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**EVALUATING THE EFFECTIVENESS OF THE ESP
SYLLABUS FOR THE LEARNERS' FUTURE CAREERS**

**The Case of First Year Master Students in the faculty of
Economics Commerce and Management sciences in Mostaganem**

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Dedications

I dedicate this work to all members of my family for their
constent encouragement.

To my parents for their endless love and continuous
support

I also dedicate it to my friends *Djamila, Sarah, Amina,*
Houda and Yara for their incredible moral support.

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Abstract

To design syllabus that meets different needs of different learners in a specific field is a crucial part in the ESP teaching/learning process. However, there should be a continuous process of assessment and evaluation to guarantee a successful syllabus that aims to fit the learners' requirements to enhance their level. In this context, the current study aims at investigating whether the designed syllabus meet the learners' future job's requirements. It also aims to discover whether the teacher studies learners' needs before designing the syllabus. To carry out this study, the mixed methods approach was adopted in order to gather both the quantitative and the qualitative data. Two instruments were used to collect data, the questionnaire and the interview. The questionnaire was distributed to the students in the faculty of Economics Commerce and Management sciences in Mostaganem; while, the interview concerned the teacher of the English module in the same faculty. The obtained results indicated that the syllabus designed are useful and helpful for the learners' future careers, but the teacher did not ask about the learners' need before designing this syllabus. Thus, this study tried to put forward few recommendations to improve ESP teaching in this particular field, such as taking into consideration the learners' needs to design the syllabus. Also, it suggested that there should be continuous assessment and evaluation for both benefits the learners and the English courses' objectives.

Key Words: English for Specific Purposes, syllabus design, English courses, assessment and evaluation, English for Economics and Business.

List of Abbreviations

- ESP:** English for Specific Purposes
- ELT:** English Language Teaching
- EFL:** English as a Foreign Language
- EAP:** English for Academic Purposes
- EOP:** English for Occupational Purposes
- EE:** English for Economics
- BE:** Business English
- OED:** Oxford English Dictionary
- GE:** General English
- CLT:** Communicative Language Teaching
- NA:** Needs Analysis
- CNP:** Communicative Need Processor
- EST:** English for Scientific and Technology
- EBE:** English for Business and Economic
- ESS:** English for Social Sciences
- EBP:** English for Business Purposes
- MHESRS:** Ministry of Higher Education and Scientific Research

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General Introduction

General Introduction

It is widely acknowledged that English has dominated the world as an international language and a medium of communication. English for Specific Purposes (ESP), as a branch of English Language Teaching (ELT), is witnessing a remarkable attention and growth. It has become one of the most prominent areas of ELT today. ESP, in its simplest definition, is considered as the teaching of a specific content for specific group of learners in order to build up the needed abilities whether for academic studies or professional purposes. Thus, designing a syllabus that should meet the learners' needs is a crucial part in the ESP teaching/learning process.

Algeria fully recognizes the significance of English for effective integration in different fields such as economics and business. Yet, the process of teaching/learning ESP is underestimated in various ways. The process of designing syllabus that best fits the different needs of the learners from different fields is a difficult task for teachers. Additionally, the process of assessment and evaluation which are vital elements in any ESP syllabus design can be seen as a complete neglected aspect and rarely taken seriously.

Being an English language learner myself. I have always been curious about what kind of English syllabus that the other specialties have especially that of the Economics and Business field. Moreover, despite the importance of English courses in this field, there are rarely if any study or research undertaken to investigate the ESP teaching/learning process, or the evaluation of ESP syllabus designed for the Economics and Business learners in Algeria.

Accordingly, the purpose of the present study is to investigate the status of ESP teaching and learning in the faculty of Economics Commerce and Management sciences in Mostaganem, Algeria. It aims to shed light on the ESP syllabus design process and whether the learners' needs are reflected in the designed courses. This work also identifies the learners' needs in this particular field in terms of content, materials, and classroom interactions. In addition to that, the study aims to highlight the importance of assessment and evaluation in ESP.

In the light of the aim stated above, this dissertation tries to answer the following questions.

- * Which approach does the teacher adopt to design the syllabus presented to the students of Economics Commerce and Management sciences?
- * To what extent are the designed syllabi useful for the learners' future jobs' requirements?
- * Does the teacher ask about the learners' needs before designing the English courses?

To answer the questions raised above, the hypotheses are proposed as follows:

* First, the approach adopted by the the teacher to design the syllabus is the communicative approach.

* Second, the syllabus designed are somehow helpful for the learners' future careers' requirements.

* Lastly, the teacher does ask about his/her learners' needs before designing the syllabus. Thus, the English courses reflect these needs.

As mentioned previously, the present study is conducted in the faculty of Economics Commerce and Management sciences, in Mostaganem. The mixed methods approach is adopted where both the quantitative and qualitative methods are used in order to collect valuable data for this research. Hence, the tools used to carry out this study are the combination of a questionnaire and interview. The former concerns the students in this field. While, the latter concerns the English module teacher in this faculty as well. The questionnaire is translated to Arabic and distributed to the learners. The choice of such tool for this research is because it is considered as the most appropriate tool to obtain direct information about the learners' needs, wants, lacks, and their opinions about the English courses they have. The interview is addressed to the teacher of English module. It includes a number of questions that aim to investigate the process of designing the ESP syllabus in this specific field as well as the approach followed to design the English courses.

As far as the structure of this dissertation is concerned, it is divided into three chapters. The first one deals with the literature review where the theoretical background about the topic is tackled. This chapter presents definition of ESP and its types including English for Economics and Business English. It also sheds light on the ESP syllabus design, types of syllabi, and the approaches to syllabus design. Lastly, the important part of this work to be tackled is the process of assessment and evaluation in ESP, and their importance for both the learners' improvement and the English courses' outcomes.

The second chapter is about the practical part of this work. It explains the the research methodology design and the process of data collection by referring to the choice of methods, the setting, and the sample selected for this study. It also provides detailed description of both the tools used to collect data; the questionnaire and the interview. Moreover, it states the aim of each instrument used.

The third chapter is devoted to the analysis of the data collected for this work. It represents the analysis of the data collected from both the students' questionnaire and the teacher's interview. It also provides a discussion of the results obtained from both tools. Additionally, this chapter attempts to propose some suggestions and recommendations to help the teacher and the faculty itself to improve the teaching of ESP in this field.

Chapter one

Assessment and Evaluation in ESP

Introduction

The present chapter aims at investigating the theoretical background of the present study. It starts with some definitions of ESP given by different scholars, followed by types of ESP. Also, it deals with differences between English for Economics and Business English as types of ESP. This chapter also highlights the syllabus design; definition of syllabus and its types; as well as ESP syllabus design alongside with its approaches and criteria. Finally, the chapter ends with the definition of assessment and evaluation as well as the types of assessment and levels of evaluation.

1.1 Definition of English for specific purposes

Since the 1960s, English for Specific Purposes (ESP) has been considered as an active branch of applied linguistics in general, and of teaching English as a foreign language (EFL) in specific. Despite its undeniable growth and expansion, there is still no unified definition of what ESP exactly means, instead there are different definitions provided by various linguists.

According to Mackay and Mountford (1987: 02) ‘‘ESP is generally used to refer to the teaching of English for a clearly utilitarian purpose’’. It indicates that English should be taught to achieve specific language skills and to understand the English related to a specialty or profession.

Zhang (2013: 72) imports ‘‘ESP is a goal oriented and well targeted instruction system, which stresses the combination of English language learning and specific purposes of professional learning’’. The ESP content and courses are oriented by the needs of the learners, and they are to some extent an integration of the subject matter and English language teaching.

Hutchinson and Waters (1987: 19) maintain that ‘‘ESP is an approach to language in which all decisions as to content and methods as based on learners’ reason for learning’’. ESP is a discipline to teaching in which the content, methods and materials are based on the learners’ needs and reasons to learn English.

Anthony (1997: 9-10) argues that

some people described ESP as simply being the teaching of English for any purpose that could be specific, others, however, were more precise describing it as the teaching of English used in academic studies or the teaching of English for vocational and professional purpose.

The role of ESP is to help the language learners build up the needed abilities and skills in order to use them in specific fields of inquiry or workplace.

All the above definitions can be considered as a common core, because they describe ESP as teaching a specific contents and skills of English to a group of learners who are willingly aiming at communicating effectively in academic or professional situations.

1.2 Types of ESP

Hutchinson and Waters in 1987 rooted one of the most well-known and useful theories, regarding English language teaching branches within the ‘‘tree of ELT’’, in which they divided ESP into three types:

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

Each type is concerned with specific field of scientific knowledge as technology, business and economics or the social field in general. Also, each one of these branches is divided into further sub-branches: English for academic purposes (EAP) and English for occupational purposes (EOP). An example of EAP in ‘‘Business and Economics’’ is ‘‘English for economics’’ and in EOP is ‘‘English for secretaries’’, or ‘‘English for administration’’.

Moreover, Hutchinson and Waters (1987: 16) note that there is no clear-cut distinction between EAP and EOP, claiming that ‘‘people can work and study simultaneously’’, where both serve the same end purpose which is employment.

In Dudley-Evans and St John (1998: 6) EAP and EOP have been divided according to discipline or professional areas:

English for Academic Purposes (EAP): It involves English for Science and Technology (EST), and English for Management, Finance and Economics.

English for Occupational Purposes (EOP): It includes English for Professional Purposes (English for Business Purposes (EBP) and English for Vocational Purposes (pre-vocational English and Vocational English).

This division is clearly presented in the following figure:

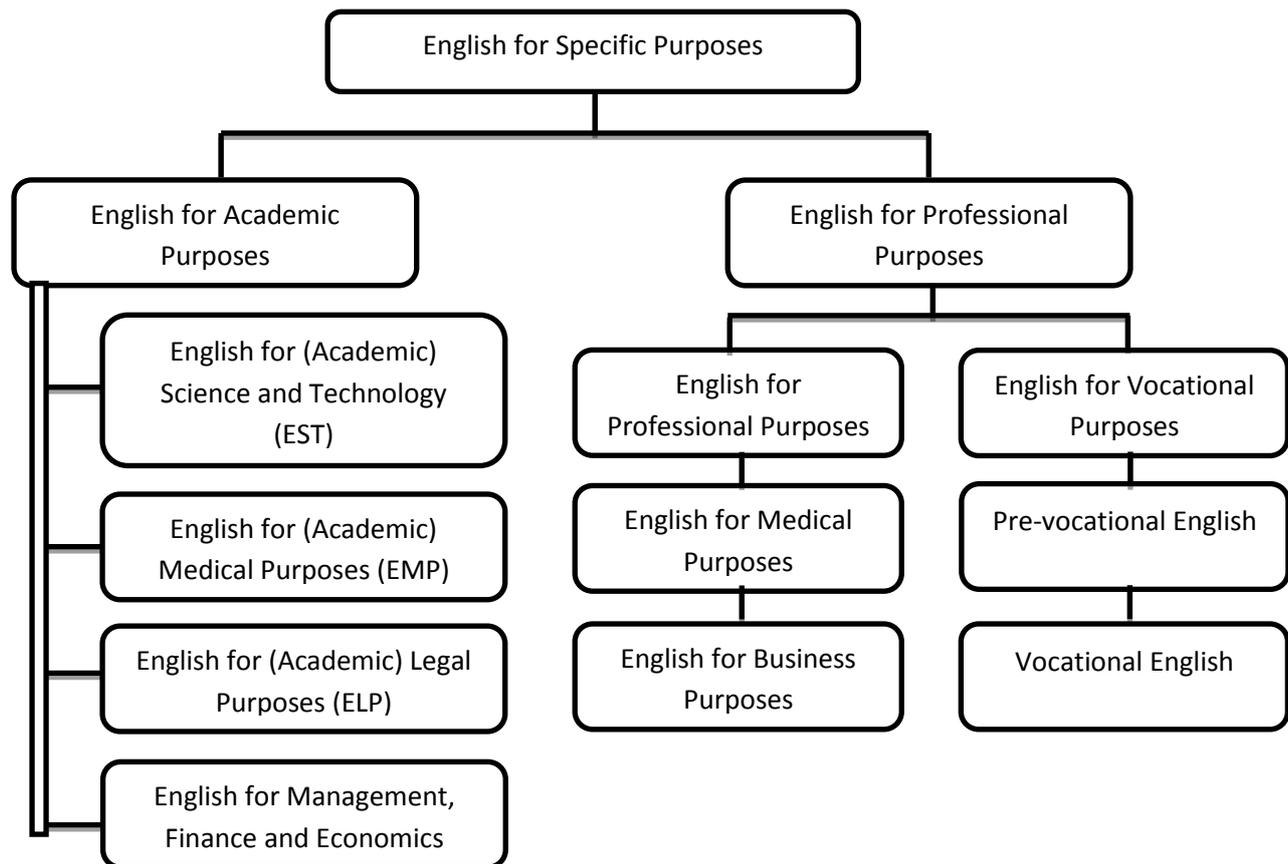


Figure 1.1 ESP classification by professional area
(Dudley-Evans and St John, 1998, p. 6)

In the figure above, the term EAP refers to the English taught in academic contexts, such as universities or colleges in order to fulfill a set of academic purposes. Whereas, EOP is not for academic purposes but rather professional ones relative to administration, medicine and business and vocational purposes for non-professional in work or pre-work situation. Thus, a distinction is made between studying the language and the discourse of any given discipline.

What is worth noticing in the classification is the fact that English for Business Purposes is placed as a type within EOP, while English for Economics is considered as a type within EAP. Therefore, a distinction is to be made between the two who have been sometimes regarded as the same discipline.

1.2.1 Business English versus English for Economics

It is important to highlight the differences and similarities between Business English (BE) and English for Economics (EE), since they are considered as the same discipline in the literature. According to the definition given by Oxford English Dictionary (OED) Third edition, Economics stands for ‘‘The branch of knowledge concerned with the production,

consumption, and transfer of wealth’’. On the other hand, Business is defined as ‘‘the activity of making, buying, selling or supplying goods or services for money’’.

The first noteworthy element of distinction is that economics is a scientific discipline, whereas business is an activity, as outlined by Wells (2011) in an article about what he calls ‘‘the art of business and the science of economics’’. He states that ‘‘economics concerns systems and general principles and is therefore a theoretical subject eminently suitable for academic study in a university, while business is a practical craft that does not belong there’’.

Regardless of the clear distinction between BE and EE, they are to some extent connected to each other. Giménez Moreno (2010: 44) states that:

Business English feeds on English for Economics (Academic language) which offers the necessary theoretical support and explanatory apparatus. On the other hand, it develops into [...]: Commercial English and Financial English (Professional languages) which put into practice the theories devised by the science of economics.

Subsequently, the two professional languages of commerce and finance would be considered as the practical outcome of English for economics, a scientific and academic language.

1.3 ESP Teaching Situation in Algeria

Algeria is well aware of the significance of English-dominated communication in development, in simple words, it recognizes English as a factor for economics and intellectual growth. That is why the Algerian higher Education Ministry (MESRS) has included its teaching in higher education institutions nationwide. Notwithstanding that, and apart from being aware of the increasing needs of English for the university students successful integration in different fields such as: scientific, technology, economics and others, ESP teaching and learning process has not been taken seriously, and training teachers to teach ESP could be regarded as an incredibly slow process.

At the university level, English is studied in different curriculum at different departments all around the country. Apart from the English department where it is the main subject for almost every module, English is taught as an additional but compulsory module in other departments. Students from these departments are required to follow ESP courses depending on their needs and area of research as well.

The ESP teaching situation in Algeria becomes more complicated due to the problems and ongoing challenges the teacher encounters in the ESP class. These hindrance are listed in Rakia Bouroumi's article named "offering the Algerian ESP Issue a Better Opportunity" in 2017.

➤ Low level of interest and lack of motivation that the students show in ESP classes. The students get absorbed in their specialty courses, which they consider more valuable than the ESP course. Moreover, the limited class time; one hour and a half session weekly; that causes very limited learning opportunities and leaves no room for real practice of the language.

➤ The total absence of ESP training, since in Algeria there exists no institutional or academic body that train teachers or prepare them to teach ESP. Therefore, the ESP teachers are not equipped with the specialised technical knowledge.

➤ Unlike the general English (GE) teachers, the ESP teachers are required to prepare their own courses and materials since they are not provided with any official syllabi. The ESP practitioners teachers are left on their own to manage their teaching from scratch (designing a course) to its implementations and evaluation. Thus, designing a course or preparing a whole programme for learners is not an easy task, "designing a course that can best serve learners' interests and needs is an obstacle for many instructors" (Maouche, 2016, p. 29).

1.4 Syllabus Design

1.4.1 Definition of Syllabus

Syllabus holds a vital role in the whole teaching/learning process of the English language in general and of ESP in particular. ESP practitioners are required to design their own courses/syllabi following specific steps while taking into consideration the learners' needs and objectives.

Before reviewing what the term "syllabus" means, it is more appropriate to differentiate and clarify the confusion in the literature between "curriculum" and "syllabus". The distinction between the two terms is clear in what Allen (1984) proposes "clear distinction, ..., the curriculum being concerned with planning, implementation, evaluation, management, and administration of education programmes, and the syllabus focusing more narrowly on the selection and garding of content" (61).

On the one hand, curriculum is a broader concept, it includes the entire teaching/learning process, including materials, equipments, examinations, and the training of the teachers. Also, it is concerned with objectives and methods as well as content. On the other hand, syllabus could be seen as the specification of what is to be taught in a language programme and the order in which it should be taught. In the same track of thoughts, Allen

implies that the syllabus is “that subpart of curriculum which is concerned with the specification of what units will be taught” (Allen, 1984. p 61).

Widdowson (1984: 26) takes an enormous and unspecific view of syllabus and defines it as “a framework within which activities can be carried out: a teaching device to facilitate learning”. It denotes that the syllabus is seen as an instrument that simplify the learning process by which the teacher or syllabus designer organizes the classroom activities according to the learners’ needs and objectives after the process of analyzing them.

The syllabus is perceived differently in the goals and functions by the literature because of the diverse educational approaches. As a result, various types of syllabi are suggested by the scholars, each is being systematically organized according to a specific language component.

1.4.2 Types of Syllabi

The linguists have classified six types of syllabi throughout the literature and they are somehow interrelated to each other; they are as follows:

a) Synthetic and analytic syllabi

Wilkins (1976) who first drew attention to the distinction between synthetic and analytic syllabuses, he views the synthetic language teaching strategy as the one in which the language is broken down into items and taught separately and step by step. Here the acquisition is regarded as a process of collecting these parts until the whole structure of language is built up. In contrast, analytic syllabuses are organized in terms of purposes where learners are presented with chunks of language; all kinds of language performances; that are necessary to meet those purposes. These syllabi aim at developing the learners’ communicative competences. In the same vein, Basturkmen (2006: 26) proposes that syllabus can be “synthetic” in which the language is segmented into discrete linguistic items for presentation one at a time”, or “analytic” where “the language is presented whole chunks at time without linguistic controls”.

b) Product oriented and process oriented

Nunan (1988) demonstrates that product oriented syllabi are those which focus on the knowledge and skills which the learners will obtain as a result of instruction, while process oriented syllabi are those which focus on the learning experiences themselves. The product oriented syllabus is commonly known as the synthetic syllabus and the process oriented syllabus as analytic syllabus. The product oriented syllabus employs instruction to emphasize learners learning, it lists a selection of graded items to be learnt. Hence, this type of syllabi may include: the grammatical, lexical, situational, and notional-functional syllabuses. On the

other hand, the process oriented syllabus focused on the learning process rather than the learning product. Thence, this type may include: procedural, process, content, and task-based syllabuses.

c) Type A and type B syllabi

White (1988), from other perspective explains that all the current syllabuses come under two categories: Type A and type B. While a ‘‘type A’’ syllabus equips learners with an external knowledge of language, the ‘‘type B’’ syllabus provides an internal awareness of language. Also, while type A follows a synthetic approach, the type B follows more analytic one. Type A syllabus is concerned with what should be learned in the classroom. The emphasis is only on the subject and content. The teacher is the authority and decides what items should the learners master and how they will be evaluated. On the contrary, type B syllabus is more concerned with how the language is learned and how it should be inserted with learners’ experiences. The emphasis is rather on the learning process itself. The objectives are decided based upon the needs of learners.

Each one of these syllabi is suitable for a specific context and purpose, and supplies for specific group of learners with specific needs. Some of these have been used longer and wider than the others. Practically, any syllabus design has a set of strengths as well as weaknesses. In this context, Hutchinson and Waters (1987) suggest that taking an eclectic approach in which only the advantages of each type of syllabi is implemented alongside with trusting the experience of the teacher is a wise decision when designing a syllabus.

1.4.3 ESP Syllabus Design

Designing an appropriate syllabus that best fits a specific group of learners is not an easy task to perform especially for an ESP programme. Owing to the diverse needs of the learners from different fields, there is no official template of syllabi of ESP that could be followed globally. Hence, it is in most cases the teacher’s responsibility to design his/her own syllabus that should meet his/her learners’ requirements. Therefore, there are approaches to syllabus design which mainly underlay the language learning theories as well as a set of criteria that the syllabus designer needs to follow when making decisions about the selection and grading of the content.

1.4.3.1 Approaches to Syllabus Design

The approaches to syllabus design are mainly presented as follows: structural-grammatical, notional-functional, and the communicative approach. Before defining each one, it is worth mentioning that the two terms ‘‘approach’’ and ‘‘type’’ of syllabus are used by linguists interchangeably due to the correlation between their functions.

The structural approach is based on the theory of language which assumes that the grammatical aspects of language forms are the most basic and useful. In using such approach, the language has to be broken down into elements and the learner has to master one item before moving to the next. Wilkin (1976: 2) describes this approach to syllabus design as follows ‘‘in planning the syllabus for such teaching, the global language has been broken down into an inventory of grammatical structures and into a limited list of lexical items’’.

The notional-functional approach developed as a response to the failure of structural-grammatical syllabus which focuses on one aspect of language; grammar; wherein there exist more aspects to language. This approach is closely associated with Communicative Language Teaching (CLT) which presumes that the language is used as a vehicle for the expression of functional meaning. According to Nunan (1988: 35) ‘‘function maybe described as the communicative purposes for which we use a language, while notions are the conceptual meanings (objects, entities, states of affairs, logical relationships, and so on) expressed through language’’. That is to say that, the notional-functional syllabus does not includes only the elements of grammar and lexical, but also specific topics, notions and concepts the learner needs to communicate.

The communicative approach has been developed in reaction to the structural and notional-functional trends. As the former focused only on grammatical forms and the latter did not present the communicative nature appropriately. This kind of approach focuses on providing the learners not only with the linguistic competence, but also with communicative competence too. Apparently, now, the syllabus is developed with a particular need to use the language. These needs are determined by a need analysis (NA). Munby (1978) whose considered as the explorer of the communicative approach investigating the learners’ behavior using his Communicative Need Processor (CNP). He defines it as ‘‘a specific category of second language participant has specific communicative objectives which are achieved by controlling particular communicative behaviors’’. It was quite a successful tool in identifying the needs of the learners, so that, it was applied by a lot of ESP researches thereafter.

A large number of linguists and scholars consider the approaches to syllabus design the same as the types of syllabus. Thus, it is quite common in the literature to find types of syllabus treated as an approach to syllabus design or the opposite. Moreover, despite the fact that the choice of the syllabus is crucial in language learning as well as the approaches applied, every syllabus need to be developed following certain rules and criteria.

1.4.3.2 Syllabus Design Criteria

According to Harmer (2001: 295) “whatever type it is, every syllabus needs to be developed on the basis of certain criteria”. These criteria are supposed to help make decisions about the selection and graduation of the content, also about what items to include, when and where it should be included. Harmer puts four criteria to be taken into account by the teacher, they are as follows:

* **Learnability:** The teacher should start with easy structures which are best grasped by the learners, then, he/she moves to more difficult ones as the learners advance through the syllabus.

* **Frequency:** The teacher selects items that are used more frequently. Within ESP context, each field has its own vocabulary and register which should be introduced to the learners.

* **Coverage:** There are words and structures that have a larger scope of use than others; they are used more repeatedly than others; the teacher should teach those words and structure.

* **Usefulness:** The teacher needs to teach a type of vocabulary that is used depending on the utility for learners, words that the learners use more often to enhance their linguistic ability.

As mentioned above, the choice of syllabus is a significant part of the process of teaching and learning. Therefore, there should be a continuous process of assessment and questioning the learners’ needs, and the aims and objectives of the teaching/learning process in order to guarantee a successful ESP syllabus.

1.5 Assessment and Evaluation

Assessment and evaluation are vital elements in any ESP curriculum and syllabus design. They are the last stages in a curriculum process. The two concept ‘assessment’ and ‘evaluation’ have been often used interchangeably, but it is worth making the distinction between the two. According to Nunan (1991: 47) “assessment is a process of collecting information about what a learner can do in the target language, while program evaluation is a more general of obtaining a variety of information relating to difficult elements and process, for decision-making process”. In other words, assessment reviews the learners’ proficiency in a language, whereas evaluation is a wider process, it deals much more with the effectiveness of the learning as a whole.

1.5.1 Definition of Assessment

Black and Wiliam (1998) define assessment broadly to include all activities that students and teachers undertake to collect information that can be used analytically to adjust

teaching and learning. In the same respect, Catherine et al (1999) determine assessment as the systematic collection, review, and use of information about educational programs undertaken for the purpose of improving students learning and development. In short, assessment could be considered as the process of collecting information and gathering data about the learners' progression throughout the courses, these information are analysed to improve the teaching/learning process.

1.5.2 Types of Assessment

The common types of assessment mainly used are as follows: formative, summative, and continuous assessment.

* Formative assessment refers to the assessment that aims at providing a feedback on the learners' performance to improve learning and enhance understanding (Race et al, 2000). It is an ongoing process that takes place as the course is in progress in order to provide valid information about how well the students are doing (Starkman, 2006).

* Summative assessment occurs at the end of a course to sum up the learners' achievement with grades. Summative assessment techniques generally take the form of exams, tests and assignments to provide information about the overall accomplishment of the learners and the course as well (Hinett and Knight, 1996).

* Continuous assessment implies the assessment which is integrated into the course and contributes in some cumulative way to the assessment at the end of the course. It includes a series of focused tasks and allows the students' creativity and strengths to be taken into account (common European Framework of Reference for Language, 2001).

1.5.3 Definition of Evaluation

Unlike assessment which is a process mainly concerned with the learners' performance and course effectiveness, Evaluation is a broader process which in fact includes the assessment process itself, evaluation can be applied to the assessment to determine if it is relevant, reliable and valid. Brown (1995: 217) states that "the heart of a systematic approach to language curriculum design is evaluation: the part of the model that includes connects and gives meaning to all other elements". Evaluation as the last stage to course syllabus design, is a fundamental part in the teaching/learning process. It is the formal determination of the quality, effectiveness or value of a program or a curriculum.

1.5.4 Levels of Evaluation

Hutchinson and Waters (1987: 144) claim that there are two levels of evaluation in ESP, learners' assessment and course evaluation and both have similar function in providing feedback in the ESP.

Learner assessment is to assess the learner performance at the beginning and the end of the course (formative/summative assessment). Hutchinson and Waters, to perform learner assessment, they suggest the use of basic test types, such as: placement, achievement and proficiency tests. The result of this kind of evaluation equips the institution, teachers, and learners with valuable information about the level of the learners.

Course evaluation helps to assess whether the course goals and objectives are being met and doing what it is designed to do or not. Hutchinson and Waters (1987) also recommend that the following techniques can be used for course evaluation: test results, questionnaire, discussion, and interviews. The information gathered forms the starting point for any necessary revision of the course and help in guiding the design of other courses.

Evaluation in general and program/curriculum evaluation in specific are crucial in ESP because they measure whether the goals of an ESP program have been met and ensure the program's constant improvement. Despite its importance, evaluation has been neglected, as indicated by Macalister and Nation (2010: 12) "It is generally a neglected aspect of curriculum design". The reasons for such negligence of ESP evaluation could refer to the short duration of ESP courses, difficulties in implementing time-consuming program evaluation processes (Swan, 1986) and the challenges related to measuring learning transfer from school to the work place (James, 2010a).

Conclusion

This chapter has set out to present the assessment and evaluation processes in ESP. It started with different definitions of ESP and its types, moving to the distinction between Business English and English for Economics. It also highlighted the definition of syllabus, its types and syllabus design. Finally, it concluded with the two processes of assessment and evaluation, their definition, types of assessment and levels of evaluation.

Chapter Two

Methodology and Data Collection

Introduction

The present chapter tackles the practical part of the research. It provides a description of the methodology used to conduct this study including the setting, population and the instruments applied (questionnaire and interview). The chapter explores the students' questionnaire and the teachers' interview. They are explained and described in details with stating the aim of each and the obtained data from both tools will be analysed later within this work.

2.1 Research Methodology

Research is one of the most important activities students are required to undertake in higher education in order to answer questions and solve problems. Research is the process that aims at collecting, analysing, and interpreting information to understand a topic or issue. However, research does not occur randomly, but it requires following a suitable methodology. The latter refers to the systematic plan which the research follows to examine and test a topic or a phenomenon. Thus, research methodology can be defined as a systematic and detailed study into problems, issues and concerns using scientific methods to find answers and solutions to problems.

In conducting a research, there are three common approaches: quantitative, qualitative, and mixed methods approach. Creswell (2009) states that a research approach is plan of action that gives directions and guidance to conduct a research in a systematic way. Based on the research objectives, the researcher selects the approach he/she sees as the most suitable one to conduct his/her study.

The quantitative approach responses to the research questions that requires a numerical and statistical data. The results of this approach are often presented in tables and graphs. Unlike the quantitative approach, the qualitative one requires textual and descriptive data. However, conducting a research following quantitative approach solely or the qualitative one can lead to gathering small amount of data, or having vague answers which many effect the collection of data negatively. Therefore, using a mixed methods approach is opted for to overcome such obstacles. These approach responses to research questions that requires both numerical and textual data. It combines both methods of collecting data, quantitative and qualitative methods, from the quantitative and qualitative approaches in one research framework.

A well conducted research depends on the choice of the appropriate methods and approaches to investigate the intended study. Thus, the present study adopted the mixed methods approach where both the quantitative and qualitative methods are applied with the

purpose of gathering both the statistical and textual information to achieve the objective of this study.

2.1.1 Setting

The research took place at the university of Abdelhamid Ibn Badis located in Mostaganem, Algeria; the faculty of Economics Commerce and Management sciences. The university comprises nine faculties and one institute including the faculty of Economics/Commerce and Management sciences where the chosen population of this research dissertation is. This research includes both the ESP teacher and the master one students in the same faculty as a sample in the academic year 2020/2021.

2.1.2 Population Sample

As far as this research is concerned, and for the purpose of testing the hypotheses stated previously, a sample was selected for this study. The sample is composed of twenty first year master students of Economics Commerce and Management sciences who belong to Abdelhamid Ibn Badis University. This sample could be seen as a representative of other students in this faculty. In addition, the teacher of English module in the same faculty is chosen as a sample as well.

1.2.1 Students

The sample selected for this study comprises the first year master students of Economics Commerce and Management Sciences in Mostaganem. The number of participants was not that high due to the COVID-19 circumstances where there was no direct contact with the students, also, because they were not familiar with the method used to conduct this research. The participants are 20 students in master one. They had English courses for a year unlike the licence years where they had English courses for one semester only and the other semester was for the French language. The reason of dealing with master one in this field is because they had English courses for a whole year, two semesters, which make it easier to collect enough data for the research.

1.2.2 Teacher

The objective behind dealing with the teachers is to investigate what procedures and approaches they follow to design their syllabus and the courses they deliver, also, if they take into consideration their learners' needs before designing the syllabus. The sample consist of one ESP teacher in the faculty of Economics Commerce and Management Sciences.

2.2 Data Collection

Data collection is a crucial part in conducting a research that seeks answers to a problem. It is defined as the process that aims at gathering and analysing specific information to offer solutions to relevant questions and evaluate the answers. The key purpose of collecting data is to capture quality evidence that allows analysis to lead to the formulation of credible answers.

As previously mentioned, this study followed the mixed methods approach to collect specific information to be analysed later in this work. This type of approach applies both the quantitative and qualitative methods that use different tools to enrich the research findings. The quantitative methods include mainly the questionnaires and surveys, while the qualitative ones include the focused groups, observations and interviews.

Subsequently, the present dissertation made use of both the questionnaire and the interview which are considered as the most common tools used. They were used to increase the validity and reliability of data. The questionnaire was distributed to the learners in the faculty of Economics Commerce and Management Sciences with the aim of obtaining quantitative and qualitative data. The questionnaire consists of questions that require exact answers, and others are intended to obtain personal opinion and to give the learners an opportunity to add further explanations or suggestions about the ESP syllabus. The interview was addressed to the teacher of English in the same faculty with the purpose of getting deeper information about the process of teaching ESP in this field. The interview consists of questions that need explanation and description about the intended study. The use of the two tools; the questionnaire and the interview; in this study would result in obtaining a reliable and a valuable data to examine the hypotheses proposed and the quality of the research.

2.3 Data Collection Tools

There are various tools and techniques to gather data. These tools are determined largely by the research questions and objectives. In the present study, the tools are the questionnaire and the interview. The questionnaire was administrated to the students whereas th interview was addressed to the English module teacher. The aim of using both tools is to obtain quantitative and qualitative data about the ESP syllabus taught in the field.

2.3.1 Students' Questionnaire

Questionnaire is the process of collecting data through an instrument consisting of a series of questions and prompts to recieve a response from the participants it is administrated to. The use of questionnaire is opted for getting data because of its facility to obtain quantitative, statistical and a large amount of data in short period of time.

The questionnaire was selected as the first tool to collect data for this study. It was designed to draw an insight about the learners' needs, lacks, wants and their satisfaction about the English courses they have. The obtained results would be an evaluation of the English courses as well as the teachers' performance.

Description

The questionnaire addressed to learners was written in English and translated to Arabic language in order to prevent any misunderstanding. It is composed of 12 questions, classified into three sections and each section covers a specific aspect. The first section is about the students' personal information, the second one is about the English language, and the last one is about the learners' needs. In this questionnaire, there are different types of questions, the close-ended questions and open-ended ones. In the close-ended questions, students are asked to answer yes/no questions or tick some answers from the options, while; the open-ended ones aim at identifying the reasons for selecting an option rather than the other, or give an explanation for such choice.

Section One: Students' information

Students in this section are asked about their age, gender and level. The question about age was to check if there are students from the classical system who are back to obtain a Master degree in LMD system for employment purpose, their answers would provide different information about ESP syllabus. The question about gender is to identify the differences between the males and females' views of the English courses.

Section Two: English language (Q1-Q6)

This section of the questionnaire has both the close and open-ended questions; each question is described in details:

Question one was about the English language. The students were asked if they like the English language or not. It aims at investigating the students' attitude towards the language, their interest and motivation to learn it.

Question two was set to check how the students would rate themselves in English language. It aims at knowing the students' feedback on their own performance in English.

Question three was about the importance of the English courses the master one students have. This question was set to get students' feedback on the courses and if they are satisfied with the courses delivered.

Question four was about the importance of the English courses for the students' future careers. They had to choose if the courses are important or not according to their perspective and explain why they made such choice.

Question five was set to investigate the students' satisfaction with the courses their teacher designed and arranged, also, they had to explain why the English courses arrangement was satisfying or why it was not.

Question six was about the students' needs, it was to investigate if the teacher asked about his/her learners' needs before starting their courses. Their answers would ensure if the courses they have reflect their needs, lacks and wants.

Section Three: Learners' needs (Q7-Q12)

Section three consists of six questions and has both the close and the open-ended questions; each question is described in details.

Question seven was about the four language skills: speaking, listening, writing and reading. They had to choose a skill they think it was neglected in their English courses.

Question eight was also about the language skills. It was set to identify which skill needs to be focused on more in their learning. Their answers would indicate which skill they think it is important and want to practice it more in the class.

Question nine was about selecting the activities in each skill they think they need and want to have them in their English courses. They are asked to select from the options suggested and/or name other activities they want to have.

Question ten was about the materials used in the course (see appendix I). The students were asked to select the materials they want to study with in English module. There were different materials suggested to choose from, and the students had the opportunity to suggest others.

Question eleven was about the students' learning style, they were asked to indicate the way they prefer to work in the class. The question presented different ways of working in class (see Appendix I), and their answers would reflect their learning style.

Question twelve was the last question in the questionnaire. It was devoted to give the students an opportunity to list a few changes they would like to occur to the English courses they have. The answers of this section (3) would form a starting point to revise the ESP courses and guide teachers to design other courses taking into account the learners' needs.

The questionnaire was administrated to the Economics Commerce and Management Sciences students from the second week of July till the second week of August. It was sent online through social media. Since the questionnaire was handed online, the majority of the participants took so much time to answer because they were not familiar with the questionnaire, so, they needed time to answer the questions.

2.3.2 Teacher's Interview

The interview is a two-person conversation with the aim of collecting relevant information to satisfy research objectives (Cannel and Kahn, 1968, as cited in Ryan et al, 2009, p. 303). The interview is the most commonly used tool in a research due to its role is gathering specific information that is pertinent to the study.

There are three main types of interview as indicated by Babbie (2012); the structural, the semi-structural interview and the unstructured interview. The structured interview is a verbally administrated questionnaire. It lacks depth but it is highly recommended for speed and efficiency. The semi-structured interview covers a set of predetermined questions but other questions can be asked when necessary. It is a flexible tool and leads to generating data. The last type, the unstructured interview, it is an in-depth interview that allows the researcher to collect wide range of information since the questions are spontaneous and with no restriction.

In the present study, the interview was selected as the second tool to gather information from the teacher of English module in the faculty of Economics Commerce and Management sciences. The interview submitted to the teacher was done online by the use of social media due to some obstacles that prevent having a face to face interview. It was conducted with the purpose of obtaining information about the process of teaching ESP as well as the process of designing the syllabus. The interview aimed also at revealing the hindrances and the difficulties that the teachers face in teaching ESP.

Description

The type of interview selected for this study was the structured one which was the most suitable for gathering efficient and rich data in short period of time. This structured interview consists of seven questions; each question is described below in details:

Question one was about the number of years the teacher has been teaching ESP in the field of Economic Commerce and Management sciences. It aims at checking if the years of experience would influence ESP teaching process and how.

Question two was about the training, it was to investigate if the teacher had any training to teach ESP. The teacher had to answer with a yes or no and if the answer is yes, he had to mention for how many years.

Question three was to check what procedures and strategies the teacher undertakes before starting his courses and while preparing them. It was set to investigate if he asked about his learners' needs or not, also, if he decided upon the syllabus type, approach, materials and so on.

Question four was about the approach that the teacher followed to design his courses/syllabus. It was to check which approach he chose to design his courses, and based on what perspective he believed it was the most reliable one to meet his learners' needs and goals.

Question five was to check the teacher's feedback and assessment of his learners' level in English language, and his feedback on his courses and if they helped improve his learners' level and proficiency in English and explain how.

Question six was set to give the teacher an occasion to list few difficulties he faced in teaching ESP in the field of Economics Commerce and Management sciences. The teacher's answers could be used as a review of ESP teaching problems and trying to find solutions.

Question seven, the last question in the interview, it was set for the teacher to add comments about the teaching of ESP in the field of Economics Commerce and Management Sciences. The teacher could list a set of issues that faced him in teaching ESP or changes he would like to suggest to occur to the courses of ESP.

The interview was done online through social media with ESP teacher of Economics Commerce and Management Sciences in the third week of August. It was carried out in a comfortable environment and the teacher was quite cooperative and helpful for this research data collection.

Conclusion

This chapter was about the methodology of this research and the tools used to collect data for the present study, with a detailed explanation and description of the instruments applied (students' questionnaire and teacher's interview) that were selected to obtain the results of this research. The obtained data will be analysed and discussed later in this work in order to answer the questions proposed in this dissertation.

Chapter Three

Data Analysis and Recommendations

Introduction

The present chapter is concerned with the analysis and the interpretation of the data collected from the questionnaire and the interview. The chapter represents the analysis and discussion of the findings of the students' questionnaire. Then, the analysis and the discussion of the teacher's interview. Finally, the chapter ends with an attempt to provide recommendations to better the process of designing ESP syllabus in the faculty of Economics Commerce and Management sciences.

3.1 Data Analysis Process

In order to collect data for this research, two instruments were used; namely the questionnaire and the interview. The obtained data will be analysed to test the hypotheses proposed and answer the research questions. The analysis is presented in graphs, tables as well as qualitative analysis for the open-ended questions. It is important to note that the analysis covers all the questions since they are linked in way or another to the research questions and help to answer them.

3.1.1 Analysis of Students' Questionnaire

This section is devoted to the analysis of the questionnaire which was distributed to the students in the faculty of Economics Commerce and Management sciences. It was written in English and translated to Arabic language to help the students understand the questions. The questionnaire included twelve (12) questions which were explained previously in this work. However, it is worth mentioning that among the demerits of the questionnaire is that some of the questions remained unanswered by the participants especially the ones that needed explanation or justification, this might have influenced the results of this research.

Section One: Students' Information

Level: Master one of Economics Commerce and Management sciences.

Learners' age:

The aim of this question is to know the age of the participants. The table below shows that the respondents' age ranges between twenty one (21) to twenty five (25). The majority of them are twenty two (30%), followed by those who are aged twenty five (25%), then those who are twenty three (20%). Low rate is recorded for the students who are twenty one (10%) and twenty four (15%). Since the respondents are around the same age, it indicates that they all belong to the LMD system.

Age	21	22	23	24	25
Respondents	2	6	4	3	5
Percentage	10%	30%	20%	15%	25%

Table 3.1: learners' age

Gender:

The aim of this question is to know the participants' gender. The table below shows that the majority of the participants are females presented with percentage (55%), while the rest of them are males with percentage (45%).

Gender	Male	Female
Respondents	9	11
Percentage	45%	55%

Table 3.2: Learners' gender

Section Two: English Language

Q1: Do you like the English language?

The aim of this question is to know the learners' attitude toward the English language. As shown in the figure below, the majority of the respondents (85%) stated that they like the English language, while the minority (15%) stated that they do not. It indicates that the majority of students have a positive attitude toward the English language.

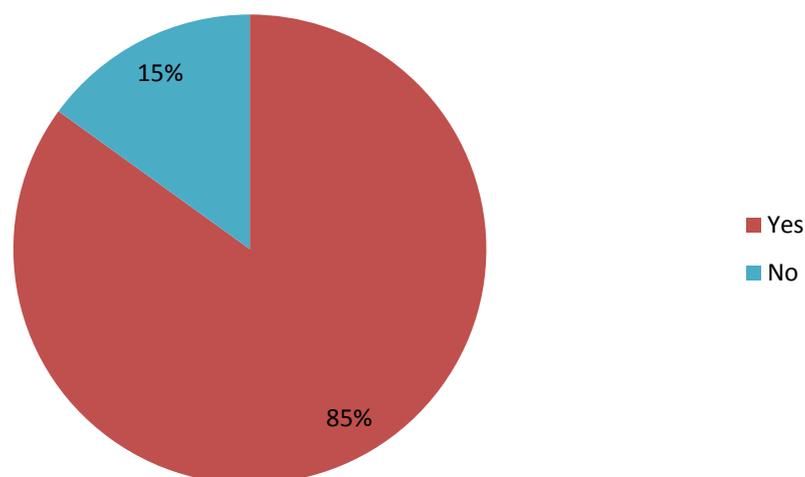


Figure 3.2: Student's Attitude toward English Language

Q2: How would you describe your level in English?

The aim of this question is to check the level of the respondents in English according to their description. The table below shows that the majority of the respondents described their level in English as being average (55%), followed by those who have a good level (25%), then those who have a weak level in English (20%). Whereas, no student rated him/herself as having an excellent level in English (0%).

Level	Weak	Average	Good	Excellent
Respondents	4	11	5	0
Percentage	20%	55%	25%	0%

Table 3.3: Students' level in English

Q 3: what do you think of the English courses you had ?

The aim of this question is to investigate the importance of the English courses the students had in this field. The table below shows that the majority of the learners (65%) said that the courses are useful, followed by those who stated that it is not useful (25%). Then, the students who said it is very helpful (10%). It shows that the majority of the students are satisfied with the English courses that they had so far.

Responses	Useless	Useful	Very useful
Respondents	5	13	2
Percentage	25%	65%	10%

Table 3.4: English courses' Importance

Q 4: Do you think the English courses you had are important for your future job? Explain why?

The figure below shows that twelve students from the whole sample stated that the English courses they had are important for their future careers. They justified their choice by referring to the status that the English language holds as an international language. On the other hand, the rest of the respondents stated that English courses are not important for their future works. They supported their choice by referring to the fact that Algeria uses the french language in almost every field.

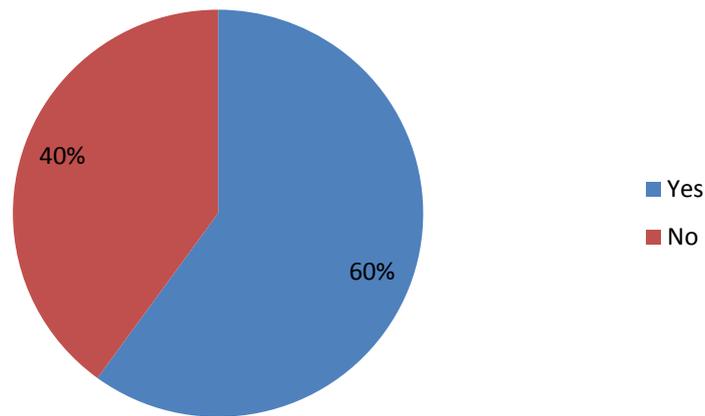


Figure 3.3: Importance of English for Future Job

Q 5: Are you satisfied with the way your teacher arranged the courses and deliver them? Justify why?

The figure below shows that twelve from twenty students are not satisfied with the teacher's way of arranging and delivering the English courses. They expressed their dissatisfaction by stating the following points: the teacher does not deliver the courses smoothly, the lessons are neither motivating nor relevant to their field of study, and the lessons neglect interactions and communication in class. However, the rest of the respondents who expressed their satisfaction with the English courses, they stated that the teacher delivered the lessons in a clear, simple and understandable way which motivated them to learn the language. However, it is worth mentioning that the students are divided into groups and have different teachers, and that is the most possible reason for having this split of opinions concerning teacher's teaching techniques.

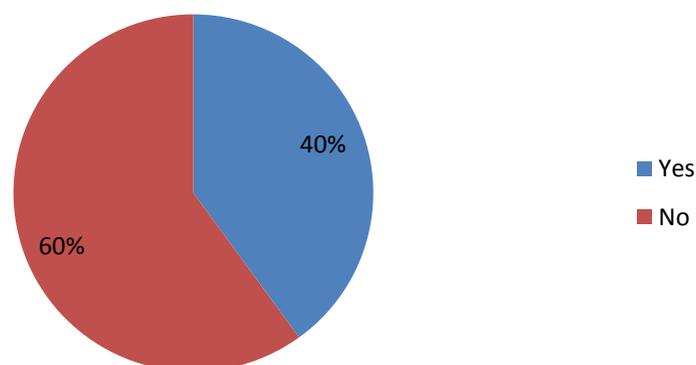


Figure 3.4: Students' Satisfaction with the English Courses Arrangement

Q 6: Were you asked about your needs through a test before starting your courses?

The aim of this question is to know if the teacher asked about his/her learners' needs before designing the English course. The table below confirms that the students were not asked about their needs, lacks and wants.

Responses	Yes	No
Respondents	0	20
Percentage	0%	100%

Table 3.5: Learners' Needs

Section Three: Learners' Needs

Q 7: Which skill do you think it was neglected in your courses?

The aim of this question is to investigate which skill was neglected the most in the English courses. The figure below shows that the majority of the students stated that the speaking skill was neglected in their courses, followed by reading, writing and listening skills in this order.

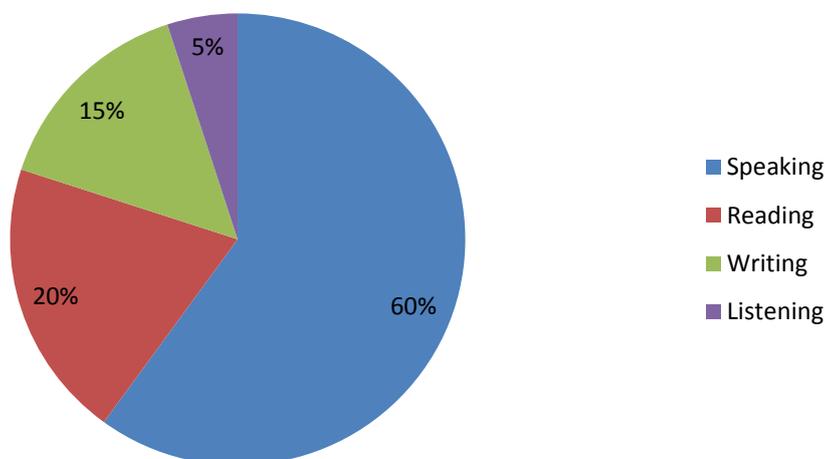


Figure 3.5: Skills Neglected in the English Courses

Q 8: Which skill do you think it should be focused on more?

The aim of this question is to investigate which skill needs to be focused on in the English courses the students have. The majority of the respondents selected the speaking, reading, writing, and listening skills in this order. It is clear that the majority of the students are more interested in practicing the speaking skill in their courses.

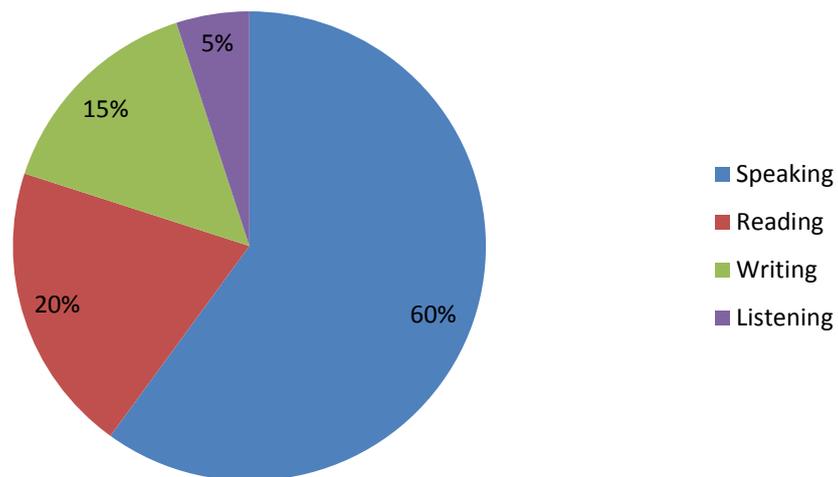


Figure 3.6: Skills Needed in the English Courses

Q 9: Which activity in every skill do you think you need in your lessons?

A. Speaking:

The aim of this question is to investigate which activity in the speaking skill the learners want to have in their lessons. This figure below shows that eight of the learners want speaking activities about discussions; six others want activities about presentations. Then, four students want speaking activities about meeting. Lastly, two students want activities about negotiating.

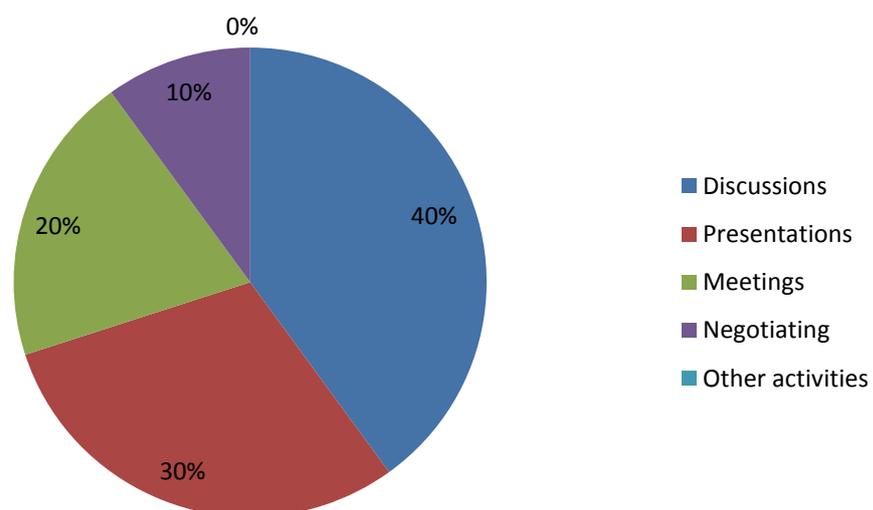


Figure 3.7: Activities in Speaking

B- Listening:

The question aims at knowing the activities that the learners want in listening skill. This figure below shows that eleven students want listening activities about how to understand daily conversations, while eight students want activities about how to listen and take notes. Finally, one student suggested listening to English videos about their field of study as an activity.

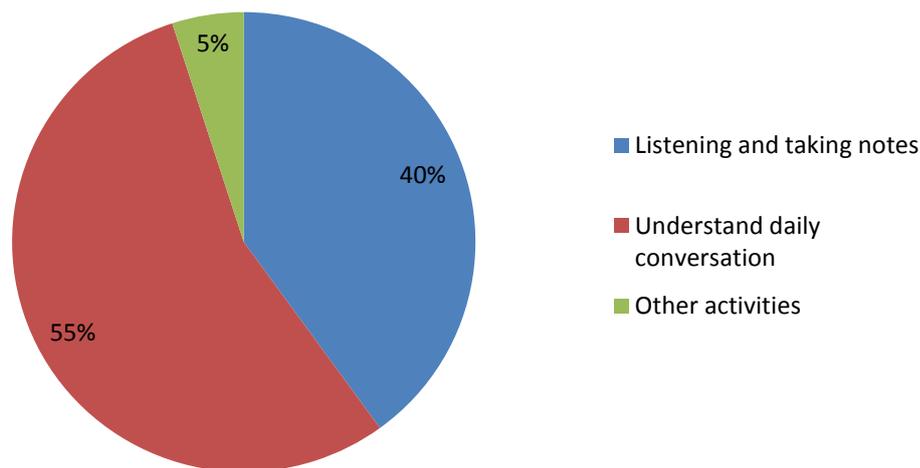


Figure 3.8: Activities in Listening

C- Writing:

The aim of this question is to know the activities that the learners want in the writing skill. The figure below shows that nine learners stated that they want writing activities about formal emails and letter, followed by five others who want activities about writing reports; and five others want writing activities about describing figures and statistics. While one learner suggested having dictation as an activity in writing.

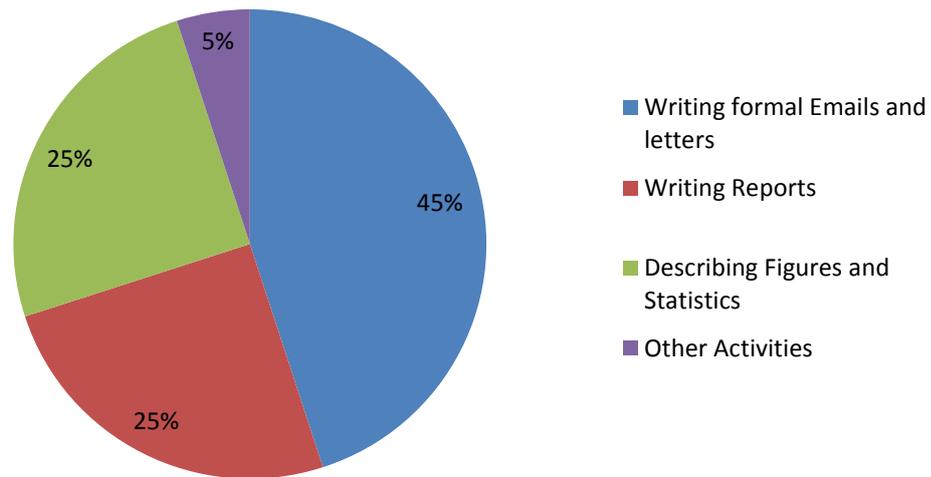


Figure 3.9: Activities in Writing

D- Reading:

This questions aims at knowing the activities that the learners want in the reading skill. The figure below shows that half of the respondents want rading activities about preparing for presentations and meeting; six others want activities of reading articles about statistics. The rest four learners want activities of reading texts and complaints.

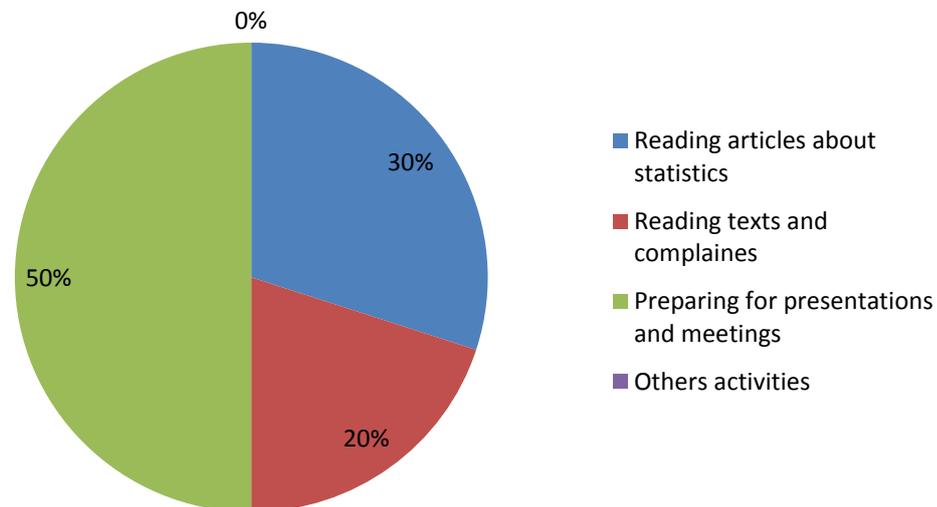


Figure 3.10: Activities in Reading

Q 10: What kind of materials do you want to study with?

The aim of this question is to know the wants of the learners in terms of the lesson materials. The figure below shows that half of the learners want videos, picture and recorders as materials in their courses, while the other half want books and hand-outs.

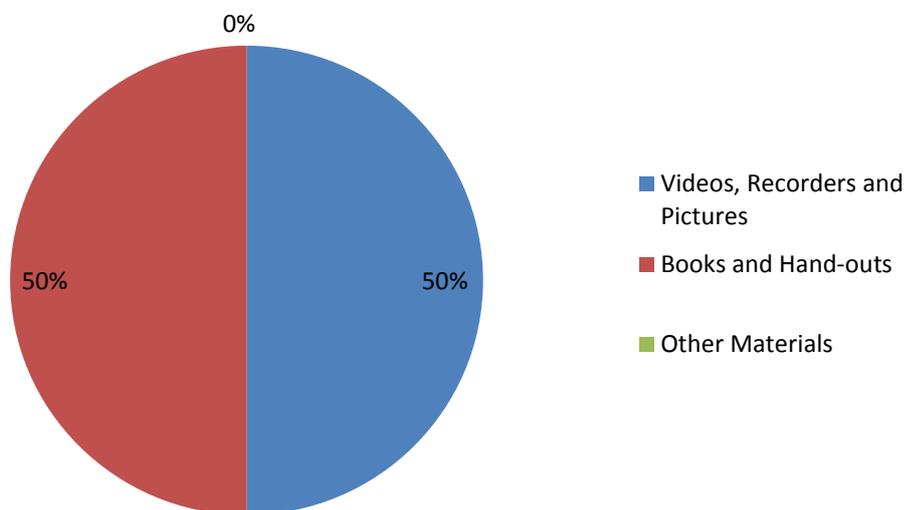


Figure 3.11: Use of Materials

Q 11: How do you want to work in English classes?

The question aims to know the different ways that the learners want to work in the classroom. The figure below shows that eight learners prefer pair work; five others want group work, while five others like a mixture of individual, pair-work and group work in their lessons. Finally, two students prefer working individually.

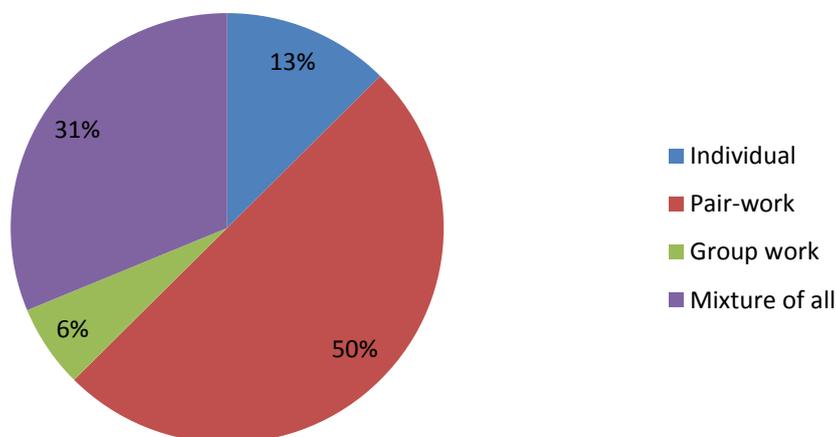


Figure 3.12: Techniques of Working in the Classroom

Q 12: In your opinion, what changes should occur to the English courses you have? List few.

The aim of this question is to give the learners an opportunity to list few changes and modifications they would like to happen to the English courses they have. The respondents set a few changes which are summarised in the following points:

- * Devoting more sessions to teach English in order to enhance the students' level.
- * Increase the number of assignments, tests, and presentations to develop learners' speaking and writing skills.
- * Vary the materials in class and teach grammar and pronunciation as well as the terminology related to Economics, Commerce and Management fields.
- * Change the program that the students in this field have been following, and assign English specialized teachers.

3.1.2 Discussion of the results

Based on the data obtained and analysed from the students' questionnaire, it is found that:

- the learners are fully aware of their needs, what they want to study, and how they want to study English.
- The learners have a positive attitude toward the English language; and they are willing to improve their though they have an average to good level in English.
- Despite the fact that the majority of learners are satisfied with the English courses that their teacher designed, and aware of its importance for their future careers, a large number of them are not satisfied with the way the teacher delivers those courses.
- The learners show interest in practicing the speaking skills and its activities more than the other skills because they think it is the most needed skill to learn English properly and use it to communicate effectively in their future work.
- Learners prefer different techniques of interaction in the classroom as well as using various materials to learn English such as books, handouts, videos and so on.
- It is ensured that the teacher did not ask about his learners' needs before designing the courses. Thus, the courses do not reflect the learners' needs, lacks and wants.

3.1.3 Analysis of Teacher's Interview

After analysing the students' questionnaire and discussing its results, this section is devoted to the analysis of the teachers' interview. Before moving with the analysis forward, it is important to note that after having an informal discussion with the participants of this research and the head of department himself in this faculty, it is confirmed that the teachers who teach English in this faculty are not ESP teachers, rather subject specialists with an

acceptable level in English. Additionally, this research aimed to interview two or more English teachers in order to compare their different teaching techniques. However, only one teacher was willing to collaborate and answer the questions, this might have influenced the results of this research.

Q 1: Teaching Experience

This question aims to know how long has the teacher been teaching English for the Economics Commerce and Management students. It is found that he had the experience of teaching English for four years.

Q 2: Training for ESP teaching

This question aims to know if the teacher had any training to teach ESP. It is confirmed that he did not have any kind of training in this field of ESP.

Q 3: Process of designing syllabus

The aim of this question is to know what procedures and techniques the teacher have followed before and after designing the lessons. The teacher stated that before preparing the lessons, he decides upon the approach to follow according to the domain of research (eg: economics, commerce..) and his learners' level. This question also aims to know if the teacher takes into account his learners' need before designing the syllabus. However, the teacher said nothing about the needs of the learner which makes it clear that he did not ask about their needs before starting the lessons.

Q 4: Approaches to syllabus design

The aim of this question is to know which approach the teacher has followed to design the syllabus. It is found that the teacher followed the communicative approach to design his courses. The teacher believes that this approach is the most suitable one to meet his learners' needs as well as their future job's requirements.

Q 5: Teacher's feedback on the lessons and the students level

This question aims to investigate how the teacher would assess his learners and evaluate the courses he designed. The teacher strongly believed that the courses he designed have helped his learners to improve their level in English since he adopted the communicative approach. He said "I based my lessons on communication and this helps the students to discover new words in their domain of research and reuse them".

Q 6: Difficulties in teaching ESP

The question aims to investigate what kind of difficulties the teacher faced while teaching ESP in this field. The teacher stated that the challenges he faced mainly revolves around the learners. First, the teacher had to translate the lessons into Arabic most of the time

in order to help students understand, which is a time consuming activity and does not help them improve their level in English. Then, he stated that the students avoid speaking in class and do not communicate as he described ‘‘they feel themselves shy’’. Lastly, the teacher found that his learners ignore grammar and vocabulary which make it harder to deliver the courses well, or achieve good results in tests and exams.

Q 7: Additional comments about teaching ESP

This question aims to give the teacher an opportunity to add any comments about teaching ESP in this field. The teacher add that teaching English in the field of Economics Commerce and Management sciences requires taking into considration many procedures, such as deciding upon the approach; the lesson from grammar, terminology, vocabulary and so on; also, the activities and materials to teach with.

3.1.4 Discussion of Results

Based on the data obtained from the teachers’ interview above, it is found that:

- The teacher has experience of teaching English for four years without any training.
- The teacher decides upon the approach before designing the syllabus as well as his learners’ level.
- It is confirmed that the teacher did not ask about the learners’ needs before designing the courses, because he believes that he knows what they need since he is a subject specialist.
- The teacher adopts the communicative approach which he thinks is the most suitable one to meet his learners’ needs and prepar them for their future job. This approach to syllabus design focuses on providing the learners with linguistic competence as well as the communicative competence which helps them build the needed skills to communicate effectively whether in the classroom or in a workplace.
- Despite the fact that the teacher neglects his learners’ needs and as mentioned earlier that the students are not satisfied with the way the teacher presents his lessons; but, the lessons are quite useful and helpful for their future careers as it was indicates by the students responses, and according to the approach followed to design those courses.
- The teacher faces different challenges concerning mainly the students and their problems, such as focusing on learning and practicing the different aspects of the language.

3.2 Suggestions and Recommendations

Based on the results obtained from both the students’ questionnaire and the teachers’ interview, it is suitable to suggest these recommendations to the ESP teacher in the faculty of

Economics Commerce and Management sciences as well as to the faculty itself to improve the process of teaching ESP.

- Since the students are aware of their needs and know what they want to study and how, their needs should be taken into account and analysed before designing the courses.
- Teacher should design his/her courses where all the skills of the language are tackled equally while using different materials in the teaching process as well as varying the techniques of interaction in the classroom.
- The teacher should make a continuous process of evaluating the courses by using questionnaire, discussions and interviews with his learners or colleagues in order to make the necessary revision on the lessons. The teacher also should assess his/her learners constantly using different tests to ensure that his lessons are helping the students improving their level in English, and meet their needs.
- There should be more sessions devoted to teach English in order to give the students enough time to practice the language and enhance their level.
- Although the teachers teaching English in this faculty are subject specialists, and they did a good job so far, ESP teachers are more needed in this faculty in order to improve the process of teaching ESP.

Conclusion

This last chapter was devoted to analyse the data obtained from the participants of this research. After analysing the students' questionnaire and the teachers' interview as well as discussing their results, it was found that the syllabus designed by the teacher who is a subject specialist are quite useful and important for the learners' future careers. However, the teacher neglects his learner's need and did not ask about them before designing the English courses.

General Conclusion

General Conclusion

In Algeria, English language is gaining more attention and interest nationwide; though, the ESP teaching and learning process is not showing much growth or development. The ESP teachers still struggle with designing their own courses that aims to meet their learners' needs and improve their levels in English, whereas the university does not provide much of help and support for those teachers. As a result, learners do not feel motivated enough to learn the language instead they focus on their specialty courses which they think are more valuable for their studies.

The current research has focused on three main objectives. The ultimate purpose of this study was to investigate the degree of usefulness of English syllabus designed for the learners of Economics Commerce and Management sciences for their future careers. Also, the study aimed at discovering the approach adopted by the teacher to design the English courses in this field. Furthermore, it attempted to investigate whether the teacher did ask about the learners' needs before designing those courses or not.

The present study was composed of three main chapters. The first one tackled the theoretical part of this study through which much of the talk was about the ESP syllabus design, the approaches, and the processes of assessment and evaluation in ESP. then, the second chapter covered the explanation of the research methodology and data collection. It also provided a full description of the two Instruments used to collect data for this research; the questionnaire and the interview. Lastly, the third chapter was devoted to the analysis and interpretation of the data obtained. It ended with proposing some suggestions and recommendations.

Based on the analysis of the data gathered, it was found that the ESP syllabus designed for the learners are quite useful and helpful for their future jobs' requirements, and the learners are to some extent satisfied with them, although they are quite unsatisfied with this teaching techniques. It was also found that the teacher has adopted the communicative approach to design the English course which he believed it was the most suitable one to meet the learners' needs and prepare them for future challenges. Hence, two of the proposed hypotheses were proved concerning the approach followed to design the syllabus, and the usefulness of those courses for the learners. As far as the last hypothesis is concerned, the results from both the students' questionnaire and the teacher's interview have confirmed that the learners' needs were not taken into consideration before designing the syllabus, because the teacher believes that he knows best what they need since he is in the same field of study.

General Conclusion

As a conclusion, it should be confessed that this work has confronted some obstacles and handicaps that might effected the results of this dissertation. First, the number of the students was not big enough to have a larger insight about their needs and opinions about the English courses that they have. Second, there was only one teacher to interview and his answers cannot be generalised to all the other English teachers in that faculty. Since each teacher has his/her own teaching styles and techniques, they could have provided different answers which could have led to different results. Yet, this work could be considered as threshold for further researches that may tackle this topic differently and thoroughly.

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Appendices

Appendix N° 1:

Questionnaire for students

Dear Students,

You are kindly invited to fill in the questionnaire which is a necessary part from the research undertaken for a Master dissertation. The aim of this research is to assess and evaluate the English courses you had and to investigate if they are helpful for your future career. Your sincere answers would be highly appreciated and of a great help for the research. Please keep in mind that your answers are anonymous and confidential.

Part One: Student's information

- Age : _____

- Genre : Male Female

- Level : _____

- Specialty : _____

Part Two :

Please answer the following questions by ticking the suitable box or give full answers if necessary.

1- Do you like the English language ?

Yes No

2- How would you describe your level in English ?

Weak Average Good Excellent

3- What do you think of the English courses you had ?

Useless useful very useful

4- Do you think the English courses you had are important for your future job ?

Yes No

Please explain why _____

5- Are you satisfied with the way your teacher arranged the courses and delivered them ?

Yes No

Please justify why _____

6- Were you asked about your needs through a test before starting your courses ?

Yes No

Part Three:

1- Which skill you think was neglected in your courses ?

Speaking listening writing reading

2- Which skill do you think it could be focused on more ?

Speaking listening writing reading

3- Which activity in every skill you think you need in your lessons ?

- A- Speaking: Discussions
 Presentations
 Meeting
 Negotiating
 Other activities (please mention them)

- B- Listening: Listening and taking notes
 Understanding daily conversations
 Other activities _____

- C- Writing: writing formal emails and letters
 Writing reports
 Describing figures and statistics
 Other activities _____

- D- Reading: Reading articles about statistics
 Reading texts and complains
 Preparing for presentations and meetings
 Other activities _____
-

- 4- Which kind of materials you want to study with ?
 Videos, recorders, pictures
 Books, hands-out
 Other materials (please mention them) _____
-

- 5- How do you want to work in English class ?
 Individual
 Pair work
 Group work
 All the preceded

- 6- In your opinion, what changes should occur to the English courses you have ? please list few ?
- a- _____
- b- _____
- c- _____

Thank You

استبيان للطلبة

عزيزي الطالب (ة):

أنت بكل لطف مدعو ملء هذا الاستبيان الذي يعتبر جزء مهم من البحث الجاري لأجل أطروحة تخرج الماجستير، هدف هذا البحث هو تقييم وتقدير الدروس الإنجليزية التي تدرسها الآن والتحقق من أهميتها لمسيرتك المهنية مستقبلاً، إجابتك الصادقة في غاية التقدير والأهمية لهذا البحث. ويرجى التذكير بأن أجوبتك مجهولة وسرية.

- الجزء الأول: معلومات الطالب (ة)

- السن: _____

- الجنس: ذكر أنثى

- المستوى: _____

- التخصص: _____

- الجزء الثاني:

من فضلك أجب عن الأسئلة التالية باختيار المربع المناسب أو إعطاء إجابة كاملة إذا اقتضت الضرورة.

1- هل تحب اللغة الإنجليزية؟

نعم لا

2- كيف تصف مستواك في اللغة الإنجليزية؟

ضعيف متوسط جيد ممتاز

3- ماذا تظن بخصوص دروس اللغة الإنجليزية التي درستها؟

غير مفيدة مفيدة مفيدة جداً

4- هل تظن أن دروس اللغة الإنجليزية التي درستها مهمة لعملك المستقبلي؟

نعم لا

من فضلك اشرح لماذا؟

5- هل أنت راض عن طريقة أستاذك في تنظيم الدروس التي يقدمها؟

نعم لا

من فضلك برر لماذا؟

6- هل تم سؤالك عن احتياجاتك عن طريق اختبار قبل بدء دروسك؟

نعم لا

- الجزء الثالث:

1- أي من المهارات التالية تظن أنه تم إهمالها في دروسك؟

التحدث الاستماع الكتابة القراءة

2- أي من المهارات التي يجب التركيز عليها أكثر برأيك؟

التحدث الاستماع الكتابة القراءة

3- أي من الأنشطة التالية في كل مهارة تظن أنك بحاجة إليها في دروسك؟

- التحدث: مناقشات

تقديم عروض

لقاءات

مفاوضات

أنشطة أخرى (يرجى ذكرها)

- الاستماع: استماع وأخذ ملاحظات

فهم محادثات يومية

أنشطة أخرى (يرجى ذكرها)

- الكتابة: كتابة بريد ورسائل رسمية

كتابة تقارير

وصف أشكال وإحصائيات

أنشطة أخرى (يرجى ذكرها)

- القراءة: قراءة مقالات عن إحصائيات

قراءة نصوص وشكاوي

تحضير للعروض واللقاءات

أنشطة أخرى (يرجى ذكرها)

4- أي من المواد التالية تريد أن تدرس بها؟

فيديوهات، تسجيلات وصور

كتب، ملخصات

مواد أخرى (يرجى ذكرهم)

5- كيف تفضل العمل في حصص اللغة الإنجليزية؟

منفردا

عمل ثنائي

عمل جماعي

كل ما سبق

6- حسب رأيك، ما هي التغييرات التي يجب أن تحدث لدروس اللغة الإنجليزية التي تأخذها. يرجى تعداد القليل؟

-1

-2

-3

شكراً

Appendix N° 2:

Teacher's Interview

- 1- How long have you been teaching ESP in this field ?
- 2- Have you been trained to teach ESP ? If yes, please mention for how many years ?
- 3- What do you take into account before and while preparing the lessons you deliver ?
- 4- What approach do you follow to design the courses you present to your learners ?
- 5- considering the level of your learners, do you think the courses help them improve their English ? please explain how ?
- 6- As an ESP teacher, could you please list a set of difficulties you have encountered in your teaching ?
- 7- Any other comments you would like to add about teaching ESP in this field.

**Thank you for your collaboration
and your valuable time**