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Submitted by: Miss Fatima Zahra SALHI

Title

**Analysis of ESP Courses in Terms of Objectives
The Case of Business English Students of the Career
Center-Ouargla University**

Publically defended

On : .././....

Before the jury:

Mr Abdelaziz BOUSBAL	MC(B)	President UKM Ouargla
Mr Madjid DOUFENE	MA(A)	Supervisor UKM Ouargla
Miss Fouzia BAHRI	MA(B)	Examiner UKM Ouargla

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Dedication

Dedication

I dedicate this work to:

My Mother and my Father

My Brothers and Sisters

Acknowledgements

Before all I thank Allah

My deepest gratitude and my most sincere thanks go to:

*My supervisor Madjid Doufene for his patience and Assistance the
highest expressions Of gratefulness and respect are presented to
him.*

*My gratitude goes to the members of the jury who accepted to examine
and evaluate my work*

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and students of the Career Center of Kasdi Merbah University*

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Abstract

List of Abbreviations

BE: Business English

EAP: English for Academic Purposes

EBP: English for Business Purposes

EGBP: English for General Business Purposes

ESBP: English for Specific Business Purposes

EGP: English for General Purposes

ELT: English Language Teaching

EOP: English for Occupational Purposes

ESP: English for Specific Purposes

EST: English for Science and Technology

EVP: English for vocational purposes

GE: General English

LSP: Language for Specific Purposes

PR: Preliminary Review

UKMO: University of Kasdi Merbah Ouargla

USAID: United States Agency for International Development

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I.General Introduction

1.1 Background

1.2 Objectives of the study

1.3 Statement of the problem

1.4 Research hypothesis

1.5 Limitations of the Study

1.6 Definition of Terms

1.7 Dissertation Organization

1.1 Background

English is the dominant language that allows international communication. Consequently, Business knowledge, scientific publications, and the communication of ideas are in English. More and more the demand for English in specific domains has increased and led to the prominence of ESP.

English for specific purposes (ESP) is a prominent trend in the movement of teaching languages for specific purposes (LSP). By the 1970s, ESP became a crucial activity within the teaching of ELT. Undoubtedly, ESP today has gained a wide popularity over the world. Dudley-Evans and St John (2001) state that, “the demand for English for specific purposes... continues to increase and expand throughout the world.” (p115).

Practically speaking, ESP offers specific courses in terms of language and communicative skills to a specific group of learners in order to function effectively in their fields of study, profession and workplace. Belcher (2006) stated that “ESP assumes that the problems are unique to specific learners in specific contexts and thus must be carefully delineated and addressed with tailored to fit instruction.”(p.135) .Therefore ,learners’ needs are the key stage which determines suitable methodology of teaching, syllabus design, selection of materials, and mainly clear course objectives. As Ellis and Johnson (1994) state that the course objectives are: “The goals of a course in English, as indicated by the needs analysis, and expressed in terms of what the learner should be able to do.”(p221). Needs analysis is a prerequisite stage that leads the course designer to plan a focused ESP course. Dudley-Evans and St John claim that “needs analysis is the corner stone of ESP and leads to a very focused language course”. (Dudley Evans and St John,1998,p122)

1.2 Objectives of the Study

The general framework of our work is the analysis of ESP courses in terms of objectives in the Career Center UKMO. The Career Center was created to teach Business English and make the students professionally successful. Several modules are taught i.e. leadership, how to communicate effectively, how to write cover letters in order to develop their employability skills.

This work investigates BE courses offered to the learners in order to examine their effectiveness and efficiency for learners and teachers. It aims mainly to explain the compatibility of BE courses’ objectives with learners’ needs. We intend to demonstrate the importance of integrating learners’ needs to achieve precise and effective course objectives.

1.3 Statement of the Problem

ESP courses are mainly designed for specific group of learners according to their needs in order to produce focused course in terms of effectiveness and efficiency. The effectiveness and efficiency of ESP courses are determined in terms of coordinating the objectives of the course with learners' learning objectives and needs. Our study examines the case of students from different departments of Ouargla University who take Business English courses in the Career Center. In this sense, our study " Analysis of ESP courses in terms of objectives" intends to investigate the compatibility between learners' needs and BE courses objectives and look at the effectiveness of these courses. To be specific, my research question is:

Are Business English courses offered in the Career Center efficient and effective in terms of meeting learners' needs and learning objectives?

1.4 Research Hypothesis

The study is based on the following hypothesis:

Business English courses offered in the Career Center of UKMO may be effective and efficient in terms of the compatibility of courses objectives with learners' needs.

1.5 Limitations of the study

Our study has shown certain limitations in terms of students' English background, size of the sample and questionnaire responses. Our case study was conducted in the Career Center within adult learners from different Departments. Therefore, they are not homogenous in terms of their specialist studies and work. In this sense, they have different backgrounds in English.

The size of our sample was confined to one class. In spite of the subjects in this study are not that much representative, findings from the present study have enhanced our knowledge about students' attitudes toward the compatibility of BE courses objectives to their needs.

In the present study, subjects were asked to complete the questionnaire during class time. Some students have partly answered the questionnaire or left certain questions unanswered. Robinson (1991,p.12) states that: "the disadvantage is that not many people will bother to fill it and return it."One can deduce ,with regard to the results which have been recorded that the students either have felt embarrassed to answer the questions because of some particular points arisen for discussion or simply because they have not understood the questions due to their low background level in English.

1.6 Definition of Terms

Prerequisite

Something that must exist or happen before something else can happen or be done (Oxford learners' dictionary, 7th edition)

Course Objectives

“The goals of a course in English, as indicated by the needs analysis, and expressed in terms of what the learner should be able to do.” (Ellis and Johnson, 1994,p221)

Needs analysis

“A method of obtaining a detailed description of a learner’s needs (or group of learners’ needs). It will take into account the specific purposes for which the learner will use the language, the kind of language to be used, the starting level, and the target level which is to be achieved. The information could be obtained from a range of different people: company staff, trainers, and the learners themselves. It will have implications for the approach to training that will be taken. .” (ibid)

Pre-experience

“Learners who have not previously worked in any kind of job. Generally they will still be undergoing full-time education.” (ibid,p222)

Job-experienced

“Learners who have already worked in a certain job for at least a few months. They are able to define their language needs in terms of that experience, and to exploit their knowledge and skills in language learning tasks in the classroom. Contrast *pre-experience*”. (ibid,p221)

1.7 Dissertation Organization

The study contains three chapters. The first examines the literature review related to ESP and course design. In chapter two I will explain the approaches and methods used in conducting this study. The report of the findings, discussions and pedagogical implementations will be in chapter three.

II. Chapter one: Review of Literature

2.1 Introduction

2.2 ESP and Course Design

2.2.1 Definition of ESP

2.2.2 Origins of ESP

2.2.3 Branches of ESP

2.2.4 Definition of EBP and its Branches

2.2.5 ESP and Communicative Language Teaching

2.2.6 ESP course design Approaches

2.3 Consideration in ESP Course Design

2.3.1 Needs Analysis and Course Design

2.3.1.1 Target Situation Analysis

2.3.1.2 Gathering Information about Learners

2.3.2 Formulation of Goals and Objectives

2.3.3 The content of ESP Courses

2.3.4 Selecting and Developing ESP materials

2.3.5 Planning ESP Courses

2.3.6 The Place of Syllabus in ESP Course

2.3.7 Evaluating ESP Courses

2.4 Conclusion

2.1 Introduction

Numerous changes have occurred in the learning and teaching of languages. In this sense, learners become curious about learning languages oriented by specific purposes. Primarily, foreign languages are taught as a part within general education objectives. To this effect, Hutchinson and Waters (1987,p. 6) write: "Previously the reasons for learning English (or any other language) had not been well defined. A knowledge of a foreign language has been regarded as a sign of a well-rounded education, but few had really questioned- why it was necessary."

As Nunan (2004) assumed that:

A potential tourist to England should not have to take the same course as an air traffic controller in Singapore or a Columbian engineer preparing for graduate study in the United States. This insight led to the emergence of English for Specific Purposes (ESP) as an important subcomponent of language teaching, with its own approaches to curriculum development, materials design, pedagogy, testing and , specific courses directed by learners' needs. (p.7)

Thus, this new trend of teaching attracts many learners who seek learning English language in certain fields by offering specific courses related to learners' objectives. Those, who are learning it for academic studies and others who are pursuing a career or a profession.

ESP is an important movement and essential component of ELT, retaining its emphasis on practical outcomes stemming from needs analysis, genre analysis and preparing learners to communicate effectively. Thus, it spreads over the world and becomes a strong new trend in the English language teaching.

2.2 ESP and Course Design

2.2.1 Definition of ESP

ESP is the outcome of the rapid development of science and technology as well as business. Due to the need for an international language for specialists, ESP becomes one of the crucial branches in language teaching. Its methodology of teaching is associated with several disciplines other than applied linguistics.

The core of ESP teaching is needs analysis in order to prepare learners to communicate effectively whether in the particular tasks of their study or in their future workplace. Therefore, ESP offers explicit courses oriented by learners' purpose of learning. Hutchinson

and Waters (1987) hold that ESP is an *approach rather than a product*. Thus, the learning of ESP is not a matter of learning certain kind of language rather it is guided by learners' needs to determine the language wanted.

The teaching of ESP is associated with the purpose of learning the language that is directed by the learners' needs in their vocation or job. The methodology used in teaching ESP is different from that of general English in terms of the profession and discipline it serves. There are two main aspects of ESP methodology. The first aspect, emphasises the fact that methodology of ESP teaching takes from the disciplines and professions it serves. The second aspect, consider that the teacher-learner relationship differ from that of general English. (Dudley-Evans and ST-John ,1998)

2.2.2 Origins of ESP

After defining ESP it would be workable to acquaint its origins, and its development over the years. In order, to know how it becomes an important branch of English language teaching. The question that comes to mind as Robinson (1989,p.399) stated it is "How old is ESP?". Strevens (1977 cited in Robinson 1989,p.399) suggests that "ESP goes back to the sixteenth century, with the production of specialised vocabularies and phrase books for diplomats, businessmen, and other travellers".

Hutchinson and Waters (1987) hold that the emergence of ESP is due to the subsequent development of: science, technology and commerce. These developments together with the powerful economic power of the USA draw the path for English to be the reliable international language. Depending on this fact, learners start demanding English which is specific to their objectives. Consequently, ESP developed on the basis of the learners' needs and English was the tool which serves the demands of learners' profession.

ESP creates a paramount revolution in linguistics. It turned the focus of the linguists on the language use (communication in real life) rather than the language usage. Thus, English used for commerce is not the same as English engineering. To this effect, the ESP courses were on the basis of analyzing the linguistic features related to the specialist field of learners.

Developments in educational psychology contributed to the development of ESP. This discipline stresses the fact that learners are the crucial part of the learning process through motivation. Therefore, learners' needs and interests were the important parameters that enhance their motivation and make the learning process more effective.

2.2.3 Branches of ESP

Dudley Evans and ST John (1998) assumed that ESP is divided into various categories the two main are English for academic purposes (EAP) and English for occupational purposes (EOP).

EAP is concerned with the English used in educational context. Including universities , academic institutions as well as school level. English for science and technology (EST) is one of the important sub branches of EAP which is originated from EAP teaching for students of engineering and science. EST teachers and researchers focus on linguistic forms, as well as skills. (ibid)

EOP is devoted for practice. It serves the professional purposes such as engineering, medicine. The most prominent area in EOP is business English (EBP) in which learners are taught English which serve them in their future workplace and business contexts. (ibid)

English for vocational purposes (EVP) is an instrument which is widespread in the USA for teaching English for specific trades or vocations. There is a sub classification for EVP i.e. vocational English (related to language and skills required in a job) and pre-vocational English (regarding skills needed for applying for jobs and skills required for facing an interview). (ibid)

2.2.4 Definition of EBP and its Branches

English for business purpose (EBP) is the prominent area in ESP. It is designed for adult learners who will face real situations in their work and deal with business English in occupational contexts.

As English becomes the first language internationally, the business world adopts it to communicate effectively. Depending on this fact, Business English becomes the driving force which conducts and facilitates communication and interaction between non natives in the business domain. Pickett (1986)(cited in Dudley and SY John 1998)hold that business communication consists of two faces: the first communication with public, the second communication within (intra) a company or between (inter) companies.

Zuoheng (2005) (cited inThe Handbook of English for Specific Purposes Edited by Brian Paltridge and Sue Starfield 2013) points out that, Business English is a combination of practice and teaching in relation within the business activities and context from which they are driven.

According to Donna (2000), business courses are taught to adult learners who are working or preparing to work in a business milieu. The objectives of business courses are more precise

than of general English. Therefore, a great emphasis is paid to the business professional aims of the learners in order to accomplish an effective course. Thus, EBP courses offered to learners should mingle the special language and the professional communicative skills required for the occupational purpose. In Business context, the teacher and the learner are interacting and having a special relationship, the teacher role is much like an advisor to know details about learners working lives and serve their needs.

Dudley Evans and ST John (1998), hold that EBP is of two types: English for general business purpose (EGBP), and English for specific business purpose (ESBP). EGBP offers extensive course to learners who have not an already acquaintance of their career. However, ESBP courses are offered to job-experienced learners and contains the language and skills related to the Business context. Usually, they are intensive and learners are taught in small groups.

2.2.5 ESP and Communicative Language Teaching Approach

The teaching process must involve a suitable theory which is convenient for both learners and teacher. In ESP the question that should be asked is: how are the students going to learn, i.e. the teacher should apply a theory for learning during his/her course. Undisputed, the communicative approach seems to be an effective method to teaching and the most appropriate theory for ESP courses.

Raluca NITU(2002), hold that The communicative approach helps the learners to be communicatively competent, since ESP learners are aware of the purpose for learning a foreign language it is workable to use the specific language communicatively in order to communicate effectively in the given situation.

The communicative approach to language teaching is a well-structured and complex theory but the most effective method which serves teachers and learners during the teaching process. It contains many principles and it is the teacher role to be selective by adopting the most useful principles. Depending on this fact, it would be useful to sate the convenient principles in ESP courses. Thus, focusing on language use through using English in classroom enables students to practice and improve their skills. Exposing learners to the authentic language in real life situation would develop an effective communicator in the specialist field. Providing activities and tasks related to the real communication will enhance learners' motivation in learning, as well as, integrating the four skills would make the ESP course practical. Many techniques based on the communicative approach are used in ESP courses, i.e. information gap, choice, feedback increase student's interests and motivation.(ibid)

2.2.6 ESP Course Design Approaches

Designing and carrying any language course requires a thorough analysis of learners' needs as well as their awareness of them. The course designer draws his path to design an effective course by offering the language and the communicative skills the learners want to master. Thus, it is workable to decide on the course aims and objectives both of the learners and sponsors and choosing the appropriate approach to be used in the course design.

Hutchinson and Waters (1987) assumed that ESP course process is designed through three main approaches: the language- centered, skills- centered, and learning- centered.

The language centered approach considered as the most adopted approach by English teachers to the course design process. It relates the content of ESP course directly to the target situation. This approach might overlap with the learner- centered approach as a learner- restricted approach. (ibid)

The skills-centered course design is founded on two fundamental principles: one is theoretical and the other is pragmatic. The theoretical principle considers that any language behavior contains certain skills and strategies. In effect, the skills- centered course design underlies both performance and competence. The pragmatic principle is the outcome of the distinction between goal-oriented and process- oriented courses. The role of skills- centered approach in ESP course is enhancing learners' skills and strategies even after the ESP course itself. (ibid)

The learning-centered approach determines ESP courses in terms of the target situation performance. Thus, the learner is the main part taken into consideration in the design process. In effect, the course design process would be dynamic and interactive. (ibid)

2.3 Consideration in ESP Course Design

Nowadays ESP is a widespread trend in the world of language teaching. It is stemmed from the different needs and objectives of learners in several fields and occupations. According to this fact, ESP becomes the branch which serves and provides effective courses oriented by learners' objectives in learning. In effect, ESP course design is mainly based on learners' needs as well as evaluating students' abilities. Thus, analysis of needs becomes the essence of any ESP course.

2.3.1 Needs Analysis and Course Design

Undisputed the starting point of any ESP course comes into response to learners' needs. Thus, it is important to collect information about learners' needs in learning to have a directed and effective course which offers the language and the communicative skills needed to be mastered by the specific group of learners. The course designers should consider learners purpose in language learning for their occupations. Depending on this fact, it would be crucial to analyse the target situation in which the learners will act and function within a specific language. Dudley Evans and ST John(1998) attain that "Needs analysis is the process of establishing the what and how of a course." (p.121)

Graves (1996) assumes that needs assessment involves two types of needs: objective needs and subjective needs which facilitate the process of course design. It gives the answer for what and how to teach a course. Needs assessment are an ongoing part of course design that help the students to have clear and focused needs and allow the course developer to be in relation with learners to make sure that the course meet their needs.

Needs assessment can be conducted through several methods i.e. questionnaires, interviews, observation and tests. They mainly illustrate what learners already know and what they need to know. (ibid)

According to Raluca NITU (2002), needs analysis facilitates the decision of the content and form of the course. Accordingly, needs analysis answers four main questions about the ESP course design who(target learners), why(their reasons for attending an ESP course), where(the location of the ESP course), when(the duration and frequency of these ESP courses). Moreover, it determines the skills needed in the target situation, hence developing learners' skills to communicate effectively.

According to Frendo (2005), needs analysis is the process where the course designer intends to show the current situation of learners' knowledge .As an effect, draw the path for an effective course which serves the target situation.

Basturkmen (2010) maintained that needs analysis in ESP is a process in which the language and skills required in the workplace or profession are estimated to produce an effective ESP course. Thus, it is vital to know the constraints involved in this process which are: target situation analysis, discourse analysis, present situation analysis, learner factor analysis, teaching context analysis.

There are two types of needs analysis: the pre-course needs analysis and the ongoing-needs analysis. ESP teachers can make improvements in the courses through consideration of these two types. Thus, needs analysis are *pre-course design* which determines the language, skills and methods to be used in an ESP course and confine its content. In addition, needs analysis helps the course designer to refine the ESP course. As an effect, needs can be analysed through two situations: when they are set up, and when they are running. (ibid)

2.3.1.1 Target Situation Analysis

Analysing the target situation means analysing several needs that differs from one group of learners specialty to another. According to Tom Hutchinson and Waters (1987) the target situation analysis contains three sub categories: necessities, lacks, and wants.

Necessities are the needs determined by learners as well as language and communication skills that will serve them in their workplace and profession. (ibid)

Lacks, takes into consideration what learners do not know in order to know what they need to know. (ibid)

Wants, allows learners to be an active part. Learners might have different ideas and views towards learning unlike their sponsors, teachers, and course designers. Thus, confliction may occur between learners and the other parties. Mainly, it is about what learners feel they need regardless of their lacks. (ibid)

2.3.1.2 Gathering Information about Learners

It is workable to gather information about learners. Many problems occur in ESP classes as a result of teachers' neglection of students' interests. Thus, it is crucial to consider learners as a source of essential information to achieve an efficient course.

According to Ellis and Johnson (1994), it is workable to gather information about the factors which affect *learners' response to training, motivation, and learning potential*. Therefore, these factors might include knowing learners' general personal data like: sex, nationality, mother tongue, culture. Their educational background as well as their language learning experience .In addition, their views about language learning and their learning style.

Defining the learning purpose falls into two categories of needs for Pre-experienced learner: needs related to the study situation, and needs related to their future career. These two categories are signified by key features i.e, the activities and tasks the learner has to do in

English as well as interaction involving role plays, and the topics which they are going to communicate about. (ibid)

It is useful for a trainer to be acquainted about the learning situation .Thus, knowing the objective behind a training program contribute in its success. As an effect, many questions are asked: who decide that the learner should attend this course? , what training needs does the learner perceive? , etc. (ibid)

After knowing the information that the teacher/ course designer should know about the learner it would be useful to tackle to the ways in which it is collected. Therefore, information can be gathered at three different stages for job-experienced learners in the training process: before the course begins, at the start of the course, during the course. (ibid)

The prominent method used for the collection of learners' information before the course begins is questionnaire. It is an effective method to provide learners' personal details, educational background, and previous language learning experience. In addition, it gives the chance for learners to express the job-skills they need. Another way is by speaking directly to the sponsor or the course participants to maintain the needed information. The trainer should make further research about the company to be oriented to produce an effective course in terms of content and type of language. (ibid)

At the start of a course learners are in a direct contact. Needs and objectives can be set and collected in an easy way depending on the course type and training situation. These courses could be on the form of: open group courses, closed groups, and individual tuition.(ibid)

An open group course contains learners who have several objective and needs but share the same language level. Thus, the most convenient method for the trainer is by observing learners while they are interviewing each other. Unlike the open group courses, the closed group learners are sharing specific objectives. Two approaches are applicable in this group to collect information: if learners do not know each other, then carrying an interview activity is useful. If learners know each other, starting the course with a discussion between learners about their needs would be workable. In the individual tuition the method adapted will be in the form of trainer-learner interview. (ibid)

During the course information are not constant. The trainer should be prepared to receive the flow of information to decide the course content and make the necessary modification. In effect, the trainer gains several information during the course: details about the specific work situation and more details about the work done by the learner.(ibid)

The method in which needs analysis is carried within pre-experience learners is quite different from the job- experienced learner. In this case the course developer is not involved in the process of the course design because of some policies related to the institution i.e. senior members of the department. Mainly, they decide about the training objectives, course curriculum, and course design. The needs are expressed in terms of general language unlike specific job tasks. It provides some important activities in work life .i.e. Giving presentation, writing letters, telephoning, participating in a discussion. Mainly, the needs analysis in this case is an ongoing process related to specific group.(ibid)

2.3.2 Formulation of Goals and Objectives of the Course

Course design is a smooth process that takes into account precise criteria to accomplish a meaningful ESP course and deliver the required knowledge for learners as indicated by their needs. Thus, one of the main considerations in this process is carrying out the objectives of learning to achieve a focused and effective ESP course.

According to Graves (1996) courses should have goals and objectives which indicate the outcomes of the course and certain ways should make them achievable. In this respect, the goals are the general statements which indicate the ultimate purposes of the course and the objectives are the ways which make the goals of the course arrive to its final destination. Undoubtedly, setting appropriate goals and objectives create a sense of direction for course developers and make them aware of its framework. In addition, the breaking down of goals into objectives makes them learnable chunks that contribute in deciding about the content and activities of the course. As Nunan (1988), (stated in Teachers as Course Developers by Kathleen Grave 1996) claim that the objectives might be set like the following: *students will learn that..., students will be aware of..., students will develop...*

The course design is based on certain goals and objectives set by the course developer to draw the path of the framework of the course and makes it teachable and achievable. Therefore, we should know the different types of both goals and objectives. Deciding on the right goals and objectives of a course is related to several factors i.e. students' needs, policies of the institutions, and the content of the course, etc. Stern (1992) (stated in Teachers as Course Developers by Kathleen Grave 1996) proposes four types of goals for language learners: cognitive goals, proficiency goals, affective goals and transfer goals which contribute in the developments of learners' awareness and attitudes as well as the appropriate language and skills. Saphier and Gower (1987) (stated in Teachers as Course Developers by Kathleen Grave 1996) suggested five kinds of objectives: coverage objectives which indicate

what will be included in the course, activity objectives which considers what students will do, involvement objectives which indicate students' interaction and interest, mastery objectives which involves students' abilities and critical thinking objectives involves which the learning skill learners will develop. (ibid)

According to Raluca NITU (2002), elicitation of learners' general and specific objectives of ESP courses is a crucial stage that helps the course designers to have a clear idea about what the course is going to be about. Ellis and Johnson (1994) stated that the course objectives are: "The goals of a course in English, as indicated by the needs analysis, and expressed in terms of what the learner should be able to do." (p.221)

Accordingly, learners' needs and objectives in learning the language are the main part in the course objectives. Thus, it is of a paramount to plan an appropriate ESP course that suits the target group in terms of their abilities.

According to Frendo (2005), there is a distinction between aims and objectives within a Business context. Aims are general statements about why the course is happening. It is expressed in statements such as: the aim of this course is to improve email writing skills. Objectives are more specific than aims and sponsors could be a part in the process of writing objectives. Thus, the smart objectives should contain certain criteria, i.e. measurable, achievable, relevant, and time bound. (ibid)

Objectives are stated in different ways within a business context. Performance objectives tackle to what the learner is expected to do, under what conditions, and to what level or standard. Words used to describe objectives in this way are: will learn, will be able to, and can. Teaching or training objectives are likely designed to serve the teacher and it may use technical words. .i.e. the modules on this course will provide a foundation for future letter-writing courses at intermediate level or higher. (ibid)

2.3.3 The Content of ESP Courses

The content of any ESP course is mainly based on learners' interests and needs. In this respect, teachers should take into account information about the learners, their goals and objectives to conceptualise the content of ESP courses as well as including the ESP learning aspects.

According to Sysoyev (2000), the content of ESP courses focus on developing basic skills, communication competence, intercultural competence, vocabulary awareness, etc.

According to Basturkmen (2010), the language content is the essence of any ESP course design. Thus, the main focus of ESP course is to enable learners to be aware of the language used in the specialist field or target discourse community and communicate effectively within it. To this effect, course designers and teachers conduct several investigations based on three approaches to describe the specialist discourse: ethnography, genre analysis, corpus analysis. Mainly, the language content of ESP courses are characterised as being detailed, accurate and offer realistic descriptions of how language is actually used in a given area.

As Dudley Evans and ST John (1998) assume that there are two course content types: real content and carrier content. The former determines the pedagogical aims including language features and skills that learners want to master. The latter is the mean by which the real content is delivered such as: texts and activities. Thus, carrier content Play a role in enriching learners vocabulary within the specialist area.

2.3.4 Selecting and Developing ESP Materials

Choosing the appropriate materials that will serve learners is a vital stage which contributes to learners' understanding of the ESP course content .the teacher should decide about the most useful material that will serve his learners. Thus, as K. Graves (1996) hold that teaching materials are:"tools that can be figuratively cut up into component pieces and then rearranged to suit the needs, abilities, and interests of the students in the course." (p.27)

Basturkmen (2010) assumed that, it is workable for ESP course developers to use authentic materials in instruction. Primarily, authentic texts make learners aware of language use. In case these materials make learners face some difficulties either linguistically or in terms of content it would be useful to adapt, edit, or create new suitable materials by the course developer.

There are three possibilities to transform the course design into teaching materials. "Materials evaluation: a process of selecting from already existing materials, materials development: a process of writing new materials, materials adaptation: a process of selecting and modifying existing materials." Primarily, materials development requires a competent course designer and teacher who have a considerable background experience in teaching. (Hutchinson and Waters, 1987)

Materials evaluation seems to be the most convenient possibility. It makes the teacher free to choose the appropriate materials according to learners' needs and target situation. Thus, materials evaluation process comprises four main steps: gathering, analysing, comparing, and deciding. The second step of analysing materials serves the teacher to decide about the

advantages and disadvantages of the materials. As a result, a checklist was suggested by Hutchinson and Waters to facilitate materials analysis:

- Intended audience
- Aims of the materials
- Content, in terms of linguistic description, language points covered, proportion of work on each skill, text-types included, subject-matter areas, assumed level of knowledge and types of topics
- Methodology, in terms of underlying teaching theories, types of exercises/tasks included, teaching/learning techniques that can be used, flexibility, guidance provided
- Other criteria, e.g. price (ibid)

When the teacher finishes answering the question about the evaluation process, his next step will be deciding if the materials are suitable to learners' requirements and convenient to the objectives of the course. (ibid)

2.3.5 Planning ESP Courses

After formulating course objectives and deciding on the teaching materials, Teachers will be ready to plan the ESP course. According to Woodward (2001), when planning a teaching course, course designers and teachers should consider certain criteria: considering the students, thinking of the content, materials and activities that go into a course or lesson, jotting this down, having a quiet ponder, cutting things out of magazines and anything will help in the progress of teaching to have an effective course.

According to Frendo (2005),

A useful technique for designing a course is to use a grid or framework which sets out the aims and objectives, followed by all the elements that we believe are necessary for someone to be able to meet those objectives. The main components of this framework are based on the competences (linguistic competence, discourse competence, and intercultural competence), together with the guidelines offered by communicative language teaching, and our understanding of what our learners need. (p.35)

Accordingly, the corner stone of a course design is realising the aims and objectives of the linguistic, discourse, intercultural, competences within the communicative approach, as well as having a thorough analysis of learners' needs.

According to Donna (2000), planning courses within business context should reflect students' needs in the first place. Thus, teachers will consider certain criteria when planning courses such as: being realistic and available (written form). It is workable to produce a course outline to make plans manageable and useful. Further, it has many advantages: it makes course designers feel comfortable about the course materials and the focused area, students will feel confident that the teaching programs are designed for the sake of their needs, client coordinators' confidence will grow as a result of the language programs offered by institutions. In addition, certain steps are necessary to be followed when planning a course:

- Use a range of planning techniques so as to tap into both your logical and your intuitive mind
 - Check and re-check that your planning reflects the priorities established during the pre-course needs analysis.
 - Be realistic about timeframes ,i.e. about what can be achieved in a given time
 - Remember that any back-up paperwork you produce, such as a course outline, will acts as PR documents.
 - Get and take account of any feedback you receive on draft plans from students or colleagues.
 - Keep everyone informed of your pre-course planning decisions.
- Update people whenever you make any changes to your course outline. (p.27)

2.3.6 The Place of Syllabus in ESP Course

ESP course designers should bear in mind that the achievement of an effective course program encompasses: planning an appropriate course suitable for the ESP target groups, and deciding on the suitable type of syllabus that will meet the basic requirements of the ESP course participants.

Hutchinson and Waters (1987) defined course as, “an integrated series of teaching-learning experiences, whose ultimate aim is to lead the learners to a particular state of knowledge.”(p.65). accordingly, course development involves a careful syllabus design in order to deliver the required knowledge.

According to Frendo (2005), the syllabus should cover the information of the course in terms of content and order. The effective syllabus will encompass the language needed and the discourse that learners will face in their workplace and business context. Depending on this insight, the syllabus must contain a learnable language and learning within it should be achievable. The structure of the syllabus puts the needed language into orderly, manageable chunks, with both content and order according to learners' situation. In addition, the syllabus offers the convenient materials for the course.

According to Basturkmen (2006), the syllabus which is relevant and correspond to learners' needs will be more motivating.

Basturkmen (2010), hold that the syllabus design is linked directly to the focused course. The course might include several aspects .i.e. grammar, vocabulary, language functions, notions, skills, strategies. Thus, an efficient syllabus should cover the involved aspects in the course. In addition, certain criteria should be taken into consideration by the course developer when planning the syllabus:

- types of units
such as: skills, vocabulary, genres, functions, notions and disciplinary, professional or cultural content
- items in the units
such as: which genres, semantic sets and functions sequencing – what should come first, second and so forth and decisions
- made according to considerations
such as: immediate and less immediate need, level of difficulty with easier items before more difficult items and logical flow – for instance, in Business English, opening meetings before closing meetings.(p.61)

2.3.7 Evaluating ESP Courses

Course evaluation is a crucial stage in which teachers evaluate the effectiveness of their course .The ESP course designer would be curious about the courses that he offers for learners and he would assess whether these courses have fruitful outcomes or not.

The course developer needs to evaluate the effectiveness of the first version of the course through students' course evaluation. Mainly, this evaluation uses questionnaires and interviews to reveal teachers' and students' perception of the effectiveness of the course. Basturkmen (2010)

Students' response to the course and learning from it, poses the following question into mind: did the students like the course and they learn anything from it. As an effect, many methods were used for evaluating ESP courses. Atherton (2006)(stated in Helen Basturkmen 2010) maintained that using different methods such as: comparing students entry and exit test scores, an end-of-course questionnaire which seeks to know learners' objectives achievement, the acid test which take the form of questionnaires usually. The teacher should be prepared for learners comments and in the same time he should take an act toward the course smoothly. (ibid)

2.4 Conclusion

In this chapter we have discussed: definition, developments, and branches of ESP. The focus is on: ESP course developments in terms of objectives and materials, course content, the process of planning the course, and the evaluation of ESP courses mainly to examine their effectiveness and efficiency for learners and course designers. Undoubtedly, the process of planning a language course for group of learners in certain field involves complex and careful stages to produce learnable course that serves their needs in the first place and achieve the objectives of the course.

III. Chapter two: Research design and methodology

3.1 Introduction

3.2 Participants

3.2.1 Students

3.2.2 Teachers

3.3 Data collection Instruments

3.3.1 Students' Questionnaire

3.3.2 Teachers' Interview

3.4 Data Collection Procedure

3.5 Data Analysis

3.6 Conclusion

3.1 Introduction

In the earlier chapter we have explored the literature of ESP and course design. We have found essential to follow an explicit methodological design of the research work. In this respect, we will investigate in this chapter, the process of data collection, data procedures, as well as the study population. The descriptive method seems the appropriate model to apply in our research. This method may help to achieve effective and valid outcomes. According to Singh (2006), the descriptive method aims to estimate the status of the phenomenon under study within the current situation. It mixes the qualitative and quantitative methods in order to explore the research question and to reach the objectives. We aim to ensure and test the reliability and validity of the findings. As Cohen, Manion and Morrison (2007) state that the concept of reliability in a quantitative research is related to precision and accuracy. And in a qualitative research is comparing natural situation of the investigation and data that the researcher recorded. The concept of validity involves whether the researchers observe what should be really observed. As Singh (2006) stated that within descriptive survey method the collection of data involves Survey testing method, Questionnaire survey method, Interview survey method. In our study we have used two instruments: students' questionnaire to report and examine their attitudes toward the effectiveness of ESP courses' objectives, and teachers' structured interview to provide related information to the study.

Context of the study

We have chosen the Career Center of Kasdi Merbah University to conduct our study. This center is collaboration with the organization of World Learning, USAID, The U.S. Embassy in Algeria and the University of Ouargla. The mission of this Career Center is to teach business English and assist students to successfully integrate into the workplace by improving their employability.

3.2 Participants

After deciding on the appropriate method to utilise in our study, we mention the participants that will represent our study. Sampling is not random process but a specific process based on scientific techniques to collect data. As Cohen et al. (2007), assume that the non- probability samples represents itself not a whole population i.e. particular group. Non-probability sampling consists of the purposive sampling. Thus, the study sample is designed according to our needs and aims.

3.2.1 Students

According to Cohen et al. (2007), it is workable to have a large sample namely the size of thirty to ensure a sophisticated statistics and reliability. Thirty students in the Career Center of UKMO were chosen. They are from different departments of English, Economics, Human Sciences, and Computer Science. The selection of the participants in this study was through purposeful sampling. Several characteristics are held in the students i.e. they have already studied English either at university or in private schools. In this sense, the students selected are progresses naturally in their studies and more conscious about their needs and realise the importance of Business English.

3.2.2 Teachers

The teachers are concerned with this study in order to give their assumptions and points of view as specialists in the field of BE regarding students' needs and their consideration of these needs while setting BE course objectives. Two teachers have been teaching BE at Ouargla University career center for one year. Both of them have a Bachelor in English language, and they have been trained to teach BE.

3.3 Data collection instruments

After deciding on the sample that can represents our study population, we move to the next step of the study which concerns the instruments for collecting data. In the present study we have chosen to use two means of collecting data. The questionnaire to collect quantitative data and the interview to have qualitative data, the use of interview make us gain deep insight information.

3.3.1 Teachers' Interview

A structured interview was designed to Career Center teachers to obtain useful information on our research topic. It aims to examine the effectiveness of BE courses provided to students in terms of objectives. Therefore we opt to use the structured interview. As Cohen et al. (2007) claimed that structured interview “ is therefore characterised by being a closed situation.”(p.355). It is divided into three sections: background information about teachers' experiences and diploma, the methodology used in the classroom and course design, and the way learners are assessed.

3.3.2 Students' Questionnaire:

We opt to use questionnaire in our study as being a reliable tool for obtaining data. It was addressed to the students of the Career Center of UKMO to examine the effectiveness of BE courses in terms of objectives. It was divided into two sections and general questions about

students' age, gender, department, level, and job titles if they have one. The first section tackles to students' need for English language and the second about learners' attitudes about BE courses. The questionnaire consists of 11 items, some raised in the form of open-ended questions and others are of closed- ended type.

3.4 Data Collection Procedures

In this section we attempt to describe the data collection procedures. We arranged the structured interview by meeting each teacher separately. This meeting was held in April 2013. The teachers were interviewed in the Career Center of Kasdi Merbah University. The duration of each interview was between 20 to 25 minutes, during the meeting we explained the purpose of the structured interview, i.e. the analysis of BE courses in terms of objectives in order to understand the effectiveness of courses offered to the students. Some introductory remarks were explained to ensure that data taken from the teachers focus on the central objective of the question.

In this sense, the interview was divided into three sections, background information, methodology, course design, and learners' assessment. The first section contains general questions about teachers' qualifications and experience as well as questions about learners' attitudes. Then, in the second section the questions are detailed about the methodology used in teaching and course design. The third section tackles to the process of assessing learners.

The questionnaire was held in Mai 2013. The students were questioned in the Career Center of UKMO for 30 to 35 minutes. The objective of the questionnaire was explained and some remarks were illustrated to obtain valid and data and ensure that students will not go beyond the central aim of the questions. The questionnaire was divided into two section and general questions which seek general information about students': age, gender, department, level, their jobs if they have one. The first section contains questions about students' needs for learning English language and the second sections seeks information about students' attitudes about BE courses. At the end, we asked intentionally the students for their comments and impressions about the questionnaire to obtain valid and reliable data.

3.5 Data Analysis

This section consists of analysing the data obtained from each instrument used during the empirical study, namely: students' questionnaire, and teachers' interview, which will be discussed and interpreted after being analysed qualitatively and quantitatively. At this point, the investigator may gain insights in the context of the research problematic.

The English teachers' structured interview was administered to two Business English teachers. It offered information about their background, the methodology of teaching and their consideration when designing courses. The answers revealed some facts when carrying BE courses.

Students' questionnaire was the most important tool in our research. Descriptive statistics were produced to report students' perceptions through relative percentages. Their attitudes were calculated in terms of frequencies and percentages in order to interpret them.

3.6 Conclusion

In this chapter we deal with the methods and research designs that we have chosen for our study. It clarified the data collection instruments and procedures. In the next chapter we will present the interpretation and findings of the results.

IV .Chapter three: Findings and discussions

4.1 Introduction

4.2 Interpretations of the results

4.2.1 Perceptions of Students

4.2.2 Perceptions of Teachers

4.3 Discussions of the results

4.3.1 The Interview Findings

4.3.2 The Questionnaire Findings

4.4 Conclusion

4.1 Introduction

In this section the focus will be put on discussion and interpretations of the main results which emerged from both the structured interview and the questionnaire. This is preceded by integrating of the hypothesis we have stated, and then studied it and tested it.

4.2 Interpretation of the Results

4.2.1 Perceptions of the Students

The present section deals with the analysis of the results (attitudes, perceptions) obtained from the questionnaire addressed to students in the Career Center at UKMO. The aim was to seek information about the effectiveness of BE courses and to scout about the compatibility of BE courses' objectives in relation to learners' needs. The questionnaire was distributed to thirty students, 19 males and 11 females. The current questionnaire consists of three sections and eleven questions each with definite purpose.

- **Background Information**

Table 1:*Students' Gender*

Gender	Number	Rate	Total
Male	19	63.33%	30
Females	11	36.66%	100%

Table 1 shows that 63,33% of students are males. Whereas 36,33% are females . It is apparent from this table that the most motivated gender in learning BE are males more than females.

Table 2 :Students' Age

Age	Number	Rate	Total
From 20-23	12	40%	30
From23-28	18	60%	100%

Table 2 presents the results obtained from the preliminary analysis about students' age, most of them are mature. In this sense, they are able to express their needs. As Anthony(1997) stated that, "ESP is likely to be designed for adult learners, either at a tertiary level institution or in a professional work situation."(p.5)

Our sample is composed mostly of students from the English department (15 students), whereas, the other students came from Economics and commercial sciences (9 students), technological sciences (6 students) department. Most of them are nearly at the end of their studies. Some of them have an additional profession activity to practice, i.e. teaching English in secondary school or private schools, working with foreign companies, or working in a national institution.

- **Students' Attitudes about their Need for English Language**

Q1: Do you consider English important for your studies?

Table 3: The Importance of English in Students' Studies

Response	Number	Rate
Yes	30	100%
No	0	0%
Total	30	100%

The table shows that 100% of the students need English in their studies. Thus, they are aware of the importance of having basic linguistic skills to engage in the courses provided in the Career Center. Because, English is important for their future careers, learners are more motivated in learning English language. Clearly, this motivation is related to specified needs expressed by learners.

Q2: Have you studied English before? Where?

Table 4: *Students English Language Background*

Responses	Number	Rate
Yes	30	100%
No	0	0%
Total	30	100%

As can be seen from table 4, 100% of the students studied English before. There is a clear trend that the majority of students have a linguistic background in English. Some have claimed that they learned it at university, others in private schools, in addition to secondary and middle schools.

Q 3: Why do you choose the Career Center to study Business English?

Concerning the answers about students' views about the choice of the Career Center to study BE. They said that it would be very beneficial for them. Most of the student stated that: the Career center prepares them to integrate in the Business world successfully, enhance their communicative skills, and have clear ideas about the future career, to be good communicators in their future workplace.

Q 4: What are the objectives do you want to achieve through your training in the Career Center?

Regarding students' answers about the objectives they want to accomplish through their training we understand that most of learners have professional aims. Over half of those surveyed reported that their objectives are several i.e. to enrich their vocabulary of BE, to be effective in their future workplace, good communicators, write a good CV and Cover Letter, to have a pre-vision about job presentation. We have prevailed that the students have clear and definite objectives that they intend to achieve.

Q 5: Do you think that the Career Center will enhance your English competence (competence: the ability to do something well)?

Table 5: *Students' English Competence Development*

Responses	Number	Rate
Yes	27	90%
No	3	10%
Total	30	100%

As shown in table 5, a minority (10%) of students indicate that the Career Center will not enhance their English competence, whereas 90% assert that it will enhance their English competence. A comparison of the two results reveals that one of students' objectives is developing their English competence.

Q 6: Do you think that Business English will serve you in your future workplace? (Please circle the right answer)

Table 6: *Students' Attitudes about the Importance of BE in their Career*

A lot	24	80%
Somewhat	5	16,66%
A little	1	3,33%
No help	0	0%
Total	30	100%

The table above illustrates that 80% of the students will need BE in their future career, whereas, 16,66% stated that BE is somewhat needed in their future career and only 3,33% of students who need BE in their future workplace. The answers reveal a very significant fact that the majority of the students need BE in their future workplace. We conclude that students have professional objective to take training in the Career Center. As Kennedy and Bolitho (1984) state that "EOP is taught in a situation in which learners need to use English as part of their work or profession"(p. 4).

- **Students Attitudes about BE Courses**

Q 7: Are you asked about your needs before planning courses?

Table 7: *Learners' attitudes about Their Needs*

Responses	Number	Rate
Yes	24	80%
No	6	20%
Total	30	100%

Table 7 shows that 80% of the students were asked about their needs before taking the course, whereas, 20% are denied. It is apparent from this table that the majority of the students were asked about their needs which is mainly considered when designing BE course. As Munby (1978) claimed that, "ESP courses are determined in all essentials by the prior analysis of the communication needs of the learners".(p.2)

Q 8: Do you think that it is workable to participate in the course design by integrating your needs?

Table 8: *The importance of Integrating Students' Needs in the Course*

Responses	Number	Rate
Yes	29	96,66%
No	1	
	30	3,33%
Total		100%

The table 8 reveals 96,66% confirms the integration of their needs in the BE courses and 3,33% disapproved. It appears that most of the students prefer the integration of their needs. This means that the consideration of learners' needs is liked and important.

Q 9: Do you think that the content of BE courses offered to you is compatible with your objectives?

Table 9: *Students’ Attitudes about the Compatibility of Their Objectives*

Option	Number	Rate
A lot	17	56,66%
Somewhat	8	26,66%
A little	5	16,66%
No help	0	0%
Total	30	100%

Table 9 reveals that 56,66% of students’ objectives were achieved,26,66% considered that they were somewhat achieved ,and 16,66% were not satisfied. In table 9 approximately half of those surveyed only feel that their objectives are compatible with the content of courses, Hence the effectiveness of BE courses is confirmed.

Q 10: How would you evaluate Business courses offered to you in the center?

Table 10: *Students’ Evaluation of BE Courses*

Responses	Number	Rate
Effective	30	100%
Non- effective	0	0%
The same	0	0%
Total	30	100%

From the table above 100% of students consider BE courses effective and 0% as non effective. Table 10 is quite revealing a significant fact which is the BE courses offered in the Career Center are effective and serve learners’ needs and meet their objectives.

Q 11: When you have finished your training in the Center, do you feel that your preliminary objectives have met?

Table 11: *Students' Attitudes about the Achievement of Their Objectives*

Response	Number	Rate
Yes	30	100%
No	0	0%
Total	30	100%

Table 11 shows that 100% of students' goals and objectives were achieved and 0% was not. Consequently, the courses offered to them are effective and satisfactory in terms of their objectives and needs.

4.2.2 Perceptions of Teachers

This part provides a clear description of the questions included in teachers' interview as a data collection technique. The interview has revealed a compilation of data that we analyse qualitatively.

The analysis of each question has been presented bellow as follows:

- **Background information**

Question 01: What degrees do you have if any?

Both teachers answered that they hold a Bachelor of Arts and English Literature in addition to leadership, communication, presentation and computer skills. As stated clearly the two teachers have a good background to teach BE.

Question 02: Have you been trained to teach business English?

Both teachers were trained to teach business English in different schools, one of them receive training at the World Learning and the other most of her training was in the USA. This demonstrates that teachers are competent in the BE domain

Question 03: Do you test the students' level of English proficiency to determine their ability to follow an intensive business English programme?

Both teachers have stated that they do test students' level of proficiency in English through a post evaluation which tends to assess students understanding and perception of the provided materials in the workshop because some courses requires high level of English. It is obvious

that the teachers consider learners' proficiency to determine appropriate courses which are compatible with their level.

Question 04: Do you ask your learners about the objectives they want to achieve for their training in the center?

Both teachers confirm that their primary intention is to consider the individuals orientation concerning goals and objectives of their training. They utilize pre- surveys and post-surveys as kind of feedback to ensure that the aims are met. Teachers highly consider the objectives of learners as the corner stone of their courses.

Question 05: Do you gather information about your learners, mainly their future jobs? Why?

Both of them argued that it's necessary to get information about learners' career objective, since the main mission of the center is to ensure that students will develop abilities to integrate business world successfully. They organize meetings with employers and students where the basic purpose is to make employers in a direct contact with students and facilitate the process of setting the objectives in connection with employers' needs. Clearly, the teachers are devoted to teach and provide courses that mainly consider learners' future careers.

- **Methodology and course design**

Question 06: Which method do you, as an English Business teacher, adopt in classroom? Why?

They both declared that they adopt the communicative approach which is learner centered. Mainly because it is helpful in terms of good management and making each student integrated during presentations and courses.

Question 07: Do you think that the method helps students to achieve their objectives? How?

Both teachers claim that the communicative approach is helpful to achieve learners' objectives since students will develop communication and presentation skills. They will be able to communicate their ideas and thoughts as well as make the students active learners. Clearly teachers choose this method to achieve the course objectives through training them to communicate in real situations of BE that will face them in the future as well as providing tasks and activities that is related to their future careers will enhance their motivation and make their objectives achieved.

Question 08: Do you consider the students' needs before setting the course objectives?

They strongly argued that needs are highly considered during individual consulting to design an effective and suitable courses. Further, since they intend to work in business market, the employers suggest some needs and skills required at workplace and the training of the students is based on these needs. Clearly teachers' set the objectives of the BE courses through analysing learners' needs.

Question 09: What are the problems you have met to design the courses?

One interviewee claim that the different designs depend on students' level, whereas the other claimed that she did not encounter problems since her course design is based on the students' needs.

- **Learners' assessment**

Question 10: At the end of the training programmes, how do you test your learners?

They emphasized two types of assessment: oral and written which are provided after the training. Undoubtedly, the two tests are efficient to determine the effectiveness of the courses and the compatibility of its objectives with learners' needs.

Question 11: After this test, do you think that their objectives have been achieved?

Both of them believe that they were able to help learners achieve their preliminary objectives.

4.3 Discussion of the Results

4.3.1 The Interview Findings

Through the responses perceived from teachers' interview, many assumptions and ideas have been clarified and highlighted. According to teachers' experience, setting clear objectives is a paramount stage in the course design. In order to achieve learnable courses that delivers the required knowledge.

In this sense, teachers' answers revealed some important points as cited bellow:

- Considering learners' objectives mainly in their future careers is vital when setting the objectives of the courses
- The proficiency of learners' level in English is taken into consideration to plan convenient BE courses according to their abilities

- The communicative approach is highly used in the teaching of BE courses, due to many reasons: it train learners to use the specific language communicatively in order to be good communicators in their future careers, it enables the learners to integrate the four skills and make the course more practical, through providing activities and tasks related to real situations in Business domain that enhance learners' motivation
- The usefulness of integrating learners needs during the course design; moreover, analysing learners' needs contribute the specification of BE courses' objectives

4.3.2 The Questionnaire Findings

Our participants' answers about their attitudes concerning the effectiveness and efficiency of BE courses in terms of objectives clarified some facts and assumptions. Thus, their responses strengthened our previous ideas that we tackled to in our research, in particular the importance of analysing students' needs thoroughly to set precise course objectives, and achieve effective and efficient BE courses. It allowed us to be somehow confident in the prediction of our hypothesis, i.e. Business English courses offered in the Career Center of Kasdi Merbah University are effective and efficient in terms of courses' objectives compatibility with learners' needs. Through reviewing the answers of the students we can say that all learners' attitudes agree about the usefulness of considering their needs and learning objectives during the course design.

As tables 07, 08 and 09 show that BE courses serve learners' needs and, hence contribute the specification and definition of BE courses' objectives. The main points raised from students' answers are that BE courses offered to learners are effective and efficient, because the objectives are quite achievable and learnable in terms of learners' needs and learning objectives. As Graves (1996) stated that the purposes and intended outcomes of the course," are influenced by an analysis of students' needs, the policies of institution and the way the teacher conceptualise content."(p.17). Ultimately, students claimed that BE courses and training sessions of the Career Center are satisfactory and offer them valuable information.

The main point that emerged from the evaluation of the hypothesis that is Business English courses offered in the Career Center of UKMO are effective and efficient in terms of courses' objectives compatibility with learners' needs, is that the main results examined in students' questionnaire and teachers' interview revealed that: First, regardless of the major field of study, students argued that they needed training in business English. Second ,most of the students prefer the integration of their needs, moreover before the start of the courses pre-surveys are distributed to the students in order to be aware about their needs. In addition, it

was teachers' main concern to consider students' needs and proficiency level as the first stage in conducting their courses and in determining its objectives. Despite some problems that face the teachers during the course design, i.e. learners' level and needs, the results of this study emphasise the effectiveness and efficiency of BE courses. In terms of correlating BE courses' objectives to learners' needs and learning objectives. Also ,post-surveys are distributed to ensure that the courses have met learners' needs. Finally, the ultimate outcomes confirm our hypothesis: Business English courses offered in the Career Center of UKMO may be effective and efficient in terms of courses' objectives compatibility with learners' needs.

4.4 Conclusion

As a conclusion, investigating the effectiveness of BE courses in terms of objectives is a worth pursuing subject. It is of a paramount for ESP learners who seek for specific courses which serve them in their field of specialty whether in their workplace or in their field of study. From all the results we obtained, it was obvious those students who were studying in the Career Center have benefited a lot from the offered BE courses in which their learning objectives and needs are highly considered, i.e. to serve them in their future workplace or in their study domain. Correlating BE courses to learners' learning objectives make the students motivated in the learning process through expressing their immediate needs and objectives. There seemed to be a feeling of satisfaction and commitments from the part of the students about the effectiveness and efficiency of BE courses. This study allows us to confirm that the final objectives of learning have completely been attained.

V.General Conclusion and Recommandations

V. General Conclusion

In this thesis we tried to investigate the considerations ESP teachers and course developers considering in the course design, specifically the objectives of BE courses in the Career Center at UKMO. It was clearly seen that the BE courses are effective and cover the specific language needs of students. It presents valuable insights about the importance of setting the course objectives deriving from the analysis of learners' needs and abilities.

To clearly understand all the above mentioned tasks, we have used a research design of a combination of both qualitative and quantitative methods for data collection and analysis. The results that we have obtained are in accordance with our review of literature and our research hypothesis, that is Business English courses offered in the Career Center of UKMO may be effective and efficient in terms of the compatibility of courses objectives with learners' needs. After the analysis of the data obtained, we end up by the following results: ESP course developers should develop effective courses that meet learners' needs. The analysis of students' needs and learning objectives is a key stage and we cannot deny that it is essential for all the components of ESP class including: course design, syllabus design, materials selection and the specification of the course objectives. In order to produce a course that covers the special language and the professional communicative skills required for the occupational purposes of students.

The findings of the current study illustrates the importance of planning clear, directed and learnable ESP courses from which learners' benefit and realise their goals and objectives of learning. Therefore, the present study emphasises the procedures which make ESP courses effective and efficient in terms of the compatibility of the course objectives with learners' needs to have fruitful outcomes.

Recommendations

Based on the findings of the study, it will be useful for the curriculum planners or teachers to design ESP courses according to learners' needs in order to produce effective language programmes. There are many stages in designing language teaching course and the results of the study can provide a useful guideline for both course designers and teachers of ESP as follows:

- Further studies may explore needs and problems in English course design by using other data gathering such as: Focus group, observation, and experiments, and surveys which help to gain more accurate and detailed information about the knowledge learners want to acquire and have useful outcomes from the course
- ESP courses should focus on developing the communicative skills
- Needs should be analysed thoroughly and continuously because they are an ongoing process to ensure focused courses
- The time given for teaching ESP should be expanded

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Appendix (A): Students' Questionnaire

UNIVERSITY OF OUARGLA

FACULTY OF ARTS AND LANGUAGES

DEPARTMENT OF FOREIGN LANGUAGES /ENGLISH SECTION

Analysis of ESP courses in terms of objectives

Questionnaire

The goal of this questionnaire is to investigate the ESP courses' objectives. Your assistance is required to reveal whether these objectives are compatible with the needs of ESP learners. It will take just a few minutes of your time .please answer the following questions as accurately as possible. Thanks for your time and effort.

General information:

Your age:.....

Gender:.....

Department:.....

Your level:.....

If you have already graduated, or you are working ,your job title:.....

Section one: Students' need for English language

1-Do you consider English important for your studies?

Yes No

2- Have you studied English before? Where?

.....
.....
.....

3- Why do you choose the Career Center to study Business English?

.....
.....

4- What are the objectives do you want to achieve through your training in the Career Center?

.....
.....

5- Do you think that the Career Center will enhance your English competence (*competence: the ability to do something well*)?

Yes No

6-Do you think that Business English will serve you in your future workplace?(please circle the appropriate answer)

A lot

A little

Somewhat

No help

Section two: Students' attitudes about Business English courses

7-Are you asked about your needs before planning courses?

Yes

No

8-Do you think that it is workable to participate in the course design by integrating your needs?

Yes

No

9-Do you think that the content of Business English courses offered to you is compatible with your objectives?

A lot

somewhat

a little

no help

10-How would you evaluate Business courses offered to you in the Center?

Effective

Non-effective

The same

11- When you have finished your training in the Center, do you feel that your preliminary objectives have been achieved?

Yes

No

Thanks for your participation

Teacher's interview

I would be grateful if you could answer these questions, you may skip any question that you feel uncomfortable answering.

Background information

- 1- What degrees do you have, if any??
- 2- Have you been trained to teach business English?
3. Do you test the students' level of English Proficiency to determine their ability to follow an intensive business English programme?
- 4- Do you ask your learners about their objectives they want to achieve for their training in the center?
- 5- Do you gather information about your learners, mainly their future jobs? Why?

Methodology and course design

- 6- Which method do you, as an English business teacher, adopt in classroom? Why??
- 7- Do you think that the method help students to achieve their objectives? How?
- 8- Do you consider the students' needs in the course design?
- 9- What are the problems you have met to design the courses?

Learners' assessment

- 10- At the end of the training programs, how do you test your learners?
- 11- After this test, do you think that their objectives have been achieved?

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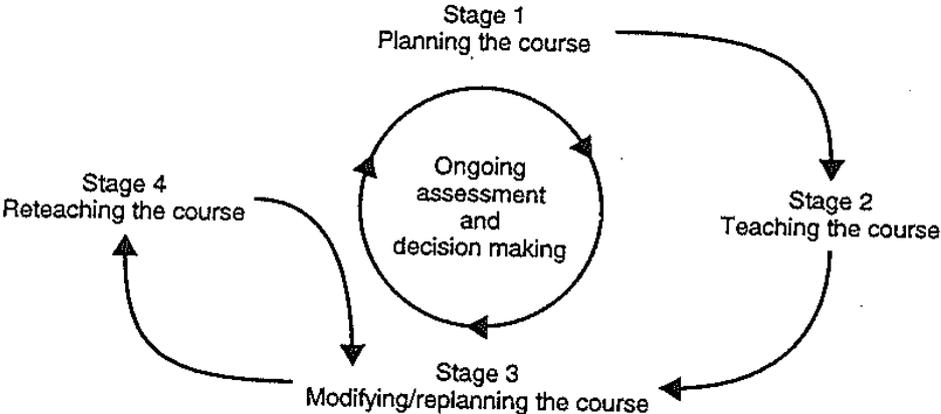


Figure 1 The process of course development for the teacher

Table 1 *Framework components*

Needs assessment: *What are my students' needs? How can I assess them so that I can address them?*

Determining goals and objectives: *What are the purposes and intended outcomes of the course? What will my students need to do or learn to achieve these goals?*

Conceptualizing content: *What will be the backbone of what I teach? What will I include in my syllabus?*

Selecting and developing materials and activities: *How and with what will I teach the course? What is my role? What are my students' roles?*

Organization of content and activities: *How will I organize the content and activities? What systems will I develop?*

Evaluation: *How will I assess what students have learned? How will I assess the effectiveness of the course?*

Consideration of resources and constraints: *What are the givens of my situation?*

Abstract

Nowadays ESP becomes an important branch in the field of ELT in Algeria .Therefore, the courses offered by ESP teachers should be well designed and structured in terms of learners' needs, designing achievable objectives, and convenient content as well evaluating the effectiveness of the courses. In order to make sure that they serve learners' needs and enable them to function effectively in their future career or study domain. In this respect, ESP course designers primarily consider learners' general and specific objectives. These learning objectives are expressed in terms of needs and wants. Hence, help the course designer to set focused objectives for the course. Thus, it is important and worthy to investigate the compatibility of ESP course objectives with learners' needs. The objective of this study is to examine the effectiveness and efficiency of BE courses offered in the Career Center at the Department of Economics of Kasdi Merbah University. This study looks at the compatibility of BE courses objectives with learners' needs and objectives. To report and analyse the data, a combination of both qualitative and quantitative methods were used .We used two tools of research: questionnaires directed to the students and interviews for teachers of the Career Center. The main results of this investigation have revealed that BE courses are effective by considering learners' needs and wants when setting the course objectives. Mainly asking the students about their needs and learning objectives helps in deciding upon the course content that serves them and integrate their needs. Depending on the results of our study we have suggested some recommendations that in our view may contribute in the development of effective learning programmes and courses.

Key Words

ESP, Course Design, Needs Analysis, Learning Objectives, Effectiveness of courses.

الملخص

في الوقت الحاضر أصبحت اللغة الإنجليزية لأهداف خاصة فرعاً هاماً في مجال تدريس اللغة الإنجليزية في الجزائر . و لذلك فإن الدروس/ البرامج المقدمة من طرف مدرسي اللغة الإنجليزية لأهداف خاصة تكون مصممة وفق معايير بحيث تتمحور حول متطلبات الطلبة في مجال معين و, ضبط أهداف الدروس بحيث تكون قابلة للتحقيق, وكذا تصميم محتوى مفيد, و تقييم مدى فعاليتها. للتأكد من أنها تلي حاجيات الطلبة و تمكنهم من العمل بفعالية في مستقبلهم الوظيفي أو في مجال دراستهم . في هذا الصدد أساتذة اللغة الإنجليزية لأهداف خاصة يعتبرون في المقام الأول الأهداف التعليمية العامة و الخاصة للمتعلمين. يتم التعبير عن هذه الأهداف بمراعاة احتياجات و رغبات الطلبة .ومن هنا مساعدة المدرسين في تحديد أهداف محكمة للدرس. وبالتالي فإن توافق الأهداف التعليمية التي يضبطها المدرسين مع احتياجات الطلبة موضوع جدير للبحث . الهدف من هذه الدراسة هو التحقيق في مدى فعالية الدروس المقدمة من طرف مركز المسارات المهنية في قسم الاقتصاد بجامعة قاصدي مرباح ورقلة هذا عن طريق النظر إلى توافق أهداف دروس اللغة الإنجليزية للأعمال التجارية مع احتياجات و أهداف الطلبة . من أجل جمع و تحليل المعلومات اللازمة للدراسة, تم اتباع مزيج من المناهج النوعية و الكمية . استعملنا أداتين للبحث : استبيان موجه للطلبة و مقابلات لأساتذة مركز المسارات المهني. اتضح لنا من خلال فرز و تحليل نتائج هذه الدراسة أن الدروس المقدمة من طرف مركز المسارات المهنية فعالة و ذلك عن طريق دمج احتياجات و الأهداف التعليمية للطلاب للمساهمة في تصميم دروس ذات محتوى مفيد و فعال. اعتماداً على نتائج دراستنا اقترحنا بعض التوصيات التي من وجهة نظرنا يمكن أن تساهم في تطوير برامج ودروس تعليمية فعالة.

كلمات مفتاحية :

اللغة الإنجليزية لأهداف خاصة, تصميم الدروس, تحليل الاحتياجات, الأهداف التعليمية, فعالية الدروس.