Difficulties Encountered by the ESP Business Learners on the Productive Skills

Case of First Year Students in M'sila University

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In science of languages

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DEDICATION

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ABSTRACT

Language for specific purpose courses are based on insights into learners' actual language learning needs. English Business is taught from the perspective of business and commerce first and foremost while reinforcing vocabulary acquisition, grammar and structure secondly. Teachers can help students to deploy background knowledge and integrate new knowledge. The students at the Faculty of English, University of M'sila are undergraduate and practicing business activities. Their demand for English is very specific. They want to communicate in English with certain groups of people about fairly specific topics and mainly scientific and technical. In analyzing their needs we have come to the conclusion that their demand is more specific than English for Business Purposes (EBP). They have a desire to publish business articles in journals; they want to participate in international conferences. Students are more motivated to learn, acquire and use language when the entire context of the learning is within the field of their interest. This is why we are deeply attracted by such issue in which we are carryingout this present study to explore the university students' difficulties in learning English language skills in ESP business. Results showed that overall university students require extra help in improving their English speaking, and writing skills.We believe that if students are well exposed to the English specific training their power of linguistic usage automatically enhanced.

Key words:

ESP, Business learners, difficulties, productive skills

الملخص:

من الضروري أن نعلم أن دروس اللغة المخصصة لفئة محددة أن تقوم على نظرة ثاقبة للاحتياجات الفعلية للمتعلمين، حيث أن اللغة الإنجليزية للأعمال والتجارة تدرس من منظور الأعمال والتجارة أولا وقبل كل شيء في حين يعزز اكتساب المفردات والنحو والبناء.

كما يمكن للمدرسين مساعدة الطلاب على نشر المعرفة الخلفية ودمج المعارف الجديدة. فطلاب التدرج في كلية اللغة الإنجليزية، بجامعة المسيلة يمارسون الأنشطة التجارية احتياجهم للغة الإنجليزية هي محدودة للغاية، فهم يريدون فهم اللغة الانجليزية للتواصل باللغة مع مجموعات معينة من الناس حول مواضيع محددة إلى حد ما.في تحليل احتياجاتهم وصلنا إلى استنتاج مفاده أن مطلبهم أكثر تحديدا من اللغة الإنجليزية للأغراض التجارية، لهم الرغبة في نشر مقالات في المجلات التجارية، بل يريدون حتى المشاركة في المؤتمرات الدولية، فالطلاب هم أكثر تحفيز للتعلم، واكتساب واستخدام اللغة عند سياق كامل من التعلم هو ضمن مجال اهتمامهم. هذا هو السبب في القيام بهذه الدراسة لاستكشاف صعوبات طلاب الجامعة في تعلم مهارات اللغة الإنجليزية في مجال الأعمال التجارية. وأظهرت النتائج أن طلبة الجامعات عموما في حاجة إلى مساعدة إضافية في تحسين لغتهم الإنجليزية الناطقة، ومهارات الكتابة.

List of abbreviation:

ESP: English for specific purposes

EOP: English for occupational purposes

EAP: English for academic purposes

EBP: English for business purposes

AV: Audio Visual

IT: information technology

ELT: English Language Teaching

EMP: English for medical purposes

EST: English for science and technology

EFL: English foreign language

ESS: English for social studies

 EPP: English for professional purposes

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General introduction

Introduction

English is the second foreign language taught in public schools in Algeria. Students take English language courses for seven years, from first grade of elementary until they graduate from high school. Nevertheless, most Algerian students consider English as a course to pass rather than a tool to use in their future careers. Almulhim (2001) indicates that most students regard English as unimportant for two reasons. First, English is not used in the students' daily life activities outside the classroom. Second, English belongs to a foreign culture that they have little or no exposure to. As a result, most students pass the English language requirement by memorizing vocabulary and grammar drills.

In last years, researchers have adopted a new program which is English for specific purposes or (ESP approach) in order to facilitate the language unit which is the responsible of learning and teaching English course.

English for specific purposes is an approach to English Teaching as a Second or Foreign Language, whose aim is to empower a group of people with specific needs, no matter if for academic, professional or personal issues. The whole course is tailor-made, so that the focus of the teaching content and method varies according to each field of interest. English for Specific Purposes (ESP) is a subdivision of a wider field, Language for Specific Purposes, which is defined as: "…the area of inquiry and practice in the development of language programs for people who need a language to meet a predictable range of communicative needs." Swales, 1992: 300, it includes also many other divisions such as: EST (English for science and technology), ELT (English Language Teaching), EAP (English for academic purposes), EOP (English for occupational purposes), EMP (English for medical purposes),

and the last one is EBP (English for business purposes) on which we are conducting our research.

The purpose of this study is to investigate the English language communicative difficulties of business learners as foreign languages (EFL) in M'sila area by investigating their language use and if their four skills are developing at class in order to provide empirical data serving Algeria ESP context.

The study used the framework of difficulties which face the learners to investigate the extent of English use in the business learners, the required level of the productive skills in different activities, and the perception of business learners towards their English language preparation during their previous secondary school study.

Until today, there has been no empirical investigation of the communicative difficulties of Algerian business learners at class. Therefore, teaching English for business purposes is far from three satisfactory in terms of customizing ESP courses by using the language situation at place as the input to feed ESP courses. When the specific language needs are not defined based on language use, learners will end up disappointed with the language proficiency level that they achieve once they join the work force, regardless of the effort that they put into their language practicing. On the other hand, the effort of administrators and English language teachers would lack focus if the language needs are not defined in terms of language use.

In order to contribute empirical data to the ESP context in Algeria education, this study investigates the English language communicative difficulties of a targeted group of learners in English fields by investigating their targeted needs at class.

The hope of this study is to provide empirical information about the uses of English in the business field which, in return, can be used as an input to feed the larger structure of the ESP

context in language training, In particular, the study seeks to answer the following research questions:

1- To what extent is the English language used in the lecture of business learners at class in the M'sila area?

2- What level of the productive skills of the English language is required at class and for performing what kind of activities?

The hypothesis of this study are if the learners master the scientific and technical jargon included within the language structures their performance in the ESP studies will be improved for sure.

If English is taught in ESP business class with new methods; learners will be more motivated to develop their productive skills.

This literature review consists of three parts. The first part gives an overview about the origins of the ESP approach. The second part discusses the theoretical background of English business as the framework of the ESP approach, its relation to applied linguistic concept. The third part discusses the importance of productive skills in order to learn English and the difficulties which face the learners.

The ESP approach originated to fulfill the demand by many learners around the world who needed to learn English to have access to science, technology, business, medicine and economical resources. The English language has achieved a global status. Many countries give English a special role in their communities. Some of these countries, particularly in post-colonial contexts, give English the status of an official language (e.g. Nigeria, Singapore etc.) where English is the medium of communication in government, law courts, media, and the educational system (Brutt-Griffler, 2002). Other countries assign a priority role to English where it is taught as a second or a foreign language. Graddol (1996) indicates that "a quarter

of the world's population is fluent or competent in English and no other language in the world today can match the steadily growing spread of the English language". What gives the English language this status is not its linguistic system. Rather, Crystal (2003) argues that **"the current status of English results from the power of the people speaking it"**. Therefore, the global power of the English language is related to the historic political, cultural, socio-economic and technological dominance of England and the United States. Other languages throughout history such as Greek, Arabic, Spanish and many others had held similar positions as world languages of commerce and scholarship.

Norton (2000) indicates that when people speak a language, they are investing in an identity as speakers of that language. Learners invest in a second language in the hopes of gaining access to resources such as education, friendship, and money." The degree of L2 learning is a reflection of the degree of investment" (Norton, 1995). On a global level, people from different countries are using English as the lingua franca of communication since it provides access to knowledge and business. On a regional level, English is also used as a lingua franca among different ethnicities within one country.

The language situation of Algerian business is an example of lingua franca communication. The community of business professionals in Algeria includes a large number of non-Algerian . In fact, the majority of business workers in Algeria come from other countries as Sonatrac of In Aminas. In this multilingual context English is often the tool of communication. Algerians also have competence in English as a result of their English medium language training at the college level. Non-Algerian are hired not only for their business qualifications but also for their ability to communicate in English. As a result, English has become a natural choice as the lingua franca for communication.

English for Specific Purposes (ESP) is a branch of applied linguistics that focuses on relating the teaching and learning process to learners' needs. Widdowson (1981), a linguist and an early pioneer of the approach, describes the general concept of ESP by stating that "if a group of learners' need for a language can be accurately specified, then this specification can be used to determine the content of a language program that will meet these needs." The difference between ESP and general English is not a matter of the "existence" of a need; it is rather the "awareness" of a need. A child at a school might have a simple need to pass an exam. However, what influences the content of a language course is the awareness of a need. Hutchinson & Waters (1992) argue that if learners, sponsors, and teachers know why learners need English, that awareness will have an influence on what will be accepted as reasonable content in the language course and what potential can be exploited.

This study will provide empirical data for ESP programs intended for the business field. ESP practitioners can benefit from this study in different areas of Algerian education and in business education in EFL contexts. ESP researchers and learners can benefit from this investigation by comparing and contrasting the language situation in this study with other ESP applications around the universities (or even world). This study also contributes to our understanding of how English is used in national or international place settings as a foreign language or lingua franca.

Robinson (1991) lists a number of different methods for conducting a research. These include questionnaires, interviews, case studies, tests, and authentic data collection. Therefore, a descriptive method will be undertaken for this study which fits my issues.

To investigate our topic we will choose any classes of first year LMD in M'sila University. The approach used in descriptive design is to assign people randomly.

To determine an appropriate sample size we use the three major guidelines of Dornyei (2003):

1- Having 1% to 10% of the targeted population is adequate to represent an accurate sample of the population.

2- The return rate with voluntary questionnaires is between 20% to 50%.

3- L2 studies based on questionnaires need a minimum of 100 respondents to reach statistical significance.

Questionnaires were determined to be the best means of investigation in this study. They were selected as the source of data collection and responses. It is about a Research on the Learning Process Difficulties Met by First Year English for Specific Purposes Business Learner .Questionnaires allows also the gathering of reliable and valid data, relatively, in a short time.

The questionnaire will be given to specific learners' in M'sila University. It is concerned with learner's background information, then the Use of ESP business in teaching English as a Foreign Language. Both open questions and closed ones will be included in our questionnaire so as to get as valid information as possible.

The study will be restricted to the difficulties met by ESP classes for first year university learners. However, there are some constraints that may hinder our study. Firstly, time might be constraint as the implementation of the will require much time since the learners may be exposed for the first time to these new methods. Secondly, learners who don't understand the English language well or specific business words constitute a minority.

The goal of this project is to create something that will be of value to business learners, EFL and ESP students and instructors, and other English language learners interested in studying English business Included in the outcomes of this project are the following:

1. To meet a definite need in the field.

2. To increase awareness of the lack of specific Algerian universities English materials designed for learners

3. To explore the various communicative modes written, spoken, heard, and read of Algerian universities English

4. To examine and adapt existing textbooks and study materials for use in the ESP classroom

This project investigated the topic of difficulties Encountered by the ESP Business Learners on the Productive Skills especially first year student's, this work is divided into four chapters; the first chapter defining ESP in general and it's approaches, the second chapter explore what is EBP? , The third chapter explains the difficulties met by learners' in the productive skills and the fourth chapter is practical part. And at last we will present the suggestions and recommendations.

We hope that our findings of the study will indicate that the English language is used extensively at the class and plays an important role in the careers of business professionals and the productive skills (e.g. speaking and writing) are perceived as more important than the receptive skills (reading and listening). And we expect to have a positive opinion about the valid hypotheses

CHAPTER ONE

What is English for Specific Purposes

Introduction

English for specific purposes is closely connected to language for professional purposes, where speakers of English as a foreign or second language have to learn how to use language in areas where they are going to work. In this chapter we explore the subject of English for specific purposes. It is organized into seven elements .Element one define ESP in general, second element types of ESP, third one genres and targets of ESP learners, than we tried to characterize ESP into absolute and variables, than the general comments on the trace of ESP and methods used in teaching English as a foreign language and last one we tried to make the difference between English for specific purposes and English as a Second Language

1. Definition of ESP:

From the early 1960's, English for Specific Purposes (ESP) has grown to become one of the most prominent areas of EFL teaching today.

ESP is ESL instruction for a particular speech community, occupational field, or workplace situation. The basis of ESP is the teaching of language using content or subject matter English for specific purposes has been defined by many writers and researchers. Mackay and Mountford (1978) indicated that the term ESP is generally used to refer to the teaching of English for a clear utilitarian purpose. El-Minyawi (1984) pinpointed that ESP courses are based solidly upon the need to express the facts and ideas of some special subjects after which the student should be able to read the specialized subjects confidently and speak about them fluently. In my point of view I think the best definition for ESP is the one which defined by Hutchinson and Waters (1987), they defined it as an approach to language teaching in which all decisions as to content and method are based on the learner's reason for learning, they

added also that the term ESP implies that, it is English which is somehow peculiar to the range of principles and procedures which define that particular profession.

Strevens (1988) described it as English language teaching which is designed to meet specified needs of the learner. In the view of Chen (1993), ESP is "a major specialization within the discipline of English language teaching" (p. 80). Still, others specified ESP as the teaching of English for academic studies, or for vocational or professional purposes, as opposed to EGP, English for general knowledge and skills (Brunton, 2009; Carver, 1983; Hyland, 2006). Hence, we have such acronyms as EAP (English for academic purposes), EOP (English for occupational purposes), EMP (English for medical purposes), EBP (English for business purposes), and EST (English for science and technology). All of these are part of the ELT (English Language Teaching) repertoire. Whatever name it assumes, ESP is now a term connoting promise for more effective and more useful English language instruction (Tsou, 2009; Yogman & Kaylani, 1996)

So, ESP is to meet specific needs of the learner on the language, skills, discourse and genres appropriate to these activities and to specific disciplines, using several methods from the general English.

2. Types of ESP:

According to Carter (1983), there are three types of ESP:

2.a. English as a restricted language: The language used by air traffic controllers or by waiters are examples of English as a restricted language.

2.b. English for academic and occupational purposes: English for science and technology(EST), English for Business and Economics (EBE), English for social studies (ESS), English for academic purposes (EAP), and English for occupational purposes (EOP).

2.c. English with specific topics: This type concerned with anticipated future English needs of, for example, scientists requiring English for postgraduate reading studies, attending conferences or working in foreign institutions.

3. Genres and Targets of ESP Learners:

ESP learners can be divided according to their need for English communication skills:

Language learners

↓

In process of developing expertise

↓

Eng. comm.

skills as tools in training
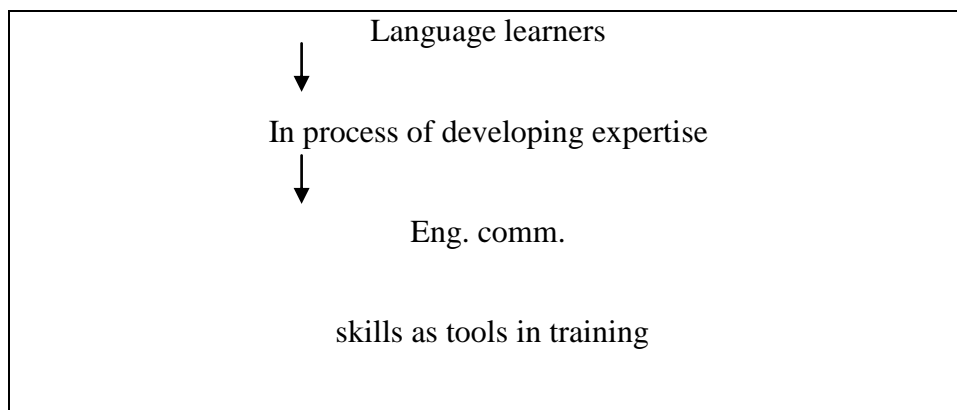
Language learners who are in the process of developing expertise in their fields need English communication skills as tools in their training.

Language learners

↓

Already experts

↓

Eng. comm.

skills as tools in work
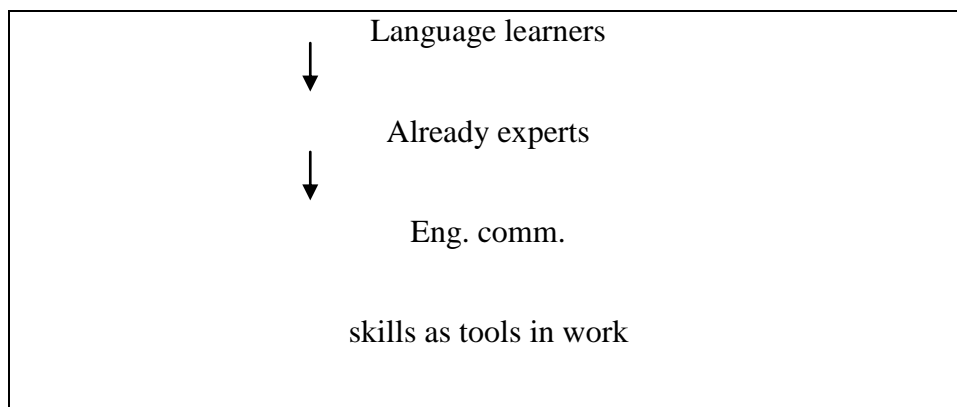
Figure 1 Adapted from © Lomperis and van Naerssen, 1992.

Language learners who are already experts in their fields need English communication skills as tools in their work.

3. a. ESP student's needs:

Carrel (1988) assures that in high education or in other programs, which uses teaching subjects written in English, reading becomes the pioneer among all the other skills of the English language. **Carrel, et al (1989)** also assure that the ability to read and comprehend the written text is considered as one of the most important factors of success in the university learning. **El-Bashbishy (1993)** indicated the importance of reading skills for the students who study English for specific purposes. She also indicated that it has been proved that reading is the most important skill needed for those students.

Accepting the fact that reading skill is of great importance for all students, it attached high importance for ESP learners, because their proficiency or deficiency in this skill would have a great effect on their future academic and professional progress. Students joining the different specifications at university are exposed to long texts which are written for native speakers of the language or for people who have good command of the language. From all what have been mentioned, it is clear now that we should pay more attention to the reading skill since it is the most important for ESP students need for their future academic career.

3.b. Aspects of learner autonomy in ESP:

The following aspects of learner autonomy are being developed in ESP classes at the Faculty of English such as :

- Developing awareness of the learning process.
- Teacher gradually releases control.
- Learners are given more responsibility for their studies.
- Learners acting as teachers in designing and checking through activities.
- Oral presentations by learners.
- Learner – produced materials.
- Feedback sessions.

- Self and peer evaluation.

- Use of authentic materials.

- Building of positive attitudes for learner autonomy.

- Accepting different degrees of autonomy in learners.

- Teacher and peer support.

ESP courses present a challenge for teachers because they have to learn how to share their power with the students, to cooperate in decision – making and constantly adjust to changes. Autonomy is based on contact, mutual learning and interactions with the aim of creating a syllabus appropriate for the students of business

3. c. The role of ESP teacher:

The ESP teacher has additional roles to those of the general purposes English teachers. **Robinson (1991)** stated that the ESP teacher does not only teach, very often, he is involved in designing, setting up and administering the ESP course. During and at the end of the course, the ESP teacher is likely to be involved in evaluation and testing, and due to their communication expertise, often have multiple roles in the public, private, and academic sectors on a local, regional, or global scale including:

− Teaching or training (onsite and/or online)

− Teacher or trainer development (onsite and/or online)

− Curriculum design

− Materials development

− Program administration

− Policy analysis and development

− Public speaking

− Research

− Consulting

In this context, the teacher should take on the role of an organizer whose task is creating conditions and opportunities for learning, whose responsibility is to help the students in acquiring knowledge and skills necessary for fulfilling their goals. The teacher of ESP must be flexible and open to new approaches and methods. It takes a lot of effort and research in the field of specialized studies of their students, but turning to new environments is always an enriching experience.

4. The major characteristics of ESP:

After ten years, two theorists Dudley-Evans and St John (1998) decided to modify the original definition of Strevens to make their own. Strevens has defined ESP by identifying its absolute and variable characteristics. Strevens' (1988) definition makes a distinction between five absolute and seven variable characteristics:

4.a. Absolute characteristics:

ESP consists of English language teaching which is:

➢ Designed to meet specified needs of the learner;

➢ Related in content (i.e. in its themes and topics) to particular disciplines, occupations and activities;

➢ Centered on the language appropriate to those activities in syntax, lexis, discourse,

Semantics, etc., and analysis of this discourse;

➢ ESP makes use of underlying methodology and activities of the discipline it serves ;

➢ In contrast with General English.

4.b. Variable characteristics:

ESP may be, but is not necessarily:

➤ Restricted as to the language skills to be learned (e.g. reading only);

➤ Not taught according to any pre-ordained methodology.

➤ 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 a tertiary level institution or in a professional work situation. It could, however, be for learners at secondary school level

➤ ESP is generally designed for intermediate or advanced students.

➤ Most ESP courses assume some basic knowledge of the language systems

The definition Dudley-Evans offers is clearly influenced by that of Strevens (1988), although he has improved it substantially by removing the absolute characteristic that ESP is "in contrast with 'General English'" (Johns et al., 1991: 298), and has revised and increased the number of variable characteristics. The division of ESP into absolute and variable characteristics, in particular, is very helpful in resolving arguments about what is and is not ESP. From the definition, we can see that ESP can but is not necessarily concerned with a specific discipline, nor does it have to be aimed at a certain age group or ability range. ESP should be seen simple as an 'approach' to teaching, or what Dudley-Evans describes as an 'attitude of mind'. Such a view of Hutchinson et al. (1987) who state, "ESP is an approach to

language teaching in which all decisions as to content and method are based on the learner's reason for learning".

5. Materials development and ESP

5.a What are materials in ESP?

In language teaching, *materials* are:

> **Anything which is used to help to teach language learners. Materials can be found in the form of a cassette, a CD-Rom, a video, a photocopied handout, a newspaper, a paragraph written on a whiteboard: anything which presents or informs about the language being learned**. (Tomlinson, 1998: xi)

This definition might serve the purpose of ESP materials; however, there are four main issues should be emphasized:

1) There are *major* and *minor* ESP areas/courses, and published materials are sensible to this reality. Business English and Maritime English are examples of these3. Some courses that are tailor-made to suit a particular group of students would also fall within the *minor* category (for instance, English for tourism to a group of taxi drivers and policemen in a popular town for British tourists).

2) *Subject-matter content* is fundamental to ESP materials. Also known as *carrier content*, *informative content*, *discipline-based knowledge*, *specific* 3 St John (1996: 9) found that "of 24 ESP books claimed as new in 1994, 21 were business related". The highest number of published titles was in the area of "Banking, Business and Finance" (215 titles).

Evaluating and designing materials for the ESP classroom 143 *content*, *specialist knowledge* or *expert knowledge*, this refers to the information which is specific to a particular discipline and which people, like students and future experts, possess in their mother tongue. ESP teachers will need a reasonable understanding of the specific discipline

3) All too often, ESP teachers become evaluators, designers and developers of materials, simply because "publishers are naturally reluctant to produce materials for very limited markets" (Hutchinson and Waters, 1987) and most ESP areas conform to this reality. These roles are not exclusive to ESP teachers but, if compared with EFL/ESL teachers, they are more often engaged in the task of evaluating, designing and developing materials for their classroom use. It is precisely this additional role of materials providers/developers that has endowed ESP teachers with the denomination of *practitioners* (Robinson, 1991).

4) Unlike EFL/ESL teaching, there exists a mismatch between pedagogy and research; that is, there is a gap between course books and pedagogical practice, on the one hand, and research findings, on the other. For instance, as Harwood (2005) found, there is "a lack of fit between how academic writers write and what the textbooks teach about writing".

5.b What does ESP materials development entail?

Materials are particularly useful in ESP because they play a key role in exposing learners to the language of a particular discipline as it is actually used; in short, they are a source of "real language" (Dudley-Evans and St John, 1998). Developing materials for the ESP classroom is a trade-off between learning needs, language content and subject-matter content which implies the review of a number of issues:

- What is the target topic/what will be the carrier content?

- Is this topic relevant for my students/the discipline?

- What do I, as an ESP practitioner, know about the carrier content?

- What are my students supposed to know about the carrier content?

- To what extent do materials reflect the language/conventions of the discipline?

- What are the learning goals?

- What is the target language form/function/skill?

- What materials are available, suitable and accessible?

- What teaching equipment is required and available?

For The practical volume edited by Master and Brinton (1998) is a good example of current practices worldwide. Arranged into seven ESP macro-areas, the wide range of contributions felicitously illustrates in-service ESP practitioners' commitment to in-house materials design and development. *Ana Bocanegra-Valle* 144

- How much time should be spent on the design, development and implementation of activities?

- Will materials be classroom-oriented or provide additional work?

At its most basic level, the process of ESP materials development is as shown in Figure 2. Firstly, available materials are reviewed, evaluated and selected according to different criteria and with reference to a particular ESP course. Then, if there is a lack of materials, or if materials available are not suitable according to such evaluation, practitioners might be required to develop materials from scratch or abridge, extend, refine, rewrite – in short, adapt – the available materials for a particular learning situation, ESP area, target group of learners, timing or set of resources. There exists the possibility that, although there are materials available for classroom use, practitioners feel the need to provide additional materials for out-of-classroom work, self-study or the like. In this case, the process would not differ. Lastly, because materials development is an ongoing process, those engaged in creating or adapting materials will be required to pilot test or perform evaluative reviews so as to adjust materials over time in response to implementation outcomes, current trends in the field or research findings.

This last step is a desirable practice because "materials that undergo this evaluative review and revision process are likely to serve student and teacher audiences more effectively than materials that do not" (Stoller et al., 2006). Developing materials is a matter of trial and error, and it will be convenient to bear in mind those materials that are appropriate for a particular

ESP course/area may not prove so efficient for other ESP courses/areas.

6.General comments on the trace of ESP in practice:

1. Learners and purposes of learning; ESP learners are usually adults who already have some familiarity with English language and they are learning the language in order to communicate a set of professional skills and to perform particular-job

2. ESP needs analysis which determine which language and which skill are most needed by students and the syllabus designed accordingly. For example, in order to train a tourist guide the ESP class should promote the development of the spoken skills, and who intend to work in Business Company or administration should be trained in reading skills.

3. In an ESP class, there is a focus on the context, because English is not taught as a subject separated from the student's real world, in the contrary in many other fields they taught the English language in isolation; like (EGP).

4. Context increase motivation that is a positive indication in successful teaching .(subject matter)

5. The term "**Specific**" in ESP, it does not mean only English for specific purposes it means English language at service of specific purposes. Therefore, learners are able to use what they learn in class in work which enables them also to use English they know to learn even more English.

In sum, ESP assesses and analyzes needs and integrates motivation, subject-matter and content with the help of relevant language skills.

7. Methods used in teaching English for specific purposes:

Teaching English to speakers of other languages is a varied field in terms of approaches and methods. There are many approaches and methods proposed and developed by different scholars from different schools of thought. This variety of approaches is a sign of fruitful diversity that will enrich the field and give the teachers different ways to teach the language. However, it should also be noted that these approaches are not of the same effect on the field. There approaches that have a solid a backgrounds and can stand by themselves.

One of the first methods recognized in the field of teaching ESL/ EFL is what is known as "The Grammar Translation Method". This method was first proposed in the 1800's by Johann Frick, Plotz and Me dinger this method focuses on teaching languages through translation, and it is used for the purpose of helping student's appreciate foreign language literature. It also concentrates on teaching the grammar of the target language to help student become more familiar with the grammar of their native language. The aim of this technique is thought that foreign language learning would help student's grow intellectually.

The second prominent method is the "Direct Method". This method was devised in the late nineteenth century by Gouin, Sweet and Jones. This method was continued and developed by other scholars such as Palmer and Jesperson until the 1930 century. The focus of this method was to use the target language exclusively in the classroom. Generally, the progression of material was from easy to difficult and the student had to understand their errors. It should be noted that many methods in the twentieth century reflect the basic principles of this method.

In the 1920's, the Coleman report recommended a reading- based approach to foreign language in the US. Then, in the 1940's, the " Audio – lingual Method " emerged because of the growing need for foreign languages speakers in the fields of armed services and diplomacy. This method was proposed by Pike and Fries. the basic principle of this method

were to help armed personal to attain conversational proficiency " the Army Method ", this method drills in the use of grammatical patterns as well .it also focuses on mastery of language system. This method was influenced by B.FSkinner, the leader of behavioral psychology.

In the period between 1930's and 1960's, the British linguists Palmer and Hornby developed the" Oral Situational Method", a British version of the American Audio-lingual method.

In the 1960's, "The Cognitive Code" was established. Noam Chomsky attacked the structural linguist and stated that language is innate and not habit formation .He also said that the language is rule governed behavior, and correctness is determined by the users of the language.

In the 1970's and 1980's," Effective Humanistic" approaches came to existence. In 1972 Caleb Gatingo developed what is known as "The Silent Way" in which the teacher supplies a mineral amount of oral support and information. The student is required to exert more efforts in learning. In the same year, Charles Curran came up with the "Counseling Language Learning Approach" in which the teacher acts as counselor or a mediator. In 1979, Lazanov proposed the "Suggestopedia" in which non-verbal elements are used as major factors of communication. According to Lazanov's method, learning should occur in a confortable setting. In 1980, "whole language" was proposed by Rigg. This approach focuses in "decoding " reading and writing, and teaching phoenix, in 1985 the "multiple intelligences approach " by Gardner was established, this approach characterizes a human intelligence as having multiple dimensions that must be acknowledged and developed education .In the 1970's," neurolingustic programing "was developed by Grindler and Bandler .This approach focuses on the influence of the communication techniques on the learning process.

Another category of approaches known as the "Comprehension based approaches" came to existence. The "total physical response", by Acher, emphasizes that teaching language should be through physical activity. Another approach was developed by krachen and Terrel. This approach was known as the "Natural Approach ", the aim of this approach is to incorporate the "naturalistic" principles in studies of second language acquisition.

In the 1970s, there was an emphasis on communication in education. Consequently, a number of communicative approaches were proposed. Hymes, Swain and Canal proposed the "Communicative Language Teaching Approach". The aim of this approach was to help student's communicate in the target language." Cooperative Language Learning "was proposed in the 1960s and the 1970s, the aim of this approach was to make maximum use of the cooperative activities involving pairs and small groups. John Dewey is credited with which is known as "Content Based Instruction" mentioning that teaching is organized around the content or the information that student will acquire. Another approach in the category was proposed by Wilis, his approach is known as "Task-based Language Teaching". In this approach, the use of the tasks as the core units of planning and instruction in the language teaching is emphasized. (Jack c. Richards and Theodore s Rodgers).

But for ESP student the most effective method to study English is "Learning by doing". In the 1962 a new approach has occupied a central place within economics "Learning by doing" approach. Empirical studies have confirmed the importance of learning by doing in practice. When it comes to school, however, instead of allowing students to learn by doing, we create courses of instruction that tell students about the theory of the task without concentrating on the doing of the task. It's not easy to see how to apply apprenticeship to mass education. So in its place, we lecture.

8. The difference between English for specific purposes and English as a Second Language:

ESP students are usually adults who already have some background about English and the most important difference lies in the learners and their purposes for learning English. ESP concentrates more on language in context than on teaching grammar and language structures, it covers various subjects such as tourism, business and management…, we can consider also the main important point in Esp is that English is not taught as a subject separated from the students' real world instead, it is integrated into a subject matter area to the learners.

In ESP needs analysis that determines which language skills are most needed by the students, and the syllabus is designed accordingly for example, ESP program might emphasize the development of reading skills in students who are preparing for graduate.

However, ESL studies all four language skills; listening, reading, speaking, and writing, are stressed equally.

Conclusion

As a conclusion, let us point out that English for Specific Purposes is a Multi-Disciplinary Approach, useful and interesting in teaching English using content or subject matter which aims to meet the needs of particular learners. This means in principle that much of work done by ESP teachers is concerned with designing appropriate courses for various groups of learners. If we limit teaching ESP to what to learn and forget how to learn, it will be safe to claim that familiarity with teaching and learning theories is not an essential for ESP teacher. If the ESP community hopes to grow, it is vital that the community as a whole understands what ESP actually represents, and can accept the various roles that ESP practitioners need to adopt to ensure its success.in this chapter we have discussed seven items beginning with general

definition of ESP, genres of ESP, who needs ESP, the methods and approaches used in teaching ESP courses, materials used and the last one is differences between English esp and general English.

CHAPTER TWO

WHAT IS ENGLISH BUSINESS

Introduction:

English became the predominant language of business during the second half of the Twentieth Century for various reasons. The increasingly international nature of business made moving towards a 'common' language a necessity. English was a perfect candidate as it was already used and spoken as a first or second language by many people around the globe (partially as a result of British settlement in the world). It is now spoken by over 500 million people in a vast number of territories, including Britain, Canada, the United States of America, Australia, India, Southern Africa and even the Arabic countries and has truly become a 'global' language. Business English is therefore considered as being essential for all people who wish to work in any area of business, aviation, computing, etc. As the economy becomes increasingly global, the importance of Business English continues to grow especially at the level of skills that most people need to be able to do their jobs well: writing e-mails and reports, making presentations, doing negotiations, using the telephone, attending and participating actively in meetings or telephone conferences, receiving visitors, the oxford business English dictionary includes also the following areas : accounting, commerce, e-commerce, economics, finance, insurance, IT, law, manufacturing, marketing, production, property, the stock exchange, (international) trade, transport. But this does not mean that everything which is not considered to be General English is in fact Business English There is a wider term for English which is not considered to be general: ESP (English for Specific Purposes). This acronym includes all the different areas of 'Business English' and more (English for hotels and catering, English for Science, English for Academic Purposes (EAP), etc).

1. What is English Business?

Business English is the wide-embracing term that is used to describe the type of English that is used by people to do business. 'English for Business focuses on the English language skills necessary to communicate in an increasingly global business environment.' The range of different subject areas included under the umbrella term 'Business English' is wide. What is generally associated with a 'Business English' course are the skills that most people need to be able to do their jobs well: writing e-mails and reports, making presentations, doing negotiations, using the telephone, attending and participating actively in meetings or telephone conferences, receiving visitors, etc The big difference, therefore, is that Business English focuses on the delegate's job whereas the aim of General English is to improve all the four skills, regardless of the language content.

2. The difference and similarities between English Business and general English:

According to Marjorie Rosenberg(2004) he wrote :

"We often tend to separate Business English and English for Special Purposes from general English. Although the vast majority of teachers are trained first as general English teachers, they feel that they need to teach these specialized fields in a totally different way. Communicative teaching has become an important part of our classrooms in general English courses, but activities which are lively and fun are not always transferred into the more 'serious' world of Business English. On the other hand, many ideas which are taken directly from the business world and used successfully to teach business students could be also transferred to the general English classroom, giving our learners a new perspective on the communication skills involved in becoming proficient in a language".

The author means here that Business English is totally different from the general English in many aspects for example, vocabulary is very specialized, motivation related to job, teach

negotiation and presentation, techniques, students very goal-oriented, more serious and they use a lot of business correspondence , materials ; print, audio, and video materials can be bought off for business English but they may not meet the specific needs in individual or a group it may be necessary to develop materials for specific courses, .

However; general English is too simple because they have a free-time for activity , more freedom in deviation from plan, more time for games, more relaxed atmosphere, songs, literature ,general writing skills and also social event, materials are .

What Business and general English have in common: grammar and functions, general vocabulary, anxiety about capabilities, everyday English, small talk , travel vocabulary , survival English ,tour skills and current events .

3. What is English for Business Courses?

Business English is to Learn and build essential English language skills to communicate effectively in business contexts. This courses give a better understanding of the English you need to work in an English-speaking career especially today's economy is a global one. It is also to learn about topics such as participation in meetings, writing skills in business situations and interview techniques. Practice workplace communication techniques in English, and acquire business writing skills.

4. For whom the English business course is designed:

All ESP programs are designed for adults who have a common professional or job related reason for learning English, a common context in which to use English this means that the student brings to the ESP class a reason for learning and a context for use of English as knowledge of vocational or professional field. Business English classes are for learners from upper-intermediate to advanced levels who want to develop their English language ability for

business and employment. This module focuses on business topics of interest to students such as tourism, marketing and international business. Business English helps also learners to use business vocabulary, listen and read in business situations, and write reports, letters and other forms of business communication. A greater capacity to communicate effectively in business and social settings and an awareness of cross-cultural business protocols is also developed during these courses.

5. Characteristics of EBP in ESP Courses:

According to Carter (1983) ESP courses have three common characteristics or features:
a) Authentic material, b) purpose-related orientation, and c) self-direction.

5 .a) Authentic material:

Dudley-Evans' (1997) claims that the use of authentic learning materials is entirely feasible in ESP. suffice it to say at this juncture that use of authentic content materials, modified or unmodified in form, are indeed a feature of ESP, particularly in self-directed study and research tasks. For Language Preparation for Employment in the business Sciences, a large component of the student evaluation was based on an independent study assignment in which the learners were required to investigate and present an area of interest. The students were encouraged to conduct research using a variety of different resources, including the Internet.

5.b. Purpose-related orientation:

Refers to the simulation of communicative tasks required of the target setting. Carter (1983) cites student simulation of a conference, involving the preparation of papers, reading, note taking, and writing.
In some Algerian universities, English for business courses have involved students in the design and presentation of a unique business venture, including market research, and logo creation. The students have presented all final products to invited ESP classes during a poster presentation session. For our business science program, students attended a seminar on

improving your listening skills. They practiced listening skills, such as listening with empathy, and then employed their newly acquired skills during a fieldtrip to a local community center where they were partnered up with English-speaking residents.

5.C .self-direction:

ESP here is concerned with turning learners into users" (Carter, 1983). In order for self-direction to occur, the learners must have a certain degree of freedom to decide when, what, and how they will study. Carter (1983) also adds that the teacher must be systematic to teach the learners how to learn by teaching them about learning strategies.

6. What characterizes the language of business?

Business English is an area of ESP that is poorly researched. It is characterized by two important characteristics:

6.a. Written form in the language of business:

linguistics analysis is based more on the written forms of language such as correspondence, annual reports, and articles in business journals. Some kinds of analysis have been carried out with respect to the language of meetings and discussions but there is still little support to the first-hand experience which is writing**.**

6.b. Spoken form in the language of business:

the most important characteristic of exchanges in the context of business meetings, telephone calls, and discussions is a sense of purpose. Users of English language need to speak English primarily so that they can achieve more in their jobs.

7. How to design a business course:

ESP materials consist of two elements; a text and language exercises based on the text, but such materials can make the students and teacher bored. Hutchinson and Waters (1987) point out that both the content of the materials and the tasks that the materials enables the learner to perform are important aspects of the materials.

When selecting texts (spoken or written) to use in ESP lessons, we should put in mind the content of the text and the task that the learner should be able to perform as a result of working with this text. Then identify the language skills that are needed to perform the task and that are reflected in the text.

Tom Hutchinson and Alan Waters(1987) have adapted model of materials and activities design:

7.a Provide an input text:

It is to select a text dialogue, or video depending on the needs in the analysis. This input should provide five items:

- Stimulus material for activities.

- New language items.

- Correct models of language use.

- A topic for communication.

- Opportunities for learners to use their existing knowledge both of language and the subject matter.

7.b Identify a content focus:

Is to use language as a means of information and feeling about something.

7.c Identify a language focus:

To use a good material to give learners the opportunity of how to take the language, to study how it work and how to practice them together.

7.d Specify a task:

The main purpose of language learning is language in use by using materials which lead to a communicative task in which the learner use the previous content and language knowledge.

These are the four steps in designing a lesson, where the input of the text is provided by the text and the primary focus is the task and the foundation are the language structure and informational context.

Conclusion:

In ESP, Business English Communication should be presented not as a subject to be learned in isolation from real use, nor as a mechanical skill or habit to be developed. On the contrary, Business English Communication should be presented in authentic contexts acquaint the learners with the particular ways in which the language is used in function. This means that they will need to perform in their fields of specialty or jobs. In this chapter we have tried to explain what is English business, The difference and similarities between Business English and general English, What is English for Business Courses?, for whom the course is designed, What characterizes the language of business?, and how to design a course to reduce the difficulties in learning the English skill which is the next chapter.

CHAPTER Three

Difficulties facing ESP Business Learners in the Productive Skills

Introduction

Reading, writing, listening and speaking are all interrelated in a language learning environment. Literacy is, however, essential for educational success, but the most important facts to us in this chapter is the productive skills which are speaking and writing. There are several factors which affect students' performance in speaking English fluently. They are scared about committing mistakes while they speak. They cannot also express themselves well or adequately because they lack adequate and appropriate vocabulary. Another factor that makes students to hesitate to speak in English is that they are shy and nervous or they cannot write correct English. The present study tries to uncover all perceived ESP difficulties especially in business field assumed in the learning English language skills among the university students.

1. What is a productive skill?

Language instruction includes four important skills. These skills are Listening, Speaking, Reading and Writing. The main reason for isolating these skills and discussing them separately is to highlight their importance and to impress upon the teachers to place emphasis on their teaching and deal with them in a balanced way. Some language skills are neglected during the classroom practice and hence they are given insufficient and inadequate exposure; Research shows that listening and speaking are nearly neglected and not well recognized by' most EFL teachers in Algeria. These skills are largely considered as passive skills.

Language skills are divided into receptive arid productive ones. The receptive skills include listening and reading while the productive ones are speaking and writing. Language skills could also be divided into aural and graphic ones. The aural skills deal with listening and speaking ability while the graphic skills focus on reading and writing (see figure). Extensive exposure to receptive skills leads to the productive one. the transfer of linguistic knowledge from receptive to productive is probably a relatively slow process, but it does take place, as

the study of language acquisition shows. Hence, a rich exposure to listening and reading is required to attain mastery and proficiency in natural production

1.a. Writing: Writing is considered as a productive skill. It involves the development and presentation of thoughts in a structured way and written mode. Langan (2001) defined writing as "a process that involves discovering a thesis, supporting it, organizing thoughts for the first draft, revising and editing the final one". Writing is the process that includes several subcomponents. ESP teachers of writing should use different strategies to encourage their learners to do their best and generate acceptable writing products.

1.b. Speaking: speaking is considered the most important language skill. Researchers Bygate (2002) often describe it as a complex and multilevel skill. Psycholinguistic models of speech production, focusing on ways in which speakers plan and monitor their speech production; recognize that variability is both socially and psycholinguistically motivated.

However, teaching and learning productive skills in ESP face number of particular problems which will need to be addressed because they affect communicative purposes of language.

2. What is oracy?

In the 1960s, 'oracy' was originally refers to the development of listening and speaking skills, including spoken interaction ,it is broadly concerned with the complex ways in which language skills, interpersonal skills and thinking skills work together and affect each other in the social context of school. It is Based on two other key educational terms, literacy and numeracy, the new term was first introduced to emphasize the vital role of talking and listening in student's learning and academic development across the curriculum.

Oracy is the ability to use language orally for academic purposes. It involves the participation of a speaker in discourse for purposes such as arguing a point, contrasting a notion, defining, persuading, predicting, or summarizing.

Oracy also is the oral language component most commonly seen at the classroom level. However, students with Specific Language do not enter school with age appropriate oral language skills. Students of ESP have difficulties with language which are unrelated to their ability to learn, their hearing ability or any brain pathology.

3. What is literacy?

Literacy is a notion used for the initial learning of reading and writing which adults who have never been to school need to go through. "The term *functional literacy* is kept for the level of reading and writing which adults are thought to need in modern complex society. Use of the term underlines the idea that although people may have basic levels of literacy, they need a different level to operate in their day-to-day lives". David Barton

Literacy is the ability to read and write one's own name and further for knowledge and interest, write coherently, and think critically about the written word. The inability to do so is called illiteracy or analphabetism. Visual literacy includes in addition the ability to understand all forms of communication, be it body language, pictures, maps, or video. Evolving definitions of literacy often include all the symbol systems relevant to a particular community. Literacy encompasses a complex set of abilities to understand and use the dominant symbol systems of a culture for personal and community development. In a technological society, the concept of literacy is expanding to include the media and electronic text, in addition to alphabetic and number systems. These abilities vary in different social and cultural contexts according to need and demand to master the ESP studies are nowadays considered as a form of literacy in the English language**.**

4. The basics in developing the productive skills in ESP language

*Motivation :

If students are given the opportunity to make choices and decisions about what they do, they will be more motivated to engage with learning more ESP activities.

*Communication :

Speaking and writing are communicative tasks and imply an audience. Therefore the message must be organized so that it is communicated effectively

*Practice:

Skill in writing develops only through regular experience of all types of writing

*Teacher:

The instructional 'talk' used by teachers in the classroom influences how students learn both language and classroom routines

*Relevance:

Students must gain control over the functional writing and speaking skills necessary for classroom learning

*Performance:

A student's language proficiency can vary from class to class in accordance with the type of task and the learning context

5. Challenges of students in speaking:

The student must develop at least in three items; Control over vocabulary, Grammatical accuracy and Control over phonology.

5. a. Developing vocabulary:

The development of new vocabulary is an activity which spans all the skills of language and will be an ongoing challenge for all students. Approaches to the development of new vocabulary in the ESP language support class are provided in the teaching cycles above. In addition to the collaborative 'brainstorming' type activities, older students and in particular those moving on to post-primary schools in the near future would benefit from practice in using dictionaries effectively. Development of vocabulary is to:

• Move from concrete to abstract concepts

• Focus on vocabulary in clear contexts

• Use word lists, diagrams, labels and other visual displays that remain on the wall to provide ongoing support and consolidation especially in specific fields such as business

• Get the students to provide their own words as much as possible

5. b. Developing structural accuracy:

Is a process that should be accompanied by classroom activities which are guaranteed to involve students in contributing to the activity from the earliest stage, even when their contributions may be largely inaccurate. Nothing will motivate students more than the achievement of communication even if it is accompanied by gesture or involves finding more roundabout means of making a point**.** It is important, however, that accuracy is reinforced frequently without putting student off communicating. Writing, therefore, becomes most important in the reinforcement of aspects of structure such as sequencing and tenses. Writing and speaking, as a result, are mutually supportive learning activities.

• As early communicative ability develops the students will move from gestures to single words then incorrect forms.

At this stage, encourage communication particularly by promoting small-group activities

5. C. Developing phonological accuracy:

It is critical for accurate spelling. If a student develops bad patterns of pronunciation then it is inevitable that spelling will suffer because there is no correct correspondence between sound and symbol. Pronunciation and intonation may be developed through a range of classroom activities. In addition to learning through activities, students will also focus on the teacher as a model. It is important, therefore, that the teacher is constantly aware of his/her clarity of pronunciation and of correcting/clarifying pronunciation that is inaccurate.

• This should never be ignored as bad pronunciation and intonation patterns can impede comprehension and contribute to serious spelling problems.

6. Challenges of students in writing:

The student must develop into three items as speaking; Control over vocabulary, Grammatical accuracy and Control over orthography

6. a. Vocabulary for writing:

As indicated for speaking, is an activity which spans all the skills of language and will be an ongoing challenge for all students. Brainstorming activities and dictionary-based activities are both excellent means of leading into a written task. Brainstorming gets the students involved in the task from the outset and activates their thoughts and previous learning. Using a dictionary effectively is particularly important for students whose literacy in English is at a lower level than the peer group. This skill will transfer into other areas of learning. So vocabulary for writing:

• Should emerge from speaking activities

• Context of writing activity should be clear

• Writing should be a natural 'follow on' of most classroom activities

• Students should learn, from the beginning, to make use of their own word lists /word walls etc.

• Students should be encouraged to expand and extend their vocabulary knowledge in written tasks

6. b. Developing structural accuracy in written text:

Is particularly important in writing tasks because the student has time to work on written text with the objective of producing a perfect final version. The teacher must use a variety of means to make students aware of the importance of both accuracy and orthography (handwriting) in their written work. Accuracy will automatically be reinforced through comment and feedback from the teacher. It is advisable, however, to encourage students to identify and correct their own mistakes by drawing attention to them but not immediately

providing the correct answer. The more a language learner, of any age, is encouraged to work at a problem such as a vocabulary item, or a structural/grammatical inaccuracy, the more he/she will retain the information and apply it in the future

• Regular opportunities to provide accurate spoken language will influence the accuracy of written text

• Drill-type written exercises can be de-motivating and may be of little value to the learning process

6. c. Control over orthography:

It is particularly important for students who do not learn to write in primary school with the peer group. In some cases they may not have developed literacy previously and in others they may have developed literacy in a non-Roman script language. The development of inadequate orthographic skills will prove a serious handicap as education proceeds. The language support teacher, therefore, has an important role to play both in modelling good handwriting and in correcting what students have written and providing further practice as necessary.

• May be difficult for students from non-Roman script languages

• Plenty of practice is crucial.

7. Speaking Skill Problems:

All of the four skills are equally important; speaking is one of the most interesting skills for students to acquire. Chaney (1998 13) defines it as "the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of a context. However, Algerian students face considerable problems when they learn English as a foreign language. The most noticeable problems of speaking are related to the classroom procedure, through speaking activities these problems can be identified as:

7.a. Student inhibition:

Speaking activities require a student to have all eyes on him and exposure to an audience can often give students stage fright. They may also be worried about making mistakes, being criticized or losing face in front of the rest of the class.

7.b. Some students do not have anything to say on a particular topic:

In reality, they may be bored or feel that the topic is unrelated to anything they know. If this is the case, they will have no motivation to speak other than the fact that they know they should be participating in the speaking activity. Algerian students often lack confidence in their speaking ability and feel they have insufficient language skills to express exactly what they want to say.

7.c. Students interrupt each other:

There will always be dominant students in an English class making it difficult for more reserved students to express themselves freely. Dominant students who interrupt frequently or who constantly look for the teacher's attention tend to create an environment in the English class where more timid students are quite happy to sit back and watch the lesson unfolding instead of participating.

7.d. The linguistic interference:

Students who insist on using their mother tongue are students who are fearful of criticism and need to be encouraged to speak English. Students must understand that they cannot revert to their mother tongue as this will take away precious speaking practice time during lessons and slow down oral progress.

8. Remedial proposals to the ESP speaking problems:

There are a number of resources and activities available to get round these common speaking problems:

8.a. Group work:

Group work increases the amount of time available for oral practice and allows more than one student to benefit from speaking time. Working in groups also lowers the inhibitions of shy students who are not comfortable speaking in front of the whole class.

8.b. Easy language:

Simple language makes it easier for students to speak for longer without hesitation and gives them a sense of accomplishment. Essential vocabulary can be pre-taught or reviewed before the activity enabling students to fill-out their speech with more interesting sentences and rich language.

8. c. Clear guidelines:

Stating clearly what is expected from each student is essential in ensuring that everyone in the group contributes towards the discussion. Appointing a chairperson to each group to regulate participation is a way to make sure that dominant students leave discussion opportunities open to more reserved students. Feedback reveals the results of the discussion and motivates each student to follow the guidelines.

8. d. Rich amount of vocabulary:

Teachers must help students to gain a good amount of vocabulary that are needed to be able to form sentences and to help the students to interact confidently and orally with other students and with the teacher.

8. e . Encouragement:

The teacher must encourage the students to speak and to use the language in and out the classroom room and teachers should help students to build confidence by saying to students that if you make mistake you are not criminal but if you make mistakes you can be corrected in a constructive way.

8.f. Correct usage of Language:

The teacher must teach students how to use language in its appropriate way by showing and giving examples of what situations are best to use some words and phrases.

9. Writing Skill Problems:

According to Al-Mutawa and Kailani (1989) writing is as an activity means of communication ideas. Its functional role is equated with speech where both are conveying information. Algerian students are also face problems to overcome this skill.

Othman, R (2009) lists the most important problems of writing skills as the following:

1- Some teachers do not use dictation.

2- There are some teachers do not ask their students to correct their own exercises.

3- Some teachers do not ask their students to correct their wrong spelling words three to five times for each.

4- There are many problems which encounter the teachers from the part of students while teaching those writing skills, these problems are the following:

   a-Lack of background.

   b- Poor vocabulary.

   c- Difficult curriculum.

   d- Lack of writing principles.

   e- Lack of reading correctly.

5- There are some common mistakes that were found by the teachers in the students' writing, these are:

   a- Spelling mistakes.

   b- Punctuation mistakes.

   c- Joining sentences in illogical order.

6- Some students do not like writing in English.

7- It has been noticed that the weakness of students' writing, and the difficulty of writing skills from some students' point of view, are referred back to some reasons:

  a- Few activities introduced by teachers.

  b- Lack of vocabulary.

  c- Time is limited and short.

  d- Poor pronunciation by teachers.

  e- Some teachers do not use dictation.

  f- Some teachers do not give training in writing.

10. Some suggestions and recommendations for encouraging the students to write:

 1-Teachers should encourage all students to participate in the writing activities. By using suitable techniques which will help the students in their learning of the writing skills such as

 - **Group work:**

   Group work is very important techniques in language teaching and learning. To increase the opportunity for students to practice the language. Group work is also good in releasing students from inhibition and it activities introvert students.

- **Pair works:**

   In pair work, every two students work together. Pair work is more beneficial than group work in that it can be formed in a short time and it can be applied in situations where group work is difficult to apply.

2- Teachers should prepare writing activities and tasks which support students' ability of writing inside and outside the classroom.

3- Teachers should familiarize their students with the writing technique and make them used writing in groups and pairs from the beginning of the year to help each other.

4- Students should be encouraged to choose their own topics of writing because they are aware of their needs of communication than the instructors.

5- Syllabus designers should give more concentration in the text book on the element of academic writing.

6- Giving the student's samples of essays to serve as models for writing is recommended.

11. What are the problems of ESP business students in writing and speaking from the lecturer's point of view?

The lecturers reported that the students had problems with all the sub-skills of speaking. The biggest problem was choosing suitable words, followed by writing grammatically correct sentences and combining paragraphs in an essay.

As far as speaking is concerned, the lecturers reported that the students had problems with all speaking sub-skills. The top three problems reported were using grammatically correct language, using varied vocabulary and expressions and speaking fluently

12. Is there a difference between the perceptions of students and lecturers?

There is a significant difference between the perceptions of students and lecturers of students' problems in writing and speaking. This shows that, the way the students perceive their problems in writing and speaking differ from the way their English language lecturers perceive the students' problems.

 It also shows that, in general, both students and English language lecturers were in agreement that the students had:

1. problems in writing and speaking;

2. specific writing problems in choosing suitable words and writing grammatically correct sentences; and

3. Specific speaking problems in using grammatically correct language, using varied vocabulary and expressions, and speaking fluently.

Not only that both lecturers and students concurred that students had problems in writing and speaking, there is a significant difference between how students' and lecturers' perceived students' problems. The lecturers tended to be more critical of the students' problems in writing and speaking than the students themselves. One may not be far to conjecture that the reason for the perceptions to be significantly different perhaps is due to the tenacity of most English language lecturers to accentuate the importance of attaining a minimum level in order to succeed in an English medium university in contrast to the attitude of many Algerian students towards English.

Conclusion:

To conclude with, In general, there are mixed factors causes learning skills difficulties in Algeria, such as: the teachers' behavior, students' attitude, teaching aids, and so on. However, this chapter tried to highlight the most important problems in the productive skills speaking, written from different kinds in Algeria as well as their solutions.

CHAPTER FOUR

FIELD WORK

Introduction

The study includes a questionnaire destined to ESP first year learners at the university. It aims to assess learner perceptions of difficulties in learning English language skills. In order to highlight the language difficulties a 19 items questionnaire was developed through standardized procedure and the psychometric of this questionnaire was determined through statistical analysis on a sample of 25 students. Collected data was analyzed and percentages. Results showed that overall university students require extra help in improving their English speaking and writing skills.

1. Learner questionnaire data: presentation and analysis:

In order to have a comprehensive picture about the questionnaire the data along with its analysis presented in the form of tables. Every item of the questionnaire was presented separately and simple percentage was used to analyze it.

(Table01. Can you speak English Fluently?)

N Q	Question	Response Yes		Response NO	
		Number of YES	Percentage %	Number of NO	Percentage %
01	Can you speak English fluently?	15	60 %	10	40 %

(Figure 02. Can you speak English Fluently?)

Can you speak English fluently?

40%

60%

Response NO
response YES
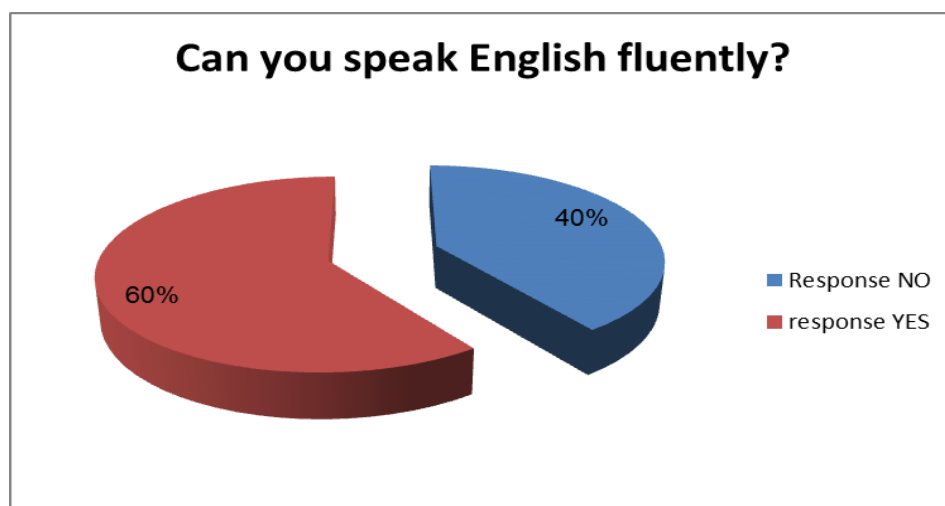
(Table02. Are you taught in class to speak English?)

N Q	Question	Response Yes		Response NO	
		Number of YES	Percentage %	Number of NO	Percentage %
02	Are you taught in class to speak English?	24	96 %	1	4 %

(Figure 03. Are you taught in class to speak English?**)**
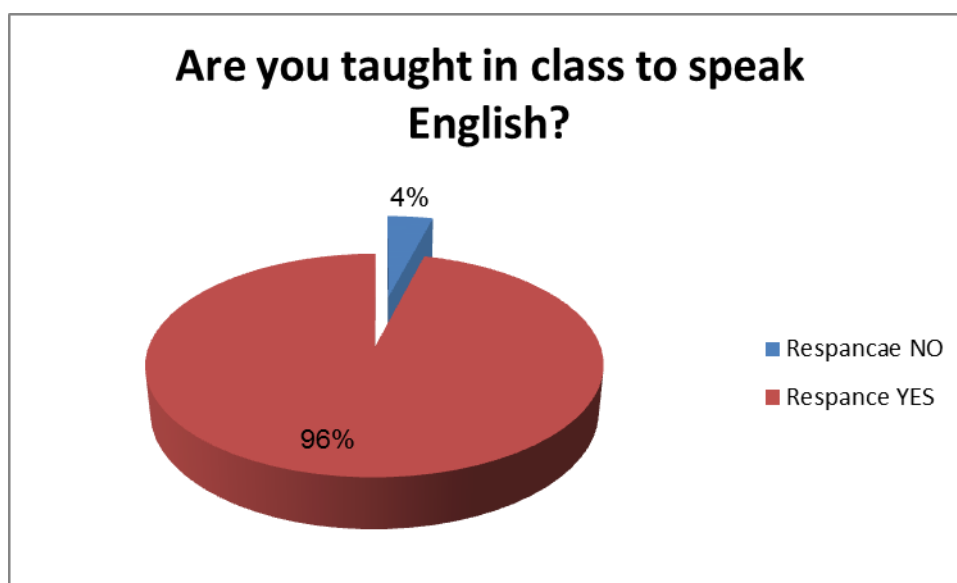
(Table 03. Do you like to speak English in your class?**)**

N Q	Question	Response Yes		Response NO	
		Number of YES	Percentage %	Number of NO	Percentage %
03	Do you like to speak English in your class?	14	56 %	11	44 %

(Figure 04. Do you like to speak English in your class?**)**

Do you like to speak English in your
class?

56%   44%

■ Response NO
■ response YES
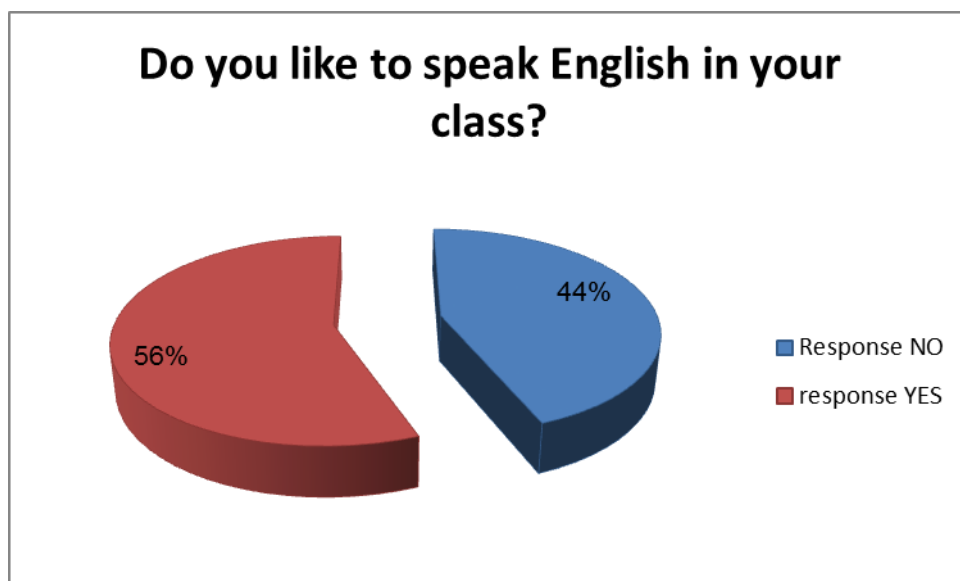
(Table 04. Do you feel ashame in speaking?**)**

N Q	Question	Response Yes		Response NO	
		Number of YES	Percentage %	Number of NO	Percentage %
04	Do you feel ashame in speaking?	19	76 %	06	24 %

(Figure 05. Do you feel ashame in speaking? **)**

Do you feel shame in speaking?

24%

76%

■ Response NO
■ response YES
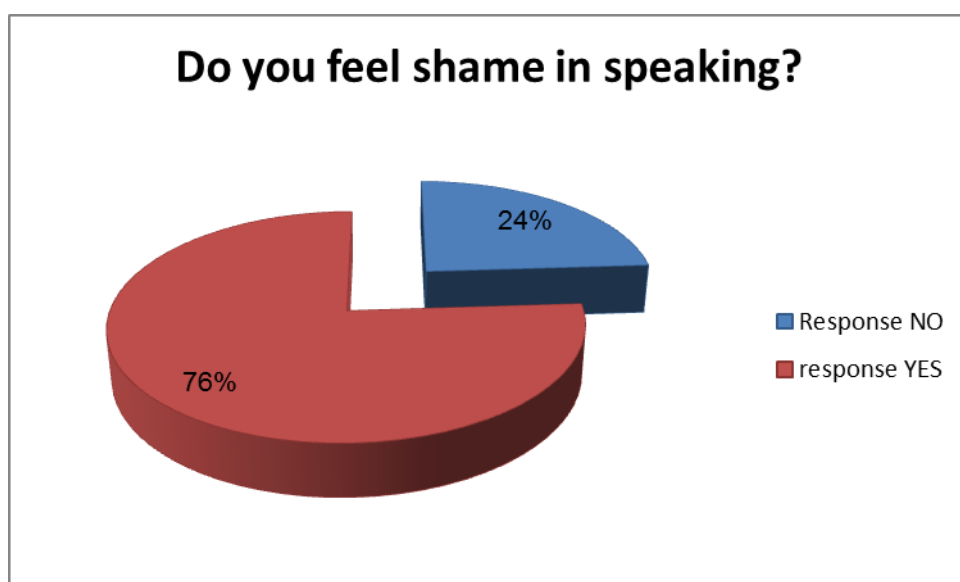
(**Table 5**. Which level of the *speaking* English language skill enables you to perform your studies effectively?)

N Q	question	Response of Excellent level		Response r of Good level		Response of satisfactory level	
		Num	%	Num	%	Num	%
05	Which level of the *speaking* English language skill enables you to perform your studies effectively?	02	08%	03	12 %	20	80 %

(**Figure 06.** Which level of the *speaking* English language skill enables you to perform your studies effectively?)
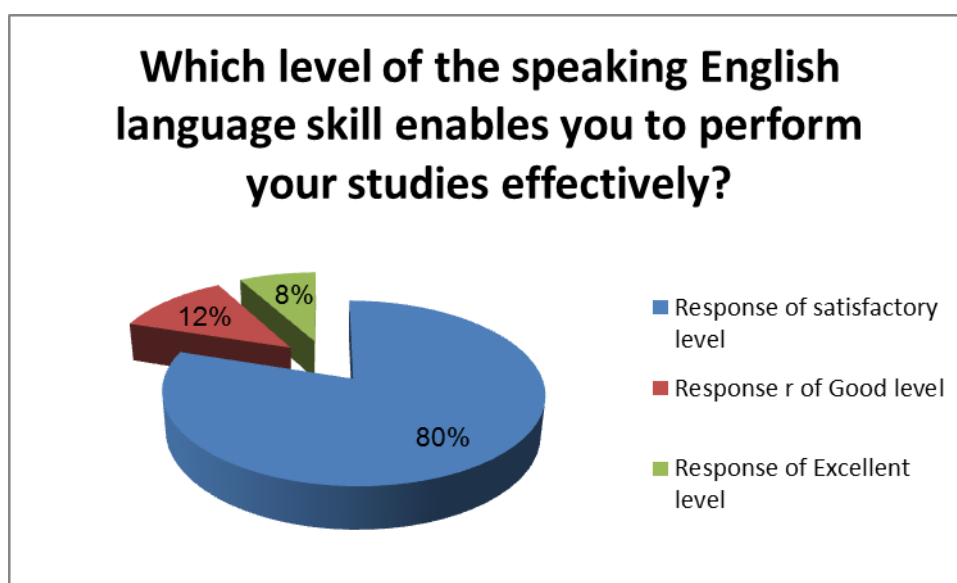
(**Table 06.** Do you practice writing in class?)

N Q	Question	Response Yes		Response NO	
		Number of YES	Percentage %	Number of NO	Percentage %
06	Do you practice writing in class?	20	80 %	05	20 %

(Figure 07. Do you practice writing in class?**)**
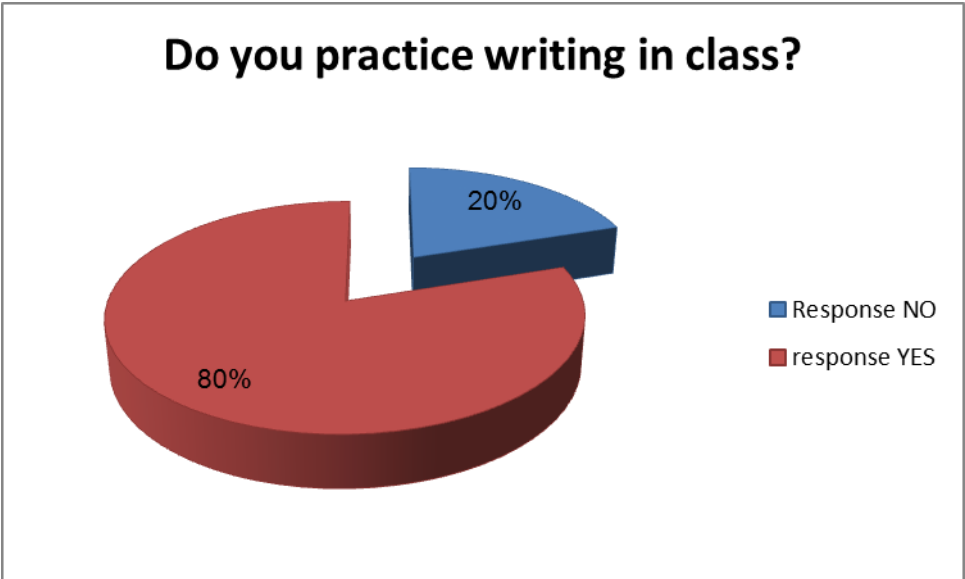
(Table 07. Can you write correct English?**)**

N Q	Question	Response Yes		Response NO	
		Number of YES	Percentage %	Number of NO	Percentage %
07	Can you write correct English?	14	56 %	11	44 %

(Figure 08. Can you write correct English?**)**
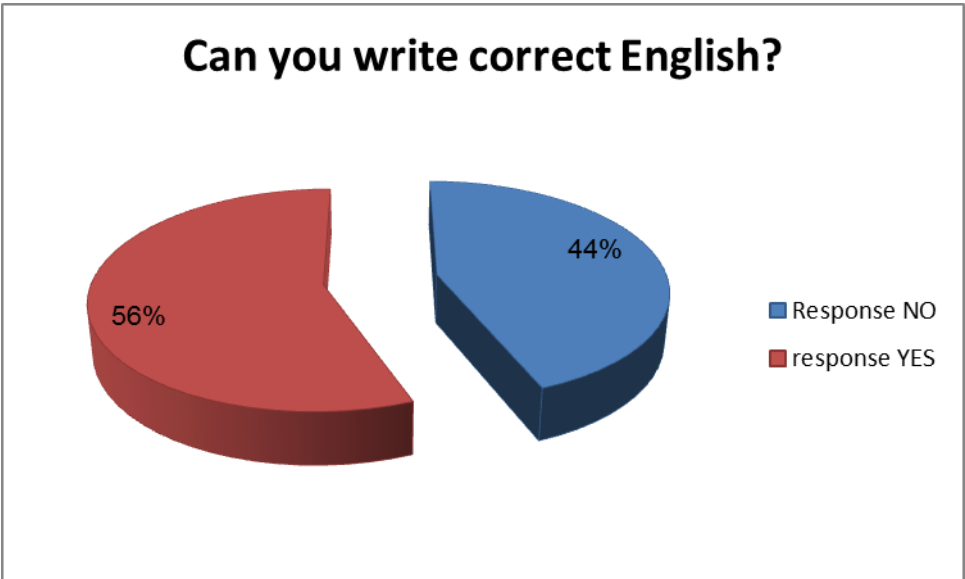
(Table 08. Does your teacher teach you rules of writing English?**)**

N Q	Question	Response Yes		Response NO	
		Number of YES	Percentage %	Number of NO	Percentage %
08	Does your teacher teach you rules of writing English?	25	100 %	00	00 %

(Figure 09. Does your teacher teach you rules of writing English?**)**
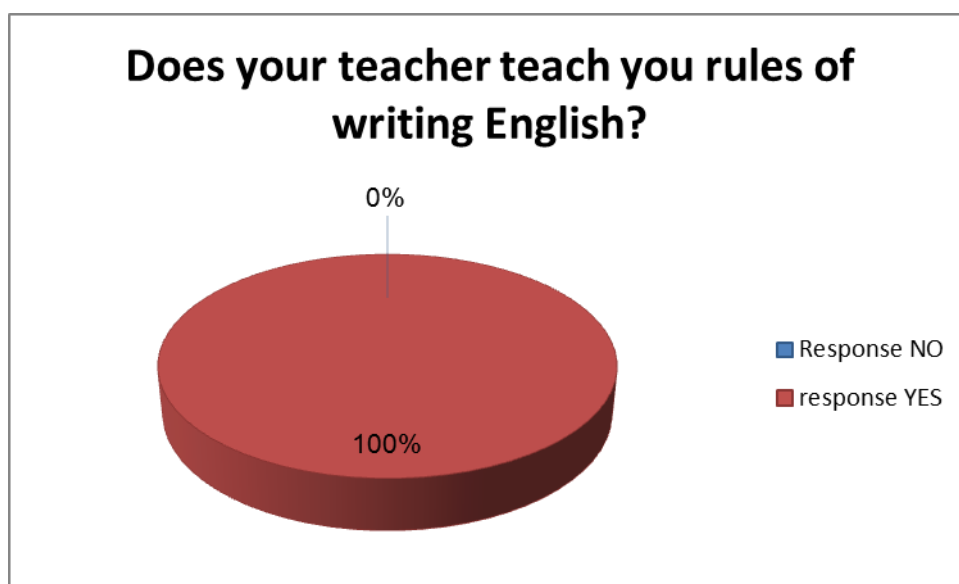
(Table 09. Which level of the *writing* English language skill enables you to perform your studies effectively?**)**

N Q	Question	Response of Good level		Response r of Average level		Response of poor level	
		Num	%	Num	%	Num	%
09	Which level of the *writing* English language skill enables you to perform your studies effectively?	06	24%	08	32 %	11	44 %

**(Figure 10.** Which level of the *writing* English language skill enables you to perform your studies effectively?**)**

Which level of the *writing* English language skill enables you to perform your studies effectively?

- 24% Good level
- 32% Average level
- 44% poor level

- poor level
- Average level
- Good level
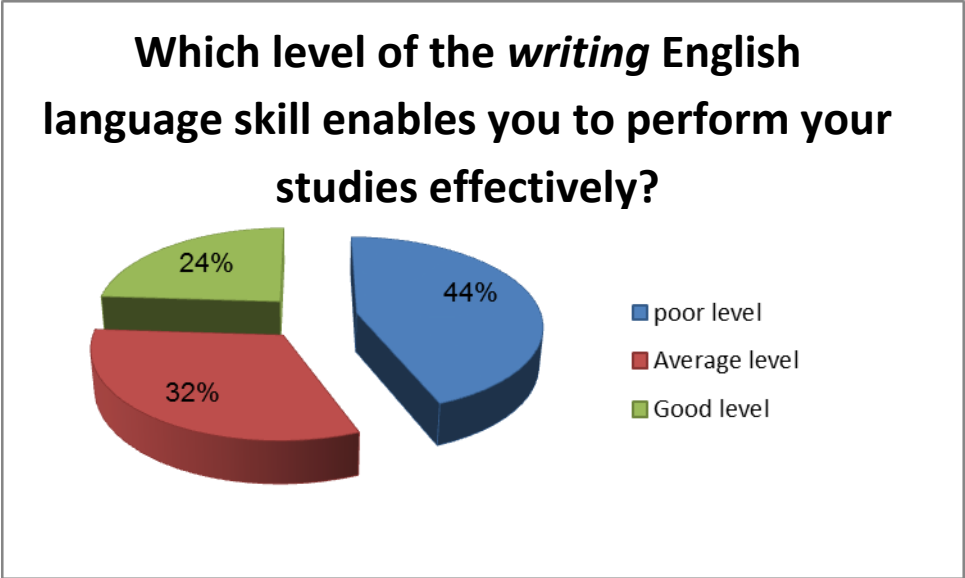
(Table 10. Does your teacher speak English all the time in your class?)

N Q	Question	Response Yes		Response NO	
		Number of YES	Percentage %	Number of NO	Percentage %
10	Does your teacher speak English all the time in your class?	09	36 %	16	64 %

(Figure 11. Does your teacher speak English all the time in your class?**)**

Does your teacher speak English all the time in your class?

- 36%
- 64%

- Response NO
- response YES
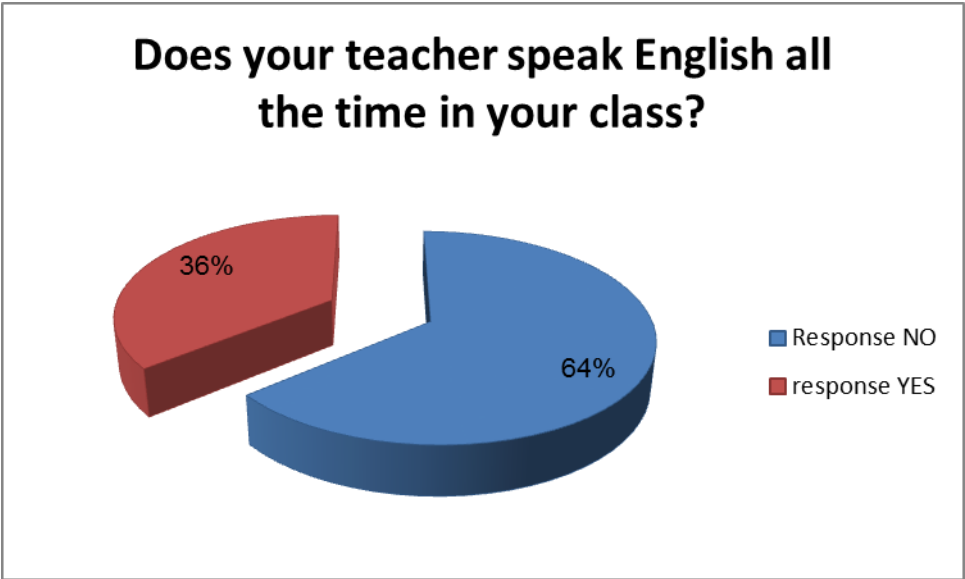
(Table 11. How much do you understand when your teacher speaks English?**)**

N Q	Question	Response of 100 %		Response r of 50 %		Response of 25 %		Response of 05 %	
		Num	%	Num	%	Num	%	Num	%
11	How much do you understand when your teacher speaks English?	10	40%	07	28 %	05	20 %	03	12 %

(Figure 12. How much do you understand when your teacher speaks English?**)**
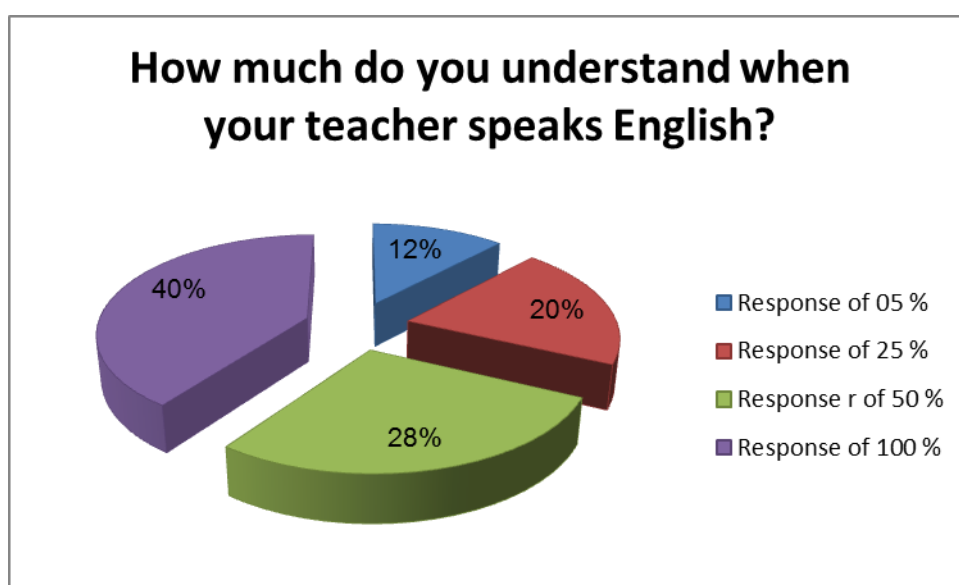
(Table 12. Can you understand English news channels?**)**

N Q	Question	Response Yes		Response NO	
		Number of YES	Percentage %	Number of NO	Percentage %
12	Can you understand English news channels?	04	16 %	21	84 %

(Figure 13. Can you understand English news channels?**)**

Can you understand English news channels?

- ■ Response NO
- ■ response YES

16%

84%
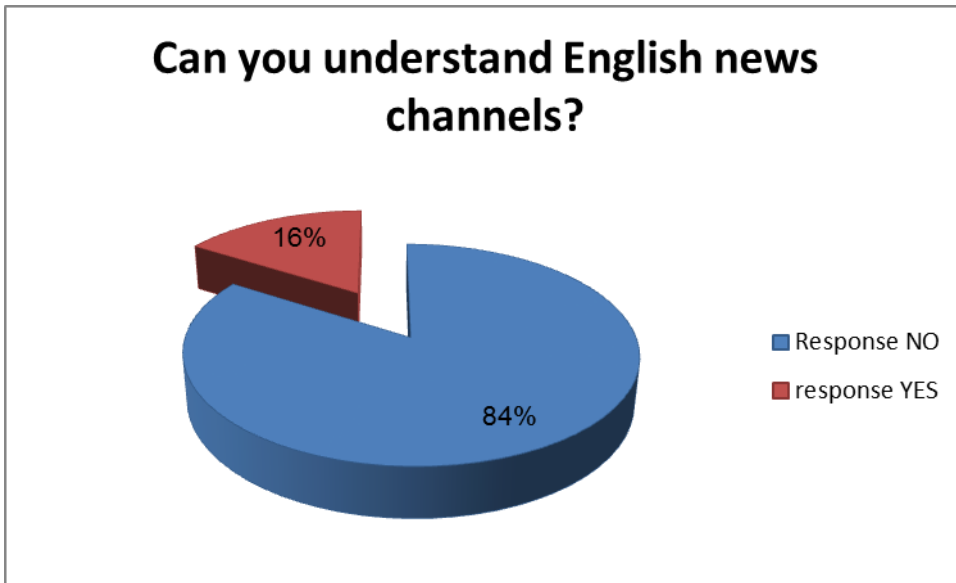
(Table 13. Do you face any difficulty in your technical field or in using the internet because of weak English?)

N Q	Question	Response Yes		Response NO	
		Number of YES	Percentage %	Number of NO	Percentage %
13	Do you face any difficulty in your technical field or in using the internet because of weak English?	19	76 %	06	24 %

(Figure 14. Do you face any difficulty in your technical field or in using the internet because of weak English?**)**

Do you face any difficulty in your technical field or in using the internet because of weak English?

- ■ Response NO
- ■ response YES

24%

76%
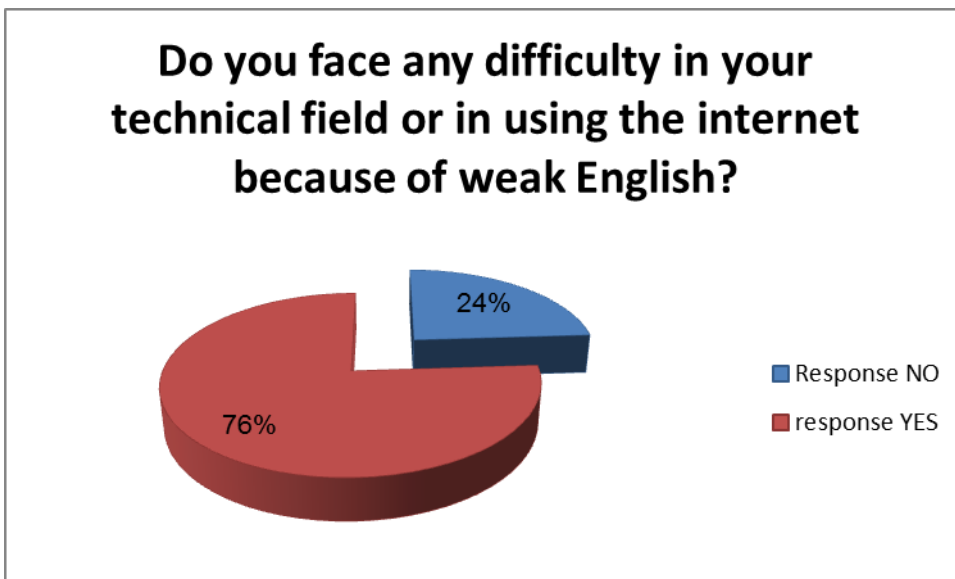
(Table 14. What do you think your English syllabus should be related to?)

N Q	Question	Response of Only ESP		Response r of only business		Response of ESP and business	
		Num	%	Num	%	Num	%
14	What do you think your English syllabus should be related to?	02	08%	03	12 %	20	80 %

(Figure 15. What do you think your English syllabus should be related to?**)**
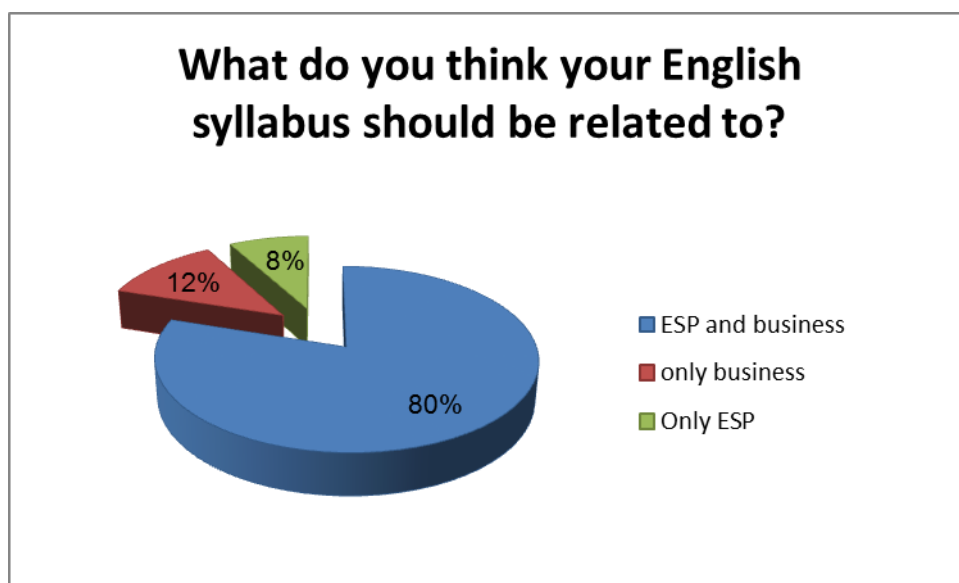
(Table 15. Are you satisfied with the present teaching methodology?)

N Q	Question	Response Yes		Response NO	
		Number of YES	Percentage %	Number of NO	Percentage %
15	Are you satisfied with the present teaching methodology?	04	16 %	21	84 %

(Figure 16. Are you satisfied with the present teaching methodology?**)**
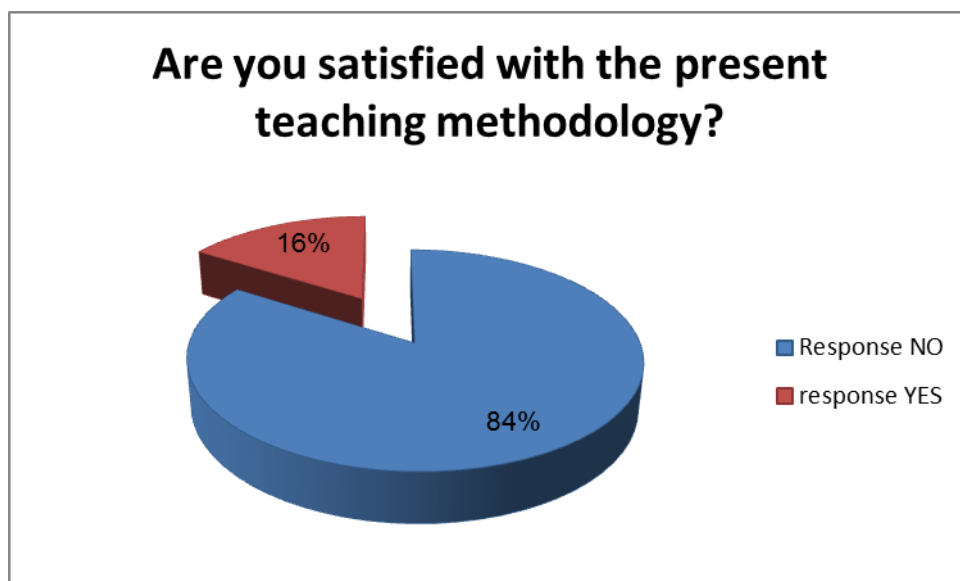
(Table 16. Have you been engaged in business activities while studying?**)**

N Q	Question	Response Yes		Response NO	
		Number of YES	Percentage %	Number of NO	Percentage %
16	Have you been engaged in business activities while studying?	07	28 %	18	72 %

(Figure 17. Have you been engaged in business activities while studying?**)**
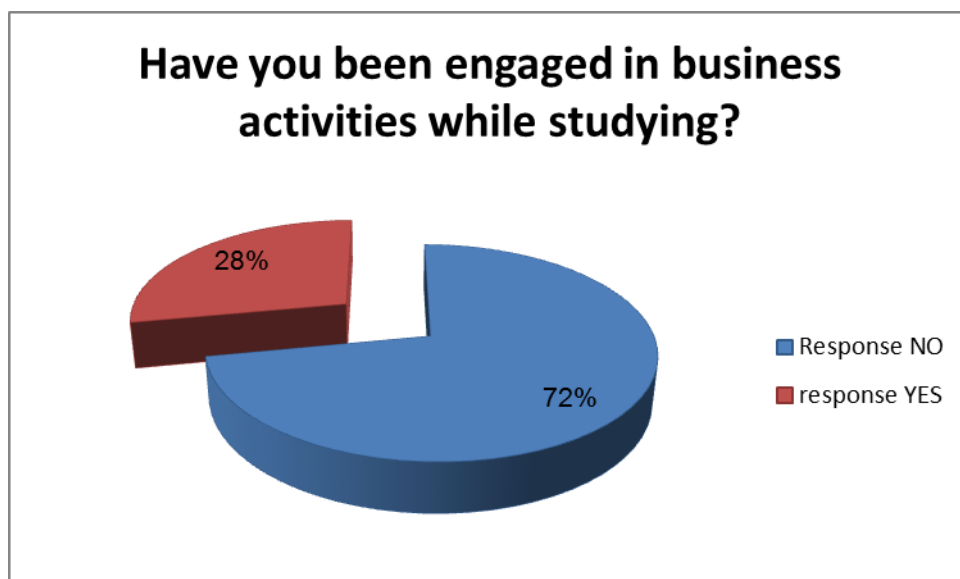
(Table 17. How would you rate your knowledge of English before you began university?)

N Q	Question	Response of Very good		Response r of poor		Response of very poor	
		Num	%	Num	%	Num	%
17	How would you rate your knowledge of English before you began university?	04	16%	15	60 %	06	24 %

(Figure 18. How would you rate your knowledge of English before you began university?**)**
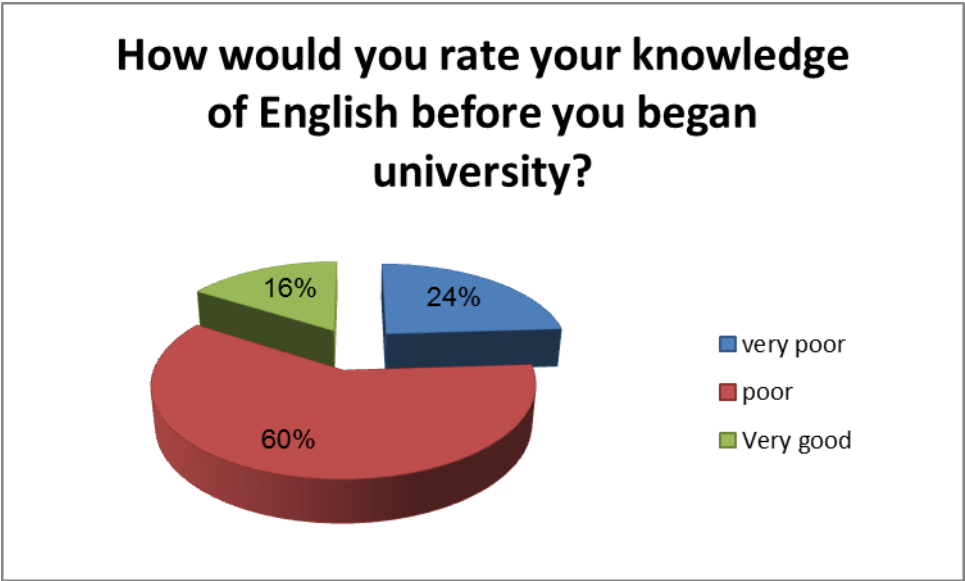
(Table 18. How did the intensive English language courses that you studied at the secondary level help you in the following tasks?)

N Q	Question	Response of a lot		Response of somewhat		Response of a little all		Response of did not help	
18		Num	%	Num	%	Num	%	Num	%
	Speak about business related topics in English	05	20%	02	8 %	07	28%	11	44 %
	Write about business related topics in English	7	28 %	0	0%	3	12%	15	60%
	Read business related books, articles, and magazines	2	8%	0	0%	0	0%	0	0%
	Understand business related instructions, lectures, and homework	10	40%	5	20%	3	12%	7	28%
	Translate business related materials	19	76%	3	12%	3	12%	0	0%
	Pass English language examinations	22	88%	0	0%	0	0%	1	4%

(Figure 19. How did the intensive English language courses that you studied at the secondary level help you in the following tasks?)
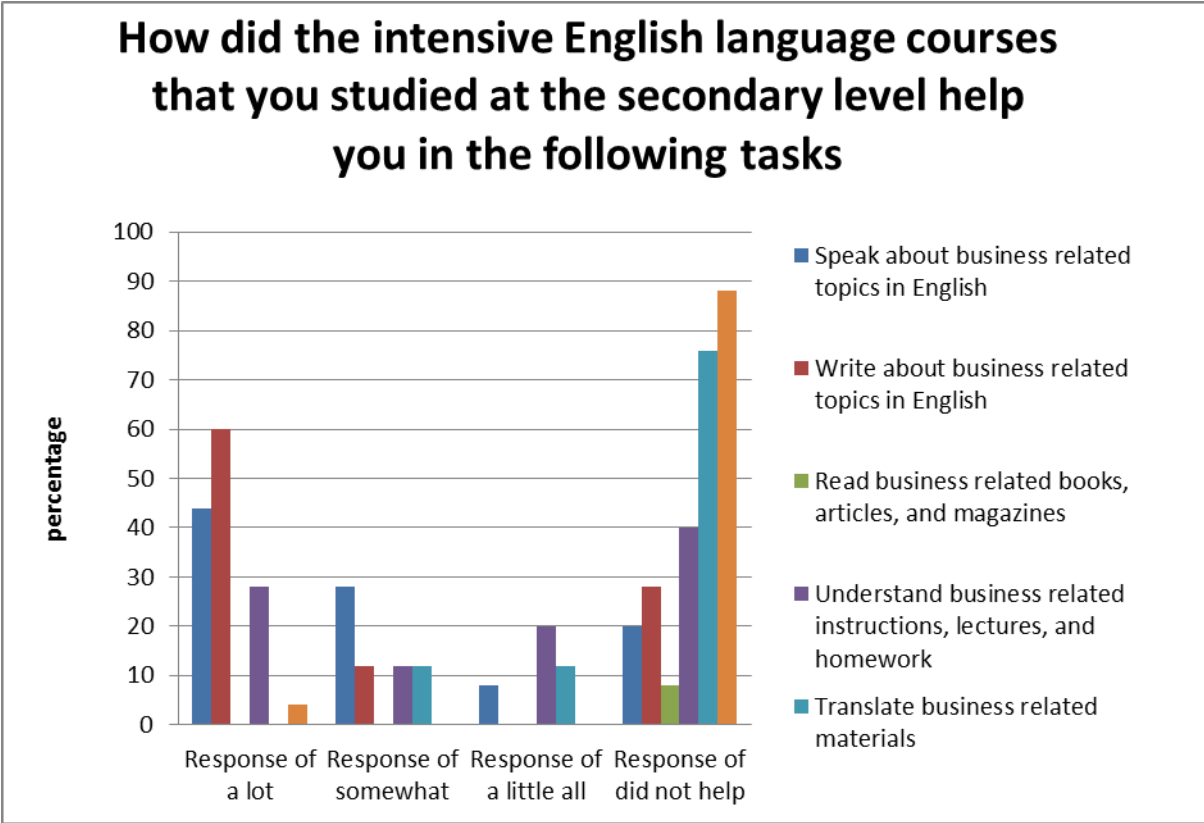
(Table 19. Where do you practice English More?)

N Q	question	Research		Using Computers		Internet		Phone conversations		Dealing with colleagues	
19	Where do you practice English More?	Num	%	Num	%	Num	%	Num	%	Num	%
	01	18	72%	10	40%	16	64%	2	8%	13	52%
	02	2	8%	3	12%	4	16%	0	0%	5	25%
	03	1	4%	4	16%	2	8%	1	4%	2	8%
	04	3	12%	3	12%	1	4%	7	28%	3	12%
	05	1	4%	5	20%	2	8%	15	60%	2	8%

(Figure 20. Where do you practice English More?**)**
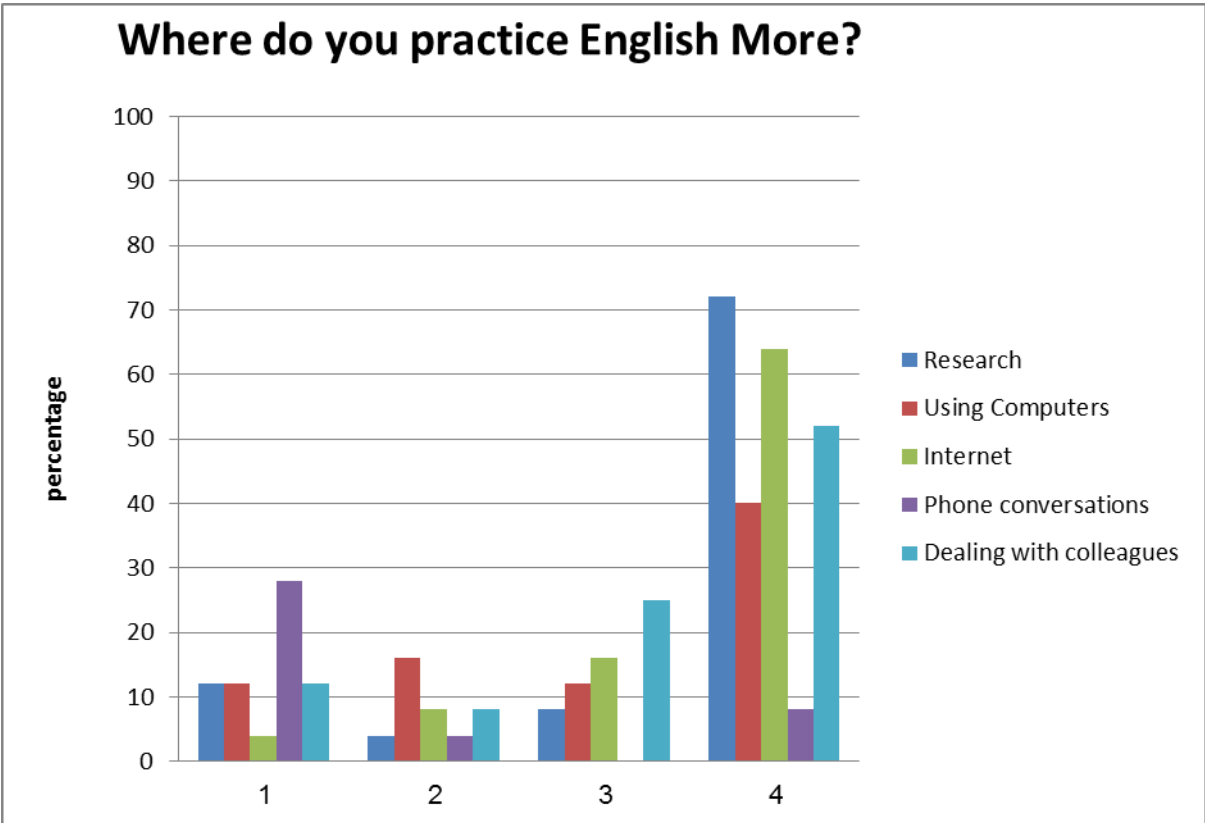
2. Data analysis:

The results presented in the Tables relate to students' perceived learning difficulties, likeness of English language course content, 60 % of the respondents agreed that they can speak English well and 96% says yes that they were taught in class how to speak English well. Most of the students agree that they got opportunity to speak English in classroom.

As for their response towards their willingness to speak in front of class, 56% says yes that they like to speak in front of class while for the question whether they feel ashame in speaking, 76% says yes that they are hesitant or feel ashame to speak in front of class.

Also for the response of the level of speaking English language skill which enables them to perform their studies effectively the majority 80% says that they have a satisfactory level,

80% says yes that they practice writing, 56% says that they write correct English, 100% agree that their teachers teach them rules of writing well, and for the level of writing they respond that 44% have poor level , 28% have average level and the rest says that they have good level .

In response towards if teacher speaks in English all the time, 36% confirm that the teachers communicated with them in English. However, only 40% of the students fully comprehend the teachers' lectures while 20% says that they comprehend only 25% of what their teachers say.

As far as the proficiency in the technical use of English language is concerned, 16% can comprehend English news channels and 84% cannot; however, it is interesting to note that the majority of the respondents 76% still feel practical difficulties due to their weak English.

As far as the satisfaction of the students towards content of the course is concerned, 80% says that English course content should be based on ESP and business.

Students' satisfaction regarding teaching methodologies was also identified and only 16% students were satisfied with exiting teaching methodologies and 84% of the students feel that with the use of AV aids they can further enhance their English learning skills.

Based on the range of all answers as illustrated in the diagram, the majority of the respondents felt that the English courses that they took during their college study "did not help" business professions, their rating for the English courses is rather negative. In other words, the results suggest that the English language courses were insufficient to help them conduct business tasks effectively.

The vast majority of respondents highly ranked the importance of using research 72% to gain a high level of proficiency in the four skills in conducting these activities, and the results for the other group of activities of internet was ranked as the second important tool 64%, dealing with colleagues is less important 52%, using computer the fourth less important 40%, and the last one is phone conversations 8% were less clear cut

To conclude, The English language courses that they took at the college level were not helpful enough in relating English language use to their business needs. The English language courses at the college level did not adequately define the eventual use of the English language for business program students.

3. Research findings:

The findings are presented based on the two research questions:

1- The English language is used very much in the lecture of business learners at class in the M'sila area to improve the abilities of students to be able at the end of their studies to make conversations

2- The level of the productive skills of the English language which is required at class is an average level because they perform mixed activities to develop their abilities especially in using Av aids.

Chapter five

Suggestions and recommendations

According to the results obtained, and thought the findings from our questionnaire it is important to build a fundamental aspect in English for specific purposes in teaching English language. To be a good writer or speaker of a foreign language requires possession of great deal of it rules which when utilized comes in respect of right pronunciation and grammar.

This study led us to make the following suggestions and recommendations can be incorporated in any English as ESP course for business purposes.

a. Suggestions:

1- This study suggests that the English language is used extensively in the business field in ESP and EFL contexts. It plays a crucial role as the main tool of communication to conduct a variety of different activities. Therefore, the criteria to define English language courses for business purposes should be based on the target communicative situations representing the communicative use of language rather than formal linguistic categories representing the grammatical rules of language.

2- The relative emphasis of the four English language skills in the introductory courses for business purposes should be based on activities driven by the actual communicative situations demanded by the business profession.

3- Though this study suggests that productive skills are perceived as more important than receptive skills in a wide range of activities in the business field, it is hard to recommend that English courses for business purposes should emphasize speaking and writing skills over listening and reading skills because the differences in percentages between receptive and productive skills are very close.

4- English language courses for students in business professions should be designed specifically for each prospective field of the business profession.

5- Students are not fully satisfied with the learning outcomes of this course. So teachers should work hard and try to improve students' writing as well as speaking skills through extra reading or computer assisted programs.

6- Complementary courses in English for business purposes should be available on an ongoing basis in companies for business professionals who feel that their college preparation was not adequate.

Finally, this study has provided empirical data on a certain group of learners who belong to the business profession. Though the aim is to have a clear picture of their English language business needs to enhance the English language courses at the college level, the picture does not yet cover the entire ESP process.

b. Recommendations:

The following recommendations may facilitate further recommended areas of research in order to obtain a more comprehensive view of the ESP field.

1- This study identified the English language communicative needs as perceived by a certain group of learners, to see how these perceptions reconcile with the findings of this study.

2- If this study is used as an input in selecting text materials and teaching methods for business students, an evaluation study ought to be carried out to test how the new courses meet the intended communicative needs.

3- A related research project in this regard is to investigate the required English language skills of ESP teachers to determine the needed level of qualifications to teach ESP courses in terms of how much specialized knowledge teachers need and how they get it.

4- Further research in is needed in regard to the importance of receptive skills versus productive skills the business field.

5- This study provided information regarding the specific language situation in the business field of Algeria. Since this environment presents a lingua franca, it would be interesting to investigate how interaction unfolds at the micro level. The following are few examples:

a. Looking at how non Algerian business professionals communicate with other Algerian businessman.

b. Investigating the role of translators as mediators in Algerian companies since non-Algerian business workers depend on translators to communicate with Algerian businessman.

c. Studying how the language situation in Algerian companies affects code switching among Algerian business professionals.

d. Examining how communicative strategies are used when Algerian and non- Algerian communicate in Algerian universities.

6- Students are hesitant or feel shamed in speaking English and using reading skill. It is recommended that the exercise part should be improved and exercises should be added in order to improve the speaking, writing and reading skills of the students.

GENERAL CONCLUSION

Our study was about Difficulties Encountered by the ESP Business Learners on the Productive Skills First Year Student's at M'sila University. It aims at whether confirming or rejecting the hypothesis that if the learners master the scientific and technical jargon included within the language structures their performance in the ESP studies will be improved for sure, and If English is taught in ESP business class with new methods; learners will be more motivated to develop their productive skills. Which bring them, become good speaker and writer especially in the ESP field.

On the basis of student needs analysis, the teacher motivates students, designs appropriate curriculums, gives students the opportunity to express themselves and has a sense of achievement. It is important to explore the perspectives of language learners, in an attempt to shed light on ways in which learning contexts might be structured for better learning ESP opportunities, and on ways in which learners might develop more their productive skills and effective strategies.

The idea of work focuses on ways in which a language can be developed and points also to what can be done in order to develop the ability to manage personal learning, when they graduate, students want to be able to speak business language and the best way to build student motivation is to enable them to develop strategies for lifelong learning.

The work relies on questionnaire with learners, and adopts a problem – solving framework to discuss the task of learning a specific language (business) and the difficulties which face the students in productive skills.

From our work we conclude that the growing interest within ESP to teach professional skills, i.e. making oral presentations, negotiating, phoning, meetings, socializing, developing job interviews and intercultural communication skills, all needed by individuals as English is the ESP in fields such as Tourism, Business, Science, Technology or Economics.

The method used is descriptive, the one that fits the research in terms of time and condition.

The findings of the study indicate that the English language is used extensively at the class and plays an important role in the careers of business professionals .The findings also indicate that the productive skills (e.g. speaking and writing) were perceived as more important than the receptive skills (reading and listening).

Finally, the findings revealed that the English language courses that business professionals taken at the university level are inadequate in relation with English language use and their business needs.

I think that I reach the aim of my research, because the research question I set at the beginning which are **:**To what extent is the English language used in the lecture of business learners at class in the M'sila area? , and the second one is what level of the productive skills of the English language is required at class and for performing what kind of activities? Shows clearly that English teachers of business courses give a great importance to the English language and the use of productive skills in order to enhance the learners.

My hypothesis are checked and tested, so scientifically I can say that they are valid and reliable because the results reveal the positive opinion of the questionnaire about the importance of using productive skill in teaching business as an ESP course in order to be able when they graduate to make conversations and practice business well.

Finally, we can say that ESP business English is very important issue to discuss ,in order to explore the perspective of language learner and the importance in developing the best way how to build a well mastered students .

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  Alice/IATEFL Conference 2010 ELIZABETH M. ANTHONY UTHM 11 April 2010

Marjorie Rosenberg(2004)

APPENDICES

Appendix 1

Questionnaire of English language needs in business professionals

As a trainee at English class we are carrying out a research about difficulties facing students in learning ESP and business English in first year class. You are kind invited to answer the below questions, I would be delighted to get your opinion, your answers and your contribution are very vital to the structure of the task and all responses will be kept confidential.

PART ONE: Productive skills

1. Can you speak English?   Yes   No

2. Are you taught in class to speak English?   Yes   no

3. Do you like to speak English in your class?   Yes   no

4. Do you feel shame in speaking?   Yes   no

5. Which level of the *speaking* English language skill enables you to perform your studies effectively? Please circle one answer.

  Excellent level   Good level   satisfactory level

6. Do you practice writing in class?   Yes   no

7. Can you write correct English?   Yes   no

8. Does your teacher teach you rules of writing English?   Yes   no

9. Which level of the *writing* English language skill enables you to perform your studies effectively? Please circle one answer.

  Average level   good level   satisfactory level

10. Does your teacher speak English all the time in your class?   Yes   no

PART TWO: **difficulties facing learners in ESP business English**

11. How much do you understand when your teacher speaks English?

 1oo%   50%   25%   5%

12. Can you understand English news channels?   Yes   no

13. Do you face any difficulty in your technical field or in using the internet because of weak English?

    Yes   no

14. What do you think your English syllabus should be related to?

    a. Only ESP   b. only business   c. ESP and business

15. Are you satisfied with the present teaching methodology?

    Yes   no

16. Have you been engaged in business activities while studying? Please circle one answer.

   Yes   No

17. How would you rate your knowledge of English before you began university?

Very good   poor   very poor

18.How did the intensive English language courses that you studied at the secondary level help you in the following tasks? Please look at the scale below and circle the appropriate number accordingly.

1= a lot, 2 = somewhat, 3 = a little all, 4 = did not help

a. Speak about business related topics in English   **1 2   3 4**

b. Write about business related topics in English   **1 2   3 4**

c .Read business related books, articles, and magazines   **1 2   3   4**

d. Understand business related instructions, lectures, and homework   **1   2   3   4**

e. Translate business related materials   **1   2   3   4**

f. Pass English language examinations   **1   2   3   4**

19. Where do you practice English More? Please classify them with numbers according to the importance for you

  a. Research

  b. Using Computers

  c. Internet

  d. Phone conversations

  e. Dealing with colleagues

                     Thank you for your participation