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**ESP Course Design in the Light of Globalization Process:**

The Case of First Year LMD Students of the Economic Sciences  
Faculty at Abou-Bekr Belkaid University, Tlemcen

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## **Abstract**

The present work conducted in English for Specific Purposes (ESP) has been urged by the crucial need to design an adequate course for LMD students at the department of Science Economics at Abou Bekr Belkaid University. The growing demands of the globalisation process has pushed the Algerian government to introduce new reforms without always taking into consideration of the actual students' needs nor the societal context. The alignment with the European and Anglo-Saxon norms at the educational level, namely the tertiary one in the implementation of the LMD system doesn't necessarily took into consideration the Algerian context. Therefore, significant changes have to be done in order to attain objectives and expectations of such a reform. Therefore, the investigator has undergone a needs analysis in order to determine exact lacks and needs that would permit students to grasp effective linguistic efficiency and therefore, to attain the targeted harmonisation. Therefore, the work was guided by four chapters:

The first one represents all the literary and practical definitions of the most important headings of the research namely: English for Specific Purposes (ESP), the globalisation process and the LMD system. Yet, ESP definitions are followed by the main branches represented in the field, then, the growing intertwined relation between the globalisation phenomenon and ESP and, thereafter, the origin of the LMD system with its implementation in the Algerian context followed by practical comments about its real achievements.

The second chapter represents the work on the spot comprehending a needs analysis conducted by means of a teachers' interview and a learners' questionnaire with their interpretations in order to pinpoint lacks and deficiencies.

The third chapter concerns mainly a consideration of the main steps and approaches to design a course going through a careful consideration to the different syllabi of the EFL realm.

In the fourth chapter, the investigator has suggested remedial recommendations in order to raise the learners' autonomy encompassing a pathway to language learning strategies. From the other hand, a request was presented to rehabilitate ESP centres in order to prepare teachers and students to achieve and receive an adequate formation. Then, a proposed course was presented with authentic up-to-date texts comprising different activities in the four skills.

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## **Key to Abbreviations**

BA	Bachelor Arts
BMP	Bachelor-Master-Philosophia Doctor
BICS	Basic Interpersonal Communication Skills
BE	Business English
BET	Business English Teaching
CALP	Cognitive Academic Language Proficiency
CBE	Competency Based Education
EAP	English for Academic Purposes
EBE	English for Business and Economics
EFL	English as a Foreign Language
EGAP	English for General Academic Purposes
EHEA	European Higher Education Area
EOP	English for Occupational Purposes
ESAP	English for Specific Academic Purposes
ELT	English Language Teaching
ESL	English Second Language
ESP	English for Specific Purposes
EST	English for Science and Technology
EVP	English for Vocational Purposes
GLT	General Language Teaching
GPE	Global Partners in Education
IBRD	International Bank for Reconstruction and Development
ILO	International Labour Organization
IMF	International Monetary Funds
L2	Second Language
LMD	Licence Master Doctorate system

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LS	Learning Strategies
LLS	Language Learning Strategies
LSP	Language for Specific Purposes
NA	Needs Analysis
OECD	Organization for Economic Cooperation and Development.
OSE	Education and Open Society
PHD	Doctor of Philosophy
PLEFTER:	Planner, Linguistic model, Evaluator, Facilitator, Team member, Educator, Researcher.
TEFL	Teaching English as a Foreign Language
UK	United Kingdom.
UMIST	University of Manchester, Institute of Science and Technology
USA	United States of America
USTO	University of Science and Technology of Oran
VESL	Vocational English as a Second Language

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# **GENERAL INTRODUCTION**

### GENERAL INTRODUCTION

In the global community, people correspond with others from around the globe by the generalized English language. Hence, the prominence of English language started gaining control from the end of the Second World War. English language was representative of a well rounded education; then, things proved to be different English language mastery has proved to be a necessity for the world wide interaction and exchange and an asset to career advancement. Whereas English had previously decided its own destiny, it now became subject to the wishes, needs and demands of people other than language teachers (Hutchinson & Waters, 1987, p.7).

Furthermore, the globalization process has fostered the status and supremacy of English language as the language throughout the development of new telecommunication techniques and free exchange policy with the expansion of the multinationals. This phenomenon led to the shift of the English language from *international* language to a *global* language. The term global language is used instead of international language intentionally according to Prof. Benmoussat and for two main reasons:

The first one is of a sociolinguistic level, i.e. to draw a line of demarcation in terms of status between English and other languages of wider communication, like the French or the Spanish languages.

The second one is morphological, i.e. the qualifier global rhymes right with globalization and vice versa.

Another status is given to the English language is that it acts as a lingua franca between speakers of different languages at the world level.

Moreover, the Algerian government wants to dare challenge with the rising economies and this was displayed by the political and economic decision making and changes at the educational level, from the primary school to the tertiary level.

Nowadays, it is agreed that the scientific advancement policy is the core stone to professional development. Therefore, in accordance with the findings of I. Maslo (2006: 16), the core stone for the development of humans, institutions, society and mankind, of the greatest importance are to be:

- a) Independent and responsible, original in terms of viewpoints and opinions, general view of life and action;
- b) The use of 3-5 languages, with at least 2-3 on the level of native/first language in order to form varied cooperative networks for the creation of new knowledge.

The first viewpoint represents the freedom of the man kind in all its sense. State security, individual liberty, economic freedom (the motto of the globalization process) and like, in order to achieve advancement.

The second viewpoint according to Maslo (2006) to facilitate advancement is to use at least 2-3 languages for a multilingual exchange, especially with the large mobile and web expansion.



Therefore, English language widespread is a direct outcome of the globalization process, in that way, Algeria is implementing a one-world –education system at the different levels. From the primary, middle and secondary school levels. The integration has started with the introduction of the competency-based education and the re-introduction of the Roman script, in the teaching of scientific subject matters such as mathematics and physics -after the failure of the Arabisation program. At the tertiary level, the Algerian universities launched the LMD system to join the standards and harmonization of the educational system at the world level, starting from the academic year 2002-2003 progressively to end up with the classical system.

Hence, the LMD or what is called by the ‘professional license’ has urged to create special fields of study to cater with the growing demands of new technology and communication; yet special goal directed English language learning and teaching sessions were highly prompted. In that way, the importance of ESP (English for Specific Purposes) learning and teaching process rise up considerably. Therefore, ESP in the Algerian universities is nearly taught to every scientific field of study.

Nonetheless, even if the first step is launched, much is being to do if we take a look at the students lacks at the end of the curriculum and the case chosen is that of the LMD first year of the economic sciences. Therefore, some questions are raised for such a failure:

- 1- Are ESP teachers given adequate training to teach the different specifications?

2- Are suitable materials available for such specifications?

3- With the implementation of the LMD system what is the best workable course and syllabus in order to achieve the proficiency level required in the targeted skills?

The above questions have led to formulate the following hypotheses.

Teachers of ESP fields should have a thorough knowledge of the specialization they are teaching, for the role of the ESP practitioner is essential to the success of ESP programs.

Materials presented to ESP students have to follow a narrow need analysis to every field of study specification according to the absolute and variable characteristics of the ESP branches.

Since there is a total absence of an adequate course and syllabus for the whole gamut of ESP fields as well as with the newly implemented LMD system, the investigator tries to conduct a need analysis for the sake to gather enough significant data to present a model course that matches the new contemporary challenges of the globalisation process.

# **CHAPTER ONE**

**CHAPTER ONE****ESP, Globalization and the LMD system****1.1 Introduction****1.2 Emergence of ESP****1.3 Definitions to ESP****1.4 ESP Vs General English****1.5 Branches of ESP**

- 1.5. 1. EAP (English for Academic Purposes)
- 1.5. 2. EOP (English for Occupational Purposes)
- 1.5. 3. EST (English for Science and Technology)
- 1.5. 4. EBE (English for Business and Economics).

**1.6 ESP and Globalization**

- 1.6.1 Globalization Defined
- 1.6.2 Algeria within the Globalization process
- 1.6.3 Reflections and Educative Implications

**1.7 ESP in Algeria and the LMD Implementation**

- 1.7.1 LMD system defined
- 1.7.2 LMD Implementation in Algeria
- 1.7.3 Social and Educational Integration

**1.8 Conclusion****Notes to Chapter One**

## 1.1 Introduction

When exploring the use of English worldwide and its relationship with other languages, linguists, language planners, and educational policy makers have conducted that English has now become the global language par excellence and in fact has been for the last few decades.

Hence, the rise of English as a global language was predicted by Sapir as early as 1931 (Sapir 1931:66). Almost sixty years later, Crystal acknowledged that its use as a lingua franca was closely connected with its rise as a world language (Crystal, 1997, pp.8-10; 237). According to him (1997), “A language achieves a genuinely global status when it develops a special role that is recognized in every country” (quoted in McArthur, 2004, p.10).

Therefore, the use of restricted forms of English, what is called by (ESP) by professional communities is another testimony to the supremacy of English.

In this chapter, special attention is given to theoretical definitions of ESP and its branches. Then, some definitions of the globalization process with insights of the phenomenon in the Algerian context. As well as, some definitions to the LMD system and its implementation in the Algerian context.

## 1.2 Emergence of ESP

From the early 1960's, English for Specific Purposes (ESP) has grown to become one of the most prominent areas of EFL teaching today. Its development is reflected in the increasing number of universities offering an MA in ESP (eg the university of Birmingham, and Aston university in the UK) and in the number of ESP courses offered to overseas students in English speaking countries as well as in other parts of the world under the widespread effect of the globalization phenomenon. Thus, learning English has become to be essential for academic studies of graduate as well as post-graduate students who need to pursue the world's scientific and technological development.

To contribute to national and international scientific and technological development, researchers need to acquire academic discourse community membership (Swales 1990:25). Thus, graduate students are now urged to work with other students in other universities over the world which became possible with the implementation of the LMD system and with the shift in Algeria's directed economy toward a free market economy; however, all the gamut of scientific fields are required to attain the communication, training and education necessary for new initiatives to become successful and sustainable.

Therefore, ESP is an outcome of different historical, economic and political events. ESP was not a planned and coherent movement, but rather a phenomenon that grew out of a number of converging trends (Hutchinson and Waters, 1987: 6). Thus, ESP was rather an outcome of combined events rather than a made up or a planned

product. These trends have operated in a variety of ways around the world, but we can identify three main reasons common to the emergence of all ESP. (Ibid)

The demands of a Brave New World came as an outcome after the end of the Second World War in 1945 with an unprecedented expansion in scientific, technical and economic activity on an international scale. As was cited in the daily newspaper *Le Quotidien d'Oran* on January the 6<sup>th</sup> of 2010 “L’europe unie, une vielle idée longtemps caressée par des politiques et rêvée par des penseurs mais devenue impérieuse nécessité après les désastres de la seconde Guerre mondiale est entrain de devenir réalité ».

English, then, became the accepted international language of technology and commerce; it created a new generation of learners, who knew specifically why they were learning a language. “Situations where the student has some specific reasons for wanting to learn a language”. (Harmer 1983:1). Moreover, the oil crisis of the early 1970s resulted in Western money and knowledge flowing into the oil-rich countries. The language of this knowledge became English.

The second key reason cited as having a tremendous impact on the emergence of ESP was a revolution in linguistics. Whereas traditional linguists set out to describe the features of language revolutionary pioneers in linguistics began to focus on the ways language is uses in real communication. Hutchinson and waters (1987) point out that one significant discovery was in the ways that spoken and written English vary. In other words, given the particular context in which English is used,

the variant of English will change. The idea that if language differs in different situations, then tailoring language instruction to meet the demands of learner's contexts is realizable.

The final reason Hutchinson and Waters (1987) cited as having influenced the emergence of ESP was rather psychological. More attention was given to the ways given to the ways in which learners acquire language and the differences in the ways language is acquired. Learners were seen to employ different learning strategies, use different skills and be motivated by different needs and interests. Therefore, focus on the learner's needs became equally paramount as the methods employed to spread linguistic knowledge.

We can conclude and say that English became a challenge to keep up with the rapid expansion of technology and commerce rather than a sign of well-rounded education. "The effect was to create a whole new mass of people wanting to learn English, not for the pleasure or prestige of knowing the language, but because English was the key to the international currencies of technology and commerce". (Ibid: 7).



### 1.3 Definitions to ESP

English for Specific purposes (ESP) is a way of teaching/learning English for specialized subjects with some specific vocational and educational purpose in minds. There are different needs for different purposes of English language like English for Economics, English for business, English for Secretaries, English for Technicians and others. Thus, ESP is an approach to language learning based on learners' needs. Thus, ESP is goal-directed, it is an approach to language teaching based on learner's needs and reasons for learning a language as stated in Hutchinson et al. (1987:19): "ESP is an approach to language teaching in which all decisions as to content and method are based on the learner's reason for learning". Yet, ESP should be seen simply as an "approach" to teaching, not a product.

John Munby (1978) defined ESP as, "ESP courses are those where the syllabus and materials are determined in all essentials by the prior analysis of the communication needs of the learner" (p.2). The notion of ESP courses and communication needs are emphasized in ESP context.

Mc Donough (1984) thinks that ESP is a focus of language teaching activity which certainly has its own range of emphases and priorities. It is stressed that ESP is a kind of language teaching activity.

For Mackay and Mountford (1978:4), English for Specific Purposes is:

A restricted repertoire of words and expressions selected from the whole language because that restricted repertoire covers every requirement within a well defined context, task or vocation.

In this respect, ESP is a language tailored according to specific needs to match specific situations.

Respectively, Mackay and Mountford (1978:2) added that ESP:

Is generally used to refer to the teaching of English for a clearly utilitarian purpose, this purpose is usually defined with reference to some occupational requirements, (e.g.: for international telephone operators)... or vocational training programmes, (e.g.: for hotel and catering staff)...or some academic or professional study, (e.g.: engineering)...

Dudley-Evans and St. John (1998), in a more recent study, have modified Stevens'(1988) definition and exposit their revised view on ESP in terms of 'absolute' and 'variable' characteristics.

### **Absolute Characteristics**

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

### Variable Characteristics

1. ESP may be related to or designed for specific disciplines
2. ESP may use, in specific teaching situations, a different methodology from that of General English
3. ESP is likely to be designed for adult learners, either at a tertiary level institution or in a professional work situation. It could, however, be for learners at secondary school level;
4. ESP is generally designed for intermediate or advanced Students;
5. Most ESP courses assume some basic knowledge of the language system, but it can be used with beginners. (1998:4-5)

This definition shows clearly what are the absolute characteristics that can be found in any field of ESP, then, within the variable ones; the investigator can notice what changes from one branch to another in the ESP realm.

#### **1.4 ESP Verses General English:**

The so-called General English (GE) is mostly used to refer to the English taught at primary or secondary schools with an immediate objective for exams.

Mackay and Mountford (1978:2) stated that when English as a foreign language is taught to children at the primary and early secondary levels of education, it is generally taught with a general educational aim in mind. That is, besides the fact that ESP was associated to needs analysis that aims to determine exactly what learners need to learn English for? One cannot assume that GE has no teaching aims.

Nevertheless, according to Hutchinson and Waters (1987:53): what distinguishes ESP from General English is not the existence of a need as such but rather an awareness of the need. Here lies the distinction of age that is mostly assumed that GE is taught at primary and secondary schools and ESP is mostly taught at the tertiary level because as stated by Mackay and Mountford (1978: 3):

Inevitably what is taught to primary and secondary level Children is not a communicative knowledge of how the syntactic and lexical rules of English operate.

In fact, GE is taught for different social or cultural reasons without a directed communicative objective. Anyway, is GE really different from ESP? Hutchinson and Waters (1990:53) say that in theory nothing, in practice a great deal. Besides the fact that it not only ESP that has a specifiable need because all EFL enterprise has a special aims and needs; the investigator can argue and differentiate by saying that ESP is a learner-centred approach to need analysis.

Moreover, “the only practical way in which we can understand the notion of special language is a restricted repertoire of words and expressions selected from the whole language because that restricted repertoire covers every requirement within a well-defined context, task or vocation.(ibid:4)

Yet, in this sense, Mackay and Mountford (1978:4) claimed that:

However, such restricted repertoires are not languages, just as a tourist phrase book is not a grammar. Knowing a restricted 'language' would not allow the speaker to communicate effectively in novel situation.

The restricted repertoires are often analogous to ESP in the sense that the different branches to ESP covers different linguistic properties, lexical items and sentence structures but the syntax is similar to GE. Hence, the researcher may say that GE and ESP are the same language with different linguistic structures. What we have is the same language employed for similar and different uses employing similar and different usages. (Ibid: 5)

All in all, it is usually agreed on that ESP learners have already acquired some linguistic competence in the target language. It is often assumed that ESP students will not be beginners but will have already studied EGP for some years. Robinson (1991:3).

Furthermore, Widdowson quoted Basturkmen (2006:145) made the following comparisons between general ELT and ESP:

General ELT distinguishes between teaching *aims* (the eventual target behaviors of the students) and *objectives* (the pedagogical means hoped to enable the students to achieve the eventual target behaviors).

By contrast, ESP conflates aims and objectives, with the result that courses simply specify where the learner should end up rather than working out the pedagogical means to achieve those ends.

General ELT aims to provide students with a general language capacity. In doing so, it provides the students with the enabling strategies and means to solve independently communication difficulties (often unpredictable in nature) that they will face after completing the language course. By contrast, ESP courses often aim to provide students with a restricted set of language competencies (just enough to function in the target environment). This fails to provide a general language capacity that would allow the students to solve unpredicted communication problems in the future.

Thus, the investigator can conclude and say that ESP courses are not sufficient to face all communicative situations.

## **1.5 Branches of ESP**

Due to the overall authority of English over the world economy and business and within the scientific flow in all the fields namely technology, medicine, engineering, etc. English language has become the internationally accepted language. While Zamenhor's effort to make Esperanto a global language did not succeed, the English language has attained that status.

According to Strevens (1987:56) "English is used by more people than any other language on the earth, although its mother-tongue speakers make up only a quarter or a fifth of the total".

Hence, ESP today is taught in overall the scientific and technological fields and it is divided by many specialists into different acronyms. According to Hutchinson and Waters (1987) represented by the tree (see page 16)

ESP is broken down into three branches:

- English for Science and Technology (EST)
- English for Business and Economics (EBE)
- English for Social Studies (ESS).

Each of these subject areas is further divided into two branches: English for Academic Purposes (EAP) and English for Occupational Purposes (EOP).

David Carter (1983) too identifies three types of ESP:

- English as a restricted language.
- English for Academic and Occupational Purposes.
- English with specific topics.

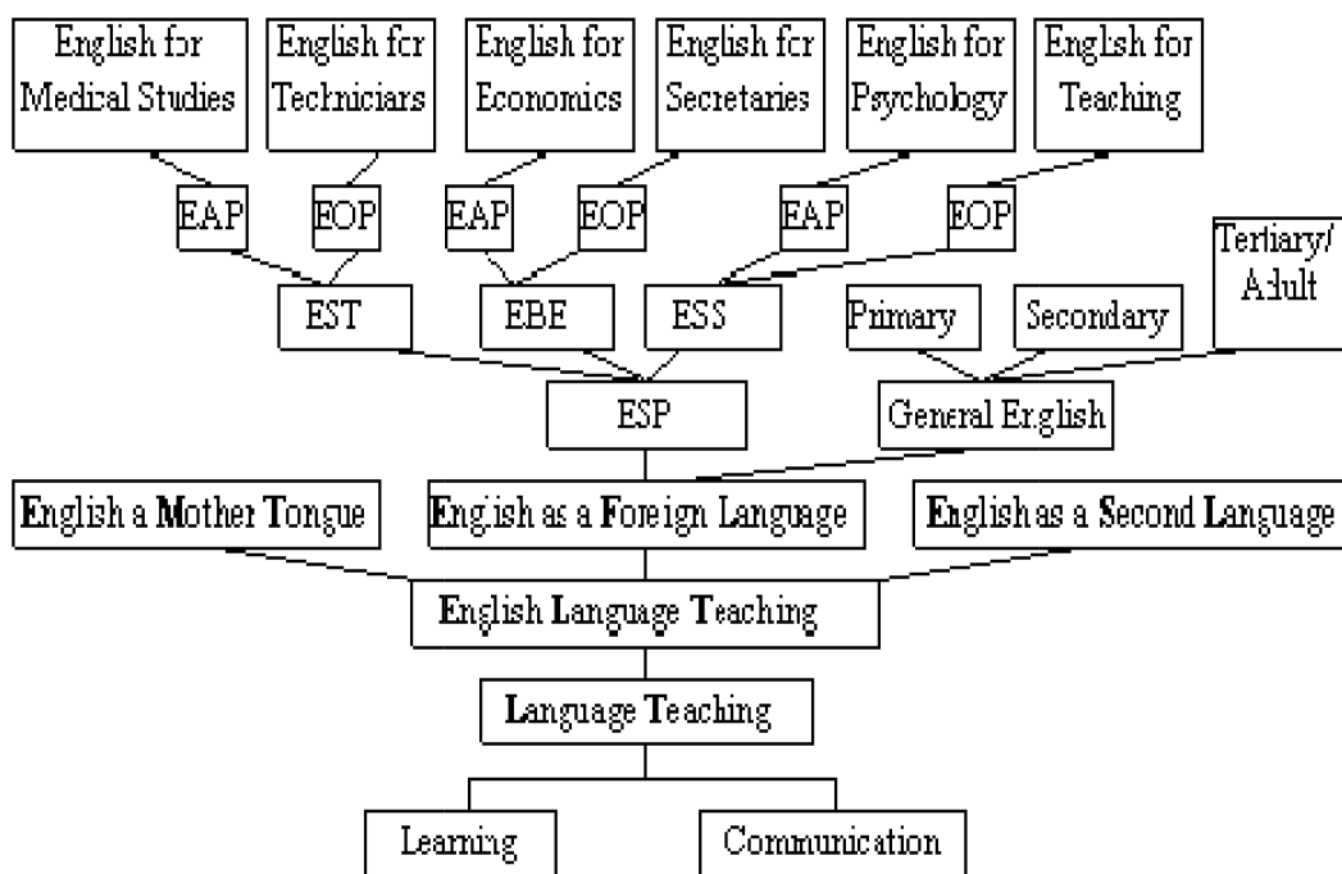
According to Carter (1983), the language used by waiters is an example of English as a restricted language. Hence, Mackay and Mountford (1978:5) posit that:

Knowing a restricted 'language' would not allow the speaker to communicate effectively in novel situations, or in contexts outside the vocational environment.

English for Academic and Occupational purposes are respective examples of 'English for Biological studies and English for Technicians'.

As far as English for Specific topics is concerned, Carter (1983) notes that it is only here where emphasis shifts from purpose to topic. This type of ESP is uniquely concerned with anticipated future English needs of, for example, scientists requiring English for postgraduate reading studies, attending conferences or working in foreign institutions.

Hutchinson and Waters (1987) represented the tree of ELT as follows:



**Figure 1: Simplified Tree of ELT**

**Source: Hutchinson & Waters (1987)**



### 1.5.1 English for Academic Purposes (EAP):

English for Academic Purposes is learnt because it is part of the curriculum. It entails training students, usually in a higher education setting, to use language appropriately for study. Yet, in order to understand (EAP), one has to look at the different classifications made by different subject-specialists of the teaching/ learning language. Hence, according to the tree of Hutchinson & Waters (1987) simplified in figure (1), EAP is a sub branch of ESP that is divided into:

- English for Science and Technology (EST)
- English for Business and Economics (EBE)
- English for Social Science (ESS)

Every one of these branches is divided into two: for work and for academic study which have their own branches depending on the learners' needs and qualifications.

Moreover, according to Kennedy and Bolitho (1984:5) adapted from Strevens (1977)

(see page 16) ESP is divided into two parts:

- English for Occupational Purposes (EOP)
- English for Academic Purposes (EAP)

All in all, (EAP) is placed under the heading of ESP, but in fact, what distinguishes EAP from other fields of ESP?

Defined broadly in Wikipedia (2008), the free encyclopedia:

It is a challenging and multi-faceted area within the wider field of English language learning and teaching (ELT), and is one of the most common forms of English for Specific Purposes (ESP).

Furthermore, according to Coffey (quoted by Jordan, 1997:4), EAP has two divisions:

Common Core  
or  
Subject Specific

This reminds us by the definition proposed by Dudley-Evans and St. John (1998) of Absolute and Variable characteristics.

The two divisions have been described by Blue (quoted by Jordan, 1977:4) as:

- English for General Academic Purposes (EGAP)
- English for Specific Academic Purposes (ESAP)

Nonetheless, the point is crucial that more than often academic activities bear a research character and thus the use of English for academic purposes cannot be strictly separated from the use of English for research purposes (Kramina, 2000:40). Thus, foreign language learning where English for Academic Purposes is an innovative activity (Ilyinska, 2004, p. 18) is an integral part of research.

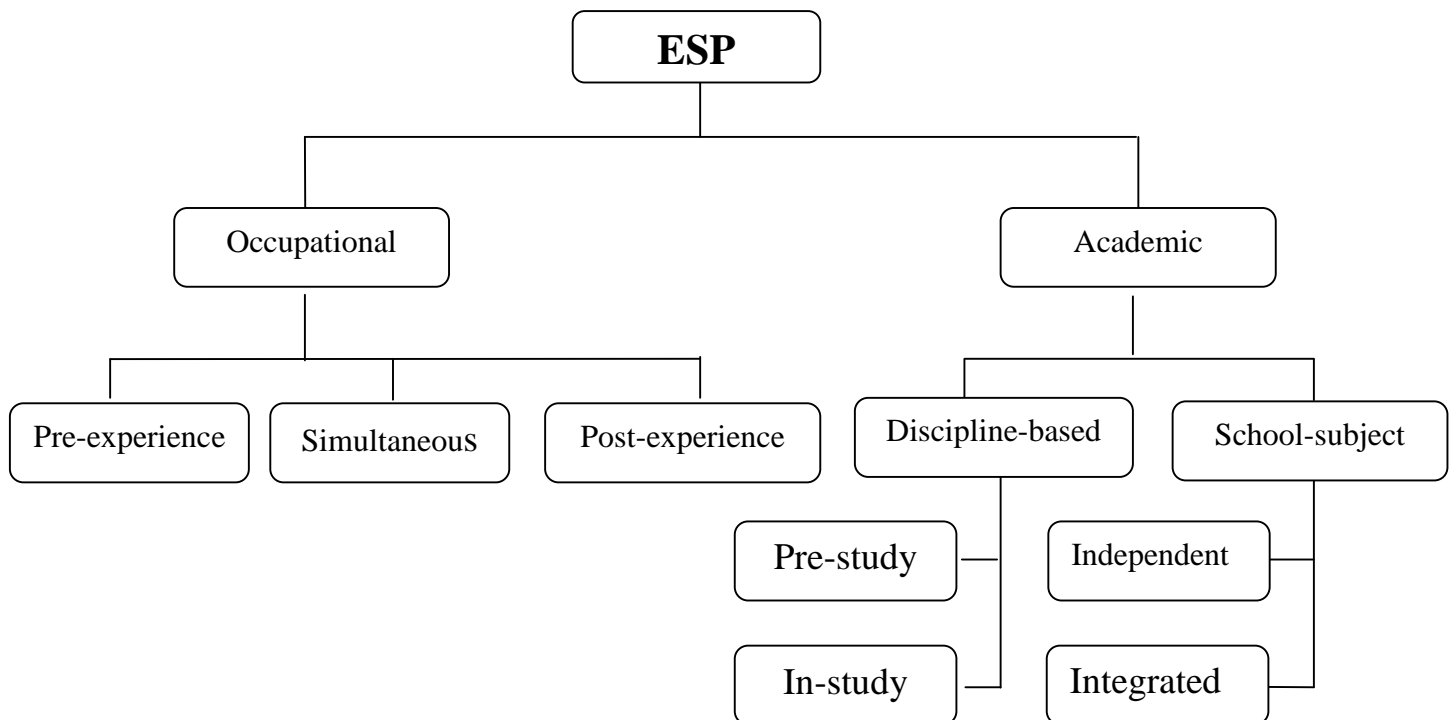
### 1.5.2 English for Occupational Purposes:

The acronym (EOP) also called (EVP) Vocational English as a Second Language or (VESL) Vocational English as a Second Language is used generally to indicate the nature of the purpose involved. Thus, the investigator may not see a clear distinction between EAP and EOP, so is for Hutchinson and Waters (1987: 16): “this is, of course, not a clear-cut distinction: people can work and study simultaneously; it is also likely that in many cases the language learnt for immediate use in a study environment will be used later when the student takes up, or returns to, a job.”

Perhaps this explains Carter’s rationale for categorizing EAP and EOP under the same type of ESP.

However, EAP and EOP are different in terms of focus on Cummins (1979) notions of cognitive academic language proficiency (CALP) versus basic interpersonal communication skills (BICS). Thus, (BICS) refers to the language skills used in the everyday informal language used with friends, family and co-workers. Whereas (CALP) refers to a language proficiency required to make sense of and use academic language.

Hence, Kennedy and Bolitho (1984) presented a clear distinction between the two acronyms EAP and EOP which is presented in the diagram below:



**Diagram 1: Types of ESP Courses,**

**Source: Kennedy and Bolitho 1984:5 adapted from Stevens 1977**

According to the diagram above, ESP is divided into two disciplines: Occupational and Academic Training.

Within English for Occupational purposes, the investigator can distinguish three forms of language acquisition:

**Pre- experience:** English is taught before the job related.

**Simultaneous:** as its name holds, English is learnt within the job.

**Post-experience:** the language is used after the training.

As far as English for Academic Purposes is concerned, it is divided into two main training methods:

Discipline-based: here the academic English is considered as a discipline on itself, not only a vocational language which is divided on itself into a pre-study training or In-study training.

School-subject: that is English is part of the curriculum and it is divided into:

- Independent subject: that is taught as a language study.
- Integrated subject: when it is taught in connection to a specific school subject.

All in all, Helen Basturkmen (2006: 11) posits that:

ESP is concerned with preparing students to enter target discourse communities (academic, professional, and workplace) with distinct and evolving communicative practices.

Although there are differences concerning the types of ESP, the two categories of EAP and EOP are widely accepted nowadays in ESP teaching area.

### 1.5.3 English for Science and Technology:

In the late 1960 s and the early 1970 s, there were many attempts to describe English for Science and Technology (EST). Hutchinson and Waters (1987) identify Ewer and Latorre, Swales, Selinker and Trimble as a few of the prominent descriptive EST pioneers. Indeed, Hutchinson and Waters (1987:9) maintain that: “It will be noticeable in the following overview that one area of activity has been particularly important in the development of ESP. This is the area usually known as EST”.

Furthermore, Swales (1985) cited in Hutchinson and Waters (*ibid*) described the development of EST as the development of ESP in general:

... English for Science and Technology has always set and continues to set the trend in theoretical discussion, in ways of analyzing language, and in the variety of actual teaching materials.

The investigator may say that the dominant position of English is strengthened with the development of world economy and technology as well as the widespread use of computers and the internet. In this regard, Robert Phillipson (1992:6) points out:

English has a dominant position in science, technology, medicine, and computers ; in research, books, periodicals, and software, in transnational business, trade, shipping, and aviation; in diplomacy and international organizations; in mass media entertainment, news agencies, and journalism; in youth culture and sport ; in education system, as the most widely learnt foreign language.

Hence, some writers such as Kennedy & Bolitho (1984) and Hutchinson & Waters (1987) consider EST an individual branch of ESP, others like R .Mackay and A. J. Mountford (1978) consider (EST) as a major sub-division of the ‘field of teaching English for Special purposes (ESP).

#### **1.5.4 English for Business and Economics:**

If tracked further down in the tree of Hutchinson and Waters (1987), EBE is one branch of ESP that can be divided into EAP and EOP. However, what is the scope of BET in particular? This is quite difficult to answer. Dudley-Evans and St. John (1998) maintain that: “Business English is difficult to define and limit in linguistic terms”. (1998: 54).

The term encompasses a wide range of ESP courses, to such an extent that it is becoming common practice to speak of General Business English (Boswood, 2002).

Furthermore, many English teaching methodologies are applicable both in teaching BE and ESP.

Thus, BET is still part of TEFL and within the scope of ELT in general.

Then, Business English courses taught in colleges and universities can generally be regarded as EAP, although it is hard to make a clear-cut distinction between EAP and EOP, for, the end purpose of both EAP and EOP are the same, since they both prepare for employment in the end.

However, the means and ways to achieve the end purpose may differ from each other due to the different scope and focus in teaching area.

Hence, with globalization widespread, many organizations and companies are now operating across national boundaries, and employees need to have cross-cultural understanding (Liu & Beamer, 1997).

Besides, the last but not least problem in BET is the requirement to teachers or practitioners who are engaged in practical teaching and materials or curriculum design. Hence, as for the level of ESP teacher's subject knowledge, it is generally thought (Dudley-Evans and St. John, 1998); (Robinson, 1991) and (Hutchinson and Waters, 1987) that the teacher must have a working knowledge of the conceptual framework of the subject and actively engage the learner.

ESP in general and EBE in particular is an approach and a bridge between general English teaching and business teaching in English. Then, EBE practitioners should assume more roles and responsibilities than common language teachers.



## 1.6 ESP and Globalization

### 1.6.1 Globalization defined

The general meaning held to globalization is no boundaries and this concept started little by little to become reality at some extent and operating at different levels of integration. According to the Wikipedia Encyclopedia, “Globalization in its literal sense is the process of transformation of local or regional phenomena into global ones. It can be described as a process by which the people of the world are unified into a single society and function together”.

Giddens’s (1990:64) sees globalization as: “the intensification of worldwide social relations which link distant localities in such a way that local happenings are shaped by events occurring many miles away and vice versa”.

This last became reality thanks to the newly advanced technological networks. Thus, according to Carnoy, M. ( 2005) in a conference sustains that:

And this globality became possible only recently because of the technological infrastructure provided by improved telecommunication networks, information systems, including the Internet, microelectronics machinery, and computerized transportation systems.

In fact, without the new technology of transfer and communication, this internalization of trade, knowledge, and worldwide network in general wouldn’t be

possible. Globalization also means that national borders do not limit a nation's investment, production, and innovation. Carnoy (ibid).

Two of the main bases of globalization are information and innovation, and they, in turn, are highly knowledge intensive. Internationalized and fast-growing information industries produce knowledge goods and services. (Carnoy)

The first is that globalization increases the demand for education, especially university education, and this increases pressure on the whole system for higher quality schooling, often producing perverse educational consequences, particularly from the standpoint of equity.

Swatch now sells a watch that tells "Internet time," a continuous time that is the same everywhere in the world. Moreover, the unified monetary system in Europe is a testimony to internalization of currency.

### **1.6.2 Algeria within the Globalization Process:**

During the last decade, several political reforms have replaced Algeria's "directed" economy with a free market economy.

Hence, "The state, under pressure from international financial institutions (the IMF, The World Bank), has been increasingly disengaging in direct economic development by privatizing major state owned enterprises". *Omar Chaourah Bourouh.*

As a result, the globalization trend imposes itself. The purpose to understand and to be involved in the globalization phenomenon is to dare challenge to compete with the rising economic powers over the world because nowadays, language, knowledge, and innovation are inevitable steps to national prosperity and stability.

Moreover, A.Touraine (2002:266) argued about the importance to understand the globalization trend, where he posits that:

The importance of the concept of globalization does not lie in its describing a major aspect of economic reality. Its weighty symbolic value comes from the fact that it has acquired a much wider meaning, actually a 'global' one. The concept conveys the idea that worldwide markets (commercial and financial), new information technologies, transnational corporations, and the hegemony of the United States all pertain to the same general transformation. These processes have resulted in the fact that no political power is now able to control a worldwide economic system.

A.Touraine (2002:266) quoted in E. Ben-Rafael & Y. Stenberg.

In this regard, president Abdelaziz Bouteflika made a declaration in the annual conference of the *International Labour Organization* (ILO) held on September 2005 in Geneva where he posits:

Like many other citizens in the world I dare to nourish hope that the next United Nations Summit ... will give

an international impulse to build a social dimension of globalization which contributes to the maintenance of peace and international security.

In fact, international and national security has become the paramount issue to defeat over the world, especially after the 11 September attack in the USA, which, proved to the world that the greatest military power was paralyzed by the attack of terrorism. Thus, international battle against this last cause has become undeniable.

Moreover, Reminding delegates that "globalization moves forward quickly, creating great fear all over the world" and referring to the "globalization trap" and a general "lack of work", the Algerian Head of State called for decent work for all to give "globalization its indispensable human dimension".

The most striking aspect of the globalization process is the rush for education and research. M. Carnoy (2005) stands that:

Globalization increases the demand for education, especially university education, and this increases pressure on the whole system for higher quality schooling.

OSE Education Conference 2005: "Education and Open Society: A Critical Look at New Perspectives and Demands" Globalization, educational trends and the open society Martin Carnoy Stanford University, School of Education.

Hence, the hegemony of the English language as a world language is now uncontested. But, If one step back earlier on language issue of Algeria, the investigator have to mention the failure of the language policy –known by Arabization- imposed since the independence of the country in 1962. “Moreover, the Arabization of the national educational system (at primary and secondary levels) has led to a disastrous situation: two presidents, the late Mohamed Boudiaf and Abdelaziz Bouteflika, described it as ‘sinistrée’”. Mohamed Benrabah (2002: 236), quoted in E. Ben-Rafael & Y. Stenberg, *Identity, Culture and Globalization*.

During a meeting organized by the Higher Council for the Arabic language in March 1999, for example, the secretary of state for culture declared: “In the street, people use all sorts of languages except [Classical] Arabic; this is not the normal state of things at all.” (2002:235)

Hence, language planning program in Algeria is seen by observers to be a mere political decision without prior language planning analysis and selection.

Furthermore, Algeria is said to be the less prepared country to a language planning after the French colonialism “Among all Arabic-speaking countries, Algeria was certainly the least prepared national community for this kind of language planning. The significant lack of means was simply an enormous handicap because French colonialism had eradicated almost all traditional structures that had existed before 1830.” (ibid: 239)

Therefore, even if the language planning in Algeria have failed to fulfill its goals, the government has adopted an opening policy towards foreign language namely the English language as it is stated in the National Charter (1976):

As a means to facilitate a constant communication with the world to have access to modern sciences, modern technology, and encourage creativity in its universal dimension

If we believe that perhaps the positive economic result of globalization is direct investment, and thus creating employment opportunities, then this doesn't seem to be the case for Algeria. Apart from oil production in the remote desert areas in which oil companies invested aggressively and function in secure and stable environment with some autonomy; other direct industrial investments in the country have not taken place in a meaningful way because of corruption, lack of sufficient infrastructure and bureaucratic red tape. Statistics, which rank the countries of the world in terms of their 'success' in free trade and globalization, ranked Algeria among the lowest in that scale because of too much government regulations and reckless government spending.

Furthermore, Algeria has engaged progressively in the globalization process by introducing the competency based approach at the primary and middle school and the implementation of the LMD system at the tertiary level.

### **1.6.3 Reflections and Educative Implications**

Prof. Benmoussat has presented an extended interpretation of the globalization process, where he posits that “globalization is a multi-faceted and multi-dimensional process. These levels of integration fall under 7 main headings:

**Political level of integration;** i.e. the implementation of one-world political order, this has already started with the advent of democracy and political pluralism in many former uni-political-party countries, and Algeria is no exception.

Therefore, the investigator have to notice that this idealization of implementing one-world political order is adopted by proponents of the globalization process, as they are emphatic to the process outcomes.

Proponents of this positive view claimed that there would filter down from rich to poor countries- and thus lead to a fairer, more democratic and peaceful world. Powell.S. & Ghauri. P (2008:7)

Hence, one cannot neglect the antagonists of the process who sees globalization as the new form of colonialism, "...we are simply living in an age of capitalism by updated and more efficient means (above all recent developments in information technology)". (David Block, 2004: 75)

**Economic level of integration,** i.e. the implementation of one-world economic order, this has already started with the advent of the market-oriented economy model in many former centrally-planned economies, and once again Algeria has joined the order.

In fact, perhaps the core stone of the globalization process is at the economic level. Therefore, within the easing of government restrictions and the free competition market, cross borders business emerged. "For business, the opportunities are unprecedented. UN estimates for 1990 showed some 35,000 *multinational* corporations with 150,000 foreign direct investment worldwide of \$1.7 trillion". Powell.S. & Ghauri. P (2008:7)

**Financial level of integration**, i.e. the implementation of one-world financial order; this has already started in Europe with the introduction of one currency unit: the Euro. Other non-European countries are negotiating their joining the Euro-zone.

If one steps back in the past, the concept of implementing one-world financial order stems from the Bretton Wood Conference held in (1944).

Yet, “The meeting was born out of the determination by US President Franklin D Roosevelt and UK Prime Minister Winston Churchill to ensure post-war prosperity through economic co-operation, avoiding the economic conflicts between countries in the 1930s that they believed contributed to the drift to war”. Wikipedia. The free encyclopedia (2008).

Moreover, the conference was held to consider proposals of British and American financial experts relating to international payments problems. Thus, the experts proposed the establishment of the IMF (International Monetary Fund) and the IBRD (International Bank for Reconstruction and Development. Hence, the Bretton Wood Conference has yet launched the common currency concept.

**Educational level of integration**; i.e. the implementation of one world educational system; this has already started in Algeria with the introduction of what is called competency-based education, the reintroduction of the Roman Script (Latin alphabet) in the teaching of mathematics, physics and other scientific disciplines. In this very specific context, one can talk about the introduction of the *LMD system* at the tertiary level as part of the educational integration.



**Cultural level of integration**, at this level we cannot talk about implementing one-world cultural order. However, things can be sorted out by increasing cultural awareness and cross-cultural understanding to develop the sense of tolerance vis-à-vis others' differences. This has started by implementing joint exchange projects with foreign universities in the context of global understanding through virtual classrooms.

In fact, at the level of the university Abou Bekr Belkaid, virtual rooms are put into practice with the help of the head of the project GPE (Global Partners in Education), Mouhadjer Noureddine, as was reported in the daily newspaper *Le Quotidien d'Oran* on 17 of October 2010. the aim is to hold concrete measures in order to reinforce pedagogical and cultural interchange under the Heading project "Global Understanding Through Virtual Classroom".

**Religious level of integration**, once again, at this level, we cannot talk about implementing one-world religious order, but to give much importance and mutual respect to the three divine religions. In other words monotheism; the essence or rational of such integration stems from the fact that we all believe in the same God.

**Linguistic level of integration**, I have deliberately left this level of integration at the end of the continuum simply because of the status of the English language worldwide. At the world level, the globalization process will further reinforce the status of the English language as the world's first, dominant and most preferred language in relation to the other languages of wider communication. This state of affairs will give birth to a new mass of people wanting to learn English, not for the pleasure or prestige of knowing the language, but because the English language has become the *sine qua non* condition for the success of scientific, technological and commercial exchanges.

## 1.7 ESP in Algeria and the LMD Implementation

### 1.7.1. LMD system defined:

The acronym LMD, standing for Bachelor-Master-Doctorate, is a literal translation of the acronym , BMP, standing for Bachelor-Master-Philosophia Doctor. In other words, the LMD and BMP systems are used by Anglophones and Francophones respectively.

In June 1999, ministers of education from 29 countries gathered in Bologna, the birth place of Europe's oldest university, to sign a declaration aimed at harmonizing degree structures and quality assurance procedures across their diverse higher education systems by 2010. This membership known by the European Higher Education Area (EHEA) is looking to share its experiences beyond the borders of Europe. World Education Services (2007). In doing so, greater intra-European academic mobility would be encouraged and the attractiveness of Europe as a study destination for non-European would be greatly enhanced (ibid). For this sake, buzz words have been used as “*cooperation*”, “*partnership*” and “*exchange*”.

Hence, collaborations with North African countries and Mediterranean ones were conducted and January 2006 the *Catania Declaration* was signed in what they dubbed the ‘Euro-Mediterranean Higher Education and Research Area’, in Programs like *Erasmus Mundus* launched in 2004 or *Alfa Program*, in order to promote academic exchange at graduate level and the promotion of Europe as a destination for higher talented students and scholars.

As was cited in the daily newspaper ‘le Quotidien d’Oran’ on Wednesday, January the sixth of 2010.

Vers la fin du XI<sup>e</sup> siècle (en 1088) naquit, a Bologne, en Italie, la première université européenne et a la fin du XII<sup>e</sup> siècle (1198) vit le jour a Paris, en France, la deuxième université. C'est a ces deux universités originelles que les Européens reviennent, plusieurs siècles plus tard, pour penser leur université d'aujourd'hui et de demain

While much progress has been made, it is become apparent that higher education in Algeria lacks effective and up to date curricula to complement the modernisation efforts.

### **1.7.2 LMD implementation in Algeria**

Boosted by the globalization process, the implementation of the LMD system was introduced in Algeria at the tertiary level in the academic year 2002-2003, modelled to the Anglo-American higher education system in order to modernise and align the Algerian higher education system with international standards. As was cited in the daily newspaper El Watan dated 28 October 2004:

Malgré les réserves et les appréhensions émises par l'ensemble de la famille estudiantine, le processus de la restructuration du système de l'enseignement supérieur à travers la mise en œuvre du système anglo-saxon (LMD est déjà en place. De crainte d'être encore à la traine des pays occidentaux, le ministère ne peut reculer.

Hence, to catch up with the fast growing demands of the globalization process, the Algerian government has no choice to align with the rest of the world at the educational level of integration by the implementation of the LMD system at the tertiary level and, thus, to allow for the comparison and harmonization of European qualifications. This rapprochement will promote students mobility without downgrading their qualifications, as it used to be.

Furthermore, the LMD implementation aims to improve the transparency of qualifications on the job market. By this way, more attuned programmes of study are assigned. Yet, ELT in general, and ESP, in particular will contribute in the implementation of curricula that actually meets the requirements of the labour market.

### 1.7.3 Social and Educational Integration

After six or seven years of the implementation of the LMD system at the tertiary level in Algeria, can we speak of success in the achievements of its objectives or on the contrary, complete failure to create the bridge between the Algerian university and the professional life?

Paradoxically, some would say that the LMD system represents the solution to the Algerian University issue like Dr Sebbargh Djamel, vice rectorate at the university of Abou Bekr Belkaid on the daily newspaper “ Le Quotidien d’Oran” of Saturday 24<sup>th</sup> of September 2011, where he sustains: “ **Ces réformes permettront à l’université de gagner son pari, à savoir celui de garantir une formation de qualité**”.

He also advocated by this reform the desire to face the challenges at the tertiary level and the stakes encountered due to the globalization process and the technological advances. By this way, the LMD system would permit to align with the international norms.

Hence, Dr **Hamed Eid** from Egypt also presented in a conference entitled “La gestion de la qualité de l’enseignement supérieur dans le monde arabe” where he spoke about “dysfonctionnement” that is: mismanagement in the scientific formation adaptation with the needs and prerequisites of the Algerian society. He pushed further the situation to the whole Arab World, where local situation is neglected.

From another perspective, Professor **Ahmed Rouadja** in an interview edited on the 27<sup>th</sup> of September 2011 of the daily newspaper ‘Le Quotidien d’Oran’, where he spoke about real failure of the economic-university junction.

According to the same analyst, the problem is at a governmental level and the direct responsible of the field where he sustains

Ils perçoivent et vivent ces deux notions non pas sous le rapport de l’efficacité et de la qualité, mais sous l’angle de la quantité : le nombre d’étudiants, de places pédagogiques, de chaises, de tables, de salles, etc.

He also sees that : « Ce système LMD s’avère être à l’examen une anti-réforme. Pale copie du système Européen, importé et plaqué à la hâte dans le contexte sociale et économique mal préparé pour l’accueillir et l’appliquer »

In down to earth words, the promised reform of the LMD system at the Algerian university doesn't fit the social and economic demands.

Therefore, according to Pr Rouadjia the mass formation under the heading of the 'democratisation' is not conform with performance which requires a thorough selection at the university level; thus, at the same time, this selection would permit to fit the professional supervision.

### **1.8 Conclusion:**

Three major themes have been highlighted in this piece of research, namely English for Specific Purposes, the globalization process, and the LMD system and its implementation in Algeria. Thus, the findings showed the close intertwined relationship between the three concepts. Hence, within the globalization process and the newly advanced communication tools, EFL learning and teaching in general and ESP in particular have witnessed a worldwide flourishing industry. Yet, English language has become the language par excellence in its role in the decision-making process on the international level, and its ability to cope with global technical developments has witnessed a large demand in ESP realm, thanks to the new advanced technologies and its worldwide transfer fostered by the globalization process.

Therefore, the researcher has brought into light clarifications about the emergence of ESP, as well as, some definitions, than a comparison between General English and ESP; the growth of ESP than, the major fields of ESP fields of study.

Then, the researcher has related ESP to the globalization process, starting by some definitions of this last one, and its impact in the Algerian case, which, resulted at the educational level in the implementation of the LMD system.

## Notes to Chapter One

### 1- Alfa Program,

Similar avenues of cooperation with 18 Latin American countries are encouraged through the Alfa Program. Cooperation through this program is focused on building networks between universities in member countries, increasing academic mobility between the two regions, and promoting the “attractiveness” and “excellence” of the European Higher Education Area.

### 2- Erasmus Mundus

In a bid to reach beyond the 26 partner countries involved in the Tempus program, the European Commission launched in 2004 the Erasmus Mundus program with an aim of “enhancing the quality of European higher education by fostering cooperation with third countries.” Unlike the Tempus program, Erasmus Mundus is focused more on academic exchange at the graduate level and the promotion of Europe as a destination for highly talented students and scholars. By 2008, almost 9,000 graduate students and 2,000 academics will be moving to and from Europe on Erasmus Mundus grants.

### 3- CATANIA DECLARATION

“Euro-mediterranean Area of Higher Education and Research”

Wishing to accomplish the directives set forth by the Barcelona Declaration in 1995 to turn the Euro-mediterranean area in a common space of peace, stability and prosperity through the reinforcement of political dialogue, understanding between cultures and the promotion of a social, cultural and human partnership meant to *develop human resources and encourage*

*exchange between civil societies.*

With the aim of upholding the crucial role of education for the region's stability and for its effective economical, political and social development as established by the Five-year action Plan which entails actions aimed at realizing this objective; Considering that the Conferences held in Catania in November 2003 and January 2005 have set forth the proposal to create a "Euro-mediterranean Higher Education Area", laying the basis for a political strategy aimed at coordinating education and training policies of Countries in the Mediterranean basin, so as to offer to the whole area further opportunities of access to knowledge, specifically at higher education level, and more possibilities to study and work in a stimulating multicultural environment;

#### **4- the Bretton Wood Conference**

The conference took place in Bretton Woods, New Hampshire, in July 1944. The conference was held to consider proposals of British and American financial experts relating to international payments problems, the economic reconstruction needs of Europe upon the conclusion of World War II. There, the experts proposed the establishment of the I.M.F (the International Monetary Fund) and the I.B.R.D (the International Bank for Reconstruction and Development).

#### **5- Multinationals:**

Companies controlling production and marketing systems in several countries besides its own.



# **CHAPTER TWO**

**CHAPTER TWO**

**Designing Learning Needs and Objectives**

**2.1 Introduction**

**2.2 Course Design Rationale**

2.2.1 Needs, Aims, Goals and Objectives

2.2.2 Conducting a Needs Analysis

2.2.3 Purposes of Needs Analysis

**2.3 Description of the ESP Situation at the University of Tlemcen. (context)**

**2.4 Faculty of Economic Sciences**

**2.5 Procedures and description of the method**

**2.6 Data Collection and Analysis**

2.6.1 Teacher's Interview

2.6.2 Description of The Teacher's Interview

2.6.3 Interpretation of the Teacher's Interview

2.6.4 Learners' Questionnaire

2.6.5 Description of Learners' Questionnaire

2.6.6 Interpretation of Learner's Questionnaire

**2.7 Summary of the Main Results and Interpretation.**

**2.8 Conclusion**

**Notes to Chapter Two**

## 2.1. Introduction

The second chapter of the present work represents the practical part, for it includes the needs analysis requested in any ESP material or course design. Hence, it aims to find out the most prominent teachers' and students' problems in order to translate those lacks or needs into effective pedagogic data, to produce an adequate course for the (LMD) first year students at the Science Economic faculty of Abou Bekr Belkaid at Tlemcen.

Yet, a structured interview with teachers of the target language was conducted for the purpose, as well as a questionnaire with the students. The procedure included a description of the situation and a description of the method and instruments used with the analysis of the gathered data.

## 2.2 Course Design Rationale

In any language teaching operation, decisions have to be made about learners needs and teaching objectives. Course design is then an important step for an efficient teaching/ learning process. Tom Hutchinson & Alan Waters (1987:65) described it as follow:

Course design is the process by which the raw data about a learning need is interpreted in order to produce an integrated series of teaching-learning experiences, whose ultimate aim is to lead the learners to a particular state of knowledge.

Then, “A starting point in course development is a description of the course rationale” Richards.J. (2001: 146). Thus, on which principles does it lie?

The course rationale seeks to answer the following questions:

Who is the course for?

What is the course about?

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

(Ibid)

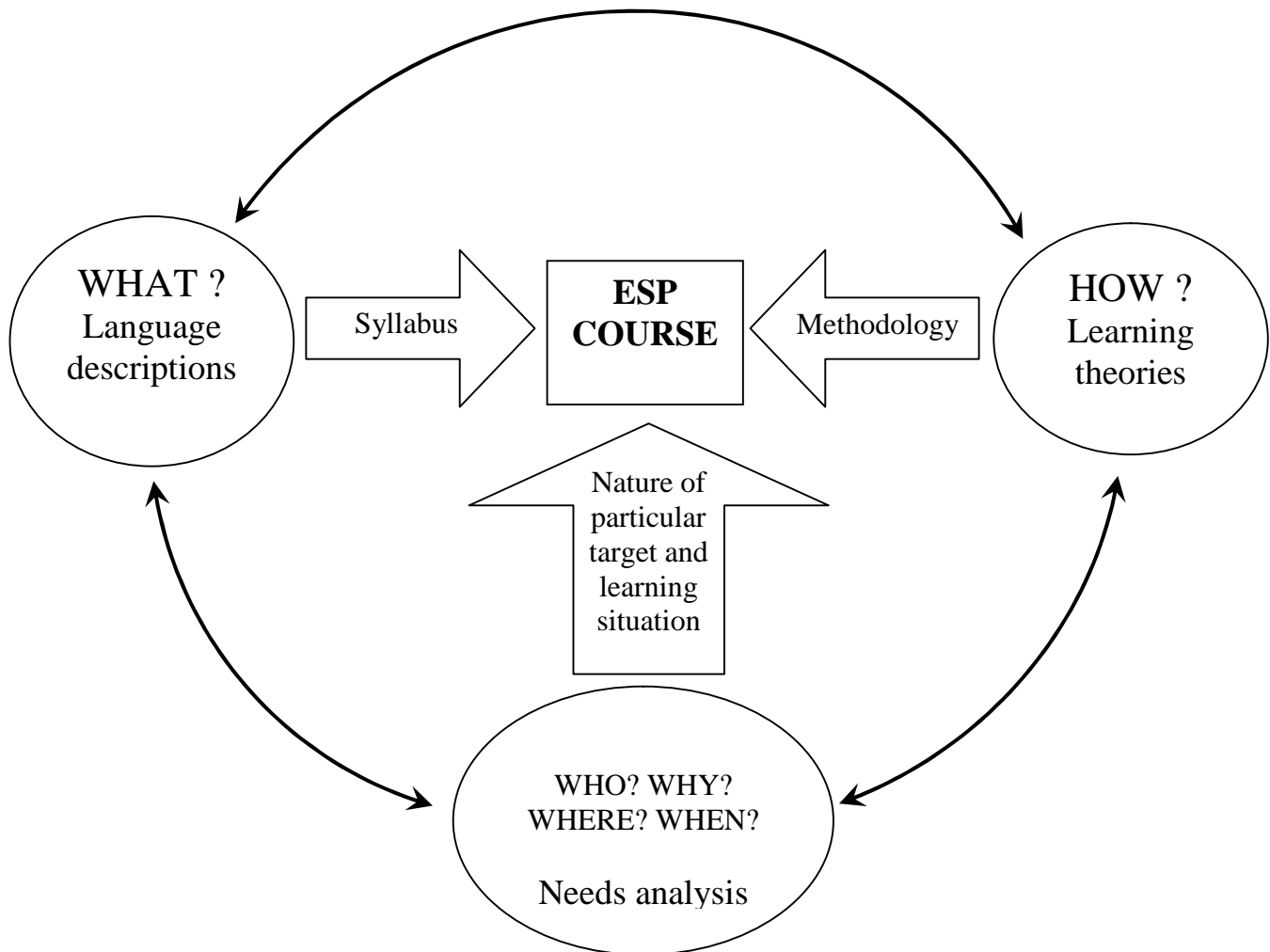
Hence, the first question involves the type of learners the course is intended for. That is, primary, secondary, or tertiary level of teaching. Then, the second question seeks to look for the nature of the course; i.e.: general English courses or English for Specific Purposes. The third question implies the course designer’s approach to syllabus and methodology.

For Tom Hutchinson & Alan Waters too, course design starts with a matter of asking basic questions in order to provide a reasoned basis for the subsequent process of syllabus design, materials writing, classroom teaching and evaluation. (1987)

They claimed that:

... we shall investigate these basic questions more thoroughly, by considering them under three main headings: language descriptions, theories of learning and needs analysis. (ibid: 21)

The tree parameters cited before are formulated in this below figure:



**Figure 2.1** Factors affecting ESP course design

**Source:** Tom Hutchinson & Alan Waters (1987:22).

Hence, **“the language description is the way in which the language system is broken down and described for the purposes of learning”**. (ibid:23) For Hutchinson & Waters (1987), learning theories are defined in terms of the Classical or Traditional Grammar, Structural Linguistics, transformational Generative grammar, Language Variation and Register Analysis, Functional/Notional Grammar and Discourse (Rhetorical) Analysis.

Whereas, in the area of learning theories the relevant terms we shall consider are ‘behaviourist’, ‘cognitive’, ‘affective’.(ibid)

Yet, within an ESP approach to course design, John Munby goes, “ESP courses are those where the syllabus and materials are determined in all essentials by the prior analysis of the communication needs of the learner”. (1978:2) .It is agreed that any decision made in designing language teaching programs in ESP contexts should hinge on the learners needs for learning English (Robinson, 1991, Strevens, 1998; Dudley-Evans and St. John, 1998).

### 2.2.1 Needs, Aims, Goals and Objectives

The task of finding out students needs is a challenging task since needs have been defined from various perspectives by different specialists. This is In this respect, Hutchinson and Waters (1987) have classified needs into *necessities*, *wants* and *lacks*.

According to them *necessities* or target needs are concerned with the demand of the target situations (i.e. what the learner needs to know in order to function

effectively in the target situation), for instance, students will be able to process scientific information at the end of the year.

*Lacks* refer to the learners existing language proficiency in order to help determination of the starting point of the teaching and learning process. For, “students without the necessary foundation skills frequently find themselves unable to cope with the higher level focus on study skills and tend to opt out of the learning process altogether”. Colin Payne (1986:105) quoted in David Harper, British Council.

Furthermore, *wants* relate to what the learner would like to gain from the language course. Hence, learner-centeredness aspect of the ESP field makes the learning process different from general English teaching and learning for it is not so much the nature of the need which distinguishes the ESP from the General course but rather the awareness of a need. Hutchinson and Waters (1987). In this respect, **“Learning, therefore, is an internal process, which is crucially dependent upon the knowledge the learners already have and their ability and motivation to use it.”** (ibid:72)

According to Richards, “*Needs* are often described in terms of a linguistic deficiency, that is, as describing the difference between what a learner can presently do in a language and what he or she should be able to do.” (2001:54)

Moreover, *goals* for Richards(2001:33) are referred to as needs within general language course as he goes:

In ESP learner’s needs are often described in terms of performance, that is, in terms of what the learner will be able to do with the language at the end of a course of

study. Whereas in a general English course the goal is usually an overall mastery of the language that can be tested on a global language test, the goal of an ESP course is to prepare the learners to carry out a specific task or set of tasks.”

On the other hand, the term *goal* refers to the general purpose for which a language programme is taught or learnt. Nunan (1988). Hence, the investigator may notice that the two definitions of goal are too broad to encompass the multi-faceted dimension of language teaching and learning.

As far as *aims* and *objectives* is concerned, the two terms apt to be used regardless the subtle nuance between them, the language teacher should set them apart.

Pratt (1980) draws a clear distinction between two different types of objectives which he classified into:

- general objectives or simply aims
- specific objectives or simply objectives.

That is to say, put simply aims are long term goals usually described in more general terms.

However, specific objectives are detailed of what is to be achieved in a particular course of study or program of instruction. In other words, they describe exactly what a language learner is able to do at the end of a period of instruction, hence, objectives are short or mid-term goals described in precise operational terms.



Whereas, for Brindley, the term needs is sometimes used to refer to wants, desires, demands, expectations, motivations, lacks, constraints, and requirements. (1984), quoted in Richards (2001).

### **2.2.2 Conducting a Needs Analysis**

The crucial issue to ESP is the necessary starting point in material development and course design, thus, if we had to state in practical terms the irreducible minimum of an ESP approach to course design, it would be needs analysis, since it is the awareness of a target situation. (Hutchinson and Waters; 1987). Hence, what is meant by needs analysis?

Richards (2001) claims that: “procedures used to collect information about learner’s needs are known as needs analysis.” (2001:51)

In this respect, needs analysis is the process by which to determine student’s needs that constitute the foundation of a material design. Furthermore, needs analysis was introduced into language teaching through the ESP movement. (ibid) yet, this doesn’t mean that only in ESP field needs have to be specified but narrowly specified needs demanding aspect of the different branches of ESP made it a crucial starting point in course and material design.

Hence, Richard (2001:28) claimed that: “Different types of students have different language needs and what they are taught should be restricted to what they need”.

In fact, the investigator has to determine needs of the first year of the students at the economic sciences department in order to bridge the gap between

present hurdles and future better language proficiency. Then, the teacher is one step nearer being able to translate these needs into linguistic and pedagogic terms in order to produce and teach an effective course.(R.Mackay and A.J.Mountford, 1978).

Keeping this in view, needs Analysis (NA) is carried out by several procedures namely, interviews, questionnaires, case studies, observation and so on. For, a variety of procedures can be used in conducting needs analysis and the kind of information obtained is often dependent on the type of procedures selected. Since anyone source of information is likely to be incomplete or partial, a triangular approach (i.e., collecting information from two or more sources) is advisable. (Richards.2001:58).

Thus, the present investigation will be conducted by a structured interview with teachers of English at first year at the economic sciences department, LMD system. As well as, a questionnaire with the students of first year at the same faculty.

### **2.2.3 Purposes of Needs Analysis**

“We would still maintain that any course should be based on an analysis of learner need”. Hutchinson and Waters (53:1987). Certainly, needs analysis is conducted in order to build on a program rationale, for, much of the literature on needs analysis is based on the assumption that it is part of the planning that takes place as a part of the development of a course. Richards (2001)

Thus, one has to be careful as far as the interpretation of the findings of needs analysis because there is no necessary one-to-one transfer from needs analysis to course design. Hutchinson and Waters (1987).

Therefore, Richards (2001), has described some potential purposes to needs analysis:

To find out what language skills a learner needs in order to perform a particular role, such as sales managers, tour guides, or university students.

To help determine if an existing course adequately addresses the needs of potential students.

To identify a gap between what students are able to do and what they need to be able to do. The information obtained can then serve as a basis for planning a training program.

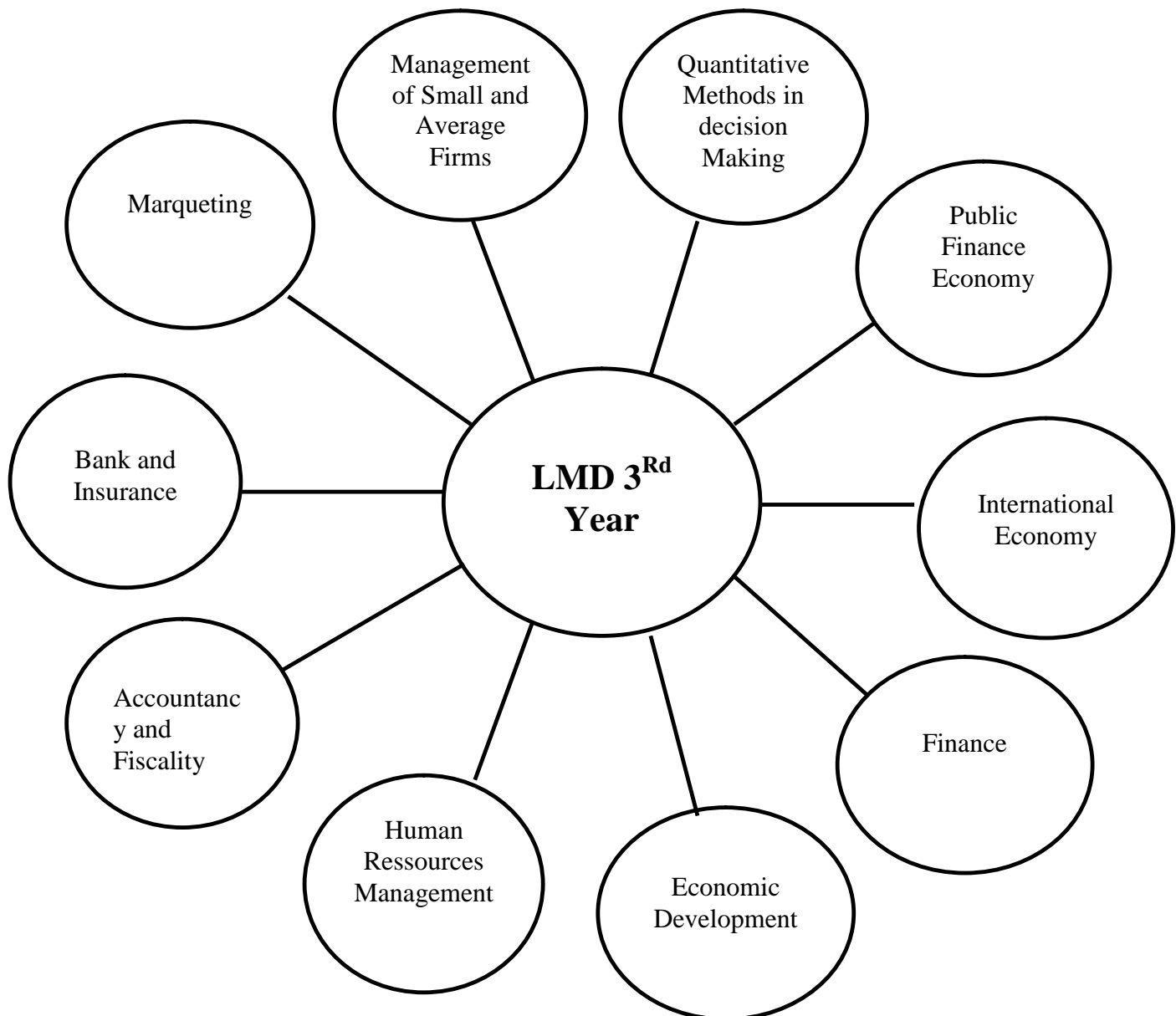
### **2.3 Description of the ESP Situation at the University of Tlemcen. (Context)**

In 1988, the Algerian Ministry of Higher Education and Scientific Research has put into practice the project of the creation of the ESP centres at the Algerian territory after a series of contacts between them and some British-Universities. The motivations were mainly to enable the centres with the necessary pedagogical and material equipment to develop the scientific research in the field. Nonetheless, the nearest ESP centre was settled in Oran a town at nearly 115 km from Tlemcen.

Yet, ESP lectures are offered at almost all the faculties of the University of Abou Bekr Belkaid at Tlemcen, namely the science economic faculty. Hence, the absence of a stimulating socio-cultural background and a linguistic unawareness have resulted into low achievements of the Algerian students in EFL (Ourghi 2002). Then, the situation goes in hand with the ESP case.

## 2.4. Faculty of Science Economics

The present enrolled program at the LMD system are organized through two years of common core, then the third year represents the following different disciplines demonstrated on the diagram below:



**Diagram 2.1** LMD 3<sup>rd</sup> year Specializations in the Faculty of Science Economics

## 2.5 Procedures and Description of the Method

This research has been carried out by the implementation of a needs analysis for, needs analysis is considered as a prerequisite in any course design (Richerich and Chancerel, 1987). The needs analysis has included an interview with teachers of the department of science economics LMD system; and a questionnaire with students of LMD first year. Thus, the procedure involves triangulation (collecting information from two or more sources) (Richards.2001), as it is highly recommended. The method seen to best suit our research is the descriptive one, for it enables us to describe the ESP actual situation at the University of Abou Bekr Belkaid of Tlemcen at the first year of instruction meanwhile, it is not time consuming as far as the experimental method. The methodology followed was both qualitative and quantitative. The former refers to the data gathered generally referred to as needs that will be used as a basis for designing a language course or training material. Richards (2001). The latter refers to the actual results in terms of numbers, and statistical results.

## 2.6 Data Collection and Analysis

The investigation has started by an interview with teachers for an interview may often be useful at the preliminary stage of designing a questionnaire, since it will help the designer get a sense of what topics and issues can be can be focused on in the questionnaire. Richards (2001)

Hence, an interview can be semi-structured or a structured one.

Semi- structured interviews imply taking notes from the pre-determined questions without writing too much details, than the summary of these notes will take place after the interview, or their voices can be recorded in order to be analysed.

Structured interviews, in which the researcher notes down the exact answers on the spot for the pre-determined questions.

The questionnaire, however, is conducted with students that present in most time lot of difficulties to understand, to write or to answer to immediate situations in a time of the challenging globalisation where conferences are hold between universities of the world thanks to the objectives of the LMD. Yet, a good mastery of English is a pre-requisite to any participant, and where most of scientific articles that are not written in English would have little or no chance of being accepted or published. Moreover, according to (Wright, 1998, p. 2; Kramina, 2000, p. 40), the key activities of doing research are:

- Attending lectures, seminars and conferences;
- Reading professional journals, books, etc.
- Participating in projects;
- Preparing written work (essays, applications, letters, e-mails, reports, papers, and so.
- Presenting research papers.

Yet, there is no need to remember the hegemony of English language in all domains of research and science.

### 2.6.1 Teacher's Interview

The interview is the best tool in order to gather informative data, for each question is dealt in isolation with each informant; thus, the investigator is sure that no question will be left without answering. Moreover, the researcher may give further explanations about the questions, though this method is time consuming and doesn't allow for a large sampling. Richard (2001:61) asserts that:

Interviews allow for a more in depth exploration of issues than is possible with a questionnaire, though they take longer to administer and are only feasible for smaller groups.

The structured interview was conducted with four teachers at the science economic department LMD system of first year common core. All teachers interviewed were holding license degree. The aim was to obtain information about actual ESP situation in terms of:

What are the most frequent difficulties in the sense of skill performance encountered by teachers including (negative feeling, poor English background, and lack of awareness from students as far as English utilitarian role. For Gravatt et al (1997:36) sustain that: "one of the findings of a needs analysis of problems of ESL students attending university lectures was a list of frequency with which students experienced difficulties with speaking and listening skills".

Quoted in Ricahrds(2001).

The place English holds administratively speaking (time allotted, the existence of an adequate model course and so).

### 2.6.2 Description of the Teacher's Interview

The investigator has used a structured interview for, "A structured interview in which a set of series of questions is used allows more consistency across responses to be obtained". Richards (2001:61). It was hold with four teachers of ESP at the department of science economics comprises a series of questions comprising closed, open and mixed questions.

The first ones consists of a range of possible answers that the informants are free to choose the appropriate one according to their experience and context, and are not allowed to give other answers apart from the range proposed. For instance,

- Do weekly time allotted to English Language adequate for students to grasp a linguistic proficiency in English?

Yes	
No	

The open questions, where the informants are entirely free to express their own ideas and give personal judgment about their own experience. For instance:

- What are your suggestions in designing a specific course to successful teaching learning process at the ESP field in general?



.....

.....

.....

.....

Mixed questions, where the informants are asked to choose from the possible proposed answers, then to justify their answers. For instance:

Did you introduce any change in lecture formation in accordance to the objectives of the LMD system?

Yes	
No	

If yes, which changes?

.....

.....

Anyway, before starting the interview, the informants were kindly asked to answer the questions and were given insight about the nature of the needs analysis, the objectives of the interview, thus, Before starting the interview the researcher informed his population about the nature of the research, the purpose of the interview, and the way data were to be used (Nunan 1992).

Hence, the questions asked included the following broad lines:

- The profile of the informants and their experience in the teaching staff.
- The possible available materials.
- The time loading available.

- The importance of skill performance according to method used.
- The organization of the teaching staff in terms of collaboration.
- Possible suggestions for a remedial course.

### 2.6.3 Interpretation of the Teacher's Interview

The piloted structured interview with teachers of ESP field has permitted to understand better the actual target situation and what hinges are behind students' failure as far as English language proficiency?

Moreover, the interview has been used as an insight about the topics to handle with, as far as the design of the students' questionnaire.

The obtained results of the (12) questions have been dealt separately as follows:

#### Question 1 and 2: Teacher's qualifications and teaching experience

The four teachers interviewed were part time teachers holding a license degree with the classical system. However, the period of the teaching experience at the tertiary level varies considerably. That is, the first teacher interviewed was 19 years (from 1992), the tree other teachers were 3, 2 and 1 year experience.

	<b>Respondents</b>	<b>Percentage</b>
Full time teacher	00	00%
Part time teacher	04	100%
licence	04	100%
Magister or Master	00	00%
Doctorate	00	00%

**Table 2.1 Teachers' status and degree at the science economics faculty.**

	<b>Teaching experience</b>
Teacher 1	19 years
Teacher 2	3 years
Teacher 3	2 years
Teacher 4	1 year

**Table 2.2 Teachers' experience load**

*Question 3:* Possible existing pre-service training for teachers in ESP

The four teachers have answered not having any pre-service, nor in service training at the ESP field apart their own experience on the spot.

This sample is representative to the whole situation at the tertiary level within the ESP field.

	<b>Respondents</b>	<b>Percentage</b>
Yes	00	00%
No	04	100%

**Table 2.3 Teachers' ESP training**

*Question 4 and 5:* Existing adequate material and course

Within the four teachers interviewed, one teacher has answered to use the only published text book Prof BENMOUSSAT entitled Economics and English. The three

other teachers answered not having adequate material to use and relied mostly on web sources which are not necessarily adequate for the Algerian students' needs situation.

	<b>Respondents</b>	<b>Percentage</b>
Material existence	01	25%
Material inexistence	03	75%
Available course	00	00%
Non-available course	04	100%

**Table 2.4 Use of adequate material and designed course**

*Question 6:* Time loading adequacy to ESP lectures

The four teachers interviewed answered that time allocated to English language lectures were too insufficient to students' exposure and opportunities to use to grasp a linguistic proficiency at the four skills.

	<b>Respondents</b>	<b>Percentage</b>
Yes	00	00%
No	04	100%

**Table 2.5 Time allocated to ESP lectures.**

*Question 7: Introduction for future directed ESP specifications*

The answer to this question was unanimous. That is, the four teachers answered not introducing their students to any specific formation of ESP and that they use only general handmade economic texts. This aspect prevents students to represent a network between subject formation and English language. Hence, “As far the level of ESP teacher’s subject knowledge, it is generally thought that an instructor/ teacher must have a working knowledge of the conceptual framework of the subject and actively engage the learner”. Dudley-Evans and St John (1998); Robinson (1991); Hutchinson and Waters (1987).

	<b>Respondents</b>	<b>Percentage</b>
Specific ESP formation	00	00%
General handmade economic texts	04	100%

**Table 2.6 ESP course formation**

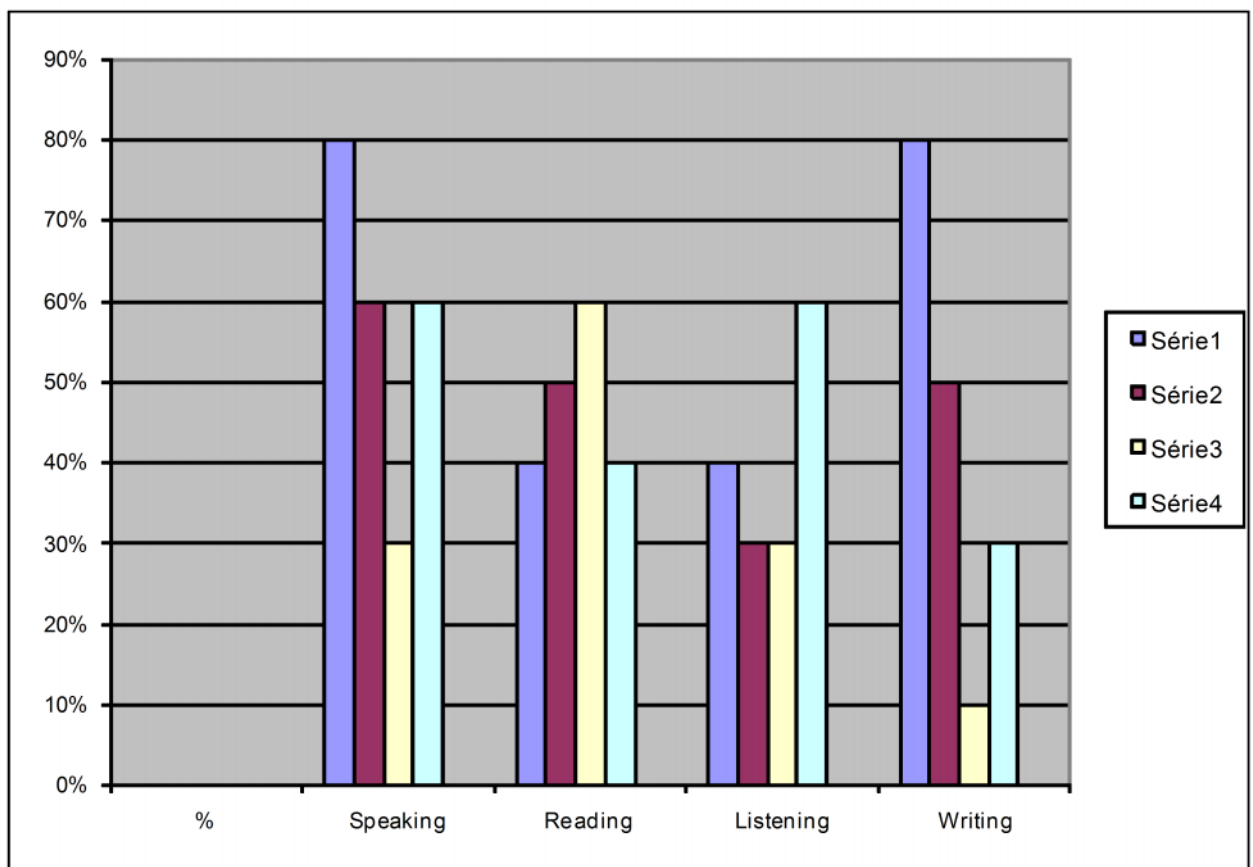
*Question 8: Ingredients for successful ESP course*

The number of students in a class: according to the results obtained as far as the number of students comprising a class three (03) teachers answered 20 students and one (01) teacher replied 30 students.

Number of students in an ESP class	Respondents	Percentage
10	00	00%
20	03	75%
30	01	25%

**Table 2.7** Number of students in a class.

Classification of the importance of the four skills in prospect to the competency based approach. The data gathered revealed that the importance held to skills differs from one teacher to another and at the same time the difference within the percentages of the importance given to each skill are not very important. Hence, the importance held to the speaking and the reading skills by the informants represents 57.5% and 47.5% Respectively. Whereas, the Listening and the Writing skills represents 40% and 42.5%.



**Figure 2.2 Classification of the four skills according to their importance in the prospect of the competency based approach.**

*Question 9:* student’s language background

The teachers interviewed agreed to answer that ESP learners are not holding fundamental solid English background encompassing grammar and vocabulary. Hence, “students without the necessary foundation skills frequently find themselves unable to cope with the higher level focus on study skills and tend to opt out the learning process altogether.” Colin Payne in David Harper (1986:106)

	<b>Respondents</b>	<b>Percentage</b>
<b>Yes</b>	00	00%
<b>No</b>	04	100%

**Table 2.8 Existence of students’ solid English background .**

*Question 10:* Eventual changes in lecture formation in accordance to the LMD system

The four teachers interviewed replies not investigating efforts to harmonise with the aims of the LMD system like the virtual room that was introduced at the faculty of foreign languages, in order to prepare students to hold conferences with foreign students or to hold comparative studies as it has been realised with the faculty of engineering.....

	<b>Respondents</b>	<b>Percentage</b>
<b>Yes</b>	00	00%
<b>No</b>	04	100%

**Table 2.9 Existing changes about lecture formation according to the principles of the LMD system.**

*Question 11:* Collaboration between teachers.

The four informants interviewed answered working in collaboration with the language teachers as it is tabulated as follow:

	<b>Respondents</b>	<b>Percentage</b>
Yes	04	100%
No	00	00%

**Table 2.10 Collaboration between language teachers.**

*Question 12:* Teacher's recommendations and Suggestions.

All the informants agreed on the fact that there must be a change at different levels in order to process scientific information through the medium of English. According to them changes should operate at the following levels:



The crucial problem to time allocated to English sessions is too insufficient to learners to grasp a linguistic proficiency.

To administer pre-service or in-service training for teachers to teach ESP lectures.

To give more importance to the ESP lectures from the part of stakeholders (administratively speaking), at the level of coefficient held to English language outside its original faculty.

To rely on an adequate course on which to build fundamental teaching and learning process.

#### **2.6.4 Learners' Questionnaire**

Students' questionnaire is used in order to gather further information about English language hurdles that prevents students' focus on study skills and the learning process in general. Hence, the questionnaire aims to identify students' needs and lacks in the faculty of Economics. Yet, according to Richards (2001:60) "questionnaires are relatively easy to prepare, they can be used with large numbers of subjects and they obtain information that is relatively easy to tabulate and analyse. Questionnaires, as pointed out by Anderson (1990, p.207), allow the gathering of reliable and valid data, relatively, in a short time.

Furthermore, questionnaires are composed with structured items (in which the respondent chooses from a limited number of responses) or unstructured (in which open-ended questions are given that the respondent can answer as he or she chooses. (ibid)

The questionnaire was administered to 28 students of first year Science Economics LMD system. This according to the investigator is representative to the entire ESP situation according to personal experience, randomisation was chosen in sampling for, a number of factors influence the approach to sampling, such as the homogeneity of the population in terms of the kinds of skills, attitudes, or knowledge being sought. Elley (1984); quoted in Richards (2001:58)

### **2.6.5. Description of Learners' Questionnaire**

The questionnaire is composed of 11 questions of different types: closed, mixed, and open (See Appendices).

Questions 1, 2 , 3 ,4 : Deal with the number of years students have learnt English language and their target language background as well as their motivations to learn English language and whether they like it or not.

Question 5: Wonders if students can express themselves in the target language.

Question 6: Asks students if they have access to available material adequate to their ESP sessions.

Question 7, 8 and 9: Aims at pinpointing the skill they prefer and to class them according to priority to them and at the same time to find out which skill they need to improve.

Question 10: Wonders if students think time allocated to English sessions suffice to grasp a linguistic proficiency.

Question 11: Invites students to make recommendations about the content and the form of their English sessions.

### **2.6.6. Interpretation of Learners' Questionnaire**

Learners' questionnaire has permitted to gather informative data about students' needs wants and lacks in order to translate them into a basis of adequate material and course design.

The questionnaire was submitted to (28) students but (04) were absents.

Each question will be dealt with separately.

Question 1: For how many years have you been studying English language?

.....

There are (33.33%) students that answer having studying English for eight (08) years. Whereas, (50%) students answered been studying English for seven (07) years. However, (04, 16%) have answered having studying English for ten (10) years, while, (8,33%) answered having dealt with English language for five (05) years. The answers show that English language exposure is different from one student to another.

	<b>Respondents</b>	<b>Percentage</b>
Ten years	01	4,16%
Eight years	08	33.33%
Seven years	12	50%
Six years	01	4,16%
Five years	02	8,33%

**Table 2.11 Students' English past learning load**

*Question 2:* Do you think to have a good English background?

- Yes

-No

-a little

Why?

.....  
 .....

The answers shown that (41, 66%) answered having a little English background. While the same percentage (41, 66%), represented not having any English background. Yet, only (16, 66%) estimated having a good English background.

Not all students justified their answers. Yet, (04) students who answered by a negative reply said that it is not an important language since it is considered as a foreign one. (02) Students who answered by –yes- replied that they have good English marks and they like to attend lectures. (02) Students who answered by –a little- have mentioned not having enough available vocabulary when they need to express themselves.

	<b>Respondents</b>	<b>Percentage</b>
Yes	04	16,66%
No	10	41.66%
A little	10	41,66%

**Table 2.12 Students’ English background**

*Question 3:* Why do you learn English for?

Because:

- a - It is part of the curriculum
- b- You like English language
- c- You need it to get a job.

The question concerns students' reasons to learn English language and aims to depict student' motivations to learn English language. The answers represented (45,83%) of students learning English because it is part of the curriculum. Whereas, (37,5%) replied because they like English language. While, students studying English to get a job represented (16,66%) of the answers.

	<b>Respondents</b>	<b>Percentage</b>
It is part of the curriculum	11	45,83%
You like English language	09	37,5%
You need it to get a job	04	16,66%

**Table 2.13 Students' reasons to learn English language**

*Question 4:* Do you like English sessions?

-Yes

-No

-a little.

The question raises the problem of motivation and negative feeling about the target language, where it is asked openly if students like or not English sessions. The

positive answers represented (54,16%), whereas, the negative ones were (12,5%). However, (33,33%) of the students answered by –a little-.

	<b>Respondents</b>	<b>Percentage</b>
Yes	13	54,16%
No	03	12,5%
A little	08	33,33%

**Table 2.14 Students' feelings about English language**

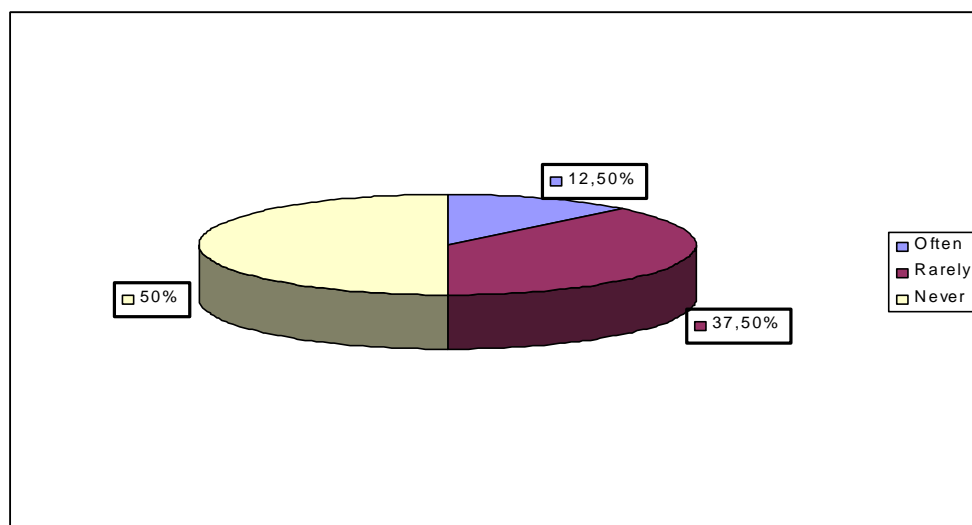
*Question 5:* Can you express what you want to say clearly?

-Often

-Rarely

-never

The question raises the problem of communication in the target language. Then, students are asked whether they can express themselves or not in the English language. The negative answers represented (50%) of the students replying by – never- as far as expressing themselves. (37,5%) Of the students replied –rarely- and only (12,5%) answered that they can often express themselves.



**Figure 2.3** students' ability to express themselves

*Question 6:* Do you have adequate books to your English sessions?

-Few

- Many

- non existent.

The answers to the question of possible available adequate material was represented by (58,33%) of students who replied not having any available book. Whereas, (33,33%) of the respondents answered by having few material at hand. While, only (8,33%) of the answers represented having access to many books adequate to their ESP learning process.

	Respondents	Percentages
Few	08	33,33%
Many	02	8,33%
Non existent	14	58,33%

**Table 2.15** Material availability to students

*Question 7:* What English language skill do you prefer?

- Listening.

-Speaking

-Reading

- Writing

The answers to that question show students' preference to the speaking skill, for they represented (25%) of the answers. Then, (20.83%) of the respondents replies that they like the four skills, which show that they are aware of the intertwined importance of all the skills in a language learning process. The reading skill represented the lowest rate of importance according to them and the investigator can guess that there is a real deficiency as far as reading is concerned from the results and from personal experience. However, the listening skill represented (8.33%) of the answers, whereas, the writing skill was preferred by (12.5%) by the respondents. Yet, the other students chose two or three preferred skill at the same time as follow:

Listening, Speaking and Reading was represented by (16,66%) of the students.

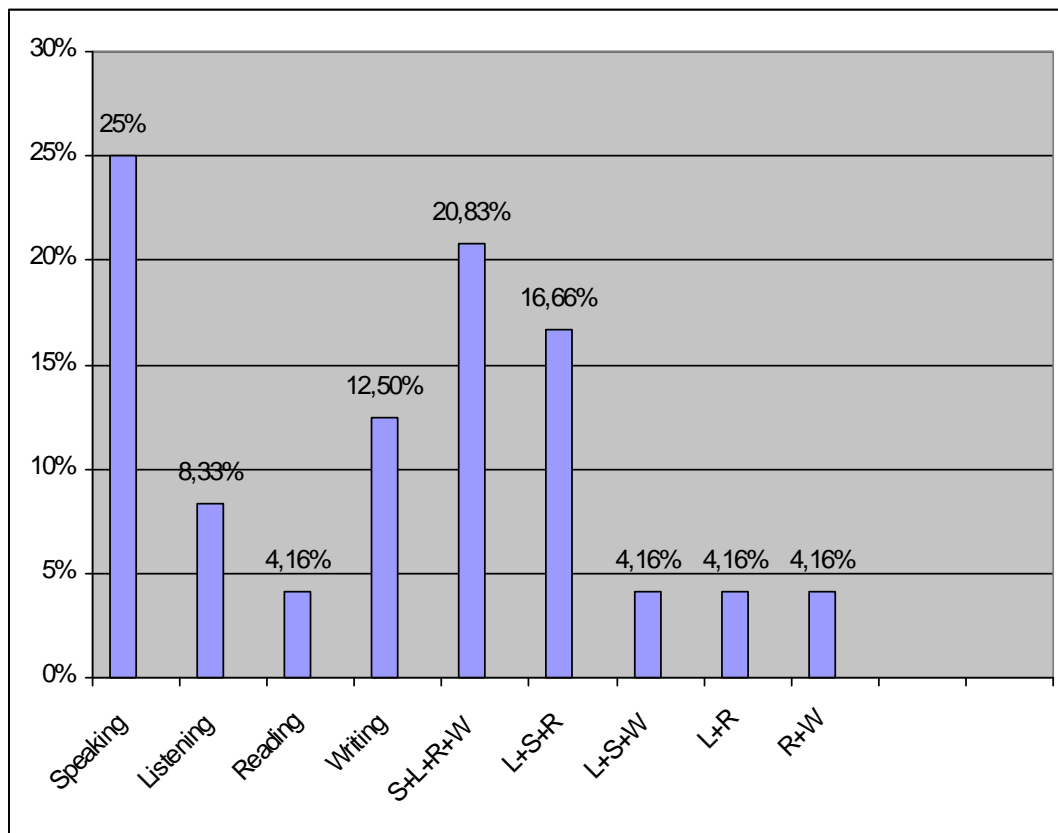
Listening, Speaking and Writing was represented by (4.16%) of the answers.

Listening and Reading formed (4.16%) of the respondents.

Reading and Writing represented (4.16%) of the answers.

The answers show that skill preferences are different and the ESP teacher have to find a balance in order to attract attention to all the students.





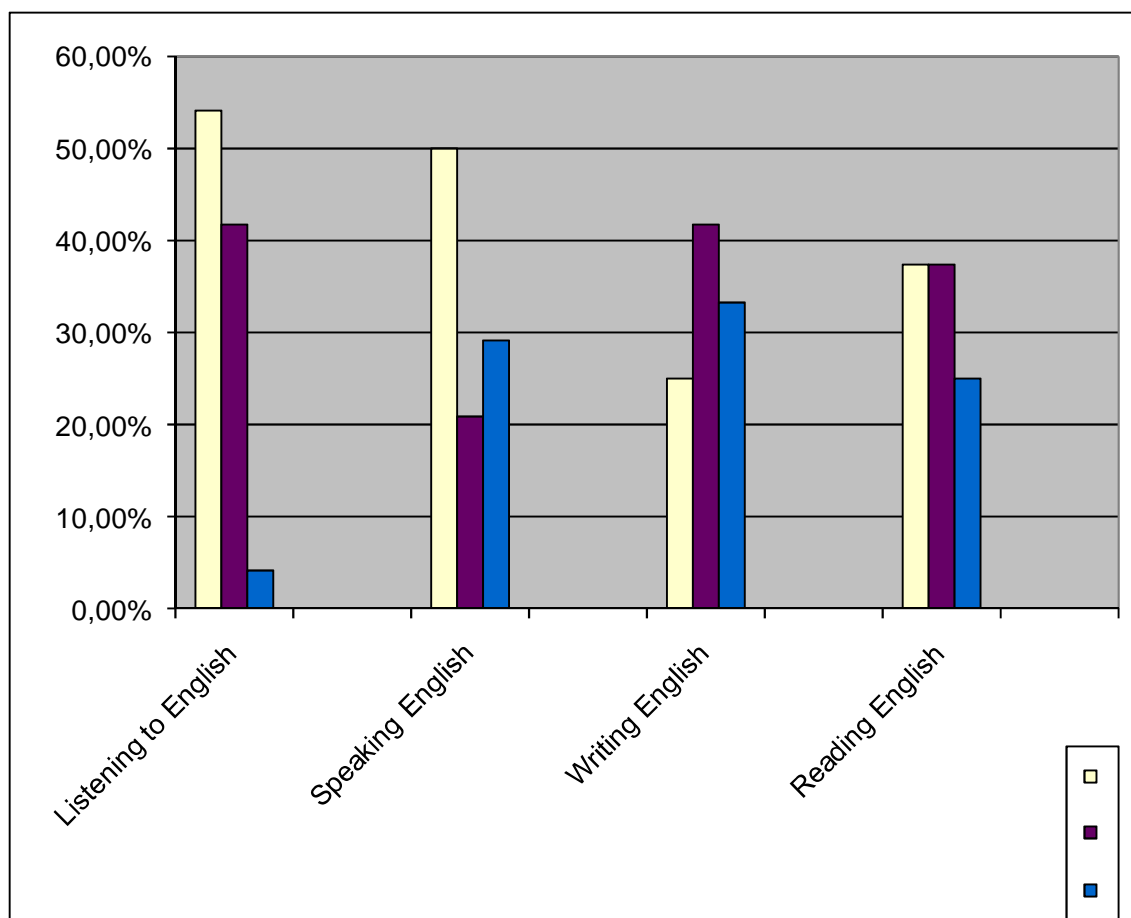
**Figure 2.4 Students' skill preferences**

*Question 8:* How important to success in your course of study are the following abilities

	High	Moderate	Low
Listening to English	1	2	3
Speaking English	1	2	3
Writing English	1	2	3
Reading English	1	2	3

The data gathered from this question show that according to students the listening and the speaking skills are the more important ones with (54.16%) and (50%) of the answers respectively. While, the writing and the reading skills

represents moderate importance with (41.66%) and (37.5%), according to students. In other words, for students, the listening and speaking skills are the more important to grasp the linguistic foundations needed. Whereas, the reading skill comes after with the same percentages of moderate and high importance to them. The writing skill is represented as moderate by (41.66%) of the answers.



**Figure 2.5 Skills' rate of importance according to students.**

*Question 9:* If you were to take a course to improve your English skills, which of the following would be useful to you?

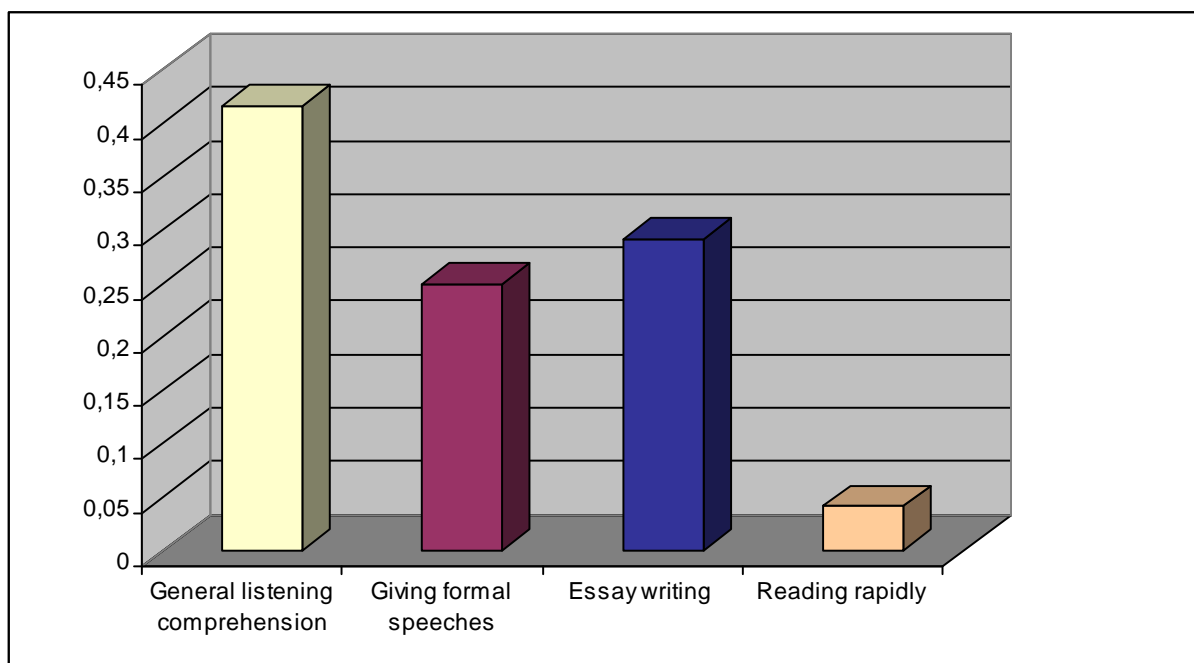
General listening comprehension.

Giving formal speeches

## Essay Writing

## Reading rapidly.

The answers to this informative question demonstrate that according to students, in order to improve an English course they first need general listening comprehension with (41.66%) of the answers that is more exposure to the target language, then, essay writing come just after with (29.16%), which is highly prompted in doing research. Formal speeches too was relevant in their answers which represented (25%) of the informants' answers. While, reading rapidly represented for them only (4.16%) of the answers.



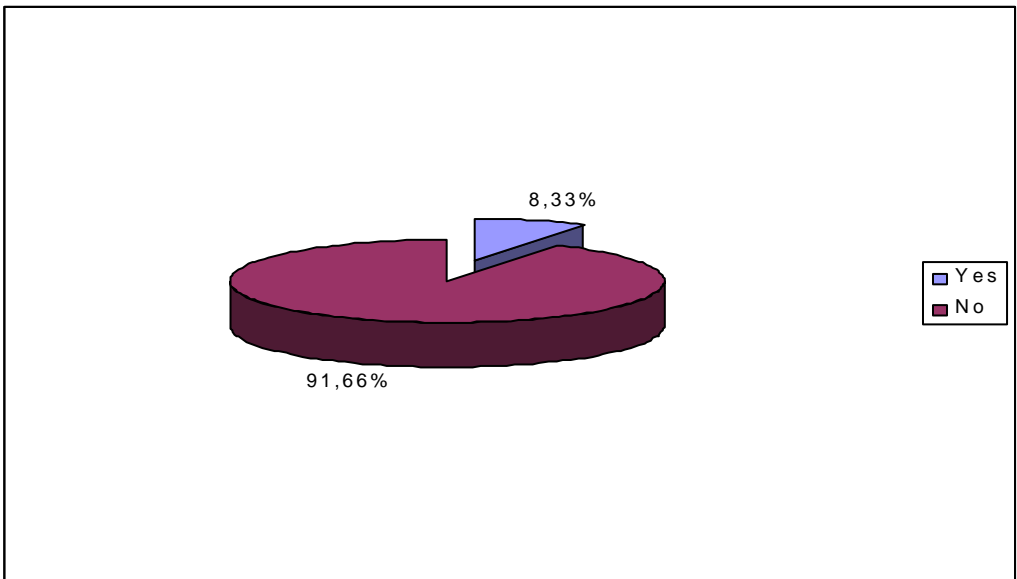
**Figure 2.6 Skills' importance to improve English language**

*Question 10:* Do you think time allocated to language courses can suffice you to grasp a proficiency in English language?

-Yes

-No

The answers to the crucial problem to time allocated to English language were almost the same with the negative answer that represented (91.66%) of the answers, while positive answers represented (8.33%). Thus, students are perfectly aware that within one hour and a half per week and complete absence of the target language outside the classroom is too weak and cannot permit the linguistic bath needed to grasp the proficiency requested.



**Figure 2.7 Adequacy to time allocated to the target language**

*Question 11:* According to you, how English courses should better prepare students to grasp language proficiency?

.....

.....

.....

.....

The majority of the students haven't answer to this last question but some have replied by very important answers which are:

- To introduce at least two (02) other sessions of English per week.
- The state or stakeholders have to raise the status of the English language from a foreign language to a second one.
- To raise the coefficient of the target language.
- To create cultural centers of the English language in order to read books.
- To read articles in English.
- Translations to Arabic.
- To listen to speeches very slowly.

The investigator may notice that students are very likely to learn English language, they are motivated and really show to make real endeavour to learn which is a very important asset to language acquisition.

## **2.7 Summary of the Main Results and Interpretation.**

The data gathered from teachers' interview and students' questionnaire revealed the following global results:

From teachers' interview:

The first findings common to the ESP field is that teachers are in no way engaged in any ESP in service or pre-service with (00%) percentage, and at the same time they are almost holding the BA degree in which we know there is no reference to ESP teaching and learning process.

Moreover, there are no norms of possible teaching experience which has varied from (1) year to (19) years according to the present investigation.

75% of the Informants replied that adequate material is absent as well as the absence of a designed course.

The problem of time inadequacy to grasp a linguistic proficiency is common to all the informants at (100%) of negative answers.

The number of students in a class according to (75%) of the informants should be 20 students per class.

Skill's importance according to teachers' in the prospect of the competency based approach is speaking and reading followed by listening and writing skills.

According to ESP teachers, students are lacking solid target language background which hinders them from moving to more narrowly directed field. According to Kavaliauskiene's (2002) research on ESP in which he sustains: "find it very hard to cope with learning ESP basically because of lack of the general English skills". In fact the findings are quite similar despite (7) or (8) of English instruction students are deprived from solid language background.

In the 10<sup>th</sup> question, the investigator tackled the LMD implementation and wanted to know whether or not teachers made pedagogic efforts to cope with the newly introduced system and whether challenges of this system are faced. The answers of the ESP teachers were unfortunately negative and no lecture formation attempt is made to make the harmonization of programs and curricula a possible challenge.

Finally, the question raised concerning collaboration between teachers was positive at (100%) of the language teachers, but ESP needs more than collaboration between target language teachers. Hence, collaboration has to be plausible between all teachers comprising subject specialists and language teachers for: “As far as the level of ESP teacher’s subject knowledge, it is generally thought that an instructor/teacher must have a working knowledge of the conceptual framework of the subject and actively engage the learner”. Dudley-Evans and St John (1998); Robinson (1991); Hutchinson and Waters (1987). All in all, one knows very well that a language teacher is not necessarily holding special formation about special directions they are engaged in, thus, Duley Evans and St John (1998:42-48) sustains that “one possible solution, team- teaching”. Furthermore, it is held that collaboration between teachers and subject teacher, is promoted and discussed by some ESP practitioners (Gray,1989; Benech, 2001 and Mulford & Rogers, 1982).

From students’ questionnaire:

The main data gathered from students’ difficulties and preferences with the target language are represented as follow:

Lack of solid bases of English background which hinged them from stepping to a more narrowly study skills despite a global load of seven years of past English instruction, with only (16.66%) of the students who answered to have a good English background.

Motivation of the learners is instrumental at (16.66%), where they replied learning English to learn English in order to get a job. (37.5%) of the students demonstrate an integrative motivation since they replied learning English because

they like it which is very positive to the learning process. Yet, (45.83%) of the informants replied learning the language only because it is part of the curriculum.

54.16% of Informants revealed to like English language which represents an average percentage comparing to the rest of the sample.

In the question number five (05), learners are asked if they can express themselves clearly. Thus, (50%) of the informants replied never expressing themselves clearly. Whereas, (37.50%) of the respondents replies that they rarely express themselves. Yet, only (12.5%) of the informants replied that they can express themselves clearly. From these findings we can understand students' frustration and negative attitudes about the English language.

In addition, one can notice from the question (06) the absence of adequate material to guide students with (58.33%) of the informants who replied not having books suitable to their ESP learning.

Furthermore, from the questions (07, 08 and 09) the informants have clearly demonstrated their preferences towards some skills and less ones to other skills. Yet, according to them in order to bridge the gap between linguistic deficiency and the language proficiency, skill focus should be first on the general listening comprehension one with (41.66%) of the answers. Then, second focus should be held to the writing skill with (29.16%). (25%) of the Percentage was held to the speaking form that have to be another pillar to language proficiency. Finally, the reading skill represents only (4.16%) of the degree of importance according to students. All in all, students are perfectly aware of the crucial importance of each skill despite different degrees of importance that were displayed by the informants.



The most outstanding problem displayed by students as well as teachers is the one of time allocated to English sessions, which represents one hour and a half per week, and this is in no way enough to grasp a linguistic proficiency with (91.66%) of the respondents who answered that time allocated to English lectures is not sufficient.

## **2.8 Conclusion**

In the second chapter, the investigator has tried to understand reasons behind language deficiencies and negative attitudes from the part of the learners. Yet, in order to do so, needs analysis is the inevitable step to follow in order to pinpoint students' needs, lacks, and deficiencies.

The needs analysis was conducted by a structured interview with teachers of English and a questionnaire with LMD students at the Science Economic Faculty at Abou Bekr Belkaid University.

Hence, informative qualitative and quantitative data were gathered. The first goal to the investigation conducted is to provide an adequate course as well as a sustainable syllabus. As it was sustained by Colin Payne in David Harper:

It then discussed the course objectives as derived from students needs, and outlines the design criteria which govern the translation of these objectives into course material. (1986:105)

Then, to tackle other administrative problems like the one of time allotted to the target language and directions to give special instruction to teachers of ESP.

Yet, the point here is that there is no direct application of the information obtained from needs analysis. Although the information gathered is useful, it still has to be subject to a great deal of interpretation before it can be usefully applied in programme planning.” Richards (2001)

This is why in the next chapter; the investigator will try to describe some approaches to course design, then, the way to structure a course before giving some suggestion and recommendations about material and course design in the last chapter.

## Notes to Chapter Two

### Traditional grammar

The entire body of grammatical work done in Europe and America before the rise of modern linguistics in the twentieth century. The European grammatical tradition began with the Greeks and was continued by the Romans, both of whom were chiefly interested in describing their own languages. The descriptive procedures and terminology they developed eventually came to be applied to modern languages like French and English, and the resulting Latin-based descriptions of English were taught in schools until at least the 1960s, since when many schools in English-speaking countries have ceased teaching any English grammar at all.

The work of the traditional grammarians still forms the foundation of modern grammatical work, but many changes have been introduced. Prescriptivism was replaced by description; the recognition of many more parts of speech and so.

### Structuralism

An approach to the study of language which sees a language as a structured system. Before the twentieth century, linguists took an *atomistic* view of language: they saw a language as essentially a collection of individual elements, such as speech sounds, words and grammatical endings. At the beginning of the twentieth century, the Swiss linguist Ferdinand de Saussure put forward a very different view: he argued that a language is best viewed as a structured system, with each element in it defined chiefly by how it is related to other elements. In this view, which has come to be called *structuralism*, it is the system which is the primary object of study, and not the individual elements present in that system.

In the 1960s, Noam Chomsky and his followers rebelled against the excesses of their predecessors, and they came to use *structuralism* as a swear word to denote everything they disliked about the earlier work, but in fact Chomsky's **generative grammar** is no less structuralist than other approaches, in the original sense of the term. Indeed, virtually all serious work in linguistics in the twentieth century has been structuralist in outlook, though many contemporary linguists continue to regard *structuralism* as a term of abuse and would not apply the term to their own work.

### Transformational Generative grammar

A particular type of **generative grammar**. In the 1950s, Noam Chomsky introduced into linguistics the notion of a **generative grammar**, which has proved to be very influential. Now there are very many different types of generative grammar which

can be conceived of, and Chomsky himself defined and discussed several quite different types in his early work. But, from the beginning, he himself favoured a particular type, to which he gave the name *transformational grammar*, or TG; TG has sometimes also been called *transformational generative grammar*, or TGG.

### **Cognitive science**

The science of the mind. Until recently, few scientists believed we could seriously undertake a study of the human mind, and the topic was largely the preserve of philosophers. In the last few years, however, various strands of investigation have come together from linguistics, psychology, philosophy, computer science and artificial intelligence, and the result has been the emergence of the new interdisciplinary field of *cognitive science*. The goal of cognitive science is to understand the structure and functioning of the human mind, and to this end it uses a variety of approaches, from philosophical debate through the study of language acquisition to computer modelling of vision. A recurring theme in the field is the modularity of mind, the idea that the mind is not a seamless whole but rather a collection of more or less specialized components with strong interconnections among them.

Cognitive science is largely a creation of the second half of the twentieth century, but its origins cannot be pinned down with any precision. Today, though, it is a recognized discipline, and both university courses and textbooks exist in some numbers.

### **Behaviourism**

The view that psychology should invoke only observable and measurable phenomena. Early in the twentieth century, psychology had become somewhat obscurantist and even metaphysical. Behaviourism originated as a healthy reaction to this state of affairs: the early behaviourists wanted to sweep away what they saw as empty speculation and the endless postulation of undetectable concepts. They therefore resolved to deal with nothing except what could be directly observed and preferably measured. Along with their rejection of the excess baggage of earlier approaches, they often went so far as to reject such intangible concepts as 'emotions', 'intentions', 'purposes' and even 'minds'.

Behaviourism exercised great influence over the linguist Leonard Bloomfield and the *American structuralists* who followed him: they, too, preferred to concentrate on directly observable linguistic behaviour and to refrain from abstract theorizing.

# CHAPTER THREE

**CHAPTER THREE****Approaches to Syllabus and Course Design****3.1 Introduction****3.2 Syllabus design, curriculum development, and course planning****3.3 Types of syllabi****3.3.1. Product Oriented Syllabus**

- 3.3.1.1 Grammatical Syllabus
- 3.3.1.2 Lexical Syllabus
- 3.3.1.3 Functional-Notional Syllabus
- 3.3.1.4 Situational Syllabus

**3.3.2. Process-oriented syllabi or analytic ones**

- 3.3.2.1 Competency based syllabus
- 3.3.2.2 Topical or content based approach
- 3.3.2.3 Skill based syllabus
- 3.3.2.4 Task based approach

**3.3.3 Characteristics of ESP courses**

- 3.3.3.1 Determining the course content
- 3.3.3.2 Organizing the course structure
- 3.3.3.3 Assessment

**3.4 The role a syllabus should play in the course design process****3.5 Material Development****3.6 Approaches to course design**

- 3.6.1 Language-centred course design
- 3.6.2 Skills centred
- 3.6.3 Learning centred

**3.7 Conclusion****Notes to Chapter Three**

### **3.1. Introduction**

The third chapter represents the conceptual framework to course design. For even if setting goals and objectives of learners and teachers of ESP is a crucial step to material and course design; other steps are inevitable for a successful operation. On the other hand, there are different models and approaches to course design that have to be stated before designing its own one.

In fact, within the implementation of the LMD system to face the challenges of the globalization process, new interactions between Universities in the world have been created or reinforced. Many comparative and complementary scientific researchers have been carried out or are in prospect to be done, made the ESP field not only an asset but vital to research development. Hence, it has become urgent to come up with the failure at the Science Economic Faculty and this is possible only with a good planning and a coherent designed course.

Hence, in this chapter the investigator will first highlight the main headings to course, syllabus and curriculum planning. Then, different syllabi models are described.

### **3. 2. Syllabus design, curriculum development, and course planning**

The teaching and learning operation cannot be sustainable without a careful planning. Hence, this last operation is set down at different levels.

Hence, Rodgers(1989:26) comments:

*Syllabi*, which prescribe one content to be covered

by a given course, form only a small part of the total school program. *Curriculum* is a far broader concept. Curriculum is all those activities in which children engage under the auspices of the school. This includes not only what pupils learn, but how they learn it, how teachers help them learn, using what supporting materials, styles and methods of assessment, and in what kind of facilities.

Quoted in Richards(2001:39)

Thus, one can understand that curriculum development can be a governmental operation which comprehends apart from the content, the methods and procedures used as a method of instruction. Nunan (1988) too made a clear distinction between syllabus design and curriculum development, where he sustained that: “*Syllabus design* concerns the selection of items to be learnt

and the grading of those items into an appropriate sequence. It is different from curriculum design. He added that in the latter, the designer is concerned not just with lists of what will be taught and in what order, but also with the planning, implementation, evaluation, management and administration of education programmes”. Quoted in **Jeremy Harmer (2003: 295)**

Moreover, course design in ESP was previously seen as learning repertoires and pre-established vocabulary has witnessed failure from students’ lack of motivation and interest, and has become learner-oriented instruction, for it stresses the individual needs of learners, the role of individual experience, and the need to develop awareness, self-reflection, critical thinking, learner strategies, and other qualities and skills that are believed to be important for learners to develop. **Richards (2001)**



Thus, the starting point to ESP course design has become students' needs analysis. Yet, According to White (1988:26) quoted in Benyelles (2009) thesis, in order to develop a course any teacher or practitioner has to undergo the following stages:

### **Stage 1: Needs Assessment**

Hutchinson & Waters sustain that: "...if we had to state in practical terms the irreducible minimum of an ESP approach to course design, it would be needs analysis, since it is the awareness of a target situation." (1987:53)

Hence, in doing so, the investigator can provide two kinds of information according to Sysoyey. P (2000). The first reflects learners' "possession" - their current level in their target language, field knowledge, motivation, methods of learning they have experienced, etc. The second represents what learners want to achieve - what traditionally has been called "ESP needs".

Yet, needs analysis, would be the first step to gather information about students needs.

### **Stage 2: Formulation of Goals and Objectives**

After pinpointing students' needs, lacks and deficiencies; the teacher can decide on precise goals and objectives to teach according to the field specifications. Yet, the investigator has already made a distinction between goals and objectives before (see p 44). Nonetheless, Nunan (1988) gives a clear description of how the course designer should state objectives.

Students will learn that ...

Students will be aware of ...

Students will develop ...

### **Stage 3: Formulation of the Content**

Once, goals and objectives are determined, the course designer has to conceptualize them into a coherent content introducing skills' implementation according to weaknesses and preferences already assessed from the (NA), as well as vocabulary focus in terms of ESP specifications and to decide on language functions intended.

### **Stage 4: Selecting and Developing ESP Materials**

If materials exist, then it is a matter of selection and arrangement; if not, the teacher has to develop its own. The case in Algeria is that, ESP teachers generally rely on web materials and activities, but they are not necessarily based upon actual needs of our learners. But the wisdom of the ESP teacher can adapt any given material to ones' situation. Thus, as K. Graves points out, teaching materials are "tools that can be figuratively cut up into component pieces and then rearranged to suit the needs, abilities, and interests of the students in the course (Graves K., 1996: 27).

### **Stage 5: Course Planning**

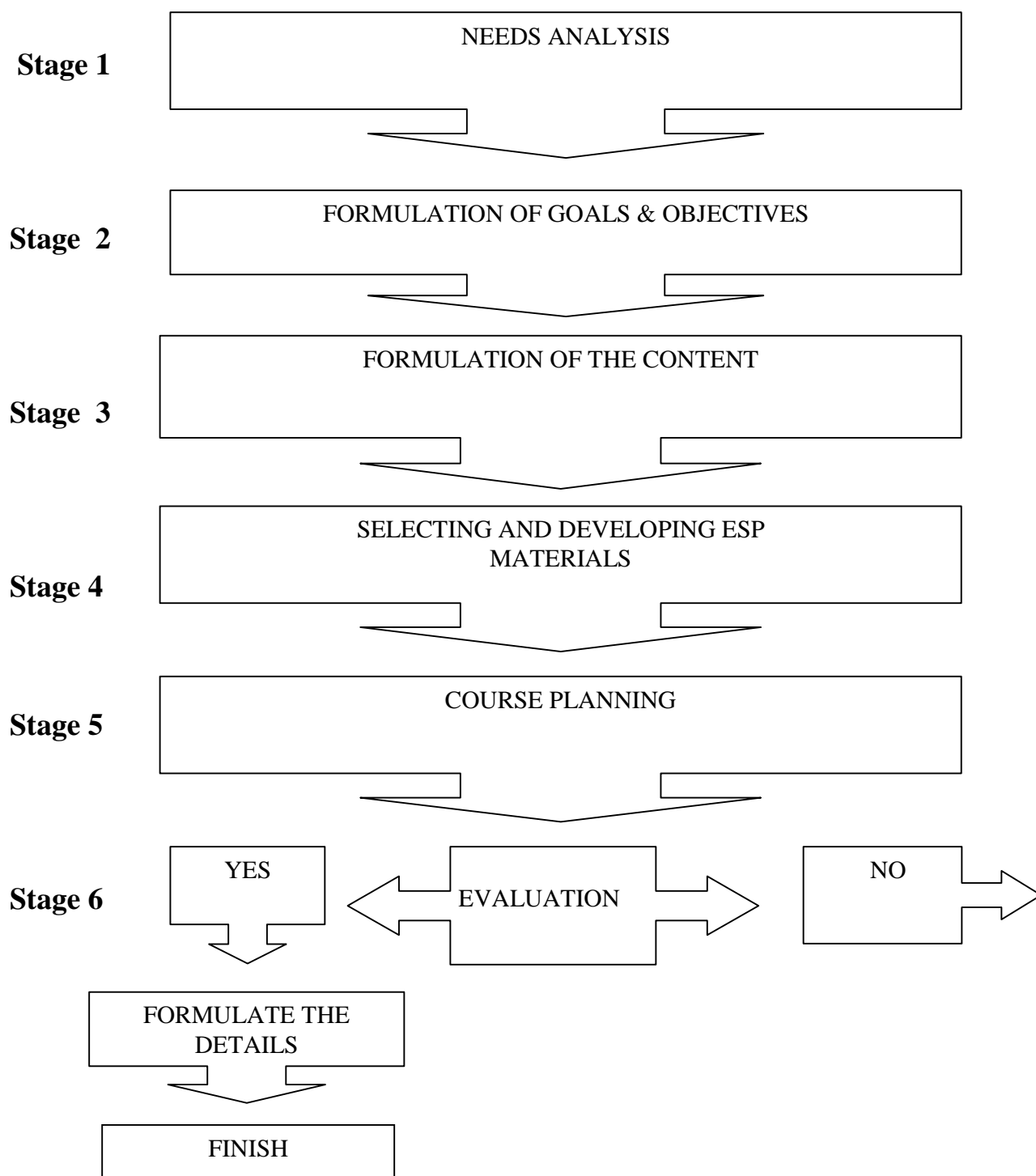
At this level, content and materials are determined; the teacher according to the method used has to organize the sequencing of the items to be introduced. Generally, teachers start with what students already know or with a fairly simple task, and then pass to more complex activities. Of course, learner centeredness is characterized by an emphasis on the process rather than product, a focus on learner

differences, learner strategies, and learner self-direction and autonomy. Clark (1987), quoted in Richards (2001:118).

### **Stage 6: course Evaluation**

The crucial step of course evaluation is very important for teachers to evaluate the effectiveness or failure of their course planning. In fact, evaluation might be through permanent observation of the teacher to students' participation, motivation and good willing in the class; as well as, the results and marks from ongoing tests and exams. Thus, according to White (1988), if evaluation is positive, then the teacher would have only to formulate the details of the course. If not, the teacher should return to the second stage to reformulate the goals and objectives of the course.

Hence, the teacher has pay attention that the learning and teaching operation is not a mechanical process, yet, he has to be flexible to adjust different goals to different students' needs.



**Figure 3. 1 : steps in developing an ESP course**

**Source: (adapted from White 1988)**

### 3. 3. Types of Syllabi

One cannot speak about course design without speaking about syllabus design, for a syllabus is referred to as the "summary of the content to which learners will be exposed". Yalden (1987: 87)

Then, the history of ELT witnessed the elaboration of a number of syllabi that differs from each other in some assumptions and beliefs about linguistic or cognitive aspects. Yet, the choice of a syllabus is a major decision in language teaching.

Syllabi can be divided into two different types: Product-oriented and process oriented.

#### 3.3.1. Product Oriented Syllabus

Also known as the synthetic syllabus, focus on what learners will know as a result of instruction and they typically list a selection of graded items to be 'learnt' by the learners. Hence, a synthetic approach is contrasted with an analytic approach, which is one where there is no attempt at this careful linguistic control of the learning environment. (Wilkins1976).

##### 3.3.1.1 Grammatical Syllabus,

Historically, the most prevalent of syllabus type is perhaps the grammatical syllabus in which the selection and grading of the content is based on the complexity and simplicity of grammatical items. Examples include nouns, verbs, adjectives, statements, questions, subordinate clauses, and so on. The learner is expected to master each structural step and add it to his grammar collection. As such the focus is on the outcomes or the product. Criticism about the syllabus was that it does not enable the learner to use the language, but rather to learn and

accumulate a passive knowledge of the language. Hence, such learners lack confidence in their productive skills.

### 3.3.1.2 Lexical Syllabus,

One that identifies a target vocabulary to be taught normally arranged according to levels such as the first 500, 1000, 1 500, 2 000 words (Richards. 2001). That is, the syllabus is formed by chunks of lexical phrases, collocations, idioms, fixed and semi-fixed phrases. But, Harmer (2001) sustains that it would be complex to apply this type of syllabus, from one hand because there are so many facets to lexis like: issues of word formation (e.g. suffixes and other morphological changes) word-grammar triggers (e.g. verbs which are followed by certain syntactic patterns). Connotation and the use of metaphor. From the other hand, the problem with lexical syllabuses is the relationship between lexis and grammar.

### 3.3.1.3 Functional-Notional Syllabus,

One that is organized around communicative functions such as: requesting, complaining, suggesting, agreeing. Robinson (155:2001) Harmer (2001:297) added that “The syllabus designer then chooses exponents for (ways of expressing) each function. In other words, the content of the language teaching is a number of the *functions* that are performed on using the language, within the *notions* that language uses to express. Functions can be exemplified by instances such as inviting, requesting, agreeing, apologizing; and notions embrace age, colour, size, comparison, time, etc.

Functional syllabuses such as Threshold Level were the most popular alternative to the structural syllabus, for combining the conceptual and the

intentional aspects of language. However, it can be traced back to the work of Chomsky in the 1960's when he advanced the two notions of 'competence' and 'performance' as a reaction to the prevalent audio-lingual method and its view on language learning. These two concepts were later developed by Hymes into a 'communicative competence' which refers to the psychological, cultural and social rules which discipline the use of speech.

White (1988:77) critics were that "**language functions do not usually occur in isolation**" and there are also difficulties of selecting and grading function and form.

Richards (2001) describes functional syllabuses as generally regarded as only a partial component of a communicative syllabus. Alternative proposals for communicative syllabus design include task-based and text based syllabuses.

#### **3.3.1.4 Situational Syllabus,**

**“ One that is organized around the language needed for different situations such as the airport at a hotel. A situation is a setting in which particular communicative acts typically occur”.** Richards (2001:156)

Yet, this framework is organised around a list of situations which reflects the way language and behaviour are used every day outside the classroom. This concept seems to suit English for Specific purposes, for, ESP approaches to curriculum development attribute a central role to the situation or setting in which communication takes place and the following elements of the situation

(Munby1978; Feez 1998):

- the participants
- their role relations
- the transactions they engage in
- the skills or behaviors involved in each transaction
- the kind of oral and written texts that are produced
- the linguistic features of the texts.

Quoted in Richards (2001).

One advantage of the situational approach is that motivation will be heightened since it is "learner- rather than subject-centered" (Wilkins.1976: 16). On the other hand, this framework will not be adequate for students learning general English.

### **3.3.2. Process-oriented syllabi or analytic ones**

More recently, applied linguists have become more concerned with the pedagogic processes of how we achieve our outcomes as a result of a sense of failure in product-oriented courses to enhance communicative language skills. Thus, much more focus was oriented on specifications of the learning process by the use of tasks and activities. Nunan claims that the focus is on the learning process rather than the learning product and there is little or no attempt to relate these processes to outcomes. ( Nunan, 1988).



### **3.3.2.1 Competency Based Syllabus,**

Is an approach to teaching that focuses on transactions that occur in particular situations and their related skills and behaviors. Richards (2001:157).

Competency Based Education focuses on outcomes of learning. CBE addresses what the learners are expected to do rather than on what they are expected to learn about. CBE emerged in the United States in the 1970s and refers to an educational movement that advocates defining educational goals in terms of precise measurable descriptions of knowledge, skills, and behaviors students should possess at the end of a course of study. Richards and Rodgers. (2001)

### **3.3.2.2 Topical or Content Based Syllabus,**

One that is organized around themes, topics, or other units of content rather than grammar, functions, or situations is the starting point in syllabus design. Richards (2001:157).

Content syllabuses certainly give learners a lot of exposure to the language, which is one advantage of the process, but is it not sufficient to produce a syllabus that is merely a list of topics. How will teachers know which particular items of language to focus on more closely?

Harmer (2001) replies that: “providing students with a sequence of topics which are relevant and engaging is an important part of a syllabus designer or

coursebook writer's skill. But on its own such organization is unlikely to be sufficient for syllabus organization. (2001: 299)

### **3.3.2.3 Skill Based Syllabus,**

One that is organized around the different underlying abilities that are involved in using a language for purposes such as reading, writing, listening, or speaking. Richards (2001:161)

The content of the language teaching is a collection of specific skills to use the language. Skills are things that people must be able to do to be competent in a language. While situational syllabuses group functions together into specific settings of language use, skill-based syllabuses group linguistic competencies (pronunciation, vocabulary, grammar, and discourse) together into skills, such as listening to spoken language, writing well-formed paragraphs, giving effective oral presentations, and so on.

### **3.3.2.4 Task Based Syllabus**

One that is organized around tasks that students will complete in the target language. Richards (2001:161)

According to Skehan (1996:20):

Tasks are activities which have meaning as their primary focus. Success in tasks is evaluated in terms of achievement of an outcome, and tasks generally bear some resemblance to real-life language use.

Quoted in Richards (2001: 161)

An example of the task-based learning is one of Prabhu (1987:138) where tasks are related to topics:

**1** Clockface

a Telling the time from a clockface; positioning the hands of a clock to show a given time.

b Calculating durations from the movement of a clock's hands; working out intervals between given times.

c Stating the time on a twelve hour clock and a twenty-four hour clock; relating times to phases of the day and night.

Quoted in Harmer (2001:299)

A task-based syllabus may well satisfy the desire to provide meaning-based learning but until there is a way of deciding which tasks should go where, such a syllabus remains tantalisingly 'ad hoc', and fails to command sufficiently widespread support amongst teachers and methodologists for it to become universally accepted. Harmer (2001:299)

### 3.3.3 Characteristics of ESP Courses

ESP course design is the product of a dynamic interaction between a number of elements: the results of the needs analysis, the course designer's approach to syllabus and methodology, and existing materials (if any). (Robinson, 1991).

In fact, needs analysis was fostered by the widespread of ESP field due to the technological and communication network; then, new syllabuses were elaborated to meet the new demands and much focus has been oriented towards learner's pedagogic processes to internalise and achieve linguistic proficiency including the use of strategies to enhance learner's motivation. Hence, according to Strevens (1977), several levels of restriction are involved within ESP courses which are determined, in some or all of the following ways:

(i) **restriction**: only those "basic skills" (understanding speech, speaking, reading, writing) are included which are required by the learner's purposes;

(ii) **selection**: only those items of vocabulary, patterns of grammar, functions of language are included which are required by the learner's purposes;

(iii) **themes and topics**: only those themes, topics, situations, universes of discourse, etc, are included which are required by the learner's purposes;

(iv) **communicative needs**: only those communicative needs ... are included which are required for the learner's purposes.

Yet, ESP has given another role to the language teacher who becomes a knowledge provider and a facilitator of students' learning and no more as a resourceful authority. Kashani et al (2007).

### 3.3.3.1 Determining the Course Content

Tyler (1949) has summarised four fundamental questions that must be answered in developing any curriculum and plan of instruction which have been summarised to a simple model:

Aims and objectives



Content



Organization



Evaluation

Thus, *aims and objectives* refer to what will be taught? Of course needs analysis should be the starting point to determine those aims and objectives.

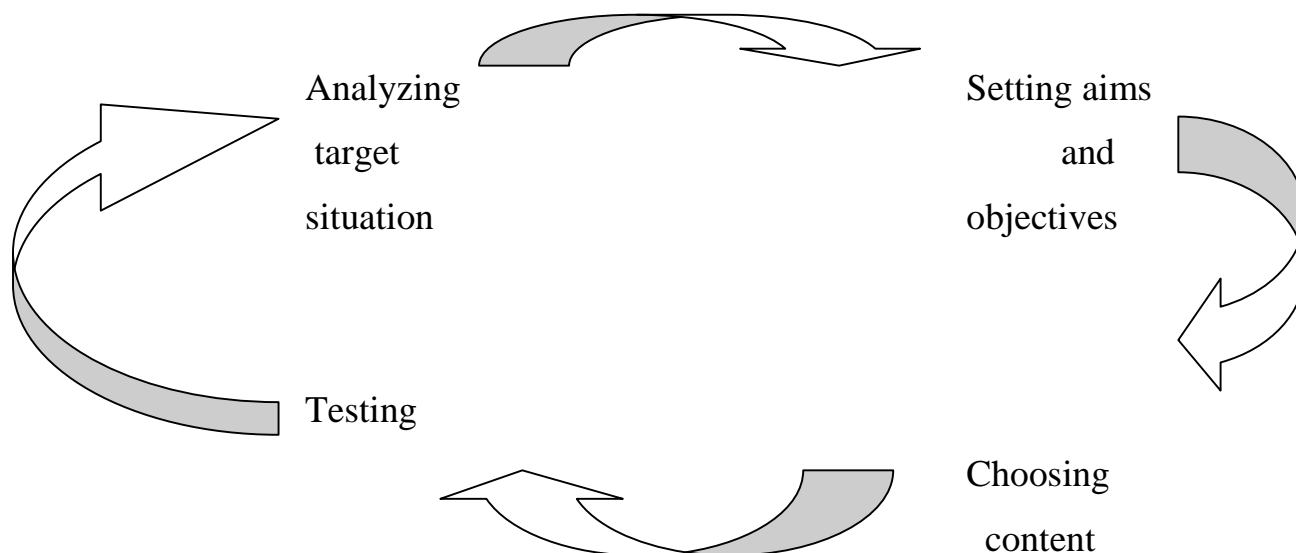
Then, *content* will be the task of teachers or stakeholders to determine the way the teaching process will be introduced, that is the choice of the method and syllabus intended.

The *organization* asks the question, in which order will educational experiences effectively organized?

*Evaluation* is the last not least step to check whether decisions made above were successful and how evaluation can best be geared.

Thus, Richards (2001:146) summarises: “In order to develop a course rationale, the course planners need to give careful consideration to the goals of the course, the kind of teaching and learning they want the course to exemplify, the roles of teachers and learners in the course, and the beliefs and principles the course will reflect.”

Miliani (1984) too has designed the following cyclical process of syllabus design and course planning.



**Diagram 3.1: The process of Syllabus Design (Miliani 1984)**

**Source: From Benyelles (2009) doctorate thesis**

### 3.3.3.2 Organizing the Course Structure

Decisions about course content also need to address the distribution of content throughout the course. This is known as planning the *scope* and *sequence* of the course. Richards (2001:149).

Thus, the *scope* is concerned with the breadth and depth of coverage of items in the course. (Ibid)

In other words, to select what to teach, of course according to some parameters. “ESP approaches to curriculum development attribute a central role to the situation or setting in which communication takes place and the following elements of the situation (Munby 1978; Feez 1998):

- the participants
- their role relations
- the transactions they engage in
- the skills or behaviors involved in each transaction.
- the kinds of oral and written texts that are produced.
- the linguistic features of the texts.

Then, the *sequencing* of the content or what is known by grading the content may be based on the following criteria according to Richards (2001).

#### **1 – Simple to complex,**

In order not to waste time, it is preferable to start with simple items, then to introduce more complex ones.

#### **2- Chronology,**

Content may be sequenced according to the order in which events occur in the real world.

**3- Need,**

The utility to the learner, that is to say, ESP students' specifications have different language needs.

**4- Prerequisite learning,**

For instance, to use what learners know in order to teach them unknown items.

**5- Whole to part or part to whole,**

What is known by the deductive and the inductive processes. Thus, the former goes from general learning to the more particular one. The latter goes from the particular to the general one.

**6- Spiral sequencing**

This approach involves the recycling of items to ensure that learners have repeated opportunities to learn them. Richards (2001)

**3.3.3.3 Assessment**

Whether or not aims and objectives have been attained is the step to reach at this stage. Hence, assessment can be an ongoing process, that is, the teacher may check whether or not his students are processing information by the mere participation in class or by answering to activities. Furthermore, assessment can be planned by some weekly or semester quizzes and tests. Yet a good test can be achieved thanks to some characteristics according to Harmer (2001).

- **Validity:** a test is valid if it tests what it is supposed to test (ibid:322).
- **Reliability:** in practice, 'reliability' is enhanced by making the test instructions absolutely clear, restricting the scope for variety in the answers, and making sure that test conditions remain constant.



### 3.4 The Role a Syllabus Should Play in the Course Design Process

Generally, the course design depends upon the syllabus chosen. Hence, the choice of a syllabus is crucial in language teaching. Furthermore, even though different syllabi follow up different methodologies, with the same syllabus one may find principles from different existing syllabi.

Hence, the syllabus designer has to balance a number of criteria when making decisions about selection and grading. (Harmer, 2001)

- **Learnability:** the choice about linguistic items or structures to introduce first should start with easy structures that are best grasped by learners than more difficult ones can be introduced.
- **Frequency:** selection about items to use more frequently will make it easier for learners to use the target language. Furthermore, within an ESP context, each specific field has its own register or vocabulary specific to the special formation students are involved in.
- **Coverage:** some words and structures have greater coverage (scope for use) than others. Harmer (2001:296) .Here again lies the repetitions of words or forms of structures that can be used more repeatedly than others.
- **Usefulness:** the type of vocabulary used depends on the utility for learners. For instance, for science economic students, economic texts or data will be presented with the use of the present simple or the present continuous.

The next step for syllabus designers is to choose an adequate syllabus for the target teaching. According to Richards (2001), factors influencing syllabus framework for a course are:

- *Knowledge and beliefs about subject areas*, for instance, in an ESP case; ideas and beliefs about the way to present the four skills are different from other subject areas. As well as we notice the notion of learner centeredness that is generally held to the ESP learning process.
- *Research and theory*, research on language use and learning as well as applied linguistics theory sometimes leads to proposals in favour of particular syllabus types.
- *Common practice*, what was already built up as a basis of the teaching practice from previous experiences, serves as model for the choice of syllabus.
- *Trends*, in the Algerian case, it is generally the sake of stakeholders comprising government and ministries decisions.

### 3.5 Material Development

Hutchinson & Waters (1987:96) state, there are three possible ways of applying materials: using existing materials, writing materials and adapting materials. Yet, material development is not an easy task that can be achieved by all ESP teachers as it has been previously stated by Hutchinson & Waters (1987:106): **“Few have had any training in the skills and**

**techniques of materials writing**". They dared to add that it shows a cavalier attitude to the activity of materials writing. (ibid)

Furthermore, "**Only a small proportion of good teachers are also good designers of course materials**" added Dudley Evans and St Johns (1998:173).

Moreover, "**ESP teachers find themselves in a situation where they are expected to produce a course that exactly matches the needs of a group of learners, but are expected to do so with no, or very limited, preparation time**". Johns (1990:91)

Consequently, according to Robinson (1991), published textbooks have the advantages of saving time, costing less than in-house materials, having greater availability, and being easy access for learners to reviewing and referencing.

Hence, in the process of material *selection, reorganization* and *sequencing*, three kinds of consideration were stressed (Chen 2005):

1. The selection of materials with properly difficult language input in terms of vocabularies and structures with consideration of their level transition to difficulty;
2. Attention to subject content input in the tailor-made materials, usually from general topics to subject- specific topics;

3. The adaptation of adequate and appropriate activities in the selected materials, namely, the activities in each unit have to be coherently matched to avoid discretion and isolation in materials adaptation and to make the adapted textbooks complete.

Otherwise, there are some principle important factors to hold on in order to write any material. This is what is highlighted in the next title.

✓ **Decisions in material design**

According to Richards (2001:264), decisions to take before material's design are:

- Developing aims.
- Developing objectives
- Developing a syllabus
- Organising the course into units
- Developing a structure for units
- Sequencing units.

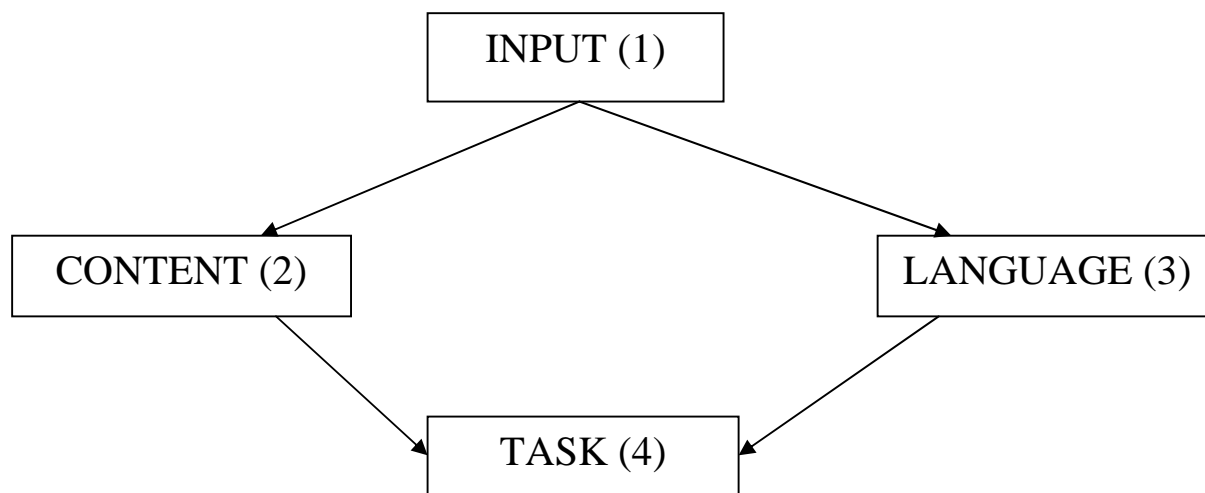
**Further decisions:**

- Choosing input and sources.
- Selecting exercise types.

Furthermore, the main issue in material's design is the one of authenticity, introduced by Robinson (1991). Yet authentic materials have to meet real life students' needs and requirements. Hence, "A material model

must be clear and systematic but flexible enough to allow for creativity and variety”. Hutchinson and Waters (1987: 107).

Consequently, they designed the following material’ model:



**Figure 3.2 A materials design model**

**Source:( Hutchinson & Waters 1987:109)**

For them, all the design framework is based on the task, where, the primary focus of the unit is the task (**Hutchinson & Waters, 1987**).

The input will of course be determined from the prevailing needs analysis to meet students’ needs and requirements from the learning process. This input is driven by the target language and the content which may carry different ESP fields. Thus, **“the language and content are drawn from the input and are selected according to what the learners will need in order to do the task.”** Ibid.

### 3.6 Approaches to Course Design

Course design involves putting the theoretical decisions about objectives and into a context. Robinson (1991:41). Yet different approaches to course formation have been formulated by different designers. Hence, Hutchinson and Waters (1987) have formulated the following approaches to course design:

1. Language-centred course design
2. Skills-centred
3. Learning-centred

#### 3.6.1 Language-Centred Course Design

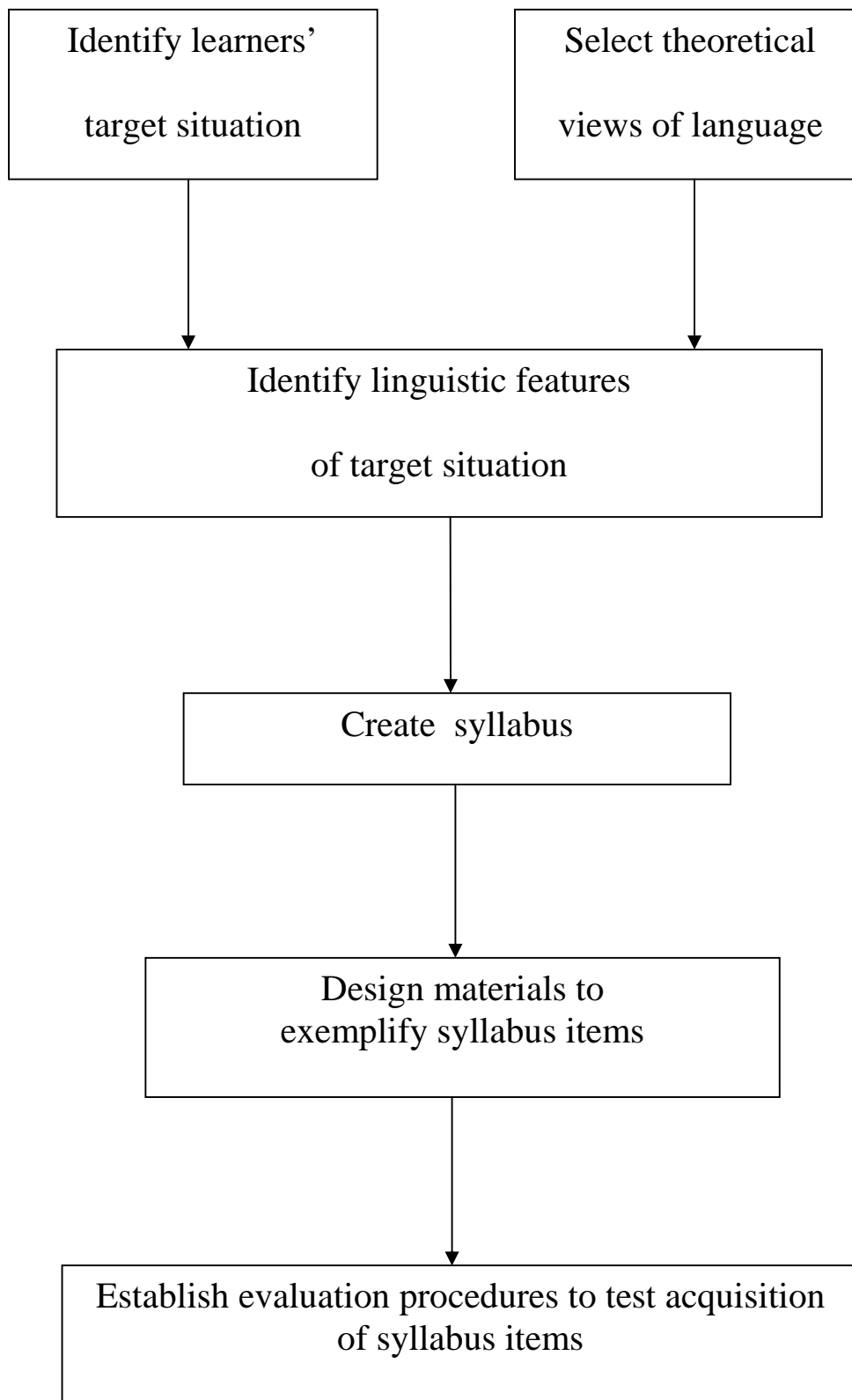
“Its starts from the learners and their needs, and thus it might be considered a learner-centred approach, but it is, in fact, not learner-centred in any meaningful sense of the term”. Hutchinson and Waters (1987:66).

They added that: **“we must, however, avoid the mistake made by the Audio lingual Approach of believing that because language has been describable system, describing that system will induce systematic learning”**. (ibid)

In fact, language description doesn't mean its learning. The language teacher has traditionally looked to the linguist and grammarian for guidance.

He has adopted the linguist's categories of language description and used them as categories of instruction. Mackay and Mountford (1978:15)

Hence, Hutchinson and Waters (1987) criticised the approach as being not learner-centred, but simply learner-restricted. They added that: "the language-centred process can also be criticised for being a static and inflexible procedures, which can take little account of the conflicts and contradictions that are inherent in any human endeavour". Hutchinson and Waters (1987:67)



**Figure 3.2** A language-centred approach to course design

**Source:** Hutchinson & Waters (1987: 66)



### 3.6.2 Skills Centred

The skills-centred approach is found on two fundamental principles, one theoretical, the other pragmatic. Hutchinson and Waters (1987)

For them, the theoretical hypothesis is the one based on the use of learning strategies from the part of the learners in order to process information.

Moreover, the pragmatic hypothesis is based on the distinction made by Widdowson (1981) between goal-oriented courses and process –oriented courses (seen above with process-oriented and goal oriented syllabuses). Yet, the process-oriented approach is defined by Holmes (1982) as:

The process-oriented approach.... Is at least realistic in concentrating on strategies and processes of making students aware of their own abilities and potential, and motivating them to tackle texts on their own after the end of the course, so that they can continue to improve.

Holmes(1982), quoted in . Hutchinson and Waters (1987:70)

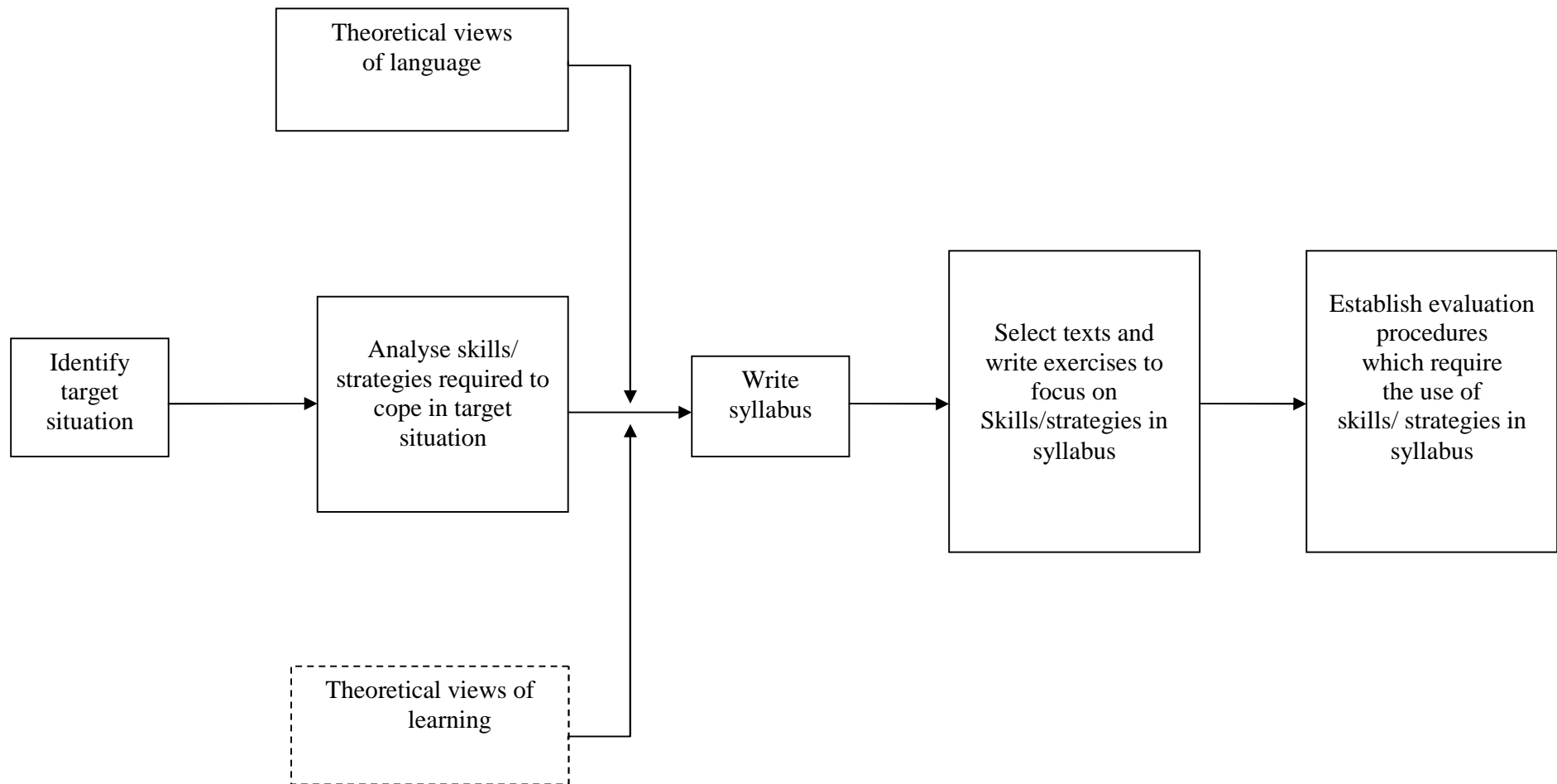
In other words, the skills-centred approach sees ESP course as helping learners to develop skills and strategies which will continue to develop after the ESP course itself. Its aim is not to provide a specific corpus of linguistic knowledge but to make the learners into better processors of information. Hutchinson and Waters (1987)

All in all, this can be summarised within the principles of learner centeredness which as Clark (1987) sees in his educational philosophy as leading to an emphasis on *process* rather than *product*, a focus on learner differences, learner strategies, and learner self-direction and autonomy.

Therefore, according to Tom Hutchinson & Alan Waters (1987), the role of needs analysis in a skill-centred approach is twofold.

- It works as a basis for pinpointing the learner's competence that enables them to achieve a linguistic competence in the target situation.
- It highlights the learner's capabilities and abilities in ESP classrooms for the course designer.

Yet, the skill-centred approach is criticised as being the learner as a user of language rather than a learner of language



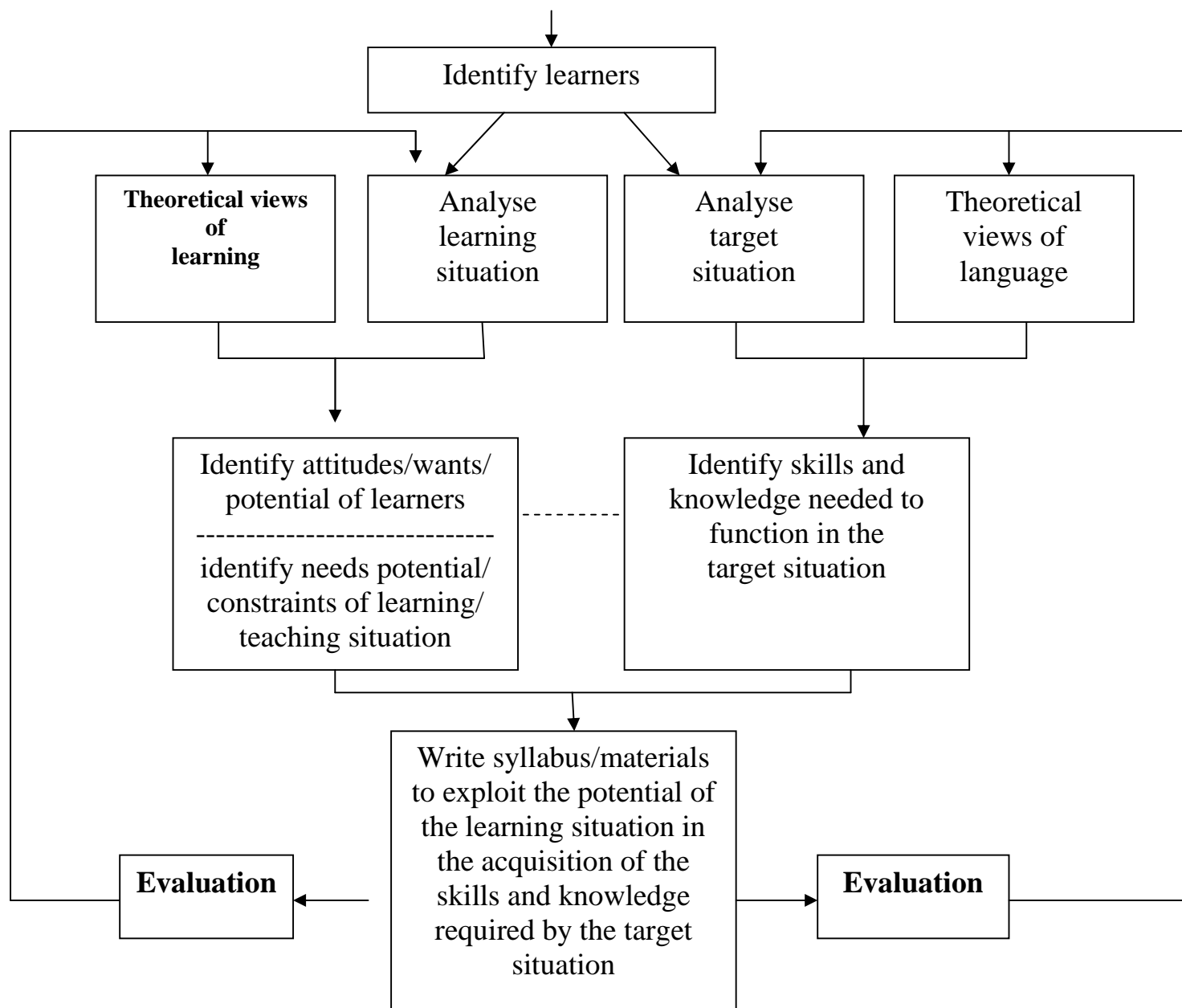
**Figure 3.3: A skills-centred approach to course design**  
**Source: Hutchinson & Waters (1987: 71)**

### Learning Centred

This approach is characterised by focusing the learning process only on the learner. Learning, therefore, is an internal process, which is crucially dependent upon the knowledge the learners already have and their ability and motivation to use it. Hutchinson and Waters (1987). However, a learning-centred approach to course design takes account of the learner at every stage of the design process. (ibid). Hence, this has two parameters:

- a) Course design is varying from one situation to another one. For instance, the ESP learning situation and the target situation will both influence the nature of the syllabus, materials, methodology and evaluation procedures, according to Hutchinson and Waters (1987). As was already noticed by Stufflebeam et al (1985:111): “It often happens that some of the information may be contradictory”. That is, the information gathered from needs analysis.
  
- b) Course design is a dynamic process. It does not move in a linear fashion from initial analysis to completed course. Hutchinson and Waters (1987:74). It must be built on assessments and continual feedback in order to check the success or failure of the different steps in the process.

The present approach is represented by the diagram below:



**Figure 3.4 A learning-centred approach to course design**

**Source: Hutchinson & Waters (1987: 74)**

### 3.7 Conclusion:

The above chapter; has been used to highlight the main concepts to take into account in course planning. Yet, the investigator cannot speak about course design without tackling two parameters of syllabus and curriculum development.

Then, the research has revised the main headings to syllabus design and the main methods that characterized the continual changing to the teaching and learning process from synthetic syllabuses to analytic ones. The investigator has then, tackled the main steps to follow in order to present a coherent and cohesive ESP course.

The last part has served as a model for the main approaches to course design and this will serve the sake of designing an ESP course in the last chapter for first year learners of LMD at the Science Economic Faculty.

## Notes to Chapter Tree

### Course

A completed integrated series of lessons which are identified by a common title and / or number.

### Curriculum

The aggregate of courses of study given in a learning environment. The courses are arranged in a sequence to make learning a subject easier. In schools, a curriculum covers several grades.

### Needs Analysis

Procedures used to collect information about learner's needs are known as needs analysis.

### Syllabus

A list of subjects, topics, texts, etc included in a course of study.

# CHAPTER FOUR



**Chapter Four**

**Recommendations to ESP learning/ Teaching Course**

**4.1 Introduction**

**4.2 Role of the Teacher**

**4.3 Role of the ESP Practitioner**

**4.4 Recommendations for Remedial Work**

4.4.1 Rising Learners' Autonomy

4.4.2 Rising Learners Language Learning Strategies

4.4.3 Creating Motivation in Classrooms

4.4.3.1 Motivation Defined and Typology

4.4.3.2 Generating Students' Motivation

4.4.4. Pre-Service or in-Service Training for ESP Practitioners

4.4.5 Creation for ESP Centres

4.4.6 Time Allocated to English Lectures

4.4.7 Designing Adequate Course

**4.5 Design of sample units**

**4.6 Conclusion**

## 4.1 Introduction

English language introduction in nearly all scientific fields, and the implementation of the LMD system which main purpose is harmonization between national and international universities fostered the importance of all ESP fields. Yet, good English language mastery is no more an asset to get a good job but a fundamental pillar to achieve the goals of the LMD system and to defeat the challenges of the globalization fast changing technologies whether scientifically, economically or politically.

Therefore, the issues encountered in the Algerian University within the ESP teaching and learning are multiple. Yet from the above needs analysis, the researcher has noticed several deficiencies from different sources. Hence, problems come from the instructors themselves, for they are not subject specialists and what makes the teaching process more difficult is a total absence of any defined course. Adding to that, a failure as far as time allocated to English sessions which is in no way enough to grasp the language targeted.

Henceforth, in this fourth chapter, the investigator will try to highlight at first the main roles a language teacher and a subject specialist should hold. Then, he will move to some recommendations for a remedial work, as well as, some suggestions for an ESP course for first year students of LMD system at the Science Economic Faculty.

## 4.2 Role of the teacher

The continual and rising importance led to the English language due to the shift in the methods and approaches of the teaching, learning process partly, from the launch communicative reform, from one hand; which replaced the teaching fronted classrooms by the learning centred ones.

On the other hand, the pressure felt from the globalization process like the newly introduced *task based instruction* urges teachers to change completely their way of teaching, which may not be welcomed by all the teachers or instructors. In this way, Richards (2001) posits:

**Some teachers may welcome the chance to try out a new syllabus or materials. Others may resent it because they see it as disrupting their routine and not offering them any financial or other kind of advantage.**

(Richards 2001:99)

Hence, in order to define the roles of the teacher, it is worth remembering the motto-like teaching process, “**A teacher is a P.L.E.F.T.E.R**”, put forward by the General Inspectorate of English. From Benmoussat Thesis (2003).

The abbreviations combined in the acronym P.L.E.F.T.E.R. stands for:

*Planner*; i.e. obviously one of the most important teachers' tasks is planning and organising the course lecture and structuring a sequence to the teaching model.

*Linguistic model*, i.e. the fluency in the language taught is an important quality of the good language teacher to imitate.

*Evaluator*, i.e. of course the teacher has to check whether or not students are grasping and processing the data he tries to teach them.

*Facilitator*, i.e. language learning strategies and different aids proposed by the teacher helps learners to understand clearly and easily.

*Team member*, i.e. in some activities the teacher takes part as a one the students.

*Educator*, i.e. the teacher is a model to imitate by students.

*Researcher*, i.e. especially with nowadays web connection, the teacher has to keep up with the last methods and technologies used in the language teaching and be in continual scientific exchange with other teachers from the world. This is, what is put forward and warmly induced by the LMD system.

The roles defined above and not definite and are constantly renewed to try to fulfil at best the many faceted teachers' roles. Because, as frequently, too,

teachers describe themselves as ‘actors’. (Harmer 1995). Quoted in Harmer (2001:63).

Khalil Gibran (1991) stands: “**If (the teacher) is indeed wise, he does not bid you enter the house of his wisdom, but rather leads you to the threshold of your own mind**’ (Gibran 1991:76). Yet, it is clear, then, that one cannot really limit the teachers’ roles, nonetheless, the investigator can only try to define the most frequently used roles.

Therefore, Harmer (2001) used other qualifiers to define the teacher specifications like, the teacher as a, an:

- **Controller:** the teacher is in charge of the class and leads the different activities.
- **Organiser:** the sequencing of the steps of a course are important to get students engaged and motivated in class.
- **Assessor :** to give feedback whenever it is necessary.
- **Prompter :** from time to time, the class needs help whether for vocabulary lack in a role-play activity. The teacher, then, helps and serves as a prompter.
- **Participant:** the teachers’ participation at activities creates a friendship atmosphere and may help some students to feel confident and participate in class.
- **Resource:** one of the most important teachers’ role is to act as a resource since the teachers’ knowledge is larger than his or her students, but as Harmer (2001) posits:

**“one of our really important jobs is to encourage students to use resource material for themselves, and to become more independent in their learning generally”.**

Harmer (2001:61)

- **Tutor:** especially, within learner centred classes, where the class is not overloaded, the teacher may act as a tutor, which, implies to give more intimate support and care.
- **Observer:** definitely, the teacher acting as an observer means that he is aware of what is happening in the class, and ready to check the ongoing learning process

By this way, the teacher may built an action research. *Action research* aims to solve classroom problems to develop appropriate methodologies. Benmoussat (2003)

Furthermore, the investigator has tackled with the most important teachers' roles and, yet, within an ESP context things may change and teachers' responsibilities may take other directions, this is what is investigating below.

### 4.3 Role of the ESP Practitioner

One can systematically notice that the word teacher is replaced by practitioner in ESP context. Swales (1985) prefer with some justification to use the term ‘ESP practitioner’ rather than ‘ESP teacher’ in order to reflect this scope. From Hutchinson & Waters (1987).

Dudley-Evans and St John (1998), identify five key roles for the ESP practitioner:

- Teacher
- Course designer and material provider
- Collaborator
- Researcher, and
- Evaluator

Hence, the five roles highlighted above include the role of the *teacher*. For, fundamentally, a practitioner is a teacher and has to fulfil the different roles we already tackled before. Then, the practitioner should be a *course designer and material provider*. Accordingly, Tom Hutchinson & Alan Waters (1987) posit:

**It is likely that in addition to the normal functions of a classroom teacher, the ESP teacher will have to deal with needs analysis, syllabus design, material writing or adaptation and evaluation.**

Hutchinson & Waters (1987:157).

This particular step of course design and material provision represents a hurdle for the majority of teachers for, according to Richards (2001)

**Exceptional teachers can often compensate for the poor-quality resources and materials they have to work from. But inadequately trained teachers may not be able to make effective use of teaching materials no matter how well they are designed.**

Richards (2001:99)

Henceforth, the issue encountered by ELT teachers is many faceted:

- ESP teachers are not subject specialists, for according to Hutchinson & Waters (1987:162): **“there is a tradition in education of separating the Humanities and the Sciences. The result has been that English teachers often receive little or no education in the sciences”**.
- Material writing needs a special formation and expertise, because, few have had any training in the skills and techniques of materials writing. (ibid: 106)
- Finally, there is the problem of time that inhibits the long stages expected from ESP practitioners. **They may have very heavy teaching loads or teach in several institutions in order to make ends meet.** Richards. (2001).



Hence, **achieving these goals through the design of instructional materials depends on the art, experience, skills, and craft of the material developer.**

Tomlinson (1998)

Possible solutions concerning the issue of subject specialist is: **team-teaching** (Dudley-Evans & St- John, 1998) **or collaboration between teacher and subject teacher, is promoted and discussed by some ESP practitioners.** (Gray,1989; Benesch, 2001 and Mulford & Rogers, 1982). Quoted in Richards (2001)

Concerning material writing, one solution is to adapt existing materials to ones ends. As Hutchinson & Waters (1987:96) state: **“There are three possible ways of applying materials using existing materials, writing materials and adapting materials”**.

Then, the issue concerning time, generally the practitioners’ experience over years help to be aware of eventual well known problems and then to anticipate within the different stages involved.

#### **4.4 Recommendations for Remedial Work**

In order to come up with the different problems encountered by ESP students as well as practitioners, new techniques and strategies are implemented over the world today successfully to enhance the learning process. Yet, Algerian teachers should not neglect the last tendencies that shift the responsibility from teachers to learners towards a more learner-

centred way of teaching, learning process. In this vein, Harmer (2001) posits: **“Having students reflect privately on how they learn can be enhanced by frequent discussion of the learning experience”**. Harmer (2001:336)

Therefore, learners are no more seen as passive consumers of the teachers’ knowledge, but having the capacity for detachment, critical reflection, decision making, and independent action. Little (1991)

Hence, learner autonomy, language learning strategies, learning styles has become the first teachers and curriculum developers concern.

#### **4.4.1 Rising Learners Autonomy**

As a starting point, the researcher has to give some definitions to the concept of learner autonomy.

The autonomous learner takes a (pro) active role in the learning process, generating ideas and availing himself of learning opportunities, rather than simply reacting to various stimuli of the teacher.

**(Boud,1988; Kohonen, 1992; Knowles, 1975).**

From this definition, autonomous learning clearly highlights the learner involvement and active participation in the learning process. Other definitions,

have been proposed such as: '*independence*' (Sheerin,1991), '*self-direction*'(Candy,1991), and so forth.

Therefore, according to Harmer (2001), teachers can promote autonomous learning in a number of ways:

- **Learner training:** for him, teachers can train students to promote different learning strategies (see next title) to solve problems, and offer them different learning-style alternatives in order to choose the more appropriate for each learner.
- **Homework:** students' self reflection about different activities enhances considerably the learning process. Yet, the teacher has to be careful not to bore students with too much or too complicated tasks, and rather he or she has to find activities which enhance student autonomy by means of a relevant and interesting way.
- **Keeping 'learning journals':** teachers can invite students to keep journals or diaries writing about their learning experience which may reflect their positive or negative attitudes about the lectures they are engaged in.

Nevertheless, autonomy does not occur randomly. Yet, it is agreed that autonomy is a process not a product. This process is conditioned by some attributes. Hence, Omaggio (1978) cited seven main attributes to autonomous learners which are:

1. Autonomous learners have insights into their learning styles and strategies;
2. Take an active approach to the learning task at hand,
3. Students are willing to take risks, i.e., to communicate in the target language at all costs;
4. They are good guessers;
5. Attend to form as well as content, that is, place importance on accuracy as well as appropriacy;
6. They develop the target language into a separate reference system and are willing to revise and reject hypotheses and rules that do not apply;
7. They have a tolerant and outgoing approach to the target language.

Omaggio (1978), cited in Wenden, (1998:41-42)

Therefore, one can sum up and say that autonomous learners have to be aware of the different conscious or unconscious factors that intertwine with the learning process.

Vygotsky (1978) posits: “ **learning is an internalised form of a formerly social activity, and a learner can realize [his] potential interactively through the guidance of supportive other persons such as parents, teachers, and peers**”.

Meanwhile, language learning strategies (see next title) and the learning styles are hinges to autonomy, but of course, the learner needs to have solid linguistic competence in order to benefit from the language strategies.

Furthermore, the attribute cited above also refer to motivation that urges students to participate and be active participators in the learning process.

#### **4.4.2 Rising Learners Language Learning Strategies**

The pedagogic shift that operated in language learning from teacher fronted to learner centeredness in the last decades has generated narrow interest in the way each individual processes information and thus, special attention was held to the social, cognitive, and affective factor to each learner, and all what influences (consciously or unconsciously) the learning process.

O'Malley and Chamot (1990) defined LS (language strategies) as “the special thoughts or behaviours that individuals use to help them comprehend, learn, or retain new information” (1990: 1)

Thus, LS may be seen as techniques used by the learner himself to monitor his own learning. Furthermore, Oxford (1993) gave a much more extended insightful definition:

**specific actions, behaviors, steps, or techniques that students (often intentionally) use to improve their progress in developing L2 skills. These strategies can facilitate the internalization, storage, retrieval, or use of the new language. Strategies are tools for the self-directed involvement necessary for developing communicative ability. (Oxford, 1993: 18)**

From these definitions, one can notice the autonomous aspect reflected by the LS, and once again Algerian University teachers are urged to make them explicit to

learners in order to make them benefit from the new techniques. Concerning material development and course design, teachers might introduce some hinges to LS in order to reinforce the internalization of the four skills.

As Oxford (1990a) puts it, LLS "...are especially important for language learning because they are tools for active, self-directed involvement, which is essential for developing communicative competence" (p. 1).

Nonetheless, different types of LS were provided by different researchers according to the field of research. Yet, Oxford (1990) distinguishes between direct LLS, "which directly involve the subject matter", i.e. the target language, and indirect LLS, which "do not directly involve the subject matter itself, but are essential to language learning nonetheless" (p. 71).

Another typology, based on the psychological functions, is the most widely adopted in research is the one proposed by O'Malley and Chamot (1990)

- **Metacognitive Strategies:** higher order executive skills that may entail planning for monitoring or evaluating the success of the learning activity: i.e; mental process like managing time, mental planning, self-monitoring, self- reinforcement, etc.
- **Cognitive Strategies:** they are often specific to distinct learning activities and operate directly on incoming information, manipulating it in ways that enhances the learning. The strategies involve interacting with the material mentally or physically, or applying a specific technique to the

learning task. Cognitive strategies operate directly on incoming information, manipulating it in ways that enhance learning. (ibid:44)

Some concrete examples to cognitive strategies:

- ✓ Repetition.
  - ✓ Translation, notably from mother tongue
  - ✓ Question for clarification.
- **Social or Affective Strategies:** they refer to a broad set of strategies involving either interaction with another person or ideational control over affect.

Nevertheless, researchers agree that all LS share some common characteristics.

The investigator will cite the four of them:

1. LLS are *learner generated*; they are steps taken by language learners.
2. LLS enhance language learning and help develop language competence, as reflected in the learner's skills in listening, speaking, reading, or writing the target language which will be well implemented.
3. LLS may be visible (behaviours, steps, techniques, etc.) such as asking a question, or unseen (thoughts, mental processes) such as making a mental comparison.
4. LLS involve *information* and *memory* (vocabulary knowledge, grammar rules, etc.).

In addition to the characteristics noted above, Oxford (1990 : 9) states that LLS :

- allow learners to become more self-directed
- expand the role of language teachers
- are problem-oriented
- involve many aspects, not just the cognitive
- can be taught
- are flexible
- are influenced by a variety of factors.

Nonetheless, one has to note that LLS are distinct from *learning styles*, which are rather defined as a learner's "**natural, habitual, and preferred way(s) of absorbing, processing, and retaining new information and skills**" Reid (1995: viii).

### 4.4.3 Creating Motivation in Classrooms

Language learning is strongly affected by the different affective variables. Motivation, being one of them, then, has a nucleus role in one's learning process and teachers are highly invited to create necessary conditions to motivate learners. As Dornyei (2001: 116) notes, "**teacher skills in motivating learners should be seen as central to teaching effectiveness**"

#### 4.4.3.1 Motivation defined and typology

Prior to tackle the issue of motivating learners, the researcher will try to provide clear definition to motivation and the different parameters that intertwine in the



success or failure of this concept. Thus, motivation in language learning represents a set of factors that determine a persons' desire to do so. Dornyei (1998) posits:

**Motivation provides the primary impetus to initiate learning the L2 and later the driving force to sustain the long and often tedious learning process.**

Dornyei (1998: 117)

Yet, L2 in the Algerian case is extended to the foreign language. Nonetheless, motivation is defined by using threefold parameter, according to Gardner and MacIntyre (1993) they are:

- 1. Desire to achieve a goal**
- 2. Effort extended in this direction**
- 3. Satisfaction with the task.**

Gardner and MacIntyre (1993:3)

Hence, according to previous researches learners' effectiveness in language learning is deemed with strong motivation. Thus, the typology of motivation is largely agreed upon two paradigms: *instrumental* and *integrative* motivation dichotomy. Henceforth, according to Gardner & Lambert (1959), "**integratively oriented learners learn the language in order to use it to communicate with the other group of people and know more about their life**" (Gardner, 1985). Whereas, instrumentally orientated learners are learning the language for "**utilitarian value of linguistic achievement**". Gardner & Lambert (1959, p. 267).

Thus, *integrative motivation* represents the desire to achieve proficiency in a new language to participate in the life of the community that speaks the language. It reflects a sincere and personal interest in the people and culture represented by other groups.

Whereas, *instrumental motivation* refers to the desire to achieve proficiency in a new language for utilitarian reasons such as getting a job or higher position salary. It reflects the practical value and advantages of learning a language.

Motivation is not driven only by integrative and instrumental reasons but researches developed another dichotomy that fosters or hinges motivation progress. They are named *intrinsic* and *extrinsic* motivations. Yet, Deci (1975) defines intrinsic motivation as a type “**for which there is no apparent reward except the activity itself**”. Deci (1975: 23) and that people “**engage in the activities for their own sake and not because they lead to an extrinsic reward**” (p. 23). Such motivation is said to bring about “**certain internally rewarding consequences, namely, feelings of competence and self-determination**” (ibid).

Therefore, one may say that intrinsic motivation is an internal drive that helps learners to keep up with the learning process. Brown (2007) states that there is a “**growing stockpile of research on motivation [which] strongly favors intrinsic orientations, especially for long-term retention**” Brown (2007: 173)

Yet, according to him intrinsic motivation operates at a long term which goes in accordance with the autonomous learning.

On the other hand, extrinsic motivation is the one promoted by a reward of the teacher, or the mark, or other external positive return. Gardner (1985) maintains that many attributes of the individual, such as compulsiveness, desire to please a teacher or a parent, a high need to achieve, might produce effort as would social pressures, such as a demanding teaching, impending examinations, or the promise of a new bicycle.. Gardner (1985: 10).

Nonetheless, motivation being defined, one has to look for the ways to generate learners motivation, regardless the type of this one.

#### **4.4.3.2. Generating students motivation**

After admitting that each learner has its own potential, rate, and ability to learn, linguists turn focus from the way to teach, into the way learners perceive the teaching process. This gave birth to the closest interest to the affective variables and the learning strategies as well as the learning styles that may help learners to achieve better competences in the EFL realm.

Hence, Krashen (1985) posits that successful foreign language acquisition will be dependent upon target language grammatical structures that lie just beyond the learner's current ability or competence, leading to intrinsic motivation. That is to say, that the learners' capabilities must not be too low in front of target language grammatical patterns in order not to frustrate the learner intrinsic motivation.

Furthermore, Good and Brophy (1994: 228) note that **“the simplest way to ensure that people value what they are doing is to maximise their free choice and autonomy”**. In this vein, to maximise learners' free choice and autonomy is

mainly to demonstrate, at a first time, all the existing conscious or unconscious language learning strategies, then, to provide choice by letting students decide which strategies work best for them; then after, to encourage learners to use them, as well as their favorite learning styles. Of course, they become more self reliant and better able to learn independently this goes in favour to autonomy and self monitoring.

Harmer (2001) ranked motivational parameters into three paradigms:

- **Goals and goal setting:** at this stage, Harmer (2001) made the distinction between long and short-term goals which are crucial factors maintaining motivation. This is what we stated before with intrinsic and extrinsic motivations and according to Harmer (2001:53) “...**the teacher can help students in the achievement of short-term goals, this will have a significant effect on their motivation**”.
- **Learning environment:** in fact, the learning environment is very important to learners in order to feel at ease and relaxed, whether it is the physical appearance of the classroom or the supportive classroom atmosphere that hinges considerably the learners’ motivation. The teacher of course is the pillar founder to this attractive classroom and considered as the “**motivational tool**” (Dornyei, 2001: 120) in a classroom.
- **Interesting classes:** learning tasks have to be enough challenging to tease students’ motivation and not too high above learners capabilities in order to keep the balance between the task demanded and the current learners aptitude.

All in all, motivating students is a matter of generating their self confidence and self monitoring in order to benefit from all the array of facilitating tools from LLS, Learning styles and fostering their learning autonomy.

#### **4.4.4 Rehabilitation and creation for new ESP centers**

The plea has already been claimed by Prof. Benmoussat, who sustained the vital importance of the ESP centers, according to him for three reasons which are summarized as follow:

- The close relationship between economic, industrial development with English Language and more specifically ESP in the rising economic powers.
- The booming in computerizing industry which maintained the hegemony of the English language within wide world exchange.
- The spread of web as a medium of huge opportunities to world exchange and network information. In gross, the internet is the electronic ‘flagship’ of global English. (ibid)

After the dissolution of the main major ESP centers mainly at the level of the university of Constantine and Blida, the only remaining one at the level of Oran USTO ( University of Science and Technologies of Oran) could not fulfill on its own the tasks that were already defined which were cited in Benyelles (2009) as follows:

- To provide in-country ESP courses aimed at Algerians destined for both teachers and postgraduate training research at PH.D. level in the U.K..
- To develop a professional ESP advisory service for key tertiary institutions in the western, central and eastern regions of Algeria.
- Entertaining pedagogic staff already operating at local level, by supporting the teaching of English at the level of Magisters (nowadays, Masters) so as to enable the post graduate students getting easy access to scientific data.

Benyelles (2009:90)

It is worthy to remember that the globalization process with all the technological advances represents more challenges to defeat. Moreover, the LMD system is another opportunity to work in collaboration with the worlds' universities in order to make comparative as well as innovative scientific researches. Perfect mastery of the English language is the pre-requisite condition of course to any exchange.

In very down to earth words, Algeria has the capacities to be self relying in different domains such as engineering, medicine, computerizing, including oil producing companies. Thus, it is urged use house made capacities rather than importing outer readymade technological advances with huge sums of money.

It is clear now, that the role of the ESP centres has become of paramount importance to keep up with research development. Prof Benmoussat step further by claiming that the role of the ESP centres has changed. He sustains that:

The difference between the former status of the ESP centres as consultancy-service provider and the new one as higher education institutions offering specialised programmes, vocational and competency-based training and modular courses adapted to lifelong learning.

In this vein, the plea is open and highly advocated to rehabilitate former dissolved centers because of impeding problems and mainly neglecting a legal status that creates a handicap to the well going of different activities. Furthermore, due to the growing importance to the national and international role of the ESP centers, as well as, the creation of the new (poles d'excellences), the creation of new ESP centers is vital to the scientific development program launched by our president (Abdel Aziz Bouteflika) starting from (2011).

#### **4.4.5. Pre-service or in-service training for ESP practitioners**

The Algerian University has introduced the ESP teaching and learning at almost all the scientific and economic fields, and the LMD system came to foster the ESP role in order to interact with different national and international universities and to harmonise knowledge in scientific research. Yet, the former ESP centres that co-operated with the British Universities, namely UMIST (University of Manchester, Institute of Science and Technology), Leeds, Sheffield, Nottingham and Salford; ought to ensure ESP lectures with the help of the British Council that supplied the Algerian institutions with the necessary pedagogical equipments starting from February 1988. Thus, (Benyelles 2009) reported that: the schedule of the training consisted of the following tasks and programmes:

- a) The centres of Oran and Algiers have organized a schedule in which conferences are organised for teachers once a month. The centre of Constantine did not organize such a programme because the British advisers did not arrive on time.
- b) The pedagogic staff of the regional ESP centres had the task of supervising seminars and workshops. The aim of these meetings was to improve proficiency of teachers.
- c) The three centres needed to support the pedagogic staff of the Algerian universities who had a convention with the mentioned British universities. The activities have enabled postgraduate students to have access to the series of lectures provided the British missionaries. These students had access to a bibliography in the target language, the teachers trained in the USA and Great Britain were then able to operate a transfer of the acquired knowledge to the benefit of their students.

Unfortunately, despite the positive achievements of the ESP centres and the appearance of a scientific review in (1991) at the level of centre of Oran entitled 'Newsletter', the centres lost their power for problems -cited in the above title- and activities faint to disappear.

Therefore, the gap lays in the absence of pre-or in-service ESP practitioners that urge teachers holding general English formation to teach specific scientific or technical fields. Thus, there should be a launching a formation of at least (3 months) for teachers wanting to perform at the ESP levels, or at least give an optional module during the learners' Licence or Master's formation, for example, in order to



present and instruct the fields demanded in order to be a little bit familiar with subject specialists.

#### **4.4.6 Time allocated to English lectures**

ESP teaching process in Algeria is hampered by the several issues, yet, time allocated is one major one. One hour and a half per week, and no other opportunities to use or chances to be exposed to English surrounding is clearly a major handicap. Students and teachers are completely aware of the problem. Within our needs analysis, the four teachers interviewed answered that time allocated to English language lectures were too insufficient to grasp a linguistic proficiency at the four skills. Students too, at a scale of (91.66%) answered negatively as far as time allocated to English sessions.

One can step further and say that this gap in time loaded creates some negative attitudes and a state of anxiety during the English sessions.

#### **4.4.7 Designing adequate course**

In the prospect of the above investigation, the researcher has to map a model course for students of first year Science Economic department (LMD system). Hence, the teacher or material designer has first to decide about the syllabus that matches best the needs and expectations of the students in the light of the conducted needs analysis. Yet, within the implementation of the LMD system and in an ESP context, the investigator has decided to work with an eclectic syllabus, moving from the grammatical syllabus, the functional/ notional syllabus, lexical syllabus to the analytic syllabus comprising task and skill syllabi.

#### **4.5 Design of sample units**

The sample units comprise authentic texts with different language forms and realistic skill and communicative tasks, as well as, the grammatical syllabus notably with the translation activities.

The focus is put on the reading skill that represents a real handicap as we noticed in the conducted needs analysis as well as the speaking skill that is promoted in role play activities to keep away negative feelings towards the communicative aspect of the learning process.

The listening skill is also advocated through the implementation of authentic texts, then, the writing skill comprehends some short paragraphs where personal arguments are required. The course design then is hoped to cover some necessary students' needs and expectations.

**UNIT N°1: Environmental Issues****Language forms:** Present simple

Present perfect

**Function:** Active/ passive voice.

Translation.

**ENVIRONMENTAL ISSUES**

Today, environmental issues have such impact on business and industrial decisions that they have become part and parcel of economics. The preservation of the environment, the conservation of natural resources, and the concern with health hazards have obvious consequences on the economy.

The campaigns against nuclear power, water and air pollution, deforestation, strip-mining, the discharge of noxious effluents, the excessive use of chemicals (fertilizers and pesticides) in agriculture etc have compelled governments to step in and industries to adapt, out of sincere belief or through fear of fines and damage to their image.

Environmentalists and conservationists have sensitized the general public and made it aware that many resources of “mother earth” are finite, and that we should not undo in one generation the work of nature over millions of years. More and

more people feel that we have a duty to future generations to preserve what remains of our natural environment and of wildlife.

The green movement has convinced a number of consumers of the need for “green” or “eco-friendly” products, which are successfully marketed. But in a massively urban civilization where the prime-mover and key word is profitability, it is hard for governments and ordinary citizens to comply with the measures that ecologists advocate and that common sense would advise.

It is also ethically objectionable and practically impossible to impose on developing and emerging countries environmental constraints that would slow down their growth and that developed countries, historically the main pollutants, did not impose on themselves in the past.

There is however, at national and international levels, growing concern about air and water pollution, and the consensus among scientists that global warming is, at least partly, of human origin, has increased environmental consciousness.

The ban on certain chemicals and aerosols, the constant monitoring of nuclear plants, the stiffening of regulations on air pollution show that action is beginning to be taken.

But many problems, among which the disposal of nuclear waste, are not likely to be solved in the near future and constitute a dubious legacy to future generations.

Text from Marcheteau. M. (1999). English for Business and Economics.

**a) Listening Comprehension**

The teacher asks students to hear the text

Tick the possible answers. What is the text about?

- ✓ New technologies.
- ✓ How to find a job?
- ✓ English language in the world
- ✓ Ethnic populations
- ✓ Environmental issues
- ✓ Writing letters
- ✓ Advertising

**b) Reading Comprehension**

1. The teacher invites each student to read loudly
2. Answer the following questions according to the text

- 1) What urges governments to take environmental measures?
- 2) What are the possible solutions proposed?
- 3) Who are the most sensitive and engaged persons against pollution and earth degradation?
- 4) Are earth resources everlasting?

**c) Text Exploitation**

- 1- From the text, find out synonyms to the following:

Tightening =

Obligation =

Urged =

2- From the text, find out opposites to the following words:

Awards

Producers

Damage

3- Rewrite the second, so that it means the same as the first one.

- Environmentalists have sensitized the general public.

The general public .....

- Ecologists are advocating measures for better life.

Measures .....

4- Work in pairs. In a role play try to sensitize your mate about the dangers threatening our environment and the possible measures to slow down the phenomenon using the following expressions.

- Enhance eco-development
- Over-intensive use of pesticides and chemical fertilizers
- Adopt a policy to recycle industrial and domestic waste.
- Air and water pollution danger for future generations.
- Toxic waste makes water unfit to drink and land unfit for farming.
- Water treatment or waste incineration plants.

### **5- Translate into French**

Economic modernization in nations growing at a rate of more than 10 percent a year means more consumer packaging, more cars, more refrigerators, more batteries and more junk.

To be sure, government leaders have begun to pay attention, many motivated by the fear that environmental calamities could choke economic growth. Environmental protection agencies have tightened regulations, stiffened fines, begun moving dirty industries out of city centers and heightened awareness of pollution.

But the huge investment required to install clean energy devices, new manufacturing equipment and water treatment plants has taken a backseat to investment in roads, factories and real estate. The few pollution control measures taken have been overwhelmed by rapid economic growth and the growing number of cars.

### **UNIT N° 2**

**Language:** present, present perfect, future tense

**Vocabulary:** Finances

### **THE GLOBALIZATION OF FIANNCIAL MARKETS**

International financial flows have been multiplied and accelerated by the globalization of trade, the increased speed of round-the-clock communication, the computerization of stock and currency markets which now operate round the clock.

Multinational companies, which continually transfer funds from one subsidiary to the other in different regions of the globe have also played an important part in bringing about the interconnection of capital markets. So have nations and business firms in general, as they compete for foreign capital. States, for instance, will cut interests rates or provide tax holidays to attract investors from all over the planet.

Capital flows, the necessary lifeblood of economic activity, make it possible to transfer funds when they are more needed, more productive or more profitable. Profitability of course involves speculations, as business firms and private persons

tend to take advantage of the highest returns, and move funds around with a view to short- term profits.

Finance executives are more often prompted by the need to spread their risks and to hedge their transactions in the face of currency fluctuations than by a taste for gambling or speculations, their operation may nevertheless tip the scales in favour of short-term financial gain or against long-term industrial investment.

Securitization, the development of numerous new financial instruments, such as derivatives, have made the market more and more complex, and as derivatives, have made more and more complex, and operators have to be more and more sophisticated. If the free circulation of money is in itself a positive factor for global economic growth and international development, the multiplication of offshore funds and tax havens is more ambiguous as the purpose served may be flexibility....or tax evasion.



More disturbing is the laundering of money from drug trafficking or criminal activities, and its subsequent penetration of financial networks. Individual states are more and more hard put to it to control this influx which can only be restricted through international cooperation.

The degree of control of governments over their own economic and budgetary policy is further weakened by the “tyranny of the market” which passes judgments on their decisions and prompts investors to move in or out accordingly. But economists will point out that this tends to make governments more realistic and responsible.

Text from Marcheteau. M. (1999). English for Business and Economics

### **1) Listening Comprehension**

- a- The teacher invites students to hear the text.
- b- What is the text about? Rewrite the possible answers.

- ✓ International currency systems.
- ✓ Insurance systems.
- ✓ Marketing.
- ✓ Globalisation and trade.
- ✓ Market issues.
- ✓ Financial markets within the globalisation process.

### **2) Reading Comprehension**

- a- Answer the following questions according to the text.
  - 1- What does profitability involve?

2- Is money gained from drug trafficking and criminal activities easily controlled? Why?

3- What accelerated international financial flows?

4- How is governmental economic control weakened?

b- Match the following words or groups of words with their definitions

- Derivates
- Securitization
- Tax havens
- Multinational companies
- Tax holidays

- Selling, by lending institutions, of the negotiable debt instruments in their possession. The property of such instruments passes to the acquirer. Such instruments become securities which may be quoted on the market.
- Companies controlling production and marketing systems in several countries besides its own.
- Sophisticated futures contracts used by financial institutions and business firms to hedge against the evolution of exchange rates, interest rates, etc. Their value is linked to securities, currencies or commodities (merchandises) but fluctuates-up or down- much more widely. Their use for speculative purposes rather than for hedging has caused havoc in some business quarters.
- Temporary tax exemptions or tax relief granted to firms in certain circumstances. Used as an incentive to encourage firms to set up in some countries or areas.
- A country or an area where taxation is lower than elsewhere, for individuals or other corporations.

### 3) Text Exploitation

Put the verbs in the correct tense.

- a- The economic sovereignty of states by \_\_\_\_\_ the globalization of trade (to challenge).
- b- \_\_\_\_\_ Business firms \_\_\_\_\_ obligations beyond the bottom line? (to have).
- c- In the sixties (60s) automation and robotisation \_\_\_\_\_ to take heavy toll of unskilled jobs. (begin)
- d- The rescheduling of their foreign debt \_\_\_\_\_ their future real problem, which remains the built-in structural deficit of their trade balance. (not solve)
- e- A strong currency and a comprehensive welfare system \_\_\_\_\_ liabilities in terms of world competition. (to be)

### 4) Role Play.

Work in pairs. With the information you have in the text. Do you think the globalization of trade to have a positive or negative effect on the local economy? Use the following arguments.

- ✓ Local firms are threatened by multinational companies.
- ✓ Drug money has penetrated worldwide financial networks.
- ✓ The growth of telecommunication offers new prospects for work.
- ✓ Companies as well as individuals can make profit inter and outer country.

- ✓ International business transactions are harder for national government to track and control, since borders are becoming diffuse.

### 5) Translate into English

Directeur financier

Vous prendrez en charge la comptabilité générale, le contrôle de gestion, la fiscalité et la trésorerie internationale, les financements courts, moyens et longs termes, les relations avec les banques et les partenaires financiers. Pour cela, vous superviserez une équipe au siège ainsi que les responsables financiers des filiales.

Activity from Marcheteau. M (1997:104).

- 6) Match the following words in column –A- with words or group of words with which they can be substituted in column –B-.

-A-

Round –the- clock

Currency

Subsidiary

Lifeblood

Tip the scales

Laundering of money

-B-

means

to disguise illegally obtained money

cash

non stop

subordinate

to change one's position

### 7) Extra Reading

### **The death of distance**

The death of distance as a determinant of the cost of communications will probably be the single most important economic force shaping society in the first half of the next century. It will alter, in ways that are only dimly imaginable, decisions about where people live and work; concepts of national borders; patterns of international trade. Its effects will be as pervasive as those of the discovery of electricity. Who could have foreseen in Michael Faraday's time, that electricity would eventually release women to go out to work, transforming the shape of the family, or allow the development of cities such as Manhattan and Hong Kong, whose skyscrapers could never have been built without the lift?

The discovery of electricity created new industries, but it killed some too. The change in the cost structure of telecommunications will do the same. There was a time when telecoms seemed to be natural monopoly. Most governments liked it that way because they owned the monopoly and siphoned off some of the profits. Even now, most homes are served by only one wire, so customers cannot switch telephone services in the way they can change their hairdresser or their lawyer. But as new technologies reduce the costs of entry, competition is spreading. Enthusiastically in some countries and gingerly in most, governments have begun to accept that competition offers the best way to ensure that changing technology is fully translated into lower tariffs. The benefits to an economy of even a little competition are tremendous. A recent study by the OECD ("Telecommunications Infrastructure: The Benefits of Competition") concluded that liberalization not only

reduced prices, but expanded the market and improved customer choice. This is true not just in developed countries but in developing ones too.

### UNIT N°3

**Language:** present, present perfect, future, past tense.

**Vocabulary:** word derivations

## INSURANCE

Insurance is a system in which one party, the insurer, against payment of a premium, promises the other party, the insured, a service if the risk becomes a reality.

Thus, insurance is related to hazard. But the insurer will take steps, able limits. In his firm, he will bring together the largest possible number of similar risks. This is called a community of risks. In the operation of insurance there is a degree of uncertainty involved for each insured. His risk can either occur tomorrow, or the day after tomorrow, or never. As to the insurer, his observation of the past and the present enables him to forecast with a certain margin of error, how many of the risks he has collated will occur in a given period of time, usually a year.

The cost of claims that occur during any given year is called the incurred losses of the year. Other items of expense are: remuneration of intermediaries who produce business, staff costs and other running expenses. The insurer also has receipts made up of premiums paid to him by the insured, together with returns on

investments. Different elements make up the annual accounts of an insurance company: what is paramount, however, is that premiums should be sufficient to meet incurred losses.

The fixing of premium rates, in other words, the working out of tariffs, is determined by actuarial procedures. They process statistical data in order to take into account demographic, technical and economic trends. However, reliable statistics may be, and however carefully processed and exploited, differences, known as derivations, will be observed between what is forecast and what occurs. These derivations can pose serious problems to the insurer, yet he has at his disposal a means of lessening or suppressing their most severe consequences: reinsurance.

M.F. Alleaume-Lefort et Mikael Hagopian

L'anglais de l'assurance (Langues Pour Tous) From Marcheteau. M. (1999). English for Business and Economics

### **1- Brainstorming (skim reading)**

Read the text then, say whether the following sentences are true or false

1. Insurance permits uncertainty
2. Insurance tariffs are determined by hazard
3. The forecasted statistics are always right
4. The insured is the person who delivers insurance guarantee.

### **2- Reading Comprehension**

Answer to the following questions

- 1- What is the purpose of insurance?
- 2- Where does the role of the insurer lie down?
- 3- Are accidents avoided by insurance?
- 4- What is the common period of insurance coverage?

### 3- Text Exploitation

a- Complete the following table with your own words

Word	Opposite	Word	Synonym
Lessening		Occur	
Losses		Consequences	

b- Complete the table below

Noun	Verb	Noun (occupation)
Insurance	To insure	The insurer
Payment	To work to	The operator



**c- The words on the right have their letters in the wrong order. Rearrange the letters so that they are in the correct order. The first has been done for you, and the first letter of each word is given.**

1. The details of an agreement with an insurance company shown in a written insurance p ..... *lyopci*

2. Insurance arrangements are made through b..... *ksborre*

3. Professionals, like those in 2., are usually able to obtain the best insurance r..... *saert*

4. An all r.....policy specifies the hazards that are covered by that policy. *Isksr*

5. A loss by one shipper, but which is shared by all the shippers with cargoes on the same carrying vessel, is the general a ..... *gaevrae*

6. A partial loss of a consignment, which may not affect other consignments on the same carrying vessel, is a p..... average. *Auipratclr*

7. A policy with a s ..... risks clause covers the goods against theft, short delivery, breakage, other forms of damage and so on. *Liapsec*

8. regular shippers may often take out a f ..... insurance policy, which gives automatic cover for fixed value of shipments, depending on the previous year's values, if the insurance company is told when each shipment is made.

*llatfogn*

9. A flexible type of insurance, for twelve months and at agreed rates, is o  
 ..... Cover. *Poen*

10. Ships' cargoes are covered by m ..... Policies. *rmenai*

Activity in J.S. Mc Kellen. (1990:54).

**d- Match the suitable types of Insurance with the situation suited to each case**

- |                       |  |
|-----------------------|--|
| ➤ Health Insurance    | 1. The factory has all been destructed by the turbine fire.        |
| ➤ Fire Insurance      | 2. After her return to home everything was stolen.                 |
| ➤ Theft Insurance     | 3. I have been fortunate to take an all risk insurance for my car. |
| ➤ Motorcar Insurance  | 4. Unseasonal heavy rains spoilt all the crop.                     |
| ➤ Transport Insurance | 5. The amount of the loss has not been                             |

assessed yet due to the transportation accident.

➤ Farming Insurance

6. We find it difficult to make ends meet this month because of the ill charges of a the family.

**e- Complete the text below using the words in the box.**

Extended warranty	guarantee	next-day delivery	credit terms
	discount		

We offer very good .....- you don't have to pay for 30 days, and to reduce your costs we can give you a 15% ..... on large orders. If you need something urgently, we can send it by ..... so that you receive it in one day. Don't worry if you have problems in the first year, because we will give you a full ....., and after the first year you can pay 10 Euros a month for our ....., which means we will continue to offer free repairs.

**4- Written Expression:**

In a short paragraph, try to simulate a car accident where you were lucky to take an all risk insurance, or on the opposite, unfortunately your insurance coverage has just finished the day before you get an accident.

**UNIT N°4**

**Language:** past, present tense.

**Vocabulary:** advertising: sponsorship, reach a wide audience.

**ADVERTISING**

Advertising, when broadly considered as a means to communicate a message about a product, can be traced back to the emergence of a market economy, i.e. to the very beginnings of bartering, not to mention buying and selling. The signs used for identifying shops, for instance, can be considered early forms of advertising, as can family names referring to a specific craft or trade.

A more relevant definition of advertising today might be as follows: any paid form of non-personal communication through the mass media about a product by an identified sponsor. The mass media referred to include magazines, direct mail, radio, TV, billboards, newspapers.... As for sponsors, they may be a non-profit organization, a political candidate, a company, an individual....

The ultimate goal of advertising being to “sell” a product, the effectiveness of any advertising campaign could be checked against the total number of sales, votes, or calls it has produced. Things, however, are not that simple; advertising indeed is only one of the many factors that affect sales; prices; tradition, weather conditions, changes in distribution to supermarkets and in the way the product is displayed as well as many other factors also play a part.

If it cannot only be assessed in terms of quantity, what can be called successful advertising then? Persuasiveness is probably the answer; a successful advertising campaign must be persuasive enough to cause its targeted audience to alter its response or behavior as a result of experiencing it, thus causing consumers to switch brands or voters to change their minds. Persuasiveness itself is tightly connected with the type of product advertised: while it is easy to advertise a new food product by offering customers to taste a free sample, this is not the case with such services as insurance or banking. Advertising services are more likely to mean the long-term development of a brand image geared to a targeted public. Persuasion is usually seen as being made up of four objectives: awareness, comprehension, conviction and action. Awareness means making the consumer aware of the existence of a product or service, followed by conviction, i.e. the customer's continued positive feelings towards a specific product or service. When the "conviction" objective is achieved, the customer is thought of as loyal to a specific product or service.

As for action, it is aimed at heightening the customer's feelings of rightness or preference about the product or service and at encouraging brand loyalty further still. The persuasiveness of advertising can actually be assessed by measuring the degree of interest, satisfaction and loyalty to a specific product or service. This is usually done means of surveys of consumer attitudes. The answers provided can then be used to change and improve the advertising strategy of a specific product or service. The quality of advertising can similarly be measured by various types of tests and surveys such as tests of recall (in which respondents are asked to remember a particular message) or attitude tests (in which respondents are asked to figure out the influence of advertising on what they have bought).

Advertising differs from country to country, depending on tastes, ways of thinking, culture as well as the products advertised. This however, is not contradictory with the current trend towards a globalization of advertising budgets, as the well-known motto “think global, act local” shows. This boils down to saying that advertisers have tailor their messages to a specific public while the format of advertisement itself may well be the same for different markets.

Text from Marcheteau. M. (1999). English for Business and Economics

### 1- Listening Comprehension

The teacher reads the text or invites students to hear it on a DVD or Tape.

a- Listen to the text and complete the table

	Question	True/ False
1.	Conviction reflects the customer’s negative feeling towards a specific product or service.	
2.	Surveys of consumer’s attitudes are used to assess	
3.	the impact of ads.	
4.	Advertising is uniform in every part of the world.	
	Persuasiveness is the key to a successful form of advertising.	

### 2- Reading Comprehension

Read the text and complete the following sentences:

- 1- Awareness, comprehension, conviction and action are .....
- 2- Today’s advertising doctrine reflecting globalisation is.....
- 3- Surveys and texts can measure.....

4- Weather conditions and prices are .....

### 3- Text Exploitation

#### a- Vocabulary:

1- Complete the following table with synonyms or opposites from the text.

Word	Synonym	Word	Opposite
Handwork		Loosely	
Trade mark		Local	

2- Match the different forms of advertising 1-6 to the advantages and disadvantages a-f

- |                     |   |
|---------------------|---|
| 1 Direct mail       | a- It can be very expensive, but it reaches a wide audience.  |
| 2 Telemarketing     | b- You talk directly to potential customers and can get good results, but many customers don't like being phoned like this. |
| 3 Print advertising | c- If it's a popular sport, you can get good coverage. Smaller events don't reach so many people though.                    |
| 4 Billboards        | d- It's easy to do and cost-effective, but many people call it 'junk mail' and throw it away without reading it.            |
| 5 TV advertising    | e- This is a fairly cheap way to get good exposure. You   |

need to make sure you have a good location, though.

- 6 Sponsorship      f You can target your market well if you choose the right paper or magazine. You need quite a big budget, though.

From Knight. G, O'neil. M & Hayden. B (2004)

**b- Role play:**

Work in pairs. Discuss about the importance of adv today in commercial exchanges and highlight the strongholds and weaknesses of the strategies used to attract the largest possible buyers.

- ✓ Ads became vital for economic growth
- ✓ Inform the public and make the product known
- ✓ Many people become slaves of new products and fashion.
- ✓ The product advertised depends on the workers' skill rather than on the effectiveness or usefulness of this last one.
- ✓ Today's philosophy is to work on the long term image brand.
- ✓ Spend huge sums of money.
- ✓ Ads compels for competitiveness.
- ✓ Ads make a specific audience dream and escape reality.



**UNIT N°5**

**Language:** past, present perfect, future tense.

**Functions:** active/passive voice; reading and writing numbers.

**Vocabulary:** opposite adjectives.

**THE TELECOMMUNICATIONS EXPLOSION**

Global trade would not have taken hold without the technical breakthroughs that made round-the-world round –the-clock communications possible.

In the now related fields of telephone, television and computers, tremendous advances were made after World War II. Transistor radio, satellite and cable TV, fiber optics, computerization, to name just a few technological developments, have done a lot to speed up communications and world trade. Photocopiers, Xerox machines, tape recorders, answering machines (answer phones), fax machines, word processors, personal and portable computers, wireless phones and video-conferencing have caused a revolution in the way business is being transacted worldwide, and made state-controlled systems of communications obsolete and untenable in most modern industrial nations.

The impact on the daily life of ordinary citizens and consumers has of course been considerable, with the advent of new practices and services like tele-marketing, home-shopping, home banking, and access to the Internet.

The combination of new means of communications has given birth to the information age and created the information highways. While serving the interest of

business, it has also generated a new economic sector in which small firms, by filing new patents, setting new norms and standards, have occasionally proved capable of competing with corporate giants.

But videogames, CD Roms, interactive TV, and the whole field of virtual reality and infotainment now represent such high economic stakes that they have become a fierce battleground for multinationals.

As technology evolves and new markets are opened up, there is a mad scramble for positions by firms seeking powerful partners in the telecommunications and multimedia fields. The outcome will shape the structure of the industry in the 21<sup>st</sup> century.

Text from Marcheteau. M. (1999). English for Business and Economics

### **1- Comprehension**

Read the text and answer the questions.

- 1) When did the advances take place?
- 2) What caused the revolution in the industrial nations?
- 3) Do the telecommunication inventions cause effect on ordinary citizens? If yes, give some examples of yours.
- 4) What will be the outcome of the telecommunication explosion in the 21<sup>st</sup> century?

**2- Language Practice**

a. From the text extract the synonym or opposite demanded.

Word	Synonym	Word	Opposite
Huge		Slow down	
Enterprise		Societal	
result		Producers	

b. Transform the following sentences from active to passive voice or from passive to active voice.

- Business is being transacted by telecommunication expansion worldwide.
- The telecommunication advances have caused a revolution in daily life citizens.
- Technological developments have done a lot to speed up communications.

c. Complete the sentences with the opposite adjectives from the list below.

Attractive	unattractive/ ugly
Fast	slow
Flexible	inflexible
Light	heavy
Modern/up-to-date	old-fashioned/out-of-date
Quite	noisy
Reliable	unreliable
Simple/ easy-to-use	complicated

1. The new photocopier is ..... because there are so many different controls, but at least it's .....- 100 copies a minute!
2. Nina's fax machine is so .....; she has to change the paper roll when it runs out. She should get a/an..... one that takes ordinary paper.
3. It's great having a laptop with such a big screen, but it's ..... to carry.
4. My mobile phone's so small and ..... . I often forget it's in my pocket!
5. Jerry's new printer is very .....- you can hardly hear it.
6. This is my favorite machine because it's really .....- I can use it as a printer, fax, photocopier or scanner. It's not .....to look at, though.
7. Our PCs are very ....., so you sometimes have to wait for documents to open.
8. My electronic organizer's very .....- I just turn it on and follow the instructions on the screen.

Activity From Knight. G, O'neil. M & Hayden. B (2004: 93)

- d. In the world of digital fast growing development, here are some examples to read different number types in particular ways :

Look at how to say the number 5,220,469:

Five million, two hundred and twenty thousand, four hundred and sixty-nine

Not five million ~~and~~ two hundred and twenty thousand ~~and~~ four hundred and sixty-nine.

- Note that: a comma is used after the thousands when a number is written in words. When the number is written in figures, a comma or, sometimes in British English, a space is used.

*Phone numbers*

4878 5106

Four eight seven eight, five one oh six.

*Years*

1996            or            2001

Nineteen ninety six            or            two thousand and one

- We put a point before decimal:

3.87= three point eight seven

1.049= one point nought four nine.

- **Write these numbers in figures.**
- 1 Fourteen thousand, eight hundred.
  - 2 Eleven thousand, three hundred and thirty six.
  - 3 One hundred and seventy-eight thousand, nine hundred and fifty
  - 4 Nine hundred and twelve thousand, six hundred and eleven.
  - 5 One million, two hundred and twenty-three thousand, eight hundred and sixty-seven.
  - 6 Two hundred and forty-three million, six hundred and fifty-four thousand, and thirty-three.

### **3- Written Expression:**

You are mad about the newest last technological gadgets; you buy everything is launched although you can't afford it every time. Or, on the contrary, you are completely cut off the last technological findings, for you it is completely usefulness. Discuss, using your arguments.

### **4.6 Conclusion**

The precise and concise proposed course design for first year, LMD students at the faculty of Science Economics has tried to facilitate and move away the fears and constrains that inhibit the learning process noticed during the needs analysis, going from lack of appropriate time and the total absence of coherent and insightful material, adding to this the students' negative attitudes towards essentially the reading and the communicative activities that they may be engaged into. The authentic texts chosen represent at the same time relevant topics and different language forms and uses that may help students to keep in touch with the last issues and temporary themes without neglecting the different language functions. Visual and audio aids have to be introduced to alter and convince students' minds.

Moreover, ESP students have to see the link between the course designed and their present as well as his future needs.

Finally, the change has to operate at three levels:

- *Administratively or at a governmental level:*

From one hand, to give much importance to the creation of ESP centres, and to renew scientific research with national and international universities. From the other hand, the change has to operate in time loading that must be extended from one hour and a half per week to at least three hours a week. Then, the English language coefficient has to be lifted as for the scientific modules.

- *From the part of teachers:*

We already tackled the problem of teaching qualifications. ESP teachers have to receive former special ESP formation. Then after, to induce learners to use the different learning strategies and be aware of their learning styles in order to maximize chances to learn the language effectively.

- *From students' level:*

Students have to investigate more seriously as far as the ESP lectures are concerned, and keep away all negative attitudes about the language learning.

# GENERAL CONCLUSION



## **GENERAL CONCLUSION**

The conducted research was motivated by several questions at the tertiary level within the ESP field at Abou Bekr Belkaid University within first year LMD students at the Science Economic Faculty.

Yet, the growing importance of the English language in the scientific and technical specializations due to several factors, mainly the inevitable crash with the globalization process and the governmental decision to launch the LMD system, has made EFL in general and ESP in particular the undeniable field to go through in order to participate to scientific research development and at the same time, students are urged to acquire a correct linguistic proficiency in order to join modern professional life namely with the introduction of multinationals and joint ventures since the government has adopted a policy of opening up to cross cultural exchanges and corporations with international companies.

Therefore, Algeria is living a period of economic and educational changes. From our concern of education, the changes operate at all levels of instruction from the primary and middle school with the insertion of the competency based approach, to the tertiary level with the implementation of the Anglo-Saxon model of instruction.

Yet, the LMD system implementation starting from the year 2003-2004 was regarded by the Algerian government as a fate to follow in order to catch up with modernization. The main objectives of such a reform are to create harmonization and recognition of the Algerian degrees over the various parts in the world that adopted the system and yet, it would permit to Algerian students' qualifications wishing to carry on formations outer territory to be recognized

without down grading their degrees. But, the imported system does not necessarily take into consideration of the local social, cultural and educational context as we have already mentioned during our investigation.

Hence, the shift of interest in the language teaching from product oriented syllabi namely the grammar translation, the lexical, the functional-Notional syllabi which focuses on the way the teaching process is introduced to the process oriented syllabi namely the competency based approach which rely on how learners receive information has necessitated to prepare new syllabuses including adequate courses that matches new learners' demands particularly with the shift to the communicative competence proficiency.

Hence, the situation has proved to be difficult, for, no adequate courses are determined nor alignment with inter or outer universities is operating. In fact, the aim of the research was to pinpoint factors inhibiting the success of ESP lectures. Then, the needs analysis conducted confirmed students' lacks and deficiencies at the four skills. Furthermore, the malaise is also shared from the part of teachers who cited a number of factors inhibiting the success of a good language processing operation.

Therefore, the study was organized through four chapters. The first one was a combination of definitions and reflections about the main headings of the investigation namely: English for Specific Purposes with its different branches similarities and differences; the globalization process with its different levels of integration; then, the LMD system with its origins, motivations and implementation in the Algerian context.

The second chapter represents the practical work on the spot comprising an interview with teachers and a questionnaire with students of LMD, the case of first year at the Science Economic Faculty at Abou Bekr Belkaid University. The interpretation of results has been formulated through tabulations and different graphs. Thus, the findings revealed that teachers from one hand are not formed to teach the various specifications, adding to that the insufficient time allocated to the field, then, the total absence of an adequate up dated course with all the newly technological visual and audio aids. Moreover, from students' part several intertwined hurdles inhibit the learning process. Yet, absence of adequate material, negative attitudes, lack of motivation and poor foundation skills that would permit them to process the scientific information needed.

In the third chapter, the work goes through the important theoretical steps in order to design adequate material and course with a summary of the main syllabi elaborated in English language teaching/ learning process.

The last chapter, was a formulation to a number of suggested recommendations in order to improve the ESP formation namely the rehabilitation and creation of new and dependent ESP centers in order to give adequate formation to teachers and students by means of direct scientific exchange with national and international universities. To give importance to new techniques used in language teaching from motivating students, awareness of the language learning strategies, learning styles, learner autonomy and so on. Then, the study had conducted to the design of an ESP course including the main skills required to a level of proficiency.

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# APPENDICES

**APPENDIX 1****Teacher's Interview**

Dear Colleagues,

This interview aims to collect data to be analysed in order to conduct a needs analysis aiming at designing a suitable course for first year students of LMD at the department of Economic Sciences at the first level of Abou Bekr Belkaid University.

Thank you to answer as precisely as possible.

1- What is your profile as a teacher?

Full time teacher	Part time teacher

Holding a :

Licence	Magister or Master	Doctorate

2- How many years are you teaching ESP at the tertiary level?

3- Did you receive any special formation to teach ESP?

Yes	
No	

4- Do you have adequate available material to your field of study?

Yes	
No	



5- Do you rely on any designed course in your teaching?

Yes	
No	

6- Do weekly time allotted to English Language adequate for students to grasp a linguistic proficiency in English?

Yes	
No	

7- Are you preparing your students to any specific field of ESP, that is: EBE, EST, EOP, or do you rely on general hand made economic texts?

EBE English for business and economics	EST English for science and technology	EOP English for occupational purposes	Others	General Economic Texts

8- For an efficient ESP Course,

a- How many students should a class comprises?

- 10
- 20
- 30

more .....

b- In the prospect of the competency based approach, what is the percentage of skill importance should be devoted to each language skill?

- Speaking .....%
- Reading ..... %
- Listening ..... %
- Writing ..... %

9- Do you feel students ready (holding fundamental language skills) for receiving English for Specific Purposes directions?

Yes	
No	

10- Did you introduce any change in lecture formation in accordance to the objectives of the LMD system?

Yes	
No	

If yes, which changes?

.....

11- Do you work in collaboration with other teachers of the same discipline?

Yes	
No	

12- What are your suggestions in designing a specific course to successful teaching learning process at the ESP field in general?

.....  
 .....  
 .....  
 .....



6- Do you have adequate books to your English sessions?

- Few
- Many
- non existent.

7- What English language skill do you prefer?

- Listening.
- Speaking
- Reading
- Writing

8- How important to success in your course of study are the following abilities?

	High	Moderate	Low
1- Listening to English	1	2	3
2- Speaking English	1	2	3
3- Writing English	1	2	3
4- Reading English	1	2	3

9- If you were to take a course to improve your English skills, which of the following would be useful to you?

- 1- General listening comprehension.
- 2- Giving formal speeches
- 3- Essay Writing
- 4- Reading rapidly.

10-Do you think time allocated to language courses can suffice you to grasp a proficiency in English language?

- Yes
- No

11- According to you, how English courses should better prepare students to grasp language proficiency?

.....

.....

.....

.....

الدراسة التالية تنتمي لإغراض علمية في مجال تعليمية اللغة الانجليزية كصفة عامة و إلى اللغة الانجليزية بإغراض خاصة بصفة خاصة، يعتبر هذا البحث كدراسة نوعية و إحصائية و تحتوي على مجموعة من التعريفات و المناقشات بالنسبة لطلبة LMD جامعة العلوم الاقتصادية بجامعة أبو بكر بلقايد بتلمسان. و ذلك للتمكن من معرفة الأسباب التي تعيق المجال التعليمي على هذا المستوى. كما أن هذا البحث يحتوي على دراسة وضعية لتحديد دقيق لاحتياجات الطلبة و المدرسون. لمة تسبب في احتياج أكثر و اخص للغة الانجليزية و اكتملت الدراسة بتقديم توجيهات و نصائح بالنسبة عن طريق التعليم على مستوى اللغات و تقديم برنامج خاص لبنية الدروس.

**الكلمات المفتاحية :** بنية الدروس اللغة الانجليزية - - الاحتياجات

## Résumé

Le présent travail est une dissertation scientifique dans le domaine des langues étrangères en général et dans l'anglais spécifique en particulier. Du fait du processus de la mondialisation l'anglais à pris de l'ampleur dans le monde de la science et de la technologie, et s'est imposé comme mode de communication par excellence.

La présente dissertation se compose d'une étude qualitative et quantitative avec des définitions des réflexions et une étude de cas pour les étudiants de 1<sup>ère</sup> année LMD dans la faculté des sciences économiques à Abou Bekr Belkaid – Tlemcen.

Le travail a résulté par un ensemble de recommandations et de propositions, suivi d'un model de programme de cour.

**Mots clés :** Elaboration de cour- anglais spécifique –LMD système- mondialisation –analyse des besoins.

## Abstract

The undertaken research investigation is a scientific dissertation conducted in the field of TEFL (Teaching English as a Foreign Language) in general and ESP (English for Specific Purposes) in particular. Due to the globalization process, English has become the language of wide communication par excellence and good language mastery has become vital to scientific research and development. The direct educational outcome of the globalization process in Algeria resulted in the implementation of the LMD system to join the Anglo-Saxon model but here too the Algerian context was not been taken into consideration.

Therefore, the study involved was a sequence of qualitative and quantitative data comprehending definitions, reflections and a needs analysis directed to students of first year LMD system at the Science Economic Faculty in order to gather information about hinges and deficiencies in the teaching/learning process that result in a rather negative outcome. The piece of research has finally resulted by some recommendations about the new techniques used in language teaching/learning. The investigator has also ended the work by the design of a sample course in order to cope with student's needs to achieve the requested linguistic performance.

**Key words:** Course design- English for Specific Purposes- LMD system- globalization- needs analysis.