People's Democratic Republic of Algeria

Ministry of Higher Education and Scientific Research

University of ORAN 2 – Mohamed Ben Ahmed

Faculty of Foreign Languages

Department of English

Maximizing the Accuracy of Needs Analysis Via Work Shadowing: The Case of First Year Master Students of Finance and International Commerce at Djillali Liabes University

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

Presented by: **Supervisor:**

Mr. BOUGUESMIA Mohammed Tewfik   **Prof. MELOUK Mohamed**

Board of Examiners:

Prof. ZAGHAR Fatma	**Professor**	**University of ORAN2**	**President**
Prof. MELOUK Mohamed	**Professor**	**University of SBA**	**Supervisor**
Dr. KERMA Mokhtar	**MCA**	**University of ORAN2**	**Examiner**
Prof. YAHIAOUI Habib	**Professor**	**University of MASCARA**	**Examiner**
Dr. MOUSSEDEK Sara	**MCA**	**University of ORAN2**	**Examiner**

Academic Year: 2023-2024

Dedication

To my dear mother, a role model to live by.

Acknowledgments

Special thanks are due to Ms. Boutaleb Halima for her moral support over the years, and her well-appreciated assistance in obtaining access to ENIE's headquarters.

At last, I would like to express my appreciation towards anyone who contributed, directly or indirectly, for the realization of this research, especially the participants who took part in the study.

Abstract

Over the last century, no language came close to competing with English as a lingua franca. This unrivalled dominance made English crucial in the eyes of many countries, and especially appealing to those desirous of economic prosperity, Algeria included. The latter shifted its language policy to grant English a better status in hopes of reviving its economy, and expanding its economic visibility. In doing so, Algeria wagered heavily on ESP practitioners' prowess to accurately identify and satisfy learners' needs. However, there is genuine cause for concern over their ability to live up to the set expectations in light of their work environment, which remains far from ESP standards. Therefore, this research, a case study, endeavoured to investigate the accuracy of needs analyses conducted by business teachers. In addition, it explored the impact of using the work shadowing technique on the precision of those analyses. Seeing how the exactitude of a needs analysis is mirrored in the usefulness of the course upon which it is built, it was necessary to reveal how the language training that students receive at university benefit them once in their professional habitat. To simulate this time leap, two research contexts were chosen for this study, namely, the finance and international commerce department situated within the economics faculty at Djillali Liabes university, and ENIE's solar factory. Moreover, the participation of one hundred first year master students, ten teachers, and three former learners currently ENIE's employees was enlisted. The research also made use of four data collection tools, including, two distinct questionnaires, an interview, and the work shadowing technique. The findings revealed shortcomings in the carried out needs analyses, more particularly, a nonchalance towards the Target Situation Analysis and the necessities. Additionally, they also corroborated the beneficial effect using the work shadowing technique can bring on the accuracy of needs analyses.

Keywords: ESP, Necessities, Needs Analysis, Target Situation Analysis, Work Shadowing.

List of Abbreviations and Acronyms

- Business English (BE)
- Communicative Needs Processor (CNP)
- English as a Foreign Language (EFL)
- English as a Mother Tongue (EMT)
- English as a Second Language (ESL)
- English for Academic Purposes (EAP)
- English for Business and Economics (EBE)
- English for Educational Purposes (EEP)
- English for Legal Purposes (ELP)
- English for Medical Purposes (EMP)
- English for Occupational Purposes (EOP)
- English for Science and Technology (EST)
- English for Social Sciences (ESS)
- English for Specific Purposes (ESP)
- English Language Teaching (ELT)
- General English (GE)
- Language for Specific Purposes (LSP)
- Learning Needs Analysis (LNA)
- Needs Analysis (NA)
- Organisation of Arab Petroleum Exporting Countries (OPEC)
- P.L.E.F.T.E.R (Planner, Linguistic model, Evaluator, Facilitator, Team-member, Educator, Researcher)
- Pedagogic Needs Analysis (PNA)
- Present Situation Analysis (PSA)
- Royal Air Force (RAF)
- Target Situation Analysis (TSA)
- United Kingdom (UK)
- United States of America (USA)

List of Tables

Table	Title	Page
Table 1.1	Adopted from Hutchinson & Waters' (1987:58) necessities, lacks and wants	72
Table 2.1	The learners' evaluation of sub-skills' necessity	132

List of Figures

Table of Contents

General Introduction

English has been ruling over the vital, most impactful fields of human life for ages. Its omnipresence as well as influence can be plainly seen across various domains where there is substantial reliance on it in hopes of gaining worldwide visibility, or attaining prosperity. One domain in particular, business, has long been English dominated. Countries desirous to join the big league, expand their economic horizons, and reach their financial aspirations, all realized the necessity to embrace English.

On an individual level, many job seekers and business operators came to understand the cruciality to master English for the betterment of their employability, and the realizability of their ambitions. This significant need for English, coupled with the inability of the masses to dedicate years on end to learn it, gave birth to a utilitarian subfield of English known as English for Specific Purposes (ESP). The latter strove to accurately identify learners' linguistic needs, via the process of needs analysis, prior to attempting to satisfy them.

Hence, ESP, in contrast to English for General Purposes, exempted students from being subjugated to concepts that are of no use to their academic or occupational careers. Not only that, it also regarded them as mature learners of the language who are aware, at least to an extent, of their needs, and whose wants, therefore, should be taken into consideration throughout the design of the courses, an unprecedented approach so far. The aforementioned, and then some, made those interested in the utilitarian aspect of English naturally gravitate towards ESP, which led to a worldwide spike in demand for ESP courses.

Algeria, economically motivated, domestically pressured, and indefensibly late, according to Khenioui and Boulkroun (2023), came to see English under a different, more positive light. It initiated a series of actions aimed at bettering English's status, expanding its national use, and strengthening its presence, all of which at the detriment of the French language. The most notable taken acts were the implementation of English at elementary schools, and the gradual move towards making it the main language of instruction for higher education.

These initiatives were welcomed with open arms by the general population (Mohareb, 2022), which had long been advocating for the relinquishment of French, and the fosterage of English. However, despite looking undeniably good on paper, many educational connoisseurs have been questioning the feasibility of these measures, going as far as labelling the sudden shift in language policy as a populist, rushed one that resembles the Arabization process, and which will lead to a similar fiasco.

Those sceptical made the argument that the work environment within which the Algerian ESP practitioners operate is far from what is recommended by ESP scholars (Boukhlef, 2022), and is thus unlikely to yield the satisfactory, expected results. In fact, they raised scepticism regarding the ESP teachers' ability to accurately identify their learners' needs under these circumstances, let alone satisfy them. There were even insinuations that ESP practitioners are actually teaching English for General Purposes rather than ESP.

These allegations, their validity or falsity, partially stirred the motivation behind this investigation. Another fundamental incentive was the researcher's scientific curiosity about a particular needs analysis technique, the work shadowing. Despite many researches within the Algerian scientific milieu taking interest in the needs analysis process and its tools, very few mention, much less focus on, the said technique. Originally a career counselling instrument, Work shadowing has been omnipresent for long on the international ESP scene as a

needs analysis means. Its modus operandi, which theoretically promises an unequivocal look at the necessities of specific target situations, allured many ESP practitioners into adding it to their quiver of tools, and integrating it into their needs analyses.

Ergo, this research was conducted with the aim of corroborating the factuality of the aforementioned claims by investigating the accuracy of needs analyses conducted by business English teachers in particular, seeing how the linguistic initiative was primarily economically driven. Moreover, it endeavoured to explore the effect of using the work shadowing technique on the precision of those analyses. In order to do so, this study tackled the following research questions:

1- To what extent are business English teachers successful at capturing their learners' needs?
2- To what degree are business English teachers taking advantage of the available arsenal of needs analysis tools?
3- How useful is the work shadowing technique at maximizing the accuracy of conducted needs analyses?

For which, the subsequent hypotheses were suggested:

1- Business English teachers are partially successful at capturing their learners' needs.
2- Business English teachers are not taking utter advantage of the available array of needs analysis tools.
3- The work shadowing technique is significantly useful at maximizing the accuracy of conducted needs analyses.

Careful attention had to be paid during the selection of the research contexts. Indeed, seeing how meticulously assessing the accuracy of a needs analysis could only be achieved by evaluating the usefulness of the course based on it to the learners once they join the work setting, it became evident that the research had

to be multi-contextual. By being so, the study would mimic a leap in time that would allow for the examination of the existence, as well as the extent, of the said benefit. That is why, the department of Finance and International Commerce located within the Economics faculty of the Djillali Liabes university, along with ENIE's solar factory, were chosen as contexts for this research.

As for participants, one hundred first year master students from the department of Finance and International Commerce were selected using random sampling techniques. The reason behind targeting this particular population lied in its perfect suitability for the governmental plan, and its proneness to be the one to eventually make the most use of business English down the line in comparison to the other specialties'. In addition, the entirety of the department's English teaching staff, who amounted to exactly ten professors, were called to participate in the investigation. In regards to ENIE, pickiness and selectiveness were not plausible options, as it is already challenging enough to gain access to such institutions. However, fortunately, and as a result of English's appeal, three employees, two of whom were former economics students, accepted to be take part in the study.

For data collection, four tools in total were put to use throughout this research. The intent was to ensure triangulation, leave no stones unturned, and generate fruitful, heterogenous data that would be sufficient to both answer the posed research questions, and determine the validity of the proposed hypotheses. The employed instruments included a closed-ended questionnaire, a mixed one, a work shadowing session, and a structured interview. The closed-ended questionnaire was administered to the students in order to capture their subjective view of the necessities, communicate their wants, and report their self-assessed lacks. Apropos the mixed questionnaire, it was given to the teachers in an attempt to reveal their ESP practice, and shed light on any deficiencies within it. Additionally, it served to assess the professors' familiarity with, as well as

receptivity towards, the work shadowing technique. On the topic of work shadowing, ENIE's employees were, obviously, the ones to undergo a shadowing session, which mainly focused on pinpointing the linguistic necessities required to properly function within the company. One of the shadowed, otherwise referred to as the hosts, was willing to be interviewed just afterwards. The interview acted as an authenticator of the bulk of information generated the work shadowing session.

The research comprised three chapters, with the first one being wholly dedicated to reviewing literature pertaining to ESP. It initially provided a thorough record of the reasons behind the emergence of the discipline, as well as its development over the years, prior to going over its numerous definitions. Then, it delved into the various types of ESP, and tried to elucidate the differences that distinguish the one from the other. This section also discussed in details the dichotomy separating ESP from general English, and highlighted the former's objectives for further clarification of the said divergence. Of substantial importance, the ESP process was exhaustively examined, along with its diverse stages. Given the interests of the investigation, ample attention was devoted to one specific phase, needs analysis, along with its components, approaches, as well as tools. The study's set objectives also made it so that one tool in particular, work shadowing, had to be given preferential treatment throughout the tools' review. This chapter concluded by summarizing the major and common struggles that an ESP teacher ought to expect while practicing his/her craft.

The second chapter on the other hand, centred on disclosing anything and everything related to the methodology utilized throughout the research. It started by granting comprehensive descriptions as well as details about the chosen contexts, the used sampling process, the participants' profiles, and the employed data collection tools. Furthermore, in the name of transparency, it also listed the different limitations encountered. Subsequently, it shifted its focus to the analysis

and interpretation of the produced data in light of the posited research questions and hypotheses.

The third and last chapter of the research was allocated to offer an ESP course based on an amalgamation of the obtained findings as recommendation. As a starting point, it commenced by supplying a summarized reiteration of the results generated by the previous chapter, then proceeded to methodically describe the course built based upon them, along with its constituent units. In addition, the typical structure of each educational unit's lesson was rigorously explained. In order to leave no room for ambiguity, and for an utter understanding of the shared vision, a sample of the course was presented as well.

Chapter One: Literature Review

Chapter One: Literature Review

1.1- Introduction

Long before its current rightful state of fame, English for Specific Purposes (ESP) underwent a series of decisive events, endured numerous controversies, and navigated heated debates, all of which forged it into the gem that learners worldwide cannot help but be drawn to out of necessity, desire, or both. This first chapter aims at shedding light on ESP, not only as a discipline, but as a product of time as well, by portraying its journey towards maturity, efficiency, and sophistication.

In order to do ESP justice, and to ensure a meticulous coverage of all of its various aspects, the first portion of the chapter is utterly dedicated to the exploration of the roots behind ESP, the causes and circumstances that paved the road for its emergence, followed by a deep dive into the wealth of definitions proposed throughout the years to describe ESP, a testament to its versatility. Subsequently, the tremendous efforts made by renowned pioneers to elucidate the complexity of ESP via identifying its distinct characteristics, pinpointing its diverse types, revealing the difference between it and its counterpart General English (GE), and recognizing its objectives, are showcased.

Furthermore, due to the chosen sample for the research at hand, Business English (BE) is granted more scrutiny vis-à-vis the other types, which entails delving into its uniqueness by contemplating its specific discourse, pondering over its contextual register, and calling attention to its centredness around cultural awareness. Furthermore, the segmented process of ESP is tackled, and all of its interrelated components are rigorously examined, with a special focus being put on Needs Analysis (NA), its definition, its perception by different scholars, its importance, and its miscellaneous techniques, including, but not limited to, work shadowing.

Given the undeniable influence of the ESP teacher over the success or the failure of an ESP course, the chapter ends with a close look at the burdensome

roles that an ESP practitioner is not only expected to juggle, but to master as well, along with a peek into the common struggles he may face while practising his craft.

1.2- The Genesis of ESP

Complex and intriguing, ESP effortlessly allures any parties interested in comprehending its intricacies to explore its origins, however, digging into its history swiftly shatters the overly common, yet utterly erroneous, belief that this acclaimed discipline is a mere product of the 1960s.

1.2.1- ESP's Emergence Through the Eyes of Dudley-Evans and St John (1998)

According to Dudley-Evans and St John (1998), tracing the roots of ESP leads as far back as to the Greek and Roman empires, and reveals its affiliation to the even more encompassing Language for Specific Purposes (LSP), which aligns with Strevens' (1977) assertion that LSP, referred to by him as the "Special-Purpose Language Teaching" (SP-LT), dates back "at least half a century" (p. 150).

Thorough as he was, the scholar continued down history lane, urging the inquisitive to recall the second world war era, during which, the allied forces, combining the troops of Great Britain, United States of America (USA), Soviet Union, and China, received intensive instruction of languages such as "Germain, Russian, Arabic, Turkish, Burmese, Thai, and Chinese" (Strevens, 1977, p. 151) to facilitate military cooperation, and gain tactical edge.

An example of this are the British Royal Air Forces (RAF) that were taught Japanese in order to eavesdrop on the Japanese aviators' communications with their ground control stations, thus gathering valuable intelligence like, but not limited to, the Japanese's hit-targets, and pass the information to the RAF aviators to prepare for, intercept, and/or counter any potential threat. Strevens (1977)

11

utilized this example to call attention to the utter focus on the necessary, in this case, the listening skill, and the absolute neglect of the needless, the other skills, a trademark of ESP. Ergo, one would be remiss to overlook the fact that the very first purpose of LSP was a purely militaristic and survivalist one.

1.2.2- The Causes of ESP's Rise According to Hutchinson and Waters (1987)

Hutchinson and Waters (1987) on the other hand, channelled their energy into tackling the post second world war period, believing it to be more eventful and impactful on the rise of ESP, which, as claimed by them, originated from three main causes, namely, the demands of a brave new world, a revolution in linguistics, and a new focus on the learner.

1.2.2.1- The Demands of a Brave New World

The end of the second world war ushered an age of peace, unleashed a growth of international markets, and launched a global race towards technical mastery as well as supremacy. The oil crisis that stroke the 1970s forced a cross-continental economic and political negotiation between the nations severely affected by the oil embargo, including the USA, the United Kingdom (UK), Canada, the Netherlands, in addition to Japan, and the oil-rich countries forming the Organisation of Arab Petroleum Exporting Countries (OPEC).

This plight, along with many Western businessmen's lust for the promising financial gains that might stem from expanding their businesses to the Arabic world and beyond, generated a need for an efficient medium of communication. Meanwhile, students from various parts of the globe who were drawn to different disciplines rapidly found themselves facing the dilemma of craving a knowledge that was exclusively available in English, a language they were far from mastering.

12

A similar predicament was endured by scientists who strove to cooperate with one another on prosperous universal projects hoping to advance the wheel of science, only to be hindered by their inability to find a mutual tongue that would allow for a smooth transfer of data, and a fluent exchange of opinions. These struggles were accurately portrayed in Hutchinson and Waters' (1987) statement that "the effect was to create a whole new mass of people wanting to learn English, not for the pleasure or prestige of knowing the language, but because English was the key to the international currencies of technology and commerce" (p. 6).

All the aforementioned and more made the necessity for a lingua franca abundantly evident, and the burden to fulfil this role was bestowed on English, the undisputedly suitable language for the situation back then according to Crystal (1997) who ensured that "English was at the right place at the right time" (p. 13).

Prior to world war II, French could have been considered as a valid choice, however, the end of the first world war marked by the signing of the treaty of Versailles in 1919 in both the French and English languages, which was done as a sign of gratitude and reverence to the brief but crucial efforts made by the USA to establish peace, had already threatened the French language's long-term monopoly status as the go-to diplomatic language and lingua franca (Phillipson, 2012).

Nevertheless, it was indeed the resurface of the USA following the second world war as the ultimate economic, scientific, and technical power that really drove the nail into the French's coffin once for all.

1.2.2.2- A Revolution in Linguistics

On the linguistic front, the functionalist trend which governed that era caused pioneers such as Strevens, Halliday, and McIntosh (1964) to actively push for a shift away from the traditional narrow view of the language that concentrated solely on its grammatical structure, and towards its perception as a means of

communication. In order to lure field enthusiasts to follow route, the three scholars innovated the register analysis, which entailed "detailed studies of restricted languages and special registers carried out on the basis of large samples of the language used by the particular persons concerned" (p. 189). In other words, such analysis strives to identify both the grammatical and lexical features commonly used by a specific group of individuals bound together by a shared social or professional context, may they be doctors, engineers, businessmen, or else, via monitoring their vocabulary choice as well as the frequency by which they use it, out of which, a variety of a language, referred to as a register, is attributed to that specific group, and serves as the basis for ESP syllabuses. Given the booming attention from which science and technology benefited during that time, English utilized for science and technology (EST) was obviously the first register to be analysed, which interestingly revealed the presence of some common linguistic characteristics across multiple sub-disciplines, and some proprietary ones, as pointed out by Ewer and Latorre (1969), who explained that: "There is a basic language of scientific English, made up of sentence patterns, structural words and non-structural words common to all the sciences. It is to this essential framework that the large specialized vocabularies of each discipline are added" (p. 122). Au courant as usual, Hutchinson and Waters (1987) delve into this exploration of the language as well, and reported noticing distinctions between the oral and written forms of a language. Still, their most important contribution in the matter was actually their highlight of the context-related nature of the language, which they believed made the possibility of tailor-making a course that caters for the students' context, whether be it an academic or an occupational one, extremely plausible. The renowned academics' conviction incited their peers to take a keen interest in the other uncharted registers, and paved the road for the emergence of other field-specific Englishes, such as English for Business and Economics (EBE) and English for Social Studies (ESS).

1.2.2.3- A New Focus on the Learner

Far from being passive bystanders, psychologists, more precisely educational psychologists, were attempting an unprecedented approach by pivoting their focus towards the learner and the process of language acquisition, previously neglected for the sake of teaching methodology. As a result, an abundance of factors affecting the success or failure of the learning experience were unveiled, such as the learner's preferred learning strategies, his motivational sources, his learning schemata, his needs and interests. The revelation of these influencers inspired at a later time the acclaimed work of Dörnyei (2005), who enveloped them under his coined phrase "individual learner differences" (p. 4), which he defined as the "enduring personal characteristics that are assumed to apply to everybody and on which people differ by degree" (p. 4), and to which he furthermore added learning styles, age, sex, aptitude, and personality. Evidently, Hutchinson and Waters (1987) praised this call for the consideration of the learners' needs and the individualisation of instruction, which they asserted led to the rise of the learner-centred approach, a cornerstone of ESP.

Finally, one should hold in high regard the fact that the neither planned, nor coherent, commencement of the ESP movement (Hutchinson and Waters, 1987) did not inhibit it from becoming a dominant trend within the English Language Teaching (ELT) realm, and while it is irrefutable that the demands of the modern world did create a new niche for ESP, it was the linguistic revolution along with the focus on the learner that not only guided its development, but shaped, and still shapes, its practise as well.

1.3- The Development of ESP

The universal yet non-monolithic characteristic of the ESP movement, as described by Hutchinson and Waters (1987), resulted in its asynchronous development across various countries. The duo scholars confirmed that the discipline underwent 5 stages, namely, the register analysis, the discourse

analysis, the target situation analysis, the skills and strategies, and the learning centred approach stage, every one of which can still be perceived in action somewhere around the globe.

1.3.1- Register Analysis

Spanning from the 1960s till the early 1970s, this linguistic approach was forged by Strevens, Halliday, and McIntosh in 1964, who, driven by a pedagogic desire to produce tailor-made courses for the learners, wrote a book entitled "The linguistic sciences and language teaching", throughout which, they pitched their ground-breaking concept of special language. Its premise was that the English utilized in a particular scientific field differs from that used in another one as well as from General English, and ought its uniqueness to the distinctions that arise from its users' frequent tendency to form grammatical traditions in addition to their exclusive vocabulary repertoire. The savants were positive that the frequency of occurrence of the aforementioned distinctions needs to be counted before acting as a foundation for the course design, one that steers the course designer towards the linguistic patterns that the learner will most likely run into, thus the ones to emphasize on, and away from those less likely to occur, evidently, the ones to neglect. This modus operandi rightfully earned this approach the term "Lexicostatistics" (Swales, 1988, p. 189), and "Frequency analysis" (Robinson, 1991, p. 23).

Irresistibly innovative, the approach immediately began to gain traction within the ESP community, and those sold on the idea swiftly targeted their initial practical attempts at EST, a choice that Swales (1988) justified by EST's continuous ability to set the theoretical trend for the whole ESP spectrum. Ewer and Latorre (1969) were amongst the first experimentalists to succeed at proposing an EST course, which they enveloped in their book, "A course in basic scientific English". They declared that their analysis concluded the existence of 10 principal areas of science, and a consequential number of individual

disciplines, ranging from anatomy to volcanology, all of which fell under the umbrella term "science". In addition, they noticed a shared preference among the scientific milieu for the use of the present simple tense, the passive voice, and the nominal compounds, grammatical notions they were surprised to found either missing or neglected from that era's schoolbooks.

Despite its originality and appeal, register analysis was not sparred a rigorous criticism. As old habits die hard, the approach's enthusiasts quickly found themselves returning to their roots, dissecting registers at merely the word and sentence levels, while completely isolating them from the meaning combining them as well as from their social context, an oversight that caught the eyes of many critics, such as West (1998), who expressed his bafflement at the approach's fall for the very ideology it rose against, and his discontentment, along with many others', regarding its neglect of the language's communicative purpose.

In addition, of similar opinion, Robinson (1991) and Bhatia (1993) reproached register analysis for its descriptive rather than explanatory nature, a flaw they ensured hindered its ability to scratch beyond the surface of the language. Dudley-Evans and St John (1998) on the other hand, were more concerned about its lack of authenticity, accusing the courses stemming from it of being void of real-life situations a learner may face, thus questioning their successfulness at satisfying the learners' needs.

In the same vein, the technical restraints from which analysists suffered during the primary emergence of this approach constrained them to conducting manual analyses, meaning they had to go through pages and pages of scientific publications all while relying solely on their hands as research tools, a handicap that limited the number of the analysed productions, and caused a striking resemblance as well as repetitiveness among the offered courses, which critics were quick to notice.

Nonetheless, while it strayed away from its original purpose, register analysis did manage to remain forever nostalgically remembered as the approach that attempted to shatter the traditional linguistic views of a language, and laid the ground for more advanced approaches, such as discourse analysis.

1.3.2- Discourse Analysis

The downfall of register analysis did not shatter the scholars' firm belief in the futility of putting additional efforts into expanding the learners' grammatical knowledge under the hope of bettering their mastery of the language, and increasing their readiness for real life situations. On the contrary, this setback further reinforced their conviction that other aspects of the language should be highlighted instead. Allen and Widdowson (1974, as cited in Hutchinson and Water, 1987), addressed this issue, and vouched for the students' solid grasp of the language structures, stating that:

> The difficulties which the students encounter arise not so much from a defective knowledge of the system of English, but from an unfamiliarity with English use, and that consequently their needs cannot be met by a course which simply provides further practice in the composition of sentences, but only by one which develops a knowledge of how sentences are used in the performance of different communicative acts (p. 10).

By declaring so, the two scholars exonerated the learners from being grammatical oblivious, and blamed, in fact, their overfamiliarity with the language form at the expense of the language use for their poor linguistic performance. In order to remedy the situation, they, along with Lackstrom, Selinker, Trimble, and Todd-Trimble undertook research between the 1970s and the 1980s, producing numerous publications that Hutchinson and Waters qualified as influential, and to which they attributed the birth of discourse analysis. This linguistic milestone

coincided with ESP's readiness to drop register analysis for the sake of exploring what lies beyond the word and sentence level, hence discourse analysis, otherwise called rhetorical analysis, was promptly adopted.

Striving to dissipate the fog of ambiguity surrounding it, dominant figures within the linguistics community rushed to supply miscellaneous definitions of the discourse analysis, trying to capture its essence, its aim, and most important of all, its systematic procedures. Jordan (1997) depicted it as an approach that entails going the extra yard, examining any oral or written production that surpasses a sentence in length, taking into consideration the communicative context, investigating the impact that results from certain lexicon and grammatical choices on the discourse's structure, and studying how sentences are connected together by revealing the "aspects of cohesion, and the discourse markers or cohesive devices that are employed" (p. 229).

This vision of discourse analysis had other proponents, namely, Dudley-Evans and St John (1998), who insisted that this approach is not only concerned with grammatical correctness and user-selected terminologies, but with the cohesiveness required to form texts as well as speeches to convey meaning, and achieve the interlocuter's desired communicative purpose.

Such wholistic linguistic scope was a first, which incited West (1998) to explicitly endorse the shift towards a framework that grants more focus to the message than to the vessel used to transfer that message. Allen and Widdowson (1974), as cited in Hutchinson and Waters (1987), were utterly convinced that for an English course to be effective for learners, it must endeavour to foster two main abilities, the mastery of the rhetorical, and the command of the grammatical.

The former one necessitates sharpening one's understanding of the ways through which sentences are combined to perform communicative acts, and the rhetorical purpose that the text or speech, as a whole, is written or uttered for. The latter one on the other hand, involves solidifying one's knowledge of the

grammatical devices requisite to ensure a smooth, subtle, and correct transition between, as well as combination of, the aforementioned sentences.

To put it differently, the first capability relates to "rhetorical coherence", whereas the second one pertains to "grammatical cohesion". In layman's terms, discourse analysis attempts to identify the tactics that writers and eloquent speakers consistently employ to successfully transmit specific messages, or specific types of messages.

These tactics, which resemble Jordan's (1997) "discourse markers", are taught to learners, along with grammatical notions for a guaranteed linguistic accuracy, to reproduce the same communicative outcomes. Even though they were not pioneers of rhetorical analysis, Hutchinson and Waters (1987) did deliver one of the most exhaustive explanations clarifying it, and did so by taking Louis Trimble's book, titled "English for Science and Technology: a discourse approach", that he released in 1985 as an apparatus for describing the approach's diverse phases and levels, which range from A to D.

According to them, the initial level, level A, tackles "the objectives of the total discourse" (p. 11), meaning it is the surface level where the major communicative goals of the text or speech, such as the presentation of freshly posed hypotheses and raised theories, or the detailing of an experiment, are pinpointed. Digging a tad deeper leads to level B, the second level, exposing "the general rhetorical functions that develop the objectives of level A" (p. 11), which calls for the fragmentation of the previously determined global objectives into smaller and easily attainable functional objectives.

These functional aims may include, for example, stating the ambition of the research or the studied problem, reviewing past literature, disclosing the utilized data collection tools, or outlining the data collection process, and act as pieces of puzzle that when assembled, paint the full picture, and form the rhetoric. Reaching the third level, level C, causes the general rhetorical functions found at level B to

receive the same treatment previously endured by the objectives of the total discourse discovered at level A, a decomposition that brings to light "the specific rhetorical functions that develop the general rhetorical functions of level B" (p. 11).

The connoisseurs chose the provision of definitions, descriptions, classifications, and step by step instructions to serve as examples of the abovementioned functions. The fourth and last level, level D, examines "the rhetorical techniques that provide relationships within and between the rhetorical units of level C" (p. 11), probing for the glue holding those pieces of puzzle together, the coherence.

Both researchers argued that any rhetorical technique must fall into one of two categories, either the "orders", or the "patterns", and proceeded to illustrate their claim by selecting the time and space orders, as well as the causality and result relationships, as instances of the former ones, and opted for comparison, contrast, analogy, and exemplification as illustrations of the latter ones.

Interestingly enough, much of the criticism about discourse analysis originated mainly from those who contributed immensely to its rise to fame. Dudley-Evans and St John (1998) for example, voiced their concerns regarding the contextual fidelity of the approach's results when applied to textual discourses, and dreaded a negligence of the business or academic context that serves as a setting for some of these discourses, which can impede the complete understanding of the intended meaning.

Nevertheless, discourse analysis sustained to this day a wide range of popularity among field experts, and is still both studied and applied by novice as well as senior linguists, however, this certainly does not imply that a more progressive and suitable approach for ESP did not emerge, one by the name of target situation analysis.

1.3.3- Target Situation Analysis

While unquestionably considered nowadays as a trademark of ESP, a critical element of its practice, and a mature process, till the mid-1970s, needs analysis was, according to West (1994), informal, as ESP practitioners relied merely on their intuition to assess their learners' needs, and it was Munby (1978) who attempted to remedy this deficiency by publishing his book entitled "Communicative syllabus design" in 1978, via which, he proposed his model of needs analysis.

The model is indeed a process that involves seven consecutive phases, with the initial one settling for the collection of basic bits of information about the learners, referred to as the participants by the author, such as age, gender, nationality, mother tongue, present mastery of the target language, and the level of proficiency, if existent, in other languages.

The second stage on the other hand, called the Communicative Needs Processor (CNP), aims for comprehensiveness by investigating eight interconnected and interrelated parameters, including the learner's purpose for learning the target language, whether of an occupational or an academic nature, the setting or environment where the target language will be used along with the affecting psychological and spatiotemporal variables, and the type of interaction as well as the interlocuters with whom the learner will be expected to interact and build relationships at the aforementioned environment using the target language.

Furthermore, the instrumentality utilized for interactions is pinpointed by identifying the used medium, whether oral, or written, or both, the employed channel, like a telephone or face-to-face, and the selected mode of communication, whether a dialogue or a monologue.

Additionally, the presence of any dialects at the target setting that the learner will have to understand and/or produce is taken into consideration in addition to

the target level, meaning the linguistic level necessary for the proper functioning at the target environment.

The last two parameters are the communicative event and communicative key, with the former one referring to the productive as well as the receptive skills that the learner will put to use in the target context, and the latter one focusing on the degree of formality or informality characterizing that context.

The data obtained by the CNP, more often than not through the use of questionnaires, is then processed throughout the third phase, producing a profile of needs. This constructed profile subsequently serves as input for the fourth stage, labelled the "meaning processor", during which, Munby recommended that the sociocultural communicative needs in particular be converted into pragmatic semantic subcategories, that are characterized by miscellaneous and distinguishable attitudinal tones

In practical terms, this basically meant providing the learners with activities designed to show them how to fulfil productive micro-functions, such as the act of assertion, often marked by the use of an authoritative tone, or the act of querying, frequently associated with a sceptical or a suspicious tone, and receptive micro-functions, like the act of begging, that generally entails an apologetic or urging tone, the act of suggesting, usually recognized by the accompanying hopeful tone, or the act of inviting, for which, the seductive tone is habitually utilized to increase the likelihood of acceptance.

It should be mentioned that in order to spare those interested in following his model any confusion or guess-work regarding this specific phase, the scholar graciously provided an inventory of productive as well as receptive micro-functions to choose from, and coupled every micro-function with its own "attitudinal-tone index", a list of suitable tones ranging in terms of intensity and emotional charge. The fifth phase, named "the language skills selector", concentrates, as its name indicates, on determining the language skills requisite to

perform the communicative activities or events previously identified in the learner's profile of needs.

To illustrate his point, the pioneer generated two examples, both of which involved a lecture as a communicative event. The first example shed light on how note-taking, a communicative activity that routinely occurs in the course of lectures, necessitates certain language skills, like the competency to distinguish the minor discussed points from the major ones, and the capability to produce correct abbreviations that abide by the widely agreed-upon norms and convention.

The second example on the other hand, highlighted how following a lecture itself calls for a different set of language skills, such as the ability to keep up with, and grasp, rapid speech, as well as the faculty to handle various accents, which, in their turn, require a distinct subset of skills, like being familiar with the phonological rules regarding assimilation and elision.

The sixth phase, "the linguistic encoder", has as input the pragmatic semantic subcategories outputted by the "meaning processor", and seeks to verify as well as to guarantee their contextual appropriacy, both on a sociocultural and a discoursal level, since Munby cautioned teachers from unintentionally feeding stereotypical knowledge to their learners.

Moreover, this stage has as a secondary purpose the critical burden of developing the linguistic forms that represent the linguistic content of the course, defined by the scholar (1978) as: "the actual verbal realisations of the micro-functions and subject-matter" (p. 49). The output of the "linguistic encoder" is then combined with that of the "language skills selector" during the seventh and last phase, titled "the communicative competence specification", to construct a complete, and specific, communicative syllabus.

By introducing a methodical framework, Munby (1978) had systematized needs analysis, and rekindled ESP practitioners' interest in it, who, having for the

first time found a step-by-step approach to it, eagerly adopted the model, causing it to quickly rise to fame. Not only that, but through his innovation, the initiator had also ushered a new stage in the history of ESP, commonly known as the "Target Situation Analysis" (TSA).

The phrase was coined by Chambers (1980), who explained his vision of the analytical approach by stating that: "needs analysis should be concerned with the establishment of communicative needs and their realizations, resulting from an analysis of the communication in the target situation – what I will refer from now on as target situation analysis (TSA)" (p. 25).

Hutchinson and Waters (1987) endorsed the shift from a trivial to a scientific and procedural approach to needs analysis led by Munby, describing it as a "coming of age for ESP" (p. 12), and greeted the repositioning of the learner at the centre of attention, but still had reservations regarding the model, more specifically the time-consumption required to drawn individual learner profiles, deemed too substantial to justify, and borderline impossible to meet.

In addition, the two critics claimed that the viewpoints of sponsors and learners were overlooked during the data collection, and that the information gathered was about, instead of being from, the learner, alleging that the analyser was the sole one whose perspective really mattered, which, they alerted, could jeopardize the validity of the resulting profile of needs, if the analyser does not refrain from bringing any sort of bias or unfounded preconceived notions regarding the target situation to the process.

Following a similar line of thought, West (1994) was puzzled as well by the model's disregard of the learner despite its advocacy for learner-centredness, and reinforced his critique by putting under the spotlight the instant neglect of information concerning the learner upon the completion of the first stage, and the move towards an utter focus on the target situation, which inevitably induces a

failure to identify learner individual differences that go beyond those superficially explored in the initial phase.

The reviewer also shared his fellow academics' belief that the model was both too time demanding and too oblivious to real-life limitations, to be considered practical, maintaining that the model's thoroughness, praised by many, was in fact a flaw, rather than a feature, as it increased its rigidity, which further limited its practicality.

Despite the received critiques, the essence of the ideology behind the model still resonated across the ESP community in general, and among its pioneers in particular, sufficiently enough to drive most of them to propose refined models as well as approaches that accounted for the noticed imperfections, which gave birth to other types of complementary analyses, such as the pedagogic needs analysis that West (1998) crafted, and which enveloped the deficiency analysis, that granted utter attention to learners' lack and wants, the strategy analysis, which identified the learners' learning styles as well as strategies, and the means analysis, that assessed the educational setting and resources allocated for the conduct of courses.

Hutchinson and Waters (1987) on the other hand, were far more intrigued by the exploration of learners' needs, and preferred to direct their research efforts towards developing a typology of them.

1.3.4- Skills and Strategies

The gained traction that needs analysis benefited from as a result of the previous stage eventually led scholars down a fresh path that ended with an epiphany, a coming to the realization as to why most of the formerly employed approaches to language teaching failed to deliver the expected results.

Hutchinson and Waters (1987) shared their awakening to the futility behind the unnecessary care previously invested in the language's "surface forms" at the

26

expense of the much more important strategies that allow learners to manage those forms. They were certain of the existence of psychological and cognitive processes that govern learners' language acquisition and use, such as the interpretive logical process that students utilize to draw meaning from discourse "regardless of the surface form" (p. 13).

The identification of the aforementioned processes, what later on became commonly referred to as the learning styles and strategies, was the purpose of the strategy analysis that boomed during this period of time, as Allwright (1982), one of its pioneers, affirmed. The premise was that covering every plausible situation that the learner may encounter in the target setting was unrealizable, and that students were bound to face unforeseen circumstances that will test their adaptability, thus, the finest approach would be to empower learners by fostering their learning strategies that will continue to help them even after the course ends, and catering for their learning styles, in order to maximize their language acquisition as well as enhance their language performance.

Another targeted goal was to relieve learners from being forced to follow their own teachers' way of thinking, which went against the concept of learner-centredness so dearly cherished in the ESP practice, and expand their autonomy.

At the same time, another approach by the name of the skills approach that shared a common basis with the strategy analysis approach was rising in popularity, and caught the eyes of Dudley-Evans and St John (1980), who stated that: "the basis of this approach is that, in addition to language work, there is a need to address the thought processes that underpin language use" (p. 24), and asserted that these processes were either moderately general, meaning they could be spotted across all the academic or professional activities, or specifically bound to a precise one.

Additionally, they acclaimed and promoted the approach's prioritization of skills, by providing examples that showed the sound logic behind favouring a

certain skill, or skills, over others, like the "oral skills for business people conducting international negotiations, writing skills for engineers employed by an international company, or for international students writing a postgraduate thesis" (Dudley-Evans and St John, 1980, p. 24).

The two investigators reported that the reading skills in particular, received ample attention in cases where English was a second or a foreign language, thus, not the main language of instruction, as it is the case of Latin America. As for concrete examples of this approach, they selected the "skills for learning" course, which was adopted by the Malayan university to improve students' reading skills, such as "using contextual clues", "assessing how much to read", "learning to accept difficult words", and the "reading and thinking" book series that Oxford university published in 1980.

Influential, both the strategy analysis approach and the skills approach shaped the fourth stage of the ESP development, hence the name "the skills and strategies stage", by permanently altering the ESP teaching and course design processes to be more considerate of learners' learning expectations, their learning styles as well as strategies, and be more specific to the target situation via relinquishing the instruction of any unnecessary skills, which paved the road for the fifth phase, the learner-centred approach.

The rediscovered interest in the learner in general, and in the analysis of his needs in particular, that marked the former stage, eventually led the ESP scholars to have an epiphany, one that Dudley-Evans and St John (1980) portrayed as a coming to the realization of the futility of limiting the whole concept of ESP teaching to the mere teaching of linguistic forms, and the cruciality of diving deeper into the "thought processes" that underlie language acquisition and performance. Both researchers asserted that these processes were either moderately general, meaning they could be spotted across all the academic or professional activities, or specifically bound to a precise one.

The trend that emerged as a result of the former stage, which boosted the learner's popularity along with his needs, opened the eyes of scholars to the futility of their current approach. Dudley-Evans and St John (1980) explained this best by describing the shared coming to the realization that the ESP teaching went beyond the mere teaching of the language itself, and that the "thought processes" that influenced language acquisition and language use were just as, if not more, important.

1.3.5- The Learning-Centred Stage

The fifth and last stage of the ESP evolution was rightfully named after Hutchinson and Waters' (1987) learning-centred approach, given that it dominated the ESP world upon its release in 1987 as part of the book entitled "English for Specific Purposes, a learning-centred approach", that acted as a vessel for the two scholars to share their educational philosophy, and instantly became a must-read for every single ESP practitioner.

Prior to diving into the intricacies of their approach, the two pioneers opted to first commence by drawing attention to, and clarifying, the distinction between the learner-centred approach and their learning-centred approach, in an attempt to justify the naming of their approach, avoid any future confusion that may rise, and distance themselves from the other approach.

According to the same authors (1987), the main difference lies in the way learning, as a concept, is perceived, which consequently influences the amount of responsibility that the learner gets entrusted with. The learner-centred approach "is based on the principle that learning is totally determined by the learner" (p. 72), which infers that the responsibility regarding the extent to which the learner learns and grasps the information coming his way is his, and his only, as learning is viewed as an internal process, that relies on the learner's willingness and

motivation to use background knowledge to process as well as make sense of the newly encountered one.

This puts learning beyond the teacher's reach, whose best line of play is to simply teach the target content under the hope that the learner be knowledgeable enough, and driven enough, to fathom that content. Understandably, this may easily be appealing to teachers, given that it disencumbers them from most, if not all, of the burden concerning the success or failure of the course, but the two scholars point out that such faulty reasoning can only be alluring to those who "see learning simply in terms of the end product in the learner's mind" (Hutchinson and Waters, 1987, p. 72), meaning those who consider knowledge acquisition in general, and language acquisition in particular, to be the end goal, with little to no notice to the process leading to that goal.

Moreover, the researchers urged and insisted that learning be instead contemplated with context in mind, as "a process of negotiation between individuals and society" (Hutchinson and Waters, 1987, p. 72), and explained that the learner should be given the opportunity to reject or discuss the target goal until a common ground is reached, upon which, the debate moves to the route as well as the pace to be taken towards that goal.

In order to avoid suffering any allegations of neglect or underestimation of the target objectives' significance, they asserted that the learning journey is also subject to influence of those objectives, and reiterated that the learner is only one factor among many others that affect the conduct of the course, but a crucial factor nonetheless.

Longing for utter explicitness, and wishing to really drive home the point about the distinctness between the two similarly named approaches, Hutchinson and Waters (1987) declared that the main aim of their approach is to maximize learning, a claim that Dudley-Evans and St John (1998) authenticated by describing the approach as one that: "involves considering the process of learning

and student motivation very fully and working out exactly what is needed to enable students to reach the end target" (p. 26).

Once the comparison against the learner-centred approach was conquered, the previous approaches that forged the ESP rise were targeted next, in order to showcase one more time the superiority of the learning-centred approach. The investigators argued that the first three approaches were language-centred, and presented as supporting evidence the fact that these approaches base their course design solely on the target language performance, which forces the learner to adapt to the learning situation in the utmost rigid manners, a practice that the skills-centred approach, previously discussed under the term skills analysis approach, deemed insufficient as well as unsatisfactory, and sought to push the envelope by recognizing the skills that influence language performance, and have the course be based upon them.

While certainly an improvement, Hutchinson et and Waters (1987) maintained that the skills-centred approach did not do the learner justice, since it failed to incorporate him into its course design process, and settled for merely utilizing as well as treating him as a data collection tool that rapidly gets tossed once the data analysis is completed, leaving the course in its complete entirety to be solely decided by the emerging results.

Furthermore, they tackled the approach's most acclaimed feature, its prioritization of skills, referred to by them as the "mono-skill focus", and questioned its logical validity by inquiring whether the mastery of a skill, such as reading, can be bettered or accelerated by other skills, like writing, that enhance the learner's awareness of, and familiarity with, the various texts' structures.

The two researchers founded their criticism on the works of Stevick (1982), who assured that the richer the image, the easier it is to remember it, or at least most of it, and attempted to apply the same rationale to knowledge, by stating that

information acquired via a diversified set of skills is more likely to remain safely stored in the learner's memory.

Additionally, they were positive that a *"mono-skill focus"* would induce boredom among the learners, making the teachers' already complicated task of navigating their lessons, which by nature require repetition, while ensuring that the learner does not get bored, lose focus, or get demotivated, all the more complicated.

Nevertheless, the learning-centred approach did share two common traits with its predecessor, a sense of dissatisfaction towards the efforts made by the former approaches, the skills-centred one included, and a conviction that more could be done for the learning as well as for the learner, both of which, fuelled its endeavour to take things a tad further by suggesting that attention be granted to the process regarding how a competence is achieved, instead of the competence itself.

The innovative vision that the learning-centred approach was pushing for entailed a revised course design process, one that is negotiated as well as dynamic. Hutchinson and Waters (1987) believed that a proper process must be inclusive of all affected parties, and deplored the ongoing neglect of the course's sponsors during this vital stage, despite them being both the financial backbone of the course, and valuable informants about the target situation needs as well as the available educational resources.

Moreover, by granting the learner a chair at the negotiation table, the two pioneers had for the first time in ESP history allowed the learner to take a more active role in the decision process regarding the course content, which had as benefits the guarantee that he finds at least a considerable portion of the content to be relatable, a perk not to be overlooked as it ensures a steady flow of motivation, most of which is intrinsic, and the teacher's relief from being the sole provider of knowledge, since the learner was able, even welcomed, to suggest some of his own.

Therefore, the course design had become a balanced process of give and take, that relies on multiple determinants, and strives to achieve compromises, instead of being monopolized. As for the dynamic aspect, the aforementioned authors (1987) explained that due to the ever-changing learning needs, and the even more fluctuating educational means, a course design ought to constantly adapt and shift, thus, it "does not move in a linear fashion" (p. 74).

Given its importance, needs analysis was also heavily discussed by Hutchinson and Waters (1987), who recommended it as the initial stage for the course design, and depicted it as a continuous process that must be regularly monitored.

Concerning the practical implications, they urged ESP practitioners to use every viable data collection tool in their quiver to achieve the perfect coverage of the learners' needs, which, due to the research journey that Munby (1978) had indirectly incentivized, were classified into three categories, including the necessities, which refer to the language requirements of the target situation that the learner is expected to possess, the lacks, that represent the gaps between the necessities and the learner's present linguistic proficiency, and the wants, which are the learner's subjective linguistic ambitions.

Persuaded of the vital role that needs analysis plays in the conduct of a course, Hutchinson and Waters (1987) presented a diagram that marketed their approach's periodic monitoring of the learner's needs, regardless of their types, along with other influencing components, through a course design process that is based on "feedback channels", which act as a quality check feature by ensuring a continuous evaluation of the course's efficiency as well as versatility.

The gradual shift from the language-centred approaches to the learning-centred one, which enveloped a psycho-pedagogical awakening, numerous trials and errors, and enormous research efforts, marked ESP's maturation as a discipline as well as a practice, and while one can still occasionally notice a former approach

being used here and there, the learning-centred approach remains by far the most popular one.

1.4- ESP, a Working Definition

One would assume that the extensive research that focused on ESP would pan out a clear definition of what it really is, however, the numerous alterations that ESP underwent made it a complex multi-layered discipline that is extremely challenging to define, not that many scholars have not attempted. Inevitably, this resulted in a myriad of definitions, that concentrated on certain peculiar aspects of ESP over others, thus failing to offer the full picture.

Yassin (1999) discussed this herculean task that tormented his peers, and confirmed that "it would not be possible to give an accurate and precise definition of ESP as it is by its very nature an interdisciplinary area of enquiry" (p. 52). Not only did his keen observation held truth, since defining ESP would undoubtedly entail delving into its underlying, interconnected, and just as complex, disciplines as well as processes, it also fell in line with Robinson's (1991) conclusion that ESP "is an enterprise involving education, training, and practice, and drawing upon three major realms of knowledge: language, pedagogy, and the students' participants' specialist areas of interest" (p. 1).

Additionally, the faced complexity did not go unnoticed by Strevens (1980), who conceded that "a definition of ESP that is both simple and watertight is not easy to produce" (p. 109). That is why, those willing and daring to raise the challenge had to eventually resolve to shedding light on ESP's goal-driven nature, its dependency upon learners' needs analysis, or its key specificities.

The notion of ESP being purpose-guided has always, ever since the emergence of the discipline, sparked agreement among its scholars, yet, Robinson (1991) was the first to explicitly describe ESP as "goal-oriented". Her achievement however, did not overshadow Hutchinson and Waters' (1987) over-simplistic and

immensely popular catchphrase "tell me what you need English for, and I will tell what English you need" (p. 8), which perfectly summed up in laymen's terms how one's target goal can shape his learning path and ESP experience.

Anthony (1997) also pondered over the existential connection that his compeers reported between ESP and the end-goal while defining the former, and noted that: "some people described ESP as simply being the teaching of English for any purpose that could be specified. Others, however, were more precise describing it as the teaching of English for vocational or professional purposes" (pp. 9-10). The stage of ESP's development during which researchers were academically active had a discernible impact on their produced definitions as well.

Mackay and Mountford (1978) for instance, were among those characterized as precise by Anthony (1997), since they sustained that "ESP is generally used to refer to the teaching of English for a clearly utilitarian purpose" (p. 2), whether be it an academic, a vocational, or an occupational one. However, once they proceeded to elaborating their perspective of ESP, they represented it as "a restricted repertoire of words and expressions selected from the whole language because that restricted repertoire covers every requirement within a well defined context, task or vocation" (Mackay and Mountford, 1978, p. 4), thus showing clear signs of influence from the register analysis approach, and reducing the entire concept of ESP to a mere glossary.

Despite their allegiance to the debatable approach, the two scholars (1978) succeeded at escaping controversy, and reaching a common ground with fellow researchers, by suggesting that ESP be considered "not as an end in itself, but as an essential means to a clearly identifiable goal" (p. 92). This view of ESP as a means to an end was heavily defended by Robinson (1991), who insisted that learners who endeavour to study ESP are not motivated by an interest in the English language per se, but by a necessity to perform certain activities using it.

In the same vein, Basturkmen (2006), who shared a similar outlook, explained that *in* ESP*,* "language is learnt not for its own sake, or for the sake of gaining a general education, but to smooth the path to entry or greater linguistic efficiency in academic, professional or workplace environments" (p. 18), which further fortified Robinson's (1991) claim, and strengthened the image of ESP as the paver of the road towards academic elevation and professional prosperity.

The close-knit relationship between ESP practice and the students' learning motives was not lost on Hutchinson and Waters (1987) either, as they asserted that "ESP is an approach to language teaching in which all decisions as to content and method are based on the learner's reason for learning" (p. 19). Their premise was that the quest to answer the question regarding why the learner needs to learn a foreign language would lead to a plethora of veiled questions about the learners themselves, the nature of the target language, the given context, and many more significant variables that affect the course's success, which, according to Robinson's (1980) words, is measured in terms of the "successful performance of occupational or educational roles" (p. 13) by the learners.

The primacy of needs analysis for the ESP process made incorporating it in ESP definitions too tempting for researchers to ignore. Dudley-Evans and St John (1998) for example, opted to at least scratch the surface of this bond by simply stating that "ESP is designed to meet specific needs of the learner" (p. 4), while others deemed imperative to explore it thoroughly, and make it an integral part of their descriptions of the discipline, however, as it was only befitting, the most extensive definition to reference needs analysis was produced by that who resuscitated it after decades of negligence, Munby (1978).

The scholar clarified that "ESP courses are those where the syllabus and materials are determined in all essentials by the prior analysis of the communication needs of the learners" (p. 2). His elucidation was later on seconded by Paltridge and Starfield (2014), who affirmed that a recognizable

feature of ESP courses is their strife to tailor their content and objectives based on the learners' specific needs.

Praised by Harding (2007) as "the language for getting things done" (p. 6), ESP has its fair share of peculiarities that scholars capitalized on to offer alternative conceptualizations than their peers', all while educating and enlightening the general public about the uniqueness of ESP. For instance, the rise in availability of ESP course books which were, most of the time, falsely advertised for their prowess at satisfying the learning needs of a wide range of learners who share the same profession, despite the inexcusable absence of any needs analysis, and the presence of a less than satisfactory curriculum that was way more generic than specific, generated the misconception that ESP is a product.

Hutchinson and Waters (1987) on the other hand, dismissed this fallacy by emphasizing that ESP should be regarded "as an approach not as a product", before explicating that "ESP is not a particular kind of language or methodology, nor does it consist of a particular type of teaching material" (p. 19). To their delight, their stand was subsequently reinforced by Dudley-Evans and St John (1998), who declared that ESP "makes use of the underlying methodology and activities of the discipline it serves" (p. 4).

Nevertheless, in spite of the abundance and diversity of the provided definitions, some scholars were still burdened by a sense of incompletion regarding their mission to define ESP, which incited them to investigate related concepts as well as topics, such as its characteristics, its typology, its distinction from general English, its objectives, and its process.

1.5- ESP Characteristics

Branches of knowledge are commonly discerned by their proprietary traits, and ESP's key features, in particular, represented a golden opportunity, and a fertile land, for scholars who craved an innovative as well as unorthodox way to fill the informational gaps left by their peers while attempting to define it.

1.5.1- According to Strevens (1988)

Strevens (1988:1) made the first to make a move by suggesting a set of four absolute and two variable characteristics of ESP.

a- Absolute Characteristics:
1- Designed to meet specific needs of the learner.
2- Related in content (i.e., in its themes and topics) to particular disciplines, occupations, and activities.
3- Centred on the language appropriate to those activities, in syntax, lexis, discourse, semantics, etc., and analysis of this discourse.
4- In contrast with General English.

b- Variable Characteristics:
1- Restricted to the language skills to be learned (e.g., reading only).
2- Not taught according to any pre-ordained methodology.

Examining the highlighted features, one quickly comes to the realization that Strevens' first absolute characteristic was a clear reference to the previously discussed significance of needs analysis to the ESP practice. Belcher (2004) also stressed this point by calling attention to how ESP pedagogy is distinctive in the sense that it encourages, nearly mandates, its practitioners to base their needs evaluation on empirically gathered information about the learners, in order to ensure that the developed teaching materials be target-specific, and enhance their adaptability to the foreign subject matter as well as the peculiar language use

specific to that subject matter, since teachers who master both English and another field of study are a rarity.

The second absolute feature on the other hand, shed light on ESP's pursuit of authenticity and its efforts to provide relatable content for the learner, one that neither distances him from his professional or academic habitat, nor forces on him unrealistic simulated situations that are disconnected from any occupational, vocational, or educational reality. ESP's use of discourse analysis to reveal the linguistic aspects particular to the discipline with which it is associated was covered by the third absolute characteristic.

The fourth and last absolute characteristic epitomized the heated debate surrounding the difference between General English and ESP, with some partisans discussing the width of the pedagogical gap between the two practices, while others expressing their scepticism regarding even the existence of such void.

On the other side of the coin, the variable characteristics were far from being controversy-free, as Stevens' first claimed feature, which plainly exposed a bias towards the mono-skill focus that the skills-centred approach advocated for under its skills' prioritization premise, put him at odds against other scholars, such as Hutchinson and Waters (1987) to name but a few, who voiced their disagreement with this mindset.

Conversely, the second variable characteristic was in accordance with Hutchinson and Waters' (1987) formerly mentioned statement, which confirmed that ESP is not methodologically bound.

1.5.2- According to Dudley-Evans and St John (1998)

The Polemical notions put aside, Strevens' set of characteristics received ample credit for being the first in the field, and even more for serving as an inspiring muse for Dudley-Evans and St John's (1998:4) own bundle, deemed by many as more polished, and better worded. They argued that ESP always demonstrates the

following absolute characteristics, and may at times be observed exhibiting the following variable characteristics.

a- Absolute Characteristics:

1- ESP is defined to meet specific needs of the learners

2- ESP makes use of underlying methodology and activities of the discipline it serves

3- ESP is centred on the language (grammar, lexis, register), skills, discourse, and genre appropriate to these activities.

b- Variable Characteristics:

1- ESP may be related to or designed for specific disciplines

2- ESP may use, in specific teaching situations, a different methodology from that of General English

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

4- ESP is generally designed for intermediate or advanced students; Most ESP courses assume some basic knowledge of the language systems, but it can be used with beginners.

A juxtaposition of Dudley-Evans and St John's (1998) version of the characteristics with that of Strevens would be asymmetrical, due to the fact that the former scholars opted for a combination of three absolute and four variable characteristics, whereas the latter chose one of four absolute and two variable features.

The disproportion also made evident that in the midst of being influenced by their peer's scientific creation, the two men of science made the decision to adopt, reword, and part ways with some of his characteristics, in addition to adding a few of their own. Concerning the absolute features, Stevens' first characteristic was not altered, neither in form, nor in content.

His second absolute feature on the other hand, was merged in meaning with his second variable characteristic to form the new, updated, and more extensive, second absolute feature. The idea expressed via the third absolute characteristic was Strevens' wrapped in a slightly different phrasing.

The argument that ESP is in constant contrast with General English did not hold water in the eyes of Dudley-Evans and St John (1998), who refrained from including it in their final list of absolute characteristics, and thought wise to instead recycle its core notion into a variable characteristic, the second one to be more precise.

Apropos the variable characteristics, Strevens' first variable feature also did not make the cut, which implies that Dudley-Evans and St John, despite being famed proponents of the skills-centred approach, considered ESP's mono-skill focus to be more irregular and context-dependent than consistent. As a substitute, they resolved to dedicating their first slot to point out how certain types of ESP are more suitable for some disciplines than others.

The third variable characteristic captured ESP's tendency to target adult learners at a much higher rate than their young counterparts, justified by the former ones' superior cognitive maturity, and sharper awareness of their learning needs.

Throwing more light on the ESP learner, the fourth, and last, variable characteristic mirrored ESP's frequent preference for the intermediate and advanced students over the beginner ones, a penchant rationalized by its ambition to finetune and push, as far as possible, the learners' already existent as well as solid linguistic skills. This by no means insinuates that an extensive, well-rounded, and meticulously designed ESP course is not capable of achieving a similar objective with novice learners.

1.5.3- According to Basturkmen (2010)

Dudley-Evans and St John's (1998) set of characteristics gained widespread popularity within the ESP milieu, which might have overshadowed the valuable contribution made by Basturkmen (2010), who, spurred by a similar interest in the peculiarities of ESP, produced a list of absolute and variable features, which she classified under the umbrella terms "ESP constants" and "ESP variability". Even though her addition did not attain the renown of her peers', it is still worth mentioning.

a- ESP Constants:

1- ESP almost invariably involves discussion of learners' needs and viewing learners primarily in work and study-related roles.

2- ESP courses of necessity require a narrowing down of language and skills that are to be taught.

3- ESP courses almost inevitably make use of texts and draw on descriptions of language use and communication from the target communities of practice and discipline.

b- ESP Variability stems from**:**

1- The range of areas for which ESP courses are developed. These range from the relatively general (for example, academic English writing courses) to the highly specific (for example, English for hotel receptionists).

2- The differing relationships ESP learners have with their target community of practice.

3- The differences in how familiar ESP teachers are with the target disciplines, professions and vocations and their specialist discourse.

1.6- Types of ESP

During its rapid rise in popularity, ESP was compelled to branch out in order to keep up with the increasing demand for it to linguistically profile as many

disciplines as possible, which had as a result the emergence of numerous sub-branches, so many that scholars felt imperative to classify them as they saw fit. While not the first, Hutchinson and Waters had the merit of generating the most renowned typology of ESP. In 1987, they presented the "tree of ELT", a graphic representation which suggested that the necessity for language teaching in general, and English Language Teaching (ELT) in particular, is rooted in people's need to learn and communicate in a specific language.

According to the tree, ELT is divided into English as a Mother Tongue (EMT), which mainly concerns native speakers of English, English as a Foreign Language (EFL), and English as a Second Language (ESL). To preserve aesthetics, the two researchers focused entirely on mapping out the sub-branches of EFL, but assured via a side note that classifying ESL would produce the same set of sub-divisions. They reported that dissecting EFL, reveals the existence of two major sub-branches, General English (GE) and ESP.

The former sub-division was described as merely the type of English that "is usually studied for exam purposes" (Hutchinson and Water, 1987, p. 17), and which extends from primary to tertiary school in case of the United States. As for the latter one, the authors portrayed it in a more favourable light, and believed it forks into three principal sub-branches, namely, English for Science and Technology (EST), English for Business and Economics (EBE), and English for Social Sciences (ESS), every one of which, diverges into two sub-branches, an English for Academic Purposes (EAP) one, and an English for Occupational Purposes (EOP) one.

English for Medical Studies

English for Technicians

English for Economics

English for Secretaries

English for Psychology

English for Teaching

English for Occupational Purposes (EOP)

English for Academic Purposes (EAP)

English for Science and Technology (EST)

EOP

EAP

EAP Courses often have a study skills component

EOP is also known as EVP (English for Vocational Purposes) and VESL (Vocational English as a Second Language)

EOP

EAP

English for Business and Economics (EBE)

English for Social Sciences (ESS)

English for Specific Purposes (ESP)

GE is usually studied for exam purposes

Adult

Tertiary

Secondary (US High School)

Primary

General English (GE)

various branches

English as a Foreign Language (EFL)

ESL can be divided in the same way as EFL

English as a Mother Tongue (EMT)

English as a Second Language (ESL)

English Language Teaching (ELT)

In American ELT the dominant branch is ESL

Language Teaching

LEARNING

COMMUNICATION

Figure 1.1 Hutchinson and Waters' (1987:17) classification of ESP

Hutchinson and Waters (1987) were extremely successful at convincing the majority of the ESP community into adopting their classification of ESP, but were

less so in their endeavours to clarify the ambiguous distinction between EAP and EOP, a shortcoming they justified by arguing that "people can work and study simultaneously; it is also likely that in many cases the language learnt for immediate use in a study environment will be used later when the student takes up, or returns to, a job" (p. 16), thus pointing out the learner's shift from academic to professional life, whether eventual or concurrent, as the main impediment obstructing the understanding of this difference.

This vindication did not dissuade other academics from rushing to the opportunity to investigate this dissimilarity in an attempt to put an end to the confusion surrounding it. Kennedy and Bolitho (1984) for example, noticed that: "EAP is taught generally within educational institutions to students needing English in their studies" (p. 4), an observation that concurred with that of Hutchinson and Waters (1987), subtly conveyed via a marginal remark, which hinted that: "EAP courses often have a study skills component" (p. 16).

Both statements consolidated the idea that EAP typically serves as a medium to explore other disciplines, which makes it ideal for academically inclined individuals, who are interested in the consumption and/or production of scientific knowledge.

Thorough, Kennedy and Bolitho (1984) scrutinized EOP as well, and noted that it "is taught in a situation in which learners need to use English as part of their work or profession" (p. 4), which basically echoed Munby's (1978) assertion that EOP is best suited "where the participant needs English to perform all or part of his occupational duties" (p. 55).

Dudley-Evans and St John (1998) also took an interest in the matter, and preferred to focus their attention on highlighting EOP's wide scope, which they confirmed covered "professional purposes in administration, medicine, law and business and vocational purposes for non-professionals in work or pre-work situations" (p. 7).

As a result of their investigative efforts, the aforementioned researchers succeeded at revealing how EOP acts as a means to prepare as well as groom individuals for the professional world, and allow those already in it to remain professionally relevant, active, and productive. Not only that, but by arriving to this conclusion, they had also brought the comparison between EAP and EOP to an end, designating the difference in terms of the target audience as the main variation differentiating the one from the other.

David Carter (1983) was also invested in the quest for the categorization of ESP, and was persuaded that it envelops three main sub-types, namely, English as a restricted language, English for Academic and Occupational purposes, and English with specific topics.

The first sub-category, English as a restricted language, was in fact first identified and examined by Mackay and Mountford (1978), who took the language of international air-traffic controllers and that of air-hostesses as examples of restricted languages, and unveiled the limited nature as well as the predictability of the linguistic repertoires that characterize those languages, which they attributed to the finite number of plausible situations and interactions that an air-traffic controller or air-hostess may be subjected to. In light of their findings, they deemed necessary to point out that due to the speakers' inability to communicate, comfortably, and more importantly, effectively, outside the realm of the contextually possible scenarios, this type of languages cannot be considered as a language per se.

As for Carter's decision to subsume both EOP and EAP under the second sub-type, many assumed it to be his shrewd way of circumventing the burden and complexity of elucidating the difference between the two, which his peers, Hutchinson and Waters (1987), eventually struggled with.

Apropos the third sub-category, English with specific topics, Carter claimed it was unique for its focus on the topic instead of the purpose, and for its aim at

future-proofing the learners' needs. To elucidate his compeer's point, Gatehouse (2001) referred to the mandatory or facultative English courses that science students undertake in anticipation of their postgraduate reading needs, or to prepare themselves for a career at a foreign establishment.

It should be stated that many critics disputed this concept, maintaining that the prediction, based on needs analysis, of the learners' potential needs represents an integral part of the ESP practice, one that does not change from a course to another, let alone from a type to another, thus questioning the existence of such type.

As the typologies grew in number, emerged a tendency to design them around specific themes. Robinson (1991) for instance, opted for a chronological classification. She separated ESP into EOP, English for Educational Purposes (EEP), and EAP, with the latter two sharing the same category. EOP was further divided, according to when the courses took place vis-à-vis the learner's professional path, into pre-experience, in-service or simultaneous, and post-experience sub-branches.

EEP and EAP on the other hand, were split into two chief sub-categories, namely, English for study in specific discipline, and English as a school subject. The former sub-branch, which bears conceptual resemblance with Hutchinson and Water's (1987) EAP given that it, too, revolves around the use of English for the exploration of other disciplines, was classified following a similar categorization logic to that applied to EOP, by relying on the chronological occurrence of the courses in relation to the study of the specific discipline. This resulted in the rise of three sub-types, including pre-study, in-study, and post-study.

Unlike its typological counterpart, the latter sub-branch, English as a school subject, was categorized in a more traditional manner into independent and integrated sub-categories, according to the language's connection, or lack of, with the other taught disciplines, and with no regard to the courses' chronology. The

courses that fall under the independent sub-category are discernible through the pristine importance they grant to the English language as the main and sole studied subject, whereas those that fit under the integrated sub-category are spotted via the auxiliary connection that binds English to other school subjects, where it is often the language of instruction, which is generally the case when teaching scientific subjects.
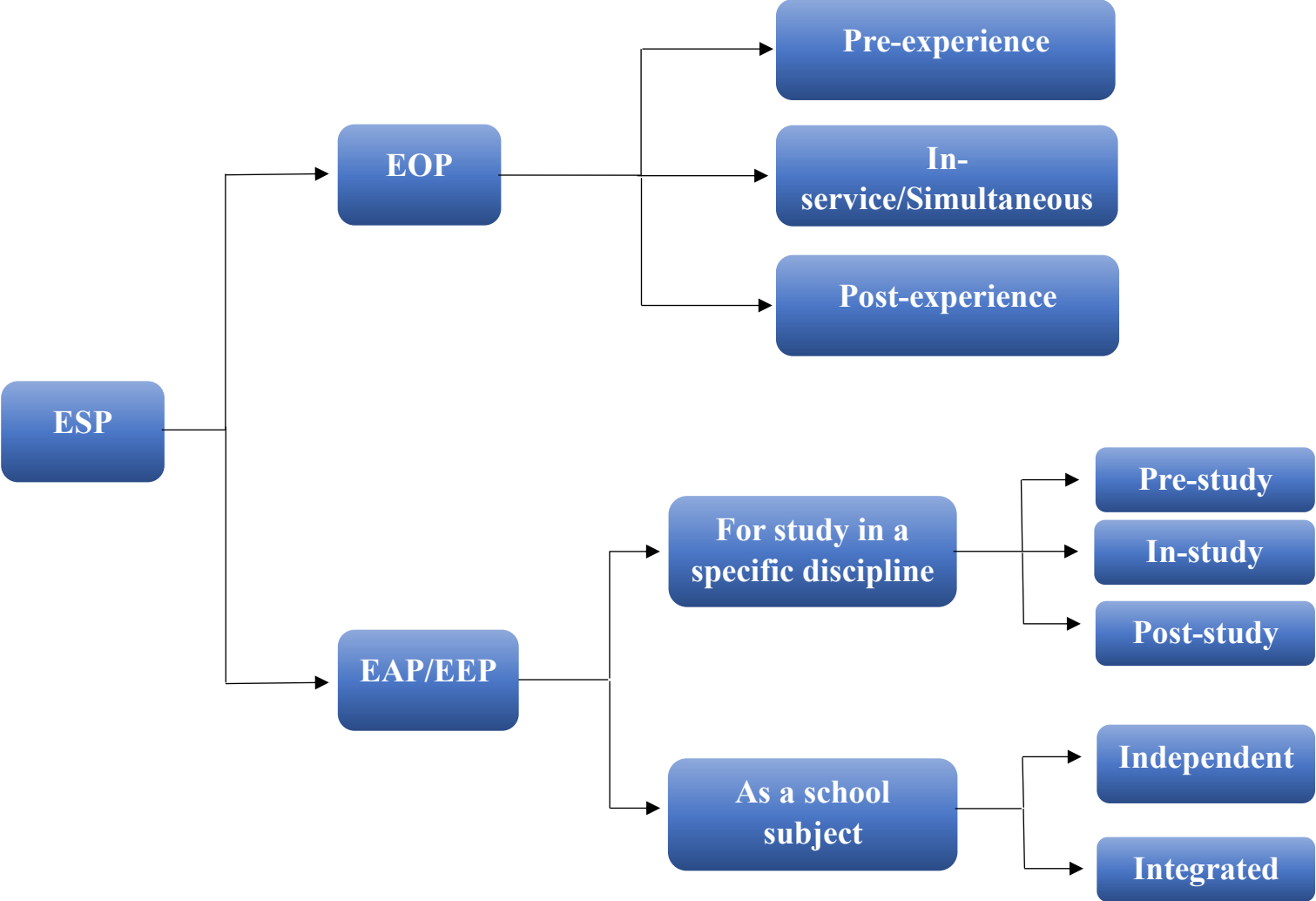
Figure 1.2 Robinson's (1991) classification of ESP

It is neither preposterous, nor far-fetched, to think of Robinson's (1991) classification as a more elaborate version of the one produced by Kennedy and Bolitho (1984), in light of the undeniable similarity between the two. Both categorizations fundamentally share the same layout, except for Kennedy and

Bolitho's disregard of EEP and its affiliation with EAP, their preference for the term "discipline-based", and their abstinence from, or neglect to, include a "post-study" sub-branch.
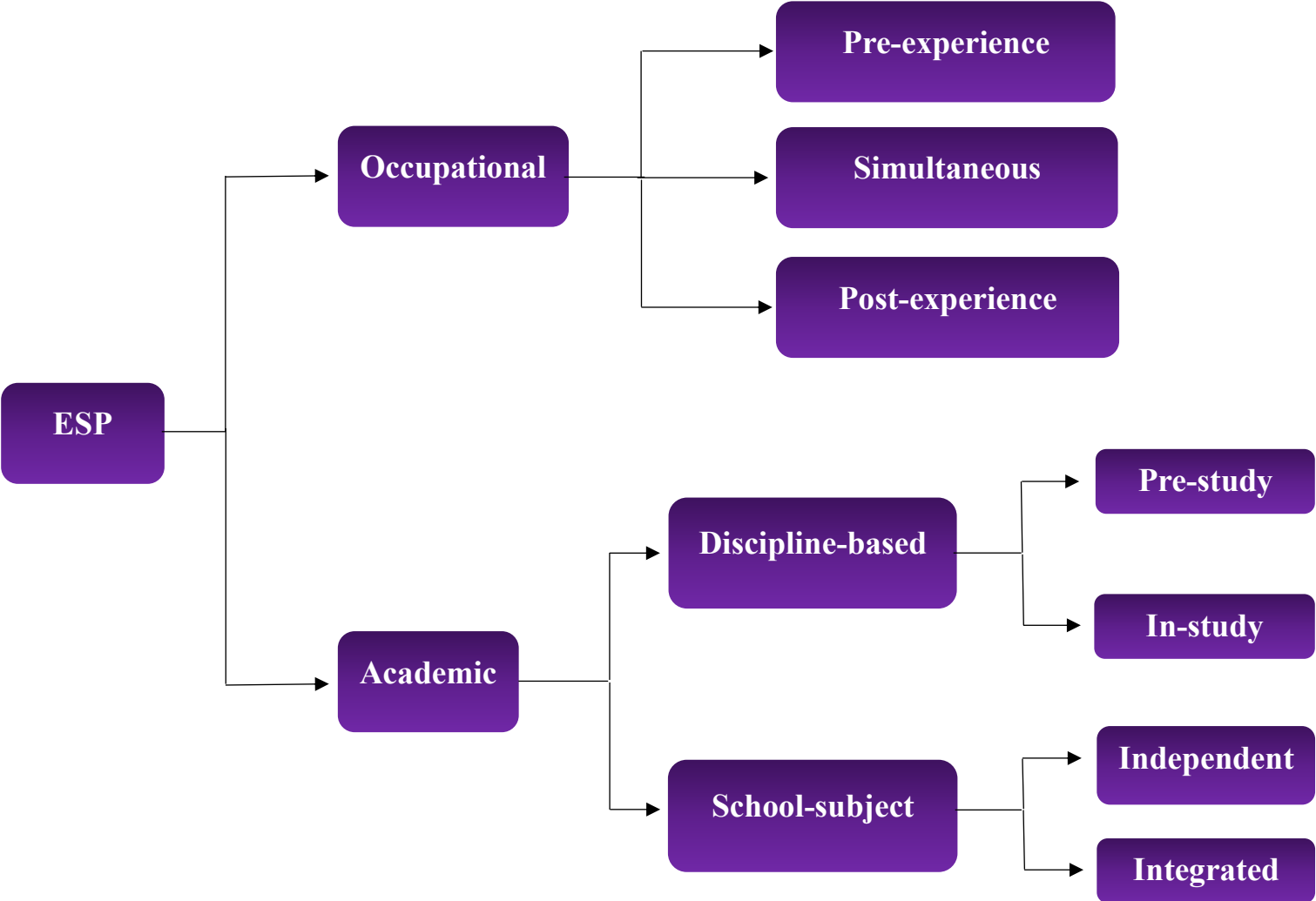
Figure 1.3 Kennedy and Bolitho's (1984) classification of ESP

Continuing the trend established by their peers in general, and Robinson (1991) in particular, Dudley-Evans and St John (1998) opted for a thematic assortment based around "professional areas". They followed most of their compeers' line of thoughts, and classified ESP into two principal sub-divisions, EAP and EOP, with the former one branching out to four sub-branches, English for (Academic) Science and Technology (EST), English for (Academic) Medical Purposes (EMP), English for (Academic) Legal Purposes (ELP), and English for

Management, Finances and Economics. As for the latter sub-division, they categorized it into two sub-categories, one of which, English for Professional Purposes, was divided into English for Medical Purposes, and English for Business Purposes, whereas the other one, English for Vocational Purposes, was sorted into Pre-vocational English, and Vocational English.

The scholars defended their peculiar and unconventional view of English for Business Purposes as a derivative of EOP by arguing that "a business purpose is, however, an occupational purpose, so it is logical to see it as part of EOP" (Dudley-Evans and St John, 1998, p. 7). They were also aware of the unfamiliarity of many with the terms "pre-vocational" and "vocational" English, given their unprecedented use, and thought crucial to elaborate by explaining that pre-vocational English focuses on prepping individuals desirous of entering or re-entering the professional world for job hunting, applications, and interviews, while vocational English embodies the language of instruction utilized throughout the training necessary to practice specific trades and crafts.

For a conclusion, the researchers insisted on pointing out that the choice made by them, as well as many of their fellow investigators, to use trees as representations of their classifications of ESP comes with its drawbacks, as they are bound to fail at portraying "the essentially fluid nature of the various types" (Dudley-Evans and St John, 1998, p. 7), which can be noticed to a degree or another via their overlap with General English.

Figure 1.4 Dudley-Evans and St John's (1998) classification of ESP

Many classifications down the road, and having done their share and more in classifying ESP, most scholars turned their heads towards the difference, or lack of, between ESP and General English as the next step in their explorative journey of ESP, the most complex one so far.

1.7- ESP vs GE

A recurrent, nearly unavoidable, topic in most conversations surrounding the uniqueness of ESP is its difference with GE. The shared roots between the two disciplines, which trace back to ELT, piqued the interest of many researchers who wondered where does GE end and ESP begin, and how can one differentiate the one from the other. Their investigations revealed that the dissimilarities lie mainly in the learner himself, the aim of the courses, and the used approach.

The decisive role that the learner can play in discerning ESP from GE was perfectly captured by Hutchinson and Waters (1987), who argued that: "what distinguishes ESP from General English is not the existence of a need as such but rather the awareness of the need" (p. 53), thus praising the ESP learner for having

a higher sense of awareness regarding his learning needs than his GE counterpart. Additionally, and according to Dudley-Evans and St John's (1998) ESP characteristics, a typical ESP learner is an adult who possesses an intermediate or advanced level in the English language, or is at least well familiar with the language's basics.

The same cannot be said about GE learners, as the discipline is taught to a wide variety of pupils across the educational spectrum, who range in terms of language proficiency from beginners to advanced. This generally causes GE classrooms to be unbalanced, and puts them at a great disadvantage when compared to ESP classrooms, which are renowned for categorizing and matching students according to their level of mastery of the language, in order to ensure a harmonious and equitable learning experience.

Basturkmen (2006:9) on the other hand, had her attention directed towards another major point of comparison, the main aims and goals behind each discipline. She claimed that:

> whereas General English language teaching tends to set out from point A toward an often pretty indeterminate destination, setting sail through largely uncharted waters, ESP aims to speed learners through a known destination. The emphasis in ESP on going from A to B in the most time- and energy-efficient manner can lead to the view that ESP is an essentially practical endeavour (p. 9).

One must bear in mind that ESP's penchant for both practicality as well as efficiency, and GE's tendency for linguistic exploration, directly impact, in many ways, the courses' contents. Hutchinson et al (1987) were convinced of the superiority of ESP's courses' contents in terms of relatability, which they attributed, once again, to the consciousness about the needs common among the learners, teachers, and sponsors.

According to Keller's (1987) popular ARCS motivation model, which stands for Attention, Relevance, Confidence, and Satisfaction, the more relatable and relevant learners find a content, the more motivated and invested they are in the course, which explains why ESP learners are often thought of as more driven than GE learners, who are, in the majority of cases, merely and solely incentivized by their desire to pass their exams.

Robinson (1980) was also intrigued by the ESP and GE dichotomy in general, and by the dissimilarity in terms of aims and contents in particular, which incited her to state that: "the general with which we are contrasting the specific is that of general education for life, culture and literature oriented language course in which the language itself is the subject matter and the purpose of the course" (p. 6). Her contribution was valuable in the sense that it pinpointed the language as the end goal for GE courses, and shed light on how GE considers learning English to be a bundle experience, that not only entails acquiring the language itself, but also discovering the culture that produced as well as shaped that language, and delving into the literature produced using that language. Such comprehensiveness allows GE to prepare its learners for a broad gamut of potential situations, much broader than its counterpart.

As for ESP, Robinson put forward that its students learn English "en route to the acquisition of some quite different body of knowledge and set of skills" (Robinson, 1980, p. 6), further reinforcing the validity of her ESP classification, as well as many of her compeers', which suggested that ESP courses simply act as a stepping stone for learners who seek an academic or an occupational purpose, and therefore are facilitators towards a goal, instead of being the goal.

Given the narrower pursued purposes, the scope of the covered plausible situations is far more limited in comparison with that of GE, which may result in ESP learners excelling at those specific scenarios, as they would be overfamiliar and comfortable with them, but may also very well cause them to be befuddled

53

once outside that comfort zone and faced with unprecedented or uncovered circumstances, and negatively impact their performance compared to GE learners'.

Swayed by Robinson's (1980) perspective, Widdowson (1983), quoted in White (1988), subsequently adopted a similar view, which endorsed her opinion of education being the focal point of GE, and explicitly designated training as ESP's centre of attention. The aspired objective significantly dictates both the intensity and the time-requirement of the courses, and the divergence of interest between ESP and GE gives an explanation as to why ESP's courses are typically much shorter and more intensive than GE's courses, which ordinarily span across several months, even years, offering the learner a more extensive, at-ease learning experience.

Aside from the learners' consciousness or obliviousness in regards to their needs, Hutchinson and Waters (1987) had their eyes fixed on another, arguably more important, difference, the followed approach. Their argument that ESP and GE were theoretically similar and practically different was positively received by the ESP community, as it accurately contrasted the two ELT sub-branches. Holme (1996), who, unlike many of his peers, was more focused on the points of resemblance than those of peculiarity, asserted that "one cannot simply hack off pieces of a language or of skills and then expect them to exist independently of anything else. Every discipline refers to others and each draws on the same reservoir of language" (p. 3). His statement highlighted the mutual linguistic repertoire as the bond forever connecting the two disciplines, and ensuring their coexistence.

Practicality however, is evidently where the gap between ESP and GE is most noticeable, since ESP adheres to the learning-centred approach, both generated and promoted by Hutchinson and Waters (1987), which revolves, as previously

discussed, around improving the learning experience by largely relying on the learner's needs, meticulously identified via the process of needs analysis.

GE on the other hand, adopts the language-centred approach, which, as its name indicates, concentrates on language acquisition, and prioritizes it over the learner's needs, so much so that the latter ones are absolutely neglected, and needs analysis utterly inexistent.

In an attempt to sum up and combine the differentiating elements exposed by him as well as other researchers, Widdowson (1983), quoted in Popescu (2010), established a set of three distinct GE features and four unique ESP characteristics, which he believed, if comparatively analysed, could facilitate distinguishing one discipline from the other.

The first comparative characteristic was in fact a reiteration of his own findings, as it concerned the difference in terms of focus, with GE's being education-oriented, while ESP's being training-oriented. The second contrastive feature related to the proposed contents, which Widdowson deemed difficult to select in GE's case, given the unpredictability of the learners' future needs, and easy to choose in ESP's case, since English is intended to be used in specific vocational contexts.

Subtly presented as a recommendation, the third characteristic expanded upon the previous one, and enveloped a call for both GE's and ESP's contents to possess a high surrender value, especially the latter one's, which were requested to demonstrate relevance to the vocational context as well. The phrase "high surrender value", exotic to the ELT community, was borrowed by Widdowson from the life insurance policy salesmen's lingo, where it encapsulates how a life insurance policy is worth very little if cashed out by the policyholder in case of the insured's death, or if surrendered, meaning liquidated, by the insured, in case he/she decided to opt out of the insurance, shortly after the purchasing date, and

how holding on to it for many years causes its value to not only match, but also surpass its purchase price.

Its intended use was to describe courses' contents which impart concepts that remain useful in practical situations years after the course is finished, or even if the learner withdraws before the course is concluded, such as the ability to ask for directions, book hotel rooms, or order at a restaurant. Therefore, the more practical a course's content is, the higher its surrender value.

The fourth and last feature, an ESP exclusive, implied that the discipline's aim may be to create a restricted English competence, which brought to mind another divergence between GE and ESP, the assessment. Despite the fact that both disciplines make use of the same array of assessment tools to evaluate as well as to ensure the learners' understanding of what was taught, there is still a difference to be made regarding real-life feedback, which is more imminent in the ESP learner's case than the GE learner's, as the former's linguistic competence is often immediately put to the test in an academic or professional setting following the course's completion. This is contrary to the latter one's language proficiency which may very well go on for years after the course's end without being assessed through, or even being put to use in, real life situations.

An avid supporter of ESP, Strevens (1988), quoted by Dudley-Evans and St John (1998), expressed his confidence that there are four advantages to ESP courses over the GE ones, including a better time-efficiency due to the focus on the learner's needs, more relevance to the students, a greater success at imparting learning, and a superior cost-effectiveness.

Mindful of the vagueness that still loomed around the ESP and GE dichotomy in spite of their peers' enlightening efforts, Dudley-Evans and St John (1998) proposed their continuum of ELT courses, based on which, a course could be assigned to one of five positions ranging from General to Specific, according to its degree of specificity. Their contribution put an end to quest to understand the

difference between ESP and GE, and gave rise to another inquiry about ESP's objectives.
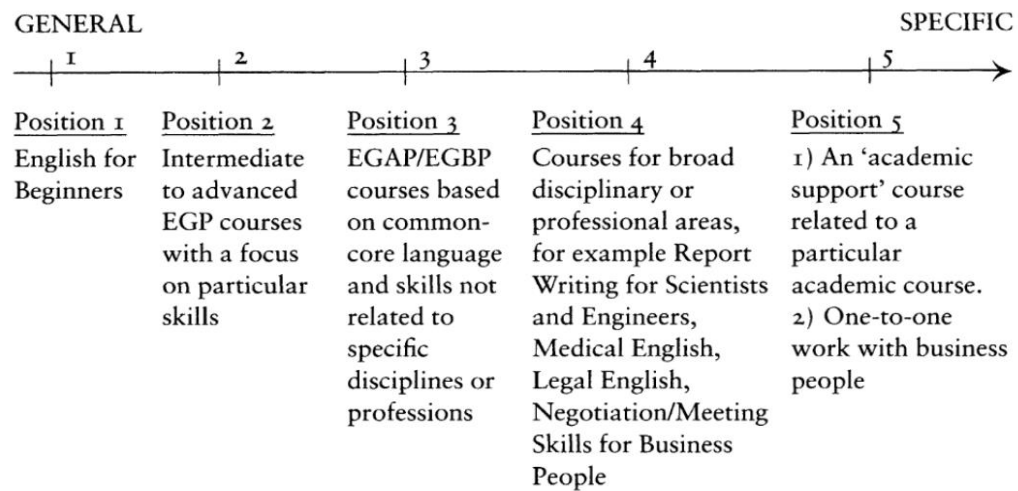
Figure 1.5 Dudley-Evans and St John's (1998:9) continuum of ELT courses

1.8- The Objectives of ESP

The scant attention that the ESP's objectives were granted as part of the comparison between ESP and GE was considered both insufficient and a missed opportunity by Basturkmen (2006:133), who believed in the necessity to further explore the aims behind the discipline in order to better understand it. Her findings revealed the existence of five main objectives, which she listed as follows:

1- To reveal subject-specific language use
2- To develop target performance competencies
3- To teach underlying knowledge
4- To develop strategic competence
5- To foster critical awareness

1.8.1- Revealing Subject-Specific Language Use

In an orderly, meticulous fashion, Basturkmen (2006) proceeded to elucidate the concepts, research, and applications related to each of the abovementioned objectives, starting with the first one, which, she explained, required illustrating to the learners how the language is utilized in the target context, and enlightening them with research-proven knowledge about that use.

As for the practical side, she suggested abiding by Bhatia's (1982) recommendation that teachers refrain from bluntly exposing the learners to that factual knowledge, and to instead break down sample or model texts in a manner that highlights the structural specificities of the discipline's texts, thus favouring induction over deduction.

1.8.2- Developing Target Performance Competencies

The second objective on the other hand, was categorized by the scholar as a proficiency objective based on Stern's (1992) classification of language education objectives, since "teaching oriented towards this objective presents language operationally in terms of what people do with language and the skills they need to it." (Basturkmen, 2006, p. 135).

To put it differently, the aim is to recognize and promote the linguistic concepts as well as skills, otherwise referred to as the competencies, necessary to function in the target setting, which, as heavily stressed by Basturkmen, can never be achieved without a needs analysis, as the target competencies need to first be identified before being developed.

The researcher also proposed that the selected competencies be divided into "micro skills and more specific competencies" (Basturkmen, 2006, p. 135), to make cultivating them more manageable, and the objective more realizable. In terms of practicality, she turned the attention to Ball (1994), who examined a three-days ESP course that the British council designed to train bank tellers in an

undisclosed Arabic-speaking country to cater to the financial needs of non-Arabic speaking clients, especially those related to currency transfers.

To this end, the course focused mainly on enhancing two essential skills, obtaining the necessary information from the customers to conduct the requested financial procedures, and using English to generate foreign currency drafts, both of which entailed adopting a variety of teaching activities that ranged from asking questions to role-playing. The efficiency and success rate of the course were evaluated based on the trainees' ability to autonomously see a foreign currency transfer through.

1.8.3- Teaching Underlying Knowledge

A cultural knowledge objective by Stern's (1992) standards, the third objective seeks, according to Basturkmen (2006), to broaden the learner's learning scope beyond the linguistic skills, to absorb work and discipline related knowledge as well.

Douglas (2000), whom the author cited for argumentative reasons, was persuaded that, solely, the linguistic knowledge was not enough to adequately perform in the target situations, and that "specific-purpose language ability results from interaction between specific-purpose background knowledge and language ability" (Basturkmen, 2006, p. 137). This need to build up background knowledge was deemed more pressing by Basturkmen when dealing with pre-experienced learners, who are put at a disadvantage by their unfamiliarity with the "target workplaces and disciplines" (Basturkmen, 2006, p. 137).

Partly revealing the inspiration behind the wording of the objective, and adding validity to her point of view, the researcher invoked Hutchinson and Waters' (1987) use of the term "underlying competencies", which she asserted encompasses the "disciplinary concepts from the students' field of study" (Basturkmen, 2006, p. 137), as part of their argument that "ESP should focus on

developing students' knowledge of these disciplinary concepts as well as their language skills" (Basturkmen, 2006, p. 137).

Despite the renown of Hutchinson and Waters (1987), Basturkmen (2006) still felt the necessity to draw in support from another like-minded peer to drive the point home, and fittingly chose Hirvela (1997), who claimed the existence of an "invisible discourse" among discourse communities, mistakenly overlooked by ESP for the sake of surface specificities, and defined by Basturkmen (2006) as "the ways of thinking and frames of reference" (p. 137). These latter ones, in spite of being underlying the target discourse, were relevant in the eyes of Basturkmen (2006), who emphasized their vitality for the production as well as the comprehension of the discourse, hence the exigency to acquaint and familiarize the learners with them.

For practical guidance, a cross-cultural research that caught the interest of Gimenez (2001) for its focus on the negotiation techniques employed by business negotiators from different countries during international negotiations was put forward. The study revealed a divergence of strategies among the monitored subjects, which was attributed to the different cultural backgrounds.

The Iranian negotiators for instance, were reported to have a unique tendency to draw attention to the extra benefits that the buyer may receive from the deal as a compensation technique for their shortage of selling power. This caused Gimenez (2001) to come to the realization of the utter futility of language instruction for Business English learners when not combined with "an exploration of the status-bound behaviour of negotiators (whether buyer or sellers)" (Basturkmen, 2006, p. 138), and the utilization of role-playing activities revolving around the theme of negotiations "as a basis for discussion on cultural differences in strategy choice" (Basturkmen, 2006, p. 138).

Hutchinson and Waters (1985) were also favourably mentioned as exemplary figures for their devotion to the enrichment of the disciples' background

knowledge, whether cultural or conceptual, made evident by their simultaneous teaching of language and knowledge regarding pump systems to foreign engineering learners at a United Kingdom university as part of an ESP course they conducted.

1.8.4- Developing Strategic Competence

The fourth objective, classified by Basturkmen (2006) as a linguistic knowledge objective according to Stern's (1992) categorization, centred around a concept produced by Douglas (2000) in the course of developing his threefold model of specific-purpose language ability, which consisted of language knowledge, background knowledge, and strategic competence.

This competence was described by its coiner as a "mediator" between the target context and the linguistic as well as background knowledge both gathered as a result of the fulfilment of the previous objectives, and required to handle the communicative scenario at hand.

Following the same line of thoughts as her compeer, Basturkmen (2006) explicated that: "strategic competence is the link between context of situation and language knowledge and can be defined as the means that enables language knowledge and content knowledge to be used in communication" (p. 139). In addition, she reiterated her belief that an ESP teacher should by no means claim to be a "knower" about the learners' specialty field as more often than not, and especially when dealing with professionally or academically experienced learners, their knowledge regarding the field would supersede his/hers.

In that regard, Dudley-Evans and St John (1998) saw in this knowledge imbalance an opportunity rather than an impediment for language acquisition, and echoed Basturkmen's view by arguing that learners bear a conscious yet often taken for granted knowledge about their domain of speciality and the communicative customs governing it. They insisted that it is the ESP teacher's

duty to increase the learners' "conscious awareness" of this particular knowledge in order for them to take command of it, and deliberately use it for whatever communicative purposes they desire. Their call for the teachers to take on this responsibility fell perfectly in line with the objective, which Basturmen (2006) summed up as the endeavours to surface the learners' covert knowledge by subjecting them to a range of favourable circumstances that would allow them to concretize that knowledge using the target language.

As a real-world application example of their theoretical suggestions, Dudley-Evans and St John (1998) made a reference to a team-teaching approach introduced by the EAP teachers at Birmingham University, particular for its engagement of three distinct entities, the EAP teacher, the subject specialist, and the learners. The premise of the approach was that the ESP teacher would play the role of a mediator by supplying the language necessary to convey the specialist knowledge.

Lectures were recorded by the subject expert using the target language before the teaching session, and were handed to the learners along with a set of questions designed by the EAP teacher to ensure content delivery. During the teaching session, with the presence of both teachers and the learners, the students' written answers were discussed, and any informational gap was filled by the lecturer, while the EAP teacher focused on addressing any emerging issues surrounding the language.

Dudley-Evans and Johns (1985) maintained that the approach was beneficial to all those involved, as it guarantees the learner a swift assistance, the field specialist an effective feedback about his communicative skills, and the ESP teacher more familiarity with the subject knowledge as well as the language utilized to express it, in addition to a more in-depth grasp of the common pitfalls that hinder the use of that language.

1.8.5- Fostering Critical Awareness

The fifth and last objective philosophically clashed against the four previous ones, and adhered to a different theoretical doctrine than theirs. Ever since the emergence of ESP, the general understanding was that the discipline's main aim is to equip the learners with the knowledge and skills mandatory for them to be embraced by the target community, and ensured a smooth sailing towards their craved destination, whether professional or academic. However, the rise of the critical approach, led by Benesch (2001) and Pennycook (1997), put this perspective to question, and raised scepticism regarding the morality and ethics behind it.

The scholars accused ESP of favouring pragmatism and conservatism by indoctrinating the learners to unquestionably adopt as well as submit to the target practices and norms, including those lacking moral validity, instead of resisting the conventions they deem flawed or unjust, and attempting to shape, for the better, the target context.

Supporters of this approach went as far as describing ESP teachers who refrain, either due to their traditional mindset or their penchant for conformity, from fostering their learners' critical awareness as accomplices in the preservation of the target environment's imperfect current state. Basturkmen (2006) made the argument that this objective could be regarded as an affective one according to Stern's (1992) categorization, as it touches on the learners' self-perception and stature vis-à-vis the target milieu, and affirmed that accomplishing it necessitates informing the learners not only about how the target community's standards came to be forged, but also about the procedures through which they can challenge those standards, and reshape that community, to better locate themselves.

As practical illustrations of the critical approach, Basturkmen (2006) judiciously brought up two studies conducted by one of the approach's renowned

pioneers, Benesch. The first study saw Benesch (1996) introducing for the first time her critical needs analysis, which she developed as a result of her distrust towards the traditional needs analysis' impartiality, and her suspicion of the latter one's implicit devotion to a theoretical agenda that is institutionally biased. She alleged that needs analysis as we know it does not classify skills as necessary based on objectivity, but based on the preferences of organizations and companies.

Her critical needs analysis on the other hand, strove to capture the learners' points of view regarding what is truly needed and what is not, and to identify opportunities that could be exploited to shift the target context to the students' advantage. Benesch (1996) experimented with the critical needs analysis during a joint EAP writing/psychology course in the United States, throughout which she was in charge of anything related to EAP teaching, and concluded that the learners felt overwhelmed by the compulsory amount of psychology reading. The issue was resolved by hosting the psychology professor in the course of one of her lectures to have an exchange about a psychological topic among those included in the psychology syllabus, which eased the burden of reading off her students.

Furthermore, in a manoeuvre to both provide the learners with the chance to put to practice the knowledge they acquired during her class, and get them to be socially as well as politically active, Benesch (1996) requested the learners to write letters to the candidates running for governor of New York back then, in order to inquire about their suggested educational budgetary cuts that would personally impact them.

Three years down the road, Benesch (1999) embarked on her second study, which involved the same class, but had different objectives. The first aim was to closely monitor the interactions occurring during class to analyse how the learners defended their rights. The findings revealed that the students challenged the power differential between them and their psychology professor via the use of questions, complaints about the pace of the lectures, and silence.

The second aim on the other hand, was to constructively channel the learners' frustration and discontentment by asking them to devote their time during the EAP lectures to propose, in writing, to their psychology professor, the adjustments they wish to see implemented. By doing so, Benesch (1999) had turned her EAP lectures into a catalyst for constructive criticism, and healthy expression.

Through their complexity and promotion of high expectations, the set of objectives pinpointed by Basturkmen (2006) accurately mirrored the intricacy of ESP, and strongly alluded to the existence of a sophisticated as well as harmonious process that is not only capable of handling the diversity of those objectives, but of fulfilling them as well.

1.9- The ESP Process

It is widely agreed upon that the most commemorative efforts to study the ESP process were those put in by Dudley-Evans and St John (1998), who contemplated the process on a macro level, and reported it consisted of five key stages, namely, "needs analysis, course (and syllabus) design, material selection (and production), teaching and learning, and evaluation" (p. 121).

Prior to delving into the peculiar procedures governing as well as characterizing each stage, the scholars insisted on clarifying that the aforementioned stages are not independent from one another, but are instead interconnected in a non-linear fashion. In addition, they thought wise and necessary to remind their readers of the irregularity that binds every transition from theory to practice via the following two illustrations.
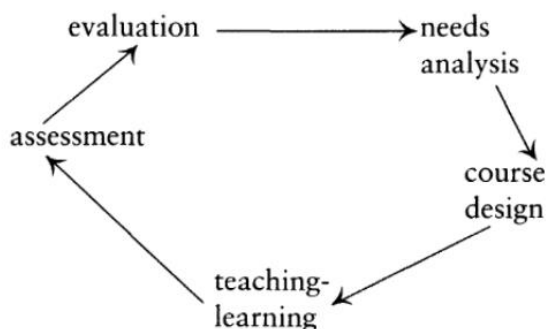
Figure 1.6 Dudley-Evans & St John's (1998:121)
stages of ESP process: theory
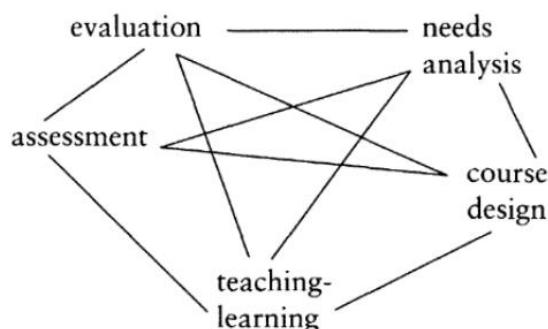
Figure 1.7 Dudley-Evans & St John's
(1998:121) stages of ESP process: reality

1.9.1- Needs Analysis

Subsequent to its resurrection by Munby (1978), needs analysis underwent a developmental journey brimmed with many shifts and metamorphoses, during which, the only constant was the scholars' consensus over its paramount importance for the success of an ESP course.

This evolution caused the concept to grow in complexity as well as in sophistication, and allowed it to become much more efficient, but had as an aftermath a discrepancy among the researchers around its key characteristics, made evident by the abundance of the resulting definitions, taxonomies, and approaches.

1.9.1.1- Towards a Working Definition of Needs Analysis

Due to its intricacy, needs analysis meant different things to different researchers. Dudley-Evans and St John (1998) for example, saw in it the perfect first stepping stone towards the establishment of an ESP course, and advertised its suitability as an initial stage of the ESP process. Their perspective resonated very well within the ESP milieu, and concurred with many other theorists' viewpoint, including Johns as well as Dudley-Evans' (1991), that any course design must first be preceded by a needs analysis.

For most, needs analysis represented a valuable data collection process, one that is capable of reliably revealing the treasured learners' needs, and blueprinting the course as a whole. Brown (1995:36) was heavily acclaimed for meticulously describing this side of needs analysis by referring to it as:

> The systematic collection and analysis of all subjective and objective information necessary to define and validate defensible curriculum purposes that satisfy the language learning requirements of students within the context of particular institutions that influence the learning and teaching situation. (p. 36)

His words echoed those of distinguished pioneers, such as Nunan (1988), and were in their turn echoed by others, such as Dudley-Evans and St John (1998), who asserted that needs analysis provides the "what and how of a course" (p. 121), with "what" encapsulating what needs to be taught, and "how" enveloping the methods as well as the means to be used while teaching what needs to be taught.

Apart from its traditional use for data gathering, to some, needs analysis presented an opportunity to bring forward the precedently-neglected individual learner differences, and a precious chance to genuinely get to know the learner. Among the researchers who made explicit their awareness to this substantial potential of needs analysis were Dudley-Evans and St John (1998), who claimed that needs analysis serves, or should serve, "to know learners as people, as language users and as language learners" (p. 126). Not only did their statement shed light on the learner's multi-layered psychological nature and individualism, it also designated needs analysis as the go-to tool to expose those individualistic features.

In addition, they received the scholarly support of Graves (2000), who believed in needs analysis' significant role in recognizing the learners' preferences in terms of learning styles and strategies, and credited it for being the influential force that shapes the course design process to attend to those preferences.

Furthermore, the word choices made by certain scholars while defining needs analysis, such as Brown's (1995) use of the term "systematic", and Graves' (2000) depiction of the concept as "an ongoing process", drew attention to another one of needs analysis' manifold faces, that of a quality-check and monitoring tool. Indeed, as a continuous and repeated process throughout the duration of the course, needs analysis, especially when simultaneously combined with the last stage of the ESP process, evaluation, acts as a solid insurance that the course does not steer away from its intended objectives, and remains relevant as well as up to date.

Armed with a keen sense of observation, Robinson (1991) noticed a quality of needs analysis that was lost to her peers. She argued that needs were "a matter for agreement and judgment, not discovery" (p. 23), thus implying needs analysis to be a symbol of democracy and common sense, where every involved party, including teachers, learners, and sponsors, gets a vote regarding the direction and content of the course in a logical, impartial, and cordial manner.

The diversiform of needs analysis did enable it to serve multiple purposes at once, and considerably boosted its appeal among ESP course designers to the point of its absence nearly becoming an unforgivable transgression, but also caused it to have, at best, a working definition, and the numerous taxonomies of needs that emerged as part of its exploratory endeavours only made the prospect of an undisputed, wholly agreed-upon, definition, more and more remote.

1.9.1.2- Needs' Taxonomies

The dissension that characterized the attempts to define need analysis continued to exist among scholars once they tackled needs' taxonomies, which can be ascribed to the concept of needs being, as pointed out by Richterich (1983), "at best ambiguous", and thus open to diverse interpretations. This resulted in the rise of numerous needs' categorizations, some of which conceptually overlapped.

Accustomed to prominence, Hutchinson and Waters (1987) excelled at needs' classification, offering without a doubt the most popular taxonomy ever produced. They divided learners' needs into two main categories, target needs and learning needs, claiming the former ones to be the answer to "what the learner needs to do in the target situation" (p. 54), and the latter ones to be the basis for the blueprint as to "what the learner needs to do in order to learn" (p. 54). Described by the two pioneers as "an umbrella term", the target needs were further categorized into three sub-categories, namely, necessities, lacks, and wants.

The necessities were depicted as being solely bound by, and concerned with, the target situation's requirements, meaning "what the learner has to know in order to function effectively in the target situation" (Hutchinson and Waters, 1987, p. 55). As elucidation of this particular type of needs, Hutchinson and Waters (1987) referred to how the business world both expects and demands from businessmen certain competencies, such as the ability to communicate efficiently using business letters, to perform as well as dazzle at sales conferences, and to extract information from sales catalogues.

The lacks on the other hand, correspond to the gap between "what the learner knows already" (Hutchinson and Waters, 1987, p. 55), meaning their linguistic proficiency prior to, or at the beginning of, the course, and the target linguistic dexterity, epitomized by the necessities. By way of caution, the researchers (1987) advised course designers against devoting the entirety of their attention to the necessities and the lacks at the expense of the wants, as "learners too, have a view as to what their needs are" (p. 56). They insisted that the learners' subjective perceptions of the necessities and lacks, what Colbert (2010) bundled under the term "learners' personal goals", be taken into consideration, despite them often being at odds with the ESP teacher's, arguably due to an over-confidence or an excessive humility among the learners, in order to protect these latter ones' motivation.

The suggested aim, therefore, was to find a compromise between the three sub-types. Before proceeding to the clarification of the learning needs, and in order to dissuade ESP teachers from potentially neglecting this type of needs, Hutchinson and Waters (1987) compared course designers who exclusively focus on the target needs to a naïve traveller who plans his whole journey based, merely, on the starting and arrival points, inferring to the lacks and necessities, with little to no regard to the route to be taken between the two positions, and the potential hindrances to be faced, hinting at the learning needs.

Moreover, to concretely illustrate the cruciality of the learning needs, the two theorists reminisced the research conducted by Richard Mead (1980) on learners' motivation, which took place in the veterinary, agricultural, and medical faculties of a middle eastern university. His study operated under the hypothesis that exposing learners to specialized texts that relate to their general field of study ought to increase their motivation, however, the findings disproved this assumption, and revealed that the premise was only valid in the case of medical students.

Upon further inquiries, Richard discovered that the veterinary and agricultural students had little interest in their fields to begin with, as they represented their second choice after medical studies, thus, using veterinary and agricultural related texts was, as depicted by Hutchinson and Waters (1987), like adding salt to a wound. This made evident the imperativeness to contemplate the learning needs, or as termed by Savage and Storer (2001), the "instructional logistics needs", including the learners' learning styles and strategies, their sources of motivation, their attitudes towards the target language as well as its associated culture, the available teaching aids and materials, and the course's spatial as well as temporal contexts.

Another valuable addition to the set of needs' taxonomies was the distinction between the objective and subjective needs made by Brindley (1984). His

contribution was both cited and thoroughly explained by Nunan (1988), who regarded both types of needs purely as data, and defined the objective needs as "factual information which does not require the attitudes and views of the learners to be taken into account. Thus, biographical information on age, nationality, home language, etc. is said to be 'objective'" (p. 18).

Other variables that Nunan (1988) barely touched on, but Brindley (1989) emphasized on, involved the learners' present language proficiency level and linguistic struggles, along with the way they use, or potentially will use, the language in authentic communicative situations. Hence, due to their researchable and observable nature, objective needs can be identified by ESP teachers and course designers, whom Dudley-Evans and St John (1998) referred to as "*outsiders*", without the involvement of the learners.

The subjective needs on the other hand, were delineated by Nunan (1988) as the type of data that not only mirrors the learners' "perceptions, goals, and priorities" (p. 18), but also reveals their reasons for learning, and their preferences in terms of classroom activities as well. Therefore, unlike their objective counterparts, these needs cannot be accessed independently by outsiders, and require the willing participation of the learners, or as Dudley and St John (1998) labelled them, the "insiders".

The objective versus subjective needs classification sparked different reactions among the researchers. Hyland (2008) for example, expressed his scepticism about the possibility of an utter objective assessment of the learners' needs by the teachers, asserting that a certain degree of subjectivity on the latter ones' part is bound to occur, and put in jeopardy the desired impartialness.

Instead of criticism, Hutchinson and Waters (1987) had other plans for their peer's taxonomy. They attempted to further clarify their typology of the needs as well as Brindley's (1984) by suggesting the following table, which showcases

examples that reflect the objective/subjective dichotomy that characterizes every necessity, lack, and want.

	OBJECTIVE (i.e. as perceived by course designers)	SUBJECTIVE (i.e. as perceived by learners)
NECESSITIES	The English needed for success in Agricultural or Veterinary Studies	To reluctantly cope with a 'second-best' situation
LACKS	(Presumably) areas of English needed for Agricultural or Veterinary Studies	Means of doing Medical Studies
WANTS	To succeed in Agricultural or Veterinary Studies	To undertake Medical Studies

Table 1.1 adopted from Hutchinson & Waters' (1987:58) necessities, lacks and wants

It should be noted that another categorization conceptually close to Brindley's (1984) was offered by Berwick (1989). The taxonomy divided learners' needs into "perceived" and "felt" needs. According to Dudley-Evans and St John (1998), the former, basically the equivalents of objective needs, can be, as their name indicates, autonomously discerned by course designers, whereas the latter, synonymous to the subjective needs, can only be experienced and communicated by the learners.

Besides his objective/subjective needs' classification, Brindley (1989) was revered for proposing yet another taxonomy, one that sorted disciples' needs into "product-oriented" and "process-oriented" needs. He stressed the necessity to analyse both types, and explicated that the investigation of the product-oriented needs, typically conducted by "experts", aims at "collecting factual information for the purposes of setting broad goals related to language content" (Brindley, 1989, p. 64), while the assessment of the process-oriented needs focuses on

"information about learners which can be used to guide the learning process once it is underway" (Brindley, 1989, p. 64). Upon close comparison, the broadness and the fixation on linguistic accomplishments that mark the product-oriented needs, coupled with the narrowness as well as the pedagogic nature that distinguish the process-oriented needs, made it abundantly clear that the former and the latter are, respectively, the equivalents of Hutchinson et Waters' (1987) target and learning needs.

The challenge of classifying learners' needs was appealing enough to allure Richards (1990) as well, whose taxonomic vision of the students' needs was faithfully reported by his compeer Brown, through an article he published in 1997. Similarly to most of the other scholars, Richards (1990) opted for a dichotomy by grouping needs into two major types, "communicative" needs and "situational" needs. The former, according to Brown (1997), represent "the specific language forms and functions that should be programmed into a course of study" (p. 14), and thus are the linguistic prerequisites of the target communication, or, to put it differently, the target needs.

The latter on the other hand, fundamentally circumstantial in nature, were portrayed by their coiner as the set of parameters that influence as well as shape the teaching context in general, and the curriculum conception in particular, including, as stated by Brown (ibid), the learners' motive for learning, their socioeconomic and academic environments, the teaching institution's nationality, and the restrictions it puts, if any, on the process of syllabus design.

Furthermore, Brown's (1997) conveyance of Richards' (1990) words was far from being his sole input regarding needs' classification. In fact, the researcher (1995) had previously developed his own twofold taxonomy, which classified learners' needs into "language" needs, that he simply defined as "target linguistic behaviour learners may ultimately acquire" (p. 40), and "situation" needs, that he summed up as the "administrative, financial, logistical, manpower, pedagogic,

religious, cultural, personal" (p. 40) determinants affecting the curriculum. However, the strong, almost uncanny, resemblance between Brown's categorization and Richards', both in terms of naming and ideology, inhibited the former from reaching the same level of renown as the latter's, causing it to be regarded at best as an extension of the latter, and at worst as a disguised duplicate of it.

In spite of their oftentimes overlapping, borderline reiterated, theoretical notions, the proposed taxonomies did put an end to the inquiry regarding the types of the learners' needs, and moved the conversation from what needs to analyse to how to analyse those needs, more precisely, which approaches to use.

1.9.1.3- Approaches to Needs Analysis

The diversity that characterized the emerging needs' taxonomies made it necessary for fresh and innovative analytical approaches to rise, since TSA, as previously discussed, revealed its limitations in terms of keeping up with the overwhelming variety of needs, and could no longer ensure their complete coverage. These compensative approaches included Present Situation Analysis (PSA), Pedagogic Needs Analysis (PNA), and language audits.

1.9.1.3.1- Target Situation Analysis

A direct derivative of the formerly reviewed Munby's model (1978), TSA gained, and managed to maintain till this day, a considerable fandom among needs' analysts, due to its precision in terms of quantifying the target level performance, what Munby referred to as the "good enough", meaning the minimum language proficiency required to linguistically survive in the target context.

This analytic accuracy stems, as explained by Robinson (1991), from being laser-focused on "students' needs at the end of a language course" (p. 8), thus from making the necessities the sole focal point. TSA's narrow interest was also

picked up by Dudley-Evans and St John (1998), who asserted that the approach's attention is limited to the "objective, perceived, and product-oriented needs" (p. 125).

In order to translate Munby's methodical framework into practical guidelines, and allow TSA to be the "comprehensive data banks" that Robinson (1991) claimed it to be, Hutchinson and Waters (1987) suggested a set of five questions designed to steer the analyst into investigating the target situation in a detailed and systematized fashion. The first question inquires about why the language is needed, and examines a range of plausible motives like study, work, training, a combination of the aforementioned, a desire for a more prestige status, a necessity to pass an examination, or an ambition for a promotion.

The second question on the other hand, revolves around language use in the target environment, more precisely, the used medium, such as speaking, writing, or reading, the utilized channel, whether the communication occurs through telephone, face-to-face, or via other communicative devices, and the types of text or discourse that typically govern the context, including, for example, academic texts, lectures, and/or catalogues.

The third question moves the spotlight to the target content areas, and contemplates which subject, and/or subjects, such as medicine, biology, or commerce, are dominant in the target setting, as well as the level of expertise commonly associated with, and required by, that subject, in the sense that the field of maintenance, for instance, ordinarily involves technicians, whereas that of carpentry generally concerns craftsmen.

Where the language will be used is targeted next via the fourth question, which solicits information about the physical setting by inspecting whether the language use will occur, for example, in a lecture theatre, an office, a hotel, or a library. This question also takes into account other influencing parameters, namely, the human context, and the linguistic context. Probing the former one entails gauging

the amount of human contact to be expected, by confirming whether the learner will for the most part be alone in the environment, or whether he/she will be brought to interact with others through meetings, demonstrations, or telephone. The latter one, per contra, simply requires revealing whether the student will be utilizing the target language in his/her native country, or abroad.

The temporal contextual specificities are saved for last to be addressed by the fifth question, which strives to determine when the language will be used, the frequency as well as the volume with which it will be used, whether frequently, seldom, in small amounts, or in large chunks, and whether the language use will occur concurrently with the ESP course, or subsequently.

Mindful of the criticism accusing TSA of being negligent to needs other than the necessities, faulting it for adhering to an overly conservative as well as traditional view of learners' needs that predates the revolutionary emergence of many needs' taxonomies, and going as far as putting into question the possibility of it ever managing to catch up to the modern analytical demands, Tarone and Yule (1989) decided to expand Munby's model. Their premise was that for the model to gain relevancy, and become up-to-date, it needed to delve deeper into the target situation in order to gather larger, more inclusive, data sets. Thus, they proceeded to adding four levels to the model, namely, and respectively, the global level, the rhetorical level, the grammatical rhetorical level, and the grammatical level.

Even though the introduction of stratification did improve the model's as well as the analysis' depth and veracity, it failed to persuade the ESP community into forgoing the persistent idea that other, new, analytical approaches were imperatively needed to identify the needs left behind by TSA, approaches such as PSA and PNA.

1.9.1.3.2- Present Situation Analysis

Proposed by Richterich and Chancerel (1980), PSA, to many, represented a clear, tangible, and welcomed sign of the humanistic as well as social direction the ESP discipline was shifting towards. Marketed by both Robinson (1991) and Jordan (1997) as a complement to TSA, the approach was, ever since its emergence, constantly put to comparison with its predecessor. Songhori (2008, as cited in Sierocka, 2014), took part in these comparative efforts, and reported that the differences between the two approaches lie mainly in the sought-after objectives, clarifying that while TSA "tries to establish what the learners are expected to be like at the end of the course", PSA "attempts to identify what they are like at the beginning of it" (p. 46).

The latter's claimed interest in learners' status prior to the ESP course was further corroborated by Robinson (1991) and Dudley-Evans and St John (1998), all of whom, ascertained that the analysis' aim is to pinpoint the learner's strengths and weaknesses regarding language mastery. Procedurally speaking, PSA conventionally involves the use of placement or diagnostic tests to collect objective data about the learners' present mastery of the language, and the employment of questionnaires as well as surveys to unveil the learners' subjective perceptions of their language proficiency, their academic history, their previous exposure, if any, to the target language, and provide valuable hints about the learners' command of the language when conducting tests is logistically complicated or impossible.

The coiners of the approach however, recommended going the extra mile by investigating the socio-cultural context as well, and thus suggested using, in addition to the aforementioned data collection tools, attitude tests, which not only help evaluating the learners' attitudes towards the target language, but also mirror their society's and culture's stance regarding it. Following this suggestion would

eventually prevent course designers from delving into taboo or offensive subjects, and spare them from making any cultural or social faux-pas.

Moreover, needs' analysts were also encouraged to conduct intelligence tests, observations, job analyses, and content analyses. The detailed instructions regarding how to collect data, and which instruments to use, paved the road towards a discussion surrounding data sources, that, as asserted by Richterich and Chancerel (1980), are threefold when it comes to PSA, including, the learners, the "teaching establishment", meaning the teaching staff, and the "user-institution", last of which, was described as the "social unit making use of one or more foreign languages to enable it to operate properly" (p. 43), such as international conglomerates.

As it is rare, nearly unheard-of, for an approach to rise to prominence without being prone, at a time or another, to controversies, the timing regarding when to best introduce and initiate PSA became a major point of debate, especially between its pioneers, Richterich and Chancerel (1980), and McDonough (1984). The former, whose opinion fell in line with most ESP researchers', believed that PSA should be an on-going endeavour during the entirety of the course, arguing that learners' subjective evaluations of their linguistic competence are continuously subject to change, and may shift at any given moment. The latter on the other hand, viewed PSA as a set of "fundamental variables" to be taken into consideration during the initial stage of needs analysis, thus even before TSA.

As a result of its analytical efficiency, its enlightenment of previously overlooked, yet critical, parameters, and its unprecedented socio-cultural dimension, PSA was swiftly embraced by needs' analysts to the point of Robinson (1991) requesting it, in combination with TSA, to represent, from that point forward, the new standards for any needs analysis.

1.9.1.3.3- Pedagogic Needs Analysis

Coined by non-other than West (1994), one of TSA's harshest critics, PNA represented West's attempt to remedy the flaws he noticed in TSA. The approach envelops three analyses, namely, deficiency analysis, strategy analysis, and means analysis, which act as a bundle, and therefore are inter-complementary to one another, besides being complementary to TSA, rather than being substitutes to one another. This implies that conducting one of the aforementioned analyses does not, by any means, negate the necessity and/or benefit of conducting the others.

1.9.1.3.3.1- Deficiency Analysis

Originally developed by Allwright (1982), the deficiency analysis focuses on the linguistic gap separating the learners' present and target language proficiencies. In other words, it aspires to spot the learners' lacks, alternatively referred to as deficiencies. To serve its purpose, the approach compares as well as juxtaposes the findings arising from the present situation and target situation analyses.

Initially however, upon its genesis, the approach operated independently from TSA and PSA, by urging learners to use scales to subjectively rank and prioritize lists of plausible target needs encased in activities, which would diagnose, albeit less accurately than TSA, the necessities. Shaw (1982) for example, under the banner of this approach, asked his students, through the use of questionnaires, to utilize a "none/some/a lot" scale to describe the hardships they personally associate with each target activity, which allowed him to expose, at once, both their present linguistic mastery and their lacks. Even though the approach no longer follows these procedures, it is still accredited to this day by many researchers for introducing scale-based questionnaires as a data collection tool to the ESP practice.

1.9.1.3.3.2- Strategy Analysis

Yet another approach proposed by Allwright (1982), strategy analysis, also called the Learning Needs Analysis (LNA), is based, as maintained by Bower (1980, as cited in Jordan, 1997), on the premise that "it is clearly important to leave room in a learning programme for the learner's own wishes regarding both goals and processes" (p. 26). Hence, the approach, according to its designer, Allwright (1982), seeks to "get a picture of the learner's conception of learning" (p. 28), by revealing, among other factors, the learners' sources of motivation, their favourite learning styles as well as strategies, and their wants, meaning their linguistic expectations from the course, along with their pedagogic desires.

To put it differently, the approach concentrates on collecting data revolving around the subjective, felt, and process-oriented needs, which, once processed, help make the teaching methodology used throughout the course as enticing and appealing as possible to boost motivation among the learners, and ensure the course's success.

As for TSA, Hutchinson and Waters (1987) insisted on providing analysts in pursuit of learning needs a set of pragmatic guidelines in the form of questions, three of which, perfectly serve LNA's interest. The first question investigates the learners' reasons for taking the course, perceived as motivational sources, by confirming whether the course is compulsory or optional, whether the learners' need for the course is apparent or not, and whether the learners are driven by the prospect of a better status, substantial monetary gains, or a prestigious promotion. The question also delves into the disciples' projections regarding their linguistic proficiency at the end of the course, and assesses their attitude towards the course by exposing whether they bear feelings of excitement about the idea of improving their English, or those of resentment as well as bitterness about the time to be mandatory spent for that sake.

The second question on the other hand, inquires about the learners' perception of an ideal learning situation by reporting their concept of teaching-learning process, identifying which methodology appeals to them the most, and pinpointing the techniques that are likely to bore or alienate them. The third question simply centres around the learners themselves, their interests, the subject knowledge that they possess, and the teaching styles they are accustomed to.

For its concerns over how learning is imagined by the learners, its consideration of learners' individual differences, its attention to learners' intrinsic as well as extrinsic motivational triggers, and its prominence as an excellent platform for learners' voice regarding the course's pedagogic specificities, many scholars firmly believe that this approach, compared to the others, is where the learner's opinion is the most solicited.

1.9.1.3.3.3- Means Analysis

A necessary groundwork for the course design process according to Cook and Holiday (1982), means analysis is mainly concerned with analysing the pedagogic logistics affecting the environment where the course will take place, which entails exploring a variety of influential factors, most obvious of which is the availability of the teaching-learning resources.

Dudley-Evans and St John (1998) claimed that the approach represents "an acknowledgment that what works well in one situation may not work in another" (p. 124), which they subsequently reinforced as well as explained by bringing attention to how hotel staff around the world, for example, despite having similar, if not identical, needs, learn in different ways and conditions, hence the need for a means analysis to accommodate the course according to the existing situational variability.

Basturkmen (2010) on the other hand, described means analysis as "the identification of the constraints and opportunities in the teaching situation" (p.

18), a simplified reiteration of Frendo's (2005) depiction of the approach as a portrayal of what is, and what is not, put at disposal in the educational environment, including the facilities, meaning the number of dedicated rooms, the seating situation, the location, and the supply, or lack of, of refreshments, in addition to the teaching apparatus, such as teaching boards, flipcharts, and projectors. Frendo (2005) also stressed that as time is of the essence, means analysis strives to provide, based on factual information, an accurate estimate of the time allocated to both the course design and the conduct of the course itself.

The critical importance of the teaching circumstances and means for the accomplishment of positive educational results caused many researchers to offer suggestions regarding how to best analyse them. Hutchinson and Waters (1987) for example, recommended that the availability, or unavailability, of teaching sources be treated as an umbrella question, and be broken down into six inquiries about the number as well as professional competence of the teachers, their attitude towards ESP, their knowledge and attitude to subject content, the teaching materials, the teaching aids, and the opportunities for out-of-class activities.

Following the same line of thought, Swales (1989), quoted in West (1994), urged analysts to put under scrutiny five impactful determinants, namely, the classroom culture, the EAP staff, the pilot Target Situation Analysis, the status of service operations, and the study of change agents.

Apart from the pilot TSA, Swales' proposition was adopted by Basturkmen (2010) as well as Howard and Brown (1997) under different terminologies. The first factor guarantees the culturally sensitivity of the course, whereas the second one, referred to as the "staff profiles" by Howard and Brown (1997), and "*teacher profiles*" by Basturkmen (2010), requires examining the size of the teaching staff, their experience, and their specific fields of specialty, all of which dictate the quality of instruction. The third element, the status of service operations, called "status of teaching/institutional profiles" (Howard and Brown, 1997, pp. 71-72),

and "the status of language teaching in the organization" (Basturkmen, 2010, p. 19), concerns the stature that ESP is granted within the educational institution, and the resources devoted because of it. The fourth and last point to take into account, the study of change agents, what Howard and Brown (1997) termed "change agents/change management" (pp. 71-72), relates to whether the course necessitates a managerial change to ensure and/or maintain its effectiveness, and if so, whether there is room for innovation.

Bundled under PNA's umbrella, the three analytical approaches illuminate the educational path otherwise obscure between PSA and TSA, which not only eases the course designer's burden, but also warrants him, if he is ever entrusted with the task of teaching the course, as it is often the case, a pleasant and fruitful experience.

1.9.1.3.4- Language Audit

Claimed by Jordan (1997) to be outside the realm of concern for most EAP teachers, language audits were defined by the scholar as "large-scale exercises in defining language needs carried out for companies, regions, or countries" (p. 28). This difference in terms of scope between this approach and the previously discussed ones did not go unnoticed by Long (2005), who commented that while the other needs analyses focus at their ordinary scale on the needs of individuals, and at their largest one on those of a massive social group, language audits specialize in the needs of entire institutions and enterprises, often diagnosed through the use of "quantified general surveys".

In fact, Jordan (1997) asserted that because of their niche expertise with macro needs, language auditors are typically the ones who influence and shape national educational policies, such as the decision to switch to English as the language of instruction at universities.

Due to their unique usefulness, Coleman (1988) suggested that language audits be conducted prior to any other needs analysis approach, especially when dealing with massive institutions, which resonated well with Long (2005:41), who argued in favour of this proposition by pointing out that a language audit envelops a TSA "in the form of the language skills required by an organization" (p. 41), a variant of PSA in the shape of "a profile of existing language abilities, assessed by language test scores or proficiency self-ratings" (p. 41), and a recommendation regarding the language instruction needed to elevate the learners' present linguistic competence to match the target one, along with an assessment about whether an "external provision of language assistance" is requisite for this educational endeavour to succeed.

1.9.1.3.5- Needs Analysis as Advocated for by Dudley-Evans and St John (1998)

The myriad of the emerging analytical approaches, which would have caused most to experience, to a certain degree or another, the choice overload phenomenon, represented to Dudley-Evans and St John (1998) a prosperous opportunity for eclecticism. Indeed, the two scholars made the argument that needs analysis should make use of the whole arsenal of approaches to pursue the various types of information imperative for the utter understanding of the environmental situation, rather than settling for, or favouring, one particular approach.

In order to demonstrate the validity in their suggestion, the researchers proceeded to alphabetically list those categories of information, along with their respective associated revelatory approach, as follows:

A- Professional information about the learners: the tasks and activities learners are/will be using English for – *target situation analysis* and *objective needs.*

B- Personal information about the learners: factors which may affect the way they learn such as previous learning experiences, cultural information, reasons for attending the course and expectations of it, attitude to English– *wants, means, subjective needs.*

C- English language information about the learners: what their current skills and language use are – *present situation analysis* – which allows us to assess (D).

D- The learners' lacks: the gap between (C) and (A) – lacks.

E- Language learning information: effective ways of learning the skills and language in (D) – *learning needs.*

F- Professional communication information about (A): knowledge of how language and skills are used in the target situation – *linguistic analysis, discourse analysis, genre analysis.*

G- What is wanted from the course.

H- Information about the environment in which the course will be run – *means analysis.*

It should be stated that based on the previously reviewed definitions, the pieces of information labelled (D), (E), and (G), fall, respectively, under the realm of the deficiency analysis, the learning situation analysis, and the strategy analysis. Therefore, Dudley-Evans and St John's (1998) eclectic vision of needs analysis involves all but one of the discussed approaches, the language audit, which puts to rest any doubts regarding its status as the ultimate approach to needs analysis in terms of versatility and efficiency.

1.9.1.4- Needs Analysis Tools

As even the finest approaches require adequate instruments to serve their purpose, needs analysts are welcomed, nay encouraged, by numerous scholars such as Mackey and Gass (2005), Richards (2001), and Jasso-Aguilar (1999), to take advantage of the available plethora of data collection tools to ensure

triangulation. The concept, borderline tradition according to Long (2005), so dearly cherished by the majority of researchers for the validity and credibility it brings to their findings was explained by Denzin (1978, as cited in Dörnyei, 2007), as "the generation of multiple perspectives on a phenomenon by using a variety of data sources, investigators, theories, or research methods with the purpose of corroborating an overall interpretation" (p. 165).

To Ivankova, Creswell, and Stick (2009), triangulation represented a way of compensating for the shortcomings of one method or tool with the strengths of another, whereas Brown (2001) and Padgett (1998) saw in it an insurance against both researcher as well as respondent biases. Stake (2010), another avid advocate for triangulation, considered adhering to the practice to be a "a win-win situation", since any used tool would not only add authenticity to the results generated by its predecessor, but would also help steer the analyst towards choosing the most rational, suitable, and useful successor.

Even though data triangulation, meaning the utilization of at least two data gathering instruments, is what pops to most minds when the term triangulation is invoked, Denzin (1978) ensured the existence of three other types of triangulation, including, observer triangulation, which entails the participation of more than one observer throughout the research to attain an "intersubjective agreement", theory triangulation, described as the use of diverse theories while deciphering data, and methodological triangulation, defined as the eclectic combination of both quantitative and qualitative methods. In order to achieve this latter one, a needs analyst must be well-versed in the differences between the quantitative and qualitative methods, along with their distinct proprietary toolkits.

Purpose is what first distinguishes one from the other, as qualitative research, due to its exploratory and investigative nature, strives to gain an in-depth understanding of the functioning of a concept, the rationale behind a decision, the motivation underlying a behaviour, or the occurrence of a phenomenon, whereas

quantitative research, being conclusive, seeks to establish generalizable facts about a given topic, or a quantifiable problem.

Hence, it is often said that while the qualitative research focuses on the "why", the quantitative one concentrates on the "what". This causes one type to be more suitable for certain research scenarios or research phases than the other, and frequently translates into the quantitative research acting as a validity assessment tool for the theories and hypotheses generated by the qualitative research. Thus, the two types are complementary to one another, instead of being competitive to one another.

As logic would dictate, the abovementioned aspirational differences give rise to diverse data types. Portrayed by Maxwell and Mohr (1999) as "categorical data, with either enumeration or measurement within categories" (p. 2), and further illustrated by Yoshikawa, Weisner, Khalil, and Way (2008) as "information that has been collected in numerical form (e.g., counts, levels, or Likert-format responses)" (p. 344), quantitative data, besides being computationally analysable, can be converted into visuals, such as graphs, charts, tables, and diagrams.

Qualitative data on the other hand, are, according to Bernard and Ryan (2010), what emerges "when we reduce people's thoughts, behaviours, emotions, artefacts, and environments to sounds, words, or pictures" (p. 5). Therefore, contrary to their counterparts, qualitative data are nonnumerical, descriptive, and oftentimes textual, data.

The divergent types of collected data call for the utilization of different analytical approaches. Both mathematics and statistics are used to produce meaning out of quantitative data, whereas usable facts are extracted from qualitative data through summarizing and interpreting. As a result, the risk of researcher bias is much more important in qualitative data's case than in quantitative data's, since interpretation as a process is prone to a certain degree of subjectivity, while statistics, given its reliance on computer programs, avoids such

risk, and exudes objectivity. However, this threat of partiality, dangerously detrimental to the qualitative data's validity, can be easily averted via the utilization of the previously discussed observer triangulation.

Furthermore, quantitative research can also be discerned from the qualitative one based on the size of the involved sample, as the former, given its dependence upon generalizability for relevancy, necessitates the participation of a large number of individuals, unlike the latter, which can make do with much fewer participants. Per contra, the smaller size of the qualitative research's sample does inhibit its representativeness of the target population in comparison to the quantitative research's.

As context is unquestionably critical to any investigative endeavour, and because concepts, behaviours, and phenomena are best studied in their authentic contexts, qualitative data, conversely to quantitative data, are gathered from the partakers in the study whilst in their natural habitat.

Last but not least, the instruments utilized during data collection represent another characteristic feature differentiating one method from the other. The quantitative tools are typically structured, and resolve to using close-ended questions in order to eradicate at best, or limit at worst, the possibility of irregularities, thus facilitating the subsequent statistical analysis, whereas the qualitative instruments ordinarily rely on open-ended questions to grant the participant utter and unrestricted freedom to express his/her perspectives as he/she pleases.

Moreover, the lesser rigidity of the qualitative tools provides the researcher with more flexibility while data gathering, allowing him/her, for example, to probe interviewees for additional elucidative answers while conducting interviews, and therefore to have more instant interactivity with the informants. The common quantitative tools include surveys, tests, and questionnaires, while the most popular qualitative ones are interviews, focus groups, case studies,

observations, literature reviews, and work-shadowing, last of which, is of a particular interest to this study.

1.9.1.4.1- Defining Work-Shadowing

Prior to becoming part of the data collection apparatus, work-shadowing first emerged, according to Wellington (1993) and Harris (1997) as quoted in Mortimore (1999), as a career counselling tool used by numerous countries such as the United Kingdom (UK) to strengthen their programmes aimed at assisting and guiding students, often high school learners, to choose which career path to embark on once graduated.

The process, described by Needham and Dransfield (1994) as "keeping in step' with an employee, observing the tasks performed and learning about the employee's role" (p. 748), was, and still is, deemed so vital that even junior ministers, according to McQueen (1992), are requested to participate. Work-shadowing started to gain traction among needs analysts once its excellent potentiality as a needs identification tool for the needs of companies and/or learners, as praised by Frendo (2005), became increasingly apparent.

Despite the shift in interest and function from vocational guidance to data collection, the instrument remained, procedurally speaking, unaltered, as asserted by Frendo (2005), who explained that an analyst work-shadowing "simply stays with a person for an agreed length of time, and observes everything that that person does" (p. 27). Being observational at its core, the tool was naturally put in comparison, by Sussex and Scourfield (2004), with yet another observational data collection instrument, ethnography, causing similarities to rise, mainly due to the latter one's use of participant observation, which Townroe and Yates (1999) clarified requires the observer to share the same social world of those he/she studies. Therefore, all things duly considered, it is safe to say that work shadowing

is, fundamentally, a passive ongoing observation that typically lasts, according to Hasson's (2021) recommendations, anywhere from two half-days to two full ones.

1.9.1.4.2- The Appeal of Work-Shadowing

Given its dual functionalities, work-shadowing bears various benefits for learners, needs analysts, and even companies. Apart from the obvious gain of finding out all the nitty gritty details about a specific job, its financial allure, or lack of, its level of difficulty, and its long-term potentiality, a fortunate student granted the opportunity of work-shadowing would be able to gauge first-hand the suitability of a particular occupation as a career choice, and to put his current skillset in contrast with the one required by that position.

In addition, the experience would also offer exposure to the professional culture in general, and to a company's culture in particular, thus exposing to the shadow whether or not he/she would be a cultural fit for that profession and/or that firm. Once work-shadowing is concluded, the learner would have built up quite the professional network, and enriched his resume, therefore bettering his/her chances at securing a scholarship, internship, or a full-fledged employment at the host enterprise, if and when he/she decides to pursue a career at that establishment. As for companies, implementing a work-shadowing program would pan out in the long-run, since it would greatly reduce the cost of headhunting.

Just as fruitful as a data collection tool as it is as a counselling one, work-shadowing guarantees needs analysts first row seats while the bulk of needs associated with a position unveil themselves, hence adding valuable, nearly unmatched, validity to the results previously obtained using other tools, and relieving investigators from resolving to arbitrary guesses when unfamiliar with the prerequisites of the targeted line of work.

Another key feature that was pointed out by Hasson (2021) was work-shadowing's ability to "reveal how the same job can be different depending on its setting" (p. 89), which means that the instrument does not settle for identifying the needs related to a particular occupation, and goes further beyond that to recognize the needs of a specific job in a specific company, thus providing the ultimate, most precise, needs identification.

1.9.2- Course Design

The conclusion of the needs analysis marks the dawn of the second stage of the ESP process, the course design, however, fully grasping this particular phase first requires comprehending the differences between a curriculum, a course, and a syllabus, often wrongfully used interchangeably. A curriculum, according to Stenhouse (1975), is "an attempt to communicate the essential properties and features of an educational proposal in such a form that it is open to critical scrutiny and capable of effective translation into practice" (p. 4).

In other words, it is the broad educational project that both outlines as well as encompasses numerous educational ventures in the way that a curriculum for a given university class would consist of multiple courses, such as mathematics, statistics, geometry, and algebra, with each course enveloping a specific syllabus.

Nunan (1988, as cited in Harmer, 2003), explained that developing a curriculum entails dealing "not just with lists of what will be taught and in what order, but also with the planning, implementation, evaluation, management, and administration of education programmes" (p. 295). His clarification was on par with the one provided by Rodgers (1989, as cited in Richards, 2001), which suggested that developing a curriculum far exceeds focusing merely on the teachable content, and covers the entirety of the educational endeavours as well as activities that take place within the educational establishment.

A course on the other hand, was defined by Hutchinson and Waters (1987) as "an integrated series of teaching-learning experiences, whose ultimate aim is to lead the learners to a particular state of knowledge" (p. 65). The scholars described designing it as the process of generating a syllabus out of the empirically collected "raw data", producing materials that conform to the syllabus' objectives, and establishing an evaluation strategy to accurately assess the realized progress, as well as to validate the achievement of the set aims.

To Robinson (1991), course design represented a dynamic endeavour, as it pertains to a variety of factors, such as the findings of needs analysis, the approach and methodology followed by the designer, and the available materials, all of which are contextually influenced. Apropos the syllabus, Hutchinson and Waters (1987) offered the simplest, most straightforward, definition by characterizing it as "a document which says what will (or at least what should) be learnt" (p. 80). To put it differently, a syllabus basically refers to the content attended to throughout a course.

Despite the shared consensus over its significance, the concept was perceived differently by diverse scholars. Robinson (1991), for instance, saw in it a blueprint that offers the teacher a clear overview of the road ahead, and assists him as he navigates from one piece of content to the other, whereas Robertson (1971), as quoted in Yalden (1987:18), claimed that other than evaluation, a syllabus constitutes the majority, if not the totality, of a curriculum. Contrary to this belief, Rodgers (1989, as cited in Richards, 2001), was of opinion that "syllabi, which prescribe one content to be covered by a given course, form only a small part of the total school program" (p. 39), thus calling attention to the existence of other prominent determinants for a successful educational experience, without diminishing the cruciality of a well-crafted, thorough syllabus.

The elucidative efforts exerted by the researchers made it abundantly clear that just as a syllabus is part of a course, a course is part of a curriculum. However,

given the common allocation of responsibilities, an ESP teacher would more likely be entrusted with the burden of designing a course, and, by extension, developing a syllabus.

The intricacies behind course designing piqued the interest of many, causing them to throw their insights regarding how to best conduct the process, and what to be wary of whilst doing so. Dudley-Evans and St John (1998:145) cautioned that when it comes to designing a course, the following nine questions must be seriously contemplated:

1- Should the course be intensive or extensive?

2- Should the learners' performance be assessed or non-assessed?

3- Should the course deal with immediate needs or with delayed needs?

4- Should the role of the teacher be that of the provider of knowledge and activities, or should it be as a facilitator of activities arising from learners' expressed wants?

5- Should the course have a broad or narrow focus?

6- Should the course be pre-study or pre-experience or run parallel with the study or experience?

7- Should the materials be common-core or specific to learners' study or work?

8- Should the group taking the course be homogenous or should it be heterogeneous?

9- Should the course design be worked out by the language teacher after consultation with the learners' and institution, or should be subject to a process of negotiation with the learners?

In addition, they recommended weighing the pros and cons prior to making any decision, and insisted on pointing out that some parameters, such as the client and the environment, are circumstantial, and therefore fall outside the realm of the course designer's control, unlike the aforementioned nine.

Following the same line of thoughts, Hutchinson and Waters (1987) maintained that generating an ESP course essentially comes down to posing and investigating certain interrelated questions. They asserted that an exhaustive needs analysis would expose most of the unknown, as it would yield extremely valuable answers regarding who will be involved in the process, why the learner needs to learn, where the learning takes place, what potential the place provides, what limitations it imposes, when the learning takes place, how much time there is, and how it will be distributed. This would leave the teacher to concentrate on constructing a syllabus based on what the student needs to learn, what language aspects will be needed, how they will be described, what proficiency level must be achieved, and what topic areas must be covered.

At last, the course designer would have to determine which teaching approach to adopt, depending on how the learning will be achieved, what learning theory will underlie the course, and what kind of methodology will be employed.
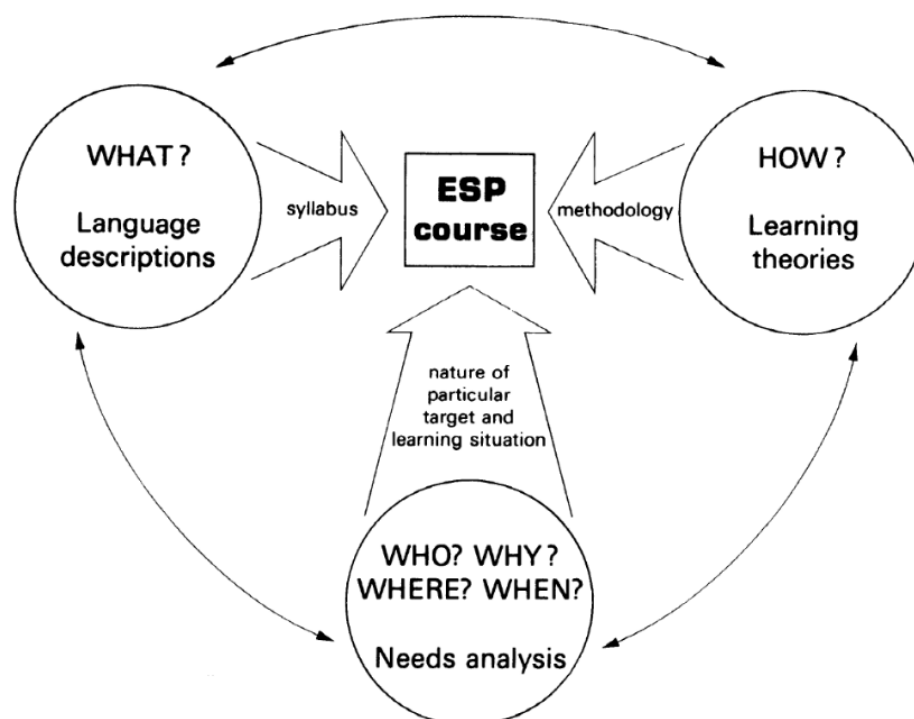
Figure 1.8 Factors affecting course design according to Hutchinson and Waters (1987:22)

In like manner, Kemp (1977) urged course designers, as part of his design model, to first identify the course's objectives by recognizing what must be learned, establish the resources, procedures, and activities required to attain the target linguistic proficiency, and put evaluative mechanisms in place to inform once that proficiency is reached, prior to actually designing the course, a process which Kemp (1977) assured consists of nine stages, including the identification of the instructional problems, the examination of the learners' characteristics, the conduct of a task analysis, the declaration of the instructional objectives, the content sequencing, the elaboration of the various instructional strategies, the design of the message, the planification of the instructional delivery, and the production of the evaluation instruments, all of which occur in a cyclical fashion.
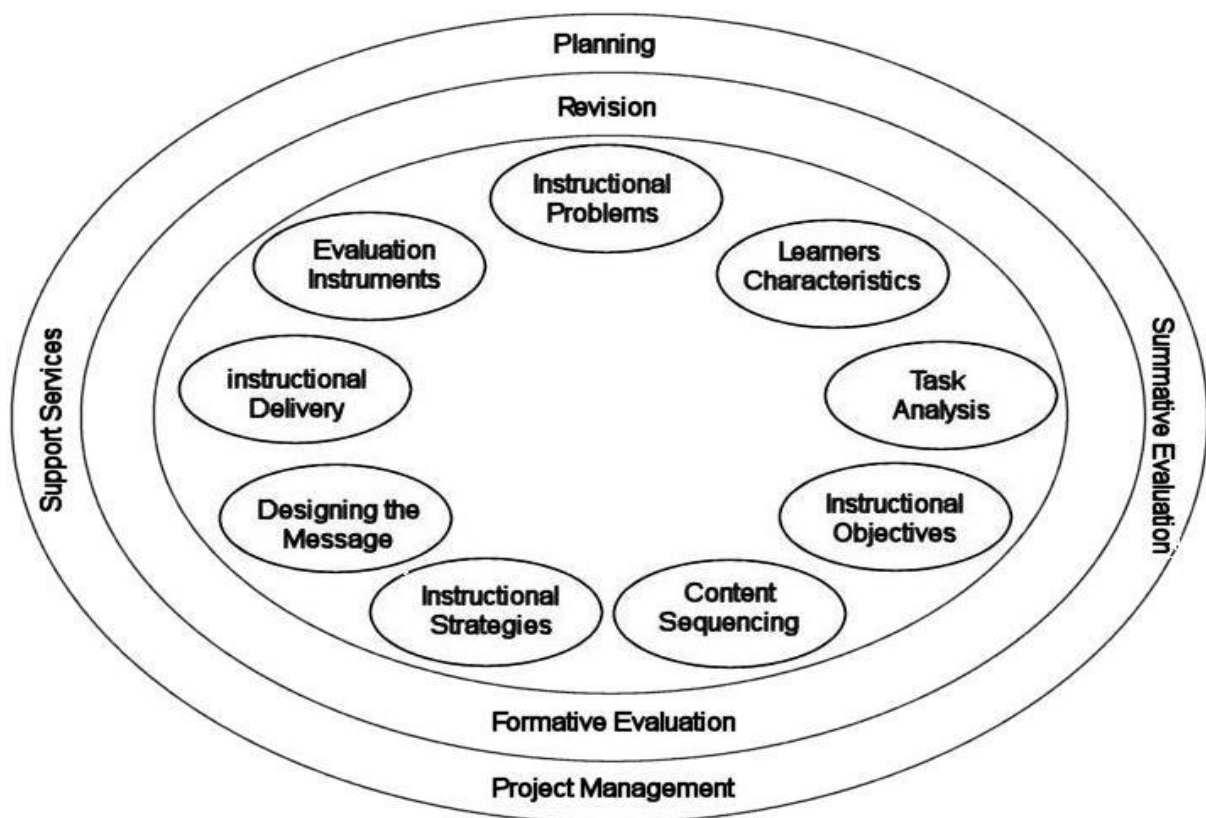
Figure 1.9 Kemp's (1977:9) instructional design model

As any course is void without a decent, engaging, informative, and modern syllabus, many researchers took interest in revealing the ins and outs of the concept, as well as its design process. For instance, Long and Crookes (1993)

95

proposed a classification that divided syllabi based on both their approach to content delivery and focus into two main types, namely, the product-oriented syllabi, and the process-oriented syllabi.

The former, otherwise referred to as the synthetic syllabi, draw their name from their synthetization of a set of graded items into a sequence for the students to progressively learn, without seeking to alter, in a sort of manner, the learning environment. In Basturkmen's (2006) explanatory words, "language is segmented into discrete linguistic items for presentation one at a time" (p. 21). This type was further split into seven subtypes, the grammatical, also known as the structural, syllabus, the lexical syllabus, the functional-notional syllabus, the relational syllabus, the skill-based syllabus, the situational syllabus, and the topical syllabus.

The process-oriented, alternatively called analytic, syllabi on the other hand, present language, according to Basturkmen (2006), as "whole chunks at a time without linguistic control" (p. 21), and are renowned, as reported by Nunan (1988), for their view of language as a process instead of a product, which rationalizes the attention they wholly dedicate to the tasks as well as activities that comprise the learning process.

Moreover, Long and Crookes (1993) clarified that analytic syllabi entrust learners to surmise the linguistic rules, in lieu of explicitly conveying them, and expect all students to be in possession of a basic understanding of "linguistic universals". Similarly to its aforementioned counterpart, this type of syllabi was also separated into six subtypes, namely, the task-based syllabus, the procedural syllabus, the process syllabus, the content-based syllabus, the learner-centred syllabus, and the natural approach syllabus, often shortened to the natural syllabus.

In order to help those bewildered by the abundance of types offered by her peers regain their lucidity, Basturkmen (2006) suggested a set of seven

characteristics that she asserted any syllabus, regardless of its type, bears. According to her, a syllabus:

1- Consists of a comprehensive list of:
    - Content items (words, structures, topics)
    - Process items (tasks, methods)
2- Is ordered (easier, more essential items first)
3- Has explicit document
4- Is a public document
5- May indicate a time schedule
6- May indicate a preferred methodology or approach
7- May recommend materials

In an attempt to ensure that the syllabus design process be as illuminated as the course design one, Miliani (1984) presented four cyclically interrelated guidelines, borderline stages, that he claimed could destine the learning experience to either succeed or fail. These instructions entailed conducting a situation analysis, setting the aims and objectives of the course, developing a standardized content, and assessing the learners.

The situation analysis, basically analogous to the formerly discussed means analysis, evaluates the educational environment based on the available teaching means, teaching staff, teaching materials, the learners' attitudinal profile, and the teachers' attitudinal profile as well as their level of savoir-faire.

The aims and objectives on the other hand, are selected according to the findings of needs analysis, and represent what is envisaged, along with what is hoped, to be achieved. In order to be deemed adequate, the content must be both valid and authentic, significant in the sense that it serves the set aims, captivatingly interesting to the learners, and should never warrant a level of comprehension, or a linguistic competence, that exceed the learners' reach. The

scholar maintained that any deficiency in any generated syllabus can be traced back to a failure in one, or more, of the aforementioned phases.

As freedom is often chaperoned by responsibility, Harmer (2001) argued that while a syllabus designer is free to choose whatever type he/she sees fit, he/she must also make sure to abide by, as well as to cyclically consider, four criteria, namely, learnability, frequency, coverage, and usefulness, whilst designing the syllabus.

The learnability criterion requires the teacher to commence by tackling the easiest items on the agenda first, and then proceed to steadily increment the difficulty level as learners progress through the syllabus. Satisfying the frequency criterion on the other hands, necessitates prioritizing the items most frequently used by the native speakers of the language over the less frequent ones.

By the same token, the coverage criterion recommends favouring the words and structures that have wider applications, which implies, for example, focusing more on the patterns indispensable for the expression of the future tense than on those imperative for the formulation of the present continuous tense, since there are many more case scenarios and situations that call for the use of the future tense than those that demand the utilization of the present continuous one.

The last criterion, usefulness, encourages teachers to put extra emphasis on the words deemed most useful, meaning the ones that the learners will most likely recurrently use throughout their linguistic development both inside and outside the educational institution.

1.9.3- The Teaching-Learning Process

Defined by Neeraja (2011) as "a planned interaction that promotes behavioural changes that is not a result of maturation or coincidence" (p. 218), the teaching-learning process encompasses the daily pedagogic activities and cognitive as well as affective interactions that occur within classrooms, and which involve both

teachers and learners. In addition to being contextual, the process is believed to be dynamic as well, for it is continually subjected to a variety of influencing factors.

Much better comprehended nowadays, the process represents to many the newly discovered and recently fathomed correlation between the efficacy of teaching and the presence of a firm understanding of how learning is perceived by, and what it constitutes to, the learners. Usman (2004) maintained that "the teaching-learning process is the core of the overall education process with the teacher as the main role holder" (p. 4), a responsibility which, in fact, envelops many duties, and compels the teacher to juggle diverse tasks.

1.9.4- Materials Production

A difficult task on experienced, well-trained ESP practitioners, more so on the novice ones according to Hutchinson and Waters (1987), materials production and/or selection served as subject to many debates, gave rise to numerous design models, prompted various pieces of scholarly advice, and spurred the emergence of diverse criteria sets. The argumentative discussions often revolved around the choice all ESP practitioners face at some point during their course design, about whether to use published materials, either by adopting or adapting them, or to self-produce fresh ones.

While Swales (1980) warned ESP professionals against the rushed and quick dismissal of suitable ready-made materials, usually done for the sheer sake of satisfying their sponsors, Hutchinson and Waters (1987) along with Dudley-Evans and St John (1998) recognized the weak likelihood of finding such perfect materials that fit flawlessly with the learners' varied and specific needs. Hence, they sympathized with the ESP practitioners' frequent burden of generating their own materials, despite, as reported by Johns (1990), often being granted little time to do so, rendering the challenging chore even more arduous.

Frendo (2005), who was sceptical as well regarding published materials' ability to conform, out of the gate with no alterations or additions, to most ESP courses' educational agendas, cautioned material providers against taking the easy way out by blindly adopting ready-made materials as they could possibly bear content that would be deemed culturally inappropriate or offensive by the learners, thus encouraging them to develop their own materials in order to ensure the safety as well as the appropriateness of the content to which their learners will be exposed.

In their typical fashion, Hutchinson and Waters (1987, pp. 106-108) engaged in elucidative endeavours aimed at making the responsibility of material provision a tad easier. As part of these efforts, they first addressed the major question of what constitutes good materials by providing the following list of principles that they maintained quality materials invariably abide by:

a) Good materials give a stimulus to learning, not by teaching, but instead by inciting learners to learn, and therefore must include interesting texts, offer enjoyable activities which engage the learners' thinking capacities, provide opportunities for the learners to use their existing knowledge as well as skills, and present a content that both the teacher and the learners find satisfactory.

b) Good materials should add order to the teaching-learning process by paving the road through the complex mass of the language to be learned, and proposing a clear as well as coherent unit structure that would guide the teacher and the learners as they progress through various activities in a manner that maximizes learning.

c) Good materials should mirror a perspective of the nature of language and learning, in addition to reflecting the teacher's mindset regarding the learning process.

d) Good materials should represent the nature of the learning task, and should generate the notion that the task is both complex as well as manageable at the same time.

e) Good materials can expand the teacher's expertise by initiating him/her to the use of new and modern techniques.

f) Good materials should showcase the correct and appropriate use of the language.

Having set the bar so high in terms of what qualifies as acceptable and useful materials, Hutchinson and Waters (1987) had to demonstrate how to actually develop such high-quality materials. Hence, they presented a materials design model that they claimed guaranteed the perfect balance between learning and creativity.

The framework comprised four components, namely, input, content focus, language focus, and task. They explained that input may vary in terms of form from texts to video-recordings according to the identified needs, but must always bear a broad range of benefits, including, a "stimulus material for activities, new language items, correct models of language use, a topic for communication, opportunities for learners to use their information processing skills, opportunities for learners to use their existing knowledge both of the language and the subject matter" (pp. 108-109). Input, they added, can either be content-focused or language-focused.

As content-focused, the input would principally serve the language's main function as a communicative means, and would thus be limited to "non-linguistic content" that would spark purposeful as well as significant communication within the classroom.

As language-focused on the other hand, the input would aim at equipping the learners with the linguistic knowledge necessary to conduct the aforementioned communication by laying opportunities for the learners to deconstruct language

101

to its bare core, understand its intricate mechanisms, and try reconstructing it again. This binary focus of the input would result in an ideal combination of language and language use, one that is crucial for the fourth component, the task. According to the two scholars, the communicative task represents the end-goal of the model, and the basis around which it revolves.

Therefore, the task should dictate, based on communicative and linguistic necessities, both the content and language's focuses. Furthermore, the interrelated relationship between the four elements was made more explicitly clear by Hutchinson and Waters (1987, p. 109) via the following diagram.
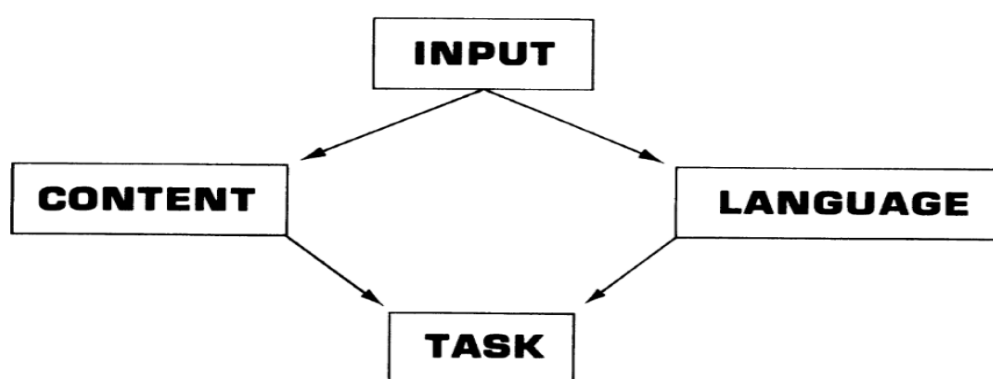
Figure 1.10 Hutchinson and Waters (1987:109) materials design model

Similarly to their compeers, Dudley-Evans and St John (1998) also believed in the multifunctionality of materials. Their perspective was that materials can mainly serve four functions, as a source of language, as a learning support, for motivation as well as stimulation, and for reference. As a source of language, they provide extremely needed and valuable exposure to the target language in cases where English is a "foreign not a second language", and thus is rarely, if ever, encountered by the learners outside the classroom. As a learning support however, they incite learners to use their accumulated language knowledge, and engage their cognitive processes in a manner that ensures a gratifying feeling of progression.

As stimulus and motivational tools on the other hand, the materials must be difficult, but not too difficult, demanding yet attainable, familiar still somehow fresh, in order to keep the learners interested in the process, while remaining relevant to their needs at the same time. Whereas as a reference, the materials must be self-explanatory enough to be usable for self-study sessions, and must contain sufficient illustrations as well as corrected exercises. Additionally, the researchers emphasized that the materials take into consideration, and be suitable to, the various learning styles.

Whether published or self-made, authentic materials have always been favoured by scholars, primarily for the concrete examples of real-life use of the target language they deliver. Indeed, these materials that Nunan (1989) was convinced covered "any material which has not been specifically produced for the purpose of language teaching" (p. 54), and that Bacon as well as Finnemann (1990) narrowed to "texts produced by native speakers for a non-pedagogical purpose" (p. 460), made the authenticity criterion, as declared by Robinson (1991), utterly relevant to the ESP practice.

Karpova (1999) however, insisted that seven criteria, which are, namely, content, tasks, teacher-learner relationship, learning strategies, learning environment, social values as well as attitudes, and culture issue be taken into consideration while selecting authentic materials in order to further certify their suitableness, and ascertain their efficiency. The content must be age appropriate, and must adequately fit within the realm of the learners' interests, needs, and goals.

The tasks on the other hand, must be "sequenced and differentiated", full of "communicative and cognitive procedures" (Karpova, 1999) that allow learners to gradually implement and use their acquired linguistic knowledge. Since the smoothness of the teacher-learner relationship is of paramount importance to any educational experience, the materials must be designed in a way that facilitates

communicative reciprocity between the teacher and the learner. Moreover, the materials must grant ample room for the learners to utilize their learning strategies, and must help create a learning environment that welcomes "risk-taking and idea sharing" (Karpova, 1999).

The authentic materials also ought to go along, not against, the learners' social values as well as attitudes, and act as a cultural asset instead of issue by expanding the learners' cultural awareness beyond the cultural, sociolinguistic, and even linguistic barriers whilst remaining culturally convenient.

1.9.5- Assessment/Evaluation

The stage during which the ESP practitioner's previously discussed evaluative skills are expected to shine, evaluation, according to Hutchinson and Waters (1987), involves both the learners' assessment and the course's evaluation. The former, envelops formative assessment as well as summative assessment, both of which were coined by Scriven (1997).

Formative evaluation typically extends from the commencement of the course till its conclusion in the form of a continuous monitoring of the learners' progression, one that offers the teacher plenty of opportunities to immediately adjust any undesirable linguistic behaviour among the learners, and to introduce on the spot, minor, modifications when necessary. This type of evaluation, as stated by Alderson and Waters (1982), can represent a valuable chance to provide learners with positive feedback for a job well-done, an interest well-appreciated, or a progress fast-reached, thus concretizing their improvement, however minuscule it may be, boosting their self-confidence, fostering their motivation, strengthening their attitude towards the language, and further smoothening their triangular relationship with the target language as well as the teacher.

Summative assessment on the other hand, is numeral in nature, and refers to placement testing when employed at the dawn of a course as a tool to sort students

into homogenous groups based on their linguistic mastery. When used at the dusk of a course, summative evaluation pertains to achievement testing and proficiency testing, with the former one focusing mainly on measuring the amount of knowledge that the learners accumulated as a result of their tuition, while the latter one aiming at confirming whether or not their language command at the end of the course matches the one required by the target situation. Summative assessment, thus, puts the learners' linguistic performance to the test, shedding light on their strengths and weaknesses, and pointing out, straightforwardly, to the course's instructional capabilities as well as shortcomings, therefore contributing in a direct manner to the second evaluative level, the course's overall evaluation.

The appraisal of a course's quality entails amassing informational feedback from diverse sources, including the learners' assessment, their questions and comments, discussions with fellow practitioners, the teacher's self-reflection, and his self-assessment, all of which would determine whether or not the educational objectives set prior to the course's start have been reached, and help refine the subsequent versions of the course. In addition, as explained by Hutchinson and Waters (1987), course evaluation in particular, and assessment in general, paint a clear picture to the sponsors about the course's efficiency, and guide their decision regarding whether to prolong or withdraw their financial support of the course.

In case of a less than satisfactory course efficacy, this fifth stage would mark a new beginning instead of an end, often relaunching a needs analysis in search of some misdiagnosed necessities, some unnoticed lacks, or some overlooked wants, which ought to reshape, by extension, the successive stages, hence adding validity to Dudley-Evans and St John's (1998) claims about what an interrelated and continuous process ESP teaching really is.

Not seeking to diminish the significance of evaluation, but wary of the convoluted nature of the task, the hindrances frequently associated with it, and its direct ramifications on the course's future, many scholars, such as Douglas (2000)

and Dudley-Evans as well as St John (1998), reminded ESP practitioners of the necessity of taking influential factors like time, budget, and manpower into account while, as well as prior to, assessing, in order not to get overwhelmed, and put in jeopardy the quality, credibility, and reliability of the assessment.

1.10- The Roles of the ESP Teacher

The lack of a "***single ideal role description***" that befits the multifaceted nature of the ESP teacher's role caused the topic, according to Robinson (1991), to become a point of controversy which caused many scholars to list, based on their own perceived convictions, the various roles that an ESP teacher typically serves. Benyelles (2009) claimed that while practicing his trade, an ESP teacher often finds himself/herself acting as a "instructor, facilitator, role-advisor, monitor, co-communicator, classroom manager and consultant" (p. 42).

Benmoussat (2003) on the other hand, having identified several roles, opted to combine and abbreviate these latter ones into one easily memorisable acronym, P.L.E.F.T.E.R, which he explained stands for Planner, Linguistic model, Evaluator, Facilitator, Team-member, Educator, and Researcher. Whereas in Harmer's (2001) eyes, an ESP teacher is a controller, an organiser, an assessor, a prompter, a participant, a resource, an observer, and a tutor.

Dudley-Evans and St John (1998), who insisted that there is much more to ESP practice than merely teaching, argued for the use of the term "ESP practitioner" instead of "ESP teacher" to accommodate for the other four roles that an ESP professional is expected to fulfil, which they declared include being a course designer and material provider, a collaborator, a researcher, and an evaluator.

As pointed out by Strevens (1988), an ESP practitioner remains, at the end of the day, a language teacher, and as such is required to attend to similar duties to those of a general English teacher, which entail "shaping the input, encouraging learners' intention to learn, managing the learning strategies, and promoting

practice and use" (p. 44). Ergo, the role of a teacher, in itself, incorporates multiple sub-roles that are customarily associated with the language teaching profession. An ESP practitioner is first and foremost a linguistic model, since despite no longer being considered the primary knowledge provider, he/she is still supposed to master the subject matter in order to be able to guide his/her learners to achieve a similar mastery, and be a resource as well as of assistance if and when certain linguistic concepts become too challenging or ambiguous to the learners.

Furthermore, given that an ESP practitioner is, as professed by Goonetilleke (1989), rarely as well versed in English as he/she is in the learners' field of specialty, he/she must, for the sake of teaching, be a team-member and collaborate with field experts to compensate for his/her lack of familiarity with the specialized discipline, and be willing to go as far as conduct in team-teaching activities if the opportunity ever presents itself.

As a facilitator of learning, an ESP practitioner must respond to the learners' preferences in terms of learning styles as well as strategies by adapting his/her teaching methodologies and techniques, last of which, depend upon his/her research skills to remain up to date.

Due to motivation being so vital for the learning process, the ESP practitioner ought to be a prompter who seeks to maintain the learners' spirits at an all-time high, and keep them engaged in the pedagogic activities for as long as possible. To ensure that his/her motivational and teaching techniques are panning out, the ESP practitioner must be a keen observer of his/her pupils' reactions, and should routinely monitor their feedback.

Last but not least, as a teacher, instructor, and tutor, the ESP practitioner ought to use his classroom management skills to impose discipline, and provide the learners with the safe, nurturing, as well as favourable learning environment they need for a fruitful learning experience.

Widely regarded within the ESP milieu as the most burdensome and decisive roles for their nearly irreversible repercussions on the outcome of the course down the line, the functions of a course designer and material provider, similarly to those of a teacher, call for a set of sub-roles. Being a course designer implies being a needs analyst, as the whole process of course designing revolves around the objective of fulfilling the learners' needs, hence the necessity to first identify them.

Additionally, the ESP practitioner must make peace with the idea that he/she no longer possesses full monopoly over the course design, and therefore must accept his/her new role as participant in that collaborative process, which involves acting as a negotiator, and debating the educational vision that shall govern the course with the concerned parties, including, learners, subject specialists, as well as sponsors.

Once the negotiations settled, the ESP practitioner must become a planner, and dip in his/her organizational skills to outline the course. This would in turn cause him/her to contemplate the material provision issue, and make a sound decision about whether to adopt or adapt ready-made teaching materials, or produce fresh, more specific ones, last of which, usually represents sponsors' most preferred option, and requires him/her to, according to Dudley-Evans and St John (1998), once again morph into a researcher.

By succeeding as a course designer and material provider, the ESP practitioner would have indirectly served another role of his/her, that of a prompter, since students ought to be enthusiastically motivated when faced with relatable as well as captivating content that they themselves were consulted on, and which caters to their needs.

As success must be assessed in order to be validated, an ESP practitioner must assume the role of an evaluator, and make use of both formative as well as summative assessment tools to authenticate the students' achievement of the

desired language mastery, with the former ones encompassing quizzes, mid-lecture questions, exit slips, and homework, all of which help offer a continuous monitoring of the learners' progress throughout the course, and the latter ones mainly consisting of high-stake tests as well as final projects, which are typically employed at the end of the learning experience to obtain an appraisal of the knowledge and skills that the learners had accumulated.

Moreover, since there is always room for improvement, an ESP practitioner must always be on the lookout for ways to better his/her course, and thus must abide by Dudley-Evans and St John's (1998) recommendation to assess the course design along with the teaching materials "while the course is being taught, at the end of the course and after the course has finished" (p. 16).

Indeed, the two scholars suggested that ESP practitioners go as far as staying in touch with their students after the course's conclusion in order to gain feedback regarding whether they truly benefited from the learning experience, whether they managed, as a result of the taken course, to professionally succeeded at, and be fully integrated in, the target situation, and whether they had any reservations concerning how the course was conducted, all of which can be used to enhance the next version of the course.

The myriad of duties that an ESP practitioner is entrusted with raised much scepticism about his/her ability to even handle such a load, which Robinson (1991) addressed by advising fellow ESP professionals to arm themselves with flexibility to cope with the burden, and to ensure continuous productivity during the whole duration of the course.

1.11- The Struggles Behind Teaching ESP

Despite teaching being context-bound, and thus so are its hardships, scholars noticed that some struggles are far more recurrent than others. Johns (1990) brought attention to the most widespread adversity that ESP practitioners

encounter, time restraints. Indeed, time being a luxurious rarity that very few ESP teachers can afford, as a result of an increasing demand for intensive, short, yet still efficient courses, may cause ESP practitioners, especially the novice ones, to rush the ESP process, and miss out, therefore, on some necessities, wants, or lacks.

This would, certainly, be detrimental to the overall quality of education, as it would limit the number of realizable objectives, curb the educational potential of the course, and hamper its efficacy, hence doing more harm than good to the learners' language growth.

As previously discussed, Hutchinson and Waters (1987), along with Dudley-Evans and St John (1998), pointed out another troublesome obstacle that the majority of ESP practitioners encounter, repeatedly, which is the scarcity of suitable ready-made materials. Such predicament compels teachers to forge their own tailored materials, a long, strenuous process that can only worsen the time pressure to which the practitioners are subjected.

An additional disadvantage that numerous practitioners suffer from, and which caught the eye of Robinson (1991), is their lack of specialized knowledge. The scholar explained how unlike their General English counterparts, ESP teachers "need some knowledge of, or at least access to information on, whatever it is that students are professionally involved with, for example economics, physics, nursing, catering" (p. 1). Hutchinson and Waters (1987) also addressed this issue, reporting how teachers, especially those from backgrounds other than ESP, "find themselves having to teach with texts that they know little or nothing about" (p. 60).

Since training in the various ways of language teaching and course designing is a must for ESP practice, as asserted by Robinson (1991), tutors who have for a long time been teachers of, and received training in, General English, often experience, according to Strevens (1988), a shock while transitioning into their new profession. Khan (1986) and Coffey (1978) claimed the adaptive difficulties

to be more serious among those who make the shift in a "willy-nilly" manner, with no prior, and proper, training whatsoever.

In addition to time constraints, Johns (1981, as cited in Hutchinson and Waters, 1987), insisted that ESP practitioners, for the most part, encounter five hindrances, including, "low priority in timetabling; lack of personal/professional contact with subject teachers; lower status/grade than subject teachers; isolation from other teachers of English doing similar work; lack of respect from students" (p. 164).

Ewer (1983), on the other hand, maintained that the ESP pedagogues' problems, as miscellaneous and abundant as they may be, can be sorted into five categories, including, attitudinal, conceptual, linguistic, methodological, and organizational issues. He clarified that the attitudinal problems derive from "the hostility of the humanities-trained teachers to scientific concerns" (Ewer, 1983, p. 10), whilst the conceptual complications arise when the teacher lacks the necessary "understanding of scientific methodology and procedures" (Ewer, 1983, p. 10).

The linguistic struggles, according to him, result from encountering "lexical difficulty, as well as problems in understanding the function of 'core' language of science" (Ewer, 1983, p. 10), whereas the methodological ones emerge when the practitioners are "used to dealing with secondary school pupils rather than mature adults" (Ewer, 1983, p. 10). As for the organizational troubles, the scholar accused the "administrative duties" with which teachers are usually encumbered as the direct causes behind their emergence.

1.12 Conclusion

For its undeniable worldwide renown, and its unquestionable usefulness, the chapter at hand attempted to adequately review ESP by providing a detailed elaboration on everything and anything there is to know regarding the discipline. It initially took interest in the causes that led to its emergence, miscellaneous as

they were, before examining its gradual, stage-by-stage development throughout the decades.

Moreover, the chapter also shed light on the lack of consensus among scholars regarding the exact definition of ESP, and listed numerous descriptions as well as characteristics of the latter in hopes of elucidating it to those curious. For further clarification, the objectives and types uniquely specific to ESP, which help distinguish it from the other disciplines in general, and General English in particular, were comprehensively explained. Subsequently, attention was shifted to unarguably a pillar of good ESP practice, the ESP process. Each of the five stages that comprise the said process was scrutinized, and its specificities highlighted.

As any profession is doomed to be associated with a specific set of hardships, this portion of the research, in the name of transparency and candidness, concluded by illuminating the various adversities that ESP practitioners are likely to face while attending to their duties.

Chapter Two: Research Methodology

Chapter Two: Research Methodology

2.1- Introduction

With language being, at its core, a code shared by multiple individuals, the issues surrounding it are, more often than not, riddled with complexity, and convoluted by the involvement of various parties, as was the case of the studied problem. It swiftly became evident that in order to get to the bottom of the investigated matter, a careful as well as thorough consideration of all the concerned actors' viewpoints and experiences was a must.

Business English, the language highly in demand, remains, beneath all its allure, a tool that only benefits its wielder when properly mastered. Its command can solely be achieved via a solid instruction, a process that relates to teachers as well as students, and whose fruits can only be reaped later on once the learners join the workplace. That is why, Business English teachers, students, and former students represented the main sources of data for this investigation, which endeavoured to assess just how accurate the teachers' needs analysis was, and examined whether there was room for an improved accuracy via the introduction of the work shadowing technique.

This chapter at hand was divided into two major sections, the first of which strove to vividly narrate the undergone data collection process by providing a comprehensive portrait of the study's context, a meticulous description of the participants' profiles, a precise recollection of the utilized sampling process, a detailed as well as elucidative account of the used data gathering tools, and a candid statement of the encountered research limitations. The second part on the other hand, focused on generating meaning out of the emerging raw data by producing individual, yet interrelated, analyses as well as interpretations of the obtained results in light of the posed research questions and the suggested research hypotheses.

2.2- The Context of the Study

As previously stated, the intricately complicated nature of the explored problem called for a polyangular inquiry, and necessitated a multi-sited investigative journey. Therefore, during the span of four years, two distinct locations served as contexts for this study, the first of which was the department of Finance and International Commerce. This academic establishment is part of the larger educational institution that is the faculty of Economics, which itself is an integral branch of the Djillali Liabes university located at Sidi Bel Abbes. For its aspiration to be a Mecca to those fascinated by the ins and outs of the financial world along with its international dimensions, the department granted an unparalleled access to the targeted students as well as teachers, and represented the ideal setting for the administration of the questionnaires. The second context on the other hand was ENIE (Entreprise Nationale des Industries Electriques), a company based in the industrial zone of Sidi Bel Abbes. Established in 1983, this enterprise rapidly succeeded, through both innovation and hard work, at securing a firm position, as well as a pristine reputation, within the audio-video industry during the 80s and 90s to the point of competing against renowned international brands, becoming, at once, the pride of the city, and an economic driving force for the whole nation. After a near-monopolist reign over the market that lasted 30 years, the company started to demonstrate signs of serious financial struggles throughout the late 2010s, which prompted the government to launch a rescue and modernization campaign that aimed at bringing the corporation back to its prime. The outcome was the inauguration of a production unit specialized in the manufacturing of solar panels. This particular unit, due to its international partnerships that require the use of the English language, represented the second context of the investigation.

2.3- The Participants in the Study

The fact that the repercussions of the researched problem could very well extend, both spatially and temporally, beyond the university into the workplace made it abundantly evident that concentrating solely on teachers and learners would be amiss, if not too limiting, and that former students turned employees must be approached as well in order to guarantee a balanced and exhaustive look at the issue.

2.3.1- The Sampling Process

Decisions regarding which sampling process to choose out of the plethora of available options are often subject to various considerations. Driven by a sense of egalitarianism, and a strong desire to steer as far away as possible from any whiff of bias, the researcher resolved to the use of the simple random sampling techniques whilst selecting the participant students. Heavily praised by Cooper and Schindler (2003), this sampling process ensures exceptional representativeness by offering equal participatory chances to every member of the target population. 100 students arose as the sample for this investigation, one that was characterized by a diversity in terms of age, gender, and most important of all, linguistic viewpoints and needs. As for the teachers, no sampling process was needed as the modest number of their entire population allowed for their total inclusion.

Apropos ENIE, since gaining access to such institutions always proves itself to be an arduous task for a myriad of reasons, including security clearances, busy agendas, and even plain refusal of cooperation, only three staff members occupying diverse positions within the company were selected. Their selection was based on their willingness to participate in the study, and their availability the day the work shadowing session was conducted.

2.3.2- The Students' Profile:

100 first year master students of finance and international commerce at the Djillali Liabes university of Sidi Bel-Abbes kindly consented to take part in this research. The reason behind targeting this population in particular lied in the substantial likelihood of it being the heaviest future user of Business English in the professional realm, especially when put in comparison with the other populations attending the same university, which may eventually make use of the language, but certainly not to the extent of the selected population.

Apart from a mutual interest in the financial intricacies of international commerce, and a shared ambition to ultimately land similar jobs, the informers held different impressions regarding their linguistic prowess, and varied in their linguistic preferences. Their divergence was definitely a reminder of the imperativeness to look past the necessities of an occupation, and to consider its future performers' wants as well as lacks during the needs analysis stage for a more efficient, curated instruction.

2.3.3- The Teachers' Profile

Ten university teachers, who, at the time during which the research was conducted, were either teaching or had just recently taught at the faculty of Economics, graciously accepted to spare time out of their cumbersome schedule to undertake a crucial, cooperative role in this investigation. Half of the partakers were seasoned full-time teachers, whereas the other half were part-time instructors, who, against their misleading job title, had been performing that function for years at a weekly hourly volume that comes close to, and sometimes even matches, their full-time compeers'.

Their meagre number, so frail compared to that of the students, so feeble vis-à-vis the considerable teaching responsibility with which they are entrusted, and so preposterously insufficient given the expected quality of education, was

alarming to say the least, and foreshadowed inevitable flaws in the teaching-learning experience.

2.3.4- ENIE's Employees' Profiles

The three participant employees performed highly distinct, yet complementary, functions within the corporation, each one of which relied to an extent or another on the use of the English language. They operated as a supply chain agent, an account, and an engineer. The agent carried a manifold responsibility. She had to utilize English while acting as a logistical liaison with companies overseas with whom the enterprise had financial ties and/or ongoing partnerships. Additionally, she was depended upon for guaranteeing the continuous, fluent, and sufficient supply of the raw materials necessary for the production of the solar panels, as well as the smooth logistical transition of all purchased or delivered goods.

The accountant on the other hand, exercised the duties typically associated with the job description, however, the international dealings of the company entailed the receipt of English-drafted payment orders, which had to be pre-approved before their transfer to the bank handling the foreign transactions, hence the need for the language.

While an engineer's linguistic needs would ordinarily fall more under the realm of English for Science and Technology (EST), an exception had to be made as engineers were frequently required to transcend beyond the common obligations of their job title, and delve into the business side, by travelling abroad for the sake of quality checking raw materials and technologies prior to greenlighting their import. This would involve conducting technical as well as business meetings, and undergoing training, all of which made the mastery of English a must.

2.4- The Employed Data Collection Tools

An eclectic approach featuring triangulation, and combining quantitative as well as qualitative tools was used throughout this research for uncompromised efficiency. It included administrating distinct questionnaires to students and teachers, carrying out interviews with ENIE's employees, and conducting a work shadowing session at ENIE's headquarters that had as subjects the aforementioned employees.

2.4.1- The Students' Questionnaire

A purely close-ended questionnaire, which consisted of exactly seventeen questions, that varied between Likert scale questions and Multiple-Choice Questions (MCQ). The rationale behind the sole use of close-ended questions was to increase the probability that the participants answer the entirety of the posed questions, and to avoid the blank spaces, ignored queries, incomplete replies, and ambiguous answers, often symptomatic with, and encountered when, using open ended questions.

The questionnaire was split into four main sections, each with a specific purpose. The first segment, entitled "background information", spawn across seven questions, and focused, as its name indicates, on gathering facts about the learner's educational context, his/her attitude towards the target language, his/her perceived level of mastery of the said language, and his/her willingness to put efforts in order to further improve that linguistic level.

The second section on the other hand, named "necessities", strove, through its two umbrella questions, to faithfully portray the student's perception of what would be linguistically requisite of him/her in order to adequately function in the target situation, and what linguistic skills, as well as subskills, would benefit his/her career the most.

An ego check, the third part referred to as "lacks" encouraged the learners, via four questions, to linguistically audit themselves, and report the linguistic limitations from which they suffer, as well as the degree of difficulty they face while acquiring the language. In addition, this section also gave attention to non-linguistic, yet amply important, concepts such as cultural awareness, and probed the students' possession of this acclaimed quality, along with their knowledge of the differences between General English and Business English.

The fourth and last segment, labelled "wants", gave the participants room to openly express their educational desires, and attempted, by means of its four questions, to vividly communicate the learning experience as ideally imagined, or fantasized, by them, including their pedagogical preferences, linguistic expectations, and suggested changes.

2.4.2- The Teachers' Questionnaire

A structured interview turned mixed questionnaire for maximum convenience and expanded reachability, which enveloped twelve questions split between two main sections, namely, the "background information" segment, and the "ESP mindset" one. The former, much like the similarly-named one present in the questionnaire designed for the students, aimed, through its nine questions, at accumulating miscellaneous details regarding the participant's academic credentials, professional experience, faced occupational challenges, and career fulfilment.

The latter on the other hand, fixated, via its twelve questions, on a plethora of topics relevant to ESP. It concentrated on assessing the informant's familiarity with key ESP concepts, revealing the extent to which he/she was abiding by the common as well as recommended ESP practices, reporting his/her ESP teaching process, confirming his/her conversance with, and evaluating his/her attitude towards, the work-shadowing technique, unveiling his/her stance regarding ready-

made courses, and capturing his/her input about the reasons behind the growing tendency among ESP teachers to teach General English instead of ESP.

2.4.3- The ENIE's Employees' Interview

A structured interview designed with brevity and precision in mind to avoid exceeding 45 minutes in terms of duration, and thus guarantee both a sustained attention on the participant's end, as well as a successful collection of the required data. The interview consisted of five major stages, the first of which, and by far the shortest, was devoted to the acquisition of a verbal consent from the participant, a conventional formality but an indispensable one nonetheless, as the validity and usability of the collected data rest on it.

Once consent was secured, the interview transitioned to the next phase, during which, background information about the informant was amassed. Priority was put on determining the participant's academic achievements, and procuring an accurate description of his/her job, one that includes a comprehensive delineation of the inalienable responsibilities and duties.

The next stage, labelled "English within ENIE", marked the initial reference to English and its use within the company. It strove to discover how, and how long since, the language came to be adopted by the enterprise, the financial effect that its implementation begot, the status it currently held, and the various manifestations of its use.

The bulk of information generated by the third phase smoothly paved the road for its successor, entitled "the linguistic requirements for ENIE". This stage incited the informant to specify the exact positions that make use of English, and clarify, for the sake of a more narrowed focus, which of those were susceptible to be occupied by Finance and International commerce graduates. Additionally, the participant was urged to provide a subjective, summative assessment of the English linguistic requisites for the said positions. In the event of a dismissal or a

122

neglect on the informant's end of critical details, such as which language skills are the most needed, what English use scenarios are the most recurrent, or how fluent the employees are expected to be to handle their duties, he/she was kindly requested to supply those.

The fifth and final stage, dubbed "English training", took interest in the language training that the firm offers to its employees. It attempted to shed light on all and everything there was to know about the aforementioned training by probing the participant for any relevant bits of information, regardless of whether they were minor or major ones. These related to a wide range of specificities, such as the eligibility criteria, if existent, the frequency of the training sessions, whether they were internally managed or outsourced, and the bases upon which they were developed. As it is often customary with interviews, and for the sake of thoroughness, the concluding couple of minutes were offered to the interviewee on the chance that he/she may have a suspected misunderstanding to clear up, or something pertinent, yet unsaid or undiscussed, to add to the record.

2.4.4- The Work-Shadowing Session

Occurring on the 15th of March, 2022, and taking place at the solar panels' production unit within ENIE's headquarters, the work shadowing session lasted a whole day, which was amply sufficient for the close shadowing of three employees within their professional habitat as they went on with their routine, and made use of English, to a degree or another, whilst doing so.

Graciously welcoming and cooperative, the managers of the factory facility went as far as arranging a tour of the assembly line, which was extremely informative. It further reinforced the understanding of the various linguistic requirements needed to competently operate at the different stages of the production process, starting from the purchase of the fundamental raw materials till the distribution of the produced merchandise.

2.5- The Limitations of the Study

The pursuit of knowledge, the yearning for the truth, and the obsession for the exploration of the unknown, have always been synonymous with hinderances. This research, much like any other investigative journey, faced its share of setbacks and hurdles, which ranged in terms of criticalness and lasting effect. By far the most challenging and impeding obstacle was unquestionably the emergence of the Coronavirus, which put the whole world at a halt for numerous months. The spread of the pandemic, so rampant and terrifying, tightly constricted, if not eliminated, access to the participants. It imposed quarantine measures, made social distancing a survival necessity, disseminated panic and paranoia, limited travel, and damped morale, all of which sorely diminished the reachability of the informants, negatively affected the size of the sample, and caused valuable time to go to waste. Even after the appeasement of the health crisis, and the progressive recovery of normalcy, the hybrid teaching system it engendered, which combined trimonthly physical and online attendance, granted merely a narrow window of opportunity to get in touch with the students and the teachers. The former in particular, had developed a tendency to take advantage of the Covid-related leniency regarding physical attendance, and frequently resolved to skipping, in mass, the on-site classes.

Another significant impediment was the recurrently encountered reluctance among companies, that shall remain nameless, to authorize access for the conduct of the work shadowing sessions. Their rejections, if explicitly issued at all, were often void of any valid arguments, and sometimes borderline rude. The wait for their responses was time-consuming, and the subsequent refusals induced a counterproductive sense of discouragement and despair.

While it would have been ideal to witness the offered suggestions, declared ulteriorly, be implemented to attest to their validity and effectiveness, doing so would have taken years, as it would have entailed securing a teaching position at

the department of Finance and International commercial, carrying out the aforementioned recommendations, then monitoring the graduates' linguistic performances once they landed a job at ENIE. Therefore, the assessment of the usefulness of the submitted propositions represented a research opportunity to be explored either by the researcher himself at a later date, or by his fellow peers.

2.6- Data Analysis and Interpretation

Harvested data, however substantial, diversified, or exhaustive it is, remains raw, and thus useless, unless it is analysed and interpreted in search of significance. This process was defined by Marshall and Rossman (1989:112) as "**bringing order, structure, and meaning to the mass of collected data**", and described as "**messy, time-consuming, creative, and fascinating**". Having resolved to the use of the eclectic approach, the researcher was compelled to employ distinct and suitable analytical as well as interpretive approaches to accommodate for the diverse types of the emergent data, and ensure the maximal generation of meaning.

2.6.1- Analysis of the Students' Questionnaire Results

A source of quantitative data, the close-ended questionnaire greeted the participants with an introductory paragraph that laid bare its objectives, and kindly urged them to candidly answer the posed questions before ushering them to the first of four sections, the one entitled "background information". In order to ease the informants into the desired mindset, the first question prompted them to simply specify between Arabic, French, and English, what the main language of instruction at their department was. As logic would dictate, an undisputed consensus was reached amongst the participants who designated Arabic, the sole language that is neither a direct or an indirect descendent of the Romance languages, as the principal vessel of knowledge at their institution.
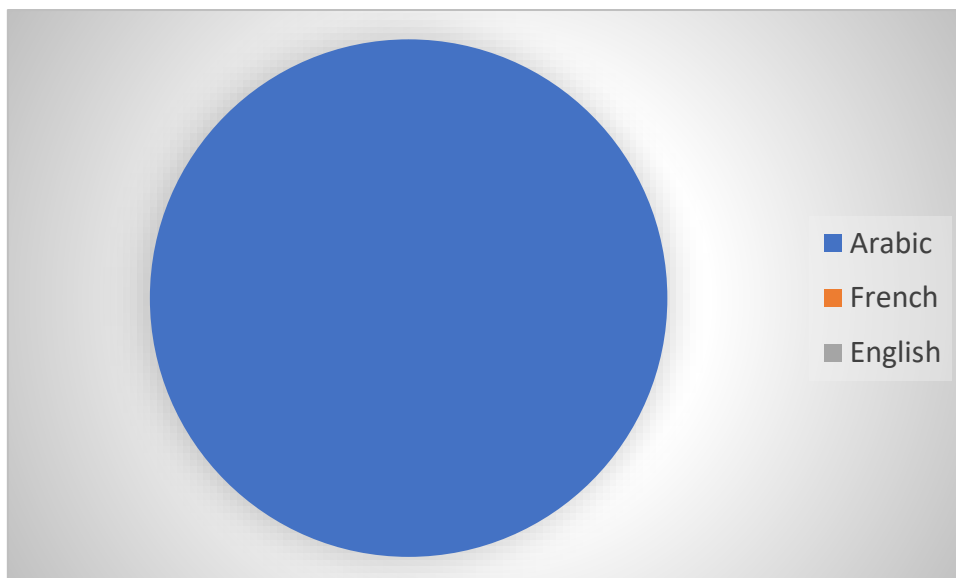
Figure 2.1 The learners' main language of instruction

Learning motives were tackled next via the second question, which inquired as to what drives students to learn English. Remarkably, 53% of the students asserted that their motivation stems from a need for English for future jobs, while 18% declared that they study it purely out of obligation. Moreover, 15% of the informants confirmed being utterly and solely incentivised by a fondness they harbour for the language, whereas 14% claimed that their linguistic acquisition is stimulated by both their affinity for English as well as its prerequisite role for potential employability.
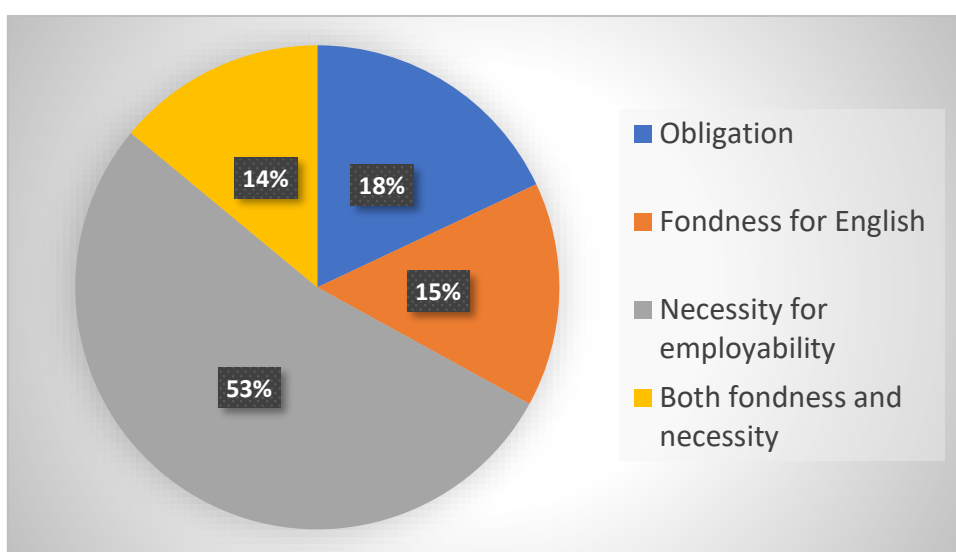
Figure 2.2 The students' motive for learning English

Casually brushed upon during the previous question, English's usefulness for one's occupational and/or scholarly career served as the focal point of the third question, which explicitly asked the students whether they were convinced that learning English would potentially benefit their professional and/or academic interests. A large majority of 92% reported that they believed in the value that English brings to the journey towards their ambition, while 8% made plain their doubt in its utility.
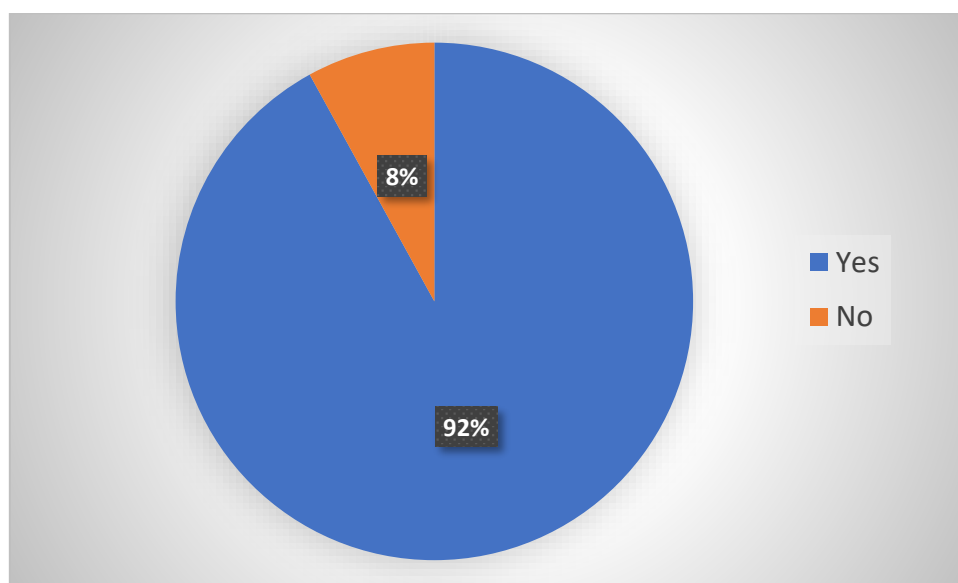
Figure 2.3 The learners' perception of English's usefulness

Subsequently, the participants were requested, through the fourth question, to assess how satisfied they were with their current level of English. No clear majority arose, as 31% of the informants confessed to being utterly dissatisfied with their language mastery, while 30% indicated being merely slightly satisfied with theirs. Out of the remaining students, 27% affirmed feeling moderately content regarding their present linguistic command, whereas 11% expressed being very or extremely pleased with their language prowess.
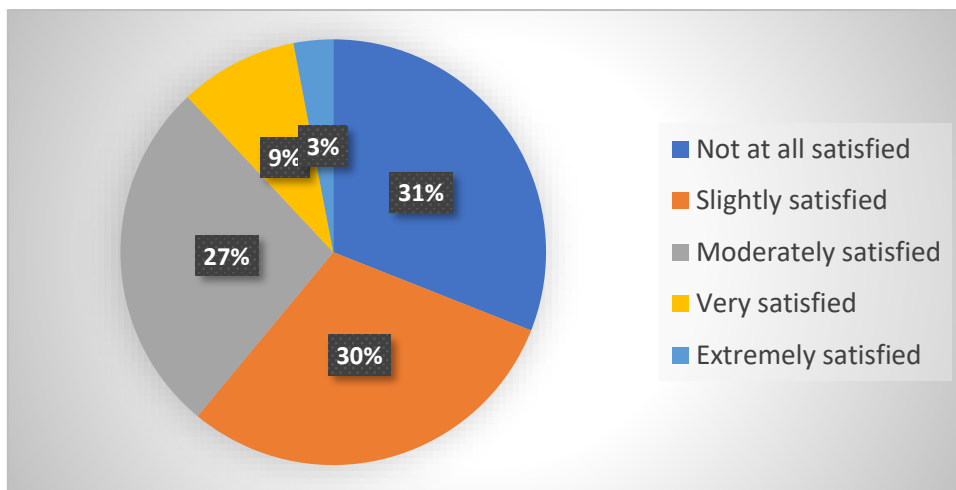
Figure 2.4 The learners' satisfaction regarding their English level

In the same vein, the fifth question, much like its predecessor, pertained to one's linguistic dexterity and its significance in handling day-to-day matters, as it investigated how confident the participants were in their ability to manage English related situations in their future workplace. In all harmony, the conveyed answers mirrored those provided for the previous question, since 37% of the learners admitted to being very mildly confident in their capability to manage such situations if ever risen, whereas 28% disclosed being only mildly confident in theirs. Those with no confidence at all in their linguistic capabilities amounted to an alarming 23%, and completely overshadowed the moderately as well as the severely confident ones, who represented, respectively, 8% and 4% of the sample.
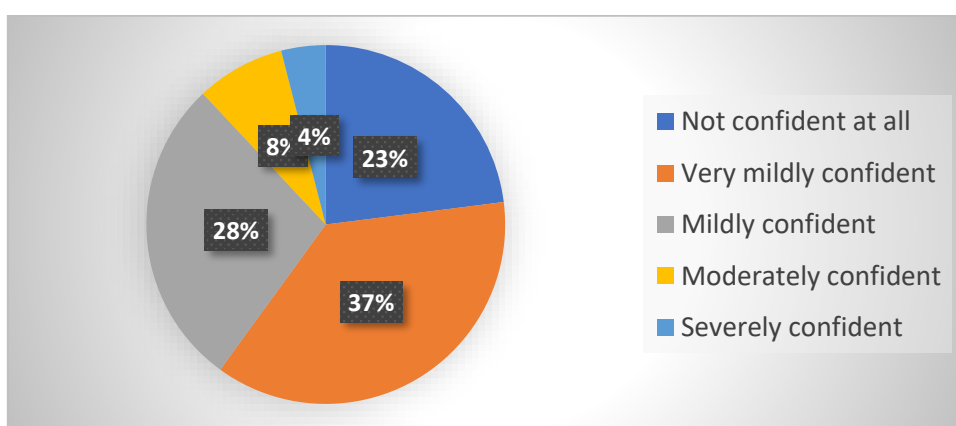
Figure 2.5 The learners' confidence in handling future English-related work situations

Since language acquisition is an ever-lasting quest, and there is always room for improvement, the sixth question endeavoured to reveal whether the learners had ever considered enrolling in an external Business English course to ameliorate their level of English. 82 participants out of the selected 100 acknowledged having previously contemplating the idea, while the rest denied giving the notion any thought.
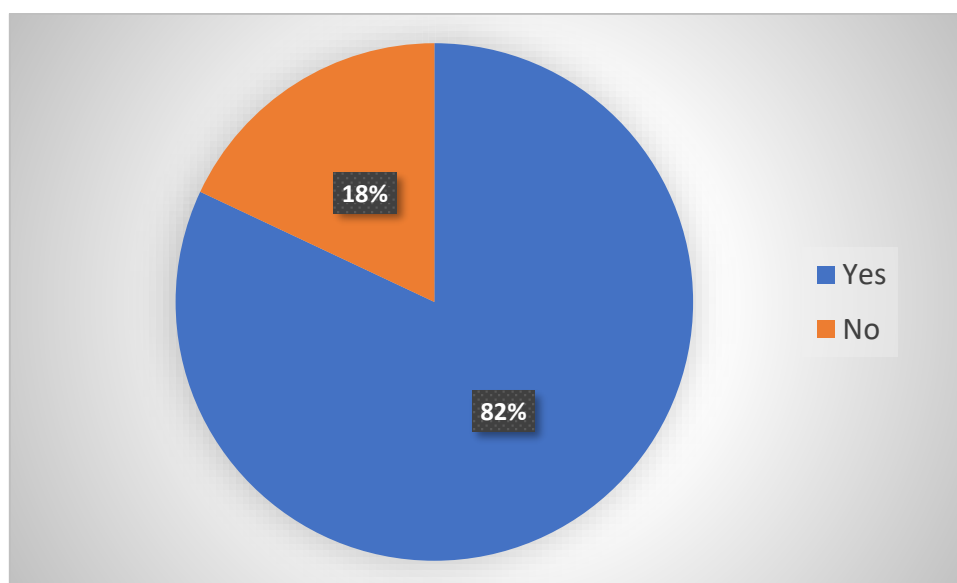
Figure 2.6 The learners' consideration of enrolment in external Business English courses

The concept of bettering one's linguistic competences was further explored through the seventh question, which revolved around the importance of maintaining a continuous contact with the target language, and aimed at exposing the frequency with which the learners were seeking contact with the English language outside the university via extensive activities such as reading or listening. Nearly half of the participants, 46% to be precise, insisted that they sometimes pursue additional interaction with the language. 18% on the other hand, avowed rarely doing so, while 11% went as far as confiding that they never engaged with English beyond the classroom walls. Apropos the remnants, their extensive language use was definitely more recurrent, since 13% assured that they often immerse themselves in English-related extensive activities, while 12%

alleged that they constantly make use of the language once beyond the educational environs.
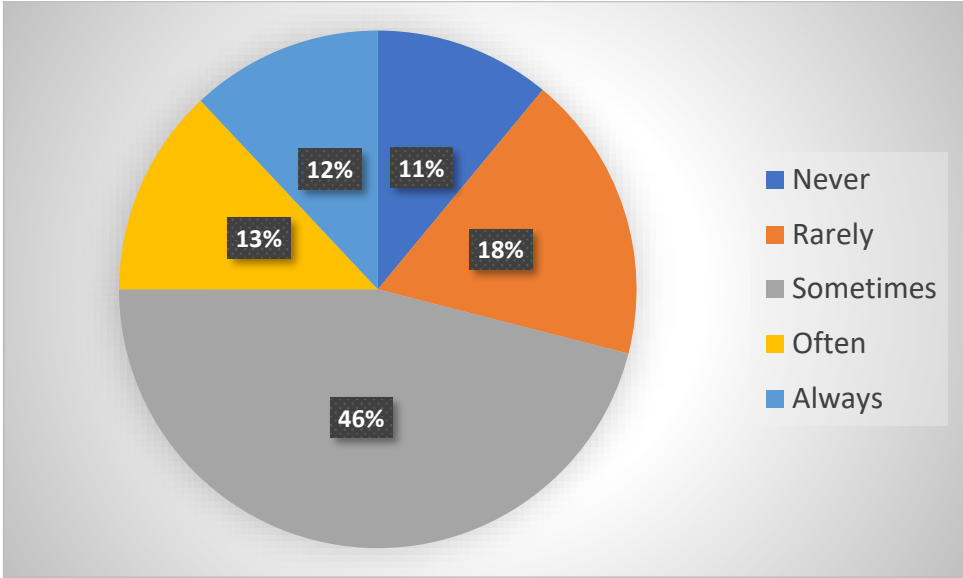
Figure 2.7 The learners' frequency of extensive language use

The seventh question concluded the "background information" section, which yielded critical information concerning a wide variety of key variables, and paved the road for the second section, referred to as "necessities", which, loyal to its name, focused on identifying the target situation's linguistic prerequisites, as conceived by the learners. The eighth question required the participants to select out of the four language skills, the one/s they deem most important for their future professional or academic career. The speaking skill had the lion's share in terms of votes, given that 44% elected it the most valuable of the bunch. Closely behind was the listening skill, which amassed no less than 34 voices. As for the reading and the writing skills, they bore, relatively, equivalent significance in the learners' eyes, which was made evident by the 29 and the 26 votes they respectively landed. It should be pointed out that 7 informants opted to choose all the language skills in what could only be interpreted as an attempt to convey the relevance that each one holds.
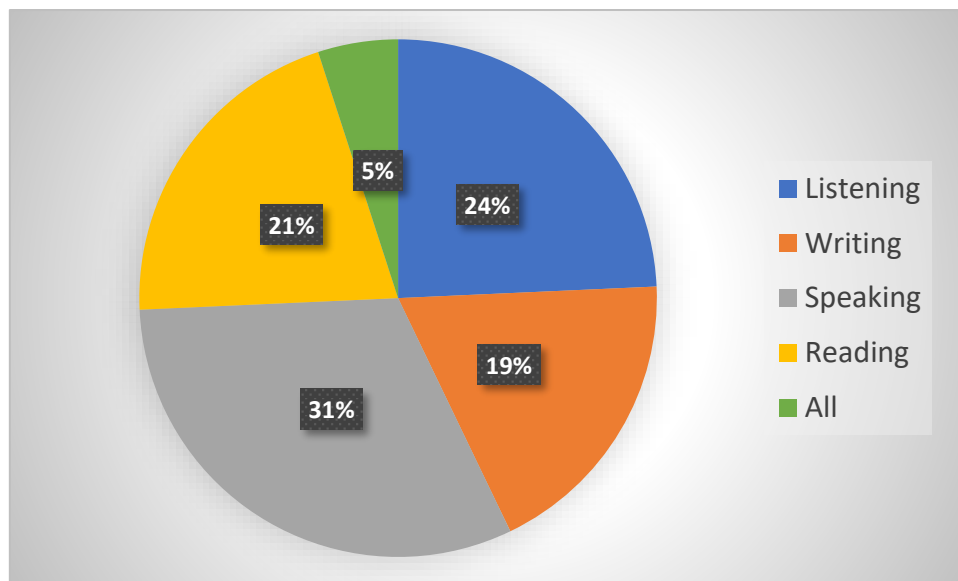
Figure 2.8 The learners' assessment of the language skills' importance

For a deeper, more accurate, understanding of what is fundamental and what is auxiliary, the participants were called, via the ninth question, to rank sets of linguistic sub-skills based on their necessity for their future professional or academic endeavours. The sub-skills, 26 in total, were assembled and categorized according to the respective language skills they were derived from. The results represented a reiteration of the opinions formerly expressed in the previous question's answers, as the majority of the learners saw slight to moderate necessity when it came to the reading and the writing sub-skills. The speaking and the listening sub-skills on the other hand, were considered of greater impact by the informants, who predominately qualified them as moderately to very essential.

Sub-skill	Not at all necessary	Slightly necessary	Moderately necessary	Very necessary	Extremely necessary
Reading scientific publications	6	32	38	18	6
Reading financial reports	8	24	37	28	3
Reading office correspondence	9	25	35	19	12
Reading office memos	13	36	30	17	4
Reading meeting agendas	24	34	20	15	7
Reading brochures	10	43	26	18	3
Interpreting infographics	17	28	25	23	7
Writing scientific publications	17	27	27	21	8
Writing financial reports	12	16	30	26	16
Writing office correspondence	10	25	25	23	17
Writing office memos	19	32	28	17	4
Writing meeting agendas	28	30	26	11	5
Making brochures	23	34	30	9	4
Making infographics	31	31	28	7	3
Hold fluent conversations	12	16	40	16	16
Make small talk	10	13	28	34	15
Make phone calls	11	16	32	31	10
Negotiate deals	15	18	27	31	9
Make quality presentations	10	29	29	20	12
Give effective briefings	24	27	24	16	9
Cooperate with foreign peers	13	15	28	30	14
Speak comfortably at internatio	10	5	32	32	21
Understand instructions	7	11	30	31	21
Benefit from scientific gathering	5	13	35	28	19
Keep up with daily interactions	6	16	33	31	14
Understand verbal cues	7	15	34	27	17

Table 2.1 The learners' evaluation of sub-skills' necessity

Brought to an end by the ninth question, the second section generated a wealth of information about one particular type of needs, the necessities, and left room for another kind, the lacks, to be investigated by the identically-named third section. In order not to beat around the bush, the participants were straightforwardly asked, by way of the tenth question, about the language aspect or aspects that they struggle with the most. The suggested answers included the four language skills, in addition to grammar and vocabulary. Speaking, the most crucial and pragmatic of the skills, in the participants' words, unfortunately emerged as the most troublesome linguistic aspect, since 54 students reported having difficulties mastering it. Besides the productive oral skill, the informants majorly faced hardships with grammar and vocabulary, as was indicated by the 39 who pointed out the former as their Achilles' heel, and the 24 who unveiled the latter to be theirs. In regards to the remaining skills, reading represented the weak

spot of 21 students, while writing and listening embodied the flaws from which 17 and 16 disciples, respectively, suffer.
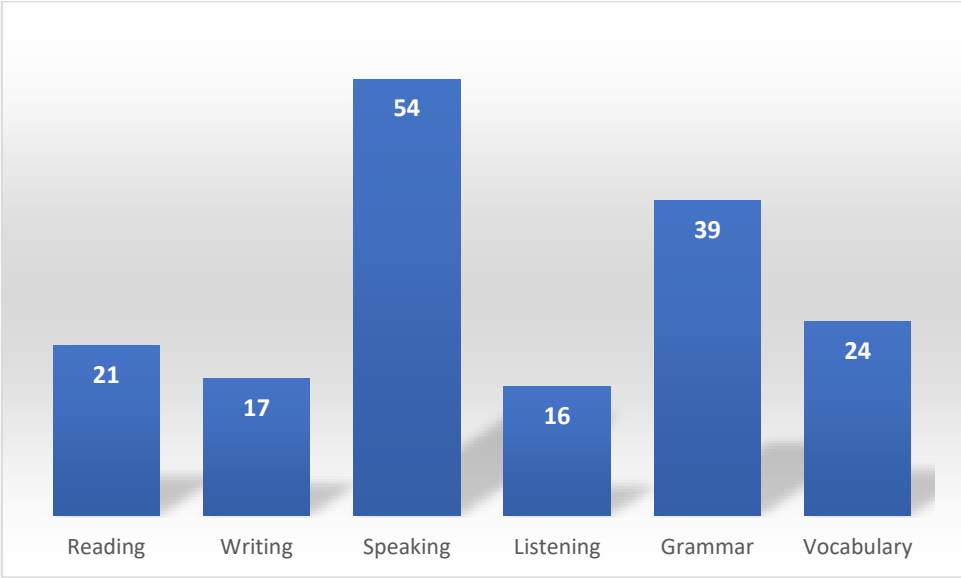
Figure 2.9 The learners' identification of the most difficult language aspects

Continuing along the same line, but with a wider scope instead, the eleventh question invited the participants to take a step back, and contemplate in a wholistic manner how arduous they found learning English to be. Despite their previously documented strife with one or two specific language aspects, 51 students, the majority by far, asserted that, all in all, their language acquisition was neither easy nor difficult. Those not within the sweet spot, fortunately found language learning to be a walk in the park, as 29 learners characterized it as an easy, and 9 as a very easy, experience. Apropos those who felt English was on the difficult side, they amounted to no more than 11 participants, 8 of whom depicted studying it as a hard, and 3 as an extremely hard, venture.
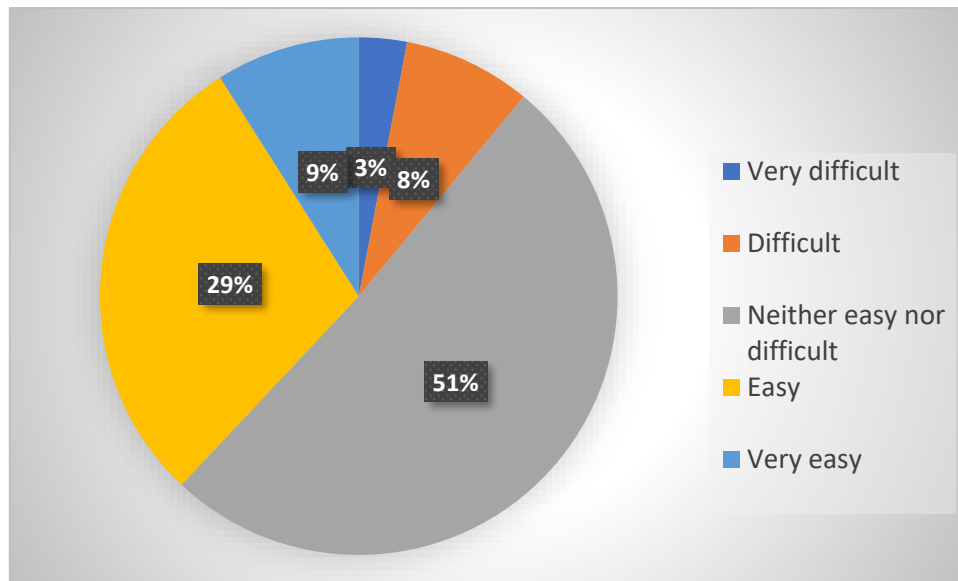
Figure 2.10 The learners' perception of the difficulty in learning English

As a Finance and International commerce student ought to be familiar with the subtleties that distinguish Business English from General English, the twelfth question inquired as to whether or not the participants knew the differences between the one and the other. The greater part of the sample, 54% to be meticulously precise, denied having any knowledge regarding the aforementioned dissimilarities, while the 46 remnants ensured being informed about the matter.
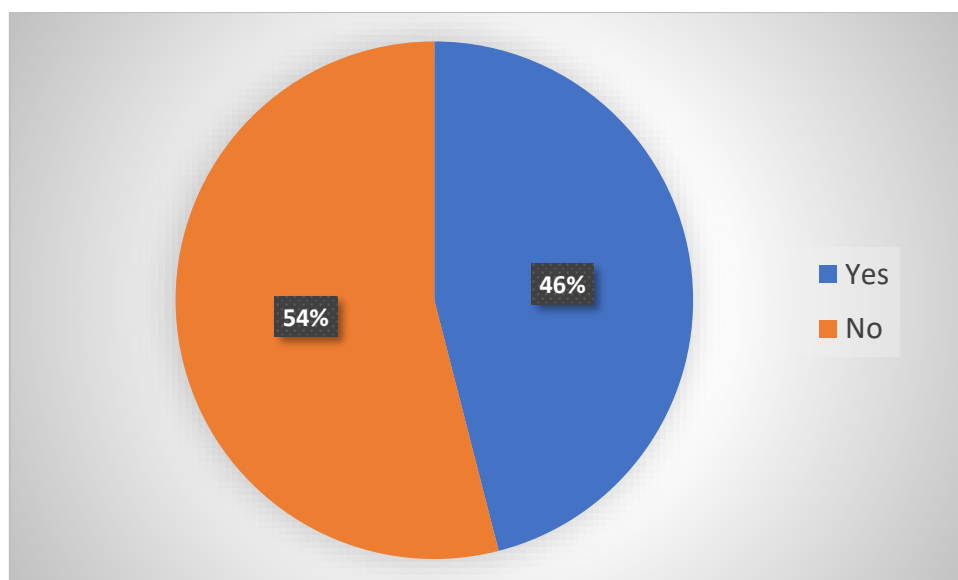
Figure 2.11 The learners' awareness of the differences between Business English and General English

The world of finance, given its multicultural nature which brings parties from different, sometimes even contrasting, backgrounds to collaborate and conduct business with one another, made cultural awareness a mandatory asset for any individual wishing to endeavour within it. Doing otherwise would definitely result in cultural faux-pas, which could jeopardize long-established business relationships, or prematurely terminate freshly initiated ones. Therefore, the thirteenth question focused on revealing whether or not the participants considered themselves as culturally aware. 55% of the informants claimed to be in possession of the desired trait, while 13% negated, in all honesty, viewing themselves as culturally sensitive individuals. A non-negligeable 32% of the students however, went with the third proposed option, thus indicating their utter obliviousness regarding what cultural awareness even means.
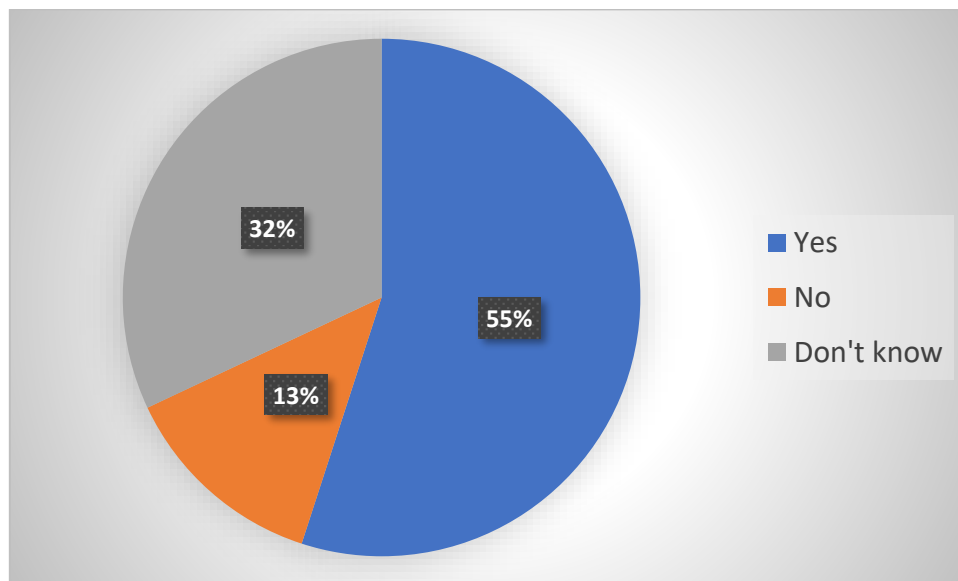
Figure 2.12 The learners' adherence to the concept of cultural awareness

A self-assessment test at its core, the third segment, which was drawn to an end by the thirteenth question, instigated the participants to evaluate in an admittedly subjective, albeit, guided, multi-angled, meticulous manner their linguistic and cultural capabilities in search of deficiencies. Pinpointing these shortcomings left but one type of needs to survey, the wants, which were tackled by the namesake section, the questionnaire's fourth and last one.

The weekly hourly volume for language acquisition, over which much ink was spelled, served as the theme of the fourteenth question, which prompted the participants to weigh into the heated debate, and share their opinion as to whether one hour and half per week was sufficient enough to learn English. An unprecedented degree of divergence emerged amongst the informants, as no clear-cut majority undisputedly arose. 51% of the sample deemed insufficient the current hourly volume considering the intended objective, while 49% believed it to be abundantly ample.
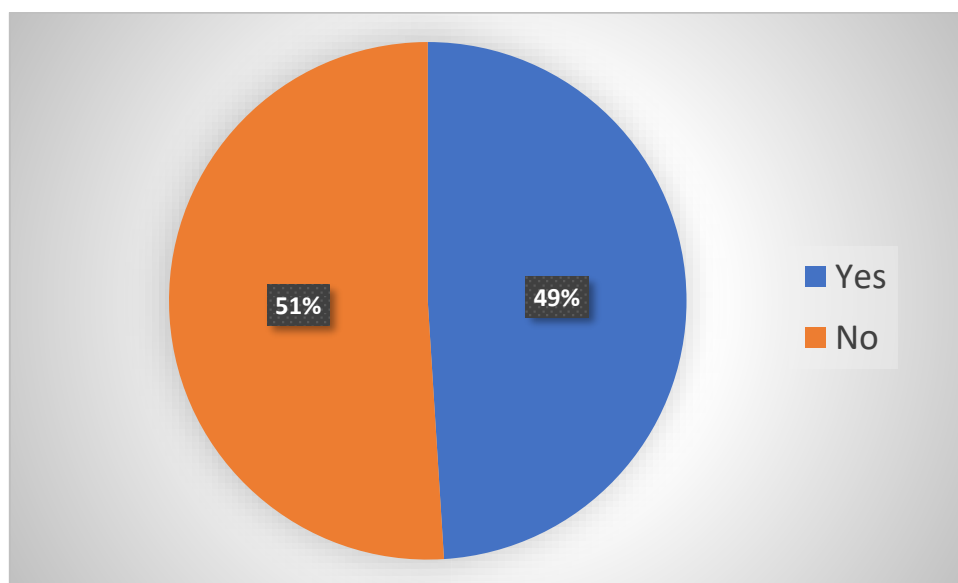
Figure 2.13 The learners' opinion regarding the sufficiency of English's weekly hourly volume

In light of the individual learner differences that immensely impact a student's learning experience, and even more so its academic outcome, the fifteenth question was dedicated for one particular predilection, the pace. As individuals learn at various rates, the participants were queried about whether they preferred intensive courses, which are often short but packed, or regular courses, that tend to be paced but long. The informants' feedback left not a shred of doubt regarding their preference, as 71 learners, the majority, expressed their penchant for the more traditional, regular courses, and caused the 29 voices of those who favour intensive courses to fade in comparison.
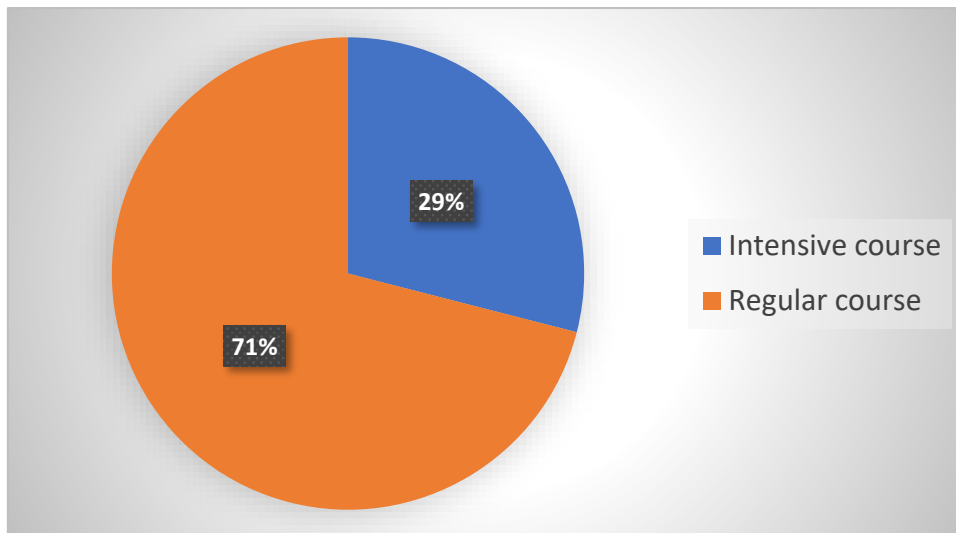
Figure 2.14 The learners' preferred learning pace

Bearing in mind that today's students typically belong to Generation-z, which is renowned for its impressive mastery of Information and Communication Technologies (ICTs), and given the recent taste of online learning that the learners experienced during the pandemic, the sixteenth question asked the participants about whether or not they were open to the idea of following an online Business English course. Loyal to the trademark of their generation, the majority of the informants, 72% to be accurate, made fully explicit their proclivity for all things digital by conveying their receptivity to the suggestion, while 28% of the learners resisted the proposal in a display of devotion towards traditionalism.
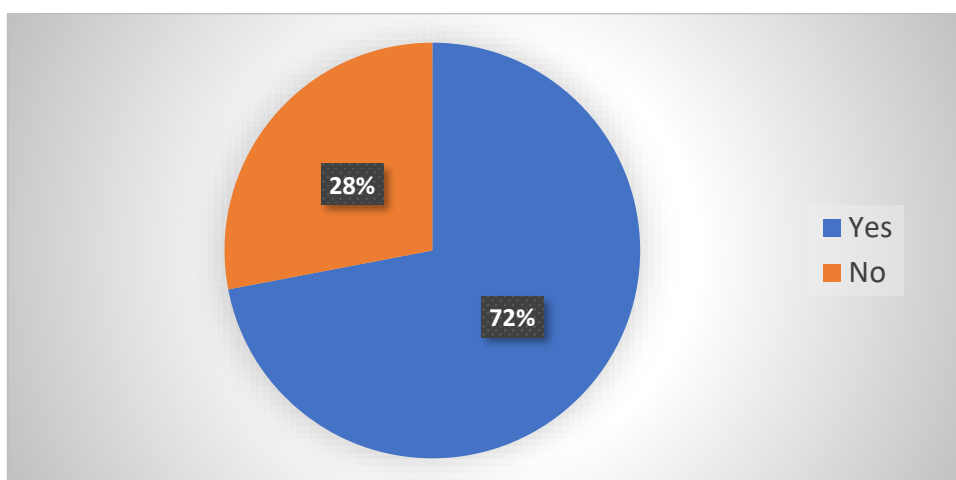
Figure 2.15 The learners' openness towards online Business English courses

To conclude the wants' section, and the questionnaire as a whole, the researcher thought wise to shed light on an often overlooked, yet extremely crucial point, the learners' expectations from the courses they undergo. The seventeenth question had the participants divulge what betterment they hoped would arise from taking an English course. 53% of the informants stated that they would like to see an improvement in their overall language performance, while 18% on the other hand, asserted that they would settle for an enhanced speaking skill. A boost in the reading skill was what 11% of the sample wished for, whereas 10% aspired for a finer listening skill. Apropos the 8% who represented the minority, their ambition was to foster their writing performance.
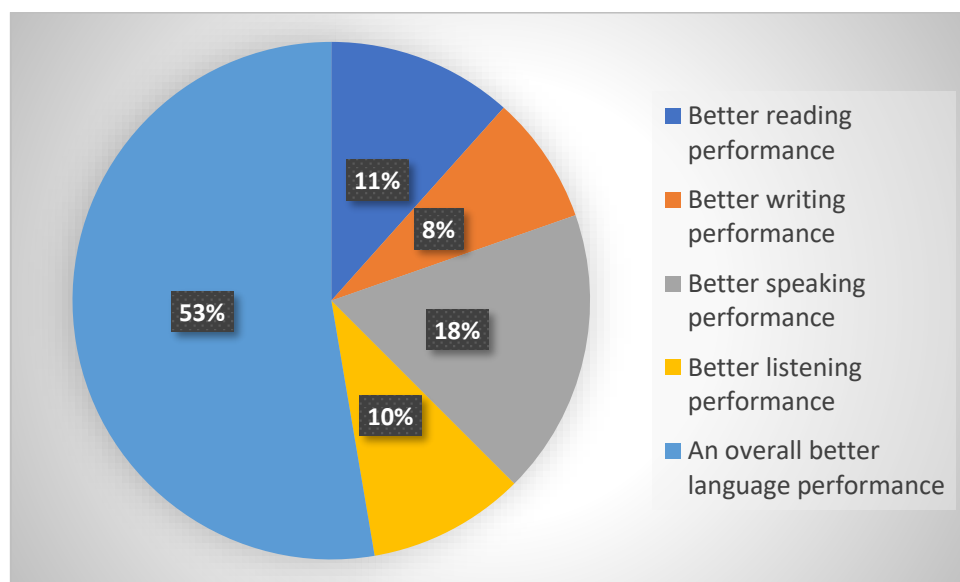
Figure 2.16 The learners' expectations from an English course

The analysis of the last piece of the captured information marked the end of the analysis stage, and the commencement of the equally, if not more, important interpretive phase, which had as an objective the conversion of the said information into a meaningful one in hopes of drawing the participants' needs' profile.

2.6.2- Interpretation of the Students' Questionnaire Results

Deceivably banal, the first question had the implicit aim of getting a general feel of how arduous teaching English to the target population may turn out to be. As the students are, and have been for the greater part of their recent public education, predominately exposed to the Arabic language, which is so lexicologically, linguistically, and grammatically different from the English tongue, one would be wise to expect certain language behaviours as well as patterns from the learners, some of which may be undesirable, such as code switching, or the improper use of literal translation.

The learners' feedback to the second question, which focused on their motives behind learning English, was certainly revelatory. It unquestionably confirmed their awareness regarding the role that English plays in boosting one's employability, its imperativeness for certain, if not most, prestigious work environments, and its undeniable value as an asset for one's professional journey. Not only that, but via their recognition of the aforementioned significance of English, the participants had indirectly exhibited a consciousness regarding their own linguistic needs, which is a point not to be taken lightly, and a great sign of maturity. Moreover, the supplied answers portrayed the students as extrinsically motivated, and while there is a general tendency within the educational milieu to favour intrinsic motivation over the extrinsic one, the latter often proves to be tremendously easier to stimulate, and definitely bears the potential to ensure continuous engagement on the disciples' end throughout the course.

The firm belief in the usefulness of English for one's academic and/or professional career that the students indicated through their replies to the third question, was not a mere reiteration of their previously declared conviction in the importance that the language holds, but much more than that. In fact, their repeated acknowledgement of English's worth and utility envelops a much-treasured, positive attitude towards the language.

139

Noticeably less unanimous than their predecessors, the participants' reactions to the fourth question, which revolved around their level of satisfaction regarding their English mastery, marked the first instance where no majority arose. However, if one were to attentively examine the numbers, one would be quick to spot that the informants were leaning more towards dissatisfaction than satisfaction. This self-evaluative exercise was indeed highly indicative of the objectivity, realism, and modesty that ran high amongst the students, as even those who painted themselves as moderately pleased, recognized, by doing so, the ampleness of the room for improvement.

Cohesive, the participants' responses to the fifth question, which endeavoured to gauge their sense of readability for English-related situations in their future workplace, were consistent with the ones they provided for the former question. Their lack of confidence in their ability to manage professional scenarios that require the use of English is rationally attributed to the less than flattering opinion they have regarding their command of the language.

To no one's surprise, the participants, cognizant of their less than perfect linguistic proficiency, and desirous of a higher self-confidence, disclosed, when addressing the sixth question, having envisaged enrolling in an external Business English course in aspiration of ameliorating their level of English. This in and of itself, was evidential of the learners' willingness to go the whole nine yards, and exert the indispensable efforts in pursuance of a better, firmer, grip on the language, which, coupled with their extrinsic motivation, maximized the likelihood of them becoming the fluent speakers they yearned to be, all while being a delight to teach.

The learners' occasional quest for additional contact with the English language outside the university, which they reported via their feedback to the seventh question, could, and should, certainly be rendered more frequent. However, one should not be dismissive of the major fact that the current frequency, lacking as it

was, represented a great starting point, and another testament to the learners' strong interest in the language.

The first section was successful at delivering more than its name suggested, as it went beyond gathering background information about the participants, and managed to shed light on the source behind their learning motivation, their attitude towards the target language, their self-assumptions about their linguistic proficiency, their eagerness for extraneous efforts, and the rate of their additional engagement with the language. As a result, it provided preliminary hints about the English level with which we were dealing, as well as the degree of cooperation to expect, and brought clarity regarding how to best incentivize the learners when needed.

The same can be safely said about the subsequent section, which, in spite of only spanning across two questions, accomplished its intended objective. Its findings were conclusive in regards to what qualified as necessary in the learners' eyes, who were adamant about the oral skills as well as sub-skills, both the productive and the receptive ones, being the epitome of their linguistic needs. Their assessment, whether factually based, or intuitionally driven, remained to be compared and tested against the results of the work shadowing session's results.

Forthcoming, the participants demonstrated great objectivity and transparency while dealing with the third segment. They candidly laid bare, through their answers to the tenth question, their language struggles, including their strife to get a handle on the speaking skill, the one they deemed most important, as well as their flawed grammatical competence, thus narrowing down the language aspects to focus on, if their conception of the necessities is ever corroborated, and the linguistic gap is therefore confirmed.

The medium difficulty with which the informants characterized their language acquisition, via their feedback to the eleventh question, should be regarded in a positive light, as it implied that the task is neither too demanding that it feels

141

undoable or unbearable, nor too effortless that it is void of challenges and the personal gratification they bring. Moreover, this entailed that the students were able to keep up with the learning process in a smooth manner, but were ready, if need be, to up the difficulty a notch.

A pity, the participants' obliviousness to the differences that distinguish Business English from General English, which the findings of the twelfth question revealed as prevalent among more than half the sample, must certainly not be taken lightly. Indeed, this ignorance may very well be symptomatic of a tendency amongst the informants to inappropriately use General English, which at times may be informal, in situations that mandate the use of Business English, that is renowned for its formality. Hence, an elucidation regarding the dissimilarities should be included in any course that the learners receive as a preventative measure.

While it was surely a pleasant surprise to find out that the majority of the participants labelled themselves as culturally aware, the fact that nearly half the sample either negated being as such, or were utterly unfamiliar with the concept definitely cut that euphoria short. Thus, in light of the undisputed significance of the notion for one's integrity within the international professional and/or academic milieu, educating those uninformed in hopes of enlightening them, and those opposed in an attempt to shift their mind, became a must.

Given full reign to express their wants via the fourth section, the participants did not disappoint in communicating, to the best of their ability, what best suited them. Their disagreement over whether or not one hour and half per week was fairly sufficient to acquire English, which was documented through the feedback that the fourteenth question encountered, should not be interpreted in detachment from the previous data. The informants, driven and swayed by the language as they proved themselves to be, may dreaded that an increased hourly volume would be overwhelmingly intimidating, especially when piled up with the other

142

modules', and thus preferred to remain in their comfort zone instead, sticking to what has been tested and approved.

The participants' inclination for playing it safe, and their proneness for what is familiar, were apparent in their answers to the fifteenth question as well. They signalled their satisfaction with the current state of affair by declaring their preference for paced approaches to language acquisition, even at the expense of time. Their wish for slow rate courses should be honoured, especially since, as students, they have the luxury of time, and their courses could theoretically be expanded across years, if must be.

Acclaimed for their tech-savviness, the participants were enthusiastic about online courses, which may very well represent the ideal way, provided they include self-paced auxiliary passages, to offer the learners the required tuition, in addition to the recommended extra contact with the target language, all while satisfying those who desired for the hourly volume and learning rate to remain untouched.

Despite having previously identified the oral skills as the essential ones, and the speaking skill in particular as the one they grapple with the most, the participants, presented with multiple choices regarding which language aspects they expected to see improved at the end of a course via the seventeenth and last question, succumbed to their human, often greedy, nature, and asserted they would like an overall better language performance. Their expectations had to be met if pragmatically realizable, and in case their projections concerning the necessities were confirmed as accurate. Otherwise, the attention had to instead be shifted towards the informants' second choice, the speaking skill, assuming the results of the other utilized needs analysis tools corroborated its status as a necessity, or at least one of the necessities.

2.6.3 - Analysis of the Teachers' Questionnaire Results

The teachers' questionnaire, in similar fashion to the one designed for their disciples, adhered to the long-established convention of first providing the participants with an explanatory segment that both outlines the sough-after objectives and implores transparency on the informants' end, prior to proceeding them to the first section, which in this case was labelled "background information". In a manner that defies all logic, and which deserves an investigation on its own, universities tend to rarely mandate the ownership of an ESP degree for their English teaching positions, thus the first question was devoted to clarifying whether or not the involved teachers were ESP graduates. Their answers made factual the aforementioned leniency in terms of job application, as all but one participant reported holding degrees in fields of study other than ESP.
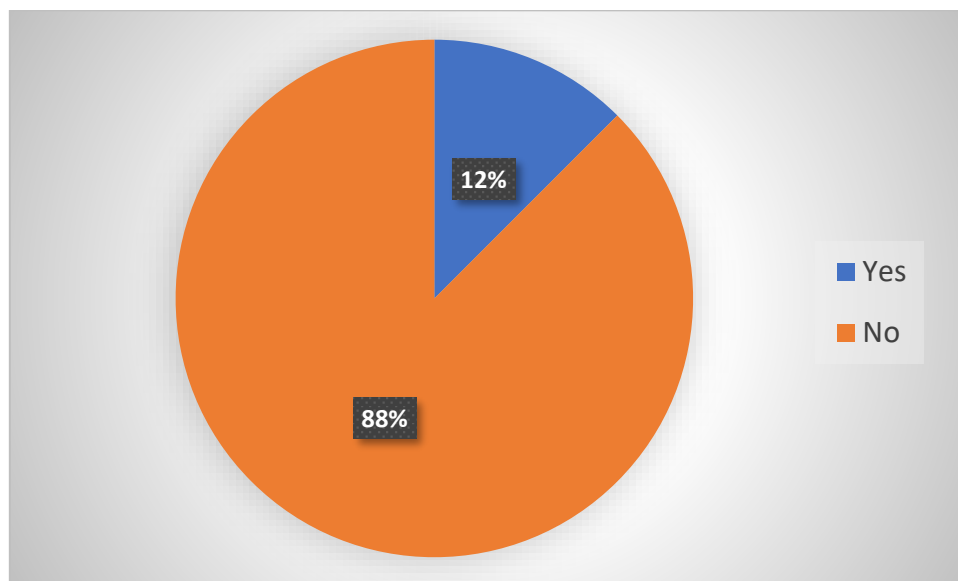
Figure 2.17 The teachers' ownership of an ESP degree

Equally controversial, the increasingly growing trend across colleges to call upon part-time teachers, who are more often than not master graduates, to compensate for the shortage of full-time teachers was of interest to the second question, which urged the informants to indicate whether they were part-time or

full-time employees. The received feedback demonstrated that the number of full-time professors equally matched that of the part-time ones.
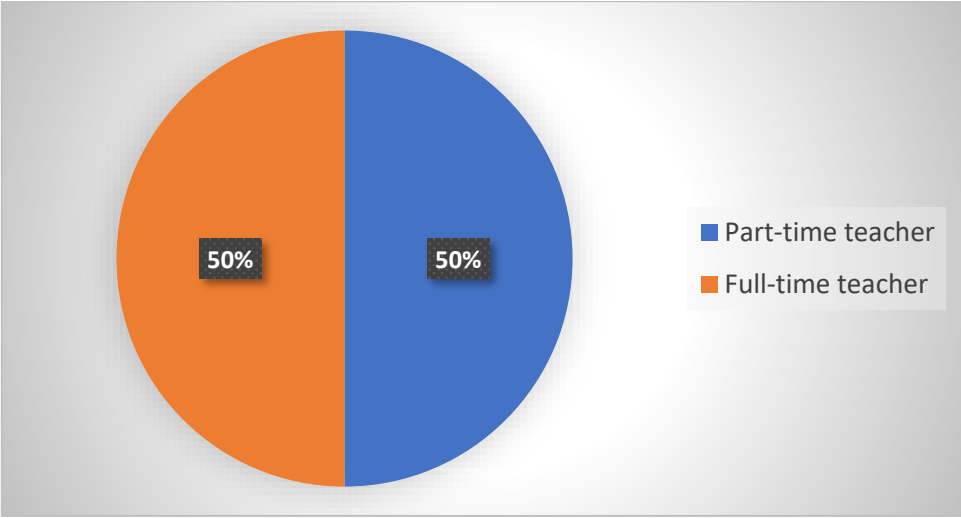
Figure 2.18 The teachers' professional status

On account that one's professional performance is mainly the manifestation of his/her accumulated past work experiences, and given how the private sector is oftentimes renowned for the hands-on expertise it offers to employees, which can be particularly useful to teachers as they gain in familiarity with the process of catering to their learners' specific needs, the third question endeavoured to discover whether or not the participants had ever taught before in the private sector. The slight majority of the informants, which amounted to 63% of the sample, denied having ever worked in the private sector.
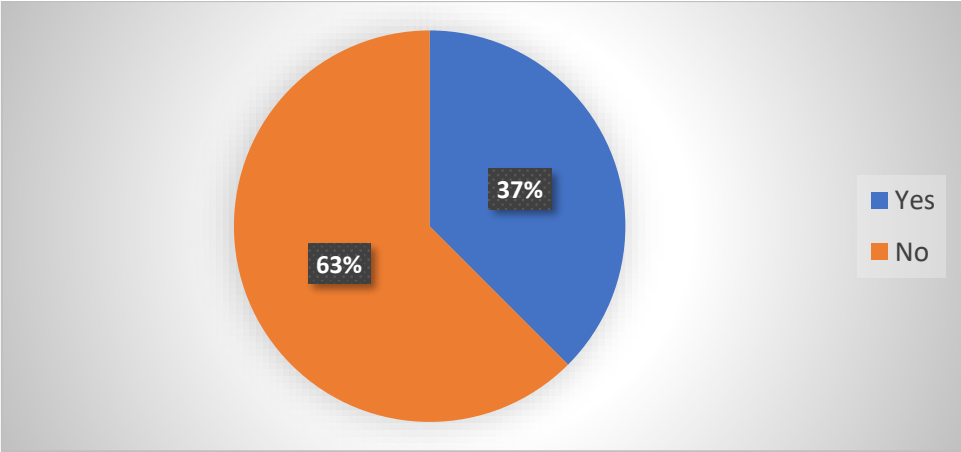
Figure 2.19 The teachers' possession of private sector experience

The fourth question sought to gauge the teachers' level of satisfaction regarding their students' linguistic competence in order to juxtapose their evaluative assessment with the disciples' very own, which was previously captured via their questionnaire. Divergence noticeably dominated the collected replies, as three participants, the majority by a narrow margin, declared feeling neutral, meaning neither satisfied nor dissatisfied, vis-à-vis their students' language command. Those more opinionated, unfortunately veered more towards discontent, since two informants asserted being displeased, and one extremely displeased, with their learners' linguistic mastery, while only two professors signalled being satisfied, and none expressed being heavily satisfied, by theirs'.
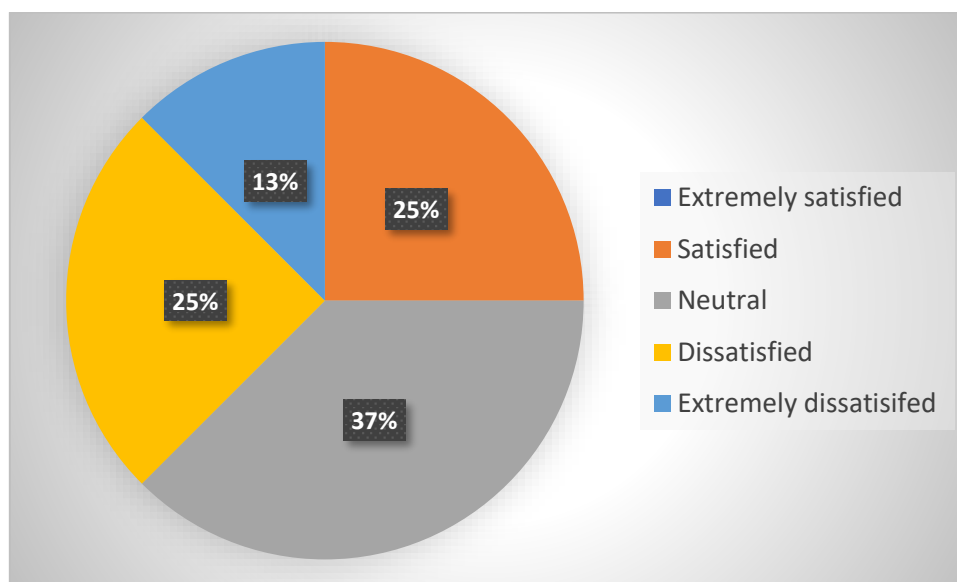
Figure 2.20 The teachers' satisfaction level regarding their learners' linguistic competence

For their undeniably decisive effect on the quality as well as success of the teaching-learning experience, pedagogical resources served as subject matter for the fifth question, which requested the participants to specify their degree of satisfaction regarding the didactic means put at their disposal. No clear-cut majority arose, as 75% of the informants were equally torn between feeling satisfied, neutral, and dissatisfied with what was offered. Moreover, a single

teacher voiced his contentment with the available assets, and was paralleled by a discontented fellow practitioner, who craved more.
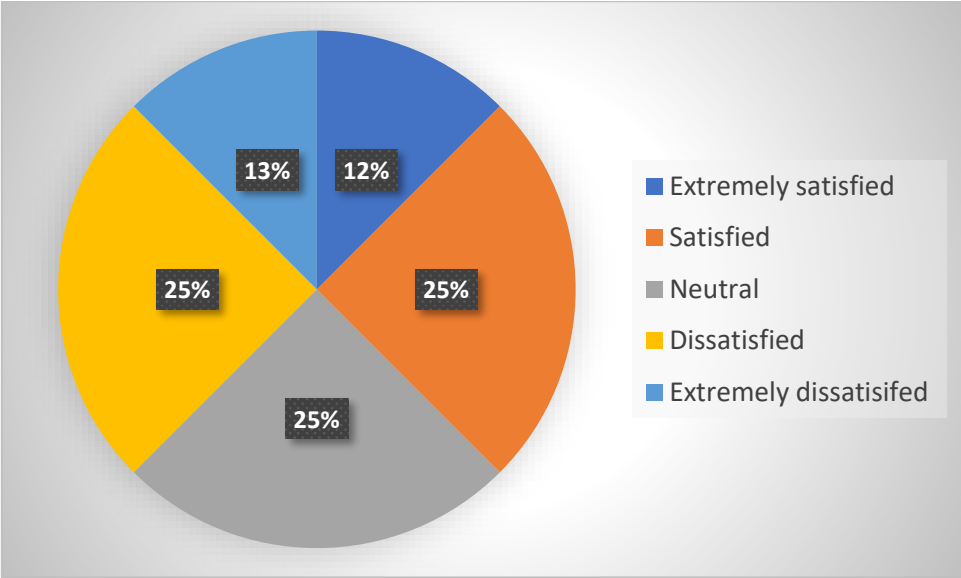
Figure 2.21 The teachers' satisfaction level regarding the available pedagogical resources

Another point of comparison between the students' viewpoints and their pedagogues' occurred at the level of the sixth question, which asked the participants whether or not they believed that the time allocated for English classes was sufficient. A crushing majority of 88% deemed meagre the hourly volume bestowed upon English, whereas a negligeable minority of 12% considered it to be plentiful.
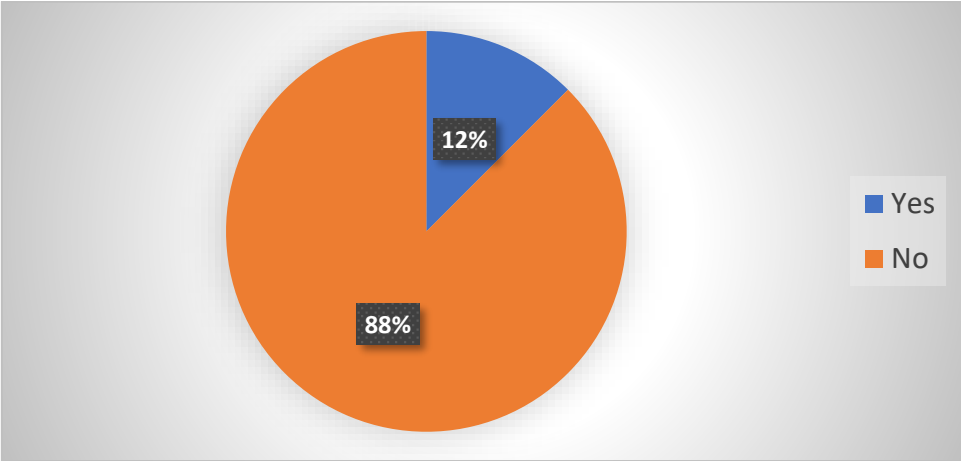
Figure 2.22 The teachers' contentment with the time allocated for English

Often wrongfully neglected, and rarely discussed, one's sense of career development is of ample importance, as it taps into one's need for a feeling of continuous linear progress, and thus immensely impacts one's motivation as well as performance. Therefore, the seventh question aimed at exposing how satisfied the participants were with their career development. 75% of the informants maintained they were content with their career path, and 12% went as far as describing themselves as extremely pleased. 13% on the other hand, insisted they felt neither satisfied, nor dissatisfied, with their professional growth. It is worth noting that no teacher portrayed himself/herself as discontent, to any degree or another.
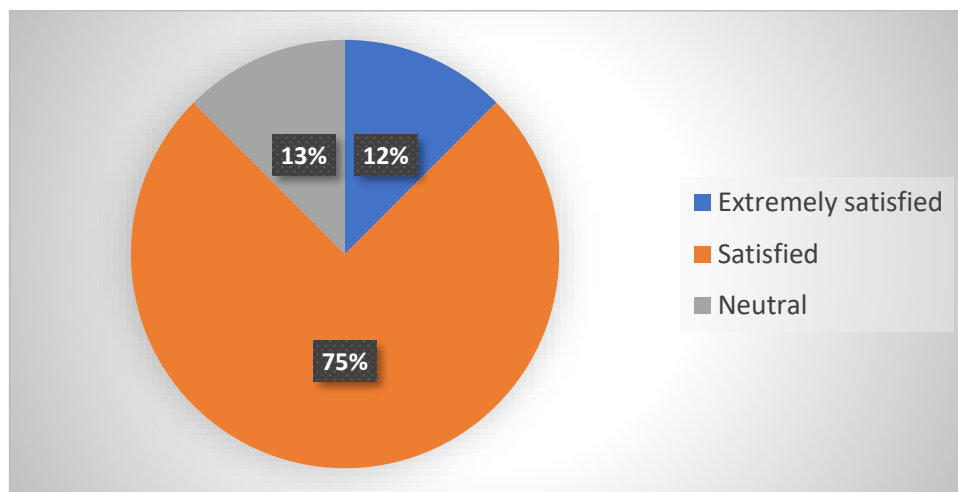
Figure 2.23 The teachers' satisfaction level about their career development

Coming from a different background than the one required for a certain position can certainly bring its fair share of challenges, and given that the sample combined, as was established via the first question, both ESP and none-ESP graduates, the eighth question investigated whether the lack of an ESP background ever hindered the latter ones' teaching experience. Out of the seven informants who specialised in areas other than ESP, four assured having never encountered ESP-induced impediments while performing their duties, whereas three confessed to having suffered due to their divergent field of expertise.
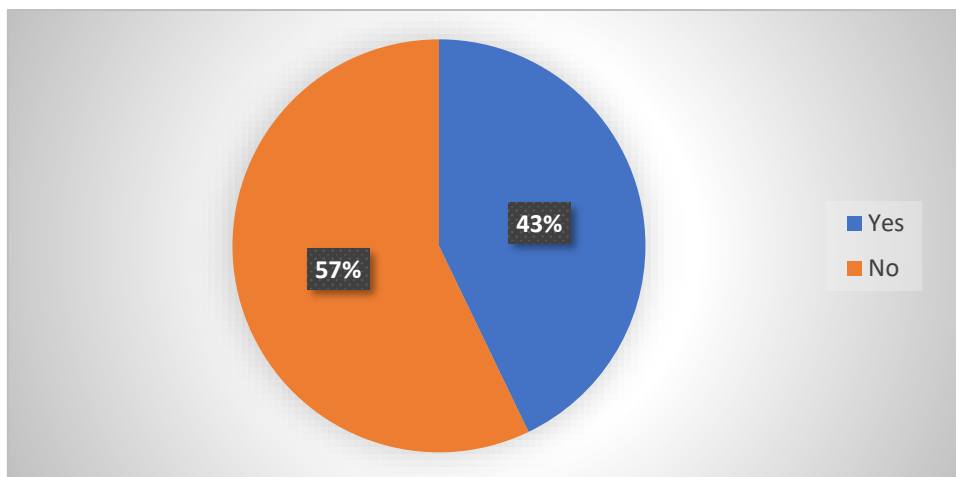
Figure 2.24 The presence of ESP-illiteracy induced hardship among the teachers

Continuing along the same line, the participants were urged next, via the ninth question, to disclose, if existent, the main hardships that they regularly face whilst attending to their chores. The informants had a plethora of perils to share, the most recurrent of which, was the lack of motivation among the students, a phenomenon that they argued originates from the latter's obliviousness to the language's importance and usefulness. Another taxing challenge that the lecturers complained about was teaching heterogeneous classes, for the often sizeable linguistic gap that separates the high proficiency students from the low ones, who tend to be reticent, and usually attempt to compensate for their lack of the expected prerequisite knowledge through bad language behaviour like the use of their first language (L1). These learners require special attention that the teachers explained simply cannot afford to grant due to the stingy hourly volume allotted to their module, a predicament that they asserted often put them into a dilemma. Furthermore, the participants deplored the lack of the much-needed pre-service training, despite that many researches proved its essentiality over the years, and regretted even more the absence of official syllabi or ready-made courses that they argued would have rendered their task, depicted as immensely strenuous as a result of the shortage of teaching materials and lack of cooperation from field specialists, much easier.

Having poured out their frustration with their daily strife, the participants proceeded to the next section, labelled "ESP mindset", which mainly aspired to reveal their modus operandi when it came to teaching ESP. For its consensually recognized status as a blueprint for ESP practice, the first question asked the informants point blank whether or not they were familiar with the ESP process. Three quarters of the teachers claimed acquaintanceship with the concept, while the remnant quarter disclaimed having any knowledgeableness about it.
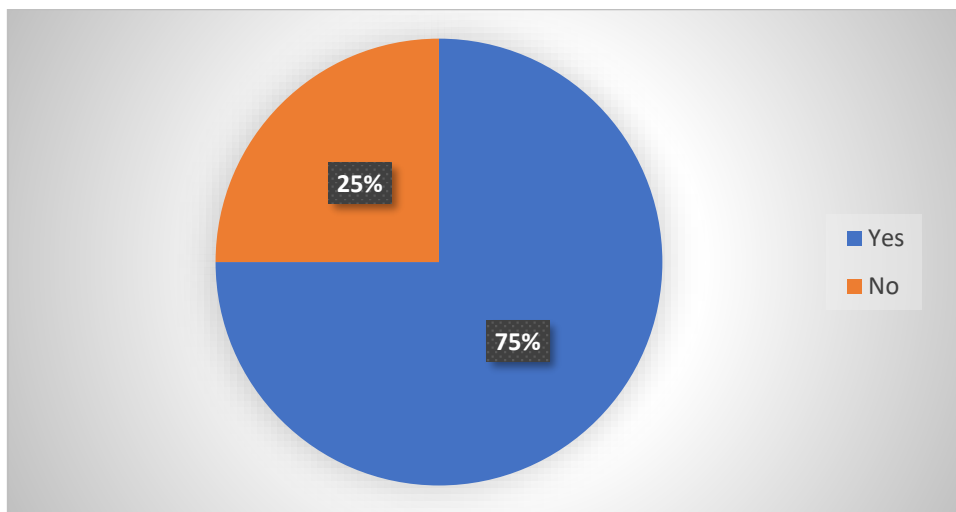
Figure 2.25 The teachers' familiarity with the ESP process

Carrying on along the same line of thought, and given the substantial difference between being aware about a concept and actually adhering to it, the participants were subsequently solicited to confirm whether or not they abode by the aforementioned process whilst designing their courses. An exact dichotomy arose among the informants, as half the sample proclaimed themselves to be adherents to the process, whereas the other half candidly denied following it.
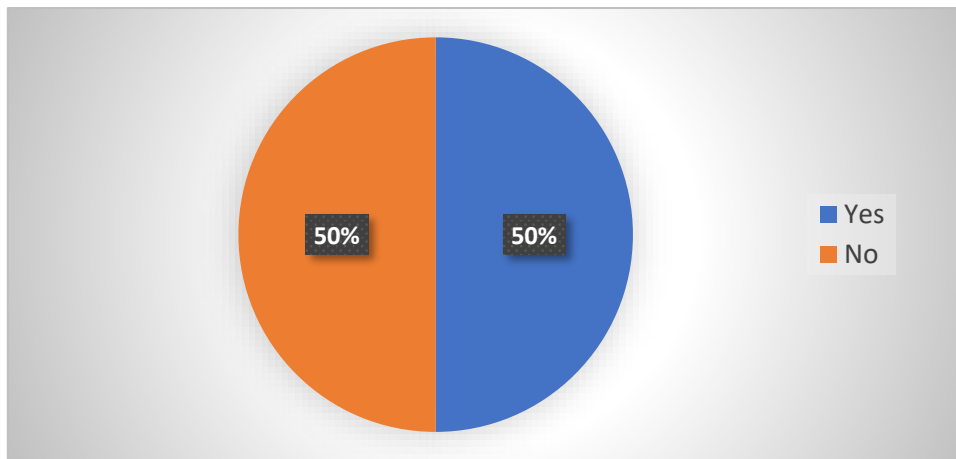
Figure 2.26 The teachers' adherence to the ESP process

Humans, creatures of habit and pattern seekers as they are known to be, have a tendency to form preferences for certain routines and customs due to their usefulness, convenience, or both. These inclinations can be perceived in action across various aspects of one's life, including the professional one. Therefore, the participants were requested through the third question to divulge what their go-to needs analysis tools were. The findings demonstrated that the teachers' choice often landed on the use of diagnostic tests and ready-made placement tests. Less frequent was the reliance on the students' feedback and input, usually obtained through observation or class interaction during the first couple of lectures. It should be pointed out that certain respondents were evasive while answering this particular question, delivering generic, if not off-topic, answers. Some of them resolved to reiterate the significance of needs analysis, while others chose to cite the utilization of "ESP terminology", the adoption of recent "learning methodologies", and the provision of the latest learning tools as examples of needs analysis techniques.

A fundamental stone for any needs analysis, Target situation analysis and its inclusion in, or exclusion from, the participants' course design ritual were probed via the fourth question. Merely 25% of the informants vouched that they

administered such analyses as part of their course development, while the remaining 75% admitted to skipping them.
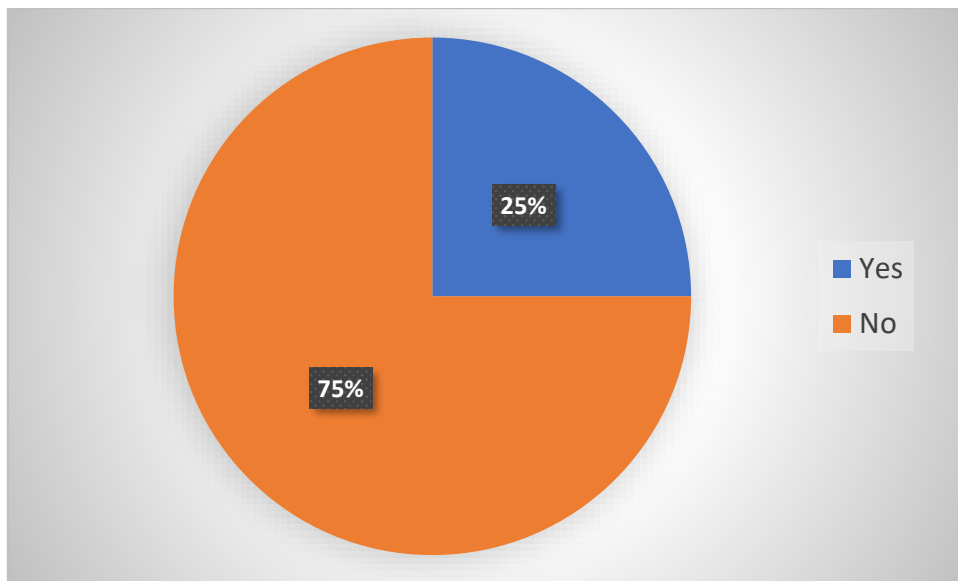
Figure 2.27 The teachers' conduct of Target Situation Analysis

Similar to the Target Situation Analysis, the Present Situation Analysis and the role as well as the importance it holds in the participants' eyes were closely examined by the fifth question. The majority of the sample, which consisted of five informants, maintained they were accustomed to conducting the aforementioned analysis while course designing. Their fellow peers on the other hand, denied it being a milestone in their course design journey.
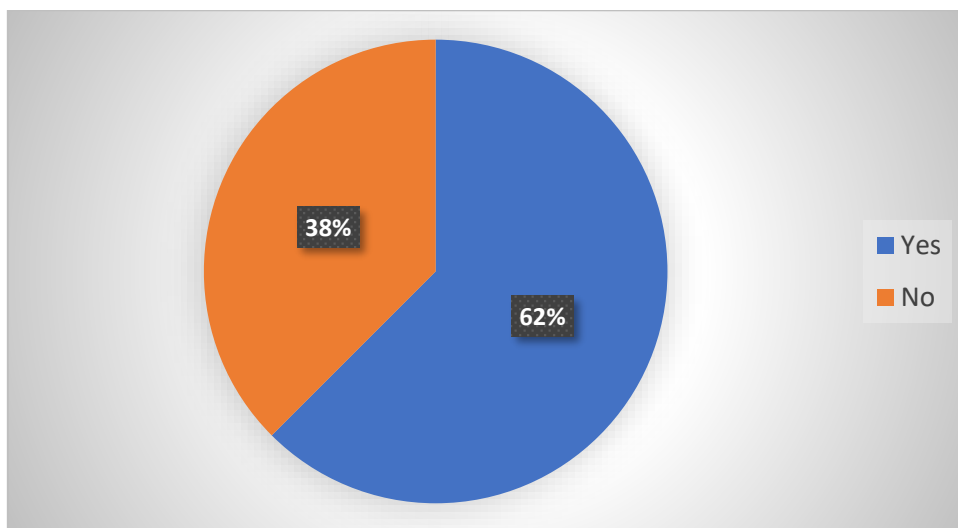
Figure 2.28 The teachers' conduct of Present Situation Analysis

As ESP practitioners are, against common misconceptions, not required, nor expected, to be well-versed in their students' field of interest, and are, thus, called upon to work with domain experts to compensate for any lack of knowledge, the sixth question investigated the frequency with which the involved participants cooperated with business experts whilst developing their courses. The bulk of the informants, who amassed to 63%, confided that they had never collaborated before with specialists from other disciplines. The remnants revealed themselves to be more frequent, to a degree or another, in their cooperative efforts, as 13% reported that they get assistance, on rare occasions, from connoisseurs, and 12% declared that they team-up every now and then with field-savvies. However, only 12% of the selected sample ensured being in constant collaboration, as duly recommended, with domain aficionados.
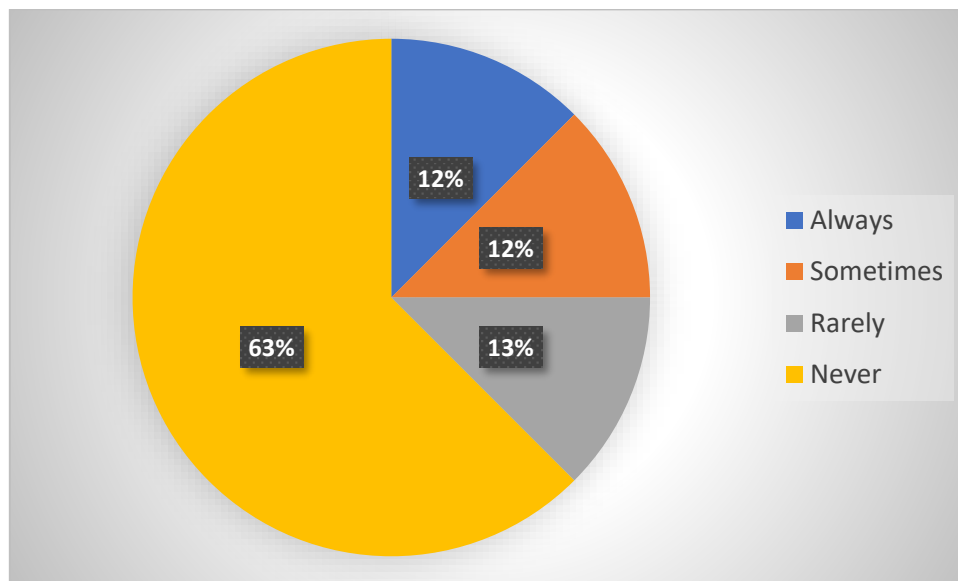
Figure 2.29 The frequency of teachers' collaborations with field experts

Subsequently, the attention was shifted towards a particular needs analysis tool, around which, much of the research revolved, namely, the work-shadowing technique. The seventh question inquired about the extent to which the participants were familiar with the aforementioned tool. Half the sample, which represented the majority, indicated not being at all familiar with the technique. The other half per contra, ranged in their acquaintanceship with it. A quarter of

the informants claimed that they were extremely familiar with the tool, whereas the rest were evenly divided between being slightly and moderately accustomed to it.
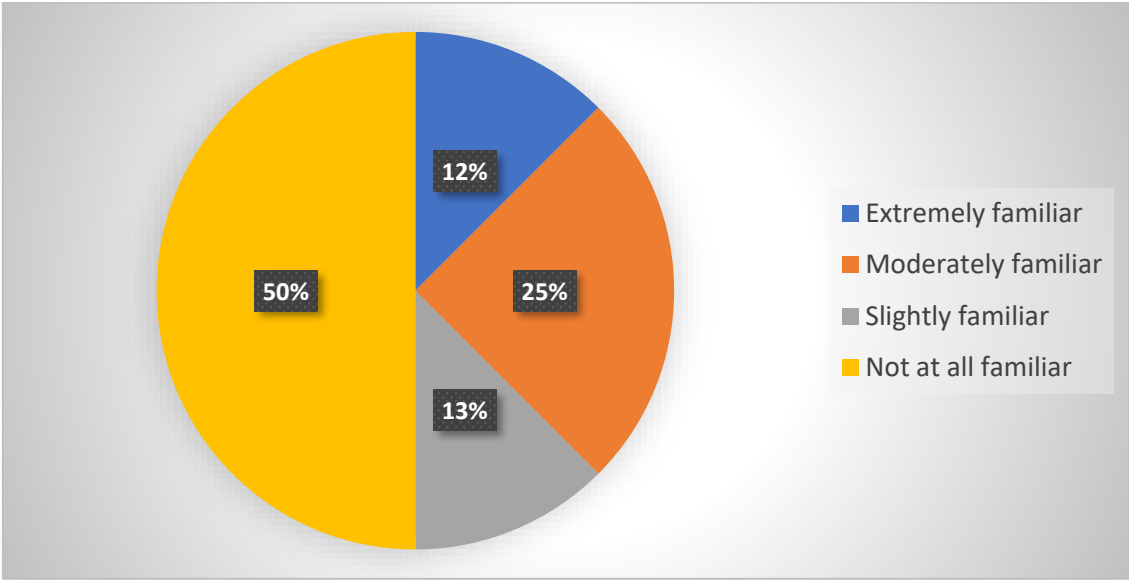
Figure 2.30 The teachers' familiarity with the work-shadowing technique

Along the same vein, those familiar, to an extent or another, with the work-shadowing technique were incited to assess its usefulness via the eighth question. All those concerned consensually saw value in the technique, but to different degrees. Half of them believed the tool to be moderately useful, while the other half, a tad more convinced by its features, deemed it very practical.
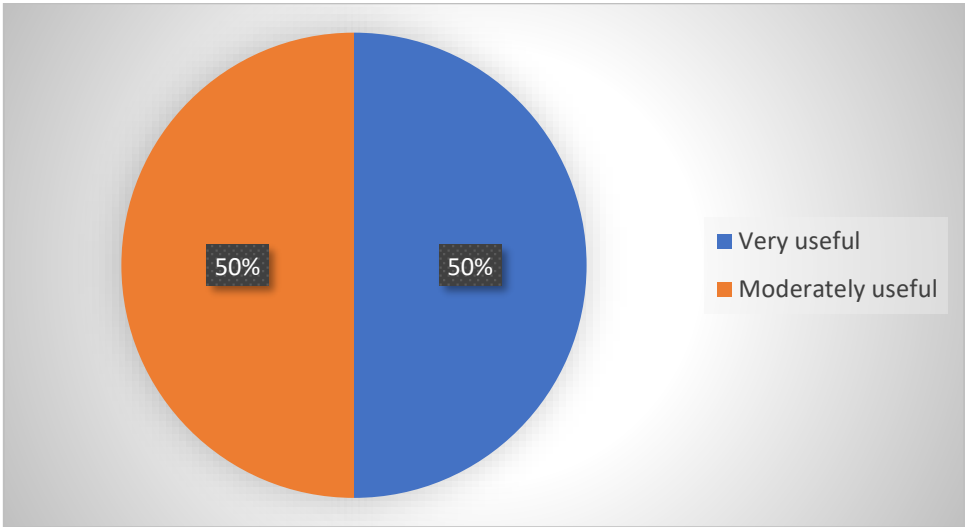
Figure 2.31 The work-shadowing technique's utility in the teachers' eyes

A controversial issue that fuelled numerous debates and raised diverse speculations surrounding its origin, the growing inclination among ESP teachers to teach General English instead of ESP as they are supposed to was tackled via the ninth question, which prompted the participants to weigh in on the matter by theorizing what could stimulate such behaviour. The informants demonstrated exceptional creativity and out of the box thinking whilst brainstorming for plausible motives. Most justified the conduct as a compensatory mechanism that teachers resolve to, reluctantly, in order to make up for students' low linguistic proficiency and their lack of solid background knowledge, both of which, they asserted, compel the erudites to first revise the basic linguistic concepts prior to moving on to the more complex or technical ones. The rest of the informants however, were much less empathetic, and much more accusatory, towards the instructors. Some alleged that the latter were typically fresh master graduates who lack familiarity with, and training in, ESP practice, and who, as a result, resort to teaching General English to conceal their deficiency, and remain within their comfort zone. Others suspected the preference for General English to be indicative of an utter obliviousness regarding the learners' needs, especially the necessities, which they argued can be attributed to an unawareness amongst the teachers regarding the linguistic requirements of the target situation, or a lack of desire, caused by laziness or demotivation, to identify those prerequisites. Furthermore, many condemned the often-total abandonment of the novice practitioners by the more seasoned ones for the former's fall-back to General English, which they insisted is even more detrimental when they lack the necessary teaching materials or target specialty knowledge. Well intentioned, but poorly executed, the participants pointed out how certain teachers unfoundedly presume that their disciples' main linguistic want lies in enhancing their communicative competence, which they wrongfully suppose can only be satisfied through teaching General English. All the more amiss, according to the respondents, are those who legitimize their actions by brazenly suggesting that

ESP is part of General English, and that the former cannot be taught without the latter.

Having generated a wealth of conceivable explanations as to why an ESP teacher would veer from his/her designated duties by opting to teach General English instead of ESP, the participants were entrusted next to reveal, via their answers to the tenth question, whether or not they ever adopted such practice. In the spirit of honesty, half the sample admitted having previously, for whatever reason, favoured General English over ESP, whereas the rest exonerated themselves from having ever done so.
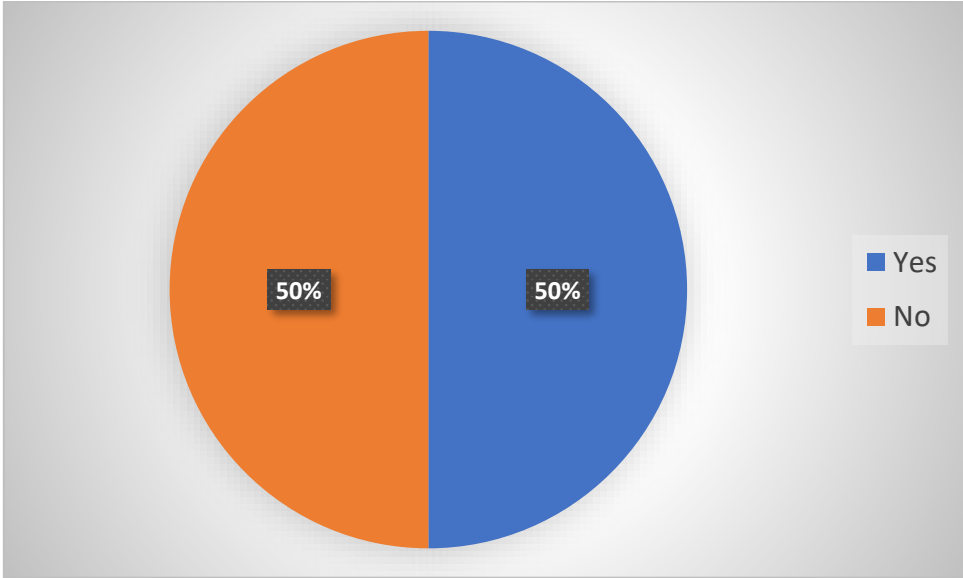
Figure 2.32 The teachers' resort to teaching General English instead of ESP

Taking into consideration the scarcity of adequate teaching materials, the hassle it is to find off the shelf courses that are compatible with one's requirements, and how overwhelmingly demanding it can be to build a custom course from the ground up, the eleventh question asked the participants whether they would hypothetically be open to the idea of teaching a ready-made course that is tailored to their students' needs. The offer was predominantly welcomed by the informants, as 75% expressed their willingness to adopt such courses, thus

largely eclipsing the 25% who openly communicated their opposition towards them.
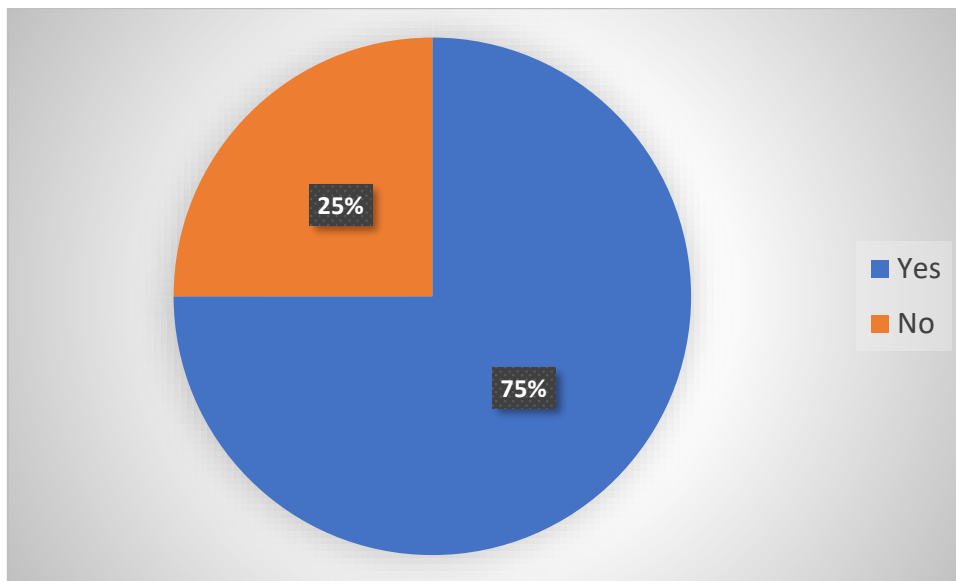
Figure 2.33 The teachers' openness towards ready-made courses

For the sake of meticulousness, and in order to guarantee that neither words were left unsaid, nor potential misunderstandings were left unaddressed, the twelfth and last question was utterly devoted to collect, if existent, the participants' last statements. The majority of the informants had nothing to add. Some of those who did on the other hand, decided to conclude by conveying how appreciative they were of the recently-made efforts by the government for the betterment of English's status, and how disappointed they felt regarding their learners' obliviousness towards the language's relevance. Others took the opportunity to emphasize on the cruciality of collaborating with target field experts, and to recommend the use of reliable as well as valid placement tests that were designed by household names such as Cambridge university. Few saw necessary to warn against neglecting one's affective duties, which include frequently projecting optimism, stimulating the learners' motivation, establishing a positive rapport with them, constantly piquing their interest, and showering them with positive feedback when deserved. The remnants opted to have their valedictory message be a call to action, one that urged their fellow peers to centre

their developed courses around real-life situations, and to steer away from the ones that are void of context, which focus merely on teaching vocabulary or grammar, in order to retain the learners' engagement.

2.6.4- Interpretation of the Teachers' Questionnaire Results:

Eye-opening, the findings of the first question of the "background information" section, which revealed the informants as non-ESP graduates, had the twofold benefit of identifying the participants' academic qualifications, and adding substantial weight to long-time looming suspicions, rampant rumours, as well as hushed whispers concerning the nonchalance that English endures across universities. Knowing what we knew, it became imperative to constantly bear in mind the respondents' educational background, which differs from ESP, while interpreting their answers in order to examine the extent to which it affected their practice, and influenced their teaching mindset.

Despite being ethically as well as legally sound, the universities' entrustment with the English module to part-time teachers, who, as demonstrated, are non-ESP, typically fresh, graduates, is, if anything, another indicative sign of the genuine status that the language holds within these establishments. Indeed, the considerable ratio of part-time teachers among the teaching staff that the results of the second question exposed, in addition to the informants' previously established estrangement to ESP doctrine, put their feedback under more scrutiny.

The lack of prior professional experience in the private sector that the participants confessed to via their replies to the third question was certainly a missed opportunity to tilt the scales in their favour in a situation where the odds appear to be increasingly stacked against them. Given how working in the private sector is regarded by many as a professional rite of passage that the great majority of language graduates generally undergo before joining the public sector, the fact that the informants successfully landed their teaching job in spite of their

158

inexperience in the private domain, as well as their unacquaintance with ESP dogma, spoke volume about the ample importance the position was granted.

A point of comparison, the fourth question sought to confirm whether or not the participant teachers saw eye to eye with their disciples in regards to the latter ones' linguistic competence. While the students held an unflattering opinion regarding their language command, their tutors were much more merciful in their assessment by neither painting themselves as dissatisfied, nor as satisfied. However, the neutrality of the majority should not cause one to dismiss the dissatisfaction of the many, who, when accumulated, were just as numerous, and whose discontentment corroborated the learners' self-evaluation, suggesting room for improvement.

A determinant factor that has the influence to, single-handedly, make or break an educational experience, pedagogical resources, around which the fifth question revolved, came to be the most controversial topic among the participants who failed to reach a consensus regarding it. The generated opinions, which mainly ranged between moderate satisfaction and dissatisfaction, could only be interpreted as reflective of their beholders' expectations and sense of entitlement. Some teachers have, over the years of experience, grown accustomed to keeping their hopes in check, and making do with what is available. Others, less experienced and more idealistic one would assume, still struggle to face, as well as adapt to, the disappointingly harsh reality of real-life workplace conditions, and continue, rightfully so, to long for a betterment.

The second juxtaposition between the participants' viewpoints and their learners' was embodied by the sixth question, whose findings bared a divergence regarding the sufficiency of the time allocated for English classes. Unlike the disciples who had previously strongly voiced their contentment with the current hourly volume, the tutors predominately deemed it lacking. Their desire for more classroom time was denotative of a craving to instil more knowledge, an ambition

to reach further educational milestones, and a frustration with the inability to satisfy neither.

A pleasant surprise, the participants' satisfaction vis-à-vis their career development, which they explicitly conveyed via their answers to the seventh question, suggested a productive state of mind. Not only that, but in light of their formerly communicated hanker for more educational time, and in spite of their confided strife with pedagogical means, their contentment represented a testament to their devotion to their profession, and a proof of their solid motivation, both of which are indispensable for an effective performance.

The claim made by the non-ESP graduates among the participants via their replies to the eighth question that their educational background, despite being different from ESP, did not hinder their teaching experience had to be put to the test by scrutinizing their subsequent feedback in search of validity. Their assertion, if proven legitimate, would have certainly exempted the universities from any wrongdoing.

The regular adversities that the participants encounter while performing their duties, which they shared through their responses to the ninth question, were definitely enlightening. Their complaint regarding the learners' lack of motivation, which they designated as their biggest hurdle, enveloped an unfounded allegation that accused the students of being unaware of English's significance as well as usefulness. This held no truth whatsoever, as the disciples had previously, on multiple occasions, established via their answers to their questionnaire the extent to which they believed the language to be beneficial as well as instrumental for their professional or academic career. Apart from being amiss, the informants' declaration was alarming for being assumption-based instead of factually-based, and for revealing an inability to, or worse, a carelessness towards, the identification of the true cause behind the learners' poor drive, which, at that point, might potentially be a disregard about their needs. The

heterogeneity of the taught classes, which the participants cited as their second most wearisome impediment, concurred with, and brought more validity to, the learners' self-linguistic assessment, as well as their tutors', both of which clearly indicated the existence of a disparity in linguistic proficiency between the students. This linguistic gap, discouraging and strenuous as described by the informants, went against proper ESP practice, which recommends that learners with similar language command be amassed together so as to neither slow down the fast learners, nor leave the slow ones behind. However, due to the fact that English classes are often taught in amphitheatres, and more so in overcrowded classrooms, teachers usually turn a blind eye to this recommendation, thus offering, unwillingly, the same course to every learner regardless of his individual differences. The informants' mourning of pre-service training programs, official syllabi, and ready-made courses, which should not be of concern to an ESP practitioner whose duties typically include designing training programs and developing tailor-made courses, put a dent in the authenticity of their previous claim of having never encountered obstacles that were induced by their lack of an ESP degree. Indeed, the participants, through their reported grievance, had shed light on their struggle to handle key aspects of their job, particularly the ones that are related to the establishment of the learners' needs. As for the field specialists' reluctance for collaboration, its gravity merits a dedicated investigation to unravel its motives, which, if one were to exclude a lack of solicitation from the informants' end, as one logically should, may turn out to be at best fuelled by a distaste for academic cooperation, and at worst by a despisal for the module. Casually touched upon, but definitely noticed, was the participants' grumble regarding a shortage of teaching materials, a daring claim in this day and age in which knowledge is just one click away, and an unbecoming whine for an ESP practitioner.

The first question of the "ESP mindset" section saw the participants make an intriguing claim of familiarity with the ESP process. This proclamation of acquaintanceship, while plausible, was bound, considering the informants' previous answers to the first and eighth question, to undergo a rigorous review via the subsequent questions, designed for this very purpose.

All the more thought-provoking was the participants' feedback to the second question, more specifically the choice made by half of them to not abide by the ESP process despite its numerous virtues. If one were to exclude the 25% of the informants who denied having any knowledge regarding the process, one would swiftly realize that a third of the informed deliberately decide not to adhere to it. Apart from an inability to follow the process due to pedagogical constraints, it would not be farfetched to consider insouciance towards learners' needs as a possible motive.

The tendencies of a practitioner are often revelatory of his/her priorities, and by sharing their go-to needs analysis techniques, the participants had indirectly divulged where their interests lied. Their favouritism and frequent use of evaluative tests, such as diagnostic and placement tests, demonstrated a firm preoccupation with the identification of the learners' linguistic level. Less important, as made evident by the reportedly rare reliance on classroom observation and interaction, was the collection of the disciples' feedback as well as input, and, by extension, the recognition of their needs and wants. More worrisome was the evasiveness of certain informants, either by the provision of generic, off-topic answers, or the erroneous citation of invalid examples of needs analysis techniques. This shiftiness, caused by an obliviousness towards the available arsenal of needs analysis techniques, represented a clear illustration of the repercussions of a lack of an ESP degree, and severely weakened the participants' former claim of the invulnerability of their practice to their estrangement to ESP doctrine, and their lack of an ESP diploma.

Regretful, the participants' exclusion of the Target Situation Analysis from their course design ritual, which they confirmed via their answers to the fourth question, was, in addition to being a methodological oversight, an educational injustice towards the learners, and an indisputable proof of the disregard towards their needs. Indeed, since skipping the Target Situation Analysis would automatically result in a failure to pinpoint the vital linguistic necessities, by doing so, the teachers had doomed their disciples to a learning journey towards no definite, useful destination, or, worse, towards a destination of their own choosing or assumption.

Concurrent with their former statements, the participants' responses to the fifth question reiterated their penchant for evaluative assessment, and attested for the conduct of Present Situation Analyses as part of their course design process. However, while certainly commendable, and procedurally sound, performing a Present Situation Analysis in order to gauge the learners' current linguistic mastery remains moot if there is no Target Situation Analysis to contrast with. Not only that, but in the absence of clearly established necessities, the diagnosis of the lacks becomes an impossibility, and the linguistic gap between where the learners stand and where they should be cannot be determined, let alone be bridged.

Aforementioned, the lack of cooperation with field experts which the participants had previously denounced as a recurrent hardship, and registered as a complaint, was in accordance with the unsatisfactory frequency of collaboration with business connoisseurs that they reported via their replies to the sixth question. This represented another handicap to the informants' practice, already fragilized by the lack of the much-needed ESP savoir-faire.

Through the plethora of factual information that they generated, the third to sixth questions had lived up to the set expectations, and had proven themselves critical in addressing the first research question, which inquired about the extent to which business English teachers were successful at capturing their learners'

163

needs. The suspiciously odd absence of any mention of needs analysis techniques targeted at pinpointing the learners' wants among the responses to the third question, the skip of the conduct of the Target Situation Analysis along with the identification of needs in general, and necessities in particular, that the fourth question revealed, the creditable yet nearly futile conduct of the Present Situation Analysis which the fifth question unveiled, and the lack of regular collaborations with business experts that the sixth question shed light on, all exposed flaws in the participants' practice. These imperfections, grievous as they were, inhibited the practitioners from fully determining their disciples' needs, allowing them, at best, and with questionable validity, to merely detect their lacks. Therefore, it is safe to say that the first posed hypothesis, which suggested that the teachers were partially successful at capturing their students' needs, was proven valid.

Exceptionally fruitful, the third question also bore the potential to put the second research question, which investigated the degree to which the teachers were taking advantage of the available arsenal of needs analysis tools, to rest. It pointed out how the participants were limiting themselves to evaluative instruments, and abstaining, either out of conscious conviction, obliviousness, or pedagogical limitations, from using the wealth of disponible means, some of which, such as questionnaires and interviews, would have been more suitable for the establishment of the learners' wants, and would have yielded better, narrower information than the used observation and classroom interaction. Through its findings, the question had brought validity to the second hypothesis, which argued that the teachers were not taking utter advantage of the available array of needs analysis tools.

The participants' varying degrees of familiarity with the work-shadowing technique, documented via their replies to the seventh question, gave pause to think. The unawareness of half the participants to the existence of this tool should come as no surprise in light of the confirmed obliviousness of many to the ESP

discipline and the various techniques in its quiver. What was intriguing was the choice made by the other half who were familiar, to an extent or another, with the tool, yet opted to refrain from using it. This decision was made even odder by the praise that the technique received by the informants through their feedback to the eighth question. Apart from an inability to conduct work-shadowing sessions at target settings due to unauthorized access, the plausible motives behind this abstinence would be restricted to a pure demotivation, or a disinterest in the pursuit of the learners' needs.

There were bits of truth in every justification, and partial validity in each potential motive, that the informants provided as replies to the ninth question, and as explanations for why ESP teachers tended more and more to teach General English instead of ESP. There is no denying that the continuous decline of the learners' linguistic capabilities is pushing teachers to practices that just recently would have been inconceivable, and to compromises that otherwise would have been out of the question. Coupled with other significant impediments, such as pedagogical restraints, overcrowded classrooms, and lack of mentorship, to name but a few, it should not be astonishing to discover that teachers, feeling either overwhelmed or exploited one would naturally assume, resolve to teaching General English instead of ESP. Most affected are evidently those lacking ESP knowledge, more so are those who, in addition to their obliviousness to ESP doctrine, are burdened by a lack of professional expertise as well.

The confession of half the participants to teaching General English instead of ESP, which was obtained through the tenth question, made abundantly evident how rampant as well as deeply rooted the issue was, and gave insight as to why the informants were so creative, productive, and on point while supplying possible motives behind such practice. Moreover, it rationalized the empathetic tone that characterized some of the delivered answers.

An offer hard to refuse, the prospect of having a ready-made course that is tailored to the needs of one's students, around which the eleventh question revolved, was bound to delight the participants who had previously expressed their desire, as well as need, for pre-designed, sanctioned frameworks and professional guidance. If willing to endeavour to the digital world, the informants would be in accordance with their disciples, who had formerly made public their openness for online ready-made courses.

The participants' farewell words, which were captured by the twelfth and last question, were an amalgamation of candidly-shared positive as well as negative emotions, emphasized-on practices, well-intentioned, yet imperfect, pieces of advice, and thoughtful professional requests. Their statements did paint them in a favourable light, and portrayed them as benevolent individuals who are supportive of their colleagues' success, and mindful of their learners' wellbeing, especially on a psychological level. As a result, they were pivotal in dismissing pure laziness as a plausible culprit behind the informants' deficiency in certain key areas, and pointing more towards a demotivation induced by a combination of a shortage of indispensable knowledge and adverse professional circumstances instead.

2.6.5 - The Work-Shadowing Session:

As a result of some back and forth with ENIE's administration through official as well as unofficial channels, the authorization for the conduct of on-site research was granted, and a work-shadowing session was scheduled for Tuesday the 15th of March, 2022. On D-day, we arrived at ENIE's industrial site which stretches over more than 32 acres, and consists of four major facilities, each designed and dedicated for a specific purpose. These establishments include a maintenance factory, a research and development unit, a television and video surveillance equipment manufactory, and a solar production plant, last of which represented where the session took place.

Greeting us was the unit's director in charge, a physics professor who was most welcoming. He spoke English very well, and insisted on expressing his firm beliefs in the vitality of the language for his workplace. He concluded our brief talk by generously as well as graciously according us permission to freely explore the facility and interact with the employees, an appreciated privilege that, it is safe to say, was exploited to the fullest extent.

The acquisition of the consent marked the true beginning of our work-shadowing session, and as the unit incorporated an accountant's office, a head of engineers' office, a production line that occupied the majority of the facility's surface, and a supply agents' office, we made our way towards the latter assuming it to be the only place that made use of English, an assumption that was later on proved incorrect.

The room, which overlooked the manufacturing chain, housed four supply agents, who were charged with various tasks revolving around the procurement of the necessary raw materials for the production of the solar panels. Since the aforementioned materials are produced outside the Algerian soil, and thus must be imported, it is the agents' duty to coordinate with the manufacturing companies to ensure their smooth transit to Algeria. This typically involves maintaining consistent communication with the foreign economic partners, acting both as a financial liaison between the overseas companies and ENIE's accountant, as well as a technical one between them and the engineering department, and logistically tracking the purchased goods till their arrival.

In order to fulfil their professional obligations, the agents were constantly logged on to the internet in general, and to Google's mail service, Gmail, in particular. They were regularly refreshing their inbox page, and incessantly on the lookout for any incoming emails. Whenever not, they were the addressers, writing emails that were destined to foreign corporations, inquiring about the statuses of placed orders, sending proofs of payment, clarifying or asking for clarifications

regarding ambiguities, and scheduling business trips as well as meetings, all of which was done exclusively using English. Moreover, the agents were often required to transmit documents detailing the technical criteria for the needed materials. These documents, which were entirely drafted in English, relied heavily on technical terms, and strove to steer away from any technical or legal vagueness that could give rise to misunderstandings, or be maliciously exploited. Despite being pre-drawn, the documents did necessitate a certain non-trivial level of English mastery to be properly and accurately filled. It should be stated that throughout our stay, no international phone calls that would warrant the use of English occurred, which we were informed was the common norm.

The shadowing of the supply agents as they went on with their daily professional activities turned out to be informationally lucrative, as it shed bright light on the necessities for their job. It made profusely clear that out of the four language skills, the writing and the reading ones were the most solicited. In addition, it demonstrated the polyvalency of the position, and its prerequisite for terminological dexterity, computer familiarity, communicative skills such as the capability to convey and receive flawless information, correspondence skills like the ability to competently write business emails, organizational skills such as the capacity to prioritize chores or plan cross-continental gatherings, collaborative skills including the aptitude to harmoniously cooperate with colleagues from different departments or with individuals from different countries, and logistical skills, notably, the faculty to be up to date regarding the status and location of acquired merchandise. As for the oral skills, the absence of frequent conversational exchanges dismissed their usefulness, thus stripping them of any worthiness of attention.

As we felt a growing sense that our session with the supply agents was coming to its end, and that we captured all there was to capture in terms of English use at the solar unit, we were pleasantly approached by the accountant and the head of

engineers. Fortunately for us, the sandstorm that hit the city that day had caused sand particles to infiltrate the facility, and brought the production line to a halt. This gave opportunity to the two gentlemen who accosted us to explore their curiosity regarding our unusual activity, and to invite us, once they had grasped the purpose of our visit, to shadow them as well, ensuring us that they, too, made ample use of the English language.

The accountant was shadowed first, as his duties were much less affected by the weather. He was engaged in the process of translating into Arabic English payment orders that he had received from the supply agents, which had to be later on transferred to the Algerian External Bank (BEA) for approval. This was a recurrence according to him, and a burdensome one for that matter. He complained that the English training that he had received during his university studies was no match to the linguistic complexity that he encountered once he joined the position, which often engendered errors that resulted in denials of approval from the bank, overdue payments, and delayed goods. To overcome this deficiency, the accountant routinely resolved to the use of dictionaries, but to little success, given the low accuracy rate of literal translation, and its unsuitableness for every translation scenario. Shadowing him revealed that, much like the supply agents, the accountant necessitated a solid command of technical terminology in order to be at ease while practicing his profession. Moreover, he ought to possess a firm reading skill to efficiently comprehend the source materials prior to translating them, and a tight understanding of the grammatical rules that govern English so as to be able to produce coherent, precise, correct, and faithful translations.

Next in line was the head of engineers who courteously took us on a tour of the assembly line, during which, he explained the purpose of each stage and machine. The omnipresence of English across the entirety of the instruction and warning labels stuck to the sides of every machinery was immediately noticed.

What was also noted was the subject's stunningly excellent speaking performance. As a matter of fact, through the handful of English sentences that he uttered, either out of a genuine fondness for the language or a desire to make good impression, he was successful at manifesting a great level of fluency and a sound command of pronunciation, the latter of which had a discernible accent to it. It turned out, upon certain uncontested snooping, that he undertook university studies at Massachusetts, during which he acquired a Bostonian accent. Knowing this did not quench our curiosity. In fact, it had the converse effect of generating more interest regarding how his accent and speaking skills stood the test of time and place, an inquisitiveness that he kindly addressed. He attributed his fluent tongue to the intense, frequent use of the language that occurs each time he is sent abroad, along with most of his team of engineers, to receive training, conduct meetings, or negotiate deals for the sake of the company. This explanation revealed that similarly to the supply agents', the engineers' job had a versatile nature, one that extends beyond technical prowess, and well into business savoir-faire. In light of their multifaceted duties, the engineers are thus required to be comfortable with the speaking, listening, and reading skills. Furthermore, they must possess a wide economic as well as technical repertoire, be knowledgeable about the various techniques involved in the art of making a deal, and be aware of the rules of etiquette that regulate the financial world.

The work-shadowing sessions succeeded at highlighting the necessities for diverse positions at ENIE, however, the validity as well as the accuracy of those necessities remained to be proven. For this very reason, a structured interview with one of the supply agents had to be, and was, subsequently conducted.

2.6.6 - Interpretive Analysis of ENIE's Employee's Interview:

For it to serve its intended role as an authenticator of the data generated by the work shadowing technique, the interview had to go down the same route, and strive to identify the necessities of the targeted professional environment. The

participant, benevolent and eager to help, was quick to grant her verbal consent for the conduct of the interview. She did, however, convey her desire to remain nameless, as well as her reservations about going on tape. Her wishes were honoured in the name of research ethics, and to maximize her comfort.

Once the niceties were done, and consent was acquired, the discussion moved towards the informant's background, as the interviewee was asked to reveal the academic qualifications that earned her a position as a supply agent at the company. To our surprise, the participant turned out to be a Djillali Liabes university alumna with an English bachelor degree. This revelation warranted an inquisitiveness about how an English graduate came to occupy such job, which the interviewee promptly put to rest. She explained that in light of the unit's extreme reliance on English, and its dire need for English speakers, the recruiters were willing, especially during the firm's early years, to look past the incompatibility between the degree typically required for the job and the one she held. Their intent was to favour language mastery over business knowledge in hopes that supply agents would eventually pick up the latter as they attended to their professional obligations. Such drastic measures were testimonial of the stature that English possesses within the company.

On the note of occupational duties, the participant was requested to provide a thorough description of her job, and shed light on the responsibilities as well as chores that it entails. She declared that her daily vocational activities predominately involve electronically conversing with foreign partners, either through email services such as Gmail, or by way of other, less traditional, less formal, messaging platforms like Whatsapp or Wechat, the last of which, she disclosed, represented the Chinese's preferred means of communication, and their most trusted one. Moreover, the informant pointed out that the objectives behind those online communications would vary depending on the day's requirements as well as established priorities, and could range from relaying technical

specificities, to transferring payment receipts, to soliciting tracking information. As in regards to vocal interactions, the interviewee asserted they were a rarity as they nearly never receive long distance calls, mainly due to time differences. The functions pinpointed by the participant were identical to the ones determined by the work shadowing session.

Subsequently, the interviewee was ushered to the "English within ENIE" section, which, as its name indicates, was interested in exposing anything and everything regarding English's use as well as status inside the unit. Its first question aimed at uncovering how long English has been part of the company. According to the participant, the English language has been present within the firm from the get-go, ever since its establishment. Given the hesitance, borderline futility, that many enterprises feel, to this very day, regarding incorporating English into their workflow, the second inquiry focused on how ENIE's decision to adopt it panned out economically. From the informant's point of view, the choice was undoubtedly vital, future-proof, and farsighted, as it opened the firm to international market, and kept it up to date regarding technological advancement in the field of solar energy, thus ensuring its economic survival as well as prosperity. The third and last question of the section investigated the various ways via which English manifests itself within the plant. According to the participant, the tongue can be plainly seen in use simultaneously across different departments of the unit, from accounting, to engineering, to logistics. The answers that the interviewee provided in response to the queries of this segment left not a shred of doubt regarding ENIE's cherishment, as well as acute utilization, of the English language, and were in accordance with the findings of the work shadowing session.

The attention was shifted next, via the ensuing section labelled the "linguistic requirements for ENIE", towards amassing information regarding what is lingually expected and demanded by the company's professional milieu. To begin

with, the participant was urged to list the entirety of the positions within the firm that rely on the English language. She confirmed what the work shadowing session had previously unveiled, and designated supply agents, accountants, and engineers as the employees that utilize English, to an extent or another, and in a way or another. When questioned, subsequently, about which of the aforementioned posts could be occupied by finance and international commerce graduates, seeing how they represent the study's target population, the informant marked both the supply agents' and the accountants' spots as potentially attainable, but insisted on pointing out that the latter position would more likely go to an accounting graduate if amongst the applicants. The engineers' post was excluded due to obvious academic incompatibilities. The most significant part of this segment was saved to conclude with, as the participant was invited, through the third question, to put on her ESP practitioner's hat, and summarize, as best as possible, the English linguistic requisites for the abovementioned positions. In order to compensate for the informant's probable unfamiliarity with the concept of necessities, and ensure an accurate response on her end, she was advised to emphasize on specifying the language skills that she deemed were the most needed, enumerating the language abilities that she believed the newcomers struggle with the most, indicating whether employees generally need academic or occupational English, calling attention to the English use scenarios that are the most recurrent, assessing the cruciality of cultural awareness among the employees, and estimating the fluency that the laborers are required to possess to handle their duties. The interviewee proceeded as recommended, and opted to first tackle the language skills pertaining to the supply agents, which she narrowed down to the reading and the writing skills. As for the accountants and the engineers, the participant felt imperative to express her uncertainty regarding their linguistic needs, but made an educated guess nonetheless, and reckoned that the former would presumably benefit from a solid reading skill to cope with the complexity of the documents that flow through their office, while the latter would

most likely necessitate a firm speaking skill given their frequent business trips. She was certain, on the other hand, that all the cited posts call for comfortability with technical terms, and believed carrying a large terminological repertoire to be the language competence that novices find the most challenging. The query about whether employees were more necessitous of academic or occupational English was not skipped over by the informant, who, upon requesting an elucidation of the two types, became utterly confident, as expected, that the latter was the most relevant one. Apropos the most common English use scenarios, the informant reported that when it came to the supply agents, they majorly entailed and revolved around email exchanging. However, much like the previous point germane to the language skills, the participant was unsure about her colleagues' periodic encounters with the language, but suspected that they often involved translating in the accountants' case, and making small talk, negotiating, as well as networking in the engineers'. Initially oblivious to the notion of 'cultural awareness', the interviewee swiftly asserted its substantial significance for smooth business operations once granted a rough explanation of it. Moreover, she disclosed having formerly noticed on numerous occasions the efforts that the foreign economic partners, especially the Chinese, made to congratulate the unit's staff on national and Islamic days, but confessed that those gestures always went unreciprocated. To wrap up her answers to this segment, the informant addressed the last item on the agenda, the employees' prerequisite fluency, and insisted that much is awaited from the personnel in terms of English mastery, which she found to be utterly justifiable on the account of the language's worldwide status, as well as its undeniably paramount influence on a company's modernity, image, and, by extension, international economic visibility. The necessities identified by the interviewee greatly matched, firmly corroborated, and strongly validated those formerly spotted by the work shadowing session. Therefore, the participant's replies to this section addressed the third research question which explored the extent to which the work shadowing technique is useful at maximizing the

accuracy of conducted needs analyses, and proved the posed hypothesis that the aforementioned technique is significantly useful at maximizing the accuracy of conducted needs analyses. Indeed, by accurately diagnosing the target situation's necessities, the work shadowing technique delivers the last piece of the puzzle that most needs analyses, as formerly demonstrated, lack, a well-established learning goal. Not only that, but it has the added benefit of giving substance to previously identified lacks and wants.

Moving on to the fifth and last stage of the interview, entitled "English training", the informant was greeted with an inquiry regarding the employees' initial level of English upon joining the company, which she characterized as decent, if not for the inadequate terminological repertoire. The second question of the segment urged the interviewee to share everything and anything she knew about the English training that the firm offers to its employees. For meticulousness, she was requested to determine which employees were eligible for the training, attest or deny whether laborers from different positions were ever presented with the same course, specify the frequency as well as the time span of the training, clarify whether it was internally managed or outsourced, indicate whether it was conducted on-site or off-site, and provide, if possible, the bases upon which the training course was developed, in order to verify whether or not the ESP process was followed throughout the design stage. The participant indulged our petition, and commenced by designating the accountants, supply agents, engineers, and supervisors as those eligible for language training. She claimed that the latter were granted a tailor-made, exclusive course, whilst the others shared a mutual one. This definitely raised a red flag given the previously proven discrepancy in terms of linguistic needs between the aforementioned positions. Another key difference that distinguished the supervisors' training course from the others' was the intended duration, as while the latter lasted merely one week, during which the employees were daily instructed, the former was

175

supposed to stretch over a whole year, but the learners' levity caused the human resources manager to cut costs, and bring the program to a halt, as reported by the interviewee. It was also his decision that the responsibility for the development as well as conduct of the courses be outsourced to a local language school by the name "Mactalang", the only one which matched the placed requirements, and that the training for all parties be performed exclusively on-site. Unfortunately, the informant apologized for being unable to delineate the foundations of the produced courses, but maintained that she was never, not once, asked to fill in a questionnaire, carry out an interview, or anything of the sort that would allow her to express her wants for, and expectations from, those courses. Her statement, in addition to the unquestionably as well suspiciously short duration of the course that she, along with her peers, were subjected to, immensely diminished the probability that the ESP process was adopted during the design phase. The third question prompted the participant to approximatively gauge the betterment of the employees' English level upon the completion of their training. She responded by arguing that the brevity of the course, as well as its narrow scope that barely covered the basics, severely limited the usefulness, and lessened the benefits of the proposed training. A hypothetical reflection awaited the participant next, as the fourth inquiry called her to contemplate how productive the employees would be if they were English proficient right out of the gate. Following a pause for meditation, she expressed her utter conviction that a better mastery of the language among the freshly recruited would not only substantially boost the plant's productivity, but would also be cost- as well as time-effective, as it would spare the company hefty expenses and damaging delays. Prior to concluding the interview, an invitation was extended to the interviewee, as courtesy dictates, to utter any unspoken words, set free any suppressed ideas, and communicate any subdued, hopefully constructive, comments, which she kindly declined.

2.7 - Conclusion:

This chapter, through both of its sections, endeavoured to provide a meticulous, exhaustive, unaltered record of the undertaken research journey. Its ambition was to investigate Business English while being taught at the level of the university, and while in use at the workplace, in order to produce a pseudo time lapse that would bear witness to the quality of the offered courses, the validity and the precision of the conducted needs analyses, and the usefulness as well as the usability of the acquired language in authentic professional situations. In addition, it strove to examine whether or not the work shadowing technique held the potential of boosting the accuracy of said analyses. Four data collection tools were called to action for the sake of this investigation, namely, the students' as well as the teachers' questionnaires, the work shadowing technique, and the ENIE employee's interview. The abundant data that they generated were analysed and interpreted while keeping in view the raised research questions and suggested hypotheses.

The conclusions that arose put to rest all the posed queries, and corroborated every made assumption. They revealed serious flaws in the carried-out needs analyses, most troublesome of which, was a negligence towards the target situation's necessities that went against proper as well as conventional ESP practice, and could easily jeopardize the value of the delivered courses. Furthermore, they made amply evident the considerably positive effect that the work-shadowing technique has on the precision of needs analyses.

Chapter Three: A Framework for Enhancing Workplace Language Performance

Chapter Three: A Framework for Enhancing Workplace Language Performance

3.1- Introduction

Seeing how perfection is always sought after but never reached, and a developed course can always benefit from evaluation in search of further betterment, this chapter endeavoured to deliver a detailed record of the experience had by the research while he taught the tailor-made course previously discussed. The intent was to take a look back, and conduct a post-review in pursuit of what could have been done differently, if not more properly.

The chapter started by first briefly shedding light on the significance behind evaluating ESP courses, and calling attention to the fact that course development is a reiterative, continuous process. Subsequently, it moved on to providing meticulous details about the conduct of the said course, the surrounding circumstances, the encountered atmosphere, the made observations, the faced limitations, the utilized evaluative tool, and the achieved results.

The lessons learned, the flaws identified, and the solutions brainstormed constituted the list of suggestions which this chapter concluded on. These recommendations, as the research hopes and believes, bear the potential to substantially increase the course's usefulness, and better the chances of satisfying the learners' needs.

3.2- The Importance Behind Evaluating ESP Courses

The quest for betterment is never-ending when it comes to the development of ESP courses. Per the ESP process, an ESP teacher must come to terms that he/she must evaluate his/her courses periodically, and revert back to any of the other stages when needs be. Doing so, through summative evaluation, formative evaluation, or both, is of the utmost importance for one's ESP practice, as it brings numerous benefits.

Assessing an ESP course ensures its ongoing usefulness to learners. In this day and age when learners' needs are constantly evolving, evaluation guarantees the

course's adaptability to the demands of the target context, and acts as a safety mechanism that protects the course from ever running the risk of becoming generic, outdated, or unauthentic. That way, students are always reassured that their needs are met, and that the notions they receive will greatly serve them once in the target situation, which is bound to positively affect their motivation and engagement in class.

Another crucial advantage of course assessment is the validity it provides to learners' progress. As evaluating a course evidently entails monitoring as well as confirming the students' linguistic improvement, it offers the learners tangible evidence of their ability to handle target situation scenarios, and thus boosts their confidence, and by extension their performance. Not only that, but measuring learning outcomes and authenticating learners' achievements have the added perk of satisfying the sponsors and stakeholders, if existent, and proving to them that their money is put to good use.

One of the key elements that distinguish ESP from other disciplines is the great level of learner involvement. As a result of collecting learners' feedback as part of the course's evaluation, and allowing them to freely express themselves regarding what they liked and disliked, the students will feel a unique sense of inclusion in the development of their courses. This will most certainly profit subsequent learners, since it will help further fine-tune the course according to their wants, which will undoubtedly translate in more commitment on their end.

An opportunity for professional growth, course assessment represents a chance for the ESP teacher to reflect back on his/her practices, what works, and what does not. Such self-evaluation pressures the teacher to never become complacent, and to always be on the lookout for the latest and greatest methodologies as well as techniques emerging in his/her field. Ergo, the teacher's performance is destined to be consistently ameliorating.

Resources' optimization is yet another benefit to course evaluation. Via keen class observation and systematic review of the lectures upon their end or the course's, teachers will obtain a finer understanding about how to better manage and allocate their resources. They will realize how to better divide the lecture's time, which activities ought to be skipped or altered as deemed boring by the learners, which teaching materials need to be updated or changed for more relatable ones to students, and which technologies to further accentuate or diminish the use of in class.

3.3- Conducting the Course

As is often the case, research and investigative endeavours are bound to run into various obstacles, and teaching the course turned out to be more challenging than foreseen. For a complete evaluative image of the course, these obstacles ought to be delineated, discussed, and considered first prior to going into the conduct of the course and everything surrounding it.

3.3.1- The Encountered Limitations

In order to teach the course, it was obviously mannerly as well as necessary to initially obtain the green light to do so from the department of Finance and International Commerce. The issue as it happens was that English, at the time when the researcher attempted to teach the course, became exclusively taught online at the said department, and only permanent teachers were given credentials to log into the Progres platform to teach. This, on a side note, meant that part time English teachers were excluded, and no longer part of the English teaching staff at the department.

Nevertheless, the head of the department, welcoming, helpful, and accommodating as he was, suggested an alternative, the only one available for that matter, which was to find a free time slot in the learners' weekly time schedule. The first-year master students only had Wednesday as a free day. While

this represented an appreciated opportunity to teach the course, having the students come over to the university on their day off to attend a course for which they were not accredited was worrisome to say the least.

As for a classroom to conduct the lectures in, the conference room was generously made available by the head of the department, as all the other rooms were occupied on Wednesdays by the other teachers. It was equipped, to the researcher's delight, with a data projector, and offered comfortable seats for all the attendees. However, since the room was typically reserved for holding doctoral defences and small meetings, scheduling conflicts occurred at times, and made it so that the room was unavailable, which caused a noteworthy delay. Another notable issue was the room's size, which, while within the norms, could only house 40 seats, and thus seriously limited the number of students who could attend.

3.3.2- The Conduct of the Lectures

Lectures took place every Wednesday at 10 AM. The timing was carefully chosen so as to accommodate the learners, and avoid any absenteeism that may occur because of an earlier one. At the beginning of the introductory lecture, once learners were seated, and presentations were out of the way, a thorough explanation was given to the students regarding the course, how it came to be developed, and its objectives. Emphasis was put on conveying the notion to the students that learners such as themselves took part in the making of the said course, and that it was thoughtfully designed to ensure that everything was of concrete use to them once in the professional setting. The intent behind this was to generate motivation, commitment, as well as interest ample enough to last the whole course, and deter the students from abandoning it before completion.

Lectures were delivered via PowerPoint presentations, and by using the provided projector. Each presentation included animations and transitions in order

not to display all of the lecture's content at once, and risk losing the students' focus. The digital format and delivery allowed the researcher to maintain eye contact with the learners at all time, keep them engaged, and make useful observations to be shared down the line. It also allowed to save precious time instead of wasting in on writing on the board.

On the subject of time, efforts were made to ensure that every lecture does not extend beyond one hour and a half. The motive, apart from adhering to the students' wants previously expressed through their questionnaire's answers, was once again a concern of a potential mass desertion of the class. However, in the name of candidness, sometimes the lecture would stretch beyond the intended duration due to unforeseen circumstances, such as the aforementioned scheduling conflicts, or simply the wait for the security guard with the key to come over to grant access.

As for the conduct of the lectures, each one started with a brief summary of what was tackled previously in order to refresh the learners' memory, activate their background knowledge, and pave the road for that day's lecture. Subsequently, an outline of the lecture was put on display, and each element on that day's agenda was superficially addressed. The purpose was to elucidate to the students what was expected of them to learn and be comfortable with at the end of the lecture. To put it differently, the objective-based approach was adopted, and the objectives to be reached for that lesson were laid out for the students.

From that point onwards, each portion of the lecture was granted adequate time while avoiding lingering at all costs, in order to avoid wasting precious time and boring the students. Plenty of authentic examples were offered throughout the lessons to ensure learners' grasp of the tackled concepts. It should be noted that translation to the mother tongue was occasionally, as well as reluctantly, employed by the researcher, for reasons revealed in the made observations section.

3.3.3- The Made Observations

Initially a cause for worry, attendance turned out much better than expected. Despite the unfavourable timing of the lectures, which deprived them from the morning of their day off, the learners came in numbers from the get go. Upon the end of the first lecture and initial contact, the students expressed at once their discontentment about the said timing, and their liking of the lecture's style. When informed about the impossibility to switch the timing because of their busy schedule, the learners suggested the replacement of their mandatory class with the course. They confessed to never attending their online English lectures, which they deemed boring, going as far as describing it as a reading session of a PDF document, something they insisted they can autonomously do at any time of their choosing. While delightful to receive, the students' request was impossible to realize. Undeterred by that, the students continued to consistently attend in masses, putting to rest any dread of subsequent absenteeism.

One must also call attention to the satisfying engagement that the learners demonstrated throughout the course. Classroom management was a breeze as students, showed ample focus as well as interest throughout the lectures, by constantly taking notes for example. This made the teaching experience a relaxing, enjoyable as well as an efficient one.

Since the learners were always on their best behaviour, the over-crowdedness of the class, by ESP standards, was barely noticed. On the contrary, it felt empowering in the sense that it represented an opportunity to help many instead of merely few. It should be stated here that the use of technology did help immensely, and allowed for a smooth-paced run of the lecture, which would not have been otherwise achievable through the use of the white board.

Another impactful element that particularly facilitated the lectures, and made them feel effortless, was the learners' participation. They reinterred their

eagerness to learn by constantly participating. They were incessantly asking questions, providing examples whenever asked, and even offering translations to help their less proficient classmates.

On the subject of language proficiency and lack thereof, heterogeneity was duly noticed among the students. It became explicitly apparent during participation, as while all the students participated, some were far more comfortable than others in their use of the language. The difference in terms of pronunciation, linguistic repertoire, and mastery of grammatical rules made obvious the gaps between the learners' mastery levels, hence the occasional need for translation previously mentioned.

Translation to the modern standard Arabic was typically needed by struggling students whenever they encountered for the first time a new term with which they were estranged.

3.4 Learners' Evaluation

A must, learners' evaluation occurred at the end of the course in the form of a summative assessment. The test, which can be found at appendix G, was an amalgamation of the concepts tackled throughout the lectures. It was graded on twenty, and consisted of four exercises that mimicked the typical structure of the lectures in order to create a sense of familiarity among the students, so as to benefit their performance.

The first exercise required the students to label every component of a dissected email. Such task was expected to come fairly easy to the learners, as they were accustomed to conducting a similar activity at the beginning of every lecture as a way of refreshing their memory regarding previously seen concepts, and building upon those.

The second task, on the other hand, focused on vocabulary. It called for the students to match terms that were formerly thoroughly explained with the

adequate explanations. Careful attention was exercised in order to ensure that the selected terminologies were not specific to only one business subfield, and that they ranged between import/export, finance, and commerce.

As for the third activity, it strove to evaluate the students' grammatical knowledge and mastery. A fill-in the gap exercise, the task instructed the learners to choose the correct word, and put it in the suitable tense. All the tenses tackled throughout the course were included for the sake of thoroughness.

The expectedly most challenging exercise was the fourth activity, which had the students produce a short email. No assistance, clues, or guidelines whatsoever were provided in order to encourage the learners to work autonomously. The intent was for them to showcase the knowledge and savoir-faire they had accumulated throughout the course by putting together the notions they received into writing an email of their own, one which comprised of all the requisite components a business email ought to have.

Arguably the most important portion of the test, the last section was dedicated for the learners to share their thoughts regarding the course, since they have a right as partakers in this teaching-learning experience to express their criticism. As their input is valuable for the overall evaluation of the course, the students were granted the opportunity to freely confess what they liked, what they disliked, and what they would have loved to change about the lectures.

3.4.1 Analysis of Learners' Performance

The learners' performance at the test was analysed in search of areas of betterment. Instead of settling for a macro view and checking their overall scores, the researcher opted for a micro one by looking at their results at each of the exercises. The premise was that by doing so, the researcher would have a narrower idea about the parts of the lectures or the concepts that need further finetuning or more attention. As each activity was graded on five points, the learners' ability to

score the median, meaning two and a half points, or more, was considered as a sign of satisfactory grasp of the notion associated with or focused on by the said activity.

The students demonstrated ample comfort in handling the first task, as 83% succeeded at correctly identifying the various components of the provided email. This came as no surprise in light of the fact that learners were drilled to do so at the beginning of each lecture.
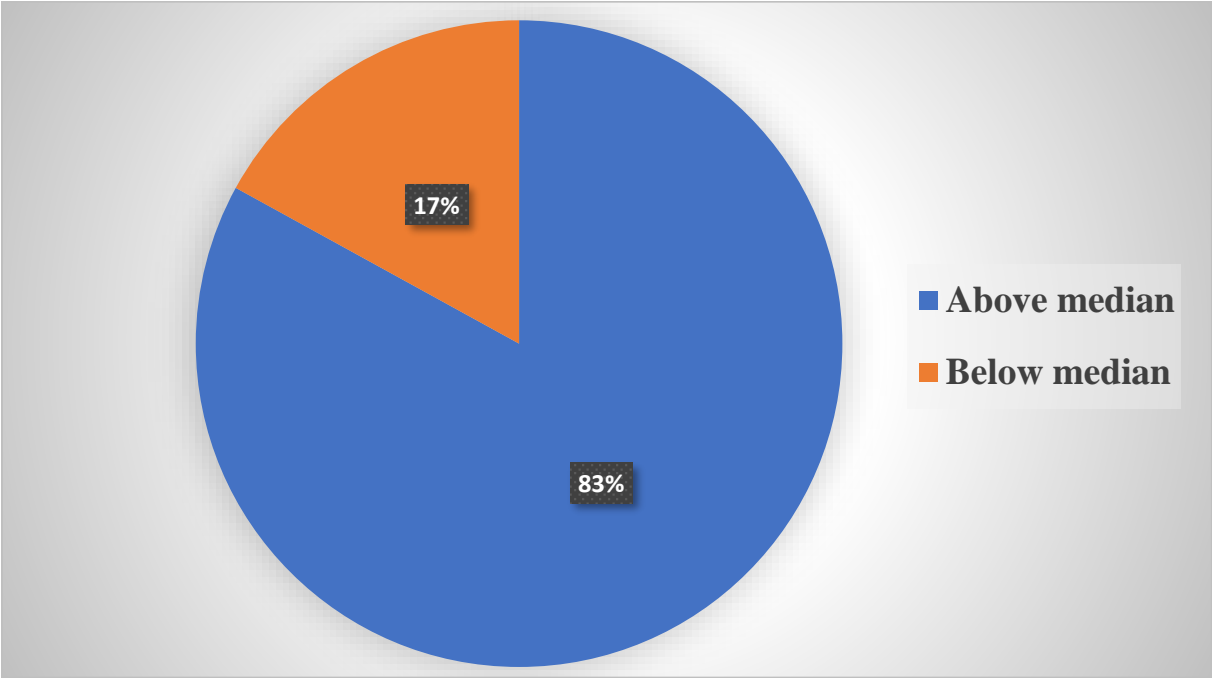
Figure 3.1 Learners' Performance at Identifying an Email's Components

Similarly, the second exercise represented no challenge to the students as well, since 76% of them managed to land more than the median. It was noticed however that those who struggled, few as they were, did so with the terminology pertaining to the world of finances.
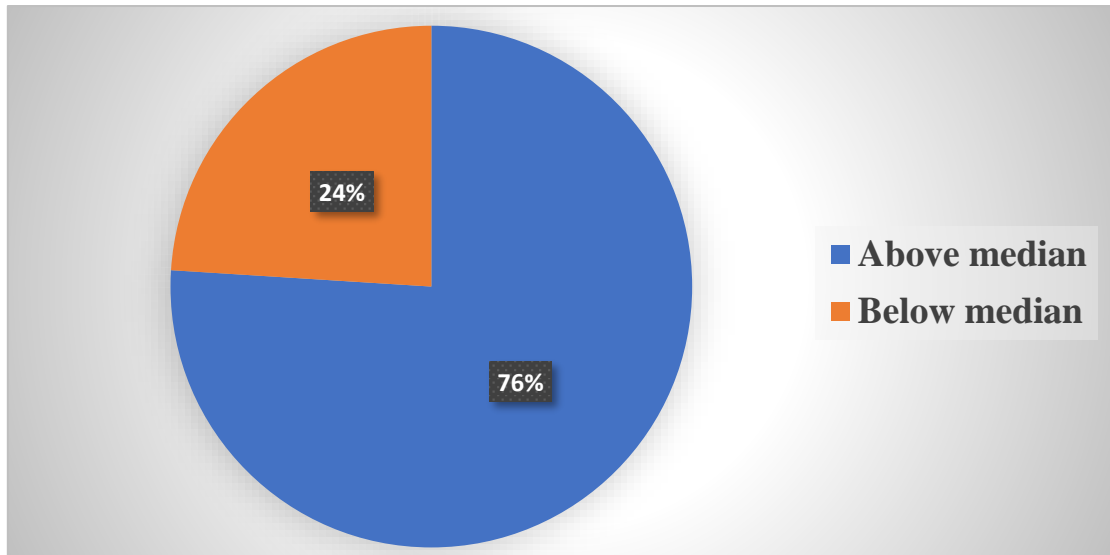
Figure 3.2 Learners Performance at the Vocabulary Activity

The learners started to experience increasing difficulty as they proceeded, as only 64% of the students succeeded at scoring more than two and a half points in the grammar exercise. While this still meant that the majority had a firm grasp on grammatical rules, numerous were those who found it hard to demonstrate a similar level of mastery. It was noticed that the past perfect and the past continuous tenses turned out to be particularly arduous for the students to handle.
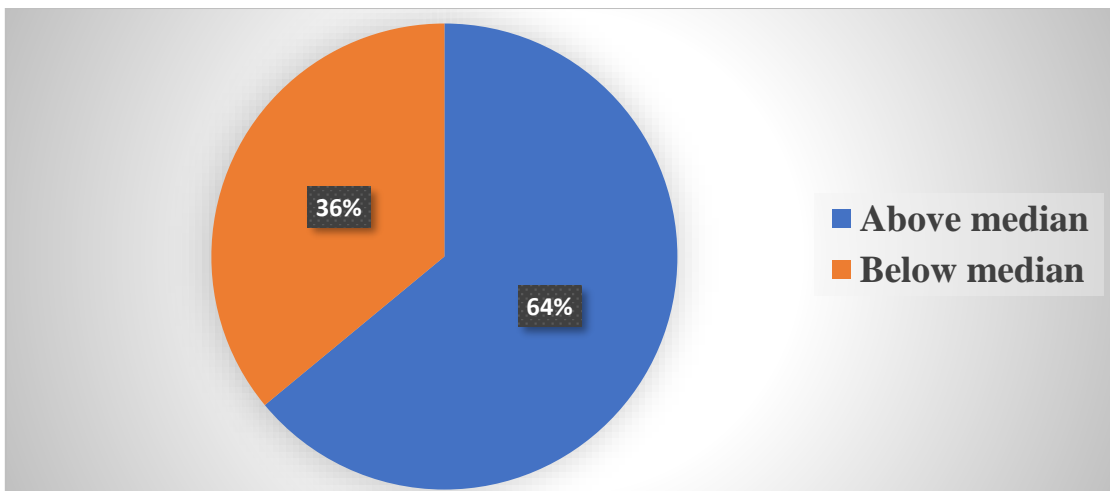
Figure 4.3 Learners Performance at the Grammar Activity

As expected, the fourth and last exercise emerged as the most challenging one for the students. Merely 45% of the learners succeeded in this activity. The struggles varied. Some students found it difficult to convey their message in a

coherent and cohesive manner. Others had trouble properly structuring their sentences. However, the issues that the majority suffered from were by far spelling mistakes, and the negative habit of thinking in Arabic or sometimes French and then translating their thoughts into English. The latter in particular produced sentences that, despite being correct, felt off and out of context.
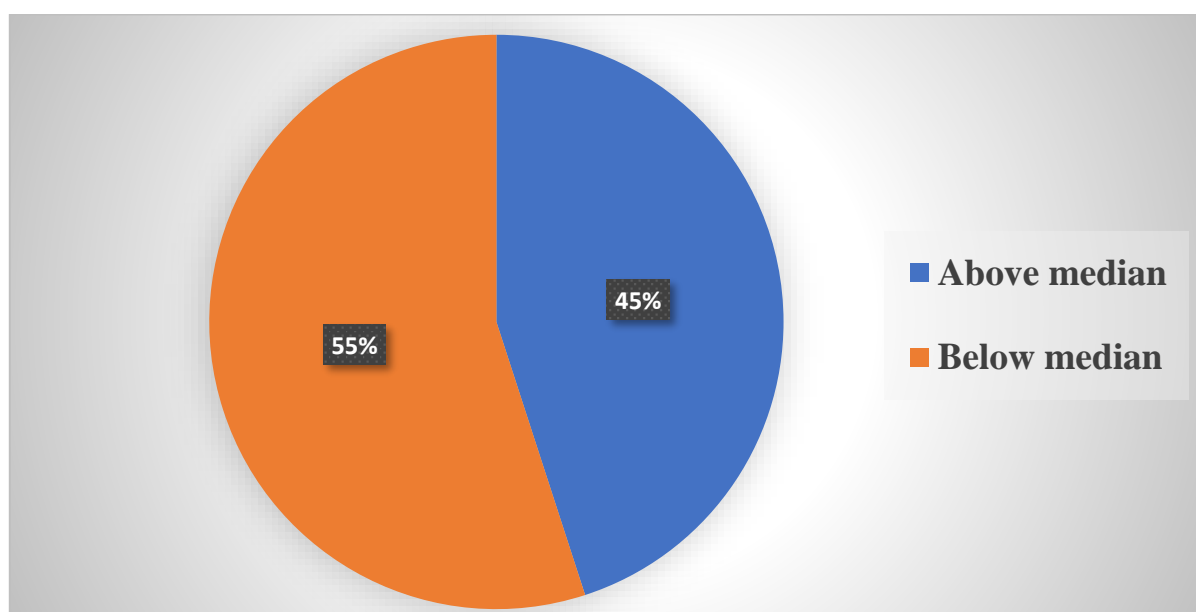
Figure 3.4 Learners' Performance at the Written Production Activity

In regards to the feedback section, the students had majorly positive remarks. The majority of the learners made sure to express their gratitude regarding the notions they received and learned. Others made known their appreciation of the use of technology throughout the lecture, which they assured made it feel light and short. Additionally, numerous disciples conveyed their gratefulness for the sense of inclusion they felt throughout the course, a first according to them. They welcomed the various examples provided, which they explained really helped drive certain points home.

As for things they would have loved to change, the students reiterated their discontentment regarding the timing of the lectures. Furthermore, they confessed wishing that more time was spent in teaching and assisting them as they practiced

and honed their writing skill. Their request was certainly valid in light of their performance previously discussed.

3.5 Additional Support

Found below is a sample course, which consists of ten lectures. It strives to provide a tangible exhibition of the framework and suggestions previously put forward. Much like the precedent ones, each lecture of this unit aims at fulfilling a set of pre-set goals, which, combined, allow for the achievement of the larger objective of making the students competent at writing emails.

Lecture 1

Objectives:

- To educate students about, and train them in the use of, coordinating conjunctions.
- To further develop their linguistic repertoire with new vocabulary.
- To have them attempt at autonomous email writing.

Grammar lesson:

- The learners are acquainted with the coordinating conjunctions, all seven of them, and are introduced to the FANBOYS acronym, which helps them memorize all of those conjunctions.
- Their attention is called to the importance of the coordinating conjunctions for fluent writing, and their understanding is solidified through the subsequent examples:
  - Omar left the company, <u>for</u> he had a disagreement with the owner.
  - Manel is a brilliant <u>and</u> hardworking employee.
  - The team refuses to work, <u>nor</u> to negotiate until the director is replaced.
  - There were many obstacles, <u>but</u> the company persevered.

- Pick a side <u>or</u> the other.
- Mounir faced many difficulties while working on his product, <u>yet</u> he managed to produce something outstanding.
- There was a miscommunication regarding the exact time of the meeting, <u>so</u> it was postponed.

Grammar activity:

- Put the appropriate coordinating conjunction in the gap.

1) Creative …….. punctual, Suzan is irreplaceable.

2) We were underfunded, …….. we had to end the project.

3) John went to the bank, ……. he desperately needed a loan.

4) Sarah is constantly working, ……. she always misses the deadline.

5) Black ….. yellow, we have to choose a colour for the company's logo.

6) Ron is annoying, ……. his work ethics are pristine.

7) The engineers were unwilling to go home, …… to take a break until they resolved the problem.

Vocabulary activity:

- Match the word with its definition: (1) Loan, (2) Limited Liability Company (LLC), (3) Fiscal year, (4) Startup, (5) Penalty, (6) Headquarters, (7) Customs duty.

………. Newly formed business with particular momentum behind it.

………. The twelve- month period for which a company prepares its accounts

………. The office that serves as the administrative centre of an enterprise.

………. A business entity that prevents individuals from being liable for the company's financial losses and debt liabilities.

………. An amount of money lent at interest by a bank to a borrower, usually on collateral security, for a certain period of time.

………. Charges levied on goods when they cross international borders.

………. A type of punishment, often involving money, that is given for breaking an agreement or not following rules.

The main activity of the lecture:

- Based on the example given below, write an office memo of your choosing. Make sure to both include all the common parts of an email, and use coordinating conjunctions.

To: Kate_Gillepsie@gmail.com, Troy_Snow@gmail.com,

Lindsay_Baker@gmail.com, Rhonda_Grant@gmail.com

Subject: New changes around the office

Dear all,

I hope you are doing great. I just want to inform you that starting next week, there will be certain changes around the office. You will all be requested to use your badges to access the facility, for we had multiple instances of individuals trying to sneak in. Moreover, Ms. Evans will be supervising both New York's and Denver's projects. Mr. Rodriguez will continue to manage Chicago's project, but will have to send me weekly updates from now on regarding the made advancement. If you have any questions whatsoever, don't hesitate to send them via this email. Thank you very much.

Best regards,

Owen Peterson

Owen Peterson
Head of Management
GCG building company

Lecture 2:

Objectives:

- To familiarize the students with subordinating conjunctions, their various types, and uses.
- To introduce them to the concept of multiculturalism, and actualize their intercultural competence.
- To train them to write welcome emails.
- To add more vocabulary to their repertoire.

Grammar lesson:

- The concept of subordinating conjunctions is thoroughly explained to the students, and the most common ones are listed.
- The subsequent examples are offered to consolidate their grasp:
    - <u>Once</u> the head of human resources got wind of John's behaviour, he immediately fired him.
    - <u>Unless</u> they find a solution soon, the company will go under.
    - The product is expected to be released <u>before</u> the end of this semester.
    - They had <u>until</u> midnight to finish their work.
    - The team will miss the deadline <u>if</u> they keep procrastinating.
    - Everyone wanted Suzan to be part of their team <u>because</u> she is such a delight to work with.

Grammar activity:

- Complete the sentences with suitable clauses.
1) While I was talking to my colleague, …………………………………………
2) When you are done with this task, …………………………………………
3) Though he was exhausted, Jamel …………………………………………….
4) …………………………… as much as his colleagues do.

5) Sarah offered to bring everyone at work coffee, since ……………………..

6) Barbara works at the accounting department, whereas Selena ……………..

7) The team takes a break whenever ………………………………………

8) Trevor worked really hard as if …………………………………………

9) The company chose to take a loan rather than …………………………..

10) We prepared the presentation so that ………………………………………..

11) While the company struggled heavily this quarter, ………………………..

12) …………………………… despite offering the cheapest product on the market.

Interculturality lesson:

- The learners are given a talk on multiculturalism, and how international business today rests on the mutual respect and tolerance among diverse cultures.

- They are also informed about the vitality of intercultural competence to survive in today's market, and achieve prosperity.

The main activity of the lecture:

- Using the example given below as inspiration, write a welcoming email. Make sure to both include all the common parts of an email, and use coordinating conjunctions.

To: Suzan_Gerrard@gmail.com

Subject: Welcome!!

Dear Suzan,

I'm Sylvia Smith, head of customer relationships here at A-to-Z wedding planners, and I'd like to personally thank you for choosing our services. We created A-to-Z in order to help young brides to be like you to have the wedding of their dreams.

To get started, take a quick look at our various packages by following this link. If you have any questions, please forward them by replying to this email. I'd more than glad to answer them and help you.

Regards,

Silvia Smith

Head of Customer Relationships at A-to-Z wedding planners

Lecture 3:

Objectives:

- To initiate the students to the use of transitional words in general, and those utilized for expressing addition and introducing alternatives in particular.
- To expand their vocabulary.
- To assist them in writing a referral email.

Grammar lesson:

- The students are acquainted with linking terms, and are made aware of the subtle differences between them and the coordinating as well as subordinating conjunctions.
- Among the plethora of available transitional words, those signalling addition and alternatives are the ones put forward in this lecture. The rest are left for the learners to gradually discover in the subsequent lectures.
- The following examples are granted to ensure the students' understanding of the grammatical concept:

- Jamel made too many mistakes while working on the project. <u>In addition</u>, he was always mean and disrespectful to his colleagues.
- The company was well funded. <u>Moreover</u>, it had the best staff.
- Google opted to focus on its software, <u>whereas</u> Apple chose to concentrate on bettering its hardware.
- The public job sector offers more stability. The private sector, <u>by contrast</u>, provides better wages.

Grammar activity:

- Fill in the gaps with the appropriate linking term.
1) Microsoft delivers cutting edge technology. …………, it has a pristine reputation.
2) Tesla has been known for having quality issues with its cars. …………, Mercedes has always been praised for its quality check.
3) Prime offers annual plans, ………. Netflix only provides monthly ones.
4) Matthew and Imad have had a rivalry for quite sometime now. ………., it doesn't help that their companies operate within the same sector.
5) Elizabeth was sick. ………., she wouldn't have missed the deadline.
6) David would have to step up. ………., he surely will be fired.
7) The company is having a rough time regaining the trust of its customers. ……….., the recent allegations backed by scientific evidence have only made it worse.
8) ……………… to her colleagues, Cynthia is far more creative.

Vocabulary activity:

- Try to come up with the Arabic and French translations of the following terms:
  - Revenue
  - Income statement
  - Custom broker

197

- Acquisition
- Monetize
- Gross
- Net

The main activity of the lecture:

- While inspired by the granted example, write a referral email. Make sure to use the linking words you are familiar with.

To: Riley_Remington@gmail.com

Subject: Siren Beauty referral program

Dear Riley,

We here at Siren Beauty hope you are satisfied with our products. Contrary to others, our company strives to demonstrate to our loyal customers just how much we value their trust and faithfulness. That is why, we decided to offer you the option to join our referral program, which allows your family and friends to benefit from discounts if they buy products from our store using your referral link. Moreover, this program will give you points for any purchases made through your referral link, which you can spend at our store to get various free products and goodies. If interested, please follow this link.

Best regards,

Maddie Barnett

Head of Customer Service at Siren Beauty

Lecture 4:

Objectives:

- To train the students to use transitional words indicating causality and results.
- To enrich their knowledge regarding the cultural faux-pas to avoid while writing emails.
- To enlarge their business vocabulary.
- To initiate them to the writing of promotional emails.

Grammar lesson:

- The students are exposed to the linking terms used to suggest causality and results.
- They are made aware of how frequent these terms are utilized in email writing in hopes of shedding light on its ample usefulness and cruciality.
- They are provided the following real-life examples from the business world to strengthen their understanding:
  - The company had very limited resources. <u>Therefore</u>, it couldn't compete with the others.
  - <u>As a result of</u> the aforementioned, Nathan was let go.
  - Phoebe was hard at work during the last year. <u>Consequently</u>, she was granted the position she always desired.
  - Margo was always cheerful around the office. <u>Because</u> of that, she was everyone's favourite colleague.
  - Many customers were requesting their products. <u>For this reason</u>, their prices went up.

Grammar activity:

- Fill in the gaps.

1) All the team members had enough of Josh's childish behaviour. ………….., they filed an official complaint with their superior.

2) ……………….. its innovation, the company put its competition in the rear-view mirror.

3) The enterprise could not keep up with the increased demand. ………….., they hired a bunch of new employees.

4) ………………………………….. As a result, Austin and Manuel had to pull an all-nighter.

5) The board of directors soon realized the gravity of the situation. Because of that, ……………………………

6) ……………………………………….. Therefore, they requested the help of a professional.

Interculturality lesson:

- The students are exposed to a variety of common faux-pas that individuals within the business world make.

- These errors are categorized based on nationalities to showcase how an act or a statement can be perfectly acceptable within a culture while being considered extremely offensive or unpleasant in another.

- The Japanese's as well as the Chinese's disliking of the number four, the former's perception of the thirteenth number as unlucky, some of the western country's superstition about Friday the thirteenth, a considerable worldwide distrust of the 666 number, are given as concrete examples.

The main activity of the lecture:

- Mimic the example below, and write a promotional email to advertise for a new product or a service of your choosing. Make sure to use the transitional terms with which you are familiar.

To: Rob_Williams@gmail.com

Subject: New headphones!

Dear Rob,

We here at Sound Squad are always trying to offer our consumers the best and the greatest in terms of sound quality. Therefore, we are proud to announce that we will be launching our newest headset, the CDG-800, on the 20th of this month. With a revised design, a larger driver, and a more tuned acoustics, the CDG-800 promises to deliver the sound experience that our customers expect and deserve. If interested, you can already pre-order your pair using this <u>link</u>.

Respectfully,

Juan Velasquez

Head of Marketing at Sound Squad.

Lecture 5:

Objectives:

- To teach the students about how to write an announcement email.
- To acquaint them with new vocabulary pertaining to the business world.
- To familiarize them with the linking terms used for comparison and contrast.

Grammar lesson:

- The common transitional words utilized for comparison and contrast are listed for the students.
- The subsequent examples are offered to consolidate their grasp of these terms, and help them distinguish these from the previous ones:
    - Apple removed the charger from its products' boxes, and other companies did <u>likewise</u>.
    - <u>Compared with</u> Toyota, BMW has a more prestigious reputation.

- To deal with the changes occurring to the market, Amazon laid off 16000 employees. <u>In the same way</u>, Alphabet and Microsoft terminated, respectively, 12000 and 10158 positions.

- Many companies have been known for having harsh working conditions. <u>Conversely</u>, Google always had the reputation of being a great place to work at.

- Insider trading is an easy, cheap way to get ahead of the competition. <u>In contrast</u>, predicting the market using one's skill requires real ingenuity.

Grammar activity:

- Fill in the gaps:

1) Meta has been heavily focused on AI during the recent years. In the same way, …………………………………………………………………..

2) Elon musk is a polemic figure. ……………, Bill Gates has never been at the centre of a controversy.

3) Air companies suffered great losses during the pandemic. By contrast, …………………………………………………………………..

4) Amazon was fined 30 million dollars this year for privacy violations. …………….., Google and Meta faced similar penalties.

5) LVMH recorded a revenue of 21 billion euros in the first quarter of 2023 alone. Compared with it, …………………………………………………...

6) The company decided to lower its prices to attract more customers, and its competition did …………

Vocabulary activity:

- Match the term with its definition: (1) Insider trading, (2) Layoffs, (3) Take over, (4) hostile takeover, (5) subsidy, (6) Equity.

……   A temporary or permanent discharge of workers due to economic conditions

….... When a company or a shareholder tries to gain control of a company by sidestepping its management and going directly to its shareholders.

…… Money granted by the state to help an industry keep the price of a certain commodity or service low.

…… The illegal practice of trading on the stock exchange to one's advantage through having access to confidential information.

…… A company's total owned assets minus liabilities.

…… When one company makes a successful bid to assume control of or acquire acquire another company.

The main activity of the lecture:

- While inspired by the example given below, write an announcement email. If possible, try to use what you learned so far regarding conjunctions and transitional terms.

To: employees@gmail.com

Subject: Major announcement

Hello everyone,

As you may very well know, Mr. Reed is being investigated by the authorities regarding a hit and run that occurred on the 5th of this month. We have full confidence in the judicial process, and stand behind our colleague. However, until this issue is resolved, Mr. Reed has been put on administrative leave, and Mrs. Ford will temporarily be heading the second division.

Sincerely,

Deen Turner,

Head of Management at Beautify

Lecture 6:

Objectives:

- To train students to write newsletter emails.
- To further develop their linguistic repertoire germane to stock exchange.
- To familiarize them with the use of the transitional words utilized for emphasis.

Grammar lesson:

- A list of the common linking terms used for emphasis is delivered to the students.
- They are educated about what emphasising a previous statement, or stressing one's point means, and are instructed on when to best these words.
- To ensure comprehension, the following examples are presented:
    - Apple products are extremely expensive. <u>Nonetheless</u>, they remain quite popular across the general population.
    - TikTok has been dominating the young user base. <u>Indeed</u>, research has shown that three out of four teenagers have the app installed on their smartphones.
    - Many scientists are accusing social media apps of causing a short attention span among youngsters. <u>Not only that</u>, they are pointing towards smartphones in general as the main culprit behind sleep deficiencies amongst today's youth.
    - Amazon received some bad press lately. <u>In fact</u>, it has been under fire from environmental journalists for quite some time.

Grammar activity:

- Fill in the gaps:

1) …………………………… Nonetheless, both companies keep it professional

2) Many are fearful of the explosive rise of artificial intelligence. Not only that, …………………………………………………………………

3) The US stock market has been slowing down lately at an alarming rate. In fact, …………………………………………………………………

4) Many organizations have been sounding the alarm regarding climate change. Indeed, …………………………………………………………

5) SpaceX and Amazon have been competing hard in the commercial space travel market. Nonetheless, …………………………………………..

6) The fight against internet censorship has been ongoing ever since the emergence of the internet. Indeed, …………………………………...

Vocabulary activity:

- Try to provide the French and Arabic translations of the following terms:
- The stock markets
- Stock
- Stock exchange
- Stock broker
- Initial Public Offering (IPO)
- Bonds
- Portfolio

The main activity of the lecture:

- Following the subsequent example, write a newsletter email. Make sure to use the transition words you encountered so far.

To: employees@gmail.com

Subject: Q2 company newsletter

Hello everyone,

As you may know, our company has witnessed its best quarter ever since its creation. That is why, we are happy to announce that we will be opening a new store in New York. This new addition to our chain of stores will give us the opportunity to answer the huge demand for our products over there. We are also pleased that Mr. Smith, whom you know very well, will head the said office. We are more than sure that with his expertise and your support, he will have no trouble running that place.

We feel excited to welcome Ms. Allen to our staff, to whom we wish a quick and seamless integration. Conversely, we are sad to see Mrs. Newman go, but we take solace in knowing she will be fulfilling her desire of dedicating her full time to her children, and we wish her the best.

For the coming summer, we planned a few events that will bring us closer to our customers, and increase our company's visibility. In fact, we rely heavily on these gatherings to expand our customer base.

Sincerely,

Dwayne Gilmore

Director of Operations at Beautify

Lecture 7:

Objectives:

- To have the students write a proper offer-related email.
- To introduce them to the transitional words used to introduce examples.
- To further enlarge their vocabulary with new terminology.

Grammar lesson:

- The linking terms widely used to introduce examples are laid bare for the learners.
- They are educated on the sometime necessity to use instances to elucidate one's meaning.
- They are given these examples to showcase the use of these terms:
  - The company came up with numerous ways to reduce costs. <u>For example</u>, it adopted a paperless strategy around the office.
  - Elon musk is renowned for being a risk taker. <u>For instance</u>, his latest investment was buying Twitter at 44 billion dollars.
  - Amazon has been omnipresent across many fields. <u>Notably</u>, the entertainment business.

Grammar activity:

- Fill in the gaps:
1) Meta faced many drawbacks while working on its augmented reality product. For example, …………………………………………………………………..
2) ………………………………………………… For instance, it had one of the most successful launches this year.
3) The company worked extremely hard to better its public image. For example, ……………………………………………………………………
4) The firm became widely known for its various successful ad campaigns. Notably, ……………………….………………………………………………...
5) Meta has been fined for numerous transgressions during the last couple of years. Particularly, ……………………………………………………………
6) Tesla has recently taken many steps to improve its quality control. For instance, ………………………………………………………………………

Vocabulary activity:

- Match the term with its definition: (1) Shareholder, (2) Bankruptcy, (3) Interest, (4) Compound interest, (5) Forecasting, (6) Dividend.

207

…… The interest you earn on interest.

…… Making predictions and informed guesses on the future of businesses.

…… Any person, company, or institution that owns shares in a company's stock.

…… The amount of money a lender or financial institution receives for lending out money.

…… A legal process initiated when individuals or companies are unable to repay the creditors.

….. The amount of money that a company regularly pays to its shareholders out of its profits.

The main activity of the lecture:

- Take inspiration from the example provided below, and write an offer-related email. Make sure to use the transitional terms with which you are familiar.

To: Sam_Sosa@gmail.com

Dear Sam,

We here at PowerHouse are always trying to offer our customers the best, sweetest deals. Therefore, we are proud to announce that starting today, you'll get three months of access to all of our gyms for the price of one! Not only that, but you will also receive store credits to use however you desire. For example, you may spend these points to get a free massage session, a free training session, or even a free spin class. This offer is valid for only week, so make sure to seize the opportunity while you can, and tell all of your family and friends about it.

Respectfully,

Adrienne Abby

Head of Marketing at PowerHouse

Lecture 8:

Objectives:

- To assist the learners as they write a survey email.
- To provide them with fresh words germane to the business context.
- To expose them to the use of transitional terms for rephrasing.

Grammar lesson:

- The students are first educated on what rephrasing means, and are informed about its cruciality sometime to ensure the correct conveyance of the meaning.
- They are then introduced to the most frequent linking words used for restating one's point.
- To ascertain their grasp of the aforementioned, the subsequent examples are presented:
  - The company let go of its CEO. <u>In other terms</u>, he was fired.
  - Jeff Bezos announced that he was opening a space commercial company. <u>To put it differently</u>, he was going against Elon Musk's SpaceX.
  - The board of directors declared contemplating different options about how to best handle the situation. <u>Simply put</u>, it was in a jam.
  - During a press conference, the CEO implied he was unhappy with the way things are. <u>To put it simply</u>, he was about to make radical changes.

Grammar activity:

- Fill in the gaps:
1) The company's sales for this month came short of what was expected. In other words, ………………………………………………………………………..

2) The shareholders were dissatisfied with the current trajectory of the company. To put it differently, ……………………………………………..

3) The sales team was shocked by the low quality of the new products. Simply put, …………………………………………………………………....

4) The engineers at Tesla's factory kept coming back to square one. To put simply, ………………………...…………………………………………...

- Provide two examples of your own.

Vocabulary activity:

- Using simple terms, define the subsequent terms:
- Supply and demand
- Gross Domestic Product (GDP)
- Inflation
- Monetize
- Commodity

The main activity of the lecture:

- Using the example below as a guide, write a survey email. Try to include the transitional terms you have seen so far.

Hello from Slack!

We hope you're having a lovely day.

We've chosen you as one of a small set of people to ask about their experience using Slack. If you have a moment to spare, would you be willing to answer a few questions? We'd greatly appreciate your feedback.

Our short survey takes about **7 minutes**:

Take the Survey

Thanks for your help!

Cheers,

The Research team at Slack

Made by Slack Technologies, Inc

Lecture 9:

Objectives:

- To train the students to write reminder emails.
- To expand their vocabulary.
- To familiarize them with sequencing.

Grammar lesson:

- The concept of sequencing is meticulously explained to the students.
- They are made aware of the common scenarios within the business context that may warrant sequencing.
- They are provided with the following sequencing examples:
    - I believe you are looking for steps on how to access your account on our website. <u>First</u>, go to our website. <u>Second</u>, input the credentials that were given to you by one of our agents. <u>Third</u>, click on "log in".

211

- Initially, the company was bought by JP Morgan. Subsequently, it was sold to Google for a hefty sum of money.
- At first, the conglomerate was doing really well, and the sales were through the roof. Eventually, it became a cautionary tale.

Grammar activity:

- Fill in the gaps:

1) There are a couple of documents that you need complete in order for your file to be considered. First, …………………. Second, ……………………

2) Initially, everything was going as planned. Subsequently, …………………

3) Upon its creation, the company was in the automotive industry. Fast forward a couple of decades, ………………………………………………….

4) Initially, everyone was at awe with what the new CEO realized in such a short amount of time. Eventually, ………………………………………….

5) At first, the rumours circulating concerned only about one of the executives. Next, …………………………………………………………...

- Produce four examples of your own.

Vocabulary activity:

- Provide the French and Arabic translations of the following words:
- Order
- Trademark
- Wholesale
- Union
- Strike
- Wage
- Commission

The main activity of the lecture:

- Take inspiration from the example below, and produce a reminder email via which you call the customer's attention to unpaid fees, or the upcoming end of a subscription. Make sure to put to use the linking words you are familiar with.

To: Emily_Atkins@gmail.com

Subject: Unpaid fees

Dear Ms Atkins,

We hope this email finds you well. We are addressing this email to you in order to call your attention to the unpaid fees for the IT support you requested on May the 20th. We inform you that you are well past the payment due date, and if we do not receive any deposit by Monday, we will be within our rights to add penalties or pursue legal actions.

Sincerely,

Lana Reid

Head of Customer Relationships at Computer Guyz

Lecture 10:

Objectives:

- To assist the students in writing an apology email.
- To expand their knowledge about transitional words by introducing them to the ones used for summarizing or concluding.
- To enlarge their vocabulary.

Grammar lesson:

- The concept of summarizing is first explained to the students unfamiliar with it.

213

- They are subsequently instructed on when to implement transitional words that serve to summarize or conclude, and are given a list of the most frequent ones.
- Even though summarizing and concluding are best showcased at the end of paragraphs, the following examples are given to better the learners' understanding:
  - <u>In summary</u>, the company proved that it is better to opt for quality over quantity.
  - <u>To conclude</u>, it can be safely said that Apple surpasses its competition when it comes to design.
  - <u>On the whole</u>, the Algerian consumer still lacks the necessary consumer awareness.
  - <u>Overall</u>, there is significant data to show that the company is going down a dangerous path.

Grammar activity:

- Generate 5 examples of your own using the linking terms utilized for summarizing or concluding.

Vocabulary activity:

- Identify as many business-related terms as possible:

```
M   N   D   E   C   L   A   R   E   L   U   B
C   O   P   Y   R   I   G   H   T   S   Y   R
P   K   X   E   N   D   U   S   E   R   I   A
P   J   A   F   F   I   L   I   A   T   E   N
W   L   A   U   N   C   H   V   G   T   L   D
L   O   G   I   S   T   I   C   S   P   D   I
L   A   B   E   L   P   A   Y   E   E   B   N
F   O   D   Q   B   R   A   N   C   H   Z   G
```

The main activity of the lecture:

- Following the example below, write an apology email. Make sure to use transitional words.

To: Jodi_Moore@gmail.com

Subject: Apologies

Dear Ms. Moore,

We here at House Chic are extremely sorry to hear about the unfortunate incident that you experienced while shopping at one of our stores. We assure you that we put our customers' wellbeing at the top of our priorities. That is why, we have decided to terminate the contract of the employee behind the unpleasantness. We reiterate our apology for the disagreement, and are ready to welcome you at our headquarters whenever suits you to further discuss reparations.

Sincerely,

George McCarty

Head of Customer Relationships at House Chic

3.6 Lessons Learned

A course evaluation remains a futile, purposeless endeavour if not crowned with a set of learned lessons, and identified shortcomings. Out of the students' feedback and the made observations, certain potential improvements arose to be seriously considered. Some of these changes could easily be implemented in the future versions of the course, while others fall a tad outside of the researcher's, or the ESP teacher's, control.

The timing of the lectures for example can certainly be altered so as to better suit the students' schedule, and not seize their only day off of the week. If impossible to do so, one really ought to consider teaching the course online at a weekly evening and time of the students' choosing using an adequate platform like Zoom or Google Classroom. Learners nowadays are renowned for being tech-savvy, and thus are likely to be at ease while using such technologies. Additionally, using one of the said technological solutions will have the added benefit of having the lectures recorded for the students to check and revise later on.

Another possible modification would be the omission of the past perfect and past continuous tenses from the curriculum for the sake of granting additional time for the assistance of the students in their practice of writing emails. Doing this would answer the students' request, potentially fixing their foreseen underperformance. As for the tenses, their rare use in emails would warrant the sacrifice.

3.7 Conclusion

This chapter offered a comprehensive written account of the teaching-learning experience had while teaching the developed course. Its main aim was to examine

as well as ponder over the said experience to attempt to shed light on deficiencies and possible betterments.

It initially commenced by calling attention to the crucial significance behind evaluating ESP courses, and how it is an integral part of ESP practice, one that distinguishes it from the others. Then, it shifted focus towards the conduct of the designed course, starting with the encountered limitations that affected in a way or another, to an extent or another, the said conduct. Additionally, it provided a list of the notes made during the lectures.

Subsequently, once the hinderances were listed and the observations shared, the chapter delved into the evaluation itself, more specifically the summative test that was administered to the students at the end of the course. It described each of its four exercises, as well as the concluding feedback section, along with their distinctive purposes or areas of focus.

Furthermore, the students' performance at each of the aforementioned activities was analysed, their weaknesses highlighted, and their input taken into consideration. Moreover, these deficiencies and opinions coupled with the potential ameliorations pinpointed by the observations and faced hurdles served as the basis for the suggestions with which the chapter ended.

Chapter Four: Suggestions and Recommendations

Chapter Four: Suggestions and Recommendations

4.1 Introduction

Since knowledge is only of value when put into practice, this chapter endeavours to combine the conclusions derived from the previous one with ESP savoir-faire in order to create a course that could potentially satisfy the needs, and boost the careers, of the targeted students. It initially offers a general outline as well as descriptions of the said course, then delves into meticulous specifics about anything and everything it incorporates.

These details include explicit explanations regarding the rationale behind the choices made throughout the development of this course, along with concrete, specific guidelines about how to best see it through. This chapter also includes a sample of the course for further elucidation of the suggestions put forward.

4.2 Recapitulative Summary of the Needs Analysis' Findings

The used needs analysis tools, including the work-shadowing technique, have demonstrated that the supply agents' needs can be summarized as follows:

- The writing and reading skills are by far the most solicited, since the agents deal first and foremost with email correspondence.
- Familiarity with technical terms pertaining to solar panels and their manufacturing is crucial.
- There is a paramount need to master the communicative skills such as the capability to convey and receive information flawlessly.
- Correspondence skills like the ability to competently write business emails is of ample importance to them in order to communicate both with foreign organizations, as well as with their colleagues from the other departments
- A good reading comprehension skill is indispensable in their case, as they are often required to fill in pre-drafted technical and/or legal documents using English.

In light of the aforementioned, the subsequent ESP course is put forward in hopes of catering to those needs.

4.3 Description of the Supply Agents' Course

The course is designed to last a whole academic semester, or approximatively 16 weeks, and principally strives to train the learners to write proper emails. It structurally consists of two distinct educational units. Despite serving a common purpose, every unit is distinguishable from the other one via unique features ranging from the pursued aims to the lessons' structure.

4.3.1 Description of the First Educational Unit

The first unit has as a main objective to introduce the students to the fundamentals of email writing. Fulfilling this goal requires satisfying a plethora of sub-objectives, including educating the students on the conventional structure of an email, familiarizing them with the various types of email that exist in today's world, acquainting them with the proper etiquette of emails, fostering their ability to comprehend them, and equipping them with the rudimentary grammatical knowledge for both writing and understanding emails. The duration of this unit is set for six weeks. The intent behind keeping it short is to avoid instigating feelings of boredom on the students' end that may arise from being exposed solely, or to a great extent, to pure theory. Apropos the frequency of sessions, it is fixed at one lecture of 1h30min per week to accommodate the learners' wants. No one teaching method should be followed from the get-go, and a variety of teaching approaches should be trialled in search of the one that best suits the learners. The latter ought to be easily identified based on the students' feedback and engagement. In terms of assessment, a combination of formative and summative assessment should be put into place to monitor the progress of the learners, ensure the grasp of the conveyed concepts, and address any deficiencies at their cradle. The exercises ought to be similar to the ones they encounter during the lectures, and thus should

include, but in no way be limited to, vocabulary activities in the likes of synonyms, antonyms, and match the word to its definition, as well as other activities such as fill-in the gaps, true/false statements, reading comprehension questions, and complete the paragraph.

4.3.1.1 Structure of a Typical Lesson of the First Educational Unit

The students are initially exposed to an email of an adequate length, or multiple short ones. During the first five lectures, the said emails should be pristine ones so that the students could familiarize themselves with the correct structure of an email, and the functionality of each of its components. During the sixth and last lecture however, a series of bad emails will be introduced in order for the disciples to learn the dos and the don'ts. Moreover, efforts should be exerted to integrate new vocabulary terms within the emails, ones that pertain to the learners' field of interest and future target setting, so that they can enlarge their linguistic repertoire. The students should be encouraged to contextually decipher the meaning of the new terms on their own, yet, if unsuccessful, an explicit elucidation of those terminologies should be provided. This initial part of the lecture should take ten to fifteen minutes, susceptible to reach twenty minutes if the learners fail at autonomously grasping the meaning of the new terminology.

Reading comprehension questions should await the students at the subsequent stage. These will concern a variety of notions germane to the said email, and may revolve around its subject, its purpose, its type, its main structure, to whom it is addressed, who the addressee is, and what the relationship is between the two, and what mistakes were made whilst writing this email. This phase of the lecture is expected to take between ten to fifteen minutes.

The aforementioned should pave the road for a fifteen to twenty minutes portion of the session that would be dedicated to explaining the main topic of the

lecture. The latter may relate, for example, to the general structure of the mail, the peculiarities of one of its components, or the good practices for email writing.

Just afterwards, two exercises should be introduced to the learners. The first, a vocabulary activity, should ideally corroborate the learners' comprehension of the terminologies previously highlighted in the email example. It may involve, for instance, requesting the students to provide synonyms and antonyms for these words, or to match them to their explanatory sentences. In the event that such terms are inexistent in the said email, this would represent an opportunity to expose the students to new vocabulary. As for the second exercise, it should centre around the principal theme of the lecture, and would typically involve fill in the gaps sentences for the learners to put into practice their newly acquired knowledge. The two activities ought to be granted up to twenty minutes combined.

A grammar lesson should be tackled next, and would ideally not span more than fifteen minutes, during which, the students should be acquainted with a grammatical notion necessary for email writing and understanding. As this unit aspires to cover the basics, both punctuation and capitalization are focused on first, prior to moving on to the tenses most commonly used in emails, including the present simple, the present continuous, the imperative, the past simple, the past continuous, the past perfect, and the future simple.

An exercise should be presented to the learners afterwards to test as well as confirm their grasp of the grammar lesson, and an attempt should be made to correct it. If unsuccessful, then the activity should be given as a homework to be corrected first thing during the subsequent lecture.

4.3.2 Description of the Second Educational Unit

The second educational unit aspires to initiate the learners to email writing. It builds upon the concepts of its predecessor, and operates under the premise that students at this stage are fairly familiar with the basics of email writing, as well

as its etiquette. However, contrary to the first unit, the second one is far more practical, and involves more hand-on experience. While the first unit is in no way passive, as it incorporates practical activities, it is not as active as needed for the learners to autonomously write emails. That is why, this unit endeavours to offer various opportunities for the learners to utilize what they previously acquired, and ensures that more useful notions are taught to them for a continuous betterment. No changes will occur in regards to the frequency of the lectures or the teaching methodology upon transitioning to the second unit. Apropos the evaluation, while the same amalgamation of summative and formative assessment formerly used in the first unit will carry on throughout the second one, obvious alterations to the type of the used exercises will be made to better suit the latter's aims.

4.3.2.1 Structure of a Typical Lesson of the Second Educational Unit

Grammar is given more prominence this time, and represents the initial part of the lecture, which spans from fifteen to twenty minutes. During this stage, the learners are acquainted with grammatical concepts that build on their predecessors, and are a tad more complex. The latter include the coordinating and subordinate conjunctions, as well as the linking, otherwise referred to as the transitional, words. An exercise is directly offered to the students upon the end of the grammar lesson to practice and consolidate what they just learned. The activity should not take more than fifteen minutes.

Vocabulary is focused on next, as the learners are introduced to new terminologies. Throughout certain lectures, the vocabulary lesson may be substituted for a lesson on multiculturalism as well as cultural differences in order to foster their cultural competence. Nevertheless, this section of the session ought to last from fifteen to twenty minutes.

Subsequently, an example email is shown to the students, who are then requested to write one of their own that resembles the one exposed. The learners are encouraged to make use of the grammatical notion they learned early on, along with the vocabulary they just acquired. In light of the complexity and difficulty of this activity, it is granted the entirety of the time left, so as so to put the students at ease, and allow the teacher to give formative feedback.

4.4 A Sample of the First Unit

What follows is a sample of the first unit, which comprises six lessons. It represents an attempt at concretizing the vision formerly conceived and shared. Each one of the lessons endeavours to satisfy a certain number of aims that serve the greater objectives of the whole unit. These aspirations are stated at the beginning of every lecture.

Lecture 1:

Objectives:

- To introduce the students to the typical structure of an email.
- To jog their memory regarding, and initiate them to the use of, punctuation and capitalization.
- To acquaint them with the first batch of new vocabulary.

Email 1 (*LiveWorksheets.com - Interactive Worksheets Maker for All Languages and Subjects*, 2023)
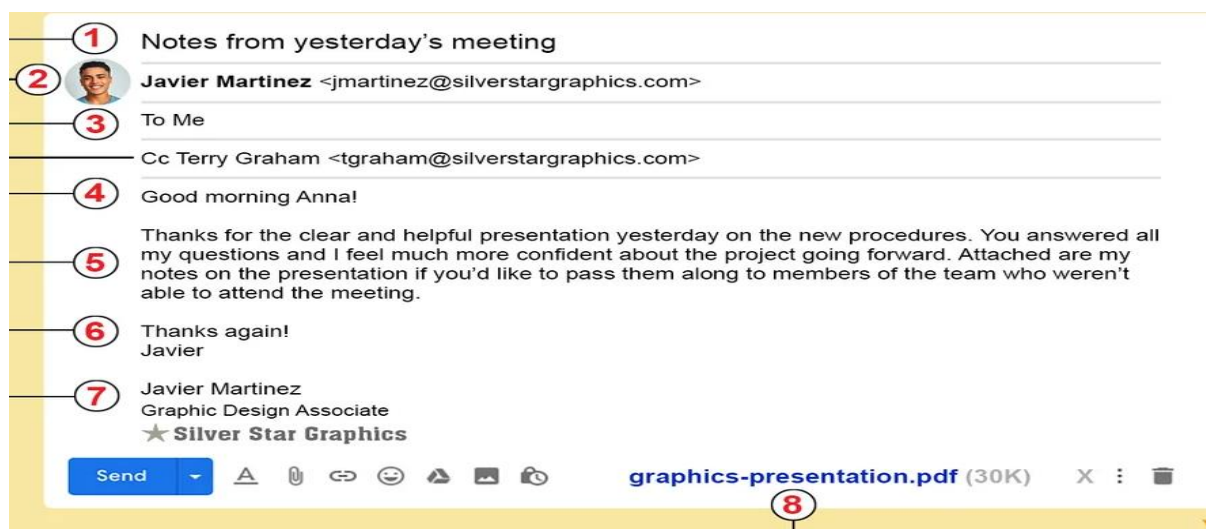
Reading comprehension:

- Read the email carefully, and answer the following questions:

1) Who is the addressor of this email?
2) Who is the recipient of this email?
3) What is the relationship between the addressor to the addressee?
4) What is the reason behind this email?
5) Try to identify the main, numbered components of this email.

The main topic of the lecture:

- Brief introduction of the principal and conventional parts of an email. At this instance, the components are merely brushed upon to lay the ground for the upcoming lectures, during which, each part is thoroughly explained.

Vocabulary activity:

- Match each of the following words with its meaning: (1) Capital, (2) Return on Investment, (3) Customs, (4) Fixed costs, (5) Variable costs

.... ⟶ The ratio of net profit over the total cost of the investment

.... ⟶ The money a company needs to function and to expand

.... ⟶ A cost that does not change when sales or production volumes increase or decrease

.... ⟶ The expenses a business incurs that change with the amount of goods produced or service provided

...... ⟶ A government agency or authority that regulates the flow of goods in and out of a country

Main activity:

Identify each of the following email components:

Follow up of business proposal	
Dear Mr.Todd	
TO: jim_todd@gmail.com	
Thank you, Anya Wei	
Anya Wei Managing Director Comp Sales Ltd	
This email is in regards to the business meeting that we had at my office on the 14th of May, 2023. The said meeting revolved around the possibility of us providing your company with a yearly supply of computer hardware. Upon proposing our services to you, we agreed to hold another meeting to further discuss details. Having not heard from your ever since, we would really appreciate it if you could	

confirm whether or not you are still interested in our services. In case you need any additional information, please feel free to reach out to us via this email.	
From: anya_wei@gmail.com	

Grammar lesson:

- A lesson is presented on punctuation as well as capitalization, and emphasis is put on highlighting the importance of both for a sound email.
- The punctuation most frequently encountered in emails, which includes periods, exclamation marks, question marks, colons, semicolons, and commas is elucidated using multiple examples similar to the subsequent ones:
    - I hope this email finds you well.
    - I can't believe how amazing your presentations was!
    - Will you be available next Sunday?
    - Our food chain is present across three cities: Oran, Algiers, and Annaba.
    - There are eight members on the team: two from Denver; three from Austin; two from New York; and one from Dallas.
- Apropos capitalization, its rules are brought to light and explained using the following examples:
    - If we are slothful, we will miss the deadline.
    - The presentation will be made by Ross.
    - We are an Algerian company.
    - I am looking forward to meeting you.
    - Would it be possible to have the goods delivered next January?
    - The factory is located in Los Angeles.

- Please call Mr. Smith as soon as possible.
- We are an affiliate of Google.

Grammar activity:

- Indicate which sentence has the correct punctuation:

1- I work at Cevital.

  - I work at cevital.

  - i work at Cevital.

2- mr. Musk owns X.

  - Mr. Musk owns X.

  - Mr. Musk owns x.

3- i hope you are doing great.

  - I hope you are doing great.

4- The meeting is set for next march.

  - the meeting is set for next March.

  - The meeting is set for next March.

5- I am so proud of you!

  - I am so proud of you.

  - i am so proud of you!

  - i am so proud of you.

6- We offer three services: web development, web hosting, and IT support.

  - We offer three services: web development; web hosting; and IT support.

7- You can find our headquarters at dubai.

- You can find our headquarters at Dubai.

- you can find our headquarters at Dubai.

8- Sarah did a great work.

- sarah did a great work.

9- How did you find our offer.

- how did you find our offer?

- How did you find our offer?

10- Our enterprise encompasses three independently managed companies: two in Oran; and one in Sidi Bel-Abbes.

- Our enterprise encompasses three independently managed companies: two in Oran, and one in Sidi Bel-Abbes.

Lecture 2:

Objectives:

- To enlighten the students regarding email subject lines, their miscellaneous types, and how to produce effective ones.
- To train them to correctly identify the addressor and the addressee of an email.
- To educate them on what it actually means to Carbon Copy (CC) an email, and when it is appropriate to do that.
- To renew their familiarity with the present simple and present continuous.
- To further develop their linguistic repertoire with new terminologies.

Email 2

To: johnjones@univesrity.ac.uk

Subject: Conference update

Dear John,

I am writing to give you an update on the conference we have been working to organise.

I have talked with several key organisations, departments and individual speakers who wish to present at the conference. Their answers have given me many ideas for how to organise the themes for presentations during the day, and who may be interested in becoming the keynote speakers. Please find attached a document in which I have compiled this information.

I would like to request a meeting with you to update you in more detail about this matter. I suggest Tuesday at 3pm. It would be great if you could let me know if that works for you before Friday.

Kind regards,

Margaret

Margaret Smith

Professor of Energy Sustainability, University of London

++447589 654321

Reading comprehension:

- Start by identifying the main parts of this email, then answer the following questions:

1) What is the nationality of the recipient of this email?
2) Where does the addressor of this email work, and what is his exact position?

3) What is this email about?

4) What is expected from the addressee subsequently to this email?

5) Is there a file joined to this email? If yes, please indicate what file exactly.

The main topic of the lecture:

- An accurate definition of what an email subject, or an email subject line, is given to the students at this point.

- Real-life examples are also offered to the learners at this stage to further their understanding.

- The students are informed regarding the importance of generating subject lines that pertain to the email's body and its general theme.

- The learners are cautioned against the common mistakes addressors make while generating subject lines.

Vocabulary activity:

- Select the word that best suits the definition

1- A common measure of the degree to which a company or a particular business activity makes money.

  - Capital
  - Profit margin
  - Surplus

2- A measure of how well people recognize a company online and offline.

  - Brand visibility
  - Company structure
  - Company profile

3- The process by which a company works to generate new knowledge that it might use to create new technology, products, services, or systems that it will either use or sell.

  - Expedition

- Consultation

- Research and Development (R&D)

4- A corporation of several different, sometimes unrelated, businesses.

- Conglomerate

- Corporation

- Company

5- A significant decline in economic activity

- Economic prosperity

- Recession

- Economic boom

Main activity:

- Suggest suitable subject lines to these emails:

Dear John, Thank you for reaching out to us. We are sorry for the trouble you went through at one of our establishments. Please accept our sincerest apologies, along with the joint gift card. Happy to have you as a customer Best regards, Nicole Palmer Nicole Palmer Head of customer service PowerGym	
Dear Mrs Sanders, I hope you are doing great. I am writing this email in order to set up a meeting with you next Sunday	

at 10 am to discuss business ventures. Looking forward to meeting you. Sincerely, Scott Hawkins Scott Hawkins Vice president Beautify	
Hello John, If it is not too much to ask, could you please inform the team that I won't be coming to the office tomorrow. I would do it myself, but somehow I can't seem to be able to reach anyone. Thanks. Paul	

Grammar lesson:

- The syntax of the present simple is given to the students, and the latter are cautioned against making the common error of forgetting the 's' when dealing with the third singular person. Moreover, they are made aware of the existence of irregular verbs, and how to handle them.

- Examples such as the following are provided to the learners for a better grasp of the tense:
  - He works at Djezzy.
  - The store opens at 9AM.
  - They provide good services.

- The present continuous is tackled next, and its syntax is highlighted for the students. The common scenarios that allow and warrant the use of this tense are listed.

- The subsequent examples are put forward for the learners' benefit:

- Samuel is always on time.
- Debbie is taking care of the problem.
- The employees are having a meeting right now.

Grammar activity:

- Fill in the blanks with the right verb in its right form: Believe, Be, Going, Want, Face, Be, Open.
1. The director ………. to see you in his office.
2. I …….. they are moving the company's headquarters to another location.
3. They ……… in favour of the new strategy.
4. Sorry I can't let you in, Mr. Smith ……. in a meeting right now.
5. We ………………. a new store in Oran next week.
6. The company …………… a major problem nowadays.
7. They ………………. worldwide with their product.

Lecture 3:

Objectives:

- To teach learners about email salutations, how to choose one that is adequate with, as well as appropriate to, the relationship between them and the addressee.
- To educate them on the use of one of the most important, frequent tenses in email writing, the imperative tense, and train them in the production of imperative sentences.
- To familiarize them with certain terminologies germane to the import/export business.

Email 3 (*Email 101: Email Basics*, n.d.)
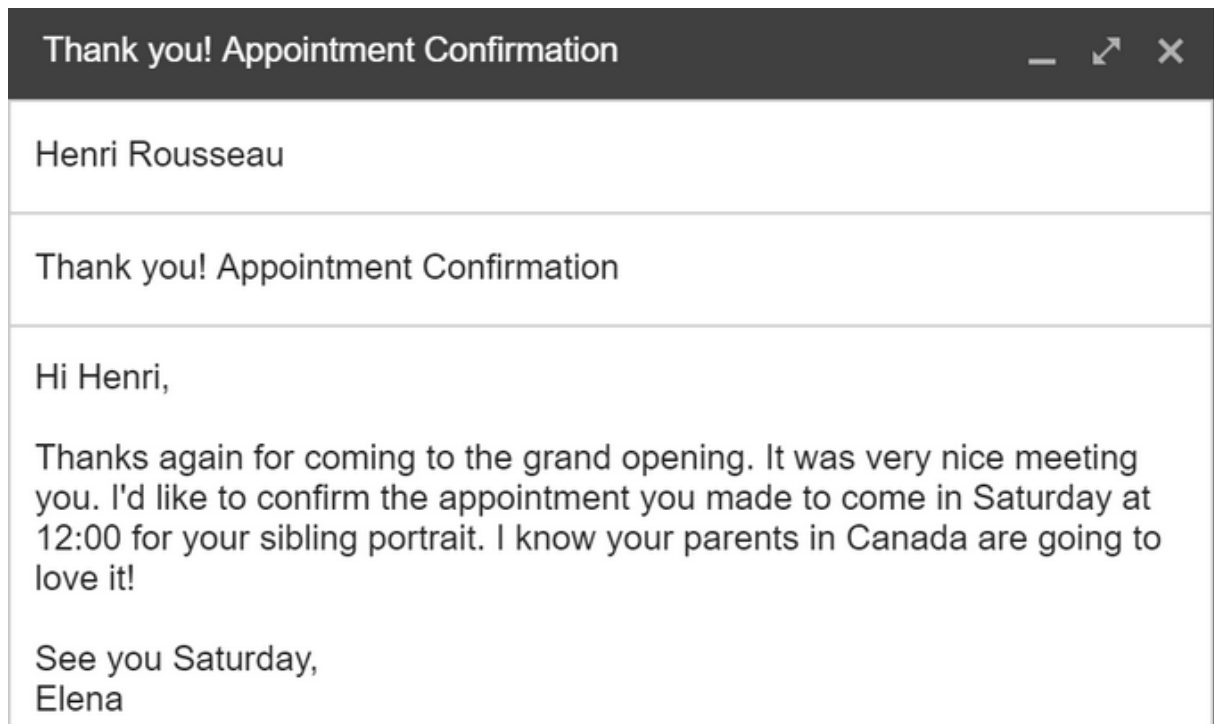
Thank you! Appointment Confirmation

Henri Rousseau

Thank you! Appointment Confirmation

Hi Henri,

Thanks again for coming to the grand opening. It was very nice meeting you. I'd like to confirm the appointment you made to come in Saturday at 12:00 for your sibling portrait. I know your parents in Canada are going to love it!

See you Saturday,
Elena

Reading comprehension:

- Start by identifying the main parts of this email, then indicate whether the statements below are true or false. If false, correct the statement:
1) Henri is a painter.
2) Elena and Henri are friends.
3) Henri is of Canadian decent.
4) Elena just opened an art gallery.
5) Henri is an only child.
6) Henri and Elena are expected to meet Saturday at noon.

The main topic of the lecture:

- The learners are introduced to a variety of email salutations, and educated on when to use which depending on how close, formal, or informal they are with the addressee.
- They are also taught regarding the different titles with which they may address the recipient, and when to use, or avoid using, those.

Vocabulary activity:

- Provide the French and Arabic translations to these terms:
    - Tariff
    - Bill of exchange
    - Surplus
    - Raw materials
    - Shipping
    - Customs

Main activity:

- Offer the salutation you deem best based on the provided information.

Addressor	Addressee	The relationship	Salutation
Chris Williams	John Smith	Employee/employer	
John Smith	Chris Williams	Employer/employee	
Jane Davis	Amy Brown	Friends	
Joe Jones	Alex Miller	CEO company A/ CEO company B	
Dave Clark	Maria Garcia	Business owner/ customer	
Maria Garcia	Dave Clark	Customer/ Business owner	
James Johnson	José Hernandez	Lawyer/ Business owner	
Mary Taylor	George Anderson	Business owner/ Head of customs	

Grammar lesson:

- The process of generating imperative sentences is thoroughly explained to the students using real-life examples from the business world like:
    - Answer your phone immediately!
    - Please check your email.
    - Please have the file ready by Monday.
    - Hurry!
    - Don't forget to come to the meeting next Tuesday.

Grammar activity:

- Fill in the gaps with suitable verbs in their imperative form:
    1) Please …….. me the file as soon as possible.
    2) …….. me at my office tomorrow morning.
    3) ……………. !
    4) ………. sure to finish work before the deadline.
    5) ………… me to tell John about the upcoming party.
    6) Now, ……… her what you just told me!

Lecture 4:

Objectives:

- To teach the learners about email bodies, how they differ depending on the general purpose of the email, as well as the degree of formality involved.
- To educate them regarding the past simple and the past continuous, along with their use cases.
- To enlarge their vocabulary repertoire related to the manufacturing business.

Email 4 (*Email 101: Email Basics*, n.d.)
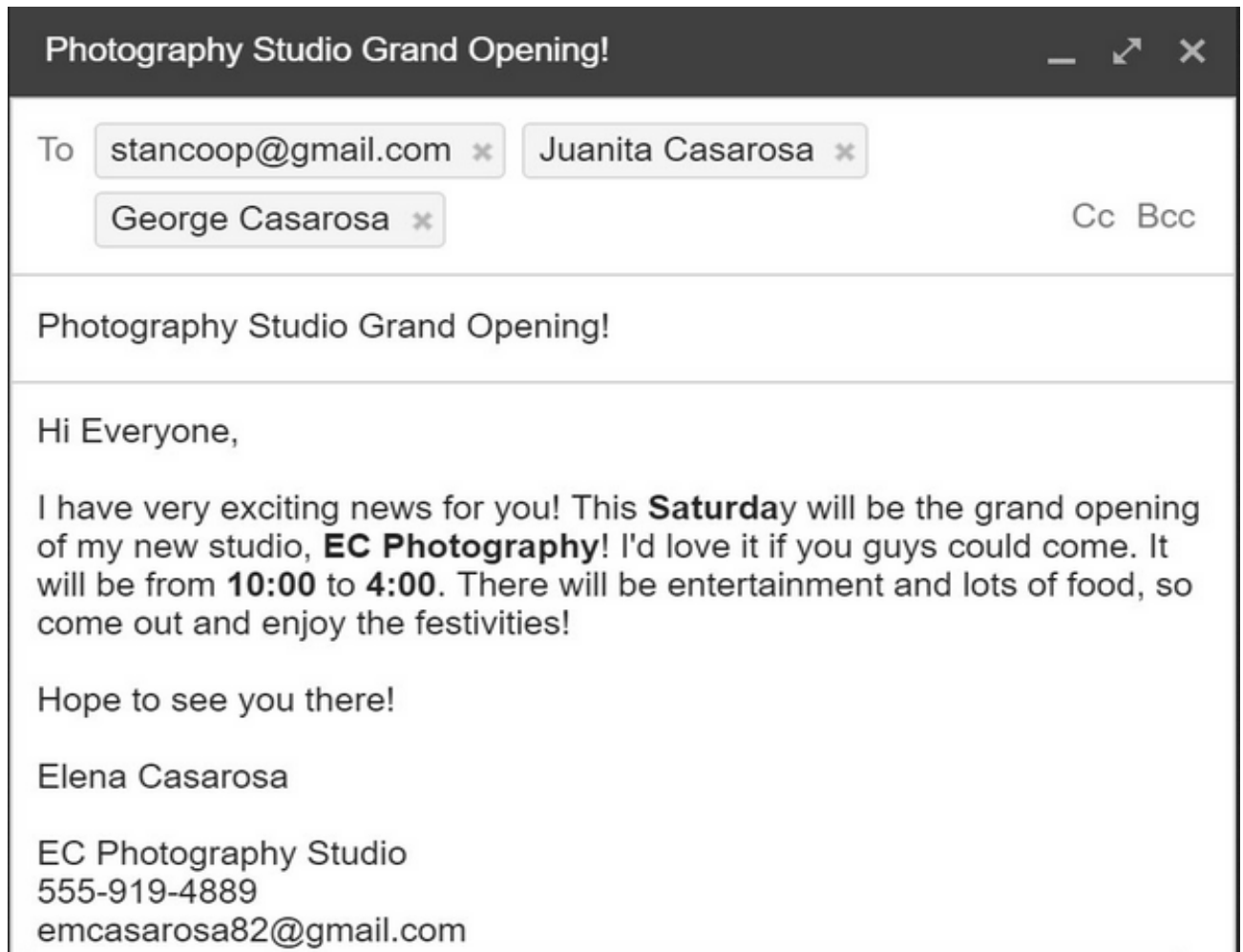
Photography Studio Grand Opening!

To stancoop@gmail.com ×   Juanita Casarosa ×

George Casarosa ×   Cc Bcc

Photography Studio Grand Opening!

Hi Everyone,

I have very exciting news for you! This **Saturday** will be the grand opening of my new studio, **EC Photography**! I'd love it if you guys could come. It will be from **10:00** to **4:00**. There will be entertainment and lots of food, so come out and enjoy the festivities!

Hope to see you there!

Elena Casarosa

EC Photography Studio
555-919-4889
emcasarosa82@gmail.com

Reading comprehension:

- Start by identifying the main parts of this email, then indicate whether the statements below are true or false. If false, correct the statement:
  1) This email has only one recipient.

  2) Elena is in the entertainment industry.

  3) The addressor and some of the addressee are family.

  4) The addressor is opening a new business next Monday.

  5) This email is a call to fund a business that the addressor is opening.

  6) The general tone of the email is sad.

The main topic of the lecture:

- The students are educated on the various purposes that an email body could serve.
- A series of guidelines and recommendations are presented to them in order to enlighten them regarding how to produce a proper email body.
- The students are made aware how the format of an email body is affected by the degree of formality that binds the addressor and the addressee.
- They are cautioned against the mistakes that addressors commonly make while writing the email body.

Vocabulary activity:

- Define, <u>to the best of your ability</u>, the following terms which pertain to the manufacturing business:
  - Supply chain
  - Assembly line
  - Down time
  - Raw materials
  - Off-the-shelf
  - Deliverable

Main activity:

- Using the given information provided, write short email bodies following the guidelines and recommendations previously provided. (Email salutations must be included)
- **First scenario:**
  - The addressor's name**:** John Smith
  - The addressor's position: Head of human resources

- The addressee's name: Chris Williams

- The addressee's position: Receptionist

- The subject line: Frequent tardiness

- **Second scenario:**

    - The addressor's name**:** Maria Garcia

    - The addressor's position: Customer

    - The addressee's name: Dave Clark

    - The addressee's position: Business owner

    - The subject line: Returning a product

- **Third scenario:**

    - The addressor's name**:** Jane Davis

    - The addressee's name: Amy Brown

    - The addressor and the addressee are <u>friends</u>.

    - The subject line: Party!!!

Grammar lesson:

- The syntaxes of the simple past and past continuous are given to the students, and the use cases for each tense are presented them.

- Examples like the following ones are offered to the learners in order to strengthen their understanding, and help them distinguish when to use which tense.

    - John worked at Google during 2005.

    - I finished the project.

    - He enjoyed our meeting last week.

    - Sam was enjoying her meal when her boss called her.

    - I believe Adele was working on this problem yesterday.

    - Bryan was driving when he saw his colleague, so he pulled over.

Grammar activity:

- Put in the appropriate tense the provided verbs:

241

1) The company ………. (hold) a conference last night at the hotel.

2) They ……………. (drive) to work when the accident occurred.

3) Sean …………. (find) the proposal very interesting.

4) They ………… (spend) many hours on that project.

5) Johnathan …………. (talk) on the phone when his colleagues waved at him.

6) The team ………… (devote) much efforts to achieve the set objectives.

7) We …….. (focus) on the wrong issue before Kyle corrected us.

8) The whole team ………… (go) for a dinner to celebrate the deal.

Lecture 5:

Objectives:

- To educate learners about email closing statements, as diversified and numerous as they are, and how to choose the most suitable one.
- To enlighten them about email signatures, their importance, and their most common components.
- To extend their linguistic repertoire with new vocabulary pertaining to the business world.

Email 5 (*Email Etiquette*, n.d.)
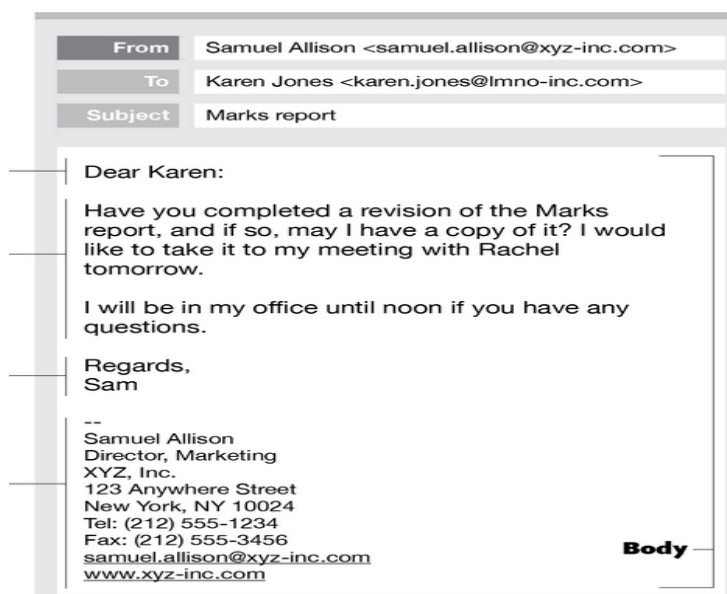
Reading comprehension:

- Start by identifying the main parts of this email, then answer the following questions:

  1) How formal is the relationship between Karen and Samuel?

  2) Where do the addressor and the addressee work?

  3) What is expected out of the addressee subsequently to this email?

  4) Point out a mistake that was made by the addressor while writing this email.

  5) What is the general tone of this email?

The main topic of the lecture:

- The students are provided with a myriad of closing statements so as to call their attention to the large range of existing possibilities.

- They are advised to carefully pick a closing statement that is appropriate with their relationship with the addressee, as well as its degree of formality.

- They are informed about the basic, most common parts of an email signature, and are apprised about the latter's importance, especially in the business realm.

Vocabulary activity:

- Match the term to its definition: (1) Settle, (2) Dispatch, (3) Scalability, (4) Asset, (5) Liability, (6) Merger.

……………. ⟶ A company's ability to grow to meet increased demand.

……………. ⟶ To end a legal dispute by reaching an agreement.

……………. ⟶ To send ordered products to the agreed-upon place.

……………. ⟶ The act of combining two separate businesses into one.

.... ⟶ Anything that a company takes responsibility for.

.... ⟶ Something that holds present or future monetary value for the company.

The main activity of the lecture:

- Based on the provided information, pick a suitable closing statement, and generate an adequate signature.

- **First scenario:**
    - The addressor's name**:** John Smith
    - The addressor's position: Head of human resources at Google
    - The addressee's name: Chris Williams
    - The addressee's position: Receptionist at Google

- **Second scenario:**
    - The addressor's name**:** Maria Garcia
    - The addressor's position: Customer
    - The addressee's name: Dave Clark
    - The addressee's position: Owner of Clark catering

- **Third scenario:**
    - The addressor's name: Dave Clark
    - The addressor's position: Owner of Clark catering
    - The addressee's name: Maria Garcia
    - The addressee's position: Customer

- **Fourth scenario:**
    - The addressor's name**:** Jane Davis
    - The addressee's name: Amy Brown
    - The addressor and the addressee are <u>friends</u>.

- **Fifth scenario:**
    - The addressor's name: Denzel Johnson
    - The addressor's position: Co-owner of SkyDive

- The addressee's name: Dave Patterson
- The addressee's position: Co-owner of SkyDive
- **Sixth scenario:**
  - The addressor's name: José Garcia
  - The addressor's position: Investor
  - The addressee's name: James Miller
  - The addressee's position: Manager of Forward hedge fund

Grammar lesson:

- The learners are introduced to the syntax of the past perfect, and instructed on when to use it.
- Examples like the following are put forward to consolidate their understanding:
  - Mia had finished the report before her boss arrived.
  - John had taken many Arabic lessons by the time he moved to Algeria.
  - No one had seen the CEO this angry before.
  - I had worked at T-Mobile for three years when the new CEO joined the company.
  - After Angela and Sam had enjoyed their meal, they went to work.

Grammar activity:

- Put in the past perfect tense the verbs between brackets.
  1) By the time we arrived, Sarah and Isabelle ……… (solve) the issue.
  2) We …………. (research) the company thoroughly before we bought it.
  3) Neither Joe nor Evan ………… (Take) the train before that day.
  4) The enterprise ………….. (see) better days.
  5) No conglomerate …………….. (experience) worse luck than this one.
  6) ………… (study) the market before they bought those shares?
  7) He ………… (be) with that company for the last decade.

8) After the team ……….. (finish) the first project, they immediately tackled the second one.

Lecture 6:

Objectives:

- To reinforce the students' knowledge of email etiquette, and strengthen their awareness of the common mistakes in email writing.
- To train them to proofread emails in search of mistakes.
- To familiarize them with the use of the future tense.
- To further enrich their vocabulary with new terms germane to the business world.

Email 6

Dear,

Greetings. Reaching out to discuss a business collaboration. We provide innovative solutions like Samsung. We're an ABC company.

I look forward to meeting with you to explore our collaboration.

Regards,

Jimmy,

ABC company.

Email 7 (*Email Etiquette*, n.d.)

> brett@example.com
>
> Hey!
>
> Hey Brett!!
>
> It was great to meet you last week!! I really enjoyed talking to you at the event!!
>
> Here's my email, so if you ever need to reach me, you know how lol!
>
> TTYL,
> Tom

Reading comprehension:

- Read the two emails carefully, then point out the mistakes made.

The main topic of the lecture:

- A recapitulative of the mistakes commonly encountered in emails is offered to the learners. These mishaps are broken down to various categories based on their type as well as severity.
- The exposed errors are used as cautionary tale to ensure that learners grasp the importance of routinely proofreading their emails.

Vocabulary activity:

- Fill in the gaps with the appropriate terms: loan, fiscal year, cargo insurance, bid, audit, cash flow, balance sheet, embargo, Limited Liability company (LLC), incentivize, penalty, hedge fund, acquisition. <u>There are extra terms within the given list</u>.
- The ……………. runs from 31st of March till the first of next year's April.
- Ryan and Josh are starting a ……………………….. together.
- The company is suffering from a low ……………..
- Due to inconsistences in the balance sheets, the enterprise will face an …….

- They were glad the …………. was ended, as it meant they could finally start importing the necessary raw materials.

- Shawn runs a ……………….., and his predictions are always accurate.

- They were brainstorming how to ………… the customer to buy their product.

- Due to insufficient funds, they had to take a ………… to buy the company.

- Apple offered a competitive …….. for the copyrights of Elena's invention.

The main activity of the lecture:

- Scan the subsequent emails in search of mistakes.

First email (Clayton & Clayton, 2023):

Dear Nick,

I hope you're fine! I haven't seen you for weeks. How are the holidays? I saw you released a new accounting software. Kudos! By the way, Nick, are you the guy responsible for selling and buying software at your company?

My gut tells me you could help. Perhaps I will be waiting for your call towards the end of this week?

Second email (*Business Communication: How to Write an Effective Business Email*, n.d.):

staff@overlookinn.com

Help

so I was reeling in a thirty-pound bass on Saturrday and suddenly I remembered I wasn't going to be in the ofice on Tuesday. Your mind becomes clear when you spend the day on the b eautiful open water!

Anyway, once I pulled back up to shore, I realized I needed to change the schedules. Instead of coming in on Tewsday, I'll be gone, and I'll neeed either Nick or Mike to cover for me. You guys can do that, right? Of course you can. Well, I've got to go to the store to get another fishin pole because that bass swam away with my old one.

Thanks,
Jeff
Phone: 910-555-4641

Grammar lesson:

- The learners are granted the syntax for the future simple, and informed regarding its use cases.
- Despite the relative simplicity of the tense, the following miscellaneous examples are provided to them to ensure their understanding of it:
  - Ethan and Ron will attend tomorrow's meeting.
  - The company will hire new employees starting this summer.
  - Changes will occur as soon as the new CEO arrives.
  - Julia and Lana said they will stay with the company if they are given a raise.
  - The team leader guaranteed they will take a break once they solve the issue.

Grammar activity:

- Put the verbs between brackets in the future simple tense:

1) Gabrielle and Chris ensured they …….. (take) care of the problem as soon as possible.

2) I heard rumours that Vince …….. (become) the new team leader.

3) Google …….. (acquire) Utopia next week.

4) Starting this summer, Bryan ……. (head) the engineering team.

5) Under heavy pressure from law makers, the company assured it ……… (update) its user policy.

6) "We ..…….. (conquer) the market", the CEO promised.

7) Many assume that things ………. (end) badly for this startup.

8) The latest news indicates that Apple ……….. (sue) the youtuber for copyrights infringement.

4.5 Conclusion

This chapter strove to go beyond theory into practice by not only offering a theoretical framework of a course, but a concrete sample of it as well. The latter comprises two educational units, of mutual purpose, but differing structures and objectives. Each unit endeavours to lay down stepping stones for the students to march on towards fulfilling their need to be able to autonomously write business emails. The said units also pay attention to enriching the students' business vocabulary, and fostering their intercultural competence, as they advance on their learning journey.

General Conclusion

A lifesaver to many, ESP is widely accredited for being a career booster, a door opener, and an economy reviver. The soaring demand for it worldwide, which stood the test of time and is still going strong, is only testimonial of its significance as well as utility. Algeria, in search for modernization and a more prosperous economy, saw in ESP a vessel for the concretization of its linguistic vision. However, scepticism looms around the soundness of its plans.

The adequacy of ESP practice within the Algerian context has been subject to questioning for quite some time. Rumours about ESP partitioners teaching general English rather than ESP have always been circulating. What used to be whispers about ESP teachers' inability to accurately pinpoint as well as satisfy their learners' needs turned to loud cautionary voices once the ministerial linguistic project was revealed. Indeed, many, fearful of a repetition of the Arabization scenario, warned against putting high hopes on ESP teachers in light of the work environment to which they are subjugated. The latter, they argued, is far from what is acceptable, let alone ideal, according to ESP doctrine, and thus inhibits the realization of the desired outcomes.

This research was conducted in order to put to rest, once for all, the concern over ESP practitioners' prowess. It attempted to do so by investigating the arguably most crucial, impactful part of ESP practice, needs analysis. More specifically, it endeavoured to assess the accuracy of needs analyses carried out by business English teachers. Furthermore, it took interest in one particular needs analysis tool, the work shadowing technique, and its effect on the precision of conducted analyses. The aforementioned technique was thought of as a potential solution to a probable problem in the conduct of needs analyses.

The one hundred first year master students of Finance and International Commerce, the ten business English teachers, and the three ENIE's employees who graciously took part in this study were exposed to four distinct data collection tools, namely, a closed-ended questionnaire, a mixed one, a work shadowing session, and a structured interview.

The closed-ended questionnaire, which targeted the learners, provided them with an opportunity to express their wants, and disclose their lacks. Moreover, it allowed them to describe how they imagine the necessities of the target situation. Its findings shed light on the utter imperativeness of the oral skills in the students' eyes, and exposed their struggle to master them. In addition, it gave a deep insight into the pedagogical preferences that the learners wish to see implemented, and the linguistic outcomes they expect from the courses they receive. This tool served as a benchmark by which the teachers were later on quizzed and assessed on how well they knew their students' needs.

The mixed questionnaire was administered to the teachers. It proved to be the most eye-opening tool used throughout the research, as it exposed a myriad of shortcomings in the participants' work environment as well as ESP practice. It confirmed the validity of the allegations surrounding the inadequacy of the teaching setting where ESP professors perform their duties, which turned out to be riddled with adversities, some more serious than others. The latter evidently impacted teachers' performances as ESP practitioners, and led to alarming oversights. The most notable of these, by far, was a disregard for the target situation analysis, and by extension a nonchalance towards the necessities. It goes without saying that these deficiencies had a substantially negative effect on the precision of the conducted needs analyses, and detrimentally impacted the quality of the offered courses. Indeed, in the absence of necessities, a course is doomed to be aimless, as it is deprived of a linguistic destination towards which it aspires to bring the students. Also noteworthy, was this instrument's revelation of the

252

teachers' redundant use of the same needs analysis tools, and their abstinence from exploring the wide array of disponible means, which surely limits their efficiency as needs identifiers.

As for the work shadowing technique, it served its purpose to the fullest by laying bare the hosts' needs, and by association, the necessities of the target situation. It unveiled the reliance of supply agents on the writing and reading skills as a result of their frequent email correspondence. Additionally, it brought to light how critical it is for them to possess a large technical repertoire, and be familiar with a wide variety of specialized terminologies pertaining to solar panel production. In light of their duties as middlemen between various departments within the company, and other firms overseas as well, it was made plainly evident that the supply agents ought to have a good handle on the communicative and correspondence skills for a fluent stream of information. While not as pivotal as the literacy skills, the shadowing session demonstrated that the agents could certainly benefit from a more developed intercultural competence for better and smoother international dealings.

The fourth and last data collection tool, the structured interview, was conducted with a supply agent. Its purpose was to corroborate the veracity of the necessities revealed by the work shadowing session. It strove to do so by questioning the participant about everything and anything related to English use within ENIE. Its results stood testimonial of the accuracy of the shadowing session's conclusions. They, too, pinpointed the same set of skills and competencies previously pinpointed by the work shadowing technique as those most elemental for ENIE.

In conclusion, it could be safely stated that this investigative research succeeded at fulfilling its intended objectives. It addressed the rumours accusing ESP practitioners of impotence by confirming the lack of accuracy of needs analyses carried out by business English teachers. The latter, understandably overwhelmed by an unfavourable, at times adversarial, working environment

drifted away from sound ESP practice, sometimes to the point of teaching general English. They renounced the crucial target situation analysis, and restricted themselves to the use of a small set of tools, thus settling for an imperfect needs analysis. It is common knowledge within the ESP milieu that needs analysis is a balanced process that becomes flawed if one of its components, arguably the most vital one, is missing.

Another feat for this research was the ascertainment of the significantly positive effect that the work shadowing has on the precision of needs analyses. This technique could actually bear the answer to the dilemma many ESP practitioners are, as formerly established, facing. Indeed, by providing an accurate, exhaustive record of the necessities of target settings, the work shadowing technique exempts ESP teachers, especially those unable to for whatever reason, from conducting target situation analyses. As similar target contexts ought to require similar, if not exactly the same, assortment of linguistic requisites, ESP teachers could use the said ready-made records as a stepping stone upon which they could build courses that genuinely benefit their students, and serve their needs.

As a concrete illustration of the aforementioned solution, a course developed based on an amalgamation of the necessities identified by the work shadowing session, and the wants as well as lacks highlighted by the students' questionnaire is suggested. Its educational aspirations are manifold. First and foremost, it strives to properly teach learners the skill that is the utmost important for their professional career, email writing. It does so by initially introducing them to concepts that are essential for the mastery of the skill, then gradually assisting them as they practice it to perfection. The course also seeks to enrich the students' linguistic repertoire with a plethora of technical terms in hopes of bettering their comfortableness with, and readability for, any work scenario. Considering their international affairs, the course also pays considerable attention to a decisive

254

competence that often goes overlooked and unappreciated within the Algerian business context, the intercultural capability.

In order to test the validity as well as usefulness of the proposed course, the latter was taught at the department of finance and international commerce of Djillali Liabes university, and a summative test subsequently administered. The teaching-learning experience had throughout the lectures was portrayed in details, and the learners' performance methodically analysed. The students' strengths as well as weaknesses were highlighted, and potential betterments for the course suggested for a more efficient implementation, and an enhanced value.

All in all, the reached conclusions throughout this study made the researcher feels fairly confident to recommend the utilization of the work shadowing technique as a fix for the ministerial linguistic project's biggest issue at hand, the ESP teachers' inaccurate needs analyses.

Bibliography

- Alderson, J. C., & Waters, A. (1982). "*A Course in Testing and Evaluation for ESP teachers or How Bad Were My Tests?*", Lancaster Practical Papers in English Language Education, 5(1), pp 39-61.

- Allwright, R. (1982). *Perceiving and pursuing learners' needs*. Individualization, 3(1), pp. 24-31.

- Anthony, L. (1997). *ESP: What does it mean? Why is it different?*. Retrieved May 30, 2020 from http://www.antlab.sci.waseda.ac.jp/abstracts/ESParticle.html.

- Bacon, S., & Finneman, M. (1990). *A study of attitudes, motives, and strategies of university foreign language students and their disposition to authentic oral and written input*, Modern Language Journal, 74(4), pp.459-473.

- Ball, S.J. (1994). *Education Reform: a critical and post-structural approach*. Buckingham: Open University Press.

- Basturkmen, H. (2006). *Ideas and options in English for specific purposes*. New York: Routledge.

- Basturkmen, H. (2010). *Developing Courses in English for Specific Purposes*. London: Palgrave Macmillan UK.

- Belcher, D.D. (2004). *Trending In Teaching English for Specific Purposes*. Annual Review of Applied Linguistics, 24(1), pp.165–186. Doi: https://doi.org/10.1017/s026719050400008x.

- Benesch, S. (1996). *Needs Analysis and Curriculum Development in EAP: An Example of a Critical Approach*. TESOL Quarterly, 30(4), p.723. Doi:

https://doi.org/10.2307/3587931.

- Benesch, S. (1999). *Rights Analysis: Studying Power Relations in an Academic Setting. English for Specific Purposes*, 18(4), pp.313–327. Doi: https://doi.org/10.1016/s0889-4906(98)00011-8.

- Benesch, S. (2001). *Critical English for Academic Purposes*. New York: Routledge.

- Benmoussat, S. (2003). *Mediating Language and Culture: An Investigative Analysis of the Cultural Dimension in the Algerian Newly-Designed ELT Textbook*. Unpublished doctorate thesis, Abou Bakr Belkaid University, Tlemcen.

- Benyelles, R. (2009). *Teaching ESP at Post Graduate Level*. Unpublished doctorate thesis, Abou Bakr Belkaid University, Tlemcen.

- Bernard, H.R., & Ryan, G.W. (2010). *Analyzing qualitative data: systematic approaches*. California: Sage Publications.

- Berwick, R.J. (1989). *Needs assessment in language programming: from theory to practice*. Cambridge University Press eBooks, pp.48-62. Doi: http://dx.doi.org/10.1017/CBO9781139524520.006

- Bhatia, V. K. (1982). *Legal English — a brief review of relevant literature*. English for Specific Purposes, 67(1), pp.2–5.

- Bhatia, V.K. (1993). *Analysing genre: language use in professional settings*. New York: Longman.

- Brindley, G. (1984). *Needs Analysis and Objective Setting in the Adult Migrant Education Program*. Sydney: NSW Adult Migrant Education Service.

- Brindley, G. (1989). *The role of needs analysis in adult ESL programme design*. Cambridge University Press eBooks, pp.63–78. Doi: https://doi.org/10.1017/cbo9781139524520.007.

- Brown, J. D. (1995). *The Elements of Language Curriculum: A Systematic Approach to Program Development*. Boston, MA: Heinle & Heinle.

- Brown, J. D. (1997). *Methodology in Language Teaching*. New York:

Cambridge University Press.

- Brown, J. D. (2001). *Using surveys in language programs*. Cambridge: Cambridge University Press.

- Boukhlef, A. (2022, October 25). *Algeria Introduces English at Primary Level to Counterbalance French*. Orientxxi. https://orientxxi.info/magazine/algeria-introduces-english-at-primary-level-to-counterbalance-french,5962

- *Business communication: How to write an effective business email*. (n.d.). GCFGlobal.org. https://edu.gcfglobal.org/en/business-communication/how-to-write-an-effective-business-email/1/

- Carter, D. (1983), *Some Propositions about ESP*, The ESP Journal, 2, pp.131-137.

- Chambers, F. (1980). *A re-evaluation of needs analysis in ESP*. The ESP Journal, 1(1), pp.25–33. Doi: https://doi.org/10.1016/0272-2380(80)90007-4.

- Clayton, T., & Clayton, T. (2023, November 16). *15 bad email examples*. Rigorous Themes. https://rigourousthemes.com/blog/bad-email-examples/

- Coffey, B. (1978). ESP seminar in Manila, October,1978. British Council.

- Colbert, P. J. (2010). "*Developing a Culturally Responsive Classroom Collaborative of Faculty, Students, and Institution*", Contemporary Issues in Education Research, 3(9), pp.17-26.

- Coleman, H. (1988). *Analysing language needs in large organizations*. English for Specific Purposes, 7(3), pp.155–169. Doi: https://doi.org/10.1016/0889-4906(88)90013-0.

- Colpaert, J. (2010). *Elicitation of language learners' personal goals as design concepts*. Innovation in Language Learning and Teaching, 4(3), pp.259–274.

- Crystal, D. (1995). *The Cambridge encyclopedia of the English language*. Cambridge, United Kingdom: Cambridge University Press.

- Crystal, D. (1997). *English as a Global Language*. Cambridge: Cambridge University Press.

- Denzin, N. K. (1978). *Triangulation: A Case for Methodological Evaluation and Combination*, Sociological Methods, pp.339-357.

- Dörnyei, Z. (2005). *The Psychology of the Language Learner*. New York: Routledge. Doi: https://doi.org/10.4324/9781410613349.

- Dörnyei, Z. (2007). *Research Methods in Applied Linguistics*. Oxford: Oxford University Press.

- Douglas, D (2000). *Assessing Language for Specific Purposes*. Cambridge: Cambridge University Press.

- Dudley-Evans, T. & St, J. (1998). *English for specific purposes*. Cambridge: Cambridge University Press.

- Dudley-Evans, T., & Maggie, J. (1998). *Developments in English for Specific Purposes: A multidisciplinary approach*. Cambridge: Cambridge University Press.

- *Email etiquette*. (n.d.). ACDS IT.

    https://acdsit.weebly.com/email-etiquette.html

- *Email 101: Email Basics. (n.d.)*. GCFLearnFree.org. https://iiab.me/modules/en-GCF2015/content/collections/email101/3190/ full.html

- Ewer, J. R. & Latorre, G. (1969). *A course in basic scientific English*. London: Longman.

- Ewer, J. R. (1983). *Teacher training for EST: Problems and methods*. The ESP Journal, 2(1), pp.9–31. Doi: https://doi.org/10.1016/0272-2380(83)90007-0.

- Frendo, E. (2005). *How to teach business English*. Pearson: Longman.

- Gatehouse, K. (2001). *Key Issues in English for Specific Purposes (ESP) Curriculum Development*, The Internet TESL Journal, 7(10). Retrieved from http://iteslj.org/Articles/Gatehouse-ESP.html

- Gill Hasson (2021). *Career finder: where to go from here for a successful future*. Chichester, West Sussex, United Kingdom: Wiley-Capstone.

- Gimenez, J.C. (2001). *Ethnographic observations in cross-cultural business negotiations between non-native speakers of English: an exploratory study*, English for Specific Purposes, 20(2), pp.169–193. Doi: https://doi.org/10.1016/s0889-4906(99)00038-1.

- Goonetilleke, D. C. (1989). *Language Planning and ESP with Special Reference to Sri Lanka*. in: ESP in Practice (Peterson, P W), ed; English Language Programs Division, United States Information Agency. Washington, D. C. pp.41-46.

- Graves, K. (2000). *Designing language course: a guide for teachers*. Boston: Heinle & Heinle.

- Halliday, M.A.K., McIntosh, A., & Strevens, P. (1964). *The Linguistic Sciences and Language Teaching*. California: Longmans.

- Harding, K. (2007). *English for specific purposes*. New York: Oxford University Press.

- Harmer, J. (2003). *How to Teach English*. London: Longman.

- Hirvela, A. (1997). "*Disciplinary portfolios" and EAP writing instruction*. English for Specific Purposes, 16(2), pp.83–100. Doi: https://doi.org/10.1016/s0889-4906(96)00037-3.

- Holliday, A. & Cook, T. (1982). *An ecological approach to ESP*. Issues in ESP, Lancaster Papers in ELT, 5(1), pp.123–43.

- Holme, R. (1996). *ESP Ideas: recipes for teaching professional and academic English*. Harlow; Canterbury: Longman: Pilgrims.

- Howard, R., & Brown, G. (1997). *Teacher Education for Languages for Specific Purposes*. Multilingual Matters Limited.

- Hutchinson, T., & Waters, A. (1987). *English for Specific Purposes: a learning-centred Approach*. Cambridge: Cambridge University Press.

- Hutchinson, T., & Waters, A. (1985). *ESP at the Crossroads*, Episodes in ESP,

pp. 174-185

- Hyland, K. (2008). *Genre and Academic Writing in the Disciplines*, Language Teaching, 41, pp. 543-562. Doi: https://doi.org/10.1017/S0261444808005235

- Ivankova, N.V., Creswell, J.W., & Stick, S.L. (2006). *Using Mixed-Methods Sequential Explanatory Design: From Theory to Practice*, Field Methods, 18(1), pp.3–20.

- Jasso-Aguilar, R. (1999). *Sources, Methods and Triangulation in Needs Analysis: a Critical Perspective in a Case Study of Waikiki Hotel Maids*, English for Specific Purposes, 18(1), pp.27–46. Doi: https://doi.org/10.1016/s0889-4906(97)00048-3.

- Johns, A.M. & Dudley-Evans, T. (1991). *English for Specific Purposes: International in Scope, Specific in Purpose*. TESOL Quarterly, 25(2), pp.297-314. Doi: https://doi.org/10.2307/3587465.

- Johns, G. (1990). *ESP textbooks: Do they Really Exist?*, English for Specific Purposes, 9, pp. 89–93.

- Karpova, L. 1999. *Consider the following when selecting and using authentic materials*, TESOL Matters, 9 (2), 18.

- Keller, J.M. (1987). *Development and use of the ARCS model of instructional design*. Journal of Instructional Development, [online] 10, pp.2–10. Available at: http://www.jstor.org/stable/30221294 [Accessed 5 Jun. 2020].

- Kemp, J. (1977). *Instructional design: A plan for unit and course development*. Belmont, CA: Fearon-Pitman Publishing.

- Kennedy, C., & Bolitho, R. (1984). *English for Specific Purposes*. London: Macmillan.

- Khan, F.U. (1986). *ESP and the Teaching of Medical English Vocabulary*. Unpublished Ph.D. Thesis, Aligarh Muslim University, India.

- Khenioui, N., & Boulkroun, M. (2023). Exploring the Implementation of English as a Medium of Instruction in Algerian Higher Education:

Motivations, Challenges, and Strategies for Success. *Afar for Sciences Journal*, *8*(5), 50–73.

https://asjp.cerist.dz/en/downArticle/351/8/5/234911

- Lackstrom, J. E., Selinker, L., &Trimble, L. (1983). *Technical rhetorical principles and grammatical choice*, TESOL Quarterly, 7(2), pp. 127-136.

- Lackstrom, J. E., Selinker, L., & Trimble, L. P. (1972). *Grammar and technical English*, Episodes in ESP (episode 6).

- LiveWorksheets.com - Interactive worksheets maker for all languages and subjects. (2023, April 7). LiveWorksheets. https://www.liveworksheets.com

- Long, M. H. (2005). *Second Language Needs Analysis*. Cambridge: Cambridge University Press.

- Long, M., & G. Crookes (1993). *Units of Analysis in Syllabus Design: The Case for Task*. In G. Crookes, & S. Gass (Eds.), Tasks in Language Learning (pp. 9-54). Clevedon: Multilingual Matters.

- Mackay, R. & Mountford, A. (1978). *English for Specific Purposes*. Longman Publishing Group.

- Mackey, A., & Gass, S.M. (2005). *Second language research: methodology and design*. New York: Routledge.

- Maxwell, Joseph A., & Lawrence B. Mohr (1999). *Quantitative and Qualitative: A Conceptual Analysis*. Paper presented at the Annual Meeting of the American Evaluation Association, Orlando FL.

- Mcdonough, J. (1984). *ESP in perspective: a practical guide*. London: Collins.

- McQueen, H. (1992). *A Quality Partnership: The Transition between Education and Employment*. Wellington: Institute of Policy Studies, Victoria University of Wellington.

- Mead, R. (1980). *Expectations and Sources of Motivation in ESP*, English

Language Research Journal, 1, pp. 14-28.

- Miliani, M. (1984). *Objectives, Curriculum Design and Methods for the Teaching of ESP-Algeria-with Special Reference to The Teaching of English in the Institute of Economic Sciences in Oran*. Unpublished PhD Thesis.

- Mohareb, E. (2022, August 4). *Algeria's Latest Step Toward English in Education Poses Logistical Challenges*. Al-Fanar Media. https://www.al-fanarmedia.org/2022/08/algerias-latest-step-toward-english-in-education-poses-logistical-challenges/

- Mortimore, P. (1999). *Understanding pedagogy: and its impact on learning*. London: Paul Chapman.

- Munby, J. (1978). *Communicative syllabus design: a sociolinguistic model for defining the content of purpose-specific language programmes*. Cambridge: Cambridge University Press.

- Needham, D., & Dransfield, R. (1994). *Business studies*. Cheltenham, UK: Thornes.

- Neeraja, K.P. (2011). *Textbook of communication and education technology for nurses*. New Delhi: Jaypee Bros. Medical Publishers.

- Nunan, D. (1988). *Syllabus design*. Oxford: Oxford University Press.

- Nunan, D. (1989). *Designing tasks for the communicative classroom*. Cambridge; New York: Cambridge University Press.

- Padgett, D.K. (1998). *Qualitative Methods in Social Work Research: Challenges and Rewards*. California: Sage Publications.

- Paltridge, B., & Starfield, S. (2014). *The handbook of English for specific purposes*. Chichester, West Sussex: Wiley Blackwell.

- Pennycook, A. (1997). *Vulgar pragmatism, critical pragmatism, and EAP. English for Specific Purposes*, 16(4), pp.253–269. Doi: https://doi.org/10.1016/s0889-4906(97)00019-7.

- Phillipson, R. (2012). *English: from British empire to corporate empire*.

Sociolinguistic Studies, 5(3). Doi: https://doi.org/10.1558/sols.v5i3.441.

- Popescu, A-V. (2010). *A General View on the Relationship Between ESP and EGP*, Professional Communication and Translation Studies, 3(1), pp. 49-52.

- Richards, J. C. (1990). *The Language Teaching Matrix*. New York: Cambridge University Press.

- Richards, J. C. (2001). *Curriculum Development in Language Teaching*. Cambridge: Cambridge University Press.

- Richards, J.C., & Schmidt, R.W. (1992). *Longman Dictionary of Language Teaching and Applied Linguistics*. London: Routledge.

- Richterich, R., & Chancerel, J. L. (1980). *Identifying the Needs of Adults Learning a Foreign Language*. Oxford: Pergamon.

- Richterich, R. (1983). *Case studies in identifying language needs*. Oxford: Pergamon Press.

- Robinson, P. C. (1980). *ESP (English for Specific Purposes)*. Oxford: Pergamon Press.

- Robinson, P.C. (1991). *ESP today: a practitioner's guide*. New York: Prentice Hall.

- Savage, W., & Storer, G. (1992). *An emergent language program framework: Actively involving learners in needs analysis*, System, 20(2), pp. 187–199.

- Scriven, M. (1997). *Truth and objectivity in evaluation*. In E. Chelimsky & W. R. Shadish (eds) *Evaluation for the 21st Century, a Handbook*. Thousand Oaks: Sage.

- Shaw, P. (1982). *Ad hoc Needs Analysis*, Language Teaching, 27, pp. 1-19.

- Sierocka, H. (2014). *Curriculum Development for Legal English programs*. Newcastle upon Tyne: Cambridge Scholars Publishing.

- Stake, R.E. (2010). *Qualitative Research: Studying How Things Work*. New York: Guilford Press.

- Stenhouse, L. (1975). *An introduction to curriculum research and*

development. London: Heinemann.

- Stern, H. H. (1992). *Issues and Options in Language Teaching*. Oxford: Oxford University Press.

- Stevick, E.W. (1982). *Teaching and Learning Languages*. London: Cambridge University Press.

- Strevens, P. (1977). *Special-Purpose Language Learning: A Perspective*, Language Teaching, 10(3), pp. 145–163.

- Strevens, P. (1980). *Teaching English as an International Language*. Oxford: Pergamon.

- Strevens, P. (1988) ESP after twenty years: A re-appraisal. In Tickoo, M. L (Ed.), *ESP: State of the Art* (pp. 1-13). Singapore: SEAMEO Regional Centre.

- Sussex, F. and Scourfield, P. (2004). *Social care: level 4*. Oxford: Heinemann Educational.

- Swales, J. (1980). *ESP: The textbook problem*. The ESP Journal, 1(1), pp.11–23. Doi: https://doi.org/10.1016/0272-2380(80)90006-2.

- Swales, J. (1988). *Discourse communities, genres and English as an international language*. World Englishes, 7(2), pp.211–220. Doi: https://doi.org/10.1111/j.1467-971x.1988.tb00232.x.

- Tarone, E., & Yule, G. (1999). *Focus on the language learner: approaches to identifying and meeting the needs of second language learners*. Oxford: Oxford University Press.

- Townroe, C., & Yates, G. (1999). *Sociology*. Harlow: Longman.

- Usman, M. U. (2004). *Menjadi Guru Profesional*. Bandung: Remaja Rosdakarya.

- Wellington, J (1993). *The Work Related Curriculum*. London: Kogan Page.

- West, R. (1994). *Needs analysis in language teaching*. Language Teaching, Cambridge University Press, 27(1), pp. 1–19.

- West, R. (1998). *ESP: State of the Art*. Retrieved May 30, 2020 from:

www.man.ac.uk/celse/esp/west.htm.

- White, R. V. (1988) *The ELT Curriculum: Design, Innovation and Management*. Oxford, United Kingdom: Blackwell Publishers.

- Yalden, J. (1987). *Principles of Course Design for Language Teaching*. Cambridge: Cambridge University Press.

- Yassin, A. (1999). *The Need for ESP/EAP Teacher Training in Sudanese Tertiary Institutions Post- Arabicization*. Unpublished Ph.D. Thesis. Khartoum: Khartoum University. Sudan.

- Yoshikawa, H., Weisner, T. S., Kalil, A., & Way, N. (2008). *Mixing qualitative and quantitative research in developmental science: Uses and methodological choices*, Developmental Psychology, 44(2), 344–354. Doi: https://doi.org/10.1037/0012-1649.44.2.344

Appendices

Appendices

Appendix A: The Students' Questionnaire

Dear student,

This questionnaire aims at identifying your linguistic needs in order to provide you with a tailor-made course. Therefore, you are graciously requested to honestly answer the following questions by ticking/circling the answer you deem appropriate.

Section one: Background information

1- What is the main language of instruction used in your department?

☐ Arabic   ☐ French   ☐ English

2- You learn English because:

☐ It is obligatory   ☐ You like it   ☐ You need it for future jobs

3- Do you believe that learning English is useful for your professional and/or academic career?

☐ Yes   ☐ No

4- How satisfied are you with your current level of English?

☐ Not at all   ☐ Slightly   ☐ Moderately   ☐ Very   ☐ Extremely

    satisfied   satisfied   satisfied   satisfied   satisfied

5- How confident are you about your ability to manage English related situations in your future workplace?

☐ Not confident ☐ Very mildly ☐ Mildly   ☐ Moderately ☐ Severely

    at all   confident   confident   confident   confident

6- Have you ever considered enrolling in an external Business English course to ameliorate your level of English?

☐ Yes   ☐ No

7- How often do you seek additional contact with the English language outside the university via extensive activities such as reading or listening?

☐ Never   ☐ Rarely   ☐ Sometimes ☐ Often   ☐ Always

Section two: Necessities

8- Rank the following language skills according to their importance for your future professional or academic career:

☐ Not at all important   ☐ Slightly important   ☐ Moderately important   ☐ Very important   ☐ Extremely important

9- Rank the following set of linguistic sub-skills according to their necessity for your future professional or academic career:

		Not at all necessary	Slightly necessary	Moderately necessary	Very necessary	Extremely necessary
Reading	Read scientific publications (books & articles)					
	Read financial reports					
	Read office correspondence (business emails & letters)					
	Read office memos (memorandums)					
	Read meeting agendas					
	Read brochures					
	Interpret infographics (graphs, pie charts, maps...)					
Writing	Write scientific articles					
	Write financial reports					
	Write / respond to office correspondence (business emails & letters)					
	Write office memos (memorandums)					
	Write meeting agendas					

		Not at all necessary	Slightly necessary	Moderately necessary	Very necessary	Extremely necessary
Writing	Make brochures using English					
	Make infographics with English					
Speaking	Hold fluent conversations with both native and non-native speakers of English					
	Make small talk					
	Make phone calls					
	Negotiate and close deals					
	Make quality presentations					
	Give effective briefings					
	Cooperate with foreign peers on international projects					
	Speak comfortably at international scientific gatherings (seminars & conferences)					
Listening	Understand instructions					
	Understand and benefit from international scientific gatherings and webinars					
	Keep up with daily interactions					
	Understand verbal cues					

Section three: Lacks

10- What is/are the language aspects that you struggle with the most?

☐ Reading ☐ Writing ☐ Speaking ☐ Listening ☐ Grammar ☐ Vocabulary

11- Do you find learning English to be:

☐ Very difficult ☐ Difficult ☐ Neither easy nor difficult ☐ Easy ☐ Very easy

12- Do you know the difference between Business English and General English?

☐ Yes ☐ No

13- Do you consider yourself to be culturally aware?

☐ Yes ☐ No ☐ Don't know

Section four: Wants

14- Do you consider 1h30min per week to be sufficient enough to learn English?

☐ Yes ☐ No

15- According to you, a perfect English course is an:

☐ Intensive course (Short but packed) ☐ Regular course (Paced but long)

16- Are you open to the idea of following an online Business English course?

☐ Yes ☐ No

17- What are your expectations from an English course?

☐ A better reading performance

☐ A better writing performance

☐ A better speaking performance

☐ A better listening performance

☐ An overall better language performance

Appendix B: The Teachers' Questionnaire

Dear participant,

This questionnaire is part of an ongoing investigation about the potentially beneficial effect of the work-shadowing technique over the needs analysis process. Its aims are to accurately, candidly, and meticulously portray your teaching experience as an ESP professor, to reveal your course design process, to explore your familiarity with the aforementioned technique, and to report your opinion regarding key related issues. Therefore, you are kindly requested to answer the following questions in the most honest and transparent manner.

➢ **Background information:**

1- Do you hold a degree in ESP teaching?
☐ Yes ☐ No

2- Are you a:
☐ Part-time teacher ☐ Full-time teacher

3- Have you ever taught in the private sector?
☐ Yes ☐ No

4- How satisfied are you with your students' linguistic competence?
☐ Extremely satisfied ☐ Satisfied ☐ Neutral ☐ dissatisfied ☐ Extremely dissatisfied

5- How satisfied are you regarding the pedagogical resources put at your disposal?
☐ Extremely satisfied ☐ Satisfied ☐ Neutral ☐ dissatisfied ☐ Extremely dissatisfied

6- Do you find the time allocated for English classes to be sufficient?
☐ Yes ☐ No

7- How satisfied are you with your career development?
☐ Extremely satisfied ☐ Satisfied ☐ Neutral ☐ dissatisfied ☐ Extremely dissatisfied

8- If not an ESP degree holder, could you confirm whether the lack of an ESP background ever hindered your teaching experience?
☐ Yes ☐ No

9- If existent, could you list the main hardships that you regularly face while performing your duties?
➢ ....
➢ ....
➢ ....
➢ ....
➢ ....

➢ **ESP mindset:**
1- Are you familiar with the ESP process?
☐ Yes ☐ No

2- Do you abide by the aforementioned process whilst designing your courses?
☐ Yes ☐ No

3- Could you specify what are you go-to needs analysis techniques?
● ....
● ....
● ....

4- Is conducting a Target Situation Analysis part of your course design ritual?
☐ Yes ☐ No

5- Are you accustomed to conducting a Present Situation Analysis while course designing?
☐ Yes ☐ No

6- How often do you cooperate with business experts while designing your course?
☐ Always ☐ Often ☐ Sometimes ☐ Rarely ☐ Never

7- How familiar are you with the work-shadowing technique?
☐ Extremely familiar
☐ Very familiar

☐ Moderately familiar

☐ Slightly familiar

☐ Not at all familiar

8- If familiar with the aforementioned technique, how useful do you find it?

☐ Extremely useful

☐ Very useful

☐ Moderately useful

☐ Slightly useful

☐ Not at all useful

9- How do you explain why more and more teachers are opting to teach General English instead of ESP as supposed to?

…………………………………………………………………………

…………………………………………………………………………

…………………………………………………………………………

…………………………………………………………………………

…………………………………………………………………………

10- Have you ever resolved to such practice?

☐ Yes   ☐ No

11- Would you be open to the idea of teaching a ready-made course that is tailored to the needs of your students?

☐ Yes   ☐ No

12- Is there anything you would like to add?

…………………………………………………………………………

…………………………………………………………………………

…………………………………………………………………………

…………………………………………………………………………

…………………………………………………………………………

Thank you for your participation

Appendix C: ENIE's Employee's Interview

1- Verbal consent

2- The participant's background:

- What can you tell us about your educational background?
    - ✓ Whether or not the participant holds an ESP degree.
- How would you describe your job?
    - ✓ Job title.
    - ✓ Job responsibilities and duties.

3- English within ENIE:

- How long has English been present within the company?
- How did the decision to adopt English pan out economically?
    - ✓ Is it safe to say that English established itself as a vital necessity for the establishment?
- In what ways does English manifest itself within the firm?

4- Linguistic requirements for ENIE:

- Could you please list the positions that rely on the English language?
- Which of those positions can be occupied by finance and international commerce graduates?
- Would it possible to summarize the English linguistic requisites for these positions?
    - ✓ Which language skills are the most needed?
    - ✓ What are the language abilities that newcomers struggle with the most?

- ✓ Are the employees more in need of academic or occupational English?

- ✓ Which English use scenarios are the most recurrent?

- ✓ How crucial is cultural awareness amongst the employees in the work milieu?

- ✓ How fluent are the employees required to be in order to handle their duties?

5- English training:

- How satisfied are you with the employees' initial level of English upon joining the company?

- What can you tell us about the English training that the firm offers to its employees?

- ✓ Who are the employees eligible for the training?

- ✓ Are employees from different positions ever presented with the same course?

- ✓ How long does the training take?   → Frequency

    → Span

- ✓ Who is responsible for the development and the carrying out of the course? → Internally

  → Outsourced

- ✓ Where does the training take place? → On-site

  → Off-site

- ✓ What are the bases for the course development?

  - ▪ Confirm whether the ESP process is followed throughout the design of the course.

- How satisfied are you with the employees' English level upon the completion of their training?
- How productive would it be if the employees were English proficient from the get-go?
- Is there anything you would like to add?

Thank you for your participation

Appendix D: Invoices Sent to ENIE from the Chinese Supplier

Bluesmart Solar PV Co.ltd

F4, Building, Hengguangyao Industrial Park, Yonghe Road, Fuyong Street, Bao'an District, Shenzhen, China

Tel.:(+86)-755-33115828 Fax.:(+86)-755-33115028

PACKING LIST

TO: Entreprise Nationale Des Industries Electroniques,
Unité Photovoltaïque

ADD : Zi Bp 101 Route de Mascara 22000 Sidi bel abbes, Algerie

TEL: +213 - 794860416

INVOICE NO.:	DATE:
BS210910500	2021/11/10
S/C NO.:	L/C NO.:

TERM OF PAYMENT:

TRANSPORT DETAILS:

FROM   shenzhen   CHINA

TO   Oran   Algeria

SHIPPING MARKS	ITEM NO	DESCRIPTION	QTY			LxWxH(cm)	N.W.(KG)		G.W.(KG)		Meas.(CBM)	
			(PCS)	(CTNS)	QTY/CTNS	PER CTN	PER CTN	TOTAL	PER CTN	TOTAL	PER CTN	TOTAL
ENTREPRISE NATIONALE DES INDUSTRIES ELECTRONIQUES/ Unité Photovoltaïque	1	100w P Series Solar Street Light	1122	1122	1	174*60*21	30	33660	30.5	34221	0.22	246.84
	2	60w P Series Solar Street Light	150	150	1	174*44*21	24	3600	24.5	3675	0.16	24
TOTAL:			1272	1272				37260.00		37896.00		270.84

ORIGINAL OF GOODS : CHINA

Seller's Signature

Bluesmart Solar Lighting Technology CO., Ltd

Add: Room 412-415, No. 113 Yonghe Road, Heping Community, Fuhai Street, Baoan District, Shenzhen, China (The first building of Hengguangyao Industrial Park)

www.obluesmart.com Tel.:(+86)-755-33115828 Fax.:(+86)-755-33115028

PROFORMA INVOICE

To : Enie-Spa / Unité Photovoltaique
Office tel : +(213) 48 759 118
Fax: +(213) -48 759 118

PI No. : PI-BS210910500
Date : 2021-10-28
Seller : Daisy

Add. : Zi Bp101 Route de Mascara 22000 Sidi bel abbes Algerie

NO.	Product Name	Picture	Product Model	Description	Qty.	Unit Price (USD)	Amount (USD)
1	100W P Series solar street light		P-100	Mono solar panel: 150w 36v; Lithium battery(LiFePO4): 37.5AH 25.6V; Lumen:16000lm; CCT: 6000K; Working mode: 5hrs 60%, 8hrs 30%	1100	463	509300
2	60W P Series solar street light		P-60	Mono solar panel: 100w 18v; Lithium battery(LiFePO4): 30AH 12.8V; Lumen:9600-10800lm; CCT: 6000K; Working mode: 5hrs 60%, 8hrs 30%	150	345	51750

Sub-Total : $561,050.00

Total : $561,050.00

Remarks

1. Payment terms: 100% L/C at sight
2. Trade terms: FOB Shenzhen
3. Lead time: 90 working days after receiving the final LC
4. Partial shipment: allowed
5. Transshipment: allowed
6. Ship it via ocean, any port in China loading, place of delivery is Oran port.

BANK INFO :

BENEFICIARY: Bluesmart Solar Lighting Technology CO., Ltd
BANK ACCOUNT No: 751 075255597
BANK: Bank of China Shenzhen Branch
Bank Address: International Financial Building No.2022, JiansheRoad, Shenzhen, China
SWIFT Code: BKCHCNBJ45A
Post Code: 518001

Bluesmart Solar Lighting Technology CO., Ltd

PROFORMA INVOICE

To : Enie-Spa / Unité Photovoltaïque

Office tel : +(213) 48 759 118

Fax: +(213) -48 759 118

PI No. : PI-BS210910500/01

Date : 2021-10-28

Seller : Daisy

Add. : Zi Bp101 Route de Mascara 22000 Sidi bel abbes Algerie

NO.	Product Name	Picture	Product Model	Description	Qty.	Unit Price (USD)	Amount (USD)
1	100W P Series solar street light		P-100	Mono solar panel: 150w 36v; Lithium battery(LiFePO4): 37.5AH 25.6V; Lumen:16000lm; CCT: 6000K; Working mode: 5hrs 60%, 8hrs 30%	20	463	9,260.00

Without any Commercial Value

02 % PCS for warranty As Mentioned In Contract

Sub-Total : $9,260.00

Total : $9,260.00

Remarks

1.Payment terms: 100% L/C at sight

2.Trade terms: FOB Shenzhen

3.Lead time: 90 working days after receiving the final LC

4.Partial shipment: allowed

5.Transshipment: allowed

6. Ship it via ocean, any port in China loading, place of delivery is Oran port.

BANK INFO :

BENEFICIARY: Bluesmart Solar Lighting Technology CO., Ltd

BANK ACCOUNT No: 751 075255597

BANK: Bank of China Shenzhen Branch

Bank Address: International Financial Building No.2022, JiansheRoad, Shenzhen, China

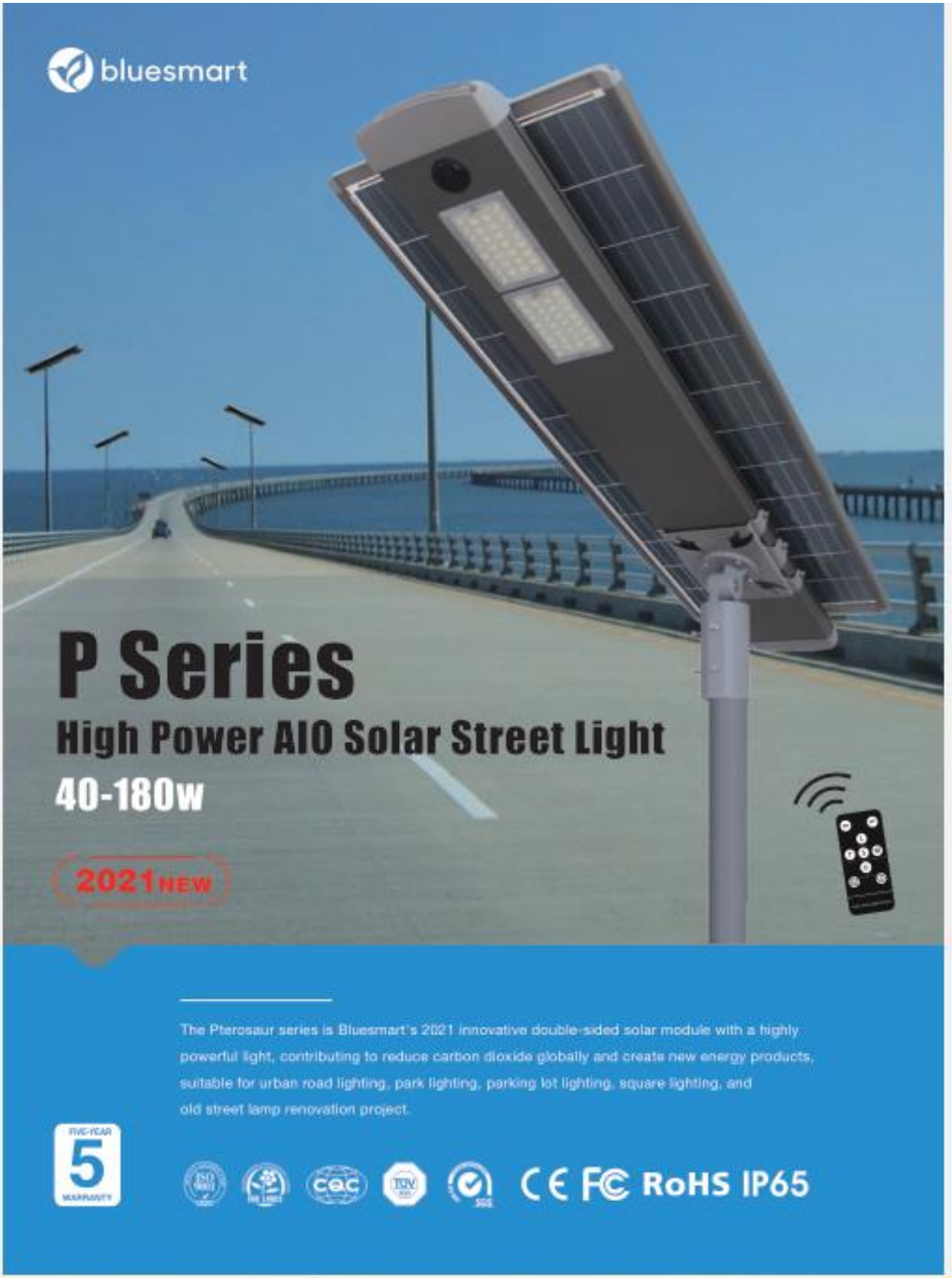SWIFT Code: BKCHCNBJ45A

Post Code: 518001

Appendix E: Brochure Sent to ENIE from the Chinese Supplier

⬆ Double-Sided Solar Panel

Longer lifespan for 5yrs

Higher power generation up to 30%

Better heat dissipation because without backsheet

Solar Panel Comparison

Double-Sided Solar Panel	
Lifespan	30 yrs
Power Generation efficiency	24%
Attenuation	0.5%

Ordinary Solar Panel	
Lifespan	25 yrs
Power Generation efficiency	20%
Attenuation	0.7%

VS

Integrated design, easy installation and maintenance, 0 electricity bill

Increased 30% the power generation and 4% the power generation efficiency of double sided solar panel

Multiple mounting options for a variety of project needs

LED module quantity can be adjusted based on different project, and the whole system lighting effect max can be 240lm/w

Meet high-power AIO lighting requirements and max power is 200w

The aluminum lamp body is extruded at one time so that the LED parts has better heat dissipation and low light decay

Anti-theft, Anti-storm, Anti-rust

All In One Design

High efficiency mono solar panel
24% efficiency

Patented technology intelligent MPPT controller
95-98% efficiency

Microwave sensor
Detected distancewithin15m

Patented polarized design bat wing + Spreadlight lens
TYPE II 150 x 70° road lighting or
TYPE III 150x80° area lighting

A Grade LiFePO4 lithium battery
Over 2000 times lifespan
High temperature resistance up to 65°

Adjustable Sleeve for Horizontal Direction

90°

All Die-casting aluminium alloy lamp body
Anti-corrsion, high tensile, excellent heat dissipation

4 Installation Methods

285

How many wattage solar street lights can replace high-pressure sodium lights?

At present, there are almost no manufacturers in China that can make 180W integrated solar street lights. The P series can meet the needs of various high-power lighting projects, as well as customized government projects and old lamp renovation projects.

High Pressure Sodium Street Light	Replaced Solar LED Street Light
70W	40W
150W	60W
250W	100W
400W	180W

Technical Parameters

Model	Lumen	Mono Solar Panel	LiFePO4 Battery	Working Time	Colour Temp	Product Size	GW/set
P-40	6400-7200lm	72W/18V	24AH/12.8V			1150x380x190mm	18kg
P-60	9600-10800lm	100W/18V	30AH/12.8V			1605x380x190mm	24kg
P-80	12800-14400lm	150W/36V	24AH/25.6V			1605x540x190mm	25.7kg
P-100	16000-18000lm	200W/36V	30AH/25.6V	12 hrs rer night 3-5 rainy days	3000K-6500K (6000K default)	1605x700x190mm	28.5kg
P-120	19200-21600lm	250W/36V	36AH/25.6V			1605x830x190mm	32kg
P-150	24000-27000lm	300W/36V	42AH/25.6V			2055x700x190mm	34kg
P-180	28800-32400lm	400W/36V	54AH/25.6V			2055x830x190mm	37kg

Photometric Diagrams

INTENSITY DISTRIBUTION DIAGRAM
IN C PLANS

UNIT:cd
C0/180,156.6
C30/210,117.4
C60/240,81.2
C90/270,71.3

AVERAGE BEAM ANGLE(50%):106.6 DEG

5 Working Modes

Brightness
100%
70%
20%
0%
2hrs
2hrs
8hrs
Time Ⓛ
Light control

Brightness
100%
50%
25%
0%
4hrs
1hr
3hrs
4hrs
Time Ⓣ
Time control

Brightness
100%
50%
0%
6hrs
6hrs
Time Ⓢ
Super Brightness

Brightness
100%
10%
0%
100% when detect any movement
30% no movement
Time Ⓜ
Microwave Control

Brightness
100%
70%
50%
20%
0%
2hrs
2hrs
2hrs
last 6hrs when detect movement
last 6hrs 20% no movement
Time Ⓤ
Time+Microwave control

Applications

Roadway, street, highway, industrial and residential area, parking lots, rural area

Illumination Zone

40W	60W	80W	100W	120W	150W	180W
5-6M	6-7M	7-8M	8-9M	9-10M	10-11M	11-12M

Infrared motion sensor detection area.

Recommended Installation Height (m)

40W	60W	80W	100W	120W	150W	180W
23-25M	25-28M	28-30M	30-35M	35-40M	40-45M	45-50M

Recommended Installation Distance (m)

Appendix F: Certificate of Conformity Sent to ENIE from the Chinese Supplier

Appendix G: The Students' Evaluative Test

English Test

Exercise N°1:

- Please identify each component of the following email:

Subject: New changes around the office	
I hope you are doing great. I just want to inform you that starting next week, there will be certain changes around the office. You will all be requested to use your badges to access the facility, for we had multiple instances of individuals trying to sneak in. Moreover, Ms. Stallone will be supervising both Denver's and Austin's projects. Mr. Dickinson will continue to manage Annaba's project, but will have to send me weekly updates from now on regarding the made advancement. If you have any questions whatsoever, don't hesitate to send them via this email. Thank you very much.	
Best regards, Jacob Shepard	
Dear all,	
To: Jason_Cross@gmail.com, Cory_Fredrick@gmail.com, Anne_Bond@gmail.com, Paige_Schwartz@gmail.com	

Jacob Shepard Head of Management GCG building company	

Exercise 2:

- Match each of the following words with its meaning: Capital, Return on Investment, Profit margin, Customs, Recession, Raw materials, Tariff, Off-the-shelf, Liability, Merger.

…………………...   The government agency that regulates the flow of goods

……………………   The basic materials used to produce goods.

……………………   The act of combining two separate businesses into one.

……………………   A significant decline in economic activity.

……………………   The degree to which a company makes money.

……………………   The ratio of net profit over the total cost of the investment

……………………   Anything that a company takes responsibility for.

……………………   A tax paid on exports or imports.

……………………   Ready-made product.

……………………   The money a company needs to function and to expand.

Exercise 3:

Choose the appropriate verb among the following ones, and conjugate it to the suitable tense. Spend, Finish, Drive, Face, Have, Hurry, Talk, Solve, Be, Remind.

- Sorry I can't let you in, Mr. Smith …………………..in a meeting right now.

- …………………………!

- John …………. on the phone when his colleagues waved at him.

- We …………………… a new store in Los Angeles next week.

- The company …………… a major problem nowadays.

- ………………………… me to tell Sam about the upcoming party.

- They ……………….. to work when the accident occurred.

- They ………….……… many hours on that project.

- By the time we arrived, Laura and Suzie ……… the issue.

- After the team ……….. the first project, they immediately tackled the second one.

Exercise 4:

Write using what you learned a business email.

………………………………………………………………………………………
………………………………………………………………………………………
………………………………………………………………………………………
………………………………………………………………………………………
………………………………………………………………………………………
………………………………………………………………………………………
………………………………………………………………………………………
………………………………………………………………………………………
………………………………………………………………………………………
………………………………………………………………………………………
………………………………………………………………………………………
………………………………………………………………………………………
………………………………………………………………………………………
………………………………………………………………………………………
………………………………………………………………………………………
………………………………………………………………………………………
………………………………………………………………………………………
………………………………………………………………………………………
………………………………………………………………………………………
………………………………………………………………………………………
………………………………………………………………………………………
………………………………………………………………………………………
………………………………………………………………………………………
………………………………………………………………………………………
………………………………………………………………………………………
………………………………………………………………………………………
………………………………………………………………………………………

Good Luck

Summary

English remains by far the globally dominant lingua franca. Algeria, seeing in English a lifesaver to its dying economy, set in motion initiatives aimed at broadening its use. The success of this endeavour rests heavily on the shoulders of ESP practitioners. Yet, a look at the conditions in which the latter operate gives reason to worry regarding their ability to precisely identify their learners' needs. Ergo, this study attempted to examine the accuracy of needs analyses conducted by business English teachers, and the effect of the work shadowing technique on the preciseness of said analyses. It revealed major inaccuracies caused by a disregard of the Target Situation Analysis and the necessities. Additionally, it demonstrated the beneficial effect work shadowing has on the veracity of needs analyses.

Keywords: ESP, Needs Analysis, Target Situation Analysis, Work Shadowing.

Résumé

L'anglais reste de loin la lingua franca dominante au niveau mondial. L'Algérie, voyant dans l'anglais une bouée de sauvetage pour son économie moribonde, a lancé des initiatives visant à élargir son utilisation. Le succès de ces efforts repose lourdement sur les épaules des enseignants de l'anglais de spécialité, dites ESP. Cependant, un examen des conditions dans lesquelles ces derniers opèrent sème le doute quant à leur capacité à identifier précisément les besoins de leurs apprenants. C'est pourquoi, cette étude a tenté d'examiner la précision des analyses des besoins effectuées par les enseignants d'anglais des affaires, ainsi que l'effet de la technique de l'observation au poste de travail sur l'exactitude ces analyses. Elle a révélé des imprécisions importantes causées par une négligence de l'analyse de la situation cible et des besoins. En outre, elle a démontré l'effet bénéfique de l'observation au poste de travail sur la véracité des analyses des besoins.

Mots-clés : L'Anglais de spécialité, Analyse des besoins, Analyse de la situation cible, Observation au poste de travail.

ملخص

تظل اللغة الإنجليزية إلى حد بعيد اللغة المهيمنة عالميًا. الجزائر بعدما رأت في اللغة الإنجليزية منقذًا لإقتصادها المحتضر، أطلقت مبادرات تهدف إلى توسيع نطاق استخدامها. هذا المسعى يقع نجاحه بشكل كبير على عاتق أساتذة اللغة الإنجليزية لأغراض محددة. لكن الظروف التي يعمل فيها هؤلاء تبعث على القلق بشأن قدرتهم على تحديد احتياجات طلبتهم بدقة. ولهذا، حاولت هذه الدراسة فحص دقة تحليلات الاحتياجات التي يجريها أساتذة اللغة الإنجليزية للأعمال، وتأثير تقنية محاكاة الوظيفة على دقة التحليلات المذكورة. كشفت الدراسة عن وجود أخطاء كبيرة ناجمة عن تجاهل تحليل الوضع المستهدف والاحتياجات الضرورية. بالإضافة لذلك، أظهرت الدراسة التأثير المفيد لمحاكاة الوظيفة على دقة تحليلات الاحتياجات.

الكلمات الدلالية: اللغة الإنجليزية لأغراض معينة، تحليل الإحتياجات، تحليل الوضع المستهدف، محاكاة الوظيفة.