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Designing ESP course: Setting Objectives for Business Learners.

The Case of Career Centre Business Learners at Ouargla University

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Dedication

I dedicate this work to my beloved parents, my brothers, my sister, my grandmother, my friends, and to all the gorgeous people who helped us with their comments and fruitful advice.

In the memory of my grandfather *Gueziz Abed Alazize*

GUEZIZ Mohamed Abd-Alaziz

I dedicate this modest work to my parents who taught me the meaning of scarifies and patience. To all my teachers. To my dearest wife for her support and patience. To my kid (the gift of God) Abdessabor. To my sisters and brothers. To all my friends for their encouragement and advices to accomplish this work.

KHERFI Bachir

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All praise is due to Allah

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Abstract

The expansion of business has led to the growth of Business English teaching (BET), the aim of which is to design an ESP course that best meets learner's needs and expectations. The current study sheds lights on setting objectives as a corner stone for an ESP course design; it examines the effectiveness of the course objectives offered by Career Centre at Ouargla University in learning English. It is a descriptive study based on a mixed method. On the one hand, it is qualitative as it looks for teachers' opinion and experience. On the other hand, it is quantitative in the sense that it provides statistic data on learners' opinion and expectations. The results reveal that learners' needs are not well considered. Nevertheless, teachers at the Centre argue that learners should be involved in setting objectives. In other words, setting course objectives should be the outcomes of needs analysis. Further, objectives determine course content, materials, and evaluation procedures. In addition, findings show that the courses offered at the Centre are based on ready-made materials. As a result, these courses are not so effective. The current study posits insights for Career Centre teachers to offer more effective business courses. Further studies are required to best evaluate these courses by using other data collection tools such as classroom observation and feedback evaluation.

List of Abbreviations

BE: Business English

BET: Business English Teaching

CLT: Communicative Language Teaching

EBP: English for Business Purposes

EGBC: English for General Business Communication

ELT: English Language Teaching

ESBC: English for Specific Business Communication

ESP: English for Specific Purposes

GE: General English

NA: Needs Analysis

PS: Present Situation

PSA: Present Situation Analysis

SLT: Second Language Teaching

TS: Target Situation

TSA: Target Situation Analysis

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الملخص باللغة العربية

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01. Introduction

The growth of the leading countries between the 60s and 70s in economic and technological power has increased the demand for a medium of communication (Rogerson, 2006). In other words, a particular language that facilitates cooperation between nations and countries is needed for the sake of delivering goods and supplies (ibid). English as the native language of the most powerful countries such as the USA and the UK has increasingly been used for business. Teachers in non-speaking English countries are asked to teach English to carry out business activities (Bracaj, 2014).

Moreover, learning the new language attracts learners' attention as it enables them get jobs (ibid). As a result, courses in English including textbooks, tips, manuals, etc were compiled and directed for non-English learners. These learners are aware of their needs and reason for learning. This awareness generated the field of ESP: a branch of ELT that is concerned with teaching and learning English for special purposes related to human professional activities (Hutchinson and Waters, 1987). Thus, the occupational purposes are the main subject for ESP practitioners.

In ESP, the designing of a particular course is based on the analysis of learners' needs. One of the main areas that characterize the foundation of ESP courses is the business one (Chenyiic, 2010). Business English courses are taught to meet certain professional needs such as improving the employability of job-experienced learners, developing communicative skills including (writing, listening, speaking, and reading) of university or school students who intend to follow a business career (Ellis and Johnson, 1994).

Analyzing both the present situation (PS) and the target situation (TS) of ESP learners is a fundamental process in business context. Present situation analysis (PSA) helps the teacher to identify the learners' communicative level. Whereas, target situation analysis (TSA) guides the teacher to determine the objectives of the course before the planning (Frendo, 2005). Further, specifying goals and objectives is a main step in designing business courses as they are outcomes of needs analysis that determine the content, teaching method, and materials (Hutchinson and Waters, 1987). Setting effective business courses is the prime concern of this study. Moreover, effective business courses are a result of integrating learners' needs and expectations in course planning.

02. Aims of the study

The study aims at setting insights into ESP course design, its stages, approaches, principles, and some issues. It also stresses the significance of setting objectives in designing ESP courses. Moreover, research is intended for ESP teachers to take into account these insights when designing a business course and mainly setting objectives. In addition, it highlights the effectiveness of learners' participation in determining the objectives to improve their motivation to learn. Finally, the study is conducted first to show if the English Business courses offered at the Career Centre of Ouargla University to business learners meet their potential needs, and second if the courses presented are effective and relevant.

03. Statement of the problem

In non-English speaking countries, English is taught for both general and specific purposes. The courses offered via schools or faculties in English serve particular needs, considering what English is needed and for what purposes. This is what characterizes ESP

courses; the specificity of needs and of learners. The current study examines the case of students from different Departments and Faculties of Ouargla University who take Business English courses at the Career Centre. In this regard, our study intends to investigate the effectiveness of ESP course design in terms of objectives and learners' needs. In a nutshell, the study investigates the extent to which the objectives of the courses within the area of EBP are effective and relevant to learners' needs.

04. Objectives of the study

Our research is based on the following objectives:

- To show that taking into account learners' needs and expectations plays an important role in setting effective course objectives.
- To prove that learners' involvement dœs enhance their motivation to learn.
- To emphasize that business courses offered in the Career Centre are effective.

05. Research questions

On the basis of objectives set above the following questions are asked:

- How dœs learners' involvement help in setting objectives?
- Dœs learners' involvement enhance their motivation to learn?
- Are the courses offered in the Career Centre effective in terms of objectives?

06. Research Hypothesis

From the above questions, we hypothesize that:

- Effective course objectives are best achieved through learners' involvement.

- Learners' consultation in setting course objectives enhances their motivation to learn.

- Business courses offered at the Career Centre of Ouargla University are effective in terms of objectives and compatibility with learners' profession needs and expectations.

07. Research Organization

The present study is divided into general introduction and three (03) chapters. General introduction includes introduction, aims of study, statement of research, objectives of the study, research question, research hypothesis, research organization, limitation of the study, and definition of keywords. Chapter one introduces ESP course design. It discusses the definition of course design, its steps, its approaches, its principles, and its issues. Chapter two sheds light on the area of business English teaching and the importance of setting objectives for business course as a main stage. In addition, the chapter accounts for principles that characterize business courses, the role of needs analysis in business context, business syllabus and materials, and evaluation procedures. The third chapter tackles the methodology of the research: data instrument procedures and finding analysis.

08. Limitation of the Study

In this study we have used a questionnaire and an interview to collect data. Though these are useful data collection tools, learners' misunderstanding of the questions or our analysis of the teachers' answers may affect the findings. In addition, most of the learners are either beginners or intermediate, so once getting an advanced level, learners may change their opinions visavis the courses offered by the Career Centre. Thus, further investigation is required using other data collection instruments like focus group, dairy observation. [Analyzing the courses themselves may be the most effective way to evaluate them.]

09. Definition of keywords

ESP: ESP is an acronym which stands for teaching English for Special Purposes which is related to a certain field of human activity (Wright, 1992:3). It is concerned with the teaching of specific genres based on the analysis of learners' needs. Macky and Mountford (1978:3) define ESP as the 'specific language' that takes place in specific context by certain users or participants who in most cases are adult learners (Qtd in Haddam, 2015). ESP is neither a method nor a product, rather it is an approach to language teaching and its aim is to find out the reason for why a particular group of learners want to learn English (Hutchinson and Waters, 1987).

Course Design: Hutchinson and Waters (1987:65) define a course as "**An integrated series of teaching-learning experiences, whose ultimate aim is to lead the learners to a particular state of knowledge**." So, it is a process of planning and setting up courses for the sake of learning a language. Thus, language courses whether ESP (English for Specific Purposes) or GE (general English) courses are well established through a number of steps: the outcomes of needs analysis, determining the goals and objectives, conceptualizing the content, selecting and developing materials, organizing the content of the syllabus, and evaluating (Graves, 1996, Qtd in Xenodohidis, 2002: 1).

Needs analysis: Brown (1995) defines needs analysis as "**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**". The teachers of ESP usually carry out an analysis of learners' needs by asking several questions in order to figure out the different positions of the learning situation as to know the level of learners in terms of

communicative competence and the targeted level that they want to master to meet their professional aims (Frendo, 2005).

Objectives: In general, objectives are individual goals that a person or a company, etc aims to achieve in terms of time and objectives. They are more specific and measurable. In ESP, objectives underlie any business course and they stand as the basis for designing effective courses and evaluating performance (Online Business Dictionary.com). May, 2016.

Effectiveness: The degree to which objectives are achieved and the extent to which targeted problems are solved. Effectiveness means "doing the right thing" (Online Business Dictionary.com). May, 2016.

Chapter One

CHAPTER ONE

Chapter One: ESP course design

Introduction………………………….

2.1. Definition of ESP Course Design

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Introduction

In countries where English is a foreign language, people do not use English in their daily life. One common way to use it is in particular occasions like workplaces or academic quarters. This is a reason behind the flourish of ESP teaching. ESP aims at satisfying learners' needs. In these situations this cannot be achieved unless a specific course is designed for this purpose. Designing a course is a challenging task as it concerns adult learners who wish to use English as a non-native language for their personal purposes.

This chapter sheds light on some notions that may facilitate the task for course designers. This includes: course design definition, steps in designing a course, approaches to ESP course design, principles of course design, and issues in designing an ESP course.

1.1. Definition

In the context of ESP, course design is a process of collecting data to prepare effective tasks, activities, and to create the most appropriate context for ESP learners to achieve their goals. According to Richards (2001), ESP learners' needs and expectations should be given more attention. So, course design is a negotiating process in which learners play an essential role. Thus, it is concerned primarily with how much design should go into a particular course, that is, how much to be negotiated with learners (Umera, 2011:82). In other words, course design is not a teacher-centered approach. Rather it is an ongoing process based on collecting the maximum information about teaching and learning experiences (Hutchinson & Waters, 1987). It is a cyclical process, a progressive and dynamic operation which aims at providing learners with needed knowledge to use language in their particular career. It is a hard task for ESP developer to carry out this process because it is a learner- centered approach, and it is not always easy to identify learners' needs and expectations (Haddam 2015:49-50).

1.2. Steps in ESP Course Design

In order to design an ESP course, course developers process it through a series of steps. In general occasions designing a course should be based on the following stages: needs analysis, setting goals and objectives, teaching theory, content and syllabus design, material selection and evaluation (Xenodohidis, 2002. Raluca, 2002).

1.2.1. Needs Analysis

It is said that ESP is essentially concerned with the reason why the learners learn a language. Therefore, it must be given special attention. The term ' need ' has been defined differently by many scholars. According to Hutchinson and Waters (1987:54) ' language needs' is the core of learners' language centered- approach to course design. That is to say, the ability to comprehend and / or produce the language. In ESP settings, learners' needs are not just language centered but they are more related to the context and learning process. Consequently, Hutchinson and Waters (1987:54-58) suggest two prospectives 'target needs' and ' learning needs'. The former is regarded as 'necessities' (what the learner needs in order to function effectively in the target situation). 'Lacks' involve the gaps between required proficiency and the learner actual level. 'Wants' are learner's objectives to attend an ESP course. The latter concerns the knowledge and abilities required to perform the required degree of competence in the target situation (ibid). Moreover, Brindley (1989) describes needs as subjective or objective, process- oriented or product- oriented. Needs are described as perceived or felt needs by Berwick (1989). Generally speaking, needs can be study, job requirement, institution or society desire or personnel aims and objectives, etc (Robinson 1991:7- 8).

Needs analysis is the process of gathering necessary data for an effective ESP course that satisfies learners needs as suggested by Dudley Evans and St John (1998) needs analysis is the process of establishing the what and the how of the course. They also, explain that needs analysis is the corner stone of ESP (p.121-122).

To obtain data that can be a solid platform for course design, various methods should be used simultaneously. Jordan (1997) posits some methods like advanced documentation, tests, self-assessment, observation and monitoring, structured interview, diaries evaluation, questionnaires etc. Hutchinson & Waters (1987) support the use of multi data collection methods to target differences between learners in an ESP class. It is useful to check and re-assess conclusions drawn up from needs analysis since the latter is an ongoing process.

1.2.2. Specifying Goals and Objectives

After conducting needs analysis, the course designer has to determine goals and objectives of the course. In other words, what is wanted from a course and why the learners attend this course. Goals and objectives should be the outcomes of needs analysis (Hutchinson & Waters, 1987). In this regard, Brindley (Qtd in Johnson, 1989:63) states that needs analysis is a vital pre-requisite to the specification of language learning objectives. It is important to have clear and adequate goals/ objectives of a course on which the remaining steps are set up (Haddam, 2015:48/50).

In ESP, goals are directed towards developing learners' communicative competence. According to Corder (1973), syllabus is related to the learner or to the society. In other words, objectives should be what the learner wants for the purpose of his social behavior. Chenyiic (2010) goes deeply into saying that ESP is concerned with communicative approach

according to which the communicative goals are the prime concern. He adds that the communicative goal is suitable for ESP learners because they utilize English in real situations.

1.2.3. Teaching theory

After setting objectives, the following step is to determine the appropriate approach within which goals are achieved. Communicative language teaching (CLT) becomes the most dominant trend in the field of second language teaching (SLT). It implies that communicative competence "the ability not only to produce well-formed sentences but to know how and when to use these sentences" (Richard Platt & Platt, 1998). Responding to this new trend, ESP puts the practical concerns at the first place. Learners are motivated when they learn through tasks and problem solving activities. CLT can be supported by some principles from other approaches. To put it in another way, the teacher should be eclectic when applying a method or a technique according to the learners' needs and objectives. Hutchinson & Waters (1987:51) state that "It is wise to take an eclectic approach, taking what is useful from each theory and trusting also in the evidence of your own experience as a teacher". Umera (2011:50) goes further in giving the opportunity for the teacher to integrate more than one method for communicative purposes. He sees that CLT is an eclectic approach. Therefore it is the most proper method in ESP teaching context where the teacher should extract from the available teaching methods what suits learners' needs and expectations.

1.2.4. Content/Syllabus Design

This step involves what will be in the course and how it will be organized. Needs analysis and objectives offer crucial insights on what to include in a course and how to organize it. Firstly, in a content- based instruction, language knowledge and proficiency should not be neglected as they play an important role in the learning process (Stephen et al,

1997). Secondly, the content should include one topic/theme or more, how to integrate them and in which order. This idea is referred to as syllabus. Hutchinson & Waters (1987:80) define the syllabus as "A document which says what will (or at least what should) be learnt". Usually, a syllabus takes a form of classified list of what component should be put, and in what order. This would be from a general to a particular, and vice versa or from known to unknown depending on the most needed skill that the learners want to develop. In other words, defining first the need of the learners by identifying what they need to be able to do, then designing the syllabus accordingly, .i.e. communicating within a certain context would be the general aim of any language user, so the syllabus should include the discourse that the learners are expected to communicate in the target situation (Frendo, 2005).

 In ESP, the issue is not which syllabus to choose but how to integrate more than one syllabus in order to keep learners motivated and to enhance the learning process (Swan, 1990 qtd in Robinson, 1991:28).

1.2.5. Material selection

The current step in designing an ESP course is the selection of appropriate materials, so that the teacher can present the course effectively. Materials can be newspapers, magazines, TV/Radio programs, user manuals, literature, songs, etc (Gardner & Miller 1999). According to Hutchinson & Waters (1987), it is a process of turning the course into intelligible teaching materials through the implementation of the following tasks: materials evaluation, materials development, and materials adaptation. This work should be done by professional specialists mostly teachers with full experience in the teaching of ESP courses. Evaluation is a process of collecting information from students' perception towards the teaching materials and learning context/process. It is based on a selection from existing materials what matches and serves the

needs of the students. It gives the teacher the opportunity to revise the effectiveness of ready-made materials developed by ESP specialists (ibid).The process of materials evaluation is divided into four major steps: defining criteria, analyzing, selecting, and applying. The first step is a process of gathering information about the following criteria: who are the audience, what is the aim of materials used, the content selected, and the methodology followed. The second step is an analysis of the materials already developed in terms of advantages and disadvantages. After the analysis, the results will guide the teacher to decide and/or select which materials are best meet learners' needs. After that, the last step is to apply those selected materials in the classrooms as authentically as possible (ibid). Developing materials is a task done by the ESP teacher personally by writing his own materials. The latter should be authentic simply because authenticity is one of the key characteristics of ESP teaching (Basturkmen, 2010). The term 'authentic' denote that the materials that will be used in the classroom including the tasks, activities, and texts are not designed for the purpose of language teaching and learning (ibid). Harding (2007) suggests some notes concerning this matter.

- Use context, texts and cases from students' target situation.
  - ➢ This will put the students in contact with the language use and actual matters/topics discussed in real circumstances.
- Exploit authentic materials that students use in their specialism.
  - ➢ This will prepare students to work with similar materials in the workplace
- Make the tasks authentic as well as the texts.

> ➢ By developing activities and involving students into simulated job functions (Harding, 2007 QTD Basturkmen, 2010).

The last task in the selection of materials is based on adaptation of existing materials by modifying some of them if necessary. The teacher can add or delete some items according to what best serve and match learners' needs. In addition to adding and deleting there are also other techniques as Madsen and Bowen (1978) state "*every teacher is in a very real sense an adapter of the material he uses. He or she may employ one or more of a number of techniques: supplementing, editing, expanding, personalizing, simplifying, modernizing, localizing or modifying cultural/situational*". The ESP teacher is expected to provide a suitable teaching material so that learners would respond positively and be active rather being passive in the classroom as well as the learning process.

1.2.6. Evaluation

Evaluation is the last step in course design. Hutchinson and Waters (1987:144) state that "*ESP is accountable teaching*". ESP courses are not free courses, attendance is obligatory, and evaluation is of a great concern to measure the effectiveness of these courses. In other words, sponsors, learners, company managers … invest time and money to achieve a particular ESP course objectives. Thus, they expect to get a payback, they expect to get better results. Evaluation in this case will provide a kind of a feedback from the learners about course effectiveness. To access the evaluation process two procedures are introduced: a learner assessment and course evaluation (ibid).

Learner assessment: Language courses are built on learners' performance. These courses progress if the evaluation shows positive results on learners' ability to perform the required tasks towards course objectives. Learners are assessed before and after the end of the course to see if the goal of enabling learners to do a particular communicative function with

language has been achieved or if there are still some inadequacies. This will provide for sponsors, teachers, and learners a chance to make a decision about language requirement as to decide whether to make an adjustment or modification concerning the methodology followed, language content… or if there is a need for extra hours for the courses and so on (ibid).

Course evaluation: is concerned with the effectiveness of ESP course itself. This is to decide whether the course objectives first match up learners' needs and second if the objectives have been achieved explicitly. In other words, the ESP course has a job to do which is leading learners to do a function with language. Thus, evaluation is done to emphasize that the course mission was accomplished or not (ibid).

Evaluation can be done for many purposes some of which are:

- To give learners opportunity to show what they have learnt and what they can do with the language in real situations.
- To get opinions on the learner's progress and to help the teacher to confirm assessment and make decisions.
- To provide some standardization by which performance and progress will be judged. Douglas (2013:367/368).

1.3. Approaches to Course Design

1.3.1. Language-centered approach

It concerns developing linguistic competence required in the target situation. According to Hutchinson & Waters (1987:100), a syllabus based on language-centered approach highlights the linguistic structures of the discourse. Technical words and scientific terminology are the focus. Lexis helps participants to communicate effectively in their subject

(Swan, 1990 qtd in Umera, 2011). This approach looks logical. However, it has some shortcomings; it neglects many factors that come into play in the learning process. These factors include learners' interests, motivation, social background, etc. Moreover, the approach was criticized as being structure-centered as it gives much importance to linguistics forms rather than developing the skills that enable the learner to communicate effectively in the target situation (Hutchinson & Waters, 1987:66-68). These skills are the concern of the next approach.

1.3.2. Skill- centered approach

Skills are abilities people must have to be competent enough in a language. In other words, the main purpose of this approach is to collect all skills that might be used in the target situation. Unlike the language-centered approach, the skill-centered approach treats learner as a language user not as a learner of a language. It is, also a useful means for the teacher to discover potentials and abilities learners bring to the classroom, but in facts it has weaknesses as it fails to handle the learning needs (Hutchinson and Waters, 1987).

1.3.3. Learning- centered approach

Hutchinson and Waters (1987:73) offer a new approach called Learning-centered approach. They argue that language-centered and skills-centered approach relate the process of learning to the analysis of the target situation as a background. However, it is one factor among others that control the learning process. They add that learners' needs are both target needs and learning needs. The former concerns what the learner needs to do in the target situation. They are broken down into necessities, lacks and wants. The latter concerns all other factors affecting the learning process: Learner's attitude and expectations, social

background, age, gender, etc. In brief, learning is a social process that considers the teacher,

the learner, materials, and tasks through which the content can be learnt.

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┌─────────────────────┐              ┌─────────────────────┐
│  Identify learners' │              │  Select theoretical │
│                     │              │                     │
│  target situation   │              │  views of language  │
└─────────────────────┘              └─────────────────────┘
           │                                    │
           ▼                                    ▼
       ┌───────────────────────────────────────────┐
       │  Identify linguistic features of target    │
       │                                            │
       │              situation                     │
       └───────────────────────────────────────────┘
                          │
                          ▼
              ┌─────────────────────────┐
              │     Create syllabus     │
              └─────────────────────────┘
                          │
                          ▼
          ┌─────────────────────────────────┐
          │ Design materials to exemplify    │
          │           syllabus               │
          │             items                │
          └─────────────────────────────────┘
                          │
                          ▼
    ┌───────────────────────────────────────────────────┐
    │ Establish evaluation procedures to test acquisition │
    │            of syllabus                              │
    │                 items                               │
    └───────────────────────────────────────────────────┘
```
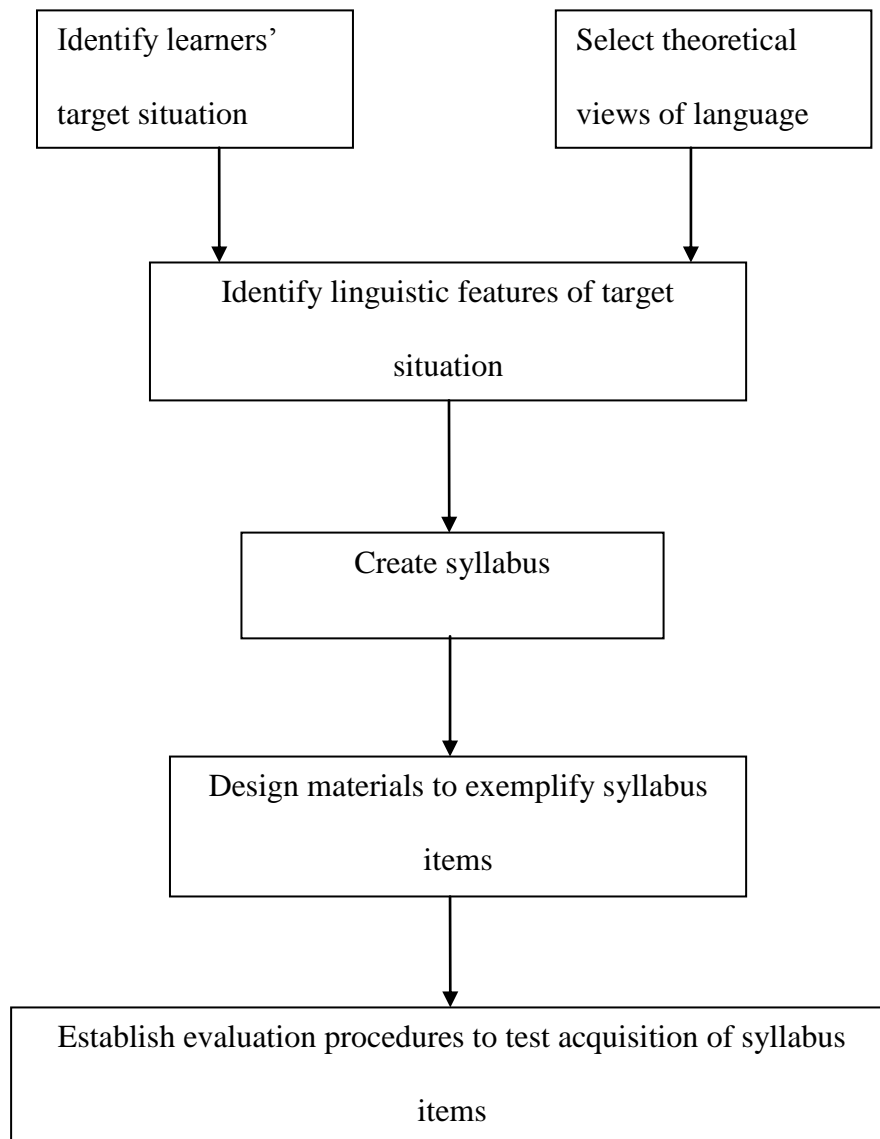
Figure 1.4.1: a language-centered approach to course design adopted from Hutchinson

and Waters (1987)

1.4. Principles in Course Design

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

- The content.

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

- The method.

The method should be suitable in case of a specific teaching situation, taking into account the content, and the native language of the learner. In other words, the information gained from the comparison between first language (L1) and second language (L2), and the techniques used in (L1) in learning a new subject help the teacher to choose the appropriate teaching method (ibid).

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

- The syllabus

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

1.5. Issues in Designing ESP Course

Reviewing ESP literature reveals controversial points that need much and careful attention from the course designer. Here are some of them:

1. The identity of the ESP teacher

There is a debatable discussion on whether the ESP teacher is a language teacher or a specialist in the class field. The former, possesses the required knowledge for language course design but he/she lacks the experience in the field. The latter, in spite of having knowledge of the field and the experience of being an ESP learner he/she has neither willingness nor time to teach. In addition, the experience is not a solid evidence for his/her ability to teach. Thus, one solution to this problem is to adopt the team-teaching approach (Dudley-Evans & St John, 1998). It is a collaborative approach whereby the English teacher with ESP teaching experience co-operates with the field specialists deciding upon course goals, content, or even teaching together in the class (Anthony, 2007:1-2)

2. The required communicative skills in the learners' future career

It is a hard task for the course developer to predict all the abilities and to integrate them into an effective syllabus. Cummins (1979) proposed a dichotomy to deal with these abilities: professional communication skills and every day communication skills (qtd in Gathouse, 2001). The first refers to the ability to communicate in academic settings, and the second refers to the informal communication between people in daily life. Gathouse (2001) provides three abilities: the ability to use the jargon of that specific occupation, the ability to use more

generalized academic skills which are related to culture (Kramsh, 1998), and the ability to communicate in informal talks.

3. General English vs. professional English

ESP learners should have normally acquired general English (GE). They attend the course to learn specific content of their specialties. In reality, they still need some general academic skills for effective communication. Therefore, the instructor has to make the balance between general language skills and the content to enhance the learner's communicative competence and to keep them motivated (Gathouse ,2001).

4. A mixed ability class.

It is rare to find homogeneous group of learners in one class. In other words, learners are different in terms of experience in the workplace with language proficiency, cognitive abilities, etc. The solution for the course designer is to establish a minimum level of language proficiency (Yogman & Kaylani, 1996 QTD in Gathouse, 2001). Moreover, Olshtain and Celce-murcea (2006) apply one of the features of the discourse community proposed by Swan (1990) in the classroom: a discourse community has a threshold level of members with suitable degree or relevant content discourse and expertise (Qtd in Schiffrin et al., 2001)

1.6. Conclusion

This chapter has tackled the definition of ESP Course Design. It has discussed steps and principles that the course designer should take into consideration during the process. Then, it has examined some key issues corresponding to course design. To sum up, course design is a systematic process aiming at achieving learner's purposes for attending the course. Comprehensive needs analysis is a necessary initial step and valid, reliable evaluation based on designed objectives which is the last one in the framework (Hutchinson & Waters, 1987.

Dudley-Evans, T. & St-John, 1998). Course design is a challenging task; it can be effectively achieved only by a collaborative work. Therefore, reaching learner's purposes stand as a key element to evaluate course effectiveness. For the ESP teacher it is like a risky journey that can be enjoyable only if the passengers participate positively in solving encountered problems.

Chapter Two

CHAPTER TWO

Chapter Two: Business English Teaching and Objectives

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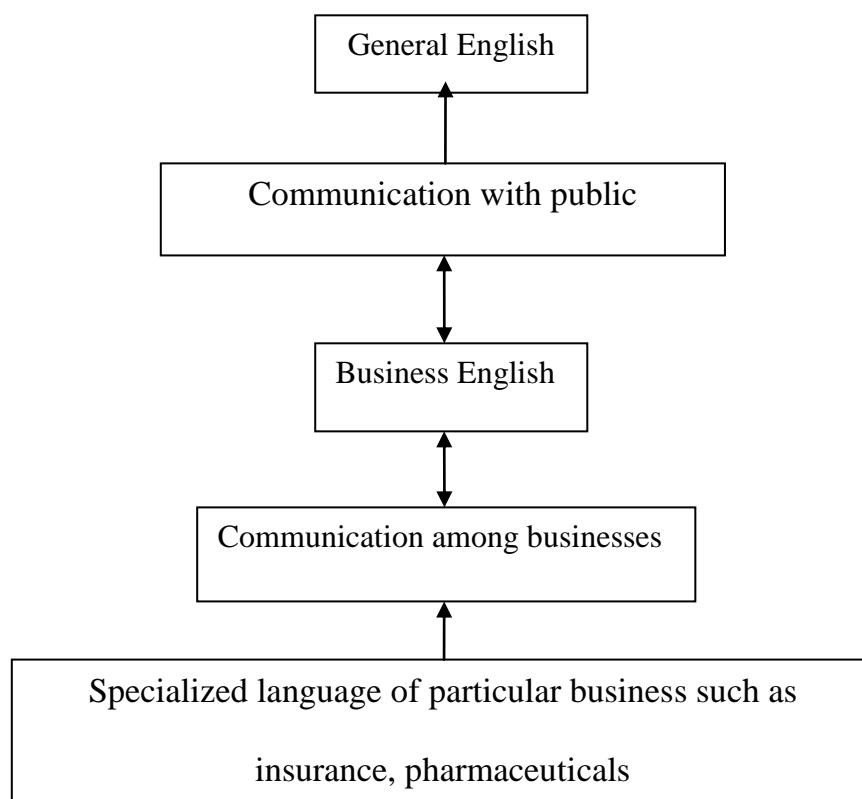2.8. Conclusion …………………………………………………………………

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 three sections. The first one exposes some key notions about business English teaching (the definitions of business English, its characteristics and the role of needs analysis in business context). The second one focuses on the significance of setting objectives as the main step in designing a business course. It also highlights the types, benefits, characteristics of effective objectives, and the third concerns with the main steps that follow business objectives i.e. designing the syllabus, selecting materials, and the evaluating process.

2.1. Business English

2.1.1. 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.

From a critical point of view, Dudley-Evans and St John (1998) see that BE is difficult to define; yet they adopted Pickett's diagrammatic representation to define it (Pickett, 1986 as cited in Dudley-Evans & St John, p55.).

General English

Communication with public

Business English

Communication among businesses

Specialized language of particular business such as insurance, pharmaceuticals

(Pickett's Diagram 2.1.1.Definition of BE Adopted from Dudley-Evans & St John, 1998, p.55)

From the diagram we can see that there are two aspects of communication in BE: English for general business communication (EGBC) and English for specific business communication (ESBC). The former occurs in contexts where we communicate with ordinary

people about business matters. The latter, represents the highly professional communication which is common within a company or among companies (ibid). However, Dudley-Evans & St John claim that Pickett's definition do not cover all the business activities that are run today in the world of business, business English includes all aspects of communication skills when doing business activities like buying and selling, exchanging and exploiting resources, cooperation and negotiation (Frendo, 2005). Furthermore, business English is composed of three varieties of language (ibid).

1- Everyday English

2- General business English

3- Specific business English

From the previous definition it is noticeable that BE like any other variety of ESP is a need-based of a particular purpose and its teaching is "a *needs-directed teaching in which as much as possible must be job-related, focused on learner's needs and relevant to them*" (Čepon, 2005, p.46).

What is special about BET is that, as Donna (2000) claims, it gives the teacher chance to recover student's immediate needs for English. In other words, the value and prominence of getting job for most people stands in one way with BE since the latter addresses student's professional needs, she (ibid) said that it is something worthwhile and wise to make a real difference to your students' day to day experience.

To sum up, BE is like any other variety of ESP concerned with learners' immediate needs who can be adults working, preparing to enter the world of business, or students specialized in the field of business. Thus, business English is needed for the following purposes: First, companies organize business English courses to improve the communicative

skills that job-experienced learners need to perform their jobs effectively. Second, it is needed to facilitate communication among business men from different cultural background. Last, it is taught at universities and private schools to prepare learners for future career.

2.2. The role of Needs Analysis (NA) 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).

2.3. 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.

2.4. Business Objectives

2.4.1. Setting Objectives

After gaining comprehensive data from needs analysis, the teacher is in the best position to determine course aims and objectives. First, a distinction should be made between aims and objectives. The former, refers to the broad goals of a course. The latter, state specifically what the learner will be able to do at the end of the course (Frendo, 2005:42). Business course objectives can be expressed in terms of learners' performance or business objectives. Learners' performance refers to language skills and abilities that learners are expected to possess at the end of the course. Whereas business objectives reflect the positive results that learners' performance provides to business situation (ibid).

2.4.2. Characteristics of Good Objectives

Business objectives are generally stated in behavioral objectives (Sharp, 1998). They consist of four components: level of performance, action verb describes observable measurable acts that the learner will be expected to do , conditions under which learning take place, and audience i.e. pre-experienced learners or employers (ibid).

Effective objectives should be specific, measurable, achievable, relevant, and time bound (Frendo, 2005) Objectives are specific that is, they state exactly what the learners will do rather than what they must understand (ibid). They are measurable in the sense that they contain an action verb or behavior that can be easily evaluated quantitatively or qualitatively to know the extent to which learners have achieved them (Sharp, 1998). They are achievable. That is to say, objectives should state a level that can be compatible with learners' level, the available time, as well as the conditions under which the training takes place (Lowe, 2009).

Objectives are relevant to the broad aims of the training, learners' needs and purposes. Lastly they are time bound to decide when to measure learners' achievement (Frendo, 2005).

2.4.3. Benefits of Having Effective Objectives

Having good objectives helps the teacher to choose the appropriate approach, methods, and techniques (Hutchinson & Waters, 1987). Moreover, objectives provide common ground for the teacher, learners, and sponsors to agree about what to teach, the material used in addition to the expected outcomes from the course (Frendo, 2005) Furthermore, objectives promote learning. They state exactly what is to be learnt either language functions, abilities or professional skills (ibid). So that, it is easy for learners to eliminate irrelevant content and materials. Thus, the invested time and money would be reduced and directed to the important element of the course. Remember that objectives out of learners' expectations and real life experience enhance their self-direction and learning motivation (Brunton & Neher, 2009). In other words, learners should know the practical implications of the course objectives in their real life situations to be more active in the learning process (ibid). Above all, objectives provide the solid foundations for the evaluative process. Based on the acceptable level that the objective states, the teacher can set the assessment criteria and tools to measure learners' proficiency, course effectiveness and teaching /training process as a whole (Lowe, 2009). In short, objectives tell what to teach, the adopted approach, and the predicted outcomes.

2.5. Business syllabus

The syllabus provides the arrangement of the teaching unit based on criteria like familiarity, the learners' needs, the mission learners do in their companies, etc (Umera, 2011). It includes all the competencies that learners should have in order to communicate in his/her

business setting (Frendo, 2005). In addition, materials availability in the company plays a role in determining items and the criterion of the order in the syllabus. Thus, the designer negotiates the syllabus with learners and sponsor to manage the logistics for the achievement of course objectives (Ellis & Johnson, 1994).

3.6. 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).

2.7. 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 insist 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 Frendo, 2005: 123).

2.8. Conclusion

The teaching of business English today becomes a need which deserves 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 clear objectives out of comprehensive analysis of learners' needs. Objectives are key characteristics of any ESP course and when it comes to business context they have to get more concern. In this chapter

we attempted to present business English teaching and its characteristics. Needs analysis,

syllabus, materials selection and evaluation, all elements under BET, have been our concern.

Chapter Three

Chapter Three: Data collection and Analysis

Introduction

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General conclusion and recommendations

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Appendix 2: Teachers' interview

الملخص باللغة العربية

Introduction

After reviewing the literature on course design and business English teaching, this chapter presents the methodological design of the study. In this regard, we have adopted the descriptive method since it is the suitable method to describe the current situation (Ranjit, 2005).

Our study aims at evaluating course effectiveness in terms of objectives and their relevance to learners' needs. It is both quantitative and qualitative which attempts to answer the research questions and to achieve the objectives stated before. We have chosen a questionnaire and an interview as data collection tools. The former is useful to get reliable numerical data. The latter helps in gathering valid opinions about the phenomenon under investigation.

3.1. Frame of the study

The study is conducted at the Career Centre of Ouargla University. It is a new institution created in 2012 as a result of an agreement between Word Learning Organization in the USA and Ouargla University. The centre seeks to improve learners' employability as well as skills needed in their future careers and to establish internship between the University and enterprises/companies for the requirement of business careers. In order to achieve its goals, the Centre organizes some meetings and workshops in topics related to common skills in the business world like job interview, leadership, overcoming personal obstacles, etc.

3.2. Sampling

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

The study adapts the probability sample. This is a useful technique for random selection (ibid). The adopted sampling is the appropriate choice as there is no criterion for learners to learn or for teachers to work in the Centre.

3.2.1. Students

We have chosen randomly thirty six (36) students from two places of the Centre. They are from different Departments of Ouargla University. Most of the learners are beginners who studied for two semesters at the Centre. They are adult learners from both genders.

3.2.2. Teachers

The four (04) interviewees have taught for two to four years at the Centre. Two of them are English ESP students. They have been trained in lesson planning. The third one is an English teacher who has been trained in consultation and lesson design. Whereas, the forth one is a finance student trained in workshops' management.

3.3. Data collection instruments: description and analysis

3.3.1. Description of students' questionnaire

This questionnaire has been distributed to thirty six (36) learners at the Career Centre in both sections: the economic and human sciences section and the applied sciences one at the end of April 2016. The questionnaire is divided into two sections. The first investigates the learners' background in English as well as their purposes of learning at the Centre. Whereas,

the second investigates learners' attitudes towards courses' effectiveness in terms of objectives.

3.3.2. Analysis of students' questionnaire

Question 01: Do you think that English is interesting?

Table 1: Learners' attitudes towards English language

Option	Number	(%)
Yes	35	97,22 %
No	01	2.77 %
Total	36	100 %

From Table (01), it is obvious that most of learners think that English is interesting

Question 02: Do you think that English is important in your studies?

Table 2: The importance of English language in learners' university studies.

Option	Number	(%)
Yes	35	97,22 %
No	01	2.77 %
Total	36	100 %

Table (02) shows that the majority of learners claim that English is an important language for their university studies.

Question 03: Have you studied English before?

Table 3: Learners' background in English

Option	Number	(%)
Yes	31	86,11 %
No	04	11,11 %
Total	36	100 %

Table (03) demonstrates that the majority of learners have a background in general English.

Question 04: Have you set some objectives before joining the Career Centre?

Table 4: Learners' objectives in learning at the Centre

Option	Number	(%)
Yes	31	86,11 %
No	04	11,11 %
Total	36	100 %

It is noticeable from Table (04) that most of the learners set objectives before attending the Centre. These objectives include: developing my English, using English at the workplace, English is important and the most spoken language in the world…

Question 05: Has the Centre offered you what you have expected?

Table 5: Learners' expectations of their objectives' achievement

Option	Number	(%)
Yes	17	47,22 %
No	0	0 %
To some extent	18	50 %
Total	36	100 %

Table (05) shows that the achievement of learners' objectives as they expected is acceptable.

Question 06: Have you been asked about your needs before attending the courses?

Table 6: Learners' needs assessment

Option	Number	(%)
Yes	15	41,66 %
No	20	55,55 %
Total	36	100 %

Table (06) shows that most of the learners have not been asked about their needs before

beginning the course.

Question 07: Do you think that it is workable to take your needs into consideration when designing a course?

Table 7: Learners' attitude towards their needs integration in the course.

Option	Number	(%)
Yes	27	75 %
No	09	25 %
Total	36	100 %

Table (07) reveal that most of learners think it is possible to take their needs into account when designing the course.

Question 08: Do you agree that your integration in the course planning enhances your learning motivation?

Table 8: The influence of learners' integration on their motivation

Option	Number	(%)
Yes	31	86,11 %
No	05	13,88 %
Total	36	100 %

 As shown in Table (08) most of the learners agree that their integration in planning the course increases their motivation to learn.

Question 09: Do you think that the courses offered by the centre will enhance your communicative competence at your future workplace?

Table 9: Learners' anticipation about course effects on their communicative competence.

Option	Number	(%)
Yes	36	100 %
No	0	0 %
Total	36	100 %

We notice on Table (09) that all the learners argue that the courses offered by the Centre make them communicatively competent at future workplace.

Question 10: How do you evaluate the courses offered by the Centre in terms of objectives' effectiveness?

Table 10: Learners' evaluation of the courses offered by the Centre.

Option	Number	(%)
effective	20	55,55 %
Non-effective	0	0 %
To some extent	16	44,44
Total	36	100 %

Table (10) shows that most learners confirm the effectiveness of the courses offered by the Centre in terms of objectives.

3.3.3. Description of teachers' interview

Four teachers at the Career Centre were interviewed to explore their being business English teachers, their views on the courses offered by the Centre, and their ways in dealing with learners in the class.

3.3.4. Analysis of teachers' interview

Question 01: Do you think that the courses offered by the Centre are really ESP courses?

The interviewees confirmed that the courses offered by the Centre are ESP courses.

Question 02: Have you received any guidance or training before you began teaching at the Centre?

Two teachers have received training in consultation and workshops' management whereas the others studied ESP and get some lessons in course designing.

Question 03: Does the Centre provide the appropriate atmosphere and methodology for teaching and learning?

All the teachers answered that the Centre provides the necessary materials and teaching tools like CDs, books, textbooks, laptops, etc. Also they are satisfied towards the place or the classroom atmosphere.

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

The four teachers stated that they did not ask the learners about their objective because learners are supposed to know the objectives of the courses offered by the Centre.

Question 05: What types of information have you used to know about your learners?

The teachers' answers show that they are concerned only with learners' names and specialties.

Question 06: Do you notice that your learners are motivated to learn business English?

All the teachers argued that the majority of learners are motivated to learn business English

Question 07: Do you think that learners' integration in the course enhances their motivation?

All the interviewees claimed that learners' motivation increases when they take part in the course design ,activities, tasks, etc.

Question 08: On which criteria do you evaluate your courses effectiveness? Why?

Two teachers stated that the achievement of course objectives is the criteria on which they evaluate the course. The third relates course effectiveness to the integration of the four language skills and the use of authentic materials. Whereas, the fourth said that learners' reaction and feedback help him to evaluate the course.

Question 09: At the end of the course, do you think that the learners have achieved their objectives?

The interviewees answered that most of objectives are achieved at the end of the course. They added that tests and questionnaires are administered to assess learners' achievement.

Question 10: What are some of the problems you meet in designing the course?

One teacher said that he faced cultural problems when using the American manual guide. Whereas, for the other three teachers, time and learners' differences in English background are the main problems.

3.4. Interpretation of the findings

3.4.1. Students' questionnaire

After the analysis of the results obtained from the questionnaire, we have come to the following conclusions. First, the students of the Career Centre are not necessarily ESP learners as they are adults and have background in general English. Moreover, they set some goals to learn at the Centre. In this regard, ESP is designed for adult learners who are intermediate or advanced levels (Dudley-Evans and St John, 1998). Second, the students have set some goals which were not determined as specifically as possible to be measured (Frendo, 2005). Third, learners' needs are not taken into consideration. This is because the courses are built up on ready-made materials. Therefore, courses are not effective as they do not consider learners' needs extensively. To make these courses more effective, learners' needs and expectations should be the prime concern when designing the course (Hutchinson & Waters, 1987. Dudley-Evans & St John, 1998). Forth, however learners and teachers agree on the importance of learners' integration in designing the courses as well as the crucial role of the motivation factor in learning, there are some constraints that hinder learners' involvement in the course such as the use of ready-made materials and administrative instructions.

3.4.2. Teachers' interview

Questions of the interview we discussed to get reliable data and back up our interpretation. Teachers are trained to use ready-made materials that are prepared by World Learning Organization. This can never serve all the needs of the learners at the Centre; thus adapted materials or new ones are required though they are time consuming and need much efforts, experience, and costs (Frendo, 2005). Furthermore, teachers' restriction to tailor

made-materials bans them from conducting a comprehensive needs analysis. The results also show that the teachers bring authentic materials to the classroom either audio visual or written text. In addition, teachers integrate the four language skills and micro skills in the syllabus. They use role plays, games, workshops, and group work to deliver their courses successfully. These are some characteristics of the communicative language teaching (CLT) (Savignon, 2005). Yet teachers expose learners only to the American variety of English neglecting an important principle of (CLT) i.e. exposure to different varieties of language (ibid).

It is obvious that the prime concern of the teachers in the Centre is the communicative competence in business settings. However, it is harder for them to determine all the students' communicative needs because they came from different Departments. So, they select common needs in general business contexts. This would be an appropriate solution only if it is accompanied with the improvement of the teachers' autonomy to generate discursive characteristics of their learners' profession (Basturkmen, 2010:43).

In order to evaluate the course, the results confirm that teachers consider learners' motivation, goals' achievement, and the utilization of the authentic materials as criteria to measure courses' effectiveness. It is worth noting that these criteria have remarkable goals to play in learning (Hutchinson & Waters, 1987). Yet, the achievement of the course objectives stands the most reliable parameter to assess courses' effectiveness and to keep learners motivated (Sharp, 1998:93).

3.5. Conclusion

This chapter has dealt with data collection method, the analysis of the findings as well as the interpretation of results. We have concluded that both learners and teachers are aware of the necessity of needs analysis to achieve effective objectives. Moreover, teachers agree

that learners should be involved in the course plan. Despite the practical problems that may hinder learners' involvement in designing the course, the ones offered by the Centre are motivating and acceptable in terms of objectives effectiveness and compatibility with learners' needs.

General conclusion
And
Recommendations

General conclusion

Designing an effective ESP course is an ambition of an ESP teacher especially in the case of a business course, since its benefits are of great interest. The present study has attempted to draw some guidelines for the course designer to achieve an effective course. It has been stressed that this can be done through various stages such as conducting needs analysis, specifying goals and objectives, selecting materials, setting evaluation procedures, etc.

The study has tried to confirm that the stage of specifying goals and objectives is the cornerstone in the process of designing an ESP course. In other words, courses effectiveness should be evaluated by its objectives. In this respect, research has shown that effective objectives are out of learner' needs and expectation. The latter are not the teachers' intuitions and ideas but rather the results of the comprehensive needs analysis process.

This study has been conducted at the Career Centre of Ouargla University to evaluate the courses offered by the Centre in terms of their objectives effectiveness and learners' motivation. Findings have shown that both teachers and learners agree that needs analysis should be given special attention to set effective objectives. Further, enhancing learners' motivation is fundamental for ESP teacher and which can be realized through setting effective objectives.

Courses at the Centre are based on ready-made materials. Teachers are not able to adapt these materials to their learners' needs. Thus, these courses are not so effective in terms of objectives, but learners are motivated because of their exposure to the authentic materials.

Recommendations

The present inquiry aims to examine the effectiveness of the courses offered by the Career Centre. Results reveal that much attention should be paid to learners' needs and purposes for learning at the Centre. Moreover, authentic materials should be wisely used to meet learners' needs. In other words, teachers should receive training in adapting authentic materials, bearing in mind learners' differences, cultural factors, administrative restrictions, etc. In addition, there has to be a reciprocal relationship between the English course and the workshops i.e. the use of English in workshops will enhance learners' communicative skills and motivate them to learn. Furthermore, teachers have to set objectives as guidelines for what and how to teach. Before that, they have to negotiate them with their students at least to find a compromise between the objectives set by the Centre and what is expected by the students.

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Appendices

Students' Questionnaire

UNIVERSITY OF OUARGLA

FACULTY OF ARTS AND LANGUAGES

DEPARTMENT OF LANGUAGE AND LITERATURE

This questionnaire aims at investigating ESP courses in terms of objectives specifically Business courses. You are kindly required to fill in the questionnaire. PLEASE answer the following questions carefully and as honestly as possible.

General profile:

Gender: ……………………………..

Department: …………………………………………………….

'Employer', your job title: …………………………………………………

Section one:

1- do you think that English is interesting

YES ☐   NO ☐

2- Do you think that English is important for your studies?

YES ☐   NO ☐

3- Have you studied English before?

YES ☐   NO ☐

4- Have you set some objectives/goals before joining the Centre?

YES ☐   NO ☐

In case of / Yes / what are they?

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5- Has the Centre offered you what you have expected?

Yes ☐   No ☐   To some extent ☐

Section Two:

6- Have you been asked about your needs before attending the courses?

Yes ☐   No ☐

7- Do you think that it is workable to take your needs into consideration when designing a course?

Yes ☐   No ☐

8- Do you agree that your integration in the course planning enhances your learning motivation?

Yes ☐   No ☐

9- Do you think that the courses offered by the Centre will enhance your communicative competence at your future workplace?

Yes ☐   No ☐

10- How do you evaluate the courses offered by the Centre in terms of objectives' effectiveness?

Effective ☐   To some extent ☐   None-effective ☐

Thanks

Appendix 02

Teachers' interview

Dear teachers

      This interview is directed to Career Centre teachers to gather their opinion on business courses offered by the Centre. The information that we hope to gather will help us fulfilling our Master dissertation, at the department of English, Ouargla University.

Part one:

1- Do you think that the courses offered by the Centre are really ESP courses?   Yes /no

2-Have you received any guidance or training before you began teaching in the Centre?   Yes /no.

3-Does the Centre provide the appropriate atmosphere and methodology for teaching and learning?   Yes/no.

4-Do you ask your learners about the objectives they want to achieve from their training in the Centre?   Yes /no.

5- What types of information you have used to gather about your learners?

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Part two:

6-Do you notice your learners' motivation to learn business English? Yes /no.

7-Do you think that learners' integration in the course enhances their motivation?   Yes /no.

8- On which criteria do you evaluate your courses effectiveness? Why?

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9- In course planning do you adopt any particular approach?

Yes/no …. What is it if so?

10- At the end of the course, do you think that the learners have achieved their objectives?   Yes /no

11- What are some problems you meet in designing the course?

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Thank You for Your Time

ملخص المذكرة

لقد أدى التوسع الاقتصادي و التجاري إلى ظهور تعليم الإنجليزية لأهداف تجارية و التي تعنى بتصميم دروس خاصة تستجيب إلى احتياجات المتعلمين و توقعاتهم . وتسلط ه   ذه الدراسة الضوء على تحديد الأهداف كمرحلة أساسية في تصميم دروس اللغة الإنجليزية في ه ذا المجال كما تبحث في مدى فعالية الدروس المقدمة من طرف مركز المسارات المهنية بجامعة ورقلة بناء على أهدافها و أثرها في العملية التعليمية. يعد ه ذا البحث دراسة وصفية تجمع بين المنهج الكمي و الكيفي. فهي كيفية كونها تعتمد على جمع أراء الأساتذة في التدريس ‘ و كمية بحيث تقدم إحصائيات لأراء المتعلمين حول الدروس المقدمة . و قد أظهرت النتائج المتحصل عليها أن حاجيات المتعلمين لا يتم أخدها على محمل الجد على الرغم من تشديد الأساتذة على ضرورة إقحام المتعلمين و حاجياتهم في وضع أهداف الدرس. بعبارة أخرى تحديد أهداف الدرس يجب أن يكون وفق التحليل ألحاجي للمتعلمين لأن وضع الأهداف يساعد على تحديد محتوى الدرس‘ الأدوات التعليمية ‘ ولكذا آليات التقييم. كما أظهرت النتائج أن الدروس المقدمة من طرف المركز مبنية على أدوات تعليمية معدة سلفا. و عليه فإن هذه الدروس ليست فعالة بشكل الكافي. توجه ه ذه الدراسة إرشادات لأساتذة المركز قصد تقديم دروس في الإنجليزية التجارية أكثر فعالية. و مع ذلك يبدو لمن الضروري القيام بدراسات أخرى لتقييم هذه الدروس المقدمة من خلال استعمال أدوات بحث أخرى كالملاحظة اليومية وتقييم التغذية الراجعة.

Abstract

The expansion of business has led to the growth of Business English teaching (BET), the aim of which is to design an ESP course that best meets learner's needs and expectations. The current study sheds lights on setting objectives as a corner stone for an ESP course design; it examines the effectiveness of the course objectives offered by Career Centre at Ouargla University in learning English. It is a descriptive study based on a mixed method. On the one hand, it is qualitative as it looks for teachers' opinion and experience. On the other hand, it is quantitative in the sense that it provides statistic data on learners' opinion and expectations. The results reveal that learners' needs are not well considered. Nevertheless, teachers at the Centre argue that learners should be involved in setting objectives. In other words, setting course objectives should be the outcomes of needs analysis. Further, objectives determine course content, materials, and evaluation procedures. In addition, findings show that the courses offered at the Centre are based on ready-made materials. As a result, these courses are not so effective. The current study posits insights for Career Centre teachers to offer more effective business courses. Further studies are required to best evaluate these courses by using other data collection tools such as classroom observation and feedback evaluation.

Résumé

L'expansion des affaires a conduit à la croissance des affaires de l enseignement de l anglais (AEA), dont le but est de concevoir un cours EOS qui répond le mieux aux besoins et attentes apprenti conducteur. La présente étude jette un éclairage sur la définition d'objectifs en tant que pierre angulaire d'un ESP de conception de cours; il examine l'efficacité de l'Objectifs de cours offerts par le Centre de carrière à Ouargla University dans l'apprentissage de l'anglais. Il s'agit d'une étude descriptive fondée sur une méthode mixte. D'une part, il est de nature qualitatif que cela ressemble à des enseignants opinions et d'expérience. D'autre part, il est quantitatif en ce sens qu'elle fournit des données statistiques sur l'opinion des apprenants et des attentes. Les résultats révèlent que les besoins des apprenants ne sont pas bien pris en considération. Néanmoins, les enseignants au Centre soutiennent que les apprenants devraient être impliqués dans l'établissement des objectifs. En d'autres mots, les objectifs des cours devraient être les résultats d'une analyse des besoins. De plus, les objectifs Déterminer le contenu du cours, les matériaux et les procédures d'évaluation. En outre, les résultats montrent que les cours offerts par le Centre sont basés sur de matériels prêts à l'emploi. En conséquence, ces cours ne sont pas tellement efficace. La présente étude postule insights pour centre de carrière des enseignants à offrir plus de cours d'affaires efficaces. Des études supplémentaires sont nécessaires afin de mieux évaluer ces cours en utilisant d'autres outils de collecte de données telles que l'observation en classe et les commentaires d'évaluation.