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Towards an Eclectic Approach to Teaching EBP to Business Students in a Tertiary Context.

A Case of M2 Teachers in the Faculty of Economics .
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Abstract

The main objectives of this research are to diagnosis the situation of teaching English for Business Purposes (EBP), in an Algerian faculty of Business, which is the Business faculty of Biskra, and to provide some insights , suggestions and guidelines based on the experience of the teachers of the same faculty and on the researcher himself as a part of the research subject,.i.e. as a teacher of the Business/management field ,as a teacher of business English and as a an ex-student who has been receiving courses of business English from the same faculty. And that, on the basis of an eclectic approach derived and designed from the literature to constitute a tool of diagnosing especially the methods/approaches which have been adopted by the faculty's teachers of Business English (BE). To do that, a questionnaire and a semi-structured interview have been conducted towards a representative sample of teachers of EBP.

Results indicates that methods/approaches adopted by the teachers of the faculty are largely guided by their intuition and influenced by the sittings of the faculty, especially the time devoted to the module of EBP.

Dedication

To my mother and father

To my wife Souheila and my daughter Rachida and my son Mohammed Abdelkader

To my second department, the English department, to my teachers of English.

To my classmates which I consider brothers and sisters

To our Nation

Acknowledgments

*I have to express my sincere gratitude to **ALLAH**.*

*My sincere gratitude to my supervisor who was not only a supervisor but as a brother, thank you very much my teacher… **Mr. BECHAR Maamer***

*As I have to express my sincere gratitude to my Mother **RACHIDA** for her prayers and moral assistance….*

I would like to express my warmest and best thanks to my brother Abdessalem for his proof-reading and for his moral assistance as well as to my brother Yessser.

Special thanks to my classmates and sisters especially Kanza,who inspired and gived me a courage as well as to the other sisters Hajer, Diamo and Fulla and Hana.

I acknowledge, with prodigious admiration, the members of Jury: Mr. SEGUENI Laamri and Mr. ELHAMEL Lamdjed for their appreciated opinions in improving this research.

I am grateful to all my teachers at the English Department.
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Abstract

The main objectives of this research are to diagnose the situation of teaching English for Business Purposes (EBP), in an Algerian faculty of Business, which is the Business faculty of Biskra University. Also, it aims to provide some insights, suggestions and guidelines based on the experience of the teachers of the same faculty and on the researcher himself as a part of the research subject, that is to say, as a teacher of the Business/management field, as a teacher of business English and as an ex-student who has been receiving courses of business English from the same faculty. And that, on the basis of an eclectic approach derived and designed from the literature to constitute a tool of diagnosing especially the methods/approaches which have been adopted by the faculty's teachers of Business English (BE). To do that, a questionnaire and a semi-structured interview have been conducted towards a representative sample of teachers of EBP. Results indicate that the methods/approaches adopted by the teachers of the faculty are largely guided by their intuition and influenced by the settings of the faculty, especially the time devoted to the module of EBP.

List of Abbreviations

EFL: English as Foreign Language

FLT: Foreign language teaching

FLL: Foreign language learning

LMD: License, Master, Doctorate

L1: First Language

L2: Second Language

N: Number

EBP. English for Business Purposes

BE: Business English

B/M: Business and/or Management

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General Introduction

I. Chapter One: English For Business Purposes (EBP) And Needs Analysis

GENERAL INTRODUCTION

1. Literature review

The table (table.1) below shows some of the studies previously accomplished on   areas close and\or similar to the subject of this dissertation. Our work, however, may be different and specific especially in terms of dealing with an environment and settings which are totally different to those of previous studies. Furthermor, this study will not only focus on Busniess English (BE) issues concerning theoritical background of teaching's methods/approaches of English for Business Purposes and how to apply them on teaching , but also on how to provide a guide for Business teachers of the faculty of Business at Biskra University. From the view point of the experience of the researcher himself as a current teacher of Business and as a previous student of (BE) in the same faculty. Furthermore, the added value of this research, is to benefit from the opinions of the teachers of BE and to suggest an approach based on the contingency logic of the aformentioned faculty on an eclectic-based approach derived from the related literature of ESP and From applied linguistics .

Work/study,title and journal	Researcher's name and date of publication
Towards an integrated approach to teaching Business English: A Chinese experience. *English for Specific Purposes*. doi:10.1016/j.esp.2006.10.006	Zhang, Z. (2007).
Collaborative learning in English for specific purposes (ESP) courses: Effectiveness and students' attitudes towards it. *International Journal of Business & Economic Development,* Nov2013, Vol. 1 Issue 3, p95-107. 13p.	Ayon, Najwa Saba (2013)
The case study approach to teaching business english. *English for Specific Purposes*. doi:10.1016/0889-4906(88)90031-2	Grosse, C. (1988)
Learning by doing: a guide to teaching and learning methods.	Gibbs, G. (1988).

Table.1: some journals papares related to Business English literature.

2. Statement of the problem

Research on apprehension the phenomenon of ESP/applied linguistics and how to develop and improve methods, strategies and approaches for ESP teachers have received considerable attention in the last decades. As a result, applied linguistics now provides reasonable expectations to teachers about their teaching outcomes. In the field of ESP, for example, issues such as knowledge of the conceptual framework of the subject, the role of instructors, needs analysis and course design, text-task authenticity, and the development of materials for teaching for basic skills have been broadly analysed (Fuertes-Olivera and Go´ mez-Martı´nez 2004). In this context, by exploring the literature about ESP and Applied linguistics and as an action researcher, it can be noticed that until now all methods and approaches which have been conducted in teaching English to Business students in the Algerian universities have largely been guided by intuition or it can be noticed that there is neither a clear and agreed methodology and method nor approach to teaching English to Management and Business students for both academic and business purposes. In this regard, an eclectic approach based on recent literature on both ESP and Applied linguistics, based on the experience of the researcher himself in the field as a teacher of Business/management discipline, as a teacher of Business English and as an ex-student of BE in the same faculty, and based on the experience of my colleagues of Business English teaching. By These factors all together, this research aims to make a compromise with an eclectic approach to provide a crucial tool for teachers of Business English towards management and Business students .

3. Significance of the study

This study will reveal how an eclictic approach-by exploring the related literature- can constitute a significant tool to promote and improve the performance of the teachers in

teaching English as an ESP dicipline and so that to improve Business / Management students' level in leanning English.

4. Aim of the study

The aim of this study is to describe and analyse the methods and approaches which have been applied by the teachers of BE at the faculty of Business in Biskra University, and to contrast that stuff with an eclictic approach proposed in this research. So, we can deduce guidelines to improve the way the teachers follow in teaching BE. To do that, an attempt to design a guideline based on this eclectic approach is the second major aim of this thesis.

5. Research questions and Hypotheses

5.1 The main Hypothesis

There are many gaps in methods and approaches which have been conducted and applied to teaching English for business purposes in the faculty of Business at Biskra University. An eclectic approach designed and derived from the recent Literature of ESP as well as from applied linguistics can provide a crucial guide to BE teachers at the same faculty.

5.2. Sub-hypothesis

5.2.1. Methods/approaches used by many teachers are intuition-based or personal experience-based and they lack many features that are necessary for a good methods, strategies or approaches that are needed in the process of teaching BE.

5.2.2. The absence\gaps of a well-designed curriculum\syllabus of the Business faculty has contributed negatively on the development as well as on the outcomes of the teaching and learning process.

To answer these set of hypotheses, a set of main questions should be first tackled:

1. What are the differences between strategies, methods and approaches of teaching EBP?

2. What is Business English?

3. What is the real need of M2 students in terms of learning English

4. Is there an official Curriculum\Syllubus adopted by the Algerian faculties concening the teaching process of BE?

5. Are These Curriculum\Syllubus enough to fit the needs of the market ?

6.Methodology

The main methodology stream of this research is based on the case study approach as a descriptive, and qualitative mode of study will be used. Reference will be made to primary sources, such as books, journal papers have been explored. The literature study will also include an evaluation of secondary sources, such as dissertations, books and a peer-reviewed papers. A questionnaire will be conducted on the base of a purposive sample of teachers in different departments. Semi-structured interviews will be accompanied with departments governing-body members and principals who they will constitue a part of the selected purposive sample.

7.Structure of the research

I. Chapter One: English For Business Purposes (EBP) And Needs Analysis

I.1. Introduction

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Chapter One English for Business Purposes (EBP) and Needs Analysis

I.1. Introduction

In this chapter we are going to deal with the notion of Business English (BE) and try to reveal its multidisciplinary nature. Also, we will tackle some issues related to BE, such as: their linguistics' characteristics and Needs Analysis (NA), as a crucial basis and step which is vital to establish an accurate course or curriculum/syllabus for teaching BE.

I.2. The Definition of Business English as a Lingua Franca or English Lingua Franca for Business Purposes (BELF)

Because of the vast use of Business English (BE) in international business communications among non-native speakers and even native speakers, BELF is employed as a substitute for BE. In addition, the emphasis of researching and teaching in BELF is surely broader than that in BE. Although the main definition of BELF has much in common with that of BE, the former differs from the latter in some aspects. BELF covers both the researching and teaching of Business English with the purpose of enabling both business communications between speakers of other languages and NS (native English speakers), and between NNS (non-native speakers) (Gerritsen & Nickerson, 2011 and Wu, 2013).

The BE has five aspects (Ellis & Johnson, 1994):

1) "Much of the required language by business people will be transactional."

2) "Social contacts are often highly ritualized."

3) Information should be conveyed clearly in a short time.

4) The business language "is neither as rich in vocabulary nor as culture, as so that one used by native speakers, but it is based on a central of the most beneficial and in the same time basic structures and vocabulary."

5) The courses of BE differ significantly in some aspects like needs analysis, level or performance measurement, curriculum/syllabus, course design/objectives, etc.

Business English in comparison with General English (GE) as Jiang and Guo (1997) stated, (cited in Wu,2013) have discovered that the major differences between them lie in the goal of teaching and materials in use. Lin (2004,cited in Wu,2013) describes international BE on the basis of these four aspects:

a) From ESP perspective, it can be regarded as an attitude in dealing with the language in an international business setting, especially the communication skill, rather than in an inventive work.

b) It is an international language, which appeals distinction in harmony with native English or Standard English.

c) As a chief well-advanced branch of ESP, its teaching falls into EGBP (English for General Business Purposes) and ESBP (English for Specific Business Purposes).

d) learners' needs analysis should be taken into account .

As it is shown above, there is not a universally acknowledged definition of BE. The multi-disciplinary characteristics of BE may contribute to the diversity of its definitions. While there is some overlap with BE, BELF covers a wide variety of English usage in many industries, such as finance, economics, business law, foreign trade, tourism, advertising, etc. Taking this into account, BELF falls into two categories, namely, ELFGBP (English Lingua Franca for General Business Purposes) and ELFSBP (English Lingua Franca for Specific Business Purposes). The former is defined in accordance with the core features of Business English, while the latter is defined in accordance with the diversities in various levels of language as well as the specific context English language in use (Wu,2013).

I.3.The Development of Business English

Business English as a subdivision of ESP took place in its development by the 1960s (Dudley-Evans & St. John, 1998 cited in Bocoş and Popescu 2008). One of the main reasons

for the development of Business English was the huge growth of international business. Pickett (1989, cited in Bocoş and Popescu 2008) clarified that Business English is an intermediating language between the technicality of specific business and the general language of public. Bocoş and Popescu (2008) indicated that Business English can be divided into General English and specialist English. According to these authors, we comprehend that the constituent of Business English might comprise general English and specific English. General English refers to communicating with the general public and Specific English refers to communicating among business projects with many business terminologies. In the 1960s, the education of Business English mainly focused on teaching specialist vocabulary and terminology in specific business sectors (Cordeanu et al., (Bocoş and Popescu 2008).

In the 1970s and 1980s, the Business English education came to focus on various language skills training, especially developing learners' communication ability (Ellis & Johnson (1994,cited in Bocoş and Popescu 2008) indicated that Business English courses should:

1) Afford sufficient specialist content,

2) Develop good communication skills in business fields and general situations,

3) Notice culture differences,

4) Develop the ability of cross-cultural communication. The ability of communication becomes more and more important after the 1990s.

Business English courses are one type of content-based course. Content-based instruction assimilates the learning of language with the learning of specific content. Content should be a vehicle to drive language teaching. In a content-based course, the language is the skeleton, while the content is the flesh and blood; the language could be seen as a means to complete a content task.

Business English covers training for English proficiency and the development of business knowledge. ("ESP Teachers' Perceptions of Business English Courses | Taiwan International ESP Journal," n.d.)

The teaching process of BE for learners should be conducted in business language contexts such as contract negotiation, office communication, etc. ("ESP Teachers' Perceptions of Business English Courses | Taiwan International ESP Journal," n.d.)

I.4. Business English vs General English

What are main differences between General English (GE) and Business English(BE)? Significant research into this topic has been made by Douglass Pickett, who managed to pinpoint some crucial aspects regarding the characteristics' nature of BE. He approved that BE is a part of ESP but *"...as business and commerce are by definition an interface between the general public and the specialist producer…it must be a lot nearer the everyday language spoken by the general public than many other segments of ESP"*. (Pickett 1986a, p.1, cited in Bocoş and Popescu 2008). His core idea is that BE has actually two aspects, one imposed by the relationship of business world with the "lay world" while the other refers to the business intra-world communications. Conversely, of course, the extent to which it departs from lay language depends more on the nature of the business than on any autonomous subject area it occupies all to itself. Thus, if we take three different firms, one in insurance, one in pharmaceuticals and one in fashion, their language to the public will be much the same and no more specialised than can be avoided. Their internal specialist languages, however, will be respectively those of insurance, pharmaceuticals and fashion, not business in general. (Bocoş and Popescu 2008)

As far as the written business/Management communications, there are universal actions that will always take place, e.g. in operation management (BOM, MPS etc.), methods of

payment (money transfer, etc.), whereas spoken language is less easy to define and *"...what makes for real business communication is a whole gamut of subtly graded conversations sensitive to the subject matter, the occasion, the shared knowledge and social relationships holding between speakers"*. (Pickett 1986a, p.2, cited in Bocoş and Popescu 2008)

Pickett considers Business English to be much more difficult than any other area of ESP, especially for general public. Broadly speaking, there are two main communication areas, with the public and among businesses. Therefore, in terms of register, Pickett refers to two domains: register as defined by subject matter, i.e. special language entailed by the subject area, such as football or cookery, and register as defined by situation, i.e. by the special situation a speaker might find themselves in. *"In other words, the individual can switch his linguistic code to conform to his role, just as a bi-lingual can shift languages"* (Bocoş and Popescu 2008)

In so far as register is defined by topic matter, business English holds at least two subject matters. One is the specialist language of any kind of business in – Industrial management, marketing, transport, petroleum, jewellery, banking, catering, etc. The other is the language of business in general that occupies a neutral place between particular businesses. Thus, terms like 'order', 'issue', 'invest', 'boom', 'invoice', 'stock', 'discount', 'turnover', would belong there, since they are part of an outline of concepts that would possibly be used in any business. In both main senses of the word 'register' Business English embraces register but is not limited by it. As far as a register is distinct by situation, it should also be spoken of a 'business register', since there are certain situations which shape the language used in them. (Bocoş and Popescu 2008)

I.5. Needs analysis and English for Business purposes

1.5.1. Needs analysis (NA) of the language in general

Research has revealed (Bee & Bee, 2003;Cowling, 2007, Long, 2005) that there is often an absence of consciousness of the presence of NA as an instrument in EFL course design, especially in General English courses where the specific needs of students are difficult to be determined. In fact, there are documented cases of teachers and course planners paying little or no concern to any situation of NA. Even though, Needs analysis (also known as needs assessment) has a vital role in the process of designing and carrying out any language course, whether it be English for Specific Purposes (ESP) or general English course (Seedhouse, 1995; Dudley-Evans and St. John, 1998; Hamp-Lyons, 2001)

One area that has a higher regard for NA is ESP (Cowling, 2007) as students' needs are often clearer and of such a nature that a published textbook would not adequately fulfil their needs. The formal concept of NA was largely established during the 1970s by the Council of Europe in the field of ESP, although the term 'analysis of needs' first appeared in India in the 1920s (Howatt, 1984; White, 1988,cited in Cowling, 2007). Defining NA is an argued point as ''the very concept of language needs has never been clearly defined and remains at best ambiguous'' (Richterich, 1983, p. 2,cited in Cowling, 2007). However, in broad terms, NA can be described as identifying ''what learners will be required to do with the foreign language in the target situation, and how learners might best master the target language during the period of training''(Cowling, 2007). Before the 1970s, NA was generally very informal and little research has been conducted as language teachers based their teaching on ''some kind of intuitive or informal analysis of students' needs'' (West, 1994, p. 1,cited in Cowling, 2007). In the 1970s, a much more thorough analysis of NA with Munby (1978) having a substantial influence with his tool of summarizing students' needs by creating lists and ticking boxes (Cowling, 2007).

I.5.2 Needs analysis for English for Business Purposes

The greatest concern in designing and implementing a business language course is a thorough needs analysis process. Teachers giving Business English courses (universities, language centres) offer their courses to would-be business people (business or economics students) or actual trades people, financiers, entrepreneurs, etc., who all know, to a large or small extent, what the reason for their learning effort is. Business people are purpose-oriented by definition, which means that business English students learn with a view to the usefulness of their language acquisition process. "The purpose for their language learning is that of functioning properly in the target situation, be that a business presentation, a meeting, a negotiation or some piece of business writing" (Popescu 2005: 206). When teachers of BE make decisions on business language courses they have to take into consideration the learners' needs, by which we mean the fact that business students/professionals will principally be language employers. That involves that there is an inconsistency between their present language performance in the business area and the language performance required in a particular communication situation, personal, or professional. Learners' individual aims and social roles are of vital importance when a course designer chooses on language content/materials/procedures. Information attained from diverse business environments and levels, fluctuating from management to employees who need to make use of the English language on a routine basis will be highly relevant and useful (Popescu 2005: 2006).

To this extent, statistical data gathered from the local Chamber of Commerce and Industry, or from different Business Centres could be a vital instrument for curriculum developers. At the same time company management could provide relevant information concerning the occurrence of employment opportunities for which a sound knowledge of English is an essential requirement. The employees themselves are actually the most important and reliable source of information. In the above-mentioned respect, as they use the

language in specific target situations and they are the ones who know exactly what they need in terms of English language proficiency, communicative and social competence, i.e., whether they need to draft contracts or only to write faxes in English, whether they need to deliver speeches or make presentations, or participate in negotiations where the working language is English. It should also be borne in mind that in the case of ESP orientation, *"language users learn more effectively if programme content is relevant to their specific area of need or interest"* (Johnson 1989: p.12,cited in Bocoş and Popescu,2008)

I.6. Key characteristics of t business English

In the following, we will look into some of the characteristics of Business English, with some relevant examples taken mainly from authentic sources (business press, business correspondence, business conversations, etc.)

I.6.1. A certain fixedness of lexical associations

A certain fixedness of lexical associations means less free lexical combinations: e.g. to have a *vested interest* in V-int (= a strong personal interest in something because you could benefit from it); syn. dominant interest, equitable interest, etc., which might mean almost the same thing, but with less semantic load and frequency of occurrence/usage.

Current liabilities (= a balance sheet item which equals the sum of all money owed by a company and due within one year); syn. current debts, although less frequent used.

Hedge funds (= funds, usually used by wealthy individuals and institutions, which are allowed to use aggressive strategies that are unavailable to mutual funds, leverage, program trading, swaps, etc). (Dălălău ,2010 and Bocoş and Popescu,2008)

Net Interest Margin (NIM) (= the percentage difference between a bank's yield on earning assets [mostly loans] and interest paid to depositors).

Asset-stripping (= the practice of buying an unsuccessful company at a low price and selling off its assets separately for a profit and with no regard for the future welfare of the company or its employees). (Dălălău ,2010 and Bocoş and Popescu,2008)

I.6.2. A certain degree of courtesy and formality

which are to be found in the forms and frameworks of conventionalised transactions.

e.g. *Dear Sir, / Yours faithfully,*

Dear Mr. Jones / Yours sincerely,

I am pleased to inform you that you have been accepted for the above post …

Enclosed are two copies of the contract of employment

I am writing to complain about a …. we received yesterday against our invoice no. G 2932/3

(Dălălău ,2010 and Bocoş and Popescu,2008)

I.6.3. Sociolinguistic orientation, by which we mean that the language used by business people display *"sensitivity to subject matter, the occasion, shared knowledge and social relations holding between companies and communicators"* (Pickett 1986,p. 2).

I.6.4. Metaphoric load

The language used in business materials may be characterized by what we could call metaphoric load, i.e.

Business English	General English
The union of television and the internet is spawning a wide variety of offspring (www.economist.com)	**Surveys also provide valuable information about where fish have been seen and what species are spawning in the stream. (www.hylebos.org)** **Natural selection therefore favours parents which can produce a variety of offspring. (http://en.wikipedia.org)**

Table I.1 Business English VS General English examples (Bocoş and Popescu, 2008)

I.6.5. The Business English lexis is layered

According to Pickett (cited in Dalalau,2010) there is a language of business shaped by the progression of poetics-following from the general to the opaque. Thus, for example, the terms gross, domestic and income which all have a general English use are, when used together, an ambiguous term. However, where the acronym *GDI* is used the same words become opaque (clear). One key distinguishing characteristic of business English, is that although all special languages may be based on this process, in Business English it is much more apparent. As a consequence, this process of poetics has a result the layering of language and indicates that words in a business environment take a new meaning (Pickett cited in Dalalau,2010, p.347).

I.6.6. Highly technical vocabulary

Such as corporate governance, strategic management, stockholders, turnover, shareholders and others.

Due to the fact that this vocabulary is highly specific, students often find words confusing, and mainly this happens when similar terms are used in different ways (Dalalau,2010).

I.6.7. Sub-technical vocabulary

A great part of the business specialized vocabulary may turn out to be a real problem for students since words whose meanings are familiar to them from general English prove to have a totally different meaning, a specialized one when used in a business context (Dalalau,2010).

I.6.8. Abundance of highly specialized abbreviations and acronyms

Another characteristic highlights the abundance of highly specialized abbreviations and acronyms. It is an attempt to offer an insight into abbreviations and to classify them. Zak and Dudley-Evans' study 1986 (cited in Dalalau,2010) of word omission and abbreviation in telexes found three main types of abbreviation used. Firstly, there are standard abbreviations that are used in everyday life. Secondly, abbreviations that would only really be used in the office such as *s/n*(credit note). Last but not least, we have highly specialized abbreviations that can be found only in telexes such as *adv=advise, bal=balance.* (Zak and Dudley-Evans ,cited in Dalalau,2010) stated that the extent of omission and abbreviation rests on the category of audience to which the text is addressed and on conventions established by a company, a department within the company or by an individual (Dalalau,2010).

Using the above classification, by extrapolating we could say that this classification is also valid in the case of abbreviations and acronyms used in written business communication (letters, faxes, memos, etc.). Indeed the degree of specialization of abbreviations and acronyms depends a lot on the audience that receives these types of written business communication (Dalalau,2010).

I.7. Conclusion

By this chapter, we can sum up some main ideas of BE as following:

1. Business English is considered now as one of the most developed sub-branches of ESP.

2. One of The main reasons that leads to that development in BE field is the development of the international trade over the world.

3. Business English is of a multidisciplinary nature.

4. Business English has its distinctive features from the linguistics' viewpoint.

II. Chapter Two Methods and Approaches Can Be Applied To Teaching EBP

II.1.Introduction

II.2. Related Terminology

II.3.Traditional methods and approaches can be applied to teaching EBP

II.4. Recent Approaches can be applied to teaching EBP

II.4. Conclusion

II. Chapter Two Overview of Methods and Approaches of EFL Teaching

II.1. Introduction

It has been dealt, in this chapter, with a set of methods and approaches which have been applied to teaching EFL, as an attempt to apply them on the field of teaching EBP as a separated branch of ESP. The main purpose of this chapter is to choose some methods/approaches from the related literature which can be adopted to teach EBP to the faculty of Business at University of Biskra. To do that, a contingency logic based on the experience of the researcher leads to embrace an eclectic approach to choose/omit some methods/approaches of teaching EFL.

II.2. Related Terminology

The first phase in order to completely understand these methods/approaches is to found a set of clear definitions of key terms in this area.

A. Teaching Approach

The approach is originated by those theoretical principles on which the curricular design is based (Richards and Rodgers, 1986, cited in Molina et al.n.d.) Thus, an approach is usually understood as the body of linguistic, psychological and pedagogical theories which stimulate the teaching practice. Stern (1983,pp. 43-50, cited in Molina et al.n.d.) refers to *foundations/theoretical assumptions* and to a level between theory and practice where the *educational linguistics theory* and *research* take place. As far Anthony, *approach* refers to theories about the nature of language and language learning that serve as the source of practices and principles in language teaching. (Molina et al.n.d. and Richards and Rodgers 2001)

B. Teaching's methods

A teaching method is an organised system of a teacher´s activities and students´ learning activities leading to fulfilling of the given educational and upbringing objectives" (Průcha, 2006, p. 106, cited in Kucera,2014). A pedagogical dictionary defines teaching methods as: a procedure, a process, a way of teaching which characterizes a teachers' activities leading a pupil to fulfilling of the given objectives. (Průcha, 1995, p. 265, cited in Kucera, 2014). A parallel clarification can be found in the book by Josef Maňák (1991, cited in Kucera,2014), who describes a teaching method as: "a matched system of a teachers' activities and pupils' learning activities concentrated on attainment of the given educational objectives" (Maňák, 1991, p. 107, cited in Kucera,2014).

II.3. Traditional Methods and approaches can be applied to teaching EBP

II.3.1.The Grammar-Translation Method

A.1. Theoretical background

Grammar-Translation Method is a teacher-centered model, it emphasizes the teaching of the second language grammar, and its principle techniques are translation from and into the target language. In practice, little attention is paid to speaking and listening, writing and reading are the main emphasis; The student's mother tongue is preserved as the reference system in the acquisition of the second language. Language learners are passive in language learning and teachers are regarded as an authority (liu and Shi, 2007, p.69).

The Grammar-Translation Method has been facing criticism from reformers. Some criticizes that this method often creates prevention for students by a boring experience of memorizing endless list of impracticable terms. In regard to language skills reading and writing are distinctively preferred to speaking and listening. Little time is spent on oral

practice and students have not enough opportunities to produce sentences on their own (liu and Shi,2007,P.69).

Limitations of practice techniques and grammar rules and vocabulary never release the learner from the dominance of the first language; others declare that this method pay little care to the student's communicative capability (*liu and Shi,2007,*).

A.2 .Methodological features

Content	Linguistic notions: Rules and exceptions
	Morphology of words
	Syntax: Parts of the sentence
	Simple and complex sentences
Objectives	The study of literary works is the ultimate goal
	The reaching of conversation is postponed and underestimated
	Extra-linguistic goal: mental gymnastics
Materials	The grammar book
	The dictionary
Procedures	Explanations in the mother tongue by the teacher, who has a central role
	Meta-language used for grammatical notions
	Practice exercises to apply the notions in a deductive way
	Memorization of long vocabulary lists
	Reading comprehension and vocabulary exercises of a text
	Translation of literary texts
	Compositions
Assessment	Exams to evaluate the capacity to understand written texts and to translate sentences

Table II.1.Methodological features of the Grammar-translation method(Molina et al, n.d)

A.3. **Criticism given to Grammar-translation method**

The criticism expressed by Roulet (1972, cited in Molina et al, n.d) is outstanding. The following elements summarize the main gaps:

• No account of present-day language usage is presented

• Secondary grammatical points receive a lot of attention

• Morphology is given a predominant place

• It gives an exaggerated importance to faults to be avoided

• Translations are often unsatisfactory, as they are done word by word

• Too many notions are learnt and students may feel frustrated when unable to use the FL.

B. The oral reaction: Gouin, the Direct Method and the Reform movement

The criticism of the traditional Grammar-translation method has a response in the second half of the 19th century. Several authors reacted against an excessive theoretical and academic tradition which did not prove to be efficient in everyday language conversation. The direct method is a radical change from Grammar-Translation Method by the use of the target language as a means of instruction and communication in the language classroom, and by the avoidance of use of first language and of translation as a technique. It is a shift from literary language to everyday spoken language as the object of early instruction. In this method, the learning of languages was viewed as analogous to the first language acquisition, and the learning process involved were often interpreted in terms of an association's psychology (Molina et al. n.d).

The direct method demanded inventiveness on the part of teachers and led to the development of new techniques of language, such as demonstrations of pictures and objects, the emphasis on questions and answers, spoken narratives, dictation and imitation, etc.

Nevertheless, two questions will be raised certainly about this method: one is how to safeguard against misunderstanding without translating (especially, some abstract ideas), without reference to the first language; the other is how to apply this method beyond elementary stage of language learning. Furthermore, this method requires teachers who are native speakers or have native-like fluency in the foreign language they teach, but in practice, it is difficult to meet these requirements (liu and Shi, 2007).

The features of the *Direct Method* can be summarized along the following lines. (Molina et al. n.d):

- Only the target language is used

- Everyday language is the first goal

- Questions and answers are the main vehicle for a graded oral progression

- Inductive techniques so that learners discover rules

- Correction is not neglected

The so-called *Reform movement* is another important reaction and lays its emphasis on the teaching of oral language. The *International Phonetic Association* requires special mention. Created in 1886, its declaration of principles is compiled in six articles:

1. Foreign language study should begin with the spoken language of everyday life.

2. Pupils must be familiarized with the sounds of the FL. Conventional spelling is postponed.

3. The most common sentences and idiomatic phrases must be introduced at a first stage. Dialogues, descriptions and narratives will follow in a natural, easy way.

4. Inductive way for first levels. Grammar must be postponed.

5. The FL meaning must be explained with direct reference to objects or concepts and not to the native language.

6. When writing is introduced, a sequence is recommended from reproduced texts to free composition. Translation belongs to the most advanced stage of the course.

B.1 Theoretical background

Language is referred to a conversational and less formal variety. Phonetics receives special mention when a systematic and explicit study of the linguistic elements is carried out.

Learning takes the natural acquisition of the mother tongue as the main model. It emphasises simple mechanisms as association and memorization. We should refer to the associative learning proposed by Sweet (1964, cited in Molina et al.n.d), where the need for repetition and memorization was emphasized (Stern 1984, p. 317 cited in Molina et al.n.d).

General principles:

1. Present the most frequent and necessary elements first.

2. Present "like" and "Unlike" together.

3. Contrast "like" with "unlike" till all sense of effort in the transition ceases.

4. Let the associations be as definite as possible.

5. Let the associations be direct and concrete, not indirect and abstract.

6. Avoid conflicting associations

B.2 Methodological features

Content	Spoken everyday language Gradual sequence
Objectives	Capacity to ask questions and to answer Listening and speaking communicative skills
Materials	Posters, real objects, realia and texts
Procedures	Direct techniques with no use of L1: immersion Questions and answers Small groups and native speakers
Assessment	Conversation and interview exams

Table II.2: Methodological features of Oral reaction method (Molina et al.n.d)

C. The Reading Method: A Compromise

Both the Grammar-translation and the direct method have influenced FL methodology. Without doubt, the admittance of a less formal variety of the FL is widely accepted. The age factor could determine the complexity of cognitive tasks when teaching the new language: an oral treatment was thought as most appropriate in early stages, without completely rejecting the advantages of using reading, translations and references to the mother tongue. The use of reading texts should not neglect the spoken activity. The controversy has found a compromise which responds to "the needs for better language learning in a new world of industry and international trade and travel", as Stern (1983,p.457,cited in Molina et al.n.d) puts it. The right balance between the opposite poles has been difficult to determine. Circumstances have leaned the pointer towards one or the other side, which is a positive pragmatic perspective. West (1926, cited in Molina et al.n.d), who taught English in India, without neglecting speaking, recommended *reading* for its practical utility. Learners were trained in reading strategies. And *graded readers* were prepared so that students faced textual models (not just disconnected sentences) and progressive varieties of the FL starting with the most basic level (made up of just 300-500 vocabulary items) up to more advanced ones. Ogden (1930,cited in Molina et al.n.d) insisted on the value of a first stage or *Basic English*. Stern (1983,p.161,cited in Molina et al.n.d) pinpoints its functional and educational orientation: "...based on the thought that, at an elementary level of language use, a learner requires above all the spoken language of everyday life".

Similar conclusions were put forward by Coleman (1929,cited in Molina et al.n.d) for American High School students and by Bond (1953,cited in Molina et al.n.d) for College students at Chicago University. Reading would become a foundation stone for a complete FL language learning process where the spoken side was postponed but not forgotten.

C.1. Theoretical background

Everyday language varieties and levels of use are the linguistic perspectives adopted. Studies on vocabulary frequency are the basis for *graded readers.*Without an explicit reference to psychological features of learning, it can be deduced that it is taken as a progressive and cyclic process responding to individual learner needs and age. As a consequence, a pragmatic educational position is the key sustaining basis.(Molina et al.n.d)

C.2. Methodological features

The table below summarizes the methodological features of the reading method

Content	Controlled vocabulary within reading texts Basic grammar
Objectives	Learner needs Basic language and reading
Materials	Graded reading' texts
Procedures	Oral introduction L1 is permitted for explanations and meaning Intensive and extensive reading exercises
Assessment	Ability to use the FL

Table II.3Methodological features of The Reading Method (Molina et al.n.d.)

C.3. Results

The pragmatic background supporting the Reading Method is an advantage and becomes its great contribution to FL teaching. Needs are transformed into goals, something which makes teaching methodology more concrete and useful in terms of skills. Vocabulary

and grammar are also subordinated and sequenced according to a progressive advance in the learning process (Molina et al.n.d.).

Within this section, a first general view is presented. Three FL methodological trends belonging to the situation at the beginning of the 20th century illustrate a series of relationships and conclusions. The compromise solution that the Reading Method evinces is just a sample of how different methods can be complementary proposals. But what must be underlined is that the linguistic factor is not the only one, and most of all, when it is reduced to a very formal written variety. It is outstanding that communicative needs are the guiding principles of the Reading Method among other trends which appeared at the same time. (Molina et al.n.d.)

IV.2 Recent Approaches of teaching EFL

IV.2.1. The Task-Based Approach to Language Teaching

 The Task-Based Approach to language teaching was introduced in the 1980s and is a logical development of CLT, since it draws on a number of CLT principles such as:

- Activities that involve real communication are essential for language learning.

- Activities in which language is used for carrying out meaningful tasks promote learning (Richards & Rodgers 2007,p.223).

In the Task-Based Approach (TBA) it is assumed that these principles can be best implemented in class through tasks (Richards & Rodgers 2007,p. 223). Advocates of the TBA argue that engaging learners in task work provides a better context for the activation of learning processes than form-focused activities, and hence ultimately provides better opportunities for language learning to take place" (Richards & Rodgers,p. 223). In the TBA language tasks are the core unit of organization and instruction in language teaching (Richards & Rodgers 2007,p. 223).

The definition of a task varies from author to author, however, a generally accepted definition is that: a task is an activity or goal that is carried out using language, such as finding a solution to a puzzle, reading a map and giving directions, making a telephone call, writing a letter, or reading a set of instructions and assembling a toy (Richards & Rodgers 2007,p. 224).

IV.2.2.The Lexical Approach

The lexical approach to second language teaching has received interest in recent years as an alternative to grammar-based approaches. The lexical approach concentrates on developing learners' proficiency with lexis, or words and word combinations. It is based on the idea that an important part of language acquisition is the ability to comprehend and produce lexical phrases as unanalysed wholes, or "chunks" and that these chunks become the raw data by which learners perceive patterns of language traditionally thought of as grammar (Lewis, 1993, p. 95). Instruction focuses on relatively fixed expressions that occur frequently in spoken language, such as, "I'm sorry," "I didn't mean to make you jump", or "That will never happen to me", rather than on originally created sentences (Lewis, 1997a, p. 212). This digest provides an overview of the methodological foundations underlying the lexical approach and the pedagogical implications suggested by them. ("Lexical Approach to Second Language Teaching. ERIC Digest," n.d.)

Michael Lewis (1993, cited in "Lexical Approach to Second Language Teaching. ERIC Digest," n.d.), who coined the term lexical approach, suggests the following:

- Lexis is the basis of language.
- Lexis is misunderstood in language teaching because of the assumption that grammar is the basis of language and that mastery of the grammatical system is a prerequisite for effective communication.

- The key principle of a lexical approach is that "language consists of grammatical lexis, not lexical grammar".

- One of the central organizing principles of any meaning-cantered syllabus should be lexis.

IV.2.3. Cooperative learning

Cooperative learning is an approach whereby students work together in structured groups to reach common goals. It aims to foster cooperation rather than competition – each person's success is linked with every other member's success – and to develop critical thinking skills. The learners are thus direct and active participants in the learning process and must work collaboratively with other group members on tasks assigned, and must learn to monitor and evaluate their own learning. Teacher roles also change drastically from traditional lockstep organisations: (s)he speaks less, acts as facilitator of learning and is responsible for the creation of a highly structured and well-organised teaching environment which promotes successful group-based learning (Molina et al.n.d and Richards and Rodgers, 2001).

There are, however, five main principles which could be considered key elements in ensuring the success of this approach (Molina et al.n.d Richards and Rodgers, 2001):

1. Positive interdependence: it occurs when the success or failure of each group member is linked to the success or failure of the entire group.

2. Individual accountability: it refers to a situation in which both the group assumes responsibility for achieving set goals and each individual member assumes responsibility for his/her part of the task.

3. Interpersonal and social skills: they determine the way in which learners interact with each other in order to attain their objectives and are usually taught explicitly to guarantee successful interaction.

4. Group formation or group processing: it involves making decisions as regards the size, make-up, or roles of and within the group and evaluating its success or limitations.

5. Structuring and structures: it alludes to the different ways in which student interaction can be organised.

IV.2.4. Content-Based Instruction

Lending itself to the incorporation of cooperative learning and closely related to previously examined approaches such as the task-based or communicative ones is our final instructional approach, namely, content-based instruction. CBI is an approach to language teaching which integrates language instruction with instruction in the content areas. The focus is thus on the substance or meaning of the content that is being taught, with language learning being a by-product of such a focus on meaning. The foreign or second language is used as the medium of instruction; as the vehicle through which subject matter content is learned (Molina et al.n.d Richards and Rodgers, 2001).

It is based on the premises that people learn languages more successfully when they engage in meaningful activities and when the information they are acquiring is seen as interesting, useful, and leading to a desired objective (Richards and Rodgers, 2001). Content-based instruction also addresses students' needs and builds upon the learners' previous experience, connecting it to the new information they receive. It involves learning by doing, something which implies the assumption of an active role on the part of the students. The teacher's responsibilities are no less demanding: instructors must not only master the foreign

or second language, but must also be knowledgeable in the subject matter (Molina et al.n.d Richards and Rodgers, 2001).

II.4. Conclusion

Making decisions about Evaluation or choices of one or more method/approach to teaching EBP refers to procedures for gathering data on effectiveness, adequacy, and efficiency of a targeted method/approach of teaching EBP. Ultimately, evaluation addresses whether the goals and objectives of a language method/approach are being attained, that is, whether approach is effective. In cases, where a choice must be made between two possible methods/approaches or more options oriented to the same objectives, a secondary focus may be on the relative effectiveness of the program. In addition, the method/ approach of teaching EBP may be concerned with how teachers, learners, and materials interact in classrooms, and how teachers and learners perceive the program's goals. All these factors should be taken into consideration by the EBP course provider to design an eclectic approach to teaching EBP.

III.CHAPTER THREE THE FIELD WORK: INTRODUCING THE FACULTY AND THE PROBLEM OF TEACHING EBP

III.1.Introduction

III.2.The Faculty of Business, its objectives and the problem's nature

III.3.Methodology and Administration of the Questionnaire

III.4.Data analysis and interpretation of the results

III.5. Conclusion

III.CHAPTER THREE INTRODUCING THE FACULTY AND THE PROBLEM OF TEACHING EBP

III.1. Introduction

In the prior chapters, we have been undertaking a brief theoretical background of both English for Business Purposes (EBP) and some teaching approaches and methods which can be applied on EBP teaching. In this chapter, we are going to introduce the problem of the faculty of Business in Biskra University noticed by the researcher as an experienced teacher of Business/Management field and as an ex-student who has been studying courses of English business in the same faculty over 4 years. Then, we are going to analyze the data we have gathered via using a questionnaire which has been delivered to a representative sample of teachers of the same aforementioned faculty. The questionnaire has been supported by a semi-structured interview.

III.2.The Faculty of Business, its objectives and the problem's nature

The faculty of Business as a name and as a field which can cover/be related to the other fields Economics and Management sciences is three main specialist departments of Economics, Business, and Management sciences.

The objectives of the faculty are to provide the local market with trained national manpower in many sub-specialities which belong to the field of business and management, such as accounting, banking, and administration. And, to train students to be ready to work especially in financial organizations such as taxes agencies, Banks as well as in service, industrial and commercial organizations to both sectors private and public ones.

In the last 20 years, great changes in the business environment and in the local market had taken place, in conjunction with the emergence of the open market policies adopted by the Algerian political system. Consequently, a great number of organizations in all sectors have been enforced to deal with the Business English instead of Business French, and this is one of the major reasons to introduce the business English in the curriculum of our Business faculties. Nevertheless, and as French is the second official language , almost our organizations especially the industrial ones are still dealing with the Business French especially in their inter-operations and inter-transactions ,but they are forced to deal with the overseas organizations ,whatever they are financial or commercial or industrial,   with the Business English, as well as, a number of multinational organizations in Algeria are now processing and dealing in their daily operations and transactions with Business English. Therefore, the phenomenon of Business English as a culture and as a matter of fact is, relatively, a new field in Algeria and there is an obvious lack of highly trained manpower in this new domain. So that, our industrial organizations are still looking how to cover this deficiency as our universities programs ,especially curriculum/syllabus and courses are still do not fit the real national demand of Business English proficiency due to many factors, main of them are : the French in Algeria is still represents the major language of administration operations and for industrial managers along with practitioners in the field of Business as well   as the English as a language and culture is still far of our culture of Business in general. Thus, this deficiency makes the input/output process of business English context weak, and that makes the mission for both academics and practitioners hard to tackle this new field. From another hand, teachers of Business English, as it has been noticed over an experienced period of 11 years by the researcher himself as a teacher in the same faculty and over 4 years learning Business English as an ex-student in the

same faculty , they depend on their intuitions and their personal knowledge and experience to teach EBE. In addition, there is neither formal curriculum nor syllabus of business English towards teachers from the Ministry of Higher Education and Scientific Research they should follow. Teacher are free to choose topics and or methods/approaches to teach EBE and there is no a real coordination between theme to avoid fore example repetition or to recognize and conduct a real need analysis of the EBP students.

III.3.Methodology and Administration of the Questionnaire

III.3.1.Methodology

As a teacher of Business and Business English in the aforementioned faculty and as an ex-student who has been receiving Business English courses from the same faculty. Therefore, the nature of this research is the action research and the appropriate method is the descriptive one due to the nature of the problem of this thesis. The main tool of gathering data is a questionnaire which has been designed on the basis of an eclectic approach.

The questionnaire which has been delivered to a representative sample of teachers is supported by a semi-structured interview.

III.3.2.Research Approach

The study is conducted at Mohamed Khieder University during the second semester of 2014/2015 academic year. It deals with one questionnaire which has been   handed to the teachers of Business English of M2 students. The questionnaire has been designed

on an eclectic-based approach from teaching' approaches / methods of FL .A copy of the questionnaire is included in the appendix A.

III.3.3. Population and sampling

Using a purposive sampling, the population is all teachers of Business English of the three departments, they are 8 teachers , one of them has been omitted due to his absence abroad , then the questionnaire has been delivered to 7 respondents to obtain a representative sample so that to avoid any potential bias or subjectivity. Bearing in mind that the main reason of choosing the M2 teachers level as a sample to this study is that the learners have been already introduced to Business English and considered normally to have under-intermediate level of English. Furthermore, the M2 student as a level is an intermediate phase to both professional life or to academic career.

III.3.4. Administration and description of the Questionnaire

The aim of the questionnaire is to describe or to diagnosis the situation of teaching Business English in terms of methods/approaches which have been conducted by the faculty's teachers. The questionnaire has been designed on an eclectic-based approach derived basically from a set of some traditional and recent methods/approaches of teaching FL by exploring the related literature of teaching FL and on the awareness and experience of the researcher himself as a part of the subject of the research.

The questionnaire consists of six sections; the first is concerned of a general information with 10 items (questions) about the experience of the respondents in both the Business/management academic field, in teaching Business English and in the field of real world of Business English such as working in organizations where they have dealt with Business English. Also, this section included items about the teachers' opinion of

their students' level concerning the four skills of English language. The other sections, two, three, four and five each one of them represents at least one or more methods/approaches of teaching FL as being applied to teach Business English, almost each section is made up of three main sub-sections which are questions related to three main aspects of methods/approaches of teaching FL ,these aspects are   materials, procedures and assessments. The last section which is the six one is concerned about a further suggestions which can be provided by teachers as contribution to improve this research. As the whole questionnaire consists of 37 items (questions).33 questions are closed ended questions that require a "yes/ no" answer or tick up the appropriate answer and justify if necessary. The rest are open ended questions which involve an answer with full statements. The target population were the Teachers of business English of the faculty of the current academic year 2014/2015, the researcher tried to take all the population because the number of teachers is small, there were only 9 teachers, it has been obtained only 7 responses, 5 by emails and 2 questionnaire have been handed in. Therefore, a representative sample from the three departments is selected randomly. The selected sample is representing 77.77 percent from the population which means that it is a reliable sample.

III.4.Data analysis and interpretation of the results

III.4.1. Section One: General Information

Item.1. Your academic degree in English

Table III.1 indicates results about proportions obtained about the academic degree

option	Fr	Proportion
a. Licence	1	14.29%
b. Master	2	28.57%
c. Magister	0	00.00%
d. Doctorate	1	14.29%
e. Other	3	42.85%
Total	7	100%

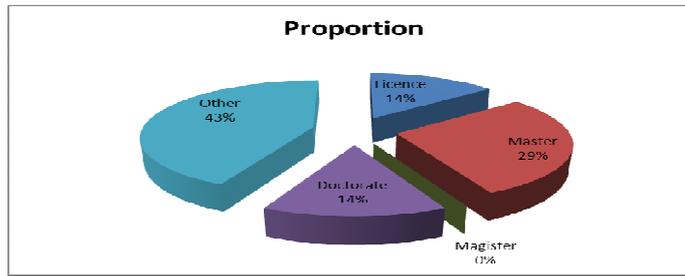**Table III.1: The Teachers' academic degree in English**

Figure III.1: Teachers' academic degree in English

Data on table III.1 as pie chart indicate that about the half of teachers have not an academic degree but they have been experiencing sittings of academic English, this as the semi- structured interview indicated, one of them has been studying about three years license but he did not finished and the other has been studying his magister degree in the management field in English in a Jordan university as well as the later has obtained his magister degree from a business school in London. The others are graded between Doctorates to Master to License in English language.

1. **Item.2.Your academic degree in the field of Business or related field (Economics/Management)**.(Table III.2)

option	Fr	Proportion
a. **Magister**	2	28.57%
b. **Doctorate**	3	42.85%
c. **Other**	2	28.57%
Total	7	100%

Table III.2: The Teachers' academic degree in the field of teaching Business/Management
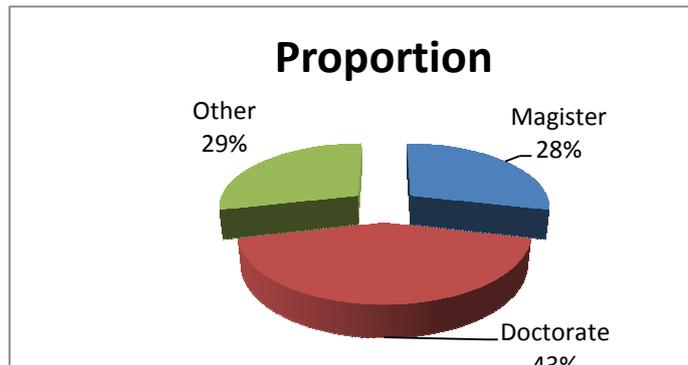
Figure III.2: Proportions of Teachers' academic degree in the field of teaching B/M

Figure III.2 shows that of all teachers in the faculty,43 per cent are doctors,28 per cent are Magister and 29 per cent are ,as semi -structured interview revealed, 1 professor in Management science and the other is a master degree in English Language.

3. Item 3. How long have you been teaching in your field?

Fr	years	Proportion
1	0 years	14.28%
5	More than 11 years	71.44%
1	Less than 11 years	14.28%
Total=7		100%

Table III.3: The Teachers' years spent in the field of teaching Business/Management

Table III.3 and figure III.3 illustrate that the majority of teachers are more than 11 years spent in teaching in Business/Management field.
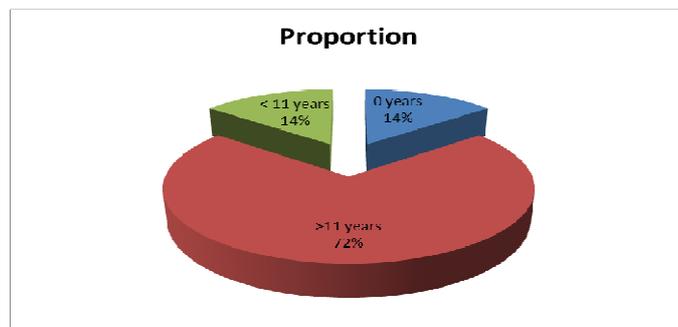
Figure III.3: Proportions of Teachers' years spent in the field of teaching Business/Management

4. Item.4. How long have you been teaching Business English? (Table III.4)

Fr	Years/months	Proportion
4	2 years	57.14%
2	1 semester	28.57%
1	1 year	14.29%
Total=7		100%

Table III.4: Proportions of Teachers' years spent in the field of teaching BE.
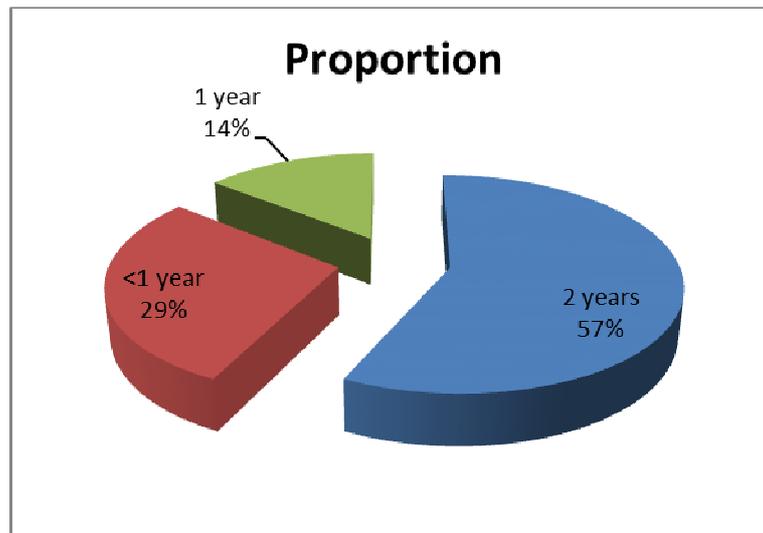
Figure III.4: Proportions of Teachers' years spent in the field of teaching BE.

Figure III.4 indicates that the majority (57 per cent) of Teachers' years spent in the field of teaching Business English are up to two years.

5. Item 5. **Have you had training in Business English field?**

No one have had any kind of training in Business English

6. Item 6. Have you experienced real situations in Business English field such as working before in firms where Business English is needed?

No one has experienced any kind of situation in Business English.

7. Item 7.How do you evaluate your students' level in the language skills in general? (TableIII.5)

level	fr	proportion
Advanced	0	0%
Upper-intermediate	0	0%
Intermediate	1	14.28%
Pre-intermediate	3	42.87%
Basic	2	28.57%
bad	1	14.28%
	7	100%

TableIII.5 Proportions of students 'English language level

Data on table III.5 as well as on figure III.5 indicates that a significant minority (43 per cent) are students of pre-intermediate level in English language, while both intermediate and bad level share the same tiny minority which is 14 per cent. In addition, data illustrates that a minority of 29 per cent is representing the proportion of bad level of English among students.
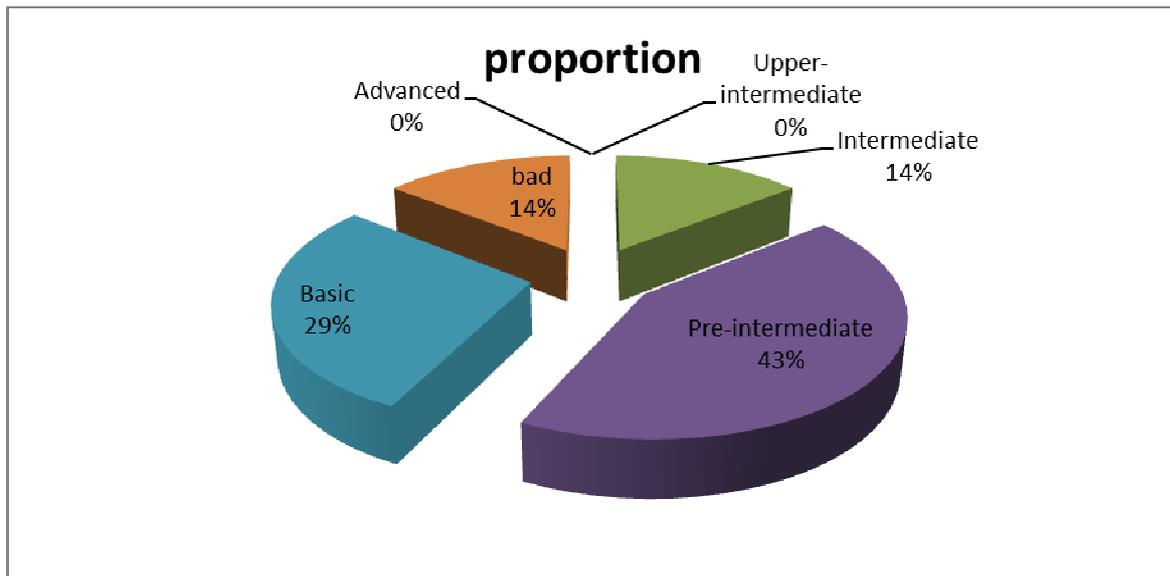
Figure III.5: Proportions of students 'English language level

III.4.2 Section two, three, four and five.

Table III.6 summarizes all data gathered concerning the yes/no question on each method/approach might be conducted by teachers of EBP, The focus were on three main aspects of each method/approach which are materials, procedures and assessments , frequencies of respondents and proportions of each aspects are presented on the table III.6 as below.

	Frequencies		Percentage		Total Response number	Total%
	Y	N	Y	N		
Section two: the grammar translation method						
Materials	11	1	78.57%	21.43%	7	100%
Procedures	8	3	66.66%	33.34%	6	100%
Assessment	4	2	66.66%	33.34%	6	100%
Section three: the direct method and the reading method						
Materials	17	7	70.83%	29.17%	6	100%
Procedures	6	0	100%	0%	6	100%
Assessment	4	2	66.66%	33.34%	6	100%
Section four: the audio-lingual and audio-visual method: an eclectic compromise						
Materials	2	15	11.77%	88.23%	5	100%
Procedures	11	1	91.66%	8.43%	6	100%
Assessment	3	9	25%	75%	6	100%
Section five communicative language, lexical, task- based and cooperative approaches						
Procedures and principles	29	14	67.45	32.55	6	100%

Table III.6 frequencies and proportions of each item of yes/no answers

The table III.6 shows a detailed data of each section, but it is hard to design directly, from this table, a general conclusion. To facilitate a comprehensible interpretation of the aforementioned table and to obtain a general conclusion we have made an aggregation method of calculation the proportion of the yes/no responses by working out the total frequencies of yes/no responses of each item belongs to each section which reflects at least one method/approach of teaching BE, and then we have worked out the proportions associated to each section's aggregation.

Results of the total aggregation and their associated proportions have been obtained and presented on table III.7 as below, as a pie chart, using Microsoft Excel 2010,has been designed on the total of all four percentages and working out the proportion of each section from the total aggregation of the four sections. (Figure III.7).

	Frequencies		Percentage		Total frequencies	Total percentage
	Y	N	Y	N		
Section two: the grammar translation method	23	6	79.31%	20.69	29	100%
Section three: the direct method and the reading method	27	9	75%	25%	36	100%
Section four: the audio-lingual and audio-visual method: an eclectic compromise	16	25	60.97%	39.03%	41	100%
Section five communicative language, lexical, task- based and cooperative approaches teaching procedures: a compromise eclectic approach	29	14	67.44%	32.46%	43	100%

Table III.7 aggregation of frequencies and proportions of each section of yes/no answers
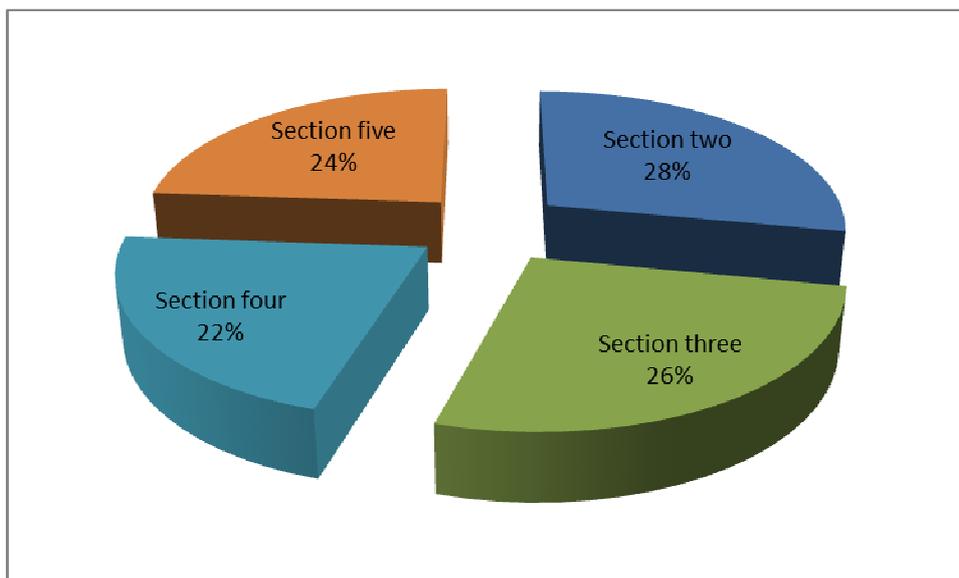
Figure III.6: Aggregation of proportions of each section of yes/no answers

The figure III.7 illustrates that 28 per cent of the teachers supported the grammar translation method, 26 per cent maintained the direct and reading method, while only 24 per cent and 22 per cent are respectively presenting the audio-lingual/audio-visual method and the rest of methods/approaches which are communicative language approach, the cooperative approach, the lexical approach and the task- based approach.

III.4.3 Section six: further suggestion

After reading, classifying and analysing the further suggestions of the teachers, we have obtained that the teachers tend to use the grammar translation method as a main method, about 80 per cent of teachers they prefer the grammar translation method ,but they add other various procedures and materials which are not belonging to the grammar translation method, especially they introduce the working groups, question/response lecture, grading texts, sometimes selective listening and reading as the majority of them do not focus on grammar courses. They also stress on the time as a major factor,

according to the semi-structured interview they believe that the time offered to the module of BE as 1 hour and half per week is not enough to teach such wide discipline.

III.5. Conclusion

To sum up, and to generalize, the trend of methods/approaches have been conducted by the teachers of the faculty of Business of Biskra are an experience intuition and contingency oriented approach. There is no a completely determined teaching method/approach but it is the teachers' intuition and experience as well as the faculty contingencies which force teachers to follow that kind of contingency approach of teaching EBP.

IV. General conclusion and pedagogical implementations

After having seen briefly a general overview of the Business English issues and related notion of needs analysis as well as a rapid overview of the teaching methods/approaches in the related literatures. By this final section, we conclude a set of main results, as we will try to give some recommendations about methods/approaches of teaching EBP according to the setting of the faculty of Business at Biskra University. To do that, the following aspects should be taken into considerations by both executives of Ministry of Higher Education and Scientific Research of Algeria and by teachers of EBP.

A. **In terms of methods/approaches of teaching EBP in general (intern variables)**

- The approaches/methods that have been conducted in the faculty to teach EBP have largely been guided by intuitions as well as by the contingency logic. in spite that, the faculty teachers are right to some extent, but the literature about the related field of teaching EFL as well as on research papers and journals can provide good insights to improve the adopted methods/approaches .

- An eclectic approach guided by the contingency logic as well as by the experience of the teachers can be a crucial tool to cover many defaults of the teaching process as well as to improve the adopted methods

- It is obviously logical to Focusing only on grammar translation method and the direct/reading method by our teachers, but it is not always to be the ideal or practical method of teaching EBP as the literature illustrated.

- Business discourse can be seen or developed by two point of views; theoretical Business courses and by practice real situations of Business in English.

B. **Other dimensions of the problem of teaching EBP (Extern variables)**

  - The time devoted to teaching EBP is not enough
  - Lack of proficiency in real business situations due to the Algerian business environment.
  - Lack of an official curriculum/syllabus of teaching EBP.
  - The French language still represents the major language of business operations especially the intern-operations

C. **In terms of procedures and materials**

- Focus should be given to the authentic materials. To do that, a well-equipped and modern laboratory is crucial to improve the teaching approach.

IV.1.Recommendations

The use of an eclectic approach as a process is not a simple process as the critical thinking of methods/approaches of EFL as well as their associated procedures materials and assessments are to be critically chosen. The needs analysis, the experience of the teacher in matter of the language and in matter of the business knowledge as well as in Business practice can lead to useful approaches/methods of teaching EBP. Further recommendations can be summarized as follows:

1. The problem of the time still represents a real obstacle in front of the development of the outcomes of teaching EBP; much time should be given to this module. Even though, if time has been raised the problem of using EBP fluently will not be solved ultimately.

2. One of the best ways to foster and develop the outcomes of business English teaching methods/approaches is to generalize the use of the English language over all modules, i.e. all modules of Business have to be conveyed and taught with English. Because teaching EBP for an hour and half a week and as a terminology session is only a way of memorizing some related terms of business and it cannot foster or develop the needed skills of our students

3. Providing a sponsored Training abroad for our teachers by our Ministry of Higher Education and Scientific Research especially in Business schools that have a good reputation such as business schools in UK or USA can contribute positively in the teaching methods

4. Stress also should be given to how to improve General English (GE) of our students. Because, Business English is strongly correlated with GE.

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APPENDIX: TEACHER'S QUESTIONNAIRE

Dear Teachers,

This questionnaire aims at diagnosing the adopted approaches/methods of teaching Business English in the faculty of Economics of Biskra University, and to deduce a set of guidelines by which we aim to improve the adopted approaches and/ or methods of teaching Business English. To do that, a set of questions about materials, procedures and assessments, concerning some traditional and/or recent approaches of teaching foreign language are taken into consideration. Each approach of teaching is chosen based on an eclectic approach of teaching, and from the point view of the experience of the researcher himself as a teacher of Business/Management students, as a teacher of Business English and as a university student of English. Thus, your answers would contribute effectively for the achievement of these aims, as this questionnaire constitutes a major part of fulfilling the master dissertation. We would be very thankful for your help, by filling it with your appropriate answers and remarks.

N.B: Please, feel free to answer in English or Arabic or French.

SECTION ONE GENERAL INFORMATION

1. **Your academic degree in English**:

a- License ☐

b- Master ☐

c- Magister ☐

d- Doctorate ☐

e- Other ☐

………………………………………………………………………………………

………………………………………………………………………………………

2. Your academic degree in the field of Business or related field(Economics/Management):

f- Magister   ▨

g- Doctorate   ☐

3. How long have you been teaching in your field?

…………7…… years.

4. How long have you been teaching Business English?

Months... ………………….; Or…………4……………. years.

5. Have you had training in Business English field?

a- Yes   ☐

b- No   ▨

6. Have you experienced real situations in Business English field such as working before in firms where Business English is needed?

a- Yes   ▨

b- No   ☐

7. How do you evaluate your students' level in the language skills in general?

a- Advanced   ☐

b- Upper-intermediate   ☐

c- Intermediate   ☐

d- Pre-intermediate   ☐

e- basic   ☐

                         ▨

f- bad

SECTION TWO: THE GRAMMAR TRANSLATION METHOD

1. **MATERIALS**

   A. Do you use grammar books?

   . Yes …   ▨

   . No…….   ☐

   B. Do you allow students to use dictionaries in the classroom?

   - .Yes .▨

   - .No ..☐…

   C. Which kind of dictionaries you allow your students to use

   - specialized

   - literary ones

   - Please, justify your answer……………………..

They use the two kinds of dictionaries, basically we begin with the literary ones

because they are easier to use, then as a next step we use the specialized ones.

2. **PROCEDURES**

   A. Do you use the mother tongue (Arabic) to explain or to convey the meaning?.

   .Yes   ▨

   .No   ☐

   B. Have you been using practice exercises to apply the notion or the new Business

   or literary terms in a deductive way?

   . Yes…….   ▨

. No…….   ☐

3. ASSESSMENT

- Did you conduct exams to evaluate the students 'capacities to understand written texts and to translate sentences?

    -Yes   ▦

    - No   ☐

SECTION THREE: THE DIRECT METHOD AND THE READING

METHOD

4. MATERIALS AND CONTENT

A. Do you use graded readings texts? Yes ×….or No…….

B. Do you oblige students to use only English in the classroom? Yes …×.or No ……….

C. Which kind of materials do you use in the classrooms: posters, delivering handouts (texts), data show? Please, specify

Most of the time I use handouts

D. Do you use simple language (basic grammar, basic language, and basic reading)? Yes ×./No

E. Do you use controlled vocabulary/terms within reading texts? Yes ×./No

5. PROCEDURES

A. Do you introduce your lessons by oral introduction? Yes×./No

6. **ASSESSEMENT**

- Do you focus in your exam on the student's ability to use the English to assess your students '? Yes…×…./No…….

SECTION FOUR: THE AUDIO-LINGUAL AND AUDIO-VISUAL METHOD: AN ECLECTIC COMPROMISE

1. MATERIALS

A. Do you use Filmstrip + tape (Semantic unit)? Yes ….or No…×….

B. Do you use Mimicry and memorization: mim-mem techniques and /or structural pattern drills with active and simple practice? Yes ….or No…×….

C. Do you conduct and control artificial dialogues? Yes ….or No …×……..…

2. PROCEDURES

A. Do you use selective listening? Yes…×…./No…….

B. Do you use the Questions/Answers way in teaching?. Yes…×…./No…….

3. ASSESSEMENT

A. Did you conduct exams to evaluate the students 'capacities by using general topics? Yes……./No…×….

B. Did you conduct exams to evaluate the students 'capacities by using specialized discourse such as Business/Management English text? Yes…×…./No…….

SECTION FIVE COMMUNICATIVE LANGUAGE, LEXICAL, TASK- BASED AND COOPERATIVE APPROACHES TEACHING PROCEDURES

A. Do you emphasise on group work: for example the U meeting or small groups (about 5 to 6 student): Yes…×…or No ……

Genarally, the students have a weak level, so I use the group work method to make them help each other in all skills: writing, speaking…, and to create a competitive atmosphere between them.

B. Do you avoid grammatical analysis? Yes…×…or No

I use it only to correct serious mistakes, because the objective of business English is to learn business terms rather than grammatical courses.

C. Do you emphasise the lexical chunk -also termed lexical phrase- composite as "the ideal unit which can be exploited for Business English learning? Yes…×…or No……………..

D. Do you foster cooperation rather than competition by structured groups to reach common goals and to avoid anxiety among students? Yes …× .or No…….

E. Do you act as facilitator of learning and responsible for the creation of well-organised teaching environment, which promotes successful group-based learning? Yes ×….or No…..

F. Do you take into consideration the anxiety of students? Yes …× .or No

If yes, which technique do you use to avoid anxiety?…

 I try the possible to make them comfortable with committing mistakes

G. Do you give activities including the following tasks: listing, ordering, ranking, gap-filling, sorting, problem-solving(at least one of them) Yes ×.or No…..

H. Do you promote activities involving real communication? Yes……or No…×…

Please, justify : due to the students' weak level, I can't build real conversations tasks which eventually need a vocabulary

SECTION SIX: FURTHER SUGGESTIONS

A. Which method or approach procedures presented above do you prefer to use in your teaching process of Business English? Please, justify:

The use of methods depends on the student's level, personally I prefer the direct method and reading method.

B. According to your experience of teaching Business English for students of Economics Faculty , would you like to give us guidelines about these following aspects:

K.1 Materials: for examples recommended books or sites or resources of Business English courses

I have used many books: business vocabulary use advanced, build your business English, basic business agenda progrss tests, business vocabulary in practice, business vocabulary in use, good business communication, test your business English.

K.2 Procedures

Do not use the mother tongue unless it is necessary.

The use of simple language at the beginning.

The use of Q/A way

The use of group work method to cooperate and compete in the same time.

K.3 Please, do not hesitate to add any comment by which you think that it will improve the teaching methods/approaches which have been used in our faculty

I insist on two things, first, the faculty should give more importance to the way they teach in business english.second, a business English module should be taught by teachers in the same field (economics, commerce or management).

Thank so much for your cooperation

الملخص

أهم أهداف هذا البحث هو تشخيص كيفية تعليم اللغة الانجليزية في مجال الأعمال و الإقتصاد، وهذا في كلية الاقتصاد بجامعة من جامعات الجزائر وهي جامعة محمد خيذر بسكرة. وكذلك يهدف هذا البحث لتقديم توضيحات، اقتراحات و أيضا بعض الخطوط العريضة بناء على خبرة الأساتذة بنفس الكلية و كذلك الباحث الذي هو نفسه أستاذ بذات الكلية حيث يشكل طرفا في موضوع هذا البحث، وهو أستاذ متخصص بمجال التسيير والاقتصاد حيث يقدم دروسا في اللغة الانجليزية الخاصة بنفس مجاله وكونه أيضا طالبا سابقا تلقى دروسا بهذه اللغة في نفس المجال بنفس الكلية المذكورة سابقا. وهذا بالاعتماد على منهجية مشتقة ومصممة من أدبيات البحث ذات العلاقة لتشكل وسيلة لتشخيص : خاصة المناهج والطرق التي تبناها أساتذة كلية التسيير و الاقتصاد لتدريس اللغة الانجليزية في المجال الاقتصادي. للقيام بذلك، قمنا بتوزيع استبيان -مدعم بالمقابلة النصف المهيكلة- مع عينة ممثلة لمجتمع الدراسة و التي تتمثل في أساتذة المجال المذكور سابقا. بينت نتائج الدراسة أن المنهجية المتبعة من قبل الأساتذة بالكلية السابقة مستقاة من خلال حدسهم وكذلك تأثيرضروف محيطهم بالكلية السابقة الذكر وخاصة المدة الزمنية المخصصة لمادة اللغة الانجليزية لمجال الاقتصاد و أغراضه.