across two dimensions: physical distance and temporal distance. The task of the reader is to interpret language that was written in some other place at some other time with only the written words themselves as contextual clues.

Orthography

In spoken language, we have phonemes that correspond to writing graphemes. But we also have stress, rhythm, juncture, intonation, pauses, volume, voice quality, setting, and nonverbal cues, all of which enhance the message. In writing we have graphemes punctuation, pictures, or chart lends a helping hand.

Complexity

Writing and speech represent different modes of complexity, and the most significant difference is in the nature of clauses. Spoken language tends to have shorter clauses connected by more coordinate conjunctions, while writing has longer clauses and more subordination.

Vocabulary

It is true that written English typically utilizes a greater variety of lexical items than spoken conversational English. Because writing allows the writer more processing time, because of a desire to be precise in writing, and simply because of the formal conventions of writing, lower-frequency word often appears.

Formality

Writing is quite frequently more formal than speech. Formality refers to prescribed forms that certain written messages must hold on to.

Cited in Septiani (2018)

1.6.2 Process of writing

Writing has proved to be more complex than other skills. The speaking one also considered as a productive one can be improvised and simultaneous on the contrary to writing that involves reflection, drafting, revision and many steps before the final good piece of writing. By this token Brown (2001: 335) observe that “the process

of writing requires an entirely different set of competencies and is fundamentally different from speaking”. He continues and state that “the performance and distance of writing, coupled with its unique rhetorical conventions, indeed make writing as different from speaking as swimming is from walking”. (ibid)

Two dichotomies are involved when tackling writing: process and product. Harmer (2001:257) observes that: “in the teaching of writing we can focus on the product of that writing on the writing process itself”. Brown (2001) explains that “half a century ago, writing teachers were mostly concerned with the final **product** of writing: the essay, the report, the story, and what that product should “look” like”. Through the development of learning theories, focus shifted from teaching fronted to learner centred instruction; then, scholars and linguists have given as much importance to the process of writing to the product one. Brown (2001) explains that:

But in due of time, we became better attuned to the advantage given to learners when they were seen as creators of language, when they were allowed to focus on content and message, and when their own individual intrinsic motives were put at the center of learning. We began to develop what is now termed the **process** approach to writing instruction.

Therefore, the steps involved for writing are known by the process of writing that according to Brown (2001: 4) “may be affected by **the content** (subject matter) of the writing, the type of writing (shopping lists, letters, essays, reports, or novels), and the **medium** it is written in (pen and paper, computer word files, live chat, etc.)”. But in all of these cases it is suggested that the process has four main elements (ibid): planning, drafting, editing and final version.

Planning

Planning is the arrangement conducted to do something. The planning stage is important because at this stage lies the idea of the purposes of writing. This may involve making detailed notes.

Drafting

Drafting is the process of putting all ideas and thoughts in a piece of paper which will be in the very rough form. This stage needs an editing for checking the text it is assumed as the first version of a piece of writing as a draft.

Editing

The way to revise and improve the first draft is called editing. Editing is essential part of preparing a piece of writing for public or publication. The many drafts prepared that have been written to be edited or revised. Once writers have produced a draft, she or he then usually reads through what she or he has written, whether it is ambiguous or confusing. Richards and Willy (2002:318) stated that “in editing, writers check grammars, spelling, punctuation, diction, sentence structure, and accuracy of supportive textual material such as quotations, examples and the like”.

Final draft

Final draft is the end product of a piece of writing. Once the writer has edited their draft and has made the changes if any necessary in order to produce the final draft. This may look considerably different from the both of the original plan and the first draft, because many things perhaps have been changed in the editing process.

Harmer (2004:4-5) cited in Septiani. P. (2018)

Scholars agree that this process is not linear but rather cyclical. Learners at the editing phase may need back to the planning phase, also known by brainstorming and so on. Therefore, teachers play a vital role during this process of writing. They should guide students from planning -in topic selection-, then, drafting, especially for L2 or foreign learners that may need some vocabulary items. In the editing phase, students pay be asked to reformulate or to check grammar, spelling. The final draft is determinant for the final piece of writing where teachers may intervene to give further insights and recommendation to the final product.

1.7 Writing evolution through ESP

The evolution of ESP through time has impacted the teaching and learning of the

English language in general and the writing skill in particular. This evolution went through several steps. The main phases are highlighted beneath.

1.7.1 Register Analysis

The period mid-1960s to early 1970s was referred to as register analysis phase. Register was the basis of research in ESP where linguistic features and functions of scientific English were identified and taught due to the big demand of English for academic or utilitarian purposes. Hutchinson & Waters argue that “the main motive behind register analysis such as Ewer and Latorre’s was the pedagogic one of making the ESP course more relevant to learners’ needs”. (1987: 10)

Influential scholars such as Halliday, McIntoch, and Srevens were pioneers in this era and coined the term ‘register’ or “a variety of language distinguished according to use” (1964:89). Hence, on the basis of language varying according to the users called registers, analysts designed ESP courses by identifying the grammatical and lexical features of these registers. For instance, the language used in Electrical Engineering as opposed to the English used Medicine or Biology. The aim was to produce a syllabus which gave high priority to the language forms students would meet in their science studies and in turn would give low priority to forms they would not meet. (Hutchinson & Waters)

Swales’ Episodes, by Barber (1962) illustrated an attempt at counting grammatical features across genres by the selection of inventories of lexical items in the curriculum design. Swales observes that “this approach was purely descriptive and quantitative in nature and had little explanatory force”. (1988:59). Indeed, the main criticism accredited to this approach was in the sentence based nature and form focus and the heavy reliance on EST. In down to earth words, scholars and linguists concludes that the misleading assumption in register analysis was that not because a text demonstrated some surface linguistic structure features, that it must belong to a specific register. On another hand, this approach was the first step towards the design of courses tailored to specific needs of particular learners.

1.7.2 Rhetorical or Discourse Analysis

The period mid- 1970s- mid- 1980s represented the second stage in the ESP development. The main contrast with the register analysis relied in the shift from and grammar structures to content and meaning. Hence, “attention shifted away from the structure of forms to their meaning (notions and functions) and to the analysis of forms in context” (Widdowson, 1983). Furthermore, “grammatical choice was considered to be dependent on purpose and use became the main criterion for the selection of ESP materials” (ibid, 1975). In this era, ESP interest shifted from the sentence level to the level of text and the writers’ purpose and a more communicative view to language teaching and learning had been adopted, as ESP became closely involved with the emerging field of discourse or rhetoric analysis. Hutchinson & Waters (1987). Allen and Widdowson (1974) asserted in (H&W; ibid) that:

We take the view that the difficulties which the students encounter arise not so much from a defective knowledge of the system of English, but from an unfamiliarity with English use, and that consequently their needs cannot be met by a course which simply provides further practice in the composition of sentences, but only one which develops a knowledge of how sentences are used in the performance of different communicative acts

Henceforth, the grammar syllabus was replaced by a rhetorical function syllabus. Yet, the main criticism to this approach was that it came to replace a grammatical lexical inventory by an inventory of functions.

1.7.3 Genre Analysis

The Mid-1980s – 1990s shaped the third step to ESP rise. In this era flourished the most determinant ESP trends namely discourse and genre analysis from one hand and the learning-centered approach from another hand. From a linguistic direction, discourse analysis which refers to text analysis had significant impact on ESP research

as it helped to distinguish characteristics of specific texts across disciplines. Genre analysis is a sub-discipline of discourse analysis that focuses on language functions and key structures and genres that distinguish specific text types or ‘genres’ from others. Textual findings are thus related to features of the discourse community within which the genre is produced, and this is one of the main advantages of genre analysis as compared with discourse analysis (Dudley-Evans & St John, 1998:91-92).

Pedagogically speaking, this phase was marked a shift from a language centred approach (what the learner needs to do in the target situation) to a learning-centred approach (what the learner needs to do in order to learn) put forward by Hutchinson & Waters (1987). This phase proved determinant in syllabus design. Then, needs analysis has become common ground in addition to genre moves. In this vein Hutchinson & Waters (1987: 12) sustain: “... the ESP course design process should proceed by first identifying the target situation and then carrying out a rigorous analysis of the linguistic features of that situation. The identified features will form the syllabus of the ESP course. This process is usually known as *needs analysis*”. According to them, Chambers’ (1980) ‘target situation analysis’ is a more accurate definition to needs analysis, cited in Hutchinson & Waters (1987).

The twenty first century has witnessed a rapid and important scale of publications in the field of ESP due to the widespread of globalization and the need to publish in international journals for academic completions or promotions. Nevertheless, the most significant growth was that of Business English (St John, 1996).

Indeed, this period has witnessed big research on business genres and its written form more particularly. Van Nus (1999) declares that “Research on professional written genres has tended to focus mainly on the business letter”. In the same vein, Gotti and Gillaerts (2005) argue that “more recently, on how this is recycled as part of other genres like emails and annual reports”. Cited in Paltridge and Starfield (2013)

1.8 Writing in EBE

Writing has a vital role in business communication. It has been displayed before that the writing skill is much more difficult to achieve comparing to the speaking one. Paradoxically, according to Frenco (2005) “writing is easier than speaking, in that, it is not usually spontaneous and near-instantaneous”. There is time to think about what the

sender has sent and what the reply should contain". Indeed, L2 learners and foreign learners have time to think, draft and arrange data before the final product. "Writing requires planning and organizational skills, as well as skills in linking paragraphs and sentences together, skills in spelling, punctuation, word order, word choice, and so on". (ibid). Therefore, Harmer (2004: 39) asserts that "writing tasks for business students can have a high face validity if the students can see that they are writing the kind of letters and documents which they will be writing in their professional life".

To this end, Frendo (2005) explains that Business English teachers need to focus on three key components in particular: linguistic competence, discourse competence, and intercultural competence.

Linguistic competence

Linguistic competence is shown in the use of the basic elements that go together to form a language, such as vocabulary, grammar, phonology, and so on. It is argued that lexis (words and patterns of words) and its relationship with grammar (the way words and patterns follow rules) have become key concepts in business English teaching.

Discourse competence

Discourse competence deals with language in use, when discourse is used to describe how people interact with each other within context. Note that discourse might be spoken or written but we shed light on the written form. He asserted that typical examples of this discourse competence include negotiations, correspondence, and other business exchanges. Furthermore, he stepped further to sustain that discourse competence involves strategies. "one strategy involves the use of **register**(the degree of formality, or the degree of specificity, especially of topic vocabulary)" Frendo (2005:10). The researcher has provided examples of such within the course design (chapter four)in the task analogy between formal and informal emails depending on the level of acquaintance between the sender and the receiver and the nature of the communication. The second aspect of discourse raised by Frendo (2005) refers to genre which according to him seeks to distinguish between different types of texts (for example, what makes a memo different from a letter of complaint, or a telephone conversation different from a presentation?). In this sense, an email intended to make some negotiations with a foreign company would be different to an email forwarded to

a friend or colleague asking for some information for instance. Harmer (2004:16-17) also demonstrates these two concepts of genre and register on reference to letter writing and sustains that: “the intended reader of the letter also recognizes instantly what kind of letter it is because it is typical of its kind (both in terms of construction and in choice language). We call these different writing constructions (‘advertisements’, ‘letters’, etc.) **genres**. On the other hand, **register** according to him refers to ‘the specific choice of vocabulary within genres’.

Intercultural competence

Culture has to do with attitudes, behaviour, beliefs, and values. It is influenced by a multitude of factors including environment, gender, family, age, and ethics. It is learned, not inherited through genes. Frendo (2005). The growing business challenges of the globalization have urged people from different countries of the world to communicate. Intercultural competence urges these people to be aware not only of the way to use language, but also to understand things like ‘values’, ‘attitudes’, that may differ from one ethnical group to another or according to different stereotypes.

Stereotypes are known to be generalizations which are often used to simplify and categorize other cultures, and by extension the people in those cultures. “We often use them to try and understand a new situation or unfamiliar behaviour”. Ibid (p 12).

1.9 Writing and other skills in EBE

Teaching BE or EBE students requires more attention to the productive skills (speaking and writing) without neglecting the receptive ones (listening and reading). The researcher has highlighted the importance and rationale of the writing skill in business context. Speaking is of such importance for BE learners. Frendo (2005) have cited some current speaking activities in business contexts like socializing, small talks, presentations, meetings, negotiating.

“Socializing is one such skill, and is relevant because such a lot of business-related interaction is done in places like restaurants, airports, before and after meetings, or standing chatting at trade fair stands.” Frendo (2005), indeed, socializing refers to conversations that take place outside a business setting but which influences heavily on the exchange, ‘socializing may be vital in establishing rapport with a business partner, and good rapport is often considered essential to good business’. (ibid)

“A presentation is a talk given by one individual to one or more listeners”. Brieger (1997). Therefore, business presentation skills are as much important for BE learners as they are future managers and will be urged to present reports or small talks on the branding of a new product for instance.

Listening and reading are also vital skills to BE learners. According to Brieger (ibid), listening refers to understanding the gist and detail of different types of speech. They include native speaker normal speed (colloquial) eg: general discussion, native speaker normal speed (formal) eg: TV news broadcast and so forth.

Reading: understanding the gist and detail of different types of texts; (ibid) including correspondence (email), reports and all the different reading business activities. Therefore, BE learners require the combination of all skills to be ready for any exchange activity like a sales transaction, a marketing communication, trade negotiations, etc.,.

1.10 Technology, Language Teaching and Learning and ESP

In recent years, English language teaching and learning have become tightly linked to the use of new technologies. In fact, the rapid spread and plethora of new technologies available to teach the language have urged teachers to keep up to date with new teaching methods. Traditional methods have proved effective but new technologies also known by ICTs (information communication technologies) provide much more opportunities that cannot be ignored. In addition, through the use of information and communication technologies (ICTs) such as interactive boards, tablet PCs, smartphones, the Internet and computers in education, it is possible that class engagement increases, the lessons become more productive and fun, learning becomes more effective and students become more motivated (Gunuc 2016). By this token, Carless (2013: 2689) asserts that:

In language education, technology is regularly included in conceptualizations of innovation such as this one from the Encyclopedia of Applied Linguistics: “Examples of innovation in language education over the past few decades include new pedagogic approaches, such as TBLT; changes to teaching

materials; technological developments, such as CALL; and alternative assessment methods, such as the use of portfolios”, handbook of technology and second.

Graddol (1997) views that “technology lies at the heart of the globalization process; affecting work and culture”. In fact, the globalization process has urged people around the world to communicate for various reasons mainly for trading and get business exchanges via the English language that has gained supremacy over the other languages; For according to Graddol (1997)“it is the language at the leading edge of scientific and technological development, new thinking in economies and management, new literatures and entertainment genre”.

All in all, technology integration especially in language teaching has proved very fruitful. In this sense, Barron, Orwig, Ivers and Lilavois (2001) view the benefits of technology integration as following;

- Encourages students to learn actively, cooperatively based on learning and critical thinking
- Supports various learning styles of students
- Provides individual development and motivation
- Increases teacher-student interaction
- Improves communication skills
- Helps students build cultural bridges.

Indeed, these are some benefits to integrating new technologies, it comes out that there are many others as time saving, remote learning and teaching and therefore, reducing mobility cost and establishing self monitoring.

To this end, Gunuc (2016) observes that “the use of ICT in teaching and learning is limited to some extent, along with being a general concept”. In other words, the use of every ICT form for teaching and learning does not mean technology integration or does not make significant contributions to the teaching-learning process. Indeed, ICT integration in language teaching has to be pre-planned and structured before any

teaching and is said to be is a process that requires a systematic approach. In the same sense, Al-Mohammadi & Derbel have stated that “In order to integrate ICT tools into the field of English Language Teaching (ELT), there is a need for all education stakeholders to support the integration process in order to make effective planning and cooperation. In this context, teachers and decision-makers have a great responsibility”. (2014). Indeed, nowadays learners are using different technological devices like smart phones, laptops, but that doesn't entail the integration of technology in language learning. We can talk about ICT integration, when there is a structured pre-planned process.

The recent literature about the use of technology in language teaching had some connotations of fashionable teaching methods and updated ones; but the world shock of 2019 concerning the pandemic COVID- 19 turned out that technology has become vital to keep on remote learning and teaching as well as remote assessment for the safety and welfare of human kind. Therefore, stakeholders and teachers had no choice but to integrate ICTs as the pandemic restrictions have limited learners and teachers' physical contact and promoted remote training. In this view, Maila D. H. Rahiem (2020) sustains

that “remote learning due to school closures during the COVID-19 pandemic is significantly different from well-planned online learning. It is not just online learning; it is Emergency Remote Teaching (ERT) or Emergency Remote Learning (ERL) or Pandemic Pedagogy”. Hence, the integration of technology in teaching and learning in general has become of paramount importance to cater with the pandemic situation and not to ignore further situation later on as “The shift happened all of a sudden without prior planning; it was an instant response to a crisis that occurred without warning.(ibid)

The Algerian stakeholders have provided all national universities with e-platforms and made it available to every teacher and learner even before the COVID-19 pandemic to share international standards. Thus, in this piece of research the investigator has shed light on Blended Learning as an ICT tool to enhance the teaching and learning of the language with a special focus on the writing skill.

1.10.1 Blended Learning

Also known by hybrid learning, it is the teaching method which combines classroom and online learning. The teaching process is no more restricted into indoors

settings but takes place outdoors as well. This relatively teaching new method combines traditional teaching methods with what we mostly call ICT or more exactly TEL (technology-enhanced learning). The latter designation mirrors the main goal of this new teaching method that aims at improving and varying teaching styles.

Different definitions have been formulated to describe BL, yet, “even though this term is frequently used, there is an ambiguity about what is actually meant” (Oliver and Trigwell 2005)

In this vein, Graham (2006:5) sustains that: ‘Blended learning systems combine face-to-face instruction with computer-mediated instruction’

Furthermore, Blended learning is a new method in education that blends face-to-face classroom teaching with suitable application of technology or online resources. It allows students to explore the learning process critically as a continuation of the face-to-face learning session (Ginns& Ellis, 2007; Shih, 2010;Northey, Chylinski, & Govind, 2015;Cleveland-Innes and Wilton, 2018).

Most of the definitions have been criticized as according to some scholars Blended Learning is not just a haphazard combination of online and classroom sessions. The risk is to have two separate teaching sessions without meaningful content and correlation. Garrison and Kanuka (2004:96) describe blended learning as ‘the thoughtful integration of classroom face-to-face learning experiences with online learning experiences’. This last definition added the word ‘thoughtful integration’ that added extra credit to the definition to explain that the combination of online and face to face delivery mode should be carefully planned and structured. The word ‘online’ is also more likely than ‘computer-mediated’ for nowadays learners are more widely using online tablets and mobiles.

Another narrower definition has been spotted which introduces the ‘synchronous and asynchronous dimension to the two teaching modes, that sustains that: ‘Blended learning extends teaching and learning beyond the classroom walls, integrating face-to-face and online modes, which can be synchronous or asynchronous to produce an effective learning experience’ (Cleveland-Innes and Wilton, 2018; Brew, 2008). According to Metcalf (2003), synchronous is “frequently used to describe live training online-real time interaction between instructors and remote students” (p. 20), while the term asynchronous refers to “instruction is just-in-time, when you need it” (p. 21). Cited

in Madoline. M, Léa. Yahchouchi. A. C. (2020:759).

Watson (2008) described blended learning as a major segment of a continuum between fully online and traditional face- to-face settings. According to him, the blended learning continuum comprises the following categories:

B1) Fully online curriculum with all learning done online and at a distance and no face-to-face component,

2) Fully online curriculum with options for face- to-face instruction, but not required, 3) Mostly or fully online curriculum with select days required in classroom or computer lab,

4) Mostly or fully online curriculum in computer lab or classroom where students meet every day,

5) Classroom instruction with significant, required online components that extend learning beyond the classroom and beyond the school day,

6) Classroom instruction integrating online resources, but limited or no requirements for students to be online,

7) Traditional face-to-face setting with few or no online resources or communication. (2008:6). Cited in Hrastinsk, S. (2019).

Bull and Garofalo (2005) compared between traditional teaching methods and blended learning and laid down the many advantages from this new teaching method. They are adapted in the table beneath.

**Table 1.1 Comparison between the Traditional and Blended Learning Contexts
(Bull and Garofalo, 2005)**

Traditional Learning Environment	Blended Learning Environment
Instructivist	Shift in focus to the constructivist pedagogical philosophy
Behaviourist	Shift in focus to the cognitive and constructivist learning theories
Teacher-centred instruction	Student-centred learning

Single-sense stimulation	Multi-sense stimulation; Access and exchange Information in a variety of ways
Single-path progression	Multi-path progression
Single medium	Multimedia
Isolated work	Collaborative work
Information delivery	Information exchange
Passive learning	Active/exploratory/inquiry-based learning
Factual, knowledge-based learning	Critical thinking and informed decision-making
Isolated, artificial context	Authentic, real-world context

The comparison has tackled some main differences when comparing between traditional and blended learning like in the instructivist learning theory where instructors explain why and how to learn about the topic. On the other hand, with constructivism, the role of the teachers or more appropriately in our context instructors becomes the one of facilitators. Learners are encouraged to interact, exchange views and experiences and construct meaning based on their needs.

Blended learning also shifts teacher-fronted classrooms to students-centred classrooms. It has been noticed that learners feel more engaged and are then, active participants in the learning process. Bandura (1977) maintains that “Blended learning shifts the authority of teaching and learning from teacher-centred to learner-centred, improving student’s self-efficacy and reducing their anxiety in an EFL learning environment”. In the same token, research has proved that students enrolled in blended learning courses are more motivated and engaged in learning, with empowered skills of critical thinking compared to those in face-to-face classes (Donnelly, 2010; Owston et al., 2008)

All in all, the study showed that blended learning could offer universities the opportunities to endorse technology, stimulate inquiry, and advocate meaningful and active learning (Garrison & Kanuka, 2004).

Although the Blended Learning course intended to the present study was planned and established before the COVID 19 pandemic to improve students' language learning and to remedy to the weak time load devoted to the teaching module, it has become the fallback method to the staggered restriction policy for university learners in Algeria and possibly can have implications for other similar situations. Therefore, nearly most of the course has been delivered online.

1.10.2 EBE, Writing and Blended Learning

It has been already displayed before in this piece of research that the English language has become the language of worldwide communication mainly for business and trading in different parts of the world. In this vein, Frenco (2005), Soprana, (2017), Zhang (2007) claimed that "In the modern age and with the wide spread of globalization, the English language has played an important role in connecting people and serving universal communication for business purposes". It is then, non-realizable to talk about holding academic or managerial business positions without plain and effective command of the English language.

Therefore, EBE learners are urged to master and use business English that meets their scholar and job requirements. According to Stock (2005) to succeed in modern business conditions one should manage complex communication processes in any of its fields. In this study, the researcher has shed light on the writing skill as 'the ability to write effectively in English is becoming increasingly important in English-medium higher education'. Weigle (2002). Therefore, "in ELT blended courses are used to improve learners' writing abilities" Adas & Bakir (2013). This could be transferred to ESP and EBE learners targeted in this investigation.

Blended Learning is implemented to improve the business learners writing skill as the Algerian government affords the Moodle digital platform to university learners. Moodle stands for Modular Object-Oriented Dynamic Learning Environment. (Gouali, 2020). It is also a learning Content Management System (LCMS) that helps teachers create and manage their own personalized online course, exchange documents,

intervene instantly within the course, grade, give assignment, assess and see their students' progress throughout time (ibid). The present study doesn't investigate the Moodle platform but rather how to use Moodle to convey different materials (audio-video-pdf worksheets...), assignments, feedback and assessment to learners.

However, it should be reminded that the implementation of new technologies, in this case blended learning implies advantages and drawbacks. "On a positive side, e-learning allows for a learner-centred, self-paced, cost-effective way of learning and on a negative side, there is a lack of social interactions, higher degrees of frustration and confusion, with higher preparation time for instructors" (Zhang et al., 2012). Careful preparation is mandatory for the success of e-learning, where Sun et al. (2008) suggested that perceived e-learning satisfaction is depended on the six dimensions: learner, instructor, course, technology, design and environmental.

Therefore, the restrictions due to the COVID 19 pandemic have fostered the concept of using a digital platform for improving students' learning abilities and therefore the case study has been conducted under these conditions, even if it has been planned before it.

1.11 Conclusion

The main theoretical concepts about the research topic are stated in this first chapter namely ESP, the writing skill and Blended learning. The researcher has started by defining ESP to move to the different branches it maintains. This is of course to deal with the target sample in this research involving EBE. Hereby, the researcher has highlighted the teaching and learning practice around EBE within its objectives. She approaches then, the writing skill and demonstrates its importance and tightly connection to the EBE learning practice. To do so, she has dealt with the evolution of writing through ESP in general and EBE in particular with the expansion of genre analysis research. The third section to this chapter has involved the description about the use of new technologies with ESP and EBE learning. Blended learning that has been selected among the ICTs as a new teaching method has been defined and some comparison between traditional teaching method and Blended learning has been

portrayed. The researcher has then demonstrated the utmost importance to include ICTs within the teaching and learning process especially after the world crisis of COVID-19.

Chapter Two

Situation Analysis: ESP Teaching in Algeria

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2.1 Introduction

2.2. A Linguistic Overview in Algeria

2.4 The English Language Status in Algeria

2.4.1 Historical and Political Background

2.4.2 Schooling System

2.4. ESP Situation Analysis in Algerian Universities

2.5. Faculty of Economic Sciences

2.5 Branches of the Economic Science Department

ESP and the Economic Science Branches

ESP in Banking and Finance

ESP Teachers in the Economic Science Department

2.11 The Role of EBE Teachers

2.12 Conclusion

2.1 Introduction

The present chapter introduces the reader to have an idea about the situation analysis about the ESP teaching and learning in Algeria. At first, the chapter introduces the linguistic situation in Algeria including the official first language (Arabic). The second official language of the country (French); then, the foreign language English. This is to shift to the ESP situation in Algeria in general. Then, light was shed on the economic science department of the University of Tlemcen to spot thereafter, the banking and finance stream. As the role of the ESP teacher has proved determinant to the success of the ESP classes, a complete description of the roles of an ESP teacher was provided. The description is followed by the ESP teacher in business streams.

2.2. A Linguistic overview in Algeria

Algeria was marked linguistically by the invasions throughout history and mirrors a crossroads of civilizations. The first inhabitants were known by the Tamazight, reckoned by the term 'Numidia' and used a language that was mostly oral. Written scripts relied on Phoenician alphabet due to some conquests. Chaker Salem (1980:31) observes that the language origin "certainly of Phoenician in its essence and structure"

Algeria, then, witnessed a myriad of conquests namely the Roman where Latin was imposed. Arabic, Spanish, Ottoman, then, the French conquests have marked the socio-political and the linguistic changes in Algeria. But, The French colony that lasted for more than a century _from 1830 to 1962_ was certainly the most dominant and influential. Taleb Ibrahimi (2000:66) deems that the French language represents

The only language among the other languages which lasted and influenced its users. It has gained a particular statue in the Algerian society. The French language which was imposed on the Algerian by fire and blood, constituted a fundamental element in the French policy in depriving people from their identity and the deculturation.

The post French colonial period was the struggle to the Arabisation process, which states that the Arabic language is the national and official language (Tabory and

Tabory, 1987). It is only in the post-colonial period that stems for the first time the English language as a foreign language.

2.3 The English Language Status in Algeria

In order to understand the linguistic development of the English language in Algeria, one has to shed light on two main parameters: history and decision made at the level of the schooling system.

2.3.1 Historical and political background

The colonial period in Algeria relied heavily on the French language and was considered as “the most effective means to make [their] progress and domination in this country” Turin (1983:40). Therefore, French language has become the first national language. In spite of all measures of deculturation, the Arabic language didn’t disappear and was taught secretly in some Zaouias (Islamic schools), but no English language education existed till this period.

1969 marked the first English language emersion after the appointment of the first General Inspector of English language teaching in Algeria. Other reforms in 1972 aimed to ‘Algerianise’ (Mize, 1978) the English teaching textbooks and methods (Hayane, 1989) cited in Bellalem.(2008). This reform worked to change for instance British first names in schooling materials to Algerian ones. The main point is to keep the English language as a foreign language and to limit its use to language learning and no other sciences are taught by means of that language. Henceforth, the continual educational linguistic planning decisions and cultural policies changes have created a pitfall in itself. In fact, “the presence of this variety created a language crisis, either political or educational, and gave rise to outcries where everyone claimed monopoly on the language issue: arabization, French-Arabic bilingualism, the English language status, never reaching consensus” Lakhel-Ayat (2008)

As a reaction to the failure of the language policies in Algeria and the wish to face new economic challenges, plain new foreign language policies have been established. Ourghi (2002) classifies these reforms into three main levels: educational-

scientific, economic and cultural; where he posits the English language role at each level as follows:

a-The Educational-Scientific Role: it prepares the learners through a knowledge-base acquisition process so as to facilitate their access to science and technology, favours their participation as active members of the society and promote their professional development.

b-The Economic Role: Ourghi (2002) summarizes the English economic functions in Algeria in what follows:

- To help economic development since it is the language of international banking, economic affairs and trade.
- To guarantee effective communication with foreign partners due to the fact that English is the language of international organizations and conferences.
- To influence the understanding of economy and therefore contribute to economic growth since it is considered as the international language of tertiary education.
 - The awareness of knowledge economy helps to prepare future negotiator sand business managers and makes them become effective economic actors.
 - By this way, Algeria would be able to broaden its horizons in economy and business relations and engender more economic opportunities.
 - Since English is considered as the language of technological transfer, its teaching ensures access to scientific, technological and research information.

c-The Cultural Role: it aims essentially at making Algerian students open-minded towards international norms, encouraging their empathy towards other people's cultures and promoting interaction with them without any apprehension of misunderstanding or cultural shock. Cited in Hemch. H. (2014)

2.3.2 Schooling system

In the post-colonial period, the Algerian schooling system encloses three stages: primary, middle and secondary education. The first two stages are mandatory; whereas, the secondary one is optional. English language is taught starting from middle school after some reforms as it used to be taught only at the second year of the middle school. The secondary phase lasts three years where the English language is also scheduled.

At the university level, Algeria adopted the French university template which means that Algerian faculties are autonomous in the teaching curricula planning. The system resulted in duplication of academic offerings, and complete loss of credits by students changing programs. (Ben Rabah, 1999)

Again, various reforms were introduced to modernize the Algerian university after the some political, socio and economic changes to keep up to date with the globalization trends and demands. The main aim was to encourage and smooth the way to the new Algerian open market economic policy.

At the educational level, the main reform was in the implementation of the LMD system. Rezig. N. (2011) sustained:

The higher education system of Algeria started introducing the LMD reform in the 2004/2005 academic year; it is a new university system initially called the B.M.P issued in the Executive Decree 04-371 of November, 21st 2004 on the creation of a new bachelor degree.

The new LMD system stands for License, Master and Doctorate whose literal translation BMP stands for Bachelor, Master, Philosophia Doctor is the one adopted from Anglophones and Francophones too.

In this vein, LakhalAyat (2008) sees it launching in Algeria as:

“Initially designed in the Anglo-Saxon countries, it (The LMD) is spreading nowadays everywhere, and Algerian authorities decided to apply it in partial replacement of the current system. This degree changes the length of the studies, too: it reduces the degree from

four to three years. The instructors want to deploy it aiming at students' mobility and recognition of the degree in every part of the country and even abroad. Stated in Rezig (ibid).

The new educational system embodied tertiary teaching and learning objectives in general and language learning in particular. Yet, the Algerian Ministry of Education (2005a) summarises the new foreign language learning policy as follows:

The teaching of [foreign languages]...has to be perceived within the objectives of “providing the learner with the skills necessary to succeed in tomorrow’s world”...It is helping our learner to catch up with **modernity** and to join a linguistic community that uses [these foreign languages]... in all **transactions**. The learner will develop capacities and competencies that will enable them to integrate their society, to be aware of their relationship with others, to learn to share and to cooperate...this participation based on the sharing and the exchange of ideas and scientific, cultural and civilisational experiences will allow them to identify themselves and to identify others through a process of constant reflection...In mastering [foreign languages]...every learner will have the chance to know about science, technology and universal culture and at the same time to avoid acculturation. Hence, they will blossom in a professional and academic world and will develop **critical thinking, tolerance and openness towards the others**.

(p. 4) [text translated from French

- words in bold as in original text]

Hence, language learning is no more considered as merely utilitarian but as a means to reach cultural, scientific and ideological enhancement. Light is shed on the learner’s skill to reach science and technology. Critical thinking is also encouraged to reach knowledge. Definitely; English language learning in general has been promoted and the new LMD system, also called the professional license has proved crucial to

improve and widespread ESP. In this respect, the next title will highlight its actual situation in our country.

2.4. ESP Situation analysis in Algerian universities

Governmental politico socio economic, reforms to open the Algerian economy to the rest of the world have urged Algeria to use a multitude of languages without which no communication would be possible. The worldwide emerging globalization process has proved the supremacy of the English language over the other largely used languages where English has become a ‘lingua franca’ around the world.

The linguistic development in Algeria is summarized by Mohamed Benrabah (1999) into three main stages:

The first of which is the dominance of the educational system in Algeria by the French colonization, the second lasted from independence to the 1990’s were a policy of arabisation was implemented and the third began in the early 2000 characterized by the transition to globalized pedagogy or the free market economy.

Indeed, the early 2000 marked large changes at the tertiary level, namely through the implementation of the LMD system. In this sense, the Algerian Ministry of Higher Education and Scientific Research has put into practice the project of the creation of the ESP centers in Algeria in 1988. The objective was to enable the centers with the necessary pedagogical and material equipment to develop the scientific research in the field. Thus, the nearest ESP centre was settled in Oran a city which is nearly 95 km far from Mascara.

Nowadays, ESP lectures are offered at almost all the faculties of the University of Mustapha Stambouli at Mascara, namely the Technology faculty and even over almost all universities over the country. However, Ourghi (2002) states that “the absence of a linguistic awareness has resulted into low achievements of the Algerian students in EFL”. The same could be said as far as the situation of ESP case is concerned. In

Ourghi's (2002) classification of the foreign language policy (cited in 2.3.1), it seems that headstakers didn't prepare the country to integrate the educational, economic and cultural layers to a knowledge economic strategy to attain the linguistic awareness required. It is then, crucial to raise awareness and motivation to achieve the needed competence.

2.5. Faculty of Economic Sciences in Abou Bekr Belkaid University of Tlemcen

Originally, a small Department of the first University Center of Tlemcen (CUT) which hosted, from 1977 higher education in Tlemcen, then the National Institute for Higher Education in Economic Sciences (INES) from 1984 to 1989. This period witnessed a rapid growth in student numbers. Thus, the current Faculty of Economics and Management has guided this evolution by emerging among the essential components of the new University of Tlemcen (created in 1990). From Abou Bekr Belkaid University homepage

<https://fseg.univ-tlemcen.dz/fr/pages/25/portrait-de-la-facult>

The next picture is the one representing the faculty homepage on the faculty website.

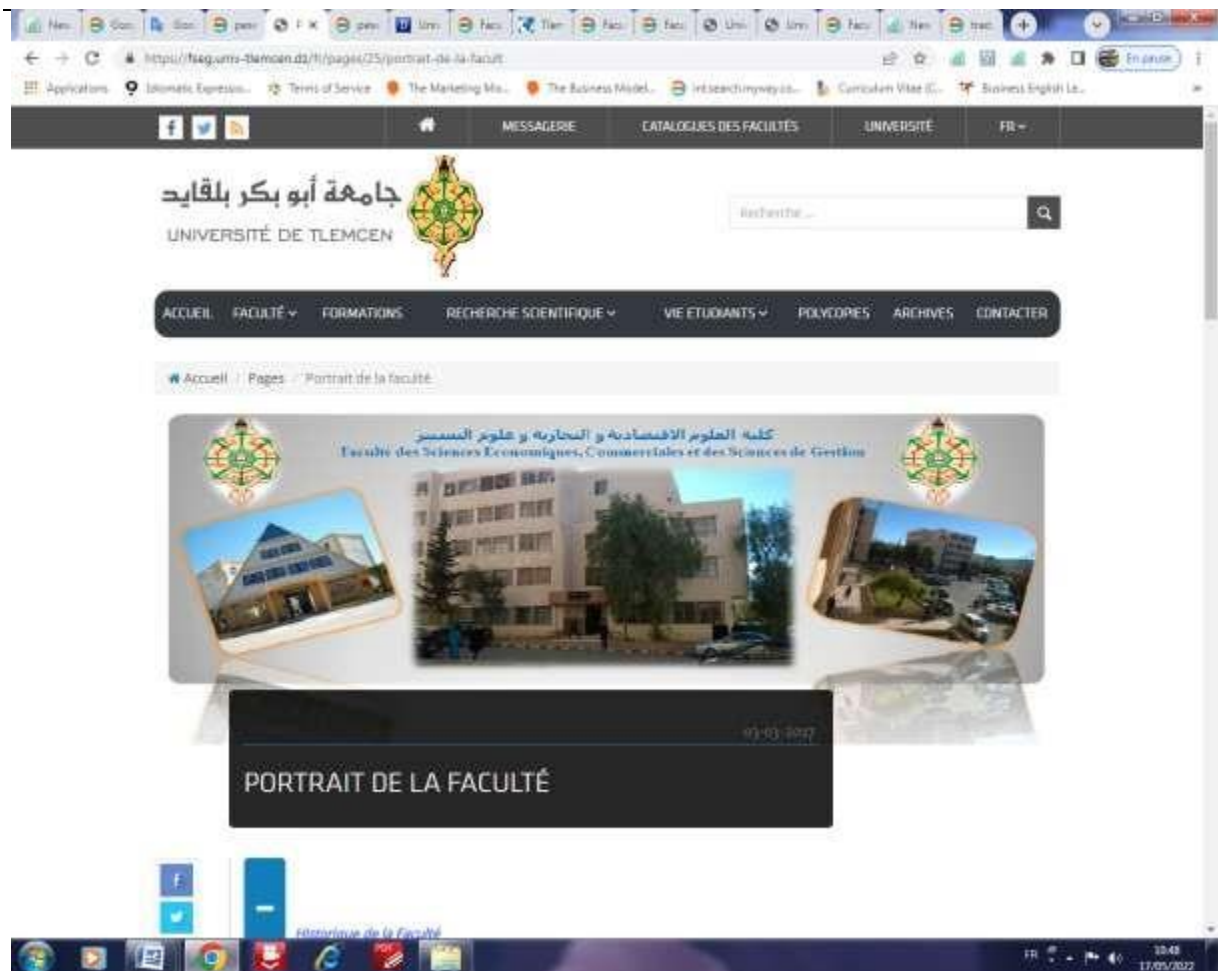


Figure 2.1 Screenshot about the homepage faculty website

As already mentioned, the Algerian university nowadays comes under the LMD system. This latter implies the graduation of three degrees (license- master and doctorate). In the license degree, two years are devoted to the common core, then, starting from the third year different specialties are yielded to students to complete their graduation.

The economic sciences Faculty nowadays comprises four departments:

- Department of economic sciences.
- Department commercial sciences.
- Department management sciences.
- Department of finance and accounting.

2.6. Branches of the Economic Science Department

The faculty has 04 branches:

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

Attractive training courses:

Nowadays, the university provides 13 LMD license specialties, 17 master specialties. Moreover, 07 PHD specialties and 22 PhD field of study are functional.

Important research Pole:

The **Faculty of Economics, Commercial and Management Sciences** gives great importance to scientific research in order to participate in regional and national economic development Faculty groups.

07 research laboratories

150 research professors

35 research projects CNEPRU

19 research projects PNR

As mentioned before, in the first stage of the license degree, the two first years are allocated to the common core, then, in the third year, students choose between the possible specialities. The current study was carried on in the department of Finance and Accounting master 1. Below are widespread the three levels with their specialties:

LMD 3 Licence specialities	Master 1 specialities	Master 2 specialities
<ul style="list-style-type: none"> • Accounting and Auditing • Accounting and Taxation • Banking and insurance Finance • Business finance 	<ul style="list-style-type: none"> • Accounting and auditing • In-depth accounting and taxation • Finance and banking • Business finance 	<ul style="list-style-type: none"> • Accounting and auditing • In-depth accounting and taxation • Finance and banking • Business finance

Figure 2.2 Economic Sciences Specialities and Levels

This title has been devoted to shed light on the actual hard presentation of the economic sciences department at Abou Bekr Belkaid University.

2.7. ESP and the Economic Science Branches

Nowadays, ESP lectures are taught at almost all levels of the different branches starting from the license degree to the last graduation level. Yet, although we mention them as ESP lectures or TD's, they have been assigned by the Algerian Ministry of Higher Education as merely English lectures or courses (general English). The growing demand to professional learning under the globalization and the seek to implement the LMD system have urged in 1988, the Algerian Ministry of Higher Education and Scientific Research to put into practice the creation of three ESP centres throughout the Algerian territory. They were located in Oran, Algiers and Constantine. These centres came into birth after a series of exchanges with some British universities namely Glasgow, Manchester, Leeds, Sheffield, Nottingham and Salford. Hemch. H (2014) in this vein notes that:

It made provision for a group of Algerian students to join these higher education institutions as full-time postgraduate scholars while these universities committed themselves to develop the Algerian-British co-operation principally in the field of science and technology at Magister and doctoral levels.

Nonetheless, efforts behind the creation of the ESP centres in Algeria were dismissed and the dynamic behind their creation has become a mere book exchange workshop as the Ministry of Higher Education and Scientific research has not agreed to grant ESP centers an official status.

2.8. ESP in Banking and Finance

The present investigation settles at the Banking and Finance stream in the Faculty of Economics, Commercial and Managements Sciences of Tlemcen University.

Students enrolled at this level should be able to handle different communicative tasks since they have been attending ESP courses from their first year at the university.

Moreover, at this level they have to demonstrate functional competence of language which is described by the Common European Framework of Reference for Languages (2001) as the use of spoken discourse and written texts in communication for particular functional purposes. A step further, as already stated students at this level need to communicate fluently to achieve some academic or business activities. According to the CEF (ibid:125)

Conversational competence is not simply a matter of knowing which particular functions (micro-functions) are expressed by which language forms. Participants are engaged in an interaction, in which each initiative leads to a response and moves the interaction further on, according to its purpose, through a succession of stages from opening exchanges to its final conclusion.

To this end and in order to fulfill the different requirements, master students should be able to achieve some classroom activities on one hand in:

- Read employment advertisements, terms of sales.
- Write application letters as well as formal/informal emails.
- Understand and ask questions about classroom assignments
- Communicate appropriately with teachers and mates.
- Be able to read and understand marketing and advertising papers.

On the other hand, students should be able to tackle extra classroom activities like:

- Take part in academic participations like study days, conferences...
- Undertake a team or personal business project
- Write articles or projects when undertaking a research.
- Manage a trade exchange activity

However, despite the students' long exposure to the target language from middle school as well as the ESP lectures at the University level- though Business English is different from other varieties of ESP due to its mix of specific content and general content-(Ellis & Johnson, 1994), students demonstrate low achievement in the communicative aspect of the language. Different reasons are expected to contribute to this issue. They are listed beneath:

- Governmental level

It has been mentioned before in (2.7) that the Ministry of Higher Education and Scientific Research efforts to promote ESP in Algeria has failed to achieve its primary purpose as the ESP centres that have been created were soon dissolved for being prevented from an official status.

- Administration level

At this level, as it has been spotted many time by researchers in this field (Bouklikha, 2016; Hemch, 2014;Mebtil, 2015)that the unit coefficient is 1 as well as the credit (the lowest comparing to the remaining units) and this directly impacts

students' willingness and motivation to invest totally in or outside the classroom. The time load is another major cripple as the weekly timing devoted to ESP classes is one hour and a half that refers to one session a week. One should bear in mind that the English language is a foreign language and that the classroom exposure to the language is the only opportunity to use it. Another fact relies too in the module timing. That is, ESP classes are often delivered in the afternoon where students' attention and focus is lowered.

- Student level

Even though students demonstrate willingness to study the language, they don't show enough interest towards this unit. Findings in this sense consolidate this where Bouklikha (2014) observed: "Although subject students reported being motivated to learn English, their classroom behavior showed lack of interest and low motivation".

- Teacher level

Most ESP teachers are former general English teachers with no previous experience or a specific training to teach ESP. Basturkmen (2010:7) asserts that only some teachers who come to work in ESP have received such formal training. Moreover, the absence of an adequate syllabus to teach different specialties is challenging for teachers. In the same vein, it has been observed that

by taking a deep look at the syllabus found in every department, the researcher can say that the approach used to teach/learn ESP is a language-based or a grammar-based approach. No communicative component in ESP teaching/learning is said to be found.

Boudersa (2018)

This confirms the findings that maintained in students' difficulties through the productive skills. The next title displays further the ESP teacher situation.

2.9 ESP Teachers in the Economic Science Department

English teachers at the economic sciences department come from the letters and Human Sciences department. It has been mentioned before in (2.8.4) that the present ESP teachers are former general English learners holding either a license or master degree. Most ESP teachers at the science economic department are part-time teachers with little or no previous teaching experience. The general view about ESP teachers is that they have little or no knowledge about their learners' specialties. Basturkmen (2010:7) is of the view that teachers may find themselves dealing with content in an occupation or subject of study that they themselves have little or no prior knowledge of. This is in fact one of the main issues that face an ESP practitioner. A step further is to explain what an ESP teacher should be in business streams.

2.10 The role of EBE Teachers

“ESP teaching makes additional demands on teachers and course developers in terms of investigating needs and designing courses that may only run for a relatively short time and asks whether teaching ESP is effective” Basturkmen (2010: 9). Furthermore, (BE) or English for business purposes (EBP), or (EBE) has been announced the most evolving branch of ESP today. (Dudley-Evans and St John, 1998; Hutchinson and Waters, 1987)

The growing demand for international business communication, trade, marketing, and advertising necessitates a careful investigation from the ESP teacher to spot his or her learners' needs and expectations. Basturkmen (2010:8) avers that “the ESP teacher/course developer needs to find out what the language-based objectives of the students are in the target occupation or academic discipline and ensure that the content of the ESP course works towards them”. In down to earth words, ESP courses should reflect students' academic and occupational target environment.

Whereas, Business learners are known by EBP, BE or EBE learners, we have to make it clear which type of learners we are talking about between EGBP and ESBP (already mentioned in 1.7 English for general business purposes and English for specific business purposes). EGBP learners are those known by “pre-experience learners or

those at the very early stages of their career” (Dudley-Evans and St John, 1998, p. 55). EGBP is the same one used in EFL classes except the context which involves a business setting. Like English for general purposes (EGP), EGBP courses focus on developing the main four skills: speaking, listening comprehension, reading comprehension, and writing. The only difference is that they are set in a business context (Donna, 2000; Dudley-Evans and St John, 1998).

Besides, ESBP implies “job-experienced learners who bring business knowledge and skills to the language learning situation” (Dudley-Evans and St John, 1998, p. 55). We can now talk about executives whose main aim is to communicate effectively in their current environment. From the above definitions, one can spot our learners as EGBP ones for their immediate goal is to prepare for examinations and academic achievements.

After a clear picture of our learners, let tackle the role of the ESP teachers. “ESP classes cannot meet their objectives without a proficient ESP teacher” (Dudley-Evans and St. John, 1998; Ellis and Johnson, 1994; Donna, 2000). Dudley-Evans and St. John (1998) and Swales (1985) coined the term ‘ESP practitioner’. For according to them an ESP teacher has far more functions than that of an EFL teacher. According to Dudley-Evans and St. John (1998), ESP practitioners perform the role of a course designer and material provider, a researcher, a collaborator, an evaluator and a teacher.

A Teacher

First and far most, an ESP practitioner is a teacher whose main objective is to instruct learners and help them to achieve communicative purposes. However, the ESP teacher is not the content teacher and therefore, learners are in a position where they know more than their teacher on their field of study. This allows and necessitates for more indulgence and collaboration from the ESP practitioner. In this sense, Bojović(2006) observes that ESP teachers need to have considerable flexibility, be willing to listen to learners, take interest in the disciplines or professional activities the

students are involved in, and to take some risks in their teaching. Moreover, (Frendo, 2005; Breiger, 1997) see that ESP teachers guide and enable students to internalise their communicative practices with their objectives. Tasks such as these require being a flexible teacher and a good listener who cares about and caters for what intrigues students, especially in BE classes.

A Course Designer and Material Developer

Effective ESP courses entail the use of adequate materials. Most of the time, no available existing material matches the different specialties of ESP learners and here lies the necessity to design, adapt and match tasks or activities that would meet students' needs. An ESP practitioner becomes a course designer and material developer after the prerequisite needs analysis to depict and analyse his or her students' needs. Furthermore, the ESP practitioner has to assess the new teaching material to adopt or modify the newly tailored course. In our context, and with the adoption of the LMD system, this is possible with the ongoing testing model as well as with the biannual exams.

A Researcher

Doing research is an ongoing process for an ESP practitioner, is not supposed to be a subject specialist in the learners' field. They are also in charge of updating their training according to the constant evolution of sciences and economics. Yet, "Regarding the research into English for Business Purposes, there is a growing interest in investigating the genres, the language and the skills involved in business communication. ESP teachers need to be in touch with the research". M. Kaosar Ahmed (2014).

A Collaborator

The role of the ESP practitioner as collaborator involves cooperating with the subject specialists (Dudley Evans and St. John, 1998). Collaboration with content

teachers is then necessary to engage learners into in-context tasks through linguistic functions. In addition to that, the content teacher may comment on the proposed course to relate ESP lectures to the specific field of learners. Yet, The complete form of such a collaboration will culminate in the emergence of team teach classes in which both teachers and business trainers cooperate to teach the skills and language of communication (Hutchinson and Waters, 1987).

An Evaluator

It is the role of all teachers including ESP practitioners is to assess and evaluate their learners- cited in -2.10.2-. At a first stage, they need to evaluate their students' current background, then, to assess their capacity to process the newly made course after investigating their learners' needs through the NA. Hutchinson and Waters (1987) posit that "the process of evaluating ESP teaching materials necessitates that practitioners seek to measure the effectiveness of the material employed and the extent to which such a material meets the learners' expectations".

The above roles convey most ESP practitioners in general though practitioners may be amenable to assume other functions; hence, some additional roles have been attributed to business streams to meet their peculiar needs. In this sense, "understanding the business needs and environment is extremely imperative to setting and achieving the goals of BE learners practitioners are to act accordingly" (Ellis and Johnson, 1994). Therefore, the next roles have been highlighted to fit business streams.

A Trainer

Thinking about business communication, one has to keep in mind that the instructor's role is to train learners to respond in a job interview, to email a worldwide enterprise, to perform a business presentation for instance; and yet, his task has shifted to train learners to behave adequately in business settings. Frendo (2005) claim that

Whilst a teacher is traditionally considered as an educator whose task is to instruct, educate, and teach learners to enable them to be soaked in their life, a trainer is a person whose main role is to change a person's behaviour or ability to enable them to perform specific tasks or do particular jobs successfully.

A Coach

Coaching involves close assistance and careful assessment to evaluate learners' progression to achieve target aims. This is exactly what business instructors have to attain in order to make their learners ready to behave in job-related tasks. Frendo (2005) extends a coach's definition in business stream; he observes that a coach refers to a person who assists learners to exploit the job-related learning opportunities in their own field. Such a role focuses on helping learners to thoroughly identify their own strengths and weaknesses and plan accordingly (Frendo, 2005). From the above definition, we can notice that the coach's role is not only to assist learners towards target roles but also to in light them to follow business directions they are more endowed to maintain.

A Consultant

"A consultant is an expert who has got enough expertise in a job or a domain" (Frendo, 2005). The business instructor or practitioner is deemed to keep up to date with the last commercial, marketing, trading evolution and yet, he should have enough expertise to be a consultant expertise in his teaching process. Learners should constantly turn and be guided by a skilled consultant.

2. 11. Conclusion

The chapter represents a view eye bird over the ESP teaching at the Algerian university, notably Abou Bekr Belkaid university of Tlemcen. The unit starts from a

glance on the linguistic situation in Algeria and its historical background and development. A description of the ESP situation in the Algerian university describes its birth and evolution in different streams and domains because of the constant evolution and expansion of the global world. The target department is then, described to highlight the situation analysis case with the myriad of possible specialisations offered. The unit then has led to the crucial role of the ESP teacher (practitioner) in general, and ESP practitioner in business streams in particular. Business teaching proved demanding extra roles (as a trainer, coach and consultant) to meet particular learners or workers demand.

Chapter Three

Needs Analyses Design

Chapter Three: Needs Analyses Design

3.1 Introduction

3.2 Basics of a Research Design

3.2.1 Definition of Needs

3.2.2 Needs Analysis Models

3.2.3 EBE Needs

3.3 Case Study

3.4 Sampling

3.5 Sampling Techniques

3.6 Sample Population

3.6.1 Students

3.6.2 Teachers

3.6.3 Workplace Managers

3.7 Instrumentation

3.7.1 Needs Analysis Instruments

3.7.2 Interview

3.7.3 Questionnaire

3.8 Procedure

3.8.1 Students' Questionnaire Methodology

3.8.2 Teachers' Interview Methodology

3.8.3 Workplace Interview Methodology

3.9 Piloting the Study

3.10 Data Analysis Approaches

3.10.1 Qualitative Approach to Data Analysis

3.10.2 Quantitative Approach to Data Analysis

3.11 Conclusion

3.1 Introduction

This chapter is concerned with the NA of master-one banking and finance students in the Department of economic sciences at the University of Tlemcen; for the essence of any ESP course relies in the effectiveness of needs analysis design and implementation. Then, a detailed account of the research methodology and procedures enrolled throughout this study undertaken to identify and analyze these students' needs is provided. In an attempt to answer the research questions stated before, the researcher has employed a descriptive and exploratory case study research method. To this end a needs analysis has been conducted with the master one banking and finance learners to collect data that will serve to shape a writing blended course to meet the learners' needs.

Moreover, this chapter displays a complete description of the respondents that served the data collection through a combination of the research tools as well as different approaches to data analysis namely the qualitative and quantitative approach. Findings have permitted to establish a task based blended course to overcome the language hurdles and promote the writing skill of EBE learners.

3.2 Basics of a Research Design

Any scientific investigation has to follow an appropriate and strict methodology to undertake research. Indeed, it is of the utmost importance to choose and follow appropriate methods and tools to obtain valid outcomes. Furthermore, the choice of the method to utilize depends upon the nature of the research problem.

Cooper and Schindler (2001:16) maintain that good research follows the standards of a scientific method. This implies that:

- The purpose of the research is clearly defined;
- The research procedures are clearly detailed;
- The research design is thoroughly planned;
- High ethical standards are applied in planning, conducting and analyzing research;
- Limitations of the research are revealed;
- Research findings are presented unambiguously;

- Conclusions are justified;
- The researchers' experience is reflected

The scientific method is defined by Bhattacharjee, (2012:15) as a:

standardized set of techniques for building scientific knowledge, such as how to make valid observations, how to interpret results, and how to generalize those results. The scientific method allows researchers to independently and impartially test pre-existing theories and prior findings, and subject them to open debate, modifications, or enhancements

Indeed, the researcher throughout her study has tried to maintain these academic standards. In this vein, various research methods are settled to meet the different investigations. Nunan (1992) adopts nine types of research in the field of applied linguistics that are: experimental, ethnography, case study, classroom observation, introspective, elicitation, interaction analysis and programme evaluation. Being aware of literature review of the ESP field tackled in this study, the researcher decides to use a descriptive and exploratory case study described ahead (3.3) in this chapter.

The description of needs analysis design requires a thorough understanding of students' needs. The next title portrays this concept.

3.2.1 Definition of Needs

West (1994) argues that "the term 'needs' is ambiguous". For, according to Richards (2001) "different values and interests are reflected in the definition and defining the term 'needs' depends on the perception of the one who is making the judgement since teachers, learners, parents, administrators may not have the same views to what needs are". Furthermore, Brindley (1989) describe needs as 'objective' and 'subjective' (1989:65); Berwick (1989) speaks of 'perceived' and 'felt' (1989: 55) needs, Brindley (1989) also sees them as 'target situation/goal-oriented' and 'learning', 'process-oriented' and 'product-oriented' (1989:63); Richards (2001) describes needs

as “the difference between what learners can presently do in a language and what they should be able to do” (p.54). By this token, Hutchinson and Waters (1987) stratify needs in ESP into target needs and learning needs. Target needs refer to the necessities, lacks, and wants and involve what the learner needs to know and do in the target situation. The concepts are defined as follows:

Necessities: necessities are the type of need determined by the demands of the target situation, that is, what the learner has to know in order to function effectively in the target situation’

Lacks: lacks refer to the learners existing language proficiency in order to help determination of the starting point of the teaching and learning process.

Wants: wants relate to what the learner would like to gain from the language course. (ibid: 55)

Learning needs on the other hand implies what the learner needs to do in order to learn. They enclose psychological and cognitive needs, sociological needs and methodological needs.

Additionally, Dudley-Evans and St. John (1998:123) tabulate needs into

- a) objective and perceived needs,
- b) subject and felt needs, product oriented needs, and
- c) process oriented needs.

To explicate, objective and perceived needs are those that enable learners to follow instructions accurately and which teachers can get from facts. Subject and felt needs refer to the ones that correspond to cognitive and affective needs derived from learners and which help them feel confident. Product-oriented needs relate to the needs elicited from the target situation (TS), whereas the process-oriented needs refer to the needs taken from the learning situation (LS) (Dudley-Evans and St. John, 1998).

This latter implies models to needs analysis that comes beneath.

3.2.2 Needs Analysis Models

Dudley-Evans & St. John (1998) propose the table below to encompass the three models to ESP cited above.

Table 3.1 Needs analysis (Dudley-Evans & St. John 1998: 123)

<p style="text-align: center;">TSA Target Situation Analysis</p>	<p>objective, perceived and product-oriented needs, e.g.:</p> <ul style="list-style-type: none"> ○ <i>I have occasional meetings with British colleagues</i> ○ <i>Student X needs to read more widely.</i> ○ <i>I have to write reports.</i>
<p style="text-align: center;">LSA Learning Situation Analysis</p>	<p>subjective, felt and process-oriented needs, e.g:</p> <ul style="list-style-type: none"> ○ <i>I need to see vocabulary written down;</i> ○ <i>I pick things up by listening.</i> ○ <i>I like problem solving.</i> ○ <i>I hate group work</i>
<p style="text-align: center;">PSA Present Situation Analysis</p>	<p>Strengths and weaknesses in language, skills, learning experiences, e.g:</p> <ul style="list-style-type: none"> ○ <i>I find difficult to write persuasively</i> ○ <i>I get my tenses mixed up.</i> ○ <i>My problems is finding the right word.</i>

The table above highlights three models to needs analysis. They enclose the target situation analysis also known as objective, perceived and product-oriented needs. It deals with questions such as: Why is the language needed for? What will the content areas be? In the learning situation analysis known by subjective, felt and process-oriented needs, questions raised might be: What is the learners' attitude towards the ESP course? What teaching styles are they used to?

The present situation analysis uncovers data as learners' academic profile. Sobkowiak (2008: 60) shows that "PSA estimates strengths and weaknesses in language, skills and learning experiences. It asks questions like: How long have they been learning English? Which skills in English have been well-developed?"

A means analysis is also advisable to the above listed needs analyses models. According to Frendo (2005: 25–26) "means analysis looks at the environment in which a course will be run: what is available in terms of equipment, facilities, time and materials, and what is not". As such, we can relate this last one to the methodological needs in the learning needs of Hutchinson & Waters (1989). A summary diagram is highlighted below to indicate what should a needs analysis encompass.

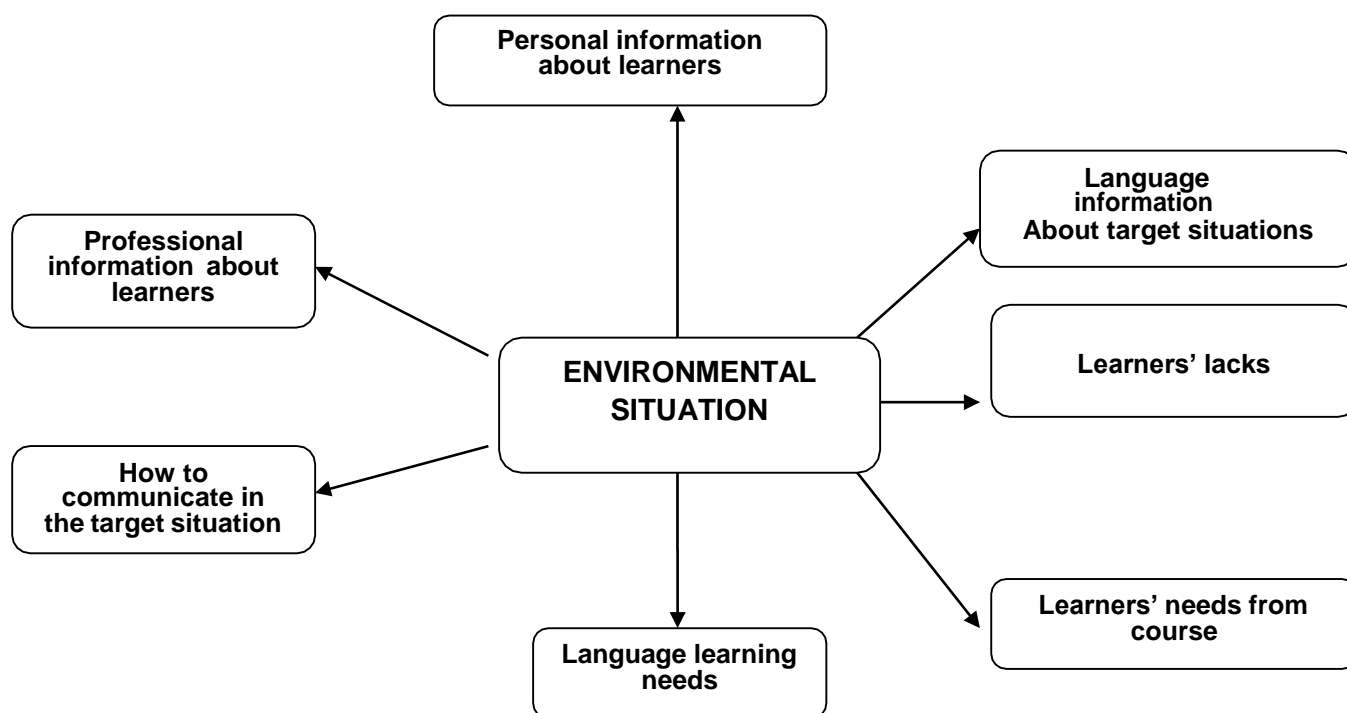


Figure 3.1 What needs analysis establishes (Dudley-Evans & St. John 1998: 125)

The approaches to needs analysis cited before are included in the above figure. It encompasses then, all the vital parameters to consider when conducting an NA. According to Romanowski (2017), they convey the following information:

- a. professional information about the learners: the tasks and activities learners are/will be using English for (target situation analysis and objective needs),
- b. personal information about the learners: factors influencing the way they learn such as their previous learning experiences, cultural information, reasons for attending the course and expectations of it, attitude to English (wants, means, subjective needs),
- c. English language information about the learners: what their current language use and skills are (present situation analysis),
- d. learners lacks: the gap between (C) and (A) (lacks),
- e. language learning information: effective ways of learning the skills and language in (D) (learning needs),
- f. professional communication information about (A): knowledge of how language and skills are used in the target situation (linguistic analysis, discourse analysis, genre analysis),
- g. what is wanted from the course (course expectations and requirements),
- h. information about the environment in which the course will be run (means analysis).

3.2.3 EBE Needs

In order to define EBE needs, one has to know exactly who is the course for? What are the immediate and further needs? What is the time available for training? And more importantly what do they need the language for? Therefore, “pre-experienced learners learn BE to secure a job while job-experienced learners have enough professional background and therefore have specific needs for which they learn BE” (Frendo, 2005). Yet, in the literature before (1.5) the researcher has already specified that she is dealing with English for general business purposes (EGBP) as she investigated university learners that haven’t yet enrolled work-life stage as opposed to (ESBP) English for specific business purposes learners.

Another important aspect to take into consideration highlighted by Ellis and Johnson (1994: 57) refers to “the various functions of the learners, the jobs they are performing as well as their place in the company’s hierarchy”. For, “even if the learners

have not started their jobs yet, it will be possible to predict the overall category they are most likely going to fit into, and as a result, to estimate their future needs and, on this basis, what should be included in the course". P. Romanowski (2017). By this token, Ellis and Johnson (1994) distinguish between "three job categories: managerial, technical and secretarial/clerical positions, and provide a general outline of needs for each group". Managerial needs will mirror some needs like decision-making, advertising operations, negotiating sales exchanges; technical ones deal with material description and manipulation. Secretarial needs are the ones of directory inquiries, sending memos, telephone operator

Therefore, in the 1980's business English has become of paramount significance. All previous theories were gathered to teach business English but special focus was shed on the task completion using the four skills through vocabulary relevant content. Focus is "on the communicative function the learner has to demonstrate as BE is an opportunity to satisfy their 'work related needs'" (Donna, 2000:3)

3.3 Case Study

The notion of the case study method drives us first to have some concern of what a case is? Yin (1993:11) sustains that a case "refers to an event, an entity, an individual or even a unit of analysis". Miles and Huberman (1994) refer to a case as "your unit of analysis" in other words a case refers the object of study. This study is defined as: "an empirical inquiry that investigates a contemporary phenomenon within its real-life context and addresses a situation in which the boundaries between phenomenon and context are not clearly evident". Ibid (1993:59). Hartley maintains that case studies are tailor-made for exploring new processes or behaviors or ones that are little understood (1994). Yet, a case study permits to explore and understand complex issues and permits to gain a holistic view about a given phenomenon.

The present research method is commonly found nowadays in social sciences, psychology, anthropology, education, business studies and so on. We can notice two main influential works on case studies; one put forward by Robert Stake (1995) and the other by Robert Yin (2003, 2006). This latter distinguishes case studies as explanatory,

exploratory; or descriptive. Robert Stake, on the other hand categorizes case studies into intrinsic, instrumental and collective. Yin and Stake's categories are displayed beneath and defined respectively.

- **Explanatory research:** this type of case study would be used if you were seeking to answer a question that sought to explain the presumed causal to explain the presumed causal links in real-life interventions that are too complex for the survey or experimental strategies. In evaluation language, the explanations would link program implementation with program effects (Yin, 2003). Hancock and Algozzine (2006) observe that explanatory designs seek to establish cause-and effect relationships.
- **Exploratory research:** this type of case study is used to explore those situations in which the intervention being evaluated had no clear, single set of outcomes (Yin, 2003).
- **Descriptive research:** this type of case study is used to describe an intervention or phenomenon and the real-life context in which it occurred (Yin, 2006)
- **Intrinsic research:** Stake (1995) uses the term intrinsic and suggests that researchers who have a genuine interest in the case should use this approach when the intent is to better understand the case. It is not taken primarily because the case represents other cases or because it illustrates a particular trait or problem, but because in all its particularity and ordinariness, the case itself is of interest. The purpose is not to come to understand some abstract construct or generic phenomenon. The purpose is not to build theory (although that is an option; Stake, 1995).

Accordingly, the present investigation uses a descriptive and an exploratory case study methodology within the economic sciences students. It first describes the EBE teaching and learning situation and then, explores the EBE students' target and learning needs according to Hutchinson and Waters' (1987) model for the fulfillment of a model course that would meet these students' needs and expectations. This model course is delivered through Blended Learning to gain new insights from new technologies.

Even though case studies have many advantages as they permit “to gain a holistic view of a certain phenomenon or series of events” (Gummesson, 1991: 83), “they remain subject to criticism and known to hold a lack of scientific rigor and reliability and that they do not address the issues of generalizability” according to Johnson(1994). Yin (1984:21) notes that “too many times, the case study investigator has been sloppy, and has allowed equivocal evidence or biased views to influence the direction the direction of the findings and conclusions”. Henceforth, In order to minimize biased or unreliable interpretations and results, the investigator uses more than one data collection method and more than one observer (students, teachers and workplace managers). Findings permit to shape a course based on target and learning situation needs. Then, a post teachers’ interview was conducted to check the effectiveness of the blended course.

3.4 Sampling

The goal of sampling in any research method is to delimit a representative subset within your target population in data collection for it is impossible to conduct your research on the entire population. Richards (2001:58) observes that, “sampling involves asking a partial of potential population instead of the total population and seeks to create a sample that is representative.” Henceforth, sampling implies the selection of the participants from a target population as it saves time and effort. In this vein, the researcher has to be cautious to the way the sample will be chosen for sampling involves strict scientific rigor that impacts considerably the results of the research. McMillan (1996:84-85) writes that “The manner in which subjects are selected has important implications for identifying factors that affect subject performance and for generalizing the results”. Singh (2006: 95) demonstrates the importance of choosing the sample on the entire research process

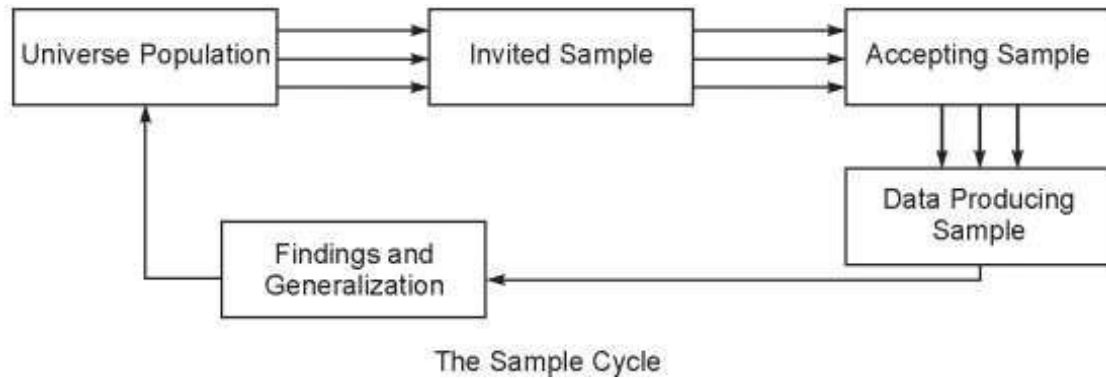


Figure 3.2: The Sample Cycle (Singh, 2006, p. 95)

It is worth noticing that the choice of the sample depends on some parameters like the need, the situation and the availability of the subset that will affect along the research process. It is then, important to make a clear distinction between the different sampling techniques.

3.5 Sampling Techniques

Sampling techniques are broadly divided into two types:

- Probability or random sampling
- Non- probability or non- random sampling

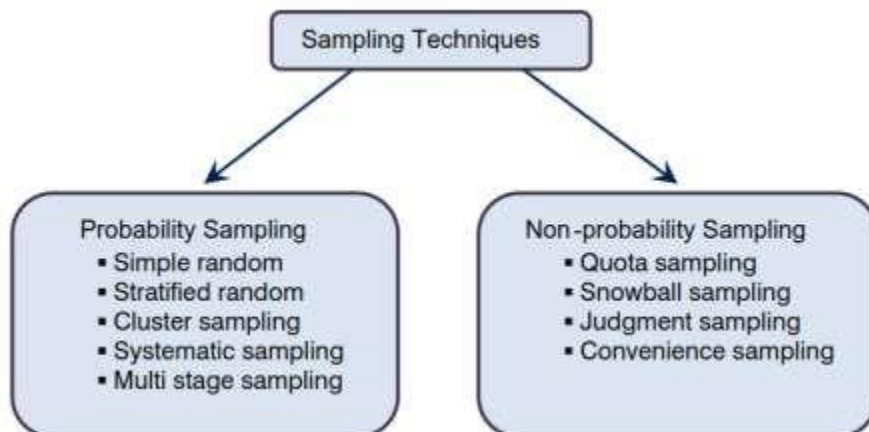


Figure 3.3 Sampling Techniques (Taherdoost, 2016: 20)

Probability or random sampling implies that every part in the invited sample has the same chance to be part of the accepted sample. Zikmund (2002) explains that one way to undertake random sampling would be if researcher was to construct a sampling

frame first and then used a random number generation computer program to pick a sample from the sampling frame.

Non probability sampling, also known by the non-randomization process refersto the sampling technique where not all parts of the population can be part of the sample.To step back to probability sampling (Bhattacharjee, 2012; Creswell, 2014) argument that:

In random sampling, each subject has an equal probability of being selected in the example, so there is less chance of selection bias. Systematic sampling refers to the selection of participants from a population based on an ordered sampling frame. In stratified sampling, the population is divided into subgroups, and the members of each subgroup have similar characteristics; members from each subgroup are then selected randomly. In clustered sampling, the population is split into groups, called clusters, and then clusters are selected randomly.

In the non-probability sampling we can distinguish the quota sampling that “is a non-random sampling technique in which participants are chosen on the basis of predetermined characteristics so that the total sample will have the same distribution of characteristics as the wider population” (Davis, 2005). The snowball sampling is used with rare and unknown populations and therefore, a small subset is invited to recommend other subset which would fit the accepted sample to increase the number of the sample. Breweton and Millward (2001) explain that: “this approach is most applicable in small populations that are difficult to access due to their closed nature, e.g. secret societies and inaccessible professions”.

Purposive or judgmental sampling is a strategy in which particular settings persons or events are selected deliberately in order to provide important information that cannot be obtained from other choices (Maxwell, 1996). Therefore, the researcher selects deliberately his sample as he believes they fit to the accepted sample.

The different sample methods are known to hold strengths and weaknesses as it is displayed in the table beneath:

Table 3.2: Strengths and Weaknesses of Sampling Techniques
(malhotra and birks, 2006)

Technique	Strengths	Weaknesses
Convenience sampling	Least expensive, least time-consuming, most convenient	Selection bias, sample not representative, not recommended by descriptive or casual research
Judgment sampling	Low-cost, convenient, not time-consuming, ideal for exploratory research design	Does not allow generalization, subjective
Quota sampling	Sample can be controlled for certain characteristics	Selection bias, no assurance
Snowball sampling	Can estimate rare characteristics	Time-consuming
Simple random sampling	Easily understood, results projectable	Difficult to construct sampling frame, expensive, lower precision, no assurance of representativeness
Systematic sampling	Can increase representativeness, easier to implement than simple random sampling, sampling frame not always necessary	Can decrease representativeness
Stratified sampling	Includes all important sub-population, precision	Difficult to select relevant stratification variables, not feasible to stratify on many variables, expensive
Cluster sampling	Easy to implement, cost-effective	Imprecise, difficult to compute an interpret results

It is therefore, the investigator's responsibility to select the convenient sample according to the study and availability. Yet, in the present study the researcher balanced between the probability and non-probability sampling. Simple random technique was used for students that participate to the questionnaire. Cluster sampling was employed for the sample involved in the course delivery as she used one class so the clusters were pre-made. Purposive or judgmental sampling was used for the ESP teachers.

3.6 Sample population

This section spots light on the different informants selected to conduct the present study. Economic Science students, ESP teachers and workplace managers served the data collection tools. The main point is to describe and understand the situation in the economic science department to fix a course that meets the objectives of this study.

3.6.1 Students

The informants involved in this research are Baccalaureate holders; they have been studying general English in middle school for three years, then in high school for three other years. At the university level, they are having English language courses at all stages of university graduation, three years in the licence degree which refers to nine years language exposure. Moreover, students involved in this study are graduate master degree. They, also have access to ESP courses during the first theoretical year as the second one is practical where they are urged to write their dissertation master degree.

Fifty five (54) Master one students selected randomly from the science economic department from the banking and finance field were enrolled in the questionnaire. Twenty three (23) students: eight boys (8) and fifteen (15) girls between twenty one (21) and twenty five (25) years old participated to the course delivery. Although, the number of participants is rather small, Holloway and Wheeler posit that “sample size does not influence the quality of the study” (2002: 128). Note that the informants involved in the needs analysis are not the ones concerned in the course delivery as the investigator needed some time to design a course but they share the same characteristics.

3.6.2 Teachers

The study deemed ESP teachers warrant to be involved in this study as they are the only participants apart students to provide valid data about students’ English needs and lacks and the current ESP situation in the economic sciences department. Seven (7) ESP teachers were involved in a structured interview and one teacher served the course delivery.

Indeed, a structured interview has been conducted with 7 language teachers at the Economic Sciences Department. Two are part time teachers and the others are full time ones among them we have three doctorate and two lecturer teachers. Their teaching experience at the university level varies from 5 to 16 years as language teachers. The ESP teachers have been teaching English in different departments of the faculty, namely Commercial Sciences, Accountancy and Taxation, Human Resource Management.

3.6.3 Workplace managers

In an attempt to cross check the results, the researcher conducted an interview with a profile of future E.B.E students as many of these students holding a licence or master degree postulate for bank positions. Thus, in this research, we have selected four bank workplace officers with different rank positions. However, the sample selected has the same characteristics as the population studied. The four informants in the workplace were/ are as follows:

- One Bank director. (20 years in service)
- One bank executive. (20 years in service)
- Two customer charges. (5 years) and (4 years)

3.7 Instrumentation

After selecting appropriate research methodology to meet the study objectives bearing in mind budget and time constraints as well as the issue nature in addition to the exceptional circumstances due to the covid 19 pandemic, the choice of the research instruments is as much important as the methodology employed to serve the present investigation. The researcher in this study used what we call the two main survey data collection models. This implies the use of a combination of questionnaires and interviews with different informants at different phases of the study as “using various research instruments in gathering data may add essential insights and help obtain a more realistic picture of the target situation” (Bacha, 2004). Dörnyei (2007) too, argues the advantages of the mixed method approach to data collection in:

- Increasing the strengths while minimizing the weakness of each paradigm;

- Allowing for several -layer of analysis;
- improving the validity of the research outcomes;
- claiming the generalizability of the results.

Henceforth, the research methodology entailed a NIA to gather data, then, a descriptive case study was carried out after the course delivery using a post course questionnaire and interview.

3.7.1 Needs Analysis Instruments

For the requirements of the NIA, both a questionnaire and a structured interview were employed to gather the data required to answer the research interrogations. Singh (2006:191) sees that “each tool is particularly appropriate for certain sources of data yielding information of the kind and in the form that would be most effectively used”. These data collection tools were ranked into rubrics according to Hutchinson and Waters’ (1987) model.

3.7.2 The Interview

The first data collection method used in this study involves an interview. This latter is known by a conversation between two individuals for the purpose of collecting relevant information to serve the inquiry objective. “Interviews -compared to questionnaires- are more powerful in eliciting narrative data that allows researchers to investigate people's views in greater depth” according to Kvale (1996). In a similar vein, Richards (2001: 61) adds that “interviews allow for more in-depth exploration of issues that is possible with a questionnaire, though they take longer to administer and are only feasible for smaller groups”. Indeed, interviews are known to be time and sometimes cost consuming but can be used to obtain valuable data. Duff (2008:134) argues: “Interviews are one of the richest sources of data in a case study and usually the most important type of data to be collected. Interviews provide the researcher with information from a variety of perspectives.”

There are three types of interviews (Nunan, 1992; Weir & Roberts, 1994; Richards, 2001; Trochim, 2001) cited in Lamri (2015)

□ Informal interview: it is also known as unstructured interview. In this sense, the questions are not structured and they are permanently adapted according to subjects' answers. When using this instrument we can obtain unpredictable answers that led us to be out of research aims and objectives.

□ Focused interview: Or semi-structured interview, focus on the main elements of the topic to be studied, for that reason; researchers do not prepare determined questions to be answered, but they know at what time, during the interview, and how to ask question to obtain what is aimed at. This type of instrument offers sufficient flexibility to approach different respondents differently.

□ Formal interview: It is a structured interview like a questionnaire. A list of questions is prepared by the researcher and verbally administered to the subjects following the same order.

In this study the researcher adopted structured interviews for “A structured interview in which a set series of questions is used allows more consistency across responses to be obtained” Richards (2001)

Yet, two interviews were conducted at the preliminary phase of the study. The first one was directed to ESP teachers of the science economic department. The rationale behind choosing these respondents is that they are the first individuals that can describe students' actual situation. They can also inform us about their current English proficiency level in general and writing abilities in particular.

The second interview was directed to workplace managers. The investigator chooses bank officers with different rank positions as many students from the science economic department apply for bank positions (already mentioned above) to highlight future students' English language needs, wants and expectations. The post course interview was intended to the ESP teacher that administered the course.

A post course interview was conducted with the ESP teacher that was in charge of the course deliver.

Brown (2001) however, reviews the advantages and disadvantages of interviewing in the following table:

Table 3.3 Advantages and disadvantages of interviewing (Brown, 2001)

Advantages	Disadvantages
high return rate	time-consuming
fewer incomplete answers	small scale study
can involve reality	never 100% anonymous
controlled answering order	potential for subconscious bias
relatively flexible	potential inconsistencies

All in all, regarding advantages and disadvantages of interviews, the researcher chooses a multi-method approach where she uses a second data collection tool to avoid bias and misleading data.

3.7.3 The Questionnaire

Questionnaires are the most common research tools used within research methodology as they are rather easy to deliver and they suit small and large groups. Singh (2006) argues that “The questionnaire is probably the most used and most abused of the data gathering devices”. (P. 191)

This data collection tool uses a series of questions waiting for answers to gather information needed to serve the study questions and hypothesis. Indeed, Richterich and Chancerel (1980, p. 59) maintains that “questionnaires are structured instruments for the collection of data which translate research hypotheses into questions”. All in all, Richards (2001:60) summarizes the definition of questionnaires as “... one of the most common instruments used. They are relatively easy to prepare, they can be used with large numbers of subjects, and they obtain information that is relatively easy to tabulate and analyze”. Indeed, they are known to be easy to conduct and interpret and permit to obtain different data categories namely factual, behavioral and attitudinal.

A well designed questionnaire should contain or avoid a number of elements. Johnson (1992: 113) cited in Graia.W, identifies the following principles as general guidelines for a good questionnaire:

(i) Items should be written in clear, non-technical language that is easy to understand.

(ii) Items should not contain negative phrasing that is difficult to process (For example, *Which one of these is not a disadvantage?*).

(iii) They should contain only one idea per item. For potentially confusing items, it is important to give the respondents an example that illustrates how they should answer the question.

Indeed, if administered properly, questionnaires can prove to be an excellent method to obtain quantitative data about people's attitudes, values, experiences, and past behaviour (Bell 1999) cited in Ben Beiske (2002). However, questionnaires also bear limitations. Indeed, questionnaires may be completed in a rush or in a dishonest manner. Some questions also might be left unanswered. All in all, the researcher intentionally chooses the combination of the interview and the questionnaire to minimize bias and maximizes validity and reliability of the research. Furthermore, these both survey data collection methods permit to obtain qualitative and quantitative information.

To step back to the questionnaire design, a variety of questions were used. Indeed, the questionnaire's literature identifies generally three question categories: open-ended questions, closed-ended questions including scale ones and mixed items. Further detail is worded below:

- Open-ended questions: imply that respondents are not restricted to pre-determined answers and that they are free to demonstrate their opinions, beliefs or perceptions about a given topic, for instance, a new teaching method. Open-ended questions require greater thought and

contemplation on the part of the respondent, and are, therefore, more time intensive to answer (Salant & Dillman, 1994:79). They are mostly used at the end of questionnaires, but they are difficult to analyze and tabulate. Salant and Dillman (1994:93) also explained that open-ended questions that require precise answers are difficult for respondents to quickly answer.

- Closed-ended questions: they imply that respondents are restricted to a limited set of responses mostly known by yes/no answers as sustained By McIntyre, (1999, p. 75) *closed-ended* questions require the respondent to choose from among a given set of responses. In this type of questions, respondents may also have to choose from a set of responses as those provided by the so called Likert scales or the numerical ranges. Perry (2011: 123) provides a plain explanation:

Closed-form items provide a set of alternative answers to each item from which the respondent must select at least one. For example, a question might require a participant to choose either yes or no, agree or disagree. A statement might be given requiring participants to indicate their level of agreement on a five-point scale. This scale is often referred to as a Likert scale.

- Mixed questions: as their wording means, they refer to a co-existence of both open-ended and closed-ended questions. They, generally start with a closed-ended question with a limited set of answers to choose from, then, they ask for justification or for further explanations. An example beneath is taken from students questionnaire:

- Do you like English sessions?

-Yes

- a Little

-

No

Why?

All in all, in using this type of data collection the researcher should use simple vocabulary, avoid abbreviations. Moreover, Survey questions should use words that are consistent with the educational level of the intended respondents (McIntyre, 1999: 78).

3.8 Procedure

The study started by an NA with a questionnaire administered to the master one banking and finance students, a structured interview with the ESP teachers and a structured interview with the bank officers. These different research tools are described in the next literature.

3.8.1 Students' questionnaire methodology

The questionnaire served the research objectives and hypotheses mainly to find out students' needs to enhance their writing performance, to understand actual hinders that inhibit the fluent learning process and test students' opinion about the use of the new teaching method that of the Blended Learning. Nachmias and Nachmias (1996) assert that: "the questionnaire must translate the research objectives into specific questions and that answers to such questions will provide the data for hypotheses testing". Therefore, the questionnaire comprised three parts: target needs, learning needs and students' perception of Blended Learning. Target and learning needs then, were divided into rubrics: necessities, lacks and wants. Then, psychological and cognitive needs and methodological needs were listed for the learning needs.

a- Target needs

According to Hutchinson and Waters (1987), target needs refer to what the

learner needs to know and do in the target situation. It is divided to necessities, lacks and wants.

Part one: necessities refer to what the learner needs to know to function effectively in the target situation.

Question 1: intends to know whether the informants have received an English language course at the university level.

Question 2: this question asks informants about the nature of the English course received at university either general English or English for specific purposes.

Question 3: the question seeks to find out the informants' perception about enhancing their business language performance for future studies or work opportunities.

Part two: lacks, known as the gap between existing proficiency and target proficiency.

Question 4: it asks the respondents to rank their English proficiency level.

Question 5: this question asks them to rank their skill difficulty in language performance.

Question 6: deals with grading the difficulty frequency of some proposed tasks.

Question 7: this item seeks to find out the nature of mistakes students do when they use the language.

Question 8: intends to rank students' writing proficiency level

Part Three: wants, referring to the personal driving motor.

Question 9: asks the informants to spot in a proposed list what they need English for.

Question 10: urges the respondents to rank their skill preferences to improve according to their field of interest.

Question 11: it wonders about the writing tasks students want to be able to complete.

b- Learning needs

What the learner needs to do in order to learn. Hutchison and Waters

(1987). The section comprises psychological and cognitive needs, sociological needs (weren't involved here) and methodological needs.

Part one: psychological and cognitive needs

Question 12: the issue inquires about students' attitude towards the target language.

Question 13: it wonders whether students are engaged in the learning process.

Part two: methodological needs

Question 14: the interrogation asks the informants about the convenience of the time load devoted to the ESP sessions.

Students' perception of Blended Learning

Question 15: it intends to perceive the coefficient conformity to ESP sessions.

Question 16: it looks for the preferred technology material to work with.

Question 17 and 18: enquires about the internet use frequency and whether its use is related to studies assignments.

Question 19: enquires about students' perception of e-learning.

Questions 20 and 21: wonder whether students are aware of the Blended Learning teaching method and their expectations about receiving a Blended course.

Question 22: ask students whether they would be pleased to receive extra writing assignment on the university web platform.

3.8.2 Teachers' interview methodology

The second data gathering tool refers to a structured interview conducted with seven ESP teachers. The interview known as 'a two-person conversation initiated by the interviewer for the specific propose of obtaining research relevant information, and focused by her on content specified by the research objectives of systematic description, prediction or explanation' (Cohen and Manion, 1980, p. 244). Indeed, the main objectives of the interview are to define students' actual needs to promote their language abilities and the writing ones especially. It also aims to predict students' tasks and skills that should be enhanced and expectation about the use of a Blended course.

The interview comprises twenty two questions structured into four parts: teachers' profile, target needs, learning needs and teachers' perception about Blended learning.

Part one: teachers' profile

Question 1 and 2: teachers are kindly invited to specify their degree and teaching experience.

Question 3: the question intends to know whether ESP teachers have received a specific training to teach ESP.

Part two: target needs

a- Necessities

Question 4 and 5: wonder about the course content and objectives.

Question 6: enquires about teachers' perception of the priority needed skills to develop.

Question 7: deals with the writing tasks students need to develop.

b- Lacks

Question 8: it asks about learners' English language proficiency level.

Question 9: looks for grading the more and less difficult skill for students to complete.

Question 10: ask teachers about the kind of mistakes their students do when using the language.

Question 11 and 12: ask about students' writing ability level and the kind of mistakes they encounter in the writing process.

Part three: learning needs

a- Psychological needs

Question 13: it aims to find out whether students do hold positive or negative attitude about the target language use.

b- Methodological needs

Question 14 and 15: aim to spot whether the time load and coefficient devoted to the ESP sessions cover the teachers' objectives.

Question 16 and 17: ask teachers about the ESP course material used and whether they feel satisfaction about the course achievement.

Question 18: involve collaboration between ESP teachers and subject specialist.

Part four: Teachers' perception of Blended learning

Question 19: aims to know whether teachers use any ICT tool in the ESP sessions.

Question 20 and 21: demand whether ESP teachers are keen with Blended learning and whether they have some suggestions to enhance the target language through this new teaching method.

Question 22: the last item explores teachers' opinion about the new teaching method as a medium to facilitate and compensate the present hurdles.

3.8.3 Workplace Interview methodology

The second interview was conducted with four bank officers to cross check information with teachers and students. The main objective is to explore language needs and writing ones on the spot and relate them to their previous learning process and define the writing activities they would like to receive.

The interview was structured into two parts: informants' profile and target needs, the whole contain fifteen items.

Part one: informants' profile

Question 1 and 2: ask about the informants' working experience and position in the staff.

Question 3 and 4: wonder whether the respondents have received ESP lectures at university and ask them to evaluate their target language proficiency level.

Part two: target needs.

a- Necessities:

Question 5 and 6: intend to know whether the informants receive official documents in English and how do they deal with them.

Questions 7, 8 and 9: they ask whether bank officers do have to exchange in the English language.

b- Lacks:

Question 10 and 11: seek to know whether the informants encounter problems in the English language in general and in writing in particular.

c- Wants:

Question 12 and 13: need to know whether the informants are interested to receive target language courses and which skill or skills they would like to improve.

Question 14: this item is interested to know which writing area they would like to promote.

Question 15: the informants are asked to specify the writing tasks they would like to be able to achieve.

In the next part of the work, the researcher judges advisable to pilot the students' questionnaire before launching the data collection study. She didn't pilot the teachers' interview because of their familiarity with the field and scope of study. Moreover, a pilot study appears to be necessary if (Dźwigoł, 2018):

- The field of study is being explored for the first time,
- Completely new methods and tools are used in research,
- It is likely that the assumptions made in the studies cannot be maintained.

The bank officers' interview too hasn't been piloted because of the simplicity of its nature but was translated to French when needed.

3.9 Piloting the Study

Research procedure sees this step as one of the most important phase to do research, it is known by the preliminary study or a small scale study. In this vein, the pilot study allows gathering preliminary knowledge about the studied phenomenon (Mutz and Müller, 2016). The main aim from a pilot study is to test the feasibility of the data collection methods. Weir and Roberts (1994:138) argue that piloting: “...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”

Some limitations are known for piloting as the small scale sample used and sometimes inadequate comparing to the number of the sample used for data collection tools. However, the researcher used a small scale run-on study and this helped to do some modifications in the questionnaire that followed Hutchinson and Waters' (1987) model.

3.10 Data Analysis Approaches

Once the required data (that will serve as a pedestal for our study) is collected, comes the challenging phase of data analysis that interprets findings into meaningful information. Moreover, this phase requires rigor and skill. Marshall and Rossman (1990:111) observe that “Data analysis is the process of bringing order, structure and meaning to the mass of collected data. It is a messy, ambiguous, time-consuming, creative, and fascinating process. It does not proceed in a linear fashion; it is not neat”. Indeed, the process is not arbitrary but follows strict procedures.

Data analysis falls into three main streams known as qualitative, quantitative or both qualitatively and quantitatively. The figure beneath elucidates the three main research designs on which to rely on to decide on the type of data analysis we choose for our study. The researcher, then, has decided to employ a combination of qualitative and quantitative methods to our case study for “Using more than one type of analysis is believed to provide more reliable research findings since the latter are not compressed into a single dimension of measurement” (Hamzaoui, 2006:130- cited in Lamri, 2011, p.118)

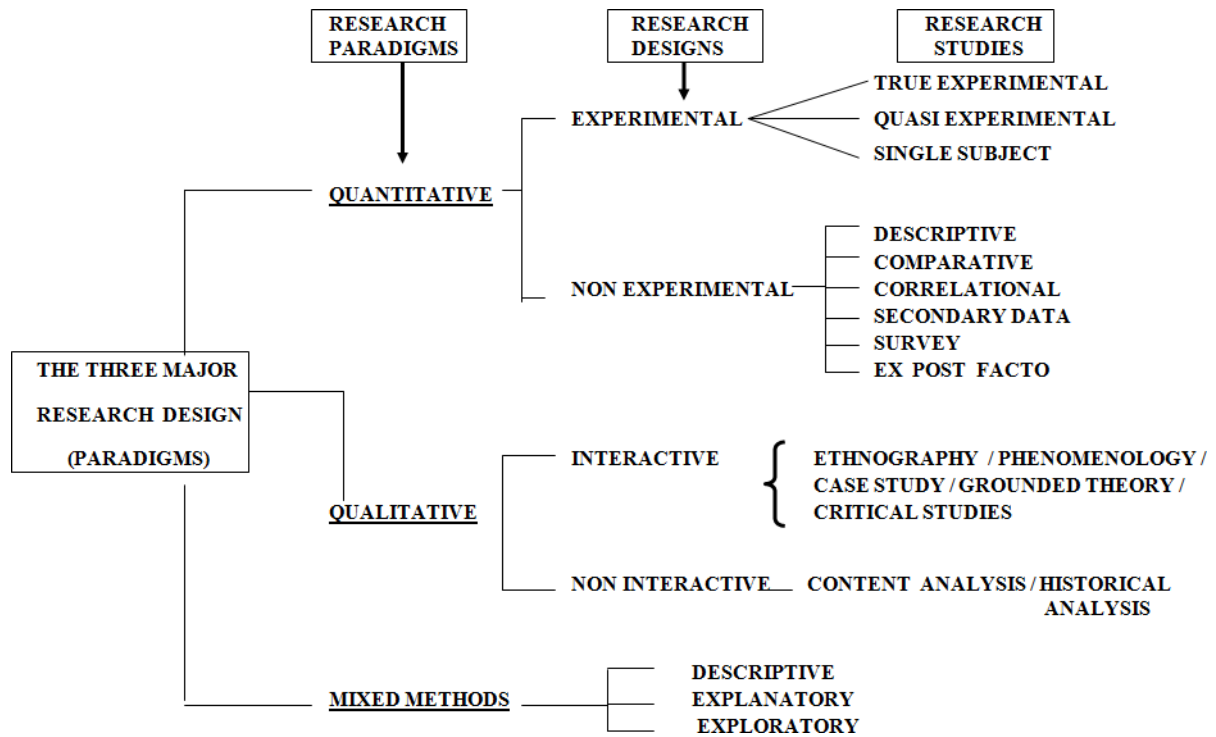


Figure 3.4 Research Paradigms, research designs and research studies. Khaldi.K (2017)

3.10.1 Qualitative approach to Data Analysis

It implies the analysis through quality rather than quantity. It is rather a process of understanding, describing and exploring certain phenomena that cannot be quantified. Indeed, Its purpose is to explore, describe, and discover facts that may take different forms such as verbatim descriptions, interviews, written responses, or observations (Weir and Roberts, 1993). Despite the fact that the case study heavily relies on qualitative data analysis, we needed to use the qualitative approach to explain and theorize some open ended questions like asking for students’ opinion about using the blended learning in the students’ questionnaire or reasons behind positive or negative attitude of EBE students towards the target language in the teachers’ interview. Some shortcomings are known to the qualitative data analysis as the possible lack of rigor and validity. In the same vein, Yardley (2000) maintained that a good qualitative research should demonstrate:

- sensitivity to context – in terms of related theory, epistemological commitments of the research and socio-cultural context of data collection;
- commitment, rigour, transparency and coherence – in terms of researcher engagement with the study, completeness of the data collection and analysis, careful description of the research process and intellectual coherence of the arguments presented through the analysis; and
- Impact and importance – in terms of the substance and worth of the work with relation to earlier theory and the specific issue being explored.

The correlation with the quantitative approach helped to analyze other parts of the data collected and in the same time is considered as data analysis triangulation., Langer (1999) posits that, qualitative research studies should always be followed by quantitative research. Bunge, (1995) concludes “Quantitative and qualitative analyses are complementary to each other”

3.10.2 Quantitative Approach to Data Analysis

As it wording implies, the quantitative approach involves quantifying the data obtained from the research instruments employed, generally from structured interviews or questionnaires. The quantitative approach was used in both the students’ questionnaire and the structured teachers’ interview as well as in some questions of the bank officers’ interview to analyse some findings as in the closed questions, multiple choice questions or scale ones. These are considered to be the main benefits of the quantitative approach as maintained by Harts (1987) “the numerical form which makes comparison easier to do and data are standardized, visible and amenable to the test of classical survey statistics”.

As displayed in the figure 3.3 above, quantitative research might be either experimental or non-experimental. Therefore, the present study made use of a non-experimental quantitative approach to the case study. A comparison between qualitative and quantitative research design is displayed in the table below:

Table 3.4 A comparison between qualitative and quantitative research from Malhotra (1999:148)

	Qualitative Research	Quantitative Research
Objective	To gain a qualitative understanding of the underlying reasons and motivations	To quantify the data and generalize the results from the sample to the population of interest
Sample	Small number of non representative cases	Large number of representative cases
Data collection	Unstructured	Structured
Data analysis	Non-statistical	Statistical
Outcomes	Develop an initial understanding	Recommend a final course of action

3.11 Conclusion

This chapter involves a description of the research methodology employed throughout the investigation starting from the choice of the data collection instruments and reasons behind that choice. Then, a description of the different informants involved in this study is yielded mainly fifty five master one students from the economic sciences department in banking and finance stream.

The research rationale involves the use of a descriptive and exploratory case study to deal with the EBE students' situation and find out actual hurdles that inhibit the teaching/ learning process at the economic sciences department.

A qualitative and quantitative approach to data analysis was employed for the combination of two or more research methods in data collection or data analysis give the more validity and rigor.

The final objective is to shape an EBE blended course to help students enhance their language abilities in general and their writing ones in particular. To do that, in the next chapter the researcher uses an NA to find out actual students' needs, lacks and wants according to Hutchinson and Waters' (1987) model.

Chapter Four

Needs Analysis Results

Chapter Four: Needs Analysis Results

4.1 Introduction

4.2 Students' questionnaire

4.2.1 Part one: Target needs

4.2.2 Part two: Learning needs

4.2.3 Part three: Students' perception of Blended learning

4.3 Teachers' interview

4.3.1 Part one: Teachers' Profile

4.3.2 Part two: Target Needs

4.3.4 Part three: Learning Needs

4.3.5 Part four: Teachers' Perception of Blended Learning

4.4 Workplace managers' interview

4.4.1 Part one: Informant' profile

4.4.2 Part two: Target needs

4.5 General findings and interpretation

4.6 Conclusion

4.1 Introduction

In an attempt to convert the learners' language needs (target needs) to learning needs, a NA has been conducted according to Hutchinson and Waters (1987) to design an EBE course for banking and finance master one students. A literary review to needs analysis has already been mentioned before, where one can summaries and say that it is the activities of information gathering process Brown (1995). For that sake, two data collection methods have been employed: a questionnaire and two structured interviews. The questionnaire has been conducted with EBE students, then, two structured interviews were launched with ESP teachers and workplace managers. The first information gathering tool used refers to a questionnaire. It was conducted with 54 economic sciences students structured into rubrics (necessities, lacks and wants), according to Hutchinson and Waters (1987) template and other completing parts including students' and teachers' perception of Blended Learning.

4.2 Students' questionnaire

The first sample used within this study is the master one banking and finance learners. Findings to the conducted questionnaire are displayed beneath.

4.2.1 Part one: Target needs

a- Necessities:

Question 1: English course at the university level.

The results displayed that most of the students (85.18%) received an English course at university level, whereas, 14.81% revealed not having access to it. For the second part of the question, almost all students replied that they have received an English course during all university graduation.

Question 2: Type of English Course at University

Students being delivered English courses including business and general English represent 57.40%, whilst, informants who received only ESP courses represent 27.77%. More details are listed in the pie-chart below:

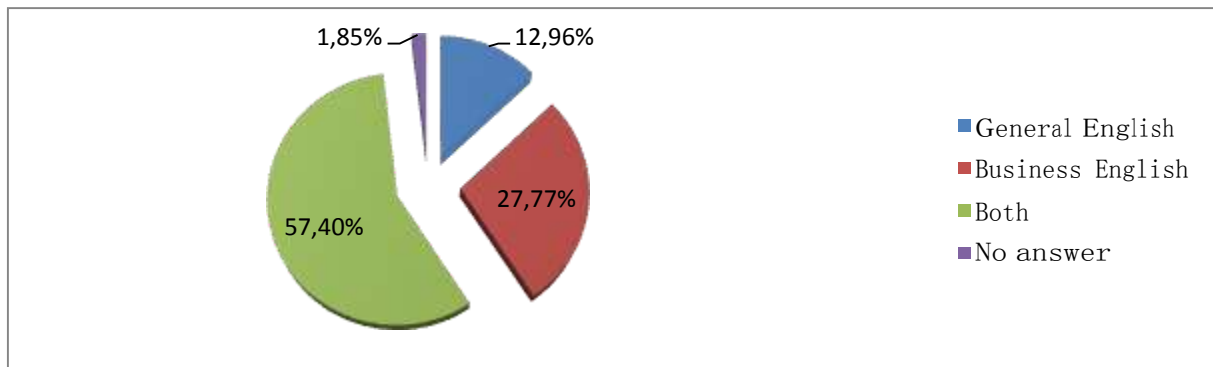


Figure 4.1: Type of English Course at University

Question 3: Importance of Business English in studies and future job enhancement

To this question almost all students (92.59%) agreed on the importance to master business English to carry on university studies and have access to future job opportunities.

b- Lacks

Question 4: English Proficiency Level

The intermediate level was represented by 61.11% of the students' answers, and only 12.96% were granted to the advanced level. Findings are listed below:

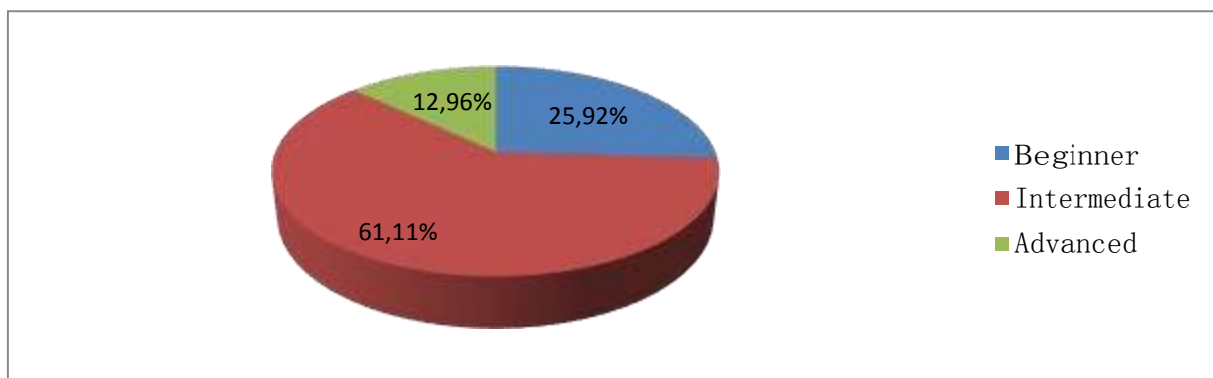


Figure 4.2: Students English Proficiency Level

Question 5: Students' Skill Difficulties

The speaking and reading skills are considered to be the most challenging skills for students to achieve. They represent 79.62% and 74.07% respectively. According to

them, they also face difficulties frequently with the listening and writing skills with 61.11% and 59.25%.

Table 4.1 Skill difficulty frequency for students

	<u>often</u>	seldom	<u>No answer</u>
speaking	79.62%	12.96%	7.40%
reading	74.07%	25.92%	0
listening	61.11%	33.33%	5.55%
Writing	59.25%	35.18%	5.55%

Question 6: Written Tasks Proficiency

Students demonstrate frequent writing hurdles in almost all the tasks mainly when fulfilling questions and answering examinations in the target language with a frequency of 79.62% and 77.77%. Uniform difficulty frequency was displayed within writing reports and email exchanges with 74.07%. Detailed answers are displayed below:

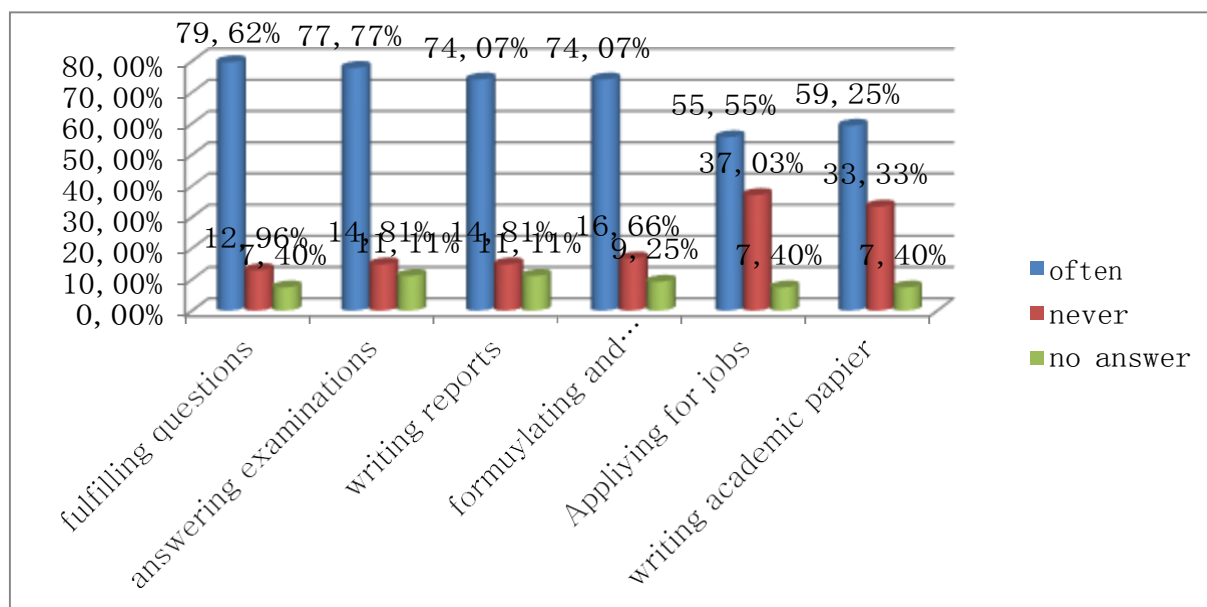


Figure 4.3 writing task difficulty frequencies

Question 7: Students English Mistakes in writing

Findings are listed in the table below; note that one student crossed more than one criterion.

Table 4.2: Common Mistakes Criteria

Writing Problems	AF	RF
Grammar Mistakes	39	72.22%
Spelling Mistakes	25	46.29%
Word choice	24	44.44%
Cohesion	20	37.03%
Coherence	17	31.48%
Punctuation	16	29.62%

From the above table, we easily notice that the most noticeable mistakes according to the respondents are grammar ones with 72.22%, then, come the spelling mistakes with 46.29%. Word choice, that is to say, the ability to find out accurate vocabulary in context, refers also to 44.44% of the mistakes. Coherence (the property of unity in a written text or spoken discourse) that stems from the links among its underlying idea) refers to 31.48% of students' problems. Cohesion (logical connection between the different elements in a piece of writing or a spoken discourse that stems from links among its surface elements) refers to 37.3%. Punctuation also refers to 29.62% of the mistakes.

c- Wants

Question 7: Purposes from Learning English

The question was asked to find out the short and long term purposes from learning the English language, in order, to design an adequate course to their needs and expectations. Yet, the researcher laid down some objectives that are listed below: Note that students were not restricted to just one reason. Two students didn't answer this question.

Table 4.3: Purposes from learning English

Purposes to learn English	AF	RF
Pass exams	34	62.96%
Use English for further studies	28	51.85%
Have a good command of the English language	25	46.29%
Write business letters	24	44.44%
Writing reports, projects	20	37.03%
Answer e-mails	18	33.33%
Publish in scientific journals	13	24.07%
Understand terminology in context	12	22.22%
Read scientific research papers	12	22.22%
Take part in international study days/conferences	08	14.81%
Other	0	0%

From the findings in the table, we clearly perceived that students' main concern to learn English was to pass examinations with 62.96%, then, just after comes 'to use English for further studies' with 51.85%. Have a good command of the target language referring to an intrinsic motivation with 46.29%, then, after that came the motive of writing business letters in the fourth position with 44.44% that consolidates the researcher' main focus. Writing reports or projects represented 37.03% of the respondents' answers.

Question 8: Skill Development According to Fields of Interest

Students had to rate the skill importance according to their needs from 1 to 4. Number 1 represents the most important skill according to them and of course number 4 is the least important one. Three students didn't answer this question. Some respondents ranked only the most important skill. Answers are listed in the table below:

Table 4.4: Students' Skill Preferences

	Most important(1)	Important (2)	Less important (3)	Least important(4)	didn't answer
<i>Improving speaking</i>	55.55%	11.11%	11.11%	3.70%	5,55%
<i>Improving reading</i>	31.48%	20.37%	5.55%	14.81%	5.55%
<i>Improving listening</i>	29.62%	11.11%	9.25%	22.22%	5.55%
<i>Improving writing</i>	20.37%	9.25%	25.92%	12.96%	5.55%

Findings in this table reveal that informants' most important skill is speaking followed by reading. Then, writing and reading skills are considered as less important skills to develop and this is the daring challenge to the investigator.

Question 9: Students Writing Proficiency Level

Most students deem to have an intermediate level (64.81%). 22.22% respondents replied to have a beginner level, whereas, only 5.55% ranked themselves as having an advanced level. Notice that 7.4% students didn't answer this question.

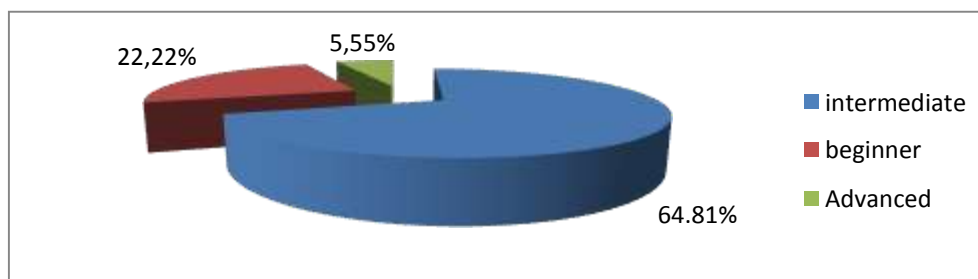


Figure 4.4: students' writing proficiency level

Question 10: Students Needed Writing Tasks:

In this question, participants selected the writing tasks they wanted to be able to complete. Four students didn't answer the question. One student selected more than one task.

Table 4.5: Needed Writing Tasks

Different writing tasks	AF	RF
Completing exams	27	50%
Applying for jobs	21	38.88%
Answering classroom tasks	19	35.18%
Writing academic papers	17	31.48%
Writing reports	15	27.77%
Formulating and answering e-mails	13	24.07%

From the table , we perceive that participants' immediate writing needs are to complete exam directions, then, be able to apply for jobs and answer classroom assignments. Then after, they express the desire to communicate via emailing with 24.07%.

4.2.2 Part two: Learning needs

a- psychological and cognitive needs:

Question 11:Attitudes towards Learning English

Informants have to mention whether they like the English language sessions or not. They are invited to justify their answers. Details are listed in the pie-chart below:

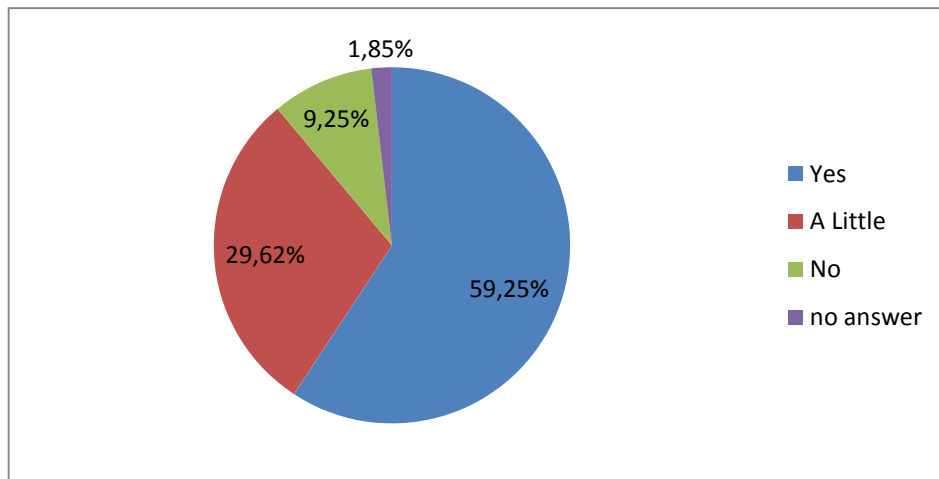


Figure 4.5: Students Attitude towards Learning English

Some students justified their answers listed below.

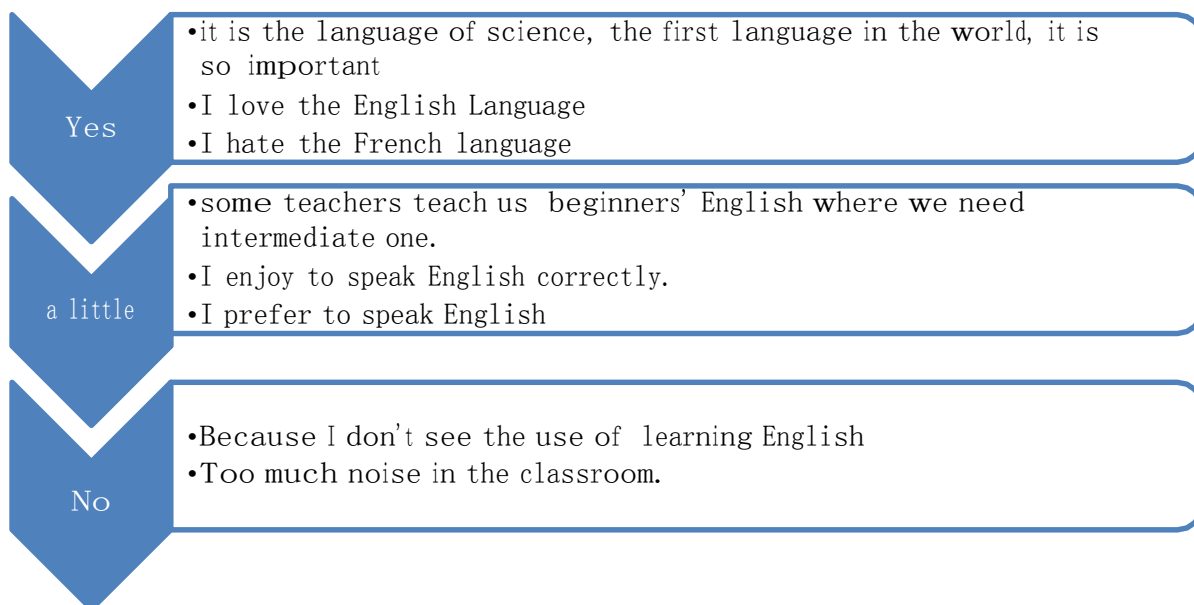


Figure 4.6 Learners justification for their attitude towards the English language

Question 12: Students Engagement in the Classroom

62.96% of the informants maintained that they were average participants in the classroom learning process; whilst, only 12.96% assumed to be engaged in classroom, further details are displayed below:

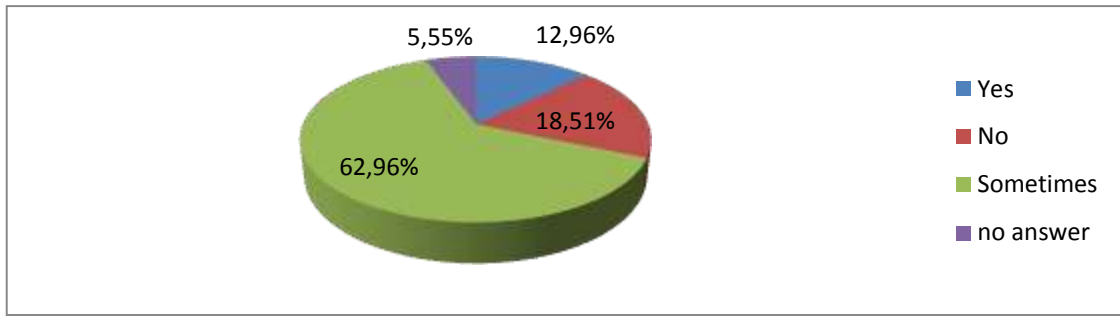


Figure 4.7: Students' Engagement in the Classroom

Methodological needs

Question 13: English Classes Time Load

Nearly all informants 70.37% agreed that the time allocated to English sessions is not enough to achieve the competency level needed; Whereas, 22.22% students saw the time load sufficient to attain the target objectives.

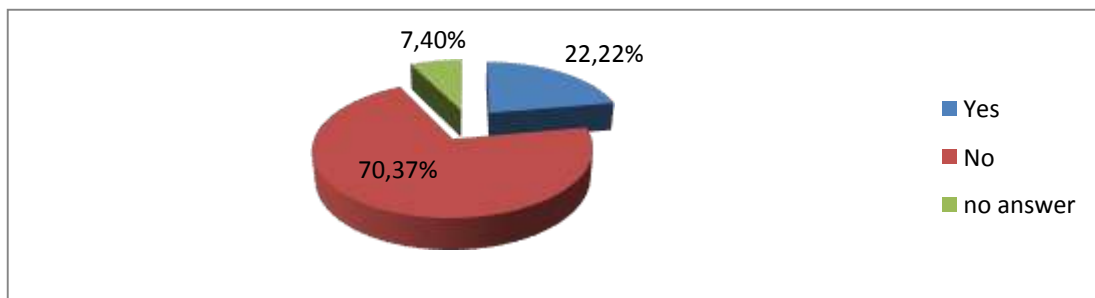


Figure 4.8: Students' Perception of the Time Load

Question 14: Students' Perception of the English Module Coefficient

The actual English module coefficient is '1'. Yet, it is an indicator for students' studiousness and engagement in the learning process. 48.14% assumed that the coefficient was too weak to motivate them to spend enough time and efforts on it.

Answers were as follows:

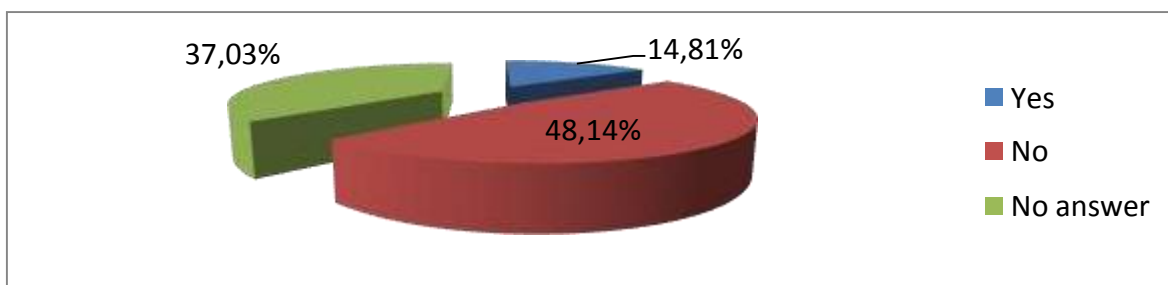


Figure 4.9: Students' Perception of the English Module Coefficient

4.2.3 Part three: Students' perception of Blended learning

Question 15: Students' Preferred Technology Aids

The investigators' concern from this question is to depict the kind of the technology aids students would like to have for their English learning? One student crossed more than one choice. Four students didn't answer this question. An open space was left for additional suggestions.

Table 4.6: Students' Preferred Technology Aids

ICT Tasks	AF	RF
Web research and different online materials like Business English sites.	30	53.70%
Video conferences	28	51.85%
e-mail corresponding	18	33.33%
The use of CDs, DVDs ...for audio visual lessons	18	33.33%
Other	3	5.55%
-USA Networks		
-Android Applications		
-TV, Video Games mainly		

In this question, informants demonstrate their preferred technology aids. Web scholar links and video conferences were ranked at a first place accordingly with 53.70% and 51.85%, then, came e-mail corresponding and the use of CDs, DVDs with 33,33%.

Question 16: Frequency of internet use

The answers displayed that 50% of the students were always using the internet. 14.81% of the informants replied often using the internet. Whereas, 24.07% were occasionally surfing on the web. The full findings are in the pie chart below

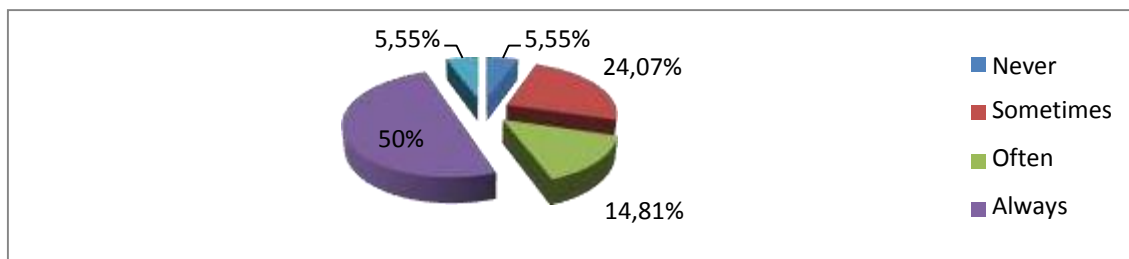


Figure 4.10 Internet Rate Use

Question 17: Web Research for Classroom assignment

Respondents using the internet to fulfill classroom assignments represented 68.51%. On the other hand, 24.07% replied not using the internet to complete their tasks. The remaining respondents gave no answer.

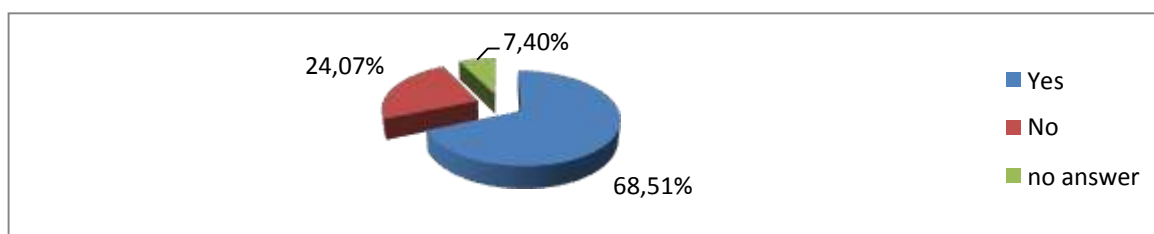


Figure 4.11 Students' Researches on the Web

Question 18: Students' Perception of the Web Teaching

75.92% of the informants claimed the relevance of having on-line learning. On the other hand, 16.66% were reluctant as far as the use of web for teaching. The rest of the participants (7.40%) didn't answer.

Only 12.96% answered the step question. Replies are listed below

- Online Talking
- Online courses.
- How to learn English in 24h
- Watching videos
- YouTube channels
- Blogs
- Phone applications.

Question 19: Blended Learning in Language Teaching

- After a brief definition of the Blended Learning (a combination of classroom and web lessons), informants were questioned whether they were aware of the existence of this teaching method. Answers were quite equal with 51.85% who claimed having already heard about it; whereas, 42.59% of the sampling confessed never having heard about this teaching method. 5,55% didn't answer this last question .

Question 20: Opinions about having a Blended English course

Most participants 77.77% had positive opinion to undertake a Blended learning course. Further details had been displayed in the pie –chart beneath:

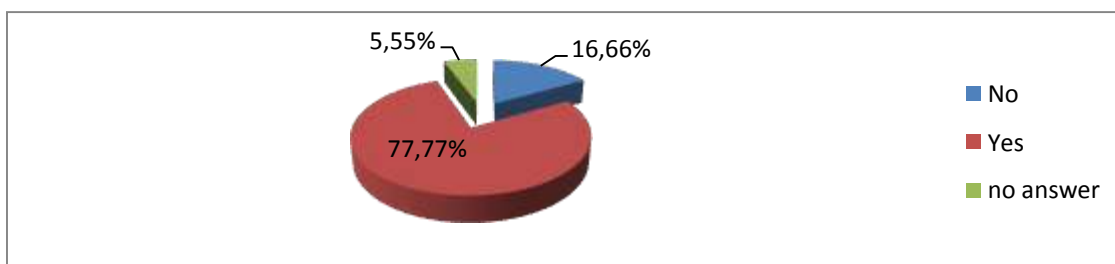


Figure 4.12 Students' Perception of having a Blended English Course

Question 21: Attitudes toward Receiving Additional Web Writing Assignments

The relevance of web writing tasks is undeniable in this research. Hence, 61.11% of the participants were favorable to have extra writing tasks on the web and 33.33% revealed not seeing any importance to it. Last but not least, 5.55% didn't answer this last item.

Nine students who were for carrying out on-line writing tasks gave the following arguments:

- It is a good idea.
- To enhance my English.
- It will help us.
- To improve my writing skill.
- To learn more.

4.3 Teachers' interview

They refer to the second sample used to conduct this NA. The data gathered from the ESP teachers are arranged below.

4.3.1 Part one: Teachers' Profile

Question 1: Teachers' degree at university

Seven teacher informants have been interviewed. Two are part time teachers and the others are full time ones among them we have tree doctorate and two lecturer teachers.

Question 2: Teachers' year experience

The informants' teaching experience varies from five (5) to twenty five years (25). Answers are displayed in the table below:

Table 4.7: Experience time load

Teachers	Year experience
1	10 years
2	5 years
3	22 years
4	10
5	23
6	25
7	5

Notice that 22 years were split between 11 years as a part time teacher and 11 years as a full time one. The teacher holding 25 years' experience has been 9 years at middle school and 16 years at university, whereas, for the teacher who has been in service for 23 years, he pointed out that the last 10 years were at university.

Question 3: ESP pre- training

All teachers replied not having received an ESP pre- training apart that of ELP, except one teacher who sustained that she has been given one theoretical year training, since she has conducted an ESP dissertation as philosophy doctor.

4.3.2 Part two: Target Needs

a- Necessities

Question 4: Course content

All informants responded providing EBE lectures. One of them added to give both general and business lectures depending on the students' degree level (either licence or master students).

Question 5: Course objectives

To this question, the informants' replies are demonstrated in the table beneath:

Table 4.8 Teachers' course objectives

Teachers	Course objectives
1	To enrich their vocabulary To improve their basics in English
2	To practise the different reading skills and strategies To master some useful grammatical structures To raise students' motivation and update their knowledge through the use of web-retrieved materials.
3	To make students speak fluent English
4	Teach students business English Feed them with Economic and financial terms. Make them capable to write CVs and reports.
5	Integrating the four skills Developing students' reflection and autonomous learning Rise students' awareness
6	To prepare them for higher studies
7	To permit them to have a good mastery of the language

Question 6: Students' needed skills to develop

When the informants were asked to mention the students' skill importance to enhance, they mainly spotted the listening as the most important skill. For the writing and reading skills, they almost rated them equally just after the listening skill. More details are highlighted in the bar-graph below:

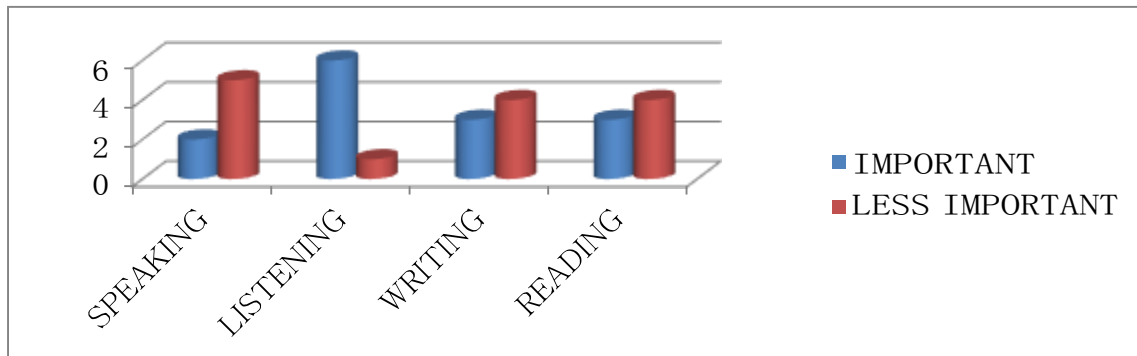


Figure 4.13: Skill importance

Question 7: Writing tasks students need to complete

Notice that, informants ticked more than one writing task. Respondents maintained that students have to complete some writing tasks mainly writing reports, writing academic papers and applying for jobs (writing a motivation letter, a CV, etc...). Then, four teachers sustained that students should be able to formulate and answer emails.

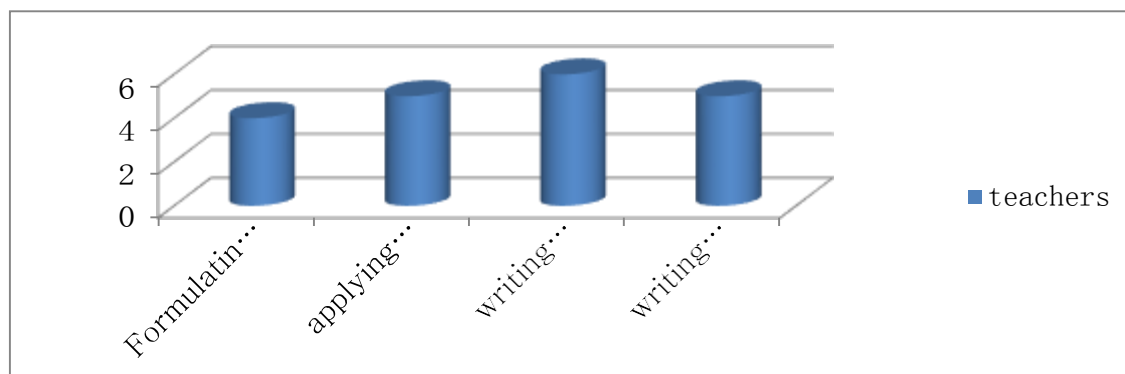


Figure 4.14 writing needed tasks

b- Lacks:

Question 8: Students' language proficiency level

Once again, respondents marked more than one level. According to them, most students hold an intermediate level, while some still beginner levelled, whereas, a minority demonstrate an advanced level. The pie-chart displays full answers:

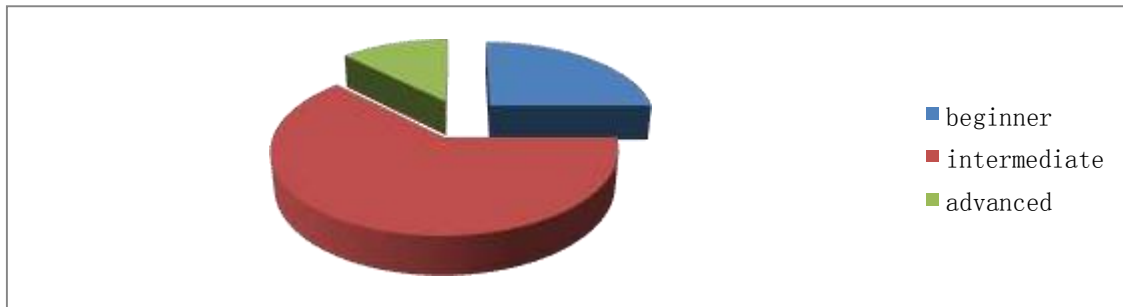


Figure 4.15 Proficiency level

Question 9: Rating skill difficulty

Teachers diagnosed almost equally difficult for the listening, speaking, and the writing skills. The reading skill is seen as less challenging. Details are set out in the following bar-graph:

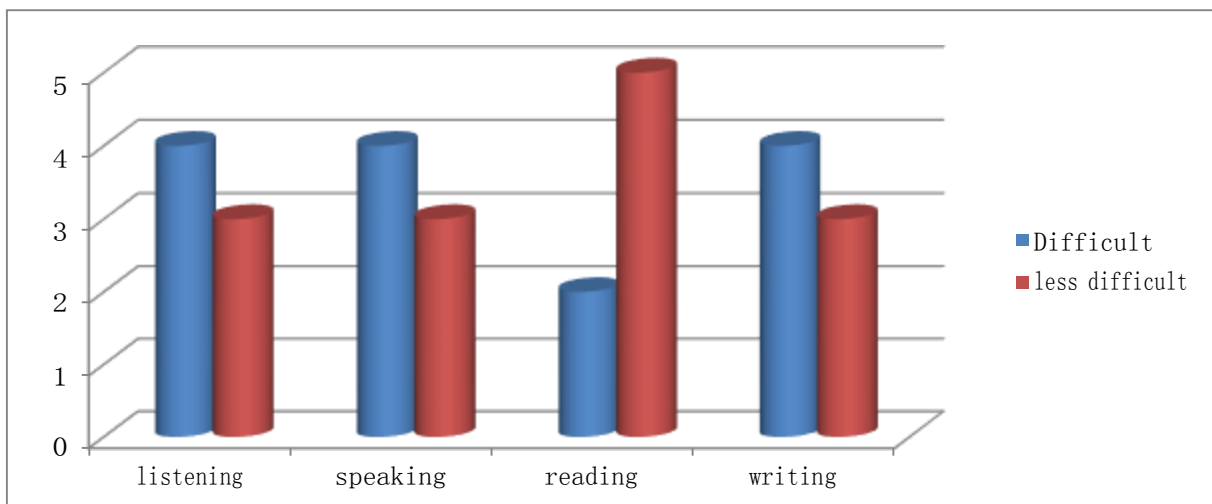


Figure 4.16: Skill difficulty

Question 10: Students' kind of mistakes

Answers to this question revealed that students are facing fluency and accuracy problems. Hence, grammar mistakes are deemed to be the prevailing ones. Pronunciation and a weak command of vocabulary are also widespread problems. All replies are highlighted in the table below:

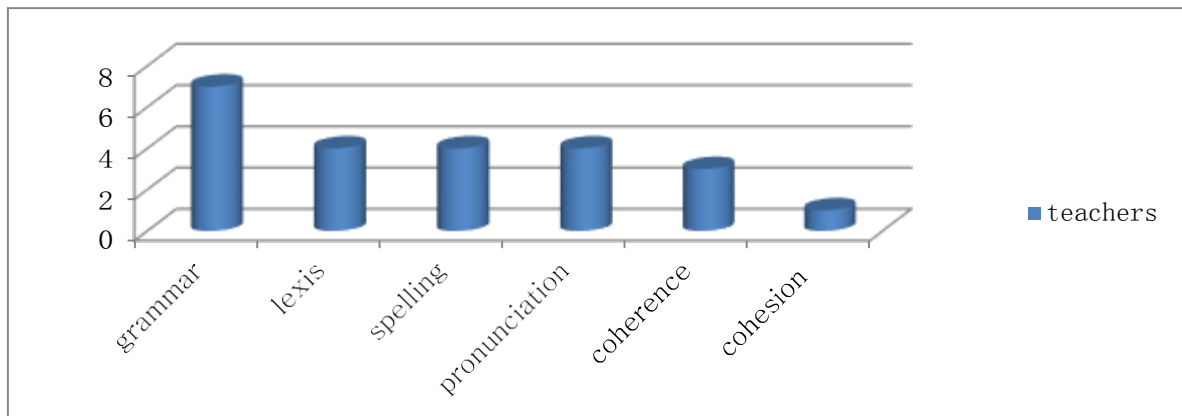


Figure 4.17 Type of mistakes

Question 11: Students' writing proficiency level

It is clear that most students hold an intermediate writing proficiency level, according to findings; whereas, no advanced level has been raised. Two (2) teachers out of seven (7) have depicted a beginner writing proficiency level for their students.

Question 12: Students' writing weaknesses

In response to this question, grammar and vocabulary have been spotted as the prominent problems. Coherence and cohesion (the property of unity in a written text or spoken discourse) are scored equally by 4 teachers out of 7. Details are specified in the bar-graph below:

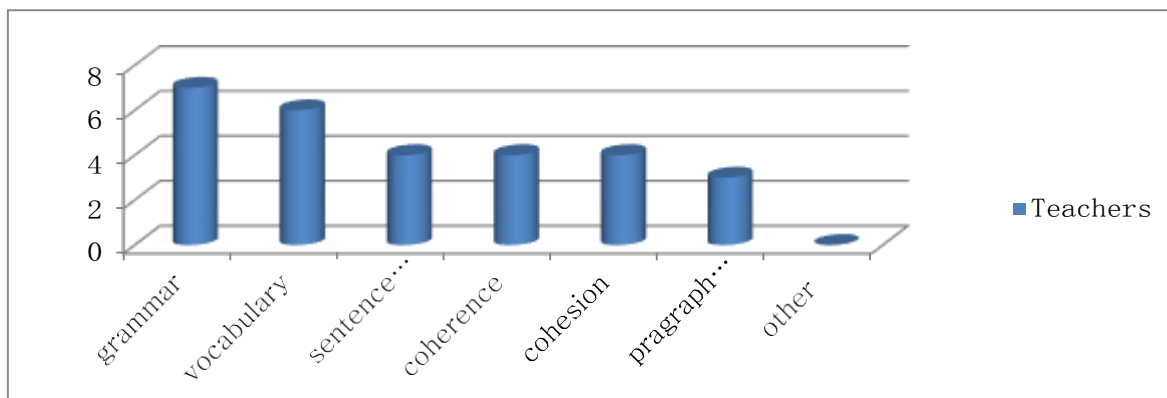


Figure 4.18 Writing difficulty nature

4.3.3 Part three: Learning Needs

a- Psychological Needs:

Question 13: Attitudes towards the use of English language

Almost all informants answered that their students hold a positive attitude towards the target language. They maintained that:

- Learners are aware of the use of English through its use in social media, books, articles where the target language is necessary.
- They are motivated to learn new terms in economics.
- They are aware of the importance of the language for their studies and everywhere.
- Students are mindful about the language importance in general and about the socio-economic perspective in particular.
- They want to know more about the target language and they hold competencies.
- Attitudes are different from one student to another. Some of them hold positive attitudes meanwhile others have negative ones.
- They want to know more about the language.

a- Methodological Needs:

Question 14: Time allocated to English sessions and suggestions

The overall answer to this question was negative, that is 6 respondents out of 7 deemed time devoted to ESP classes non-sufficient to achieve their goals. Whereas, one respondent sustained that the time was enough for her classes. Some teachers put forward the following suggestions:

- In academic context (department) at least 2 sessions a week, at private school at least 3 sessions a week are required.
- Two sessions a week (minimum).
- Extra hours for laboratory application.
- I suggest more time to teach English. Offer opportunities to students to learn outside the classroom through blended learning for example.
- I suggest 3 hours a week.

Question 15: English co-efficient in ESP classes

Four informants out of seven maintained that they think the co-efficient not enough to raise students' interest, in the time, three of them disagree.

Question 16: Teaching syllabus source

To this question, teachers' responses were mainly relying on books and internet. All answers are displayed in the table below:

Table 4.9 course resource

Teachers	Syllabus sources
1	Books – internet
2	Internet – many books and I have written a handout
3	Adapted from different sources
4	e-books- articles- foreign courses- course adaptation
5	Internet
6	Books
7	e-books

Question 17: Goal achievement and reasons

The overall reply to this inquiry was positive. Almost all teachers except one who sustained that goal achieving was effective to a certain degree, the others revealed that they feel to achieve their course objectives and have given the next arguments:

- Students learn how to communicate in the target language
- Its tackles students' needs and the tasks are devoted to develop students' abilities and competencies.
- It differs from one student to another as the time allocated to ESP lectures varies from one semester to the whole year. (one semester for master 2 students)
- Students' motivation and eagerness to study English is raising and test scores are different from the beginning of the year to the end.
- Teachers achieve their operational goals
- Students are interested.

Question 18: Collaboration between ESP teachers and subject specialists

The informants' replies to this question was balanced between four (4) teachers who revealed not having been in collaboration with subject specialists and three (3) of them assessed to work in collaboration with content teachers. They carried on by the following clarifications:

- I sometimes ask the subject specialists about students' needs in English.
- I received a great help from subject specialists.
- Definitely, I work with subject specialist to achieve their needs.

4.3.4 Part four: Teachers' Perception of Blended LearningQuestion 19: Use of ICTs (Information and Communication Technologies)

At this stage, 2 out of 7 lecturers sustained not relying on ICTs, meanwhile, 5 ones assessed to use them. Some ICTs used are stated below:

- Language laboratories/ Face book/ YouTube
- Web quests/ emails
- Data show/ downloaded videos
- Data show
- Data show

Question 20: Teachers' awareness of Blended learning

Four informants have already been dealing with blended learning, whereas, the three remaining haven't heard about blended learning before.

Question 21: Suggestions to promote the use of Blended teaching and learning

Teachers put forward some suggestions to promote the use of ICTs in general and Blended learning in particular to fill in this question, they are stated below:

- Ask students to consult some web sites and online books for more information.
- Provide extra tasks through blended learning
- Focus on reading e-books and extensive reading. The use of web quests to foster autonomous learning.
- It's a good thing to introduce internet in the course.

- I suggest to select the more credible web-sites
- It could be a very interesting and innovative way of teaching and learning by combining computer-mediated activities with face to face classroom practices.
- So, it's very fruitful to combine different means of communication and various ways implementing activities with students with constant monitoring and evaluation of students through several ways.

Question 22: Expectations about Blended learning

All the informants agreed that the new teaching method (blended learning) can solve problems and might help facilitate the teaching/learning process. Four of them provided the next information:

- Today's' generation is an e-generation and the web use would raise their motivation and avoids routine.
- To prepare students for the designed courses and to motivate them for making extra research.
- It facilitates the instruction/ develops autonomous learning/ improves the students' proficiency level/ achieves learning outcomes/ raises awareness and students' interest.
- Most students are in favour of using technology but they really care about face to face learning process to develop strategies they cannot master or develop behind a screen. Thus, a balanced approach would be beneficial for both teachers and learners.

4.4 Workplace Managers' interview

The bank officers have answered the second interview and helped to give an idea about the target language during the post training period.

4.4.1 Part one: Informant' profile

Question 1: Managers' Profile

Out of four informants, two managers have been practicing for twenty years and the two others have been working for four and five years respectively.

Question 2: Office Position

The respondents are in charge of the following positions highlighted in the table that follows:

Table 4.10 Workplace Managers' Position

Respondents	Work position
1	Customer charge
2	Director
3	Bank executive
4	Customer charge

Question 3: Managers' English Instruction

Two respondents replied having received a general English formation and the two others stated that they had a specific English language instruction.

Question 4: Informants' English command

Three of them claimed holding an intermediate command of the language whereas, one maintained to have an advanced command of the target language.

4.4.2 Part two: Target needs

a- necessities

Question 5: Official Documents in English

In response to this question all respondents agreed to receive English official documents. Among these documents lie these examples:

- Banking domiciliation
- Request

- ID card (identity card)
- International documents of commerce
- Description file of Switzerland university

Question 6: Replies through the English language

All informants asserted to be compelled in some situations to answer in English. Two of them pointed out that it was through the written medium.

Questions 7, 8, 9: Exchanges in the target language

In the table below are highlighted the different interviewees exchanges through the English language. Over half of them (50%) reported to receive English phone calls. 25% however, reported to receive emails in the English language. For other exchanges, 25% identified the beneath interchanges:

- Fax receipt
- Bank transfer
- Contestation
- Letter mailing
- Phone calls

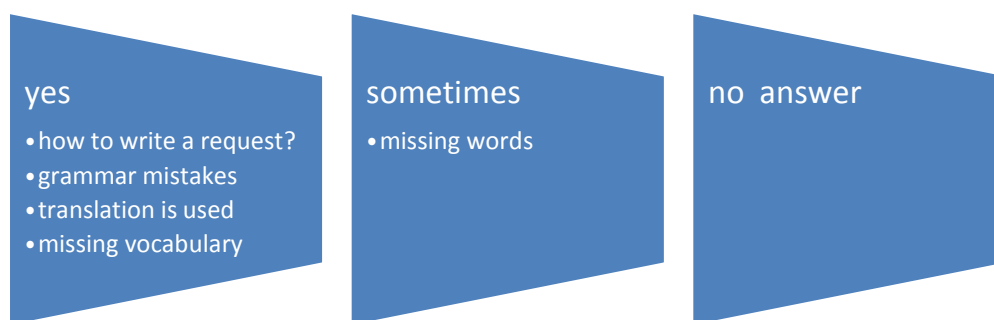
Table 4.11 Exchanges nature through the English language

	Phone calls	Emails	Others
Yes	50%	25%	25%
No	50%	25%	75%
Sometimes	0%	50%	0%

b- Lacks:

Question 10: language hurdles in exchanges

Answers revealed that 75% of the informants didn't face difficulties on the spot in exchanges through the medium of English, and 25% encountered hurdles like the lack of vocabulary and difficulties to communicate.

Question 11: writing difficulties**Figure 4.19 Writing Difficulties**

50% of the informants maintained facing problems in the written skill. 25% of them asserted not to encounter writing problems.

c- Wants:Question 12: Desire to enrol English courses

All the participants deem to be pleased to enrol a special training in the target language and they gave the following reasons:

- To develop my capacities.
- All trade is in English
- To have the ability to speak and communicate with clients either in written or oral English
- Also to increase my own language.

Question 13: Skill needed to be developed

Responses to this question indicate that almost all respondents would like to improve mainly the listening, writing and the speaking skills. Details are listed in the table below:

Table 4.12 Preferred skills to improve

Informants	Skill	Reasons
R1	Listening	For I studied the other skills at university
R2	Listening-reading-speaking and writing	To be able to communicate

R3	Writing- speaking	listening-	To be able to communicate
R4	Speaking		Speaking would help me to interact with clients and ask for a job promotion

Question 14: language area likely to be developed within the writing skill

When the informants were asked to specify the language area and functions they would like to develop, they mainly answered on grammar and sentence construction. For other, some maintained that they would like to be able to write a good letter, a good paragraph or a formal request. All answers are displayed in the next table:

Table 4.13 Language areas to develop

Informants	Grammar	Vocabulary	Sentence construction	Other
1	X			
2			X	
3			X	X
4	X	X		X

Question 15: needed writing tasks

The writing tasks that the informants want to master are mainly in writing reports. More information is displayed below:

Table 4.14 writing tasks to achieve

	R 1	R2	R3	R4
Formulating and answering Emails		X		X
Writing CVs				X
Applying for jobs	X		X	
Writing academic papers				X
Writing reports	X	X	X	X
Other				writing a letter

4.5 General findings and interpretation

The main findings with regard to the first hypothesis from students' questionnaire and teachers' with workplace managers interview revealed a bulk of information and thanks to Hutchinson's and Waters' model (1987) of target and learning needs; results have been analyzed at many layers. Students and teachers agreed on the significant importance of the language mastery during and after training. Informants revealed that their whole university training offers ESP classes but that their overall language mastery remains intermediate. Moreover, results showed that the content of the present ESP course was inappropriate to students' needs and wants. Yet, all informants confirmed the first hypothesis which states that business students need to complete different writing tasks starting from completing classroom assignments and exams, email correspondence, applying for jobs, or formulating an academic paper. In this vein, Algerian students like "many students the world over are unfamiliar with the process of writing academic texts and discover that the writing training they received at school is not necessarily transferrable to the tertiary context". (Leki, 1995; Spack, 2001) cited in Benzerdjeb, S (2021)

Necessities revealed that both students and teachers agreed that they need to develop their speaking skill as a first concern where 79.62% replied being unable to hold

a communicative exchange or an oral presentation in the target language. Teachers maintained that students need to master oral communication skills as students should be able to attend and participate to business presentations, workshops or conferences through the target language during the training period. Moreover, after graduation students would apply for positions like managers in multi-national companies, banks or manage their own start-up enterprises as our country encourages new investments. Bank officers too reckoned that they were keen to improve their listening abilities apart from speaking, writing and reading as they received phone calls, emails, faxes, and other official documents in the target language.

In response to the next hypothesis which maintained that a task based approach to course design would best suit business students' English language needs and develop their writing skill, findings related to lacks maintained that students were first unable to deal with tasks requiring oral skills. Almost 61.11% of the students' answers declared that they were frequently facing problems with the listening skill as they were not capable to understand technical and business terminology in oral discourse. They also felt encountering difficulty with reading tasks like reading business reports and related vocabulary as they were unable to understand business and scientific terminology in spoken discourse. Note that, ESP business classes do not offer specific material or laboratories. Moreover, 59.25% of the students' sample considered having writing problems too. At this level, teachers too mentioned writing issues like the use of correct verb tenses, subject verb agreements, or grammatical structures where most students were unable to write correct sentences and well-structured paragraphs. Teachers also raised coherence and cohesion common writing problems. Hidri (2018: 161) observed that 'prior investigation results confirm that most academic problems in ESP context are related to sentence and text structure, expressing ideas, using vocabulary, spelling, paraphrasing, achieving coherence and cohesion'. Cited in Ladjel (2020). In this vein, the informants replied that they need to complete some writing tasks like formulating an email, curriculum vitae, or writing a business article. Bank officers too, deemed facing communication barriers namely lacking vocabulary and limitations in writing official documents. Yet, the second hypothesis is confirmed since "a task based approach would 'focuses on the individual's learning process by assuming that learners will locate their

learning problems and difficulties, undertake chosen tasks for their solution, and carry out remediation at their own speed or pace”

(cf Breen, 1987). Indeed, the syllabus involves authentic tasks students need to complete since they are ESP learners, so they are aware of the needs they have to attain. Therefore, tasks refer to small real life activities aiming to improve comprehension, and discussion through paraphrasing, learning new expressions and vocabulary. Then, move to more academic task production through some writing activities followed by individual feedback either in class or on an e-platform. For according to Ellis(2006: 31)“task-based teaching calls for the classroom participants to forget where they are and why they are there and to act in the belief that they can learn the language indirectly through communicating in it rather than directly through studying it”. This is commonly known by learning by doing and could be realizable through blended learning (mixed method). This latter consolidates the third hypothesis which states that Blended learning can enhance the writing skill as it accommodates different learning styles, gives the opportunity to personalize learning and settles the low teaching time in ESP classes.

In this vein, the government supplies the Algerian university free digital platforms like the moodle one, so that all students and teachers might use it to benefit from academic teaching and learning. Some researchers have already presented a plea for implementation of the online platforms as in Mebitil. N. (2011:145)

‘the proposed idea for moodle is not only for language teachers alongside their learners but it can also join language teachers from different universities nation-wide which may help ESP teachers better exchange their ideas, experiences and courses, too. Highly experienced teachers can provide assistance for prospective, and novice teachers providing guidance for them besides feedback’.

In this respect, findings revealed that both teachers and students were favorable to deliver and receive instruction through the online platform. It should be noted that, almost all respondents agreed that the ESP classes’ time load was too limited to improve their language abilities. In addition to that, teachers noted the absence of a definite

syllabus for the EBE students. Consequently, a blended course was designed to meet some assigned objectives. Findings confirm the third hypothesis since both students and teachers were favorable to receive a blended course that would permit to solve issues like the inadequate time load allocated to ESP sessions. Blended Learning would also permit different teaching modes (videos, podcasts, tutorials) on students' digital devices directly and receive general and personal feedback when needed. This would lower some internal students' hinders, for this sake Krashen (1982) observes that: "this learning environment leads to an improvement in self-confidence, low affective filter and thus language input".

4.6 Conclusion

The fourth chapter comprises the needs analysis results that have been conducted with the master-one banking and finance learners, the ESP teachers as well the bank workplace officers. The research tools comprise a questionnaire and two structured interviews. Findings revealed that the actual EBE course don't permit learners to overcome the hurdles that inhibit the learning process. Moreover, learners are aware that their overall language proficiency remains not satisfactory to achieve the simplest tasks they are urged to like exams completion. They also demonstrate that they need to perform the productive skills namely speaking and writing. Their immediate purpose is to be able to complete writing examination tasks. In this vein, teachers deemed that learners encounter writing difficulties as some grammar common mistakes (subject-verb agreements), coherence and cohesion problems and vocabulary missing. The inadequate time load to ESP sessions remains one of the main issues to the language enhancement. The investigator has suggested the implementation of the Blended learning partly to overcome the timing obstacle and received positive feedback from both teachers and learners.

The results obtained from the above needs analysis have permitted to shape a writing EBE blended course that is portrayed in the next chapter.

Chapter Five

ESP Course design

Chapter Five: ESP Course design

5.1 Introduction

5.2 ESP Course Design

5.3 Factors affecting Course Design

5.4 Approaches to Course Design

5.5 Task Based Approach

5.6 ESP Course Design and Needs Analysis

5.7 EBE Course Design

5.8 EBE Blended course

5.8.1 Access Guidelines

5.8.2 Course objective headings

5.9 Overall EBE Course objectives

5.10 Topic and text selection

5.11 Task setting description

5.11.1 Classroom task

5.11.2 Online task

5.12 Task Skill description

5.12.1 Listening skill

5.12.2 Reading skill

5.12.3 Writing skill

5.12.4 Speaking skill

5.13 Conclusion

5.1 Introduction

The chapter describes the ESP course utilized in this research. It sheds light on the factors we have to consider when designing it. This section also explores the task based approach selected to build the banking and finance master one course. Furthermore, the investigator has demonstrated the solid relationship between course design and needs analysis as it has permitted her to flip the findings of the NA into data on which to build the teaching material that would help reinforce the existing language background, remedy to master one banking and finance learners' hurdles and inabilities and improve their general target language level and their writing skill in particular.

Then after, the chapter displays the different steps and procedures used in designing the EBE blended course through a detailed description of the tasks and setting implementation starting from the course objectives and topic selection to the description of the four skill tasks.

5.2 ESP Course Design

“A starting point in course development is a description of the *course rationale*” Richards (2001:145). Indeed, before any course development, one should enquire about reasons, needs and to whom should the course be designed. Consequently, Richards demonstrates that “the course rationale seeks to answer the following questions:

Who is the course for?

What is the course about?

What kind of teaching and learning will take place in the course?

In answering these questions, one is about to define the course design and development. Messaoudi (2018:43) observes that the latter refers to the process of planning tasks, activities and language components in line with the creation of an appropriate context that matches the learners' needs, expectations and reasons to learn. Hutchinson and Waters (1987) define Course design as the process of interpreting the raw needs analysis data to produce "an integrated series of learning experiences to lead learners to a particular state of knowledge. Munby (1987:2) on the other hand explains

that “ESP courses are determined in all essentials by the prior analysis of the communication needs of the learners”.

The above definitions agree on the essence of ESP course design that lies in the analysis of needs. Within a business context, course designers speak of communicative needs. Ellis and Johnson (1994) suggest a few specific steps to consider when designing a course in Business English especially, in contrast to General English courses, such as:

1. Needs analysis: what do students need to know in order to face the requirements of their future job environment?
2. Assessment of level: using written tests, we can see what level of language students have at the beginning of the course.
3. Syllabus: set courses, like the ones taught in colleges, should have a fixed objectives and syllabus.
4. Course objectives: should be defined in relation to the needs analysis findings; in the case of pre-experience learners they can be worded in terms of their course of study or in terms of required language improvement (command of structures, functions etc.)
5. Time: in the case of college language training, time is limited so the course should be structured according to the duration (number of weeks, semesters etc.).
6. Learner expectations: in the case of Business English, learners are likely to be more goal-orientated and to expect success.
7. Evaluation of progress: written or oral examination, dependent on particular circumstances.

After examining the above steps, the course designer has to rely on authentic material and real life situations. This is the challenging aspect for an ESP teacher, for; he is primarily a language teacher and not expert in any business field. Then, after the NA, the teacher has to turn objectives into skills and functions as the ones stated before like writing coherent emailing correspondence.

5.3 Factors Affecting Course Design

To shed light on parameters affecting course design, Hutchinson and Waters (1987) used Kipling's 'honest serving men' to indicate the basic questions we need to consider when designing a course:

- Why does the student need to learn?
- Who is going to be involved in the process?
- Where is the learning to take place?
- What potential does the place provide?
- What limitation does the place impose?
- When is the learning to take place?
- How much time is available? How will it be distributed?
- What does the student need to learn? What aspects of language will be needed and how will they be described?
- What level of proficiency must be achieved?
- What topic areas will need to be covered?
- How will learning be achieved?
- What learning theory will underlie the course?
- What kind of methodology will be employed?

(Hutchinson and Waters 1987: 21-22)

In the question above, Hutchinson and Water shed light on factors affecting

ESP course design especially language description, theories of learning and need analysis, as it is displayed in the following figure:

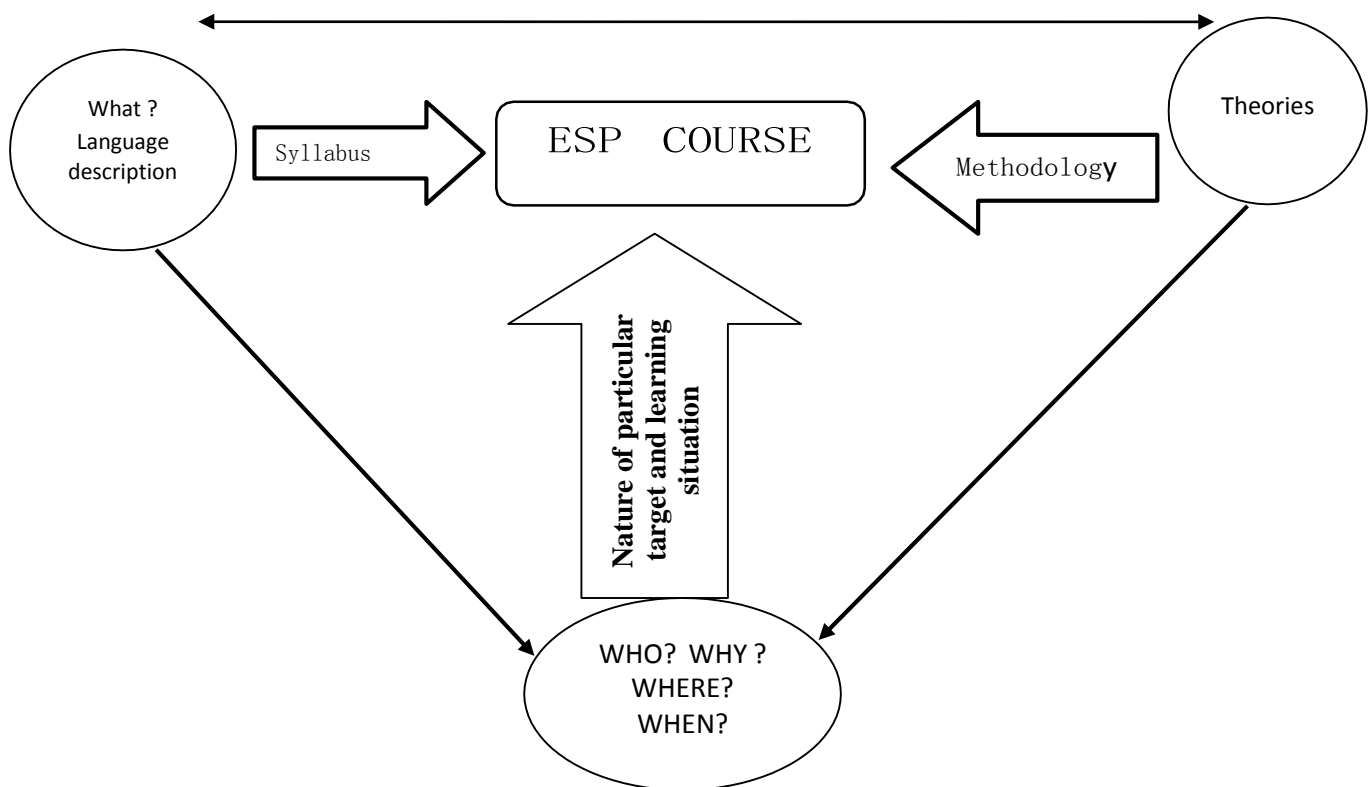


Figure 5.1 Factors affecting ESP Course Design (Hutchinson & Waters, 1987: 22)

Hutchinson's & Waters' above figure above portrays three main points affecting ESP course design namely language description, learning theories and needs analysis. Language description answers the question what? It is then, an account of the language needed and "the way in which the language system is broken down and described for the purpose of learning" (Hutchinson and Waters, 1987: 23). This entails notions like 'structural', 'functional' and 'notional' descriptions to language. The second criterion is referred to as learning theories and answers the question how? Indeed, how do learners learn a language? It is the learning theory which provides the theoretical basis for the methodology, by helping us to understand how people learn (ibid: 23). According to them, the relevant terms we shall consider are 'behaviourist', 'cognitive' and 'affective' (ibid: 23). The third main criterion affecting ESP course design is needs analysis and it has very close relationship with ESP and refers to the nature of particular target and

learning situation. Time constraints, the teaching/ learning conditions and the teacher competence are also important parameters to consider when designing an ESP course.

5.4 Approaches to Course Design

When it comes to summaries definitions to course design, one can say that it is bridging the gap between theoretical information to empirical one. As far as approaches are concerned, Hutchinson and Waters (1987:65) believe that “There are probably as many different approaches to ESP course design, as there are course designers”. An approach is known to be a set of correlative assumptions dealing with the nature of language teaching and learning. Richard (2006) observes that an approach describes the nature of the subject matter to be taught. The present study uses the task based approach in the course design; therefore, the researcher keeps speaking about it mainly.

5.5 Task based approach

Previous approaches to language teaching were form-focus. Former theorists and scholars believed that learning a second or a foreign language assumed memorizing chunks of languages with grammatical principles. Reality proved that on the long learners knowing only theoretical grammatical rules were not able to communicate fluently in the target language in real life situations (Krashen, 1985; Prabhu, 1987; Willis & Willis, 2007; Ellis, 2003).

Attention shifted to content-focus language teaching. Thus, the end product which is communication has become more important than correct grammatical structures and functions; this represents the rationale of the communicative approach to language teaching that emerged in the 1980s. Nunan (2013) observes that in CLT “learners must learn to use language to get things done in real world”. Brandl (2008:5) explains further that “Communicative Language Teaching (CLT) is an approach to language teaching, rather than a specific methodology. This approach rests on the idea that the primary use of language is communication, and the end goal of SLA is to reach communicative competence. The focus is on real-life, as opposed to decontextualized situations”. Yet, the new wave in second and foreign language teaching is definitely learning by doing using authentic materials instead of readymade texts.

The use of authentic materials is a turning point in SLL, by this token, Brandl (2008) argues that:

Materials need to be authentic to reflect real-life situations and demands. According to him, authentic materials: expose students to real language in contexts where it naturally occurs; relate more closely to learners' needs and provide a link between the classroom and students' needs in the real world; supports a more creative approach to teaching, allows teachers to develop their full potential, designing activities and tasks that better match their teaching styles and the learning styles of their students

In this study, the researcher has chosen to use the task based approach for “the task based syllabus is emerging as the most utilized syllabus in all the continents of the world due to its effectiveness and outcome in English language pedagogy” (Pishghadam & Zabihi, 2012; Carless, 2009; Park, 2010; Rahimpour, 2008). In the same vein, and as we are dealing with business learners, Frendo (2005:13) argues that the great advantage for business English learners is that the language produced while doing a task can be immediately relevant.

TBLT asserts that language is best learned when focus is on meaning and it is contrary to the concentration on form i.e. grammatical structures of the target language based on the traditional linguistic or structural syllabus (Ellis, 2003; Willis & Willis, 2007). Furthermore, according to Richards and Rodgers (2001), task-based language teaching is known as an approach which makes up for the insufficiencies of communicative language teaching (CLT) and can be considered as “a logical development of it” (p. 223). From another view point, Frendo (2005) observes that there are two basic forms of CLT, a weak and a strong one; and that both forms are used in

business English classrooms. According to him, the weak form of CLT focuses on what is to be learned and refers to the PPP approach. “PPP, where language is presented, practiced using a variety of different activities, and finally produced through some sort of communicative activity”. (Ibid: 13). The task based approach, according to him refers to the deep-end approach to the communicative one, ‘where learners are asked to perform a task that makes demands on their competence in using language, and then their performance is diagnosed, leading to a focus on specific language items’. (ibid)

The popularity of both TBLT and CLT is also derived from the advantages of each; in particular they have been proven to be an effective way for adult learners to study English (Carless, 2004). The task based approach has become trendy in second and foreign language learning for according to Richards and Rodgers (2004) “engaging learners in task work provides a better context for the activation of learning processes” (p. 223). In the same vein, Richards and Schmidt (2010: 584) observe that “The use of a variety of different kind of tasks in language teaching is said to make language teaching more communicative ... since it provides a purpose for a classroom activity which goes beyond the practice of language for its own sake”. This latter entails the use of the utilitarian language as it is the case in the present study and the case of ESP; but the task based approach joins the communicative approach where Schmitt (2000) claims that the communicative approach works only when the learner has enough supportive vocabulary to produce functional language use.

To understand the task based approach, one has to identify what tasks stand for? Breen (1987, p. 23) identifies a task as any structured language learning endeavour which would naturally have its own objectives, content, working procedures and outcomes. Nunan (1989, p. 10) views a task as "a piece of classroom work which involves learners in activities like comprehending, manipulating or interacting in the target language". When, Skehan (1998) sees a task as “an activity in which meaning is primary; there is some sort of relationship to the real world; task completion has some priority; and the assessment of task performance is in terms of task outcome” cited in Ellis(2003: 25). Another turning point in the TBLT is that learners’ role has become

central to the learning process, learner centered classrooms replaced teacher fronted ones. Furthermore, during TBLT a language learner plays a dynamic role in the whole process of language learning as he takes active part in interactive and communicative activities throughout the task performance cycle to achieve an outcome (Prabhu, 1987; Bygate et al., 2001; Skehan, 1998; Robinson, 2011; Ellis, 2003)

Littlewood (2004) distinguished between a task and an exercise by claiming that a task is meaning-focused whereas an exercise is form-focused; a task is connected with the pragmatic meaning but an exercise deals with the semantic meaning.

Henceforth, theorists like (Willis 1996; Ellis 2003; Nunan 2004) agree that there are three phases in the TBAT. By the same token, Nunan (2004) sustains that any task must involve three stages which include:

- 1) **Pre-task stage** (the introduction to the topic and to the task);
- 2) **During task stage** (the completion of the task depending on the type of activity);
- 3) **Language focus stage** (reviewing the task and highlighting relevant parts for the students to analyze).

Willis (1996) also emphasized that while doing the task, the learners' focus should be on meaning, and they should be allowed to use the language forms they are aware of. In down to earth words, the task based approach involves learners to complete tasks either individually, in pairs or in groups under the teacher's assistance. They utilize the language resources they have, and thus their focus remains on completing the task rather than being conscious of the language forms (Skehan, 1998). This removes their fear of speaking in a second or foreign language and develops the confidence to try even if they have "limited language resources" (Willis & Willis, 2007). Yet, real life situations are rehearsed in the language teaching classrooms (Ellis, 2009; Hu, 2013).

Nunan (2004) has differentiated task classification as the pedagogical tasks and

real life tasks. The pedagogical tasks mean the communicative activity performed in the classroom to achieve an outcome, basic purpose of pedagogical task is the rehearsal of real world all around. The real-world task means the real life interactive communication outside the classroom for example reserving an air ticket, job interviews and making new friends. The basic purpose of a task is not only to communicate but to achieve a purpose and an outcome while focusing primarily on pragmatic meaning (Ellis, 2009). The figure beneath describes TBLT framework designed by Nunan (2004).



Figure 5.2 Framework for TBLT Nunan (2004: 25).

Willis (2008) stepped further and explained that task as an efficient activity should include the following criteria in the form of questions. The more confidently you can answer yes to each of these questions according to him, the more task-like the activity.

Will the activity engage learners' interest?

Is there a primary focus on meaning?

Is there a goal or an outcome?

Is achievement judged in terms of outcome?

Is completion a priority?

Does the activity relate to real world activities?"

(Willis & Willis, 2007, pp. 12-14)

Hence, a task-based approach is widely accepted as beneficial because it can readily involve all aspects of the four language skills (Ellis, 2003, p.10). The task work plan requires learners:

i) to read or listen to the information provided in the course book and to share their ideas about the content of the text, and then to

ii) speak or carry out short written tasks focused by time limits,

iii) or to combine receptive and productive skills. Sometimes, a task requires that learners use dialogue or monologue to realize its outcome.

Once understanding the task based approach to course design, one cannot deal with ESP course design without tackling needs analysis which constitutes a determinant step in ESP teaching and learning process. Literature about NA has been clarified before (3.2); the next title justifies the intertwined relationship between ESP and NA.

5.6 ESP Course Design and Needs Analysis

Needs analysis or needs assessment is commonly known by the collection of data that will serve the foundation of any course. To this effect, even though the two terms are used interchangeably, Graves (1996:12) observes that “assessment involves data, whereas analysis involves assigning value to those data”. Nonetheless, both terms reflect the starting point to any course and syllabus establishment. This research field started from the 1970 with the works of Richterich (1972) and Munby (1978). Then, according to Richterich needs analysis implies “compiling information both on the individual or

groups of individuals who are to learn a language and on the use which they are expected to make of it when they have learned it” (Richterich, 1983: 2)

Johns (1991) points out that the very first step of a course design is what we call needs analysis which provides validity and relevancy for the other subsequent course design activities. Brown (1995) defines the term as “the activities that are involved for gathering information that will act as the foundation for developing a curriculum which will meet the learning needs of a particular group of learners”.

Witkin and Alschuld (1995) summaries needs analysis as “a bunch of systematic procedures applied for the aim of identifying the priorities that will help in making decisions about the programs or organisational improvement and implementing resources”.

Needs analysis is closely related to ESP although it is the foundation to any course. Therefore, ‘the idea of analyzing the language needs of the learner as a basis for course development has become almost synonymous with ESP’. (McDonough 1984:29). Indeed, all scholars agree that any starting point to ESP course foundation relies in an NA process. Although, any course should be based on an analysis of the learner need (Hutchinson& Waters, 1987:53). They also argue that all courses are based on a perceived need of some sort (ibid). Furthermore, they conclude that “it is not much the nature of the need which distinguishes the ESP from general course but rather the awareness of a need”. (ibid: 53). The main point is that ESP learners hold a specific interest in a specific subject matter to learn the target language for a current or future job or to complete academic requirements.

5.7 EBE Course Design

The ultimate goal of the NA conducted by the researcher is to design an EBE course that would meet students’ needs and teachers’ goal. It is known by the establishment of a model course based on the NIA findings (target and learning needs Hutchinson & Waters (1987: 65) assert that:

Course design is the process by which the raw data about a learning need is interpreted in order to produce an integrated series of teaching-learning

experiences, whose ultimate aim is to lead the learners to a particular state of knowledge.

Therefore, Richards (1990) alleges that NA is key to the planning of language courses and programmes. “The relevance of this process is that learners’ motivation and language achievement are enhanced when teaching and learning practices match their perceived and actual needs” Pushpanathan (2013). Indeed, when students’ target and learning needs are matched with the ESP course, better achievement is perceived and target goals are attained. Note that a detailed literature on course design is provided in chapter five.

5.8 EBE Blended Course

The EBE master one banking and finance blended course entails the use of classroom and online lectures. Though, the COVID-19 pandemic measures for the safety of human kind have limited classroom lecture sessions. Therefore, the course delivery relied on the Teams app afforded as a substitution to the classroom sessions and on the Moodle platform to assign further course content material.

5.8.1 Access Guidelines

As far as the Teams application is concerned, learners had to download it on their digital devices (mobile- Pc-tablets...), they are given their passwords and identification user names by the technician staff at the level of their faculty.

AS far as the MOODLE platform is concerned, all enrolled university students have their digital accounts on it. They are given their corresponding identification names and passwords, and are required to activate their MOODLE account at a designed office desk in the central university’s library. After having entered their identification name and passwords, the first cover page of the platform is displayed as beneath on the university’s e-learn web site: <https://elearn.univ-tlemcen.dz/>



Figure 5.3 E-platform University Homepage (1)

On the underneath part of the page we can notice (catégories de cours), it refers to the different course fields that exist in the different faculties at university. We can observe: faculty of technology, faculty of sciences; law and political sciences.... In this program, students have to click on the economic sciences, management and commerce to join the assigned course.

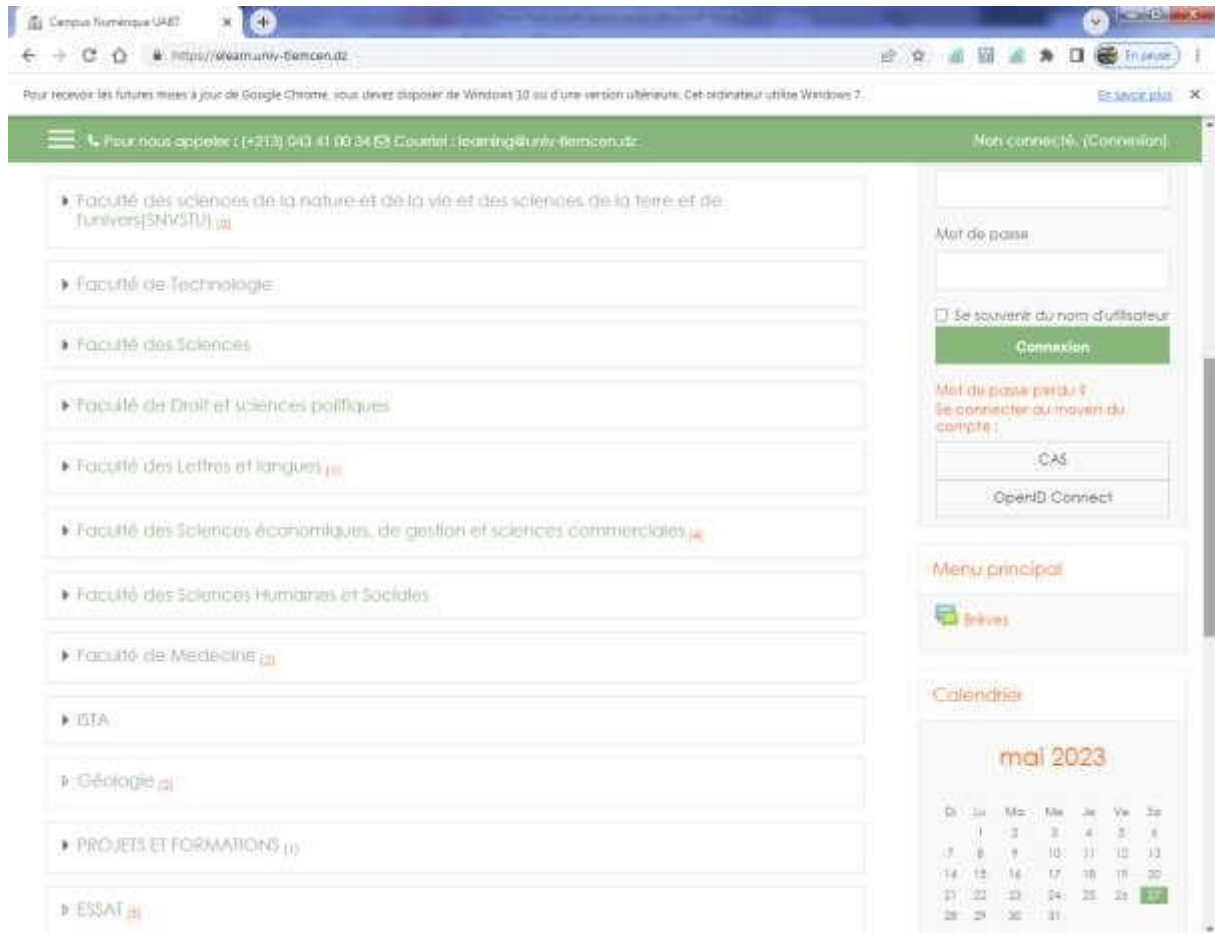


Figure 5.4 E-platform University Homepage (2)

5.8.2 Course Objective Headings

Master-one banking and finance course main objective is to permit to learners to enhance all the language skills in order to communicate effectively in a business setting with a focus on the writing skill, but this latter cannot be fulfilled without the reconsideration of the other skills and functions. The first task students were asked to achieve was an online listening comprehension task. Its main objective is displayed on the first section course and the objective of the task is displayed on the online page:

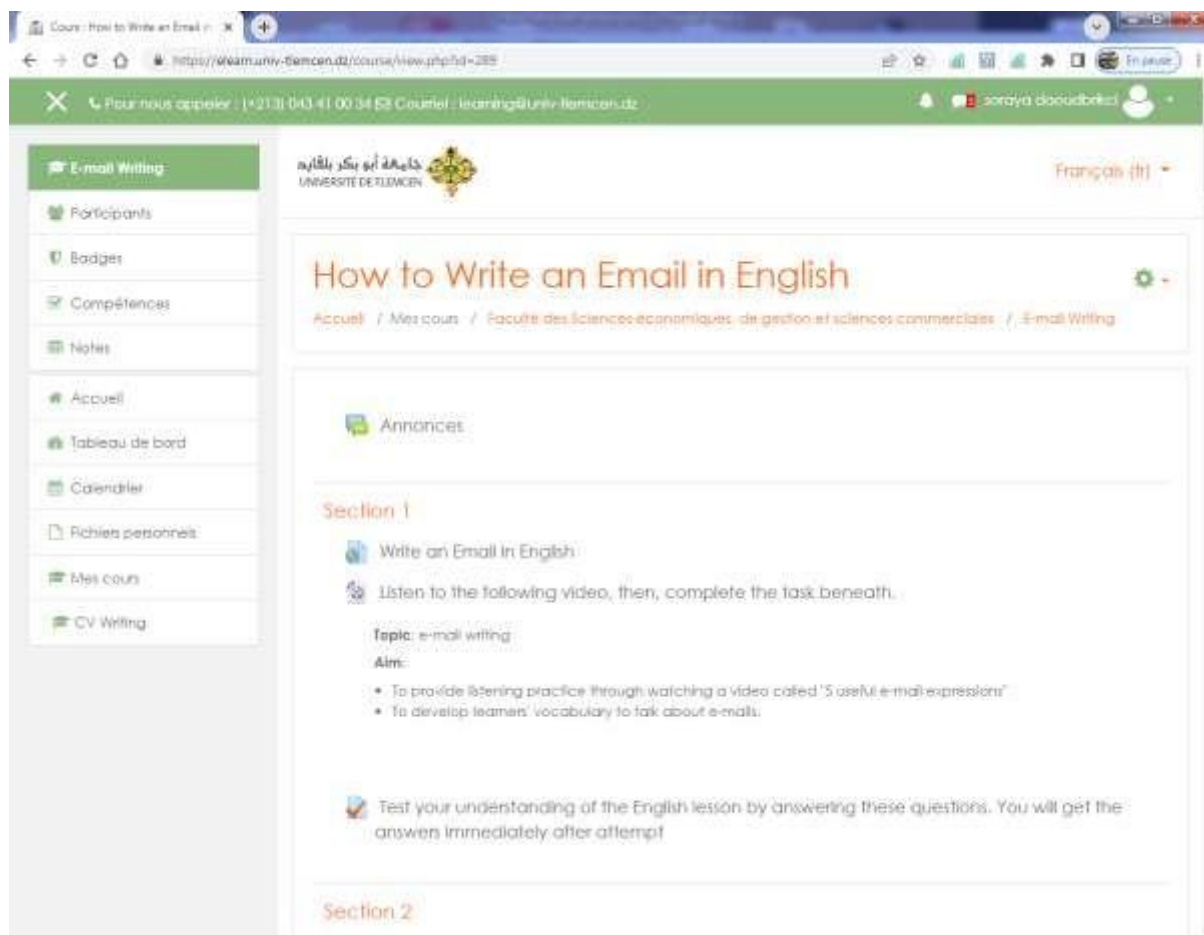


Figure 5.5 E-Platform Course Presentation

5.9 Overall EBE Course objectives

The main objective of this EBE course is to allow students to communicate fluently in a business environment and more importantly to be able to write effectively in English as findings revealed that the current content of the course is inappropriate to students' needs and wants. Moreover, students should be capable to understand and use correct grammar structures and formal language functions like making requests or inquiries in an email directed to a multinational company for instance. This has been confirmed from the interview with the bank officers who have maintained that they encounter difficulties with almost all skills when they are faced to target language situations as phone calls, emails, official documents.

Graves (1996) explains that “goals are general statements or the final destination; the level students will need to achieve”. In this vein, at the end of the course students need to develop their four skills and special focus is shed on the writing one.

Listening: business conversations, and business news or you tube business tutorials.

Reading: business texts were provided like comparing between a formal and a non-formal email, or what should a CV contain.

Writing: formal or informal emails, formulating a CV, apply for a job with a job application letter.

Speaking: conversations between students using flashcards questions, describe one's own work experience in simulating a hiring job interview.

5.10 Topic and Text Selection

The master one banking and finance sample targeted in this study are considered as EGBP (English for General Business Purpose) learners as it has been explained before in (1.5); therefore, the researcher has the responsibility to convert students', teachers' as well as workplace managers' needs, lacks and wants to instructional material and topic headings. As writing represents the main researcher's target, she has pinpointed some main business functions and occupations around the writing skill and assigned some prevalent business topics like email formal and informal writing, CV academic formulation and job interview interface. Different tasks have been assigned to this end like: listening and completing understanding stretches, reading some business excerpts, then, paraphrasing and using one's own words to complete tasks. Writing tasks are given with specific topics and directions under the teachers' guidance. Speaking tasks are designed around simulating business situations and speaking in front of peer's audience. Discussion dialogues were also used with the help of flashcards and questions for each student where no one could see each other pre-designed questions to trigger their motivation and create a joyful atmosphere to minimize learners' frustration and anxiety common to ESP learners.

5.11 Task Setting Description

The Blended course is built up around teacher fronted and online instruction method. The researcher has to decide how to split the course into online and classroom

sections according to her perceived important priority as well as according to the available conveniences. That is, the researcher has decided to devote the listening skill section on the digital platform, for the absence of adequate language laboratories in ESP fields and therefore, learners can access to online material directly online. Further illustration is brought in the following two sub-titles.

5.11.1 Classroom tasks

The writing skill is entirely devoted to classroom tasks (pre, during and language focus stage), for the researcher wants it to be more form and content language focus. Yet, she could react at each stage of the task, illustrate, provide some missing vocabulary and give feedback with the required guidance. The speaking section too is maintained in a classroom setting for its interactive and simultaneous aspect. During and reading language focus stage were also instructed indoors.

5.11.2 Online tasks

Online tasks refer to the work done on the digital platform; therefore, the researcher has administered the established online course on the platform before starting her teaching stage. Yet, the listening skill is entirely online with a pre- listening stage. In the during task stage, learners had to fill in with appropriate answers or language structures according to the listening record. During the language focus task, learners could check the relevance of their answers immediately after having completed the task. Pre-reading and pre-speaking stages were also posted online to help learners acquire additional business language functions and context. Some consolidation tasks were also sent online for further processing of the lecture.

5.12 Task Skill Description

The banking and finance Master One course content is founded upon topics including the four skills, these skills include different tasks described below.

5.12.1 Listening skill

During the listening skill, learners benefit from posted online videos. Yet, they can repeat hearing them as much as they wanted. Learners confessed that in a classroom setting, they would be ashamed to ask the teacher to repeat them and therefore, it has a positive effect on them. Furthermore, the videos serve also to prompt learners' pronunciation as they are native speaking records. Apart listening, the task entails different kind of activities; we can mention some of them:

- ✓ Yes, no questions. For instance:

I look forward to meet you. Is the sentence correct?

- yes no

- ✓ Multiple choice questions

- To rewrite a language structure

I look forward_____.

- to hearing to you. to hear you. hearing you to hearing from you.

- To define a concept

What is an attachment?

- Sincerely, regards, and kind regards are all examples of an attachment.
- A computer file that is added to an email.
- An email that is resent to a different address.

- To use correct grammatical structures in the use of prepositions

I'm forwarding John's response_____ you.

- Are you going to promise any action, give additional information, offer help, or simply say that you will tell them when the product/service is available again?

Now write the email in a formal/neutral style.

The -during task phase refers to the time given to learners to achieve the task under the teacher's guidance. Then, comes the time for the language focus task where learners are invited to peer reviewing, for instance:

When you finish, work with a partner. Check each other's grammar, spelling, punctuation and style. Is everything clear, well-structured and easy to understand?

The last step goes to the teacher who will provide necessary feedback about their writings. This step is fostered by some additional grammar tasks including the use of tenses, modals, contractions....

5.12.4 Speaking skill

Results from the data analysis part reveal that learners are eager to develop this skill; they want to be able to hold a spoken discourse to achieve some business communicative purposes. Therefore, the researcher has depicted some tasks that would help upgrade this skill using a role play job interview, questions for discussion and other speaking tasks. As a pre-task, the teacher sends some additional language structures and functions online (The 100 most useful emailing phrases). The- during and post or language focus task was performed in class. Language focus part stretches online with some consolidation tasks.

5.13 Conclusion

The chapter describes the ESP course built up to meet the banking and finance master one learner's needs. A full description of the task based used to approach the course has been delivered at the previous stages of this chapter. The researcher has then, explained how the EBE needs (obtained from the findings of the NA in the previous chapter) have permitted to build up the course.

The next step has been devoted to describe the EBE blended course. The demonstration involves the setting and task description of the course. The setting sheds light on the online and classroom delivery means. Meanwhile, the task description implies the arrangement of task activities around the four skills.

Chapter six

EBE Course Template, evaluation and Recommendations

Chapter six: EBE Course Template, evaluation and Recommendations

6.1 Introduction

6.2 Course content

6.3 Sample unit

6.3.1 Course presentation on the platform

6.3.2 Complete course presentation

6.4 Course implementation and limitations

6.5 Teachers' Post treatment interview

6.5.1 Teachers' post treatment interview design

6.5.2 Teachers' post treatment interview findings

6.6 Assessment

6.7 Discussion

6.8 Recommendations

6.8.1 Pre- training for ESP teachers

6.8.2 Promote the use of authentic writing material

6.8.3 Invite students to attend and participate to MOODLE workshops, conferences, study days and symposiums

6.8.4 Integrating writing strategies

6.8.5 Use mind mapping to enhance ESP writing abilities

6.8.6 Use of websites and applications to improve writing

6.8.7 Flipped learning

6.9 Conclusion

6.1 Introduction

Chapter six refers to the practical representation of the master one banking and finance blended course. The three writing units are displayed. The distribution of the tasks (classroom and online) is also described. The next part to this chapter implies evaluation to the course delivery. Henceforth, the researcher has started by stating limitations that have been encountered during the investigation. Then, the teachers' post treatment interview has been described and findings revealed that the blended course has helped learners to raise their ability to develop the four skills in general. The online pre-tasks were welcomed by learners as they benefited from native speaking videos; learners also benefited from the posted online tutorial stretches as they could repeat and learn at their own pace. The course content has helped learners to improve their writing in general (grammar, spelling, coherence ...) as they focused on task fulfillments like email writing, CV completion and other writing tasks.

The researcher has then explained the assessment procedure and concludes with recommendations that would improve the present study. Some recommendations are starters for other further investigations like mind-mapping that is gaining popularity in developing the writing skill for ESP and EBE learners.

6.2 Course Structure

The course contains three units. Each unit is sequenced into four parts representing the four skills. The skills are delivered either in class or online and sometimes both. The table below highlights more details:

Table 6.1 course content

Units	Tasks	Skills + language	Functions	channel	Task stage	Text selection
Unit 1	e-mail writing	1. Listening (vocabulary) -email useful Expressions (please find attached, I've cc'd, keep someone in the loop, ...) -grammar points (use of: look forward to ..., use of prepositions,	-Polite introductions -suggestions -definitions (attachement, forward,...) - sign off an email	Online	Pre-task During task Language focus	You tube tutorial
		2. Reading (pre-reading) general tips to write a formal email -reading compare between a formal and an informal email. -State whether the sentence would be classified as either formal or informal. If informal, change it to formal	- -	online In class	Pre-task During task Language focus	(parts of an email: salutations, body paragraph, closing) https://www.menlo.edu/wp-content/uploads/2015/03/writing-a-formal-email.pdf
		3. Writing -write a formal and an informal email with complete directions -consolidation grammar task (tenses, modals)	-informing -arguing	In class	Pre-task During task Language focus	
		4. Speaking The 100 most useful emailing phrases	-Opening greeting -requests/asking for information. -answering questions -making/changing arrangements. -Questions for discussion Consolidation tasks	Online In Class Online	Pre-task During task Language focus Language Focus	Macmillan education

Unit 2	Applying for a job	1. Listening (vocabulary and grammar points) -what to say at your job interview	-introducing -make use of some formal collocations (think on my feet)	Online	Pre-task During task Language focus	You tube tutorial
		2. Reading (Pre-reading) Job application (post-reading)	-describing -answer true/false statements.	In class Online	Pre-task During task Language focus	https://www.examenglish.com/B1/b1_reading_job_application.htm
		3. Writing -write an email applying for a job With complete directions.	-describing one's own experience and skills -convincing	In class	Pre-task During task Language focus	http://www.businessenglishonline.net/wp-content/uploads/2010/10/Job-application.pdf
		4. Speaking Hiring interview role play.		In class	Pre-task During task Language focus	
Unit 3	Writing a CV	1. Listening (vocabulary and grammar points)	-understanding -fill in the task	Online	Pre-task During task Language focus	You tube tutorial
		2. Reading (pre-reading) Full CV definition Presentation of a good and a poor CV template (post reading) -CV template with question Extra tasks with extra vocabulary in use and extra grammar in use	-comprehend a CV completion -comparing -fill in according to the template CV	online In class online	Pre-task During task Language focus	https://theinterviewguy.com/cv-curriculum-vitae/
		3. Writing (write your own CV with complete directions)		In class	Pre-task During task Language focus	

		4. Speaking Students yes/no questions. -Translate your cv into a job interview. (bring some key words and elicit their pronunciation)	-guess the job by CV	In class	Pre-task During task	
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6.3 Sample unit

Writing an email

The general aim of the unit: at the end of the unit, students will be able to write a plain formal email. They will be able to make a clear cut between a formal and an informal email.

Language functions:

- Polite opening forms (greeting)
- opening lines
- making requests
- asking/giving information
- closing lines

Language aspects:

- emailing vocabulary
- grammar structures
- punctuation
- _formal collocations

6.3.1 Course presentation on the platform:

Students have to login in with their identifying name and password on e-learn platform via one of these links: www.univ-tlemcen.dz/ or <http://elearn.univ-tlemcen.dz/>.

After selecting their department (science economic), they join the first lecture entitled: How to write an email. This screen should appear as they select their department:

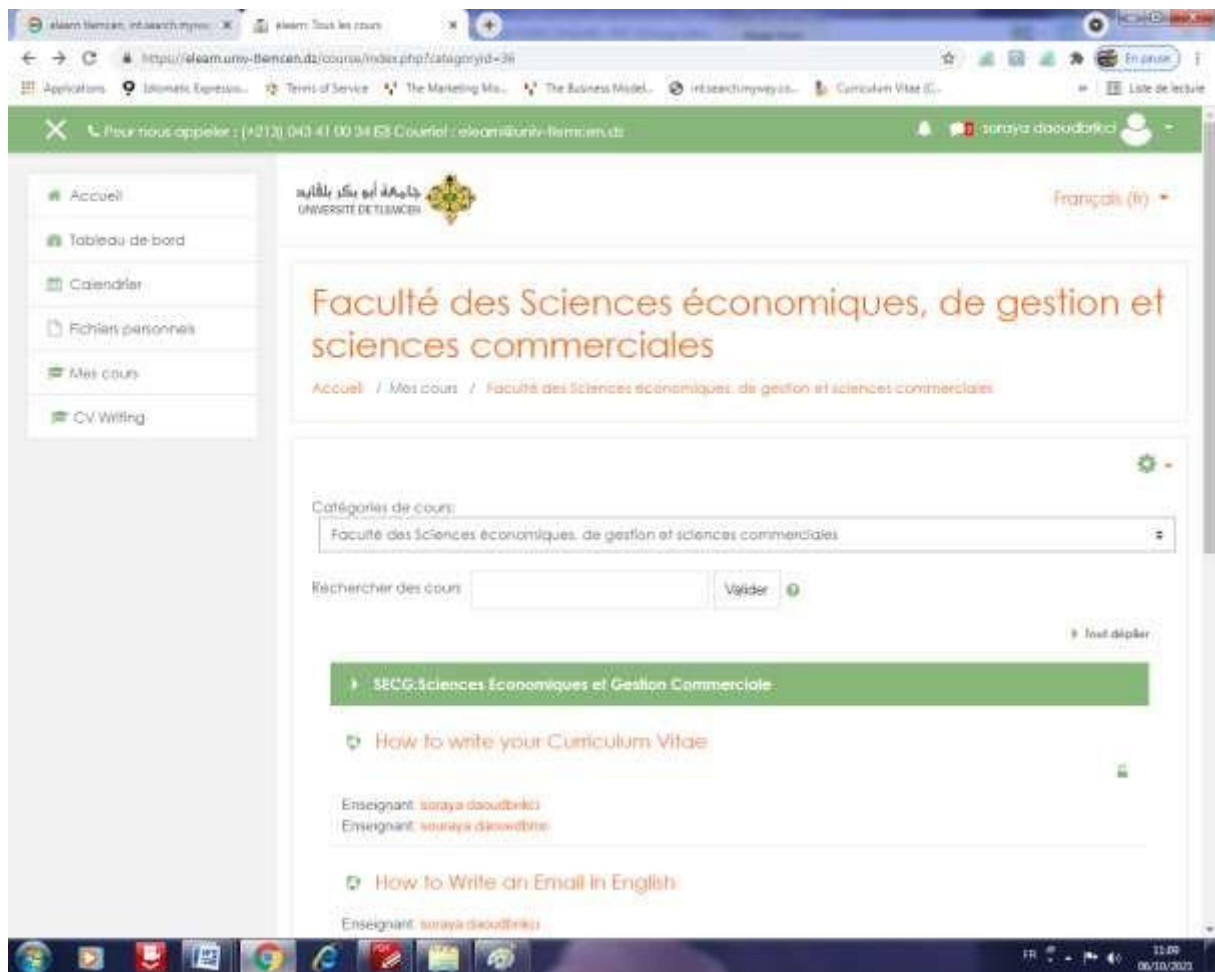


Figure 6. 1 E-platform Screen Presentation

They then, will point out the first unit and follow the directions. It starts with a listening task by clicking on the link. As a post listening step, they have to answer some understanding questions. They will be scored immediately after completing the answers. Correct answers will be provided in case their fail to find the right answer.

6.3.2 Complete course presentation

TRANSCRIPT:

Hi. My name is Emma, and today we are going to look at some very useful email expressions. So we're going to look at five in total, and these email expressions can be used in formal email writing. So I've had a lot of students in the past tell me that they

spend hours writing very simple, short emails. These expressions will help you to improve your email writing, and to write emails a lot quicker. So let's get started. Okay, so our first expression, very common: "Please find attached_____." Okay? "Please find attached_____." So, what do I mean by "attached"? So, in this case, "attached" is a verb, but "an attachment", which is the same thing but in the noun form, is an added computer file. So it's a computer file we add to an email. So, what are some examples of attachments? Well: "Please find attached my resume." This may be an added computer file. "Please find attached photos from the conference." So it's a very simple phrase. It's very polite. Notice we have "please". "Please find attached_____." And then you just fill in the blank with the computer file you're adding to the email. Okay? So that's our first expression. Now let's look at our second expression. "I've forwarded _____ to you." Or alternatively, we can also say: "I'm forwarding _____ to you." So, first of all, what do I mean by "forward"? Okay? Well, a forward... "Forwarding" is a verb, but it can also be a noun, as in "forward". So a "forward" is when you get an email and you decide you want to resend the email to someone else, so you forward it to them. So, again, it's when you want to resend an email and you send it to a different email address. So that's a forward. So what can I forward? Well, we've used resume already; we can use it again. "I've forwarded..." Maybe you're forwarding someone else's resume, so: "Bill's resume to you.", "I'm forwarding John's email." Maybe there was a good email he sent, so you want to forward it to someone else to you. So that covers forwarding. K, now let's look at some more expressions. Okay, so expression number three: "I've cc'd/cc'ed/copied _____"-and then you write the name of the person-"on this email." So, what does this mean? Well, sometimes maybe you've written an email to someone, but you want someone else to see what you've written. So the email isn't directed to this person; you just want them to know what's going on, so you might cc them or copy them. Okay? So there are three different ways to write this. Remember, in business writing and in formal writing for emails, we really want emails to be short and to the point. We want them to be concise, so that's why you may see "cc'd", not as a word but just with an apostrophe "d", meaning the past participle. "Cc'ed" or "copied". All of these are correct to use. So I could say: "I've cc'd Umar on this email." Meaning the email goes to someone, but Umar can also see the

email too. So the email isn't directed to Umar; he can just see it too. So why might we cc someone? Well, to keep a person, so someone, in the loop. So this is another common expression you may hear. When you keep someone in the loop, it means you want them to know what is going on, so you keep them in the loop. Meaning now they know what is happening. Okay? Expression number four: "If you have any questions, please don't hesitate to contact me." So, first of all, what does "hesitate" mean? This might be a word you don't know. It means to wait. So, this can also sound like: "If you have any questions, please don't wait to contact me." "Hesitate" is, of course, more formal and it's the one that is commonly used. So this is a great way to actually end an email. Towards the end, before you say: "Sincerely", or: "Kind regards, Vanessa", or: "Emma", or: "Umar", or: "John", this is a good thing to write before the very end of the email.

Task

Test your understanding of the English lesson by answering these questions. You will get the answers and your score at the end of the quiz.

1- I look forward_____.

- to hearing to you. to hear you. hearing you to hearing from you. quiz

2- I look forward to meet you.

Is the sentence correct?

- yes no

3- I'm forwarding John's response_____ you.

- at from to
 on

4- What is an attachment?

- Sincerely, regards, and kind regards are all examples of an attachment.
 A computer file that is added to an email.

- An email that is resent to a different address.

5- What is a forward?

- Sincerely, regards, and kind regards are all examples of a forward.
- A computer file added to an email.
- An email that is resent to a different address.

6- If you have any questions, please_____.

- hesitate to contact me
- don't hesitate to contact me
- wait to contact me
- don't hesitate me.

7- I've cc'd Wang Ming on this email."

- Wang Ming will also receive the email even though it is not addressed to him.
- The email is addressed to Wang Ming.
- Wang Ming sent the email.
- I have saved Wang Ming in my contact list.

8- Kind regards, regards, good regards, and sincerely are all common ways to end an email.

- yes no

9- Please_____attached my resume.

- forward find examine look at PDF Word doc

10- "I look forward to hearing from you." is always placed at the beginning of an email.

yes

no

Answers

1- to hearing from you.

2- no

The correct sentence is "I look forward to meeting you."

3. to

4. A computer file that is added to an email.

.

5. An email that is resent to a different address.

6. Don't hesitate to contact me

7. " Wang Ming will also receive the email even though it is not addressed to him.

8. no

"Good regards" sounds strange and is not used to end an email.

9. find

10. no

It's placed near the end of an email.

II- Reading**Online****a-Pre-reading:**

For many students studying Business English and practicing their business email writing skills is an important part of their course.

While most of us are happy to write informal emails to friends that might have grammatical mistakes in them, the same is not true when writing to colleagues and clients with whom we want to make a good impression.

So, how can you ensure that your email writing skills are up to standard? Here are some **general tips** I'd like to share with you:

1. Subject Line

Always have a subject line that summarises briefly and clearly the contents of the message (example: **Re: Summary of Our Meeting with ABC Suppliers**).

2. Simplified Sentences

Don't make your email look overcrowded by trying to use too many technical terms or long words. It is good to use complex and compound-complex sentences, but ensure that they are easy to understand.

The most common mistake that many of our students make is to translate directly from their own language. This can often lead to confusing sentences. A popular rule that you could adapt is to use the KISS Test – Keep It Short and Simple.

Skype ELessonwith Native teachers >>

3. Think of who your reader is going to be

Is it a colleague, a client or your boss? Should the email be informal or formal? Most business emails these days have a neutral tone. Note the difference between Informal and Formal:

Informal – *Thanks for emailing me on 15th February*

Formal – *Thank you for your email dated 15th February*

Informal – *Sorry, I can't make it.*

Formal – *I am afraid I will not be able to attend*

Informal – *Can you...?*

Formal – *I was wondering if you could....?*

Some emails to colleagues can be informal if you have a long working relationship and know them well. This is the style that is closest to speech, so there are often everyday words and conversational expressions that can be used. For instance, '*Don't forget*', '*Catch you later*', '*Cheers*'.

The reader may also accept or overlook minor grammatical errors in informal emails. However, if the email is going to a client or senior colleague, bad grammar and an over-friendly writing style will most probably not be acceptable.

4. Be very careful of capital letters, punctuation, spelling and basic grammar

While these can be tolerated in informal emails, they are very important in business emails as they are an important part of the image you create. Give yourself time to edit what you've written before you push that Send button.

In today's busy world, it's very easy to send out many emails without checking them thoroughly: as an English learner, you should make a conscious effort to double check before sending.

5. Think about how direct or indirect you want to be

In some cultures, it is common practice to be very direct in email correspondence. However, this can cause a problem if you're writing to someone in another country and

in a language that is not your mother tongue. They might find your directness rude and possibly offensive.

Consider these:

Direct – *I need this in half an hour.*

Indirect and polite – *Would it be possible to have this in half an hour?*

Direct – *There will be a delay*

Indirect – *I'm afraid there may be a slight delay.*

Direct – *It's a bad idea*

Indirect – *To be honest, I'm not sure if that would be a good idea.*

By adjusting your tone, you are more likely to get a positive response from your reader.

6. Be positive!

Look at these words: *helpful, good question, agreed, together, useful, I will do my best, mutual, opportunity.*

Now look at these: *busy, crisis, failure, forget it, I can't, it's impossible, waste, hard.*

The words you use show your attitude to life, so choose your words wisely.

7. Get feedback

Try and get some feedback on the emails that you write. This could be from your English Teacher or someone you know whose English is at a good level.

Study the English in any emails you receive. If it is a well-written email, look carefully at some of the language used. Start your own phrase book by collecting a bank of phrases from what you hear or read all around you; they may be useful in the future.

In Class

b- Post reading:

<https://www.menlo.edu/wp-content/uploads/2015/03/writing-a-formal-email.pdf>

Informal Vs Formal

Informal

- Written to friends and family.
- Accuracy and grammar (spelling and punctuation) are not important.
- You can make up your own rules. Can go to the movies or dinner or just whichever you want.

Love ya,

Jules

Formal

- written to a professor, colleague, Dear Professor Johnsonboss, etc.

Example

Hi Anne,
I miss you so much! Can't wait to see you on Friday!! We haven't hung out in so long! I miss my bestie! Maybe we chill and watch TV and catch up...idc,

Example

I was unable to attend class today due

- Must always be professional to a doctor's appointment. When you
- Accurate grammar, punctuation, and have a moment, could you please let

Spelling necessary

to have completed

me know what I missed and what Homework I need for Friday?
Thank you,

Julia Smith

E-mail Format:**1- Salutation:**

The salutation of a formal email is similar to the salutation of a letter. When writing to someone you do not know by name, you put “To Whom it May Concern.” When applying for a job, you would address the person by, “Dear Hiring Manager.” If you do know the recipient’s name, you put “Dear Mr./Ms. Smith.” For a formal salutation, you should not use the recipient’s first name or the informal greetings “Hello” or “Hey.”

2- Body Paragraphs:

It is important to remember that an email needs to be concise. The first sentence, known as the opening sentence, can be a greeting if the situation allows it.

- I hope all is well with you.
- Thank you for your prompt response.

However, for most formal emails it is best to get straight to the point. Depending on the subject, you should have a maximum of four paragraphs and each paragraph should contain a single point. It is also important to provide questions in order to prompt a response. At the end of your last paragraph you should provide a “thank you” or “call to action” depending on the subject of your email.

- Thank you for your assistance with...
- Thank you for your time and I look forward to hearing back from you.
- Please feel free to call or email me if you have any questions.
- I would appreciate it if this could be taken care of promptly.

3- Closing:

Like the salutation, the closing of a formal email can be the same as the closing to a letter. However, unlike the salutation, there are more options for a closing.

- Thank you
- Best regards
- Sincerely
- Yours

The closing is then followed by your full name. It is also beneficial to add your job position (if applicable) and phone number under your name in the 4th paragraph.

Putting It All Together

Find and correct the errors in the following emails:

1.) Hello Professor Smith,

I'm sorry to tell you but im sick and will not be able to come to class. See ya Wednesday.

Jason

2.)

Dear Sally Blue,

I read online that you're selling business cards. I was wondering how much if i only wanted 500? Is color and a logo extra? Can I see an example before all are shipped or will that cost extra? You seem to have a great business so I hope you can help.

Thanks,

Jess

Higgins

3.)

Dear Sir/Madam,

I am a graduate from menlo college. I got a degree in business and would now like to use it. Your company looks interesting. Can I come in for an interview? I have alot of experience from my schooling and extra cirriculers. I think I can help the company alot. Please respond to my email to let me know.

Thanks,

Max

Oates

Answers:

Formal vs. Informal

1.) Formal

2.) Formal

3.) Informal; I should not have changed it.

4.) Informal; I apologize but I am unable to help you with your problem because it is extremely difficult.

5.) Informal; Dear Mr. Smith, How are you? Putting It All Together (answers may vary)

1.) Dear Professor Smith,

I am sorry to inform you, but I will not be able to attend class today because I am ill. Would it be possible for you to let me know what I have missed? Thank you for your help and I will see you in class on Wednesday.

Sincerely,

Jason Jones

This is just one of the many ways to write about this particular topic. However, make sure to use formal language, no “see ya.” Also, eliminate all contractions. If possible, try to ask a question. For this particular topic it is good to show your professor that you are truly sorry for missing class and want to know what you are missing.

2.) Dear Ms. Blue,

I was searching online for a company that makes business cards. I came across your website and am extremely impressed. However, I do have a few questions. If I were to order only 500 instead of the advertised 1000 business cards, how much would that cost? Furthermore, I would like my business card to be colored and also include the logo of my company. Are those requests possible, and if so, how much extra will they be? Due to my request for color and a logo I would like to preview the card before receiving all 500. Is that feasible? I appreciate your assistance and look forward to hearing back from you.

Sincerely,

Jessica Higgins Managing Partner of First Financial Assistance (555) 555-5555

This example was not as poorly written as number 1. However, it can still be written better. For the salutation you do not want to use the person’s first-name unless you are friends. Attempt to use more formal language and sentence structure. For this specific

topic, praise and understanding is important. Since this topic revolved around a person working for a specific company, they needed to expand on their signature.

3.) Dear Hiring Manager, My name is Max Oates. I recently graduated in May from Menlo College with a Bachelor of Science in Business Management and a concentration in Marketing. I was recommended to contact you concerning job opportunities from my advisor Dr. Nancy Drew. I believe that I would be an excellent candidate for a job. I have taken many courses to prepare me for a job in marketing. These courses include Principles of Marketing, Marketing Research, Strategic Marketing Management, Consumer Behavior, and Internet Marketing. I have also recently interned at Google as an Internet Marketing Researcher. Through my many marketing classes and internship, I have learned to be a strong team member that values time management and communication. I believe that I can be a valued asset to your company. My phone number and alternative email are listed below. I look forward to hearing from you. Sincerely, Max Oates maxoates@gmail.com 555-555-5555

When it comes to emailing a hiring manager for a job, there is a specific outline that you should

III - WRITING:

In class



You are going to write two emails on a similar topic, the first formal/neutral and the second informal.

EMAIL 1

Write to a customer to tell them that the product/service they want is not available at the moment.

Prepare the situation using the questions below. The information can be real or imaginary.

- What is your company's business? What products/services do you offer?
- What is the particular product/service that you normally offer, but is not available at the moment?
- Why?
- When is it going to be available again?
- Who is the customer that you are writing to? Why do they need your product/service?
- Are you going to promise any action, give additional information, offer help, or simply say that you will tell them when the product/service is available again?

Now write the email in a formal/neutral style.

When you finish, work with a partner. Check each other's grammar, spelling, punctuation and style. Is everything clear, well-structured and easy to understand?

EMAIL 2

Write to a friend to tell them that you haven't got something they want from you.

Prepare the situation using the questions below. The information can be real or imaginary.

- Who is your friend?
- What item do they want from you? *Ideas:* they want to borrow a book that you have; they want you to make a copy of a CD that you have.
- Why are you not able to give them this item at the moment? *Ideas:* you have lent the book to someone else; your computer isn't working to copy the CD.
- When can you give them the item?
- Are you going to promise any action, give additional information, offer help, or simply say that you will tell them when you can give them the item?

Now write the email in an informal style.

When you finish, work with a partner. Check each other's grammar, spelling, punctuation and style. Is everything clear, well-structured and easy to understand?

FOLLOW-UP

Exchange emails with a different partner.

Reply to the emails you receive, inventing any information necessary.

This material has been written to accompany *email English*, by Paul Emmerson. ISBN 1405012943 This page has been downloaded from www.businessenglishonline.net. It is photocopiable, but all copies must be complete pages. Copyright © Macmillan Publishers Limited 2004.

Grammar Points

Read the grammar point. Complete the sentence with the correct form of the word. Then check your answers with our suggested answers.

1. Present simple and present continuous (be + ing)

Rule: Use the present simple to talk about factual information or describe routine habits or activities. Use the present continuous to describe ongoing actions or temporary situations.

Example:

Johnson and Johnson _____ (make) a variety of household products. The company _____ constantly (make) innovations.

2. Past simple and present perfect

Rule: Use the past tense to talk about completed events or actions. Use the present perfect (have + verb) to talk about events that started in the past and continue until now.

Example:

Jim _____ (work) at IBM for 25 years before he retired. He _____ (have) many interesting projects during his career.

3. Modal verbs

Rule:

- Use “may” or “might” to show uncertainty
- Use “must” or “have to” to show obligation,
- Use “can,” “could,” and “would” to make a request or make an offer

– Use “should” to give advice

Example:

We _____ know more about our target market before we launch our web site. We _____ be clear about the particular age group we would like to sell to. I know someone at Synergistics we _____ ask to help us. I think it _____ be a good idea.

Answers

1. makes, is constantly making
2. will be, am going to visit
3. worked, has had
4. an, the
5. should, must, could, may

Tagged as: [email writing](#), [Grammar](#)

VI – Speaking**Online**

The 100 most useful emailing phrases

Summary: A carefully chosen list of essential language for the beginning, body and ending of formal and informal English emails.



<https://www.usingenglish.com/articles/100-most-useful-telephoning-phrases.html>

Useful phrases for opening emails

Useful email opening greetings

Opening greeting to one person

Dear Mr/ Ms/ Dr/ Professor + family name (= Dear Mr./ Ms./ Dr./ Prof + family name)

Dear Alex

Hi (John)

Dear Sir or Madam

Opening greeting to more than one person

Dear all

Hi (everyone/ guys)

To: All faculty members/ To: New recruits/ To: All members/ To:...

Useful email opening lines

Opening line mentioning the last contact between you

Thank you for your email (yesterday/ of 12 May) about...I/ We would like to inform you that...

Thanks for your email this morning/ earlier/ yesterday/ on Monday/ last week/...

Thanks for your quick reply./ Thanks for getting back to me so quickly.

Thanks for your phone call this morning/ the information about/ your interest in/ your help with/ your hospitality in.../...

Thanks for sending me/ for contacting me about/ for attending/ asking us about/ informing us/ giving us feedback on/ inviting me to/ talking to me about...

It was great/ so nice to see you again on Monday.

(I) just read your email about/ (I) just got your message about/ (I) just got your request for...

It was a pleasure/ my great pleasure to meet you last week.

Sorry for my late reply/ Sorry it took me so long to get back to you/ Sorry not to reply sooner (but/ but I had to...).

Thank you for finding the time to meet me/ talk to me/ attend...

Sorry it's been so long since I was last in touch/ since my last email.

Opening line with the subject of the email

I'm writing to you about your latest model/ about the meeting next week/ about your presentation yesterday/ about...

I am writing to you in connection with/ with regards to/ regarding/ concerning...

I'm writing (in order) to ask/ to enquire/ to confirm/ to check/ to inform you/ to follow up on/ to let you know/ to tell you/ to thank you/ to invite you to/ to update you on/ to announce that/ to ask for a favour/ to...

(This is) just a quick note to say...

As promised/ As we discussed, I'm writing to send you/ to...

I'm writing (to you) because I have just found out that/ because I thought you'd like to know that/ because I need/ because...

Sorry to write out of the blue, but...

Sorry to write again so quickly, but/ Sorry to bother again so soon, but...

Sorry, in my last email I forgot to...

Social opening line/ Friendly opening line

(I) hope you had a good weekend/ a good evening/ a good trip (to...)/ a good time/ a good holiday/ a good break/ a good...

How's it going?/ How are things?/ How's life?/ How are you doing?

I hope you (and your family) are (all) well.

Useful phrases for closing emails

Useful closing lines for emails

Closing line talking about the next contact between you

Closing line when you need a reply

I look forward to hearing from you (soon)./ (I'm) looking forward to hearing from you (soon).

Please let me know if that's okay/ if that is acceptable with you/ if that sounds okay/ if you can/ if you can help/ if you need an extension/ if you need to reschedule/ if...

Closing line offering more communication if needed

(In the meantime) if you need any more information,.../ If you require any further information (about/ in order to/ before you/ to help you.../...)/ If you need any more info/ Need more info,...

If you have any (more) questions (about...),.../ Any more Qs,...

... please do not hesitate to contact me./... please contact me./ ... please feel free to contact me./ please get in touch./ ... just let me know./ ... just drop me a line (at any time).

Closing line mentioning the next (face to face) meeting

I look forward to seeing/ meeting you then.

See you on Monday/ on.../ next week/ next.../ then.

(I) hope we have the chance/ opportunity to meet again soon.

Other closing lines mentioning the next contact between you

Speak to you soon/ then/ on Monday/ on...

Closing lines for (big) requests

Thanks/ Thank you (in advance).

Cheers.

Any help (at all/ you can offer me)/ Any feedback you can give me (on this)/ Any assistance (you could give me in this matter) would be greatly appreciated/ would be highly appreciated/ would be much appreciated/ would be gratefully accepted.

Closing lines with apologies/ Closing lines when responding to complaints

I hope that is acceptable with you./ (I) hope that is okay (with you).

Once again, please accept our apologies for any inconvenience caused/ for the inconvenience caused/ for the delay/ for...

Thanks for your patience./ Thank you for your patience.

Thanks for your understanding./ Thank you for your understanding.

Social closing lines/ Friendly closing lines

Have a good evening/ day/ weekend/ holiday/ vacation/ break/ trip/...

Send my love to John./ Say "Hi" to John from me./ Please send my (best) regards to John.

Other closing lines

Thanks again (for all your help/ for the info/ for bringing this matter to my attention/ for...)

(I) hope that helps.

Sorry I couldn't be more help.

(I) hope that answers all your questions/ that's clearer now/ that's some help/ that meets with your approval/ that...

Useful closing greetings for emails

Best regards

Sincerely (yours)

Best wishes

All the best

Best wishes

Different ways of writing your name at the end of emails

Alex

Alex Case

Alex Case (Mr)

A.M.Case (Mr)

Useful phrases for the main body of the email

Mentioning attachments etc/ Mentioning information elsewhere

(For your reference,) please find the information/ the document/ some data/... attached.

Please see (the information/ the website/ the diagram/ the...) below (for more details/ for...).

If you look at the first line/ bullet point/ paragraph/ section/ page of... (below), you will see that...

The parts in bold/ in red/ in green/... are my comments/ are my boss's feedback/ are the changes in the second draft/ are...

I've pasted in.... below./ I've copied in.... below./ I've put a copy of... below.

I've attached.../ ... is attached.

Here's the... (that I promised/ that you asked for/ that I mentioned/ that...)

More information on this is available at <http://.../> on the intranet/ in pg..of our catalogue/...

Highlighting important information

Please note that.../ NB...

Requests

Could you (possibly)...?

Would you mind sending me/ ...ing...?

I was wondering if you could/ if you would be able to...

I'd be very grateful if you could take action in the next few days/ if you could...

I'd really appreciate (some help with)...

Enquiries/ Asking for information

Could you (possibly) tell me...?

(First of all) I'd like to know...

My (first/ second/ third/ next/ last/ final) question is about...

I (also) have a question about...

(If possible) I (also) need to know...

My three (main) questions are below./ Please find my three (main) questions below.

Answering questions/ Giving information

You (also) asked us about...

The answers to your question are below./ Please find my answers below.

In answer to your first/ second/ third/ last question...

To answer your question about...

Making arrangements/ Changing arrangements/ (Re) scheduling

I'd like to meet on... if you are available/ free then.

I'm available on... , if that is convenient/ okay with you.

I'm afraid I can't make... (because...) How about...?

(Due to...) I'm afraid we need to put forward/ delay/ postpone/ put back/ cancel/ call off/ reschedule/ move/ rearrange...

Making complaints

I'm afraid I was not (very) happy with...

Unfortunately, ... was not (really) what I expected.

I'm afraid I was not (completely/ fully) satisfied with...

Apologising/ Replying to complaints

I was sorry to hear about...

(First of all) I would like to apologise for...

Please accept our (sincerest) apologies for the inconvenience caused/ for any inconvenience caused/ for...

Instructions/ Commands/ Demanding action

Just a (quick/ brief/ friendly) reminder that...

(In future/ From now on/ From next week) please make sure that you.../ Please ensure that you...

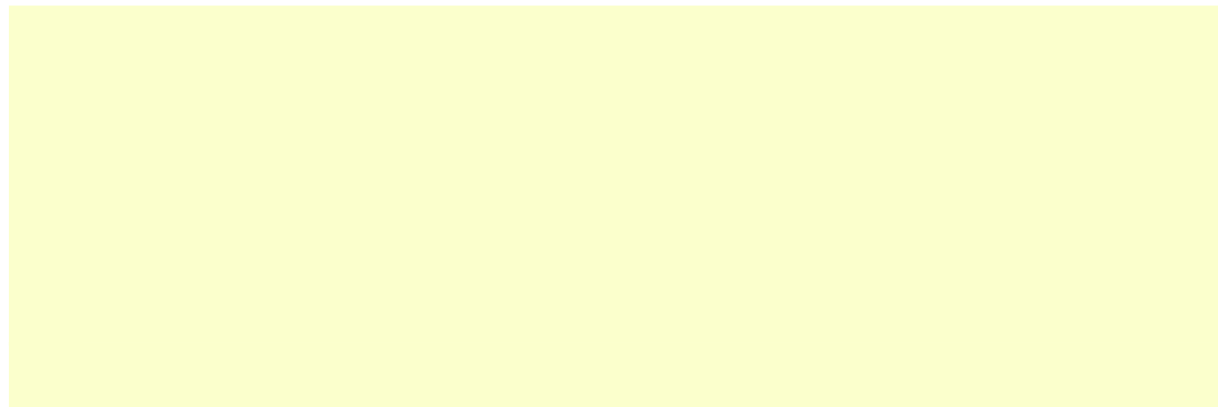
Giving bad news

We regret to inform you that...

We are sorry to announce that...

Making announcements

I/ We would like to inform you that...



<https://esldiscussions.com/e/email.html>

In class

Task:

1- Questions for discussion:

Discuss the following questions in pairs

STUDENT A's QUESTIONS (Do not show these to Student B.)

- (1) What springs to mind when you hear the word 'e-mail'?
- (2) How important is e-mail to you?
- (3) Do you prefer writing e-mail or real letters with a pen and paper?
- (4) Are you always polite in e-mails and start with "Dear" and end with a closing salutation like "Best wishes", or "Yours sincerely"?
- (5) How much time do you spend reading and writing e-mails?
- (6) Do you think e-mails are fun?
- (7) Do you ever receive spam mail? What do you do with it?
- (8) Have you ever pressed 'send' and then wish you hadn't?
- (9) Are you good at replying quickly to e-mails?
- (10) How many mails are there in your Inbox?

STUDENT B's QUESTIONS (Do not show these to Student A.)

- (1) How many different e-mail accounts do you have / need?
- (2) Which e-mail provider do you use (Hotmail, Gmail, Yahoo..)? Are you happy with the service?
- (3) Do you prefer e-mail via your mobile phone or a computer?
- (4) Do you think e-mail can be dangerous?
- (5) When was the last time an e-mail made you very happy or excited about something?
- (6) What new functions would you like to see with e-mail?
- (7) Are you worried that governments or criminals can read your mail?

- (8) Have you ever waited, and waited, and waited and waited for an e-mail to arrive?
How many times did you check?
- (9) If you could secretly have access to someone else's e-mail account, who would it be and why?
- (10) What will replace e-mail in the future?

<https://esldiscussions.com/e/email.html>

Online:

Consolidation tasks

1 Formal or informal?

A First, read the information about email writing styles.

It is helpful to think about three writing styles, although in real life the differences are not so clear.

Formal This is the style of an old-fashioned letter. Ideas are presented politely and carefully, and there is much use of fixed expressions and long words. Grammar and punctuation are important. This style is not so common, but you can find it if the subject matter is serious (for example a complaint), in emails to customers where you want to make a good impression, or in some cultures where a more formal style is expected.

Neutral This is the most common style in professional/work emails. The writer and reader are both busy, so the language is simple, clear and direct. There is often a friendly opening line. Sentences are short and there is use of contractions (*I've* for *I have* etc.).

Informal This is the style for emails between friends. The email might include personal news, funny comments etc. This style is close to speech, and has informal words and conversational expressions. Many people now choose social media rather than email to communicate with friends: with social media the style is even more informal.

Most real emails are basically neutral, but with some elements of formality or informality depending on the context. Mixing styles is okay to some extent, but don't mix styles at the two extremes.

Now match the more informal phrases (1–16) with the more formal phrases (a–p).

Informal	Formal
1 What do you need? <i>d</i>	a) Unfortunately I will not be able to attend the meeting.
2 Thanks for your email. ____	b) I can assure you that ...
3 Sorry, I can't make it. ____	c) I will take the necessary action to solve this issue.
4 Could you ...? ____	d) Please let us know your requirements.
5 I promise ... ____	e) I was wondering if you could ...?
6 You haven't ... ____	f) We regret to advise you that ...
7 I'm sorry to tell you that ... ____	g) Thank you for your email of 12 February.
8 I'll deal with this. ____	h) We note from our records that you have not ...
<hr/>	
9 Don't forget that ... ____	i) I look forward to meeting you next week.
10 I need to ... ____	j) With reference to ... (or Regarding ...)
11 Shall I ...? ____	k) Would you like me to ...?
12 But ... / Also ... / So ... ____	l) I would be grateful if you could ...
13 Please ... ____	m) Please accept my apologies for ...
14 I'm really sorry about ... ____	n) It is necessary for me to ...
15 Re ... ____	o) We would like to remind you that ...
16 See you next week. ____	p) However ... / In addition ... / Therefore ...

6.4 Course Implementation and limitations

The course includes three units; each one is divided into four parts according to the four skills and arranged as follows: listening, reading, writing then speaking. The four parts are arranged around three steps: Pre-task stage, during task and language focus task. The tasks are also divided into classroom and online sessions.

Each part lasts one session of one hour and a half approximately. Therefore, the unit takes one month at least since students involved have only one ESP session per week. The course was delivered in the second semester of the year 2021 for nearly four months.

Concerning the implementation of the online platform, the researcher went through all the trouble to impel learners to join their online account and start the online teaching. Indeed they had to go to a desk office at the central library of their university to confirm their logging on the platform. This desk office wasn't always open after their classroom hours. Some learners even after a whole month didn't, this confirms the findings of Hamzaoui and Graia (2014, p. 91) cited before who observe that, "although subject students reported being motivated to learn English, their classroom behaviour showed lack of interest and low motivation". Moreover, some students living in remote places assert not having access to the internet network at all.

After the course delivery, the researcher had designed an online student' questionnaire and teachers' interview post treatment to evaluate the blended course; unfortunately, students did not complete this questionnaire partly due to of the COVID-19 shortage. Therefore, only the post course delivery teachers' interview has been taken into account in this study.

6.5 Teachers' post treatment interview

The interview comprises twelve questions under five headings: course content and structure, students' engagement and involvement, timing, e-learning experience and general/overall rating.

6.5.1 Teachers' Post treatment interview design

Course content and structure:

Question 1: the item seeks to know whether the course titles are relevant and interesting for students.

Questions 2 and 3: seek to know if the course content helped to raise students' listening and speaking abilities.

Question 4: wonders about the helpfulness of the reading assignments to students.

Question 5: the question intends to know whether the course content helped students' writing abilities in terms of grammar, spelling, coherence, cohesion, punctuation, word choice or other.

Question 6: it enquires whether the writing assignments proposed in the course helped students to do some perceived tasks.

Students' engagement and involvement:

Question 7: the question tackles students' attendance either online or in class.

Timing:

Question 8: it looks for the adequacy of the time load to complete the course units.

E-learning experience:

Questions 9 and 10: explore the e-learning experience with students and their readiness to receive extra e-learn training.

General and overall rating:

Questions 11 and 12: want to know whether the course can be recommended to other EBE students and if there were any recommendations to improve it.

6.5.2 Teachers' post treatment interview findings

Question 1: to the first question related to course content and structure, the ESP teacher replied that indeed the course titles are interesting and relevant to students' needs and expectations.

Questions 2-3 and 4: the ESP teacher reckoned the course content helped to raise students' listening, reading and speaking abilities since it has permitted to send them native speakers' videos. Students could repeat them and focus on pronunciation and

business vocabulary. Stretches of reading assignments were also included in the course as well as speaking classroom tasks.

Question 5: the course content helped students to improve their grammar, spelling, coherence, cohesion, punctuation and the vocabulary replied the ESP teacher.

Question 6: the course delivery helped students in task fulfillments like classroom and examination realization, email correspondence, job application and CV writing according to the language teacher.

Question 7: the answer as far as students' classroom and online attendance, the teacher maintained that classroom sessions were limited and online sessions had become a must due to the governmental pandemic corona virus restrictions.

Question 8: the answer to this question was that the time load devoted to ESP classes was not adequate to complete all the course units although the three units have been tackled; and even with the time saved thanks to the platform tasks.

Questions 9-10: the teacher believed that the e-learning could be extremely effective in building new experiences with students. E-learning would help them analyse and build language connections. It also would permit students practice in a safe environment and learn from their mistakes. According to the respondent, it is flexible and allows individualized instruction that would permit them to discover their own path for learning. He maintained that students were ready to receive extra tasks on the e-platform.

Questions 11- 12: the teacher replied that, indeed, she would recommend the course to other EBE students and that she didn't propose further recommendation to improve the course.

6.6 Assessment

Students were assessed formatively as evaluation in the classroom was an ongoing process throughout the semester and the final grade represents the grade of the TD. Students were also assessed online since tasks provided systematic score and feedback at the end of practice tasks. Summative assessment was also administered at the end of each semester as the form of an exam. Beneath is one exam template administered at the end of the semester.

M1 Comptabilité et Fiscalité Approfondie

1st English Exam

Exercise 1: Complete the missing words in this e-mail from the list below. Some words are extra.

(5,5 pts)

Clients – details – In regard to – reply – hotel – forward – discount – find – years – I await receipt of – contact – agreed – business.

Dear Mr. Brown,

In to your email received this morning, pleaseattached our latest catalogue showing of our ornamental plants forlobbies and company reception areas.

We have been in for more than 30 and have some of the town's biggest hotels among our

As we on the phone last week, we can offer you a 10%..... for a minimum order of 20 plants.

I look to hearing from you and please don't hesitate to me if you need any further information.

Sincerely,

James Clark

Sales Manager

Exercise 2: Read the questions and underline the right answer.

(5pts)

Which one of the pair expresses **ability**?

Can I lift that for you?

I can lift that easily.

Which one of the pair expresses a **request**?

Could we meet on Thursday?

We could meet on Thursday.

Which one of the pair expresses a request for **permission**?

Could I go now?

I could go now.

Which one of the pair expresses a **suggestion**?

Could we meet on Thursday?

We could meet on Thursday.

Which one of the pair expresses an **invitation**?

We must go out for a drink.

We must get out of the building.

Exercise 3: Write a formal email to a customer, to tell them that the

product/service they want is not available at the moment. (8pts)

Prepare the situation using the questions below. The information can be real or imaginary.

- What is your company's business? What products/services do you offer?
- What is the particular product/service that you normally offer, but is not available at the moment? • Why?
- When is it going to be available again?
- Who is the customer that you are writing to? Why do they need your product/service?
- Are you going to promise any action, give additional information, offer help, or simply say that you will tell them when the product/service is available again?

background to complete the assigned tasks and naturally with the help of new language stretches, functions and grammar structures they instinctively keep developing their learning abilities.

Concerning the implementation of blended learning, the teacher reported that it was a good experience for both the teacher and learners. According to her, it helped learners to learn from their mistakes, work on their own pace and were ready to receive extra tasks online. In general it helped to enhance the target language in general and the writing skill in particular. This confirms the third hypothesis that states that blended learning can enhance the writing skill as it accommodates different learning styles, gives the opportunity to personalize learning and settles the low teaching time in ESP classes.

The present study strengths and weaknesses have helped the researcher to attain new insights for the course improvement and further investigation. To this token, she has investigated some recommendations to improve EBE learners' writing course content and delivery. The next title explores further parameters to consider, new teaching methods (flipped learning), recent teaching apps, as well as the recently used strategies that proved effective to writing enhancement.

6.8 Recommendations

It has been noticed that writing in general is a hard nut to crack for EFL learners in general and ESP learners as well. Though, university students should be able to complete different writing activities and namely academic writing. It has been noticed that Banking and Finance Master one learners have very limited productive skills. They consider speaking as a very challenging task for them. Writing tasks in general and academic writing in particular remains very limited to these learners.

Beneath are some proposals for further investigation to enhance the writing skill within EBE learners in particular and ESP learners in general.

6.8.1 Pre- training for ESP teachers

The researchers' own experience in ESP context mirrors most ESP teachers'

situation where no previous training prevailed the teaching process. Therefore, Osama K. M. (2012) asserts that: “the ELT teacher is not required to become a scientist in his work. Rather he is required to extend the range of his professional activities into a new kind of Language Teaching”. The main point is that teaching ESP for a EFL teacher is challenging and the practitioner has to face many other tasks as already cited in (2.10) like a course designer and material developer. In this sense many calls have been made to promote the ESP teaching situation in general. The researcher calls for the delivery of a pre-training program for future ESP practitioners according to their different fields of study.

6.8.2 Promote the use of authentic writing material

The communicative approach to language teaching has shift focus from correct grammatical structures within artificial context to learners’ engagement in the learning process through real life situations and tasks. This turned to be possible thanks to the use of authentic material and real-world target tasks to promote the activation of the learning process. This is also known by the use of authentic tasks and defined as: “those assignments that the learners may encounter on the work, at home, or other situations” (Newmann and Wehlage, 1993) cited in Benabdallah.A. (2017).

Yet, it has already been tackled before (4.5) that exposure and involvement to authentic writing materials like in writing formal emails or for the formulation of an application letter reinforces students’ engagement as these activities may be part of their future workplace achievements. Besides, establishing authentic material as a routine would permit learners to use natural English in a non native speaking context.

6.8.3 Invite students to attend and participate to MOODLE workshops, conferences, study days and symposiums

As a former ESP teacher the in the economic sciences faculty, the researcher

has witnessed many calls for students to participate in study days and conferences to take part in some business presentations, where the use of the English language is mandatory. Unfortunately, learners don't dare to enroll only for the language hurdle. Some learners have a linguistic background but frustration and anxiety to talk in front of an audience prevent to go ahead in their scientific achievements. In the present course design, the researcher has put forward some speaking tasks including simulating situations. Learners are urged to take part in speaking in front of an audience and try to use their existing vocabulary in addition to new one with the help of flashcards to cope with target situations. This could help learners for further involvement. Moreover, the Moodle platform could be a good alternative to organize workshops. In this vein, Ghouali. K (2020) has launched an e-assessment program to promote the writing skill. According to her, this would:

eradicate those bad apprehensions, raise teachers' awareness of the necessity of technology in the EFL classroom, and encourage them to have recourse to it within their teaching practices. They also attempt to push them to shift from routinised teaching and assessment to one that can bring about innovation and fun to learning.

This could be transferred to an ESP context where teachers could organize business presentations, then, online assessment to solve time constraints. It has been demonstrated that the inadequate time load constitutes a real barrier towards target language enhancement in ESP context.

6.8.4 Integrating writing strategies

The productive skills are known to be the most challenging tasks for students to complete. Our findings in the data analysis part have confirmed that students encounter difficulty at the level of speaking with 79.62% and 59.25% at the level of writing. In reality writing problems are much more important than that as shown in the teachers' interview findings. Therefore, special focus has to be shed on it. The implementation writing strategies is known to help students gaining confidence and self-monitoring in

the writing process. Yet, it has been noticed that teachers themselves do not invite students to use writing strategies. In addition to the fact that ESP learners generally loose appropriate vocabulary, writing strategies should be established as a routine for all writing tasks. Indeed, the so-called brainstorming or pre-writing stage, planning, drafting and editing phase are known to be determinant for good writing task completion. Hamzaoui (2006) reports that Best (2004) advocates that teachers should invite learners to use “the strategies available to writers in order to develop their personal styles. In this context, the students engage in learning, and they operate at high levels of thinking”. By the same token, the next strategy known as mind mapping is nowadays gaining popularity to enhance the writing skill.

6.8.5 Use mind mapping to enhance ESP writing abilities

More and more researches tend to shed light on this technique to enhance learners’ writing abilities. It is known as is “a creative, practical, and literal way of taking notes that will “map” the mind” (Atiek et al., 2013; Rosciano, 2015). Mind mapping represents then, a diagram whose centre is a main concept and around in a nonlinear graphical colored layout are tasks, words that stem from the central main concept. Buzan (2005: 5) maintains that: “mind mapping has a natural organizational structure that radiates from the center and use lines, symbols, key words, color and images according to simple, brain-friendly concepts”. It has also been confirmed by some research findings that “Mind Mapping increases students' enthusiasm for learning so that it has an impact on student learning outcomes” Polat & Aydın (2020). Nowadays digital mind mapping is also gaining popularity. It is also recommended in essay and paragraph writing. Therefore, “In contrast to hand-drawn mind maps, which require students to erase and rewrite again and again if they make mistakes, digital mind maps only need to be dragged and dropped to move concepts and objects, which will save time” (Buran & Filyukov, 2015; Zeraatpisheh et al., 2020) cited in Medyana et al (2021). This method is also known to reduce learners’ frustration and maintains enthusiasm towards writing.

6.8.6 Use of websites and applications to improve writing

Learning how to write requires an ongoing process which needs constant feedback and guidance. This is not always possible for an ESP teacher where time constraints and learners' frustration and reluctance are major hurdles during the teaching and learning process. The availability of a myriad of website applications to improve writing can help to re-build the learners' confidence as well ensure to equip learners with fundamentals to plain writing. Yet, there are two different kinds of writing apps depending on whether the learner wants to focus on grammar and spelling or improve writing in general. The first category is known under:

- Spelling and grammar checkers (<https://www.fluentu.com/blog/english/english-grammar-check/>). These apps help writers to avoid some problems like subject-verb agreements, spelling mistakes, singular/plural confusion. They are rather directed to advanced learners for it is stated that it is important to develop the skill of checking and editing one's own writing at a first step.

In the second type of general writing free apps, the researcher has spotted some in the following:

- Grammarly (<https://app.grammarly.com/>)

It functions as a 'writing assistant' in the sense that the learner can write directly on the platform or by copying blocks of writing pieces and then, gets an editing feedback with appropriate explanation. The app provides suggestions instead of having one's writing mistakes automatically corrected. The learner then could acquire some basic writing rules and avoid repeating the same mistakes. The app is directed toward intermediate to advanced writing learners. It offers also a data base for plagiarism checking. Therefore, learners as well as teachers may use it for the enhancement of writing.

- Hemingway App (<http://www.hemingwayapp.com/>)

The app is named after the American writer who is known by his 'simple and direct writing style'. It is rather forwarded to business learners who want to improve their writing skill, for it is sustained that it helps to convey complex ideas in a simplified and basic way. The main purpose of this latter is to mind learners' writing style as it has been highlighted before in (1.10.3) that business writing is closely linked to genre

streams. This app functions quite the same as the previously mentioned one (Grammarly) in the sense that it provides suggestions to help the learner to upgrade his writing competencies. Yet, this last one doesn't correct spelling mistakes. It is rather concerned with 'stylistic purposes'. Henceforth, the learner can copy and paste his or her piece of writing on the app's editor. He will receive a score and adequate suggestions to improve the clarity of his writing. Color codes and other functionalities are used to highlight what needs to be updated or simplified as it has already been stated before that business writing aim is to express not to impress. It is worth noticing that it is a free app, but the learner can go on paid extra features.

- Coursera (<https://www.coursera.org/>)

Courses on specific topics are offered on this online platform. As in the Hemingway app, this latter is mostly directed to business writing or professional one. Therefore, these app users are keen on professional writing. University learners and future professionals are most hosted since this app delivers courses that come from authorized universities and institutions. Academic writing is the target end product for this digital platform. Business learners can take "Better Business Writing in English" course from Georgia Institute of Technology. At the end of the course, learners can use a fee option to get a certificate to add to one's curriculum vitae.

- Cambridge English Write & Improve (<https://www.cambridgeenglish.org/learning-english/free-resources/write-and-improve/>)

Known under the 'gold star' for English learning and teaching, the Cambridge English Write & Improve online platform is an excellent way to get your writing improved. Learners can write for free topics or on specific ones. Then, they are assessed and leveled on their spelling, grammar and vocabulary choice. The assessment falls under the Common European Framework Reference for languages (CEFR). Moreover, the app helps to know one's own writing skill level. It also permits to get its writing skill developed. Finally, on this platform learners can take an accredited English exam that would help them for further career.

- Project Gutenberg (<https://www.gutenberg.org/>)

It constitutes an open source library where thousands of books are available. Indeed, this is a reading app not a writing one but as mostly acknowledged that good readers become good writers. (Cerneck, 2007; Clark, 2007; Macceca, 2013)cited in Ghouali (2020).

In the same vein, teachers have to raise students' awareness about the importance of reading and its close impact on good writing.

- British Council (<https://learnenglish.britishcouncil.org/skills/writing>)

Like Cambridge, British Council is an institution that strives for English learning and exam preparation. The app offers many sections among them the writing one. It is a mix between resources and writing activities. Learners can choose their corresponding level and learn at their own pace. Extra paid course features are available.

Using online resources and websites to enhance writing can be part of the teacher's course program. Flipped learning constitutes one the teaching methods that use classroom and online material and this is what comes in the next suggestion.

6.8.7 Flipped learning

This is a relatively new teaching method that uses technology to embark the Teaching and learning process beyond the classroom walls. O'Flaherty and Philips (2015) maintain that: "Most descriptions of the flipped classrooms suggest using multimedia recorded lectures so learners can watch as pre-class activities". In fact, FL is known to use pre-classes online course delivery either by sending learners videos, records or written material. It serves as a course preparation; some say that it is a reversal to the traditional instruction method as it uses a kind of homework before the lecture attendance. FL is also called inverted learning, in the sense that it inverts the setting and timing to course delivery. Henceforth, the course presentation and description is delivered outside the classroom and homework that would be dealt at home is done in class for more interaction and peer reviewing as well as to create an "inquiry-driven group work and discussion" (Senske, 2017). The main aim behind it is to invite learners to fully engage the learning process; it works as a stimulus to receive students' attention

and participation once in the classroom setting. Learning is therefore learner-centred. It is also maintained to help them work on their own pace.

From the writing prospect, Flipped learning models (FLMs) are nowadays said to be the most appropriate instructional method to teach writing to EFL learners. (Güvenç, 2018; Öznacar et al., 2019). Kirk & Casenove, (2015); Lee (2017) deem it effective to teach ESP students, and teaching business stream precisely (King, 2015)

It is demonstrated that most lecturers prefer their learners to complete their writing tasks out of the instructional environment, as the majority of lecture time is spent in describing and explaining instructions about the writing task, rather than giving the learners' time to practice their writing skills. (Chang, 2016; Lin and Hwang, 2018). Consequently, Perveen (2016) concludes explaining that:

In-class writing enables the learners to feel the sense of community, and it also provides on time feedback which advances the level of motivation and keeps the learners engaged in the activities as a result of the instructor's and other learners' presence.

Last but not least, flipped learning and blended learning are two instructional methods that use both classroom and online teaching. Therefore, one may wonder which one best suits the teaching process. Probably, the teacher has to decide whether he or she wants to send extra course material and tasks out of the classroom setting and this would involve blended learning. On the other hand, if the teacher wants to send some pre- lecture course or task to prepare learners and devote in-class time for more difficult or teacher guidance demanding, this would fall under flipped learning method.

General Conclusion

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Algeria's socio economic challenges have urged authorities to undertake reforms namely at the level of higher education. Yet, important decisions were made to cope with today's demand. Among these decisions was the implementation of the LMD system. Known as the professional license, the new credit degree system has proved that the English language was not only a means of communication and of cultural exchange but a must for socio-economic, scientific, political and cultural enhancement. In down to earth words, English language has become vital to any country over the world to keep up to date with the last advances.

The English language, then, has become the language of all scientific work. Therefore, at the level of the Algerian universities the target language is taught at almost all levels and within all the faculties. Our research scope originates from the economic sciences faculty where the researcher (a former teacher at this faculty) was displeased with the EBE learner's general language ability to communicate as well as the learners' writing competencies in particular. The study tries to understand what reasons behind this failure are and provide some remedy course that would remove hinders behind this failure and enhance the learners' target language writing performance.

The investigation is therefore, structured around six chapters. The first chapter identifies the main theoretical concepts of ESP with its different branches. The banking and finance sample that fits under the EBE learners are tackled moving from teaching and learning EBE to objectives in teaching EBE. Then after, the writing skill is approached and described with its evolution through ESP. The last key section within chapter one deals with ICTIs and language learning where Blended Learning has been selected by the researcher to enhance the writing skill of EBE learners. The second chapter attempts to portray a contextual description of the Economic Sciences Faculty at Abou Bekr Belkaid University preceded by an account of the development of the English language linguistic situation in Algeria and the ESP one. The third chapter states in details the research design procedures including the research method, the tools and the sample population that served this study. It also describes the quantitative and the qualitative nature of the research method. Chapter four refers to needs Identification

General Conclusion

findings and data interpretation of the present research work aiming at collecting information regarding students' actual writing situation in addition to learners and teachers' opinion towards the implementation of blended learning. It also presents both a qualitative and a quantitative interpretation of the results obtained using tables and figures. In chapter five, The ESP course design is described with the task based approach used to meet the banking and finance learners' needs. These latter are also described through this chapter. The researcher has then described the settings and the task distribution of the course. Chapter six refers to a detailed description of the EBE blended course employed by the researcher. It also provides course evaluation and insights for further recommendation to improve the EBE writing course.

To this end, a descriptive and exploratory case study was conducted according to Hutchinson Waters' (1987) model. Triangulation was employed through a questionnaire directed to the banking and finance learners and two structured interviews were conducted with ESP teachers and bank managers. The ultimate goal was to shape a writing EBE blended course for the master one banking and finance learners. The results obtained from the NA conducted permit to confirm or infirm the hypotheses.

Results from the students' questionnaire and both the ESP teachers and the bank officers' interviews revealed that the learners' language mastery was limited to most respondents. According to learners, their writing skill difficulty is rated as 59.25%, whereas, the bank managers estimated it to 50%. Teachers deemed that the writing difficulty is much more important than that in addition to speaking and listening. Teachers named some writing issues like subject- verb agreement, grammatical structures, spelling mistakes, vocabulary missing, coherence and cohesion. Therefore, all respondents agree that they need to complete different writing tasks namely answering e-mails, applying for jobs, writing reports and academic papers and that confirms the first hypothesis.

General Conclusion

The second hypothesis which states that the task based approach to course design would best suit business students' English language needs and develop their writing skill was also confirmed for it had been highlighted before (in 5.5) that the task based approach was effective to business learning environment. In fact, the learning by doing motto of this approach relieves learners from affective filters and embarks them in business task fulfillment so that they feel confident and guided. The post treatment teachers' interview had also confirmed that the task approach has enabled learners to raise their writing abilities.

The third hypothesis yielded in this research which states that blended learning can enhance the language learning including the writing skill was confirmed too. Indeed, all the informants were enthusiastic to use this hybrid teaching method and benefit from the myriad of features that it offers. In addition to that, the COVID-19 shortage has turned the new teaching method to a must after the governmental decision to minimize the virus' risk in a normal teaching setting.

The research main point relies in the use of ICTs to enhance language learning in general and the writing skill in particular. Although the course was directed to the banking and finances master -one learners, the needs investigated in the NA considered the learners as EGBP and therefore, the course could be reliable to other business specialties. Improving the writing skill is also mandatory to all university learners as they are urged to write academically at different levels of their graduation and even after at a job scale level.

The work has faced limitations, among them is the learners' reluctance to use technology for learning as already mentioned before (6.4). Furthermore, some learners also reported not having access to the internet network as they lived in remote places. Some other learners said not having smart devices or computers at all. At the level of the researcher, the use of the blended course was also time and effort demanding as she did not receive any pre-training to use the moodle platform. It is therefore wise to organize some tutorial sessions for university teachers to handle the digital platforms that may serve the teaching process. At the level of the sample used during the course delivery, the number of master learners represented one group of 23 students which may not be representative and generalizable to all EBE learners.

General Conclusion

All in all, on the basis of the conducted research the investigator has put forward some recommendations to upgrade the EBE writing course and opens the gate to further investigation. The findings revealed in this study displayed the existing EBE course content, timing and delivery traditional method didn't permit learners to improve their language in general and their writing in particular. Thus, concerning the course content, the researcher has proposed the use of authentic writing material as well as the reliance on some writing websites that EBE learners can use. This latter could serve further research to evaluate their validity on learners. Writing strategies were also raised and should be fully integrated in the writing process. To this token, mind mapping was proposed and would be fruitful for further investigation in our country as many research overseas shed light over this strategy and its digital version.

Concerning the teaching delivery method, flipped learning has been proposed as another hybrid teaching method depending on the teacher's goal as it has been explained in (6.8.7). Both Blended and flipped teaching method main asset was to compensate the inadequate time load.

To conclude, the present investigation aimed to meet the master-one banking and finance learners' needs. The prevalent goal was to improve the learners' writing ability. The findings revealed that learners were not even aware of the importance of writing. Therefore, efforts should be held to guide university learners towards academic writing. From another prospect, the integration of new technologies to language teaching that proved substantial turned to be a must after the world shock of the COVID-19 and should become a full component of the teaching process.

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Medyana Inna Sairo1*, Ni Made Ratminingsih2*, I Gede Arya Sudira3

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Appendices

Appendix A: Students' Questionnaire

Appendix B: Teachers' Interview

Appendix C: Workplace Managers' interview

Appendix D: Post Treatment Online Interview

Appendix A: Students questionnaire

Students' Questionnaire

I am conducting an academic research on promoting the writing skill of business English students through Blended Learning (web and classroom learning). The main objective of this questionnaire is to collect data for the sake of designing a course that meets students' needs. Please, tick on the right option and fill in with adequate information when needed.

I- Target needs:

a- Necessities:

1- Did you receive an English course at the university level?

Yes

No

-If yes, at which level/s?

.....

2- What type of English are you taught at university?

- General English
- Business English
- Both

3- Do you think that improving your business English will help in your studies?

Yes

No

b- Lacks:

4- What is your English proficiency level?

-Beginner

-Intermediate

-Advanced

5- Which of the following skills do you have most difficulty with? (Please circle)

	often	seldom	no answer
Reading	1	2	3
Writing	1	2	3
Speaking	1	2	3
Listening	1	2	3

6- How often do you have problems with completing **written** tasks within the time available in:

	Often	never
▪ Fulfilling questions
▪ Answering examinations
▪ Writing reports
▪ Formulating and answering e-mails.
▪ Applying for jobs.
▪ Writing academic papers.

7- What are the kind of mistakes do you often do in English language?

Grammar mistakes
Spelling mistakes
Coherence
Cohesion
Punctuation
Word choice
Other

8- What do you think your writing proficiency level is?

-**Beginner** (can understand word and sentence elements and structure)

-**Intermediate** (can understand and interpret the general idea of a piece of writing)

-**Advanced.** (Can identify, interpret and analyse the contextual and the discourses elements in a piece of writing.

c- **Wants:**

9 - What do you need the English language for?

- Have a good command of the English language
- Publish in scientific journals
- pass exams without difficulties
- understand terminology in context
- Take part in international study days and conferences
- Read scientific research papers
- Write business letters
- answer e-mails
- writing reports, projects
- use English for further studies

Other, specify.....

10 - What do you think is important in learning English according to your field of interest? Please number the following items from 1 to 4. ('1' is the most important. '4' is the least important).

- improving your reading. (to read reports, articles, e-mails)
- improving your writing. (to write your own projects, reports, e-mails ...)
- Improving your speaking abilities. (to participate orally in conferences, study days, presentations ...)
- improving your listening. (to understand spoken English)

III- Students' perception of Blended learning

16- Which of the following technology aids you would like to have for your English learning?

(You can tick more than one answer)

- 1- Web research and different online materials like
Business English sites.
- 2- e- Mail corresponding.
- 3- Video conferences.
- 4- The use of CDs, DVDs...for audio visual lessons
- 5- Other, specify.....

17- How often do you use the internet?

Never Sometimes Often Always

18- Do you use the internet to fulfill classroom assignments?

-Yes -No

19 - Do you think that web teaching may help students in learning?

-Yes -No

If yes, propose some web teaching methods you would like to have.

.....

20- Blended learning is the combination of classroom and online learning.

Have you already heard of it?

Yes No

21 -Would you be pleased to receive a blended English course?

Yes No

22- Would you like to have additional web writing assignments?

Yes No

Why?

Thank you

Appendix B: Teachers' interview

Teacher Interview

Dear teacher,

The present interview aims to collect information about the English teaching situation at the Economic Science Faculty and expectations about the implementation of new technologies to enhance students' mastery of the language. Thus, you are kindly invited to answer the questions.

I - Teachers' profile:

- 1- Would you please specify your degree?
- 2- For how many years have you been teaching English?
- 3- Did you receive any training to teach ESP classes? If yes, can you describe it?

II – Target Needs:

a- Necessities:

4 - What is your English course content?

-General English

-Business English (English related to management, marketing, finance, commerce ...)

5 - What are your course objectives?

6 - According to you, what are the skills that your students need to develop to succeed in their academic or professional carrier? Rank from 1 important) to 2 less important

	1	2
-Listening
-Writing
- Reading

- Speaking

7 -What are the writing tasks that your students need to complete?

- Formulating and answering e-mails
- Applying for jobs
- Writing academic papers
- Writing reports
- Other, please specify

Lacks:

8 - What is your students' English language proficiency level?

Beginner intermediate advanced

9 -What is the most difficult skill for your students to complete?

difficult less difficult

- Listening

-Speaking

-Reading

-Writing

10 - What are the kinds of mistakes that your students often make in English language?

.....
.....

11- What is their writing proficiency level?

Beginner intermediate advanced

12- What is/ are your students' weak point/s in writing? (you can tick more than one answer)

- Grammar
- Vocabulary

- Sentence construction
- Coherence
- Cohesion
- Paragraph organization
- Other

III-Learning Needs:

Psychological Needs:

13 -Do you feel that your students have a positive or negative attitude towards the use of the English language?

Why?

.....

Methodological Needs:

14- Do you think that the time allocated to English sessions is sufficient to achieve your goals? What would you suggest?

15- Is the English co-efficient adequate to raise students' interest?

16-What is the source of your teaching syllabus and materials?

17-Do you feel your course is achieving its goal?

Why?.....

.....

18-Is there any collaboration between you and subject specialists?

If yes, how?

.....

.....

VI- Teachers' Perception of Blended Learning

19- Do you use ICT (Information and Communication Technologies) in teaching?

If yes, which ones?

20- Have you heard about Blended Learning?

21- What are your suggestions to promote English teaching via blended or mixed teaching (classroom and web) instruction?

22- Do you think Blended Learning (classroom instruction and web one) can solve some problems and facilitate the teaching and learning process?

-Justify

Thank you

Appendix C: Workplace managers' interview

Workplace Managers' Interview

I- Informants' profile:

1- For how many years have you been working here?

2- What is your position in this office/bank?

3- Did you receive any English course at university? If yes, which kind

-General

-Specific English

- For how many years?

4- How do you rate your English proficiency level:

-Beginner

-Intermediate

- Advanced

II- Target Needs:

a- Necessities:

5- Do you receive official documents in English? If yes, what type of documents?

6- Do you have to answer these documents in English? If yes, in which way?(written, spoken)

7- Do you receive English phone calls?

8- Do you send or receive English E-mails?

9- Do you have any other exchanges with clients or banks in English? Please, mention them?

b- Lacks:

10-Do you encounter difficulties in English exchanges? If yes, what kind of problems do you often encounter?

11-Do you encounter written problems, what kinds are them?

c- Wants:

12-Would you like to have English courses now? Why?

13-What is the skill you would like to develop more

-Reading

-writing

-listening

-speaking

-Why?

14- In writing, what is the language area you would like to develop:

- Grammar
- Vocabulary
- Sentence construction
- Other

15- What type of writing tasks you would like to be trained in through the English language?

- Formulating and answering emails
- Writing CVs
- Applying for jobs
- Writing academic papers
- Writing reports
- Other

Thank You

Appendix D: Post Treatment Online Teachers' Interview

Dear students, you are kindly requested to answer these questions as truly as possible to help the researcher to carry on a research on designing a blended course for business students.

benzerdjeb soraya13@gmail.com [Changer de compte](#)

1- Were the course titles' and descriptions easy to comprehend?

Yes

No

2 - Did you like the topics you dealt with?

Yes

No

3- Were the speaking tasks relevant to you?

Yes

No

4- Do you think that these speaking tasks helped you to improve your performance in?

- An oral presentation

• A job interview

• Other (please specify)

.....

5 - How did you feel your speaking skill at the end of the course?

Much Enhanced

enhanced

somehow enhanced

not enhanced

6- Were the listening tasks relevant to you?

Yes

No

7- Do you think that these listening tasks helped you to improve your :

• Overall understanding

• Understanding of technical and scientific terms

• Other (please specify)

.....

8- How did you feel your listening skill at the end of the course?

Much Enhanced

enhanced

somehow enhanced

not enhanced

9- Were the reading tasks relevant to you?

Yes

No

10- Were the texts easy to understand?

Yes

No

11 - Were the topics of the selected texts interesting?

Yes

No

If no, why?

.....

12- What topics that were not covered would you like to deal with?

Votre réponse



13 - Do you think that these reading tasks helped you to improve your understanding of technical texts?

Yes

No

14- How did you feel your reading skill at the end of the course?

Much Enhanced

enhanced

somehow enhanced

not enhanced

15- Were the writing tasks relevant to you?

Yes

No

16-Do you think that these writing tasks helped you to improve your:

• Grammar

• Paragraph structure

• Other (please specify)

.....

17- Do you think that these writing tasks helped you to learn how to write:

• Business letters

• Professional emails

• Job applications

• CV

• Other (please specify)

..... 18-

How did you feel your writing skill at the end of the course?

Much enhanced

enhanced

somehow enhanced

not enhanced

19- Was the amount of time appropriate to complete this course?

Sélectionner

20 - Did you like to receive parts of the course online?

Yes

No

21 – Did you like the combination of face to face and online courses?

Yes

No

22- How did you feel your general English at the end of the course?

Much enhanced

enhanced

somehow enhanced

not enhanced

23- Would you add something to the course?

Yes

No

If yes, what would you add?

.....

24- Did you like the e-learning experience?

Yes

No

25- Did you encounter difficulties with the e-learning? If yes, what types are they?

Votre réponse



Envoyer

Effacer le formulaire

ملخص

تم إجراء هذه الأطروحة مع طلاب ماجستير العلوم المصرفية والمالية بجامعة أبو بكر بلقايد بتلمسان لتعزيز مهارة الكتابة باستخدام التعلم المدمج. لذلك، تمر الدراسة بأربع خطوات: أولاً، وصف الوضع التعليمي والتعلمي لدارسي ماجستير العلوم المالية والمصرفية؛ ثانياً، إجراء تحليل تحديد احتياجات طلاب برنامج التعليم. تتضمن الخطوة الثالثة إعداد دورة تدريبية مدمجة تعتمد على كتابة المهام وبعد ذلك، تم إطلاق هذه الدورة النموذجية من خلال طريقة التدريس المختلطة. تتمثل الخطوة الأخيرة في تقييم الدورة والخروج بالتوصيات. ولذلك، تم طرح دورة مختلطة باتباع النهج القائم على المهام. علاوة على ذلك، فقد حولت جائحة كوفيد 19 استخدام المنصة الرقمية إلى ضرورة نتيجة لقيود السلامة التي فرضتها الحكومة. كشفت مقابلة ما بعد العلاج أن الدورة المختلطة قد سمحت برفع قدرة متعلمي على الكتابة وإنجاز المهام بشكل عام.

الكلمات المفتاحية: اللغة الإنجليزية لأغراض محددة، اللغة الإنجليزية للأعمال والاقتصاد، تحليل تحديد الاحتياجات، المنهج القائم على المهام، التعلم المدمج.

Summary

The present dissertation was undertaken with Banking and Finance Master One students at Abou Bekr Belkaid University of Tlemcen to promote the writing skill using blended learning. Therefore, the study undergoes four steps: first, to describe the teaching and learning situation for Master -one Banking and Finance learners; second, to conduct a Needs Identification Analysis of the EBE students. The third step involves the elaboration of a task based writing EBE Blended course and then after, this model course has been launched through the hybrid teaching method. The last step consists to evaluate the course and come out with recommendations. Therefore, a blended course was put forward following the task based approach. Moreover, the COVID 19 pandemic has turned it to a must to use digital platform as a result to the government' safety restrictions. The post treatment interview revealed that the blended course has permitted to raise the EBE/ESP learners' writing ability and the task fulfillment in general.

Key words: English for Specific Purposes, English for Business and Economics, Needs Identification Analysis, Task Based Approach, Blended Learning.

Résumé

La présente thèse a été réalisée avec des étudiants du Master 1 Banque et Finance de l'Université Abou Bekr Belkaid de Tlemcen pour promouvoir la compétence rédactionnelle grâce à l'apprentissage mixte. Par conséquent, l'étude comprend quatre étapes : premièrement, décrire la situation d'enseignement et d'apprentissage des apprenants du Master 1 Banque et Finance ; Deuxièmement, mener une analyse d'identification des besoins des étudiants EBE. La troisième étape implique l'élaboration d'un cours EBE Blended d'écriture basé sur des tâches, puis ce modèle de cours a été lancé via la méthode d'enseignement hybride. La dernière étape consiste à évaluer le cours et à formuler des recommandations. Par conséquent, un cours mixte a été proposé selon une approche basée sur les tâches. De plus, la pandémie de COVID 19 a rendu indispensable l'utilisation des plateformes numériques en raison des restrictions de sécurité du gouvernement. L'entretien post-traitement a révélé que le cours mixte avait permis d'améliorer la capacité rédactionnelle des apprenants EBE/ESP et l'accomplissement des tâches en général.

Mots clés : anglais à des fins spécifiques, anglais des affaires et de l'économie, analyse d'identification des besoins, approche basée sur les tâches, apprentissage mixte.