

DEMOCRATIC AND POPULAR REPUBLIC OF ALGERIA
MINISTRY OF HIGHER EDUCATION AND SCIENTIFIC RESEARCH
UNIVERSITY OF ABDELHAMID IBN BADIS MOSTAGANEM
FACULTY OF FOREIGN LANGUAGES
DEPARTMENT OF ENGLISH LANGUAGE



Theme

Reading Comprehension and Oral Skills Issues among Sonatrach Learners: The Case of Sonatrach Employees in Knenda Relizane.

DISSERTATION

Submitted in Partial Fulfillment of the Requirements for the Degree of master language
and communication

Submitted by:

Chaimaa Djabou Abd Allah

Boards of examiners:

Chairperson: Dr. Dalal SARNOU

University of Mostaganem

Supervisor: Mrs. Leila BEKRI HAMERLAIN

University of Mostaganem

Examiner: Dr. Hanane SARNOU

University of Mostaganem

2020 – 2021

Dedication

I dedicate this modest piece of work to the precious persons to my heart. My beloved father MOHAMED, and my lovely Mother for Their support and encouragements.

I can never forget to thank my close Friends who has been my inspiration and my real motivation through my University life; **OUALI Nedjma Sabah, Belkihal Abdelmalek, Bendalel Rafik. Mekkaoui ikram.** I am grateful to have you by my side. My nearest and dearest, my brothers and sisters, my nephews and nieces, And my grand-mother.

With all my love, to All my teachers who pushed me forward. May god repay you with All the happiness.

Acknowledgments

All is to AllahTheExalted and Sovereign, for enabling me to undertake thiswork. My efforts to complete this work under corona pandemic pressure have been long and hard, but with the help of many people for whom I am grateful , I would like to express an immense gratitude to my supervisor Mrs. Bekri Leila for agreeing to conduct this work with me and everything she did to bring this piece of research .Her efforts to include endless efforts, generous suggestions, constructive advice and valuable guidance and enough patience.

My thanks and appreciation also go to all professors who have been an excellent source of Knowledge and support since the debut of my university studies especially Dr. **dallal Sarnou**.

I would like to also thank all the employees who accepted to participate in the data collection. Those workers have been very cooperative. Without those, I would not have been able to conduct this study.

Abstract

Nowadays, Learning English for Academic studies or Professional purposes is one of the Major demands in Algeria. Thanks to globalization, today's business environment is spreading rapidly. As a result, the demand for specific English courses has grown. For example; teaching specific English for Engineering students in Algeria has become more than a necessity. The present investigation aims at identifying the urgent and pressing need For English language in the business context. The purpose also is to explore the ESP situation at the level of the SONATRACH COMPANY Relizane. Much has been said about the reasons behind the weak levels and the difficulties of learners' performance. These reasons are mostly related to the learners, the teachers, or environmental factors. Another objective is to show the main obstacles of English encountered in an ESP teaching situation. Thus, a mixed method design was adopted in order to validate or invalidate our hypotheses and to cover the main elements of the research. We used an experiment that lasted for months, an interview with the director, and the questionnaire for students. The results illustrate a remarkable development in learners' performance in both speaking and reading comprehension skills due to the daily practice of English language. The majority of workers confirm their need of English for their employability skills and propose to modify their English syllabus in their English learning process at Sonatrach company according to their need.

Keywords: English for specific purposes, the demand for professional English, business English, communicative competence.

Lists of Abbreviation:

EFL:English as A foreign language

ESP: English for specific purposes

EOP:English for occupational purposes

CC:CommunicativeCompetence.

CLT:Communicative Language Teaching

List of figures:

Figure 1:

Organigram.....25

List of tables:

Job description.....30

Table of Contents;

Dedication.....	I
Acknowledgments.....	II
Abstract.....	III
List of tables.....	IV
Lists of abbreviations.....	V
General introduction.....	VI

Chapter one; Theoretical Framework

-Introduction.....	12
1.The role of English as LINGUA FRANCA.....	12
1.1. The demand for PROFESSIONAL ENGLISH in Algeria.....	12
2.Introduction toESP.....	13
2.1. ESP definitions	14
2.2.EOP ‘English for occupational purposes’.....	14
2.3- The role of the EOP teachers.....	14
2.3.1. Major hindrances faced by ESP teachers.....	16
2.3.2. Major hindrances faced by ESP students.....	16
2.4. Types of English for Engineering Learners.....	17
3.Communicative competence in EOP.....	17
3.1. SPEAKINGcompetence	18

3.2. Characteristics of the speaking skills.....	18
3.3- FACTORS that affect oral communication skills.....	19
4. Definition of reading comprehension skills and its importance.....	19
5. The Sonatrach company presentation.....	20
5.1. Research Methodology.....	20
5.1.1. Research Instruments.....	21

Chaptertwo; Methodology, Procedure and Data Description

Introduction.....	22
2.1. Definition of a Questionnaire	22
2.2. Definition of an Interview.....	22
2.3.Workers' Profile.....	23
2.4. Data Analysis	23
2.5.1. Learners' Questionnaire Analysis.....	23
2.5.2. Data Interpretation of Learners' Questionnaire.....	24
2.6. Interpretation of Teacher's Interview.....	27
Conclusion.....	

Chapter three:Discussion ofThe Results and Suggestions

Introduction.....29

3.1. Learners questionnaire results.....29

3.2.The result of the interview.....31

3.3.- Recommendations and Implications.....32

3.4- Suggestions.....33

3.4- Conclusion.....34

General conclusion.....39

Lists of references.....40

Annexes.....43

Appendix A. a questionnaire.....44

Appendix B. an interview.....46

Organigram.....48

General Introduction:

The idea of globalization is becoming true and real, it affects multinational companies. It is known within companies that English is taught as a separate subject matter for training employees in business context. Besides, teachers (practitioners) design language courses by themselves, because administrative authorities do not provide them with syllabuses to guide them in what to teach and how. In this work, we are going to study learners' objectives and needs, and give suggestions about suitable activities for enhancing Learners' skills. The main interest in my thesis is to show the importance of English in Sonatrach companies as a professional language and medium for communication to gain economic benefits and enter the world market.

Students' needs are the basis of the selection of the content and the strategies used in the teaching/learning process. Investigating them in this research would tell us about learners' objectives while learning English in relation to their domain of interest. The questions that may be raised in this study are the following:

- 1-What is the proficiency level of the Sonatrach workers and what are their exact needs in English?
- 2-Why do engineering students cannot achieve successful communication in their occupation?
- 3-Why do Sonatrach workers cannot understand the difficult terms that are mentioned in their manuals?

This extended essay is concerned with the difficulties encountered by the director, the accountants and some workers speaking and reading skills. In fact, it has been observed that such learners cannot read appropriately and fluently because they have not dealt with the technical English they need in their professional career.

The aim of this work is to examine the current ESP situation of learners and to explore those students' needs to design an appropriate syllabus or modify the previous syllabus that would serve the learners to communicate effectively with such a syllabus. They will be able to understand and use the technical terms they have learned in the real-life situation, and enhance the oral skills and reading comprehension needed in their professional career, especially if required to deal with foreign companies and native speakers.

Because globalization made of English a necessary language in almost all fields, learners in Sonatrach company need to learn English language in order to achieve their own objectives and contribute to their company. Nowadays, computer programs, documents, and guide books even machines are designed exclusively in that language, and business exchanges with foreign countries became vital since Sonatrach is an international company. Therefore, introducing English courses for occupational English is expected to be useful for both students (short-term objectives) and for society (long-term objectives).

In this case study, we are going to explore our population sample's objectives and needs in order to test the hypothesis that:

1- If students of Sonatrach learn specialized English through an appropriate and well-designed syllabus –according to the aims determined above, they would gain accurate and fluent communication features needed in their potential professions. Plus, the reading comprehension that would help them to understand the guide book.

2- If the Workers are not able to communicate with foreigners and pass their message appropriately it means that there is a problem in either the teacher who doesn't know how to design a suitable syllabus according to their needs or in the students which confirm that there are different factors that affect their learning process.

In order to examine the existing situation of English language learning/teaching in the Sonatrach company, we have designed a questionnaire to glean students' views and perceptions about the said situation, and a simple interview with the director to know more about the company.

The first tool of investigation is the students' questionnaire. It is divided up into four main categories each of which includes a set of questions. The first includes questions that relate to the students' identities (notably: age, gender, profession). The second is entitled "Students' learning experience in the company", the students' past experiences in and motivation for learning the English language. Next set of questions is under the heading: "Students' Proficiency Level", it deals with the students' self-assumptions about their weakness/strength in the English language. The last category investigates the reason why the students think they are attending the course, their attitudes towards the learning of this language, the way they learn and their own expectations and if they are satisfied with their level of English after having the training.

Chapter One

Introduction

This study aims to contribute in the building up of the competences of the Sonatrach learners and equip them with oral skills that enable them to be active communicators in the progress of the company as well as in meetings and in real life situations, and how to improve their reading comprehension skills. This first chapter contains two parts: the first part is concerned with: the role of English in Algeria, some definitions of ESP and the demand for English for occupational purpose, the second part involves the definition of the speaking skill/reading comprehension skill, communicative language teaching and the factors that affect both oral/reading comprehension performance.

1. The Role of English as Lingua Franca:

Language is important because it is one of the main ways to communicate and interact with other people around us. English language is an example of the importance of a language because it is the international language which is also considered Lingua Franca. Indeed, it has become the most important language to people in many parts of the world. It is most widely used in communicating around the world and playing a major role in many sections like education, medicine, engineering and business. In order to reach specific objectives, world countries, including Algeria, introduced English courses at all the levels of the learning and teaching system through ESP. The latter is the common and well-established teaching methodology that the language teachers actually use to achieve the specific learners' needs, and meet the social requirement.

“The status of English has been adopted as the World’s Lingua Franca. Communication, English has spread to all five continents and has become a truly global language “(G. Nelson and B. Aart).

1.1. The demand for Professional English in Algeria:

As IMEN BOUKHALIF (2017) states, *“English did not come to supplant Arabic but trounced the French language and became the preferred language for Algerians who use it daily. There is a high demand for English language and this confuses the old and lingering debate between the Arab and French speaking people in Algeria itself. Most multinational companies operating in Algeria, either in oil or*

other sectors Require proficiency in the English language, even the Chinese present in Algeria in the building sector speak English to be understood.”. In a clear meaning, there is a great demand for learning specific English in Algeria.

Kamal Belmihoub argued that;”*workers who need English have a limited ability to use the language, they are unable to use it in such serious circumstances as a lengthy professional phone call in the workplace*”. And that reflects the case of workers At Relizane in Sonatrach company, they already have a background in English but they don’t know how to use it in their professional life. *He added in his passage*”*the oil and gas industry in Algeria ‘Hassi Messaoud and Hassi Rmeland in many places of Algeria’ are home to a great deal of advanced English users. most of whom work in the oil and gas industry where English is important including Sonatrach* (English in a Multilingual Algeria Article ,2017).

In other way, English in Algeria must be taken into consideration. Especially within companies because they are not able to use the language in the professional world, so it must be taught to gain the business deals and chances of work in Algeria.

2.Introduction to Esp:

-Esp is an abbreviation for 'English for specific purposes' or 'English for special purpose*.

Dr. Chams Eddine Lamar claimed in his dissertation that;”*Since the 1960’s, Esp has become one of the most active branches of Applied Linguistics in general, and of Teaching English as a Foreign Language (TEFL) in particular. Among the factors that could explain its expansion is the emergence of English as a world language. In Algeria, the growth of Esp in the past five years (specifically after 2004¹) has been rapid and definite especially in most universities and companies.*” (AN INTRODUCTION TO ENGLISH FOR SPECIFIC PURPOSES 2017)

“Defining Esp has proven to be so problematic to researchers and “producing a simple definition of ESP is not an easy task” (Stevens, 1987:109). Through time, scholars provided different definitions of Esp:

In the case of the Sonatrach company, Esp is considered for them as the teaching of English to students whose first language is not English but who need it for a particular job activity, or purpose.

2.1.ESP definitions;

Here are Some definitions from different linguists and scholars who define Esp in various meanings.

According to Hutchinson & Waters (1987),” Esp is an approach to language learning centers on learner needs.”

As Robinson (1991) states,”Esp is the teaching of English to the learners who have specific goals ‘scientific’ professionals. Generally, the Students study English “not because they are interested in the English Language or English culture as such, but because they need English for study or work purposes”.

2.2.English for Occupational Purposes:

EOP refers to English which is either used or learned to fulfil occupational purposes which may include: medicine, engineering, banking, administration and so forth. Kennedy (1984:04) argued that, “*Eop is taught in a situation in which learners need to use English as part of their work profession.*” And this is what reflects the case of Sonatrach company, they are learning English to use it in their career and real-life situations such meetings/negotiating contracts and phone calls.

A similar, but a more recent definition has been given by Dudley-Evans (1998:7) in which he asserts that “: The term EOP refers to English that is not for academic purposes, it includes professional purposes in administration or business and vocational purposes for non-professionals in work or pre-study work”.

So far, English for Occupational Purposes is a branch of ESP (English for Specific Purposes) and covers situations in which learners are studying English for work related reasons. The courses are based on an analysis of their specific communicative needs in their work.

2.3. The Principles and The Characteristics of English for Occupational Purposes (EOP)

The key principles of English for Occupational Purposes (EOP) are stated by Swales (1990, In Salmani-Nodoushan 2002, 8) and it is recited by Rautenbach et. al (2018) mentions five “enduring” conceptions as the underlying, essential principles of ESP:

- authenticity – the use of authentic materials to learn ESP (based on the real-life field

of specialization of learners in their chosen occupation);

- research base – the register analysis of corpus, in terms of texts utilized in the learners' chosen field of occupation and specialization;

- language/text – register considered, in terms of lexicon and grammar, instead of discourse analyzed for the purposes of communication;

- learning needs – needs determined by means of needs analysis for the learners' field of specialization, or occupation;

- learning methodology – this should be chosen, since ESP is learner-centered.

According to **Kim** (2008, 76) and recited by Rautenbach et al. (2018), data from interviews with employees of some Korean companies suggests that, in more recent times, the following characteristics of ESP/EOP have emerged:

- There is a clear purpose (e.g., business skills for presentations in English, business letter writing, etc.) which is the purpose of my Research

- It addresses needs in proficiency, as revealed by a needs analysis, of workplace Needs.

- It tantamount to responding to, and satisfying, educational needs;

- The relevant vocabulary and expressions related to their workplace.

- It is more suited to immediate needs, and serves more practical purposes than GE in the workplace.

2.3. The Role of the EOP teachers;

In ESP, courses varied depending on the learners' specific scientific field or profession they are concerned with. As a result, teachers who tend to teach these courses need to play different roles and acquire a specialized knowledge. Since ESP teaching is extremely varied Swales (1980), Dudley-Evans et al (1998:13) and many others prefer to use the label 'practitioner' rather than 'teacher', "to emphasize that ESP works involve much more than teaching.

Hutchinson & Waters (1987), "besides the regular undertakings of the GE teacher (as a classroom teacher), further aspects as needs analysis, syllabus design, materials writing or adaptation, and evaluation are among his/her operation. Dudley-Evans claimed that The ESP practitioner has five key roles: Teacher, course designer and material provider, collaborator, researcher and evaluator. The ESP practitioner occupies a role within the ELT framework: - Teacher or language consultant. - Course designer and material provider. Researcher; not just gathering material, but also understanding the nature of the material of the ESP specialism. Collaborator; working with subject teachers and subject teaching. Evaluator; constantly

evaluating the materials and the course design, as well as setting assessment tests and achievement tests (Harding, 2007: 7).

Hutchinson & Waters (1993, cited in Ali et al., 2013, 13-14) emphasize the problems which face the ESP teacher. It's difficult to Bear in mind the state of transition from a GE teacher to ESP practitioner. Being focused only on the learners' sphere of interest.

2.3.1. Major hindrances faced by ESP teachers:

Teachers sometimes face so many problems when dealing with Esp, among those difficulties there are first; The hard task of course design (syllabus, material development). Such a tiring task to design a course based on learners needs and especially when trying to find the common points among learners. Second, there is; The difficulty of putting hands on appropriate teaching materials & resources; clearly, the authentic materials are very hard to tackle. The purpose from using them is to clarify the image and help learners practise. Third; The total absence of practical pre-service or in service-training opportunities; it is theoretical more than practical. Forth; Very limited contact and collaboration with colleague teachers (both ESP colleagues & specialism's colleagues). this goes to the poor use of technology in such circumstances. Fifth; Lack of experience, they are not trained; teachers who are not familiar with the atmosphere of teaching English for professionals may negatively affect students in the learning process or they will teach subjects out of their interests and needs.

2.3.2. Major hindrances faced by ESP students:

Sometimes teachers neglect the psychological side of students, their interest, motivation; they might have negative beliefs and attitudes towards the English course because It's easy to get discouraged after a bad grade on a test or a particularly difficult lesson or just you have heard before that This language is so difficult to learn so it becomes harder to learn a new language, and more importantly, it takes time, effort, and practice. Also, heterogeneous groups of learners rendering ESP courses; it is too demanding for some and not challenging for other students Team teaching is not always successful. Some students flourish and learn in a highly structured environment that favor repetition, some are confused by conflicting opinions and noise resulted from group work. As it is said; " Too much variety may hinder habit formation". Furthermore; Little (or no) learning resources can reduce the learning process (apart from what their teachers provide them with). In the same way a limited learning opportunities, class-time and little real practice chances are the biggest obstacle to

improving their language skills which reflect our case in Algeria, there is always lack of practise and experience. Finally, a break between their specialism's courses and the ESP one is a hard challenge for learners; which means there is no relation between the English taught and the One used at work. in this case; there will be a clear need for CLIL teacher.

2.4. Types of English for Engineering Learners;

It is rather difficult to decide what English to teach to Engineers and the rest of workers at Sonatrach company like managers and accountants, technicians. First, according to DB site; «engineer has two rather distinct meanings, one of which is close to “technician” or “mechanic” (e.g. a photocopier repair engineer) and another which is closer to “designer”. Another complication is that English for Engineers courses are also often for people still in full-time education. Then there are the numerous different kinds of engineer (marine engineer, architectural engineer, genetic engineer, etc.) with wildly different fields of work and very specialist vocabulary. Having said all that, Engineers tend to be interested in technical topics even if they have little relation to their own specialization, and technical topics also tend to bring up language that can be used to describe other kinds of engineering. There are also things that most kinds of engineers need to be able to understand, including: units of measurement like pressures and temperatures and other numbers. Directions, e.g. “vertical” and “anticlockwise «Equipment and tools as it is shown below in the image. Language to describe health and safety requirements. Materials. Presentations, e.g. of a design or to explain an engineering failure. Troubleshooting conversations, e.g. helpdesk phone calls.

3. Communicative Language Teaching (CLT)

Due to the importance of the English language, and the demand for teachers in Algerian company, a good command of English is necessary to satisfy the market demands. In the 1960s, English was taught using grammar-based, translation-based, or repetition-based methods (now known as traditional language teaching). By the 1970s, a new approach was introduced, focusing on what the traditional approach lacked most by Dell Hymes, which is speaking the language proficiently. The new approach, known as Communicative Language Teaching (CLT), aims to teach language for the purposes of communication instead of Chomsky's narrower linguistic competence. This approach is mainly based on competence and performance. CLT believes that the objective of learning a language is for communicating with others, which is more important than following grammatical rules passing a message during a speech or responding to foreigners which the aim of our research; to help learners having the skills and knowledge for interpreting or using the given language

in different contexts or situation .Thus, “a communicative approach to language teaching would include knowledge of the language, internal aspects of a language, its pronunciation, vocabulary, and grammar and also an understanding of the appropriate use of a language in different professional contexts” (McDonald 2011,33).CLT emphasizes meaning and communication aiming at improving the learner’s communicative competence.

Communicative competence is the capacity to work in a communicative setting which the aim of our research; to make workers improve their communication in real life situation. (Improving EFL learners' Communicative Competence.pdf.bib.univ-oeb.dz).

3.1 Speaking Competence:

Speaking is an oral form of communication, and one of the four language skills, alongside reading, writing and listening. Brown (2004) defined speaking as imitative, responsive, interactive, interpersonal and extensive. A good speaker is able to imitate a word, phrase or a sentence (imitative). They can use a limited amount of grammar, phrases, lexicon or phonology correctly.

If speaking is an oral form of communication, then speaking competence is one’s capability to use the language appropriately and correctly to achieve the goals of communication (Hunsaker 2000). Apart from the ability and power to do what is needed, competence also entails knowledge, motivation, and skills (Kempe and Holroyd 2013).in other words speaking competence is the ability to use the correct words (vocabulary), in the correct order (grammar), with the correct pronunciation, and in the appropriate context with the social norms and cultural rules (Burkart 1998).

3.2. Characteristics of Speaking Skill:

According to Mazouzi (2013), learners’ activities should be designed based on an equivalence between fluency and accuracy achievement. Both fluency and accuracy are important elements of communicative approach. Classroom practice can help learners develop their communicative competence. So, they should know how the language system works appropriately. The first characteristic of speaking performance is fluency and it is the main aim of teachers in teaching speaking skill. According to Hughes (2002), fluency is the learners’ ability to speak in understandable way in order not to break down communication because listeners may lose their interest. Hedge (2000) expressed that fluency is the ability to answer coherently by connecting the words and phrases, pronouncing the sounds clearly, and

using stress and intonation. The second characteristic of speaking performance is accuracy. Learners should be fluent in learning a foreign language. Therefore, teachers should emphasize accuracy in their teaching process. Learners should pay enough attention to the exactness and the completeness of language form when speaking such as focusing on grammatical structures, vocabulary, and pronunciation (Mazouzi, 2013).

3.3. Factors that affect oral communication skills

If teachers want to help students overcome their difficulties in learning speaking skill, they should identify some factors that influence their speaking performance which means they have to find the problem so that they can solve it.

Learners' speaking performance are influenced by factors like performance conditions, affective factors, listening skill, and feedback during speaking tasks (Tuan & Mai, 2015).

the first factor is related to performance conditions which involve time pressure, planning, the quality of performance, and the amount of support (Nation & Newton, 2009). The second factor is related to affective ones. According to Krashen (1982), motivation, self-confidence, and anxiety were the three main types that have been investigated by many researchers. Listening ability is the third factor. Doff (1998) says that learners cannot improve their speaking ability unless they develop listening ability. Learners should comprehend what is uttered, Speakers have the role of both listeners and speakers. It can be concluded that students are not able to reply if they cannot comprehend what is told. The fourth factor is related to the feedback during speaking activities. A lot of learners expect their teachers to give them the necessary feedback or correction on their speaking performance. Harmer (1991) continued that if instructors directly correct their students' problems, the flow of the dialogue and the aim of the speaking task will be spoiled. Baker and Westrup (2003) supported the above statement and said that if learners are always corrected, they will be demotivated and afraid of talking.

4. Definition of Reading Comprehension Skill and Its Importance:

Reading comprehension is the ability to understand its meaning, and to integrate with what the reader already knows. Fundamental skills required in efficient reading comprehension are knowing meaning of words, conveyed for assertions, questioning, commanding, refraining etc. It is the ability to determine writer's purpose, intent and point of view, and draw inferences about the writer. 'Wikipedia'

Reading comprehension is so important; Without comprehension, reading is nothing more than tracking symbols on a page with your eyes and sounding them out without reaching the purpose. it's common to find people who don't have their reading comprehension

completely developed, Reading correctly isn't just about pronouncing and having good fluidity. It's also a much more complex process where the final goal is comprehension. Therefore, we should push employees to develop this ability from the beginning because it's also an essential instrument for oral and written communication. Likewise, it gives us knowledge and the power to interpret the world around us and start any sort of machine easily. In this age of technology, we have a lot of information within our reach. If we don't develop the capacity to understand it, we'll be letting valuable opportunities pass away. In this sense, it's worth highlighting the following phrase: *«The more that you read, the more things you'll know. The more that you learn, the more places you'll go.» Dr. Suess.*



5. The Sonatrach Company Presentation;

Upon its creation in December 1963, Sonatrach role was, essentially, to contribute in the national development of Algeria. It was mostly targeted to generate external payment means, but also to meet the existing and future hydrocarbons requirements of Algeria. Sonatrach (Société Nationale pour la Recherche, la Production, le Transport, la Transformation, et la Commercialisation des Hydrocarbures s.p.a.) is an Algerian international government-owned company formed to exploit the hydrocarbon resources of the country. Its diversified activities cover all aspects of Oil & Gas industry chain. Upstream (E&P), Midstream (Transport) and Downstream (Marketing, Refining and Petchems). According to the Petroleum Intelligence Weekly, it is ranked as the twelfth company in the world investment news. It is the first oil company in the Mediterranean, the fourth world largest exporter of natural gas and the second one for LPG.

It has various departments which are as follow; Department of Geology, Department of Chemistry, Department of Information Technology, Department of Economics, Department of Finance , department of maintenance.

5.1. Research Methodology:

Our study is an attempt to investigate the needs of Sonatrach workers, whether they are in certain need for increasing their oral skill OR they need to focus only on reading comprehension from the manuals and guide books they are given.

From another angle, a questionnaire was handed out to learners with the aim of enquiring into their attitudes towards enhancing either speaking skill or reading comprehension in learning/teaching processes in the workplace.

5.1.1. Data Collection Instruments:

The data collection instruments used in this research are an experiment conducted at different stages, a questionnaire addressed to students plus the interview addressed to the director.

CONCLUSION

The central focus of this chapter aimed at showing that there is a clear need for ESP. and an urgent demand for professional English in Algeria both speaking and reading comprehension.

This chapter also examined the factors affecting English oral communication skills among the engineering learners. The purpose of searching for the reasons was to explore the crucial challenging factors faced by engineers in speaking English and reading comprehension in order to enhance the needed skills.

*

Chapter two

Chapter two

Introduction:

This second chapter deals with the practical part of the research work. At first, it introduces the Sonatrach company indeed the need of English language teaching in Algerian companies. Also, it presents the methodology adopted in this research and tackles the description of the sample (population). Research procedures identify the research questions and hypotheses, the research instruments used for data collection which involve questionnaire plus the interview. After that, the chapter provides the analysis of learners' questionnaire along with the interpretation and the discussion of the main results of the interview.

2.1. Definition of Questionnaire:

The questionnaire is used to collect the necessary data that would validate or invalidate the hypotheses. In this perspective, the aim of our questionnaire is to examine learners' attitudes towards what English is needed in their learning processes. It further investigates learners' assumptions regarding reading comprehension and oral expression as an effective skill that needs to be learnt.

Our experimentation took place at SONATRACH COMPANY (TRC-RTO) the pressure station number 05 Knenda Relizane.

This setting was chosen because it fitted the requirements of our experiment and no one else has solved the problem in there.

2.2. definition of interview:

An interview is a qualitative research technique which involves asking open-ended questions to converse with respondents and collect data about a subject. The interviewer in most cases is the subject matter expert who intends to understand respondent opinions in a well-planned and executed series of questions and answers. Interviews help the researchers with a platform to ask their participants and obtain inputs in the desired details.

2.3. Worker's profile:

The target population for this study consists of 82 workers, 25 of them are engineers. Their ages are between 25 and 60 years old. They are randomly selected to scrutinize and

investigate the major problem in their English. Moreover; there are other workers in the company; technicians, accountants, managers.

We conducted an experiment that lasted for months due to the current situation of corona disease with the workers at Sonatrach company. Our experimentation consists of various suggestions related to the difficulties of the skills they encounter in their professional career, mostly with the speaking skill and reading skill.

2.4. Data Analysis

This section will present a qualitative and quantitative analysis of both learners' questionnaire and director interview.

2.5.1. Learners' questionnaire Analysis

The questionnaire is made up of two parts (see appendix A). The first part consists of questions concerning learner's personal information while the second part deals with students' attitudes towards the language needs in the learning and teaching processes.

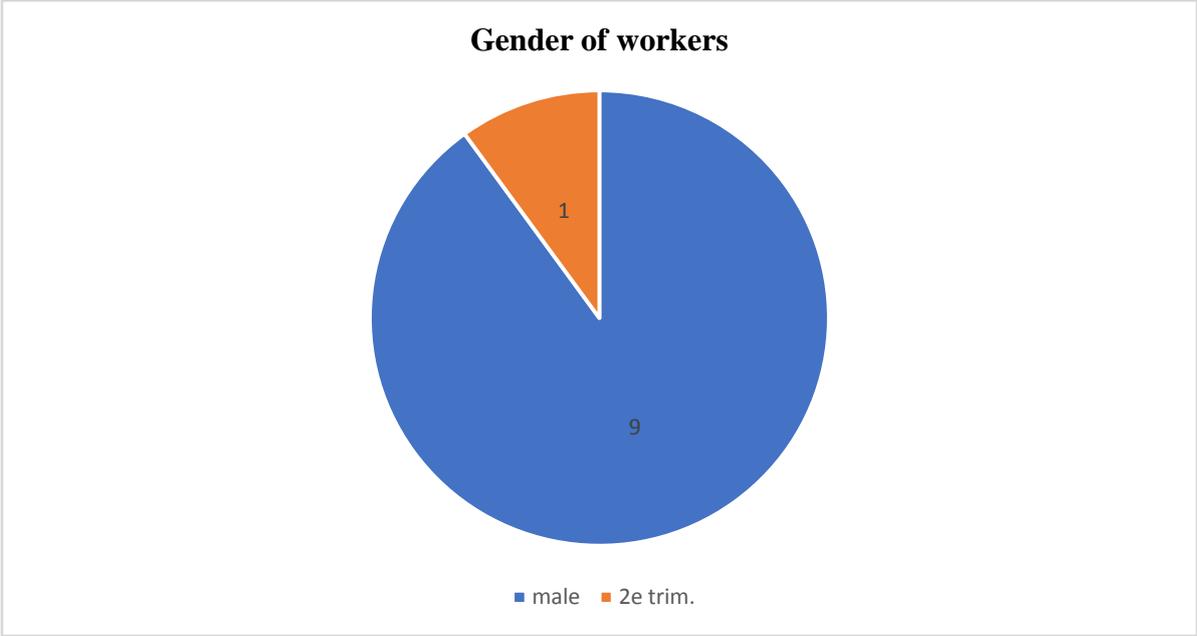
The first part of the questionnaire investigates learner's personal information including gender, age, as well as geographical area, grade level, to provide an inquiry about their English level.

As for the second section, it tackles workers' attitudes towards the difficulties that learners may face when reading a guide machine or dealing with a foreign worker via emails or meetings. It is composed of 15 questions that investigate the difficulties students face in their real-life situation.

2.5.2. Data interpretation of learner's questionnaire:

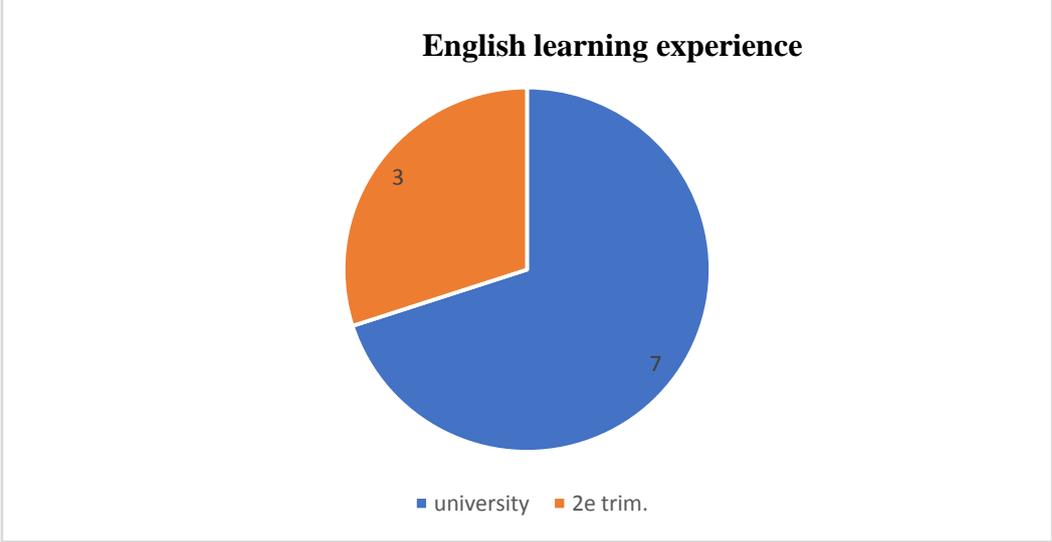
1. Question (1) is about gender

° 9 Of the workers are male and 1 of them is a female, in this company; the majority of workers are male.



-Question (2); Did you study English before? If yes, where?

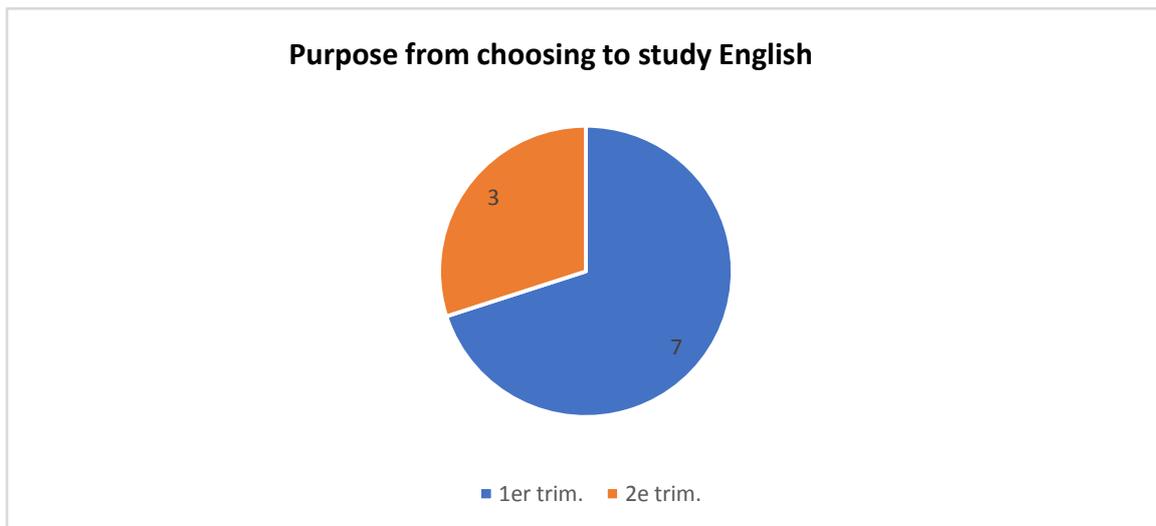
° 7 Of the workers have studied English in the university, and the last three have studied English in a private school.



2. -Question (3); Why did you choose to study English?

° 3 Of the workers choose to study English as a personal choice, and the other workers 7 out of ten choose to study English for Occupational choice which means they need English in

their job career.



3. Question (4); What is your current job?

- This question investigates whether students are engineers or technicians or managers because in the company there are so many different jobs. (as it is shown in Organigram)
- 5 Of the workers are engineers, two of them are technicians, one is an inspector of health, the other one is an employee of a national enterprise, and the last one is a manager.

4. Question (5); Do you use English in your current job?

- This question investigates students' opinions about the use of English in or out of the company and very specifically with whom.
- °7 Of the workers answered that they use English in the company when reading manuals and replying to emails, and the 3 other workers answered that they need it externally (with foreigners).

5. Question (6); How long have you been working in this company?

- This question seeks to identify whether they have learnt a good English or not from their experience of learning it.
- °The answers were between 10 years to 20 years' experience in this company.

6. Question (7); How do you evaluate your English?

- This question tries to determine students' self-evaluation about their English to see if there is a gap to be filled.
- ° 5 Of the workers said that their English evaluation is average, three of them said that their English is weak, and the two last workers said that their English is good enough.

Question (8) and (9); How often do you participate in the oral expression?

Do you speak up in oral expression?

-These two questions examine the difficulties that students are confronted with when they participate in oral expression and how long do they participate.

° All worker claimed that they participate in oral expression from time to time.

° 7 Of the workers have the ability to speak up in oral expression, while the other three workers don't.

Question (10); Are you afraid of participating in oral expression?

-This question deals with learners' reasons behind the unsuccessful communication. if it is matter of shyness or fear of public speaking or they are just afraid from making mistakes...etc.

° 6 Of the workers admit that they are afraid and have so many difficulties when participating in oral expression, but the last 3 workers said no.

Question (11); What type of atmosphere does teacher create in English courses?

-This question attempts to know the Atmosphere in English classes whether there is certain kind of motivation or students are getting bored when having their Courses.

° 8 Of workers replied that the atmosphere in English courses are fearful, while the two other workers replied that there is certain motivation

Questions (12) and (13); why do you use English in your job?

What are the important skills that you need in your job?

-These two questions inspect students' point of view towards the real need of English in their occupation. Indeed, what skills do they need to perform in their job. Among the previous questions these two questions are very important because they are the answer of my research. I provided them with space to explain and justify their choice of a given answer.

° 8 Of workers replied that they use English at work to perform different tasks, and last two workers said that the use of English in company is for business communication.

Among the important skills that the workers need in the company are ; 7 of the workers choose reading comprehension, one of them choose writing, and the two last workers choose speaking skill.

Question (14) and (15); What do you need at work? choose from the following tasks.

-Is your attendance to the training planned by you company optional or obligatory?

-These two questions aim at exploring students' tasks that need to be performed such Emails or business letters ...etc. And to have an idea if the attendance is obligatory or optional.

° 4 Of the workers choose Emails as an important task needed at work, 2 other workers choose business letters as an important task, one has chosen presentation as a task, one worker choose phone calls, and the last two workers choose reading manuals is very important to start a machine.

-For the attendance; 5 of the workers have replied that it is obligatory for a special category, and the last four workers said it is optional; it relies on them.

Question **(16)**and **(17)**;**Do you find the time allocated to the training course sufficient?**

-Do you like your English program?

-These two questions allow students to give their points of view regarding the time allocated to the training course and their feedback about their English program.

°8 Of the workers said that the time allocated is not sufficient, and the last two workers said that it is enough.

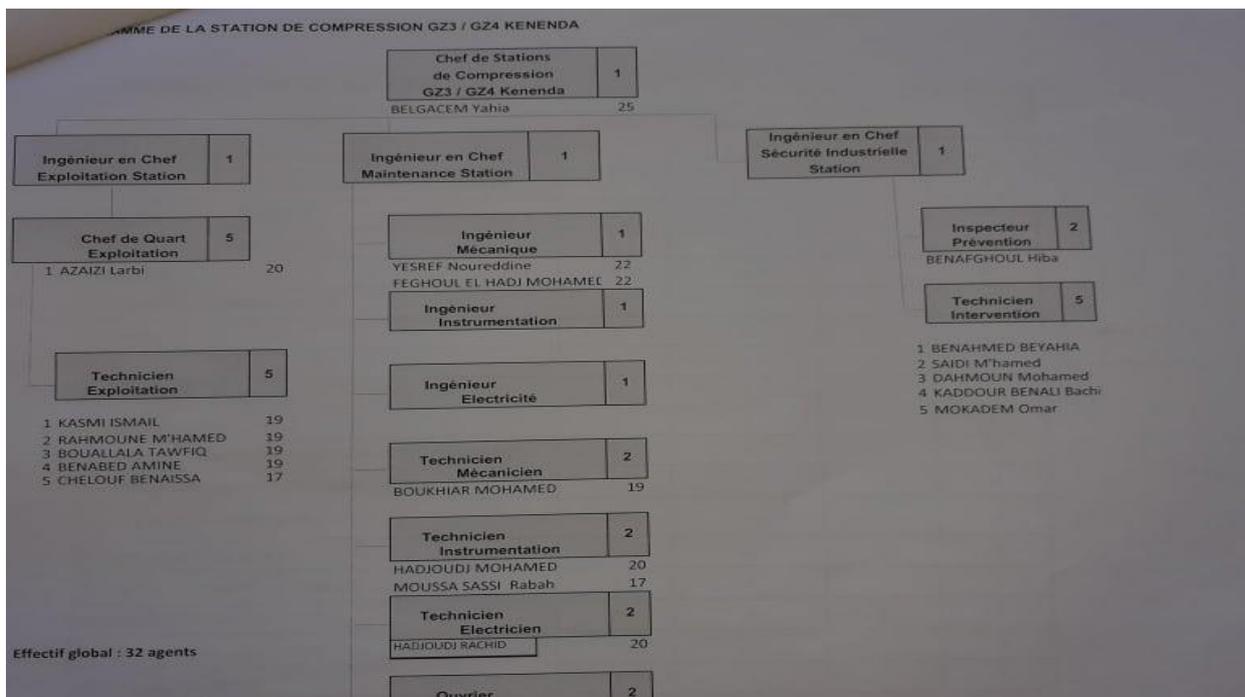
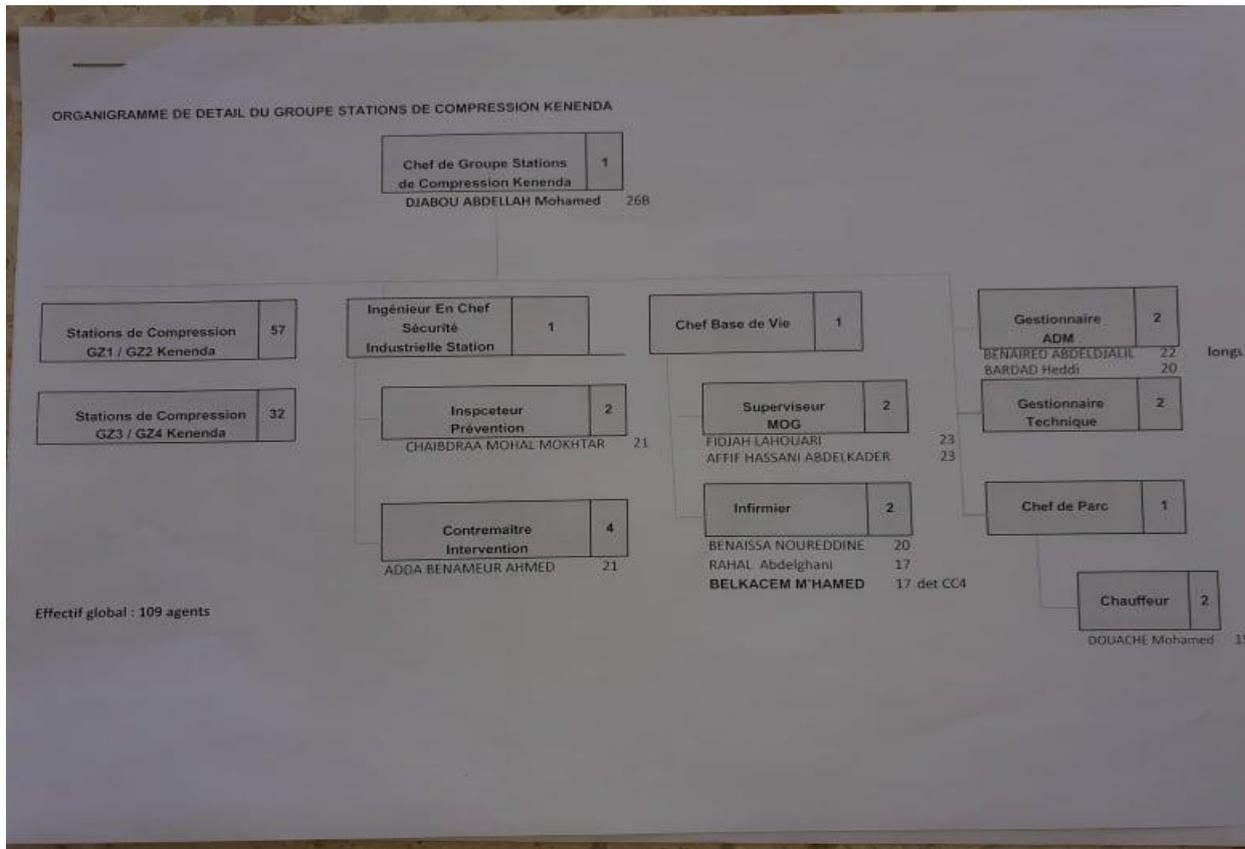
-Concerning the English program; 7 of the workers do have a problem with it, and the three others agree that they do like the program.

The final Question **(18)**;**After having English courses, are you satisfied with your level?**

-This question investigates the learners level after having English courses and if they get benefit from them or not.

°8 Of the workers are not satisfied with their level after having English courses. The last two workers said yes.

The organigram of Sonatrach company



2.6. Analysis of interview:

The research work has been also based on Director interview to conduct the experimental research; the interview contains 9 questions that are addressed to the responsible of the company

Q1: What is your position in the company? In brief, could you Explain what your company does and what is its mission.?

The purpose for this question is to have an idea about the company, UI number of workers and the specialties in order to know what skills of English needed to be performed.

Q2: How do you manage your work to have a profitable work?

This question investigates the skills used for Proving a business success nationally.

Q3: Do you have any contact with foreign costumers? Ordo you workwith Algerian costumers only?

The aim from asking this question is to know If there is an international business Expanding to another country.

Q4: What kind of Challenges Faced when Entering International business? Is the English language one of thesechallenges?

The question was asked to know while meeting foreign costumers, are there a range of challenges with business owners that can't afford to ignore.

Q5: How can you deal with such problems? Any suggestions?

The purpose from this question is to get some suggestions and solutions concerning the language issues.

Q6: Talking about the need of English, what kind of English do your employees need?

This question is very important which can serve my research. what king of English needed in The Sonatrach company, and what skills need to be required.

Q7: How many specialties do you have?

The answer was given inans who are employed to look after technical equipment, Engineers who control machines, Managers who are responsible for administering And,the principal of the company who is responsible for the management of daily business operations. They work to develop their company's mission and think of strategies to achieve the organization's goals.

Q8: The selection of worker for the English training is obligatory?

In this question I wanted to know if all the workers are concerned with the English language in the workplace, or if there are only few of them who are in the urgent need for the training.

Q9: When do you take your English courses and where?

The question was delivered to know the amount of time devotedto learning English.

Q10: Are you satisfied with your level?

The question aimed at knowing if the English training was beneficial and meet their needs after having experienced the courses.

Conclusion

After presenting the chapter on how our research was organized in terms of methods, methodology we went through. The answers were near to the aims of this study. This chapter tried to tackle the issues behind the teaching of the reading and oral skills in the Sonatrach company.

The next chapter will provide the readers with the analysis, recommendations, and discussion of the data collection.

Chapter three

Chapter 3

Introduction

This last chapter presents some practical techniques for teaching reading comprehension to Sonatrach workers for the sake of helping both the teachers and students; on the basis that some workers do have difficulties in reading comprehension and speaking skills achievement at the level of many aspects. The chapter also provides suggested activities concerning the reading skills that may help learners to enrich their vocabulary background, and to facilitate the reading comprehension task for them. The research represents the discussion of the results acquired in the second chapter.

3.1.Learner's questionnaire results:

Q1:The majority of Sonatrach workers are male and their ages are between 26 years old to 55 years old. The reason why learners are male is because this specialty requires a hard work; which is quite difficult for women. There is just secretary female in the Administration.

Q2: The answers were ranged between the university and private schools. Which means that most of workers responded that they have seen English courses in the university as an unimportant subject. According to them it's not enough to study English only at university because they're still weak and not able to practice the language. So always there must be a training of the language to update their skills and performance and to reach their immediate goals.

Q3: All the respondents mentioned that workers need to study English for occupation purposes and not for fun. Each worker needs a specific English. In fact, technicians need to have a rich vocabulary (technical English) to understand manuals and guide books such as tools of measurements, name of materials. Moreover, administrators need to learn to do write a business letter, communicate effectively during a phone call. And the last category is the responsible of the company who needs to learn how to present the company and communicate effectively to promote the success of the company.

Talking about Engineers; in Sonatrach company there were five types of Engineers; the first one is mechanical Engineer, the second type is electrical Engineer, the third type is Industrial Engineer and the fourth type is Petroleum Engineer and the last type is exploitation engineer.

-Job description of workers in Sonatrach company:

<u>Job</u>	<u>Skills</u>
1-Director	-participate in meetings to enable to reach decisions and make sure that the company's obligations are fulfilled, and know how to manage affairs with foreigner customers.
2-Technician (considered as the actual doer)	-operate very complex equipment and machinery to help diagnose the problem. -Technicians focus more on the practical application following their manuals books.
Engineers (considered as the problem solvers)	-Engineers rely more on the theories of their sciences.
Managers	- Managers need to learn everything that is related to business English for example; tips to negotiate a contract how to advertise and so on.

Q4: The answers were different. as it is explained and shown in the organigramme of the company; there are plenty of specialties which require technical English. the respondents provide us with useful information to know what English needed for every single worker

Q5: Using technical English in the company and externally was their answers. Which confirm the idea of the need for specific English in Sonatrach company to meet the learner's interest, and to practice the language daily in the professional career with foreign customers.

Q6/ All the answers ought to confirm that their training experience at work doesn't make any change in English language. Yet they have worked from 5 years to 29 years and still there a gap in the language.

Q7:The answers were clear and assertive when asking the workers about their self-evaluation in English. It was between the weak level and the average which make the work harder on the language. So, there is an urgent need to solve their problem.

Q8 /Q 9: These two questions are related to each other. The workers who are concerned with oral skills such as meetings and phone calls said that they rarely participate and speak up during the course due to so many reasons.

Q10: The answers were predictable. The reasons behind not participating in oral expression are as follow; they are worried about making grammatical/pronunciation mistakes and vocabulary mistakes. One of them had focused on shyness which is normal. In this case it is the role of the teacher to help them get rid of their fears and difficulties so that they can accelerate their training.

Q11: This question was asked to know if the atmosphere during English classes is motivating. Unfortunately, the majority said that it was not pleasant at all to study in such circumstances. In other words, it was boring and not motivating. Indeed, there is no relation between the given lessons and the real-life situation and there is no practice of the language.

Q12 /Q 13: The answers of these two questions were direct. Because they clearly said what they need as skills to be acquired. the first answer was: to perform any task at work which means they have to be ready for any challenge that they may face, they have to be well-trained in both communication and in the comprehension of supports and manuals. The most important tasks are: reading comprehension which requires a rich vocabulary and technical terms. Writing formal business letters, being able to do presentation, negotiate contracts and welcoming foreign guests.

Q14/15: The answers were direct. The attendance to the training planned by the company was obligatory.

Q16: All the respondents were dissatisfied with time allocated to the training courses. they affirm the idea of updating the courses from time to time. worker complained about the limited time.

Q17: Only few workers said that they do like the program. But the majority refused how teachers designed their program.

Q18; The question was answered directly. None of the workers were satisfied after having their English courses.

3.2. Interview results

The findings show that workers have different needs of English. in other words, in every company, there is a gap between the English language skills required at work and the English skills that employees have. In the first question; the headmaster introduced himself and describe the company in details. Moreover, why his company is profitable and worth

investing in. he succeeds at Creating a good first impression which is important for any business. In his case the skill needed is to advertise, attract clients, introduce the company to gain reputation, and communicate during a meeting. The second question was answered cleverly; To have a successful work as he mentioned, there must be well -trained and skillful workers in term of the language. However, the answer of the third questionserved our research. The responsible confirmed that there is a clear business exchanges with foreign people since Sonatrach is an international company. Moreover, The respondent in the fourth question pointed that there were many obstacles concerning the English language; saying despite having English courses, workers still see themselves incompetent in front of native speakers maybe it's because of the unqualified teachers or the students have learnt in a limited learning environment .he hinted a very important point about the teachers saying why not getting English courses from a native speakers just to be familiar with the accent and the language specialty.

In such situations, there are many challenges workers face when learning English, to solve the problem there must be a group of responsables who organize a meeting and discuss the current issue to avoid blocks in work. The students need to practice daily, and teachers need to implement their knowledge related to the specialty in the training courses by adding new teaching methods. Similarly, there is a gap between the English language skills required at work and the English skills that employees have seen in the university. Each one need a specific English, they need to acquire good English language skills, which can also lead to faster progression through job. Above all, the organigramme is the best answer, because there are a lot of departments at the level of the company. On the other hand, the selection of the workers is obligatory, only the concerned one's. The English courses are delivered in Erzew station, since Relizane is a tight place. For the time allocated in the training was not sufficient at all. Therefore, the respondent confirmed that the level after the training still insufficient to perform in the professional career, it's the role of the teacher to Provide Opportunities for Students to Practice and tackle their needs.

3.2.Recommendations and suggestions:

When learning to speak a new language or try to understand it certainly there will be kind of blocks to achieving fluency or comprehension in English. the reason is the fear from talking with such a new language or the failure from making mistakes. Fear and failure have stopped many a great project in its tracks, business from being created or marriage vows

exchanged. Yet, just as Honoré de Balzac famously said, “our greatest fears lie in anticipation”.

3.3. Implications:

According to the findings of this research, some workers in the Sonatrach company such as engineers and managers do have remarkable problems in the speaking skill. In this research, we suggest some activities for developing speaking skill: the following activities must be applied in the English training:

-group discussions (such as; Debate in a formal discussion of an issue in a classroom, at a public meeting or in a state or national assembly. Teacher should give them an issue to discuss on certain topic).

- role-play (workers have to pretend to be in a specific situation that they are not actually in at the time for the purpose of training them in professional career). Role play allows for the interaction between workers to develop their communication skills and build their confidence.).

-listening to short and long conversations from native speakers to get familiar with the accent.

Fourth, talk directly to Native Speakers; Having an attempt to establish conversations with native speakers was reported as a factor that strengthened speaking performance.

This effective strategy aims to reduce language anxiety, maximize speaking confidence, and thus to raise the students WTC. Learners should be encouraged to start a conversation with foreigners which would be an excellent opportunity for them to practice their English in real life situations. Finally, using Technology; Teachers need to implement technology in their teaching methods, technology devices can help the learning of language. Language laboratories, mobile learning, video conferences and PowerPoint presentations can be used to enrich students' speaking abilities. Wang (2005) argues that: EFL students will be able to improve their language skills by the use of technology to check their works and correct themselves, improve their language skills by using the Internet, e-mails to search information, publish their works, and communicate to each other, etc.

-In order to express yourself in English, you need a wide variety of Communicative activities that aim to urge students to speak and encourage them to interact with their surroundings. These activities should be implemented in the classroom applications within every task. For more learning students must be engaged in relevant tasks within a dynamic learning environment rather than in traditional teacher-led classes (Moss & Ross-Feldman, 2003).

3.4 Lists of Activities and Materials developing reading comprehension

skills:

Many technicians struggle with reading comprehension every time they read. They may “read” the manuals perfectly but have no real understanding of the terms because of a lack background of vocabulary and not practicing the terms they have learned in the real-life situation. For their case there must be an update of the terms.

-For technician students are given assignments on the following:

The first activity is to help technicians improve reading skills is “reading fluency” ; the more fluid and fast workers read, their understanding of what they read becomes automatic and more fun. Workers should be encouraged at first to have English classes then comes Practice What they Preach. In other words, giving workers tests that emphasize rote memorization “backward reasoning”. Instead, giving them the time to write their feedback. Workers might not be used to what appears to be subjective grading, but it’s the responsibility of the teacher to prepare them for the real-life situation. Second, Manuals discussion: Assign workers a manual that they should read out of the class and then discuss the chapters during the class. The difficulty level of the manuals should correspond with the level of workers. Third, Reading-comprehension tasks on Scientific and technical texts that are related to their domain. Such as Closest Meaning which aimed at giving workers a set of sentences and ask them to identify a sentence that is closest in meaning to the “main” sentence. Finally; Skimming for main ideas and Scanning for specifics help workers get deeper while reading, Intensive reading to understand the exact meaning of the text and Extensive reading for a general understanding of the content.

3.5. French/English glossary:

This glossary has been written with the help of the director to help technicians get the meaning of the terms in the fields of business English and science. This example of compilation of technical terms used in manuals are aimed to enrich the vocabulary in a simple way. The difference between the new glossary and the old one they have is; the kind of language used. In the previous one the glossary was explained in a difficult English and very complexed words, but the new one is translated into French which easy for them to understand the meanings of words.

- Ajustement : réglage sur le chantier
- Alligator; pince crocodile
- Battery charger : chargeur de batterie

- Blister: foufflure
- Boot; démarrage
- Breaker; disjoncteur
- Cancellation ; effacement
- Channel ; canal
- Check; verifier
- Claw Hammer : marteau à pied
- Closing; fermeture
- Cooler : refrigerent d'huile
- Crank: manivelle
- Creep: se glisser
- Cut-off : blockage
- Cutter pipe: coupe-tube
- Cuttingpliers ; pince coupante
- Drill press : perceuse à colonne
- Drop: chute de pression
- Expendable : consommable
- Fall time; temps de Descente
- First Aid; premier secours
- Flint; briquet
- Forward current; courant direct
- Forward; sens direct
- Freezing point; point de congelation
- Garbage; dechets
- Glossy adj: glacée
- Governor: regulateur de Vitesse
- Hack saw: scie a metaux
- Helper (unskilled worker): manoeuvre
- Hole; trou
- Inhibit: blockage
- Instruction book; notice technique
- Interlock; verrouillage

- Invoice: facture d'achat
- Iron; fer
- Job shop : atelier travaillant sur commande
- Junction box ; coffret de raccordement
- Lock wire; fil frein
- Logger : enregistreur
- Media filter : rideau filtrant
- Meter (unit of length); metre
- Motor; moteur
- No load : à vide
- Optional; facultatif
- Over speed trip ; déclencheur de survitesse
- Overhaul; revision general
- Overload: sur charge
- Plot plan ; plan du terrain
- Protection from fire; protection de l'incendie
- Puddling: rechargeage
- Pump; pompe
- Quality assurance : contrôle de la qualité
- Re-fill ; faire le plein
- Release of Gaz; degagement de Gaz
- Remote control; telecommande
- Scale; echelle
- Schedule; programme
- Scrubber; separateur
- Sensor capteur
- Sleeve ; manche
- Soupape; shutter
- Space heater: radiateur
- Spray; pistolet
- Teardown; demontage complet
- Timer; minuterie

- Troubleshooting ; dépannage
- Unbalanced: déséquilibré
- Updating: mise à jour
- Upgraded equipment; plus évolué
- Warmup: rechauffage
- Welding: soudage
- Wrench: clés à molette

General conclusion

Language is a tool of communication which needs the integration of the four skills namely, listening, speaking, reading and writing. Effective language teaching and learning can only be accomplished as teachers are aware of the needs of learners which is the role of ESP teacher. English Language learning and teaching requires the desire to be motivated first, the students must have a good impression about the language. then the mastery of the needed skills. Among them, there are the reading comprehension skill and oralcommunication skill. Reading is an important element in any language which is the case for most of the workers at Sonatrach company, they needed to comprehend the guide books that was given to them.in addition, half of them needed to develop their communication skill to get a beneficial deal with foreign customers.

The main concern of this research is about enhancing reading difficulties specifically for technician and to train the students Professional speaking skills with the knowledge of the various situations of speeches/presentations.Ultimately, the present study suffered from a number of limitations; the small number of participants because of corona virus disease may have affected the results of the study. Secondly, it would have been beneficial to meet the learners face to face to obtain more accurate feedback. Additionally, there was a lack of online references and no documents related to the domain I have chosen, so I was obliged to get inspired from other dissertations of business English.

The overall findings of the current research are to make the workers aware of the value of English language. there must be a raising in the level of speaking production and reading comprehension. as well as to guess the different psychological factors . Because of corona virus and the current situation, I couldn't reach all the employees, so I had the chance to ask only 10 of workers.

The experiment took place in “LE CENTRE DE COMPRESSION GAZ SONATRACH KNENDA RELIZANE” during MARS to SEPTEMBER 2020 in which it was programmed to test the learners face to face but unfortunately, we lost the chance because of corona virus and the interdiction to enter into the company (confinement). according to the nature of research project and according to the case study. We have utilized the materials available such as Emails, and Facebook messenger chat and a set of papers. Before implementing our experiment, we have gone through the following steps.

The data results confirmed that not all workers need to communicate in English but they have to promote the understanding of reading the manuals and be aware of the technical terms. This chapter tried to put forward some practical suggestions to the teaching of the reading skill to the Technicians of Sonatrach in order to improve learners' reading comprehension achievements in engineering students by providing some suggested activities. It also strives to help teachers in teaching such language skill, for the sake of improving the learners' vocabulary knowledge, and better reading comprehension achievements. Also, the aim is to provide the students with the essential strategies to develop day-to-day communication.

Lists of References:

- Abbasi. (2015,2016). *THE IMPACT OF WILLINGNESS TO COMMUNICATE ON EFL LEARNER'S SPEAKING ABILITY: THE CASE OF SECOND YEAR LMD STUDENTS AT TLEMCEEN UNIVERSITY*file:///C:/Users/HP/Downloads/Documents/asma-abbassi.pdf.
- Abdul Hakim, D., Ahmad, J., & Amran, R. (2012). *The impact of job training, job satisfaction and alternative job opportunities on job turnover in Libyan oil companies. The 2012 international conference on Asia Pacific Business Innovation & Technology Management, Procedia - Social and Behavioral Sciences*, 40, 389 – 394.
- Abid-Houcine, S. (2007). *Enseignement et education en langue etrangere en Algerie: La competition entre le francais et l'anglais [Foreign language learning and acquisition in Algeria: The competition between English and French]. Droit et Cultures*, 54, 143–156
- Alex Case. (2019 last edited). *How to Teach English for Engineers*
- Ali, H. I. & Salih, A. R. (2013). *Perceived Views of Language Teachers on the Use of Needs Analysis in ESP Materials Writing. English Language Teaching*, 6, 11-19.
- Article Echorok ; <https://www.echoroukonline.com/> English is the first language of Algerians
- Barr3 Clough, R. A., Christophel, D. M. & McCroskey, J. C. (1988). *Willingness to communicate: A cross-cultural investigation. Communications Research Reports*, 5, 187-192.
- Basturkmen, H. (2006). *Ideas and Options in English for Specific Purposes. London and New Jersey: ESL and Applied Linguistic Professional Series: Eli Hinkel, Edition.*
- Basturkmen, H. (2006). *Ideas and Options in English for Specific Purposes. Mahwah, New Jersey: Lawrence Erlbaum Associates.*
- Basturkmen, H. (2006). *Ideas and Options in English for Specific Purposes. London: Lawrence Erlbaum Associates.*
- Basturkmen, H. (2010). *Developing Courses in English for Specific Purposes. Palgrave MacMillan.*
- Benyelles, R. (2009) *Teaching ESP at Post Graduate Level: Unpublished Doctorate Thesis: University of Tlemcen.*
- Brown, D. (2007). *Principles of language learning and teaching. (Fifth edition). White Plains, NY : Pearson Education.*
- Bisen, V. & Priya. (2009). *Business Communication. New Age International.*
- Bordens and Horowitz (2013). *The Impact of Moroccan Students' Attitudes towards English Language on Speaking Skill.* <http://www.morocoworldnews.com/2015/03/155070/impact-moroccan-studentsattitudes-towards-english-language-speaking-skill-part-1/>. (29 March 2015).
- Bordens and Horowitz (2013). *The Impact of Moroccan Students' Attitudes towards English Language on Speaking Skill.* <http://www.morocoworldnews.com/2015/03/155070/impact-moroccan-studentsattitudes-towards-english-language-speaking-skill-part-1/>. (29 March 2015).
- Borni, I. E. (2017). *The effects of Algerian culture on EFL students' speaking English outside classroom a case study: Master one EFL students at Mohamed Khider University of Biskra (Unpublished dissertation). Biskra : University of Biskra.*
- Bouroumi, R. (2020-07-11) *Offering the Algerian ESP Issue a Better Opportunity. University of Saida*
- Bradley, N. (n.d.). *Promoting a Willingness to Communicate in Japanese Students*, 23–38. (Bradley, n.d.)
- Booth-butlerfield, M., Richmond, V. P., Studies, C., & University, W. V. (1990). *Communication, Cognition & Anxiety Edited by*, (2).
- Brieger, N. (1997). *Teaching Business English Handbook. York: York Associates Publications.*
- Brown, G & Howard, R. ed. (Eds.) (1997). *Teachers Education for Languages for Specific Purposes. UK: Multilingual Matters, Ltd.*
- Brown, H. D. (2000). *Principles of Language Learning and Teaching. New York: Addison Wesley Longman.*

- *Bui Thi Hong Minh. (2016). DEVELOPING THE SPEAKING COMPETENCES OF PRIMARY SCHOOL STUDENTS IN ENGLISH AS A FOREIGN LANGUAGE CLASSES IN VIETNAM THROUGH DRAMA ACTIVITIES*
- *Bygate, M. (1998). "Theoretical Perspectives on Speaking". Annual Review of Applied Linguistics. V.18. n.1, Pp: 20-42*
- *Chandra Sekhar, V. (2017).A MODEL ENGLISH SYLLABUS DESIGN FOR THE STUDENTS OF SCIENCE AND TECHNOLOGY*
- *Chen, Yong. 2005. Designing an ESP Program for Multi-Disciplinary Technical Learners. (http://www.espworld.info/Articles_10/Chen_Yong.htm)*
- *Djenane El Malik.Sonatrach description.<https://www.linkedin.com/company/sonatrach>*
- *Dudley-Evans, T & St John, M. (1998). Developments in English for Specific Purposes: A Multi-Disciplinary Approach. Cambridge : Cambridge University Press*
- *Dudley-Evans, T & St John, M. J. 1998. Developments in English for Specific Purposes: A Multi-Disciplinary approach. Cambridge: CUP. [15th Reprint, 2012].*
- *Edwin, A. (2015). Training and Development in the Oil and Gas Industry. Journal of Business Administration and Management Sciences Research, 4(9), 197-207.*
- *ESP introduction; dissertation UniversityOran*
- *Essay on English Language: The International Language*
- *Hamzaoui-Elachachi, Hafida&Lamri, Chams-Eddine; 2011; An English Course for Algerian Law and Administrative Science Students; ESP Across Cultures 8; pp24-43.*
- *Hamzaoui-Elachachi,H , BouklikhaGraia,W; 2014; "Motivation in the ESP Classroom: The Case of Algerian Biomedical Engineering students" in Asian ESP Journal (AESPJ); Volume1 Issue1 June; pp69-103 <http://www.asian-esp-journal.com>*
- *Harmer, J. (1983). The Practice of English Language Teaching. New York: Longman.*

<https://www.bartleby.com/essay/English-Language-The-International-Language-PKJDHL6STJ>

- *Hutchinson, T. & Waters, A. 1987. English for Specific Purposes: A Learning-Centred Approach. Cambridge: CUP.*
- *Janković, Anita; Spasić, Dragana&Spasić-Stojković, Milica; 2015; Esp Course Design forthe 21st Century: Team Teaching And Hybrid Learning; in Synthesis; pp763-767*
- *Job Description of a Staff Engineer.2009*
- *KamelBelmihob. Demand for English in Algeria. English in a multilingual Algeria PDF*
- *Kennedy, C, H & Bolitho, R (1984). English for Specific Purposes. London: Mc Millan Press, Ltd.*
- *Kern, Nergiz; 2013. "Technology-integrated English for Specific Purposes lessons: real-life language, tasks, and tools for professionals" in Innovations in learning technologies for English language teaching; Gary Motteram (Ed.); British Council; pp 87-116; www.britishcouncil.org*
- *Kimberly Olive, (2018). 4 Activities to Improve Reading Skills (Part 3 – Comprehension)*
- *Lai-Mei LeongI &SeyedehMasoumeh Ahmadi. (2017). An Analysis of Factors Influencing Learners' English-Speaking Skill.*
- *LAMRI, Ch. 2016. AN INTRODUCTION TO ENGLISH FOR SPECIFIC PURPOSES (ESP)*
- *Maouche, Salima; 2016; Motivating Translation Studies in the Algerian Higher Education Context: realities and myths"; Cahiers de Linguistique et Didactique, Numéro; 6; pp25-43*
- *MEBITIL, N. (2010,2011). AN EXPLORATION OF THE MAIN DIFFICULTIES, CHALLENGES AND REQUIREMENTS OF THE ESP TEACHING SITUATION IN ALGERIA: THE CASE OF ESP TEACHERS AT ABOU BEKR BELKAID UNIVERSITY, TLEMCCEN.*

- *Mebitil, Nawal; 2011. An Exploration of The Main Difficulties, Challenges and Equirements Of The Esp Teaching Situation In Algeria: The Case Of ESP Teachers At AbouBekrBelkaid University, Tlemcen; A Magister Dissertation in ESP; Tlemcen University, Algeria.*
- *Magazine for mothers with advice on pregnancy, babies, and children. The importance of reading comprehension. <https://youaremom.com/parenting/raising-a-child/spelling-and-literacy/reading-comprehension/2020>*
- *Nunan, D. 1988. The learner centered curriculum. Cambridge: CUP.*
- *Rutzler ,S.(February 02, 2020). Importance of Reading Comprehension. <https://www.mathgenie.com>*
- *Sean, Hopwood .Day Translations(2020). Overcome fears <https://www.espressoenglish.net> how to overcome your fear of speaking English/*
- *Spread of ESP; the growth of ESP in the past five years specifically after 2004*
- *Strelchonok, A. (2012). Development of Business English Language Communicative Skills. Business and Management ,3, 577-584.*
- *Tebbani, H. (2013,2014). A NEEDS ASSESSMENT FOR THE DESIGN OF A SYLLABUS FOR VOCATIONAL PURPOSES: A CASE STUDY OF THE EMPLOYEES OF SAMHA COMPANY (SAMSUNG HOME APPLIANCE, SETIF)*
- *TIDJANI, Ch. The Importance of Training Programs in the Improvement of the Performance of Employees in The Petroleum Companies. <http://scholarsmepub.com/sjbms/>*
- *YadiSupriadi, april2019. ESP Course Design English for Occupational Purposes Paper*

Appendices

- Native speakers
- Non native
- Both

6) How long have you been working in this company?

.....

7) how do you evaluate your English?

- Good
- Average
- Weak

8) How often do you participate in the oral expression?

- always
- sometimes
- never

9) Do you speak up in oral Expression?

- Yes
- no

10) Are you afraid of participating in oral expression (for example: meetings)?

- Yes
- no

-If "Yes" is it because of;

- worried about making grammatical mistakes
- worried about making pronunciation mistakes
- Embarrassed of vocabulary
- Shyness
- Lack of self confidence
- Anxiety
- the topic is not interesting

11) What type of atmosphere does teacher create in English courses?

- Fearful
- motivated
- neutral

12) why do you use English in your job?

(a) For performing tasks in work

situations

(b) For business communication

(c) For career development

13) what are the important skills that you need in your job?

-Listening Reading Writing

-Speaking Grammar Vocabulary

- Pronunciation

- among these skills, mention the one's that you have difficulty with them

.....

14) From the following tasks, what do you need at work? (please put a tick ✓)

-Emails business letters contracts

-Phone calls business meeting presentation

- conference Job interviews Attending to foreign guests

- Business trip to foreign countries -other:

15.Is your attendance to the training planned by your company

Optional obligatory

16) Do you find the time allocated to the training course

(a) Sufficient

(b) Not sufficient

(c) Too much

17) do you like your English program?

yes no

if no, why?

18) after having English courses, are you satisfied of your level?

Yes no

Appendix b;

The Headmaster Interview;

PS; The interview were done in French and Arabic language instead of English, because in such enterprise, French is the most used language, so I translated the speech.

1/Chaimaa; salamalaikomsir, I hope all is well, the reason I am addressing you is to know about your company and find out some results to my research, so my question is;What is your position in this company? Tell us in brief about the company?

Mohamed(headmaster);Waalaiksomalam, you are most welcome, well you can say I am the responsible of this company since 2016, concerning' Le centre de compression de GazknendaRelizan' which is the name of our company, it is situated in the west of Algeria it contains 82 workers with different specialties.Our main work is to do the transportation of Gaz and Hydrocarb from HassiRmel to Arzew we provide so many wilayas with the Gaz and the electricity needed our company has a privileged place in the Economy of Algeria.

2/Chaimaa; okay sir, what do you need in this company to have a successful and profitable work?

Mohamed; well, our company need two conditions; competent and well-formed workers which are divided into engineers, technicians, accountant. and so on, And the materials needed such as machines, tools, cars to move from station to another.

3/Chaimaa; okay, do you have any contact with foreigners, or your work is limited, only in Algeria?

Mohamed; Since Sonatrach is an international company, of course, yes. we do have a contact with foreigner costumers to invest into new projects/deals, or just fixing problems that are related to machine installation.

4/Chaimaa; during the contact with foreigners, what language do you use?French one?

Mohamed; no. French language is used only in Algeria and especially in administrations. English is the language needed because those machines are made by English people. But I have to add a very important point which is; during the contact between foreigners there is a clear obstacle in both understanding native speakers and participating in a conversation with them. Even though our workers engineers or whoever have a simple background in English because they have seen it in their university studies, but still insufficient to understand / interpret/communicate.

5/Chaimaa; as a responsible how can you deal with such problems?

Mohamed; to solve this kind of problems in our company, we do organize reunion between directors and expose the issue in which we declare an urgent state for the obligation of English courses at the level of the station to increase their level of English and enhance their skills. as you know a company is not a joke, when there a serious problem, there must be a solution to avoid economical crisis or maybe missing business deals.

6/chaimaa; talking about the need of English, what kind of English do your employees need?

Mohamed; listen, I can't say directly what English needed for the workers at Sonatrach company, because everyone needs a special English! let me clarify things for you.it depends on the worker for example ; a manager needs to learn about business English and how to negotiate contras , technicians need only a specific vocabulary to understand manuals(guide books)to start a machine for instance or the name of tools and materials .For the workers in administration , they need. the most frequent skills needed as a director is to communicate with foreigners fluently plus how to do presentations in English because I am concerned with advertising my company in front of foreigners.

7/chaimaa;How many specialties do you have in your company?

Mohamed; To answer this question, you have to see the organigramme of the company

8/chaimaa; okay, concerning the formation of English courses, do they choose workers randomly or only for those who are concerned?

Mohamed; of course,yes, the training planned by the company is obligatory for the concerned workers who really need English, we can't take w car driver and teach him how to communicate in English. We react only in serious situations.

9/chaimaa; Where do you take your English courses?

Sometimes we have to move toArzew station in order to get English for 3 months, and the other time it goes to staying at hotels and get the learning process. In the morning there is a theoretical session which learning about English grammar, vocabulary. In the Evening there is a practical session in the laboratory.

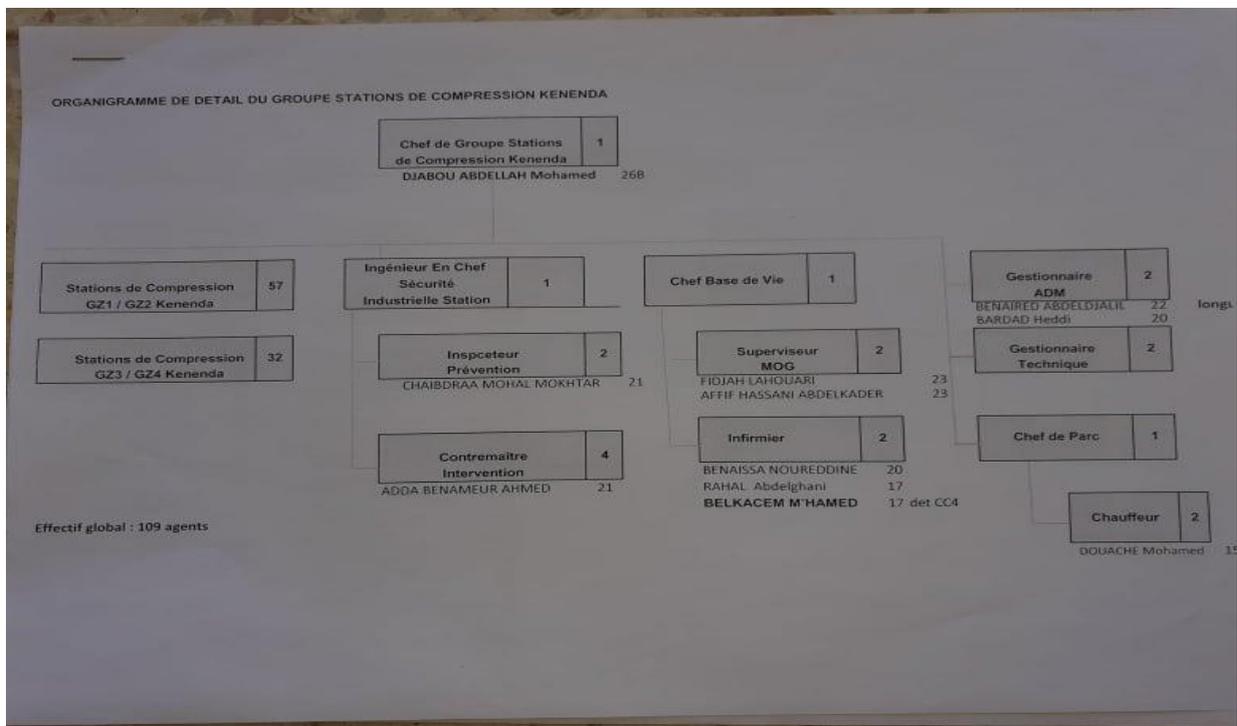
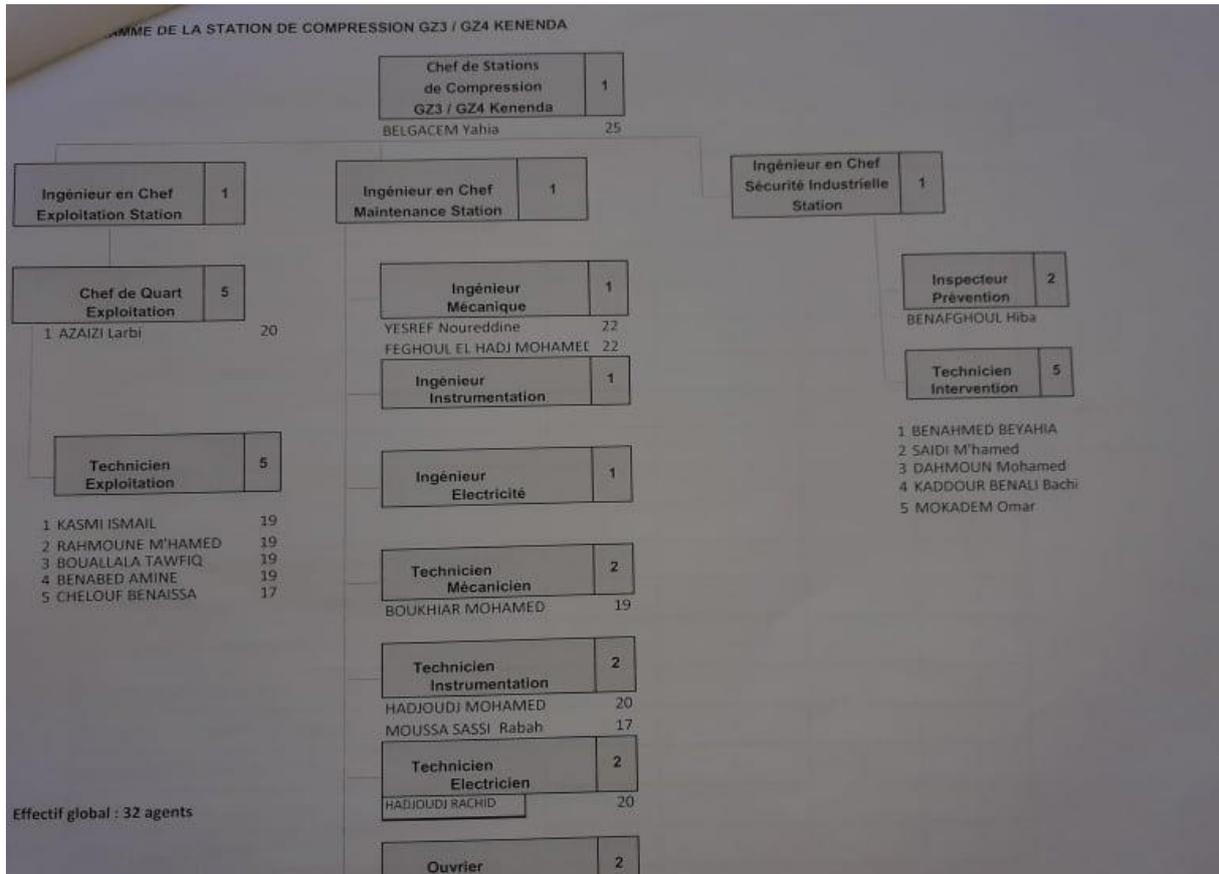
10-chaimaa; Are you satisfied of you level of English?

Mohamed; Honestly no. believe me after having all these English courses and the training, we still see how weak we are in front of foreigners.

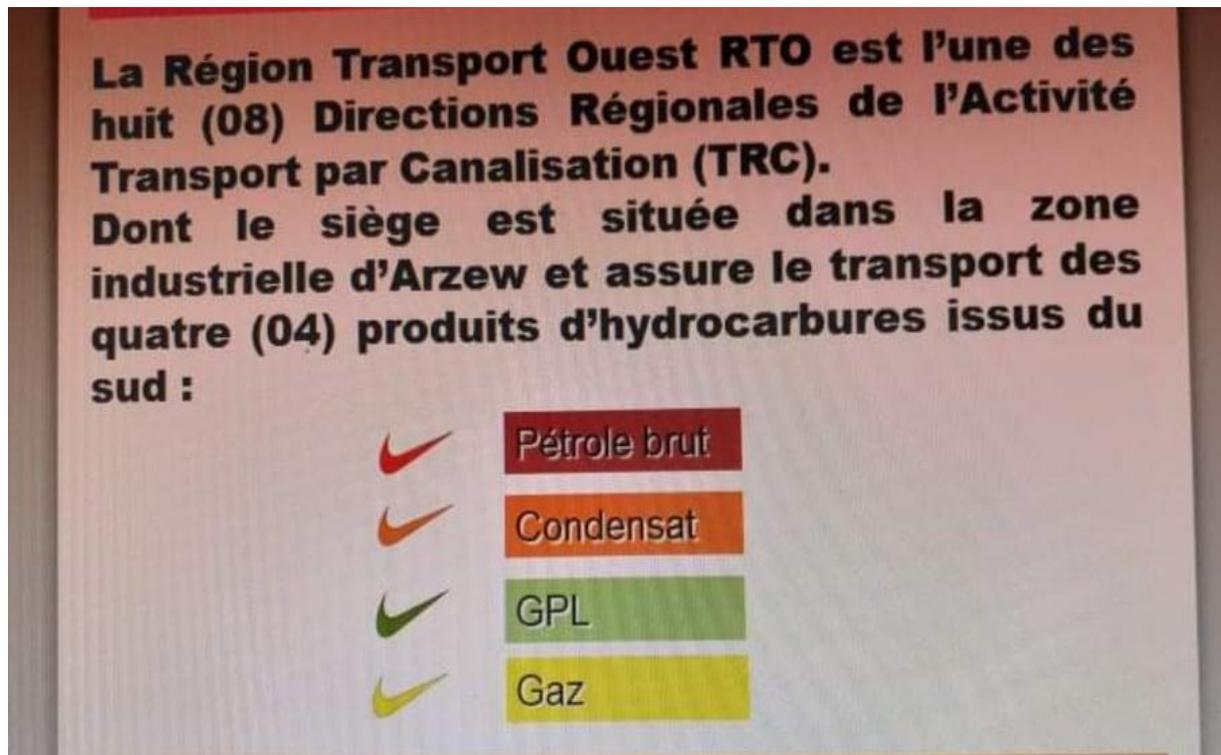
Chaimaa; my questions are finished. thank you, sir, for accepting to conduct this interview with me, I hope I didn't take much time.

Mohamed; no worries,my job.

Organigram;



Company description;



company location;

