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ESP Syllabus Design for Economics:

A Case Study of First Year Master International Economics and Finance

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DEDICATION

***T**his humble work is dedicated to my mother for being a beam of inspiration and affection; she has been and will always be my role model.*

***T**o my dear father for being a brother, a friend and a wise mentor for me.*

***T**o my cute sisters Jihane and Nessrine.*

***T**o all my friends and classmates with whom I shared unforgettable moments of joy.*

Dine Radia

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Abstract

English for Specific Purposes is a rising field in the foreign language teaching arena. Its main motive is to equip learners with the linguistic proficiency needed in specific academic and professional contexts. Despite its promising goals, the actual ESP situation lacks effective results for both teachers and students. The present study aims at investigating the ESP situation in Algerian universities especially that of the department of Economics at Dr. Moulay Taher, Saida .For the purpose of this study, both quantitative and qualitative data collection methods were utilized: students' questionnaire and teachers' interview in order to explore the main reasons behind the poor outcomes for the ESP instruction. The main findings for the study revealed a conflicting attitude among students towards learning English for their studies. Furthermore, it showed a variety of issues that teachers encounter when teaching.

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List of Abbreviations and Acronyms

ELT English Language Teaching

ESP English for Specific Purposes

GE General English

EAP English for Academic Purposes

EOP English for Occupational Purposes

EST English for Science and Technology

NA Needs Analysis

LMD Licence, Master, Doctorate

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GENERAL INTRODUCTION

General Introduction

In the modern world, English has become the most dominant language in terms of use. Its status was consolidated by the spread of cultural ideologies mainly "Globalization" which promotes communication and interaction among people from all around the world. The main motto of this ideology is to create "Global citizens" that can communicate and correspond with each other. This could only be achieved by overcoming the language barrier that people from different speech communities would face .Thus, the need for a united language that serves as the common ground for them and facilitates their social, cultural and most importantly economic interactions became an urgent necessity. Hence, English filled that spot and it became 'The Language of The world' or what many scholars call it "The lingua Franca of the modern world".

Today, there are an increasing number of people who are learning English in order to 'fit-in' the high demands of global economy and international communication. They are fully aware that English has become synonymous with social, economic and scientific development. Hence governments across the world have set out on aspiring instructive changes incorporating English more profoundly into their educational curricula in order to equip their learners with the linguistic dominator used and needed everywhere in the world. These courses are known as English for Specific Purposes (henceforth ESP).

Algeria, like any other developing country has adopted English in its educational programmes including the tertiary level where English is taught almost in all fields like Biology, Physics, Technology and Economics.

Nonetheless, even if -hypothetically- English is integrated in all fields and taught for all levels .There is still a major handicap for students who cannot use the language appropriately for the required needs (educational and professional purposes), and also for teachers who lack the efficient training for ESP teaching which requires a methodology that is different from General English courses (GE).

The researcher has chosen the department of Economic and commercial Sciences at the University of Dr .Moulay Taher –Saida- in order to investigate the current status of ESP teaching by conducting a needs analysis for students to assess their level of awareness about the importance of learning English in their studies and how it may affect their level of motivation .

The present inquiry attempts to provide appropriate answers to the following question:

-To what extent is the ESP teaching /learning process efficient in terms of providing teachers and learners with appropriate environment in order to meet the final objectives of the ESP syllabus**?**

The aforementioned question generated the following sub-questions:

- What are the learners' attitudes towards learning English in their field of study?
- Are the ESP teachers actually aware of the particularity of their courses?
- Are they giving adequate training and materials to cope with specific requirements of ESP courses?
- How to design an efficient ESP course that actually has well defined objectives and would eventually lead to concrete results?

The main hypothesis for this research is that the ESP Teaching/Learning process probably lacks concrete results which may be for both stakeholders (teachers and students) due to the absence of clear methodology of teaching and well-defined objectives.

Moreover, the above questions engendered the following sub-hypotheses:

I. There may be a disparity in the level of awareness of students about the necessity of English in their studies .i.e. some of them acknowledge the fact that English is an integral part in their studies while others see it as a slot-filling module in their time table.

II ESP may be ambiguous for some instructors; some teachers can not differentiate between ESP and GE courses.

III. Perhaps, ESP teachers are not provided with any special materials or even a clear syllabus.

IV. Designing an efficient ESP course may depend on knowing the actual needs of students and also detecting their linguistics problems. Thus, by attempting to address these problems, an efficient ESP course may be possible to design.

This work is divided into three main chapters:

The first chapter aims at exploring the theoretical background of ESP. It will shed light on the emergence of ESP , its various definitions and its types .In addition, the researcher would focus on ESP course design rationale as well as some key concept about syllabus design .

In the second chapter, the researcher will undertake a needs analysis in the department of Economic Sciences, at the University of Dr. Moulay Taher, Saida. Furthermore, the researcher will conduct a students' questionnaire and a teachers' interview in order to have an overall description of the teaching of English in the department under study.

Finally, in the third chapter, the researcher will interpret the data collected through the different research instruments used. Furthermore, she will offer some practical recommendations that aim at creating a positive ESP teaching/learning environment.

CHAPTER ONE:

LITERATURE REVIEW

Literature review

1.1 Introduction

1.2 ESP Genesis

1.3 Definitions of ESP

1.4 Branches of ESP

1.5 ESP Course Design

1.6 Approaches to course design

1.7 Needs Analysis

1.8 Models of Needs Analysis

1.9 Syllabus Design

- 1.9.1 Definition of Syllabus
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1.11 Conclusion

1.1 Introduction:

The paramount importance of English has led to the expansion of the English language teaching arena. Hence, the implementation of English in the educational system and mainly on the tertiary level has become an inevitable necessity. Consequently, there was a high demand for English courses designed to cater the needs of the diversified university majors (Social Sciences, biology ….etc) .This goal-oriented approach is achieved by the teaching of a particular type of English commonly known as English for specific purposes, or simply (ESP).

The first part of this chapter reviews literature on the field of ESP, its various definitions and its branches .The second part gives a clear idea about syllabus design and some key concepts in its methodology such as needs analysis, teaching materials and evaluation and assessment in this discipline.

1.2 ESP Genesis:

According to Hutchinson and Waters (1987), ESP was not a 'planned and coherent movement' but it has emerged because of numerous unified trends. These trends have operated in a variety of ways around the world, but we can identify three main reasons common to the emergence of ESP:

- **The demands of a Brave New World** :

The post Second World War witnessed an unprecedented expansion in scientific, technical and economic activity on an international scale. This expansion created a world unified and dominated by two forces - technology and commerce (Hutchinson & Waters 1987: 6).An international language, thus, became an urgent necessity in order to adapt with the new “unified “globalized world. Consequently, English was **‘the key to the international currencies of technology and commerce’ (Ibid:6) ,** it was the dominant language that everyone had to speak due to the political and economic power of the USA .This position was also consolidated by the Oil Crisis

in the 1970's which resulted in Western money and knowledge flowing into the oil-rich countries; the language of this knowledge became English.

This led to the emergence of a new category of people that consists of professionals who needed English to perform their jobs. However ,the process of English learning/teaching they need was different from the conventional methods of learning a language which requires a deep and vast knowledge of the whole aspects of the target language (e,g.Grammar and literature) ;They had specific and well defined objectives .

- **A revolution in Linguistics**

Another reason which had a tremendous impact on the emergence of ESP was a revolution in linguistics. Traditionally, Linguistics' primary focus was studying the structural features of the language (e.g. Grammar).However; revolutionary pioneers in linguistics shifted their focus to the ways in which language is used in real communication.

- **Focus on the learner**

New developments in educational psychology also contributed to the rise of ESP, linguists emphasized on the psychological attributes that emphasized on the central importance of the learners and their attitudes to learning .Learners were seen to have different needs and interest, which would have an important influence or their motivation to learn and therefore on the activeness of their learning (Hutchinson and Waters1987:08). This lent support to the development of courses in the which relevance to the learners need and interests was paramount.

The assumption underlying this approach was that the clear relevance of the English course to their needs could improve the learners' motivation and thereby learning better and faster.

Eventually, this development exerted pressure on the language teaching profession to deliver the required goods. 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).

1.3 Definitions of ESP

ESP is a relatively new field that has attracted the attention of many scholars and educators. Its multi-dimensional nature led to a rapidly growing literature that framed the theoretical background of this sphere of ELT.

Generally speaking, ESP is defined as the branch of ELT that deals more principally with learners' needs so that learners will perform adequately in the target situation (Smoak 2003:23).

In this respect, Mackay and Mountford propose a definition of ESP emphasizing on the utility of learning English saying that**:**

> **"… 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." (Mackay and Mountford, 1978:4).**

This means that it is a set of exclusively designed courses tailored for the specific needs of learners (whether vocational or educational purposes).

Along similar lines, Hutchinson and Waters (1987) define ESP as an *approach* rather than *a product*; this means that ESP does not require a particular kind of language, teaching material or methodology. In fact, the basic question of ESP is: Why does this learner need to learn a foreign language? Thus learners' needs constitute a core component in the ESP teaching/learning process.

On the other hand, Dudley and Evans (1998) introduce a thorough definition of ESP in terms of absolute and variable characteristics:

A/Absolute Characteristics:

• ESP is designed to meet specific needs of the learners;

• ESP makes use of the underlying methodology and activities of the disciplines it serves;

• ESP is centered on the language (grammar, lexis, register), skills, discourse and genres appropriate of these activities;

B/Variable Characteristics:

• ESP may be related or designed for specific disciplines;

• ESP may use, in specific teaching situations, a different methodology from that of general English;

• ESP is likely to be designed for adult learners, either at tertiary level institution or in a professional work situation. It could , however, be based for learners at secondary school level;

• ESP is generally designed for intermediate or advanced students;

• Most ESP courses assume basic knowledge of the language system, but it can be used with beginners. (Dudley and Evans1998:4-5)

1.4 Branches of ESP:

Under the umbrella term of ESP there are a myriad of sub-divisions. Each of these divisions is strongly related to the concerned field of study.

- ✓ ***English for Academic Purposes :***

As it name implies, English for Academic purposes (or simply EAP) is a branch of ESP that accentuate the educational needs of learners who need English in their studies. As Kennedy and Bolitho posit that: **«EAP is taught generally within educational institutions to students needing English in their studies » (**kennedy and Bolitho 1984: 4).

EAP courses are programmed in such situations to provide learners with specialized knowledge of the language so that they can be update their knowledge and keep abreast of the latest developments in their specialities. Typically, EAP learners should attain different skills which would contribute to their studies like listening to lectures, taking notes, reading in the specialised field, writing reports and research articles, and so on.

- ✓ ***English for Occupational Purposes :***

AOP is taught for learners who need English for vocational purposes. Thus, its teaching is activity-oriented where people may be obliged to use English as part of their everyday job. This is illustrated in the definition of Kennedy and Bolitho (1984:4) who state that: **"EOP is taught in a situation in which learners need to use English as part of their work or profession."**

On the other hand, Hutchinson and Waters (1987) say that there is no clear-cut distinction between EAP and EOP because people can work and study at the same time:

> **"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" (Hutchinson and Waters 1987:16)**

- ✓ ***English for Science and Technology:***

EST emerged due the constant demands of scientists and technologists who need English in order to stay updated with the latest trends of scientific and technological developments.

Some theorists consider EST as a sub-branch shared by EAP and EOP, Blue (2001) writes:

> **” English for science and technology cuts across for occupational purposes and language for academic purposes, as it has both occupational and academic applications” (qtd in Hamche, 2014: 75)**

1.5 ESP Course Design

Course design refers to the planning and structuring of a course to achieve the needed goals. It is the outcome of number of elements: the result of the needs analysis, the course designer's approach to syllabus and methodology, and existing materials (Robinson: 1991). It is a process that enables learners build up new knowledge on the previously existed one (Basturkmen 2010:26).

In this respect, Hutchinson *et al* suggests that

> **“Designing a course is fundamentally a matter of asking questions in order to provide a reasoned basis for the subsequent processes of syllabus design, materials writing, classroom teaching and evaluation” (Hutchinson et al 1987:21)**

In other words, ESP course design is a the basis of inter-related processes that encompass integrated series of teaching-learning experience such as syllabus design, materials availability and most importantly, data gathered through conducting needs analysis .The latter is considered as a crucial parameter in identifying and analyzing learners’ needs .Consequently, these needs will serve as a guide for syllabus design , course materials as well as teaching and testing methods.

1.6 Approaches to course design

1.6.1 Language-centred course design*:*

Language-centred approach put emphasis on the linguistic performance of the learner in the target situation. This approach is considered to have the simplest kind of course design process which begins with identifying learners’ target situation, proceeds through various stages of analysis to a syllabus, then to materials in use in the

classroom, and finally to evaluation of mastery of the syllabus items. The diagram below clearly elucidates how the language-centred approach is elaborated.

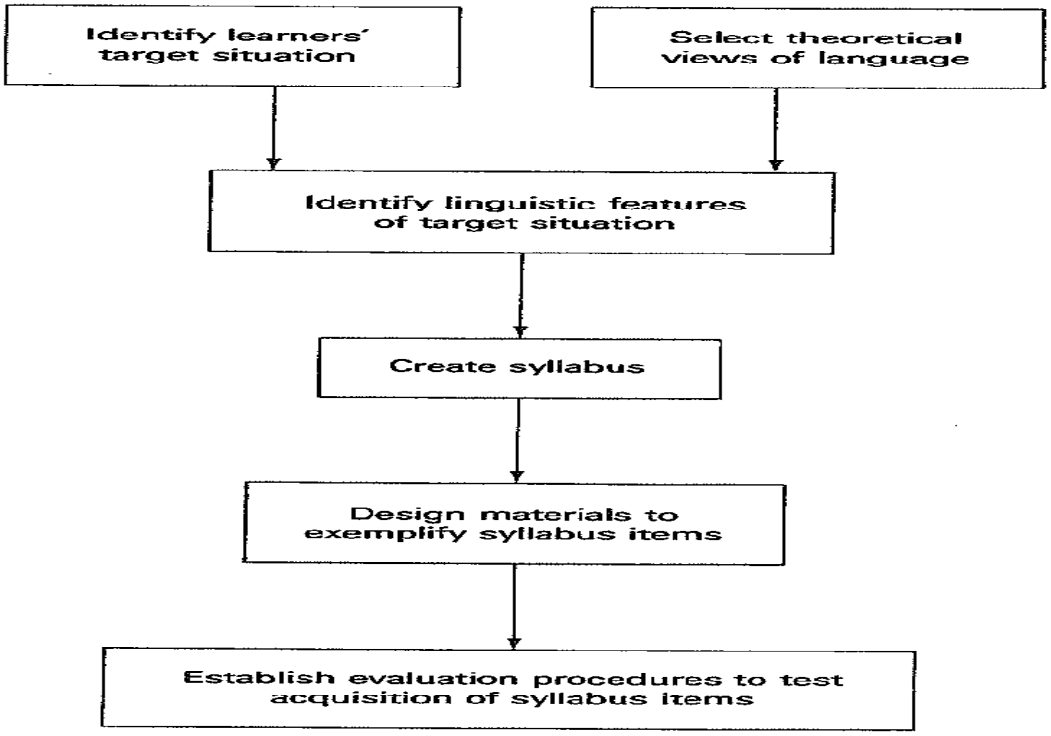


Figure 01.01: a language-centered approach to course design (Hutchinson and Waters1987:65)

Despite its seemingly logical procedure, Language-centered approach has been criticized on grounds that it disregards the integral role that learners' needs play in the process of designing an ESP course. Nevertheless, this approach was regarded as a static and an inflexible procedure whose limits end with the end of target situation analysis.

> **"… Once the initial analysis of the target situation is done, the course designer is locked Into a relentless process…….Any procedure must have flexibility, feedback channels and Error tolerance built in so that it can respond to unsuspected or developing countries"** (Hutchinson and Waters 1987:67)

1.6.2 Skills-centred course design*:*

The skills-centred approach to course design focuses on the development of Skills and strategies that should remain active after the ESP course, by making learners Better processors of information. Unlike the previous approach, Skills-centred approach tends to compensate between performance and competence in presenting its learning objectives.

This model views the learner as a user of language rather than as a learner of language and the processes it is concerned with focus more on language use, not language learning (Hutchinson and Waters, 1987). Thus, it is more concerned with

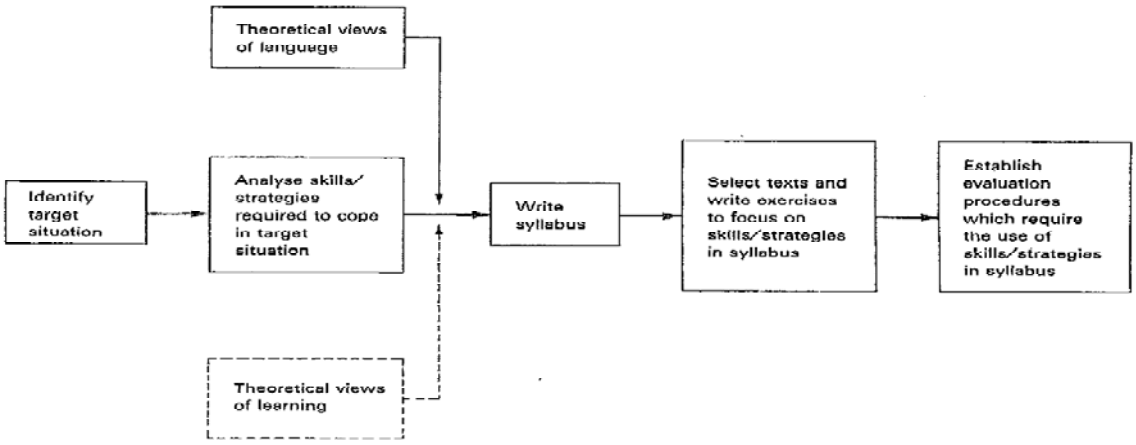


Figure 01.02: A skills-centred approach to course design(ibid:65)

1.6.3 Learning-centred course design:

As one of the prominent approaches in recent educational research , Learning-centred approach is based on humanist doctrines mainly of John Dewey and Carl Rogers who emphasize the role of “active learning” and “participatory learning” in building the learning experience .Hence, learning-centred approach considers the learner as a core component in designing a course on the premise that the learner’s

motivation , previous knowledge and learning experience would greatly contribute in constructing an educational course.

1.7 Needs Analysis

According to The Oxford Advanced Learner's Dictionary (2000), the verb " to need" is defined as the following : **«** *to require something/somebody because they are essential or very important, not just because you would like to have them »* . Generally speaking, a need constitutes the gap between current conditions and desired conditions.

Needs Analysis, also known as needs assessment , is the process through which different learners' needs are identified and analyzed .The term "analysis of needs" was originated by Michael West in 1920's as an attempt to investigate *why* learners should learn English and *How* they do so.

In this vein, Dudley-Evans and St John (1998, p.125) defined Needs Analysis as **"professional information about the learners: The tasks and activities learners are/will be using English for […] target situation analysis and objective Needs"** Accordingly, needs Analysis 'fundamental question is " For what purpose is the learner learning the language? "

Needs Analysis, Thus, is an indispensable stage in ESP .In fact "The idea of analyzing the language needs of the learner as a basis for course development has become almost synonymous with ESP". (McDonough 1984: 29) .It provides ESP teachers with in-depth insights to the actual needs, wants and lacks of their learners. Hence, learners are viewed as partners and co-creators .This enables teachers as well as course designers make the right decisions about content and methodology .i.e., to construct "remedial "courses that meet the needs of their learners.

Nevertheless , Needs Analysis should not be considered as a preliminary phase .In fact , it is " an on-going process " that provides teachers the suitable platform for

designing their courses in an *ad-hoc* manner by developing tests, materials, teaching activities and evaluation strategies.

1.8 Models of Needs Analysis

1.8.1 Target Needs Analysis

The term « Target needs » refers to the academic or professional requirements the learner aims at obtaining .According to Hutchinson and Waters (1987), target needs can be classified into three main types

a. **Necessities :**

   Necessities are simply the types of needs determined by the demands of the target situation (ibid) .i.e., the required level of language proficiency in order to function effectively in the target situation .They are also known as objectives

b. **Lacks :**

   As it is apparent from its name, Lacks express the gap between the learner's present competence and desired competence .A thorough comparison between these two levels would be a valuable tool for teachers to identify learner's deficiencies and, Thus construct a syllabus that would take these « lacks » into consideration.

c. **Wants :**

   Wants represent the learner' subjective point of view of their « necessities » and « lacks ».In other words , wants are the learner's consciousness of his linguistic proficiency ,current deficiency as well as prospective linguistic skills in order to be an effective user of the target language. Nevertheless, These views may conflict with the perception of other interested parties: course designers, sponsors, teachers (Hutchinson and Waters 1987:56)

Hutchinson *et al* propose an analytical framework for Target Needs .This includes answering the following questions:

- *Why is the language needed?*

- *How will the language be used?*
- *What will the content areas be?*
- *Who will the learners use the language with?*
- *Where will the language be used?*
- *When will the language be used?*

1.8.2 Learning Needs Analysis

Learning needs are **"…what the learner needs to do to actually acquire the language."**Robinson (1991: 7). They are linked with cognitive, sociological and methodological needs of the learners. In addition, this type of needs analysis includes information about aims of the course, the type of learners, the available materials, the time load as well as the strategies that learners employ in order to learn the target language.

1.9 Syllabus Design

1.9.1 Definition of Syllabus

A syllabus is a document, which says what will (or at least what should) be learnt (Hutchinson and Waters 1987:80). It is roadmap of teachers that include the subjects to be presented and how the language structures and tasks are organized in order to meet the specific set of objectives.

In this respect, Corder asserts that a syllabus is

> **" …….the overall plan of the learning process. It, too, must specify what components or learning Items must be available or learned by a certain time and what is the most efficient sequence in which they are learned "** (Corder 1973:296)

Furthermore, Yalden posits:

> **"... the syllabus is now seen as an instrument by which the teacher, with the help of the syllabus designer, can achieve a degree of 'fit' between the needs and aims**

of the learner (as social being and as individual)and the activities which will take place in the classroom. (Yalden 1984,qtd in D. Nunan, Syllabus Design: 05)

In a nutshell, a syllabus is a plan of work which elucidates the systematic process for the teaching /learning process. It has an important role for any teacher, syllabus designer or materials writer.

1.9.2 Factors affecting Syllabus Design:

A syllabus is the teacher's agenda of a course's content and methodology .In other words, it clearly states *what is to be taught* and *how to be taught* .Based on this, designing a syllabus cannot function in isolation. In fact, a number of parameters are involved in the syllabus design process.

In this vein, Dubin and Olshtain (1986) clarify these parameters in the following diagram:

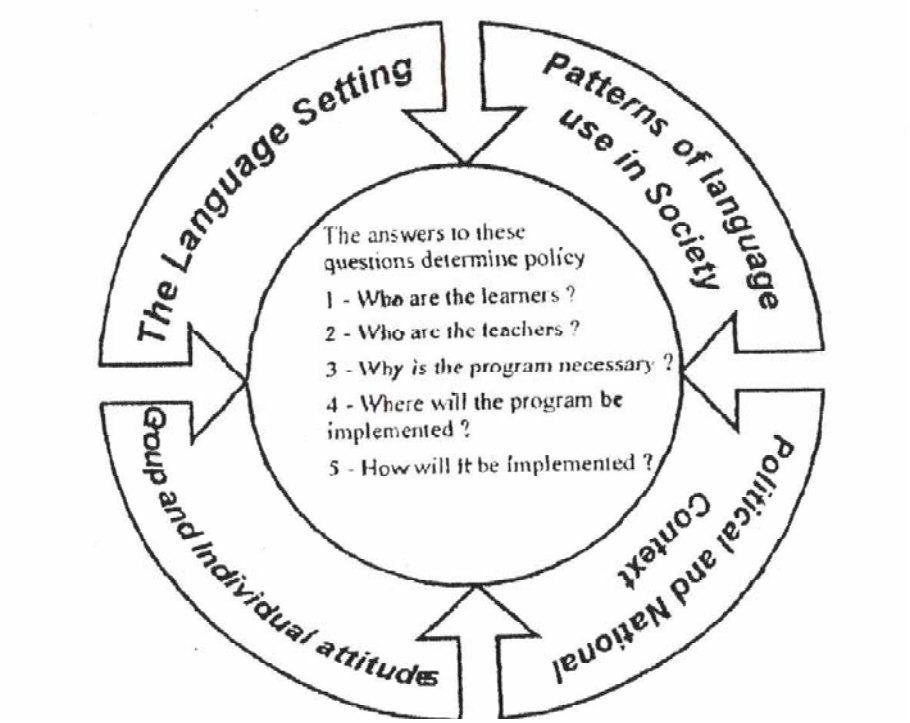


Figure 01.03: Environmental Factors affecting in course design /Dubin and Olshtain (1986, p06)

As it is illustrated above, the answers to a number of questions provide information about the overall Teaching / Learning environment .For instance, determining the target population (learners), the language setting as well as the learners' attitudes towards the course .These criteria contributes in determining the design policy.

Generally, the design of a syllabus is influenced by a set of environmental constraints:

- The language setting which concerns the role of the language in the community (as a mother tongue, a second language, or a foreign language).
- The areas of language use in society (How and where is it used?)
- The role of the language in political life taking into account the country's economy and technology (Ashworth, 1985 a).
- The attitudes of groups and individuals towards the language . This is determined by the degree of their awareness of the language (Vanlier , 1995) (Mentioned in Benmansour Radia, 1999: 30)

1.10 The ESP syllabus:

As it has been mentioned before, a syllabus is a statement about the content and methodology of the course. It clearly states what should be taught and in what sequence.

Amidst this contextualization, what is self-evident that designing an ESP course is far from being an easy task. In fact, ESP teachers' syllabi must improve learners' grammatical proficiency, communicative competence as well as increasing their terminological register in the target language.

Based on this , it is the task of the teacher to choose from the plethora of language syllabi , the appropriate syllabus that leads to effective results .It is , thus , an extension to the stage of needs analysis that clarify the needs of the learners.

Whether it is a Content-based, structural, task-based or functional-notional syllabus. The ESP should be adjustable, open-ended and subject to regular revision.

After choosing the adequate syllabus, the teacher or course designer has to select the appropriate teaching materials.

1.10.1 Teaching materials:

It is evident that materials are an indispensable stage in teaching. They have a crucial role in determining the content of the course. Hutchinson and Waters argue that the material development process takes a great amount of time for ESP teachers because of their importance in providing a stimulus to learning.

In this respect , Allwright (1990) argues that materials should teach students to learn, they should be resource books for ideas and activities for instruction/learning, and that they should give teachers rationales for what they do (mentioned in K. Kitao,*et al* 1997*)* .

ESP teachers, thus, should to provide materials that are both challenging and interesting for their learners in order to stimulate their thinking capacities to consolidate and enhance their skills.

1.10.2 Teaching:

There is no single or straightforward way of teaching people to learn. In fact, teaching takes places in a variety of styles and settings taking into account a number of educational, psychological and methodological factors for both teachers and learners.

For any teaching situation, the teacher's role is to ensure the learners' effective assimilation of the content .Language teachers' ultimate task, then, is to enable students to use the target language effectively.

In the case of ESP context, the role of the ESP teacher does not differ from the general English teacher .In fact, an ESP teacher is:" **…….a teacher of General English who has unexpectedly found himself/herself required to teach students with special needs**." (Strevens 1988:41). This means that an ESP teacher is basically a General English teacher who has to deliver his courses in a tailor made way in order to

cater the specific needs of his learners. Nevertheless, many teachers found themselves unable to meet their learners' academic objectives because they lack proper training in ESP teaching.

Thus, the ESP teacher's work involves much more than instructing. An efficient ESP teacher has to perform various duties; he has to be a course designer material provider, a researcher, a collaborator and an evaluator.

1.10.3 Evaluation and Assessment in ESP teaching:

As the final step of any syllabus design, assessment and evaluation are integral components that constitute the critical platform for stakeholders (learners and teachers).

In order to achieve more prominent results, Hutchinson and Waters (1987) propose two levels of evaluation:

- **Learner's assessment :**

It is axiomatic that a high quality teaching can be achieved through maintenance and ongoing development. Thus, assessment plays an integral role in the ESP course because it is the "barometer" that quantifies teachers' attainment of the selected goals and objectives set by the process of needs analysis.

In this respect, Richards and Renandya (2002) suggest that assessment yields an observed judgement of the effectiveness of teaching .i,e, learner's assessment helps to check learner's performance and detect any linguistic problems in order to suggest remedies for the following courses.

Furthermore, Dudley-Evans and St. John (1998: 210) assert that:

> "**Assessment encompasses benefits such as reinforcement, confidence building, involvement and building on strengths "**

- **Course evaluation :**

From the perspective of Dudley-Evans and St. John (1998), evaluation does not stand alone, but occupies a prominent place in the ESP process, giving an ESP teacher a wealth of information on the effectiveness of learning and teaching.

Course evaluation, thus, enables the teacher to assess whether or not the objectives have been met.

All in all, both levels of evaluation provide the necessary feedback for the teacher and the learner in order to enhance and enrich the overall teaching/learning experience

1.11 Conclusion:

This chapter has tried to give a clear idea about the field of ESP, its various definitions, origins and its branches .It has also shed light on Syllabus, its design methodology and its process. In addition, it has shown the different approaches to course design and the importance of needs analysis in ESP syllabus design .The following chapter will constitutes the practical part of the research.

The researcher will conduct a needs analysis at the chosen department and analyze the findings accordingly.

CHAPTER TWO:

SITUATION ANALYSIS AND RESEARCH METHODOLOGY

Chapter two:

Situation Analysis and Research Methodology

2.1. Introduction

2.2 ESP teaching in Algeria

2.3 Description of the ESP Situation at the Faculty of Economic, Commercial and Management Sciences

2.3.1 The description of English at the Department of Economic Sciences

2.3.2 The Teaching Time Load.

2.3.3 Teaching Materials.

2.4 Research Design

2.4.1 Sample population

2.4.2 Teachers' Profile

2.4.3 Students' Profile

2.5 Data Collection Instruments

2.5.1 Students' Questionnaire

2.5.2 Teachers' Interview

2.6. Conclusion

2.1 Introduction

For the past 40 years, Algerian universities have mandated ESP courses in all tertiary majors in order to equip their learners with the necessary linguistic proficiency that enables them to cope with scientific, economic and cultural international developments .However, this is far from reality as many teachers and learners face serious difficulties that hinder the effective attainment of their educational aims.

This chapter represents the empirical part of the research. The researcher will try to shed light on the obstacles and problems that face both teachers and learners from achieving satisfactory results. Hence, a needs analysis is the key to unveil the reality of ESP teaching in the department of Economics at Dr.Moulay Taher University.

The present chapter is constituted of two main parts: The first part is dedicated to situation analysis of the ESP situation in Algeria and at the university of Dr .Moulay Taher, Saida mainly the department of Economic sciences. The Second part is devoted to the Data collection phase .It involves the presentation research methodology as well as the informants and the instruments used in the collection of data.

2.2 ESP teaching in Algeria:

The linguistic map of Algeria is a complex entity of historically-impacted languages. It is what Bordieu calls such a situation a *« Marché Linguistique ».* Algeria is officially a monolingual country; its national language is Arabic, which is spoken by an estimated 81% of the population. As a fact of history, French holds a significant role in the educational curriculum and it is considered as the main medium of instruction for a wide range of majors at the tertiary level.

The introduction of English Language teaching dates back to the French colonial period. At that time, English was taught at secondary schools by French teachers. After the independence, the teaching of English remained in the Algerian educational system mainly because of its international status. Thus, English is a

compulsory module that is taught from middle school till secondary school. At the tertiary level, English is taught at all faculties where the teaching is more concerned with the «specific » purposes of each specialty.

It is noteworthy that the Algerian government had made considerable efforts in order to enhance ESP status at higher education level. One of the prominent initiatives is the collaboration between the British higher education institutions and their Algerian counterparts in order to utilize British expertise in ESP teaching.

Furthermore, three ESP centres were set and supplied by the British Council, with the necessary pedagogical equipments (Bencherif 1993, qtd in Hemch 2014:138).This step was taken in hopes of a dynamic and an efficacious dissemination of ESP teaching at Algerian universities. However, these centres were not officialised by the Ministry of Higher Education and Scientific Research making it impossible for them to carry on with their agenda (Ibid, 138).

2.3 Description of the ESP Situation at the Faculty of Economic, Commercial and Management Sciences:

The faculty receives annually baccalaureate holders; they start their first year as a common core where they receive different introductory courses about Economics, Law, Sociology, Mathematics, and Accounting. In the Second year, they will be oriented to the three available departments which are: The Department of Economics, The Department of Commercial Sciences and The Department of Management Sciences.

English is considered as a transversal teaching unit[1]. It means that its main aim is to transmit general culture and technical savoir-faire to the learners. In addition, English is a compulsory module that is taught from the first year of licence till the second year master. The entire faculty has 14 English Language teachers: 7 teachers for the department of Economic Sciences, 3 teachers for the department of commercial sciences and 4 teachers for the department of management sciences.

[1] My translation for :Unité ‘d’enseignement transversale

Nevertheless, it is worth mentioning that English is an underestimated module; its coefficient is of one .Furthermore, the Faculty is obliged to close the two language laboratories due to the lack of trained language teachers in ICT tools as well as the reluctance of the language teachers to use them.

The Faculty of Economic ,Commercial and Management Sciences			
	Economic Sciences	Commercial Sciences	Management Sciences
Coefficient of English	01	01	01
Status of the module	compulsory	compulsory	compulsory
Levels in which English is being taught	All levels	All levels	All levels
Teaching Time Load	1h30 / 3 h	1h3	1h30
Number of Language teachers	07	03	04
Teachers' speciality	GE	GE	GE

Table 2 .1: Faculty of Economic, Commercial sciences and Management

2.3.1 The description of English at the Department of Economic Sciences

The department of Economic Sciences encompasses an assortment of specialties to which students may be oriented in view of their choice. Accordingly, all specialties include English courses.

The department contains 07 Languages teachers who are in charge of ESP courses for all different levels. The administration does not provide any programme for the ESP teachers; they have total freedom to teach whatever they want. In addition, it is somehow lenient towards students' constant absenteeism from the ESP Sessions. i,e. Although English sessions are programmed as a TD sessions, the administration does not take disciplinary actions against students' absenteeism. This has a direct negative impact on Teachers' lesson progress and students' level of motivation.

2.3.2 The Teaching Time Load.

Based on The teaching program plan that was provided by the administration, the teaching time load of English is estimated by 22h30 for a complete semester that lasts approximately 14 weeks. This time allocation is subsided in comparison to the other modules.

Accordingly, the time allotted for English ranges between 1h30 and 3h depending on the field and level of study. English courses are presented either as lectures or as Tutorial Sessions.

Generally, English sessions are scheduled either at the end of the day usually from 14:00 to 15:30 mostly on Tuesdays or Wednesdays.

2.3.3 Teaching Materials.

There are no specific teaching materials provided for ESP teachers. In fact, they rely on their “intuitions” when choosing the adequate materials. Moreover, they only use basic teaching materials such as handouts which include summaries of the lessons presented during the sessions. Audio-visual materials like videos, recordings and even PowerPoint presentations were greatly neglected.

Furthermore, they sometimes use ready-made courses which they download from the internet. Or, they borrow lessons plans from other teachers whose content is, most of the time not designed for Economics.

2.4 Research Design

The present study follows a case study research design. A case study is:

> **”an empirical inquiry that investigates a contemporary phenomenon within its real-life; when the boundaries between phenomenon and context are not clearly evident; and in which multiple sources of evidence are used” (Yin 1987.qtd in Nunan1992:77)**

A case study is generally an in-depth investigation of a particular phenomenon. It entails the use of a collection of research methods and instruments mainly quantitative and qualitative methods.

The quantitative method attempts to measure the different variables in a phenomenon .It is a systematic ,rigorous, focused, and tightly controlled inquiry involving precise measurement and producing reliable and replicable data that is generalizable to other contexts(Dörnyei 2007:34) .In other words, the use of quantitative methods offers objectives , more reliable results that could extend beyond the sample under study.

The qualitative method, on the other hand, attempts to gain an understanding of the underlying reasons and motivations for actions and establish how people interpret their experiences and the world around them (Headlam *et al 1986:86).*Qualitative methods provide insights into the realms of the phenomenon in a more profound approach.

Insofar the present research is concerned, the researcher has opted for a mixed-method approach i.e., the use of quantitative and qualitative methods for the sake of achieving a fuller understanding of the target phenomenon and to verify one set of findings against the other (Sandelowski 2003,qtd in Dörnyei 2007:164).

In this respect, Dörnyei (2007) asserts:

> **"the qualitative should direct the quantitative and the quantitative feedback into the qualitative in a circular, but at the same time evolving process with each method contributing to the theory in ways that only each can"** (Ibid 2007 :43).

Thus, a students' questionnaire will provide an excellent quantifiable data about their language competence and their attitudes towards the language .In addition, an interview arranged with language teachers will be a remarkable qualitative method used to yield further dimensions about ESP teaching intricacies.

Therefore, the use of qualitative and quantitative methods will complement each other allowing the researcher to triangulate the Data in order to obtain a clear picture about the teaching/learning situation at the department under investigation.

2.4.1 Sample population

A sample is defined as **"the group of participants whom the researcher actually examines in an empirical investigation"** (Dörnyei 2007:96). It is a subset that represents the entire population under study. In any scientific research, the process of Sampling is the cornerstone that determines the validity and reliability of the research.

The researcher has chosen to construct her research based on two categories of informants: (a) 02 Language teachers. (b) Post Graduate students of 1st year Master degree in International Finance and Economics. These two categories of informants are supposed to be the most representative sample in the teaching/learning situation of English at the department under study.

The entire promotion consists of 60 student .However; the researcher has limited the number of sample informants to thirty students for a better manageability over the collection of data. Furthermore, to avoid any possibility of bias and to provide an equal chance of representation for each student, the researcher has opted for a random sampling technique.

Furthermore, language teachers were selected for an interview in attempt to mirror different viewpoints of the ESP teaching situation at the department under investigation.

2.4.2 Teachers' Profile

There are 07 English Language Teachers in the entire department .Their teaching experience ranges between 02 and 05years. 5 of them are General English teachers while 2 teachers hold an Economics degree .Some of them are new graduates with no prior teaching experience neither in GE nor ESP teaching. It should be noted that all of them are part-time teachers.

For the purpose of obtaining results from different perspectives, the researcher has selected two teachers: the first is a Middle School teacher; he has five years of teaching experience and three years experience as an ESP teacher at the department of Economics.

The Second is a General English teacher .In addition; she holds a licence degree in Economics. She has no experience as a GE teacher and two years experience as an ESP teacher; both of the instructors are part-time teachers.

2.4.3 Students' Profile

Considering the fact that ESP caters for the needs of the learners; students are a key element in conducting a needs analysis that reveals their ideas, lacks and wants. Thus, a closer look at their profiles would help to explain their experiences and attitudes vis-à-vis ESP courses.

It should be noted that the choice students at a master level was intentional due to the assumption that they are more aware of the relevance of English in their discipline and its utility in their studies, e,g, reading Economics literature in English. In this respect, Kennedy *et al* (1984) assert:

> **"The older the learner is, the more likely he is to have his own definition, ideas on what and why he is learning English ,the utility of learning English is likely to be more apparent"** (Kennedy and Bolitho 1984:13-14).

The students under study are holders of licence (LMD) in Economic Sciences; they have studied English at middle, secondary and tertiary levels.

2.5 Data Collection Instruments

The present research is a descriptive /exploratory case study through which the researcher is attempting to shed light on the ESP situation at the University of Dr .Moulay Taher mainly the department of Economic Sciences. Accordingly, the main objective of this research is to identify the teachers and the students' main

difficulties concerning ESP instruction.

Therefore, the researcher has recoursed to two quantitative and qualitative data collection instruments: a questionnaire dedicated to students and an interview for language teachers.

Obviously, the choice of multiple data instruments was guided by the purpose of obtaining more reliable and valid results.

2.5.1 Students' Questionnaire

A questionnaire is a set of preplanned questions designed to provide information from a sample of individuals about a pertinent topic (James.1997). It is a means of eliciting the different attitudes, perceptions, beliefs, and experiences of the selected sample. In addition, the questionnaire is a vital instrument in translating hypotheses into questions (Chancerel 1980:59).

For the purpose of this study, a questionnaire was administrated to 30 students in International Finance and Economics during an English session .The questionnaire was explained and ambiguous points were clarified in order to obtain clear answers from the students. Fortunately, all thirty students have completed and returned the questionnaire representing a rate of 100%.

The researcher has chosen a set of twelve questions ranging between open, mixed and closed questions, the overall aim for the researcher was to obtain clear perspective about students' linguistic proficiency in English, their learning experience and their aspirations and suggestions for improving their English language Level.

Questions 1 to 3: aim at exploring students' linguistic background in English and their self-evaluation of their level.

Question 4: intends to explore students' assimilation of ESP lectures.

Questions 5: seek to find out about students' area of difficulty.

Question 6: aims to explore students' participation frequency.

Question 7 attempts to find out about the s*uitability of ESP lectures to students' academic needs*.

Question 8, 9: ask about Students' viewpoint about the importance of English in their studies.

Questions 10, 11: ask whether students think that the time allocated for English sessions suffice to achieve a linguistic proficiency.

Question 12: invites students to make suggestions in order to improve ESP lectures.

2.5.2 Teachers' Interview

The interview is a research instrument that requires face-to-face interaction with the informants with the aim of eliciting their viewpoints about a specific topic.

In this respect, Richard (2001) posits 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" (**Richard 2001 :61)

In the same line of thought Macnamara (1999) asserts that

> **"Interviews are particularly useful for getting the story behind a participant's experiences. The interviewer can pursue in-depth information around a topic"**

Broadly speaking, there are three main types of interviews that differ in the degree of formality .These types can be classified on a continuum raging from the unstructured through the semi-structured to the structured (Nunan 1992:149).

The researcher has prepared an interview with two teachers whose educational background, teaching experience and teaching styles are different. Accordingly, a structured interview would limit the informations provided by the teachers whereas an

unstructured interview would take time because of administrative and scheduling difficulties.

Thus, a semi-structured interview fits the inquiry of the study for the sake of gathering teachers' attitudes, in class practices as well as their attitudes concerning ESP teaching vis-à-vis the department of Economics.

The teachers' interview is comprised of fifteen questions:

Questions 1to 5: seek general information about the teachers' qualifications and their status at the department and their teaching experience.

Questions 6 : intends to know about the availability of teaching materials

Questions 7, 8: ask whether teachers think that the time allocated for English sessions suffice to achieve a linguistic proficiency.

Question 09: aims at exploring the method through which teachers construct their syllabus

Question10: intends to know how they identify their students' needs

Question 11: teachers' opinions about the main skills that should be emphasized when designing a syllabus

Question 12: asks whether students are motivated to learn English

Question13: aims at exploring teachers' evaluation of their students

Question 14: seeks to pinpoint the difference between GE and ESP courses according to the teachers

Question 15: invites teachers to describe an ideal ESP class according to them

2.6 Conclusion

The present chapter has set out to describe the methodological framework of the research. It has begun with a description of the ESP situation in Algeria precisely at the Department of Economic Sciences.

A needs analysis was conducted through a questionnaire dedicated to First year Master students as well as semi-structured interview with language teachers at the department of Economic Sciences at Dr. Moulay Taher University, Saida.

The following chapter will analyze and discuss the data provided by the chosen sample. In addition, some remedial recommendations will be suggested as an attempt to address some of the main issues found while conducting this study.

CHAPTER THREE:

DATA ANALYSIS AND RECOMMENDATIONS

Chapter three:

Data Analysis and Recommendations

3.1 Introduction

3.2 Analysis of students' questionnaire

3.2.1 Summary of the main results

3.3 Analysis of teachers' Interview

3.3.1 Summary of the main results

3.4 Interpretation of the Main Findings

3.5 Limitations

3.6 Recommendations

3.7 Conclusion

3.1 Introduction

In order to obtain a clear understanding of the ESP situation in the department of Economic Sciences at Dr. Moulay Taher, Saida, a student questionnaire and a teachers' interview were conducted.

The present chapter will be devoted to the analysis of students' questionnaire as well as teachers' interview respectively. First of all, data obtained from student will be analysed through the use of statistical measures (figures, tables, and graphs).

Eventually, findings will be interpreted in order to affirm or deny the research hypotheses. Furthermore, some recommendations will be proposed to address the issues found during the data collection phase.

3.2 Analysis of students' questionnaire

Q01.How long have you been studying English?

	Respondents	Percentage
Eleven years	20	66,67%
Ten years	03	10%
Seven years	04	13,33%
Six years	03	10%

Table 02.01: Students' English past learning load

The table illustrates students' English Language length of study. There are 66, 67% of them who have studied English for eleven years while 13, 33% have studied it for seven years. In addition, 10% of the students responded as having studied English for six years. Similarly, 10% of students have dealt with the English Language for 10 years.

Q02. Have you studied English at tertiary level?

	Respondents	Percentage
Yes	23	76,67%
No	07	23,33%

Table 02.02: Students' ESP study at tertiary level

The results have shown that 76, 67% of the students have studied English during their undergraduate studies while only 23, 33%. This disparity in students' learning experience is due to the fact that the majority of the students who have taken English courses during their undergraduate studies under the umbrella of the LMD system .This latter promotes the introduction of foreign languages mainly English in all fields of study. On the other hand, students who belong to the Classical System were not enrolled in English courses .This subjected them to have a rupture with the English Language and thus having a poor command of basic English language skills .

Q03.How can you evaluate your level at English?

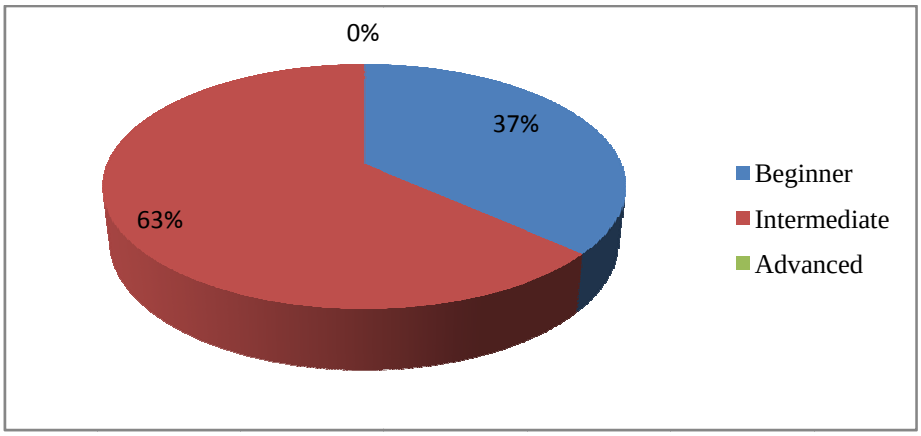


Figure 02.01: Students' self evaluation of their English Language level

The present diagram elicits students self evaluation of their level of English. 63% of them qualify themselves as intermediate while 37% consider themselves as beginners. Unsurprisingly, no student regards himself/herself as an advanced learner of English.

Q04. During the lecture, do you understand what the teacher explains?

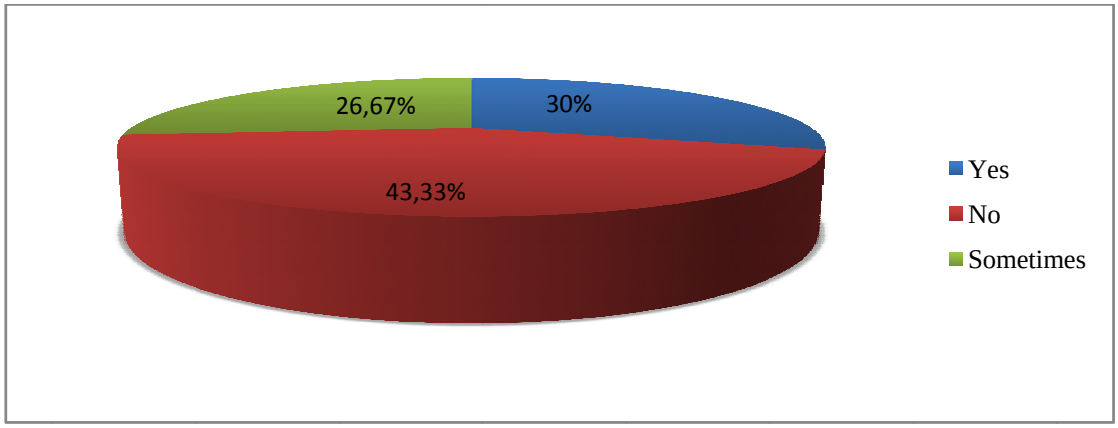


Figure 02.02: Students' assimilation of English lessons

This diagram displays to what extent students understand their teacher's instruction. Nearly half of them (43, 33%) say that they do not grasp their teacher's explanation of the lesson. This is a highly important fact that should not be waived by teachers as it reflects teacher/students level of interaction in the classroom. Only 09 students answered positively representing a rate of 30%. Similarly, 26, 67% have irregular participation rate.

Q05. Which skill do you find the most difficult and need to develop?

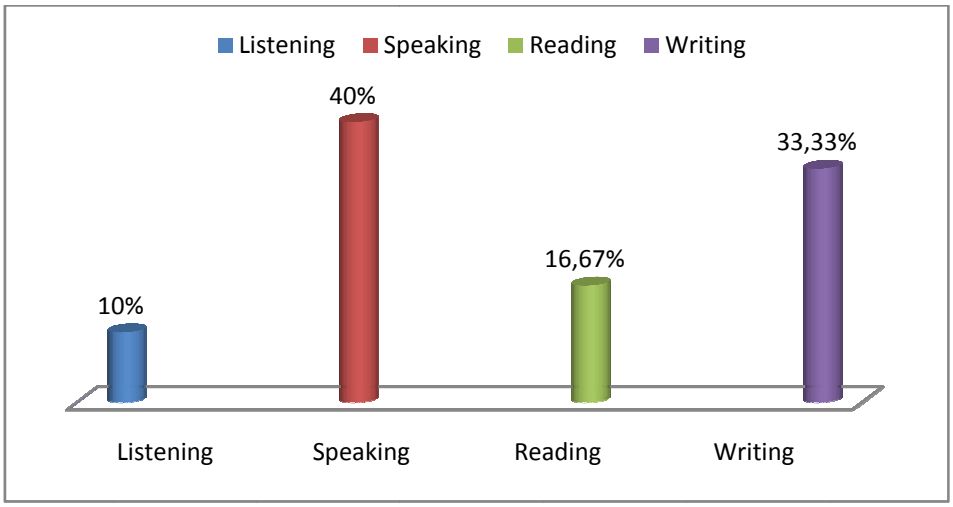


Figure 02.03: Students' areas of difficulty

This question aimed at identifying students' lacks and needs of English courses. Their answers were relatively convergent as 40% of them tended towards Speaking and 33, 33% of them favoured Writing. On the other hand, 16, 67% reported that they have a reading incompetency which they need to improve .The remaining 10% of the students think that Listening comprehension is their weak skill that they wish to improve.

The aforementioned results reveal students' incompetence in productive skills and their preference in improving them .They also indicate students' awareness about the specific skills that are relevant to their field of study.

Q06. How often do you participate during the lecture?

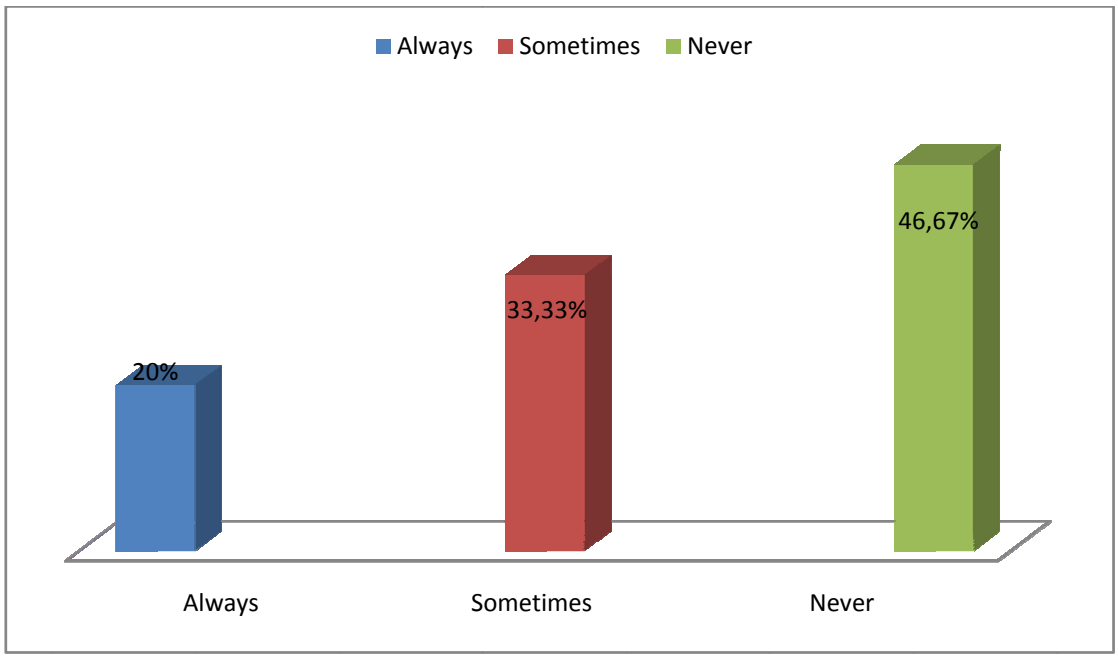


Figure 02.04: Students' participation frequency

The diagram showed above estimates students' participation rate. 46, 67% of students answered negatively, i.e., they ***never*** participate in the classroom. In other words, they reject to take place in the learning process. Only 10% of the students participate irregularly during the lesson. On the contrary, 20% of the students had a positive behaviour in the classroom saying that they regularly participate in the classroom.

Q07. Do you think that the lectures provided during the lectures comply with your academic needs?

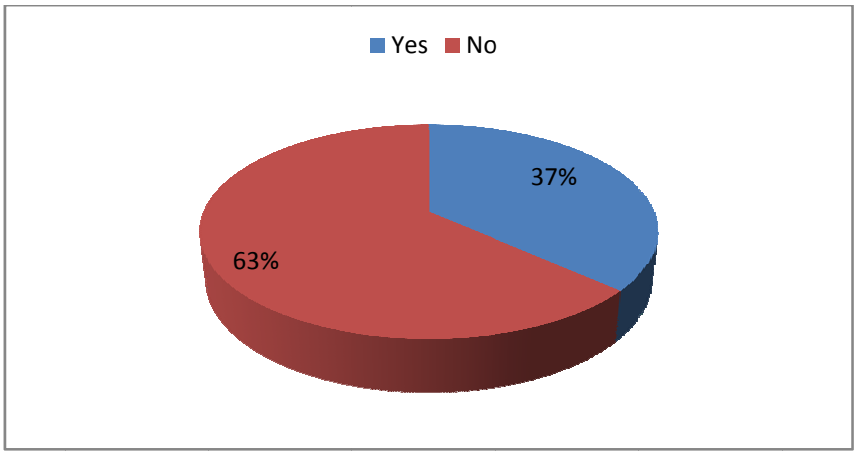


Figure 02.05: *Suitability of ESP lectures to students' academic needs*

The aim behind this question to explore students' perception about the quality of English courses provided to them in a sense of continuity with their academic needs. In other words, do the ESP lectures provided for them actually cater their needs? The answer to this question was almost unanimous as 63, 33% of them responded negatively while 37% of the informants believe that the provided lectures comply with their needs.

Q08.Do you think that English courses are important in your studies?

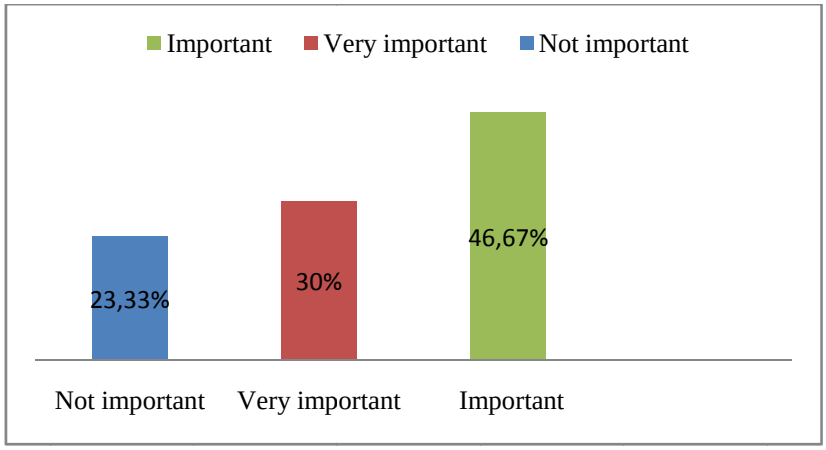


Figure 02.05: Students' viewpoint about the importance of English in their studies.

The diagram elicits students' viewpoint about the importance of English in their studies. What is striking is that 47% of the students had a favourable stance for English claiming its importance for their studies. 30% of students believed that English is very important while only 23, 33% of the students do not consider English as an important subject in their studies.

Q09. If you think they are, why?

Most students acknowledge the fact that English is the linguistic vehicle of access to scientific advancement. In addition, students affirm that learning English would facilitate their access to Economics' literature which is mostly written in English. Furthermore, they believe English would increase their employability prospects in prestigious and multi-national companies i.e., Sonatrach, Astaldi…etc.

Q10. Do you think that the time allocated to the English course per week is sufficient?

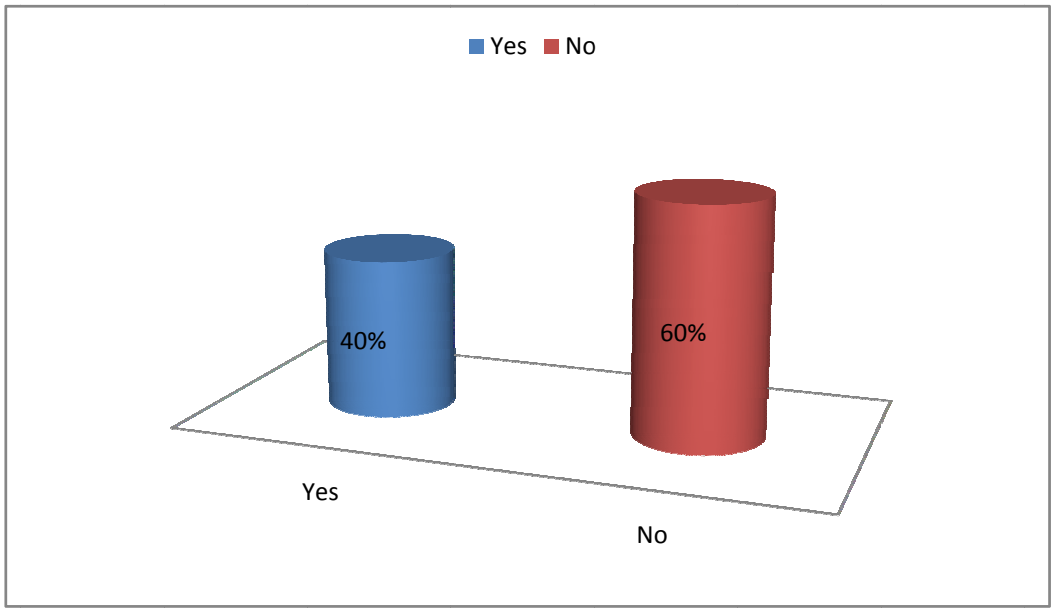


Figure 02 .06: Students' opinions about time allocation for English courses

The question includes students' opinions about time allocated for English courses.

Among the respondents, 60% replied negatively, i.e. they believed that time allocated for English sessions are not enough while 40% answered positively.

Q11. If no, how many hours per week do you suggest?

Students suggested for an extended time for English courses. In fact, the majority of them proposed four to five hours per week for ESP courses.

Q12. What could you suggest in order to make the English lecture more effective?

The answer to this question was almost unanimous as most of them stressed their need to be instructed by professional, highly experienced and competent language teachers. They also wish for lectures to be more interactive and engaging .In addition, they suggested tutorial sessions to take place in language laboratories. Furthermore, they proposed that the provision of real life examples which are related to economic issues i.e., stock reports, economic articles …etc.

3.2.1 Summary of the main results:

To sum up, the responses revealed that most of the students acknowledge the importance of English for their field of study. They also report that they have deficiencies in productive skills and they need to improve them, probably because Speaking and Writing are more related to their future job requirements. In addition, they believe that that time allocated for English sessions is not sufficient and they wish to expand it.

Furthermore, students reported that they do not understand their teacher's explanation of the lessons which causes a communication break-down between students and their teacher. In fact, this affects students' participation in the class and leads them to rejecting to take place in the learning process and doesn't allow the teacher to assess his students' progress.

Finally, when asked to propose suggestions to improve the learning environment, students stressed the need to be instructed y professional, competent and more experienced teachers.

3.3 Analysis of teachers' Interview

The underlying motive for conducting an interview for ESP teachers was to pinpoint the different beliefs and practices that teachers have concerning teaching ESP. This is achieved through a comparative analysis of the responses of the selected informants.

In the following section, teachers' answers will be analyzed and interpreted accordingly

Questions 1, 5:

The first prefatory questions aimed to reveal the academic background, employment status and teaching experience that both teachers have. The first informant holds a Bachelor degree in English (the classical system) while the second has an Economic Sciences bachelor degree in addition to her bachelor degree in English (the LMD system). Both of them work as part-time language teachers at the department.

Regarding the teaching experience .The first informant has five years teaching experience as a General English teacher and three years teaching experience as an ESP teacher in multiple departments mainly Political Sciences and Social Sciences.

For the Second teacher, she doesn't have any teaching experience as a General English teacher. In addition, she has been working as an ESP teacher at the department for two years. Unsurprisingly, none of them pursued any ESP training.

Question 06:

The main aim behind this question was to highlight teachers' perception about the provision of materials. The teachers' responses were similar; they both complained about the lack of materials that they need for the instruction. Furthermore, they suggested the provision of basic teaching materials like the data-show, English books, and audio-visual aids that stimulate the learners and increase their motivation.

Question 07, 08:

Both informants agreed that the teaching time allocation is not enough for them to fully deliver their lessons and for the students to achieve better learning outcomes.

As far as the suitable teaching time load, the teachers suggested that four hours or more should be appropriate in order to achieve better teaching/learning results.

Besides, the second informant suggested that the TD sessions should be reinforced because of their importance in increasing student-teacher interaction.

Question 09:

Regarding the method through which teachers construct their syllabus, teachers' responses were divergent. The first teacher reported that he relies on different criteria prior to the elaboration of the syllabus such as students' level of study and students' speciality.

In addition, He reported that he works in collaboration with subject specialists in order to obtain a closer insight to his students nature of studies. This would allows him to prepare lessons that are relevant to their field of study .

On the other hand, the second teacher creates the syllabus based on a diagnosis test she conducts at the beginning of the academic year .Thus; this teacher's syllabus is a set of remedial lessons aimed at correcting students' lacks.

Both teachers reported that they focus on terminology and translation during the elaboration of the syllabus.

Question 10:

Concerning the way teachers' identify their students academic needs concerning the English Language. Both teachers agreed on the idea of performing a diagnosis test to detect students' strenghts and weaknesses .

The second teacher has a degree in Economics .Thus, she has an idea about the relevant lessons that are needed in economics . She uses her experience as a former Economics student to choose subjects that cater for the needs of the students.

Question 11:

The teachers believed that the four macro skills should be taking into considertaion when designing a syllabus.However, the first teacher emphasized on reading and writing as highly important skills that should be developed

On the other hand , the second teacher believed that produtive skills are very important and should be reinforced.

Question 12:

Both teachers argued that students lack motivation to learn English . They reported that the majority of students have no interest in improving their level of English.

According to the teachers, most of the students' negative attitudes stem from the fact that English is not utilized in their studies nor it will be in their future jobs .In addition , both teachers criticized the administration condoning of students' absenteeism from the English courses.

Question 13:

Regarding teachers' evaluation of students progess in their level , both teahers believed that students did not aquire as many skills as they are supposed to, expect learning some terminologial terms .

Question 14:

Apropos the difference is between GE and ESP courses. Teachers'answers were divergent The first informant claims that GE and ESP are not highly different.

In his opinion, the only difference lies in the lessons provided to Economis majors , In other words,ESP courses contain lessons that are related to the the work field ,e,g focusing on reinforing students' terminological repertoire of Economics .

On the other hand, the second informant aknowledge the fact that ESP and GE courses differ in the teaching methodology as well as the aims of lessons.

Question 15:

For this question, teachers were invited to describe an ideal ESP class according to them. The first informant described an ideal ESP class as a class which contains effective teaching materials , reduced class size and motivated students .

The second teacher, on the other hand, summarized his overall perspective of an ideal ESP class in one aspect: Motivation. She argued that students' level of interest and enthusiasm to learn English would create an environment in which students and teachers would be able to perform well and thus, produce better outcomes.

3.3.1 Summary of the main results:

The researcher has conducted an interview for two teachers with distinctive experiences and academic backgrounds . The first teacher has more experience as a GE teacher .The second teacher,however, is a a holder of a licence degree in Economics.

The responses revealed that the teachers were relatively new teachers, they had short teaching experience and they had no ESP training due to the lack of ESP training centres.

In addition, teachers' complained about numerous obstacles that hurdle an effective ESP instruction mainly the low teaching time load and the lack of teaching materials that assist them to create an enjoyable and an appealing learning environment .This is directly affecting students' motivation as it causes frequent absenteeism and a lack of interest in learning English.

As far as teachers' practices concerning the identification of students' needs and the elaboration of the syllabus. It was noticed that both teachers agreed on designing a syllabus after an analysis of the teaching situation. However, both of them differ in the factors they prioritize: the first teacher considers students level of study and study specialty as core factors in the elaboration process while the second teacher believes that conducting diagnosis test at the beginning of the academic year would lay the foundation for an effective syllabus in which students' lacks are addressed.

3.4 Interpretation of the Main Findings:

The researcher has used two different data collection instruments (a questionnaire and an interview) which were dedicated for students and teachers who are the central focus of study. In this regard, quantitative and qualitative analysis proved to be appropriate in order to affirm or deny the researcher' hypotheses.

Regarding the main hypothesis which was the lack of concrete results for students and teachers for the overall ESP teaching/learning process due to the absence of clear methodology of teaching and well-defined objectives. In fact, the results previously mentioned illustrated an unclear methodology for identifying students' needs as well as the persistent low level of students.

As for the first sub-hypothesis, the researcher proposed that there is a disparity in the level of awareness of students about the necessity of English in their studies;

results have shown that most of the students acknowledge the fact that English is important for their studies. In fact, data showed in questions item 05, 06, 07 validate this hypothesis.

As far as the second hypothesis is considered, it was concluded from the results obtained from teachers' interview that some teachers didn't have a clear understanding of the particularity ESP courses .It has been noticed in their answers that they believed that ESP courses differ only in the nature of texts provided without paying attention to the specific objectives of the ESP lectures which greatly differ from GE lectures.

Concerning the third hypothesis, teachers' answers proved that the unavailability of a clear syllabus as well as proper teaching materials. This has a direct impact on limiting the effectiveness of the lessons.

3.5 Limitations:

The study has offered a descriptive/explorative perspective on the ESP teaching/learning situation at the department of Economic Sciences; the researcher has chosen a case study using qualitative and quantitative research methods in an attempt to explore the ESP situation in the department under study. For this purpose, 30 students and two teachers constituted the research sample.

As a direct consequence of this methodology, the only limitation that is worthy of mentioning is the inability to generalize research results because this study focuses on a single population (1st year Master students).

3.6 Recommendations:

In this section, the researcher will try to put forward some suggestions that should contribute in enhancing the ESP teaching process. Based on results found on the data collection phase, the researcher has spotted various problems that hinder the achievement of satisfactory results.

She have reached to the conclusion that since the teacher is an integral part in the whole process, his /her teaching competencies in terms of knowledge of the subject matter, professional matter as well as his/her capacity in raising students' motivation is crucial in determining the success or failure of the ESP teaching/learning process.

In this regard, the researcher has focused on three main aspects: Teacher training, the choice of the syllabus and the effective elaboration of an assessment plan.

3.6.1 ESP Teacher training:

Teacher training is an important phase that aims at providing the teacher with the suitable knowledge and skills needed for a successful teaching process. However, it should be noted that an appropriate ESP training should be an ongoing process that starts even before the instructor's teaching task.

In this regards, it is suggested to implement an ESP training process at two levels:

a. pre-service training
b. in- service training

a. **Pre-service training:**

Due to the lack of graduate students who are specialized in ESP and assuming that every English Language student is a potential ESP teacher, the researcher suggests the compulsory implementation of ESP teaching module.

This will introduce students to the area of teaching English for specific purposes .In these lectures, students will learn how to conduct a needs analysis, how to be able to interpret these needs into objectives and how to elaborate a suitable syllabus and adjust teaching materials to the specific requirements of the field of study. In fact, these are global teaching skills and strategies that can be applicable to all areas of teaching English as a foreign language.

b. In-service training:

For the case of ESP instructors who are in charge of teaching. ESP lectures at different departments and for the sake of improving their performance. An in-service training is required in order to support teachers by addressing the several problems they encounter when teaching.

This has a direct positive impact on improving the overall teaching experience, In addition, it would also reinforce the ESP teacher's self confidence which allows him to set new challenges for his students and have the appropriate methodology to assist them in meeting them.

3.6.2 The adoption of an eclectic syllabus:

Choosing the right types of syllabus for their students is a challenging task for teachers. In fact, many teachers, if not all, choose their syllabi in a random way that does not comply with the appropriate requirements and goals of the course.

In the case of ESP teaching, teachers should opt for an eclectic syllabus that combines range of teaching approaches and of various language teaching syllabi because:

> **"The eclectic method provides a third option for teachers because it fuses elements from traditional and cognitive methods to deliver on the strengths of both".** (M. Billah, 2015)

Thus, choosing an eclectic syllabus will enable teachers to select the positive elements from the different language teaching syllabi in order to obtain a more elaborated syllabus that aims at simultaneously developing learners' receptive and productive skills.

3.6.3 Creating an assessment plan through setting Aims, Goals and objectives:

Assessment is defined as the systematic collection of pedagogical data that aims at informing teachers about the effectiveness of their courses .Thus, assessment can be viewed as an effective critical stage that determines teaching needs and lacks.

Therefore, setting the general aims, goals, and objectives is essential in order to assess the gradual progress of students and actual attainment of skills. This way, the teacher would have measurable assessment standards that allow him to observe and evaluate his students' learning outcomes in order to make decisions in the best interest for his students.

This step is primordial in creating an effective assessment plan. By setting the general Aims, Goals and Objectives, the ESP teacher would be able to monitor students' progress in the lessons and it will also contribute in organizing teachers' working plan.

3.7 Conclusion:

In this chapter, a thorough analysis of data was conducted using quantitative and qualitative data. In fact, the researcher has attempted to interpret the results and connect them with the research hypotheses

Furthermore, the researcher has indicated the limitations she encountered during the elaboration of this thesis. Finally, she proposed some recommendations that aim at creating a positive ESP teaching/learning environment.

GENERAL CONCLUSION

General Conclusion

In the last few decades, English has emerged as the prominent language for international communication. It is an aspect of " Linguistic Imperialism" as Robert Phillipson named it due to the economic power of English speaking countries; mainly the US .This situation has obliged countries all over the world to reconsider their linguistic agendas by reprioritizing the status of English in their educational systems. Thus, Algerian policy makers were aware of the fact that English is the lead linguistic vehicle that allows countries to adhere in the global market and enhance their economic status. Hence, the teaching of English became mandatory for all majors at the tertiary levels.

The present research attempted to provide an elaborated idea about the ESP teaching/learning situation in the department of Economic Sciences at the University of Dr. Moulay Taher, Saida, from which the researcher has hosen First year Master students of International Economic and Finance as well as two ESP teachers as the sample of this research.

The main aim of this research was to explore the efficiency of the ESP teaching/learning process in terms of providing teachers and learners with appropriate environment in order to meet the final objectives of the ESP syllabus.

First, the theoretical framework of the research has been presented. In the first chapter, the researcher reviewed the literature concerning the field of ESP. In fact, the researcher has explored the different ESP definitions, its genesis, as well as the different approaches to the ESP course design. Furthermore, the researcher has discussed key issues such as Syllabus Design, factors affecting it as well as the concept of needs analysis which is the cornerstone of any ESP instruction.

The second chapter consisted of two main parts, the first part was a gradual analysis of the ESP situation .The researcher has given an general overview about the ESP teaching in Algeria .Then, she offered an analysis of the ESP situation at the department under study including the teachers and the learners

For the second part, the researcher has presented the research methodology by illustrating and explaining the research methods that were used for the collection and the analysis of Data. The researcher has opted for a case study in which she has chosen quantitative (students' questionnaire) and qualitative (teachers' interview) research instruments.

In the third chapter, a thorough analysis of data has been conducted in order to reach to adequate answers for the research questions. In fact, results have shown an unsatisfactory level for the learners regarding English.

In addition, results have also illustrated that factors like: lack of suitable teaching materials for teachers, lack of clear syllabus have influenced teachers' efficacy and consequently had a detrimental effect on students' motivation.

Finally, it is noteworthy that the present research cannot depict the overall picture of the teaching of ESP in Algeria, as it needs similar studies from different departments in order to enhance the overall ESP teaching/learning process.

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APPENDICES

Students' Questionnaire

Dear students,

This questionnaire is part of a master project, carried out to interpret the answers concerning learning English at the level of the Department of Economics. So, would you please answer the following questions?

01. How long have you been studying English?

……Years

02. Have you studied English at tertiary level?

Yes ☐ No ☐

03.How can you evaluate your level at English ?

Beginner ☐

Intermediate ☐

Advanced ☐

04. During the lecture , Do you understand what the teacher explains ?

Yes ☐

Sometimes ☐

No ☐

05. Which skill do you find the most difficult and need to develop?

Speaking ☐

Listening ☐

Reading ☐

Writing ☐

06. How often do you participate during the lecture?

Always ☐

Sometimes ☐

Never ☐

07. Do you think that the lectures provided during the lectures comply with your academic needs?

Yes ☐ No ☐

08. Do you think that English courses are important in your studies?

Very Important ☐

Important ☐

Not Important ☐

09.If you think they are , Why ?

……
……
……

10.Do you think that the time allocated to the English course per week is sufficient ?

Yes ☐ No ☐

11. If no, how many hours per week do you suggest?

……Hours

12. What could you suggest in order to make the English lecture more effective?

……
……
……

THANK YOU FOR YOUR COLLABORATION

Teachers' Interview

Dear Teachers,

This questionnaire is part of a master project, carried out to interpret the answers concerning teaching English at the level of the Department of Economics. So, would you please answer the following questions?

1 . What is your degree ?

2 . What is your status in the Department ?

3.what is your experience as a Genaral English teacher ?

4.what is your experience as an ESP teacher ?

5.Did you pursue any ESP training ?

6 . Do you think that you are provided with adequate materials to teach ESP in your class ?

7 . According to you , do you think that the weekly time allocated for ESP is sufficient ?

8.If no , what should be the adequate weekly teaching time ?

9. Could you describe how you contstruct your syllabus ?

10. How do you identify the needs of your students ?

11. What are the main skills that should be emphasized in an ESP Economics syllabus ?

12. Do you think that students are motivated to learn English ?

13. So far ,do you see a progesss in students' level ?

14. In your opinion, what is the difference between GE and ESP courses?

15. How do you describe an ideal ESP class ?

THANK YOU FOR YOUR COLLABORATION

ملخص:

تعتبر اللغة الانجليزية لأغراض معينة ميدانا متناميا في مجال تعليم اللغة الانجليزية كلغة أجنبية إذ يتمثل الدافع الرئيسي لهذا الاختصاص في تزويد المتعلمين بالكفاءة اللغوية اللازمة في السياقات الأكاديمية والمهنية. بالرغم من أهدافها الواعدة، يفتقر الوضع الآني لهذا المجال إلى نتائج فعالة لكل من الأساتذة والطلبة.

تهدف هذه الدراسة إلى التعرف على واقع تدريس اللغة الانجليزية لأغراض معينة في الجامعة الجزائرية من خلال تسليط الضوء على قسم العلوم الاقتصادية في جامعة الدكتور مولاي الطاهر -سعيدة-.

لتحقيق الأهداف المرجوة تم استخدام كل من الطرق الكمية والنوعية لجمع البيانات، فقد استعمل الاستبيان للطلبة والمقابلة للأساتذة هذا من أجل اكتشاف الأسباب الرئيسية وراء النتائج الضئيلة التي حققها تدريس اللغة الانجليزية لأغراض محددة كمقاربة عامة لتحليل الاحتياجات الخاصة بطلبة العلوم الاقتصادية.

كشفت النتائج الرئيسية للدراسة وجود مواقف متضاربة للطلبة تجاه تعلم اللغة الانجليزية في مجال تخصصهم وعلاوة على ذلك أظهرت النتائج مجموعة من المسائل التي تواجه الأساتذة كمشكل دافعية التعلم بالإضافة إلى صعوبة تصميم منهاج الذي يراعي احتياجات الطلبة.

الكلمات المفتاحية: اللغة الإنجليزية لأغراض معينة، تحليل الاحتياجات، تصميم المنهاج.

Résumé :

La langue anglaise à des fins spécifiques est un domaine croissant dans le domaine de l’enseignement des langues étrangères. Son motif principal est de doter les apprenants les compétences linguistiques nécessaires dans des contextes académiques et professionnels spécifiques. En dépit de ses objectifs prometteurs, la situation réelle ESP manque des résultats efficaces pour les enseignants et les étudiants.

La présente étude vise à étudier la situation ESP dans les universités algériennes en particulier celle du département d’économie à Dr. Moulay Taher, Saida. Pour le but de cette étude, les deux méthodes de collecte de données quantitatives et qualitatives ont été utilisées: du questionnaire et des enseignants étudiants entrevues afin d’explorer les principales raisons qui expliquent les mauvais résultats pour l’instruction ESP et analyser les besoins des étudiants. Les principales conclusions de l’étude ont révélé une attitude conflictuelle entre les étudiants vers l’apprentissage en anglais pour leurs études. En outre, il a montré une variété de questions que les enseignants les rencontrent lors de l’enseignement comme le problème de la motivation des étudiants et la difficulté de concevoir un programme adéquat qui répond aux besoins des étudiants.

Mots Clés : anglais à des fins spécifiques, analyse des besoins, conception de programme.