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University of Tlemcen**



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Department of English  
Section of English**

In Service Training for ESP teachers' professional Development:

Case of Business English Teachers at the University of Tlemcen

Dissertation submitted to the department of English as a partial fulfilment of the requirements for Master's degree in Didactics of Foreign Languages

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## DECLARATION

I hereby declare that this is my own work and that it contains no material previously published by another person nor material which has been accepted for the qualification of any other degree or diploma of a university or other institution .I also certify that the present work contains no plagiarism and is the result of my own investigation, except where otherwise stated.

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Signature:

A handwritten signature in black ink, consisting of a stylized, cursive script that is difficult to decipher but appears to be the name of the author.

## DEDICATION

I dedicate this work to my mother for her countless never-ending support. And to my step-father, sister, and brother for always encouraging me to finish this work.

I also dedicate this to Prof. Radia BENYELLES for being there even In the middle of nights.

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“In the Name of Allah, Most Gracious, Most Merciful, All the Praise is due to God alone, The Sustainer of the World”

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## **ABSTRACT**

In this globalized era teaching Business English language became a necessity in the entire world. Teachers are the corner stone of the teaching and learning situation success, however, less attention is devoted to the needs and requirements of those practitioners. As a result, this work is an attempt to examine the challenges of Business English teachers at the University of Tlemcen and to which extent they need In Service Training. In order to achieve that two questionnaires were done, the first one was directed to teachers to explore the lacks and challenges that they face when teaching this module and the second to Business English trainers for testing the effectiveness of In Service Training delivered to Business English practitioners. Mixed methods approach was employed to analyze, and interpret the collected data. The findings showed that teachers have multiple important roles but some challenges and difficulties prevented them from performing their duties, in addition, the findings confirmed their need for training in the field, and asserted that Business English in service training that offered for those teachers was effective and helped in developing their knowledge and teaching competencies. Thus, heightening the coefficient and expending the time as well as providing a suitable syllabus of the module, cooperation and collaboration, specialized in-service training, and the integration of technology in the classroom.

***Key words:*** *Business English, in-service training, Business English teachers*

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## **LIST OF ABRIVIATIONS**

**BE:** Business English

**CEIL:** Centre d'enseignement Intensif des Langues (Intensive Educational Center Of Languages)

**EAP:** English for Academic Purposes

**EFL:** English as a Foreign Language

**ELT:** English Language Teaching

**EOP:** English for Occupational Purposes

**ESL:** English as Second Language

**ESP:** English for Specific Purposes

**GE:** General English

**ICT:** Information Communication and Technology

**IST:** In Service Training

**TEFL:** Teaching English as a Foreign Language

# GENERAL INTRODUCTION

## GENERAL INTRODUCTION

In the modern era, English has become the most widely used language among people from different parts of the world, primarily due to the revolution and ongoing advancement of the business environment. This increased demand for English in the business domain has led to the emergence of Business English (BE) as a specialized area within the broader field of English for Specific Purposes (ESP). Algeria, like many other countries, has recognized the significance of Business English and its role in promoting and enhancing the business and trade sector.

In line with this, the Ministry of Higher Education in Algeria has adopted Business English as a component of the ESP course in universities in different domains such as marketing, business and management, commerce, etc. This decision reflects the recognition of the importance of equipping students with the necessary language skills and knowledge specific to the business context. By incorporating Business English into the curriculum of the mentioned domains, the Ministry aims to support the development of a skilled workforce capable of thriving in the business and trade sectors, thereby contributing to the country's overall economic development

As a result of incorporating Business English into the curriculum, General English teachers have been recruited to teach this module. However, these teachers may find it challenging to adapt to this new situation. Despite the availability of Business English courses at the university, limited attention has been given to the development and support of Business English teachers, who are crucial figures in this educational process. The various roles that Business English teachers play are pivotal for the success of the teaching and learning process. However, teaching language for specific purposes, such as Business English, requires considerable effort.

Many Business English teachers face difficulties in their role due to the lack of guidance and specialized training. It is essential to recognize that teaching Business English requires a distinct skill set and understanding of the specific

## GENERAL INTRODUCTION

language needs and demands of the business domain. To ensure effective instruction and student success, it is important to provide adequate support and training for Business English teachers.

This study aims to address several key objectives in response to the problematic issues discussed. Firstly, it seeks to explore the role of Business English practitioners and understand the scope of their responsibilities in teaching Business English. Secondly, it aims to identify the specific needs, lacks and wants, and areas of improvement for Business English teachers, shedding light on the challenges they encounter in their teaching practice. Thirdly, the study aims to investigate the potential benefits of in-service training as a solution to these challenges. It seeks to examine whether providing further training opportunities can help Business English teachers overcome their difficulties and enhance their professional competence in delivering effective Business English instruction. Lastly, the study aims to assess the effectiveness and adequacy of the existing Business English in-service training programs. It seeks to examine the content, teaching materials, duration, settings, and limitations of these programs, with a focus on their ability to address the needs and expectations of Business English teachers.

To guide the research process, the study is framed by the following research questions:

1. What are the different roles of Business English practitioners teaching at Tlemcen University?
2. What are the challenges and training needs of Business English teachers in their instructional practice?
3. How effective are the existing Business English in-service training programs in addressing the challenges and meeting the needs of Business English teachers?

To answer the research questions we set the following hypotheses:

## GENERAL INTRODUCTION

H1: Business English practitioners play different roles that are essential for the success of the teaching/learning process such as providing materials, designing courses, conducting researches, and collaborating with other experienced teachers.

H2: Business English teachers face challenges related to student attendance, classroom management, and lack of cooperation, which hinder their ability to effectively fulfill their responsibilities beyond language instruction.

H3: In-service training for Business English teachers significantly contributes to overcoming these challenges, enhancing their skills and knowledge, and improving their performance in the classroom.

Therefore this study aims to provide valuable insights to Business English practitioners by examining the prominent difficulties and challenges they encounter during the teaching process. It seeks to propose strategies and solutions to overcome these obstacles, enabling practitioners to effectively fulfill their responsibilities and enhance their proficiency in teaching Business English. Furthermore, the research emphasizes the significance of in-service training and its substantial impact on the professional development and skill enhancement of teachers in this domain.

A research methodology was followed to conduct the present study, employing a mixed methods approach that integrates both qualitative and quantitative approaches. The former was used to analyze open-ended questions from questionnaires, which cannot be interpreted through charts, graphs, or other numerical representations. Whereas the latter, was employed to analyze close-ended questions expressed in numerical format, charts, and graphs. Regarding the research instruments, a questionnaire was employed to confirm or refute the research hypotheses. Consequently, data were gathered through questionnaires administered to teachers and trainers, encompassing both open-ended and close-ended questions, with the aim of obtaining valid information and attaining more reliable results

## GENERAL INTRODUCTION

The current work contains a general introduction, two chapters each serves a particular purpose and a general conclusion. The first chapter is concerned with reviewing the literature; it contains definitions related to the field of business English, a comparison between business English and General English in addition to needs analysis and in-service training. The second chapter is a detailed description of the methodology followed in the research. Then, we present the analysis and discussion of the gathered data in an attempt to confirm or disconfirm the hypotheses then we will give some recommendations and suggestions about the research.

# CHAPTER ONE: LITERATURE REVIEW



## CHAPTER ONE: LITERATURE REVIEW

### 1.1 INTRODUCTION

The current chapter is structured into two primary sections. The first section aims to provide clarity on the relationship between Business English (BE) and English for Specific Purposes (ESP). It includes a review of various BE definitions, highlighting its main types, scope, and significance. Additionally, a comparison will be made to highlight the distinguishing features between BE and General English (GE). Within this section, the roles of Business English teachers will be discussed, along with the challenges they encounter during their teaching practices.

The second section is dedicated to in-service training. Here, we will define the concept of in-service training and explore its benefits and impact on Business English teachers. Special attention will be given to examining the feasibility of implementing in-service training in the Algerian context. Finally, various models of in-service training will be presented as potential frameworks for effective professional development.

### 1.2 BUSINESS ENGLISH IN ENGLISH FOR SPECIFIC PURPOSES

English has got the status of the lingua franca; it is the world common language of communication. Hence, the fast spread of English language and the increasingly growth of international trade all around the globe has led to the emergence of ESP in general and Business English in particular. Moreover, the Business English rose to prominence as an important subdivision of English for Specific Purposes to meet peoples need for specialized language to achieve their purposes in the Business world. As a result, business English nowadays represents the most important area within ESP.

Although ESP emerged in the mid to late 1960s, it lacks a precise and universally accepted definition due to its evolving nature. Scholars have made numerous attempts to define ESP. Mackay and Mountford (1978: p.2), suggests that

## CHAPTER ONE: LITERATURE REVIEW

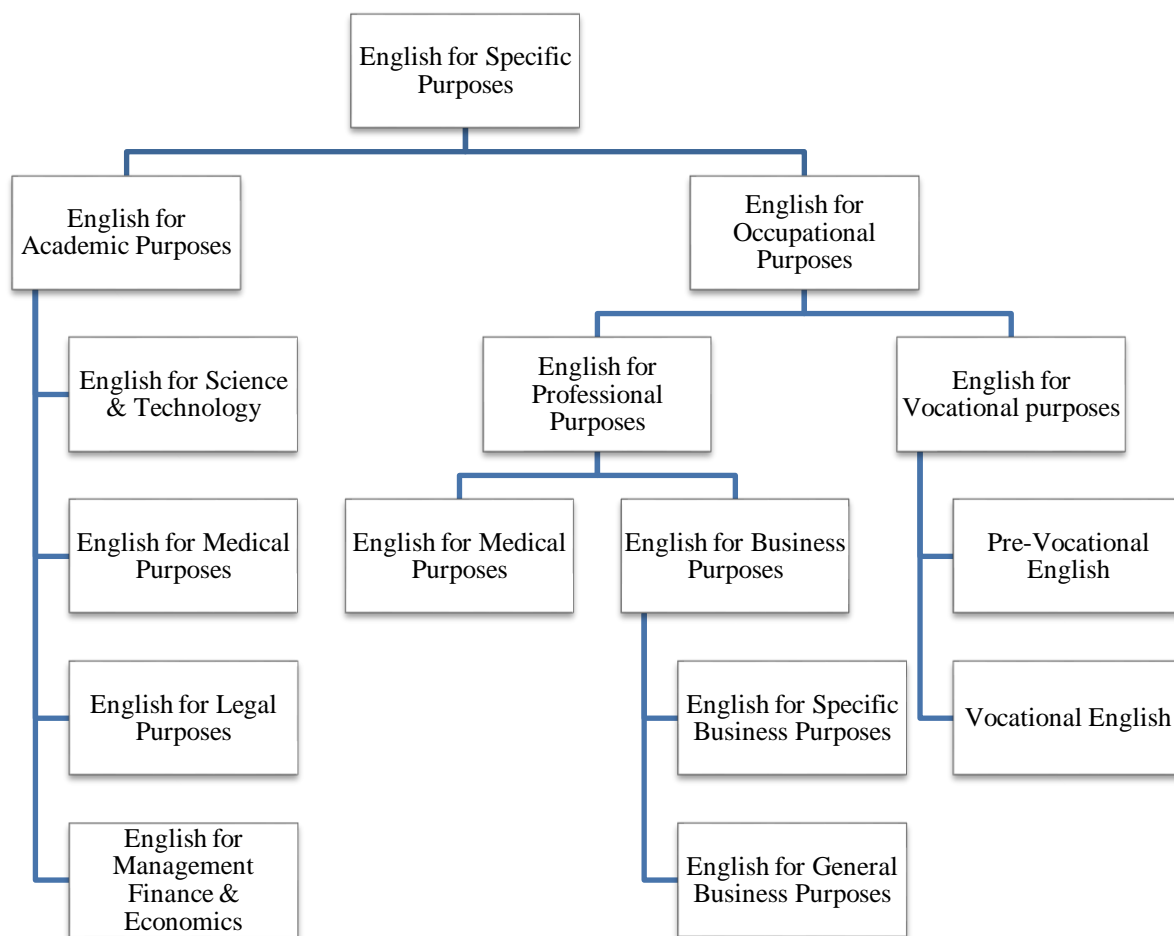
ESP refers to the teaching of English for practical purposes, with a clear utilitarian focus.

Similarly, Paltridge and Starfield (2013: p.2) assert that English for Specific Purposes (ESP) belongs to the teaching and learning of English as a second or foreign language, where learners aim to use English in specific domains. This implies that ESP involves the acquisition and instruction of English as a second or foreign language for specific purposes. Hutchinson and Waters (1987, p.19) support these notions by stating that ESP is an approach to language teaching in which content and methodological decisions are based on learners' specific reasons for learning English.

Furthermore, the limitations of general English in meeting the specialized needs of learners have been a driving force behind the prominence and development of ESP within the field of English Language Teaching (ELT). The inability of general English to cater adequately to learners' specific requirements has propelled the evolution of ESP as a distinct and vital area of language instruction.

### 1.3 CATEGORIZATION OF BUSINESS ENGLISH

English for Business Purposes (henceforth EBP) is the type of English used in business contexts, such as international trade, commerce, finance, insurance, banking, and many office settings. As previously mentioned, it is a subdivision of English for specific purposes (henceforth ESP). More specifically, ESP is divided into English for Occupational Purposes (henceforth EOP) and English for Academic Purposes (henceforth EAP). EBP is, then, considered as a subsection of EOP underneath English for Professional Purposes (henceforth EPP). EBP, in turn, is divided into English for General Business purposes and English for Specific Business purposes (Figure 1.1).



*Figure 1.1: Categorization of Business English in ESP*

#### 1.4 DEFINITION OF BUSINESS ENGLISH

Business English (henceforth BE) as a subdivision of English for Specific Purposes (ESP) is the English in business usage taught to a specific category of learners, namely, business and economics learners to be able to communicate effectively in future business environments. However, there is no clear specific definition of Business English which has brought the attention of many scholars that tried offering and providing explanations about this concept.

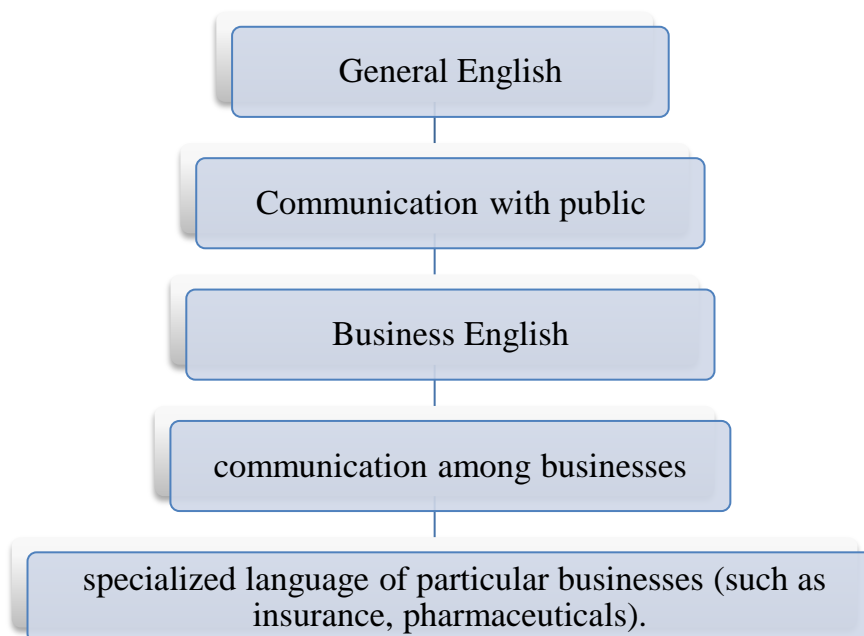
Abarca (2010) defined it as: “The term can be used to describe courses that ranges from an essentially English for general English business course that

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includes the teaching of some business lexis, to very specific courses, either in particular skills such as participating in or chairing meetings or report writing, or in particular disciplines such as finance or marketing” (Moreno, 2010:100).

Furthermore, Ellis and Johnson (1994:3) viewed Business English different from the other varieties of ESP where they affirmed that: “Business English must be seen in the overall context of English for Specific Purposes (ESP), as it shares the important elements of needs analysis, syllabus design, course design, and material selection and development which are common to all work of ESP”.

In order to define BE, Dudley-Evans and St John (1998) have adopted the following Pickett representation diagram:



**Figure 1.2: Pickett representation 1986 (as cited in Dudley Evans & St Jon’s 1998, P: 55)**

The figure demonstrates that business communication has two sides. First off, when BE participants interact with the public, it appears that BE and GE share some characteristics. Second, BE refers to the unique language used when business people interact with each other both within and outside company or across companies (ibid.) however, according to Dudley-Evans and St John (ibid.) the

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complexities of the business context prevents Pickett's description from being adequate.

What's more, for Ellis and Johnson (1994), BE is variety with a particular linguistic system and certain communication goal. It suggests a combination of specialized content (connected to a certain work) and general content (relating to the capacity for effective communication in general) (ibid). Therefore, according to Ellis and Johnson, BE only includes the language form that a certain set of learners has identified as being pertinent to them. For instance, the course syllabus should focus more on the "passive voice" if it is the type most frequently used in their field. These particular language structures serve these particular communicative goals. Additionally, they claimed that BE also contains general content, which refers to learners' overall proficiency in using language for communication, and particular content, which is represented by the major topics and themes covered in the learners' area of interest.

### **1.5 DEVELOPMENT OF BUSINESS ENGLISH**

Business English has gone through numerous stages of development. The first stage was in 1960s and 1970s; where the vocabulary was the only difference between General English and Business English. The course book of that era gave a lot of emphasis to vocabulary exercises and drills, ignoring the application to actual life situations.

The second stage in 1972; witnessed the release of the BBC course book and video English for Business, there was a shift towards a more intensive business skills training. But there was still an interest in the need to help learners develop their ability to deal with real-world problems. The focus was on teaching formulaic phrases that were in business context and used in everyday business interactions.

The third stage was in the late 1980s; the emphasis shifted to concentrating on developing business communication skills due to the introduction of corporate

## CHAPTER ONE: LITERATURE REVIEW

training programs that gave employees advantageous opportunities to engage in negotiations and effective meeting techniques. Consequently, business communication skills' books and materials were released, making great impact in Business communication skills programs, courses, and course book.

### 1.6 IMPORTANCE OF BUSINESS ENGLISH

Since Globalization is a dominant feature of post-modern industrial and developing societies, Business English has become the bridge that connects people with each other.

Business English focuses on the language commonly used in business world it is a part of the skill set for the international business community. BE learners are interested in learning specialized vocabulary because they need to be aware of the cultural differences to improve their language effectiveness and enhancing their communication skills for better job and having more opportunities in the business world. For instance, e-mail being the standard form of written communication in many businesses; it requires a completely special language suited to such situations. Therefore, learning BE allows learners to be an expert in using of e-mail communication.

Keeping in mind that Business English is the global language of business, politics, international relations, culture, and Entertainment for so many nations throughout the world is the driving force behind the development of English language study. On a more personal level of work success, being able to communicate effectively in business give learners' confidence and the freedom to express their point of view and increasing their chances of expanding job options.

### 1.7 TYPES OF BUSINESS ENGLISH

Business English can be divided into: English for General Business Purposes (EGBP) and English for Specific Business Purposes (ESBP).

#### 1.7.1 ENGLISH FOR GENERAL BUSINESS PURPOSES

## CHAPTER ONE: LITERATURE REVIEW

English for General Business Purposes (EGBP) is concerned with teaching basic language knowledge for learners at the beginning of business career or for future business job.

As stated by frendo: “Pre-experienced learners have little or no experience of the business world. Typically, they are learning business English because they intend to follow a business career. They may be university students, for example, or even secondary school students. Because of their lack of experience they will often need to teacher to provide a window on the business world” (Frendo, 2005:1)

Generally, the EGBP courses are similar to those of general English because they target the four skills (Reading, Writing, Speaking, and listening), also includes grammar and vocabulary exercises, lexis, tenses; however, this is not enough since it gives only theoretical knowledge far from real Business situations.

### **1.7.2 ENGLISH FOR SPECIFIC BUSINESS PURPOSES**

English for Specific Business Purposes (ESBP) is taught for job-experienced learners “who bring business language knowledge and skills to the language-learning situation” (Dudley Evans & ST John, 1997:56). In ESBP courses, “the practical use of language is more important than theoretical knowledge about language” (Ellis & Johnson, 1994: 6). As stated by frendo: “Job-experienced learners know a lot about their business and their own jobs, and often have very precise notions about why they need business English. In contrast to pre-experienced learners, they do not need or expect the teacher to help them understand the world of business” (frendo, 2005:1)

### **1.8 BUSINESS ENGLISH V.S GENERAL ENGLISH**

Although Business English and general English both are used for communication, they differ from each other. One of the main aspects is that BE use

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a very specialized vocabularies and terminologies applied in more professional context. General English, in the other hand, is a simple language used in everyday conversation that involves the use of basic vocabularies and grammar. Another difference is the reasons behind learning English. While BE learners are of different ages and learn English for work usage and they are who determine their needs, GE learners are of the general age whose aim is to master the four skills in English (listening, reading, and writing and speaking). Since General English is used in everyday language; the tone is casual and informal, however, Business English is used in specific business area the tone is more organized and formal. The table below shows the differences of the Business English and General English:

*Table 1.1: Business English vs. General English*

| General English  | Business English   |
|--|--|
| <ul style="list-style-type: none"><li>• General / basic vocabularies ;</li><li>• General purposes;</li><li>• Focus on general skills (speaking, writing, listening, reading);</li><li>• Focus on general grammar;</li><li>• Teaching general content;</li><li>• Higher focus on the receptive skills (speaking and</li></ul> | <ul style="list-style-type: none"><li>• Specialized vocabularies;</li><li>• Specific purposes;</li><li>• Focus on specific skills (writing and speaking);</li><li>• Grammar is contextualized;</li><li>• Teaching specific content;</li><li>• Lower focus on the receptive skills.</li></ul> |



listening).

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### 1.9 BUSINESS ENGLISH TEACHING

#### 1.9.1 CHARACTERISTICS OF BUSINESS ENGLISH TEACHING

According to Carter (1983) BE Teaching is based on the following Characteristics:

##### **a. Authentic-Based- Materials**

An authentic-based- material is using non pedagogical materials to imitate the real-world situations. Nunan (1989:54) defined an authentic material as: “any material which has not been specifically produced for the purpose of language teaching”. There are many authentic material sources available such as: internet, videos, projector, TV, newspaper, magazines, audio materials, articles ...etc. Using such materials is beneficial for the learning/teaching process because it results in heightening the learners’ motivation and exposes them to the real life situations.

##### **b. Purpose-Related Orientation**

The simulation of communicative tasks required of the target setting set according to the needs and wants of students. For example, Students simulate of a conference, involving the preparation of papers, reading, note taking, and writing. This orientation occurs in some Algerian universities where students are required to design and present a business project encompassing market research, and logo invention.

##### **c. Self-Direction**

Self-direction is the process of “*turning learners into users*” (Carter, 1983) i.e. turning them to autonomous users. For this to happen, learner should have the

## CHAPTER ONE: LITERATURE REVIEW

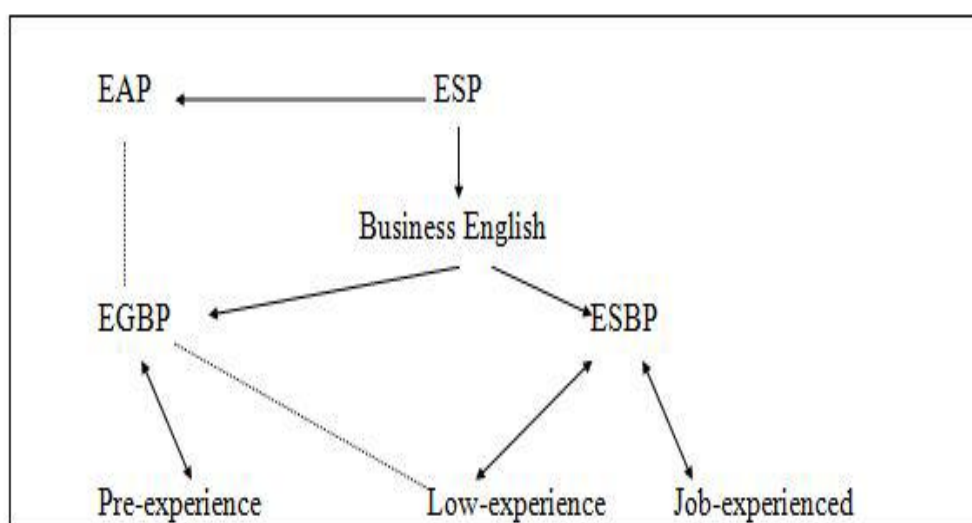
freedom to choose upon what, when, and how to learn. In addition, teaching them specific learning strategies.

### 1.9.2 BUSINESS ENGLISH COMMUNICATION SKILLS

Business communication is divided into Written and spoken communication. In the one hand, the written Communication is concerned with reading and writing skills. In the other hand the Spoken Communication is concerned with listening and speaking skills. These skills include the English used in telephoning, socializing, negotiations, meetings and presentations, negotiating, corresponding and reporting.

### 1.9.3 BUSINESS ENGLISH LEARNERS

It is obvious that the learners have a significant role in the Business English teaching/Learning process. These learners according to Ellis & Johnson (1994) can be divided into three main categories; first, Pre-experience learners: Students at business schools – who have not yet started their careers. Second, Low-experience learners: Junior company members and learners who are moving jobs. Finally, Job-experienced learners: Employees who need BE for a wide range of motives. This can be summarized in the diagram below (as cited in Taybi, 2015)



### *Figure 1.3: Types of Business English Learners*

#### **1.9.4 THE BUSINESS ENGLISH TEACHER**

However, business English is learner-centered; teachers play a vital role in the teaching/learning process. These roles are as follow:

##### **1) AS A COURSE DESIGNER AND A MATERIAL PROVIDER:**

Dudley Evans and St John (1998:15) claim that “the role of an ESP teacher as provider of material involve choosing suitable published material, adapting material when published material is not suitable, or even writing material where suitable exist”. It is then the role of the Business English teacher as a tailor-made materials provider to plan a suitable course and provide suitable materials for it with the use of textbooks and supplementary materials.

##### **2) AS A RESEARCHER:**

Teachers of BE have to stay up-to-date to the ongoing change in the field of business to enhance their teaching style. Moreover, BE practitioner need to do research to identify the learners’ needs and expectations to design appropriate materials. According to Dudley-Evans et al (1998:15): “ an ESP practitioner has to go beyond the first stage of Needs Analysis -Target Situation Analysis (TSA) which identifies key target events, skills and texts- to observe as far as possible the situation in which students use the identified skills, and analyze samples of the identified texts”.

##### **3) AS A COLLABORATOR:**

The BE teachers should cooperate and collaborate with other teachers who have experience in the subject matter in order to have an idea about the syllabus and programs. This includes obtaining information about the subject matter that learners have to do in their professional environment to reach the objective they want to reach, for example, team teaching. What’s more, Dudley-Evans et al (1998:16) refer to the term cooperation: “When the ESP teacher finds out about the subject syllabus

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in an academic context or the tasks the students have to carry out in a work or business situation”, and the term collaboration: “When there is some integration between specialist studies or activities and the language”. According to them “the fullest collaboration is where subject expert and a language teacher team teach classes.”

### **4) AS AN EVALUATOR:**

Practitioner evaluates the students’ language and skills, and assessing the courses and materials. He/ She should assess if the teaching methods and materials they have selected succeeded or failed in accomplishing the desired objective. Dudley Evans et al (1998:17) write: “it is important to follow up with students some time after the course in order to assess whether the learners have been able to make use of what they learned and to find out what they were not prepared for”.

The above mentioned are not the only roles performed by BE teacher. Business English practitioners are required to play additional and various roles in addition to the roles stated above to meet the learners’ needs.

### **5) As trainer:**

There is a significant difference between teacher and a trainer. A trainer is a person whose main role is to change a person’s behavior or ability to enable them to perform specific tasks or do particular jobs successfully (Frendo, 2005), i.e. Teachers have to change the attitude and aptitude of learners to enable them to act particular tasks and behave adequately .

### **6) AS COACH:**

It is the role of the teacher to assists and motivates the learners to extract and identify their own weaknesses and strengths and act accordingly, i.e. make learners autonomous.

### **7) As consultant:**

## CHAPTER ONE: LITERATURE REVIEW

A consultant is an expert who maintains an outstanding status. Hence, they design or run a training program, appoint the setting of the courses, extract the communicative needs, conduct needs analysis, etc.

### 1.9.5 BUSINESS ENGLISH TEACHER CHALLENGES

Teachers face many challenges while teaching English and Business English teachers are no exception. The following are common challenges that face them in teaching Business English.

- Students' attendance: students when making absences they miss vital lessons, as a result, it hinders the progression and affects the rest of the group as well.
- Slow or no progress: this occurs in every class with no exception, it is very challenging for BE teachers to deal with mixed-ability classes and maintaining the same learning pace for this to happen they have to maintain the same understanding of each learner.
- Learners lack motivation: this can be due to many reasons, such as; large sizes of groups, inappropriate syllabus designs, lack of teachers' feedback, different students' language level.
- Using Technology: nowadays technology is vital, however, some teachers are not familiar with the use of ICT. Teacher, then, hesitate to adopt these tools in the classroom, even though, they know it facilitate the teaching and learning process and avoid time wasting, since the later is limited and make a challenge for teachers as well.
- Lack of specialized terminologies knowledge: it is sometimes difficult to acquire all the terms related to the Business field because of its ongoing changes. Teacher in order to teach effectively the Business English class he/she should update their knowledge about the subject they teach. Thus, Bojovic (2007:493) claimed that: "ESP teachers are not specialists in the

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field, but in teaching English, their subject is English for the profession but not the profession in English”.

- **Lack of training:** some teachers have to receive training in the Business English to learn how to make the necessary decisions such as; determining the teaching methodology, choose materials and tasks or activities that are partly important for improving the learners’ language skills and achieve their requirement; this can be done through many forms like workshops and seminars.

To sum up, these are just few difficulties that face the teacher when teaching Business English.

### 1.10 NEW TRENDS IN TEACHING BUSINESS ENGLISH

Being aware of the changes in technology and the workplace is essential while teaching Business English in today’s fast-paced commercial environment. Teachers should remain alerted to be able to successfully adjust to these changes and, more importantly, to be ready for the subsequent wave of change.

#### ▪ **Soft-skills incorporation**

Teaching language structure is insufficient, therefore, incorporating interpersonal and soft skill into the BE curriculum, such as, leadership, problem solving, critical thinking, empathy, work ethics, how to establish rapport, provide feedback, and ask the write questions, in order to overcome this difficulty.

#### ▪ **Adaptation of Technology**

The advancement in technology will have an impact on how BE classes are conducted. The demand for flexible learning forms by incorporating mobile learning apps that let students access content, practice speaking and listening, as well as sharing their files and videos with the group (like send box, rabble browser). Moreover, Smart phone technology will progress, enabling the learner to do a larger range of activities, including working and learning, anywhere and at any time.

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These connected screens and interactive tools is another push up towards replacing E-learning with m-learning.

- **Business English as a Lingua Franca**

Since the advent of globalization, business transactions are carried out among non-native speakers who communicate using English language as a lingua franca. The growth of this tendency is anticipated to continue. Intercultural education will be widely used. The emphasis in language instruction will be improving listening comprehension, fluency, and quickness of response.

- **Blended learning**

Blended learning was developed as a result of extensive thought on both traditional classroom instruction and online learning. To support teaching and learning, this instructional approach integrates a variety of materials and applies them sensibly. This approach combines the conventional benefits of in-person instruction with those of online learning, acting as the students' learning environment as well as the teacher's guide. To a certain extent, the teaching components are chosen and maximized, and various teaching modalities, tactics, media, and techniques are deftly employed in accordance with the demands of instruction. For teachers or teaching designers, the available equipment, tools, media technology, and teaching materials are optimized to achieve teaching objectives; for learners, it is to match the available media technology, tools, and teaching materials with their existing knowledge structure and learning style, and to make decisions to help them achieve their learning objectives. To accomplish the teaching objective, it is the responsibility of the teaching managers to arrange and distribute the equipment in accordance with the actual needs. Computers, virtual classrooms, unconventional classrooms, instructional aides, and similar items are examples of this kind of priceless equipment.

### 1.11 TEACHER TRAINING

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Teacher training is an ongoing process planned to enhance teachers' performance and knowledge. According to H. John Bernadin (2008): "Training is any attempt to improve employee performance on a currently held job or one related to it". More specifically, teacher training is a set of courses teachers receive in a specified period of time in order to better perform their teaching tasks and to bring about success to the teaching/learning situation. Furthermore, teacher training is composed of pre-service training and in-service training.

### 1.11.1 PRE SERVICE TRAINING

Pre service teacher training is the training provided to would-be-teachers i.e. future teachers before they involve in any teaching. In other words, it is the preparation and instruction of teachers on how to teach before entering in the teaching service.

The significance of pre-service training programs as explained by Loughran and Russel explain is: "Pre-service teacher education programs are the first place of contact between beginning teachers and their profession, If they are value the pedagogical knowledge that is continually being developed, refined and articulated within their profession, and if they are to understand the complex nature of teaching and learning. And if they are to be 'teachers' not 'tellers,' trainers' or 'programmers', then the first contact through pre-service programs is crucial."

### 1.11.2 IN SERVICE TRAINING

In service training is geared towards teachers who are already engaged in teaching situations so as to upgrade and update their professional skills, knowledge, interests and competencies by attending courses and activities that are designed previously by "the decision makers" to satisfy their desires. As stated by Sapp (1996:71): "In-service training program is a program intended to improve the



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performance of all personnel already holding assigned positions in a school setting or to implement a specified innovation or program”. Over and above that, in-service training is an ongoing, continuous educational development that targeted towards filling the gaps of teachers’ professional inadequacies. Therefore, Day and Sachs (2004) stated that: “Teaching is forever an unfinished profession. Thus, professional development is intrinsic to the vocation of teaching. By its very nature, teaching is never complete, never conquered, always being developed, always changing.” (P. 146).

Similarly, Billing (1976) stated that: “in-service education is staff development which is a deliberate and continuous process involving the identification and discussion of present and anticipated needs of individual staff for furthering their job satisfaction and career prospects and of the institution for supporting its academic work and plans, and implementation of programs of staff activities designed for the harmonious satisfaction of these needs” (Osamwonyi, 2016).

### 1.11.2.1 BENEFITS OF IN SERVICE TRAINING

The in-service training (henceforth IST) has tremendous benefits because it will continue to fill the gaps made by the society changes. This later gives the teachers a chance to face the challenges and acquiring new ideas and skills. Simply, IST draws the path for teachers to develop their teaching effectiveness and improve their critical thinking and problem solving. As underlined by Imogie (1992) the benefits of in-service training can be summarized as follows:

- I. Providing the serving professional teachers ample opportunities of updating their knowledge and skills towards better objective performance and advancement in status, without having to resign their employment.
- II. Providing the schools system the opportunities of retaining the services of trained and qualified teachers while in sandwich/in-service education programme.

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- III. Providing opportunities for increasing the number of trained and qualified teachers at all levels of education
- IV. Reducing the financial burden of employers of teachers, as the money they had to pay as salaries and allowances on full-time to their teachers on full-pay/time in-service education programme was saved.
- V. Providing additional sources of revenue generation for teacher education institutions in which the sandwich programmes are based.
- VI. Providing additional source of income to staff members participating in the programmes.
- VII. Providing opportunities for teacher education institutions to provide service in an essential area of national development, especially by putting their facilities and staff into use during the long vacations.

As stated previously in service training is a continuous education for teachers. In other words, if teachers receive training that does not mean that they are well trained, however, they will always need training. The Ministry of Education in England stated that: “The hall mark of a good teacher is that he is himself always learning and always developing his knowledge and understanding of children and young people. In short, a teacher-should he a person who, because of his attitude to knowledge, to ideas, to his fellows and to life generally is better educated today than he was yesterday and will tomorrow better educated than he is today”.

### 1.11.2.2 IN SERVICE TRAINING MODES

In service training can be done in different forms. According to Asaya (1991), there are eight varieties of in-service training programmes can be categorized as follows:

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- Institutes (a series of lectures designed to give participants as much information as possible in a short time, usually two or three days).
- Conferences (give participants an opportunity to question others and discuss ideas presented)
- Workshops (usually a moderate size group, where each person has a problem to solve that is closely related to his field (A skilled consultant work with each group)
- Staff meetings (may perform a useful in-service function but generally used to acquaint teachers with administrative proceeds users and policies)
- Committee (five or several members work on a problem that could be impossible for a whole staff to tackle).
- Professional reading (with the aid of a professional library' study groups)
- Individual conferences (dependent of feelings of mutual understanding and support existing between teacher and supervisor).
- Visits and demonstrations (opportunity to observe actual teaching techniques).

In the same line, Maduabum (1992) summarized the different forms of in-service training as follows:

- Regular courses: These are the full time courses undertaken during the normal academic session. The period of the programme depends on the type of course e.g B.A (ed), B.Sc (Ed), postgraduate Diploma in Education (P.G.D.E.), M.Ed & Ph.D.
- Conferences: these are academic gathering in which certain speaker come prepared, often by invitation or for a fee, to open discussion on some reasonably interesting or controversial theme. Generally, conference attenders come to listen, question the main speakers, make additional prepared or spontaneous contributions to their own, evaluate opinions and points of view, and discuss formally and informally among themselves.

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- Workshops: Just like conferences, workshops can be regarded as academic gatherings but in this case aimed primarily at providing within the intellectual horizons of participants, selected functional experiences that will enhance their performance on the job. Workshops are characterized by individual or group role assignments. Resources persons are usually invited who come prepared and provide working procedures to participants.
- Seminars: A seminar is an academic forum whose major purpose centres on a reflection or discussion of problems. It is piloted by a coordinator who has a written responsibility of putting down precise or brief summary of the views expressed by each member of the discussion panel. At the end of the session, the coordinator presents the highlights of the views expressed and invites questions, comments, observations or contributions from the audience to encourage total participation.
- Correspondence Courses: In this type of in-service training, there is no physical contact between the teacher and the student. Communication between the teachers and students is through post, hence the name correspondence education.
- Exhibitions: These can be regarded as physical displays of scientific interest intended to enlighten a wider scientific community. They could be of classroom application or in a broader context geared towards solving societal problems e.g. making of soap or dyes from local resources.

### 1.12 IN SERVICE TRAINING IN ALGERIA

It is widely recognized that teachers have some teaching deficiencies which is a serious problem since they are key factors in the determination of the teaching/learning outcomes. In today's Algerian educational context there is a need for quality in teaching and learning where experienced and novice teachers might need a continuous education i.e. in-service training to skip this obstruction.

In the Algerian university there is a less to no pre-service training programs provided to would be teachers. Consequently, Students teachers face difficulties and

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obstacles when starting teaching because they are not ready and they lack teaching experience and skills and they only have to deal with this in their own way but they keep struggling. In Business English cases For example, lack of understanding the specialized terminologies related to the subject matter and the teaching skills can lead to the lack of teachers' motivation and complaining about the profession.

However, the British Council in Algeria provides EFL teachers by organizing events to highlight the new teaching methods and to keep them up-to-date to the strategies and methods in the teaching of English. Never the less, this remains insufficient and requires more extra efforts. Consequently, these are all reasons that led to adopting in service training programs for English language teachers specialized in specific domain. This latter is now of crucial importance in forming teachers who are already employed in the teaching profession. According to Lawrence (1987) "In-service education is the education a teacher receives after he has entered to teaching profession and after he has had his education in a teacher's the moment a teacher has completed his training in a college of education, it does not mean that he is now well trained. A teaching degree makes him enter into service as a teacher. There after his job continues well only if he continues his studies everyday in the classroom situations and outside the classroom, he comes across problems and side by side he is expected to sort them out. There is need of more and more knowledge, more and more education for making him a better teacher. College. It includes all the programmes – educational, social and others in which the teacher takes a virtual part, all the extra education which he receives at different institutions by way of refresher and other professional courses and travels and visits which he undertakes."(p.14.).

Nowadays, there exist several formal an informal programmes of in-service training which are recognized, organized from time to time by experienced teachers. The higher ministry of education ensures that the educational standards are preserved and maintained properly. To make this possible, teachers need to be aware of the importance of updating and enriching their knowledge about the language.

### 1.13 Conclusion

This chapter has provided an overview of Business English (BE), including various definitions, its main types (English for General Business Purposes [EGBP] and English for Specific Business Purposes [ESBP]), and its significance within the broader context of English for Specific Purposes (ESP). The distinction between general English and Business English has also been elucidated.

Regarding the teaching of Business English, the chapter has discussed the unique characteristics associated with this module, emphasizing the importance of both learners and teachers in the teaching and learning process.

Teaching English, particularly in the context of Business English, necessitates a profound understanding of the subject matter, pedagogical skills, and considerable effort on the part of the teacher. Thus, teacher training becomes crucial to ensure effective instruction. In this regard, the chapter has addressed the concept of in-service teacher training, exploring its different modes, benefits, and its feasibility within the Algerian context.

By examining these aspects, the chapter aimed to provide insights into the nature of the relationship between ESP and BE, shed light on the distinctive features of Business English teaching, and underscore the significance of teacher training in the field.

CHAPTER TWO:  
DATA COLLECTION,  
RESULTS, AND ANALYSIS

## CHAPTER TWO: DATA COLLECTION, RESULTS, AND ANALYSES

### 2.1 INTRODUCTION

This chapter serves as an introduction to the design and procedure of the research. The chapter begins by outlining the chosen research methodology for the study, including a description of the research setting, the sample population, the data collection instruments used, together with data analysis approaches. Data analysis will enable the researchers to identify patterns, trends, and correlations within the data, leading to the derivation of meaningful insights and findings.

The main findings derived from the data analysis will be presented and discussed in this chapter. We hope it will shed light on the key discoveries and outcomes of the research. Additionally, the chapter will provide pedagogical recommendations and suggestions based on the findings, offering practical insights and guidance for the improvement of Business English training programs.

### 2.2 RESEARCH DESIGN

Research design is the framework of research this includes the settings where the study took place, the sample population, and the methodologies, tools, and techniques chosen to conduct the research

#### 2.2.1 Setting

The study was conducted at Abou Bekr Belkaid University of Tlemcen during the second semester of the 2022/2023 academic year. It served as the research setting for the study, providing the necessary context and environment to investigate the challenges and effectiveness of in-service training for Business English teachers.

#### 2.2.2 THE SAMPLE POPULATION

In the current study, the researcher used the non-probability purposive sampling. The researcher has chosen this type because it targets particular group population selected according to the purposes of the research. This study includes two samples of participants; the first is Teachers of Business English at the University of Tlemcen, they are ten teachers, six of them has been omitted since they did not



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respond. Consequently, four teachers contributed to this study, three males and a female under the age of 25 to 39. Accordingly three of them have master degree and one holds a PHD (doctorate), moreover, their teaching Business English experience range over five months and seven years. As for the second sample, two Business English trainers at the level of the C.E.I.L center at university of Abou Bekr Belkaid university of Tlemcen were chosen as the second target population of this work.

### 2.2.3 RESEARCH INSTRUMENTS

In the present study, the questionnaire was used as a research tool to collect the needed information in order to answer the research questions and reach its objectives. The reason behind this choice is the fact that the questionnaire as a tool is simple, easy to design, less time consuming and provide a straight forward answers. Brown defines questionnaire as: “Any written instruments that present respondents with a series of questions or statements to which they are to react either by writing out their answers or selecting from among existing answers.” (Brown 2001:6).

Moreover, both close ended and open ended questions were employed. The former is in the form of yes or no questions, multiple choice items, or rating scales while the later gives the informant the freedom to elaborate and share their points of view in their own terms.

#### 2.2.3.1 DESCRIPTION OF THE TEACHERS' QUESTIONNAIRE

The questionnaire was employed as a research tool and administered through Google Forms, using online questionnaires. At first, the target audience for the questionnaire was ten (10) Business English teachers; however, only four (4) of them responded. The questionnaire for the teachers consisted of seventeen (17) questions, including a mix of open-ended and closed-ended questions. The combination of these types of questions allows range of responses, of both

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qualitative and quantitative nature. Each question is designed to serve a particular aim.

Question 1 to 5: aim at providing information about BE teachers' age, gender, qualification, and teaching experience.

Question 6 and 7: deal with the roles and effectiveness of the Business English teacher.

Question 8 to 13: aim at investigating the factors that influence BE teachers' performance and the difficulties they face during the teaching process.

Question 14: aim at asking Business English teachers to give suggestions that will be used as a basic form of our present research recommendation.

Question 15 to 17: is concerned with collecting information about teachers' previous enrollment in in-service training and the teachers' attitudes towards receiving in-service training.

### **2.2.3.2 DESCRIPTION OF THE TRAINERS' QUESTIONNAIRE**

The present questionnaire has been distributed to two (02) trainers specializing in Business English (BE) at the CEIL center of University of Tlemcen. Its purpose is to investigate and gather data regarding the effectiveness of in-service English training. The questionnaire consists of thirteen (13) questions, comprising a combination of open-ended and closed-ended questions. These questions have been adapted from Hutchinson and Waters' (1987) sample question on learning needs analysis.

- What is the motivation behind the learners' decision to take the course?
  - o Is it compulsory or optional?
  - o Is there an apparent need or requirement?

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- Are factors such as status, financial incentives, or promotion involved?
- What are the learners' expectations and perceived outcomes from the training?
- What is the learners' attitude towards the English for Specific Purposes (ESP) course? Do they seek to improve their English skills or do they resent the time allocated to it?
- How do the learners typically engage in the learning process?
- What is the learners' educational background and prior experience in learning English?
- How do the learners conceptualize teaching and learning processes?
- Which teaching methodologies are likely to appeal to the learners?
- What teaching techniques are more likely to bore or disengage the learners?
- What resources are available to support the ESP course?
  - Number and professional competence of teachers
  - Teachers' attitude towards ESP
  - Teachers' knowledge of and attitude towards the subject content
  - Materials and instructional aids
  - Opportunities for out-of-class activities
- Who are the learners?
  - Age, gender, and nationality
  - Existing knowledge of English
  - Subject-specific knowledge
  - Interests
  - Socio-cultural background
- What teaching styles have the learners been exposed to in the past?
- What is the learners' attitude towards English as a language or the cultures associated with the English-speaking world?
- Where and when will the ESP course be conducted?

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- Description of the learning environment (e.g., pleasant, dull, noisy, cold, etc.)
- Time of day
- Frequency of classes (e.g., daily, once a week)
- Full-time or part-time nature of the course
- Alignment with learners' immediate or anticipated needs

(Note: The original source for the questionnaire's adaptation is Hutchinson and Waters' (1987) "Learning Needs Sample Question: A Framework for Analyzing Learning Needs.

In addition to Hutchinson and Waters' (1987) learning needs sample questions, a set of questions from Dudley Evans and St John's (1998) has also been incorporated to determine the learning needs. These questions are as follows:

- Should the course be extensive or intensive?
- Should the learners' performance be assessed or none assessed?
- Should the course deal with immediate needs or delayed needs?
- Should the course have a broad focus or a narrow focus?
- Should the course be 'pre-study' or 'pre-experience' or run parallel with the study experience?
- Should the materials be common core or specific to learners study or work?
- Should the group taking the course be homogeneous or heterogeneous?
- Should the course be worked out by language teacher after consultation with learners and the institution, or should it be subject to a process of negotiation with learners?

(Dudley Evans and St John's 1998)

These considerations, drawn from both Hutchinson and Waters (1987) and Dudley Evans and St John (1998), contribute to a comprehensive analysis of learning needs and aid in the effective design and implementation of language courses.

### 2.2.4 APPROACHES TO DATA ANALYSIS

The analysis of results is the next step after the data is collected. This process allows the researcher organizing and categorizing the answers with the goal of discovering insights in data and to facilitate informing conclusion. In this research both approaches are chosen i.e. qualitative and quantitative data analysis. Each has its own way in analyzing data.

#### 2.2.4.1 QUALITATIVE DATA ANALYSIS

Qualitative data analysis is employed to organize, interpret, and analyze non-quantifiable explanations and conceptual information. Its primary objective is to address questions related to the underlying reasons. Therefore, the researcher has opted for qualitative data analysis in order to gain a deeper understanding of the respondents' diverse opinions and thoughts, as expressed through their answers to the open-ended questions. By employing this approach, the researcher aims to deal with the nuances and complexities of the data, allowing for a rich exploration of the participants' perspectives.

#### 2.2.4.2 QUANTITATIVE DATA ANALYSIS

On the other hand, quantitative data analysis involves the analysis of numerical data. Quantitative data can be represented through numbers, charts, and graphs. This type of analysis is particularly suitable for processing the responses obtained from closed-ended questions. By employing quantitative analysis techniques, the researcher aims to quantify and summarize the data collected.

One significant advantage of quantitative data analysis is its objectivity. Since numerical data is used, the analysis is generally less susceptible to biases, making the findings more accurate and reliable. This objectivity helps ensure that

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the conclusions drawn from the data are based on solid statistical evidence, enhancing the credibility of the research outcomes

### 2.3 DATA ANALYSIS

This part is a process of analyzing and interpreting the data collected from the two questionnaires with the goal of discovering useful information.

Furthermore, the teachers' questionnaires are analyzed first, and then the trainers' questionnaires data are presented

#### 2.3.1 RESULTS OF THE TEACHERS' QUESTIONNAIRE

After collecting the answers from the four practitioners of business English we had the following results however we combined some questions that have the same aim:

#### Question from 1 to 5: Teachers' profile

The objective of these five questions is to collect comprehensive information regarding the profile, qualifications, and teaching experience of Business English teachers. The table below illustrates the answers:

*Table 2.1: Teachers' Profile*

|               | Gender | Age   | Degree          | Business English Teaching experience |
|---------------|--------|-------|-----------------|--------------------------------------|
| Respondent 01 | Male   | 30-39 | PHD (Doctorate) | 7 years                              |
| Respondent    | Male   | 25-   | Master          | 5 months                             |

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|            |        |     |        |          |
|------------|--------|-----|--------|----------|
| 02         |        | 29  |        |          |
| Respondent |        | 30- |        |          |
| 03         | Male   | 39  | Master | 2years   |
| Respondent |        | 25- |        |          |
| 04         | Female | 29  | Master | 6 months |

---

According to the provided table, it can be observed that out of the surveyed teachers, three of them hold a master's degree, while only one teacher possesses a doctoral (PhD) degree. Regarding their experience in teaching Business English, there is a range of durations reported, with the teaching experience varying from 7 years to 5 months.

### **Question 06: Teachers' roles**

The purpose of this question is to understand the roles of Business English teachers. Based on the results, it is evident that a Business English practitioner is responsible for various tasks. These include providing suitable teaching materials and designing lesson plans that cater for the specific needs of learners. Additionally, the teacher's role involves enabling students to achieve mastery in English in order to use it for communication within their professional field. Therefore, the teacher's role includes instructing and guiding learners throughout the teaching and learning process, as well as teaching them the specific language skills required in the business world.

### **Question 07: Teachers effectiveness**

The objective of the following question is to determine the appropriate description of an effective Business English teacher. Based on the collected data, an effective Business English teacher is characterized as someone who possesses an

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open-minded approach and tailors their teaching of business topics based on the results of a needs analysis. This analysis helps to identify the specific needs of their learners. Furthermore, an effective teacher demonstrates a commitment to staying updated with the latest changes and developments within the field of Business English. They are supposed to engage in reflective practices to assess and improve their teaching methods.

### **Question 08: The language elements taught in BE courses**

The purpose of this question is to identify the specific elements or aspects that the informants prioritize when teaching Business English.

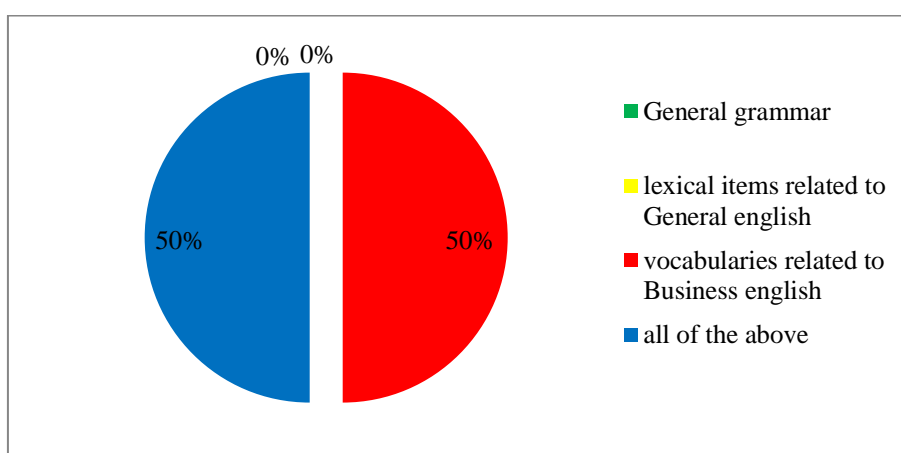
*Table 2.2: element taught in BE courses*

| Options                     | Number of Teachers | Percentage |
|-----------------------------|--------------------|------------|
| General Grammar             | 0                  | 0%         |
| General English Vocabulary  | 0                  | 0%         |
| Business English Vocabulary | 2                  | 50%        |
| All of the Above            | 2                  | 50%        |
| Total                       | 4                  | 100%       |



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We can see in the above table that 50% of the teachers prioritize Business English vocabulary as a primary element in their teaching. An equal proportion of teachers also emphasize General grammar, General English vocabulary, and Business English vocabulary. However, none of the teachers teach general grammar or general English vocabulary as their primary focus. This indicates that Business English vocabulary holds significant importance in the teaching approach of these teachers; while general grammar and general English vocabulary play a secondary role. The pie chart illustrates the answers:



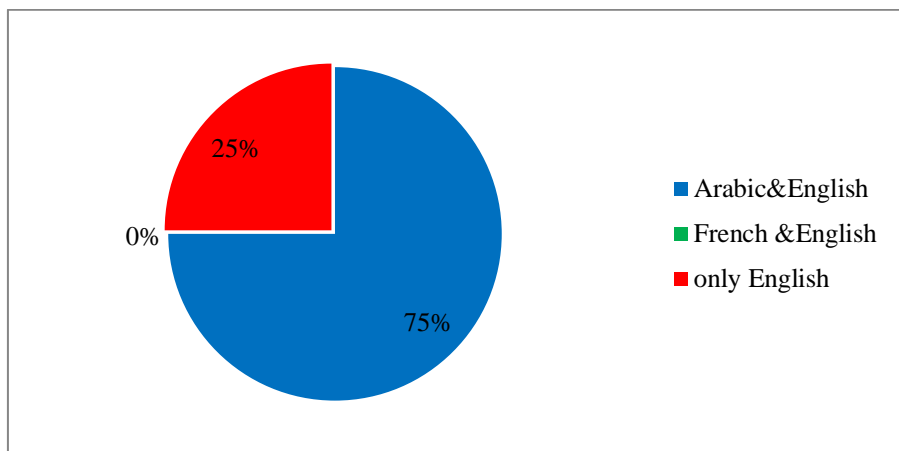
***Figure2.1: the Elements the Teacher Focuses on in Teaching Business English.***

### **Question 09: The language used in the classroom**

The majority of Business English teachers utilize Arabic and English, alongside French, in their teaching process to enhance students' understanding and learning experience. This question aimed to determine the languages used by Business English teachers during their instruction. According to the data results, 75% of the respondents stated that they use both English and Arabic languages in their courses. Conversely, 25% of the teachers rely on English as the medium of instruction. The fact of including Arabic is due to their limited proficiency in English. This suggests that the use of Arabic helps to bridge the language gap and

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supports students in comprehending the subject matter effectively. The pie chart summarizes the answers:



*Figure2.2: language used in the classroom*

### **Question 10: programs availability**

The purpose of this question was to determine whether teachers are provided with specific programs to assist them in teaching Business English courses. The results indicate that 75% of the informants do not have access to any specific available programs for teaching Business English. In contrast, one informant mentioned having access to such a program. This suggests that the majority of teachers do not have specific programs or resources specifically designed for teaching Business English. It may impact the standardization of instruction in this area.

### **Question 11: Teachers satisfaction about their courses**

The purpose of this question was to investigate whether Business English teachers' courses adequately satisfy their students' needs. The half of the participants affirms that the courses do meet their students' needs and fulfill their expectations, while the other half expressed the opposite view. This indicates a mixed perception

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among the teachers regarding the effectiveness of their courses in addressing the specific requirements of their students.

### **Question 12 and 13: Difficulties**

The main objective of these two questions was to determine whether the respondents encountered any difficulties and challenges in the process of teaching Business English. The responses from all participants confirmed that they indeed face difficulties. Specifically, they highlighted several challenges including the low coefficient assigned to the module (a coefficient of 1), which indicates insufficient time allocated for effective language instruction. Additionally, students' frequent absences and lack of motivation were mentioned, likely attributed to their significant gaps in English language knowledge.

Furthermore, the absence of teaching materials and a structured syllabus for guidance were reported as additional obstacles. Lastly, there was a lack of cooperation and collaboration among teachers themselves and with subject specialists. These challenges collectively indicate the need for addressing time constraints, improving student engagement and motivation, providing adequate teaching resources, and fostering collaboration among teachers and subject specialists to enhance the Business English teaching process.

### **Question 14: Suggestions.**

The purpose of this question was to gather suggestions from the respondents regarding potential solutions to overcome the difficulties faced in teaching Business English. The suggested solutions include:

- Allocating more time and attention to the Business English and providing a suitable syllabus to follow. This would allow for more comprehensive coverage of the subject matter.

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- Encouraging collaboration among teachers, as well as with subject specialists. This collaboration can enhance teacher productivity and facilitate problem-solving in relation to teaching challenges.
- Emphasizing the importance of in-service training programs for teachers. Such programs can provide professional development opportunities and enhance their skills and knowledge in teaching Business English.
- Ensuring that the administration provides teaching materials and ICT tools. These resources can support effective instruction and create a more engaging learning environment.

The implementation of the above mentioned solutions can help teachers to overcome some of the major difficulties faced in teaching Business English, leading to a satisfying teaching and learning experience for both teachers and students.

### **Question 15 and 16: Receiving in-service training**

The purpose of this question was to determine whether Business English teachers received any specific training in teaching Business English and the nature of that training, whether it was self-training or formal training. The results indicate that half of the informants did not receive any formal training specifically for teaching the Business English module. In contrast, the same proportion of respondents relied on self-training to enhance their professional development in this area.

This suggests that a significant number of Business English teachers have not undergone formal training tailored to teaching Business English. Instead, they have taken the initiative to improve their teaching skills through self-training efforts. This highlights the importance of providing specialized training opportunities to equip Business English teachers with the necessary language knowledge and pedagogical skills necessary for effective instruction in this domain. The respondents have also expressed their recognition for the efforts made by the CEIL's teachers in providing

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an in-service training to subject specialists that helps bridge language gaps and enhances necessary teaching skills.

### 2.3.2 ANALYSIS OF THE TRAINERS' QUESTIONNAIRES

As the trainers' results were obtained, the researcher analyzed them however they are not in the chronological order as in the questionnaires delivered to the BE trainers. Furthermore, the answers revealed that:

#### **Question 01: In service training attendance**

The purpose of the question was to wonder whether attending the training is compulsory or optional. Based on the data gathered, it was found that the training is optional for BE trainees, meaning they are not required to attend, but they have the freedom to choose according to their individual needs.

#### **Question 02: Place of in-service training**

We inquired with the trainers regarding potential venues for conducting in-service training. According to them, the training typically occurs within the university classes. However, there are no designated facilities specifically designed for conducting training programs. As a result, trainers use classrooms, conference halls, the library, and the Lecture Theatre for this purpose.

#### **Question 03-04: Time suitability and flexibility**

The objective of these questions is to determine whether the allocated time for training is adequate and if it offers flexibility to accommodate the trainees' needs. However, based on the responses received, it is evident that the allocated time is insufficient and lacks the necessary flexibility desired by BE trainees. They expressed a desire for more adaptable training schedules that suit their individual needs.

### **Question 05: Teaching Methods**

This question seeks to identify the teaching methods employed by trainers, specifically whether they use face-to-face, blended, or online approaches. One trainer confirmed that they use the face-to-face method, highlighting its traditional nature and the advantage it offers in facilitating direct interaction between the trainer and trainees. On the other hand, another trainer mentioned their use of the blended method, which combines both face-to-face and online elements to provide trainees with more flexibility in their training experiences.

### **Question 06: Teaching Materials**

Teaching materials play a crucial role in facilitating the achievement of desired objectives. Therefore, the purpose of this question is to investigate whether trainers have access to teaching materials that assist them in meeting the trainees' expectations and accomplishing the training goals and objectives. One trainer acknowledged the availability of teaching materials, while the other trainer claimed the opposite, suggesting a lack of such resources.

### **Question 07: Visual aids**

The question posed was whether the trainers are provided with visual aids or not. The responses received confirm that visual aids are indeed available for the trainers to use during their training sessions.

### **Question 08: BE in service training objectives**

According to the BE trainers, the in-service training for Business English teachers has two major objectives. First, it aims to enhance language competence and expand knowledge specifically related to the field of Business English. Second, it seeks to foster an environment of knowledge exchange and idea sharing among

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trainees, enabling them to experiment with new concepts and approaches in their own classrooms.

### **Question 09: BE training Content**

The answers provided have helped to outline the content of the in-service training program for Business English (BE) teachers. Consequently, the content of the training program includes:

- Introduction to Business English: This component serves as an overview of the field of Business English, introducing teachers to its key concepts and specific language requirements.
- Needs analysis and course design: it focuses on conducting needs analysis to identify the specific language needs of learners and designing appropriate courses that cater to those needs effectively.
- Using technology: This part of the training program explores the integration of technology in teaching Business English, highlighting relevant tools, resources, and methodologies for enhancing the learning experience.
- Business English vocabulary: This component focuses on expanding teachers' knowledge of vocabulary relevant to the business context, equipping them with the necessary terminology and expressions to teach effectively in this domain.

It is important to note that the content areas mentioned provide a summary of the BE teachers' in-service training program based on the information provided. Additional details or topics may also be included in the actual training program

### **Question 10: Types of teachers involved in business English training**

We asked the trainers to determine the target audience of the BE training. The gathered data, has shown that the BE training is primarily aimed at training

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Business English teachers who specifically focus on teaching English for Specific Purposes (ESP) with a specialization in Business English. Therefore, the training is designed to satisfy the needs of both Business English teachers and ESP teachers who want to develop their knowledge in teaching Business English.

### **Question 11: The administration and BE teachers' training**

The purpose of this question is to wonder whether the administration considers the needs of Business English (BE) teachers before organizing in-service training. Both trainers confirmed that the administration takes into consideration the needs of BE teachers before conducting the in-service training. This suggests that the administration recognizes the importance of taking into consideration the specific requirements and expectations of the BE teachers, ensuring that the training is relevant and beneficial to their professional development.

### **Question 12: Limitation**

This question has been mainly used to highlight the limitations encountered by BE trainers. Based on the provided answers, it can be pointed that time constraints pose a significant challenge in organizing Business English (BE) in-service training programs. The limited duration of the training often results in trainers being unable to cover the entire program within the allocated time. Moreover, designing programs that suit the needs of all trainees can be challenging. Additionally, trainers face difficulties in delivering effective training when they lack the necessary materials and equipment that facilitate the training process. These constraints highlight the importance of addressing time limitations, designing programs for individual needs, and ensuring trainers have access to suitable resources to enhance the effectiveness of BE in-service training.

### **Question 13: Suggestions**



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The collected data shows that it is evident that extending the duration of in-service training should be given top priority. This would allow trainers to cover the training program more effectively. Additionally, providing trainers with the necessary materials and tools is essential to avoid wasting time and ensure a well-managed in-service training process. Equipping trainers with appropriate resources would enhance their ability to deliver good training and facilitate a more important learning experience for the trainees.

### 2.4 DISCUSSION OF THE MAIN FINDINGS

The aim of this research is to highlight the roles of Business English practitioners as well as to unveil the challenges they encounter in teaching. In addition, the researcher attempts to investigate the in service training programs afforded to BE teachers. After analyzing the data, we attempt to give the following findings.

First and foremost, it is important to mention that a Business English teacher, like any other teacher, has various additional responsibilities beyond the traditional role of providing knowledge. In addition to guiding and instructing learners, the Business English teacher is responsible for designing courses that align with their needs. This entails providing appropriate materials that facilitate the teaching and learning process. However, in order to fulfill these various responsibilities effectively, the teacher must possess certain qualities. An open-minded approach is crucial, allowing the teacher to adapt and respond to the diverse needs of the learners. Conducting a needs analysis becomes essential for the teacher to identify the specific requirements of the learners. Furthermore, staying updated with the latest developments in the field of Business English is imperative for the teacher to maintain relevance and deliver appropriate instruction.

Furthermore, in order to investigate the challenges faced by teachers and their strategies for overcoming these obstacles, a set of questions was designed for this purpose. The results obtained shed light on the areas of focus for teachers while teaching Business English. Respondents emphasized that they prioritize teaching

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Business English Vocabulary, General Grammar, and General English Vocabulary to meet the expectations of their students. Additionally, a significant number of respondents reported using Arabic alongside English as their students lack proficiency in the English language, aiming to enhance their understanding. It is evident that teachers address various topics and incorporate Arabic to facilitate comprehension due to the students' limited language skills.

It is important to mention that students pose the main challenge for Business English teachers. Frequent absences, lack of motivation, and disinterest in the module significantly impact the teaching and learning process. Moreover, teachers express dissatisfaction with the allocated time (1 hour and 30 minutes per week) and the low coefficient (coe1) assigned to English courses; they are inadequate for effective language instruction. It has been observed that the administration does not provide teachers with official teaching materials or a structured Business English program or syllabus to follow, leading teachers to rely on their intuition and random selection of teaching materials. Furthermore, there is a lack of cooperation and collaboration among teachers and subject specialists, exacerbating the challenges faced by Business English teachers. Thus, we may link these results to the lack of training in Business English teaching.

Concerning the suggestions to overcome these problems the majority of teachers agreed on the following aspects:

- Cooperation and collaboration among teachers and with subject experts, this will help improving students learning achievement and build solid peer relationships among teachers.
- Allocating more time and attention to the BE module.
- Providing a common syllabus that is appropriate and suitable to reach the desired learning/teaching outcomes.
- Conducting needs analysis to define learners' deficiencies and identify causes and give solutions

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- Provide teachers with in service training to enhance and upgrade their teaching skills and knowledge.

It is clear that formal training is essential for Business English practitioners. However, the study revealed that only two teachers claimed to have received training through self-directed methods, such as attending lectures and reading books. Nonetheless, it was recognized that this self-training approach is insufficient to fully develop their competence and teaching strategies. Consequently, all teachers acknowledged the importance of receiving formal training in the field of Business English to enhance their skills and instructional practices.

These findings confirm the initial hypothesis that Business English teachers encounter challenges that hinder their effectiveness in fulfilling their roles.

The analysis of trainers' questionnaires has proved that the administration plays a crucial role in planning and organizing training programs for Business English teachers. It is emphasized that before launching the training programs, careful consideration should be given to aligning them with the specific needs of the trainees. The in-service training process for Business English is designed to target both Business English (BE) teachers and English for Specific Purposes (ESP) teachers who wish to specialize in Business English. The goal of teacher's training is twofold: to enhance language competence and to develop knowledge in the field of business.

Trainers indicated that attendance in the in-service training programs is optional for teachers. They further revealed that the training takes place within university classrooms, conference halls, libraries, and lecture theaters, with no specific dedicated facilities. In terms of teaching methods, trainers primarily employ a traditional face-to-face approach involving direct interaction between the trainer and trainees. Additionally, a blended method that combines face-to-face and online components is utilized. Visual aids are also incorporated to support and facilitate the training process.

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Based on the information provided by trainers, the content of the in-service training program for Business English teachers includes an introduction to Business English, needs analysis and course design, the use of technology, and Business English vocabulary. However, it is noted that additional topics can be added to the training program to further enrich its content. Despite the benefits of in-service training, trainers face certain limitations that hinder the realization of their goals. Time constraints emerge as the major obstacle during training, as insufficient allocated time and lack of flexibility often result in rushed or incomplete programs. Additionally, trainers encounter challenges related to the lack of teaching materials and necessary equipment, making it difficult to meet the training objectives and address the trainees' needs effectively.

To summarize, the findings from the data collection process largely support the research hypotheses that were formulated at the beginning of the study. These hypotheses were designed to address the research questions and provide insights into the challenges of in-service training for Business English teachers.

### 2.5 PEDAGOGICAL IMPLICATIONS

Based on the findings, the researcher has drawn several pedagogical implications to promote the teaching situation of Business English. These implications include:

- Flexibility and learner participation: Business English teachers are encouraged to demonstrate flexibility in their teaching approach, adapting to the needs of diverse learners and actively encouraging their engagement and participation.
- Effective needs analysis: Business English teachers should possess the skills to conduct comprehensive needs analyses, enabling them to identify students' specific needs. This analysis allows for effective instruction and useful support.
- Specialized training: Specialized training plays a significant role in enhancing the knowledge and teaching capacities of Business English

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teachers, enabling them to stay updated with the latest developments in the field of business.

- Collaboration and cooperation: Collaboration with experienced subject specialists is beneficial for Business English teachers to find accurate teaching methods and create suitable programs in order to enhance the overall quality of Business English instruction.
- Provision of teaching materials and equipment: The availability of teaching materials and necessary equipment is crucial in creating an improved teaching and learning environment, facilitating the teaching process and enhancing student engagement.
- Official syllabus and curriculum: Establishing an effective Business English educational syllabus ensures consistency and coherence in instruction. It provides guidance to teachers in their lesson planning and delivery.
- Time allocation and module coefficient: Allocating sufficient time for teaching Business English and assigning adequate consideration to the module contributes to a more comprehensive learning experience.
- Integration of ICT tools: Integrating ICT tools in Business English classrooms fosters an enriched teaching and learning atmosphere, minimizing time wastage and promoting interactive learning experiences.
- Keeping up with changes: Business English teachers should stay updated with the latest advancements in the field, ensuring their teaching approaches remain relevant with current practices.
- Importance of the BE module and teachers: Recognizing the significance of the Business English module and acknowledging the efforts of Business English teachers are essential for creating a positive teaching environment and encouraging professional growth.
- Minimizing interference of other languages: Business English teachers can try to minimize the use of languages other than English, such as French or Arabic, during instruction to maintain focus on developing Business English language skills

### 2.6 CONCLUSION

To conclude, the current chapter presents the background of the steps followed in the research design. Then, we uncovered the data collection results from both teachers' and trainers' questionnaires that it is designed with the purpose of investigating teachers of Business English roles and the challenges they face when teaching Business English module and testing the effectiveness of In Service Training assigned to Business English teachers. Next, we provided a detailed discussion of the data collection of both questionnaires confirming the validity of the research hypotheses. Lastly, we proposed a set of recommendations and suggestions for our work hoping that it will be taken into consideration.

# GENERAL CONCLUSION

Teachers all around the world face difficulties when it comes to teaching, but being a language teacher is difficult task in its own. Business English Teachers are believed to be the cornerstone in the Business English education, yet, little attention is paid to them. There are many obstacles that are placed in the path of BE teacher and prevent him/her from performing this duty.

This work comprises two main chapters. The first chapter is literature review which is the theoretical part of the research, which is also divided into two parts; the part number one contains an overview on Business English definitions, its categorization in the ESP area, its significance, its types, how it taught, and we show the distinction between BE and GE. As far as the second part is concerned, we exposed information about teacher training, then presented its types focusing on in service training, its definition, types, benefits, and in service training in Algerian context.

Moving on to the second chapter, which is the practical part of research, the researcher used two questionnaires directed to BE teachers and trainers of BE to collect the needed. The questionnaire aimed at investigating the teachers' roles, challenges and need for training and testing the in service training effectiveness in meeting BE teachers needs and help them to pass through these obstacles.

After analyzing and then discussing the data, it can be noticed that teachers of Business English play several roles that need efforts and skills to reach the teaching and learning objectives. Moreover, practitioners face serious problems and challenges that can heavily influence their progress and they show an urgent need for specialized in service training as remedial for these issues. The researcher was, then, able to confirm the hypotheses put at the beginning of the research and draw some recommendations and suggestions.

However, the researcher had some issues, first, in contacting participants and second, the time was tight. These two issues were the major limitations faced by the researcher in conducting this work.



To conclude, this study is an attempt to shed light on the vital role of BE teachers and highlight the importance of in service training in providing solutions for difficulties faced by BE teachers and developing their knowledge and skills. Thus, this study can be considered as a gateway to other researcher towards enhancing Business English status.

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# APPENDICES

## APPENDIX A:

### Teachers' questionnaires:

You are kindly asked to answer the questions bellow. this questionnaire is designed to shed light on the role of the Business English teachers and the difficulties they encounter in the teaching process

For more information you can contact me by e-mail:  
belmekkiromaissa6@gmail.com

Thank you very much in advance for your kind cooperation.

\* Indicates required questions

#### 1. What is your Gender? \*

Male

Female

#### 2. How old are you? \*

Under 25

25-29

30-39

40-49

50-59

**3. Which degree do you hold? \***

License

Master

Magister

PHD (doctorate)

**4. Have you taught Business English? \***

No

Yes

**5. If yes, how long? \***

\_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**as a Business English teacher? \***



acher? \*

8. **What do you focus more specifically on while teaching business English? \***

- General grammar
- General English vocabulary
- Business English vocabulary
- All of the above

9. **Which language do you use in the classroom? \***

- Arabic and English
- French and English
- Only English

10. **Do you have any programs that help you to teach your business English course? \***

- Yes
- No

11. Do you think that the course you give to your students meets their needs ? \*

Yes

No

12. Do you face any difficulties while teaching Business English? \*

*Mark only one oval.*

Yes

No

13. If yes, could you please list the main challenges and difficulties you encounter \*

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14. Do you have any suggestions to overcome these difficulties? \*

15. **Have you had any specific training? \***

Yes

No

16. If yes,

Self training

Formal training

17. **Do you think that you need in-service training in the field of Business English? \***

Yes

No

## **APPENDIX B:**

### **Trainers' questionnaires:**

- 1) Is the course:
  - Optional
  - Compulsory
  
- 2) What are the objectives of the course?
  
  
  
  
  
  
  
  
  
  
- 3) To whom is the training directed to?
  
  
  
  
  
  
  
  
  
  
- 4) Where will the course take place?
  - Lecture theatre
  - Library
  - Classroom
  
  
  
  
  
  
  
  
  
  
- 5) What is the method of teaching?
  - On line
  - Face to face
  - Blended
  
  
  
  
  
  
  
  
  
  
- 6) Is the course flexible to the needs of the trainees?
  - Yes
  - No
  
  
  
  
  
  
  
  
  
  
- 7) Is the time allocated to run the training program sufficient?
  - Yes
  - No

8) What are the In Service Training course contents?

9) Are teaching materials available?

YES

NO

10) Are visual aids available?

Yes

No

11) Does the administration take into consideration the teachers needs before forming the in service training courses?

Yes

No

12) What are the limitations of the training?

13) What are your suggestions to overcome these limitations?