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**The Effectiveness of Needs-Based language materials for enhancing
Business Writing Communication Skills:**

A Case of Procurement Engineers at GSE Company at Hassi Messaoud.

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Dedication

I dedicate this modest work to my lovely and great parents who have encouraged and motivated me each time.

I dedicate it too, to my beloved wife who has pushed me forwards. Thanks a lot for your patience, advice and assistance.

To my dearest children: Alaa-Errahmane, Bessma, Retaj and Mohamed Djaoud.

Without forgetting my loveliest sisters and brother who have supported me all the time.

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Abstract

The aim of this study is to investigate the effectiveness of needs-based language materials in enhancing business writing communication. The study uses a quasi-experimental design with a pretest-posttest one group design, with the experimental group receiving a language training program that uses needs-based language materials designed to address their specific language and writing needs and goals. Participants are twelve Procurement Engineers working at GSE Company at Hassi Messaoud. The study involves four phases: needs analysis, intervention, writing tasks, and evaluation. The needs analysis phase involves collecting information about participants' language needs and goals through a needs analysis questionnaire. The intervention phase involves delivering the language training program to the experimental group over a period of one week, organized and by Training department at GSE Company. The writing tasks phase involves assessing participants' writing ability before and after the intervention through writing tasks (pretest and posttest). The evaluation phase involves administering an evaluation questionnaire to participants to gather feedback on their experience and assess the effectiveness of the intervention. The study is expected to provide insights into the effectiveness of needs-based language materials in enhancing business writing communication and inform the development of language training programs for employees in the business context.

Key terms : *Needs-based language materials, Business writing communication, Intervention, Needs analysis questionnaire, Writing tasks, Evaluation questionnaire, Experimental group.*

List of Abbreviations

BE: Business English

BET: Business English teaching

BWC: Business Writing Communication

ESP: English for Specific Purposes

μd : The Mean Difference

2-tailed: Two-tailed Hypothesis

Learning Approach

df: Degrees of Freedom

H0: Null Hypothesis

H1: Upper-tailed Alternate Hypothesis

GSE: Groupement SONATRACH-ENI

NBLM: Needs-Based language materials

N: Number of Subjects

NA: Needs analysis

p: Probability of Error

r^2 : Effect Size

RH: Research Hypothesis

RQ: Research Question

SD: Standard Deviation

SDT: Self-Determination Theory

Sig: Significance of results

SPSS: Statistical Package for Social Sciences

t^2 : the *t* Value Square

α : Alpha Level

List of Figures and Tables

Figures

Figure 1.1: Hutchinson & Waters' (1987) Classification of Needs Analysis.....	10
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Tables

Table 3.1: Learners' Scores in the Pretest.....	34
Table 3.2: Learners' Scores in the Posttest.....	34
Table 3.3: Learners' Scores in the Pre-test and the Posttest.....	35
Table 3.4 :Learners' scores below and above 10 in the pre-test.....	35
Table 3.5 :Learners' scores below and above 10 in the posttest.....	36
Table 3.6: Learners' sub-scores in the pre-test.....	36
Table 3.7 : Learners' sub-scores in the posttest.....	37
Table 3.8 : The usefulness of NBLMs for improving learner's business writing skills.....	38
Table 3.9 : The relevance degree of NBLMs to achieve the specific needs and goals for learners' communication.....	38
Table 3.10: The degree of easiness of NBLMs to understand and apply in learner's writing tasks..	38
Table 3.11: Learner's satisfaction about the usefulness of NBLMs.....	39
Table 3.12: Learner's opinion about the recommendation of the NBLMs.....	39
Table 3.13: Paired Samples Statistics.....	40
Table 3.14: Paired Samples t-test.....	41

Contents

Dedication	i
Acknowledgements	ii
Abstract	iii
List of Abbreviations	iv
List of Tables	v
List of Figures	v
Contents	vi
General Introduction	02
Significance of the study	03
Objectives.....	04
Research Questions.....	04
Hypothesis	04

Section One: Review of Literature

Chapter One: Needs Analysis for Business Course

Introduction.....	07
1.1. Definitions of Needs Analysis.....	07
1.2.The role of needs analysis in business course.....	07
1.3.Needs Taxonomies.....	08
1.3.1. Target Needs.....	08
1.3.1.1.Necessities.....	09
1.3.1.2.Lacks.....	09
1.3.1.3.Wants.....	09
1.3.2. Learning Needs.....	09
1.4.Difference between target needs and learning needs	10
1.5.Business English.....	11
1.5.1. Definition of Business English.....	11

1.5.2. Characteristics of Business English Teaching.....	11
1.5.3. Selecting materials in business setting.....	12
1.5.4. Evaluating business course.....	13
Conclusion	13

Chapter Two: Business Writing Communication

Introduction.....	15
2.1. Communication Process.....	15
2.2. Business Communication.....	16
2.3. Business English writing at the workplace	16
2.4. Types of business writing.....	16
2.4.1. Emails.....	16
2.4.2. Reports	17
2.5. Problem in English Business Writing.....	18
2.6. Features of Business English Writing	19
2.6.1. Economy and Clarity.....	19
2.6.2. Purposefulness.....	20
2.6.3. Social Dimensions.....	20
Conclusion	21

The Practical Part

Chapter Three: Research Design and Methodology

Introduction	
3.1. Population and Sampling.....	23
3.1.1. Choice of the Sample.....	23
3.1.2. Ethical Considerations	24
3.2.Data Collection methods	24

3.2.1. The Experiment.....	24
3.2.1.1.The identification of the sample’s needs	24
3.2.1.2.Pre-test	25
3.2.1.3.Treatment.....	25
3.2.1.4.Posttest.....	27
3.2.2. Survey (Semi-structured questionnaire).....	29
3.3.Data analysis methods	29
3.3.1. Experiment	29
3.3.1.1. Quantitative Analysis.....	29
3.3.2. Qualitative Analysis: (Semi-Structured questionnaire).....	30
3.4.Limitations of the methodology	30
Conclusions.....	31

Part Four: Data Analysis and Discussion

Introduction.....	33
4.1. Learners’ Writing Scores.....	33
4.1.1. Analysis and Interpretation of Learners’ Writing Scores.....	38
4.1.1.1. The Choice of the Paired <i>t</i> -test.....	38
4.1.1.2. Interpretation of the <i>t</i> -test and Testing the First Hypothesis: Inferential Statistics.....	39
4.2. Analysis of Learners’ Questionnaire.....	42
4.2.1. Interpretation of the questionnaire.....	44
Conclusion.....	45

General Conclusion.....	46
Implications of the study	47
Recommendations	48
References	
Appendices	
Résumé	
المخلص	

General Introduction

- 5. Significance of the Study
- 6. Objectives.....
- 7. Research Questions.....
- 8. Hypothesis

General Introduction

With the globalization of trade and economic, the expansion of scientific and technical activities in international scale and the continuing increase of international communication in various fields, the demand of English is growing, especially, in countries where English is taught as a Foreign Language (Hutchinson and Waters,1987). Moreover, these factors and more strongly affect the business professionals to have a good command of the English language when they work particularly in multinational companies.

Effective communication plays a critical role in the success of professionals working in the dynamic and complex Oil and Gas sector. In particular, procurement engineers in this industry rely strongly on business writing skills to negotiate contracts, and maintain productive relationships with suppliers and stakeholders. This area of interest delves into exploring the effectiveness of needs-based language materials in enhancing business writing communication among procurement engineers in the Oil and Gas sector.

The rationale for conducting research on the effectiveness of needs-based language materials in this specific context lies in the gap that exists in current literature. While the importance of effective communication in the Oil and Gas sector is widely acknowledged, limited research has been conducted to specifically investigate the impact of needs-based language materials

Procurement engineers in the Oil and Gas sector often encounter challenges when it comes to business writing. They must navigate technical terminology, industry-specific jargon, and complex contractual agreements while ensuring clarity, accuracy, and professionalism in their communications. The existing resources available to them may not adequately address these unique language and context-specific needs, leading to a gap between their language proficiency and the requirements of effective business writing in the Oil and Gas industry.

Previous efforts have been made to address the challenges faced by procurement engineers in improving their business writing skills. Some studies have focused on general business writing courses or language training programs, aiming to enhance overall communication abilities. Additionally, certain industry-specific guides and templates have been developed to assist with writing tasks in the Oil and Gas sector. However, these approaches often fail to address the specific language needs and complexities of procurement engineers in the industry comprehensively.

The existing approaches have not adequately bridged the gap between the language needs of procurement engineers in the Oil and Gas sector and the courses available to them. While some resources offer general writing guidelines, they do not specifically cater to the industry-specific vocabulary, contractual intricacies, and regulatory requirements unique to the procurement function.

This gap highlights the need for tailored needs-based language materials that directly address the challenges faced by procurement engineers in their day-to-day business writing tasks especially in writing professional emails.

I. Significance of the Study

Studying and addressing this gap is crucial for the professional growth and effectiveness of procurement engineers in the Oil and Gas sector. If the problem remains unsolved, procurement engineers may face difficulties in articulating their requirements, negotiating contracts, and ensuring compliance with industry standards. Consequently, miscommunication, delays, and potential legal issues may arise, impacting the efficiency and success of procurement activities. On the other hand, by investigating and developing effective needs-based language materials, the potential benefits include improved communication, enhanced procurement outcomes, streamlined processes, and strengthened relationships with suppliers and stakeholders.

The aim of this study is to investigate the effectiveness of needs-based language materials in enhancing business writing communication among procurement engineers in the Oil and Gas sector. So by conducting an analysis of learners' language needs, a business writing course can be implemented to cater specifically to procurement engineers.

II. Research Objectives:

The main objectives of this study after identifying the participants' specific needs are the following:

1. To measure the effectiveness of needs-based language materials in the improvement of business writing communication skills among the procurement engineers.
2. To investigate procurement engineers' perception and receptivity to the use of needs-based language materials in their learning of English.

III. Research Questions:

On the basis of the aforementioned objectives, the main research questions to be explored in the present study are the following:

1. To what extent can needs-based language materials contribute to the improvement of business writing communication skills among the procurement engineers?
2. What are the procurement engineers' perceptions and satisfaction with the needs-based language materials and the training program?

IV. Hypothesis:

From the above questions, we hypothesize that:

1. The use of needs-based language materials will result in a statistically significant improvement in the writing skills of participants in business writing communication.
2. Participants will have a positive perception and satisfaction with the needs-based language materials and the training program.

SECTION ONE
REVIEW OF LITERATURE

Section One: Review of Literature
Chapter One: Needs Analysis for Business Course

Introduction

1.1. Definitions of Needs Analysis

1.2. The role of Needs Analysis in Business Course

1.3. Needs Taxonomies

1.3.1. Target Needs

1.3.1.1. Necessities

1.3.1.2. Lacks

1.3.1.3. Wants

1.3.2. Learning Needs

1.4. Difference between Target Needs and Learning Needs

1.5. Business English

1.5.1. Definition of Business English

1.5.2. Characteristics of Business English Teaching

1.5.3. Selecting materials in business setting

1.5.4. Evaluating business course

Conclusion

Chapter One

Needs Analysis for Business Course

Introduction

Recent political and economic changes have led companies and employers to ask for English courses that satisfy their needs. As a result, teaching English for business purposes become popular and increasingly widespread (Ellis & Johnson, 1994). Business English teaching does not concern only what happens in the classroom, but it covers more activities such as negotiating with sponsors, gathering data for course design, and materials selection (Frendo, 2005). The present chapter is divided into two sections. The first one focuses on exposes some key notions about needs analysis (the definition of needs analysis, its role in business course and its taxonomies). Whereas, the second exposes some key notions about business English (the definitions of Business English, the characteristics of Business English Teaching, selecting materials in business setting and evaluating business course).

1.1. Definitions of Needs Analysis

Many scholars have considered needs analysis as the cornerstone of ESP (Munby 1978; Hutchinson and Waters 1987; Robinson 1991; West, 1994; Dudley-Evans and St. John, 1998). The concept of needs analysis has been changing along the decades. At the initial stages of ESP (the 1960s and early 1970s), needs analysis consisted in assessing the communicative needs of the learners and the techniques of achieving specific teaching objectives.

Nowadays, the tasks of needs analysis is much more complex ; it aims at collecting information about the learners and at defining the target situation. (Simion, 2015). "It is also considered as one of the key stages in ESP, the others being the syllabus design, selection and production of materials, teaching and learning, and evaluation" (Dudley-Evans and St John, 1998, p 125).

West (1994, p.1) described broad terms of needs analysis as identifying "what learners will entail to do with the foreign language in the target circumstances, and how learners might best master the target language during the training period". Also, Johns (1991) regards needs analysis as the first step in curriculum design for it can provide validity and relevancy for all the follow-up

curriculum design activities. It refers to the activities involved in gathering information that will serve as the basis for developing a curriculum that will meet the learning needs of a particular group of learners. It is regarded as an- indivisible part of systematic curriculum design (Brown, 2001).

Richards et al (2002, pp 353-354) define NA as being " The process of determining the needs for which a learner or group of learners require a language and arranging the needs according to priorities". In this vein, Dudley-Evans and St-John (1998) consider needs analysis as the process through which personal information such as wants, means, and subjective needs are retrieved. Moreover, they regarded needs analysis as the process of deciding the learners' English language skills, finding information related to linguistic features, genre, and discourse, determining what is expected out of the course, and finally establishing how the course will be administered and run. Based on the previous definitions, needs analysis is a vital process in ESP in which practitioners collect information about their learners' actual needs.

1.2. The role of Needs Analysis in Business Course

Now, it is clearly understood that NA is the tool teachers use in designing ESP courses, setting objectives, designing the syllabus and selecting materials. For business English teachers the analysis and assessment of learners' needs will depict the way and denote the starting point through which the course will be organized. According to Brieger (1997) needs analysis determines what knowledge is necessary and what communication skills are needed (As cited in Dudley-Evans & St John, 1998).

In business English course, NA means gathering data about three types of needs: communication needs, business needs, and pedagogic needs (Frendo, 2005). The first refers to what the learners actually need to communicate in English. The second refers to the needs of the sponsor who might be a head of a department, a company, human resource manager, university or school, etc. The third refers to the requirement of the teaching context. Pedagogic needs can be addressed through the following: the teacher needs, learning needs, and means analysis (ibid). Teacher needs involves the required abilities and experiences to perform his/her task. Whereas learning needs targets the psychological factors including learning styles, leaning strategies, learners' attitude to learn English, etc as summarized by Hutchinson and Waters (1987) „how do learners learn the language“. According to Frendo (2005) means analysis is “a description of the training environment”. It concerns the availability of facilities

equipments and time devoted to design a course and select materials (ibid).

The basic goal of needs analysis is to gather and investigate critically information about the present situation and the target situation of the learners. In other words, what is the learners' present communicative level, and what they need to communicate effectively in their future career (Frendo, 2005). Needs analysis helps the teacher to find answers to some issues. First who is the sponsor, is it a company? for what reason does a company call for needs analysis? It may want to draw a holistic picture on the current situation to determine its strong and weak points. What are the business situations that the learners will be engaged in? they may take part in meeting, perform public presentation or talk on the phone, etc (Songhori,2008). Second, what are the different types of discourse that characterize these situations? The latter can be formal or informal, and written or spoken (ibid). Third, what are the learners "learning styles and how are they different? this gives insights on the training environment via learners" seeing. Thus, the teacher decides about the methods and techniques used as well as the required abilities (Kaewpet, 2009). After that, materials and their availability should be addressed in terms of their cost, the allowed time for their preparation, implementation, and their cultural influence (Hutchinson & Waters, 1987). Therefore, NA prescribes course /syllabus design, material selection, methods/ technique adoption, constrains, and learning strategies (Frendo, 2005).

1.3. Needs Taxonomies

There are two main types of needs that the ESP course designer has to take into consideration while establishing his/her syllabus: target needs and learning needs.

1.3.1. Target Needs

Target needs is an umbrella term that deals with the question what knowledge and abilities the learners will require being able to perform to the required degree of competence in the target situation. Hutchinson& Waters (1987, p.54) defined needs analysis "as target needs, that is, what learners are required to do in the aimed situation." It includes a set of important distinctions which are : necessities, lacks, and wants.

1.3.1.1. Necessities

These needs are determined by the demands of the target situation. It means what the learner has to know in order to function effectively in the target situation. Hutchinson & Waters (1987, p.54) state that "...learning needs, refers to what learners are supposed to comprehend in order to perceive the objective circumstances and what learners need to do in gaining knowledge or skills". Learners need to know the linguistics features, functional, structural, lexical, discursal, and most commonly used in their future career. For Procurement engineers, they need to know vocabulary and expressions related to their field like buying, and selling.

1.3.1.2.Lacks

It is required to know what the learner knows already, so that it can be decided then which of the necessities the learners lack. Hutchinson and waters(1987) state that lacks are the gap between the existing proficiency and the target proficiency. Also, it refers to the background of the learners and to what learners lack in order to reach the required level of proficiency.

1.3.1.3. Wants

Learners have a view about what their needs are. All wright (1977) argues that wants are what learners feel they need in order to operate in a target situation and are also called subjective needs. Richterich (1980) also points that the existence of need is associated with the perceptions and desires of a person. Needs do not exist in reality, it is rather an image of personal feelings that the learners express on the basis of data pertinent to their environment. So, wants are, in fact, the reflection of learners' own perceptions.

1.3.2. Learning Needs

Hutchinson and Waters (1987) claim that learning needs refer to what learners are supposed to comprehend in order to perceive the objective circumstances and what learners need to do in gaining knowledge or skills. Also, they state that it is naïve to base the course design and the whole ESP program merely on target needs. The methodological, administrative and psychological needs must occupy the same space in needs analysis as the target needs do. Learning needs influence and

affect the overall ESP program ranging from syllabus designing to testing and evaluation. If needs analysis is the major distinction of ESP program, the learning needs then have the pivotal role to play in needs analysis. Any needs analysis without involving learning needs may be a weak model, excluding the major psychological, sociological and methodological concerns of the ESP learners.

1.4. Difference between Target Needs and Learning Needs

According to Hutchinson and Waters (1987) target needs are mainly related to "what the learner need to do in the target situation." This means that what skills, abilities, and knowledge the learners will require in order to practise effectively in the target situation. While, learning needs can be defined as "Factors that affect the learning like attitude, motivation, awareness, personality, learning styles and strategies, together with the social background"(Xiao,2007:2) The learning process should be enjoyable, fulfilling, manageable, and generative. It is not concerned with knowing, but with the learning.

The figure below presents Hutchinson and Waters' classifications of Needs Analysis which contains definitions of learning needs and target needs. The latter is divided into lacks, wants and necessities.

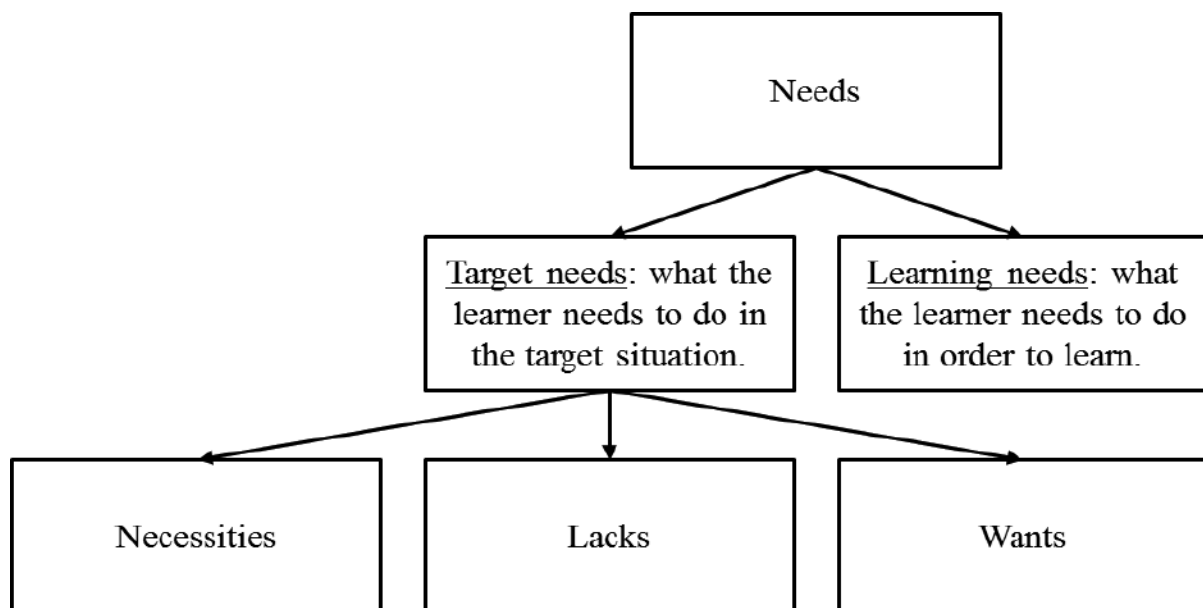


Figure 1.1: Hutchinson & Waters' (1987) Classification of Needs Analysis

1.5. Business English

1.5.1. Definition of Business English

The shift in the position of the economic power and globalization of business scale has led English to emerge as an international language for business and professional communication (Frendo, 2005). Nowadays, globalization has accelerated the need for business English to be the largely needed language for business communication skills (ibid). Ellis and Johnson (1994) define BE as a variety with a specific linguistic structures and specific communication needs. It comprises a variety of specific content (related to particular jobs) and general content (referring to the competence needed for effective communication in business setting (ibid).

Donna (2000) defines (BE) from a teaching point of view. She stated that the teaching of business English implies teaching English for workplace. The scope of business English course is to link students needs with professional needs (ibid). This emphasizes what Ellis and Johnson (1994) state concerning the content, which should be specific since students' needs are well determined.

1.5.2. Characteristics of Business English Teaching

Before teaching business English, the teacher should know what is meant by business English, its characteristics and the difference between business English course and general English course. This will bring to the teacher knowledge of who the learners are i.e. (job-experienced learners or pre-experienced learners) and their reasons for learning English (Ellis & Johnson, 1994). The latter are easy to define through the process of needs analysis. As mentioned in chapter two, needs analysis provides useful information about the level of learners' performance, determining the content of the course, and the selection of materials, etc. According to Carter (1983) BET like teaching any other variety of ESP is described as being authentic-material based, purpose-relation orientated, and self directed (Qtd in Gathouse, 2001).

Authentic-material based course means that the teachers' selection of resources must be authentic in terms of content. For example, when exemplifying using a text about Business Marketing,

the content of the text given (tasks, activities, terminology) should be in relation to the topic mentioned above and matches up with real life activities (ibid). In other words, authentic materials are those taken from our business life and not those materials created for the purpose of language teaching (Ellis & Johnson, 1994). Richards and Schmidt (2010) describes authentic materials as being designed not for the purpose of classroom use. Purpose- relation orientated, involve the inclusion of learners into a simulated communicative business tasks similar to those functioned in real world (Gathouse, 2001, Frendo, 2005). Self directed connote that, learners are guided through course objectives to decide freely upon the learning process. In other words, they should be given the chance to make decisions about learning strategies, teaching method, time allowed for the course, etc (Qtd in Gathouse, 2001:4-5).

What we have said about what characterize BET is an overview and does not cover all the aspects of Business English teaching as a variety of ESP. Thus, the teacher / trainer of Business English is the one who can provide detailed description.

1.5.3. Selecting materials in business setting

Several course-books are published to meet business needs of multi-companies to develop the communicative skills of its employees; yet it is rare to find a course-book that serves all the needs of a certain group of learners (Hutchinson & Waters, 1987). Thus, the designer has the chance to adapt ready- made materials or to develop new ones. Things that may control this choice include teacher's experience, learners' level, cultural affairs, time allowed, etc (Frendo, 2005). Furthermore, authentic materials enhance learning and keep learners motivated, though; their utilization may cause problems. To avoid this, Frendo (2005) argues that authentic materials are best selected from the real business setting of the learners. By this definition, learners are considered to be the reliable source of materials selection. He states that real phone calls, letters, contracts, etc would put the learners in real contact with business environment (ibid). The principles of using the learner as a key reference of selecting materials can be implicated via various techniques such as framework materials, role play, simulation, and case study (ibid).

Framework materials used to provide learners with situations in diagram, pictures or chart, and asking them to do particular tasks like discussing, describing, presenting, and so forth. In the role play, learners are guided by some instructions from the teacher and the aim is to memorize language forms and structures. In simulation, the teacher creates a context like the one learners will encounter and asks them to play their real roles. The case study allows the learners to negotiate encountered problems related to their career for better understanding (Ellis & Johnson, 1994).

1.5.4. Evaluating Business Course

Evaluation is a critical work of gathering data about all elements of the teaching process for the improvement of course effectiveness (Vadney, 2006:131). It is an extremely important task especially in business teaching since learners' needs are well defined and the sponsors or the company insists to see the course achievement. Therefore, evaluation usually has five levels as modeled by Kirkpatrick (1960). These levels are learners' satisfaction on the course, learners' achievement, learners' exploitation of their achievement at the work place, business benefits, and the compatibility of the training cost with its business profits. This model shows that the learner is a central element in the evaluation process. Then, he/she is not tested just for language proficiency but for other business skills like negotiating, marketing, and advertising etc. Thus, one way to evaluate all the skills is to test learners during tasks that simulate the target situation (Qtd in Frenedo, 2005: 123).

Conclusion

The needs analysis and teaching of business English today become a need which deserve special concern from both teachers and learners due to the growth of business and the need for English to communicate among learners and employers of the field at the international level. Hence, the business teacher has to design a course based on his/her learners' needs and objectives. This chapter attempted to present an overview about Needs analysis for business course, focusing on Needs analysis besides to Business English teaching.

Chapter Two: Business Writing Communication

Introduction

2.1. Communication Process

2.2. Business Communication

2.3. Business English writing at the workplace

2.4. Types of business writing

2.4.1. Emails

2.4.2. Reports

2.5. Problem in English Business Writing

2.6. Features of Business English Writing

2.6.1. Economy and Clarity

2.6.2. Purposefulness

2.6.3. Social Dimensions

Conclusion

Chapter Two: Business Writing Communication

Introduction

This chapter presents the communication process and its significance in the business world. It introduces the concept of business communication and highlights the Business English writing at the workplace, types of business writing and problem in English Business writing in addition to features of Business English writing.

2.1. Communication Process

Communication can be defined as the process of sharing messages between two or more people. The word communication comes from Latin word '*communis*', which means common (Harcourt, Krizan and Merrier, 1996). Therefore, the objective of communication is to establish shared understanding.

Murphy and Hildebrandt (1991) point out that communication is the process of transmitting and receiving a verbal or non verbal message that needs and leads to a response. Communication can be effective when it achieves the desired reaction or response from the receiver.

Chandler (1995) defines communication as the process of interchanging thoughts, feelings and information. In conclusion, communication is the process of interchanging verbal or nonverbal messages while we are conscious or it is a two-way process of exchanging ideas or information

(Murphy, Hildebrandt and Thomas, 1997). Communication takes a variety of forms which can be assigned to two major categories: verbal and nonverbal.

Chandler (1995) and Locker (1995) explain that verbal communication involves only words, that is, oral and written communication. On the other hand, nonverbal communication involves our body and other objects and actions, both of these forms of communication are important and essential in our life because we spend more time in communication than in doing anything else.

2.2. Business Communication

Business communication is a general field of research that studies all forms of communication used in conducting business (Ahvaand Yli- Panula, 1995; Hartley, 2002).

According to Reinsh (1996) business communication can be defined as: “The study of the use, adaptation and creation of languages, symbols and signs to conduct activities that satisfy human needs and wants by providing goods and services for private profit.” Thus, business communication is not just limited to the study of direct communication, but it also covers non- verbal communication and language attitudes in business context. Business communication in intercultural situation has been studied by Clausen (2006), who studied business communication between Danish cultures and Japanese companies.

2.3. Business English writing at the workplace

According to Gale (2014), business writing is one type of communication, which is used every day in all workplaces. There are many types of business writing, including emails, letters, reports, memos, faxes, instructions to customers, presentations, research and development, and marketing campaigns, which usually come with standard structure and style.

2.4. Types of business writing

2.4.1. Emails

Guffey & Du-Babcock (2010, p.100) mentioned that email has been the alternative communication channel lately. Communication by email is “a process and continuous activity”, which means both sender and receiver cannot revoke the information or messages delivered.

According to Guffey & Du-Babcock (2010, p.107), good business communications are brief, the content should be easy to read and understand, and unnecessary words, sentences, or even paragraphs should be deleted. Improvement of readability should be sought through the use of headings, bulleted listings, side headings, and an introduction that explains what will follow. Cultural differences should be considered so the content is clear and precise in language; cliché, jargon, and slang that cause confusion abroad should be avoided. The writer should double-check before sending and use spell check.

Locker & Kaczmarek (2011) stated that email has many advantages in business communication; for instance, employees can decrease working time by using email to communicate and convey information promptly.

Levitt & Craig (2006) reported the instruction on writing clear emails has a positive impact on readers. Senders have to realize the needs of the audiences and try to keep messages short and clear. Senders also have to summarize the topic, and subject line should be action-oriented and short with the use of proper words, for instance, a precise verb that expresses the action requested. The introduction should be clear with a clear heading that can describe the proposal and action required. In developing the body, senders have to identify each body part with a heading, for example, use a numbered list to identify the priorities. In addition, the conclusion is important; senders have to state the conclusion with a heading to identify the section and concisely summarize the message as well as emphasize the key points.

According to Gabriela (2008), emails should be use the passive voice because the sentences will be vague and impersonal. On the other hand, the use of active voice is direct, concise and authoritative. It is also more natural sounding than passive voice.

2.4.2. Reports

According to Sue, Fryar and Thomas (1994), business report writing is utilized for a wide ranging of topics and objectives, and a report can fluctuate in length, content, and format. Reports have several types such as annual reports, monthly sales reports, management may request the report analyzing a specific issue. It is essential to set the purpose of the report before writing. For instance, report of evaluation of the need for new quality controls in manufacturing, report of investigation competitors' products and services.

Sue, Fryar and Thomas (1994) reported that the effective business report writing should determine the readers cause they may differ to be superior, middle or line management, colleague, the customers, potential customers, the government, or other companies in the similar market. Knowing who the readers are can help determining what type of information to contain in the report. Reports should contain research, interviews, and personal knowledge about the topic that conclude from both external

and internal written works and materials to the company. Conclusions or recommendations in the report are important that should be based on quality information. It is necessary to cite all the sources in the final report properly.

The School of Marketing and International Business, and the Student Learning Support Service Victoria University of Wellington (20) mentioned that writing an 9 effective business report is an important skill for transmitting ideas in the business surrounding. Reports usually state a particular issue or problem, and are often appointed when a decision needs to be made. To achieve good readability, report should state effective headings and subheadings. It is also necessary that the level of headings and subheadings are clear by using formatting (font size, bold, etc.). The same level of headings or subheadings should use parallel form. Structure paragraphs should be arranged in a logical sequence beginning with the most important content first. Academic and business writing should be clear keep sentences short and use plain language. It is difficult to understand sentences that are too long and complicated (Write Limited, 2013). The tone of writing should be proper for the audience, gender-neutral terms should be used carefully. Business reports should have a more balanced white space and text to be easier to read also using number pages, footnotes, tables, figures, and appendices appropriately. In addition, the important qualification of professional writing are editing and proofreading.

2.5. Problem in English Business Writing

As defined in Cambridge Dictionary, the word “problem” means a situation, person, or thing that needs attention and needs to be dealt with or solved.

Lentz (2013) reported that employers often complain about the level of their employees’ writing skills. Many researchers have investigated writing skills in the workplace from the employer’s perspective. Lentz analyzed MBA students’ reflections on a course assignment. Their writing strengths and weaknesses were evaluated and the results showed that employers must evaluate employees’ writing skill appropriately.

According to Thep-Ackrapong (2005, p.53), grammar is the most difficult part for Thai students. The difficulty results from many factors, including the typological differences between the two languages and the negative influence of the mother tongue.

Srisitanon (2009) reported that the major problem in using English was the inability to use correct grammar. Even though the majority of employees had cooperated with foreigners for many years, it was hard to transmit opinions or ideas with correct grammar. The next problems were technical terms, slang, and idiomatic expressions. In addition, it was very difficult to select appropriate words to use for communication.

Davis, McCormick and Hemphill (2000) found that the problems in writing skill were grammar, sentence construction, etc. Senders should consider the English level of the receivers to avoid errors. Grammar is an important problem because English grammar is very different from Thai while it is easier than some other languages.

Berger (1993) reported that good writers should write 12 hours a day, and then they may be able to write this way year after year. Most people cannot write for a long time unless there is some emergency. It is better to try writing as a simple routine in daily life rather than be forced to write hour after hour.

2.6. Features of Business English Writing

Business English is a segment of the domain of English that can be characterized. It is part of EOP and broadly ESP. general understanding of BE is based on a number of facts. The following are the fundamental features of BE:

2.6.1. Economy and Clarity

It is the fundamental characteristic of business communication and requires language to be economical and clear. Therefore, there is the requirement of clear and well- organized thought expressed in words that indicate the logical processing of the message. There is often the need to keep the message economical; this may increase the cost of communication, especially by fax, phone or post. It is a fact that unnecessary long messages involve greater cost for more time, materials and communication mediums. Certain terms and expressions have been evolved to save time in referring to concepts which

people in business are well acquainted. Moreover, the jargon of business communication like words, terms and acronyms, is even expressed in a particular stylistic and syntactical manner, in order to create economy and clarity. It minimizes both the risk of misunderstanding and cost.

2.6.2. Purposefulness

Communication in business always has a definite purpose that is usually of great vitality for communications. Many problems in communication are generated by unclear or inappropriate purposes (Hartley and Clive, 2002). Thus, a sense of purpose is the context of all business communication. The language needed in business communication should be able, in the most appropriate way, to highlight the purpose and attain the objective. The success of a business episode will be dependent on the use of language, in addition to other factors. Thus, BE will be responsible for better prospects of the achievement of a business enterprise in well demarcated business communication situations; BE will exhibit purposefulness in communication events.

2.6.3. Social Dimensions

In the business world, a lot of social interaction takes place. International business communication will happen across cultural boundaries. Communication is always influenced by social context in which it takes place. Social skills of business people are needed to develop contacts with people of a diversified sociocultural background, locally as well as internationally. Since English is the language of business, especially international business. BE is used in these multicultural and multilingual interactions. It is used to meet the needs of a communication in an appropriate way and without creating disappointment for either of them. It uses a particular vocabulary and style to make social interaction that is usually brief and pleasant. This choice of English will objectively meet the communicative requirement of a particular situation. This situational context is not of personal relationships and cannot have subjective language.

Conclusion

This chapter has discussed the definition of communication process. Also, it tackles the business communication. It focuses on Business English writing at the workplace and its main types. Moreover, it highlights some problems in English Business writing. Finally, it deals with some features of Business English Writing.

THE PRACTICAL PART

The Practical Part
Chapter Three: Research design and Methodology

Introduction

3.1. Population and Sampling

3.1.1. Choice of the Sample

3.1.2. Ethical Considerations

3.2. Data Collection methods

3.2.1. The Experiment:

3.2.1.1. The identification of the sample's needs

3.2.1.2. Pre-test

3.2.1.3. Treatment

3.2.1.4. Posttest

3.2.2. Survey (Semi-structured questionnaire)

3.3. Data analysis methods

3.3.1. Experiment

3.3.1.1. Quantitative Analysis

3.3.2. Qualitative Analysis: (Semi-structured questionnaire)

3.4. Limitations of the methodology

Conclusions

Chapter Three: Research Design and Methodology

Introduction:

After reviewing the literature on needs analysis for business course and business writing communication, this chapter presents the methodological design of the study.

This study aims at investigating the effectiveness of needs-based language materials for enhancing business writing communication. Its objectives; to measure the effectiveness of needs-based language materials in the improvement of business writing communication skills among the procurement engineers and to explore procurement engineers' perception and receptivity to the use of needs-based language materials in their learning of English. Therefore, it used a mixed methods approach: a quasi experiment and questionnaire which attempts to answer the research questions and to achieve the objectives stated before: a quasi experiment implemented a pre-test posttest one group design which was used to measure the relationship between the independent variable and the dependent variable of the study, while the questionnaire was used to explore participants' opinions about the effectiveness of needs-based materials for enhancing business writing communication.

The independent variable of the study is needs-based language materials, whereas the dependent variable is business writing communication.

3.1. Population and Sampling

Population of the study consists of all procurement engineers that working at GSE Company. They form a total of 36 coworkers who working on back to back system.

3.1.1. Choice of the Sample

Sampling is a technique for data collection. It has different types: probability sampling, non-probability sampling, and stratification sampling, etc (Blaxter et al, 2006).

The sampling technique which was used for this study is a convenience sampling (Accidental Sampling); it is one of the strategies that applied in non-probability sampling. A convenience sample is made up of people who are easy to reach and subjects easily available for the research. This technique is quick and less costly. Twelve (12) Procurement engineers working at GSE Company were selected as -

participants based on their availability and willingness to participate in the study. The sample size has been determined to ensure an adequate representation of the target population and provide sufficient data for analysis.

3.1.2. Ethical Considerations:

When conducting research involving human participants, it is crucial to consider and address ethical considerations. Researchers should obtain informed consent from participants, ensure confidentiality and anonymity, and adhere to ethical guidelines and regulations governing research involving human subjects.

3.2. Data Collection methods

The study adopted Mixed Methods approach i.e. quantitative and qualitative.

Quantitative approach stands for quasi experiment used pretest posttest one group design. It was used to measure the effectiveness of needs-based language materials in the improvement of business writing communication skills among the procurement engineers.

The term “quasi-experiment” was first introduced by Campbell and Stanley in 1963 (cited in Shadish, Cook & Campbel, 2002). Quasi-experiments are similar with true experiments in that they have the same aim, which is to examine the relationship between a cause and an effect in a controlled setting. However, quasi-experiments lack random assignment. Whereas the qualitative approach stands for a survey (questionnaire) that used to investigate procurement engineers’ perception and receptivity to the use of needs-based language materials in their learning of English.

3.2.1. The Experiment:

The experiment of this study was conducted at GSE Company at Hassi Messaoud. Twelve (12) procurement engineers participated in this experiment. It followed four steps:

3.2.1.1. The identification of the sample’s needs

A needs identification questionnaire was administered to 12 procurement engineers. It was designed to gather information about participants’ language and writing background, as well as their specific needs

and goal in their professional communication. It was divided into two sections. The first contains general information about the participants (Age and gender).Whereas; the second investigates the learners' interests and importance.

After the analysis of the questionnaire, two major needs were identified as common between all the participants:

- 1- Emails as the main means of professional communication they are regularly engaged in.
- 2- The main goal of learning English for professional communication is the mastery of different aspects of business writing such as writing clarity, coherence, accuracy, grammar and appropriateness within the procurement context.

3.2.1.2. Pre Test

After the identification of the participants' needs and before delivering the treatment to them a pre-test was administrated to the participants to assess their current level of business writing proficiency. The participants were asked to make a writing task which aimed to assess various aspects of business writing, as clarity, organization, coherence, grammar, and adherence to professional writing standards

3.2.1.3. Treatment

Language Training Program was delivered to the participants over a period of one week was organized by the training department of GSE Company. It includes Seven (07) courses designed based on the needs already identified through the questionnaire.

Through a combination of interactive lectures and practical exercises, this treatment aims to equip participants with the expertise to communicate effectively and professionally in various business contexts.

An outline of the language training program which delivered to the procurement engineers:**Day 1: Introduction to Business Writing Essentials**

Morning Session: Lecture on the fundamentals of effective business writing, covering clarity, conciseness, professionalism, and audience analysis.

Afternoon Session: Practical exercise on crafting clear and concise email communications. Group discussion and feedback session.

Day 2: Grammar and Spelling Mastery

Morning Session: Lecture on common grammar and spelling errors in business writing.

Provide guidelines and strategies for improvement.

Afternoon Session: Grammar and spelling exercises and quizzes. Peer review and feedback session.

Day 3: Professional Tone and Language

Morning Session: Lecture on maintaining a professional tone, appropriate language usage, and cultural considerations in business writing.

Afternoon Session: Role-playing activities to practice adapting writing tone for different audiences. Individual coaching and feedback.

Day 4: Formatting and Organization Techniques

Morning Session: Lecture on formatting guidelines, organizing ideas, and using headings and subheadings effectively.

Afternoon Session: Hands-on exercises in structuring and organizing business emails and reports. Peer review and feedback session.

Day 5: Email Etiquette and Polished Communication

Morning Session: Lecture on email etiquette, subject lines, greetings, and closings. Addressing challenging situations in emails.

Afternoon Session: Drafting and editing professional emails. Group discussion and analysis of email samples.

Day 6: Persuasive Writing and Report Writing

Morning Session: Lecture on persuasive writing techniques, using evidence, logical reasoning, and call-to-action strategies.

Afternoon Session: Case study analysis of persuasive writing in business contexts. Introduction to report writing principles and structure.

Day 7: Refining Skills and Final Presentations

Morning Session: Individual coaching and feedback on participants' writing samples. Tips for proofreading and final editing.

Afternoon Session: Participants present their improved business writing samples. Group discussion and wrap-up of the treatment.

Through a combination of interactive lectures and practical exercises, this treatment aims to equip participants with the expertise to communicate effectively and professionally in various business contexts.

3.2.1.4. Posttest

At the end of the treatment a posttest was administered to the participants contained the same question of the pre-test to assess the participants' progress and to determine the effectiveness of the language and writing materials in addressing their specific needs.

To assess the pre-test and the posttest a standard scoring rubric was used for this purpose.

Scoring Rubric for the pretest and the posttest tasks (Evaluation Grid)

Headings		Maximum score
1. Clarity and Organization: 4 pt <ul style="list-style-type: none"> • Clear and concise language: Is the message easy to understand? • Logical structure: Are the ideas presented in a coherent manner? • Paragraphs and formatting: Is the email well-organized and visually appealing? 		1.5 1.5 1
	Total	4
2. Content and Relevance: 5 pts <ul style="list-style-type: none"> • Purpose and objective: Does the email address the main purpose effectively? • Relevance to the recipient: Is the content directly applicable and useful to the recipient? • Accuracy and completeness: Are the facts and details accurate and complete? 		2 2 1
	Total	5
3. Tone and Professionalism: 4 pts <ul style="list-style-type: none"> • Professional language: Does the email use appropriate tone, grammar, and vocabulary? • Politeness and courtesy: Is the email respectful and considerate? • Consistency with organizational standards: Does the email adhere to the company's communication guidelines? 		1.5 1.5 1
	Total	4
4. Overall Effectiveness: 3.5 pts <ul style="list-style-type: none"> • Conciseness and brevity: Is the email the appropriate length without unnecessary information? • Call to action or next steps: Does the email provide clear instructions or indicate what action is expected? • Overall impact: Does the email leave a positive impression and effectively communicate its intended message? 		1.5 1 1
	Total	3.5
5. Grammar and Mechanics: 3.5 pts <ul style="list-style-type: none"> • Spelling and punctuation: Are there no significant errors? • Grammar and sentence structure: Does the email use correct grammar and varied sentence structures? • Formatting and proofreading: Is the email visually appealing and free from typos or formatting errors? 		1.5 1 1
	Total	3.5
	Grand T	20

3.2.2. Survey (Semi-structured questionnaire)

This Survey was administrated at the end of the language training program to assess participants' perceptions of the usefulness of the language and writing materials in enhancing their business writing communication skills. Feedback was also gathered on the overall effectiveness of the program.

3.3. Data analysis methods

The data analysis process involves examining the collected data to draw meaningful conclusions and insights. The data analysis methods used for this study encompass both quantitative and qualitative approaches to provide a comprehensive understanding of the effectiveness of needs-based language materials.

3.3.1. Experiment

3.3.1.1. Quantitative Analysis:

- Descriptive statistics, measures of central tendency (mean) and dispersion (standard deviation), was calculated to summarize the participants' pretest and posttest scores. These statistics provide a quantitative overview of the changes in business writing communication skills before and after the treatment. While, inferential statistics were used to determine the statistical significance of the observed differences in business writing communication skills.
- Paired t-tests technique was employed to assess whether the changes in scores after the treatment are statistically significant. Whereas, Cohen's effect size was computed to measure the magnitude of the observed changes in business writing communication skills. Effect sizes provide information about the practical significance of the treatment and the extent of improvement.

3.3.2. Qualitative Analysis: (Semi-structured questionnaire)

The questionnaire was analyzed by utilizing both data analysis methods thematic and content.

- **Thematic Analysis:** Qualitative data, such as participant feedback or responses to open-ended questions, were analyzed using thematic analysis. This method involves identifying recurring themes, patterns, or categories within the qualitative data.

Themes related to the participants' perceptions of the effectiveness of the needs-based language materials and their experiences with improved business writing communication was derived.

- **Content Analysis:** Content analysis was used to analyze qualitative data, such as written samples or responses, to identify specific linguistic features or patterns. This analysis was provided insights into the quality and the effectiveness of business writing communication exhibited by the participants before and after the treatment

3.4. Limitations of the methodology

There are several limitations to the current study:

- **Small sample size:** The study was conducted on a relatively small sample size of 12 procurement engineers in a specific workplace setting. This limits the generalizability of the findings to other settings or populations.
- **Short intervention period:** The language training program was conducted over a period of 01 week, which may not be sufficient to assess the long-term effectiveness of the needs-based language materials.
- **Lack of control group:** The study did not include a control group, which makes it difficult to determine the extent to which the observed improvements in language skills were due to the intervention or other external factors.

Conclusions

This chapter has provided an overview of the methodology employed in this study to investigate the effectiveness of needs-based language materials in enhancing business writing communication among procurement engineers at GSE Company. The quasi-experiment design with a pretest-posttest one-group design allows for the measurement of the impact of tailored language materials on participants' writing skills. The combination of quantitative and qualitative data analysis will provide a comprehensive understanding of the intervention's effectiveness and contribute valuable insights to the field of business communication in the procurement context.

Chapter Four: Data analysis and Interpretation

Introduction

4.1. Learners' Writing Scores

4.1.1. Analysis and Interpretation of Learners' Writing Scores

4.1.1.1. The Choice of the Paired *t*-test

4.1.1.2. Interpretation of the *t*-test and Testing the First Hypothesis: Inferential Statistics

4.2. Analysis of Learners' Questionnaire

4.2.1. Interpretation of the questionnaire

Conclusion

Implications of the study

Limitations of the Study

General Conclusion

References

Appendices

Résumé

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Chapter Four: Data Analysis and Discussion

Introduction

The preceding chapter explained in detail the research design and methodology, and the present chapter will display the results obtained from the different research tools. Besides, it will present an analysis of the data gathered through the questionnaires and the scores analysis. At the end, we will accept or refuse the hypotheses set at the beginning of the study via statistical techniques.

4.1. Learners' Writing Scores

Learners' writing enhancements were evaluated before and after the treatment using a scoring rubric which was presented in chapter three. We had to see the effect of the needs-based language materials as an independent variable on learners' business writing communication enhancements as a dependent variable to test the first research hypothesis: The use of needs-based language materials will result in a statistically significant improvement in the writing skills of participants in business writing communication.

First, we will proceed with a descriptive analysis of learners' writing scores by comparing the means in the writing test before and after the treatment. Then, we will use inferential statistics to retain or not the null hypothesis (H_0), and so to confirm or reject the alternate hypothesis (H_1).

- Descriptive Statistics

The following tables display learners' scores in both experimental groups in the pre-test and the posttest.

Table 3.1: Learners' Scores in the Pretest

Learner's number	Clarity and Organization	Content and Relevance	Tone and Professionalism	Overall Effectiveness	Grammar and Mechanics	Learner's Score
01	1.5	2	1.5	1	1.5	7.5
02	1.5	1.5	2	1.5	1.5	08
03	2	2	1.5	2	2.5	10
04	1	1	1.5	1	1.5	06
05	2	2.5	2	2	2.5	11
06	1	2	1.5	1.5	1	07
07	0.5	1	1	1	1.5	05
08	2	2	1.5	1.5	2	09
09	2	2.5	2	1	2	9.5
10	3	3.5	2	2	2.5	13
11	2	1.5	1	1.5	1.5	7.5
12	2	3	1.5	1.5	2	10
The Mean						8.62

The Mean = $103.5/12 = 8.62$

Table 3.2: Learners' Scores in the Posttest

Learner's number	Clarity and Organization	Content and Relevance	Tone and Professionalism	Overall Effectiveness	Grammar and Mechanics	Learner's score
01	2.5	3	2.5	2.5	2.5	13
02	3	3.5	2.5	2.5	3	14.5
03	3.5	3.5	3	2	3	15
04	3	3	2	3	2.5	13.5
05	3	3.5	3	3	3.5	16
06	3	3	2	3	3	14
07	2	2.5	1.5	1.5	1.5	9
08	3	3.5	3	2	2.5	14
09	3	3.5	3	3	3	15.5
10	3.5	4	3.5	3	3	17
11	3	3	2	2	2	12
12	3.5	3.5	3	2	2.5	14.5
The Mean						14

The Mean = $168/12 = 14$

Table 3.3: Learners' Scores in the Pre-test and the Posttest

Student's number	Pre-test	Posttest
01	7.5	13
02	08	14.5
03	10	15
04	06	13.5
05	11	16
06	07	14
07	05	9
08	09	14
09	9.5	15.5
10	13	17
11	7.5	12
12	10	14.5
The Means	8.62	14

First, we will proceed with a descriptive analysis of learners' writing scores by comparing the means in the writing test before and after the intervention. Then, we will use inferential statistics to confirm or reject the null hypothesis (H₀).

The following tables show the results of learners' writing scores before and after the study.

Table 3.4: Learners' scores below and above 10 in the pre-test**Pretest**

Scores	Frequency	Percent	Valid Percent	Cumulative Percent
Below 10	08	66.67	66.67	66.67
10 and Above	04	33.33	33.33	100
Total	12	100	100	

Table 3.4 shows that the frequency of learners' scores below 10 was (08) scores, i.e. (66.67%) of the students did not attain the average mean of (10) in the pre-test. However, four (04) learners only scored above (10), and they represented a rate of (33.33%).

Table 3.5: Learners' scores below and above 10 in the posttest**Posttest**

Scores	Frequency	Percent	Valid Percent	Cumulative Percent
Below 10	01	8.33	8.33	8.33
10 and Above	11	91.67	91.67	100
Total	12	100	100	

Table 3.5 shows that the frequency of learners' scores below 10 was only (01) scores, i.e. (8.33%) of the learners did not attain the average mean of (10) in the posttest. However, eleven (11) students scored above (10), and they represented a rate of (91.67%), i.e. there was an increase of (07) learners whose scores increased.

Now, we move to the descriptive study of learners' scores in each part of the scoring rubric, i.e. learners' sub-scores in clarity and organization, content and relevance, tone and professionalism, overall effectiveness, and finally grammar and mechanics in both the pre-test and the posttest.

Table 3.6: Learners' sub-scores in the pre-test

	N	Minimum	Maximum	Mean	SD
Clarity and Organization	12	0.5	3	1.708	
Content and Relevance	12	1	3.5	2.041	
Tone and Professionalism	12	1	2	1.541	
Overall Effectiveness	12	1	2	1.458	
Grammar and Mechanics	12	1	2.5	1.833	
Total_SPSS_before	12	4.5	13	8.62	2.23734

SD of Pretest = $21.92/12 = 1.826$

Table 3.7 : Learners' sub-scores in the posttest

	N	Minimum	Maximum	Mean	SD
Clarity and Organization	12	2	3.5	3	
Content and Relevance	12	2.5	4	3.125	
Tone and Professionalism	12	1.5	3.5	2.583	
Overall Effectiveness	12	1.5	3	2.458	
Grammar and Mechanics	12	1.5	3.5	2.666	
Total_SPSS_before	12	9	17	14	2.06706

SD of Posttest = $14/12 = 1.166$

From tables 3.6 and 3.7, we can say that the lowest score in the pre-test was (4.5) and in the posttest was (09) whereas the highest score was (13) in the pre-test and (17) in the posttest, i.e. with a difference of (04) only. However, the mean in the pre-test was (8.62), but it improved in the posttest and became (14), i.e. with a difference of (+5.38), which is a significant difference.

Concerning the five elements of the scoring rubric, the results were as follow. For the first element, **Clarity and Organization**, the mean was (1.708) in the pre-test and became (3), i.e. it improved with (+1.292). For the second element, **Content and Relevance**, the mean moved from (2.041) to (3.125), i.e. with a difference of (+1.084). The third element, **Tone and Professionalism**, had a mean of (1.541) in the pre-test and became (2.583), i.e. it improved with (+ 1.042). For the fourth element, **Overall Effectiveness**, the mean moved from (1.458) to (2.458), i.e. with a difference of (+1). The last element, **Grammar and Mechanics**, the mean was (1.833) in the pre-test and became (2.666), i.e. it improved with (+0.833). Hence, all the elements improved; the first one was Clarity and Organization and the last one was Grammar and Mechanics.

4.1.1. Analysis and Interpretation of Learners' Writing Scores

In order to answer the first research question and to test the first hypothesis, we opted for inferential statistics by using the parametric paired t -test. Dornyei (2007, p. 209) defines inferential statistics as "...inferential statistics are the same as descriptive statistics except that the computer also tests whether the results that we observed in our sample...are powerful enough to generalize to the whole population".

4.1.1.1. The Choice of the Paired t -test

The paired t -test is also called "the related samples t -test, ...[the] repeated measures or [the] matched samples t -test" (Zumbo & Jennings, 2002, p. 415). The paired sample t -test is used for research designs where we want to compare two sets of scores (i.e. two variables) obtained from the same group (for example, the learners' course grades in history and English) or when the participants are measured more than once (for example, test scores before and after a course). That is, this procedure examines different results obtained from the same group. (Dornyei, 2007, p. 221)

There are four assumptions which underlie the use of the paired sample t -test:

1. The dependent variable must be continuous using an interval or a ratio scale.
2. The observations are independent of one another.
3. The dependent variable should be approximately normally distributed.
4. The dependent variable should not contain any outliers.

Now, we shall consider these assumptions in relation to our data.

1. Level of measurement: The sample data should be numeric and continuous using an interval or a ratio scale. Our data is measured on an interval scale because it represents test scores which are on intervals from each other or on a continuum.
2. Independence: If the learners are independent of one another, such as the case with our learners.

3. Normality: Using a histogram, the data should look like a bell-shaped data. This assumption can be violated if the sample is large enough, i.e. more than 30 (Zumbo & Jennings, 2002), which is the case with our sample.

4. Outliers: These are rare values which appear far away from the majority of the data.

Outliers can bias the results and potentially lead to incorrect conclusion if not handled properly. One method for dealing with outliers is to simply remove them.

However, removing data points can introduce other types of bias into the results, and potentially resulting in losing critical information. If outliers seem to have a lot of influence on the results, a non-parametric test such as the Wilcoxon Signed Rank test may be used instead, which is not the case with our study.

4.1.1.2. Interpretation of the *t*-test and Testing the First Hypothesis: Inferential Statistics

The paired sample *t*-test is used to confirm or reject the first research hypothesis and to answer the first research question (RQ1).

1. RQ1: To what extent do needs-based language materials contribute to the improvement of business writing communication skills among the procurement engineers?

There are two hypotheses which answer the above research question, H0 and H1.

H0: the use of needs-based language materials would not improve participants' business writing skills.

H1: the use needs-based language materials would likely improve participants' business writing skills.

H0 is the null hypothesis, which assumes that the mean difference (μ_d) is equal to 0.

H1 is the upper-tailed alternate hypothesis, which assumes that the mean difference (μ_d) is greater than 0.

H0: $\mu_d=0$

H1: $\mu_d>0$ (upper-tailed)

Table 3.13

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Total_SPSS_before	8.6250	12	2.23734	.64586
	Total_SPSS_after	14	12	2.06706	.59671

Table 3.14

*Paired Samples t-test***Paired Differences****95% Confidence
Interval of the
Difference
Lower**

		Mean	Std. Deviation	Std. Error Mean
Pair 1	Total_SPSS_before	-5.37500	1.5059	.33215
	Total_SPSS_after			

**Paired Samples Test
Paired Differences
95% Confidence
Interval of the
Difference
Upper**

		t	df	Sig.(2-tailed)
Pair 1	Total_SPSS_after	16.183*	11	
	Total_SPSS_before			

* $p < .05$ (two-tailed) but * $p < .025$ (one-tailed)

The calculation of the value of the t -test was done using SPSS software version 23. But before calculating the t -value, we have to set a risk level, which is called the alpha level. The alpha level is used to test the significance of the test and hence to ensure that the result was not due to chance. In most social research, the alpha level (α) is set at 0.05 (Dornyei, 2007). Consequently, if the p -value sig. (2-

tailed) is lower than 0.05, (H0) is rejected and (H1) is retained. However, if p -value sig. (2-tailed) is higher than 0.05, (H0) is retained and so (H1) is rejected.

The results in table 3.14 show that the t -value was 16.183 with the significance test p -value sig. (2-tailed) at p -value $< 0, 05$. That is to say (H0) was rejected and (H1) was retained. In concrete words, the improvement in learners' writing scores was statistically significant. These results revealed then a positive impact of the learning strategies instruction on the participants both descriptively and inferentially.

However, because the SPSS computes only two-tailed tests, and as our hypothesis is directional, we have to halve the value of the p , so the p -value is 0.025, i.e. the obtained result might be due to chance in 2.5 per cent of the cases.

Effect Size

The effect size is also called “strength of association” (Dornyei, 2007). It is used in studies to measure “the magnitude of an observed phenomenon” or the strength of the relationship between variables with a number of common effect sizes, such as r^2 (ibid., p.212).

Cohen's effect size is calculated using the following formula

$$r^2 = \frac{t^2}{t^2 + df}$$

r^2 : effect size or eta squared

t^2 : the t value squared

df : degrees of freedom

Cohen (1992) has identified small, medium and large effect sizes indices; .20: small, .50: medium, and .80: large.

$$r^2 = \frac{16.183}{16.183 + 11} = \frac{32.366}{43.366} = 0.746$$

$$r^2 = 0.746$$

Hence, we have a medium effect size.

4.2. Analysis of Learners' Questionnaire

Question 01:How useful were the needs-based language materials for improving your business writing skills?

Table 3.8 : the usefulness of NBLMs for improving learner's business writing skills.

Option	Not useful	Somewhat useful	Moderately useful	Very useful	Extremely useful
Number	0	0	3	9	0
(%)	0	0	25%	75%	0

Table (3.8) demonstrates that 75% of learners see that NBLMs were very useful for improving their business writing skills. Whereas 25% of them see that NBLMS were moderately useful.

Question 02: How relevant were the needs-based language materials to your specific needs and goals for professional communication?

Table 3.9 : the relevance degree of NBLMs to achieve the specific needs and goals for learners' communication.

Option	Not relevant	Somewhat relevant	Moderately relevant	Very relevant	Extremely relevant
Number	0	0	4	6	2
(%)	0	0	33.33%	50%	16.67%

It can be noticed from the table (3.9) that half of participants' responses confirmed that the NBLMs were very relevant to their specific needs and goals, 16.67% confirmed that they were extremely relevant. However 33.33% see that the NBLMs were moderately relevant.

Question 03:How easy were the needs-based language materials to understand and apply to your writing tasks?

Table 3.10: the degree of easiness of needs-based materials to understand and apply in learner's writing tasks.

Option	Not easy	Somewhat easy	Moderately easy	Very easy	Extremely easy
Number	0	2	5	5	0
(%)	0	16.67%	41.66%	41.66%	0

The Table (3.10) indicates that 41.66% of participants respond that NBLMs were very easy to be understood and to be applied in their writing tasks, 41.66% see that NBLMs were moderately easy and 16.67% see that NBLMs were somewhat easy to be understood and to be applied in their writing tasks.

Question 04: Did the needs-based language materials address the specific challenges you face in your professional communication?

Table 3.11: learner's satisfaction about the usefulness of NBLMs

Option	Not at all	Somewhat	Moderately	Very	Completely
Number	0	0	2	8	2
(%)	0	0	16.66%	66.67%	16.66%

It can be inferred from the table (3.11) that 66.67% of learners saw that NBLMs were very useful in addressing their specific challenges that they have faced in their professional communication, 16.66% of them saw that NBLMs were completely useful. However 16.66% of learner saw that NBLMs were moderately useful in addressing their specific challenges in their professional communication.

Question 05: What areas do you think could be improved in the needs-based language materials?

Majority of learners thought that NBLMs should be extended and cover other forms of professional writing like Report, Memo and proposal and not restricted just to Email.

Question 06: Would you recommend the needs-based language materials to a colleague or friend who is looking to improve their business writing skills?

Table 3.12: learner's opinion about the recommendation of the NBLMs

Option	Yes	No
Number	12	0
(%)	100%	0%

Table (3.12) shows that the whole learners confirmed the effectiveness of the language training programs in terms of objectives.

4.2.1. Interpretation of the questionnaire

Thematic and Content analyses are used to confirm or reject the second research hypothesis and to answer the second research question (RQ2).

(RQ2): What are the participants' perceptions and satisfaction with the needs-based language materials and the training program?

- Themes related to the participants' perceptions of the effectiveness of the needs-based language materials and their experiences with improved business writing communication can be derived.
- Content analysis can provide insights into the quality and the effectiveness of business writing communication exhibited by the participants before and after the treatment

So the results obtained from the survey confirm the second research hypothesis (RH2) i.e. participants will have a positive perception and satisfaction with the needs-based language materials and the training program.

Conclusion

In the present study, we have used many tools to answer the research questions and to test the research hypotheses. The use of such tools is believed to achieve validity, reliability and consistency of the data obtained.

The score results of writing tasks, which was administered at the outset of the quasi-experiment, answered the first research question and confirmed the first research hypothesis that the use of needs-based language materials will result in a statistically significant improvement in the writing skills of participants in business writing communication.

Furthermore, we had to see the effect of NBLMs, as an independent variable, on learners' written scores, as a dependent variable. For this sake, we employed the paired *t*-test to compare between the means of the respondents before and after the study. The *t*-value at 11 degrees of freedom was significant ($t=16.183$) at the alpha level which was set at 0.025 (one tailed-hypothesis), so the result was not due to chance but to the effect of the independent variable on the dependent variable with a medium effect size ($r^2 = 0.746$). Hence, we confirmed our first hypothesis, i.e. the use of needs-based language materials will result in a statistically significant improvement in the writing skills of participants in business writing communication.

Moreover, the positive answers illustrated in the questionnaire confirm the second hypothesis of the research i.e. Participants will have a positive perception and satisfaction with the needs-based language materials and the training program.

General conclusion

In this research, we have focused on the effectiveness of needs-based language materials for enhancing business writing communication. Needs-based language materials are designed to meet the specific needs of a particular group of people, which makes them more effective in enhancing communication.

The use of needs-based language materials can help individuals to communicate effectively in a business setting by providing them with the necessary language skills, vocabulary, and grammar that are required for effective communication. This can help individuals to write clear, concise, and effective business documents, such as emails, memos, reports, and proposals.

In addition, needs-based language materials can help individuals to develop their critical thinking and problem-solving skills, which are essential for effective communication in a business setting. By understanding the needs of their audience and crafting their message accordingly, individuals can tailor their communication to be more effective and persuasive.

At the end, the study has shown that needs-based language materials are highly effective in enhancing business writing communication among non-native English speakers in the workplace. It is hoped that the findings will encourage the adoption of needs-based language materials in language training programs and the workplace, and lead to more effective and confident communicators in the business world.

Implications of the study

The implications of the study can be divided into practical and theoretical implications.

Practical implications:

1. Language training programs should focus on the specific language and writing needs of non-native English speakers in the workplace to enhance their business writing communication skills.
2. Needs-based language materials can be used as effective tools to address the specific language and writing needs of non-native English speakers in the workplace.
3. The results of the study can be used to design language training programs and materials that are tailored to the needs of non-native English speakers in the workplace.
4. The findings of the study can also be used by employers to provide language training and development opportunities for their non-native English speaking employees, which can improve their job performance and productivity.

Theoretical implications:

1. The study contributes to the existing literature on the effectiveness of needs-based language materials in language learning and development.
2. The study highlights the importance of considering the specific language and writing needs of non-native English speakers in the workplace when designing language training programs and materials.
3. The study provides insights into the factors that affect the effectiveness of needs-based language materials in enhancing business writing communication skills among non-native English speakers in the workplace.
4. The findings of the study can be used to inform future research in the field of language learning and development.

Recommendations for future research

Based on the limitations and findings of the study, the following recommendations can be made for future research:

- Expansion of the sample size: This study had a limited sample size, and future research could include a larger and more diverse sample to increase the generalizability of the findings.
- Including multiple workplaces: This study was conducted in a single workplace, and future research could include multiple workplaces to examine the effectiveness of needs-based language materials across different work contexts.
- Long-term evaluation: This study focused on short-term evaluation of the language training program. Future research could include a long-term evaluation to determine the sustained impact of the program on the business writing communication skills of non-native English speakers.

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Appendix (A)

INFORMED CONSENT FORM

Title of Study: **The Effectiveness of Needs-Based Language Materials for Enhancing Business Writing**

Communication Skills

Investigator: **Abdallah Bouzid, English Master II Student, Linguistics**

Introduction:

You are being invited to participate in a research study. The purpose of this study is to investigate the effectiveness of needs-based language materials for enhancing business writing communication skills.

Procedures:

If you agree to participate in this study, you will be asked to complete a needs analysis questionnaire and two writing tasks . The needs analysis questionnaire will ask you to provide information about your language and writing background, as well as your specific needs and goals for your professional communication. The writing tasks will ask you to write a business email based on given prompts.

After completing the writing tasks, you will be asked to evaluate the needs-based language materials by completing an evaluation questionnaire. The evaluation questionnaire will ask you to rate the relevance, usefulness, and effectiveness of the materials in improving your business writing communication skills. It will also include open-ended questions to gather more detailed feedback about your experience with the materials.

Risks and Benefits:

There are no foreseeable risks associated with participating in this study. However, you may experience some discomfort or frustration while completing the writing tasks.

The potential benefits of participating in this study include gaining a better understanding of your language and writing needs and goals, as well as improving your business writing communication skills through the use of needs-based language materials.

Confidentiality:

All data collected during this study will be kept confidential and only accessed by the investigator and research assistants. Data will be stored securely and anonymously. No identifying information will be included in any publications or presentations resulting from this study.

Voluntary Participation:

Participation in this study is voluntary. You may refuse to participate, or withdraw from the study at any time without penalty. Your decision to participate or not will not affect your relationship with the investigator or their institution.

Contact Information:

If you have any questions or concerns about this study, please contact the investigator (Abdallah Bouzid, abouzid@gse.dz).

Statement of Consent:

By signing below, you confirm that you have read and understood the information provided above, and voluntarily agree to participate in this study.

Participant's Signature: _____

Date: _____

Appendix (B)

Learners' Needs Analysis Questionnaire
UNIVERSITY OF OUARGLA
FACULTY OF ARTS AND LANGUAGES
DEPARTMENT OF LANGUAGE AND LITERATURE

Title of Study: **The Effectiveness of Needs-Based Language Materials for Enhancing Business Writing Communication Skills**

Investigator: **Abdallah Bouzid, English Master II Student, Linguistics**

Introduction:

The purpose of this questionnaire is to gather information about your language and writing background, as well as your specific needs and goals for your professional communication. Your responses will be used to tailor the needs-based language materials used in this study to your individual needs.

Instructions:

Please answer the following questions to the best of your ability. There are no right or wrong answers, and all information you provide will be kept confidential.

Section one: General information

2- Gender: Female Male

Section two: interests and importance

1. What is your first language?

.....

2. How long have you been learning English?

.....

3. What is your current level of English proficiency?

.....

4. What types of professional communication do you engage in regularly? (check all that apply)

• Emails

• Reports

• Memos

• Proposals

• Other (please specify) :

5. How frequently do you engage in each of these types of professional communication? (check one for each)

- Rarely
- Occasionally
- Frequently
- Very frequently

6. What are your specific needs and goals for your professional communication? (please provide as much detail as possible)

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

7. What challenges do you currently face in your professional communication? (please provide as much detail as possible)

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

Thank you for taking the time to complete this questionnaire. Your responses will be used to create materials that are tailored to your individual needs and goals.

Appendix (C)

Learners' Writing Tasks

**UNIVERSITY OF OUARGLA
FACULTY OF ARTS AND LANGUAGES
DEPARTMENT OF LANGUAGE AND LITERATURE**

Title of Study: **The Effectiveness of Needs-Based Language Materials for Enhancing Business Writing Communication Skills**

Investigator: **Abdallah Bouzid, English Master II Student, Linguistics**

Introduction:

The purpose of this writing task is to assess your current level of business writing proficiency. Please complete the task to the best of your ability, using the instructions provided.

Task 01:

Write a professional email to a vendor requesting a quote for a product or service.

Instructions: You are a procurement engineer for a manufacturing company, and you need to request a quote from a vendor for a specific product or service. Your email should be professional and clearly communicate your requirements, as well as any relevant details such as quantity, delivery timeline, and payment terms. Be sure to use appropriate language and tone, and follow standard email formatting and etiquette.

Objective:

This writing task aims to evaluate the effectiveness of needs-based language materials in enhancing the procurement engineer's ability to write clear and effective business emails. It also assesses their understanding of business email etiquette and their ability to communicate effectively with vendors to obtain the necessary information and negotiate favorable terms.

Appendix (D)

Learners' Evaluation Questionnaire
UNIVERSITY OF OUARGLA
FACULTY OF ARTS AND LANGUAGES
DEPARTMENT OF LANGUAGE AND LITERATURE

Title of Study: The Effectiveness of Needs-Based Language Materials for Enhancing Business Writing Communication

Investigator: Abdallah Bouzid, English Master II Student, Linguistics

Introduction:

The purpose of this questionnaire is to gather your feedback on the needs-based language materials used in this study. Your responses will help us to evaluate the effectiveness of the materials and identify areas for improvement.

Instructions:

Please answer the following questions to the best of your ability. There are no right or wrong answers, and all information you provide will be kept confidential.

1. How useful were the needs-based language materials for improving your business writing skills?
 - Not useful
 - Somewhat useful
 - Moderately useful
 - Very useful
 - Extremely useful

2. How relevant were the needs-based language materials to your specific needs and goals for professional communication?
 - Not relevant
 - Somewhat relevant
 - Moderately relevant
 - Very relevant
 - Extremely relevant

3. How easy were the needs-based language materials to understand and apply to your writing tasks?
 - Not easy
 - Somewhat easy
 - Moderately easy
 - Very easy
 - Extremely easy

4. Did the needs-based language materials address the specific challenges you face in your professional communication?

- Not at all
- Somewhat
- Moderately
- Very
- Completely

5. What areas do you think could be improved in the needs-based language materials? (please provide as much detail as possible)

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

6. Would you recommend the needs-based language materials to a colleague or friend who is looking to improve their business writing skills?

- Yes
- No

Thank you for taking the time to complete this questionnaire. Your feedback will be used to evaluate the effectiveness of the needs-based language materials and identify areas for improvement.

ملخص

الهدف من هذه الدراسة هو التحقيق في فعالية المواد اللغوية القائمة على الاحتياجات في تعزيز التواصل الكتابي للأعمال. تستخدم الدراسة تصميمًا شبه تجريبيًا مع تصميم مجموعة واحدة قبل الاختبار البعدي ، حيث تتلقى المجموعة التجريبية برنامج تدريب لغوي يستخدم مواد لغوية قائمة على الاحتياجات مصممة لتلبية احتياجاتهم اللغوية المحددة واحتياجاتهم وأهدافهم الكتابية. المشاركون هم اثنا عشر مهندس مشتريات يعملون في شركة ج س ا في حاسي مسعود. تتضمن الدراسة أربع مراحل: تحليل الاحتياجات ، والتدخل ، ومهام الكتابة ، والتقييم. تتضمن مرحلة تحليل الاحتياجات جمع المعلومات حول احتياجات وأهداف المشاركين اللغوية من خلال استبيان تحليل الاحتياجات. تتضمن مرحلة التدخل تسليم برنامج التدريب اللغوي للمجموعة التجريبية على مدى أسبوع واحد ، والذي ينظمه قسم التدريب في شركة ج س ا تتضمن مرحلة مهام الكتابة تقييم قدرة المشاركين على الكتابة قبل التدخل وبعده من خلال مهام الكتابة (الاختبار القبلي والاختبار البعدي). تتضمن مرحلة التقييم إدارة استبيان تقييم للمشاركين لجمع التعليقات حول تجربتهم وتقييم فعالية التدخل. من المتوقع أن تقدم الدراسة نظرة ثاقبة حول فعالية المواد اللغوية القائمة على الاحتياجات في تعزيز التواصل الكتابي للأعمال وإبلاغ تطوير برامج التدريب اللغوي للموظفين في سياق الأعمال.

ABSTRAIT

L'objectif de cette étude est d'étudier l'efficacité des supports linguistiques basés sur les besoins dans l'amélioration de la communication écrite en entreprise. L'étude utilise une conception quasi-expérimentale avec une conception de groupe pré-test-post-test, le groupe expérimental recevant un programme de formation linguistique qui utilise du matériel linguistique basé sur les besoins conçu pour répondre à leurs besoins et objectifs spécifiques en matière de langue et d'écriture. Les participants sont douze ingénieurs achats travaillant à la société GSE à Hassi Messaoud. L'étude comprend quatre phases : l'analyse des besoins, l'intervention, les tâches d'écriture et l'évaluation. La phase d'analyse des besoins consiste à collecter des informations sur les besoins et les objectifs linguistiques des participants au moyen d'un questionnaire d'analyse des besoins. La phase d'intervention consiste à délivrer le programme de formation linguistique au groupe expérimental sur une durée d'une semaine, organisé et par le service Formation de la société GSE. La phase des tâches d'écriture consiste à évaluer la capacité d'écriture des participants avant et après l'intervention à travers des tâches d'écriture (prétest et posttest). La phase d'évaluation consiste à administrer un questionnaire d'évaluation aux participants pour recueillir des commentaires sur leur expérience et évaluer l'efficacité de l'intervention. L'étude devrait donner un aperçu de l'efficacité du matériel linguistique axé sur les besoins pour améliorer la communication écrite en entreprise et éclairer l'élaboration de programmes de formation linguistique pour les employés dans le contexte des affaires.