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**Toward a Multi-Levelled Approach in ESP Course
Design, Case Study of Teachers at Ammar Telidji
University (the departments of Economics and
Management)**

**Thesis submitted to the Department of English in Fulfilment of the Requirements for the
Degree of Doctorate 'LMD' in English for Specific Purposes**

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Declaration of Originality

I hereby declare that the submission of this dissertation is entirely the result of my investigation and that due reference or acknowledgement is made, whenever necessary, to the work of other researchers.

Signed: Britel Ahmed Nadir

DEDICATIONS

First, all Praise be to Allah, the Merciful and the Compassionate, for enlightening my path in
the process of conducting this research

I dedicate this work to my wonderful family whose encouragement has been the driving force
of my academic journey.

To my mother and father whose beliefs and sacrifices have shaped the man I am today.

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Abstract

This doctoral thesis investigates the adoption , efficacy and prospects of a multi-leveled approach in English for Specific Purposes (ESP) course design, focusing specifically on a case study within the Department of Economics and Management at the University of Ammar Thledji within the academic years of 2022-2023 and 2023-2024 . The study encompassed 124 students from both of the department of Management and Economics .Central to this study is the application of needs analysis aimed at identifying the specific linguistic and academic requirements of learners within this specialized field. Employing a mixed-methods research strategy, the study integrates both quantitative assessments and qualitative interviews to evaluate the effectiveness of differentiated instructional techniques tailored to diverse proficiency levels. The research highlights the importance of needs analysis in developing ESP curricula that align with both the academic and professional aspirations of students. Results indicate that courses designed with a multi-leveled structure, which incorporate English for Academic Purposes (EAP) alongside professional language use, significantly enhance student engagement and learning outcomes. Analysis of courses offered, learner feedback, and faculty observations underscores the necessity for adaptive teaching strategies and customized learning materials that respond to varying educational backgrounds and language competencies. This dissertation contributes to the ESP field by demonstrating how a nuanced understanding of learner needs through effective needs analysis can facilitate the design of more responsive and impactful ESP courses. The findings advocate for a learner-centered approach in ESP course design, proposing that such a framework not only supports academic success but also fosters professional competence in economic and management contexts.

Keywords: ESP Course Design, Multi-Leveled Instruction, Needs Analysis, English for Academic Purposes, English for Economics and Management, Tailored Learning Solutions, Language Proficiency, Mixed-Methods Research.

المخلص

تبحث أطروحة الدكتوراه هذه في اعتماد وفعالية وآفاق تصميم دورة متعددة المستويات في اللغة الإنجليزية لأغراض محددة (ESP)، مع التركيز بشكل خاص على دراسة حالة داخل قسم الاقتصاد والإدارة في جامعة عمار ثلديجي خلال العام الدراسي. للأعوام 2022-2023 و 2024-2023. شملت الدراسة 124 طالباً من قسمي الإدارة والاقتصاد. محور هذه الدراسة هو تطبيق تحليل الاحتياجات الذي يهدف إلى تحديد المتطلبات اللغوية والأكاديمية المحددة للمتعلمين في هذا المجال المتخصص. باستخدام استراتيجية بحث مختلطة الأساليب، تدمج الدراسة كلا من التقييمات الكمية والمقابلات النوعية لتقييم فعالية التقنيات التعليمية المتميزة المصممة لمستويات الكفاءة المتنوعة

يسلط البحث الضوء على أهمية تحليل الاحتياجات في تطوير مناهج تعليم اللغة الإنجليزية لأغراض تخصصية بما يتوافق مع التطلعات الأكاديمية والمهنية للطلاب. تشير النتائج إلى أن الدورات المصممة ببنية متعددة المستويات، والتي تتضمن اللغة الإنجليزية للأغراض الأكاديمية (EAP) جنباً إلى جنب مع الاستخدام المهني للغة، تعزز بشكل كبير مشاركة الطلاب ونواتج التعلم. يؤكد تحليل الدورات المقدمة، وتعليقات المتعلمين، وملاحظات أعضاء هيئة التدريس على ضرورة استراتيجيات التدريس التكيفية والمواد التعليمية المخصصة التي تستجيب للخلفيات التعليمية والكفاءات اللغوية المتنوعة.

تساهم هذه الأطروحة في مجال تعليم اللغة الإنجليزية لأغراض تخصصية من خلال إظهار كيف يمكن للفهم الدقيق لاحتياجات المتعلم من خلال تحليل الاحتياجات الفعال أن يسهل تصميم دورات تعليم اللغة الإنجليزية لأغراض تخصصية أكثر استجابة وتأثيراً. تدعو النتائج إلى اتباع نهج يركز على المتعلم في تصميم دورات تعليم اللغة الإنجليزية لأغراض خاصة، وتقترح أن مثل هذا الإطار لا يدعم النجاح الأكاديمي فحسب، بل يعزز أيضاً الكفاءة المهنية في السياقات الاقتصادية والإدارية.

الكلمات المفتاحية: تصميم دورة تعليم اللغة الإنجليزية لأغراض تخصصية، تعليمات متعددة المستويات، تحليل الاحتياجات، اللغة الإنجليزية لأغراض الأكاديمية، اللغة الإنجليزية للاقتصاد والإدارة، حلول تعليمية مصممة خصيصاً، إتقان اللغة، أبحاث الأساليب المختلطة.

Résumé

Cette thèse de doctorat étudie l'adoption, l'efficacité et les perspectives d'une approche multi-niveaux dans la conception de cours d'anglais à des fins spécifiques (ESP), en se concentrant spécifiquement sur une étude de cas au sein du Département d'économie et de gestion de l'Université d'Ammar Thledji au cours de l'année universitaire de 2022-2023 et 2023-2024. L'étude a porté sur 124 étudiants des départements de gestion et d'économie. Au cœur de cette étude se trouve l'application d'une analyse des besoins visant à identifier les exigences linguistiques et académiques spécifiques des apprenants dans ce domaine spécialisé. Utilisant une stratégie de recherche à méthodes mixtes, l'étude intègre à la fois des évaluations quantitatives et des entretiens qualitatifs pour évaluer l'efficacité de techniques pédagogiques différenciées adaptées à divers niveaux de compétence. La recherche met en évidence l'importance de l'analyse des besoins dans l'élaboration de programmes d'enseignement ESP qui correspondent aux aspirations académiques et professionnelles des étudiants. Les résultats indiquent que les cours conçus avec une structure à plusieurs niveaux, qui intègrent l'anglais à des fins académiques (EAP) ainsi que l'utilisation professionnelle de la langue, améliorent considérablement l'engagement des étudiants et les résultats d'apprentissage. L'analyse des cours offerts, les commentaires des apprenants et les observations des professeurs soulignent la nécessité de stratégies d'enseignement adaptatives et de matériels d'apprentissage personnalisés qui répondent aux différents parcours éducatifs et compétences linguistiques. Cette thèse contribue au domaine ESP en démontrant comment une compréhension nuancée des besoins des apprenants grâce à une analyse efficace des besoins peut faciliter la conception de cours ESP plus réactifs et plus percutants. Les résultats plaident en faveur d'une approche centrée sur l'apprenant dans la conception des cours d'ESP, proposant qu'un tel cadre soutienne non seulement la réussite scolaire, mais favorise également la compétence professionnelle dans des contextes économiques et de gestion.

Mots clés : conception de cours ESP, enseignement à plusieurs niveaux, analyse des besoins, anglais à des fins académiques, anglais pour l'économie et la gestion, solutions d'apprentissage sur mesure, maîtrise de la langue, recherche à méthodes mixtes.

Table of Contents

DEDICATION	I
ACKNOWLEDGEMENTS	II
Abstract.....	III
الملخص.....	IV
Résumé	V
Table of Contents	VI
List of Tables.....	XI
List of Figures	XV
List of Abbreviations and Acronyms	XVIII
CHAPTER ONE: INTRODUCTORY CHAPTER	1
Introduction.....	2
1.1 Background of the Study.....	3
1.2 Statement of the Problem	5
1.3 Research Scope.....	5
1.4 Research Questions	6
1.5 Hypothesis	7
1.6 Objectives	8
1.7 Significance of the Study.....	9
Conclusion	10
CHAPTER TWO:THE REVIEW OF LITERATURE	11
Introduction.....	12
2.1 The Historical Development of ESP	12
2.1.1 The 1960s: The emergence of ESP.....	13
2.1.2 The 1980s: The Rise of ESP	13
2.1.3 The 1990s to 2000s: Advancements and Diversification in ESP	14
2.1.4 From 2011 and Onwards.....	14
2.2 ESP vs EGP	15
2.3 Characteristics of ESP	18
2.4 ESP Classification	18
2.4.1 English for Academic Purposes.....	23
2.4.1.1 Modes of Instruction in English for Academic Purposes.....	24
2.4.1.2 Characteristics of Academic English	25
2.4.2 English for Professional Purposes.....	25

2.4.3	English for Economics and Management	26
2.5	Needs Analysis in ESP	27
2.5.1	Target needs.....	28
2.5.2	Learning Needs	29
2.6	Elements of Needs Analysis	30
2.6.1	Target Situation Analysis	30
2.6.2	Present Situation Analysis.....	30
2.6.3	Learning Situation Analysis	31
2.7	Teaching ESP	32
2.8	ESP Teachers' Roles:.....	34
2.9	Professional development of the ESP teacher	36
2.9.1	Pursuing ongoing self-education.	36
2.9.2	Comprehensive professional training as a practitioner.....	37
2.9.3	Specialised instruction in teaching a foreign or second language.....	37
2.10	Learning ESP.....	38
2.11	ESP Learning Autonomy and Motivation.....	39
	Conclusion	40
	CHAPTER THREE: APPROACHES TO ESP COURSE DESIGN.....	41
	Introduction.....	42
3.	ESP Course Design.....	42
3.1	Defining Course Design	42
3.2	Framework and Principles	44
3.3	Steps and Principles to ESP Course Design	45
3.4	Approaches to ESP Course Design	47
3.4.1	Language Centered Course Design	47
3.4.2	Skills Centered Course Design.....	49
3.4.3	Learner-Centered Course Design	50
3.4.4	Genre-based Approach.....	51
3.4.5	Corpora-based Approach	53
3.4.6	Discourse Analysis Approach.....	54
3.4.7	Multileveled Course Design.....	56
3.5	Materials Development and Adaptation	57
3.5.1	Defining Materials.....	57
3.5.2	Materials Selection	58
3.5.3	Authentic and Non-Authentic Materials	58

3.5.4	Materials Development	59
3.5.5	Materials Evaluation and Assessment.....	60
3.5.6	Authentic Materials	61
3.5.7	Principles and Procedures	63
3.5.8	Teacher as Materials Developer	66
3.5.9	Specificity of ESP Materials	66
3.5.10	Materials Adaptation.....	67
3.5.11	Graves' Procedures of Materials Development	68
3.6	Teacher in-service Training and Materials Development	69
3.7	Challenges Within Course Design	70
3.8	Technology Integration in ESP Course Design and Implementation	71
3.9	Artificial Intelligence and Esp Course Design	72
3.9.1	AI for Educational Purposes	73
3.9.2	AI for ESP Course Desing	74
Conclusion		75
CHAPTER FOUR: METHODOLOGY, ANALYSIS, AND DISCUSSIONS.....		76
Introduction.....		77
4.1	Introducing the Institution Being Studied	77
4.1.1	A Brief History of the Faculty.....	77
4.1.2	Pedagogical Seats	77
4.1.3	Pedagogical Headquarters.....	78
4.1.4	The Department of Management Sciences	78
4.1.5	Department's Scientific Committee	79
4.2	The Department of Economic Sciences	80
4.2.1	Faculty Members of the Department	81
4.3	Study Method.....	83
4.3.1	Study Population	83
4.3.2	Exploratory Pilot Study	83
4.3.2.1	Objective of the Exploratory Pilot Study	83
4.3.2.2	Pilot Study Sample.....	84
4.3.2.3	Temporal and Spatial Boundaries	84
4.3.2.4	Tools of the Exploratory Pilot Study.....	84
4.3.3	Psychometric Characteristics of the Survey Study.....	84
4.3.4	Consistency	87
4.3.5	Teachers' Questionnaire	88

4.3.5.1	Consistency.....	88
4.4	Statistical Methods.....	90
4.5	Data Analysis Procedure.....	92
4.5.1	Demographic Information.....	92
4.5.2	Learner Profile and Preferences	94
4.5.3	Students' Needs	103
4.5.4	Course Design	106
4.5.5	Approaches to Course Design.....	112
4.5.6	Assessment.....	117
4.5.7	Materials Development	123
4.5.8	Technology Integration	128
4.5.9	Possible Challenges	131
4.6	Display and Analysis of the Results.....	133
4.6.1	Students' Needs	133
4.6.2	Course Design	134
4.6.3	Approaches to Course Design.....	136
4.6.4	Assessment.....	138
4.6.5	Materials Development	140
4.6.6	Technology Integration	141
4.6.7	Possible Challenges	142
4.7	Teachers' Questionnaire.....	154
4.7.1	Demographic Information.....	154
4.7.2	Practicalities on ESP Course Design and Implementation.....	156
4.8	Teachers' Interview	168
4.8.1	Definition	168
4.8.2	Semi Structured Interviews	168
4.8.3	Locale	168
4.8.4	Interview Questions	169
4.8.5	Teachers Responses	170
4.8.5.1	The Department of Economy	170
4.8.5.2	The Department of Management	173
4.8.6	Discussion of the Findings.....	177
	Conclusion	181
	CHAPTER FIVE: LIMITATIONS , RECOMMENDATIONS, AND SUGGESTED COURSE.....	182

Introduction.....	183
5.1 Limitations.....	183
5.2 Recommendations	184
5.3 Suggested Courses	187
5.3.1 Introduction to English for Economics	187
5.3.1.1 Course Description.....	187
5.3.1.2 Teaching Methodologies.....	189
5.3.1.3 Assessment Methods.....	189
5.4 Course Title: English for Management Students	191
5.4.1 Course Description	191
5.4.2 Assessment Methods:	192
5.4.3 Course Outline for English for Management Students.....	193
Conclusion	195
General Conclusion.....	196
Bibliography.....	198
Appendices	207
Appendix A : Students’ Questionnaire.....	207
Appendix B: Translated version of Students’ questionnaire into Arabic	212
Appendix C: Teachers’ Questionnaire	217
Appendix D: Teachers’ Semi-Structured Interview	221
Appendix E: Questionnaire Experts.....	223
Appendix F: Faculty’s Approval of Research Undertaken at the Faculty of Economics , Business and Management Sciences at The University of Ammar Thledji - Laghouat	224
Appendix G: Department’s Approval.....	225
Appendix H: Commission for the Promotion of English Language in Algerian Universities	226
Appendix I: Samples of Basic Economic and Managerial principles classes using English as a Medium of Instruction (EMI)	231
Appendix J : Statistical Analysis Output.....	238
Appendix K: Sample Lessons	263

List of Tables

Table 1 . The Department of Management Sciences Teaching Staff	79
Table 2 . Teaching Staff for Management Sciences	81
Table 3. Validity and Internal Consistency Between the Items and the Total Score	84
Table 4. Students' questionnaire reliability coefficient using Cronbach's alpha	87
Table 5. Teachers' Questionnaire reliability coefficient using Cronbach's alpha	88
Table 6. Questionnaire Weights	88
Table 7. Questionnaire Weighted Averages and their Corresponding Trend	89
Table 8. Weighted Averages of Dimensions, Variables, and their Corresponding Levels	90
Table 9. Age Analysis	92
Table 10. Gender Analysis	93
Table 11. Years of English Language Learning	93
Table 12. Specialization Analysis	94
Table 13. Listening and Speaking Analysis	94
Table 14. Reading and Writing Analysis	95
Table 15. Grammar Analysis	96
Table 16. Vocabulary Analysis	96
Table 17. Pronunciation Analysis	97
Table 18. Communication Analysis	98
Table 19. Reasons Motivating Students to Learn English	98
Table 20. Students' Preferred Working Style	99
Table 21. Students' Preferred Methods of Learning English	100
Table 22 . Students' Current Proficiency in English	100
Table 23. Students' Occupational Needs	103
Table 24. Students' Needs of English in for Prospective Jobs	104
Table 25 . Students' Views Regarding Using English within a Professional Environment	104
Table 26. Students' Preference Regarding the Type of ESP Course	106
Table 27. Students' Preference Regarding Course Content	107
Table 28 . Students' Preference Regarding Courses Focusing on Communicational English	108
Table 29 . Students' Awareness Regarding Specific Language Courses Matching the Targeted Industry	108
Table 30 . Students' Views on integrating Language Skills	109
Table 31 . Students' Views on Pinpointing students' needs for ESP Course Design	110

Table 32 . Students' Views on Addressing the Many Proficiency Levels and Learner Needs	112
Table 33 . Students' Views on Incorporating Diverse Proficiency Levels into the ESP Course	113
Table 34 . Students' Views on Offering Chances for a Personalized Learning Experience....	113
Table 35 . Students' Views on a Multileveled Approach to ESP Course Design	114
Table 36 . Students' Views on Task-based approach to ESP Course Design	115
Table 37 . Students' Views on Assessment Throughout ESP Course Implementation	117
Table 38 . Students' Views on Formative and Summative Assessment Modes	118
Table 39 . Students' Preference to be Subject to Assessment	119
Table 40 . Students' Views on Assessment Tasks	120
Table 41 . Students' Views on Assessment tasks aligning with real-life functioning business situations	120
Table 42. Students' Views on Self-assessment	121
Table 43 Students' Views on Learning Materials Utility	123
Table 44. Students' Views on Teachers Responsible of tailoring authentic learning materials	124
Table 45. ESP students' Preference Regarding Authentic Readings	125
Table 46 . Students' views on Subject Specific Learning Materials	126
Table 47. Students' views on Integrating Authentic Materials of Diverse Contents and Functions	126
Table 48. Students' Preference Regarding Modern technological tools use	128
Table 49. Students' Preference Regarding being trained by both classical and digital resources	129
Table 50. Students' views on Extensive work-related vocabulary	131
Table 51. Students' views on Cultural Norms Integration	131
Table 52. Arithmetic Means, Standard Deviations, and Levels of Agreement.	133
Table 53. Arithmetic Means, Standard Deviations, and Agreement Levels	134
Table 54. Arithmetic Means, Standard Deviations, and Agreement levels	136
Table 55. Arithmetic Means, Standard Deviations, and agreement levels	138
Table 56. Arithmetic Means, Standard Deviations, and Levels of Agreement	140
Table 57. Arithmetic Means, Standard Deviations, and Levels of Agreement	141
Table 58. The arithmetic Mean, Standard Deviations, and Levels of agreement	142

Table 59. Represents the Pearson correlation coefficient to study the relationship between Students' Needs and Course Design.....	143
Table 60. Represents the Pearson correlation coefficient to study the relationship between Students' Needs and Approaches to Course Design	144
Table 61. represents the Pearson correlation coefficient to study the relationship between Assessment and Course Design	144
Table 62. Represents the Pearson correlation coefficient to study the relationship between Assessment and Approaches to Course Design	145
Table 63. Represents the Pearson correlation coefficient to study the relationship between Materials Development and Course Design	145
Table 64. Represents the Pearson correlation coefficient to study the relationship between Materials Development and Approaches to Course Design	146
Table 65. Represents the Pearson correlation coefficient to study the relationship between Technology Integration and Approaches to Course Design	147
Table 66. Represents the Pearson correlation coefficient to study the relationship between Possible Challenges and Course Design.....	147
Table 67. Represents the Pearson correlation coefficient to study the relationship between Possible Challenges and Course Design.....	148
Table 68. Results of a stepwise multiple linear regression analysis to test the effect of Students' Needs on Course Design	148
Table 69. Results of a stepwise multiple linear regression analysis to test the effect of Assessment on Course Design	149
Table 70. Results of a stepwise multiple linear regression analysis to test the effect of Materials Development on Course Design	149
Table 71. Results of a stepwise multiple linear regression analysis to test the impact of Technology Integration on Course Design	150
Table 72. Results of a stepwise multiple linear regression analysis to test the impact of Possible Challenges on Course Design	150
Table 73. Results of a stepwise multiple linear regression analysis to test the effect of Students' Needs on Approaches to Course Design.....	151
Table 74. Results of a stepwise multiple linear regression analysis to test the effect of Assessment on Approaches to Course Design.....	151
Table 75. Results of a stepwise multiple linear regression analysis to test the impact of Materials Development on Approaches to Course Design.....	152

Table 76. Results of a stepwise multiple linear regression analysis to test the impact of Technology Integration on Approaches to Course Design.....	152
Table 77. Results of a stepwise multiple linear regression analysis to test the impact of Possible Challenges on Approaches to Course Design.....	153
Table 78. Teachers' Questionnaire ; age analysis.....	154
Table 79. Teachers' Questionnaire ; gender analysis.....	154
Table 80. Teachers' Questionnaire ; Years of Teaching Experience analysis	155
Table 81. Teachers' Questionnaire ; Degree analysis	156
Table 82. Importance of ESP courses to be of a multileveled nature.....	156
Table 83. Importance of a systematic needs analysis prior to engaging in creating a multileveled ESP course	157
Table 84. Teachers' preferences on the most efficient method for designing a multileveled ESP course.....	158
Table 85. Teachers' preferences on authentic sources.....	159
Table 86. Teachers' preferences on assessment tasks.....	160
Table 87. Teachers preferences on incorporating cultural components.....	161
Table 88. Teachers' views on technology integration.....	162
Table 89. Teachers' views on ESP course materials.....	163
Table 90. Teachers' preferenc on in-service development.....	164
Table 91. Teachers' views on the challenges whilst designing and/or implementing ESP courses.....	165
Table 92. The Conceptual Structure of The Program for economics	190
Table 93 . The Conceptual Structure of The Management Program.....	194

List of Figures

Figure 1: The tree of ELT: Hutchison, T. & Waters, A. (1987). <i>English for Specific Purposes: a learner-centred approach</i> :p17	20
Figure 2: ESP Classification Adopted from Haddam (2015) in Dudley-Evans and St John (1998:6).....	21
Figure 3 : Classification of EOP (Woodrow, 2018)	22
Figure 4 : Woodrow's classification of EAP (2018).....	23
Figure 5 : Hutchinson & Waters' (1987) Classification of Needs Analysis	30
Figure 6. Model of the need analysis for the ESP course (Academia).....	32
Figure 7: ESP Course Requirements (Academia).....	34
Figure 8. The Teachers' roles in an ESP Environment	38
Figure 9. Factors Affecting ESP Course Design (Hutchinson & Waters 1987:22).....	45
Figure 10. Graves' Model of Syllabus Design (2000)	46
Figure 11 . Approaches to Course Design. (Hutchinson and Waters, 1984:110).....	47
Figure 12. Language-Centered Approach to Course Design (Hutchinson and Waters 1987, p. xx).....	48
Figure 13: Skills-centered approach to course design (Hutchinson and Waters 1987, p. 71) 50	
Figure 14. Comparison of Approaches to Course Design (Hutchinson and Waters, 1987: 73)	51
Figure 15. Model of Genre-Based Approach to Course Design	53
Figure 16. Multileveled Approach to Course Design (Cited in Britel and Sebane 2023, p 128,)	56
Figure 17. Components of Graves' framework for Materials Development (1996, p.13)	68
Figure 18. Graves' Framework for Course Development (2000, p xx)	69
Figure 19. Organizational Structure of the Department of Management Sciences	79
Figure 20. The Department of Management Sciences Teaching Staff.....	80
Figure 21 . Organizational Structure of the Department of Economic Sciences	82
Figure 22 . Management Department's Organizational Structure	82
Figure 23. Age Representation.....	92
Figure 24. Gender Representation.....	93
Figure 25. Years of English Language Learning	93

Figure 26 . Specialization Representation	94
Figure 27. Listening and Speaking Representation.....	95
Figure 28 . Reading and Writing Representation.....	95
Figure 29. Grammar Representation	96
Figure 30 . Vocabulary Representation	97
Figure 31 . Pronunciation Representation	97
Figure 32 . Communication Representation.....	98
Figure 33 . Reasons Motivating Students to Learn English	99
Figure 34 . Students' Preferred Working Style.....	99
Figure 35 . Students' Preferred Methods of Learning English.....	100
Figure 36. Students' Current Proficiency in English.....	101
Figure 37. Students' Occupational Needs.....	103
Figure 38 . Students'Needs of English in for Prospective Job.....	104
Figure 39 . Students'Views Regarding Using English within a Professional Environment ...	105
Figure 40 . Students' Preference Regarding the Type of ESP Course	107
Figure 41. Students' Preference Regarding Course Content.....	107
Figure 42 . Students' Preference Regarding Courses Focusing on Communicational English	108
Figure 43 . Students' Awareness Regarding Specific Language Courses Matching the Targeted Industry	109
Figure 44 . Students' Views on integrating Language Skills	110
Figure 45 . Students' Views on Pinpointing students' needs for ESP Course Design.....	110
Figure 46 . Students' Views on Addressing the Many Proficiency Levels and Learner Needs	112
Figure 47 . Students' Views on Incorporating Diverse Proficiency Levels into the ESP Course	113
Figure 48 . Students' Views on Offering Chances for a Personalized Learning Experience.	114
Figure 49 . Students' Views on a Multileveled Approach to ESP Course Design	115
Figure 50. Students' Views on Task-based approach to ESP course design	115
Figure 51 . Students' Views on Assessment Throughout ESP Course Implementation	118
Figure 52 . Students' Views on Formative and Summative Assessment Modes.....	119
Figure 53. Students' Preference to be Subject to Assessment.....	119
Figure 54 . Students' Views on Assessment Tasks.....	120

Figure 55 . Students' Views on Assessment Tasks Aligning with Real-life Functioning Business Situations	121
Figure 56 . Students' Views on Self-assessment	122
Figure 57. Students' Views on Learning Materials Utility	124
Figure 58. Students' Views on Teachers Responsible of Tailoring Authentic Learning Materials.....	125
Figure 59 . ESP students' Preference Regarding Authentic Readings.....	125
Figure 60. Students' views on Subject Specific Learning Materials.....	126
Figure 61. Students' views on Integrating Authentic Materials of Diverse Contents and Functions	127
Figure 62 . Students' Preference Regarding Modern technological tools use	129
Figure 63 . Students' Preference Regarding being trained by both classical and digital resources.....	130
Figure 64. Students' views on Extensive work-related vocabulary	131
Figure 65. Students' views on Cultural Norms Integration	132
Figure 66. Teachers' Questionnaire ; age analysis	154
Figure 67. Teachers' Questionnaire ; gender representation.....	155
Figure 68. Teachers' Questionnaire ; Years of Teaching Experience representation	155
Figure 69 . Teachers' Questionnaire ; Degree representation	156
Figure 70. Importance of ESP courses to be of a multileveled nature.....	157
Figure 71. Importance of a systematic needs analysis prior to engaging in creating a multileveled ESP course	158
Figure 72. Teachers preferences on the most efficient method for designing a multileveled ESP course.....	159
Figure 73. Teachers preferences on authentic sources	160
Figure 74. Teachers preferences on assessment tasks	161
Figure 75. Teachers preferences on incorporating cultural components	162
Figure 76. Teachers views on technology integration.....	163
Figure 77. Teachers views on ESP course materials	164
Figure 78. Teachers preferenc on in-service development	165
Figure 79. Teachers views on the challenges whilst designing and/or implementing your ESP courses.....	166

List of Abbreviations and Acronyms

EAP	English for Academic Purposes
EBE	English for Business and Economics
EBP	English for Business Purposes
EGP	English for General Purposes
EOP	English for occupational Purposes
EPP	English for Professional Purpos
ESP	English for specific purposes
EST	English for Science and Technology
EVP	English for Vocational Purposes
FL	Foreign Language
GE	General English
ICT	Information and Communication Technology
NA	Needs Analysis
PBL	Problem-based Approach
TBA	Task-based Approach
PBA	Project-based Approach
GBA	Genre-based Approach
DBA	Discourse-based Approach
CLIL	Content and Language Integrated Learning
EMI	English as a Medium of Instruction
AI	Artificial Intelligence

CHAPTER ONE: INTRODUCTORY CHAPTER

Introduction

Currently, the majority of significant training courses are composed in English, making it the dominant language for professional and vocational sciences. English has also become the chosen language for business-related fields, serving as the Lingua Franca. Therefore, we have entered the age of precise English. This situation necessitates that students in marketplace disciplines acquire information, expertise, and practical experience in their respective fields through activities such as attending presentations and lectures, accessing multimedia resources, and studying scientific and technological materials, predominantly available in the English language.

Furthermore, there has been a surge in the popularity of English as a language in recent years. Although it may take several years before witnessing such an accomplishment, the benefits of the change in focus are already evident. For instance, there is a significant surge of interest in ESP (English for Specific Purposes) in Algeria, with ESP courses now being offered at the tertiary level. Additionally, English is being introduced in primary schools, and subject teachers are being encouraged to obtain a Bachelor's degree in English. Nevertheless, ESP courses in Algeria are predominantly deficient and primarily focus on instructing General English (GE). Thereby, this study focuses on the status of English in relation to proper course design

The objective of this project is to provide accurate and efficient recommendations for English for Specific Purposes (ESP) courses designed for economics and management students at Ammar Thelidji University in Laghouat, Algeria. In other words, aiming to integrate a range of hierarchical aspects into the course structure that will encourage the application of the constructivist methodology in the English for Specific Purposes (ESP) class. The study aims to establish the precise academic English language requirements of economics and management students, evaluate their perspectives and preferences, and explore the acquisition of English for Specific Purposes (ESP) in their learning process. The requirements analysis of this action research has been undertaken utilising various data-gathering instruments, encompassing both quantitative and qualitative methods.

To develop a suitable ESP curriculum that aligns with learners' requirements and enables them to achieve the language course objectives, it is essential to carry out a thorough needs analysis. Needs analysis is essential in English for Specific Purposes curriculum development as it enables course designers to investigate the factors that will effectively encourage learners

to acquire language. Given the underlying belief that language learning, particularly for specific or occupational reasons, is a continuous lifelong activity, the delivered recommendations will be set with this principle in mind.

This chapter is divided into seven primary sections. It begins with a background of the study, which includes a concise discussion of the study itself. Next, we establish a foundation for our study and formulate a set of expectations. Afterwards, we will delve into the challenges and underlying reasons, behind its implementation. Next, we will explore the research inquiries well as the supporting ones. The fifth section will. Discuss hypotheses that have been formulated after a comprehensive evaluation of the existing literature. Following that we will discuss the objectives of the study and its significance. This includes outlining what the research aims to accomplish and clarifying the purpose and rationale for undertaking this study. Moreover, we will also provide an overview of the context and a summary of the problem at hand.

1.1 Background of the Study

ESP courses have seen development in the years due to the growing recognition of their importance in meeting the specific linguistic and communicational needs of learners in various professional fields. These courses are known for their tailored content and teaching methods focusing on the language skills and communication norms required in a domain. Recent research highlights the significance of a multileveled approach to ESP course design ensuring that learners specific requirements are met. Unlike the one size fits all approach, this approach acknowledges the need for adaptability. Advancements in teaching methodologies and pedagogical theories have also influenced ESP emphasizing learner-centered approaches that actively involve students in contextually rich learning experiences.

The approaches, for teaching English in specific fields, known as English for Specific Purposes (ESP) have evolved from methods to more interactive and communicative strategies. These strategies align with task-based language teaching (TBLT) and content and language integrated learning (CLIL) principles (Basturkmen, 2010). The focus is on integrating language skills with subject matter enabling learners to use language in their areas of study. However, the application of these methods may vary depending on the domain and the specific linguistic challenges it presents. The significance of English for Economics and Management is particularly noteworthy as it necessitates a vocabulary and communication skills tailored to the fields of business, economics and management (Hutchinson & Waters 1987). An in-depth

examination of teaching methods in this field can offer insights into approaches for meeting the linguistic needs of students pursuing careers in these domains.

ESP learners are typically individuals who already possess substantial knowledge and expertise in their respective disciplines or are undergoing training, for their future professions. Their requirements differ significantly from those of language learners. Therefore, it is crucial to take into account their needs when designing ESP courses.

In education in a linguistically diverse environment like Algeria, students come with varying language skills and learning goals. While they might have an understanding of the language, they require targeted instruction to bridge the gap between their overall English proficiency and the specialized language skills needed for success in their chosen fields (Hyland & Wong 2019). To meet these needs, it is crucial to adopt an approach when designing courses. This approach should accommodate learners at proficiency levels ensuring that everyone has an opportunity to develop the required language skills for their academic and professional aspirations. This study aims to address these challenges by examining how a level English for Specific Purposes (ESP) course in Economics and Management was developed and implemented at the University of Laghouat in Algeria. Additionally, this research seeks to contribute insights to the discourse, on effective ESP course design, teaching methodologies and learner centered education.

According to Brown (1995) needs analysis refers to gathering information in order to create a curriculum that effectively caters to the requirements of a particular group of students. He further emphasizes that needs analysis entails the collection of data regarding the students' existing knowledge and their remaining learning requirements. In addition, ESP practitioners consider it essential to determine what is specifically appropriate, accessible, and relevant to the target circumstance and the requirements of the target language learners. The fundamental understanding of EBP evidence-based practice patterns enables us to actively pursue and provide course design, content, and materials pertaining to Business English. This may be accomplished by being receptive to the needs and goals of the language learners. Such trends highlight the significance of intra-professional communication in spoken interactions. Therefore, while identifying the learners' requirements, needs analysis is considered an essential component of decision-making procedures in ESP course design.

1.2 Statement of the Problem

Several studies have been conducted to examine the prerequisites for effective course design in the field of English for Specific Purposes (ESP). However, only a few studies have specifically addressed the multidimensional aspects of this issue in the context of higher education in Algeria. Similar circumstances also apply to the field of English for Business Purposes. Prior research findings may not be applicable to our specific case study at Ammar Thelidji University, as the local context is distinct and there may be variations in instructional methods, objectives, and student types.

Therefore, this study aims to investigate the distinct English language requirements and anticipated outcomes of economics and management students at Ammar Thelidji University. It is important to highlight that ESP teaching at Laghouat University, like in most tertiary institutions, is conducted using an ineffective approach. In this approach, the focus is on teaching vocabulary sets and extensive readings. Also, committing specific grammatical structures, forms, and language patterns to memory, devoid of space for cognitive processing, innovative idea generation, and rational analysis. Students, this way often struggle to effectively communicate their thoughts and ideas in real-life scenarios, such as debating a quote or discussing political and ethical issues. Unfortunately, there is little consideration for the practical application of the language outside of the classroom despite their extensive knowledge of the English language, indicating that their individual requirements are being completely disregarded.

In conclusion, in the current era of international competitiveness and globalization, it is imperative for Algerian students to possess extensive knowledge and expertise in their respective fields, as well as proficiency in the English language. There should be a specialized course that focuses on enhancing students' English proficiency in the many fields of economics and management. This course would address the specific challenges they encounter in a manner tailored to their individual needs.

1.3 Research Scope

The research focuses precisely on a case study that involves third-year economics and management students at Amar Thelidji University in Laghouat, Algeria. The specific focus of this research is to analyze the design of ESP (English, for Specific Purposes) courses and assess their effectiveness within an academic setting. The study aims to understand and address the challenges and English language requirements that students encounter in these specialized

fields. It is centred on a group of students providing an examination of their individual needs, preferred learning methods and the effectiveness of existing teaching approaches and materials used for ESP at the university.

This focused approach allows for an exploration of how ESP courses can be improved to align with both the curriculum in economics and management as well as the practical language demands of the professional world that these students are preparing to enter. The study also takes into consideration Algeria's cultural environment ensuring that the findings and recommendations are relevant and suitable for higher education in Algeria. By incorporating input from students, teachers and industry experts this research will be enriched with an understanding of English, for Specific Purposes (ESP) requirements and areas that need improvement within a setting.

In general, the research conducted at Amar Thelidji University provides a small-scale representation of a larger context. It offers valuable insights that may be applied or modified to similar situations in Algeria or other similar educational environments. This contributes to the wider discussion on English for Specific Purposes (ESP) education and the development of policies.

1.4 Research Questions

This study aims to primarily investigate the ways through which a multileveled approach to ESP course design is able to meet the specific needs of economics and management students from the university of Laghouat. There are four (04) other sub-questions which can hopefully and most adequately address the relating aspects of the topic dealt with. These include the following one:

- 1- What are the specific linguistic and professional requirements of Algerian students studying economics and management in terms of their English language skills?
- 2- Which methodologies and materials are most efficient for teaching English for Specific Purposes (ESP) to Algerian students studying economics and management, taking into account cultural and educational contexts?
- 3- What is the level of alignment between the current ESP courses in Algeria for economics and management and international norms and practices, and what areas are lacking?
- 4- What shortcomings are there in the existing programs for economics and management purposes?

The results of this study, which focused on developing a comprehensive strategy to designing ESP courses in Algeria, notably for economics and management, have the potential to greatly improve the effectiveness of English language instruction in these specific areas. The study can provide direct guidance for the construction of focused curriculum and teaching methods by determining the precise linguistic and professional requirements of Algerian students in economics and management. This connection guarantees that the course content is not only pertinent but also pragmatic, enabling enhanced understanding and implementation in real-life situations. Moreover, comparing against worldwide benchmarks enables the incorporation of optimal methods, enhancing the standard of ESP education in Algeria to an international level. This strategy not only enhances students' competitive advantage in the global context but also facilitates educators in implementing more efficient instructional methodologies. Also, having a comprehensive grasp of the cultural and educational backgrounds specific to Algerian students facilitates the creation of instructional programs that are more captivating and relevant, resulting in increased motivation and enhanced educational achievements. In conclusion, these discoveries have the potential to connect the divide between academic understanding and actual implementation, thereby cultivating a more skilled and self-assured cohort of experts in the realms of economics and management. Hence, this research has the capacity to make a substantial contribution to the progress of specialized English education at first Ammar Thelidji's faculty of Economics and Management and broadly in Algeria with regard to academic and professional domains.

1.5 Hypothesis

To address the study questions mentioned earlier, we have proposed a compilation of pertinent hypotheses. The statements are as follows:

- 1- A multileveled ESP course design is more effective in addressing the distinct English language requirements of Algerian students in economics and management.
- 2- Algerian students specializing in economics and management has distinct linguistic requirements that vary considerably from those of students in other academic departments.
- 3- The current ESP courses in Algeria for economics and management do not meet international standards in certain crucial areas.
- 4- Integrating approaches and resources that are tailored to the cultural and educational environment greatly improve the learning outcomes in English for Specific Purposes (ESP) courses for Algerian students majoring in economics and management.

5- The current ESP programs for economics and management in Algeria have clear deficiencies in terms of curriculum applicability, instructional approaches, and conformity with present-day professional and academic standards.

All considered, a group of relevant assumptions is delivered in the research on ESP course design for economics and management Ammar Thelidji University, Laghouat, Algeria. The initial hypothesis posits that a multi-leveled, specialized English for Specific Purposes (ESP) course is more efficacious for Algerian students in these domains as opposed to regular English language courses, hence addressing the central inquiry of the effectiveness of customized courses. The second hypothesis investigates if these students possess distinctive language requirements that are apart from those in other fields, which directly corresponds to the requirement for specialized course material. The third hypothesis examines the congruity between present Algerian ESP courses and global benchmarks, with the objective of identifying deficiencies and opportunities for enhancement. The fourth hypothesis proposes that customizing procedures and resources to suit the cultural and educational context of Algerian students has a substantial impact on improving learning outcomes. The final one proposes investigating weaknesses in the current ESP programs. These vulnerabilities encompass elements such, as the relevance of content, teaching and design approaches and alignment with both professional demands. Together these hypotheses comprehensively analyze every aspect of the proposed ESP course design, including its relevance, effectiveness, adherence to standards and cultural suitability. This approach provides an understanding of the needs, within this specific context.

1.6 Objectives

As pointed out by Dudley Evans and St John (1998) ESP focuses on the needs of learners. This underscores the importance of aligning course materials and teaching methods, with students' academic and professional objectives. The field of ESP education recognizes the necessity for tailored language learning in domains, which is particularly relevant in Algeria. In Algeria, there is a growing demand for proficiency in specialized areas such as economics and management. The objective of this study is to enhance the design of ESP courses to better serve students in these fields. The primary aim is to evaluate and improve existing ESP programs in Algeria while contributing meaningfully to the discourse on specialized language education.

Based on the above-mentioned account, this study holds the following objectives:

- 1- To identify the precise linguistic and professional requirements of Algerian students studying economics and management.
- 2- To assess the conformity of the existing ESP programs in Algeria with global standards
- 3 To provide organized suggestions for creating an English course specifically tailored for economics and management students at various proficiency levels.
- 4 To suggest teaching materials and approaches that're culturally and educationally appropriate.
- 5 To conduct an evaluation and identify areas of improvement in the existing ESP programs for economics and management, in Algeria.

1.7 Significance of the Study

The importance of this endeavor can be seen from a multitude of perspectives.

Primarily, this study focuses on meeting the language needs of students who are studying economics and management. The aim is to enhance the learning process by tailoring ESP courses to the requirements of disciplines. This approach allows students to develop language skills that directly apply to their academic contexts resulting in a successful learning experience.

Furthermore, it aims to elevate the standard of ESP education, in Algeria by aligning it with standards and the specific demands of both the job market and academic institutions. This alignment ensures that students not acquire proficiency but also do so in a way that directly benefits their professional development.

Additionally, this research acknowledges the importance of contextual factors in language acquisition. By designing courses that consider Algeria's social aspects it ensures greater student engagement and effectiveness as learners can better connect with the course material and teaching methods.

Moreover, these findings can provide guidance for policymakers and educational institutions in Algeria regarding revisions and improvements to the ESP curriculum. This could lead to a systematic way of designing and implementing ESP courses across the entire country.

Additionally this research adds to the knowledge base, on English for Specific Purposes (ESP) at a level with a particular emphasis on Algeria. Despite being an unexplored yet setting Algeria is often overlooked in ESP related studies. The insights and data provided here can be highly valuable for researchers and educators working in cultural environments.

Conclusion

This chapter gives a summary of the subjects related to our study which include the background, context and the motivations, behind carrying out this research.. The text outlines the primary research problem, which is then broken into specific research questions. It then presents the researcher's hypotheses and the key objectives of the study, along with the rationale for conducting the research.

CHAPTER TWO:THE REVIEW OF LITERATURE

Introduction

This chapter will explore the evolution of English, for Specific Purposes (ESP) from a historical perspective. We will delve into its characteristics, aspects, purpose, relevance and the different types it encompasses. Additionally, we will examine the importance of needs analysis in ESP research as it plays a pivotal role in shaping language courses tailored for professional or academic contexts. The first section focuses on the concepts and evolving demands of ESP courses highlighting the shift from a language teaching approach to a more learner-centred methodology. The second section provides an overview of needs analysis. Emphasizes its role in aligning course objectives with learners' individual requirements. Lastly, we aim to lay the groundwork for discussions on course design development by addressing teachers at the Department of Economy and Management at the University of Ammar Thledji.

ESP can be defined as an approach to language teaching that caters to learners' linguistic and communication needs, within professional, academic or occupational settings.

ESP, also known as English for Specific Purposes aims to tailor its content and teaching methods to meet the goals and requirements of learners. This often involves incorporating vocabulary, communication skills and genres that are relevant to their field of study or profession. As explained by Hutchinson and Waters (1987) the foundation of ESP is rooted in a question; Why does this particular learner need to learn a language? This question leads to a multitude of inquiries some pertaining to the learners themselves others relating to the nature of the language they will need to use and still others tied to the learning context. All these considerations stem from a recognition of the learner's identified need to acquire a language. Undoubtedly this underscores the importance of centring ESP instruction around addressing learners' academic or professional needs when designing an ESP course.

2.1 The Historical Development of ESP

According to Hutchinson and Waters insights about English for Specific Purposes (ESP) emerged in response, to changes and advancements that took place after World War II.

In the years following the war, which were marked by advancements and increased scientific knowledge there was a noticeable increase, in the demand for English language expertise in various specialized fields. During this time there was a shift in how language was taught moving away from English courses to more focused English training. This change was driven by the recognition that English had become the language for technological pursuits on a global scale. Furthermore, with the war's economic recovery and the subsequent expansion of

international trade. effective communication in English became essential as it served as the universal language of commerce. Given these conditions, there was a growing need for English for Specific Purposes (ESP) in fields like business, engineering and medicine. Professionals in these sectors required more than an understanding of English; they needed to be proficient in using technical terminology and actively participating in specialized discussions.

ESP emerged as a response to demands by combining language instruction with the practical vocational needs of learners. During this period there was a shift towards an approach to teaching languages that prioritized real-world usage of English within specific professional contexts rather than focusing solely on theoretical comprehension.

This significant development, in language education brought about a change tailoring the learning process to meet the needs of post-war society. It laid the foundation for the diverse field of English for Specific Purposes (ESP) that exists today (Hutchinson & Waters 1987 p. 7). Subsequently, ESP has been categorized into four time periods.

2.1.1 The 1960s: The emergence of ESP

Research on ESP originated in the 1960s. Initially focused on analyzing technical literature. During this era there was a shift from traditional grammar-centered language teaching approaches to methodologies that considered the real-world application of language in professional and academic contexts. According to Paltridge & Starfield (2012), "the primary focus of ESP research was English for science and technology (EST) in settings an interest that remains strong today. In the years of this period, research was primarily descriptive and involved analysis of grammatical structures within written discourses." However, this approach, to ESP research has since been surpassed as Swales (1998, p.59) argues that such studies had value but lacked power.

2.1.2 The 1980s: The Rise of ESP

During this time there was a surge in research focused on ESP (English for Specific Purposes). One notable development was the introduction of computers in language teaching. It's important to note that computers weren't widely used at that time. Their presence was prominent in research papers. For instance, an article titled "A New Medium of Communication in a Business Environment" (Murray, 1988) compared computer mediated instruction (CmC) with forms of written communication (Paltridge & Starfield 2012). Additionally, terms like genre and needs analysis gained importance as practitioners started using them to understand

learners needs. According to West (1984) research on student needs became increasingly empirical triangulated and complex over time.

2.1.3 The 1990s to 2000s: Advancements and Diversification in ESP

This period marked an age for ESP with theoretical advances and the proliferation of scientific journals dedicated to ESP. Educational psychology, sociology and cognitive science theories were integrated into ESP teaching approaches during this time.

The concept of genre analysis as proposed by Swales (1990) represents a shift, in understanding how language functions in contexts. It emphasizes the importance of context, purpose and audience in shaping the structure and style of a genre. This approach has had an impact not only in linguistics and English for Specific Purposes (ESP) but also in broader fields such as rhetoric, communication studies and information design. Furthermore, Corpus studies in ESP gained popularity during the 2000s.

According to Hyland (2005), extensive research has established that written texts reflect interactions between writers and readers. Various linguistic features have been identified as contributing to a writer's presentation of their stance on the subject matter discussed in the text. Additionally, there are strategies employed to assume a role for the addressee. However, there is currently no typology of resources that writers utilize to express their positions and engage with readers.

2.1.4 From 2011 and Onwards

New developments are emerging within English for Specific Purposes (ESP) that align with changes in language instruction influenced by advancements and globalization. These trends aim to enhance the relevance, adaptability, and effectiveness of ESP for learners, within academic or professional settings. Johns (2012) claims that scholars in ESP such as Dudley-Evans, St John and Swales conclude that the new era may bring diversity in terms of classroom settings, complexity in terms of research methodology and novelty in terms of course design.

These emerging trends fall under the philosophy of digitalizing the ESP Scene. In this regard, the integration of technologies and internet platforms involves using classrooms, online resources, language learning apps and multimedia materials that offer interactive and engaging approaches, to acquiring language skills relevant to specific domains. Besides, the emergence of internet technologies and digital media has started influencing ESP training by offering platforms for language acquisition and easier access, to materials. Additionally, by employing corpus linguistics and big data analytics it becomes possible to analyse volumes of texts to

identify important language patterns and trends in a particular field. Alternatively, a researcher should account that blended learning has not yet fully replaced physical presence. It is judged appropriate to apply both modes of learning to provide flexibility and convenience to accommodate learners' diverse schedules and needs. This combination of approaches is particularly advantageous in ESP courses as learners often need to balance their language learning with academic commitments.

In addition to teaching technical language skills, there is a growing focus on developing skills such as interpersonal aptitude communication, teamwork and critical thinking. This recognizes the significance of these skills, in work environments. Besides, companies put a huge emphasis on such qualities. Along with the fact that two-thirds of all positions by 2030 would require skills like emotional intelligence and management of artificial intelligence tools inside professional environments.

2.2 ESP vs EGP

The term "English for Specific Purposes" (ESP) was first introduced during the 1960s. Hutchinson and Waters (1987, p.19) define ESP as an "approach" rather than a specific product. This means that ESP does not require a particular sort of language, instructional materials, or methodology.

Peter Strevens (1988, p.1-2) provides a definition of English for Specific Purposes (ESP) that distinguishes between its fixed and flexible attributes. He regards the following as absolute features. ESP, or English for Specific Purposes, is a type of English language teaching that is tailored to meet the specific needs of the learner. It focuses on content that is relevant to specific disciplines, occupations, and activities. The language taught in ESP is specifically suited for those activities in terms of syntax, vocabulary, discourse, and meaning. This is different from General English, which covers a broader range of topics and is not that specialised.

Robinson (1991) provides a definition of ESP that is based on two specific criteria:

1. ESP typically focuses on achieving specific goals.
2. ESP courses are designed based on a needs analysis that identifies the specific tasks students need to perform in English. These courses are also influenced by certain characteristics, such as the limited time available to achieve objectives and the fact that they are taught to adult learners in homogeneous classes based on their professional or academic fields.

Strevens' definition(1988) supports the belief held by many teachers that ESP is always and inherently connected to the subject matter of a course. It is necessary to acknowledge that a significant portion of ESP relies on the concept of a shared foundation of language and abilities that apply to all academic fields or are relevant to the entire commercial sector.

According to Anthony (1997), there is ambiguity regarding the distinction between ESP courses and general English courses. Many non-specialist EGP Teachers adopt an ESP approach by designing their syllabi based on the analysis of learner needs and their expertise in using English for practical communication.

ESP is still regarded as a component of the broader field of English language teaching (ELT). It has significant consequences for the development of curriculum and learning materials, as well as how it is taught and assessed.

English for General Purposes (EGP) is used in situations, such as schools, where specific needs cannot be easily identified. EGP is more advantageous as it offers a comprehensive framework, whereas ESP focuses on specific and limited objective specifications (Hutchinson, T., & Waters, A. 1987, pages 53-54).

Another distinction between ESP and EGP is in the learners and their objectives for acquiring English. English as a Second Language (ESL) learners often consist of adults who possess a certain level of familiarity with the English language while (EGP) learners can be real beginners in the language. English for Specific Purposes (ESP) learners exhibit a strong level of motivation because their individual requirements are specifically addressed and accommodated. Their purpose in learning the language is to effectively convey professional information and carry out certain academic or job-related tasks.

In addition to the distinct categorization at the level of definition, there exists a correlation and proportion that overlap between them. Widdowson (1983) identifies several characteristics of ESP and EGP to better understand their relationship.

The key aspects of EGP include a strong emphasis on education, the challenge of selecting course content owing to the unpredictable future demands of learners, and the importance of ensuring that the content in the syllabus has high practical value.

The key features of ESP are as follows:

1. Emphasis is placed on training.
2. English is specifically tailored for use in vocational contexts, making it easier to select appropriate content.
3. The syllabus content must have high relevance and value within the vocational context.
4. The goal may be to develop a limited English proficiency.

All in all, the distinction between ESP and EGP lies in the learners and their objectives for acquiring English. In an ESP course, the needs analysis is the process of determining which specific language skills are necessary for learners to successfully do certain professional duties. For example, if someone wants to become a tourist guide, the focus of the course should be on developing their speaking skills.

ESP courses focus mostly on the context and English language instruction focuses on meeting the specific requirements and desires of learners in a particular area of human endeavour. The English language can be readily employed in professional settings. The learners exhibit a high level of motivation due to their clear understanding of their unique objectives for learning the English language. (Chris Wright, 1992)

EGP learners encompass individuals of various age groups, ranging from children to adults, who are engaged in the study of the English language. The primary emphasis of EGP courses lies in the study of grammar, language structure, and fundamental vocabulary. EGP courses play a crucial role in facilitating the development of language skills and are highly beneficial for the majority of learners. EGP assists students in effectively managing any subject-based course. It provides them with the capacity to produce additional language. If EGP learners receive effective instruction, they will be able to proficiently utilise the English language to handle any unspecified jobs. EGP courses cover a wide range of subjects and give equal attention to all four skills. Because these courses are designed to be applicable to a wide range of individuals, a requirements analysis is not performed.

2.3 Characteristics of ESP

Dudley-Evans and St John (1998) presented a thorough definition of ESP and classified its characteristics into two main categories: absolute and variable.

Absolute characteristics :

- ESP addresses the unique requirements of learners
- ESP may include essential methodologies and practices that apply to the specific domains it caters to.
- ESP emphasises language proficiency (grammar, vocabulary, register), skills and genres that are regarded suitable for those particular tasks.

variables Characteristics:

- ESP can be linked to or tailored for particular academic fields.
- ESP may utilise a unique instructional approach in certain situations, in contrast to 'General English.'
- ESP is primarily designed for adult learners at the postsecondary level or in professional environments, although it can also be utilised for secondary school students.
- ESP is mostly intended for learners who have reached an intermediate or expert level, however, it can be occasionally utilised by novices.

Based on the distinctive aspects of ESP, it is evident that the latter is not limited to a certain discipline, age group, or aptitude range. ESP can be understood as a teaching approach or, as Dudley-Evans puts it, a mindset. This conclusion aligns with the one reached by Hutchinson, who asserts that ESP is an instructional technique that considers the learner's purpose for acquiring language skills when determining material and methodology.

2.4 ESP Classification

One of the very first forms of classification was that of David Carter (1983) In which he Identified three types of ESP: English as a restricted language, English for Academic or Occupational Purposes, and English with specific Topics. He further elaborated that Waiters and air traffic controllers are two instances of people who use English in a restricted capacity.

The distinction between restricted language and language is aptly demonstrated by Mackay and Mountford (1978) who state that the language used in international air traffic control could

be considered "special" in that the repertoire needed by the controller is strictly limited and can be accurately determined situationally, much like the linguistic requirements of a waiter in a restaurant or an air hostess. But just as a tourist phrasebook is not grammar, so too are such limited repertoires not languages. Proficiency in a limited 'language' would hinder the speaker's ability to communicate in unfamiliar situations or outside of their work area (pp. 4-5).

Carter (1983) classified English for Academic and Occupational Purposes as the second category of ESP. Three branches of English for Science and Technology (EST), Business and Economics (EBE), and Social Studies (ESS) make up the 'Tree of ELT' (Hutchinson & Waters, 1987). English for Academic Purposes (EAP) and English for Occupational Purposes (EOP) are the two branches that make up each of these topic areas. "English for Economics" is an example of EAP for the EBE branch, whereas "English for Secretaries" is an example of EOP for the same branch.

In addition, Hutchinson and Waters (1987, p.17) state that EOP can also be named English for Vocational Purposes or VESL, which stands for Vocational English as a Second Language.

Hamp-Lynos (2001) defines EAP as a subfield of applied linguistics that focuses on researching effective teaching and assessment methods, analysing students' academic language needs, studying the linguistic and discourse structures of academic texts, and examining the textual practices of academics. According to Strevens (1977, p.126), EAP involves a transition from instructing students on the literature and culture of English speakers to instructing them on the English language for the goal of communication. He stated that the English language should be tailored to the specific requirements and objectives of the learners. EAP occurs in many settings and under various conditions. Based on the preceding considerations, EAP stands for English instruction that is obligatory for educational objectives. Conversely, EOP stands for English instruction that is necessary for professional contexts.

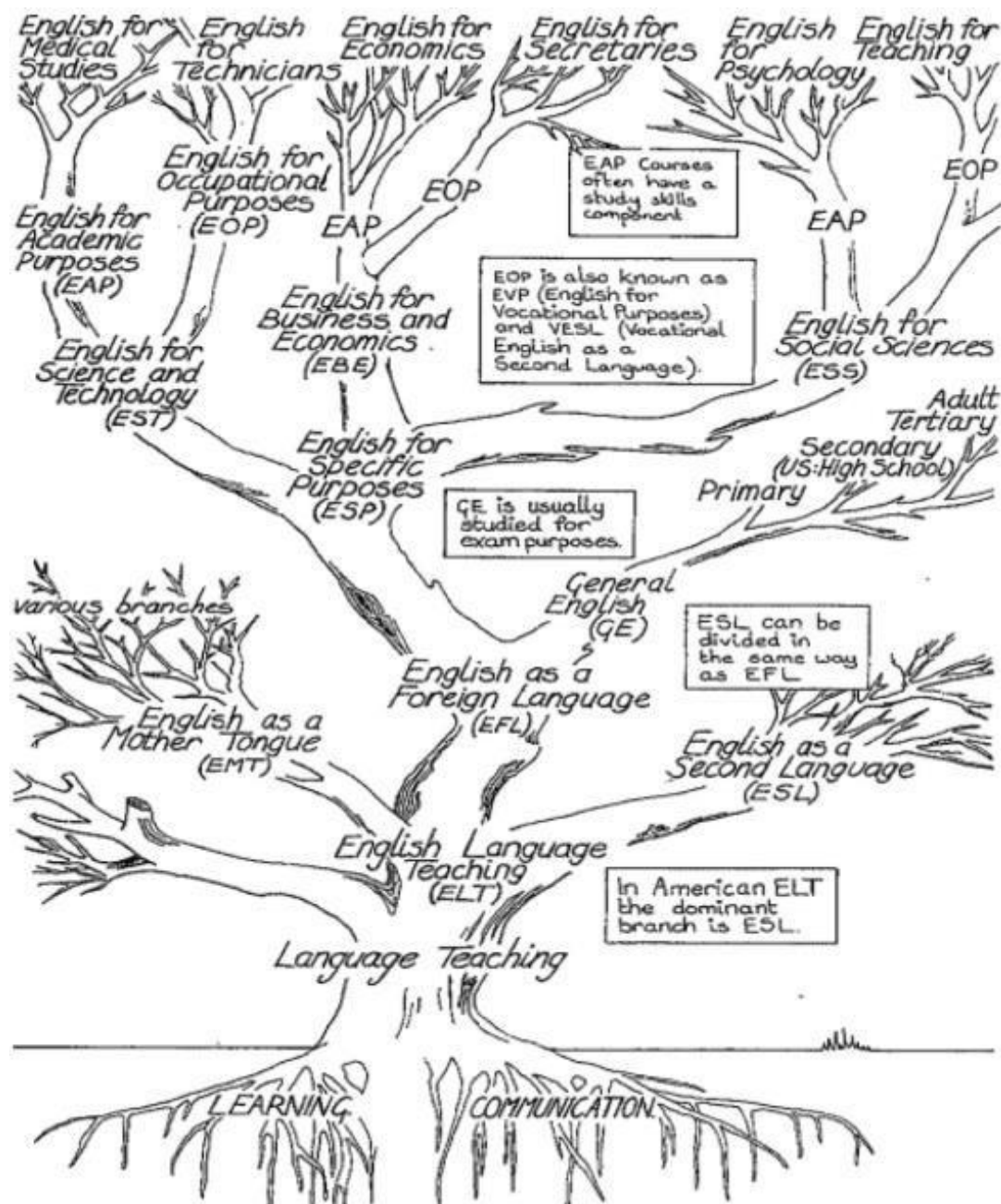


Figure 1: The tree of ELT: Hutchison, T. & Waters, A. (1987). *English for Specific Purposes: a learner-centred approach* :p17

It is acknowledged by Hutchinson and Waters (1987) that there isn't a precise line separating EAP and EOP: "· people can work and study simultaneously; it is also likely that in many cases the language learned for immediate use in a study environment will be used later when the student takes up, or returns to, a job" (p.16). This may help to clarify Carter's reasoning for grouping EAP and EOP under a single ESP category. Carter seems to be suggesting that employment is the ultimate goal of both EAP and EOP. Though the ultimate goal remains the same, the methods employed to get there are significantly different. English with specific

subjects is the third and last kind of ESP classified by Carter (1983). Carter points out that this is the one place where the focus changes from issue to purpose. This kind of ESP is specifically focused on the projected future English language requirements of people who need it, including scientists who need to read postgraduate literature, attend conferences, or work in foreign institutions. He argues that this is not a distinct kind of ESP. Instead, it is a crucial part of ESP programs or courses that emphasize situational language based on an interpretation of the requirements analysis of real language used in target workplace contexts.

Dudley-Evans and St John (1998) attempted to settle the controversy over which ESP sections and sub-sections relate to which discipline or profession which is illustrated in the following figure.

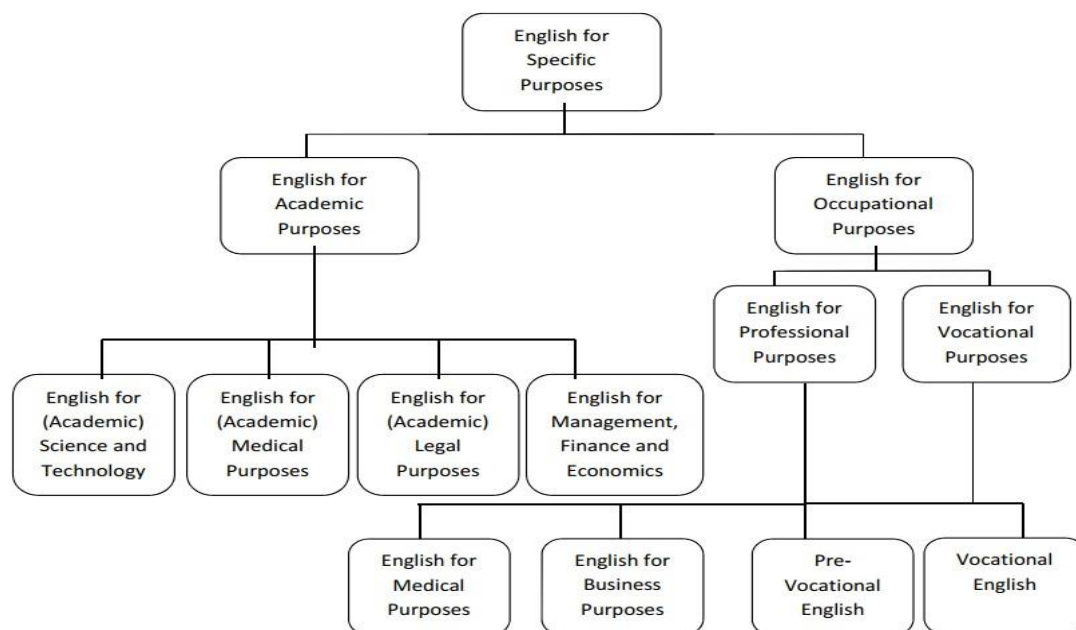


Figure 2: ESP Classification Adopted from Haddam (2015) in Dudley-Evans and St John (1998:6)

Woodrow(2018) states that ESP courses have certain notions in common, but they can also be classified into two groups based on the needs of the students and the content's specificity: English for Academic Purposes (EAP) and English for Occupational Purposes (EOP)

The EOP and its subdivisions are shown in the following figure.

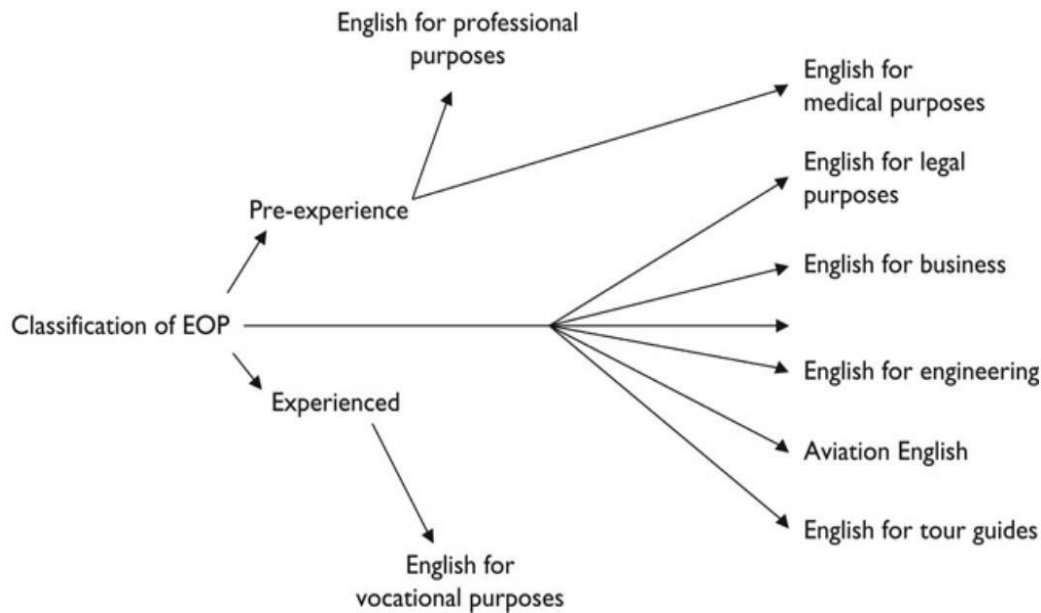


Figure 3 : Classification of EOP (Woodrow, 2018)

The second category of English for Specific Purposes (ESP), known as EAP, is defined as the instruction of English to empower learners to engage in studies or research conducted in English (Flowerdew and Peacock, 2001). Hyland and Hamp-Lyons (2002) have introduced the aspect of culture, contending that EAP courses should not only focus on developing literacy skills but also equip students with the necessary communication skills for diverse academic and cultural settings.

The EAP can be further categorized into various branches. A course in English for Academic Purposes (EAP) can be categorized as either EGAP or ESAP. EGAP students may have diverse areas of study, but they need to be proficient in Academic English. On the other hand, an ESAP course is designed for learners from the same field, such as Psychology or Business, and the subject matter is directly relevant to their field of study. Additionally, there may be additional categorizations based on the context and duration of the students' participation in the course. Furthermore, An EGAP Pre-session course is specifically tailored for students from diverse backgrounds who are pursuing Academic English prior to their diverse academic careers.

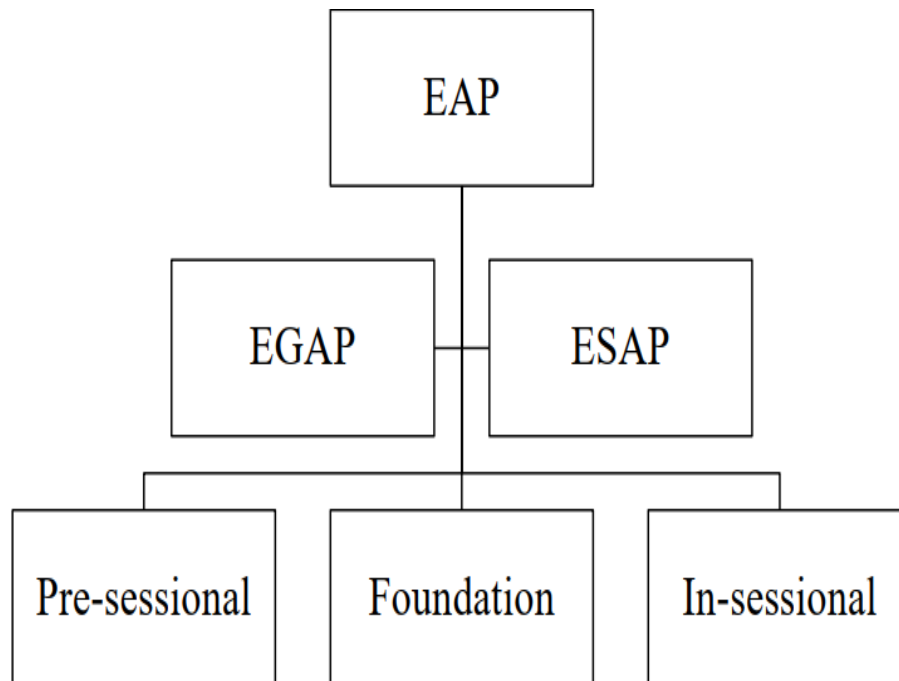


Figure 4 : Woodrow's classification of EAP (2018).

2.4.1 English for Academic Purposes

English for academic purposes (EAP) is a subset of English for specific purposes (ESP) that is specifically designed to help learners study or conduct research in English. It focuses on using English as the medium of instruction (Hyland & Hamp-Lyons, 2002, p. 1). EAP and ESP are distinguished by their focus on academic disciplines. However, within the domains of applied linguistics and English language teaching, EAP is often seen as a sub-discipline of ESP. EAP, which stands for English for Academic Purposes, refers to the language and associated skills that students require in order to study in English-medium higher education.

According to Halliday (2004), Academic language competency refers to the ability to comprehend and employ both general and subject-specific terminology, as well as intricate grammatical structures, to obtain new knowledge. Furthermore, It is significant due to its inclusion in the criteria of evaluation of higher institutions. However, Students from the other end, struggle to attain and effectively utilise it due to its different nature from everyday spoken language. This mainly answers why most of them often struggle to communicate effectively at educational institutions where a high level of academic language is required.

The branch of ESP that has the most impact is English for Academic Purposes (EAP), which specifically concentrates on ESP in academic environments. (Anthony, 2018).

"ESP has historically been categorised into two primary domains: English for academic purposes (EAP) and English for occupational purposes (EOP)." (Dudley-Evans & St John, 1998).

"Books and articles about ESP often categorise the purposes or needs into two main areas: English for academic purposes (EAP) and English for occupational purposes (EOP)" (Brown, 2016).

According to Bailey (2007), communication can be defined as the process of exchanging knowledge and skills, engaging in discussions on a particular subject, or sharing information with others.

2.4.1.1 Modes of Instruction in English for Academic Purposes

Chandra Sekhar Rao (2020) argues that EAP teachers typically deliver instruction on grammar, vocabulary, sentence structures, and the four language skills (listening, speaking, reading, and writing), as well as pronunciation and phonetics. They often make an effort to relate these lessons to the specific learning needs of the students. For example, a lesson in the Department of Economics may focus on writing essays rather than business letters. Similarly, the vocabulary and language terminology chosen for examination will predominantly focus on academic writing. In addition, EAP practitioners often discover that they are directly or indirectly offering study skills rather than preparing students for the workplace.

Equally, EAP Teachers meet a range of difficulties in determining the most effective approach to support students in their acquisition of academic English. From one perspective, Introducing an impartial approach where students may get instruction on certain norms without being required to understand the rationale behind introducing them – the case of Economics license students (2021) questioning the dominating presence of grammar in their courses. In addition, this may lead students to be encouraged to question and maybe refuse such approaches to course design. In this fuzz, It is worth mentioning that Efforts have to be taken to reconcile these paradoxical perspectives through the introduction of a multi-dimensional approach to English for Academic Purposes (EAP) which encourages students to develop the writing norms required by educational institutions, while also prompting them to reflect on the underlying rationale for these norms.

EAP is a comprehensive and rational discipline that encompasses several linguistic, applied linguistic, and didactic topics. These topics can be examined through the lens of English for academic purposes to broaden our understanding of EAP. These areas encompass academic

language and instructional methodology, teacher training, evaluation of language proficiency, analysis of language needs, development of teaching materials, assessment of student performance and analysis of speech patterns.

Thus, EAP practitioners are urged to demonstrate dedication to meeting students' needs through effective course designs and materials development and to provide personalised assistance to students.

2.4.1.2 Characteristics of Academic English

Rao, C.S. (2018) states that Academic English is characterised by explicitness, formality, accuracy, objectivity, and analytical thinking. Academic writing is characterised by its complexity, formality, objectivity and explicitness. The piece of writing is meticulously and methodically organised and executed with precision.

These are some of the characteristics of Academic English:

- The text employs rigorous academic language and refrains from using colloquial expressions.
- Typically, the writing style is professional and lacks personalisation. It refrains from using contractions or abbreviated verb forms, such as won't, doesn't, or it's.
- The writer may employ specialised terminology.
- Refrains from utilising conjunctions like 'and' or 'but' to start a sentence
- Refrains from using personal pronouns like I, me, you, your
- May employ the passive voice of verbs
- Tends to adopt a cautious approach when explaining findings, using phrases like 'may', 'it is possible that...', 'could'...etc.

2.4.2 English for Professional Purposes

English for Professional Purposes is a subfield of English for Specific purposes which refers to the use of the English language in professional contexts. This includes specialised terminology, expressions, and effective methods of communication that are customised for particular sectors such as business, law, medical, etc. The emphasis is on language that is suitable for professional settings, encompassing the composition of reports, emails, and presentations, as well as participating in negotiations or discussions. Ferguson (2007: 9) pointed out that:

a key motif in EPP/EAP research has been “difference”: difference between academic disciplines, between professions, between genres and registers, between discursive practices; differences that, quite justifiably, have been explored in ever finer detail drawing on ethnography, corpora and well as more traditional techniques of discourse analysis.

teaching methodology in such courses is characterised as communicative-cognitive and professionally oriented. The student is considered the central point of the educational process, as they are both the subject of study and the future practitioner.

The methodology for teaching a foreign language for professional purposes integrates the principles of a communicative approach focused on developing foreign language professional communication skills. In this approach, communication serves as both the main objective of language learning and the method to attain it. The purpose of practical classes is to gain knowledge, enhance communication skills, and improve talents in a professional foreign language setting. The students also acquire the ability to efficiently analyse genuine materials related to their careers and enhance their skills in written communication in a foreign language. The class topics and exercises are pertinent to the objectives of the professional course and are further elaborated in the curriculum.

2.4.3 English for Economics and Management

English for Economics and Management is a specialised form of the language that is used for certain reasons and contexts that may enable students to understand complex Economic and Management theories in English coupled with the ability to communicate within a professional setting, formulating business letters and other relevant modes of interaction. Hence, such a course may encompass subjects such as business English texts, commercial or economic expressions, advertising, and marketing terminology.

Belcher (2009) states that English for Business Purposes (EBP), which might be labelled as the umbrella under which English for Economics and Management stands, has experienced significant growth in recent years as a subfield of English for Specific Purposes, encompassing both teaching and research. The growing trend of internationalisation and the global adoption of English as the universal language for Economic transactions have resulted in a significant increase in its usage by non-native speakers for conducting business transactions. Additionally, English is now more commonly employed to communicate information related to business

activities with diverse groups worldwide, including employees, consumers, and investors, who may not have English as their first language.

Algerian students of economics and management have a specific objective and concentration in studying the language. They study English not only to comprehend everyday conversation but also to utilise the language in a specialised context for academic or career ends. Such course designs are developed based on the evaluation of the objectives, requirements, and roles that need to be performed using English. To this end, Research in Algeria worldwide is increasingly providing ESP courses to address the global demand and cater to students' future professional and academic requirements.

2.5 Needs Analysis in ESP

In an ESP course, the needs analysis is the process of determining which specific language skills are necessary for learners to successfully do specific professional or academic duties. For example, if someone wants to become a sales manager, the focus of the course should be on developing their communication and negotiation skills.

Needs are described as the essential requirements or desires that individuals have. They can also be defined as the knowledge and skills that students must gain to learn. This analysis is simultaneously used to assess students' pre-requisites and their potential to effectively communicate in the desired environment.

According to Richards and Platt (1992:242), The process of needs analysis often involves gathering information to establish the essential foundations for designing a course that will effectively address the requirements of a certain group of students. Thus, needs analysis (NA) is also defined as the systematic process of identifying the linguistic needs of a student or a group of learners and organising those needs based on their importance. Therefore, a teacher involved in the process of Needs Analysis (NA) must collect data on the specific requirements of the learner and the most effective methods to reach them. Hutchinson and Waters (1987) categorise needs into necessities, lacks, and wants.

Necessities are elaborated as the prerequisites required from the part of learners to effectively navigate and perform in specific contexts. Through the process of analysing the target situations, we can acquire information regarding essential requirements or needs.

Lacks refer to the instructional gap between the current level of skill and the desired level of skill for learners.

Wants are the perceived needs that learners experience. Hence, It is worth noting that the desires of learners may not meet the requirements seen by ESP teachers, which can potentially decrease motivation. Therefore, ESP course designers or teachers must consider these variations in terms of materials and methods.

2.5.1 Target needs

Hutchinson and Waters (1987) propose two distinct definitions of needs: target needs and learning needs. Target refers to the specific needs, deficiencies, and desires of the learner that the student must perform to attain the required functions in the given situation. While, Learning needs revolve around factors such as learners' motivation to study a foreign language, future employment prospects, personal aspirations, and available time. Put simply, this refers to the actions that the learner must take to acquire knowledge or skills.

Target needs is a comprehensive concept that encompasses essential requirements, deficiencies, and desires Hutchinson and Walters (1987). For example, Economy and Management students should acquire proficiency in reading scientific papers and books. Additionally, they should develop strong writing abilities for correspondences, emails, reports, conference abstracts, and articles. The oral skills encompass tasks such as making phone calls, conducting job interviews, convincing potential buyers, managing meetings with international counterparts and utilising general English language abilities for everyday use. To collect the information provided above, the teachers should conduct a target situation analysis (TSA). The analysis entails scrutinising the specific circumstances at hand, which includes assessing the learners' abilities, the relevant knowledge required, and the specific tasks they must do to achieve a specific objective. Gathering this information is quite straightforward. The teachers' responsibility is to carefully monitor the scenarios in which the learners need to operate, and thereafter assess the essential components of such situations. These insights can serve as an initial foundation for developing a syllabus.

Mere identification of necessities is insufficient, as the specific requirements of individual learners play a crucial role in achieving effective language instruction. It is crucial to ascertain the learners' existing knowledge and the information they require to successfully do the tasks. Therefore, the shortages refer to measuring the gap between the necessary level of skill in the desired circumstance and the current level of skill of the learners (Hutchinson and Waters, 1987, p. 56). To assess the learners' language proficiency, the teacher should conduct a current situation analysis (PSA) to identify any specific language abilities that are lacking. Typically, diagnostic tests are employed in this form of analysis.

The concept of target needs provided by Hutchinson and Waters (1987) emphasises the need to enable learners to develop their understanding of their needs. Within that particular framework, "wants" pertain to the learners' perception of their desires and requirements in terms of understanding and generating information.

The learners may possess a thorough understanding of their needs and deficiencies in the desired circumstances. However, it is possible that their perspectives may clash with those of the teachers. Hence, ESP practitioners must ascertain the learners' expectations regarding language training. Therefore, a learning situation analysis (LSA) is required in such a scenario. This technique enables the identification of the most effective language learning methods for learners, the available resources that can enhance their learning, and their chosen teaching styles.

2.5.2 Learning Needs

Hutchinson and Waters (1987) argue that it is impractical to develop a course design based only on the desired objectives, just as it is impractical to build an ESP course solely based on the starting point and the desired outcome. It is important to analyse the requirements, possibilities, and limitations of the learning situation's path. Learning needs refer to the requirements that must be met for learners to advance from their initial state of missing knowledge or skills to a desired state of possessing the necessary knowledge or skills. For instance, the learners' motivation in the area may be strong due to the friendly environment set by the teacher. However, their eagerness to engage in classroom activities may diminish entirely when they are presented with lengthy and uninteresting materials. Put simply, the learners' motivation in the specific context may not automatically carry over to the English for Specific Purposes (ESP) classroom. As stated by Donesch-Ježo (2011), experienced teachers can observe that motivation issues in the classroom occur when negative tension or boredom outweighs the feelings of joy and interest in the task at hand. This ultimately leads to dissatisfaction and, as a result, demotivation. It signifies that the process of learning should be both pleasurable and efficient.

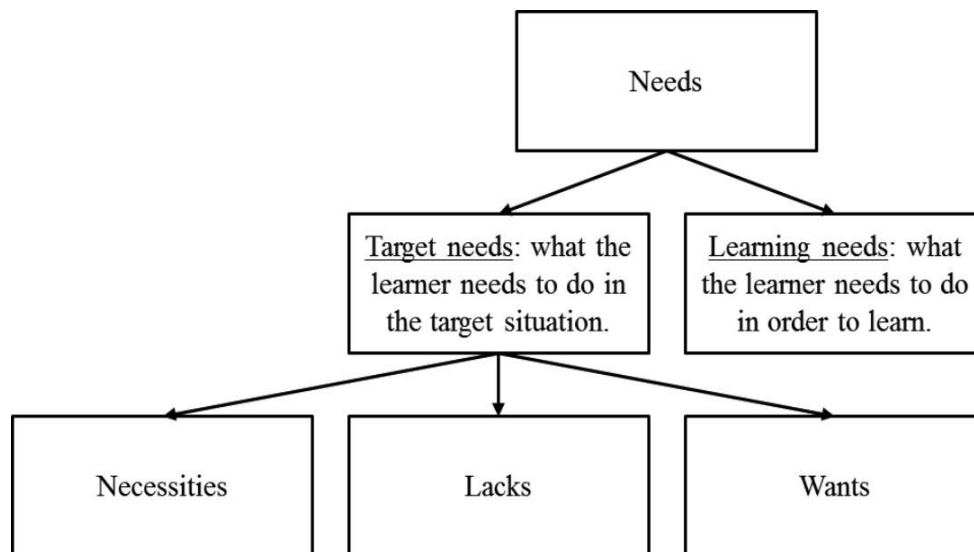


Figure 5 : Hutchinson & Waters' (1987) Classification of Needs Analysis

2.6 Elements of Needs Analysis

Researchers have claimed that an assessment of learners' language needs require a a Target Situation Analysis (TSA), present situation analysis (PSA) and a learning situation analysis (LSA).

2.6.1 Target Situation Analysis

Munby's model is often viewed as an approach to analyse the target situation (TSA). Specifically, this refers to a type of needs analysis that focuses on the needs of learners when language course objectives are met (Robinson, 1991). The target needs arise from this analysis. (Munby, 1978) introduces The Communication Needs Processor (CNP), a crucial component of the paradigm, which has eight variables that provide information on the learners' desired outcome. The variables consist of the following: purposive domain (classification of English for Specific Purposes), setting (time and location), interaction (between student-student and teacher-students), instrumentality (communication medium and channel), dialect (the dialects that learners need to understand and use), target level (linguistic proficiency level), communicative activity (tasks involving English communication), and communicative style (how communication should be carried out).

2.6.2 Present Situation Analysis

A present situation analysis (PSA) is focused on assessing the learners' existing knowledge at the very start of a language course, taking into account their strengths, deficiencies, and weaknesses. Put simply, it aims to determine the prerequisites of the learners as the course

begins. PSA is often administered via placement tests. Furthermore, it is important to consider the learners' background information. At this stage of analysis, it is crucial to collect data on the learners' social and educational background, age, and occupation. Additionally, it is important to assess the difference between their current proficiency and the desired proficiency level. Gathering information on their preferred learning and teaching styles, availability of time, aptitude for learning, and motivation to learn the language is also essential.

2.6.3 Learning Situation Analysis

Dudley-Evans and St John (1998) state that a learning situation analysis (LSA) provides information about the learners' subjective or felt requirements. It also pertains to the learners' process-oriented requirements, specifically their conception of language acquisition and the most effective strategies and procedures for learning a foreign language. To examine learning requirements, Hutchinson and Waters (1987, pp 62-63) provide an analysis framework. This framework largely comprises the following inquiries:

- What is the motivation behind the learners' enrollment in the course?
- How do the learners acquire knowledge and skills?
- What learning materials and tools are accessible to the learners?

The concept of analysing learning needs is valuable as it emphasises the entire learning process. Additionally, it allows ESP practitioners to assess the learning requirements of the students based on their current knowledge and abilities, as well as the learning environment. Continuously gathering and analysing data on the requirements provides a crucial source of knowledge that can be used as a foundation for developing a language course that caters to the specific demands of a particular set of learners.

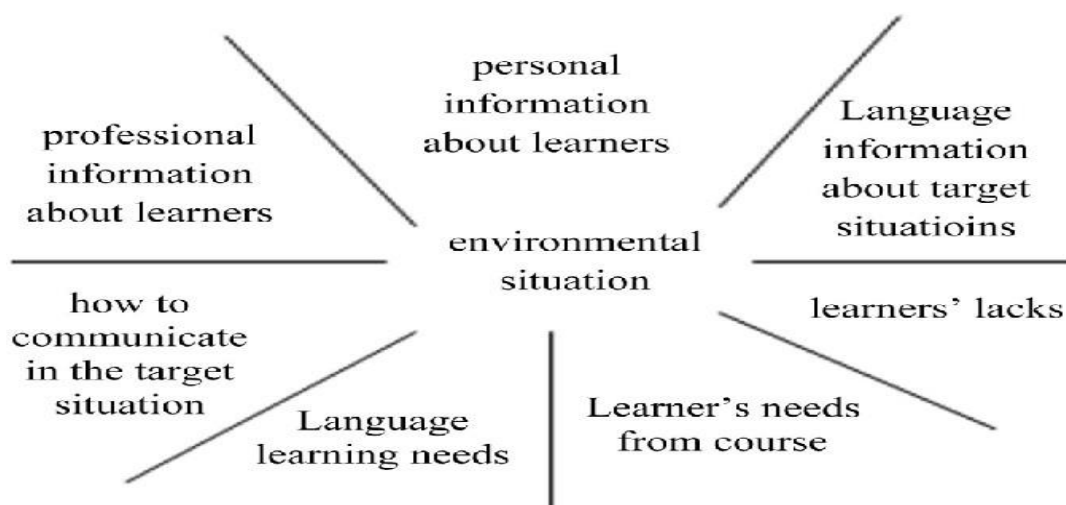


Figure 6. Model of the need analysis for the ESP course (Academia)

The aforementioned definitions suggest the presence of many types of needs that the ESP course teacher must consider while developing a course.

2.7 Teaching ESP

Choosing the suitable technique or methodologies is another essential aspect of the ESP teaching process. Extensive study has provided profound insights into the reality that no individual teaching methodology can be considered adequate. ESP practitioners must select from a variety of teaching methodologies to meet the unique and specific needs of ESP learners (Hutchinson, 1998; Rao, 2001; Widdowson, 1983; Stern, 1992; Javid, 2010).

The modern challenges in the field of ESP have compelled ESP practitioners to deviate from advocating the use of a single methodology and instead opt for a selection of techniques and activities from various language teaching approaches and methodologies. The prevalence of the eclectic approach in the world seemed necessary. This approach requires the teacher to determine the appropriate methodology or approach based on the objectives of the lesson and the characteristics of the learners in the group. Widdowson (1983, p. 130) proposed that an effective teaching methodology should be central to the educational process, with course design tailored to cater to the unique needs of the learners. John and Dudley-Evans (1991, p. 305), ESP courses are typically taught by both EGP language teachers and field specialists. An ESP course's success is built upon scientific studies of the distinct language and non-linguistic requirements of individual learners. These analyses determine the content and methodology of the course. To address these particular requirements, it is necessary to choose appropriate methodologies and approaches. Xiao-yun et al. (2007, p. 1) have stated that eclecticism in language education acknowledges that no single teaching approach can fully address all the needs of teaching and learning. However, there are other ways that offer useful insights which should be utilised. ESP practitioners now face another challenge which is about knowing how to utilise various language teaching methodologies and approaches in order to select the most suitable components through an eclectic approach. This is necessary because a single method or approach cannot cater to the diverse needs of learners and teaching contexts (Kumaravadivelu, 2006). According to John and Price-Machado (2003, p. 43), ESP learners need to use English in a specific socio-cultural environment that requires language teaching to be customised to the specific needs of identified student groups.

Hutchinson (1998) has highlighted the significance of taking into account the methodological components of teaching English for Specific Purposes (ESP) to meet the specific requirements of ESP learners. Five concepts, namely information transmission, information gap, jigsaw, task dependency, and evaluation, have been identified by Johnson (1982) to support the problem-solving and task-oriented nature of communicative exercises. Research has provided useful insights indicating that teaching ESP necessitates employing various approaches and assignments to cater to the unique needs of individual learners.

A historical overview of the teaching methodologies seems of paramount importance. The Direct Method was implemented following the end of the Second World War, but it was deemed inadequate. In the 1960s, the Situational Approach became popular but faced a similar outcome. Following the next decade, the Audio-lingual Method became widespread, but it was discovered that it did not successfully meet the demands of ESL learners. In the early 1980s, the Communicative Approach was introduced to address the specific language needs of English language teaching (ELT) learners in the fields of English for Specific Purposes (ESP) and English for Academic Purposes (EAP). However, it was not considered sufficient to cater to the needs of learners from different backgrounds and in various learning environments. The research yielded ample insights, revealing a universal pattern of trial and error that was replicated worldwide in order to identify the most effective English Language Teaching (ELT) technique that caters to the different needs of learners.

Studies have discussed thoroughly the adoption of the eclectic method as a solution to the arising challenges occurring in this rapidly changing world. The maturity of English Language Teaching (ELT) was said to rely on the use of a diverse combination of tasks, each specifically designed for a particular group of learners.

Xiao-yun et al. (2007, as cited in Fan, 1999) presented an extensive compilation of advocates of eclecticism within the field of English for Specific Purposes (ESP). The research revealed that an eclectic strategy should be adopted not just for linguistic demands but also for non-linguistic needs. This dynamic approach ensures that all aspects are adequately addressed. According to Javid (2011, p. 43), learners of English for Specific Purposes (ESP) have different language demands and learning methods due to their varied educational, socioeconomic, ethnic, and cultural backgrounds.

Roa (2001) stated that it is crucial for ESP practitioners to align their teaching methods with the learning styles of their students. Failure to do so can have a negative impact on their

teaching effectiveness. He proposed that the teachers employ a range of activities to cater to the varied learning styles of the students. Furthermore, ESP practitioners have been advised to consider the unique needs of their students and employ a variety of classroom activities and teaching strategies to promote successful and productive instruction.

(Canagarajah, 2002) argues that the local culture and learning environment should also be taken into account for effective learning. One of the main duties of teachers is to choose activities based on these aspects. Muriel (2006) states that language teachers must investigate various teaching strategies and approaches in order to adapt them based on the unique characteristics of the learners and the learning environments. Due to the distinct and unique personalities of learners, as well as the different learning environments they are in, it is necessary to select appropriate pedagogical techniques.

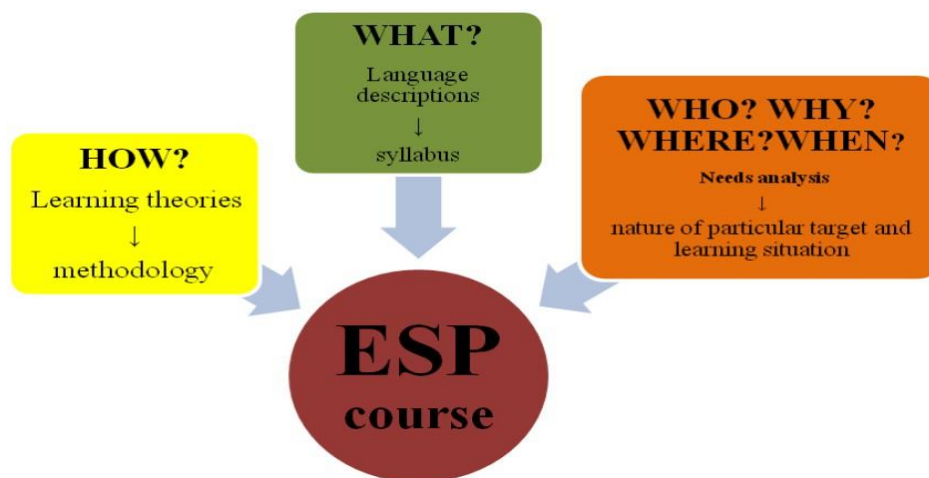


Figure 7: ESP Course Requirements (Academia)

ESP is regarded as a learner-centered approach. Linguists acknowledge that the role of an ESP teacher encompasses more than just teaching as it puts the student as the center of the educational experience. Dudley-Evans and St.John (1998) have a preference for using the term ESP Practitioner instead of ESP Teacher. The following major roles of an ESP practitioner are distinguished:

2.8 ESP Teachers' Roles:

- Educator
- Curriculum developer
- resource creator

- Collaborator
- Researcher
- Assessor

The first role as a 'teacher' is equivalent to that of a 'General English' instructor. The methodology adapts as the training gets more centred around learners needs. In ESP lessons, the teacher no longer holds the role of the primary source of information. The students themselves often possess the primary knowledge of the material. The primary responsibility of the teacher is to establish a form of genuine communication in the classroom, drawing upon the student's existing knowledge. In addition to being a teacher, the second function involves designing the course and providing the necessary materials for it. The provision of materials encompasses more than simply selecting and reproducing an appropriate set of materials for the class. The teacher's responsibility also includes modifying existing resources when they are not acceptable or creating their own materials. However, a significant point of debate in the realm of ESP revolves around the level of specificity that should be applied to those items. Hutchinson et al. (1987:165) advocate for educational resources that encompass a diverse array of subjects, asserting that the grammatical structures, functions, discourse structures and methods used in various academic domains are the same.

ESP students' learning objectives are not met by pre-made educational materials. Thus, one of the most crucial elements of teaching ESP is designing the course and pinpointing the necessary resources. According to Hull (2004, p. 1) an ESP practitioner is "a facilitator rather than a presenter of content,"

"The ESP teacher should survey what is available, select units from a number of course books adapting these if necessary, and write a number of extra units," according to Dudley-Evans (1997, p. 10). This is why the term "material provider" was adopted. Because "ESP teachers typically find themselves in a situation where they are expected to produce a course that exactly matches the needs of a group of learners, but are expected to do so with no, or very limited, preparation time," this work becomes somewhat more difficult (Jones, 1990, p. 91). The first duty of an ESP practitioner is to identify and analyze the current and desired outcome of the programme. Since "every ESP practitioner had similar experience showing that teachers' perception of relevance do not necessarily match those of their students," It has been suggested that ESP practitioners should understand "the ESP ecosystem" in its integrity rather than just the needs and aspirations of the students.

In order to cater to the specific requirements of the learners and implement the appropriate methodology and activities of the target discipline, the ESP Practitioner must initially collaborate closely with experts in the subject. This partnership, however, can continue beyond the development stage and encompass lesson planning as well, as suggested by Johns et al. (1988). When team cooperation is not feasible, the ESP Practitioner must engage in closer collaboration with the students, who typically possess a greater familiarity with the specialised content of the materials than the teacher themselves. An ESP teacher should possess research skills in order to meet the specific requirements of their students. Prior to anything else, one should conduct thorough research on their objectives and what they truly aspire to accomplish. Research is essential for designing a course, developing teaching materials, and identifying the specific interests of ESP students. Consequently, numerous ESP practitioners are compelled to create unique materials. The role of the ESP practitioner as a 'researcher' is crucial in this context, as it directly contributes to the development of suitable teaching materials. The role of 'evaluator' is crucial in ESP, but it is not a new function because assessment and evaluation are also included in general English classes. However, in ESP, this role holds particular significance.

All practitioners should engage in several forms of assessment, with the most widely used method being student testing. Tests are administered to assess the student's progress and the quality of teaching. However, in ESP classes, it is necessary to conduct an extra form of assessment, specifically the evaluation of course content and teaching materials. Since ESP courses are frequently tailored to specific needs, it is essential to evaluate their effectiveness. A team of methodology professionals thoroughly study and enhance general English courses. However, ESP courses are distinct since it is impossible to design a single ESP course that would meet the needs of all ESP students.

2.9 Professional development of the ESP teacher

Effective training of teachers is crucial for ESP courses as it ensures that they possess the necessary expertise to cater to the specific demands of their students. Hence, the staff or teachers must adhere to specific grading scales concerning their conduct. It also implies that only teachers who believe they have the ability and willingness to teach these courses can specialise in them. Therefore, the initial step involves the selection process.

2.9.1 Pursuing ongoing self-education.

Teachers should possess a high level of education and knowledge. The trainee's education can be enhanced in different ways. One option is to improve it simultaneously with their

professional training. Another option is to improve it consecutively, where the first two or three years of study focus solely on academic subjects without any teacher training elements, followed by the fourth year which includes the methodology of foreign language teaching or a one-year post-graduate course in teacher training. Alternatively, in many countries, trainees can improve their personal education through in-service courses.

2.9.2 Comprehensive professional training as a practitioner.

This factor encompasses the essential knowledge that all teachers must possess, regardless of the subject they teach. Therefore, trainees need to grasp the significance of educational psychology, social psychology, and the principles of educational thought. These elements enable trainees to comprehend the essence of education, establish the structure of educational systems, effectively handle students' diverse abilities, and appreciate the importance of curriculum and teaching materials.

2.9.3 Specialised instruction in teaching a foreign or second language.

This factor is crucial because specialised training of teachers enables them to comprehend the demands of students more effectively. This is particularly significant for ESP classes, as teachers can provide students with the proper knowledge based on their specific requirements, which would be highly beneficial to them.

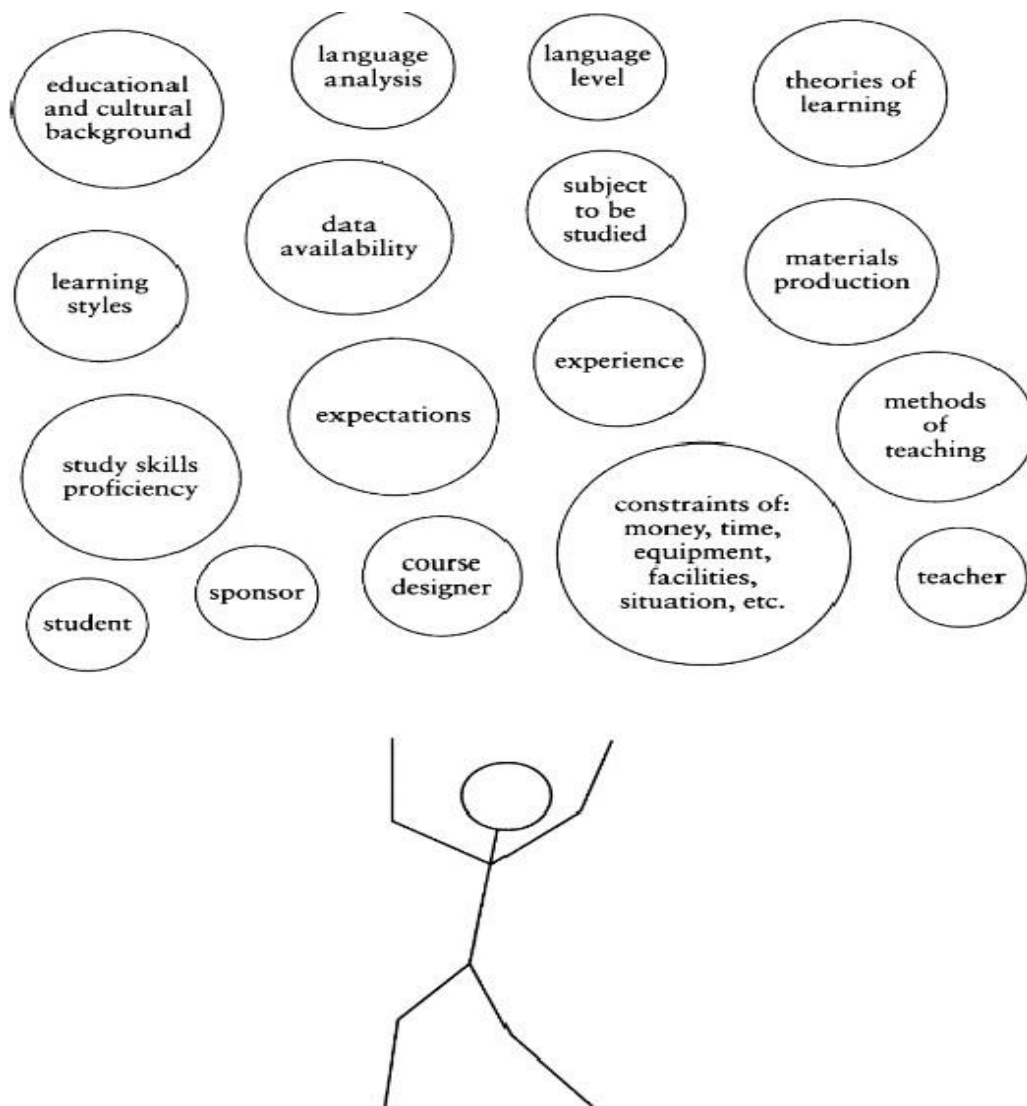


Figure 8. The Teachers' roles in an ESP Environment

2.10 Learning ESP

According to Adams-Smith (1989, p. 65), an ESP course aims to develop a "good ESP learner" who is not necessarily the highest achiever in an English class, but rather someone who performs well in other subjects taught in English. The primary emphasis of ESP should be on addressing the individual learning needs of the learners, with the requirements set by institutions not being the sole determining factor in the development of ESP programs (Robinson, 1980). Hutchinson and Waters (1987) and Dudley-Evans and St. John (1998) have said that the flexible nature of ESP makes it ideal for "all age groups" and "arguably all target situations" due to its capacity to adapt to the specific demands of learners and settings.

Sifakis (2003, p. 6 c.f. Kerr, 1977) has defined an ESP learner as "an individual who is knowledgeable in their specific area of expertise and can effectively carry out their responsibilities in their native language." As to his statement, ESP learners refer to persons who possess a solid educational foundation yet have deficiencies in the English language. Dudley-Evans and St. John (1998) have also indicated that ESP courses are typically intended for adult learners at the "tertiary level" or for professional settings. In contrast to some authors who view adulthood as a prerequisite for an ESP learner, Sifakis (2003, p. 2) has determined that "all ESP learners, including non-adults, exhibit characteristics associated with adulthood." So, these courses can also be tailored for secondary school level learners just like teaching English in the Branch of Economics and Management in the context of Algerian classrooms.

2.11 ESP Learning Autonomy and Motivation

Abbot (1981) coined the term "Teaching of English for No Obvious Reasons (TENOR)" to describe the phenomenon of learning without explicit learning objectives. The lack of clearly-defined learning needs has resulted in low motivation among these TENOR learners. The adults have been categorised as "primarily workers and secondarily learners" (Sifakis, 2003, p. 3). According to Robinson (1991), adults are described as learners who have a specific purpose in mind and are not motivated to study English for social or cultural reasons. Instead, they typically have a practical objective of learning English to meet their specific vocational or academic requirements. Hull (2004, p. 1) states that the foundation of adult teaching is in the belief that the adult learner is self-directed and autonomous. The clearly defined, goal-oriented behaviour of ESP learners enhances interest and motivation. Therefore, their motivation stems from pragmatic necessities, such as professional or academic. The distinction between TENOR learners and ESP learners is characterised by distinct learning goals, self-directed learning, and a high level of motivation for the adults category (Dudley-Evans & St. John, 1998).

According to Harvey (1989, p. 28), motivation may be categorised into two types: intrinsic and extrinsic. In the discussion, he explains that internal and external needs are broad motives that make specific goals appealing and significant to individuals. Motivation, on the other hand, is the driving force behind engaging in learning activities. Al-asmari and Javid (2011) conducted a study on preparatory year Saudi students to examine their intrinsic and extrinsic motivation. The results indicated that motivation is a complex and multi-dimensional concept. To ensure sustained and long-lasting motivation for English learning, teachers should utilise both extrinsic and preferred intrinsic factors. The explicit and unambiguous guidance, which is pragmatic and functional for English for Specific Purposes (ESP) learners, assists them

in concentrating on their endeavours to effectively accomplish their targeted goals (Harvey, 1989 cf. Crombach, 1963, p. 28). However, there are two primary issues that can negatively impact the motivation of ESP learners. The first aspect is the inherent resentment that learners may feel against the language due to the significant amount of time it requires to finish a programme of study coupled with constraints related to time management vis-a-vis their professional endeavours.

(Adams-Smith, 1989, p. 73) states that an ESP student is typically someone who has moved past the stage of relying solely on a teacher and has reached a level of maturity where they can independently assess information and make decisions about different learning methods. According to Robinson (1991), teaching ESP to adults requires more than just traditional classroom education. It should also include various methods such as self-access study, project work, and cooperative learning. Research indicates that active involvement of ESP learners in the selection of subject materials, curriculum development, and teaching methods is crucial to ensure high levels of commitment and enthusiasm among programme participants. According to Adams-Smith (1989), it is advisable to maintain flexibility in the material of ESP courses in order to accommodate the recommendations of learners.

Conclusion

To summarize, this chapter has examined the historical development, classifications, needs analysis, and instructional methods in English for Specific Purposes (ESP). It has emphasized the development of ESP, the significance of needs analysis in creating customized courses, and the fundamental principles for successful teaching and learning. This establishes the foundation for subsequent investigation and use of ESP methodologies in the forthcoming chapters.

CHAPTER THREE: APPROACHES TO ESP COURSE DESIGN

Introduction

The Purpose of this chapter is to have a detailed overview of ESP course design in its broader view. This is featured by elements related to defining it as a process necessary for ESP teaching. The first section delves into the underlying principles of such specific course design along with the scope, materials development and the role it has and relevance of course design in the ESP mission. The second section is though focused on pertaining cross-cultural elements taken into account while designing functional and multileveled ESP courses. The third section, the last, addresses the utility of in-service teacher training in maintaining the ongoing roles practitioners are entitled to and the ways of attachment with assessment. Besides, technological advancements can have a clear effect on ESP course design given the myriad of challenges encountered throughout the process.

3. ESP Course Design

3.1 Defining Course Design

Muthmainnah et al (2015) define course design as the process involving the interpretation of raw data about a learning requirement, to create a cohesive sequence of teaching and learning experiences. The ultimate goal of this process is to guide learners towards a specific level of knowledge. Practically, this involves utilizing both theoretical and empirical knowledge to create a syllabus, choose, modify, or create content that aligns with the syllabus, devise a teaching methodology for those materials, and establish evaluation procedures to assess progress towards the specified objectives.

Referring to McGee and Reis (2012), the importance of good course design cannot be overstated, as it plays a crucial role in promoting effective teaching and facilitating active learning.

According to Munby (1978), the syllabus and materials for ESP courses are developed based on the specific needs of the learners. Munby describes ESP courses as those in which the syllabus and materials are determined via a thorough investigation of the learner's communication requirements. This emphasizes the significance of identifying the needs of learners, which serves as the foundation for every English for Specific Purposes (ESP) course. The ESP course encompasses not just the learners' subject area, but also explores the lexical, semantic, and structural components of the language features specific to that particular field.

The purpose of ESP courses is to equip learners with the necessary skills and terminology required in their respective fields, enabling them to effectively communicate in the intended context.

The statement "ESP courses are narrower in focus than ELT courses" made by Basturkmen (2010) attests to this fact. In order to accomplish these objectives, it is necessary to examine certain criteria. These comprise the identification and analysis of needs, the creation of a syllabus that encompasses the learning objectives, the methodology employed for teaching, the selection and production of instructional materials, and the process of assessment.

Initially introduced in the 1960s, ESP was linked to a certain form of learning that pertains to academic environments. Contemporary definitions link it to the linguistic requirements of learners in genuine contexts as academic or professional settings. Hutchinson and Waters (1987) define ESP as a language teaching strategy that bases all decisions about content and procedure on the learner's motivation for learning. The authors made a distinction among three distinct types of English for Specific Purposes (ESP): English for Science and Technology, English for Business and Economics, and English for Social Science.

Cummins (2008) provided a clear distinction between EOP and EAP, stating that the primary objective of EOP is to attain academic excellence, while the primary objective of EAP is to cultivate interpersonal skills, specifically contact with individuals. The differentiation between these two categories has led to the formation of various forms of English and, consequently, unique modalities of instruction.

According to Elmechta (2022), it has been established that language learners exhibit varying levels of skills, methods, needs, and motivation when they enter the language class. The concept of developing a tailored language course that aligns with the unique requirements of learners emerged, leading to a transition in language instruction towards a learner-centred approach.

The field of English for Specific Purposes (ESP) has emerged as a prominent facet of English language instruction, with a primary emphasis on customizing courses to cater to the unique requirements of individual learners. Hutchinson and Waters (1987) emphasize that the design of ESP courses is centred on comprehending the motivations behind learners' learning of English. This procedure entails the ongoing collection of data to develop assignments and activities that align with the objectives of learners. Richards (2001) emphasizes the importance of giving priority to the expectations and needs of English for Specific Purposes (ESP) learners. ESP is a pedagogical approach that is centered on the alignment of material and procedures

with learners' motivations for learning, as elucidated by Hutchinson and Waters (1987). As a result, English for Specific Purposes (ESP) courses are designed to cater to the unique motivations of learners in their pursuit of studying English, to provide them with the essential language abilities required for their academic or professional endeavours.

Benabdi (2022) reports that scholars such as Basturkmen (2006), Hutchinson and Waters (1991), and Harmer (2001) have addressed the issue of coursebook design on a global scale. Scholars such as Farouk Benabdi (2022), Nassira Boudersa (2018), Amel Afia, Naouel Abdellatif (2020), and Tarek Assassi (2021) have contributed to the national understanding of this concept.

3.2 Framework and Principles

ESP teachers and researchers attach great importance to course design, deeming it a key matter. This field of study explores the approaches and procedures utilized by English for Specific Purposes (ESP) teachers in designing courses specifically designed for ESP students. According to Hutchinson and Waters (1987), there are three significant interconnected aspects that have an impact on the design of ESP courses: language description, learning theories, and requirements analysis.

Bouabdallah (2015) states that ESP course design is guided by the analysis of the specific demands of a particular learner group. When developing an ESP course, it is important to take into account factors such as grammatical proficiency, learning of target skills, and terminology. In order to prevent demotivation, it is compulsory for the course implementation process to establish explicit aims, objectives, and assessment methodologies. Nunan (1998) argues that these principles should be practical and suitable for a particular set of learners.

Similarly, Hutchinson and Waters (1987) highlighted the importance of ESP teachers giving priority to the development of appropriate courses tailored to various learner groups. The proliferation of the ESP movement is indicative of the swift advancement of the worldwide economy. ESP developers face a considerable problem in integrating the variables of economic development, learner diversity, and proper course design due to the enormous research required.

Comprehending course design is closely connected to current research that investigates teachers' viewpoints on instruction, curricula, and the learning and growth process in their roles as teachers. Research constantly demonstrates varying perceptions among college teachers regarding teaching approaches and curriculum design. of the last ten years, the significance of course design has greatly increased and has been a central focus of faculty-development centers, as emphasized by Beach, Sorcinelli, Austin, and Rivard (2016). Fraser and Bosanquet (2006)

conducted a qualitative study with Australian faculty members, revealing a range of meanings of the term "curriculum". These interpretations varied from the specific content of individual courses or programs to a more fluid and collaborative concept that is shaped by both staff and students. Moreover, a study conducted by Boelryk and Amundsen (2016) highlights the importance of social factors in the academic setting, particularly the relationships between faculty members, students, and institutional objectives. In a study conducted by Töytäri et al. (2016), four interrelated forms of learning experiences were recognized by teachers: individual learning, collegial learning, team learning, and innovative partnership learning.



Figure 9. Factors Affecting ESP Course Design (Hutchinson & Waters 1987:22)

3.3 Steps and Principles to ESP Course Design

Graves (2008) defines language curriculum as the process of strategically designing, executing, and assessing the content to be taught or learnt. On the same premise, each course is customized to cater to the individual requirements of its students, with objectives established accordingly. The essence of course design resides in the selection of suitable instructional resources that address these requirements. This can be accomplished by choosing genuine materials that are in line with the intended goals. Potential sources of information may encompass case reports, scholarly publications, video recordings of authentic conversations, and simulations that replicate real-world scenarios. This method aligns with the recommendations put out by Dudley Evans and St. John (1998), which advocate for the incorporation of authentic tasks, such as real-life project-based assignments that are pertinent to learners' respective fields of study, to equip them with the necessary skills and knowledge for practical applications in their respective professions.

Robinson (1980) argues that when establishing customized programs, it is crucial to take into account the pupils' proficiency in the English language. Certain students are novices, while others possess an intermediate proficiency in English, and still others have a high degree of English proficiency and actively seek to enhance their knowledge. Therefore, it is crucial to initiate the process of developing a suitable program by conducting a comprehensive needs analysis. This analysis has the potential to yield two significant findings: the first pertains to the present state of knowledge, motivation, and prior learning approaches, while the second pertains to the goals of students. Hence, this information will greatly assist the instructor in effectively carrying out their responsibilities.

Graves (1996) proposes that a systematic course design comprises six interconnected steps. The initial step involves the execution of a requirements assessment, which is subsequently followed by the process of needs analysis, often referred to as needs analysis. Subsequently, ascertaining the aims and targets of the course. Furthermore, formulating the material. Furthermore, the process of choosing and creating materials and activities. Furthermore, the process of arranging the content and activities. Finally, the process of evaluation.

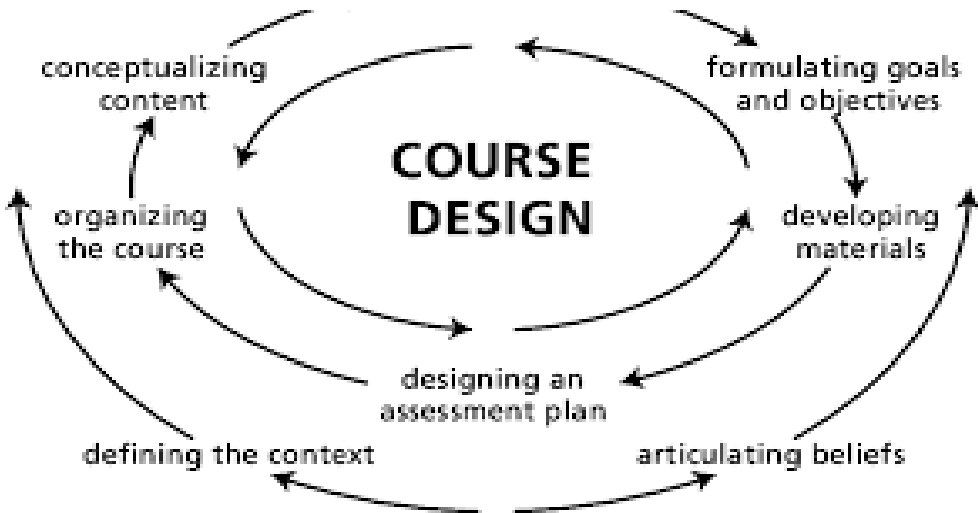


Figure 10. Graves' Model of Syllabus Design (2000)

Considering fundamental principles, Reilly (1988, as cited in Xeno dohidis, 2006) provides practical recommendations for designing courses. Initially, practitioners should establish a precise and realistic delineation of the desired competencies that students should possess as a direct outcome of the instructional process. Next, assess the courses based on their significance

and understanding in relation to the intended results. Next, it is important to assess the existing resources and align them with the course. Ultimately, the process involves converting decisions into tangible instructional units. During this phase, it is indispensable to ascertain the language function and language expression that are pertinent to the particular domain.

3.4 Approaches to ESP Course Design

To introduce the discussion, Hutchinson and Waters (1987: 65) assert that course design involves the interpretation of raw data pertaining to a learning requirement, with the objective of creating a cohesive sequence of teaching and learning experiences. The ultimate goal of this process is to guide learners towards a specific level of knowledge. This process involves utilizing both theoretical and empirical knowledge to create a syllabus, devise a teaching approach for delivering the materials, and design evaluation protocols to assess progress towards the predetermined objectives. It is possible to identify three primary approaches to course design: language-centered, skills-centered, and learning-centered.

They also account for course design as following:

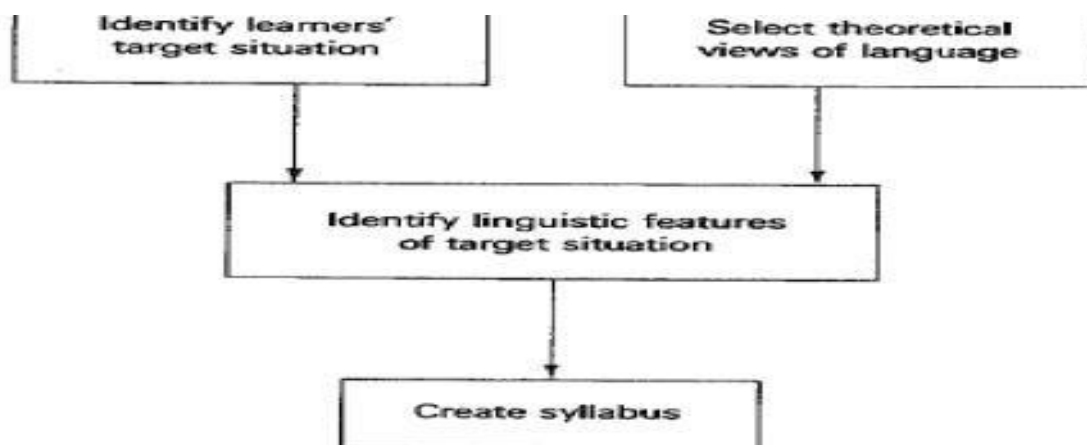


Figure 11 . Approaches to Course Design. (Hutchinson and Waters, 1984:110)

3.4.1 Language Centered Course Design

According to Muthmainnah e al (2015), the language-centered approach is the most basic form of the course design process and is likely the one that English teachers are most acquainted with. It is very widespread in ESP.

The primary objective of the language-centered course design approach is to establish a strong correspondence between the examination of the target circumstance and the substance of the English for Specific Purposes (ESP) course. The process unfolds in the following manner:

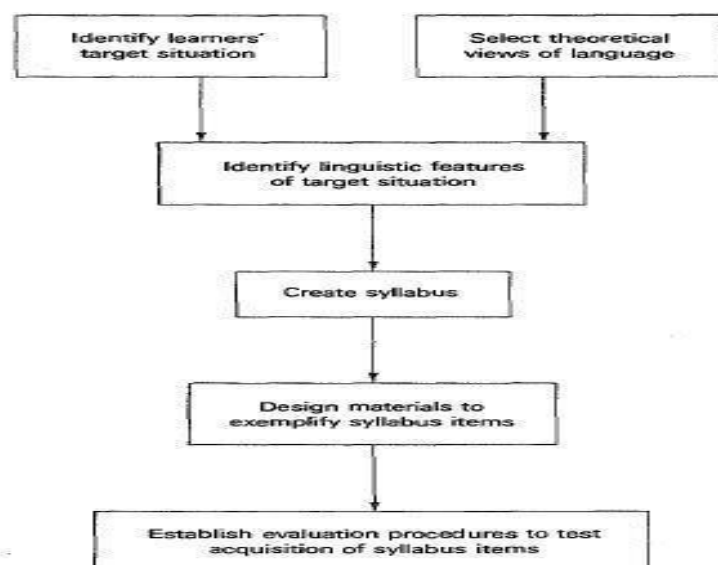


Figure 12. Language-Centered Approach to Course Design (Hutchinson and Waters 1987, p. xx)

Furthermore, they pinpoint that the objective of this technique is to immerse English for Specific Purposes (ESP) learners in authentic contexts, taking into consideration their individual needs, deficiencies, and desires. The emphasis is placed on establishing connections between the material and content of the ESP course, as well as analyzing the target environment.

To note, this technique appears to be highly rational. The process begins with the learner and progresses through multiple stages of analysis leading to the development of a syllabus. However, there are certain drawbacks associated with this method of designing ESP courses. It originates from the learners and their requirements, making it potentially a learner-centred method. However, it is not truly learner-centered in any significant manner. In the context of the learner-restricted curriculum, it is imperative to take into account the learner throughout all stages of the needs analysis process. However, this strategy fails to consider the educational requirements of the students. Hence, the approach can be characterized as learner-restricted rather than learner-centered. Critics argue that the learner-centred process is rigid and unyielding, failing to consider the inherent tensions and inconsistencies that arise in any human undertaking. To effectively address unforeseen or emerging impacts, every procedure must have elements such as flexibility, feedback mechanisms, and mistake tolerance. One of the appealing characteristics of this approach is its seeming methodical nature. Regrettably, the function of systematization in the process of learning is not straightforward. Undoubtedly, a substantial body of data supports the notion that the act of systematizing knowledge is of paramount importance in the acquisition of knowledge. This process involves the integration

of various pieces of knowledge to construct a coherent and predictive framework. However, it is crucial to emphasize that the system in question should be internally generated rather than externally imposed. The language-centred paradigm fails to recognize the influence of various components that are essential in the development of any course. One of the fundamental tenets of effective pedagogical materials is their inherent appeal. An examination of linguistic elements does not provide insight into the level of interest in a text or an activity. Therefore, in the event that materials are grounded in the language-centred model, it is possible that additional elements are being employed that are not recognized inside the model. Regrettably, it is frequently observed that these learning factors are not deemed significant. During a course on materials writing, a teacher made a remark stating that the level of boredom is inconsequential. It is ESP. The study of target situation data from a language-centred perspective is limited to a superficial level. The provided information offers limited insight into the underlying competency that underlies the performance.

3.4.2 Skills Centered Course Design

According to Muthmainnah et al (2015), The skills-centred approach is based on two core ideas, one situated in theory and the other grounded in practicality. Primarily, the fundamental theoretical proposition posits that language behaviour is underpinned by specific abilities and strategies employed by learners to generate or perceive spoken communication. The objective of this technique is to get beyond superficial performance metrics and examine the underlying competency that drives the performance. Furthermore, the practical foundation for the skills-centered approach is derived from a differentiation noted by Widdowson (1981) between courses that focus on achieving specific goals and courses that focus on the process of achieving those goals.

The skills-centered approach to English for Specific Purposes (ESP) has been extensively implemented in several nations, with a special focus on Latin America. University and college students have a restricted yet crucial requirement to study topic literature in English due to their unavailability in their native language.

The skills-centered approach diverges notably from the language-centered technique due to its heightened focus on the learner's perspective. According to this approach, language is seen to be a product of the cognitive processes of the learner, rather than existing as an autonomous entity. Furthermore, the methodology seeks to capitalize on the learner's existing

competencies rather than just focusing on areas of deficiency. In the end, it sets its goals with flexibility, allowing learners to make tangible progress.

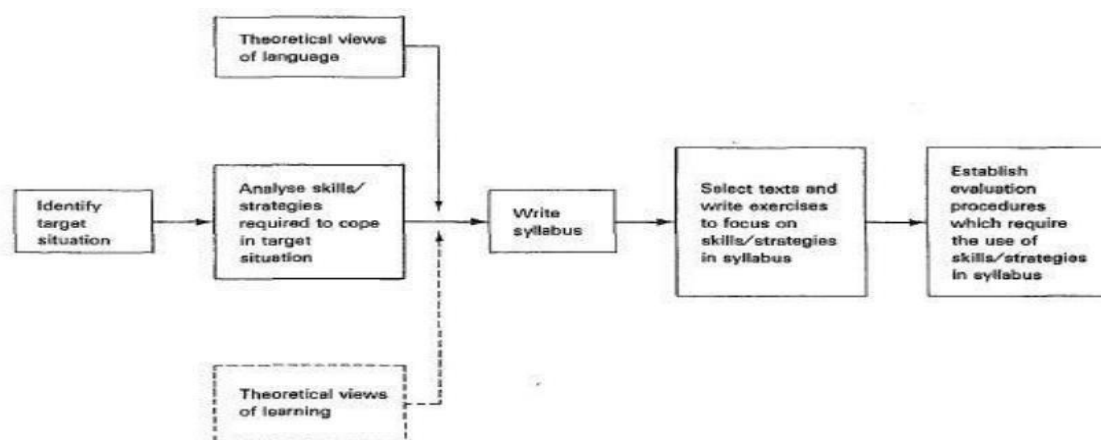


Figure 13: Skills-centered approach to course design (Hutchinson and Waters 1987, p. 71)

According to Basturkmen (2010), the skills-centered course design approach differs from the first approach in that it focuses on the competence that enhances performance rather than relying on superficial statistics.

3.4.3 Learner-Centered Course Design

The learner-centered course design, as proposed by Hutchinson and Waters (1987), places emphasis on learners and their motivation to utilize the language. The course designer adopts a comprehensive approach that involves engaging learners at all stages of the course development process. This includes understanding the learning situation, creating the syllabus, and ultimately delivering the information and assessing their progress.

Bouderba and Yahiaoui (2020) highlight the notion that while we have the ability to influence our teaching, it is ultimately the students who have the authority to determine their own comprehension. The process of learning is commonly perceived as a stage during which pupils employ their prior knowledge or skills to comprehend and assimilate new information. Hence, the process of learning is an internal ecological phenomenon that is contingent upon the level of awareness and excitement exhibited by the students. It is challenging to adopt this perspective on learning when we consider the learner's perception of learning in relation to the final outcome. Nevertheless, it is crucial to consider and acknowledge the context in which learning occurs. Learning is not solely a cognitive process; it is a process of negotiation between

individuals and society. The organization establishes the objective (in the case of ESP, the target performance) and individuals are required to exert maximum effort to achieve this objective, or alternatively, decline it. The pupils will inevitably determine their own path towards the objective during their journey, although this does not diminish the significance of the objective. The purpose continues to exert a significant influence on prospective paths. The learning process encompasses factors beyond the learner. This is the reason why we are against adopting a learner-centred strategy in favour of a learning-centred approach, which emphasizes the prioritization of learning.

To compare the aforementioned approaches to course design, here is a diagram proposed by Hutchinson and Waters (1987):

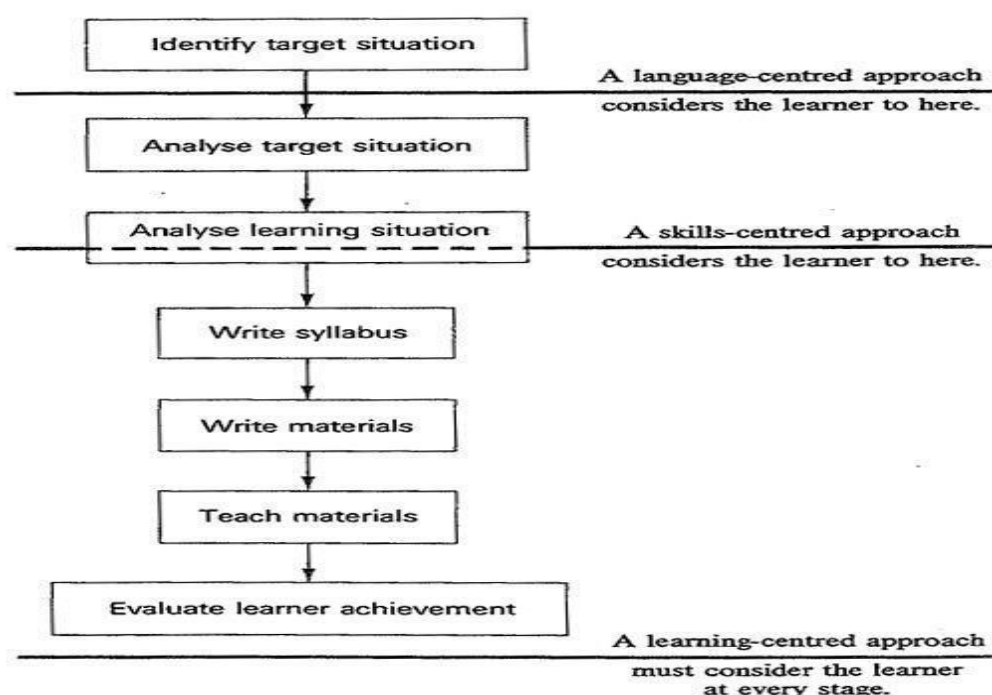


Figure 14. Comparison of Approaches to Course Design (Hutchinson and Waters, 1987: 73)

In summary, three primary approaches to course design have been examined. There are four more comprehensive accounts as approaches; these are to be analyzed right below.

3.4.4 Genre-based Approach

Genre is likely one of the biggest effects on ESP in the last few years, according to Woodrow (2018). Genre analysis is a method that centers on the identification of various types

of text within a specific field, as well as the identification of shared textual characteristics. For instance, it involves the identification and study of a diverse set of texts that are necessary for effective communication among a group of middle managers inside a corporation. The methodology would entail the acquisition of samples from the designated texts and thereafter conducting a comparative analysis of these samples according to predetermined criteria.

Moreover, Genres can be comprehended fundamentally as distinct categories of written material, such as an academic journal article. The construction of these genres is contingent upon the community in which they are situated and is susceptible to alterations. The standards for published research have undergone changes over time, resulting in significant variations between journal papers and similar publications from three decades ago. One notable shift is the increasing prevalence of writers who employ English as a supplementary language, as opposed to the prevailing dominance of native English writers. The collection of authentic oral data samples can prove to be advantageous for course planners. The collection of authentic oral data samples can prove to be advantageous for course planners. The course developer gathers representative instances of standard interactions within the designated context and subsequently transcribes them. These samples have the potential to unveil patterns of communication that may not be readily evident.

Notably, an ESP perspective on genre is valuable and informs many current teaching materials. The utilization of genre-based methodologies in the design of ESP courses provides a structured framework for comprehending and instructing language within distinct and specialized settings. This approach enhances learners' linguistic and rhetorical skills required for effective communication in their professional or academic domains by emphasizing the communicative purposes and conventions of genres that are specific to a particular field or discipline, such as academic writing in science or business correspondence. The utilization of genre analysis enables teachers to recognize the repetitive patterns of language usage, textual attributes, and communicative approaches that are distinctive to various genres. This knowledge empowers teachers to create tasks and materials that accurately mirror the genuine communicative requirements that learners will face. Furthermore, through engaging learners in genuine genre-based tasks, such as examining and creating texts that are pertinent to their area of study, this method promotes an understanding of many genres and the ability to effectively communicate within their desired communities. Genre-based approaches offer a teaching framework that improves language.

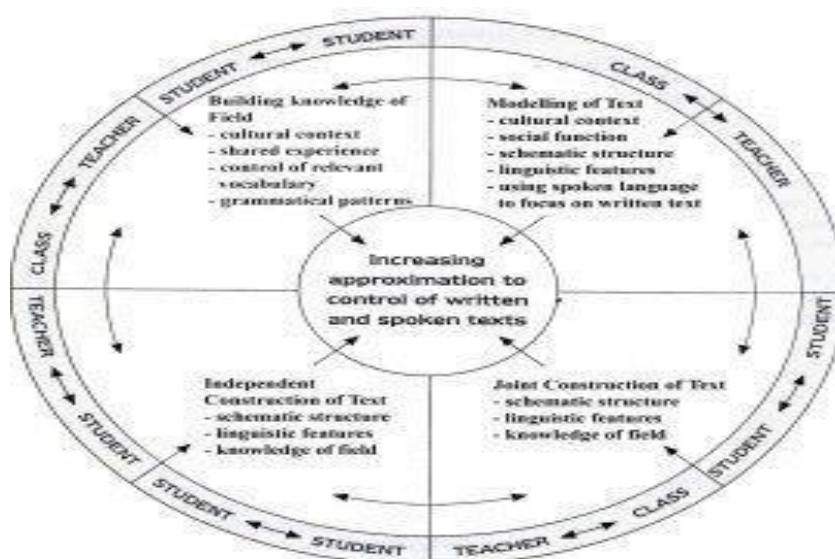


Figure 15. Model of Genre-Based Approach to Course Design

3.4.5 Corpora-based Approach

A corpus is a compilation of electronic language text pieces that have been carefully chosen based on specific criteria to accurately represent a language or language variety. Its purpose is to serve as a data source for linguistic study, Sinclair(2004). According to Woodrow (2018), the utilization of corpora in the design and research of ESP courses has been increasingly popular in recent years. The facilitation of analysis has been made possible by the creation of concordance software that is user-friendly, allowing ESP practitioners, course designers, and students to engage in the process.

Although a corpus does not have to be exclusively electronic, the majority of applications in ESP rely on computer storage and data analysis. The distinction between corpus-based and corpus-driven studies is made by Nesi (2013). Corpus-based studies mostly are centered around confirmatory analysis, which involves the provision of evidence to support a certain perspective on language through rigorous research. In contrast, corpus-driven research is characterized by its exploratory nature, aiming to uncover novel insights about language. Both methodologies for corpus analysis can be valuable in the field of ESP.

Corpora can be purposefully constructed and developed for ESP courses or for research purposes. In such instances, the corpus will be limited in size, although it may possess far

greater utility compared to the extensive corpora sponsored by institutions. Bowker and Pearson (2002) offer instructions on the process of designing and constructing a corpus of this nature. In the context of our research, an illustrative instance of a business-English corpus can be found in Mike Nelson's work, which is derived from his doctoral dissertation. In order to discover keywords and frequency lists of spoken and written business English, the individual conducted an analysis utilizing the Wordsmith concordance software. Nelson (2000) conducted a comparison between his corpus and the BNC, highlighting significant disparities in usage.

The role of corpora in the design of an ESP course needs careful consideration. The development of an ESP course using a Corpora-based Approach entails the methodical examination and application of language data derived from specialist corpora to guide language training. This technique offers useful insights into the language traits, lexicon, and discourse patterns that are characteristic of specific professional or academic areas by collecting and analyzing actual texts from the target discourse community. The utilization of corpora-based analysis enables teachers to ascertain the language structures and vocabulary items that are most commonly employed and pertinent in genuine communication within the desired domain. This facilitates the prioritization and customization of language training to cater to the unique requirements of learners. In addition, by examining concordance lines and frequency lists, learners are exposed to authentic language usage and enhance their capacity to see and comprehend the contextual functioning of language.

Furthermore, the incorporation of corpora-based activities, such as exercises based on concordance or projects driven by corpora, facilitates learner autonomy and encourages the cultivation of language learning strategies that are informed by data. The Corpora-based Approach provides a pedagogical framework that delivers benefits in terms of language competency and the development of learners' capacity to effectively and accurately utilize language in their professional or academic contexts.

3.4.6 Discourse Analysis Approach

Based on Drid (2010), the term "Discourse" is characterized as a formal or written expression about a specific topic, as defined by the Longman Dictionary of Contemporary English (2001, p. 388). The concept incorporates both oral and written forms in a broad sense, however, it may occasionally be restricted to verbal communication that is characterized as "a substantive exchange between individuals." Utilizing the word as a verb also signifies this

limitation. Discourse is primarily characterized by its overall coherence rather than its suprasentential nature. Discourse can be defined as a cohesive and significant entity that effectively conveys a complete message (Nunan, 1993). Schiffrin (2006) claims that The essence of this whole cannot be understood by studying its component pieces, as there exist organized relationships among them that give rise to something novel.

Discourse analysis is the examination of language usage, with a specific emphasis on bigger linguistic units. According to Schiffrin (1994), discourse is considered a more advanced level in the hierarchy, which includes morphemes, clauses, and sentences. The examination of speech inherently involves the examination of language as it is employed. Consequently, it is not possible to limit it solely to the depiction of language structures without considering the specific objectives or functions that these structures are intended to fulfil in human matters.

Woodrow (2018) confirms that analyzing and elaborating on authentic discourse analysis to guide ESP courses is now seen as a crucial element of ESP course development in comparison to previous times. When applied to the design of ESP courses, discourse analysis provides a sophisticated viewpoint on language use in particular settings. Discourse analysis helps teachers to customize language teaching to the unique requirements and communicative objectives of students by looking at how language is used in various domains or disciplines. By examining real texts, conversations, and genres in the target discourse community, teachers can pinpoint the language traits, rhetorical devices, and social norms that are critical for clear communication in the specialized field. This method not only helps students become more fluent in a language but also develops the genre awareness and communication skills they need to succeed in the classroom and in the workplace. Discourse analysis also makes it possible to include real-world materials and tasks that are pertinent to learners' professional settings, which raises the ESP curriculum's relevance and authenticity. Therefore, teachers can build more focused and efficient language learning experiences that are suited to the particular requirements and situations of ESP learners by basing course design on the ideas of discourse analysis.

In the opinion of Woodrow (2018), Discourse analysis, similar to genre, has exerted a substantial impact on ESP knowledge and the design of courses. Discourse analysis offers profound insights into the requirements of specific communicative contexts in the field of ESP. ESP courses can be highly specific by examining genuine texts and interactions in the desired communicative context and incorporating them into the course components. The field of discourse analysis has made significant advancements, thanks to technological advancements that enable the gathering and examination of vast quantities of data. This chapter examines the

impact of discourse analysis on ESP. The analysis of discourse is examined through the perspectives of the course designer, practitioner, and the students.

3.4.7 Multileveled Course Design

Britel and Sebane (2023) assert that the multileveled approach to course design combines all the features of the preceding ones. This is subject to the teacher's systematic choices. Doing so, Scholars in the field have endeavoured to identify a methodology that reduces teacher instruction and enhances learner learning. They demonstrate that the existing issues in the field of ESP stem from inadequate teaching practices that do not fully align with the course objectives. The proposed strategy involves the merging of language-centered learning, skills-centered learning, and a learning-centered approach, as previously described. It is founded on the conviction that by taking into account and integrating various approaches during the process of lesson preparation and syllabus building. On the contrary, students would not encounter challenges in optimizing their requirements and goals in relation to their future pursuits, whether in academia or the workforce. To summarize its significance, in essence, the multileveled approach offers a comprehensive framework for ESP course design by taking into consideration the myriad of complex affecting factors within the process of both course design and implementation for this time of learning.

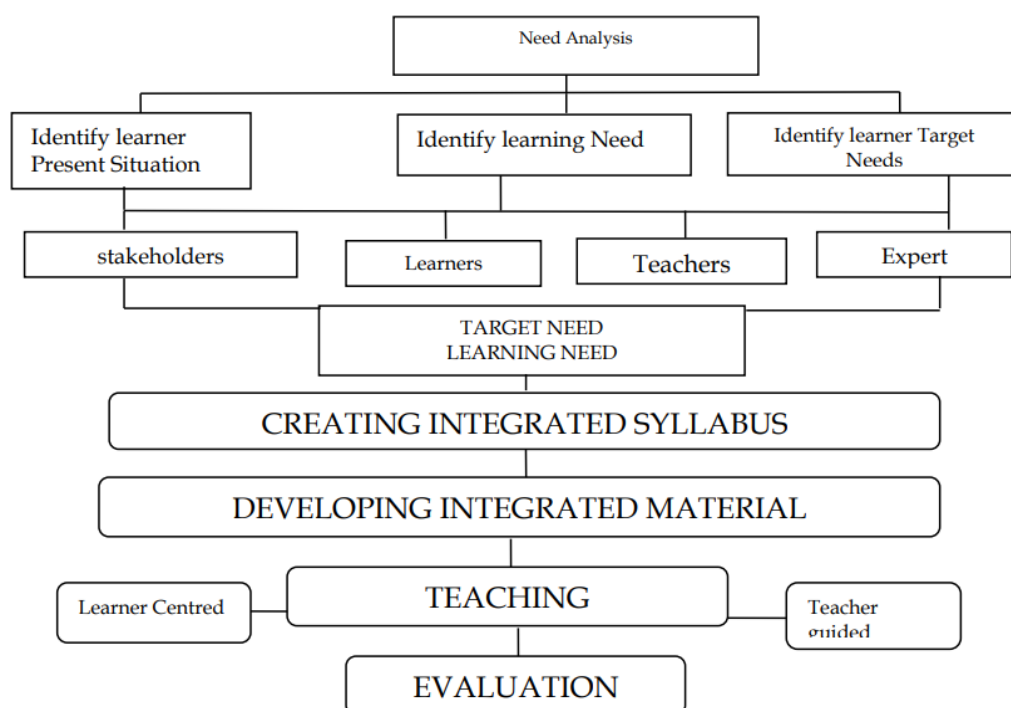


Figure 16. Multileveled Approach to Course Design (Cited in Britel and Sebane 2023, p 128,)

3.5 Materials Development and Adaptation

Tomlinson (2001) asserts in his book "Materials Development" that materials development encompasses both theoretical inquiry and practical application. Language teaching materials are the subject of study in this topic, which focuses on the ideas and techniques involved in their creation, implementation, and evaluation. This endeavour encompasses the creation, assessment, and modification of language instructional resources, both by teachers for their own classrooms and by authors of materials for commercialization or dissemination. Ideally, the interaction between theoretical studies and the development and utilization of teaching resources is mutually reinforcing.

He elaborates that there is an increasing incorporation of materials development in teacher courses. This is mostly due to the recognition that every teacher is a creator of educational resources who must possess the ability to assess, modify, and generate materials in order to ensure alignment between their students and the resources they employ.

In a separate study, Schon (1987) suggests that a highly effective method for assisting teachers in comprehending and implementing theories of language learning, as well as achieving personal and professional growth, is to offer them supervised exposure to the process of creating instructional materials (Tomlinson, 2001, p. 67). The tangible encounter of creating instructional materials as a foundation for introspective observation and conceptualization empowers teachers to create theoretical frameworks for their pedagogical approach.

3.5.1 Defining Materials

For Tomlinson (2001), materials encompass any resources that can be utilized to enhance the process of language acquisition. The forms of communication can encompass linguistic, visual, aural, or kinesthetic modalities, and can be conveyed through various mediums such as print, live performances, displays, cassettes, CD-ROMs, DVDs, or the internet. according to Tomlinson). These activities can be categorized as instructional, experiential, elicitive, or exploratory. They serve the purpose of informing learners about the language, providing practical experience of the language, stimulating language use, or assisting learners in making independent discoveries about the language. Optimally, materials should be designed to facilitate learning rather than solely for teaching purposes, and they should effectively carry out all the defined duties.

In the classroom, two distinct categories of materials are utilized. Certain scholars, such as Widdowson (1990) and Harmer (2001), employ the concepts of authenticity and non-authenticity as a means of differentiating between the two. However, the significance lies not in the language resources per se, but rather in their consequences and effectiveness, which can solely be assessed through the observable and quantifiable performances of the learners. In reality, teachers are obligated to engage in the crucial responsibility of assessing the needs of their students. The instructor can accurately evaluate his pupils' deficiencies and strengths only by conducting objective needs assessments using methods such as questionnaires, examinations, and direct classroom interaction. Additionally, he can assess their perspectives on the target language and the content being utilized.

3.5.2 Materials Selection

Dudley-Evans and St. John (2009) assert that the primary responsibility of most ESP teachers is to supply high-quality resources, rather than producing them themselves. This entails the careful selection of materials available in the market, their innovative utilization, adapting exercises and activities to suit the requirements of the intended learners, and providing supplementary exercises and linguistic input. Notwithstanding, Lesiak-Bielawska (2015) contends that a common misconception regarding the teaching of ESP is the belief that every ESP practitioner possesses the ability to create effective course materials.

Hence, Mirela (2017) proposes that a thorough examination of the perspectives of ESP professionals highlights the significance of selecting suitable materials for students' requirements and tailoring them to the unique needs of each individual. An evaluation of the diverse viewpoints of seasoned authors and their justifications for and against utilizing authentic materials in ESP classes demonstrates contemporary teachers' inclination towards authentic materials for various reasons, primarily due to their ability to replicate the real world within the artificial classroom setting. This is attributed to the fact that a crucial consideration when selecting coursebooks for ESP learners is whether they should incorporate authentic or non-authentic materials. Whether they should incorporate language derived from the real world or language that is adapted to the specific needs of each individual learner.

3.5.3 Authentic and Non-Authentic Materials

Seghni (2009) notes that although many theorists in ELT literature have used the phrase "Authentic Material" extensively, we believe it is important to refer to the meanings found in certain dictionaries. According to AS. Hornby's Oxford Advanced Learner's Dictionary (1981), the term "authentic" is defined as genuine, meaning it is known to be true, such as legitimate news or an authentic signature. The Webster's Dictionary (1990) provides an identical definition. According to Richards et al. (1985:22), the Longman Dictionary of Applied Linguistics provides the following definition: "The extent to which language teaching materials possess the characteristics of authentic speech and writing."

Further, Gardner and Miller (1999:101) provided an explanation that authentic resources encompass textual or digital materials, as well as tapes, that are created for purposes other than the instruction of the target language. Harmer (1983) extends the definition to associating authentic texts as written or spoken materials specifically created for native speakers. These texts are not intended for language learners, but rather for the individuals who speak the language in question.

In a different yet relevant sense, the distinction between authentic and genuine materials is made by Widdowson (1990). Authentic resources are specifically tailored for individuals who are natural English speakers and are utilized in the classroom in the same manner for which they were originally intended. For example, a television news story, a film, a newspaper, a magazine article, images, and similar sources are utilized as a foundation for conversation. Genuine materials are utilized in a manner that deviates from their original intended purpose. For example, a news story may be fragmented and disorganized, necessitating students to rearrange it.

Concerning Non-Authentic Materials, they generally refer to resources that are created, modified, or adjusted by experts in the native language for educational reasons. In a broad sense, these types of resources are meticulously designed to align with specific or overarching pedagogical objectives. Various forms of media can be utilized to display information such as audio and video cassettes, written text, and recorded chats. Indeed, their objective is to replicate authentic usage of the target language.

3.5.4 Materials Development

In an attempt to define the notion of materials development, Basturkmen (2010), in her book "Developing Courses in English for Specific Purposes," indicates that materials development refers to the creation of instructional materials and resources. From her perspective, this entails the creation of instructional plans, the development of novel materials

or modifications to existing ones, and the assurance that they align with the intended design criteria (Basturkmen, 2010; Belcher, 2006; Hutchinson & Waters, 1987). Additionally, it involves the creation or selection of multimedia resources that enhance learning, such as audio recordings, videos, and interactive online activities (Gionnikas, 2019).

In a similar view, Tomlinson (2001) highlights that materials development encompasses both theoretical and practical dimensions. The field of study focuses on the principles and procedures involved in designing, implementing, and evaluating language teaching materials. The practical aspect involves the production, evaluation, and adaptation of language teaching materials by teachers for their own classrooms, as well as by materials writers for sale or distribution. Ideally, these two aspects of materials development are interconnected, with theoretical studies informing and being influenced by the development and utilization of classroom materials.

As a component of a study processed by Burçak (2023), Hutchinson and Waters (1987), assert that the materials have been designed to address the specific linguistic requirements of learners within the framework of their academic or professional domains. Teachers must ensure that course materials and resources adequately cater to the language needs of learners and offer many chances for deliberate practice and practical application of language skills throughout the developmental stage.

In an additional investigation done by Minasyan (2016), it was found that the development of language skills should be customized to meet the individual language needs of learners. Additionally, the integration of diverse authentic resources, including industry-specific literature, case studies, and multimedia materials, is recommended.

3.5.5 Materials Evaluation and Assessment

According to Dudley-Evans and St. John (1998, p.13), evaluation is a systematic process that begins by determining the specific information to be gathered and concludes with the implementation of modifications in current or future operations. As stated by Britel and Sebane (2023), the final stage in the design of an ESP course involves the evaluation of the outcomes achieved via the implementation of the preceding stages. Therefore, it is crucial for both English for Specific Purposes (ESP) teachers and students to assess the extent to which their goals and objectives have been achieved. The evaluation stage serves the purpose of assessing the learners' progress and determining the effectiveness of the course. Furthermore, it has the capability to identify the elements that were not adequately addressed throughout the

instructional session. The authors Hutchinson and Waters (1987) put out a conceptual framework consisting of two primary levels of evaluation: "learners' assessment" and "course evaluation".

Evaluation, according to Hutchinson and Waters (1987), can take many distinct forms. Formative assessments may be administered periodically over the duration of the course, while summative assessments may be administered upon its completion. Formative assessment approaches encompass performance-based assessment processes, such as peer- and self-evaluation, teacher observations, projects, and linguistic portfolios (Katz, 2014; O'Malley & Pierce, 1996). In addition, assessment methods like as self-assessment and feedback from peers can be employed to enhance pupils' language proficiency.

Besides, Burçak (2023) illustrates that Evaluation entails assessing the efficacy of the course design as a whole and its impact on students' language acquisition. Evaluation in ESP courses should be congruent with the learners' specific language requirements and the course's objectives. The primary objective should be to evaluate learners' proficiency in effectively communicating within their professional or academic environment. Assessment methods may include oral presentations, written reports, case studies, and simulations of real-world language use (Tuzlukova & Heckadon, 2020).

When performing an evaluation of educational materials, Cherchab (2012) demonstrates that various inquiries may arise. First and foremost, it is important to assess whether the lectures and tasks are in accordance with the professional context of the pupils. Additionally, it is crucial to evaluate if these resources provide students with the opportunity to properly employ their linguistic skills. Furthermore, it is important to carefully examine the suitability of the linguistic elements selected for the pupils' level of skill. Furthermore, one must acknowledge the importance of analyzing the inclusion of genuine language samples in the materials. Ultimately, it is imperative to evaluate the pertinence of the subjects addressed in relation to the students' level of expertise. These queries constitute a complete framework for assessing the appropriateness and effectiveness of educational resources in the classroom.

3.5.6 Authentic Materials

Authentic materials are a broad and expansive concept in language acquisition. Nevertheless, the significance of materials in language instruction and acquisition has been widely recognized (McGrath, 2013). Instructional resources are a crucial tool in the majority of

language courses. The utilization of commercial resources is crucial for the effectiveness of language teaching worldwide in the present day (Richards, 2001).

Shameem (2017) confirms that high-quality and genuine materials possess the following attributes: providing language input and skill development, creating a positive impression in the learner's mind, offering useful information for language management, being easily comprehensible, provoking thought-provoking insights, addressing and improving deficiencies in learning outcomes, and providing language teachers with a sense of security and confidence. According to Widdowson (1978), the significance of real text is in the reader's reaction to it, rather than its level of simplification. As per his assertion, the authenticity of a book is influenced by coherence, which is contingent upon the reader's reaction. The authenticity of a text can only be established if the reader is capable of responding to it, regardless of whether it is simplified or not.

A description of quality materials is provided by Tomlinson (1998). Initially, it is important for resources to offer learners the chance to utilize the target language in order to accomplish communicative objectives through meaningful and authentic interaction. Furthermore, materials should take into account the beneficial impacts of postponing instruction, hence resulting in the need for recycling. Moreover, it is imperative for learners to regard learning materials as pertinent and valuable since this can contribute to their sense of comfort and foster the cultivation of self-assurance. Furthermore, it is worth noting that educational materials optimize the capacity for learning by fostering intellectual, artistic, and emotional engagement, thereby stimulating cognitive processes in both the right and left hemispheres of the brain. Additionally, the tools should aid learners in cultivating self-assurance and necessitate and enable student self-engagement. Furthermore, learners must be prepared to acquire the content being taught, while also paying close attention to the linguistic characteristics of the input. Materials must be mindful of the fact that learners vary in their learning styles and affective attitudes. In addition, materials should allow for a moment of silence at the start of training and should not excessively depend on controlled practice. Ultimately, materials should offer chances to receive feedback on the results.

Howard and Major (2004) advocate for teachers to create their own instructional resources and propose a set of principles for building impactful materials for teaching and learning English: The contextualization of English language teaching materials is crucial. Materials ought to foster engagement and possess the ability to generate language. It is imperative for English language teaching materials to foster the cultivation of learners' learning skills and techniques. English language instruction materials must incorporate an emphasis on both form

and function. The provision of integrated language use should be a key feature of English language instruction resources. English language teaching materials must possess authenticity. In order to foster a progression of skills, understandings, and language items, English language education materials must establish interconnections among themselves. Teaching materials for the English language should possess an appealing quality. Thus, English language education materials must have suitable directions. Flexibility should be a key characteristic of English language education resources.

In one his studies, Cunningsworth (1995) examines the significance of materials in the context of language instruction. These materials serve multiple purposes, including serving as a resource for presentation materials, facilitating learner practice and communicative interaction, providing reference materials for grammar, vocabulary, pronunciation, and other related topics, offering stimulation and ideas for classroom activities, serving as a syllabus, and offering support to less experienced teachers who may lack self-confidence.

Authenticity in the language classroom entails more than simply aligning the classroom with the real world. It involves fostering a sense of community among learners, wherein students are afforded opportunities to engage with texts and interact with their peers on topics that hold significance to them.

3.5.7 Principles and Procedures

The guidelines for developing language learning materials are taken into consideration by Green (2023). The author condenses the aforementioned standards into five primary categories, namely Aesthetics, Authenticity Scaffolding, Affective and Cognitive Engagement, and Revision. Moreover, the author asserts that the process of producing authentic materials can present difficulties due to a multitude of factors. Although we depend on coursebooks for a pre-existing framework in our lectures, we frequently create our own materials to cater to the particular requirements and preferences of our students. Teachers typically rely on intuition and trial and error when developing materials, without a comprehensive grasp of the design principles that could aid in creating effective materials.

Firstly, upon initial exposure to visual resources, learners develop an immediate initial perception of their attractiveness based on the level of clutter on the page (Tuch, Presslaber, Stöcklin, Opwis, and Bargas-Avila, 2012). A prevalent mistake made by inexperienced designers in materials creation is the presence of a disorganized page with text that is arranged without considering the cognitive burden caused by the intricate visual elements. Hence, it is inescapable for material creators to provide vivid and lucid visuals that enhance learners'

understanding in close proximity to the topic we need to emphasize. Additionally, they should incorporate activities that facilitate students' constructive connection between the content and the image(s).

Additionally, the design principles for language learning materials should recognize the significant importance of scaffolding in facilitating language input accessibility. This is achieved by dividing the learning process into manageable segments, gradually increasing complexity, and offering language support throughout the learning journey. It is crucial to avoid excessive cognitive load resulting from inadequate instructional design or the use of complex materials, as this can hinder learning by limiting the available working memory resources for the necessary learning processes (Ayres and Paas, 2012, p. 827). Effectively structured material should incorporate illustrations, clear chances for peer engagement, a (re)emphasis on the visual representation, and importantly, the learners' reactions to the textual information.

Also, teachers frequently encounter the necessity of utilizing textbooks that may or may not include genuine language. The prevailing consensus in the field is that language learners derive greater benefits from exposure to actual information as opposed to simplified and contrived texts (Mishan, 2005; Tomlinson, 2013). Whenever feasible, it is advisable to select diverse and genuine content that aligns with the learners' requirements and preferences and create scaffolding that is both emotionally and intellectually stimulating. Selecting genuine, practical, culturally diverse instances of language usage, such as songs, commercials, advertisements, podcasts, artwork, movie trailers, official forms, TikTok videos, and more, is particularly inspiring for learners. This scaffolding ensures that these examples are easily understandable and accessible. The only way to make authentic knowledge accessible is by developing tools that assist learners, direct their attention to specific language features, and facilitate their ability to observe, comprehend, and utilize language.

Besides, content that is both relevant and intellectually interesting leads to cognitive engagement. Selecting subjects that present learners with challenges and that they are interested in, or develop an interest in, results in more effective language exposure (Mishan, 2015). Teachers should demonstrate to children the many stages of learning in Bloom's taxonomy and emphasize the importance of going beyond just memorization of vocabulary. In order to preserve language, individuals must engage in the processes of analysis, evaluation, and creation.

Lastly, Revision is often regarded as a fundamental principle that significantly contributes to the creation of high-quality materials. Tomlinson (2013, p. 493) emphasizes that proficient

materials developers are those who possess a strong belief in their skills and materials, while also being open to reevaluating and modifying their principles and beliefs in light of additional stimuli and information. Proficient developers exhibit a strong sense of professional pride in their achievements while acknowledging the protracted nature of materials development. In this context, it is vital for teachers to foster a culture of knowledge exchange among their peers, so facilitating the continuous enhancement of instructional materials through subsequent utilization.

In the words of Burçak (2023), the process of developing instructional materials involves teachers' efforts to contextualize various forms of language input and adapt them to align with the specific objectives of the course. Additionally, the theoretical framework serves as a foundation for ESP practitioners to stay informed about the latest updates in the field. The significance of addressing these inquiries in designing an ESP course is underscored by the use of such techniques aimed at reforming the ESP teaching landscape (Tomlinson 2001: 66). This procedure involves inquiries such as provisions to be made for the learners, how to provide them, the strategies which can be employed to enhance language acquisition.

According to Dudley-Evans and Johns (1998), the process of course design encompasses the strategic planning of syllabus implementation, encompassing the identification of teaching methods and resources, allocation of time, organization of classroom activities, and evaluation of the program. Henceforth, per their proper account, the design of an EAP/ESP course involves five fundamental steps that are crucial: needs assessment and analysis, syllabus design, materials development, instruction, and evaluation. A structured framework is established through these steps to facilitate the development of excellent courses in English for Academic Purposes (EAP) or English for Specific Purposes (ESP). At first, the process of needs identification and analysis includes comprehending the precise needs and goals of the intended learners. Syllabus design involves systematically structuring the course material and objectives to meet the recognized demands. The process of materials production entails the generation or choice of suitable resources to facilitate the achievement of instructional objectives. Instruction refers to the practical implementation of course information, involving the utilization of many teaching strategies and techniques to enhance the process of learning. Finally, the process of evaluation plays a crucial role in determining the efficacy of the course in achieving its intended goals and pinpointing potential areas that require enhancement. Collectively, these stages guarantee a thorough and cohesive methodology for designing EAP/ESP courses, with a focus on being adaptable to the requirements of learners and achieving desired learning objectives.

Nevertheless, Richards (2001) emphasizes that the stages do not advance in a linear manner, but instead adhere to a cyclical pattern and are interconnected.

3.5.8 Teacher as Materials Developer

It is feasible for an educator to assume multiple roles in order to foster an engaged learning environment. In this vein, Ramírez Salas (2004) identifies Materials Development and/or Adaptation as a crucial foundation of the teacher's role in the process of English education. Historically, English teachers have adhered strictly to their textbooks and teaching materials. However, it is often the case that these materials fail to accurately represent the actual classroom environment, taking into account the students' English ability level, interests, desires, and requirements.

Interestingly, In the view of Block (1991, p. 211), it has been observed that although there has been a significant abundance of English Language Teaching (ELT) resources in the last fifteen years, these materials may not necessarily align with the specific texts and activities that teachers desire for a particular class.

It is important to acknowledge that the process of course design can pose significant problems and require a substantial amount of time, even for seasoned teachers. The creation of a course tailored to a specific aim, such as English for Academic Purposes (EAP) or English for Specific Purposes (ESP), may present several problems, including the examination of learners' requirements, the design of the syllabus, the development of instructional materials, and the evaluation of student performance. Consequently, teachers may have apprehensions regarding the methods and locations to initiate the development of their courses Burçak (2023).

3.5.9 Specificity of ESP Materials

In the words of Lesiak-Bielawska (2015), the course's emphasis is established based on the results of the requirements analysis. From a theoretical perspective, the construction of an ESP course should be preceded by a thorough examination of two additional factors (Basturkmen, 2010) - one concerning the concept of broad language variety and the other concerning the concept of generic skills. In relation to the aforementioned matter, it is necessary to concur with Hyland's (2008) assertion that challenges the notion of a universally applicable core lexicon for academic pursuits across all fields of study. Regarding the latter, it appears unwarranted to make the assumption that there is a universal set of academic talents that are applicable to the requirements of students across various fields of study.

Based on the above mentioned, Ferris (2001) emphasizes the fact that one of the primary considerations in the selection of ESP materials and course design is the level of specificity required for the course in relation to the intended audience. To illustrate, Business English for specific use is designed for distinct learners, namely those who exhibit a high degree of similarity in their requirements and/or who engage in English language study with a specific academic or professional context in mind, such as English for Logistics or English for Accountants. By implementing a more targeted approach, it becomes feasible to create courses that cater to certain sub-areas within the expansive domains of work or study. Meanwhile, this process, as recommended by, again, Lesiak-Bielawska (2015), that teachers may not always be the most accurate assessors of what would inspire their students. Therefore, it is important to acknowledge that learners should be given the opportunity to participate in the process of selecting the course content.

3.5.10 Materials Adaptation

One expression that should be specified is "materials adaptation". This was used frequently in Farani and Winarni's (2018) paper on the teacher as a materials developer. The concept pertains to the implementation of various tactics aimed at enhancing the efficacy and adaptability of the textbook. The strategies include omission, addition (introducing additional content), reduction, extension (extending an activity to highlight other language features), rewriting/modification, replacement, re-ordering, and branching (providing alternative methods for performing the same activity, such as drawing, writing, preparing a speech, or searching for a song). Teachers utilize the activity or exercise from a textbook as a foundation for implementing specific modifications. The text provided in the textbook is the same, albeit with variations in its utilization and application.

As stated by Harmer (2001), instructors must possess the knowledge and ability to effectively transition between different positions. He states that in the classroom, our role can vary between different activities or stages of action. Proficiency in implementing these modifications significantly improves our efficacy as teachers ». The process of Materials Adaptation is characterized by its relative simplicity, as it allows teachers to utilize texts provided in various textbooks. In contrast, Materials Development necessitates the creation of all materials from the ground up. Thereby, in accordance with Brown (2007), a teacher is required to assume multiple responsibilities. In order to have an engaged classroom, a teacher must assume multiple roles. The author put forth a conceptual framework consisting of five

distinct responsibilities for teachers, namely Controller, Director, Manager, Facilitator, and Resource.

3.5.11 Graves' Procedures of Materials Development

Graves' (1996) methodology for the creation of instructional materials encompasses a series of sequential steps within the five-component framework of course development processes.

A framework consisting of various components is advantageous for multiple reasons: The framework offers a systematic approach to conceptualizing an intricate process. It delineates areas of investigation for teachers, wherein each element generates ideas and presents challenges for further exploration. Additionally, it furnishes a collection of terminology presently employed in the realm of course development, thereby establishing a shared professional lexicon and facilitating access to the perspectives of others.

Framework of Components of Course Development Processes by Graves (1996)		
No.	Components	Contents
1.	Needs Assessment/Analysis What are my students' needs? How can I assess them so that I can address them? Questionnaires? Observation? Interview? etc.	Objective and Subjective Needs
2.	Determining Goals and Objectives What are the purposes and intended outcomes of the course? What will my students need to do or learn to achieve these goals?	Goals (the intended outcomes of the course). Objectives (what to do and learn to achieve the goals).
3.	Conceptualizing Content What will be the backbone of what I teach? What will I include in my syllabus?	Language Components Language Functions Language Skills Genre/Texts etc.
4.	Selecting and Developing Materials and Activities How and with what will I teach the course? What is my role? What are my students' roles?	Selecting Materials (Adopt? Develop? Adapt?) Teaching-Learning Techniques Material Evaluation
5.	Organizing Content and Activities How will I organize the content and activities? What system will I develop?	Lesson Level and Course Level
6.	Evaluation How will I assess what students have learned? How will I assess the effectiveness of the course?	Students' Assessment
7.	Consideration of Resources and Constraints What are the givens of my situation?	-

Figure 17. Components of Graves' framework for Materials Development (1996, p.13)

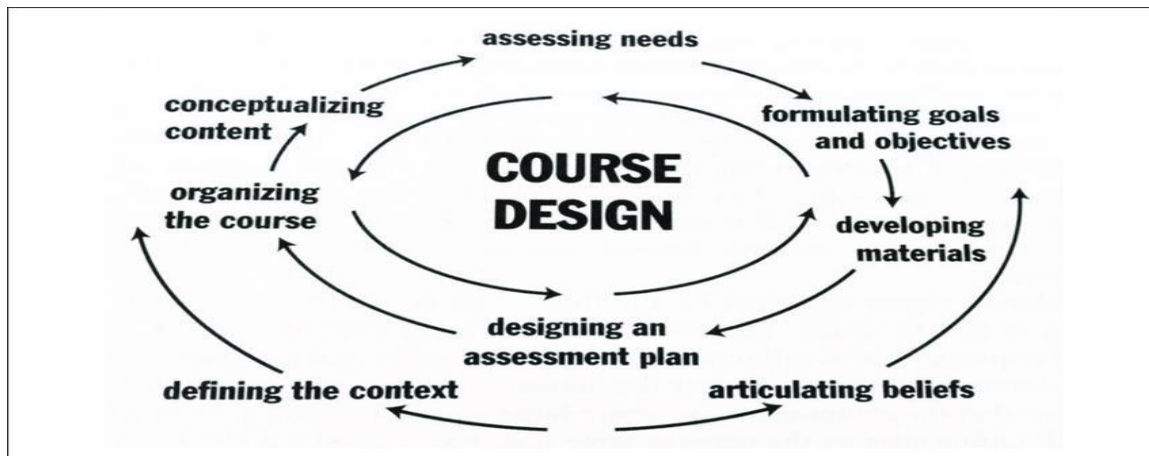


Figure 18. Graves' Framework for Course Development (2000, p xx)

3.6 Teacher in-service Training and Materials Development

Rajabi et al (2012) discussed the necessity of teacher in-service training with reference to Dudley-Evans and St John's (1998) authorship. The latter introduced the word "practitioner" to describe ESP teachers. They argued that ESP teachers should assume several important tasks, including course designers, materials creators, researchers, evaluators, and classroom teachers. The instruction of English for Specific Purposes (ESP) necessitates a distinct methodology in the preparation of teachers. English for Specific Purposes (ESP) has exhibited varying rates of development across different countries, owing to the distinct requirements and specifications that emerge within each language-learning context (Hutchinson & Waters, 1987).

Based on a multitude of research endeavours, including the study conducted by Farhady (2005), it is widely acknowledged that in-service teacher training has a significant impact on their viewpoints and instructional practices, therefore influencing the growth of students. Furthermore, Farhady (2005) highlights the significant importance of instructor variables in elucidating the elements that influence English for Specific Purposes (ESP) training within Iranian academic contexts. He advocates for teachers to possess knowledge of the current trends and advancements in ESP.

Some reasons why ESP teachers fail to implement ESP courses successfully include a lack of consistency in the teaching materials, a lack of ESP teacher training programs, and misconceptions about the courses themselves (Rajabi et al., 2012). Again, According to Rajabi et al. (2012), it is concluded that the implementation of ESP teacher training programs should include a comprehensive establishment of the competencies and qualifications required for a professional ESP instructor. This can also serve as a standard for evaluating the qualifications

of those seeking to initiate or pursue a career in teaching English for Specific Purposes (ESP) courses within academic environments.

In a nutshell, the thorough examination of the complexities associated with instructing ESP and the crucial significance of teacher preparation in this highly specialized field pave the ground towards the necessity of customized training for teachers in the field of English for Specific Purposes. This emphasizes the distinctive approach required for teaching in this domain and also indicates that teacher training significantly impacts instructional viewpoints and; subsequently, the growth of students. It also stresses that highly skilled teachers are essential for the success of ESP programs. In addition, it is advisable for ESP teachers to undergo structured and regular teacher training programs, as they play a vital role in establishing competency standards despite the obstacles, they encounter such as the absence of standardized materials and training programs, as well as prevalent misconceptions surrounding ESP courses.

3.7 Challenges Within Course Design

According to Kouti (2022), the primary objective of ESP courses is to equip learners with the necessary skills and vocabulary required in their respective domains, enabling them to effectively communicate in the intended context. Therefore, ESP courses must be strategically developed to effectively achieve predetermined objectives. In reality, English for Specific Purposes (ESP) instructors are obligated to develop curricula that cater to diverse cohorts. In order to accomplish this, it is necessary for them to pose generic, precise, conceptual, and pragmatic inquiries. Certain questions can be addressed through research, while others will depend more on the teacher's intuition and experience.

As a result, several problems are encountered during the process of course design. One notable problem pertains to children who possess linguistic deficiencies, necessitating the provision of encouragement and motivation by teachers. Individuals can demonstrate a minimal level of interest and engagement by actively participating in various jobs and activities. Moreover, an additional obstacle pertaining to the present state of affairs in Algeria is the absence of an official curriculum or explicit goals for English for Specific Purposes (ESP) courses at the university level. Multiple studies, like as the one conducted by Kouti in 2022, have indicated that there is currently no universally accepted curriculum for business English. Consequently, teachers are left to develop their own courses based on their intuition, experience, and the existing coursebooks available in the market.

In addition, Aniroh (2017) states Additional criteria for designing ESP courses regarding content include ensuring that the difficulty level aligns closely with the learners' proficiency in standard courses, providing ample exposure to both content and language, ensuring that the content guides the language learning process, employing methods that are appealing to content teachers, and prioritizing meaningful information. Hence, Lowe (2009) confirms that it is out of great importance for course designers to possess a comprehensive syllabus that includes a content syllabus, a language syllabus, and a learning syllabus. The course content should be specifically designed to cater to the interests and preferences of learners who are not native English speakers.

Furthermore, Sartout and Hamitouche (2021) pinpoint that Motivation is widely recognized by scholars as a critical determinant in the process of language acquisition. According to Mukkash (1983), there exists a correlation between students' limited English competence and a range of issues, such as instructional approaches, learner disengagement, and insufficient exposure to the target language. Furthermore, the instruction of ESP necessitates instructors who possess adequate training. Nevertheless, scholarly investigations suggest that a significant number of ESP practitioners lack the requisite qualifications, resulting in suboptimal teaching methodologies. Chen emphasizes the conspicuous lack of ESP teacher education programs. Additionally, ESP courses are purposefully crafted to augment English communication abilities within specialist domains, such as science and technology. The aforementioned attribute introduces intricacy to the responsibilities of ESP practitioners, as they may lack main experience in the specific field, perhaps resulting in students outperforming professors in terms of content knowledge.

3.8 Technology Integration in ESP Course Design and Implementation

Traditional teaching approaches have long been the dominant approach in the ESP classroom. In order to adapt to new teaching methods and materials, it is necessary to incorporate ICTs (information communication technologies) into ESP classrooms. According to Chliaras (2014), it is argued that contemporary classrooms should differ significantly from their historical counterparts. In the realm of education, the utilization of Information and Communication Technologies (ICTs) is widely recognized as a crucial approach that fosters active learning among English for specialized Purposes (ESP) students. This approach not only enhances overall student learning but also facilitates the specialized development of English language skills. ESP teachers endeavour to utilize information and communication technologies

(ICTs) in a proficient manner to address students' socioeconomic disadvantage and achieve the desired learning outcomes.

As stated by Boudierba (2020), ESP classrooms are currently experiencing a swift transition towards a novel digital teaching and learning environment. ESP teachers and educational institutions in Algeria may consider various efforts aimed at enhancing pedagogical approaches. Academic institutions may consider incorporating various technical gadgets, including computers, internet connectivity, interactive whiteboards, digital projectors, display monitors, and audio-visual aids such as timelapse photography, within English for Specific Purposes (ESP) classrooms. Teachers have a vital professional responsibility in ensuring that the use of ICT into teaching methods is educationally effective. According to Essays, UK (2013), teachers assess the suitability and efficacy of existing technology, determining the timing and manner in which to employ them with their students. In this context, we are referring to the ability of ESP teachers to select appropriate tools and integrate these technologies into the ESP curriculum in order to enhance motivation and sustain students' engagement. This could be a challenging endeavor as it relies on the specific requirements and preferences of ESP learners.

3.9 Artificial Intelligence and Esp Course Design

Artificial intelligence, generally abbreviated as AI, pertains to the capacity of digital computers or robots to perform activities typically attributed to intelligent human beings. Russel and Norving (2009) assert that AI encompasses the examination of agents that acquire precepts from the surrounding environment and execute actions. AI is focused on the development of computer programs that aim to do activities that typically necessitate human intelligence.

In the book "Artificial Intelligence: A Modern Approach" authored by Stuart Russell and Peter Norvig (2016), the concept of AI is explicated as the examination of agents that acquire knowledge from their surroundings and subsequently execute actions in accordance with that information. The above description succinctly captures the fundamental nature of artificial intelligence (AI), encompassing the advancement of machines and computer systems with the ability to independently execute tasks.

Historically, the concept of AI was initially introduced and officially defined in 1955 by John McCarthy during a conference held at Dartmouth University. Without a doubt, there has been a prior study conducted on AI, including the work of Alan Turing. However, before 1955, the field in question remained undefined.

AI spans various domains such as learning, problem solving, language comprehension, speech recognition, logical reasoning, and other related areas. According to Zitouni (2023), the utilization of AI is undergoing tremendous advancements in contemporary times. It is being integrated into many sectors owing to its resemblance to human cognitive processes. Similarly, Zebda (2023) accounts that the domain of AI is experiencing significant growth, including a wide range of businesses. The potential of this technology to profoundly affect several parts of human life is significant, including our work, interactions with the world, and acquisition of information.

Numerous studies have underscored the advantages of integrating AI-based technology into the educational curriculum, with a specific focus on language teaching. An investigation carried out in Ecuador by Ayala (2023) examined the possible contributions of artificial intelligence (AI) to the field of education, while also addressing the potential problems that may be encountered.

He concludes that AI systems possess the capacity to assess data pertaining to student performance and subsequently customize learning content in response. The study conducted by Bi et al. (2018) shows that customized content has a substantial positive impact on students' learning achievements, highlighting the potential of artificial intelligence in language learning contexts.

Thereby, AI has the potential to completely transform teaching and learning methods in the field of education. AI can accommodate unique student needs and learning styles by providing customized learning experiences. Nevertheless, the incorporation of this technology into education also poses difficulties, including the requirement for teacher instruction and meticulous curriculum development to optimize its efficacy.

3.9.1 AI for Educational Purposes

The utilization of artificial intelligence (AI) in the field of education pertains to the implementation of AI technologies with the aim of augmenting the processes of teaching and learning. The utilization of this approach shows great potential in addressing current educational challenges, such as the need for individualized instruction, improved inclusivity for students with disabilities and special needs, the ability to expand educational resources, and the development of more effective teaching methods. One notable benefit is the ability of artificial intelligence (AI) to customize the educational experience for individual students, considering

their own needs and interests. The implementation of customization in education aims to enhance inclusivity by accommodating students with varying motivations and learning requirements, thereby aligning teaching methods with their individual objectives.

3.9.2 AI for ESP Course Desing

The field of English for Specific Purposes (ESP) greatly benefits from the integration of Artificial Intelligence (AI) into modern language instruction. A noteworthy contribution is the ability of AI to acquire pertinent and current resources from many sources, thereby enhancing the educational process through the incorporation of real-life illustrations and practical implementations. AI promotes learners' comprehension and application of language skills by offering genuine possibilities for language use.

Also, AI plays a crucial role in language assessment by automating the examination of grammar, vocabulary, pronunciation, and writing skills. This automated procedure allows teachers to effectively monitor progress and deliver focused feedback. Assessments of this nature are crucial for monitoring the progress of learners and pinpointing areas that require enhancement in ESP environments.

Furthermore, AI-driven solutions provide interactive educational experiences such as chatbots and virtual simulations that replicate authentic language usage situations. These immersive experiences promote the development of language competency in real-life situations, consequently improving learners' ability to communicate effectively in their specific areas of ESP.

In addition, data analytics powered by artificial intelligence offer significant insights into the behaviour, preferences, and learning results of learners. Through the examination of extensive quantities of data, teachers are able to make judgments in course design and instructional practices that are grounded in empirical evidence. These observations enable the tailoring of educational experiences to effectively address the varied requirements of ESP learners.

To summarize, the use of AI technology in the design of ESP courses brings about a significant transformation in language acquisition through the provision of tailored, adaptable, and engaging teaching experiences. AI can enhance learners' engagement and proficiency in their specialized language domains by providing aid in content generation, language assessment facilitation, interactive learning activities, a

and data analytics.

Conclusion

The third chapter was devoted to the relevant literature about approaches to course design regarding teaching business English. It introduced teaching English through the sum of many approaches having been coined and used in the varying ESP contexts worldwide. This chapter also explored in depth a set of pertinent aspects to course desing such as materials development , assessment , teacher development and technology integration, with an extension to the latest AI tools being introduced for educational purposes.

CHAPTER FOUR: METHODOLOGY, ANALYSIS, AND DISCUSSIONS

Introduction

After the completion of the theoretical account of the study and stating the hypotheses, we will try to shed light on the practical aspects by clarifying the methodology used and the sample that was chosen. Then, presenting the set of tools used to collect data, discussing the results for each hypothesis through tables as well as commenting on them, explaining them statistically, and coming up with a general conclusion to the study.

4.1 Introducing the Institution Being Studied**4.1.1 A Brief History of the Faculty**

The Department of Economic Sciences was launched during the academic year 1991/1992 with an estimated number of 66 students in the common field of economic sciences. This section also included a branch of Information Technology for management, a short-term training that opened during the academic year 1990/1991 with an estimated number of 57 students.

In the context of the promotion of the Professors' Higher School of Technical Education to a university center, during the academic year 1997/98, the Department of Economic Sciences turned into an institute called the Institute of Economic Sciences.

According to Executive Decree No. 01-270 of 09/18/2001, which included the establishment of the University of Laghouat, the institute has turned into a faculty called the Faculty of Economics and Management Sciences.

According to Executive Decree No. 10-198 of 2010, amending and supplementing Executive Decree No. 01-270 of 09/18/2001, the name of the faculty was transferred to the Faculty of Economic, Commercial, and Management Sciences.

4.1.2 Pedagogical Seats

The Faculty of Economic Sciences contains a sufficient number of pedagogical structures prepared and equipped with the latest means, which can accommodate up to 2558 pedagogical seats:

- Three (03) amphitheaters with a capacity of 662 pedagogical seats
- Forty-two (42) study rooms with a capacity of 1,892 pedagogical seats.
- Six (06) Internet halls: 130 devices (130 Posts).

- Five (05) reading halls at the faculty library level.

4.1.3 Pedagogical Headquarters

The college contains a facility dedicated to pedagogical management called departmental complex. It contains about 20 administrative offices devoted to the five pedagogical departments:

- Common trunk section
- Management Sciences Department
- Department of Economic Sciences
- Department of Commercial Sciences
- Finance and Accounting Department

4.1.4 The Department of Management Sciences

The Department of Management Sciences was opened in 2001 under Ministerial Resolution 744 dated 11/27/2001. The Department of Management Sciences at the College of Economics, Commercial and Management Sciences is the second largest department after the Common Core, with several students equal to 717 students who are enrolled in their university studies in the first and second stages (graduation) for the current university year 2022-2023. In addition to 37 third-year doctoral students who are supervised by 30 permanent professors, in addition to a significant number of temporary teachers who are involved in some standards such as computer science, law, and the English language.

4.1.5 Department's Scientific Committee

The Department of Management Sciences has a scientific committee consisting of the head of the scientific committee and 7 members:

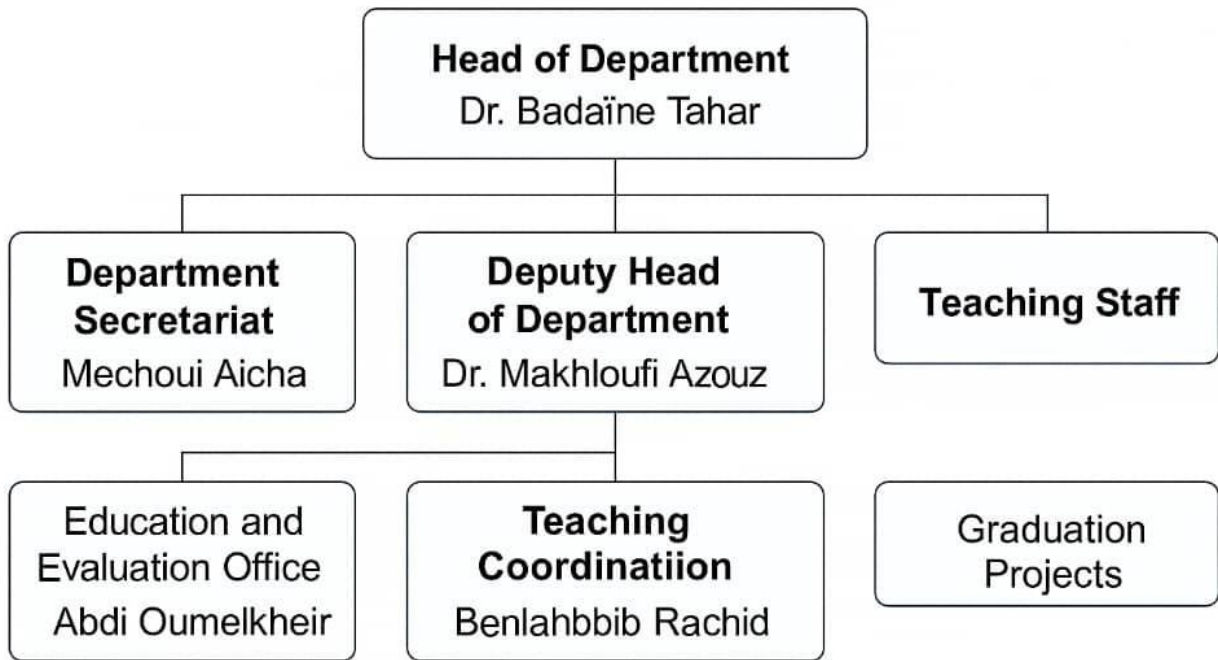


Figure 19. Organizational Structure of the Department of Management Sciences

Table 1 . The Department of Management Sciences Teaching Staff

Entitlement	Frequency	Percent
Mr.	7	24
Lecturer Professor A	11	38
Lecturer Professor B	2	7
Assistant Professor A	9	31
Total	29	100

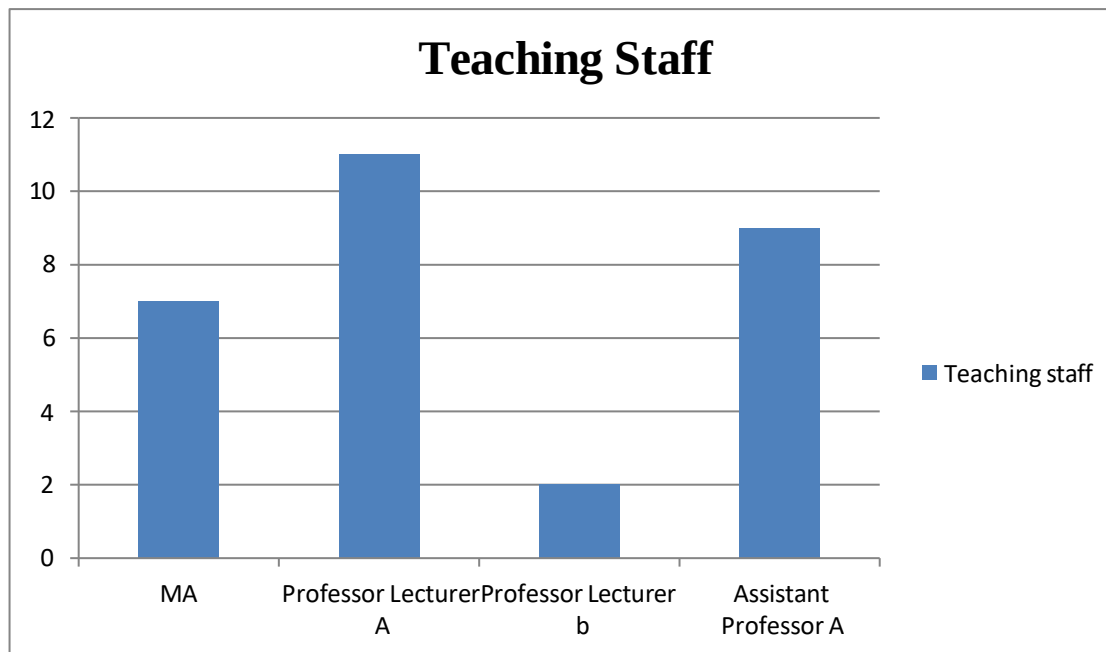


Figure 20. The Department of Management Sciences Teaching Staff

4.2 The Department of Economic Sciences¹

Definition of the Department:

By Executive Decree No. 01-270 of September 18, 2001, which includes the establishment of the University of Laghouat, the Institute of Economic Sciences was transformed into the Faculty of Economic Sciences and Management Sciences.

The Department of Economic Sciences was opened under Ministerial Resolution No. 774 of November 27, 2001.

The department seeks to form and qualify students academically to continue the process of academic achievement and research, by developing and creating educational programs and providing opportunities for students through field training to obtain the necessary skills in the field of specialization, enabling them to develop their scientific path. The department also seeks to provide facilities and support to the teaching staff to continue research and keep -pace with successive developments, within a clear plan to achieve the department's objectives, while ensuring quality and excellence in the field of scientific research and academic excellence for graduating students qualified for various sectors.

The Management Department aims to achieve the following goals:

1. Ensuring qualitative training for students and deepening and expanding their knowledge in the field of economic sciences.
2. Meeting the market's needs for specialized domains in the field of economic sciences.
3. Effective pedagogical management of the specializations included in the economic sciences branch.
4. Activating and encouraging various scientific research activities within the framework of contributing to local and national development in various sectors.
5. Activating and organizing the work of the branch's pedagogical and training committees.
6. Coordination and reconciliation between the administrative and pedagogical organization of the department with the participation of all human resources (teachers - workers - students).

4.2.1 Faculty Members of the Department

Table 2 . Teaching Staff for Management Sciences

Entitlement	Frequency	Percent
MA.	5	19
Lecturer Professor A	10	38
Lecturer Professor B	7	27
Assistant Professor A	4	16
Total	26	100

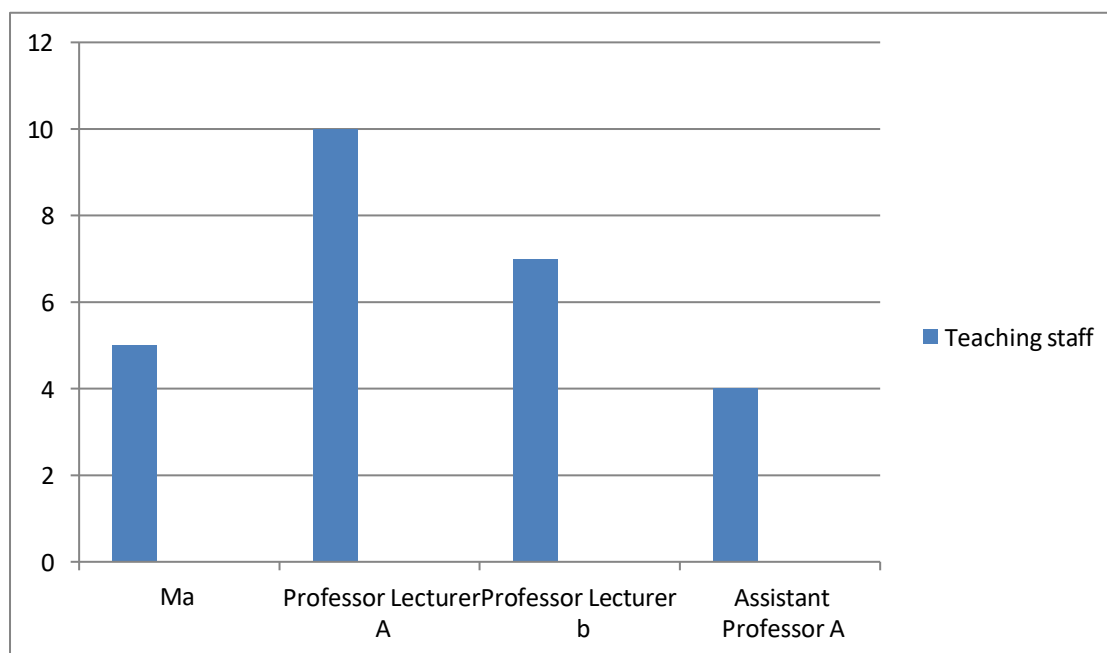


Figure 21 . Organizational Structure of the Department of Economic Sciences

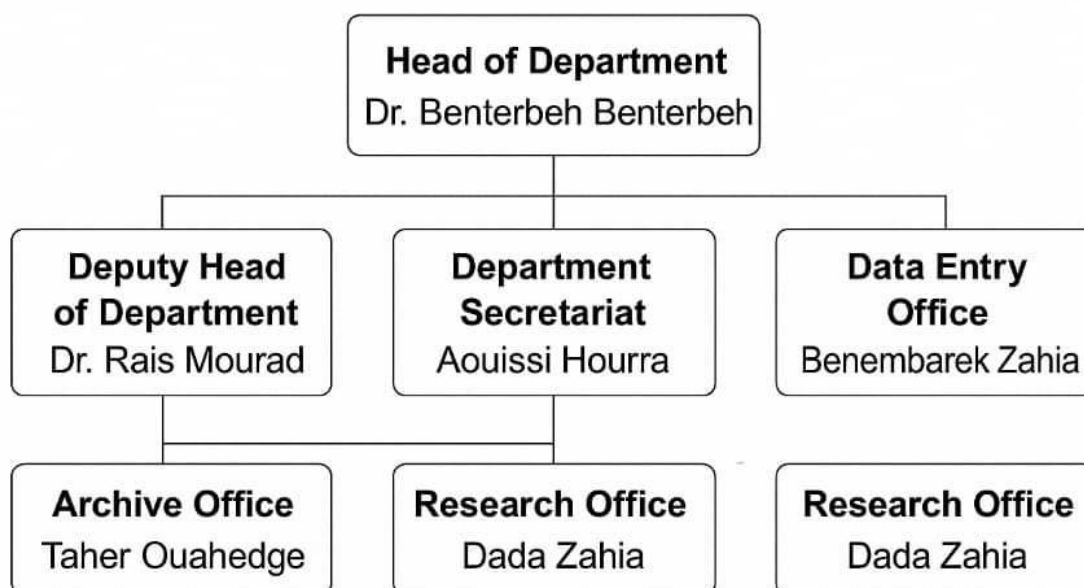


Figure 22. Management Department's Organizational Structure

4.3 Study Method

This part of the thesis has to deal with the scientific methods followed by the researcher. In order to reveal, investigate, in-depth and analyze; To clear up the confusion, scepticism, and ambiguity surrounding a particular phenomenon, and ultimately reach conclusions supported by evidence. (Al-Hussein, 2021, p. 2)

In light of the nature of the study and the objectives that it seeks to reach, the descriptive approach was used. This depends on studying the reality or the phenomenon as it is and is interested in describing it accurately, expressing it qualitatively by describing and clarifying its characteristics, and expressing it quantitatively by describing it numerically which shall clarify its size and the degrees of connection with other phenomena. This approach does not only aim to describe phenomena and reality but also to reach conclusions that contribute to understanding and developing reality.

The most important feature of this approach is that it provides reliable data on the actual reality of the phenomenon or subject of research, and at the same time, it provides a realistic explanation of the factors related to the subject of the study that helps in making a reasonable amount of prediction of the phenomenon. On the other hand, this method is subject to some disadvantages; the most important of which is the characteristic of personal bias. When the researcher collects various data about the phenomenon, this may lead to obtaining inaccurate data that cannot lead to objective results that can be generalized to the study population, and; therefore, the credibility of this approach may become weak compared to the advantages of other approaches to scientific research. (Bouhoush et al., 1999, p 47.)

4.3.1 Study Population

The study population consisted of 124 students and 08 teachers from Ammar Thelidji University, Laghouat, Algeria.

4.3.2 Exploratory Pilot Study

4.3.2.1 Objective of the Exploratory Pilot Study

The Pilot study is the initial step that helps the researcher to have a comprehensive overview in order to become familiar with the overall aspects of the study as it is initially a set of suggestions for developing and controlling the topic. It also aims to investigate the reliability of the data collection tools by measuring their validity and stability. Thus, It has been used before the final application to the total sample of the study.

4.3.2.2 Pilot Study Sample

After completing the data collection tools, their number reached (30) participants.

4.3.2.3 Temporal and Spatial Boundaries

The human field: The current study was applied to a sample of 30 students.

Context: We determined the context for our study at the University of Laghouat, Algeria.

Time scope: This study was conducted in the period extending from the 2022-2023 to 2023-2024 academic years.

4.3.2.4 Tools of the Exploratory Pilot Study

After completing the theoretical aspect and making the necessary modifications to it, and after an extensive review of previous studies, we prepared two questionnaires. The first was for students and the second was for teachers.

4.3.3 Psychometric Characteristics of the Survey Study

First: Students' questionnaire

Honesty: To verify the validity of the tools, we relied on the internal consistency method:

Table 3. Validity and Internal Consistency Between the Items and the Total Score

First Section: Students' Needs			
Statement			Correlation
I seek learning English for specific use to essentially get a good position			**0.868
English is essential for my performance in prospective jobs			**0.809
Using English within a professional environment is difficult			**0.863
Second Section: Course Design			
Statement	Correlation	Statement	Correlation
I prefer the type of ESP course that focuses on my future work requirements	**0.740	Only few of students express awareness on specific language courses matching the targeted industry	*0.775
It is important for course content to feature my aspired job role	**0.770	I find it more convenient for courses not to integrate	*0.742

		language skills but to work on specific skills separately	
A lot of students prefer courses focusing on communicational English	**0.753	Pinpointing real students' needs is of huge importance to ESP course design	*0.652 *
Third Section: Approaches to Course Design			
Statement	Correlation	Statement	Correlation
A course which addresses the many proficiency levels and learner needs is more convenient and effective to ESP instruction now time	**0.865	One way of tailoring ESP courses to overall students' needs is through a multileveled approach to course design	*0.589 *
Incorporating diverse proficiency levels into the ESP course is of valid benefits	**0.750	A task-based approach to ESP course design is the only effective in shaping students' desirable set of professional skills	*0.531 *
To offer chances for a personalized learning experience is to exclude class interaction and other students' learning styles	**0.821		
Fourth Section: Assessment			
Statement	Correlation	Statement	Correlation
Assessment throughout ESP course implementation is to you unnecessary	**0.834	Assessment tasks in the ESP course must be random and numerous only	**0.909
Both Formative and summative assessment modes help decide whether improvement is taking place or not and the possible techniques to address inefficiencies	**0.881	Assessment tasks are better aligning with real-life functioning business situations	**0.873

CHAPTER FOUR: METHODOLOGY, ANALYSIS, AND DISCUSSIONS

I prefer to be subject to assessment during the course and equally at the end of it	**0.869	Students have to take part in self-assessing their performance since it helps them be more aware of their own growth and learning practices	**0.790
Fifth Section: Materials Development			
All sorts of learning materials are helpful for the development of language skills	**0.879	Subject specific learning materials motivate students to be more concentrated and yield better outcomes	*0.807 *
Teachers are responsible of tailoring authentic learning materials fitting their learning plan and ends	**0.817	Integrating authentic materials of diverse contents and functions supports students in linking their learning to the future occupational settings	*0.558 *
ESP students prefer authentic readings and lists of business-related vocabulary included in the courses they undertake	**0.754		
Sixth Section: Technology Integration		Seventh Section: Possible Challenges	
Statement	Correlation	Statement	Correlation
Modern technological tools are of preference to nowadays ESP learners' learning means	**0.892	Extensive work-related vocabulary is an obstacle hindering ESP students' academic achievement	*0.841 *
A good portion of ESP students' still find it more suitable for them to be trained by both classical and digital resources	**0.897	Cultural norms should receive consideration whilst designing effective and comprehensive ESP courses for today's globalized students	*0.890 *

Source: Prepared by the researcher based on the outputs of spss25

We notice from the table above that the value of the Pearson correlation coefficient reached between (0.809) in statement 2 at its lowest and (0.868) at its highest in front of statement 1. This is about the first dimension. As for the second dimension, the Pearson correlation coefficient reached between (0.652). in statement 6 at its lower limit and (0.770) at its upper limit in front of statement 2. The third dimension is between (0.531-0.865), the fourth dimension is between (0.790-0.909), the fifth dimension is between (0.558-0.879), and the sixth dimension is between (0.558-0.879). (0.892-0.897) and the seventh dimension is between (0.841-0.890). All statements were significant at the significance level of 0.05, and this indicates the presence of internal consistency between the statements of each variable and the total score.

4.3.4 Consistency

Calculating Reliability Using Cronbach's Alpha Method

The stability of the tool was calculated in this way and the results were as shown in the following table:

Table 4. Students' questionnaire reliability coefficient using Cronbach's alpha

Statement	Cronbach's Alpha	Statement	Cronbach's Alpha	Statement	Cronbach's Alpha
1	.934	11	.933	21	.931
2	.933	12	.933	22	.930
3	.931	13	.932	23	.931
4	.933	14	.933	24	.930
5	.930	15	.933	25	.934
6	.931	16	.932	26	.933
7	.931	17	.932	27	.933
8	.932	18	.933	28	.933
9	.931	19	.931	29	.935
10	.930	20	.930		
General constant coefficient			29	0.934	

Source: Prepared by the researcher based on the outputs of spss25

We note from the previous table that the tool's reliability coefficient according to Cronbach's alpha equation was equal to ($\alpha = 0.93$), which is a significant value and confirms that the scale has a good level of reliability.

4.3.5 Teachers' Questionnaire

4.3.5.1 Consistency

Calculating reliability using Cronbach's alpha method:

The stability of the tool was calculated in this way and the results were as shown in the following table:

Table 5. Teachers' Questionnaire reliability coefficient using Cronbach's alpha

Statements	Cronbach's Alpha	Validity factor
10	0.784	0.885

We observe from the table above that the reliability coefficient, Cronbach's alpha, reached 0.74, while the reliability coefficient reached 0.885. This means that the questionnaire has a high degree of validity and reliability.

Determining the weights given: As we mentioned previously, in the questionnaire we used closed questions designed according to a five-point Likert scale, which is considered the most appropriate for such studies. The options available for each statement were as follows (strongly agree, agree, neutral, disagree, strongly disagree). We stressed to the research sample members the necessity of choosing only one answer in front of each paragraph, and to determine the direction, we gave the possibilities of the previous five answers specific weights, as shown in the following table:

Table 6. Questionnaire Weights

Answer options	weight
Strongly agree	5
Agree	4
Neutral	3
Disagree	2
Strongly disagree	1

Based on the weights shown in the table above, and to calculate the length of the five-point Likert cells (the upper and lower limits), the range was calculated ($5-1 = 4$) and then divided by the number of categories of the scale to obtain the cell length ($4/5 = 0.8$), and then

adding this number to the lowest value on the scale, which is the correct one. The addition continued until reaching the highest value on the scale, that is number five, and the result was as shown in the following table.

Table 7. Questionnaire Weighted Averages and their Corresponding Trend

	Weighted Average	Trend
1	(1.79 -1)	Strongly disagree
2	(2.59 -1.8)	Disagree
3	(3.39-2.6)	Neutral
4	(4.1 -3.4)	Agree
5	(5 -4.2)	Strongly agree

From table (05), we can conclude that the challenge of the general trend towards each paragraph of the study is according to the following mechanism:

If the weighted arithmetic mean of the statement ranges between (4.2 - 5), this means that the general trend towards confirming what is stated in it is towards “strongly agree.”

If the weighted arithmetic mean of the statement ranges between (3.4 and 4.19), this means that the general trend toward confirming what is stated in it is toward “Agree.”

If the weighted arithmetic mean of the statement ranges between (2.6-3.39), this means that the general trend toward confirming what it says is toward “sometimes.”

If the weighted arithmetic mean of the statement ranges between (1.8-2.59), this means that the general trend toward confirming what it says is heading toward “disagree.”

If the weighted arithmetic mean of the statement ranges between (1.79-1), this means that the general trend toward confirming what it says is heading toward “strongly disagree.”

As for estimating the level of each variable or dimension (a variable is a set of dimensions, and a dimension is a set of items), we need a special scale that determines the degree of the level of each variable, and in this regard, many studies emphasize the tripartite scale, which includes three levels of classification. They are: high, medium, and low.

To determine the corresponding values, we resort to calculating the range ($5-1 = 4$), then dividing it by the number of categories of the scale to obtain the length of the cell, ($4/3 = 1.33$), then this number is added to the lowest value in the scale and It is the correct one, and the addition continued until reaching the highest value on the scale, which is the number five, and the result was as shown in the following table:

Table 8. Weighted Averages of Dimensions, Variables, and their Corresponding Levels

Weighted Average	Level
(2.32-1)	low
(3.66-2.34)	Medium
(5-3.67)	high

Through the table, we can conclude the level of dimensions and variables in this study as follows:

- If the weighted arithmetic mean of the dimension or variable ranges between (3.67 - 5), this means that its general level tends to be high.
- If the weighted arithmetic mean of the dimension or variable ranges between (2.33- 3.66), this means that its general level tends to be average.
- If the weighted arithmetic mean of the dimension or variable ranges between (1-2.32), this means that its general level tends to be low

4.4 Statistical Methods

To reach the research objectives and analyze the collected data, we relied on a set of appropriate statistical methods, using the automated information program called: Statistical Packages for the Social Sciences, which stands for (25spss) for short. It went through successive versions until it reached its current version (Al-Sawah, 2006, pages 155-156). We also used the automated information program Excel to draw and represent graphs and relative circles.

Statistical Treatment: In analyzing the study data, we used many concepts related to descriptive and inferential statistics, the most important of which we justify in the following: (Fahmy, 2005, p. 186) **Frequencies and Percentages:** for detailed identification and analysis of the personal characteristics of the study sample members.

Arithmetic Mean (Mean): This is to determine the extent of the increase or decrease in the responses of the study individuals towards all items of the questionnaire.

Standard Deviation: This is in order to identify the extent to which the responses of the study individuals deviate towards each item or dimension, and it also shows the dispersion in the responses of the study individuals. The closer its value is to zero, the better answers are concentrated and not dispersed, but if its value is greater than or equal to one, this means that the answers are dispersed and not concentrated. It is also useful in arranging phrases or

paragraphs in favor of the least dispersed when the weighted arithmetic mean between them is equal. (Hassan Abdel Razek et al., 2002, p. 115)

Cronbach's Alpha (a): In order to estimate the stability of the study, this factor is taken at values ranging between zero to one, and the closer it is to the correct one, the greater the stability of the study. (Abdel Fattah, 2008, p. 536)

Uma Sekaran sets a general rule for dealing with this parameter as follows:

If Cronbach's alpha coefficient is less than (0.6), this means that the study has weak reliability, which requires reconsidering the study tool.

If the Cronbach's alpha coefficient ranges between (0.6-0.7), this means that the study has acceptable reliability.

If the Cronbach's alpha coefficient ranges between (0.7-0.8), this means that the study has good reliability.

If the Cronbach's alpha coefficient is greater than (0.8), this means that the study has excellent reliability.

Pearson's Correlation Coefficient: This is the value between the score of each item and the total score of the axis to which it belongs. It is used in order to estimate the internal consistency of the study tool(s). It is also compatible with parametric tests and is used to study the stability property of the Likert scale.

4.5 Data Analysis Procedure

4.5.1 Demographic Information

Table 9. Age Analysis

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	18-20	42	33.9	33.9	33.9
	21-23	48	38.7	38.7	72.6
	24- above	34	27.4	27.4	100.0
	Total	124	100.0	100.0	

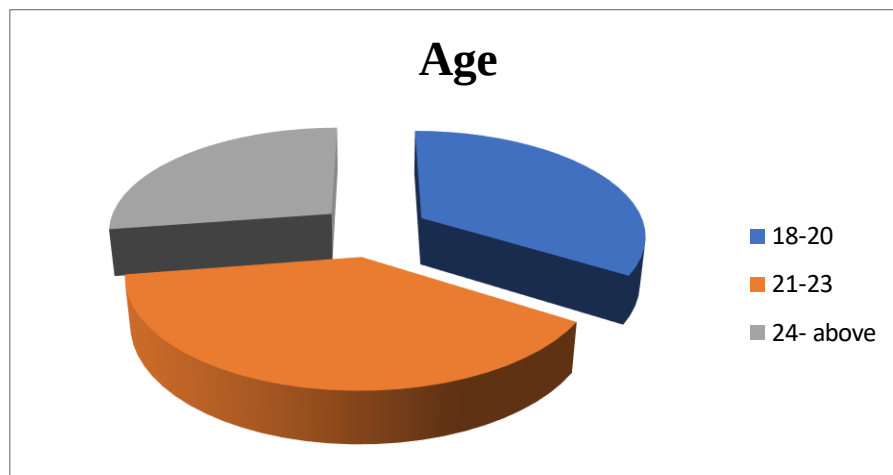


Figure 23. Age Representation

We note from the table above that the majority of the sample's students were between 21-23 years old, with a percentage of 38.7, followed by 33.9 who were between 18-20 years old, followed by 27.4 who were older than 24 years.

Table 10. Gender Analysis

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	36	29.0	29.0	29.0
	Female	88	71.0	71.0	100.0
	Total	124	100.0	100.0	

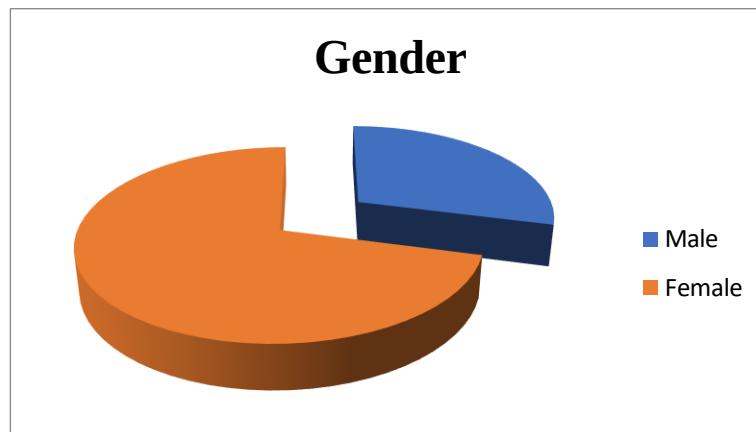


Figure 24. Gender Representation

We observe from the table above that the majority of the sample members are female students, with a percentage of 71.0, while a percentage of 29.0 are male students.

Table 11. Years of English Language Learning

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	6-10	98	79.0	79.0	79.0
	10-above	26	21.0	21.0	100.0
	Total	124	100.0	100.0	

We detect from the table above that the majority of the sample members have a range of 4-10, as their percentage reached 79.0, while the percentage of 21.0 is 10 above.

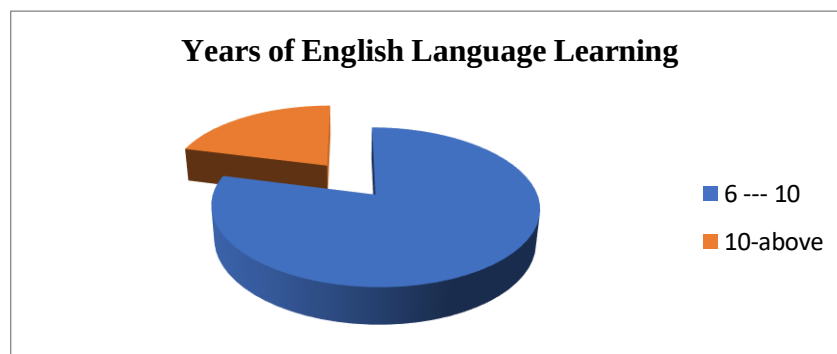


Figure 25. Years of English Language Learning

Table 12. Specialization Analysis

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Management sciences	60	48.4	48.4	48.4
	Economic sciences	64	51.6	51.6	100.0
	Total	124	100.0	100.0	

We can recognize from the table above that the majority of the sample members specialize in economic sciences, with a percentage of 51.6, while 48.4% specialize in management sciences

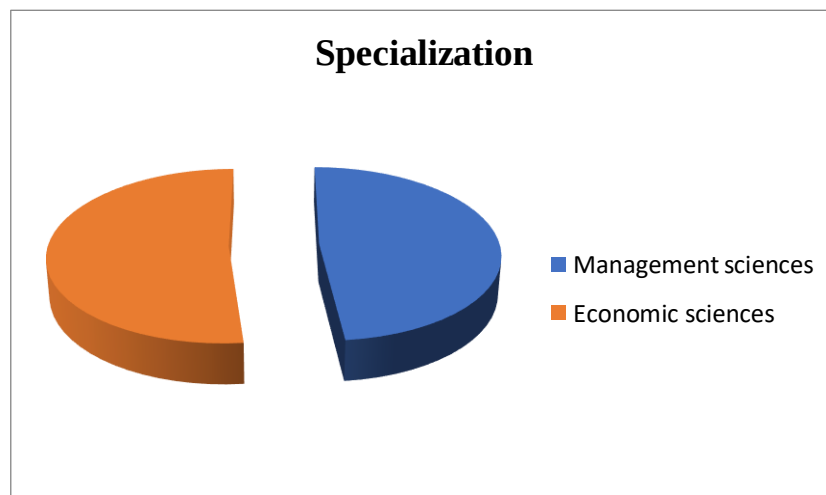


Figure 26 . Specialization Representation

4.5.2 Learner Profile and Preferences

Table 13. Listening and Speaking Analysis

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	None	8	6.5	6.5	6.5
	moderate	38	30.6	30.6	37.1
	high	78	62.9	62.9	100.0
	Total	124	100.0	100.0	

We notice from the table above that the majority of the sample members have a high level of listening and speaking challenges, where their percentage reached 62.9, followed by a percentage of 30.6 whose level is moderate, followed by a percentage of 6.5 whose level is none

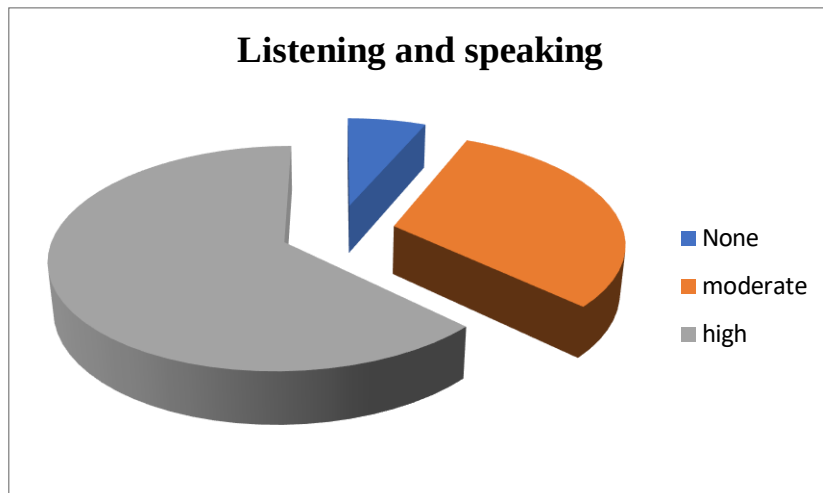


Figure 27. Listening and Speaking Representation

Table 14. Reading and Writing Analysis

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	None	14	11.3	11.3	11.3
	moderate	84	67.7	67.7	79.0
	high	26	21.0	21.0	100.0
	Total	124	100.0	100.0	

It is noted from the table above that the majority of students have a moderate level in Reading and Writing challenges, where their percentage reached 67.7, followed by a percentage of 21.0 whose level is high, followed by a percentage of 11.3 whose level is none.

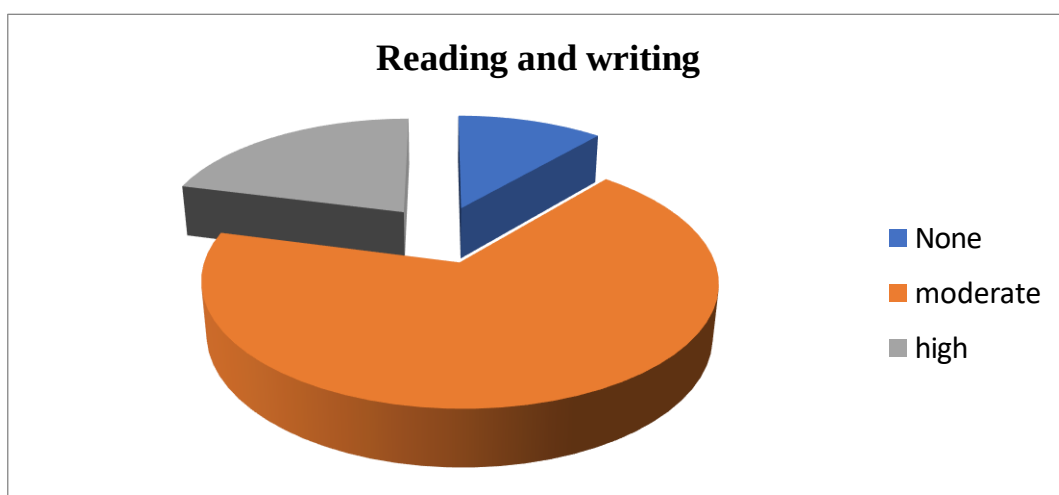


Figure 28 . Reading and Writing Representation

Table 15. Grammar Analysis

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	None	26	21.0	21.0	21.0
	moderate	82	66.1	66.1	87.1
	high	16	12.9	12.9	100.0
	Total	124	100.0	100.0	

We ascertain from the table above that the majority of students have a moderate level of Grammar, with a percentage of 66.1, followed by a percentage of 21.0 whose level is None, followed by a percentage of 12.9 whose level is considered high.

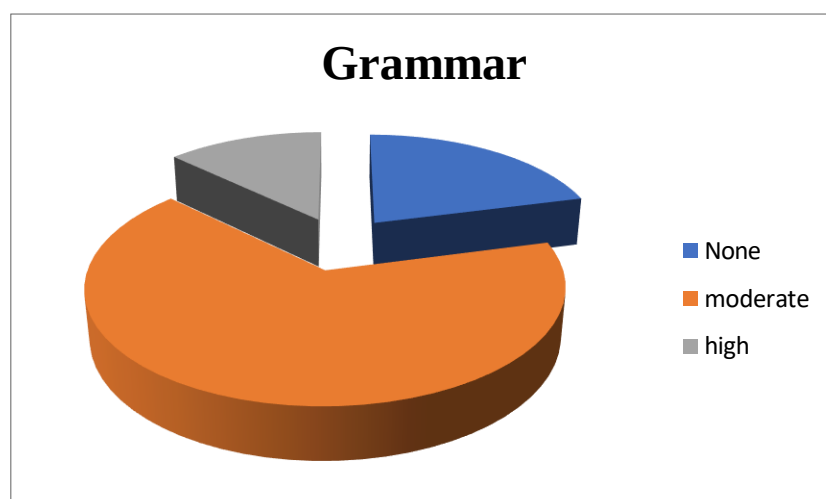


Figure 29. Grammar Representation

Table 16. Vocabulary Analysis

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	None	2	1.6	1.6	1.6
	moderate	24	19.4	19.4	21.0
	high	98	79.0	79.0	100.0
	Total	124	100.0	100.0	

We observe from the table above that the majority of students have a high level of Vocabulary challenges, where their percentage reached 79.0, followed by a percentage of 19.4 whose level is moderate, followed by a percentage of 1.6 whose level is None

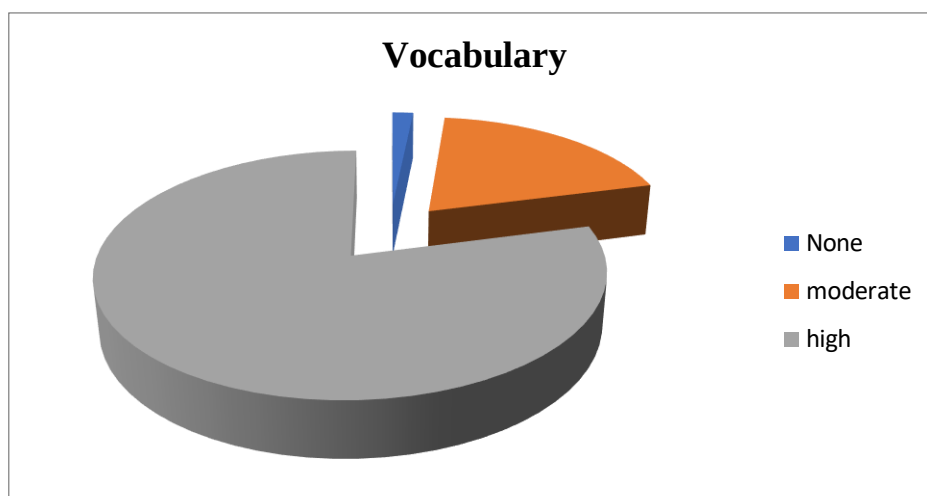


Figure 30 . Vocabulary Representation

Table 17. Pronunciation Analysis

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	None	6	4.8	4.8	4.8
	moderate	36	29.0	29.0	33.9
	high	82	66.1	66.1	100.0
	Total	124	100.0	100.0	

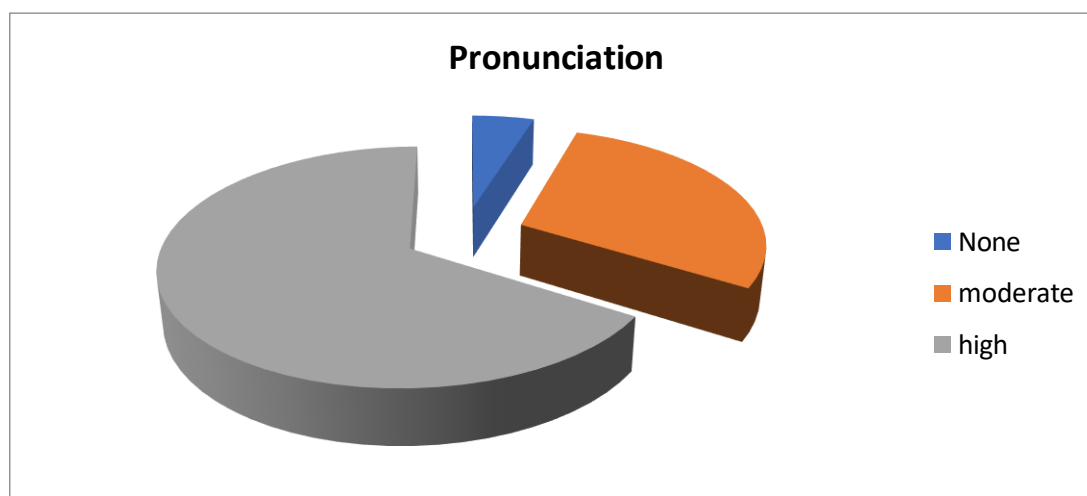


Figure 31 . Pronunciation Representation

Table 18. Communication Analysis

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	None	6	4.8	4.8	4.8
	moderate	38	30.6	30.6	35.5
	high	80	64.5	64.5	100.0
	Total	124	100.0	100.0	

It is highlighted from the table above that the majority of students have a high level of communication challenges, with a percentage of 64.5, followed by a percentage of 30.6 whose level is moderate, followed by a percentage of 4.8 whose level is none

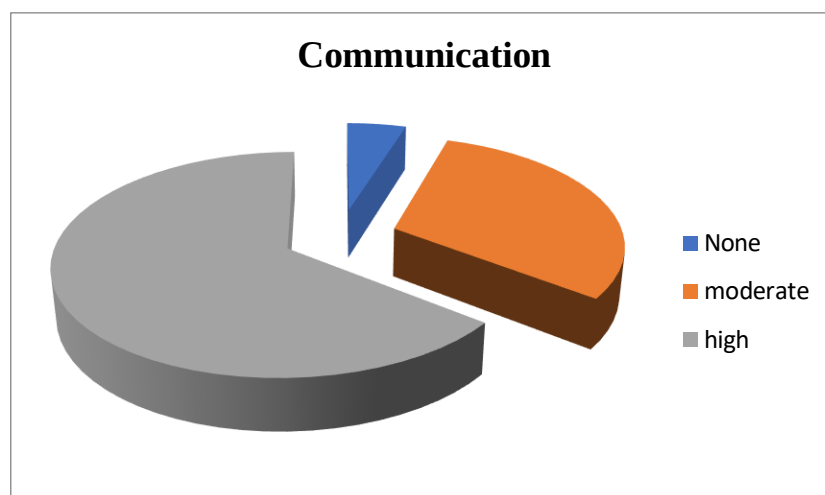


Figure 32 . Communication Representation

Table 19. Reasons Motivating Students to Learn English

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	-To secure a good Job	52	41.9	41.9	41.9
	to travel abroad	8	6.5	6.5	48.4
	To have good communication skills	24	19.4	19.4	67.7
	to have more qualifications	40	32.3	32.3	100.0
	Total	124	100.0	100.0	

We observe from the table above that the majority of students' reason motivating them to learn English is to secure a good job, where their percentage reached 41.9, followed by 32.3 percentage to have more qualifications, followed by 19.4 percentage to have good

communication skills, followed by 6.5 percentage to travel abroad.



Figure 33 . Reasons Motivating Students to Learn English

Table 20. Students' Preferred Working Style

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Individual	24	19.4	19.4	19.4
	in a group	100	80.6	80.6	100.0
	Total	124	100.0	100.0	

We note from the table above that the majority of students preferred working style in a group, where the percentage reached 80.6, while the percentage reached 19.4 Individual

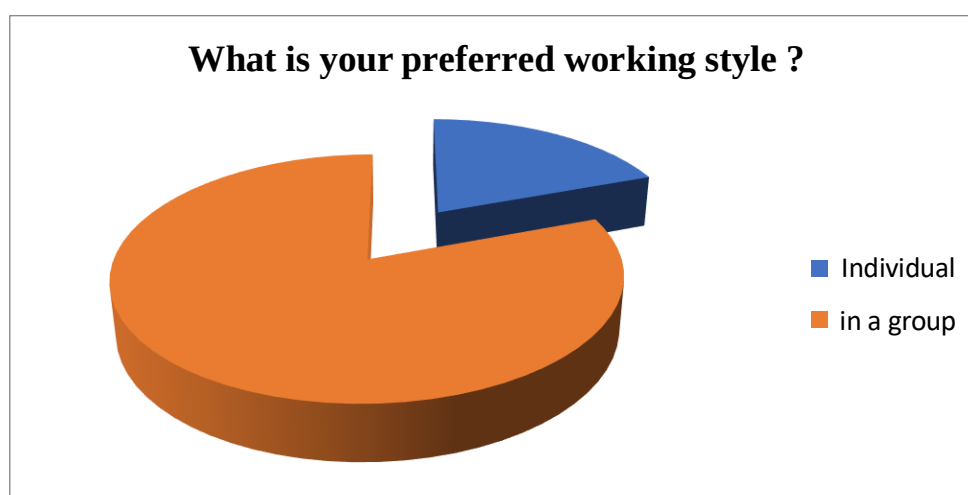


Figure 34 . Students' Preferred Working Style

Table 21. Students' Preferred Methods of Learning English

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Working interactively	56	45.2	45.2	45.2
	Reading intensively	20	16.1	16.1	61.3
	Memorizing Vocabulary	48	38.7	38.7	100.0
	Total	124	100.0	100.0	

We detect from the table above that the majority of students regarding how much they enjoy the following methods of learning English Working interactively reached 45.2, followed by 38.7 Memorizing Vocabulary, followed by 16.1 Reading intensively.

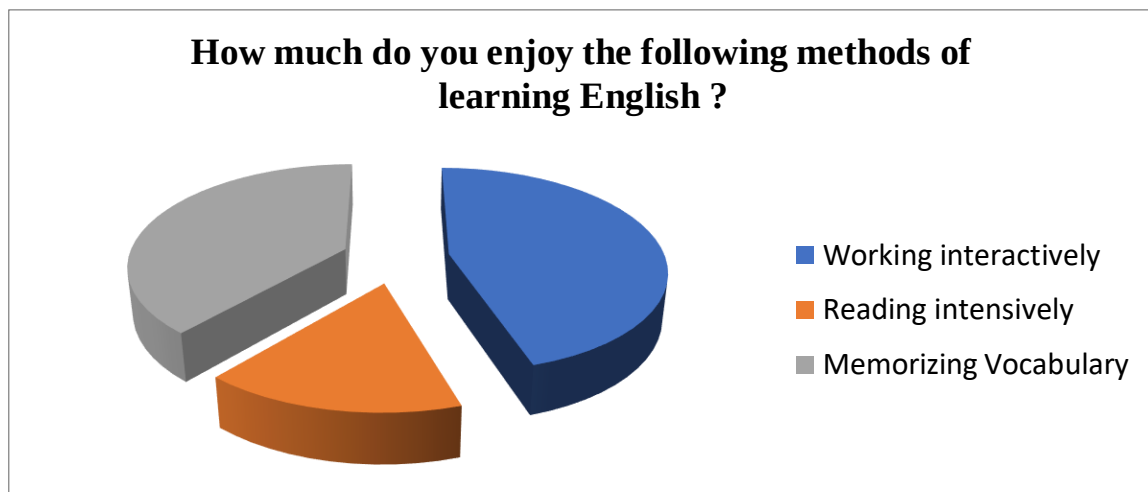


Figure 35 . Students' Preferred Methods of Learning English

Table 22 . Students' Current Proficiency in English

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Beginner	82	66.1	66.1	66.1
	intermediate	34	27.4	27.4	93.5
	advanced	8	6.5	6.5	100.0
	Total	124	100.0	100.0	

We perceive from the table above that the majority of students rate their current proficiency in the English language as Beginner, where their percentage reached 66.1, followed by 27.4 intermediate, followed by 6.5 advanced.

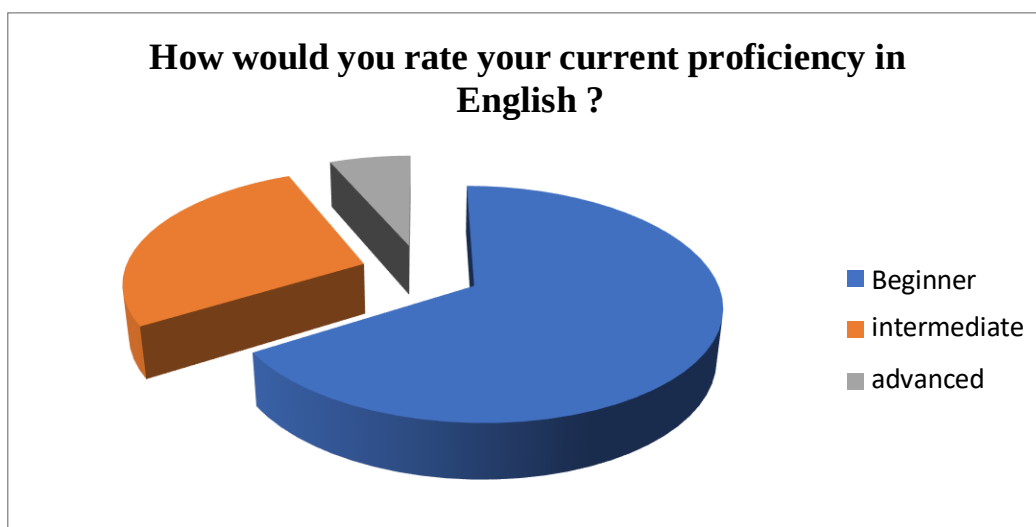


Figure 36. Students' Current Proficiency in English

The study that was most relevant to ours was the one by Teyebi (2015), where data driven, suggest that there is a moderate level of difficulty facing economy and management student while learning English. Moreover, participants of the same study expressed that their overall English language proficiency was intermediate, data that is not closely similar to ours yet which suggests similar directions of the current status of the language across faculty students.

Interestingly, those significant results of ours regarding students' language proficiency levels can also be affirmed through the study of Gouabi, K. (2023), having the university of Bechar , Algeria as context, where respondents marked the matter as intermediate. Besides, throughout the same study, the respondents' answers regarding their learning preferences demonstrate a range of motivations, including using the target language in their academic pursuits. Specifically, respondents study the language to participate in conferences, while others chose to engage in oral interactions. However, it is noteworthy that all respondents, representing 100%, study the language with the goal of passing examinations. This is followed by their mutual consensus on the significance of attaining proficiency in the English language in both academic and professional contexts.

Interpretation

This section was carried out to cover aspects of relation with the learners' profiles and learning preferences. It tackled how challenging they perceive the different language skills, as well as their motivation of learning English, their preferred learning style and method, and evaluation of their current English language proficiency.

The findings of the first question suggest that a high percentage find listening and speaking, along with vocabulary and pronunciation challenging. In this view, a similar share of the respondents has issues processing communication. Also, a moderate portion of them believe reading, writing and grammar to be of moderate difficulty.

The second question was on the underpinning motivation behind the students pursue to the English language. The results indicate that the great representative majority of them seek to have better opportunity securing a decent position and to be equipped with wider and more solid qualifications. Such output would lead to understand that the students Acknowledge the significance of having a high level of English language skills in improving their job opportunities and acquiring qualifications that can positively impact their professional growth. The aspiration for enhanced employment prospects and credentials underscores the pragmatic incentives propelling their pursuit of English language proficiency.

On what concerns the third question, most of the participants expressed how They prefer collaborative learning over individual learning. Meaning, the learners express a preference for actively participating in the learning process and acknowledge the impact of collaborative learning and cooperation on the development of interpersonal communication skills, which are frequently crucial in professional environments. Furthermore, their tendencies to prefer working in groups could be put to good use by setting them for more of a scaffolding learning environment where they share knowledge and strategies in a comprehensive meaningful, also autonomous, manner.

The next question addressed the preferred learning method for respondents. Here they captured interactive learning is desired by them. These results indicate that they enjoy educational events that are engaging and dynamic, requiring active participation. Besides, their alignment with the previously discovered propensity for group work suggests an inclination towards dynamic and social learning situations. Further, the respondents also showed a relatively high level of interest in memorizing vocabulary, suggesting that they recognize the significance of acquiring vocabulary in language learning. The above findings come along with how the respondents may perceive reading intensively and conducting grammar practice as less favored techniques, indicating that they find these activities challenging and/or less pleasurable or engaging.

The last question in this section a was dedicated to the students' language proficiency levels. Evidently, the majority of responders consider their current English competence to be at a novice level. A minority of respondents classified themselves as intermediate, while an even

smaller minority classified themselves as advanced. Positively speaking, such results assert a diverse range of proficiency levels within the sample. However, they still suggest a low acquisition pace being experienced due either to the current pedagogical orientation of ESP as a module for the targeted sample or even the inadequate entry profile of the students' part. In all, a considerable component of the sample population possesses a restricted degree of English proficiency and necessitates teaching and assistance specifically designed for individuals at the beginner level.

4.5.3 Students' Needs

Table 23. Students' Occupational Needs

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	8	6.5	6.5	6.5
	Neutral	24	19.4	19.4	25.8
	Agree	40	32.3	32.3	58.1
	Strongly agree	52	41.9	41.9	100.0
	Total	124	100.0	100.0	

We notice from the table above that the majority of students are strongly seeking to learn the English language for a specific use, mainly to obtain a good position, as their percentage reached 41.9, followed by a percentage of 32.3 who seek a degree of agree, followed by a percentage of 19.4 who answered with a neutral, followed by a percentage of 6.5 who do not seek to learn the English language for use. Specific to getting a good position basically.

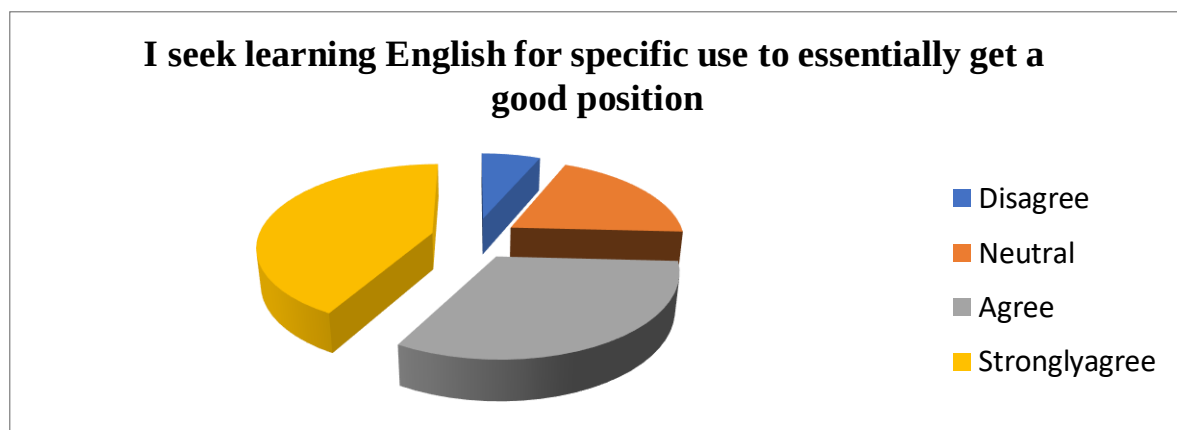


Figure 37. Students' Occupational Needs

Table 24. Students' Needs of English in for Prospective Jobs

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	8	6.5	6.5	6.5
	Neutral	14	11.3	11.3	17.7
	Agree	32	25.8	25.8	43.5
	Strongly agree	70	56.5	56.5	100.0
	Total	124	100.0	100.0	

We note from the table above that the majority of students about English is essential for my performance in prospective jobs agreed with a degree of strongly agree, as their percentage reached 56.5, followed by a percentage of 25.8 who responded with agree and a percentage of 11.3 who responded with a degree of neutral, followed by a percentage of 6.5 who responded with disagree.

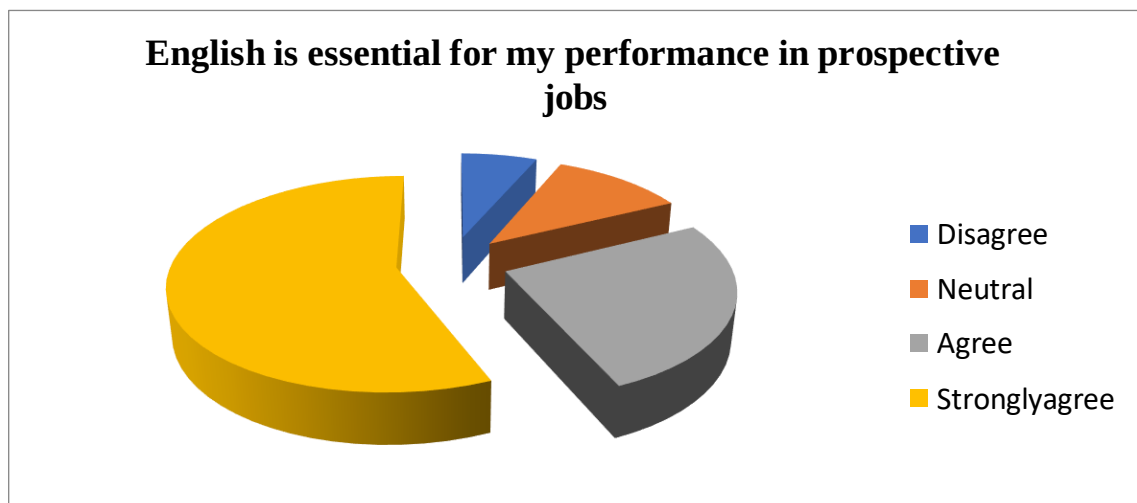


Figure 38 . Students'Needs of English for Prospective Job

Table 25 . Students'Views Regarding Using English within a Professional Environment

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	6	4.8	4.8	4.8
	Disagree	8	6.5	6.5	11.3
	Neutral	8	6.5	6.5	17.7
	Agree	20	16.1	16.1	33.9
	Strongly agree	82	66.1	66.1	100.0
	Total	124	100.0	100.0	

We note from the table above regarding Using English within a professional environment is difficult that the majority of students answered Strongly agree, where their percentage reached 66.1, followed by 16.1 percent who responded with Agree, followed by 6.5 percentage who responded with both a degree of neutral and disagree, followed by 4.8 percentage who responded with Strongly Disagree.

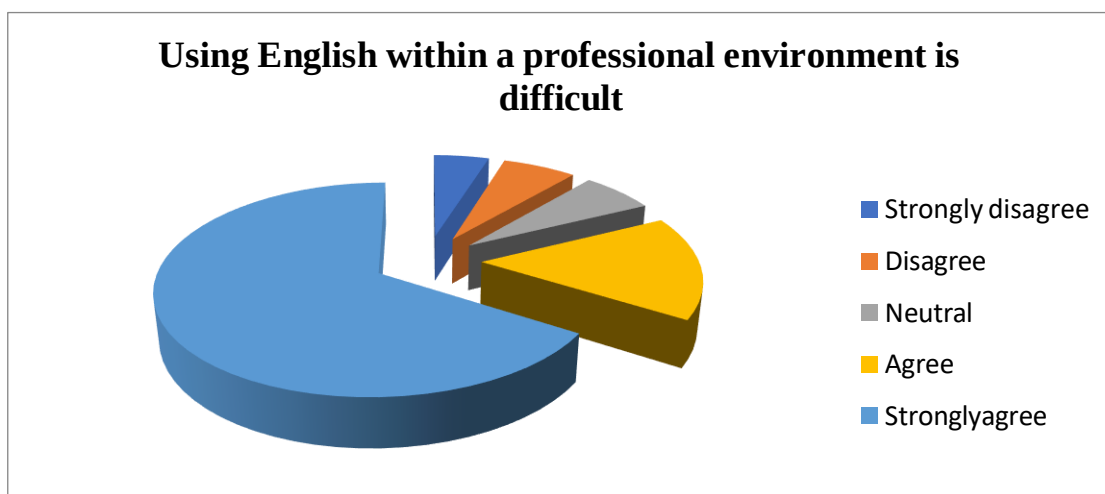


Figure 39 . Students'Views Regarding Using English within a Professional Environment

These results are similar to a great extent to the findings of MAZOUZI (2020), a study of a similar nature to ours, where the researcher reports that the majority of participants, at 93%, agree on English as crucial for them for notably business-related assignments such as delivering verbal presentations, composing emails, and managing commercial terminology. In another alike study, KENNEDY and BOLITHO (1984) assert that, as stated in KADI (2013), the demand for ESP has primarily originated from scientists and technologists who want English language skills for various purposes related to their respective fields. Furthermore, In regards to assessing students' needs before designing and implementing a course, TOURCHE (2018) reports that the students in her study stated that their ESP teacher does not analyze their needs. Conversely, only a small portion of them responded positively, indicating that their teacher does analyze their needs by asking questions. This suggests that the ESP teacher has not taken into account or put into practice the procedure of "Needs Analysis".

Interpretation

The second section addressed students' needs. Assessing the findings of the first question, we can notice that the majority of respondents range from agreeing to strongly agreeing that they aspire to acquire English language skills for the explicit purpose of attaining a favorable

professional position. The respondents' significant motivation to gain English language skills for professional promotion goals is evident. It also indicates awareness on the salience of English as a skill to embark in the professional landscape.

Moving towards the results taken from the second question, there is a great agreement level among participants about the necessity of English for their performance in prospective jobs. Indeed, this recognizes that having a high level of English proficiency is a useful advantage that can improve students' job performance and expand their possibilities for professional advancement.

The last question in this section was meant to see whether performing English within a professional environment is difficult. Interestingly, most respondents have the opinion that utilizing English in a professional setting is not a simple task. This implies that although individuals acknowledge the significance of being proficient in English for their professional endeavors, many of them are intimidated and feel less confident in their ability to use English effectively in professional settings.

4.5.4 Course Design

Table 26. Students' Preference Regarding the Type of ESP Course

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	4	3.2	3.2	3.2
	Neutral	16	12.9	12.9	16.1
	Agree	20	16.1	16.1	32.3
	Strongly agree	84	67.7	67.7	100.0
	Total	124	100.0	100.0	

We ascertain from the table above regarding I prefer the type of ESP course that focuses on my future work requirements that the majority of students responded strongly agree, reaching 67.7 percent, followed by 16.1 percent who responded with agree, followed by 12.9 percent who responded with neutral, followed by 3.2 percent who responded with disagree.

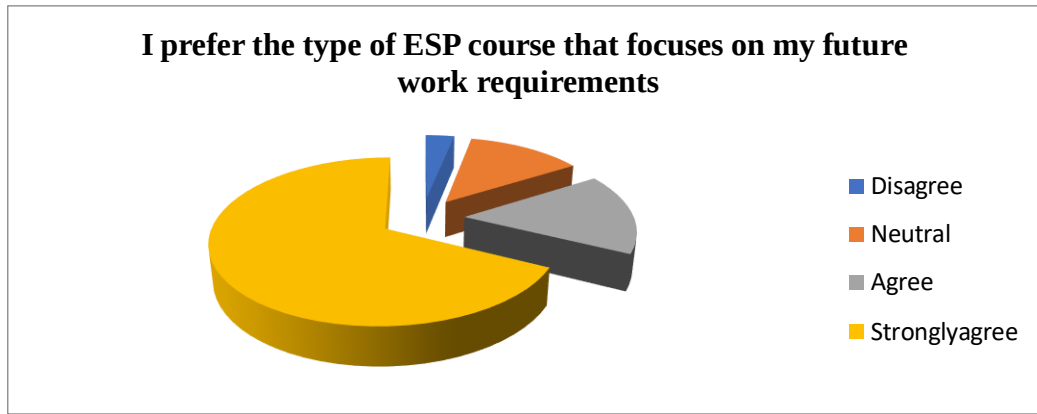


Figure 40 . Students' Preference Regarding the Type of ESP Course

Table 27. Students' Preference Regarding Course Content

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	6	4.8	4.8	4.8
	Neutral	20	16.1	16.1	21.0
	Agree	28	22.6	22.6	43.5
	Strongly agree	70	56.5	56.5	100.0
	Total	124	100.0	100.0	

We observe from the table above that regarding It is important for course content to feature my aspired job role, the majority of students responded strongly in agreement, reaching 56.5 percent, followed by 22.6 percent who responded in agreement, followed by 16.1 percent who responded in neutral, followed by 4.8 percent who responded in disagreement

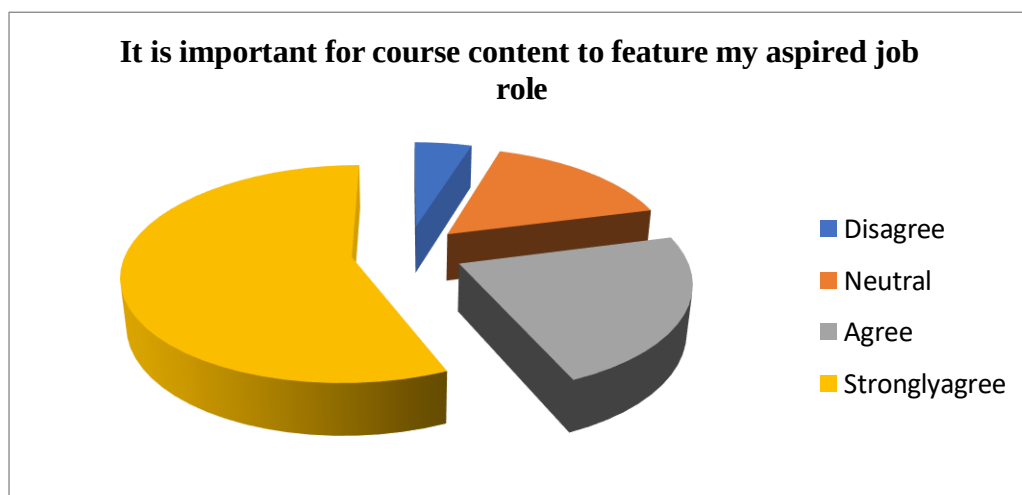


Figure 41. Students' Preference Regarding Course Content

Table 28 . Students' Preference Regarding Courses Focusing on Communicational English

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	2	1.6	1.6	1.6
	Disagree	6	4.8	4.8	6.5
	Neutral	14	11.3	11.3	17.7
	Agree	32	25.8	25.8	43.5
	Strongly agree	70	56.5	56.5	100.0
	Total	124	100.0	100.0	

We can highlight from the table above regarding A lot of students prefer courses focusing on communicational English the majority of students responded strongly in agreement, reaching 56.5 percent, followed by 25.8 percent who responded in agreement, followed by 11.3 percent who responded in neutral, followed by 4.8 percent who responded in disagreement, followed by 1.6 percent who responded with strongly disagree.

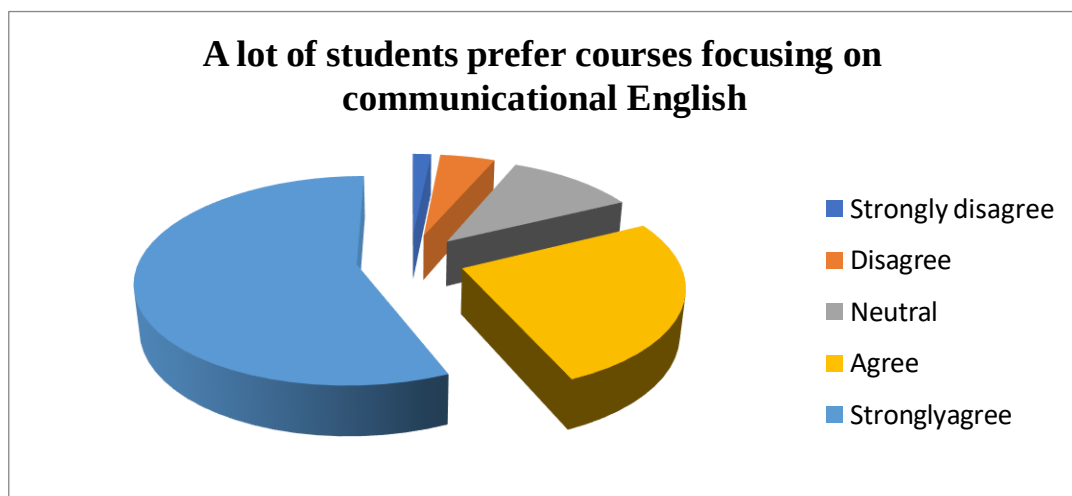


Figure 42 . Students' Preference Regarding Courses Focusing on Communicational English

Table 29 . Students' Awareness Regarding Specific Language Courses Matching the Targeted Industry

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	4	3.2	3.2	3.2
	Disagree	4	3.2	3.2	6.5
	Neutral	24	19.4	19.4	25.8
	Agree	28	22.6	22.6	48.4
	Strongly agree	64	51.6	51.6	100.0
	Total	124	100.0	100.0	

We note from the table above regard to Only a few of the students expressed awareness of specific language courses matching the targeted industry the majority of students answered strongly agree, as their percentage reached 51.6, followed by 22.6 percent who responded with agree, followed by 19.4 percentage who responded with neutral, followed by 3.2 percentage who responded with agree.

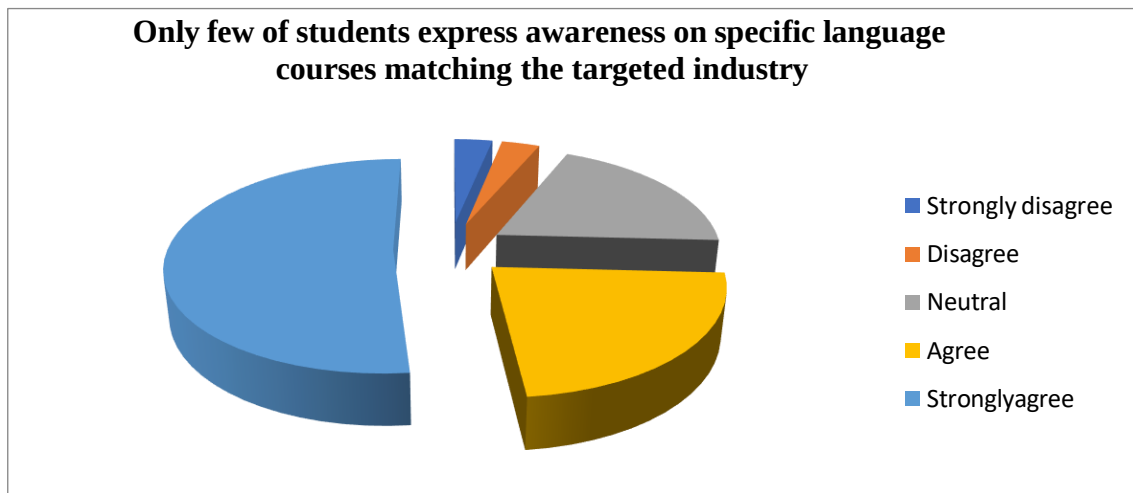


Figure 43 . Students' Awareness Regarding Specific Language Courses Matching the Targeted Industry

Table 30 . Students' Views on integrating Language Skills

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	10	8.1	8.1	8.1
	Disagree	24	19.4	19.4	27.4
	Neutral	36	29.0	29.0	56.5
	Agree	24	19.4	19.4	75.8
	Strongly agree	30	24.2	24.2	100.0
	Total	124	100.0	100.0	

We observe from the table above regarding I find it more convenient for courses not to integrate language skills but to work on specific skills separately the majority of students responded neutrally, with a percentage of 29.0, followed by a percentage of 24.2 who answered strongly agree, followed by a percentage of 19.4 who responded with agree and disagree. Followed by 8.1% who responded strongly disagree.

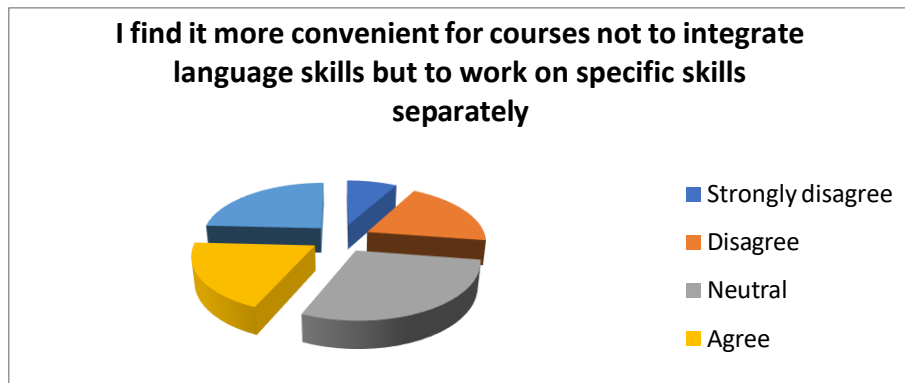


Figure 44 . Students' Views on integrating Language Skills

Table 31 . Students' Views on Pinpointing students' needs for ESP Course Design

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	2	1.6	1.6	1.6
	Disagree	6	4.8	4.8	6.5
	Neutral	32	25.8	25.8	32.3
	Agree	44	35.5	35.5	67.7
	Strongly agree	40	32.3	32.3	100.0
	Total	124	100.0	100.0	

We remark from the table above regarding Pinpointing real students' needs is of huge importance to ESP course design the majority of students answered in agreement, with a percentage of 35.5, followed by a percentage of 32.3 who answered strongly agree, followed by a percentage of 25.8 who answered neutral, followed by a percentage of 4.8 who answered with disagreement, Followed by 1.6 percent who responded strongly against.

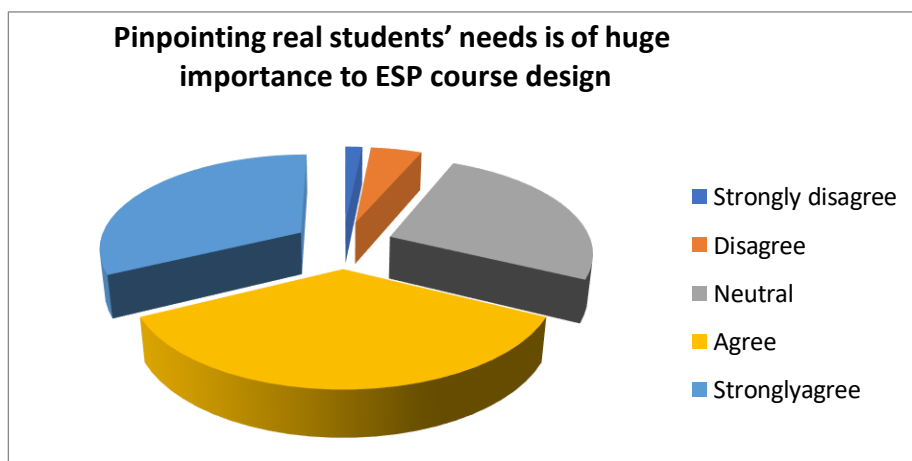


Figure 45 . Students' Views on Pinpointing students' needs for ESP Course Design

These results are a bit similar to the study by TOURCHE (2018) concerning whether the contents of English language course are relevant to field of specialty, the majority of the population responded with "Totally," while a moderate proportion responded with "To some extent.". BENCHENNANE (2018), as well, further highlights related findings on the absence of an existing course in ESP in her study at a similar context belonging to Mascara University.

Interpretation

This section was intended to deal with course design. Going through the findings from the first question, there is a clear tendency of participants to prefer ESP classes that specifically target the future work demands of students. This demonstrates a pronounced inclination towards courses that are customized to fulfill their particular employment requirements and equip them for the challenges of their prospective occupations.

The next question on the list addressed the importance of ESP courses having contents that feature prospective job role, the feedback of students highlights a substantial majority strongly agrees that it is crucial for course content to include their desired work position. These findings indicate that participants prioritize courses that have a direct correlation to their intended professional trajectory and offer pertinent subject matter and practical skill development.

Following that, the third statement was directed towards participants' preference for courses of communicational language orientation. Again, a fair portion of them approve, with a preference for courses that emphasize the development of communication skills in English. This demonstrates an acknowledgement of the significance of proficient communication abilities in professional settings and an inclination for courses that focus on the enhancement of such abilities.

Vis-à-vis respondents' awareness levels on specific language courses matching the targeted industry, students expressed a lack of awareness among them regarding the practical value of certain language courses that are relevant to specific industries. On one hand, this indicates that they recognize the importance of taking specialist language classes related to their chosen industry. On the other hand, it highlights the need for more focused training to align with their understanding of the major and job requirements.

Concerning whether courses should integrate language skills in a whole or work, otherwise, on specific skills separately, participants were of mixed preferences. Only a slight representation of them prefer classes that do not combine linguistic skills but instead focus on

developing specific skills individually. Meaning that, this tendency may indicate a preference for concentrated and specific skill enhancement rather than comprehensive language acquisition experiences.

Ultimately, the final statement in this section received a consensus from the majority of respondents, who agreed that accurately identifying the genuine requirements of students is of significant value when designing ESP courses. This emphasizes the importance of performing needs analyses and taking into account the particular requirements and preferences of learners when building ESP courses.

4.5.5 Approaches to Course Design

Table 32 . Students Views on Addressing the Many Proficiency Levels and Learner Needs

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	8	6.5	6.5	6.5
	Neutral	20	16.1	16.1	22.6
	Agree	40	32.3	32.3	54.8
	Strongly agree	56	45.2	45.2	100.0
	Total	124	100.0	100.0	

It is noted from the table above that A course that addresses the many proficiency levels and learner needs is more convenient and effective for ESP instruction now time that the majority of students responded strongly in agreement, as their percentage reached 45.2, followed by a percentage of 32.3 who agreed, followed by a percentage of 16.1 who were neutral, followed by Percentage of 6.5 opponents

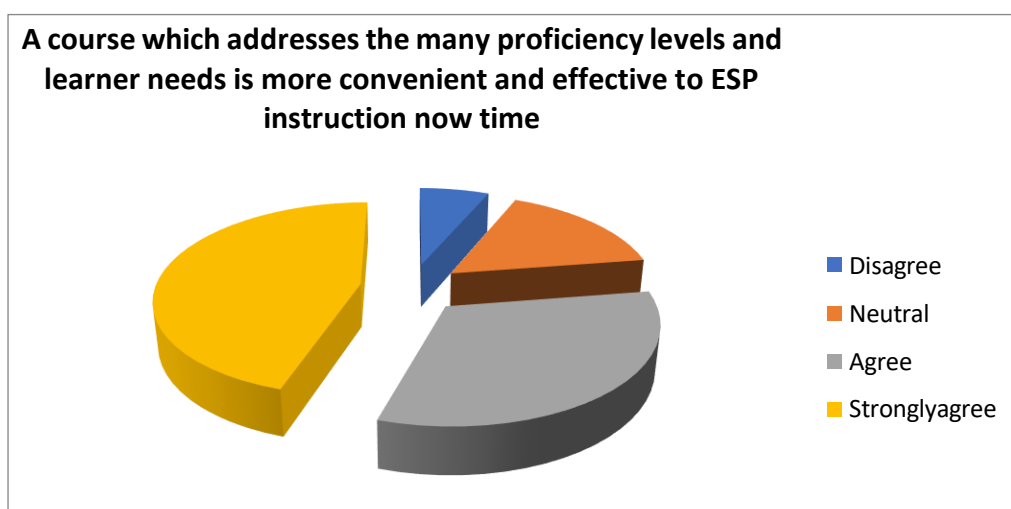


Figure 46 . Students' Views on Addressing the Many Proficiency Levels and Learner Needs

Table 33 . Students' Views on Incorporating Diverse Proficiency Levels into the ESP Course

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	2	1.6	1.6	1.6
	Disagree	6	4.8	4.8	6.5
	Neutral	16	12.9	12.9	19.4
	Agree	36	29.0	29.0	48.4
	Strongly agree	64	51.6	51.6	100.0
	Total	124	100.0	100.0	

We identify from the table above regarding Incorporating diverse proficiency levels into the ESP course is of valid benefit that the majority of students strongly agreed, reaching 51.6, followed by 29.0 who agreed, followed by 12.9 who were neutral, followed by 4.8 who opposed, followed by 1.6 who strongly opposed.

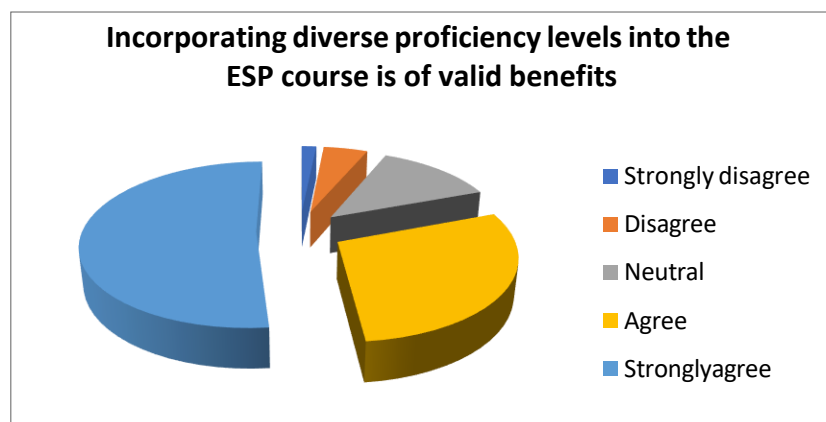


Figure 47 . Students' Views on Incorporating Diverse Proficiency Levels into the ESP Course

Table 34 . Students' Views on Offering Chances for a Personalized Learning Experience

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	74	59.7	59.7	59.7
	Disagree	26	21.0	21.0	80.6
	Neutral	10	8.1	8.1	88.7
	Agree	8	6.5	6.5	95.2
	Strongly agree	6	4.8	4.8	100.0
	Total	124	100.0	100.0	

We can realize from the table above regarding offering chances for a personalized learning experience excludes class interaction and other students' learning styles the majority of students strongly opposed, with a percentage of 59.7, followed by a percentage of 21.0 who opposed, followed by the percentage of 8.1 who were neutral, followed by a percentage of 6.5 who agreed. And 4.8% strongly agreed.

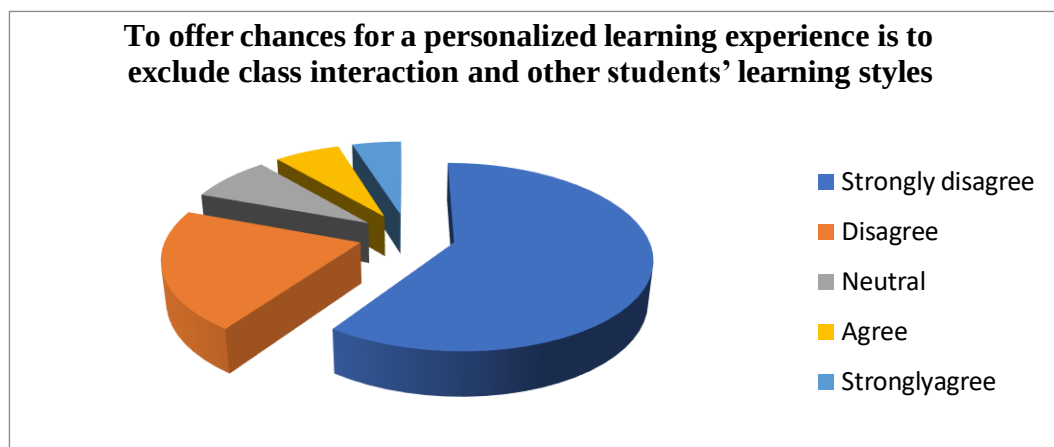


Figure 48 . Students' Views on Offering Chances for a Personalized Learning Experience

Table 35 . Students' Views on a Multileveled Approach to ESP Course Design

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	2	1.6	1.6	1.6
	Neutral	34	27.4	27.4	29.0
	Agree	52	41.9	41.9	71.0
	Strongly agree	36	29.0	29.0	100.0
	Total	124	100.0	100.0	

We notice from the table above regarding One way of tailoring ESP courses to overall students' needs is through a multileveled approach to course design the majority of students agreed, with a percentage of 41.9, followed by a percentage of 29.0 who strongly agreed, followed by a percentage of 27.4 who were neutral, followed by a percentage of 1.6 who disagreed.

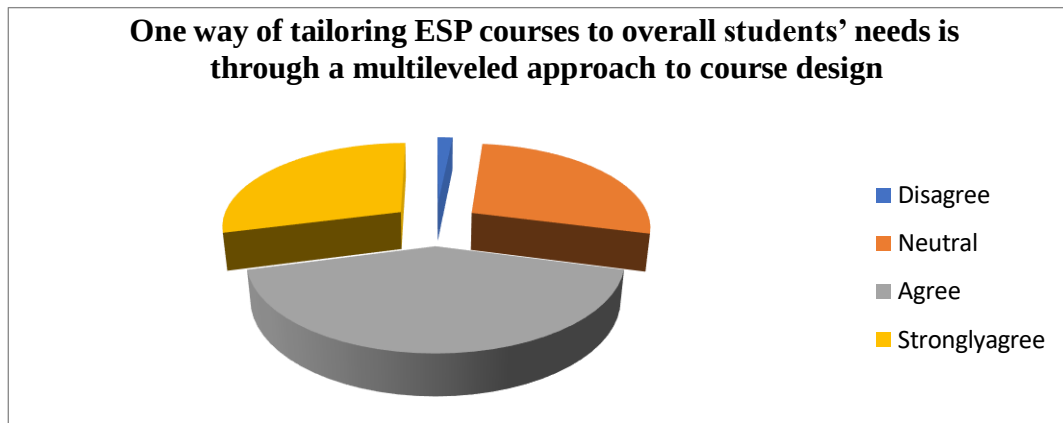


Figure 49 . Students' Views on a Multileveled Approach to ESP Course Design

Table 36 . Students' Views on Task-based approach to ESP Course Design

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	40	32.3	32.3	32.3
	Disagree	38	30.6	30.6	62.9
	Neutral	26	21.0	21.0	83.9
	Agree	14	11.3	11.3	95.2
	Strongly agree	6	4.8	4.8	100.0
	Total	124	100.0	100.0	

We observe from the table above that the task-based approach to ESP course design is only effective in shaping students' desired set of professional skills the majority of students are strongly opposed, reaching 32.3, followed by 30.6 who oppose, followed by 21.0 who are neutral, followed by 11.3. Agree, followed by 4.8 who strongly agree

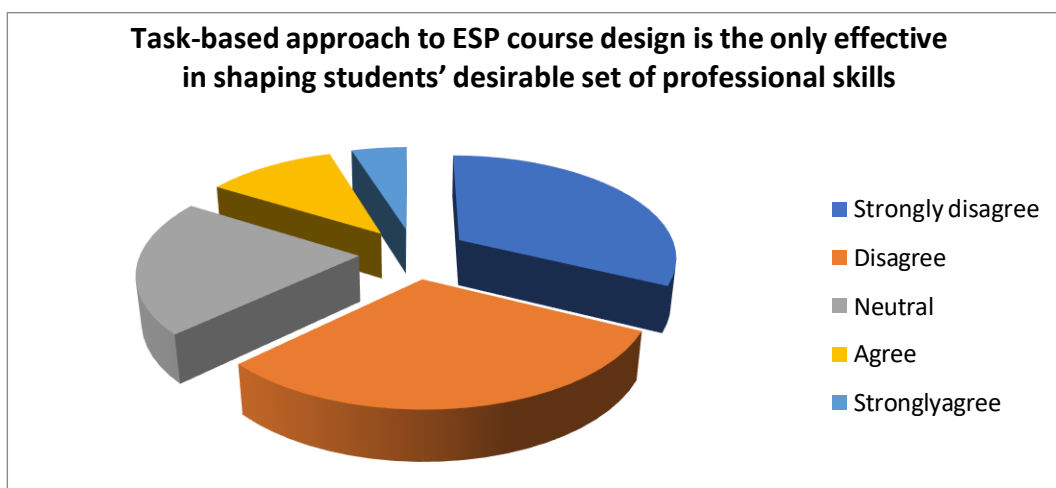


Figure 50. Students' Views on Task-based approach to ESP course design

Those significant results regarding approach preference for ESP students investigated can be partially affirmed through the study conducted by BOUDINAR AND KESKES (2021) Where designing and tailoring an ESP course which integrates speaking skills is of paramount importance in their study since management students' responses were highly weighted towards their desire to improve their spoken communication in English in the target situation. Henceforth, for them, a Problem-Based Learning (PBL) course is probably a most suitable method for students in Management Department at Setif 1 University ,which is a similar context to other national settings, because it can include professional-based oral presentations, specialized vocabulary activities, audio-visual aids, ICTs and authentic course materials and topics relevant to student's area of specializations.

Interpretation

The fourth dimension of the investigation tackled core approaches to course design. The first Likert question of this section covered if courses which address the many proficiency levels and learner needs are more convenient and effective to ESP instruction now time. 40 students expressed agreement while 56 others showed strong agreement with the given statement. This is an acknowledgement of the advantages of addressing the various requirements and skill levels of learners in ESP courses, which could result in more comprehensive and efficient teaching.

Similarly, on the second statement, a significant majority of respondents manifested agreement of varying extents that Integrating a range of skill levels into the ESP course has significant advantages. This implies a recognition of the benefits of including students with varied levels of skill in the same course, such as encouraging learning from peers, fostering collaboration, and offering possibilities for personalized instruction.

When asked about the chances for a personalized learning experience as similar to the exclusion of class interaction and other students' learning styles, The overwhelming majority of participants vehemently disagreed with the notion that providing opportunities for personalized learning will result in the exclusion of class interaction and the learning styles of other students. This statement acknowledges the understanding that personalized learning may exist alongside classroom interaction and cater to various learning styles, thereby addressing the belief that personalization always results in isolation or exclusion.

The following question addressed the statement accounting for one way of tailoring ESP courses to overall students' needs as through a multileveled approach to course design. Here

participants agreed to a less fair degree, with 17 rather neutral votes. Thus, leading us to have double faceted interpretations; one of which could be a lack of deep understanding of the notion of a ‘multileveled approach’, and the other could be of positive attributions; that is, A validation of the multileveled method as an effective strategy for catering to the varied requirements and skill levels of learners in ESP courses.

The next question investigated if the task-based approach to ESP course design is the only effective one in shaping students’ desirable set of professional skills. Respondents had views distributed across all the Likert scale provided. It, therefore, there is a disagreement on whether task-based approaches are more helpful than other teaching methodologies in helping students build professional abilities in ESP courses.

4.5.6 Assessment

Table 37 . Students' Views on Assessment Throughout ESP Course Implementation

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	36	29.0	29.0	29.0
	Disagree	32	25.8	25.8	54.8
	Neutral	32	25.8	25.8	80.6
	Agree	16	12.9	12.9	93.5
	Strongly agree	8	6.5	6.5	100.0
	Total	124	100.0	100.0	

We detect from the table above regarding Assessment throughout ESP course implementation is to you unnecessary that the majority of students strongly disagreed, with a percentage of 29.0, followed by a percentage of 25.8 who disagreed and were neutral at the same time, followed by a percentage of 12.9 who agreed, and a percentage of 6.5 who strongly agreed.

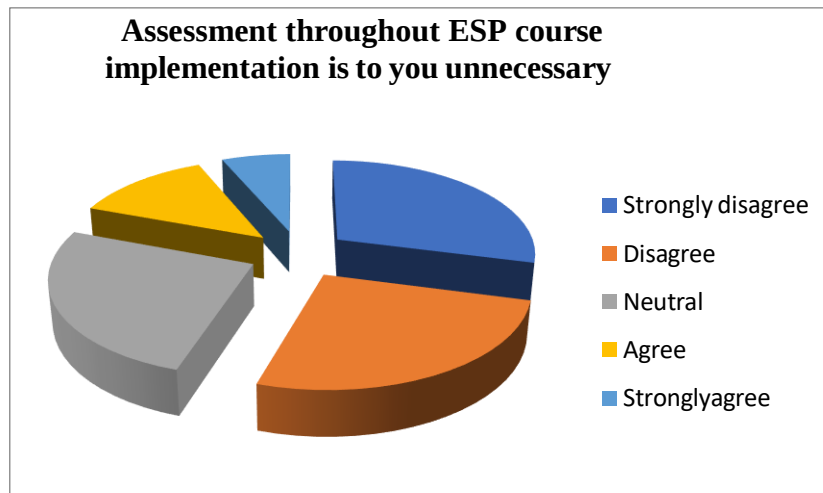


Figure 51 . Students' Views on Assessment Throughout ESP Course Implementation

Table 38 . Students' Views on Formative and Summative Assessment Modes

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	6	4.8	4.8	4.8
	Disagree	2	1.6	1.6	6.5
	Neutral	22	17.7	17.7	24.2
	Agree	54	43.5	43.5	67.7
	Strongly agree	40	32.3	32.3	100.0
	Total	124	100.0	100.0	

We notice from the table above that Both Formative and summative assessment modes help decide whether improvement is taking place or not and the possible techniques to address inefficiencies that the majority of students agreed, with a percentage of 43.5, followed by a percentage of 32.3 who strongly agreed, followed by a percentage of 17.7 who were neutral, followed by A percentage of 4.8 strongly disagreed, followed by a percentage of 1.6 who disagreed.

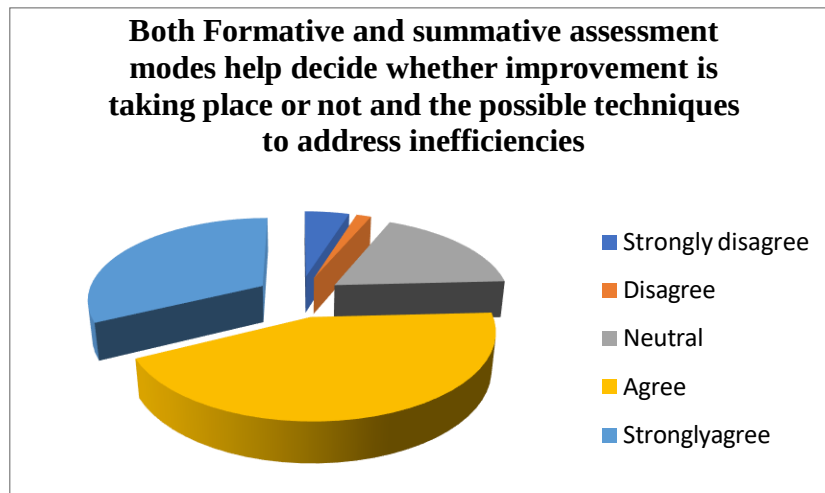


Figure 52 . Students' Views on Formative and Summative Assessment Modes

Table 39 . Students' Preference to be Subject to Assessment

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	8	6.5	6.5	6.5
	Disagree	10	8.1	8.1	14.5
	Neutral	28	22.6	22.6	37.1
	Agree	38	30.6	30.6	67.7
	Strongly agree	40	32.3	32.3	100.0
	Total	124	100.0	100.0	

We perceive from the table above regarding I prefer to be subject to assessment during the course and equally at the end of it that the majority of students strongly agreed, as their percentage reached 32.3, followed by 30.6 who agreed, 22.6 who were neutral, followed by 8.1 who disagreed, followed by 6.5% strongly disagree

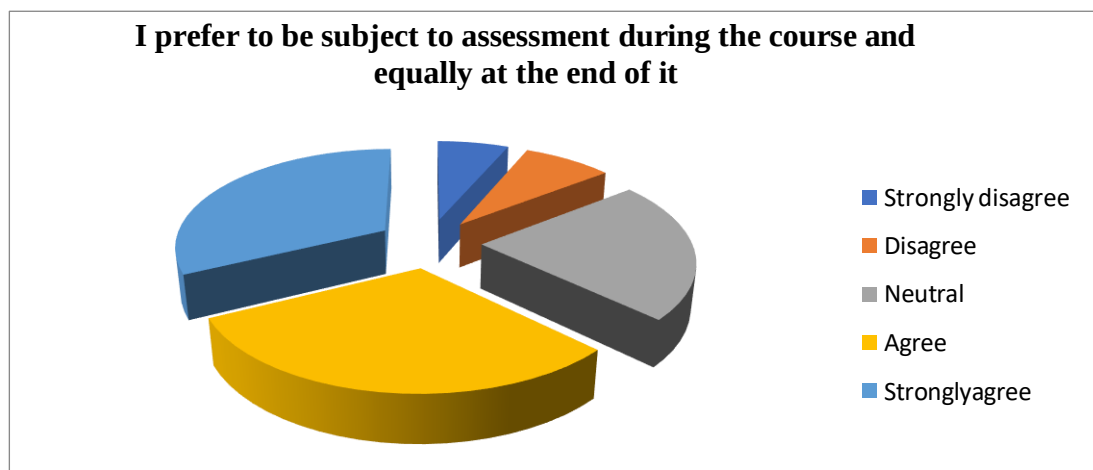


Figure 53. Students' Preference to be Subject to Assessment

Table 40 . Students' Views on Assessment Tasks

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	14	11.3	11.3	11.3
	Disagree	28	22.6	22.6	33.9
	Neutral	50	40.3	40.3	74.2
	Agree	18	14.5	14.5	88.7
	Strongly agree	14	11.3	11.3	100.0
	Total	124	100.0	100.0	

We note from the table above regarding Assessment tasks in the ESP course must be random and numerous only that the majority of students are neutral, with a percentage of 40.3, followed by a percentage of 22.6 who disagree, followed by a percentage of 14.5 who agree, and a percentage of 11.3 who agree and strongly disagree at the same time.

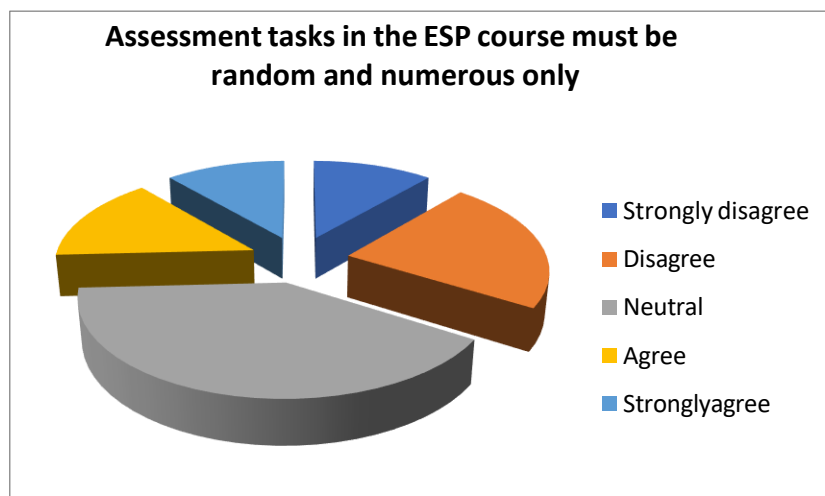


Figure 54 . Students' Views on Assessment Tasks

Table 41 . Students' Views on Assessment tasks aligning with real-life functioning business situations

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	2	1.6	1.6	1.6
	Disagree	14	11.3	11.3	12.9
	Neutral	24	19.4	19.4	32.3
	Agree	30	24.2	24.2	56.5
	Strongly agree	54	43.5	43.5	100.0
	Total	124	100.0	100.0	

We ascertain from the table that Assessment tasks are better aligned with real-life operating business situations that the majority of students strongly agreed, reaching 43.5, followed by 24.2 who agreed, 19.4 who were neutral, followed by 11.3 who disagreed, and 1.6 who strongly disagreed.

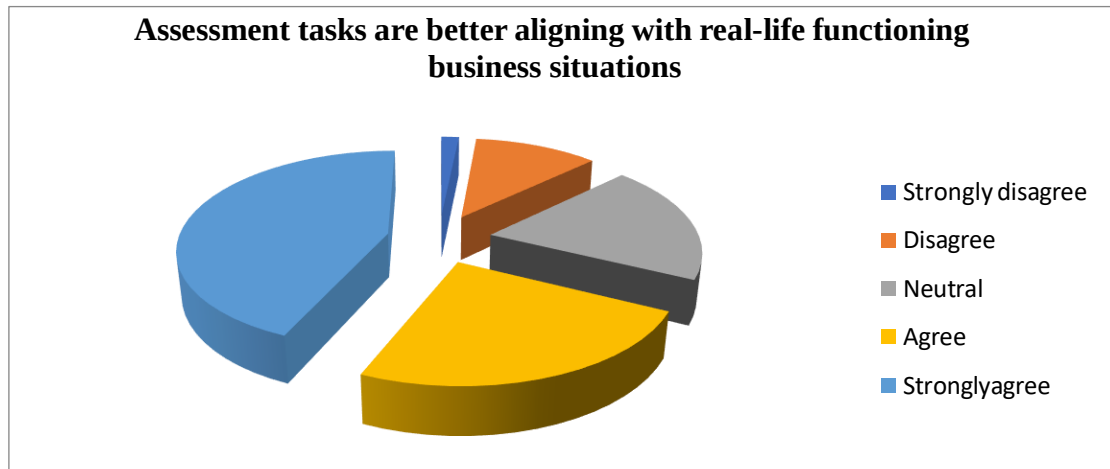


Figure 55 . Students' Views on Assessment Tasks Aligning with Real-life Functioning Business Situations

Table 42. Students' Views on Self-assessment

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	8	6.5	6.5	6.5
	Disagree	10	8.1	8.1	14.5
	Neutral	20	16.1	16.1	30.6
	Agree	28	22.6	22.6	53.2
	Strongly agree	58	46.8	46.8	100.0
	Total	124	100.0	100.0	

We observe from the table above that Students have to take part in self-assessing their performance since it helps them be more aware of their own growth and learning practices the majority of students strongly agreed, as their percentage reached 46.8, followed by 22.6 who agreed, followed by 16.1. Neutral, followed by 8.1 percent who disagreed, followed by 6.5 percent who strongly disagreed

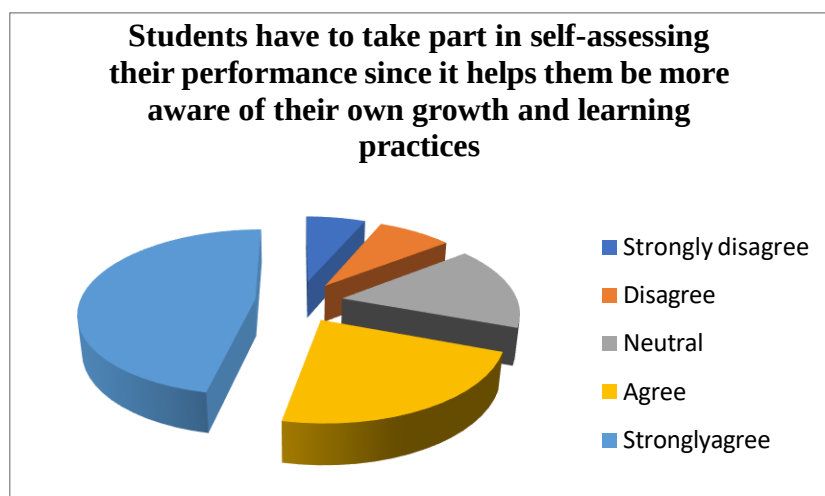


Figure 56 . Students' Views on Self-assessment

In this aspect, our results were similar to the one in the by BOUDINAR AND KESKES (2021) where the majority of participants preferred both “end of term assessment” and “continuous assessment”. Comparing the two types, students preferred “end-of-term assessment” over “continuous assessment”. It seems that students were accustomed to be evaluated at the end of each semester; accordingly, they may have found that continuous evaluation is an efficient method leading to better academic achievement.

Interpretation

This section aimed at gauging the role of assessment modes in ESP course design and implementation, also to assess students’ preference in the same regard. The first statement was concerned with whether students regard assessment throughout course implementation as of contribution. The majority of respondents expressed their disagreement on the necessity of assessment throughout the implementation of the ESP course. This indicates an acknowledgement of the significance of continuous evaluation in tracking student advancement, finding areas for enhancement, and guiding instructional choices throughout the duration of the course.

On the second statement, which dealt with the utility of both formative and summative assessment modes in helping with making decisions on whether improvement is taking place or not and the possible techniques to address inefficiencies, A substantial majority of participants concurred, with a strong inclination, that these formative and summative assessment methods are crucial in determining the progress being made and can provide insights into strategies to rectify inefficiencies.

The following statement was intended to evaluate the students' opinions about assessment during the course and equally at the end of it. A sum of 78 participants stated agreement while 28 were neutral and merely 10 ones disagreed. Consequently, suggesting a preference for balanced assessment practices that provide opportunities for ongoing feedback and evaluation throughout the course duration.

In the next statement, we tried to investigate the obligation of assessment tasks in the ESP course to be random and numerous only. A total of 50 students had neutral perspectives and 28 directly disagreed. Thereby, Exhibiting a moderately varied range of representations, with a nearly equal distribution across all available response alternatives. However, a small proportion of respondents, namely 34 individuals, expressed disagreement or severe disagreement with that evaluation. This indicates a predilection for deliberate and focused evaluation activities rather than mere abundance or haphazardness.

In the following statement, we attempted to address if assessment tasks are better aligning with real-life functioning business situations. 54 participants chose to strongly agree and also another 30 ones share decided to agree. In all, a substantial proportion of respondents expressed favorable opinions of assessment assignments that are more closely aligned with real-world business scenarios. Authenticity in assessment tasks refers to the awareness of their value, which can improve their relevance, engagement, and the application of learning to real-world situations.

The final statement of this section was meant to unveil whether students have to take part in self-assessing their performance since it helps them be more aware of their own growth and learning practices. The tendency was rather positive as 58 respondents had strongly agree their pick. Such results highlight the perceived benefits of self-assessment in promoting metacognition, self-reflection, and ownership of learning among students.

4.5.7 Materials Development

Table 43 Students' Views on Learning Materials Utility

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	26	21.0	21.0	21.0
	Disagree	28	22.6	22.6	43.5
	Neutral	12	9.7	9.7	53.2
	Agree	26	21.0	21.0	74.2
	Strongly agree	32	25.8	25.8	100.0
	Total	124	100.0	100.0	

We can remark from the table above regarding All sorts of learning materials are helpful for the development of language skills that the majority of students strongly agreed, with a percentage of 25.8, followed by a percentage of 22.6 who disagreed, and a percentage of 21.0 who agreed and strongly disagreed at the same time, followed by a percentage of 9.7 who were neutral.

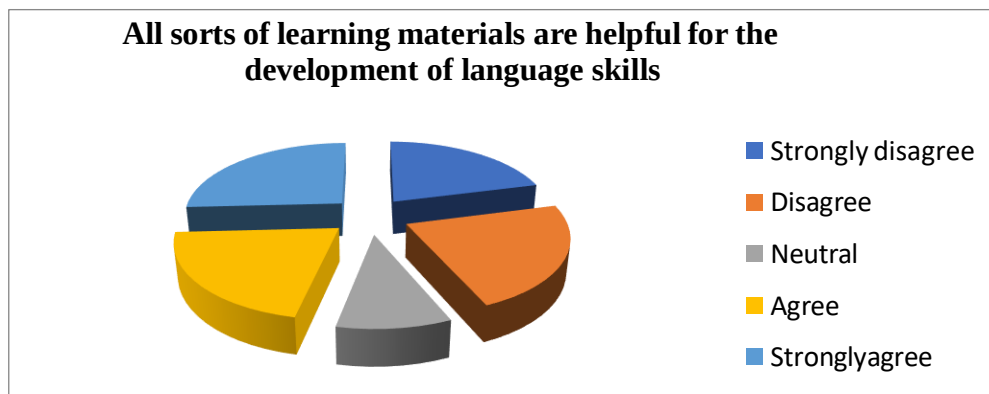


Figure 57. Students' Views on Learning Materials Utility

Table 44. Students' Views on Teachers Responsible of tailoring authentic learning materials

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	2	1.6	1.6	1.6
	Disagree	4	3.2	3.2	4.8
	Agree	24	19.4	19.4	24.2
	Strongly agree	94	75.8	75.8	100.0
	Total	124	100.0	100.0	

We detect from the table above that Teachers are responsible for tailoring authentic learning materials fitting their learning plan and that the majority of students strongly agreed, with a percentage of 75.8, followed by 19.4, who agreed, and a percentage of 3.2 who disagreed, followed by a percentage of 1.6 who strongly disagreed.

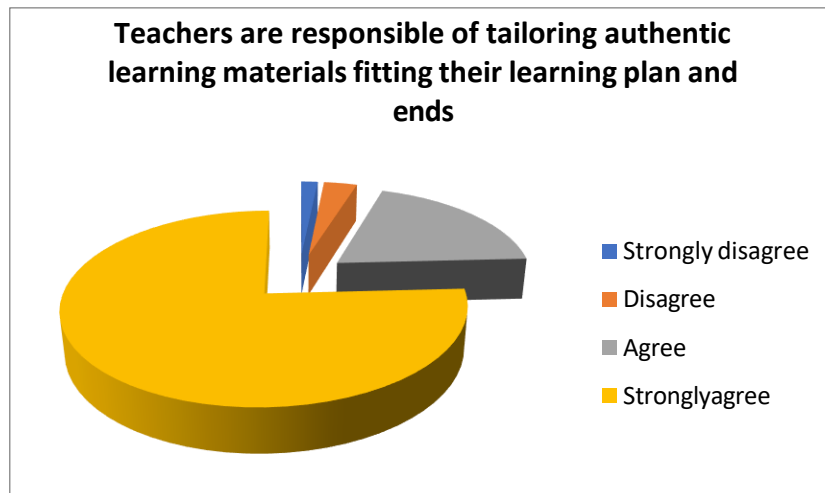


Figure 58. Students' Views on Teachers Responsible of Tailoring Authentic Learning Materials

Table 45. ESP students' Preference Regarding Authentic Readings

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	4	3.2	3.2	3.2
	Disagree	12	9.7	9.7	12.9
	Agree	18	14.5	14.5	27.4
	Strongly agree	90	72.6	72.6	100.0
	Total	124	100.0	100.0	

We notice from the table above regarding ESP students prefer authentic readings and lists of business-related vocabulary included in the courses they undertake that the majority of students strongly agree, with a percentage of 72.6, followed by 14.5 who agree, followed by 9.7 who disagree, and 3.2 who disagree.

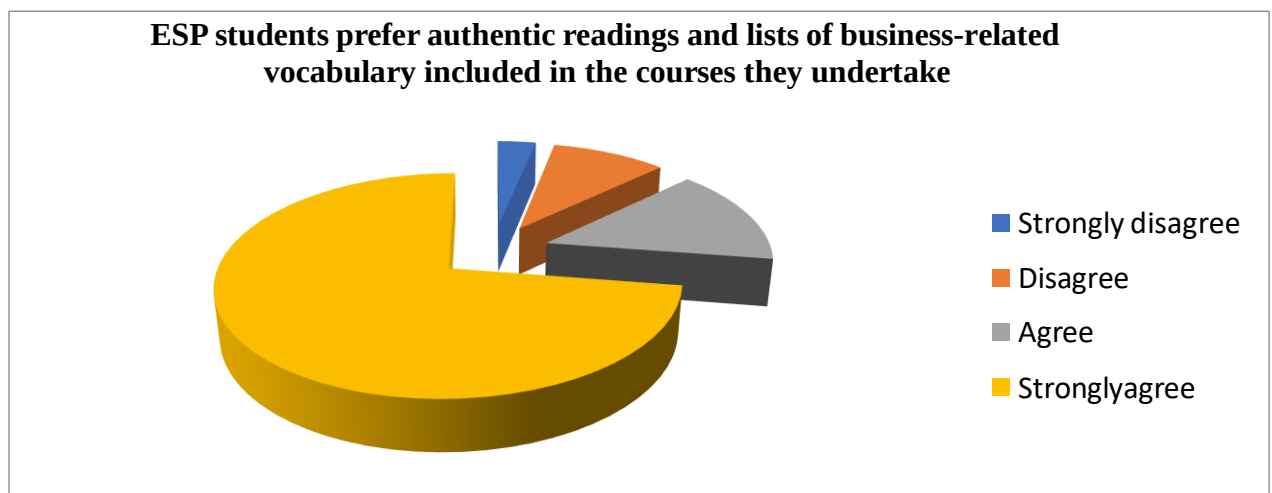


Figure 59 . ESP students' Preference Regarding Authentic Readings

Table 46 . Students' views on Subject Specific Learning Materials

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	12	9.7	9.7	9.7
	Agree	26	21.0	21.0	30.6
	Strongly agree	86	69.4	69.4	100.0
	Total	124	100.0	100.0	

We can realize from the table above regarding Subject-specific learning materials that motivate students to be more concentrated and yield better outcomes that the majority of students strongly agreed, reaching 69.4, followed by 21.0 who agreed, followed by 9.7 who disagreed.

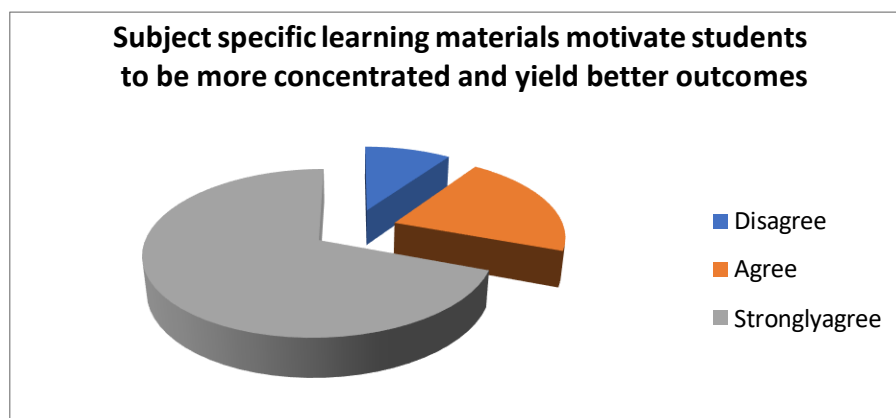


Figure 60. Students' views on Subject Specific Learning Materials

Table 47. Students' views on Integrating Authentic Materials of Diverse Contents and Functions

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	4	3.2	3.2	3.2
	Disagree	8	6.5	6.5	9.7
	Neutral	10	8.1	8.1	17.7
	Agree	70	56.5	56.5	74.2
	Strongly agree	32	25.8	25.8	100.0
	Total	124	100.0	100.0	

We note from the table above that integrating authentic materials of diverse contents and functions supports students in linking their learning to future occupational settings the majority of students agreed, with a percentage of 56.5, followed by 25.8 who strongly agreed, followed by 8.1 who were neutral, followed by 6.5 who disagreed. Agree, and 3.2% strongly disagree.

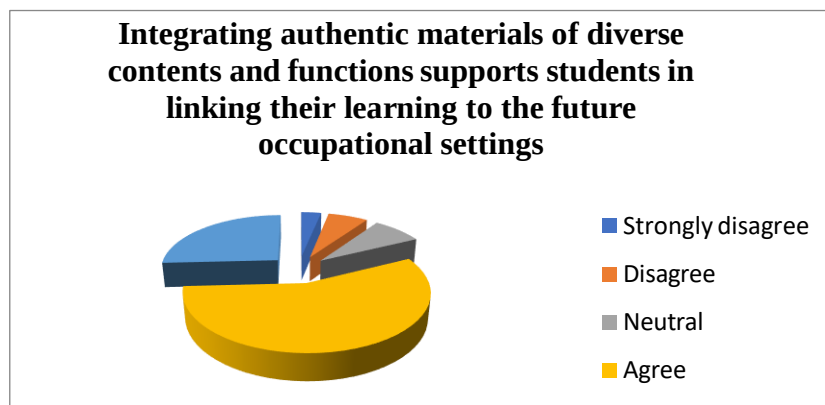


Figure 61. Students' views on Integrating Authentic Materials of Diverse Contents and Functions

These results are in line with those from the study of GOUABI, K. (2023). Undergoing his case study, he identified major findings related to the lack of suitable teaching materials for ESP classes. An issue that he referred to as pertinent to not only his context, Bechar University, but to almost all Algerian university settings. In another doctoral research conducted by CHERCHAB (2012), data extracted revealed that a 100 percent of the teachers who took part in the investigation relied on the use of already published books in ESP to teach their students instead of developing, adapting and tailoring their materials to meet their actual students' needs. Such finding goes to support ours on the witnessed scarcity of teacher involvement in the process of continuous materials development. To approach a solution in this regard, HADJ MOUSSA (1992), affirmed that " Teachers of language must call upon teachers of science to determine the kind of material that their students must read"

Interpretation

The first statement of his section was about if all sorts of learning materials are helpful for the development of language skills. The distribution of replies to this statement is rather uniform among all possibilities, with no single response option prevailing. These findings indicate that respondents had different opinions about how effective different learning tools are for improving language abilities. Certain respondents exhibit strong disagreement or disagreement, demonstrating doubt regarding the efficacy of various learning resources, whereas others express agreement or strong agreement, displaying trust in the advantages of numerous materials.

Vis-à-vis whether teachers are responsible of tailoring authentic learning materials fitting their learning plan and ends, a considerable number of participants express strong agreement or

agreement that it is the responsibility of teachers to customize genuine learning resources to align with their students' learning plans and objectives. This is an acknowledgement of the significance of teachers making judgments about the curriculum and choosing and modifying materials that most effectively facilitate student learning objectives.

The third statement addressing if ESP students prefer authentic readings and lists of business-related vocabulary included in the courses they undertake, a large number of the participants expressed a strong agreement that ESP students have a preference for authentic readings and courses that include lists of business-related language. These findings indicate that students have a preference for materials that are applicable to their future professional environments and that specifically cater to their language learning requirements.

The next statement addressed whether subject specific learning materials motivate students to be more concentrated and yield better outcomes. For his case, the majority of respondents exhibited a consensus, indicating a high regard for customized materials that are designed to match the specific content and environment of the course. Undoubtedly, they have the ability to improve student involvement and the efficiency of learning.

The final statement of this section sought to investigate the level of assistance associated with the integration of authentic materials of diverse contents and functions with regard to linking students with their learning and future occupational settings. Similar to the previous statement, students expressed fair agreement. Such results could indicate that perceived recognition of the significance of authenticity and diversity in selecting resources might enhance students' capacity to apply their language abilities in real-world professional situations.

4.5.8 Technology Integration

Table 48. Students' Preference Regarding Modern technological tools use

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	4	3.2	3.2	3.2
	Disagree	10	8.1	8.1	11.3
	Neutral	10	8.1	8.1	19.4
	Agree	48	38.7	38.7	58.1
	Strongly agree	52	41.9	41.9	100.0
	Total	124	100.0	100.0	

We notice from the table above regarding Modern technological tools are of preference to nowadays ESP learners' learning means that the majority of students strongly agreed, reaching 41.9, followed by 38.7 who agreed, and 8.1 who were both neutral and disagreed, followed by

3.2 who strongly disagreed.

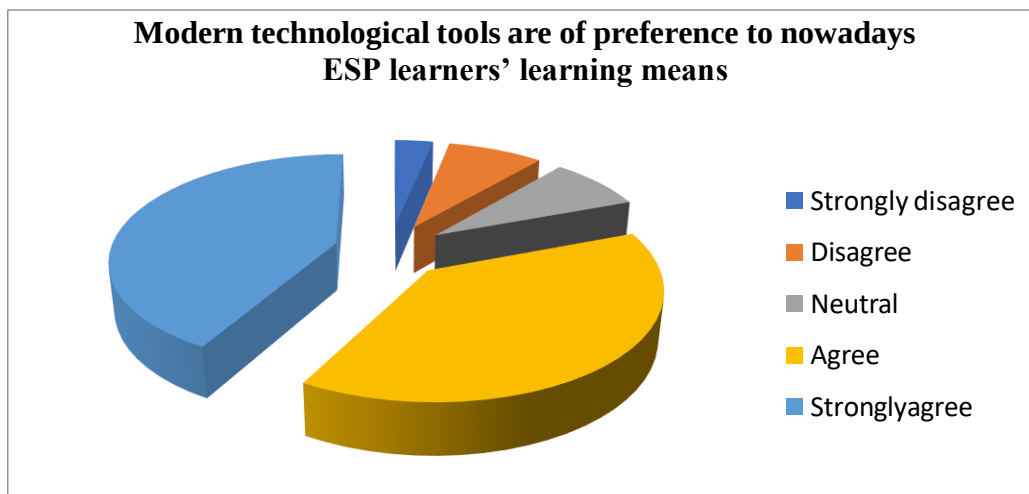


Figure 62 . Students' Preference Regarding Modern technological tools use

Table 49. Students' Preference Regarding being trained by both classical and digital resources

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	16	12.9	12.9	12.9
	Disagree	12	9.7	9.7	22.6
	Neutral	50	40.3	40.3	62.9
	Agree	24	19.4	19.4	82.3
	Strongly agree	22	17.7	17.7	100.0
	Total	124	100.0	100.0	

We perceive from the table above that A good portion of ESP students still find it more suitable for them to be trained by both classical and digital resources the majority of students are neutral, with a percentage of 40.3, followed by a percentage of 19.4 who agree, followed by a percentage of 17.7 who strongly disagree, followed by 12.9 percent who strongly disagreed, followed by 9.7 percent who disagreed.

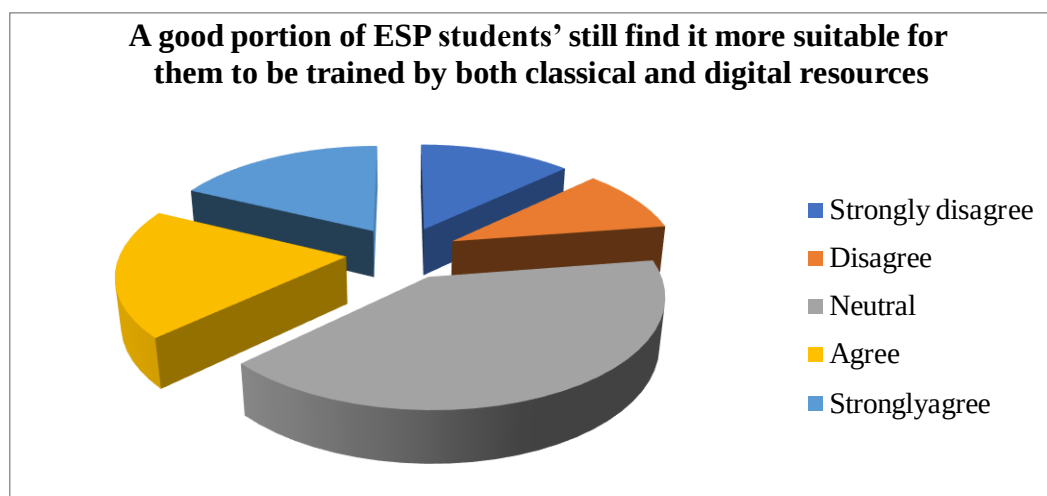


Figure 63 . Students' Preference Regarding being trained by both classical and digital resources

Our results are in line with the ones of BOUDINAR AND KESKES (2021) where the majority of participants preferred the integration of “ICTs” in ESP lectures. Also, most participants chose “instruction/equipment manuals” that were related to their field of study. As they exemplified, they opted for “videotapes” as the needed type of materials to develop their language skills.

Interpretation

Processing this section, the aim was to assess the relevance of technological tools integration within course design. In doing so, the first statement targeted the status of modern technological tools as of preference to nowadays ESP learners’ learning means. Here most respondents agreed that the latest technology tools are favored by current English for Specific Purposes (ESP) learners as a method of learning. Indicating an understanding of the positive aspects and advantages that technology may provide in language learning, such as improved accessibility, interactivity, and engagement. Furthermore, it demonstrates an increasing inclination towards using technology into education in order to improve the quality of learning.

The second statement in this section was directed towards whether a good portion of ESP students’ still find it more suitable for them to be trained by both classical and digital resources. The responses to this statement were of a mixture; Nevertheless, a considerable proportion of participants expressed agreement that ESP students still prefer to receive training from both traditional and digital resources. As a result, some learners prefer a hybrid approach that mixes traditional teaching methods with digital tools and resources. Furthermore, it implies that

although technology is highly regarded, there is also acknowledgment of the ongoing significance of conventional teaching approaches in ESP education.

4.5.9 Possible Challenges

Table 50. Students' views on Extensive work-related vocabulary

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	46	37.1	37.1	37.1
	Disagree	38	30.6	30.6	67.7
	Neutral	26	21.0	21.0	88.7
	Agree	6	4.8	4.8	93.5
	Strongly agree	8	6.5	6.5	100.0
	Total	124	100.0	100.0	

We note from the table above regarding Extensive work-related vocabulary is an obstacle hindering ESP students' academic achievement the majority of students strongly disagreed, with a percentage of 37.1, followed by a percentage of 30.6 who disagreed, followed by a percentage of 21.0 who were neutral, followed by a percentage of 6.5 who strongly agreed, followed by 4.8 percent agree.

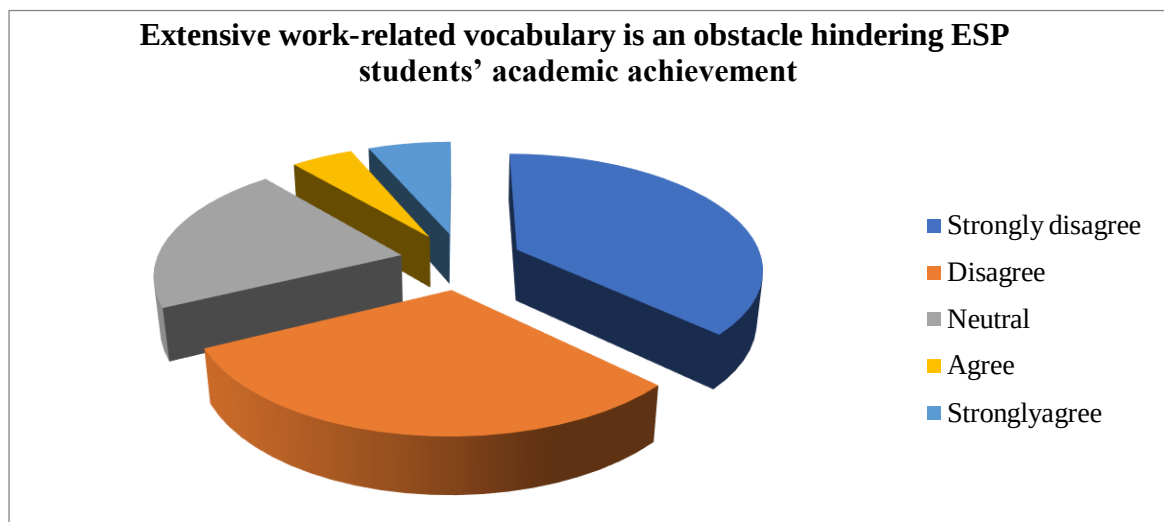


Figure 64. Students' views on Extensive work-related vocabulary

Table 51. Students' views on Cultural Norms Integration

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	8	6.5	6.5	6.5
	Disagree	10	8.1	8.1	14.5
	Neutral	38	30.6	30.6	45.2
	Agree	36	29.0	29.0	74.2
	Strongly agree	32	25.8	25.8	100.0
	Total	124	100.0	100.0	

We can note from the table above regarding cultural norms should receive consideration whilst designing effective and comprehensive ESP courses for today's globalized students that the majority of students are neutral, with a percentage of 30.6, followed by a percentage of 29.0 who agree, followed by a percentage of 25.8 who strongly agree, followed by a percentage of 8.1 who disagree, followed by a percentage of 6.5 Strongly disagree

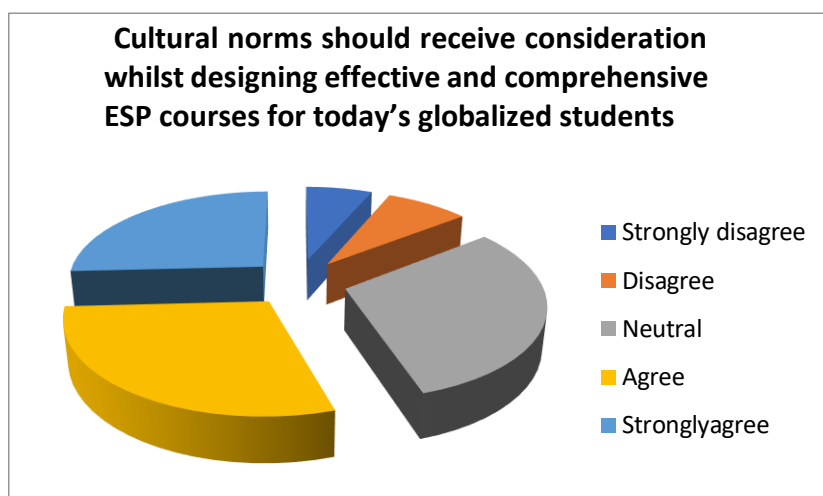


Figure 65. Students' views on Cultural Norms Integration

Such results were a bit comparable to the study by GOUABI, K. (2023) where the researcher spotted a number of similar challenges facing ESP practice. There were no teaching materials provided to the teachers to guide them, relatively little collaboration between the ESP teachers and the subject specialists from the departments, and a lack of ESP training for teachers; ESP teachers are part-time general English teachers and most of the students with just an intermediate level of the language.

Interpretation

While administering the final section of the students' questionnaire, the aim was to pinpoint the possible challenges which may encounter the operation of both course design and implementation. The first statement was on extensive work-related vocabulary representing an obstacle that may hinder ESP students' academic achievement. The overwhelming majority of respondents shared disagreeing perspectives. Most respondents do not consider vocabulary to be a major obstacle to academic achievement in ESP courses. This statement demonstrates a belief in the kids' capacity to learn and become proficient in vocabulary that is relevant to their academic pursuits.

The next, and final statement of this section, also the students' questionnaire, was on whether cultural norms should receive consideration whilst designing effective and

comprehensive ESP courses for today's globalized students. A fine portion of participants agreed with this statement while there was also an equally fair neutral representation. It, therefore, recognizes the significance of cultural sensitivity and awareness in designing ESP courses as particularly important in the context of globalization and the growing cultural variety in educational environments. Furthermore, it proposes the idea that integrating cultural factors might improve the significance, efficiency, and inclusiveness of ESP courses for a wide range of student demographics.

4.6 Display and Analysis of the Results

This variable consists of 3 items distributed in the questionnaire, and in order to analyze it, we will calculate the arithmetic averages and standard deviations, in order to know the degree of importance of Students' Needs within the context under study. The following table shows this:

4.6.1 Students' Needs

Table 52. Arithmetic Means, Standard Deviations, and Levels of Agreement.

Students' Needs		Means	Stand dev	Arrangement	General trend
1	I seek learning English for specific use to essentially get a good position	4.0968	.93199	3	Agree
2	English is essential for my performance in prospective jobs	4.3226	.91552	2	Strongly agree
3	Using English within a professional environment is difficult	4.3227	1.15152	1	Strongly agree
	Total	4.24	0.13	/	high

Source: Prepared by the student based on the outputs of the spss25 program

It is clear from table (07) that Students' needs are always granted to individuals in the study sample and this is what is reflected in the weighted general means for this dimension. If it reaches (4.24), with a standard deviation of (0.13), which indicates that there is a large discrepancy in the answers of the study sample members. About what came in this dimension.

Based on the results presented in the table (07), the statements with the title “Students’ Needs” can be arranged descending from the strongest direction to the least based on means and stand dev as follows:

-Statement No. 3, which included Using English within a professional environment is difficult, came in first place in terms of the degree of approval by the study sample members as its weighted means reached (4.32) with a standard deviation of (1.15). This indicates that, according to the study sample members, that using English within a professional environment is always difficult

-Statement No. 2 which included English as essential for my performance in prospective jobs ranked second. The weighted means of it reached (4.32) with a standard deviation of (0.91) which indicates that, according to the members of the study sample, English is always essential for their performance in prospective jobs.

-Statement No. 1, which included I seek learning English for specific use to essentially get a good position, came in third place in terms of the Agree score it by the members of the study sample, as its weighted means reached (3.03) with a standard deviation of (1.39). This indicates that, according to the study sample members, that they always seek learning English for specific use to essentially get a good position.

4.6.2 Course Design

Table 53. Arithmetic Means, Standard Deviations, and Agreement Levels

Course Design		means	Stand Dev	Arrangement	General trend
1	I prefer the type of ESP course that focuses on my future work requirements	4.483	.8408	1	Strongly agree
2	It is important for course content to feature my aspired job role	4.3065	.91222	3	Strongly agree
3	A lot of students prefer courses focusing on communicational English	4.3066	.96422	2	Strongly agree
4	Only few of students express awareness on specific language courses matching the targeted industry	4.1613	1.05451	4	Agree
5	I find it more convenient for courses not to integrate language skills but to work on specific skills separately	3.3226	1.25943	6	Neutral
6	Pinpointing real students’ needs is of huge importance to ESP course design	3.9194	.95931	5	Agree
	Total	4.08	0.41	/	high

It is clear from table (08) that Course Design is always granted awareness and importance by participants of the study sample. This is reflected in the weighted general means for this dimension. If it reaches (4.08), with a standard deviation of (0.41), This should indicate that there is a large discrepancy in the answers of the study sample members.

Based on the results presented in table (08), Course Design statements can be arranged descending from the strongest direction to the least based on means and stand dev as follows:

- Statement No. 1, which included “I prefer the type of ESP course that focuses on my future work requirements,” came in first place in terms of agreement score by the study sample members. Its weighted means reached (4.48) with a standard deviation of (0.84). This indicates that, according to the study sample members, there is agreement on the statement “I always prefer the type of ESP course that focuses on my future work requirements”.

- Statement No. 3 accounted for “A lot of students prefer courses focusing on communicational English” was classified in the second place. The weighted means for it reached (4.30) with a standard deviation of (0.96), and this indicates that, indeed, a lot of students always prefer courses focusing on communication English.

- Statement No. 2, was on “It is important for course content to feature my aspired job role.”, ranked in the third place. Its weighted means reached (4.30) with a standard deviation of (0.91), and this indicates that, for participants, it is always important for course content to feature aspired job role.

- Statement No. 4 was phrased as “Only a few students’ express awareness of specific language courses matching the targeted industry, came in the fourth place. Its weighted means reached (4.16) with a standard deviation of (1.05). This indicates that, according to the study sample members, only a few of the students express awareness of specific language courses matching the targeted industry.

- Statement No. 6 featured “Pinpointing real students’ needs is of huge importance to ESP course design” was ranked fifth in terms of the degree of approval by the study sample members. Its weighted means reached (3.91) with a standard deviation of (0.95) and this indicates that pinpointing real students' needs is truly of huge importance to ESP course design.

- Statement No. 5, addressed “I find it more convenient for courses not to integrate language skills but to work on specific skills separately,” got in the sixth place. Its weighted means reached (3.32) with a standard deviation of (1.25). This indicates that sometimes I find it more convenient for courses not to integrate language skills but to work on specific skills separately.

4.6.3 Approaches to Course Design

Table 54. Arithmetic Means, Standard Deviations, and Agreement levels

Approaches to Course Design		Means	Stand Dev	Arrangement	General trend
1	A course which addresses the many proficiency levels and learner needs is more convenient and effective to ESP instruction now time	4.161	.9229	2	Agree
2	Incorporating diverse proficiency levels into the ESP course is of valid benefits	4.2419	.9658	1	Strongly agree
3	To offer chances for a personalized learning experience is to exclude class interaction and other students' learning styles	1.7581	1.15026	5	Strongly agree
4	One way of tailoring ESP courses to overall students' needs is through a multileveled approach to course design	3.9839	.79617	3	Agree
5	A task-based approach to ESP course design is the only effective in shaping students' desirable set of professional skills	2.2581	1.16780	4	Disagree
	Total	3.28	1.17	/	Medium

It is clear from the table (09) that Approaches to Course Design are moderately given importance by participants of the study sample. This is reflected in the weighted general means for this section. When it reached (3.28), with a standard deviation of (1.17), this indicates that there is a large discrepancy in the answers of the sample members.

Based on the results presented in the table (09), the statements related to approaches to Course Design can be arranged descending from the strongest direction to the least based on means and stand dev as follows:

-Statement No. 2, which included "Incorporating diverse proficiency levels into the ESP course is of valid benefits" came in the first place in terms of the agreement score of the study sample members. Its weighted means reached (4.24) with a standard deviation of (0.96). This indicates incorporating diverse proficiency levels into the ESP course is of valid benefits for the study sample participants.

- Statement No. 1, featured” A course that addresses the many proficiency levels and learner needs is more convenient and effective for ESP instruction nowadays” was classified second. The weighted means for it reached (4.16) with a standard deviation of (0.92), and this indicates that a course which addresses the many proficiency levels and learner needs is more convenient and effective to ESP instruction now time.

-Statement No. 4, addressed “One way of tailoring ESP courses to overall students' needs through a multileveled approach to course design” ranked in the third place. Its weighted means reached (3.98) with a standard deviation of (0.79). This indicates that one way of tailoring ESP courses to overall students' needs is always through a multileveled approach to course design.

-Statement No. 5, was on “task-based approach to ESP course design is only effective in shaping students' desirable set of professional skills”, it came in the fourth place. Its weighted means reached (2.25) with a standard deviation of (1.16). This indicates that a task-based approach to ESP course design is only effective in shaping students' desirable set of professional skills.

-Statement No. 3 included “To offer opportunities for a personalized learning experience is to exclude class interaction and other students' learning styles”. It ranked fifth in terms of the degree of Agree on it by the members of the study sample as its weighted means reached (1.75) with a standard deviation of (1.15). indicating that, according to the members of the study sample, to offer opportunities for a personalized learning experience is rarely to exclude class interaction and other students' learning styles.

4.6.4 Assessment

Table 55. Arithmetic Means, Standard Deviations, and agreement levels

Assessment		means	stand dev	Arrangement	General trend
1	Assessment throughout ESP course implementation is to you unnecessary	2.4194	1.21707	6	Disagree
2	Both Formative and summative assessment modes help decide whether improvement is taking place or not and the possible techniques to address inefficiencies	3.9677	1.00353	2	Agree
3	I prefer to be subject to assessment during the course and equally at the end of it	3.7419	1.18164	4	Agree
4	Assessment tasks in the ESP course must be random and numerous only	2.9194	1.13048	5	Neutral
5	Assessment tasks are better aligning with real-life functioning business situations	3.9678	1.11118	1	Agree
6	Students have to take part in self-assessing their performance since it helps them be more aware of their own growth and learning practices	3.9516	1.24192	3	Agree
	Total	3.49	0.66	/	Medium

It is clear from the table (10) that assessment is sometimes awarded importance by the study sample participants. This is what is reflected in the weighted general means for this section. As it reaches (3.49), with a standard deviation of (0.66), this indicates that there is a large discrepancy in the answers of the study sample members.

Based on the results presented in the table (10), assessment statements provided can be arranged in descending order from the strongest direction to the least based on means and stand dev as follows:

-Statement No. 5, which included “Assessment tasks are better aligned with real-life functioning business situations” ranked in first place in terms of the agreement level by participants. Its weighted means reached (3.96) with a standard deviation of (1.11), and This

indicates that assessment tasks, for them, are always better aligned with real-life operating business situations

- Statement No. 2 included “Both Formative and summative assessment modes help decide whether improvement is taking place or not and the possible techniques to address inefficiencies”. It was classified second in place. The weighted means reached (3.96) with a standard deviation of (1.00), and this indicates that, for respondents, both formative and summative assessment modes help decide whether Improvement is taking place or not and the possible techniques to address inefficiencies.

-Statement No. 6, was on “Students having to take part in self-assessing their performance since it helps them be more aware of their own growth and learning practices” came in third place. Its weighed means were at (3.95) with a standard deviation of (1.24) indicating that the students always have to take part in self-assessing their performance since it helps them be more aware of their own growth and learning practices.

-Statement No. 3 featured “I prefer to be subject to assessment during the course and equally at the end of it” was in fourth place. Its weighted means reached (3.74) with a standard deviation of (1.18), and this indicates that the study sample members always prefer to be subject to assessment during the course and equally at the end of it.

-Statement No. 4 included “Assessment tasks in the ESP course must be random and numerous only”. It ranked fifth as its weighted means reached (2.91) with a standard deviation of (1.13), indicating that sometimes assessment tasks in the ESP course must be random and numerous only.

- Statement No. 1, which included “Assessment throughout ESP course implementation is to you unnecessary”, was in sixth place. Its weighted means reached (2.41) with a standard deviation of (1.21), and this indicates that assessment throughout ESP course implementation is to them necessary.

4.6.5 Materials Development

Table 56. Arithmetic Means, Standard Deviations, and Levels of Agreement

Materials Development		means	stand dev	Arrangement	General trend
1	All sorts of learning materials are helpful for the development of language skills	3.0806	1.52271	5	Neutral
2	Teachers are responsible of tailoring authentic learning materials fitting their learning plan and ends	4.6452	.78806	1	Strongly agree
3	ESP students prefer authentic readings and lists of business-related vocabulary included in the courses they undertake.	4.4355	1.10609	3	Strongly agree
4	Subject specific learning materials motivate students to be more concentrated and yield better outcomes	4.5000	.91509	2	Strongly agree
5	Integrating authentic materials of diverse contents and functions supports students in linking their learning to the future occupational settings	3.9516	.94443	4	Agree
	Total	4.12	0.63	/	high

It is clear from the table (11) that Materials Development is always given to individuals in the study sample, and this is reflected in the weighted general means for this section. When it reaches (4.12), with a standard deviation of (0.63), it indicates that there is a large discrepancy in the answers of the study sample members.

Based on the results presented in the table (11), the statements can be arranged in descending order from the strongest direction to the least based on means and stand dev as follows:

-Statement No. 2, which included “Teachers are responsible for tailoring authentic learning materials fitting their learning plan and end,” came in first place in terms of the degree of approval. Its weighted means reached (4.64) with a standard deviation of (0.78). This indicates

that teachers are always responsible for tailoring authentic learning materials fitting their learning plan and ends.

-Statement No. 4 included “Subject-specific learning materials that motivate students to be more focused and yield better outcomes”. It ranked second as its weighted means reached (4.50) with a standard deviation of (0.91), and this indicates that, according to the study sample members, Subject specific learning materials always motivate students to be more concentrated and yield better outcomes.

-Statement No. 3, was on “ESP students prefer authentic readings and lists of business-related vocabulary included in the courses they undertake”, came in third place. Its weighted means reached (4.43) with a standard deviation of (1.10). This indicates that ESP students always prefer authentic readings and lists of business-related vocabulary included in the courses they undertake.

-Statement No. 5, addressed “Integrating authentic materials of diverse contents and functions to support students in linking their learning to future occupational settings”, got in the fourth place. Its weighted means reached (3.95) with a standard deviation of (0.94), which indicates that integrating authentic materials of diverse contents and functions always supports students in linking their learning to the future occupational settings.

- Statement No. 1, tackled “all sorts of learning materials that are helpful for the development of language skills”. It ranked fifth since the weighted means reached (3.08) with a standard deviation of (1.52). This indicates that, for the students, sometimes all sorts of learning materials are helpful for the development of language skills.

4.6.6 Technology Integration

Table 57. Arithmetic Means, Standard Deviations, and Levels of Agreement

Technology Integration		means	stand dev	Arrange ment	General trend
1	Modern technological tools are of preference to nowadays ESP learners’ learning means	4.0806	1.056 12	1	Agree
2	A good portion of ESP students’ still find it more suitable for them to be trained by both classical and digital resources	3.1935	1.220 94	2	Neutral
	Total	3.63	0.62	/	Medium

It is clear from the table (12) that Technology Integration is sometimes granted to individuals in the study sample and this is reflected in the weighted general means for this

section. When it reaches (3.63), with a standard deviation of (0.62), it indicates that there is a large discrepancy in the answers of the study sample members.

Based on the results presented in the table (12), the statements related to “Technology Integration” can be arranged descending from the strongest direction to the least based on means and stand dev as follows:

Statement No. 1, which included “Modern technological tools are of preference to nowadays ESP learners' learning means”, came in first place in terms of the agreement score. Its weighted means reached (4.08) with a standard deviation of (1.05). This indicates that, according to the study sample members, Modern technological tools are always of preference to nowadays ESP learners' learning means.

Statement No. 2, featured “ A good portion of ESP students still find it more suitable for them to be trained by both classical and digital resources”. It was classified second where the weighted means for it reached (3.19) with a standard deviation of (1.22), and this indicates that according to the members of the study sample, sometimes A good portion of ESP students' still find it is more suitable for them to be trained by both classical and digital resources.

4.6.7 Possible Challenges

Table 58. The arithmetic Mean, Standard Deviations, and Levels of agreement

Possible Challenges		means	stand dev	Arrangement	General trend
1	Extensive work-related vocabulary is an obstacle hindering ESP students' academic achievement	2.1290	1.16149	2	Disagree
2	Cultural norms should receive consideration whilst designing effective and comprehensive ESP courses for today's globalized students	3.5968	1.14707	1	Agree
	Total	2.86	1.03	/	Medium

It is clear from the table (13) that “Possible Challenges “are sometimes given importance by the students. This is reflected in the weighted general means for this section. When it reaches (2.86), with a standard deviation of (1.03), this indicates that there is a large discrepancy in the answers of individuals in the study sample.

Based on the results presented in the table (13), these statements can be arranged descending from the strongest direction to the least based on means and stand dev as follows:

-Statement No. 2, which included “Cultural norms should receive consideration whilst designing effective and comprehensive ESP courses for today’s globalized students”, came in first place in terms of the degree of agreement. Its weighted means reached (3.59) with a standard deviation of (1.14), and this indicates that, according to the study sample members, sometimes cultural norms should be taken consideration whilst designing effective and comprehensive ESP courses for today’s globalized students

-Statement No. 1 addressed “Extensive work-related vocabulary as an obstacle hindering ESP students’ academic achievement”. This was classified in the second place. Its weighted means reached (2.12) with a standard deviation of (1.16), and this indicates that extensive work-related vocabulary is often an obstacle hindering ESP students' academic achievement.

There is a statistically significant relationship between Students’ Needs and Course Design

Table 59. Represents the Pearson correlation coefficient to study the relationship between Students’ Needs and Course Design

Correlations			
		Students Needs	Course Design
Students Needs	Pearson Correlation	1	.729**
	Sig. (2-tailed)		.000
	N	124	124
Course Design	Pearson Correlation	.729**	1
	Sig. (2-tailed)	.000	
	N	124	124
**. Correlation is significant at the 0.01 level (2-tailed).			

We notice from the table that the value of the Pearson correlation coefficient is 0.729, and the value of moral significance is 0.00 at the significance level of 0.01, and since the value of moral significance is less than the significance level of 0.01, this means that there is a statistically significant relationship between Students’ Needs and Course Design

There is a statistically significant relationship between Students’ Needs and Approaches to Course Design

Table 60. Represents the Pearson correlation coefficient to study the relationship between Students' Needs and Approaches to Course Design

Correlations			
		Students Needs	Approaches to Course Design
Students Needs	Pearson Correlation	1	.273**
	Sig. (2-tailed)		.002
	N	124	124
Approaches to Course Design	Pearson Correlation	.273**	1
	Sig. (2-tailed)	.002	
	N	124	124
**. Correlation is significant at the 0.01 level (2-tailed).			

We notice from the table that the value of the Pearson correlation coefficient is 0.273, and the value of moral significance is 0.00 at the significance level of 0.01, and since the value of moral significance is less than the significance level of 0.01, this means that there is a statistically significant relationship between Students' Needs and Approaches to Course Design

There is a statistically significant relationship between Assessment and Course Design

Table 61. represents the Pearson correlation coefficient to study the relationship between Assessment and Course Design

Correlations			
		Assessment	Course Design
Assessment	Pearson Correlation	1	.796**
	Sig. (2-tailed)		.000
	N	124	124
Course Design	Pearson Correlation	.796**	1
	Sig. (2-tailed)	.000	
	N	124	124
**. Correlation is significant at the 0.01 level (2-tailed).			

We detect from the table that the value of the Pearson correlation coefficient is 0.796, and the value of moral significance is 0.00 at the significance level of 0.01, since the value of moral significance is less than the significance level of 0.01, this means that there is a statistically significant relationship between Assessment and Course Design.

There is a statistically significant relationship between Assessment and Approaches to Course Design

Table 62. Represents the Pearson correlation coefficient to study the relationship between Assessment and Approaches to Course Design

Correlations			
		Assessment	Approaches to Course Design
Assessment	Pearson Correlation	1	-.047-
	Sig. (2-tailed)		.605
	N	124	124
Approaches to Course Design	Pearson Correlation	-.047-	1
	Sig. (2-tailed)	.605	
	N	124	124

We observe from the table that the value of the Pearson correlation coefficient is 0.047, and the value of moral significance is 0.60 at the significance level of 0.01, and since the value of moral significance is greater than the significance level of 0.01, this means that there is no statistically significant relationship between Assessment and Approaches to Course Design.

There is a statistically significant relationship between Materials Development and Course Design

Table 63. Represents the Pearson correlation coefficient to study the relationship between Materials Development and Course Design

Correlations			
		Materials Development	Course Design
Materials Development	Pearson Correlation	1	.749**
	Sig. (2-tailed)		.000
	N	124	124
Course Design	Pearson Correlation	.749**	1
	Sig. (2-tailed)	.000	
	N	124	124
**. Correlation is significant at the 0.01 level (2-tailed).			

We can note from the table that the value of the Pearson correlation coefficient is 0.749, and the value of moral significance is 0.00 at the significance level of 0.01, since the value of moral significance is less than the significance level of 0.01, this means that there is a statistically significant relationship between Materials Development and Course Design.

There is a statistically significant relationship between Materials Development and Approaches to Course Design

Table 64. Represents the Pearson correlation coefficient to study the relationship between Materials Development and Approaches to Course Design

Correlations			
		Materials Development	Approaches to Course Design
Materials Development	Pearson Correlation	1	.217*
	Sig. (2-tailed)		.016
	N	124	124
Approaches to Course Design	Pearson Correlation	.217*	1
	Sig. (2-tailed)	.016	
	N	124	124
*. Correlation is significant at the 0.05 level (2-tailed).			

We identify from the table that the value of the Pearson correlation coefficient is 0.217, and the value of moral significance is 0.01 at the significance level of 0.05, and since the value of moral significance is less than the significance level of 0.05, this means that there is a statistically significant relationship between Materials Development and Approaches to Course Design.

There is a statistically significant relationship between Technology Integration and Approaches to Course Design

Table 65. Represents the Pearson correlation coefficient to study the relationship between Technology Integration and Approaches to Course Design

Correlations			
		Technology Integration	Approaches to Course Design
Technology Integration	Pearson Correlation	1	-.426 ^{**}
	Sig. (2-tailed)		.000
	N	124	124
Approaches to Course Design	Pearson Correlation	-.426 ^{**}	1
	Sig. (2-tailed)	.000	
	N	124	124
^{**} . Correlation is significant at the 0.01 level (2-tailed).			

We note from the table that the value of the Pearson correlation coefficient is 0.273, and the value of moral significance is 0.00 at the significance level of 0.01. Since the value of moral significance is less than the significance level of 0.01, this means that there is a statistically significant relationship between Technology Integration and Approaches to Course Design.

There is a statistically significant relationship between Possible Challenges and Course Design

Table 66. Represents the Pearson correlation coefficient to study the relationship between Possible Challenges and Course Design

Correlations			
		Possible Challenges	Course Design
Possible Challenges	Pearson Correlation	1	-.374 ^{**}
	Sig. (2-tailed)		.000
	N	124	124
Course Design	Pearson Correlation	-.374 ^{**}	1
	Sig. (2-tailed)	.000	
	N	124	124
^{**} . Correlation is significant at the 0.01 level (2-tailed).			

We realize from the table that the value of the Pearson correlation coefficient is 0.374, and the value of moral significance is 0.00 at the significance level of 0.01, and since the value of moral significance is less than the significance level of 0.01, this means that there is a negative, statistically significant relationship between Possible Challenges and Course Design.

There is a statistically significant relationship between Possible Challenges and Course Design

Table 67. Represents the Pearson correlation coefficient to study the relationship between Possible Challenges and Course Design

Correlations			
		Possible Challenges	Approaches to Course Design
Possible Challenges	Pearson Correlation	1	-.050-
	Sig. (2-tailed)		.583
	N	124	124
Approaches to Course Design	Pearson Correlation	-.050-	1
	Sig. (2-tailed)	.583	
	N	124	124

We detect from the table that the value of the Pearson correlation coefficient is 0.050 and the value of moral significance is 0.58 at the significance level of 0.01. Since the value of moral significance is greater than the significance level of 0.01, this means that there is no statistically significant relationship between Possible Challenges and Approaches to Course Design.

There is a statistically significant effect between Students' Needs and Course Design

Table 68. Results of a stepwise multiple linear regression analysis to test the effect of Students' Needs on Course Design

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	12.958	.988		13.118	.000
	Students Needs	.906	.077	.729	11.775	.000
a. Dependent Variable: Course Design						

It is clear from the table above that there is a statistically significant effect on Students' Needs on Course Design

This is based on the fact that the value of the significance level for Students' Needs is (0.00), which is less than the value of the level of significance (0.05). Therefore, there is an influence relationship between Students' Needs and Course Design.

There is a statistically significant effect between Assessment and Course Design

Table 69. Results of a stepwise multiple linear regression analysis to test the effect of Assessment on Course Design

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	-.560	1.730		-.324	.747
	Assessment	1.195	.082	.796	14.511	.000
a. Dependent Variable: Course Design						

It is evident from the table above that there is a statistically significant effect on the Assessment of Course Design

This is based on the assessment's moral significance value of (0.00), which is less than the significance level value (0.05), and therefore there is an influence relationship between Assessment and Course Design.

There is a statistically significant effect between Materials Development and Course Design

Table 70. Results of a stepwise multiple linear regression analysis to test the effect of Materials Development on Course Design

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	13.712	.872		15.722	.000
	Materials Development	.523	.042	.749	12.485	.000
a. Dependent Variable: Course Design						

It is clear from the table above that there is a statistically significant effect of Materials Development on Course Design

This is based on the significance value of Materials Development amounting to (0.00), which is less than the value of the significance level (0.05), and therefore there is an influence relationship between Materials Development and Course Design.

There is a statistically significant effect between Technology Integration and Course Design

Table 71. Results of a stepwise multiple linear regression analysis to test the impact of Technology Integration on Course Design

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	17.007	.562		30.254	.000
	Technology Integration	1.030	.076	.776	13.608	.000
a. Dependent Variable: Course Design						

It is apparent from the table above that there is a statistically significant effect of Technology Integration on Course Design

This is based on the value of the moral significance of Technology Integration amounting to (0.00), which is less than the value of the significance level (0.05). Therefore, there is an influence relationship between Technology Integration and Course Design.

There is a statistically significant effect between Possible Challenges and Course Design

Table 72. Results of a stepwise multiple linear regression analysis to test the impact of Possible Challenges on Course Design

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	34.013	2.142		15.877	.000
	Possible Challenges	-1.661-	.373	-.374-	-4.454-	.000
a. Dependent Variable: Course Design						

It is clear from the table above that there is a statistically significant effect of Possible Challenges on Course Design

This is based on the value of the moral significance of Possible Challenges amounting to (0.00), which is less than the value of the significance level (0.05), and therefore there is an influence relationship between Possible Challenges and Course Design.

There is a statistically significant effect between Students' Needs and Approaches to Course Design

Table 73. Results of a stepwise multiple linear regression analysis to test the effect of Students' Needs on Approaches to Course Design

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	14.591	.583		25.019	.000
	Students Needs	.142	.045	.273	3.131	.002
a. Dependent Variable: Approaches to Course Design						

It is evident from the table above that there is a statistically significant effect on Students' Needs on Approaches to Course Design

This is based on the fact that the value of the significance level for Students' Needs is (0.002), which is less than the value of the level of significance (0.05). Therefore, there is an influence relationship between Students' Needs and Approaches to Course Design.

There is a statistically significant effect between Assessment and Approaches to Course Design

Table 74. Results of a stepwise multiple linear regression analysis to test the effect of Assessment on Approaches to Course Design

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	17.024	1.198		14.209	.000
	Assessment	-.030-	.057	-.047-	-.519-	.605
a. Dependent Variable: Approaches to Course Design						

It is clear from the table above that there is no statistically significant effect of Assessment on Approaches to Course Design

This is based on the assessment's moral significance value (0.60), which is greater than the significance level value (0.05), and therefore there is no influence relationship between Assessment and Approaches to Course Design.

There is a statistically significant effect between Materials Development and Approaches to Course Design

Table 75. Results of a stepwise multiple linear regression analysis to test the impact of Materials Development on Approaches to Course Design

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	15.094	.540		27.977	.000
	Materials Development	.064	.026	.217	2.450	.016
a. Dependent Variable: Approaches to Course Design						

It is apparent from the table above that there is a statistically significant effect on Materials Development on Approaches to Course Design

This is based on the significance value of Materials Development amounting to (0.01), which is less than the value of the significance level (0.05), and therefore there is an influence relationship between Materials Development and Approaches to Course Design.

There is a statistically significant effect between Technology Integration and Approaches to Course Design

Table 76. Results of a stepwise multiple linear regression analysis to test the impact of Technology Integration on Approaches to Course Design

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	18.131	.339		53.525	.000
	Technology Integration	-.237-	.046	-.426-	- 5.207-	.000
a. Dependent Variable: Approaches to Course Design						

It is clear from the table above that there is a statistically significant effect of Technology Integration on Approaches to Course Design

This is based on the value of the moral significance of Technology Integration amounting to (0.00), which is less than the value of the significance level (0.05), and therefore there is an influence relationship between Technology Integration and Approaches to Course Design.

There is a statistically significant effect between Possible Challenges and Approaches to Course Design

Table 77. Results of a stepwise multiple linear regression analysis to test the impact of Possible Challenges on Approaches to Course Design

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	16.935	.969		17.484	.000
	Possible Challenges	-.093-	.169	-.050-	-.550-	.583
a. Dependent Variable: Approaches to Course Design						

It is evident from the table above that there is no statistically significant effect on Possible Challenges on Approaches to Course Design.

This is based on the value of the moral significance of Possible Challenges amounting to (0.58), which is greater than the value of the level of significance (0.05). Therefore, there is no influence relationship between Possible Challenges and Approaches to Course Design.

4.7 Teachers' Questionnaire

4.7.1 Demographic Information

Table 78. Teachers' Questionnaire ; age analysis

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	25-30	3	37.5	37.5	37.5
	31-25	1	12.5	12.5	50.0
	36-40	3	37.5	37.5	87.5
	40- above	1	12.5	12.5	100.0
	Total	8	100.0	100.0	

We observe from the table above that the majority of teachers are between 25-30 years old and 36-40 years old, with their percentage reaching 37.5 for each category equally, followed by 12.5% of teachers who are 31-35 years old , too, older than 40 years.

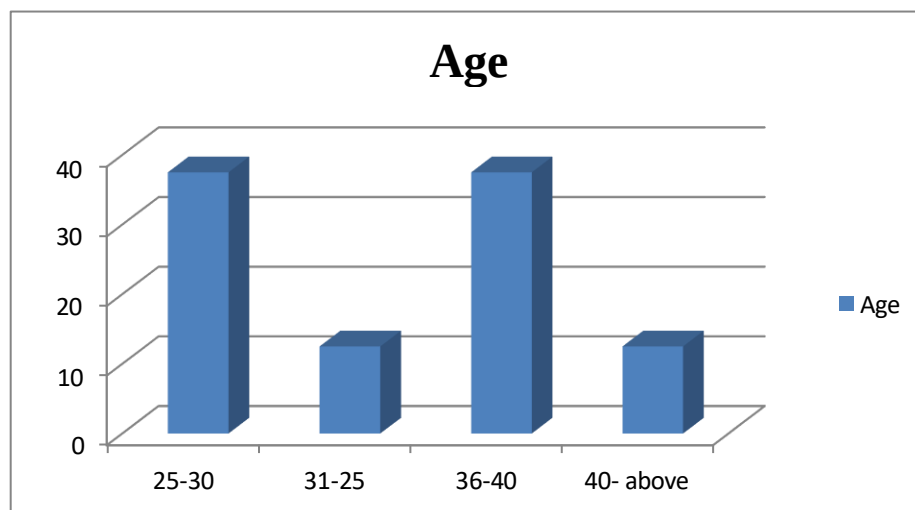


Figure 66. Teachers' Questionnaire ; age analysis

Table 79. Teachers' Questionnaire ; gender analysis

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	5	62.5	62.5	62.5
	Female	3	37.5	37.5	100.0
	Total	8	100.0	100.0	

We note from the table above that the majority of teachers are male, with a percentage of 62.5, while a percentage of 37.5 are females.

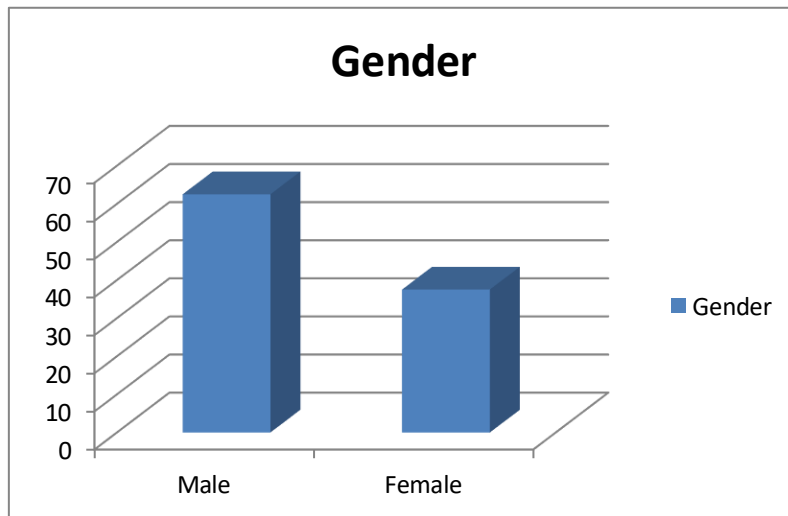


Figure 67. Teachers' Questionnaire ; gender representation

Table 80. Teachers' Questionnaire ; Years of Teaching Experience analysis

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	01-03	4	50.0	50.0	50.0
	04-06	3	37.5	37.5	87.5
	07-10	1	12.5	12.5	100.0
	Total	8	100.0	100.0	

We notice from the table above that the majority of the sample has experience from one to three years, as their percentage reached 50.0, followed by 37.5% who have 4 to 6 years of experience, followed also by 12.5% who have 7 to 10 years of experience.

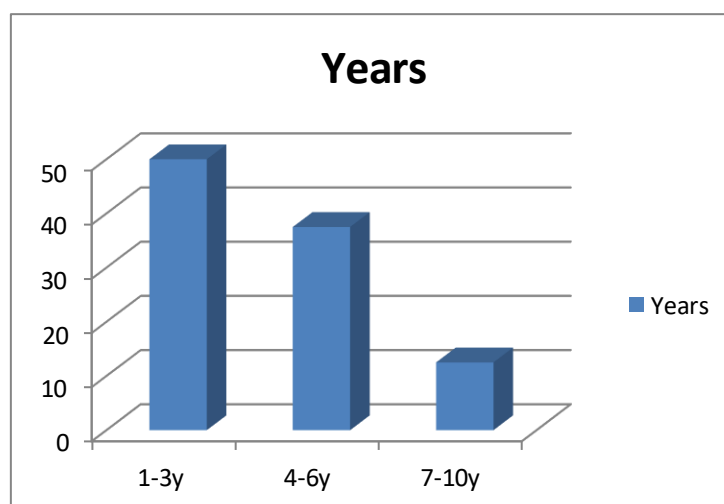


Figure 68. Teachers' Questionnaire ; Years of Teaching Experience representation

Table 81. Teachers' Questionnaire ; Degree analysis

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Master's	3	37.5	37.5	37.5
	PhD	5	62.5	62.5	100.0
	Total	8	100.0	100.0	

We detect from the table above that the majority of the sample have a doctorate level, as their percentage reached 62.5, while the percentage of 37.5 have a master's level.

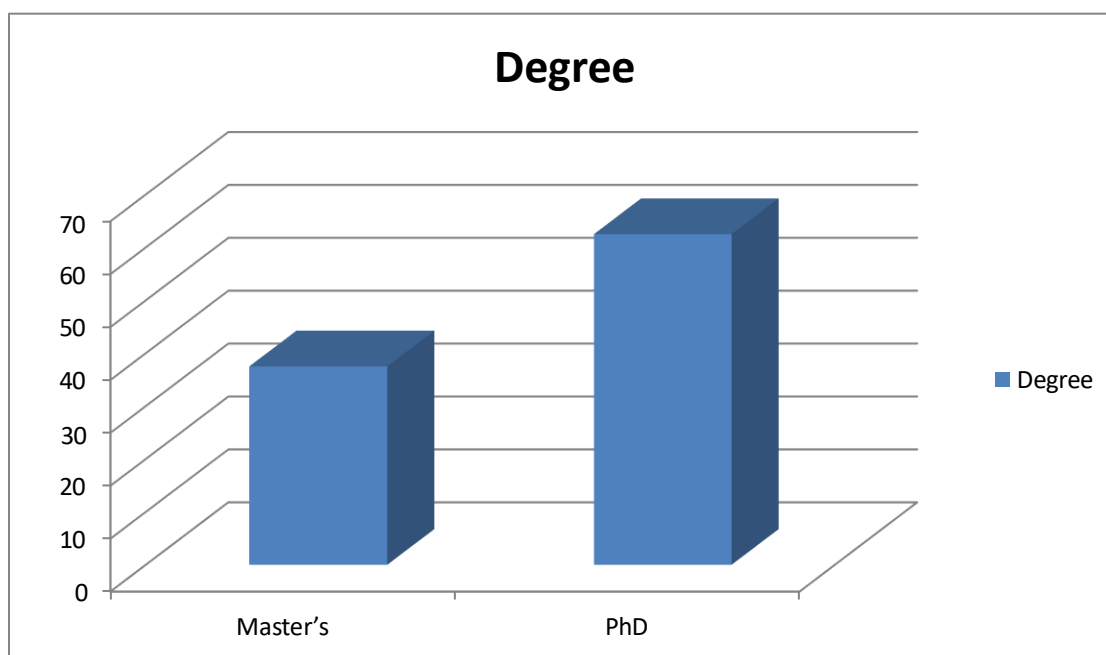


Figure 69 . Teachers' Questionnaire ; Degree representation

4.7.2 Practicalities on ESP Course Design and Implementation

Table 82. Importance of ESP courses to be of a multileveled nature

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Necessary	5	62.5	62.5	62.5
	Moderately Necessary	2	25.0	25.0	87.5
	Optional	1	12.5	12.5	100.0
	Total	8	100.0	100.0	

It is perceived from the table above that the majority of the sample believes that it is important that English for Specialized Purposes (ESP) courses today be multi-leveled, as their percentage reached 62.5, followed by a percentage of 25.0 believing it to be moderately necessary, and a percentage of 12.5 stating it as optional.

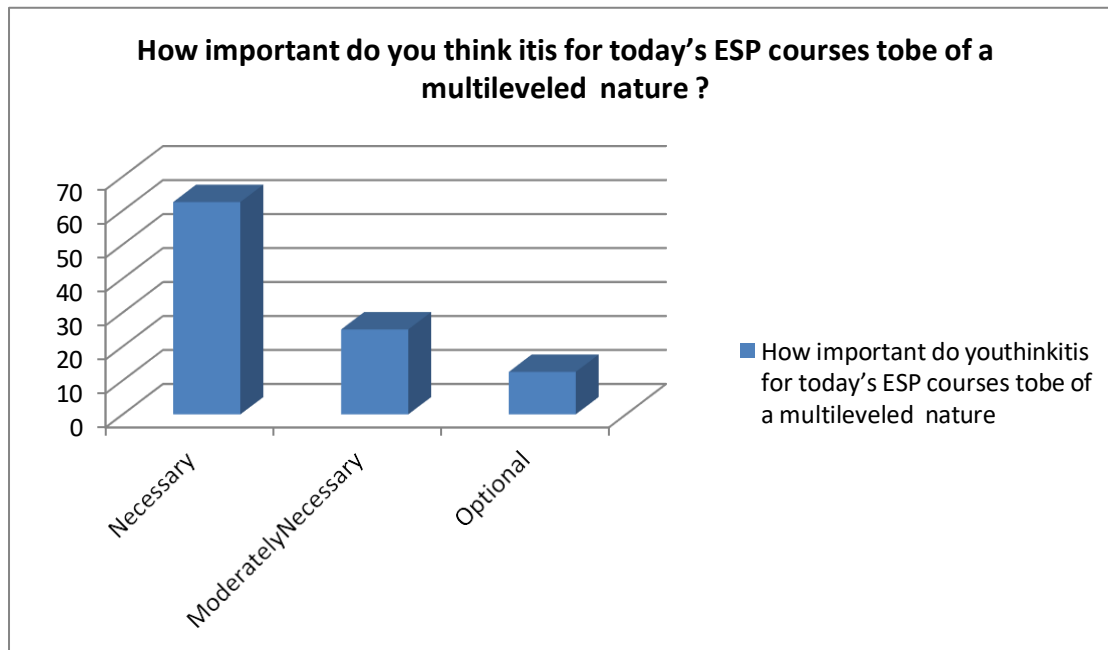


Figure 70. Importance of ESP courses to be of a multileveled nature

Table 83. Importance of a systematic needs analysis prior to engaging in creating a multileveled ESP course

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Necessary	6	75.0	75.0	75.0
	Moderately Necessary	1	12.5	12.5	87.5
	Optional	1	12.5	12.5	100.0
	Total	8	100.0	100.0	

We can remark from the table above regarding how important the teachers believe in conducting a systematic needs analysis before engaging in creating a multileveled ESP course that the majority of the sample regards it as necessary, with a percentage of 75.0, followed by a percentage of 12.5 who reported it moderately necessary and a similar percentage of equally optional representation.

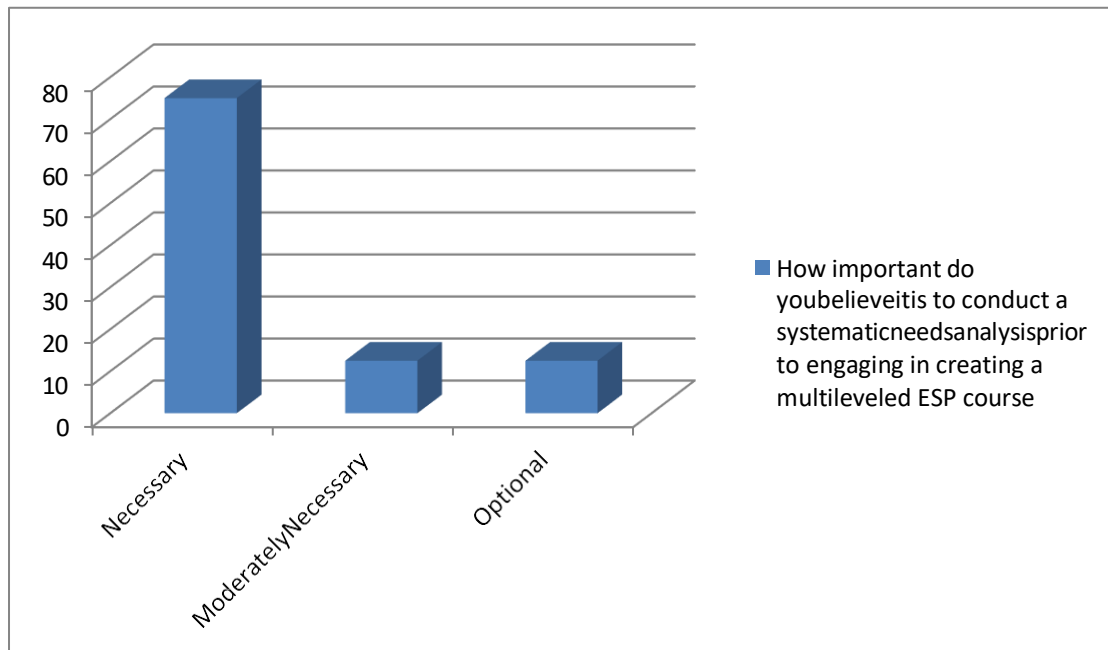


Figure 71. Importance of a systematic needs analysis prior to engaging in creating a multileveled ESP course

Table 84. Teachers' preferences on the most efficient method for designing a multileveled ESP course

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Project-based Language Teaching	1	12.5	12.5	12.5
	Genre-based Language Teaching	6	75.0	75.0	87.5
	Task-based Language Teaching	1	12.5	12.5	100.0
	Total	8	100.0	100.0	

We notice from the table above regarding Which method the ESP teachers consider the most efficient for designing multileveled ESP courses that the majority of the sample answered Genre-based language teaching, where their percentage reached 75.0, followed by 12.5 who answered Project-based language teaching. and Task-based language teaching.

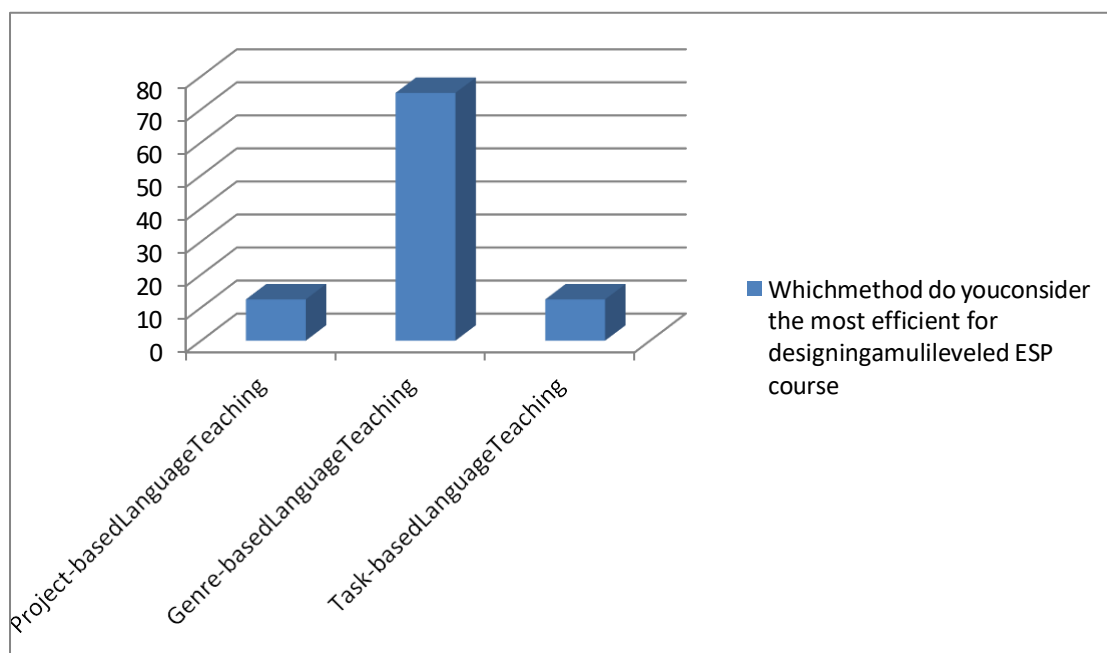


Figure 72. Teachers preferences on the most efficient method for designing a multileveled ESP course

Table 85. Teachers' preferences on authentic sources

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Online resources	1	12.5	12.5	12.5
	Theme related materials	5	62.5	62.5	75.0
	Workplace communication extracts	1	12.5	12.5	87.5
	Case studies	1	12.5	12.5	100.0
	Total	8	100.0	100.0	

We ascertain from the table above that regarding creating a multileveled ESP course, what authentic sources do you prefer the majority of the sample answered with Theme related materials, where their percentage reached 62.5, followed by 12.5% who answered Online resources, Workplace communication extracts, and case studies.

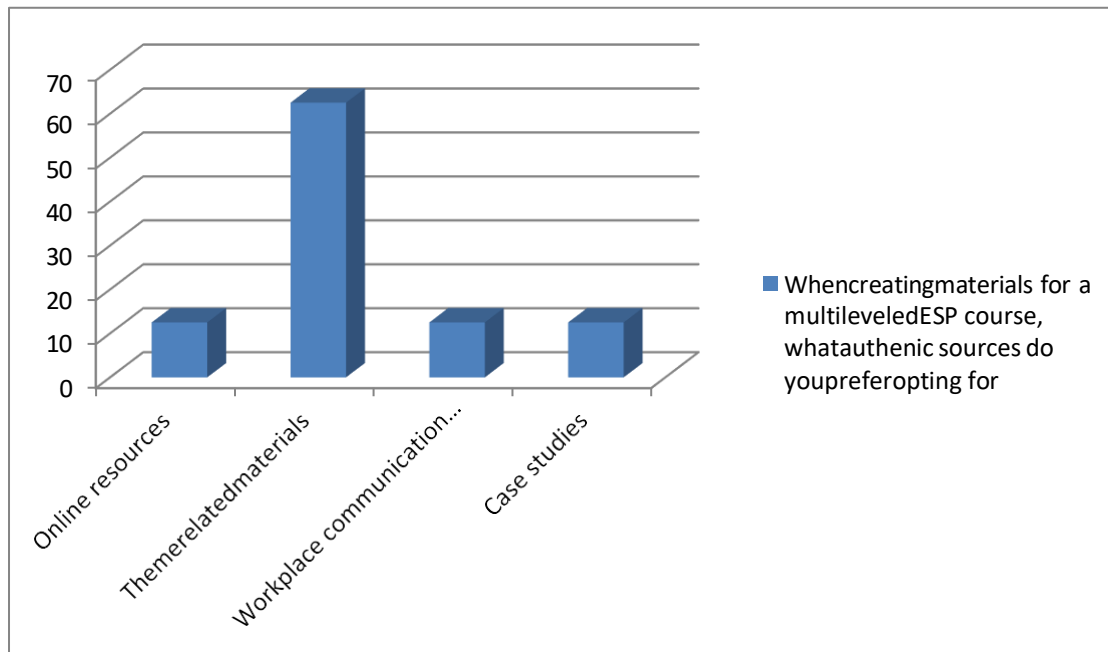


Figure 73. Teachers preferences on authentic sources

Table 86. Teachers' preferences on assessment tasks

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Presentations	1	12.5	12.5	12.5
	Traditional exams	6	75.0	75.0	87.5
	Portfolios	1	12.5	12.5	100.0
	Total	8	100.0	100.0	

It is noted from the table above regarding through what the teachers generally evaluate their students' growth the majority of the sample answered with traditional exams, with a percentage of 75.0, while a percentage of 12.5 answered presentations and portfolios.

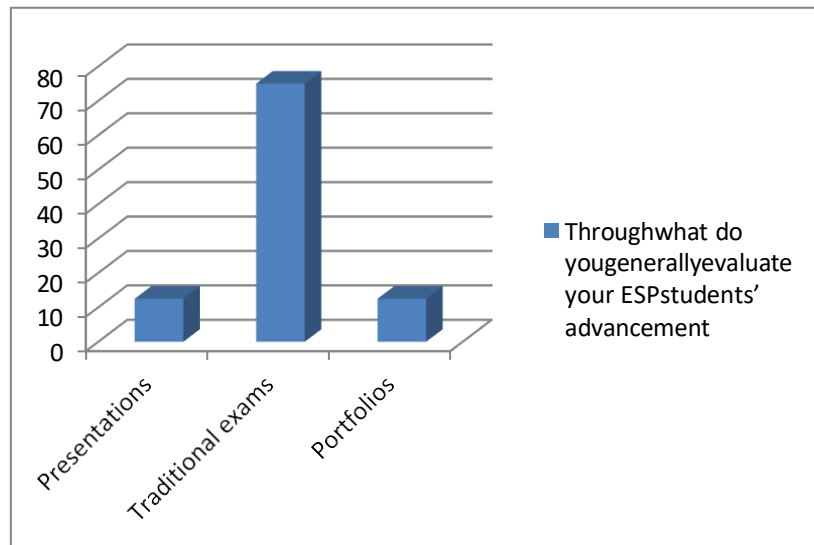


Figure 74. Teachers preferences on assessment tasks

Table 87. Teachers preferences on incorporating cultural components

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Occasionally	5	62.5	62.5	62.5
	Always	2	25.0	25.0	87.5
	Rarely	1	12.5	12.5	100.0
	Total	8	100.0	100.0	

We observe from the table above regarding How often the teachers incorporate cultural components into their multileveled ESP course content that the majority of teachers answered with occasionally, with a percentage of 62.5, followed by 25.0 who answered with always, followed by 12.5 who put rarely as their pick.

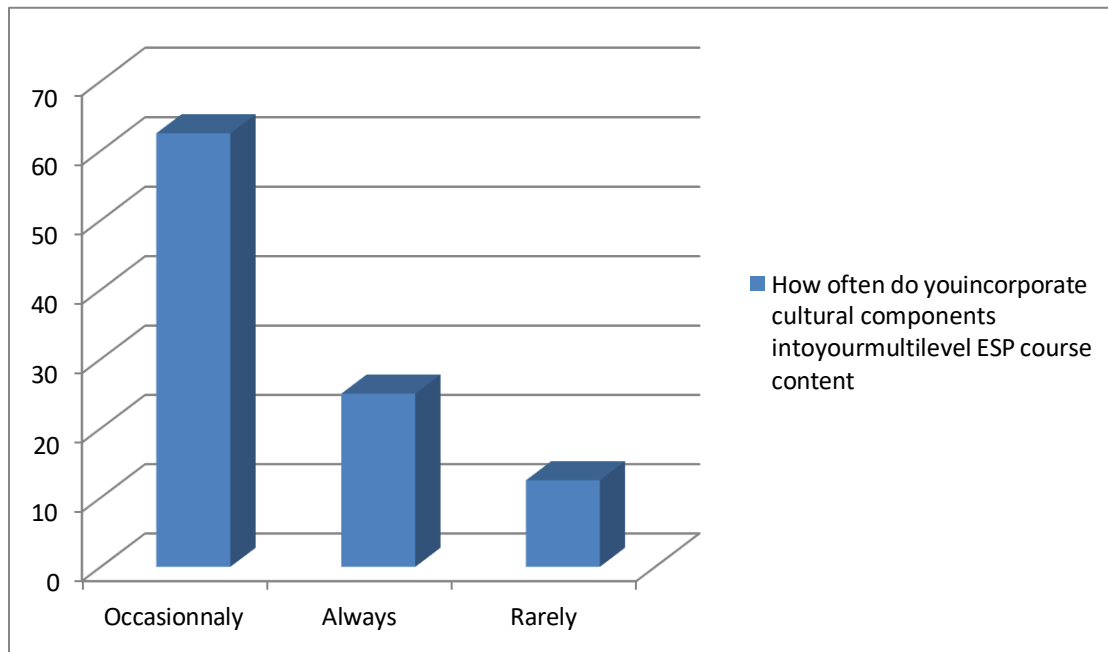


Figure 75. Teachers preferences on incorporating cultural components

Table 88. Teachers' views on technology integration

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Occasionnaly	5	62.5	62.5	62.5
	Always	1	12.5	12.5	75.0
	Never	1	12.5	12.5	87.5
	Rarely	1	12.5	12.5	100.0
	Total	8	100.0	100.0	

We notice from the table above regarding how often the teachers opt for technology aid while implementing their ESP courses that the majority of the sample answered with occasionally (62.5 percent), followed by 12.5 percent who answered with always, never, and rarely.

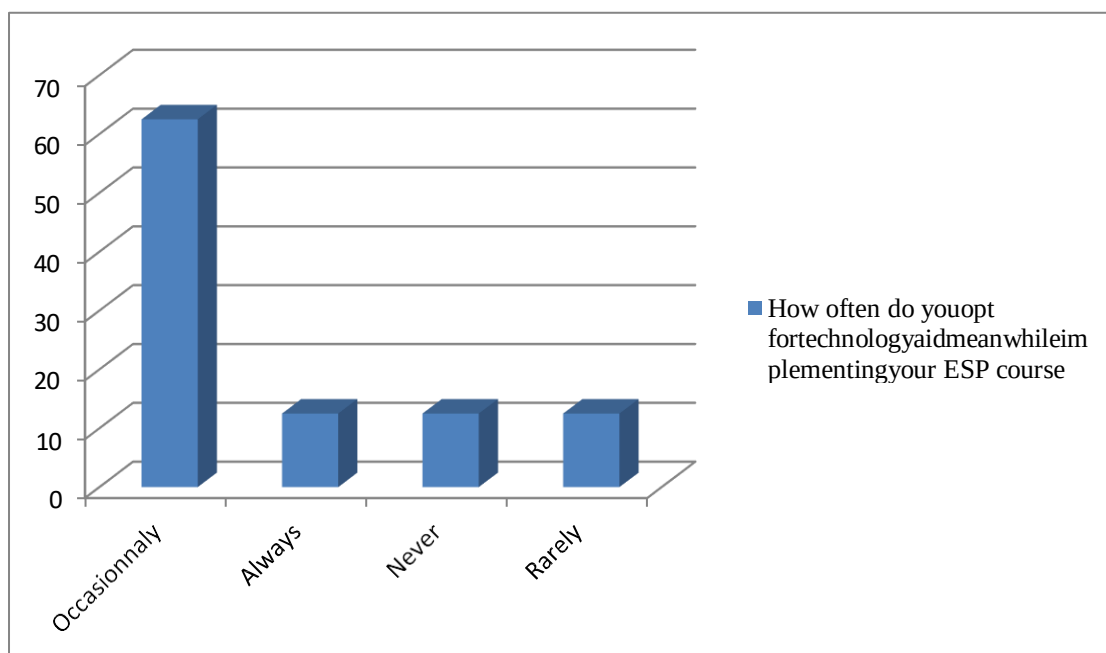


Figure 76. Teachers views on technology integration

Table 89. Teachers' views on ESP course materials

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Moderately	4	50.0	50.0	50.0
	Greatly	2	25.0	25.0	75.0
	Slightly	2	25.0	25.0	100.0
	Total	8	100.0	100.0	

We can observe from the table above regarding the extent to ESP course materials can be adjusted to meet the demands of various types of learners that the majority of the sample answered with moderately, with a percentage of 50.0, while a percentage of 25.0 answered greatly and slightly.

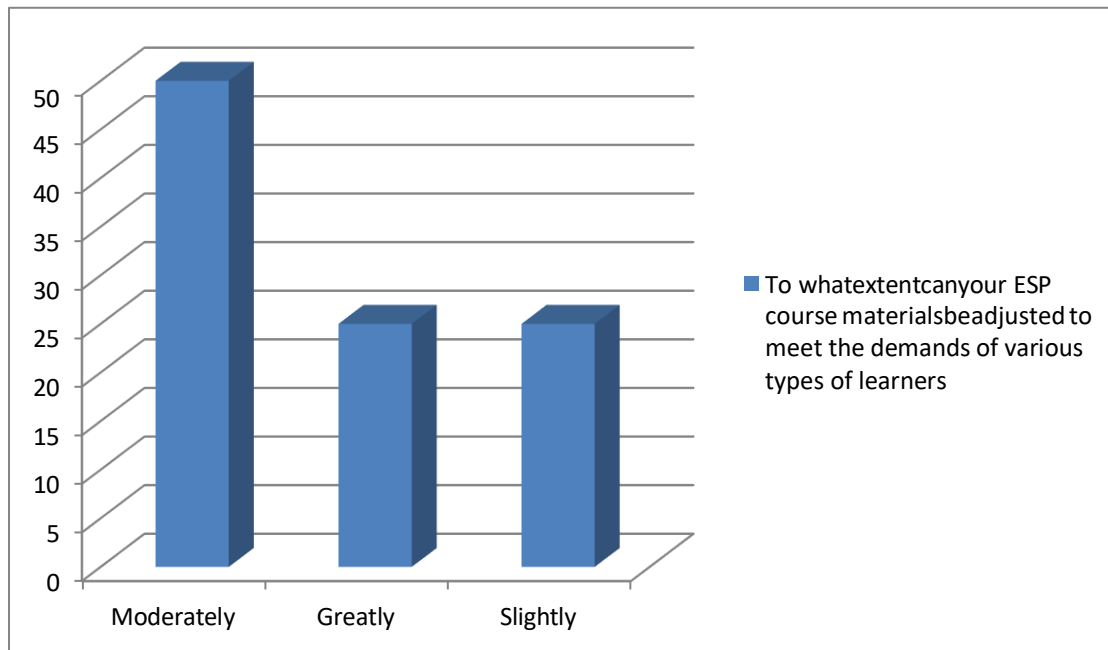


Figure 77. Teachers views on ESP course materials

Table 90. Teachers' preferenc on in-service development

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Online workshops	1	12.5	12.5	12.5
	Peer interaction	2	25.0	25.0	37.5
	Self-conducted research	4	50.0	50.0	87.5
	ESP Training	1	12.5	12.5	100.0
	Total	8	100.0	100.0	

It is highlighted from the table above regarding the means the teachers use often to keep informed about the most recent developments of their professional field that the majority of the sample answered with self-conducted research, with a percentage of 50.0, while 25.0 percent chose peer interaction, followed by 12.5 percent who answered with online workshops and ESP Training.

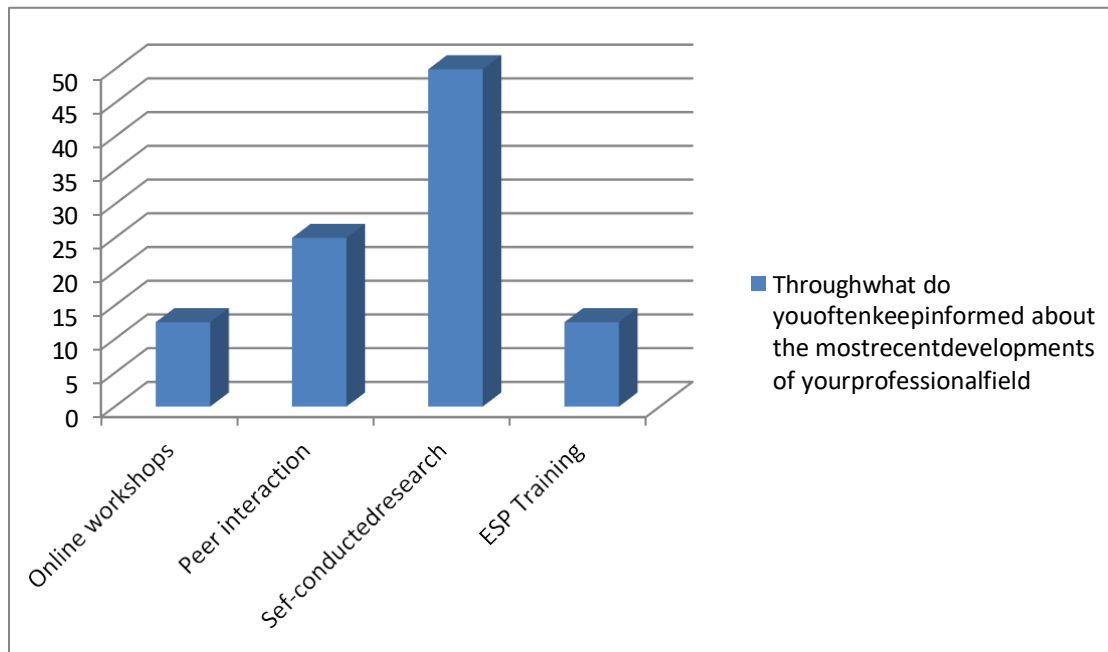


Figure 78. Teachers preferenc on in-service development

Table 91. Teachers' views on the challenges whilst designing and/or implementing ESP courses

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Lack of student interest	2	25.0	25.0	25.0
	Students' low competence of basic English	3	37.5	37.5	62.5
	Subject-matter difficulty	1	12.5	12.5	75.0
	Lack of official resources	1	12.5	12.5	87.5
	Unclear and changeable stakeholders' guidelines	1	12.5	12.5	100.0
	Total	8	100.0	100.0	

We notice from the table above regarding teachers' views on the most common challenge they face whilst designing and/or implementing their ESP courses for Management and Economics University students that the majority of the sample stated students' low competence of basic English, where percentage reached 37.5, followed by 25.0 who answered with the lack of student interest, Followed by 12.5% who responded with subject-matter difficulty, lack of official resources, unclear and changeable stakeholders' guidelines.

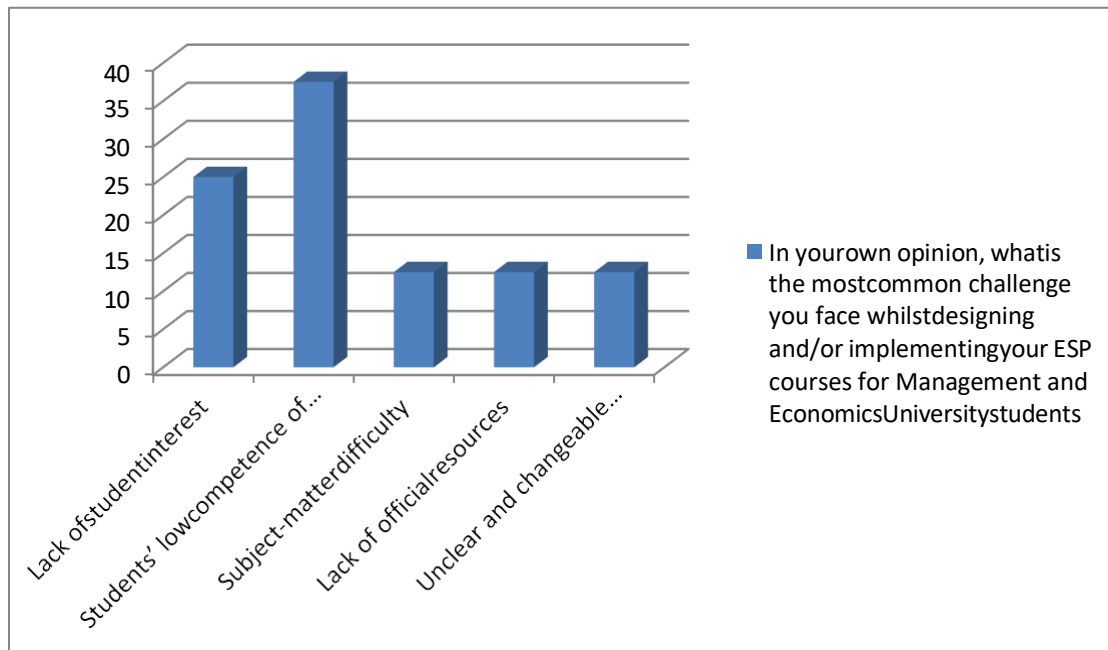


Figure 79. Teachers views on the challenges whilst designing and/or implementing your ESP courses

Interpretation

This section has to do with the teachers' part of investigation with focus placed around practicalities on ESP course design and implementation. For this purpose, a ten-question questionnaire was distributed among eight ESP teachers from the university of Ammar Thelidji University, Faculty of Economics and commercial sciences.

The First question meant to address how important the teachers think it is for today's ESP courses to be of a multileveled nature. Above half of respondents believed It is imperative that ESP courses in the present day are designed to have multiple levels. Teachers in ESP course design have a high level of understanding of the significance of accommodating varied skill levels and learner demands.

The next question was on the extent to which the teachers believe it is important to conduct a systematic needs analysis prior to engaging in creating a multileveled ESP course. Here, almost all of them were of the opinion that doing a comprehensive needs analysis before developing a multileveled ESP course is essential. This emphasizes the significance of comprehending the particular needs and prerequisites of learners in order to properly shape the design of the course.

In relation to the third question that was about the method the teachers consider the most efficient for designing a multileveled ESP course. Again, the majority of participants regarded

genre-based language teaching as the most effective approach for developing a multileveled English for Specific Purposes (ESP) course. Teachers appear to choose a genre-based approach that emphasizes teaching language within the framework of specific genres or types of communication typically found in professional environments.

Vis-à-vis the authentic sources the teachers prefer opting for when creating materials for a multileveled ESP course, a significant portion of the teachers preferred, when developing materials for a multileveled ESP course, to use theme-related materials. These materials are likely to have contextual significance and practical applicability to the course topic, making them suited for meeting the needs of varied learners.

Question number five addressed the means the teachers generally use to evaluate their ESP students' advancement. The findings report that the predominant approach for assessing the success of ESP students, as indicated by the respondents, is through traditional exams. This implies a preference for using standardized assessment methods to measure student advancement in ESP courses.

The following question targeted the teachers' frequency of incorporating cultural components into their multilevel ESP course contents. The teachers' responses state that they sometimes include cultural elements in their multilevel ESP course material, demonstrating a moderate acknowledgement of the significance of cultural sensitivity. Additionally, it should be emphasized that, for them, it is not always obligatory to consistently engage in this behavior.

The seventh question on the list covered the extent to which the teachers opt for technology aid meanwhile implementing their ESP courses. The primary response was periodic utilization of technological assistance, with some variation among participants in the frequency of technological usage. This finding suggests a moderate dependence on technology for implementing ESP courses.

Processing the next question, Opinions on the potential adaptability of ESP course materials to cater to the needs of different learners were diverse. Nevertheless, the prevailing reaction was to make minimal adaptations to ESP course materials in order to cater to the needs of different learners. Therefore, demonstrating a level of adaptability in modifying content to meet the demands of various learners.

Concerning the before last question, self-conducted research was the most chosen answer by the teachers as their means of keeping updated with the recent developments in their

professional field which suggests that the teachers embrace a proactive approach to professional development.

Coming to the last question that tackled opinions on the most common challenge the teachers face whilst designing and/or implementing their ESP courses for Management and Economics University students, the main obstacle stated by respondents was the inadequate proficiency of students in fundamental English skills. This suggests that teachers express a notable concern about the competency levels of students and their preparedness for ESP courses in Management and Economics.

4.8 Teachers' Interview

4.8.1 Definition

Nunan (1992) states that the gathering of data by one person from another through person-to-person encounters is a general definition of an interview. In this vein, there are a variety of interview formats available, including semi-structured, structured, and unstructured ones. The sort of interviews used depends on the nature of the study and how much control they want to have over the experiment.

4.8.2 Semi Structured Interviews

The researcher used structured interviews which is about a list of pre-arranged questions as one of the data collection methods in this study. As noted in Wallace, M.J. (2001) that a structured interview confers a degree of power and control to the interviewer, which is one of its key advantages. Furthermore, miscommunication or a lack of understanding can be cleared up right away through information exchange.

4.8.3 Locale

The interview took place at the university of Ammar Thledji, mainly the department of Economics and Management in Laghouat. Two ESP Teachers at the dep of Economy and two at the dep of Management were handed eight questions to answer within a period of 30 minutes each. they were also allowed to tackle any aspect they see relevant to the study. Furthermore, they were given the opportunity to select the most important questions they see valid to discuss and to actually speak in Arabic or French whenever they thought that they were running out of words in English.

In order to set a friendly environment and to achieve a thorough comprehension and accurate description of their responses, both the researcher and the respondents had the chance to ask questions throughout the interview.

4.8.4 Interview Questions

The questions were labeled under five axes: 1. ESP Course Design, 2. Materials Design and Adaptation, 3. Lesson planning, 4. Evaluation, 5. Methodological Choices

To gather an overall understanding of the status quo, the researcher sought to add this interview to generate ideas and phenomena that were not easily observed or stated in the questionnaires. Thus, we sought to develop questions that can open an avenue on teachers' challenges and what possible measures to be taken to alleviate the intensity of such issues.

***ESP Course Design**

Could you explain how you go about creating an ESP management/economy course? How do you make sure it satisfies the specific requirements of your students?

What techniques do you employ to include the recent practices and developments in the business world into the material of your ESP courses?

*** Design and Adaptation of Materials**

How do you go about creating and developing lesson plans for your ESP classes?

How do you use technology to improve student engagement and material design?

***Lesson Planning**

Could you explain to us how you structure a typical management/economy lesson for your ESP course?

How do you include activities that encourage critical thinking and collaborative learning in your lesson plans?

***Evaluation**

What techniques do you employ to evaluate students' success in your ESP classes, and how have you modified them to make them appropriate for the particular management and economics context?

In the context of management and economy, how can you give students feedback to support both language acquisition and ongoing improvement?

*** Methodological Choices**

Which ESP course design approach is best for students studying economics and management?

4.8.5 Teachers Responses

4.8.5.1 The Department of Economy

Teacher 1

Question 1. Could you explain how you go about creating an ESP management/economy course? How do you make sure it satisfies the specific requirements of your students?

The teacher reveals that he prioritizes theoretical knowledge and economic models in the course to ensure that students understand foundational principles before applying them to real-world scenarios.

Question 2. What techniques do you employ to include the recent practices and developments in the business world into the material of your ESP courses?

The teacher says that supplying courses in English online before class time can be beneficial. Moreover, these courses should align with general economic orientation as he thinks that it is a more convenient approach especially for most students whom suffer tremendously when it comes to English.

"I use the flipped classroom model to prepare students for the session, I think this model gives students who are interested to know more a chance to be one step ahead and even those whom claim to be weak a possibility to learn at their own pace. In addition, I try not to include topics of current events in favor of timeless economic principles, as I believe understanding the fundamentals is more beneficial for long-term learning. Furthermore, the department's first objective is to academically prepare students, for those seeking to learn English in vocational business-oriented situations, there are centers which Provide training in English for business purposes."

Question 3. How do you go about creating and developing lesson plans for your ESP classes?

The teacher points out that the use of ready-made commercial materials is a great asset for the ESP teacher as declared in the quotation

"I use lectures and tests in addition to a textbook-centered approach to material design mainly the ones offered by oxford press. This method, in my opinion, offers a disciplined learning atmosphere that is helpful for grasping difficult ideas."

Furthermore, the teacher sees no value in integrating students' personal desires and aspirations in the course offered as it has been pointed in the quotation. Furthermore, the teacher is offering EMI (English as a Medium of Instruction) to economics instead of ESP.

"I design lectures without reference to student involvement in the process. At least I have to guarantee that the entire course is covered and gets students ready for the most probable scenarios that they'll face in the workplace."

Question 4. What techniques do you employ to evaluate students' success in your ESP classes, and how have you modified them to make them appropriate for the particular management and economics context?

For this question, the teacher asserts that individual accountability within tasks is the only tool used in class as indicated in the quotations

"Group activities are kept to a minimum to focus on individual learning and accountability so as to prepare students for the exams."

Question 5. In the context of management and economy, how can you give students feedback to support both language acquisition and ongoing improvement?

The teacher declares that he prefers to correct students on the spot in class time when there is a communicative task to do while this opportunity decreases in most tasks because of class size.

"Assessments are primarily written exams and quizzes, as I believe these are the most effective ways to measure a student's understanding of economic theory."

Question 6. Which ESP course design approach is best for students studying economics and management?

The teacher believes that the introduction of flipped classrooms is learner-centered as it engages students to gain a deeper understanding of the topic where they can autonomously learn and navigate through the courses available online.

"Adopting a learning-based approach is the best I guess; I like to use flipped classroom and I think it's effective for ESP classes. This strategy requires students to first access and comprehend knowledge independently, outside of the classroom, via books or online platforms like Moodle. The classroom time is then used to apply this information through discussions and problem-solving activities. This strategy maximizes class time for interactive learning, allows

for personalized feedback, and deals with diverse learning styles, making it extremely successful for language learning and professional development.”

Teacher 2:

Question 1. Could you explain how you go about creating an ESP management/economy course? How do you make sure it satisfies the specific requirements of your students?

The teacher signals the need of developing a course that is relevant to the themes of the era rather than bringing materials that do no longer cater for students’ personal aspirations as stated in the quotation

"I prioritize real-world application of English and practical usage of the language over grammar. This, in my opinion, gives students more direct and relevant learning.”

Question 2. What techniques do you employ to include the recent practices and developments in the business world into the material of your ESP courses?

The teacher believes that bringing novelty in terms of topics has a deep impact on students’ involvement and readiness to study as shown in the quotation

"I exclusively use current events happening in Algeria and worldwide case studies, arguing that this contextualization prepares students for the fast-paced nature of today's economy. “

Question 3. How do you go about creating and developing lesson plans for your ESP classes?

The teacher declares that he barely considers picking ready-made lessons from commercial textbooks or materials found in the library but rather thinks that designing lessons that trigger students critical thinking and motivation to learn is far better in terms of catering for the skills needed in the 21 century. The following remarks may be observed from the quotation.

“I don't utilize traditional textbooks or lectures; instead, I only use interactive tools and internet resources. This strategy creates a more engaging learning environment while satisfying the needs of the digital native generation.”

Question 4. How do you include activities that encourage critical thinking and collaborative learning in your lesson plans?

The teacher declares that he has a deep understanding and a sound foundation of today’s students’ mindset as they tend to like critical debates in which they can share their thoughts and beliefs. Furthermore, he points out that a laissez-faire policy is sometimes the best practice to

generate collaboration towards the completion of a specific task. This idea is observed in the quotation

"My lessons are mostly led by students; I don't really interfere or contribute anything. I am a strong advocate in learning by doing, where students gain understanding from their peers in a nurturing setting."

Question 5. What techniques do you employ to evaluate students' success in your ESP classes, and how have you modified them to make them appropriate for the particular management and economics context?

The teacher sees innovative approaches to assessment as a crucial aspect to evaluate students' performance from a linguistic perspective but also their ability to apply that knowledge in a professional problem-solving situation.

"I use project-based tasks, peer feedback and communicative tasks as an alternative to traditional ones? this firm belief is based on the fact that these tasks do not accurately reflect a student's ability to apply knowledge in practical situations."

Question 6. Which ESP course design approach is best for students studying economics and management?

The teacher considers that ESP courses are better introduced using the language-based approach which enhances comprehending texts, linking language learning with contextualized cultural components.

"To my mind, the most appropriate approach is the one that integrates language learning with the development of economic theories and trends. This strategy should begin with a needs analysis to determine the exact language and professional scenarios that students maybe face."

4.8.5.2 The Department of Management

Teacher 1

Question 1. Could you explain how you go about creating an ESP management/economy course? How do you make sure it satisfies the specific requirements of your students?

The teacher suggests that much emphasis has to be put on the practical skills needed while managing corporations, sales, advertising and decision making. While the choice of course components have to be in close tie to the branch itself.

"I place more emphasis on practical skills in my course design as I try to center it around management theories."

Question 2. What techniques do you employ to include the recent practices and developments in the business world into the material of your ESP courses?

The teacher claims that bringing novel issues in management is not of paramount importance because the branch itself is full of thought-provoking examples that can be subject to debate and discussion.

"I try not to include too much current stuff because management concepts never go out of style. I concentrate on well-established beliefs that have endured over time."

Question 3. How do you go about creating and developing lesson plans for your ESP classes?

The teacher declares that he tends to pick samples from case studies and texts found on the net. Then, build a set of tasks that revolve around them.

"The majority of my resources come from case studies and classic management texts online. I discover that deep learning can occasionally be boosted by new digital tools and resources."

Question 4. How do you include activities that encourage critical thinking and collaborative learning in your lesson plans?

The teacher asserts that traditional testing models no longer help to get comprehensive insights on students' constant improvement nor they seem to trigger their desire to learn English. It is pretty obvious that the testing model used by this teacher even reduces frustration and readiness to learn from a psychological perspective.

"Well, I don't believe that Question-and-answer victimizing tasks are the only way students can interact with teachers during lectures. This setting doesn't guarantee a thorough coverage of all pertinent materials. This is why, I like to ask students to pick topics of their choice in management and discuss about them orally, most of the times, there is the preparation phase which lasts about 30 mn and then students can start conversing on the matter."

Question 5. What techniques do you employ to evaluate students' success in your ESP classes, and how have you modified them to make them appropriate for the particular management and economics context?

"Well, I don't believe in the traditional model of individual assignments and assessments although it might be a necessity in some cases where most students are not apt to discuss. To foster personal responsibility and independent critical thinking skills, I try to integrate projects, quizzes, games and interviews."

Question 6. Which ESP course design approach is best for students studying economics and management?

The teacher thinks that integrating the Competency-based approach permits students to focus on a specific competency at a time and develop linguistic skills that revolve around it. In addition, the teacher is a strong advocate of using the Genre-based Approach as well because it helps students understand text structures and meanings while still maintaining a focus on ideas and register.

"I believe that a combination of both of the Competency-based approach and the Genre-based approach are important in designing ESP courses. The primary goal of CBA is to ensure that students acquire the precise abilities or skills necessary for their future professions, with learning outcomes serving as the central element in course design. This method enables a customized learning experience, where student's role is central as they can advance at their own speed until they exhibit complete proficiency in each skill. While the Genre-based approach can be beneficial when students are introduced to the register of the domain, in other words the specific lexicon used, this alignment guarantees that students not only acquire the essential language skills but also develop the capacity to utilize them in real-life, professional situations."

Teacher 2:

Question 1. Could you explain how you go about creating an ESP management/economy course? How do you make sure it satisfies the specific requirements of your students?

The teacher states that hands-on experience is not the main concern for the licence degree as most of them will still pick to further their studies to obtain the master degree in one of the branches available: Business Management, Human Resources Management and Public Management.

"My course doesn't prioritize management practices over the theoretical part of the domain, since the licence degree is still a preparatory phase for the master and PhD degree. I think that

preparing students from an academic perspective has far more advantages for those seeking to pursue their studies rather than preparing them for the workplace.”

Question 2. What techniques do you employ to include the recent practices and developments in the business world into the material of your ESP courses?

The teacher believes that active participation may increase whenever gamification practices are incorporated in the class.

" I employ interactive simulations management games and quizzes to cut off the boredom. I think that the dynamics of management theories can be reflected in this strategy.”

Question 3. How do you include activities that encourage critical thinking and collaborative learning in your lesson plans?

The teacher advocates the use of debate workshops and projects presentations to maximize the likelihood of reflective intake.

“There are no lectures in my classes; instead, they are all supposed to participate in the discussion. My lessons are in a series of workshops where every four to six students sit at a table to do the task. So, the tasks are about group or individual projects where students are graded on their communicative competencies, presentation skills and overall understanding of management theories. I think this way, students learn management theories coupled with some training in soft skills simply because these theories require active participation more than passive learning.”

Question 5. What techniques do you employ to evaluate students' success in your ESP classes, and how have you modified them to make them appropriate for the particular management and economics context?

The teacher emphasizes the use of on-going evaluation which gives the teacher the chance to test students on different intervals.

"As I said earlier assessment is through continuous, project-based work and sometimes interviews, focusing on getting used to actually speaking the language and learning processes coupled with theoretical knowledge.”

Question 6. Which ESP course design approach is best for students studying economics and management?

The teacher believes that integrating the project-based approach deepens understanding, fosters creativity and deepens engagement since individuals are requested to work collaboratively and be evaluated individually.

“I think that the best approach for ESP courses in management is the corpora-based approach and the Project based model. Through the implementation of projects that simulate authentic managerial notions, students can both enhance their language proficiency and academic competencies. I believe every student needs to possess the abilities of active learning, critical thinking, and teamwork, which this approach offers. To ensure relevance and applicability, projects should be tightly connected with their studies and why not current industry practices and trends.”

4.8.6 Discussion of the Findings

The teachers' interview is carried out with two primary aims in mind: First, the objective is to gain a more in-depth understanding of the teachers' perspectives regarding the role of a multi-levelled approach in course design for Economy and Management students. Second, to supplement and validate the findings that were presented earlier in the questionnaire.

Furthermore, to arrive at the following conclusions, it was necessary to analyze the responses to the interviews that were provided by ESP teachers working in the Department of Economy and Management at the University of Ammar Thledji.

Aside from the total absence of teachers in-service training, the following Observations have been drawn.

Theoretical vs. Practical Focus

Some teachers advocate for a solid theoretical foundation, emphasizing the need to know economic models and management ideas. Others emphasize practical skills and real-world application, claiming that this approach better prepares students for employment.

Timeless Principles vs Current Events

There is a difference between teachers who emphasize long-standing economic principles and established management theories and those who include current events and business trends in their course to ensure relevance.

Traditional versus Contemporary Resources

There are major differences between teachers who rely on textbooks and the traditional lecturing model, which are adapted to provide a disciplined learning environment, and those who exclusively use online resources and interactive approaches, to engage this digital-native generation. While, the difference between student-centered learning and lecture-based learning is that some teachers favor lecture-based lessons with minimal student interaction to cover course content, while others advocate for student-led classes, project-based learning, and interactive workshops that prioritize active participation and experiential learning.

Individual Learning vs. Collaborative Learning

Sometimes within the same department, some teachers place an emphasis on individual learning and accountability to prepare students to gradually take charge of their autonomy and those who emphasize cooperation and collaborative projects. This distinction is a reflection of the teacher's methodological choice and style.

Traditional Exams vs. Continuous Assessment

Different and often contradictory perspectives can also be observed in assessment strategies. While some teachers favor traditional exams and quizzes to measure students' comprehension of theory, others favor continuous, project-based assessments, peer feedback, and reflective debates and presentations to evaluate students' ability to apply their knowledge and skills in real-world situations.

The results of investigation with the teachers at the faculty suggest the presence of a high level of interest in taking up courses at the UFC (Université de formation continue) to obtain a licence and a master degree in English Language Teaching (ELT) beside their native affiliation to Economy or Management. Furthermore, two of them were actually delivering other modules in English which sounds as an Introduction to

Content and Language Integrated Learning (CLIL) and English as a medium of instruction (EMI) in higher education.

It is thought provoking to think of the potential of these teachers to apply a set of methodological approaches for course design in EAP and develop strategies to help students to improve their reading and writing skills with a focus on genres relevant to economy and management. To this end, such thought imposes on the researcher to take the initiative to contextualize and develop a sample of courses that revolve around a contextualized corpus of relevant genre.

Building an ESP Course

From a global perspective, results generated from decision makers and EMI course designs (see appendices), mostly students' questionnaires and partly teachers' interviews assert that the design of the course should serve academic ends first and occupational needs second. At the level of topicality and approaches, the selection of methodology and topics depends on the learners' academic field. The criteria of audience and authorship are of paramount importance, since these will determine the technicality degree of the texts and ESP teachers have to make learner-oriented decisions since «the optimal design of a course is highly dependent on the purpose for which it is intended to be used» (Kennedy, 1998: 70).

The ongoing demand for internationalization of all Algerian institutions and the shift of political thought towards anglicization has resulted in a growing demand for ESP instruction. The Introduction of Content and Language Integrated Learning (CLIL) in tertiary educational settings (see appendices) is a positive attribute of some ESP teachers At the faculty and both types of courses seem to coexist within a single eco-system. Still, neither of the two-course types is a panacea, the immersion of students and novice teachers in such a context necessitates preparation.

In order to guarantee a smooth transition to English-medium instruction, higher education institutions must be aware of the multi-levelled nature of challenges associated with teaching EMI and offer help to both subject teachers and language specialists.

On the basis of discussion, the following sample has been assembled, adapted and contextualized as a sort of introducing students to ESP before the official adoption of CLIL and EMI at the tertiary level.

Economy and Management Students' Present Situation

Throughout the research, there has been a considerable level of variables affecting course success, sometimes even regardless institutional circumstances.

Economy and Management Students present a challenges heterogenous environment for study as most of them exhibit diverse levels of English fluency. Some students may reflect a basic comprehension of the language, but others may already possess a considerable level of expertise. This diversity impacts the manner in which content is conveyed and necessitates the implementation of appropriate support mechanisms.

Furthermore, they can have diverse academic backgrounds, such as recent high school graduates or professionals seeking more education to get promotions or for other purposes. In addition, institutional constrains may come in the form of the recent address from decision makers to teach ESP online on the Moodle platform and scheduling Google meet video-conferences which can pose a challenge for Certain individuals who like to have hands-on experience and actually want to attend face-to-face classes. This can impact their level of involvement and the teaching methods that can be utilized.

Side notes from the part of teachers revealed that some of the students' practical comprehension of language use in commercial contexts can be limited due to their limited exposure to the culture of English-speaking countries. Moreover, the level of motivation can be influenced by the reasons students have for studying English. Certain students may be interested in the course for future job applications, or academic requirements, which can heavily impact the concentration of the ESP course. Similarly, the allocation of time that students may devote to studying English at home influenced by their personal or professional obligations, is a crucial element in course design. A consideration of these learning needs which is triggered by the multi-leveled model of course design is considered a pathway towards reaching exit profile objectives.

Target Needs of Economy and Management Students

In order to actively engage in their respective professional domains, students frequently require a significant level of English fluency. This encompasses the aspects of grammar, vocabulary, pronunciation, and overall fluency. Furthermore, these students generally need to possess proficient academic skills, encompassing the ability to write essays, reports, and research papers, as well as the skills necessary for presenting presentations and actively engaging in discussions.

Proficiency in critical thinking and analysis is of utmost importance. First, ESP classes frequently prioritize the improvement of these abilities by examining case studies, business scenarios, and economic data. Second, Proficiency in research is essential for students, since it entails the ability to locate, assess, and reference pertinent information in English. In addition, they must possess the ability to proficiently fuse knowledge from diverse sources to develop arguments or draw conclusions. Third, Proficiency in the technical terminology related to economics and management is crucial. This encompasses the vocabulary associated with finance, marketing, human resources, and other specialized areas within these domains. Lastly, Students should possess a high level of comfort and competence in utilizing diverse technology tools and digital platforms, as these are frequently employed in modern educational and business settings. This encompasses proficiency in data analysis software, project management tools, and virtual communication platforms.

Soft skills, including collaboration, effective management, and cross-cultural communication, are vital. ESP classes may incorporate exercises that cultivate these abilities, equipping students for varied and cooperative professional settings.

The practical application of theory is crucial for students to perceive the practical significance of their learning. Incorporating real-world applications and simulations can facilitate the connection between academic understanding and actual implementation. Ensuring students' motivation and engagement is crucial for successful learning in their English for Specific Purposes (ESP) studies. This may entail establishing a direct connection between the subject and their professional or academic objectives, employing diverse and interactive instructional approaches, and delivering explicit feedback on their advancement.

Conclusion

This chapter covered the methodology and research design used in the lights of the researcher's vision towards the topic of investigation. It also included the analysis of the data gathered, and the discussion of the results found as a result of the questionnaires and interview administred within the study popultion and context; that is, the Faculty of Economy and Management Sciences , Ammar Thelidji University, Laghouat. Finally, the chapter, as well, encompassed interpretations per each research intrsument.

CHAPTER FIVE: LIMITATIONS, RECOMMENDATIONS, AND SUGGESTED COURSE

Introduction

Chapter five is concerned with the major challenges faced while conducting this research. It also covers the researcher's recommendations to be passed forward to both course designers in ESP and the community of scientific research. The concluding part of this chapter is devoted to the concrete output of the investigation in whole; that is, the suggested course in ESP for management and economics that is built on the basis of the research findings and recommendations.

5.1 Limitations

This present research was primarily qualitative in nature yet based on both qualitative and quantitative data gathering instruments. Because of that and similar to any other study, it was challenged with a number of pertinent limitations. Therefore, to put those challenges into a coherent and cohesive account, we decided to separate them into three main categories; one related to the nature of research itself, the second on the study location, and the last concerned with institutional guidelines.

To begin with, research in ESP is deemed multidimensional for it shall take into consideration not only the learner, as the heart of training, but also other prominent parameters related to pedagogical instruction, labour market requirements and sociocultural backgrounds having come from and to be immersed in possibly. Meaning, there are many teaching philosophies which ESP teachers, of the Algerian context, can opt for; however, it oftentimes poses rather a burden for them to run their classes based on a homogenous group of approaches that we refer to as “multileveled “. Consequently, the scope of our study was considerably vast. Such dimension may be considered risky to embark in, but scientific research is also about accepting the risk. To this sense, the findings of this research, driven from the student part, might be biased because of the fact that our learners have been mainly familiarised with a limited number of notions, so making their responses of a less meant accuracy; something that we were aware of and sought to compensate through the application of a triangulated research design.

Furthermore, administering comprehensive research starting from the pilot study, moving on to the actual investigation with both teachers and students is extremely time – consuming. We had to have first an anticipated approval from the faculty staff to schedule meetings with the active teachers of ESP whose time spares were very limited. Also, working with the students at the onset was awkward for them. We had to soften the environment and explain exactly what

they are expected to fulfil, which included familiarizing them with key concept like “approach, multileveled, and course “. Besides, the questionnaire had way too many questions, which might have intimidated the participants and caused them to abstain from participating in the study. Hence, we tried our possible best not have statements covering similar aspects, but the issue was that the research itself, again, necessitated tackling the diverse major elements starting from students’ needs, moving towards approach selection, teacher practices and development, assessment and tech-adoption.

To conclude with, just recently, English language teaching at higher education setting for technical majors commenced to be administered in a blended format. Unlike previous experiences where students had physical face to face ESP classes; now, lessons are being emailed to them and they in turn are held responsible for their own learning. From one angle, this may have a positive side since learning of the modern time is changing towards self-experiencing. Nevertheless, in -field observation and testing showed a clear deficiency in the language proficiency for graduate economy and management students owing to, according to their perspectives as well, low entry profiles. In actuality, if we reflect on their intellectual background, we will notice that the overwhelming majority of them had achieved very low marks prior to their exposure to English at University. Interestingly, this reflects itself through their minimal motivation levels to learn general English in the first phase, then be introduced to specific English.

5.2 Recommendations

This present study aimed at identifying the language needs of economics and management students in business English as an attempt to pave the way towards a teaching approach of a multileveled nature which, in turn, is expected to facilitate the process of course design and implementation within the above-mentioned field of interest. Throughout this account, we will provide some recommendations that we deem productive, realistic, and feasible.

Primarily, it is essential to adopt an extensive strategy for designing English for Specific Purposes courses in business English through which teachers should customize instruction to target their students' particular proficiencies and deficiencies in different language skills areas. In this vein, teachers had better highlight the need to use a comprehensive strategy and systematic evaluation of needs in designing English for Specific Purposes courses. They also show a preference for genre-based language teaching as an effective way to cater to the different needs of learners.

Besides, ESP partitioners are recommended to gain insight into students' motives and preferences. When creating ESP courses for business English, teachers can make use of these motivations by including content and activities that are in line with the respondents' career goals and offer chances to enhance practical skills in professional settings. Doing so can guide the development of instructional strategies in designing ESP courses, with a focus on practical language skills that are applicable in professional settings. Additionally, including collaborative learning activities that can cater to the preferred working style of the majority of participants is advisable as well. Here we mean that instructors ought to contemplate integrating interactive and communicative methods into classroom practice to enhance student involvement and enjoyment. Furthermore, the researcher vouches for comprehending the favored approaches to acquiring English language skills in a manner that can assist educators in the creation of ESP courses that are in line with the learners' tastes, so enhancing the learning process by making it more entertaining and efficient.

Moreover, while developing ESP courses for business English, teachers must consider the varying degrees of ability among learners. This must cover also an approach that takes into account the varying ability levels of students alongside the differing prospective contexts, known to our context as “multileveled “, This could be highly beneficial in optimizing learning outcomes. Effective addressing of learners at different competency levels may require the implementation of differentiated instruction and scaffolding strategies. In addition, offering chances for personalized exercises, peer cooperation, and specific evaluation can assist learners in enhancing their English language abilities, irrespective of their initial competence level.

Even more, there is a significance in customizing ESP courses to align with the particular requirements, interests, and professional ambitions of learners. Course planners should give priority to ensuring that the course content is in line with future work requirements, highlighting relevant employment responsibilities, emphasizing the development of communication skills in English, and addressing the specific needs of students through focused skill-building activities. Furthermore, it is imperative to make concerted efforts to enhance students' understanding of the significance of specialized language courses in their chosen field.

Alongside, taking into account the varying demands and levels of skill of learners when creating ESP courses is of paramount significance; it is advisable to have a preference for methods that can handle this diversity. Furthermore, participants demonstrate a willingness to

embrace alternative teaching methods, such as individualized learning, multileveled approaches, and task-based approaches. This suggests an acknowledgment of the importance of incorporating many tactics to effectively achieve the objectives of ESP training. There arises also the need for deliberate and equitable evaluation methods in ESP courses. This includes continuous assessment, a blend of formative and summative assessment approaches, congruence with actual business scenarios, and provisions for student self-evaluation. Integrating these ideas into the design of assessments can enhance the significance and efficacy of evaluating student learning outcomes in ESP environments.

We also advocate for a more deliberate and well-established focus on using genuine, pertinent, and subject-specific learning resources in ESP classes. Indeed, integrating a diverse range of genuine resources helps heighten student involvement, drive, and readiness for future professional environments. Such a call covers the responsibility of teachers to choose and modify materials to align with the requirements and goals of their students.

Regarding technology integration, although modern technology tools are highly valued, classical resources are still considered relevant and there is an understanding of the advantages of using a combination of both approaches. Therefore, we recommend taking into account the preferences and requirements of ESP learners when incorporating technology into teaching as part of their needs analysis. An optimal approach to technology integration should strive to utilize the advantages of both digital and conventional resources to generate captivating and efficient learning opportunities for ESP students.

On what concerns cultural norms, both teachers and students are parts of a very vast business scheme; they are, then, invited to raise awareness and approach learning as a functional incident happening within a rather multicultural globe. Oftentimes, this comes to experience with barriers to communication, specifically around exchanges where work-related jargon is applied. An effective ESP course design should strive to consider and incorporate both cultural and linguistic elements to offer inclusive and thorough learning experiences for students.

Finally, as far as institutional guidelines are concerned, the researcher urges having a whole preparatory semester dedicated to general English language teaching. This shall assist greatly the government's latest policy of teaching English through content and language-integrated learning (CLIL) and the adopting of English as a means of instruction at the tertiary level. Also,

we suggest the allotted time for foreign language instruction to receive solid augmentation alongside the coefficient associated with English at faculties of economy and management sciences in specific and the other technical ones in general. Lastly, it is high time stakeholders attempted genuine ongoing teacher in-service training as data from this and other scholarly investigations have shown how necessary it is for teachers to not be isolated from the innovations of teaching practices at the national and international levels.

In summary, these recommendations offer significant perspectives on teachers' preferences, strategies, and difficulties in creating and executing multileveled English for Specific Purposes courses for students studying Management and Economics at the university level.

5.3 Suggested Courses

5.3.1 Introduction to English for Economics

5.3.1.1 Course Description

This course is designed for economics students who have a limited mastery of the English language. The aim is to develop fundamental language skills while gradually introducing them to essential economic principles and vocabulary. the researcher urges having a whole preparatory semester dedicated to general English language teaching.

By the end of the year, students will possess the ability to comprehend fundamental economic terminology, participate in basic conversations surrounding economic topics understand and produce simple economic texts.

The time span for this course is two semesters, which is equivalent to approximately 28 weeks.

Weeks 1-2: Introduction and Basic English Skills

Course objectives, structure, and assessment overview.

Basic grammar and sentence structure.

Introduction to economic vocabulary (e.g., consumer, market, trade).

Weeks 3-6: Basic Economic Concepts

Simple concepts such as supply and demand, inflation, and markets.

Vocabulary building through games and interactive activities.

Simple reading exercises based on these concepts.

Weeks 7-10: Reading and Comprehension

Focused reading sessions using simplified economic texts.

Identifying main ideas and summarizing economic news articles.

Group reading and discussion to enhance comprehension.

Weeks 11-15: Writing and Speaking in Economic Contexts

Writing basic descriptions of economic phenomena.

Engaging in simple discussions and role-plays (e.g., buyer and seller negotiations).

Midterm exam to assess progress.

Semester Two: Applying and Expanding Skills

Weeks 16-20: Advanced Economic Vocabulary and Concepts

Introduction to more complex concepts like monetary policy, fiscal policy, and economic indicators.

Vocabulary improvement sessions.

Reading and discussing more detailed articles.

Weeks 21-25: Integrating Economic Theory and Practice

Application of economic theories in practical scenarios.

Writing assignments based on real-world economic issues.

Preparing and delivering simple presentations on economic topics.

Weeks 26-28: Project Work and Comprehensive Review

Students undertake a small project, such as a case study or a market analysis report.

review of the year's content.

Final examinations covering all skills and content.

5.3.1.2 Teaching Methodologies

Differentiated Learning: Tasks tailored to individual learning speeds and capabilities.

Collaborative Learning: Emphasis on group projects and discussions to foster a deeper understanding and application of economic concepts.

Technology Integration: Use of online resources and multimedia for engaging learning experiences.

5.3.1.3 Assessment Methods

Formative Assessments: Regular quizzes, assignments, and presentations to monitor and support learning progress.

Summative Assessments: Midterm and final exams each semester to evaluate comprehensive understanding and language proficiency.

Additional Support:

Supplementary Language Learning: Optional extra sessions focusing on language practice.

Access to Online Learning Materials: Providing students with additional resources, such as vocabulary drills, practice tests, and economic news in English.

Course Outline for English for Economics Students

The following table provides a detailed overview of the year-long English for Specific Purposes (ESP) course specifically tailored for students at the Department of Economics. The program is organized into two semesters, each consisting of a number of weeks that are dedicated to systematically achieving certain learning goals. The table provides an overview of the weekly topics, the primary content taught, and the evaluation methods employed to measure student advancement. The aim is to offer teachers and their respective students a well-defined pathway to enhance their English language proficiency while acquiring a fundamental understanding of economics. The course aims to provide students with the required abilities to effectively participate in academic and professional economic conversations by combining fundamental economic vocabulary and concepts with English for professional usage.

Table 92. The Conceptual Structure of The Program for economics

Semester	Weeks	Topics	Content	Assessment
1	1-2	<i>Introduction and Basic English Skills</i>	Overview of course, basic grammar, introduction to economic vocabulary.	None
1	3-6	<i>Basic Economic Concepts</i>	Learning supply and demand, inflation, markets; vocabulary games; and simple reading exercises.	Quiz on economic vocabulary
1	7-10	<i>Reading and Comprehension</i>	Focused reading sessions, summarizing articles, and group discussions.	Midterm Exam
1	11-15	<i>Writing and Speaking in Economic Contexts</i>	Writing descriptions, discussions, and role-plays on economic scenarios.	None
2	16-20	<i>Advanced Economic Vocabulary and Concepts</i>	Introduction to complex concepts like monetary policy; detailed article discussions.	Presentation on an economic topic
2	21-25	<i>Integrating Economic Theory and Practice</i>	Writing assignments on real-world issues, and preparing economic presentations.	Project report submission
2	26-28	<i>Project Work and Comprehensive Review</i>	Undertaking a case study or market analysis, overview of content.	Final Exam

5.4 Course Title: English for Management Students**Duration: Two Semesters (28 Weeks)****5.4.1 Course Description**

This course is designed for beginner-level management students to enhance their English language skills in a management context. It focuses on key management concepts, vocabulary, and communication skills essential for future managers in the process of preparing them for the challenges of managing in global and diverse environments.

Semester One: Foundational Management English**Weeks 1-2: Introduction to Management and Basic English Skills**

Topics: Overview of management principles; basic sentence structures.

Content: Introduction to management functions, roles, and responsibilities. Basic grammar and vocabulary.

Assessment: None.

Weeks 3-6: Essential Management Vocabulary

Topics: Core vocabulary related to planning, organizing, leading, and controlling.

Content: Vocabulary exercises, simple case studies.

Assessment: Quiz on key terms.

Weeks 7-10: Reading in Management

Topics: Comprehension of management texts.

Content: Reading and summarizing management articles and case studies.

Assessment: Midterm Exam.

Weeks 11-15: Communicating in Management Contexts

Topics: Writing and speaking with managerial focus.

Content: Drafting emails, memos, and basic reports. Role-playing as managers in meetings.

Assessment: Oral and written tasks.

Semester Two: Advanced Management Communication

Weeks 16-20: Towards Complex Management Concepts

Topics: Advanced management strategies and decision-making.

Content: In-depth case studies, and discussions on leadership and ethics.

Assessment: Group presentation on a management topic.

Weeks 21-25: Management Reporting

Topics: Writing for management.

Content: Preparing detailed reports, proposals, and executive summaries.

Assessment: Major report submission.

Weeks 26-28: Professional Management Discussions and Review

Topics: Integrating skills through debate and discussion.

Content: Organizing and participating in discussions on strategic management issues, and simulations of management scenarios.

Assessment: Final Exam.

Teaching Methodologies:

Case Studies: Real-world scenarios to apply vocabulary and concepts.

Role-plays and Simulations: Practical experience in managerial decision-making.

Collaborative Projects: Enhancing teamwork and leadership skills.

5.4.2 Assessment Methods:

Formative Assessment: Regular quizzes, assignments, and project work to monitor progress.

Capstone Projects: Integrating course content into comprehensive management presentations and reports.

Exams: Evaluating understanding of management terminology and ability to apply concepts.

Additional Support:

Supplementary Language Labs: Optional sessions for additional language practice.

Online Resources: Access to management journals, articles, and videos in English.

5.4.3 Course Outline for English for Management Students

The following table presents an in-depth analysis of the English for Management Students course, which is intended to cover an entire academic year divided into two semesters. This course has been carefully organized to cater to these students who are not native speakers of English, specifically targeting the development of fundamental language skills relevant to management situations. The semester is divided into several weeks, which focus on specific topics, present essential knowledge, and utilize various assessment methods. The curriculum aims to develop students' proficiency in managing global corporate environments by advancing their competencies in managerial communication and decision-making, building upon foundational management ideas. The program combines theoretical knowledge with practical implementation by using case studies, role-plays, and collaborative projects. This approach ensures that students receive a thorough understanding of both the language and the practical aspects of management.

Table 93 . The Conceptual Structure of The Management Program

Semester	Weeks	Topics	Content	Assessment
1	1-2	<i>Introduction to Management and Basic English Skills</i>	Overview of management principles; basic sentence structures. Introduction to management functions, roles, and responsibilities. Basic grammar and vocabulary.	None
1	3-6	<i>Essential Management Vocabulary</i>	Core vocabulary related to planning, organizing, leading, and controlling. Vocabulary exercises, simple case studies.	Quiz on key terms
1	7-10	<i>Reading in Management</i>	Reading and summarizing management articles and case studies.	Midterm Exam
1	11-15	<i>Communicating in Management Contexts</i>	Drafting emails, memos, and basic reports. Role-playing as managers in meetings.	Oral and written tasks
2	16-20	<i>Complex Management Concepts</i>	Advanced management strategies and decision-making. In-depth case studies, and discussions on leadership and ethics.	Group presentation on a management topic
2	21-25	<i>Management Reporting</i>	Preparing detailed reports, proposals, and executive summaries.	Major report submission
2	26-28	<i>Professional Management Discussions and Review</i>	Organizing and participating in discussions on strategic management issues, simulations of management scenarios.	Final Exam

Conclusion

This final chapter discussed the major limitations that the researcher encountered whilst conducting this research study. Similarly , it provided remmendations for courses designers in ESP and it also invites other fellow reasearchers to further investigate the topic from its numerous dimensions. We concluded the account of this chapter by supplementing two suggested courses in ESP for management and economics respectively.

General Conclusion

Presently, the majority of noteworthy training programs are conducted in English, establishing it as the prevailing language for professional and vocational sciences. English has emerged as the preferred language for business-related disciplines, functioning as the *Lingua Franca*. Thus, we have entered an era characterized by the use of accurate and exact English language. Students in marketplace disciplines must obtain information, expertise, and practical experience in their fields by participating in activities such as attending presentations and lectures, accessing multimedia resources, and studying scientific and technological materials. These resources are primarily available in the English language. There is a notable increase in interest in ESP in Algeria, which can be attributed to the growing importance of globalization.

Our study focused mainly on Economy and Management students who have different English proficiency levels yet already have some basic knowledge of English and are seeking to learn the specific functional language in order to operate effectively within the business landscape of the country, Algeria, and also offshores. The purpose of this study was to assess students' needs, lacks and essentially necessities along with the teachers' opinions about the current ESP courses and pedagogical practices of relation to course design and implementation.

To gather data, three instruments were applied starting with a detailed Needs Analysis questionnaire for the students of Economy and Management at Ammar Thelidji University, Laghouat, Algeria, moving on to two other exploratory questionnaire and semi-structured interview for the teachers. The research aimed ultimately at providing a comprehensive multileveled ESP course that integrates the positivities of the already existing courses and syllabi in a framework equally established to reflect the ever- changing realities of Business English locally and globally. It was an attempt to assess the present status of ESP instruction in the Algerian University so as to promote it in light of the affecting parameters of now time.

The data were analyzed quantitatively using the Statistical Packages for Social Sciences (SPSS) program via some statistical methods based on the nature of the study and the researcher's objectives. Findings of this research revealed that although the students exhibited relatively low language proficiency levels, they still expressed awareness on the importance of English for their future occupations. The students are eager to improve their language skills in a communicational frame which to them will allow them to exchange within the working environment at ease. In doing so, the choice of which approach to rely on is of paramount salience to them since they showcased interest in ESP classes that permit the frequent use of all

the language skills in an interactive manner. Also, integrating technology into learning proved favorable for them as it creates diversity and visualization for the learning experience. Furthermore, this study emphasizes the constraints encountered in the design and instruction of business English, including time constraints, students' underestimation of the importance of English as a subject, undefined objectives, limited weekly and semester time allocated for English instruction, students as passive recipients of knowledge, teachers' unfamiliarity with testing methods or material development, and their lack of coordination, among other limitations.

From the teachers' side, it was noticed that the teachers considered the target language as a medium of instruction rather (EMI) in a way centered around academic ends instead of occupational ones. An approach that, according to the findings from the students' part, may clash with the students' desire to acknowledge the requirements of the current business environment. Besides, there was a clear deficiency concerning the absence of teacher in-service training, a very essential aspect to ESP instruction.

Lastly, the findings of this study may prove valuable to instructors and course designers in ESP and namely in EBP. We wish our study would contribute to coining the optimal approach for Algerian business graduates. Also, we hope it can assist in the compilation of a database regarding the English academic and occupational needs of Algerian ESP students in general.

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Appendices

Appendix A : Students' Questionnaire

Dear Student,

This questionnaire is a component of a doctoral thesis research project. The study aims to explore Ammar Thelidji's 3rd year Management and economics students' needs and attitudes regarding the adoption of a multileveled approach to ESP course design in business English. Your feedback is important for gaining insight into your own perspective and that of your classmates on the aforementioned topic. We note that your answers will be kept anonymous and that filling out this work will take you less than 15 minutes from your time.

Kindly, tick your answers according to your either your choice or level of agreement.

Thank you for your cooperation.

Cordially,

NBs:

- 1- **Multileveled:** Having more than one characteristic.
- 2- **Approach :** a way of organizing learning and teaching
- 3- **Course Design:** Processes to making decisions on what to teach , how to teach , and how to assess it .
- 4- **ESP:** English for Specific Purposes

A. Demographic Information

- Age : 18-20 ; 21-23 ; 24- above

-**Gender (Optional):** **Male:** **Female:**

-**Years of English language learning: 6-10:** ; **10-above:**

1. Learner Profile and Preferences

A. How challenging do you find the following areas?

*Listening and speaking

-None -moderate -high

*Reading and writing

-None

- moderate

-high

*Grammar

None

moderate

high

*Vocabulary

-None

-moderate

- high

*Pronunciation

-None

-moderate

- high

*Communication

-None

-moderate

- high

B. What is the reason motivating you to learn English?

- To secure a good Job

-to travel abroad

- To have good communication skills

- to have more qualifications

C. What is your preferred working style?

- Individual

- in a group

D- How much do you enjoy the following methods of learning English?

- Working interactively

- Reading intensively

-Memorizing Vocabulary

- Doing grammar practice

E. How would you rate your current proficiency in English?

Beginner

intermediate

advanced

2. Students' Needs

A. I seek learning English for specific use to essentially get a good position.

-Strongly disagree

-Disagree

- Neutral

-Agree

-Strongly agree

B. English is essential for my performance in prospective jobs.

-Strongly disagree -Disagree - Neutral -Agree -Strongly agree

C. Using English within a professional environment is difficult.

-Strongly disagree -Disagree - Neutral -Agree -Strongly agree

3. Course Design

A. I prefer the type of ESP course that focuses on my future work requirements.

-Strongly disagree -Disagree - Neutral -Agree -Strongly agree

B. It is important for course content to feature my aspired job role.

-Strongly disagree -Disagree - Neutral -Agree -Strongly agree

C. A lot of students prefer courses focusing on communicational English.

-Strongly disagree -Disagree - Neutral -Agree -Strongly agree

D. Only few of students express awareness on specific language courses matching the targeted industry.

-Strongly disagree -Disagree - Neutral -Agree -Strongly agree

E. I find it more convenient for courses not to integrate language skills but to work on specific skills separately.

-Strongly disagree -Disagree - Neutral -Agree -Strongly agree

F. Pinpointing real students' needs is of huge importance to ESP course design.

Strongly disagree -Disagree - Neutral -Agree -Strongly agree

4. Approaches to Course Design

A. A course which addresses the many proficiency levels and learner needs is more convenient and effective to ESP instruction now time.

Strongly disagree -Disagree - Neutral -Agree -Strongly agree

B. Incorporating diverse proficiency levels into the ESP course is of valid benefits.

Strongly disagree -Disagree - Neutral -Agree -Strongly agree

C. To offer chances for a personalized learning experience is to exclude class interaction and other students' learning styles.

Strongly disagree -Disagree - Neutral -Agree -Strongly agree

D. One way of tailoring ESP courses to overall students' needs is through a multileveled approach to course design.

Strongly disagree -Disagree - Neutral -Agree -Strongly agree

E. A Task-based approach to ESP course design is the only effective in shaping students' desirable set of professional skills.

Strongly disagree -Disagree - Neutral -Agree -Strongly agree

5. Assessment

A. Assessment throughout ESP course implementation is to you unnecessary.

Strongly disagree -Disagree - Neutral -Agree -Strongly agree

B. Both Formative and summative assessment modes help decide whether improvement is taking place or not and the possible techniques to address inefficiencies.

Strongly disagree -Disagree - Neutral -Agree -Strongly agree

C. I prefer to be subject to assessment during the course and equally at the end of it.

Strongly disagree -Disagree - Neutral -Agree -Strongly agree

D. Assessment tasks in the ESP course must be random and numerous only.

Strongly disagree -Disagree - Neutral -Agree -Strongly agree

E. Assessment tasks are better aligning with real-life functioning business situations.

Strongly disagree -Disagree - Neutral -Agree -Strongly agree

F. Students have to take part in self-assessing their performance since it helps them be more aware of their own growth and learning practices.

Strongly disagree -Disagree - Neutral -Agree -Strongly agree

6. Materials Development

A. All sorts of learning materials are helpful for the development of language skills.

Strongly disagree -Disagree - Neutral -Agree -Strongly agree

B. Teachers are responsible of tailoring authentic learning materials fitting their learning plan and ends.

Strongly disagree -Disagree - Neutral -Agree -Strongly agree

C. ESP students prefer authentic readings and lists of business-related vocabulary included in the courses they undertake.

Strongly disagree -Disagree - Neutral -Agree -Strongly agree

D. Subject specific learning materials motivate students to be more concentrated and yield better outcomes.

Strongly disagree -Disagree - Neutral -Agree -Strongly agree

E. Integrating authentic materials of diverse contents and functions supports students in linking their learning to the future occupational settings.

Strongly disagree -Disagree - Neutral -Agree -Strongly agree

7. Technology Integration

A. Modern technological tools are of preference to nowadays ESP learners' learning means.

Strongly disagree -Disagree - Neutral -Agree -Strongly agree

B. A good portion of ESP students' still find it more suitable for them to be trained by both classical and digital resources.

Strongly disagree -Disagree - Neutral -Agree -Strongly agree

8. Possible Challenges

A. Extensive work-related vocabulary is an obstacle hindering ESP students' academic achievement.

Strongly disagree -Disagree - Neutral -Agree -Strongly Agree

B . Cultural norms should receive consideration whilst designing effective and comprehensive ESP courses for today's globalized students.

Strongly disagree -Disagree - Neutral -Agree -Strongly agree

Appendix B: Translated version of Students' questionnaire into Arabic

استبيان الطلاب

عزيزي الطالب

هذا الاستبيان هو أحد مكونات مشروع بحث أطروحة الدكتوراه. تهدف الدراسة إلى استكشاف احتياجات ومواقف طلاب الإدارة والاقتصاد في السنة الثالثة لعمارة تليجي فيما يتعلق باعتماد نهج متعدد المستويات لتصميم دورات اللغة الإنجليزية لأغراض الأعمال في اللغة الإنجليزية للأعمال. تعد تعليقاتك مهمة للحصول على نظرة ثاقبة لوجهة نظرك الخاصة ومنظور زملائك في الفصل حول الموضوع المذكور أعلاه. نلاحظ أن إجاباتك ستبقى مجهولة المصدر وأن ملء هذا العمل سيأخذ منك أقل من 15 دقيقة من وقتك. يرجى وضع علامة على إجاباتك وفقاً لاختيارك أو مستوى موافقتك.

شكراً لتعاونكم.

1- متعدد المستويات: ذو أكثر من خاصية. 2- المنهج: طريقة

لتنظيم التعلم والتدريس

3- تصميم الدورة: عمليات اتخاذ القرارات بشأن ما يجب تدريسه، وكيفية تدريسه، وكيفية تقييمه. 4- ESP: اللغة الإنجليزية لأغراض محددة

أ. المعلومات الديموغرافية

- العمر : 18-20 ; 21-23 ؛ 24- فوق

-الجنس (اختياري): ذكر: أنثى:

-سنوات تعلم اللغة الإنجليزية: 6-10 ; 10-أعلاه:

1. ملف تعريف المتعلم وتفضيلاته

أ. ما مدى صعوبة المجالات التالية في نظرك؟

*الاستماع والتحدث

-لا يوجد - متوسط - مرتفع

*قراءة وكتابة

-لا يوجد - متوسط - مرتفع

*قواعد

لا يوجد ارتفاع معتدل

*مفردات

-لا يوجد - متوسط - مرتفع

*نطق

-لا يوجد - متوسط - مرتفع

*تواصل

-لا يوجد - متوسط - مرتفع

ب . ما هو السبب الذي يدفعك لتعلم اللغة الإنجليزية؟

-للحصول على وظيفة جيدة -للسفر إلى الخارج

أن اتمتع بمهارات تواصل جيدة - أن يكون لدي مؤهلات أكثر

ج . ما هو أسلوب العمل المفضل لديك؟

-فردى - فى جماعة

د - ما مدى استمتاعك بالطرق التالية لتعلم اللغة الإنجليزية؟

-العمل بشكل تفاعلي

-القراءة بشكل مكثف

-حفظ المفردات

-ممارسة قواعد اللغة

كيف تقيم مستواك الحالي فى اللغة الإنجليزية؟

مبتدئ متوسط متقدم

2. احتياجات الطلاب

أ . أسعى إلى تعلم اللغة الإنجليزية لاستخدام محدد للحصول على منصب جيد بشكل أساسي.

-لا أوافق بشدة - لا أوافق - محايد - أوافق - أوافق بشدة

ب . اللغة الإنجليزية ضرورية لأدائي فى الوظائف المحتملة.

-لا أوافق بشدة - لا أوافق - محايد - أوافق - أوافق بشدة

ج . يعد استخدام اللغة الإنجليزية فى بيئة مهنية أمرًا صعبًا.

-لا أوافق بشدة - لا أوافق - محايد - أوافق - أوافق بشدة

تصميم الدورة التكوينية

أ . أفضل نوع دورة اللغة الإنجليزية لأغراض تخصصية التي تركز على متطلبات عملي المستقبلية.

-لا أوافق بشدة - لا أوافق - محايد - أوافق - أوافق بشدة

ب . من المهم أن يتضمن محتوى الدورة التدريبية الدور الوظيفي الذي أطمح إليه.

-لا أوافق بشدة - لا أوافق - محايد - أوافق - أوافق بشدة

ج . بفضل الكثير من الطلاب الدورات التي تركز على اللغة الإنجليزية للتواصل.

-لا أوافق بشدة - لا أوافق - محايد - أوافق - أوافق بشدة

د . عدد قليل من الطلاب يعبرون عن وعيهم بدورات لغة محددة تتوافق مع الصناعة المستهدفة.

-لا أوافق بشدة - لا أوافق - محايد - أوافق - أوافق بشدة

إ . أجد أنه من المناسب أكثر أن لا تقوم الدورات بدمج المهارات اللغوية ولكن العمل على مهارات محددة بشكل منفصل.

-لا أوافق بشدة - لا أوافق - محايد - أوافق - أوافق بشدة

ح .إن تحديد احتياجات الطلاب الحقيقية له أهمية كبيرة في تصميم دورات اللغة الإنجليزية لأغراض تخصصية.

لا أوافق بشدة - لا أوافق - محايد - أوافق - أوافق بشدة

4.مناهج تصميم الدورة

أ . تعد الدورة التدريبية التي تتناول العديد من مستويات الكفاءة واحتياجات المتعلم أكثر ملاءمة وفعالية لتعليم اللغة الإنجليزية لأغراض تخصصية (ESP) في الوقت الحالي.

لا أوافق بشدة - لا أوافق - محايد - أوافق - أوافق بشدة

ب . إن دمج مستويات الكفاءة المتنوعة في دورة تعليم اللغة الإنجليزية لأغراض تخصصية له فوائد صالحة.

لا أوافق بشدة - لا أوافق - محايد - أوافق - أوافق بشدة

ج .إن توفير فرص تجربة تعليمية مخصصة يعني استبعاد التفاعل الصفّي وأساليب التعلم للطلاب الآخرين.

لا أوافق بشدة - لا أوافق - محايد - أوافق - أوافق بشدة

د . تتمثل إحدى طرق تصميم دورات اللغة الإنجليزية لأغراض تخصصية بما يتناسب مع احتياجات الطلاب بشكل عام في

اتباع نهج متعدد المستويات لتصميم الدورة التكوينية

لا أوافق بشدة - لا أوافق - محايد - أوافق - أوافق بشدة

هم. إن النهج المبني على المهام في تصميم دورة تعليم اللغة الإنجليزية لأغراض تخصصية هو الأسلوب الفعال الوحيد في تشكيل مجموعة المهارات المهنية المرغوبة لدى الطلاب.

لا أوافق بشدة - لا أوافق - محايد - أوافق - أوافق بشدة

5. التقييم

ج: إن التقييم خلال تنفيذ دورة تعليم اللغة الإنجليزية لأغراض تخصصية غير ضروري بالنسبة لك

لا أوافق بشدة - لا أوافق - محايد - أوافق - أوافق بشدة

ب. يساعد كل من أسلوبي التقييم التكويني والختامي في تحديد ما إذا كان التحسين يحدث أم لا، والتقنيات الممكنة لمعالجة المشاكل

لا أوافق بشدة - لا أوافق - محايد - أوافق - أوافق بشدة

ج. أفضل أن أخضع للتقييم أثناء الدورة وعلى قدم المساواة في نهايتها.

لا أوافق بشدة - لا أوافق - محايد - أوافق - أوافق بشدة

د. يجب أن تكون مهام التقييم في دورة عشوائية ومتعددة فقط.

لا أوافق بشدة - لا أوافق - محايد - أوافق - أوافق بشدة

ح. تتوافق مهام التقييم بشكل أفضل مع مواقف العمل الواقعية.

لا أوافق بشدة - لا أوافق - محايد - أوافق - أوافق بشدة

ف. يجب على الطلاب المشاركة في التقييم الذاتي لأدائهم لأنه يساعدهم على أن يكونوا أكثر وعيًا بممارسات النمو والتعلم الخاصة بهم.

لا أوافق بشدة - لا أوافق - محايد - أوافق - أوافق بشدة

تطوير الموارد

ج: جميع أنواع المواد التعليمية مفيدة لتنمية المهارات اللغوية.

لا أوافق بشدة - لا أوافق - محايد - أوافق - أوافق بشدة

ب. يتحمل الاساتذة مسؤولية تصميم مواد تعليمية أصلية تناسب خطة التعلم الخاصة بهم ونهاياتهم.

لا أوافق بشدة - لا أوافق - محايد - أوافق - أوافق بشدة

ج. يفضل طلاب القراءات الأصلية وقوائم المفردات المتعلقة بالأعمال التجارية المدرجة في الدورات التي يدرسونها.

لا أوافق بشدة - لا أوافق - محايد - أوافق - أوافق بشدة

د . تحفز المواد التعليمية الخاصة بالموضوع الطلاب على أن يكونوا أكثر تركيزاً وتؤدي إلى نتائج أفضل.

لا أوافق بشدة - لا أوافق - محايد - أوافق - أوافق بشدة

إي . إن دمج المواد الأصلية ذات المحتويات والوظائف المتنوعة يدعم الطلاب في ربط تعلمهم بالبيئات المهنية المستقبلية.

لا أوافق بشدة - لا أوافق - محايد - أوافق - أوافق بشدة

التكامل التكنولوجي

ج: تفضل الأدوات التكنولوجية الحديثة وسائل تعلم متعلمي اللغة الإنجليزية لأغراض تخصصية في الوقت الحاضر.

لا أوافق بشدة - لا أوافق - محايد - أوافق - أوافق بشدة

ب . لا يزال جزء كبير من طلاب تعليم اللغة الإنجليزية لأغراض تخصصية يجدون أنه من المناسب لهم أن يتم تدريبهم من خلال الموارد الكلاسيكية والرقمية.

لا أوافق بشدة - لا أوافق - محايد - أوافق - أوافق بشدة

التحديات المحتملة

ج: تعد المفردات الواسعة المتعلقة بالعمل عائقاً أمام التحصيل الأكاديمي لطلاب اللغة الإنجليزية لأغراض تخصصية.

لا أوافق بشدة - لا أوافق - محايد - أوافق - أوافق بشدة

ب . ينبغي أن تحظى المعايير الثقافية بالاعتبار أثناء تصميم دورات تعليم اللغة الإنجليزية لأغراض خاصة فعالة وشاملة

لطلاب اليوم في ظل العولمة

لا أوافق بشدة - لا أوافق - محايد - أوافق - أوافق بشدة

شكرا جزيلا

Appendix C: Teachers' Questionnaire

Dear Teacher,

This questionnaire is a component of a doctoral thesis research project. The study aims to explore Ammar Thelidji's Management and Economics teachers' attitudes regarding the adoption of a multileveled approach to ESP course design in business English. Your feedback is important for gaining insight into your own perspective and that of your colleagues' on the aforementioned topic. We note that your answers will be kept anonymous and that filling out this work will take you less than 15 minutes from your time.

Kindly, tick your answers accordingly.

I appreciate your cooperation.

Cordially,

A. Demographics :

1. Age : 25-30 ; 31-35 ; 36-40 ; 40- above
2. Gender : Male Female
3. Years of ESP Teaching Experience : 01-03 ; 04-06 ; 07-10
4. Degree : ; Master's ; PhD

B. Practicalities on ESP Course Design and Implementation :

1. How important do you think it is for today's ESP courses to be of a multileveled nature ?
A. Necessary
B. Moderately Necessary
C. Optional
D. Unnecessary
2. How important do you believe it is to conduct a systematic needs analysis prior to engaging in creating a multileveled ESP course?
A. Necessary
B. Moderately Necessary

C. Optional

D. Unnecessary

3. Which method do you consider the most efficient for designing a multileveled ESP course ?

A. Project-based Language Teaching

B. Genre-based Language Teaching

C. Task-based Language Teaching

D. Skill-based Language Teaching

Please , briefly explain why and how

.....
.....

4. When creating materials for a multileveled ESP course, what authentic sources do you prefer opting for?

A. Online resources

B. Theme related materials

C. Workplace communication extracts

D. Case studies

5. Through what do you generally evaluate your ESP students' advancement?

A. Presentations

B. Traditional exams

C. Portfolios

D. Other (kindly specify)

6. How often do you incorporate cultural components into your multilevel ESP course content?

A. Occasionnaly

B. Always

C. Never

D. Rarely

7. How often do you opt for technology aid meanwhile implementing your ESP course ?

A. Occasionnaly

B. Always

C. Never

D. Rarely

8. To what extent can your ESP course materials be adjusted to meet the demands of various types of learners ?

A. Moderately

B. Greatly

C. Slightly

D. Null

Please , briefly explain why and how

.....
.....
.....

9. Through what do you often keep informed about the most recent developments of your professional field ?

A. Online workshops

B. Peer interaction

C. Sef-conducted research

D. ESP Training

10. In your own opinion, what is the most common challenge you face whilst designing and/or implementing your ESP courses for Management and Economics University students ?

A. Lack of student interest

B. Students' low competence of basic English

- C. Subject-matter difficulty
- D. Lack of official resources
- E. Unclear and changeable stakeholders' guidelines

Thank you, once again, for your valuable efforts and a time.

Appendix D: Teachers' Semi-Structured Interview

Interview Questions

The questions were labelled under five axes :

1. ESP Course Design

2. Materials Design and Adaptation

3. Lesson planning

4. Evaluation

5. Methodological Choices

To gather an overall understanding of the status quo, the researcher sought to add this interview to generate ideas and phenomena that were not easily observed or stated in the questionnaires. Thus, we sought to develop questions that can open an avenue on teachers' challenges and what possible measures to be taken to alleviate the intensity of such issues.

1. ESP Course Design

Could you explain how you go about creating an ESP management/economy course? How do you make sure it satisfies the specific requirements of your students?

What techniques do you employ to include the recent practices and developments in the business world into the material of your ESP courses?

2. Design and Adaptation of Materials

How do you go about creating and developing lesson plans for your ESP classes?

How do you use technology to improve student engagement and material design?

3. Lesson Planning

Could you explain to us how you structure a typical management/economy lesson for your ESP course?

How do you include activities that encourage critical thinking and collaborative learning in your lesson plans?

4. Evaluation.

What techniques do you employ to evaluate students' success in your ESP classes, and how have you modified them to make them appropriate for the particular management and economics context?

In the context of management and economy, how can you give students feedback to support both language acquisition and ongoing improvement?

5. Methodological choices

Which ESP course design approach is best for students studying economics and management?

Appendix E: Questionnaire Experts

The questionnaire was administered to two experts in research methodology in Economics and one expert in TEFL. Their formative feedback and evaluation was taken into consideration in shaping the final draft of the questionnaire.

<i>EXPERTS NAMES</i>	<i>UNIVERSITY</i>
Dr. Hachemi BAADJ	Faculty of Economic Sciences, Business and Management
Dr. HadjerBOUAKAZ	Faculty of Economic Sciences, Business and Management
Dr. Houda BOUMEDINNE	Department of English -Ammar Thelidji University

- Laghouat

جامعة وهران 2
university of Oran 2
Université d'Oran 2
Mohamed El-Mechaieq

جامعة عمار الشاذلي
كلية العلوم الاقتصادية والتجارية
وعلوم الإدارة
التسيير
مادة: عمار شاذلي
جميعات الظاهر

Appendix G: Department's Approval

People's Democratic Republic of Algeria
Ministry of Higher Education and Scientific Research
University of Oran2 Mohamed Ben Ahmed
Faculty of Foreign Languages
Department of English



Research Permission

Dear sir , Madam

I am writing to request permission to conduct research within the Department of Economy and Management at the University of Ammar Thledji. My name is Britel Ahmed Nadir , and I am a PhD student at the University of Oran 2 . My research focuses on Course Design in English for Specific Purposes , which I believe will contribute valuable insights and knowledge in the field of economics and management.

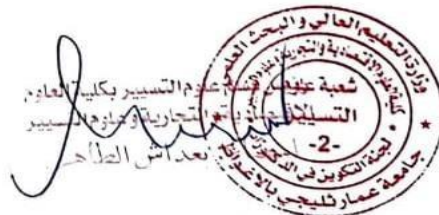
The purpose of my research is to explore the way English is introduced at The Faculty of Economics and Management. After thorough consideration, I have identified your esteemed department as an ideal setting for this study due to my research Interests.

I assure you that the research will be conducted with the utmost respect for the university's policies and ethical standards. The study will involve Surveys, Interviews, and Data Analysis, and I am committed to ensuring that it does not disrupt the department's operations. I am also willing to share my findings with the department and contribute to its academic resources.

Thank you for considering my request. I look forward to the opportunity to contribute to the academic community and to advance knowledge in the field of economy and management. I am hopeful for a positive response as I am eager to collaborate with your department.

Sincerely , Britel Ahmed Nadir

Signature



Appendix H

Commission for the Promotion of English Language in Algerian Universities

After a poll launched by the Ministry of Higher Education and Scientific Research on the use of the English language at the tertiary level in late 2019, results massively revealed students' desire to anglicize the sector. Subsequently, The Commission for the Promotion of the English Language in Algerian Universities was appointed to look at the matter of integrating English for specific purposes and English as a Medium of instruction. After a thorough investigation, The final report discusses in detail the urge for such a transition.

Source: MESRS



الجمهورية الجزائرية الديمقراطية الشعبية
People's Democratic Republic of Algeria
وزارة التعليم العالي والبحث العلمي
Ministry of Higher Education and Scientific Research

القائمة الاسمية: لجنتين متخصصتين في إدراج و تعزيز اللغة الانجليزي

Commission for the Promotion of the English Language in Algerian Universities

	Prénom	Nom	Fonction / Rôle	Ministère	Observation
1	Tayeb	BOUZID	Ministre de l'Enseignement Supérieur et de la Recherche Scientifique	MESRS	Président des Commissions
2	M'Hamed Mohamed Salah-Eddine	SEDDIKI	Secrétaire Général (SG)	MESRS	Membre
3	Mohamed Cherif	SABA	Inspecteur Général (IGA)	MESRS	Membre
4	Ouiza	CHERIFI	Inspectrice Générale de la Pédagogie (IGP)	MESRS	Membre
5	Larbi	CHAHED	Directeur Général des Enseignements et de la Formation Supérieurs (DGEFS)	MESRS	Membre
6	Hafid	AOURAG	Directeur Général de la Recherche Scientifique et du Développement Technologique (DGRSDT)	MESRS	Membre
7	Arezki	SAIDANI	Directeur de la Coopération et des Échanges Inter-Universitaires	MESRS	PRESIDENT de la Commission Sectorielle
8	Mohamed ElHadi	LATRECHE	Président de la Conférence Régionale des Universités de l'Est (CRUest)	MESRS	Membre de la Commission Sectorielle
9	Abdelhakim	BENTELLIS	Président de la Conférence Régionale des Universités de l'Est (CRUcentre)	MESRS	Membre de la Commission Sectorielle
10	Hakim	DAHMANI	Directeur d'Études - Secrétariat Général	MESRS	Membre de la Commission Sectorielle
11	Hacene	HAMADA	Représentant de la Conférence Régionale des Universités de l'Est (CRUest)	MESRS	Membre de la Commission Sectorielle
12	Razika	TAL IGHIL EP ZAIN	Représentant de la Conférence Régionale des Universités du Centre (CRUcentre)	MESRS	Membre de la Commission Sectorielle
13	Mohamed	BOUCHAMA	Représentant de la Conférence Régionale des Universités du Centre (CRUcentre)	MESRS	Membre de la Commission Sectorielle
14	Abbes	BAHOUS	Représentant de la Conférence Régionale des Universités de l'Ouest (CRUouest)	MESRS	Membre de la Commission Sectorielle
15	Leila	KARA MOSTEFA	Représentant de la Conférence Régionale des Universités de l'Ouest (CRUouest)	MESRS	Membre de la Commission Sectorielle
16	Naouel	ABDELLATIF MAMI	Experte Chargée de la Coopération et des Échanges Inter-Universitaires	MESRS	Membre de la Commission Sectorielle
17	Khalil	BELAKHDAR	Expert Chargé du Développement des	MESRS	Membre de la Commission



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Ministry of Higher Education and Scientific Research

			Logiciels et E-Solutions		<i>Sectorielle</i>
18	Laid	ZAGHLAMI	Expert en Sciences de l'Information et de la Communication	MESRS	<i>Membre invité de la Commission Sectorielle</i>
19	Noureddine	MOUHADJER	Expert en Psychologie Cognitive et Communication Interculturelle	MESRS	<i>Membre invité de la Commission Sectorielle</i>
20	Ali	BEN DJABELLAH	Expert en Chirurgie Générale et Traduction des Ouvrages Médicaux	MESRS	<i>Membre invité de la Commission Sectorielle</i>
21	Abdenour	ACHOUR	Expert en Chimie	/	<i>Membre invité de la Commission Sectorielle</i>
22	Abdelbaki	BENZIANE	Président de la Conférence Régionale des Universités de l'Est (CRUouest)	MESRS	<i>PRESIDENT de la Commission inter-Sectorielle</i>
23	Mohamed	MILIANI	Représentant de la Conférence Régionale des Universités de l'ouest (CRUouest)	MESRS	<i>Membre -RAPPORTEUR de la Commission inter-Sectorielle</i>
24	Said	KESKES	Représentant de la Conférence Régionale des Universités de l'Est (CRUest)	MESRS	<i>Membre de la Commission inter-Sectorielle</i>
25	Charif	BENBOULAID	Inspecteur Central en Pédagogie - Expert en E-learning et l'Enseignement de Langues et Civilisations en Anglais	MESRS	<i>Membre de la Commission inter-Sectorielle</i>
26	Hadda	REBBOUH	Représentante du Ministère des Finances	MF	<i>Membre de la Commission inter-Sectorielle</i>
27	Ahmed	BENALI	Représentant de Direction Générale de la Fonction Publique	DGFP	<i>Membre de la Commission inter-Sectorielle</i>
28	Nouari	KATEL	Représentant du Ministère de l'Education Nationale	MEN	<i>Membre de la Commission inter-Sectorielle</i>
29	Osmame	MASLOUH	Représentant du Ministère de la Formation et de l'Enseignement Professionnel	MFEP	<i>Membre de la Commission inter-Sectorielle</i>
30	Abdjellil	DJAGHADEGH	Représentant du Ministère de la Communication	MC	<i>Membre de la Commission inter-Sectorielle</i>
31	Moncef	MANSRI	Représentant du Ministère des Affaires Etrangères	MAE	<i>Membre de la Commission inter-Sectorielle</i>
32	Wafa	SEREIR	Représentante du Ministère du Travail de l'Emploi et de la Sécurité Sociale	MTESS	<i>Membre de la Commission inter-Sectorielle</i>

FINAL REPORT

I. Introduction :

The observation of what happens in the world, in terms of linguistic uses, puts the English language as the sesame that promotes more, communication in various sectors of activity. In the academic and scientific research sector, all observers dedicate it as one of the most shared languages, the most used and the one that allows the best diffusion and the highest visibility in the world.

II. Why English at university? Why now?

English is the language most taught as 'foreign language' or 'second language' in the world and 95% of international scientific publications are written in English. On socialmedia, 80% of existing and shared data is in English. In all sectors of activity and economic issues, English has become a real 'LINGUA FRANCA', which focuses the reinforcement of the need to consolidate our language skills while promoting learning in English.

Several challenges must be addressed by the Algerian higher education sector, which already suffers from a significant deficit in English language teachers (colleges, high schools and universities). These are mainly:

- 1) To improve the employability of Algerian diplomats at the time of the internationalization of the labour market,
- 2) To break down relations with the world and to join the world space in higher education and research,
- 3) To Provide quality, competitive and attractive training directly related to the world of business and the sector of research and innovation,
- 4) To gain mastery of the tools of globalization,
- 5) To make Algerian academic and scientific activity visible in all specialties,
- 6) To facilitate the mobility of Algerian students and their insertion in international research groups,
- 7) To encourage mobility to Algeria by providing training that meet the international standards.
- 8) To integrate new technologies into higher education, opening the door to many teaching and learning opportunities.

III. General observation of pilot university institutions :

The results that emerge from the analysis of questionnaires and discussions that took place at 26 universities allowed the following observation:

1. The teaching of English is present but not at all levels. It appears as a transversal skill that is most often conducted in an amphitheatre, focused on the translation theme / version for the acquisition of jargon.
2. At the level of the faculties visited, the language, when it is taught, is taught without well-defined objectives, and without clear pedagogy at the rate of one hour and thirty minutes per week.

3. The temporary teachers, for the most part, use specialized texts they translate with students from Arabic into English or French to English. The goal is to teach the jargon of the specialty.
4. General English (text comprehension, grammar) is taught at the level of the faculties of the human and social sciences in a discerning way, it is almost non-existent at the level of the licenses of the faculties of law and the political sciences. It is taught or in class or in a seminar blocked in master according to the availability of teachers. Sometimes, the English module is replaced by French for lack of supervision.
5. At the doctoral level, an hourly volume of 20 to 25 hours / week is provided in the outline. Teaching is mostly done in a blocked seminar depending on the availability of the teacher
6. A lack of supervision in English is recorded in all the same faculties at the English departments of the whole pilot universities with the exception of the ENS of Constantine, where this issue was not raised.
7. English language teachers at the department's English do not know the CEFR and continue to teach with methods based on the transmission, not the interactive pedagogies and approaches each task and project.
8. Absence of detailed program with clear objectives.
9. The canvases offer only outline and teachers develop their own program which explains the heterogeneity of the output profiles.

IV. The activities to be undertaken in the short term :

The short-term measures to be applied principally at the doctoral level from the year 2019 to 2020.

- The setting up of the CECRL's Doctoral Reference System from the start of the next academic year :
- The Instauration of level B2 certificate as a condition prior to the defence of the doctorate.
- The Requirement of a grade of English in the baccalaureate equal to or greater than 12/20).
- The Requirement of grade 11/20 and above (without catching up) to access the Master.
- The Increase of the hourly volume at 3 o'clock including 1h30 in situ and 1h30 at a distance
- The Increase in coefficient
- The Creation of Doctoral Schools of English of Specialties (EDAS) at the level of four (04) regional poles: (East, Center, West, South).
- The Renewal of the intensification of the English language that will be charged of the reflection, educational monitoring, from content design and training goals, and review of approaches to art teaching methods to in place.
- The Establishment of a schedule of meetings CPND for the updating of training programs (input profile, content and appropriate pedagogy, and output profile).
- The Review the status of the CEIL - Language Resource Center.

V. The activities to be implemented in the medium term :

- Require training for the new recruited teachers (trainees), through an educational support policy
- Organize training workshops for teachers to assist them in the development and structuring of specialist training given in English
- Develop pilot projects in some universities, evaluate what s experiences to get feedback and capitalize on the achievements of this feedback.

- Train teachers in strategy of development of educational programs to meet the requirements and trends existing in the market.
- Encourage the «American Corner» establishment in several universities across the country and also strengthen cooperation with the British Council through cooperation programs and conventions between academic institutions.
- Created first service of distance education with necessary resources dedicated to teacher training and course design in English online.
- Initiate a dynamic of cultural and educational activities in English-language clubs.
- Redeploy cooperation to English-speaking countries.
- Establish collaboration, cooperation and exchange agreements with international institutions.

VI. The activities to be long-term :

ENGLISH FOR ALL LICENSED STUDENTS

To achieve this objective strategic, should start preparing for this since the needs that stage are drastic , it is there , prepare for the arrival / training tens of thousands of English teachers to ensure quality courses (L1, L2, L3) in all specialties.

Just in this condition the English language will take off across the Algerian university with the arrival of graduates already sufficiently well prepared in English from the primary, the meeting of these conditions remain the same token of our future progress.

Appendix I

Samples of Basic Economic and Managerial principles classes using English as a Medium of Instruction (EMI)

These samples have been shared with the consent of the teacher in charge. However, empirical science works suggest that names should be crossed out for anonymity.

Demand

Demand for a commodity refers to the desire backed by ability to pay and willingness to buy it. If a person below poverty line wants to buy a car, it is only a desire but not a demand, as he cannot pay for the car. If a rich man wants to buy a car, it is demand as he will be able to pay for the car. Thus, desire backed by purchasing power is demand. The demand for any commodity mainly depends on the price of that commodity. The other determinants include price of related commodities, the income of consumers, tastes and preferences of consumers, and the wealth of consumers.

Law of Demand: The law of demand states that there is a negative or inverse relationship between the price and quantity demanded of a commodity over a period.

Definition: Alfred Marshall stated “the greater the amount sold, the smaller must be the price at which it is offered, in order that it may find purchasers; or in other words, the amount demanded increases with a fall in price and diminishes with rise in price”. According to Ferguson, the law of demand is that the quantity demanded varies inversely with price.

Thus, the law of demand states that people will buy more at lower prices and buy less at higher prices, other things remaining the same. By other things remaining the same, we mean the following assumptions.

Assumptions of the Law

1. No change in the consumer's income
2. No change in consumer's tastes and preferences
3. No changes in the prices of other goods
4. No new substitutes for the goods have been discovered
5. People do not feel that the present fall in price is a prelude to a further decline in price.

Factors determining demand

1. Tastes and preferences of the consumer: Demand for a commodity may change due to a change in tastes, preferences and fashion.

2. Income of the consumer: When the income of the consumer increases, more will be demanded. Therefore, we can say that as income increases, other things being equal, the demand for a commodity also increases. Comforts and luxuries belong to this category.

3. Price of substitutes: some goods can be substituted for other goods. For example, tea and coffee are substitutes. If the price of coffee increases while the price of tea remains the same, there will be increase in the demand for tea and decrease in the demand for coffee. The demand for substitutes moves in the opposite direction.

4. Number of consumers: Size of population of a country is an important determinant of demand. For instance, larger the population more will be the demand, for certain goods like food grains, etc. When the number of consumers increases, there will be greater demand for goods.

Factors of production and other concepts

1. Factors of production: There are four factors of production, they are: land, labour, capital and entrepreneurship



land: natural resources, e.g. land itself, minerals, the sea.

Labour: human resources

capital: man-made aids to production, e.g. factories and equipment.

Entrepreneurship: this is the ability to combine factors of production and take risks in establishing new ventures.

2. Microeconomics and Macroeconomics

Microeconomics focuses on individual markets and decisions by individual households and firms.

Macroeconomics focuses on the economy as a whole, e.g. it considers the price level for the economy as a whole, rather than for one market.

3. Sectors of the economy:

private sector: resources owned by private individuals.

Public sector: resources owned by the state.

Primary sector: extractive industries, e.g. forestry, fishing, coal.

Secondary sector: converts materials into goods, e.g. manufacturing.

Tertiary sector: service sector: e.g. finance, tourism.

4. Types of economy: There are four types of economy, they are:

Free market: the allocation of resources is left to market forces of supply and demand.

Command or planned economy: the government decides what is produced, how it is produced, and for whom.

Mixed economy: some of the decisions are made by the government and some are made by market forces.

5. Types of goods: There are three types of goods, they are:

capital goods:(producer goods): used to produce consumption goods in the future, e.g. machinery and equipment, not bought for final consumption.

Consumption goods: bought for final consumption.

Free goods: like air and sunshine.

Public finance

Definition: Economists have defined public finance differently. The following are some of the popular definitions:

* “Public finance is concerned with the income and expenditure of public authorities and with the adjustment of the one with the other”.

*“Public finance is the study of the Principles underlying the spending and raising of funds by public authorities”.

We may conclude from the above definitions that Public Finance or Fiscal Economics is concerned with the principles and practices of obtaining funds and spending the same for achieving the maximum social welfare and economic growth in the country.

Subject matter of public finance: The following subdivisions form the subject matter of public finance:

1. Public expenditure: Since the modern government represents a welfare state, the responsibility of the government is to bring about maximum social welfare. In addition to this, it has to perform various other functions, which require heavy expenditures. We study in this sub-division, the fundamental principles governing the flow of government funds into different spending streams and the methods of incurring expenditure on the various activities.

2. Public Revenue: Public revenue means different sources of government's income. It deals with the methods of raising revenue for the government, principles of taxation and other related problems. Raising of tax revenue and non tax revenue is the subject matter of public revenue. Tax revenue deals with the kinds of taxes and the impact and incidence of various taxes.

3. Public debt: The problem relating to the raising and repayment of public loans is studied under this sub-division. Borrowing by the government from the public is called public debt. In modern world, it is not possible for the government to meet all its expenditure through tax and non-tax revenue. Hence public revenue falls short of public expenditure. As a result, governments are forced to borrow from internal and external sources. In the case of internal debt, Government borrows from the people, commercial banks and the central bank. External debt includes borrowing from international monetary institutions like IMF and World Bank and also from foreign countries. The soundness of the borrowing policy of the governments and indication of the healthy direction of spending are examined under this sub-division.

4. Financial administration: Financial administration is concerned with the organisation and functioning of the government machinery that is responsible for performing various financial activities of the state. Preparing the budget for the particular financial year is the master financial plan of the government. The various works, starting with the objectives of designing a budget, the methods of preparing it, presentation of the budget before the Parliament and State Assembly, passing or sanctioning by the Parliament, execution, auditing, implementation etc., constitute the subject matter of financial administration.

Budget: Meaning: Government's revenue and expenditure decisions are presented in the budget. Budget, being an essential and important element of planning and development, provide the specific development objectives to be pursued and the required policy direction. They are necessary because income and expenditure do not occur simultaneously.

The term budget is derived from the French word 'Bougette'. It means 'small bag'. As such, the Finance minister of a country carries a bag containing abstracts of budget papers while presenting the budget in the Parliament or a State Legislature. The governments, prepare their budget every financial year. Government budget indicates the probable income and expenditure of the government, the financial policies, taxation measures, investment opportunities, extent of saving, utilization of resources, mobilization of capital etc.

Definition: Various definitions have been formulated for the concept of Budget.

- A budget is a balanced estimate of expenditures and receipts for a given period of time.
- The budget is a document containing preliminary approval plan of public revenue and expenditures. It bridges the proposed revenue and proposed expenditure for the budget period.
- 'budget' has been defined as the annual financial statement of the estimated receipts and proposed expenditure of the government in a financial year

Kinds of Budget Balanced budget and unbalanced budget

1) **Balanced Budget :** A balanced budget is that, over a period of time, revenue does not fall short of expenditure. In other words government budget is said to be balanced when its tax revenue and expenditure are equal.

2) **Unbalanced Budget (Surplus or deficit) :** An unbalanced budget is that, over a period of time, revenue exceeds expenditure or expenditure exceeds revenue. In other words, the government's income or tax revenue and expenditure are not equal. When there is an excess of income over expenditure, it is called a **surplus budget**. On the other hand, when there is an excess of expenditure over income, it is a case of **deficit budget**.

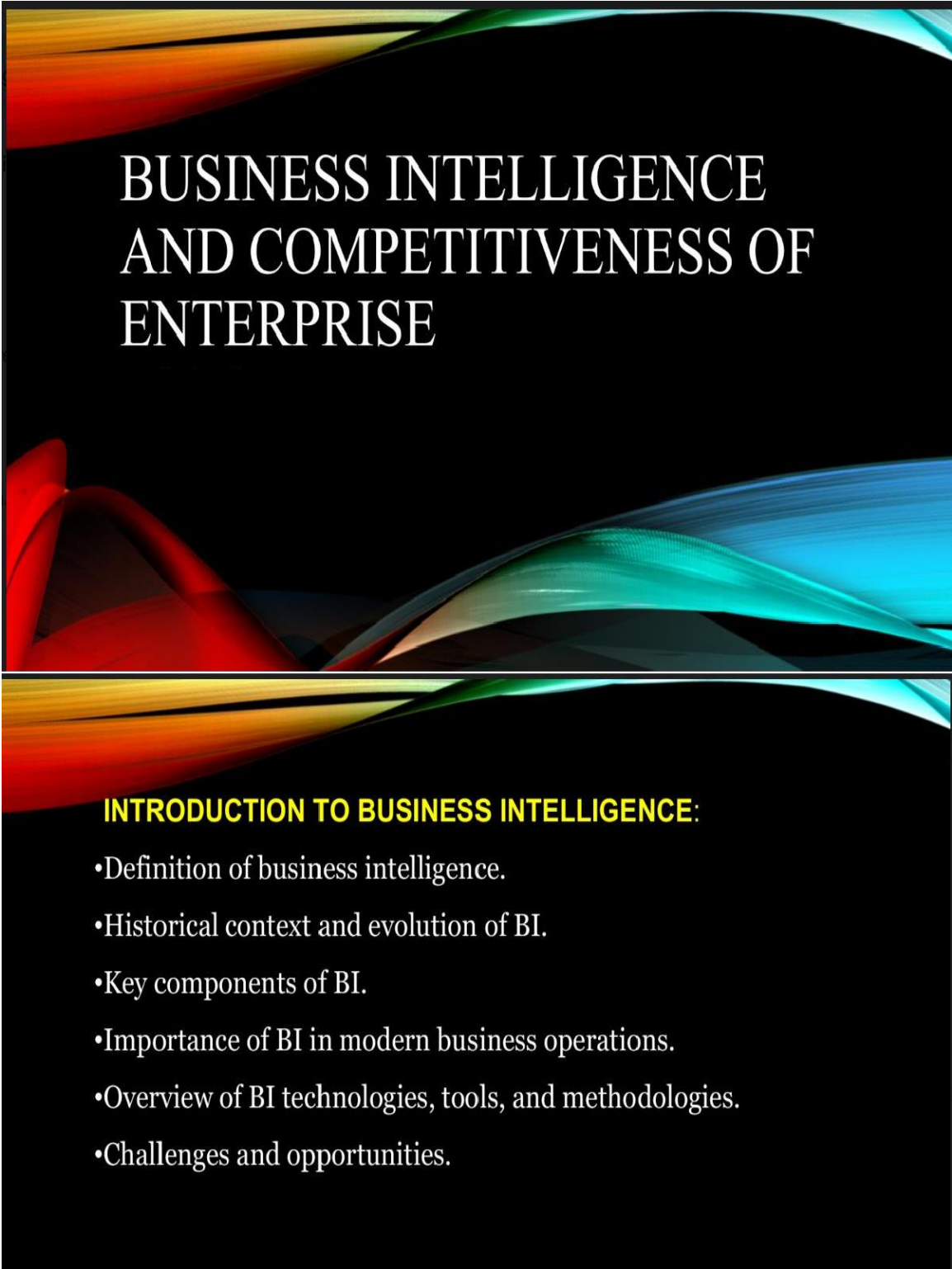
Meaning and definition of a tax: A tax is one of the important sources of public revenue. A tax is a compulsory charge or payment levied by the government on an individual or corporation. Therefore an element of compulsion is involved in taxation. Other sources of public revenue are excluded from this compulsory element. There is no direct give and take relationship between a taxpayer and the government.

- "A tax is a compulsory contribution from the person to the State to defray the expenditure incurred in the common interest of all without any reference to the special benefits conferred".

Canons of Taxation: Canons of taxation are considered as fundamental principles of taxation. Adam Smith laid down the following canons of taxation:

- | | |
|-----------------------|-------------------------|
| a) Canon of equity | c) Canon of convenience |
| b) Canon of certainty | d) Canon of economy |

1. Canon of equity: This canon is also called the 'ability to pay' principle of taxation. It means that taxes should be imposed according to the capacity of the tax payer. Poor should be taxed less and rich should be taxed more. This canon involves the principle of justice. All persons contribute according to their ability. As the cost of running the government should be equally borne by all, this canon is justified.

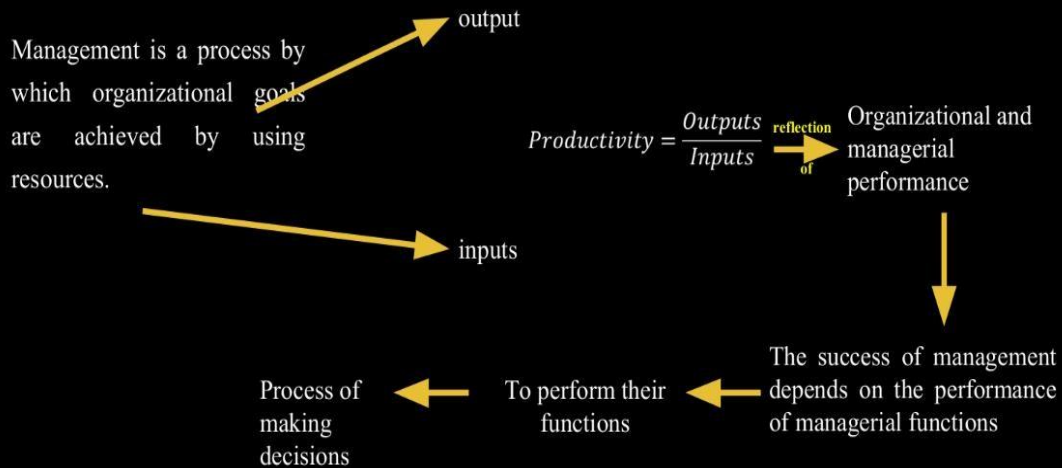


BUSINESS INTELLIGENCE AND COMPETITIVENESS OF ENTERPRISE

INTRODUCTION TO BUSINESS INTELLIGENCE:

- Definition of business intelligence.
- Historical context and evolution of BI.
- Key components of BI.
- Importance of BI in modern business operations.
- Overview of BI technologies, tools, and methodologies.
- Challenges and opportunities.

MANAGERIAL DECISION MAKING



Managers, especially those at high managerial levels, are primarily decision makers.

TABLE 1.2 Mintzberg's 10 Managerial Roles

Role	Description
<i>Interpersonal</i>	
Figurehead	Is symbolic head; obliged to perform a number of routine duties of a legal or social nature
Leader	Is responsible for the motivation and activation of subordinates; responsible for staffing, training, and associated duties
Liaison	Maintains self-developed network of outside contacts and informers who provide favors and information
<i>Informational</i>	
Monitor	Seeks and receives a wide variety of special information (much of it current) to develop a thorough understanding of the organization and environment; emerges as the nerve center of the organization's internal and external information
Disseminator	Transmits information received from outsiders or from subordinates to members of the organization; some of this information is factual, and some involves interpretation and integration
Spokesperson	Transmits information to outsiders about the organization's plans, policies, actions, results, and so forth; serves as an expert on the organization's industry
<i>Decisional</i>	
Entrepreneur	Searches the organization and its environment for opportunities and initiates improvement projects to bring about change; supervises design of certain projects
Disturbance handler	Is responsible for corrective action when the organization faces important, unexpected disturbances
Resource allocator	Is responsible for the allocation of organizational resources of all kinds; in effect, is responsible for the making or approval of all significant organizational decisions
Negotiator	Is responsible for representing the organization at major negotiations

Sources: Compiled from H. A. Mintzberg, *The Nature of Managerial Work*. Prentice Hall, Englewood Cliffs, NJ 1960, and H. A. Mintzberg, *The Design of Organizational Structures*. The Free Press, New York 1963.

Appendix J : Statistical Analysis Output

Correlations

		VAR00001	VAR00002	VAR00003	B1
VAR00001	Pearson Correlation	1	.536**	.655**	.868**
	Sig. (2-tailed)		.002	.000	.000
	N	30	30	30	30
VAR00002	Pearson Correlation	.536**	1	.536**	.809**
	Sig. (2-tailed)	.002		.002	.000
	N	30	30	30	30
VAR00003	Pearson Correlation	.655**	.536**	1	.863**
	Sig. (2-tailed)	.000	.002		.000
	N	30	30	30	30
B1	Pearson Correlation	.868**	.809**	.863**	1
	Sig. (2-tailed)	.000	.000	.000	
	N	30	30	30	30

**. Correlation is significant at the 0.01 level (2-tailed).

Correlations

		VAR00004	VAR00005	VAR00006	VAR00007	VAR00008
VAR00004	Pearson Correlation	1	.387*	.334	.376*	.803**
	Sig. (2-tailed)		.035	.072	.041	.000
	N	30	30	30	30	30
VAR00005	Pearson Correlation	.387*	1	.728**	.561**	.355
	Sig. (2-tailed)	.035		.000	.001	.054
	N	30	30	30	30	30
VAR00006	Pearson Correlation	.334	.728**	1	.643**	.315
	Sig. (2-tailed)	.072	.000		.000	.090
	N	30	30	30	30	30
VAR00007	Pearson Correlation	.376*	.561**	.643**	1	.305
	Sig. (2-tailed)	.041	.001	.000		.101
	N	30	30	30	30	30
VAR00008	Pearson Correlation	.803**	.355	.315	.305	1
	Sig. (2-tailed)	.000	.054	.090	.101	
	N	30	30	30	30	30
VAR00009	Pearson Correlation	.508**	.268	.151	.479**	.648**
	Sig. (2-tailed)	.004	.153	.426	.007	.000
	N	30	30	30	30	30
B2	Pearson Correlation	.740**	.770**	.753**	.775**	.742**

Sig. (2-tailed)	.000	.000	.000	.000	.000
N	30	30	30	30	30

Correlations

		VAR00009	B2
VAR00004	Pearson Correlation	.508**	.740**
	Sig. (2-tailed)	.004	.000
	N	30	30
VAR00005	Pearson Correlation	.268	.770**
	Sig. (2-tailed)	.153	.000
	N	30	30
VAR00006	Pearson Correlation	.151	.753**
	Sig. (2-tailed)	.426	.000
	N	30	30
VAR00007	Pearson Correlation	.479**	.775**
	Sig. (2-tailed)	.007	.000
	N	30	30
VAR00008	Pearson Correlation	.648**	.742**
	Sig. (2-tailed)	.000	.000
	N	30	30
VAR00009	Pearson Correlation	1	.652**
	Sig. (2-tailed)		.000
	N	30	30
B2	Pearson Correlation	.652**	1
	Sig. (2-tailed)	.000	
	N	30	30

*. Correlation is significant at the 0.05 level (2-tailed).

**, Correlation is significant at the 0.01 level (2-tailed).

Correlations

		VAR00010	VAR00011	VAR00012	VAR00013	VAR00014
VAR00010	Pearson Correlation	1	.626**	.633**	.365*	.414*
	Sig. (2-tailed)		.000	.000	.048	.023
	N	30	30	30	30	30
VAR00011	Pearson Correlation	.626**	1	.692**	.270	.050
	Sig. (2-tailed)	.000		.000	.150	.794
	N	30	30	30	30	30
VAR00012	Pearson Correlation	.633**	.692**	1	.312	.230
	Sig. (2-tailed)	.000	.000		.093	.222

	N	30	30	30	30	30
VAR00013	Pearson Correlation	.365*	.270	.312	1	.240
	Sig. (2-tailed)	.048	.150	.093		.202
	N	30	30	30	30	30
VAR00014	Pearson Correlation	.414*	.050	.230	.240	1
	Sig. (2-tailed)	.023	.794	.222	.202	
	N	30	30	30	30	30
B3	Pearson Correlation	.865**	.750**	.821**	.589**	.531**
	Sig. (2-tailed)	.000	.000	.000	.001	.003
	N	30	30	30	30	30

Correlations

		B3
VAR00010	Pearson Correlation	.865**
	Sig. (2-tailed)	.000
	N	30
VAR00011	Pearson Correlation	.750**
	Sig. (2-tailed)	.000
	N	30
VAR00012	Pearson Correlation	.821**
	Sig. (2-tailed)	.000
	N	30
VAR00013	Pearson Correlation	.589**
	Sig. (2-tailed)	.001
	N	30
VAR00014	Pearson Correlation	.531**
	Sig. (2-tailed)	.003
	N	30
B3	Pearson Correlation	1
	Sig. (2-tailed)	
	N	30

**. Correlation is significant at the 0.01 level (2-tailed).

*. Correlation is significant at the 0.05 level (2-tailed).

CORRELATIONS

```

/VARIABLES=VAR00015 VAR00016 VAR00017 VAR00018 VAR00019 VAR00020 B4
/PRINT=TWOTAIL NOSIG
/MISSING=PAIRWISE.

```

Correlations

		VAR00015	VAR00016	VAR00017	VAR00018	VAR00019
VAR00015	Pearson Correlation	1	.651**	.540**	.710**	.752**
	Sig. (2-tailed)		.000	.002	.000	.000
	N	30	30	30	30	30
VAR00016	Pearson Correlation	.651**	1	.861**	.730**	.722**
	Sig. (2-tailed)	.000		.000	.000	.000
	N	30	30	30	30	30
VAR00017	Pearson Correlation	.540**	.861**	1	.862**	.614**
	Sig. (2-tailed)	.002	.000		.000	.000
	N	30	30	30	30	30
VAR00018	Pearson Correlation	.710**	.730**	.862**	1	.721**
	Sig. (2-tailed)	.000	.000	.000		.000
	N	30	30	30	30	30
VAR00019	Pearson Correlation	.752**	.722**	.614**	.721**	1
	Sig. (2-tailed)	.000	.000	.000	.000	
	N	30	30	30	30	30
VAR00020	Pearson Correlation	.621**	.557**	.617**	.671**	.676**
	Sig. (2-tailed)	.000	.001	.000	.000	.000
	N	30	30	30	30	30
B4	Pearson Correlation	.834**	.881**	.869**	.909**	.873**
	Sig. (2-tailed)	.000	.000	.000	.000	.000
	N	30	30	30	30	30

Correlations

		VAR00020	B4
VAR00015	Pearson Correlation	.621**	.834**
	Sig. (2-tailed)	.000	.000
	N	30	30
VAR00016	Pearson Correlation	.557**	.881**
	Sig. (2-tailed)	.001	.000
	N	30	30
VAR00017	Pearson Correlation	.617**	.869**
	Sig. (2-tailed)	.000	.000
	N	30	30
VAR00018	Pearson Correlation	.671**	.909**
	Sig. (2-tailed)	.000	.000
	N	30	30
VAR00019	Pearson Correlation	.676**	.873**
	Sig. (2-tailed)	.000	.000

	N	30	30
VAR00020	Pearson Correlation	1	.790**
	Sig. (2-tailed)		.000
	N	30	30
B4	Pearson Correlation	.790**	1
	Sig. (2-tailed)	.000	
	N	30	30

**, Correlation is significant at the 0.01 level (2-tailed).

CORRELATIONS

/VARIABLES=VAR00021 VAR00022 VAR00023 VAR00024 VAR00025 B5
/PRINT=TWOTAIL NOSIG
/MISSING=PAIRWISE.

		Correlations				
		VAR00021	VAR00022	VAR00023	VAR00024	VAR00025
VAR00021	Pearson Correlation	1	.757**	.590**	.620**	.404*
	Sig. (2-tailed)		.000	.001	.000	.027
	N	30	30	30	30	30
VAR00022	Pearson Correlation	.757**	1	.515**	.762**	.157
	Sig. (2-tailed)	.000		.004	.000	.408
	N	30	30	30	30	30
VAR00023	Pearson Correlation	.590**	.515**	1	.558**	.232
	Sig. (2-tailed)	.001	.004		.001	.218
	N	30	30	30	30	30
VAR00024	Pearson Correlation	.620**	.762**	.558**	1	.200
	Sig. (2-tailed)	.000	.000	.001		.290
	N	30	30	30	30	30
VAR00025	Pearson Correlation	.404*	.157	.232	.200	1
	Sig. (2-tailed)	.027	.408	.218	.290	
	N	30	30	30	30	30
B5	Pearson Correlation	.879**	.817**	.754**	.807**	.558**
	Sig. (2-tailed)	.000	.000	.000	.000	.001
	N	30	30	30	30	30

Correlations

		B5
VAR00021	Pearson Correlation	.879**
	Sig. (2-tailed)	.000
	N	30
VAR00022	Pearson Correlation	.817**
	Sig. (2-tailed)	.000
	N	30
VAR00023	Pearson Correlation	.754**
	Sig. (2-tailed)	.000
	N	30
VAR00024	Pearson Correlation	.807**
	Sig. (2-tailed)	.000
	N	30
VAR00025	Pearson Correlation	.558**
	Sig. (2-tailed)	.001
	N	30
B5	Pearson Correlation	1
	Sig. (2-tailed)	
	N	30

**. Correlation is significant at the 0.01 level (2-tailed).

*. Correlation is significant at the 0.05 level (2-tailed).

Correlations

		VAR00026	VAR00027	B6
VAR00026	Pearson Correlation	1	.599**	.892**
	Sig. (2-tailed)		.000	.000
	N	30	30	30
VAR00027	Pearson Correlation	.599**	1	.897**
	Sig. (2-tailed)	.000		.000
	N	30	30	30
B6	Pearson Correlation	.892**	.897**	1
	Sig. (2-tailed)	.000	.000	
	N	30	30	30

**. Correlation is significant at the 0.01 level (2-tailed).

CORRELATIONS

Correlations

		VAR00028	VAR00029	B7
VAR00028	Pearson Correlation	1	.503**	.841**
	Sig. (2-tailed)		.005	.000
	N	30	30	30
VAR00029	Pearson Correlation	.503**	1	.890**
	Sig. (2-tailed)	.005		.000
	N	30	30	30
B7	Pearson Correlation	.841**	.890**	1
	Sig. (2-tailed)	.000	.000	
	N	30	30	30

**. Correlation is significant at the 0.01 level (2-tailed).

Reliability Statistics

Cronbach's Alpha	N of Items
.934	29

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
VAR00001	76.0667	462.616	.411	.934
VAR00002	76.1000	459.748	.499	.933
VAR00003	76.1333	450.671	.651	.931
VAR00004	76.4000	466.386	.445	.933
VAR00005	76.6333	447.344	.702	.930
VAR00006	76.4333	447.426	.637	.931
VAR00007	76.7667	451.082	.626	.931
VAR00008	76.1333	457.499	.563	.932
VAR00009	76.3667	458.930	.632	.931
VAR00010	76.5667	444.461	.697	.930
VAR00011	76.6333	461.689	.472	.933
VAR00012	76.4333	456.185	.499	.933
VAR00013	76.1667	461.040	.529	.932
VAR00014	76.4667	461.913	.481	.933

VAR00015	76.1667	459.385	.485	.933
VAR00016	76.2667	456.340	.552	.932
VAR00017	76.3000	458.079	.555	.932
VAR00018	76.3000	461.390	.490	.933
VAR00019	76.1333	453.361	.601	.931
VAR00020	76.0667	453.168	.768	.930
VAR00021	76.3667	451.413	.663	.931
VAR00022	76.3000	451.390	.688	.930
VAR00023	76.4000	450.317	.666	.931
VAR00024	76.2000	447.476	.765	.930
VAR00025	76.1667	458.971	.428	.934
VAR00026	76.2667	458.685	.476	.933
VAR00027	76.3000	459.321	.453	.933
VAR00028	76.6000	465.903	.437	.933
VAR00029	76.7333	468.340	.316	.935

DATASET ACTIVATE DataSet2.
DATASET ACTIVATE DataSet2.

Statistics

		Age	Gender	Years	Degree	How important do youthinkitis for today's ESP courses to be of a multileveled nature	How important do youbelieveitis to conduct a systematicneedsan alysisprior to engaging in creating a multileveled ESP course
N	Valid	8	8	8	8	8	8
	Missing	0	0	0	0	0	0
Mode		1.00 ^a	1.00	1.00	2.00	1.00	1.00
Range		3.00	1.00	2.00	1.00	2.00	2.00
Minimum		1.00	1.00	1.00	1.00	1.00	1.00
Maximum		4.00	2.00	3.00	2.00	3.00	3.00

Statistics

		Which method do you consider the most efficient for designing a multilevel ESP course	When creating materials for a multilevel ESP course, what authentic sources do you prefer opting for	Through what do you generally evaluate your ESP students' advancement	How often do you incorporate cultural components into your multilevel ESP course content	How often do you opt for technology aid meanwhile implementing your ESP course
N	Valid	8	8	8	8	8
	Missing	0	0	0	0	0
Mode		2.00	2.00	2.00	1.00	1.00
Range		2.00	3.00	2.00	3.00	3.00
Minimum		1.00	1.00	1.00	1.00	1.00
Maximum		3.00	4.00	3.00	4.00	4.00

Statistics

		To what extent can your ESP course materials be adjusted to meet the demands of various types of learners	Through what do you often keep informed about the most recent developments of your professional field?	In your own opinion, what is the most common challenge you face whilst designing and/or implementing your ESP courses for Management and Economics University students
N	Valid	8	8	8
	Missing	0	0	0
Mode		1.00	3.00	2.00
Range		2.00	3.00	4.00
Minimum		1.00	1.00	1.00
Maximum		3.00	4.00	5.00

a. Multiple modes exist. The smallest value is shown

Frequency Tables

		Age			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	25-30	3	37.5	37.5	37.5
	31-25	1	12.5	12.5	50.0
	36-40	3	37.5	37.5	87.5
	40- above	1	12.5	12.5	100.0
	Total	8	100.0	100.0	

		Gender			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	5	62.5	62.5	62.5
	Female	3	37.5	37.5	100.0
	Total	8	100.0	100.0	

		Years			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	01-03	4	50.0	50.0	50.0
	04-06	3	37.5	37.5	87.5
	07-10	1	12.5	12.5	100.0
	Total	8	100.0	100.0	

		Degree			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Master's	3	37.5	37.5	37.5
	PhD	5	62.5	62.5	100.0
	Total	8	100.0	100.0	

How important do you think it is for today's ESP courses to be of a multileveled nature ?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Necessary	5	62.5	62.5	62.5
	Moderately Necessary	2	25.0	25.0	87.5
	Optional	1	12.5	12.5	100.0
	Total	8	100.0	100.0	

How important do you believe it is to conduct a systematic needs analysis prior to engaging in creating a multileveled ESP course ?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Necessary	6	75.0	75.0	75.0
	Moderately Necessary	1	12.5	12.5	87.5
	Optional	1	12.5	12.5	100.0
	Total	8	100.0	100.0	

Which method do you consider the most efficient for designing a multileveled ESP course ?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Project-based Language Teaching	1	12.5	12.5	12.5
	Genre-based Language Teaching	6	75.0	75.0	87.5
	Task-based Language Teaching	1	12.5	12.5	100.0
	Total	8	100.0	100.0	

When creating materials for a multileveled ESP course, what authentic sources do you prefer opting for ?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Online resources	1	12.5	12.5	12.5
	Theme related materials	5	62.5	62.5	75.0
	Workplace communication extracts	1	12.5	12.5	87.5
	Case studies	1	12.5	12.5	100.0

Total	8	100.0	100.0
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Through what do you generally evaluate your ESP students' advancement ?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Presentations	1	12.5	12.5	12.5
	Traditional exams	6	75.0	75.0	87.5
	Portfolios	1	12.5	12.5	100.0
	Total	8	100.0	100.0	

How often do you incorporate cultural components into your multileveled ESP course content ?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Occasionally	5	62.5	62.5	62.5
	Always	2	25.0	25.0	87.5
	Rarely	1	12.5	12.5	100.0
	Total	8	100.0	100.0	

How often do you opt for technology aid meanwhile implementing your ESP course ?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Occasionally	5	62.5	62.5	62.5
	Always	1	12.5	12.5	75.0
	Never	1	12.5	12.5	87.5
	Rarely	1	12.5	12.5	100.0
	Total	8	100.0	100.0	

To what extent can your ESP course materials be adjusted to meet the demands of various types of learners ?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Moderately	4	50.0	50.0	50.0

Greatly	2	25.0	25.0	75.0
Slightly	2	25.0	25.0	100.0
Total	8	100.0	100.0	

Through what do you often keep informed about the most recent developments of your professional field?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Online workshops	1	12.5	12.5	12.5
	Peer interaction	2	25.0	25.0	37.5
	Self-conducted research	4	50.0	50.0	87.5
	ESP Training	1	12.5	12.5	100.0
	Total	8	100.0	100.0	

In your own opinion, what is the most common challenge you face whilst designing and/or implementing your ESP courses for Management and Economics University students ?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Lack of student interest	2	25.0	25.0	25.0
	Students' low competence of basic English	3	37.5	37.5	62.5
	Subject-matter difficulty	1	12.5	12.5	75.0
	Lack of official resources	1	12.5	12.5	87.5
	Unclear and changeable stakeholders' guidelines	1	12.5	12.5	100.0
	Total	8	100.0	100.0	

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Frequency Table

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		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	18-20	42	33.9	33.9	33.9
	21-23	48	38.7	38.7	72.6
	24- above	34	27.4	27.4	100.0
	Total	124	100.0	100.0	

Gender

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	36	29.0	29.0	29.0
	Female	88	71.0	71.0	100.0
	Total	124	100.0	100.0	

learning

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	6-10	98	79.0	79.0	79.0
	10-above	26	21.0	21.0	100.0
	Total	124	100.0	100.0	

Specialization

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Management sciences	60	48.4	48.4	48.4
	Economic sciences	64	51.6	51.6	100.0
	Total	124	100.0	100.0	

Listening and speaking

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	None	8	6.5	6.5	6.5
	moderate	38	30.6	30.6	37.1
	high	78	62.9	62.9	100.0
	Total	124	100.0	100.0	

Reading and writing

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	None	14	11.3	11.3	11.3
	moderate	84	67.7	67.7	79.0
	high	26	21.0	21.0	100.0
	Total	124	100.0	100.0	

Grammar

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	None	26	21.0	21.0	21.0
	moderate	82	66.1	66.1	87.1
	high	16	12.9	12.9	100.0
	Total	124	100.0	100.0	

Vocabulary

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	None	2	1.6	1.6	1.6
	moderate	24	19.4	19.4	21.0
	high	98	79.0	79.0	100.0
	Total	124	100.0	100.0	

Pronunciation

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	None	6	4.8	4.8	4.8
	moderate	36	29.0	29.0	33.9
	high	82	66.1	66.1	100.0
	Total	124	100.0	100.0	

Communication

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	None	6	4.8	4.8	4.8
	moderate	38	30.6	30.6	35.5
	high	80	64.5	64.5	100.0
	Total	124	100.0	100.0	

What is the reason motivating you to learn English

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	-To secure a good Job	52	41.9	41.9	41.9
	to travel abroad	8	6.5	6.5	48.4
	To have good communication skills	24	19.4	19.4	67.7
	to have more qualifications	40	32.3	32.3	100.0
	Total	124	100.0	100.0	

What is your preferred working style?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Individual	24	19.4	19.4	19.4
	in a group	100	80.6	80.6	100.0
	Total	124	100.0	100.0	

How much do you enjoy the following methods of learning English?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Working interactively	56	45.2	45.2	45.2
	Reading intensively	20	16.1	16.1	61.3
	Memorizing Vocabulary	48	38.7	38.7	100.0
	Total	124	100.0	100.0	

How would you rate your current proficiency in English?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Beginner	82	66.1	66.1	66.1
	intermediate	34	27.4	27.4	93.5
	advanced	8	6.5	6.5	100.0
	Total	124	100.0	100.0	

I seek learning English for specific use to essentially get a good position

		Frequency	Percent	Valid Percent	Cumulative Percent
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Valid	Disagree	8	6.5	6.5	6.5
	Neutral	24	19.4	19.4	25.8
	Agree	40	32.3	32.3	58.1
	Strongly agree	52	41.9	41.9	100.0
	Total	124	100.0	100.0	

English is essential for my performance in prospective jobs

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	8	6.5	6.5	6.5
	Neutral	14	11.3	11.3	17.7
	Agree	32	25.8	25.8	43.5
	Strongly agree	70	56.5	56.5	100.0
	Total	124	100.0	100.0	

Using English within a professional environment is difficult

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	6	4.8	4.8	4.8
	Disagree	8	6.5	6.5	11.3
	Neutral	8	6.5	6.5	17.7
	Agree	20	16.1	16.1	33.9
	Strongly agree	82	66.1	66.1	100.0
	Total	124	100.0	100.0	

I prefer the type of ESP course that focuses on my future work requirements

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	4	3.2	3.2	3.2
	Neutral	16	12.9	12.9	16.1
	Agree	20	16.1	16.1	32.3
	Strongly agree	84	67.7	67.7	100.0
	Total	124	100.0	100.0	

It is important for course content to feature my aspired job role

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	6	4.8	4.8	4.8

	Neutral	20	16.1	16.1	21.0
	Agree	28	22.6	22.6	43.5
	Stronglyagree	70	56.5	56.5	100.0
	Total	124	100.0	100.0	

A lot of students prefer courses focusing on communicational English

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	2	1.6	1.6	1.6
	Disagree	6	4.8	4.8	6.5
	Neutral	14	11.3	11.3	17.7
	Agree	32	25.8	25.8	43.5
	Stronglyagree	70	56.5	56.5	100.0
	Total	124	100.0	100.0	

Only few of students express awareness on specific language courses matching the targeted industry

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	4	3.2	3.2	3.2
	Disagree	4	3.2	3.2	6.5
	Neutral	24	19.4	19.4	25.8
	Agree	28	22.6	22.6	48.4
	Stronglyagree	64	51.6	51.6	100.0
	Total	124	100.0	100.0	

I find it more convenient for courses not to integrate language skills but to work on specific skills separately

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	10	8.1	8.1	8.1
	Disagree	24	19.4	19.4	27.4
	Neutral	36	29.0	29.0	56.5
	Agree	24	19.4	19.4	75.8
	Stronglyagree	30	24.2	24.2	100.0
	Total	124	100.0	100.0	

Pinpointing real students' needs is of huge importance to ESP course design

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	2	1.6	1.6	1.6
	Disagree	6	4.8	4.8	6.5
	Neutral	32	25.8	25.8	32.3
	Agree	44	35.5	35.5	67.7
	Strongly agree	40	32.3	32.3	100.0
	Total	124	100.0	100.0	

A course which addresses the many proficiency levels and learner needs is more convenient and effective to ESP instruction now time

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	8	6.5	6.5	6.5
	Neutral	20	16.1	16.1	22.6
	Agree	40	32.3	32.3	54.8
	Strongly agree	56	45.2	45.2	100.0
	Total	124	100.0	100.0	

Incorporating diverse proficiency levels into the ESP course is of valid benefits

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	2	1.6	1.6	1.6
	Disagree	6	4.8	4.8	6.5
	Neutral	16	12.9	12.9	19.4
	Agree	36	29.0	29.0	48.4
	Strongly agree	64	51.6	51.6	100.0
	Total	124	100.0	100.0	

To offer chances for a personalized learning experience is to exclude class interaction and other students' learning styles

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	74	59.7	59.7	59.7
	Disagree	26	21.0	21.0	80.6
	Neutral	10	8.1	8.1	88.7
	Agree	8	6.5	6.5	95.2
	Strongly agree	6	4.8	4.8	100.0
	Total	124	100.0	100.0	

One way of tailoring ESP courses to overall students' needs is through a multileveled approach to course design

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	2	1.6	1.6	1.6
	Neutral	34	27.4	27.4	29.0
	Agree	52	41.9	41.9	71.0
	Strongly agree	36	29.0	29.0	100.0
	Total	124	100.0	100.0	

task-based approach to ESP course design is the only effective in shaping students' desirable set of professional skills

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	40	32.3	32.3	32.3
	Disagree	38	30.6	30.6	62.9
	Neutral	26	21.0	21.0	83.9
	Agree	14	11.3	11.3	95.2
	Strongly agree	6	4.8	4.8	100.0
	Total	124	100.0	100.0	

Assessment throughout ESP course implementation is to you unnecessary

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	36	29.0	29.0	29.0
	Disagree	32	25.8	25.8	54.8
	Neutral	32	25.8	25.8	80.6
	Agree	16	12.9	12.9	93.5
	Strongly agree	8	6.5	6.5	100.0
	Total	124	100.0	100.0	

Both Formative and summative assessment modes help decide whether improvement is taking place or not and the possible techniques to address inefficiencies

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	6	4.8	4.8	4.8
	Disagree	2	1.6	1.6	6.5

	Neutral	22	17.7	17.7	24.2
	Agree	54	43.5	43.5	67.7
	Stronglyagree	40	32.3	32.3	100.0
	Total	124	100.0	100.0	

I prefer to be subject to assessment during the course and equally at the end of it

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	8	6.5	6.5	6.5
	Disagree	10	8.1	8.1	14.5
	Neutral	28	22.6	22.6	37.1
	Agree	38	30.6	30.6	67.7
	Stronglyagree	40	32.3	32.3	100.0
	Total	124	100.0	100.0	

Assessment tasks in the ESP course must be random and numerous only.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	14	11.3	11.3	11.3
	Disagree	28	22.6	22.6	33.9
	Neutral	50	40.3	40.3	74.2
	Agree	18	14.5	14.5	88.7
	Stronglyagree	14	11.3	11.3	100.0
	Total	124	100.0	100.0	

Assessment tasks are better aligning with real-life functioning business situations

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	2	1.6	1.6	1.6
	Disagree	14	11.3	11.3	12.9
	Neutral	24	19.4	19.4	32.3
	Agree	30	24.2	24.2	56.5
	Stronglyagree	54	43.5	43.5	100.0
	Total	124	100.0	100.0	

Students have to take part in self-assessing their performance since it helps them be more aware of their own growth and learning practices

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	8	6.5	6.5	6.5
	Disagree	10	8.1	8.1	14.5
	Neutral	20	16.1	16.1	30.6
	Agree	28	22.6	22.6	53.2
	Strongly agree	58	46.8	46.8	100.0
	Total	124	100.0	100.0	

All sorts of learning materials are helpful for the development of language skills

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	26	21.0	21.0	21.0
	Disagree	28	22.6	22.6	43.5
	Neutral	12	9.7	9.7	53.2
	Agree	26	21.0	21.0	74.2
	Strongly agree	32	25.8	25.8	100.0
	Total	124	100.0	100.0	

Teachers are responsible of tailoring authentic learning materials fitting their learning plan and ends

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	2	1.6	1.6	1.6
	Disagree	4	3.2	3.2	4.8
	Agree	24	19.4	19.4	24.2
	Strongly agree	94	75.8	75.8	100.0
	Total	124	100.0	100.0	

ESP students prefer authentic readings and lists of business-related vocabulary included in the courses they undertake

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	4	3.2	3.2	3.2
	Disagree	12	9.7	9.7	12.9
	Agree	18	14.5	14.5	27.4
	Strongly agree	90	72.6	72.6	100.0
	Total	124	100.0	100.0	

Subject specific learning materials motivate students to be more concentrated and yield better outcomes

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	12	9.7	9.7	9.7
	Agree	26	21.0	21.0	30.6
	Strongly agree	86	69.4	69.4	100.0
	Total	124	100.0	100.0	

Integrating authentic materials of diverse contents and functions supports students in linking their learning to the future occupational settings

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	4	3.2	3.2	3.2
	Disagree	8	6.5	6.5	9.7
	Neutral	10	8.1	8.1	17.7
	Agree	70	56.5	56.5	74.2
	Strongly agree	32	25.8	25.8	100.0
	Total	124	100.0	100.0	

A. Modern technological tools are of preference to nowadays ESP learners' learning means

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	4	3.2	3.2	3.2
	Disagree	10	8.1	8.1	11.3
	Neutral	10	8.1	8.1	19.4
	Agree	48	38.7	38.7	58.1
	Strongly agree	52	41.9	41.9	100.0
	Total	124	100.0	100.0	

A good portion of ESP students' still find it more suitable for them to be trained by both classical and digital resources

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	16	12.9	12.9	12.9
	Disagree	12	9.7	9.7	22.6
	Neutral	50	40.3	40.3	62.9
	Agree	24	19.4	19.4	82.3
	Strongly agree	22	17.7	17.7	100.0

Total	124	100.0	100.0	
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A.Extensive work-related vocabulary is an obstacle hindering ESP students' academic achievement

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	46	37.1	37.1	37.1
	Disagree	38	30.6	30.6	67.7
	Neutral	26	21.0	21.0	88.7
	Agree	6	4.8	4.8	93.5
	Stronglyagree	8	6.5	6.5	100.0
	Total	124	100.0	100.0	

Cultural norms should receive consideration whilst designing effective and comprehensive ESP courses for today's globalized students

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	8	6.5	6.5	6.5
	Disagree	10	8.1	8.1	14.5
	Neutral	38	30.6	30.6	45.2
	Agree	36	29.0	29.0	74.2
	Stronglyagree	32	25.8	25.8	100.0
	Total	124	100.0	100.0	

Specialization	N	mean	standard deviation	t-test	DF	α	Sig
Management sciences	60	24.66	1.80	0.90	122	0.05	0.19

Specialization	N	mean	standard deviation	t-test	DF	α	Sig
Management sciences	60	16.35	0.79	0.68	122	0.05	0.36

ANOVA

		Sum of Squares	df	Mean Square	F	Sig.
Course_Design	Between Groups	236.630	2	118.315	57.180	.000
	Within Groups	250.370	121	2.069		
	Total	487.000	123			

ANOVA						
Approaches_to_Course_Design	Between Groups	35.102	2	17.551	41.857	.000
	Within Groups	50.737	121	.419		
	Total	85.839	123			

Appendix K: Sample Lessons

Pre-Reading Task: What is Economics?

Before reading the text, form a group of five to think about the following questions:

1. What do you think "economics" means?
2. Why do you think it's important to study economics?
3. Can you think of anything you've bought or wanted to buy recently? How do you think economics might be related to that?

What is meant by Economics

How societies distribute limited resources and goods is a central question in economics. Societies rely on resources, which are the inputs, to create commodities. Inputs like labor, money, and land are examples of resources. Things like food, clothes, and shelter are all considered goods. People in general have a habit of wanting more of these things than are actually available; this phenomenon is called scarcity. Even if most things and resources are in short supply, others are not; for instance, the air we breathe. A free resource or good is one that does not deplete its supply even when its price is zero. But limited products and resources are the core focus of economics. Societies use the market system as one tool for distributing limited goods and resources. Any system that enables individuals to exchange goods and services with one another is called a market. Any and all marketplaces, as well as the connections between them, are collectively referred to as the market system. Microeconomics and macroeconomics are the two primary schools of thought within economics, which is concerned with the study of the functioning of market systems. As the name suggests, macroeconomics is focused with studying the market system on a big scale. The word macro indicates large in this context. The choices made by the three major economic subsectors—the household sector, which comprises all consumers; the business sector, which comprises all firms; and the government sector, which comprises all government agencies—are the focus of macroeconomics, which takes into account the aggregate performance of all markets in the market system. The study of small-scale market systems is the focus of microeconomics, as indicated by the prefix micro, which meaning small. The field of microeconomics studies the market system as a whole, with a focus on the decisions made by very small units of economic activity, such as households, businesses, or even government entities.

Vocabulary Adaptation :

Match the following terms with their definitions:

- | | | |
|----|-----------------------|---|
| 1. | Scarcity | A. The study of the economy as a whole, including topics such as inflation, unemployment, and GDP. |
| 2. | Macroeconomics | B. The study of individual markets and economic units, such as consumers and firms. |
| 3. | Microeconomics | C. A system that allows people to trade goods and services with each other. |
| 4. | Market System | D. Inputs used to produce goods and services, including natural resources, labor, and capital. |
| 5. | Resources | E. The variety of life forms in an ecosystem, which is important for ecosystem stability. |
| 6. | Biodiversity | F. The condition of limited resources relative to unlimited wants. |

Post Reading Tasks:

- 1. Define and Explain:** From your observations on economics, redefine it in your own words. Then, explain why the study of economics is important in Algeria.
- 2. Debate question:** Think of three examples from your daily life that illustrate economic concepts (scarcity, opportunity cost, supply and demand, economist). Explain each example and how it relates to economics.
- 3. Homework:** Individually, write a Compare and contrast paragraph on macroeconomics and microeconomics. Describe how each branch of economics examines different aspects of the economy.

Pre-Reading Tasks: Grammar Focus

Identifying Nouns: Before reading the text, write down five nouns you expect to encounter in the text related to scarcity in Algeria. After reading, compare your list with the actual nouns in the text. Were you correct? How do these nouns contribute to the overall understanding of scarcity in Algeria?

Verbs and Tenses: Highlight five verbs in the text and identify their tenses (e.g., present, past, future).

Pronouns and Antecedents: Find three examples of pronouns in the text and identify their antecedents. Consider how pronouns are used to avoid repetition and maintain coherence in the text.

Scarcity in Algeria



In Algeria, as in many other countries, **scarcity** manifests itself in a variety of ways that have an impact on the economy and **society**. One significant area is water scarcity that is becoming a major concern in recent years, particularly in regions with arid climates. Algeria faces challenges in providing sufficient clean water for its growing population and agricultural needs. This scarcity will lead to issues such as crop failure, waterborne diseases, and increased competition for limited water resources.

Overall, addressing scarcity in Algeria requires sustainable management of resources, investment in infrastructure, and **economic diversification** to reduce reliance on **finite resources** and create more opportunities for its population.

Post Reading Tasks: Present Simple vs. Present Continuous

Read the following sentences and determine whether to use the present simple or the present continuous. Choose the correct verb form for each sentence.

1. Algeria _____(be) a country in North Africa.
2. The government _____ (implement) new policies to address economic challenges.
3. Water scarcity _____(become) a major concern in recent years.
4. People in arid regions _____(struggle) to access clean drinking water.
5. The sun _____(rise) in the east and set in the west.

Here are some examples about scarcity in Algeria

1. Present Simple

- Algeria is a country in North Africa.
- Water scarcity is a global issue.
- The government implements policies to address economic challenges.

2. Present Continuous

- The government is implementing new policies to address current economic challenges.
- People in arid regions are struggling to access clean drinking water due to drought.
- Economic diversification is currently being discussed as a solution to reduce reliance on oil and gas.

Fill in the table to form generalisations on the different uses of the present simple and present perfect

Use	Present.....	Present.....
Regular actions or routines	Used for actions that are repeated regularly.	Used for actions happening now or around the current time.
General truths or facts	Used for facts that are always true.	Used for temporary situations or actions in progress.
States or conditions	Used for permanent states or conditions.	Used for temporary states or conditions.
Facts about the present	Used for facts or things that are true now.	Used for actions or situations that are happening now.
Temporary situations	Used for temporary actions or situations.	Used for temporary actions or situations in progress.

Use the information from the text about scarcity in Algeria to write three examples in the present simple tense and three examples in the present continuous tense for each situation.

- 1-
- 2-
- 3-
- 4-
- 5-
- 6-

Formative assessment



Homework: Scarcity Challenge

Instructions:

- In a group of five students, Your task is to find five items in your city that represent scarcity. These could be items that are limited in quantity, high in demand, or have alternative uses.
- For each item, write a brief description explaining why you chose it and how it relates to the concept of scarcity.
- Assign points to each item based on its scarcity level (1-5, with 5 being the most scarce).
- Reflect on the items you found and discuss with others how scarcity impacts decision-making in economics. Consider how scarcity affects prices, choices, and resource allocation.
- Report the findings through a PPT presentation where every single student is accountable for a part of the discussion.

Pre-Reading Task: Management Functions, Roles, and Responsibilities

- What do you think are the main functions of a manager?
- What roles do you think a manager plays in leading a team?
- What responsibilities do you think managers have in achieving organizational goals?

Management in Modern Organizations



Management is the **process** of **coordinating** and **overseeing** the activities of an **organization** to achieve specific **goals**. It involves **planning, organizing, leading, and controlling** resources, including **human resources, financial resources, and physical resources**, to achieve **organizational objectives** efficiently and effectively.

One of the key functions of management is planning. This involves setting goals and objectives for the organization and developing strategies to achieve them. Planning helps managers anticipate future challenges and opportunities and develop plans to address them.

Organizing is another important function of management. This involves arranging resources and tasks in a structured way to achieve organizational goals. Organizing includes designing organizational structures, allocating resources, and establishing processes and procedures.

Leading is the third function of management. This involves motivating and guiding employees to achieve organizational goals. Effective leaders inspire and influence others to work towards common objectives and create a positive organizational culture.

Controlling is the final function of management. This involves monitoring performance, comparing it with goals, and taking corrective action when necessary. Controlling ensures that organizational activities are on track and that goals are being achieved.

In today's rapidly changing business environment, effective management is more important than ever. Managers must be able to adapt to change, make informed decisions, and lead their teams through uncertainty. By effectively managing resources and guiding their teams, managers can help organizations achieve success in today's competitive marketplace.

Vocabulary Matching: Match the management-related terms with their definitions:

- | | |
|---------------|---|
| • Planning | A. Arranging resources and tasks in a structured way. |
| • Organizing | B. Monitoring performance and taking corrective action. |
| • Leading | C. Motivating and guiding employees. |
| • Controlling | D. Setting goals and developing strategies. |

Grammar Practice: Kahoot as an edutainment platform



Grammar Practice sample: Rewrite the following sentences using the correct form of the verb in parentheses (present simple or present continuous):

- The manager (to plan) a new project this week.
- She (to organize) a meeting with the team right now.
- They (to lead) the company for over five years.
- He usually (to control) the budget carefully.

Writing Task: Write a short paragraph describing the role of a manager in a modern organization. Include key functions, responsibilities, and skills required.

Formative Assessment : A selection of activities is offered

Group Activity: In groups, create a presentation on one of the management functions (planning, organizing, leading, controlling). Include examples and discuss how it contributes to organizational success.

Role Play: Work in pairs and role-play a scenario where one person is a manager and the other is an employee. Practice discussing goals, organizing tasks, motivating employees, and monitoring progress.

Case Study Analysis: Read a case study about a manager facing a challenging situation. Analyze the case study and discuss how the manager's roles and responsibilities come into play in finding a solution. Use the keywords from the picture below.



Abstract

This doctoral thesis investigates the adoption , efficacy and prospects of a multi-leveled approach in English for Specific Purposes (ESP) course design, focusing specifically on a case study within the Department of Economics and Management at the University of Ammar Thledji within the academic years of 2022-2023 and 2023-2024 . The study encompassed 124 students from both of the department of Management and Economics .Central to this study is the application of needs analysis aimed at identifying the specific linguistic and academic requirements of learners within this specialized field. Employing a mixed-methods research strategy, the study integrates both quantitative assessments and qualitative interviews to evaluate the effectiveness of differentiated instructional techniques tailored to diverse proficiency levels. The research highlights the importance of needs analysis in developing ESP curricula that align with both the academic and professional aspirations of students. Results indicate that courses designed with a multi-leveled structure, which incorporate English for Academic Purposes (EAP) alongside professional language use, significantly enhance student engagement and learning outcomes. Analysis of courses offered, learner feedback, and faculty observations underscores the necessity for adaptive teaching strategies and customized learning materials that respond to varying educational backgrounds and language competencies. This dissertation contributes to the ESP field by demonstrating how a nuanced understanding of learner needs through effective needs analysis can facilitate the design of more responsive and impactful ESP courses. The findings advocate for a learner-centered approach in ESP course design, proposing that such a framework not only supports academic success but also fosters professional competence in economic and management contexts.

Keywords: ESP Course Design, Multi-Leveled Instruction, Needs Analysis, English for Academic Purposes, English for Economics and Management, Tailored Learning Solutions, Language Proficiency, Mixed-Methods Research.

المخلص

تبحث أطروحة الدكتوراه هذه في اعتماد وفعالية وأفاق تصميم دورة متعددة المستويات في اللغة الإنجليزية لأغراض محددة (ESP) ، مع التركيز بشكل خاص على دراسة حالة داخل قسم الاقتصاد والإدارة في جامعة عمار ثلجي خلال العام الدراسي. للأعوام 2023-2022 و 2023-2024 . شملت الدراسة 124 طالباً من قسمي الإدارة والاقتصاد. محور هذه الدراسة هو تطبيق تحليل الاحتياجات الذي يهدف إلى تحديد المتطلبات اللغوية والأكاديمية المحددة للمتعلمين في هذا المجال المتخصص. باستخدام استراتيجية بحث مختلطة الأساليب، تجمع الدراسة كلا من التقييمات الكمية والمقالات النوعية لتقييم فعالية التقنيات التعليمية المتميزة المصممة لمستويات الكفاءة المتنوعة

يسلط البحث الضوء على أهمية تحليل الاحتياجات في تطوير مناهج تعليم اللغة الإنجليزية لأغراض تخصصية بما يتوافق مع التطلعات الأكاديمية والمهنية للطلاب. تشير النتائج إلى أن الدورات المصممة ببنية متعددة المستويات، والتي تتضمن اللغة الإنجليزية للأغراض الأكاديمية (EAP) جنباً إلى جنب مع الاستخدام المهني للغة، تعزز بشكل كبير مشاركة الطلاب ونتائج التعلم. يؤكد تحليل الدورات المقدمة، وتعليقات المتعلمين، وملاحظات أعضاء هيئة التدريس على ضرورة استراتيجيات التدريس التكيفية والمواد التعليمية المخصصة التي تستجيب للتحديات التعليمية والكفاءات اللغوية المتنوعة.

تساهم هذه الأطروحة في مجال تعليم اللغة الإنجليزية لأغراض تخصصية من خلال إظهار كيف يمكن للفهم الدقيق لاحتياجات المتعلم من خلال تحليل الاحتياجات الفعال أن يسهل تصميم دورات تعليم اللغة الإنجليزية لأغراض تخصصية أكثر استجابة وتأثيراً. تدعو النتائج إلى اتباع نهج يركز على المتعلم في تصميم دورات تعليم اللغة الإنجليزية لأغراض خاصة، وتقرّر أن مثل هذا الإطار لا يدعم النجاح الأكاديمي فحسب، بل يعزز أيضاً الكفاءة المهنية في السياقات الاقتصادية والإدارية.

الكلمات المفتاحية: تصميم دورة تعليم اللغة الإنجليزية لأغراض تخصصية، تعليمات متعددة المستويات، تحليل الاحتياجات، اللغة الإنجليزية للأغراض الأكاديمية، اللغة الإنجليزية للاقتصاد والإدارة، حلول تعليمية مصممة خصيصاً، إتقان اللغة، أبحاث الأساليب المختلطة.

Résumé

Cette thèse de doctorat étudie l'adoption, l'efficacité et les perspectives d'une approche multi-niveaux dans la conception de cours d'anglais à des fins spécifiques (ESP), en se concentrant spécifiquement sur une étude de cas au sein du Département d'économie et de gestion de l'Université d'Ammar Thledji au cours de l'année universitaire. de 2022-2023 et 2023-2024. L'étude a porté sur 124 étudiants des départements de gestion et d'économie. Au cœur de cette étude se trouve l'application d'une analyse des besoins visant à identifier les exigences linguistiques et académiques spécifiques des apprenants dans ce domaine spécialisé. Utilisant une stratégie de recherche à méthodes mixtes, l'étude intègre à la fois des évaluations quantitatives et des entretiens qualitatifs pour évaluer l'efficacité de techniques pédagogiques différenciées adaptées à divers niveaux de compétence. La recherche met en évidence l'importance de l'analyse des besoins dans l'élaboration de programmes d'enseignement ESP qui correspondent aux aspirations académiques et professionnelles des étudiants. Les résultats indiquent que les cours conçus avec une structure à plusieurs niveaux, qui intègrent l'anglais à des fins académiques (EAP) ainsi que l'utilisation professionnelle de la langue, améliorent considérablement l'engagement des étudiants et les résultats d'apprentissage. L'analyse des cours offerts, les commentaires des apprenants et les observations des professeurs soulignent la nécessité de stratégies d'enseignement adaptatives et de matériels d'apprentissage personnalisés qui répondent aux différents parcours éducatifs et compétences linguistiques. Cette thèse contribue au domaine ESP en démontrant comment une compréhension nuancée des besoins des apprenants grâce à une analyse efficace des besoins peut faciliter la conception de cours ESP plus réactifs et plus percutants. Les résultats plaident en faveur d'une approche centrée sur l'apprenant dans la conception des cours d'ESP, proposant qu'un tel cadre soutienne non seulement la réussite scolaire, mais favorise également la compétence professionnelle dans des contextes économiques et de gestion.

Mots clés : conception de cours ESP, enseignement à plusieurs niveaux, analyse des besoins, anglais à des fins académiques, anglais pour l'économie et la gestion, solutions d'apprentissage sur mesure, maîtrise de la langue, recherche à méthodes mixtes .