University of Oran 2
Faculty of Foreign Languages

THESIS

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

Discourse based Approach to Teaching Business English:
The case of Master1 Economics Students at Tlemcen University.

Presented by: Mr. Qwider LARBI   **Supervised by : Pr. Abdelkader BENSAFA**

Board of Examiners

Pr. BENHATTAB Abdelkader Lotfi	Professor	University of Oran2	President
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ACADEMIC YEAR : 2024-2025

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DECLARATION OF ORIGINALITY

I, Mr. LARBI Qwider, hereby declare that this thesis titled **Discourse based Approach to Teaching Business English: The Case of Master1 Economics Students at Tlemcen University** is entirely my original work and has not been submitted in part or in full for any other degree or qualification. Any sources consulted and used in the preparation of this thesis/dissertation have been properly acknowledged and cited.

I further declare that any ideas, concepts, or data that were taken from other sources have been referenced using appropriate citation methods. All sources used for this research work have been acknowledged through citations and reference lists. Any data or information that is not of my original research is properly credited in this dissertation. Any direct quotes have been identified and cited according to the guidelines of academic research.

I take full responsibility for any errors or omissions in this thesis and indemnify the institution from any claims that may arise from the use of this work.

LARBI Qwider

Dedication

I would like to dedicate this thesis to my loving family members who have been a constant source of support and encouragement throughout my academic journey. Their unwavering belief in me has been the driving force behind my success. I am also grateful to my friends who have always been there for me, providing both intellectual and emotional support. Finally, I would like to acknowledge the guidance and mentorship of my thesis supervisor Pr. A. BENSAFA, whose expertise and guidance have been invaluable in shaping my research. This thesis is a tribute to all those who have contributed to my academic and personal growth. *Thank you*

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Abstract

This thesis explores the effectiveness of a discourse-based approach to teaching business English among Master1 Economics students at Tlemcen University. The study aims to investigate how a discourse-based approach can enhance students' linguistic and para-linguistic skills , chiefly, communicative competence in the workplace, particularly in the field of economics. The research is based on a qualitative case study design that employs questionnaires, interviews, observations, and pre- and post-test assessments to evaluate the impact of the discourse-based approach on students' learning outcomes. The findings and results reveal that the discourse-based approach helps students develop the essential language skills, in addition to other paralinguistic skills such as critical thinking, cultural awareness, cross-cultural communication, negotiation, and other workplace skills which are crucial for effective communication in the business contexts. The research study ends up with practical suggestions and recommendations that will contribute to the existing literature on language teaching and learning by demonstrating the value of a discourse-based approach to teaching business English and its potential for enhancing students' communicative competence.

Key Words: Authentic Materials, Business English, Discourse Analysis, ESP, Needs Analysis.

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List of Acronyms

AI: Artificial Intelligence

AM: Authentic Materials

BE: Business English

BEAP: Business English for Academic Purposes

BEOP: Business English for Occupational Purposes

CLIL: Content and Language Integration Learning

CR: Consciousness Raising

DA: Discourse Analysis

DBA: Discourse Based Approach

EAP: English for Academic Purposes

EBP: English for Business Purposes

EFL: English as a Foreign Language

EGP: English for General Purposes

ELT: English Language Teaching

EOP: English for Occupational Purposes

ESL: English as a Second Language

ESP: English for Specific Purposes

ESS: English for Social Sciences

EST: English for Science and Technology

EVP: English for Vocational Purposes

FF: Form Focus

GE: General English

LMD: License Master Doctorate

Ls: Learners

MF: meaning Focus

NA: Needs Analysis

NH: Noticing Hypotheses

PSA: Present Situation Analysis

TSA: Target Situation Analysis

Tt: Teacher

GENERAL INTRODUCTION

General Introduction

English for Specific Purposes is a branch of ELT that refers to the learning and teaching of English as a second or foreign language where the aim is to use English in a particular domain (Paltridge & Starfield, 2013, p.2).In today's globalized world, ESP has become a buzzword as it is essential for learners to have a specialized language for their respective fields. ESP encompasses various branches, including medical, engineering, legal, and business English, which are significant parts of academia worldwide. Among these branches, Business English has emerged as the hallmark of ESP, given the growing demand for effective communication in the business world. As a result, the need for Business English instruction has increased substantially, with businesses seeking to equip their employees with the necessary language skills to operate effectively in the international market.

In Algeria, throughout the last few decades, English language replaced French which was the only foreign language used in the Algerian academia. This shift led to teaching and learning English within almost every department. Accordingly, in the field of Economics, learners deal with business English courses during all stages. However, despite its significance, these courses are not delivered by teachers who are specialised in this field, nor they follow ESP teaching principles. For instance, in Tlemcen University these courses are mostly taught by whether part-time teachers of general English or newly Master graduated teachers whose specialities have no relationship with business and economic matters. Also, they do not apply ESP teaching fundamentals while designing there courses such as needs' analysis. Moreover, there is no official syllabus to follow, thus, the courses are delivered randomly without preliminary preparation. Besides that, English module has low coefficient, and that leads to students' lack of interest.

Despite the fact that Business English teaching is one of the most rapidly growing areas of ESP nowadays, both teachers and syllabus designers seem to operate in the dark.

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Teaching Business English in Algeria has been facing lot of challenges. Undeniably, this has a negative impact on students' comprehension and learning proficiency, on the one hand, and on the teacher' performance, on the other. Henceforth, implementing an appropriate method for teaching this branch of ESP has become a must. In fact, linguists have set many teaching approaches in the field of ELT. However, in an ESP context this seems to be somehow complicated due to the diversity, particularity and the specificity of ESP courses.

There are several challenges teaching business English faces in the Algerian case. Firstly, English is not the primary language in Algeria, and most students have limited exposure to the language. As a result, they may struggle to understand the nuances of Business English. Also, it might be seen a lack of qualified teachers. In Algerian universities, there is a lack of qualified teachers who are proficient in both their subject and English. This limits the quality of instruction provided to students. Additionally, most universities in Algeria lack the necessary resources to provide quality Business English teaching. This includes textbooks, multimedia resources, and access to online learning platforms. Moreover, curricula used in most Algerian universities may not be up-to-date with current industry trends and practices. This can limit the practical application of the knowledge gained by students. Finally, there may be a lack of adequate language proficiency assessment tools to determine the level of English proficiency of students. This can lead to placing students in the wrong level, which can negatively impact their learning outcomes.

In the same line of thought, one major problematic related to teaching business English is the challenge of choosing the appropriate approach. There are various methods and approaches to teaching language, and it can be difficult to determine which one is best suited for business English learners. For instance, some approaches emphasize grammar and vocabulary acquisition, while others focus on the development of communication skills and

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the use of language in real-life situations. Additionally, some approaches may be more effective for learners with different learning styles, backgrounds, and goals.

Another challenge is determining the appropriate level of language proficiency and course content for business English learners. It can be difficult to strike the right balance between providing learners with the necessary language skills for their specific business contexts while also ensuring that they have a strong foundation in general English language skills. Furthermore, the fast-paced and ever-changing nature of the business world means that there is a constant need to update course content and teaching methods to reflect the latest trends and developments in the industry.

Likewise, the choice of the suitable teaching method and approach is also one of the challenges in Business English teaching in Algerian higher education. Different students have different learning styles, and one teaching method may not be suitable for all students. Additionally, the Business English course content may require a specific teaching approach to be effective. Therefore, teachers need to be able to choose the most suitable teaching method and approach for each course and group of students. This requires knowledge and experience in teaching Business English, which is a challenge in Algerian higher education due to the shortage of qualified teachers. To address this challenge, teachers can receive training on different teaching methods and approaches to enhance their skills and knowledge in teaching Business English. Additionally, collaboration between teachers and industry experts can provide valuable insights into the most suitable teaching methods and approaches for specific business sectors.

Consequently, the fundamental purpose of this thesis is chiefly to investigate the existing situation of ESP teaching /learning process within the Economics Department at Tlemcen University. One more basic objective of this present investigation is to inspect the

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effects of teaching through the use of authentic materials under the discourse-based approach. In doing so, a set of adopted real-life discourses related to economic and business themes have been opted as a salient criterion. The chosen sample population which is investigated in this study are Master 1 students at the Faculty of Economics at Tlemcen University. Thus, the question which is encountered in this present study is how to implement an appropriate approach to teaching Business English to Master1 Economics students at Tlemcen University which meets the students' needs and expectations.

For the sake of overcoming the aforementioned challenges, there is a need for concerted efforts to improve the quality of Business English teaching in Algerian higher education. This can be achieved through providing adequate resources, hiring qualified teachers, updating the curriculum, and using appropriate language proficiency assessment tools. Additionally, promoting English language proficiency through extracurricular activities such as debates, public speaking, and business simulations can help to enhance students' language skills and practical application of their knowledge. Henceforth, choosing the appropriate approach to teach business English can be a complex and challenging process. It requires careful consideration of the learners' needs, goals, and backgrounds, as well as an understanding of the latest developments in the field of language teaching and the business world.

In this regard, the discourse-based approach has been found, by scholars, to be useful to teach many areas of English such as grammar, literature and vocabulary building. Unlike traditional language teaching methods, the discourse-based approach emphasizes the importance of context, interaction, and meaning in language learning. By studying how language is used in real-life business situations, learners can develop the ability to communicate effectively and confidently in a variety of settings. One of the key advantages of

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the discourse-based approach is that it allows learners to develop both their linguistic and communicative abilities simultaneously. Rather than just memorizing grammar rules and vocabulary, learners are exposed to authentic business communication situations and are encouraged to use language to achieve a specific communicative goal. This approach helps learners to develop their language skills in a way that is relevant to their real-life needs, making their learning experience more engaging and effective. Additionally, this approach helps learners to develop their critical thinking skills and problem-solving abilities. By analyzing and responding to different business communication situations, learners are able to develop their ability to make decisions, negotiate effectively, and engage in successful business transactions.

Moreover, The discourse-based approach is a language teaching method that emphasizes teaching language in context, by using authentic discourse situations such as conversations, texts, and other forms of communication that occur in real-life situations. This approach is grounded in the belief that language is a social practice, and that learners need to develop an understanding of the rules and conventions of language use in context to become effective communicators in the target language. The discourse-based approach goes beyond the traditional focus on grammar and vocabulary instruction, and instead emphasizes the importance of developing learners' pragmatic and sociolinguistic competence. This includes understanding the cultural and social factors that influence language use, as well as developing the ability to use language appropriately in different settings and situations. The discourse-based approach is characterized by a learner-centered and task-based approach, where learners are encouraged to interact with each other and with authentic materials to develop their language skills. This approach is increasingly popular in business English contexts, where learners need to develop the ability to use language effectively in a range of professional settings and situations. On the whole, the discourse-based approach is a highly

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effective method for teaching language in context, and for developing learners' communicative competence in the target language.

In a nutshell, the discourse-based approach is likely to be a powerful tool for raising the linguistic and communicative capabilities of business English learners. By providing learners with authentic communication situations and encouraging them to use language to achieve specific goals, this approach can help learners to develop the skills they need to succeed in their careers and achieve their professional goals.

In toto , this study is an attempt to explore the usefulness of using discourse analysis as an approach to teaching English for specific business purposes and helping students achieving their academic requirements as well.

To fulfil the aforementioned objectives, finding solutions to the problematic and conducting this research study, a discussion of the following question is raised:

To what extent could the use of a discourse based approach be beneficial to Master 1 economics students at Tlemcen University in achieving their needs and requirements on the one side, and developing their linguistic, cultural and communicative abilities on the other?

The genesis of this research lies in a number of questions:

-R.Q 1: Are the courses of Business English delivered to Master1 students at the Faculty of Economics taught effectively?

-R.Q 2- Why do Master1 students at Economics Faculty at Tlemcen University need English?

R.Q 3- To what extent can the discourse-based approach be useful to enhance Master1 students at the Economics Faculty at Tlemcen University's linguistic and paralinguistic capabilities?

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In order to finding answers to the abovementioned questions, the following hypotheses were reformulated:

RH1- English language courses which are delivered to Master1 students at the Faculty of economics at Tlemcen University are likely to be taught ineffectively.

RH2- Master1 Economics learners may need English primarily to reach educational success, through obtaining good marks, on the one hand, and to improve their linguistic, cultural, and communicative competencies on the other.

RH3- The discourse-based approach may be useful to enhance Master1 students at the Economics faculty at Tlemcen University linguistic skills (reading, writing, speaking, listening, and vocabulary building) and para-linguistic skills such as communication, critical thinking, and cultural awareness.

This study is planned to be taken at the Economics department in Tlemcen University. The scope of the study will be limited to Master1 students. This study aims at implementing a discourse-based approach to teach business English to this group of learners. The sample population will be taken from these classes; teachers and students will be haphazardly chosen in order to form a sample size of fifty (50) Master1 students, six (06) teachers of English, and thirteen (13) subject-specialist teachers from the faculty of Economics at Tlemcen Unversity. The estimated period is one academic year.

The present thesis is divided into four interrelated chapters. The first chapter is an attempt to provide the theoretical part of the study through which themes related to ESP, business English teaching and discourse analysis are reviewed. The second chapter, on the other hand, discusses the data collection process and how was the research conducted. In other words, it presents the research methodology   and the procedures of choosing samples and collecting data as well as the selected tools of gathering information. As for the third

chapter, it seeks to analyze and interpret the gathered data. In this chapter a response to the research questions is given with regard to the collected data from the different sources. Finally, the fourth chapter aims at providing some practical recommendations and suggestions in order to promote the teaching and learning of Business English in Algerian universities on the one side, and helping learners to enhance their linguistic capabilities, on the other side.

Chapter One

Theoretical Perspectives to Business English Teaching

Chapter One

Theoretical Perspectives to Business English Teaching

1.1 Introduction

English for Specific Purposes has become the buzzword in nowadays globalized world. Due to the demands of a specialized language, ESP, in its various branches, has been a significant part of the academia, worldwide. Respectively, Business English, as the hallmark of ESP, has been increasingly needed. This chapter aims at surveying and evaluating relevant research in ESP in general and, Business English, in particular. First of all, it covers what has been written about both concepts from their very beginnings until recently. Secondly, it sheds light on the concept of discourse analysis as well as the features of the business discourse. Moreover, this current chapter tries to depict the situation of teaching Business English in Algerian universities. Finally, it outlines an overview about discourse-based teaching approach.

1.2. Section1: Theoretical Background on Business English

This section is an attempt to shed light on the existing literature related to business English. It starts with defining the most important concepts of ESP as well as the teaching of business English.

1.2.1 ESP Defined

Since its appearance in the 1960's, English for Specific Purposes, as a trend of ELT teaching, has been recognized as one of the basic educational activities in the field. As a new approach, ESP has been given various definitions and interpretation among academics as has been quoted by Anthony (1997):

> 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 used in academic studies or the teaching of English for

vocational or professional purposes. (pp 9-10)

To start with, Mackay and Mountford (1978) see that the term ESP is commonly regarded as teaching English for a clearly "utilitarian purpose" (p.2). In their argument, ESP learners should be taught English in a way that allows them to read and understand books, magazines and newspapers written in English which are basically related to their field of specialty, on the one side, or to use this specific English in their future profession, on the other.

In the same vein, Robinson (1991) pointed out that ESP students learn English language "not because they are interested in the English language or English culture as such but because they need English for study or work purposes" (p.2). Accordingly, Basturkmen (2006) emphasized that in an ESP context; learners do not learn language to merely gain a "general education" (p.18), but rather to properly prepare them to smoothly arrive at enhancing their linguistic efficiency, and this, could be academically or professionally. It could be understood from these views that ESP lectures are not simply taught for the sake of gathering general knowledge but they should be designed in order to get specialized knowledge.

More recently, Paltridge and Starfield (2013) go a step further in their view about ESP. According to them, ESP refers to the" teaching and learning of English as a second or foreign language where the goal of the learners is to use English in a particular domain" (p.2). In their view, ESP is learnt and taught whether as a second or foreign language with the particularity of specific purpose i.e. learners are encouraged to learn English because they have specific reasons and goal.

Generally speaking, with regard to the above-mentioned definitions, it might be assumed that there is a consensus among scholars that, ESP is "goal-directed" as described by Basturkmen (2006), i.e. it is an approach to language teaching which is based on learners' needs, goals and reasons for learning a language as stated by Hutchinson and Waters (1987) "ESP is an approach to language teaching in which all decisions as to content and method are based on the learners' reasons for learning"(p.19).

In short, owing to this, it could be stated that in an ESP context, the language, the learners, the objectives and even the teachers are mainly specific not general. Thus, it needs specific teaching approaches and methods.

1.2.2 ESP Characteristics

According to Strevens (1988), ESP has two major characteristics: absolute and variable characteristics.

1.2.2.1- Absolute Characteristics

First of all, ESP courses are designed to meet the specific needs of the learner. Secondly, ESP makes use of the underlying methodology and activities of the disciplines it serves related in content to particular disciplines or occupation. Moreover, ESP is centered on language specific to those disciplines or occupations. Thus, ESP courses are centered on the language (grammar, lexis), skills, and discourse appropriate to these activities. Lastly, ESP is in contrast to General English.

1.2.2.2- Variable Characteristics

To start with, ESP is restricted in the skills to be learned. Also, ESP does not be taught according to a particular methodology. Besides, Robinson (1991) suggested two more variable features to ESP courses, according to him, ESP program is goal-oriented and they are

designed to meet the learners' needs, teachers should use authentic materials. Moreover, in 1997, Dudley Evans and Saint Jones improved them by adding new feature ESP course are purpose–related orientation. Finally, ESP lectures are self directed.

In 1997, Dudley Evans and Saint Jones made some changes by adding some new features for ESP and removing some. In this respect, ESP may be related to, or designed for, specific disciplines ;ESP may use, in specific teaching situations, a different methodology from that of General English ;ESP is likely to be designed for adult learners, either at tertiary level institution or in a professional work situation ; ESP is generally designed for intermediate or advanced students ; ESP course assumes that learners have some basic knowledge of the language system, but it can be used for beginners.

1.2.3 The Distinction between ESP and General English

Despite the above mentioned definitions, one may ask 'what distinguishes ESP from GE?'. Hutchinson & Waters (1987) answered this simply: "in theory nothing, in practice a great deal" (p.53).Although they may seem identical, ESP and General English or EGP English for General Purposes differ in a set of areas. The table bellow summarizes the main differences between them according to Widdowson (1983).

ESP	EGP
-It focuses on training.	- The focus is on education.
- Selection of appropriate content is easier since the English is intended to be used in specific vocational contexts.	- Since the future needs of the learners are hard to predict, course content is more difficult to select.
- The aim of an ESP syllabus may only be to build a restricted English competence.	- As a consequence to the above point, it is significant for the content in the syllabus to have high surrender value.

Table 1.1: Distinction between ESP and EGP

It might be noticed from the table above that English for Specific Purposes differs from GE in some points. Firstly, in terms of purpose, in ESP, the emphasis is put on training i.e. its learners need training in a specific area, whereas GE concentrate more on general education of the language. Secondly, in terms of course content, as in ESP courses the learners' needs are hard to be identified, the course selection seems hard too. Meanwhile, in GE, the content selection is easier since the objectives are previously designed. Finally, in terms of syllabi, ESP syllabus aims chiefly to build a limited English area. Unlike ESP, GE syllabus is likely to have principles since it is designed to educate young learners.

To put it on a nutshell, one can say that both GE and ESP are important for students. While GE teaches learners the basic linguistic skills, ESP focuses more on a specific area. Hence, both contribute in building a solid linguistic basis that helps students to get the confidence to react properly in the new modern world.

1.2.4 History of ESP

Over the past five decades, English for Specific Purposes has advanced rapidly and become one of the substantial approaches in the ELT worldwide.

The early origins of English for Specific Purposes have been traced back by Hutchinson and Waters (1987) to the end of Second World War. In fact, the new commerce-driven world, led to the demands of learning a new conventional language. Due to many economic concerns, the choice was given to English which was considered as the accepted international language. Also, with the rise of cross-cultural communication, English was seen as the new lingua franca that meets the needs of the non-native English speakers (Teodorescu, 2010, pp. 67-74).

Subsequently, due to the changes in the world markets, the advancement in technology as well as the growth of the world' economy have led to the emergence of ESP as a new approach as stated by Hutchinson and Waters (pp 6-7).

Since that time, English for Specific Purposes has developed and grown to be one of the most extended fields of study in nowadays EFL teaching. This improvement is reflected in the ever-increasing amount of ESP related courses offered throughout the world.

The ESP evolution has revealed a moderate but definite growth over the past decades. Hutchinson and Waters (1987) expressed that "ESP was not a planned and coherent movement, but rather a phenomenon that grew out of a number of converging trends." (p.6). Owing to this, ESP has emerged due to the combination of some factors.

1.2.4.1 The Demands of a Brave New World

The world after the end of the Second World War has been reshaped. As a result, this era witnessed a remarkable increase scientifically, technically and economically worldwide. On account of this expansion, this new world was driven and dominated by two hallmarks, namely, technology and commerce. This led to a demand for a common global language. For various reasons, most importantly, the economic power of the U.S.A on the aftermath of the WW2, English was the selected language. Admittedly, English was seen as the key to the international currencies of technology and commerce and it became the "accepted international language of technology and commerce" (Hutchinson and Waters, 1987, p.6). After that, a new generation of English learners who were truly recognized the reason why learning a language. That is, English was learnt neither for merely education matters nor as a pleasurable activity. By the early 1970s, this linguistic growth was triggered by the OIL Crises of 1973, which led to an immense flow of resources as well as Western know-how into the petroleum countries. To put it on the nutshell, English has become a subject area not only to language educators but also to ordinary people.

1.2.4.2. A Revolution in Linguistics

Simultaneously with the growth of demands of English, the study of language itself was affected. Before that, Linguists were focusing, basically, on the usage of the language i.e. grammar. However, new linguistic studies, for example Widdowson (1978), have revealed that the usage of language grammatically is actually different from the usage of real life communication. Also, in the late 1960' and the early1970'a set of studies : Ewer and Latorre (1969) ; Swales (1971) Selinker and Trimble (1976) and others , to name a few, found out that the fact that there is a difference in the real life means that there are some differences of the usage of language in some areas of life such as engineering and commerce, on the one hand, and if the language differs from one situation to another, it would be likely to study the characteristics of specific situations and make them as starting point for learning the language. Consequently, through analyzing linguistic characteristics of the specific area of language study, a specific group of learners could be identified. At that era, the focus was on scientific and technical English (EST) more than other areas. As a result, the "guiding principle of ESP" became as follows 'Tell me what you need English for and I will tell you the English that you need" (p.8).

1.2.4.3. Focus on the Learner

Additionally, as the studies in educational psychology progressed, it remarkably contributed to the growth of ESP through focusing fundamentally on the learners and their behaviors towards learning. Without doubt, learners were likely to have various needs and interest, which had direct influence on their motivation to learn and thus on the efficiency of their learning. Owing to this, a set of courses in which relevance to the learners need and interest had been developed. In doing so, learners' motivation would be improved and learning would be better and faster.

In conclusion, the expansion of demands for English to meet particular needs together with the developments in the linguistics and educational psychology marked the emergence and growth of a new trend of ELT. This new area of language has been introduced to suits different teaching situations such as business, science and technology, medicine...etc, and provide the learners with the needed knowledge of English in order to perform activities in their specific fields. This novel trend is referred to as ESP (English for Specific Purposes). (Hutchinson & Waters, 1987, pp 6-8)

1.2.5   Stages of ESP

As a new discipline, ESP, in its developmental process, has gone through five main stages. According to Hutchinson &Waters (1987) "ESP is not a monolithic universal phenomenon" (p.9).

1.2.5.1. The Register Analysis Phase (approximately 1965-1974):

Chronologically, this stage took place in the late 1960's and early 1970's. This period coincided with the works of Peter Strevens (1988); Halliday & Stevens (1964); Ewer & Lattore, (1969); and John Swales (1971). Fundamentally, the idea was that the English that is used in specific area is different from that used in other discipline. This difference is primarily in the register. For instance, the language of Engineering is not the same as the language which is used in Business, Biology and even General English. Owing to this, the main aim was to analyse and identify the grammatical and lexical features of the register, and then use them as teaching materials in order to design a specific syllabus. Among the examples of such syllabi was "*A Course in Basic Scientific English"* written by Ewer and Latorre (1969).

1.2.5.2. The Rhetorical or Discourse Analysis Phase (approximately 1974-1980)

After the register analysis, a second phase in the developing process of ESP has been occurred, namely, the rhetorical or discourse analysis. In this stage, the focus had been moved

from the register i.e. from the sentence level to the discursive level. These ideas were supported by the works of Allen & Widdowson (1974) as they claimed 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». (Allen & Widdowson, 1974, p.3)

Basically, in their perspective, the idea was that the rhetoric patterns and the textual structure of texts divers from field to field. As an example, the scientific text is different from the commercial one. ESP teaching materials, thus, are based on analysing the discursive features of the texts. In this respect, learners, under discourse –based approach are taught to identify the textual patterns as well as discourse markers, and this, through text 'diagramming' tasks.

1.2.5.3. The Target Situation Analysis (approximately 1980-1987)

In this third stage, the focal point has been shifted to the reasons students need ESP for. Hence, the basic goal was to identify and analyse the linguistic features that the learners need to accomplish in the 'target situation'. In this respect, ESP courses are designed in such a way that enables learners to use the language they learn in order to function properly in this target situation and this could be reached by ,first, identifying the target situation and then, through a thorough analysis of the linguistic features of this situation. In other words, ESP syllabuses are designed according to outcomes of the target situation analysis or, put it differently, the process of 'needs analysis'.

1.2.5.4. **The skills and Strategies Approach**

In this fourth stage in the progressive process of ESP, the focus went "below the surface" of the language. The consideration is given not to the language *per se* but to the "thinking process". The fundamental idea was that regardless of the surface forms of language, the focus should be done to the interpretive strategies. In this regard, ESP learners could comprehend the language through some common reasoning processes rather than the code itself. For instance, through using some tasks such as word guessing from the context. Practically, this approach is likely to be used in reading as well as listening skills and strategies.

1.5.5.5. A Learning-Centered Approach and Genre Analysis [1987-to date]

The last stage in the advancement of English for Specific Purposes focuses more on the learning process. The essential point in this phase was to thoroughly comprehend the language learning activity as claimed by Hutchinson and Waters (1987) "a truly valid approach to ESP must be based on an understanding of the processes of language learning" (p.14). In their view, although what has been discussed earlier in the previous stages would be beneficial and helpful to ESP learners, the concentration on understanding and developing the learning processes is of paramount significance.

In brief, it is to be mentioned that ESP in its journey of development, and due to its present status, it still needs progress especially in finding a truly practical approach that meets the never ending and limitless ESP learner's needs.

1.2.6 Branches of ESP

Since its emergence, scholars tried to divide and classify ESP into different types and branches. This classification differs among scholars according to many criteria.

Chronologically, ESP has been classified, first of all, by David Carter in 1983 where he identified three types of ESP: English as a restricted language; English for academic and occupational purposes and English with specific topics.

Regarding the first category identified by Carter, ESP is seen as a restricted language. In his view, the language of some people is different from that used by others. For instance, the language of international air traffic controller could be seen as 'special' because they use a 'restricted repertoire' which allows them to communicate effectively.

With regard to the second branch of ESP, two main categories have been identified: English for occupational and academic purposes. In his perception, Carter sees that ESP is learnt whether by learners who want to reach academic goals or by learners who are already professional and they want to achieve occupational objectives.

The final categorization given by Carter is English with specific topics. According to him, in this type of ESP learners are simply have some future needs in specific areas such as scientists who want to learn English for postgraduate studies or to learn English needed to attend conferences or work abroad.

Afterwards, Hutchinson and Waters (1987) provided what is known the ELT tree (figure1.1). In their classification, they categorized ESP into different types: English for Science and Technology (EST); English for Business and Economics (EBE) and English for Social Studies. Also, they subdivided each category into two sub-branches, namely, English for Academic Purposes (EAP) and English for Occupational Purposes (EOP). Unlike Carter, Hutchinson and Waters focus in their division on the area of learning i.e. what kind of course learners need.
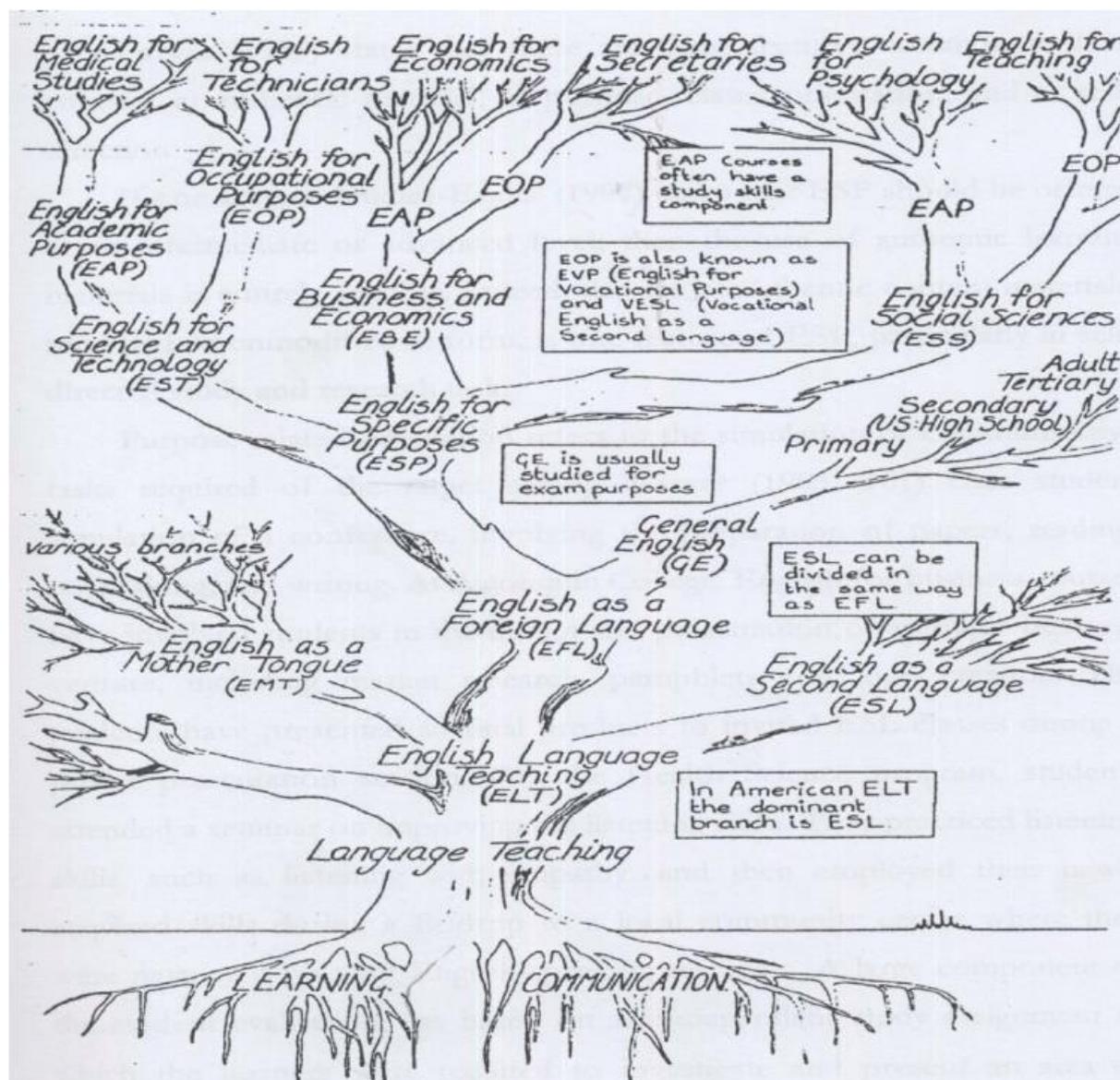
Figure1.1 : The ELT Tree Source: Hutchinson and Waters (1987, p.17)

Subsequently, Robinson (1991) went a step further in ESP classification. According to

him, ESP is mainly composed into two categories English for Occupational Purpose (EOP)

and English for Academic or Educational Purposes. With regard to the first category, it could

be divided according to the experience of the learners. EOP learners are whether pre-

experience learners i.e. without any experience in the occupation or less experience, in service

learners who are already practicing the profession and post-experience learners who have long

experience in the field. EEP /EAP learners, however, have been categorized into two classes:

English for study in a specific discipline and English as a school subject. Each of the aforementioned classes is divided according to the situation of the learners. The learners who study English as a specific discipline are whether in a pre-study phase, in study or post study. Meanwhile, those who study English as a school subject could be independent i.e. they are volunteers who want to enhance their knowledge or integrated learners who learn English simply as a school subject that is included in their syllabus (figure1.2).
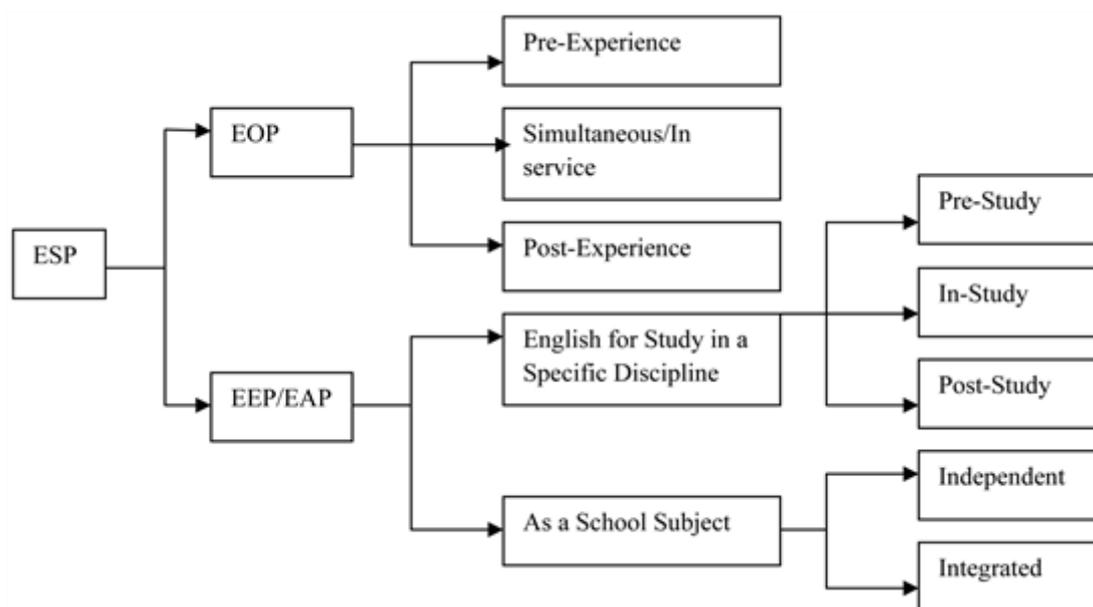
Figure1.2: Robinson's Classification of ESP .Source Robinson (1991,p.3)

According to the above mentioned classifications of ESP, it might be simply claimed that ESP, throughout the years, has been extended and developed to get its actual status to be one of the highly demanded disciplines. Due to its expansion and diversification, ESP has positioned itself among the tremendously recommended practices in almost all the areas both academically and professionally.

1.2.6 Business English as a Branch of ESP

Earlier in the ELT tree, ESP has been divided into three main branches, namely: EST; EBE and ESS. Among the previous subdivisions, English for Business and Economics (EBE) is the most demanded one due to many reasons such as the growth of the global economy that

led to the spread of cross-cultural communication as stated by Estaban and Pérez Cañado (2004) "English has become the primary language for doing international business" (p.137). Scholars simply refer to EBE as Business English BE. As its name showcases BE is the language used in business communication among speakers who use English as a lingua franca. Owing to this, Yan Wu (2013) published an article in which he refers to BE as Business English as a lingua franca BELF. In the same vein, Gore (2007) claims that:

> In today's business world, anyone working in marketing
>
> or advertising needs English in order to do their job.
>
> Whether you are talking to clients, discussing new
>
> advertising campaign for your company, establishing a
>
> new marketing plan, or writing press release – you will be
>
> using English more and more. (p. I)

Due to the massive demand of ESP, both in academic and professional arenas, a remarkable importance has been given to teaching and learning Business English in the recent couple of years.

1.2.6.1 Business English Defined

Experts and scholars have provided different definitions of Business English (BE). Providing a common definition for Business English was always unattainable. Evidently, they provide set of names such as Business English, English for business communication and English for Business Purposes.

To start with, some scholars such Nick Brieger (1997), Fan Feiran and Zhoubin (2015) and Jiang Yanxin (2015) defined BE as the branch of English for specific purposes which is represented as a variant of social function. Besides, they simply refer to it as the English used in business occasions which contains a multiplicity of business activities that meet the need of commerce.

In the same line of thought, Mark Ellis and Christine Johnson (1994) in their book *"Teaching Business English"* cited in Yan Wu (2013) have defined BE by identifying its characteristics from five aspects: "Much of the language needed by business people (apart from social language) will be transactional."; "Social contacts are often highly ritualized." ; Clear information should be conveyed within a short time.; The language used in business "will be neither as rich in vocabulary and expression nor as culture-bound, as that used by native speakers, but will be based on a core of the most useful and basic structures and vocabulary." And Business English courses differ greatly in some aspects like needs analysis, assessment of level, syllabus, course objectives, etc. (Yan Wu,2013,p.130).

Furthermore, Lin (2004) cited by Yan Wu (2013) provides a definition to international BE from four aspects:

a) From the viewpoint of ESP, it could be seen as an attitude when dealing with international business interactions, rather than an 'innovative or creative work'.

b) It is a global language, which differs from Standard English.

c) As a main grown-up subdivision of ESP, it could be taught whether as "EGBP (English for General Business Purposes) or ESBP (English for Specific Business Purposes)".

d) In teaching BE, learners' needs should be taken into account and respect for individual differences must be shown, too. Ibid.(p131).

Additionally, in an answer to the question "What is Business English?" Norman Whitby (2006) proclaims that BE is the language that "helps business people worldwide to be able to trade and work together" (p.9). In doing so, according to him, Business English has four main components, namely, Business vocabulary; language skills useful for business; grammar and business topics. (p.9)

Moreover, some academicians define BE by comparing it with General English. Ellis &Johnson (1994) provide a distinction between BE and GE as shown in Table 1.6.

Table 1.2

Distinction between BE and GE.

Pre-course Preparation	Business English	General English
Needs Analysis	To assess the needs of the company, the job and the individuals. To define the language level required by the job. In-company training departments must take decisions about the type of training needed.	To assess the language needs of the learners.
Assessment of level	Using formal tests or interviews	Placement tests pr interviews to allocate learners to courses.
syllabus	Set courses will have fixed objectives and syllabus; Special courses will require a special syllabus and one-to-one courses may develop syllabus and content on an ongoing basis.	Often determined by choice of course book and end of course exam. Syllabus is wide-ranging by encompassing a wide range of vocabulary which is found in all styles.
Course objective	Determined according to the needs' analysis findings. It might include the tasks and skills required in the level of learners.	Objectives are pre-determined. Learners may have their own objectives n interests and desires.
Time	In companies, there are time-constraints because training are cost-effective. Likewise, in colleges and universities.	Language study is open- ended.
Learner expectation	Learners are likely to be goal-oriented expecting success.	Although learners want to make progress, they are less likely to reach specific targets.
Materials	Materials such as audio and videos might be useful in business courses. Yet, it is necessary to develop materials for specific course.	A wide choice of materials is available at all levels.
Methodology	There is a similarity with GE methods. However, in BE new ideas might borrowed such as problem solving decision making, team building...etc.	A broader range of techniques are used.
Evaluation of progress	In companies and workplaces the generally make evaluate the success of the communication. However, in colleges and universities, spoken or written examinations are used in evaluation.	Formal examinations whether spoken or written in which learners given marks according to the grammatical accuracy as well as vocabulary.

Table 1.2: Difference between Business English and General English (Adapted from (Ellis &Johnson, 1994, pp.10-13)

As the Table 1.2 showcases, though they share a set of similarities, BE is different from GE in many aspects. Starting from the needs analysis till the evaluation process, each one has its uniqueness. Briefly, the distinction might be seen in the specificity of BE's learners and courses. Unlike GE, BE learners have specific needs, thus, it is likely to conduct a thorough prior needs analysis and level testing in order to identify these needs and the learners' level as well as the learners' expectations. Using the findings of these analyses, BE course objectives could be easily designed as well as providing the necessary materials that fit the course content and deciding the allotted time too. Dissimilar to GE, deciding the suitable methodology that properly facilitate reaching the course objective is crucial in BE because of its particularity. Finally, due to its specificity, evaluating the learning progress is vital in BE since it is likely to attain the course objective on the one side and the learners' needs and expectations on the other.

Owing to the above mentioned views of BE. It might be noticed that there is no common and universally acknowledged definition of BE since it is seen differently among scholars. Howbeit, it might be concluded that Business English refers chiefly to the language that aims primarily to enhance the communication skills within people doing business. It focuses mainly on the language and skills required in business settings such as, business conversations, meetings, presentations, correspondence, negotiations, report writing and socializing, to name a few. Thus, as an important ESP subdivision, Business English become more and more demanded fields worldwide both academically and professionally. As a result, specialists in the field attempted to provide a classification of BE according to its purpose.

1.2.6.1 Branches of Business English

Basically, as any ESP subdivision, Business English has been divided by specialists in the field branches. According to ESP scholars, BE is divided according to the reason it is learnt. Thus, it has been come up to subdivide it to Business English for Academic Purposes (BEAP) and Business English for Occupational Purposes (BEOP). Correspondingly, educationalists provided different names and categories in order to determine academic and occupational contexts in BE teaching.

Hutchinson and Waters (1987) classify it as English for Business and Economics EBE and divide it into EAP and EOP which are broken down into English for Economics and English for Secretaries (p.17). For them, people need to learn business English whether to reach academic goals or to use it to communicate properly in their profession.

Subsequently, Dudley-Evans and John (1998) distinguish between two major types of BE courses according to the academic and occupational context. According to them, BE is divided into English for Management, Finance and Economics and English for Business Purposes. The former type, according to them, is concerned with the academic and educational settings such as economics, accounting, marketing, management, business and banking. However, the second one's concern is the language used in the professional settings. Also, they classified it into English for General Business Purposes and English for Specific Business Purposes.

All in all, as mentioned above, BE has been classified differently among scholars. Yet, their classifications were logically presented. It might be said that BE has been increasingly developed recently and hence its classification needs to be updated and revised by adding new subdivisions responding to the latest expansion in the business world such as e-commerce.

1.2.6.3 Features of Business English

As stated above, Business English is an important branch of ESP. Although they share the same principles, business English differs from both GE and ESP in some areas as claimed by Pickett (1986) as he sees that "business and commerce are by definition an interface between the general public and the socialist producer" (p.1). In this regard, he suggests a diagram that showcases the placement as well as the interrelationship of business communication among both the public on the one side and among specialists on the other side. This is summarised in Figure 1.3 below.

Figure 1.3 : Pickett's Diagram cited in Dudley Evans & St John (1998) p.55

In Pickett's standpoint, BE discourse has two channels. First of all, with the public i.e. with people who are not specialized in business. Through this channel, the business discourse is done using General English. Secondly, the communication is done among businesses. In this case, these specialized people interact among each other using specific language. By the same token, he sees that the different partners in business communication could be: business to public; business to business and business to business area.

It is important for BE students to know the features of business discourse, because it would develop their communicative abilities and skills. In a study about the specific features of speech etiquette in teaching English, Yakhshiboev (2021) affirms that the goal of teaching speech etiquette in a foreign language class is to help students acquire communication skills that they can use in everyday situations. It's also crucial to help learners improve their common language skills, as well as their intellectual, cognitive, and mental processes, which are all necessary for mastering foreign language communication (p202).

In their work, *Cognitive and Discoursive Features of Speech Etiquette in Corporate Communication*, Malyuga et al. (2019) depicts that:

> In business communication, the speech of interlocutors should follow certain rules of conversation; otherwise the parties will not achieve consent. Both oral and written behavior of partners should conform to the stereotypes of specific social and cultural backgrounds. Moreover, the speech etiquette is a significant aspect of any national culture. Speech behavior, different communicative formulas are derived from traditions, experience, national identity and national lifestyle. (Malyuga et al. 2019, p.311)

Thus, BE has a set of lexical, linguistic, grammatical, rhetoric, and syntactic features that make it unique and purely special. It is likely for business English teachers, then, to understand these specificities in order to fully meet the learners' different academic and professional needs, on the one hand, and for Business English learners to comprehend them for the sake of better performing in business contexts and enhancing their business communication skills, on the other hand. Many prominent scholars and researchers have explored the different features of business discourse (Zhu & Liao, 2008; Dalalau, 2010; Daniushina, 2010; Malyuga, 2012 ; Pierini, 2014; Yanxin, 2015; Malyuga et al. ,2019; Krismayani, 2020; Yakhshiboev,2021.), to mention a few.

In what follows some of BE features are discussed.

1.2.6.3.1 Lexical Features of Business Discourse

To start with, BE has some lexical characteristics. There is no doubt that the use of the accurate professional vocabulary is crucial. Consequently, one of the most important features of Business English is its particular terminology. The lexical features of BE include the specialization, formalization and standardization of vocabulary, polysemy, and compound and borrowed words as reported by Yanxin (2015).

     The Specialization of Vocabulary

In the business milieu, the choice of the appropriate terms plays a major role. Evidently, when reading business documents and newspaper articles, vocabulary peculiarity could be obviously recognized. As a pioneer in the field, Pickett (1985) quoted in Dalalau (2010) has classified BE language as "ergolect" meaning a work language. Besides, Ellis & Johnson (1994) argue that "with other varieties of ESP, Business English implies the definition of a specific language corpus and emphasis on particular kinds of communication in a specific context" (p.3).

Lexically speaking, Pickett (1985) considers that the vocabulary of business communication could be: (1) Function words that are similar to GE; (2) sub-technical terms that have both general and technical meanings and (3) technical terms that are purely related to a given area in the field of business.

In addition, Pickett believes that the business lexis is layered i.e. that it might have multiple expressions for the same function. In other words, in BE environment, the same statement can be utilized to interpret different meanings under different contexts Yanxin (2015). In Table 1.3 Zhu & Liao (2008) provide some examples in this respect.

Table 1.3 : Different meanings of the same word in GE and BE

Word	Meaning in GE	Meaning in BE
Minute	*one sixth part of an hour, equal to 60 seconds*	*A brief summary or record of what is said and decided at a meeting; make a mote of something in an official memo.*
Round	*shaped like a circle or a ball*	*(of a meeting) in which the participants meet more or less as equals.*
Principal	*person with the highest authority in an organization, esp in certain schools and colleges*	*(finance) money lent or invested on which interest is paid; capital sum.*
liquidate	*pay or settle*	*close down (a business) and divide up the proceeds to pay its debts.*
portfolio	*flat case for carrying loose papers, documents, drawings, etc*	*set of investments owned by a person, bank.*
composition	*thing composed, eg a piece of music, a poem or a book*	*(of business) paying off debt, liquidating.*
disposal	*action of getting rid of something*	*deal with or sell a bankrupt company*
turnover	*face in another direction by rolling*	*amount of business done by company within a certain period of time rate at which workers leave a company, etc and are replaced*
Outstanding	*exceptionally good; excellent*	*Not yet paid, done, resolved, etc. , an Outstanding cheque.*
Acquisition	*action of acquiring*	*Action of taking over another company; merger and Acquisition (M&A)*
draft	*a rough written version of sth that is not in its final form*	*a written order to a party to pay money to somebody*
cove	*to include*	*to protect sb against loss, injury, etc. by insurance.*

Table 1.3 : Different Meanings of the Same word in GE and BE. (Zhu & Liao, 2008, p.95).

Another example for this feature would be the immense amount of acronyms that are used in business language as stressed by Malyuga (2012) "the use of acronyms is one of the widespread ways of forming professional jargon" (p.8). For instance, in what follows some examples to indicate this specificity of Business English vocabulary: A.O.P (Annual Operating Plan) C. W. O (cash with order), B2B Business-to-business, B/L (bill of lading), a/c. (Account) , to give a few.

This could also be observed in the plentiful business idioms .Numerous are the instances in this regard: (1) In a meeting when a chairperson sais "we table the discussion" he or she means to "postpone the meeting"; (2) the expression "twist someone's arm" means "to

convince someone to do something that he or she does not want to do" and (3) "ahead of the pack" meaning "to be more successful than the competition".

In brief, from the above-mentioned, it might be stated that BE teachers have to be aware of the different categories of business lexis for the sake of dealing with the different teaching situations as well as the nature of learners.

♣ The Formality and Standardization of Vocabulary

In addition to the specification, the vocabulary that is used in business discourse is formal and standard. In his view, Yanxin (2015) sees that since English language is used internationally in business interactions as a lingua franca and, since it might be used by non-native speakers, it is likely to be used as formal language (p.30). However, Grygiel (2015) views that terminology represents the fundamental and most characteristic element of Business English. This specificity could be seen in its precisely defined concepts. Another typical characteristic is its formal style and lack of emotions. In this field, words have a fixed meaning and purely denotative function, and concepts are expressed in the shortest possible way. (pp 9-10).

♣ Polysemy, Compound and Borrowed Words

Another important property of BE is the notion of polysemy. Etymologically, the word polysemy has a Greek origins, it is composed of two parts "poly" which means "many" and "semy" which refers to "meaning". Thus, polysemy stands for the word that has different meanings. In business, the same term could have different meanings in different kinds of business English. Ibid. (p.31). A good example would be the word "good" which conventionally means something nice in, however in business English it refers to the singular of goods which means merchandises.

Additionally, BE is characterized with the use of compound and borrowed words. First of all, as the name indicates, compound words refer to the words that are composed of more

than one word. The specificity of business necessitates the creation of new words according to the advancements. For instance the word *flexy-time* refers to the type of work in which employees don't work for the normal working day time. Borrowed words, on the other hand, stand for the words from non-English origin. Since business may be done multinational situations, using strange vocabulary is unavoidable. In fact, "it is estimated that many Business English vocabulary which is from above 50% are borrowed from other languages at one time or another" ibid. (p.31). For instance, words like "*de facto"," per se",* are from Latin origins. The word *Rendezvous* is a French word which means an appointment or meeting.

In short, (Pierini, 2014, p.114), summarizes the main lexical features of business English in Table 1.4 below with a distinction between economics and business discourse.

ECONOMIC DISCOURSE and ENGLISH FOR ECONOMICS	BUSINESS DISCOURSE PROPER and BUSINESS ENGLISH
• *Language is used in limited ways and contexts (e.g. academia) Economics is the theoretical support and explanatory apparatus of Economic English.* • *It is an academic and scientific code used at specialist and inter-specialist level.* • *It involves a high degree of specialization and specific nomenclature.* • *Its main purpose is informative, so it excludes any aesthetic and emotive element.* • *Its main lexical features are: Mono-referential vocabulary: it allows for conciseness and semantic transparency (disambiguation).* • *Abbreviations and acronyms are very common.* • *Peculiar rules in word-formation: as in most scientific languages new words are often derived from Latin and Greek.* • *Peculiar and rigid text structure. Main norms are conciseness, precision and appropriateness.*	• *Language is used in limited ways and contexts (e.g. workplace).* • *Business activities (commerce and finance) are the practical implication of Business English.* • *It is a professionally-oriented language or a work language mainly addressed to a wider public and not necessarily to specialists.* • *It is divided into genres and subgenres due to the manifold activities it includes.* • *It may involve a high degree of specialization and specific nomenclature depending on the genres and subgenres considered.* • *Its main purpose is practical because it is the interface between the public and the producer or people who come together for the purpose of doing business. It may emphasize aesthetic and emotive elements.* • *Its main lexical features are: A smaller specific vocabulary and less stringent rules in word formation and*

• *Register is formal*	*text structure depending on the genre.* • *Main norms may be conciseness, precision and appropriateness (e.g. letters) but some genres are different (e.g. brochures, buyer-seller interaction) and based on persuasive language and rhetorical devices.* • *Register is often formal but it may depend on the genre .*

Table 1.4. The Distinctive Features of Economic Discourse, Business English and General English Source: Francesco (Pierini, 2014, p.114).

As the table showcases, it might be noted that business discourse is professionally-oriented, that is, it is specific for some portions of society. Also, it is characterized by its formality, specificity, conciseness, precision and appropriateness.

1.2.6.3.2 Syntactic Features of Business English

In addition to its lexical features, BE is characterized by a set of syntactic features.

🞜 **Politeness of Sentence**

Being polite is along the fundamental features of BE. As depicted by Malyuga et al. (2019), the principle of politeness "is the most important one in communication, because it determines the strategy of speech behavior. Considering the principle of politeness, the verbal behavior of the interlocutors is a special kind of communicative interaction, based on respect" (p.314).

Additionally, Yakhshiboev (2021) considers it as:

> Politeness in communication involves understanding the situation, taking into account the age, sex, official and social position of the communication partner. These factors determine the degree of formality of communication, the choice of etiquette formulas, and the range of suitable topics for discussion". (Yakhshiboev, 2021,p.201)

Hence, politeness in business communication plays a major role in understanding the interlocutor, on the one hand, and determining the speaker behavior on the other.

1.2.6.3.3 Grammatical Features of Business English Sentence

In business correspondences, articles, prepositions, and objects in certain sentences should be used according to grammar rules. However, they can be removed or are typically not used in business letters for brevity. Also, pronouns, and elements of tense and voice have a specific meaning in business correspondences.

Among the most significant grammatical features of business language, scholars have summarized the following:

➕ **Omission of Prepositions, Articles and Objects:**

JIANG Yanxin (2015) sees that in Business English it is often common to omit prepositions, articles as well as objects for the sake brevity. These are some examples for these features:

- We have accepted your order for 1,000 cases (of) Toilet Soap.

- We received your letter of 20th April, (the) contents of which have been duly noted

- If you can sell more, we can grant you (an) 8% commission.

As it is illustrated in the above example, leaving out some parts of the sentences is possible in business English. This feature is known in the business milieu.

➕ **Special Usage of Pronouns, Tense and Voice of Sentence**

Another characteristic of BE is the specific utilization of pronouns, tenses and sentence voices. Yanxin (2015) outlines that grammatically speaking the word "company" can be replaced with either " it" or "they", however in BE "they" is the one used more. For example, "SONATRACH is a leader in petroleum. They are among the top in the Mediterranean zone".

Also, it is important to know the appropriate use of the personal pronoun "I" in business English. The second personal pronoun is frequently used to express politeness. For instance, in the following two sentences: (a) I tell you that your goods will reach before

March 20; (b) Your goods will reach before March 20, it can be perceived that avoiding the personal pronoun is more suitable, as using it makes the receiver feels arrogance and selfishness.

Based on the above study, it might be concluded that in business contexts using pronouns properly is important as it guarantees politeness, courtesy .

When it comes to the use of tenses, it is frequent to use the present simple for events that have just passed and this in order to make the sentences sound as vivid as talking face to face. For example, in the following statement" your products have been received, and we find two missed pieces", the usage of "find" rather than "found" makes the statement appear to be face to face.

Besides, in business English sentences, active voice verbs are often employed rather than passive voice verbs. For example, it is better to use the form "SAMSUNG mobiles sell fast", instead of "SAMSUNG mobiles are sold well". Nevertheless, passive voice is more appropriate in some situations. For instance, to avoid the statement seeming like an instruction, we employ the passive voice instead of the active, as illustrated in the following two sentences: (a) you have to accomplish the task before next Sunday. (b) The task has to be accomplished before next Sunday. As it might be noticed, the first sentence looks as the speaker is using a rude manner, unlike the second one that seems more suitable in this situation.

Overall, it is to be mentioned that choosing the verb voice is of paramount significance in business English as it affects the meaning of the message.

Vague Words

In business contexts, it is common to use vague words in order to express politeness in some situations. Vague words refer to words that are weak words with no clear definition. They either have definitions that acknowledge the lack of specificity.

For example, in the following sentence, "you order will be ready as soon as possible" despite that fact that the exact date is not mentioned, the expression "as soon as possible" reflects that the order will be ready in a manner that satisfies the request. Another example, the word "moderately" in the sentence "Our goods are moderately priced" is used to emphasize that the condition of the buyer is ensured. Thus, one might said that using vague words properly is among the important features of business English.

1.2.6.3.4 Rhetoric Features and Social Formula of Business English

In addition to lexical, syntactic, and grammatical features, business English has some rhetoric characteristics that differs it from other branches of English language.

In his study about the language of advertisement, Yanxin (2015) outlines three key features that characterize the language of advertisement.

➕ **Analogy and Personification**:

To start with, analogy and personification are commonly utilized in ads. Rhetorically speaking, analogy refers to simile and metaphor. While simile is used to compare two distinct things using comparing words such as "like" and "as", metaphor means the use of a term that originally denoted one thing to refer to another without using comparing words.

A simile is an effective way to express symbolic ideas in the advertising sector. By using terms like as, like, as-so, as if, and so on, advertising taglines demonstrate a comparison between two very different items. Copywriters have made liberal use of this method.

Plenty of examples could be provided in this context.

- Now renting a car is as easy as signing your name (a Car advertisement).

- The truck like a rock (Chevrolet advertisement).

On the other hand, marketers utilize metaphors to accomplish a variety of goals, including gaining customer attention, evoking imagery, provoking analogies, implying resemblance

between a product and an idea, explaining a complicated or technical product, and influencing consumer views and attitudes.

Below are some examples of the use of metaphors in advertising:

- Red Bull gives you wings (Red Bull drink advertisement).

- The most sensational place to wear sat is on your lips (a lipstick advertisement).

Personification is a figure of speech in which animals and objects are given human characteristics and features. In advertising, using personification is widespread. Many examples could be given for the use of personification in advertisement such as:

- Thirst killed Nestea's father, Nestea swore revenge.(Nestea advertisement)

- Here is how to let Washington visit you. (Washington Post advertisement)

On the whole, using figurative language gives rhetoric to business English.

🞣 Pun in Advertising

Pun is defined as the generally funny usage of a word to indicate two or more of its meanings or the meaning of another term with a similar meaning. In this regard, McQuarrie & Mick (1992) states that from a rhetorical standpoint, in order to raise the persuasive effect of an ad, "the manner in which a statement is expressed may be more important than its prepositional content" (p. 425).

Below are some examples of puns:

- The dramatic look of a super slim. (Capri cigarette advertisement).

- Out of blows, Friendship grows. (Typewriter advertisement).

According to the study conducted by Abass (2007) the use of puns in advertising may be very helpful in attaining the advertiser's purpose in specific social contexts. The advertiser can make an ad stand out by using a pun, which has the potential to achieve certain communicative goals better than if the message was expressed literally.

🞣 Rhyming, Contrast and Hyperbole in Advertising

In addition to the above mentioned figures of speech, applying some rhyming methods gives beauty to the language of ads. Namely, hyperbole   and alliteration are commonly utilized in advertising. According to JIANG Yanxin (2015) "various rhyming methods are used to create the beauty of reverberant rhyme, and the frequent application of some figures of speech closely connected with phonetic stylistic functions adds to the rhythm of the music in advertising. Advertising rhyming includes alliteration and rhyme" (p. 34). In what follows examples of hyperbole and alliterations in ads (Yanxin, 2015, p.34):

- Actual Size Actual Taste (Candy advertisement).

- Making a big world smaller. (Germany's Lufthansa advertisement).

The use of metaphor, simile, or other rhetoric to effectively explain their goal and make business activities run smoothly and easily. Thus, rhetorical devices in advertising are important for boosting adverts and attracting customers.

1.2.6.3.5 Stylistic Features of Business English

BE is characterized with some stylistic features. In a study about the features of business correspondences by (Zhao, 2010, p.263), he came up with the conclusion that BE is known by its:

↓ Single Contents

It is preferable to deal with one item at the time. Using single content ensures that the business correspondence simply reach its objective.

↓ Concise Language

Business communication is used to explain the business scope, offer products and prices, suggest quantity and quality of goods bought, request payment, inform delivery of goods and the date of arrival. Thus, the language should be is simple, clear and as precise as possible.

↓ Coming Straight to the Point

It is preferable at the beginning of the business correspondence to put forward directly the addressed theme. Coming directly to the point helps in gaining time and energy.

Furthermore, Ellis & Johnson (1994) outline that BE is featured by its sense of purpose, social aspects, and clear communication.

Sense of Purpose

A sense of purpose is seen as the most significant characteristic of exchanges. The effective use of language leads to the successful of the business transactions. As a result, it is logical that people who utilize Business English need to speak the language in order to advance in their careers. Because there is so much competition in business, both between and within organizations, performance objectives take priority over educational objectives or language learning for the sake of language learning. In this regard, they see that much of the language will be transactional, which implies gaining what you want and convincing others to agree with your decision. (Ellis & Johnson, 1994, p .7).

Social Aspects

The social parts of BE take into account the reality that business people need to contact individuals they do not know or know very little about. Meetings, for instance, are frequently brief, and there is a need for globally acceptable procedures so that persons of various mother tongues and cultures may rapidly feel at ease with one another.

As a result, social connections are frequently highly ritualized, and language is utilized in the framework of a predictable sequence of exchanges. The style as well as the content of social contacts are characterised by the intention to develop a solid mutual connection while avoiding being overly familiar. (Ellis & Johnson, 1994, p .8).

Clear Communication

Clear communication is required because information must be delivered with the least amount of ambiguity. When utilizing the phone, for example, it is often vital to be short. To

be concise and save time, several terminologies were coined to refer to certain ideas that people in business are familiar with. Thus, in Business English, clarity and conciseness frequently go hand in hand. (Ellis & Johnson, 1994 , p .9).

To sum up, it might be argued that knowing these key features allows educators consider the language strategies used in teaching business English and, on the other hand, learners who need to enhance their efficiency. Additionally, understanding these characteristics will assist language policymakers, course providers, educators, and researchers in better meeting the needs of business students.

1.2.6.4 The Role of ESP Practitioner

Due to its position as well as specificity, ESP scholars have identified some requirements for those who want to pursue a career in ESP teaching. In fact, there has been a consensus among academicians to name the ESP teacher as 'practitioner' such as Dudley Evans and St. John (1998). Undoubtedly, ESP practitioner's role involves more than teaching. In fact, he/she has a set of interrelated roles. Additionally, as stated by Kenny et al. (2019) "ESP instructors are expected to perform multiple roles and have expertise in a wide ranging array of competencies to meet the specific needs of learners". (p.250). Researchers in the field of ESP identified some important roles and tasks that the ESP teacher has to accomplish.

1.2.6.4 .1. As a Teacher

Like any teacher, ESP practitioner has to teach his courses in such a way that ensures the transmission of knowledge to the learners. Of course, during the session, he/she has to follow appropriate methods and approaches that enable him/her to accomplish the course objective. Thus, as stressed by Dudley-Evans and St. John, (1998) the ESP practitioner's role as a teacher "becomes more pronounced as the teaching becomes more specific" (p.13).

Consequently, his role has become more challenging since the teacher is no longer the 'primary knower' but the students sometimes might know more than the teacher. ibid. (p.13).

1.2.6.4.2 As a Collaborator

The English poet John Donne once said that "no man is an island". In the world of teaching, collaboration is crucial. ESP practitioner, thus, is required to keep in touch with his mates, on the one hand, in order to exchange ideas and teaching techniques, and with the subject specialist in order to enrich and update his/her knowledge, on the other hand. (Dudley-Evans and St. John,1998).

1.2.6.4 .3 As a Course Designer and Material Provider

In order to make his/her courses effective, ESP practitioners are asked to appropriately design their courses in order to meet the learners' expectations, on the one side, and to provide the suitable teaching materials that enable them to achieve the designed courses. In this respect, the role of ESP practitioners as 'providers of material' involves choosing appropriate materials, adapting them when they are is not suitable or writing material where nothing appropriate is found (Dudley-Evans and St. John, 1998, p. 15) cited by Javid & Farooq (2015) or where there is "a mismatch between the content of ESP textbooks and actual workplace language demands" (Bouzidi, 2009, p.10) quoted in (Chibi, 2018, p.201).

1.2.6.4.4. As a Researcher

The world is in constant changing. ESP as discussed earlier has been significantly expanded. As a result, teaching ESP is continuously updated. Hence, ESP practitioners are requested to regularly refresh their knowledge through carrying out researches in their field (Dudley-Evans and St. John, 1998) .As a result, he/she will be aware of the most recent teaching approaches, techniques as a well as the last studies in the field (Hutchinson and Waters, 1987).

1.2.6.4.5. As an Evaluator

In any teaching situation, evaluation is essential. In ESP context, practitioners should possess the different evaluations techniques. Unlike General English teachers, ESP practitioners are expected to conduct a preliminary needs' analysis in order to identify their learner's expectations and needs. Also, they should know how to evaluate and assess their teaching methods as well as their learners' performance. Thus, this fundamental task of the ESP practitioner is indispensable and he /she needs to do it periodically and effectively as Dudley Evans and St Jones (1997) stated that the evaluation system should be an on-going process. According to them, "evaluation course design and teaching materials should be done while the course is being taught, at the end of the course and after the course has finished" (p.17).

Owing to the previously mentioned roles, it is to be mentioned that unlike EGP teachers, ESP practitioners do not have only academic roles but their roles go beyond that. Being an ESP instructor means being a multiple-task teacher as claimed by Belcher (2004), they are "capable of coping with a revolving door of content areas relevant to learners' communities" (p. 139).

1.2.7 ESP Needs Analysis

The notion of Needs analysis has become a significant component in ESP as an essential tool to design ESP courses (Dudley-Evans, 1998).

1.2.7.1 Needs Analysis Defined

Needs analysis is considered as the cornerstone of ESP since any course should be depend on needs analysis findings as stressed by Hutchinson and Waters (1992) .However, the concept of needs analysis is interpreted differently among scholars (Brindley, 1989; Hutchinson & Waters, 1992; Brown, 1995; Dudley-Evans & Jo St John 1998) as stated by (Richterich, 1983) cited in West (1994), as he argued *"the very concept of language needs has*

never been clearly defined and remains at best ambiguous*"* (p.70). Thus, there were plenty of attempts to define the concept.

Firstly, in their view to needs analysis, Richards and Platt (1992) state that NA is: *"*The process of determining the needs for which a learner or a group of learners acquires a language and arranges the needs according to priorities" (pp. 242,243). In their standpoint, NA is conducted to identify the learners' objectives then classify them according to their priorities.

Additionally, Basturkmen (1998) goes a step further in his definition to NA. She claimed that "It is the identification of difficulties and standard situations by the observation of participants functioning in a target situation in conjunction with interviews and questionnaires". (p.1). In his view, through identifying the obstacles of the learners using different tools, their needs will be identified.

In the same line of thought, Xiao (2007) sees NA as "a systematic gathering of specific information about the language needs of learners and the analysis of this information for purpose of syllabus design" (pp. 1-2). According to him, identifying and analyzing the needs is a significant step to syllabus design

By the same token, Bastrukmen (2010) wrote:

> Needs analysis in ESP refers to a course development process. In
>
> this process the language and skills that the learners will use in their
>
> target professional or vocational workplace or in their study areas are
>
> identified and considered in relation to the present state of
>
> knowledge of the learners, their perceptions of their needs and the
>
> practical possibilities and constraints of the teaching context. The
>
> information obtained from this process is used in determining and

refining the content and method of the ESP course. (Bastrukmen ,2010,p.19)

In what she sees, Bastrukmen outlines that in ESP the course content is chiefly based on the outcomes and information of the process of NA.

By and large, the notion of needs analysis in all learning situations, be it general English or ESP , has a vital role not only in designing syllabi but also in designing courses and selecting appropriate teaching materials.

1.2.7.2 Classification of Needs

Scholars have identified two major types of needs, namely, target needs and learning needs.

1.2.7.2.1 Target Needs

Regarding the first category, target needs stand for what the learners need to do in order to be able to communicate effectively in the target situation. Viewing the definition as such the meaning is likely to be closest to the term Objectives; this is why further subdivisions were made to differentiate between necessities, lacks and wants.

- **Necessities**: represent the final objectives; they show what the learners are able to do at the end of the English course.
- **Lacks**: refer to the proficiency level and background of the learners; they also refer to what the learners lack in order to reach the required level of proficiency.
- **Wants**: are the personal aims that the learners like to obtain from the language course.

1.2.7.2.2 Learning Needs

Unlike target needs, learning needs show how learners will have the ability to shift from the starting point (lacks) to the final destination (necessities). In this respect, Hutchinson

and Waters (1987) maintain that it is naïve to base a course design simply on the target objectives, and that the learning situation must also be taken into account. They added that the target situation alone is not reliable indicator, and that the conditions of the learning situation, the learners' knowledge, skills, strategies, motivation for learning, the setting and the time loud are also of prime importance.

1.2.7.3 Approaches of Needs Analysis

In order to conduct a successful needs analysis, scholars have provided two major elements, namely, Present Situation Analysis and Target Situation Analysis**.**

NA should be viewed as a hybrid of TSA and PSA Robinson (1991). As a result, PSA refers to determining students' current level of proficiency, including deficiencies, whereas TSA attempts to determine what students must do in the target situation.

1.2.7.3.1 Target Situation Analysis TSA

West (1997) stated that TSA was the oldest approach to NA. Target situation analysis TSA simply refers to the process of identifying the future learners' needs in terms of knowledge and linguistic skills. According to Dudley-Evans & St. John (1998) as cited by Hyland (2006) sees that "Target situation analysis concerns the learners' future roles and the linguistic skills and knowledge they need to perform competently in their disciplines." (p.74). Besides, he affirms, "Any vocationally-oriented course must be based on the fundamental issue of "what learners need to do with English." (p.5) .

By the same token, according to Widdowson as stressed by Paltridge and Starfield (2013) defines, "target needs are seen as goal -oriented, learner needs are more process –oriented when they refer to what the learner has to do to acquire the language." (p. 326).

Practically, TSA depends on asking a set of questions about the target situation and the attitudes of the participants towards that situation. TSA, thus, includes six central questions, which are further subdivided into several other questions. According to Hutchinson & Waters (1987) cited by Mohammed & Nur (2018), these questions ask about the reasons for which the language is required, how the language is utilized, the content areas, who is involved in the communication process, the context in which the language will be used, and the time when the language will be used. (p.54)

1.2.7.3.2 Present Situation Analysis (PSA)

Present Situation Analysis PSA, could be seen as a complement to TSA. According to (Robinson, 1991; West, 1997), PSA is another approach to NA. Whereas TSA endeavors at determining what learners should be able to perform in the post-course phase, PSA tries to discover the learners' status in the pre-course stage. Additionally, according to Dudley-Evans & St John (1998), PSA shows the "weakness and strength in language, skills, and learning experience" (p.125). PSA, therefore, marks the preliminary point of the course.

PSA was initially suggested by Richterich and Chancerel in the 1980s in order to supply a set of purposes by providing data from several sources such as students, the academic institutions, and the professional organizations, as stated by Songhori (2008) quoted in (Mohammed & Nur ,2018, p.55).

More precisely, PSA, as stressed by Hyland (2006), provides both objective data such as learners' age, proficiency, previous learning experiences ...etc, on the one hand, and subjective information including : self-perceived needs, weaknesses, and strengths, on the other hand. In language, learners' present situation analysts could use placement tests as a

primary source of data. However, information about learners' linguistic abilities and academic level can sufficiently provide data about their capabilities. ibid. p.55.

In brief, it could be stated that NA could be perceived as a mixture of both TSA and PSA Robinson (1991). While PSA refers to determine learners' present competency, TSA aims at identifying what are the learners' requirements in the target situation. However, in ESP, due to its advancement, TSA and PSA started to be seen insufficient to identify the multiple learners' needs. Consequently, other approaches have been introduced by researchers.

1.2.7.3.3 Pedagogic Needs Analysis

According to Songhori (2008), the term "pedagogic needs analysis" was firstly suggested by West (1998) as an umbrella term to illustrate the below mentioned three component of needs analysis. In his view, the different weaknesses of target needs should be identified by collecting data about both learners and the learning settings. The concept of 'pedagogic needs analysis' encompasses deficiency analysis, strategy analysis or learning needs analysis, and means analysis. (p.11)

1.2.7.3.4 Deficiency Analysis

The concepts that Hutchinson and Waters (1987) described as "lacks" can go hand in hand with deficiency analysis. In addition, the approaches to needs analyzes that were created to meet the present needs of learners considered as an overview of student lacks or deficiencies according to Allwright (1982) quoted in West, (1994). It is clear from what has already come to light that deficiency analysis is the path to from point A (present situation) to point B (target situation) by taking into account the learning needs. Deficiency analysis,

hence, will provide a framework to form the syllabus Jordan (1997), as it can provide information about both the existing and the needed linguistic capabilities, general English proficiency, language abilities, and learning strategies. (Songhori , 2008, p.11)

1.2.7.3.5 Strategy Analysis or Learning Needs Analysis

In the Learning needs analysis tries to establish how the learners wish to learn rather than what they need to learn according to West (1998) quoted by Songhori (2008). Unlike the afore-mentioned methods to needs analysis, namely, TSA, PSA, deficiency analysis, strategy analysis is highly concerned with the views of learning.

As reported by West, (1994), Allwright was one of the pioneers in the field of strategy analysis as he makes a distinction between needs, wants and lacks. Subsequently, Hutchinson and Waters (1987) cited by Songhori (2008) recommended a "learning-centered approach" p.12, in which learners' learning needs play a crucial role. For them, if the analyst, through TSA, attempts to determine what learners want to do with language, learning needs analysis inform us what the learner wants to do in order to learn (p.54). In short, strategy analysis helps the analyst to figure out the desired strategy that simply and appropriately leads to meeting the learners' needs.

1.2.7.3.6 Means Analysis

Means analysis, on the other side, tries to investigate the learning environment rather than their present deficiencies. cited by (Rahman, 2015, p.27) see that:

> Means analysis is an acknowledgement that what works well in one situation may not work in another". For example, while hotel staff around the world may share some similar language needs, how they

learn the language, the conditions in which they are learning and where and how they apply the language are not the same. (Dudley-Evans & St John,1998, p.124)

In their view, means analysis tries to provide us with some information about the environment that the course will be run (p.125) .In doing so, as stated by Jordan (1997) quoted by Rahman (2015) means analysis requires data of the local situation such as the teachers, the methods, the students facilities …etc., and this in order to observe how the course may be implemented.

Furthermore, Mountford (1988) and Swales (1989), quoted in West (1994), have promoted the scope of means analysis by recommending other factors that need to be taken into consideration by curriculum experts if they desire the courses to be successful in an unusual learning environment. In this regard, Swales list five factors: namely, classroom culture; EAP staff profiles; pilot target-situation analysis; status of service operations; and study of change agents. In his standpoint, Swales argues that depending on the collected data, means analysis can be properly accomplished and, as a result, decisions about the content and programs could be made. Also, he sees that means analysis can help in avoiding teaching something that does not have a direct relation to the ESP /EAP learners' needs.

1.2.7.3.7 Register Analysis, Discourse Analysis and Genre Analysis

Earlier in the development of ESP, it has been stated that ESP has been gone through five main stages. Register analysis, discourse analysis and genre analysis are among them.

To start with, the major reason behind register analysis was pedagogically making ESP course more pertinent to learners' needs (Hutchinson and Waters, 1987). As stated by

(Ewer and Latorre, 1967) cited in West (1998) register analysis concentrates more on the grammar and "structural and nonstructural" vocabulary (p.223). In the field of ESP, The belief after register analysis was that, whereas the grammar of technical and scientific writing marks no distinction with general English, certain lexical and grammatical forms are employed more frequently Dudley-Evans and St. John (1998). To put it on a nutshell, a well conducted register analysis can properly contribute in designing a course that fits the learners' needs in terms of grammar and vocabulary.

Secondly, while register analysis functions almost utterly at the micro level i.e. word and sentence level, discourse analysis attempts to find out how sentences were combined together to form discourse Hutchinson and Waters (1987). By the same token, West (1998) claims that there were a reaction against register analysis in the early 1970s that focused more on the communication in the discourse rather than grammar and vocabulary. In other words, the focus is on the text on the whole rather than the sentence *per se* as suggested by Robison (1991). As reported by West (1998), discourse analysis approach's main concentration is on analyzing the performance of communicative acts and how they are operated in the sentences.

Finally, genre analysis may have common characteristics with discourse analysis. However, Dudley-Evans and St. John (1998) quoted in Songhori (2008) provide a clear difference between both terms. In their view, while discourse analysis refers to any study of text at a level above that of sentence, genre analysis focuses on the "regularities of structures" that differentiate one kind of text from another. (p.87)

Bhatia (2004) cited in Songhori (2008) sees that genre analysis is the study of "linguistic behavior in institutionalized academic or professional setting" (p.19). He also claims that "Language is power, and the power of language is the 'power of genre" (p.189). In

the same line of thought, Benesch (2001) cited in Massouleh &Jooneghani (2012) states that "genres are not simply texts to be analyzed for their grammatical and discoursal features; rather it is "a social activity of a typical recognizable kind in a community, which is realized in language" (p. 18).

As Bhatia quoted in Massouleh &Jooneghani (2012) affirms that the major advantage of a genre-based approach to teaching and learning of ESP is that the learner does not learn language per se from specialist contexts, but is encouraged to make the pertinent association between the use of language on the one side and the purpose of communication on the other, always conscious of the question, why do members of the specialist discourse community use the language in this way? (p.64). Practically, Bhatia (2004) categorizes four (04) interrelated areas of competence that an ESP learner needs to develop in order to get over his/her lack of self-confidence while dealing with specialist discourse. These four areas are:

🞦   **Knowledge of the Code:** which refers to the pre-requisite know-how for developing communicative expertise in specialist or even everyday discourse.

🞦   **Acquisition of Genre Knowledge:** that is the awareness with the appropriate rhetorical procedures and conventions typically linked with the specialist discourse community.

🞦   **Sensitivity to Cognitive Structures**: that is, provided that certain lexical items have specialist connotations in some specialized genres, a variety of syntactic forms may also bring specific restricted values in addition to their general meanings codified in grammar books. Therefore, it is crucial that the specialist learner becomes aware of the restricted features of linguistic code in addition to the general competence he or she needs in the language.

✚   **Exploitation of Generic Knowledge**, that is, it is only after learners have gained some familiarity or expertise at the above described levels, which they can comfortably perceive, use or even take liberties with specialist discourse.

Thus, although it builds upon on the conclusions of both, genre-analysis approach goes two steps beyond register analysis and one step beyond discourse analysis.

1.2.7.4 Procedures of Needs Analysis

When it comes to conducting need analysis, a diversity of procedures can be utilized. Schutz & Derwing (1981) cited by (Juan Li ,2014, p.1873) provided eight steps to carry out a needs analysis that include: defining a purpose, delimiting target population, delimiting parameters of investigation, selecting gathering tool, collecting data, analyzing results, interpreting results, and critiquing the project.

Firstly, defining the purpose requires identifying the objectives of the study in order to accomplish useful outcomes. Next, delimiting the target population means defining the target community for the sake of deciding about financial, location and timing.

After that, delimiting the parameters of investigation refers to the difference arrangements of the study in order to make it more effective.

Then, selecting the information gathering instrument refers to choosing the suitable data collection tools. This process depends on the scope, conditions and objectives of the study.

Moreover, the gathering of the data is directly connected to the data collection instruments that will be used in this process. In this regard, different types of data collection tools will be utilized such as questionnaires, interviews and observations.

Furthermore, when it comes to analyzing the results, a set of tools could be used such as computer-assisted analysis techniques or the observations and interpretations. In the

interpretation of the results section, the analyst properly examines what s/he had acquired from the data interpretation process.

Finally, the project criticism part is related to the judgments that have been brought out in order to make implications for future research and discusses the limits of the study.

Table 1.5 below summarized the previously mentioned approaches to NA.

Target Situation Analysis: Includes objective, perceived and product-oriented needs.	**Strategy or Learning Needs Analysis:** Includes subjective, felt and process-oriented needs.	
Present Situation Analysis: estimates strengths and weaknesses in language, skill, learning experience	**Means Analysis**: The environment in which the course will be run.	**Register Analysis:** Focuses on vocabulary and grammar of the text.
Deficiency Analysis: considers learners' present needs and wants	**Discourse Analysis:** investigates how sentences combine into discourse.	**Genre Analysis:** focuses on the regularities of structure that distinguishes one type of text from another.

Table 1.5: Needs Analysis Jigsaw adapted from (Songhori,2008 ,p.22)

To put it in a nutshell, conducting successful needs analysis means following the aforementioned steps properly and safely examines the different learners' wants, necessities and lucks as well as their expectations.

As previously mentioned, ESP is a particular approach to ELT. Its particularity lies in many aspects. ESP course, thus, is particular too. In fact, designing a course in ESP follows some specific principles, factors and considerations.

1.2.8 ESP Course Design

After dealing with needs analysis, ESP specialists focus on the course design which is as important as the rest of the ESP fundamentals.

1.2.8.1 Definition of ESP Course Design

Generally speaking, in ESP context, course design refers to the process of gathering data for the sake of preparing useful activities and tasks that create the most suitable circumstance for the learners to effectively attain their goals and objectives. As stated by Richards (2001), more attention should be given to ESP learners' needs and expectations. Therefore, learners play a fundamental role in designing an ESP course. In other words, as reported by Umera (2011), ESP course design is concerned chiefly with how much to be negotiated with learners. (p.82)

All in all , course design should not be seen as a teacher-centered approach, but rather it is a continuing process that depends on collecting the maximum data about both teaching and learning experiences Hutchinson & Waters (1987). In brief, ESP course could be defined as a progressive and dynamic operation that endeavors at providing learners with desirable knowledge to use the English language in their academic or professional careers.

1.2.8.2 Characteristics of the ESP Course

Although ESP courses share some characteristics with GE courses, ESP courses have some specific features. Robinson (1980) quoted by Nurpahmi (2016) outlined some distinguishing aspects of ESP course.

First of all, since ESP is goal directed, the learners are not learning the English for its sake, rather because they require employing it in their professional or academic lives. Thus, the delivered courses need to be goal-oriented too. (p.174)

Secondly, ESP courses are based on a preliminary needs analysis that aims to check the learner's expectations and wants. It goes without saying that ESP courses go hand in hand

with the results of the needs analysis process. This means taking into consideration the different learners' reasons of learning English while designing the course. (p.174)

Additionally, the allotted time in ESP course is of paramount importance. The majority of ESP students carry out fixed term courses in training for a specific task such as meetings ,conference, presentations or studying English weekly along with their academic courses or occupation. Thus, ESP courses should be designed by taking the notion of learners' time into account. (p.174)

By the same token, Carter (1983) identifies three main ESP course features, viz., material authenticity, purpose-related orientation, and self-direction.

To begin with, material authenticity is considered as one of the significant features is ESP teaching. Practically, authentic materials are utilized to put the learners in real-world-like communicative situations in the classroom and, therefore, help them focusing their attention on the target language features and real language that are used in professional or academic settings. Examples of these authentic materials would be books, journal articles, real conversations, charts or graphs that can be adapted to properly fit the requirement of the teaching situation and the learners' needs. (p.134)

Secondly, ESP courses are characterized by their purpose-related orientation which refers to the imitation of the different activities and tasks necessary of the target situation. For instance, Carter (1983) demonstrated learners' imitation of a conference that requires note taking, preparation of papers, reading, and writing. They are, consequently, deeply involved in a problem situation in a particular area that provokes their professional communicative skills and requires them to appropriately react to the emerging issues. (p.134)

As a final point, ESP courses are self-directed, that is, they are addressed to train the students to be users more than learners as claimed by Carter (1981) "the point of including self-direction is that ESP is concerned with turning learners into users" (p.134). To arrive at

this feature, the learners must feel a certain degree of independence to choose when, what, and how they will study. (pp.134-135)

In short, it might be said that in order to reach their goals, the ESP course designers should take into consideration all the above-mentioned features while preparing their courses. Besides, a well designed course is the one that primarily meets the learners' expectations, and this could only be done by applying the necessary characteristics.

1.2.8.3 Factors that Affect ESP Course Design

Designing a course in ESP is not a simple task. However, by taking some aspects that directly affect this process and give them the needed attention, the course of action would be much easier. Scholars provided three main factors that affect ESP course design: Language description, Learning theories and Needs Analysis. Undoubtedly, the integration of these factors in the course design process is very significant. Thus, the main task for the ESP course designer is to guarantee the integration of all three of these factors in the process. Figure1.4 is a brief exposition if these factors.

Figure 4: Factors affecting ESP course design
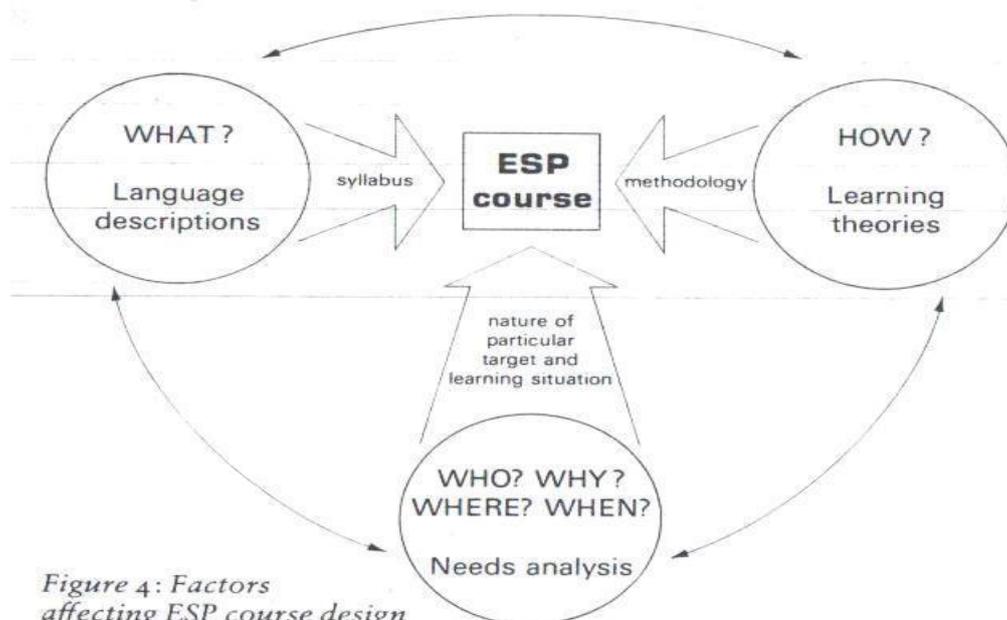
Figure 1.4: Factors Affecting ESP Course Design (Hutchinson & Waters 1987, p. 22)

As shown in the above figure, Hutchinson and Waters (1987) cited by (Nurpahmi, 2016, p. 175) try to outline the fundamental questions that ESP teachers need to know before designing their course. These questions altogether are mainly addressed to identify the appropriate methodology, the target and learning situations as well as designing the syllabus. This identification goes through the inquiry about the learners' needs, the nature of language in use and the different teaching theories that are used in ESP teaching. Obviously, it is not an easy task and ESP teachers should properly find answers to the following major questions:

- Why do the learners need to learn?
- Who is going to be concerned by the process?
- Where will the learning be taken place?
- When will the learning take place?
- What does the student need to learn?
- What aspect of language will be needed and how will they be described?
- What level of proficiency must be achieved?
- What topic areas will need to be enclosed?
- How will the learning be attained?
- What learning theory will underlie the course?
- What method will be used?

Undoubtedly, by answering the previous questions, ESP course designers will get a general insight about the learner's needs, on the one hand, and the methodology on the other. However, those factors seem to be insufficient since they miss some fundamental elements related to the course design such as the teaching environment and the facilities.

To this end, Phillips cited in (Wello & Dollah, 2008, p.34) added some elements that significantly contribute to the success and failure of ESP course. These elements include the following:

- The subject content embodied in the learners' purposes;

- The length of the course;

- The weekly intensity of the course;

- The structure of the students groups vis-a-vis their mother tongues;

- Age, academic background, degree of competence in second language ;

- The staff- student's ratio;

- The staff teaching load;

- The organizational structure of educational institution;

- The budgetary provision for the course and

- The availability of educational technology.

With regard to the above factors, it might be stated that taking into consideration these elements will provide additional information to the ESP course designers' since they enhance his/her knowledge about the different teaching settings, and this helps reaching his/her goals.

Furthermore, Wello and Dollah (2008) quoted in Nurpahmi (2016) classified the factors affecting the ESP course into: 1) institutional which includes the time allotted for learning English, classroom and learning condition, and attitude of the head institution and staff; 2) the teachers factor which consists of the competence of the teacher, the confidence of the teachers in using English, teaching strategies, the attitude of the teacher; 3) the learner factor and ; 4) internal and external factors (p. 176).

In what they perceive, ESP course designers should not take the linguistic side *per se,* but rather there are some critical paralinguistic factors that contribute in the success or failure of the course.

In brief, it might be said that the fact of taking the above mentioned factors in all the course design process would have a positive impact on the nature of the course on the one hand, and on enhancing the learners' understanding and capabilities, on the other.

1.2.8.4 Steps in Designing an ESP Course

Designing a course is a complex process that goes through several steps. Owing to this, Robinson (1991) considers that course design is the product of a dynamic interaction between the results of needs analysis, the course designers' approach, the methodology as well as the available teaching materials (p.34). Graves (2000) explains that ESP course designers do not necessarily give any of these phases precedence over others in the course design process, stating that "there is no hierarchy in the processes and no sequences in their accomplishment." As a course designer, he adds "you can begin anywhere in the in the framework, as long as it makes sense to you to begin where you do" (p.15). He claimed that a systematic course design consists of six steps:

1.2.8.4.1 Conducting Needs Assessment

Needs Analysis (NA) is the first step in the ESP course design process. As previously presented, NA plays a major role in providing the ESP teacher with rich information that helps him to decide on the nature of particular target and learning situation. In this respect, many scholars (Munby, 1978; Hutchinson & Waters, 1987; Robinson, 1991; Jordan, 1997; Dudley-Evans & St John, 1998; Basturkmen 2006; and Basturkmen, 2010) affirm that needs analysis is a fundamental phase in any language course design that can provide detailed and selective objectives in addition to academic support to fulfill the students' needs in the course cycle.

1.2.8.4.2 Determining the Goals and Objectives

The second stage of the course design is setting the different goals and objectives which are determined by NA. In this step the teacher tries to make decision about matching

the possible and realistic goals to be achieved in the available time. In this regard, Graves (1996) defines goals as "general statements of the overall, long-term purposes of the course" (p.17). In other words, goals respond to the distinctive learners' needs. Course objectives, on the other side, are perceived as the "the specific ways in which the goals will be achieved" (p.17).

Eventually, since the language will be employed in real life situation, the ultimate goal of the ESP course is to promote learners' communicative skill. Owing to this, (Nation & Macalister, 2010, pp.6-7) outline the various goals that ESP courses intend to attain which are:

- Encouraging learners to utilize all the elements of the language that they are familiar with in order to clarify their meanings;
- Encouraging learners to perform daily communications in a wide range of situations;
- Promoting learners' communicative skills through enhancing their speaking and understanding capabilities in a wide range of multiple topics in English;
- Developing the learners' essential speaking and listening skills through participating in classroom conversations such as oral presentation and active listening.

In short, as stated by Xenodohidis (2002), who confirms that: "Another issue to take into account was that the goals should be realistic; otherwise the students would be de-motivated" (p.7). The course design should, thus, be based on realistic goals and attainable objectives which should be matched with and restricted to the learners needs, and consistent with the language content.

1.2.8.4.3 Conceptualizing the Content

After determining goals and objectives, the ESP practitioner has to decide about the appropriate topics that should match the field of the learners, on the one hand, and the

language areas to be covered, on the other. Therefore, content conceptualization is strongly related to and should be built upon the identified needs and the determined goals and objectives. To this end, Hutchinson and Waters (1987) list a set of parameters that facilitate the selection of the content as exposed in the table 1.6 below:

Language Description	Structural, notional, functional, discourse based
Language points	Structures, functions, vocabulary
Micro-skills	Deducing meaning of unfamiliar words
text types	Manuals, letters, dialogues, experimental reports, visual texts, listening texts.
Subject matter area	Medicine, economics, biology, mathematics
Content organization	By a set of patterns of components , by a variety of patterns , by a focus on certain skills like communicative ones
Content sequencing	From easier to more difficult, to create variety, to provide recycling
Content organization	To units, to topics , to skills

Table 1.6: ESP Course Parameters Adapted from (Hutchinson &Waters 1987, pp.100-101)

As shown in the table, when it comes to the content conceptualization phase, it is essential to thoroughly identify the different language functions and skills that should be in relation to the field of study and the needs and objectives of the learners. Then, the teacher has to organize and sequence the course content into units, topics as well as sub-topics. To put it on a nutshell, the ESP teacher should balance between the topics and the skills to be taught and the language features in which the lesson is covered.

1.2.8.4.4- Selecting and Developing Materials and Activities

After designing the content of the course, the attention of the ESP practitioner is turned to exploring the suitable materials that can properly facilitate the accomplishment of the course goals and objectives. Within this framework, Graves (1996) sees teaching materials as: "tools that can be figuratively cut up into component pieces and then rearranged to suit the needs, abilities and interests of the students in the course" p.27. In the field of ESP, teaching

materials vary according to the discipline, the situations as well as the learners to whom lessons are carried out. Deciding on the appropriate teaching materials is not an easy task for the ESP teacher. (Harding, 2007, pp.10-11) offers the following practical pieces of advice:

- Make use of contexts, texts, and situations from the students' field of study. They will naturally involve the language the learners require, whether they are real or simulated.

- Utilize authentic materials that students utilize in their field of study or profession and don't be turned off by the fact that they may not appear to be written in 'standard English.

- Make the work, as well as the texts, authentic. Encourage students to accomplish things with the materials that they will need to do in their jobs. This was confirmed by Hutchinson and Waters (1987) who claimed that "materials provide a stimulus to learning, good materials do not teach but they encourage learners to learn" p.107. The ESP instructor will now have to choose appropriate resources that are related to the course objectives and linguistic content, as well as the various learning styles and preferences.

1.2.8.4.5 Organizing the Content and Activities

This stage is critical for the structuring of the material and, as a result, the activities. Following the establishment of the ESP course's aims and objectives, as well as the selection of relevant content and resources, the ESP instructor should organize those activities with the right content in order to teach a clearer course. (Basturkmen, 2010, p.61) states that while planning an ESP course, course planners should consider:

- Skills, vocabulary, genres, functions, conceptions, and academic, professional, or cultural content are examples of unit types.

- Units contain items such as genres, semantic sets, and functions.

↓ Sequencing: what should come first, second, and so on, with judgments based on factors such as immediate and less immediate needs, levels of complexity, and logical low.

In essence, course organization is the strategy that informs both the teacher and the students on what will be taught and learned.

1.2.8.4.6 Evaluating

This final stage of ESP course design is focused with evaluating the outcomes of the preceding phases' implementation. As a result, it is crucial for both ESP teachers and learners to decide whether or not their goals and objectives were met. Dudley -Evans and St. John (1998) describe evaluation as "a process which starts with the specification of what information to be collected and which ends with the production of changes in the present activities or future ones" p.13. In reality, this step aims to expose the learners' development and the effectiveness of the course.

It can also discover things that were not adequately covered throughout the learning setting. Hutchinson and Waters (1987) suggest primarily two kinds of assessment: "learners' assessment" and "course evaluation.» . Graves (2000) suggested the below circle of ESP course design.
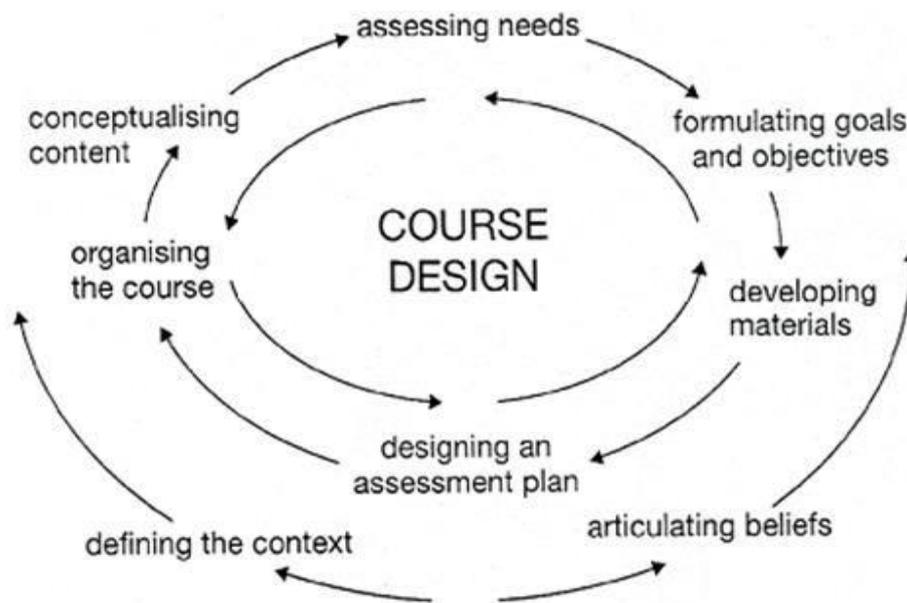
Figure 1.4: Graves' Model of ESP Course Designing (2000) (cited in Nation and Macalister, 2010, p. 136)

1.2.8.5 Elements of ESP Course Design

Researchers (Carter, 1983 and Gatehouse, 2001) have found the following primary course design elements: a) authentic materials, b) purpose-related orientation, which refers to employing activities to prepare students to respond successfully in the target environment, and c) self-direction, which refers to students having some control over when, what, and how they study (Gatehouse, 2001, p.5). As shown in the table 1.7 below, Widodo (2016) identifies seven (07) main features of ESP materials, as exposed in Table 1.7:

	ESP elements
Authenticity	Texts, materials, and interactions relating to students' discipline, social practices, and speech are of interest.
	It promotes learner autonomy as well as communicativeness.
	When students are provided authentic educational resources in their chosen area of interest, they get higher results (Gatehouse, 2001; Hutchinson and Waters, 1987)

Topics/themes	It is thought to be the beginning point for learning. The goal of topic/theme selection is to make materials content that is relevant to students' interests and discipline expertise. This component encourages content-based and language-based learning.
Texts and contexts	It is based on a systematic link between context and text, as well as the importance of contextual elements (social, cultural) in language interpretation. Authentic texts relating to the students' discipline will aid in their comprehension and production of such materials.
Knowledge and language	This factor impacts how engaged students will be with the readings and activities. Students can use language in their discipline-specific practices through engaging activities. Interactional and transactional jobs are both possible. Tasks should assist students in using language to complete activities that represent their discipline knowledge, awareness, and language-use competence.
Representations of participants and social practices	Situational and cultural settings impact participants and social activities (human interaction). In a communicative situation, students should be aware of these crucial components. The scenario might be interactional or transactional in nature.
Pedagogical prompts	Information that instructs or helps learners to complete learning activities. Strategies for promoting self-directed and meaningful learning. Tasks that require the use of language and encourage learners to collaborate.

Table 1.7 key elements in ESP teaching (adapted from Widodo, 2016, pp. 280-283)

Before tracing the path of ESP teaching, it's important to remember that every ESP course should be led by the factors listed above in order to establish a favorable teaching environment and assure favorable learning results.

1.2.8.6 Approaches to Course Design

Scholars have identified some approaches to designing courses in ESP context.

1.2.8.6.1 Language-Centered Approach

The main aim of this approach is developing the linguistic skills that are needed in the target situation. According to (Hutchinson & Waters 1987, p.100), a syllabus based on language-centered approach emphasizes more on the linguistic construction of the discourse. Owing to this, the focus is put on specific terminology such as technical and scientific words and expressions. As reported by (Swan, 1990) cited in Umera (2011), learning lexis helps learners to communicate effectively in their subject.

Although it seems logical, this approach has some limitations. In effect, it neglects some fundamental factors that truly affect the learning process. For example, learner's interests, motivation, and the skills that permit the learners to communicate efficiently in the target situation (Hutchinson & Waters, 1987, p.p. 66-68).

1.2.8.6.2 Skill- Centered Approach

The main rationale of this approach is to implement the different skills that might be used in the target situation. Learners need these skills and abilities to be adequately competent in a language. In contrast with the previous approach, the skill-centered approach considers the learner as languages user rather than merely learner of a language. Dealing with these skills may also allow the instructor to assess the potential and talents that students bring to the classroom.

However, there are significant disadvantages to this strategy, such as the fact that it does not address the learning requirements (Hutchinson and Waters, 1987).

1.2.8.6.3 Learning- Centered Approach

Hutchinson and Waters (1987) suggest a new approach to ESP course design namely Learning-centered approach. They argue that the two previous approaches focus more on analyzing the target situation as a basis. Nevertheless, it is only one factor among others that control the learning process. They divided learners' needs to both target and learning needs. While the former deals with the learners needs in the target situation, which include: necessities, lacks and wants, the latter concerns all the other factors that affect the learning process such as learners' attitudes, expectations, their social backgrounds, age, gender, etc. In short, learning is seen as a social process that consist of the teacher, the learner, teaching materials, and the tasks by which the course content can be learnt. (p. 73)

1.2.8.6.4 Principles in Course Design

These are some guidelines that the ESP teacher should take into consideration in all steps of course design. Lowe (2009) sees that the following principles facilitate course design and direct all the participants in the teaching process to agree about the encountered issues in a particular ESP class.

- **The Content**: the content should be interesting and motivating. This can be realized if the content is selected from learners" specialty. The information obtained from the assessment of learners" needs helps the ESP teacher to determine the content of the course (Basturkmen, 2010). Moreover, the content should be informative, that is to say the instructor has to establish it or update it according to learners' level (Lowe, 2009).

- **The Method:** the method should be appropriate for a given teaching setting, taking into account the material as well as the learner's native language. To put it another way, the knowledge gathered by comparing first language (L1) and second language (L2), as well as the approaches employed in (L1) while studying

a new topic, aids the instructor in selecting the most appropriate teaching strategy (ibid).

- **Authentic Materials:** A good course offers the learners massive exposure to the authentic materials aiming at focusing on language functions rather than language forms and structures. Further, this exposure gives learners a chance to improve their communicative competence to infer correctly meanings of unfamiliar words, and to cope with different genres/styles within their specialty (ibid).

- **The Syllabus**: the syllabus says about the subject matter of learners' specialty, language forms, and structures as well as learning skills and outcomes ibid. (pp.1-2).

1.3 Section 2: Authentic Materials and Discourse Based Teaching

In this second section of the first chapter light is shed on the notion of authentic materials and authenticity and their significance on the one hand, and the discourse based approach and its principles, on the other hand.

1.3.1 Authenticity and Authentic Materials in Language Teaching

Since the late 1980s, authentic materials have been integrated in EFL lessons, and their use has sparked a never-ending controversy in the field of language instruction. Despite this debate, the usefulness of authentic materials has long been acknowledged, and language teachers all around the globe choose to utilize them over standard textbook materials. Many empirical studies have been undertaken in the past that have demonstrated the tremendous beneficial effects obtained by language learners who have had opportunity to connect with authentic materials.

1.3.1.1 Defining Authenticity

Authenticity was first used to discern between deliberately simplified writings and authentically written ones Thornbury (2006). Nonetheless, the difficulty of defining authenticity has grown increasingly complex over time, owing to scholars' focus on the idea within their fields of expertise. Because there is such a wide range of connotations connected with authenticity, it's no wonder that the term is still confusing in the eyes of most teachers.

According to the literature, authenticity is seen differently among scholars. To start with, Porter & Roberts (1981); Little et al. (1989) emphasize that authenticity refers to the language produced by native speakers for native speakers in a particular language community. By the same token, Morrow (1977); Porter & Roberts (1981); Swaffar (1985); Nunan (1988); Benson & Voller (2014) see it as the language produced by a real speaker/writer for a real audience, conveying a real message. In their views, those scholars emphasize on the idea of the origin of the authentic piece, they claim that authenticity refers only to those pieces produced by natives for natives.

Furthermore, Lazovic (2017) claims that :

> Referring to authenticity in the language classroom, McDonough & Shaw (1993) point out that authenticity implies a close approximation of the world outside the classroom in terms of both the selection of language material and the activities used for practicing. In other words, authenticity is the result of acts of authentication, by students and their teacher, of the learning process and the language used in it .p. 73

He added:

> the most appropriate definition of authenticity would be Mishan's description (2005, p.18), where authenticity is seen as a set of the following five criteria: (1) provenance and authorship of the text; (2)

original communicative and socio-cultural purpose of the text; (3) original

context of the text; (4) learning activity engendered by the text; and (5)

learners' attitudes to the text and the activity pertaining to it. p.73

(Lazovic, 2017, p73)

It might be said from these definitions that authenticity may be found in the text itself, the actors, the social or cultural environment and aims of the communication act, or a mix of these. Given the plethora of connotations linked with authenticity listed above, it is evident that it has become a difficult notion to define as our knowledge of language and learning has grown.

1.3.1.2 Definition of Authentic Materials

The notion of Authentic materials (henceforth AM) get a special importance among scholars. Most of them believe that they are beneficial to language learning because they allow teachers to incorporate the real world into the classroom in a controlled and selected manner.

There were a lot of studies related to AM such as Widdowson (1990); Harmer (1991); Nunan and Miller (1995); Sanderson (1999); Richards (2001) ;Spelleri (2002) ; Ianiro (2007); to mention a few.

To start with, Widdowson (1990) emphasized that "It has been traditionally supposed that language presented to learners should be simplified in some way for easy access and acquisition. Nowadays, there are recommendations that the language presented should be authentic" (p. 67). Likewise, Tomlinson (1998) sees that AM refer to any tool which is utilized to assist in language teaching as they allow learners to listen to, read, and speak the target culture's language (p. xi). Authentic materials according to Rogers and Modley (1988) are both oral and written resources that represent the naturalness of forms and appropriateness

of cultural and situational context, p. (467).On the one hand, these resources are suitable in terms of goals, objectives, learners' needs, and interests, and natural in terms of real-life and meaningful communication.

Moreover, Sanderson (1999) sees that "authentic materials are materials that we can use with the students in the classroom and that have not been changed in any way for ESL student" (p.75). Similarly, Harmer (1991) defines an AM as a language that makes no accommodations to non-native speakers. It is rather a regular, natural language that is utilized, but native speakers of the language are the ones who use it (p. 204). In other words, AM provides a wide range of real-life texts that allow students to connect with the language rather than the form. These resources are particularly useful for communicative purposes since they give a realistic setting that is relevant to the requirements of the learners.

In the same line of thought, Nunan & Miller (1995) argue that AM "were not created or edited expressly for language learners. Authentic materials illustrate how English is used naturally by native speakers" (p. 78). AM, according to Ianiro (2007), are print, video, and audio elements that students experience in their daily lives. Authentic resources aren't designed with the intention of being utilized in the classroom, yet they do provide fantastic learning tools for students since they are real (p.2). That is to say, authentic teaching materials are created to be utilized in real-world communication settings rather than only for language learning and teaching matters.

Furthermore, AM, according to Richards (2001), facilitate the learning process in the sense that communication in the classroom should mimic communication in the actual world as closely as feasible. Authentic materials, in other words, are valuable tools for strengthening the communicative characteristics of the target language as long as they represent real-life language in real-life communication circumstances. Spelleri (2002), on the other hand, offered another definition of AM, claiming that the language used in textbooks is only valid in

a classroom setting, whereas the requirements of real-world English are different, and that this gap has yet to be bridged by the use of textbooks, because, as we all know, learners must deal with the language of brochures, office work, application forms, and other materials (p. 16).

Generally speaking , according to what has been seen above, one can say that authentic materials refers to those are materials which are conceived and built by native speakers for native speakers not only for pedagogical teaching objectives, but also for communication purposes because they are actual and original. These resources, such as newspapers, magazines, films, and the internet, are regarded as the appropriate means to deliver accurate forms of target language. In language teaching authenticity, with its various types of materials, plays a major role in communicative activities as it offer real-life situations in the classroom.

1.3.1.3 Types of Authenticity

Breen (1985) classifies four main types of authenticity, viz. "authenticity of the texts"; authenticity of the learner's own interpretations of such texts"; "authenticity of the tasks conducive to language learning", and" authenticity of the actual social situation of the language classroom"(p.68).

To begin with, authentic texts for language learning refer to any sources of information are any sources of data that will aid the learner in developing an authentic interpretation. That is, any text that can assist the learner in discovering those communication conventions in the target language that will allow him or her to progressively come to interpret meaning within the text, or within any other texts, in ways that are likely to be shared with native speakers. If texts may be viewed as a tool for learning as the learner is likely to do, then their fundamental authenticity becomes a question of degree. (Breen, 1985, p.68)

Secondly, "authenticity of the learner's own interpretations of such texts" stands for the learners' understanding. In other words, it is regarded as learners' ability to interpret meaning from texts. Regarding the third category, that is, "authenticity of the tasks conducive to language learning". That the activities that demand the learner to engage in conversation and meta-communication is likely the most real language learning tasks. Genuine communication during learning, as well as meta-communication concerning learning and the language, are thought to aid the learner's learning. (Breen, 1985, p.68)

Finally, in the last category Breen believed that the language classroom provides a social event for the communicative goal of learning. The authentic role of the classroom, according him, is to provide those conditions in which participants can publicly share their problems, successes, and overall process of learning a language as a socially motivated and socially situated activity. Breen's categorization is expanded by MacDonald et al. (2006), who include other categories of authenticity in addition to text and classroom authenticity, such as competency authenticity and learner authenticity. (Breen, 1985, p.68)

Subsequently, Gebhard (2006) cited in Miftahul Huda (2017) provides another categorization of authenticity. She classifies three types of authentic materials as follows: First**,** authentic listening/viewing materials**,** which includes silent films, quiz shows, news comedy shows, cartoons, movies, TV commercials, dramas, and soap operas; radio news, dramas, and ads; professionally audiotape short stories and novels, children's songs; home videos, travel logs, professionally videotaped, documentaries, and sales pitches, to name a few. Secondly, authentic printed materials**,** it includes newspaper articles, advertisements, movie advertisements, cartoons, sport report, Tourist Information, weather report, TV guides, …etc. Finally. realia used in EFL/ESL Classrooms which includes postcards, photographs, art works, signs with symbols, picture books, …etc. (p.1913)

In brief, authenticity, in all classifications, is related to all aspects of language. The text, the receiver, the task as well as the social aspects are all related to authenticity in a way or another. However, scholars agree on the advantages of AM in language teaching in its four skills.

1.3.1.4 Sources of Authentic Materials

In today's world, there is a plethora of AM available for instructors and language learners to use. Authentic resources have become more available and easier to get in this worldwide day than they were years ago.

Many researchers and scholars, including Genhard (1996) ; Jordan (1997); Hedge (2000) ; Kilickaya (2004) ; Berardo (2006); Ianiro (2007); and Tamo (2009), made reference to a variety of authentic materials sources, including printed materials such as newspapers, magazines, brochures, novels, and short stories, as well as audio-visual materials such as TV and radio shows, movies, songs, and even YouTube films. The Internet, on the other hand, is the most important source.

All of the items listed above are easily accessible over the internet, and they are regularly updated. Some of these media, such as periodicals, newspapers, and TV and radio shows, are updated on a daily basis.

Books and journal articles written by researchers in order to inform professionals of the latest advances in their specific field, or for study purposes, are a very interesting source of authentic material. Although books and journal articles created by researchers to enlighten experts about the most recent achievements in their area or for study purposes are a fascinating source of real content, nowadays teachers have access to the World Wide Web as a source of knowledge, and cross-cultural understanding plays an important role in information transmission.

It has a vast number of texts and sources that are frequently informative but must be properly picked in order to provide appealing and beneficial material. When dealing with the Web, it is critical to create projects that emphasize significance rather than simply having kids read any content. In other words, what pupils are expected to do with the learning is typically the deciding factor.

Furthermore, due to the fact that they are brief and do not include a lot of duplication, advertisements and TV ads are particularly excellent as sources of AM. Because there is enough visual support - such as body language, facial expressions, or other non-verbal indications - brief, action-oriented ads can aid with comprehension. Ads, on the other hand, can be used in a variety of ways. For example, students may be shown various job advertisements and asked to choose which ones they think they could be qualified for and why. After that, a role-play interview might be conducted.

Moreover, brochures are excellent authentic resources. Brochures about products or services may be used to help students design new ones .Manuals and written instructions are popular sources of knowledge for students' future professional lives, and they're fun to utilize in class since they're examples of instructional language sources, which are common in the industry.

All in all, despite the huge amount of sources of AM, teachers must be aware of the fact that choosing the appropriate material based on many considerations such as learners' level, course objective and the teaching approach.

1.3.1.5 Advantages of Authentic Materials in EFL Teaching

Many academic scholars have demonstrated that using authentic materials creates positive results, and one thing they all have in common is exposure to real language. Nunan (1999), a pioneer in the use of authentic materials, noted that using authentic sources

increases students' interest and diversity in the things they meet in the classroom. These real materials bring the interaction to life, making language study and application more engaging.

As a result, students will have the chance to apply their classroom skills and knowledge in real-world situations (p. 212).

Despite the presence of some drawbacks, it may be stated that their advantages outnumber the drawbacks. Integrating AM into language classrooms will result in more vibrant educational environments and better practical learning outcomes. This section discusses the importance of AM that EFL teachers might utilize in the choosing of content. There is no doubt that materials play a vital role in foreign language teaching. Evidently, it is worth noting that teachers are torn between utilizing real-life examples, modifying existing materials, or producing their own resources. This decision must take into account a number of crucial factors, including the time limitation, the availability of resources, the course's goal, the learners' requirements, and their language competency. Researchers proved that AM are have many advantages in EFL teaching, and this, for all the four skills: namely, listening, speaking, reading, and writing. In this regard, Hadley (2001) stated AM may make learning more engaging and entertaining, to the point that their usage in EFL classes will result in students being more fluent (p. 68).

1.3.1.5.1 Writing

To start with, writing is among the important skills for EFL learners. It goes without saying that writing is a complex process that needs some pre-writing tasks, drafting, then redrafting, and finally revision. This task is difficult for both native and non-native speakers.

There is an agreement among scholars that authentic materials such as newspapers, advertising, films, cartoons, TV and radio programs are among the most efficient materials to improve writing abilities. According to Allwright (1982), classroom teachers may need to supply a variety of materials in order to give a variety of activities (p. 26).

Nunan (2001) also suggests that an EFL instructor should teach writing using authentic materials by exposing students to real-world language and assigning tasks based on what they have learnt (p. 212). Rabideau (1993) , for example, referred to the usage of comic scripts in the online magazine 'Using Comic Strip to Teach Narrative Writing,' which motivates students to work around it and create a written piece of work in which they find creative methods to present their views (p. 81).

To conclude, it might be said that authentic resources are a great way for students to improve their writing skills. Because of their diversity and adaptability, they provide an engaging and appealing educational atmosphere, minimizing the lack of interest of manufactured materials and making them an appealing alternative to the boring contrived materials because they are naturally flexible and varied.

1.3.1.5.2 Listening

According to Merrihue (1980) as quoted in Anvari and Atiyaye (2014), communication effectiveness is defined as any behavior initiated by the sender that conveys the intended meaning to the receiver and results in the desired response from the receiver (p. 13). It is important to note that communication effectiveness requires at least two people, a sender and a receiver, in a given setting.

Listening is a vital skill in language learning that has often been overlooked or taken for granted. Although it is a complex and challenging skill, it plays a significant role in language acquisition. Galvin (1985) identified five main reasons for listening, including engaging in social rituals, exchanging information, exerting control, sharing feelings, and enjoying oneself (as cited in Hedge, 2001, p. 243). In addition, Harmer (2001) argued that teaching listening helps students expose themselves to different accents and variations of spoken language, allowing them to improve their understanding of native speakers.

As Brown (2004) suggests, listening is a crucial component in the language learning process and contributes to language acquisition (p. 119). The ability to listen effectively is essential for communication and exposure to a foreign language. Several researchers emphasize the importance of incorporating authentic materials in teaching listening skills. Otte (2006) posits that using authentic materials can enhance students' listening comprehension and motivation (as cited in Sabet, 2012, p. 7).

Herron and Seay (1991) claimed that greater interest in authentic speech leads to better development of listening comprehension skills. They also provided evidence that regular exposure to authentic radio recordings during classroom activities results in greater listening comprehension compared to other methods (as cited in Sabet, 2012, p. 218). Rost (1994) similarly believed that authentic materials are crucial for teaching listening skills because they challenge learners to comprehend language as it is actually used by native speakers (p. 141).

It is important to note that using authentic materials is not limited to developing learners' listening skills only, but it also has a positive impact on the development of other language skills such as reading, writing, and speaking. Authentic materials can provide learners with a better understanding of the language in real-life situations, enhance their language proficiency, and develop their critical thinking skills. Additionally, the use of authentic materials can make language learning more engaging and meaningful, as learners are exposed to language that is relevant to their interests and needs.

1.3.1.5.3 Reading

The skill of reading, defined as the ability to understand written and printed words or symbols, is essential in developing other skills and acquiring vocabulary knowledge and learning styles, according to the Oxford Advanced Learner's Dictionary (2000). While

learners may struggle with comprehending reading texts, the use of authentic materials such as books, articles, and newspapers can expose them to a wide variety of text types and language styles that are not typically found in traditional teaching materials. By using authentic materials, students can expand their vocabulary and better remember the texts through meaningful recycling.

Ur (1996) asserted that students face difficulties in understanding texts outside the classroom because the reading materials used in the classroom do not reflect the language used in the real world. She further argued that the goal of language teachers should be to help their students cope with the same types of reading materials encountered by native speakers of the target language.

Brantmeier (2008) emphasized the importance of incorporating authentic reading materials into language curriculum as they reflect real-life situations that learners may encounter outside the classroom (p. 306). Similarly, Hadley (2001) suggested the use of real or simulated travel documents, hotel registration forms, biographical data sheets, train and plane schedules, authentic restaurant menus, labels, signs, newspapers, and magazines to familiarize students with the language used in real-life situations (p. 97). By using such materials, learners are better equipped to communicate effectively in the target language in authentic situations.

In summary, the use of authentic materials in language classrooms has multiple benefits, including exposing learners to real-life language, encouraging reading for pleasure, and motivating learners by providing evidence that the language is used for real-life purposes by real people. Nuttall (1996) emphasized that authentic materials can be particularly motivating for learners. Moreover, the use of authentic materials can enhance learners'

reading comprehension skills. Therefore, incorporating authentic materials in EFL classrooms is crucial for successful language learning.

1.3.1.6 The Role of Authentic Materials in EFL Classes

Over the past fifty years, the field of English for Specific Purposes (ESP) has undergone significant development. One area where this evolution is particularly evident is in the development of materials. The main feature that sets ESP courses apart from other language courses is that the content is tailored to the specific needs of learners in a particular context. In order to determine these needs, a careful analysis is conducted for each course and program, and the results of this analysis have a direct impact on the materials that are used for language learning.

Coffey (1984) emphasized the importance of authenticity in developing exercises for English for Specific Purposes (ESP) courses, as such exercises should simulate real-life tasks. Other scholars have also argued that the use of authentic materials can enhance learners' motivation in EFL classrooms by helping them to connect classroom learning with the real world. In essence, authentic materials enable students to directly engage with the language as it is used in authentic contexts.

When English as a Foreign Language (EFL) teachers use inappropriate teaching materials in their classrooms, learners can face significant obstacles in their learning. It is important for teachers to select materials that are appropriate for their students' level and that generate interest and motivation. If the teaching materials are not engaging, learners may not be able to effectively acquire the language, despite the best efforts of the teacher.

As previously mentioned, the concept of using authentic materials in teaching a second or foreign language is widely accepted among language instructors, particularly in English for Specific Purposes (ESP) courses where the aim is to achieve real-life communication goals (Lee, 1995, p. 324). To ensure that authentic materials are effective,

they should be carefully selected to align with students' actual and anticipated needs and interests. Furthermore, the teaching of ESP should incorporate authentic classroom activities and projects to enhance student motivation.

Peacock (1997) affirms the above mentioned claims as he emphasizes the necessity of using authentic materials in teaching EFL to provide learners with exposure to real-life situations, as this is crucial for anticipating their performance in those situations. However, it is essential to ensure that the selected authentic materials align with the students' abilities and levels, and have a clear pedagogic goal in mind, as suggested by Senior (2005). In other words, teachers need to carefully consider how to use these materials to achieve the desired learning outcomes.

Thus, it might be argued that the use of authentic materials in language teaching is highly effective as it enhances students' learning experiences and provides more engaging and stimulating content compared to artificial materials. Table 1.8 below summarizes the main pros and cons of using AM in teaching English.

Table 1.8: *comparison of the advantages and disadvantages of AM adapted from Miftahul Huda (2017):*

Advantages	*Disadvantages*
Real language exposure with language change/variation being reflected.	*Often too culturally biased, difficult to understand outside the language community.*
Students are informed about what is happening in the world.	*Vocabulary might not be relevant to the student's immediate needs.*
Textbooks tend not to include incidental/inproper English and become outdated very quickly.	*Too many structures are mixed so lowerlevels have decoding the texts.*
The same piece of material can be used for different tasks	*Special preparation is necessary, can be time consuming.*
Idela for teaching/practicing mini-skilsskimming/	*Can become outdated easily, e.g. news*

scanning.	*stories. Article.*
Contain a wide variety of text types, language style not easily found in conventional teaching materials.	
Encourage reading for pleasure, likely to contain topics of interest.	

Table 1.8 : Comparison of the Advantages and Disadvantages of AM adapted from (Miftahul Huda, 2017, pp. 1914-1915)

Moreover, (Richards, 2001) cited in Kilickaya (2004) summarized the main advantages of using such materials as follows:

- They expose learners to real language;
- They have a positive effect on learner motivation;
- They improve their language production;
- They increase their confidence;
- They raise their awareness of natural speech;
- They provide authentic cultural information about the target culture;
- They relate more closely to learners' needs;
- They support a more creative approach to teaching;
- They develop their interest in the real use of the target language.

Consequently, it might be noted that integrating AM in English classes is important since it gives originality to the courses. However, likewise ESP courses are more vulnerable to contain AM since ESP is specifically learnt by professionals who use the workplace language.

1.3.1.7 The Use of Authentic Materials in ESP Teaching

In ESP, authenticity is widespread. In his view, Harding (2007) confirms that using AM in ESP provides some guidelines for ESP teachers (p. 10). Since culture and

communication are fundamental in ESP, using real life examples would be of paramount significance. In order to meet these needs, materials are mainly designed for communicative purposes since they afford realistic contexts and tasks.

In this vein, there has been a growing interest in using actual materials in ESP classes since the 1980s. According to Mishan (2005) cited in Benavent & Peñamaría (2011), elementary level ESP students have previous knowledge and topic competence "that enables them to cope with texts in their specialism that lay native speakers could have difficulties with"(p.20).

Even the language teacher may find such materials challenging, especially if they are outside of the foreign language teacher's area of expertise.

Sweet (1899) who is regarded as one of the early proponents of the use of real materials in ESP. Authentic texts, he argued, "do justice to every feature of the language." He added that artificial materials, on the other hand, include "repetition of some grammatical constructs, certain vocabulary items, and certain word combinations at the exclusion of others that are equally, or possibly even more essential" (as cited in Gilmore, 2004, p. 3). According to Reppen (2010) who sees that "In recent years, many ELT professionals have voiced a preference for real materials in their courses, employing language from actual texts instead of ready-made examples" (p. 4).

To conclude, the idea of using authentic language materials in teaching a foreign language is generally approved by the vast majority of language teachers, especially in teaching ESP. Thus, authentic materials are often found in ESP courses. They are important tools for use in ESP classes because they motivate and immerse learners in specific spheres of the target language in which practice is needed.

1.3.1.8 The Use of Authentic Materials in BE Classes

As seen previously, today's ESP course books frequently include authentic materials and realia, and Business English is no exception. One crucial aspect of teaching business

English is to employ resources that will best prepare students for real-life scenarios in the workplace.

Authenticity is a critical consideration while examining any instruction. It must be acknowledged that kids rarely acquire business English in school.

It is also unlikely that pre-experienced learners will be able to practice and acquire English in the real business sector. As a result, a realistic strategy would be to try to apply methods and strategies that aid in the creation of authentic business contexts in classrooms where students may grasp business concepts and scenarios and exercise their abilities.

Through the use of AM, BE teachers can boost students' motivation by exposing them to genuine language and culture, as well as the various professional genres to which they aspire.

Unlike imitated authentic materials, they must be updated on a regular basis. However, if the methodology is not carefully chosen, using AM can be problematic because it is not always simple to use journals, periodicals, company records, and other true sources on a daily basis, especially for novices. This could be due to a variety of factors, including the language's limitations.

According to Sampath,& Zalipour, (2010, p.3) ,there are several forms of authentic materials in the context of business English:

- The internet is the primary source of authentic materials and activities.
- Course books are meant for pre-experienced learners, and they typically include authentic materials in their content.
- Articles or passages from newspapers, magazines, and business English journals selected for their relevance or interest are likely to be beneficial.
- Advertisements, images, commercial papers, or info graphics that illustrate business concepts are also likely to be advantageous.

✦ The BBC World Service offers a variety of information that may be utilized into teaching and learning resources.

✦ Specific Company information is a broad category that encompasses a wide range of business teaching and learning materials, including annual reports, letters, faxes, emails, memos, meeting minutes, contracts, written instructions, product information, company advertising brochures, company websites, and so on.

✦ Using case studies to facilitate learning is frequently recommended by educators because it improves the learner's critical and analytical skills.

In brief, integrating AM, with their different types, in BE classes would be an asset that enhances learners' different skills and capabilities.

To summarize, authentic materials are valuable resources for use in ESP classes because, as demonstrated, they encourage and immerse learners in specific areas of the target language where practice is required. Since we have attempted to explain, real resources may be obtained from a variety of sources, but there is a rising trend to receive them via the internet, as teachers must continually renew their materials and adapt them to the changing needs of learners.

1.3.2 Discourse Based Teaching

Scholars have identified various approaches to teaching languages. Each of them has advantages and limitations. In this part some principles of one of these approaches, namely, the discourse based approaches are discussed.

1.3.2.1 Discourse Analysis Defined

Discourse analysis means many things to many people. As an academic discipline, DA defined by Meriam Webster Dictionary as "a mode of organizing knowledge, ideas or experience that is rooted in language and its concrete contexts". Crystal (1992), on the other

hand, sees DA as "A continuous stretch of (especially spoken) language larger than a sentence, often constituting a coherent unit such as a sermon, argument, joke or narrative" (p. 25).

However, there is a better definition of discourse presented by McCarthy & Carter (1994) cited in *Making Sense of Discourse Analysis* written by Paltridge & Burton (2000):

> A view of language which takes into account the fact that linguistic patterns exist across stretches of texts. These patterns of language extend beyond the words, clauses and sentences which have been the traditional concern of much language teaching. The view of language we take is one which focuses, where appropriate, on complete spoken and written texts and on the social and cultural contexts in which such language operates. (Paltridge & Burton 2000, p.4)

Bloor & Bloor (2013) contrast between a variety of different interpretations of the term "discourse," ranging from viewing discourse as all symbolic interaction and communication between individuals to interpreting discourse as a specific text. (pp.6-7) Discourse, according to Harris (1970), is language that exists beyond the phrase and clause. Brown &Yule (1983) distinguish discourse from text as a process and a result, respectively. They further describe text as the "linguistic record of a communicative act, whereas discourse is defined as "language in use." (pp. 1-6). This stems from the understanding of speech as verbal interaction.

Similarly, Cook (1989), McCarthy (1991), and Fairclough (2003) tried to provide definitions to discourse. According to them, discourse analysis is seen as the study of the relationship between language and its intertextual, social and intercultural contexts in which it is used. However, Östman and Virtanen's (1995) perceive discourse analysis as "an umbrella-

term for all issues that have been dealt with in the linguistic study of text and discourse." (p. 244).

1.3.2.2 The Importance of Context in Discourse Analysis

The notion of 'context' is very crucial in DA. In order to arrive to an understanding of a text, the readers/ the hearers rely on the linguistic elements that surround the utterance to unlock the intra-textual relations that connect them. This is referred to as linguistic context (Nunan, 1993) or ' co-text' (Yule, 1985). One can arrive to a secure interpretation through the co-text because texts create their own context (Brown &Yule, 1983).

Numerous researchers have addressed the concept of context. According to Celce-Murcia and Olshtain (2000), context, within the scope of discourse analysis, pertains to the elements beyond language and text that influence written or spoken communication. Similarly, Widdowson (2007) regards context as the circumstances involving location and time. He explains that during interpersonal communication, individuals naturally make references to what is currently present in terms of both place (here) and time (now) (p.19).

In their views, the researchers affirm that understanding the context would provide the receiver of the message with extra information such as the non-linguistic elements, circumstances, as well as the settings.

In the same vein, Carter (1993) sees that:

> The internal environment of the text is also an established context,
> although not such an obvious one. All textual features whether at word,
> clause, or between sentence level are part of an environment: any word
> relates to those words which surround it both in the immediate vicinity and
> in other parts of the text. Even whole texts are governed by their textual
> environment. (Carter,1993, p.14)

Cook (1989) similarly highlights the need of context, stating that a formal structure *per se* does not allow learners to communicate, but the functional elements of language are required. Learners should be aware that while certain functions are universal, others are culture-specific. These functions are understood based on the participants' roles and social identities, as well as the sort of conversation.

Similarly, McCarthy (1991) emphasizes the importance of context and acknowledges that, while discourse analysis cannot be separated from the study of grammar and phonology, it is more concerned in what people do with language, i.e. speech actions, and how people respond to them. People often utilize language to serve a certain role in oral or written communication.

Moreover, Celce-Murcia and Olshtain (2000; 2001; 2005) accentuate the importance of discourse and context in language training, claiming that linguistic forms cannot be grasped without their context. Likewise, Widdowson (2003) asserts that internal text structures are necessary for comprehension, but they must be contextualized in order to work pragmatically. In other words, while words have semantic meanings, when someone uses language, he or she chooses from among the several potential meanings of words what is most suited for his or her communication aim.

In brief, understanding the context of the discourse refers to hearing or seeing what is beyond the written or spoken message. In other words, recognizing the context of the text is necessary for comprehension matters.

1.3.2.3 Discourse-Based Teaching

Many scholars have suggested a discourse-based teaching approach (Cook, 1989; McCarthy, 1991, Celce-Murcia & Olshtain, 2000), to name a few, and this, as a reaction to the formal approaches to language teaching. A discourse-based approach has developed from

works in discourse analysis and works in communicative approaches to language teaching and learning (Celce- Murcia & Olshtain, 2005) Cited in (SAIGHI, 2018, p.6).

Celce-Murcia and Olshtain (2005) suggested a discourse-based approach to language teaching when they argue that:

> Discourse-based approaches to language teaching allow for target language engagement that focuses on meaning and real communication. Such real communication can, of course, be carried out in speech or in writing with a variety of communicative goals. Learners of different age groups and different levels of language proficiency should have, according to such an approach, many opportunities for natural exposure to the target language during the course of study, as well as many opportunities to use the language for meaningful purposes (p.p. 734-735).

Undoubtedly, in learning languages, understanding grammar and vocabulary is vital. Nonetheless, in addition to sentence-level knowledge, it might also helpful to be able to comprehend the meanings of utterances in the context. In the same vein, Paltridge (2000) highlights that discourse analysis seems to be a ground to be covered if we desire to afford a thorough description of language in use.

In short, "a discourse-based approach to language teaching entails the interaction of a number of elements such as DA, pragmatics, background knowledge and context" as depicted by (Enverovna, 2020, p.87). In other words, understanding the context of the language, in addition to its grammatical and syntactic principles is likely to provide a thorough understanding of language.

1.3.2.4 The Role of the Discourse Based Approach in Teaching Business English

Numerous practical studies have emphasized the concept of enhancing business English communication by examining inter-discursivity within specialized business discourses and practices. For example, Devitt (1991) and Flowerdew & Wan (2006) conducted research on the prevalence of inter-textuality in the discourse of accountants. They specifically analyzed tax computation letters written by tax accountants to gain insights into this aspect.

In another study conducted by Wang & Aaltonen (2005), it is suggested that teachers of Business Communication often rely heavily on the analysis of fax messages as a means to teach effective communication through email. The researchers argue that certain characteristics of fax messages can be reasonably assumed to be similar to those found in email messages. (p.6)

Following a similar perspective, Hyland (2004), as cited in Bremner (2008), suggests that teachers have the opportunity to assist students in recognizing that their written texts should not be seen in isolation but rather understood within the context of other opinions, viewpoints, and experiences related to the same topic. By emphasizing this interconnectedness, students can develop a more comprehensive understanding of their own writing and its relationship to the broader discourse surrounding the subject matter (p.307).

Similarly, Blagojević (2013) suggests a course book which is based on advertisement as the main teaching materials. In her conclusion, these pieces can be used by teachers to design their course and activities, on the one hand, and assist learners in developing their language i.e. writing, speaking, reading, listening, grammatical, cultural and communicative skills in the ESP context, on the other.

However, it is important to acknowledge that the works of Bhatia and Swales continue to hold immense significance, as they greatly contribute to the development of language in professional domains. Building on this notion, Widdowson (1998) affirmed that:

> It is to further such communicative efficiency that extensive work has been done in the ESP field on genre analysis by such people as Swales and Bhatia (Swales, 1990; Bhatia, 1993). This seeks to identify the particular conventions for language use in certain domains of professional and occupational activity. It is a development from, and an improvement on, register analysis because it deals with discourse and not just text: that is to say, it seeks not simply to reveal what linguistic forms are manifested but how they realize, make real, the conceptual and rhetorical structures, modes of thought and action, which are established as conventional for certain discourse communities. (Widdowson, 1998, p.7)

According to his perspective, these advancements are driven by the belief that communication entails more than simply arranging words in a grammatically correct and rhetorically cohesive manner. It also involves the ability to exert a desired influence on individuals belonging to a specific discourse community.

It should be noted, based on the aforementioned studies, that incorporating authentic written or spoken discourse in Business English (BE) courses can be highly beneficial and productive. Therefore, BE teachers have the opportunity to structure their courses by adopting a discourse-oriented approach. However, it is worth highlighting that in Algeria, this particular aspect has not been accorded significant importance.

However, the choice of the appropriate pieces of discourse and use them as teaching materials is a challenging task that takes many aspects into consideration. In this respect Blagojević (2013) states that in order to produce an adequate and meaningful selection of texts to include in an ESP course book, we must first do some analyses that will assist us in

starting this process. These analyses include the following: first, a needs analysis of students' specific academic discipline, which includes educators' both present and target needs, adapted to the aims of an ESP course; second, an analysis of students' previous knowledge of a language; and, lastly, an analysis of students' background knowledge of this specific discipline. (p.120).

She goes on to say that the selection of texts and their use in teaching ESP are chiefly based on two main assumptions: first, that students have achieved a high enough level of English grammar, or linguistic competence, and second, that learners have the ability to understand language expressions necessary to have a conversation on general topics.

According to her, the objective of these texts is to help students activate their existing language skills while also enabling them to connect newly acquired information and language experiences relevant to their desired profession with what they have previously learned when studying English for general purposes. The process of selecting texts for a philosophy coursebook should be carried out in multiple stages, involving English for Specific Purposes (ESP) teacher. These stages include:

- Gathering a wide range of texts, taking into account the insights and recommendations of other ESP teachers, particularly those with significant experience in this area.

- Choosing an appropriate number of texts from the gathered collection, considering their level of linguistic complexity.

- Organizing the selected texts in the following manner: a) Placing less difficult language elements before more difficult ones. b) Presenting language elements that students are already familiar with before introducing unfamiliar ones. c) Arranging more frequently used language elements before those that are less frequently used.

The process of selecting texts for a coursebook should be conducted in stages, involving an ESP teacher at each step:

* Gathering a large number of books while considering the opinions and suggestions of other ESP teachers, especially those with extensive experience in this field.

* Choosing an appropriate number of texts from the collected books, taking into account their level of linguistic complexity.

* Arranging the chosen texts in the following sequence: a) Placing less difficult language components before more difficult ones. b) Presenting elements that students are already familiar with before introducing unfamiliar ones. c) Organizing more frequently encountered language elements before those that are less commonly used. (Blagojević,2013, pp -119-121)

Owing to the above mentioned claims, it might be said that integrating discourse analysis in BE classes using language in its real context is of paramount significance. Evidently, in BE settings, communication is vital among individuals. Henceforth, incorporating discourse based approach in BE classes might help learners' to learn real language through the use of the different types of authentic materials previously stated.

1.4 Conclusion

In this first chapter, the theoretical foundation of Business English teaching is explored within the broader context of English for Specific Purposes (ESP). The exploration begins with the definition of ESP and delving into its historical development, leading us to recognize its various branches, such as English for Academic Purposes (EAP) and English for Occupational Purposes (EOP). Focusing on Business English, its significance is examined as a distinct branch of ESP, and its subdivisions, including English for General Business Purposes and English for Specific Business Purposes, are explored. Through this exploration, an understanding of the diverse needs and specific language requirements of learners in the business context is gained. Moreover, the crucial role of the ESP teacher is highlighted,

emphasizing the importance of adaptability and tailored instruction to effectively cater to learners' professional needs. Furthermore, the features of Business Discourse are investigated, proving essential for comprehending the specialized language used in professional settings. Also, Discourse analysis is discussed, providing insights into the methods of analyzing business communication and understanding its unique features. Finally, discourse-based teaching is explored as an effective pedagogical approach in Business English instruction, recognizing its potential to enhance learners' communicative competence and language proficiency within the business domain.

In the next chapter, the focus is put on the methodology. The sample, tools, research methods, as well as the collected data process are discussed.

Chapter Two

Research Design and Data Collection

Process

Chapter Two

Research Design and Data Collection Process

2.1 Introduction

The current chapter provides a presentation of the methodology, as well as an introduction to the study case. It focuses on the learning environment in which Business English is taught to Master 1 students at Economics Faculty at Tlemcen University. It describes the faculty of Economics in which the study occurs and the status of the English module. It is also focused on the sample of the participants. After that, it deals, in details, with the instruments of the data collection. Finally, it provides the experimental study which the researcher conducts based on the results of the data analysis.

2.1. Presentation of the Faculty of Economics at Tlemcen University

Economics faculty at Tlemcen University is divided into four main departments, each of which is located in a distinct part in the central university. The department of Economic sciences, the department of Management Sciences, the department Commercial Sciences, and the department of Finance and Accounting, are all part of it. In each department there are many specialties. Figure2.1 showcases the different specialties that are taught in this faculty.
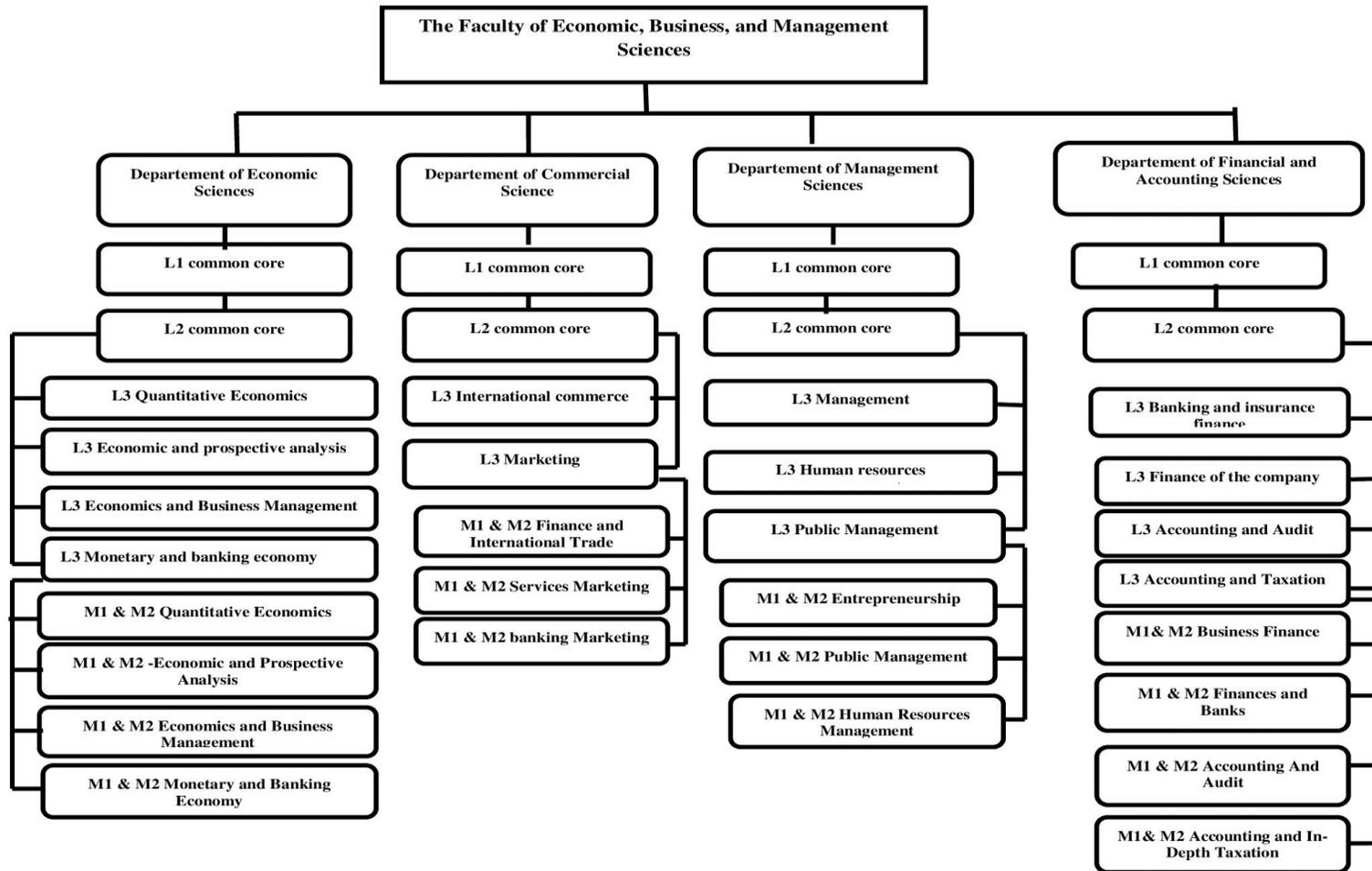
Figure 2.1 . The Organizational Chart of Economics Faculty

By the researcher adapted from the Faculty website. URL: https://fseg.univ-tlemcen.dz/pages/10/training accessed date: 01/12/2020

As exposed in the organizational chart above, the Faculty of Economic, Commercial, and Management Sciences is composed of four (04) different departments, and in each department there exist a variety of branches.

Firstly, the department of Economic Sciences which is composed of first year (L1), and second year Bachelor of Arts of Arts (L2), then (04) four branches in the third year Bachelor of Arts (L3) namely: Quantitative Economy, Economic and Prospective Analysis, Economy and Business Management, Money and Banking Economics. In the Master level, there exist (04) four branches in both First Year Master (M1), and Second Year Master (M2) (Quantitative Economy, Economic and Prospective Analysis, Economy and Business Management, Money and Banking Economics).

Secondly, the department of Commercial Sciences which is composed of first year (L1), and second year Bachelor of Arts of Arts (L2), then (02) two branches in the third year Bachelor of Arts of Arts (L3) namely (International Commerce, and Marketing) . In the Master level, there exist (03) three branches in both First Year Master (M1), and Second Year Master (M2) (Finance and International Commerce, Services Marketing, and Bank Marketing).

Thirdly, the department of Management Sciences which is composed of first year (L1), and second year Bachelor of Arts of Arts (L2), then (03) three branches in the third year Bachelor of Arts of Arts (L3) namely (Management, Public Management, and Human Resource Management). In the Master level, there exist (04) four branches in both First Year Master (M1), and Second Year Master (M2) (Entrepreneurship Public Management, and Human Resource Management).

Finally, the department of Finances Sciences and Accounting which is composed of first year (L1), and second year Bachelor of Arts of Arts (L2), then (04) four branches in the third year Bachelor of Arts of Arts (L3) namely (Finance of Banks and Insurance, Corporate Finance, Accounting and Audit, and Accounting and Taxation). In the Master level, there exist (04) four branches in both First Year Master (M1), and Second Year Master (M2) (Finance and Banks, Corporate Finance, Accounting and Audit, and Accounting and In-Depth Taxation).

In total, in addition to the common core (L1) and (L2) classes, the Faculty is composed of thirteen (13) Branches in the third year Bachelor of Arts of Arts (L3), and fourteen (14) Branches in the Master level (M1) and (M2).

2.3 Teaching English in the Faculty of Economics

The LMD system (License, Master's, and Doctorate) was implemented by the Economics faculty, as it was by other faculties. The importance of English as the primary language of communication, science and technology has not gone ignored in Algeria, where it is currently taught at practically all institutions and in a wide range of sectors. English is designated as a subsidiary subject matter for one hour and half each week in the Economics Faculty, with a lower coefficient (1) and credit (1) than the other modules. Furthermore, because the administration was unable to offer sufficient resources (textbooks, periodicals, the internet, and visual aids) to instructors and students, the teacher is responsible for developing a course and obtaining photocopies of it. Moreover, the instructor has no outside support and no administrative assistance, particularly in terms of syllabus creation; he or she is responsible for designing the syllabus and providing resources, even if they are insufficient to meet the goals of the pupils. All of these elements have an impact on students' motivation and attendance.

2.3. The Administration

The information is also acquired from administrative staff, notably the Dean of the Faculty, who has worked in this department as a teacher for more than fifteen years and as the department's head for four years. He welcomes the researcher and provides him with the information he needs for his investigation.

2.4. The Sample Population

After providing information about the economics faculty, the researchers' focus is shift to the sample population.

Before dealing with it in details, it should be highlighted that sampling is a complicated process. In this regard, Morrison thinks that the quality of a piece of study is determined not only by the appropriateness of technique and instruments, but also by the adequacy of the sampling strategy that has been employed as seen by Cohen et al. (2000), p.92.

In their view, they believe that sampling is regulated by a set of scientific principles that must be followed in order to eliminate bias, limit the effect of extraneous factors, and reduce sample error, all of which have a direct impact on the quality and objectivity of the data of this research. Accordingly, Kerlinger (1970) sees that the researcher should employ as many samples from the same population or samples that are similar as practicable as quoted in (Cohen et al., 2000, p. 215).

The participants of the present empirical study are the Students of first year Master enrolled in the Faculty of Economics at the University of Tlemcen during the academic year 2021-2022. The participants belong to different specialties. Their ages range from twenty one to thirty nine. It is important to note that the group contains employees.

The sample is a crucial aspect of scientific research; without a well selected sample and relying solely on unorganized sampling, it is impossible for a researcher to meet his or her study objectives.

Dörnyei (2007, p. 96) defines sample as the group of participants whom the researcher really investigates in an empirical inquiry and population as the group of persons about whom the study is concerned. Similarly, Singh (2006, p. 81) elaborates on the significance of the sampling process for scientific research. He claims that sampling is an important tool of behavioral research; the study effort cannot be conducted without the use of sampling.

To achieve the necessary and correct data, the researcher does not pick a sample from the entire population arbitrarily; rather, this selection is based on precise scientific procedures. Singh (2006) elaborates on several sampling approaches utilized nowadays in the graphic (figure 2.2) below.
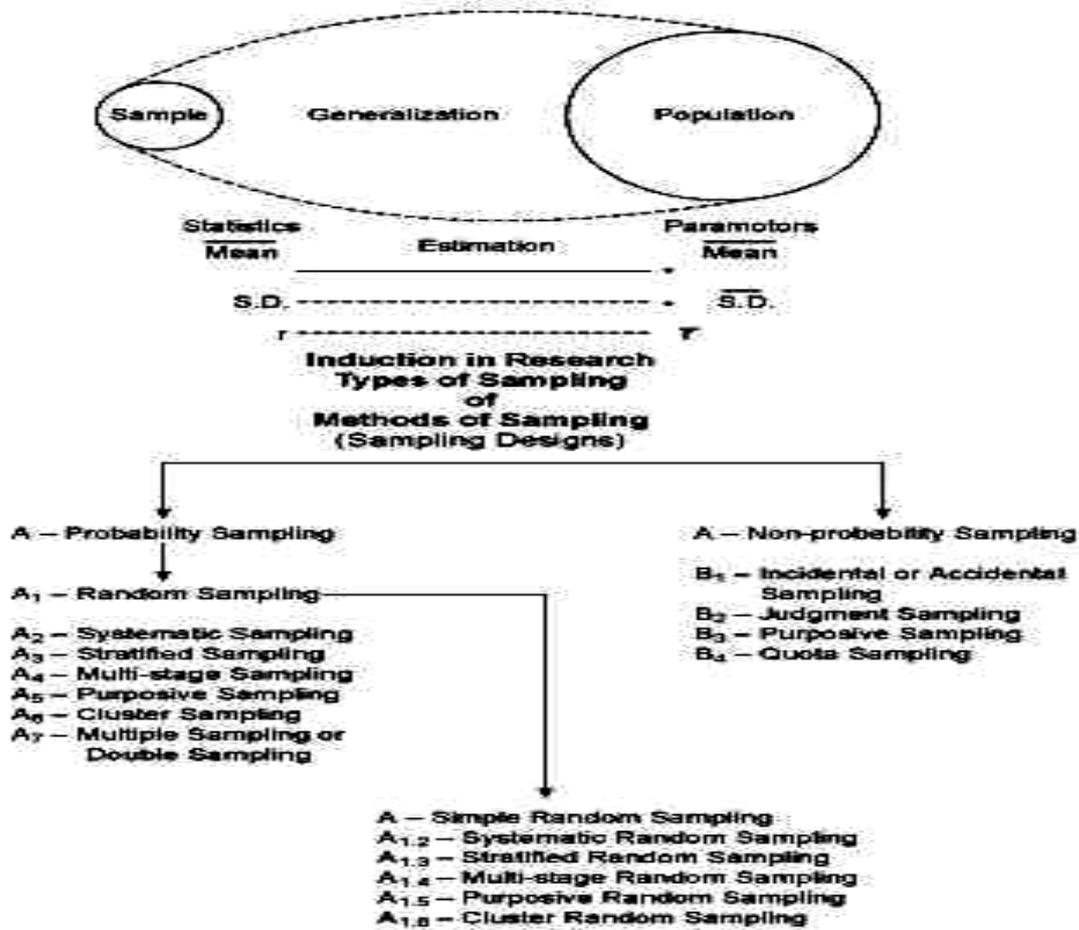
Figure 2.2: Types and Methods of Sampling (Adapted from Singh, 2006, p 83)

According to Singh (2006), the need for a representative sample derives from two issues:

The first is that no researcher can examine a whole community since recruiting and testing even the smallest group would take too long. Second, most researchers seek broad findings and results that apply to a group rather than simply a few people, as needed by study. Therefore, collecting suitable and representative informants is more than just getting individuals to participate; rather, the researcher must carefully choose the informants.
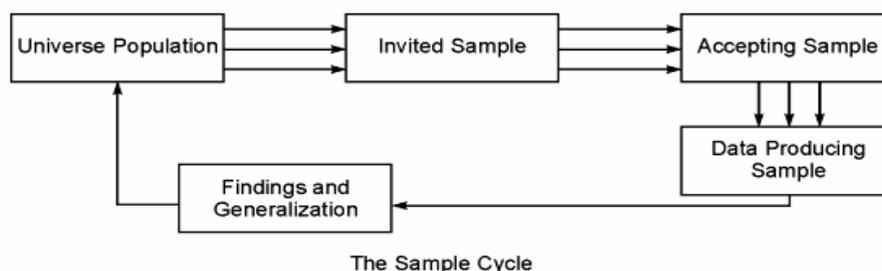
Figure 2.3: The Sample Cycle adapted from (Singh, 2006, p. 95)

2.4.1 Sampling in an ESP Situation

ESP studies, similar to general English studies, need a well selected sample for the study. Nonetheless, the depth of needs analysis necessitates that the researcher rely on a variety of data sources in order to achieve precision and validity in his/her conclusions.

Robinson (1998) supports this viewpoint by noting that the researcher must rely on topic specialists, potential (target) students, and the institution where these students get the language (Administrators) to supply vital information for the needs analysis study.

Finally, she claims that former students who were presumably working as professionals at the time of the investigation may be a good source for the research.

To summarize, there is no arbitrary selection of informants for data collection. As the procedure progresses, the researcher risks the accuracy and validity of his data and outputs, and hence the whole study's eventual results and aims.

2.4.2. The Students' Profile

The participants in this study have a direct connection to the English teaching and learning environment at the Economics Faculty at Tlemcen University.

Ther sample population consists of fifty 50 Master students from different departments both genders, male and female, who are randomly assigned to different groups.

The level of knowledge varies from one student to the next; the majority of the students are adults between the ages of twenty and thirty, their level of English ranges from beginner to intermediate; there is some awareness of the importance of English in their field of study and its utility in meeting their needs.

2.4.3. The Teachers' Profile

The ESP teachers who are taking part in this study must extract information about their students' interactions and motivation in the classroom.

As a result, these informants are chosen at random, regardless of their age, gender, or duration of teaching experience.

They are six (06) English teachers from Economics faculty's four Departments. All of them are part-time teachers. Two of them with doctorates, and two hold a Master degree. While one of them with a license degree.

Furthermore, it is to be mentioned that before teaching ESP at the various universities, none of these teachers received any particular training. The reason for incorporating them in this study is twofold: first, to obtain more relevant and in-depth data because they are direct observers of their students, and second, to obtain further direction to guarantee that the research is handled properly. It is important to note that these teachers were given sufficient time to complete their questionnaires. The goal was to have a big sample size and a wide range of responses.

2.4.4 Administrators

Administration is seen as a part of the sampling system. Accordingly, Brown (2016) outlines **"**it is always a mistake to ignore or not include administrators in a needs analysis**."** p .44. The respondent who took part in the present research work is the Head of the Department of Management Sciences.

2.4.5 Subject Specialists

Taking information from subject specialist teachers is of paramount significance. The informants who took part in the current study are   thirteen 13 permanent teachers in the Faculty of Economics .The respondents teach different modules including: Accounting, Public Management, Audit in the public sector, Strategic Management, Project Management, and Marketing. These teachers are chosen to assess their attitudes towards using English in their modules, to evaluate its use by the learners, and to check their coordination with the English teachers of their specialty.

2.5. Description of the Research Instruments

In order to tackle our research and gather the needed data, multiple research instruments have been used, namely, questionnaires and interviews.

2.5.1 The Questionnaire

A questionnaire is a set of questions that is commonly used in quantitative research. It is an effective means of gathering a wide range of information from a huge number of people. The questionnaire is also one of the most useful instruments, which are frequently viewed as a somewhat valid research instrument for eliciting information from informants; in this case, ESP instructors from various departments where English for Specific Purpose is taught.

Nunan (1991) describes a questionnaire as a data collection instrument that is typically in printed form and consists of open and/or closed questions as well as other probes that need a response from participants. Thus, the following headlines summarize the benefits of using a questionnaire in each research project:

 - It covers a large number of individuals;

- It is standard and simple to analyze;

- It is time saving;

- The informants' confidence has grown as a result of their anonymity, which may lead to more candid queries.

The purpose of employing a questionnaire as a data collecting technique in this study was to assess both students' and instructors' attitudes on the English teaching/learning environment at the faculty of economics at Tlemcen University.

2.5.1.1 Description of the Questionnaire for Students

The students' questionnaire utilized in this study **(Appendix 03)** is broken into six sections, each of which analyzes a different issue.

Part One: Students Profile

Questions 1 to 4 inquire about the student's gender, age, department, and specialism.

Part Two: Quality of English Lessons

Questions in this part deal with assessing the students' views towards learning business English as well as their perceptions towards the quality of the provided English lessons.

Question from 05 to 08 deals with learners' views towards the importance of learning English at university and how it can help them in the future.

Questions from 09 to 11 assess learners' views about their educators and their methodology.

Question from 12 to 15 evaluate learners' attendance and interaction during the sessions.

Questions from 16 to 22 ask about students' perceptions about the English allotted time, coefficient, as well as their views about their satisfaction vis-à-vis the presented lessons.

Part three: Needs Analysis

Questions 23 to 26 deal with analyzing present situation

Questions 27 to 32 are concerned with the target situation analysis.

Part six: Students' Attitudes towards the Use of the Discourse Based Approach.

Questions 33 to 35: investigate the students attitudes of learning Business English using discourse based courses and their suggestions in this regard.

2.5.1.2. Description of the Questionnaire for Teachers

The English language teachers' questionnaire (Appendix 04) was designed to provide an overview of English teaching at the Faculty of Economics at Tlemcen University and to determine teachers' perspectives about the incorporation of discourse as authentic resources in English courses.

It was given to six ESP instructors during the first semester of the 2022-2023 academic year.

It consists of thirty two (32) questions divided into four sections.

Part One: Teachers' Profile

Questions in this part ask about teachers' age, gender, department, degree, and teaching experience.

Part Two: Needs Analysis Occurrence

Questions of this part deal with the occurrence as well as the results of if any needs analysis.

Part Three: Teaching Methodology

In this part the researcher asks about the teaching approach that the teacher uses during their lectures, and if it satisfies their learners expectations.

Part Four: Teachers' Attitudes towards Using the Discourse Based Courses.

In this part the investigator tries to recognize whether teachers use authentic materials in their lessons and if it they are useful.

2.5.2 The Interview

The interview is a dialogue between the researcher and the respondent with the goal of gathering information about people's knowledge, attitudes, and abilities.

Seale et al. (2010) see that the interview is "a more flexible form that may be utilized to acquire more detailed information and is more sensitive to contextual change in meaning" p.183.

As a result, Yin (1994) confirms that interviews are an important source of case study evidence because most case studies are about human affairs, these human affairs should be reported and interpreted through the eyes of specific interviewees, and well-informed respondents can provide important insights into a situation. p.20

Therefore, an interview consists of a series of direct questions from the researcher to the informant. It allows the researcher to identify answers to preconceived questions on the one hand, and the informant to ask for clarifications and explanations for further elaboration of responses on the other.

There are three kinds of interviews:

- ✓ **The Structured Interview**: is an oral questionnaire in which respondents answer the same questions with the same wording.

- ✓ **The Semi-Structured Interview** entails creating an outline of the subjects to be covered with each informant but not adhering to the sequence or language of the questions.

- ✓ **The Unstructured Interview**: is performed in the manner of a general chat in which the interviewer introduces the issue to the responder, who simply expresses his or her opinion on it.

The researcher chooses one semi-structured interview and one structured interview for the current study.

These sorts of interviews allow the researcher to investigate the informants' responses and obtain a wealth of information. Furthermore, the information acquired from these sorts of interviews is examined qualitatively.

They were conducted with subject specialists, and administrators from Economics Faculty at Tlemcen University.

The purpose of the interviews is to ascertain the participants' perspectives on English language education at Tlemcen University as well as their opinions about the incorporation of discourse based approach to design business English course.

2.5.2.1 Administrators' Semi-Structured Interview

The goal of constructing the administrators' interview (appendix 06) is to get insight on the goals of English language education at the Faculty of Economics at Tlemcen . It lasted one hour and was conducted with one informant, namely the Head of the Department of Management Sciences.

The interview revolves on five (5) major themes including: The significance of Business English, The English course's objectives, issues that the students experienced, and suggestions for enhancing the ESP course.

2.5.2.2 Subject-Specialists' Semi-Structured Interview

The investigator plans to utilize the interview (appendix 05) to assess subject-specialists' perceptions and attitudes concerning English language courses in the four Departments of Economics Faculty. It lasted around 45 minutes and was done with 11 subject-specialist professors.

During the interviews with the instructors, the investigator clarified several points and asked further questions.

The interview touched four (4) important themes includes: Profiles of teachers; the difficulties that students have in their field of study as a result of their English competence, English proficiency of students; and the significance of English in this Faculty.

2.6 Description of the Experimental Study

In addition to the previously mentioned tools, an experimental study is taken place. This experimental study includes a pretest and posttest.

2.6.1 Description of the Pre-test

A pretest is the first stage in the experiment. In fact, pretests are frequently given to research participants before they take part in a specific study. In this study, a pretest **(appendix 01)** took place before the introduction of the experiment (treatment). This pretest was done with twenty five (25) Master 1 students specialized in Public Management. The participants were informed that they were chosen to take part of the research study and their performances' assessment would not influence their course rating. This pretest aims at assessing learners' levels in business English related to their field of study. A well determined pretest may include the following:

- ✓ **Vocabulary Test**: Test learners' knowledge of vocabulary specific to their field of work, such as marketing, finance, or human resources.

- ✓ **Grammar Test**: Test learners' knowledge of common grammatical structures and functions that are relevant to their field of work, such as passive voice, conditionals, or reported speech. Reading comprehension: Test learners' ability to understand authentic texts related to their field of work, such as business articles, reports, or case studies.

- ✓ **Listening comprehension Test**: Test learners' ability to understand spoken English related to their field of work, such as presentations, interviews, or phone conversations.

- ✓ **Writing Test**: Test learners' ability to produce written English related to their field of work, such as emails, memos, or reports.

✓ **Speaking Test:** Test learners' ability to communicate effectively in spoken English related to their field of work, such as giving presentations, participating in meetings, or negotiating deals.

By administering such pretest, teachers can gain insight into learners' strengths and weaknesses in Business English, which can help them tailor their teaching approach and materials to meet their specific needs. Additionally, they can use the results of the pretest to track learners' progress over time and to evaluate the effectiveness of your teaching methods.

The researcher based on task suggested by Willis (1996) to design his pretest. Willis suggests that pretest tasks may contain the following: listing; ordering; comparing; problem-solving; sharing experience; and creative tasks. (Willis, 1996, p.149).

Accordingly, the pre-test consist of 05 main tasks related to Business English topics. Through these tasks, the researcher tries to diagnose the participants' levels and competencies in the selected areas of Business English. The chosen topics were as follows:

✓ Email writing;

✓ Filling job interview;

✓ Description of terms;

✓ Job description;

✓ Graph description;

The pretest was done during the first session of the first semester. It was done in a regular session and took one hour and a half. The participants' answers were remained anonymously. Participants were asked to answer freely using their own knowledge and level as it is just a diagnostic test.

The pre-test has been analyzed hand in hand with the aforementioned questionnaires, in order to get insight about students' levels in some areas of Business English. Consequently, the teacher in charge planned his courses, primarily, according to the outcomes of the utilized tools.

2.6.2 The Training Sessions

After analyzing the pres-test, the teacher started his remedial sessions based on the results of the test. These sessions were done during the first semester of the academic year 2022-2023. It was lasted for eleven (11) weeks. The main objectives of the treatment sessions were to enhance the participants' communicative competencies as well as their linguistic abilities in some areas of Business English. The chosen lessons were structured and planned using the discourse based approach principles.

The teacher has made efforts to turn regular classes into communicative ones. The researcher chooses the following topics in the training sessions.

- ✓ Job interview;

- ✓ Negotiations ;

- ✓ Describing Graphs;

- ✓ Banks and Banking Systems;

- ✓ Investments;

- ✓ Describing ones' job and company;

- ✓ Business Presentations;

- ✓ Business Meetings.

- ✓ Business Etiquette

- ✓ Describing ones' company.

- ✓ Describing ones' job

In practice, each session started with a presentation of a piece of discourse, and then students were asked to read or listen carefully, according to the topic. After that, learners' were asked to answer some related questions. Finally, an assessment stage is taken place. The teacher's role, in this stage is to check learners' understanding of the presented piece of discourse.

2.6.3 PDP Framework

In order to plan fruitful lessons, the researcher chooses to use the PDP framework. As posted in Algeria TESOL (n.d), the PDP framework refers to the lesson planning that assists teachers in planning and implementing excellent listening, video, and reading classes. The framework is based on research, and adopting it helps guarantee that students are motivated, engaged, and active before, during, and after listening to, watching, or reading a book.

Using PDP (Pre- During-Post) framework in lesson planning, lectures time is divided into three parts. In the (Pre) part, the teacher made a brainstorming through introducing the topic by asking questions, telling an event, giving a statistic …etc. The (During) part, however, is dedicated to read or listen the piece of discourse, meanwhile, the teacher helps students to understand the piece of discourse. Finally, in the (Post) stage students are asked to deal with comprehension tasks, and then they are asked to extend and incorporate what they learned from working with the listening or reading material into other skill areas or contexts as well as communicative activities.

Pre Phase

- ✓ They discuss their expertise or experience with the topic of the listening or reading.
- ✓ They comprehend the significance of crucial terminology in the text.
- ✓ Before they begin working with the material, they understand what they will listen for or read for.

✓ They may make educated guesses about what the text will be about.

During Phase

✓ They discuss their expertise or experience with the topic of the listening or reading.

✓ Students concentrate their attention on the hearing or reading content and perform tasks that gradually enhance and strengthen their grasp of the text (i.e., from simpler and more general to more complex and more specific).

✓ They can also do assignments that help them improve their listening and reading abilities.

Post Phase

Students (Ss) apply and integrate their expertise and information obtained from working with the listening or reading material into other skill areas or settings.

PDP framework is summarized in Table 2.1 below:

Table 2.1 PDP Framework

Stage	Objective	Sample Activities
Pre	• *Students did not select to listen to, watch, or read the content in most circumstances; therefore they must acquire an interest and motivation to engage with it.* • *Students must be familiar with the important language they will hear or see, as well as comprehend why they will listen to/watch/read the material.*	• *Splash of words* • *Match the language to the images.* • *Sort words into headings.* • *Predict based on a headline, title, set of words, images, etc.* • *Arrange the images in the order they will be confirmed or altered after hearing or reading the text.* • *Discuss the primary topic (s)*
During	• *Students do a series of exercises to assist them grasp the content and strengthen their listening and reading abilities.* • *The initial task(s) should assist Ss in understanding the content on a broad, non-specific level.*	• *Listening, reading, and drawing* • *Answer queries regarding general knowledge (gist), such as "What are they talking about?"* • *"Are the speakers cheerful or sad?"* • *Listen/read and organize*

	• *Tasks can then guide Ss towards a more nuanced and in-depth knowledge of the material.*	*pictures or events in chronological order*
	• *Ss must understand why they are listening, watching, or reading before beginning any work.*	• *Find the errors by listening/reading.*
	• *No assignment should 'test' student's recall of specifics.*	• *Listen/read carefully and respond to specific inquiries such as "What did they say about?»*
	• *Before discussing responses with the entire class, students should double-check their answers in pairs or small groups.*	• *Listen/read while pointing* • *Fill out a grid*
Post	• *Following the During tasks, Students require an opportunity to work with the text, its topic, its content and/or vocabulary, functions or grammar used in it, OR to speak and/or write (also to read and/or listen) further based on the text - for*	• *Discussion topics* • *Role-playing Project (for example, make a)* • *Create and share a similar or own tale.* • *Discuss a subject, an issue, or facts from the book.* • *Complete and discuss a noticing exercise, such as*

	example, for Ss to tell the story of something that happened to them, to write a letter of complaint to a restaurant, to conduct a similar interview, and so on. • *Students must be given the chance to personalize what they have heard or read; they must see how the material applies to them and the world beyond the classroom.*	*"Find all of the past tense verbs" or "Underline the aspects of the questions that make them polite."* • *Consider what happened before or after the events in the book.* • *Consider the characters in the text.*

Table. 2.1. PDP Framework – Source: adapted from: AlgeriaTESOL (n.d)
https://sites.google.com/a/algeriatesol.org/algeriatesol/frameworks/pdp-pre-during-post/pdp-framework/pdp-framework

2.6.4 The Treatment Sessions' Lesson Plans

Based on the outcomes of the questionnaire, and the pretest, the researcher plans his lessons in order to meet learners' needs, on the one hand, and to check the usefulness of the discourse base approach, on the other hand. These lectures were taken place during the first semester of the academic year 2022-2023 with the students of Master 1 Public management as the researcher was in charge of this class. The treatment sessions consist of eight lectures, and all of them are related to the learners' field of study. These lectures are presented as follows:

Table 2.2

The First lesson

Title: Job interview

Objective: By the end of the lesson, students will be able to communicate effectively and succeed in job interviews.

Materials:

- *Video : URL: https://learnenglish.britishcouncil.org/business-english/youre-hired/episode-05 (accessed on November, 11th , 2022)*
- *Worksheet: https://learnenglish.britishcouncil.org/sites/podcasts/files/LearnEnglish-You-re-hired-Episode-05.pdf (accessed on November, 11th , 2022)*
- *Authentic material: a web article about the most common job interview questions and their answers (URL: https://www.fish4.co.uk/article/most-common-interview-questions-and-answers (published on January 17th, 2018 and accessed on November, 11th , 2022)*
- *Whiteboard*
- *Exercise sheet*

Stage	*objective*	*Activities*
Warm up	✓ *Warm up*	✓ *Warm-up by asking the students about their previous job interviews, what questions they were asked, and how they prepared for them. This will activate their prior knowledge about the topic and create a context for the lesson.*
Pre	✓ *introducing the topic*	✓ *Tt asks students about some related terms such as "resume", "cover letter", "references", "qualifications", etc. Go over the terms as a class and ensure students understand the meaning and usage of each term.* ✓ *After that, the teacher provides learners with a story of women telling her story about a job interview.*
During	✓ *Interview Practice*	✓ *Tt asks students to work in pairs to simulate a job interview. Provide them with a list of sample job interview questions and have them take turns asking and answering the questions.* ✓ *Provide feedback to each other.*
	✓ *Exercise:*	✓ *Provide students with an exercise worksheet that includes several prompts for communicating effectively in job interviews.* ✓ *Ask students to work in pairs and to write responses to the prompts.* ✓ *The Teacher encourages students to use the vocabulary and language they learned in the previous steps.*

	✓ *Listening and Note-taking*	✓ *Tt provides the students with a recording of a job interview between a recruiter and a job candidate, using an authentic material.* ✓ *Ask students to listen to the video and take notes on the main points covered during the interview, focusing on the types of questions asked, the candidate's responses, and the recruiter's feedback.* ✓ *After the listening activity, the teacher asks students to compare their notes and discuss what they learned from the interview.*
	✓ *Group Discussion*	✓ *The Teacher encourages students to use the language and strategies they learned from the listening activity and to give feedback to each other on their responses.* ✓ *Monitor them and provide support as needed.*
	✓ *Role-Play*	✓ *Teacher select two groups of students and asks and encourages to use the language and strategies they learned from the listening and discussion activities and perform short job interviews.* ✓ *Tt provides feedback to each other on their performance.*
Post	✓ *Reflection and Feedback*	✓ *Tt asks each group to reflect on their role-play performance and discuss what they learned from the activity.* ✓ *Tt encourages students to give each other feedback on their language use, communication skills, and performance in the role-play.*
	✓ *Application*	✓ *Tt asks students to apply what they learned from the lesson to a real-world situation, such as preparing for an upcoming job interview or giving advice to a friend who is preparing for a job interview.* ✓ *Tt provides support and feedback as needed.*
	✓ *Assessement*	✓ *A teacher asks some related questions to assess learners' understanding.*

The objective of this lesson was to teach students how to perform well during job interviews. Following the strategies and activities mentioned in the lesson plan above, learners get the needed knowledge, vocabulary, and techniques to communicate effectively

while taking part in job interview. Thus, the objective of the lesson has been successfully

achieved.

Table 2.3

Lesson Two

Title: Banks and Banking Systems.

Objective: *By the end of the lesson, students will be able to describe the functions and operation of banks and banking systems.*

Materials:

- *Authentic material: a lesson from a textbook on banks and banking systems (**Appendix 07**)*
- *Whiteboard*
- *Vocabulary worksheet*

Stage	*Objective*	*Activities*
Warm up	✓ *Introducing the topic*	✓ *Tt asks students to brainstorm what they know about banks and banking systems.* ✓ *Tt writes their responses on the whiteboard.*
Pre Reading	✓ *Activate Prior Knowledge*	✓ *Tt introduces the concept of banks and banking systems by defining key terms and concepts related to banking (e.g., deposits, loans, interest rates, financial institutions, central banks, etc.).* ✓ *This will activate their prior knowledge about the topic and create a context for the lesson.*
During Reading	✓ *Group Discussio n*	✓ *Tt divides students into pairs or small groups.* ✓ *Distribute authentic texts on banks and banking systems to each group.* ✓ *Tt invites students read the texts and take notes on key information.* ✓ *Tt Instructs students to discuss the main ideas of the text, clarify any misunderstandings, and formulate questions for discussion.* ✓ *After students have completed their discussions, Tt brings the class together for a whole-group discussion to share their findings, questions, and insights.*
Post Reading	✓ *Reflection and Feedback*	✓ *Recap the key concepts and information covered during the lesson.* ✓ *Have students reflect on what they learned and how it connects to their own lives and experiences.* ✓ *Tt encourages students to think about how they might apply their newfound knowledge of banks and banking systems in their own financial*

> *planning and decision-making.*

The main objective of the above lesson was to teach students about banks and banking systems. Following the steps mentioned earlier allow students to learn new vocabulary related to banks, get knowledge of banks and banking systems, and they learn missions of each type of banks.

Table 2.4

Lesson Three

Title: investments

Objective: *By the end of the lesson, students will be able to understand the basics of investments and the language used in investment conversations.*

Materials*:*

- *Authentic Material: article from a textbook (**Appendix 08**)*
- *Whiteboard or screen to display materials*
- *Handouts for pre- and post-lesson activities*

Stage	Objective	Activities
Warm up	✓ *Introducing the topic*	✓ *Tt starts by asking students if they have any experience with investing or if they know what investing means.* ✓ *Tt discusses their answers as a class.* ✓ *This will activate their prior knowledge about the topic and create a context for the lesson.*
Pre-Reading	✓ *Activate Prior Knowledge*	✓ *Tt distributes a handout with questions to activate students' prior knowledge about investments and asks the following questions:* ✓ *What types of investments do you know?* ✓ *What are the benefits of investing money?* ✓ *What are the risks of investing money?* ✓ *Do you currently invest? If so, what do you invest in?* ✓ *The Tt reviews key investment-related vocabulary with students, such as **stocks, bonds, mutual funds, dividends,** etc.*

During-Reading	✓ *Introducing the authentic materials*	✓ *Tt distribute an article from a textbook about a investments.* ✓ *Tt asks students to read it and take notes on key information.*
	✓ *Discourse-based activities*	✓ *Tt divides students into pairs and ask them to discuss the following questions related to the authentic material.* ✓ *What are the pros and cons of this type of investment?* ✓ *What kind of investor would be interested in this investment?* ✓ *What risks should be considered before investing in this type of investment?* ✓ *What recent news or trends related to this investment can you identify?* ✓ *Tt asks students to share their answers.*
	Feedback and analysis , and group discussion	✓ *Tt asks learners to provide feedback on their analysis of the investment.* ✓ *Tt encourages them to use specific examples and evidence to support their claims.*
Post-Reading	*Reflection*	✓ *Tt asks some questions to help students reflect on what they learned about investments.* ✓ *What did you learn about investing that you didn't know before?* ✓ *Which type of investment do you think is the most interesting? Why?* ✓ *What questions do you still have about investing?* ✓ *Tt provide them with support.*
	Application:	✓ *The teacher assign a homework task that asks students to research a specific type of investment and write a short analysis of its advantages and disadvantages..*
	Assessment:	✓ *Tt assesses students' understanding and engagement with the lesson through their participation in the pre- and during-lesson activities, as well as their homework or post-lesson reflections.* ✓ *Additionally, he evaluates their ability to use investment-related vocabulary, analyze and discuss investment-related materials, and apply their understanding to real-world situations.*

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This lesson aims to help students enrich their knowledge regarding investments. Following the strategies stated in the lesson plan using the authentic material and analyzing it, helps both parts to get their objectives attainable.

Table 2.5

Lesson Four

Title: English for Negotiations
Objective: By the end of the lesson, students will be able to use appropriate vocabulary to negotiate effectively in English.

Materials:

- *Authentic web article about negotiation . **url: https://www.pon.harvard.edu/daily/business-negotiations/top-ten-business-negotiation-articles/***
- *Whiteboard*
- *Handouts with key concepts and strategies of negotiation*

Stage	*Objective*	*Activities*
Warm up	✓ *Introducing the topic*	✓ *Tt begins by asking students if they have ever negotiated in English before.* ✓ *They are asked to discuss their experiences.* ✓ *Then, introduce the topic of negotiation by asking them what negotiation means to them and what skills they think are important in negotiation.* ✓ *This will activate their prior knowledge about the topic and create a context for the lesson.*
Pre	✓ *Introducing the authentic materials*	✓ *Students are asked to read an article about negotiation in a business setting.* ✓ *They will be asked to identify the key vocabulary and concepts related to negotiation.*
During	✓ *Interactive tasks*	✓ *Tt divides students into pairs and asks them to read the text then give each pair a negotiation task. For example, a role-play scenario or real-life situations, such as negotiating a business deal or a salary increase ...etc.* ✓ *Students should prepare for the negotiation task by discussing and planning their strategies and objectives, using the key concepts and strategies introduced in the input stage.* ✓ *During the negotiation, students should use appropriate vocabulary and to simulate a real-life negotiation.*

Stage	Objective	Activities
		✓ They should also take notes on their progress and outcomes
Post	*Feedback analysis , and group discussion*	✓ After the negotiation task, Tt asks the students to reflect on their performance and outcomes. What worked well? What could be improved? What did they learn from the negotiation? ✓ Tt encourages students to share their reflections with the class and discuss any common challenges or insights. ✓ Tt provides feedback to the students on their negotiation skills and strategies. ✓ Tt highlights any strengths and suggests areas for improvement. ✓ Finally, he summarizes the key concepts and strategies of negotiation and encourages students to practice and develop their skills further.
	Assessment	✓ The Tt assesses the students' understanding and application of the key concepts and strategies of negotiation during the input and practice stages through asking related questions.

Using the discourse based strategies to teach business negotiations, as shown above, has been proven to be effective. In fact, learners as evaluated by the teacher, succeeded in getting insight about the negotiation vocabulary and techniques that allow them to perform well in their not only in their future professional careers, but also to use them in their daily lives.

Table 2.6

Lesson Five

Title: Describing Graphs and Charts
Objective: by the end of this lesson, learners will be able to properly use and describe graphs and charts in their presentations, reports, theses ...etc

Materials:

- ✓ *Whiteboard*
- ✓ *Authentic Samples of graphs and charts (Appendix09)*
- ✓ *Vocabulary handout*
- ✓ *Exercise worksheet*

Stage	objective	Activities

Warm up	*Brainstorming*	✓ The teacher begins by asking students if they have ever seen a graph or chart in a business context or if they know how to read them. ✓ Then he discusses their answers as a class. ✓ This will activate their prior knowledge about the topic and create a context for the lesson.
Pre-Reading	*Activate prior knowledge*	✓ The teacher asks learners about different types of graphs and charts such as bar chart, line graph, pie chart…etc that they might encounter in the workplace and the language they might use to describe them.
	Preview authentic materials	✓ The teacher selects authentic materials that contain graphs and charts that will be used in the during-lesson activities. ✓ The teacher shares the materials with the students and asks them to preview them to gain a general understanding.
During-Reading	*Interactive tasks*	✓ He asks them to choose a graph or chart from the authentic materials they previewed earlier and write down their initial impressions. ✓ In this stage the teacher asks learners to observe how the author of the authentic materials uses, and analyzes the language used to describe graphs and charts in business settings. ✓ They highlight useful language, such as verbs for trends, adjectives for changes, and phrases for comparing and contrasting data.
		✓ The Tt provides opportunities for students to practice describing graphs and charts in pairs. ✓ He gives them a specific graph or chart to analyze and ask them to use the language they learned in the discourse analysis to describe it.
	Feedback and reflection:	✓ The Tt asks for feedback on students' performance, and ask them to reflect on their learning goals and how they achieved them during the lesson.
Post-Reading		✓ Tt asks learners to analyze a graph or chart of their choice.
	Practice	✓ Tt asks learners to use language to describe graphs and charts in business settings. ✓ Tt provides students with an exercise worksheet

		that includes a few graph and chart examples.
		✓ *He asks students to work in pairs to analyze the graphs and charts and describe the data, as if they were presenting it during a business presentation. Encourage students to use the vocabulary and language they learned in the previous steps.* ✓ *Tt asks students to share their answers to the exercise worksheet and discuss as a class.*
	Assessment	✓ *The teacher asks further questions to check learners' understanding.* ✓ *The teacher asks for any comments and questions.*

As an important element in business settings and academic success, effective description and use of graphs and charts, is likely beneficial to help learners succeed in their careers. As the lesson plan reveals, following the discourse based approach strategies, through analyzing authentic materials, helps learners to get awareness and understanding on how to interpret, use, comment, and analyze graphs and charts.

Table 2.7

Lesson Six

Title: Describing ones' company
Objective: by the end of this lesson, learners will be able to properly describe their company.

Materials:

- *Authentic material: web article about company descriptions url:*
  https://www.indeed.com/career-advice/career-development/what-is-company-description
  Accessed date: 01/12/2022 .
- *Authentic video. url: https://www.youtube.com/watch?v=5nB3j3MutaU&t=70s*
- *Whiteboard and markers*
- *Handouts with vocabulary and language structures related to company descriptions*
- *Online resources for further research.*

Procedure		
Stage	**Objective**	**Activities**
Warm up	*Brainstorming*	✓ *The Tt begins by asking working students to describe their current or previous company in one sentence.* ✓ *He discusses their responses as a class and asks*

		follow-up questions to encourage more detailed responses.
		✓ *This will activate their prior knowledge about the topic and create a context for the lesson.*
Pre	*Activate prior knowledge*	✓ *Introduce the topic by showing a few company logos and asking students to name these companies.*
		✓ *Ask students what they think a company description is and why it is important.*
		✓ *Distribute the handouts with relevant vocabulary and language structures.*
During	*Discourse analysis activities*	✓ *Tt asks learners to watch a video about company description and take notes.*
		✓ *Tt divides the class into pairs and gives each pair an authentic company description to analyze.*
		✓ *Instruct students to read the description carefully and identify key features such as the **company's mission, products or services.***
		✓ *Tt encourages students to discuss the language and structures used in the description and how they contribute to its effectiveness.*
		✓ *Tt asks each pair to present their findings to the class and lead a brief discussion on similarities and differences between the descriptions.*
Post	*Practice*	✓ *Tt Instructs students to work in pairs to write a description of a company of their choice, using the language and structures learned in class.*
		✓ *He encourages students to research their chosen company online and use authentic materials in their descriptions.*
		✓ *Students are required to share their descriptions with the class and lead a discussion on similarities and differences between the companies described.*
	Assessment	✓ *The Teacher evaluates students' individual company descriptions for accuracy, relevance, and appropriate use of vocabulary and language structures.*
		✓ *He, the, provides feedback on students' homework or extension activities.*

The lessons' objective was to educate learners how to describe their own company while taking part in a presentation or meeting. Tasks, activities and strategies used during the

class shows that students have got the needed language, and comprehension related to

company description.

Table 2.8

Lesson Seven

Title: Describing ones' job

Title: Describing ones' job
Objective:

Objective: By the end of this lesson, learners will be able to describe their jobs properly.

Materials:

- *Authentic job description example (**appendix10**)*
- *Authentic video about job description. **url:** https://www.youtube.com/watch?v=5ml7NX81ijg*
- *whiteboard*

Stage	Objective	Activities
Warm up	*Brainstorming*	✓ *The teacher asks learners whether they have experienced any jobs, and if so, they are asked to describe their own job.* ✓ *This will activate their prior knowledge about the topic and create a context for the lesson.*
Pre	*Activate prior knowledge*	✓ *Tt introduces the topic of job descriptions and explain why they are important for both employees and employers.* ✓ *The Tt displays authentic job descriptions from and ask learners to analyze the language, and structure of the descriptions.* ✓ *Tt discuss as a class the various components of a job description in general (e.g. job title, duties and responsibilities, qualifications and requirements, etc.).*
During	*Interactive tasks*	✓ *Tt asks learners to read the job description and identify any unfamiliar vocabulary or phrases.* ✓ *Tt encourages learners to speak about their current or desired job responsibilities and duties with a partner, using appropriate discourse markers (e.g. "Firstly, my main responsibility is...", "In addition, I also have to...", "Finally, I am responsible for...", etc.).* ✓ *Learners are required to using the discussion prompts and questions provided, facilitate a group discussion about job descriptions, including the purpose, audience, and*

		effectiveness of the language and structure.
Post	*Feedback and reflection*	✓ *Tr asks learners to write a revised version of their job description, incorporating the feedback and discussion from the during-task.* ✓ *He encourages learners to share their revised job descriptions with a partner or the class, and provide feedback and suggestions for improvement.*
	Assessment	*Tt Assesses learners' ability to:* ✓ *Use appropriate vocabulary to describe their job responsibilities and duties* ✓ *Analyze and evaluate their own job descriptions* ✓ *Write a revised version of their job description using appropriate language and discourse markers.*

As the lesson comes to an end, the objective of the lesson has been satisfactorily achieved since learners prove that they are able to describe their current or desired jobs properly.

Table 2.9

Lesson Eight

Title: Business Presentations
Objective: By the end of the lesson, students will be able to effectively structure and deliver business presentations.

- **Materials:**
- *Authentic article about presentations types and tips url: https://hbr.org/2013/06/how-to-give-a-killer-presentation*
- *Authentic video about the use of body language url: https://www.youtube.com/watch?v=fLaslONQAKM*
- *Vocabulary handout*
- *Exercise worksheet*

Stage	*Objectives*	*Activities*
Warm up	*Introducing the topics*	✓ *Tt greets the learners and explains that the lesson will focus on business presentations.* ✓ *The teacher begins by asking students if they have ever given a business presentation, and if so, what challenges they faced.*

Pre	*Brainstorming*	✓ Ask students to brainstorm common features of effective business presentations, and write their ideas on the whiteboard. Examples might include clear organization, engaging visuals, confident delivery, etc. ✓ This will activate their prior knowledge about the topic and create a context for the lesson.
	Authentic materials	✓ Divide the class into small groups and assign each group a different authentic business presentation video to watch. ✓ Ask students to take notes on what they observe about the presentation, such as the speaker's tone of voice, use of gestures, visuals, and organization.
	Language focus	✓ Introduce key discourse-based strategies for effective business presentations, such as signposting, hedging, and summarizing. ✓ Elicit some key language features of business presentations from the learners (e.g., opening and closing phrases, signposting, visuals, repetition, etc.) and write them on the whiteboard. ✓ Provide examples of each and ask students to identify them in the authentic materials they watched.
During	*Presentation preparation*	✓ Tt instructs students to watch video about business presentations and take notes.
	Peer feedback	✓ Tt asks learners about their notes and observations.
	Group practice	✓ Tt distributes worksheets about presentations tips and strategies. ✓ Tt provides guidance where needed.
Post	*Final presentations*	✓ Divide the class into pairs and asks students to choose a topic and prepare short presentations. ✓ Learners practice their presentations in front of each other. ✓ Encourage feedback and support.
	Reflection	✓ Students are asked to reflect on their presentation experience and identify areas for improvement. ✓ Tt provides feedback and suggestions for further development.

Consolidation		✓ *The teacher reviews the key strategies for effective business presentations, and discusses how students can continue to practice and improve their skills.*
Assessement		✓ *Tt assesses learners' comprehension through asking some related questions.*

As business presentations are fundamental skills in the business context, it was important to be included in the teaching program. Through the use of discourse based approach using authentic materials, learners are able to perform and present effective presentations.

Table 2.10

Lesson Nine

Title: How to Run effective Business Meetings
Objective: by the end of this lesson, learners will be able to communicate effectively while taking part in Business meetings.

By the end of the lesson, students will be able to participate in a business meeting, express their opinions, ask for clarification and summarize key points.

Materials :

- authentic video of a business meeting .url: https://www.youtube.com/watch?v=8sgLgKUHjZI
- Authentic web article about meetings .**url:** https://www.nytimes.com/guides/business/how-to-run-an-effective-meeting
- authentic handout with expressions commonly used in business meetings .
- Whiteboard

Stage	*objective*	*Activities*
Pre	*Warm-up and presentation of the topic*	✓ *Teacher asks learners if they have ever took part in a meeting.* ✓ *Teacher asks learners about the types and* ✓ *Learners answer orally.* ✓ *This will activate their prior knowledge about the topic and create a context for the lesson.*
During	*learners will*	✓ *Teacher plays a video about ineffective meeting and*

	be able to distinguish the types of meetings	asks learners to take notes. ✓ The teacher asks learners what makes a good and a bad meeting. ✓ The teacher distributes the authentic text about meetings and asks learners to read it and answer some questions. ✓ The teacher asks learners to guess the meaning of some key words such as: **Agenda, chairperson, minutes.** ✓ Learners answer and teacher gives feedback. ✓ The teacher discusses the types of meetings (**status update meetings, Information sharing meetings, decision making meetings, problem solving meetings, innovation meetings, team building meetings**). ✓ The teacher discusses the tips of running effective meetings (**setting the agenda, start on time and end on time, end with an action plan, give everyone a role, control the meeting, make everyone contribute**). ✓ The teacher joins each tip with a real quotation. ✓ The teacher reinforce with pictures.
Post	*Learners will be able to use the vocabulary in real meetings*	✓ The teacher exposes an example of a meeting agenda. ✓ The teacher provides definitions of some vocabulary related to meetings (**chairperson, agenda, adjourn, AGM, allocate, AOB, ballot, boardroom, casting vote, proxy vote, show of hands**) and asks learners to provide examples of each word. ✓ The teacher asks some learners to play a role of a business meeting. ✓ Tt provides help where needed.
	Assessment	✓ The teacher asks some questions to check learners' understanding.

Table 2.11

Lesson Ten

Title : Business Etiquette

Objective:

By the end of the lesson, students will be able to use appropriate language and expressions to communicate effectively in business situations and understand the cultural differences in business etiquette in different countries.

Materials:

- Authentic   blog   related   to   the   topic   of   business   etiquette.   URL:

https://www.mpi.org/blog/article/why-business-etiquette-matters accessed date: December 12th, 2023.
- Authentic video. URL: https://youtu.be/Q8_1Bgns5V0

Stage	objective	Activities
Warm up	*Brainstorming*	✓ *Introduce the topic of business etiquette and ask the students if they have any experience with it.* ✓ *Discuss how cultural differences can affect business etiquette and ask the students to share any examples they may have encountered.* ✓ *Discussing the importance of business etiquette in the workplace and how it can impact one's success in the business world.* ✓ *This will activate their prior knowledge about the topic and create a context for the lesson.* ✓
Pre	*Activate prior knowledge*	✓ *Tt asks learners about the importance of cultural differences and knowing others cultures in the business settings.* ✓ *Learners provide answers as a class.* ✓ *Teacher explains that this type of awareness is called **business etiquette**.* ✓ *Teacher explains that business etiquette is important for companies both internally and externally.* ✓ *The teacher distributes a worksheet to learners and split them into pairs.* ✓ *He explains what it is about.*
During	*Interactive tasks*	✓ *The teacher asks learners to read the blog and take notes.* ✓ *He writes questions on the whiteboard and asks learners to answer.* ✓ *The teacher plays a video and asks learners to listen and take notes* ✓ *He then plays it again and asks learners some questions.* ✓ *Tt discusses the language and expressions used in the recording, and asks the students to identify any instances where cultural differences in business etiquette may have affected the conversation.*
Post		✓ *Tt provides more examples about business etiquette then asks learners about their importance.* ✓ *He then asks learners to provide more examples of business etiquette and their importance in the workplace.* ✓ *Tt asks the students to reflect on what they learned*

Feedback and reflection		*about business etiquette and how they can apply it in their own professional lives.*
	✓	*Review the key points of the lesson and ask the students to share what they have learned. Provide feedback and address any questions or concerns the students may have.*
Assessment	✓	*Tt asks the students to reflect on what they learned about business etiquette and how they can apply it in their own professional lives.*
	✓	*He provides the students with a task of writing an email to a prospective client, where they can use the language and skills they learned during the lesson.*
	✓	*He encourages the students to share their task with their classmates and provide feedback to each other.*
	✓	*Tt asks related questions to check students' comprehension of the lesson objectives.*

The objective of this lesson was to let the learners know the importance of business etiquette in the business settings. The choice of these two authentic materials has facilitated the task as it provides learners with the needed concepts, vocabulary and ideas.

Following the completion of the treatment sessions and students' engagement in a series of lessons, the next step is to assess their comprehension and progress through a posttest.

2.6.5 Description of the Post-test

After the treatment sessions mentioned above, a post-test has been taken place. This post-test is meant to check learners understanding in the selected areas of business English. This test is done in the last session of the first semester.

The posttest **(appendix 02)** duration was one hour and a half. The test was done as follows:

Task1: Reading comprehension exercise,

Task Two: Vocabulary (gap filling),

Task Three: comment on a graph.

Task Four: job interview accomplishment.

Task Five: Writing a company and job description.

2.7 Conclusion

Chapter two is dedicated to the methodology that the researcher adopts in conducting the study. It sheds light on the sample population which is consist of fifteen (50) Master students from the faculty of Economics at Tlemcen University in addition five (06) English teachers, thirteen (13) subject specialist, and one (01) administrator. Additionally, it depicts the different research instruments which are utilized in collecting data, viz. questionnaire for teachers, questionnaire for students, interview with administration, and interview with subject specialist. Finally, it presents the experimental study including : the pre-test, the remedial sessions, and finally the post-test.

The next chapter discusses the findings of the study and the validity of the hypotheses.

Chapter Three

Data Analysis, Discussion of Results, and Interpretation

Chapter Three

Data Analysis, Discussion of Results, and Interpretation

3.1 Introduction

After presenting the research methodology and tools, this third chapter deals with data analysis, interpretation and discussion of the results. First, its starts by analyzing the results of the different research tools qualitatively and quantitatively. After that, it sheds light on the outcomes and the findings taken from these research instruments and experimental study. Finally, it attempts to interpret these outcomes and to test the validity of the previously formulated hypotheses. The focus is put on the effectiveness of the discourse based approach on enhancing learners' proficiency.

3.2 Analysis of the Interviews and Questionnaires

In this part, an analysis of the research instruments is presented.

3.2.1 Analysis of the Interview with the Administration

This interview **(Appendix 06)** seeks chiefly to explore the status of teaching English at the Faculty of Economics at Tlemcen University. It has been conducted with the head of the department of management sciences. In the first part, the interview aims at getting general information about the informants such as age, experience. The second part is dedicated to get insight on the teaching of English in the faculty such as hours per week, the syllabus, and the recruitment of teachers of English.

Part one: Interviewees Profile

Question 01: Could you tell me how old are you?

The interviewee is 37 years old.

Question 02: Could you tell me your teaching experience?

The interviewee has 12 years of experience.

Question 03: Could you tell me your experience as head of department.

The interlocutor has four years as a head of department of Management Sciences.

Part Two: the Status of Teaching English at the Department of Management.

Question 01: in which level is English taught?

In his answer, the interviewee affirms that English is taught in all levels (L1, L2, L3, M1, M2).

Question 02: is there any evaluation from the department to the process of teaching English?

He confirms that there is no evaluation.

Question 03: Do subject specialist teachers use English in their lessons?

The head of the department asserts that they do not use English.

Question 04: For Master classes, how can you assess their results (marks) in English?

For him, he sees that there results are average.

Question 05: is there a specific syllabus for the English module for each field of study?

The participant claims that there are no syllabi for English.

Part Three: the Policy of Recruitment of English Teachers.

Question 01: in which bases do you hire teachers of English?

      -Degree   -Specialty   -Teaching experience   -other criteria.

In his view, he believes that the choice is put on the specialty of the candidate as well as his or her experience.

Question 02: if there are other criteria? Please mention them.

He adds that they recruit teachers according to their availability.

Part Four: Suggestions for Enhancing the Teaching of English.

Question 01: what is your opinion about the decision of the ministry of higher education to promote the use of English as the first teaching language?

-the informant was neutral in his answer. He is neither for nor against this decision.

Question 02: what do you suggest to enhance the teaching of English in your department?

- He considers that learners and teachers should be aware about the importance of English in their academic and professional careers, and thus they need to be motivated to learn it more and more.

From the interview above, it might be noted that in the department of Management at Tlemcen University, and despite the fact that English is taught in all levels, there have been some weaknesses. To start with, it is observed that there is no official syllabi which may affect the quality of the choice of topics and titles. Secondly, there is no evaluation to the teaching of English from the administration in any part of the process. This is likely to lead to a random way of teaching. Finally, the administration should hire ESP teachers who are specialized and trained in specific areas of English, and not only general English teachers.

3.2.2 Analysis of the Questionnaire for Students

The analysis of the gathered data from the students' questionnaire **(Appendix 03)** reported by Master1 students in the Faculty of Economics is divided into three parts. The first part is related to the students profile viz, their age, department, and specialism. The second one is dedicated to the effectiveness and the quality of the delivered English lessons. Finally, the third part deals with the needs analysis process. In this part both present situation and target situation are analyzed.

Part One: Students' Profile

Question 1: What is your Age?

The participants' age ranged between 20 years old and 38 years old as shown in the pie chart (figure 3.1) below. As it is shown the sample group is a mixture between young and aged students who have job experience.
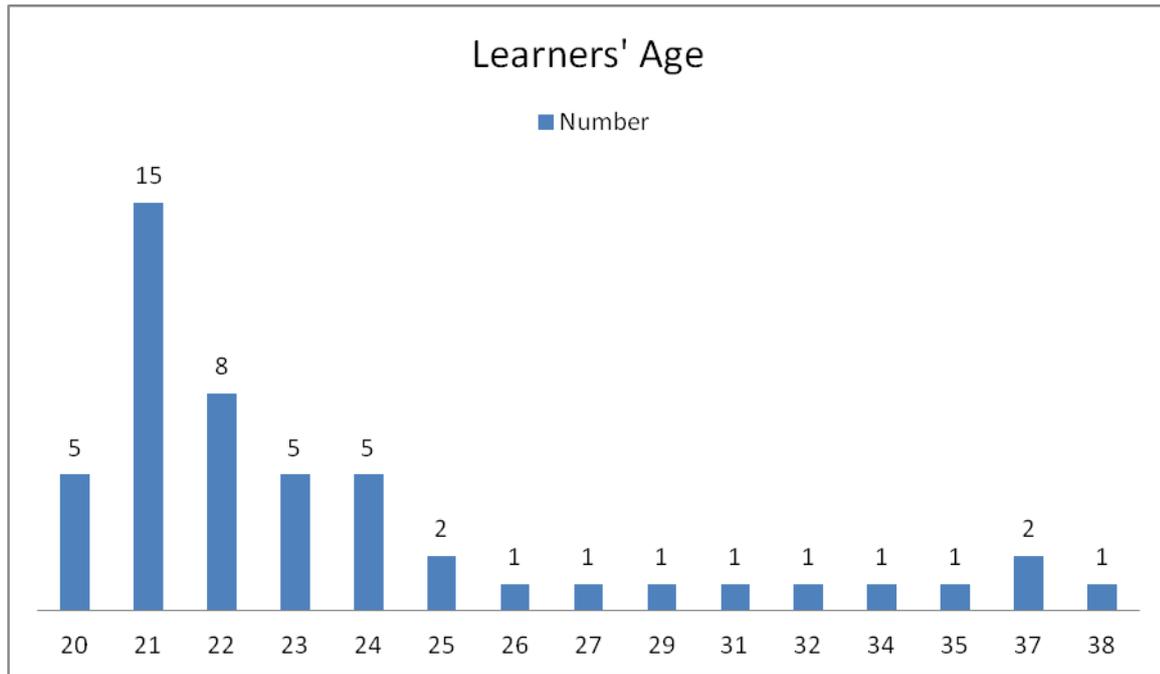
Figure 3.1: Participants' Ages.

Questions2: In which Department do you Study?

In this question, there were four options: Economic sciences, management science, financial and accounting sciences, and commercial sciences. As the chart (figure 3.2) below showcases participants belong to the fourth department of the faculty, yet the big portion belong to management, economics, and financial and accounting departments.
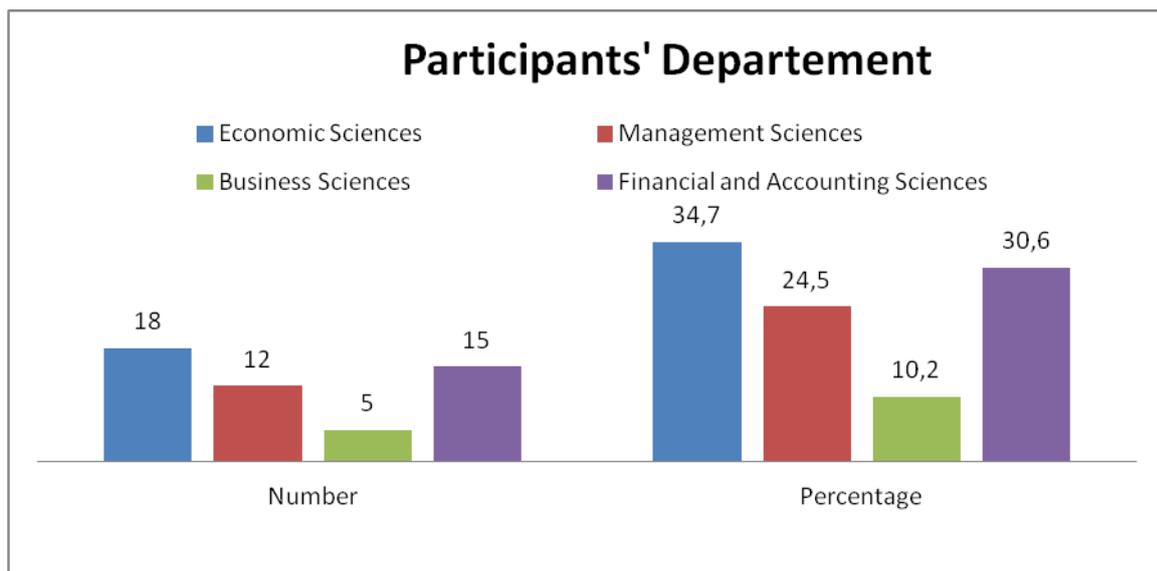
Figure 3.2 Participants' Department

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Question3: What is your Specialty?

Within each department there are plenty of specialism in Master level. Among these specialties there were eight (08) specialties from them students under investigation participate. Figure 3.3 below reveals that the sample students are taken from different areas of expertise, and this in order to gather data from different departments.
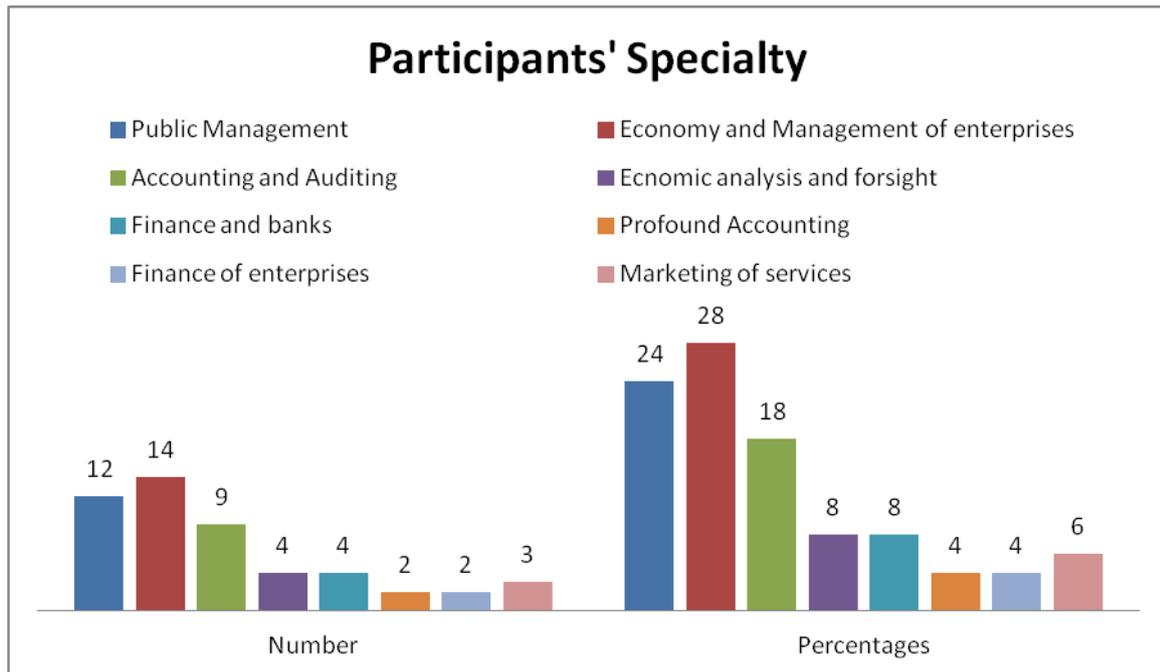
Figure 3.3 Participants' Specialty

Part2: Effectiveness of English Lessons

In this part, a thorough analysis of the quality of teaching English is presented. Also, learners' views about the methodology of teaching and the qualification of their teachers are investigated.

Question 4: Do you think that English is Important at University?

The majority of informants affirm that English is important at university due to many reasons as exposed in figure 3.4.
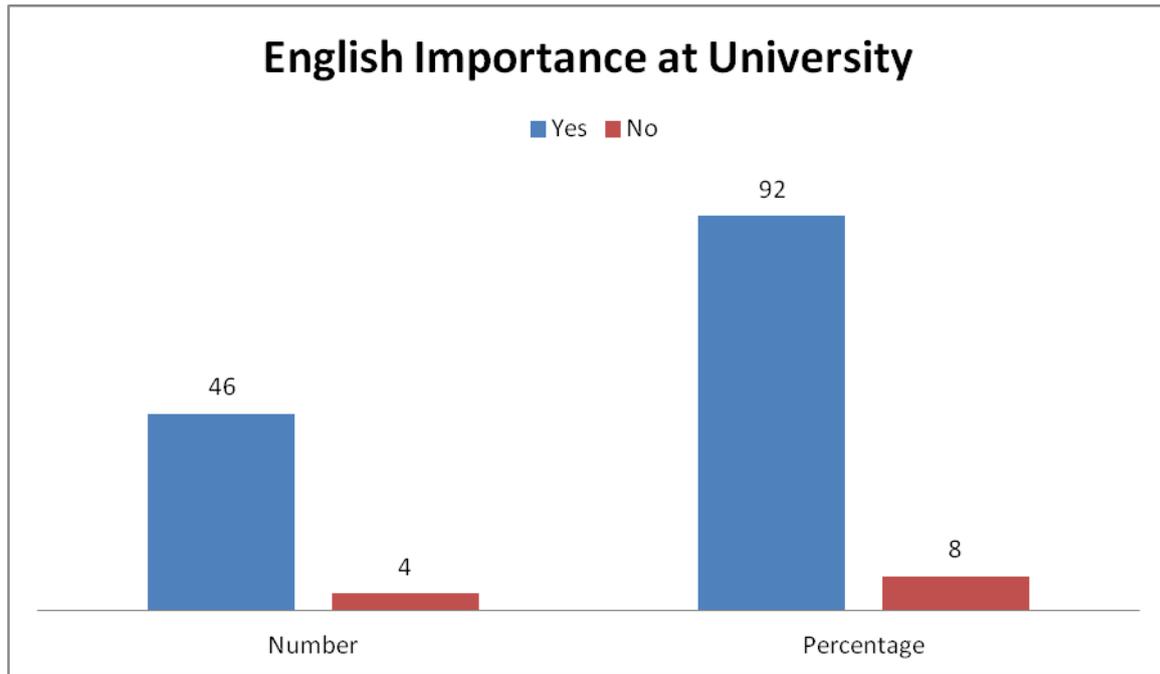
Figure 3.4 English Importance at University

Question 5: Why?

Participants' answers are multiple. Yet, the majority claim that it is important at university because it is the premium medium of communication worldwide. Also, others see that studying business, management and economics has relationship with English because most theories and principles have foreign origins. Finally, according to them learning English at college helps them in their researches especially most books, studies, and researches are written in English.

Question6: Do you think English will be Useful for your Future Professional Careers?

The big majority of the respondents see that English is an important component in nowadays labor market. Thus, learning English and being linguistically competent in English would open new horizons and more job opportunities one the one hand , and it helps them to achieve career success, on the other.

As shown in the bar chart (figure 3.4) below, most of the informants believe that English will be very useful and helpful for their future professional careers (N=25). Twelve

(12) out of fifteen (50) informants see that it is a useful. However, four students declare that it is a bit useful. Lastly, nine (09) others assert that it is useless.
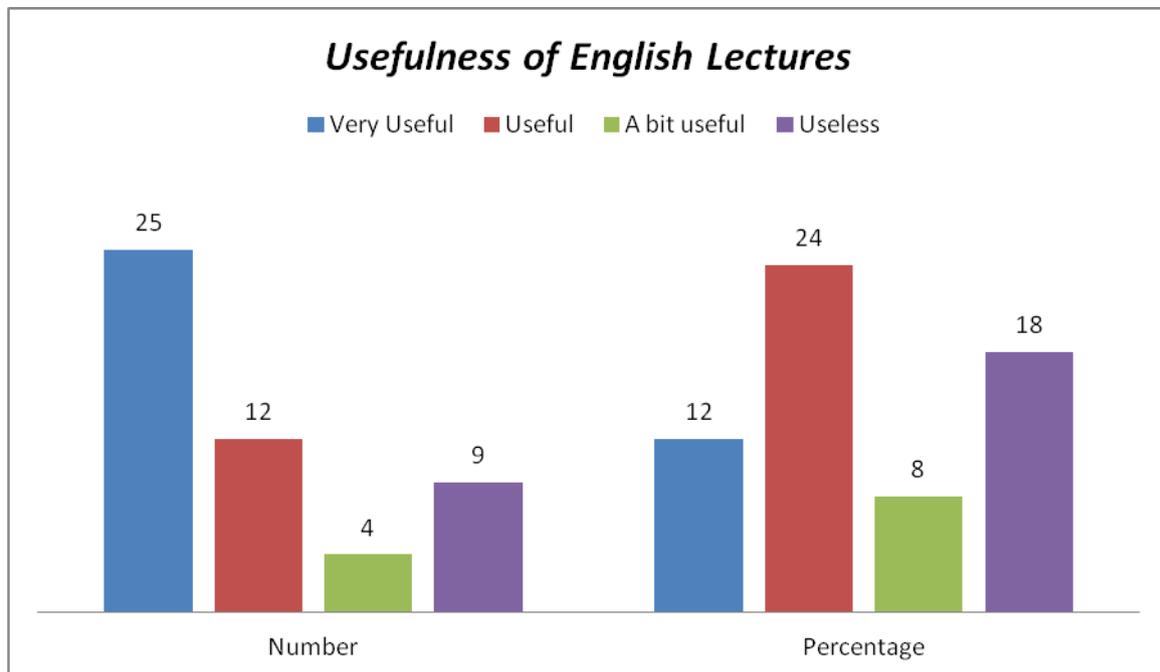
Figure 3.4 usefulness of English lectures

Question 7: Do you think English is Important and Relevant to your Specialism?

From the informants replies, it might be seen that the big part of informants believe that English is significant in the field of Business and economics in general, and within their field of study in particular. The below graph (figure 3.5) summaries their views.
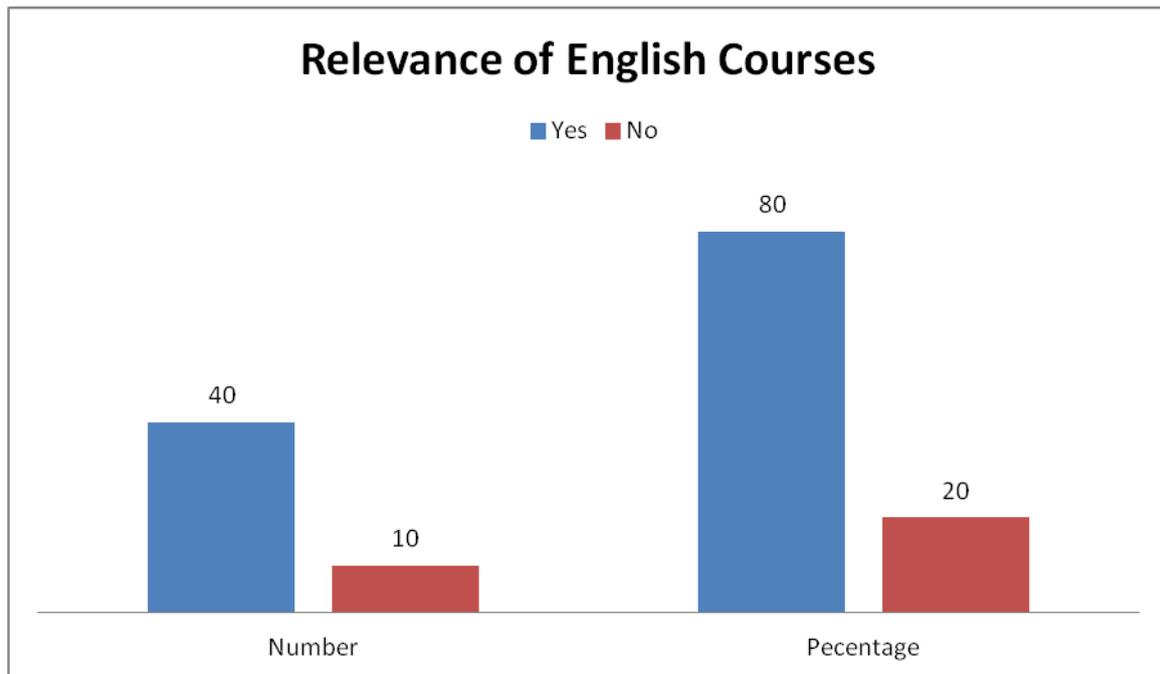
Figure 3.5. Relevance of English Courses.

Question 8: Please, Why?

According to learners' viewpoints, the main reason behind English importance and relevance is that English has become the primary language of communication in commercial correspondences. Respondents' replies were multiple. First, they see that learning English can assist them reaching academic successful whether locally or abroad. Additionally, some of them believe that their specialty was created in English and developed in the same language, and there are technical words that have no Arabic translation. In the vein, according to them, because all the new research in their fields of study are published in English. In what follows some of the informants replies:

➤ *"There's no interesting Arabic studies in our speciality"*,

➤ *"Because the world is in constant development"*;

➤ *"Because we need it in the future"*;

➤ *"My specialism is a global subject. So, knowing English increases my chances of getting a good job in a multinational company within your home country or for finding work abroad."*;

➤ *"Because it is the mother language of all the economic studies."* ;

➤ *" Because all the big international firms use English. »*;

➤ *"Because in my specialty, I interact with foreigners"*;

➤ "In *my opinion, foresight specialty is useful to the extent that it provides opportunities to study it in European countries. Who knows, maybe I have the luck of studying it abroad* " ;

➤ *"There are Many economics software which are in English not in French"* ; and

➤ *« Because my specialism is international so if I want to continue my studies or work in another country I'll need English "*.

However, for those who replied negatively, they all see that in Algeria Arabic and French are the dominant languages in the business domains, thus, learning English is useless.

Question 9: Who do you think should be Responsible for that Teaching process?

* A General English Teacher   * A Specialized Teacher

A portion of (66 %, N=33) affirm that a specialist teacher is the best choice since he/she is competent in both language and content. Yet, the rest of them perceive that General English teacher is enough as shown in figure 3.6 below.
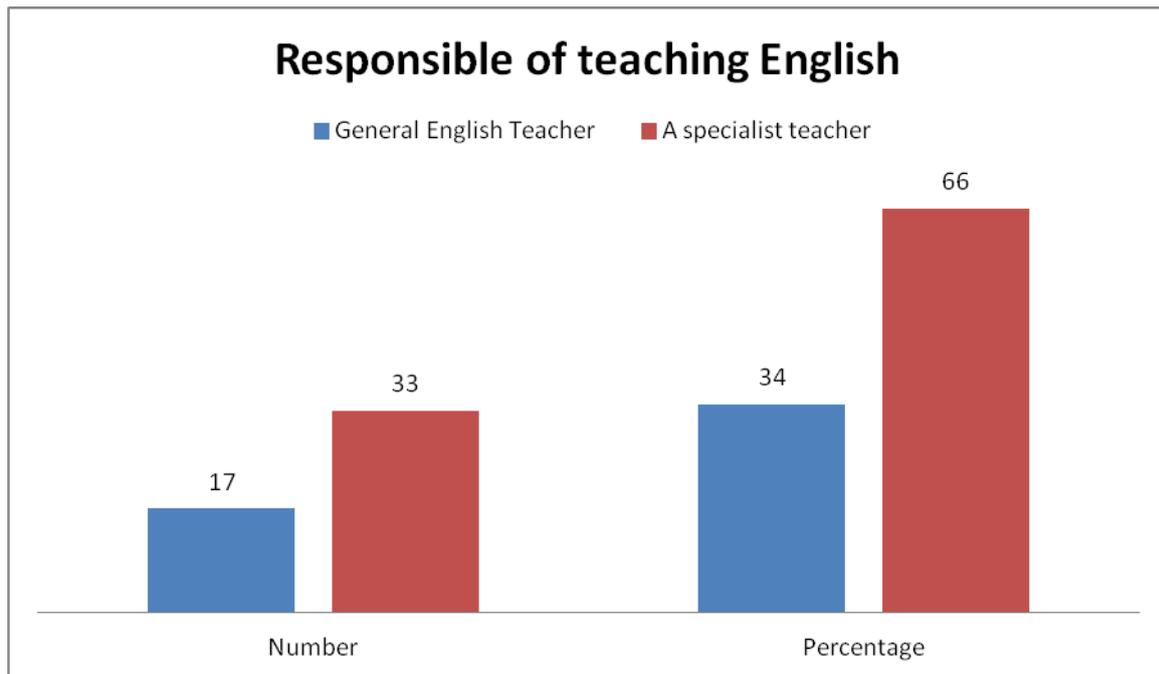
Figure 3.6 Responsible of Teaching English.

Question 10: Please! Justify why

Being a specialist in teaching ESP provides more chance to enhance learners' both linguistic and knowledge competencies. Howbeit, a General English teacher is able only to teach general English topics such as grammar, vocabulary...etc. According to the learners' replies there are plenty of reasons behind choosing the specialist teacher as the best choice. First, as he or she is familiar with business and economic topics and his or her knowledge is for paramount benefit. Moreover, specialist teachers are both linguistically and occupationally skillful, hence, sharing this experience with learners is would be highly advantageous.

Below are some of the learners' replies:

➢ *« Maybe specialist in economic »*

➢ *"He or she is able to understand the learners' needs »*

➢ *"To be familiar with the aspects of this specialty"*

➢ *"He or she is able to teach us multiple domains"*

➢ *"To learn more about my specialism and professionalism in it"* .

> *"For knowing the language and vocabulary words and more things"*

> *"Because they have more experience"*

> *"he or she is familiar with specialized vocabulary"*

> *"I think a specialist professor is not the same as a general professor. Because the general teacher gives you the basics of the language, but the specialist you must have the basics and he increases you the words of your specialty »*

> *"The specialist teacher is more efficient in his specialization and has the ability to deliver the correct information"*

> *"Business English is different from general English"*

> *"because he is the best knowledgeable in his field"*

> *"We already studied the basics, in this level we need to learn specialized English."*

> *"To understand the specialty and its terminology";*

> *"A specialist Can give more information" .*

Nonetheless, for those who prefer a general English teacher is sufficient, they believe that they only need the basics in English and they need vocabulary and grammar rules which are teachable by a general English professor. Some of their perceptions are in what follows:

> *"Anyone who has a certificate in English and is proficient in the language can teach it because it does not require lots of effort, I think, except for texts on a topic. We learn how to understand a text and then answer questions";*

> *"Because we need first to study the academic English after that we will study business English ";*

> *"Because it's an easy language which needs just an English teacher and not really a specialist one ";*

➤ *"I prefer to be a general professor. Perhaps if he was a specialist, he would focus on teaching English only. As for the general professor, he studies according to what requires specialization. And that's what we need";*

➤ *"I need only general English";*

➤ *"Actually I prefer a general English teacher because I don't want to be limited in our courses to talk only about the economic vocabulary. I think we need more than the vocabulary; we need some of grammar rules too."*

➤ *"I don't want to study the language; I want to study my major in English"*

In brief, both general English and specialized teachers could contribute in enhancing learners' proficiency in a way or another.

Question 11: How do you find your Teacher's Methodology in the Classroom?

* Appropriate   * Inappropriate

The responses show that (94%, N=47) of the respondents see that the teacher's methodology is appropriate, while (6%, N=3) finds it inappropriate. In results of this question are projected in the graph below (figure 3.7).
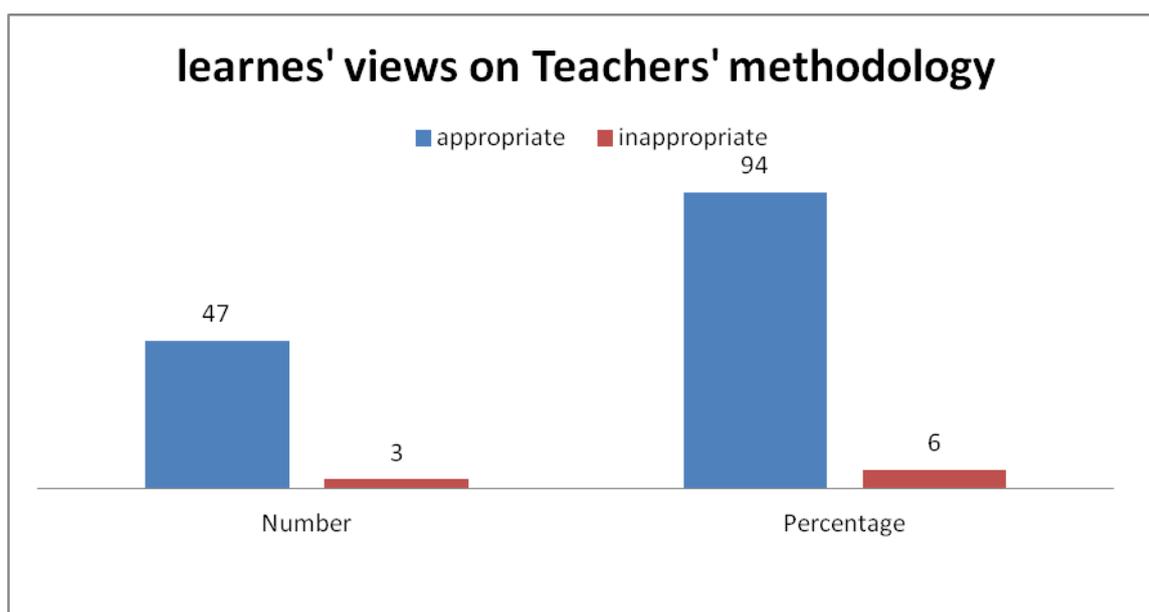
Figure 3.7 Learners' Views on Teachers' Methodology

Although some are not pleased, as shown in the graph the majority of learners express their satisfaction with the methods that they are being taught with. The methodology could be seen in the nature of materials, choice of topics, classroom interaction, learners' motivation, and nature of tasks.

Question 12: How ften do you Attend to English Sessions?

*Always * Usually   * Sometimes   *Never

The big percentage (50 %) n=25 confirm that they always attend all lessons. While 20% n=10 often attend, 24% n=12 be present sometimes. Finally, 6% n=3 do not attend to any lesson. The following graph (figure 3.8) summaries learners' attitudes towards attending English classes.
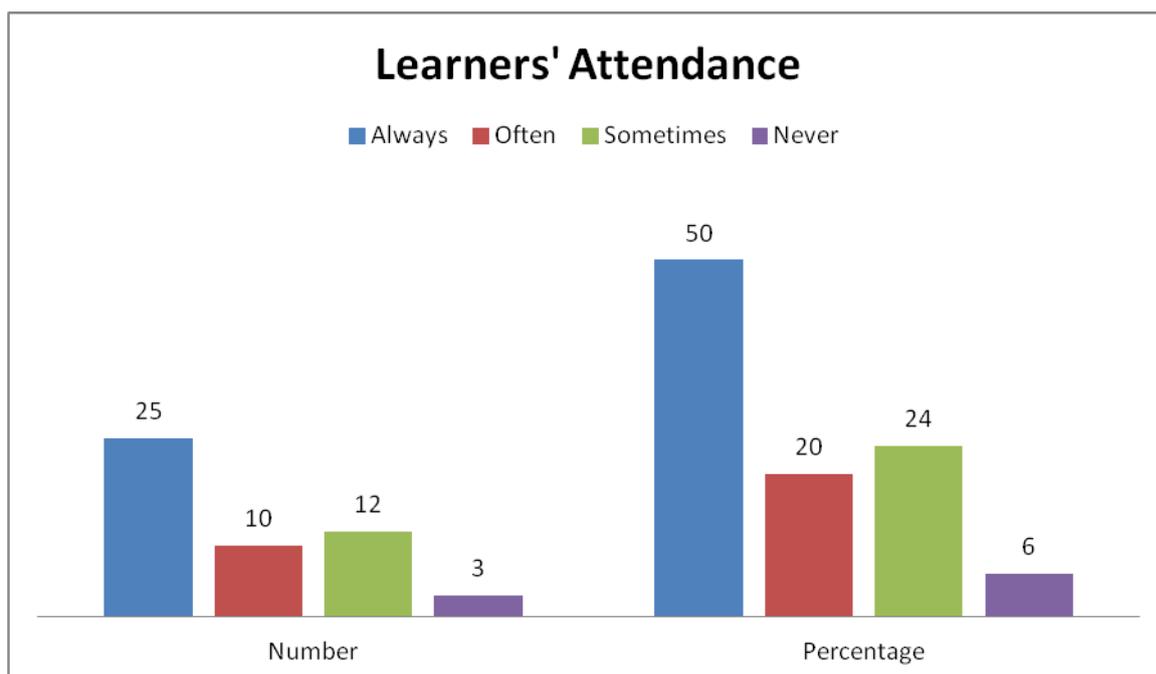
Figure 3.8 Learners' Attendance

Question 13: How often do you Interact with the Teacher in the Classroom?

*always   *often   *sometimes *rarely   *Never

As seen in figure 3.9 below, a proportion of (22%, N=11) affirm that they always interact with their educators in the classroom. While (22 % N=11) confirm that they often

interact with their educators, (40%, N=20) declare that they interact from time to time. Meanwhile (14%, N=07) of the sample assert that they rarely interact, one student (N=1, 02%) never interact with their professors.
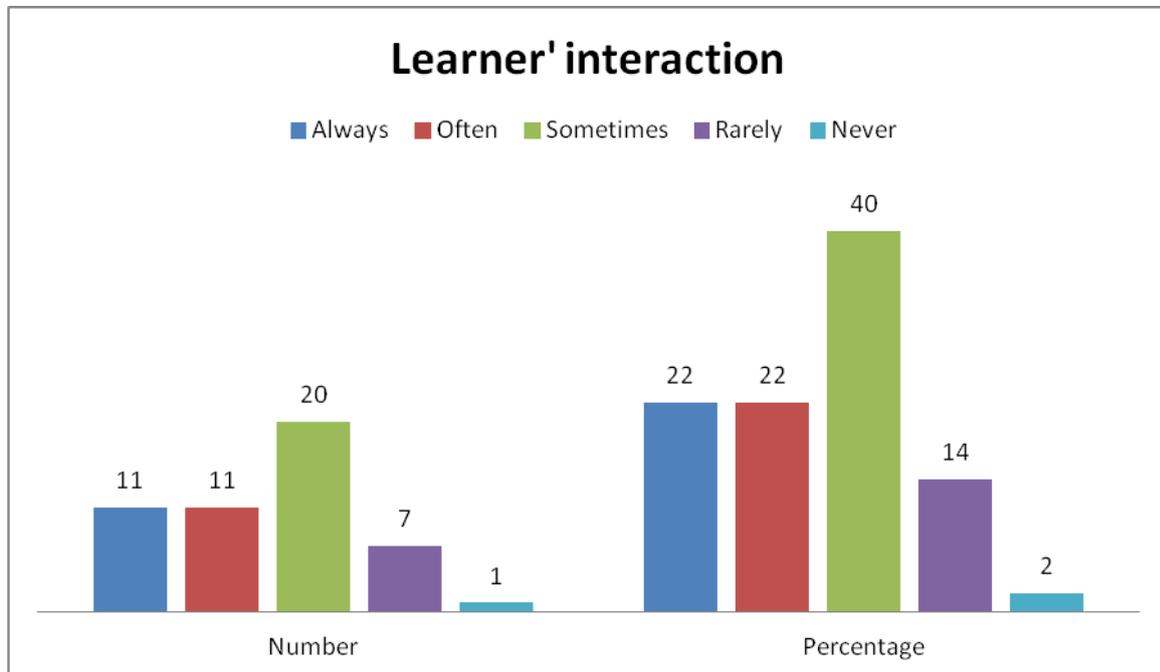
Figure 3.9 Learners' Interaction

It might be noted that in a mixed ability classroom, it is obvious that their levels divers. However, it is the teachers' role in motivating his or her learners to interact with them.

Question 14: Do English Teachers have Knowledge in your Field of Study?

*Yes   * No

The big part (84%, N=42) see that their teacher are knowledgeable in their field of study. On the contrary, (16%, N=8) find that their educators lack knowledge in the field of business in economics. The below bar chart (figure 3.10) is a summary of the informants standpoints.
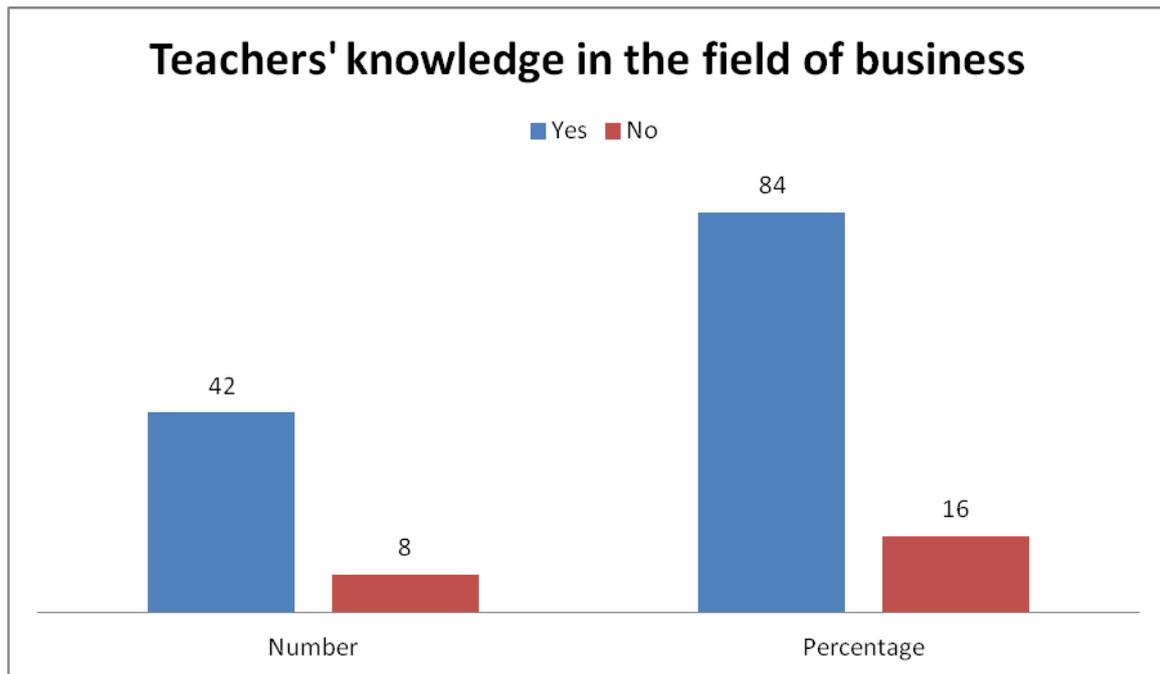
Figure 3.10 Teachers' knowledge in the field of business

When we talk about knowledge in the field we mean the technical know-how within the specialism. Apparently, teachers have experience in teaching at the faculty of Economics, and this enables them to be familiar with such subjects.

Question 15: Do the Delivered Lessons have Relation with your Field of Study?

*Yes   * No

In this yes/no question, (98 % N=49) assert that the presented lessons have direct relation with their field of study. Meanwhile, (2%, N=1) views that they have no relation. Learners' views are summarized in figure 3.11.
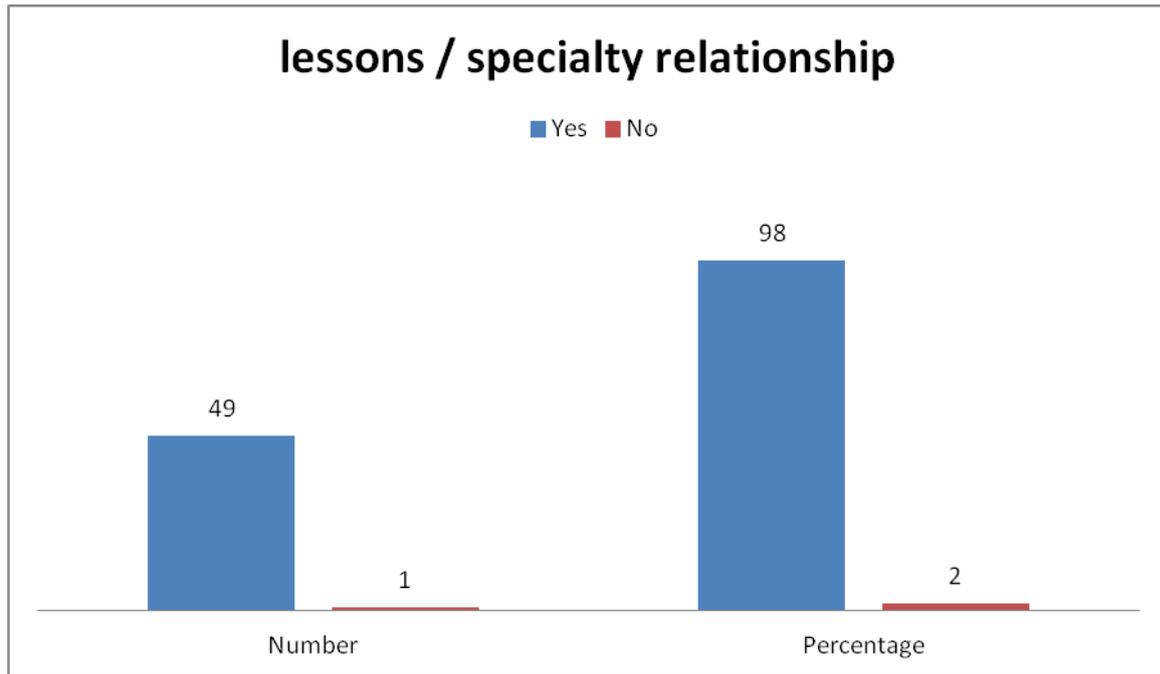
Figure 3.11 course and specialty relationship

As seen in the chart above, approximately all students are satisfied with the delivered lessons as they believe that they have relationship with their fields of study.

Question 16: In your opinion, the Weekly Allotted Time of the English Module is Sufficient?

*Yes   * No

As showcases in figure 3.12 below, it might be seen that earners' views are two-folds. While (44% n=22) see that one hour and a half per week is enough, (56 %, N=28) believe that this weekly time is not sufficient.
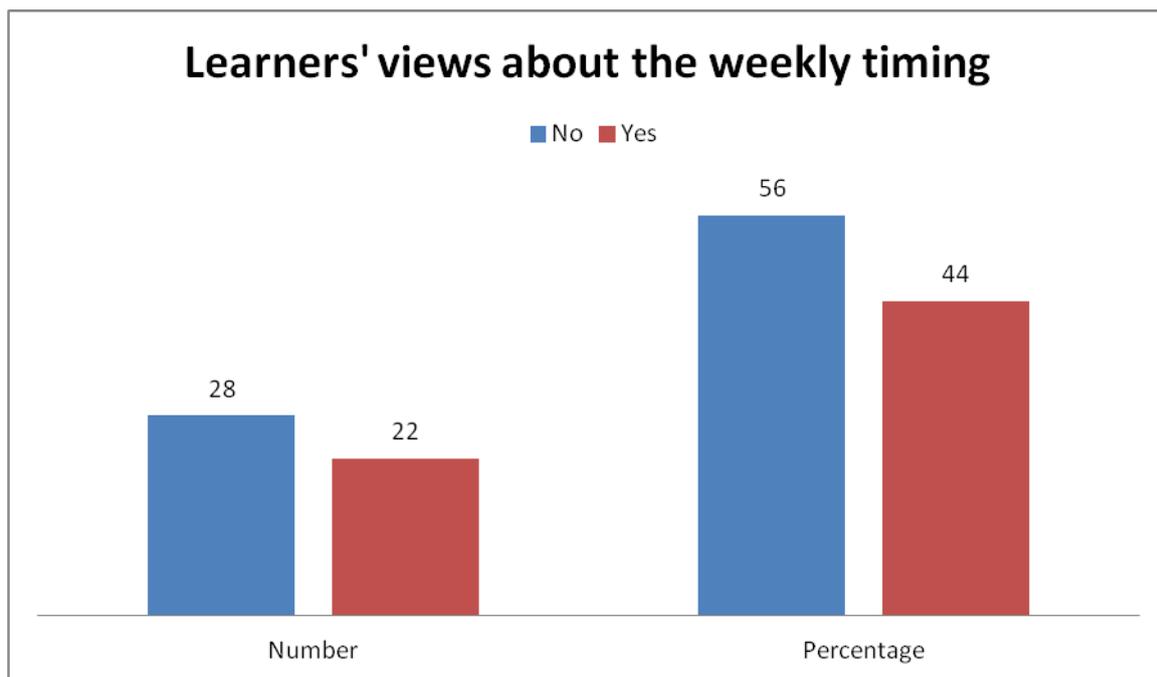
Figure 3.12 learners' views about the weekly timing

As exposed in the figure, learners' do not share the same view. While a part of them see that the weekly time of one hour and a half is sufficient, the rest believe it is no satisfactory, and it must be revised by the authorities.

Question 17: If no, How Much Time do you Think is Necessary for you to Learn English every Week?

For those who answer negatively, they see that in order to learn the necessary language, the weekly time dedicated to English should be reconsidered. They proposed to be ranged from two sessions per week to three. To them, the reason behind this is that they have plenty of needs, lacks and weaknesses that should be taken into consideration. To meet these needs, one hour and a half is insufficient.

Question 18: Do you find that the Coefficient of English Module is Appropriate?

*Yes   * No

In Economics faculty, the module of English is considered as one of the transversal unit modules i.e. auxiliary one. In this case, its coefficient is one (01) and its credit is one.

According to the respondents' replies shown in figure 3.13 below, (44 % N=22) perceive that the coefficient of English module is not appropriate since it is seen as an auxiliary module. However, the rest (56%, N=28) see that it is inappropriate and it should be given more importance.
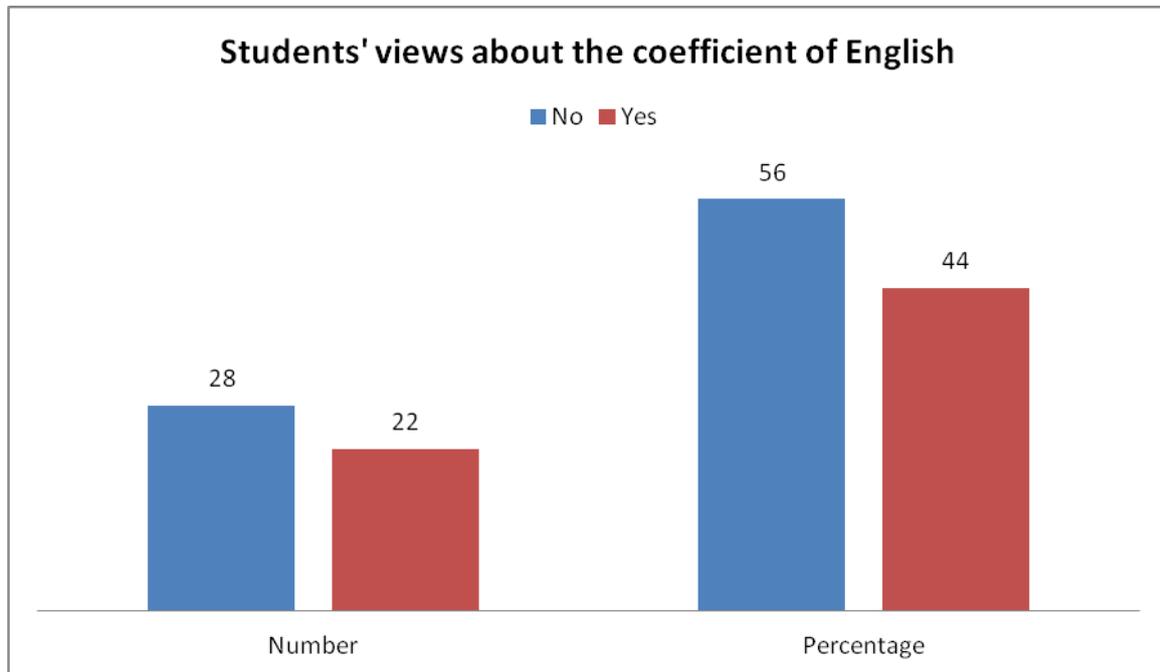
Figure 3.13 Students' views about the coefficient of English module

Question 19: To what Extent do the English Courses Satisfy your Needs in your Field of Study?

As can be observed in figure 3.14 for (30%, N=15) of the population, they are fully satisfied by the English course content. A segment of (56%, N=28) see that the English content is partly satisfactory. The rest (14%, N= 7) declare that they are unsatisfied with the delivered course.
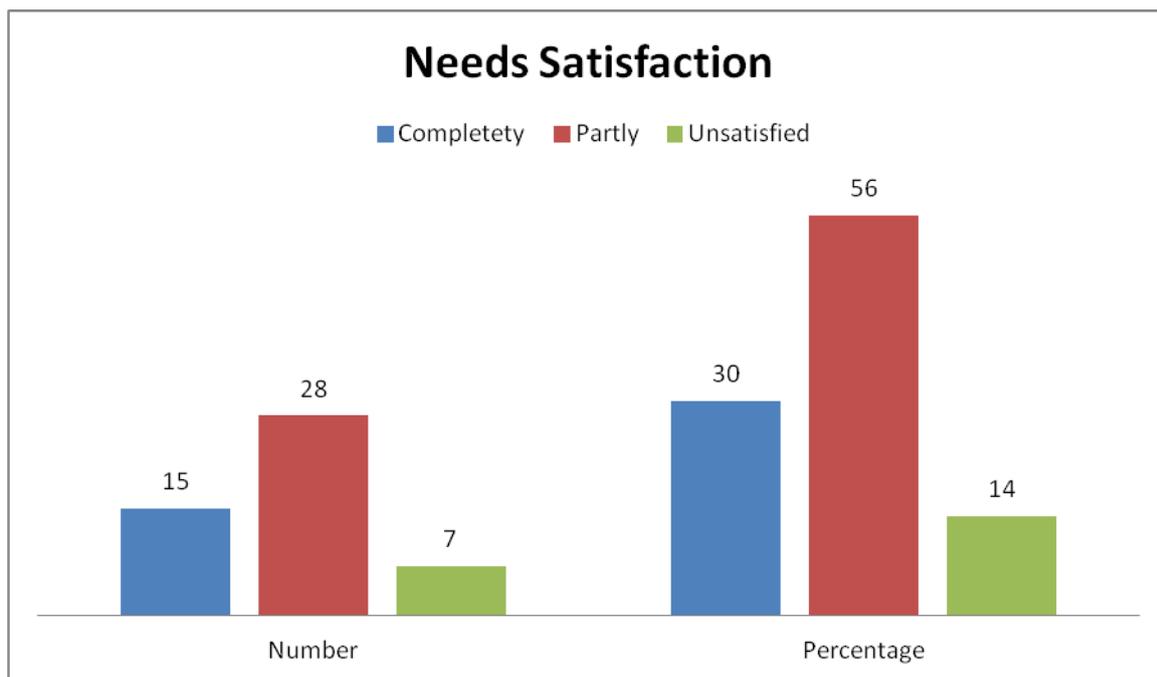
Figure 3.14 Needs Satisfaction

Question 20: Please! Justify your Answer

For those who see that they are satisfied, they claim that they do so because the course content meets their needs and that they find that the delivered courses allow them learn terms related to their field of study.

On the other hand, most students believe that they are not satisfied due to many reasons. First, they see that the presented content is not related to their fields of study. Others consider that they only study grammar rules which they can learn outside university. Also, some think that what they study is not related to scientific research i.e. they need to study English that helps them conduct research in their field of study.

In what follows some of the learners' replies:

➢ *"Because it agrees with our specialty";*

➢ *"The courses aren't enough and not rich in information due to its simplicity and easiness";*

➢ *" It is important to learn scientific phrases and terms";*

➤ *"Because the weekly time is not enough"*;

➤ *"In class there are just grammar exercises.... But that's not what we need, on the other hand we need the discussion of communication so as not to go elsewhere to learn to speak English"*;

➤ *"We don't need it in our daily life"* ;

➤ *"we need lot of hours"*;

➤ *"We learn what we need that's enough for us"*;

➤ *"It helps us in our future career"*;

➤ *"The English lessons are a translation of the "Foresight Methodology" lessons. On the one hand, I need these lessons translated, and on the other, I am subject to a reminder of what I have previously studied and understood well, according to the simple-understanding methodology of the professor"*;

➤ *"Because I think we have the same background with teacher i.e. economics"*;

➤ *"As I was talking one time a week is not enough to get all of the information so we need more sessions to satisfy our needs"*;

➤ *"As far as we've seen, my needs are satisfied"*;

➤ *"I don't use it in my daily life but just in studies and sometimes in work with software"*;

➤ *« Because we learn everything considering our specialism"* .

Part Three: Needs' Analysis

The objective of the questions in this part is to analyze students' needs. It starts by analyzing the present situation then it moves to the target situation.

Question 21: Do Teachers Analyze your Needs?

As the bar chart below (figure 3.15) depicts, (88%, N=44) of the informants confirm that their teachers analyze their needs in a way or another. Yet, (12%, N=6) state that their educators do not conduct needs analyses. This might due to the lack of knowledge and training in ESP teaching for some teachers. For others, it might be because they follow a predetermined syllabus which is offered by the administration.
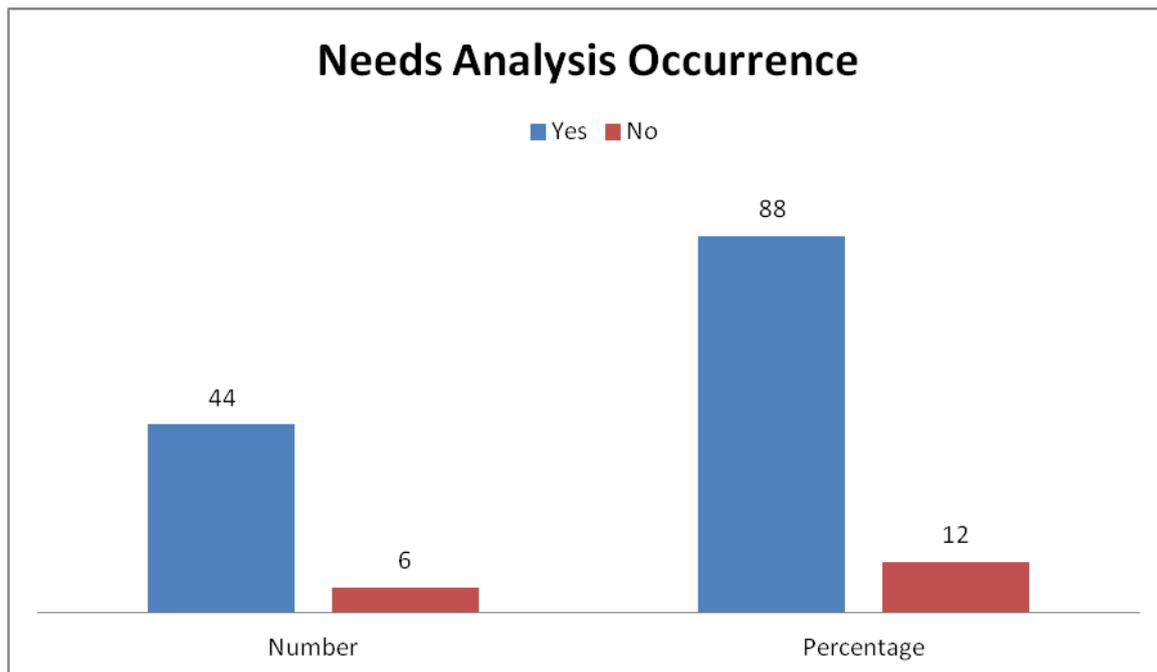
Figure 3.15 Needs Analysis Occurrence

Question 22: If Yes, How?

There are many ways to analyze students' needs. As portrayed in figure 3.16, the big majority (60 %, N= 30) affirm that their professors use both spoken and written tasks to conduct need analysis. A part of (8 %, N=4) assert that it is done in a written way. Similarly, a segment of (24%, N=12) state that their practitioners utilize spoken tests. The remaining portion (8%, N=4) confirm that their educators use other methods such as classroom observation and diagnostic tests.
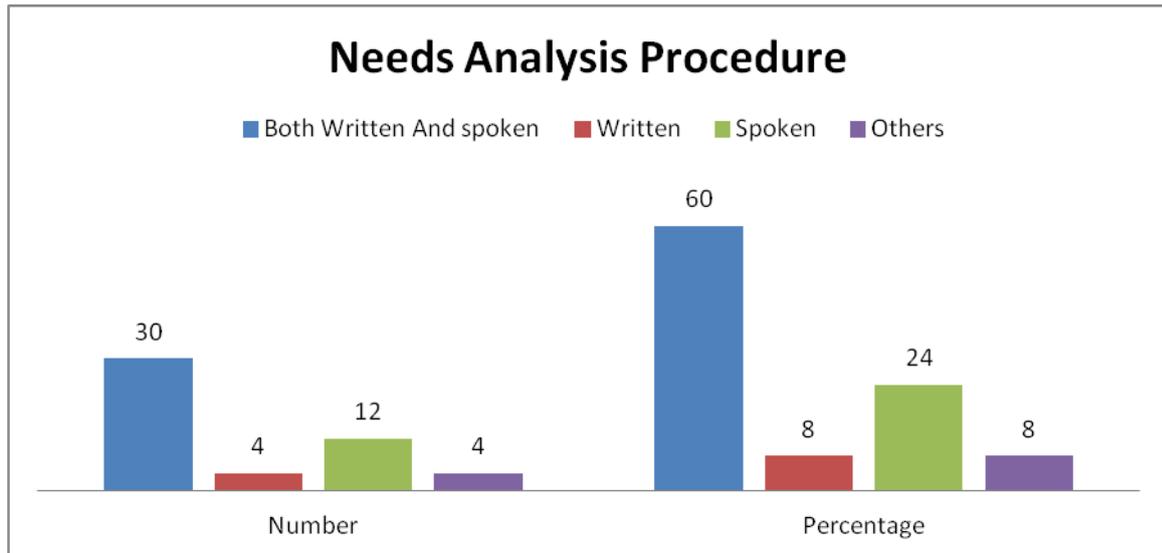
Figure 3.16 : Needs Analysis Procedure

Question 23: How do you Evaluate your Level in English?

As the chart (figure 3.17) showcases, while one student (2%, N=1) see that they have excellent level, (20%, N=10) claim that their level is good. On the other hand, the majority (58%, N=29) perceive that they posses average level, and, finally, (20%, N=10) believe they are not proficient in English.
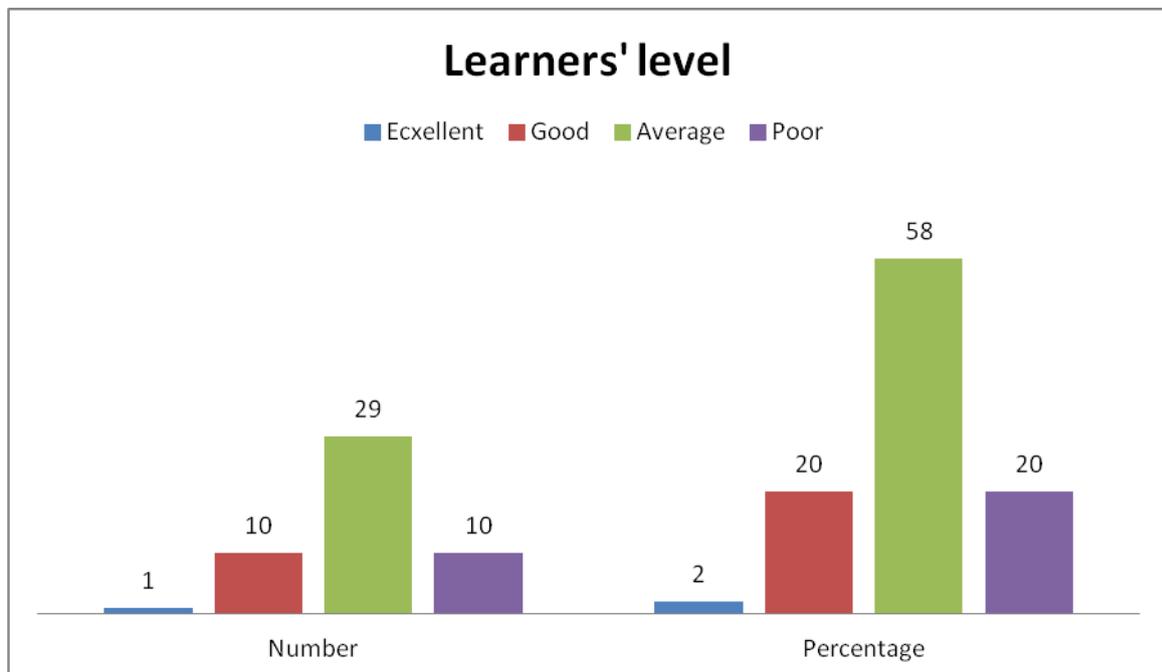
Figure 3.17 learners' level

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Question 24: What are your Main Weaknesses in English?

The graph below (figure 3.18) illustrates that the majority of the respondents lacks the speaking skill and business vocabulary (68%, N=34) and (54%, N=27) respectively. Yet, the other skills get less percentage. On the one hand (38 %, N=19) are weak in the writing skills, and (18%, N=9) for reading, and (20%, N=10) in listening. On the other side, (5%, N=10) claim that they lack other areas in English.
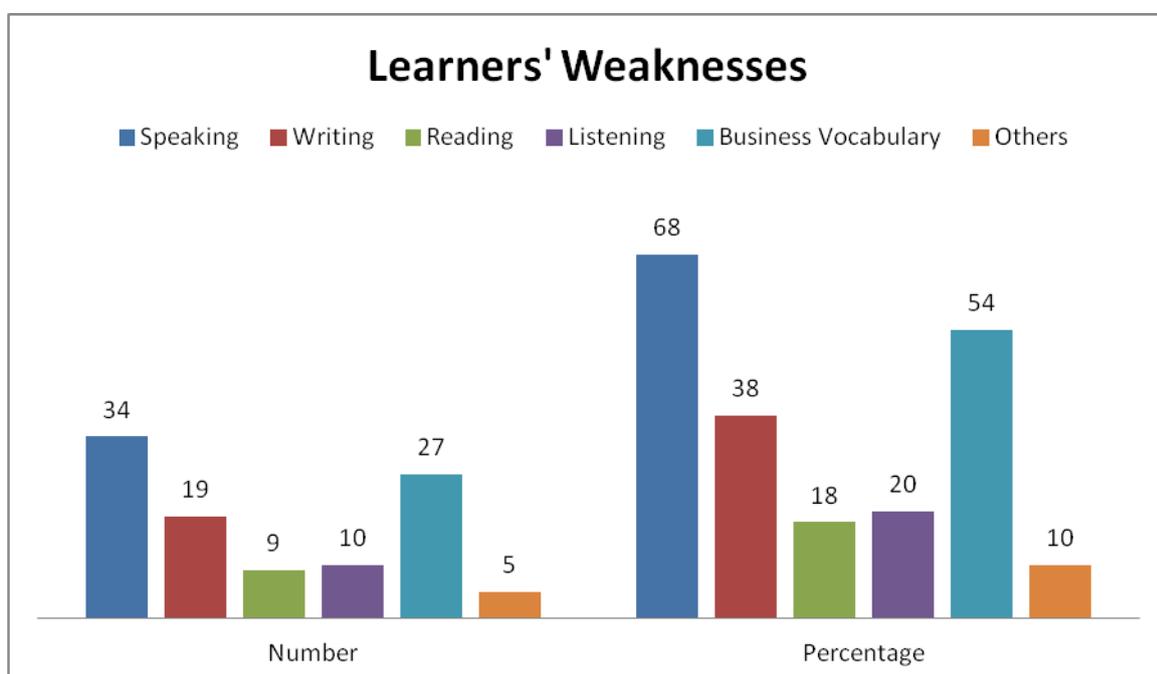
Figure 3.18 learners' weaknesses

As we notice, business learners lack the four skills i.e. speaking, writing, listening, and reading with a focus on speaking. Additionally, as they are specialized in business and economics they strongly need the specialized terms as well.

Question 25: If there are Others, Please Mention them.

Globally speaking, in addition to the skills mentioned above, some students declare that they are weak in communication, as well as in some business skills such as negotiations, and job interview.

Question 26: What are your Main Objectives by Learning English?

Learners' answers were multiple. While some need it to communicate effectively, others want to learn English for academic or professional purposes. Below these objectives are summarized.

➢ *"I want to learn English in order to communicate with others"*

➢ *"To be a business woman and to travel all over the world "*

➢ *"The English language has become important in various countries of the world, as well as the business world today. I want to high my level in English language "*

➢ *"Learning more about this language in terms of speaking and writing made it one of my academic priorities"*

➢ *"In the near future I want to speak fluently and write without mistakes"*

➢ *"Proficiency in the language and speaking it"*

➢ *"Learning it as a basic language after Arabic helps you improve your level"*

➢ *"speak fluently"*

➢ *"Speak English fluently and work with it in my job"*

➢ *"Learn to speak in English"*

➢ *"I'm hoping that one day I'll get the chance to help others with their English "*

➢ *"I've always liked to major in English and didn't succeed in that"*

➢ *"To learn how to speak and express "*

➢ *"Learn English and speak very well"*

➢ *"Improve my skills"*

➢ *"Language Proficiency"*

➢ *"Became a good English speaker Understanding speeches in English better and faster. Write better".*

➢ *"Travelling"*

➢ *"I hope to master it"*

➢ *"To know more business vocabulary considering my specialism"*

➢ *"Become fluent in English"*

➢ *"I love English langue. I love speak English but I need more and lot of hours for studies "*

➢ *"To learn it as a language and not have anything to do with studying, i.e. I need it in my daily life and not in my professional life"*

As seen above, the primary objective of the learners is to speak English fluently and communicate effectively, on the one side. On the other side, some need it for professional purposes, and even for personal purposes such as travelling abroad.

Question 27: Do you have any Difficulties in Understanding Business Discourses in English?

As it is portrayed in figure 3.19 , among the sample population, (44%, N=22) affirm that they find it hard in understanding written or spoken business discourse. However, (56 %, N=22) declare that they do not have not have problems with comprehending business discourse**.**
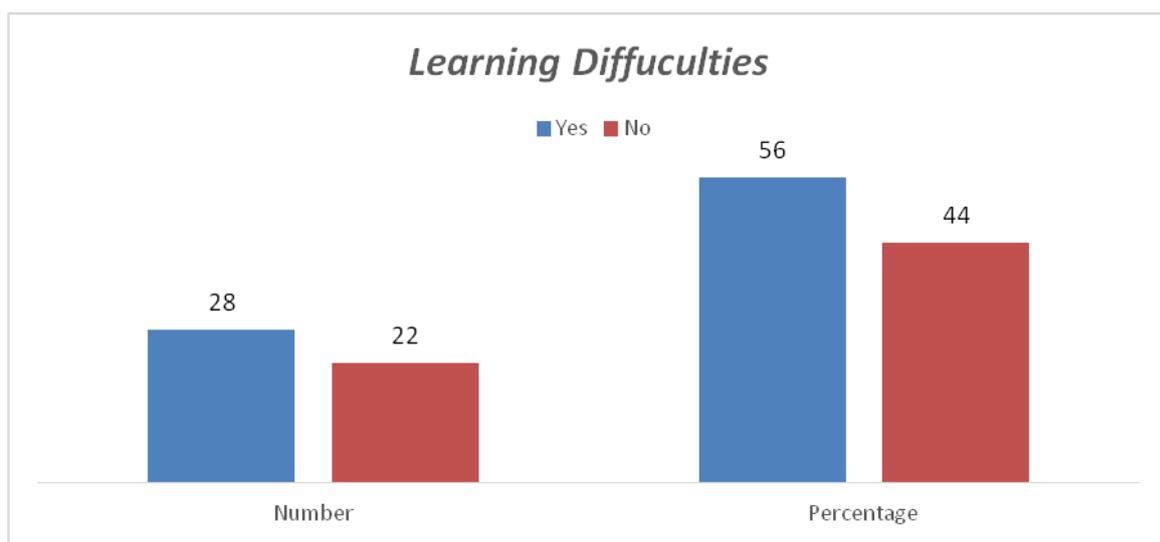
Figure 3.20 Learners' difficulties

Question 28 : Are you Satisfied with the way you are being Taught English?

As it is exposed in figure 3.21 , it might be seen that meanwhile (72 %, N=36) express their satisfaction with their educators methodology, (28%, N=14) see it inappropriate.
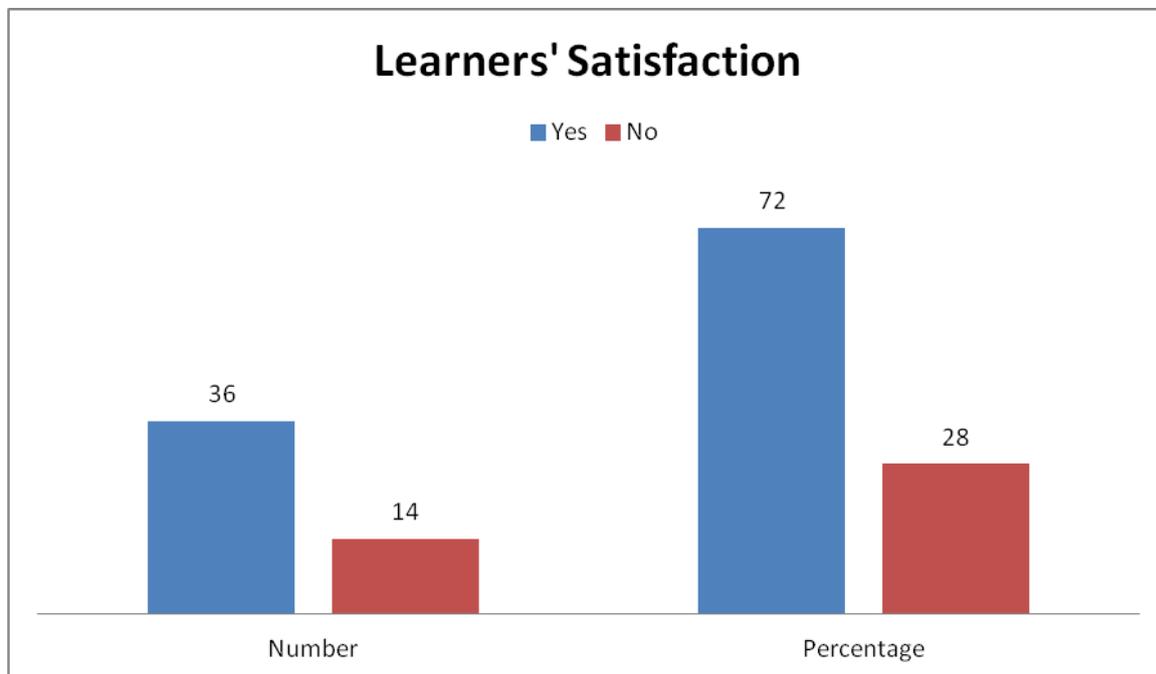
Figure 3.21learners' satisfaction

Question 29: Please! Justify your Answer.

For those who show their satisfaction, they believe that their teachers teach them what they need in their fields of study as well as some communicative activities. However, among those who are not satisfied with their teachers' methodologies, some see that they do not need grammar lessons, but rather they want communicative lectures that help them in their future professional careers. Besides, others see that their teachers lack creativity and innovation because they use only traditional methods.

Question 30: What are your Main Needs/Activities/ Topics you would like to have?

Learners' need plenty of things related to English language. First of all, some need to speak English related to their specialism, and to practice conversational activities. Secondly, some claim that they need some language skills activities such as writing, grammar…etc.

Finally, others want to improve their academic skills through learning English. Below are some of the learners' replies:

- *"Grammar"*

- *"To speak English related to our specialty"*

- *"I think that we need conversations in English to practice the language "*

- *"Business English"*

- *"All lectures that help us understand the language"*

- *"Vocabulary, Grammar, Reading, Listing, speaking, Writing ....."*

- *"Writing articles in English"*

- *"English for beginners"*

- *"Communication and discussion sessions"*

- *"Activities related to our field of study"*

- *"Direct discussion (speaking)"*

- *"Oral discussion"*

- *"We don't need grammar"*

- *"Maybe playing an educational game will help, or if the teacher forces us to make conversions with each other in English by using business vocabulary.. that would break the ice and be more interesting "*

- *"A lot about management sciences and economics"*

- *"Speaking English "*

- *"Business "*

- *"All"*

- *"Economic business "*

- *"Oral practices with people from other countries"*

- *"Lessons in the my specialty"*

> *"Vocabulary. Economic terms. Writing courses. and more topics of speaking"*

Henceforth, from the stated replies, one can say that students need to focus on business English vocabulary, and communicative activities more that the rest skills.

Question 31: What do you Think your Lacks/Problems/Main Obstacles are?

In addition to what have been stated earlier, the learners find difficulties in many areas of English. To begin with, some of the informants find problems in the weekly timing of the English session as they see it is not enough. Also, some assert that they have personal obstacles such as shyness and anxiety that prevent them express properly. Furthermore, others see that they find difficulties in understanding, and the ineffectiveness of the teaching methodology. All in all, plenty of problems students face when it comes to learning English. Below some of the students' answers:

> *« Nothing »*

> *"Difficulty speaking it and creating a useful sentence"*

> *"Lack of understanding of the English language because I did not give it value in the previous academic phases"*

> *"My main problem is the times that are not enough to learn and to practice"*

> *"Being shy sometimes"*

> *"The time is not enough"*

> *« time management »*

> *« Difficult to understand »*

> *« There is no useful program »*

> *"Knowing the most important words I need in my specialty"*

> *"I guess none"*

> *"Fear of sharing , inability to express"*

➤   *"Not understanding all the words, and difficulty in connecting words"*

➤ *"Speaking English »*

➤ *« No Time to learn »*

➤ *« Time, materials ».*

Notably, there are plenty of obstacles learners' face regarding learning English. These obstacles could be summarized in three types. Firstly, personal obstacles such as shyness, inability to express well, and fear of sharing ideas. Secondly, linguistic obstacles are also a barrier in learning language effectively. For instance, lack of language fundamentals, inability of understanding, and incapability of communicating effectively. Finally, hindrances related to the teacher or university such as time insufficiencies, teaching materials, and teachers' methodology.

Question 32 : Through which of the Following Materials do you Prefer to Learn?

Teaching materials are numerous. The choices of these materials depend, primarily, on the lesson itself and the level of learners as well as their preferences. The results of the questionnaire shows that (48 %, N=24) of the informants prefer learning through videos. Meanwhile (32%, N=16) support dialogues, (10 %, N=20) find it useful to learn via textbooks. Lastly a part of (6%, N=3) choose articles, whereas a portion of (4 %, N=2) prefer other materials. Figure 3.22 below summarizes learners' views.
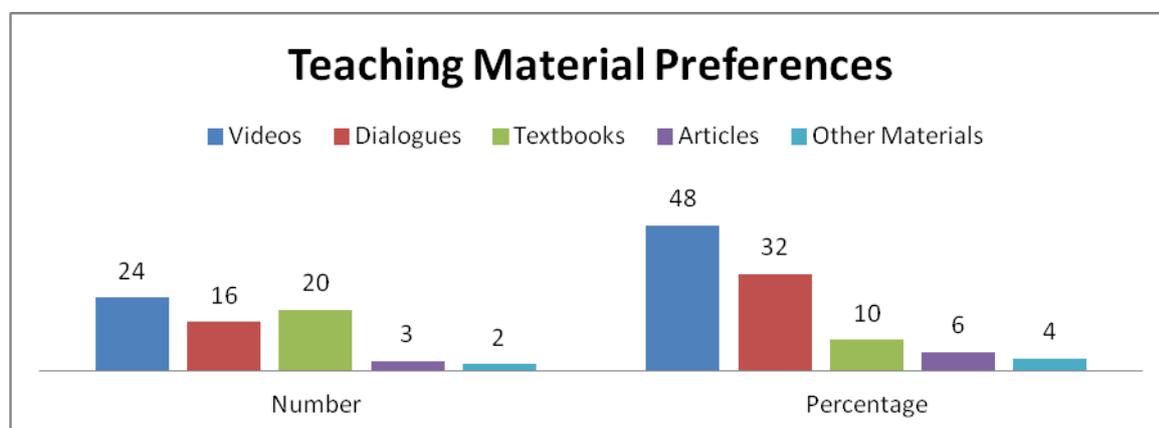
Figure 3.22 Teaching Materials preferences

Question 33: If there are other Materials, Please Mention them.

In addition to the materials mentioned above some students prefer other materials such as *podcasts, songs, realia, and audio recordings*. It is in the needs analysis stage when teachers have to assess their learners' preferences in terms of teaching materials since it is one of the crucial elements of the success or failure of the teaching/learning process. It is to be noted that teaching business English needs specific authentic materials that help in understanding the business context.

Question 34: Suggest some Topics of Interests

Since there are no official syllabi in the faculty of Economics, the teacher have to design his or her own course. Thus, the reason behind this open ended question is to let learners suggest some topics which are related to their fields of study. Learners' suggest plenty of topics all of them are purely related to the business domain. In what follows are some of their suggestions:

- *Entrepreneurship*

- *Public Accounting and Public Accounts*

- *Communication between the teacher and the student to learn to speak*

- *How to improve your English language*

- *The language of future*

- *I have no idea*

- *economic and finance*

- *Auditing and accounting jobs*

- *English of management*

- *Negotiation*

- *Dialogues, the most important words in English.*

- *Business management*

➢ *E-commerce*

➢ *Business commercial*

➢ *Budgeting lessons*

On the basis of the above mentioned suggestions, one can say that learners' need to improve their English proficiency within their subject.

In summary, the questionnaire for students aims at evaluating several aspects. First, it deals with their profiles, moving to their affiliations. After that, it sheds light on their views regarding the teaching atmosphere i.e. approaches and methods. Finally, it attempts to assess learners' different needs and expectations.

The gathered data from the students' questionnaire were analyzed both qualitatively and quantitatively on order to get insight on the effectiveness of teaching English in the faculty of Economics and try to find pedagogical solutions to the most remarkable shortcomings .

In addition to the questionnaire for learners, a sample of teachers were chosen to take part in another questionnaire.

3.2.3 Analysis of the Questionnaire for Teachers

In order to gather data from instructors, a sample of six (06) teachers from the faculty of Economics was chosen to take part in a questionnaire. This questionnaire consists of five (05) parts of forty one (41) questions. The first part is dedicated to the teachers profile i.e. their age, degrees, affiliations, and teaching experience. With regard to the second part's questions, they aim at assessing learners' needs from their learners' viewpoints, namely, their weaknesses and strengths as well as their expectations. For the third part, it deals with evaluating the teaching methodology. As for the fourth part questions, they endeavor to assess the classroom interaction between teacher/learners and learners/ learners alike. Finally, the

last part of this questionnaire is an attempt to check teachers attitudes and familiarity with the discourse-based approach principles.

Part One: Teachers' Profile

Question1: How old are you?

As portrayed in figure 3.23, respondents' age ranges from 25 years old to 40 years old. They are a mixture between young and adults teachers.
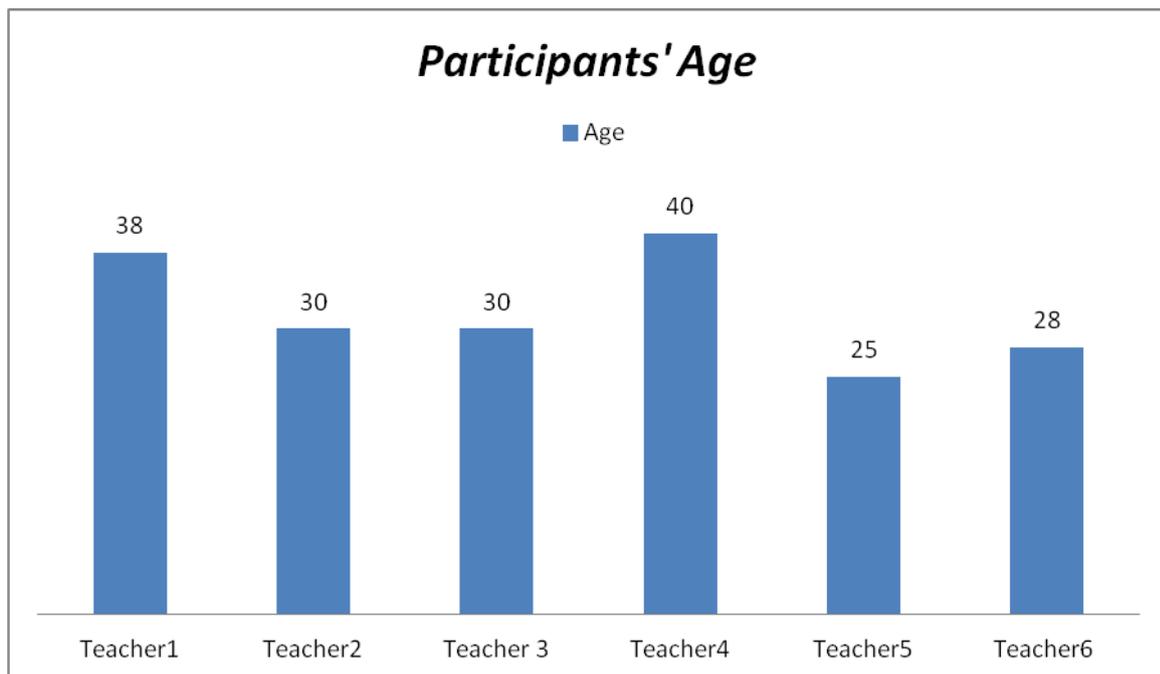
Figure 3.23 Teachers' Age

Question 2: What Degree do you Possess?

Four out of six respondents affirm that they hold master degree in English. The remaining two hold doctorate degree. It is to be mentioned here that those teachers are all part-time teachers at university. The participants' degrees are exposed in figure 3.24 below.
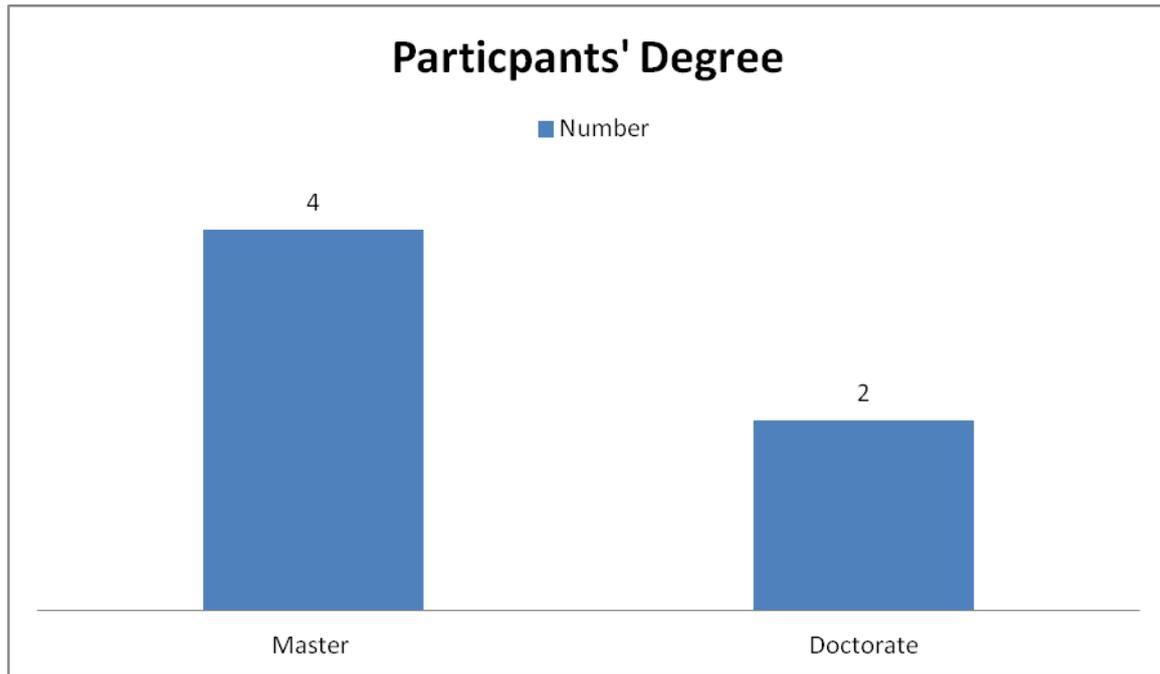
Figure 3.24 Participants' Degree

Question 3: If you have any other Degrees? Please Mention them.

Two respondents hold Bachelor of Arts of Arts degree in other area, namely, Business Sciences and Economic Sciences and one of them is studying at the Master 1 Economic Analysis and Prospective. Holding another certificate, especially, if it is related in the field of business, would help both teachers and learners understanding the subject, since it facilitates the classroom communication.

Question 4: How long have you been Teaching English at University?

Four out of six of the respondents, as shown in figure 3.25 below, have experience in teaching English that ranges from one year to five years. On the other hand, two educators declare that they are teaching more than five years.
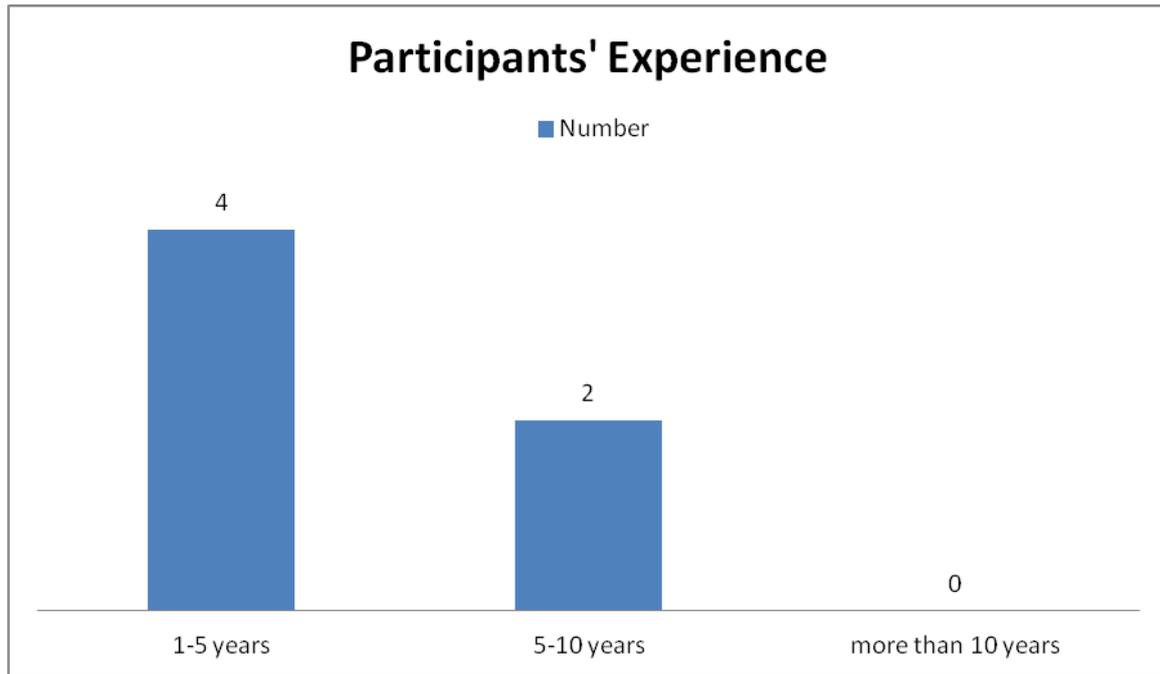
Figure 3.25 Participants Experience

Question5: How long have you been Teaching ESP?

Likewise, as exposed in figure 3.26, one of the informants has six years of experience in teaching Business English, two others have been teaching ESP for three years, yet one affirms that it is his first time.
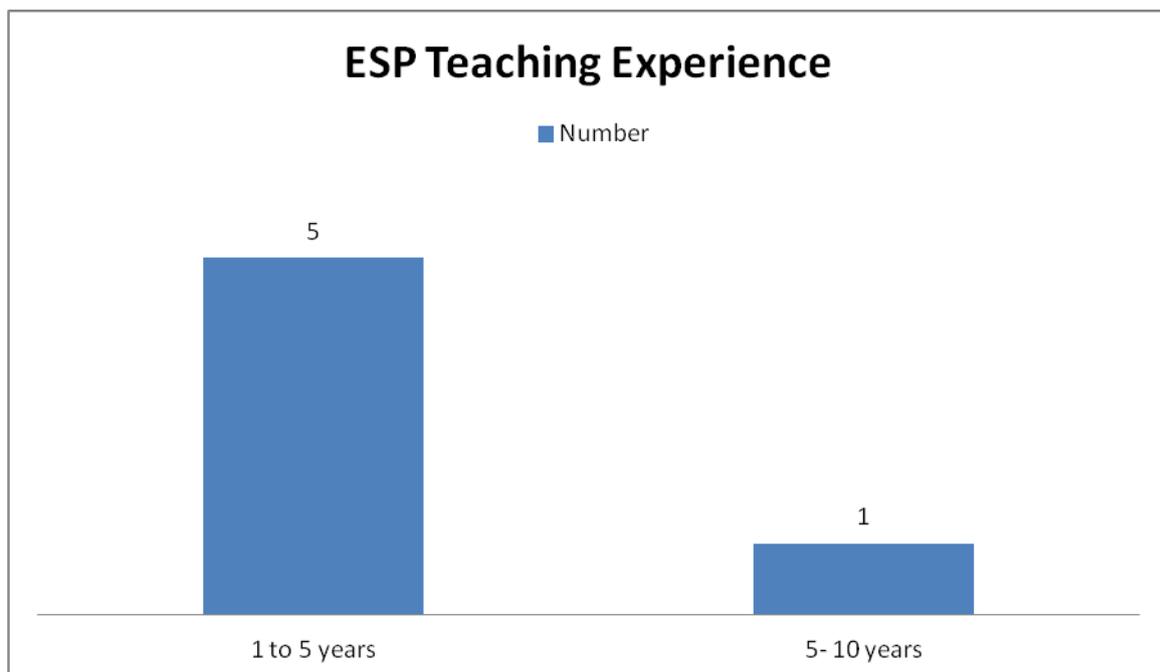
Figure 3.26 Teachers' Experience in ESP

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Question 6: In which Department do you teach?

       The participants teach at various departments simultaneously within the faculty of Economics. One professor teaches at the department of economic sciences and business sciences. Two teachers teach at the department of management, and finance and accountancy, respectively. The fourth one educates at the department of management and finance and accountancy. The fifth one is a teacher at the department of management. Figure 3.27, and table 3.12 below shows the teaching department.
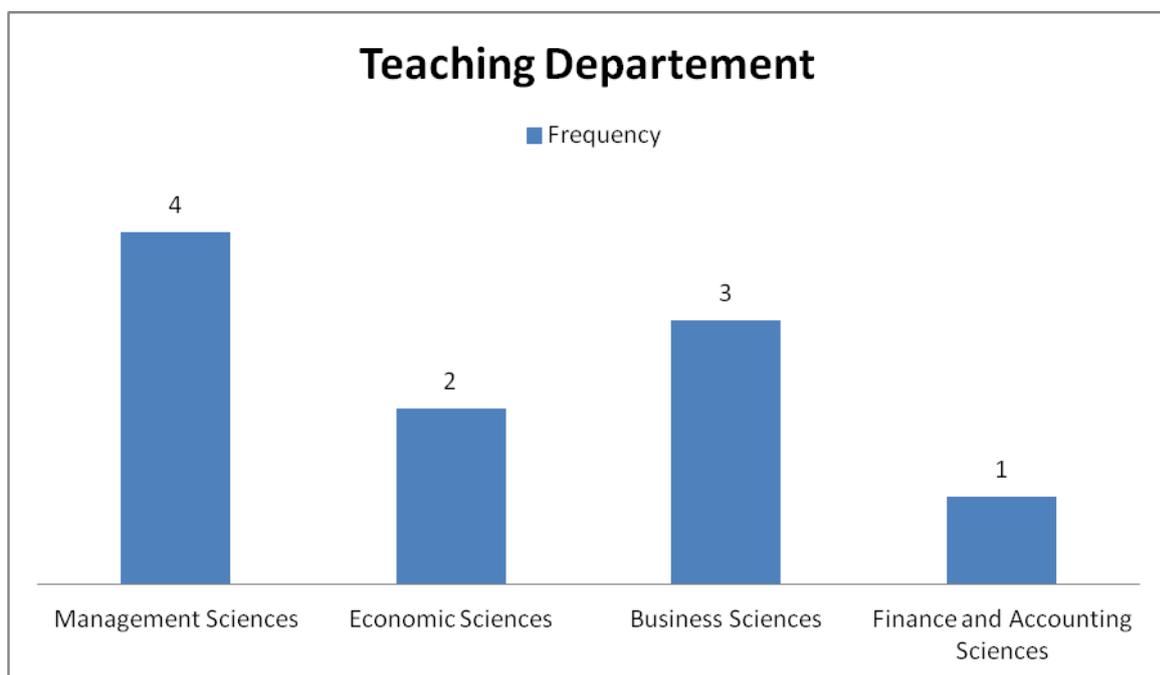
Figure 3.27 Teachers' Department

Table 3.12 : *teaching department*

Departement Teachers	Management Sciences	Economic Sciences	Buisness Sciences	Financial and Accounting Sciences
Participant1	X			
Participant2	X	X		X
Participant3	X			X
Participant4	X			X

Participant5	X	
Participant6		X

Question 7: What specialty do you teach?

The educators teach different fields of study viz. Public Management, Accounting and Auditing, Accounting and Profound Taxation, Finance and Banks, and Economics and Business Management, as presented in Table 3.13 below.

Table 3.13 Teachers' Teaching Specialty

Participants	Specialty
Participant1	*Public Mangement*
Participant2	*Economy and Management of Enterprises*
Participant3	*Accounting and profound fiscality.*
Participant4	*accounting and audting , and finance and banks*
Participant5	*Economic Analysis and Prosperity*
Participant6	*Management of Human resources*

After dealing with the teachers' profiles as well as their experience, and affiliation, the objective of the next part is to analyze learners' needs from teachers' standpoint.

Part 2: Needs Analysis

In this part of the questionnaire, the researcher seeks to identify and analyze learners' needs from their educators' points of view. It starts by investigating the occurrence of needs analysis, the method of conducting needs analysis. After that, it sheds light on the learners' main needs and weaknesses.

Question 08: Do you conduct needs analysis?

Among the sample population, (83.3 %, N=5) of the respondents ensure that they analyze their learners' needs. However, one teacher (16.7%, N=1) proclaims that he does not conduct any needs assessment. Apparently, as presented is figure 3.28, teachers at the faculty of economics are aware of the importance of needs analysis as they conduct it most of the time.
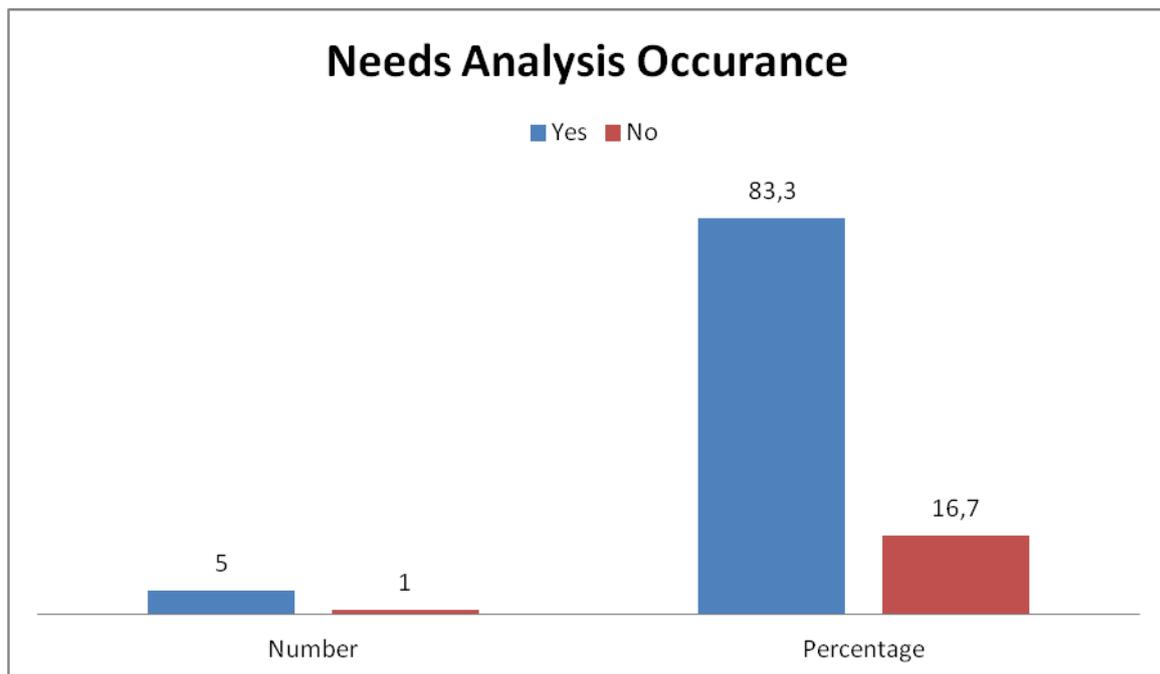
Figure 3.28 Needs Analysis Occurrence

Question 9: If yes, How?

For those who respond positively, they analyze their learners' needs using different approaches. Some state that they conduct written diagnostic tests. Others use classroom observations. The rest claim that they do so by asking questions. Below are their replies:

- ➢ *"Both written and spoken"*

- ➢ *"through test, then analyze the results, analysis the tables (Quantitative Data)"*

- ➢ *"Collecting problems, determining the alternative solutions according to modern skills and techniques and previous experiences.*

➤ *"Conducting these processes by using all option to arrive to my goals."*

➤ *"I use direct questions"*

It is to be mentioned that although most teachers diagnoses their learners need in a way or another, they need some training and guidance to get the needed knowledge how to conduct needs analysis effectively in ESP context.

Question 10: What are the main learners' needs?

The outcomes of the needs analysis mentioned earlier show that learners have some needs in common. Apparently, the majority of learners' lack business vocabulary as they see it is a highly demanded skill. Also, they need strongly to enhance their speaking skills. Furthermore, they want to improve their communicative abilities. Less importantly, some learners desire to learn more grammar. The following are their statements:

➤ *"Business vocabulary, speaking skills, communication".*

➤ *"Definition the vocabularies Practice "*

➤ *"Smart tools, modern technology, motivation, direct communication in all possible times".*

➤ *"Grammar and communication"*

➤ *"Need more hours to learn English in university".*

In brief, learners in this educational level i.e. Master, need, primarily, to learn English that is related to their field of study. Besides, they want to improve that communication in English. Thus, teachers must be conscious about this in designing their courses.

Question 11: What are the main learners' weaknesses?

Teachers notice that their learners lack speaking skills in the first place, in addition to their need to learn business terminology. Less importantly, learners' lack the writing skills and other weaknesses.
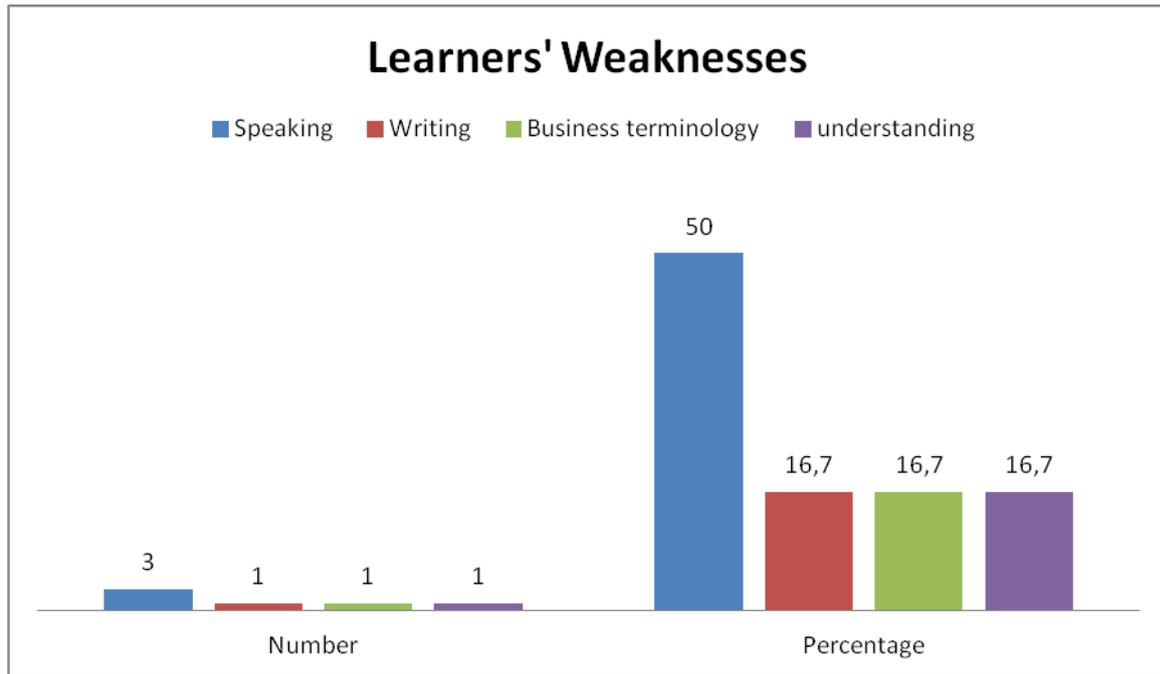
Figure 3.29 Learners' Weaknesses

As illustrated in the above graph, learners' main weaknesses are speaking skills. This might be because they need practice. Moreover, though less importantly, they need the rest skills.

Question 12: If there are other weaknesses, please mention them

Additionally to the weaknesses mentioned above, learners express their deficiency in other areas, namely, pronunciation, communication, lack of motivation, and expressing effectively. Here are teachers' answers:

➢ *Lack of expression , business terms*

➢ *Speaking and writing*

➢ *Lack of motivation.*

➢ *words pronunciation*

➢ *Business terminology. Speaking*

Practically speaking, teachers should take into consideration their learners' weaknesses while designing their activities and tasks.

Part 3: Teaching Methodology.

In this phase of the questionnaire, the researcher tries to recognize teachers' methodology and teaching techniques. Thus, the questions in this part are all around this issue.

Question 13: Have you received any guidance or training in Business English teaching?

Teaching ESP in general, and BE in particular, needs specific methodology. Among the sample population (66.7%, N=4) affirm that they neither received guidance nor participated in training sessions in this regard. On the other side, (33.3%, N=2) confirm that they have been trained in ESP teaching.
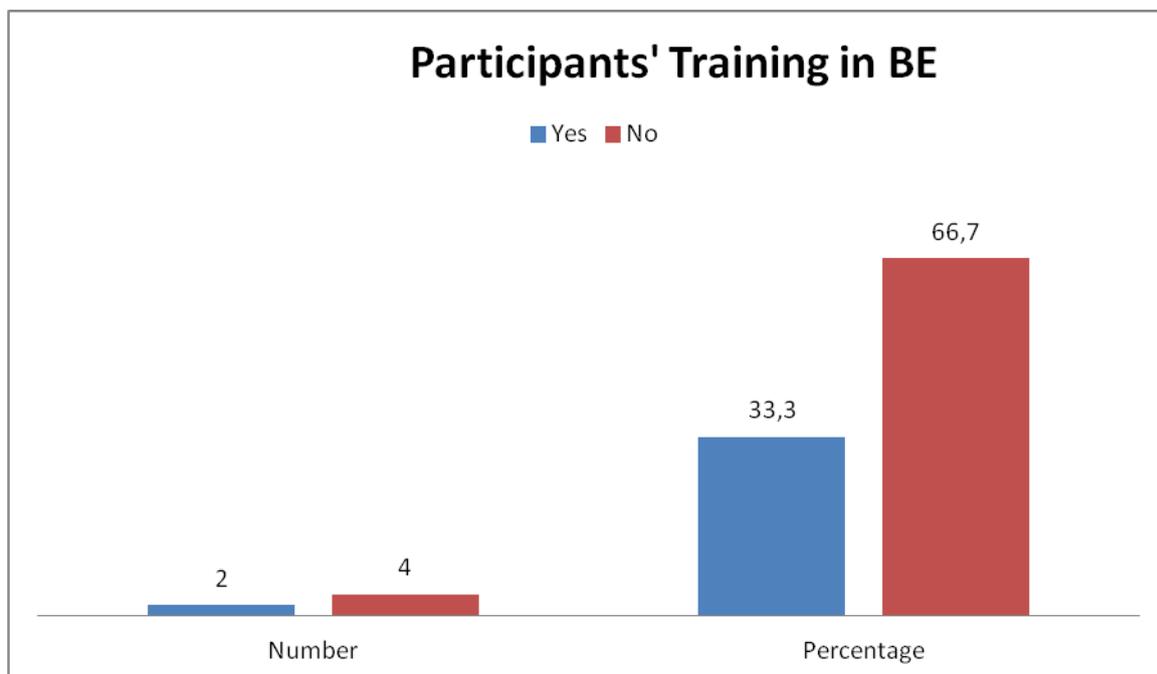
Figure 3.30. Participants' Training in Business English.

Based on the respondents' replies, it might be noted that, for effectiveness matters, BE teachers should follow some guidance in advance in terms of BE teaching techniques and material selection. By doing so, BE teachings' objectives are likely to be achieved. More importantly, the hiring process should be reconsidered through selecting trained teachers.

Question 14: is there a specific syllabus?

Syllabi are important components in any teaching situation. Yet, in the case of BE teaching it is hardly ever that we find predetermined programmes. In the current study, (33.3%, N=2) of the sample confirm that they find a syllabus to follow. Howbeit, (66.6 %, N=4) prove that they choose their lectures haphazardly without the existence of a predetermined syllabus.
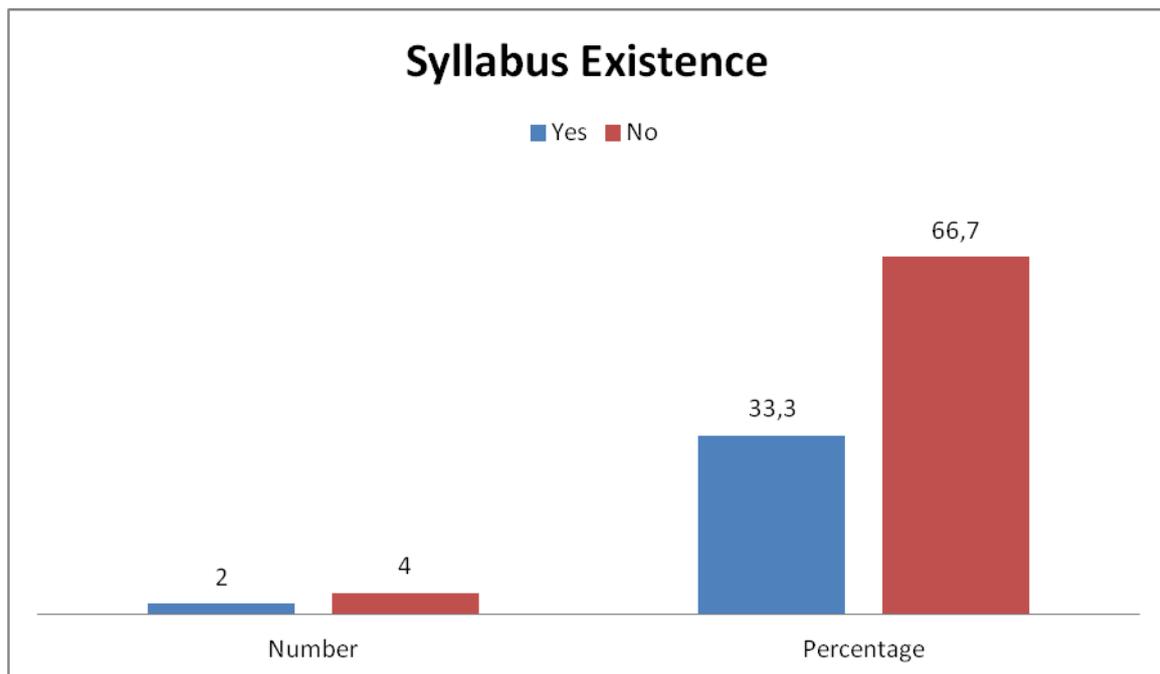
Figure 3.31 Syllabus Existence

Accordingly, designing syllabuses is considered as one of the principles of teaching. In teaching BE, using well designed thorough syllabi might be helpful for both teachers and learners. Thus, this fundamental element should be taken into account.

Question 15: If yes, does it meet the learners' needs?

Meeting learners' needs is the most important objective of any teaching/learning process. Undoubtedly, the existence of syllabus is likely to assist teachers in achieving this latter. In this research, for those who respond with "yes" for the existence of syllabus, one of

them sees that, according to him, it meets learners' needs. On the other side, one claims that even it exists, it does not respond to learners' expectations.
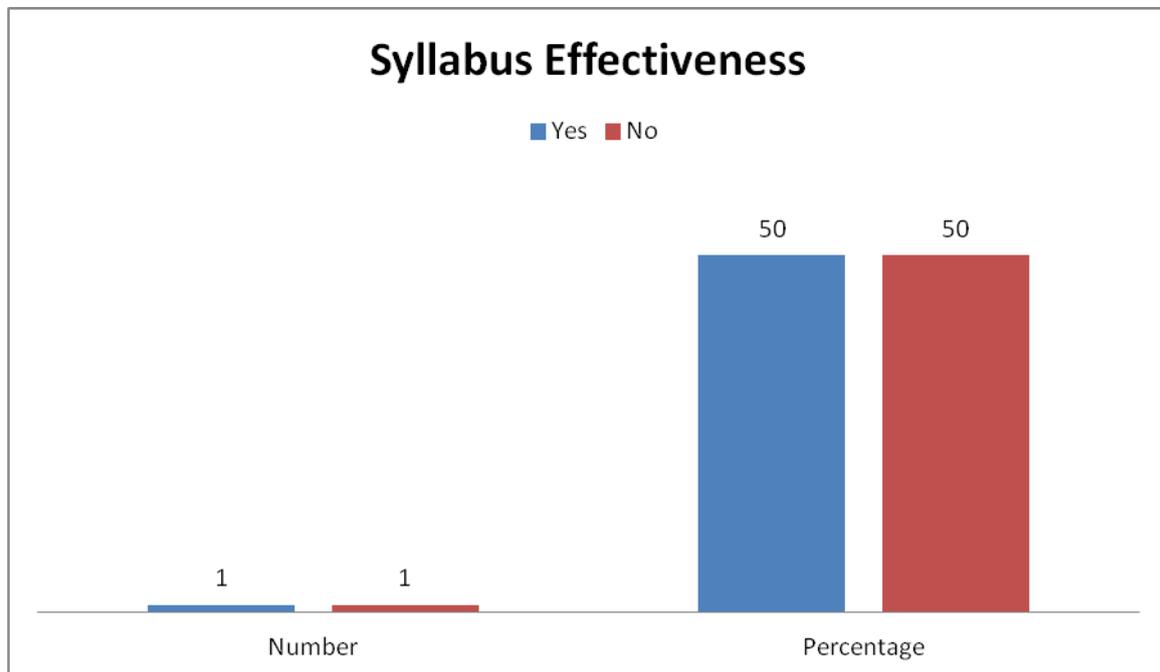
Figure 3.32 Syllabus Effectiveness

It might be said, that designing syllabi is not useful unless it is designed in a way that meets the different learners' needs and expectations.

Question 16: If it does not exist, how do you choose your lessons?

When it comes to lesson design in the inexistence of syllabus, teachers may face a set of difficulties. In the present research, teachers choose their lessons differently. Firstly, some do so based on the needs analysis outcomes. Others do it through freely choosing related topics by integrating grammar parts.

In what follows, the participants' replies:

➢ *Based on the needs analysis*

➢ *With specific way (specialization)*

➢ *By selecting the actual economic topics, and forming a summarized lecture and*

   dealing with grammar side at the same time.

> *they are mainly related to finance and accountancy with some grammar needs*

In such a case, professors are required to be aware of some points while designing their lectures. For instance, learners' level, age, specialism, and needs.

Question 17: Do you think that teaching ESP requires special methodology?

All participants (100 %) believe that teaching English for specific purposes needs specific methodology.
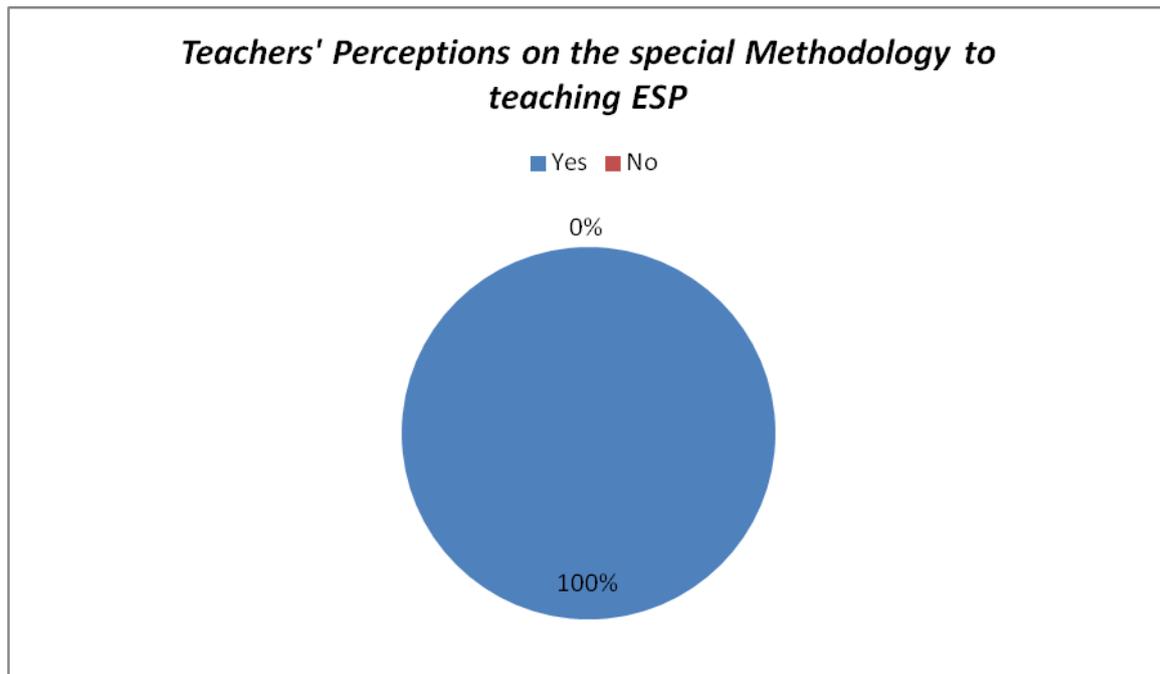
Figure 3.33 Teachers' Views about the Teaching Methodology

Question 18: In course planning, do you adopt any particular approach?

While (66.7%, N= 4) state that they adopt specific approach, the rest (33.3%, N=2) plan their lectures without adopting particular method.
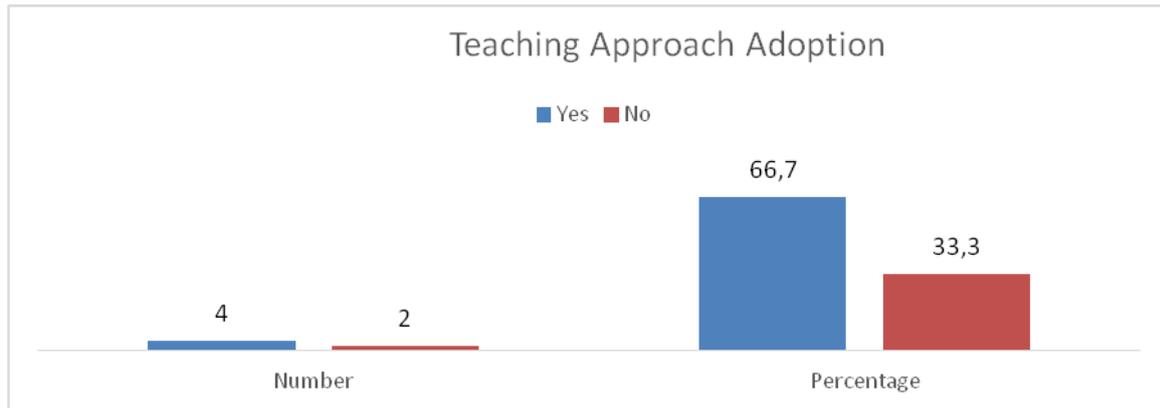
Figure 3.34 Teaching Approach Adoption

Consequently, planning lessons without basing on a particular approach is likely to have negative impacts on the quality of the delivered lectures. Therefore, teachers should be conscious about this fundamental concern.

Question 19: What is it if yes?

For those who believe they use specific approach, they replied differently. Among the approaches that they state: **"**Discourse based approach", ''Analyze and discuss", and "Give the learners ' interest for the lesson and for English". From these statements, one can recognize that not all teachers follow specific approach, but among them there are those who teach randomly without basing on specific teaching technique.

Question 20: At the end of the course, do you think that the learners have achieved their objectives?

100 % of the respondents believe that their lessons objectives are achieved at the end of the course as well as their learners' objectives.
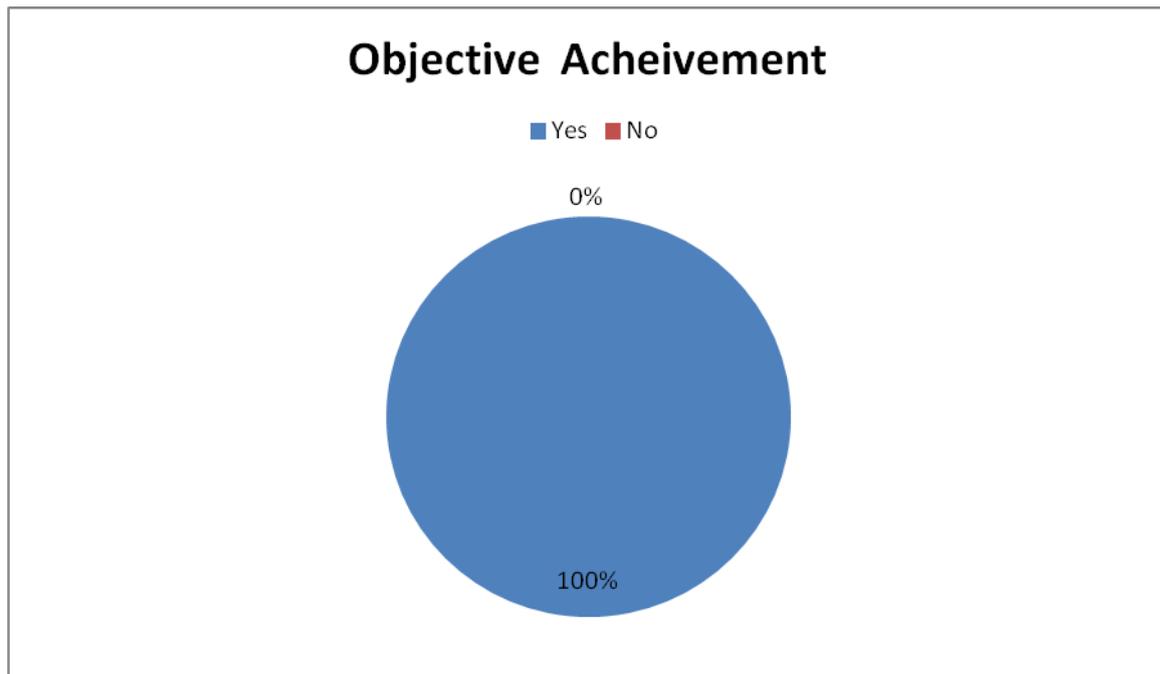
Figure 3.35 Objective Achievement

Question 21: What are, if any, some problems you meet in designing the course?

Undoubtedly, in the course design process, teachers may face problems of different genres. Teachers of the selected sample have plenty of problems such as:

➢ *Material design*

➢ *Always make explications of easier words*

➢ *The duration of lecture for learners.*

➢ *More information in English as a foreign language, and learners get tired.*

➢ *Lack of knowledge about the specialty*

➢ *Short time.*

Apparently, BE teachers face many obstacles in designing their courses. Some of these drawbacks may be overcome through training and guidance from more experienced teachers. For the rest of the problems they are out of control such as time issues and the level of learners.

Question 22: which teaching approach do you use to teach specialized vocabulary?

The remaining questions in this part deal with the teaching technique utilized to teach each language skill. To start with, business vocabulary is considered as one of the priorities of BE learners. Teachers use different approach. However, for those, a misconception might be observed. Teachers' replies were as follows:

> *D.B.A*

> *Memorization*

> *Translation technique.*

> *Rely on some financial books .they are really helpful*

> *By making the students Read new texts*

Thus, each teacher has his own approach that he or she think it is useful.

Question 23: which teaching approach do you use to teach grammar?

Likewise, teaching grammar needs specific methodology. Of course choosing the appropriate one is vital. Teachers use the below techniques:

> *D.B.A*

> *Practice*

> *Writing, translation and interactive participation.*

> *grammar exercises;*

> *Reading the rules of English grammar*

From the replies above, it might be remarked that there is a lack of experience in choosing the suitable approach. This is likely to have negative impact on lectures quality.

Question 24: which teaching approach do you use to teach writing?

As seen earlier, writing is among the fundamental skills that learners want to improve. Hence, choosing the right approach is important. In this study the sample teachers tend to use the following:

> *D BA*

➢ *Listing and speaking Recapitulation what the students listen and speak*

➢ *Dictation.*

➢ *I don't really teach about writing since l conducted two years virtually. l remember teaching them how to write a paragraph;*

➢ *By making the students write texts*

There is no doubt that teaching as an essential skill in language teaching needs more efforts. Practically, teachers have to follow the right methodology.

Question 25: which teaching approach do you use to teach speaking?

Speaking skill is as important as writing in the business world. Thus, improving speaking is extremely significant. In this research study, participants have a tendency to teach speaking as follows:

➢ *DBA*

➢ *How to pronounce*

➢ *The obligation of reading and speaking.*

➢   *Collaborating, Learning, and Adapting (CLA)*

➢ *By making the students speak with each others*

It goes without saying that the above mentioned approaches have different results. Indeed, unifying the teaching strategies is highly recommended.

Question 26: which teaching approach do you use to teach communication?

Communication is fundamental in business since it is the lifeblood of the workplace. Being competent communicator, allows employees to be successful ones. Therefore, teaching communication is as important as the other skills. In what follows the informants' replies:

➢ *D.B.A*

➢ *Speak freedom Use many topics*

➢ *By presentations*

- ➢ *CLA*

- ➢ *By making the students speaking with each other and with me.*

- ➢ *PPP (presentation, production and practice).*

Even though classroom interaction is beneficial, yet learners' have to practice English outside the classroom borders if they want to communicate effectively.

Question 27: Do you integrate cultural aspects while teaching Business English?

In an age of globalization, learning foreign cultures is advantageous. Henceforth, integrating cultural aspects in BE classes would be of paramount significance. Five out of Six respondents (83.3 %, N=6) replied with "yes", while the remaining one (16.7 %, N=1) does not integrate culture.
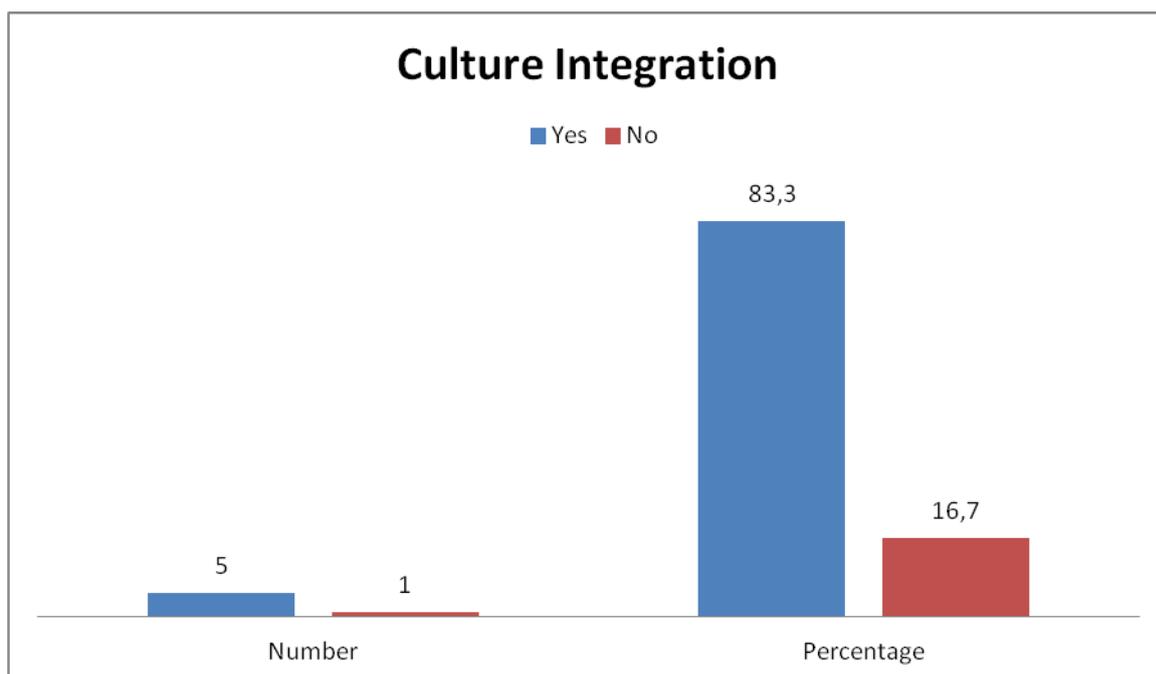
Figure 3.36 Culture Integration

It might be added that incorporating culture in BE classes is likely to help students in overcoming culture shocks, on the one hand, and help them in getting effective profiles to be hired in multinational companies, on the other hand.

Question 28: Does the department offer the needed materials?

Teaching materials such as laptops, data shows, loud speakers…etc are helpful in the successful of the teaching/learning process. In the faculty of economics, within the four departments, these materials are widely available. All participants (100%, N=6) confirm that their department offer the needed materials.
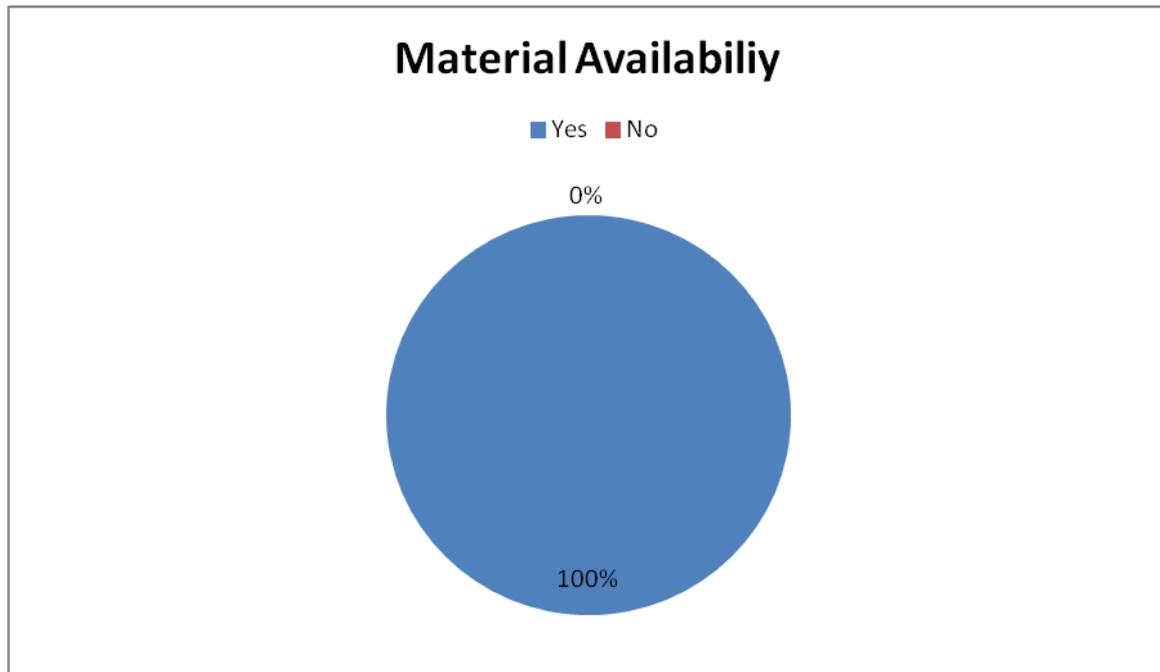
Figure 3.37 Materials Availability

Question 29: Is there collaboration with subject-specialists teachers?

Since not all BE teachers are specialists in the field of business and economics, approaching to subject specialist teachers is likely to support them. Among the teachers, (33.3 %, N=2) confirm they collaborate with subject specialist teachers. For the rest, (66.7%, N= 4) claim that they do not make any kind of coordination with subject specialist professors.
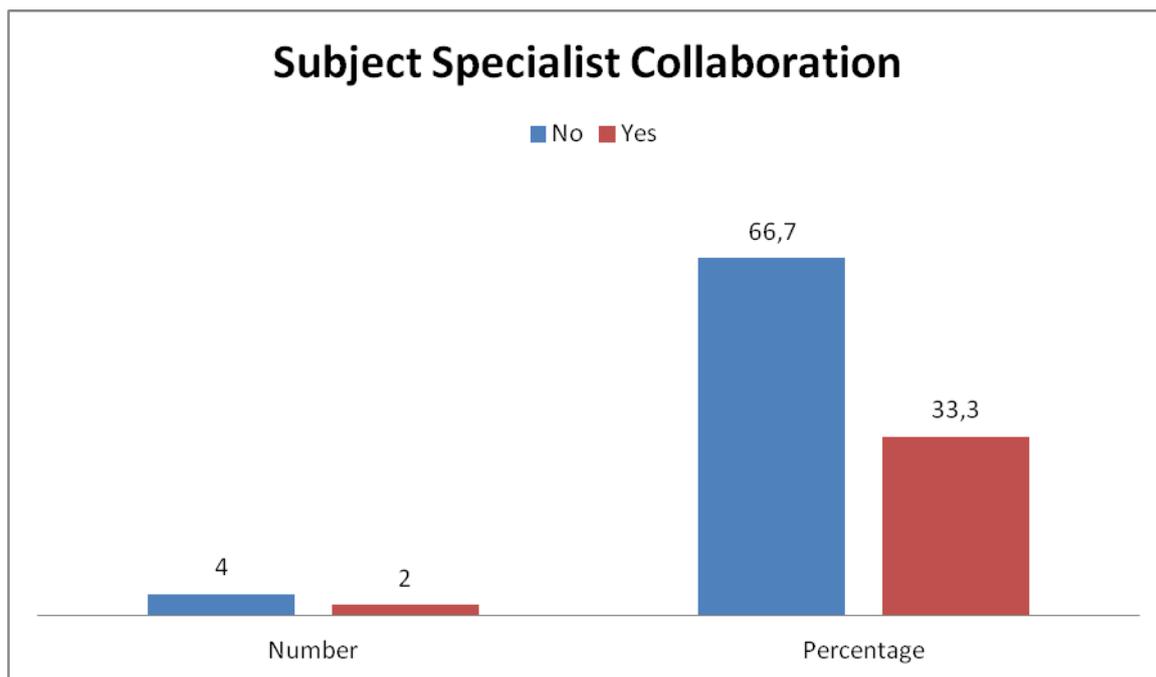
Figure 3.38 Collaboration with Subject Specialist Teachers

Owing to these replies, it is to be mentioned that coordinating with subject specialist teachers would be helpful since it provides insights about the most common areas learners study in their fields. Thus, teachers could choose their topics accordingly.

Question 30: If yes, how?

Conventionally, teachers coordinate with subject specialist in the beginning of the academic year so that they can design their courses according to the outcomes of this coordination. However, in our case, teachers coordinate differently. They state the following:

➢ *Through coordination in order to be familiar with the topics;*

➢ *Make coordination between teachers ;*

➢ *Following the same programs ;*

➢ *Knowing the syllabus of the fundamental units.*

On the light of respondents' replies, it might be noticed that despite the fact that some of them coordinate with subject specialist teachers, they need to do it effectively, and this, through training and learning how to do so in the right way.

Part4: Classroom Interaction

After dealing with the methodology, in this part, the researcher attempts to explore classroom teacher/student interaction. Since this reflects the effectiveness of the teaching learning process.

Question 31: are your learners motivated to learn English?

Learners' motivation is essential. Having motivated learners is an asset for teachers. In this research one teacher (16.7 %, N=1) affirms that his learners are totally motivated towards learning English. On the other side, (83.3%, N=5) declare that their students are partly motivated i.e. they are a mixture between motivated and unmotivated ones.
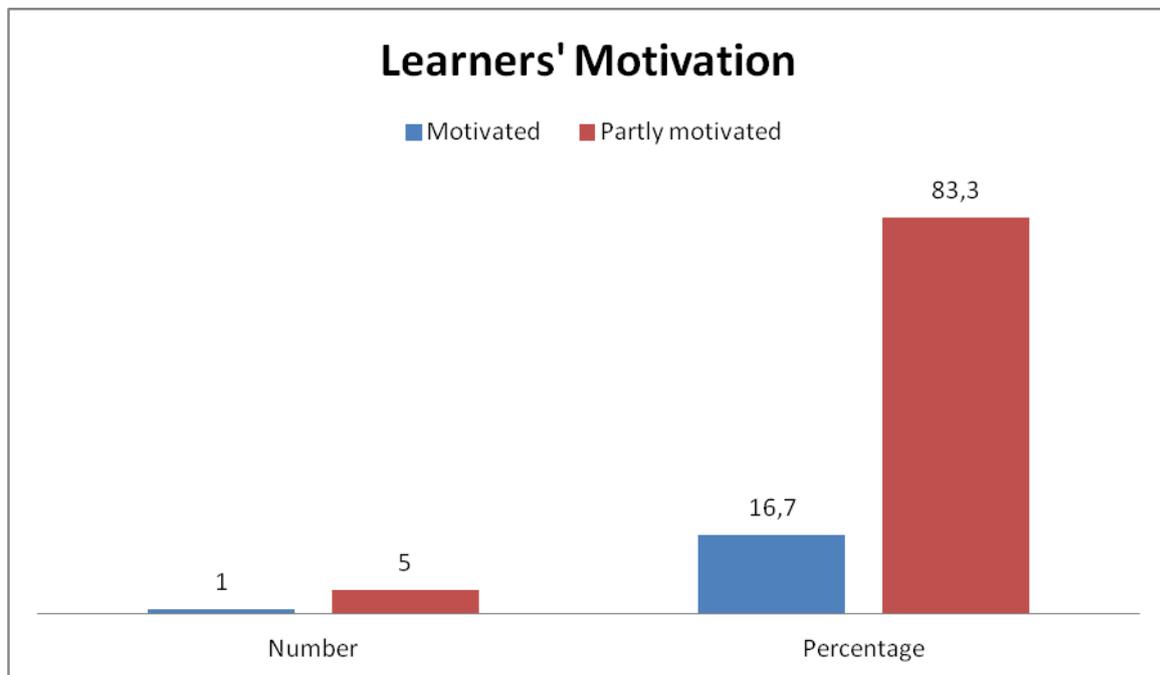
Figure 3.39 Learners' Motivation

As the bare chart illustrates, most learners lack motivation. This is due to many considerations such as the fact that English is a secondary module, their levels are low, the disqualification of some teachers …etc. Thus it is to be mentioned that motivating learners must be among the priorities of all contributors.

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Question 32: Are your tasks and activities in a related context with the learners' field of study?

It goes without saying that teaching specific languages necessitates specific, texts, discourse, tasks and activities. Take this into account, teachers have to be aware while designing their courses to deal with activities that are contextualized in relation to the field of study. One hundred (100 %) percent of the informants believe their courses are related to this latter.
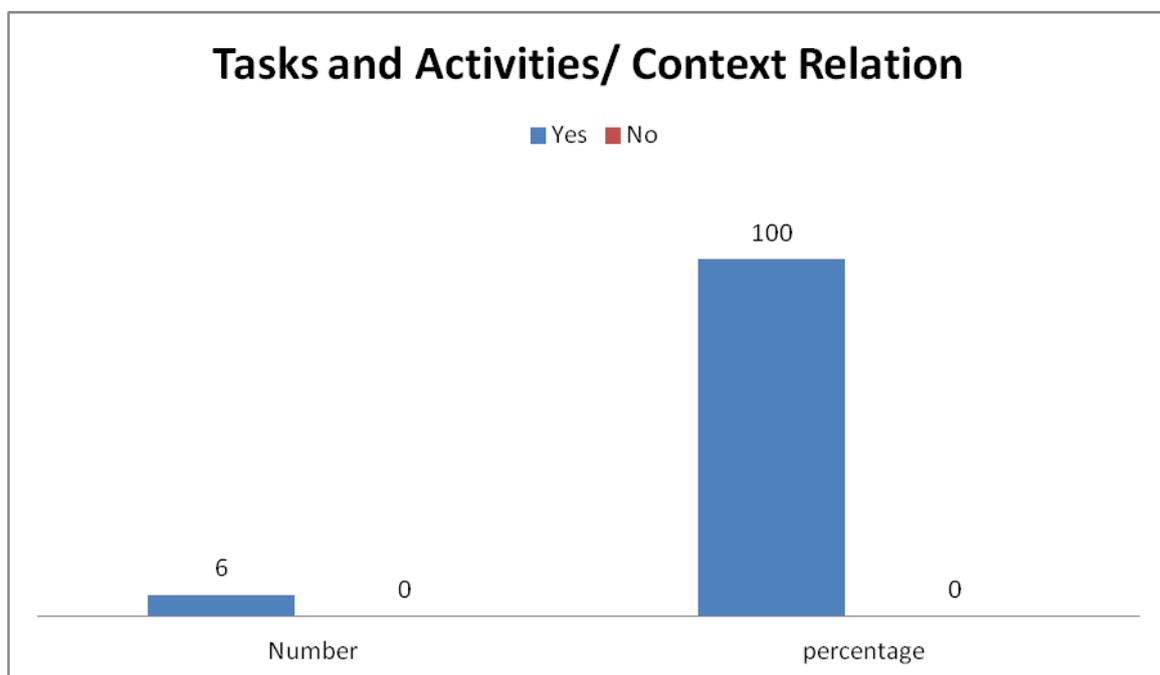
Figure 3.40 Task and Activities' Contexts Relation with Fields of Study

Question 33: What are the main obstacles and difficulties in teaching Business English?

Teachers may face obstacles while teaching business English. Obstacles of different genres are stated by the selected sample.

➢ *Students level ; no syllabus*

➢ *The students are not interested*

➢ *The lack of learner 'motivation. They prefer French instead English. They see that English is not important.*

> *Not very knowledgeable about the domain of accounting and finance*

> *No motivation.*

As the statements demonstrate the big obstacle is the learners' motivation and lack of interest. Besides, learners' level is considered as one of the drawbacks teachers face. Finally, the fact that there no official syllabi is seen as one of the difficulties teachers come across.

Question 34: What do you suggest to enhance ESP teaching in General and Business English teaching in particular?

Clearly, teaching ESP in general and BE in particular needs to be promoted and enhanced. Below are some recommendations from the sample that, according to them, may contribute in enhancing BE teaching:

> *"Training , selecting good teachers"*

> *"Interesting with language and learn it, make any lecture more creative and more valuable";*

> *"Give a great importance to English as a module. Teaching ESP from the first year in the University. Using English by the other modules' teachers";*

> *"training although we had it module at university ";*

> *"Give more time for ESP in university".*

The pieces of advice mentioned above are likely to have positive impact of BE teaching as they suggest giving more importance to this module and to its educators alike.

Part5: Teachers' Attitudes towards Using the Discourse Based Approach in Business English Classes.

The objective of the questions of this part of the questionnaire is to throw light on the teachers' attitudes and perspectives about the discourse based approach and its utility in teaching business English.

Question 35: Do you use authentic materials during your lesson?

Material selection is crucial in English teaching. In the field of business there exist plenty of available materials. Authentic materials are among the widespread materials teachers can use. The teachers responses were as follows: one half of the respondents (50%, N=3) affirm that they use authentic materials. On the contrary, (50%, N=3) assert that they do not utilize authentic materials in their BE teaching.
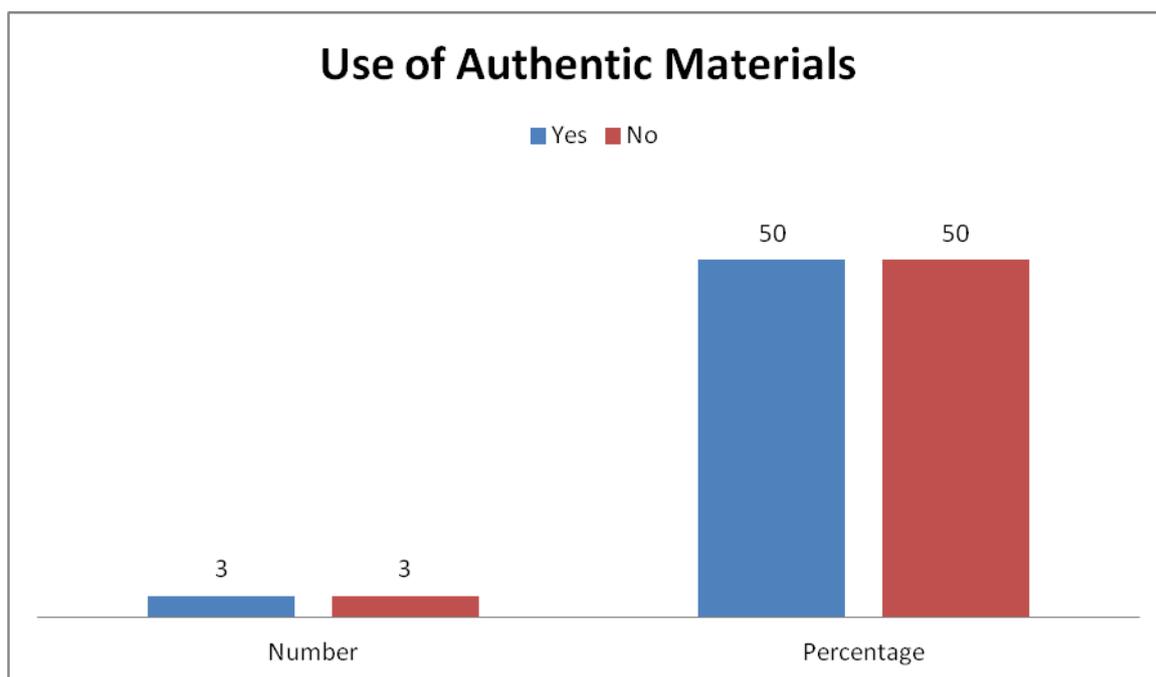
Figure 3.41 The Use of Authentic Materials

Certainly, using authentic materials properly in business English context is significant. However, teachers do not have the tendency to integrate these materials. This might due to the fact that BE teachers are not aware about their usefulness or they do not know how to use them in the right way.

Question 36: If yes, How?

Using teaching materials become useful unless teachers use it properly and effectively. Authentic materials have to be used in the right way. In the current study, teachers who use authentic materials state that they use them differently. They integrate them as follows:

> *Texts, audios, or videos as a starting point ;*

> *Analyzing articles and textbooks ;*

> *Texts to be analyzed.*

Briefly speaking, it might be noted that authentic materials are irreplaceable in teaching BE. Consequently, teachers should learn how to use them properly.

Question 37: What teaching materials do you use most of the time?

BE teachers mostly use videos, textbooks, web articles, stories, and less importantly, articles and dialogues. On teacher assert that she uses other materials that are not from the list.
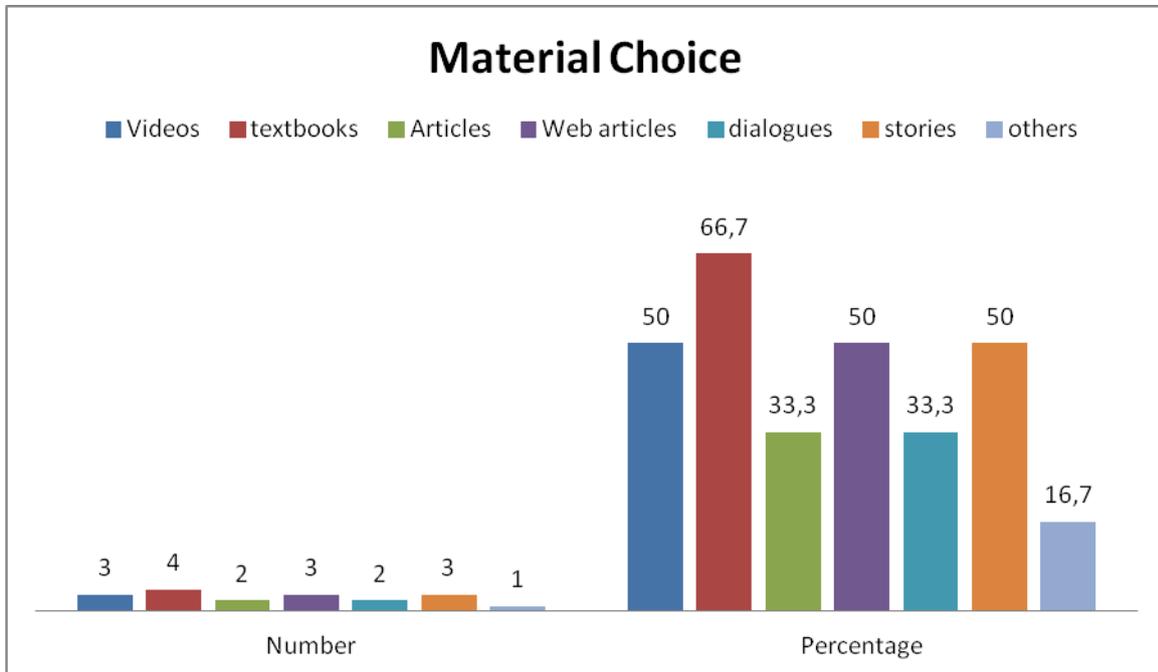
Figure 3.42 Material choice

In nowadays technological advancement, huge amounts of countless matarials are available. Choosing among them is not an easy task. Accordingly, being competent in selecting the most appropriate materials is one of the needed skills. As stated above in the literature review, ESP practitioner should be a materials provider. In view of that teachers have to choose their materials carefully in a manner that ensures the successful of their teaching objectives.

Question 38: if you use other materials, please specify

One teacher declares she uses presentations, and realia, that is objects or material from everyday life. In this respect, one can state that diversifying teaching materials is helpful since it ensures overcoming monotony and repetition.

Question 39: in your opinion, discourse-based teaching is suitable to teach

Teachers affirm that DBA is suitable to teach all the four skills in addition to culture and communication. No doubt that using pieces if discourse as authentic materials be of assistance to teachers in reaching their teaching objectives.
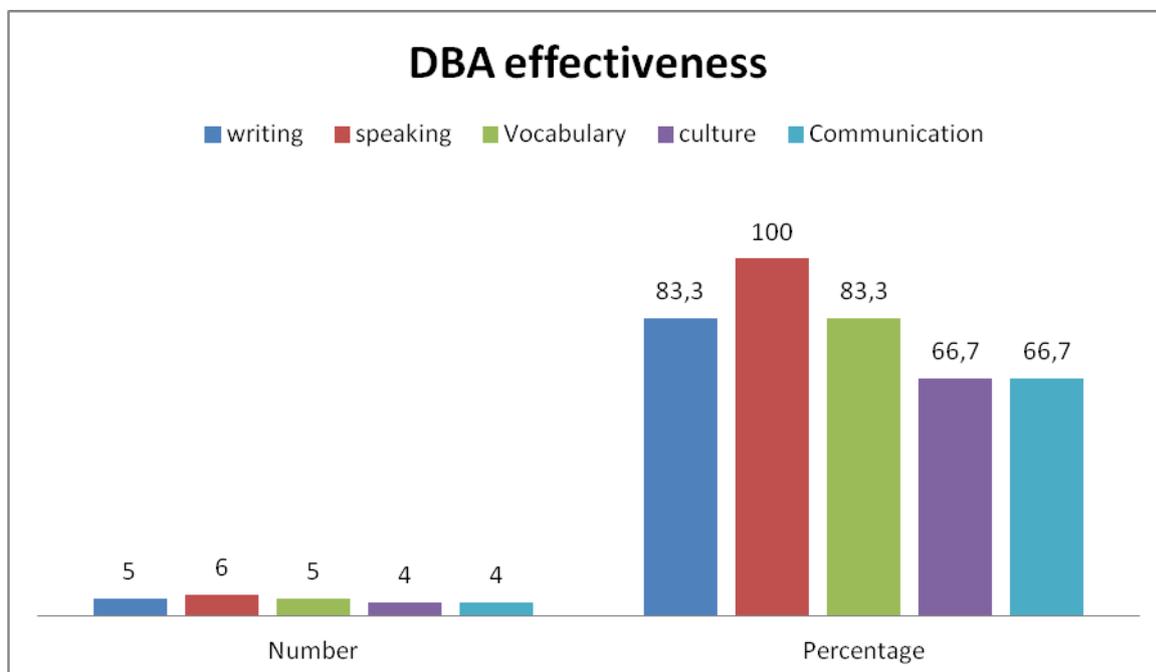
Figure 3.43 Teachers' views on the effectiveness of DBA

Question 40: What advantages could the use of the Discourse-based approach afford to Business Learners?

Each teaching approach has advantages and drawbacks. DBA has a set of benefits such as authenticity, intertextuality…etc. According to the participant teachers, DBA is advantageous due to the following reasons:

➢ *It helps in linking teaching with real life*

➢ *Create the successful writers in writing dissertation memory or Articles;*

➢ *The give learners an ability to use all other skills to acquire English;*

➢ *Enhance reading, speaking culture and communication and classroom interaction;*

➢ *It ensures teaching language in its real context;*

➢ *Make them more professional in business English.*

Based on the statement above, it might be said that DBA is so useful in enhancing BE learners' linguistic skills i.e. writing, speaking, grammar, vocabulary, on the one hand and their paralinguistic skills such as culture and communication, on the other hand.

Question 41: What are, if any, the weaknesses of this approach?

As it has benefits, DBA has drawbacks. Among the cons of this teaching approach is the complexity of some authentic materials, and the specific usage of some vocabulary in the business context. These may affect learners' understanding and teaching difficulty on the other side. Teachers' replied as follows:

➢ *No it is useful method*

➢ *It does not include all other fields.*

➢ *no weaknesses*

➢ *Nothing I think.*

Henceforth, according to informants' replies, they see that the DBA is useful without weaknesses except one teacher who thinks it is not useful. However, using DBA cleverly and appropriately is likely to facilitate the teaching/learning process.

2.2.4 Analysis of the results of the Interview with Subject Specialist Teachers

In order to thoroughly investigate the status of English in the Faculty of Economics, it would be of paramount significance to deal with all the modules not only English per se. Owing to this, a questionnaire has been sent to (13) thirteen subject specialist teachers from

the four departments. The chosen sample is composed of permanent teachers who teach different modules at the faculty. These professors are experienced ones.

Q1: Gender

The chosen sample is composed of teachers of both genders. While (84.6 %, N=11) are male (15.4%, N=2) are female.
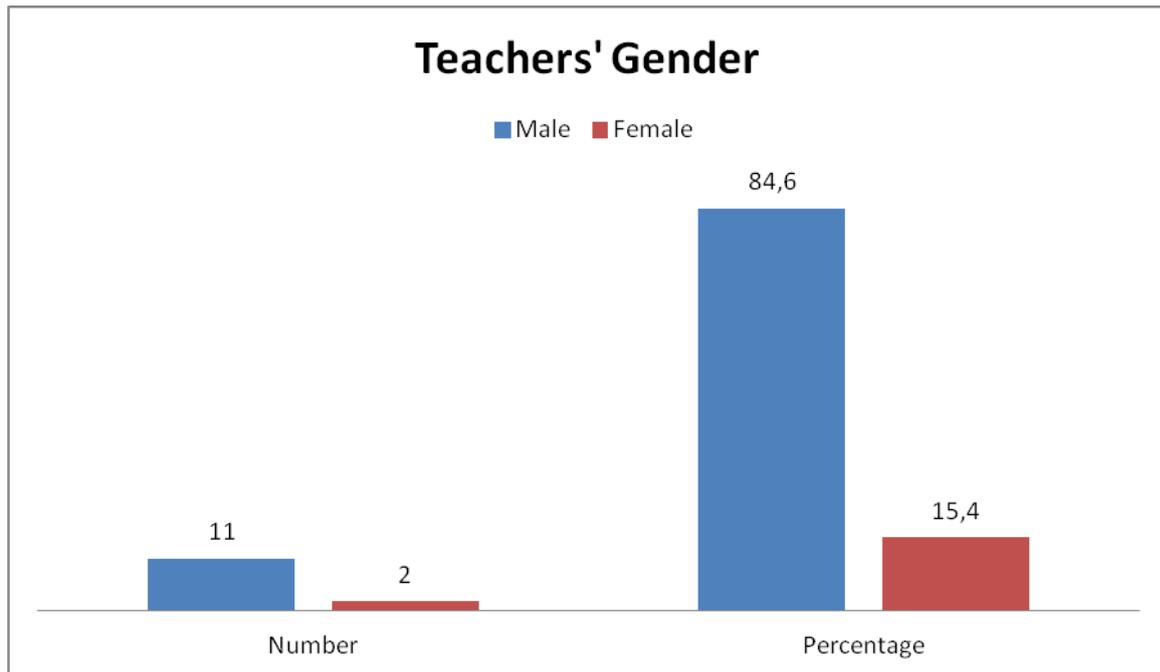
Figure 3.44 Subject Specialist Teachers' Gender

Q2: How old are you?

Participants' ages range between 33 to 50 years old. Thus, they   are   a   mixture between young and aged professors.
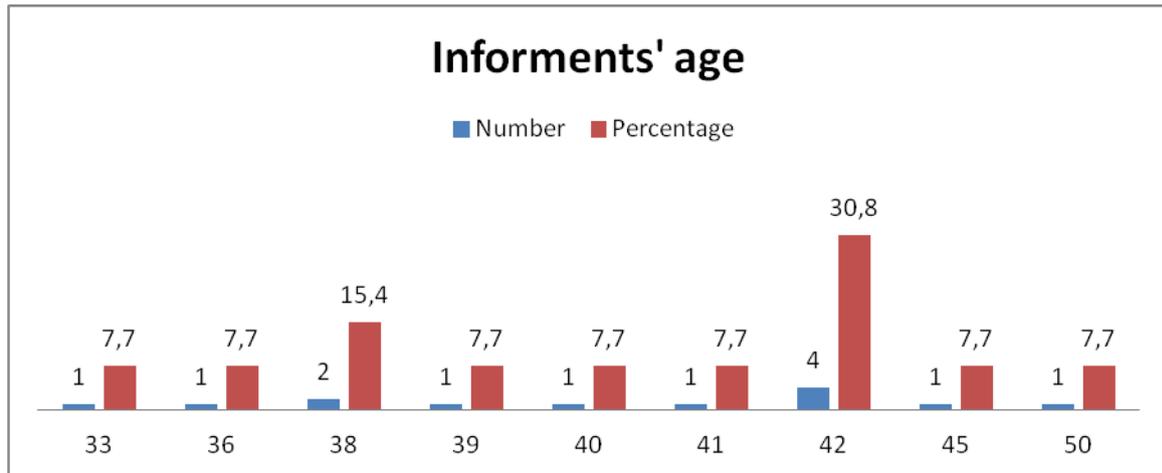
Figure 3.45. Subject Specialist Age

Q3: Teaching Experience

The teachers under investigation's experience ranges between 03 to 20 years. Thus, they are a mixture between novice and experienced professors.

Table 3.14 Subject Specialist Teaching Experience

	Teaching Experience
Teacher1	*06*
Teacher2	*12*
Teacher3	*07*
Teacher4	*04*
Teacher5	*20*
Teacher6	*13*
Teacher7	*15*
Teacher8	*03*
Teacher9	*10*
Teacher10	*15*
Teacher11	*08*
Teacher12	*07*
Teacher13	*06*

Q4: Teaching Department

Table 3.15: Subject Specialist Department of Teaching

	Management science	*Economic sciences*	*Commercial sciences*	*Financial and accounting sciences*
Teacher1	x			
Teacher2		x		
Teacher3	x	x	x	
Teacher4	x	x		
Teacher5			x	x
Teacher6		x		
Teacher7	x			
Teacher8			x	
Teacher9		x		
Teacher10	x			
Teacher11				x
Teacher12	x			
Teacher 13		x		

It is obvious from the table above that teachers belong to different departments of the faculty. It is to be mentioned that some teachers teach at different departments at the same time.

Q5: What module (s) do you teach this semester?

Table 3.16: Subject Specialist Teaching Modules

	Module(s)
Teacher1	Management
Teacher2	Corporate Governance
Teacher3	Statistics
Teacher4	Quality control
Teacher5	Audit, Corporate accounting,
Teacher6	Introduction to Economy
Teacher7	Strategic management
Teacher8	Project management
Teacher9	Finance and exchange
Teacher10	Research Methodology
Teacher11	Enterprise Diagnostics
Teacher12	Banking Taxes
Teacher13	Profound accounting

The teachers under investigation teach different modules some are technical and some theoretical. It might be stated that some of them educate more than one module at the same time.

Q6: in which language do you teach?

This question aims at checking subject specialist attitudes about the use of English in their classes.

Table 3.17 Teaching Language

	Arabic	*French*	*English*
Teacher1	*x*		
Teacher2	*x*		
Teacher3	*x*	*x*	
Teacher4	*x*		
Teacher5	*x*		
Teacher6	*x*		
Teacher7	*x*	*x*	
Teacher8	*x*		
Teacher9	*x*		
Teacher10	*x*		*x*
Teacher11	*x*		
Teacher12	*x*		
Teacher13	*x*		

As the table illustrates, all teachers use Arabic in delivering their modules. However, two teachers use French in parallel with Arabic. Also, one teacher uses English besides Arabic. This might be because teachers are obliged to use Arabic due to ministerial instructions. However, because of its particularity, some modules are taught in French. One teacher on the other hand uses English to reinforce students understanding.

Q7: Do you think that English is important in the business context?

No doubt that English as it has become the lingua franca of the business milieu is important for business learners. Similarly, subject specialist teachers are likely to be aware about this fact.
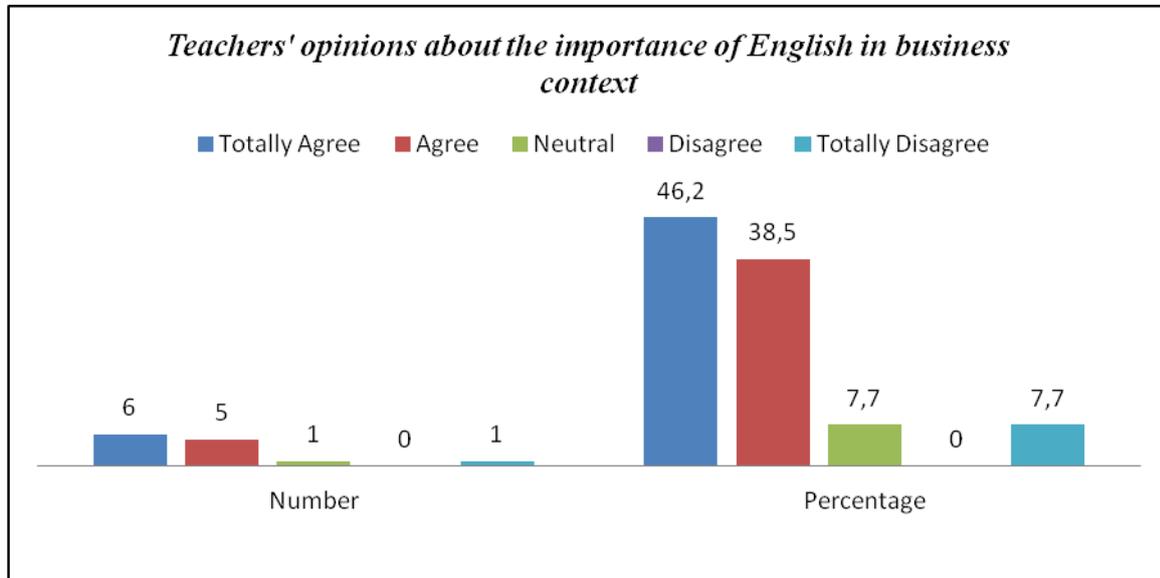
Figure 3.46 Teachers' opinions about the importance of English in business context

As we observe, the big majority (84.7 %, N=11) agree with the fact that English is important to be taught to business students. Meanwhile, one teacher is neutral, one other disagree with this fact.

Q8: How often do you use English in your lessons?

As teachers are conscious about the importance of English for business learners, they supposedly to use it in their lessons.
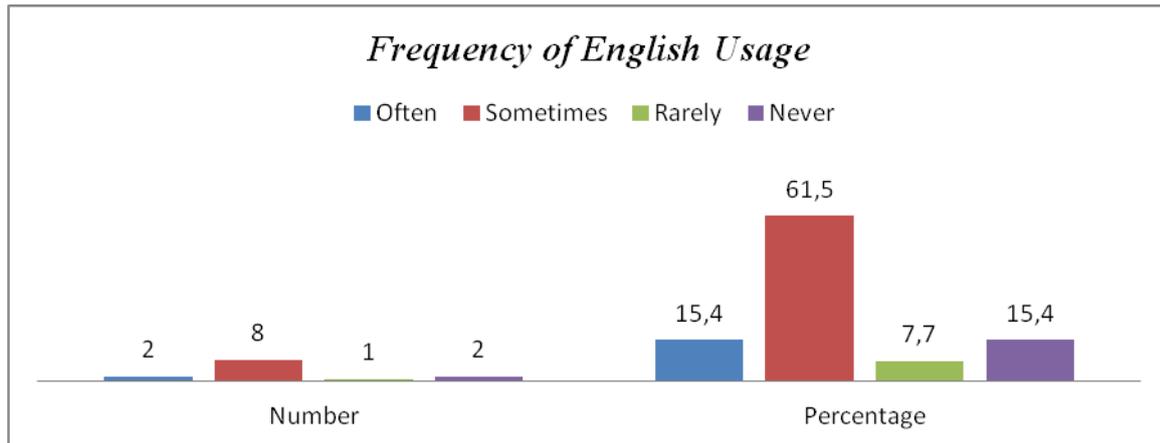
Figure 3.47 Frequency of English Usage

As the figure showcases, most subject specialist educators use English in their lectures. However, some of them rarely or never use it.

Q9: How do you explain English vocabulary?

English vocabulary and expressions are among the most frequently used in English. For subject specialist teachers, explaining English vocabulary is among their duties. Thus they might do their best in finding the best way to do so.
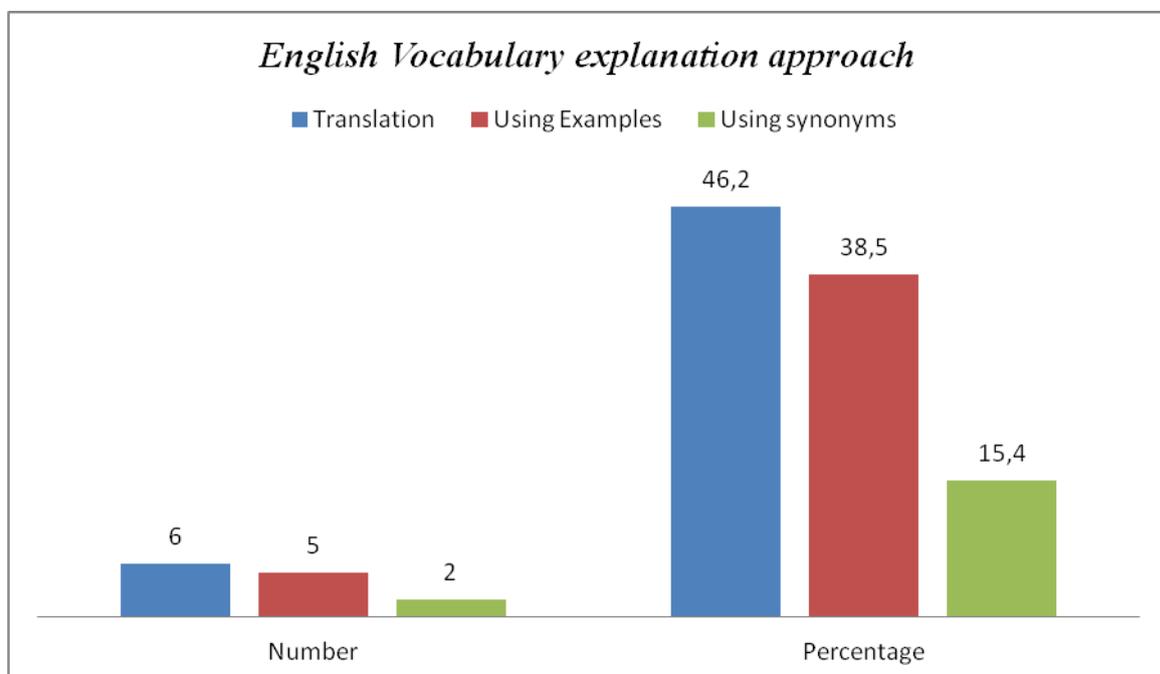
Figure 3.48 English Vocabulary Teaching Approach

Conventionally, students can guess the meaning of a term from its context. Howbeit, in some cases, they cannot grasp the right connotation. In such a case, teachers need to explain it. Translation, giving examples, and synonyms are among the alternatives. In our study, teachers use all the above. While (46.2%, N=6) use translation, (35.5%, N=5) utilize examples, and lastly, a portion of (15.4%, N=2) explain word meanings through synonyms.

Q10: How do your learners react towards English words and expressions?
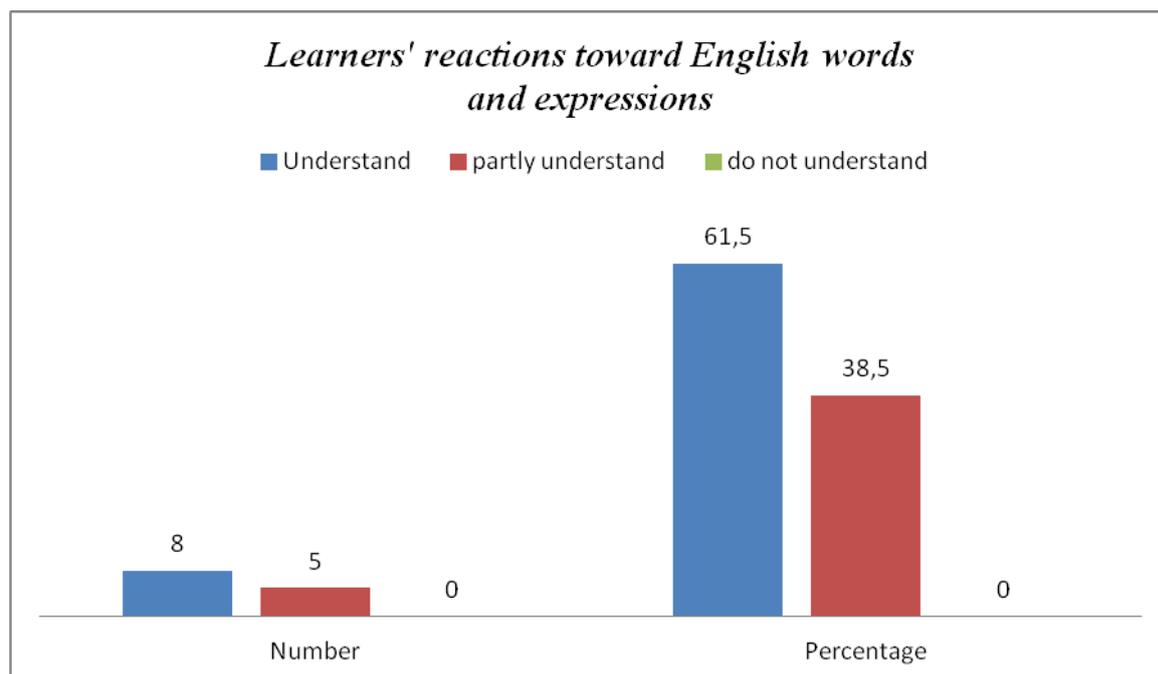
Figure 3.49 Learners' reactions toward English words and expressions

Obviously in mixed abilities classes, learners' levels are multiple. Teachers' views about their learners' reactions indicates that majority of teachers (61.5%, N=8) believe that their students understand English words and expressions. On the other side, (38.5%, N=5) claim that their learners partly understand them. In this case, they need more explanation and support from teachers.

Q11: Do you use teaching materials (books, articles ...etc) of English origin?

Teachers, in designing their lessons, are likely to use materials to support their ideas. Among the materials are those of foreign origins. English materials are widespread and easy to access. So, using such materials is probably to reinforce the quality of their lectures.
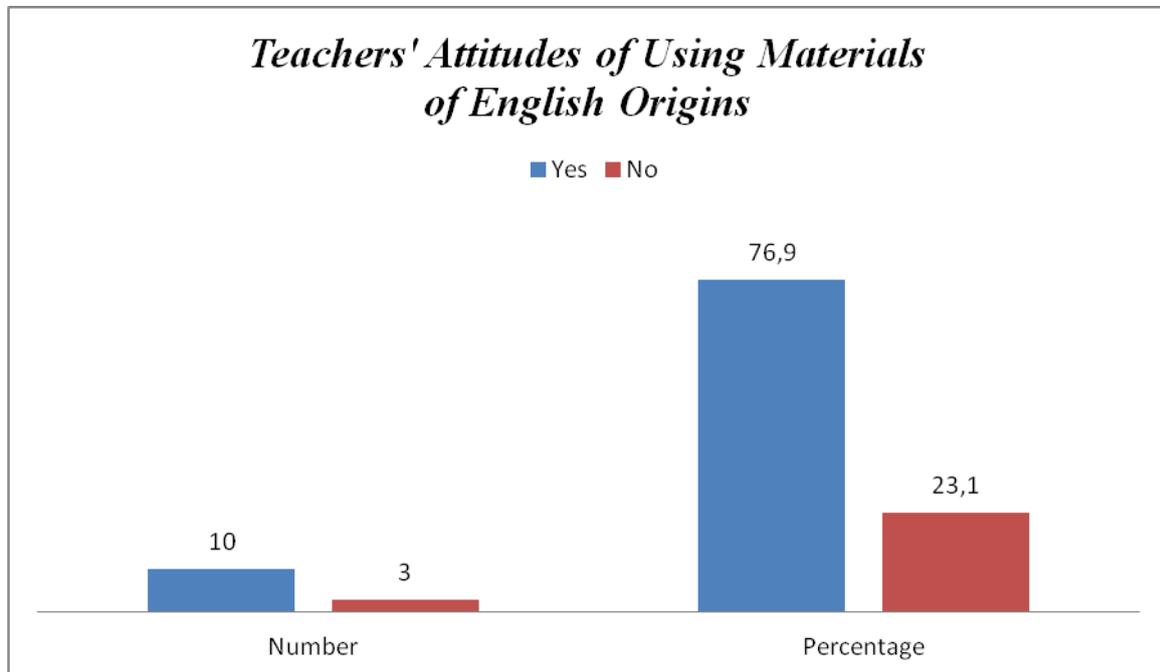
Figure 3.50 Teachers' Attitudes of Using Materials of English Origins

Apparently, most subject specialist teachers (76.9%, N=10) use materials from English origin. Yet, the rest (23.1%, N=3) claim that they do not use them.

Q12: If yes, in which basis do you choose them?

Choosing teaching materials is not done randomly, but it must have basics. Owing to this, subject specialist teachers choose their materials on different bases. First, some choose materials that are related to the lesson. Others prefer to use materials that have relationship with the field of study. Additionally, some favor materials on the basis of the publishing house, their authors and the impact factor of the journal. Finally, other teachers claim that they chose them according to the quality of their content.

Q13: If Yes, which type do you use most of the time?

Lecturers use various materials in their classes. However, these materials are used differently according to their preferences and the learners' level.
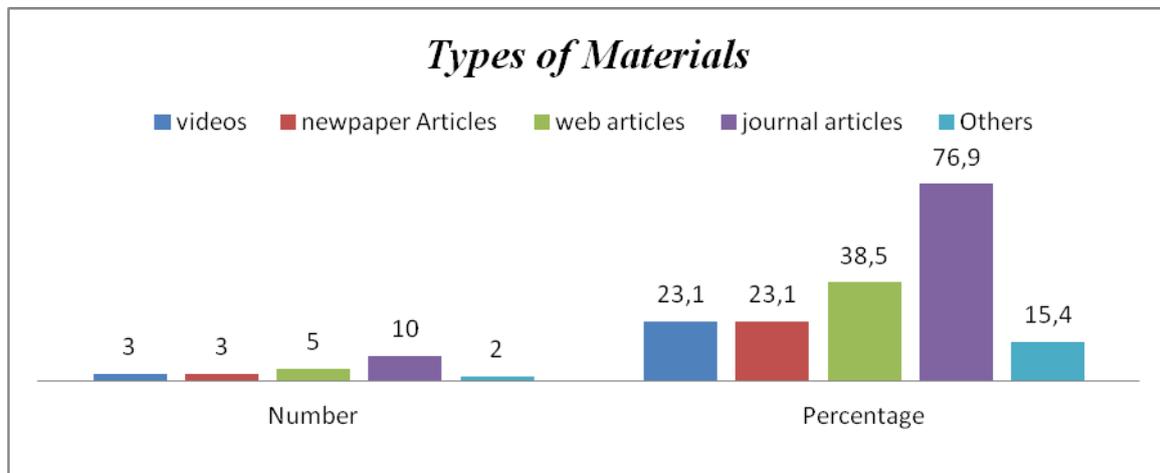
Figure 3.51 Types of Materials

As exposed in the above chart, teachers under investigation prefer to use journal articles most of the time in comparison with other materials. Less importantly, they use web articles and newspaper articles. Finally, videos are less utilized. These choices due to the fact that subject specialist teachers prefer original authentic materials that have direct relationship with the topic of their lectures.

Q14: Do you motivate your students to use English in classroom and in their researches?

Motivation is among the important roles of educators. Using English in class is one of the needed skills that BE teachers want to improve. Thus, it is the duty of teachers to motivate and push their learners to use English in their lectures as well as in their researches.
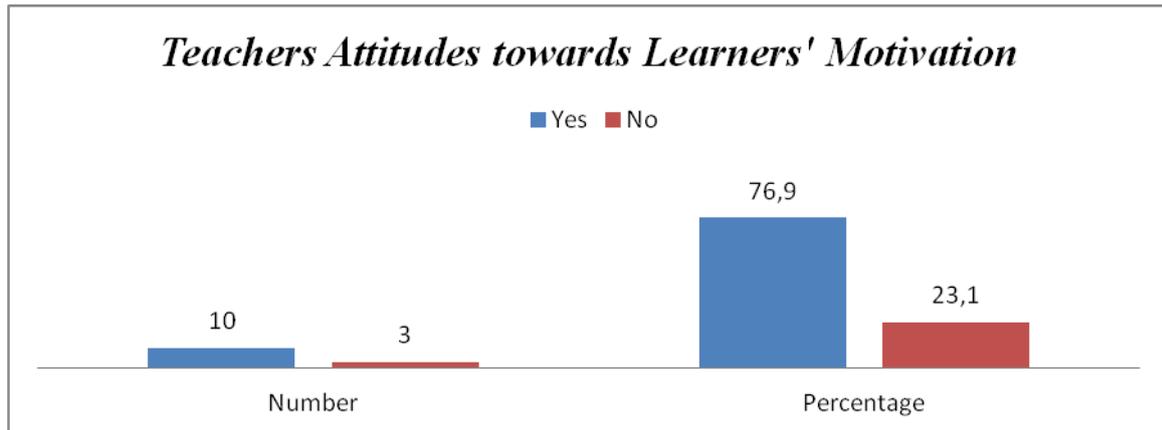
Figure 3.52 Teachers Attitudes towards Learners' Motivation

As expected, the majority of subject specialist teachers do motivate their learners to express and interact in English during their lectures as they believe it is essential for business learners to be linguistically competent.

Q15: What is your opinion about the Ministry Strategy of using English in teaching the other modules?
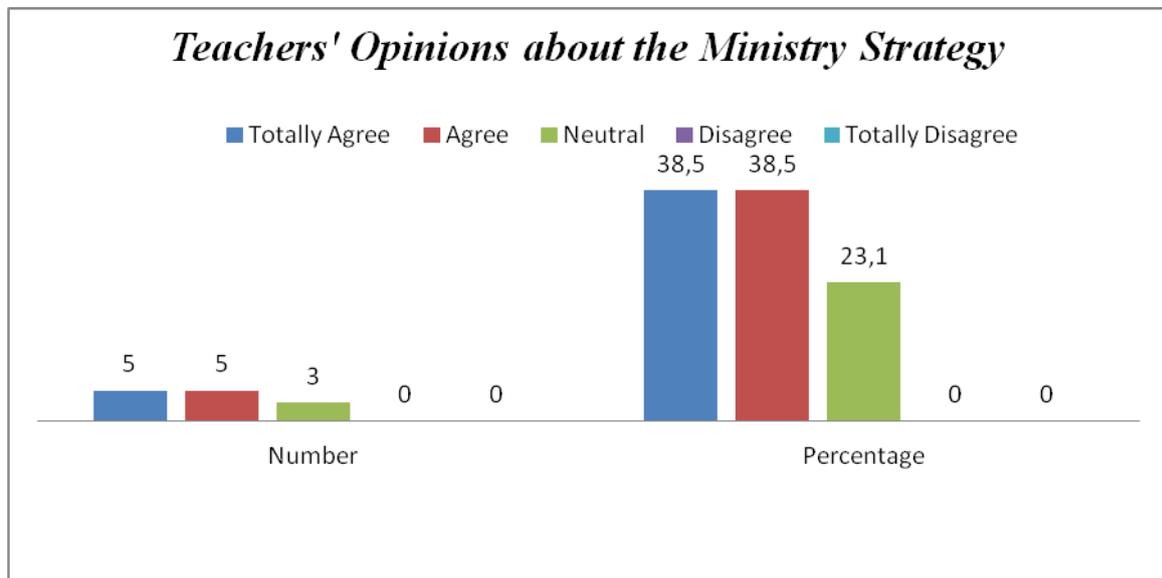
Figure 3.53 Teachers' Opinions about the Ministry Strategy

As it is illustrated in the figure, teachers agree with the decision of the ministry of higher education regarding the use of English as the first language of teaching. This shows that the decisions will be instilled easily as it is welcomed by all parts including teachers.

Q16: Please, justify your answer!

In their views, subject specialist teachers argue that using this language is likely to have positive impact on learners' proficiency and the quality of lectures. In this respect, their arguments were as follows:

- *It is a necessity*

- *It is important*

- *Because English is universal lg. it is used in many educational fields among them scientific research*

- *Learning English is good*

- *Germany, Italy and China are developed countries and do not speak English*

- *Necessary a strategy we need the visitor's strategy to allocate more time and more financial resources, such as long-term scientific vacations for professors*

- *I prefer use both English and Arabic*

- *Good*

- *Because it is the search language*

- *English is the key of getting new knowledge quality and quantity*

- *It's important to research, all the new article research uses this language, it's very useful in our academic life.*

- *Formation of students in English in parallel with teachers*

- *English IS language of sciences*

Henceforth, according to the statements above, mostly, subject specialist teachers in the Faculty of economics at Tlemcen University are aware about the fact that English is

important in higher education and scientific research. Therefore, make it official is one of the beneficial decision that Algerian Ministry of Higher Education adopt.

Q17: Have you received any training in English?

As subject specialist teachers use most of the time Arabic and French, they might need some training and guidance in English. Below is teachers' perception about receiving or not this training.
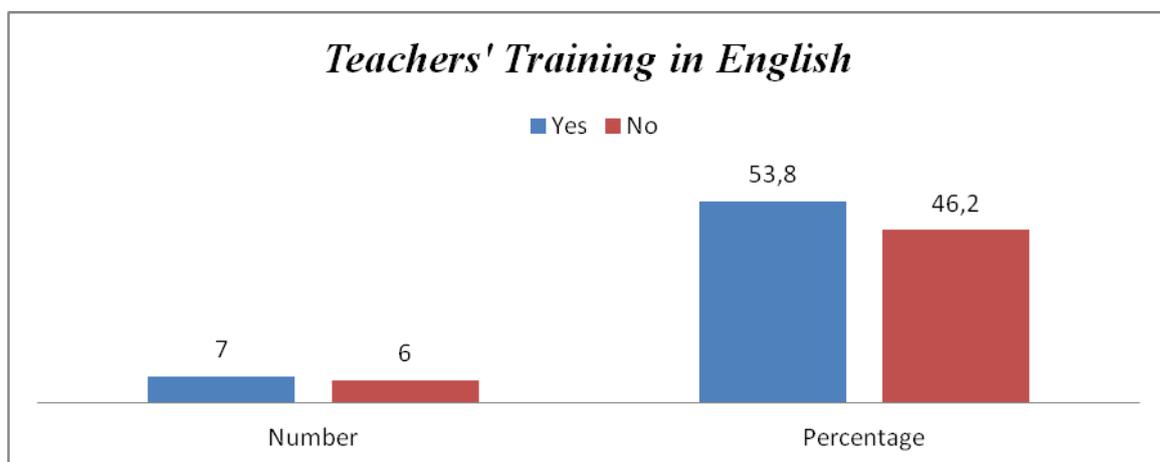
Figure 3.54 Teachers' Training in English

As demonstrated above there is equilibrium in terms of training subject specialist educators in English language. This might be due to the fact of the sample teachers are following a training program i.e. the administration has a predetermined planning. No doubt that offering training sessions in English for teachers in the business milieu will affect their teaching quality.

Q18: Is there coordination between you and teachers of English in your department?

Coordination and collaboration are among the needed activities for both subject specialist and English teachers. In this respect, organizing coordination meetings between both parts is likely to be beneficial.
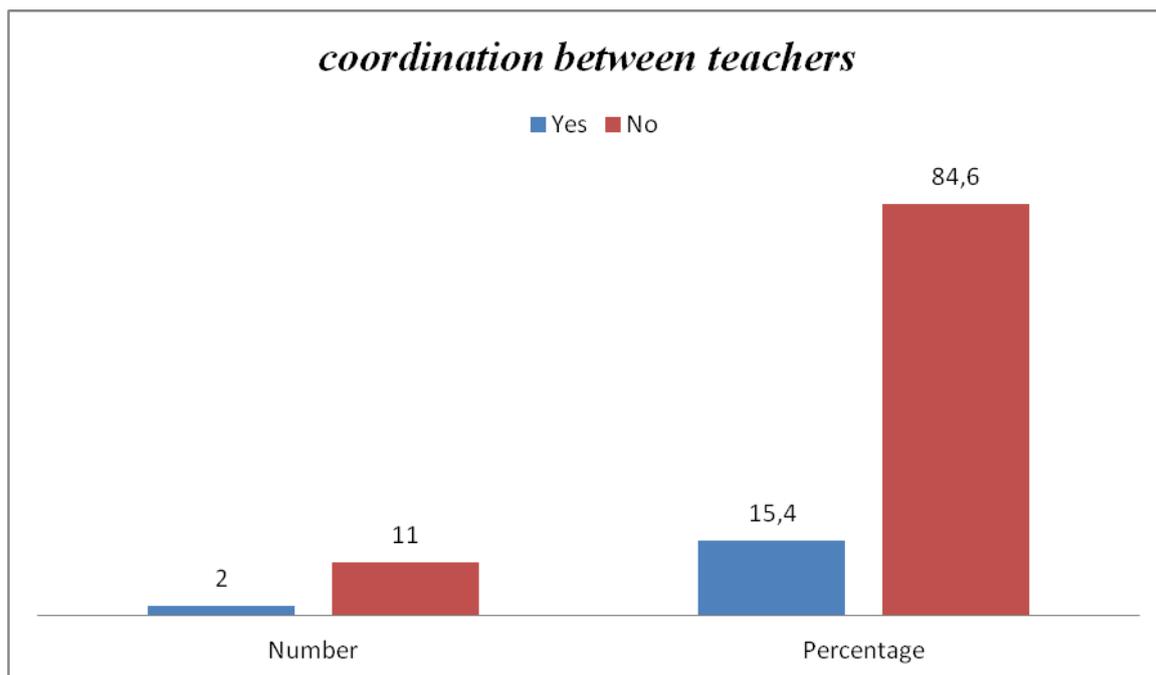
Figure 3.55 coordination with teachers of English

Surprisingly, as the figure showcases, only two lecturers affirm that they coordinate with English teachers. The rest claim that they do not deal with this coordination. This lack of coordination might have negative impact on both sides, particularly, for the English teacher. This leads to random choice of topics and , as a result, teach topics that could be out of scope.

Q19: If yes, How?

For those who affirm their coordination, they do it for two reasons. First, one of them asserts that he asks for help i.e. he seek guidance from the English teacher to help him in explaining some vocabulary and expressions. Secondly, the other one coordinates in a way that allows them to work together, that is, they follow the same topics hand in hand with the English teacher. Taking altogether, this coordination and collaboration is likely to lead to enhancing both teachers and learners knowledge and linguistic abilities.

Q20: What can you suggest to improve the use of English in Business and Economic fields?

For subject specialist teachers, there are plenty of recommendation that could improve the use of English in the business and economic context. Some see that the ministry should impose English in educational systems in all levels. Others suggest the inclusion of English as a basic measure in all university levels. However, a part of them believe that this process is a long-term one and the authorities should make strategic plans in order to enhance the use of English at the tertiary level. All in all, this process must have collaboration and efforts from all sides in order to come up with achievable objectives. Below are teachers' suggestions:

- *If English became our first foreign language*
- *Imposing the English language in educational curricula and scientific research*
- *Post preparation of students*
- *Study and memorize simple words and grammar*
- *It requires a long-term vision and not hasty decisions. We cannot teach students in a language when they lack their mother tongue*
- *It must be an obligation*
- *Speaking fluently*
- *Giving homework to students in English*
- *Inclusion of English as a basic measure in all university levels*
- *Generalization of English language teaching*
- *Formation*
- *Make it easy to understand*

Generally speaking, from the subject specialist teachers' questionnaire results, it might be stated that integrating English in subject matter modules is one of the fundamental decisions that universities have to implement. Also, subject specialist teachers are aware of

the benefits of integrating English in their courses since they use plenty of teaching materials of English origin in their lectures. Additionally, coordinating and collaborating between both subject specialist teachers and language teachers is one of the practical strategies that could facilitate this integration for all parts. Finally, it is to be noted that the in future, according to the ministry strategy, it goes without saying that English is going to be among the primary languages that university teachers use in delivering their lectures.

After dealing in detail with the results of the three questionnaires, it is now the turn to move to the experimental study. Below is the results and analysis of the pretest.

3.3 Results of the Experimental Study

In addition to the previously mentioned research tools, an experimental study has been taken place. This study consists of a pretest and a posttest.

3.3.1 Results of the Pretest

As a first step in the experimental study, a pretest was conducted in the first session of the semester. This pretest is meant to evaluate students' levels in some areas of BE. This pretest is composed of five tasks each of them evaluate one area. First, in the first task, learners are asked to write an email to apply for a job. Secondly, learners are inquired to fill in a job interview. Thirdly, they need to define some vocabulary related to their field of study. As for the forth task, it deals with job description. Lastly, a graph commentary is demanded. The pretest was answered by twenty five (25) students from Master1 who studied in Public Management. Student's answers were anonymously corrected. The obtained scores are summarized in the below table:

Table 3. 18: The Obtained Scores from the Pretest

Student	Scores					Total Score
	Task1	*Task2*	*Task3*	*Task 4*	*Task5*	
01	*01*	*03*	*04*	*01*	*02*	*11*
02	*03*	*02*	*02*	*02*	*02*	*11*
03	*03*	*03*	*00*	*02*	*00*	*08*
04	*00*	*02*	*00*	*00*	*00*	*02*
05	*02*	*02*	*00*	*00*	*00*	*04*
06	*02*	*02*	*00*	*00*	*00*	*04*
07	*03*	*00*	*00*	*00*	*00*	*03*
08	*00*	*00*	*00*	*00*	*00*	*00*
09	*00*	*00*	*00*	*00*	*00*	*00*
10	*00*	*03*	*00*	*01*	*00*	*04*
11	*00*	*00*	*00*	*00*	*00*	*00*
12	*02*	*00*	*00*	*00*	*00*	*02*
13	*00*	*04*	*00*	*00*	*03*	*07*
14	*00*	*04*	*00*	*00*	*00*	*04*
15	*00*	*01*	*02*	*00*	*00*	*03*
16	*02*	*03*	*00*	*01*	*00*	*06*
17	*02*	*03*	*03*	*00*	*00*	*08*
18	*02*	*00*	*00*	*00*	*00*	*02*
19	*02*	*00*	*00*	*00*	*00*	*02*
20	*03*	*00*	*00*	*00*	*00*	*03*
21	*03*	*00*	*00*	*00*	*00*	*03*
22	*03*	*00*	*00*	*00*	*00*	*03*
23	*02*	*01*	*00*	*00*	*00*	*03*

| 24 | 00 | 00 | 00 | 00 | 00 | 00 |
| 25 | 00 | 00 | 00 | 00 | 00 | 00 |

Students Scores Compared

Below is the comparison between the obtained scores of the pretest.
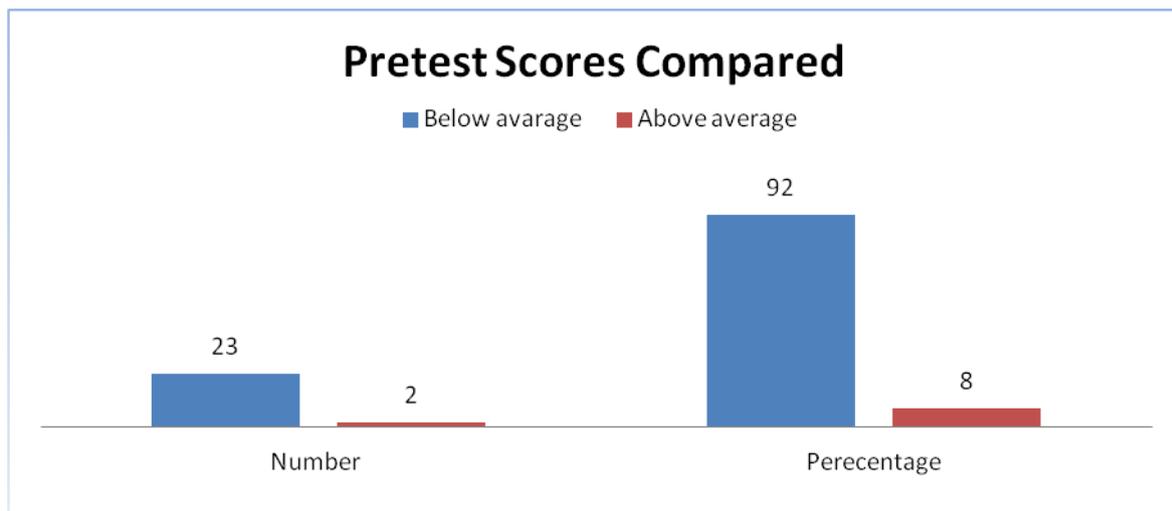
Figure 3.56 Pretest Scores Compared

As the table and figure illustrate, two students out of twenty five got average. The rest are all below average. This reflects that the big part of learners have weak level in BE. However, by analyzing each task individually, it might be recognized that students perform well in some tasks in comparison with others. In this respect, tasks are analyzed independently.

Task1 Analysis

In the first task, students are asked to write a job application in a form an email. It is meant to check students ability to write properly, to respect the form, the components and the parts of an email, and finally to check their capacity of persuasion.
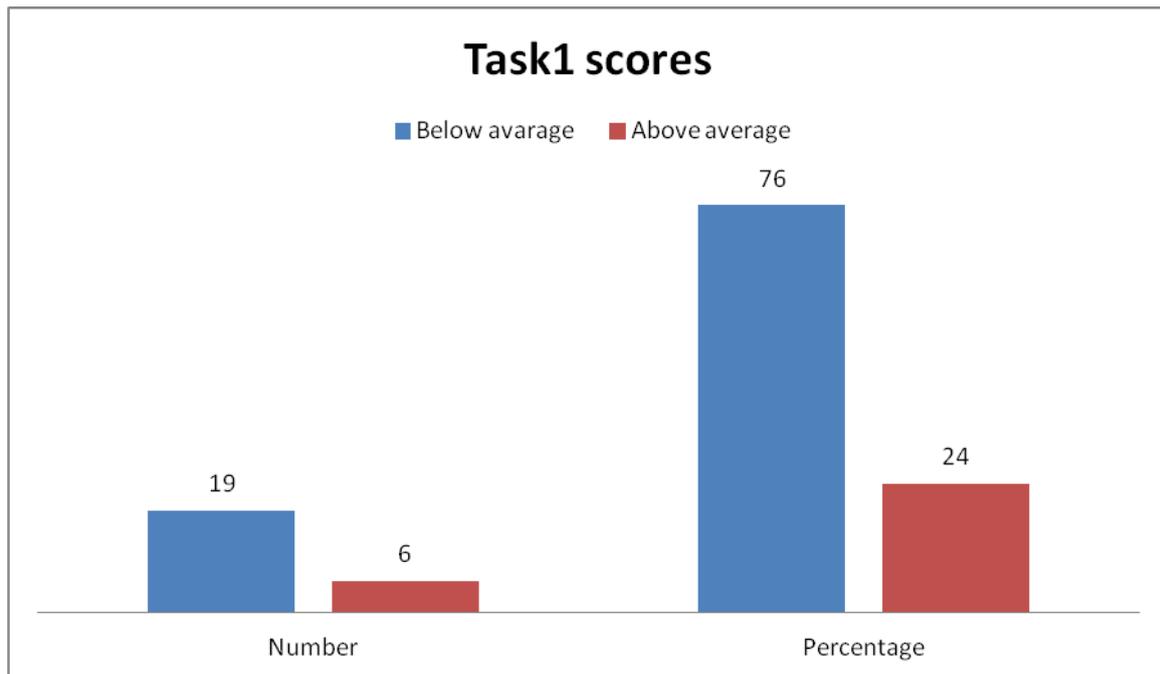
Figure 3.57 Obtained Scores from Task1

As the graph exposes, the majority (76%, N=19) got scores below average. The rest segment (24%, N=6) got above average. These results mean that learners lack email writing skill, on the hand, and they disrespect email form and components, on the other. In this case, it is likely to include some writing tasks in the syllabus.

➕ **Task 2 Analysis**

The second task deals with job interview filling. Learners are asked to fill the missing parts of the interview which represents the answers to some frequently asked questions during job interviews. Task 2 scores analysis is shown in figure 3.58.
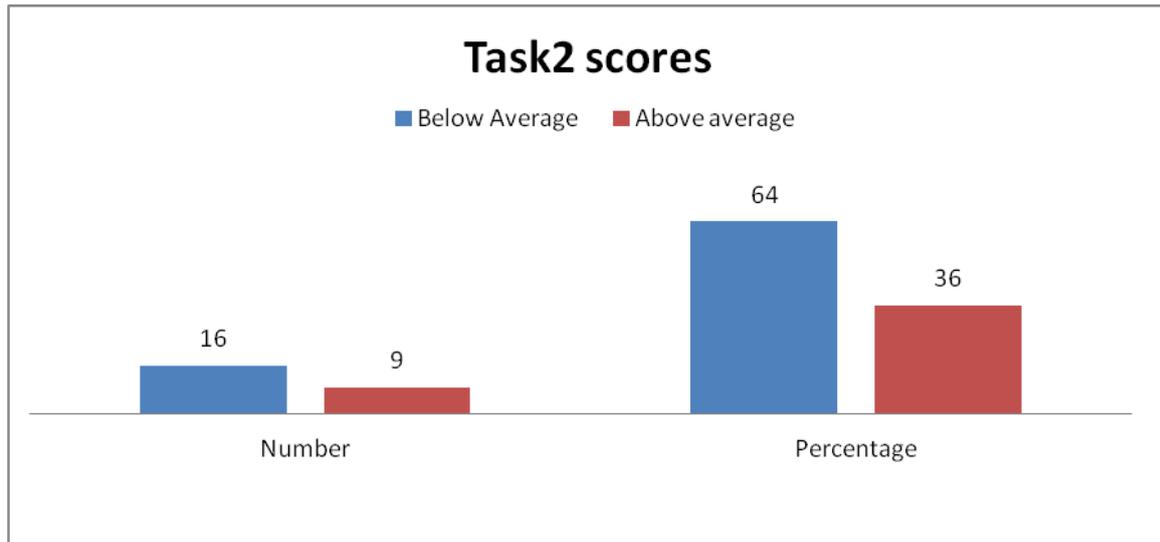
Figure 3.58 Obtained Scores from Task2

As the graph shows, while the greater part (64%, N=16) got under average, only a portion of (36%, N=9) got above average. This is might be due to the fact that not all learners are accustomed with such interviews. Yet, some of them, since they are employees, could answer properly. Hence, it might be beneficial if job interview is inserted within the course.

➕ Task3 Analysis

The third task of the pretest is dedicated to evaluate learners' vocabulary. Four terms that are related to the students' field of study are given and students are asked to guess their meanings. These terms are: New Public Management, Strategic Planning, Leadership, and Economic Recession. The analysis of the learners' scores is shown in figure 3.59 below.
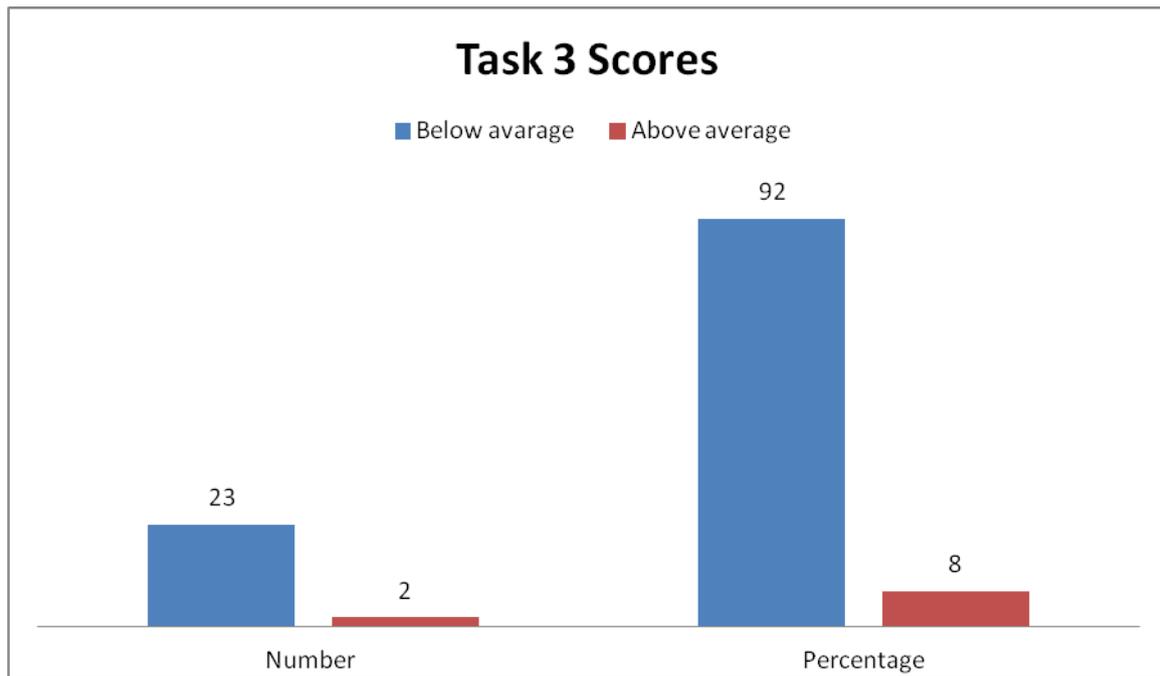
Figure 3.59 Obtained scores from Task3

As seen in the figure above, the majority of learners (92%, N=23) failed in finding the appropriate definitions to the terms. However, only a minority (8%, N=2) can get average in this task. It might be said that having a wide range of specialized vocabulary is among the priorities of BE learners. Henceforth, it is a necessity to include vocabulary tasks to build and reinforce learners' linguistic abilities.

Task 4

Similarly, in the fourth task learners are requested to describe whether their current job, in case they work, or their desired jobs for non employees. The aim of this task is to check learners' acquaintances in job description. The obtained scores analysis is showcased below in figure 3.60.
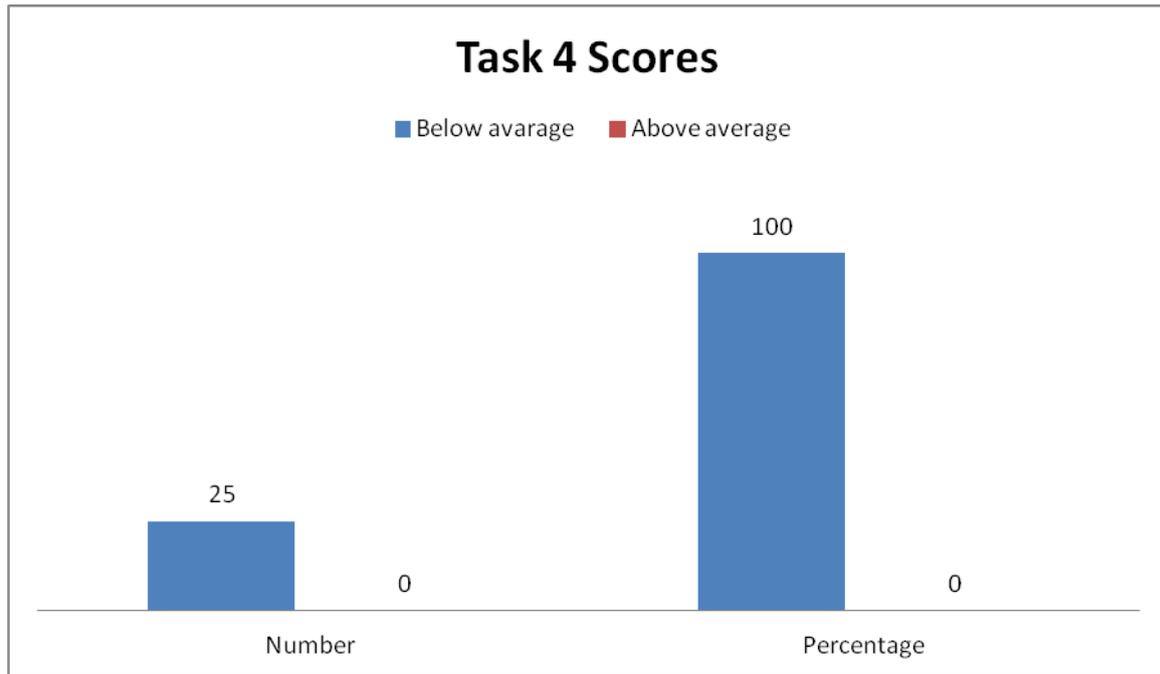
Figure 3.60 obtained scores from Task4

As observed above, the whole participants (100%, N=25) failed to get average in this task. This might be because they are not familiar with such questions. In this case, the teachers have to deal with this must-have skill for any BE student in designing his course.

🔸 **Task 5**

Finally, the last task of the pretest deals with graphs and charts description. Its main aim is to check learners' abilities to work with visuals during their presentations and reports.
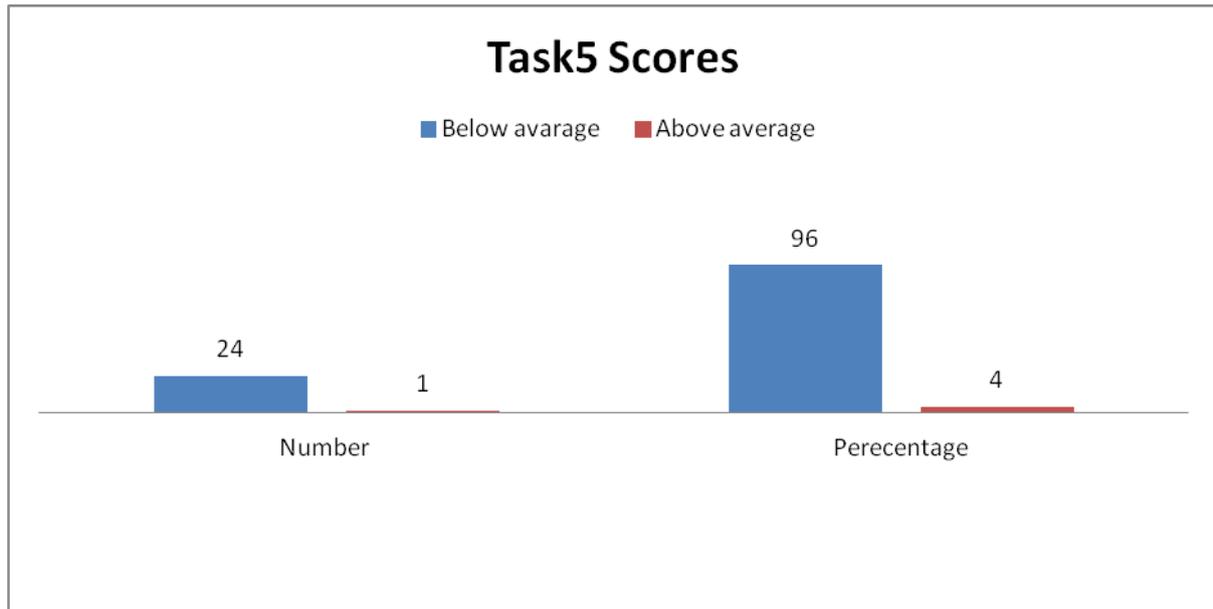
Figure 3.61 Obtained Scores from Task5

As depicted in the figure above, only a part (4%, N=1) could get average in this task. Meanwhile, a portion of (96 %, N=24) did not succeed in getting above average. This result is likely due to the fact that learners' are not accustomed to use graphs and charts in their academic or professional lives. Base on this; BE teachers need to incorporate this fundamental skill that is beneficial to both learners' academic or professional success.

Generally speaking, the results of the pretest show that First Year Master students at the Faculty of Economics have plenty of weaknesses. These flaws are mainly in many areas of BE such as vocabulary, writing, communication, as well as in some basic business skills such as job interview and describing statistics.

After dealing with the treatment sessions, i.e. training learners in some fundamental areas of BE, using the DBA as the main teaching technique, a posttest has been done to check the effectiveness of this approach on learners' advancement and comprehension.

3.3.2 Results of the Posttest

At the end of the semester, after the remedial sessions, a posttest **(Appendix 02)** has been taken place. This posttest aims at evaluating the advancement of students' levels in the chosen areas of BE that has been taught during the semester. The posttest consists of four different activities that deal with different BE areas namely: vocabulary, job interview, company description, describing statistics.

Regarding the first activity, students are asked to read a text then answer reading comprehension questions. Secondly, in the second task they are asked to fill in a passage with missing words by given words. The third task deals with filling a job interview' answers. Fourthly, the fourth question aims at evaluating students' knowledge in terms of company description. Finally, in the fifth question, learners' are asked to comment a given graph.

✦ **Obtained Scores of the Posttest**

The posttest was answered by twenty five (25) students from Master1 who studied in Public Management. Student's answers were anonymously corrected. The obtained scores are summarized in the below table:

Table 3.19 Obtained scores from the posttest

Students	Scores					Total Score
	Task 1	Task2	Task3	Task4	Task 5	
01	03	04	03	03	02	**15**
02	04	01	03	02	04	**14**
03	03	05	02	04	03	**17**
04	04	03	02	04	03	**16**
05	04	05	03	04	02	**18**
06	03	04	04	02	04	**17**
07	03	03	02	04	03	**15**

08	02	05	04	02	02	**15**
09	04	04	03	04	02	**17**
10	03	03	01	04	03	**14**
11	03	02	04	02	03	**14**
12	04	05	04	03	02	**18**
13	01	03	02	02	02	**09**
14	04	02	01	01	00	**08**
15	02	04	01	02	03	**08**
16	03	03	01	02	03	**12**
17	03	05	02	01	01	**12**
18	04	04	03	02	03	**16**
19	02	05	04	03	04	**18**
20	04	03	03	02	02	**14**
21	03	04	02	03	03	**15**
22	01	03	02	01	02	**09**
23	04	04	04	03	03	**18**
24	03	05	04	03	03	**18**
25	02	04	02	02	02	**12**

🔸 **Students scores Compared**
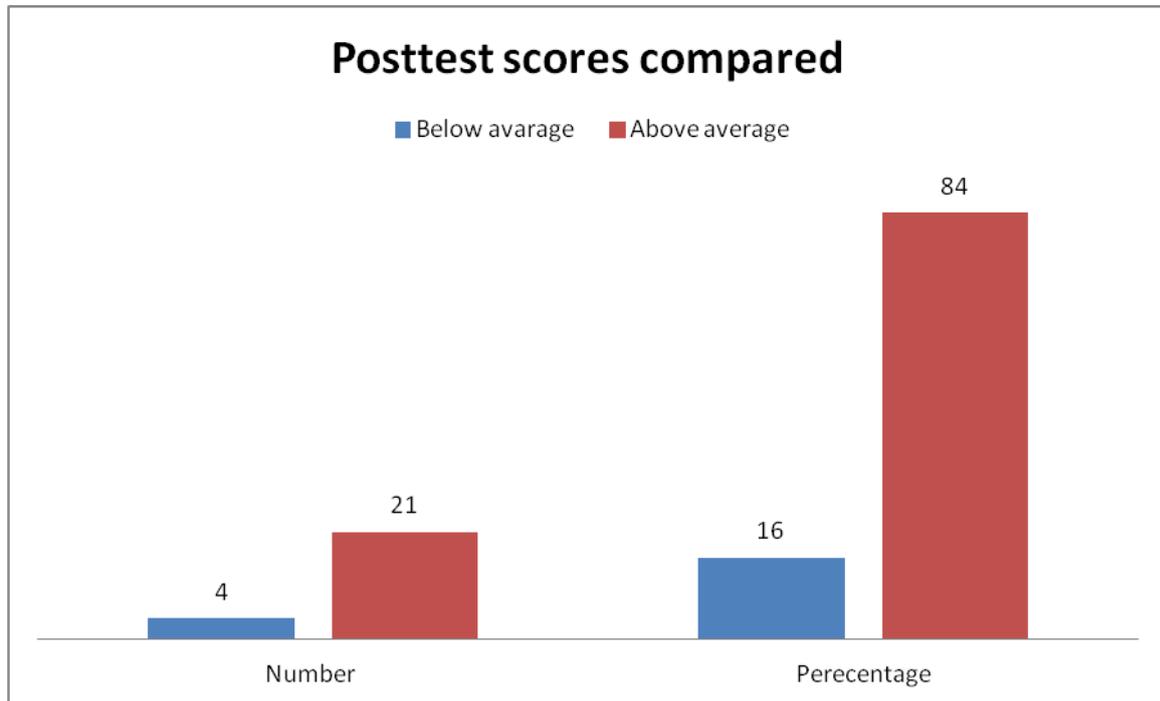
Figure 3.62 Posttest Scores Compared

As the table and figure illustrate, twenty one (21) students out of twenty five (25) got average. The rest four (04) are below average. This reflects that the majority of learners have improved their levels in BE. However, by analyzing each task individually, it might be recognized that students perform well in some tasks in comparison with others. In this respect, tasks are analyzed independently.

🔸 **Task 1 Results**

In the first task of the pretest learners are asked to deal with reading comprehension. In this task learners are asked to answer to two questions, and to say whether the statements are true or false. This task is meant to check learners' comprehension of a business text.
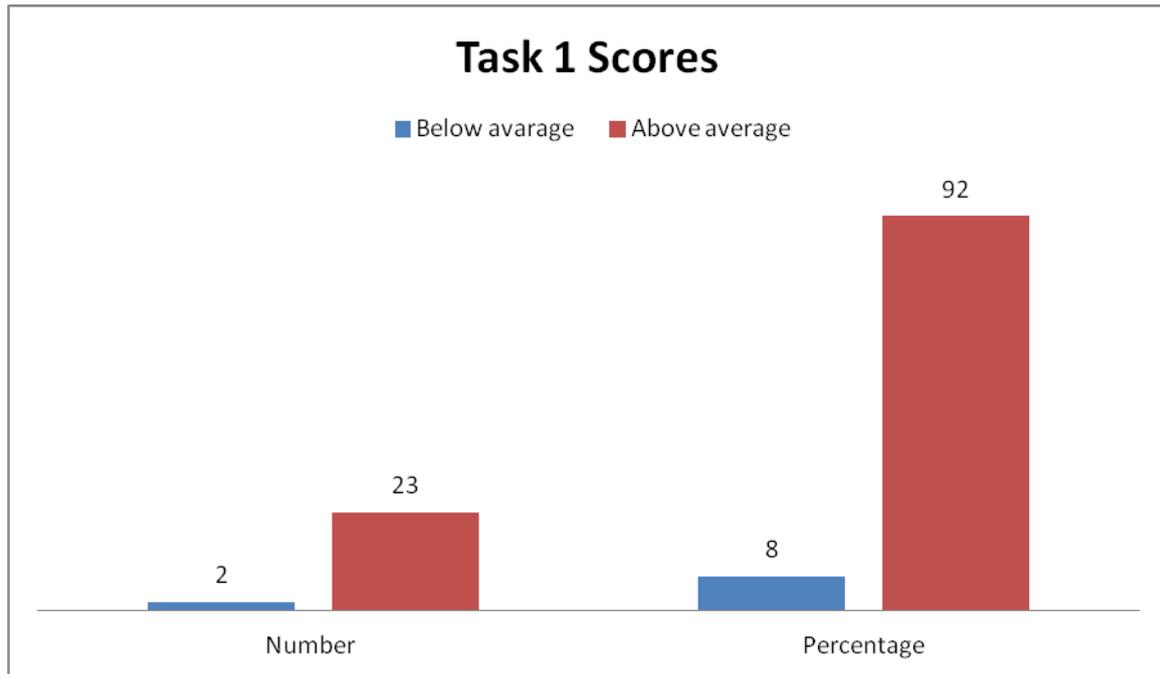
Figure 3.63 Obtained Scores from Task1

As depicted in the figure above, only a tiny part (8%, N=2) could not get average in this task. Meanwhile, a portion of (92 %, N=23) succeed in getting above average. This result is likely due to the fact that learners' have become familiar with reading comprehension activities. This means that they know how to understand business texts.

✚ Task 2 Results

In the first task, students are asked to fill in a passage with given business words. It aims to check students' knowledge about some business vocabulary. The results of this task are shown in the graph below:
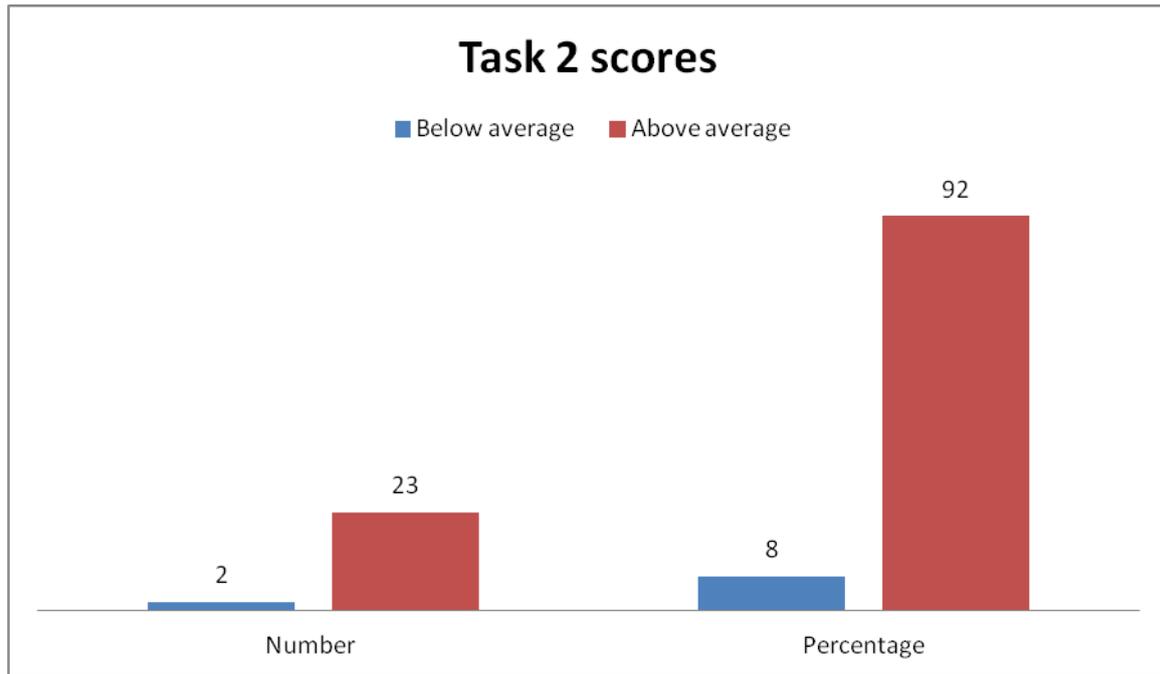
Figure 3.64 Obtained Scores from Task2

As the graph exposes, the majority (92%, N=23) got scores above average. The rest segment (08%, N=2) got below average. These results mean that learners under investigation could grasp the words' meanings, on the one hand, and to use these words on the other.

Task 3 Results

When it comes to the second task, it deals with job interview filling. Learners are asked to fill the missing parts of the interview which represents the answers to some frequently asked questions during job interviews. Task 3 scores analysis is shown in figure 3.65.
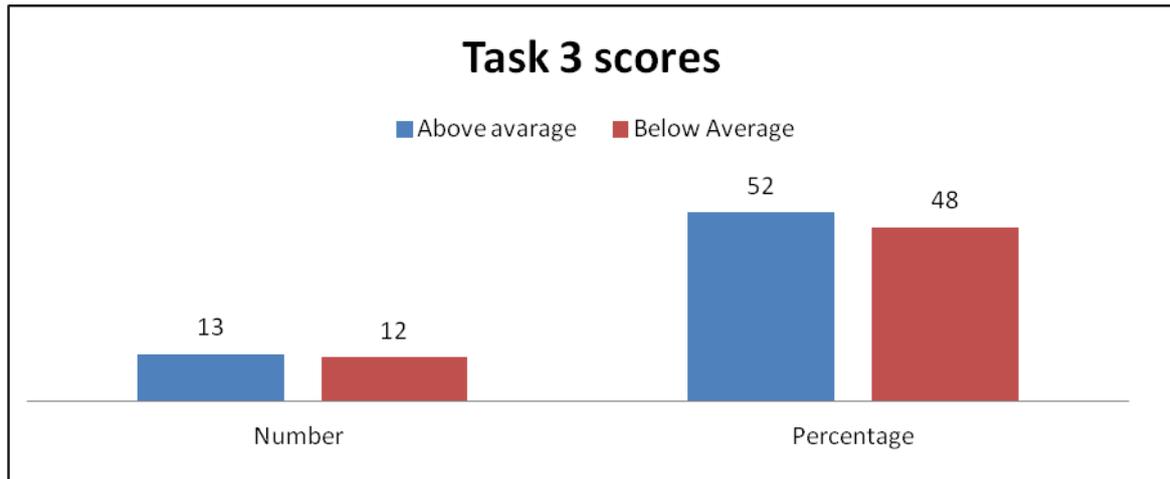
Figure 3.65 Obtained Scores from Task3

As the graph shows, while the greater part (52%, N=13) got over average, a portion of (48%, N=12) failed to get average. This might be due to the fact that the majority of learners have got knowledge about such interviews.

Task 4 Results

The third task of the posttest is dedicated to evaluate learners' knowledge in terms of company description. Its aim is to assess their understanding of how to describe a company while taking part in conferences, presentations and meetings.
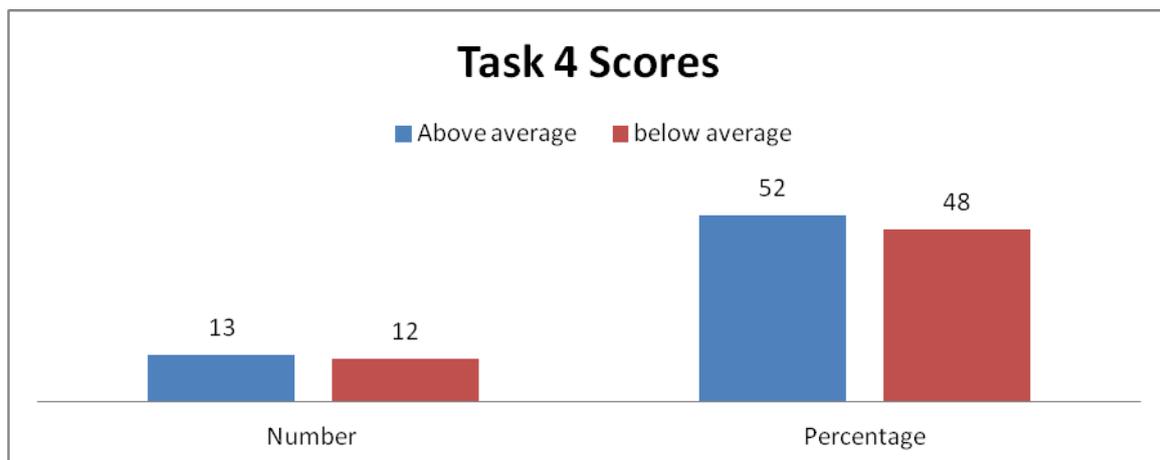
Figure 3.66 Obtained Scores from Task4

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As seen in the figure above, the biggest portion of learners (52%, N=13) succeeded in this task. However, the rest (48%, N=12) did not succeed in getting average. It might be said that BE learners have got knowledge in terms of company description.

🞂 **Task 5 Results**

The last task of the posttest is devoted to evaluate learners' knowledge in terms of graphs and charts comment. It endeavors to assess their understanding of using and commenting on different types of graphs and charts while taking part in conferences, presentations and meetings. In the figure below, the results of the fifth task are displayed.
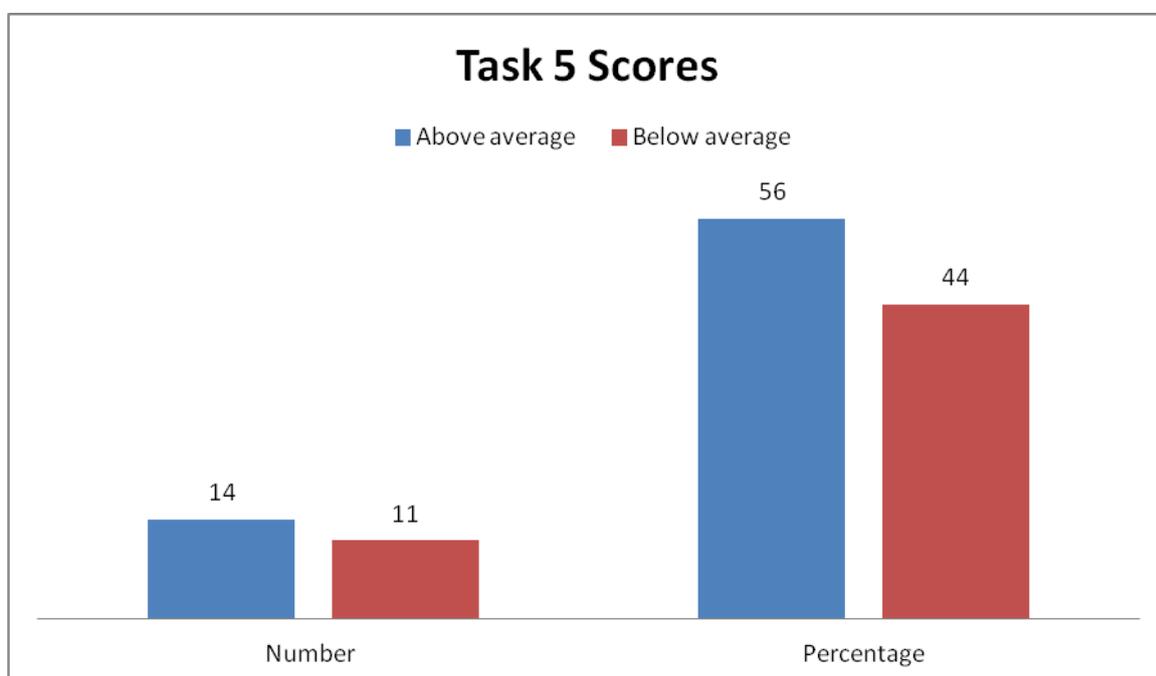
Figure 3.67 Obtained Scores from Task5

As portrays above in the pie chart, the big part of students have succeeded in getting above average in this task (N=14, 56%) and the rest have failed in getting average in this task (N=11, 44%). These obtained scores reveal that learners have successfully succeeded in commenting on graphs and charts in business settings.

Generally speaking, after dealing with the treatment sessions, i.e. training learners in some fundamental areas of business English, using the DBA as the main teaching technique, the results of the posttest show that First Year Master students at the Faculty of Economics have demonstrated significant improvement in overcoming a big part of their weaknesses. This is likely to say that using DBA as the main teaching approach seems to be effective.

3.3. Interpretation and Discussion of Findings

After dealing with the data analysis obtained from the different research tools, in this part an exposition of the main results and findings.

3.3.1 Findings Related to the Status of Business English teaching in Algerian Higher Education

One of the objectives of this research is to assess the standard of the Business English lectures provided by the Economics department at the University of Tlemcen.

This objective led to raise the following research question:

RQ01: Are courses of English delivered to Master1 students at the Faculty of Economics taught effectively?

To answer this question, the below hypothesis is addressed:

RH1: English language courses which are delivered to Master1 students at the Faculty of economics at Tlemcen University are likely to be taught ineffectively.

 Upon analyzing the data gathered, a range of findings were discovered.

➢ Firstly, as highlighted in the literature review, conducting and evaluating needs analysis is a crucial aspect of any English for Specific Purposes (ESP) program. However, at the Economics department of Tlemcen University, it has been observed that this fundamental aspect is not properly implemented and even when it is implemented, it is not done correctly. The data collected from both questionnaires demonstrate that most teachers do not conduct

needs assessment properly (see Question 08) of the questionnaire for teachers above. It is highly needed to apply needs assessment principle while analyzing students needs. It goes without saying that needs analysis helps to identify the specific language needs and goals of learners in a particular field or context, which can then inform the design and implementation of an effective ESP program. However, at the Economics department of Tlemcen University, it has been observed that this fundamental aspect of ESP is not being properly implemented, and even when it is implemented, it is not being done correctly. This means that the department may not have a clear understanding of the specific language needs and goals of their learners in the business and economics field, which could impact the effectiveness of the English language instruction provided. As a pillar in designing ESP courses, the notion if needs analysis has got attention of a plethora of scholars. To name a few, Axmedovna et al. (2019) came to the conclusion that "the objectives of the course have been improved and course syllabus will be designed more appropriately taking the students' desires into consideration" p. 209. Correspondingly, Astika (1999) who examined the role of needs analysis in the field of ESP suggests that "Needs-analysis should be seen as an indispensable aspect of ESP syllabus design in order to link the present students' academic needs with their needs in their prospective employment" p.15.

➢ Secondly, as previously mentioned, most Business English (BE) instructors at the Economics department are recent Master's graduates who have expertise in other fields like linguistics or literature, rather than in business and economics. According to the results from the questionnaire, particularly (Question 04) it is seen that the majority of them four (04) teachers out of (06) six have from one year to five years of teaching experience. While the remaining two have been teaching English from five to ten years. Consequently, they lack the necessary knowledge in the relevant subject matter. This could be problematic for learners because BE instruction requires not only language proficiency but also knowledge of business and

economic concepts and terminology. Instructors who lack such expertise may not be able to provide learners with the necessary insights and skills required for the business context. Moreover, this instructors' lack of competence and experience may contribute to a deficiency in motivation and interest among students. When learners perceive their instructors as incompetent or lacking relevant experience, they may feel demotivated and unengaged in the learning process. Plenty of academicians discussed the idea of the significance of experience on teaching effectiveness. According to Irvine (2019) "teachers' years of teaching experience correlate to teachers' effectiveness" p.1. Likewise, TO (2008) who examined the relation between teachers' teaching experience and students' learning outcomes figures out that:

> "Schools having more teachers with above twelve years and above teaching experience achieved better results than schools having more teachers with twelve years and below twelve years teaching experience. This suggests that teaching experience is a critical variable in students' learning outcomes in schools". p.96

For him teaching experience matters significantly on learners' outcomes. Henceforth, it is to be said that in Economics department it is recommended to take teaching experience into consideration.

➢ It is also perceived that the English module coefficient is low, as claimed by the learners in (Question 18), 56% of them believe that is it not appropriate and it should be given more importance. As a result, this could lead to the underestimation of the module among learners. This means that learners may not perceive the module as important or relevant, which could impact their motivation and engagement in the course. The coefficient of a module typically reflects its weight or value in relation to other modules in the curriculum. If the English

module has a low coefficient, it may be perceived as less important or less valuable than other modules, which could lead to learners underestimating its significance. Furthermore, underestimation of the English module could result in learners not taking the course seriously or not devoting enough time and effort to it. This could ultimately impact their language proficiency and their ability to use English effectively in their academic and professional pursuits. This question of coefficient compatibility has concerned scholars. For example, Huang (2021), Jung, H. J. (2015), Shishavan & Sadeghi (2009), to name a few, recommend that in order to make effective teaching programmes, it is highly needed to readapt the coefficient of English as a module.

➢   Furthermore, from the results of the questionnaire for students, there is a big majority among students (Question16) 56% see that the allocated time for English language teaching is not sufficient to meet the learners' needs and expectations. This can have several implications for the learners' language learning journey. Firstly, inadequate time for language instruction may mean that learners do not have enough opportunities to practice their language skills. Language acquisition requires consistent exposure and practice, and without sufficient time, learners may struggle to improve their language proficiency. Secondly, learners may feel rushed or pressured to learn the language within a short timeframe, which could result in stress and anxiety. This could further affect their motivation and willingness to engage with the language. In addition, learners may have specific language learning goals that cannot be achieved within the allocated time frame. For example, learners who need to use English for their professional development may need more time to master business-specific vocabulary and communication skills. Furthermore, learners may come from different language backgrounds and have varying degrees of proficiency in English. Inadequate time for language instruction may particularly disadvantage those who require more time and support

to learn the language. The issue of appropriate time allocation was a concern of many scholars. Zhao & Xu (2016) raise the importance of time distribution on English Teaching. According to them, "hours prescribed by the state are not effective time. Therefore, it is required to arrange the total hours scientifically, put the teaching efficiency in the first place, and maximize the effective time of the English teaching" p.154. in the same vein, Johnston (2009) believe that "The amount of time allocated for learning and the way that time is used is one of the few variables that can be influenced rather directly by school leaders" p.1.

➢   Moreover, it has been observed that there is a lack of an established and standardized syllabus or curriculum for Business English courses. According to the data obtained from teachers' questionnaire (Question 14), 66.7% of participants claim that there is no official syllabus, and they freely choose their courses. This means that the content, structure, and topics covered in these courses are not uniformly defined and can vary greatly from one course to another. As a consequence of this lack of structure, the selection of topics and courses in Business English classes is done arbitrarily or randomly. This can lead to a mismatch between the learners' expectations and requirements and what is actually covered in the courses. Without an established syllabus or curriculum, Business English courses may fail to provide learners with a comprehensive understanding of the language and its application in professional settings as stated by Nezakatgoo & Behzadpoor (2017) who see that "The syllabus of ESP, in any case, must improve the students' skills in all aspects of language activities" p.77. In the same line of thought, Dewi (2015) who designed a syllabus for SMK (Sekolah Menengah Kejuruan) emphasized the importance of syllabus in choosing teaching materials. He sees that " in terms of designing relevant English materials for SMK, it seems necessary to assess information on whether or not the English materials are designed based upon the English syllabus that mainly consider students' needs" p.274. Similarly, according to

Yalden (1987), a syllabus is considered a tool that enables teachers, along with syllabus designers, to establish a level of appropriateness between the students' needs and goals and the activities carried out in the classroom. Therefore, this lack of structure may also make it challenging for educators to measure the effectiveness of their teaching and the learners' progress.

➢   Additionally, it might be observed from the respondents' replies (Question 08, Question11, Question 17, and Question 18) that there is a lack of solid teaching methodology in the faculty of Economics at Tlemcen University. This is likely to have impact on course quality and classroom interaction due to many reasons. The lack of solid teaching methodology in the context of business English can have significant impacts on learners. To begin with, Inadequate teaching methodologies may result in learners having limited proficiency in business English. Effective teaching methods are essential for providing learners with the necessary language skills and knowledge to communicate effectively in professional settings. Without a solid basis, learners may struggle to express themselves clearly, understand business concepts, and engage in business-related tasks. Also, the lack of effective teaching methodologies can undermine learners' confidence in using business English. Language learning requires a supportive and engaging environment where learners feel encouraged to practice and take risks. If teaching methods are ineffective or uninspiring, learners may become hesitant to participate actively in class, speak up during discussions, or engage in real-world business scenarios. This lack of confidence can hinder their overall progress and hinder their ability to succeed in professional contexts. Moreover, effective teaching methodologies are crucial for developing effective communication skills in business English. Learners need to learn how to navigate various business scenarios, such as negotiations, presentations, and meetings. Without appropriate teaching techniques that focus on practical communication skills, learners may struggle to express themselves appropriately,

understand cultural nuances, or effectively interact with clients, colleagues, and stakeholders. Furthermore, business English instruction should not solely focus on language skills but also on developing a solid understanding of business concepts and terminology. Without effective teaching methodologies, learners may have a superficial understanding of business principles, economics, marketing, finance, and other relevant topics. This lack of depth can impede their ability to comprehend and analyze business-related texts, reports, and case studies, limiting their overall comprehension and critical thinking skills. Additionally, business English learners need to be prepared to function effectively in real-world professional environments. In this regard, solid teaching methodologies can help learners develop essential workplace skills, such as teamwork, leadership, problem-solving, and cross-cultural communication. In the absence of these methodologies, learners may struggle to adapt to professional contexts, hindering their career prospects and limiting their ability to succeed in international business environments. Finally, effective teaching methodologies are crucial for exposing learners to authentic materials, industry-specific language, and real-world business scenarios. Research in this area (Biria & Tahririan (1994); Sarani & Sahebi, (2012); Riahipour & Saba, (2012) ; Shabani & Ghasemi (2014); Alkhezzi & Al-Dousari (2016); Minalla, (2018);Tinh et al. (2021); Rodríguez-Peñarroja (2022)) all come to the conclusion that selecting the suitable teaching methodology matters on learners' performance. Wholly speaking, without effective teaching methodologies, learners may miss out on valuable opportunities to engage with current business trends, practices, and case studies. This can limit their ability to apply their language skills to real-life situations and impede their professional growth and development.

➢   Lastly, it has been noted that there is a lack of coordination between the Business English instructors and their colleagues who teach other subjects. From the teachers' questionnaire (Question29) 66.7% of teachers confirm that they neither coordinate nor

collaborate with subject specialist teachers. Furthermore, there is also a lack of collaboration between the Business English instructors themselves. The concept of co-teaching, which involves inviting field experts to share their knowledge and resources, is supported by Huang (2013) as a means to enhance learners' access to information and expertise. This lack of coordination could mean that there is no integration of language learning objectives and content with other academic disciplines. For instance, if a business student is learning English for the purpose of reading academic journals, there should be coordination between the language instructor and the subject matter expert to ensure that the student is equipped with the necessary language skills to understand the journal articles. Without such coordination, students may be unable to apply their language skills to other academic subjects or professional settings. Also, a lack of collaboration among Business English instructors themselves could lead to inconsistencies in teaching methods and content, which could have an adverse effect on learners' progress and motivation. In this respect, the idea of collaboration has been raised by Johns and Duley-Evans (1980) who believe that when it comes to subject-specific work, the most effective approach is often through collaboration with subject specialists. This can be in the form of team teaching alongside or receiving guidance from a teacher who specializes in the subject. The importance of collaboration and coordination has been raised by Montiel-Overall (2005) who see that "Collaboration has the potential for creating a renewal in education by combining the strengths of two or more individuals in productive relationships that can positively influence student learning" p.15.

On the whole, it might be said that teaching English at the economics faculty at Tlemcen University is facing several challenges. These challenges could be seen in the importance of English teaching itself, the quality of teachers, the lack of coordination among educators, and the need for well developed syllabi.

Based on the results of the questionnaires and interviews conducted in the Faculty of Economics at Tlemcen University, it is evident that teaching English at this faculty is currently being underestimated. The low coefficient and limited time allotted for English classes, combined with the lack of motivation among learners and the fact that teachers are not specialized in teaching business English, are all factors contributing to this perception. However, the results also suggest that there is a strong need to prioritize the teaching of English in this faculty, as it is an essential language for students pursuing careers in business and commerce. Therefore, it is highly likely that teaching English in the Faculty of Economics at Tlemcen University will be given more importance in the future, as there is a clear need to address these issues and improve the quality of education for students in this field.

Based on these evidence, the hypothesis that teaching English in the Faculty of Economics at Tlemcen University is likely to be given more importance can be accepted.

3.3.2 Findings Related to the Needs Analysis Process

One of the thesis objectives is identifying and analyzing the learning needs of First year Master Economics students in order to design courses that meet their expectations. Accordingly, the second research question of this current study is the following:

RQ02: Why do Master1 students at Economics Faculty at Tlemcen University need English?

Following this research question the formulated hypothesis was the following:

RH02: Master1 students at Economics faculty at Tlemcen University are likely to need English for both occupational and academic purposes.

The study of the collected data leads to the following findings:

➢   Firstly, it has been observed that there is a common issue among teachers where they do not prioritize analyzing the needs of their students (see Question 08 of the questionnaire for teachers above). This can have a detrimental impact on the quality of courses that they design and teach, as they may not be effectively catering to the learning needs and goals of their students.   There are several factors that contribute to teachers failing to analyze their students' needs. One of the primary reasons is a lack of training or education in instructional design and pedagogy. Teachers who are not familiar with the principles of course design may not know how to analyze their students' needs effectively or may not understand the importance of doing so. Another reason why teachers may not analyze their students' needs is because of time constraints. Teachers often have limited time to prepare their courses and may not have enough time to conduct in-depth assessments of their students' needs. This can lead to a lack of attention to individual student needs and a more general course design that may not be well-suited for all learners. Furthermore, some teachers may assume that they know their students' needs based on their own experiences or preconceived notions, which can lead to biases and assumptions that may not be accurate or helpful. The consequences of failing to analyze students' needs can be significant. Teachers may create courses that are too easy or too difficult for their students, leading to disengagement and poor performance. They may also overlook important aspects of their students' learning, such as language barriers, cultural differences, or disabilities. In brief, analyzing students' needs is a critical aspect of effective teaching and course design. Teachers who prioritize this step are more likely to create courses that are engaging, inclusive, and effective for all learners. By understanding the diverse needs of their students, teachers can create an environment that fosters learning and success. Undoubtedly, without a thorough needs assessment, teachers will operate in the dark. This issue has been raised by a group of experts in the field of ESP. For him, Astika (1999) states that "needs-analysis is the starting point in the process of syllabus design in ESP" p.15. Also,

Bowers (1980) highlights the significance of needs as a guide in syllabus development, materials as well as examination. On the whole, teachers need to be aware of the significance of this cornerstone component.

➢   Secondly, within the Economics faculty, there are no official syllabi provided by the administration for instructors to follow. This lack of structure gives teachers the freedom to select their own topics, which may result in a random selection of courses that do not align with the students' expectations. The absence of official syllabuses can lead to several issues within the faculty. For example, students may face difficulty in selecting courses that align with their interests or academic goals, as there is no clear indication of what topics will be covered in each course. Furthermore, without clear guidelines for course content, there is a risk of redundancy or overlap in course material, which may not provide students with a well-rounded education. Moreover, without a standardized syllabus, there is a risk of inconsistency in the quality of education provided by different teachers. Teachers may have varying levels of experience or expertise in their subject matter, which may impact the quality and rigor of the courses they teach. This can result in students receiving a subpar education, which could hinder their future career prospects. To address these issues, the faculty of Economics could benefit from implementing a standardized system for course syllabus creation. This would ensure that all courses provide a clear outline of the topics covered and align with the needs and expectations of the students. Additionally, by providing teachers with guidance on course content, the faculty can promote consistency in the quality of education provided to students. In conclusion, the lack of standardized syllabuses within the faculty of Economics can lead to several issues for students and teachers alike. By implementing a standardized system, the faculty can ensure that all courses meet the needs and expectations of their students and promote consistency in the quality of education provided. This issue has been already discussed earlier.

➢   Additionally, it is worth noting that each of the students appears to be facing some difficulties with their English skills, but specifically, their struggles seem to be centered on speaking and using appropriate business terminology. As it might be seen from informants' responses from Questions 10 to 12 in the questionnaire for teachers, and questions from 27 to 31 from students' questionnaire, Master1 students in the faculty of Economics share plenty of needs and weaknesses regarding their level in English. Particularly, they need to improve their communication and business vocabulary. One possible explanation for this is that they may not possess sufficient knowledge of the subject of Business English, which encompasses specialized vocabulary and phrases related to various aspects of the business world. In addition to lacking the necessary knowledge of business English, there may be other factors contributing to the students' struggles with speaking and using appropriate terminology. For example, they may not have had enough practice in using the language in real-life business situations, or they may feel uncomfortable or lacking in confidence when it comes to speaking in front of others. Also, it might be possible that they have not had sufficient exposure to authentic business English materials, such as news articles, videos, or podcasts, which can help them develop their skills in this area. It's important to identify the specific factors that are hindering the students' progress and to provide targeted support to help them overcome these challenges. The outcomes of plenty of research regarding the needs analysis results show that learners needs and weaknesses may differ from area to area and from field to field. For instance, in the field of business and economics, Xie (2019) summarized his findings about English major undergraduates' needs and perceptions of business English activities and resources in a Chinese University as "it can be summarized that public speaking, listening to multimedia resources, and business communication themes should be the focus of further business English curriculum development". In the same way, Belmerdaci &Tobbi (2019) who studied Algerian English for general business purposes (EGBP) learners' lacks and

weaknesses found out that his "data revealed that learners' level of English language competence is poor in general, except from few students that exhibited a good and even excellent level of English". p.372. On the whole, learners' from non-native English speaker countries have common needs, lacks and weaknesses; particularly, when it comes to specific language such as Business English.

➢   Furthermore, it is evident from the results above (see question 30 from the questionnaire for students) that the learners aim to become experts in their field and recognize the need to enhance their knowledge and English language proficiency. Specifically, they are keen to practice specific types of English, such as Business English, and are interested in topics relevant to their field. It is clear from the context that the learners are highly motivated to acquire expertise in their area of interest and acknowledge the importance of improving their English language skills. They are particularly enthusiastic about honing their skills in specific types of English, such as Business English, and are eager to explore topics that are relevant to their field of study or profession. This highlights the learners' commitment to continuous learning and their desire to stay abreast of the latest developments in their chosen area of specialization. In addition to their aspiration to become experts in their field and their recognition of the importance of improving their English language proficiency, the learners may also be aware of the competitive advantages that come with having advanced skills in their domain and being able to communicate effectively in English. They may be aware of the globalized nature of their industry and the need to collaborate with peers and clients from diverse cultural backgrounds, making English language skills and cross-cultural communication skills highly valuable. Moreover, by practicing specific types of English, such as Business English, they may be preparing themselves for future career opportunities or enhancing their ability to network with professionals in their field. Overall, the learners' desire to enhance their knowledge and English language proficiency suggests a strong drive for

personal and professional growth and a commitment to achieving their goals. In effect, lot of research study came to the conclusion that English proficiency contributes massively in career development. For example, Eun & Heining-Boynton (2007) depict that both teachers and learners need to develop their efficacy in English for the sake to develop their careers. Another study by Kumar (2020) designed a strategy to teach English for career development. He came to the conclusion that "The main idea of teaching students all there is to learn from the English language is to nurture value centered leadership that involves entrepreneurial spirit, social sensitivity, global outlook, professional orientation and self efficacy" p.298.

➢   Moreover, the majority of the learners need to secure gainful employment in the future. It is worth noting that many of them believe that to achieve this goal, they need to improve their writing and speaking skills in English. This is because better language skills increase their chances of obtaining higher-paying jobs or academic opportunities abroad. Many learners are aware that finding a profitable employment in the future is essential, and they understand that improved writing and speaking abilities in English can increase their chances of achieving this goal. This is especially true for those who are interested in pursuing higher-paying employment opportunities or academic possibilities overseas. Therefore, it is crucial for learners to prioritize improving their English language skills, as this can help them stand out in a competitive job market and access more opportunities in their field of interest. As English has become a global language and is widely used in business, academic, and social contexts worldwide, having strong English language skills has become increasingly important for individuals who want to succeed in a globalized economy. In many industries, employers require a certain level of English proficiency as a prerequisite for employment or career advancement. For example, international companies that operate across borders often require their employees to communicate effectively in English, regardless of their native language. In addition, many academic programs and scholarship opportunities require applicants to

demonstrate a high level of proficiency in English. Students who wish to pursue higher education in English-speaking countries or attend international conferences or seminars often need to have advanced language skills to be successful. Furthermore, in today's digital age, English is the dominant language of the internet and social media. This means that having strong writing and speaking abilities in English can also open up opportunities for individuals to participate in online communities and engage with people from around the world. Overall, the importance of English language proficiency for career and academic success cannot be overstated, and learners who prioritize improving their language skills will likely have a significant advantage in the global job market. The previously mentioned studies Eun & Heining-Boynton (2007), and Kumar (2020) both acknowledged the idea of the correlation between having good English skills and getting job opportunities, and career successful.

➢   Finally, it can be argued that first-year Master students have a strong desire to participate in extra English sessions that would expand their academic and professional prospects. First-year Master students may have a strong desire to pursue additional English language sessions to enhance their academic and professional prospects. These sessions could provide students with a deeper understanding of the language and culture, allowing them to communicate more effectively and confidently in both personal and professional settings. Furthermore, extra English sessions may provide students with opportunities to improve their reading, writing, and critical thinking skills. This could be particularly beneficial for those studying in fields that require strong research and analysis abilities, such as law, social sciences, or humanities. In addition, participating in extra English sessions may help students to expand their horizons by exposing them to new perspectives, ideas, and cultures. This could be especially valuable for students who are interested in pursuing international careers or further studies abroad. Moreover, extra English sessions could be a valuable investment in the future of the students. As the job market continues to become more globalized, individuals

with strong English language skills will be in high demand. By pursuing additional language training, students may be better equipped to compete for top-tier jobs and opportunities both domestically and internationally. Overall, for First-year students who are motivated to improve their English language skills, pursuing extra English sessions could be a wise choice that opens up many new opportunities in their academic and professional lives. This idea of extra-curricular activities has been discussed by many researchers. For example, Park (2015) who explored the benefits of extra-curricular activities of towards English language learners (ELL) sees that "it is clear that extra-curricular activities are very beneficial to all students, especially ELL students as it helps them gain confidence and respect" p.53. He added that participation in extracurricular activities plays a crucial role in the social development of English Language Learner (ELL) students and, thus, his discovery stems from the fact that engaging in extracurricular activities fosters a secure educational setting that encourages students to collaborate effectively as a team.p.52

Totally speaking, as shown above, Master 1 economics students at Tlemcen University have common needs in terms of English language. The needs analysis process revealed that learners need to enhance their different linguistic skills, learning business terminology, improving communicative skills, increasing their fluency, travelling to study or work abroad, and getting high paid occupations.

Based on the results of the students' and teachers' questionnaires, it can be concluded that Master1 Economics learners may need English for both academic and occupational purposes. The findings indicate that the learners have weaknesses in several areas of business English, which suggest that they need to improve their linguistic, cultural, and communicative competencies. Furthermore, the results reveal that the learners perceive English proficiency as important for their educational success and for obtaining good marks.

These findings provide support for the hypothesis that **Master1 Economics learners may need English primarily to reach educational success, through obtaining good marks, on the one hand, and to improve their linguistic, cultural, and communicative competencies on the other.** Therefore, it can be **accepted** that the hypothesis is consistent with the evidence obtained from the study.

3.3.3. Findings Related to the Effectiveness of DBA in Teaching Business English

The third main objective of this research study is the exploration of the appropriateness of the discourse-based approach on enhancing learners' linguistic and paralinguistic competencies. This objective lead to the raise of the following research question:

RQ03: To what extent can the discourse-based approach be useful to enhance Master1 students at the Economics Faculty at Tlemcen University linguistic and paralinguistic capabilities?

To answer this question, the below hypothesis has been addressed:

RH03: The discourse-based approach may be useful to enhance Master1 students at the Economics faculty at Tlemcen University linguistic skills (eg. reading, writing, speaking, listening , and vocabulary building) and para-linguistic skills such as communication, critical thinking, and cultural awareness.

Based on the results of both questionnaires, pretest and post-test, it can be concluded that the discourse-based approach to Business English course design is likely to be suitable to meet the learners' needs. The data collected from the pretest and post-test clearly demonstrate that the learners made significant progress in the areas of Business English that were targeted

in the course. The improvement in their performance can be attributed to the use of authentic materials and the discourse-based approach in the course design, which allowed the learners to engage in meaningful communication and practice real-world language skills.

3.3.3.1 Effectiveness of the DBA on Students' Reading Skills

Undoubtedly, there is evidence from the outcomes of this research study to confirm that the discourse-based approach can be effective in raising business English reading skills. The data obtained from the posttest (Task1) reading comprehension reveal that (92%) of learners did well in this task. As a result, this shows that the sample under investigation, after the treatment sessions using the DBA approach fundamentals, have successfully enhanced their reading skills. This approach emphasizes the study of authentic business texts, and the use of discourse analysis techniques to help students to better understand the language and context of these texts. From the analysis of the results above, it might be concluded that sample students who received instruction using a discourse-based approach showed significant improvement in their ability to comprehend and analyze business texts. Similarly, using discourse-based approach strategies led to significant improvements in students' reading comprehension and vocabulary acquisition. Thus, it is to be noted that the DBA is found to be effective in teaching business English reading. By and large, the study found that the discourse-based approach can be an effective way to improve business English reading skills. By focusing on the language and context of authentic business texts, students are better able to understand and analyze the language and concepts used in these texts, which can lead to improved comprehension and critical thinking skills. According to the majority of researchers in previous studies, it is asserted that adopting a teaching approach which is based on using authentic materials such as the discourse-based approach have a beneficial effect on students, leading to an enhancement in their reading skills. For example, Rao (2019) points out that

"The teachers should also promote their learners' language skills enormously by adopting the authentic materials that create interest among the learners" p.7. Pustika (2010) finds out that authentic materials can be effective to students since they "could attract the students' attention to read the texts, the students became more active and motivated in learning reading ,Giving more support when the students did the tasks was effective for the students, and the students' comprehension ability was increased". pp.99-100. Saighi (2018) in her study about developing EOP learners' reading through discourse analysis, figures out that within discourse analysis perspective is useful in raising learners' reading skills. Similarly, Cui (2017) concludes that "discourse analysis can help college students improve their reading ability better than before. Discourse analysis can arouse students' great interest and enhance their self-confidence in the English reading" p.853. On a nutshell, reading skills have been promoted through the use of authentic materials and discourse analysis techniques.

3.3.3.2 Effectiveness of the DBA in Raising Writing Skills

The results of this research, questionnaire results and the comparison between the pretest and the posttest results, suggest that the discourse-based approach can be effective in improving business English learners' writing skills. From the respondents' replies (questions from Q:35 to Q:40) as well as the results of the posttest, after the treatment sessions using discourse based lesson plans show that students remarkably improved their writing skills. This approach emphasizes teaching writing through the study and analysis of different authentic materials from different genres. Undoubtedly, the analysis of the language features and discourse conventions used in those genres is likely to bring lot of benefits to business English learners.

First of all, the use of authentic materials can be a powerful tool for improving business English learners' writing skills because it ensures the exposure to real-world language. By reading and analyzing these materials, learners can improve their understanding of business English vocabulary, grammar, and sentence structures. Moreover, it develops students writing style. Authentic materials provide learners with models of different writing styles that are commonly used in business communication. By studying and analyzing these models, learners can develop their own writing style and learn to write with greater clarity, concision, and effectiveness. Furthermore, it helps them to build confidence. Authentic materials can help learners build confidence in their writing skills by providing them with opportunities to practice writing in a variety of business contexts. When learners have experience writing emails, memos, reports, and other business documents, they are more likely to feel confident and competent when they encounter similar tasks in the workplace. Finally, it enhances critical thinking skills. Through exposing to a wide range of written authentic materials learners have a chance to think critically about the information presented and to analyze the language used to convey that information. By engaging in this type of analysis, learners can develop critical thinking skills that are essential for effective writing within business context. In this regard, plenty of research papers confirm this claim. For instance, McAllister(2021) asserts that "The analysis of authentic promotional materials based on discourse analysis techniques and tools was considered by students as useful for developing their writing skills and creativity and this was borne out in their productions"p.13. Anscomb & Russell (2013) who examined the employability and importance of classroom materials as advocated by Communicative Language Teaching (CLT) by bearing in mind the appropriateness of utilizing Discourse Analysis found out that this method is so effective in raising workplace discourse and writing skills. Further recent research studies such as Fethiza

Tedjani (2018) and Liu (2022) who prove the effectiveness of taking discourse as a whole instead of emphasizing on vocabulary and sentence patterns. In his view Liu (2022) sees that:

> This study provides an experiment in which multimodal teaching approach was implemented in business English class. Instead of emphasizing the vocabulary and sentence patterns, we try to analyze the requirements and utilize the resources from its cultural context and situational context so as to organize class activities to achieve interactive discourse meaning by using different modality and media. Results have shown that it has changed the traditional teaching mode, misuse or abuse of multimedia while neglecting the real needs of the students and requirements of the course. The multimodal teaching approach in business writing class enjoys a variety of benefits and brings great improvement in interaction between teachers and students, students' critical thinking, cross-cultural business communication, etc." p.36

Taken as a whole, the discourse-based approach appears to be an effective method for teaching business English writing skills, as it provides students with a deep understanding of the language and discourse conventions used in different genres and helps them to develop the ability to use these conventions in their own writing.

3.3.3.3 Effectiveness of the DBA on Enhancing Speaking Skills

Likewise writing skills, the DBA is proved to be effective approach to enhancing learners speaking skills. From the respondents' replies (questions from 35 to 40) as well as the results of the posttest, after the treatment sessions using discourse based lesson plans show that students significantly improved their speaking skills. The discourse-based approach focuses on the use of language in different contexts and situations, with an emphasis on practical communication skills. There are many benefits that the DBA using spoken authentic materials can bring to improve business English learners' speaking skills. To start with, the DBA increases vocabulary. Authentic materials expose learners to new terminology and expressions that is commonly used in business settings. This allows learners to expand their vocabulary and improve their ability to word choice in order to communicate effectively in business situations. Secondly, it helps students to improve their pronunciation and intonation. By listening to and imitating native speakers in authentic materials, learners can improve their pronunciation and intonation. This can help learners to sound more natural and confident when speaking in a business setting. Additionally, this approach assists learners to develop fluency. The use of a wide range of spoken authentic materials provides learners with real-life examples of how English is used in business situations. This can help learners to develop their fluency and confidence in speaking by providing them with opportunities to practice using the language in context. Finally, through the use of some specific materials such as idioms, learners can enhance their cultural awareness. These authentic materials expose learners to the culture and customs of foreign English-speaking countries. This can help learners to develop a better understanding of the cultural nuances and norms of business communication and how to interact effectively with English-speaking potential colleagues and clients. The findings of this study go hand with hand with the literature in this field. In his dissertation about developing Japanese students' communicative competence using authentic materials Gilmore (2007) finds out that authentic materials are powerful tools to develop students' four language

skills including speaking and communication. Similarly, Kalra (2017) finds out that using films in EFL classroom is powerful in enhancing listening and speaking skills. Likewise, Olga (2019) suggests that "TED talks, as an authentic EFL resource, can enhance exposure to English language, promote authentic vocabulary and develop the four integrated skills: listening, writing, reading and speaking" p.103. In summary, the use of spoken authentic materials can be a highly effective way to improve business English learners' speaking skills by increasing their vocabulary, improving their pronunciation and intonation, developing their fluency, and enhancing their cultural awareness.

3.3.3.4 Effectiveness of the DBA on Enhancing Learners Communicative Competencies

The discourse-based approach is a method of teaching language that emphasizes the use of language in context and encourages students to engage in meaningful communication. Studies have shown that this approach can be effective in raising business English communicative competencies. The incorporation of authentic materials in business English classes can be an effective way to improve learners' communication skills. First, they ensure exposure to real-world language. Materials such as news articles, business reports, and industry-specific publications, provide learners with exposure to language that is essentially used in real-world business settings. This can help learners to become more familiar with common expressions, idioms, and technical vocabulary that they are likely to encounter in their work. Besides, using such materials provide learners with the opportunity to learn language in context. By reading or listening to materials that are relevant to their field or industry, learners can better understand the meaning and use of new vocabulary and expressions. This can help them to use language more effectively in their own communication. Additionally, authentic materials can be challenging for learners, as they are often written or spoken by native speakers and may contain more complex language. By

exposing learners to these materials, they can improve their listening and comprehension skills, which are essential for effective communication in business settings. Finally, authenticity of materials can also help learners to become more aware of the cross-cultural context of their work. Through reading or listening to materials that are written by or about people from different cultures, learners can gain insight into the customs, values, and beliefs of others. This can help them to communicate more effectively and respectfully with colleagues and clients from diverse backgrounds. Many scholars have dealt with this topic. For instance, in her findings, Benabdallah (2017) "revealed the usefulness of those authentic – based language materials in responding positively to learners' interests, achievements, cultural awareness, skills and language developments" p. 155. In his work about developing Japanese learners' communicative competence with authentic materials, Gilmore (2011) noted that authentic materials are effective in developing learners' linguistic, pragma-linguistic, socio-pragmatic, strategic, and discourse competences. Broadly speaking, the integration of authentic materials in Business classes can provide learners with valuable exposure to real-world language, contextual learning, improved listening and comprehension skills, and increased cultural awareness, all of which can help to improve their communication skills in the workplace.

3.3.3.5 Effectiveness of the DBA on Enhancing Learners' Cultural Awareness

Since culture is an element of language, it is logically acknowledged that they go hand in hand. Thus, teaching culture is as important as teaching language. Accordingly, raising learners' cultural awareness is vital especially in the business atmosphere. This is because in the business world, cross cultural communication is inevitable. In this study, it has been come up that the discourse-based approach was effective in improving the students' academic writing and speaking skills and their ability to engage in academic discourse. Undoubtedly,

dealing with, and analyzing written and spoken authentic materials from different cultural backgrounds is likely to help learners improve their understanding of foreign cultures. For instance, in topics such as business etiquette, and idioms, learners can gain a deeper understanding of the target culture practices. In general, owing to this, it might be stated that the discourse-based approach may be effective in improving language proficiency and cultural awareness, alike, in specific contexts.

The adoption of the DBA using authentic materials in business English language learning can improve learners' cultural awareness in several ways. Dealing with real-world materials such as newspapers, magazines, advertisements, emails, and presentations can improve business English learners' cultural awareness in many ways. First, it ensures exposure to different cultures. Authentic materials provide learners with exposure to different cultures and cultural practices. For example, reading business news from different countries can help learners understand the economic, political, and social context of different cultures. Similarly, it helps them understanding cultural norms. Without doubt authentic materials can help learners understand the cultural norms of different countries. For instance, understanding how business meetings are conducted in different cultures and the appropriate language and behavior that should be used can help learners interact effectively with clients and colleagues from different backgrounds. Another example would be the improvement and, thus, appropriate use of business etiquette which means the culture and behaviors inside businesses and companies. Furthermore, such approach helps learners to learn idiomatic expressions and colloquial language. Authentic materials often contain idiomatic expressions and colloquial language that are commonly used in business contexts. Learning these expressions and language can help learners communicate more effectively with native speakers and demonstrate cultural sensitivity. At last but not least, it enhances learners' intercultural

competence. Intercultural competence is the ability to communicate and interact effectively with people from different cultures. Therefore, using authentic materials, from different cultural backgrounds, can help learners develop intercultural competence by exposing them to different cultural perspectives, practices, and values. The results are in harmony with the existing literature. Georgieva (2015) discusses the advantages of using authentic materials in business English classes; including their cultural consciousness. He points that:

> "Another advantage of incorporating authentic materials in the language curriculum is the way they provide a meaningful context for raising awareness of cultural issues. Teaching culture through language proves essential since students' intellectual curiosity is provoked both towards the target community and its language" p. 3

Likewise, Zaki (2021) argues that classroom discourse analysis allows measuring the extent to which teachers employ language within the classroom. Additionally, it offers valuable insights into language analysis and its impact on cultural awareness. Furthermore, it empowers both teachers and students to comprehend diverse contexts and recognize the functional aspects of language.

Generally speaking, the use of authentic materials in business English language learning can improve learners' cultural awareness, help them communicate more effectively with people from different cultures, and enhance their intercultural competence.

The statistical analysis of the data collected also supports the hypothesis that a discourse-based approach to Business English course design is likely to be suitable to meet the learners' needs. The results show that the improvement in the learners' performance was statistically significant and not due to chance. Therefore, based on the evidence obtained from

the study, it can be concluded that the hypothesis **"A discourse-based approach to Business English course design is likely to be suitable to meet the learners' needs"** is **accepted**. The use of authentic materials and the discourse-based approach in course design can be recommended as an effective method for improving learners' language skills in the area of Business English.

To conclude, implementing the discourse-based approach in Business English classes can result in several advantages, such as the linguistic skills such as reading, writing speaking, on the one hand, and the paralinguistic abilities such as raising cultural awareness, communication skills and, thus, it contributes in raising the ability to cross-communicate effectively in diverse business settings. In this vein, it is vital for instructors to carefully select suitable subjects, methodologies, resources, and materials that fit the learners' levels, needs and the objective of the course.

3.4 Limitations of the Study

Throughout the steps of conducting this study, there were several limitations.

- **Sample size:** A small sample size may limit the generalizability of the findings. If the study only involves a small number of participants, it may not be representative of the larger population.

- **Lack of Motivation among Learners**

  Many students in the Faculty of Economics at Tlemcen University lack the drive or interest to learn English due to various factors such as lack of perceived need, poor learning experiences in the past, or a negative attitude towards the language. This may affect the experimental study in terms of significance and responsiveness.

- **Inexistence of Official Syllabus**

In the Faculty of Economics at Tlemcen University, there may be no established or standardized curriculum for English language learning, which can lead to inconsistencies in teaching and learning and a lack of clear learning objectives. As a researcher, designing a new syllabus was one of the limitations and the time consuming tasks.

➕ **Selection Bias:** Participants who self-select to participate in the study may not be representative of the larger population. This may lead to bias in the results.

➕ **Time Constraints:** Conducting a study that involves a long-term intervention may be difficult due to time constraints. This may limit the length and intensity of the intervention.

➕ **Resource Constraints:** Conducting a study that involves extensive resources, such as funding and trained personnel, may be challenging. This may limit the scope and depth of the study.

➕ **External validity**: The results of the study may not be generalizable to other contexts. This may limit the applicability of the findings to other settings or populations.

➕ **Lack of Awareness towards English Importance**

In the Faculty of Economics at Tlemcen University it has been noticed that English may not be considered a high priority language, this could be because of its low coefficient and the allotted time alike. This may affect the well conduct of the experimental study in terms of seriousness and awareness.

➕ **Lack of Training in Business English among Teachers**

It is to be mentioned that teachers BE in the Faculty of Economics at Tlemcen University are mostly newly Master graduated who are specialized in other specialties

such as linguistics or literature. Hence, they lack the specific language skills required to teach business English. This is likely to affect their contribution as a sample population in this study.

✚ Lack of Knowledge in using the Discourse-based Approach

This approach focuses on developing linguistic and communication skills through the use of authentic language and real-life situations. However, teachers in the Faculty of Economics at Tlemcen University are not familiar with this approach and they tend to deliver their lessons using other teaching approaches rather than the discourse based one. This can have an effect on their involvement as a sample population of this current study.

✚ Absence of Needs Analysis

The process of needs analysis and assessment is one of the pillars in any ESP context. At Economics department at Tlemcen University, as stated above, it has been noticed that this ESP basic is not properly applied and even if it is applied, it is incorrectly done. Hence, the researcher was obliged to conduct anew a thorough needs analysis.

✚ Lack of Coordination and Collaboration

At last but not least, at Economics department at Tlemcen University, it has been noticed a need of coordination among both teachers of English each other's on the one hand, and with the subject matter ones, on the other hand. This lack of co-teaching led to different perspectives among teachers in the same faculty.

✚ COVID-19 Constraints

The research was coexisted with the pandemic of corona virus. As a result, universities started to deliver online lectures. This made a delay in conducting the case study.

It is important to be aware of these limitations when designing and conducting the present study on the efficacy of the discourse-based approach to teaching Business English. Henceforth, addressing these limitations can help ensure that the study's findings are valid, reliable, and applicable to the larger population.

3.5 Conclusion

Chapter three aimed to examine the collected data from the experimental study. The chapter starts by evaluating both the quantitative and qualitative results of the questionnaires completed by both students and teachers. Additionally, it delves into the analysis of the interviews conducted with teachers and administration, followed by shedding light on the outcomes of the pretest and the post-test. The findings indicate that the teaching of BE in the faculty of Economics is encountering some pedagogical obstacles from the perspectives of students, teachers and administration. Besides, the analysis of both the experimental study represented in the pretest and posttest indicates that using DBA allows students to enhance their linguistic and pragmatic skills.

Chapter Four

Suggestions and Recommendations for

Future Research

Chapter Four

Suggestions and Recommendations for Future Research

4.1 Introduction

In this fourth chapter, a deeper exploration is undertaken into the research methodology employed and the results obtained from the study. Based on these findings, practical recommendations and suggestions are aimed to be offered to optimize the use of DBA to enhance the efficacy of BE students. The recommendations and suggestions are tailored to both teachers and learners to ensure a holistic approach to learning. Furthermore, a discourse-based syllabus is proposed that aligns with the recommendations provided to further aid learners in their academic journey. Through the provision of these recommendations and syllabus, an effort is made to bridge the gap between theory and practice and equip both teachers and learners with effective tools to achieve academic success.

4.2 Suggestions to Effective Implementation of a DBA to Teach Business English

As discussed earlier, a discourse-based approach to teaching business English would involve focusing on the language and communication strategies used in professional settings, with an emphasis on authentic language use and real-world situations.

In what follows (table 4.1) are some steps to be taken to implement a discourse-based approach to teaching business English:

Table 4.1 Steps to Implement a Discourse Based Approach.

Step	Objective
Analyze the discourse	*As a first step it would be preferable to start by analyzing the discourse of business English, looking at the language used in different business settings, such as meetings, presentations, negotiations, and emails. Afterwards, identifying the language functions and communication strategies that are commonly used in each of these situations.*
Design the course	*Secondly, once the discourse of business English is analyzed, in this step one need to design the course around these language functions and communication strategies. After that, the course designer should create lesson plans that focus on real-world situations and provide students with opportunities to practice using the language in a meaningful way.*
Use authentic materials	*More importantly, as explained earlier, the use of authentic materials, such as news articles, business reports, and videos, is fundamental to expose students to real-world language use in business contexts. This will help students develop their listening, reading, and writing skills, as well as their ability to analyze and interpret language use in different situations.*
Provide feedback	*It is worth noting that providing students with feedback on their language use, focusing on the specific communication strategies and language functions that are relevant to the particular situation would be extremely helpful. This can be done through written feedback on assignments, as well as through in-class discussions and role-playing exercises.*

Encourage self-reflection	*It is highly needed to encourage students to reflect on their own language use and communication strategies, through asking them to think about what worked well and what could be improved. This will help students develop their metacognitive skills and become more aware of their own language use.*
Assessment and evaluation	*Finally, it goes without saying that evaluation is the key to measure the learning outcomes. In this phase teachers provide some activities that allow them to evaluate their learners progress and advancement.*

In sum, a discourse-based approach to teaching business English focuses on authentic language use and real-world situations, providing students with the skills they need to communicate effectively in professional settings.

4.2.1 Using DBA as a Meaning Focus

The meaning focus is one of the most significant concepts scholars provide. Meaning focus importance is seen by Long &Robinson (1998) cited in Saeidi et el. (2012), who studied the effects of focus on form, and focus on meaning on learners' vocabulary learning in ESP context, they believe it is important because "it is believed that people of all ages learn languages best, not by treating languages as an object of study, but by experiencing them as a medium of communication" p.73.

Connecting the Discourse-Based Approach (DBA) with Meaning-Focused Approach (MFA) in teaching Business English can help students develop a deeper understanding of how

language is used in real-life business contexts and improve their ability to communicate effectively in those contexts.

As seen earlier, the DBA is an approach to language teaching that emphasizes the importance of analyzing and understanding the discourse (spoken or written communication) used in specific social contexts. By analyzing discourse, students can develop an understanding of the language used in specific contexts and develop the ability to communicate effectively in those contexts. Meaning Focus Approach, on the other hand, is an approach that focuses on developing meaning through the use of authentic materials and activities. By focusing on meaning, teachers can help learners to develop an understanding of the real-world situations in which they will need to use their language skills. Henceforth, linking these two approaches in teaching Business English involves several key steps, strategies, and activities. Table 4.2 below is a suggested combination between both approaches.

Table 4.2: Strategies and tasks to merge the DBA with MFA.

Step	Strategy	Activities and Tasks
✓ First of all, teachers need to identify the specific discourse features and functional language skills that are relevant to business communication, such as genre conventions, register, and the language of persuasion. ✓ Secondly, teachers need	✓ **Use authentic materials: Incorporate task-based learning:** The meaning-focused approach emphasizes task-based learning where students are given tasks to complete that are relevant to their real-life needs. This approach can be	✓ **Role plays:** Giving students a scenario related to a business situation and assign them roles to act out. For example, they could be negotiating a contract or giving a presentation to clients. Encourage them to use authentic language and

to provide students with authentic business materials that allow them to analyze and understand these discourse features and functional language skills in a real-world context. These materials can include emails, reports, presentations, and other business documents.

✓ Third, teachers need to use DBA principles to help students understand the structure, function, and meaning of business discourse. This might involve analyzing the language used in specific business documents, identifying common patterns of communication in business settings, and exploring cultural differences in business communication.

✓ Fourth, teachers need to use MFA principles to help students develop a deeper

linked with the discourse-based approach by giving students tasks that require them to use specific language functions and communication strategies in a business context.

✓ **Provide feedback on language use:** The discourse-based approach emphasizes providing feedback on language use, focusing on specific communication strategies and language functions. This feedback can be linked with the meaning-focused approach by providing feedback on how well the student completed the task and how effectively they used the language to communicate.

✓ **Encourage self-reflection:** Both approaches encourage self-reflection on language use. Encourage students to reflect on their

expressions that they would use in the real world.

✓ **Group discussions**: Dividing students into small groups and give them a business-related topic to discuss. For example, they could discuss the pros and cons of outsourcing or the impact of technology on the workplace. Encourage them to use authentic language and expressions to express their opinions and ideas.

✓ **Case studies**: Giving students a case study related to a business situation and ask them to analyze the problem and suggest solutions. For example, they could analyze a case study about a company facing financial difficulties or a company trying to enter a new market. Encourage them to use authentic language and expressions to express their

understanding of the meaning behind the language used in business communication. This might involve activities such as role-playing, discussions, and problem-solving tasks that require students to use their language skills in authentic situations.

✓ Finally, teachers need to provide feedback and opportunities for reflection on both discourse features and meaning. This feedback can help students to improve their language skills and become more effective communicators in a business setting.

own language use when completing tasks and using communication strategies in a business context. This will help students become more aware of their language use and how they can improve their communication skills.

ideas.

✓ **Business writing**: Assigning students a writing task related to a business situation. For example, they could write a proposal to a client or a report on a company's financial performance. Encourage them to use authentic language and expressions to write in a professional and effective manner.

✓ **Listening and speaking exercises:** Using authentic audio or video materials related to business, such as podcasts or TED talks, and ask students to listen and respond to questions. Encourage them to use authentic language and expressions to express their ideas and opinions.

Networking activities: Encouraging students to

		practice their networking skills by attending business events or online networking platforms. Provide them with language tools to help them navigate the conversation and build relationships with other professionals.

By linking the discourse-based approach with the meaning-focused approach, students will learn language skills while focusing on meaning and context, and will be better prepared to communicate effectively in a professional setting.

4.2.2 Using the DBA as Form Focus Approach Teaching

Form focus is as important as meaning focus. In fact both approaches are regarded as basics in language teaching. Focus on form according to Long& Robinson (1998) quoted in Saeidi et el. (2012) "consists of an occasional shift of attention to linguistic code features by the teacher and/or one or more students triggered by perceived problems with comprehension or production" p.73. Integrating form focus principles within the discourse based approach in the field of ESP teaching can bring usefulness to the process of teaching. in what follows are some benefits of linking both approaches.

- ↓ Linking Discourse-Based Approach (DBA) with Functional-Focused Approach (FFA) in Business English teaching can provide a comprehensive framework for developing students' language skills and business communication abilities.

➕ Form Focus Approach is an approach that focuses on developing language skills in specific functional contexts, such as giving presentations, negotiating, and participating in meetings. By focusing on functional language skills, teachers can help learners to develop the ability to use language effectively in real-world business situations. Linking both approaches in Business English teaching involves several key steps, strategies, and activities. In table 4. Below, some steps, strategies and task are summarized to a better use form focus approach within the realm of the DBA.

Table 4.3 Strategies to link the DBA with the FFA.

Steps	Strategies	Tasks and Activities
✓ First, teachers need to identify the specific discourse features and functional language skills that are relevant to business communication, such as genre conventions, register, and the language of persuasion. ✓ Second, teachers need to provide students with authentic business materials that allow them to analyze and understand these discourse features	✓ **Focus on specific language structures:** The form focus approach emphasizes teaching specific language structures such as grammar and vocabulary. This approach can be linked with the discourse-based approach by focusing on the specific language structures that are commonly used in business discourse, such as formal language, collocations, and phrasal verbs. ✓ **Analyze the language in context:** The discourse-based	✓ **Role-plays:** Conducting role-plays where learners act out scenarios in a business context, such as a job interview, a meeting with clients, or negotiating a deal. Encourage learners to focus on using appropriate language and grammar structures in context. ✓ **Business writing tasks**: Assigning writing tasks that require learners to use appropriate language and grammar structures in a business context, such as writing a business letter, a

and functional language skills in a real-world context. These materials can include emails, reports, presentations, and other business documents.

✓ Third, teachers need to use DBA principles to help students understand the structure, function, and meaning of business discourse. This might involve analyzing the language used in specific business documents, identifying common patterns of communication in business settings, and exploring cultural differences in business communication.

✓ Fourth, teachers need to use FFA principles to help

approach emphasizes analyzing language use in a specific context. This approach can be linked with the form focus approach by analyzing the specific language structures in context. For example, analyzing the use of passive voice in a business report or the use of idiomatic expressions in a business presentation.

✓ **Provide feedback on language use:** The discourse-based approach emphasizes providing feedback on language use, focusing on specific communication strategies and language functions. This feedback can be linked with the form focus approach by providing feedback on the correct use of specific language structures. For example, correcting the

proposal, or a report. Provide feedback on their writing, focusing on form and accuracy.

✓ **Vocabulary building activities:** Conducting vocabulary-building activities that focus on business-related vocabulary, such as idiomatic expressions, phrasal verbs, and collocations. Encouraging learners to use the vocabulary in context.

✓**Error correction exercises:** Provide learners with sentences or paragraphs containing errors in grammar or usage. Having them correct the errors and discussing the corrections in a business context.

✓ **Discourse analysis tasks:** Analyzing authentic business discourse, such as emails, memos, or presentations, and identify the grammar structures and language features used. Encouraging them to use the

students develop functional language skills in specific business contexts. This might involve teaching language skills related to giving presentations, negotiating, and participating in meetings.

✓ Finally, teachers need to provide feedback and opportunities for reflection on both discourse features and functional language skills. This feedback can help students to improve their language skills and become more effective communicators in a business setting.

use of verb tense or word order.

✓ **Use authentic materials:** The discourse-based approach emphasizes using authentic materials to teach language. This approach can be linked with the form focus approach by using authentic materials that focus on specific language structures. For example, using authentic business emails to teach formal language or using business reports to teach passive voice.

structures and features in their own writing and speaking.

✓**Pronunciation practice:** Provide learners with exercises that focus on the pronunciation of specific sounds or intonation patterns commonly used in business discourse.

On the whole, linking DBA with FFA in Business English teaching can provide a comprehensive framework for developing students' language skills and business communication abilities. By analyzing discourse features, developing functional language skills, applying DBA and FFA principles, and providing feedback and opportunities for

reflection, teachers can help students become effective communicators in a variety of business settings.

Through the combination between discourse-based approach and the form focus approach, students will learn language skills while focusing on both meaning and form. This will help students become more effective communicators in a professional setting. Using the aforementioned strategies and activities would contribute in enhancing learners' understanding of language form rather than words *per se*.

4.2.3 Using DBA for Consciousness Raising

Consciousness raising (CRA) is one of the pillars in language teaching. In fact, consciousness is regarded by scholars such as Mahaputri & Taslim (2014), who explore the impact of consciousness raising on teaching ESP students, as "related to teaching and learning process, it implies that the role of language awareness in students and teachers continues to be relevant line in enhancing effective learning and teaching". p.108. Therefore, in the field of ESP in general and BE in particular ,linking Discourse-Based Approach (DBA) with Consciousness Raising Approach (CRA) in Business English teaching can provide a comprehensive approach to language teaching that helps learners develop both their communicative abilities and their meta-linguistic awareness.

CRA is an approach that focuses on developing meta-linguistic awareness through the use of explicit instruction and reflection. By focusing on meta-linguistic awareness, teachers can help learners to develop a deeper understanding of the language they are learning and become more independent learners. Therefore, linking DBA with CRA in Business English teaching involves several key steps, strategies, and activities as exposed in table 4.4 below:

Table 4.4 : Strategies and Tasks to use DBA as Consciousness Raising Approach.

Step	Strategy	Activities and Tasks
✓ identify the specific discourse features and language ✓ provide students with authentic business materials ✓ Use DBA principles to help students understand the structure, function, and meaning of business discourse. ✓ Use CRA principles to help students develop meta-linguistic awareness and become more independent learners. ✓ provide feedback and opportunities for reflection	✓ **Analyze language use in context:** The discourse-based approach emphasizes analyzing language use in a specific context. This approach can be linked with consciousness-raising by analyzing the social and cultural aspects of language use in business contexts. For example, analyzing the use of formal vs. informal language in business communication, or the impact of cultural differences on language use. ✓ **Encourage critical thinking:** The consciousness-raising approach emphasizes encouraging critical thinking about language use. This approach can be linked with the discourse-based approach by encouraging learners to reflect on the effectiveness of different language strategies and communication techniques in a business context. This will help learners develop their own communication style and become more effective communicators. ✓ **Provide feedback on language use:** The discourse-based approach emphasizes providing feedback on language	✓ **Vocabulary building:** Introducing students to key terms and concepts related to critical thinking, such as bias, stereotype, and perspective. Encouraging students to use these terms when analyzing business communication. ✓ **Critical analysis:** Providing students with examples of business communication, such as emails or advertisements. Asking them to analyze the language used, identify any assumptions made, and question the underlying messages. ✓ **Role-plays:** Dividing students into small groups and assign each group a different business-related scenario. Asking students to role-play the situation, but with a twist - they must assume the role of someone from a different cultural background, socio-economic status, or age group. Encourage students to reflect on the challenges and assumptions they faced in the role-play. ✓ **Debates:** Assigning students different business-related topics and ask them to debate the issues from different perspectives. Encouraging

use, focusing on specific communication strategies and language functions. This feedback can be linked with consciousness-raising by providing feedback on the social and cultural aspects of language use. For example, providing feedback on the appropriate use of language in different business settings or the impact of cultural norms on communication.

✓ **Use authentic materials:** The discourse-based approach emphasizes using authentic materials to teach language. This approach can be linked with consciousness-raising by using authentic materials that focus on the social and cultural aspects of language use. For example, using case studies or real-life examples of language use in business settings to teach about cultural differences and communication strategies.

students to use critical thinking skills to evaluate the arguments made and to question their own assumptions.

✓ **Simulations:** Providing students with simulated business communication situations, such as negotiating a contract or giving a presentation to an international audience. Encouraging students to think critically about the underlying assumptions and biases that may affect communication.

✓ **Video analysis:** Showing students videos of business communication in different contexts. Asking students to analyze the language used, identify any assumptions made, and reflect on the potential impact of these messages.

✓ **Reflective writing:** Asking students to reflect on their own assumptions and biases related to business communication. Encouraging students to consider how their own experiences and cultural background may affect their communication style.

By linking the discourse-based approach with consciousness-raising, learners will develop language skills while focusing on the social and cultural aspects of language use in business contexts. By incorporating these activities, students can develop the skills and awareness needed to communicate effectively and respectfully in diverse business contexts.

This will help learners become more effective communicators in a globalized business environment.

4.2.4 DBA as Noticing Hypothesis (NH)

Noticing hypothesis is fundamental in language teaching. As seen by Ünlü (2015) "The extend that awareness and noticing play a role in language learning is important especially for practitioners to design more effective teaching courses and program". p.261. Thus, the discourse-based approach and the Noticing Hypothesis are two different approaches to teaching language that can be linked together to provide a more effective language learning experience. In Table 4.5 are some suggestions to link the two approaches when teaching business English:

Table 4.5 Strategies and Tasks to Link the DBA with the Noticing Hypothesis Approach.

Steps	Strategies	Tasks and Activities
✓ identify the specific discourse features and language ✓ provide students with authentic business materials ✓ Use DBA principles to help students understand the structure, function, and meaning of business discourse. ✓ Use N H principles to help students develop meta-linguistic awareness and become more independent learners. ✓ provide feedback and opportunities for reflection	✓ **Analyze language use in context:** The discourse-based approach emphasizes analyzing language use in a specific context. This approach can be linked with the Noticing Hypothesis by encouraging learners to notice language patterns and structures within the context of business communication. For example, noticing how specific language	✓ **Language analysis:** Providing learners with examples of business communication in different cultural contexts. Asking learners to analyze the language used, identify any patterns or structures, and discuss how they might use these structures in their own communication.

functions, such as making suggestions or giving feedback, are used in different business settings.

✓ **Encourage meta-linguistic awareness:**

✓ The Noticing Hypothesis emphasizes developing meta-linguistic awareness, or the ability to notice and analyze language structures. This approach can be linked with the discourse-based approach by encouraging learners to reflect on their own language use and the language use of others in business contexts. This will help learners become more aware of the language structures they use and the structures used by others.

✓ **Provide feedback on language use:**

The discourse-based approach emphasizes providing feedback on language use, focusing on

✓ **Error correction:**

Providing learners with samples of business communication that contain common errors related to grammar, vocabulary, or pronunciation. Asking learners to identify the errors, correct them, and explain why the correction is appropriate.

✓ **Discourse markers:** Introducing learners to discourse markers, such as "however," "nevertheless," and "in conclusion," and how they are used in business communication. Providing learners with examples of discourse markers in context and ask them to identify the meaning and purpose of each marker.

✓ **Role-plays:**

specific communication strategies and language functions. This feedback can be linked with the Noticing Hypothesis by providing feedback on language structures and patterns. For example, providing feedback on the use of verb tenses, sentence structure, or vocabulary usage in specific business contexts.

✓ **Use authentic materials:** The discourse-based approach emphasizes using authentic materials to teach language. This approach can be linked with the Noticing Hypothesis by using authentic materials that focus on language patterns and structures in business contexts. For example, using real-life examples of business communication, such as emails or reports, to help learners

Dividing learners into small groups and assign each group a different business-related scenario. Asking learners to use appropriate language and discourse markers to communicate effectively in the role-play.

✓ **Video analysis:**

Showing learners videos of business communication in different cultural contexts. Asking learners to identify any discourse markers used, analyze their meaning and purpose, and discuss how they might use these markers in similar situations.

✓ **Sentence transformations:**
Provide learners with sentences from business communication and ask them to transform them into different structures or styles.

	notice language structures and patterns.	For example, ask learners to change a sentence from a direct statement to an indirect one.
		✓ **Reflection:**
		Asking learners to reflect on their own use of discourse markers in business communication. Encouraging learners to consider how they can improve their use of these markers to communicate more effectively.

By linking the discourse-based approach with the Noticing Hypothesis, learners will develop language skills while focusing on the language structures and patterns within the context of business communication. This will help learners become more effective communicators in a business environment. Wholly speaking, these activities promote the noticing hypothesis by encouraging learners to pay attention to language patterns, structures, and discourse markers in business communication. By incorporating these activities, learners can develop the skills and awareness needed to use language effectively in a business context.

By adopting the above mentioned suggestions business English teachers will, undoubtedly, reinforce their learners' abilities to communicate properly in the business context. Also, they can provide them with practical activities and tasks that strengthen their

linguistic skills through developing their capabilities in word meaning, word forms, consciousness raising and noticing hypothesis.

4.3 Recommendations

In this part, some practical recommendations are presented for the sake of offering some useful strategies to effective use of the discourse based approach for Master students in the field of business and economics.

4.3.1 Recommendations and Strategies to Integrate the Language Skills in the DBA

As seen above the DBA is an effective teaching approach to teach the linguistic skills. Below are some recommendations to better use of this approach in business English classes.

4.3.1. 1 Speaking Skills

DBA, as seen earlier, satisfactorily contribute in enhancing learners' speaking skills.

4.3.1.1.1 Recommendations to Enhance Business English Learners' Speaking Skills

✚ Practice Regularly

The most effective way to improve speaking skills is through regular practice. Encourage learners to practice speaking every day, even if it's just for a few minutes. This can be done through role-playing exercises, discussions, debates, or presentations.

✚ Focus on Fluency

In business settings, it's important to speak fluently and confidently. Encourage learners to focus on speaking without hesitation or interruption. Practice speaking at a natural pace, and work on developing a clear and confident speaking voice.

Use Authentic Materials

Use authentic materials such as news articles, business reports, and videos to expose learners to real-world language use in business contexts. This will help learners develop their listening and speaking skills, as well as their ability to analyze and interpret language use in different situations.

Incorporate Feedback

Provide learners with feedback on their speaking skills, focusing on the specific areas where they can improve. This can be done through in-class discussions, peer feedback, or one-on-one feedback with the teacher.

Encourage Self-Reflection

Encourage learners to reflect on their own speaking skills, asking them to think about what worked well and what could be improved. This will help learners develop their meta-cognitive skills and become more aware of their own language use.

Use Role-Playing Exercises

Role-playing exercises can be an effective way to help learners practice their speaking skills in a safe and supportive environment. Use realistic scenarios such as business meetings, negotiations, or presentations, and provide learners with opportunities to practice using the language in a meaningful way.

Therefore, by providing regular practice opportunities, focusing on fluency, using authentic materials, providing feedback, encouraging self-reflection, and using role-playing exercises, learners can enhance their business English speaking skills and become more effective communicators in a professional setting.

4.3.1.1.2 Activities, Tasks to Enhancing BE Learners' Speaking Skills Using the DBA

Enhancing business learners' speaking skills in English using the discourse-based approach involves focusing on the language as it is used in real business situations and promoting effective communication. In what follows, some strategies to enhance learners speaking skills:

Needs Analysis

Teachers Start by conducting a needs analysis to understand the specific communication challenges the learners face in real business contexts. Identify their goals, field, and the types of communication they need to engage in.

Authentic Materials

Using authentic materials such as business reports, emails, presentations, and recordings of real meetings as the basis for the lessons. This exposes learners to real-world language and situations.

Task-Based Learning

Structure the lessons around tasks that mirror real business activities, like negotiating contracts, making sales pitches, or conducting interviews. These tasks should require learners to engage in meaningful communication.

Role-Play and Simulations

Professors need to create role-play scenarios that mimic common business situations, such as client meetings, team discussions, or job interviews. This is likely to encourage learners to take on different roles and practice their speaking skills.

Vocabulary Building

Introduce and reinforce industry-specific vocabulary and phrases relevant to learners' field. Encourage them to use this vocabulary in their speaking exercises.

Error Correction

Provide constructive feedback on pronunciation, grammar, and vocabulary usage during speaking activities. Encourage learners to self-correct and practice until they achieve better fluency.

Discourse Analysis

Analyze authentic business discourse with the learners by focusing on the structure of business communication, including, for instance, how meetings are conducted, how emails are structured, and how reports are written.

Communication Strategies

It is recommended to teach learners effective communication strategies, such as paraphrasing, clarifying, and asking for clarification. These strategies are essential in real business conversations.

Group Discussions

Organizing group discussions where learners can share their opinions, ideas, and experiences related to business topics. This will Encourage them interacting in English, promoting fluency and confidence.

Presentation Skills

Through offering guidance on giving presentations effectively, and teaching techniques for organizing content, using visuals, and engaging the audience. Allowing learners to practice and receive feedback.

✚ **Peer Feedback**

That means encouraging learners to provide constructive feedback to their peers. Peer review can be a valuable tool for improving speaking skills as it allows learners to see different speaking styles and learn from each other.

✚ **Record and Reflect**

Encourage learners to record themselves during speaking activities. They can then review the recordings to identify areas for improvement and track their progress over time.

✚ **Real-World Tasks**

It might be advisable to Assign real-world tasks that require learners to communicate in English, such as writing and responding to emails, making phone calls, or participating in online discussions or webinars.

✚ **Cultural Awareness**

Incorporate cultural awareness into the lessons, as understanding cultural awareness is crucial in international business communication. For example, discussing business etiquette, customs, and cultural differences that may affect communication.

✚ **Regular Practice**

Consistency is a fundamental key to improving speaking skills. In this respect, it might be recommended to encourage learners to practice speaking in English regularly, even outside of class, by participating in language exchanges, attending business networking events, or watching business-related videos and podcasts.

As stated earlier, the discourse-based approach emphasizes communication in context, so creating a dynamic and interactive learning environment is essential for helping business learners enhance their speaking skills in English effectively.

4.3.1.2 Writing Skills

Enhancing business English learners' writing skills can be achieved through a variety of strategies and techniques.

4.3.1.2.1 Recommendations to Enhance Business English Learners' Writing Skills

🔻 **Provide Models**

Provide learners with models of well-written business texts such as emails, reports, proposals, and presentations. Analyze these models with learners, highlighting the organization, structure, tone, language, and other relevant features of these texts.

🔻 **Focus on Specific Genres**

Identify the specific genres that learners need to produce in their professional contexts, such as emails, memos, reports, proposals, and presentations. Focus on the specific language functions, structures, and vocabulary that are required in each genre.

🔻 **Provide Feedback**

Provide learners with feedback on their writing, focusing on specific aspects such as grammar, vocabulary, style, organization, and coherence. Encourage learners to revise and improve their writing based on the feedback received.

🔻 **Use Technology**

Use technology to enhance learners' writing skills. Provide learners with opportunities to use online writing tools such as grammar checkers, spell checkers, and thesauruses. Encourage learners to use online resources to research and gather information for their writing.

✚ **Encourage Writing Practice**

Encourage learners to practice writing regularly by providing them with opportunities to write in class and outside of class. Provide learners with prompts and tasks that require them to write in different genres and formats.

✚ **Collaborative Writing**

Encourage collaborative writing activities where learners work in pairs or small groups to produce business texts. This allows learners to share ideas, receive feedback, and learn from each other.

By using these strategies and techniques, learners will be able to enhance their business English writing skills and become more effective communicators in a professional setting.

4.3.1.2.2 Activities, Tasks to Enhancing BE Learners' Writing Skills Using the DBA

The Discourse-Based Approach is a useful method for enhancing Business English learners' writing skills. Here are some strategies, activities, and tasks that can be used to implement this approach:

✚ **Analyze and Model Authentic Business Texts**

The teacher can provide learners with authentic business texts such as emails, reports, and proposals, and guide them in analyzing and modeling the structure and language features of these texts.

✚ **Practice Writing in Pairs or Groups**

Learners can work in pairs or groups to write and revise their own business texts based on the analysis and modeling of authentic texts.

Use Guided Writing Prompts

The teacher can provide learners with guided writing prompts that require them to use specific language features or structures in their writing.

Provide Feedback on Writing

The teacher can provide feedback on learners' writing, focusing on language accuracy, coherence, and cohesion.

Incorporate Peer Review

Learners can review and provide feedback on each other's writing, helping to develop their critical thinking and analytical skills.

Use Technology

Technology tools such as online writing platforms and grammar checkers can be used to enhance learners' writing skills.

Engage In Business Writing Simulations

Learners can engage in business writing simulations such as drafting a proposal, writing a press release, or creating a marketing campaign to apply their writing skills to real-world situations.

Use Authentic Assessments

Authentic assessments such as writing a report or creating a presentation can be used to assess learners' writing skills and encourage them to apply their knowledge in practical situations.

These strategies, activities, and tasks can help to enhance learners' writing skills using the Discourse-Based Approach, leading to more effective communication in a business context.

4.3.1.3 Communication Skills

The discourse-based approach, as seen earlier, can be a useful tool for fostering business English communicative skills, as it emphasizes the use of language in specific contexts and situations.

4.3.1.3.1 Recommendations for using the DBA to Foster Business English Communicative Skills

Using DBA principles to enhance learners' communicative skills could be achieved through following the below recommendations.

Analyzing Real-Life Business Situations

It is recommended to analyze real-life business situations with learners through focusing on the language and communication strategies used in these situations. For example, analyzing a business meeting or negotiation, and identifying the language functions and structures used by the participants.

Focusing on Language Functions

This means that teachers focus on language functions that are commonly used in business contexts, such as making suggestions, giving feedback, expressing opinions, and negotiating. Provide learners with opportunities to practice these language functions in authentic business communication situations.

Providing Opportunities for Role-Play

It would be essential to provide learners with opportunities to role-play business communication situations, such as meetings, negotiations, and presentations. After that encourage learners to use the language functions and structures they have learned in these situations.

➕ **Encouraging Reflection**

Teachers have to encourage learners to reflect on their own communication skills and to identify areas for improvement. For example, learners can analyze recordings of their own communication, identify areas where they struggle, and work on improving those areas.

➕ **Using Authentic Materials**

It is highly recommended to use authentic materials, such as business emails, reports, and presentations, to teach language and communication skills. Analyzing these materials with learners, focusing on the language functions, structures, and vocabulary used in these materials.

➕ **Providing Feedback**

Professors have to provide learners with feedback on their language and communication skills, focusing on areas that need improvement. This will encourage learners to revise and improve their communication based on the feedback received.

By using the discourse-based approach to teach language and communication skills in business contexts, learners will be able to develop effective communication skills that are applicable To Their Professional Lives.

4.3.1.3.2 Activities to Enhance Business Learners' Intercultural Communication Using DBA

As previously discussed, it has been revealed that the discourse-based approach to intercultural communication emphasizes the importance of understanding the underlying cultural assumptions and norms that shape communication practices. In what follows are

some activities that can help enhance business learners' intercultural communication using this approach:

🞣 Analysis of Business Communication Genres

Educators ask learners analyze the communication genres that are common in their own business culture (e.g. emails, reports, presentations) and compare them with those of other cultures. This will encourage them to identify the underlying cultural assumptions and norms that shape these genres.

🞣 Analysis of Cultural Values

It is recommended that teachers have learners explore the cultural values that shape communication practices in different cultures (e.g. directness vs. indirectness, individualism vs. collectivism) through case studies or examples from their own experiences. This can help them understand how different cultural values influence communication.

🞣 Role-playing Exercises

In this type of activities, professors request learners to engage in role-playing exercises where they must communicate with someone from a different cultural background. This can help them practice adapting their communication style to different cultural contexts and become more comfortable with intercultural communication.

🞣 Discussion of Cultural Differences

In such tasks, learners are required to discuss cultural differences in small groups, focusing on how these differences can impact communication in a business context. This is likely to encourage them to brainstorm strategies for overcoming these differences and building effective cross-cultural communication.

➕ Analysis of Real-World Communication

In addition to cultural differences activities, learners have to analyze real-world examples of cross-cultural communication (e.g. speeches, negotiations, media interviews) and identify how cultural differences are manifest in these interactions. This can help them develop a more nuanced understanding of intercultural communication and its complexities.

➕ Self-reflection Exercises

Another useful type of activities is having learners engage in self-reflection exercises where they analyze their own communication style and cultural assumptions. This will encourage them to identify areas where they may need to adapt their communication style to be more effective in cross-cultural contexts.

➕ Guest Speakers

If possible, teachers can invite guest speakers from different cultural backgrounds to speak to the class about their experiences in business communication. This can provide learners with real-world examples of how cultural differences can impact communication and strategies for overcoming these differences.

These activities can help business learners develop the skills and knowledge necessary for effective intercultural communication in a business context.

4.3.1.4 Cultural Awareness

As seen in the previous chapter, the discourse-based approach to teaching Business English can have a significant impact on raising learners' cultural awareness. In this approach, the emphasis is on understanding the cultural context of business communication and developing the ability to communicate effectively with people from different cultural backgrounds. This is important because business communication is inherently cross-cultural, and understanding cultural differences is crucial to building successful business relationships.

4.3.1.4.1 Recommendations to Foster Learners' Cultural Awareness Using the DBA

✚ **Analyzing and Critiquing Business Texts from Different Cultural Contexts**

One way in which the discourse-based approach can raise learners' cultural awareness is by analyzing and critiquing business texts from different cultural contexts. This involves examining the use of language, tone, and register in business communication and considering how they reflect cultural values and attitudes. By studying business communication from a range of cultures, learners can develop an appreciation for cultural diversity and gain insights into the different ways that business is conducted around the world.

✚ **Incorporating Role-Plays And Simulations**

Another way in which the discourse-based approach can raise learners' cultural awareness is by incorporating role-plays and simulations that involve cross-cultural communication. In these activities, learners are given the opportunity to practice their communication skills in simulated business situations that require them to interact with people from different cultural backgrounds. This can help learners to develop the ability to recognize and navigate cultural differences in real-life situations, as well as to develop a deeper understanding of the cultural nuances of business communication.

✚ **Developing Critical Thinking Skills**

The discourse-based approach can help learners to develop critical thinking skills that enable them to question and challenge their own cultural assumptions and biases. By analyzing and critiquing business communication from different cultural contexts, learners can develop an awareness of their own cultural perspectives and biases, as well as an appreciation for the diversity of cultural values and attitudes that exist in the world.

Briefly speaking, the discourse-based approach to teaching Business English can have a significant impact on raising learners' cultural awareness. By analyzing and critiquing business texts from different cultural contexts, incorporating role-plays and simulations that involve cross-cultural communication and developing critical thinking skills, learners can gain a deeper understanding of the cultural nuances of business communication and develop the skills needed to communicate effectively with people from different cultural backgrounds. This, in turn, can help learners to build successful business relationships and thrive in their future careers as global professionals.

4.3.1.4.2 Activities to Enhance Business Learners' Cultural Awareness Using the Discourse-Based Approach

As discussed earlier, the discourse-based approach is an effective way to enhance business learners' cultural awareness. Here are some activities that learners can use to achieve this goal:

Cross-cultural Analysis of Business Communication

Providing business learners with various examples of communication from different cultures, such as emails, memos, and reports, then asking them to analyze these documents, looking for similarities and differences in the language, tone, and style. This activity will help learners recognize how culture influences business communication.

Role-playing

First, dividing learners into small groups and assign them different cultural backgrounds. After that asking them to perform a role-play of a business scenario, such as a negotiation or a sales pitch. Secondly, teachers encourage them to use language and behavior

that reflects their assigned culture. Afterward, the groups discuss the challenges they faced and how cultural differences affected the outcome.

Case Studies

Through providing learners with case studies that involve cross-cultural business interactions. Then asking them to analyze the case, identifying cultural differences, and proposing solutions that take into account the different cultural perspectives.

Cultural Immersion

It would be helpful to invite a guest speaker from a different culture to speak to the learners. Teachers Encourage learners to ask questions and engage in conversation with the guest. This activity will help learners gain a better understanding of different cultural perspectives.

Cultural Comparison

Learners are required to compare and contrast their own culture with another culture. Besides, they are asked to explore the differences in communication, social norms, and values. This activity will help learners recognize and appreciate cultural differences.

Reflection

In this kind of activities, learners are asked to reflect on their own cultural biases and how these biases might affect their business interactions with people from different cultures.

This activity will help learners become more self-aware and better able to navigate cross-cultural interactions.

It is to be mentioned that the discourse-based approach emphasizes the importance of language and culture in communication. These recommended activities can help learners develop a deeper understanding of cultural differences and improve their ability to communicate effectively

4.3.1.5 Integrating the Competence Model with the Paradigm of Discourse Analysis

The basic tenet of Michael McCarthy's discursive paradigm in ELT is the definition of the link between language forms and the context in which they are used. In the ESP context, according to Latysheva (2018), who believes that "The development of ESP courses in the framework of the discourse-competence approach meets the modern requirements of the labor market tending to globalization, promotes the formation of effective foreign communicative competence and, therefore, deserves further development and application in the general theoretical and applied aspect" p.05. However, integrating the competence model with the paradigm of discourse analysis involves several steps. Following are some suggested steps and strategies to fulfill this integration.

4.3.1.5.1 Strategies to Integrate the Competence Model with the Paradigm of DA

Learners of foreign languages need to develop their competencies regularly. In the business English context, there are plenty of competencies to be reinforced. This can be achieved through integrating the competence model with discourse analysis. In what follows are some strategies to fulfill this objective.

+ **Defining the Competences to be Developed**

Teachers have to start by identifying the specific competences that they want to develop through the discourse-based approach. For example, these may include linguistic, communicative, and strategic competences.

+ **Analyzing the Discourse**

After designing the competence, teachers move to analyzing the discourse that is relevant to the development of these competences. This involves identifying the different linguistic features, discourse structures, and communicative strategies used in the discourse.

➕ **Identifying the Gaps**

 Identifying the gaps between the current level of competence and the target level of competence is important. This involves analyzing the linguistic and communicative features that learners need to improve in order to reach the target level of competence.

➕ **Designing Activities and Tasks**

Teachers need to design activities and tasks that are based on the discourse analysis and that target the identified gaps. These activities and tasks should provide opportunities for learners to practice the linguistic and communicative features that they need to develop.

➕ **Providing Feedback**

Professors are required to provide feedback to learners on their language use and communicative strategies. This feedback should be based on the competence model and the discourse analysis, and should be specific, constructive, and supportive.

➕ **Evaluating Learners' Progress**

Finally, instructors have to evaluate learners' progress regularly and adjust their teaching accordingly. This involves using formative assessments to monitor learner progress and providing feedback. Using summative assessments to evaluate learners' achievements and adjust their teaching as needed.

By integrating the competence model with the paradigm of discourse analysis, learners can develop a more comprehensive and effective approach to teaching English. This approach provides learners with opportunities to develop the linguistic, communicative, and strategic competences they need to succeed in real-world communication situations.

4.3.1.5.2 Activities to Integrating the Competence Model with the Paradigm of DA to Business English Learners using the Discourse-based Approach Principles

After providing some strategies to integrate the competence model with the discourse analysis, following are some activity ideas to integrate the competence model with the paradigm of discourse analysis to business English learners using the discourse-based approach principles:

- **Self-assessment**

 Teachers start by asking learners to assess their own language competencies based on the five dimensions of the competence model: linguistic, sociolinguistic, discourse, strategic, and pragmatic. Then, asking them to identify areas for improvement and set goals for their language learning.

- **Discourse Analysis**

    Professors can also provide learners with samples of business communication in different contexts. Then, ask them to analyze the language used, identify any patterns or structures, and discuss how these structures relate to the dimensions of the competence model.

- **Role-plays**

    In this activity, teachers can divide learners into small groups and assign each group a different business-related scenario. Subsequently, they ask them to use appropriate language and strategies to communicate effectively in the role-play, considering the dimensions of the competence model.

Case Studies

For instance, teachers can provide learners with real-life scenarios of intercultural communication challenges that businesses often face. Consequently, they ask learners to analyze the situations, identify cultural differences, and suggest strategies to overcome them, considering the dimensions of the competence model.

Collaborative Projects

In this activity, learners can be divided into small groups and assign each group a different business-related project. Then, they are asked to use appropriate language and strategies to complete the project effectively, considering the dimensions of the competence model.

Reflection

Teachers ask learners to reflect on their own language use in business communication. Encourage learners to consider how they can improve their language competencies in each dimension of the competence model.

Language Practice

In such kind of tasks, teachers provide learners with opportunities to practice language structures and strategies related to the dimensions of the competence model, such as indirect language, politeness strategies, and negotiation tactics.

By and large, these activities integrate the competence model with the paradigm of discourse analysis by encouraging learners to consider how language use relates to the dimensions of the competence model in a business context. By incorporating these activities, learners can develop the skills and awareness needed to use language effectively and strategically in diverse cultural contexts.

All in all, integrating the competence model with the paradigm of discourse analysis in Business English teaching can provide a powerful framework for developing students' language skills and business communication abilities. By focusing on specific competencies, using authentic materials, applying discourse analysis principles, and providing feedback and reflection opportunities, teachers can help students to become effective communicators in a variety of business settings.

4.3.1.6 Using Corpus Analysis to Describe Discourse Structure

One of the fundamentals of language teaching approaches is the corpus analysis. In the view of Hyland (2007) cited in Paltridge & Starfield (2013) who argue that "Indeed corpus studies have shown how specialized the lexico-grammar and discourse strategies of disciplinary genres are, and, thus, ESP has tended to emphasize communication in the specialized target context rather than language teaching" p.164. Hence, linking this approach with the discourse oriented approach would be beneficial for business English teachers and learners.

43.1.6.1 Recommendations of using corpus Analysis to Describe Discourse Structure

Below are some recommendations on using corpus analysis to describe discourse structure:

Defining the Research Question

Professors start by defining the research question that they want to answer. This could be anything from describing the discourse structure of a particular genre or language to comparing discourse structures across different languages or cultures.

➕ **Choosing a Corpus**

Teachers choose a corpus of texts that is representative of the language or genre that they are interested in. The corpus should be large enough to provide a meaningful sample of the language or genre, but not so large that it becomes unmanageable.

➕ **Selecting Relevant Features**

Educators select and identify the linguistic features that are relevant to the research question. This may include features such as sentence length, word frequency, lexical density, and discourse markers.

➕ **Analyzing the Corpus**

Professors have to use corpus analysis software to analyze the corpus and extract the relevant features. This may involve using statistical analysis tools, natural language processing techniques, or other methods.

➕ **Interpreting the Results**

After dealing with the analysis of the corpus, teachers need to interpret the results of the analysis and draw conclusions about the discourse structure of the language or genre in question. This may involve comparing the results to existing research or theories of discourse structure.

➕ **Communicating the Findings**

Following the interpretation of the results, teachers have to communicate the findings of the analysis in a clear and accessible way. This may involve presenting the results in tables or graphs, or writing a descriptive analysis of the discourse structure.

Consequently, using corpus analysis to describe discourse structure can provide valuable insights into the ways in which language is used in different contexts. By carefully defining research questions, choosing representative corpora, selecting relevant features, analyzing the

data, and interpreting the results, researchers can develop a more nuanced understanding of the discourse structures of different genres and languages.

4.3.1.6.2 Activities to Integrating the Corpus Analysis to Describe Discourse Structure to Business English Learners using the Discourse-based Approach Principles.

Integrating corpus analysis into Business English teaching can help learners understand the language's discourse structure, which is essential in professional communication. Here are some activities you can use to integrate corpus analysis into Business English teaching:

➕ **Corpus-based Vocabulary Activities**

Professors teach learners how to use corpora to identify the most common words, phrases, and collocations used in business communication. This will help them build their vocabulary and understand how words are used in context.

➕ **Concordance Activities**

Teachers can use concordance software to show learners how words are used in context. This will help them understand how words are used in specific situations and how they relate to other words in a sentence.

➕ **Textual Analysis Activities**

Instructors analyze business texts with their learners to identify discourse markers, cohesive devices, and rhetorical devices used in business communication. This will help them understand how texts are structured and how to write or speak more persuasively in a business context.

➕ **Discourse-based Writing Activities**

Professors ask learners to write business texts using the discourse-based approach. This involves analyzing the communicative purpose of the text, the audience, and the context.

Learners can use corpus analysis to inform their writing and ensure it is appropriate for the specific context.

➕ **Role-play Activities**

Professors use role-play activities to simulate business communication scenarios. This will give learners the opportunity to practice their language skills and apply what they have learned about discourse structure and the discourse-based approach.

Thus, by integrating corpus analysis into Business English teaching, learners can develop a deeper understanding of the language's discourse structure and use it more effectively in a professional setting.

4.3.1.7 Discourse in Content and Language Integration Learning (CLIL)

Content and Language Integration Learning (CLIL) classrooms are unique learning environments that aim to integrate the teaching of subject matter with the learning of a new language. In these classrooms, both content and language are taught simultaneously, with the goal of developing students' language skills while they also learn about specific subject matter.

Discourse in CLIL classrooms is an important aspect of the teaching and learning process. Teachers and students engage in a variety of spoken and written interactions that allow them to communicate and negotiate meaning in both the target language and the subject matter being studied. Effective discourse in CLIL classrooms involves the use of appropriate language, clear communication, and an understanding of the unique features of the subject matter being studied. In the context of ESP teaching, integrating CLIL makes them more relevant. According to Arnó-Macià & Mancho-Barés (2015) who see that "This collaboration can take place both through the integration of language in content courses and through the

integration of content in ESP courses to make them more relevant to disciplines' communicative needs" p.63.

4.3.1.7.1 Recommendations on the Implementation of Discourse in Content and Language Integration Learning (CLIL)

In what follows are some strategies to integrate CLIL principles within DBA lessons.

➕ **Use of Scaffolding**

One important aspect of discourse in CLIL classrooms is the use of scaffolding. Teachers may use scaffolding techniques to support students' understanding of subject matter and language. This might involve providing definitions, explanations, or examples to help students make connections between new concepts and their prior knowledge. Scaffolding can also involve providing support for language use, such as providing vocabulary lists or models of how to use specific grammar structures.

➕ **Use of Collaborative Learning Strategies**

Another important aspect of discourse in CLIL classrooms is the use of collaborative learning strategies. In these classrooms, students often work together in pairs or small groups to complete tasks and activities. This collaborative learning allows students to practice language use in a social context and develop important communication skills.

Overall, effective discourse in CLIL classrooms involves a balance between content and language instruction, the use of appropriate language, the use of scaffolding and support, and the use of collaborative learning strategies. By creating an environment where both content and language are valued and integrated, CLIL classrooms can provide students with a rich and engaging learning experience.

4.3.1.7.2 Discourse in Content and Language Integration Learning (CLIL) Classrooms in Business English Teaching

Discourse in Content and Language Integration Learning (CLIL) classrooms in Business English teaching is an important aspect of the learning process. In these classrooms, teachers and students engage in a variety of spoken and written interactions that allow them to communicate and negotiate meaning in both English and the business subject matter being studied.

- Effective discourse in CLIL classrooms for Business English teaching involves the use of appropriate language, clear communication, and an understanding of the unique features of business language and culture. This might include using business-specific vocabulary, understanding common business practices, and being aware of cultural differences in communication styles.

- One important aspect of discourse in CLIL classrooms for Business English teaching is the use of authentic materials. This can include real-world examples of business documents such as emails, reports, and presentations. Using authentic materials provides students with the opportunity to practice language use in a real-world context and develop important communication skills that are relevant to the workplace.

- Another important aspect of discourse in CLIL classrooms for Business English teaching is the use of role-playing activities. These activities allow students to practice business communication skills in a simulated environment. Role-playing activities can involve negotiating, making presentations, conducting meetings, and other business-related

interactions. These activities provide students with the opportunity to practice their language skills in a safe and controlled environment.

✚   Finally, effective discourse in CLIL classrooms for Business English teaching involves the use of feedback and reflection. Teachers can provide students with feedback on their language use and business communication skills, and students can reflect on their own language learning and communication strategies. This process of feedback and reflection helps students to improve their language skills and become more effective communicators in a business setting.

In summary, effective discourse in CLIL classrooms for Business English teaching involves the use of appropriate language, authentic materials, role-playing activities, and feedback and reflection. By creating an environment where both language and business subject matter are valued and integrated, CLIL classrooms can provide students with a rich and engaging learning experience that is relevant to their future careers

4.3.2 Strategies of Choosing the Appropriate Teaching Materials in Teaching Business English using the Discourse Based Approach

When it comes to choosing the appropriate teaching materials in teaching Business English using the Discourse-Based Approach (DBA), it is important to consider the specific needs and goals of the learners. Here are some strategies for choosing the appropriate teaching materials in teaching Business English using the DBA:

✚ Identifying Learners' Needs

Teachers should identify the specific needs of the learners, such as their industry, job role, and language proficiency level. This information can help teachers select materials that are relevant and appropriate for the learners' needs.

Considering Learners' Interests

Teachers should consider learners' interests and choose materials that are engaging and interesting to them. This can help to increase learners' motivation and engagement in the learning process.

Using Authentic Materials

Authentic materials, such as business documents, reports, presentations, and emails, are a great way to expose learners to the language used in real-world business contexts. These materials can help learners to develop their language skills and gain a deeper understanding of how language is used in different contexts.

Analyzing Discourse Features

Teachers should analyze the discourse features that are relevant to Business English, such as genre conventions, register, and the language of persuasion. By understanding these features, teachers can choose materials that help learners to develop their language skills in a way that is relevant to their professional context.

Incorporating Multimedia Resources

Multimedia resources, such as videos, podcasts, and online news articles, can help to engage learners and provide them with access to a variety of accents and dialects. Teachers should choose materials that are appropriate for the learners' language proficiency level and that relate to their professional context.

Tailoring Materials to Learners' Needs

Professors should tailor materials to meet the specific needs and interests of their learners. This may involve creating materials that are specific to a particular industry or job role, or adapting materials to suit learners' language proficiency level.

Providing Opportunities for Student-generated Materials

Teachers can encourage learners to create their own business documents, such as presentations and reports. This can help learners to develop their language skills while also providing a sense of ownership and engagement in the learning process.

By considering learners' needs and interests, using authentic materials, analyzing discourse features, incorporating multimedia resources, tailoring materials to learners' needs, and providing opportunities for student-generated materials, teachers can choose the appropriate teaching materials in teaching Business English using the DBA. This can help learners to develop their language skills and become effective communicators in the business world.

4.3.3 Recommendations to Business English Teachers to use the DBA Effectively

Here are some recommendations for business English teachers to use the Discourse-Based Approach (DBA) effectively:

Understand the Principles of the DBA

Teachers should have a good understanding of the principles of the DBA, including the focus on authentic texts, genre analysis, and the use of language in context. This understanding will help teachers to design effective lessons and activities that are relevant to learners' professional context.

Analyze Authentic Business Texts

Teachers should analyze authentic business texts to identify the language features and discourse patterns used in professional contexts. This analysis will help teachers to design lessons and activities that are relevant to learners' professional context.

Create Lessons that Focus on Discourse

Teachers should design lessons that focus on the use of language in context, including the discourse features and language patterns used in professional contexts. This focus will help learners to develop their language skills in a way that is relevant to their professional context.

➕ Use a Variety of Authentic Materials

Teachers should use a variety of authentic materials, such as business documents, reports, presentations, and emails, to expose learners to the language used in real-world business contexts. This variety will help learners to develop their language skills and gain a deeper understanding of how language is used in different contexts.

➕ Encourage Critical Thinking

Teachers should encourage learners to analyze and evaluate the language used in authentic business texts. This critical thinking will help learners to develop their language skills in a way that is relevant to their professional context.

➕ Provide Opportunities for Collaborative Learning

Teachers should provide opportunities for collaborative learning, such as group discussions and presentations. This collaborative learning will help learners to develop their language skills and build their confidence in using English in professional contexts.

➕ Use Technology to Support Learning

Teachers should use technology to support learning, such as online resources, videoconferencing, and digital tools for collaborative learning. This use of technology will help learners to develop their language skills and provide access to a variety of authentic materials and resources.

By following these recommendations, business English teachers can use the DBA effectively to help learners develop their language skills in a way that is relevant to their

professional context. This approach will help learners become effective communicators in the business world.

4.3.4 Recommendations to Business English Learners to use the DBA Effectively

Undoubtedly learners of business English need to be aware of some strategies to use discourse oriented approach effectively. Following are some recommendations to business English learners to use the Discourse-Based Approach (DBA) effectively:

🞣 **Set realistic Goals**

Business English learners are supposed to set realistic goals for their language learning. They should identify the specific language skills they need to develop for their professional context and create a plan to achieve these goals.

🞣 **Focus on Authentic Materials**

Learners ought to focus on authentic materials, such as business documents, reports, presentations, and emails, to expose themselves to the language used in real-world business contexts. They should analyze these materials to identify the language features and discourse patterns used in professional contexts.

Analyze and Evaluate Language Use

Learners should analyze and evaluate the language used in authentic business texts. They should identify the language features and discourse patterns used and consider how they can apply these to their own language use in professional contexts.

🞣 **Practice Using Language in Context**

Learners should practice using language in context. They can do this by participating in role-plays, discussions, and presentations that simulate real-world business situations. This

practice will help them develop their language skills and build their confidence in using English in professional contexts.

Collaborate with Others

Learners should collaborate with others, such as classmates or colleagues, to practice using language in context. They can do this by working together on projects, presentations, or case studies. This collaboration will help them develop their language skills and build their confidence in using English in professional contexts.

Use Technology to Support Learning

Learners should use technology to support their language learning, such as online resources, videoconferencing, and digital tools for collaborative learning. This use of technology will help them access a variety of authentic materials and resources and develop their language skills.

Seek Feedback

Learners should seek feedback from their teachers, colleagues, or mentors on their language use in professional contexts. This feedback will help them identify areas for improvement and develop their language skills in a way that is relevant to their professional context.

By following these recommendations, business English learners can use the DBA effectively to develop their language skills and become effective communicators in the business world. This approach will help learners achieve their language learning goals and succeed in their professional careers.

4.3.5 Recommendations on using Technology in Business English Classes under a DBA

Using technology in teaching is indispensable in this digital age. Below are some recommendations on using technology in business English classes under a Discourse-Based Approach (DBA):

➕ **Use Online Resources**

Teachers can use online resources such as authentic business materials, podcasts, and video clips to support learners in developing their language skills in a way that is relevant to their professional context.

➕ **Provide Access to Authentic Materials**

Teachers can provide learners with access to authentic business materials such as emails, reports, and presentations. This will help learners to develop their language skills in a way that is relevant to their professional context.

➕ **Use Digital Tools for Collaboration**

Teachers can use digital tools such as collaborative writing platforms, video conferencing, and discussion forums to promote collaborative learning and facilitate communication between learners.

➕ **Use Multimedia Tools**

Teachers can use multimedia tools such as videos, images, and infographics to support learners in developing their language skills and understanding of professional contexts.

➕ **Encourage Self-Directed Learning**

Teachers can encourage learners to take charge of their learning by using online resources and language learning apps. This will help learners to develop their language skills in a way that is relevant to their professional context.

➕ Use Technology to Provide Feedback

Teachers can use technology to provide learners with feedback on their language use. This can be done using digital platforms that allow for collaborative writing and commenting.

➕ Use Technology to Track Progress

Teachers can use technology to track learners' progress over time. This will help them to identify areas for improvement and tailor their teaching to meet learners' individual needs.

Therefore, by incorporating technology into business English classes under a DBA, teachers can provide learners with a more engaging and dynamic learning experience. This approach will help learners to develop their language skills in a way that is relevant to their professional context and prepare them for success in the business world.

4.3.6 Strategies for Enhancing ESP Teaching In General and Business English Teaching in Particular

Teaching English to specialized learners needs specific approaches and strategies. In what follows are some strategies for enhancing ESP teaching in general and Business English teaching in particular:

➕ Needs Analysis

Conducting a needs analysis to determine the specific language needs of the learners and the context in which they will be using the language. This will help teachers to tailor their

teaching to meet the specific needs of the learners and ensure that they are learning language that is relevant to their professional context.

Using Authentic Materials

Using authentic materials such as business documents, reports, presentations, and emails to expose learners to the language used in real-world business contexts. This will help learners to develop the language skills they need to communicate effectively in their professional context.

Implementing a Discourse-Based Approach

Adopting a Discourse-Based Approach (DBA) to teaching that focuses on the language features and discourse patterns used in professional contexts. This approach will help learners to develop their language skills in a way that is relevant to their professional context.

Use of Technology

As technology is in an ongoing progress due to the advancements, incorporating technology into the teaching process is likely enhancing the learning experience for learners. This can include the use of digital resources, online platforms, and digital tools for collaborative learning.

Professional Development

Teachers need to be always aware of the novelty of the professional world. Hence, it is likely to make them in continuous professional development to keep up with current trends and best practices in ESP teaching. This will help teachers to deliver effective and engaging lessons that meet the specific needs of their learners.

Feedback and Evaluation

Providing learners with regular feedback on their language use and progress. This will help them to identify areas for improvement and tailor their learning to meet their individual needs.

✚ Cultural Awareness

It is recommended to frequently raise learners' cultural awareness to help them understand the cultural context in which they will be using the language. This will help learners to communicate effectively and appropriately in their professional context, especially in cross-cultural scenarios.

By and large, implementing these strategies, ESP teachers can enhance their teaching and help learners to develop the language skills they need to communicate effectively in their professional context. This will prepare learners for success in their careers and help them to achieve their language learning goals.

In summary, the use of DBA in teaching BE can help learners to develop the language skills they need to communicate effectively in their professional context. By providing learners with a relevant and engaging learning experience, teachers can prepare them for success in their careers and help them to achieve their language learning goals.

4.4 A suggested Discourse-based Course

This discourse-based course is a course that focuses on the language use in social contexts, such as business conversations, meetings, and emails. This type of syllabus aims to equip students with the language and communication skills needed to succeed in professional settings. Below is a suggested discourse-based syllabus to teach Business English to Master's students.

The following course is a suggestion for Master 1 students, teachers and administration. It aims at offering a ready-made syllabus which is based on authentic materials and discourse based approach principles.

Lesson 1: Introduction to Business English

- **Objective:** Introduction to discourse analysis and its relevance in Business English teaching.

- **Procedure:** Overview of business communication genres (e.g. emails, reports, meetings, presentations).

- **Skills:** Basic Business English grammar and vocabulary.

- **Materials:** Case studies of successful business communication.

Lesson 2: Business Communication in Meetings

- **Objective:** Developing skills in participating in and leading meetings.

- **Procedure:** Practicing making suggestions and agreeing/disagreeing, analyzing meeting structures and language, role-plays of business meetings.

- **Materials:** authentic meeting videos, texts, and books…etc.

Lesson 3: Business Communication in Presentations

- **Objective:** Developing skills in presenting ideas and data.

- **Procedure:** Practicing use of visual aids and handling questions, Critiquing and evaluating presentations, analyzing the structure and language of presentations.

- **Materials:** authentic presentation videos, texts, and books...etc.

Lesson 4: Business Communication in Correspondences

- **Objective:** Developing skills in writing effective emails, reports, and proposals.

- **Procedure:** Practicing tone and register appropriate to different audiences, analyzing and critiquing business texts and correspondences, analyzing the structure and language of business writing.

- **Materials:** authentic pieces of correspondences such as letters, emails, articles...etc.

Lesson 5: Business Communication in Negotiations

- **Objective:** Developing skills in negotiating deals and contracts.

- **Procedure:** Practicing persuasive language and negotiation strategies, role-plays of business negotiations, analyzing the structure and language of negotiations.

- **Materials:** authentic pieces on negotiation such as texts, articles, videos…etc.

Lesson 6: Business Communication in Socializing

- **Objective:** Developing skills in small talk and networking.

- **Procedure:** Practicing cultural awareness and sensitivity, Role-plays of business socializing, analyzing the language and structure of socializing in business contexts.

- **Materials:** authentic texts on socializing, books, videos…etc.

This suggested discourse-based course for teaching Business English to Master's students can equip them with the language and communication skills needed to succeed in professional settings. This course focuses on analyzing the language and communication patterns used in business contexts and developing the skills needed to effectively communicate in the workplace. By incorporating discourse analysis into Business English teaching, students can develop critical thinking skills and a deep understanding of the language use in social contexts. This will help them to succeed in their future careers as business professionals

4.5 Recommendations for Further Research

At the end of this part of the study, it is worth noting that searching in this area of study needs to be promoted with further research studies and tackling news research areas. In what follows are some examples and recommendations for further research in this area:

➕ **Comparative Studies**

Conduct a comparative analysis of different discourse-based teaching methodologies or approaches to identify their strengths and weaknesses in teaching Business English. Compare the outcomes and effectiveness of these approaches in terms of language acquisition, communication skills development, and overall student performance.

➕ **Authenticity of Materials**

Investigate the authenticity of the materials used in discourse-based teaching of Business English. Explore how authentic and relevant the materials are to real-world business contexts. Examine the impact of using authentic materials on students' language proficiency and their ability to communicate effectively in business settings.

➕ **Teacher Training And Professional Development**

Focus on the training and professional development of teachers in the discourse-based approach to teaching Business English. Investigate the specific skills and knowledge required by teachers to effectively implement this approach in the classroom. Explore the impact of professional development programs on teachers' pedagogical practices and students' learning outcomes.

➕ **Assessment and Evaluation**

Examine the assessment and evaluation methods used in discourse-based teaching of Business English. Investigate the effectiveness of these methods in measuring students' language proficiency, communication skills, and their ability to use language appropriately in

business contexts. Develop and validate assessment tools that align with the goals and principles of the discourse-based approach.

⬩ Socio-cultural Aspects

Explore the socio-cultural aspects of teaching Business English using a discourse-based approach. Investigate how cultural factors influence language use in business contexts and examine the implications for teaching. Analyze the role of discourse in developing intercultural competence and fostering effective cross-cultural communication skills among business English learners.

⬩ Technology Integration

Investigate the integration of technology tools and digital resources in discourse-based teaching of Business English. Explore the impact of using technology-enhanced learning environments on students' engagement, motivation, and language learning outcomes. Assess the effectiveness of specific technological tools in facilitating discourse analysis and promoting authentic language use.

⬩ Longitudinal Studies

Conduct longitudinal studies to examine the long-term effects of discourse-based teaching of Business English. Track the language development and professional success of learners who have been exposed to this approach over an extended period. Investigate whether the discourse-based approach contributes to learners' sustained language proficiency and their ability to succeed in business environments.

⬩ Teaching Business English in the AI (Artificial Intelligence) Age

Undoubtedly, the AI age is coming with the raise of digital generative platforms such as CHAT GPT. Researching in this novel   area and its impact on teaching business English would be a fresh area of knowledge with a lot of gaps to be filled.

It is to ne mentioned that the areas of study could not be limited to the above-mentioned suggestions. However, through reviewing existing literature on the topic and consulting experts in the field to refine the research focus and ensure the novelty of the study, researchers could easily find research gaps and then conduct their studies.

4.6 Conclusion

This fourth chapter was an attempt to provide suggestions and recommendations that helps both business English learners and educators in better using the principles of discourse based approach. It started by giving some suggestions of strategies, tasks and activities to enhance learners' different linguistic and paralinguistic skills. After that, there were attempts to merge the DBA with other useful approaches of language learning. Besides, some recommendations for both learners and teachers of business English are afforded to better use the discourse based approach. Next, a suggested discourse based course for master students of business and economics was provided. Finally, some suggestions for future research are proposed for researchers in this field. On the whole, it might be noted that the Discourse-Based Approach (DBA) is a useful methodology for teaching Business English (BE) that focuses on the language features and discourse patterns used in professional contexts. By implementing these strategies, BE teachers can enhance their teaching and help learners to achieve their language learning goals.

General Conclusion

General Conclusion

Undoubtedly, teaching English in general and ESP in particular has gain lot of attention in the last couple of years. In Algeria, teaching English has become the buzz word recently, as teaching English reached all educational levels, including primary school. Respectively, business English is the branch of ESP that is interested in teaching the language of business and economics. Yet, despite of its significance, teaching business English in Algerian universities faces many challenges.

One problematic related to selecting the appropriate approach to teach business English is the challenge of balancing the competing demands of language proficiency and industry-specific knowledge. On the one hand, business English learners need to have a strong foundation in general English language skills, including grammar, vocabulary, and communication strategies. However, they also need to develop industry-specific knowledge, such as business terminology, cultural norms, and communication conventions.

This creates a tension between the need to provide learners with a broad range of language skills and the need to tailor instruction to specific business contexts. Additionally, learners may come from different backgrounds and have different goals, making it difficult to design a course that meets everyone's needs.

Furthermore, the rapidly changing nature of the business world presents a challenge in terms of keeping course content and teaching methods up to date. It can be difficult for instructors to stay current with the latest trends and developments in the industry, and to ensure that learners are prepared for the challenges they will face in the workforce.

General Conclusion

Overall, the challenge of selecting the appropriate approach to teach business English requires a careful balance between language proficiency and industry-specific knowledge, as well as an understanding of learners' backgrounds and goals. Instructors must also be able to adapt to changes in the industry and update course content and teaching methods accordingly.

The present thesis aims primarily at exploring the efficacy of the discourse based approach on teaching business English to Master 1 students at the faculty of economics at the University of Tlemcen. It also endeavors to provide a practical guide and a solid basis to both ESP teachers and learners alike, particularly in the business context.

To achieve this goal, it has been started by asking the principle research question: to what extent is the discourse based approach effective to teach business English to Master 1 students? This question was divided to three sub questions:

-R.Q 1: Are courses of English delivered to Master1 students at the Faculty of Economics taught effectively??

-R.Q 2- Why do Master1 students at Economics Faculty at Tlemcen University need English?

R.Q 3- To what extent can the discourse-based approach be useful to enhance Master1 students at the Economics Faculty at Tlemcen University linguistic and paralinguistic capabilities?

To provide answers to these questions, the following hypotheses were formulated:

RH1- English language courses which are delivered to Master1 students at the Faculty of economics at Tlemcen University are likely to be taught ineffectively.

RH2- Master1 Economics learners may need English primarily to reach educational success, through obtaining good marks, on the one hand, and to improve their linguistic, cultural, and communicative competencies on the other.

General Conclusion

RH3- The discourse-based approach may be useful to enhance Master1 students at the Economics faculty at Tlemcen University linguistic skills (reading, writing, speaking, listening, and vocabulary building) and para-linguistic skills such as communication, critical thinking, and cultural awareness.

To test the validity of the aforementioned hypotheses, a research study was conducted with a sample population consists of 50 Master students who are enrolled at the faculty of economics at Tlemcen University, six (06) teachers of business English, eleven 11 subject specialist teachers, and one head of department.

To collect data, a variety of research instruments were used. First of all, a needs analysis was carried out to assess learners' main needs and weaknesses. Moreover, questionnaires were conducted with both students and teachers. Besides, interviews with teachers and the head of department. In addition, to check the progress of the sample population under investigation, a pre test and a post test were taken place. Then, remedial sessions were taken place during a semester of an academic year. All these tools were quantitavely and qualitatively analyzed.

The outcomes of the study reveal that using authentic pieces of discourse as the primary material in designing lessons to learners of business and economics is proven to be an effective way to satisfy learners' needs, on the one hand, and to enhance their linguistic and paralinguistic skills on the other. In other words, utilizing discourse oriented approach in teaching business English is likely to affect learners' understanding in the business context.

Similarly, the results of the study show that the discourse-based approach is an effective method for raising business English learners' linguistic and communicative capabilities. By emphasizing the importance of context, interaction, and meaning in language

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learning, learners are able to develop the skills they need to communicate effectively and confidently in a variety of business settings.

Likewise, it might be noted, according to the outcomes, that the discourse-based approach provides learners with opportunities to develop both their linguistic and communicative abilities simultaneously. Rather than just memorizing grammar rules and vocabulary, learners are exposed to authentic business communication situations and are encouraged to use language to achieve specific communicative goals. This approach helps learners to develop their language skills in a way that is relevant to their real-life needs, making their learning experience more engaging and effective.

Moreover, the discourse-based approach helps learners to develop their critical thinking skills and problem-solving abilities. By analyzing and responding to different business communication situations, learners are able to develop their ability to make decisions, negotiate effectively, and engage in successful business transactions. This approach also encourages learners to take an active role in their learning, which can help to boost their motivation and confidence.

Another advantage of the discourse-based approach is that it provides learners with opportunities to develop their intercultural communication skills. As business becomes increasingly globalized, it is becoming more important for professionals to be able to communicate effectively across cultures. The discourse-based approach helps learners to develop the ability to navigate different cultural norms and communication styles, which can be invaluable in today's multicultural business environment.

The thesis ends up with practical suggestions and recommendations to effectively use the discourse based approach. These suggestions seek to merge and integrate the discourse

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based approach with other teaching approaches in order to shed light on various learners' abilities such meaning focus, form focus, noticing hypothesis, and other approaches. Similarly, the practical recommendations mentioned in this thesis aim at fostering the use of discourse based approach for both business English teachers and learners, on the one hand, and some tasks and activities to enhance their different linguistic skills and para-linguistic skills, on the other. Thus, following and applying these suggestions and recommendations is likely to be an asset in the academia, on the whole, and, particularly, for business English teaching and learning.

In brief, the discourse-based approach is an effective method for raising business English learners' linguistic and communicative capabilities. By providing learners with authentic communication situations and encouraging them to use language to achieve specific goals, this approach can help learners to develop the skills they need to succeed in their careers and achieve their professional goals. It is a powerful tool for empowering learners to communicate effectively and confidently in a variety of business settings.

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Appendices

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Appendix 01: Pre Test

</div>

Tlemcen University
Management Department
Master1 Public Management
Module: Business English

Dear students, please you are kindly asked to answer the following questions as a part of a pretest that is a part of a doctorate research study. This pretest aims to check your level in Business English.

Task1- Write an email to apply for a job.
………………………………………………………………………………………………
………………………………………………………………………………………………
………………………………………………………………………………………………
…………………………………………………………………………………………….
Task2- Filling the job interview

Tell us about yourself?
....
Why do you choose to work with us?
…………………………………………………………………………………………….....
What do you know about our company?
……………………………………………………………………………………………….
Why should we hire you?
……………………………………………………………………………………………
What hours can you work?
……………………………………………………………………………………………
How would you define excellent customer service?
……………………………………………………………………………………………
How would you deal with an upset customer?
……………………………………………………………………………………………
Do you have any questions for us?
……………………………………………………………………………………………

Task3- Definition of terms
New Public Management:……………………………………………………………………
Strategic Planning:…………………………………………………………………………
Leadership:…………………………………………………………………………………
Economic Recession: ………………………………………………………………………

Task4- Job description (describe your current / desired job)

………
………

Task5- Comment on the graph below
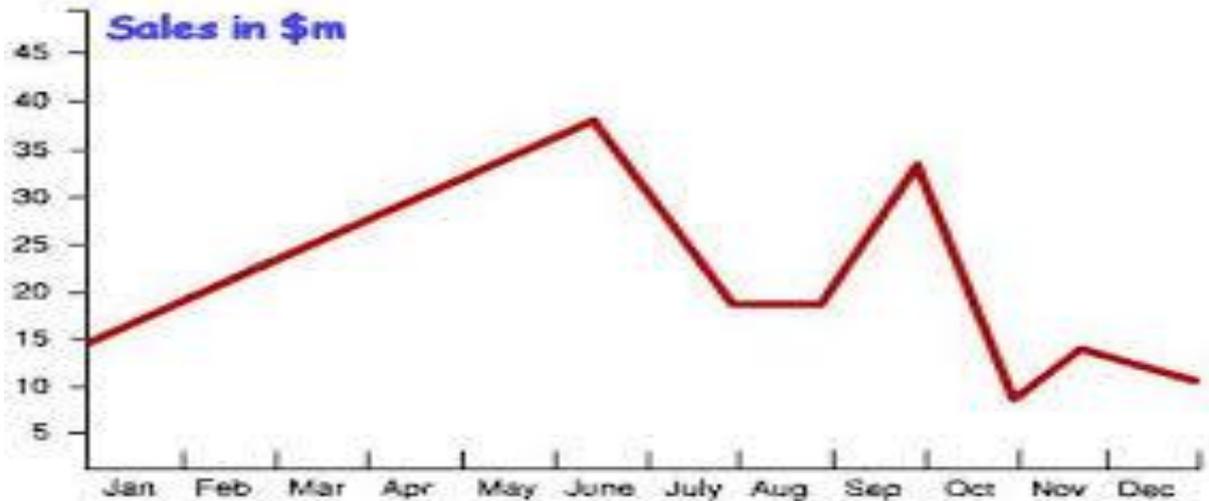
Appendix 02 Posttest

Tlemcen University
Management Department
Master1 Public Management
Module: Business English

Posttest

Dear students, this is a posttest to evaluate your progress in some areas of business

English. It is a part of a doctorate research study.

<u>Read the Text then Answer the Questions:</u>

"Our goal when we created Tesla a decade ago was the same as it is today: to drive the world's transition to electric mobility by bringing a full range of increasingly affordable electric cars to market." **-**Elon Musk | CEO

Tesla, Inc. (formerly known as Tesla Motors Inc.) is a US-based automobile company that designs, manufactures, and sells electric cars and electric vehicle powertrain components, with a focus on energy innovation.
Although Tesla was initially co-founded by Martin Eberhard and Marc Tarpenning in 2003, it also considers JB Straubel, Ian Wright, and Elon Musk as its co-founders.
Its current CEO is Elon Musk—who owns 22.25% share in the company as of April 2017.
Tesla currently has about 272 stores worldwide, 164 of which are in 26 different countries outside the US, with Germany having the highest number (27) of its foreign stores.
Tesla's first expansion moves into the foreign market were its opening of a showroom in London on 25 June 2009 and a store in Munich in September 2009.

Appendices

Tesla's core competencies are powertrain and vehicle engineering. Its basic pricing strategy is price skimming: it initially entered the automotive market with an expensive, high-end product, the Tesla Roadster, targeted at wealthy customers. With profits generated from the sales of the Roadster, it could finance the production of a less expensive car model, the Tesla Model S. Profits obtained from the sales of the Model S, in turn, helped finance the production of an even cheaper car model targeted at a larger and less affluent market, the Tesla Model X.

Adapted from: https://www.tesla.com/blog/mission-tesla

Part One: Text Exploration

1) **Answer the following questions from the text : (03 pts)**

   a. When was Tesla founded?
   b. Who founded Tesla?
   c. What is the main goal of Tesla?

2) **Say whether the following statements are true or false. (03 pts)**
   a. Tesla cars operate with petrol.
   b- The head office of Tesla is located in Germany.
   c- Elon Musk is one of Tesla's shareholders.

3) **Find in the text words that are closest in meaning or opposite to the following words: (02 pts)**

   Stake = ……….. co-creator =………………..

   Local ≠…………. buys ≠ …………………..

Part Two: Mastery of Language

2) **Fill in the following passage with the words in the box (03 pts).**

profits -stock- selling -shares- business- invest

The …….market appears in the news every day.You heard about it all the time in statements like "shares in the company rose" or "…… in this group fell by 2%". But what is a stock market and what are people buying and………?. If I own a………., then I will need money, especially if I want it to grow. I might have enough money myself but it is more likely that I will need to get some from other people .This kind of money is called capital or financial capital. If someone thinks that my business will grow and make money,then they may be willing to ……..,that is, give me some money in return for a share in the ……that the business will make.

3) **Choose _One_ of the following topics (05 pts):**

Appendices

a- Fill in the job interview.

- How did you know about this job offer?
- ……………………………………………….
- Tell us about yourself.
- ………………………………………….
- What is your greatest strength?
- ………………………………………
- What is your greatest weakness?
- ……………………………………………..
- Why should we hire you?
- …………………………………………………..

b- Describe a company that you know.

………………………………………………………………………………………………
…………………………………………………………………………………………………
…………………………………………………………………………………………………
……………………………………………………………………………

c - Comment on the following chart.

Facebook Ad Revenue (2015–2021)

Year	Facebook Ad Revenue (in Billions USD)
2015	$17.9
2016	$26.9
2017	$39.9
2018	$55.0
2019	$69.7
2020	$84.2
2021	$114.9

Source: Meta

OBERLO

…………………………………………………………………………………………………
…………………………………………………………………………………………………
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<div style="border:1px solid black; padding:10px;">
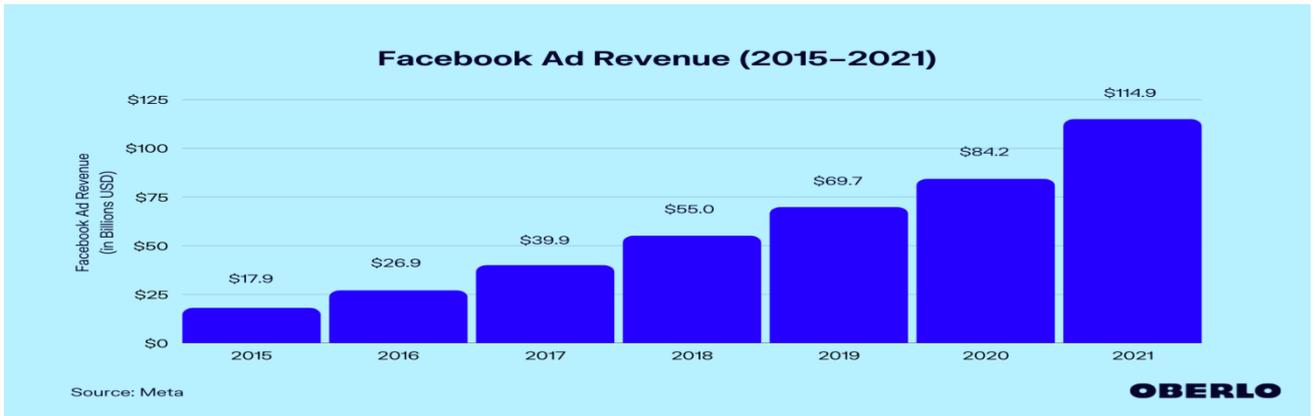
Appendix 03 Questionnaire for Students

</div>

The link to the questionnaire: https://forms.gle/CBVPCzKgRFSrrWox6

This questionnaire is mainly designed for Economics students at Tlemcen University, and it iseeks also to check the effectiveness of English courses that are taught in the Faculty of Economics. Besides, it has as objective to analyze the learners' needs and requirements. Additionally, it is intended to examine the usefulness of the discourse based approach in enhancing learners' proficiency. So, your help and collaboration will be of great use, and will be highly appreciated. Please feel at ease answering these following questions, and thank you for your time and effort.

Part One: Students' Profile

Question 1: How old are you?

Questions2: In which Department do you study?

Question3: What is your Specialty?

Part2: Effectiveness of English lessons

Question 4: Do you think that English is important at University?

Question 5: Why?

Question6: Do you think English will be useful for your future professional careers?

Question 7: Do you think English is important and relevant to your specialism?

Question 8: Why?

Question 9: Who do you think should be responsible for that teaching process?

Question 10: Please! Justify why

Question 11: How do you find your teacher's methodology in the classroom?

Appendices

Question 12: How often do you attend the English sessions?

Question 13: How often do you interact with the teacher in the classroom?

Question 14: Do English teachers have knowledge in your field of study?

Question 15: Are the delivered courses in relation with your field of study?

Question 16: In your opinion, the weekly allotted time of the English module is sufficient?

Question 17: If no, how much time do you think is necessary for you to learn English every week?

Question 18: Do you find that the coefficient of the module is appropriate?

Question 19: To what extent do the English courses satisfy your needs in your field of study?

Question 20: Please! Justify your answer

Part Three: Needs' Analysis

Question 21 : Do teachers analyze your Needs ?

Question 22: If Yes, How?

Question 23: Is your level in English

Question 24: What are your weaknesses in English?

Question 25: if there are others, please mention them.

Question 26: What are your main objectives by learning English?

Question 27: Do you have any difficulties in understanding Business discourses in English?

Question 28: Are you ok with the way you are being taught English?

Question 29: Please! Justify your answer

Question 30: what are your main needs/activities/ topics you would like to have?

Question 31 : What do you think your lacks/problems/main obstacles are?

Question 32 : Through which of the following materials do you prefer to learn?

Question 33 : If there are other materials, please mention them.

Question 34 : Suggest some topics of interests .

Appendices

Appendix 04 Questionnaire for Teachers

The link to the questionnaire: **https://forms.gle/cDmvsbnKQCDE5BNcA**

The present questionnaire is mainly designed to evaluate the teaching of Business English in the faculty of Economics at Tlemcen University. Its main goal is,first, to assess the effectiveness of the courses vis-à-vis the learners' needs. Also, it seeks to evaluate the teaching methods. Finally, it investigates the teachers' attitudes towards the use of discourse as a teaching material in Business English classes as well as its effectiveness. Thank you for being part in this research.

Part One: Teachers' Profile

Question 1: what Degree do you possess?

Question 2: If you have any other degrees? mention them

Question 3 : How long have you been Teaching English at University?

Question4: How long have you been teaching ESP?

Question 5: in which department do you teach?

Question 6: What specialty do you teach?

Part 2: Need Analysis

Question7: Do you conduct a needs analysis?

Question 8: If yes, How?

Question 9: What are the main learners' needs?

Question 10: What are the main learners' weaknesses?

Question 11: If there are other weaknesses, please mention them

Part 3: Teaching methodology.

Question 12: Have you received any guidance or training in Business English teaching?

Appendices

Question 13: is there a specific syllabus?

Question 14: If yes, does it meet the learners' needs?

Question 15: If it does not exist, how do you choose your lessons?

Question 16: Do you think that teaching ESP requires special methodology?

Question 17: In course planning do you adopt any particular approach?

Question 18: What is it if yes?

Question 19: At the end of the course, do you think that the learners have achieved their objectives?

Question 20: What are some problems you meet in designing the course?

Question 21: which teaching approach do you use to teach specialized vocabulary?

Question 22: which teaching approach do you use to teach grammar?

Question 23: which teaching approach do you use to teach writing?

Question 24: which teaching approach do you use to teach speaking?

Question 25: Do you integrate cultural aspects while teaching Business English?

Question 26: Does the department offer the needed materials?

Question 27: Is there collaboration with subject-specialists teachers?

Question 28: If yes, how?

Part4: Classroom interaction

Question 29: are your learners motivated to learn English?

Question 30: Are your tasks and activities in a related context with the learners' field of study?

Question 31: What are the main obstacles and difficulties in teaching Business English?

Question 32: What do you suggest to enhance ESP Teaching in General and Business English teaching in particular?

Part5: Teachers' attitudes towards using the Discourse based approach in Business English classes.

Question 33: Do you use authentic materials during your lesson?

Question 34: If yes, How?

Question 35: What teaching materials do you use most of the time?

Question 36: if you use other materials, please specify

Question 37: in your opinion, discourse-based teaching is suitable to teach

Question 38: What advantages could the use of the Discourse-based approach afford to Business Learners?

Question 39: What are, if any, the weaknesses of this approach?

Appendix 05: interview with Subject Specialist Teachers

Dear teacher, through this interview you are kindly taking part in a doctorate study related to the effectiveness of the discourse based approach on teaching business English to Master1 students at the faculty of Economics at Tklemcen University. This interview aims fundamentally at assessing the status of English and its use by subject specialist teachers. Thank you very much for being part of this study.

Question 01: How old are you?

Question 02: can you tell me your degree?

Question3: Can you tell me your teaching Experience?

Question4: In which department do you teach?

Question5: What module (s) do you teach this semester?

Question6: in which language do you teach?

Question7: what do you think about the statement" English is important in the business context"?

Question8: How often do you use English in your lessons?

Question9: How do you explain English vocabulary?

Question10: How do your learners react towards English words and expressions?

Question11: Do you use teaching materials (books, articles ...etc) of English origin?

Question12: If yes, in which basis do you choose them?

Question13: If yes, which type do you use most of the time?

Question14: Do you motivate your students to use English in classroom and in their researches?

Question15: What is your opinion about the Ministry Strategy of using English in teaching the other modules?

Question16: Please, justify your answer!

Question17: Have you received any training in English?

Question18: Is there coordination between you and teachers of English in your department?

Question19: If yes, How?

Question20: What can you suggest to improve the use of English in Business and Economic fields?

Thank you very much for your collaboration.

Thank you very much for being part of this research study.

Appendix 06: Interview with the Administration

This interview aims at investigating views of administrative staff about the status of teaching English at the Faculty of Economics at Tlemcen University for the sake of the accomplishment of a PhD research study. Thank you so much for being part of it.

Question 01: How old are you?

Question 02: What is Your Teaching Experience?

Question 03: what is your experience as a head of department?

Appendices

Question 04: please pick the appropriate choice. In your department, English is taught in:

<div align="center">

L1   L2   L3   M1   M2

</div>

Question 05: In which bases do you hire teachers of English? Please choose the appropriate

ones(s)

- Degree
- Specialty
- Teaching Experience
- Other criteria

Question 06: If there are other criteria please mention them.

Question07: Do you design a specific syllabus for each field of study?

<div align="center">

YES   NO

</div>

Question 08: If Yes. In which basis?

Question09: What is your opinion about the ministry decision regarding the spread of the use

of English in teaching at higher education?

Question10: Is there any evaluation from the department to the teaching of English ?

<div align="center">

YES   NO

</div>

Question11: If yes , How?

Question12 : Do subject specialist teachers (the other modules) use English in there courses?

Question13: For Master students, How can you evaluate their results (marks) in English?

- Excellent
- Good
- Average
- Bad

Question14: What do you suggest to enhance the teaching of Business English in your

(faculty) department?

Thank you very much for your collaboration.

Appendices

Appendix 07 : authentic text about banking

"A bank is a place where they give you an umbrella in good weather and ask for it back when it starts to rain"
Fobert Frost

In the USA, in every locality no matter how small it is, there is a church and a bank.
Americans who are considered to be rather religious people go to church to maintain and accumulate their "spiritual wealth". And they go to the bank to keep and accumulate their **material wealth**.
The modern banking system includes three groups of financial institutions:
• The central bank;
• Commercial banks;
• Other specialized financial institutions that include both banking and non-banking organizations.
The central bank, which depending on the country may be called the **State Bank** or the **National** bears the name of the **Federal Reserve System in the USA**, the **Bank of England in the UK**, and the **European Central Bank** in single-currency Europe.
In a way it is the bank for all the other banks in a country. It **oversees (supervise)** the banking system.
The central bank may be owned and controlled by the government or it may have considerable political independence. There are three common duties that all central banks perform:
➢ **holding reserves,**
➢ **assuring stability of the banking and monetary systems, and**
➢ **lending money to commercial banks and the government.**
Holding Reserves Central banks are sometimes called reserve banks. Commercial banks lend only a part of their funds to individuals and businesses and keep the rest in reserve. The central bank holds these reserves to influence the amount of loanable funds banks have available. This allows the central bank to control the money supply.
Assuring Stability The central bank also acts to assure stability in the national banking and monetary systems. For example, it is one of the banking regulatory agencies that regulate and supervise commercial banks to make sure that they act in ways that serve the interests of depositors and of the economy. Also, it controls the way money is issued and circulated.
Lending Money The final duty of the central bank involves one of the primary functions of all the banks - it lends money. Its lending practices are unlike those of other banks, however. It does not seek to make a profit through lending, and it serves private banks and the government rather than individual customers and businesses. The interest rate that the Central Bank charges from the commercial banks is called the ***discount rate.***
In the USA the **Federal Reserve System** (or simply **"the Fed")** is the government agency responsible for regulating the United States banking industry. It was created by Congress on December 23, 1913. Its mission is to maintain an economically healthy and financially sound business environment in which banks can operate. The Federal Reserve System is controlled by the seven members of its Board of Governors, who meet in Washington, D.C. Each governor is appointed by the president and confirmed by the Senate for a fourteen-year term.
The president also selects the chairman and vice chairman of the board from among the board members for four-year terms. These terms may be renewed. .
The Federal Reserve System includes twelve Federal Reserve District Banks, which are located throughout the United States, as well as twenty-five branch-territory banks. Each Federal Reserve District Bank is actually owned—but not controlled—by the commercial banks that are members of the Federal Reserve System.
The Fed controls the money supply and prevents the economy from crisis. Its most powerful tool in controlling the money supply is the reserve requirement. It is the percentage of all deposits that a bank must keep on hand at the bank or on deposit with the Fed. If the Fed requires banks to keep 20% of all funds on deposit, then they can loan out the other 80% to individuals and companies.
The Fed also sells and buys government securities. When it buys them, it increases the money supply by putting more money in circulation. By selling government securities, the Fed decreases the money supply.
The Fed also insures deposits in case of bank failure. The Federal Deposit Insurance Corporation (FDIC) requires the banks to give customers information about their asset quality, capital and earnings. This prevents people from doing business with banks that are in trouble.
The name *„commercial"* appeared in the XVII century when banks generally served the commerce. The first banks were founded in the Italian republics, then in Amsterdam and London. They appeared as simple merchants that traded money. Nowadays the banks have a universal character. Very often they are called financial „department stores" rendering services to the industrial, agricultural, commercial and other enterprises.
A commercial bank is a privately owned profit-making organization that accepts **deposits,** makes **loans**, and provides related services to its customers. So, it is a financial middleman with a government licence granted by the

Appendices

Central Bank that specializes in bringing lenders and borrowers together. Like other businesses, the bank's primary goal—its purpose—is to **earn a profit**. Its inputs are money in the form of deposits, for which it pays **interest.** Its primary output is loans, for which it charges interest. If the bank is successful, its income is greater than its expenses, and it will show a profit. As banks deal with money belonging to individuals and other firms, they must conform to state banking regulations and are subject to unannounced inspections by Central Bank's **auditors.**

In the USA there are over 14,000 commercial banks, this large number resulting from a law that prevents most banks from operating in more than one state. Most of the banks are small, so that American banking is dominated by the large "money centre" banks such as Chase Manhattan and the Bank of America.

The concept of the Islamic banking industry The Islamic banking industry, or rather Islamic banking, is a Shariah-compliant banking system (Islamic law) In this way, an important part of the system is the prohibition of collecting usury (interest or usury) and it is considered as an alternative system to the traditional banking system due to the low risk of its investment tools.

/Different Islamic banking products

Ijarah:
This product is mostly used for the purchase of vehicles like cars, delivery vans, etc. the bank purchases the vehicle for the client, and the client pays monthly rentals. When the cost of the vehicle plus the profit amount is paid by the client, the ownership is transferred to the client.

Murabaha:
It is a contract to sell the goods with a mark-up profit on the cost of the goods. The client instructs the bank to purchase the goods from a third party. The bank then sells the goods to the client at the price that includes cost plus the profit. This product is also used to finance the business.

Musharakah: it is a partnership contract between the bank and the client in which both the partners invest their capital in a project in a proportion. They share profit or loss in a way that the loss is shared between the partners in the proportion they invested their capital, but the profit is shared in a predetermined proportion with mutual consensus.

Manifacturing contract:
Is similar to regular financing for working capital. All features are similar to a Murabaha except that the actual delivery of goods happens at a later date after the receipt of all due payments.

Foreword sale :
It is a contract in which the buyer and the seller agree to use the term 'Bairo Elsslam' as the main condition in their contract in advance where they specify the goods quality, quantity, price ...etc . and which may be delivered at a future date in exchange of an advance price fully paid at the time of contract. Moreover, the objects of this sale must be goods and cannot be gold, silver, or currencies based on these metals.

More vocabulary related to banking:

A/c : **account**
Balance *n.* The difference between credits and debits in an account
Bank charges *n.* Money paid to a bank for the bank's services etc
Branch *n.* Local office or bureau of a bank
Checkbook us *n.* Book containing detachable checks; chequebook uk
Check us *n.* Written order to a bank to pay the stated sum from one's account; cheque uk
Credit *n.* Money in a bank a/c; sum added to a bank a/c; money lent by a bank – *also v.*
Credit card *n.* (plastic) card from a bank authorising the purchasing of goods on credit
Current account *n.* Bank a/c from which money may be drawn at any time; checking account us
Debit *n.* A sum deducted from a bank account, as for a cheque - *also v.*
Deposit account *n.* Bank a/c on which interest is paid; savings account us
Fill in uk *v.* To add written information to a document to make it complete; to fill out us
Interest *n.* Money paid for the use of money lent - **interest rate** *n.*
Loan *n.* Money lent by a bank etc and that must be repaid with interest - *also v.*
Overdraft *n.* Deficit in a bank account caused by withdrawing more money than is paid in
Pay in *v.* [**paid, paid**] to deposit or put money in to a bank account
Payee *n.* Person to whom money is paid
Standing order *n.* An instruction to a bank to make regular payments
Statement *n.* A record of transactions in a bank account
Withdraw *v.* [**-drew, -drawn**] to take money out of a bank account - *withdrawal n.*

Source: Nikolaenko, E. B. (2008). Business English. *Tomsk Polytechnic University*

Appendix 08 : Authentic Text about investments

UNIT 19

Investments

Getting started

Work with a partner. You are planning to invest in some companies. Decide which of the following are the three most important reasons for deciding to invest in a company.

1 The company has performed strongly in the past.
2 The company has set high profit targets for this year.
3 The company belongs to a growth sector.

4 The company does not have many competitors.
5 The company makes a diverse range of items.

What other reasons could be important when deciding to invest or not to invest in a company, do you think?

The stock exchange

Vocabulary

1 Imagine that you know nothing about shares or the stock exchange and have decided to look up information about both on the Internet. Read the following webpage.

HOW THINGS WORK

SHARES and the STOCK EXCHANGE

The stock market appears in the news every day. You hear about it all the time in statements like 'shares in this company rose' or 'shares in this group fell by 2%'. But what is a stock market? And what are people buying and selling?

If I own a business, then I will need money, especially if I want it to grow. I might have enough money myself but it is more likely that I will need to get some from other people. This kind of money is called *capital* or *financial capital*.

If someone thinks that my business will grow and make money, then they may be willing to invest, that is, give me some money in return for a share in the profits that the business will make. For example, if I own a restaurant which I think is worth $1,000,000, I might divide it into ten and

sell each piece for $100,000. Then each person who has bought a piece receives a tenth of the profits at the end of the year. Anyone who buys a piece of my restaurant has bought shares in it and is known as a *shareholder*. The restaurant will share out the profits among the shareholders at least once a year. This payment is called a *dividend*.

It really is that simple. The word *stock* is used to talk about a certain quantity of shares. When a company is large enough, it usually wants to sell stocks and shares to the public. This can be done through a stock exchange, which is like a big supermarket for stocks. But unlike the supermarket, you can't just walk into the stock exchange and buy shares. You have to do it through a *broker* who will buy and sell them for you and charge commission (a percentage of the price). There are famous stock exchanges in New York, London and Tokyo. Nowadays you can also buy and sell shares online by registering with a special website.

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2 Match the definitions (1–7) with the correct terms (a–g). Scan the webpage again if necessary.

1 Money which can be invested in a business to make profits.
2 The parts in which a company is divided so investors can buy them.
3 Someone who owns part of a company.
4 Part of a company's profits which is paid to the people who have bought shares in it.
5 A place where shares are bought and sold.
6 A person who can buy and sell shares in a company for you.
7 A certain number of shares.

a broker
b shares
c shareholder
d stock
e capital
f dividend
g stock exchange

Financial news

Reading

1 Read the following short articles (1–3) from the business news and choose the correct headline (a–h) for each. There are more headlines than you need. Write the correct letter (a–h) above each article.

a Commodity prices fall
b High returns at Pine and Liddell
c Japanese shares perform strongly
d Commodity prices continue to climb
e Disappointing results at Pine and Liddell
f Commodity prices level off
g Japanese buyers attracted to bonds
h Japanese bond market crashes

Task tip

You have already practised skimming an article to decide if you want to read it in detail. When reading the newspaper, we often decide whether we want to read in detail by reading the headlines (titles of articles), for example to see if it contains a company name that we are interested in.

1

Pine and Liddell, the food company, was *floated* on the London Stock Exchange in May with a share price of 60p.

The shares are attractive for their high *dividend yield* of 5.4 per cent. The company is chaired by Mahmoud Abbas who has a personal 20 per cent *stake* in the company. Other shareholders to benefit include Portland Asset Management, the investment bank who handled the *flotation*.

2

Commodity prices have risen in recent years and, according to experts, this trend is likely to continue. Graham Mann at Harper's Gold General fund says, 'We are in a commodities *bull market*. This is because demand for many commodities is exceeding supply, especially in growing economies such as China.'

3

The price of 10-year Japanese *bonds* rose yesterday after a fall in Tokyo shares. This preference for the government bond market instead of *equities* occurred as investors became less confident about the future of the Japanese economy. This is partly a result of the yen's continued rise against the US dollar.

2 Now match each of the words in *italics* from the newspaper articles above to the correct definition (1–8) below. Use the contexts in the articles to help you.

1 A substance like gold or oil which can be bought and sold in large amounts.   *commodity*
2 A part of the total money invested in a company.   ....
3 To start selling shares to the public for the first time.   ....
4 The process of making shares available for the public to buy for the first time.   ....
5 An amount of money borrowed by a government or organisation with a promise that it will pay the money back with interest at a fixed time.   ....
6 A market in which the share prices are going up (the opposite of a *bear market*).   ....
7 Another word for *stocks*.   ....
8 The amount paid out on each share expressed as a percentage of the current share price.   ....

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Source: Whitby, N., & Brook-Hart, G. (2006). *Business Benchmark.* Cambridge University Press.

Appendix 09: Authentic worksheets about describing graphs.

The graph shows information about technology usage in the UK over time. Summarise the information by selecting and reporting the main features. Make comparisons where relevant.
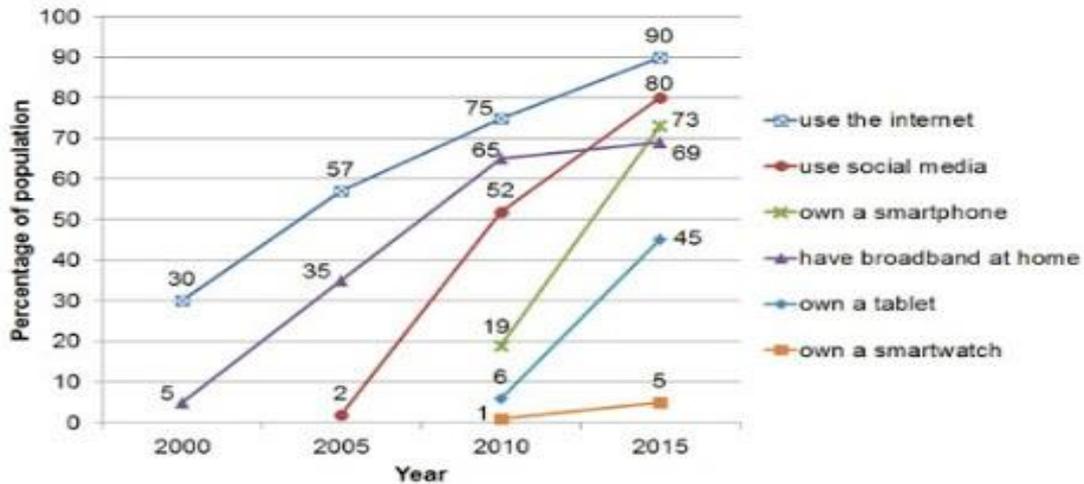
Exam question

The bar chart below shows the number of men and women studying engineering at Australian universities.

Summarise the information in the chart by selecting and reporting the main features. Make comparisons where relevant.
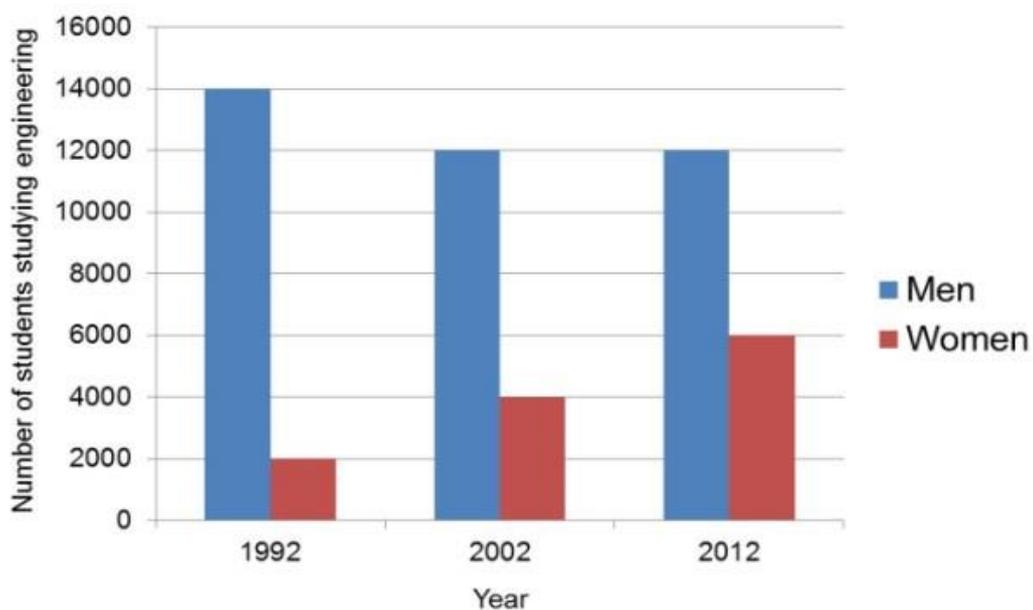
The graph shows the rate at which British people adopted new technology over a 15-year period from 2000 to 2015. The figures are given as percentages of the population.

Overall, there was widespread adoption of new technology during these years. Nearly nine out of ten people in the UK were online by 2015. The figures for having broadband in the home, ownership of a smartphone and use of social media platforms were all high that year too, at around 70 to 80 per cent, and nearly half the population owned a tablet. The only exception to this is smartwatch ownership, which remained comparatively low at 5 per cent.

If we look at the trends over time, we can see that the uptake of new technology increased dramatically in this period. For example, internet usage tripled and social media usage grew strikingly by 78 percentage points. Smartphones and tablets appeared in 2010 and, similarly, these followed a steep upward trajectory. However, for some products, the graph shows that growth slowed down noticeably after an initial surge. Social media usage, for instance, was near zero in 2005 and shot up to 52 per cent in 2010, before climbing more slowly to 80 percent in 2015. Also, broadband subscriptions rose steadily by 30 percentage points every five years to 2010, but by a modest 4 percentage points after then. In contrast, the newer technologies such as tablets showed no sign of levelling off.

Ownership of all the technologies was increasing; it will be interesting to see when it peaks.

The bar chart illustrates the number of men and women studying engineering at Australian universities between the years 1992 and 2012 at 10-year intervals.

It can be seen that the number of male students fell slightly from 14,000 in 1992 to 12,000 in 2002, and then remained level through the following decade. The number of female students is relatively low, starting at 2,000 in 1992. However, while the number of men decreased, the number of women increased. Female students grew steadily by 2,000 each decade. This led to a rise in the total number of engineering students from 16,000 to 18,000 in this period.

Men continue to make up the majority of students. However, the proportion of female students increased sharply in this period. In 1992 there was one woman to every seven men, but by 2012 this had narrowed to one woman to every two men.

Overall, we can see a clear upward trend in the number of female engineering students in Australian universities, while the number of male students seems to have levelled off.

other
4%

on a desktop
computer
14%

on a smartphone
33%

on a tablet
19%

on a laptop
30%
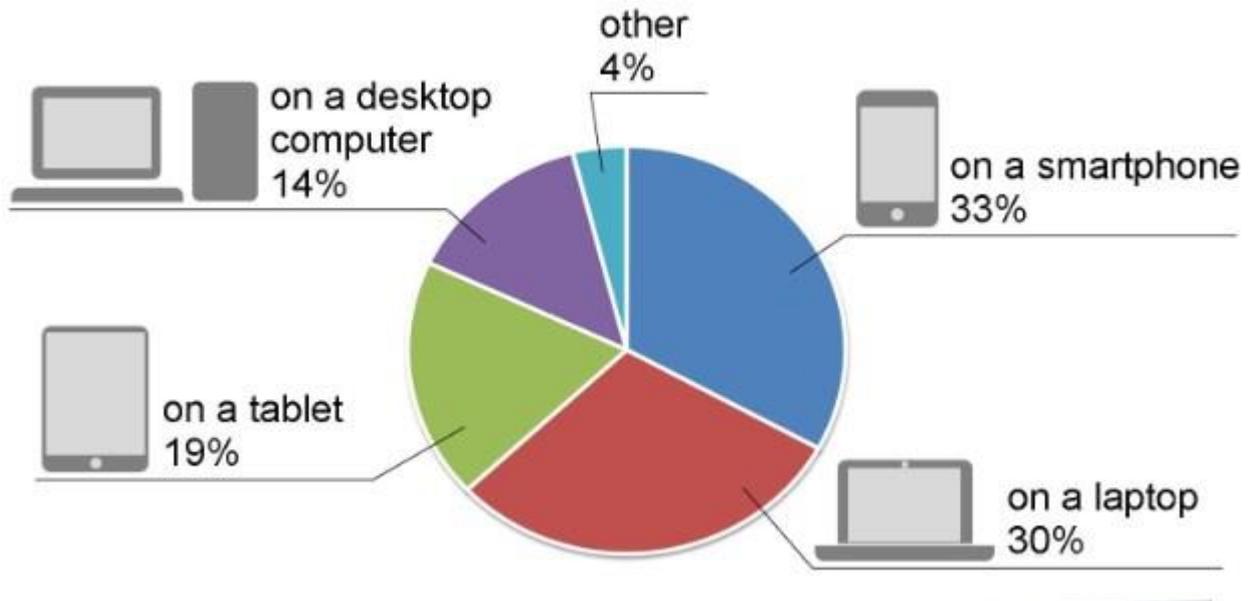
This graph shows the results of a survey in which people aged 16 and over were asked about their preferred devices for accessing the internet. The question referred to going online at home and in other places. Participants mentioned four main devices in their answers: a smartphone, a laptop, a tablet and a desktop computer.

From the pie chart it is clear that the majority of participants prefer to use smartphones and laptops, with just three per cent difference between the two. Nearly a third of participants prefer to go online with a smartphone. Thirty per cent like to use a laptop. A desktop computer accounts for fourteen per cent of users' preferred devices. Only a small minority prefer a device other than these main four.

In conclusion, since mobile and portable devices are the most popular choices, it is clear that many participants are accessing the internet outside their homes. The desktop computer is the least popular of the four main devices. In future, we can probably expect to see more and more people accessing the internet with smartphones as their preferred choice.

Appendices

Appendix 10 : Authentic job description

Project manager | The IT project company — Job title

About us

At ITPC we deliver word class project management services to high profile clients across the globe, with a focus on IT infrastructure solutions to the banking and insurance sectors. — Details about the employer

About the role

We are looking for a project manager to lead large scale IT infrastructure projects for our clients, and ensure they are completed on time and within budget, whilst delivering all project objectives and exceeding client expectations. — Overview of the job

Responsibilities

- Determining initial scope of project and setting milestones, deliverables and objectives in accordance with stakeholder requirements
- Mapping requirements of internal resources and securing capable project teams
- Cost forecasting and optimal allocation of resources and budget across projects, making project adjustments and constraints where necessary
- Plan and schedule projects and tasks, track progress and updates project documents using project management tools
- Identify, manage and mitigate project risks and issues

— Detailed responsibilities of the job

Location & commitments

- Permanent full time role based at our London office Monday - Friday (37 hours per week) with regular onsite client visits
- Overtime may be required to ensure client projects are delivered on time
- Weekend work is rare but can occasionally be necessary

— Job commitments like hours and work location

Candidate requirements

- Previous experience leading large projects in professional environments and managing senior stakeholders
- Competence in creating project documentation, tracking projects and using project management tools such as MS Project
- Ability to manage medium sized teams, contractors, vendors and suppliers across remote locations

— Skills and experience the job holder will need

Contact us to apply

If you'd like to apply for this role, please contact our project team recruiter, Mike Edmund at mike.edmund@itpc.com

Attach your CV and tell us why you would be a great fit for our project management team!

— Call to action to encourage candidates to apply

Summary :

This thesis explores the effectiveness of a discourse-based approach to teaching business English among Master1 Economics students at Tlemcen University. The study aims to investigate how a discourse-based approach can enhance students' linguistic and para-linguistic skills , chiefly, communicative competence in the workplace, particularly in the field of economics. The research is based on a qualitative case study design that employs questionnaires, interviews, observations, and pre- and post-test assessments to evaluate the impact of the discourse-based approach on students' learning outcomes. The findings and results reveal that the discourse-based approach helps students develop the essential language skills, in addition to other paralinguistic skills such as critical thinking, cultural awareness, cross-cultural communication, negotiation, and other workplace skills which are crucial for effective communication in the business contexts. The research study ends up with practical suggestions and recommendations that will contribute to the existing literature on language teaching and learning by demonstrating the value of a discourse-based approach to teaching business English and its potential for enhancing students' communicative competence.

Key Words: Authentic Materials, Business English, Discourse Analysis, ESP, Needs Analysis.

Résumé :

Cette thèse explore l'efficacité d'une approche basée sur le discours pour enseigner l'anglais des affaires aux étudiants en Master1 Économie à l'Université de Tlemcen. L'étude vise à examiner comment une approche basée sur le discours peut améliorer les compétences linguistiques et para-linguistiques des étudiants, notamment la compétence communicative sur le lieu de travail, en particulier dans le domaine de l'économie. La recherche repose sur une conception d'étude de cas qualitative qui utilise des questionnaires, des entretiens, des

observations et des évaluations avant et après les tests pour évaluer l'impact de l'approche basée sur le discours sur les résultats d'apprentissage des étudiants. Les résultats révèlent que l'approche basée sur le discours aide les étudiants à développer les compétences linguistiques essentielles, ainsi que d'autres compétences paralinguistiques telles que la pensée critique, la conscience culturelle, la communication interculturelle, la négociation et d'autres compétences professionnelles qui sont cruciales pour une communication efficace dans les contextes commerciaux. L'étude de recherche se termine par des suggestions pratiques et des recommandations qui contribueront à la littérature existante sur l'enseignement et l'apprentissage des langues en démontrant la valeur d'une approche basée sur le discours pour l'enseignement de l'anglais des affaires et son potentiel pour améliorer la compétence communicative des étudiants.

Mots clés : Matériaux authentiques, Anglais des affaires, Analyse du discours, Anglais pour des besoins spécifique, Analyse des besoins.

الملخص :

تهدف هذه الرسالة لدراسة مدى فعالية النهج القائم على الخطاب في تدريس اللغة الإنجليزية التجارية بين طلاب الدراسات العليا في الاقتصاد بجامعة تلمسان. تهدف الدراسة إلى التحقيق في كيفية تعزيز مهارات الطلاب اللغوية والشبه لغوية ، بصورة رئيسية الكفاءة الاتصالية في مكان العمل ، لاسيما في مجال الاقتصاد. يستند البحث على تصميم دراسة حالة نوعية يستخدم الاستبيانات، والمقابلات، والملاحظات، والتقييمات قبل وبعد الاختبارات لتقييم أثر النهج القائم على الخطاب على نتائج تعلم الطلاب. تظهر النتائج أن النهج القائم على الخطاب يساعد الطلاب على تطوير المهارات اللغوية الأساسية، بالإضافة إلى المهارات الشبه لغوية الأخرى مثل التفكير النقدي، والوعي الثقافي، والاتصال بين الثقافات، والتفاوض، ومهارات العمل الأخرى التي تعد حاسمة للتواصل الفعال في مجال الأعمال. تنتهي دراسة البحث بمقترحات عملية وتوصيات من شأنها أن تسهم في الأدبيات القائمة على تعليم اللغات والتعلم عن طريق إظهار قيمة النهج القائم على الخطاب في تدريس اللغة الإنجليزية التجارية وإمكاناته في تعزيز الكفاءة الاتصالية للطلاب.

الكلمات المفتاحية: مواد تدريس أصلية، اللغة الإنجليزية لأغراض خاصة، اللغة الإنجليزية للأعمال، تحليل الخطاب،

تحليل الاحتياجات . .